

# Metro

## 2 Teacher's Guide



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OXFORD  
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide. Oxford is a registered trade  
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First published in 2018

2022 2021 2020 2019

10 9 8 7 6 5 4 3

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ISBN: 978 0 19 441026 7	Teacher's Guide
ISBN: 978 0 19 401687 2	Teacher's Pack
ISBN: 978 0 19 405056 2	Teacher's Access Card
ISBN: 978 0 19 441052 6	Online Homework
ISBN: 978 0 19 405058 6	Classroom Presentation Tool

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Back cover photograph: Oxford University Press building/David Fisher

Commissioned photography by: Benjamin Norman/People's Television pp.12, 13, 23, 35, 45,  
46 (Piper texting), 57, 66, 79, 89, 90.

Illustrations by: Sean Longcroft pp.18, 33, 41, 49, 56, 62 (vocabulary), 83, 104, 111, 114; Alejandro  
Mila/Sylvie Poggio Agency pp.11, 40, 51 (ex.5), 59, 71, 73, 85, 94, 109, 112, 115; Ian Moores pp.6,  
9, 25, 119 (ex.9); Paul Moran/Beehive Illustration pp.8, 19, 29, 47, 58, 75, 78, 80, 110, 113, 116;  
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Special acknowledgment is due to Lewis Lansford for the Watch pages.

The authors and publishers would like to thank all the teachers and schools whose feedback, comments, and  
suggestions have contributed to the development of Metro. The authors would also like to thank all of those  
involved in the production of Metro. James Styring dedicates the series to Jude Robert Alver Styring.

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# Where will *Metro* take **you**?

*Metro's* fresh approach reflects how today's teenagers learn about the world and each other. The reliable methodology builds students' confidence, and guides them on their journey towards independent learning.

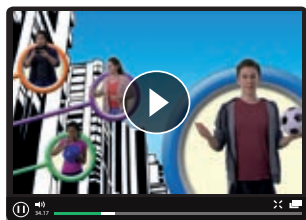
## For Students

### Student Book and Workbook



- Each unit features **fresh, modern topics**, that teenage students can immediately connect with.
- The grammar syllabus is **progressive yet supportive** and is designed to help build students' confidence.
- Vocabulary is presented in **meaningful, real-life contexts**, with lots of visual support. Audio of all vocabulary helps students to achieve accurate pronunciation.
- A carefully-designed skills syllabus gives students the opportunity to consolidate new language whilst developing each of the four skills. *Good readers*, *Good writers*, and *Good listeners* skills tips highlight **effective strategies** that learners can use to immediately improve their performance, and build their competence for future exams.
- *Metro* Workbook offers extra practice of Vocabulary, Grammar, and Reading, and is combined with the Student Book for convenience and flexibility.

### Video in every unit



- Each unit of *Metro* opens and closes with a video that puts the unit language and topic in a **meaningful context**.
- Warm-up videos at the beginning of each unit **immediately engage** students, and preview vocabulary and themes that students will see in the upcoming unit.
- Relatable teenage friends appear in realistic and funny situations that students can identify with.
- Watch videos are longer documentaries or interviews, which explore cultural topics, and are presented by the *Metro* characters.

### Online Homework



- With interactive activities practicing vocabulary, grammar, listening, speaking, reading, and writing, and media-rich content featuring video, audio, and images, *Metro* Online Homework is a modern way to complete homework.
- *Metro's* Online Homework allows students to **complete all their homework** assignments in a safe and supported digital environment.
- Students can practice new language from the main units and get instant feedback, connect with other students and their teacher, and track their progress.
- Designed for personal computer and tablet, Online Homework provides over 200 more learning activities.

### On the Move



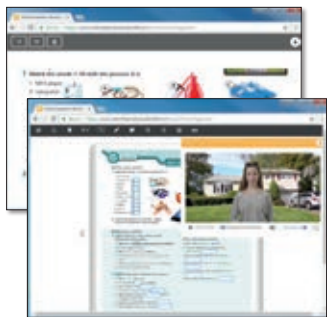
- Students can use their own personal smartphone or tablet to **practice English anywhere** with On the Move.
- On the Move features brand-new content based on the contents of the Student Book, including video exercises, vocabulary practice, grammar practice, listening activities, and extra challenge exercises that push students further.



# For Teachers



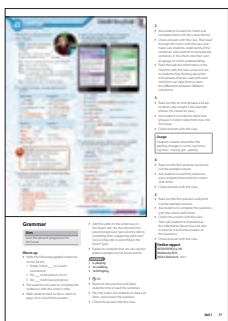
## Classroom Presentation Tool



- The Classroom Presentation Tool makes it easy to **deliver heads-up lessons**.
- Video, audio, interactive activities, and answer keys **launch straight from the page**.
- Answers can be **revealed instantly** for exercises in the Student Book and the Workbook.
- **Clickable links** to Workbook pages, *Metro Express* pages, Writing pages, and exclusive **Pronunciation** pages make navigation simple.
- Classroom Presentation Tool can be used on a tablet or computer, or connected to an IWB or projector.
- Teachers can plan lessons online or offline, across all their devices, and save weblinks and notes directly on the page.



## Teacher's Guide



- **At-a-glance answer keys** save time when teaching and marking.
- Clear, **step-by-step teaching notes** make lesson planning easy.
- Ideas for **warm-ups and extra activities** are included with each lesson.
- Audio and video scripts and Workbook answer keys are included.



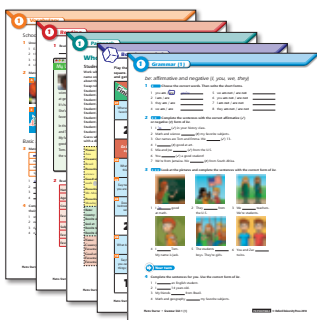
## Online Homework



- Online Homework enables teachers to **easily assign and mark homework**, and **track students' progress**.
- In one easy-to-use platform, you can access Online Homework and a wealth of Tests and extra teaching resources.



## Teacher's Resource Center



### Editable Tests

- For every level of *Metro* there are **editable** Unit Tests, Review Tests, and End-of-year Tests. Unit Tests are provided in A, B, and C versions to offer complete flexibility, and 1 star \* and 2 star \*\* versions to suit the needs and levels of different students.

### Worksheets

- Reading, Vocabulary, Grammar, Pairwork worksheets, and Games ensure that teachers have **plenty of materials to use all year round**.



## Audio Visual Pack



- The Class Video DVD contains all four levels of video.
- The Class Audio MP3 CD contains all four levels of audio.
- The **Classroom Presentation Tool** also contains all of the class video and audio, for complete flexibility.

# Making the most of *Metro*

## A message from the authors



While planning and writing *Metro*, the needs of secondary school teachers and learners have been central to our thinking. For teachers, teenagers are a demanding yet rewarding age group. Students of this age are experiencing great personal, social, and educational challenges, while adapting to the rapidly-evolving world that surrounds us all. To support and engage learners in this environment, classroom materials need to reflect this world as closely as possible.

For the teacher, we recognize that it can take time to craft stimulating lesson plans for teenagers – time that too often is not available. With this in mind, we have created a comprehensive set of materials with integrated video lessons and digital components which teenagers can relate to, and which requires little or no preparation by the teacher.

For students, motivation is fundamental to their learning and, to a large extent, this will come from students' interest in their classes. We've aimed to provide a high level of visual interest throughout the course, using relevant and memorable vocabulary presentations in real-world contexts that students of this age will recognize from their daily lives. Texts are intrinsically interesting, with topics that motivate students to listen, read, and also to relate personally to the texts. With an emphasis on real people, places, and events, there is often potential for students to find out more online about the subjects.

We sincerely hope you and your students find learning with *Metro* both rewarding and successful. And do get in touch at [elt.oup.com/contactus](mailto:elt.oup.com/contactus) if you have a comment or experience to share.

James Styring

Nicholas Tims

## A message from the series consultant



Throughout each unit, *Metro* develops a sequence of learning activities which considers the students' processes of acquiring knowledge. Each unit starts with a video – a real, visual and aural stimulus – which inspires students to engage in the process of learning English. The sequence of each unit gets the participants involved in innovative, creative, and different activities of vocabulary, listening, grammar, and reading. These activities make the students participate actively, emotionally and cognitively with each exercise, strengthening the learning of each language area. The learners through their engagement and interaction internalize all of the important aspects of the language.

The last part of the process of developing an additional language is to explore and practice the structures studied in different but real situations – cultural, academic, and social. *Metro* allows students the opportunity to do this through extra-curricular subjects, cultural topics, functional language, and projects.

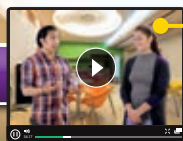
I wish you and your students every success with *Metro*.

Airton Pozo de Mattos

### In this unit ...

- talk about different jobs
- describe people's personalities
- compare things that are similar or different
- make apologies and give reasons
- identify topics in paragraphs of texts
- understand a video about an American journalist

# 3



Video Watch the warm-up video.

What job do you want to do when you're older?

Good Job!

- 1 What jobs does Naomi suggest for Ollie?
- 2 What jobs do you think are interesting?

The language and skills that students acquire in each unit of *Metro* are listed here at the start of each unit.



Video

*Metro* features integrated video in every unit. On the first page of each unit, the course characters feature in short, engaging videos that introduce aspects of the unit topics. On the Watch page at the end of every unit, students watch a documentary video with comprehension and skills practice. The Watch pages end with students doing a project.

There are four main characters for each level in the *Metro* Student Book videos. They are typical American teenagers who help bring the material to life, and engage students' interest in the unit topics.

The warm-up videos set the unit topic in a memorable manner, and introduce part of that unit's first vocabulary set.

The course characters appear in recognizable settings that teenage students can identify with. In some units, a character talks on his or her own about a topic. In other units, the characters appear having conversations together, talking on the phone, or making video calls.

Comprehension and personalization exercises get students thinking about the topic.

## Making the most of *Metro*: Video

**Before watching: encourage students to focus** Give students 15 seconds to look at the picture. Then with books closed, ask questions using recycled language, for example: *Who is in the picture? What color is Jenna's top?*

**Before watching: arouse students' curiosity** Ask students to read the dialogue bubbles and to look at the picture. Ask: *Where are they? Can you guess what Morgan likes? What are you interested in?*

**Play the video without sound** Can students guess what the characters are talking about?

**Pause the video** Can students guess what is going to happen next? Can students guess what a character is about to say?



# V


## Vocabulary



Each unit of *Metro* teaches two main sets of vocabulary that include lexical fields (*father, mother, etc.*), collocations (*have lunch, take a shower*), and word families (*excited, exciting*).

Units start with a short question and text to establish the topic and preview some items from the first vocabulary set. These mini-texts show some of the new vocabulary in a recognizable and realistic context.

Look out for  . All vocabulary is recorded to model pronunciation.

Realistic space for students to write gives students a permanent record of new words.


 **Your turn** is a personalization exercise which makes language relevant to students and helps memorization. Exercises which provide speaking practice can be conducted in open class (led by a teacher or a student) or in closed pairs with a teacher monitoring.

There are links to additional vocabulary practice in the  **Workbook** (see page xx) and in the  **Online Homework** (see page xxi).

# V

## Vocabulary

### Jobs

1  23 Read Ollie's comment. Which job is better for Cate? Why?

This is my older sister, Cate. She loves writing and she started a blog when she was 14. She's friendly and she likes traveling. She's going to college next year. She wants to be a journalist or a software developer.

2  24 Match the jobs with the pictures. Listen, check, and repeat.

architect chef dentist doctor fashion designer journalist lawyer  
nurse police officer salesperson scientist software developer



WHAT JOB DO YOU WANT TO DO?



thirty-six

36

**Stop** I want to be a doctor. My mom is an architect.

## Making the most of *Metro*: Vocabulary

**Use students' existing knowledge** The short exercise that begins each unit is an opportunity to draw students' attention to the new words that preview the main vocabulary set. Ask students if they know other words around the topic and write them on the board. Draw students' attention to these words when they meet them in the main vocabulary set.

**Ensure students have a record of new vocabulary** Make sure students complete matching or labelling tasks in the presentation of vocabulary. Encourage them to underline stressed syllables in vocabulary for future reference.

**Recall, recycle, and review** Multiple exposures to vocabulary will increase the likelihood of students remembering words. *Metro* recycles taught vocabulary throughout the course, and games, vocabulary notebooks, categorizing through vocabulary webs, personalized flashcards, and puzzles (see *Metro Express*, page xx) are other ways to aid recall and review vocabulary.

**Dictate** Dictation is a valuable activity that can employ all four language skills when done collaboratively. If you want to quickly review some vocabulary, dictate a list of words or even a few sentences. Give students time to compare their answers before feedback, injecting useful language such as "It isn't spelled like that."



3 Read the sentences. Who is speaking? Choose from the jobs in exercise 2.

- 1 "I sold six TVs today." a salesperson
- 2 "I made over 50 pizzas today!" \_\_\_\_\_
- 3 "Do you often have headaches?" \_\_\_\_\_
- 4 "I designed these apartments." \_\_\_\_\_
- 5 "I write apps for phones." \_\_\_\_\_
- 6 "Don't forget to brush your teeth before bed." \_\_\_\_\_
- 7 "Do you like my new idea for a dress?" \_\_\_\_\_
- 8 "Can you describe the man? Was he tall or short?" \_\_\_\_\_
- 9 "We learned a lot about the weather from this experiment." \_\_\_\_\_
- 10 "Can I ask you some questions about your new movie?" \_\_\_\_\_

4 In which jobs do people ...

- 1 sometimes work outside?
- 2 travel around the world?
- 3 spend a lot of time in front of a computer?
- 4 often work on weekends?
- 5 wear special clothes or a uniform?

Architects, police officers, scientists, and journalists sometimes work outside.

**Your turn**

5 Which job do you want to do? Give reasons.

I want to be a software developer because I love computers!

I want to be a doctor because I like helping people.

→ METRO EXPRESS p.111

Workbook p.W4 Online Homework

L Listening

My family's jobs

1 25 Gabriel is talking about his relatives' jobs. Listen and match the people with their jobs right now. There are three jobs that you do not need.



- |                    |                      |
|--------------------|----------------------|
| 1 Gabriel's sister | a doctor             |
| 2 Gabriel's dad    | b dentist            |
| 3 Gabriel's mom    | c teacher            |
|                    | d software developer |
|                    | e chef               |
|                    | f architect          |

2 25 Listen again and complete the chart with ✓ or X.

	Gabriel's sister	Gabriel's dad	Gabriel's mom
went to college	✓		
sometimes works at home			
sometimes works on weekends			

3 25 Listen again. Choose the correct answers.

- 1 Gabriel's sister ...
  - a is looking for a new job.
  - b started work six years ago.
  - c sometimes finds her job boring.
- 2 Gabriel's dad ...
  - a was a chef before Gabriel was born.
  - b didn't enjoy cooking when he was young.
  - c learned how to cook at a school for chefs.
- 3 Gabriel's mom ...
  - a always wanted to be a dentist.
  - b has a good personality for her job.
  - c became a dentist five years ago.

thirty-seven

Each unit of *Metro* has two main recordings. They recycle the preceding vocabulary set, but keep grammar within known levels. Listening in *Metro* emphasizes understanding rather than testing.

*Metro* recordings include individual "vox pop" speakers, conversations, interviews, students' reports, podcasts, and radio shows.

Practice typically begins with orientation practice such as listening for gist. These exercises help students get a general understanding of a recording before they listen for detail.

Exercises in *Metro* usually have an example answer.

## Making the most of *Metro*: Listening

**Help students to prepare before they listen** Check students understand the exercise instructions. Ask students to read the example and the questions carefully so they have a general idea of what they are going to hear. With some exercises, students can predict possible answers without marking them in their books.

**Show students how to listen for gist** Students often think that to understand a recording, they have to translate every word. Students can quickly "get lost" during a listening because they stop at unknown words. To help with this, most *Metro* listenings start with a gist question. First, students read the question. Then they listen all the way through, without making notes or stopping.

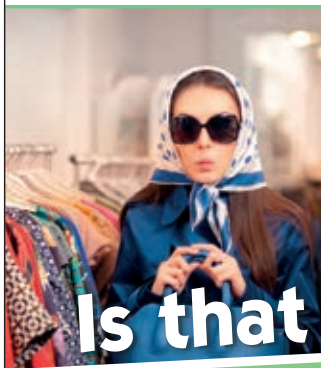
**Encourage students to keep listening** When students are doing comprehension based on a reading text, they can refer back to the text to find the answers, but they can't pause and rewind a recording. Often students get stuck when they can't answer a question: the recording plays on, and they miss the rest of the questions. Tell students not to stop at questions they can't answer. You can help students by stopping after each answer has been given on the recording – check the answer and ask students to read the next question before you press play again. Then play the whole recording for students to check.

**Students are learning to listen, not being tested** Make sure students realize that the questions are there to support their understanding, not to test their memories. Listening exercises in *Metro* are designed to be achievable.

Each unit of *Metro* includes two main reading texts, as well as texts in the Culture and Cross-curricular pages.

The first reading text of each unit recycles the first vocabulary set and models the first target grammar.

Every main reading text is recorded to give students an opportunity to listen to the pronunciation features of language in a continuous text.



## Is that REALLY a job?

A

Lucy loves shopping. In fact, it's her job: she's a mystery shopper. Stores pay her to drive around the country and pretend to be a real customer. She doesn't have to buy anything, but she has to take notes and answer questions for the stores about her experiences.

"The questions aren't hard," says Lucy. "A lot of the answers are just 'yes' or 'no.' For example, 'Were the salespeople friendly?' But you have to answer them quickly, and I often work seven days a week."

B

Is this the dream job? Kenji is a professional sleeper. Someone pays him to sleep! Kenji works for new hotels. Before they open, they need people to test their rooms. So Kenji has to sleep in each one!

"People think it's an easy job," says Kenji. "But I have to describe my experience, for example on hotel blogs – in several different languages! I'm also almost never home. I hate that."

C

Hannah's job is delicious. She's an ice cream taster! Of course, her job is harder than that. Hannah is really a food scientist. She creates new ice cream flavors.

"I travel all over the world to find new flavors," Hannah says. "I taste around 60 different types of ice cream every day! But that means I have to exercise and eat healthy food at home."

1 26 Look at the pictures. What jobs do you think the people do? Read and check.

2 Read the article and answer the questions. Write A, B, or C.

In which jobs do you ...

- 1 need a car? A
- 2 visit different countries? \_\_\_\_\_
- 3 need to be good at writing? \_\_\_\_\_
- 4 think about your diet? \_\_\_\_\_
- 5 need to know a lot of languages? \_\_\_\_\_
- 6 usually answer questions with one word? \_\_\_\_\_

3 Read again. Answer the questions.

- 1 What do mystery shoppers do?  
They visit stores and answer questions about their experiences.
- 2 Why does Lucy say the questions are easy?  
\_\_\_\_\_
- 3 Where does Kenji work?  
\_\_\_\_\_
- 4 What does Kenji not like about his job?  
\_\_\_\_\_
- 5 What is Hannah's job?  
\_\_\_\_\_
- 6 Why does Hannah need to stay in shape?  
\_\_\_\_\_

## Making the most of *Metro*: Reading

**Encourage autonomy** Remind students to use every bit of information on the page to help them understand a text as fully as possible. That could mean headings, pictures, or even the design of the text itself. Familiarity with and availability of other resources, such as dictionaries, will also allow students to deal with problems such as unknown vocabulary without asking a teacher for help with every problem.

**Get students to generate their own comprehension tasks** With stronger classes, students can collaborate to generate their own comprehension exercises on a text. Start with a simple example such as a true/false exercise. Students can swap their exercises with other groups to answer individually or in groups.

**Interact with texts after the comprehension stage** The completion of comprehension activities does not have to be the end of students' interaction with a text. Some ideas:

- Students close their books and you read aloud. Pause at appropriate points to see if students can remember the next word in the text – rewarding both accurate and plausible guesses.
- Take some key sentences from the text, perhaps exemplifying important structures, and produce jumbled versions – either on a worksheet or on cards. Ask students to recreate the sentences and then check if they are correct. Point out the relevant structures.
- For texts rich in facts, group students and get them to recall as many facts as possible within a time limit.

have to / don't have to

- 1 27 Read the conversation. Choose the correct answer.

Dave's / Mo's relative is an architect.

Dave: What do you want to do when you're older?

Mo: I don't know. Be an architect, maybe? But I can't draw very well.

Dave: You don't have to be good at art. My uncle's an architect. He always works on a computer.

Mo: Do you have to study for a long time?

Dave: Yes, you do. Architects have to study for over five years. My uncle told me that.

Mo: What? Five years!

- 2 Complete the charts. Use the conversation in exercise 1.

**Affirmative (obligation)**

I / You / We / They <sup>1</sup> have to study for over five years.

He / She / It has to travel all over the world for her job.

**Negative (no obligation)**

I / You / We / They <sup>2</sup> don't have to be good at art.

He / She / It doesn't have to wear a uniform at work.

**Questions and short answers**

Do you have to study for a long time? <sup>3</sup> No, you don't.

- 3 Complete the sentences with the correct form of have to / don't have to.



- 1 Chefs has to / have to wash their hands before work.



- 2 You has to / have to go to medical school to become a doctor.



- 3 Software developers have to / don't have to wear a uniform.



- 4 A salesperson has to / doesn't have to be friendly.

- 4 Alison is training to be a soccer referee. Complete the text with the correct affirmative (✓) or negative (X) form of have to and the verbs.

be be do go know run

- You <sup>1</sup> don't have to be (X) an adult. You can start training when you're a teenager. You <sup>2</sup> \_\_\_\_\_ (X) to college, but referees <sup>3</sup> \_\_\_\_\_ (✓) a lot of training.
- A referee <sup>4</sup> \_\_\_\_\_ (✓) all the rules of the game. We have to make quick decisions!
- A referee <sup>5</sup> \_\_\_\_\_ (X) really fit – like professional players. But they <sup>6</sup> \_\_\_\_\_ (✓) for 90 minutes in a game, so I often work out.



- 5 Complete the questions with Do / Does ... have to.

- 1 A This is your homework, everyone.  
B Do we have to bring it to class tomorrow?
- 2 A Please come to your uncle's party, Tom.  
B OK. But \_\_\_\_\_ stay all night?
- 3 A My dad's a nurse.  
B \_\_\_\_\_ work on weekends?
- 4 A I have an important test tomorrow.  
B \_\_\_\_\_ study tonight?
- 5 A My sister's new school is on the other side of town.  
B \_\_\_\_\_ take a bus?

**Your turn**

- 6 Make questions and answers with have to. Use the ideas below and your own ideas.

do chores at home get up before seven o'clock  
go to bed before midnight help with cooking

Do you have to get up before seven o'clock?

Yes, I do on school days.

→ **METRO EXPRESS** p.111

Workbook p.W14 Online Homework 39

Each unit of *Metro* includes two grammar lessons. Sometimes these break down the major tenses into manageable parts, for example in Unit 6, past progressive (affirmative and negative) followed by past progressive (questions).

Target grammar is exemplified in a short context exercise based on the unit topic. Students are exposed to the target grammar but they aren't required to use it yet.

The second exercise in every grammar section provides examples which students can use to determine the structure. The answers to the gaps are taken directly from the context exercise.

Exercise 3 is always a controlled practice exercise.

*Metro* provides three or four graded and contextualized practice exercises after the controlled practice.

Each grammar point in the Student Book has a full grammar chart and explanation, plus extra practice activities in the **Workbook**.

## Making the most of *Metro*: Grammar

**Personalize the grammar charts** Copy the Student Book exercise 2 grammar chart onto the board. Ask students to help you fill it out with their own examples. Then ask them to copy it into their own notebooks: this helps to embed the new structure in their memories.

**Encourage students to avoid translation** Translate into students' own language sentences that include features of target grammar. Point out how word order and word choice often vary between English and their own language, and that direct translation from students' own language (or into their own language) can cause mistakes.

**Grammar practice is not a test** As with the vocabulary and skills practice exercises in *Metro*, the grammar practice is designed to help students to improve – it is not a test. Read the example and complete a few questions with the whole class. Let students complete the rest of their answers in pairs. Check understanding in students' own language.

**Correct exercises in pairs** While the rest of the class completes an exercise individually, faster students can check their answers together in pairs, before moving on to a *Metro Express* page.

## V Vocabulary

Vocabulary presentations have a high level of visual support to give students a permanent record of vocabulary for future reference.

## L Listening

**Good listeners** tips present a listening strategy and are immediately followed by relevant practice.

Most listening exercises feature “minimal response” tasks such as circling and matching. These allow students to focus on the recording, and not on writing out answers.

Students can access extra listening, vocabulary, grammar, video, and “challenge” exercises on their smartphones or tablets with On the Move.

## V Vocabulary

### Personality adjectives

1 Read the parts of the school reports 1–6. Match them with the pictures A–F.

**SCHOOL REPORT**

- 1 Zoey is always **cheerful**. When she's in class, everyone is happy!
- 2 Luke is a **helpful** student. He's good at explaining things to other students.
- 3 Grace is an **easygoing** girl. She never gets stressed or worried about school work.
- 4 Tyler is a very **confident** boy. He likes doing presentations in class and he's good at it.
- 5 Ellen is really **hard-working**. She obviously spends a lot of time on her homework.
- 6 Nate is a really **polite** student. He always says “Good morning.”



2 28 Match the adjectives 1–6 with their opposites in exercise 1. Listen, check, and repeat.

- |                              |                     |
|------------------------------|---------------------|
| 1 lazy / <u>hard-working</u> | 4 anxious / _____   |
| 2 shy / _____                | 5 miserable / _____ |
| 3 rude / _____               | 6 unhelpful / _____ |

3 Choose the correct adjectives.

- 1 Maddie is always anxious / shy. She worries about everything.
- 2 Emmy never looks hard-working / miserable. She laughs all the time.
- 3 Ryan is lazy / polite. He gets up late.
- 4 Alexa is really unhelpful / confident, so she's a good captain for the soccer team.

forty

40



Workbook p.W4



Online Homework



On the Move

Vocabulary

Listening

### Your turn

4 Describe the personality of someone in your family.

My sister is very hard-working.  
She studies every evening.

→ METRO EXPRESS p.111

## L Listening

### Teenagers' favorite jobs survey

1 Read the tip.

#### Tip

**Good listeners** think about the topic and possible key words *before* they listen. Key words are important nouns, verbs, or adjectives.

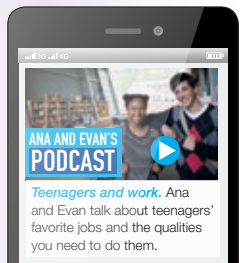
Read about the podcast. Ana and Evan talk about actors and teachers. What adjectives do you think they use? Choose three more adjectives.

- 1 confident
- 2 polite
- 3 hard-working
- 4 funny
- 5 cheerful
- 6 lucky

2 29 Listen and check your answers in exercise 1.

3 29 Listen again and complete the sentences with a number or word.

- 1 The teenagers in the survey were between 13 and 18.
- 2 There were \_\_\_\_\_ different jobs in the survey.
- 3 Sports star was \_\_\_\_\_ in the top 10 choices for 13–14-year-olds.
- 4 The top choice for 15–18-year-olds was \_\_\_\_\_.
- 5 Ana was \_\_\_\_\_ at the top choice for 15–18-year-olds.
- 6 Ana thinks she is too \_\_\_\_\_ to do her dad's job.



## Making the most of Metro: Vocabulary and Listening

**Transform common exercise types** Some common exercise types can be transformed easily and without preparation to add variety to vocabulary practice. Some ideas:

- Instead of asking students to complete a gap fill exercise on vocabulary, ask them to close their books and then read the gapped sentences aloud, indicating where the blank is by making a noise. Students write down the missing word or phrase before completing the exercise as normal and comparing.
- Take any vocabulary task designed to be completed individually and write or display it on the board. Complete the exercise yourself, explaining your reasoning throughout in a way your students can understand. Make some deliberate mistakes while you are doing the exercise so that your students can correct you.

**Encourage students to paraphrase** With listening exercises, there is often no text on the page for students to refer to. It helps students to retell the main points of a conversation or a story. Allow them to use their own language if necessary, especially at lower levels.

**For students who like extra challenge** Adapt minimal response exercises (for example: true/false, match the sentence halves) to information questions (*Who/Why/Where/What ...?*).



(not) as ... as

**1** **30** Read the conversation. Who is the best at cooking?

**Gabby:** These are as good as pizzas from a restaurant, Sam. You should be a chef.

**Sam:** No way! Chefs have to work on weekends. I'm too lazy. Anyway, I'm not as good as Cassie. She's an awesome cook.

**Gabby:** There's just one problem with your pizzas: they aren't big enough. I'm really hungry!



**2** Complete the chart. Use the conversation in exercise 1.

as ... as (similar)	not as ... as (different)
I'm <b>as tall as</b> my sister. We are the same height.	I'm <b>not as tall as</b> my brother. He's taller than me.
Sam's pizzas are <b>as good as</b> pizzas from a restaurant. They're both great.	Sam is <b>not as good a cook as</b> Cassie. Cassie is a better cook than Sam.

**3** Complete the sentences with **as ... as** or **not as ... as** and the adjectives.

- That dog is as tall as (tall) him! It's really big!
- My cold is not as bad as (bad) it was yesterday. I was in bed all day yesterday.
- I can never sleep in cars. They are not as comfortable as (comfortable) trains.
- My new phone is not as slow as (slow) my old one! There's no difference.
- I'm OK at art, but I'm not as good at (good) my sister.
- Your computer is not as fast as (fast) mine. Mine is the new model and yours is the old one.



too or not enough

**4** Read the conversation in exercise 1 again. Complete the chart.

too + adjective	not + adjective + enough
Sam doesn't want to be a chef. He's <u>not enough of a chef</u> .	Sam's pizzas are <u>not big enough</u> .
Gabby is really hungry.	

**5** Complete the sentences with **too** and the adjectives.

boring expensive noisy small

- \$500! You can't have that phone. It's too expensive.
- We can't pick up all your friends. Our car is too small.
- I don't have a blog. My life is too boring!
- I'd like to live in the mountains. Cities are too noisy.

**6** Look at the pictures. What are the people saying? Complete the sentences. Use **be** and **too ...** or **not ... enough**.



- 1 I'm sorry, but your suitcases are too heavy (heavy)



- 2 You are not old enough for this movie. (old)



- 3 Your diet is not healthy enough (unhealthy)



- 4 He is not polite enough for this job. (polite)

→ **METRO EXPRESS** p.111

Workbook p.W15 Online Homework Grammar 41

Metro grammar exercises recycle the unit's vocabulary.

Exercises have a realistic amount of space for students to write answers.

The → **METRO EXPRESS** pages are for fast finishers and can be used at any stage of the lesson. They are not meant as an extension of the grammar, but a way of keeping faster students engaged and letting them have fun with the new language.

Metro provides plenty of additional grammar practice in the **Online Homework**.

## Making the most of Metro: Grammar

**Set time limits** Students of all ages and abilities respond well to the sense of competition when there's a time limit. Set a limit of 2–3 minutes to complete an exercise, and encourage students to see how many items they can complete in that time.

**Make grammar practice fun** Students learn and remember more when they're having fun. Use a chain drill with groups of five or six students to build up patterns, for example:

**Ana:** I can play soccer.

**Luiz:** Ana can play soccer and I can dive.

**Hugo:** Ana can play soccer, Luiz can dive, and I like art.

How many can students remember?

**Ask students to write additional questions** Fast finishers can extend the practice exercises in the Student Book by writing additional questions for classmates.

## S Speaking

There are opportunities for speaking practice throughout each unit of *Metro*. In addition, the Speaking section presents functional and situational language that enables students to communicate effectively in a wide range of everyday situations.

The target language is typically presented in a conversation with a task to ensure active reading.

Practice tasks are carefully staged to give students the support they need to practice target exponents in a final speaking activity in pairs or small groups.

Students can find Speaking and Listening practice in the [Online Homework](#).

**Stop** indicates extra information related to the language area. It can appear on Vocabulary, Grammar, Speaking, or Reading pages, and includes aspects of the grammar of words (lexicogrammar), common errors, or useful phrases.

## S Speaking

### Apologies and reasons

1 31 Complete conversations A and B with the words. Then listen and check.

can't go have to pick up What's Why's

A Sally: I'm really sorry, but I <sup>1</sup> can't go to your cookout.  
Pat: Oh, no. <sup>2</sup> What's that?  
Sally: I <sup>3</sup> have to see my relatives.

B Rob: I'm sorry, I can't <sup>4</sup> go to basketball practice.

Coach: Oh. <sup>5</sup> What's wrong?

Rob: I have to <sup>6</sup> pick up my cousin from the airport.



**Stop** I'm (really) sorry, but I can't ...  
Why's that?  
What's wrong?  
I have to ...

2 Write two new conversations. Use the conversations in exercise 1 and the ideas below.

Apology	Reason
help with the cleaning	do homework
come to your party	go shopping
go to the beach	help with some chores
hang out with you	wash the dishes

3 Act out a conversation for the class. Use the ideas in exercise 2 or your own ideas.

I'm sorry, but I can't help with the cleaning.  
Why's that?  
I have to ...

forty-two

42

[Online Homework](#)

## R Reading

1 Look at the title of the article. Answer the question. Then read the first two paragraphs of the article and check.

Where in the world does child labor happen?

2 Read the tip.

**Tip** Every paragraph in an article has a topic. **Good readers** try to understand the main topic of every paragraph.

32 Read topics a-f carefully. Then read the article. Match the paragraphs 1-6 with the topics a-f.

- a The negative effects of child labor \_\_\_\_\_
- b How some people are helping with the problem \_\_\_\_\_
- c Ali's story 1
- d The reasons for child labor \_\_\_\_\_
- e General information about child labor \_\_\_\_\_
- f Zarina's story \_\_\_\_\_

3 Read again. Answer the questions.

- 1 What things can't Ali do because of his job?  
He can't do homework, play sports, or hang out with friends.
- 2 Which jobs for child laborers does the text mention?  
\_\_\_\_\_
- 3 What is the effect of Zarina's job on her education?  
\_\_\_\_\_
- 4 How are Ali and Zarina "luckier" than some child laborers?  
\_\_\_\_\_
- 5 What are the most common reasons for child labor?  
\_\_\_\_\_
- 6 What are some organizations doing about the problem?  
\_\_\_\_\_

## Making the most of Metro: Speaking

### Establish when you expect English to be spoken in class

The balance between use of students' own language and English in the classroom is naturally dependent on the level and ability of your class. Be as clear as possible about when you expect students to speak in English. If possible, put up a poster of these rules in the classroom and refer to it as often as necessary.

**Vary students' partners** Encourage students to work with classmates they know less well in speaking activities. In personalized tasks, this creates a natural information gap between students as they cannot predict each other's answers.

### Interrupt students mid-activity as little as possible

If students have misunderstood instructions or find the task particularly difficult, it is necessary to provide guidance. However, correcting small errors mid-activity can cause students to neglect the communicative aims of a task to focus on their accuracy or needing further explanation.

**Make feedback a game** As you monitor speaking activities, note down both errors and good or impressive examples of language. At the end of the activity, write up to 10 of these sentences on the board. Ask students to vote in pairs or individually on whether each sentence is correct or not. Record the scores for all the sentences before revealing the answers and asking students to correct the wrong sentences.

# Too young to work: Child Labor



1 Ali is 14 and he lives in Jordan. "I work in a restaurant. I work for eight hours on a school day and twelve hours during vacations. I don't have any time for homework or sports. And I never hang out with friends."

2 Around the world, about 250 million children from 5–17 have a job. These children don't have a choice: *they have to work*. Some work on farmland. Others work in factories. They make everything from clothes to cell phones.

3 Zarina is 15. In the fall, she works in cotton fields in Uzbekistan. The job means she misses two months of school every year. "I work with my brothers," she says. And then she adds, "One day, I want to be a doctor."

4 Ali and Zarina are luckier than some children. Many child laborers never go to school. Some of their jobs are also bad for children's health. Almost 70% of child laborers work in unhealthy or dangerous conditions.

5 The problem is often money. Ali's father is too sick to work. His family can't survive without the money from Ali's job. In other countries, child labor is part of the culture. Families expect children, especially girls, to work.

6 Many countries are trying to change the law and stop child labor. Some organizations give the children's families money. Then they don't have to work. Ali has a hard life, but he's always cheerful. "When I leave school," he says, "I can find a better job with more money."



Ali works between eight and twelve hours every day.



Zarina has to collect 40 kg of cotton every day.

forty-three

→ Writing p.103 → Workbook p.W28 → Online Homework 43

In the second reading text, a **Good readers** tip presents a sub-skill or reading strategy, and is immediately followed by relevant practice.

The second reading text recycles language from the whole unit with a high level of visual support for potentially unknown vocabulary. The wide variety of text types across the course are intrinsically interesting to the age group and reflect the formats in which they commonly read.

Texts are rich in information, and the accompanying activities encourage students to reflect on global issues.

There are links to the relevant **WRITING** pages at the end of this reading lesson.

There are links to additional Reading practice in the **Workbook** and the **Online Homework**.

## Making the most of Metro: Reading

**Give students time to process reading texts** Encourage students to pause while reading, for example, at the end of each paragraph. In pairs, ask them to review the content of what they have just read, reconstructing what they understood together. This process is an effective way of ensuring comprehension, and students will often voluntarily reread sections to each other during this exercise – to clarify or justify their accounts.

**Recycle reading strategies** Key reading strategies are recycled and developed throughout the course, but a new text is also an opportunity to review previously-taught strategies.

**Make reading more communicative** Reading is largely seen as a solitary activity, but it can also be collaborative. Divide a text into, say, four parts and give one part to each person in a group. Students must not share their texts. Students then work collaboratively to answer questions, determining which parts answer which questions.



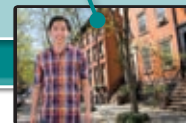
Each unit ends with a page dedicated to video. The videos are presented by course characters.

In the Watch videos, the *Metro* characters present documentaries, or interview their friends about real-life issues and themes related to the unit's topic.

*Before you watch* provides orientation and activates the language students are going to be exposed to in the video.

*While you watch* provides staged comprehension, from gist to detail.

*After you watch* provides personalization and extension in the form of a project. Project work is important in *Metro*: there are suggestions on page xviii on how to work with projects.



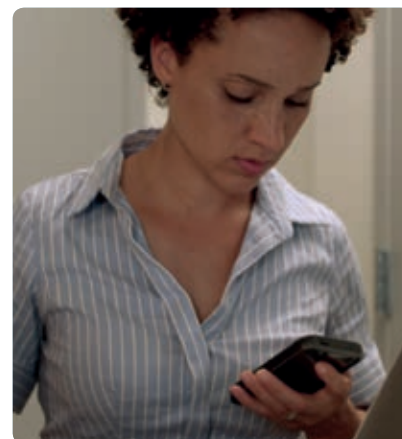
**Before you watch**

**1** Look at the picture. Check (✓) the things a journalist usually does at work.

- |  |                                     |
|--|-------------------------------------|
| 1 write news stories                         | <input checked="" type="checkbox"/> |
| 2 sell TVs                                   | <input type="checkbox"/>            |
| 3 write apps                                 | <input type="checkbox"/>            |
| 4 interview people                           | <input type="checkbox"/>            |
| 5 wear a special uniform                     | <input type="checkbox"/>            |
| 6 spend a lot of time in front of a computer | <input type="checkbox"/>            |

**2** What kind of personality do you think a successful journalist has to have to get good interviews? Which three qualities do you think are most important?

- |              |                          |
|--------------|--------------------------|
| cheerful     | <input type="checkbox"/> |
| confident    | <input type="checkbox"/> |
| easygoing    | <input type="checkbox"/> |
| hard-working | <input type="checkbox"/> |
| helpful      | <input type="checkbox"/> |
| polite       | <input type="checkbox"/> |



Portia Agney, journalist

**While you watch**

**3** Watch the video and choose the correct words.

- Portia starts work early / around lunchtime.
- She does a lot of her work in London / at home.
- She drives / rides a bike to her interview.
- After her interview, Portia reads the news online / writes a news article.
- In the evening, Portia relaxes / watches the news.

**4** Watch again. Choose T (True) or F (False).

- |   |  |
|---|--|
| 1 Portia wakes up at 6:30 every morning.  | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 2 She has to wear a uniform.              | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 3 She starts work at 7:30.                | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 4 She travels all over the world.         | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 5 She's going to interview an architect.  | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 6 Portia can play the guitar.             | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 7 Portia loves her job because it's easy. | T <input type="checkbox"/> F <input type="checkbox"/>            |

**After you watch**

**5** Answer the questions.

- Would you like Portia's job? Why? / Why not?
- Would you like to work at home? Why? / Why not?
- As a journalist, who would you like to interview?

**6** Imagine you are a journalist. Ask your classmates: *What job do you want to do? Where do you want to live and work?* Then make a project about your classmates' ideas. Show:

- the most popular jobs.
- the least popular jobs.
- the places where people want to live and work.

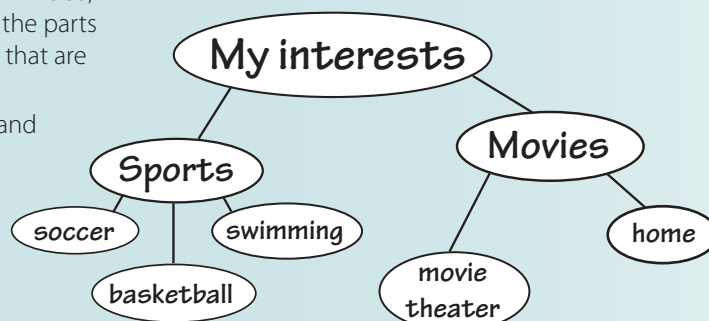
## Making the most of Metro: Video

**Check who was paying attention** Ask questions based on the visuals (not what was said), such as: *Where are they? What stores are there in the mall?*

**Use the script** If students are going to make their own video, give them a copy of the script. Help them to analyze the parts of the script and look at the features of the language that are used to explain the topic.

**Projects** For more information about how to set up and manage projects, see p xviii.

**Teach students how to brainstorm** Introduce the concept of using a spidergram to collate ideas for their own video or project.





**A profile of a friend**

**1** Read Allison's description quickly. Which sentence is true?

- Allison and Clare ...  
 a are the same height.  
 b have similar hair.  
 c have similar personalities.



This is Clare. She's one of my best friends. We met in elementary school and we became good friends immediately. We go to the same high school and we also live in the same apartment building. Clare and I hang out every weekend, and her parents are good friends of my mom and dad.

Clare looks like me, and people sometimes think we're sisters. She isn't as tall as me, but we both have long, straight, dark hair. Clare has beautiful green eyes, and mine are brown. She isn't interested in fashion, and she usually wears old blue jeans and a T-shirt.

Clare has a great personality. She's a really easygoing person. I often worry about things, but she never gets anxious about anything. She's also very hard-working and confident. Her favorite subject is science and she wants to be a doctor.

Allison Hardie, Houston, Texas

**2** Read the description again. Complete the chart.

Person	<sup>1</sup> Clare – Allison's best friend
Physical description	long, straight, <sup>2</sup> _____ green <sup>3</sup> _____
Favorite clothes	<sup>4</sup> _____ and T-shirts
Personality	<sup>5</sup> _____, <sup>6</sup> _____ and confident
Other information	She enjoys <sup>7</sup> _____ at school. In the future, she plans to become a <sup>8</sup> _____.

**3** Read the tip.

**Tip** **Good writers** use a range of adjectives. When there's more than one adjective before a noun, we use a particular order.

Look at the chart and find the examples in Allison's description.

1	2	3	4	5	
opinion	size	shape	age	color	noun
beautiful	long	straight		dark	hair
				green	eyes
			old	blue	jeans

**4** Rewrite the sentences with the words in the correct order.

- She has a black / dog / cute.  
She has a cute black dog.
- He wears red / sneakers / terrible.  
 \_\_\_\_\_
- She lives in an apartment building / new / tall.  
 \_\_\_\_\_
- His parents have an car / old / awesome.  
 \_\_\_\_\_
- She has brown / eyes / big / amazing.  
 \_\_\_\_\_
- He has hair / blond / short / curly.  
 \_\_\_\_\_

**5** Copy and complete the chart in exercise 2 for someone you know.

**6** Write your description.

- Use your chart in exercise 5.
- Use the description of Clare as a model.
- Use adjectives in the correct order.
- Include a picture.

Online Homework

one hundred three

Writing 3

There is a Writing lesson for each unit in *Metro* which allows students to practice the new language in a realistic, motivating, and achievable task.

Model texts are appropriately graded and exemplify key features of organization and connected text.

**Good writers** tips present writing sub-skills and are immediately followed by relevant practice.

**Making the most of Metro: Writing**

**Write collaboratively** It can be useful to work as a class on writing tasks, especially at the beginning of the course. Demonstrate how to use the model text for organization and ideas, and how to use any prompts or table to plan a text. Remind students of the need to use the *Good writers* tip and together check your text for accuracy.

**Correct appropriately** Large amounts of teacher correction of written work can be unmotivating, and are unlikely to cause students to reflect or address their errors. Self-correction makes errors more memorable and increases students' awareness of their own common mistakes. Try using a marking code. Some examples:

- G = a grammatical mistake      WW = wrong word  
 WO = wrong word order      A = missing word  
 SP = spelling mistake      P = punctuation mistake

**Display and celebrate your students' work** It can be rewarding for students to receive recognition of a particularly good piece of work. Reading students' work aloud to the class, passing it around for everyone to read, or creating displays on the walls all help to build a sense of trust and appreciation in the classroom.

**Start individual written dialogues with your students** Ask students to write you a short note answering a particular question, e.g. *What activities do you enjoy in English classes?* Before another class, read the notes and write a short reply. Include another question related to their answer to keep the conversation going. Avoid correcting students' mistakes in these letters as this is an activity about fluency, as well as a powerful one in building relationships with students individually.

Communication

Reading

- Look at the pictures in the article and guess what the article is about.
- In groups, show each other different ways you can communicate without using language.



stop

three

- Read the article and choose the correct meaning of *rude*.

a not exciting b not polite c not fun

- Match the pictures A-I in the article with the words 1-9.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1 <u>E</u> frowning                  | 5 <u>    </u> pointing with lips |
| 2 <u>    </u> hand and arm movements | 6 <u>    </u> shaking hands      |
| 3 <u>    </u> nodding                | 7 <u>    </u> smiling            |
| 4 <u>    </u> pointing with a finger | 8 <u>    </u> staring            |
|                                      | 9 <u>    </u> waving             |

- Read the article again. Choose T (True) or F (False). According to the text, ...

- |  |  |
|--|--|
| 1 non-verbal communication sometimes has different meanings in different cultures. | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |
| 2 eye contact is rude in some countries.   | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 3 people nod to mean "yes" in Greece.  | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 4 hand and arm movements are common in Asian countries.                            | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 5 people in Europe point with their lips.  | T <input type="checkbox"/> F <input type="checkbox"/>            |
| 6 the high-five has more than one meaning.   | T <input type="checkbox"/> F <input type="checkbox"/>            |

- Discuss the questions.

- What are the similarities and differences between non-verbal communication, sign language, and regular languages?
- What non-verbal communication mentioned in the text do you use?
- What other non-verbal communication do you use? When?

## NON-VERBAL COMMUNICATION

People love communicating. To do this, we speak and write with languages.

We also move our faces and bodies to communicate without language – for example, when we smile, wave, or shake a person's hand. This is called "non-verbal communication."

With non-verbal communication, we can communicate a feeling, a question, or a command – for example, when we point with a finger.

Some gestures have the same meaning everywhere, but not all non-verbal communication is international. Face and body movements often mean different things depending on the country and culture.

### FACE

When we talk to people, we move our eyes and mouth – for example, when we smile or frown. Our face shows how we're feeling – for example, scared, excited, or surprised.

#### DID YOU KNOW?

Non-verbal communication isn't the same as sign language. Sign language has an alphabet and words.



These people are communicating with sign language. The woman is signing "excited."

### EYES

In many countries, we look people in the eye when we're talking to them. This means "I'm listening" or "I'm interested."

**Be careful with eye contact! In Asian countries, eye contact isn't polite, and in most places, it's rude to stare.**

### HEAD

In most parts of the world, we nod our head to mean "yes" and shake our head to mean "no."

**In Greece and Turkey, people do the opposite! They nod to mean "no" and shake their head to mean "yes!"**

### HANDS AND ARMS

In countries such as Spain and Italy, people often move their hands and arms a lot while they're speaking. In Asian countries, people don't do this.

In European and American countries, people point at things with their finger.

**This is rude in most Asian countries.**

In the Philippines, people point with their lips!

#### DID YOU KNOW?

The high-five comes from the U.S.

Sports players used high-fives to say "Good job!" to team members. These days, people use it to say "hello" and "goodbye" as well.

The name comes from "high" (because your hand is up), and "five" (because there are four fingers and one thumb on a hand).

Listening

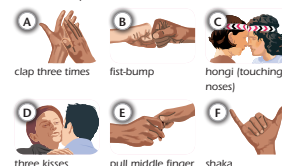
- What non-verbal communication do you use for greeting (saying "hello" to) ...

- family? a kiss
- friends?
- people you don't know well?

- Listen to a podcast about greetings. Does it mention any of your ideas in exercise 7?

- Listen again and match the places 1-6 with the greetings A-F.

- |                          |                           |
|--------------------------|---------------------------|
| 1 the U.S. <u>B</u>      | 4 Cameroon <u>    </u>    |
| 2 France <u>    </u>     | 5 New Zealand <u>    </u> |
| 3 Mozambique <u>    </u> | 6 Hawaii <u>    </u>      |



clap three times fist-bump hongi (touching noses)

three kisses pull middle finger shaka

### Project

- You are going to make a leaflet about non-verbal communication in your country. Think about how you can say the following:

- Hello (greeting) / Goodbye.
- Good job!
- Come here. / Go away.
- Look over there / here.
- Can I ask a question?

- Copy and complete the chart. Use your answers in exercise 1 and your own ideas.

Gesture or face movement	What it means
wave hand	hello and goodbye

- Make a leaflet for visitors to your country. Use your ideas in exercise 2. Remember to:
  - include pictures of the gestures or expressions.
  - explain the meanings carefully for the visitors.

Texts provide cultural knowledge, values, and behavior, developing key cultural life skills, such as intercultural sensitivity.

Projects give students opportunities to relate aspects of culture to their own situations through creative and engaging tasks. Through these tasks, there is an opportunity to develop a variety of key skills, from planning and organization to researching, interviewing, and collaboration.

## Making the most of Metro: Projects

- Be prepared** Often the subject of a Culture or Cross-curricular page generates a lot of interest and extra questions amongst students. It is a good idea to do some background reading beyond the content of the lesson so you can answer students' questions.
- Pre-teach key language** There will be some topic language that your students don't know. Depending on your class, you may wish to pre-teach language that is not a cognate.
- Do a project collaboratively** Work together on a project at the beginning of the course. Use this opportunity to present the typical process: from planning, research, and organizing ideas to writing, editing, and presentation.

- Plan your project** Some ideas:
  - If possible, give students an opportunity to see examples of past projects.
  - Always allow plenty of time at the start of a project to discuss an overall plan with students.
  - Ensure groups have mixed levels of ability.
- Teach your students how to research** Identify ways in which students might do research for the project, such as the Internet, reference books, and magazines. At lower levels, this research will be done in their own language. Elicit names of useful websites and share any you know. Doing some examples together of general and image searches will allow you to assess your students' skills in this area.

P.E.: Training for sports

Reading

- Discuss the questions.
  - What training exercises do you do in P.E.? When and where do you do them?
  - Do you do training for a specific sport, for example, do you do soccer training?
- Read the text. Do you do any of the training exercises?
- Find words 1-4 in the text. Then match them with the meanings a-d.

GLOSSARY	
1 strength — d	a the ability to go fast
2 stamina —	b the ability to exercise for a long time
3 balance —	c the ability not to fall over
4 speed —	d being strong

- Match the pictures A-E on page 121 with the words.
  - pedaling — C
  - doing push-ups —
  - lifting weights —
  - rowing —
  - running —
- Discuss the questions.
  - Which programs include a rest period and which don't? Can you guess why?
  - Why is it important to stretch?
  - Which three of the four abilities in exercise 3 do basketball players need? Why?
  - Which programs would be good for these athletes? Why?
    - soccer players
    - long-distance runners
    - tennis players

## TRAINING PROGRAMS FOR SPORTS

There are two main types of training program for sports:

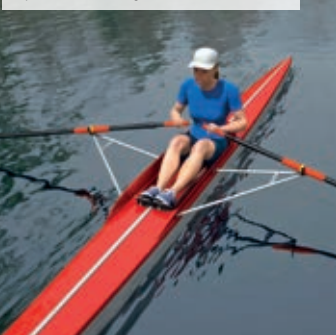
- general training programs
- sport-specific programs

### GENERAL TRAINING PROGRAMS

General training programs are good for all athletes. They help with fitness and strength for the whole body. Look at the four examples.

#### CONTINUOUS TRAINING

Athletes do one activity for 20-60 minutes without a rest. Continuous training includes things like running, cycling, swimming, and rowing. Continuous training helps athletes with strength and stamina.



#### FARTLEK TRAINING

Athletes do one activity such as running, skiing, or swimming for 20-60 minutes. They do this at different speeds for short periods, but they don't stop. So runners, for example, run fast and then jog (run more slowly). Fartlek gives athletes strength and stamina.

**Fartlek program**

- jog - 1 km
- run fast - 200 m
- jog - 500 m
- run fast - 100 m

#### CIRCUIT TRAINING

Athletes do different activities in a gym. They change the activity every 3-5 minutes. Circuit training includes pedaling on stationary bikes, running, doing push-ups, lifting weights, and rowing. Circuit training helps athletes with fitness, balance, and speed.



#### INTERVAL TRAINING

Athletes do an activity such as running for 3-5 minutes and then they rest. They do it again for 3-5 minutes, then they rest again. They repeat this 5 or 10 times. This helps athletes with strength and speed.



#### REMEMBER!

Always stretch before and after you exercise! People often hurt themselves because they forget to stretch.



#### SPORT-SPECIFIC TRAINING

Sport-specific training programs give athletes the practice they need just for their sport.

Listening

- Look at the picture of the basketball player in the case study and discuss the questions.
  - What general training activities do you think basketball players should do? Why?
  - What sport-specific training do you think basketball players need?
- Listen to an interview with a basketball player. Look at the chart and complete the training program.

#### CASE STUDY: Basketball



General fitness training	Sport-specific training
1 circuit training	3
2	4

#### Project

- You are going to design a sports training program. Choose a sport and think about training exercises that are good for this sport. Find information online if necessary.
- Copy and complete the chart with your own ideas.
 

Sport:	
General fitness training	Sport-specific training
- Write a plan for your sports training program. Think about ...
  - when and where to do the training.
  - how long to do each type of training.
  - Include pictures of how to do the exercises if necessary.

Comprehension exercises focus on the content of the texts rather than on aspects of the language.

Every Cross-curricular page ends with a Project.

- Assess and organize research** Demonstrate how you organize research according to the specific requirements of each project. Decide which extra information is interesting enough to keep.
- Write and edit** Encourage students to write a rough draft of any text initially that you can discuss with them before they produce a final version.
- Allow students to select forms of presentation that develop other useful skills** Depending on your context, students may be more motivated to present their projects in a variety of ways such as a poster presentation, a piece of artwork, slides on a computer, or a short video. And when the projects are complete, give students an opportunity to display and discuss their work.

- Reflect** Lead a short discussion on the process of the project itself and what students learned for next time.

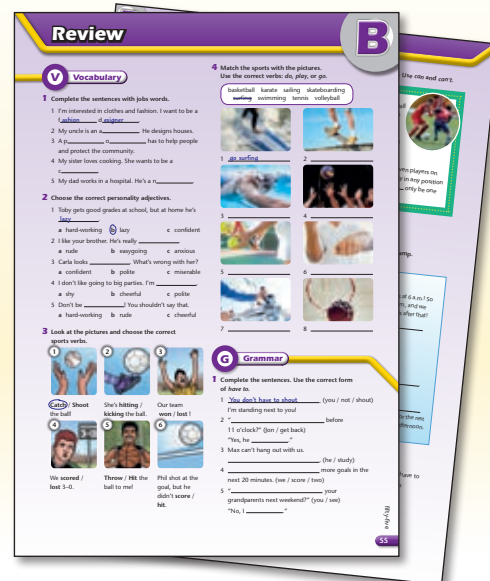


## Review

There are four colorful two-page Reviews in *Metro* after every two units in the main section of the Student Book. Each Review is divided into three sections:

- Vocabulary** Four separate exercises covering each vocabulary set from the two previous units.
- Grammar practice** Exercises covering the grammar points from the two previous units.
- Consolidation** This final exercise brings together both the vocabulary and grammar from the two previous units. Most consolidation exercises take the form of a cloze text with three-part multiple-choice questions, similar to many popular exam formats.

The Reviews can be completed in class or for homework.



## METRO EXPRESS

The *Metro Express* sections at the end of the Student Book are designed for fast finishers to use in class:

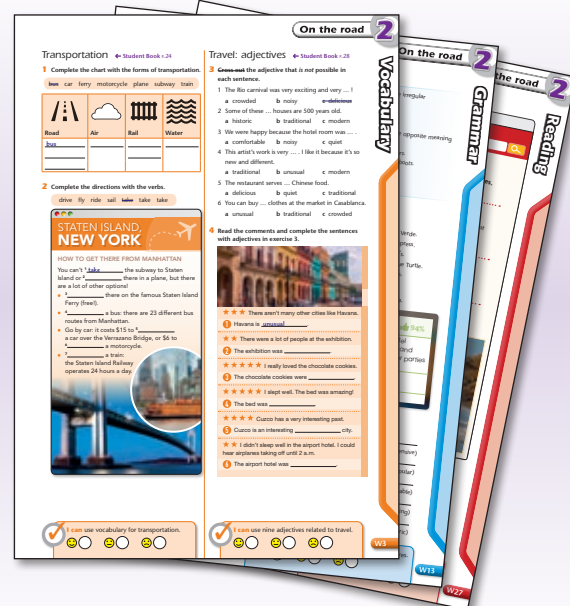
- Puzzles** There are two puzzles per unit which offer fun and varied topic-related language practice.
- Extra vocabulary** The Extra vocabulary exercises provide additional items as extension of the vocabulary from the main unit.



## Workbook

The Workbook is organized into three sections rather than by unit. Activities can be completed in class, given to fast finishers, or done as homework. Each practice page ends with an *I can* statement for students to complete. It is motivating for students to reflect on their learning and abilities after completing areas of work. It is also a good habit for learners to develop.

- Vocabulary practice** One page per unit of exercises at the same level as the main units and covering the same vocabulary sets.
- Grammar reference and practice** One page per grammar input (two pages per unit). Each page starts with a completed chart and a grammar explanation in English with example sentences. Each reference section is followed by two or three practice exercises. Remind students that there is a full list of irregular verbs at the back of the Student Book.
- Reading** Varied text types mean that students are exposed to a range of realistic and engaging contexts. The texts cover different aspects of the unit topic while recycling the key lexical and grammatical areas of each unit.







# Metro Online Homework and On the Move

Encourage your students to study wherever they are

What are the advantages of setting your students homework online?

Setting online homework is an easy and effective way of getting your students to actively complete their homework assignments wherever they are – they can access it on a personal computer or on a tablet with Internet access. Students receive immediate feedback, which will help them to identify their strengths, and empower them to focus on areas for improvement.

Setting online homework also saves marking time, as activities are marked automatically and grades are moved to the gradebook. This means it's very easy for you to assign and mark homework, and track your students' progress.

## Online Homework

### Designed for personal computer and tablet

*Metro's* Online Homework allows students to complete all their homework assignments in a safe and supported digital environment. Students can practice new language from the main units and get instant feedback, connect with other students and their teacher, and track their progress.

Students and teachers can access the *Metro* Online Homework at [www.metro.ouponlinepractice.com](http://www.metro.ouponlinepractice.com) using the code found in the Student Book and in this Teacher's Guide. It can be accessed on tablets or personal computers, and offers the main homework practice for *Metro*.

For each main unit of the Student Book, Online Homework contains:

- six Vocabulary activities
- eight Grammar activities
- three Listening activities
- three Speaking activities
- three Reading activities and one Your Turn activity
- two Watch (video) activities

For each Review unit of the Student Book, Online Homework contains:

- eight Support activities
- two Challenge activities

All activities, except for speaking and writing, are automatically graded and scores are recorded in a progress report for the teacher. Teachers are able to create online classes for their courses, assign work to students, and track their students' progress. Teachers can easily view and compare student and class progress.

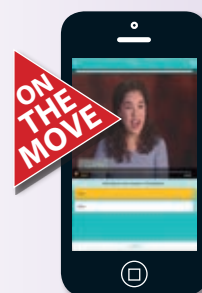
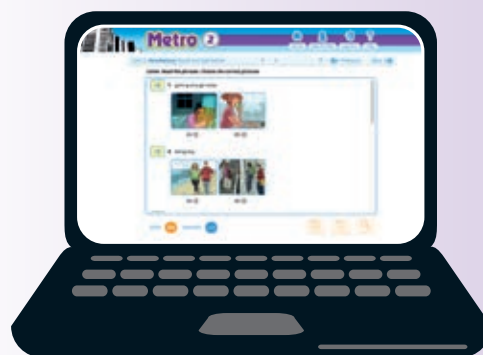
The discussion forum enables teachers and students to post and reply to questions for further written practice. The e-mail functionality allows teachers and students to message anyone in their Online Homework class, giving students the opportunity to practice their language skills in a secure, real-world environment.

Teachers can also download all of the *Metro* extra resources (Worksheets and Tests) from the Resource Center.

## On the Move

### Optimized for smartphone and tablet

Students can use their own personal smartphone or tablet to practice English anywhere with On the Move. On the Move is extended learning practice with an additional five activities for each main Student Book unit. Students can practice their grammar, vocabulary, and listening skills, and receive instant feedback to improve their score.





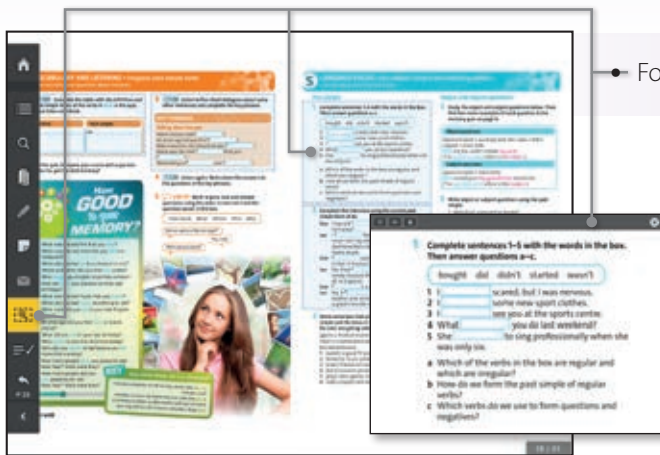
# Metro Classroom Presentation Tool

## Deliver heads-up lessons

Engage your students in your blended learning classroom with the easy-to-use digital features. Download to your tablet or computer, connect to an interactive whiteboard, projector, or screen, and teach lessons that run smoothly – every time.

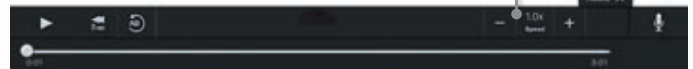
Play audio and video at the touch of a button, and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large classes.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and make notes directly on the page – all with one account.

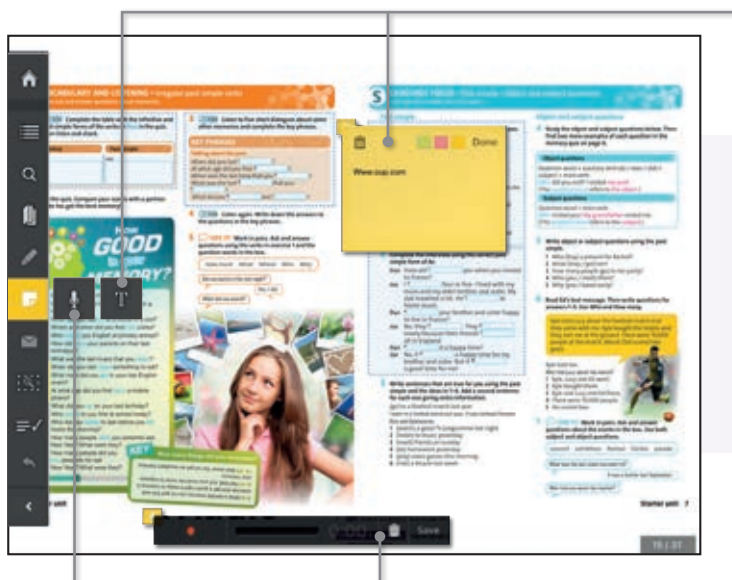
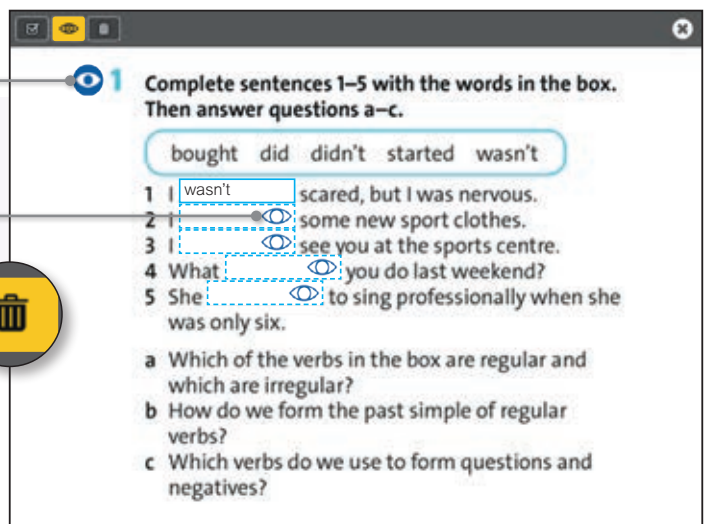


- Focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching.
- Save your notes, and use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to Metro audio.

Example screens taken from iPad iOS version

# Class Audio track list

Track	Contents	Track	Contents
1	Copyright	58	Unit 6, page 68, Vocabulary, exercise 2
2	Unit 1, page 14, Vocabulary, exercise 1	59	Unit 6, page 69, Listening, exercises 1, 2, and 3
3	Unit 1, page 14, Vocabulary, exercise 2	60	Unit 6, page 70, Reading, exercise 1
4	Unit 1, page 15, Listening, exercises 1, 2, and 3	61	Unit 6, page 71, Grammar, exercise 1
5	Unit 1, page 16, Reading, exercise 1	62	Unit 6, page 72, Vocabulary, exercise 1
6	Unit 1, page 17, Grammar, exercise 1	63	Unit 6, page 72, Listening, exercises 1, 2, and 3
7	Unit 1, page 18, Vocabulary, exercise 1	64	Unit 6, page 73, Grammar, exercise 1
8	Unit 1, page 18, Listening, exercises 1 and 2	65	Unit 6, page 74, Speaking, exercise 1
9	Unit 1, page 19, Grammar, exercise 1	66	Unit 6, page 74, Speaking, exercise 2
10	Unit 1, page 20, Speaking, exercise 1	67	Unit 6, page 74, Reading, exercise 1
11	Unit 1, page 20, Reading, exercise 1	68	Unit 7, page 80, Vocabulary, exercise 1
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## Welcome to Metro

### Grammar

Present progressive  
Simple present vs present progressive  
Possessive pronouns  
*There is / There are* + count nouns:  
*a / an, some, any*  
Non-count nouns  
*How much / How many* + quantifiers  
*There was / There were*  
*was / were*: affirmative, negative, and questions  
Simple past affirmative: regular and irregular  
*love / like / hate* + -ing  
*should / shouldn't*  
Simple past: negative  
Simple past: questions and answers

### Vocabulary

Styles of music  
The music business  
Adjectives to describe people  
Online activities  
Food: count nouns and non-count nouns  
Fitness, health, and illness  
Animals and habitats  
Verbs: adventure  
Verbs: life events  
Weather and clothes  
Vacation activities  
Adjectives of feeling

### Values and cross-curricular topics

Study skills

## 1 Free time online

### Aims

review vocabulary for styles of music  
review vocabulary for the music business  
review adjectives to describe people  
review words for online activities  
review the present progressive  
review the simple present vs present progressive  
review possessive pronouns

### Warm-up

- Read out the title of the lesson, *Free time online*, and elicit or explain the meaning.
- Put students into pairs and give them two minutes to write as many things as they can that they do online, e.g. *chat, find information*, etc.

# Welcome to Metro

1

## Free time online

### Styles of music

1 Label the styles of music.

classical hip-hop jazz metal pop R&B rock









1 R&B
2 pop
3 rock
4 metal
5 hip-hop
6 jazz
7 classical

### The music business

2 Complete the first part of the blog post about Ed Sheeran.

concert fan guitarist lyrics songwriter video

**No.1 in my Playlist: Ed Sheeran**

He's my favorite singer - a songwriter.

I'm a big fan! He writes beautiful lyrics and he's a great guitarist. I went to a concert last year. It was amazing! Guess what? You can see me in the video on YouTube.



### Online activities

4 Match the parts of the phrases.

1 take qu 2 look up inf 3 chat wi 4 read ne 5 share vi 6 write a bl 7 download mu 8 post com	a deos and pictures b og about your life c ments on websites d ormation e sic to your MP3 player f th your friends g ws about sports online h zzes online
---	--

5 How often do you do the activities in exercise 4? Write sentences using the expressions below or your own ideas.

a few times a day all the time  
 every evening never once a week  
 once or twice a month sometimes  
 twice a week

1 I take quizzes online once or twice a month.

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### Adjectives to describe people

3 Complete the second part of the blog post.

friendly funny kind lazy smart

What's he like?

I like what he says in interviews. I think he's a smart guy.

I think he's friendly to other people. He's always very funny in interviews and he laughs a lot. He also works hard. He plays hundreds of concerts every year, so he isn't lazy! He's kind, too - he gives a lot of his money to charities.

four

4

- Bring students' ideas together on the board and check that students understand all the words.
- If students don't mention music, elicit this as something you can do online and ask: *Who are your favorite bands/singers?* Elicit a range of answers.
- Point out to students that it is a good idea to review vocabulary regularly, to make sure that you don't forget words.

### Styles of music

1

- Put students into pairs to look at the pictures and label the styles of music.
- Check answers with the class. Then ask: *Which styles of music do you like?* Elicit answers from individual students.

### The music business

2

- Focus on the picture and elicit or explain that it is the singer Ed Sheeran.
- Ask students to read the blog post and complete it with the correct words.
- Check answers with the class.
- Ask: *Do you like Ed Sheeran's music?*

### Adjectives to describe people

3

- Focus on the task and explain that this is the second half of the blog post about Ed Sheeran.
- Ask students to read the text and complete it with the correct adjectives.



## Present progressive

6 Look at the chat and write the sentences. Use the present progressive affirmative, questions, and short answers.



1 Are you studying? (you / study?)

2 Yes, I am. (yes / I)

Really? Because I'm playing Minecraft and I can see you in the game! (I / play / Minecraft)

OK, OK. I'm not studying right now. (I / not study) I'm taking a break! (I / take / a break)

3 Are you following me in the game? (you / follow / me?)

4 No, I'm not. (no / I)  
I'm looking for gold. (I / look for / gold)

Me too. Hey! Look at that guy by the trees. Is he carrying gold? (he / carry / gold?)

5 Yes, he is. (yes / he)  
Quick! Don't let him escape!

## Simple present vs present progressive

7 Complete the profile. Use the simple present or present progressive.

Taylor Swift usually lives (live) in L.A. and New York, but right now she 's staying (stay) in Nashville, Texas because she 's making (make) a new album. She always sings (sing) on her albums and she plays (play) the guitar too, but she doesn't play (not play) any other instruments. In this picture, she 's wearing (wear) jeans and a blue sweater with hearts. She often wears (wear) simple clothes when she isn't on stage.



## Possessive pronouns

8 Choose the correct words.

Can you download some songs for me / mine? My / Mine laptop is old and your / yours is really fast.

They / Their posted some comments on our / ours blog last night. There were other comments too, but their / theirs were really negative. Did they post anything on yours / your blog page?

Who / Whose is this backpack? I asked Jenna, but it isn't hers / her backpack. Where's Hudson? Maybe it's him / his.

## Your turn

9 Write questions with the chart. Does your aunt like jazz?

Do / Does Is / Are	you your ... it	like download raining feeling working play studying	jazz / pop? an instrument? tired? English? hungry? right now? music videos?
-----------------------	-----------------------	---	---

10 In pairs, ask and answer six questions in exercise 9. How many "yes" answers can you get?

Does your aunt like jazz?

No, she doesn't.

Are your parents working right now?

Yes, they are.

That's one for me!

## Present progressive

6

- With stronger classes, ask students to look at the chat and complete it with the correct present progressive forms.
- With weaker classes, review the forms and use of the present progressive first. Then ask students to complete the chat.
- Check answers with the class.

## Simple present vs present progressive

7

- With stronger classes, ask students to read the profile and complete it with the correct simple present or present progressive forms.
- With weaker classes, review the difference between the simple present and present progressive first. Then ask students to complete the profile.
- Check answers with the class.

## Possessive pronouns

8

- Read out the example answer and elicit another example.
- Ask students to choose the correct words to complete the sentences.
- Check answers with the class.

## 9 Your turn

- Elicit one or two questions from the class.
- Ask students to write more questions from the chart individually.
- Ask some students to read some of their questions to the class. Correct any errors in the questions.

## ANSWERS

Students' own answers.

10

- Put students into pairs to ask and answer six questions in exercise 9.
- Ask some students to tell the class how many "yes" answers they got.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Put students into pairs and ask them to write three more questions to ask their classmates, using the simple present and present progressive and vocabulary from page 4. Elicit a few example questions from the class first, e.g. *Do you sometimes download music? Do you listen to rock music? Are you feeling lazy right now?*

Put pairs together into groups of four to ask and answer their questions.

Ask some students to tell the class something about their classmates.

- Check answers with the class and check that students understand all the adjectives.
- As a class, brainstorm more adjectives to describe people, e.g. *intelligent, shy*. Check that students understand all the words. Ask: *Which adjectives would you use to describe yourself?*

## Online activities

4

- Ask students to match the parts of the phrases.
- Check answers with the class, and check that students understand all the activities.

5

- Read through the expressions in the box with the class and make sure students understand them all.
- Point out that frequency adverbs such as *never* and *sometimes* go before the verb, but the other expressions go at the end of the sentence: *I sometimes take quizzes. / I take quizzes once a week.*
- Ask students to write sentences about the activities in exercise 4.
- Allow students time to compare their answers in pairs.
- Check answers with the class.

## ANSWERS

Students' own answers.

## 2 Be healthy

### Aims

review words for food and count and non-count nouns

review words for fitness, health, and illness

review *There is / There are* + count nouns: *a / an, some, any*

review noun-count nouns

review *How much / How many* + quantifiers

review *There was / There were*

### Warm-up

- Ask: *What are your favorite things to eat?* Elicit a few answers and ask more questions if necessary to encourage students to say more, e.g. *Do you like meat? What about fruit or vegetables? What about cakes?*

### Food: count nouns and non-count nouns

1

- Put students into pairs to complete the *healthy plate* with the correct words.
- Check answers with the class, and check that students understand all the words.
- Ask: *Which foods are healthy? Which are not healthy? Do you think you eat healthy food every day? Why? / Why not?*

#### Practice activity (all classes)

Ask students to look at the healthy plate in exercise 1 again, and draw a plate of the foods that they eat in a typical day. Students can compare their plates in small groups.

Ask groups in turn to tell the class who has a healthy plate and why.

# 2

## Be healthy

### Food: count nouns and non-count nouns

**1** Complete the *healthy plate* with the words.

burgers butter cakes cereal cookies eggs ham hot dogs juice  
 ketchup mangoes nuts oranges pineapples potato chips strawberries

### A healthy plate

fruit (e.g. <sup>1</sup>oranges)

<sup>2</sup>mangoes, <sup>3</sup>pineapples

<sup>4</sup>strawberries and vegetables (e.g. broccoli, asparagus),

<sup>5</sup>juice

food and drinks with a lot of sugar and/or fat (e.g. soda,

<sup>13</sup>cakes, <sup>14</sup>cookies

<sup>15</sup>ketchup, <sup>16</sup>potato chips)

milk, cheese, yoghurt, <sup>12</sup>butter

bread, rice, pasta, and

<sup>6</sup>cereal

meat (e.g. <sup>7</sup>burgers

<sup>8</sup>ham

<sup>9</sup>hot dogs, fish,

beans, <sup>10</sup>eggs

and <sup>11</sup>nuts

### Fitness, health, and illness

**2** Complete the answers with the verbs. Then write about you.

brush do feel have have play ride sleep workout

**Q** Do you think you are healthy? Why?

**Vicky** I think I'm very healthy. I almost never <sup>1</sup>have a cough or a cold. I don't <sup>2</sup>work out in a gym, but I <sup>3</sup>play sports like soccer and tennis.

**Sarah** I'm quite healthy, but I'm not interested in sports. I really hate running – I <sup>4</sup>feel sick after I jog! But I always <sup>5</sup>brush my teeth and I <sup>6</sup>sleep well every night. These things are important for your health, too!

**Owen** I'm really healthy and I always <sup>7</sup>ride my bike to school in the mornings. On Wednesdays, I <sup>8</sup>do martial arts, too. I'm quite good at judo now. I also <sup>9</sup>have a healthy diet with a lot of fruit and vegetables.

**6**

### Fitness, health, and illness

2

- Read out the question: *Do you think you are healthy? Why?*
- Ask students to read the answers and complete them with the correct verbs.
- Check answers, and check that students understand all the verbs.
- Ask students to write their own answer to the question.
- Students can compare their answers in pairs or small groups.
- Ask some students to read their answers to the class.

6 Welcome to Metro



## There is / There are + count nouns: a / an, some, any

- 3 Complete the sentences with the correct form of *there is / there are*. Add *a, an, some, or any* if necessary.
- "Is there a burger for me?"  
"No, there isn't. Sorry. We ate them all!"
  - There aren't any tomatoes, so we can't make tomato salad.
  - "Are there any nuts in this?"  
"No, there aren't."
  - There is an amazing cake in the classroom.  
It's Mrs. Carson's birthday.
  - There are some potato chips in the kitchen. Please eat them!

## Non-count nouns

- 4 Choose the non-count nouns.



## How much / How many + quantifiers

- 5 Choose the correct words.

### Conversation 1

- A Wow! There's There are a lot of sugar in ketchup.  
B Is there any / any oil in it?  
A No, there isn't / aren't. But there is / are some salt.

### Conversation 2

- A How many / much juice is there?  
B There's a lot of / much apple juice, but there isn't a little / much orange juice.  
A And how many / much oranges are there?  
B There are a lot of / much oranges. Let's make any / some juice!

### Conversation 3

- A How much water is / are there? I have a headache.  
B There isn't much / few water, but we can buy some / any.  
A Where? There aren't many / much stores near here.  
B There are a little / a few restaurants over there. Let's ask them.

## There was / There were

- 6 Complete the sentences with the correct form of *there was / there were*.

- Were there any injuries at the soccer game?
- Sorry, but there weren't any pineapples at the store.
- I didn't sleep well last night.  
There was a big party next door to our apartment.
- Was there any science homework yesterday?
- There wasn't any healthy food on the menu, so we went to a different coffee shop.

## Your turn

- 7 Look at the picture in exercise 1 on page 6 for one minute. Then cover the picture. Write sentences about the picture. Use *There is / There are + some / any, much / many, a few / a little, a lot of*, and the food words.

bread fries fruit mangoes  
pasta potato chips salad  
soup strawberries vegetables

There are some mangoes.

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- 8 Ask and answer questions about the picture in exercise 1 on page 6. Use *How much ...? / How many ...?*

How much fruit is there?

There's a lot of fruit.

## How much / How many + quantifiers

### 5

- Read out the example answer and elicit another example from the class.
- With weaker classes, review the use of *How much / How many*.
- Ask students to complete the sentences with the correct words.
- Check answers with the class.

## There was / There were

### 6

- Read out the example sentence and check that students understand we use *there was / there were* to talk about the past.
- Ask students to complete the sentences with the correct words.
- Check answers with the class.

## 7 Your turn

- Allow students one minute to look at the picture in exercise 1 on page 6 again. Then ask them to cover it.
- Students write sentences about things that there are and aren't on the plate. They could work in pairs for this.
- Check answers with the class, and review any language points as necessary.
- See who wrote the most correct sentences.

## ANSWERS

Students' own answers.

### 8

- Allow students time to look at the picture in exercise 1 on page 6 again and prepare some questions. Monitor and help while they are working.
- Students then work in pairs to ask and answer their questions.
- Monitor while they are working, and correct any errors in a feedback session at the end.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Ask students to imagine they have a refrigerator. Ask them to write down a list of five foods that are in their refrigerator, including the number or amount of each thing, e.g. *a lot of yoghurt, five apples, ten eggs, some cheese, a cake*.

Students work in pairs and try to guess what is in their partner's refrigerator, e.g. *Are there any eggs?* (Yes, there are.) *How many eggs are there?* (There are ten eggs.) See who can guess all their partner's foods first.

## There is / There are + count nouns: a / an, some, any

### 3

- Ask students to read the sentences and complete them with the correct words.
- With weaker classes, review the forms of *there is / there are* first, and elicit the rules for using *a / an, some, and any*. Ask questions to check, e.g. *What do we use with singular nouns? Do we use some or any in affirmative sentences? What about negative sentences and questions?* Then ask students to complete the sentences.
- Check answers with the class, and check that students understand how to use *There is / There are* with *a / an, some, and any*.

## Non-count nouns

### 4

- Read through the nouns with the class and check that students understand them all.
- Ask students to choose the non-count nouns.
- Check answers with the class, and check that students understand the difference between count and non-count nouns.



### 3 Animal adventure

#### Aims

- review words for animals and habitats
- review adventure verbs
- review verbs for life events
- review affirmative, negative, and question forms of *was / were*
- review the simple past affirmative form of regular and irregular verbs

#### Warm-up

- Put students into pairs. Give them two minutes to write as many words for animals as they can. They can use their dictionaries to help if necessary.
- Bring students' ideas together on the board and check that students understand all the words.
- See which pair wrote the most words correctly.

### Animals and habitats

1

- Put students into pairs to look at the pictures and complete the sentences with the correct words.
- Check answers with the class.

#### Practice activity (all classes)

Say: *This is a place where it's very dry.* Elicit the answer (desert).

Put students into pairs and ask them to write three more clues for three animals and three habitats. They can use the animals in exercise 1 or their own ideas.

Put pairs together into groups of four to read their clues to each other and guess the animals and habitats.

Ask who guessed all the words correctly.

#### Verbs: adventure

2

- Ask students to read the advice and choose the correct words to complete it.
- Check answers with the class and check that students understand all the verbs, including the incorrect ones.

#### Practice activity (all classes)

Put students into pairs and ask them to write three sentences using the incorrect verbs in exercise 2.

Ask pairs in turn to read their sentences to the class. Check that they have used the verbs correctly.

## 3 Animal adventure

### Animals and habitats

1 Complete the sentences with the animals and their habitats.

#### Animals

bear penguins shark snake tigers

#### Habitats

desert forests islands mountains oceans



The Andean bear lives in the mountains in South America.



About 50% of all tigers in the world are in the forests of Bengal. They live in forests.



The desert horned viper snake lives in the Sahara desert in North Africa.



The basking shark has a 1 meter wide mouth! It lives in oceans all around the world.



Galapagos penguins live on the Galapagos islands near Ecuador.

### Verbs: adventure

2 Read the advice and choose the correct verbs.

### WHEN ANIMALS ATTACK ...



Elephants can run at 25 km/h, so don't try to follow / escape.



Look for / Escape a tree and climb / jump it!



Are you following / camping in an area with bears? Don't sleep and cook in the same place.



Carry / Pull a small bell. Bears hate the sound.



Don't jump / sail into a river or lake. You can't breathe underwater, but bees can wait!



Run and carry / pull your shirt over your head.

8

### Verbs: life events

3 Complete the profile with the verbs.

found got grew-up has left went were



Kevin Richardson is a South African lion expert. He grew up in Johannesburg and he always loved animals. He left high school at 18 and went to college to study zoology, but he left after two years. At 23, he found a job at a wildlife park. He helped with all the animals, but his favorites were the lions. Some of the lions were born at the park and now he is part of their family. Kevin got married in 2007 and he has two children, Tyler and Jessica.

### Verbs: life events

3

- Ask students to read the profile and complete it with the correct verbs.
- Check answers with the class, and check that students understand all the verbs.

#### Practice activity (all classes)

Give students two minutes to read the profile in exercise 3 again and note down the verbs in the order they appear in the text.

Ask students to cover the text. In pairs, students use the verbs to try to remember the text.

Read out the first sentence in the text and elicit the next sentence from the class. Continue eliciting each sentence in turn, giving students clues if necessary. See if, as a class, you can remember the whole profile.

Students can look at the profile again to see how well they remembered.

**was / were:** affirmative, negative, and questions

4 Complete the text with *was*, *were*, *wasn't*, or *weren't*.

### EXTINCT: THE DODO

1 What **was** a dodo?  
A dodo **was** a type of bird from the island of Mauritius.

2 **Were** they big birds?  
Yes, they **were**. They **were** about 1 meter tall. One bird **was** a meal for five people.

3 **Was** the meat good to eat?  
No, it **wasn't**. But dodos **weren't** scared of people and they **were** also very slow. It was easy to catch them.  
Dodos are now extinct; we think the last bird died in 1661.



**Simple past affirmative: regular and irregular**

5 Complete the chart with the simple past form of eight regular verbs.

camp carry do escape feel go  
leave play pull put read say  
share sunbathe take walk wear

Simple past: regular

+ -ed	+ -d	-y + -ied
1 camped	5 escaped	* carried
2 played	6 shared	
3 pulled	7 sunbathed	
4 walked		

6 Write the irregular verbs in exercise 5 and their simple past forms. If you need help, use the list at the back of the book.

1 do <b>did</b>	6 read <b>read</b>
2 feel <b>felt</b>	7 say <b>said</b>
3 go <b>went</b>	8 take <b>took</b>
4 leave <b>left</b>	9 wear <b>wore</b>
5 put <b>put</b>	

7 Complete the facts about woolly mammoths with the simple past form of the verbs.

### Woolly mammoth facts!

change eat have live use

Mammoths **lived** in the far north of America, Europe, and Asia around 400,000 years ago. But the climate and weather **changed** in this area and scientists think this is the reason mammoths are now extinct.



The animals were herbivores and **ate** over 150 kg of fruit and plants every day.

They **had** long hair because it was very cold. Early humans **used** their skin to make clothes.

buy die find like make

Humans also **liked** their meat, and **made** tools and even musical instruments from their long white tusks.

There are a lot of mammoth skeletons in North America and Europe. In 2012, a Russian boy **found** a 30,000-year-old mammoth in the ice.



A collector **bought** a mammoth skeleton for \$300,000 in 2014.

The last mammoths **died** on Wrangel Island, near Russia, about 4,000 years ago.

### Your turn

8 Think about yesterday. Write answers to the questions.

Where were you at ...

- 6:30 a.m.? **At 6:30 a.m., I was in the shower.**
- 12:00 p.m.?
- 4:00 p.m.?
- 6:00 p.m.?
- 10:00 p.m.?

9 Guess where your partner was at the times in exercise 8.

At 6:30 a.m., you were in bed.

No! I was in the shower.

6

- Remind students that a lot of common verbs in English have irregular simple past forms.
- Ask students to write the irregular verbs from exercise 5 and their simple past forms. They can use the list at the back of the book to help if necessary.
- Check answers with the class, and remind students that they need to learn irregular verb forms.

7

- Focus on the pictures and teach the words *woolly mammoth* and *skeleton*.
- Ask students to read the text and complete it with the correct simple past forms.
- Check answers with the class.

### 8 Your turn

- Read out the question. Then ask students to write where they were at the different times.

### ANSWERS

Students' own answers.

9

- Put students into pairs. They take turns to guess where their partner was at the different times in exercise 8.
- Ask some students to say where their partner was at one of the times.

### Practice activity (all classes)

Put students into pairs. Ask them to write three sentences in the simple past, using verbs in exercise 5.

Monitor and help while they are working. Ask some pairs to read some of their sentences to the class. Other students can listen and note down the simple past verbs they hear.

**was / were:** affirmative, negative, and questions

4

- Focus on the picture and elicit or explain that the dodo is an extinct bird. Teach the meaning of *extinct*, if necessary.
- With stronger classes, ask students to read the text and complete it with the correct forms of *was / were*.
- With weaker classes, review the forms and use of *was / were* first. Then ask students to complete the text.
- Allow students time to compare their answers in pairs. Then check answers with the class.

**Simple past affirmative: regular and irregular**

5

- Elicit that we use the simple past to talk about completed actions in the past.
- Read through the verbs in the box with the class and make sure students understand them all.
- Read out the example. Point out that regular verbs end in *-ed* or *-d* in the simple past.
- Ask students to complete the chart with the correct regular simple past forms.
- Check answers with the class.



## 4 Vacation stories

### Aims

review vocabulary for weather and clothes  
review vacation activities  
review adjectives of feeling  
review *love / like / hate + -ing*  
review *should / shouldn't*  
review negative forms in the simple past  
review questions and answers in the simple past

### Warm-up

- Ask: *What's the weather like today? Is it cold or hot? Is it sunny?* Elicit a few answers.
- Ask: *What are you wearing today?* Elicit a few answers from individual students.

### Weather and clothes

1

- Put students into pairs to look at the pictures. Ask them to complete the weather sentences and label the clothes.
- Check answers with the class, and check that students understand all the words.
- As a class, brainstorm more words for clothes and the weather.

#### Practice activity (all classes)

Ask students to imagine they are going on vacation somewhere. Ask them to think about the weather, and then write a list of five clothes to take with them. In pairs, students read their lists to each other. Their partner guesses the weather where they are going, and then tries to guess the place.

### Vacation activities

2

- Ask students to read the comments and complete them with the correct words.
- Allow students time to compare their answers in pairs.
- Check answers with the class, and check that students understand all the words.

## 4 Vacation stories

### Weather and clothes

1 Three people are going on vacation. Complete the weather sentences a-c and label the clothes 1-9.

a It's raining in the U.K.



1 rain jacket  
2 hoodie

b It's sunny in Jamaica.



3 swim runks  
4 flip flops  
5 shorts

c It's cold in Canada.



6 coat  
7 hat  
8 scarf  
9 gloves

### Vacation activities

2 Complete the comments with the verbs in A and, if necessary, the words in B.

A hiked staying trying visited went

B famous places in a hotel new food shopping

1 Liza

Where is my swimsuit? We're staying in a hotel with a pool on the roof!

4 Chris

I hiked to the top of Mount Fuji today. It took six hours!

2 Robbie

I love trying new food, but this is snake meat! Do I have to eat it?

5 Max

I visited famous places today. It was a long, hot day! I need some water.

3 Lucy

We went shopping today. ALL day! We didn't have lunch.

### Adjectives of feeling

3 Read the comments in exercise 2 again. Choose the best adjectives.

- 1 Liza is feeling excited / cold. 3 Lucy is feeling hungry / thirsty. 5 Max is feeling hungry / thirsty.  
2 Robbie is feeling bored / scared. 4 Chris is feeling excited / tired.

ten

10

#### Practice activity (all classes)

As a class, brainstorm some more vacation activities, e.g. *visit museums, relax on the beach, swim in the ocean*. Make notes on the board.

Ask students to write their own comment about their vacation, using ideas in exercise 2 or their own ideas. Students can compare their comments in pairs. Ask some students to read their comments to the class.

### Adjectives of feeling

3

- Explain that the sentences are about the people in exercise 2.

- Put students into pairs to read the sentences and choose the correct words.
- Check answers with the class and check that students understand all the adjectives, including the incorrect answers.

#### Practice activity (all classes)

Ask students to write three sentences about themselves using the adjectives in exercise 3. Elicit a few examples from the class first, e.g. *I'm always excited when I go on vacation. I'm sometimes bored in the evening.*

Allow students time to compare their sentences in pairs. Then ask some students to read their sentences to the class.



## love / like / hate + -ing

4 Complete the sentences. Use the -ing form of the verbs.

chat hike ride sleep try visit

- I love riding my bike.
- Do you like trying new food?
- I hate chatting with friends online.
- Our cats love sleeping in the day. They go out at night.
- My mom hates hiking. She likes visiting cities.

## should / shouldn't

5 Read the sentences. Write advice with *You should / shouldn't* and the words.

go shopping on Saturdays go to bed late  
sunbathe take your swimsuit  
visit the beaches in Australia wear a coat



- I don't have any sunscreen.  
*You shouldn't sunbathe.*



- I love surfing.  
*You should visit the beaches in Australia.*



- The hotel has a pool!  
*You should take your swimsuit.*



- I don't like places with a lot of people.  
*You shouldn't go shopping on Saturdays.*



- It's really cold today.  
*You should wear a coat.*



- I'm really tired today.  
*You shouldn't go to bed late.*

## Simple past: negative

6 Write the simple past negative form of the verbs.

- We like didn't like the hotel.
- I went didn't go shopping yesterday.
- Macy sunbathed didn't sunbathe at the beach.
- We slept didn't sleep well last night.
- I watched didn't watch TV on vacation.
- I read didn't read the guidebook.

## Simple past: questions and answers

7 Order the words to make questions.

- go / did / Where / you / ?  
*Where did you go?*
- you / How / travel / did / ?  
*How did you travel?*
- any new food / Did / try / you / ?  
*Did you try any new food?*
- go with / did / Who / you / ?  
*Who did you go with?*
- take / a coat / you / Did / ?  
*Did you take a coat?*

## Your turn

8 Think about your last vacation. Write true answers to the questions in exercise 7.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9 In pairs, ask and answer the questions in exercise 7.

Where did you go on your last vacation?

We went to my grandparents' house, near the beach.

- Do another example with the class if necessary.
- Ask students to read the sentences and write negative verb forms.
- Check answers with the class.

## Simple past: questions and answers

7

- Read out the example answer and elicit or remind students that we form questions in the simple past with *did* and the base form of the verb. Point out the word order in the question.
- Do another example with the class if necessary.
- Ask students to write the questions.
- Check answers with the class.

## 8 Your turn

- Ask students to think about their last vacation and write answers to the questions in exercise 7.
- Monitor and help while they are working.

## ANSWERS

Students' own answers.

9

- Put students into pairs to ask and answer their questions.
- Ask some students to tell the class something about their partner.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Ask students to write three more questions to ask a partner about their last vacation, using the simple past and their own ideas. You could brainstorm a few questions with the class first, e.g. *Did you swim in the ocean? Did you go shopping? What did you buy?*

Put students into pairs to ask and answer their questions.

Ask some students to tell the class something about their partner.

## love / like / hate + -ing

4

- Read out the example answer and elicit or remind students that we use the -ing form of the verb after verbs such as *love*, *like*, and *hate*.
- Ask students to read the sentences and complete them with the correct verb forms.
- Check answers with the class.

## Practice activity (all classes)

Ask students to write three sentences about things they love, like, or hate doing.

Allow students time to compare their answers in pairs. Then ask some students to read their sentences to the class.

## should / shouldn't

5

- Read out the example answer and elicit or remind students that we use *should / shouldn't* to give advice.
- Ask students to read the sentences and write replies using *should* or *shouldn't* and the ideas in the box.
- Allow students time to compare their answers in pairs, and then check answers with the class.

## Simple past: negative

6

- Read out the example answer and elicit or remind students that we form the negative of the simple past with *didn't* and the base form of the verb.

## Introducing ...

### Video

- Read out the title, *Introducing ...*, and elicit or explain that the characters on this page will appear throughout the course, and students will learn more about them as they work through the Student Book.
- Focus on the gapped speech bubbles and explain that in each case, students must write what the person likes doing.
- Play the video and ask students to watch and listen.
- Ask students to complete the speech bubbles with the correct words.
- Check answers with the class, and check that students understand everything in the speech bubbles.

### Videoscript

**Jack** I'm Jack. I like being outdoors and ... doing things! I love surfing. I'm a big sports fan. I always watch soccer games!

**Piper** I'm Piper. I like going to the movies and I love riding my bike!

**Naomi** I'm Naomi. I like going to parties and seeing my friends. And I really like music. I'm learning to play the drums!

**Ollie** I'm Ollie. I love gaming and music. I like watching TV and going to the movies.

### Practice activity (all classes)

Ask questions about the characters for students to answer from memory, e.g. *Who likes going to the movies?* (Piper and Ollie) *Who loves surfing?* (Jack) *Who is learning to play a musical instrument?* (Naomi) *Who likes watching TV?* (Ollie).

Ask students to close their books. Then play the video again with no sound, pausing after each line and asking students to remember what the characters said.

You could then play the video with no sound again and ask four confident students to try to speak along and provide the characters' words.

**Introducing ...**

Watch the video. Complete the sentences.

I'm Jack. I like being outdoors and ... doing things! I love surfing. I'm a big sports fan. I always watch soccer games!

I'm Piper. I like going to the movies and I love riding my bike!

I'm Naomi. I like going to parties and seeing my friends. And I really like music. I'm learning to play the drums!

I'm Ollie. I love gaming and music. And I like watching TV and going to the movies.

twelve  
12

### Extension activity (stronger classes)

Ask: *What's your name and what do you like doing?*

Ask students to write three sentences about themselves. Tell them they should say their name and what they like or love doing.

Put students into small groups. They can take turns to introduce themselves to their classmates.

Ask some students to introduce one of their classmates to the class, e.g. *Hi. This is (Eduardo). He loves gaming. He plays on his computer every day.*

### ANSWERS

Students' own answers.



## In this unit ...

- talk about weekend plans
- use phrasal verbs of movement
- make arrangements
- find relevant parts of texts to answer questions
- understand a video about weekend activities

# 1

## What's the plan?



Video Watch the warm-up video.

I know! Come over here.  
We can play computer games,  
watch TV, ...

Again?! OK. What time?

- How many activities does Jack suggest for the weekend?
- Which activities do you like doing on weekends?

- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.

## Warm-up video

### Video

- Read out the title of the unit, *What's the plan?*, and elicit the meaning.
- Focus on the picture and ask: *Who is this?* (Ollie). Ask: *What do you know about Ollie?* (He likes gaming, music, watching TV, and going to the movies).
- Focus on the picture and ask: *Where is Ollie?* Elicit a few ideas, but don't confirm them.
- Read out the speech bubble and ask students to guess what the answer might be.
- Read out question 1. Then play the video and ask students to watch and listen and note down the activities that Jack suggests.
- Check the answer with the class.
- Read out question 2. Elicit answers from individual students.

### ANSWERS

- Jack suggests four activities: going to an exhibition, going to a soccer game, going out for a meal, and having a cookout.
- Students' own answers.

### Videoscript

**Ollie** Hey, Jack. What do you want to do on Saturday?

**Jack** Um ... Let's go to an exhibition. There's a—

**O** Boring!

**J** OK. What about a soccer game?

**O** You know I hate soccer.

**J** OK ... Let's go out for a meal. There's a new Chinese restaurant near my house.

**O** Um ...

**J** We could have a cookout?

**O/J** Maybe not!

**O** I know! Come over here. We can play computer games, watch TV ...

**J** Again?! OK. What time?

**O** About ...

**Ollie's dad** Ollie! Are you ready? Mom wants to leave in ten minutes.

**O** What? Where?

**OD** We're going to your grandma's house. It's her birthday tomorrow, remember!

**O** OK. Um, Jack ... I'm going to my grandma's house this weekend. I ...

**J** I heard ... See you on Monday.

**O** Sorry, Jack.

### Further support

On the Move Video

## 1 What's the plan?

### Grammar

Present progressive for the future

Indefinite pronouns: words with *some*, *any*, *no*, and *every*

### Vocabulary

Weekend plans

Phrasal verbs: movement

### Skills

**Reading:** E-mails about weekend events; Do you have FOMO?

**Listening:** See you Saturday!; A trip to St Louis

**Speaking:** Making arrangements

### Reading skill

Finding the relevant parts of a text to answer questions

### Values and cross-curricular topics

Hobbies and free time

Sports

Environmental awareness

The Internet

Personal and family relationships

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.



# Vocabulary

## Aim

talk about weekend plans

## Optional warm-up

- Ask: *What do you usually do on the weekend? What do you want to do next weekend?* Elicit a range of answers from individual students.
- Tell students that they are going to talk about weekend plans.

### 1 02

- Point to the picture and elicit that this is Sara. Play the audio and ask students to read and listen to the conversation.
- Refer students to the question and possible answers. Ask students to read them and choose the correct answer.
- Check the answers with the class.
- Ask students if they can guess what a *sleepover* is. Elicit a few ideas, but don't confirm them.

### 2 03

- Point to the first picture and the example answer. Ask students to look at the remaining pictures and complete the missing words in the flowchart. Tell them not to worry about reading the flowchart at this stage. Allow them to compare their answers in pairs.
- Play the audio once for students to check their answers. Play the audio again, pausing after each phrase for students to repeat.

### 3

- Read out the example advice. Then ask students to follow the flowchart by answering the questions, to find out what advice it gives them.
- Put students into pairs to compare their answers.
- Ask some students what advice the flowchart gives them. Ask: *Is this good advice for you? Why? / Why not?*

## ANSWERS

Students' own answers.

### 4

- Read out the first sentence and point out the example answer.
- Ask students to read the remaining sentences and choose the correct verbs.
- Check answers with the class.

## Vocabulary

### Weekend plans

1 02 Read the phone conversation. Where does Sara want to stay on Saturday?

- a At her house.
- b At Leah's house.
- c At her grandparents' house.

Leah: What do you want to do this weekend?  
Sara: I don't have any money. What about a sleepover on Saturday?  
Leah: It can't be here. My grandparents are staying with us right now.  
Sara: OK. I can ask my mom. Ask your parents, too.



2 03 Look at the pictures in the flowchart. Complete the missing words 1-9. Listen, check, and repeat.

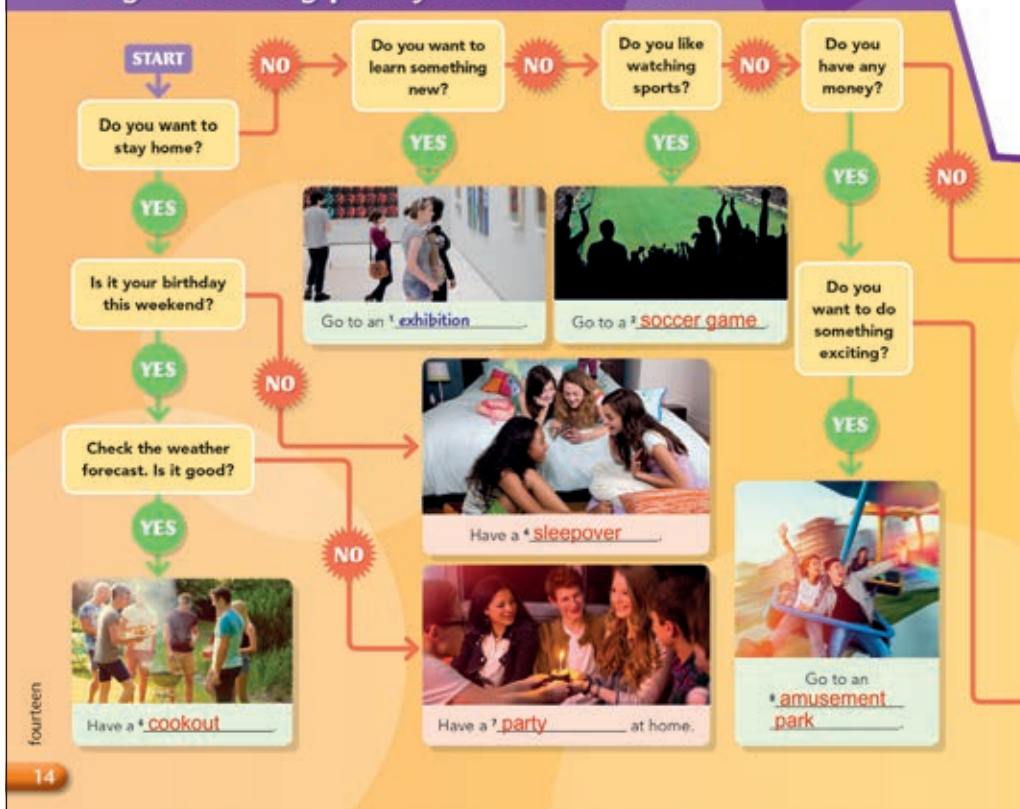
amusement park    cookout    exhibition  
meal    party    sleepover    soccer game  
your friends    your relatives

3 Follow the flowchart and answer the questions for you. What advice does it give you for the weekend? Compare your answers.

I should have a sleepover.

I should hang out with my friends in the park.

## Do you have any plans for the weekend?



## 5 Your turn

- Read out the question. Then allow students to look at the activities in the flowchart again and think about their answers. You could ask them to choose three activities they would like to do.
- Put students into pairs to compare their ideas and discuss which activities they would like to do and why.
- Ask some students to tell the class what their partner would like to do.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Say: *This is fun because you eat food outside.* Ask students to guess the activity (have a cookout).

Put students into pairs and ask them to write three more clues for the activities. Monitor and help while they are working.

Ask students to close their books. Then put pairs together into groups of four to read their clues to each other and guess the activities. See who guessed all the activities correctly.

## Further support

METRO EXPRESS p.109

Workbook p.W2

Online Homework Unit 1

4 Choose the correct verbs.

- "Where are you?"  
"I'm visiting / hanging out with Joe at the mall.  
Come meet us!"
- I don't like going / visiting to exhibitions at museums. They're boring!
- I want to go / have a sleepover on Saturday, but I need to ask my parents.
- Do you want to have / go out for a meal on your birthday?
- I see / go my cousins every weekend.
- Let's go / play to a soccer game this weekend.
- We often go / have cookouts at the beach.
- I hate having / going out birthday parties, but I like going to them!
- Let's go / hang out to the new amusement park.

EST Your turn

5 Which activity in the flowchart would you like to do on the weekend?

I'd like to have a party, but it isn't my birthday.

→ METRO EXPRESS 109

Do your cousins or grandparents live near you?

YES

NO



Hang out with  
\*your friends  
in the park.



See \*your relatives

NO



Go out for a \*meal

Workbook 102 Online Homework

L Listening

See you Saturday!

1 04 Listen to the radio commercials 1-3 and match them with the pictures A-D. There is one extra picture.



2 04 Listen again. Choose the correct answers.

- Adventure World is ...  
a new.  
b a year old.  
c five years old.
- You can buy tickets to Adventure World ...  
a at the park.  
b on the website.  
c on the website or at the park.
- At Francoexpress's website, you can ...  
a design a pizza and order it.  
b watch a soccer game.  
c enter a competition to get a pizza for free.
- Carnival restaurant's customers are ...  
a between 6 and 30 years old.  
b under 21.  
c any age.

3 04 Listen again. Choose the correct words.

- Commercial 1
- There are more than 100 / 200 animals at the zoo.
  - Tickets for teenagers and adults are \$10 / \$20.
- Commercial 2
- It takes 30 minutes / an hour for your food to arrive.
  - If your food arrives late, it's half price / free.
- Commercial 3
- The commercial talks about pizza, burgers, fresh fish, and pasta / salad.
  - Magic Island is the name of a restaurant / an amusement park.

100 attractions, including the amazing FireTop Rollercoaster, 25 different restaurants, and a zoo with over 200 animals! Buy tickets for just \$20 at [adventureworldpark.com](http://adventureworldpark.com) or at the park. We open at 10, and this weekend only, tickets are free for all children under 5 years old! See you Saturday!

- Is there a big soccer game this weekend? Are you watching it at home with some friends? Or maybe you're just hungry right now? At [francoexpress.com](http://francoexpress.com), you can design and order your own pizzas! Plus, there are salads and even ice cream! We guarantee delivery in 30 minutes. And if we're late? Then your pizzas are free!
- Are you having a party soon? Are you bored with cookouts at home? For something different, come to Carnival restaurant. We offer birthday meals for between six and thirty people. Our menu has over 20 dishes – from pizza and pasta to burgers and fresh fish. And, this February only, all customers under 21 get 50% off tickets to Magic Island Amusement Park, opposite Carnival. Carnival – the perfect place to celebrate!

2 04

- Allow students time to read through the questions and possible answers.
- Play the audio again and ask students to listen and choose the correct answers.
- Check answers with the class.

3 04

- Allow students time to read through the sentences. Check they understand *fresh fish* in sentence 5.
- Play the audio again and ask students to listen and choose the correct answers.
- Check answers with the class.

Practice activity (all classes)

Put students into pairs and ask them to choose one of the places. Explain that they are going to recreate the commercial for it, using the information in exercises 2 and 3. You could play the audio again for them to listen and take notes.

Students work in their pairs to prepare and practice their commercial. Put students into small groups to perform their commercials for each other. You could play the audio again at the end for students to check how well they remembered.

ANSWERS

Students' own answers.

## Listening

### Aim

listen to three radio commercials

### Warm-up

- With books closed, write the nouns from the vocabulary section on the board, e.g. *cookout*, *sleepover*, but not the verbs. Divide the class into teams.
- Teams take turns to choose a word and make a sentence using it correctly, e.g. *Next weekend, I'd like to have a sleepover.*
- If the sentence is correct, the team gets a point and the word is crossed off the board. If the sentence is not correct, don't correct it, but leave the word on the board and move to the next team.

- Continue until all the words are crossed off the board. See which team has the most points.

1 04

- Read out the heading, *See you Saturday!*, and explain the meaning. Explain to students that they are going to hear three commercials for places you can go to.
- Play the audio and ask students to match the three commercials with three of the pictures.
- Check answers with the class. Check that students understand *attractions*, *guarantee*, and *fifty percent*.

### Audioscript 04

- We're excited. We're VERY excited. Adventure World Amusement Park is opening this weekend! There are over



# Reading

## Aim

read and understand three e-mails about weekend activities

## Warm-up

- With books closed, ask: *What do you like doing on the weekend?* Elicit a few ideas. Then ask students to write down four things they like doing on the weekend.
- Put students into pairs to compare their ideas and explain why they like doing each thing.
- Ask some students to tell the class something about their partner.

## 1 05

- Point to the pictures in turn and ask: *What is happening?* Elicit a few ideas, but don't confirm them at this stage.
- Use the pictures to teach *soccer tournament* and *trash*.
- Play the audio and ask students to read and listen, and match the descriptions with the events.
- Check answers with the class.

## 2

- Allow students time to read through the sentence halves. Teach the meaning of *maximum*, *value*, and *volunteers*.
- Ask students to read the e-mails again and match the sentence halves.
- Check answers with the class.

## 3

- Ask students to read the e-mails again and complete the sentences with the correct words.
- Check answers with the class.
- Ask: *Which event would you like to go to? Why? Which event do you think is boring? Why?* Elicit a range of answers from individual students.

## Practice activity (all classes)

Focus on the pictures again and say: *We all wear a uniform.* Ask: *Which event is the person at?* (A)

Put students into pairs and ask them to write three more things that the people at the events might say.

Ask some pairs to read their sentences to the class. Other students can guess which event each person is at.

## ANSWERS

Students' own answers.

## Reading

- 1 05 Read the e-mails. Match the descriptions 1–3 with the events A–C.

- 1 The event is helping the environment. **C**
- 2 You can buy food there. **A**
- 3 You can win a prize. **B**

### A

From: Bridge School Soccer

Subject: This weekend: Soccer tournament (and cookout!) at Memorial Park

On February 8, Bridge School is playing in a soccer tournament.

Please invite your friends and family! Tickets are just \$2. Bridge's first game is at 11 a.m. against Emerson High.

We're bringing soccer uniforms, but don't forget your soccer shoes! Also bring your lunch (no soda, please!) and \$5 for the cookout after the tournament.

We're walking to the park at 10 a.m., so please be at school by 9:45.

Jon Evans  
Soccer Coach



### B

From: SHOOT! Competitions

Subject: The SHOOT! video competition is here again

Last year's SHOOT! competition was the first, and we got over 300 amazing videos. So we're having another one! The competition is for students between 13 and 18. It's free to enter, and the top prize

is camera equipment worth \$500. Last year, the theme was "Celebrations and parties," and this time, it's "Weekend adventures."

Videos should be a maximum of three minutes long, and we're showing the top 20 at the Rio Movie Theater in March.

Visit our website [here](#) for the rules and how to enter.

### C

From: Newport Youth Center

Subject: Come and make North Beach look beautiful for the summer.

Spring is coming and we're cleaning up the beach! Newport Youth Center is organizing a trash collection on Sunday and we're looking for volunteers.

We're bringing trash bags and gloves. Our advice is to wear old clothes and bring some water and a snack. We're meeting at the south end of the beach at 10:30 a.m.



## 2 Match the sentence halves.

- |  |                    |
|--|--------------------|
| 1 The soccer coaches are bringing              | a 10:30 a.m.       |
| 2 Soccer players should bring                  | b \$500.           |
| 3 Soccer players should be at school before    | c 18.              |
| 4 The maximum age for SHOOT! is                | d 9:45 a.m.        |
| 5 The value of the prize for the best video is | e \$5.             |
| 6 Volunteers for the youth center should wear  | f soccer uniforms. |
| 7 The trash collectors are meeting at          | g old clothes.     |

## 3 Read the e-mails again. Complete the sentences.

- 1 In **March**, you can see the best SHOOT! videos at the Rio Movie Theater.
- 2 The soccer team is leaving school at **10 a.m.**
- 3 You can get more information about SHOOT! on their **website**.
- 4 The trash collection is at **North** Beach.
- 5 More than **300** people sent videos for last year's SHOOT! competition.
- 6 The youth center needs **volunteers** for its event.
- 7 It costs **\$2** to watch the soccer tournament.
- 8 The **theme** for this year's SHOOT! competition is "Weekend adventures."

sixteen


16

## Extension activity (stronger classes)

Ask students to imagine they are at one of the events in the e-mails. Ask them to record an entry for a video diary in which they explain where they are, what they are doing, and why they are enjoying it. Students can record their video diaries on their phones. Students can show their video diaries to each other in small groups.



## Present progressive for the future

- 1  06 Read the conversation. Is the sentence T (True) or F (False)?

Dan decides to go out for dinner tonight with Matt's cousin. ☐ F ☒ T

Dan: Are you watching the soccer game tonight?

Matt: No, I'm not. I can't go.

Dan: Why? What are you doing?

Matt: I'm seeing my cousin tonight. It's her birthday. She isn't having a party, but we're going out for a meal. Come with us!

Dan: Thanks, but I want to watch the game.



- 4 Look at Ava and Jake's plans for the weekend. Complete the sentences with the present progressive affirmative or negative.

Ava's agenda	Jake's agenda
<b>SATURDAY</b>	<b>SATURDAY</b>
9:00 a.m. Soccer practice	10:00 a.m. Karate
3:00 p.m. Meet Jake and friends at pool	3:00 p.m. Meet Rob, Ava, Ellie – swim!
7:00 p.m. Sleepover at my house!	<b>SUNDAY</b>
<b>SUNDAY</b>	Before lunch: Chores!
11:00 a.m. Jog in park	11:30 a.m. Lunch at grandparents' house
4:30 p.m. Geography project with Jake	4:30 p.m. Project – Ava's house

- Jake is doing (do) karate at 10:00 a.m. on Saturday.
- Ava and Jake aren't studying (study) for a test this weekend.
- Jake isn't doing (do) chores on Sunday afternoon.
- Ava is going (go) to soccer practice on Saturday morning.
- Jake and Ava are meeting (meet) on Saturday and Sunday.
- Ava isn't jogging (jog) in the park on Sunday afternoon.

- 5 Complete the questions about Ava and Jake's weekend. Use the present progressive. Then write answers.

- It's Saturday. Are Ava and Jake swimming (swim) this afternoon?  
Yes, they are.
- It's Saturday. Is Ava going (go) to soccer practice tomorrow?  
No, she isn't.
- It's Friday. Is Ava having (have) a sleepover tomorrow?  
Yes, she is.
- It's Sunday. Where is Jake seeing (see) Ava today?  
At Ava's house.
- It's Sunday. Why are Jake and Ava meeting (meet) this afternoon?  
They have a geography project.

→ METRO EXPRESS p.109

Workbook p.W10

Online Homework

17

2

- Ask students to read the charts and complete them with the correct forms.
- Check answers with the class. Then read through the charts with the class and make sure students understand all the sentences. Ask students to translate the sentences in the charts into their own language, to check understanding.
- Read through the information in the Stop box with the class and point out to students that thinking about the time phrases that are used with each verb form can help them to learn the differences between different verb forms.

3

- Read out the six time phrases and ask students why *tonight* is the example phrase. (It's closest to now.)
- Ask students to write the other time phrases in correct order from now into the future.
- Check answers with the class.

## Usage

Students need to remember the spelling changes in some -ing forms, e.g. *have* – *having*, *get* – *getting*.

4

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct verb forms.
- Check answers with the class.

5

- Read out the first question and point out the example answers.
- Ask students to complete the questions with the correct verb forms.
- Check the answers with the class. Then ask students to look back at the information about Ava and Jake in exercise 4 and write answers to the questions.
- Check answers with the class.

## Further support

METRO EXPRESS p.109

Workbook p.W10

Online Homework Unit 1

## Grammar

## Aim

learn the present progressive for the future

## Warm-up

- Write the following gapped sentences on the board:
  - Bridge School is playing in a soccer tournament.
  - We are going to the park at 10 a.m.
  - We are taking trash bags and gloves.
- Put students into pairs to complete the sentences with the correct verbs.
- Refer students back to the e-mails on page 16 to check their answers.

- Add the verbs to the sentences on the board. Ask: *Are the verbs all in the present progressive? (yes) Do they refer to something that is happening right now? (no) Do they refer to something in the future? (yes)*
- Explain to students that we can use the present progressive for future events.

## ANSWERS

- is playing
- are walking
- are bringing

1  06

- Read out the question and allow students time to read the sentence.
- Play the audio. Ask students to read and listen, and answer the question.
- Check the answer with the class.

# Vocabulary

## Aim

use phrasal verbs to talk about movement

## Warm-up

- Ask: *Do you sometimes go out for meals? Where do you go? Who do you go with?* Elicit answers.
- Write *go out for a meal* on the board and underline *go out*. Elicit or explain that it is a phrasal verb.
- Explain to students that they are going to learn some more phrasal verbs to do with moving or going places.

## 1 07

- Put students into pairs to match the pictures with the sentences. They can use their dictionaries to help. With weaker classes, focus on each picture in turn and use the pictures to teach the meaning of each phrasal verb.
- Play the audio once for students to check their answers. Play the audio again, pausing after each sentence for students to repeat.

## 2

- Ask students to translate the sentences into their own language, and discuss with students whether their language has phrasal verbs.

## 3

- Read out the first sentence and point out how the example phrasal verb replaces the green phrase.
- Ask students to read the sentences and replace the green phrases with the correct forms of the phrasal verbs.
- Check answers with the class.

## Further support

METRO EXPRESS p.109

Workbook p.W2

Online Homework Unit 1

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to a conversation about a school trip

## 1 08

- Read out the task, and allow students time to read through the events and the schedule. Check that students understand *Botanical Gardens*.
- Play the audio and ask students to match the events with the schedule.
- Check answers with the class.

## Vocabulary

### Phrasal verbs: movement

#### 1 07 Match the sentences 1–6 with the pictures A–F. Listen, check, and repeat.

- The plane is taking off.
- Ethan is getting on the bus.
- Emily is going away tomorrow.
- Zoe is getting back from school.
- Martin is going out with his friends.
- Mom is picking up Jen from school.



#### 2 How do you say the bold phrasal verbs in exercise 1 in your language?

#### 3 Replace the green phrases with the correct form of the phrasal verbs in exercise 1.

- We're **leaving home** for the weekend tomorrow. going away
- The plane **left** at 11 last night. took off
- I'm sorry I'm late. I **entered** the wrong bus! got on
- Can you **go and get** Martin from a party? pick up
- I **returned** home late last night. got back
- Are you **going to an event** this evening? going out

→ METRO EXPRESS p.109

18

Workbook p.W2

Online Homework

## Listening

### A trip to St Louis

#### 1 08 Listen. Match the events with 1–7 in the schedule.

City bus tour City-Museum  
Cookout Drawing animals at the zoo  
Drawing plants at the Botanical Gardens  
Photo exhibition Photography class



MONDAY	5:30 a.m.	Leave from school
	10 a.m.	1 City Museum
	2 p.m.	2 Photography class
	4 p.m.	3 Photo exhibition
TUESDAY	6 p.m.	4 Cookout
	9:30 a.m.	5 City bus tour
	Afternoon	Group A: 6 Drawing animals at the zoo
		Group B: 7 Drawing plants at the Botanical Gardens
	8 p.m.	Get back to school

#### 2 08 Listen again. Choose T (True) or F (False).

- Chris was at school today. T ☐ F ☒
- They're arriving in St Louis at about 8:30 a.m. T ☒ F ☐
- Chris went to the City Museum last summer. T ☐ F ☒
- Chris decides to take his new camera. T ☐ F ☒
- Chris wants to be in group A. T ☒ F ☐
- Lily's parents are picking up Lily and Chris after the trip. T ☒ F ☐

18

Vocabulary

Listening

## Audioscript 08

Chris Hi Lily.

Lily Chris! Why weren't you at school today?

C I felt sick, but I'm OK now. What happened?

L Mr. Webb gave us the schedule for the school art trip. We're leaving from school next Monday at 5:30 a.m.

C 5:30?!

L It's three hours to St Louis. Then, after breakfast, we're visiting somewhere named ... the City Museum.

C The City Museum? My brother went there last summer. It's amazing. You can climb on everything in the museum!

L That sounds cool!

C What's next?

L In the afternoon, we're having a photography class.

C I can take my mom's new camera. The camera on my phone is terrible.

L And at four o'clock, we're going to a photo exhibition at the St Louis Art Museum. In the evening, we're having a cookout!

C Awesome! What's happening on Tuesday?

L At 9:30, we're going on a bus tour of St Louis!

C Great! We can take a lot of pictures.

L Then, in the afternoon, Group A is drawing animals at the zoo. Group B is drawing plants at the Botanical Gardens. I'm in Group A.

C What about me? I prefer animals.

L I'm not sure. Speak to Mr. Webb. We're getting back at 8 p.m. My parents are picking me up – we can take you home, too.

C Thanks, Lily.



Indefinite pronouns: words with *some, any, no, and every*

1 (09) Read the question and answer. Choose T (True) or F (False).

- Not all of the students enjoyed the City Museum. T ☐ F ☒
- Chris thinks the City Museum is different from other museums. T ☒ F ☐



Is there anything interesting to visit in St Louis?

We went to the City Museum with our class and everyone loved the place. It's hard to describe because there is nowhere like it. In museums, you can't usually touch anything. But you can climb on everything there!

15 minutes ago Chris 12 people like this.

2 Complete the chart.

People	Things	Places
someone	something	somewhere
anyone	<sup>2</sup> anything	anywhere
no one	nothing	<sup>4</sup> nowhere
<sup>1</sup> everyone	<sup>3</sup> everything	everywhere

**Stop** We usually use *someone, something, and somewhere* in affirmative sentences. *Someone* asked a question. We usually use *anyone, anything, and anywhere* in negative sentences and questions. Is there *anything* interesting to visit in St Louis? In museums, you can't usually touch *anything*. We use a singular verb form with indefinite pronouns. *Everyone* loves the museum.

3 Choose the correct words.

- Is there everything / anything good on TV tonight?
- "What are you doing tonight?"  
"Anything / Nothing. Why?"
- Anything / Everything is really expensive in this store.
- There's someone / anyone at the door for you.
- Don't have a party in the summer. Everyone / Someone goes away then!
- There isn't anywhere / somewhere to eat near here.

4 Complete the words with *one, thing, or where*.

- A Abby: There's <sup>1</sup>no thing showing at the movie theater this weekend.  
Ben: I know. Is <sup>2</sup>any one interested in this photo exhibition?  
Camilla: <sup>3</sup>No one has any money.  
Ben: But it's free!
- B Peter: I looked <sup>4</sup>every where for my sneakers, but I can't find them.  
Mom: They're in the house <sup>5</sup>some where.  
<sup>6</sup>No one wants your sneakers!
- C Libby: <sup>7</sup>Every one is going to Charlie's party. Come with us!  
Gemma: I know. I don't have <sup>8</sup>any thing to wear.  
Libby: Let's buy <sup>9</sup>some thing at the mall on Saturday.

5 Correct the sentences.

- Someone are is picking up Jack from the station.
- We don't have nothing anything to eat.
- ~~Do~~ Does anyone want a drink?
- No one like likes my plan.
- I'm bored. There are is nothing to do.
- Are is everyone listening?

**Your turn**

6 Make sentences with *someone, something, or somewhere*. In pairs, guess.



It's somewhere exciting.

Yes!

An amusement park.

→ METRO EXPRESS p.109



Workbook p. W11



Online Homework



Grammar

19

2

- Ask students to read through the chart and complete it with the correct forms.
- Check answers with the class. Then read through the chart and make sure students understand everything.
- Read through the information in the Stop box with the class and make sure students understand everything.

### Usage

We can also use the forms *somebody, anybody, nobody, and everybody* to talk about people.

The pronoun *everyone* is followed by a singular verb, even though it refers to more than one person: *Everyone likes pizza.* NOT *Everyone like pizza.*

3

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct forms.
- Check answers with the class.

4

- Read out the first sentence and point out the example answer.
- Ask students to read the conversations and complete the words with *one, thing, or where*.
- Check answers with the class, referring back to the chart in exercise 2 as necessary.

5

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and correct the words that are crossed out.
- Check answers with the class, referring back to the chart in exercise 2 as necessary.

### 6 Your turn

- Read out the example sentences.
- Ask students to make sentences about the things in the pictures. Monitor and help while they are working.
- Put students into pairs to read their sentences to each other and guess the things. With weaker classes, students could work in pairs to write the sentences, then in groups of four to guess.
- Ask who guessed all the things correctly.

### ANSWERS

Students' own answers.

### Further support

METRO EXPRESS p.109

Workbook p. W11

Online Homework Unit 1

On the Move Grammar

2 08

- Allow students time to read the sentences. Then play the audio again.
- Ask students to listen and decide if the sentences are true or false.
- Check answers with the class.

### Further support

On the Move Vocabulary Listening

## Grammar

### Aim

learn indefinite pronouns with *some, any, no, and every*

### Warm-up

- Ask: *What can you do at the City Museum?* Elicit the answer and write

it on the board: *You can climb on everything.*

- Underline *everything* and elicit the meaning.
- Write the following jumbled words on the board: *osemthngi naythngi onthngi*
- With the class, elicit the correct order for the words and write them on the board.
- Explain that these words are called indefinite pronouns.

### ANSWERS

something, anything, nothing

1 09

- Allow students time to read the two sentences.
- Play the audio. Ask students to read and listen and choose true or false.
- Check answers with the class.



# Speaking

## Aim

make arrangements

## Warm-up

- With books closed, ask: *What do you usually do on the weekend? Do you often do things with friends?*
- Elicit answers from individual students. Then teach the phrase *make arrangements* and ask: *How do you make arrangements with your friends? Do you talk to them at school? Do you call them or text them?*
- Elicit a few answers. Then explain to students that they are going to practice making arrangements in English.

## 1 10

- Ask students to read through the gapped conversation and complete it with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class.
- Read through the information in the **Stop** box with the class. Ask students to find the phrases in the conversation, and make sure they understand them.

### Support activity (weaker classes)

Before students move on to the next exercises, play the audio in exercise 1 again. Pause after each line of the conversation for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. They can then practice the conversation in pairs.

## 2

- Invite a pair of confident students to read out the example beginning of the conversation and continue it, using the ideas in the pictures.
- Put students into pairs to practice the conversation using the ideas in the pictures.
- Stronger students or fast finishers could have more conversations using their own ideas.

## 3

- Elicit the start of the new conversation using the ideas in Frankie's planner.
- Put students into pairs to write their new conversation. Monitor and help while they are working.

## ANSWERS

Students' own answers.

## 4

- Ask students to work in their pairs and practice their conversation in exercise 3.

## S Speaking

### Making arrangements

- 1 10 Complete the conversation. Then listen and check.

about anything are do  
doing in on want

Jack: What are you doing  
this weekend?

Cory: I'm seeing some relatives on  
Saturday.

Jack: What about Sunday?

Cory: I'm playing soccer in the  
morning, but I'm not doing anything in  
the afternoon.

Jack: Cool. Do you want to  
hang out at my house on Sunday afternoon?

Cory: Sure!

**Stop** What are you doing (this weekend)?  
I'm not doing anything (in the afternoon).

- 2 Practice the conversation in exercise 1. Use these ideas.



What are you doing  
this weekend?

I'm going shopping  
on Saturday.

- 3 Write a new conversation between Tom and Frankie. Use Frankie's planner and change the green words in the conversation in exercise 1.



- 4 In pairs, practice your conversation in exercise 3.

twenty

20

Online Homework

## R Reading

- 1 11 Read the article quickly. Check (✓) the true statements.

- 1 Young people enjoy FOMO. ☐
- 2 FOMO can be a problem for anyone. ☒
- 3 FOMO is a problem for some users of social networking websites. ☒

- 2 Read the tip.

**Tip** Good readers can quickly find the relevant parts of a text to answer questions.

Match questions 1–4 with paragraphs A–D in the article. Which words helped you to decide?

- 1 What is Dr. Taylor's advice for people with FOMO? D
- 2 Why is FOMO a problem for Grace? B
- 3 What does Dr. Taylor say about social networking websites? C
- 4 What do people with FOMO do? A

- 3 Read the article again and choose the best answers.

- 1 What is true about people with FOMO?  
a They worry about events that they aren't going to.  
b They share a lot of pictures online.  
c They don't have many friends.
- 2 Why is FOMO a problem for Grace?  
a She is scared to go out.  
b She spends too much time on her computer.  
c She doesn't have any hobbies now.
- 3 What does Dr. Taylor say about social networking websites?  
a We shouldn't use them to share fun events.  
b They are both good and bad.  
c They're fun when you're bored.
- 4 What is Dr. Taylor's advice for people with FOMO?  
a You shouldn't go to bed late.  
b You should stop using social networking websites.  
c You shouldn't use your phone in bed.

- 4 Discuss the questions.

- 1 How often do you check social networking websites?
- 2 Do you sometimes feel like Lucas or Grace?
- 3 What advice do you have for a friend with FOMO?

- Ask some pairs to perform their conversation for the class.

### Practice activity (all classes)

Students could work in pairs and prepare their own planner like the one in exercise 3. They could then practice a new conversation. This time, encourage them to go straight into the speaking, and try to practice without looking back at the conversation in exercise 1.

Ask some pairs to perform their conversations for the class.

## ANSWERS

Students' own answers.

### Further support

Online Homework Unit 1

# Do you have FOMO?

HOME VIDEOS LINKS COMMENTS Search

**A** You're at home. You can't go out because you're busy. But you can't stop checking your phone. What's everyone else doing? Does this sound like you? Then perhaps you have **FOMO** – Fear of Missing Out.

"Sometimes I see a picture of some friends online," explains Lucas, 16. "They're hanging out somewhere. I can't go – maybe I have homework. But it makes me feel unhappy. My friends are having fun and I'm not!"

About 25% of teenagers say that they get this feeling, but people of all ages experience FOMO.

**B** For Grace, 21, her FOMO is a serious problem. "I never read or play sports now," she explains. "I go out almost every night because I don't want to miss out. Or I sit at home and I read online about what my friends are doing. FOMO kills your leisure interests."

**C** Dr. Suzanne Taylor, a psychologist, says social networking websites are not helping people with FOMO. "They're perfect for communicating with friends and relatives – all over the world. But they're full of pictures of your friends, doing exciting things. Suddenly, other people's lives look interesting and our own lives feel boring."

**D** So how can we fight FOMO? Should we stop using social networks?

"That isn't possible for many people," says Dr. Taylor. "But before bed tonight, put your phone in another room. And before you go to sleep, think about the interesting things you're doing this week. And remember how lucky you are."

twenty-one

Writing p.101 Workbook p.W26 Online Homework 21

## Support activity (weaker classes)

Before students move on to exercise 2, read through the article again with the class, or play the audio again for students to read or listen. Pause and explain the meaning of unfamiliar words, e.g. *experience*, *kills your leisure interests*, *perfect*.

## 2

- Read out the tip with the class.
- Read through the questions with the class and check that students understand everything.
- Ask students to read the article quickly again to decide which paragraph has the answer to each question. Point out that they don't need to answer the questions, just decide which paragraph each answer is in.
- Check answers with the class, and discuss which words helped students to decide.

## ANSWERS

Students' own answers.

## 3

- Ask students to read the article again and choose the best answers.
- Check answers with the class.

## 4

- Read out the questions and make sure that students understand them.
- Allow students time to prepare their ideas individually.
- Put students into pairs to compare their ideas and discuss the questions.
- Ask some pairs to tell the class their ideas.

## ANSWERS

Students' own answers.

## Further support

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Online Homework Unit 1

## Reading

### Aims

read a text about FOMO (fear of missing out), and practice finding the relevant parts of a text to answer questions

### Warm-up

- Ask: *What social networking sites do you use?* Elicit or give a few examples if necessary, e.g. Facebook.
- Ask: *What kinds of pictures do you post online?* Elicit a range of answers.
- Teach the meaning of *miss out* (= not join in a fun activity).
- Ask: *How do you feel when you are at home and you see pictures of your friends doing exciting things? Do you sometimes*

*feel you are missing out?* Elicit a range of answers and teach the word **FOMO** (= fear of missing out).

- Tell students they are going to read about FOMO now.

### 1 11

- Allow students time to read the three statements.
- Play the audio. Ask students to read and listen.
- Ask students to check the true statements.
- Check answers with the class.



## Watch

### Before you watch

#### About the video

The video shows Ollie interviewing the other course characters about their plans.

1

- Point to the pictures of the activities and elicit what they show. Try to elicit vocabulary related to each picture, e.g. *camera, take pictures, camping, tent*.

2

- Read out the questions. Then put students into pairs to discuss the questions.
- Ask some students to tell the class something they learned about their partner.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the topics. Check that they understand everything.
- Play the video for students to watch and number the topics in the order the teenagers speak about them.
- Check answers with the class.

#### Videoscript see TG p.126

#### 4 Video

- Allow students time to read through the sentences.
- Play the video and ask students to decide if the sentences are true or false.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

#### 5 Video

- Allow students time to read through the questions.
- Play the video and ask students to answer the questions. Alternatively, students could answer the questions from memory, and then watch the video again to check.
- Check answers with the class.

### After you watch

6

- Put students into pairs to ask and answer the questions.

## W Watch

Do you have any plans?



Before you watch

1 Look at the pictures. What activities do they show?



1 **photography**



2 **camping**



3 **cookout**



4 **soccer**

2 Do you do any of the activities in exercise 1? Would you like to? Why? / Why not?

While you watch

3 Watch the video. Number the topics in the order the teenagers speak about them.

- what they're doing this weekend
- what they enjoy doing on weekends
- their plans for next month
- their plans for Friday night

4 Watch again. Choose T (True) or F (False).

- Rob doesn't like gaming. T ☐ F ☒
- Tripp loves doing outdoor activities. T ☒ F ☐
- Vicky coaches a soccer team. T ☒ F ☐
- Tripp and Rob are going camping this weekend. T ☐ F ☒
- Vicky and Amy are studying together this weekend. T ☐ F ☒
- Vicky and Amy are having a sleepover on Friday night. T ☒ F ☐
- Rob is going to Tripp's party on Friday night. T ☐ F ☒
- Next month, Vicky and Amy are studying a lot. T ☐ F ☒
- Amy wants to go to a music festival, but Vicky doesn't want to go. T ☐ F ☒
- Tripp and Rob are planning to post pictures online. T ☒ F ☐

5 Watch again. Answer the questions.

- Which two people enjoy photography?  
**Rob and Tripp**
- Who talks a lot about school work?  
**Amy**
- Who has plans to visit relatives?  
**Rob**
- Who has a lot of sports plans this weekend?  
**Vicky**
- Why can't Amy go out on Friday night?  
**She doesn't have any money.**
- Where is Tripp's cookout?  
**At the lake**
- What are Rob and Tripp doing together next month?  
**Going camping**

After you watch

6 Ask and answer the questions with a partner.

- What do you enjoy doing on weekends?
- Do you have any plans for Friday night?
- Do you have any plans for next month?

7 Make a project or video about your plans with friends for a weekend or vacation.

twenty-two

22

Online Homework

ON THE MOVE

Challenge

- Ask some students to tell the class something they learned about their partner.

#### ANSWERS

Students' own answers.

7

- Read through the task with the class. Then put students into small groups.
- Students can plan their video, and then use their phones to film themselves. One student could take the role of Ollie and ask all the questions, or they could take turns to ask the questions and answer them. Students could make their video for homework.

- Alternatively, students could ask and answer the questions, and then make a poster showing their plans. They could write a short text about each person's plans, and, for homework, find some pictures to add.

- Put students into small groups to compare their posters or videos.
- Ask: *Whose video was fun to watch? Whose poster is the most attractive? Whose plans are the most exciting? Why?* Elicit a range of answers.

#### Further support

Online Homework Unit 1

On the Move Challenge



## In this unit ...

- talk about transportation and vehicles
- compare things that are similar
- talk about traveling and trips
- describe vacation pictures
- guess the meaning of words from their context
- understand a video about transportation in Beijing



Video Watch the warm-up video.

Are we meeting at the amusement park later?

Yeah, at 2:30.

- What is the problem?
- What do you think the girls should do now?

# 2

## On the road

### Warm-up video

#### Video

- Read out the title of the unit, *On the road*, and elicit the meaning (traveling).
- Focus on the small picture and ask: *Who are these people?* (Naomi and Piper). Ask: *What can you remember about them?* (Naomi likes parties and music; Piper likes going to the movies and riding her bike.)
- Focus on the background picture and ask: *Where are Naomi and Piper?* Elicit or explain that they are in San Francisco. Explain that San Francisco has lots of different areas. Teach the names Santa Cruz and Santa Clara.
- Read out the speech bubble. Then read out the questions. Ask students to guess what the problem might be.
- Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Then discuss with students what they think the girls should do now.
- Ask: *Does this ever happen to you?* Elicit answers from individual students.

#### ANSWERS

- The girls go to different amusement parks.
- Students' own answers.

#### Videoscript

**Naomi** Are we meeting at the amusement park later?

**Piper** Yeah, at 2:30.

**N** How are you getting there?

**P** I'm taking the train. ... You?

**N** I'm taking the bus.

**P** The bus? OK. See you later.

...

**P** Why is Naomi taking the bus to the amusement park? I didn't think there was a bus from here to Santa Cruz.

**N** Why is Piper taking the train to the amusement park? I didn't think there was a train from here to Santa Clara.

...

**N** Where are you?

**P** I'm inside the amusement park. Where are you?

**N** I'm inside the amusement park – by the entrance.

**P** By the entrance? Me too.

**N** What? Put your hand in the air!

**P** Can you see me?

**N** No. You're at the amusement park in Santa Clara, right?

**P** No, Naomi, I'm in Santa Cruz!

**N** But, Piper, we agreed last week on Santa Clara! I knew something was wrong. The bus goes to Santa Clara, not Santa Cruz!

#### Further support

On the Move Video

## 2 On the road

### Grammar

Short comparative adjectives

Long and irregular comparative adjectives

### Vocabulary

Transportation

Travel: adjectives

### Skills

**Reading:** VR: Travel anywhere in the world – without leaving your home!;  
Clone cities

**Listening:** Vehicle prototypes;  
A weekend away

**Speaking:** Describing pictures

### Reading skill

Guessing the meaning of words from their context

### Values and cross-curricular topics

Tourism and travel

Technology

Vacations

- Focus on the unit aims at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.
- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.

# Vocabulary

## Aim

talk about transportation and vehicles

## Optional warm-up

- Ask: How do you usually travel around your town or city? Do you take the bus or train? Do you walk or ride a bike? Elicit a range of answers from individual students.
- Tell students that they are going to talk about transportation.

## 1 12

- Ask students to read sentences 1–4. Check they understand *motorcycle*.
- Play the audio and ask students to read and listen to the conversation.
- Ask students to read sentences 1–4 again and choose the correct answers.
- Check the answers with the class.
- Ask students if they can guess the meaning of *motorcycle license* and *motorcycle lessons*. Elicit or explain the meanings.

## 2

- Read through the words in the box with the class and point out that the nouns are all forms of transportation, and different verbs are used with different forms of transportation.
- Point to the first picture and point out the example answer. Ask students to look at the remaining pictures and complete the missing nouns and verbs in the labels. Allow them to compare their answers in pairs.
- Check answers with the class.

## 3 13

- Refer back to the word box in exercise 2 and point out that the verbs are all in the past simple form.
- Focus on the puzzle and read out the task and the example answer.
- Ask students to find the base forms of the verbs and write them. They could look at the Irregular verbs list at the back of the book.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.
- Read the information in the Stop box with the class. Elicit a few more examples using *by*, e.g. *by bus*, *by subway*. Ask students how they say these phrases in their language, and how they say *on foot* in their language.
- Point out that we can also use *take* for public transportation: *take the bus/subway/train/plane*.

## Vocabulary

### Transportation

1 12 Read sentences 1–4. Then read the conversation and choose the correct words.

- Alexa can / can't ride a bike.
- Niall can / can't ride a motorcycle.
- Niall and Alexa are friends / brother and sister.
- Alexa is taking / isn't taking motorcycle lessons at the moment.

Alexa: In Australia, we're going to ride motorcycles, right?

Niall: Yes, but just because you can ride a bike doesn't mean you can ride a motorcycle. I have a motorcycle license, remember?

Alexa: You sound like my mom and dad! Don't worry. I'm going to take motorcycle lessons.



2 Alexa and Niall traveled from Los Angeles to Australia. Complete the labels on Alexa's pictures.

drove / car flew / plane rode / motorcycles sailed / ferry took / bus ~~took / subway~~ took / train

## 4 Your turn

- Allow students time to read the questions and prepare their answers individually.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something about their partner.
- Discuss as a class which forms of transportation students prefer and why.

## ANSWERS

Students' own answers.

## Extension activity (stronger classes)

Ask students to imagine an exciting journey they would like to go on. Elicit a few examples, e.g. a journey down the Amazon river, or across the United States. Ask them to write a description of their journey, saying where they would like to go and how they would like to travel.

Students can compare their ideas in small groups and decide whose journey sounds the most exciting.

## Further support

METRO EXPRESS p.110

Workbook p.W3

Online Homework Unit 2



3 13 Find and complete the base form of the verbs. Listen, check, and repeat.

- 1 rode → ride a motorcycle
- 2 flew → fly in a plane
- 3 sailed → sail on a ferry
- 4 drove → drive a car
- 5 took → take a bus, a train, or the subway

R	I	D	E
A	T	R	F
S	A	I	L
E	K	V	Y
D	E	E	L

Stop

We can use **go by** for most forms of transportation:  
Let's **go by plane**. We **went by car**.  
For walking, we use **on foot**:  
I **go to school on foot**.

3 Your turn

4 Discuss the questions in pairs.

- 1 How do you get to school?
- 2 Can you or anyone in your family ride a motorcycle?
- 3 Do you ever fly or take a train? Where to?
- 4 For a vacation, does your family drive or fly? What do you prefer?
- 5 In the city, do you prefer to go by bus or subway? Why?

→ **NETRO EXPRESS** p.110

Workbook p.W3 Online Homework

## L Listening

### Vehicle prototypes

1 14 What does **prototype** mean? Listen to the report and choose the correct answer.

- a the first super-fast vehicles
- b any popular form of transportation
- c vehicles that you can't buy
- d the first design of a new invention

2 14 Listen again. Label the pictures with the prototype names and write the dates.

dynasphere jet pack pedipulator railplane



Prototype: **railplane**  
Date: **1921**

Prototype: **jet pack**  
Date: **1961**



Prototype: **pedipulator**  
Date: **1962**

Prototype: **dynasphere**  
Date: **1931**

twenty-five  
25

launched. It can fly for 30 minutes and its top speed is 74 kilometers per hour! A Scottish engineer invented the "railplane" in 1921. It looked like a train and a plane. It didn't fly, but it had a propeller and wheels. The prototype railplane was fast and comfortable, but people preferred trains. The railplane disappeared. In 1931, an Englishman invented the "dynasphere." It was one very big wheel, with the motor and driver inside the wheel. But the prototypes were hard to drive, and they never made any more. In 1962, American engineers wanted a vehicle for traveling across mountains and through forests. But their prototype – the first design of this new invention – didn't have wheels. Their prototype had four legs – a "pedipulator"! Similar vehicles appeared in the *Star Wars* movies, but after that, pedipulators disappeared.

2 14

- Point to the first picture and point out the example answers (1 and 2). Then play the audio again.
- Ask students to label the pictures with the prototype names and write the dates.
- Check answers with the class.

3 14

- Allow students time to read through the questions.
- Play the audio again and ask students to listen and answer the questions.
- Check answers with the class.

### Practice activity (all classes)

Write these sentences on the board:

- 1 People designed it to travel through forests.
- 2 Its top speed is 74 kilometers per hour.
- 3 It used a lot of gas.
- 4 It was fast and comfortable.

Students work in pairs to discuss which vehicle prototype each sentence is about. Play the audio again for students to listen and check their answers.

### ANSWERS

- 1 pedipulator 2 the new jet pack
- 3 the early jet pack 4 the railplane

### Extension activity (stronger classes)

Put students into small groups and ask them to design their own prototype. Ask them to think of a name for their vehicle, draw a picture, and write a few sentences describing how it works and what is good about it. Monitor and help while students are working. Ask groups in turn to present their prototypes to the class. Students could vote for their favourite idea.

## Listening

### Aim

listen to a report about vehicle prototypes

### Warm-up

- With books closed, put students into pairs. Give them two minutes and ask them to write as many forms of transportation as they can. They can use their dictionaries if necessary.
- Bring students' ideas together on the board and check that students understand all the words. See which pair wrote the most words correctly.
- Elicit some sentences using different transportation words, to review the

verbs students learned in the last class, e.g. *We took a plane to New York.*

1 14

- Read out the heading, *Vehicle prototypes*. Then read out the question: *What does prototype mean?*
- Allow students time to read the four possible answers and make sure they understand everything.
- Play the audio and ask students to listen and choose the correct answer.
- Check the answer with the class.

### Audioscript 14

James Bond flew with a "jet pack" in the 1965 movie *Thunderball*, but pilots flew prototypes in 1961. These early jet packs used a lot of gas, and they could only fly for 20 seconds. People forgot all about jet packs until 2016, when a new jet pack was



# Reading

## Aim

read and understand a text about virtual reality

## Warm-up

- With books closed, ask: *Where in the world would you most like to travel to? Why?* Elicit a few ideas. Then put students into pairs and ask them to make a list of four places they would like to travel to.
- Put pairs together into groups of four to compare their lists and agree on one place they would all like to travel to.
- Ask groups in turn to tell the class which place they chose and why.

## 1 15

- Point to the pictures and elicit that the building is the Eiffel Tower in Paris, and the view is from the top of the tower.
- Ask students to read the title of the text. Then look at the pictures again and discuss in pairs what they think "VR" means.
- Elicit a few ideas, in the students' own language if necessary, but don't confirm them.
- Play the audio and ask students to read and listen to check their answers.
- Check the answer with the class.

## ANSWER

VR is virtual reality, a technology that allows you to experience being in different places.

## 2

- Allow students time to read through the sentences. Check that students understand *headset*, *surf*, and *format*.
- Ask students to read the text again and decide if the sentences are true or false.
- Check answers with the class, referring back to the text to explain the answers.

## 3

- Allow students time to read the questions and think about their answers.
- Put students into pairs to discuss the questions.
- Ask the questions to the class and elicit a range of answers.

## SUGGESTED ANSWERS

- 1 She says this because the streets look so small.
- 2 Students' own answers.
- 3 Students' own answers.

## Reading

- 1 Read the title and look at the pictures. What do you think "VR" means? Read the text quickly and check.

## VR: travel anywhere in the world – without leaving your home!

Isabel Palma May 21, 10:08

Look at this view! I'm at the Eiffel Tower, 276 meters above Paris. From here, the streets look like lines on a map. In the distance, I can see the modern buildings at La Defense. Nearer to me, the buildings are older. That's the Arc de Triomphe. There's the Louvre Museum by the river. Down in the street, tiny cars and buses are driving along. Everything looks so small! Now I shake my head from side to side – and day becomes night! I can see the lights all across the city. It's beautiful! Confused? Let me explain. I wasn't really in Paris! It was a "virtual" visit. I loved it. I want to visit again! This is how it works: you need a VR (virtual reality) headset. The best ones cost hundreds of dollars. But you can get a cardboard VR headset for \$10! With the cardboard VR headsets, you just download a VR app and put your smartphone into the headset – and that's it! You can "go" anywhere: you can "walk" along Copacabana beach, "surf" in Australia, and then "ride a motorcycle" around Las Vegas. And you can do all of that in one afternoon after school, without flying or driving anywhere. You can even watch VR pop videos. And once you buy the app and the headset, it's all for free!



## 2 Read the sentences. Choose T (True) or F (False).

- |  |  |
|--|--|
| 1 Isabel is looking at a map.          | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 2 La Defense is near the Eiffel Tower. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 3 The Louvre is a river in Paris.      | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 4 All VR headsets are cheap.           | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 5 Some VR headsets cost \$10.          | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 6 You can "visit" anywhere with VR.    | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 7 You can surf in Las Vegas.           | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 8 There are music videos in VR format. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |

## 3 Discuss the questions.

- 1 Why do you think Isabel says "the streets look like lines on a map"?
- 2 What do you think are the advantages and disadvantages of VR travel?
- 3 Do you want to try VR travel? Why? / Why not? Where would you like to visit?

twenty-six

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## Practice activity (all classes)

Ask students to read the text again and note down vocabulary to do with technology.

Bring the vocabulary together on the board and check that students understand everything. Explain that reading texts can be a good source of new vocabulary, and it is a good idea to record vocabulary in sets such as *technology*.

## SUGGESTED ANSWERS

virtual reality, virtual visit, VR headset, download, app, smartphone

## Extension activity (stronger classes)

Ask students to imagine they are using VR to "visit" one of the places they discussed in the warm-up. Ask them to prepare a description of what they can see and how they feel. Tell them not to mention the name of the place.

Put students into groups. They take turns to read their descriptions to each other. Their classmates listen and try to guess the places.

Ask some students to tell the class whose descriptions sounded the most amazing.

**Short comparative adjectives**

**1** **16** Read the messages and complete the sentence.

Chloe usually **1** walks to her house, but today Alyssa is taking the **2** bus.

Are you coming to my house tonight?  
**Chloe**

Yes, I'm on Fifth Avenue. What's the best way?  
**Alyssa**

The bus is usually **easier** than the subway. But I walk.  
**Chloe**

Why?  
**Alyssa**

It's **cheaper**!  
**Chloe**

But it's hot in the street and it's even **hotter** in the subway. I'm taking the bus.  
**Alyssa**

**2** Look at the bold comparative adjectives in exercise 1. Complete the chart.

Short adjectives	
+ -er or -r	
cheap	It's <b>1</b> <u>cheaper</u> !
safe	The bus is <b>safer</b> than the subway.
-y + -ier	
lazy	You're <b>1</b> <u>lazier</u> than me!
easy	The bus is usually <b>2</b> <u>easier</u> than the subway.
double consonant + -er	
big	New York is <b>1</b> <u>bigger</u> than Chicago.
hot	It's even <b>2</b> <u>hotter</u> in the subway.
We can compare two things using <b>than</b> .	
The subway is faster <b>than</b> the bus.	

**3** Complete the sentences with the comparative form of the adjectives. Add **than** if necessary.

- 1 A The math test was harder than (hard) the science test.  
B No way, I thought it was easier (easy)!
- 2 His hair is darker than (dark) hers, but hers is longer (long).
- 3 A Today is cloudier than (cloudy) yesterday.  
B Yeah. Where did the summer go? It was much sunnier (sunny) yesterday!
- 4 A Your uncle is friendlier than (friendly) your aunt.  
B He's funnier (funny), too!

**4** Write sentences comparing the two motorcycles. Use **than**.



	Sports motorcycle	Chopper motorcycle
size <—>	1.4 m	1.9 m
speed	267 km/h	183 km/h
noise (dB)	65 dB	90 dB
year	2016	1995
price	\$11,699	\$19,005

- 1 (big) The chopper motorcycle is bigger than the sports motorcycle.
- 2 (small) The sports motorcycle is smaller than the chopper motorcycle.
- 3 (fast) The sports motorcycle is faster than the chopper motorcycle.
- 4 (noisy) The chopper motorcycle is noisier than the sports motorcycle.
- 5 (old) The chopper motorcycle is older than the sports motorcycle.
- 6 (cheap) The sports motorcycle is cheaper than the chopper motorcycle.

**Your turn**

**5** Write true comparative sentences with **than**.

- 1 (short) I or me / my best friend  
I am shorter than my best friend. / My best friend is shorter than me.
- 2 (old) my mom / my dad  
\_\_\_\_\_
- 3 (tall) my mom / my dad  
\_\_\_\_\_
- 4 (young) I or me / my best friend  
\_\_\_\_\_
- 5 (shy) I or me / my friends  
\_\_\_\_\_
- 6 (easy) science / art  
\_\_\_\_\_

**6** Write five more true comparative sentences.  
My best friend is smarter than me!

→ **METRO EXPRESS** p.110

Workbook p.W12

Online Homework

twenty-seven

- Check answers with the class. Then read through the chart and make sure students understand all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.

**Usage**

The consonant only doubles where an adjective ends in one vowel, then one consonant, e.g. *hot*, *big*. Where a word ends in two consonants, there is no double consonant, e.g. *kind* – *kinder*, and when there are two vowels, there is no double consonant, e.g. *neat* – *neater*. Students often need reminding that we use *than* in comparatives: *She's older than me*. NOT *She's older that me*.

**3**

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct comparative forms.
- Check answers with the class.

**4**

- Check that students understand *speed*, and check they understand the abbreviations *m* (meter), *km/h* (kilometers per hour), and *dB* (decibels).
- Read out the two example sentences.
- Ask students to write the remaining sentences. Allow them to compare their answers in pairs.
- Check answers with the class.

**5 Your turn**

- Read the first prompt and the example sentences. With weaker classes, do another example with the class.
- Ask students to write sentences that are true for them. Allow them to compare their answers in pairs.
- Check answers with the class.

**ANSWERS**

Students' own answers.

**6**

- Read out the example sentence and elicit one or two more examples. Point out that students can use any of the adjectives on this page, or other short adjectives that they know.
- Ask some students to read their sentences to the class.

**ANSWERS**

Students' own answers.

**Further support**

**METRO EXPRESS** p.110

Workbook p.W12

Online Homework Unit 2

**Grammar**

**Aim**

learn short comparative adjectives

**Warm-up**

- Ask: *What does Isabel say about the view from the Eiffel Tower? What can she see?* Elicit answers.
- Write on the board: *Nearer to me, the buildings are \_\_\_\_*. Ask students if they can remember the missing word. They can look back at the first paragraph of the text on page 26 to check.
- Add the correct word (*older*) to the sentence on the board. Underline the two comparative adjectives (*nearer*, *older*) and ask students to translate them into their own language.

- Explain to students that they are going to study comparative adjectives in this class.

**1** **16**

- Allow students time to read the gapped sentence.
- Play the audio. Ask students to read and listen, and complete the sentence.
- Check the answer with the class.

**2**

- Ask students to look at the bold comparative adjectives in the messages in exercise 1. Then read the chart and complete it with the correct forms.



# Vocabulary

## Aim

use adjectives to talk about travel

## Warm-up

- Ask: *What cities have you visited?* Elicit a few answers. Then ask: *What adjectives can you use to describe these cities?* Elicit ideas from the class. Prompt students with more questions if necessary, e.g. *Are the buildings old or modern? Is it quiet?*
- Write the adjectives on the board.
- Explain that students are going to learn some more adjectives to describe places.

## 1 17

- Ask students to read the blog and complete it with the correct adjectives. They can use their dictionaries to help.
- Allow students to compare their answers in pairs.
- Play the audio for students to check their answers. Check that students understand all the adjectives.

## 2 18

- Play the audio, pausing for students to repeat the words (the answers in exercise 1).

## 3

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct adjectives.
- Check answers with the class.

## Further support

METRO EXPRESS p.110

Workbook p.W3

Online Homework Unit 2

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to a conversation about a weekend away

## 1 19

- Read out the task, and allow students time to read the three sentences.
- Play the audio and ask students to decide which sentences are true.
- Check the answer with the class.

## Audioscript 19

**Logan** Hi Bess. Did you go away last weekend?

**Bess** Logan, hey! Yeah! Chicago, with my dad.

**L** Awesome! How was it?

## Vocabulary

### Travel: adjectives

- 1 17 Look at the travel blog about a trip to Thailand and complete the paragraphs. Listen and check.

**TRAVEL BLOG**
Posts
Archives
Follow

crowded traditional unusual

This is Chatuchak market in Bangkok. The traditional Thai clothes were beautiful. I found some very unusual musical frogs! There were thousands of stores and it was very crowded, so we left after a few hours.

historic modern noisy

We took tuk-tuks back to our hotel. We drove past very modern neighborhoods with tall skyscrapers, and some old buildings and historic monuments. We didn't talk because the tuk-tuk was really noisy!

comfortable delicious quiet

We stayed in a hotel by the Chao Praya River. It was very quiet compared with the busy street. For dinner, I had rice with mango and chili. It was delicious! The beds in our hotel were very comfortable. In the morning, I didn't want to get up!

## 2 18 Listen and repeat.

### 3 Complete the sentences with travel adjectives in exercise 1.

- There are a lot of historic buildings in Oxford.
- Grandma wants to sunbathe on a quiet beach.
- This curry is delicious. I really like it.
- We slept on the floor. It wasn't very comfortable!
- I can't hear you. I'm at the train station and it's very noisy.
- The subway is always crowded before 9 a.m. Everyone is going to work then.

→ METRO EXPRESS p.110

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Workbook p.W3

Online Homework

## Listening

### A weekend away

- 1 19 Read the sentences 1–3 and listen to the conversation. Which sentences are true? Choose a, b, c, d, or e.

- Bess went to Chicago with her father.
- Logan and his dad flew to Chicago.
- Bess's friend Logan lives in Chicago.

a 1 b 2 c 3 d 1 and 2 e 1 and 3



## 2 19 Order the events. Listen again and check.

- They watched a basketball game.
- They visited a tall building.
- They went to their hotel.
- They flew to Chicago.
- They went to a planetarium.
- They flew to New York.

## 3 19 Listen again and choose the correct words.

- They flew to Chicago on Friday / Saturday.
- The plane was modern / old.
- Bess liked / didn't like the hotel.
- She went on a VR trip in a planetarium / the hotel.
- Bess is a Bulls / Pistons fan.
- They visited 360 Chicago on Saturday / Sunday.
- At 360 Chicago, they went to the 90th / 94th floor.

**B** Good! We flew there Friday night. The flight was terrible! The plane was old – and it was really windy ...

**L** But you got there OK?

**B** Yeah ... Dad got us a beautiful hotel room, so we stayed in that night, and we ordered pizza and watched TV. On Saturday, we went on this virtual reality trip at a planetarium.

**L** Wow! A planetarium? Is that like an exhibition about space and stuff?

**B** Yeah, that's right. There are some pictures on my phone. Here – look!

**L** Cool!

**B** Thanks. And then, Dad took me to the Bulls–Pistons game. That was awesome!

**L** Basketball? So did the Bulls win?

**B** Yeah! We beat the Pistons 95–70! It was so noisy inside the arena. Everyone stood up and danced. I lost my favorite Bulls cap!

**L** Oh no!

**B** The next morning, we visited 360 Chicago. It's a really tall building. We took the elevator to the 94th floor. You can see for almost 90 kilometers!

**L** Cool. When did you get back to New York?

**B** Sunday evening. I'm really tired this morning!

## 2 19

- Check that students understand *planetarium*.
- Ask students to order the events. They could work in pairs for this.
- Play the audio again for students to check their answers.
- Check answers with the class.

## 3 19

- Allow students time to read through the sentences.



# Long and irregular comparative adjectives

- 1 20 Look at the ad and choose the correct answer.  
The Xenon 235i is a ...  
a boat. b bus. c car. d motorcycle.

**THE NEW XENON 235i ...**  
DRIVING JUST GOT MORE EXCITING!

The new diesel engine is 20% **more powerful**, so it's much faster than before. It's also **more efficient**, so the new Xenon 235i is cheaper to drive.  
The Xenon 235i - it's **better** than any other vehicle in its class.

- 2 Complete the chart with the **green** comparative adjectives in exercise 1.

Long comparative adjectives	
Long adjective	more + adjective
powerful	The engine is <b>1 more powerful</b> than before.
efficient	It's also <b>2 more efficient</b> than before.
Irregular comparative adjectives	
bad	This car is <b>worse</b> than that one.
good	The Xenon 235i is <b>3 better</b> than any other vehicle in its class.

**Stop**

We can use *less* with adjectives of two or more syllables:  
The old Xenon was *more expensive* than the new Xenon 235i. = The new Xenon 235i is *less expensive* than the old Xenon.

- 3 Write comparative sentences with *more ... than*.
- surfing / dangerous / sailing.  
*Surfing is more dangerous than sailing.*
  - cars / expensive / planes.  
*Planes are more expensive than cars.*
  - For tourists, London / popular / New York City.  
*For tourists, ... is more popular than ...*
  - I think history / interesting / science.  
*I think ... is more interesting than ...*
  - Taylor Swift / talented / me!  
*Taylor Swift is more talented than me!*
  - Brooklyn Bridge / famous / London Bridge.  
*... is more famous than ...*

## Your turn

- 4 Compare the two stores in the pictures. Use *more / less ... than*.

beautiful crowded expensive *friendlier*  
good popular traditional

The assistants in store B look *friendlier* than in store A.



- 5 Follow the lines and write sentences that are true for you in your notebook. Use *more / less ... than*.



- 1 Art exhibitions are *less interesting* than amusement parks.

→ METRO EXPRESS p.110

2

- Ask students to read through the chart and complete it with the correct comparative adjectives.
- Check answers with the class. Then read through the chart and make sure students understand everything.
- Read through the information in the *Stop* box with the class and make sure students understand everything.

## Usage

The adjective *friendly* can behave either as a short adjective (*friendlier*) or a long adjective (*more friendly*).

We can't use *less* with short adjectives, so we can't say *less cheap*, *less big*, etc.

3

- Read out the first set of prompts and the example answer.
- Ask students to write the sentences with the correct comparative forms.
- Check answers with the class, referring back to the chart in exercise 2 as necessary.

## 4 Your turn

- Read out the example sentence and elicit an example with *less*.
- Remind students that *good* is an irregular comparative form, and isn't used with *more* or *less*.
- Ask students to write sentences comparing the stores. They could work in pairs for this.
- Check answers with the class.

## ANSWERS

Students' own answers.

5

- Point out how the lines join *art exhibitions*, *interesting*, and *amusement parks*. Then read out the example answer. Elicit other possible answers using these words, e.g. *Amusement parks are more interesting than art exhibitions*.
- Remind students that *good* is an irregular comparative form, and isn't used with *more* or *less*.
- Ask students to write the sentences. Allow them to compare their answers in pairs.
- Check answers with the class.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.110

Workbook p.W13

Online Homework Unit 2

On the Move Grammar

- Play the audio again and ask students to listen and choose the correct words to complete the sentences.
- Check answers with the class.

## Further support

On the Move Vocabulary Listening

## Grammar

### Aim

learn long and irregular comparative adjectives

### Warm-up

- With books closed, write a selection of short adjectives from page 27 on the board, e.g. *big*, *easy*, *cheap*.

- Put students into pairs and give them two minutes to write as many sentences as they can using the comparative forms of the adjectives.
- Elicit sentences from students and ask them to spell the comparative forms. Briefly review the rules on short comparative adjectives, if necessary.
- See which pair wrote the most sentences correctly.
- Explain to students that they are now going to learn about long and irregular comparative adjectives.

1 20

- Allow students time to read the start of the sentence and the possible answers.
- Play the audio. Ask students to read and listen and choose the correct answer.
- Check answers with the class.

# Speaking

## Aim

describe pictures

## Warm-up

- With books closed, ask: *Do you take pictures when you travel to different places? What do you take pictures of? Do you post your pictures online, or show them to your friends?*
- Elicit answers from individual students. Explain to students that they are going to practice describing pictures in English.

## 1 21

- Allow students time to look at the pictures. Then read through the gapped conversations and complete them with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class.
- Read through the information in the Stop box with the class. Make sure students understand the phrases.

## Support activity (weaker classes)

Before students move on to the next exercises, play the audio in exercise 1 again. Pause after some of the lines or phrases for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. They can then practice the conversation in pairs.

## 2

- Focus on each picture in turn and elicit what they show. Ask questions about the pictures to make sure students understand what they can see, e.g. *Where are the stars?* (on the sidewalk) *What do the stars have on them?* (the names of famous actors) *Which sport do people play at the Camp Nou stadium?* (soccer) *Which team plays there?* (Barcelona)
- Invite a pair of confident students to read out the example conversation.
- Put students into pairs to practice the conversations using the ideas in the pictures.
- Stronger students or fast finishers could have more conversations using their own ideas.

## ANSWERS

Students' own answers.

## 3

- Ask some pairs to act out one of their conversations for the class. Encourage them to try to sound natural and enthusiastic when they speak.

## Speaking

### Describing pictures

- 1 21 Look at the pictures and complete the conversations. Listen and check.

beautiful bikes delicious fun  
ketchup New York onions summer



- A Juan: Where's that? It looks like <sup>1</sup> New York.  
Diana: Yes, it is. We went there last <sup>2</sup> summer.  
Juan: Wow! What was it like?  
Diana: It was great. We rode <sup>3</sup> bikes in Central Park.  
Juan: That sounds <sup>4</sup> fun.  
Diana: Yes, it was. Central Park is <sup>5</sup> beautiful.  
B Juan: This looks interesting. What is it?  
Diana: It's a hot dog! I had it with <sup>6</sup> onions, mustard, and <sup>7</sup> ketchup.  
Juan: Mmm! I bet it was <sup>8</sup> delicious!  
Diana: Yes, it was.



**Stop** Where's that?  
What was it like?  
It looks like (+ noun).  
That sounds (+ adjective).

- 2 In pairs, practice conversations about pictures A–C. Use conversation A in exercise 1 to help you.



A Los Angeles – Hollywood Boulevard



B Barcelona – Camp Nou stadium



C San Francisco – Golden Gate Bridge

- A Where's that? It looks like Los Angeles.  
B Yes, it is. We went there last month.  
A Wow! What was it like?  
B It was exciting! We walked along Hollywood Boulevard. On the sidewalk, they have names of famous actors.  
...

thirty

30

Online Homework

## Reading

- 1 22 Look at the pictures and choose the countries. Then read, listen, and check.

### 2 Answer the questions.

- 1 How did Ben Lee travel to Thames Town?  
He traveled by car.  
2 What is Thames Town like during the week?  
It isn't crowded; it is very quiet.  
3 What does Thames Town look like?  
It looks like a traditional English city, like Bristol or Chester.  
4 Where is Ben Lee from?  
He's from Chester (England).  
5 Why does Chow Jun like living in Thames Town?  
She likes European culture and her English-style house.  
6 What happens on weekends in clone cities?  
They are busy with visitors and weddings.

### 3 Read the tip.

**Tip** Good readers can guess the meaning of a word from its context.

Find the words 1–4 in the text. Then choose the correct meanings.

- 1 parked  
a played in the street  
b relaxed in a place with trees  
c stopped a car at the edge of the street  
2 skyscrapers  
a small houses with gardens  
b very tall buildings  
c places for planes to take off  
3 real estate  
a homes and other buildings  
b food and transportation  
c actual conditions  
4 can't afford  
a decide to buy something  
b not be interested in something  
c not have money to buy something

### 4 Discuss the questions.

- 1 Why do you think people like living in clone cities?  
2 Would you like to live in a clone city? Why, and which city? / Why not?

## Practice activity (all classes)

If students have pictures on their phones, they could work in pairs and take turns to show one of their pictures and have a conversation about it. This time, encourage them to go straight into the speaking, and try to practice without looking back at the conversation in exercise 1.

Ask some pairs to perform their conversations for the class.

## ANSWERS

Students' own answers.

## Further support

Online Homework Unit 2



# Clone cities

by Ben Lee



1 the U.K. / China

2 the U.K. / China

It was a Monday morning, and I drove from Shanghai to Thames Town. I parked and walked around. Thames Town is less crowded than Shanghai and it's very quiet during the week. It's a new city, but the houses look older than the modern skyscrapers of Shanghai. It's attractive, but it doesn't look Chinese. In fact, it looks more like a traditional English city. That's because it's a "clone" of parts of cities like Bristol and my hometown, Chester.



3 Italy / China

4 Italy / China

I met Chow Jun, 23, in Thames Town. "I'm a big fan of European culture, so I love living in an English-style house," Chow Jun explained. There are many other clone cities in China. Florence Town near Tianjin is a clone of Venice, Italy, with small boats on its canals. Little Paris, near Shanghai, has a replica of the Eiffel Tower.



5 France / China

6 France / China

Real estate in clone cities is more expensive than in Shanghai or Beijing, and most families can't afford to live there. That's why clone cities are quiet during the week. But on weekends, it's party time! The streets are crowded with visitors and there are a lot of weddings. "We wanted to get married in Paris, France, but that was impossible!" says Yun Gen. "So we had our wedding in Little Paris. It was an amazing day!"

Writing p.102 Workbook p.W27 Online Homework 31

- Ask students to read the text again and answer the questions.
- Check answers with the class.

## 3

- Read out the tip with the class.
- Ask students to find the words in the text and try to guess the meaning from the context.
- Explain that the best way to do this is to read the sentence with each word in and try to guess its meaning first. Then look at the options and choose the one that is closest to your guess.
- Allow students time to compare their answers in pairs.
- Check answers with the class, and discuss what clues in the text helped students to decide.

## 4

- Read out the questions and make sure that students understand them.
- Allow students time to prepare their ideas individually.
- Put students into pairs to compare their ideas and discuss the questions.
- Ask some pairs to tell the class their ideas.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Ask students to look at the text again and find three examples of comparative adjectives. You could do this as a race, to motivate students.

Check answers with the class.

## ANSWERS

Thames Town is less crowded than Shanghai ...

... the houses look older than the modern skyscrapers of Shanghai.

Real estate in clone cities is more expensive than in Shanghai or Beijing ...

## Further support

Writing p.102

Workbook p.W27

Online Homework Unit 2

## Reading

## Aims

read a text about clone cities, and practice guessing the meaning of words from their context

## Warm-up

- Ask: *What do you know about China? What are the big cities? What do you think they are like? What things are there to visit in China? Would you like to go there one day? Why? / Why not?*
- Elicit a range of ideas from individual students, and elicit that Beijing and Shanghai are both big cities in China.
- Tell students they are going to read about some places in China now.

## 1 22

- Focus on the pictures and read out the title of the text. Elicit or explain the meaning of *clone cities*.
- Focus on the first pair of pictures and point out the example answers.
- Put students into pairs. Ask them to look at the other pairs of pictures and guess which country each picture is in.
- Use the bottom left picture to teach the word *wedding*.
- Play the audio. Ask students to read and listen to check their answers.
- Check answers with the class.

## 2

- Ask students to read through the questions. Make sure they understand them all.



## Watch

### Before you watch

#### About the video

The video shows life in China's capital city, Beijing. It describes the city and shows how people travel around, using different means of transportation. It then focuses on the Beijing subway, giving facts and figures about it and explaining why people choose to use it.

- 1
  - Point to the pictures of the forms of transportation that people use in Beijing.
  - Read out the four descriptions. Check that students understand *passenger*, and *efficient*.
  - Ask students to match the four descriptions with the pictures.
  - Check answers with the class.
- 2
  - Ask the question to the class and elicit answers from individual students.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the list of things. Check that they understand everything.
- Play the video for students to watch and check the things that they see.
- Check answers with the class.

#### Videoscript

see TG p.126

#### 4 Video

- Allow students time to read through the sentences and possible answers.
- Play the video and ask students to watch and choose the correct answers.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

### After you watch

- 5
- Read through the task with the class. Then put students into small groups.
- Brainstorm some ideas on different forms of transportation in the students' town or city first, and make notes on the board.
- Discuss as a class the best kind of project for students to do, e.g. a video, a class presentation, a poster.

## Watch

### Transportation in Beijing

#### Before you watch

- 1 Match the pictures A-D with the descriptions 1-4.



taxi



rickshaw



bicycle



subway

- 1 a bicycle can pull this small vehicle
- 2 passengers pay the driver for short city trips
- 3 fast and efficient – carries hundreds of passengers
- 4 efficient transportation for one person

- 2 Which of the forms of transportation in exercise 1 do you use?

#### While you watch

- 3 Watch the video. Check (✓) the things that you see.

- |                      |                                     |
|----------------------|-------------------------------------|
| 1 modern buildings   | <input checked="" type="checkbox"/> |
| 2 traffic            | <input checked="" type="checkbox"/> |
| 3 people walking     | <input checked="" type="checkbox"/> |
| 4 historic buildings | <input checked="" type="checkbox"/> |
| 5 airplanes          | <input type="checkbox"/>            |
| 6 buses              | <input checked="" type="checkbox"/> |
| 7 taxis              | <input checked="" type="checkbox"/> |
| 8 a ferry            | <input type="checkbox"/>            |
| 9 bicycles           | <input type="checkbox"/>            |
| 10 motorcycles       | <input checked="" type="checkbox"/> |
| 11 a crowded subway  | <input checked="" type="checkbox"/> |

- 4 Watch again. Choose the correct answers.

- 1 Beijing is in the northeast of China.  
a) northeast b) northwest c) southeast
- 2 Beijing's population is 21 million.  
a) 1 b) 20 c) 21
- 3 Taking the subway is faster than driving.  
a) easier b) faster c) more expensive
- 4 The Beijing subway opened in 1969.  
a) 1989 b) 1979 c) 1969
- 5 The Beijing subway has 554 kilometers of track.  
a) 554 b) 517 c) 10 million
- 6 The government plans to have a total of 450 stations.  
a) 30 b) 450 c) 1,000
- 7 The new subway stations are more modern than the old ones.  
a) quieter b) more modern c) noisier

#### After you watch

- 5 Make a project or video about transportation in your hometown.

- Describe the types of transportation people use.
- Compare them.
- Say which ones you use and when.

thirty-two

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Online Homework

ON THE MOVE

Challenge

- Students can plan their video, and then use their phones to film it. Students can write their commentary, and then record it, or read it as their video plays. Encourage them to divide the commentary between different people, so that more than one person has a chance to speak. Students could make their video for homework.
- Alternatively, students could prepare a presentation about transportation in their city. They could prepare a talk, and download some pictures to go with it. They could prepare their presentation on a computer, with slides of key facts and pictures. Alternatively, if they don't have access to computers, they could print out their pictures and prepare some charts showing key facts or information.
- Ask groups in turn to present their videos or give their presentations to the class.
- Ask: *Whose video was fun to watch? Whose presentation was interesting? What did you learn about transportation in your town?* Elicit a range of answers.

#### Further support

Online Homework Unit 2

On the Move Challenge

## Vocabulary

1 Complete the sentences with the weekend plans. Use a verb from A and a noun from B in each sentence.

A go go go out have have have see

B cookout exhibition meal party relatives sleepover soccer game

- Can I have a party after my exams? I only want to invite about 25 people.
- Let's have a cookout at the beach tomorrow. We can make burgers.
- I don't want to cook on your dad's birthday. Let's go out for a meal.
- I want to go to an exhibition at the art museum this weekend.
- Do you often see your relatives on weekends? We usually go to my grandparents' house for lunch on Sunday.
- Why don't we go to a soccer game this weekend? My cousins are visiting and they love sports.
- Mom, please can I have a sleepover on Friday night? I want to invite Jen.

2 The particles of the phrasal verbs are in the wrong position. Correct the mistakes.



We went on away last week – to San Diego.

It's 5,000 kilometers from Boston by car, so we flew. My uncle lives in San Diego and he has a really big car. He picked off up the whole family at the airport – there are six of us! We had an awesome week. We went up out every day and visited a lot of cool places.

On the way back last night, the plane took out off three hours late. We got away back to our house at 2 a.m.! I was really tired when I got back on the bus to school this morning. I almost went to sleep!

3 Complete the transportation phrases.



1 t a k e a b u s



2 t a k e a t r a i n



3 r i d e a m o t o r c y c l e



4 f l y in a p l a n e



5 t a k e the s u b w a y



6 d r i v e a c a r

4 Match 1–7 with a–g.



- Some women wear these hats in Bolivia. e
  - I love my new bed. a
  - I hate going to malls on Saturdays! b
  - I love Chinese food. d
  - London has hundreds of famous old buildings. f
  - Our school is only a year old and the classrooms are amazing. g
  - I don't like living in a small town. c
- a It's really comfortable.  
b They're always really crowded.  
c It's really quiet.  
d It's delicious!  
e They're traditional.  
f It's a really historic place.  
g They're really modern.

3

- Point to the first picture and the example answer.
- Ask students to look at the pictures and complete the phrases.
- Check answers with the class, and check that students understand all the phrases.
- Ask: *How do you usually get to school? Would you like to ride a motorbike? Why? / Why not? Will you learn to drive a car one day?*

4

- Read out the example answer, and point out how the second sentence matches the first.
- Ask students to read the sentences and match them.
- Check answers with the class, and check that students understand all the vocabulary.
- With stronger classes, you could ask students to write an alternative second sentence for each sentence 1–7. Ask some students to read one or two of their sentences to the class. Other students can guess which sentences 1–7 they match.
- Before students move on to the Grammar exercises, point out to them that this would be a good time to make sure their vocabulary notebook is up to date. You could allow time in class for this, or ask students to do it for homework.

## Review A

### Vocabulary

1

- Read out the first sentence and point out how the example answer uses a verb from A and a noun from B.
- Ask students to read the sentences and complete them with the correct words.
- Check answers with the class, and check that students understand all the sentences. Ask: *Which activities in the sentences do you like doing?*

2

- Focus on the picture and explain that it shows San Diego.
- Read out the first sentence and point out that the particle in the phrasal verb has been corrected.
- Ask students to read the text and correct the particles.
- Check answers with the class, and check that students understand all the phrasal verbs.
- With stronger classes, you could ask students to write three sentences about a trip they went on, using the phrasal verbs, e.g. *I went away last summer*. Ask some students to read their sentences to the class.



## Grammar

1

- Read out the example answer and point out that the verb uses the present progressive for the future.
- Remind students to think about the spelling rules for the *-ing* form.
- Ask students to read the remaining sentences and complete them with the correct verb forms.
- Check answers with the class. If students struggle with this exercise, refer them back to the information on page 17. Point out to students, in their own language, that they need to learn the form and spelling rules for each tense.

2

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and choose the correct words to complete the indefinite pronouns.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the chart and information on page 19 and go through the main points in the chart and the *Stop* box again with the class.

3

- Read out the first sentence and the example answer. Point out to students that in this exercise they need to think carefully about the meaning they want to convey.
- Remind students that we form comparatives for short adjectives and long adjectives in different ways.
- Ask students to rewrite the remaining sentences. With weaker classes, students could work in pairs for this.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentations on pages 27 and 29, and go through the main points again with the class.

## Consolidation

- Explain to students, in their own language if necessary, that this exercise brings together all the language they have learned so far, so each gap tests a different language point.
- Ask students to read the text and choose the correct answers.
- Allow students time to compare their answers in pairs, and encourage them to discuss why particular answers are right or wrong.



## Review

### Grammar

1 Complete the sentences with the present progressive form of the verbs.

1 I'm hanging out with Kay tomorrow. Do you want to come? (hang out)

2 Tyler isn't having a party on his birthday. He wants to go to an amusement park. (not have)

3 Are you picking up Chrissie this evening? Her soccer game finishes at eight o'clock. (pick up)

4 Owen and I aren't going out tomorrow night. We don't have any money! (not go out)

5 Is anyone taking the subway to Alex's house? I 'm leaving my house now. (take, leave)

2 Complete the indefinite pronouns with the correct words.

1 Some one in my class is having a party tomorrow. (any / some)

2 Is any thing wrong? You don't look happy. (any / no)

3 I love this amusement park. Every thing is awesome! (any / every)

4 Does any one want a drink? I'm really thirsty. (any / some)

5 There's no where for teenagers to hang out in my town. It's really boring. (any / no)

6 No one likes this music. Let's listen to something different. (no / every)

7 Every where is really crowded today. Let's go home. (every / some)

8 Some thing is delicious in this pasta. What is it? (any / some)

3 Rewrite the sentences. Use the adjectives in parentheses. You may need to change the tense.

1 I'm younger than everyone in my class. (old)

Everyone in my class is older than me.

2 Exercise 4 is harder than exercise 3. (easy)

Exercise 3 is easier than exercise 4.

3 The bus is cheaper than the subway. (expensive)

The subway is more expensive than the bus.

4 Your marks are always better than mine. (bad)

My marks are always worse than yours.

5 It's hotter today than it was yesterday. (cold)

It was colder yesterday than it is today.

6 My new phone is smaller than my last phone. (big)

My last phone was bigger than my new phone.

### Consolidation

Read the conversation. Choose the correct answers.

Dave: What <sup>1</sup> are you doing this weekend?

Lois: I <sup>2</sup> 'm seeing my cousins. They live in Bloomington.

Dave: Where's Bloomington?

Lois: It's near the airport.

Dave: I never go there. What's it like?

Lois: It's more modern <sup>3</sup> than here. But it's <sup>4</sup> noisier, too, because of the planes. What about you? Do you have plans?

Dave: I'm not doing <sup>5</sup> anything on Saturday. But we're <sup>6</sup> having a cookout on Sunday. Are you staying at your cousins' all weekend?

Lois: No, I <sup>7</sup> 'm not. I'm getting <sup>8</sup> back on Saturday night.

Dave: Great. Come to our cookout on Sunday!

- |                    |                        |                    |
|--------------------|------------------------|--------------------|
| 1 a do you do      | <b>b</b> are you doing | c are you do       |
| 2 a see            | b saw                  | <b>c</b> 'm seeing |
| 3 a that           | <b>b</b> than          | c of               |
| 4 <b>a</b> noisier | b more crowded         | c quieter          |
| 5 a something      | b everything           | <b>c</b> anything  |
| 6 a doing          | <b>b</b> having        | c making           |
| 7 a aren't         | b don't                | <b>c</b> 'm not    |
| 8 a on             | <b>b</b> back          | c up               |

thirty-four

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- Check answers with the class, and discuss, in the students' own language if necessary, why each answer is correct and the other options are wrong.
- Point out to students that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

## In this unit ...

- talk about different jobs
- describe people's personalities
- compare things that are similar or different
- make apologies and give reasons
- identify topics in paragraphs of texts
- understand a video about an American journalist



Video Watch the warm-up video.

# 3

## Good job!

What job do you want to do when you're older?

I'm not sure.

- What jobs does Naomi suggest for Ollie?
- What jobs do you think are interesting?

## 3 Good job!

### Grammar

have to / don't have to  
(not) as ... as  
too or not enough

### Vocabulary

Jobs  
Personality adjectives

### Skills

**Reading:** Is that REALLY a job?;  
Too young to work: Child Labor

**Listening:** My family's jobs;  
Teenagers' favorite jobs survey

**Speaking:** Apologies and reasons

### Reading skill

Understanding the main topic in every paragraph of a text

### Values and cross-curricular topics

Jobs and work  
Personal ambition  
Recognizing other people's talent  
Respecting that others are different

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning and make sure students understand what they will learn.
- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.

## Warm-up video

### Video

- Read out the title of the unit, *Good job!*, and elicit that this unit is all about jobs and work.
- Focus on the picture and ask: *Who are these people?* (Naomi and Ollie). Ask: *What can you remember about them?*
- Read out the speech bubble. Then read out the questions. Ask students to guess what jobs Naomi might suggest.
- Play the video and ask students to watch and answer question 1.
- Check the answer with the class. Then discuss with students what jobs they think are interesting.

### ANSWERS

- a chef and a dentist
- Students' own answers.

### Videoscript

**Ollie** My parents are working late tonight. Do you want to watch TV at my house after school?

**Naomi** Sure! What do your parents do? For work, I mean.

**O** Well, my mom's a salesperson, and my dad's an architect.

**N** Cool! So, what job do you want to do when you're older?

**O** Hmm, I'm not sure.

**N** What about ... a chef? You love food.

**O** I like *eating* food. I don't like *cooking* it!

**N** OK. What about ... a dentist?

**O** Hmm, I don't think so.

**N** What *do* you want to do?

**O** I want to do a creative job ... like a software developer.

### Practice activity (all classes)

Write the following gapped sentences on the board:

- What do your parents \_\_\_\_?
- My mom's a \_\_\_\_.
- My dad's an \_\_\_\_.
- I want to do a \_\_\_\_ job.

Ask students to complete the sentences from memory. Then play the video again for them to check their answers.

Point out that we use the question: *What do you do?* to ask someone about their job, and we use *a/an* when we say someone's job: *He's an architect.*

You could play the video with no sound, pausing after each line and asking students what Ollie and Naomi said.

### ANSWERS

- do
- salesperson
- architect
- creative

### Further support

On the Move Video



# Vocabulary

## Aim

talk about different jobs

## Optional warm-up

- Ask: *What job names do you know in English?* Elicit job names that students already know, e.g. *teacher, chef, software developer*. Write them on the board.
- Focus on the jobs on the board and ask: *Which jobs are difficult? Why? Which jobs are creative?* Elicit a range of answers.
- Tell students that they are going to talk about different jobs.

## 1 23

- Ask students to read the question.
- Play the audio and ask students to read and listen to the conversation.
- Discuss the answer with the class.

## ANSWERS

Students' own answers.

## 2 24

- Point to the first picture and point out the example answer.
- Put students into pairs to look at the remaining pictures and match them with the jobs.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.
- Read through the information in the *Stop* box with the class. Remind students to think about this when they talk and write about jobs.

## 3

- Read out the first sentence and point out the example answer. Point out again the use of *a/an* with jobs.
- Ask students to read the sentences and write the jobs.
- Allow students to compare their answers in pairs. Then check answers with the class.

## 4

- Read out the first question and the example answer.
- Point out that the sentence uses plural forms, and elicit or teach that the plural of *salesperson* is *salespeople*.
- Students work in pairs to discuss the questions and write their answers.
- Check answers with the class.

## SUGGESTED ANSWERS

- Journalists and salespeople travel around the world.
- Architects, journalists, lawyers, scientists, and software developers

## Vocabulary

### Jobs

#### 1 23 Read Ollie's comment. Which job is better for Cate? Why?

This is my older sister, Cate. She loves writing and she started a blog when she was 14. She's friendly and she likes traveling. She's going to college next year. She wants to be a journalist or a software developer.

#### 2 24 Match the jobs with the pictures. Listen, check, and repeat.

architect chef dentist doctor fashion designer journalist lawyer  
nurse police officer salesperson scientist software developer



### WHAT JOB DO YOU WANT TO DO?

3 chef

2 scientist

4 software developer

1 nurse

7 salesperson

8 doctor

5 lawyer

6 fashion designer

10 journalist

9 police officer

11 architect

12 dentist

**Stop** I want to be a doctor.  
My mom is an architect.

spend a lot of time in front of a computer.

- Chefs, dentists, doctors, nurses, and police officers often work on weekends.
- Chefs, dentists, doctors, nurses, scientists, and police officers wear special clothes or a uniform.

## 5 Your turn

- Ask students to read the question and prepare their answers individually.
- Put students into pairs to ask and answer the question.
- Ask some students to tell the class which job their partner wants to do and why.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Write on the board the questions:  
*What do you like about your job?*  
*What is difficult about your job?*

Put students into pairs. Ask them to role play an interview with one of the people in the pictures on page 36. Tell them to ask the questions on the board, but not to mention the name of the job. Monitor and help while students are working.

Ask pairs in turn to perform their conversations for the class. Other students can listen and guess the jobs.

## Further support

METRO EXPRESS p.111

Workbook p.W4

Online Homework Unit 3

3 Read the sentences. Who is speaking? Choose from the jobs in exercise 2.

- "I sold six TVs today." a salesperson
- "I made over 50 pizzas today!" a chef
- "Do you often have headaches?"  
a dentist, a doctor  
a nurse
- "I designed these apartments." an architect
- "I write apps for phones." a software developer
- "Don't forget to brush your teeth before bed."  
a dentist
- "Do you like my new idea for a dress?"  
a fashion designer
- "Can you describe the man? Was he tall or short?" a lawyer, a police officer,  
a journalist
- "We learned a lot about the weather from this experiment." a scientist
- "Can I ask you some questions about your new movie?" a journalist

4 In which jobs do people ...

- sometimes work outside?
- travel around the world?
- spend a lot of time in front of a computer?
- often work on weekends?
- wear special clothes or a uniform?

Architects, police officers, scientists, and journalists sometimes work outside.

### 3 Your turn

5 Which job do you want to do? Give reasons.

I want to be a software developer because I love computers!

I want to be a doctor because I like helping people.

→ METRO EXPRESS p.111

Workbook W4 Online Homework

## L Listening

### My family's jobs

1 25 Gabriel is talking about his relatives' jobs. Listen and match the people with their jobs right now. There are three jobs that you do not need.



- Gabriel's sister a doctor
- Gabriel's dad b dentist
- Gabriel's mom c teacher
d software developer  
e chef  
f architect

2 25 Listen again and complete the chart with ✓ or X.

	Gabriel's sister	Gabriel's dad	Gabriel's mom
went to college	✓	X	✓
sometimes works at home	✓	✓	X
sometimes works on weekends	X	✓	✓

3 25 Listen again. Choose the correct answers.

- Gabriel's sister ...  
a is looking for a new job.  
b started work six years ago.  
c sometimes finds her job boring.
- Gabriel's dad ...  
a was a chef before Gabriel was born.  
b didn't enjoy cooking when he was young.  
c learned how to cook at a school for chefs.
- Gabriel's mom ...  
a always wanted to be a dentist.  
b has a good personality for her job.  
c became a dentist five years ago.

every weekend. Now, he teaches cooking at a school for chefs. He still works on weekends – he has to check his students' homework – but he does it at home.

3 When she was young, my mom wanted to be a doctor. But at college, she decided to change course and become a dentist. It took her five years! A lot of people hate going to the dentist, but no one is scared of my mom. She loves her job, and she's kind and friendly. She sometimes works six days a week – but never at home!

2 25

- Allow students time to read through the chart. Check that they understand everything.
- Point to the example answer, and point out that students should complete every gap in the chart with a check mark or a cross.
- Play the audio again and ask students to listen and complete the chart.
- Check answers with the class.

3 25

- Allow students time to read through the sentence beginnings and possible endings. Check that they understand everything.
- Play the audio again and ask students to listen and choose the correct answers. With stronger classes, students could choose the correct answers from memory, and then listen again to check.
- Check answers with the class.

### Practice activity (all classes)

Put students into pairs. Ask them to choose one of the people Gabriel talked about and describe their job. Tell them they can use the information in exercises 1–3 to help them, and they should try to remember as much as they can about what Gabriel said. Monitor and help while students are working.

Ask some pairs to tell the class about the person they chose. Other students can help with information they have missed.

Play the audio again for students to listen and see what they remembered well, and what they missed.

### ANSWERS

Students' own answers.

## Listening

### Aim

listen to someone talking about the jobs their relatives do

### Warm-up

- With books closed, tell students that they learned twelve words for jobs on page 36. Put them into pairs and give them two minutes to remember and write as many of the words as they can.
- Bring students' ideas together on the board and see which pair wrote the most words correctly.
- Ask some questions to check that students understand all the jobs, e.g. *Which person writes for a newspaper?* *Which person looks at people's teeth?*

1 25

- Read out the task. Then allow students time to read the list of people and jobs.
- Play the audio and ask students to listen and match each person with a job.
- Check answers with the class.

### Audioscript 25

- My sister is six years older than me, and she finished college last year. She writes software for architects. She likes her job and she sometimes works at home. But she spends a lot of time in front of a screen and she sometimes gets bored. On weekends, she never touches a computer!
- My dad didn't enjoy school and he left when he was 16. He loved cooking and was good at it. Before I was born, he cooked in a restaurant. He worked



## Reading

### Aim

read and understand a text about some dream jobs

### Warm-up

- Ask: *Is it possible to have a job that is fun? What kinds of jobs are fun? Why?* Elicit a range of ideas. If students are struggling for ideas, prompt them with some suggestions, e.g. *What about being a professional soccer player or tennis player? What about testing new computer games? What about testing new kinds of chocolate?* Encourage as many students as possible to join in and share their ideas.

### 1 26

- Point to the pictures and read out the question.
- Put students into pairs to discuss what jobs they think the people do.
- Elicit a few possible answers, but don't confirm them.
- Play the audio and ask students to read and listen to check their answers.
- Check answers with the class and check that students understand what each person does.

### ANSWERS

- A a mystery shopper  
B a professional sleeper  
C an ice cream taster / a food scientist

### 2

- Allow students time to read through the questions. Check that students understand *diet*.
- Ask students to read the article again and write the correct letter for each question.
- Check answers with the class, referring back to the text to explain the answers.

### 3

- Allow students time to read the questions. Check that they understand *stay in shape*.
- Ask students to read the article again and answer the questions.
- Check answers with the class.

### Practice activity (all classes)

Ask: *Which job would you like to do? Why?* Elicit a few ideas. Then ask students to rank the three jobs from their favorite (1) to the one they wouldn't want to do (3).

Students can compare their ideas in pairs. Ask some pairs to tell the class which jobs they agreed about and which they disagreed about, and why.

R
Reading





Is that REALLY a job?

A

Lucy loves shopping. In fact, it's her job: she's a mystery shopper. Stores pay her to drive around the country and pretend to be a real customer. She doesn't have to buy anything, but she has to take notes and answer questions for the stores about her experiences.

"The questions aren't hard," says Lucy. "A lot of the answers are just 'yes' or 'no.' For example, 'Were the salespeople friendly?' But you have to answer them quickly, and I often work seven days a week."

B

Is this the dream job? Kenji is a professional sleeper. Someone pays him to sleep! Kenji works for new hotels. Before they open, they need people to test their rooms. So Kenji has to sleep in each one!

"People think it's an easy job," says Kenji. "But I have to describe my experience, for example on hotel blogs – in several different languages! I'm also almost never home. I hate that."

C

Hannah's job is delicious. She's an ice cream taster! Of course, her job is harder than that. Hannah is really a food scientist. She creates new ice cream flavors.

"I travel all over the world to find new flavors," Hannah says. "I taste around 60 different types of ice cream every day! But that means I have to exercise and eat healthy food at home."

**1** **26** Look at the pictures. What jobs do you think the people do? Read and check.

**2** Read the article and answer the questions. Write A, B, or C.

In which jobs do you ...

- need a car? A
- visit different countries? C
- need to be good at writing? B
- think about your diet? C
- need to know a lot of languages? B
- usually answer questions with one word? A

**3** Read again. Answer the questions.

- What do mystery shoppers do?  
They visit stores and answer questions about their experiences.
- Why does Lucy say the questions are easy?  
Because a lot of the answers are "yes" or "no."
- Where does Kenji work?  
He works in new hotels.
- What does Kenji not like about his job?  
He is almost never home.
- What is Hannah's job?  
She's a food scientist.
- Why does Hannah need to stay in shape?  
Because she eats a lot of ice cream every day.

### Extension activity (stronger classes)

Put students into pairs and ask them to prepare an interview with one of the people in the article. Tell them they can use the information in the article and their own ideas. Monitor and help while they are preparing and practicing their interview.

Ask some pairs to perform their interviews for the class. Other students can listen and ask more questions about the job.

**have to / don't have to**

**1** **27** Read the conversation. Choose the correct answer.

**Dave's** / Mo's relative is an architect.

**Dave:** What do you want to do when you're older?

**Mo:** I don't know. Be an architect, maybe? But I can't draw very well.

**Dave:** You don't have to be good at art. My uncle's an architect. He always works on a computer.

**Mo:** Do you have to study for a long time?

**Dave:** Yes, you do. Architects have to study for over five years. My uncle told me that.

**Mo:** What? Five years!

**2** Complete the charts. Use the conversation in exercise 1.

**Affirmative (obligation)**

I / You / We / They **have to** study for over five years.

He / She / It **has to** travel all over the world for her job.

**Negative (no obligation)**

I / You / We / They **don't have to** be good at art.

He / She / It **doesn't have to** wear a uniform at work.

**Questions and short answers**

Do you **have to** study for a long time? **\* Yes, you do** / No, you don't.

**3** Complete the sentences with the correct form of **have to / don't have to**.



**1** Chefs **has to / have to** wash their hands before work.



**2** You **has to / have to** go to medical school to become a doctor.



**3** Software developers **have to / don't have to** wear a uniform.



**4** A salesperson **has to / doesn't have to** be friendly.

**4** Alison is training to be a soccer referee. Complete the text with the correct affirmative (✓) or negative (X) form of **have to** and the verbs.

**be be do go know run**

• You **don't have to be** (X) an adult. You can start training when you're a teenager. You

**don't have to go** (X)

to college, but referees

**have to do** (✓)

a lot of training.

• A referee **has to know** (✓) all the rules of the game. We have to make quick decisions!

• A referee **doesn't have to be** (X) really fit – like professional players. But they

**have to run** (✓) for 90 minutes in a

game, so I often work out.



**5** Complete the questions with **Do / Does ... have to**.

**1** A This is your homework, everyone.

B **Do we have to** bring it to class tomorrow?

**2** A Please come to your uncle's party, Tom.

B OK. But **do I/we have to** stay all night?

**3** A My dad's a nurse.

B **Does he have to** work on weekends?

**4** A I have an important test tomorrow.

B **Do you have to** study tonight?

**5** A My sister's new school is on the other side of town.

B **Does she have to** take a bus?

**Your turn**

**6** Make questions and answers with **have to**. Use the ideas below and your own ideas.

do chores at home get up before seven o'clock  
go to bed before midnight help with cooking

Do you have to get up before seven o'clock?

Yes, I do on school days.

→ **METRO EXPRESS** p.111

Workbook • W14

Online Homework

39

**Usage**

We use the base form after **have to**:

*He has to travel.* NOT *He has to travels/traveling.*

The *he/she/it* forms are different in the affirmative and negative: *She has to study.* NOT *She have to study.* *She doesn't have to study.* NOT *She don't have to study.*

In short answers, we use the verbs *do* and *don't*: *Do you have to study?* Yes, I do. NOT *Yes, I have.*

**3**

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and choose the correct forms.
- Check answers with the class.

**4**

- Use the picture to teach *referee*.
- Read out the example answer and point out the check marks and crosses to indicate affirmative and negative.
- Ask students to complete the text with the correct verb forms.
- Check answers with the class.
- Ask: *Do you think this is a good job? Why? / Why not?*

**5**

- Read out the first sentence and example question.
- Ask students to complete the remaining questions.
- Check answers with the class.

**6 Your turn**

- Read through the phrases in the box with the class and make sure students understand them all. Then read out the example question and answer.
- Allow students time to prepare their questions. Check the question forms with the class.
- Put students into pairs to ask and answer the questions. Ask some students to tell the class something their partner has to do and doesn't have to do.

**ANSWERS**

Students' own answers.

**Further support**

**METRO EXPRESS** p.111

Workbook p.W14

Online Homework Unit 3

**Grammar**

**Aim**

learn *have to / don't have to*

**Warm-up**

- Write the following gapped sentences on the board:
  - Lucy \_\_\_ buy anything.
  - Kenji \_\_\_ sleep in each one!
  - I \_\_\_ exercise and eat healthy food.
- Ask students if they can remember the missing words. They can look back at the article on page 38 to check.
- Add the correct words to the sentences. Ask students to translate the sentences into their own language.
- Explain to students that they are going to study *have to* in this class.

**ANSWERS**

**1** doesn't have to **2** has to **3** have to

**1** **27**

- Allow students time to read the sentence above the conversation.
- Play the audio. Ask students to read and listen, and choose the correct answer to complete the sentence.
- Check the answer with the class.

**2**

- Ask students to read the charts and complete them with the correct forms.
- Check answers with the class. Then read through the charts with the class and make sure students understand all the sentences. Ask them to translate the sentences into their own language, to check understanding.



# Vocabulary

## Aim

describe people's personalities

## Warm-up

- Ask: *What kind of person can become a doctor?* Elicit a few answers, e.g. *someone who is kind and friendly*. Write the adjectives on the board.
- Ask students the same question about some other jobs, e.g. *police officer*. Elicit more adjectives, e.g. *honest*.
- Explain that they are going to learn some more personality adjectives.

1

- Focus on the text and elicit or explain that it is a school report.
- Put students into pairs and ask them to match the parts with the pictures.
- Check answers, and check that students understand all the adjectives.

2 28

- Ask students to match the adjectives in exercise 1 with their opposites. They can use their dictionaries to help.
- Play the audio once for students to check their answers. Play the audio again for students to repeat the words.

3

- Read out the first sentence and point out the example answer.
- Ask students to choose the correct adjectives.
- Check answers with the class.

## 4 Your turn

- Read the example answer. Students prepare their description, and then compare their descriptions in pairs. Ask some students to tell the class about their family member.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.111

Workbook p.W4

Online Homework Unit 3

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to a podcast about teenagers' favorite jobs

1

- Read out the tip with the class.
- Ask students to read about the podcast. Discuss which adjectives the speakers might use.

## Vocabulary

### Personality adjectives

- Read the parts of the school reports 1–6. Match them with the pictures A–F.

**SCHOOL REPORT**

- Zoey is always **cheerful**. When she's in class, everyone is happy!
- Luke is a **helpful** student. He's good at explaining things to other students.
- Grace is an **easygoing** girl. She never gets stressed or worried about school work.
- Tyler is a very **confident** boy. He likes doing presentations in class and he's good at it.
- Ellen is really **hard-working**. She obviously spends a lot of time on her homework.
- Nate is a really **polite** student. He always says, "Good morning."



- Match the adjectives 1–6 with their opposites in exercise 1. Listen, check, and repeat.

- |                              |                               |
|------------------------------|-------------------------------|
| 1 lazy / <u>hard-working</u> | 4 anxious / <u>easygoing</u>  |
| 2 shy / <u>confident</u>     | 5 miserable / <u>cheerful</u> |
| 3 rude / <u>polite</u>       | 6 unhelpful / <u>helpful</u>  |

- Choose the correct adjectives.

- Maddie is always anxious / shy. She worries about everything.
- Emmy never looks hard-working / miserable. She laughs all the time.
- Ryan is lazy / polite. He gets up late.
- Alexa is really unhelpful / confident so she's a good captain for the soccer team.

## Your turn

- Describe the personality of someone in your family.

My sister is very hard-working. She studies every evening.

→ METRO EXPRESS p.111

## Listening

### Teenagers' favorite jobs survey

- Read the tip.

#### Tip

**Good listeners** think about the topic and possible key words before they listen. Key words are important nouns, verbs, or adjectives.

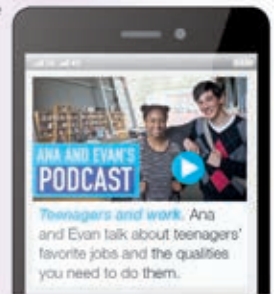
Read about the podcast. Ana and Evan talk about actors and teachers. What adjectives do you think they use? Choose three more adjectives.

- confident
- polite
- hard-working
- funny
- cheerful
- lucky

- Listen and check your answers in exercise 1.

- Listen again and complete the sentences with a number or word.

- The teenagers in the survey were between 13 and 18.
- There were 69 different jobs in the survey.
- Sports star was fifth in the top 10 choices for 13–14-year-olds.
- The top choice for 15–18-year-olds was teacher.
- Ana was surprised at the top choice for 15–18-year-olds.
- Ana thinks she is too lazy to do her dad's job.



forty

40

Workbook p.W4

Online Homework

40

Vocabulary

Listening

2 29

- Pre-teach *singer*, *actor*, and *sports star*.
- Play the audio for students to listen and check their answers in exercise 1.
- Check answers with the class.

## Audioscript 29

**Ana** Welcome to the podcast. I'm Ana ...  
**Evan** ... and I'm Evan! Today, we're talking about teenagers' favorite jobs. In a recent survey, 10,000 people between 13 and 18 chose their favorite jobs from a list of 69 choices.

**A** So, what was their top choice?

**E** Let's start with 13- to 14-year-olds.

Any guesses?

**A** Singer? Sports star?

**E** Singer was tenth and sports star was fifth. This job is similar in some ways. You have to be confident, talented, and very lucky.

**A** Actor?

**E** Yes, that's right. Actor was the top choice for 13- to 14-year-olds. But this changes with older teenagers. The top choice for 15- to 18-year-olds surprised me.

**A** Hmm ... doctor?

**E** No ... It's important to be cheerful and hard-working for this job. You really have to like young people.

**A** Teacher?!

**E** Yes!

**A** Wow! I'm surprised at that.

**E** Would you like to do either of these jobs?

**A** I'm not talented enough to be an actor.

**E** What about teacher?

**A** Well, I'm cheerful ...

**E** ... and hard-working?

**A** My dad's a teacher and he works really hard. I'm too lazy, I think. So, what other jobs were popular?

(not) as ... as

**1** **30** Read the conversation. Who is the best at cooking?

**Gabby:** These are as good as pizzas from a restaurant, Sam. You should be a chef.

**Sam:** No way! Chefs have to work on weekends. I'm too lazy. Anyway, I'm not as good as Cassie. She's an awesome cook.

**Gabby:** There's just one problem with your pizzas: they aren't big enough. I'm really hungry!



too or not enough

**4** Read the conversation in exercise 1 again. Complete the chart.

too + adjective	not + adjective + enough
Sam doesn't want to be a chef. He's <u>1 too lazy</u> .	Sam's pizzas are <u>2 not big enough</u> . Gabby is really hungry.

**5** Complete the sentences with *too* and the adjectives.

- boring expensive noisy small
- \$500! You can't have that phone. It's too expensive.
  - We can't pick up all your friends. Our car is too small.
  - I don't have a blog. My life is too boring.
  - I'd like to live in the mountains. Cities are too noisy.

**6** Look at the pictures. What are the people saying? Complete the sentences. Use *be* and *too ...* or *not ... enough*.



1 I'm sorry, but your suitcases are too heavy.  
(heavy)



2 You aren't old enough for this movie. (old)



3 Your diet is too unhealthy.  
(unhealthy)



4 He isn't polite enough for this job. (polite)

→ METRO EXPRESS p.111

forty-one

**2**

- Ask students to read through the chart and complete it with the correct words.
- Check answers with the class. Then read through the chart with the class and make sure students understand everything.

### Usage

*Not as ... as* has the same meaning as *less ... than*: *Jack is less confident than me.* = *Jack isn't as confident as me.*

**3**

- Read out the first set of prompts and the example answer.
- Ask students to complete the sentences with the correct forms.
- Check answers with the class, referring back to the chart in exercise 2 as necessary.

**4**

- Ask students to read the conversation in exercise 1 again. Then ask them to read the chart and complete it with the correct words.
- Check answers with the class. Then read through the chart with the class and make sure students understand everything.

### Usage

*Too* means "more than you need" or "more than is good": *She's too lazy* (= she should be more hard-working).  
*Not enough* means "less than you need" or "less than is good": *She isn't hard-working enough* (= she's too lazy).

**5**

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with *too* and the correct adjectives.
- Check answers with the class.

**6**

- Read out the first sentence and point out the example answer.
- Ask students to look at the pictures and complete the sentences with the correct words.
- Check answers with the class.

### Further support

**METRO EXPRESS p.111**  
**Workbook p.W15**  
**Online Homework Unit 3**  
**On the Move Grammar**

**3** **29**

- Allow students time to read through the gapped sentences.
- Play the audio again and ask students to complete the sentences with a number or word.
- Check answers with the class.

### Further support

**On the Move Vocabulary Listening**

## Grammar

### Aim

learn (not) as ... as, too, and not enough

### Warm-up

- With books closed, ask two students to stand up. Ask the class: *Who is taller?*

Elicit the answer: *(Olivia) is taller than (Ana)*. Write the sentences on the board.

- Write a second gapped sentence on the board: *(Ana) isn't \_\_\_\_ (Olivia)*. Elicit some possible ways to complete the sentence. Then teach *as tall as* and write it on the board.
- Explain to students that they are now going to learn about some other ways of comparing.

**1** **30**

- Read out the question and explain the meaning of *best* if necessary.
- Play the audio. Ask students to read and listen and answer the question.
- Check the answer with the class.

### ANSWER

Cassie



# Speaking

## Aim

make apologies and give reasons

## Warm-up

- Read out the heading, *Apologies and reasons*. Ask: *When do you apologize to people? Who do you apologize to? Why?* Elicit answers from individual students.
- Explain to students that they are going to practice making apologies and giving reasons in English.

## 1 31

- Give students time to look at the pictures. Then ask them to read through the gapped conversations and complete them with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class.
- Read through the information in the *Stop* box with the class. Ask students to find the phrases in the conversation, and make sure they understand them.

## Support activity (weaker classes)

Before students move on to the next exercises, play the audio in exercise 1 again. Pause after some of the lines or phrases for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. They can then practice the conversations in pairs.

## 2

- Allow students time to read through the suggestions in the chart. Check they understand them all.
- Invite two confident students to read out the example conversation and complete it with a reason from the chart.
- Put students into pairs to write two new conversations using the suggestions in the chart.

## ANSWERS

Students' own answers.

## 3

- Ask some pairs to act out one of their conversations for the class. Encourage them to try to sound natural and apologetic when they speak.

## Speaking

### Apologies and reasons

- 1 31 Complete conversations A and B with the words. Then listen and check.

can't go have to pick up What's Why's

**A**



Sally: I'm really sorry, but I <sup>1</sup> can't go to your cookout.  
Pat: Oh, no. <sup>2</sup> Why's that?  
Sally: I <sup>3</sup> have to see my relatives.

**B**

Rob: I'm sorry, I can't <sup>4</sup> go to basketball practice.  
Coach: Oh, <sup>5</sup> What's wrong?  
Rob: I have to <sup>6</sup> pick up my cousin from the airport.



**Stop**

I'm (really) sorry, but I can't ...  
Why's that?  
What's wrong?  
I have to ...

- 2 Write two new conversations. Use the conversations in exercise 1 and the ideas below.

Apology	Reason
help with the cleaning	do homework
come to your party	go shopping
go to the beach	help with some chores
hang out with you	wash the dishes

- 3 Act out a conversation for the class. Use the ideas in exercise 2 or your own ideas.

I'm sorry, but I can't help with the cleaning.  
Why's that?  
I have to ...

forty-two

42 Online Homework

## Reading

- 1 Look at the title of the article. Answer the question. Then read the first two paragraphs of the article and check.  
Where in the world does child labor happen?

- 2 Read the tip.

**Tip** Every paragraph in an article has a topic. **Good readers** try to understand the main topic of every paragraph.

- 32 Read topics a-f carefully. Then read the article. Match the paragraphs 1-6 with the topics a-f.

a The negative effects of child labor	4
b How some people are helping with the problem	6
c Ali's story	1
d The reasons for child labor	5
e General information about child labor	2
f Zarina's story	3

- 3 Read again. Answer the questions.

- 1 What things can't Ali do because of his job?  
He can't do homework, play sports, or hang out with friends.
- 2 Which jobs for child laborers does the text mention?  
Some children work in restaurants, on farmland, in factories, or in cotton fields.
- 3 What is the effect of Zarina's job on her education?  
She misses two months of school every year because she has to work in the cotton fields.
- 4 How are Ali and Zarina "luckier" than some child laborers?  
They go to school, and they don't work in unhealthy or dangerous conditions.
- 5 What are the most common reasons for child labor?  
Their families need money or their parents expect their children to work.
- 6 What are some organizations doing about the problem?  
They are giving money to families so the children don't have to work.

## Practice activity (all classes)

Ask students individually to think of something to ask their partner. Brainstorm some ideas from the class first, e.g. *Can you help me do my homework? Can you come swimming with me this evening?*

Students then work in pairs to ask their partner their question. Their partner must apologize and give a reason. Students can repeat with one or two different partners. Ask some students which of their classmates gave them good reasons for saying no.

## ANSWERS

Students' own answers.

## Further support

Online Homework Unit 3

# Too young to work: Child Labor



**1** Ali is 14 and he lives in Jordan. "I work in a restaurant. I work for eight hours on a school day and twelve hours during vacations. I don't have any time for homework or sports. And I never hang out with friends."

**2** Around the world, about 250 million children from 5–17 have a job. These children don't have a choice: *they have to work*. Some work on farmland. Others work in factories. They make everything from clothes to cell phones.

**3** Zarina is 15. In the fall, she works in cotton fields in Uzbekistan. The job means she misses two months of school every year. "I work with my brothers," she says. And then she adds, "One day, I want to be a doctor."

**4** Ali and Zarina are luckier than some children. Many child laborers never go to school. Some of their jobs are also bad for children's health. Almost 70% of child laborers work in unhealthy or dangerous conditions.

**5** The problem is often money. Ali's father is too sick to work. His family can't survive without the money from Ali's job. In other countries, child labor is part of the culture. Families expect children, especially girls, to work.

**6** Many countries are trying to change the law and stop child labor. Some organizations give the children's families money. Then they don't have to work. Ali has a hard life, but he's always cheerful. "When I leave school," he says, "I can find a better job with more money."



Ali works between eight and twelve hours every day.



Zarina has to collect 40 kg of cotton every day.

Writing p.103

Workbook p.W28

Online Homework

43

- Ask students to read the topics a–f. Check they understand everything.
- Point out the paragraph numbers 1–6 in the article.
- Play the audio. Ask students to read and listen to the article, and match the paragraphs with the topics.
- Check answers with the class.

3

- Read out the first question and the example answer. Point out that the answer uses a full sentence.
- Ask students to read the remaining questions and write their answers, using full sentences. Point out that they can think about the topic of each paragraph to help them find the answer to each question quickly.
- Check answers with the class, and discuss whether students managed to find the answers more easily by thinking about the topic of each paragraph.

## Practice activity (all classes)

Write the following numbers on the board:

14 250 million 15 70%

Ask students if they can remember what the numbers refer to. Discuss some possible answers, and then ask students to find the numbers in the text to check.

Check answers with the class.

## ANSWERS

14 Ali's age

250 million the number of children who have a job

15 Zarina's age

70% the number of child laborers who work in unhealthy or dangerous conditions

## Further support

Writing p.103

Workbook p.W28

Online Homework Unit 3

## Reading

### Aims

read a text about child labor, and practice understanding the main topic of every paragraph

### Warm-up

- Ask: *How old do you have to be to have a job in your country?* Elicit the answer, and then ask: *Do you think this is the right age? What about in other countries?* Elicit a range of ideas from individual students.
- Tell students they are going to read about some children who have jobs in other parts of the world.

1

- Focus on the pictures and read out the title of the article, *Too young to work: Child Labor*. Read out the question and elicit some possible answers.
- Ask students to read the first two paragraphs to check their answer to the question.
- Check the answer with the class.
- Use the pictures to teach the word *cotton*. Pre-teach *factory*.

## ANSWER

It happens around the world.

2 32

- Read out the tip with the class. Explain to students that understanding the topic of each paragraph can help them to decide which paragraph to read to find answers to particular questions.



## Watch

### Before you watch

#### About the video

The video shows a day in the life of Portia, a journalist from Chinatown in New York City. First, we see Portia's daily morning routine. Then, we see her working at home and traveling around the city to find information about her stories. Finally, we see her back at home, writing up her stories for the day.

1

- Point to the picture and ask students to read the list of things and check the ones that they think a journalist does.
- Check answers with the class.

2

- Read out the question, and then put students into pairs to discuss the qualities a journalist needs.
- Discuss the question with the class.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the sentences.
- Play the video for students to watch and choose the correct words to complete the sentences.
- Check answers with the class.

**Videoscript**  see TG p.126

#### 4 Video

- Allow students time to read through the true/false sentences.
- Play the video. Students watch and decide if the sentences are true or false.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

### After you watch


5

- Allow students time to read through the questions and prepare their answers individually.
- Put students into pairs to discuss the questions.
- Ask some pairs to tell the class about their discussions.
- Discuss with the class who students would most like to interview and why.

#### ANSWERS

Students' own answers.

W
Watch

I'm a journalist


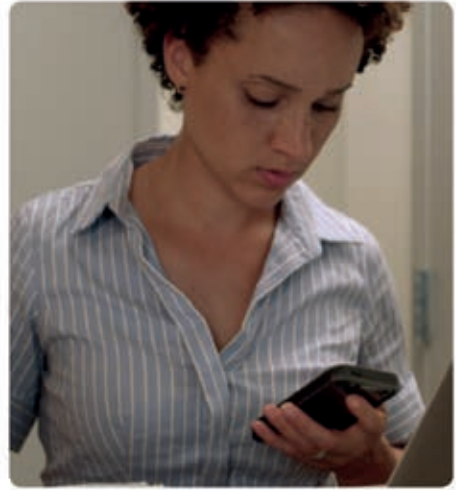
### Before you watch

**1** Look at the picture. Check (✓) the things a journalist usually does at work.

1 write news stories	<input checked="" type="checkbox"/>
2 sell TVs	<input type="checkbox"/>
3 write apps	<input type="checkbox"/>
4 interview people	<input checked="" type="checkbox"/>
5 wear a special uniform	<input type="checkbox"/>
6 spend a lot of time in front of a computer	<input checked="" type="checkbox"/>

**2** What kind of personality do you think a successful journalist has to have to get good interviews? Which three qualities do you think are most important?

cheerful	<input type="checkbox"/>
confident	<input type="checkbox"/>
easygoing	<input type="checkbox"/>
hard-working	<input type="checkbox"/>
helpful	<input type="checkbox"/>
polite	<input type="checkbox"/>



Portia Agney, journalist

### While you watch

**3** Watch the video and choose the correct words.

- Portia starts work early / around lunchtime.
- She does a lot of her work in London / at home.
- She drives / rides a bike to her interview.
- After her interview, Portia reads the news online / writes a news article.
- In the evening, Portia relaxes / watches the news.

**4** Watch again. Choose T (True) or F (False).

- Portia wakes up at 6:30 every morning. T ☐ F ☒
- She has to wear a uniform. T ☐ F ☒
- She starts work at 7:30. T ☒ F ☐
- She travels all over the world. T ☐ F ☒
- She's going to interview an architect. T ☐ F ☒
- Portia can play the guitar. T ☒ F ☐
- Portia loves her job because it's easy. T ☐ F ☒

### After you watch


**5** Answer the questions.

- Would you like Portia's job? Why? / Why not?
- Would you like to work at home? Why? / Why not?
- As a journalist, who would you like to interview?

**6** Imagine you are a journalist. Ask your classmates: What job do you want to do? Where do you want to live and work? Then make a project about your classmates' ideas. Show:

- the most popular jobs.
- the least popular jobs.
- the places where people want to live and work.

forty-four

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 Online Homework
Challenge

6

- Read through the task with the class. Then ask students to copy the questions into their notebooks and leave a space for their classmates' answers. They could work in pairs or small groups for this.
- Allow students to move around the classroom and ask their questions.
- Brainstorm some ideas on how students can present their findings, e.g. in charts, or as a short text.
- Students could prepare a presentation on their findings, on the computer or on paper. If they are working in pairs or a group, encourage them to divide up the work, and all take part.
- Alternatively, students could prepare a poster with their findings.

- Ask groups in turn to give their presentations or present their posters.
- Ask: Which presentations did you enjoy listening to? Which posters give the information clearly? Discuss the answers as a class.

#### Further support

**Online Homework** Unit 3  
**On the Move** Challenge

## In this unit ...

- talk about sports
- explain how to play different sports
- make invitations
- make predictions about what a text is about
- understand a video about college sports

# 4

## Winners



Video Watch the warm-up video.

Are you enjoying the game?

Well, baseball isn't my **favorite** Saturday afternoon activity.

- What sport does Piper like?
- What sports do you enjoy watching?

## Warm-up video

### Video

- Read out the title of the unit, *Winners*, and elicit that this unit is about sports.
- Focus on the picture and ask: *Who are they?* (Jack and Piper). Ask: *What can you remember about them? Where are they?* Elicit or teach *baseball*.
- Read out the speech bubbles. Then read out the questions. Ask students to guess what sports Piper likes.
- Play the video and ask students to watch and answer question 1.
- Check the answer with the class. Then discuss with students what sports they enjoy watching.

### ANSWERS

- BMX biking
- Students' own answers.

### Videoscript

**Jack** Thanks for coming with me today.

**Piper** That's OK. I only came because you had a free ticket!

**J** Are you enjoying the game?

**P** Well, baseball isn't my favorite Saturday afternoon activity!

**J** But it's *baseball*! I mean, I think it's the best sport in the world! It's the most popular sport at our school.

**P** I don't know about that ...

**J** Well, what sports do you like?

**P** Well, I got a BMX bike for my birthday, and I ride my bike every Sunday now. It's fun!

**J** Is riding a BMX ... hard?

**P** Riding a BMX is harder than playing baseball, but it isn't as noisy!

### Practice activity (all classes)

Write the following questions on the board:

- Why is Piper at the game?
- What does Jack say about baseball?
- When does Piper do BMX?
- How does Piper compare BMX and baseball?

Put students into pairs to discuss the answers to the questions. Then play the video again for them to check their answers. Check answers with the class.

You could play the video with no sound, pausing after each line and asking students what Jack and Piper said.

### ANSWERS

- Because Jack had a free ticket.
- It's the best sport in the world, and the most popular sport at their school.
- She does BMX every Sunday.
- BMX is harder than baseball, but it isn't as noisy.

### Further support

On the Move Video

## 4 Winners

### Grammar

Superlative adjectives  
can / can't for rules

### Vocabulary

Sports  
Sports verbs

### Skills

**Reading:** My trip to the Olympic Training Center; So you want to be a sports star?

**Listening:** Sports quiz; Handball

**Speaking:** Invitations

### Reading skill

Making predictions about a text

### Values and cross-curricular topics

Sports  
Healthy eating  
Personal ambition  
Recognizing other people's talent

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning and make sure students understand what they will learn.
- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.



# Vocabulary

## Aim

talk about sports

## Optional warm-up

- Ask: *What sports do you like?* Elicit a few ideas. Then put students into pairs. Give them two minutes to write as many sports in English as they can. They can use their dictionaries to help.
- Bring students' ideas together on the board and check that they understand all the words.
- See which pair wrote the most words.

## 1 33

- Point to the conversation and ask students to read the question.
- Play the audio and ask students to read and listen to the conversation.
- Discuss the answer with the class.

## ANSWERS

He's playing soccer.

## 2 34

- Point to the first picture and the example answer.
- Put students into pairs to label the remaining pictures.
- Play the audio once for students to check their answers. Play the audio again for students to repeat.

## 3 35

- Ask students to read the sentences.
- Play the first item of the audio and point out the example answer.
- Play the remaining audio. Ask students to choose the correct answers.
- Check answers with the class.

## Audioscript 35

- 1 A Shoot!  
B Go for it!  
A&B Ahhh!  
C It didn't go in!
- 2 A Kate?  
B Yeah, it's me. I'm at the beach. You should come down here – the ocean's perfect today!  
A Really? OK, I'm coming!
- 3 A What are we doing in P.E. today, Mr. Turnbull?  
B Today? It's Tuesday, so we're running – 100 and 200 meters.  
A Thanks!
- 4 A Hey! That was too fast!  
B Fiona, listen: you should watch the ball; don't watch me! Watch the ball and hold the racket up. OK? Try again. ... That's it! Good shot!
- 5 A No pushing!  
B Sorry!  
C Let's race to the other end of the pool!

## Vocabulary

### Sports

- 1 33 Read the messages.  
What is Jack doing this afternoon?

- 2 34 Label the pictures. Listen, check, and repeat.

basketball karate sailing skateboarding soccer  
surfing swimming tennis track and field volleyball



- 3 35 Listen and choose the correct words.

- They are playing basketball / soccer in the gym.
- Kate isn't at home. She always goes skateboarding / surfing after school.
- At Billy's school, they are doing track and field / karate.
- Fiona is playing tennis / volleyball.
- They go sailing / swimming twice a week.

- 4 Read the sentences in exercise 3. Complete the rules with *do*, *go*, or *play*.

We use:

- 1 play* for sports with a ball.
- 2 go* for sports that end with -ing.
- 3 do* for individual sports or martial arts.

forty-six

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## 4

- Read out the example and ask students to find the sentences with *play* in exercise 3. Elicit that they refer to sports with a ball.
- Ask students to look at the sentences in exercise 3 and complete the rules.
- Check answers with the class.

## 5

- Students write the sports in exercise 2 in the chart, and add two more sports.
- Students compare their answers in pairs. Then check answers with the class.
- Write students' ideas on the board and check that they understand them. They can add these sports to their charts.

## 6

- Read out the first sentence and point out the example answer.

- Ask students to complete the sentences with the verbs and sports.
- Check answers with the class.

## 7 Your turn

- Students read the sentence beginnings and prepare their answers individually.
- Put students into pairs to compare their sentences.
- Ask some students to tell the class which of their sentences were similar.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.112

Workbook p.W5

Online Homework Unit 4

5 Write the sports in exercise 2 in the chart. Add two more examples of sports you enjoy.

do	go
karate	sailing
track and field	skateboarding
	surfing
	swimming
play	
basketball	
soccer	
tennis	
volleyball	

6 Complete the sentences with verbs and sports in exercise 5.

- We can't play volleyball.  
The beach is too busy.
- They have a new boat. They go sailing in it every weekend.
- We wanted to go swimming in the ocean, but it was too cold! We went to the pool instead.
- You have to wear white clothes with a colored belt to do karate.
- At our school, we do a lot of track and field events, like running.

### Your turn

7 Write true sentences. Then compare with a partner.

- I love playing \_\_\_\_\_.
- I never play \_\_\_\_\_.
- On weekends, I sometimes go \_\_\_\_\_.
- I never do \_\_\_\_\_.
- I watch \_\_\_\_\_ on TV.

→ METRO EXPRESS p.112

Workbook • WS Online Homework

## L Listening

### Sports quiz

1 In pairs, read the quiz and guess the answers.

### A World of SPORTS

- Which is the oldest ball sport?  
a basketball  
b soccer  
c volleyball
- Which is the world's most popular soccer club?  
a Barcelona (Spain)  
b Manchester United (England)  
c Real Madrid (Spain)
- What is the world speed record for cycling?  
a 92 km/h  
b 223 km/h  
c 52 km/h
- Where is the world's largest soccer stadium?  
a Pyongyang (North Korea)  
b Rio de Janeiro (Brazil)  
c Barcelona (Spain)
- What is the fastest ball in sport?  
a a tennis ball  
b a golf ball  
c a baseball

2 Listen and check.

3 Listen again and choose the correct words.

- Basketball is older than volleyball / soccer.
- Real Madrid has more than 50 million / 450 million fans!
- On flat ground, the fastest cyclist's speed is 34 / 134 km/h.
- Over 78,000 / 99,000 people can fit into Estadio do Maracanã.
- An Australian tennis player hit a tennis ball at 160 / 263 km/h.

- Manchester United and Barcelona are really popular, but the most popular club is Real Madrid. Real Madrid has more than 450 million fans!
- Eric Barone has the world speed record for cycling. He traveled at 223 kilometers per hour down a snowy mountain in France. On flat ground, the fastest cyclist's speed is only 134 kilometers per hour.
- Over 78,000 people can fit into Estadio do Maracanã in Rio de Janeiro. Camp Nou stadium in Barcelona is bigger: it can fit over 99,000 people. But the largest stadium is in Pyongyang, North Korea. About 150,000 fans can fit into the Rungrado Stadium.
- The best baseball players can throw the ball at 160 kilometers per hour. The Australian tennis player Samuel Groth once hit a tennis ball at 263 kilometers per hour. But the fastest ball in sports is the golf ball. Some players can hit golf balls over 300 kilometers per hour!

3 36

- Allow students time to read through the sentences. Check that they understand everything.
- Play the audio again and ask students to listen and choose the correct answers. With stronger classes, students could choose the correct answers from memory, and then listen again to check.
- Check answers with the class.

### Practice activity (all classes)

Write the following questions on the board:

- Who invented basketball?
- Where did Eric Barone cycle at 223 km/h?
- Which stadium holds 99,000 people?
- Who can throw a ball at 160 km/h?

Put students into pairs. Ask them to discuss the questions and try to remember the answers. Play the audio again for them to listen and check.

Check answers with the class.

### ANSWERS

- a college teacher from Massachusetts, in the U.S.
- down a (snowy) mountain in France
- Camp Nou in Barcelona
- the best baseball players

## Listening

### Aim

listen to a sports quiz

### Warm-up

- Ask: *What facts do you know about your favorite sport? Who are the famous players or clubs? Do you know any world records? Who is the 100-meter world champion?* Elicit answers from individual students and elicit facts and records students know about their favorite sports.
- Tell students they are going to listen to a sports quiz.

1

- Read out the task. Then put students into pairs. Ask them to read the quiz and guess the answers.

2 36

- Put pairs together into groups of four to compare their answers in exercise 1.
- Play the audio. Ask students to listen and check their answers.
- Check answers with the class, and see who got the most answers right.

### Audioscript 36

- A college teacher from Massachusetts, in the U.S., invented basketball in 1891. Four years later, in 1895, another teacher invented volleyball. But the oldest ball sport is soccer. The first modern soccer game was at a school in England, in about 1815.



## Reading

### Aim

read and understand a blog about a trip to an Olympic Training Center

### Warm-up

- Ask: *What do you know about the Olympics? Where were the last Olympics? Where are the next Olympics?* Elicit the answers. Then ask: *What sports do you like watching at the Olympics? Do you ever watch the Paralympics? Which sports do you enjoy watching?* Elicit a range of answers. Teach the word *wheelchair*.
- Tell students they are going to read about a trip to an Olympic Training Center.

### 1 37

- Point to the pictures and read out the question.
- Play the audio and ask students to read and listen and find two things Olivia won and one thing she didn't win.
- Check answers with the class.

### ANSWERS

Olivia won a contest to visit the U.S. Olympic wheelchair basketball team in Colorado, and her team won the basketball game. She didn't win the wheelchair race.

### 2

- Ask students to read the blog again and check the three things we know about Olivia.
- Check answers with the class, referring back to the text to explain the answers.

### 3

- Ask students to read the blog again and answer the questions.
- Check answers with the class.

### Practice activity (all classes)

Ask students to read the text again and note down all the vocabulary to do with sports. They could do this in pairs. Elicit the vocabulary and write it on the board. As a class, brainstorm more useful vocabulary, e.g. *captain, referee, skills, penalty, lose, draw, miss*. Try not to cover too many of the verbs that students will learn on page 50.

### ANSWERS

team, training, throw, exercising, score, won, race

## Reading

1 37 Read the blog quickly. Find two things Olivia won and one thing she didn't win.

### My trip to the Olympic Training Center

Olivia Underwood, 15

I entered a contest to visit the U.S. wheelchair Olympic basketball team in Colorado. And guess what? I won! This is my diary from the trip:

#### Day 1

I flew with my mom from my home in Dallas to Colorado Springs. It was my first flight. My mom hated taking off, but I loved it! We stayed in a hotel next to the training center.

#### Day 2

I met the team. They were super-friendly. We had the most delicious breakfast ever – bigger and healthier than at home! I usually have a chocolate muffin, but there I had juice, eggs, cereal, yoghurt, and fruit.

The team is going to the ParaPan-American Games soon and they explained their training to me. They have to throw the ball and move their wheelchairs, so they need strong arms and shoulders. Here, a team member is exercising to make his arms stronger.

The best part of the visit was when we played basketball. I didn't score, but it was a fantastic experience. My team won!

#### Day 3

On my last morning, we had a wheelchair race. I wasn't the fastest, but I wasn't the slowest either! It was a lot of fun. Then we flew home again. That night, I was so tired I slept for ten hours!



### 2 Read and check (✓) three things we know about Olivia.

- |   |  |   |
|---|--|---|
| 1 her age <input checked="" type="checkbox"/>       | 3 her mom's name <input type="checkbox"/>    | 5 her breakfast at home <input checked="" type="checkbox"/> |
| 2 her home city <input checked="" type="checkbox"/> | 4 her favorite team <input type="checkbox"/> | 6 how long she usually sleeps <input type="checkbox"/>      |

### 3 Answer the questions.

- |   |   |
|---|---|
| 1 Why did Olivia visit the Olympic Training Center?<br><u>Because she won a contest.</u>        | 4 What was Olivia's favorite moment?<br><u>When she played basketball.</u>                          |
| 2 Who doesn't like flying?<br><u>Olivia's mom</u>   | 5 Why do you think Olivia was tired after her trip?<br><u>Because she was very busy and active.</u> |
| 3 Where did Olivia sleep in Colorado Springs?<br><u>In a hotel next to the training center.</u> |   |

forty-eight


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### Extension activity (stronger classes)

Put students into pairs, and ask them to imagine Olivia had an extra day at the Olympic Training Center. Ask them to think about what she did, and write her blog for that day. You could brainstorm some ideas with the class first, e.g. *She did throwing or catching practice, or She trained in the gym, and then had a healthy meal in the evening.*

Ask some pairs to read their blog to the class.

## Superlative adjectives

- 1  38 Who is the man in the picture and why was he famous? Read the text and check.

**AYRTON SENNA (1960–1994)**

Although Senna wasn't the fastest driver, he's one of the most famous Formula 1 stars in history.



- 2 Read and complete the chart.

Short adjectives	
the + -est or -st	
fast	He wasn't <b>the fastest</b> driver.
safe	Formula 1 isn't <b>the safest</b> sport.
the + -i-est	
friendly	He was <b>the friendliest</b> guy in motor racing.
the + double consonant + -est	
hot	Saturday was <b>the hottest</b> day.
Long adjectives	
the most + adjective	
successful	She's <b>the most</b> successful player.
famous	He's one of <b>the most famous</b> Formula 1 stars.
Irregular adjectives	
good	It was <b>the best</b> soccer game.
bad	They got <b>the worst</b> results ever!

- 3 Complete the sentences with the superlative form of the adjectives.

- Who can lift **the heaviest** (heavy) weights in the gym?
- April is **the wettest** (wet) month in my country.
- Basketball is **the most popular** (popular) sport in my school.
- Dad bought **the best** (good) tickets for the basketball game.
- Who can swim **the longest** (long) distance underwater?
- He never runs. He's **the laziest** (lazy) player on the team!



- 4 Look at the information. Write sentences with the adjectives in parentheses.



	James Rodriguez	Gareth Bale	Paul Pogba
Born	1991	1989	1993
Height	1.80 m	1.83 m	1.88 m
Weight	77 kg	74 kg	80 kg
Price	\$86.1 million	\$78.3 million	\$59.2 million

- Pogba is the youngest player.** (young)
- Bale is the oldest player.** (old)
- Pogba is the tallest player.** (tall)
- Rodriguez is the shortest player.** (short)
- Pogba is the heaviest player.** (heavy)
- Bale is the lightest player.** (light)
- Rodriguez is the most expensive player.** (expensive)
- I think **... is the best player.** (good)

### Your turn

- 5 How many superlative sentences can you make? Use the ideas below or your own ideas.

busy cheerful delicious easygoing  
expensive fast funny good hot  
interesting long popular small

cell phone city food in my country  
hair sports player month teacher

Mia is the funniest girl in my class.  
Jacob has the longest hair.

→ METRO EXPRESS p.112

2

- Ask students to read the chart and complete it with the correct forms.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.

### Usage

The spelling changes for short adjectives are similar to the spelling changes for comparative adjectives: *hot, hotter, hottest*.

We use *the* with all superlative adjectives: *He's the best player. He's the most talented player.* NOT *He's best player. He's most talented player.*

3

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct superlative adjectives.
- Check answers with the class.

4

- Allow students time to read through the information. Check that they understand *height* and *weight*, *heavy* and *light*.
- Read out the example answer.
- Ask students to look at the information and write the sentences.
- Check answers with the class.

### 5 Your turn

- Read through the adjectives in the first box with the class and make sure students understand them all, and then read out the example sentences.
- Allow students time to prepare their sentences. You could set a time limit, to make it competitive, and students could work in pairs.
- Ask students in turn to read some of their sentences to the class. See who managed to make the most sentences.

### ANSWERS

Students' own answers.

### Further support

METRO EXPRESS p.112

Workbook p.W16

Online Homework Unit 4

## Grammar

### Aim

learn superlative adjectives

### Warm-up

- Write the following gapped sentences on the board:
  - We had the \_\_\_\_ breakfast ever.
  - The \_\_\_\_ part of the visit was when we played basketball.
  - I wasn't the \_\_\_\_, but I wasn't the slowest either.
- Ask students if they can remember the missing words. They can look back at the blog on page 48 to check.
- Add the correct words to the sentences. Ask students to translate the sentences into their own language.

- Explain to students that they are going to study superlative adjectives in this class.

### ANSWERS

1 most delicious 2 best 3 fastest

1  38

- Focus on the picture and read out the question. Elicit some possible answers, but don't confirm them.
- Play the audio. Ask students to read and listen, and answer the question.
- Check the answer with the class.

### ANSWER

The man is Ayrton Senna. He was one of the most famous Formula 1 stars in history.



# Vocabulary

## Aim

talk about playing sports

## Warm-up

- Mime playing basketball. Ask: *What am I doing?* Elicit the answer (You're playing basketball). Ask students in turn to mime a sport. Other students guess. Encourage them to use full sentences, e.g. *You're doing karate.*

## 1 39

- Put students into pairs to label the pictures with the correct verbs.
- Play the audio once for students to listen and check their answers. Play the audio again for students to repeat.

## 2

- Read out the first sentence and point out the example answers.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.

## 3

- Read out the example answer and explain that we say *throw a ball*.
- Ask students to complete the chart with the correct verbs.
- Check answers with the class.

## 4 Your turn

- Ask students to read the sentences and check the ones that are true for them.
- Allow students time to compare their answers in pairs.
- Ask some students to tell the class something about their partner.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.112

Workbook p.W5

Online Homework Unit 4

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to a conversation about handball

## 1 40

- Allow students time to read the three possible answers.
- Play the audio. Ask students to listen and choose the correct answer.
- Check answers with the class.
- Explain to students that handball is not very common in the U.S., but is popular in Europe and South America.

## Vocabulary

### Sports verbs

1 39 Label the pictures. Listen, check, and repeat.



2 Complete the sentences with the correct pairs of verbs.

is throwing / hit loses / catching  
shoot / kicked won / scored

- Our basketball team often loses games because we aren't good at catching the ball.
- We scored two goals in the last five minutes and we won the match.
- "The goalkeeper is throwing the ball to Smith." "Oh, no – the ball hit Smith's hand!"
- When Susie kicked the ball to me, I decided to shoot. It was a great goal.

3 Complete the chart with the verbs.

catch hit kick score win

throw, <u>1 catch</u>	a ball
<u>2 hit</u> , <u>3 kick</u>	
<u>4 win</u> , lose	a point, a game
<u>5 score</u>	a goal, a point

fifty

50

## Your turn

4 Check (✓) the sentences that are true for you.

Then compare your answers with a partner.

- I'm good at catching balls. ☐
- I can kick a ball well with my left or my right foot. ☐
- My favorite team lost a game last week. ☐

→ METRO EXPRESS p.112

Workbook p.W5

Online Homework

## Listening

### Handball

1 40 Listen to the conversation. What is the main topic?

- The difference between handball and soccer
- How to play handball
- How to score goals in handball

2 40 What are the rules of handball? Listen again and check (✓) two more correct answers.

Handball players can ...

- touch the ball with their hands. ☒
- throw the ball. ☒
- kick the ball. ☐
- bounce the ball. ☒
- take four steps with the ball. ☐

3 Read the tip.

**Tip** Good listeners identify key words in the questions before they listen.

Read the statements and underline the key words.

- Lucy doesn't know how to play handball. T ☒ F ☐
- Josh enjoyed playing handball last semester. T ☒ F ☐
- A soccer field is 20 m x 40 m. T ☐ F ☒
- Handball is always an indoor sport. T ☐ F ☒
- You have to throw the ball into a goal to score. T ☒ F ☐
- Lucy can remember the rules for handball. T ☒ F ☐

4 40 Listen again and choose T (True) or F (False) in exercise 3.

## Audioscript 40

Josh Hey, Lucy!

Lucy Hi Josh. Can I ask you something? We're playing handball at school this term, but ... I don't know anything about it! Can you explain the game?

J Sure! We played it in PE last semester. I really liked it.

L So ... what's it like?

J It's kind of like soccer, but with an important difference: you can't kick the ball, but you can touch the ball with your hands!

L I get it: handball!

J A professional handball court is just 20 m wide and 40 m long. The one at our school was smaller.

L 20 m wide and 40 m long is smaller than a professional soccer field, right?

J Yep. And another thing: it's usually an indoor sport.

L OK. How many players are there?

J There are seven on each team, including the goalkeeper. There's a goal at each end of the court.

L And how do you play?

J You have to throw the ball to members of your team. You can bounce the ball like in basketball, but you can't take more than three steps with it.

L And you have to throw the ball into the goal to score?

J Yeah, but there's an area around the goal that's only for the goalkeeper. You can't throw from inside the goalkeeper's area. Can you remember all that, Lucy?

L Yeah, I get it. Thanks!

## 2 40

- Allow students time to read the rules.
- Play the audio again and ask students to listen and check the correct rules.
- Check answers with the class.

**can / can't for rules**

- 1 41 Read the conversation. Who knows how to play volleyball? **Greg**
- Greg: Do you want to play volleyball?
- Jon: I don't know the rules.
- Greg: They're easy. Players can hit the ball with their hands, but they can't throw it.
- Jon: OK. Can players use their feet?
- Greg: Yes, they can. They can kick the ball.

- 2 Read and complete the chart with **can** or **can't**.

Affirmative	
I / You / He / etc.	<sup>1</sup> <u>can</u> kick the ball.
Negative	
I / You / He / etc.	<sup>2</sup> <u>can't</u> throw the ball.
Questions	
<sup>3</sup> <u>Can</u> I / you / he / etc. touch the ball?	Short answers
	Yes, I / you / he / etc.
	<sup>4</sup> <u>can</u>
	No, I / you / he / etc.
	<sup>5</sup> <u>can't</u>

- 3 Choose the correct words.



- In soccer, a player can hit / hits the ball with his or her head.
- Goalkeepers can / can't kick the ball in soccer.
- You can play / plays tennis against one other person, or in teams of two.
- In tennis, players can / can't hit the ball with their hands.
- In basketball, you can / can't carry the ball.
- A player can't kick / kicks the ball in basketball.

- 4 Look at the rules for the park. Write questions and short answers.

bring dogs camp give bread to the birds  
go skateboarding have picnics swim-in-the-lake



- 1 Can you swim in the lake?  
No, you can't.



- 2 Can you go skateboarding?  
Yes, you can.



- 3 Can you give bread to the birds?  
Yes, you can.



- 4 Can you bring dogs?  
No, you can't.



- 5 Can you camp?  
No, you can't.



- 6 Can you have picnics?  
Yes, you can.

**Your turn**

- 5 In pairs, write three sentences about the rules of a sport. Use **can** and **can't**. Can other students guess the sport?



→ METRO EXPRESS p.112

Workbook p.W17

Online Homework

Grammar

51

2

- Ask students to read through the chart and complete it with the correct words.
- Check answers with the class. Then read through the chart with the class and make sure students understand everything.

**Usage**

*Can* and *can't* are the same for all persons: *I can, he can*, etc. *Can* is followed by the base form: *You can kick the ball*. NOT *You can to kick the ball*.

3

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and choose the correct words.
- Check answers with the class, referring back to the chart in exercise 2 if necessary.

4

- Check that students understand *picnics* in the box.
- Read out the example answer.
- Ask students to write the questions and short answers.
- Check answers with the class.

**5 Your turn**

- Read out the example sentence and elicit the sport (soccer).
- Put students into pairs and ask them to write three sentences about the rules of a sport. Monitor and help while they are working.
- Ask pairs in turn to read their rules to the class. Other students listen and guess the sports.

**ANSWERS**

Students' own answers.

**Practice activity (all classes)**

Put students into pairs and ask them to write three sentences about what they can and can't do in class. You could elicit one or two examples first, e.g. *We can answer questions. We can't eat.* Ask pairs in turn to read their classroom rules to the class. Write a list on the board. Ask: *Which are good rules? Which rules don't you like? Why?*

**ANSWERS**

Students' own answers.

**Further support**

METRO EXPRESS p.112

Workbook p.W17

Online Homework Unit 4

On the Move Grammar

3

- Read out the tip with the class.
- Ask students to read the statements and underline the key words.
- Check answers with the class.

4 40

- Play the audio. Students decide if the sentences in exercise 3 are true or false.
- Check answers with the class.

**Further support**

On the Move Vocabulary Listening

**Grammar**

**Aim**

learn *can / can't* for rules

**Warm-up**

- With books closed, ask: *How do you play soccer?* Elicit one or two sentences, e.g. *You kick the ball. You score goals.*
- Write on the board: *In handball, you \_\_\_\_\_ kick the ball, but you \_\_\_\_\_ touch the ball with your hands.*
- Elicit the missing words (*can't, can*), or some ideas, and then teach the words.
- Check that students understand the completed sentence.
- Explain to students that they are now going to practice using *can* and *can't* to talk about rules.

1 41

- Read out the question. Then play the audio. Ask students to read and listen and answer the question.
- Check the answer with the class.



# Speaking

## Aim

make and respond to invitations

## Warm-up

- Read out the heading, *Invitations*, and elicit the meaning. Ask: *When do you invite friends to do things?* Elicit some ideas, e.g. for a birthday party.
- Explain to students that they are going to practice inviting a friend in English.

## 1 42

- Play the audio. Ask students to listen and read, and answer the questions.
- Check answers with the class.

## ANSWERS

1 three o'clock 2 at Milly's house

## 2 43

- Allow students time to read the questions, and then play the audio. Ask students to answer the questions.
- Check answers with the class.
- Read through the information in the *Stop* box with the class. Ask students to find the first two phrases in the conversation in exercise 1, and make sure they understand all of the phrases.

## ANSWERS

1 a basketball game 2 No, he doesn't.

## Audioscript 43

**Bruna** Hey, Lucas. Would you like to watch a basketball game this evening?

**Lucas** What time does it start?

**Bruna** It starts at 7 p.m.

**Lucas** Sorry, I can't. I'm busy.

**Bruna** OK. No problem!

## Support activity (weaker classes)

Before students move on to the next exercises, play the audio from exercise 1 again. Pause after some of the lines for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. They can then practice the conversations in pairs.

## 3

- Invite two confident students to read out the example dialogue.
- Put students into pairs to practice making invitations and responding.

## ANSWERS

Students' own answers.

## 4

- Demonstrate the conversation with a confident student. Invite the student to the event and encourage them to respond and ask questions about it. Other students can help if necessary.

## S Speaking

### Invitations

#### 1 42 Listen, read, and answer the questions.

- What time is the soccer game?
- Where are Milly and Zac meeting?

**Zac:** Hey, Milly! Would you like to go to a soccer game on Saturday?

**Milly:** Sure! That would be awesome. Who's playing?

**Zac:** It's FC Dallas against LA Galaxy.

**Milly:** What time does it start?

**Zac:** At three. Let's meet at your house at two.

**Milly:** Cool. See you then.



#### 2 43 Listen to another conversation. Then answer the questions.

- What does Bruna invite Lucas to?
- Does he decide to go?

### Stop

Would you like to ... ?

Sure! That would be awesome.

Sorry, I can't. I'm busy.

#### 3 In pairs, practice making invitations and responding. Use ideas 1–3.

- play tennis this afternoon
- see a movie on Friday
- go shopping this weekend

Would you like to play tennis this afternoon?

Sure! That would be cool.

#### 4 Write a longer conversation about the event below. Use the conversation in exercise 1 to help you.



#### 5 Act out your conversation for the class.

fifty-two

52

Online Homework

## R Reading

#### 1 Read the tip.

### Tip

**Good readers** make predictions about a text before they read it.

What do you think are the good and bad things about being a professional athlete? Copy and complete the chart in your notebook.

Good things	Bad things
you have a lot of money	you have to stay in shape

#### 2 Read the article quickly. Which of your ideas in exercise 1 does it mention?

#### 3 44 Read again. Match the sentences A–D with the gaps 1–4. Then listen and check.

- A Don't forget about the other important things in life.  
B Remember: not many people actually become professional athletes.  
C Think about why you want to be a sports star.  
D The lifestyle of a sports star isn't always easy.

#### 4 Read again. Choose T (True) or F (False).

According to the article, ...

- most professional athletes make a lot of money. T ☐ F ☒
- \$0,000 people become professional basketball players every year. T ☐ F ☒
- professional athletes need more sleep than non-professionals. T ☒ F ☐
- professional athletes can eat fast food. T ☐ F ☒
- people shouldn't become professional athletes. T ☐ F ☒

#### 5 Complete the sentences with the highlighted words in the article.

- My dream is to be a professional handball player.
- Two people on our team aren't playing today because of leg injuries.
- My dad and I are Chelsea fans, but my mom likes Liverpool.
- Professional soccer players train for three hours every day.
- My parents go running so that they can stay in shape.

- Put students into pairs to prepare their conversations. Monitor and help while they are working.

## ANSWERS

Students' own answers.

## 5

- Invite pairs in turn to act out their conversation for the class. Encourage them to speak in a natural way, and sound excited if they are accepting, or disappointed if they can't accept.

## Practice activity (all classes)

Ask students to think of another event they would like to invite a friend to. You could brainstorm some ideas with the class first, e.g. *a movie, a trip to an amusement park, a party*. Ask students to think about their event and make some notes on the details, e.g. the date and time.

In pairs, students can invite their partner. Their partner can accept and ask more questions about the event.

Ask some pairs to perform their conversations for the class.

## ANSWERS

Students' own answers.

## Further support

Online Homework Unit 4

# SO YOU WANT TO BE A SPORTS STAR?

What to consider before choosing a career in sports

**1** C Maybe you just love sports and you're very good at them. Or maybe it's the money and the chance to be famous. It's true that the best athletes and players sometimes make over \$50 million every year. They have millions of fans and they are in magazines and on websites everywhere. But many professional athletes don't make a lot of money. They aren't famous and their families and friends are their biggest fans!



**2** B In the U.S. and Canada, only one in 50,000 children becomes a professional basketball player. You're more likely to win an Oscar! But that doesn't mean it's impossible. With hard work and a bit of luck, some people will be successful.



**3** D Professional athletes train for over 25 hours a week. They sleep longer than non-professional athletes do, so they can't go to bed late. This also means they don't see their friends and family as much. Professional athletes need to be careful about their diet, so they can't eat fast food. They are often worried about injuries. But, of course, it's one of the healthiest jobs in the world!



**4** A Playing sports is fantastic. It keeps you in shape, you learn about teamwork, and you make a lot of friends. But remember that education is important, too. You can follow your dream, but don't stop studying.



## ANSWERS

Students' own answers.

3 44

- Point out the example answer in paragraph 4 of the text. Point out how sentence A fits the gap, and the next sentence in the text follows on from it.
- Ask students to read the text again and match the sentences with the gaps. They can compare their answers in pairs.
- Play the audio and ask students to read and listen and check their answers.
- Check answers with the class.

4

- Ask students to read the text again and decide if the sentences are true or false.
- Check answers with the class.

5

- Focus on the highlighted words in the text.
- Ask students to read each of the words in their context and try to work out the meaning. With weaker classes, you could discuss the meanings with the class.
- Ask students to read the sentences and complete them with the words from the text.
- Check answers with the class.

## Practice activity (all classes)

Put students into pairs and ask them to think of an alternative title for the article.

Write all their ideas on the board and discuss as a class which titles are the most suitable and why.

## POSSIBLE ANSWERS

Not an easy job

A one in 50,000 chance

Go for it, but do your homework!

## Further support

Writing p.104

Workbook p.W29

Online Homework Unit 4

## Reading

### Aims

read a text about becoming a professional sports star, and practice making predictions about a text

### Warm-up

- Focus on the top picture on page 53 and elicit that it shows Usain Bolt.
- Ask: *Who is your favorite sports star? What do you know about them?* Put students into pairs to discuss the questions.
- Ask: *Do you think it is easy to become a professional sportsperson? Why? / Why not?* Discuss the question with the class. Teach the phrase *professional athlete*, meaning any professional sportsperson.

1

- Read out the tip with the class. Explain that making predictions about a text before you read it can help you to understand it.
- Read out the question. Then put students into pairs. Ask them to discuss the question, and then copy the chart into their notebooks and complete it with their ideas.
- Elicit a range of ideas from students, but don't confirm or reject them.

## ANSWERS

Students' own answers.

2

- Ask students to read the article quickly to check their ideas in exercise 1.
- Discuss the answers with the class.



## Watch

### Before you watch

#### About the video

The video shows the range of sports that students can do at Arizona State University (A.S.U.). It shows American football, basketball, soccer, and a range of individual sports such as long jump and javelin. The commentary explains which sports are the most popular and discusses the rules of some of the sports.

- 1
  - Focus on the pictures and elicit which sports they show (basketball, American football, and cricket).
  - Ask students to complete the sentences with the correct words.
  - Check answers with the class.

- 2
  - Discuss the questions with the class.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Read out the task. Tell students not to worry if they can't write all the sports, but to write as many as they can.
- Play the video for students to watch and write down all the sports.
- Write students' ideas on the board and add any sports that they missed. Explain the meanings if necessary.

#### ANSWERS

American football, basketball, soccer, track and field, long jump, shot-put, javelin, swimming, tennis, golf

#### Videoscript see TG p.126

#### 4 Video

- Allow students time to read through the gapped sentences.
- Play the video and ask students to watch and complete the sentences.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

#### 5 Video

- Read out the first sentence and point out the correction.
- Ask students to read and correct the sentences. They could work in pairs.
- Play the video again for students to watch and check their answers.
- Check answers with the class.

W
Watch



Sports at A.S.U.

### Before you watch

- 1 Look at the pictures. Complete the sentences.
 

carry hit score



1 Basketball players can't \_\_\_\_\_ the ball.



2 American football players \_\_\_\_\_ by making a touchdown.



3 In cricket, players \_\_\_\_\_ the ball with a bat.
- 2 Have you watched or played any of the sports in exercise 1? Would you like to?

### While you watch

- 3 Watch the preview. Write the sports you see. Then compare your answers.  
 American football, basketball, soccer, swimming, tennis
- 4 Watch the video. Complete the sentences.
  - 1 Football \_\_\_\_\_ is the most popular sport in the U.S.
  - 2 Touchdowns are worth \_\_\_\_\_ points.
  - 3 Basketball players are usually \_\_\_\_\_ than football players.
  - 4 Basketball players can't \_\_\_\_\_ the ball.
  - 5 Soccer \_\_\_\_\_ is the world's most popular sport.
  - 6 The \_\_\_\_\_ are the best thing about sports at A.S.U.
  - 7 Runners from all over the \_\_\_\_\_ compete at A.S.U.
  - 8 There are two big \_\_\_\_\_ at A.S.U.
- 5 Correct the sentences about sports at A.S.U. Then watch again and check.
  - 1 A.S.U.'s American football team isn't successful.  
It is successful.
  - 2 A field goal is worth two points.  
It's worth three points.
  - 3 Basketball players are often stronger and heavier than football players.  
Football players are often stronger and heavier than basketball players.
  - 4 In basketball, you carry the ball through the hoop to score.  
You shoot it through the hoop.
  - 5 In shotput, you throw a long stick.  
In shotput, you throw a heavy ball. / In javelin, you throw a long stick.
  - 6 Most A.S.U. students don't enjoy sports.  
Sports are an important part of life at A.S.U.

### After you watch

- 6 Make a project or video about sports in your school, city, or country. Answer these questions:
  - What sports are popular?
  - Where do people play them?
  - What are some of the rules?
  - Add any other information you know.

fifty-four

54

Online Homework

The Movie

Challenge

### After you watch

- 6
  - Put students into pairs or small groups.
  - Discuss as a class the best kind of project for students to do, e.g. a video, a class presentation, a poster.
  - Discuss what students can do in class, and what they can do for homework.
  - Encourage students to discuss their project in their groups and divide the work between them.
  - If they are making a video, they could film sports at their school on their phones, and prepare a commentary. They could record the commentary or read it as the film plays.
  - If they are doing a presentation or a poster, they could prepare it on a computer or on paper and add pictures.

- Ask groups in turn to show their videos, give their presentations, or present their posters to the class.
- Ask: *Which videos did you enjoy watching? Which presentations did you enjoy listening to? Which posters give the information clearly?* Discuss the answers as a class.

#### Further support

Online Homework Unit 4

On the Move Challenge

## Vocabulary

### 1 Complete the sentences with jobs words.

- I'm interested in clothes and fashion. I want to be a fashion designer.
- My uncle is an architect. He designs houses.
- A police officer has to help people and protect the community.
- My sister loves cooking. She wants to be a chef.
- My dad works in a hospital. He's a nurse.

### 2 Choose the correct personality adjectives.

- Toby gets good grades at school, but at home he's lazy.  
a hard-working b lazy c confident
- I like your brother. He's really easygoing.  
a rude b easygoing c anxious
- Carla looks miserable. What's wrong with her?  
a confident b polite c miserable
- I don't like going to big parties. I'm shy.  
a shy b cheerful c polite
- Don't be rude! You shouldn't say that.  
a hard-working b rude c cheerful

### 3 Look at the pictures and choose the correct sports verbs.

-  Catch / Shoot the ball!
-  She's hitting / kicking the ball.
-  Our team won / lost!
-  We scored / lost 3-0.
-  Throw / Hit the ball to me!
-  Phil shot at the goal, but he didn't score / hit.

### 4 Match the sports with the pictures.

Use the correct verbs: do, play, or go.

basketball karate sailing skateboarding  
surfing swimming tennis volleyball

-  1 go surfing
-  2 go skateboarding
-  3 go swimming
-  4 play volleyball
-  5 play tennis
-  6 do karate
-  7 go sailing
-  8 play basketball

## Grammar

### 1 Complete the sentences. Use the correct form of have to.

- You don't have to shout (you / not / shout)  
I'm standing next to you!
- Does Jon have to get back before 11 o'clock? (Jon / get back)  
"Yes, he does."
- Max can't hang out with us.  
He has to study (he / study)
- We have to score two more goals in the next 20 minutes. (we / score / two)
- Are you seeing your grandparents next weekend? (you / see)  
"No, I 'm not."

4

- Read out the example answer, and point out that it gives the name of the sport and also the correct verb.
- Ask students to look at the pictures and write the correct verbs and sports.
- Check answers with the class.
- You could ask students to write three sentences about sports they do and sports they would like to do.
- Before students move on to the Grammar exercises, point out to them that this would be a good time to make sure their vocabulary notebook is up to date. You could allow time in class for this, or ask students to do it for homework.

## Grammar

1

- Read out the example answer and point out that it uses *have to* for obligation.
- Ask students to complete the sentences using the correct form of *have to*.
- Check answers with the class. If students struggle with this exercise, refer them back to the information on page 39. Point out to students, in their own language, that it is important to go back and review grammar points so they don't forget them.

## Review B

### Vocabulary

1

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct jobs words.
- Check answers with the class, and check that students understand all the jobs. Ask: *What other jobs can you name? Which job would you like to do? Why?*

2

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and choose the correct adjectives.
- Check answers with the class, and check that students understand all the adjectives.
- Ask: *Which adjectives describe you?*

3

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and choose the correct verbs.
- Check answers with the class, and check that students understand all the verbs.
- Ask: *Which of these things can you do in basketball/tennis/soccer?*



2

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and write sentences with (not) as ... as.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the chart and information on page 41 and go through the main points again with the class.

3

- Read out the first sentence and the example answer. Point out to students that in this exercise they need to think carefully about the meaning they want to convey.
- Ask students to complete the sentences using too ... or not ... enough. Students could compare their answers in pairs.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentation on page 41, and go through the main points again with the class.

4

- Read out the first sentence and the example answer. Remind students that short adjectives use -est in the superlative form.
- Ask students to complete the sentences using the superlative adjectives.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentation on page 49, and go through the main points again with the class.

5

- Read out the first sentence and the example answer.
- Ask students to read the text and complete it using can and can't.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentation on page 51, and go through the main points again with the class.

## Consolidation

- Explain to students that this exercise brings together all the language they have learned so far, so each gap tests a different language point.
- Ask students to read the text and choose the correct answers.
- Allow students time to compare their answers in pairs, and encourage them to discuss why particular answers are right or wrong.

## Review

2 Read the situations and write sentences. Use as ... as or not as ... as.

1 My best friend Jules is 15. I am 15. My sister is 12.  
Jules is as old as me.  
(Jules / old / me)

2 My sister isn't as old as us.  
(my sister / old / us)

3 Today it's really hot, but yesterday it was hotter!  
Today isn't as hot as yesterday.  
(today / hot / yesterday)

4 The movie was great, but the TV series was boring.  
The TV series wasn't as good as the movie.  
(TV series / good / the movie)

5 I'm 1.65 m. My mom's 1.65 m, too.  
I am as tall as my mom.  
(I / tall / my mom)

3 Complete the sentences. Use too ... or not ... enough.

1 I can't follow her!  
She's cycling and she's too fast.  
(fast)

2 Jose isn't on the team because he isn't good enough.  
(good) He should practice more.

3 We don't want to buy anything. Everything is too expensive.  
(expensive)

4 I can't carry this bag. I'm not strong enough.  
(strong)



4 Complete the sentences. Use the superlative form of the bold adjectives.

1 Science is **interesting**, but I think geography is the most interesting subject.

2 The history exam was **hard**, but it wasn't the hardest exam. The math exam was worse!

3 This ice cream is **good**, but Gino's Deli makes better ice cream.

4 Tina's **funny**, but she isn't the funniest person in our class.

5 Relax, you aren't **bad** at soccer. I think I'm the worst!

6 Skateboarding and skiing are **exciting**, but I think surfing is the most exciting sport.

fifty-six

56

5 Complete the rules for soccer. Use can and can't.

### SOCCER RULES

Players <sup>1</sup> can kick the ball and they <sup>2</sup> can run with it, but they <sup>3</sup> can't carry the ball. Players <sup>4</sup> can use their heads to hit the ball, but only goalkeepers <sup>5</sup> can touch it with their hands. Teams <sup>6</sup> can't have more than eleven players on the field. Players <sup>7</sup> can play in any position on the field, but there <sup>8</sup> can only be one goalkeeper on each team.



## Consolidation

Read the conversation about a sports camp. Then choose the correct answers.

- A When does the day start?
- B It's <sup>1</sup> too early for me. Breakfast is at 6 a.m.! So we <sup>2</sup> have to go to bed at 9 p.m., and we <sup>3</sup> can't go online or play games after that!
- A Oh, no! What's the food like? Is it <sup>4</sup> as bad as at school?
- B No! It's super-healthy, and it's delicious. The <sup>5</sup> chef is great.
- A Are the other people cool?
- B Yeah, I like them. Everyone's really <sup>6</sup> easygoing.
- A Good. What's the training program like?
- B It's fun, but it starts at 7:30 a.m.! We <sup>7</sup> go swimming first, and then it's soccer practice for the rest of the day. We play a 90-minute game every afternoon. That's the <sup>8</sup> best part of the day.

- |                   |                |                   |
|-------------------|----------------|-------------------|
| 1 a too early     | b the earliest | c earlier         |
| 2 a have          | b can't        | c has             |
| 3 a don't have to | b can't        | c doesn't have to |
| 4 a too bad       | b bad enough   | c as bad as       |
| 5 a chef          | b doctor       | c nurse           |
| 6 a anxious       | b easygoing    | c shy             |
| 7 a go            | b do           | c play            |
| 8 a good          | b better       | c best            |

- Check answers with the class, and discuss, in the students' own language if necessary, why each answer is correct and the other options are wrong.
- Point out to students that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

## In this unit ...

- talk about you and money
- talk about plans and intentions
- use words about shopping
- go shopping in a clothes store
- use pronouns to avoid repeating words
- understand a video about shopping habits

# 5

## Buy it now!

Where were you today?  
I called you twice.

I was at the mall.

- Why can't Ollie go to the movies?
- What types of things do you spend the most money on?

- You could come back to these aims when students have finished the unit, *Buy it now!*, and discuss with them how well they have achieved the aims.

## Warm-up video

### Video

- Read out the title of the unit, *Buy it now!*, and elicit that this unit is all about shopping.
- Focus on the small picture and ask: *Who are these people?* (Piper and Ollie). Ask: *What can you remember about them?*
- Read out the speech bubbles. Then read out the questions. Ask students to guess why Ollie can't go to the movies.
- Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Then discuss with students what types of things they spend the most money on.

### ANSWERS

- Because he doesn't have any money.
- Students' own answers.

### Videoscript

Ollie Hey, Piper!

Piper Hi, Ollie. Where were you today?  
I called you twice.

O I was at the mall. I got a *lot* of new stuff.

P Oh, yeah? What did you buy?

O Check out these sneakers. How much do you think these were?

P Um ... \$60?

O No, guess again.

P \$30?

O One more guess!

P \$20?

O \$15!

P Wow! They're pretty cool.

O What about this phone case?

P Oh, ... \$15?

O Less!

P \$10?!

O \$3. \$3! And what about *this*? ... It was only \$10! Isn't that amazing?

P Yes, amazing.

O Also—

P OK, Ollie. I have to go now. Tell me about the other things later. We're meeting at the movie theater at 7, remember?

O Oh, I can't go to the movies ...

P What? Why not?

O I don't have any money!

P Ollie!

### Further support

On the Move Video

## 5 Buy it now!

### Grammar

*be going to*: affirmative and negative for plans and intentions

*be going to*: questions

### Vocabulary

Money verbs

Shopping: nouns

### Skills

**Reading:** 5 steps to becoming Money Smart; Shopping

**Listening:** Bethany Mota; At the store

**Speaking:** Shopping in a clothes store

### Reading skill

Using pronouns to avoid repeating words

### Values and cross-curricular topics

Consumerism

Recognizing the importance of individuality

Appearance

Personal organization

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.



# Vocabulary

## Aim

talk about you and money

## Optional warm-up

- Ask: *Do you like shopping? How often do you go? What are your favorite stores? Why? Do you buy things in the sales? Why?* Discuss the questions with the class. Encourage as many students as possible to join in and share their opinions and experiences.

1

- Point to the chart and read out the information about the survey.
- Ask students to look at the chart and complete the sentence.
- Check the answer with the class.
- Ask: *Is this true for you? What do you spend most of your money on?*

2 45

- Read out the first comment and point out the example answer.
- Put students into pairs to read the remaining comments and match them with the pictures.
- Play the audio for students to check their answers.

3

- Ask students to match the verbs with the definitions. They can look back at the sentences in exercise 2 to help.
- Check answers with the class, and check that students understand all the verbs.
- Model pronunciation of the verbs, especially *earn*, *waste*, and *can't afford*.
- Read through the information in the *Stop* box with the class. Ask students to translate the sentences into their own language, to check understanding.

4

- Read out the first sentence and point out the example answer.
- Ask students to read the remaining sentences and complete them with the correct words.
- Check answers with the class.

## 5 Your turn

- Refer students back to the comments in exercise 2. Allow them time to read them again and decide which are true for them.
- Put students into pairs to compare their answers. Ask some pairs which sentences are true for both of them.

## ANSWERS

Students' own answers.

## Vocabulary

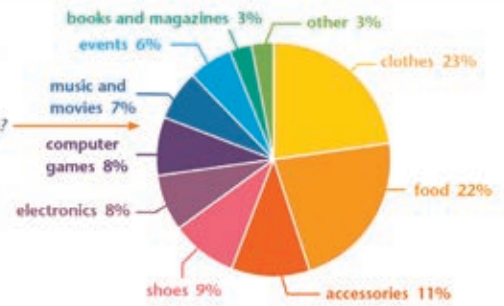
### Money verbs

1 Look at the chart and complete the sentence.

A recent survey asked teenagers in the U.S.:  
*How much of your money do you spend on these things?*  
Here are the results.

Teenagers spend most of their money on  
clothes and food.

2 45 Match the comments 1-8 with the pictures A-H. Listen and check.



1 I never have any money! Can I borrow some from you?

2 I waste a lot of money on clothes. I often buy things and then I never wear them.

3 I save a little money every week. I want to buy a new skateboard soon.

4 My parents pay for big things, like a new computer or a phone.

5 I can't afford to go out every weekend. Movie theaters and restaurants are really expensive.

6 I spend all my money every weekend. I love shopping!

7 I earn some money at home. I do chores for my parents.

8 My brother works, so he often lends me money.



## Practice activity (all classes)

Write the following questions on the board:

- Have you ever saved money to buy something big? What was it?
- Do you ever buy things that you can't really afford? What kinds of things?
- Who do you borrow money from when you need it?
- Would you lend money to a friend? Why? / Why not?

Put students into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.113

Workbook p.W6

Online Homework Unit 5

3 Match the verbs 1–8 with the definitions a–h.

- |                |  |
|----------------|--|
| 1 pay          | a get money for doing work                                 |
| 2 earn         | b get something from someone for a short time              |
| 3 save         | c give money so that you can buy something                 |
| 4 spend        | d give something to someone for a short time               |
| 5 borrow       | e keep money so that you can buy something later           |
| 6 waste        | f not buy or do something because you don't have the money |
| 7 lend         | g use in a bad way   |
| 8 can't afford | h use money to buy something                               |



I'm **lending** my sister some money.  
My sister is **borrowing** some money from me.



4 Complete the sentences with the words.

borrow can't afford earns lend  
pay save spent waste

- Please can you pay for my bus ticket?  
I left my wallet at home.
- I had to save \$500 for my new laptop.  
It took two years!
- My aunt earns a lot of money. She's a software developer.
- I spent all my money on my new jacket.  
Can I borrow \$5 until we get back?
- "I can't afford to buy lunch in a coffee shop.  
I only have \$2."  
"I can lend you some money."
- I waste a lot of money on computer games. I often get bored of them very quickly.

5 Your turn

5 Read the first sentence for each person in exercise 2. Which statements are true for you?

I never have any money!

I try to save, but I don't do it every week.

→ METRO EXPRESS p.113

Workbook W6 Online Homework

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L Listening

Bethany Mota

1 Look at the picture. What is the girl doing?



2 Listen to the first part of a podcast. Can you explain these words in your own language?

- vlogger
- haul video

3 Now listen to the complete podcast. Choose T (True) or F (False).

- Bethany Mota is a very popular vlogger. ☒ T ☐ F
- Vloggers in haul videos are usually regular people. ☒ T ☐ F
- Vloggers often talk about expensive clothes. ☐ T ☒ F
- Some companies pay for vloggers to talk about their products. ☒ T ☐ F
- Bethany Mota became famous because of her fashion design. ☐ T ☒ F
- Now Bethany is too busy to make haul videos. ☐ T ☒ F

4 In pairs, answer the questions. Then listen again and check.

- What happens after Bethany shares a video online?  
People post comments and questions.
- Why are haul videos popular? Give two reasons.  
Vloggers are regular people, and the products they talk about aren't expensive.
- How is Bethany's life different from when she first started her videos?  
She's now a professional vlogger, fashion designer, and singer.

bought, and she shares it online. Bethany is a "video blogger", or "vlogger." And these videos are called "haul videos." Bethany is a haul video superstar!

3 47

- Allow students time to read through the sentences. Check that they understand everything.
- Play the audio and ask students to listen and decide if the sentences are true or false.
- Check answers with the class.

Audioscript 47

**Presenter** When Bethany Mota gets back from a shopping trip, she goes to her bedroom and she turns on her computer. Then, she makes a video about the things she bought, and she shares it online. Bethany is a "video blogger", or "vlogger." And these videos are called "haul videos." Bethany is a haul video superstar! Bethany was a shy 13-year-old when she started making haul videos as a hobby. A few people posted comments and questions, and Bethany answered them all carefully. Viewers loved that. By 18, she had a lot of fans. So, why do people like haul videos? Ruth Curtis, a psychologist, explains ...

**Ruth** Viewers really like and understand the vloggers in the videos. They aren't models. They're regular people. And the products they talk about – often clothes – aren't expensive. Most young people can afford them.

**Presenter** Companies and shops like haul videos, too. And a few lucky vloggers can earn money from these companies when they talk about their products ... a lot of money! Bethany's hobby is now her job. Millions of people watch her videos every week for fashion advice. But she doesn't only make haul videos. She's now also a fashion designer and a singer!

4 47

- Put students into pairs to discuss the questions.
- Play the audio again for students to listen and check their answers.
- Check answers with the class.

Practice activity (all classes)

Put students into pairs. Tell them they are going to take turns to talk for one minute about Bethany and what she does, and they should include as much information about her as possible. You could play the audio again for students to listen and make notes.

Students work in their pairs. Encourage them to practice several times, and try to speed up and include more information each time. Ask some students to give their talk to the class.

## Listening

### Aim

listen to a podcast about a vlogger

### Warm-up

- Ask: *Are clothes important to you? What kinds of clothes do you like wearing?* Discuss the questions with the class. Then ask: *Where do you get information about clothes to buy? Do you look in magazines, or online?* Elicit answers from individual students. Encourage as many students as possible to join in and talk about their own experiences.
- Tell students they are going to listen to a podcast about someone who is very interested in clothes.

### 1

- Read the question and elicit the answer.

### ANSWER

She is making a video about clothes.

### 2 46

- Read out the two expressions. Then play the first part of the podcast.
- Put students into pairs to discuss the meaning of the words.
- Discuss the answers with the class.

### ANSWER

Students' own answers.

### Audioscript 46

When Bethany Mota gets back from a shopping trip, she goes to her bedroom and she turns on her computer. Then, she makes a video about the things she



## Reading

### Aim

read and understand an article giving advice about money

### Warm-up

- Ask: *Are you good with money? Do you save some, or do you spend it as soon as you get it?* Discuss the questions with the class and find out who in the class is a saver, and who is a spender.
- Ask: *Would you like to be more careful with your money?* Elicit a few answers.
- Tell students they are going to read an article giving advice about money.

### 1 48

- Ask students to read the headings a–e, and point to the five steps in the article.
- Play the audio and ask students to read, listen, and match the headings with the steps.
- Check answers with the class.

### 2

- Ask students to read the summaries and complete them with the words.
- Check answers with the class, referring back to the text to explain the answers.

### 3

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions and think of more tips.
- Ask some students to tell the class about their discussions, and elicit their extra tips.
- Write all the tips on the board and discuss as a class which are best.

### ANSWERS

Students' own answers.

### Practice activity (all classes)

Write the following sentences on the board:

- Write all the things you spend money \_\_\_\_.
- You get money \_\_\_\_ your parents.
- Can you buy it second hand \_\_\_\_ a lower price?
- Your old stuff is worth money \_\_\_\_ someone.

Point out that all the missing words are prepositions. Ask students to guess the missing prepositions. Then check their answers in the article.

Check answers. Point out to students that they should try to learn the prepositions that go with nouns and verbs.

### ANSWERS

1 on 2 from 3 for 4 to

## Reading

1 48 Read the article. Match the headings a–e with the steps 1–5. Then listen and check.

- a Find the lowest price      c Start selling!      e Find the stuff you waste money on  
b Think before you spend      d Save half

Money ideas

# 5 steps to becoming Money Smart

HOME ADVICE CONTACT

**STEP 1: e**  
Buy a notebook and start a money journal. There are a lot of apps for this, too! Write all the things you spend money on – and why. Then, at the end of the week, check your journal. Did you waste any money? Make a plan: Next week, I'm not going to spend any money on ...

**STEP 2: d**  
Use the 50:50 method to save money. When you get money from your parents, for your birthday or from chores, save half of it immediately. Of course, that doesn't mean you have to spend the other half! We're going to look at that next ...

**STEP 3: b**  
Don't go to malls on weekends or spend time on your favorite shopping websites. But when you have to go shopping, make a list of things you are going to buy. Before you buy something, think about these questions: Do I really need this or do I just want it? Why do I want it?

**STEP 4: a**  
If you really have to buy something, be a smart shopper. Read reviews of the things you like and then look online or in stores for the best price. Can you buy it second hand for a lower price? People sell their old stuff every day. In fact, ...

**STEP 5: c**  
Look around your bedroom. Do you still wear all those clothes? What about those books? Your old stuff is worth money to someone! There are a lot of websites to help you sell things. And it's good to recycle, too!

2 Complete the summary of each step with the words.

earn learn look for need save waste

- Use a notebook or an app to learn how you spend money.
- The 50:50 method means you save half of all the money you get.
- Plan your shopping trips so you don't waste your money and only buy the things you need.
- Use the internet to look for reviews and the best prices for things.
- Recycle your old stuff and earn money at the same time!

3 Discuss the questions.

- Do you use any of the tips in the article?
- Which is the easiest step?
- Which is the hardest?
- Do you sell old things you don't use? How?
- Can you think of another tip?

sixty

60

### Extension activity (stronger classes)

Put students into pairs and ask them to choose two steps in the article and write a short summary of each one, using just one or two sentences. Elicit or explain that a summary should contain just the most important points.

Ask pairs in turn to read their summaries to the class. Other students can listen and match each summary with the correct step. Discuss as a class which summaries were the best and why.

If not all the steps were covered, brainstorm a summary of the remaining steps as a class.

### ANSWERS

Students' own answers.

## be going to: affirmative and negative for plans and intentions

### 1 49 Read the conversation. Choose T (True) or F (False).

David invites Alex to go out on Friday.

T ☒ F ☐

David: I'm going to save some money next week.

Alex: But you never save anything!

David: No, it's true. I'm not going to waste one dollar.

Alex: OK. Let's see.

David: Hey, Amy's going to watch a movie with Jen on Friday night. After the movie, they're going to get some pizza. Let's go!

Alex: What about your plan?

David: Oh, movies and pizza aren't a waste of money!



### 4 Complete the sentences with the negative form of be going to.

buy her any books for her birthday  
miss the school concert on Thursday  
spend \$50 on a meal watch it on TV  
study computer science next year

- Luis and Gustavo have tickets to the soccer game tomorrow. They aren't going to watch it on TV.
- That restaurant is expensive. I 'm not going to spend \$50 on a meal.
- Alex hates coding. He isn't going to study computer science next year.
- Lisa doesn't like reading. We aren't going to buy her any books for her birthday.
- The school trip is now only for one day. So you aren't going to miss the school concert on Thursday.

### 5 Read the introduction. Then complete the sentences with the affirmative or negative form of be going to and the verbs.

borrow buy do waste

**TeenSurveys:** Summer is coming. Everyone has plans, but fun activities are often expensive! We asked students how they are going to save for the summer. Here are the best ideas.



- 1 I 'm going to borrow some games from a friend.



- 2 I 'm not going to waste any money on snacks.



- 3 We aren't going to buy any new clothes.



- 4 I 'm going to do a lot of chores at home.

### Your turn

### 6 Imagine you want to save money. Make sentences with the affirmative or negative form of be going to.

I'm not going to drink any soda for a month.

→ METRO EXPRESS p.113

Workbook p.W18

Online Homework

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2

- Ask students to read the chart and complete it with the correct forms.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.

### Usage

We use *be going to*, NOT *will*, for plans and intentions: *I'm going to watch a movie tonight*. NOT *I'll watch a movie tonight*.

3

- Read out the example sentence.
- Ask students to read the prompts and write the sentences with the affirmative form of *be going to*.
- Check answers with the class.

4

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct negative form of *be going to*.
- Check answers with the class.

5

- Ask students to read the introduction. Check that they understand everything.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.

### 6 Your turn

- Read through the task with the class and read out the example answer.
- Ask students to think of their own ideas and write sentences. With weaker classes, students could work in pairs for this.
- Ask students in turn to tell the class their ideas.
- Discuss as a class which are the best ideas for saving money.

### ANSWERS

Students' own answers.

### Further support

METRO EXPRESS p.113

Workbook p.W18

Online Homework Unit 5

## Grammar

### Aim

learn *be going to* for plans and intentions

### Warm-up

- Write the following gapped sentences on the board:
  - Next week, I \_\_\_\_ spend any money on clothes.
  - We \_\_\_\_ look at that next.
- Ask students if they can remember the missing words. They can look back at steps 1 and 2 of the article on page 60 to check.

- Add the correct words to the sentences. Ask students to translate the sentences into their own language.
- Explain to students that they are going to study *be going to* in this class.

### ANSWERS

- 1 'm not going to 2 're going to

### 1 49

- Focus on the picture and read out the sentence.
- Play the audio. Ask students to read and listen, and decide if the sentence is true or false.
- Check the answer with the class.



# Vocabulary

## Aim

use words about shopping

## Warm-up

- With books closed, tell students that on page 58, they learned eight money verbs. Elicit examples, e.g. *spend*.
- Put students into pairs and give them two minutes to remember the verbs.
- Bring ideas together on the board and check that students understand them.

## 1 50

- Put students into pairs to complete the conversations. They can use their dictionaries to help.
- Play the audio for students to listen and check their answers. Check that students understand all the words.

## 2 51

- Play the audio for students to listen and repeat the answers in exercise 1.

## 3

- Read the example matched sentence.
- Students match the sentence halves.
- Check answers with the class.

## 4 Your turn

- Allow students time to read the questions in exercise 3 again.
- Put students into pairs to ask and answer the questions. Ask some pairs to tell the class which answers were similar, and which were different.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.113

Workbook p.W6

Online Homework Unit 5

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to a conversation in a store

## 1 52

- Ask students to look at the pictures.
- Play the audio. Ask students to listen and choose the correct picture.
- Check answers with the class.

## Audioscript 52

**Liz** Hey, look, Sam! I like these T-shirts.

**Sam** Me too, Liz. I really like the colors.

**L** Look! This one is a bargain. It's on sale. It's only \$20. It was \$40!

**S** Wow! It's really cool. Are you going to buy it?

## Vocabulary

### Shopping: nouns

- 1 50 Complete the conversations with the words. Listen and check.

bargain change counter coupon price receipt sale

**A** These were \$150. Now they're \$30!  
Wow! That's a **bargain**.

**B** Look at the line at the **counter**!  
It's busy today because there's a **sale**.

**C** I found a **coupon** online for 10% off the **price** of a game.

**D** Here's your **change** - \$5. The **receipt** is in the bag.  
PAY HERE Thanks.

- 2 51 Listen and repeat.

### 3 Match the sentence halves.

- |                                    |  |
|------------------------------------|--|
| 1 Do you always check your change  | a do you look for a coupon?                  |
| 2 Before you buy something online, | b clothes stores have sales in your country? |
| 3 What is the price of             | c bargains when you go shopping?             |
| 4 What times of year do            | d a can of soda in your local store?         |
| 5 Do you always keep your receipts | e at the counter?                            |
| 6 Do you look for                  | f or do you throw them away?                 |

## Your turn

- 4 Answer the questions in exercise 3.

Do you always check your change at the counter?

Yes, always!

→ METRO EXPRESS p.113

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Workbook p.W6

Online Homework

63

Vocabulary

Listening

## Listening

### At the store

- 1 52 Listen to the first part of a conversation. Choose the correct picture.



- 2 52 Listen again. Complete the sentences with numbers.

- The T-shirt cost \$40, but now it is only \$ 20.
- Liz wants to borrow \$ 5.
- The coupon is for 25% off.
- Liz has \$ 15.

- 3 53 Listen to the second part of the conversation. Choose the correct summary.

- Liz buys the T-shirt because Sam lends her the money.
- Sam doesn't buy the T-shirt because he can't use the coupon.
- Liz buys the T-shirt because she uses the coupon.

- 4 53 Read the sentences while you listen again. Then complete the sentences.

- Liz takes the T-shirt to the counter.
- She shows the coupon on Sam's phone to the sales assistant.
- Liz can't use the coupon for clothes in the sale.
- Sam decides to lend Liz some money.
- Sam's brother can buy Sam's jacket because he's coming to the mall tomorrow.

**L** I want to, but I only have \$15. Can I borrow five dollars?

**S** I'm sorry ... I have to buy a new jacket. Wait! I have a coupon on my phone. Yes, here it is. You can have it. I'm not going to use it.

**L** It's 25% off! So, that means it's only \$15. I have exactly \$15!

## 2 52

- Ask students to read the sentences.
- Play the audio again and ask students to listen and complete the sentences with the correct numbers.
- Check answers with the class.

## 3 53

- Allow students time to read through the summaries.

- Play the audio. Ask students to listen and choose the correct summary.
- Check the answer with the class.

## Audioscript 53

**Assistant** Hello.

**Liz** Hi. Just this T-shirt, please ... And I have a coupon, too, on this phone.

**A** OK. Ah, I'm sorry, but you can't use this coupon for clothes in the sale.

**L** What?

**A** Yes, I'm sorry.

**L** Oh, I can't afford it, then.

**Sam** Wait! I can lend you the money.

**L** But what about the jacket?

**S** My brother is coming to the mall tomorrow. He can buy it for me.

**L** Are you sure?

**S** Yes, here.

**A** OK. That's \$20, please.

**L** Here you are. Thanks, Sam.

## be going to: questions

## 1 54 Read the conversation.

Complete the sentence with the correct name.

Ruby isn't going to buy anything at the mall.

Mom: Are you and Tom going to have lunch at home today?

Ruby: No, we aren't. We're going to meet some friends at the mall. Is that OK?

Mom: Sure. What are you going to buy?

Ruby: Me? Nothing. Tom wants that new computer game.

Mom: Is he going to buy it at the mall?

Ruby: Yes, he is. I know! It's cheaper online. But he wants it today!



## 2 Complete the chart. Use the conversation in exercise 1.

Questions	Answers
Am I going to see you this weekend?	Yes, you are. / No, you aren't.
Are you going to use that coupon?	Yes, I am. / No, I'm not.
Is he going to buy the game?	Yes, he <u>is</u> . / No, he isn't.
Are we going to have lunch at home today?	Yes, we are. / No, we <u>aren't</u> .
What are you going to buy?	I'm going to buy a game.

## 3 Order the words to make questions.

1 we / to / going / Are / a test next week? / have

Are we going to have a test next week?

2 your birthday money? / going / are / you / to / spend / How

How are you going to spend your birthday money?

3 in college? / going / is / study / sister / to / What / your

What is your sister going to study in college?

4 to / you / eat / all of that pizza? / going / Are

Are you going to eat all of that pizza?

## 4 Match the questions 1–4 in exercise 3 with the answers a–d.

- a I'd really like a new jacket. 2  
 b Yes, but it isn't going to be hard. 1  
 c Yes, I am. It's delicious. 4  
 d Fashion. She wants to be a designer. 3

## 5 Complete the questions and write short answers.

- 1 "Are you going to get (get) a ride to school tomorrow?"  
 "No, I'm not. I'm going to walk."  
 2 "Is your mom going to drive (drive) you home after school?"  
 "Yes, she is. Do you want a ride?"  
 3 "Are your parents going to buy (buy) you a new phone?"  
 "No, they aren't. I have to save for one!"  
 4 "Are you going to lend (lend) me the money?"  
 "Yes, I am. But first I need to find my wallet."  
 5 "Is Jamie going to play (play) tennis with us?"  
 "No, he isn't. He hurt his leg yesterday."

## 6 Write questions with the words in the chart.

Are	you	going to	be at school tomorrow?
Is	you and your friends	going to	study languages in college?
	your brother / sister	going to	take a bus this afternoon?
		going to	play volleyball this week?
		going to	ask your parents for money this weekend?

## Your turn

## 7 Ask and answer your questions in exercise 6.

Are you going to be at school tomorrow?

No, I'm not. It's Saturday tomorrow.

→ METRO EXPRESS p.113

- Check answers with the class. Then read through the chart with the class and make sure students understand everything.

## Usage

In questions with *be going to*, the correct form of *be* comes before the subject: *Are you going to buy it?* NOT *You are going to buy it?*

In short answers, we just use the correct form of *be*: *Yes, I am.* NOT *Yes, I'm going to.*

## 3

- Read out the example question.
- Ask students to order the words to make questions.
- Check answers with the class, referring back to the chart in exercise 2 as necessary.

## 4

- Read out the example question in exercise 3 again and point out the correct answer, *b*.
- Ask students to match the questions with the correct answers.
- Check answers with the class.

## 5

- Read out the example question and answer.
- Ask students to write the questions and short answers.
- Check answers with the class.

## 6

- Allow students time to read through the chart. Elicit a few possible questions.
- Ask students to write questions using the words in the chart.
- Ask a few students to read some of their questions to the class, to check for accuracy.

## ANSWERS

Students' own answers.

## 7 Your turn

- Put students into pairs to ask and answer their questions in exercise 6.
- Ask some students to tell the class something they learned about their partner.

## ANSWERS

Students' own answers.

## Further support

METRO EXPRESS p.113

Workbook p.W19

Online Homework Unit 5

On the Move Grammar

## 4 53

- Allow students time to read through the gapped sentences.
- Play the audio again. Students listen and complete the sentences.
- Check answers with the class.

## Further support

On the Move Vocabulary Listening

## Grammar

## Aim

learn *be going to* questions

## Warm-up

- With books closed, write on the board:  
*I'm going to buy a new phone.*  
*Jack is going to borrow some money.*

- Elicit the negative forms of the sentences and write them on the board.
- Ask: *Can you make the sentences into questions?* Elicit a few possible answers, but don't confirm them.
- Tell students they are going to learn to make questions with *be going to* in this class.

## 1 54

- Read out the gapped sentence. Then play the audio. Ask students to read and listen and complete the sentence.
- Check the answer with the class.

## 2

- Ask students to read through the chart and complete it with the correct words.



# Speaking

## Aim

talk about shopping in a clothes store

## Warm-up

- Focus on the picture and elicit that someone is asking for help in a clothes store. Point out the words *Fitting rooms* in the picture and ask: *Do you ever ask for help in a clothes store? What kinds of things do you ask?* Elicit a few answers from individual students.
- Explain to students that they are going to practice talking to a shop assistant in English.

## 1 55

- Allow students time to read through the gapped conversation.
- Play the audio. Ask students to listen and complete the conversation.
- Check answers with the class.
- Read through the information in the *Stop* box with the class. Ask students to find the phrases in the conversation, and make sure they understand them.

## 2

- Invite two confident students to read out the example dialogue.
- Put students into pairs to practice the conversation in exercise 1 using the information in the chart.
- They can swap roles and practice again.

## ANSWERS

Students' own answers.

## 3

- Demonstrate the conversation with a confident student. Invite them to ask for help, using their own ideas. Answer as the shop assistant and have a conversation with them.
- Put students into pairs to prepare their conversations. Monitor and help while they are working.
- Students can then practice their conversations in pairs.

## ANSWERS

Students' own answers.

## 4

- Invite pairs in turn to act out their conversation for the class. Encourage them to speak in a natural way. If they are playing the shop assistant, encourage them to sound friendly and helpful.

## S Speaking

### Shopping in a clothes store

#### 1 55 Listen and complete the conversation.



Lily: Excuse me, <sup>1</sup> do you have this sweatshirt in a medium?  
 Assistant: Yes. Here you are.  
 Lily: Thanks. <sup>2</sup> Can I try it on?  
 Assistant: Sure. The fitting room is over there. ... How does it fit?  
 Lily: It's too small. I'm going to <sup>3</sup> try a bigger size.

**Stop** Do you have this / these in a small / medium / large (size)?  
 Can I try it / them on?  
 It's / They're too small / big.

#### 2 In pairs, practice the conversation in exercise 1. Use this information and change the green words.

You want ...	Problem	Solution
 MEDIUM	too big	smaller size
 LARGE	too dark	different color

Do you have these shorts in a medium?

Yes. Here you are.

#### 3 Now write your own conversation in a clothes store. Use the conversation in exercise 1 and change the green words.

#### 4 Act out your conversation for the class.

sixty-four

64 Online Homework

## R Reading

#### 1 56 Read the text. Match the people 1–4 with their general opinions about shopping a–d.

- 1 Aidan a "I have better things to do than go shopping."  
 2 Eva b "I enjoy it, but I need to change my shopping habits!"  
 3 Jordan c "I go shopping regularly, but I don't spend a lot of money."  
 4 Rosa d "I prefer shopping on the Internet to stores."

#### 2 Read again. Write the names.

- 1 Eva doesn't have a job.  
 2 Rosa likes going to sales.  
 3 Aidan doesn't like going to stores.  
 4 Rosa sometimes makes bad decisions in stores.  
 5 Jordan is going to borrow some money to buy something expensive.  
 6 Aidan does research online before buying things.  
 7 Eva is saving for an event at the moment.  
 8 Jordan only goes shopping when it's necessary.

#### 3 Read the tip.

**Tip** Good readers can understand who or what pronouns refer to in a text. We often use pronouns when we do not want to repeat a word or phrase. I love reading reviews of things before I buy them.

Find the green words in the text. What do they refer to?

- 1 it a reading reviews 3 mine a Jordan's friend  
 b computer stuff b Jordan's phone  
 c pizza c Jordan's life  
 2 some a concert tickets 4 them a clothes  
 b money b sales  
 c small things c receipts

#### 4 Discuss the questions.

- 1 Do you like going to malls or shopping online?  
 2 What do you waste money on?

## Practice activity (all classes)

Ask students to think of something else they want to buy. Ask them to prepare some information like the information in the chart in exercise 2, with a picture of what they want to buy, the problem, and the solution.

Ask students to close their books and have conversations using just their information as a prompt. Monitor and help while they are working. They can swap roles and practice again.

Ask students how easy or difficult they found this. Point out to students that improving at speaking is all about practice.

## ANSWERS

Students' own answers.

## Further support

Online Homework Unit 5

# SHOPPING

WE ALL DO IT. MOST OF US LOVE IT. WHAT ABOUT YOU?



AIDAN, Australia

I don't like going to the mall because the stores are always really crowded. I buy almost everything online – from computer stuff to pizza. I love reading reviews of things before I buy them. It's addictive! I borrow my parents' credit card to pay for things and then I give them the money.



EVA, Russia

I go to the mall every weekend, but not because I love shopping. I usually meet friends there. I always think "I'm not going to buy anything," but I often buy some small things. I save a bit of money every week, too. Right now, it's for some concert tickets. I don't earn any money, but I get *some* from my parents every week.



JORDAN, the U.S.

I only go shopping when I have to – when I need to buy clothes or presents. Shopping is OK, but I have more interesting hobbies. Right now, I'm saving for a phone like my friend's. *Mine* is getting slow. My parents are going to lend me some money, too. I'm going to buy it online.



ROSA, Mexico

Shopping is fun and I feel excited when I buy something. I love bargains, so I have to be really careful in sales. I sometimes waste a lot of money on clothes. I take *them* home and I think "Am I really going to wear that top?" I should keep the receipts and return stuff, but I don't.



- Allow students time to compare their answers in pairs.
- Check answers with the class, referring to parts of the text to confirm the answers.

3

- Read out the tip with the class. Point out that it is important to understand who or what pronouns refer to, as this might affect the meaning of the text.
- Ask students to find the first green word in the text and point out the example answer.
- Ask students to find the remaining green words and decide what they refer to.
- Allow students time to compare their answers in pairs.
- Check answers with the class.

4

- Put students into pairs to discuss the questions.
- Ask some students to tell the class something they learned about their partner.

## ANSWERS

Students' own answers.

### Practice activity (all classes)

Ask: Which person in the text is most like you? Why? Elicit a few ideas from individual students.

Ask students to write a short text about their attitude to shopping, like the ones on page 65. Monitor and help while they are working.

Put students into small groups to compare their texts.

Ask each group to tell the class who in their group is the most keen on shopping, and who isn't interested.

## ANSWERS

Students' own answers.

### Further support

Writing p.105

Workbook p.W30

Online Homework Unit 5

## Reading

### Aims

read a text about different attitudes to shopping, and practice understanding who or what pronouns refer to in a text

### Warm-up

- Ask: Is there a big shopping mall in your town/city? How often do you go there? Do you sometimes meet your friends there? Is it a good place to hang out with friends? Why? Do you think big shopping malls are a good idea, or do you prefer smaller stores? Why?

- Elicit a range of different answers and encourage as many students as possible to join in and talk about their experiences and their opinions.

1 56

- Allow students time to read through the opinions. Check that they understand everything.
- Play the audio and ask students to read and listen and match the people with the opinions.
- Check answers with the class.

2

- Ask students to read the text again and complete the sentences with the correct names. Point out that each name is used twice.



## Watch

### Before you watch

#### About the video

The video shows Piper interviewing the course characters about their shopping habits.

1

- Focus on the pictures and elicit what they show (a big shopping mall and a market stall).
- Ask the class which type of shopping they prefer, and why. Elicit a range of answers from individual students.

#### ANSWERS

Students' own answers.

### 2 Video

- Ask students to order the words to make questions.
- Play the video for students to watch and check their answers.
- Check answers with the class.

Videoscript  see TG p.127

### While you watch

#### 3 Video

- Allow students time to read through the chart. Point out to students that the people answer in a different order each time, so they will need to watch carefully.
- Play the video for students to watch and complete the chart.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

#### 4 Video

- Allow students time to read through the gapped sentences.
- Play the video and ask students to watch and complete the sentences with the correct words.
- Check answers with the class.

### After you watch

5

- Put students into groups to interview each other about their shopping habits and note down the answers. You could brainstorm some additional questions with the class. Students could make a chart like the one in exercise 3 to help them keep a record of the answers.

## W Watch

### Shopping habits



#### Before you watch

1 Which type of shopping do you prefer? Why?



2 Order the words to make questions. Then watch the video and check your answers.

- clothes / Do / for / you / shopping / like / ?  
Do you like shopping for clothes?
- you / do / go / usually / Where / shopping / ?  
Where do you usually go shopping?
- to / mall / the / about / going / thing / What's / worst / the / ?  
What's the worst thing about going to the mall?
- best / about / What's / thing / the / the / mall / to / going / ?  
What's the best thing about going to the mall?
- look / do / bargains / you / for / go / when / shopping / you / ?  
Do you look for bargains when you go shopping?
- on / money / your / of / you / most / What / spend / do / ?  
What do you spend most of your money on?

#### While you watch

3 Watch the video and complete the chart.

Who ...	Rob	Tripp	Amy	Vicky
1 likes shopping for clothes?			✓	
2 doesn't go to the mall?				✓
3 thinks shopping for clothes is the worst thing about the mall?	✓			
4 doesn't look for bargains?				✓
5 spends most of their money on clothes?			✓	
6 spends money on camping equipment?		✓		
7 does chores for money?		✓		
8 reads reviews for games?	✓			

4 Watch again. Complete the sentences.

- Rob loves looking at cameras.
- Amy says it is fun to hang out at the mall.
- Tripp says the mall is too crowded.
- Vicky hates shopping.
- Rob loves finding bargains on the Internet.
- Vicky spends money going to the movies and on meals.
- Amy lends money to Vicky.
- Tripp is very careful when he spends money.

#### After you watch

5 Interview your friends. Use the questions in exercise 2 or your own ideas.

6 Make a poster about your friends' shopping habits.

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Online Homework



Challenge

6

- Discuss as a class the best way to present the information in exercise 5 in a poster, e.g. with charts or short texts. Discuss what pictures they could use, e.g. pictures of each person in their group, or pictures of places to go shopping.
- Students then make their posters. They could prepare them on the computer or on paper and add pictures.
- Pin the posters around the classroom and allow students to walk around and look at them all.
- Ask some students which posters are their favorites and why.

#### Further support

Online Homework Unit 5

On the Move Challenge

## In this unit ...

- talk about adventure sports
- talk about experiences and feelings
- give and react to news
- summarize a text about teenagers and risk
- understand a video about adventure sports

# 6

## I dare you!



Video Watch the warm-up video.

Hey, Ollie! I'm going rafting with Adrian. Do you want to come?

Sure! What time?

- Who does the bungee jump?
- Would you like to do any of the activities that they talk about? Why? / Why not?

## Warm-up video

### Video

- Read out the title of the unit, *I dare you!*, and explain the meaning (= I challenge you to do something difficult or dangerous).
- Focus on the picture and ask: *Where are Ollie and Jack?* (at summer camp). Ask: *What activities can you do at summer camp?* Elicit a few ideas, e.g. swimming, soccer.
- Read out the speech bubbles. Then read out the questions. Explain *bungee jump*, if necessary. Ask students to guess who does the bungee jump.
- Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Then discuss with students which of the activities they would like to do.

### ANSWERS

- Neither of them does the bungee jump.
- Students' own answers.

### Videoscript

Ollie Hey, Jack.

Jack Hey! We're going to go surfing later. Do you want to come?

O Surfing? Sure, I love surfing! Oh no! I can't. I didn't bring my surfboard! My dad's bringing it tomorrow.

J Oh man, that's too bad.

O Yeah. Let's go another time!

...

J Hey, Ollie! I'm going rafting with Adrian. Do you want to come?

O Sure! What time?

J Now.

O Now? Aw, I can't go now. I have to meet my cousin in 20 minutes. Let's go another time!

...

J Hey! Are you busy right now?

O Busy? I guess not. Why?

J The bungee jump place opens in a few minutes. Let's go!

O You want to go bungee jumping?

J Yeah! Come on! ... There's the bridge!

O Wow!

J That's a long bungee jump. I dare you to go first!

O Me? No way! You go first!

J I dared you to go first. Go on, Ollie!

O OK, OK.

J Wait – you know what? Let's go another time!

### Further support

On the Move Video

## 6 I dare you!

### Grammar

Past progressive: affirmative and negative

Past progressive: questions

### Vocabulary

Adventure sports

Adjectives of feeling

### Skills

**Reading:** They call her the Bird Woman; Teenagers and risk

**Listening:** Talking about sports; Cliff diving

**Speaking:** Reacting to news

### Reading skill

Summarizing a text about teenagers and risk

### Values and cross-curricular topics

Sports

Hobbies and free time

Personal development

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.
- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.



# Vocabulary

## Aim

talk about adventure sports

## Optional warm-up

- Read out the heading, *Adventure sports*, and elicit the meaning. Ask: *What adventure sports did Jack and Ollie talk about? What other adventure sports do you know?* Elicit some ideas. Students can answer in their own language, if necessary, and you can translate. Ask: *Are you interested in adventure sports? Why? / Why not?*

### 1 57

- Read out the three options and use the picture to teach the meaning of *go caving*.
- Read out the question. Then play the audio. Ask students to read and listen to the conversation.
- Elicit the answer to the question.

### 2 58

- Read out the title, *Adrenalin addict*, and explain the meaning.
- Focus on the first picture and point out the example answer.
- Put students into pairs to look at the pictures and label them. They can use their dictionaries to help.
- Play the audio for students to check their answers.
- Play the audio again, pausing after each phrase for students to repeat.
- Point out that we use the verb *go* with activities that end in *-ing*, e.g. *go caving*, and we use the verb *do* with activities that don't end in *-ing*, e.g. *do parkour*.
- Use the pictures to teach *helmet* and *parachute*.

### 3

- Ask students to read the sentences and complete them with the correct adventure sports.
- Check answers with the class.

### 4 Your turn

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions and make notes on their answers.

## ANSWERS

Students' own answers.

### 5

- Read out each question in exercise 4 in turn and ask individual students to tell the class what they and their partner thought about this question.

## Vocabulary

### Adventure sports

1 57 Read the conversation. What do you think Jack is going to do on vacation?

Naomi: What are you going to do on vacation?

Jack: In Florida? My mom wants to go caving. My dad wants us to try surfing. And my sister just wants to go to the beach and sunbathe.

Naomi: You love the ocean, right?

Jack: Yeah. I know what I'm going to do.

a go caving

b go surfing

c go to the beach



2 58 Look at the website and label the pictures. Listen, check, and repeat.

do a bungee jump do parkour go caving go mountain biking  
go rafting go scuba diving go skiing go skydiving go snowboarding

## ADRENALIN ADDICT

Home | Activities | Contact | About



go rafting



do parkour



go mountain biking



go scuba diving



go skiing



do a bungee jump

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- Ask other students if they agree, and encourage as many students as possible to join in and express their opinions.

## Further support

METRO EXPRESS p.114

Workbook p.W7

Online Homework Unit 6

## Practice activity (all classes)

Say: *I feel amazing! I'm flying through the air! I hope this rope is strong enough!* Ask: *What am I doing?* (bungee jumping)

Put students into pairs and ask them to write three more clues for the different activities in exercise 2. Put pairs together into groups of four to read their clues to each other and guess the sports. They could do this with books closed, to make it more challenging.

## 3 Complete the sentences with adventure sports.

- 1 You need special equipment when you go caving like a helmet with a flashlight.
- 2 I did a bungee jump on vacation. It was 45 meters, from a bridge down to a river. It was very exciting, but I didn't do it again!
- 3 We go scuba diving every summer. It's amazing to see all the sea life. One time, we saw a shark!
- 4 When I do parkour, I wear sneakers and sweatpants. We run and jump on things downtown. I love it!
- 5 I like riding bikes in the park and by the river, but I don't want to go mountain biking. It looks too hard!
- 6 We're going skydiving next weekend. I know we have two parachutes – but I'm still scared!

## Your turn

## 4 Discuss the questions and make notes.

- 1 Which of the adventure sports would you like to try?
- 2 Which sports do you think would be the hardest? Why?
- 3 Which sports do you think are the most dangerous? Why?
- 4 What clothing and equipment do you need to do the adventure sports?

## 5 Compare your answers in exercise 4 with the class.

→ METRO EXPRESS p.114

## L Listening

## Talking about sports

## 1 Read the tip.

**Tip** Good listeners use other sounds in a recording to help them identify the context.

## 59 Listen and match the types of text a–d with the audio 1–4.

- |                   |                      |
|-------------------|----------------------|
| 1 mountain biking | a reality TV show    |
| 2 parkour         | b commercial         |
| 3 skydiving       | c sports news        |
| 4 bungee jumping  | d phone conversation |

## 2 59 Listen again and check.

## 3 59 Listen again and choose the correct words.

- 1 Andy MacClean is in Whistler, Canada / France.
- 2 It is summer / winter in Whistler at the moment.
- 3 Grace wants to meet / chat with Jayden.
- 4 Jayden / Grace ends the conversation.
- 5 The commercial mentions skydiving from 321 / 4,000 meters.
- 6 The woman / man does the skydive.
- 7 Before she jumps, the bungee jumper is anxious / rude.
- 8 After she jumps, the bungee jumper is cheerful / miserable.

sixty-nine

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## Audioscript 59

1 Hi, this is Andy MacClean for VBC at Ten, and I'm at the start of the world downhill mountain biking championships. Listeners can probably hear the bikes ... Last year, we were in the French Alps, and this year we're in Whistler, in Canada. In the winter, Whistler is a ski center, but now, it's summer and there's no snow. The mountains around here are perfect for fast downhill riding.

2 Jayden Grace? What do you want?

Grace Don't be rude, Jayden! I just want to chat.

J I can't, Grace.

G Why not?

J I'm with some friends. We're doing parkour right now.

G So? Take a break!

J I'm busy ...

G You know what, Jayden? Forget it. Let's talk another time.

J Aw, Grace! I'm sorry! Grace? Grace? Hmm.

3 A Do you want adventure? Do you want to feel the adrenaline in your body? Do you want to fly like a bird at 200 kilometers an hour? Then, you want to go skydiving! There's nothing better than jumping out of a plane at 4,000 meters!

B OK. Are you ready?

C Sure.

B OK. Three – two – one – JUMP!

C Wow!

4 A I'm on the bridge now. I'm ready ... to do my bungee jump. ... Whoa!

B Don't look down! You're going to be fine. Stand here, please.

A Here?

B Right here. When you hear the whistle, you jump.

A The whistle?

B Yeah. ... Jump!

A Jump? I ... aaargh!!! I ... I ... I did it!

## 2 59

- Allow students time to compare and discuss their answers in pairs. Then play the audio again for students to listen and check their answers.
- Check answers with the class and discuss which sounds helped students to choose the correct answers.

## 3 59

- Allow students time to read through the sentences.
- Play the audio and ask students to listen and choose the correct words to complete the sentences.
- Check answers with the class.

## Listening

## Aim

listen to people talking about sports

## Warm-up

- Ask: *Why do you think some people enjoy adventure sports? How do you think they feel when they are doing them?* Discuss the questions with the class. Then ask: *Do you enjoy watching these kinds of sports on TV? How do you feel when you watch them?* Elicit answers from individual students.
- Tell students they are going to listen to four different kinds of recordings about adventure sports.

## 1 59

- Read out the tip with the class. Point out to students that identifying the context of a recording can help them understand the meaning.
- Ask students to read the four types of text. Check they understand them.
- Read out each text type in turn and ask: *What sounds might you hear in this type of recording?* Elicit the different sounds they might hear, e.g. people doing activities in a reality TV show, music in a commercial, the sound of a phone in a phone conversation, etc.
- Play the audio. Ask students to listen and match the types of text with the recordings.



## Reading

### Aim

read and understand an article about a woman who flies with a wingsuit

### Warm-up

- Ask students to close their eyes and imagine they are in a small plane. Ask them to imagine putting on a parachute and a helmet, and moving to the door of the plane. Tell them they can feel the wind outside the open door, and they can see the ground far below them. Ask: *Would you jump?*
- Elicit answers from individual students and encourage students to explain their reasons.
- Tell students they are going to read an article about someone who definitely would jump.

### 1 60

- Ask students to look at the pictures and read the headline. Ask students to explain the headline.
- Play the audio and ask students to read and listen to check their answers.
- Check the answer with the class.

### ANSWER

They call her the Bird Woman because she flies with a wingsuit.

### 2

- Ask students to read the main paragraph again and choose the correct answers to complete the sentences.
- Check answers with the class, referring back to the text to explain the answers.

### 3

- Check that students understand *base jumping* (= jumping off mountains or high buildings with a parachute).
- Ask students to read the "About" paragraph again and order the events in Géraldine Fasnacht's life.
- Check answers with the class.

### Practice activity (all classes)

With books closed, write the following sentences on the board:

- By 1:30 a.m., she was \_\_\_ the mountain.
- After eight hours, they \_\_\_ the top.
- They \_\_\_ the wingsuits.
- After two minutes, they \_\_\_ their parachutes and landed.

Point out that all the missing words are verbs. Put students into pairs and ask them to guess the missing verbs. Then check their answers in the article.

## R Reading

- 1 60 Look at the pictures and explain the headline: "They call her the Bird Woman." Read the article and check.

They call her the

## BIRD WOMAN



It was summer, and Géraldine Fasnacht was camping near the Matterhorn in the Swiss-Italian Alps. She had an exciting plan, and one morning she got up very early. By 1:30 a.m., she was climbing the mountain with her team. It wasn't snowing, but the climb was hard because of the snow on the ground. After eight hours, they reached the top of the Matterhorn, at 4,478 meters. The sun was shining and there was no wind: it was a perfect morning for a flight. She and a friend took off their backpacks and took out their wingsuits. They put on the wingsuits, walked to the edge, and jumped off the mountain. Then they were flying. With their arms inside their wingsuits, they flew around the mountain like birds. After two minutes, they opened their parachutes and landed. What was it like? "Pure magic," said Géraldine. "The most beautiful flight of our lives."



### About Géraldine Fasnacht

Géraldine grew up in the Swiss Alps. She was just 2 when she learned to ski. At the age of 10, she discovered "off-piste" snowboarding. She loved exploring new places. At 21, Géraldine Fasnacht was one of the world's best women snowboarders. But her dream was to do a base jump: climb a mountain and then jump off it. She went skydiving over 300 times before she felt confident enough to do base jumping. Then, after doing thousands of base jumps, she was ready to fly with a wingsuit – and the Bird Woman was born.

### 2 Read the main paragraph again and choose the correct answers.

- The Matterhorn is ...  
a a parachute. **b** a mountain. c a wingsuit.
- Géraldine Fasnacht climbed the mountain ...  
a with a friend. b without anyone else. **c** with a few other people.
- It was a good day for flying because ...  
a of the altitude (4,478 meters).  
b there were birds on the mountain.  
**c** of the weather.
- Géraldine Fasnacht ...  
**a** carried her wingsuit up the mountain.  
b flew up the mountain with her wingsuit.  
c was wearing her wingsuit at 1:30 a.m.

### 3 Order the events in Géraldine Fasnacht's life. Read the "About" paragraph and check.

- 4** did base jumping
- 1** went skiing
- 2** went snowboarding
- 5** flew with a wingsuit
- 3** went skydiving

seventy

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Check answers, and point out to students that they should try to learn verbs and nouns that go together. Students could work in their pairs and practice retelling the story of Géraldine's jump, using the sentences as prompts, and adding more details from memory.

### ANSWERS

- 1 climbing 2 reached 3 put on  
4 opened

**Past progressive: affirmative and negative**

**1** **61** Read and complete the blog post. Then listen and check.

**anxious** **awesome** **confident**

**MY FIRST BUNGEE JUMP**



I climbed 873 steps, and by 10:00, I was standing on top of the bridge. Three other people were waiting to jump. I was <sup>1</sup> **anxious**, but the others were cheerful, and soon I felt <sup>2</sup> **confident**. They did their jumps, and then it was my turn. The guy counted "three – two – one!", and I jumped. It was a hot day and I wasn't wearing a jacket. The warm air on my arms and face felt like a hairdryer! The jump only lasted for five or six seconds. Afterwards, I felt <sup>3</sup> **awesome**.

**4** Look at the picture. Write an affirmative and a negative sentence about each person. Use the past progressive.



- Emma: kick a ball / bike  
Emma wasn't kicking a ball. She was biking.
- Michael: have a cookout / cook at home  
Michael was having a cookout. He wasn't cooking at home.
- Sophia: drive / do karate  
Sophia wasn't driving. She was doing karate.
- Alec and Gavin: play basketball / do parkour  
Alec and Gavin weren't playing basketball. They were doing parkour.
- Chloe and Natalie: swim / jog  
Chloe and Natalie weren't swimming. They were jogging.
- Dylan: catch a ball / throw a ball  
Dylan was catching a ball. He wasn't throwing a ball.

**Your turn**

**5** Think of a favorite moment. Make notes. Describe it to your partner using the past progressive.

I was sitting in the park with my friends. My favorite band was playing on a stage. We weren't talking. We were listening to the music.

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Online Homework

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**2**

- Ask students to read the chart and complete it with the correct verb forms.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.

**Usage**

We use the past progressive for an action in the past that is in progress, NOT completed.

Write on the board:

*I climbed 873 steps.*

*I was climbing the steps.*

Elicit the difference in meaning between the two sentences.

(*I climbed* = a completed action; *I was climbing* = an action in progress).

**3**

- Read out the example sentence.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.

**4**

- Read out the example sentence and point out the negative and affirmative verbs.
- Ask students to write the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

**5 Your turn**

- Read out the example description and point out the verbs in the past progressive.
- Ask students to think of their own favorite moment and prepare a description of it, using the past progressive.
- Put students into pairs to describe their favorite moments to each other.
- Ask some students to tell the class about their favorite moment.

**ANSWERS**

Students' own answers.

**Further support**

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Online Homework Unit 6

**Grammar**

**Aim**

learn the past progressive affirmative and negative

**Warm-up**

- Write the following verbs and gapped sentences on the board:
  - Géraldine        near the Matterhorn. (camp)
  - By 1:30 a.m., she        the mountain. (climb)
  - It       . (not snow)
- Ask students if they can remember the missing verb forms. They can look back at the main paragraph of the article on page 70 to check.

- Add the correct verb forms to the sentences. Ask students to translate the sentences into their own language.
- Explain to students that the verbs are in the past progressive form.

**ANSWERS**

- was camping
- was climbing
- wasn't snowing

**1** **61**

- Read out the three adjectives in the box and elicit or explain the meanings.
- Ask students to read the blog post and complete it with the correct adjectives.
- Play the audio. Ask students to read and listen, and check their answers.
- Check answers with the class.



# Vocabulary

## Aim

talk about experiences and feelings

## Warm-up

- Say: *You are caving with friends. It's dark, and very quiet, but you can see because you have a light on your helmet. How do you feel?* Elicit ideas, e.g. *excited, scared*.
- Tell students they are going to learn more adjectives to describe feelings.

## 1 62

- Put students into pairs to complete the sentences with the correct adjectives. They can use their dictionaries to help.
- Play the audio for students to listen and check their answers. Check that students understand all the adjectives.

## 2

- Read out the example sentence.
- Ask students to match the remaining sentence halves and add prepositions.
- Check answers with the class.

## 3 Your turn

- Ask students to complete the questions.
- Check answers. Then put students into pairs to ask and answer the questions.
- Ask some pairs to tell the class what they learned about their partner.

## Further support

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Workbook p.W7

Online Homework Unit 6

Pronunciation Classroom Presentation Tool

# Listening

## Aim

listen to an interview with a cliff diver

## 1 63

- Read out the tip to the class. Then read out questions a–c.
- Ask students to read the sentences in exercise 2 and answer the questions.
- Play the audio. Ask students to listen and check their answers.
- Check answers with the class.

## ANSWERS

Students' own answers.

## Audioscript 63

**Steve** Welcome back, folks! This is Steve Williams for the AdventureTV Channel in Boca Raton, Florida. It was raining this morning, but that was OK, because the men's cliff diving was awesome! This afternoon, it's hot and sunny, and it's the women's turn. I'm with the Jamaican cliff diving star, Destiny Walker!

V
Vocabulary

### Adjectives of feeling

**1 62** Look at the pictures and complete the sentences with the correct adjectives. Listen and check.





afraid of disappointed with mad at  
pleased with proud of surprised at  
upset about worried about

My sister is **1 afraid** of flying. She was really **2 worried** about the 6-hour flight to the Caribbean.

I am very **3 proud** of my little brother. He did a bungee jump off this bridge! I was **4 surprised** at Colin. He is so confident now.

I was **5 disappointed with** my first scuba dive. The water wasn't clear, and we could only see five meters underwater. But I'm very **6 pleased with** my new scuba mask and flippers!

Mom was **7 mad** at Dad because he lost his wedding ring in the ocean. He was really **8 upset** about it, too.

**2** Match the sentences halves and write the prepositions.

about at of with

<p>1 My sister isn't afraid <b>c</b></p> <p>2 He was disappointed <b>f</b></p> <p>3 They weren't worried <b>d</b></p> <p>a <b>at</b> the result. You always win!</p> <p>b <b>with</b> my new bike. It's awesome!</p> <p>c <b>of</b> spiders. She loves them!</p> <p>d <b>about</b> the flight. They love flying.</p> <p>e <b>of</b> our team. We won all our games!</p> <p>f <b>with</b> the skydive. It was too cloudy.</p> <p>g <b>about</b> my exam results. I didn't pass science.</p> <p>h <b>at</b> my brother. He was using my phone.</p>	<p>4 We weren't surprised <b>a</b></p> <p>5 I am proud <b>e</b></p> <p>6 I'm really pleased <b>b</b></p> <p>7 I was upset <b>g</b></p> <p>8 I was mad <b>h</b></p>
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Online Homework

Vocabulary
Listening

## Your turn

**3** Complete the questions. Then ask and answer.

- What are you **p.leased** **w.ith** at the moment? Why?
- Who are you **p.roud** **o.f**? Why?
- Are you **f.raid** **o.f** any animals?
- What do you get **u.pset** **a.bout**?
- When do you get **m.ad** **a.t** people?

→ METRO EXPRESS p.114

## L Listening

### Cliff diving

**1** Read the tip.

**Tip** **Good listeners** read the questions before they listen, and think about who the speakers could be.

**1 63** Look at Listening exercise 2 and answer questions a–c below. Listen and check.

- How many speakers do you think you are going to hear?
- Where do you think they are?
- What can we guess about the speakers?

**2 63** Listen again. Choose T (True) or F (False).

- Steve Williams works for a TV channel. ☒ T ☐ F
- Steve was watching the men's diving that morning. ☒ T ☐ F
- It is raining in Florida right now. ☐ T ☒ F
- Destiny Walker is Canadian. ☐ T ☒ F
- Destiny was worried about hurting herself. ☐ T ☒ F
- Destiny's dive was 29 meters. ☐ T ☒ F
- She was pleased with her dive. ☒ T ☐ F
- She is going to dive again. ☐ T ☒ F

**3 63** Complete the sentences. Listen again and check.

**bad big divers head ocean pleased way**

- That's too **bad**.
- It is a long **way** down to the **ocean**.
- Cliff **divers** don't enter the water **head**-first.
- That's a **big** dive!
- I was **pleased** with it.

**Destiny** Hi, Steve!

**S** So, Destiny, were you watching the men this morning?

**D** No, I wasn't here.

**S** That's too bad! I was watching it and – wow – Josh Logan from Canada was amazing. So, you're going to dive 28 meters today, right?

**D** That's right, Steve.

**S** Destiny, it is a LONG way down to the ocean! I mean, you aren't worried about hurting yourself, are you?

**D** Worried? No. I train. I know what I'm doing. And cliff divers don't enter the water head-first because that would hurt. In cliff diving, we enter the water feet first. It's safer.

**S** Thank you, Destiny ...

Hey, Destiny, congratulations – you did it!

**D** Thank you!

**S** How was it?

**D** I was diving from 28 meters. That's a big dive for me, so I was pleased with it!

**S** And are you going to dive again? Maybe 29 or 30 meters?

**D** Not today!

## 2 63

- Play the audio again. Students decide if the sentences are true or false.
- Check answers with the class.

## 3 63

- Ask students to complete the sentences with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers, and check that students understand all the sentences.

## Further support

On the Move Vocabulary Listening

**Past progressive: questions**

**1** **64** Read the conversation and choose the correct answer.

Mel and Tim are proud of their climb.  
 a disappointed with **b proud of**  
 c worried about

**Luis:** What were you doing last Sunday? Were you seeing your relatives again?

**Faith:** No, I wasn't. I was with Mel and Tim at the climbing club.

**Luis:** Were they talking about their climb in the Sierra Nevada?

**Faith:** Yes, they were. They were very pleased with it. How did you guess?

**Luis:** They always talk about it!

**2** Complete the charts.

Yes/No questions		
Was	I	climbing well?
<sup>1</sup> <u>Were</u>	you	<sup>2</sup> <u>seeing</u> your relatives?
Was	he / she / it	running in the park?
<sup>3</sup> <u>Were</u>	we / you / they	<sup>4</sup> <u>talking</u> about the climb?
Short answers		
Yes, I / he / she / it was.		No, I / he / she / it <sup>5</sup> <u>wasn't</u> .
Yes, you / we / they <sup>6</sup> <u>were</u> .		No, you / we / they weren't.
Information questions		
<sup>7</sup> <u>What</u> were you doing last Sunday?		

**3** Complete the questions and write the short answers.

- 1 Was** I **talking** (talk) in my sleep?  
Yes, you **were**. (yes / you)
- 2 Were** they **having** (have) a cookout?  
No, they **weren't**. (no / they)
- 3 Was** your mom **driving** (drive)?  
Yes, she **was**. (yes / she)
- 4 Were** you **doing** (do) the skydive with friends?  
No, we **weren't**. (no / we)
- 5 Was** it **raining** (rain) after school today?  
No, it **wasn't**. (no / it)

**4** Write information questions.

- 1 What were you doing at 8:30 p.m. last night?**  
(what / you / do / at 8:30 p.m. last night?)
- 2 Where were you going at five o'clock yesterday?**  
(where / you / go / at five o'clock yesterday?)
- 3 What were you wearing yesterday?**  
(what / you / wear / yesterday?)
- 4 Who were you hanging out with last Saturday?**  
(who / you / hang out / with last Saturday?)
- 5 What were you watching on TV last night?**  
(what / you / watch / on TV last night?)

**5** Ask and answer the questions in exercise 4.

**6** Look at the picture. Read the answers and write questions.



- 1 Who was sitting on the bus?**  
Alexis and Blake were sitting on the bus.
- 2 Was Chase sitting on the bus?**  
No, Chase wasn't sitting on the bus.
- 3 Were Delilah and Eli skiing?**  
No, they weren't skiing. Delilah and Eli were walking by the bus.
- 4 What was Eli reading?**  
Eli was reading a leaflet.
- 5 Was Chase talking on the phone?**  
Yes, Chase was talking on the phone.
- 6 Were Eli and Chase wearing scarves and hats?**  
Yes, they were. Eli and Chase were wearing scarves and hats.
- 7 What was Delilah wearing?**  
Delilah was wearing gloves and a jacket.

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**Usage**

In questions in the past progressive, the correct form of *be* comes before the subject: *Were you running?* NOT *You were running?*

In short answers, we just use the correct form of *be*: *Yes, I was.* NOT *Yes, I was running.*

**3**

- Read out the example question and short answer.
- Ask students to complete the questions and write the short answers with the correct verb forms.
- Check answers with the class, referring back to the charts in exercise 2 as necessary.

**4**

- Read out the example question and point out the word order.
- Ask students to write the remaining questions.
- Check answers with the class.

**5**

- Put students into pairs to ask and answer the questions in exercise 4.
- Ask some students to tell the class something they learned about their partner.

**ANSWERS**

Students' own answers.

**6**

- Read out the example questions and point out how they match the answers and the picture.
- Ask students to look at the picture and write the remaining questions.
- Allow students time to compare their questions in pairs, and then check answers with the class.

**Further support**

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Online Homework Unit 6

On the Move Grammar

**Grammar**

**Aim**

learn questions in the past progressive

**Warm-up**

- With books closed, write on the board:  
*You were watching the diving.*  
*She was feeling proud.*
- Elicit that the verbs are in the past progressive.
- Elicit the negative forms of the sentences and write them on the board.
- Ask: *Can you make the sentences into questions?* Elicit a few possible answers, but don't confirm them.
- Tell students they are going to learn to make questions in the past progressive.

**1** **64**

- Read out the gapped sentence. Then play the audio. Ask students to read and listen to the conversation. Then choose the correct answer.
- Check the answer with the class.

**2**

- Ask students to read through the charts and complete them with the correct words.
- Check answers with the class. Then read through the charts with the class and make sure students understand everything.



# Speaking

## Aim

give and react to people's news

## Warm-up

- Focus on the picture and explain that Jo is telling Ben her news. Ask: *Do you think it's good news or bad news? Why?*
- Ask: *What kinds of good news and bad news do you tell your friends?* Elicit some examples, e.g. *you passed your exams, you got onto a sports team, you hurt your arm.*
- Explain to students that they are going to practice telling someone their news and reacting to someone else's news.

## 1 65

- Read out the question. Then play the audio. Ask students to listen and read, and choose the correct answer.
- Check the answers with the class.
- Read through the information in the Stop box with the class. Ask students to find the phrases in the conversation, and make sure they understand them.
- Explain the meaning of *sympathy* (= a feeling of caring about someone who is suffering) and elicit that it is a false friend.

## 2 66

- Ask students to read the gapped conversation and complete it with the correct words.
- Play the audio for students to listen and check.
- Check answers with the class.

## Support activity (weaker classes)

Before students move on to the next exercises, play the audio from exercises 1 and 2 again. Pause after some of the lines or phrases for students to repeat. Encourage them to copy the pronunciation and intonation on the audio, to sound pleased and enthusiastic in conversation 1, and disappointed in conversation 2. They can then practice the conversations in pairs.

## 3

- Demonstrate the activity with a confident student. Read out the example news and invite the student to read out the example response, sounding sympathetic.
- Put students into pairs. They take turns to read out the news and respond with one of the useful phrases. Encourage them to use intonation to sound pleased or sympathetic.

## Speaking

### Reacting to news

#### 1 65 Listen and read. How does Jo feel?

- a disappointed b mad c pleased

Jo: Guess what? I won the swimming competition!

Ben: Seriously? That's great news.

Jo: Thanks. I got my fastest time ever.

Ben: Congratulations. You worked hard.



Stop	Giving news	Surprise	Sympathy
	Guess what?	Seriously?	That's too bad.
		Are you kidding?	Sorry to hear that.

#### 2 66 Complete the conversation. Then listen and check.

hear too what you

Maya: Guess <sup>1</sup> what ? I broke my finger yesterday.

Justin: Are <sup>2</sup> you kidding? How?

Maya: I was surfing. The surfboard hit my finger.

Justin: That's <sup>3</sup> too bad. Does it hurt?

Maya: Yes, a little. And I can't use my finger for three weeks.

Justin: Seriously? Sorry to <sup>4</sup> hear that.

#### 3 Take turns to read the news and react to it. Use the phrases in exercise 1.

1 I lost \$50!

Guess what? I lost \$50!

That's too bad!

- My cell phone doesn't work.
- We won the soccer game.
- I got 30% on the science test.
- I couldn't sleep last night.

#### 4 In pairs, plan a longer conversation. Use one of the ideas below or your own ideas. Use exercises 1 and 2 to help you. Act out a conversation for the class.

I came first in the 100 m race I lost my wallet  
my tablet broke we won a vacation to Florida

seventy-four

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Online Homework

## Reading

### 1 Read the tip.

Tip

**Good readers** understand how to summarize a text to show they understand the main ideas. A good summary includes the most important information from the text.

#### 67 Read the summaries a-c. Then read the text and choose the best summary.

- Adults always behave better than teenagers. Adults don't have a "reward" center, but they have a bigger "cognitive control" center than teenagers.
- Jason was sitting on the edge of his bedroom window. His father thought this was dangerous. This was because the father and son had different ideas about what is dangerous.
- Teenagers and adults often don't understand each other. Psychologists are interested in the differences between teenage and adult brains. These differences explain some teenage behavior, for example, attitudes toward taking risks.

### 2 Choose the correct answers.

- Before his dad shouted, Jason felt ...  
a afraid. b cheerful. c upset.
- Jason's dad was ..., so he asked Jason to move.  
a busy b proud c worried
- After his dad shouted, Jason felt ... his dad.  
a pleased with b mad at c disappointed with
- Our brains grow the most ...  
a after we're 25. b before we're 25. c in our teens.
- In the computerized driving test, the teenagers were ... than the adults.  
a more dangerous b slower c safer
- The "cognitive control" center is ... in adults.  
a more dangerous b stronger c not active

### 3 Discuss the questions.

- Do you think it's dangerous to sit with your legs outside a window? Why? / Why not?
- What do you think Jason's father was thinking?
- How do you think Jason felt after his father shouted?
- What do you think Jason did next?
- Why do teenagers enjoy taking risks?
- Do you think it's always a bad idea to take risks?

- Monitor while they are working, and correct any errors in a feedback session at the end.

## ANSWERS

### Students' own answers.

## 4

- Ask pairs to plan a longer conversation using one of the ideas in the box or their own ideas. You could brainstorm some ways to make the conversation longer, e.g. by asking for more details, or offering advice.
- Monitor and help while students are preparing their conversations.
- Allow students time to practice their conversations in pairs. Then swap roles and practice again.

- Invite some pairs in turn to act out their conversation for the class. Encourage them to speak in a natural way, and to sound pleased or sympathetic.

## ANSWERS

### Students' own answers.

## Further support

Online Homework Unit 6

# Teenagers and RISK

Jason was sitting in his bedroom window with his legs outside. He was reading a book and feeling happy.

Suddenly, his dad shouted. "Don't sit there! It's dangerous!"

"Are you kidding? I was safe there," thought Jason as he moved back inside. "My parents always say: 'Don't do this. You have to do that.' They don't understand me!"



## Does this sound familiar?

### Do you ever ask why your parents get so worried about things?

Well, psychologists say it's all to do with how our brains change. Our brains grow until our mid-20s. After our mid-20s, we have a different attitude toward taking risks (doing dangerous things). Adults like feeling safe because their brains are different.

To investigate this idea, psychologists gave 14-year-olds and adults a driving test on a computer. The teenagers enjoyed taking risks, especially when other teenagers were with them. For example, they didn't stop when a green traffic signal turned yellow. Instead, they went faster. Adults were usually safer drivers.

The psychologists think that the "cognitive control" and "reward" centers in our brain can explain these different feelings about risk. The "cognitive control" part of the brain helps people make safe decisions. The "reward" center makes us feel good after we do certain things. When the teenagers took risks, the "reward" center in their brain was very active and it made them feel good. The driving by most of the adults was safe, not dangerous, because in adults the "cognitive control" center is stronger than the "reward" center.

### Can the brain explain more of the differences between adults and teenagers?



2

- Ask students to read the text again and choose the correct answers.
- Check answers with the class.

3

- Put students into pairs to discuss the questions.
- Ask some students to tell the class which questions they agreed about, and which they disagreed about.

#### ANSWERS

Students' own answers.

#### Practice activity (all classes)

Write the following words and definitions on the board:

- 1 familiar (introduction)
  - 2 attitude (paragraph 1)
  - 3 running (information box)
  - 4 investigate (paragraph 2)
- a study  
b well known to you  
c opinion  
d going past

Ask students to find the words in the text and match them with the meanings. Check answers with the class.

#### ANSWERS

1 b 2 c 3 d 4 a

#### Extension activity (stronger classes)

With books closed, ask: *In what ways are teenagers' and adults' brains different?*

*How does this explain their attitude towards risk?*

In pairs, students make notes to answer the questions using their own words. Point out that the answers are quite complicated, but ask them to imagine they are going to explain the answers to a friend, so their notes should be simple.

In their pairs, students practice explaining their answers. Ask some students to explain to the class.

#### ANSWERS

Students' own answers.

#### Further support

Writing p.106

Workbook p.W31

Online Homework Unit 6

## Reading

### Aims

read a text about teenagers and risk, and practice summarizing a text

### Warm-up

- Ask: *Are adventure sports dangerous? What other things that you do are dangerous?* Elicit a few answers, and brainstorm some examples of dangerous activities, e.g. *horse riding, skiing, riding a bike on a busy street.*
- Ask: *Are you someone who likes danger, or do you always try to avoid danger? Why?* Elicit a range of answers and encourage as many students as possible to join in and talk about their experiences and opinions.

- Teach the word *risk*, and explain to students that they are going to read a text about risk.

1 67

- Read out the tip with the class.
- Allow students time to read through the three summaries. Check that they understand everything, including *reward center* (= the part of your brain that makes you feel pleasure) and *cognitive control center* (= the part of your brain that allows you to control your behavior).
- Play the audio and ask students to read and listen, and then decide which is the best summary.
- Check the answer with the class, referring back to the tip box.



## Watch

### Before you watch

#### About the video

The video shows adventure sports in and around the tourist town of Queenstown in New Zealand. It shows skiing in the mountains and the Shotover Jet, a fast speedboat which takes people on river trips. It also shows the Kawarau Bridge, where bungee jumping started.

1

- Focus on the picture and elicit what it shows (a very fast speedboat).
- Ask the questions to the class and elicit a range of answers.
- Read out the caption on the picture and ask students what they know about New Zealand.

#### ANSWERS

Students' own answers.

2

- Put students into pairs to discuss the question.
- Elicit answers from students and discuss as a class what the most popular tourist attractions are.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the sentences. Make sure they understand everything.
- Play the video for students to decide if the sentences are true or false.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary.

#### Videoscript see TG p.127

#### 4 Video

- Allow students time to read through the text.
- Play the video and ask students to watch and choose the correct words.
- Check answers with the class.

### After you watch

5

- Ask students to do their research and make notes. You could brainstorm some ideas first about tourist destinations in the students' own country. Students could do the research for homework if they don't have access to computers in class.

## Watch

### Adventure sports



### Before you watch

- 1 Look at the picture. Have you been on a boat like this, or would you like to go on one?



- 2 What are the popular adventure tourist attractions in your country?

### While you watch

- 3 Watch the video. Choose T (True) or F (False).

- 1 New Zealand doesn't have any big mountains. T ☐ F ☒
- 2 The first people that lived in Queenstown weren't interested in adventure sports. T ☒ F ☐
- 3 Queenstown grew when people discovered gold in the rivers. T ☒ F ☐
- 4 Queenstown is great for skiers, but there are no other activities to do there. T ☐ F ☒
- 5 The Shotover Jet is the only fast boat in Queenstown. T ☐ F ☒
- 6 You can do bungee jumping over the river near Queenstown. T ☒ F ☐
- 7 Some people go snowboarding near Queenstown. T ☒ F ☐

- 4 Watch again and choose the correct words.

#### Queenstown, New Zealand - History

Queenstown is more than 150 / 120 years old. In the 1890s / (1860s) it was a farming town – until someone found gold in the Shotover River. The town was very busy for a few / 22 years, until the gold was all gone. However, in the 1930s / (1940s) New Zealand's first ski resort opened, on Coronet Peak. It wasn't popular at first / was very popular. Then in the 1950s / the 1960s the Shotover Jet started. It races along the river at 85 / 95 kilometers per hour. In the 1980s / the 1990s, bungee jumping for tourists started on Kawarau Bridge. Every year, around one / two million people visit Queenstown.



### After you watch

- 5 Use the Internet to find information about a popular tourist destination in your country. Make notes.
- Explain the history of the place.
  - Say what you can do there.
  - Describe any hotels, restaurants, or other businesses there.
  - If possible, say how many people visit each year.

- 6 Make a project or video about the tourist destination in exercise 5.

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Online Homework



Challenge

#### ANSWERS

Students' own answers.

6

- Put students into pairs or small groups.
- Discuss as a class the best kind of project for students to do, e.g. a video, a class presentation, a poster.
- Discuss the best way to present their information, e.g. with pictures and short texts, a timeline, charts to show how many people visit.
- Students then prepare their video, presentation, or poster. If they are working in pairs or groups, encourage them to plan the work and divide it between them.

- Students can use their phones to film themselves speaking if they are making a video. They can also include pictures or video clips.
- If they are doing a presentation or poster, they can prepare it on a computer or on paper and add pictures.
- Ask pairs or groups in turn to present their project to the class. Ask students which projects they enjoyed and why.

#### Further support

Online Homework Unit 6

On the Move Challenge

## Vocabulary

### 1 Complete the money verbs in the conversation.

Sophie: Dad, can I <sup>1</sup>bor r e w \$30 for a new tennis racket?  
 Dad: But you got \$50 for your birthday last weekend. What did you <sup>2</sup>spe n d it on?  
 Sophie: I went to the movies three times last week.  
 Dad: You <sup>3</sup>can t affo r d to do that! You should <sup>4</sup>av e some money. I'm not going to <sup>5</sup>len d you any money, Sophie. Sorry.  
 Sophie: Dad!  
 Dad: But you can <sup>6</sup>ear n some money. What about cleaning the car for me?  
 Sophie: Are you going to <sup>7</sup>pay me \$30 for cleaning the car? Great!  
 Dad: No, I'm not! I'm going to make a list of chores. And when you finish them, you can have \$30. And don't <sup>8</sup>was t e it!

### 2 Complete the conversation with the shopping nouns.



bargain change counter coupon price receipt sale

1 Sophie: Can we go in the sports store? They have a sale.  
 2 Sophie: Wow. This is a bargain. The price was \$40. But now it's \$20!  
 3 Sophie: I also have a coupon for 25% off. That means it's only \$15!  
 4 Sophie: Excuse me. Where's the counter?  
 Assistant: It's over there.  
 5 Assistant: Here's your change, \$5. And also your receipt.

### 3 Complete the adventure sports with the missing vowels.



1 go skydi v i n g  
 2 go mo u n t a i n b i k i n g  
 3 go scu b a d i v i n g  
 4 go ra t i n g  
 5 go ski i n g  
 6 go ca v i n g  
 7 go sno w b o a r d i n g  
 8 do a bu n g e e j u m p  
 9 do pa r k o u r

### 4 Choose the correct phrases.

1 I got the best mark in my class. My parents are really proud of / worried about me.  
 2 I was surprised at / disappointed with the price. It was really cheap for a tablet.  
 3 My mom is upset about / afraid of water, so she never learned to swim.  
 4 We were really disappointed with / pleased with the amusement park. It wasn't very fun.  
 5 Emma broke her new phone this morning. She's really mad at / upset about it.  
 6 I'm really afraid of / worried about my cat. He's never hungry and he looks miserable.  
 7 Everyone was mad at / proud of me because I forgot the soccer game. They had to play with ten players!  
 8 Joel is really pleased with / surprised at his new sneakers. He thinks they're perfect for basketball.

seventy-seven

- Ask students to read the sentences and choose the correct phrases to complete them.
- Check answers with the class, and check that students understand all the phrases.
- You could ask students to write three sentences about themselves, using the phrases.
- Before students move on to the Grammar exercises, point out to them that this would be a good time to make sure their vocabulary notebook is up to date. You could allow time in class for this, or ask students to do it for homework.

## Review C

### Vocabulary

#### 1

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct money verbs.
- Check answers with the class, and check that students understand all the verbs. Ask: *What do you spend your money on? Do you ever waste money? What on?*

#### 2

- Ask students to read the conversation and complete it with the correct words.

- Check answers with the class, and check that students understand all the words.
- Ask: *When was the last time you found a bargain in a sale?*

#### 3

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and add the vowels to complete the adventure sports.
- Check answers with the class, and check that students understand all the sports.
- Ask: *Which adventure sport would you most like to try? Why?*



## Grammar

1

- Read out the example answer and point out that it uses *be going to* for plans and intentions.
- Ask students to complete the sentences using the correct form of *be going to*.
- Check answers with the class. If students struggle with this exercise, refer them back to the chart and information on page 61 and go through the main points again with the class. Point out to students, in their own language, that it is important to go back and review grammar points so they don't forget them.

2

- Read out the first sentence and point out the example answer.
- Ask students to write the sentences using verbs in the past progressive.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the chart and information on page 71 and go through the main points again with the class.

3

- Read out the example question.
- Ask students to complete the questions using the correct past progressive forms. Students could compare their answers in pairs.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentation on page 73, and go through the main points again with the class.

4

- Ask students to write short answers to the questions in exercise 3.
- Check answers with the class.

## Consolidation

- Explain to students that this exercise brings together all the language they have learned so far, so each gap tests a different language point.
- Ask students to read the text and choose the correct answers.
- Allow students time to compare their answers in pairs, and encourage them to discuss why particular answers are right or wrong.
- Check answers with the class, and discuss, in the students' own language if necessary, why each answer is correct and the other options are wrong.



## Review

G

### Grammar

1 Complete the sentences with the affirmative (✓), negative (X), or question form of *be going to* and the verbs.

be do have lend take use

- Jenny is going to have a sleepover on Friday. (✓)
- I 'm not going to be a lawyer. It sounds like a boring job. (X)
- How much money are you going to take on vacation?
- My parents are going to lend me some money for the skiing trip. (✓)
- Are you going to use that coupon?
- Roberta and I aren't going to do a bungee jump. We can't afford it. (X)

2 What was the Banks family doing at 4 p.m. yesterday? Write past progressive sentences.



- Molly / ride / her motorcycle.  
Molly was riding her motorcycle.
- Dom / sit / on the train.  
Dom wasn't sitting on the train.
- Dom and Mrs. Banks / read.  
Dom and Mrs. Banks were reading.
- Mr. Banks / sleep.  
Mr. Banks was sleeping.
- Mrs. Banks and Mr. Banks / work.  
Mrs. Banks and Mr. Banks weren't working.
- Seb / carry / a basketball.  
Seb wasn't carrying a basketball.

seventy-eight

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3 Write questions about the Banks family. Use the past progressive form of the verbs.

eat listen pick up read wear

- Was Dom listening to music?
- Was Molly wearing a helmet?
- Who was Mr. Banks picking up at the sports center?
- Was Mrs. Banks reading e-mails?
- What were Dom and Mrs. Banks eating?

4 Write answers to the questions in exercise 3.

- No, he wasn't.
- Yes, she was.
- Seb
- No, she wasn't.
- sandwiches

## Consolidation

Read the conversation. Choose the correct words.



Roberto: Did you go mountain biking last weekend?  
Sergio: Yes, I did. And I only fell off my bike once!  
Roberto: Oh, no. What happened?  
Sergio: I was riding too fast. I hurt my arm. Look!  
Roberto: Oh, no!  
Sergio: I wasn't upset about my arm, but I was really disappointed with my new helmet. It broke!  
Roberto: You paid \$50 for that helmet!  
Sergio: Are you going to return it to the store?  
Roberto: I can't afford a new one, so I'm going to try. I just need to find the receipt.

- a mountain bike b go mountain bike  
c go mountain biking
- a riding b was riding c 'm riding
- a afraid of b upset about c mad at
- a proud of b pleased with  
c disappointed with
- a paid b spent c wasted
- a Are you going b You're going to  
c Are you going to
- a pay b can't afford c waste
- a change b coupon c receipt

- Point out to students that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

## In this unit ...

- talk about crime
- use words about safety online
- make excuses
- learn to understand dictionary entries
- understand a video about Sherlock Holmes

# 7

## It's a crime!



Hey, what are you reading?

It's an article about crimes in different countries.

- Which countries does Naomi talk about?
- Do you know any other unusual laws?

- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.

## Warm-up video

### Video

- Read out the title of the unit, *It's a crime!*, and explain the meaning of *crime*.
- Focus on the picture and ask: *Where are Piper and Naomi? What are they doing?*
- Read out the speech bubbles. Then read out the questions. You could brainstorm some country names if you think your students need reminding.
- Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Then discuss with students any unusual laws that they know.

### ANSWER

- Naomi talks about Singapore, Australia, Canada, and South Korea.
- Students' own answers.

### Videoscript

**Piper** Hey, what are you reading?

**Naomi** It's an article about crimes in different countries. Listen to this: in Singapore, it's a crime to eat potato chips on the subway.

**P** Really? I can't believe that ...

**N** In Australia, it's a crime to change a lightbulb. You have to call an electrician.

**P** What?!

**N** Here's another: in Canada, radio stations have to play music by Canadian musicians about 20% of the time.

**P** Is that true?! Maybe that's why Justin Bieber is really popular!

**N** But this one is the most unusual. Listen: for people under 16 in South Korea, it's a crime to play computer games after 10 p.m.

**P** No way!

### Practice activity (all classes)

Elicit the four unusual laws that are mentioned in the video. For each one, ask: *Why do you think this is a law? Who does it help? Do you think it is a useful law? Why? / Why not?*

Discuss the laws as a class. Encourage as many students as possible to join in and express their opinions.

### Further support

**On the Move** Video

## 7 It's a crime!

### Grammar

Past progressive and simple past  
Adverbs of manner

### Vocabulary

Crime  
Safety online

### Skills

**Reading:** Downtown Detective;  
The early hackers

**Listening:** Crime news stories;  
A phishing e-mail

**Speaking:** Making excuses

### Reading skill

Understanding a dictionary entry

### Values and cross-curricular topics

Crime  
Punishment  
Personal safety  
The Internet  
Technology

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.



# Vocabulary

## Aim

talk about crime

## Optional warm-up

- Ask: *What things are a crime in your country?* Elicit some ideas. Students can answer in their own language, if necessary, and you can translate. Build up a list of crimes on the board. Ask: *Which crimes are the most serious? Why?*

## 1 68

- Focus on the picture and read out the question. Check that students understand *change*.
- Play the audio. Ask students to read and listen to the conversation.
- Elicit the answer to the question.

## ANSWER

He wanted \$999,524.

## 2 69

- Focus on the headlines and teach the word *headline*.
- Focus on the fourth picture and point out the example answer.
- Put students into pairs to read the headlines and match them with the pictures. They can use their dictionaries to help if necessary.
- Play the audio for students to check their answers.

## 3

- Ask students to match the crime verbs with the definitions. They could work in pairs for this.
- Check answers with the class.

## 4 70

- Ask students to read the conversations and choose the correct words to complete them.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

## Practice activity (all classes)

Ask students to close their books. Divide the class into teams and write the verbs from exercise 3 on the board, e.g. *steal, break into, catch*. Teams take turns to choose a verb and make a sentence using it. If their sentence is correct, they get a point and the verb is crossed off the board. If their sentence is wrong, don't correct it, and leave the verb on the board and move to the next team. Continue until all the verbs are crossed off. See which team has the most points.

## Vocabulary

### Crime

#### 1 68 Read the story. How much change did the man want?

Police arrested a man yesterday because he tried to use a \$1,000,000 bill in a store. The man bought things worth \$476 and

then asked for his change! The salesperson called the police. The largest U.S. dollar bill is \$100.



#### 2 69 Match the headlines 1–7 with the pictures A–G. Listen and check.

1 DETECTIVES INVESTIGATE LAWYER FOR CORRUPTION

2 Thieves break into school and steal 30 tablets

3 Detectives catch phone thief from selfies

4 Police chase 240 km/h motorcycle

5 NEWSFEED Someone commits a crime online every four seconds, says report

6 LATEST HEADLINES Men rob watch store

7 POLICE ARREST MAN AFTER HE AGREES TO MEET VICTIM



eighty

80

## Extension activity (stronger classes)

Put students into pairs. Ask them to write a short conversation about a crime, like the one in exercise 4. Challenge them to use as many verbs from exercise 3 as they can.

Monitor and help while students are preparing their conversations. They can then practice their conversations in pairs. Ask some pairs to perform their conversations for the class. Other students can listen and note down the crime verbs that they hear. See which pair managed to use the most verbs.

## Further support

METRO EXPRESS p.115

Workbook p.W8

Online Homework Unit 7

Pronunciation Classroom Presentation Tool

- 3 Match the crime verbs 1-8 with the definitions a-h.
- 1 steal something
  - 2 break into a place
  - 3 catch someone
  - 4 arrest someone
  - 5 rob someone / somewhere
  - 6 chase someone
  - 7 commit a crime
  - 8 investigate
- a take a possible criminal to a police station and ask them questions
  - b run after someone to stop them
  - c do something that is wrong and against the law
  - d enter a place that is locked, usually to take something without permission
  - e take something that is not yours
  - f take something from a person or place without permission
  - g find information about a crime
  - h find and stop someone

- 4 Read the conversations and choose the correct words. Then listen and check.

Ella: Someone broke into / stole our garage last week. They robbed / stole my bike!

Daniel: Oh, no!

Ella: My mom saw the man.

Daniel: Did she chase / commit him?

Ella: No, she didn't. She called the police.

Daniel: What did they say?

Ella: The police are investigating / arresting, but they say people rob / commit crimes like this every day. It's difficult to catch / break into bike thieves.

A week later ...

Ella: Hey Daniel! Guess what? The police found my bike!

Daniel: No way!

Ella: Yes. They arrested / robbed someone last week. He was investigating / robbing another garage on a street near mine. They found over 20 bikes in his basement!

Daniel: Wow!



→ METRO EXPRESS p.115

Workbook p. WB Online Homework

## Listening

### Crime news stories

- 1 Listen to two crime reports. Match them with two headlines in exercise 2 on page 80.

- a Story 1:  
Police arrest man after he agrees to meet victim
- b Story 2:  
Detectives catch phone thief from selfies

- 2 Listen again and order the events in each story.

- Story 1
- a Jim sent the thief a message. 4
  - b The thief changed his clothes. 1
  - c The police arrested the thief. 5
  - d Jim came home. 3
  - e The thief checked his Facebook page. 2

- Story 2
- a The thief took some selfies with Lucy's phone. 3
  - b The thief escaped. 2
  - c Lucy saw some new pictures on her computer. 4
  - d Someone stole Lucy's phone. 1
  - e The police shared the pictures online. 5

- 3 Choose the correct answers. Then listen again and check.

- Story 1
- 1 The thief stole ...  
a a watch. b some clothes. c some money.
  - 2 The thief agreed to meet Jim because ...  
a he wanted his clothes.  
b he wanted to say he was sorry.  
c Jim was feeling very upset.

- Story 2
- 3 After the thief stole the phone, Lucy ...  
a chased the thief.  
b drove home and told the police.  
c saw the thief's pictures on her computer.
  - 4 The police found the thief because ...  
a Lucy took a picture of her.  
b someone told them her name.  
c Lucy knew her name.

some clothes at my house. Meet me and I can give them to you." The thief agreed! But of course, when he met Jim, the police were waiting ...

### Story 2

Lucy Davis was walking to school in California when a woman robbed her. She stole Lucy's cell phone and escaped in a car. A week later, the police arrested the woman. Thieves commit crimes like these thousands of times every day. How did the police catch this one? Well, after the woman stole the phone, she started taking selfies. But the phone automatically shared the pictures with Lucy's computer! Soon, Lucy saw some new pictures on her computer. They were selfies of the thief! The police shared the pictures on social media, and soon, someone phoned them with the name of the woman.

### 2 71

- Allow students time to read through the events.
- Play the audio again. Students listen and order the events.
- Check answers with the class.

### 3 71

- Ask students to read the sentences and choose the correct answers. Allow them time to compare their answers in pairs.
- Play the audio again for students to listen and check their answers.
- Check answers with the class.

### Practice activity (all classes)

Put students into pairs. Ask them to choose one of the stories from the audio and prepare to tell it in their own words. They can use the notes in exercises 2 and 3 to help them. Monitor and help while they are working.

Students then take turns to practice telling the story. You could ask them to time themselves, and set a time limit of 60 or 90 seconds, to encourage them to speak quickly and fluently. Students could time each other in their pairs, and then practice again and try to speed up.

## Listening

### Aim

listen to two crime reports

### Warm-up

- Ask: *What should you do if you see a crime?* Elicit that you should call the police. Ask: *What will the police do?* Elicit that they will chase the criminals, catch them, and arrest them. Ask: *How can the police prove that someone has committed a crime?* Elicit a range of answers, e.g. *using evidence, DNA, witnesses.*

### 1 71

- Refer students back to the headlines on page 80 and allow them time to read through them.

- Play the audio. Students listen and match the crime reports with the headlines.
- Check answers with the class.

### Audioscript 71

#### Story 1

It was raining when someone broke into Jim Lee's house in Florida. The thief was very wet and he had some more clothes in his backpack. So first, he decided to change. But he left his wet clothes at Jim's house. He took Jim's watch and some credit cards, but before he left, the thief saw Jim's computer. It was on, so the thief decided to check his Facebook page quickly.

Jim got home a few hours later and he was very upset. Then, he saw his computer: the thief's Facebook page was showing! Jim sent him a message. "You left



# Reading

## Aim

read and understand a crime story

## Warm-up

- Ask: *Do you enjoy crime stories? Do you read books about crime, or watch movies or TV shows about crimes? Who is your favorite detective? Why?* Elicit a range of answers from individual students.
- Tell students they are going to read a crime story.

## 1 72

- Ask students to look at the pictures and read the title. Explain the meaning of *downtown* if necessary (in the center of a city). Pre-teach *undercover*, *suspicious*, and *CCTV*.
- Play the audio and ask students to read and listen to the story.
- Elicit the answer to the question.

## ANSWER

No, Gorski doesn't catch a criminal because he is chasing himself.

## 2

- Ask students to decide if the sentences are true or false, and correct the false sentences. They could work in pairs for this.
- Check answers with the class, referring back to the text to explain the answers.

## 3

- Ask students to read the summary and complete it with the correct words.
- Check answers with the class.

## Practice activity (all classes)

Tell students they are going to act out the story. Put them into groups of three and ask them to decide on their roles – Gorski, Captain Roberts, and Officer Carr. Students work in their groups and prepare their role plays. Monitor and help while they are working. Encourage them to use the story on page 82 to help them, and also to use their own ideas to add more details.

Students can practice their role plays in their groups. If they enjoy acting, they could stand up and act out the scenes. Ask some groups to perform their role play for the class.

## ANSWERS

Students' own answers.

## Reading

### 1 72 Read the story. Does Gorski catch a criminal? Explain your answer.

**Downtown Detective**

6 p.m. Chatham Police Department. After criminals broke into stores six times in a month, the police needed to do something. Captain Roberts was talking to Detective Jack Gorski about the problem.

Gorski, go to downtown Chatham tonight and look around. But first, change your clothes.

11 p.m. Downtown Chatham. Gorski wasn't wearing a uniform. He was undercover. While he was walking down Main Street, his phone rang. It was Officer Carr, the newest officer at the station.

There is a report of a suspicious man in your area. He is walking around Chatham. Can you see anyone?

No. Where is he?

There were CCTV cameras on Main Street. Carr looked for the man on his screen. Soon, he found him.

The man is on Main Street. He's talking on his phone.

I'm on Main Street! But it's a long street...

While Gorski was chasing the man, Officer Carr gave him information on the phone.

He's running now. Can you catch him?

I'm trying! Where is he now?

11:20 p.m. Gorski stopped for a few seconds. He couldn't catch the man. He couldn't even see him! At the police station, Carr was watching the screen carefully when Captain Roberts walked in.

What's happening?

Gorski is chasing someone on Main Street. Look! He's there!

That isn't a criminal! That's Gorski. He's undercover!

Gorski was chasing himself!

### 2 Choose T (True) or F (False). Correct the false sentences.

- Detective Gorski never wears a uniform. T ☐ F ☒  
Detective Gorski doesn't wear a uniform when he's working undercover.
- Gorski called Officer Carr. T ☐ F ☒  
Officer Carr called Gorski.
- Carr used the CCTV cameras to find the man. T ☒ F ☐
- Roberts tried to help Gorski on the phone. T ☐ F ☒  
Carr tried to help Gorski on the phone.
- Carr didn't know Gorski was undercover. T ☒ F ☐

### 3 Complete the summary.

It was 11 p.m. and Detective Gorski was undercover in 1. downtown Chatham. Suddenly he got a phone call from Officer Carr. There was a 2. report of a suspicious man in Chatham. Gorski decided to investigate and Carr used the 3. CCTV cameras to help him. Gorski ran after the man, but he couldn't 4. catch him. After 20 minutes, Gorski 5. stopped. He was tired. At that moment, Captain Roberts saw the man on the 6. screen. The man was Gorski, not a criminal! Officer Carr didn't know Gorski was 7. undercover. And Gorski was 8. chasing himself!

## Extension activity (stronger classes)

Ask students to imagine the conversation between Gorski and Officer Carr when he got back to the station. Ask some questions first to elicit ideas, e.g. *Do you think Gorski was angry? Do you think he thought it was funny? How do you think Officer Carr felt?*

Students can work in pairs to prepare and practice a conversation. Ask some pairs to perform their conversations for the class.

## ANSWERS

Students' own answers.

**Past progressive and simple past**

**1** **73** Read Carla's story. Choose T (True) or F (False).

The man covered Carla's phone with his map. **T** ☒ **F** ☐

Yesterday, I was sitting in a coffee shop when a man walked in. He needed directions to the movie theater. He put a map on my table and I helped him. He said thank you, took his map, and then left. A few minutes later, I realized my phone was missing. It was under the map! The man stole it while I was giving him directions!



**4** Complete the sentences with the simple past or past progressive form of the verbs.



1 While I was getting on (get on) the bus, someone stole (steal) my wallet from my pocket.



2 The police were chasing (chase) the man when he fell (fall).



3 A dog took (take) our hot dogs while we were having (have) a cookout.



4 When the police caught (catch) the man, he was escaping (escape) out of a window.

**Your turn**

**5** Complete the sentences with your own ideas. Then compare with a partner.

- I lost my \_\_\_\_\_ while I \_\_\_\_\_.
- When the teacher walked into the classroom this morning, I \_\_\_\_\_.
- I was doing my homework last weekend when \_\_\_\_\_.

I lost my jacket while I was playing soccer in the park last week.

Oh, no! What did your parents say?

→ METRO EXPRESS p.115

Workbook p.W22 Online Homework 83

**2**

- Ask students to read the chart and complete it with the correct verb forms.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.
- Read out the information in the Stop box with the class and make sure students understand everything.

**Usage**

When the clause with *when* or *while* comes first in the sentence, we add a comma at the end of this clause: *While I was waiting, I called my friend. When I got home, it was raining.*

We don't use a comma when we put the other clause first: *I called my friend while I was waiting. It was raining when I got home.*

**3**

- Read out the example sentence.
- Ask students to choose the correct verb forms to complete the sentences.
- Check answers with the class.

**4**

- Ask students to look at the pictures and complete the sentences with the correct verb forms.
- Allow students time to compare their answers in pairs. Then check answers with the class.

**5 Your turn**

- Read out the example answers.
- Ask students to complete the sentences with their own ideas.
- Put students into pairs to compare their sentences.
- Ask some students to read their sentences to the class.

**ANSWERS**

Students' own answers.

**Further support**

METRO EXPRESS p.115

Workbook p.W22

Online Homework Unit 7

**Grammar**

**Aim**

learn the use of the past progressive and simple past together in narratives

**Warm-up**

- Write the following verbs on the board: *break into, need, talk, wear, ring.*
- Ask students to read the first two parts of the story on page 82 again and note down the forms of these verbs that are used. You could do this as a race.
- Elicit the answers, and write the verb forms on the board.
- Elicit which verbs are in the past progressive, and which are in the simple past.

- Discuss with the class the difference between the two verb forms: the past progressive for actions in progress in the past; and the simple past for completed actions.

**ANSWERS**

broke into, needed, was talking, wasn't wearing, rang

**1** **73**

- Read out the true/false sentence.
- Play the audio. Ask students to read and listen to the story, then decide if the sentence is true or false.
- Check the answer with the class.



## Vocabulary

### Aim

talk about safety online

### Warm-up

- Ask: *Where and when do you think most crimes take place?* Elicit some ideas.
- Ask: *What about online? What crimes can people commit online?* Elicit answers.
- Tell students they are going to learn more about online crime and safety.

### 1 74

- Put students into pairs to complete the questions about Internet safety. They can use their dictionaries to help.
- Play the audio for students to check their answers. Check that they understand all the new vocabulary.
- Play the audio again, pausing after each phrase for students to repeat.

### 2

- Read out question 1 in exercise 1. Then read out the example answer.
- Ask students to match the remaining answers with the questions.

### 3 Your turn

- Allow students time to read the questions in exercise 1 again.
- Put students into pairs to ask and answer the questions. Then ask some students to tell the class how safe they are online.

### ANSWERS

Students' own answers.

### Further support

METRO EXPRESS p.115

Workbook p.W8

Online Homework Unit 7

## Listening

### Aim

listen to a conversation about phishing e-mails

### 1 75

- Read out the question and model the pronunciation of *phishing*.
- Play the audio. Ask students to listen and answer the question.
- Check the answer with the class.

### ANSWER

to get information such as passwords

### Audioscript 75

**Grandma** Can you help me with my e-mail, Tony? It says, "Wrong password." But I know it's correct. I only changed it yesterday.

**Tony** OK. What's your password?


**G** Your name, then your sister's name,

### V Vocabulary

#### Safety online

**1 74** Complete the questions about Internet safety. Listen, check, and repeat.

click on links   install antivirus software  
 log-out-of-websites   share personal information  
 use different passwords



**2** Match the questions 1–5 in exercise 1 with the answers a–e.

a No, I don't! But they're hard to guess, I think.	3
b No, I never write stuff like my address or phone number online.	5
c Yes, I do. I have to. We share computers in our family!	1
d Yes, I do on my laptop. But I don't think it's necessary on my phone.	2
e I usually do this. But I should be more careful sometimes, I think.	4

**3 Your turn**

**3** Ask and answer the questions in exercise 1.

Do you log out of websites after you finish using them?


Yes, I do. I share a computer with my sister!

→ METRO EXPRESS p.115

### L Listening

#### A phishing e-mail

**1 75** Listen to the conversation. Why do criminals send phishing e-mails?



**a** They want to get personal information about you.  
**b** They want you to buy their software.  
**c** They want you to send them money.

**2 75** Listen again and choose T (True) or F (False).

1 Tony's grandma can't remember her e-mail password.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
2 Tony's grandma changed her e-mail password last week.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
3 Tony's grandma got married in 1972.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
4 Tony's grandma knew about phishing e-mails.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
5 Tony's grandma uses a lot of different passwords.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
6 Tony is going to get some help for the problem online.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>

**3 75** Answer the questions. Then listen again and check.

- What is Tony's grandma's password?  
TonyBeth1972
- Why did Tony's grandma change her password?  
She got an e-mail that said there was a security problem.
- What actually happened when Tony's grandma typed in her old password?  
She gave criminals her password.
- How can Beth help with the problem?  
She can lend Grandma her laptop.

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NEW! Vocabulary Listening

NEW! Vocabulary Listening

then 1972. The first letter of your names are capitals.

**T** OK. So it's Tony, Beth, and then 1972. Why 1972, Grandma?

**G** It's the year I got married.

**T** Oh.

**G** Wrong password!

**T** Hmm. So, why did you change your password yesterday?

**G** I was using the computer when I got an e-mail. It said there was a security problem and I had to change my password.

So, I clicked on the link, put in my old password, and then put in a new one.

**T** Grandma!

**G** What?

**T** That e-mail was a phishing e-mail.

**G** Do I have a virus?

**T** No, this is different. Criminals send phishing e-mails. The e-mails look real, but they aren't. You thought you were

changing your password. But actually, you just gave the criminals your password.

**G** Oh no! That's my password on a lot of websites! They can see my messages, my pictures ...

**T** Grandma! You should use different passwords on each website. And you should think carefully before you click on links in e-mails!

**G** What should I do now?

**T** I can look up the problem online, but you need to change your other passwords ... quickly. Beth! Can Grandma borrow your laptop?

### 2 75

- Ask students to read the sentences.
- Play the audio again. Students decide if the sentences are true or false.
- Check answers with the class.

## Adverbs of manner

- 1 76 Tony is talking to a friend about his grandma's phishing e-mail. What is his advice?

I checked the password again slowly and carefully, but it didn't work. So I looked up the problem online quickly. We had to answer some security questions, but it's all OK now. Think carefully before you click on links in e-mails! With your password, thieves can steal your personal information easily.



- 2 Complete the chart.

Regular adverbs	
Adjective	Adverb
slow	We checked the password <sup>1</sup> <u>slowly</u>
careful	and <sup>2</sup> <u>carefully</u>
quick	I looked up the problem online <sup>3</sup> <u>quickly</u>
easy	With your password, thieves can steal your personal information <sup>4</sup> <u>easily</u>
Irregular adverbs	
Adjective	Adverb
good	I can play the guitar <u>well</u>
late	The party finished <u>late</u>
fast	The car was driving very <u>fast</u>

- 3 Complete the sentences with the correct words.

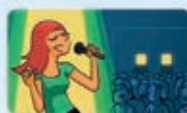
- They caught the thief quickly (quick / quickly)
- The woman shouted at me rudely (rude / rudely)
- The police were really helpful (helpful / helpfully)
- My dad can speak English, but not very well (good / well)
- When I got back from school, I was feeling hungry (hungry / hungrily)
- We waited anxiously for news. (anxious / anxiously)
- The fans were singing noisily at the game. (noisy / noisily)
- You were very confident in your presentation. Great job! (confident / confidently)

- 4 Complete the sentences with the adverb form of the adjectives.

beautiful easy fast late quiet terrible



- 1 The man was talking on a phone quietly



- 2 Isabel sang beautifully at the concert.



- 3 The thief was running fast



- 4 Our team won the game easily



- 5 I slept terribly last night.



- 6 We arrived home late and the front door was open.

### Your turn

- 5 Complete the sentences about you with the adverbs.

badly quickly slowly well

- I do my homework \_\_\_\_\_
- I cook \_\_\_\_\_
- I play tennis \_\_\_\_\_
- I eat \_\_\_\_\_
- My parents speak English \_\_\_\_\_

- 6 Can your partner guess the adverbs you used in exercise 5?

You do your homework quickly.

Yes, but I also do it well!

→ METRO EXPRESS p.115

eighty-five

### ANSWER

Think carefully before you click on links.

2

- Ask students to read the chart and complete it with the correct words.
- Check answers with the class. Then read through the chart and make sure students understand everything.

### Usage

We form most regular adverbs by adding *-ly* to adjectives. For adverbs that end in *-l*, we still add *-ly*, so the adverb has a double *-ll*: *careful* – *carefully*.

Adverbs that end in *-y* change to *-ily*: *easy* – *easily*.

3

- Read out the example sentence.
- Ask students to complete the sentences with the correct adverbs.
- Check answers, referring back to the chart in exercise 2 as necessary.

4

- Ask students to look at the pictures and complete the sentences with the adverbs.
- Check answers with the class.

### 5 Your turn

- Read out the first sentence beginning and elicit some possible adverbs.
- Ask students to complete the sentences with their own ideas.
- Don't check answers at this stage.

### ANSWERS

Students' own answers.

6

- Read out the example answers.
- Put students into pairs. They take turns to guess the adverbs their partner used.
- Ask who guessed all the adverbs correctly.

### Practice activity (all classes)

Ask students to write three more sentences about themselves, using adverbs on this page. You could elicit a few examples from the class first, e.g. *I can run fast. I don't sing well.*

Students can compare their sentences in pairs. Ask some students to read their sentences to the class.

### ANSWERS

Students' own answers.

### Further support

METRO EXPRESS p.115

Workbook p.W23

Online Homework Unit 7

On the Move Grammar

### 3 75

- Ask students to answer the questions from memory.
- Play the audio for students to listen and check their answers.
- Check answers with the class. Ask: *Do you know anyone who has received phishing e-mails? What did they do?*

### Further support

On the Move Vocabulary Listening

## Grammar

### Aim

learn adverbs of manner

### Warm-up

- Write on the board:

1 You should think \_\_\_\_\_ before you click on links.

2 You need to change your other passwords \_\_\_\_\_.

- Ask students if they can remember what words Tony used.
- Add the words to the board. Elicit that they are adverbs, and describe *how* someone does something.
- Tell students they are going to learn more about adverbs.

### ANSWERS

1 carefully 2 quickly

### 1 76

- Read out the question, and then play the audio. Ask students to read and listen, and answer the question.
- Check the answer with the class.



# Speaking

## Aim

make excuses

## Warm-up

- Read out the heading, *Making excuses*, and elicit or teach the meaning.
- Ask: *When might you make excuses?* Elicit some examples, e.g. when you haven't done your homework.
- Explain to students that they are going to practice making excuses in English.

## 1 77

- Ask students to complete the conversation with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class, and check that students understand everything in the conversation.

## 2

- Play the audio in exercise 1 again and ask students to listen and read, and focus on the pronunciation and intonation. You could pause the audio after for students to repeat.
- Put students into pairs to practice the conversation. Monitor while they are working, and correct any errors in a feedback session at the end.

## 3 78

- Allow students time to read through the gapped summary.
- Play the audio. Ask students to complete the summary.
- Check answers with the class, playing the audio again if necessary.

## Audioscript 78

**Mrs. Bailey** You are late, Liam!

**Liam** I'm sorry, Mrs. Bailey.

**MB** What happened?

**L** Someone stole my bag when I was getting on the subway.

**MB** Oh no! What did you do?

**L** I didn't chase the man, but I told the police.

**MB** Good idea. Was your homework in your bag?

**L** No, um ... I didn't do it.

**MB** Why?

**L** I was watching a crime movie on TV. I'm sorry!

## 4

- Allow students time to read the situations. Ask two confident students to read out the example conversation.
- With weaker classes, you could demonstrate the other two conversations with a confident student before students work in pairs.

## Speaking

### Making excuses

- 1 77 Complete the conversation. Then listen and check.

answer ~~didn't~~ happened writing

Joe: Sofia! You <sup>1</sup> didn't <sup>2</sup> answer my message.  
Sofia: I'm really sorry.  
Joe: What <sup>3</sup> happened?  
Sofia: I was <sup>4</sup> writing you a message when my battery died.



- 2 Practice the conversation in exercise 1.

- 3 78 Listen to a conversation between Liam and his teacher, Mrs. Bailey. Complete the summary.

Liam arrived <sup>1</sup> late for class. He <sup>2</sup> was getting on the subway when someone <sup>3</sup> stole his bag. He <sup>4</sup> didn't chase the man, but he told the police. He also didn't <sup>5</sup> do his homework last night because he <sup>6</sup> was watching a crime movie on TV!

**Stop** What happened?  
I was ... when ...

- 4 Practice three new conversations. Use the conversation in exercise 1 and the ideas below.

Problem	Excuse
You (be) late.	I (ride) to the mall when I (fall off) my bike.
You (not come) to Jack's party yesterday.	I (get) dressed when I (feel) really tired.
You (not do) your homework last night.	I (do) my homework on my computer when it (get) a virus.

You're late.

Yes, I'm sorry.

What happened?

I was riding to the mall when I fell off my bike.

eighty-six

86

Online Homework

## Reading

- 1 Read the tip and the definitions.

**Tip** Good readers know how to understand a dictionary entry.

**hack** /hæk/ *v* to break into someone's computer to steal information **verb**  
**hacker** /'hækə/ *n* [C] someone who hacks into other people's computers **noun**  
**hacking** /'hækɪŋ/ *n* [U] the action of breaking into someone's computer to steal information **uncountable**

In dictionaries, what do the abbreviations 1-5 mean?

- 1 *pron* = proun 4 *adj* = adjective  
2 *adv* = adverb 5 *phr v* = phrasal verb  
3 *prep* = preposition

- 2 79 Read the profiles of three hackers. Complete the sentences with Draper, Morris, or Poulsen.

- 1 Draper didn't use a computer to hack something.  
2 Morris now teaches students.  
3 Poulsen is now a journalist.  
4 Draper shared his hacking secrets with some famous people.  
5 Poulsen went to prison after the police arrested him in a store.  
6 Morris wasn't trying to commit a crime.

- 3 Read the text again and answer the questions.

- 1 What did Draper learn to do?  
He learned to hack the U.S. phone system / make free phone calls.  
2 How did the police discover his hacking?  
They read about it in a magazine article.  
3 How many computers were using the Internet when Morris wrote his worm?  
a 6,000 b 16,000 c 60,000  
4 Why didn't Morris go to prison?  
Because the worm didn't take any information from the computers.  
5 What did Poulsen win?  
Two Porsches, two vacations, and \$20,000.  
6 Where did the police catch him?  
In a supermarket.

- Put students into pairs to practice the new conversations. Allow them time to practice their conversations in pairs. Then swap roles and practice again.
- Invite some pairs in turn to act out their conversation for the class. Encourage them to speak in a natural way and sound angry or apologetic.

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Write on the board the headings: *Problem* and *Excuse*. As a class, brainstorm some more problems and excuses and make notes on the board. Put students into pairs to practice new conversations based on the ideas on the board. Encourage them not to plan their conversations, but to go straight into the role play. Encourage them to speak in a natural way, at a natural speed. You could do the activity with books closed, to make it more challenging. Discuss with the class how easy or difficult students found the task.

## ANSWERS

Students' own answers.

## Further support

Online Homework Unit 7

# The early HACKERS

We hear news stories about hacking every day! But who were the first hackers? And where are they now?

Early Hackers



**John Draper** was one of the first hackers. He discovered how to hack the U.S. phone system with ... a toy whistle, free in a box of cereal! With the whistle, Draper could make free phone calls. After an article about the discovery appeared in a popular magazine, the police arrested Draper. But he didn't go to prison, that time.

Later Draper taught two young computer students to hack the phone system. Who were they? Steve Jobs and Steve Wozniak – the founders of Apple computers! Draper now organizes hacking conferences.



In the 1960s and 1970s, phone companies used sounds to control the phone system. Draper used a toy whistle to make these sounds. The result? Free phone calls!

Early Hackers

**Robert Tappan Morris** was studying in college when he wrote the first computer "worm." A worm is a type of computer virus. Over 6,000 computers got the Morris worm – 10% of the computers on the Internet at that time. The Morris worm only caused computers to work slowly. It didn't take any information from them, so he didn't go to prison. But he had to pay \$10,050. Morris is now a computer science professor at a university.



Early Hackers



Like Draper, **Kevin Poulsen** was interested in hacking phone systems. But he used a computer to control the phone system. One day, there was a radio competition: the 102<sup>nd</sup> person to phone the radio station won a Porsche car! Kevin

used his hacking skills and won the car easily. In total, Poulsen won two Porsches, two vacations in Hawaii, and \$20,000! The police tried to arrest Poulsen, but he escaped. They caught him eighteen months later while he was shopping in a supermarket. He spent five years in prison. Poulsen now writes for a magazine.

- Focus on the pictures in the text, and use the second picture to teach *whistle*.
- Play the audio and ask students to read and listen, and then complete the sentences with the correct names.
- Check the answers with the class, referring back to the text if necessary to explain the answers.

3

- Ask students to read the text again and answer the questions.
- Check the answers with the class, referring back to the text if necessary to explain the answers.

## Practice activity (all classes)

Write the following questions on the board:

- 1 How serious was each hacker's crime? Which was the most serious crime? Why?
- 2 What other examples of hacking do you know about?
- 3 Do you think that hackers should always go to prison? Why? / Why not?

Allow students time to prepare their answers to the questions individually. Then put them into pairs to discuss the questions.

Ask pairs in turn to tell the class what they agreed and disagreed about, and why.

## ANSWERS

Students' own answers.

## Further support

Writing p.107

Workbook p.W32

Online Homework Unit 7

## Reading

### Aims

read profiles of early computer hackers, and practice understanding a dictionary entry

### Warm-up

- Ask: *Do you use a dictionary to help with your English? Which dictionary do you use?* Elicit a few answers. Then ask: *Is it better to use a bilingual dictionary or a monolingual dictionary? Why?* Discuss the question with the class, in the students' own language if necessary. Point out to students that as their English improves, they should use a monolingual dictionary when they can, as this will give them more information about the words they look up.

1

- Read out the tip with the class. Then ask students to read through the dictionary entries. Point out the abbreviations for *noun* and *verb*, and *countable* and *uncountable*.
- Ask students to look at the abbreviations 1–5 and decide what they mean. They could work in pairs for this.
- Check answers with the class, and check that students understand the words *hack*, *hacker*, and *hacking*.

2 79

- Allow students time to read through the sentences. Check that they understand everything, including *prison*.



## Watch

### Before you watch

#### About the video

In the video, Piper talks about the fictional detective Sherlock Holmes. The video then shows how modern forensic scientists use science to help catch criminals, and shows a training house where students of forensic science can learn how to analyze a crime scene. An expert in forensic science talks about the importance of Sherlock Holmes in developing the ideas behind forensic science.

- 1
  - Focus on the picture and ask students to read the definition. Check that they understand it.
  - Put students into pairs to discuss the questions.
  - Discuss the answers with the class, and explain if necessary that the person is the fictional detective Sherlock Holmes.

#### ANSWERS

Students' own answers.

2

- Read out the question and discuss it as a class. Ask students if they watch any crime series on TV which use forensic science. Encourage them to talk about series they enjoy, and why.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the sentences. Make sure they understand everything.
- Play the video for students to watch and choose the correct words to complete the sentences.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.


#### Videoscript see Tg p.127

#### 4 Video

- Allow students time to read the sentences.
- Play the video and ask students to watch. They decide if the sentences are true or false, and correct the false sentences.
- Check answers with the class.

W
Watch

Sherlock Holmes



**Before you watch**


**1** Look at the picture and the definition. Discuss the questions.

**forensic science** *n* investigating crimes by looking very carefully at the facts and evidence


- What is this person's job?
- Do you know where he lived and worked?
- Was he a real person, or just in stories?

**2** Can you name any other people – real, or characters in stories, TV, or movies – who have the job in exercise 1?


**While you watch**

**3**  Watch the video. What do you see?

- a picture of Sherlock Holmes / detectives today
- a picture of teacher / author Arthur Conan Doyle
- a forensic scientist / a police officer

**4**  Watch again. Write T (True) or F (False). Correct the false sentences.

- Conan Doyle's stories were the world's first detective stories. T ☒ F ☐
- The first Sherlock Holmes story appeared in 1897. T ☐ F ☒  
The first story appeared in 1887.
- Conan Doyle taught at Edinburgh University. T ☐ F ☒  
Conan Doyle studied at Edinburgh University.
- Conan Doyle read about real crimes to get ideas for his Sherlock Holmes stories. T ☒ F ☐
- Forensic scientists look for evidence of crimes. T ☒ F ☐



- someone investigating / committing a crime
- a prison / house where detectives practice
- someone checking a book / a door for fingerprints

- Examples of evidence include mud on shoes, fibers from clothing, or broken glass. T ☒ F ☐
- Sherlock Holmes was a doctor. T ☐ F ☒  
Conan Doyle was a doctor.
- Before Sherlock Holmes, detectives didn't use fingerprints. T ☒ F ☐
- Detectives have to work very quickly to solve crimes. T ☐ F ☒  
Detectives have to work slowly and carefully.
- Students in many different countries study forensic science. T ☒ F ☐



**After you watch**

**5** Work in small groups. Imagine there was a crime in your town – someone stole something. Answer the questions.

- What did someone steal?
- Who did they steal it from?
- When did they steal it?
- What's the evidence of the crime?
- What should be the punishment for the crime?

**6** Plan your investigation. Think about:

- how you can find people with information about the crime.
- how you can find evidence about the crime.
- how you can catch the criminal.

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 Online Homework
 The Move
Challenge

### After you watch

5

- Put students into small groups. Ask them to read the questions and plan their "crime."
- Discuss their ideas as a class. With weaker classes, you could do this stage as a whole class. Brainstorm ideas with the class and make notes on the board.

#### ANSWERS

Students' own answers.

6

- Students work in their groups to plan their investigation and decide how they can best catch the criminal.
- Monitor and help while students are working.

- Ask groups in turn to present their ideas to the class.
- Discuss as a class which investigation is most likely to succeed and why.

#### Further support

Online Homework Unit 7

On the Move Challenge

## In this unit ...

- talk about movies, TV shows, and the media
- talk about experiences
- order tickets at a movie theater
- skim a text about teenage movie directors
- understand a video about Hollywood movies

# 8

## My entertainment



Video Watch the warm-up video.

Oh, I know what it is!  
It's *Star Wars*.

- How many times does Naomi say "no" to Jack's questions?
- In pairs, act out a book, TV show, or movie.

- You could come back to these aims when students have finished the unit, and discuss with them how well they have achieved the aims.

## Warm-up video

### Video

- Read out the title of the unit, *My entertainment*, and elicit or explain the meaning of *entertainment*. Elicit some different forms of entertainment, e.g. TV, movies, music, theater, concerts.
- Focus on the picture and ask: *Where are Jack and Naomi? What are they doing?*
- Read out the speech bubble. Then read out question 1.
- Play the video and ask students to watch and answer the question.
- Check the answer with the class. Then put students into pairs. They take turns to act out a movie and ask questions to guess what it is.
- Discuss with the class which movies were easy to act out, and which were difficult.

### ANSWER

- She says "no" three times.
- Students' own answers.

### Videoscript

**Jack** Let's play a game.

**Naomi** Hmm, like what?

**J** What about 20 Questions? You start. Act out a movie or a book.

**N** Hmm. OK. ... Remember, you can only ask questions with a yes or a no answer!

**J** I know that. OK. Is it a book?

**N** No, it isn't.

**J** Is it a TV show?

**N** No, it isn't.

**J** Is it a movie?

**N** Yes, it is! That's three questions.

**J** Yes. Is it a horror movie?

**N** No, it isn't.

**J** Is it a science fiction movie?

**N** Yes, it is!

**J** Oh! I know what it is! It's *Star Wars*!

**N** Hey! You have to ask a question!

**J** Is it *Star Wars*?

**N** Yes, it is!

### Practice activity (all classes)

Ask: *What kinds of movies do Jack and Naomi mention? (horror movies and science fiction movies). Do you like these kinds of movies? Why? / Why not?*

Discuss the answers as a class.

Encourage as many students as possible to join in and express their opinions.

### Further support

**On the Move** Video

## 8 My entertainment

### Grammar

Present perfect (experiences)

Present perfect (experiences): questions

### Vocabulary

Movies and TV shows

Performing arts

### Skills

**Reading:** Hidden talents; Young movie directors

**Listening:** Last night's TV; How to get a job in TV

**Speaking:** At the movie theater

### Reading skill

Reading a text quickly to get the general idea

### Values and cross-curricular topics

Entertainment

The arts

Popular culture

TV and media

Personal ambition

Recognizing other people's talent

- Focus on the unit aims from the bar at the top of the page. Discuss the meaning of the aims and make sure students understand what they will learn during the unit.



## Vocabulary

### Aim

talk about movies, TV shows, and the media

### Optional warm-up

- Ask: *What's your favorite movie? Why do you like it?* Elicit answers from individual students, and ask other students if they agree. Find out what the most popular movies are in the class.

### 1 80

- Focus on the picture and elicit what the people are doing.
- Play the audio. Ask students to read and listen to the conversation.
- Elicit the answer to the question and check that students understand *comedy* and *music show*.

### 2 81

- Focus on the first picture and point out the example answer.
- Put students into pairs to look at the pictures and label the types of movies and TV shows. They can use their dictionaries to help if necessary.
- Play the audio for students to check their answers.
- Check answers with the class, and check that students understand all the movie and TV show types.
- Play the audio again, pausing after each type of movie or TV show for students to repeat.

### 3

- Put students into pairs to read the movie titles and discuss what types of movie they are.
- Discuss the answers with the class.
- Ask: *Do you know these movies? Which do you like? Why?*

### ANSWERS

Students' own answers.

### 4

- Allow students time to read through the chart. Then give them two minutes to complete the information.
- Students can compare answers in pairs.
- Discuss their answers with the class. Ask who managed to complete the chart in the time available.

### ANSWERS

Students' own answers.

### 5 Your turn

- Allow students time to read the questions and prepare their answers.

## Vocabulary

### Movies and TV shows

**1 80** Look at the picture and read the conversation. Write Jack's answer.

Naomi: Is it a comedy?

Jack: No, it isn't.

Naomi: Is it a music show?

Jack: Yes, it is.

**3** Do you know these movies? What type are they? (Some movies are two or three types.)

**World War Z** **X-Men** **Star Wars** **Avatar**

**My Big Fat Greek Wedding**

**Independence Day**

**Toy Story** **Zoolander**

**Spectre** **The Woman in Black** **Wall-E**

**2 81** Label the types of movies and TV shows. Listen, check, and repeat.

action movie animation comedy documentary  
horror movie reality show science fiction movie  
soap-opera sports show talk show

### TV Shows

**1 soap opera**



**3 talk show**



**2 documentary**



**4 sports show**



**5 reality show**



### Movies

**6 action movie**



**8 comedy**



**10 animation**



**7 science fiction movie**



**9 horror movie**



- Put students into pairs to discuss the questions.
- Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

### Practice activity (all classes)

Ask students to write the name of *one* movie or TV show for each of the types on page 90. Tell them just to write the names of the movies or shows, not the types, and tell them not to show anyone else their list.

Put students into small groups and ask them to close their books. Ask them to make a score sheet for their group.

In their groups, students take turns to read out one of their movie or TV show names. The first student to say the correct type gets a point.

Students continue until they have all read out their lists. The student with the most points in each game wins.

### Further support

**METRO EXPRESS** p.116

**Workbook** p.W9

**Online Homework** Unit 8

**Pronunciation** Classroom Presentation Tool

4 Complete the information.

In 2 minutes ...  
Can you name two TV shows of each type?

1 talk show	_____
2 documentary	_____
3 soap opera	_____
4 sports show	_____
5 reality show	_____

5 Your turn

5 Discuss the questions.

- What do you think of the types of TV shows and movies in exercise 2?  
a I like ... b I don't like ...
- Which of your favorite movies and TV shows are from ...  
a your country? b the U.S.? c other countries?
- Do you watch any shows or movies in English?
- Do you prefer watching movies at the movie theater or at home? Why?

→ **NETRO EXPRESS** p.116

→ **Workbook p.W9** **Online Homework**

L Listening

Last night's TV

- 1 Listen to clips of three TV shows or movies. Number them 1–3 in the TV guide.

- 2 Listen again and choose the correct answers.

Clip 1

- In winter, monarch butterflies live in the southern / northern U.S. and Mexico.
- Monarch butterflies fly 150 km / 2,500 km twice a year.

Clip 2

- Thelma / Brandon was driving.
- The police arrested / didn't catch the Doonans.

Clip 3

- There were runners from around 42 / 100 countries.
- Paula Radcliffe's fastest marathon time was 2:15:25 / 2:25:15.
- Paula Radcliffe's world-record marathon run was in 2003 / 2013.

- 3 In pairs, discuss the questions.

- Why do monarch butterflies have two habitats?
- What happened to the Doonans?
- What training do marathon runners have to do? What is their diet?



- T Listen: don't worry about that ...  
B Don't worry? Don't worry? But I have to catch them! They have the answers to all our questions about ...  
T Brandon? BRANDON?  
B Hi, hi. It's OK. I'm OK! But—  
T What about the Doonans?  
B They're ... I don't know ... They're gone!  
3 **Maria** Now, over to Chris Binks for the latest in track and field.  
**Chris** Hi Maria. Thanks, yes, I'm at the Nagai stadium in Osaka, Japan, for day two of the Track and Field World Championships. The big race today is the 42-kilometer marathon, with thousands of runners from over 100 countries. Of course, the women all want to beat the world record of 2 hours, 15 minutes, and 25 seconds.  
M Is that Paula Radcliffe's record?  
C Yeah. The British runner Paula Radcliffe set that world record back in 2003!

2 82

- Allow students time to read through the sentences.
- Play the audio again. Students listen and choose the correct words to complete the sentences.
- Check answers with the class.

3

- Check that students understand *habitat* and *marathon*.
- Point out that the answers to the questions are not in the audio, so students need to use their own ideas.
- Put students into pairs to discuss the questions.
- Discuss the answers with the class.

SUGGESTED ANSWERS

- Because of the weather.
- They got away.
- They do training in running, strength, and stamina. Their diet is strictly controlled to give them plenty of protein, and carbohydrates for energy.

Practice activity (all classes)

Put students into pairs. Ask them to choose one of the movies or TV shows from the TV guide and prepare a short clip from it.

Monitor and help while students are working, and allow students time to practice their clip.

Ask pairs in turn to perform their clip for the class. Other students can listen and guess the movie or TV show.

## Listening

### Aim

understand last night's TV

### Warm-up

- Ask: *Did you watch TV last night/last weekend? What did you watch?* Elicit answers from individual students. Ask more questions to encourage them to say more, e.g. *What was it about? What happened? What did you enjoy about it?*

1 82

- Refer students to the TV guide and allow them time to read through it.
- Explain to students that they are going to hear clips from three of the shows or movies.

- Play the audio. Students listen and number the TV shows and movies in the order they hear them.
- Check answers with the class.

### Audioscript 82

- The monarch butterfly, with its orange and black wings, is a common sight in the North American continent. In the winter, these butterflies live in the southern U.S. and Mexico. In the spring, millions of them migrate to their summer habitat in the northern U.S. and southern Canada. Every fall, they make the same 2,500-kilometer journey south again. Some of them can fly 150 kilometers in a day!
- Thelma** Brandon? This is Thelma Larsson. What's happening? Are you OK?  
**Brandon** Yeah, I'm good. I'm chasing the Doonans! But their car is so fast!



## Reading

### Aim

read and understand a text about talented people

### Warm-up

- Write the word *talent* on the board and elicit or explain the meaning. Elicit some examples of talents, e.g. being good at soccer, playing the guitar, dancing, being good at math, cooking.
- Ask: *What talents do you have?* Ask students to write down three talents that they have.
- Put students into pairs to compare their talents. Ask some students to tell the class one of their partner's talents.

1

- Ask students to look at the pictures and read the title. Explain the meaning of *hidden talents*, if necessary.
- Read out the question and explain that for this task, students must read the text quickly to find the answer to the question, but they shouldn't worry at this stage if they don't understand everything in the text.
- You could set a time limit, to encourage students to read quickly.
- Check the answer with the class.

### ANSWER

James Franco

2 83

- Allow students time to read through the roles. Make sure they understand them all.
- Play the audio and ask students to read and listen to the text, and check the two roles that both people have.
- Check the answer with the class, referring back to the text.

3

- Ask students to read the text again and answer the questions.
- Check answers with the class, referring back to the text.

4

- Students discuss in pairs what talents or skills they would like to have.
- Ask some students to tell the class something they learned about their partner.

### ANSWERS

Students' own answers.

## Reading

- 1 Read the text quickly. According to the text, who has the most hidden talents, Zooey Deschanel or James Franco?

### HIDDEN TALENTS

Famous people usually become famous because they have a talent in one particular area – maybe in sports, or science, or music, or acting. But some people have hidden talents and they are very good at several different things.

Zooey Deschanel has acted in dozens of movies and is most famous for starring in the popular comedy TV show *New Girl*. But did you know she's also a singer? And did you know she plays the piano and the ukulele? She has been in a few different bands, but her current band, *She & Him*, has made five albums! And not only that, Deschanel is also good at business. With two friends, she started a website called *HelloGiggles*, with news and stories about pop culture, relationships, and style. The website was very popular, so they sold it for millions of dollars!

James Franco has worked on over 80 Hollywood movies. He has acted in most of them, but he has also been a writer, a director, and a movie producer. In 2006, five years after his first big movie, *James Dean*, Franco returned to college to study literature. When he was not in class, he was acting in movies. Now he teaches writing and filmmaking at colleges – and even at his old high school in Palo Alto, California. But Franco's talents don't end there – he has written novels, he appears regularly on TV, he has had several art exhibitions, and – like Zooey – he's also a singer in a band!

- 2 83 Read again and check (✓) the two roles that Deschanel and Franco both have.

- |   |                                    |  |  |
|---|------------------------------------|--|--|
| 1 artist <input type="checkbox"/>           | 3 teacher <input type="checkbox"/> | 5 business person <input type="checkbox"/>     | 7 singer <input checked="" type="checkbox"/> |
| 2 actor <input checked="" type="checkbox"/> | 4 writer <input type="checkbox"/>  | 6 director / producer <input type="checkbox"/> | 8 musician <input type="checkbox"/>          |

- 3 Answer the questions.

- |   |  |
|---|--|
| 1 What can Deschanel play?<br><u>the piano and the ukulele</u>          | 4 When did Franco appear in the movie <i>James Dean</i> ?<br><u>2001</u>                           |
| 2 What is the name of Deschanel's band?<br><u>She &amp; Him</u>         | 5 What did Franco do while he was at college?<br><u>He studied literature and acted in movies.</u> |
| 3 Does HelloGiggles have stories about fashion?<br><u>Yes, it does.</u> | 6 Where does Franco teach?<br><u>At colleges and at his old high school.</u>                       |

- 4 In pairs, discuss what talents or skills you would like to have. Explain why.

ninety-two

92

### Practice activity (all classes)

Write on the board:

- She is most famous for \_\_\_\_ in the popular comedy TV show *New Girl*.*
- When he was not in class, he was \_\_\_\_ in movies.*
- He \_\_\_\_ regularly on TV.*

Put students into pairs and ask them to try to remember the words to complete the sentences. They can check their answers in the text.

Check answers with the class, and brainstorm other ways of talking about being in a movie or TV show, e.g. *be in a movie, be on TV, play the character of ... , have the lead role.*

### ANSWERS

- 1 starring 2 acting 3 appears

### Extension activity (stronger classes)

For homework, students could research another actor or TV star to find out if they have any hidden talents.


In the next class, students could present their findings in small groups.

Ask groups in turn to tell the class which hidden talents they found the most surprising.

### ANSWERS

Students' own answers.

**Present perfect (experiences)**

**1**  **84** Read the conversation and answer the questions.

- What is *Oz The Great and Powerful* like?  
really good
- Who is in it?  
Mila Kunis  
Rachel Weisz  
James Franco



**Chloe:** I'm going to watch this movie later. Do you want to watch it too?

**Abi:** *Oz The Great and Powerful*? I've never heard of it. What's it like?

**Chloe:** Oh, it's really good. I've seen it twice.

**Abi:** Who's in it?

**Chloe:** Mila Kunis, Rachel Weisz, ... and James Franco – he's amazing.

**Abi:** James Franco? He's been in some great movies ...


**Chloe:** Yeah, and you've never seen *Oz The Great and Powerful*, so let's watch it!

**Stop**

Past participles of regular verbs are the same as the simple past -ed forms. Past participles of irregular verbs aren't always the same as the simple past. See the Irregular verbs list at the back of the book.

**4** Are the verbs regular or irregular? Write the past participles.

- We've never had (have) a cookout in the park.
- I've ridden (ride) a small motorcycle.
- They've never gone (go) rafting.
- He's careful. He's never wasted (waste) his money.
- She's never climbed (climb) a tree!
- He's done (do) parkour.

**3**  **Your turn**

**5** Complete the sentences about experiences so they are true for you or someone you know.

- I've never met a celebrity.

**Media & Me**

1	(meet) a celebrity.
2	(visit) a TV studio.
3	(watch) a complete TV series in one day.
4	(be) in a talk show audience.
5	(see) a movie in English.
6	(leave) a movie theater before the end of a movie.



**6** In pairs, compare your answers.

I've never met a celebrity.

My aunt has met a celebrity. She's met Sofia Vergara!

→ **METRO EXPRESS** p.116

Workbook p.W24 Online Homework **93**

**Usage**

We form the present perfect with the correct form of *have* and the past participle of the verb.

In negative sentences, *never* comes between the form of *have* and the past participle: *I've never seen this movie.* NOT *I never have seen this movie.*

**3**

- Read out the example sentence.
- Ask students to complete the sentences with 've or 's.
- Check answers with the class.

**4**

- Read through the information in the *Stop* box with the class. Explain that with some irregular verbs, the past participle is the same as the simple past, e.g. *make – made – made*. With other irregular verbs, the past participle is different, e.g. *see – saw – seen*. Remind students that they need to learn irregular verb forms.
- Students read the sentences and decide if the verbs are regular or irregular. They then write the past participles.
- Check answers with the class.

**ANSWERS**

**Regular verbs:** waste, climb

**Irregular verbs:** have, ride, go, do

**5 Your turn**

- Read the experiences and make sure students understand everything. Then read out the example answer.
- Ask students to write sentences about their own experiences. Remind them to think about whether the verbs are regular or irregular.

**ANSWERS**

Students' own answers.

**6**

- Put students into pairs to compare their answers.
- Ask some students to say something they learned about their partner.

**ANSWERS**

Students' own answers.

**Further support**

**METRO EXPRESS** p.116

**Workbook** p.W24

**Online Homework** Unit 8

**Grammar**

**Aim**

learn the use of the present perfect for experiences

**Warm-up**

- Write the following gapped sentences on the board:
  - Zoey has been in dozens of movies.
  - She has acted in a few different bands.
  - Her current band, She & Him, has made five albums.
- Ask students to find the sentences in the text on page 92 and complete them with the correct verb forms.
- Check the answers. Ask: *Are the sentences all about Zoey's experiences?* (yes) *What verb form do they use?* Elicit or explain that they use the present perfect.

**ANSWERS**

1 has acted 2 has been 3 has made

**1**  **84**

- Ask students to read the questions.
- Play the audio. Ask students to answer the questions.
- Check answers with the class.

**2**

- Ask students to complete the chart with the correct verb forms.
- Check answers with the class. Then read through the chart with the class. Ask students to translate the sentences in the chart into their own language, to check understanding.



## Vocabulary

### Aim

talk about performing arts

### Warm-up

- Ask: *Do you enjoy acting in plays? Do you like performing on stage? Why? / Why not?* Elicit a range of answers from individual students. Ask: *Do you study drama at school? Does your school ever put on shows or plays?* Elicit a range of ideas, and encourage as many students as possible to talk about their own experiences and opinions.

### 1 85

- Put students into pairs to complete the ad with the correct words. They can use their dictionaries to help.
- Play the audio for students to listen and check their answers. Check that they understand the new vocabulary.
- Play the audio again, pausing after each phrase for students to repeat.

### 2

- Read out the example answer.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.

### Further support

METRO EXPRESS p.116

Workbook p.W9

Online Homework Unit 8

## Listening

### Aim

listen to an interview about how to get a job in TV

### 1

- Read out the tip with the class. Then ask students to read through the questions and possible answers.
- Ask students to guess the answers, but don't confirm them.

### 2 86

- Play the audio. Ask students to listen and answer the questions in exercise 1.
- Check the answers with the class.

### Audioscript 86

**Interviewer** Marcia Suleiman works for a TV production company called TVMetro. Marcia, we're talking about how to get a job in TV. What's your advice?

**Marcia** I think people should start as a runner in a TV studio. That's the best way into TV.

**I** A "runner"? What's a runner?

**M** Runners are usually young people – they're often college graduates – and they

### V Vocabulary

#### Performing arts

**1 85** Look at the ad for the school drama club. Complete the labels with a word from A and a word from B. Listen, check, and repeat.

**A** act direct design make perform take

**B** costumes pictures plays plays stage videos

**Shelton High School DRAMA CLUB**

Can you help SHSDC? We need people to:

1 act in school plays

2 design costumes and sets

3 take pictures of the actors

4 direct school plays

5 perform on stage

6 make videos of shows

### L Listening

#### How to get a job in TV

**1** Read the tip.

**Tip** Good listeners read the questions before they listen. This helps them to prepare for what they are going to hear.

Then read the questions 1–3 and the answers a–f.

- Who does Marcia Suleiman work for? f
- What job does Suleiman advise people to try first? c
- What other jobs are there in a TV studio?  
b a e d

a director  
b actor  
c runner

d designer  
e camera person  
f TV production company

**2 86** Listen and answer the questions in exercise 1.

**3 86** Listen again and choose T (True) or F (False).

- Runners are often college graduates. ☒ T ☐ F
- Runners can earn a lot of money. ☐ T ☒ F
- You need experience before you can be a runner. ☐ T ☒ F
- Marcia has been a runner. ☒ T ☐ F
- Marcia's son Michael is a celebrity actor. ☐ T ☒ F
- Michael bought two dozen white roses. ☐ T ☒ F

**4** In pairs, discuss the questions.

- Would you like to be a runner in a TV studio? Why? / Why not?
- What jobs in TV production do you think you would enjoy? Why?

94 → Workbook p.W9 → Online Homework

FOR MORE PRACTICE

Vocabulary Listening

help with lots of small jobs around the studio. Runners don't earn much, but it's a great way to get experience because you work with ... with everyone.

**I** Everyone?

**M** Sure, runners work with the actors, of course, with directors, the camera people, designers ... The list of people in a TV studio is very long! I started my career as a runner, and my son Michael is a runner at the moment.

**I** Really?

**M** Sure. Michael has had some interesting jobs!

**I** Like what?

**M** Gosh! Um ... He hangs out with the actors quite a lot. He's helped one celebrity's children with their homework. He's gone shopping for a famous soap opera actor. One time, this actor asked him to buy two dozen red roses. Michael

bought the roses, and then the actor said he didn't like the color, and he wanted two dozen pink roses instead!

### 3 86

- Ask students to read the sentences.
- Play the audio again. Students decide if the sentences are true or false.
- Check answers with the class.

### 4

- Put students into pairs to discuss the questions. Ask some students to tell the class which jobs they and their partner would like to do.

### ANSWERS

Students' own answers.

### Further support

On the Move Vocabulary Listening

**Present perfect (experiences): questions**

**1** **87** Read the conversation and choose the correct answer.

Valeria **has played** / **has never played** the guitar in a concert.

Chase: Can you play an instrument?

Valeria: Yes, I can play the guitar.

Chase: Have you ever played in a band?

Valeria: Yes, I have. I can also sing.

Chase: Have you ever sung on stage?

Valeria: No, I haven't. I've never even played the guitar on stage. I'm too shy!



**Your turn**

**4** Complete the questions 1-8 with the correct form of the verbs. Then write two more questions.

act do go meet ride sing take watch

**Have you ever ...**

1 **sung** on stage?

2 **ridden** a horse?

3 **taken** a picture of a celebrity?

4 **acted** in a school play?

5 **done** a bungee jump?

6 **met** a sports star?

7 **watched** a concert or a sports game in a big stadium?

8 **gone** rafting?

9 \_\_\_\_\_?

10 \_\_\_\_\_?

**5** In pairs, ask and answer the questions in exercise 4. Then compare answers in groups.

Have you ever sung on stage?

Yes, I have! In a school concert.

→ METRO EXPRESS p.116



Workbook p. W25



Online Homework



Grammar

95

**Usage**

We use *ever* with the present perfect to talk about experiences. *Ever* comes after the subject: *Have you ever acted in a play?* NOT *Have ever you acted?* *Have you acted ever?*

In short answers, we just use the correct form of *have*: *Yes, I have.* NOT *Yes, I've acted.*

**3**

- Read out the example question and answer.
- Ask students to complete the questions, and then write true answers.
- Allow students time to compare their answers in pairs. Then check answers with the class.

**4 Your turn**

- Ask students to complete the questions with the correct verbs, and then write two more questions.
- Check answers with the class.

**5**

- Put students into pairs to ask and answer the questions in exercise 4. Ask them to note down the things their partner has done.
- Put pairs together into groups of four. Students tell their group what things their partner has done.
- Ask some students to tell the class something interesting one of their classmates has done.

**ANSWERS**

Students' own answers.

**Practice activity (all classes)**

Write a selection of verbs on the board, e.g. *eat, drink, lose, play, see, speak, visit, watch, win*. Ask students to close their books, and put them into teams.

Teams take turns to choose a verb and ask a present perfect question, e.g. *Have you ever eaten raw fish?* If their question is correct, they get a point and the verb is crossed off the board. Invite other students to answer the question. If their question is not correct, leave the verb on the board. Continue until all the verbs are crossed off. See which team has the most points.

**ANSWERS**

Students' own answers.

**Further support**

METRO EXPRESS p.116

Workbook p. W25

Online Homework Unit 8

On the Move Grammar

**Grammar**

**Aim**

learn questions in the present perfect

**Warm-up**

- With books closed, write on the board: *I've acted in a play.* *Sam has been in a band.*
- Elicit that the verbs are in the present perfect.
- Elicit the negative forms of the sentences and write them on the board.
- Ask: *Can you make the sentences into questions?* Elicit a few possible answers, but don't confirm them.
- Tell students they are going to learn to make questions in the present perfect.

**1** **87**

- Allow students time to read the sentence. Then play the audio. Ask students to choose the correct answer.
- Check the answer with the class.

**2**

- Ask students to complete the charts with the correct words.
- Check answers with the class. Then read the charts with the class and make sure they understand everything.



# Speaking

## Aim

practice a conversation at the movie theater

## Warm-up

- Ask: *How often do you go to the movie theater? Who do you usually go with? What was the last time you went? What movie did you see?* Elicit answers from individual students.
- Ask: *Do you usually have food and drink when you go to the movie theater? What do you have?* Elicit some answers, and teach *popcorn*.
- Explain to students that they are going to practice a conversation at the movie theater in English.

## 1 88

- Ask students to complete the conversation with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class, and check that students understand everything in the conversation.

## 2

- Play the audio in exercise 1 again and ask students to focus on the pronunciation and intonation. You could pause the audio and get students to repeat.
- Put students into pairs to practice the conversation. Monitor while they are working, and correct any errors in a feedback session at the end.

## 3

- Focus on the list and explain the meaning of *regular*, *large*, *hot dog*, and *fries*.
- Ask students to complete the list of movies, and choose the drinks and snacks they want.
- Put students into pairs to compare their choices and add up the prices.
- Ask some pairs how much they are going to spend.

## ANSWERS

### Students' own answers.

## 4

- Read out the note in the *Stop* box with the class.
- Ask students to look at the conversation in exercise 1 again, and point out the green words. Elicit some examples of how students can change these words, using their ideas in exercise 3.

## Speaking

### At the movie theater

- 1 88 Complete the conversation. Then listen and check.

Can I Can we get  
Do you want  
How can I help you



Cashier: Hi! <sup>1</sup> How can I help you, today?  
Addison: <sup>2</sup> Can I get two tickets for X-Men at 8:15, please?  
Cashier: Sure. <sup>3</sup> Do you want any sodas or popcorn?  
Addison: Yes, please. <sup>4</sup> Can we get two regular sodas and a large popcorn?  
Cashier: OK. That's two tickets for X-Men at 8:15 in Screen 4, with two regular sodas and one large popcorn. That's \$34, please.

- 2 In pairs, practice the conversation.

- 3 Imagine you are going to the movies. Complete the poster with movie titles. Then choose your drinks and snacks. In pairs, compare your choices and add up the prices.

<b>All movies \$10!</b>		<i>Star Wars</i>		19:15 Screen 1	
				20:00 Screen 2	
				20:45 Screen 3	
		<b>DRINKS</b>		<b>SNACKS</b>	
<b>SODA</b>	regular	\$4.50	<b>POPCORN</b>	regular	\$4.00
	large	\$5.50		large	\$5.00
<b>OTHER DRINKS</b>	water	\$2.50	<b>OTHER SNACKS</b>	hot dog	\$5.00
	fresh juice	\$5.00		fries	\$4.00

- 4 In pairs, practice your conversations. Use the conversation in exercise 1 as a model and change the green phrases.

Hi. How can I help you today?

Can I get two tickets for ...

**Stop** Remember to say please.

ninety-six

96

Online Homework

## Reading

- 1 Read the tip.

### Tip

Good readers can read a text quickly to get the general idea. Don't stop at difficult or new words – just keep reading.

Read the text quickly and without stopping. Choose the best title for the text.

- a How to make a movie  
b Movies for young people  
c Young movie directors

- 2 89 Read the introduction and the paragraph about Vicky and answer the questions.

- 1 What type of movie did Vicky Jewson write first?  
a romantic comedy  
2 How did she get the money for her movie?  
She borrowed the money from rich people.  
3 What did people think of her first movie?  
They didn't like it.  
4 What type of movie was Jewson's second movie?  
an action movie  
5 What did Jewson feel about her second movie?  
She was pleased, but she hated making it.

- 3 90 Read the paragraph about Kishan. Complete the summary.

acted directed worked wrote  
four nine eleven twenty

Kishan Shrikanth <sup>1</sup> acted in his first movie when he was <sup>2</sup> four. Then he <sup>3</sup> wrote a story about a homeless boy. The story became a movie, and Shrikanth <sup>4</sup> directed it when he was <sup>5</sup> nine. The movie won <sup>6</sup> eleven international awards and Guinness World Records listed him as the world's youngest movie director. He has <sup>7</sup> worked on over <sup>8</sup> twenty other movies.

- 4 Find the words 1–5 in the text. Match them with the meanings a–e.

- 1 ambition  
2 rich  
3 audience  
4 episode  
5 homeless
- a a part of a story  
b with nowhere to live  
c with a lot of money  
d something you really want to do  
e people who watch a movie or a concert

- Demonstrate the activity with a confident student. Take the role of the cashier and have a conversation, with the student using their information in exercise 3.
- Ask students to practice their conversations in pairs.

## ANSWERS

### Students' own answers.

## Practice activity (all classes)

Brainstorm a list of popular current movies and write it on the board.

Brainstorm a list of drinks and snacks, with prices, and write this on the board.

Ask students to read through the conversation in exercise 1 again. Then ask them to close their books.

Students work in pairs and practice new conversations, using the information on the board. Encourage them to focus on becoming faster and more fluent when they speak.

Ask some students to perform their conversations for the class.

## ANSWERS

### Students' own answers.

## Further support

Online Homework Unit 8

It isn't easy to become a director, especially when you're young. But here are the stories of two talented young people who have become successful directors ...



Vicky Jewson

### Vicky JEWSON

Vicky Jewson always had an ambition to be a director. Many people told her, "You can't make a movie!" but Vicky was confident. When she was a teenager in Oxford, in the U.K., she wrote her first movie – a romantic comedy. She organized meetings with a lot of rich people and she borrowed \$2 million! Over many months, she worked very hard and directed the movie herself. But audiences were disappointed and the movie got negative reviews.

Luckily, Jewson didn't stop directing. Her second movie was an action movie and it was more successful. Jewson was very pleased, but making the movie wasn't an easy experience. "I actually hated directing it," she said. "It was definitely the hardest thing I have ever done."



### Kishan SHRIKANTH

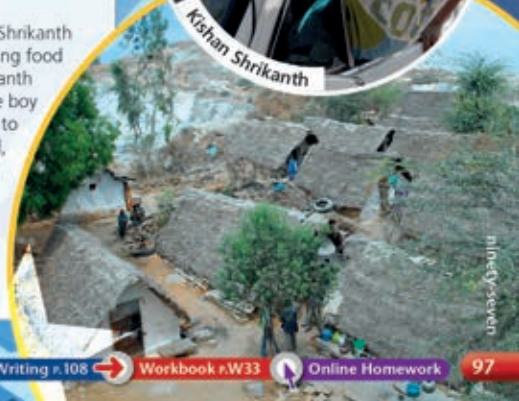
Kishan Shrikanth acted in his first movie at the age of 4 in Bangalore, India. He has acted in more than 1,000 episodes of Indian soap operas, too. But his proudest moment was when Guinness World Records listed him as the world's youngest movie director, when he was only 9 years old!

One day, while his dad was driving him to school, Shrikanth saw some young boys in the street. They were selling food to earn money because they were homeless. Shrikanth decided to write a story about a homeless boy. The boy had a hard life until an old lady paid for him to go to school. It was a great story and a family friend said, "Let's make this into a movie!" Shrikanth directed the movie at the age of 9, and it has won eleven international awards.

Shrikanth has acted in or directed over 20 movies, but he is truly famous in India because he became a director when he was a child.



Kishan Shrikanth



- Check answers with the class, referring back to the text if necessary to explain the answers.

4

- Ask students to find the words in the text and match them with the meanings. They could work in pairs for this.
- Check answers with the class.

#### Practice activity (all classes)

Ask: *Who do you admire more, Vicky or Kishan? Why? What qualities do you think they have?*

Discuss the questions as a class.

#### ANSWERS

Students' own answers.

#### Extension activity (stronger classes)

Put students into pairs. Ask them to plan a movie to direct. Tell them they should think about:

- what type of movie it is.
- what it is about and who the main characters are.
- which actors they will choose.
- where they will film it.

Students plan their movies in pairs. Monitor and help while they are working. Ask pairs in turn to present their movies to the class. You could have a class vote to choose students' favorite movie.

#### ANSWERS

Students' own answers.

#### Further support

Writing p.108

Workbook p.W33

Online Homework Unit 8

## Reading

### Aims

read a text about teenage movie directors, and practice reading a text quickly to get the general idea

### Warm-up

Ask: *What does a movie director do?* Elicit a range of answers, e.g. the director decides where to film the movie, directs the actors, decides if the costumes are right. Ask: *Do you think it is a difficult job? Why? / Why not?* Elicit a range of answers.

1

- Read out the tip with the class. Then ask students to read the text quickly, without stopping. You could set a time limit for this, to encourage them to read quickly.

- Ask students to choose the best title for the text.
- Check the answer with the class.

2 89

- Allow students time to read through the questions.
- Play the audio and ask students to read and listen, and then answer the questions.
- Check answers with the class, referring back to the text if necessary to explain the answers.

3 90

- Allow students time to read through the summary.
- Play the audio and ask students to read and listen, and then complete the summary with the correct words.



## Watch

### Before you watch

#### About the video

The video shows the history of the movies, from early silent movies to modern blockbusters. The video then shows some parts of New York that have become famous because they have featured in popular movies.

1

- Put students into pairs to match the pictures with the descriptions.
- Check answers with the class, and check that students understand *talkies* and *blockbuster*.

2

- Put students into pairs to discuss the questions.
- Discuss the answers as a class.

#### ANSWERS

Students' own answers.

### While you watch

#### 3 Video

- Allow students time to read through the list of things. Make sure they understand everything.
- Pre-teach *alleyway* (a narrow street).
- Play the video for students to watch and check the things that they see.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

#### Videoscript see TG p.128

#### 4 Video

- Allow students time to read the gapped sentences.
- Play the video and ask students to watch, and then complete the sentences with the correct words.
- Check answers with the class.


### After you watch


5

- Put students into pairs to discuss the questions.
- Elicit some answers from individual students. Then discuss as a class which locations in the students' own country have appeared in movies, or would be suitable for movies and why.

#### ANSWERS

Students' own answers.





**Watch**



### Before you watch

**1** Match the descriptions 1–3 with the pictures A–C.


- Silent movies – early 1900s B
- "Talkies" – the first movies with sound – from 1927 C
- Blockbusters – big Hollywood movies today A


**2** Answer the questions.

- Have you ever seen a silent movie?
- Have you ever seen a "talkie" from the 1930s or 1940s?
- What's your favorite blockbuster?

### While you watch

**3**  Watch the video. What do you see?

- the famous HOLLYWOOD sign in California ☒
- the inside of a modern movie theater ☒
- people waiting in line to go into a movie theater ☒
- part of a silent movie ☒
- pictures from blockbusters ☒
- an interview with a movie star ☐
- famous movie locations in New York City ☒
- friends relaxing together ☐

**4**  Watch again. Complete the sentences.

1907	1920s	1931	4,000	6,000	blockbuster
France	King Kong	Los Angeles	Men in Black	M.G.M.	

- Moving pictures were invented in France.
- Hollywood is in Los Angeles.
- By 1907, there were more than 4,000 movie theaters.
- The movies became big business in the 1920s.
- M.G.M. is a big movie studio.
- Avatar is an example of a blockbuster.
- The Empire State Building opened in 1931.
- New York City appeared in King Kong.
- The sculpture in Flushing Meadows Park appeared in Men in Black.
- Today, there are more than 6,000 movie theaters in the U.S.


### After you watch


**5** Answer the questions.

- Have you seen any movies that showed New York City? What were they?
- Have locations in your country appeared in movies? Which ones?
- Are there any locations in your town or city that you think would be great movie locations? Where? Why?

**6** Make a project or video that shows big movie studios why your town or city is the perfect place to make a movie. Show or describe locations that would be perfect for:

- an action movie.
- a horror movie.
- a science fiction movie.


**Online Homework**


**Challenge**

6

- Read out the task and explain that students must try to *persuade* a movie studio that their town or city is a perfect place for a movie.
- Put students into pairs or groups.
- Discuss as a class the best kind of project for students to do, e.g. a video, a class presentation, a poster.
- Discuss what students can do in class, and what they can do for homework.
- Encourage students to discuss their project in their pairs or groups and divide the work between them.
- If they are making a video, they could use their phones to film locations around their town or city, and then prepare a commentary for their film. They could record the commentary or read it as the film plays.

- If they are doing a presentation or a poster, they could prepare it on the computer or on paper and add pictures of locations in their town or city.
- Ask groups in turn to show their videos, give their presentations or present their posters to the class.
- Ask: *Which presentation was the most likely to persuade a movie company? Why?* Discuss the answers as a class.

#### Further support

**Online Homework** Unit 8  
**On the Move** Challenge

## Vocabulary

### 1 Complete the stories with the crime verbs.

arrested broke into chased robbed

Thieves in Delaware <sup>1</sup> **robbed** a jewelry store last night. They <sup>2</sup> **broke into** the store at 1 a.m. A security guard <sup>3</sup> **chased** them, but they escaped on motorcycles. Police <sup>4</sup> **arrested** one of the thieves this morning, but they're still looking for the other three.

are investigating didn't catch stole

Police <sup>5</sup> **are investigating** a crime scene at a sneaker store in Arkansas. Two men walked into the store yesterday at 7:20 p.m. and <sup>6</sup> **stole** twelve boxes of expensive sneakers. Outside the store, the thieves took off their old sneakers and put on some new ones! Then they ran away. The security guard <sup>7</sup> **didn't catch** them. The police are looking for two men with big feet – size 14!

### 2 Correct the mistakes in the computing phrases.

- On public computers, you should always log out of information. websites
- You should think before you click on passwords in e-mails. links
- I want to keep my personal information safe, so I use about six different links. passwords
- You should be careful about how you share personal software. information

### 3 Complete the sentences with the pairs of performing arts words.

act / play design / costumes  
direct / play perform / stage

- "Did your sister act in the school play?"  
"No, they asked her to direct the play."
- "Are you going to perform on stage?"  
"No, I'm too shy! I'm going to design the costumes for the play."

### 4 Match the TV shows and movies with the descriptions.

animation comedy documentary horror movie  
soap opera science fiction movie talk show

- documentary A show about the real world, for example, about nature or history.
- horror movie An exciting type of movie. Do you like feeling scared?
- science fiction movie A movie about life in the future or in space.
- soap opera A show on TV a few times a week, about the lives of the same characters.
- animation A movie made with computer graphics, not real actors.
- talk show A show with a presenter who speaks to guests about their lives or news events.
- comedy A show with funny actors and funny situations.

## Grammar

### 1 Write sentences. Use the simple past and past progressive form of the verbs.

- we / perform / in the park when it / start / to rain  
We were performing in the park when it started to rain.
- Mason / play / soccer when he / hurt / his leg  
Mason was playing soccer when he hurt his leg.
- Evelyn / throw / the ball while I / not look  
Evelyn threw the ball while I wasn't looking.
- Ashley / wash / the dishes when she / break / a glass  
Ashley was washing the dishes when she broke a glass.
- while Noah / walk / to school, he / lose / his phone  
While Noah was walking to school, he lost his phone.
- someone / steal / the officers' car while they / investigate / a crime  
Someone stole the officers' car while they were investigating a crime.

4

- Ask students to match the TV shows and movies with the descriptions.
- Check answers with the class, and check that students understand all the words.
- Ask: *What movies do you want to go and see at the moment? What kinds of movies are they?*
- Before students move on to the Grammar exercises, point out to them that this would be a good time to make sure their vocabulary notebook is up to date. You could allow time in class for this, or ask students to do it for homework.

## Grammar

1

- Read out the example answer and point out that it uses the past progressive and simple past together.
- Ask students to write the sentences using the correct verb forms.
- Check answers with the class. If students struggle with this exercise, refer them back to the chart and information on page 83 and go through the main points again with the class. Point out to students, in their own language, that it is important to go back and review grammar points so they don't forget them.

## Review D

### Vocabulary

1

- Read out the first sentence and point out the example answer.
- Ask students to read the stories and complete them with the correct crime verbs.
- Check answers with the class, and check that students understand all the verbs.

2

- Ask students to read the sentences and correct the mistakes in the computing phrases.

- Check answers with the class, and check that students understand all the words.
- Ask: *What websites do you visit regularly? How often do you change your passwords?*

3

- Read out the first sentence and point out that the answer uses a pair of words from the box.
- Ask students to read the sentences and complete them with the correct words.
- Check answers with the class, and check that students understand all the sentences.
- Ask: *Do you like performing on stage, or are you too shy?*



2

- Read out the example answer. Point out that the adverb ends in -ly.
- Ask students to write the adverbs.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the chart on page 85 and go through the main points again with the class.

3

- Read out the example sentence. Point out that in this exercise, students have to use an adjective and an adverb in each sentence.
- Ask students to complete the sentences using the correct adjectives and adverbs. Students could compare their answers in pairs.
- Check answers with the class.
- If students struggle with this exercise, read out the first sentence and ask students to translate it into their own language. Point out the difference between the adjective and adverb. Elicit that we use an adjective before a noun or after the verb *be*, and we use an adverb after verbs.

4

- Ask students to read the conversations and complete them with the correct present perfect forms.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the charts on page 93 and 95, and go through the main points again with the class.

## Consolidation

- Explain to students that this exercise brings together all the language they have learned so far, so each gap tests a different language point.
- Ask students to read the text and choose the correct answers.
- Allow students time to compare their answers in pairs, and encourage them to discuss why particular answers are right or wrong.
- Check answers with the class, and discuss, in the students' own language if necessary, why each answer is correct and the other options are wrong.
- Point out to students that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.



## Review

### 2 Write the adverb forms of the adjectives.

- |                            |                        |
|----------------------------|------------------------|
| 1 careful <u>carefully</u> | 4 loud <u>loudly</u>   |
| 2 easy <u>easily</u>       | 5 good <u>well</u>     |
| 3 fast <u>fast</u>         | 6 quiet <u>quietly</u> |

### 3 Complete the sentences. Use the adjectives and adverbs in exercise 2.

- This is a fast motorcycle. It goes really fast.
- Be careful! You have to cut this paper carefully.
- You speak Spanish really well. You're good at languages.
- Joseph sings really loudly. He's so loud in the shower!
- The race was easy for us. We won easily.
- Aubrey speaks quietly. She has a quiet voice.

### 4 Complete the conversations. Use the correct present perfect forms of the verbs.

- "Have you ever tried (you / ever / try) Japanese food?"  
"No, I haven't. But I have eaten (I / eat) Vietnamese food."
- "Have you ever gone (you / ever / go) swimming in the river?"  
"Yes, we have. We have dived (we / dive) there, too!"
- "Has your best friend ever had (your best friend / ever / have) a sleepover at her house?"  
"No, she hasn't. But I have had (I / have) a sleepover at mine."
- "Have your parents ever listened (your parents / ever / listen) to your music?"  
"Yes, they have.! But they have never become (they / never / become) fans!"
- "Has your mom ever lent (your mom / ever / lend) you money?"  
"Yes, she has. I have borrowed (I / borrow) a lot of money from my parents."



## Consolidation

Read the story. Then choose the correct answers.

Detective Jenny Jones <sup>1</sup>was reading e-mails in her car when she heard a message on the radio: "Attention! ... Robbery ... camera and TV store ...". She <sup>2</sup>logged out of her e-mail and started the car. While she <sup>3</sup>was driving along Fifth Avenue, she saw two men with big movie cameras. Detective Jones stopped the car <sup>4</sup>quickly and looked again. Then she got out of the car and followed the men around a corner.

"Stop!" said a police officer. "This street is closed. There's a movie crew here today. They're making a movie with Harry Leno. It's <sup>5</sup>an action movie, kind of like a James Bond movie.

<sup>6</sup>Have you ever met Harry Leno? He's right here."

Detective Jones looked behind the police officer. Harry Leno was talking with the cameramen.

"Hi, Harry!" said Detective Jones. "We've never <sup>7</sup>met My name's Jenny. Jenny Jones. Can I <sup>8</sup>take a picture with you?"

- |                        |                  |                          |
|------------------------|------------------|--------------------------|
| 1 a reading            | b were reading   | c <u>was reading</u>     |
| 2 a clicked on         | b installed      | c <u>logged out</u>      |
| 3 a <u>was driving</u> | b is driving     | c were driving           |
| 4 a quicker            | b <u>quickly</u> | c quick                  |
| 5 a reality show       | b an animation   | c <u>an action movie</u> |
| 6 a Was                | b <u>Have</u>    | c Has                    |
| 7 a <u>met</u>         | b meet           | c meeting                |
| 8 a perform            | b <u>take</u>    | c make                   |

one hundred

100



## An e-mail invitation

1 Read the e-mail. What does Carter want Aunt Glenda to do?

- a help plan the party
- b invite people to the party
- c say if she can come to the party



2 Complete the chart.

Who is the invitation for?	<sup>1</sup> Aunt Glenda
What is the event?	<sup>2</sup> Carter's dad's 40th birthday party
Who is planning the event?	<sup>3</sup> Carter and his mom
When and where is the event?	<sup>4</sup> Saturday, June 10 at the Social Club on Wilmott Drive

3 Read the tip.

**Tip** Good writers use phrases such as *Hi*, *See you soon*, and *Love* in personal e-mails.

Look at the green phrases in the e-mail in exercise 1. What do you think "xx" after Carter's name means?

4 Order the parts of the e-mail.

- a 7 xx
- b 4 Are you coming? Please let me know.
- c 1 Hi Simon and Alison,
- d 5 See you soon.
- e 2 How are you?
- f 6 Love, Marty
- g 3 I'm writing about the camping trip. We're going to the Blue Mountains on May 30 and 31. I'm attaching a map.

5 Plan an e-mail to a family member. Invite them to an event or trip. Use the ideas below or your own ideas. Copy and complete the chart in exercise 2.

birthday party school celebration soccer game weekend at the beach

6 Write your e-mail.

- Use the phrases in exercise 3.
- Use Carter's e-mail as a model.
- Use your ideas in exercise 5.

Online Homework

one hundred one 101

## Writing 1

3

- Read through the tip with the class. Ask students how they would start and end an e-mail in their own language.
- Read through the green phrases with the class and make sure students understand them all.
- Elicit or explain what "xx" means after Carter's name.

**ANSWER**

The "xx" represents kisses.

4

- Read out the opening phrase of the e-mail and elicit the next line (How are you?).
- Ask students to order the parts of the e-mail.
- Check answers with the class.

### Practice activity (all classes)

Explain that in informal e-mails, we usually use contractions rather than full forms. Ask students to read the e-mail again and find four contractions. You could do this as a race, to motivate students.

Check answers with the class.

**ANSWERS**

I'm, It's, We're, I'm, don't

5

- Read through the ideas in the box and check that students understand everything.
- Ask students to plan their ideas and make a chart like the one in exercise 2.
- With weaker classes, you could copy the chart onto the board and elicit information from the class to complete it. Students could then copy it into their notebooks.

**ANSWERS**

Students' own answers.

6

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, students could compare their e-mails in pairs and check their partner's e-mail against the checklist.

**ANSWERS**

Students' own answers.

### Further support

Online Homework Unit 1

## Writing 1

### An e-mail invitation

#### Aims

write an e-mail invitation  
practice using informal phrases in e-mails

#### Warm-up

- Ask: *What do you usually do to celebrate your birthday?* Elicit a few ideas and elicit the words *party* and *trip*. Then put students into pairs to tell their partner how they usually celebrate their birthday.
- Read out the heading, *An e-mail invitation*, and check that students understand it. Ask: *Who might you send*

*an e-mail invitation to?* Elicit a few ideas, e.g. a family member who lives in a different town or city.

1

- Read out the question.
- Ask students to read the e-mail and choose the correct answer to the question.
- Check the answer with the class.

2

- Ask students to read the e-mail again and complete the chart.
- Allow students time to compare their answers in pairs, and then check answers with the class.



## Writing 2

### A report

#### Aims

write a report about a school trip  
practice using pronouns to avoid  
repeating a word or phrase

#### Warm-up

- Ask: *Do you ever go on school trips? Where do you go? What do you study or learn about?* Elicit answers from individual students and encourage them to talk about school trips they have been on.
- Read out the heading, *A report*, and explain to students that they are going to write a report of a school trip.

1

- Ask students to look at the pictures. Use the pictures to teach the words *brown bear* and *fossil*. Ask: *What kind of school trip do you think this was? What did the students study?* Elicit a few ideas, but don't confirm them.
- Read out the question. Ask students to read the report and answer the question.
- Check the answer with the class, and elicit that it was a geography trip.

#### ANSWER

Her favorite moment was seeing the brown bears.

2

- Ask students to read the report again and complete the chart.
- Check answers with the class.

3

- Read through the tip with the class. Elicit or explain that pronouns are words such as *he, she, it, we*, and *they* that we use instead of nouns.
- Ask students to find the highlighted pronouns in the report and match them with the phrases.
- Check answers with the class.

4

- Ask students to read the report and replace the green words with the pronouns in the box.
- Check answers with the class.

## Writing 2

### A report

- Read the report. What was Hailey's favorite moment?

#### Class trip to Langdale, October 12–14

The 8th grade geography class went on a trip to Langdale. It's only 50 km from downtown Vancouver. We took a ferry to Langdale and <sup>1</sup>we camped for two nights. It wasn't very comfortable, but we were lucky with the weather. It was 20°C and sunny. On the first afternoon, we had a cookout on the beach. After dark, it was cold and we told stories by the fire. That was fun, but scary! On the second day, we hiked in the mountains in small groups. My group saw a lot of wildlife. <sup>2</sup>We even saw two brown bears! That was the best part of the trip. Luckily, <sup>3</sup>they didn't see us, because they can run fast! On the last day, we collected fish fossils. They were millions of years old. We collected over 50 of <sup>4</sup>them!

Hailey Harris, 8th grade



- Complete the chart with information in the report.

Destination	<sup>1</sup> Langdale
Date of the trip	<sup>2</sup> October 12–14
Who went on the trip	<sup>3</sup> the 8th grade geography class
Transportation	<sup>4</sup> ferry
Day 1	cookout on the beach, <sup>5</sup> stories by the fire
Day 2	<sup>6</sup> hiked in the mountains, saw brown bears
Day 3	<sup>7</sup> collected fish fossils

102 one hundred two

- Read the tip.

#### Tip

Good writers often use pronouns to avoid repeating a word or phrase.

Match phrases a–d with pronouns 1–4 in the report.

- a 4 fish fossils  
b 3 brown bears  
c 2 Hailey's group  
d 1 the 8th grade geography class

- Read the report about Death Valley National Park. Replace the green words 1–5 with pronouns.

It It They They We

- 1 It 4 It  
2 We 5 They  
3 They



#### DEATH VALLEY NATIONAL PARK (Nevada)

Our class went on a trip to Death Valley last week. <sup>1</sup>Death Valley was amazing! The weather was hot and it was very dry. <sup>2</sup>Our class saw some kangaroo rats. They're interesting because they never drink water! <sup>3</sup>Kangaroo rats get water from their food. At night, the sky was amazing. <sup>4</sup>The sky was very clear and there were thousands of stars. <sup>5</sup>The stars were really beautiful.

- Copy and complete the chart in exercise 2 with information about a school trip.

- Write your report.

- Use your chart in exercise 5.
- Use Hailey's report as a model.
- Remember to describe your favorite moment.
- Use pronouns if possible.

Online Homework

#### Practice activity (all classes)

Refer students back to the report in exercise 1. Ask them to find the time phrases that say when things happened. Elicit the phrases, and tell students they can use these phrases or similar ones in their own reports.

#### ANSWERS

On the first afternoon; After dark; On the second day; On the last day

5

- Ask students to copy the chart in exercise 2 into their notebooks and complete it with information about a school trip. Students could work in pairs for this.

- With weaker classes, you could copy the chart onto the board and elicit information from the class to complete it. Students could then copy it into their notebooks.

#### ANSWERS

Students' own answers.

6

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, put students into small groups to share their reports. Ask: *Whose trip sounds fun?*

#### ANSWERS

Students' own answers.

#### Further support

Online Homework Unit 2

## A profile of a friend

### 1 Read Allison's description quickly.

Which sentence is true?

Allison and Clare ...

- a are the same height.
- b have similar hair.**
- c have similar personalities.



This is Clare. She's one of my best friends. We met in elementary school and we became good friends immediately. We go to the same high school and we also live in the same apartment building. Clare and I hang out every weekend, and her parents are good friends of my mom and dad.

Clare looks like me, and people sometimes think we're sisters. She isn't as tall as me, but we both have long, straight, dark hair. Clare has beautiful green eyes, and mine are brown. She isn't interested in fashion, and she usually wears old blue jeans and a T-shirt.

Clare has a great personality. She's a really easygoing person. I often worry about things, but she never gets anxious about anything. She's also very hard-working and confident. Her favorite subject is science and she wants to be a doctor.

Allison Hardie, Houston, Texas

### 2 Read the description again. Complete the chart.

Person	<sup>1</sup> Clare — Allison's best friend
Physical description	long, straight, <sup>2</sup> dark hair green <sup>3</sup> eyes
Favorite clothes	<sup>4</sup> blue jeans and T-shirts
Personality	<sup>5</sup> easygoing, <sup>6</sup> hard-working, and confident
Other information	She enjoys <sup>7</sup> science at school. In the future, she plans to become a <sup>8</sup> doctor.

### 3 Read the tip.

#### Tip

**Good writers** use a range of adjectives. When there's more than one adjective before a noun, we use a particular order.

Look at the chart and find the examples in Allison's description.

1	2	3	4	5	
opinion	size	shape	age	color	noun
	long	straight		dark	hair
beautiful				green	eyes
			old	blue	jeans

### 4 Rewrite the sentences with the words in the correct order.

- She has a black / dog / cute.  
**She has a cute black dog.**
- He wears red / sneakers / terrible.  
**He wears terrible red sneakers.**
- She lives in an apartment building / new / tall.  
**She lives in a tall new apartment building.**
- His parents have an car / old / awesome.  
**His parents have an awesome old car.**
- She has brown / eyes / big / amazing.  
**She has amazing big brown eyes.**
- He has hair / blond / short / curly.  
**He has short curly blond hair.**

### 5 Copy and complete the chart in exercise 2 for someone you know.

### 6 Write your description.

- Use your chart in exercise 5.
- Use the description of Clare as a model.
- Use adjectives in the correct order.
- Include a picture.

## Writing 3

of adjectives only apply if the adjectives come *before* the noun.

- Ask students to look at the chart and find the examples in the description.
- Check answers with the class. Then elicit a few other combinations using adjectives in the chart or similar adjectives, e.g. *long blond hair*; *lovely blue eyes*; *a new red coat*.

### 4

- Students rewrite the sentences with the adjectives in the correct order.
- Check answers with the class.

### Practice activity (all classes)

Ask students to close their books. Write these gapped sentences on the board:

- We live in the \_\_\_ apartment building.
- Clare looks \_\_\_ me.
- She isn't \_\_\_ tall \_\_\_ me.
- We \_\_\_ have long, straight, dark hair.

Elicit that all the sentences talk about similarities or differences.

Put students into pairs and ask them to complete the sentences, then check their answers in the description.

Check answers with the class. Point out to students that they can use these phrases in their own descriptions.

#### ANSWERS

1 same 2 like 3 as, as 4 both

### 5

- Ask students to copy the chart into their notebooks and complete it with information about someone they know.

#### ANSWERS

Students' own answers.

### 6

- Read through the checklist with the class. Students can complete the writing task for homework. Remind them to include a picture.
- In the next class, students could work in pairs to read their partner's description and check it against the checklist.

#### ANSWERS

Students' own answers.

### Further support

Online Homework Unit 3

## Writing 3

### A profile of a friend

#### Aims

write a profile of a friend  
practice using adjectives in the correct order

#### Warm-up

- Ask students to think about a friend and write three adjectives to describe them. Elicit a few ideas first, e.g. *tall*, *quiet*, *friendly*. Tell them the words can describe their friend's appearance, or their personality.
- Elicit ideas from students and build up lists on the board of adjectives to describe appearance and personality.

- Read out the heading, *A profile of a friend*, and explain that a profile is a description.

### 1

- Read out the question and the three possible answers.
- Ask students to read the description and choose the correct answer.
- Check the answer with the class.

### 2

- Ask students to read the description again and complete the chart.
- Check answers with the class.

### 3

- Read through the tip with the class. Point out that the rules about the order



## Writing 4

### A poster presentation

#### Aims

- write a poster presentation about a sport
- practice organizing ideas into paragraphs

#### Warm-up

- Ask: *What's your favorite sport?* Elicit a few answers from individual students. Then choose a sport and ask: *What do you know about (soccer)? How many people play it in the world? When did people first play it? What are the rules?* Elicit a range of answers.
- Read out the heading, *A poster presentation*, and check students understand that a poster presentation gives information in an attractive, visual way. Tell students they are going to write a poster presentation about a sport.

1

- Ask students to read the poster presentation and complete the sentence with the correct word.
- Check the answer with the class.

2

- Read through the tip with the class. Explain that each paragraph should focus on one particular kind of information.
- Ask students to read the poster presentation again and match the topics with the paragraphs.
- Check answers with the class.

3

- Point out the gaps in the text.
- Ask students to match the sentences with the gaps.
- Check answers with the class.

#### Practice activity (all classes)

Point out to students that it is important to use the correct vocabulary when talking about the rules of a sport. Ask students to look at paragraph C again and find examples of specific tennis vocabulary and phrases. Write the words on the board and check that students understand them. Elicit the sports that students want to write about, and brainstorm similar lists of vocabulary to do with each sport.

#### ANSWERS

players, court, net, serve, racket, land, service box, win a point, hit the ball back

4

#### A poster presentation

### TENNIS



**A** Tennis is a racket sport with over 75 million players around the world. The world's best players can win millions of dollars in prize money in international competitions like the U.S. Open.

**B** The sport is over 150 years old. <sup>1</sup>\_\_\_\_\_ Tennis came from a British sport called rackets and a Spanish game called pelota.

**C** It's a game for two or four players. You play on a court with a net across the center. Players have to serve (hit) the ball over the net using a racket. The ball has to land in the service box. <sup>2</sup>\_\_\_\_\_ Players win a point when the other player can't hit the ball back.



**D** I started tennis classes at the age of 7, and I play twice a week. <sup>3</sup>\_\_\_\_\_ I love watching international competitions on TV.



**1** Read Cooper's poster presentation about tennis and complete the sentence.

Tennis players hit the ball with a racket.

**2** Read the tip.

**Tip** Good writers organize their ideas using paragraphs.

Match the topics 1–4 with paragraphs A–D in the presentation.

- 1 D Personal experiences
- 2 B History
- 3 A Introduction
- 4 C The rules

**3** Match the sentences a–c with the gaps 1–3 in the text.

- a It's great because you can play it outdoors or indoors. 3
- b People first played it in the U.K. in the 1860s. 1
- c The other player has to hit the ball back over the net. 2

**4** Plan a poster presentation about a sport. Complete the chart.

Sport:	
Introduction	Where is the sport popular? What famous events are there? _____
History	Where does the sport come from? _____
The rules	How many players are there? Where do they play? What are the rules? _____
Personal experiences	When do you play the sport? Why do you like it? _____

**5** Make your poster.

- Find information about the sport online.
- Include four paragraphs. Use your chart in exercise 4.
- Use Cooper's poster as a model.
- Draw a diagram if necessary. Find pictures online for your poster presentation.

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Online Homework

4

- Ask students to copy the chart into their notebooks and complete it with information about a sport.

#### ANSWERS

Students' own answers.

5

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, pin the posters around the classroom. Allow students to walk around and look at the posters. Ask: *Which posters did you enjoy reading? Why?*

#### ANSWERS

Students' own answers.

#### Further support

Online Homework Unit 4

## A thank-you note

1 Read the note. What is the main reason Kaitlyn is writing to her grandparents?

Hi Grandma and Grandpa!

I got your birthday card and money yesterday. Thank you very much!

I saw an amazing jacket at the mall last month and I earned over \$30 by doing chores for Mom and Dad. With this money, I can now afford the jacket and a new pair of sneakers, too! I'm going to get them on Saturday morning. I'm really excited!

My birthday was awesome. I went to an amusement park with three friends, and we also went out for dinner in the evening. I'm also going to have a small party at home on Saturday.

Thank you again for the money. It was very kind of you. I hope you are both well. See you soon!

Love,

Kaitlyn



2 Read the note again and answer the questions.

1 What did Kaitlyn get from her grandparents?

She got a card and some money.

2 Why did they give it to her?

It was her birthday.

3 What is she going to do on Saturday morning?

She's going to get a jacket and a new pair of sneakers.

4 How did she celebrate?

She went to an amusement park, and she went out for dinner.

5 What is she going to do on Saturday?

She's going to have a small party at home.

3 Read the tip. Notice the position of *also* and *too* in the example sentences.

### Tip

**Good writers** add information with *too* and *also*.

*With this money, I can now afford the jacket and a new pair of sneakers, too!*

*I went to an amusement park with three friends, and we also went out for dinner in the evening.*

*I'm also going to have a small party at home on Saturday.*

Rewrite the **green** sentences in two ways. Use *too* and *also*.

1 We're having dinner in a restaurant and **we're going to a soccer game.**

We're going to a soccer game, too.

We're also going to a soccer game.

2 My parents lent me some money and **I saved \$20.**

I saved \$20, too.

I also saved \$20.

3 This weekend I'm seeing relatives and **I have to finish my homework.**

I have to finish my homework, too.

I also have to finish my homework.

4 There was a sale at the store and **I had a coupon.**

I had a coupon, too.

I also had a coupon.

4 Imagine you received a gift from a relative. Complete the chart.

What did you get?	
Who was it from?	
Why did you get it?	
What are you going to do with it?	

5 Write a thank-you note to your relative.

- Use your chart in exercise 4.
- Use Kaitlyn's thank-you note as a model.
- Use *too* and *also*.
- Include a picture.

## Writing 5

positions. We use *too* at the end of a sentence, and we use *also* before a main verb. Point out that we usually use a comma before *too*.

- Read out the example answer. Then ask students to rewrite the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

### Support activity (weaker classes)

Explain that Kaitlyn's note includes things she did on her birthday (in the past) and things she is planning to do.

Put students into pairs. Ask them to read the note again and find examples of the simple past and *be going to* for plans.

Bring the verbs together on the board, and tell students they should use both these verb forms in their own note.

#### ANSWERS

**simple past** got, saw, earned, was, went, went out, was

**be going to** 'm going to get, 'm also going to have

### Practice activity (all classes)

Explain that it is important to sound enthusiastic in a thank-you note. Ask students to read the note again and find examples of positive words and expressions.

Discuss the answers with the class, and brainstorm other positive words students could use, e.g. *fantastic*, *great*, *happy*.

#### ANSWERS

amazing, really excited, awesome

4

- Ask students to copy the chart into their notebooks and complete it with information about themselves.

#### ANSWERS

Students' own answers.

5

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, students could work in pairs to read their partner's note and check it against the checklist.

#### ANSWERS

Students' own answers.

### Further support

Online Homework Unit 5

## Writing 5

### A thank-you note

#### Aims

write a thank-you note

practice using *too* and *also* to add information

#### Warm-up

- Ask: *When do you get presents? Who gives you presents? Who gives you money as a present?* Elicit ideas.
- Read out the heading, *A thank-you note*, and elicit or explain that a note is a short letter. Ask: *Do you sometimes write thank-you notes? Who to?*
- Tell students they are going to write a thank-you note.

1

- Read out the question.
- Ask students to read the note and answer the question.
- Check the answer with the class.

#### ANSWER

Kaitlyn is writing to thank her grandparents for their birthday card and money.

2

- Ask students to read the note again and answer the questions.
- Check answers with the class.

3

- Read through the tip with the class.
- Point out that *too* and *also* have similar meanings, but they are used in different



# Writing 6

## A blog post

### Aims

- write a blog post
- practice using *so* and *such* to add emphasis

### Warm-up

- Ask: *What is a blog? What do people write blogs about?* Elicit that a blog is an online diary, and people write about their own experiences.
- Ask: *Do you write a blog? Do you know anyone who writes a blog?* Elicit a few answers from individual students.
- Read out the heading, *A blog post*, and tell students they are going to write a blog post about an amazing experience.

1

- Read out the question. Then ask students to read the blog post and answer the question.
- Check the answer with the class.

2

- Read through the tip with the class and check that students understand the meaning of the sentences with *so* and *such*.
- Ask students to find more examples in the blog post.
- Check answers with the class.

3

- Read out the example answer. With weaker classes, do the next sentence as an example, too.
- Ask students to rewrite the sentences using *so* or *such*.
- Check answers with the class.

### Practice activity (all classes)

Point out that in a blog post, you might use direct speech (report someone's words directly). Ask students to find an example of direct speech in Caleb's blog post. Write it as an example on the board, and point out the use of a comma before the direct speech, inverted commas around the direct speech, and a full stop, exclamation mark, or question mark at the end of the direct speech but inside the inverted commas. Encourage students to use some direct speech in their own blog post.

#### ANSWER

... my mom said, "Let's try the jet skis!"

6

A blog post

**1** Read the blog post. Who is Toni?  
Toni is Caleb's sister.      a best friend      b instructor      c sister

**Caleb's blog**

ABOUT | POSTS | FORUM

MY AMAZING JET SKI EXPERIENCE

posted 3:17 p.m.

We flew to Florida for our summer vacation. We went to the beach on our first day. It was so busy! People were sailing boats and waterskiing, and there were a lot of jet skis and windsurfers. We were watching some jet skiers and then suddenly my mom said, "Let's try the jet skis!" I was so excited! I rode with my mom, and my sister rode with my dad. An instructor from the jet ski school explained how to ride them. Then we practiced near the beach. It was pretty easy. Toni and I learned how to go over waves, and after ten minutes, we were riding really fast! It was amazing. Then we saw some dolphins. They're such awesome animals! They were swimming next to us. We had such a great day.

4 comments

**2** Read the tip.

**Tip** Good writers use *so* and *such* to add emphasis.

We use *so* before an adjective:

I was happy.

I was so happy!

We use *such* before an adjective + noun:

We had a good time.

We had such a good time!

Find two examples of *so* and two examples of *such* in the blog post.

**3** Rewrite the sentences with *so* or *such*.

- I'm proud of you.  
I'm so proud of you.
- That was a cool party.  
That was such a cool party.
- It was cold at the beach!  
It was so cold at the beach!
- I had a good time on the boat.  
I had such a good time on the boat.
- The jet skis were fast.  
The jet skis were so fast.

**4** Plan a blog post about an amazing experience. Complete the chart.

When was it?	
Where were you?	
Who was with you?	
Why was it an amazing experience?	

**5** Write your blog post.

- Use your chart in exercise 4.
- Use Caleb's blog post as a model.
- Include adjectives and noun phrases with *so* or *such*.
- Include one or two pictures.

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Online Homework

4

- Ask students to copy the chart into their notebooks and complete it with information about their amazing experience.
- With weaker classes, you could copy the chart onto the board and brainstorm some ideas with the class to complete it. Students could then choose ideas from the board for their charts.

#### ANSWERS

Students' own answers.

5

- Read through the checklist with the class. Students can complete the writing task for homework.

- In the next class, put students into small groups to share their blog posts. Ask some students: *Which amazing experience did you enjoy reading about? Why?*

#### ANSWERS

Students' own answers.

#### Further support

Online Homework Unit 6

## A narrative

1 Read the six parts of Scarlett's story. Order the events 1–6.

**A 3**  
Next, a new page opened in my browser. It was a picture of a bomb.



**C 5**  
I talked with my parents. They were worried about it, too, so we looked up the problem online.

**E 4**  
Then the bomb exploded and my screen went black! I was really scared.



**B 2**  
First, I clicked on the link and downloaded a file.

**D 1**  
I was looking at my messages online one day when an ad for a free game appeared in a pop-up window! I was pleased because I love gaming – and getting things for free!



**F 6**  
In the end, we took my laptop to a computer store. They "cleaned" my computer and installed antivirus software, and I never saw the bomb again. I was lucky! The Internet can be a dangerous place. Now I use antivirus software and I never click on links in ads.

3 Read the tip.

**Tip** Good writers use narrative linkers to order the events in a story: *first, next, then, in the end*.

Complete the paragraph with narrative linkers.

Fred and Bertie stood next to an ATM.

1 **First** \_\_\_\_\_, they waited until a man came and put his card into the machine. They watched him enter his PIN number and take his money.  
2 **Next** \_\_\_\_\_, Bertie stole the card while Fred was asking the man some questions. 3 **Then** \_\_\_\_\_ they tried to use the card to take money from other ATMs – but they couldn't remember the PIN number. 4 **In the end** \_\_\_\_\_, the police arrested Fred and Bertie because they got the PIN number wrong too many times.

4 In pairs, follow the events in the green boxes and tell the story.

Rachel was going home on a very crowded bus. First, two young boys pushed her while ...

	First	Next	Then	In the end
Rachel – go home – on a very crowded bus	old woman – press the button for \$100	Rachel – realize wallet not in bag!	a young man – take the money and run	the police – use CCTV to find the boys
David – wait in line at the ATM	two young boys – push Rachel while they get off the bus	old woman – go and leave the money in the ATM	Rachel – tell the bus driver	David – call the police while follow the man – police arrest the man

5 Follow the blue boxes to find the other story. Discuss what happens in the story.

6 Write a short crime story.

- Choose a story from exercise 4 or use your own ideas.
- Use the past progressive and simple past.
- Use the narrative linkers from exercise 3.
- Think of an ending for the story.

2 Answer the questions.

- What was Scarlett doing when the ad appeared?  
She was looking at her messages.
- Where did Scarlett and her parents look for advice?  
They looked online.
- Where did Scarlett and her parents take the laptop?  
They took it to a computer store.
- What did Scarlett learn from this experience?  
The Internet can be a dangerous place. Use antivirus software and never click on links in ads.

Online Homework

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Writing 7

examples of the narrative linkers in Scarlett's story.

- Focus on the paragraph and pre-teach *ATM* and *PIN number*.
- Ask students to read the paragraph and complete it with the correct narrative linkers.
- Check answers with the class.

### Practice activity (all classes)

Remind students that we use the simple past and past progressive in narratives. Briefly review the difference between the two verb forms, and how they can be used together with *when* and *while*.

Ask students to look at the first paragraph of the story in exercise 1 again and find an example of the simple past and past progressive together.

Check the answer with the class and elicit how the sentence could be rewritten using *while*.

### ANSWER

I was looking at my messages online one day when an ad for a free game appeared in a pop-up window. / While I was looking at my messages online one day, an ad for a free game appeared in a pop-up window.

4

- Read out the example answer and point out how the events are arranged in the chart.
- Put students into pairs to practice telling the story.
- Ask some students to tell the story for the class.

### ANSWERS

Students' own answers.

5

- Students work in pairs to follow the blue story in exercise 4 and discuss what happens.
- Discuss with the class what happens in the story.

### ANSWERS

Students' own answers.

6

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, put students into small groups to share their stories. Ask some students: *Which stories did you enjoy? Why?*

### ANSWERS

Students' own answers.

### Further support

Online Homework Unit 7

## Writing 7

### A narrative

#### Aims

- write a narrative
- practice using narrative linkers

#### Warm-up

- Ask: *Do you enjoy reading stories? What makes a good story in a book or movie?* Elicit a range of answers from individual students.
- Read out the heading, *A narrative*, and check that students understand it. Explain to students that we don't only use narratives in books – we also use them to tell people about things that happened to us.

- Tell students they are going to write a narrative to tell a story.

1

- Read out the task. Ask students to read the story and order the parts.
- Check answers with the class.
- With weaker classes, you could read out the whole story in order, for students to read and listen.

2

- Ask students to read the story again and answer the questions.
- Check answers with the class.

3

- Read through the tip with the class and check that students understand everything. Ask students to find



# Writing 8

## A review

### Aims

write a review

practice checking your grammar

### Warm-up

- Read out the heading and check that students understand *review*.
- Ask: *Where can you find reviews of movies and TV shows?* Elicit that you can find them online, or in newspapers and magazines.
- Ask: *Do you ever read reviews of movies or TV shows? What can you learn from a review?* Elicit a range of answers from individual students.
- Tell students they are going to write a review of a TV show or movie.

1

- Read out the question.
- Ask students to read the review and answer the question.
- Discuss the answer with the class, encouraging students to give reasons for their answers.

### ANSWER

c Five stars

2

- Ask students to read the review again and complete the chart.
- Allow students time to compare their answers in pairs, and then check answers with the class.

3

- Read through the tip with the class.
- Discuss with students, in their own language, which of these mistakes they make, and what other mistakes they make.
- Read out the example answer and point out that it is an example of mistake *a* in the tip box.
- Ask students to find and correct the remaining mistakes. With weaker classes, students could work in pairs for this.
- Check answers with the class.

### Practice activity (all classes)

Ask students to close their books.

Dictate the following sentences to the class. Ask students to pay attention to spelling as they write them.

- 1 *The show always makes me laugh.*
- 2 *She's easygoing and cheerful.*
- 3 *There are aunts, uncles, and cousins.*
- 4 *The funniest character is Bert.*
- 5 *The situations are realistic.*

8

Writing

### A review

1 Read the review. (Ignore the five highlighted mistakes.) Discuss how many stars you think Brooklyn gave the TV show.

- a ★★★★★ = not good
- b ★★★★★ = OK
- c ★★★★★ = awesome



### Crazy Families REVIEW



*Crazy Families* is a comedy about three families in San Diego. The actors are great, and the show always **make** me laugh. In each family, the people **is** very different and interesting. Tim Jacks is Ted, a father in his 50s. Chloe Rogers plays **her** wife, Helen. Helen is younger than Ted. She's easygoing and cheerful, and she is very funny. There are aunts, uncles, and cousins, and I think the funniest character is Bert (Joe Croft). He's awesome! My favorite part of the show is when the characters look at the camera and talk **two** us – the audience. Their situations are realistic, and the show makes me think about my own family. The shows are only 30 minutes long, but I always want them to be longer! It's the funniest comedy show I've **saw**.

Brooklyn Fernández, Miami

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2 Read again and complete the chart.

What is the show?	1 <i>Crazy Families</i>
What kind of show is it?	2 <i>a comedy</i>
What is it about?	3 <i>Three families in San Diego</i>
Which characters are good? Who plays them?	4 <i>Ted (Tim Jacks), Helen (Chloe Rogers), and Bert (Joe Croft)</i>
What is the best part of the show? Why?	5 <i>When the characters look at the camera and talk to the audience. I like it because their situations are realistic.</i>

3 Read the tip.

### Tip

**Good writers** check their grammar. Here are five common mistakes:

- a Missing third person -s
- b Wrong verb forms in the present perfect
- c Count / Non-count nouns, for example *food are*
- d Words that sound the same, for example *sea / see*
- e Choice of pronouns

Look at the **highlighted** words in the review. Find one example of each of the five common mistakes in the tip and correct them.

- a *The show always makes me laugh.*
- b *It's the funniest comedy show I've seen.*
- c *... the people are very different and interesting.*
- d *... the characters look at the camera and talk to us ...*
- e *Chloe Rogers plays his wife, Helen.*

4 Plan a review of a TV show or movie you like. Copy and complete the chart in exercise 2.

5 Write your review.

- Use your chart in exercise 4.
- Use Brooklyn's review as a model.
- Check your work, especially for the common mistakes in exercise 3.

Online Homework

Students can check their answers by looking at the review again.

Encourage students to pay attention to spelling when they write, and to use a dictionary to check spellings when they are writing.

4

- Ask students to copy the chart in exercise 2 and complete it with notes for their review.
- With weaker classes, you could copy the chart onto the board and elicit information from the class to complete it. Students could then copy it into their notebooks.

### ANSWERS

Students' own answers.

5

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, put students into small groups to share their reviews.
- Ask some students to tell the class which reviews they enjoyed, and which movies or TV shows they now want to see.

### ANSWERS

Students' own answers.

### Further support

Online Homework Unit 8

## Puzzles

## 1 Find the weekend plans.

1 Find the weekend plans.

1 Find the weekend plans.

2 Complete the phrasal verbs with the correct words. Then answer the questions.

away back off on out up

We went <sup>1</sup> away last summer. We visited relatives in Canada. We got <sup>2</sup> on the plane at 9 a.m., but there was a problem. It took <sup>3</sup> off at 11:30 and the flight was 6 hours and 30 minutes!

How long were they on the plane?  
<sup>4</sup> 9 hours

We went <sup>5</sup> out to the movie theater last night and we didn't get home until 11:30. The movie was three and a half hours long! Dad picked <sup>6</sup> up me and Lucy from the theater, so we got <sup>7</sup> back in 15 minutes.

What time did the movie start? <sup>8</sup> 7:45

## Extra vocabulary

## Celebrations and holidays

## 1 Match the celebrations and holidays with the pictures.

Carnival Christmas Easter Mother's Day New Year's Eve Valentine's Day wedding anniversary



wedding anniversary



Christmas



Easter



New Year's Eve



Carnival



Mother's Day



Valentine's Day

## 2 What other celebrations do you have in your country? Make a list.

one hundred nine

109

- Check answers with the class.
- You could put students into pairs and ask them to change some of the details in the stories, to give different answers.
- Pairs could work in groups of four and take turns to read their new stories to each other. The other pair must listen and guess the new answers.

## Extra vocabulary

## 1

- With stronger classes, put students into pairs and ask them to match the words with the pictures. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.
- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.
- Ask: Which celebrations and holidays are your favorites? Why?

## 2

- Put students into pairs to make a list of other celebrations in their country.
- Bring students' ideas together on the board. Ask: Which of these celebrations do you prefer? Why?

## ANSWERS

Students' own answers.

## Practice activity (all classes)

Put students into pairs. Ask them to choose three celebrations from Extra vocabulary exercise 1 and write a sentence about each one, saying how they or people in their country celebrate it. Tell them not to give the names of the celebrations.

Put pairs together into groups of four. Pairs take turns to read their sentences to each other and guess the celebrations. Ask who guessed all the celebrations first time.

## Metro Express 1

## Aims

practice vocabulary from Unit 1  
learn vocabulary for celebrations and holidays

## Puzzles

## 1

- Read out the example answer and point out to students that they can use the pictures to help them find the answers.
- Ask students to find the remaining weekend plans.
- Check answers with the class.

## Practice activity (all classes)

Say: You can see interesting things here. Elicit the correct weekend plan (go to an exhibition).

Put students into pairs and ask them to write three more clues for the plans in exercise 1.

Put pairs together into groups of four to read their clues to each other and guess the plans.

## 2

- Point out that there are two short stories about trips, each with a question at the end.
- Ask students to read the stories and complete the phrasal verbs with the correct words. Then answer the questions. You could do this as a race.



## Metro Express 2

### Aims

practice vocabulary from Unit 2  
learn more transportation words

### Puzzles

1

- Focus on the example answer and show how the numbers in the sentence relate to the numbers in the puzzle.
- Ask students to complete the sentences and the puzzle with the correct words.
- Check answers with the class.
- Ask students to write three sentences about the forms of transportation that are true for them, e.g. *I like taking the subway*. Students can compare their sentences in pairs. Ask some students to read their sentences to the class.

2

- Focus on the example answer and point out that the word is formed from groups of letters that are all the same color. Point out that the picture with the same number is also a clue.
- Ask students to do the puzzle to find the remaining adjectives and find the hidden word.
- Check the answers with the class.
- Students could test themselves by covering the puzzle and just looking at the pictures. In pairs, they try to remember which adjective matches each picture. They can check their answers in the puzzle.

### Extra vocabulary

- With stronger classes, put students into pairs and ask them to match the forms of transportation with the pictures. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.
- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

# 2

## Puzzles

**1** Read the sentences and complete the puzzle. Use transportation verbs and nouns.

a You should <sup>1</sup> sail on a <sup>2</sup> ferry.


b I can't <sup>4</sup> drive a <sup>5</sup> car yet.


c My cousin is learning to <sup>3</sup> ride a <sup>6</sup> motorcycle.

d We should <sup>7</sup> fly. The <sup>4</sup> plane is quicker than the train.

e Did you <sup>3</sup> take the <sup>1</sup> subway?












**2** Find six more adjectives. Complete the puzzle and find the hidden word.


COM	ERN	TO	DELI	DED	DI
HIS	TRA	ABLE	CROW	NAL	MOD
UNUS	CIOUS	UAL	TIO	FORT	RIC




**1** 

**2** 

**3** 

**4** 

**5** 

**6** 

**7** 

The hidden word is: v.a. c a t i o n

## Extra vocabulary

### Transportation

Match the forms of transportation with the pictures.

helicopter RV scooter ship taxi truck








1 truck

2 RV

3 taxi

4 ship

5 helicopter

6 scooter

### Practice activity (all classes)

Write on the board: *What's the best form of transportation for ... ?* Elicit some possible endings, e.g. *traveling around a city, going to another country, getting a good view of a city, getting to the airport*.

Put students into pairs. Ask them to write three questions about forms of transportation, using the sentence beginning on the board.

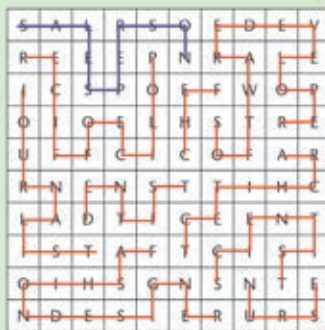
Put pairs together into groups of four. Ask them to discuss all their questions and try to agree the two best forms of transportation for each situation.

Ask groups in turn to tell the class what they agreed.

## Puzzles

1 Find nine more jobs in the grid. You can move ↑, ↓, →, and ←. You should use every square.

- |                         |                             |
|-------------------------|-----------------------------|
| 1 <u>salesperson</u>    | 6 <u>software developer</u> |
| 2 <u>police officer</u> | 7 <u>architect</u>          |
| 3 <u>journalist</u>     | 8 <u>fashion designer</u>   |
| 4 <u>dentist</u>        | 9 <u>scientist</u>          |
| 5 <u>chef</u>           | 10 <u>nurse</u>             |



2 Look at the picture. Find the adjectives in each line and cross-out the letters. Use the other letters in the grid to write a question.

- |            |                           |
|------------|---------------------------|
| 1 Erin is  | W A H H I * + @ C # H S   |
| 2 Al is    | C * H A * R * A C * T E   |
| 3 Gary is  | R * I * @ * N * T * H E   |
| 4 Bob is   | P I C * T * U * @ * R E A |
| 5 Deb is   | M R * * * E * * Y * *     |
| 6 Cait is  | * H O * * U * * * L I     |
| 7 Fiona is | K * @ * N * E * @ * N * ? |

Question: Which character in the picture are you like?



## Extra vocabulary

## Workplaces

1 Match the workplaces with the pictures.



- 1 Workplace: office  
Job: architect, lawyer



- 2 Workplace: hospital  
Job: doctor, nurse



- 3 Workplace: laboratory  
Job: scientist



- 4 Workplace: police station  
Job: police officer



- 5 Workplace: courtroom  
Job: lawyer



- 6 Workplace: kitchen  
Job: chef

2 Match the jobs with the workplaces in exercise 1. Sometimes more than one answer is possible.

architect chef doctor lawyer nurse police officer scientist

## Extra vocabulary

1

- With stronger classes, put students into pairs and ask them to look at the pictures and write the correct words. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.
- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

2

- Ask students to match the jobs with the workplaces in Extra vocabulary exercise 1.
- Check answers with the class.

## Practice activity (all classes)

Say: *I work in an office.* Tell students they can have two guesses at what your job is. Elicit that there are a lot of possibilities. Say: *I'm creative.* Invite two more guesses. Then say: *I design clothes.* Elicit the answer (fashion designer).

Put students into pairs. Ask them to choose three jobs and write three graded clues for each, saying where they work, what qualities they have, and what they do.

Put pairs together into groups of four. They take turns to read their clues to each other. After each clue, the other pair has two guesses. If they guess correctly after only one clue, they get three points. If they guess after two clues, they get two points. If they guess after three clues, they get one point. Students work in their groups. See which pairs get the most points.

## Metro Express 3

## Aims

practice vocabulary from Unit 3  
learn words for workplaces

## Puzzles

1

- Focus on the example answer and point out that the lines can change direction within the grid.
- Ask students to find the jobs in the grid.
- Check answers with the class.

2

- Focus on the example answer and point out that the letters of the word *anxious* have been crossed out. Point out that the remaining letters form the beginning of the answer to the question.
- Ask students to cross out the correct letters for each adjective, and then use the remaining letters to write the answer to the question.
- Check answers with the class.
- You could ask students to write three true sentences about themselves using the adjectives.
- Students could compare their sentences in pairs. Ask some students to read their sentences to the class.



## Metro Express 4

### Aims

practice vocabulary from Unit 4  
learn words for sports equipment

### Puzzles

1

- Focus on the example answer and elicit that *skateboarding* is the odd one out because it isn't a water sport, whereas all the others are.
- Ask students to choose the remaining odd ones out.
- Check answers with the class, asking students to explain in each case why the word they have chosen is the odd one out.

2

- Ask students to find the verbs in the puzzle and decide which verb is not in the pictures.
- Check answers with the class and check that students understand all the words.
- You could ask students to write three sentences using the verbs in exercise 2 and the sports in exercise 1, e.g. *You kick the ball in soccer.*
- Ask some students to read their sentences to the class.

### Extra vocabulary

1

- With stronger classes, put students into pairs and ask them to match the words with the pictures. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.

- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

2

- Put students into pairs and ask them to match the sports with the sports equipment in Extra vocabulary exercise 1.
- Check answers with the class.

#### Practice activity (all classes)

Mime putting on a helmet and then riding a bike. Get students to guess the sport and the equipment.

Invite students in turn to mime a sport and a piece of equipment. Other students guess the sports and the equipment. With stronger classes, you could do this with books closed, to make it more challenging.

# 4

METRO EXPRESS

### Puzzles

1 Find the odd one out.

1 d *skateboarding* isn't a water sport.

- 1 a *sailing* b *swimming* c *surfing* d *skateboarding*  
2 a *soccer* b *tennis* c *basketball* d *track and field*  
3 a *volleyball* b *karate* c *soccer* d *tennis*  
4 a *basketball* b *surfing* c *swimming* d *sailing*

CLUE: water  
CLUE: ball  
CLUE: verb  
CLUE: players

2 Find seven more sports verbs (→ and ↓).  
Which verb is not in the pictures?

*lose* is not in the pictures.

S	T	H	R	O	W	N	E	W	S
C	H	A	T	C	H	E	S	I	D
L	O	C	A	T	C	H	A	N	A
O	R	S	D	U	G	H	T	O	E
S	W	H	E	S	T	K	I	C	K
E	S	O	D	H	A	E	T	A	S
R	O	O	S	I	S	C	O	R	E
S	O	T	E	T	G	A	R	E	D



1 *throw*



5 *win*



2 *catch*



6 *kick*



3 *hit*



7 *score*



4 *shoot*



7 *shoot*

### Extra vocabulary

#### Sports equipment

1 Match the sports equipment with the pictures 1–8.

bat goggles helmet life jacket net racket skis surfboard



1 *surfboard*



2 *skis*



3 *racket*



4 *bat*



5 *life jacket*



6 *goggles*



7 *net*



8 *helmet*

2 Match the sports equipment in exercise 1 with the sports a–h.

- a *4* baseball c *5* sailing e *1* surfing g *3* tennis  
b *8* cycling d *2* skiing f *6* swimming h *7* volleyball

## Puzzles

1 The verbs are in the wrong places. Write new sentences with the correct verbs.

1 I saved a lot of money last weekend on things I didn't need.

I wasted a lot of money last weekend on things I didn't need.

2 I lent \$20 from my mom yesterday because I didn't have any money.

I borrowed \$20 from my mom yesterday because I didn't have any money.

3 I didn't have any sodas for six months and earned \$75!

I didn't have any sodas for six months and saved \$75!

4 My sister wasted \$50 by doing chores in our neighborhood.

My sister earned \$50 by doing chores in our neighborhood.

5 My parents spent for my party.

My parents paid for my party.

6 I paid all my money on a new backpack yesterday.

I spent all my money on a new backpack yesterday.

7 My brother lent me \$10 until the weekend.

My brother lent me \$10 until the weekend.

2 Complete the puzzle with shopping words.

There are a lot of <sup>1</sup>a sales right now. These sneakers are a <sup>2</sup>b argain! Look at the <sup>3</sup>p rice: they're only \$15! And I have a <sup>4</sup>c oupon for 20% off. At the <sup>5</sup>c ounter, I'm going to give the salesperson \$15. He's going to give me a <sup>6</sup>r eceipt, and how much <sup>7</sup>c hange?



What is Lorna saying? Use the letters on the colored squares to complete the sentence.



- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

## Practice activity (all classes)

Say: *Someone cuts your hair here.* Elicit the correct store (hair salon).

Put students into pairs and ask them to write three more clues for the stores. Monitor and help while they are working.

Put pairs together into groups of four. Pairs take turns to read their clues to each other and guess the stores.

Ask who guessed all the stores correctly.

## Extra vocabulary

## Types of stores

Match the types of stores with the numbers.

convenience store drugstore  
dry cleaner's florist gas station hair salon  
optician travel agency

- 1 convenience store 5 florist  
2 dry cleaner's 6 drugstore  
3 hair salon 7 travel agency  
4 optician 8 gas station



one hundred thirteen

113

## Metro Express 5

## Aims

practice vocabulary from Unit 5  
learn words for types of stores

## Puzzles

1

- Focus on the example answer and point out to students that the original sentence didn't make sense because the verb was wrong.
- Ask students to read the remaining sentences and write new sentences with the correct verbs.
- Check answers with the class.

2

- Focus on the example answer and point out that the letters in colored squares are used to make the words in the sentence below.
- Ask students to complete the puzzle and find the hidden sentence. You could do this as a race.
- Check answers with the class.

## Extra vocabulary

- With stronger classes, put students into pairs and ask them to look at the numbers in the picture and match the types of stores with the numbers. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the picture to teach the meaning of the words.



## Metro Express 6

## Aims

practice vocabulary from Unit 6

learn words for recreation equipment

## Puzzles

1

- Focus on the example and point out that it relates to picture 1.
- Ask students to complete the puzzle and find the message. You could do this activity as a race, to make it competitive.
- Check answers with the class.

2

- Point out the code charts.
- Ask students to break the code and write the sentences, and then read the sentence and choose the correct answer.
- Check answers with the class.

## Extra vocabulary

- Read out the heading, *Recreation equipment*, and elicit or teach the meaning of *recreation* (things you do for fun, in your free time).
- With stronger classes, put students into pairs and ask them to look at the pictures and match the recreation equipment with the things in the pictures. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.
- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

### Practice activity (all classes)

Put students into pairs and refer them back to the code charts in exercise 2.

Ask students to write an example sentence using a word for recreation equipment and a sport from Extra vocabulary exercise 1, e.g. *You need a mask when you go scuba diving*, and then write it in code.

Pairs can swap codes with another pair and race to break the code.

Ask pairs in turn to read out the sentences they were given. Check that the sentences are correct.

## Puzzles

**1** Complete the puzzle with adventure sports and find the hidden message.



The hidden message is: l d a r e y o u!

**2** Break the code and write the letters. Then choose the correct answer.

The writer is not pleased with / worried about their sister.



### Extra vocabulary

## Recreation equipment

Match the recreation equipment with 1-9 in the pictures.

flashlight flippers mask paddle parachute raft ~~rope~~ tank wetsuit

1 rope  
2 flashlight



3 raft

4 paddle



5 parachute



6 mask  
7 tank  
8 wetsuit  
9 flippers

## Puzzles

7

- 1 Look at the picture for 30 seconds. Then cover it and answer questions 1–6.



- How many people were committing crimes? four
- What was the dog stealing? some hot dogs
- Who was chasing the dog? a chef
- Was the police officer arresting a man or a woman? a woman
- What was the name of the store? Stacy's
- What color was the car that the man was breaking into? blue

- 2 Complete the advice on the poster. Then choose *always* or *never*.

click information install links out passwords share software use websites

### STAY SAFE ONLINE

- Always / Never log out of websites after you finish using them.
- Always / Never share personal information with people you don't know.
- Always / Never click on links in unusual e-mails.
- Always / Never install antivirus software on your computers.
- Always / Never use different passwords for websites.

METRO EXPRESS

- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

### Practice activity (all classes)

Say: *You must go to prison for five years.*

Ask: *Who might say this?* (a judge)

Put students into pairs and ask them to choose three people from the Extra vocabulary exercise and write something that each person might say.

Ask students to close their books, and put pairs together into groups of four.

Pairs take turns to read their sentences to each other. The other pair listens and guesses who says the words.

Ask who guessed all the people correctly.

## Extra vocabulary

Crime: people

Match the people with the pictures.

burglar judge pickpocket shoplifter vandal witness



- burglar
- vandal
- shoplifter
- pickpocket
- witness
- judge

one hundred fifteen

115

## Metro Express 7

### Aims

practice vocabulary from Unit 7

learn words for people related to crime

### Puzzles

1

- Use a stopwatch to time 30 seconds for students to look at the picture.
- Ask students to cover the picture and answer the questions.
- Check answers with the class. See who managed to answer all the questions correctly.

2

- Read out the example answer.
- Ask students to complete the advice, and then choose *always* or *never*.
- Check answers with the class.
- Ask: *Which pieces of advice do you follow? Which should you follow?* Elicit answers from individual students.

### Extra vocabulary

- With stronger classes, put students into pairs and ask them to match the people with the pictures. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.



## Metro Express 8

### Aims

practice vocabulary from Unit 8  
learn words for members of a movie crew

### Puzzles

1

- Focus on the example answer and elicit that the letters for this word are all the same color in the puzzle.
- Ask students to find the remaining types of movie and complete the sentences.
- Check answers with the class.

2

- Focus on the example answer and point out that the letters for each expression are in the correct order, but with other letters between them.
- Ask students to find the words to label the pictures.
- Check answers with the class.

### Extra vocabulary

- With stronger classes, put students into pairs and ask them to match the movie crew jobs with the people in the picture. Students can use their dictionaries to help. With weaker classes, do the task with the class, using the pictures to teach the meaning of the words.
- Check answers with the class, and check that students understand all the words.
- Model pronunciation of the words.

### Practice activity (all classes)

Ask students individually to choose three words from the Extra vocabulary exercise and write them with the letters jumbled up, e.g. *retcdior* (director). Put students into pairs. Ask them to swap words and race to unjumble the words and write the movie crew jobs. Students could do this with books closed to make it more challenging.

# 8

METRO EXPRESS

### Puzzles

1 Find four more types of movies. Complete the sentences.



- Woody Allen has made a lot of comedy.
- I don't want to watch a horror movie.
- Let's watch a science fiction movie, like Avatar.
- It's an animation, but it's not like Frozen, I promise.
- Allegiant is an action movie with Theo James and Shailene Woodley.

2 Find the sentences. Label the pictures.

- She's acting in a play.
- He's directing a play.
- She's making a video.
- They're performing on stage.
- He's taking pictures.

- She's acting in a play.
- He's directing a play.
- She's making a video.
- They're performing on stage.
- He's taking pictures.



### Extra vocabulary

#### Movie crew

Match the movie crew jobs with the people in the picture.

camera operator director hair stylist  
make-up artist sound recordist stunt double



# Metro

Culture & Cross-curricular Contents

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**Non-verbal communication**

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**Literature: Sherlock Holmes and the Sport of Kings**



## Culture 1–2

### Communication

#### Aims

- read about non-verbal communication
- listen to a podcast about greetings
- make a leaflet about non-verbal communication in your country

#### Warm-up

- Ask: *How do people communicate with each other?* Elicit that they use language. Then ask: *Is that the only way?*
- Mime looking bored, using body language and facial expression. Ask: *How am I feeling? How do you know?* Elicit answers from individual students.
- Ask: *Is it possible to communicate without language?*

#### Reading

1

- Put students into pairs and ask them to look at the pictures and guess what the article is about.
- Discuss the answer with the class. Elicit or explain that it is about non-verbal communication (ways of communicating without using words).

#### ANSWER

The article is about non-verbal communication.

2

- Point to the two examples, and elicit a few more examples from the class, e.g. nodding or shaking your head.
- Put students into small groups to think of different ways of communicating without language.
- Elicit answers from groups in turn, getting students to demonstrate the actions.

#### ANSWERS

Students' own answers.

3 91

- Play the audio. Ask students to read and listen to the article, and then choose the correct meaning of *rude*.
- Check the answer with the class.

#### Support activity (weaker classes)

The article contains quite a lot of new vocabulary, which some students might struggle with. Before you move on to exercise 4, play the audio again for students to read and listen. Pause the audio as necessary to explain new vocabulary, e.g. *point*, *gestures*, *frown*, *eye contact*, *stare*.

## Culture 1-2

### Communication

#### Reading

- Look at the pictures in the article and guess what the article is about.
- In groups, show each other different ways you can communicate without using language.



stop



three

- Read the article and choose the correct meaning of *rude*.

a not exciting b not polite c not fun

- Match the pictures A-I in the article with the words 1-9.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 <u>E</u> frowning               | 5 <u>I</u> pointing with lips |
| 2 <u>H</u> hand and arm movements | 6 <u>C</u> shaking hands      |
| 3 <u>G</u> nodding                | 7 <u>A</u> smiling            |
| 4 <u>D</u> pointing with a finger | 8 <u>F</u> staring            |
|                                   | 9 <u>B</u> waving             |

- Read the article again. Choose T (True) or F (False).

According to the text, ...

- |  |  |
|--|--|
| 1 non-verbal communication sometimes has different meanings in different cultures. | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |
| 2 eye contact is rude in some countries.   | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |
| 3 people nod to mean "yes" in Greece.  | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 4 hand and arm movements are common in Asian countries.                            | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 5 people in Europe point with their lips.  | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 6 the high-five has more than one meaning.   | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |

- Discuss the questions.

- What are the similarities and differences between non-verbal communication, sign language, and regular languages?
- What non-verbal communication mentioned in the text do you use?
- What other non-verbal communication do you use? When?

118 one hundred eighteen

## NON-VERBAL COMMUNICATION

People love communicating. To do this, we speak and write with languages.

We also move our faces and bodies to communicate without language – for example, when we smile, wave, or shake a person's hand. This is called "non-verbal communication."

With non-verbal communication, we can communicate a feeling, a question, or a command – for example, when we point with a finger.

Some gestures have the same meaning everywhere, but not all non-verbal communication is international. Face and body movements often mean different things depending on the country and culture.



#### FACE

When we talk to people, we move our eyes and mouth – for example, when we smile or frown. Our face shows how we're feeling – for example, scared, excited, or surprised.

How is this person feeling?



#### DID YOU KNOW?

Non-verbal communication isn't the same as sign language. Sign language has an alphabet and words.



These people are communicating with sign language. The woman is signing "excited."

4

- Ask students to match the pictures in the article with the words.
- Check answers with the class, and check that students understand all the words.

5

- Ask students to read the article again and decide if the sentences are true or false.
- Check answers with the class.

6

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions.
- Ask groups in turn to tell the class about their discussions.

#### ANSWERS

Students' own answers.

## EYES

In many countries, we look people in the eye when we're talking to them. This means "I'm listening" or "I'm interested."



**Be careful with eye contact!** In Asian countries, eye contact isn't polite, and in most places, it's rude to stare.

## HEAD

In most parts of the world, we nod our head to mean "yes" and shake our head to mean "no."



**In Greece and Turkey, people do the opposite!** They nod to mean "no" and shake their head to mean "yes!"



## HANDS AND ARMS

In countries such as Spain and Italy, people often move their hands and arms a lot while they're speaking. In Asian countries, people don't do this.



In European and American countries, people point at things with their finger.



**This is rude in most Asian countries.**



In the Philippines, people point with their lips!



### DID YOU KNOW?

The high-five comes from the U.S.

Sports players used high-fives to say "Good job!" to team members. These days, people use it to say "hello" and "goodbye" as well.

The name comes from "high" (because your hand is up), and "five" (because there are four fingers and one thumb on a hand).



## Listening

**7** What non-verbal communication do you use for greeting (saying "hello" to) ...

- 1 family? a kiss, ...
- 2 friends? ...
- 3 people you don't know well? ...

**8** **92** Listen to a podcast about greetings. Does it mention any of your ideas in exercise 7?

**9** **92** Listen again and match the places 1-6 with the greetings A-F.

- |              |          |               |          |
|--------------|----------|---------------|----------|
| 1 the U.S.   | <u>B</u> | 4 Cameroon    | <u>E</u> |
| 2 France     | <u>D</u> | 5 New Zealand | <u>C</u> |
| 3 Mozambique | <u>A</u> | 6 Hawaii      | <u>F</u> |



## Project

**1** You are going to make a leaflet about non-verbal communication in your country. Think about how you can say the following:

- Hello (greeting) / Goodbye.
- Good job!
- Come here. / Go away.
- Look over there / here.
- Can I ask a question?

**2** Copy and complete the chart. Use your answers in exercise 1 and your own ideas.

Gesture or face movement	What it means
wave hand	hello and goodbye

**3** Make a leaflet for visitors to your country. Use your ideas in exercise 2. Remember to:

- include pictures of the gestures or expressions.
- explain the meanings carefully for the visitors.

one hundred nineteen

In many American and European countries, a kiss or two kisses on the cheek is a typical greeting. But you should be careful in parts of France because people expect three or even four kisses when they greet.

In Mozambique in east Africa, people clap three times when they are greeting other people.

And in Cameroon in west Africa, don't be surprised when people shake your hand and then pull your middle finger and click it when they greet you. Ouch!

Over in the Pacific region, the traditional greeting for the Maori people of New Zealand is the "hongis," a greeting where they touch noses.

The "shaka" greeting with the little finger and the thumb is popular all over the U.S. right now, but it started as a traditional greeting for people in the state of Hawaii.

**9** **92**

- Read through the countries with the class and elicit or explain where each country is.
- Read through the greetings with the class and make sure students understand them all.
- Play the audio again. Ask students to listen and match the places with the greetings.
- Check answers with the class.

## Project

- 1** Read out the task. Then put students into pairs to think about how they can say the different things on the list. Discuss students' ideas with the class.
- 2** Ask students to copy and complete the chart with their answers in Project exercise 1 and their own ideas. Students could work in pairs for this.
- 3** Students could work individually or in pairs to make their leaflet, and they could do it in class or for homework. Encourage them to design it in an attractive way, and include pictures. Put students into groups to present their leaflets to each other. Discuss as a class, in the students' own language if necessary, what they have learned about non-verbal communication.

## Listening

**7**

- Read out the questions and elicit a range of possible answers from the class.
- If students don't mention the high-five or fist bump, introduce these ideas and teach the words.

### POSSIBLE ANSWERS

- 1 a hug
- 2 a hug, a high-five, a fist bump
- 3 a handshake

**8** **92**

- Play the audio, and ask students to listen to see which of their ideas from exercise 7 are mentioned.

- Discuss with the class which of their ideas were mentioned, and elicit other ideas that were mentioned.

### ANSWERS

Students' own answers.

### Audioscript 92

Here in the U.S., we use different greetings for the different people in our lives. With members of the family, it's usually a kiss on the cheek or a high-five. With friends, hand movements like a high-five or a fist-bump are common. And with people we don't know well or who we're meeting for the first time, a high-five is too informal, so we often shake a person's hand. It's easy to imagine that these ways of greeting are the same everywhere – but in fact, they are not the same. Listen to some of the very different ways people like to greet each other around the world.



## Cross-curricular 3–4

### P.E.: Training for sports

#### Aims

read about different kinds of training programs for sports

listen to an interview with a basketball player

design a sports training program

#### Warm-up

- Ask: *How much exercise do you do each week? How fit do you think you are – very fit, pretty fit, not very fit, or very unfit?*
- Elicit answers from individual students. See how fit most students in the class think they are.

#### Reading

1

- Read out the questions and elicit answers from individual students.
- Ask more questions to encourage students to say more, e.g. *Is your sports training useful? How does it help you to improve at your sport?*

#### ANSWERS

Students' own answers.

2 93

- Read out the question. Then play the audio.
- Ask students to read and listen to the text.
- Ask students if they do any of the training exercises mentioned, and which ones.

#### ANSWERS

Students' own answers.

#### Support activity (weaker classes)

The text contains quite a lot of new vocabulary, which some students might struggle with. Before you move on to exercise 3, play the audio and allow students to read and listen to the text again. Pause the audio as necessary to explain new vocabulary, e.g. *continuous, jog, circuit training, stretch*. Don't teach the vocabulary in exercises 3 and 4, though.

3

- Ask students to find the words in the text and match them with the meanings.
- Check answers with the class, and make sure students understand all the words.

## Cross-curricular 3–4

### P.E.: Training for sports

#### Reading



1 Discuss the questions.

- What training exercises do you do in P.E.? When and where do you do them?
- Do you do training for a specific sport, for example, do you do soccer training?

2 93 Read the text. Do you do any of the training exercises?

3 Find words 1–4 in the text. Then match them with the meanings a–d.

#### GLOSSARY

1 strength <u>d</u>	a the ability to go fast	
2 stamina <u>b</u>	b the ability to exercise for a long time	
3 balance <u>c</u>	c the ability not to fall over	
4 speed <u>a</u>	d being strong	

4 Match the pictures A–E on page 121 with the words.

- |                            |                    |
|----------------------------|--------------------|
| 1 pedaling <u>C</u>        | 4 rowing <u>E</u>  |
| 2 doing push-ups <u>A</u>  | 5 running <u>B</u> |
| 3 lifting weights <u>D</u> |                    |

5 Discuss the questions.

- Which programs include a rest period and which don't? Can you guess why?
- Why is it important to stretch?
- Which three of the four abilities in exercise 3 do basketball players need? Why?
- Which programs would be good for these athletes? Why?
  - soccer players
  - long-distance runners
  - tennis players

120 one hundred twenty

## TRAINING PROGRAMS FOR SPORTS

There are two main types of training program for sports:

- general training programs
- sport-specific programs

### GENERAL TRAINING PROGRAMS

General training programs are good for all athletes. They help with fitness and strength for the whole body. Look at the four examples.

#### CONTINUOUS TRAINING

Athletes do one activity for 20–60 minutes without a rest. Continuous training includes things like running, cycling, swimming, and rowing. Continuous training helps athletes with strength and stamina.



#### FARTLEK TRAINING

Athletes do one activity such as running, skiing, or swimming for 20–60 minutes. They do this at different speeds for short periods, but they don't stop. So runners, for example, run fast and then jog (run more slowly). Fartlek gives athletes strength and stamina.

#### Fartlek program

jog – 1 km  
run fast – 200 m  
jog – 500 m  
run fast – 100 m

4

- Ask students to look at the pictures on page 121 and match them with the words.
- Check answers with the class, and make sure that students understand all the words.

5

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions.
- Discuss the answers as a class.

#### POSSIBLE ANSWERS

- Circuit training and interval training include a rest period. They are more intense, so people wouldn't be able to do them for very long without a rest.

- It's important to stretch so that you don't get injuries, and you don't have sore muscles after exercise.
- Basketball players need balance, strength, and speed. They don't need stamina, because they don't run for a long way.
- a Fartlek training, because in a soccer game, players run at different speeds, and circuit training for balance and speed.  
b Continuous training because they need to run for a long time.  
c Interval training to help with strength and speed, and circuit training for fitness, balance, and speed.

### CIRCUIT TRAINING

Athletes do different activities in a gym. They change the activity every 3-5 minutes. Circuit training includes pedaling on stationary bikes, running, doing push-ups, lifting weights, and rowing. Circuit training helps athletes with fitness, balance, and speed.



### INTERVAL TRAINING

Athletes do an activity such as running for 3-5 minutes and then they rest. They do it again for 3-5 minutes, then they rest again. They repeat this 5 or 10 times. This helps athletes with strength and speed.



**REMEMBER!**  
Always stretch before and after you exercise!  
People often hurt themselves because they forget to stretch.



### SPORT-SPECIFIC TRAINING

Sport-specific training programs give athletes the practice they need just for their sport.

### Listening

6 Look at the picture of the basketball player in the case study and discuss the questions.

- 1 What general training activities do you think basketball players should do? Why?
- 2 What sport-specific training do you think basketball players need?

7 94 Listen to an interview with a basketball player. Look at the chart and complete the training program.

#### CASE STUDY: Basketball



General fitness training	Sport-specific training
1 <u>circuit training</u>	3 <u>ball control</u>
2 <u>interval training</u>	4 <u>balance</u>

#### Project

1 You are going to design a sports training program. Choose a sport and think about training exercises that are good for this sport. Find information online if necessary.

2 Copy and complete the chart with your own ideas.

Sport:	
General fitness training	Sport-specific training

3 Write a plan for your sports training program. Think about ...

- when and where to do the training.
  - how long to do each type of training.
- Include pictures of how to do the exercises if necessary.

and Fartlek are not as important because we don't need a lot of stamina because we don't have to run a long way.

A And what sport-specific skills do basketball players need?

B Ball control. Basketball players have to throw the ball to the right place ...

A Into the basket, right?

B Sure, to score, we have to shoot into the basket, but we also have to throw the ball to the other players on the team, and that's just as important. So we spend a lot of time on ball control. We also need good balance.

A How do you practice balance?

B Balance? I stand on one leg for a few minutes. Try it ...

A OK. Whoaa! It's hard!

B Yeah! Then stand on one leg while you move the other leg slowly, like this ...

### Project

- 1 Read out the task. Then allow students time to choose their sport and think about what training exercises are good for it. If they have access to the Internet, they can search for information online, or they can do research for homework. Students could work in pairs for this.
- 2 Ask students to copy and complete the chart with their ideas in Project exercise 1. Students could work in pairs for this.
- 3 Students could work individually or in pairs to write their training plan, and they could do it in class or for homework. Encourage them to present their program in a clear way, including useful headings and pictures. Put students into groups to present their training programs to each other. Discuss as a class, in the students' own language if necessary, what they have learned about different kinds of sports training.

one hundred twenty-one

121

### Listening

6

- Put students into pairs to discuss the questions.
- Discuss the questions with the class, encouraging students to give reasons for their answers.

#### ANSWERS

Students' own answers.

7 94

- Read through the chart with the class and make sure students understand *sport-specific*.
- Play the audio. Ask students to listen and complete the training program.

- Allow students time to compare their answers in pairs. Then, if necessary, play the audio again for them to check and complete their answers.
- Check answers with the class.

#### Audioscript 94

A As a professional basketball player, what kind of fitness do you need?

B Basketball players need speed because we have to run fast during games. We also need strength because we have to jump high.

A OK, so, what general fitness training do you do?

B We do circuit training and interval training. I usually train for about 90 minutes each time, and I go to the gym four times a week. Circuit training and interval training are good for speed and strength. Things like continuous training



## Culture 5–6

### Money

#### Aims

read about the history and design of money

listen to a story about an unusual currency

design a bill of your own currency

#### Warm-up

- Ask: *What do you know about the history of money? What did people do before there was money? Where was the first money made?*
- Elicit what students know about the history of money. Encourage as many students as possible to join in and share their ideas.
- Tell students that they are going to learn about the past, present, and future of money in this class.

### Reading

1

- Check that students understand *bills* and *coins*.
- Put students into pairs to discuss the questions.
- Discuss the answers with the class. If you have some coins and bills with you, you could show them to students to check their answers in question 2.

#### ANSWERS

Students' own answers.

2

- Put students into pairs to read the sentences and complete them with the correct words. They can use their dictionaries to help.
- Elicit some answers, but don't confirm them at this stage.

3 95

- Play the audio. Ask students to read and listen to the text and check their answers in exercise 2.
- Check answers with the class, and check that students understand all the words.

#### Support activity (weaker classes)

The text contains quite a lot of new vocabulary, which some students might struggle with. Before you move on to exercise 4, play the audio again for students to read and listen. Pause at new words that students don't understand and explain the meanings, e.g. *politicians*, *worldwide*, *estimated*, *fakes*.

## Culture 5–6



### Reading

1 In pairs, answer the questions.

- 1 How many different bills and coins are there in your country?
- 2 Can you remember any of the pictures on them?

2 Complete the sentences with the words.

counterfeit currency gold leather silver

- 1 Counterfeit money looks real, but isn't real.
- 2 Gold and silver are two types of metal. We use them to make jewelry.
- 3 Leather comes from animal skin. We use it to make shoes, bags, etc.
- 4 Currency is the system of money that a country uses. For example, in the U.S., it is the dollar.

3 95 Read the text and check your answers in exercise 2.

4 Read again and answer the questions.

- 1 What types of people are most common on bills and coins?  
Kings, queens, and famous politicians.
- 2 Why did the U.K. design a new £1 coin?  
Because 3% of £1 coins were fake.
- 3 What materials for money does the text mention?  
Gold, silver, electrum, white leather, paper, and plastic.
- 4 What is the advantage of plastic notes?  
They are stronger than paper, and last longer.
- 5 Why do some countries make unusual coins?  
To celebrate special events.
- 6 How are digital currencies different from traditional currencies?  
There are no physical bills or coins – digital currencies only exist online.

5 Discuss the questions.

- 1 Is counterfeit money a problem in your country?
- 2 Are the notes in your country plastic or paper, or both?
- 3 Do you think digital currencies are the future of money?

122 one hundred twenty-two

## THE DESIGN OF MONEY



We all use money every day, but how often do you look carefully at the coins and bills?

### THE PICTURES

Some of the first coins were from an area called Lydia – now Turkey. They had a picture of a lion on them. Wildlife is a popular design on money. Over 70 countries use pictures of birds!

Many countries include pictures of famous people from their cultures on their currency. Kings, queens, and famous politicians are the most common.

Counterfeit money is a worldwide problem, so the designs have to be very complicated. In 2014, the U.K. government estimated that 3% of £1 coins were fakes (not real). So they designed a new coin and had a competition to draw the picture on it. The winner was a 15-year-old boy!



Lydian lion coins from 600 BC



The new £1 coin in the U.K. is a dodecagon – it has 12 sides!

### THE MATERIALS

Lydians used a mixture of gold and silver, called electrum, for their coins. Over 2,000 years ago, the Chinese used white leather from deer. There was just one problem: there weren't many white deer! Paper bills first appeared in China in the 11th century. Now, many countries are changing the material of their bills to plastic. It is stronger than paper, so it lasts longer.



Australian notes are plastic. It's hard to break them!

4

- Read through the questions with the class and make sure students understand everything.
- Ask students to read the text again and answer the questions.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions.
- Discuss the answers as a class.

#### ANSWERS

Students' own answers.

## THE SHAPE

Most coins are round. But countries sometimes make new coins, with very unusual shapes, to celebrate special events. The Isle of Man, a tiny island between England and Northern Ireland, made these pyramid coins to celebrate an exhibition about Egypt.



Pyramid coins from the Isle of Man

## THE FUTURE?

Digital currency is a new type of money. It isn't from any country. There aren't any physical bills or coins – they only exist online! Bitcoin, the first digital currency, appeared in 2009, and you can use it in some stores.



Are digital currencies the future of money?



The Chinese made bills from the skin of a white deer



### Listening

6 96 Listen to a story about Rai stones. Choose the correct answer.

Rai stones are an unusual currency because they ...

- a are worth a lot of money.
- b usually stay in one place.
- c are as big as cars.

7 96 Listen again. Choose the correct words.

- 1 About 3,000 / 12,000 people live on the islands of Yap.
- 2 The stone for the Rai stones is from Yap / Palau.
- 3 The Yapese believe the currency is about 500 / 600 years old.
- 4 Palau is about 400 / 500 kilometers from Yap.
- 5 Today, the Yapese use Yapese / American dollars.

### Project

1 You are going to design a bill of your own currency. Look at this bill from the U.S. Notice the different features.



2 Copy and complete the chart with your own ideas.

Name of your currency	
Material (e.g. plastic, paper, etc.)	
Shape (square, round, etc.)	
Pictures, e.g. a famous person, a place, etc.	

3 Design your bill. Label parts of the note with information about:

- the name of the currency and why you chose it.
- the pictures on the bill and their meaning.
- why you chose the colors.
- how much it is worth.

one hundred twenty-three

Over the next 500 years, the Yapese traveled to Palau many times. The journey was over 400 kilometers! On Palau, they made the stone into circles and they took them back to Yap in their boats. Back on Yap, they decided how much each stone was worth. Very big stones – and some are over four meters wide – were more expensive than the smaller stones. Then they used the stones as money. Of course, it wasn't easy to carry the stones – some of them were heavier than a car! So, when one person gave the stone to another person, it usually didn't move. It stayed on the ground. But everyone in the village knew which stones were theirs, so it wasn't important.

Now the Yapese use American dollars as their currency, but they still also use the Rai stones for traditional celebrations.

7 96

- Allow students time to read through the sentences.
- Play the audio again. Ask students to listen and choose the correct words to complete the sentences.
- Check answers with the class.

### Project

- 1 Read out the task. Then ask students to focus in detail on the U.S. bill and notice the different features.
- 2 Ask students to copy and complete the chart with their own ideas for their bill. Students could work in pairs for this.
- 3 Students could work individually or in pairs to design their bill. Ask them to draw a picture of their bill and label the different parts with information about the bill. Students could do this in class or for homework, and they could work individually or in pairs.

Put students into small groups to present their bills to each other and choose one to present to the class. Ask groups in turn to present their bills to the class. The class could vote for their favorite.

Discuss as a class, in the students' own language if necessary, what they have learned about money.

### Listening

6 96

- Focus on the picture and explain that the people are carrying a Rai stone. Ask: *What do you think it is?* Elicit a few ideas. Then explain that it is an unusual currency.
- Allow students time to read the sentence beginning and the three possible answers.
- Pre-teach *explorers*. Then play the audio. Ask students to listen and choose the correct answer.
- Check the answer with the class.

### Audioscript 96

The islands of Yap are in the Pacific Ocean, about 3,000 km north of Australia. Their population is about 12,000 and the people are called the Yapese. The island has the most unusual currency in the world – the Rai stones.

Nobody knows the complete story of the stones. The Yapese think that about 600 years ago, explorers from Yap found another island, called Palau. On Palau, they discovered a new type of stone. They thought it was interesting, so they took some stone back to Yap. When they got back, everyone thought the stone was beautiful. And then someone had an idea for the first currency on the island.



## Cross-curricular 7–8

### Literature: Sherlock Holmes

#### Aims

- read an extract from a Sherlock Holmes story
- listen to the next part of the story
- design the front and back cover of a novel

#### Warm-up

- Ask: Have you read any stories about Sherlock Holmes? Have you seen any movies with him in? What do you know about him?
- Elicit answers from individual students, and encourage as many students as possible to join in and share their ideas.
- Tell students they are going to read an extract from a Sherlock Holmes story.

#### Culture

Sherlock Holmes is a fictional detective created by the British writer Sir Arthur Conan Doyle. The first Sherlock Holmes story was published in 1887, and new stories were published until 1927. There are four novels and over fifty short stories that feature the detective, who lives at 221B Baker Street in London. In the stories, Holmes, with his assistant Dr. Watson, solves a whole range of different crimes, usually relying on Holmes' analytical thinking skills, and his ability to interpret evidence and clues.

#### Reading

- Read the information about blurbs to the class. Ask students to read the blurb and answer the questions.
- Check answers with the class.

#### Practice activity (all classes)

Ask students to look at the blurb again. Write the following questions on the board:

- What verb form does it use to describe the story? Why?
- Why does it include a question at the end of the first paragraph?
- What information does it not include? Why?

Put students into pairs to discuss the questions. Discuss the answers with the class.

#### POSSIBLE ANSWERS

- It uses the simple present, to make the story seem more immediate and exciting.

## Cross-curricular 7–8

### Literature: Sherlock Holmes

#### Reading

- Blurbs are summaries of a book. They are on the back cover. Read the blurb and answer the questions.

- What is the "sport of kings"?  
horse racing
- Why are the police asking Sherlock Holmes for help?  
Because he is a detective
- What tense do we use to write blurbs?  
the present tense



Silver Blaze is a young horse, but he has won a lot of races. One night, he disappears from his stables and someone kills his trainer. The police want the killer, and the owner wants his horse, but they can't find them. So what do they do?

They write to 221B Baker Street, London, of course – to ask for the help of the great detective Sherlock Holmes.

- Read the extract. Complete the sentences with the words.

servant stable boys stables stables trainer

- Horses live in buildings called stables. In this story, the stables are called King's Pyland.
- Stable boys look after horses.
- A servant works for a family. He or she cooks and cleans.
- A trainer teaches horses to jump and win races.

- What are the names of these people in the story?

- the trainer: Mr. Straker
- the stable boy: Ned Hunter
- the servant: Edith Baxter

124 one hundred twenty-four

## Sherlock Holmes and the Sport of Kings

Notes by Inspector Gregory, after talking to Edith Baxter, Ned Hunter, Mrs. John Straker, and Mr. Fitzroy Simpson.

On Monday evening Straker locked the stables at nine o'clock, the usual time. Two of the boys then walked up to the trainer's house for their dinner, but the third boy, Ned Hunter, stayed in the stables to watch the horses. At five past nine, the Strakers' servant, a girl called Edith Baxter, carried Ned Hunter's dinner down to the stables. The dinner that night was a hot meat curry.

Edith was nearly at the stables when a man called out to her. He came up to her, and she saw a tall man in a gray suit and a hat, and a red and black scarf. He carried a big walking stick, and Edith felt afraid of him.

"Where am I?" the man asked. "What is this place?"

"This is King's Pyland training stables," she said. "Good!" said the man. "Now, a stable boy sleeps here every night – is that right? And I think you're taking his dinner to him now." He took an envelope out of his pocket. "Please give the boy this, and you can have some money for a beautiful new dress."



- Read the extract again. Order the events.

- The man spoke to Ned.
- The man left King's Pyland.
- The man offered Edith some money.
- Ned came back with a dog.
- Edith saw a man near the stables.
- Edith gave Ned his dinner.

- Discuss the questions.

- What do you think was in the envelope?
- Why do you think the man offered Edith some money?
- What do think the "Wessex Cup" is?
- Why did Ned say "I'm getting the dog now!"?
- What do you think the man wanted Ned to do?

- It includes a question to engage the reader's interest and make them want to know the answer.
- It does not include information on how the story ends because this would spoil the story for readers.

- 97

- Allow students time to read through the gapped sentences.
- Play the audio. Ask students to read and listen to the extract, and then complete the sentences with the correct words.
- Check answers with the class, and check that students understand all the words.

- 

- Ask students to look at the extract again and write the names.
- Check answers with the class.

- 

- Ask students to read the extract again and order the events.
- Check answers with the class.

- 

- Put students into pairs to discuss the questions.
- Discuss the answers with the class, encouraging as many students as possible to join and speculate about the story.

#### ANSWERS

Students' own answers.

Edith did not take the envelope. She ran past the man to the stables and up to a small open window. She always put the boy's dinner through this window, and Ned Hunter was there, ready to take it.

"Oh Ned!" Edith cried, but before she could say any more, the stranger came up behind her.

"Good evening," he said through the window to the boy. "I want to talk to you."

"Who are you? What do you want?" Ned Hunter said.

"I want to make you rich, boy," the stranger said. "You help me, and I help you. You have two horses in for the Wessex Cup – Silver Blaze and Bayard. I hear that Bayard is the better horse, and that you stable boys are putting your bets on him to win. Am I right?"

"I'm not saying anything!" cried Ned Hunter. "We don't talk about our horses at King's Pyland, so get out! I'm getting the dog now!"

Ned ran across the stables to get the dog, and Edith began to run back to the house. But she looked back after about thirty meters, and saw the man at the little window, with his head and one arm inside the room.

Edith ran on, and a minute later, Ned came out of the building and locked the door behind him. He ran all round the stables with the dog, but the man was gone.

Extract from *Sherlock Holmes and the Sport of Kings*, Oxford Bookworms.

By Sir Arthur Conan Doyle



## Listening

6 98 Listen to the next part of the story. Choose the correct answer.

Who didn't look for Mr. Straker and the horse in the morning?

- a Mrs. Straker
- b Edith Baxter
- c Ned Hunter
- d The other two stable boys

7 98 Listen again. Choose T (True) or F (False).

- 1 It was raining when Mr. Straker left the house. T ☒ F ☐
- 2 When Mrs. Straker woke up in the morning, her husband was sleeping. T ☐ F ☒
- 3 Someone killed Ned Hunter. T ☐ F ☒
- 4 The scarf didn't belong to Mr. Straker. T ☒ F ☐
- 5 Edith saw the man put something in Ned's food. T ☒ F ☐

## Project

1 You are going to design the front and back cover of a novel. Complete the chart. Use a book you know or your own ideas.

Title	
Author	
Type of story, e.g. crime	
Possible ideas for a picture on the front cover	

2 Look at the Sherlock Holmes blurb again. Write the blurb for your book. Remember to:

- make your blurb interesting. People often read blurbs before they buy a book!
- include some details of the story, but don't tell your reader the ending!
- use the simple present.

3 Design the cover for your book.

Nobody could wake Ned Hunter, so the two women and the boys ran out to look for the trainer and the horse. Five hundred meters from the stables, they saw Straker's coat on a small tree. Down the hill, just past the tree, they found the trainer. He was dead.

There was a long cut in his leg, and his head was broken in three places. In his right hand he had a small knife, with blood all over it, and in his left hand he had a red and black scarf.

Edith Baxter knew the scarf at once, and later, so did Ned Hunter.

"It's the stranger's scarf," he told us. "When I went to get the dog, that stranger was still at the stable window. He put something in my meat curry, to make me sleep – I know he did. Edith saw him, with his arm through the window."

7 98

- Allow students time to read through the true/false sentences.
- Play the audio again. Ask students to listen and decide if the sentences are true or false.
- Check answers with the class, encouraging students to explain the answers.
- Ask: *What do you think happens at the end of the story?* Elicit a few ideas, and encourage students to speculate. Ask: *Would you like to read this story? Would you like to read other stories about Sherlock Holmes, or watch movies about him?*

## Project

- 1 Read out the task. Then ask students to copy and complete the chart with their own ideas. Explain that they can use a book that they know, or they can invent one. Students could work individually or in pairs for this project.
- 2 Ask students to read the blurb in exercise 1 on page 124 again, and then write their own blurb. Refer them to the tips in the bullet points to help them.
- 3 Ask students to design the cover for their book. They could draw or download a picture to illustrate it. Put students into small groups to present their front and back covers to each other. Ask some students which covers and blurbs made them want to read the book and why. Discuss as a class, in the students' own language if necessary, what they have learned about Sherlock Holmes and books in general.

## Listening

6 98

- Read out the question and the possible answers.
- Check that students understand *stranger* and *unlocked*.
- Play the audio. Ask students to listen to the next part of the story and choose the correct answer.
- Check the answer with the class.

**Audioscript** 98

Ned Hunter told the trainer and the other boys about the stranger, but no one saw him again.

The next thing happened at one o'clock in the morning when John Straker got out of bed.

"What's the matter?" said his wife. "Where are you going?"

"To the stables," Straker said. "I can't stop thinking about that stranger. I just want to have a look around."

"But it's raining. Wait until the rain stops," she said.

"No, no," Straker said. "I want to go now." He left the house and Mrs. Straker went back to sleep. At seven in the morning she woke up, but her husband was not there. She quickly got up, called the servant, Edith, and they ran down to the stables. They found the stables unlocked. Straker was not there, and inside, on a chair, Ned Hunter slept like a dead man. Silver Blaze was gone, and his stable door was open. They called the other two boys from the room over the stables. They were good sleepers and heard nothing in the night.



## Videoscripts

### Unit 1 p.22 🎥 Video

**Ollie** Hello! Today I'm here with my friends Rob, Vicky, Tripp, and Amy. Today, they're telling me about their interests and their plans for the weekend. What do you enjoy doing on weekends?

**Rob** You know, normal stuff. I love gaming with my friends and watching TV. I like taking pictures, too. I got a new camera for my birthday and I'm learning how to use it.

**Tripp** I really enjoy going out with my friends. We also love hanging out on the beach or going climbing in the mountains near our town. We post a lot of pictures online.

**Vicky** I like playing sports, and I like watching sports. I'm an assistant coach for a soccer team for seven-year-olds. Soccer is my favorite sport, but I love running, too.

**Amy** I often study on Saturdays. I'm taking a lot of exams at school soon, and I want to do well on them. I love going to the movies, too. I sometimes do that on Saturday night.

**O** What about this weekend? What are you doing this weekend?

**T** I'm going shopping on Saturday. I'm buying a new tent.

**R** But you hate shopping!

**T** I don't like shopping for clothes, but a tent is different!

**R** This weekend, I'm seeing my relatives – my aunt, uncle, and cousins.

**V** I'm playing in a soccer game on Saturday, and on Sunday, I'm coaching the kids' soccer team.

**A** I'm studying on Saturday. I have a history exam.

**V** What are you doing on Saturday night?

**A** I'm meeting two friends from my geography class. We're working on a project together. What about you?

**V** I'm watching a soccer game on TV with my family.

**O** Do you have any plans for Friday night?

**V** Do we have plans for Friday night?

**A** No. We're not going out. I don't have any money.

**V** What about a sleepover?

**A** It can't be at my house. My brother is having some of his friends over.

**V** OK. How about a sleepover at my house?

**A** Sure, I'd love that.

**R** On Friday night, I'm going to my friend's house. It's his birthday, and he's having a party.

**T** I'm having a cookout with some friends on Friday. We're going to the lake.

**O** Do you have any plans for next month?

**A** There's a music festival in the city on the long holiday weekend.

**V** Yeah, we're going to some concerts!

**T** Do you want to do something exciting next month?

**R** Sure!

**T** OK. Let's go camping! We can take my new tent.

**R** I'd love to. We can take a lot of pictures of the trip and post them online.

**O** And that's all we have time for today. A big thank you to Amy, Vicky, Tripp, and Rob.

### Unit 2 p.32 🎥 Video

Today, we're going to find out about transportation in Beijing, China's capital. Beijing is in the northeast of China. It's a modern city, but it's also noisy and crowded. The historic part of Beijing is quieter than the newer neighborhoods, but there are always lots of people everywhere. 21 million people live here. Every day, they travel through the city to get home, get to work, or get to school. They drive cars, and take buses, taxis, and rickshaws. And look – a few people ride motorcycles and bikes in Beijing. And lots of people use the Beijing subway. It's usually faster than driving and easier than walking.

The Beijing subway opened in 1969 with one line that was 24 kilometers long. Today, the subway is much bigger. It has 17 lines with 554 kilometers of track. Each week, around 10 million people use the subway. It's more efficient than driving, and cheaper than taking a taxi.

The Chinese government is making the Beijing subway bigger. They want to have thirty lines with 450 stations and more than 1,000 kilometers of track. The new trains are more comfortable than the old trains. And the new stations are bigger and more modern than the old ones. The Beijing subway is crowded, but it's also fast and efficient.

### Unit 3 p.44 🎥 Video

**Ollie** Today, we're visiting New York City to see what it's like to be a journalist. Let's go!

**Portia** Hi! I'm Portia Agney. I'm a journalist. I live in Chinatown in New York City.

**O** Journalists have to be hard-working.

Portia has to get up at 6:00 every morning. She checks her e-mail and reads the news. She doesn't have to wear a uniform, so she wears casual clothes. She starts her day with a light breakfast. She has to start work at 7:30.

She works for a big news company, and they have offices all over the world. But she doesn't have to go to an office – she works at home. First, she has to phone her boss (he lives in London), and they talk about the news. They decide on an interesting story, and that's when her day really begins.

**P** OK, so I have an interview with a lawyer in two hours. It's about transport problems, so it's a good story! OK, I have my bag, my pen, my phone. Let's go!

**O** Portia has to travel all over New York City for her job. She has to be good at finding her way. Fortunately, she doesn't have to drive. She goes by bike. It's a great way to travel around New York, and parking is easy!

**P** OK, now I have all the information I need. It's time to go home.

**O** A journalist has to be confident!

When she gets home, Portia listens to her interviews and writes the story. Then, she sends it to her boss. She often has to work in the evening. Portia doesn't have to work all the time, though. After dinner, she reads or plays the guitar. It's a great way to relax. At the end of the day, Portia watches TV – but she doesn't watch the news!

**P** And that's my day. It's a hard job, but I love it! And every day is different! But now, it's time for bed!

### Unit 4 p.54 🎥 Video

I love sports! I play lots of different sports and when I finish high school, I'm going to Arizona State University.

You can play everything at A.S.U! A.S.U's American football team is very successful. American football is the most popular sport in the U.S. Players can throw and catch the ball with their hands, and they can kick the ball, too. They score "touchdowns," which are worth six points, and "field goals," which are worth three points. American football players are some of the fastest and strongest athletes in the world.

Basketball is also very popular at Arizona State. Basketball players are usually taller than American football players, but football players are often stronger and heavier! Like American football players, basketball players can throw and catch the ball. But the sports are very different. In basketball, you can't kick the ball, and you shoot the ball through a hoop to score points.

Basketball games are fast and exciting, but my favorite sport is soccer. Soccer isn't the most popular sport in the U.S., but it is the world's most popular sport. And Arizona State has a very good team. The fans are one of the best things about team sports at Arizona State!

But individual sports are popular, too. This is a big track and field event. The best college runners from all over the country race here, and there are all kinds of field sports, like the long jump, the shotput, and the javelin.

Sports are an important part of student life at Arizona State University. There are two big stadiums, an Olympic swimming pool, tennis courts, a golf course, and lots and lots of playing fields. So, whatever sports you play, there's something for you!

## Unit 5 p.66 🎥 Video

**Piper** Hi! Today, I'm here with my friends Rob, Vicky, Tripp, and Amy. Today, I'm talking with them about money and shopping. Do you like shopping for clothes?

**Rob** For clothes, no. But I love looking at cameras in the camera stores.

**Tripp** Not really. I don't like spending money on clothes. I'm saving my money right now.

**Amy** I can't afford to go shopping a lot, but I enjoy buying new clothes.

**Vicky** I usually have better things to do than go shopping. I only go shopping when I have to.

**P** Where do you usually go shopping?

**R** I like going to the mall. But I also like online shopping.

**T** I go to the mall for clothes, because I need to try them on. But for books or outdoors equipment, I often shop online.

**A** I like going to the mall with my friends. I don't always buy something, but it's fun to hang out there.

**V** When I really need something, I buy it online.

**P** What's the worst thing about going to the mall?

**T** It's too crowded.

**A** I agree. It's too busy.

**V** Yes, the crowds are the worst.

**R** No, I think the worst thing is shopping for clothes.

**P** What's the best thing about going to the mall?

**T** Seeing my friends. I never go to the mall alone. I always go with friends.

**A** The food! I love eating at the Mexican restaurant in the mall.

**V** I don't know. I hate shopping, so I don't go to the mall.

**R** The camera store. And the computer store. I like seeing the newest digital photography software.

**P** Do you look for bargains when you go shopping?

**R** I love bargains, so that's why I like online shopping. You can always find bargains on the Internet.

**T** Bargains are nice, but I usually know what I want to buy. So when I find it, I buy it. Sometimes I get a bargain, sometimes I don't.

**V** Not really. I usually have better things to do than look for bargains!

**A** Bargains are nice, but color and style are more important to me when I buy clothes.

**P** What do you spend most of your money on?

**A** Probably clothes. But I also spend money on my phone. I'm not sure!

**T** Outdoor equipment. I like to buy things for walking and camping.

**V** I like going to the movies, so yeah, probably movies, and maybe going out for meals.

**R** Apps, computer software, definitely, so I spend a lot of money on the app store!

**P** Where do you get money?

**V** Um, I borrow it from Amy! But I always return the money.

**A** It's true. I sometimes lend her money, but I always get it back.

**R** My parents pay for some things. They buy my clothes. And I usually get money for my birthday.

**T** I do some chores at home for my parents, and they give me money, and sometimes for my grandmother, too. She lives near us.

**P** Do you read reviews before you buy things?

**R** I read game reviews, of course. Some games are expensive, and I don't want to waste my money.

**V** No, I don't.

**A** Definitely. I can't afford to waste my money, so I read reviews before I buy things.

**T** Usually. I'm very careful when I spend my money.

**P** Thank you Rob, Vicky, Amy and Tripp!

## Unit 6 p.76 🎥 Video

I love skiing! I live near the mountains, and I often go skiing with my family. It's great, but one day I want to ski in New Zealand! New Zealand looks awesome! It has amazing mountains, and there are lots of great places to ski, like Queenstown on New Zealand's South Island. Queenstown is over 150 years old. But it wasn't always famous for adventure sports.

In the 1860s, a few people were living and farming in this area when one day they found gold in the Shotover River. Soon, people were coming from all over the country. They built Queenstown, but they didn't stay for long. After a few years, there was no gold, and most people left.

But then, in the 1940s, New Zealand's first ski resort opened here on Coronet Peak. It was a huge success and it changed Queenstown forever. It became a very popular tourist destination. People built hotels, restaurants opened, and soon, people weren't just coming to ski; they were coming to do other sports, too.

In the 1960s, the Shotover Jet started. It's now one of Queenstown's most popular tourist attractions. It looks really exciting! The jet boat races along the Shotover River at 85 kilometers per hour! There are now jet boats on the Dart River and the Kawarau River, too.

The Kawarau River and its lake – Lake Wakatipu – are an important part of the Queenstown story. It was here, on the Kawarau bridge, that bungee jumping started. In the late 1980s, a man named AJ Hackett opened a bungee jump here. It was the first bungee jump for tourists in the world!

Today, around a million tourists visit Queenstown every year. They come for the skiing, the water sports, and the adventure!

## Unit 7 p.88 🎥 Video

**Piper** I love detective stories, and my favorite character is Sherlock Holmes! Sherlock Holmes is probably the most famous English detective, the star of hundreds of stories, TV shows, and movies. Today, detective stories are very popular, but Sherlock Holmes was the first, the original storybook detective.

Sir Arthur Conan Doyle sold the first Sherlock Holmes book in 1887, 130 years ago. Conan Doyle was born in Scotland in 1859. At Edinburgh University, he studied to be a doctor and a scientist. Conan Doyle used ideas from science and medicine when he wrote about Sherlock Holmes. Sherlock Holmes was a character in a book – he wasn't real. But Conan Doyle read news stories about real crimes and used them in his books. And sometimes, real police officers used ideas from Sherlock Holmes stories to catch real criminals!

Dr. Carolyn Morton teaches Forensic Science at the University of the West of England in Bristol.

**Dr. Morton** Forensic science is using science to help investigate crimes and then bring evidence to court. Mud on someone's shoes, fibers from their clothing, a bit of broken glass, all sorts of things can be a link between a person and the scene of a crime. **P** A lot of ideas in forensic science come from Sherlock Holmes.

**DM** Sir Arthur Conan Doyle, who invented Sherlock Holmes, in many ways led the way. He was giving the police and the scientists ideas. He was trained as a doctor, he knew about investigating crime, and in his stories, Sherlock Holmes was investigating using some science. So he was coming up with ideas for linking people to places, following their footprints, mud on trousers, that people weren't doing; and he made people think how to use science to solve crime.

**P** Some of Arthur Conan Doyle's ideas about catching criminals are still used today. Sherlock Holmes was the first detective to use fingerprints to catch a criminal. And detectives today still look for fingerprints when they investigate a crime. Detectives have to work very slowly and carefully. Dr. Morton uses this house. It isn't a real house; it's a classroom for detectives. The teachers watch the students and help them learn the job. With a lot of practice, they learn to do it well.

Today, people all over the world want to study forensic science. In their studies, they learn ways of working that Arthur Conan Doyle created more than 100 years ago for his storybook detective, Sherlock Holmes.



## Unit 8 p.98 Video

Do you enjoy watching movies?  
Hollywood movies are popular all over the world. I'm here to find out more about how the American movie industry started. The movies are an important part of American culture. The French brothers Auguste and Louis Lumière invented moving pictures, but the U.S. created the movie business.

The home of the movies in the U.S. is an area in Los Angeles called Hollywood. The first Hollywood movies were silent, but they were very popular. In the early 1900s, movie theaters were opening all over the country. Between 1905 and 1907, 4,000 movie theaters opened in the U.S. Americans loved going to the movies. Soon, big film studios were opening in Hollywood. In the 1920s, the movies became big business. In 1927, the first movies with sound appeared. They were called "talkies," and everyone wanted to see – and hear them.

Big studios, like MGM and Paramount, made movies and also owned the movie theaters, so they became very rich.

These studios haven't stopped making films. They're still very successful today. They now produce "blockbusters": big, expensive movies with famous actors. Some examples of famous blockbusters include *Avatar*, *Titanic*, and the Harry Potter movies. These movies are usually very expensive to make, but they earn a lot of money for the studios, too. One of the first truly great Hollywood movies showed a big American city, but it wasn't Los Angeles; it was New York. This is the Empire State Building. It opened in 1931. Two years later, it appeared in *King Kong*, one of the most famous movies of all time. People all over the world have seen it. This is Flushing Meadows Park. It's famous for tennis and baseball. But it's also famous for the ending of the movie *Men in Black*, when a UFO crashes into the sculpture. New York's streets, buildings, even some of its alleyways are famous! This is Cortlandt Alley. It doesn't look very special, but this alley has appeared in lots of movies and TV shows, like *Crocodile Dundee* and *NYPD Blue*.

People in America love movies. Today, there are more than 6,000 movie theaters in the U.S., and Hollywood still produces some of the world's most popular movies.

## Workbook answer key

### Vocabulary

#### Unit 1 p.W2

##### Exercise 1

- 2 exhibition 3 soccer game  
4 cookout 5 meal 6 relatives  
7 party 8 friends 9 sleepover

##### Exercise 2

- 2 having a sleepover  
3 seeing (his) relatives  
4 going to a soccer game  
5 having a party  
6 having a cookout

##### Exercise 3

- 2 pick up 3 take off 4 get on  
5 get back 6 go out

##### Exercise 4

- 2 go away 3 take off 4 get back  
5 pick up 6 get on

#### Unit 2 p.W3

##### Exercise 1

- Road car, motorcycle Air plane  
Rail subway, train Water ferry

##### Exercise 2

- 2 fly 3 Sail 4 Take 5 drive  
6 ride 7 Take

##### Exercise 3

- 2 c-modern 3 b-noisy 4 a-traditional  
5 b-quiet 6 c-crowded

##### Exercise 4

- 2 crowded 3 delicious  
4 comfortable 5 historic 6 noisy

#### Unit 3 p.W4

##### Exercise 1

U	E	D	S	S	A	P	T	D
D	O	C	T	O	R	Z	S	E
P	R	W	L	V	C	N	W	N
S	C	I	E	N	T	I	S	T
J	O	E	J	A	R	C	U	I
K	D	H	Y	U	P	H	Z	S
A	R	C	H	I	T	E	C	T
E	Y	T	Z	Q	E	F	R	P
R	P	Y	L	A	W	Y	E	R

- 2 dentist 3 chef 4 scientist  
5 lawyer 6 doctor

##### Exercise 2

- 2 salesperson 3 nurse  
4 fashion designer  
5 software developer 6 police officer

##### Exercise 3

- 2 unhelpful; b 3 polite; d 4 anxious; f  
5 shy; a 6 hardworking; e

##### Exercise 4

- 2 hard-working 3 cheerful 4 helpful  
5 polite 6 easygoing

#### Unit 4 p.W5

##### Exercise 1

- 2 swimming 3 track and field  
4 tennis 5 karate 6 skateboarding  
7 soccer 8 surfing

##### Exercise 2

- 2 play volleyball 3 do karate  
4 go sailing 5 go surfing  
6 go swimming

##### Exercise 3

- 2 score 3 Throw; catch 4 kick; hit  
5 wins; loses

##### Exercise 4

- 2 kicks 3 throws 4 score 5 shoots  
6 hits 7 lose

#### Unit 5 p.W6

##### Exercise 1

- 2 pay 3 save 4 earn 5 lend  
Mystery word spend

##### Exercise 2

- 2 wastes 3 lend me 4 can't afford to  
5 earns 6 borrowed

##### Exercise 3

- B 4 C 5 D 2 E 1 F 3

##### Exercise 4

- 2 bargains 3 coupon 4 counter  
5 prices

#### Unit 6 p.W7

##### Exercise 1

- 2 c scuba diving 3 a rafting  
4 c skydiving 5 a parkour 6 b caving

##### Exercise 2

- 2 went rafting 3 went scuba diving  
4 went skydiving  
5 went mountain biking  
6 went snowboarding

##### Exercise 3

- 2 proud 3 afraid 4 mad  
5 disappointed 6 surprised

##### Exercise 4

- 2 mad at 3 worried about  
4 pleased with 5 disappointed with  
6 afraid of

#### Unit 7 p.W8

##### Exercise 1

- 2 C 3 P 4 C 5 C 6 P

### Exercise 2

- 2 steal 3 was investigating  
4 chased 5 caught 6 arrested

### Exercise 3

- 2 use 3 click on 4 log out of 5 share

### Exercise 4

- 2 install 3 click 4 use 5 share

## Unit 8 p.W9

### Exercise 1

Fiction horror movie, science fiction movie, soap opera  
Non-fiction reality show, sports show, talk show

### Exercise 2

- 2 comedy 3 animation 4 action movie  
5 reality show 6 documentary

### Exercise 3

- 2 f 3 a 4 b 5 e 6 d

### Exercise 4

- 2 play 3 perform 4 stage 5 direct  
6 plays 7 make 8 videos 9 design  
10 costumes 11 take 12 pictures

## Grammar

### Unit 1 pp.W10–11

#### Exercise 1

- 2 'm, writing 3 are, getting  
4 aren't, singing 5 is, hiking

#### Exercise 2

- 2 Are, seeing; we aren't  
3 Are, having; I'm not  
4 Am, playing; you are  
5 Is, going; she is

#### Exercise 3

- 2 'm playing 3 'm not going out  
4 are having 5 are coming  
6 're having 7 'm not doing  
8 are, having

#### Exercise 4

- 2 Pl 3 T 4 Pe 5 Pl 6 Pe

#### Exercise 5

- 2 any 3 no 4 some 5 No 6 every

#### Exercise 6

- 2 something 3 no one 4 everyone  
5 anything 6 somewhere  
7 nothing 8 something

### Unit 2 pp.W12–13

#### Exercise 1

- 2 bigger 3 colder 4 curlier  
5 safer 6 healthier

#### Exercise 2

- 2 bigger than 3 curlier than  
4 healthier than 5 easier than  
6 colder than

### Exercise 3

- 2 quicker than 3 cheaper than  
4 slower than 5 noisier than

### Exercise 4

- 2 better than 3 worse than  
4 worse than 5 better than

### Exercise 5

- 2 The Express is more popular than the Casa Verde.  
3 The Casa Verde is more comfortable than the Express.  
4 The Express is more exciting than the Casa Verde.  
5 The Casa Verde is more historic than the Express.

### Exercise 6

- 2 The Casa Verde is less popular than the Express.  
3 The Express is less comfortable than the Casa Verde.  
4 The Casa Verde is less exciting than the Express.  
5 The Express is less historic than the Casa Verde.

### Unit 3 pp.W14–15

#### Exercise 1

- 2 have 3 have 4 have 5 has  
6 have

#### Exercise 2

- 2 have to 3 don't have to  
4 has to 5 doesn't have to

#### Exercise 3

- 2 Does your dad have to wear; he does  
3 Do I have to go; you do  
4 Do you have to take; I don't  
5 Do doctors have to work; they do  
6 Does the president have to clean; he doesn't

#### Exercise 4

- 2 a 3 a 4 a 5 b

#### Exercise 5

- 2 isn't 3 too 4 as 5 enough 6 is

#### Exercise 6

- 2 as comfortable as 3 too crowded  
4 too cold 5 big enough  
6 as expensive as

### Unit 4 pp.W16–17

#### Exercise 1

- 2 the most dangerous 3 the hottest  
4 the most expensive 5 the safest  
6 the worst 7 the best

#### Exercise 2

- 2 the shortest 3 The noisiest  
4 the most popular 5 The biggest  
6 the best

### Exercise 3

- 2 Matthew is the best; Rafa is the worst  
3 Math is the easiest; History is the most difficult  
4 Andy's Burgers is the cheapest; Chez Pierre is the most expensive

### Exercise 4

- 2 can't 3 can 4 can 5 can't 6 can't

### Exercise 5

- 2 Can dogs swim; No, they can't.  
3 Can you drink water; Yes, you can.  
4 Can people dive; Yes, they can.  
5 Can people drink cola; No, they can't.  
6 Can you eat; No, you can't.

### Exercise 6

- 2 can throw 3 Can he do  
4 He can't carry 5 ✓

### Unit 5 pp.W18–19

#### Exercise 1

- 2 aren't; e 3 is; a 4 isn't; c  
5 'm; b 6 are; d

#### Exercise 2

- 2 My sister is going to lend me some money.  
3 I'm going to pay for this T-shirt.  
4 She isn't going to buy anything.  
5 They aren't going to have cereal for breakfast.

#### Exercise 3

- 2 'm not going to practice  
3 'm not going to spend  
4 'm going to save  
5 'm going to practice  
6 is going to play  
7 are going to see

#### Exercise 4

- 2 c am 3 a going to 4 c to stay  
5 c aren't 6 a Is she

#### Exercise 5

- 2 How are you going to spend  
3 Are they going to go  
4 Is she going to leave  
5 Why is she going to get  
6 When are you going to get back  
7 Where are you going to live  
8 Are you going to stay

### Unit 6 pp.W20–21

#### Exercise 1

- 2 was 3 were 4 was 5 was  
6 was  
A Eric B Jodi C Mike D Melissa  
F Karen

#### Exercise 2

- 2 wasn't drinking  
3 was jumping  
4 were carrying  
5 weren't swimming  
6 was skateboarding



### Exercise 3

- 2 Karen's children weren't eating chocolate ice cream.
- 3 Jason and Ben weren't listening to music.
- 4 Lucy and Carlos were swimming in the ocean.
- 5 Jodi wasn't reading a book.

### Exercise 4

- 2 c 3 a 4 e 5 d

### Exercise 5

- 2 Were, sailing; Yes, they were.
- 3 Was, swimming; No, she wasn't.
- 4 Were, doing; No, they weren't.
- 5 Was, riding; Yes, he was.

### Exercise 6

- 2 Why was your sister crying
- 3 What were your friends watching
- 4 Were you eating
- 5 Was Gabriela talking
- 6 What were you buying

## Unit 7 pp.W22–23

### Exercise 1

- 2 L 3 L 4 S 5 L

### Exercise 2

- 2 posted 3 was spending 4 arrested
- 5 was showing 6 stole 7 tried
- 8 followed

### Exercise 3

- 2 stole; was swimming
- 3 were watching; ate
- 4 was carrying; arrested
- 5 scored; wasn't looking

### Exercise 4

- 3 ✓ 5 ✓

### Exercise 5

- 2 confidently 3 easily 4 fast
- 5 slowly 6 carefully 7 well

### Exercise 6

- 2 eats noisily 3 drives carefully
- 4 told me the news excitedly
- 5 sing badly 6 runs very fast

## Unit 8 pp.W24–25

### Exercise 1

- 2 used 3 cried 4–6 been, seen, spoken

### Exercise 2

- 2 've cried 3 've spoken 4 's been
- 5 've, visited 6 've, used

### Exercise 3

- 2 've never met 3 have seen
- 4 has never acted 5 've played
- 6 've read

### Exercise 4

- 2 Have; c; haven't 3 Have; a; haven't
- 4 Have; e; have 5 Has; d; hasn't

### Exercise 5

- 2 ~~fled~~ flown 3 haven't hasn't
- 4 ~~You have~~ Have you 5 ~~saw~~ seen

### Exercise 6

- 2 Have you ever felt
- 3 Has a friend ever said
- 4 Have you ever changed
- 5 Has anyone ever told
- 6 Have you ever spent
- 7 Have you ever posted
- 8 Have you ever cried

## Reading

### Unit 1 p.W26

#### Exercise 1

- 1 No 2 Yes 3 Yes

#### Exercise 2

- 2 e 3 d 4 b 5 a 6 f

#### Exercise 3

- 2 She used her friend's tablet to look something up online.
- 3 Her friend's dad lost his job.
- 4 She thinks Kat\_05 should offer to pay for her friend.
- 5 He/She thinks Kat\_05 should have a sleepover or a cookout at her house.

### Unit 2 p.W27

#### Exercise 1

- A 2 B 3 C 1

#### Exercise 2

- 2 1 & 3 3 1 4 1 & 2 5 1 6 2 & 3

#### Exercise 3

- 2 stunning 3 huge 4 fir 5 pick

### Unit 3 p.W28

#### Exercise 1

- A 2 B 4 C 3

#### Exercise 2

- 2 F She works for a food company. 3 T
- 4 F It has 100,000 followers. 5 T
- 6 F It isn't easy to think of new ideas.

#### Exercise 3

- 2 messages 3 travel 4 teaches 5 fast

### Unit 4 p.W29

#### Exercise 1

Students' own answers.

#### Exercise 2

- 2 May 12, 1968 3 San Diego 4 12
- 5 16 6 1992 7 *Tony Hawk's Pro Skater*
- 8 1999

#### Exercise 3

- 2 He was 9 years old.
- 3 He traveled the world and won a lot of competitions.

- 4 People didn't watch skateboarding.
- 5 It made billions of dollars.
- 6 He was the first person in the world to do it.

### Unit 5 p.W30

#### Exercise 1

- c David wasted money on sandwiches.

#### Exercise 2

- 2 vacation 3 four 4 bus 5 college
- 6 camping

#### Exercise 3

- 2 David and Rita 3 the Grants
- 4 stupid things 5 coffee
- 6 the TV show

### Unit 6 p.W31

#### Exercise 1

Students' own answers.

#### Exercise 2

Students' own answers.

#### Exercise 3

- 2 Paulo 3 Rafael 4 Paulo, Rafael
- 5 Leila 6 Paulo

#### Exercise 4

- 2 the right thing, don't agree; hitting her friend, do/say anything / try to stop them
- 3 personal, easy for other people; shy, act in the school play

### Unit 7 p.W32

#### Exercise 1

1930; May 1934

#### Exercise 2

- 2 c 3 a 4 d 5 b 6 e

#### Exercise 3

- 2 destroy, v 3 appalling, adj
- 4 couple, n 5 kill, v 6 frequently, adv

#### Exercise 4

- 2 killed 3 frequently 4 appalling
- 5 couple 6 suffering

### Unit 8 p.W33

#### Exercise 1

- 2 e 3 a 4 c 5 d

#### Exercise 2

- 3 ✓ 4 ✓ 5 ✓

#### Exercise 3

- 2 They perform in student plays.
- 3 They help actors find work.
- 4 You can perform in school plays or concerts.
- 5 Because you love acting and you can't imagine doing any other job.
- 6 You need to be hard-working, confident, and positive.