Metro

3 Teacher's Guide

Sheila Dignen

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James Styring dedicates the series to Jude Robert Alver Styring.

Contents

Where will *Metro* take you?

- For Students iv
- For Teachers v

Making the most of *Metro*

- Messages from the authors and the series consultant vi
- Unit walkthrough vii
- *Metro* Online Homework and On the Move xxi
- *Metro* Classroom Presentation Tool xxii
- Class Audio track list 1

Teaching Notes

- Student Book and Workbook Contents 2
- Welcome to *Metro* 4
- Introducing … 12
- Unit 1 Body and mind 13
- Unit 2 Follow the rules 23
- Review A 33
- Unit 3 Big issues 35
- Unit 4 Tell the truth 45
- Review B 55
- Unit 5 Getting along 57
- Unit 6 The senses 67
- Review C 77
- Unit 7 Do the right thing 79
- Unit 8 Creativity 89
- Review D 99
- Writing 101
- Metro Express 109
- Culture and Cross-curricular 117
- Videoscripts 126
- Workbook answer key 129

Where will *Metro* take you?

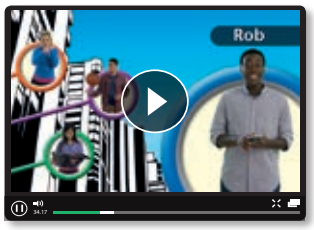
***Metro*'s fresh approach reflects how today's teenagers learn about the world and each other. The reliable methodology builds students' confidence, and guides them on their journey towards independent learning.**

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

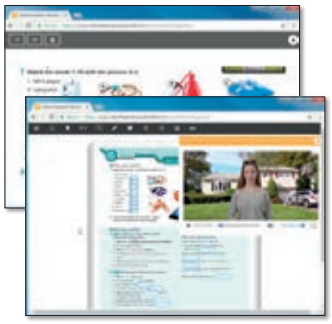
- With interactive activities practicing vocabulary, grammar, listening, speaking, reading, and writing, and media-rich content featuring video, audio, and images, *Metro* Online Homework is a modern way to complete homework.
- *Metro*'s Online Homework allows students to **complete all their homework** 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.

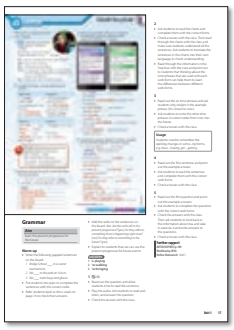
For Teachers

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 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*.

Aírton Pozo de Mattos

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?

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 00. 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

Creativity: adjectives

1 88 **Look at the picture and read the description. Then listen and check.**

Can you see two animals at the same time in this clever picture? What are they?

2 89 **Complete the descriptions. Listen and check.**

old-fashioned ~~original~~ recycled strange tiny ancient clever delicate enormous

a This is an 1 original idea from West Africa. It is a car made from 2 _____ cans.

b This 3 _____ sculpture by Dalton Ghetti is made from a pencil! Ghetti only works one or two hours every day, so it takes him months to make a sculpture like this.

c This 4 _____ object is an example of "steam punk." It looks like a pair of 5 _____ glasses, but actually it was made recently.

d Banksy is a street artist who paints pictures with a 6 _____ "message." This painting is about art, artists, and their audience – the people who look at art. It's 7 _____ – it's about five meters tall!

e This vase comes from Greece. It's 8 _____ – about 2,500 years old. It is very 9 _____, so the archeologists had to be very careful when they found it.

ninety 90

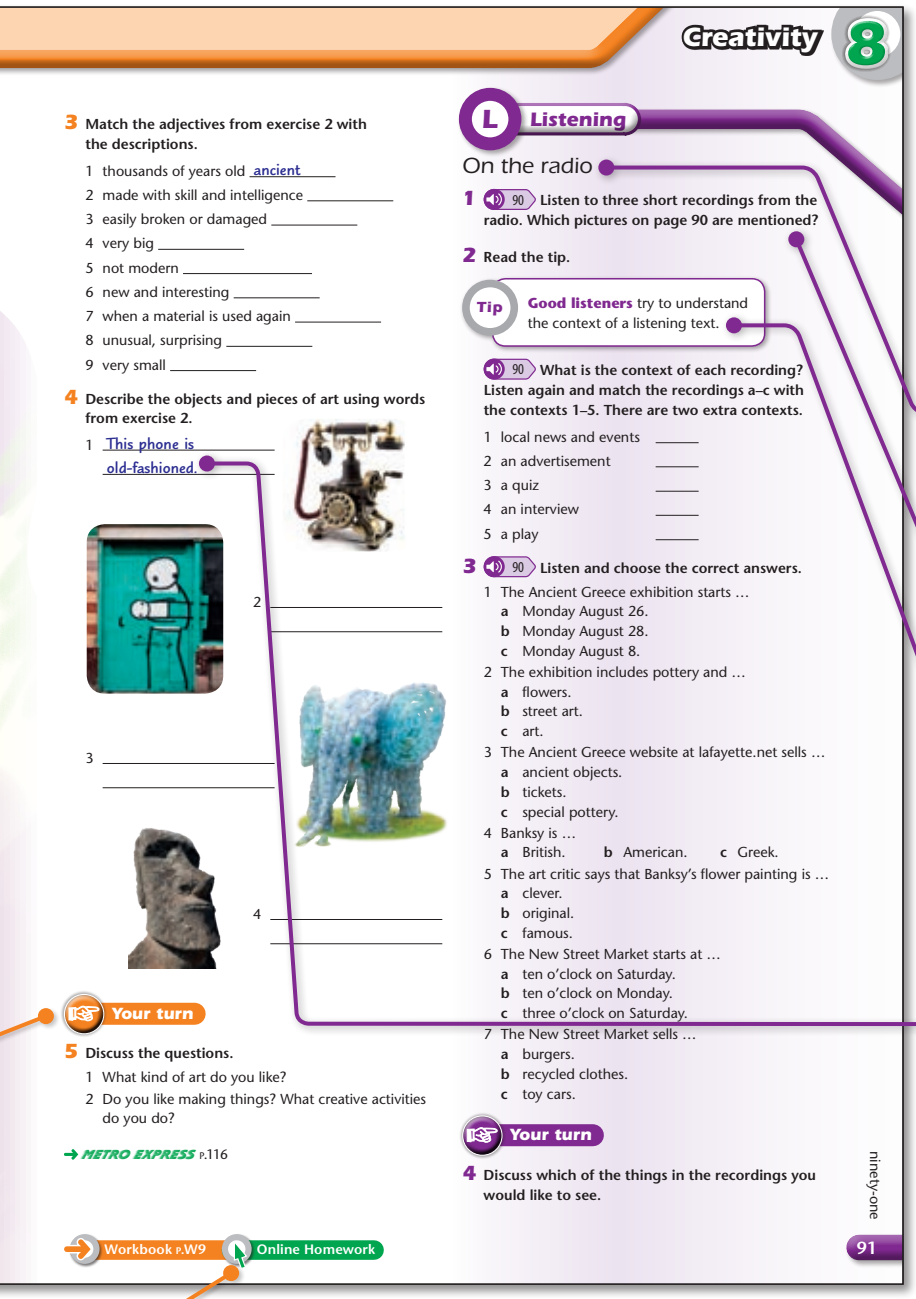
Making the most of *Metro*: Vocabulary

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."*



Creativity 8

3 **Match the adjectives from exercise 2 with the descriptions.**

1 thousands of years old ancient
2 made with skill and intelligence _____
3 easily broken or damaged _____
4 very big _____
5 not modern _____
6 new and interesting _____
7 when a material is used again _____
8 unusual, surprising _____
9 very small _____

4 **Describe the objects and pieces of art using words from exercise 2.**

1 This phone is old-fashioned.
2 _____
3 _____
4 _____

Your turn

5 **Discuss the questions.**

1 What kind of art do you like?
2 Do you like making things? What creative activities do you do?

→ *METRO EXPRESS* P.116

Workbook P.W9 Online Homework

L Listening

On the radio

1 90 **Listen to three short recordings from the radio. Which pictures on page 90 are mentioned?**

2 **Read the tip.**

Tip **Good listeners** try to understand the context of a listening text.

90 **What is the context of each recording? Listen again and match the recordings a–c with the contexts 1–5. There are two extra contexts.**

1 local news and events _____
2 an advertisement _____
3 a quiz _____
4 an interview _____
5 a play _____

3 90 **Listen and choose the correct answers.**

1 The Ancient Greece exhibition starts …
 a Monday August 26.
 b Monday August 28.
 c Monday August 8.
2 The exhibition includes pottery and …
 a flowers.
 b street art.
 c art.
3 The Ancient Greece website at lafayette.net sells …
 a ancient objects.
 b tickets.
 c special pottery.
4 Banksy is …
 a British. **b** American. **c** Greek.
5 The art critic says that Banksy's flower painting is …
 a clever.
 b original.
 c famous.
6 The New Street Market starts at …
 a ten o'clock on Saturday.
 b ten o'clock on Monday.
 c three o'clock on Saturday.
7 The New Street Market sells …
 a burgers.
 b recycled clothes.
 c toy cars.

Your turn

4 **Discuss which of the things in the recordings you would like to see.**

ninety-one

91

L Listening

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.

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

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.

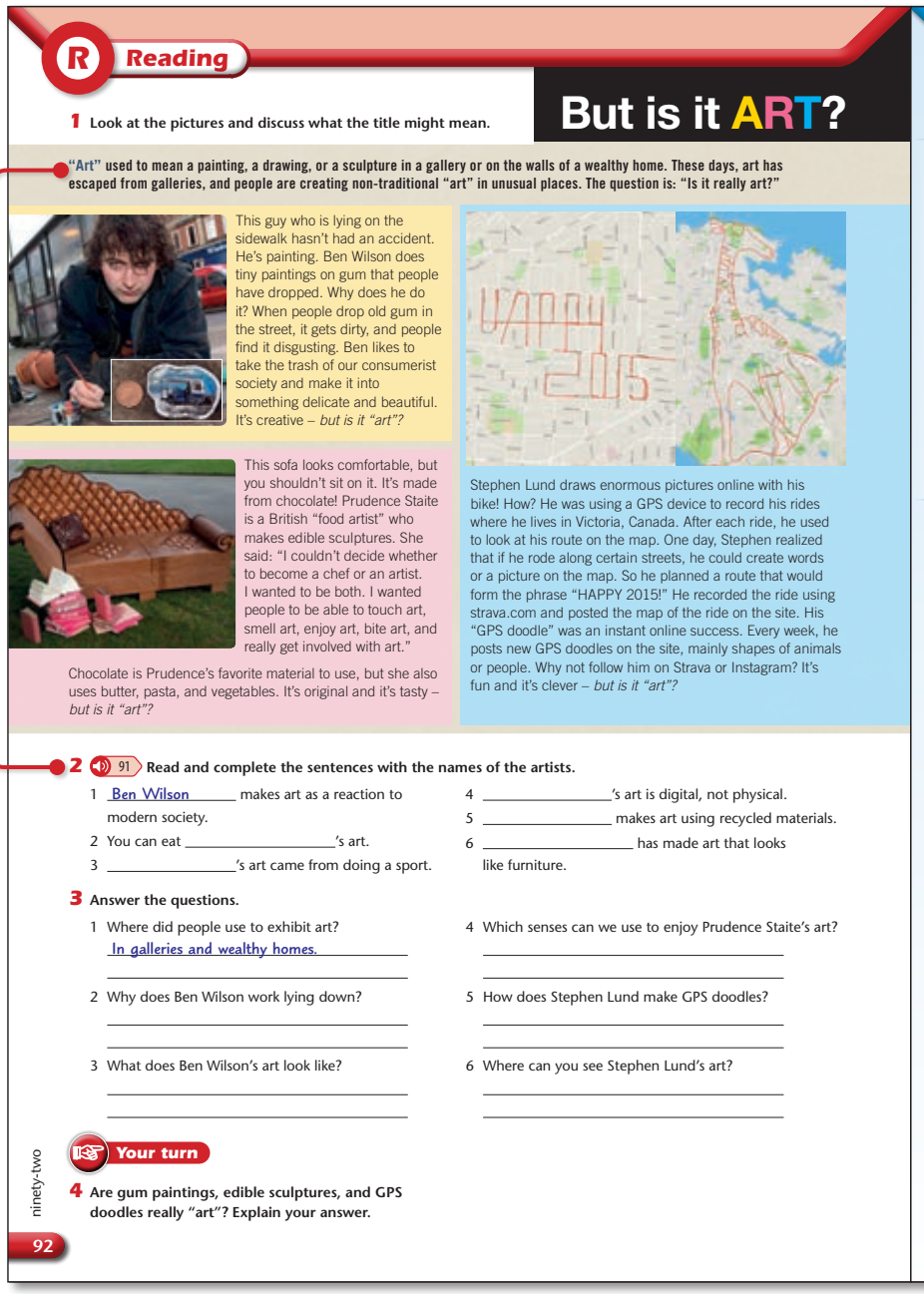
Students are learning to listen, not being tested Make sure students realize that the questions are there to support their understanding, not to test their memories. Listening exercises in *Metro* are designed to be achievable.

Reading

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.



R Reading

But is it ART?

1 **Look at the pictures and discuss what the title might mean.**

"Art" used to mean a painting, a drawing, or a sculpture in a gallery or on the walls of a wealthy home. These days, art has escaped from galleries, and people are creating non-traditional "art" in unusual places. The question is: "Is it really art?"

This guy who is lying on the sidewalk hasn't had an accident. He's painting. Ben Wilson does tiny paintings on gum that people have dropped. Why does he do it? When people drop old gum in the street, it gets dirty, and people find it disgusting. Ben likes to take the trash of our consumerist society and make it into something delicate and beautiful. It's creative – *but is it "art"?*

This sofa looks comfortable, but you shouldn't sit on it. It's made from chocolate! Prudence Staite is a British "food artist" who makes edible sculptures. She said: "I couldn't decide whether to become a chef or an artist. I wanted to be both. I wanted people to be able to touch art, smell art, enjoy art, bite art, and really get involved with art."

Chocolate is Prudence's favorite material to use, but she also uses butter, pasta, and vegetables. It's original and it's tasty – *but is it "art"?*

Stephen Lund draws enormous pictures online with his bike! How? He was using a GPS device to record his rides where he lives in Victoria, Canada. After each ride, he used to look at his route on the map. One day, Stephen realized that if he rode along certain streets, he could create words or a picture on the map. So he planned a route that would form the phrase "HAPPY 2015!" He recorded the ride using strava.com and posted the map of the ride on the site. His "GPS doodle" was an instant online success. Every week, he posts new GPS doodles on the site, mainly shapes of animals or people. Why not follow him on Strava or Instagram? It's fun and it's clever – *but is it "art"?*

2 91 **Read and complete the sentences with the names of the artists.**

1 Ben Wilson makes art as a reaction to modern society.
2 You can eat _____'s art.
3 _____'s art came from doing a sport.
4 _____'s art is digital, not physical.
5 _____ makes art using recycled materials.
6 _____ has made art that looks like furniture.

3 **Answer the questions.**

1 Where did people use to exhibit art? In galleries and wealthy homes.
2 Why does Ben Wilson work lying down?
3 What does Ben Wilson's art look like?
4 Which senses can we use to enjoy Prudence Staite's art?
5 How does Stephen Lund make GPS doodles?
6 Where can you see Stephen Lund's art?

Your turn

4 **Are gum paintings, edible sculptures, and GPS doodles really "art"? Explain your answer.**

ninety-two

92

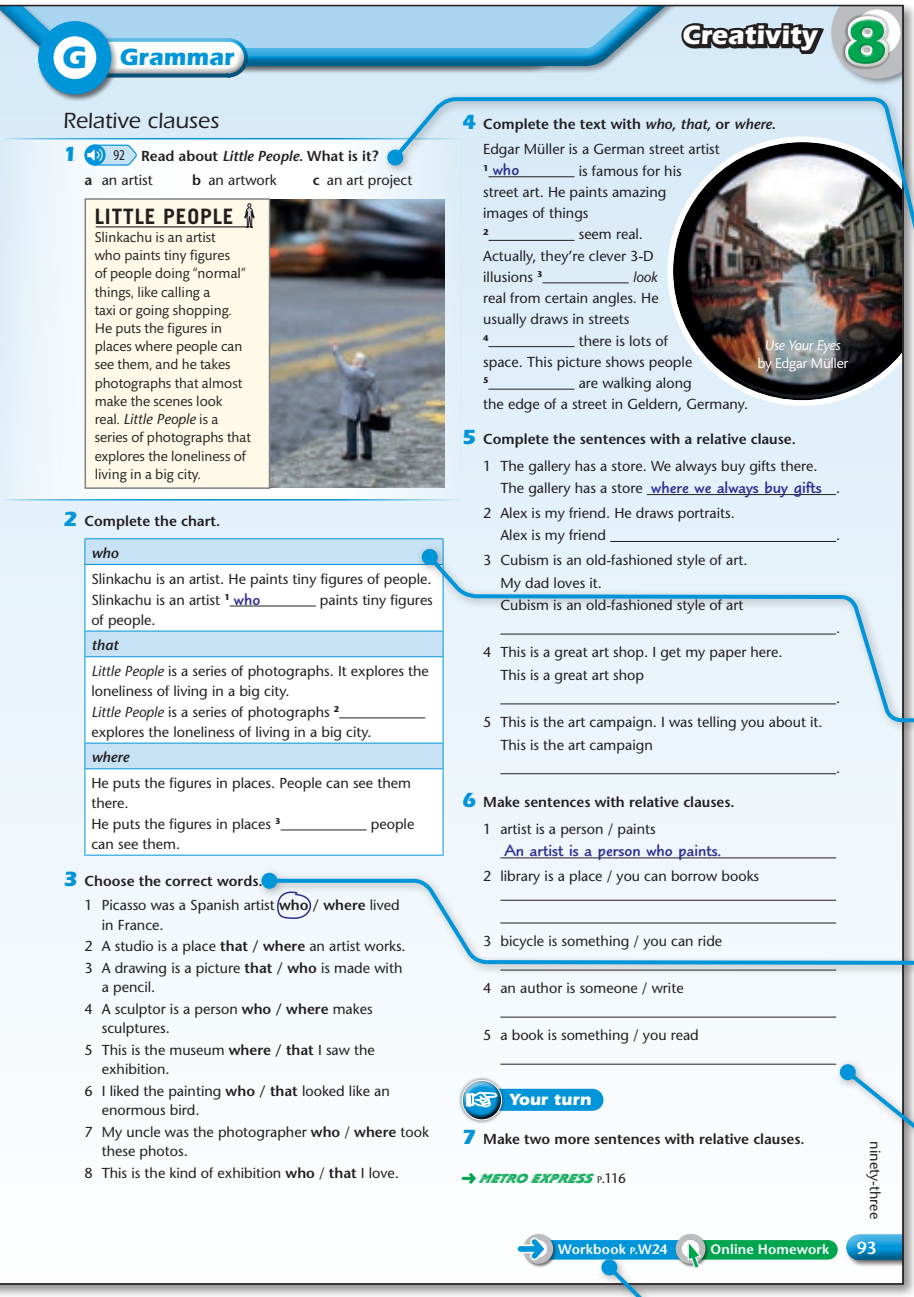
Making the most of *Metro*: Reading

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.



G Grammar

Creativity 8

Relative clauses

1 92 **Read about *Little People*. What is it?**

a an artist **b** an artwork **c** an art project

LITTLE PEOPLE

Slinkachu is an artist who paints tiny figures of people doing "normal" things, like calling a taxi or going shopping. He puts the figures in places where people can see them, and he takes photographs that almost make the scenes look real. *Little People* is a series of photographs that explores the loneliness of living in a big city.

2 Complete the chart.

who
Slinkachu is an artist. He paints tiny figures of people. Slinkachu is an artist ¹ who paints tiny figures of people.
that
Little People is a series of photographs. It explores the loneliness of living in a big city. *Little People* is a series of photographs ²_____ explores the loneliness of living in a big city.
where
He puts the figures in places. People can see them there. He puts the figures in places ³_____ people can see them.

3 Choose the correct words.

1 Picasso was a Spanish artist (who) / **where** lived in France.
2 A studio is a place **that** / **where** an artist works.
3 A drawing is a picture **that** / **who** is made with a pencil.
4 A sculptor is a person **who** / **where** makes sculptures.
5 This is the museum **where** / **that** I saw the exhibition.
6 I liked the painting **who** / **that** looked like an enormous bird.
7 My uncle was the photographer **who** / **where** took these photos.
8 This is the kind of exhibition **who** / **that** I love.

4 Complete the text with *who, that,* or *where*.

Edgar Müller is a German street artist ¹ who _____ is famous for his street art. He paints amazing images of things ²_____ seem real. Actually, they're clever 3-D illusions ³_____ *look* real from certain angles. He usually draws in streets ⁴_____ there is lots of space. This picture shows people ⁵_____ are walking along the edge of a street in Geldern, Germany.

Use Your Eyes by Edgar Müller

5 Complete the sentences with a relative clause.

1 The gallery has a store. We always buy gifts there.
The gallery has a store where we always buy gifts.
2 Alex is my friend. He draws portraits.
Alex is my friend _____.
3 Cubism is an old-fashioned style of art.
My dad loves it.
Cubism is an old-fashioned style of art
_____.
4 This is a great art shop. I get my paper here.
This is a great art shop
_____.
5 This is the art campaign. I was telling you about it.
This is the art campaign
_____.

6 Make sentences with relative clauses.

1 artist is a person / paints
An artist is a person who paints.
2 library is a place / you can borrow books
_____
_____
3 bicycle is something / you can ride
_____
4 an author is someone / write
_____
5 a book is something / you read
_____

Your turn

7 Make two more sentences with relative clauses.

→ *METRO EXPRESS* p.116

ninety-three

Workbook p.W24 Online Homework 93

G Grammar

Each unit of *Metro* includes two grammar lessons. Sometimes these break down the major tenses into manageable parts, for example in Unit 6, present perfect: *for/since* followed by simple past or present perfect.

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.

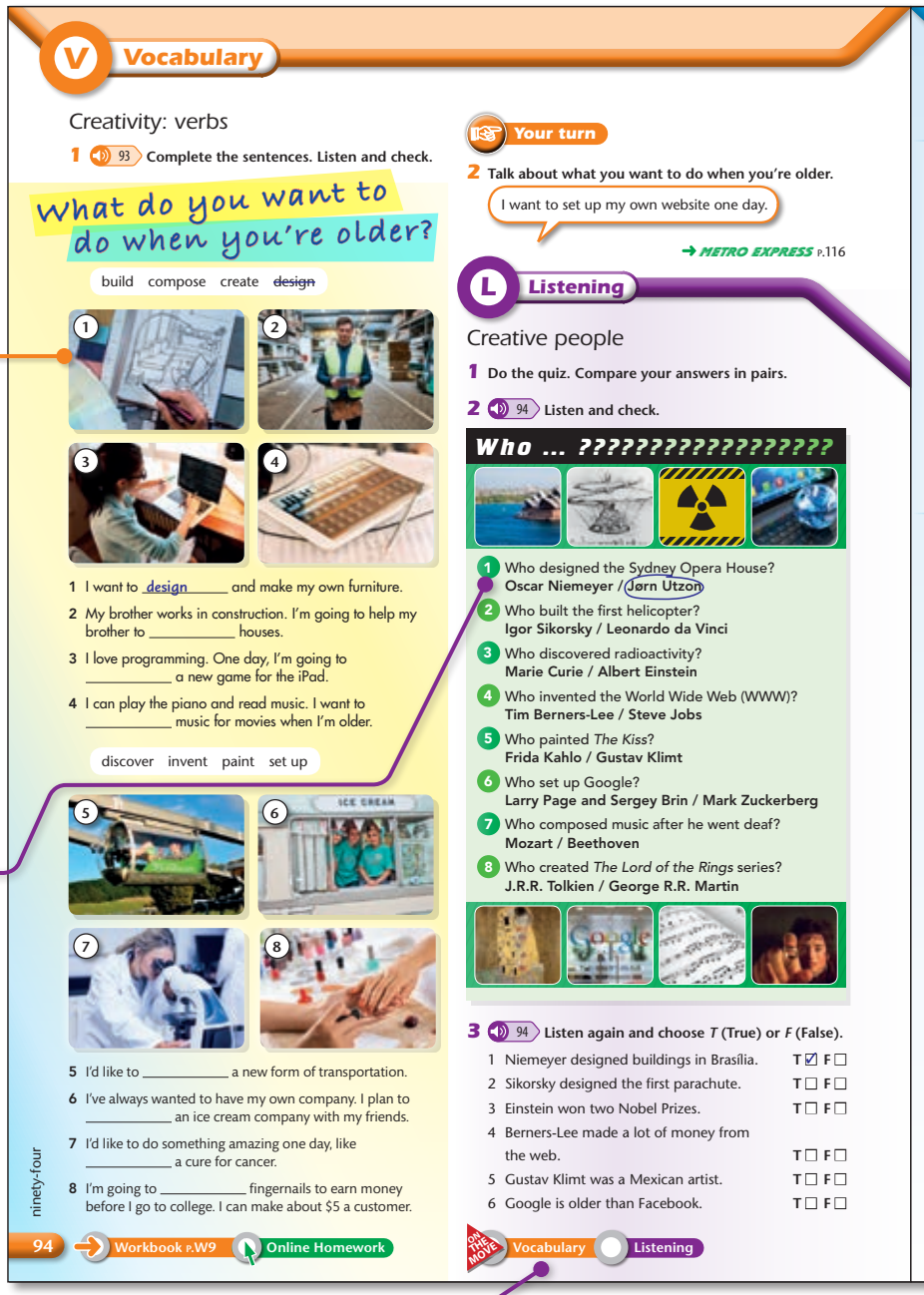
Vocabulary

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

Listening

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

Creativity: verbs

1 93 Complete the sentences. Listen and check.

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

build compose create ~~design~~

1 I want to design and make my own furniture.
2 My brother works in construction. I'm going to help my brother to _____ houses.
3 I love programming. One day, I'm going to _____ a new game for the iPad.
4 I can play the piano and read music. I want to _____ music for movies when I'm older.

discover invent paint set up

5 I'd like to _____ a new form of transportation.
6 I've always wanted to have my own company. I plan to _____ an ice cream company with my friends.
7 I'd like to do something amazing one day, like _____ a cure for cancer.
8 I'm going to _____ fingernails to earn money before I go to college. I can make about $5 a customer.

94 Workbook p.W9 Online Homework

Your turn

2 Talk about what you want to do when you're older.

I want to set up my own website one day.

→ METRO EXPRESS p.116

L Listening

Creative people

1 Do the quiz. Compare your answers in pairs.

2 94 Listen and check.

Who ... ??????????????????

1 Who designed the Sydney Opera House? Oscar Niemeyer / Jørn Utzon
2 Who built the first helicopter? Igor Sikorsky / Leonardo da Vinci
3 Who discovered radioactivity? Marie Curie / Albert Einstein
4 Who invented the World Wide Web (WWW)? Tim Berners-Lee / Steve Jobs
5 Who painted *The Kiss*? Frida Kahlo / Gustav Klimt
6 Who set up Google? Larry Page and Sergey Brin / Mark Zuckerberg
7 Who composed music after he went deaf? Mozart / Beethoven
8 Who created *The Lord of the Rings* series? J.R.R. Tolkien / George R.R. Martin

3 94 Listen again and choose *T* (True) or *F* (False).

1 Niemeyer designed buildings in Brasília. T ☑ F ☐
2 Sikorsky designed the first parachute. T ☐ F ☐
3 Einstein won two Nobel Prizes. T ☐ F ☐
4 Berners-Lee made a lot of money from the web. T ☐ F ☐
5 Gustav Klimt was a Mexican artist. T ☐ F ☐
6 Google is older than Facebook. T ☐ F ☐

ON THE MOVE Vocabulary Listening

ninety-four

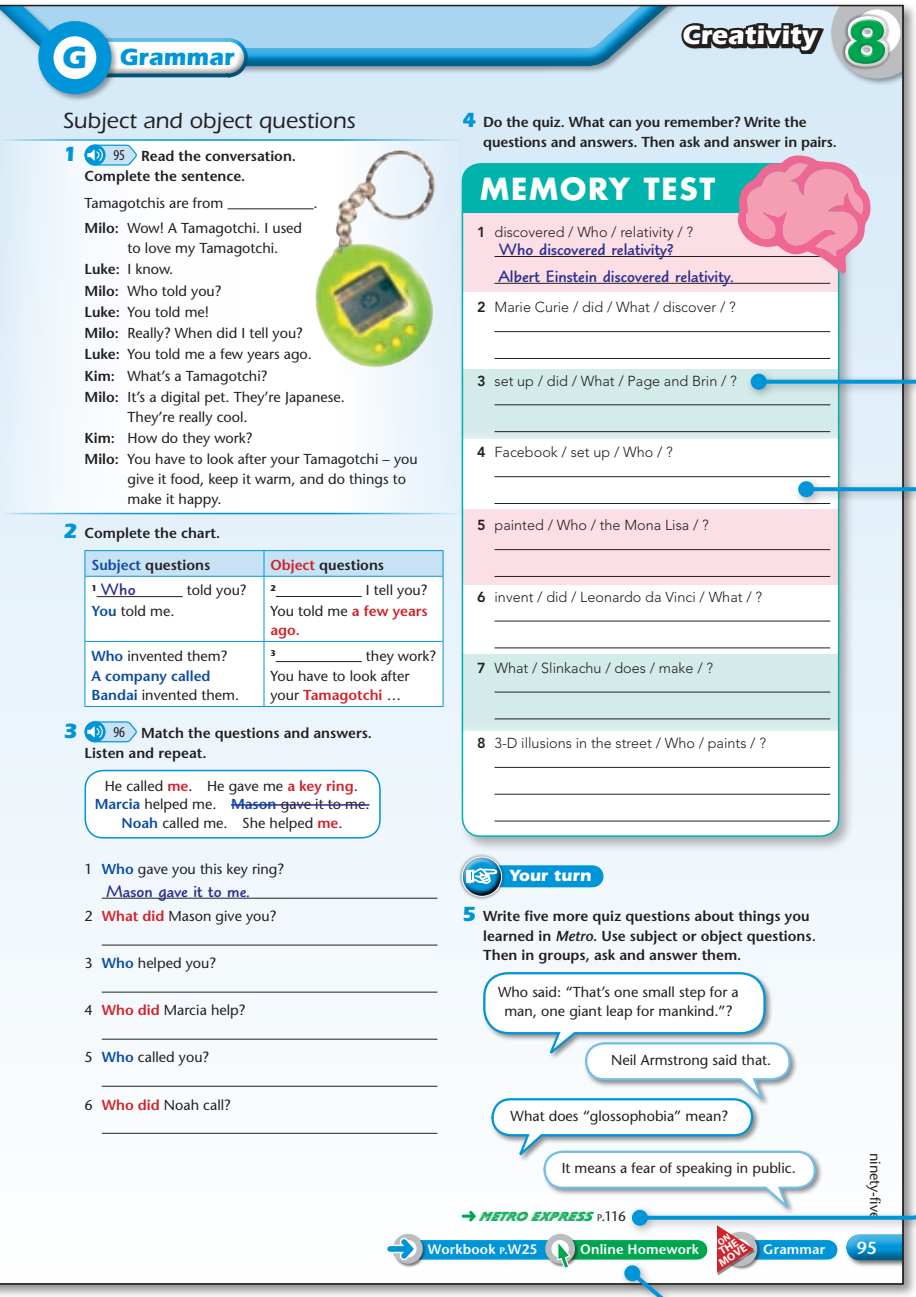
Making the most of *Metro*: Vocabulary and Listening

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 . . . ?*).



G Grammar

Creativity 8

Subject and object questions

1 95 **Read the conversation. Complete the sentence.**

Tamagotchis are from _____.

Milo: Wow! A Tamagotchi. I used to love my Tamagotchi.
Luke: I know.
Milo: Who told you?
Luke: You told me!
Milo: Really? When did I tell you?
Luke: You told me a few years ago.
Kim: What's a Tamagotchi?
Milo: It's a digital pet. They're Japanese. They're really cool.
Kim: How do they work?
Milo: You have to look after your Tamagotchi – you give it food, keep it warm, and do things to make it happy.

2 **Complete the chart.**

Subject questions	Object questions
¹ Who _____ told you? You told me.	² _____ I tell you? You told me a few years ago.
Who invented them? A company called Bandai invented them.	³ _____ they work? You have to look after your Tamagotchi …

3 96 **Match the questions and answers. Listen and repeat.**

He called me. He gave me a key ring.
Marcia helped me. ~~Mason gave it to me.~~
Noah called me. She helped me.

1 Who gave you this key ring?
Mason gave it to me.
2 What did Mason give you?
3 Who helped you?
4 Who did Marcia help?
5 Who called you?
6 Who did Noah call?

4 **Do the quiz. What can you remember? Write the questions and answers. Then ask and answer in pairs.**

MEMORY TEST

1 discovered / Who / relativity / ?
Who discovered relativity?
Albert Einstein discovered relativity.
2 Marie Curie / did / What / discover / ?
3 set up / did / What / Page and Brin / ?
4 Facebook / set up / Who / ?
5 painted / Who / the Mona Lisa / ?
6 invent / did / Leonardo da Vinci / What / ?
7 What / Slinkachu / does / make / ?
8 3-D illusions in the street / Who / paints / ?

Your turn

5 **Write five more quiz questions about things you learned in *Metro*. Use subject or object questions. Then in groups, ask and answer them.**

Who said: "That's one small step for a man, one giant leap for mankind."?
Neil Armstrong said that.
What does "glossophobia" mean?
It means a fear of speaking in public.

→ METRO EXPRESS p.116

Workbook p.W25 | Online Homework | Grammar | 95

ninety-five

G Grammar

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.

Speaking

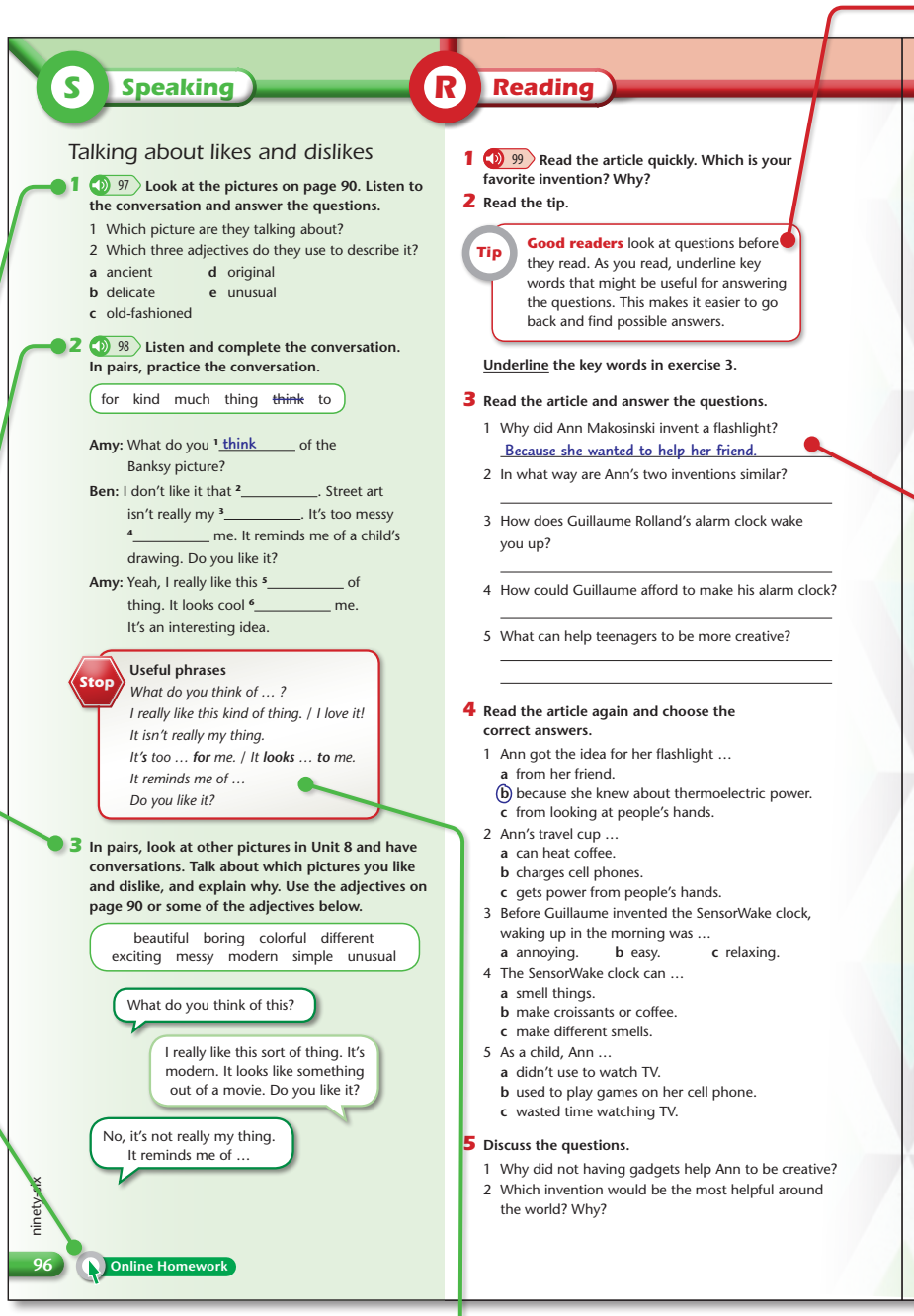
There are opportunities for speaking practice throughout each unit of *Metro*. In addition, the Speaking section presents functional and situational language that enables students to communicate effectively in a wide range of everyday situations.

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

Talking about likes and dislikes

1 97 **Look at the pictures on page 90. Listen to the conversation and answer the questions.**

1 Which picture are they talking about?
2 Which three adjectives do they use to describe it?
a ancient d original
b delicate e unusual
c old-fashioned

2 98 **Listen and complete the conversation. In pairs, practice the conversation.**

for kind much thing ~~think~~ to

Amy: What do you ¹ think of the Banksy picture?
Ben: I don't like it that ²_____. Street art isn't really my ³_____. It's too messy ⁴_____ me. It reminds me of a child's drawing. Do you like it?
Amy: Yeah, I really like this ⁵_____ of thing. It looks cool ⁶_____ me. It's an interesting idea.

Stop **Useful phrases**
What do you think of … ?
I really like this kind of thing. / I love it!
It isn't really my thing.
It's too … for me. / It looks … to me.
It reminds me of …
Do you like it?

3 **In pairs, look at other pictures in Unit 8 and have conversations. Talk about which pictures you like and dislike, and explain why. Use the adjectives on page 90 or some of the adjectives below.**

beautiful boring colorful different exciting messy modern simple unusual

What do you think of this?
I really like this sort of thing. It's modern. It looks like something out of a movie. Do you like it?
No, it's not really my thing. It reminds me of …

ninety-six
96 Online Homework

R Reading

1 99 **Read the article quickly. Which is your favorite invention? Why?**

2 **Read the tip.**

Tip **Good readers** look at questions before they read. As you read, underline key words that might be useful for answering the questions. This makes it easier to go back and find possible answers.

Underline the key words in exercise 3.

3 **Read the article and answer the questions.**

1 Why did Ann Makosinski invent a flashlight?
Because she wanted to help her friend.
2 In what way are Ann's two inventions similar?
_____
3 How does Guillaume Rolland's alarm clock wake you up?
_____
4 How could Guillaume afford to make his alarm clock?
_____
5 What can help teenagers to be more creative?
_____
_____

4 **Read the article again and choose the correct answers.**

1 Ann got the idea for her flashlight …
a from her friend.
b because she knew about thermoelectric power.
c from looking at people's hands.
2 Ann's travel cup …
a can heat coffee.
b charges cell phones.
c gets power from people's hands.
3 Before Guillaume invented the SensorWake clock, waking up in the morning was …
a annoying. b easy. c relaxing.
4 The SensorWake clock can …
a smell things.
b make croissants or coffee.
c make different smells.
5 As a child, Ann …
a didn't use to watch TV.
b used to play games on her cell phone.
c wasted time watching TV.

5 **Discuss the questions.**

1 Why did not having gadgets help Ann to be creative?
2 Which invention would be the most helpful around the world? Why?

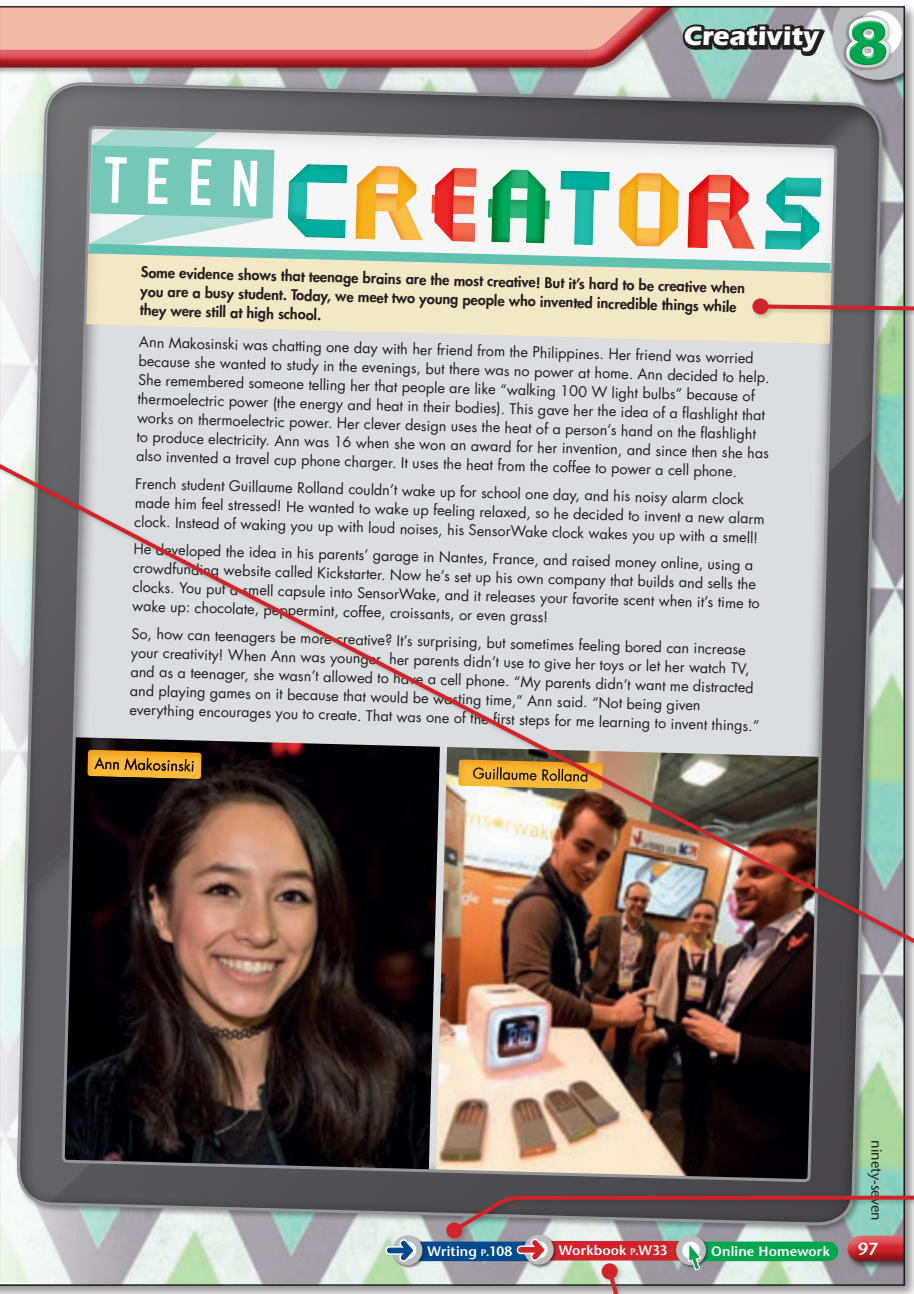
Making the most of *Metro*: Speaking

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.



Creativity 8

TEEN CREATORS

Some evidence shows that teenage brains are the most creative! But it's hard to be creative when you are a busy student. Today, we meet two young people who invented incredible things while they were still at high school.

Ann Makosinski was chatting one day with her friend from the Philippines. Her friend was worried because she wanted to study in the evenings, but there was no power at home. Ann decided to help. She remembered someone telling her that people are like "walking 100 W light bulbs" because of thermoelectric power (the energy and heat in their bodies). This gave her the idea of a flashlight that works on thermoelectric power. Her clever design uses the heat of a person's hand on the flashlight to produce electricity. Ann was 16 when she won an award for her invention, and since then she has also invented a travel cup phone charger. It uses the heat from the coffee to power a cell phone.

French student Guillaume Rolland couldn't wake up for school one day, and his noisy alarm clock made him feel stressed! He wanted to wake up feeling relaxed, so he decided to invent a new alarm clock. Instead of waking you up with loud noises, his SensorWake clock wakes you up with a smell!

He developed the idea in his parents' garage in Nantes, France, and raised money online, using a crowdfunding website called Kickstarter. Now he's set up his own company that builds and sells the clocks. You put a smell capsule into SensorWake, and it releases your favorite scent when it's time to wake up: chocolate, peppermint, coffee, croissants, or even grass!

So, how can teenagers be more creative? It's surprising, but sometimes feeling bored can increase your creativity! When Ann was younger, her parents didn't use to give her toys or let her watch TV, and as a teenager, she wasn't allowed to have a cell phone. "My parents didn't want me distracted and playing games on it because that would be wasting time," Ann said. "Not being given everything encourages you to create. That was one of the first steps for me learning to invent things."

Ann Makosinski

Guillaume Rolland

ninety-seven

Writing P.108 Workbook P.W33 Online Homework 97

G Reading

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.

Watch

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

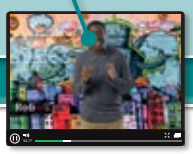
In the Watch videos, the *Metro* characters present documentaries, or interview their friends about real-life issues and themes related to the unit's topic.

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.

Watch — Graffiti Life



Before you watch

1 Match the pictures a–c with the descriptions 1–3.

1 street art – an enormous painting on a building or wall _____
2 a street artist at work _____
3 graffiti – words and tiny pictures painted on a wall or a public place, by a lot of different people _____

2 Answer the questions.

1 Does your area have any graffiti or street art?
2 Is it art or vandalism?
3 Do you like any of it? Why? / Why not?

While you watch

3 Video **Watch the preview. What do you see?**

1 a policeman photographing graffiti ☑
2 a policeman arresting a street artist ☐
3 tourists photographing street art ☐
4 street art in a museum ☐
5 people learning how to paint ☐
6 people planning and making an enormous painting ☐

4 Video **Watch the video. Choose the best words to complete each sentence.**

1 Street art is **popular** / **a big problem** in cities.
2 Graffiti Life **cleans up** / **makes** street art.
3 Graffiti Life also **teaches painting** / **buys street art**.

5 Video **Watch again. Complete the sentences.**

advertising art gallery a company London
personality street art ~~vandalism~~ warehouse

1 In the past, most people thought that graffiti was vandalism.
2 Nowadays, _____ sells for a lot of money.
3 A city street can now be a type of _____.
4 _____ is a great place to see street art.
5 Graffiti Life sometimes makes graffiti for _____.
6 _____ may send its employees to Graffiti Life to learn about team work.
7 Young adults work on their art in a _____.
8 Painting may help you discover a new part of your _____.

After you watch

6 Answer the questions.

1 Would you like your class to have a Graffiti Life workshop? Why? / Why not?
2 Do you think more street art would improve your town or city? Why? / Why not?
3 Is there graffiti or street art in your town or city that you would like to remove? Why? / Why not?

7 Work in small groups. Imagine you are going to create a piece of street art.

- Decide where in your area the street art could go.
- Work together to come up with an idea for the piece of art.
- Make some drawings.
- Explain your ideas to the class.

ninety-eight

98 Online Homework ON THE MOVE Challenge

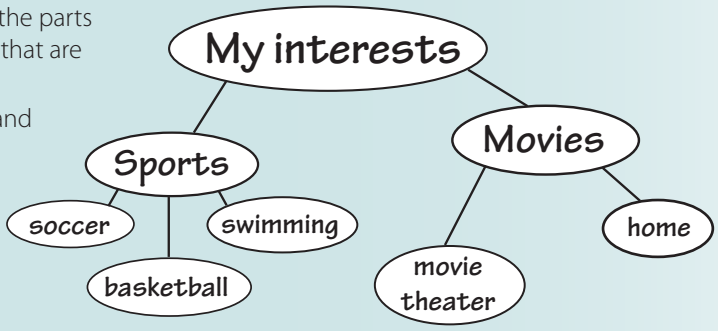
Making the most of *Metro*: Video

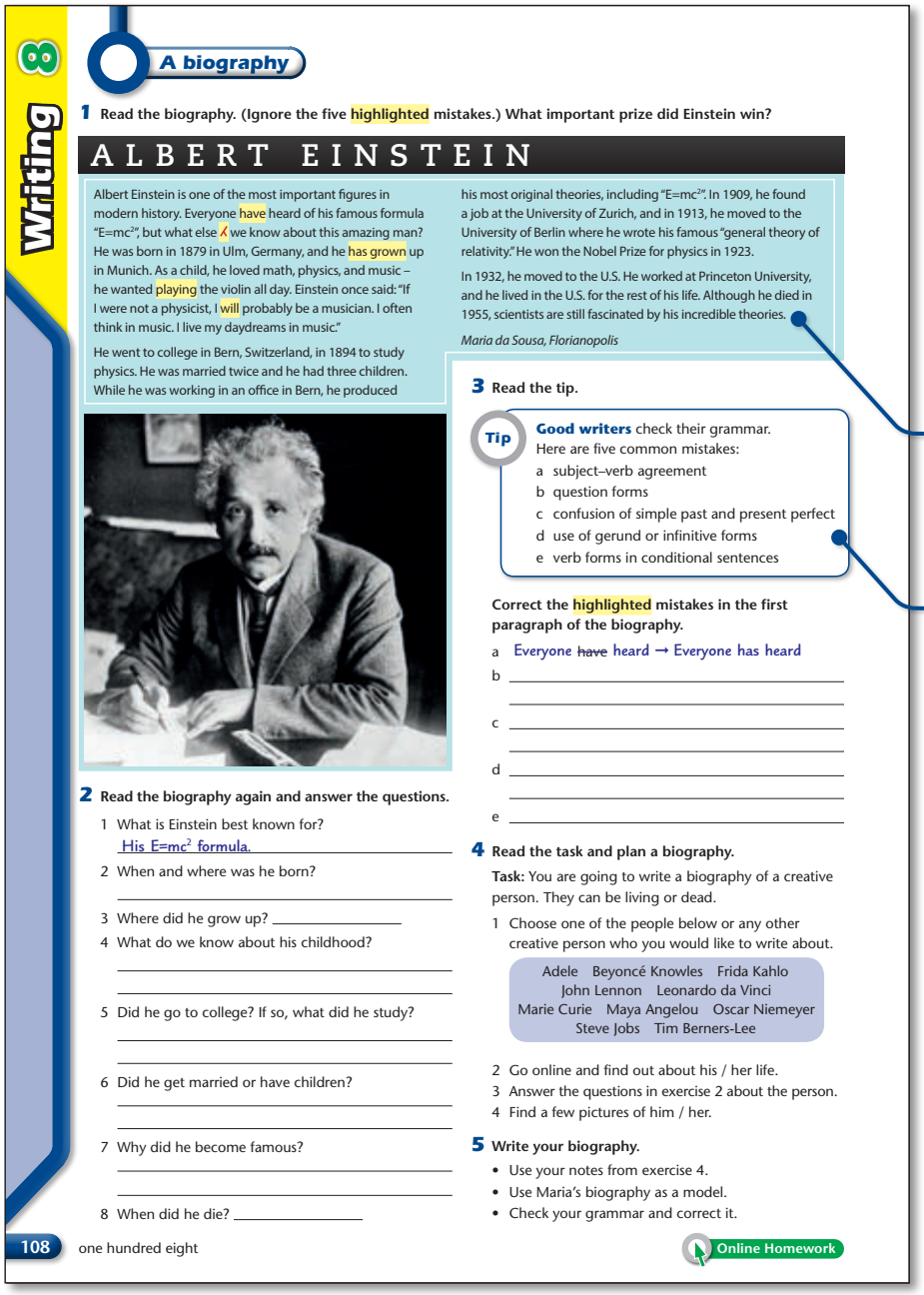
Check who was paying attention Ask questions based on the visuals (not what was said), such as: *Where are they? What stores are there in the mall?*

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.





Writing

A biography

1 **Read the biography. (Ignore the five highlighted mistakes.) What important prize did Einstein win?**

ALBERT EINSTEIN

Albert Einstein is one of the most important figures in modern history. Everyone have heard of his famous formula "E=mc²", but what else ⅄ we know about this amazing man? He was born in 1879 in Ulm, Germany, and he has grown up in Munich. As a child, he loved math, physics, and music – he wanted playing the violin all day. Einstein once said: "If I were not a physicist, I will probably be a musician. I often think in music. I live my daydreams in music."

He went to college in Bern, Switzerland, in 1894 to study physics. He was married twice and he had three children. While he was working in an office in Bern, he produced his most original theories, including "E=mc²". In 1909, he found a job at the University of Zurich, and in 1913, he moved to the University of Berlin where he wrote his famous "general theory of relativity." He won the Nobel Prize for physics in 1923.

In 1932, he moved to the U.S. He worked at Princeton University, and he lived in the U.S. for the rest of his life. Although he died in 1955, scientists are still fascinated by his incredible theories.

Maria da Sousa, Florianopolis

2 **Read the biography again and answer the questions.**

1 What is Einstein best known for?
His E=mc² formula.
2 When and where was he born? _____
3 Where did he grow up? _____
4 What do we know about his childhood? _____
5 Did he go to college? If so, what did he study? _____
6 Did he get married or have children? _____
7 Why did he become famous? _____
8 When did he die? _____

3 **Read the tip.**

Tip **Good writers** check their grammar. Here are five common mistakes:
a subject–verb agreement
b question forms
c confusion of simple past and present perfect
d use of gerund or infinitive forms
e verb forms in conditional sentences

Correct the highlighted mistakes in the first paragraph of the biography.

a Everyone ~~have~~ heard → Everyone has heard
b _____
c _____
d _____
e _____

4 **Read the task and plan a biography.**

Task: You are going to write a biography of a creative person. They can be living or dead.

1 Choose one of the people below or any other creative person who you would like to write about.

Adele Beyoncé Knowles Frida Kahlo
John Lennon Leonardo da Vinci
Marie Curie Maya Angelou Oscar Niemeyer
Steve Jobs Tim Berners-Lee

2 Go online and find out about his / her life.
3 Answer the questions in exercise 2 about the person.
4 Find a few pictures of him / her.

5 **Write your biography.**

- Use your notes from exercise 4.
- Use Maria's biography as a model.
- Check your grammar and correct it.

Online Homework

108 one hundred eight

Writing

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
⅄ = 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.

Culture

Culture lessons provide a fresh and interesting perspective on a topic from countries all over the world.

Culture 3–4

New York: Culture and immigration

Reading

1 **In pairs, answer the questions.**

1 Do you know what *immigration* means?
2 What are the most common nationalities of *immigrants* to your country?

2 103 **Read the text. Match 1–6 to the information a–f.**

a the number of languages you can hear in New York
b people at the St. Patrick's Day Parade in New York
c the number of immigrants to the U.S in the last 200 years
d the New York Subway line called the "International Express"
e the number of immigrants in New York now
f the population of New York

1 8.5 million
2 7
3 about 3 million
4 2 million
5 80 million
6 800

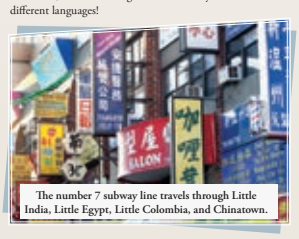
3 **Read the text again and answer the questions.**

1 What reasons does the text give for people leaving their home countries?
Political, religious, and economic reasons.
2 Why was New York a popular place in the U.S. for Europeans?
3 What was one of the immigrants' problems in the early 20th century?
4 How did the number 7 subway line help?
5 What do you think you can find in, for example, Little India or Chinatown?
6 Who gets a holiday at the Chinese Lunar New Year?
7 When is St. Patrick's Day?

The World in New York City

Over the past 200 years, over 80 million people have left the countries they were born in and moved to the U.S. In the 19th century, many were Northern Europeans. Their reasons were varied: political, religious, and economic. But most of all, people were simply looking for a better life. At that time, European immigrants arrived by ship on the East Coast. Many chose New York because it was the cheapest place to travel to. And without money to travel across the U.S., many of them stayed in the city.

Now, there are immigrants from all over the world in New York, and over 35% of the city's 8.5 million population were born outside of the U.S. Experts believe it's possible to hear over 800 different languages in the city. The perfect place to experience this is on the number 7 subway line, or "International Express." In the early 1900s, large numbers of immigrants lived in crowded conditions in the center of New York. The city built the number 7 line to encourage them to move to better homes away from the center. The train line meant that they could live further away from the city center, but travel in easily for work. The plan was successful, and now each stop on this line is a community of people from different countries, with their own restaurants, businesses, and homes. Signs on the subway are in seven different languages!



The number 7 subway line travels through Little India, Little Egypt, Little Colombia, and Chinatown.

St. Patrick's Day: Green is the national color of Ireland.

The cultural mix of New York means the city has festivals from all over the world throughout the year. For example in January or February each year, many New Yorkers celebrate the Chinese Lunar New Year – and every student gets a day off school! In March, more than 2 million people, from all over the world, watch the St. Patrick's Day Parade – a celebration from Ireland. It began in New York in 1762, and it's the biggest St. Patrick's Day parade in the world. Thousands celebrate smaller festivals, too – from Hong Kong Dragon Boat races to Brazilian Day in "Little Brazil" in the center of New York.

Listening
Sergey's story

4 **Look at the picture and answer the questions.**

1 Do you recognize the person?
2 Do you know where he was born?
3 Why do you think he and his family moved to the U.S.?

5 104 **Listen to the first part of the story and check your answers to the questions in exercise 4.**

6 105 **Read the sentences. Then listen to the complete story and put the events in the correct order.**

a The Brins flew to New York. ____
b Sergey had his ninth birthday. ____
c Sergey met Larry Page. ____
d Sergey's parents left their jobs. ____
e Mikhail Brin suggested moving to the U.S. 1
f Sergey's parents got jobs. ____

7 106 **Complete the summary. Then listen and check.**

better computer father good job parents ~~Russian~~ son the U.S. well

Sergey Brin and his family are [1] Russian ____ immigrants. They went to [2] _____ in 1979 because Sergey's [3] _____ wanted to find a better [4] _____. Sergey's mother didn't want to move, but she wanted a good future for her [5] _____.

After arriving, the family moved to Washington, D.C., and Sergey's [6] _____ got jobs. Sergey didn't speak English [7] _____ at first, and he found school difficult. But he got [8] _____ grades, and in college he studied math and [9] _____ science. In 1995, he met Larry Page and started a project to find [10] _____ ways to search the Internet. In 1997, that project became google.com.

Project

1 **Use the Internet to find some famous immigrants to your country or the U.S. Choose one and complete the chart.**

Who is it?	
Where is he / she from?	
Why did he / she move?	
What happened after he / she arrived?	
How did he / she become successful?	

2 **Write the story of the person you chose. Include:**

- information from the table in exercise 1.
- other interesting information you can find online or in books.
- some interesting pictures.

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

1 **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.

2 **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.

3 **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.

4 **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.

5 **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.

Cross-curricular texts reflect the content and approach used in U.S. high school coursebooks.

Literature

Reading

1 **Read the blurb and discuss the questions.**

1 Do you agree with Lord Henry?
2 Do you think it's better to be beautiful than to be good?

The Picture of Dorian Gray
by Oscar Wilde

"When we are happy, we are always good," says Lord Henry, "but when we are good, we are not always happy." Lord Henry's lazy, clever words lead the young Dorian Gray into a world where it is better to be beautiful than to be good; a world where anything can be forgiven – even murder – if it can make people laugh at a dinner party.

2 110 **Read Extract 1. Complete the sentences with the names.**

Basil Hallward Dorian Gray Lord Henry

1 The picture is of Dorian Gray.
2 _____ painted the picture for _____.
3 Harry is _____'s first name.
4 _____ feels afraid after he looks at the picture.
5 _____ wants to own the painting.
6 _____ never wants to get old.

3 111 **Read the introduction and Extract 2 on page 125. Do you think Sybil and Dorian will get married? Why? / Why not?**

4 **Discuss the questions about Extract 2. Give reasons for your answers.**

1 How does Sybil Vane feel about Dorian Gray at the beginning of Extract 2?
2 Why do you think Dorian turns his face away from Sybil?
3 How would you describe how Dorian treats Sybil?
4 How do you think Sybil feels after Dorian leaves?
5 What is happening to the portrait of Dorian Gray? What is happening to Dorian Gray himself?

The Picture of DORIAN GRAY

EXTRACT 1

In the house Basil Hallward stood in front of the portrait of Dorian Gray. "It's finished," he said. He wrote his name in the corner of the picture.

Lord Henry studied the picture carefully. "Yes," he said. "It's your best work. It's excellent. Mr. Gray, come and look at yourself."

Dorian looked at the picture for a long time. He smiled as he saw the beautiful face in front of him, and for a moment he felt happy. But then he remembered Lord Henry's words. "How long," he thought, "will I look like the picture? Time will steal my beauty from me. I will grow old, but the picture will always be young." And his heart grew cold with fear.

"Don't you like it, Dorian?' asked Basil at last.

"Of course he likes it," said Lord Henry. "It's a very fine work of art. I'd like to buy it myself."

"It's not mine to sell, Harry. The picture is Dorian's."

"I wish," cried Dorian suddenly, "I wish that I could always stay young, and that the picture could grow old."

Dorian Gray decided to marry a young actor named Sybil Vane. He went to see Sybil play Juliet in *Romeo and Juliet*. She normally acted very well, but today her acting was terrible. Dorian sees her after the play.

EXTRACT 2

"How can I pretend to be Juliet – to feel Juliet's love, when I now know what true love is?" asked Sybil.

Dorian turned his face away from her. "But I loved you for your art – because you were a wonderful actress," he said. His voice was hard. "You have killed my love. Without your art, you are nothing, I never want to see you again." Sybil's face was white with fear. "You're not serious, are you, Dorian?" she asked. She touched his arm with her small, gentle hand.

"Don't touch me!" he shouted angrily. He pushed her away, and she fell to the floor and lay there like a broken bird.

"Dorian, please don't leave me," she cried. "I love you better than anything in the world. Don't leave me!"

Dorian Gray looked down at her with his beautiful eyes. There was no love or gentleness in his face.

"I'm going," he said at last. "I don't wish to be unkind, but I don't want to see you again." Without another word, he left her.

All night he walked through the streets of London. When morning came, he went home. When he entered his house, he saw the portrait of himself that Basil Hallward had painted. There was something different about it, he thought. The face had changed – there was something unkind, and cruel about the mouth. It was very strange.

He picked up a mirror and looked at his own face, and then looked again at the face in the portrait. Yes, it was different. What did this change mean?

Suddenly he remembered his wish in Basil Hallward's house … his wish that he could stay young but the picture could grow old. The idea was impossible, of course. But why did the face in the picture have that cruel, unkind mouth?

Listening

5 112 **You are going to hear two more extracts from *The Picture of Dorian Gray*. Look at the picture. What do you think is going to happen to Dorian Gray? What do you think will happen to the painting? Listen to Extracts 3 and 4, and check your ideas.**

6 113 **Complete the sentences from Extract 3. Listen again and check.**

beautiful dangerous
~~fashionable~~ ~~rich~~ secret strange

1 He enjoyed the life of a rich and fashionable young man.
2 He studied art and music, and filled his house with _____ things from every corner of the world.
3 After a while, _____ stories were heard about him – stories of a _____, more _____ life.

cruel famous heavy real yellow

4 And they still came to the _____ dinners at his house.
5 The _____ mouth, the _____ skin, the _____ eyes – these told the _____ story.

7 114 **Read the questions. Then listen to Extract 4 and discuss your answers.**

1 Why does Dorian say, "Uncover that picture, Basil, and you will see my soul"?
2 How does Basil feel when he first sees the picture?
3 How does Basil know it's *his* portrait of Dorian Gray?
4 Why is Basil surprised by the picture?
5 Why does Dorian say, "I was wrong. It has destroyed me"?

Project

1 You are going to write a letter from Basil to Dorian. Think about:
- Basil's relationship with Dorian.
- how Dorian has changed.
- what Basil might think about Dorian's behavior.
- how Dorian's behavior could be better, and what advice Basil might give to Dorian.

2 Write your letter.

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

Every Cross-curricular page ends with a Project.

6 **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.

7 **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.

8 **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.

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

Review

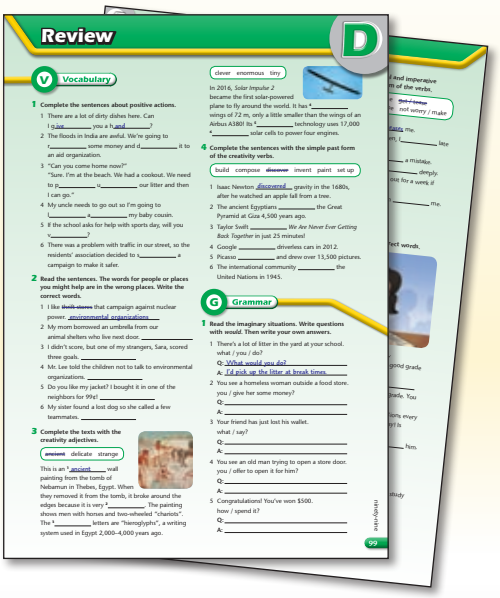
There are four colorful two-page Reviews in *Metro* after every two units in the main section of the Student Book. Each Review is divided into three sections:

1 **Vocabulary** Four separate exercises covering each vocabulary set from the two previous units.

2 **Grammar practice** Exercises covering the grammar points from the two previous units.

3 **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.

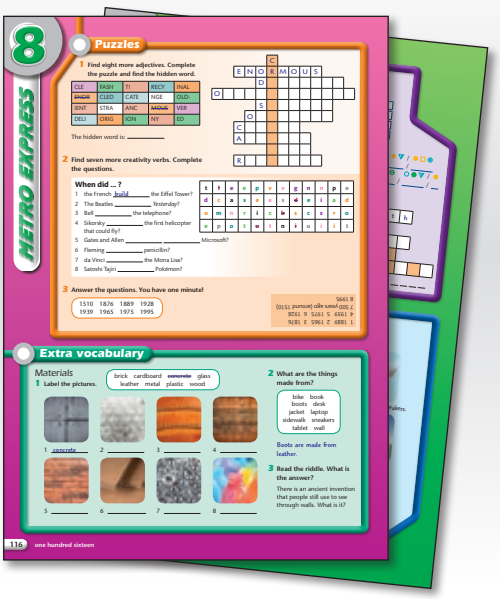


METRO EXPRESS

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

1 **Puzzles** There are two puzzles per unit which offer fun and varied topic-related language practice.

2 **Extra vocabulary** The Extra vocabulary exercises provide additional items as extension of the vocabulary from the main unit.



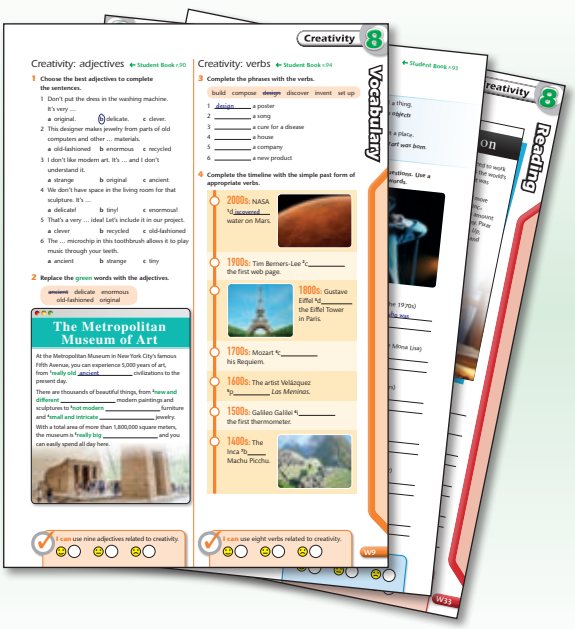
Workbook

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.

1 **Vocabulary practice** One page per unit of exercises at the same level as the main units and covering the same vocabulary sets.

2 **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.

3 **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 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 activites 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

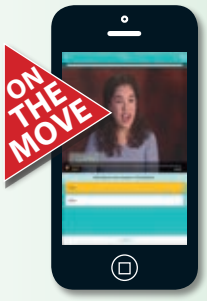
All activities, except for speaking and writing, are automatically graded and scores are recorded in a progress report for the teacher. Teachers are able to create online classes for their courses, assign work to students, and track their students' progress. Teachers can easily view and compare student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

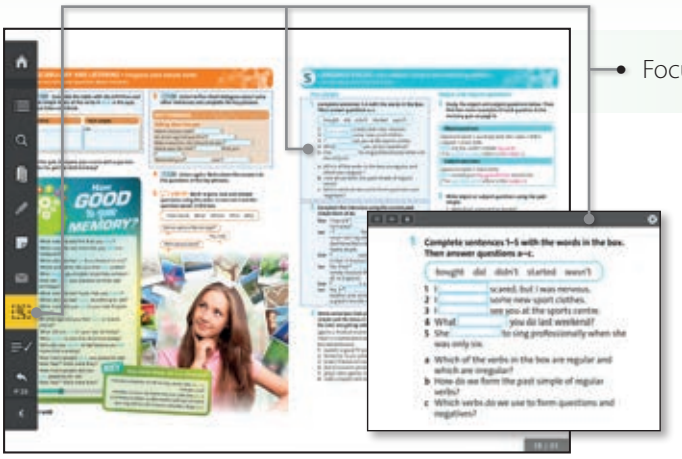
Metro Classroom Presentation Tool

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.

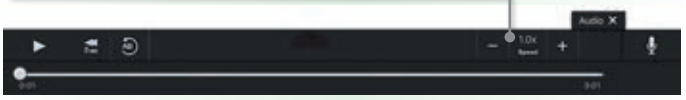
Play audio and video at the touch of a button, and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large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

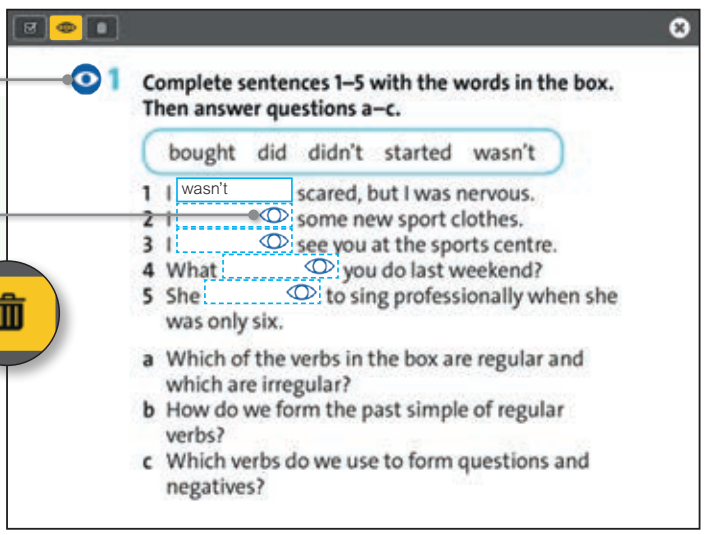


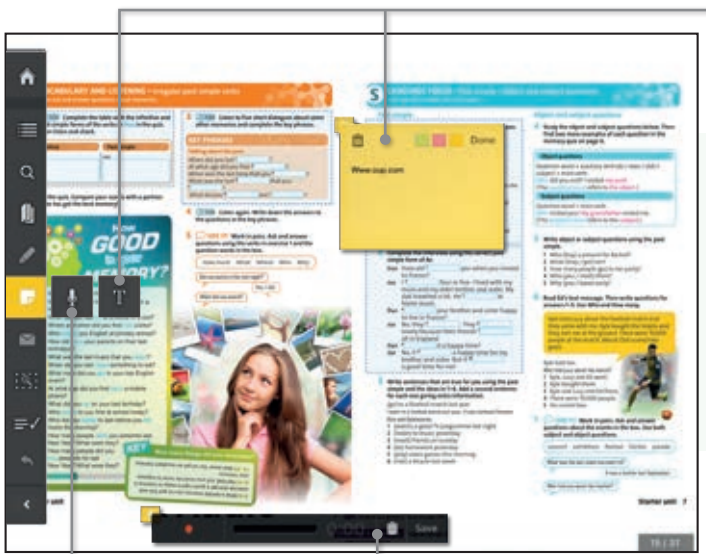
- Focus your students' attention on a single activity.

- 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
1	Copyright
2	Unit 1, page 14, Vocabulary, exercise 1
3	Unit 1, page 14, Vocabulary, exercise 3
4	Unit 1, page 15, Listening, exercises 2 and 3
5	Unit 1, page 16, Reading, exercise 1
6	Unit 1, page 17, Grammar, exercise 1
7	Unit 1, page 18, Vocabulary, exercise 1
8	Unit 1, page 18, Listening, exercises 1, 2, and 3
9	Unit 1, page 19, Grammar, exercise 1
10	Unit 1, page 20, Speaking, exercise 1
11	Unit 1, page 20, Speaking, exercise 2
12	Unit 1, page 20, Reading, exercise 1
13	Unit 2, page 24, Vocabulary, exercise 1
14	Unit 2, page 24, Vocabulary, exercise 2
15	Unit 2, page 25, Listening, exercises 1, 2, and 3
16	Unit 2, page 26, Reading, exercise 1
17	Unit 2, page 27, Grammar, exercise 1
18	Unit 2, page 28, Vocabulary, exercise 1
19	Unit 2, page 28, Vocabulary, exercise 2
20	Unit 2, page 28, Listening, exercises 1 and 2
21	Unit 2, page 29, Grammar, exercise 1
22	Unit 2, page 30, Speaking, exercise 1
23	Unit 2, page 30, Reading, exercise 3
24	Unit 3, page 36, Vocabulary, exercise 1
25	Unit 3, page 36, Vocabulary, exercise 2
26	Unit 3, page 37, Listening, exercises 1, 2, 3, and 4
27	Unit 3, page 38, Reading, exercise 1
28	Unit 3, page 39, Grammar, exercise 1
29	Unit 3, page 40, Vocabulary, exercise 2
30	Unit 3, page 40, Listening, exercises 2, 3, and 4
31	Unit 3, page 41, Grammar, exercise 1
32	Unit 3, page 42, Speaking, exercise 1
33	Unit 3, page 42, Reading, exercise 2
34	Unit 4, page 46, Vocabulary, exercise 1
35	Unit 4, page 46, Vocabulary, exercise 2
36	Unit 4, page 47, Listening, exercise 1
37	Unit 4, page 47, Listening, exercises 2, 3, and 4
38	Unit 4, page 48, Reading, exercise 3
39	Unit 4, page 49, Grammar, exercise 1
40	Unit 4, page 50, Vocabulary, exercise 1
41	Unit 4, page 50, Listening, exercises 1 and 2
42	Unit 4, page 50, Listening, exercise 3
43	Unit 4, page 51, Grammar, exercise 1
44	Unit 4, page 52, Speaking, exercise 1
45	Unit 4, page 52, Speaking, exercise 2
46	Unit 4, page 52, Reading, exercise 1
47	Unit 5, page 58, Vocabulary, exercise 1
48	Unit 5, page 58, Vocabulary, exercise 2
49	Unit 5, page 59, Vocabulary, exercise 3
50	Unit 5, page 59, Listening, exercises 1, 2, and 3
51	Unit 5, page 60, Reading, exercise 1
52	Unit 5, page 61, Grammar, exercises 1
53	Unit 5, page 61, Grammar, exercise 7
54	Unit 5, page 62, Vocabulary, exercise 1
55	Unit 5, page 62, Listening, exercises 1 and 2
56	Unit 5, page 62, Listening, exercise 3
57	Unit 5, page 63, Grammar, exercise 1
58	Unit 5, page 64, Speaking, exercise 1
59	Unit 5, page 64, Speaking, exercise 3
60	Unit 5, page 64, Reading, exercise 1
61	Unit 6, page 68, Vocabulary, exercise 1
62	Unit 6, page 68, Vocabulary, exercise 2
63	Unit 6, page 69, Vocabulary, exercise 3
64	Unit 6, page 69, Vocabulary, exercise 4
65	Unit 6, page 69, Listening, exercises 2 and 3
66	Unit 6, page 70, Reading, exercise 1
67	Unit 6, page 71, Grammar, exercise 1
68	Unit 6, page 72, Vocabulary, exercise 1
69	Unit 6, page 72, Listening, exercises 1 and 2
70	Unit 6, page 72, Listening, exercise 3
71	Unit 6, page 73, Grammar, exercise 1
72	Unit 6, page 74, Speaking, exercise 1
73	Unit 6, page 74, Speaking, exercise 3
74	Unit 6, page 74, Reading, exercise 2
75	Unit 7, page 80, Vocabulary, exercise 1
76	Unit 7, page 80, Vocabulary, exercise 2
77	Unit 7, page 81, Listening, exercises 1, 2, and 3
78	Unit 7, page 82, Reading, exercise 1
79	Unit 7, page 83, Grammar, exercise 1
80	Unit 7, page 84, Vocabulary, exercise 1
81	Unit 7, page 84, Vocabulary, exercise 3
82	Unit 7, page 84, Listening, exercises 1, 2, and 3
83	Unit 7, page 85, Grammar, exercise 1
84	Unit 7, page 86, Speaking, exercise 1
85	Unit 7, page 86, Speaking, exercise 3
86	Unit 7, page 86, Reading, exercise 1
87	Unit 7, page 86, Reading, exercise 2
88	Unit 8, page 90, Vocabulary, exercise 1
89	Unit 8, page 90, Vocabulary, exercise 2
90	Unit 8, page 91, Listening, exercises 1, 2, and 3
91	Unit 8, page 92, Reading, exercise 2
92	Unit 8, page 93, Grammar, exercise 1
93	Unit 8, page 94, Vocabulary, exercise 1
94	Unit 8, page 94, Listening, exercises 2 and 3
95	Unit 8, page 95, Grammar, exercise 1
96	Unit 8, page 95, Grammar, exercise 3
97	Unit 8, page 96, Speaking, exercise 1
98	Unit 8, page 96, Speaking exercise 2
99	Unit 8, page 96, Reading, exercise 1
100	Cross-curricular 1–2, page 118, exercise 1
101	Cross-curricular 1–2, page 118, exercise 3
102	Cross-curricular 1–2, page 119, exercises 8, 9, and 10
103	Culture 3–4, page 120, exercise 2
104	Culture 3–4, page 121, exercise 5
105	Culture 3–4, page 121, exercise 6
106	Culture 3–4, page 121, exercise 7
107	Culture 5–6, page 122, exercise 2
108	Culture 5–6, page 122, exercise 3
109	Culture 5–6, page 123, exercises 6 and 7
110	Cross-curricular 7–8, page 124, exercise 2
111	Cross-curricular 7–8, page 124, exercise 3
112	Cross-curricular 7–8, page 125, exercise 5
113	Cross-curricular 7–8, page 125, exercise 6
114	Cross-curricular 7–8, page 125, exercise 7
115	Vocabulary bank, Unit 1: Feelings and emotions
116	Vocabulary bank, Unit 1: Body: actions
117	Vocabulary bank, Unit 2: *do* and *make*
118	Vocabulary bank, Unit 2: Bullying
119	Vocabulary bank, Unit 3: Man-made and natural problems
120	Vocabulary bank, Unit 3: Environmental problems and solutions
121	Vocabulary bank, Unit 4: Truth and lies
122	Vocabulary bank, Unit 4: Nouns ending with *-ion*
123	Vocabulary bank, Unit 5: Relationship verbs
124	Vocabulary bank, Unit 5: Expressing emotions
125	Vocabulary bank, Unit 6: Sense verbs and adjectives
126	Vocabulary bank, Unit 6: Sleep
127	Vocabulary bank, Unit 7: Positive actions
128	Vocabulary bank, Unit 7: Helping: people and places
129	Vocabulary bank, Unit 8: Creativity: adjectives
130	Vocabulary bank, Unit 8: Creativity: verbs

Contents

	Vocabulary	Grammar	Reading
Welcome to Metro 4–12			
1 Body and mind *13*	• Feelings and emotions *14* • Body: actions *18*	• Use of gerund (*-ing* form) *17* • Use of infinitives *19*	• Emotional moments *16* • Technology that reads your emotions *21* **Good readers tip:** using dictionaries
2 Follow the rules *23*	• *do* and *make* *24* • Bullying *28*	• *be allowed to*, *let*, and *make* *27* • Zero conditional *29*	• Devices @ school: cool or not cool? *26* • Together we can stop bullying *31* **Good readers tip:** skimming
Review A 33	Cross-curricular 1–2 • Psychology 118		Metro Express 1 109
3 Big issues *35*	• Man-made and natural problems *36* • Environmental problems and solutions *40*	• *will / won't*: future predictions *39* • *be going to*: future predictions *41*	• Our greatest threats: article *38* • Our greatest threats: comments *43* **Good readers tip:** understanding opinions
4 Tell the truth *45*	• Truth and lies *46* • Nouns ending with *-ion* *50*	• First conditional *49* • Modals: *might*, *must*, and *can't* *51*	• Truth or myth? *48* • April Fools' Day *53* **Good readers tip:** scanning
Review B 55	Culture 3–4 • New York 120		Metro Express 3 111
5 Getting along *57*	• Relationship verbs *58* • Expressing emotions *62*	• Present perfect: *just*, *already*, and *yet* *61* • *used to* *63*	• *Romeo and Juliet* *60* • A history of Adidas and Puma *65* **Good readers tip:** indentifying the main events in a story
6 The senses *67*	• Sense verbs and adjectives *68* • Sleep *72*	• Present perfect: *for* and *since* *71* • Simple past or present perfect? *73*	• The brain: our sixth sense? *70* • Sleep well! *75* **Good readers tip:** predicting
Review C 77	Culture 5–6 • Weddings 122		Metro Express 5 113
7 Do the right thing *79*	• Positive actions *80* • Helping: people and places *84*	• *would* for imaginary situations *83* • Second conditional *85*	• How would you do these jobs better? *82* • Moral dilemmas *87* **Good readers tip:** indentifying the meaning of unknown words
8 Creativity *89*	• Creativity: adjectives *90* • Creativity: verbs *94*	• Relative clauses *93* • Subject and object questions *95*	• But is it art? *92* • Teen creators *97* **Good readers tip:** looking at comprehension questions before you read
Review D 99	Cross-curricular 7–8 • Literature 124		Metro Express 7 115
Workbook	Vocabulary W2–W9	Grammar W10–W25	Reading W26–W33

Listening	Speaking	Watch	Writing
• Fears and phobias *15* • Speaking in public *18*	• Sharing problems *20*	Happiness in Mexico *22*	• A story about a memorable experience **Good writers tip:** using adverbs of manner *101*
• Home rules *25* • Restorative justice *28*	• Asking for and giving permission *30*	Rules at home and at school *32*	• School rules **Good writers tip:** using expressions of purpose *102*
Metro Express 2 110			
• Wildfires at Yellowstone Park *37* **Good listeners tip:** taking notes • Cleaning the world's oceans *40*	• Asking for and giving opinions *42*	A smart city *44*	• An opinion essay **Good writers tip:** expressing opinions with a variety of phrases *103*
• The Apollo moon landings *47* **Good listeners tip:** inferring speakers' opinions • The five-second rule *50*	• Expressing disbelief *52*	Truth and lies *54*	• Describing pictures **Good writers tip:** using modifiers *104*
Metro Express 4 112			
• Couples *59* • Siblings: brothers and sisters *62*	• Talking about recent events *64*	Milton and Phyllis *66*	• A description of a relationship **Good writers tip:** similarities and differences *105*
• An Asian food market *69* **Good listeners tip:** thinking before you listen • Teenagers and sleep *72*	• Talking about experiences *74*	Synesthesia *76*	• A for and against essay **Good writers tip:** using expressions of contrast *106*
Metro Express 6 114			
• Positive news stories *81* **Good listeners tip:** using context to infer ideas • What would you do? *84*	• Giving and replying to advice 86	Bureo *88*	• A persuasive essay **Good writers tip:** linking extra information *107*
• On the radio *91* **Good listeners tip:** understanding context • Creative people *94*	• Talking about likes and dislikes *96*	Graffiti Life *98*	• A biography **Good writers tip:** common mistakes *108*
Metro Express 8 116			

Welcome to Metro

Grammar
Present progressive for plans
Comparative adjectives
Indefinite pronouns
have to / don't have to
(not) as … as, too / not … enough
Superlative adjectives
can / can't for rules
be going to
Past progressive
Past progressive with *when* and *while*
Adverbs
Present perfect (experiences)

Vocabulary
Transportation
Travel adjectives
Money verbs and shopping nouns
Jobs
Safety online
Crime
Personality adjectives
Sports and adventure sports
Sports verbs and feelings
Weekend plans and phrasal verbs: movement
Performing arts
TV shows and movies

Values and cross-curricular topics
Study skills

1 Day trip

Aims
Review vocabulary for transportation
Review travel adjectives
Review money verbs and shopping nouns
Review the present progressive for plans
Review comparative adjectives
Review indefinite pronouns

Warm-up

- Read out the title of the lesson, *Day trip*, and elicit or explain the meaning. Elicit some examples of day trips, e.g. to the zoo, to a museum, to visit relatives.
- Ask students to think about the last time they went on a day trip and make some notes so they can tell a partner about it.
- Put students into pairs to tell each other about their day trips.
- Ask whose day trip sounded fun and why.

Transportation

1

- Put students into pairs to look at the pictures and complete the sentences.

Welcome to Metro

1 Day trip

Transportation

1 Look at the pictures. Complete the sentences with the words. Use the simple past of the verbs.

fly / plane ride / motorcycle sail / ferry take / bus take / subway ~~take / train~~

Last week, …

1 we took a train to my cousins' house.
2 we flew in a plane to my grandparents' house.
3 I rode on my brother's motorcycle last weekend.
4 I took a bus to the beach.
5 we sailed on a ferry around New York.
6 we took the subway to the theme park.

Travel adjectives

2 Look at the pictures in exercise 1 again. Complete the sentences with the adjectives.

comfortable crowded delicious historic modern noisy ~~quiet~~

1 **Mark:** It was really quiet and the seats were really comfortable.
2 **Gloria:** They gave us lunch and it was delicious!
3 **Callum:** It was fun, but it's really noisy!
4 **Jenna:** The bus was really crowded and we couldn't find anywhere to sit.
5 **Ethan:** It's the best way to see the Statue of Liberty and other historic buildings.
6 **Sofia:** The station is really modern.

Money verbs and shopping nouns

3 Complete the conversations with the pairs of words.

borrow / counter ~~can't afford / sale~~ pay / receipt spent / change wasting / bargain

1 A Look, there's a sale on at the store.
B Sorry. I can't afford anything at the moment.
2 A Excuse me. Did you pay for that hat?
B Yes, I did. Here's the receipt.
3 A This is a bargain. It's only $10!
B You're wasting your money. Good headphones are more expensive than $10.
4 A Can I borrow $5 to buy these pens?
B Sure. I can give you the money when we get to the counter.
5 A Did you remember to get your change?
B There wasn't any. I spent exactly $20 and gave the assistant a $20 bill.

four 4

- Check answers with the class. Then ask: *Which forms of transportation have you used? Which have you never used? Which do you enjoy traveling on? Why?* Elicit answers from individual students.

Travel adjectives

2

- Focus on the first picture in exercise 1 again and read out the first part of sentence 1 and the example answer.
- 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 adjectives. Ask: *Which forms of transportation do you think are comfortable? What modern and historic buildings are there in your town?*

Money verbs and shopping nouns

3

- Read out the first conversation and elicit the meaning of the example answers. Point out that one word in each pair is a noun and the other is a verb.
- Ask students to read the conversations and complete them with the correct verbs and nouns.
- Check answers with the class and check that students understand all the words.
- Ask: *What was the last thing you found a bargain in a sale? What was it? Do you ever borrow money? Who from? What things do you spend your money on? What do you waste money on?*

Present progressive for plans

4 **Complete the questions and answers with the verbs.**

do / not work get back / meet ~~go away / see~~
hang out / go take / not swim travel / not take

1 A Are we going away this weekend?
B Yes, we're seeing your cousins.
2 A What are we doing this weekend?
B I don't know. Dad isn't working so we can all go out together.
3 A Is everyone hanging out at the mall on Saturday?
B No! I'm going to a comics exhibition.
4 A How are you traveling to Jack's house tonight?
B I'm not taking the subway. It's too hot.
5 A What time are you getting back on Sunday?
B About lunchtime. My brother is meeting us at the airport at 10 a.m.
6 A Is anyone taking their phone to the beach?
B I am. And I'm not swimming, so you can leave yours with me.

Comparative adjectives

5 **Complete the conversation with the comparative form of the adjectives. Add *than* if necessary.**

A Do you want to hang out on Saturday?
B Sunday's [1] better than (good) Saturday for me.
A OK. What about going to the beach?
B Sure. South Beach? It's [2] quieter than (quiet) the others.
A OK. How are we going to get there?
B The subway is [3] faster than (fast) the bus.
A Yes, but the bus is [4] cheaper (cheap). And it's [5] hotter (hot) on the subway.
B OK. Let's meet at your house and take the bus.

B South Beach is [6] more popular than (popular) I thought.
A Yes. It's [7] more crowded than (crowded) last time.
B But I'm [8] more upset (upset) about the weather.
B Yeah, it's [9] worse than (bad) it was at home.
A We could go back and sunbathe on your balcony ...
B I guess it's [10] more comfortable than (comfortable) here, too ...
A Come on. Let's go!

Indefinite pronouns

6 **Complete the words with *-one, -thing,* or *-where*.**

1 There's no thing to do near here.
2 I want to go some where hot.
3 Are you taking any thing to eat later?
4 No one wants to go swimming.
5 Every one's taking the subway to the mall.
6 Some thing in this salad is delicious!

Your turn

7 **Look at the pairs of pictures. Write as many sentences as possible in your notebook to compare the pictures.**

1 the moon / the sun

2 pizza / pasta

3 cats / dogs

4 South America / Asia

8 **In pairs, take turns reading your sentences. Which person has the most original sentences for each pair?**

The sun is older than the moon!

Present progressive for plans

4

- Read out the example question and answer. Elicit or remind students that we use the present progressive for plans.
- With stronger classes, ask students to complete the questions and answers with the correct present progressive forms. With weaker classes, review the forms of the present progressive first. Then ask students to complete the questions and answers.
- Check answers with the class.

Comparative adjectives

5

- With stronger classes, ask students to read the conversation and complete it with the correct comparative forms.
- With weaker classes, review the rules about *-er* comparative adjectives and comparative adjectives with *more* first, and remind them that we use *than* (NOT ~~*that*~~) with comparative adjectives.
- Ask students to complete the conversation.
- Check answers with the class.

Indefinite pronouns

6

- Read out the example answer and elicit another example. Elicit the difference in meaning between *something, someone,* and *somewhere.*
- Elicit or remind students that we use *someone* in affirmative sentences, and *anyone* in negative sentences, e.g., *There's someone in the house. There isn't anyone in the house.*
- Ask students to read the sentences and complete the correct words.
- Check answers with the class.

7 Your turn

- Read out the example answer and elicit one or two more comparisons between the sun and the moon, e.g., *The sun is hotter than the moon. The sun is bigger than the moon.*
- Ask students to write more sentences individually.

ANSWERS
Students' own answers.

8

- Put students into pairs to compare their sentences and decide whose are the most original.
- Ask some students to tell the class one of their partner's most original sentences.

ANSWERS
Students' own answers.

Practice activity (all classes)

Put students into pairs and ask them to write three questions to ask their classmates, using the present progressive for plans, comparative adjectives, indefinite pronouns, or vocabulary from page 4. Elicit a few example questions from the class first, e.g., *Are you going swimming this weekend? Is taking the subway cheaper than taking a train? Do you always check your change when you buy something?*

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

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

2 Working lives

Aims
Review words for jobs
Review words for safety online
Review words for crime
Review personality adjectives
Review *have to / don't have to*
Review (*not*) *as … as, too / not … enough*
Review superlative adjectives
Review *can / can't* for rules

Warm-up

- With books closed, ask: *What's my job?* (a teacher).
- Put students into pairs and give them two minutes to write as many words for jobs as they can.
- Bring students' ideas together on the board and check that students understand all the words.
- See which pair wrote the most words correctly.

Jobs

1

- Put students into pairs to complete the sentences with the correct jobs.
- Check answers with the class, and check that students understand all the job words.
- Ask: *Which job would you like to do? Why? Which job would you hate? Why?*

Practice activity (all classes)

Say: *I'm good at cooking and I like food. Which job shall I apply for?* (chef).

Put students into pairs and ask them to write two more descriptions of people who want to apply for one of the jobs.

Put pairs together into groups of four, and ask them to close their books. They take turns to read their descriptions and guess the jobs.

Ask who guessed the jobs correctly.

Safety online

2

- Read out the example answer and point out that it is made up of words that are all the same color in the wordpool box.
- Ask students to look at the pictures and complete the labels. They could work in pairs for this.
- Check answers with the class, and check that students understand all the phrases.
- Ask: *How many different passwords do you use? What kind of antivirus software do you have on your computer? What kinds of links is it not safe to click on?*

2 Working lives

Jobs

1 Complete the sentences with the words.

architect chef doctor journalist nurses salesperson ~~software developer~~

HELP WANTED

1 We have the ideas, but we need a talented software developer. Are you good at Java? Contact The App Agency.

2 We need a journalist for local news and sports reporting. Bay Area, evenings. Apply here.

3 Arcadia High School cafeteria is growing and we need another chef. Contact the principal at AHS.

4 Upton Soccer Team needs a new club building. Do you know a good local architect?

5 San Merino Health Center is looking for two nurses and a doctor to join our busy team. Details here.

6 Have you ever worked as a salesperson? At St. Quentin Mall we need confident, hard-working people to join the toy department. Contact us!

Safety online

2 Complete the labels. Use one word of each color.

antivirus click different ~~information~~ install links on passwords ~~personal~~ ~~share~~ software use

Staying safe at work

1 share personal information

2 install antivirus software

3 click on links

4 use different passwords

Crime

3 Complete the text with the words.

arrest break ~~catch~~ commit investigate rob steal

Working Lives

Officer Doyle

I'm a police officer and my job is to [1] catch any criminals who [2] commit crimes in my neighborhood. Often the same people [3] break into homes and [4] steal things, or they [5] rob people. But although we know most of the criminals in the area, we have to [6] investigate carefully and collect evidence before we can [7] arrest anyone.

Personality adjectives

4 Match the opposite adjectives.

1 confident – a anxious
2 easygoing – b cheerful
3 lazy – c hard-working
4 miserable – d rude
5 polite – e shy

5 Which five personality characteristics in exercise 4 would be helpful in a job?

1 confident
2 easygoing
3 polite
4 cheerful
5 hard-working

6

Crime

3

- Point to the picture and ask: *What's her job?* (police officer).
- Ask students to read the text and complete it with the correct words. They can use their dictionaries to help if necessary.
- Check answers with the class, and check that students understand all the words. Ask: *What happens to people who break the law? What are the most serious crimes?* Elicit a range of answers. With stronger classes, you could take the opportunity to elicit or teach some vocabulary for crimes, e.g., *robbery, burglary*, etc.

Personality adjectives

4

- Ask students to match the adjectives with opposite meanings.
- Check answers with the class, and check that students understand all the adjectives. Ask: *Which adjectives describe you?*

5

- Ask students to decide which five characteristics would be useful in a job. They could work in pairs for this.
- Elicit answers from students and encourage them to give reasons for their answers. Ask more questions about the jobs in exercise 1, e.g., *Which characteristics are most important for a journalist? Why?*

have to / don't have to

6 Complete the text with the correct form of *have to*.

GILES McPURDEY

DENTIST

Q Is it hard to be a dentist?

A It's not easy to become a dentist. But being a dentist is fun!

Q [1] Do you have to study (study ?) a lot to become a dentist?

A Yes, we [2] do. Dentists [3] have to study (study ✓) the same college courses as doctors, and we [4] have to pass (pass ✓) a lot of exams. More than most doctors!

Q [5] Do you have to work (work ?) long hours?

A No, I [6] don't. I only [7] have to work (work ✓) from 8 a.m. to 6 p.m. I [8] don't have to take (take ✗) my work home in the evenings, and I [9] don't have to work (work ✗) on the weekend. I have better working hours than most professionals. My wife's a lawyer. She [10] doesn't have to start (start ✗) work until 9 a.m., but she [11] has to work (work ✓) most evenings.

(not) as … as, too / not … enough

7 Choose the correct words.

1 I'm not going to be a scientist.
I **'m too good** / **'m not good enough** at physics.

2 Sara's brother is a chef, but Sara can't cook very well.
Sara's food **isn't as delicious as** / **is as delicious as** her brother's.

3 My dad's office is in a historic building. My mom works in a modern office.
My dad's office **isn't as new as** / **is as new as** my mom's.

4 You can't drive a car yet, you're only 15.
You **are too old** / **aren't old enough** to drive a car.

5 I don't want to work in the market because it's noisy.
The market **is too quiet** / **isn't quiet enough** for me.

6 My cousin David looks younger than me, but actually we're both 17.
David **looks as old as** / **doesn't look as old as** me, but actually he **is as old as** / **isn't as old as** me.

Superlative adjectives

8 Look at the chart and complete the sentences with the superlative form of the adjectives.

	Sam, architect	Marc, chef	Zoey, taxi driver
high or low salary?	$$$$$	$$$	$
interesting or boring?	😊😊😊😊😊	😊😊😊😊	😊😊
easy or hard?	🌕🌕🌕🌕	🌕🌕🌕	🌕
long or short hours?	⏰⏰⏰	⏰⏰⏰⏰	⏰⏰⏰⏰⏰
safe or dangerous?	⚠	⚠⚠	⚠⚠⚠

1 Marc has a high salary, but Sam has the highest salary.
2 Marc's job is interesting, but Sam has the most interesting job.
3 Being an architect is the hardest job. Architects have to study for six years. Driving a taxi is the easiest job.
4 Sam and Marc work long hours, but Zoey works the longest hours. Sam works the shortest hours.
5 Being a chef is quite safe, but designing buildings is the safest job. Driving a taxi is the most dangerous.

can / can't for rules

9 Copy and complete the chart with information about the rules in your home. Use the ideas below or your own ideas.

cook meals do homework every day
play computer games before breakfast
use devices in our bedrooms wash the dishes
watch TV until midnight

We can	We can't	We have to	We don't have to
use devices after dinner	be rude		

Your turn

10 In pairs, compare your rules.

We don't have to cook meals.

Oh, in my house we have to cook meals.

have to / don't have to

6

- Ask: *Do you think it is easy or difficult to be a dentist? Why? What do dentists do that is difficult?* Elicit a few ideas and write some sentences using *have to* on the board, e.g., *They have to work hard.* Elicit or explain the meaning of *have to* and *don't have to*.
- With weaker classes, you could briefly review the affirmative, negative, and question forms of *have to*.
- Ask students to read the text and complete it with the correct form of *have to*.
- Allow students to compare their answers in pairs. Then check answers with the class.

Practice activity (all classes)

In pairs, ask students to think of another job and write three sentences about what that person has to and doesn't have to do. Tell them not to give the name of the job.

Ask some pairs to read their sentences to the class. Other students can guess the jobs.

(not) as … as, too / not … enough

7

- Read out the example sentence and use it to elicit or explain the meaning of *too* … and *not* … *enough*.
- Read out the second sentence and elicit the answer. Use it to elicit or explain the meaning of *not as* … *as*.
- Ask students to read the sentences and choose the correct answers.
- Check answers with the class, and make sure students understand all the sentences.

Superlative adjectives

8

- Read through the chart with the class and make sure students understand everything.
- Read out the example answer and briefly review the rules for forming superlative adjectives with *-est* and *most*.
- Ask students to complete the sentences with the correct superlative forms.
- Check answers with the class.
- With weaker classes, you could use the chart to review comparative adjectives by eliciting some comparative sentences, e.g., *Sam's job is safer than Marc's job.*

can / can't for rules

9

- Read through the chart with the class and check that students understand the meaning of *can / can't*. Review the meaning of *have to / don't have to*.
- Check that students understand all the activities in the box.
- Ask students to copy and complete the chart individually. Encourage stronger students to use their own ideas as well as the ideas in the box.

ANSWERS

Students' own answers.

10 Your turn

- Put students into pairs to compare their rules. Ask them to note down two rules that are the same, and two that are different.
- Ask pairs in turn to tell the class which of their rules are the same, and which are different.
- Ask: *Which of your rules are fair? Which are unfair? Why?*

Practice activity (all classes)

In pairs, students could write five rules for their ideal school, using *can / can't* and *have to / don't have to*.

Ask some pairs to read their rules to the class. Discuss as a class which rules would be the most popular and why.

3 Get active

Aims
Review words for sports and adventure sports
Review words for sports verbs and feelings
Review *be going to*
Review the past progressive

Warm-up

- Read out the title of the lesson and elicit or explain the meaning. Ask: *How active are you?* Elicit a few ideas. Then, ask students individually to write a list of the active things they do each week. Tell them they can include sports and also things like walking to school.
- Put students into groups to compare their answers. Find out who are the most active people in the class.

Sports and adventure sports

1

- Read out the definition of *bucket list* and check that students understand it. You could explain that the name comes from the informal phrase *to kick the bucket*, meaning to die, so your bucket list is a list of things you want to do before you kick the bucket!
- Put students into pairs to look at the pictures and complete the bucket list with the sports and the correct verbs.
- Check answers with the class.
- Elicit some other sports that we use with *do*, *go*, and *play*, e.g., *do yoga/gymnastics, go biking/skiing, play soccer/basketball.*

Practice activity (all classes)

Mime *scuba diving* and ask: *What's this?* Elicit the answer: *go scuba diving.*

Allow students two minutes to look at the vocabulary and remember it. Then ask them to close their books.

Invite students in turn to come to the front of the class. Point to one of the sports in your book and ask them to mime it for the class. The first student to say the correct phrase gets a point.

Continue until all the vocabulary has been practiced. See who has the most points!

Sports verbs and feelings

2

- Focus on the picture and ask: *What sport is this? What do you think is happening?* Elicit a few ideas.
- Ask students to read the text and complete it with the correct verbs.

3 Get active

Sports and adventure sports

1 Read the definition of *bucket list*. Then complete the bucket list with *do*, *go*, or *play*, and the sports.

bungee jump karate rafting sailing ~~scuba diving~~ skateboarding sky diving snowboarding surfing tennis track and field volleyball

bucket list *noun* /ˈbʌkɪt lɪst/
a list of things that you want to do during your lifetime
I've never gone rafting, but it's on my bucket list.

My bucket list

1 go scuba diving in Australia
2 go sky diving without an instructor
3 do karate with a *sensei* (grand master) in Japan
4 go sailing in the Caribbean
5 go skateboarding in New York City
6 go surfing in Hawaii
7 play tennis at Wimbledon, London (U.K.)
8 do a track and field event for my country
9 play volleyball at Miami Beach
10 do a bungee jump in New Zealand
11 go snowboarding in Colorado
12 go rafting in the Grand Canyon

Sports verbs and feelings

2 Complete the text with the words.

caught ~~disappointed~~ kicked lost proud scored shot surprised were winning worried

I was [1] disappointed with United today. We [2] were winning 4–2 against City, but then in the last ten minutes of the game City [3] scored three goals! In the end, we [4] lost 5–4. I was really [5] surprised at their new center forward, Jaime Martin. He [6] kicked the ball over 40 meters a few times, and each time the ball reached the penalty area. He [7] shot at the goal three times from the center circle. Our goal keeper [8] caught the first two balls, but the third was a goal. Jaime Martin should be [9] proud of that goal. Now I'm [10] worried about our game against City next month!

eight 8

- Check answers with the class and check that students understand all the verbs and adjectives. Elicit which of the verbs are irregular, and what their other forms are (*catch/caught/caught, lose/lost/lost, shoot/shot/shot, win/won/won*).

Practice activity (all classes)

Allow students a few minutes to read the text again. Then ask them to close their books. Write the words from the wordpool on the board.

Put students into pairs and ask them to try to retell the story using the words on the board.

Ask one pair to start the story, and continue around the class, asking pairs in turn to add to the story. See if, as a class, students can use all the words correctly. They can look at the story in their books again to see if they missed anything.

be going to

3 Complete the news story with the *be going to* form of the verbs.

go help ~~play~~ not play stay
teach not think travel win

Marina Marinova
[1] is going to play her last international tennis game on Saturday. After that game, she [2] 's going to go on vacation with her family. They [3] are going to stay on an island in the Caribbean for a few months. She said: "I [4] 'm going to win this last game of my career. Then, we [5] 're going to travel for a while. I [6] 'm not going to think about tennis at all! When I get back, I [7] 'm not going to play in international games. I [8] 'm going to teach at a tennis academy in Cannes, France. I [9] 'm going to help young players prepare for international games."

4 Complete the questions and answers with *be going to* about Marina Marinova.

1 When is Marina Marinova going to play her last game? She's going to play her last game on Saturday.
2 Where is she going to travel? She's going to travel to the Caribbean.
3 Is she going to go with her family? Yes, she is.
4 Where is she going to teach? She's going to teach at a tennis academy.
5 Is she going to help older tennis players? No, she isn't.

Your turn

5 Make lists of your plans and intentions.

this weekend	go to the market with Mom, ...
this term	
this year	
when I'm an adult	

6 In pairs, compare your lists. Use *be going to*.

Past progressive

7 Write affirmative and negative past progressive sentences.

1 Evan / sunbathe / swim
Evan was sunbathing. He wasn't swimming.
2 Bella / fly / run
Bella wasn't flying. She was running.
3 Carter / do parkour / ride a bike
Carter was doing parkour.
He wasn't riding a bike.
4 Daisy / kick the ball / throwing it
Daisy wasn't kicking the ball.
She was throwing it.

8 Write past progressive questions about the pictures. Answer the questions.

1 What / Bella and Daisy both / wear?
What were Bella and Daisy both wearing?
They were wearing shorts and T-shirts.
2 What / Evan / read?
What was Evan reading?
He was reading a magazine.
3 What / Daisy and Bella / play?
What were Daisy and Bella playing?
They were playing basketball.
4 Who / jump?
Who was jumping? Carter was jumping.
5 Who / not exercise?
Who wasn't exercising?
Evan wasn't exercising.
6 What / Evan and Carter both / wear?
What were Evan and Carter both wearing?
They were wearing sunglasses.

be going to

3

- Focus on the picture and ask: *What's the sport? Do you play, do, or go tennis?* (play).
- With stronger classes, ask students to read the text and complete it with the correct form of *be going to*.
- With weaker classes, review the forms and use of *be going to* first. Then ask students to complete the text.
- Allow students time to compare their answers in pairs. Then check answers with the class.

4

- Read out the example question and point out the word order in the question form.
- Ask students to complete the questions and answers with the correct forms.
- Check answers with the class.

5 Your turn

- Read out the example answer and give a few examples of your plans, e.g., *This weekend, I'm going to watch a movie with some friends. This term, I'm going to work hard.*
- Elicit a few examples from individual students. With weaker classes, you could brainstorm some ideas for each part of the chart and make notes on the board.
- Ask students to copy the chart and make a list of their plans and intentions. Monitor and help while they are working.

ANSWERS
Students' own answers.

6

- Put students into pairs to compare their lists. Point out that they should say a sentence about each of their ideas, rather than just showing their partner their chart.
- Ask some students to tell the class some of their partner's plans and intentions.

ANSWERS
Students' own answers.

Past progressive

7

- Focus on the picture and say: *This shows where the people were yesterday. What were they doing?*
- Read out the example answer and elicit that it uses the past progressive form. Briefly review the form and use of the past progressive.
- Ask students to write the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

8

- Ask students to write the questions about the pictures. Then write the answers.
- Check answers with the class.

Practice activity (all classes)

Tell students you are going to test their memories.

Allow them one minute to look at the picture. Then ask them to close their books. Put them into groups.

Read out some questions about the picture, using the past progressive, e.g., *What was Evan doing? Who was throwing a ball?* Students work in their groups to answer the questions from memory. Tell them they must write full sentences.

Check the answers, and see which group remembered the most details correctly.

4 It's the weekend

Aims
Review vocabulary for weekend plans and phrasal verbs for movement
Review vocabulary for performing arts
Review vocabulary for TV shows and movies
Review the past progressive with *when* and *while*
Review adverbs
Review the present perfect for experiences

Warm-up

- Say: *Last Saturday morning at eleven o'clock I was in the store doing my shopping.*
- Put students into pairs. Tell them they must guess what their partner was doing at eleven o'clock last Saturday morning and write a sentence, e.g., *I think you were watching TV.* Tell them they can have three guesses, so they should write three sentences.
- Students then read their sentences to each other to see if they were right.
- Ask who guessed correctly, and elicit what the people were doing.

Weekend plans and phrasal verbs: movement

1

- Use the pictures to elicit or teach *exhibition, cookout,* and *sleepover.*
- Put students into pairs to look at the pictures and complete the sentences with the correct verbs.
- Check answers with the class, and check that students understand all the words.
- Ask: *What other things do you do on the weekend?* Elicit some more vocabulary for weekend plans, e.g., *go to the movies, go to the mall, hang out with friends,* etc.

Practice activity (all classes)

Read out the first question: *Are you going to go to the exhibition on Sunday?* Elicit some possible answers and make or elicit suggestions to continue the conversation.

Put students into pairs. Ask them to choose one of the questions in exercise 1 and use it as the beginning of a conversation. Ask them to prepare their conversation, and use more words and phrasal verbs from this exercise. Monitor and help while students are working.

Allow students time to practice their conversations in pairs. Then ask some pairs to perform their conversations for the class.

4 It's the weekend

Weekend plans and phrasal verbs: movement

1 Complete the sentences with the verbs.

get on ~~go~~ go away go out go out
have have have pick up see

1 Are you going to go to the exhibition on Sunday?

2 Do you want to go out for a meal or have a cookout on the beach?

3 It's your birthday soon. Are you going to have a party at home or are we going to go out somewhere?

4 You and Em have never stayed at my house! We should have a sleepover. You can get on the bus near the park on Saturday and my dad can pick up Em.

5 We're going to go away this weekend. We're going to see my relatives in Idaho. It's my grandma's 75th birthday!

Performing arts

2 Complete the conversation with the verbs.

acting designed directing ~~performing~~ take

Will: Do you want to hang out this weekend?
Emily: I can't. I'm in a play.
Will: What? You mean, [1] performing on stage?
Emily: Yeah. I'm [2] acting in the school play.
Will: I forgot! I'm so sorry!
Emily: It's OK. You should come. Alfie's [3] directing it and Sara [4] designed the costumes. Come along and [5] take some pictures!

TV shows and movies

3 Complete the words.

Streaming What are you going to watch this weekend? Click and watch.

TV shows
1 reality shows
2 talk shows
3 sports shows
4 soap operas

Movies
5 action movies
6 comedies
7 horror movies
8 science fiction movies

10

Performing arts

2

- Elicit or explain the meaning of *performing arts*, and explain that this conversation is about acting.
- Put students into pairs 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: *Do you like acting? Have you ever performed on stage? Would you like to? Why? / Why not?*

TV shows and movies

3

- Put students into pairs to look at the pictures and complete the words. You could do this as a race.
- Check answers with the class, and check that students understand all the words.

Practice activity (all classes)

Give a description of a well-known movie or TV show, using some of the vocabulary from exercise 3, e.g., *It's a comedy. It's about two young guys …,* etc. Get students to guess the answer.

Put students into pairs to write a similar description of a TV show or movie.

Ask pairs in turn to read their descriptions to the class. Other students can guess the show or movie.

Past progressive with *when* and *while*

4 **Complete the sentences with the past progressive or simple past form of the verbs.**

1 Kayla was performing (perform) on stage when someone's phone rang (ring).
2 I'm sorry, but I didn't see (not see) your texts while I was hanging out (hang out) with my friends.
3 We didn't see (not see) our relatives while we were staying (stay) in Rio last week.
4 Did you remember (you / remember) to read my notes while you were studying (study)?
5 Jon was getting on (get on) the train when he dropped (drop) his wallet.

Adverbs

5 **Complete the sentences with the adverb form of the adjectives.**

anxious ~~careful~~ confident quick

1 Antonia designed the costumes for the play carefully. She made them very quickly, in just one weekend.

2 I was so scared before the play. I sat anxiously waiting for it to start. But then I got on stage, and I acted really confidently. My friends said I was great!

easy fast good noisy

3 The plane took off noisily. It was going very fast – over 250 km/h.

4 At the end of the concert, Adele performed my favorite song, *Hello*. She sang really well and I could hear the lyrics easily.

Present perfect (experiences)

6 **Write true sentences. Use the correct affirmative or negative form of the present perfect.**

1 do capoeira
I've never done capoeira.
2 have a sleepover
3 travel on a plane
4 save money
5 perform on stage
6 watch a horror movie
7 ride a motorcycle
8 go to an amusement park
9 score a goal
10 do a bungee jump

Your turn

7 **In pairs, ask and answer questions about the sentences in exercise 6.**

Have you ever done a bungee jump?
Yes, I have!

8 **Tell the class about your partner.**

Rafael has done a bungee jump, but he hasn't ...

Past progressive with *when* and *while*

4

- Read out the example answer and elicit or remind students that we use the past progressive for actions in progress in the past. Elicit that we use the simple past for completed actions in the past. Remind students that we can use the two tenses together if a short action (simple past) interrupted an action in progress.
- 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 alternative endings for the sentences in exercise 1, e.g., *Kayla was performing on stage when the lights suddenly went out.*
> Allow students time to compare their answers in pairs. Then ask some students to read their sentences to the class.

Adverbs

5

- Read out the example answer and elicit or remind students that we can form adverbs by adding *-ly* to adjectives. Remind students that some adverbs are irregular. With weaker classes, you could read through all the adjectives in the lists and elicit the adverbs.
- Ask students to read the sentences and complete them with the correct adverbs.
- Check answers with the class.

Present perfect (experiences)

6

- Read through the experiences with the class and check that students understand them all.
- Read out the example answer and elicit or remind students that we use the present perfect to talk about experiences when we don't say exactly when something happened.
- With weaker classes, you could briefly review the form of the present perfect. Remind students that a lot of common verbs have irregular past participles. You could go through the verbs in exercise 6 and elicit the correct past participle for each one. Point out that the correct form for sentence 8 is *been*, not *gone*.
- Ask students to write true sentences about themselves using the present perfect.

ANSWERS
Students' own answers.

7 Your turn

- Read out the example question and answer. Elicit the negative answer (*No, I haven't*).
- Allow students time to prepare the questions they will ask. Ask some students to read some of their questions to the class, and check that they are formed correctly.
- Put students into pairs to ask and answer the questions. Remind them to make a note of their partner's answers.

8

- Ask students in turn to tell the class something their partner has and hasn't done.

ANSWERS
Students' own answers.

> **Practice activity (all classes)**
> Ask students to look back through the Welcome unit and write three more sentences about things they have and haven't done, e.g., *I've ridden a motorcycle. I haven't played volleyball.* Tell them two of their sentences should be true, and one should be false.
> Put students into pairs to read their sentences to each other and guess the false one. Ask who guessed correctly.

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 units.
- 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

Host What's your name and what do you like doing?
Vicky Hi! I'm Victoria, but most people call me Vicky. I love sports. Soccer is my favorite, but I also enjoy running. This weekend, I'm running a half marathon. That's 21 kilometers!
Rob Hey! My name's Rob. I love technology – especially computers and cameras. I'm saving money for a new camera at the moment. I love making videos and I take a lot of photos. In fact, stay there … Nice! Do you want to see?
Amy Hello. I'm Amy. I'm quite hard-working and I enjoy studying. I also love shopping – especially for clothes. What do you think of my T-shirt? It's new!
Tripp Hi there. I'm Tripp. I'm not as hard-working as Amy. I'm not lazy – just easygoing. Like Vicky, I love sports, especially climbing and basketball. I'm on the school basketball team.

Practice activity (all classes)

Ask questions about the characters for students to answer from memory, e.g., *Who is hard-working?* (Amy) *Who is interested in taking pictures?* (Rob) *Who likes running?* (Vicky) *Who is on a sports team?* (Tripp)

You could 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.

Extension activity (stronger classes)

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

Ask students to write four 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 (Alicia). She loves soccer. She plays for a team, and she plays every weekend.*

ANSWERS
Students' own answers.

1 Body and mind

Grammar
Use of gerund (*-ing* form)
Use of infinitives; Gerund or infinitive?

Vocabulary
Feelings and emotions
Body: actions

Skills
Reading: Emotional moments; Technology that reads your emotions
Listening: Fears and phobias; Speaking in public
Speaking: Sharing problems

Reading skill
Using a dictionary efficiently to find the appropriate meaning of unknown words

Values and cross-curricular topics
Health
Personal and family relationships
Respecting that others are different

- 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.

Warm-up video

Video

- Read out the title of the unit, *Body and mind*, and elicit the meaning.
- Focus on the picture and ask: *Who is this?* (Rob). Ask: *What do you know about Rob?* (he likes technology, and he likes taking pictures and making videos).
- Read out the gapped speech bubble and ask students to guess what the missing word might be.
- Read out question 1. Then play the video and ask students to watch and listen, complete the speech bubble and note down the reason why Rob agrees to delete the pictures of Vicky.
- Check the answer with the class.
- Ask: *Do you take lots of pictures of your friends?* Elicit answers from individual students and ask more questions to encourage them to say more, e.g., *When do you usually take pictures of your friends? Do you ever take pictures without people knowing? Do you sometimes dislike pictures your friends have taken of you? Why?*

ANSWER

Rob agrees to delete the pictures of Vicky because she threatens to share an embarrassing picture of him.

Videoscript

Vicky Do you have any good photos?
Rob There are some good ones of you.
V Let's see.
R Here you are at the park … when we saw a fox. You were scared!
V I wasn't scared! I just didn't expect to see a fox. Um, can you delete that, please?
R Here's another. This is when you lost the game against Woodlands. You were really annoyed.
V I was annoyed in that photo, because you were annoying!
R You took this one. I think you were trying to take a picture of me, but you were using the wrong camera.
V Ha ha. That's quite funny, actually. I look really confused! OK. Delete them all, please! Wait. What was that one?
R Oh, um, it was nothing … it was my cousin.
V Show me! That isn't your cousin. It's you! It's awesome!
R It's embarrassing, Vicky.
V One second.
R Vicky. What are you doing?
V I'm sending a copy of your photo to myself. Now, delete all those photos of me now or …
R OK! OK. See, gone. One, two, three. Happy?

Further support
On the Move Video

Vocabulary

Aim

talk about feelings and emotions

Optional warm-up

- Smile and look happy and ask: *How am I feeling?* Elicit the answer. Then look sad and ask: *How am I feeling now?* Elicit the answer.
- Put students into pairs and give them two minutes to write down as many more words for feelings as they can.
- Bring students' ideas together on the board and make sure students understand all the adjectives.
- Tell students that they are going to talk about feelings and emotions.

1 02

- Point to the picture and elicit that this is Vicky. Play the audio and ask students to read and listen to her message.
- Ask: *What is Woodlands?* Elicit the answer.
- Ask students if they feel annoyed when they lose a game or competition. Elicit a few answers from individual students.

ANSWER

Woodlands is a school or sports team.

2

- Point to the first picture and point out the example answer. Ask students to look at the remaining pictures and choose the correct adjectives. Allow them to compare their answers in pairs.

3 03

- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.

4

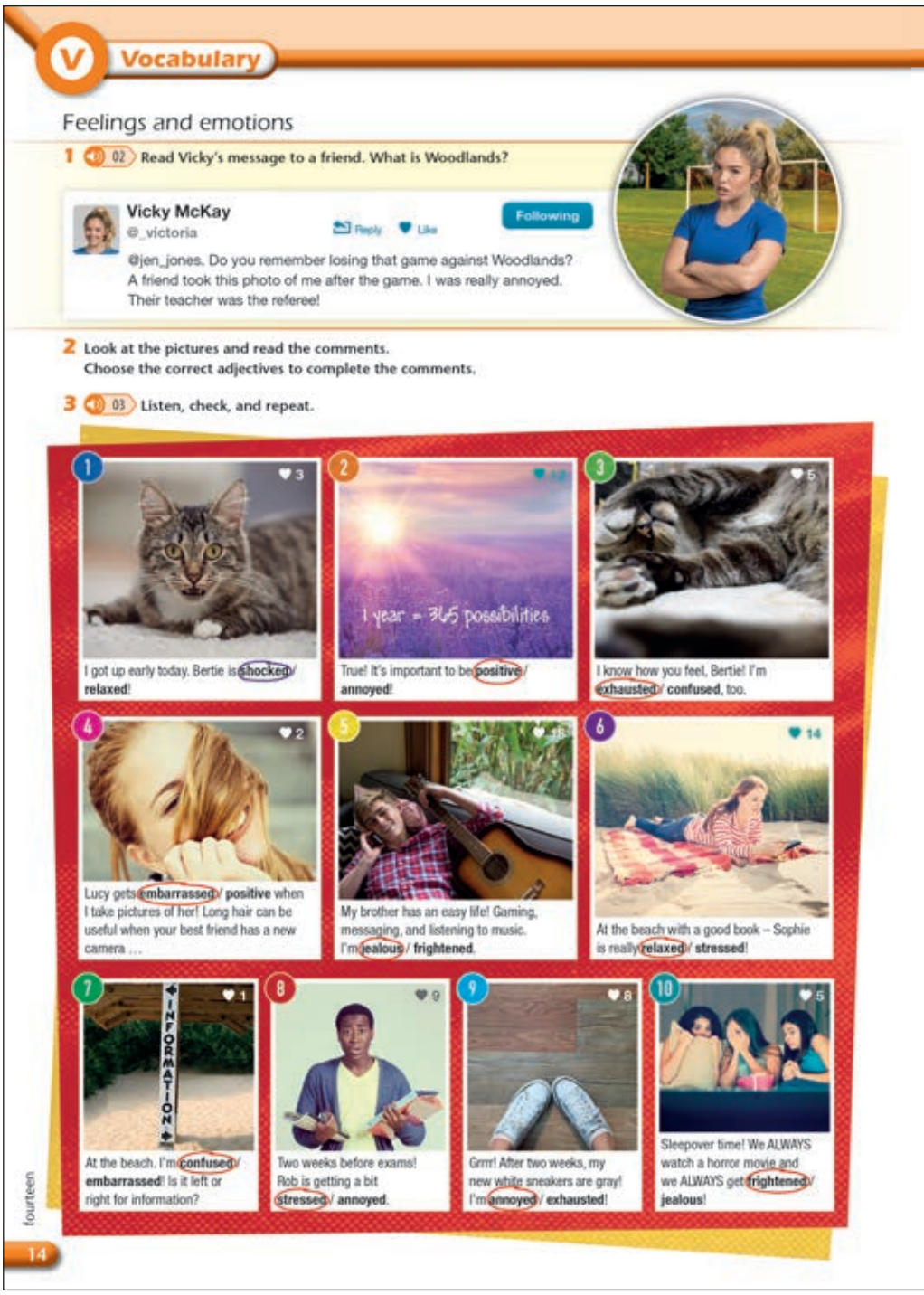
- Read out the first word and the example definition.
- Ask students to look at the remaining words and match them with the definitions.
- Check answers with the class.

5

- Read out the example answer and point out that there may be more than one possible answer for some situations.
- Ask students to read the situations and write the adjectives to describe how they feel in each situation.
- Check answers with the class.

6

- Read the information in the *Stop* box with the class.



V Vocabulary

Feelings and emotions

1 02 Read Vicky's message to a friend. What is Woodlands?

Vicky McKay
@_victoria
Reply Like Following

@jen_jones. Do you remember losing that game against Woodlands? A friend took this photo of me after the game. I was really annoyed. Their teacher was the referee!

2 Look at the pictures and read the comments. Choose the correct adjectives to complete the comments.

3 03 Listen, check, and repeat.

1 I got up early today. Bertie is shocked/ relaxed!

2 1 year = 365 possibilities. True! It's important to be positive/ annoyed!

3 I know how you feel, Bertie! I'm exhausted/ confused, too.

4 Lucy gets embarrassed/ positive when I take pictures of her! Long hair can be useful when your best friend has a new camera …

5 My brother has an easy life! Gaming, messaging, and listening to music. I'm jealous/ frightened.

6 At the beach with a good book – Sophie is really relaxed/ stressed!

7 INFORMATION. At the beach. I'm confused/ embarrassed! Is it left or right for information?

8 Two weeks before exams! Rob is getting a bit stressed/ annoyed.

9 Grrr! After two weeks, my new white sneakers are gray! I'm annoyed/ exhausted!

10 Sleepover time! We ALWAYS watch a horror movie and we ALWAYS get frightened/ jealous!

fourteen 14

- Remind students of the opening video. Ask: *Why was Vicky annoyed?* (because Rob was annoying). Use this as another example of *-ed* and *-ing* adjectives.
- Read out the first sentence and the example answer. Ask: *How do I feel when I watch the movie?* (confused).
- Ask students to read the sentences and complete them with suitable adjectives.
- Check answers with the class.

7 Your turn

- Read out the example sentence and elicit some more possible answers, e.g., *I feel relaxed when I'm watching TV.*
- Allow students time to copy and complete the sentences with their own ideas.
- Put students into pairs to compare their sentences.
- Ask students to tell the class something they learned about their partner.

Practice activity (all classes)

Say: *I have a test tomorrow and I don't know anything! How do I feel?* Ask students to guess how you feel (stressed).

Put students into pairs and ask them to write three more clues for feelings and emotions. 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 feelings and emotions. See who guessed all the activities correctly.

Further support

***METRO EXPRESS* p.109**
Workbook p.W2
Online Homework Unit 1

4 Match the words with their definitions.

1 embarrassed d
2 confused a
3 frightened h
4 positive b
5 stressed e
6 relaxed i
7 exhausted j
8 annoyed c
9 shocked g
10 jealous f

a when you can't understand something
b happy and enthusiastic
c a little angry
~~d shy or worried about what other people think of you~~
e worried and tired
f unhappy or mad because you want something that someone else has
g very surprised, and maybe upset
h scared
i calm and not worried
j very tired

5 How do you feel in these situations? Use adjectives from exercise 4.

1 You spend the day at the beach. relaxed, positive
2 Your mom sings in front of your friends. embarrassed, annoyed
3 You run ten kilometers. exhausted
4 Your friend buys an expensive phone. jealous, shocked
5 Someone borrows your stuff, but doesn't ask you first. annoyed
6 You have lots of homework. stressed
7 Your best friend is rude to you for no reason. confused, annoyed, shocked

Stop *-ed* adjectives describe emotions – how someone feels about something: *I'm bored.* *-ing* adjectives describe the thing or person that causes the emotion: *This is a boring movie.*

6 Complete the words with *-ed* or *-ing*.

1 I don't understand this movie. It's really confus ing.
2 I like this music. It's really relax ing.
3 Did you hear the news about Tom? I was shock ed.
4 I forgot the teacher's name. It was really embarrass ing.
5 Don't be frighten ed. Bill is a friendly dog.
6 I'm going to bed early tonight. My weekend was exhaust ing!

Your turn

7 Copy and complete the sentences for you. Then, in pairs, compare your sentences.

1 I feel relaxed when I don't have any homework.
2 I feel annoyed when I ...
3 The most confusing subject at school is ...
4 I get stressed when I ...
5 When ..., I sometimes feel jealous.

→ METRO EXPRESS p.109

Workbook p.W2 | Online Homework

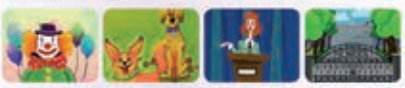
L Listening

Fears and phobias

1 Read the definition. Do you know the names of any phobias?

phobia *noun* /ˈfəʊbiə/
a very strong fear or dislike that you cannot explain: *She has a phobia about spiders.*

2 04 Listen and match the phobias with the definitions.



a clowns ~~b dogs~~ c speaking in public d going to school

1 cynophobia b
2 coulrophobia a
3 scolionophobia d
4 glossophobia c

3 04 Listen again. Choose the correct answers.

1 We can get phobias ...
a from bad experiences. c from our family.
b when we are stressed. (d) a, b, and c
2 The interviewer is frightened of ...
a spiders only. (c) spiders and snakes.
b dogs only. d snakes and dogs.
3 Psychologists think some people are frightened of clowns because ...
a clowns are always smiling.
b clowns are often in horror movies.
c they had a bad experience at the circus.
(d) people can't see clowns' real faces.
4 Dr. Thompson doesn't enjoy ...
a being on the radio.
(b) speaking to groups of people.
c being in unusual situations.
d being in crowded places.

Listening

Aim
listen to an interview about phobias

Warm-up

- Refer students back to the warm-up video. Ask: *What does Rob say that Vicky is scared of?* (a fox)
- Ask: *What are you scared of?* Elicit a few ideas. Then put students into small groups and ask them to discuss what they are scared of and find out if there is anything that more than one of them is scared of.
- Ask groups in turn to tell the class.

1

- Model pronunciation of the word *phobia*. Then play the audio for students to read and listen to the definition.
- Ask students if they know the names of any phobias. Elicit any phobias that students know. If they are struggling for ideas, elicit or teach the names of some familiar phobias, e.g., *claustrophobia* (fear of closed spaces), *agoraphobia* (fear of open spaces), and *hydrophobia* (fear of water).

2 04

- Read through the words for phobias with the class and model pronunciation of *cynophobia* /ˌsaɪnəˈfəʊbiə/, *scolionophobia* /skˌəʊliːɒnəˈfəʊbiə/, *coulrophobia* /ˌkuːlrəˈfəʊbiə/, and *glossophobia* /ˌglɒsrəˈfəʊbiə/.
- Play the audio for students to listen and match the phobias with the definitions.
- Check answers with the class.

Audioscript 04

Host Dr. Liz Thompson is here today to talk about phobias. First, Dr. Thompson, why do we get phobias?
Dr. Thompson Well, phobias often start when we are young. Perhaps another family member is frightened of something or perhaps we have had a bad experience, for example, maybe a dog chased us.
H That's happened to me, but I definitely don't have a phobia about dogs! Spiders and snakes really scare me, but not dogs.
Dr. T We usually forget about these bad experiences. But some people get a phobia. Cynophobia is the fear of dogs, and it's a serious problem for some people. Phobias can also start when we are stressed. For example, the fear of school is called scolionophobia and …
H Wait. A fear of school?!
Dr. T Yes. This sometimes starts because a student is stressed, about exams, for example.
H Interesting! So what other unusual phobias are there?
Dr. T Well, coulrophobia is a fear of clowns.
H Clowns? But they smile all the time! Did those people have a bad experience at a circus?
Dr. T No, we think it's because we can't see their real faces.
H And what about clowns in horror movies? Is that a reason, too?
Dr. T Not really. People were frightened of clowns before movies started.
H Do you have any phobias?
Dr. T Yes, I have a little glossophobia.
H Glossophobia? What's that?
Dr. T I get anxious when I have to speak in public. It isn't unusual. Millions of people have the same problem.
H You look relaxed here today.
Dr. T Well, speaking on the radio is easier than speaking in public!

3 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.

Practice activity (all classes)

Ask: *Which of the four phobias in exercise 2 do you find the most surprising? Why?* Elicit a range of answers and encourage students to join in and express their opinions.

Ask: *Do you know anyone who has an unusual fear or phobia? Did you have any unusual fears or phobias when you were younger?* Elicit a range of answers from individual students.

ANSWERS
Students' own answers.

Reading

Aim

read and understand three online comments about emotional moments

Warm-up

- With books closed, write on the board: *annoyed, confused, disappointed, excited, scared, stressed.*
- Say: *I lent my phone to a friend and she broke it. How did I feel?* (annoyed)
- Ask students to write three sentences explaining when they last felt three of the feelings on the board, but without saying which feeling it was.
- Put students into pairs to read their sentences to each other and guess the feelings.
- Ask who guessed all the feelings correctly.

1 05

- Point to the pictures in turn and ask: *What is happening? How do the people feel?* Elicit a few ideas, but don't confirm them at this stage.
- Use the pictures to teach *to audition* and *an audition*.
- Read out the three titles. Then play the audio. Ask students to read and listen and match the titles with the comments.
- Check answers with the class.

2

- Ask students to read the comments again. Then read the sentences and match them with the correct people.
- Check answers with the class.

3

- Ask students to read the comments again and answer the questions.
- Check answers with the class.
- Ask: *Has anything similar ever happened to you? What was it?* Elicit a range of answers from individual students.

Practice activity (all classes)

Focus on the pictures again and say: *That's not fair!* Ask: *Which person might say that?* (Marco)

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

Ask some pairs to read their sentences to the class. Other students can guess which person might say each sentence.

ANSWERS

Students' own answers.

R Reading

1 05 **Read the comments. Match the titles 1–3 with the stories A–C.**

1 It wasn't for me! 2 My dad, the teenager 3 I just wasn't ready

Emotional moments

We all experience strong emotions sometimes. Can you remember a time when you felt super stressed, totally shocked, or really embarrassed? Tell us your stories for a chance to win two movie tickets.

A Ruby 3

Singing was one of my favorite hobbies when I was younger. When I started high school, my parents suggested auditioning for the school choir. They paid for some singing lessons, and I practiced for weeks before I had my audition. It was on a Saturday, at 3 p.m. I arrived an hour early with my dad so that I had time to practice singing the music first. But another student was late for their audition, and I had to start immediately.

I never get nervous about performing, but suddenly I felt very stressed! I sang really badly. It was the worst fifteen minutes of my life. But the most surprising thing? I passed the audition and I'm in the choir!

B Marco 1

My twin brother, Alex, is great at playing sports. I'm more interested in reading and music. And this was true when we were young. But I can never forget our 10th birthday. We got lots of presents, but there was one huge present. Was it for both of us? Then Dad said, "Open it, Alex." I was so jealous!

My brother opened it quickly and inside was a bike. I hated riding bikes, but I was still annoyed. I wanted a big, exciting present, too.

Mom says I got lots of other presents, but I can't remember them. She says I was miserable all day!

C Keira 2

I remember my first party without any adults. It was a friend's 15th birthday and I was really excited. The party was cool, but by midnight I was feeling exhausted and ready to go.

Then some parents started arriving to pick up their kids. Suddenly I heard my dad's voice: "I LOVE this song!" he was shouting. I ran into the living room, but I was too late. My dad was already dancing WITH MY FRIENDS! I was so mad at my dad. I didn't speak to him for a week!

2 Read the text again. Write the correct people.

1 Marco had a bad experience on his or her birthday.
2 Keira 's dad didn't want to go home at the end of a party.
3 Ruby was shocked about something after his or her experience.
4 Keira was embarrassed by someone.
5 Ruby 's parents paid for some lessons.
6 Marco has different interests from his or her brother.

3 Answer the questions.

1 Why did Ruby do her audition early? Because the other student was late.
2 How long was Ruby's audition? Fifteen minutes.
3 Why didn't Marco's parents give him the same present as his brother? Because he had different hobbies.
4 What did Marco's parents give him? He can't remember.
5 What was special for Keira about the party? It was her first party without adults.
6 How did Keira know her dad was at the party? She heard his voice.

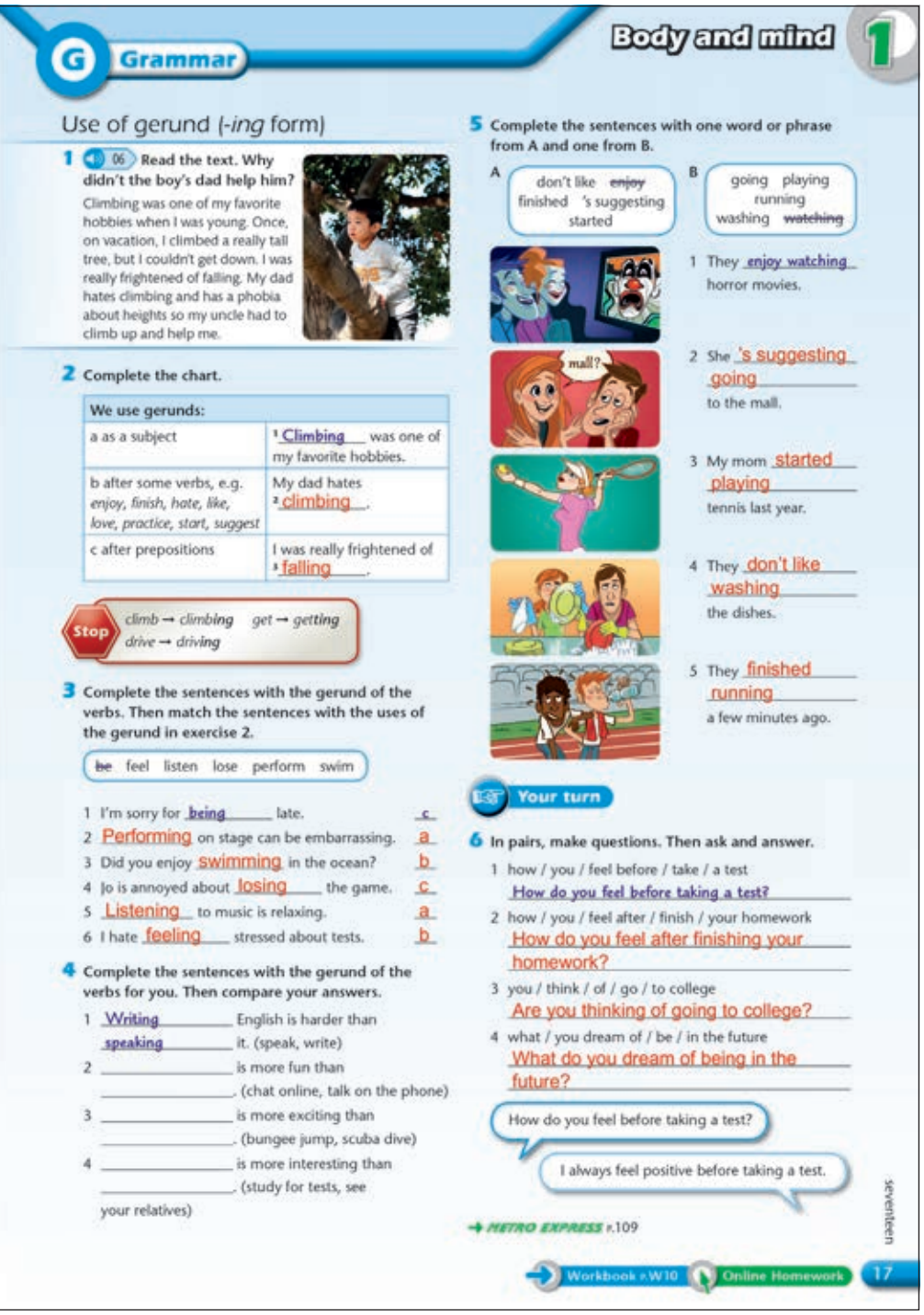
sixteen 16

Extension activity (stronger classes)

Refer students to Marco's story again and ask: *How do you think Alex felt on that day?* Elicit a few ideas, e.g., excited about the present, very happy, surprised that Marco was so miserable.

Put students into pairs and ask them to write a comment for the website telling the same story from Alex's point of view.

Ask some pairs to read their story to the class. Ask other students if they agree that this is how Alex probably felt.



G Grammar

Body and mind 1

Use of gerund (-ing form)

1 06 **Read the text. Why didn't the boy's dad help him?**

Climbing was one of my favorite hobbies when I was young. Once, on vacation, I climbed a really tall tree, but I couldn't get down. I was really frightened of falling. My dad hates climbing and has a phobia about heights so my uncle had to climb up and help me.

2 Complete the chart.

We use gerunds:	
a as a subject	[1] Climbing was one of my favorite hobbies.
b after some verbs, e.g. *enjoy, finish, hate, like, love, practice, start, suggest*	My dad hates [2] climbing.
c after prepositions	I was really frightened of [3] falling.

Stop climb → climbing get → getting drive → driving

3 Complete the sentences with the gerund of the verbs. Then match the sentences with the uses of the gerund in exercise 2.

be feel listen lose perform swim

1 I'm sorry for being late. c
2 Performing on stage can be embarrassing. a
3 Did you enjoy swimming in the ocean? b
4 Jo is annoyed about losing the game. c
5 Listening to music is relaxing. a
6 I hate feeling stressed about tests. b

4 Complete the sentences with the gerund of the verbs for you. Then compare your answers.

1 Writing / speaking English is harder than it. (speak, write)
2 _____ is more fun than _____. (chat online, talk on the phone)
3 _____ is more exciting than _____. (bungee jump, scuba dive)
4 _____ is more interesting than _____. (study for tests, see your relatives)

5 Complete the sentences with one word or phrase from A and one from B.

A: don't like, ~~enjoy~~, finished, 's suggesting, started

B: going, playing, running, washing, ~~watching~~

1 They enjoy watching horror movies.
2 She 's suggesting going to the mall.
3 My mom started playing tennis last year.
4 They don't like washing the dishes.
5 They finished running a few minutes ago.

Your turn

6 In pairs, make questions. Then ask and answer.

1 how / you / feel before / take / a test
How do you feel before taking a test?
2 how / you / feel after / finish / your homework
How do you feel after finishing your homework?
3 you / think / of / go / to college
Are you thinking of going to college?
4 what / you dream of / be / in the future
What do you dream of being in the future?

How do you feel before taking a test?
I always feel positive before taking a test.

→ METRO EXPRESS p.109

seventeen

Workbook p.W10 Online Homework 17

Grammar

Aim

learn the use of the gerund (*-ing* form)

Warm-up

- Write the following on the board:
  1 *My parents suggested ___ for the school choir.*
  2 *I never get nervous about ___.*
  3 *Some parents started ___.*
- Tell students the sentences are all from the comments on page 16.
- Put students into pairs to complete the sentences with the correct verbs. Refer them back to the comments on page 16 to check their answers.
- Add the verbs to the sentences on the board and circle them. Ask: *What form of the verb are they?* (gerund / *-ing* form).
- Explain to students that we can use the gerund, or *-ing* form, in different structures.

ANSWERS

1 auditioning 2 performing 3 arriving

1 06

- Read out the question. Allow students time to read the text and answer the question.
- Check the answer with the class.

ANSWER

Because he has a phobia about heights.

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.
- Read through the information in the *Stop* box with the class and point out the spelling changes: verbs that end in *-e* drop the *-e* in the *-ing* form, and some verbs double their final consonant in the *-ing* form. Elicit a few more examples of both these rules, e.g., *write–writing, dive–diving, arrive–arriving, swim–swimming.*

3

- Read out the first sentence and point out the example answer.
- Ask students to read and complete the sentences with the correct verb forms.
- Check answers with the class. Then ask students to look at the sentences and match them with the uses in exercise 2.
- Check these answers with the class.

4

- Read out the first sentence and point out the example answer. Point out that it would also be correct to say: *Speaking English is harder than writing it.*
- Check that students understand *bungee jump* and *scuba dive.*
- Ask them to complete the sentences with *-ing* forms so they are true for them.
- Students compare their answers in pairs.
- Check answers with the class. Then ask some pairs which of their sentences were different.

ANSWERS

2 Chatting online is more fun than talking on the phone. / Talking on the phone is more fun than chatting online.
3 Bungee jumping is more exciting than scuba diving. / Scuba diving is more exciting than bungee jumping.
4 Studying for tests is more interesting than seeing your relatives. / Seeing your relatives is more interesting than studying for tests.

5

- Point to the first picture and read out the example answer.
- Ask students to look at the remaining pictures and complete the sentences.
- Check answers with the class.

6 Your turn

- Point to the first set of prompts and read out the example question.
- Put students into pairs to write the remaining questions.
- Ask some students to read their questions to the class. Correct any errors.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something about their partner, e.g., *(Carlo) always feels nervous before taking a test.*

Further support

***METRO EXPRESS* p.109**
Workbook p.W10
Online Homework Unit 1

Vocabulary

Aim

use verbs to talk about body actions

Warm-up

- Ask: *How do you show you're happy? How do you show you're unhappy? How do you show other feelings or emotions?*
- Explain that students are going to learn some action verbs they do with their body.

1 07

- Put students into pairs to look at the pictures and match them with the verbs. They can use their dictionaries to help.
- Play the audio once for students to check their answers. Play it again, pausing after each verb for students to repeat.

2

- Read out the example sentence. Ask: *Why do we use the -ing form of the verb here?* (Because it's a subject.)
- Ask students to complete the sentences with the correct form of the actions.
- Check answers with the class.

3 Your turn

- Allow students time to think about their answers individually. Then put them into pairs to ask and answer them.
- Ask some students to tell the class something about their partner.

Further support
***METRO EXPRESS* p.109**
Workbook p.W2
Online Homework Unit 1

Listening

Aim

listen to an interview about speaking in public

1 08

- Read out the question and allow students time to read the possible answers. Check they understand *tips* and *body language*.
- Play the audio and ask students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 08

Host Hello! Last week, Dr. Thompson said she had glossophobia: a fear of speaking in public. Well, I hope she's listening today because we have some tips on glossophobia. And with us, we have Martina Gregg, an expert on public speaking and body language. Welcome!
Martina Hi!
H So, Martina. How can you help us?
M Well, first, practice talking in front of a mirror. Or make a video of yourself. Look at your body language carefully. Do you have any bad habits?
H Bad habits? Like … ?
M Well, biting your nails, for example. That makes you look nervous. And crossing your arms isn't good, because it makes you look unfriendly.

V Vocabulary

Body: actions

1 07 Match the verbs with the pictures. Then listen, check, and repeat.

bite blush breathe cross nod ~~raise~~ shake smile

1 raise your eyebrows
2 bite your nails
3 blush
4 breathe
5 cross your arms
6 smile
7 nod your head
8 shake your head

2 Complete the sentences with the correct form of the actions in exercise 1.

1 Raising your eyebrows can mean you're surprised or shocked.
2 You breathe fast when you're frightened.
3 Nodding your head means "yes" in many cultures.
4 Smiling means you're feeling positive.
5 Biting your nails can mean you're stressed.
6 Blushing can mean you're embarrassed.
7 People often say "no" by shaking their head.
8 Crossing your arms can mean you're annoyed.

Your turn

3 In pairs, ask and answer the questions.

1 What makes you blush? 3 What makes you smile?
2 Do you bite your nails? 4 Can you raise one eyebrow?

→ METRO EXPRESS p.109

L Listening

Speaking in public

1 08 Listen. What is the topic of the interview?

a Tips for speaking in public
b Tips for good body language
c Why we feel anxious about speaking in public

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

1 Martina has glossophobia. T☐ F☑
2 Martina thinks crossing your arms is positive body language. T☐ F☑
3 Martina says difficult questions can make people blush. T☑ F☐
4 Martina says that audiences should smile at presenters. T☐ F☑
5 Martina feels practicing your talk is the most important tip. T☑ F☐

3 08 Complete Martina's tips for public speaking with one word. Then listen again and check.

1 Practice talking in front of a mirror.
2 Look at your body language carefully.
3 Be prepared to answer any questions.
4 Learn to breathe slowly.
5 Everyone makes mistakes. Try to stay relaxed and continue with your talk. It isn't necessary to be perfect!

eighteen
18 Workbook p.W2 Online Homework
ON THE MOVE Vocabulary Listening

H I always blush.
M Well, it isn't unusual to feel anxious or embarrassed about speaking in public, so blushing is normal. It often happens to us when the audience asks difficult questions. So always be prepared to answer any questions about your talk. Think about them before the presentation.
H OK. So, I've practiced my talk, checked my body language, and prepared to answer questions. I'm in front of everyone. What now?
M Well, first of all, smile at your audience. It helps you and everyone else to relax. And learn to breathe slowly if you can. When we're nervous, we usually start breathing quickly and then we talk too fast.
H And your audience gets confused.
M And you start making mistakes.
H Ah, yes. What should people do when this happens?
M Everyone makes mistakes. Try to stay relaxed and continue with your talk. It isn't necessary to be perfect!
H Any final tips?
M Practice, practice, practice! That's the most important thing, really. When you're confident about your talk, you forget you're feeling stressed.

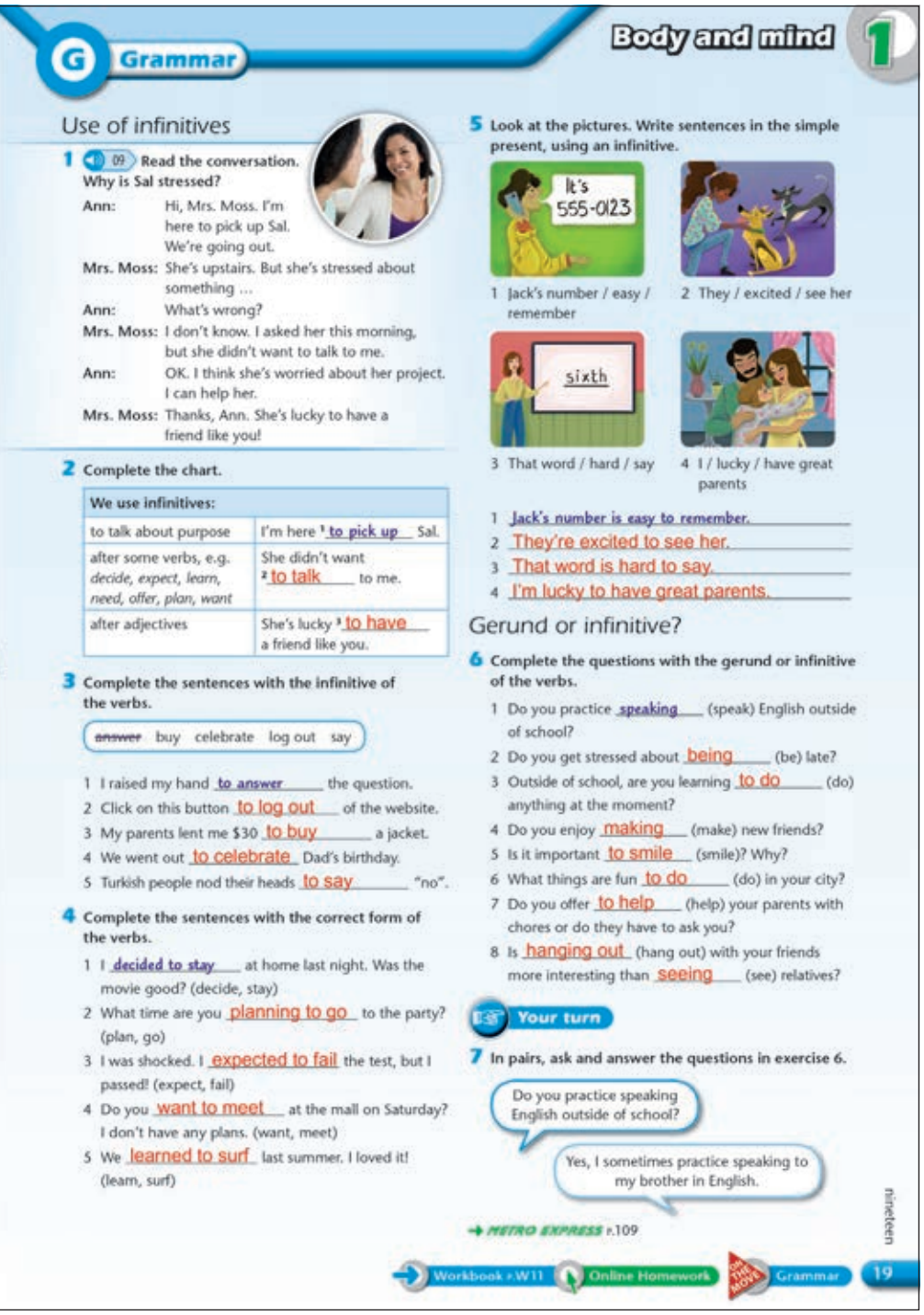
2 08

- Allow students time to read through 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.

3 08

- Read out the example answer.
- Ask students to complete Martina's tips. Then listen again and check answers.

Further support
On the Move Vocabulary Listening
Pronunciation Classroom Presentation Tool



G Grammar

Body and mind 1

Use of infinitives

1 09 **Read the conversation. Why is Sal stressed?**

Ann: Hi, Mrs. Moss. I'm here to pick up Sal. We're going out.
Mrs. Moss: She's upstairs. But she's stressed about something ...
Ann: What's wrong?
Mrs. Moss: I don't know. I asked her this morning, but she didn't want to talk to me.
Ann: OK. I think she's worried about her project. I can help her.
Mrs. Moss: Thanks, Ann. She's lucky to have a friend like you!

2 Complete the chart.

We use infinitives:	
to talk about purpose	I'm here [1] to pick up Sal.
after some verbs, e.g. *decide, expect, learn, need, offer, plan, want*	She didn't want [2] to talk to me.
after adjectives	She's lucky [3] to have a friend like you.

3 Complete the sentences with the infinitive of the verbs.

~~answer~~ buy celebrate log out say

1 I raised my hand to answer the question.
2 Click on this button to log out of the website.
3 My parents lent me $30 to buy a jacket.
4 We went out to celebrate Dad's birthday.
5 Turkish people nod their heads to say "no".

4 Complete the sentences with the correct form of the verbs.

1 I decided to stay at home last night. Was the movie good? (decide, stay)
2 What time are you planning to go to the party? (plan, go)
3 I was shocked. I expected to fail the test, but I passed! (expect, fail)
4 Do you want to meet at the mall on Saturday? I don't have any plans. (want, meet)
5 We learned to surf last summer. I loved it! (learn, surf)

5 Look at the pictures. Write sentences in the simple present, using an infinitive.

1 Jack's number / easy / remember
2 They / excited / see her
3 That word / hard / say
4 I / lucky / have great parents

1 Jack's number is easy to remember.
2 They're excited to see her.
3 That word is hard to say.
4 I'm lucky to have great parents.

Gerund or infinitive?

6 Complete the questions with the gerund or infinitive of the verbs.

1 Do you practice speaking (speak) English outside of school?
2 Do you get stressed about being (be) late?
3 Outside of school, are you learning to do (do) anything at the moment?
4 Do you enjoy making (make) new friends?
5 Is it important to smile (smile)? Why?
6 What things are fun to do (do) in your city?
7 Do you offer to help (help) your parents with chores or do they have to ask you?
8 Is hanging out (hang out) with your friends more interesting than seeing (see) relatives?

Your turn

7 In pairs, ask and answer the questions in exercise 6.

Do you practice speaking English outside of school?
Yes, I sometimes practice speaking to my brother in English.

→ METRO EXPRESS p.109

nineteen

Workbook p.W11 | Online Homework | On the Move Grammar | 19

Grammar

Aim
learn the use of infinitives

Warm-up

- Write the following sentence beginnings on the board:
  1 *Be prepared to answer ___.*
  2 *Try to stay ___.*
  3 *It isn't necessary to be ___.*
- Tell students the sentences are all tips on public speaking.
- With the class, elicit the correct endings for the sentences.
- Underline the infinitive forms in the sentences and elicit the word *infinitive*.
- Tell students they are going to learn about when to use infinitives.

ANSWERS
1 questions 2 relaxed 3 perfect

1 09

- Read out the question. Then ask students to read the conversation and find the answer.
- Check the answer with the class.

ANSWER
She's worried about her project.

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 with the class and make sure students understand everything.

Usage
Remind students that some verbs are followed by a gerund, not an infinitive, e.g., *I enjoy playing soccer.*

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. Point out that the verbs are listed in the order in which they are used in the sentence.
- Ask students to read the sentences and complete them with the correct verb forms.
- Check answers with the class.

5

- Point to the first picture and read out the example answer.
- Ask students to look at the pictures and write the sentences.
- Check answers with the class.

Gerund or infinitive?

6

- Remind students that sometimes we use a gerund rather than an infinitive. You could refer students back to the chart on page 17 and review the uses of the gerund. With weaker classes, you could copy the uses of gerunds and infinitives onto the board.
- Ask students to complete the questions with the correct verb forms.
- Allow students time to compare their answers in pairs. Then check answers with the class.

7 Your turn

- Allow students time to read the questions again and think about their answers.
- 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.109
Workbook p.W11
Online Homework Unit 1
On the Move Grammar

Speaking

Aim

share problems

Warm-up

- With books closed, ask: *What kinds of problems can students have at school?*
- Elicit a few answers from individual students, e.g., they find certain subjects difficult, they can't find time to do homework, etc.
- Teach the phrase *share problems* and ask: *Who do you share problems with? Your parents? Friends? Teachers?*
- Elicit a few answers. Then explain to students that they are going to practice sharing problems in English.

1 10

- Give students time to read through the gapped conversation. You could ask them to guess some of the missing words.
- Play the audio for students to listen and complete the conversation.
- Check answers with the class.

Support activity (weaker classes)

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

2 11

- Allow students time to read through the chart. Check they understand *chores*.
- Play the audio for students to listen and complete the chart.
- Check answers with the class and, if necessary, play the audio again for students to hear the answers.
- Read through the information in the *Stop* box with the class. Play the audio again, pausing after each of the phrases for students to hear it in context. Elicit which phrases are used to ask about the problem, which ask about the reason, and which are used to give advice. You could ask them to repeat them, copying the stress and intonation on the audio.

Audioscript 08

1 Boy What's wrong, Ava?
Ava Oh, I'm just exhausted!
B How come?
A We had soccer training last night. It was three hours!
B Three hours! Wow. Maybe you should go to bed early tonight.
A Yes. I'm going to bed at nine.
2 Girl What's up, Ryan?
Ryan Oh, it's my younger brother. He's so annoying.
G Why? What did he do?
R He borrowed my laptop without asking.
Again!
G Did he break it?
R No …
G You could forget about it. All younger brothers are annoying!

3

- Demonstrate the activity with a confident student. Use phrases in the *Stop* box to ask about their feeling and the reasons for it, and elicit answers from the chart. Then, offer advice, based on the information in the chart.
- Put students into pairs to practice the conversations. Monitor and help while they are working. Encourage them to swap roles and practice the conversations again for more practice.

ANSWERS

Students' own answers.

4

- Ask students to copy the chart from exercise 2 into their notebooks.
- In pairs, they plan a new conversation and make notes in the chart. Monitor and help while they are working.
- If students are struggling for ideas, you could draw the chart onto the board and brainstorm some ideas as a class first.

5

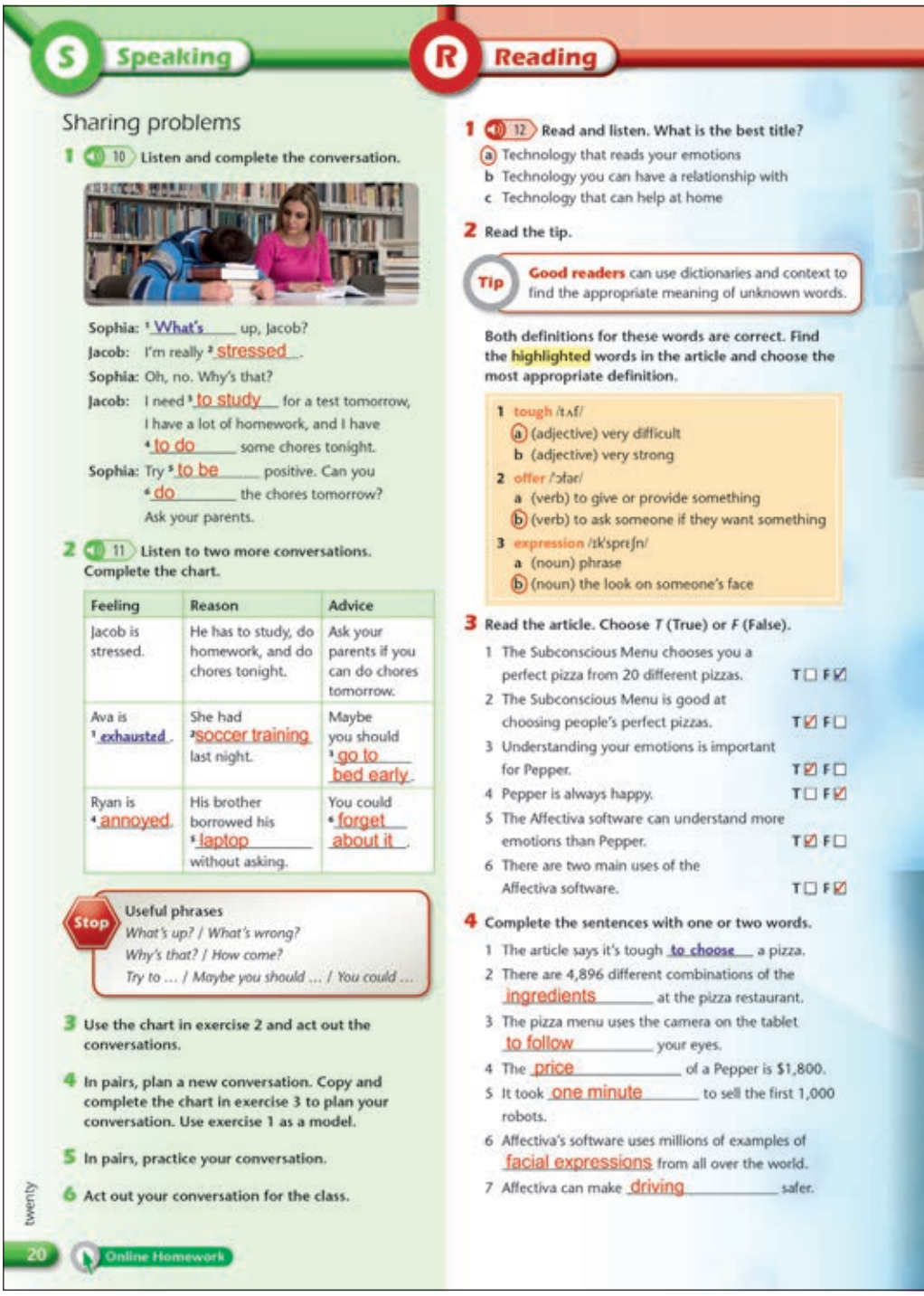
- They practice their conversations. Remind them to use phrases from the *Stop* box.

6

- Ask pairs in turn to act out their conversation for the class. After each one, ask: *Do you think the person gave good advice? What other advice could you give?*

Further support

Online Homework Unit 1



S Speaking

Sharing problems

1 10 Listen and complete the conversation.

Sophia: [1] What's up, Jacob?
Jacob: I'm really [2] stressed.
Sophia: Oh, no. Why's that?
Jacob: I need [3] to study for a test tomorrow, I have a lot of homework, and I have [4] to do some chores tonight.
Sophia: Try [5] to be positive. Can you [6] do the chores tomorrow? Ask your parents.

2 11 Listen to two more conversations. Complete the chart.

Feeling	Reason	Advice
Jacob is stressed.	He has to study, do homework, and do chores tonight.	Ask your parents if you can do chores tomorrow.
Ava is [1] exhausted.	She had [2] soccer training last night.	Maybe you should [3] go to bed early.
Ryan is [4] annoyed.	His brother borrowed his [5] laptop without asking.	You could [6] forget about it.

Stop
Useful phrases
What's up? / What's wrong?
Why's that? / How come?
Try to … / Maybe you should … / You could …

3 Use the chart in exercise 2 and act out the conversations.

4 In pairs, plan a new conversation. Copy and complete the chart in exercise 3 to plan your conversation. Use exercise 1 as a model.

5 In pairs, practice your conversation.

6 Act out your conversation for the class.

twenty

20 Online Homework

R Reading

1 12 Read and listen. What is the best title?
a Technology that reads your emotions
b Technology you can have a relationship with
c Technology that can help at home

2 Read the tip.

Tip
Good readers can use dictionaries and context to find the appropriate meaning of unknown words.

Both definitions for these words are correct. Find the highlighted words in the article and choose the most appropriate definition.

1 tough /tʌf/
a (adjective) very difficult
b (adjective) very strong
2 offer /ˈɔfər/
a (verb) to give or provide something
b (verb) to ask someone if they want something
3 expression /ɪkˈspreʃn/
a (noun) phrase
b (noun) the look on someone's face

3 Read the article. Choose *T* (True) or *F* (False).
1 The Subconscious Menu chooses you a perfect pizza from 20 different pizzas. T ☐ F ☑
2 The Subconscious Menu is good at choosing people's perfect pizzas. T ☑ F ☐
3 Understanding your emotions is important for Pepper. T ☑ F ☐
4 Pepper is always happy. T ☐ F ☑
5 The Affectiva software can understand more emotions than Pepper. T ☑ F ☐
6 There are two main uses of the Affectiva software. T ☐ F ☑

4 Complete the sentences with one or two words.
1 The article says it's tough to choose a pizza.
2 There are 4,896 different combinations of the ingredients at the pizza restaurant.
3 The pizza menu uses the camera on the tablet to follow your eyes.
4 The price of a Pepper is $1,800.
5 It took one minute to sell the first 1,000 robots.
6 Affectiva's software uses millions of examples of facial expressions from all over the world.
7 Affectiva can make driving safer.

Body and mind 1

Choosing a pizza can be tough. There are just so many combinations of ingredients. The "Subconscious Menu" at this pizza restaurant tries to solve the problem. The menu is on a tablet and shows a customer 20 different pizza ingredients. In just 2.5 seconds it presents, from 4,896 combinations, your perfect pizza. The menu works by using the camera on the tablet. It follows your eyes and decides which ingredients you look at the longest. The "Subconscious Menu" claims to choose the correct pizza 98% of the time!

Like the pizza menu, Pepper the robot uses cameras to read your emotions. It can understand a range of expressions, from smiling to nodding your head, and react to what it sees. Pepper can offer to have a chat when you are stressed, or do a funny dance when you are feeling miserable! Pepper shows its own emotions, too: it's pleased to see you in the morning, and it feels confused when it doesn't understand people. The realistic robot even looks like it's breathing! And Pepper's helpful: it accesses the Internet to find information, like weather forecasts, and suggests taking an umbrella when it's rainy!

The robots are so popular that the company sold the first 1,000 (at $1,800 each) in just one minute!

Robots like Pepper can understand some human emotions. But imagine a computer that knows exactly how you are feeling, just by looking at your face.

Affectiva, a U.S. company, has developed software that analyzes facial expressions of emotion. The company has analyzed over 4.7 million faces from 75 different countries.

Affectiva believes there are thousands of uses for the software in our daily lives. For example, it wants to use the software in cars to know when drivers are tired, and in learning apps to know when students are bored or confused.

twenty-one

Writing p.101 Workbook p.W26 Online Homework 21

Reading

Aims

read a text about robots that can read your emotions and practice using a dictionary efficiently to find the appropriate meaning of unknown words

Warm-up

- Focus on the pictures and elicit or teach the word *robot*. Ask: *In what ways can technology make our lives easier? In what ways could robots help us in our lives?* Elicit a range of answers. Ask more questions, if necessary, to prompt students, e.g., *What about in factories? In the home? At school?*
- Tell students they are going to read about some new developments in technology.

1 12

- Allow students time to read the three titles.
- Pre-teach *subconscious*. Play the audio. Ask students to read and listen and choose the best title.
- Check answers with the class.

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 (but not the highlighted words), e.g., *combinations*, *ingredients*, *accesses*.

2

- Read out the tip with the class. Point out to students that a lot of familiar words have more than one meaning, and when they are looking up the meaning of a word in a text, they need to think about the context to help them choose the appropriate meaning.
- Ask students to find the highlighted words in the article and choose the correct definitions.
- Check answers with the class.

3

- Ask students to read the article again and decide if the sentences are true or false.
- Check answers with the class.

4

- Read out the first sentence and point out the example answer. Ask students to find the part of the article it relates to, and point out that the missing word is in the article, but in a different form (*choosing*). Explain that some of the missing words might not be in the article, so students will need to think of a word to complete the correct meanings.
- Students read the article again and complete the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

Extension activity (stronger classes)

Put students into pairs and refer them back to paragraph 2 of the article. Ask them to imagine a conversation between a person and Pepper the robot. Tell them that they can either imagine the robot being helpful, or they can imagine it reading the person's emotions wrongly.

Allow students time to prepare and practice their conversations.

Ask some pairs to perform their conversations for the class. Students could vote for the conversation they enjoyed listening to the most.

ANSWERS

Students' own answers.

Further support

Writing p.101
Workbook p.W26
Online Homework Unit 1

Watch

Before you watch

About the video

The video shows Vicky talking about a United Nations report on happiness in different countries around the world.

1

- Read out the task. Ask students to number the words in order of importance.
- Put students into small groups to compare their ideas and see if they can agree on an order.
- Ask groups in turn to tell the class the order they agreed on, or which things they could not agree on.

ANSWERS

Students' own answers.

2

- Focus on each country labeled on the map in turn and elicit what students know about it. Ask more questions to prompt them, if necessary, e.g., *What do you think the weather is like? Do you think the country has good healthcare? Do you think most people have enough money?*

ANSWERS

Students' own answers.

Culture note

Iceland, Denmark, Switzerland, and the Netherlands are all in northern Europe. With a population of just over 330,000, Iceland is the most sparsely populated country in Europe. Being in the far north, it has very long, dark winters, with little daylight, but it has almost 24-hour sunshine during the summer months. Denmark, Switzerland, and the Netherlands are not so far north, so have a less extreme climate. All three countries are known for their high standard of living, good healthcare, and welfare systems.

Watch

Happiness in Mexico

Before you watch

1 What do you think is important for happiness? Number the words in order from 1 (most important) to 5 (least important).

a health ____
b money ____
c friends and family ____
d good government ____
e good weather ____

2 Look at the map. What do you know about these countries?

1 Iceland
2 Denmark
3 The Netherlands
4 Switzerland
5 Mexico
6 Puerto Rico
7 Costa Rica

While you watch

3 Watch the preview video. Check (✓) the things that you see in the video.

1 older people and young people together ☑
2 teenagers using cell phones ☐
3 people dancing in the street ☑
4 expensive cars ☐
5 a family playing a game together ☑
6 cold weather ☐
7 a family eating together ☑
8 people playing sports outdoors ☑
9 a concert ☐
10 people relaxing outdoors ☑

4 Look at the ideas in exercise 1. Which of these things make Mexico a happy country? Watch the video and check.

friends and family, good weather

5 Watch the video again. Choose the correct answers.

1 The United Nations made the World Happiness Report.
(a) Happiness b Health c Money
2 The world's happiest country in 2016 was Denmark.
a The Netherlands b Switzerland (c) Denmark
3 Mexico is happier than some countries that have more money.
a doctors (b) money c good weather
4 According to the video, in Mexico, friends and family are very important.
a music b food (c) friends and family
5 People spend a lot of time outdoors.
(a) outdoors b sleeping c at work
6 Mexicans spend a lot of time outdoors because of the weather.
a to improve their health
(b) because of the weather
c while they are working
7 Spending time with friends and family is part of what makes us happy.
a can't make us happy
(b) is part of what makes us happy
c is more important than being happy

After you watch

6 Discuss the questions.

1 Do you think people in your country are happy? Why? / Why not?
2 What do you think a country needs in order to be happy?
3 Do you think the world is becoming a happier place? Why? / Why not?

7 Make a video or project about happiness in your home country.

- Say what families do when they spend time together.
- Explain how people relax and enjoy free time.
- Say how happy you think people are.

twenty-two 22 Online Homework On the Move Challenge

While you watch

3 Video

- Allow students time to read through the topics. Check they understand everything.
- Play the preview video for students to watch and check the things that they see.
- Check answers with the class.

4 Video

- Ask the question to the whole class and elicit a range of possible answers.
- Play the video for students to watch and check their ideas.
- Discuss the answers with the class.

Videoscript see TG p.126

5 Video

- Allow students time to read through the sentences and possible answers.
- Play the video and ask students to choose the correct answers. Alternatively, students could choose the correct answers from memory. Then, watch the video to check.
- Check answers with the class.
- If necessary, play the video again as you check answers, pausing for students to hear and see the correct answers.

After you watch

6

- Students discuss the questions in pairs.
- Discuss the questions briefly as a class.

ANSWERS

Students' own answers.

7

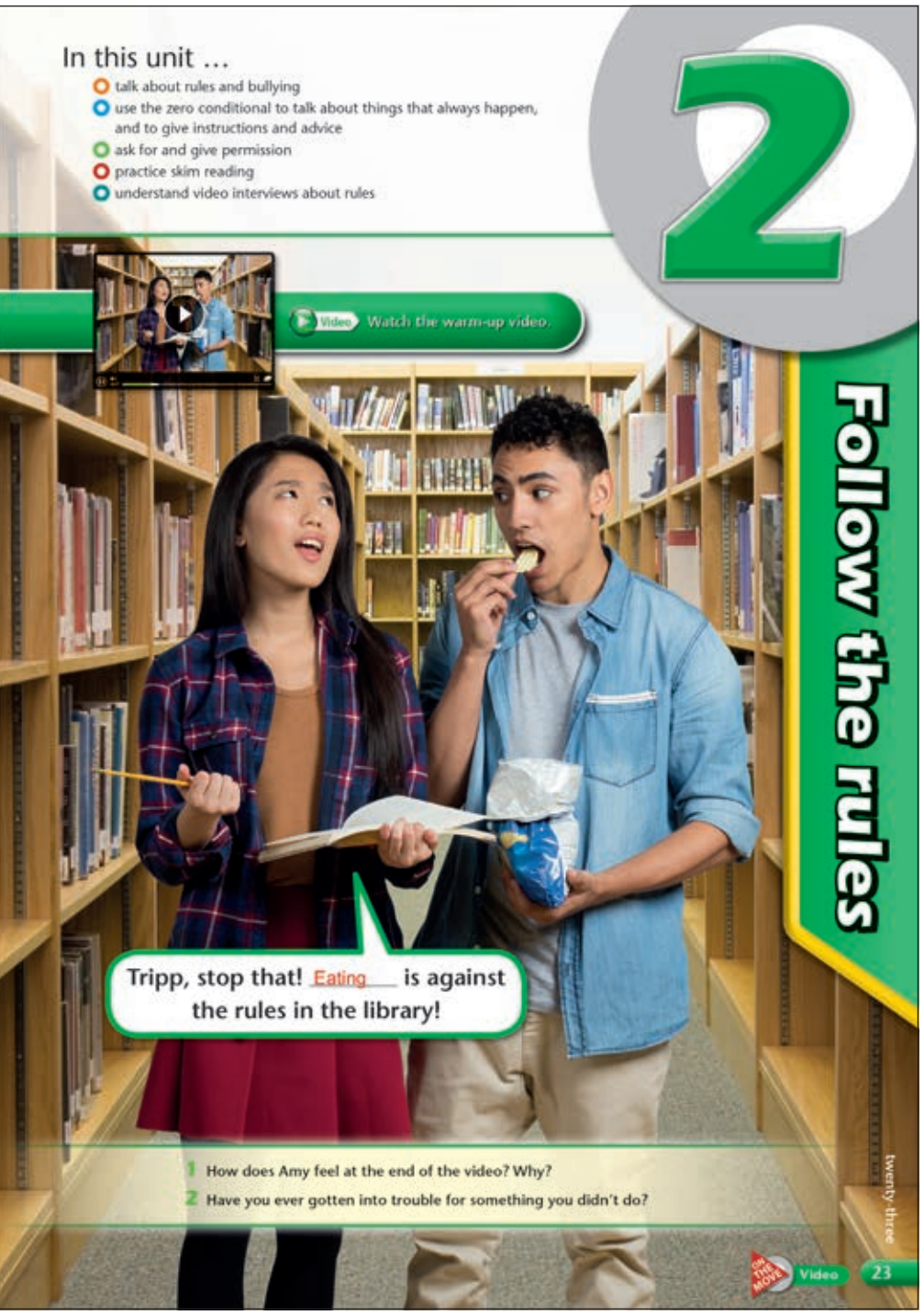
- Read through the task with the class. Then put students into pairs or small groups.
- Students can plan their video and use their phones to film themselves. They could film scenes of their families at home, or just film themselves talking about the topic. They could make their video for homework.
- Alternatively, they could discuss ideas and make a poster showing different aspects of happiness in their country. They could add some photos or draw pictures and write a short text to accompany each one.
- Ask pairs or groups in turn to present their posters or videos to the class.
- Ask: *Whose video was fun to watch? Whose poster is the most attractive? Which ideas do you agree with? Why? Which do you disagree with? Why?* Elicit a range of answers.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 1
On the Move Challenge



2 Follow the rules

Grammar
be allowed to, let, and *make*
Zero conditional; Conditional imperative

Vocabulary
do and *make*
Bullying

Skills
Reading: Devices at school; Bullying
Listening: Home rules; Restorative justice
Speaking: Asking for and giving permission

Reading skill
Skimming a text very quickly, without reading every word, to get the general idea

Values and cross-curricular topics
Education
Crime and punishment
Personal and family relationships
Rights and responsibilities

- 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.

Warm-up video

Video

- Read out the title of the unit, *Follow the rules*, and ask: *Where are the rules?* Elicit a range of ideas, e.g., at school, at home, in public places such as museums and swimming pools.
- Focus on the picture and ask: *Who are these people?* (Amy and Tripp). Ask: *What can you remember about them?* (Amy works hard and enjoys studying, and she likes clothes; Tripp isn't hardworking and he likes sport).
- Ask: *Where are Amy and Tripp?* (in a library).
- Read out the speech bubble and ask students what they think the missing word might be.
- Play the video and ask students to watch and listen to complete the speech bubble and answer question 1.
- Check the answer with the class. Then ask question 2: *Have you ever gotten into trouble for something you didn't do?* Elicit answers from individual students.

ANSWERS

1 Amy feels embarrassed, and probably annoyed with Tripp.
2 Students' own answers.

Videoscript

Amy Tripp! Tripp!
Tripp What?
A You can't watch videos in here!
T Oh, right! The video?
A Yes. The video. Turn it off!
T Sorry, er … the sound is off now.
A What did I say, Tripp? This is a library! I am studying. Everyone here is trying to study. You cannot laugh like that!
A Tripp, stop that! Eating is against the rules in the library.
T Really?
A Really! Tripp!
Librarian Amy Carter! Please be quiet! This is a library.
A But, but …
L No buts, Amy. You should know the rules by now.
T Sorry!

Practice activity (all classes)

Write the following gapped sentences on the board:

1 You ___ watch videos in here!
2 ___ it off!
3 ___ be quiet!

Ask students to complete the sentences from memory. Then play the video again for them to check their answers.

Further support
On the Move Video

Vocabulary

Aim

use common phrases with *do* and *make*

Optional warm-up

- Ask: *What was Amy doing in the library?* Elicit that she was doing her homework. Ask: *Was Tripp quiet?* Elicit that he wasn't quiet; he was making a noise.
- Write on the board: *Amy was ___ her homework. Tripp was ___ a noise.*
- Elicit the correct verbs to complete the sentences (*doing*, *making*) and tell students they are going to learn uses of *do* and *make*.

1 13

- Read out the question. Then play the audio. Ask students to read and listen and answer the question.
- Check the answer with the class.

ANSWER
Amy

2 14

- Read through the phrases with the class and make sure that students understand them all. Pre-teach *residents*.
- Ask students to read the conversations and complete them with the correct phrases. Point out that they will have to think about the correct form of the verb in each case.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

3

- Read out the example sentence and point out that students need to use the context of each sentence to help them choose the correct answers.
- Ask students to read the sentences and choose the correct answers.
- Check answers with the class.

4 Your turn

- Read out the example sentence and elicit one or two other possible sentences, e.g., *My brother never does anything wrong.*
- Focus on the next sentence prompts and elicit one or two possible sentences, e.g., *I have to do a lot of chores. My sister doesn't have to do any chores.*
- Ask students to complete the sentences individually. Then put them into pairs to compare their sentences.
- Ask some students to read their sentences to the class.

V Vocabulary

do and *make*

1 13 Read the conversation. Who finished their project?

Victoria: I finished my project last night. Did you finish yours?
Amy: Yes, I did mine in the library. Tripp was there, but he just made a lot of noise!
Tripp: Amy, did the librarian ask you or me to be quiet?
Amy: Tripp!

2 14 Complete the conversations with the phrases. Listen and check.

~~doing something wrong~~ made a complaint make the rules makes a lot of noise

1 Doorman: Hey! Stop!
Lola: Why? Am I [1] doing something wrong?
Doorman: Yes. You can't skateboard here.
Lola: Oh, I had no idea. Why is that?
Doorman: It [2] makes a lot of noise.
Lola: But ...
Doorman: Listen, I don't [3] make the rules. The residents make them. And a resident [4] made a complaint about noisy skateboarders.

made this mess make excuses makes mistakes

2 Coach: Who [5] made this mess? The sign says: "No dirty soccer boots"! Charlie?
Charlie: I know – I usually take off my boots, but I'm late for my next class. I didn't have time!
Coach: Come on – don't [6] make excuses. You know the rules.
Charlie: I'm sorry.
Coach: Don't worry! Everyone [7] makes mistakes sometimes. Clean the floor quickly, and then you can go to class.

did a great job doing my best doing your chores

3 Dad: Hazel? Are you [8] doing your chores?
Hazel: Yes, take a look in the kitchen.
...
Dad: Wow! You [9] did a great job of cleaning the kitchen! It's super-clean.
Hazel: Thanks. I'm cleaning my room now. I'm [10] doing my best, but this vacuum cleaner isn't working very well!

twenty-four 24

Practice activity (all classes)

Ask students to write three more sentences about themselves, using *do* or *make* and other words from page 24.

Put students into pairs to compare their sentences. Then ask some students to read their sentences to the class.

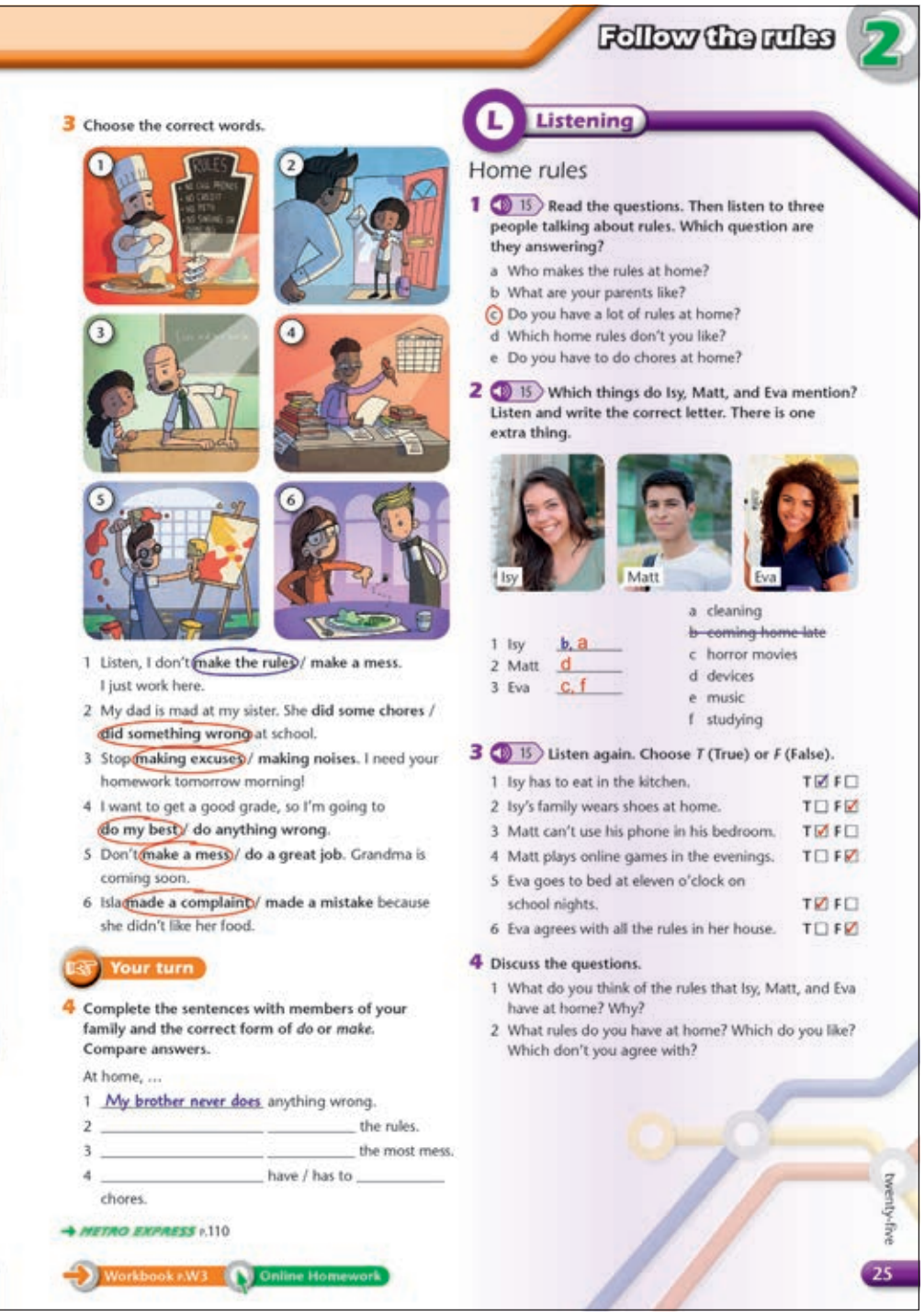
Extension activity (stronger classes)

Put students into pairs and ask them to write a short conversation like the ones on page 24, using some of the phrases with *do* or *make*. Encourage them to use their imaginations and try to use as many of the phrases as they can. Monitor and help while they are working.

Allow students time to practice their conversations in pairs.

Ask pairs in turn to perform their conversations for the class. Ask them to say the appropriate forms of *do* or *make*, but to leave a gap for the following nouns (they could cough or make a beeping sound). Other students listen and guess the missing words.

Further support
***METRO EXPRESS* p.110**
Workbook p.W3
Online Homework Unit 2



Follow the rules 2

3 Choose the correct words.

1 Listen, I don't make the rules / make a mess. I just work here.
2 My dad is mad at my sister. She did some chores / did something wrong at school.
3 Stop making excuses / making noises. I need your homework tomorrow morning!
4 I want to get a good grade, so I'm going to do my best / do anything wrong.
5 Don't make a mess / do a great job. Grandma is coming soon.
6 Isla made a complaint / made a mistake because she didn't like her food.

Your turn

4 Complete the sentences with members of your family and the correct form of *do* or *make*. Compare answers.

At home, ...
1 My brother never does anything wrong.
2 _____ _____ the rules.
3 _____ _____ the most mess.
4 _____ have / has to _____ chores.

→ METRO EXPRESS p.110

Workbook p.W3 Online Homework

L Listening

Home rules

1 15 Read the questions. Then listen to three people talking about rules. Which question are they answering?
a Who makes the rules at home?
b What are your parents like?
c Do you have a lot of rules at home?
d Which home rules don't you like?
e Do you have to do chores at home?

2 15 Which things do Isy, Matt, and Eva mention? Listen and write the correct letter. There is one extra thing.

Isy Matt Eva

1 Isy b, a
2 Matt d
3 Eva c, f

a cleaning
~~b coming home late~~
c horror movies
d devices
e music
f studying

3 15 Listen again. Choose *T* (True) or *F* (False).
1 Isy has to eat in the kitchen. T ☑ F ☐
2 Isy's family wears shoes at home. T ☐ F ☑
3 Matt can't use his phone in his bedroom. T ☑ F ☐
4 Matt plays online games in the evenings. T ☐ F ☑
5 Eva goes to bed at eleven o'clock on school nights. T ☑ F ☐
6 Eva agrees with all the rules in her house. T ☐ F ☑

4 Discuss the questions.
1 What do you think of the rules that Isy, Matt, and Eva have at home? Why?
2 What rules do you have at home? Which do you like? Which don't you agree with?

twenty-five 25

Listening

Aim

listen to three people talking about rules at home

Warm-up

- Ask: *When can you use your cell phone? When can't you use it? When can you make a noise? When can't you make a noise? When can you eat? When can't you eat?* Elicit a range of possible answers for each question.
- Ask: *Why are rules important?* Discuss the question with the class. Encourage as many students as possible to join in and express their opinions.

1 15

- Read out the heading, *Home rules*. Then read out the question and allow students time to read through the five possible questions. Make sure they understand that *What are your parents like?* asks about their personality and attitudes, not what they like.
- Play the audio and ask students to listen and choose the correct question.
- Check the answer with the class.

Audioscript 15

Isy
My parents are relaxed about things. We can stay out late on Friday and Saturday nights, and they don't get stressed. But we do have to do chores, like clean our rooms and wash the dishes. And we have to eat in the kitchen so that we don't make a mess on the sofa. We can't take food to our rooms, or eat while we're watching TV. And we never wear our shoes in the house.

Matt
There are lots of rules about technology at home. We can't take devices to our bedrooms, we can't use devices at mealtimes, and we have to tell our parents when we download a new app. But the worst rule is, we can't use devices – not even our phones – after nine o'clock in the evening. All my friends message or play online games in the evening, but I can't!

Eva
In my house, the rules are mainly about studying. We have to finish our homework before we can do anything else. We have to go to bed at eleven o'clock on school nights so we aren't exhausted at school. There's one rule I don't agree with. We can't watch horror movies. It's ridiculous: I'm 16 now!

2 15

- Allow students time to read through the topics.
- Play the audio again and ask students to listen and write the correct letters for the things each person mentions.
- Check answers with the class.

3 15

- Allow students time to read the sentences.
- Play the audio again for students to listen and choose true or false. With stronger classes, students could choose true or false from memory. Then listen again to check.
- Check answers with the class.

4

- Allow students time to prepare their ideas individually. Then put them into pairs to discuss the questions.
- Hold a brief class discussion.

Practice activity (all classes)

Elicit that we use *have to*, *can*, and *can't* for rules. Elicit a few examples, e.g., *You have to do your homework first. You can't use your cell phone after ten o'clock.*

Put students into pairs. Ask them to write five fair rules for teenagers at home. Monitor and help while they are working.

Put pairs together into groups of four. Ask them to compare their rules and choose five that they all agree are fair.

Ask groups in turn to read their rules to the class.

ANSWERS
Students' own answers.

Reading

Aim

read and understand a text about technology devices at school

Warm-up

- Ask: *What rules do you have at your school?* Elicit a few ideas. Then ask: *Are there any rules about cell phones and tablets? What are they?* Elicit some answers. Then ask: *Do you agree with these rules? Why? / Why not?* Elicit a range of opinions from students, encouraging them to give reasons for their answers.

1 16

- Explain to students that they are going to read four opinions about phones and tablets at school.
- Pre-teach or check *distract, recess, bullying,* and *tease.*
- Read out the question. Then play the audio. Ask students to read and listen and answer the question.
- Check the answer with the class.

ANSWER

A negative **B** positive **C** positive and negative **D** negative

2

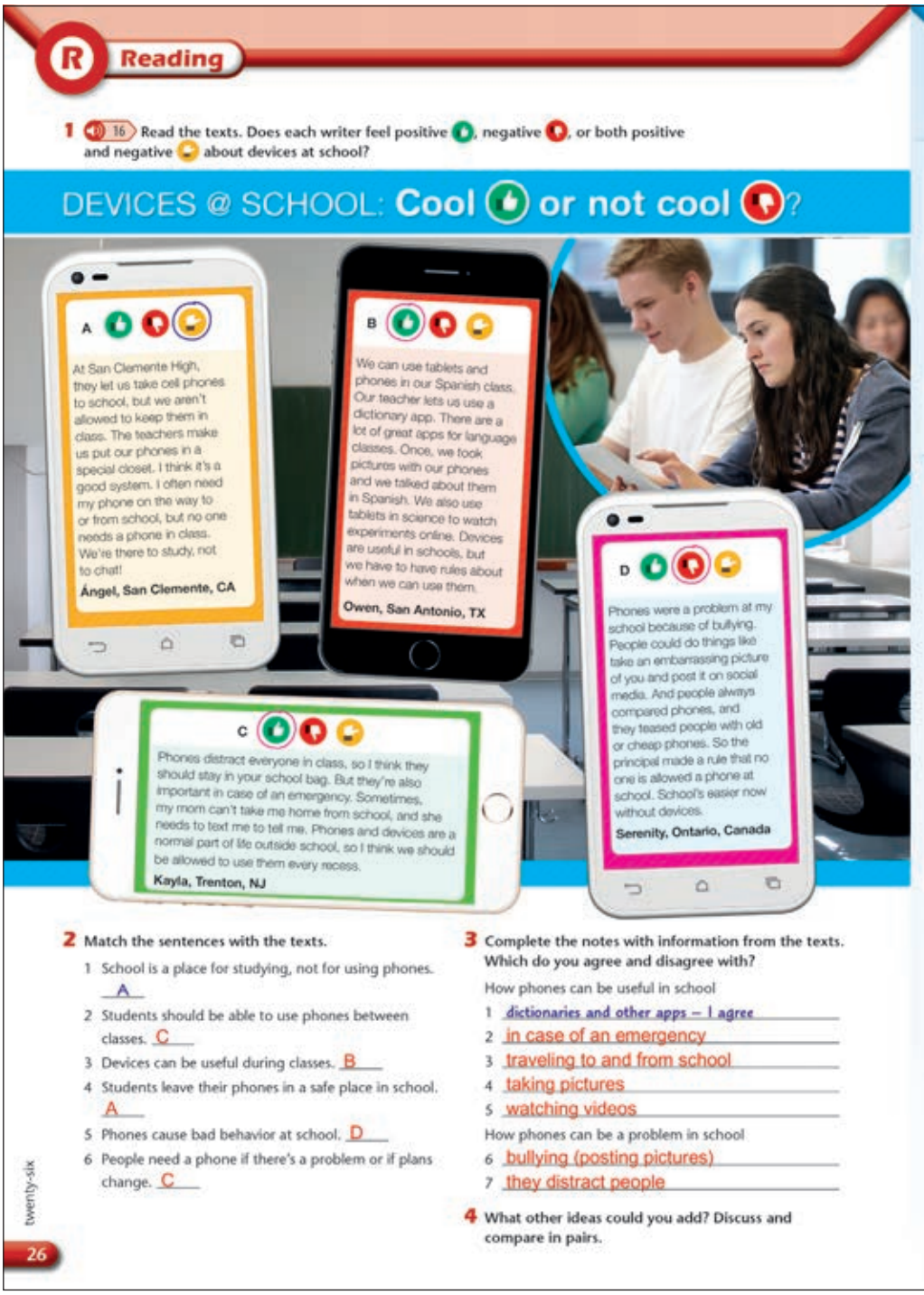
- Read out the first sentence. Then ask students to read text A again and find the part that matches the sentence (*We're there to study, not to chat*).
- Ask students to match the remaining sentences with the texts.
- Check answers with the class, referring back to the text to explain the answers.

3

- Ask students to complete the notes with information from the texts.
- Check answers with the class. Then ask students to read the ideas again and decide which they agree and disagree with.
- Hold a brief class discussion, encouraging students to give reasons why they agree or disagree with the ideas.

4

- Ask students individually to think of more positive and negative things about phones in school.
- Put students into pairs to compare and discuss their ideas.
- With weaker classes, students could work in pairs to think of ideas, then in groups of four to compare and discuss them.



R Reading

1 16 Read the texts. Does each writer feel positive, negative, or both positive and negative about devices at school?

DEVICES @ SCHOOL: Cool or not cool?

A
At San Clemente High, they let us take cell phones to school, but we aren't allowed to keep them in class. The teachers make us put our phones in a special closet. I think it's a good system. I often need my phone on the way to or from school, but no one needs a phone in class. We're there to study, not to chat!
Ángel, San Clemente, CA

B
We can use tablets and phones in our Spanish class. Our teacher lets us use a dictionary app. There are a lot of great apps for language classes. Once, we took pictures with our phones and we talked about them in Spanish. We also use tablets in science to watch experiments online. Devices are useful in schools, but we have to have rules about when we can use them.
Owen, San Antonio, TX

C
Phones distract everyone in class, so I think they should stay in your school bag. But they're also important in case of an emergency. Sometimes, my mom can't take me home from school, and she needs to text me to tell me. Phones and devices are a normal part of life outside school, so I think we should be allowed to use them every recess.
Kayla, Trenton, NJ

D
Phones were a problem at my school because of bullying. People could do things like take an embarrassing picture of you and post it on social media. And people always compared phones, and they teased people with old or cheap phones. So the principal made a rule that no one is allowed a phone at school. School's easier now without devices.
Serenity, Ontario, Canada

2 Match the sentences with the texts.
1 School is a place for studying, not for using phones. A
2 Students should be able to use phones between classes. C
3 Devices can be useful during classes. B
4 Students leave their phones in a safe place in school. A
5 Phones cause bad behavior at school. D
6 People need a phone if there's a problem or if plans change. C

3 Complete the notes with information from the texts. Which do you agree and disagree with?
How phones can be useful in school
1 dictionaries and other apps – I agree
2 in case of an emergency
3 traveling to and from school
4 taking pictures
5 watching videos
How phones can be a problem in school
6 bullying (posting pictures)
7 they distract people

4 What other ideas could you add? Discuss and compare in pairs.

twenty-six 26

- Hold a brief class discussion to bring their ideas together. You could end with a class vote on whether they think phones and tablets are cool or not cool at school.

ANSWERS

Students' own answers.

Practice activity (all classes)

Put students into pairs. Ask them to write an ideal set of five rules for the use of phones and tablets at their school. Remind them that we use *have to, can,* and *can't* for rules. Encourage them to use ideas from the text and also their own ideas.

Ask pairs in turn to read their rules to the class.

ANSWERS

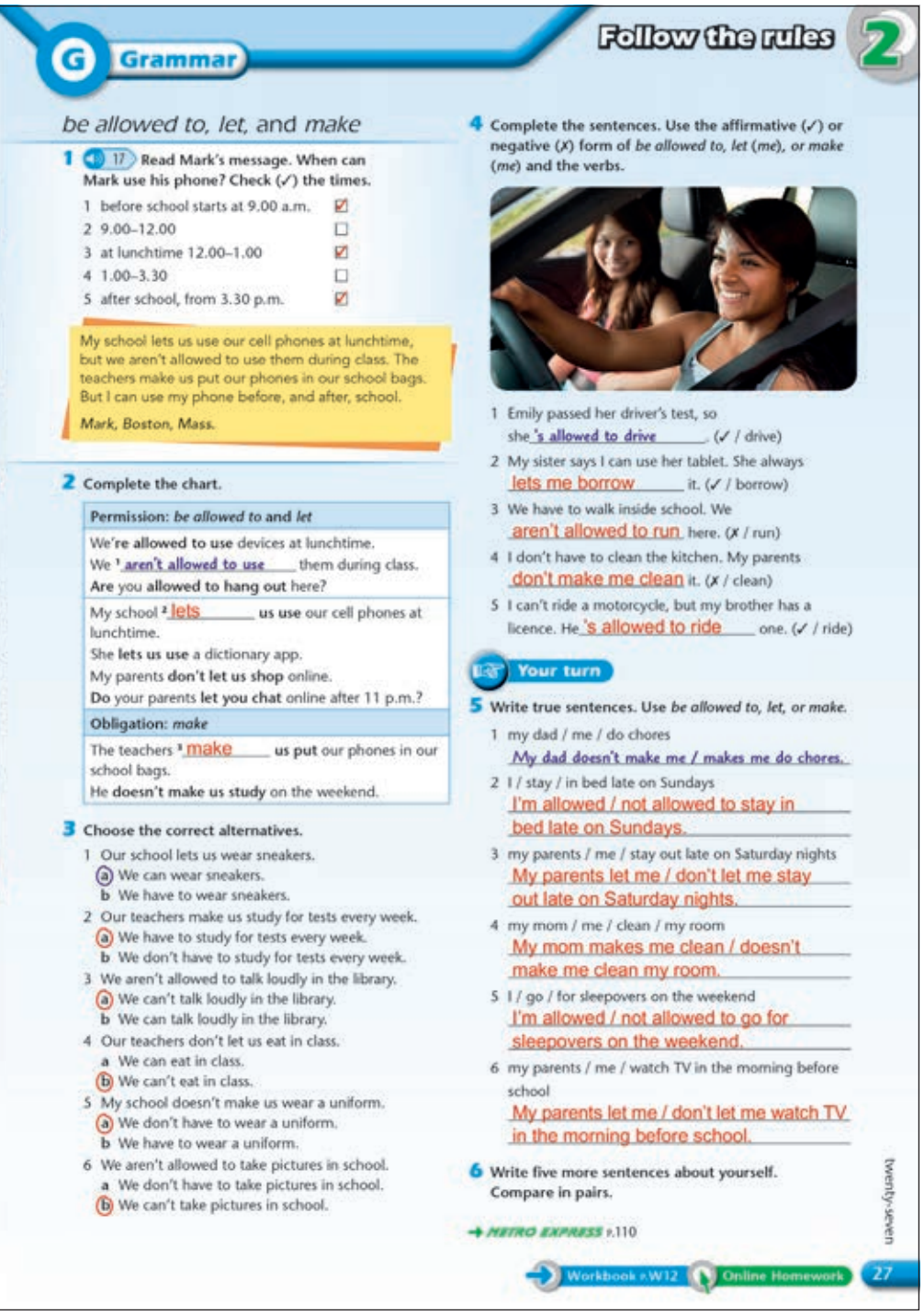
Students' own answers.

Extension activity (stronger classes)

Students could work individually or in pairs to write their own short text about their attitude to devices at school, using the texts in the reading as a model.

Students could compare their texts in small groups.

Ask some students to tell the class who in their group they agreed with the most and why.



G Grammar

Follow the rules 2

be allowed to, let, and *make*

1 17 **Read Mark's message. When can Mark use his phone? Check (✓) the times.**

1 before school starts at 9.00 a.m. ☑
2 9.00–12.00 ☐
3 at lunchtime 12.00–1.00 ☑
4 1.00–3.30 ☐
5 after school, from 3.30 p.m. ☑

My school lets us use our cell phones at lunchtime, but we aren't allowed to use them during class. The teachers make us put our phones in our school bags. But I can use my phone before, and after, school.

Mark, Boston, Mass.

2 Complete the chart.

Permission: *be allowed to* and *let*
We're **allowed to use** devices at lunchtime. We ¹ aren't allowed to use them during class. **Are** you **allowed to hang out** here?
My school ² lets **us use** our cell phones at lunchtime. She **lets us use** a dictionary app. My parents **don't let us shop** online. **Do** your parents **let you chat** online after 11 p.m.?
Obligation: *make*
The teachers ³ make **us put** our phones in our school bags. He **doesn't make us study** on the weekend.

3 Choose the correct alternatives.

1 Our school lets us wear sneakers.
(a) We can wear sneakers.
b We have to wear sneakers.
2 Our teachers make us study for tests every week.
(a) We have to study for tests every week.
b We don't have to study for tests every week.
3 We aren't allowed to talk loudly in the library.
(a) We can't talk loudly in the library.
b We can talk loudly in the library.
4 Our teachers don't let us eat in class.
a We can eat in class.
(b) We can't eat in class.
5 My school doesn't make us wear a uniform.
(a) We don't have to wear a uniform.
b We have to wear a uniform.
6 We aren't allowed to take pictures in school.
a We don't have to take pictures in school.
(b) We can't take pictures in school.

4 Complete the sentences. Use the affirmative (✓) or negative (✗) form of *be allowed to, let (me), or make (me)* and the verbs.

1 Emily passed her driver's test, so she 's allowed to drive. (✓ / drive)
2 My sister says I can use her tablet. She always lets me borrow it. (✓ / borrow)
3 We have to walk inside school. We aren't allowed to run here. (✗ / run)
4 I don't have to clean the kitchen. My parents don't make me clean it. (✗ / clean)
5 I can't ride a motorcycle, but my brother has a licence. He 's allowed to ride one. (✓ / ride)

Your turn

5 Write true sentences. Use *be allowed to, let, or make*.

1 my dad / me / do chores
My dad doesn't make me / makes me do chores.
2 I / stay / in bed late on Sundays
I'm allowed / not allowed to stay in bed late on Sundays.
3 my parents / me / stay out late on Saturday nights
My parents let me / don't let me stay out late on Saturday nights.
4 my mom / me / clean / my room
My mom makes me clean / doesn't make me clean my room.
5 I / go / for sleepovers on the weekend
I'm allowed / not allowed to go for sleepovers on the weekend.
6 my parents / me / watch TV in the morning before school
My parents let me / don't let me watch TV in the morning before school.

6 Write five more sentences about yourself. Compare in pairs.

METRO EXPRESS p.110

Workbook p.W12 Online Homework 27

twenty-seven

Grammar

Aim

be allowed to, let, and *make*

Warm-up

- Write the following gapped sentences on the board:
  1 *They ___ us take our cell phones to school.*
  2 *We aren't ___ to keep them in class.*
  3 *The teachers ___ us put our phones in a closet.*
- Put students into pairs to guess the missing words. Then refer them back to text A on page 26 to check their answers.
- Check answers with the class. Then read out each sentence and ask questions to check understanding, e.g., *Can we take our cell phones to school? Can we keep them in class? Do we have to put our phones in a closet?*

1 17

- Read out the question. Then allow students time to read the options 1–5.
- Play the audio. Ask students to read and listen, and check the correct times.
- Check answers with the class.

2

- Ask students to read the message again. Then 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 the correct form of *be* with *allowed to*: *I am allowed to use my phone.* NOT ~~*I allowed to use my phone.*~~

With *make* and *let*, the pattern is verb + object + base form of verb: *They make us work hard. They let us use our phones.* NOT ~~*They make us to work hard. They let us to use our phones.*~~

3

- Read out the first sentence. Then read out the two alternatives and point out that option *a* matches the meaning.
- Ask students to read the sentences and choose the correct alternatives.
- Check answers with the class.

4

- Read out the example sentence.
- Ask students to write the remaining sentences. Allow them to compare their answers in pairs.
- Check answers with the class.

5 Your turn

- Read out 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.

6

- Elicit one or two examples. Then ask students to write their sentences individually. With weaker classes, you could write some sentence beginnings on the board, e.g., *I'm allowed …, My parents make …, My teachers don't let …*
- Allow students to compare their sentences in pairs. Then ask some students to read their sentences to the class.

Further support
***METRO EXPRESS* p.110**
Workbook p.W12
Online Homework Unit 2

Vocabulary

Aim

use verbs and expressions to talk about bullying

Warm-up

- Read out the heading, *Bullying*, and ask: *What is bullying?* Elicit a few answers and ask: *Does bullying always refer to things you do? Is bullying always face to face? What effect can bullying have on people? What should you do if you see bullying at school?* Elicit a range of answers.

1 18

- Ask students to read and complete the poster. They can look at the pictures to help them.
- Students compare their answers in pairs.
- Play the audio for them to check answers.
- Check that they understand all the verbs. Point out that *threaten* is followed by an infinitive, and the prepositions in *fight with, gossip about,* and *play a joke on*.
- Model pronunciation of verbs students might find difficult, e.g., *threaten, ignore*.

2 19

- Read out the first conversation and point out the example answer.
- Ask students to read and complete the conversations. Point out they need to think about the meaning of each sentence.
- Play the audio for students to listen and check their answers.

Further support
***METRO EXPRESS* p.110**
Workbook p.W3
Online Homework Unit 2

V Vocabulary

Bullying

1 18 Complete the gaps on the poster with the verbs. Listen and check.

~~fight with~~ gossip about ignore play a joke on tease threaten

What is bullying?

Bullying can take many different forms, physical, or emotional. Bullies make their victims feel frightened. Bullies may ...

1 fight with people – kicking or hitting them.
2 threaten to hurt someone.
3 tease someone, calling them rude names or laughing at them.
4 gossip about someone, talking about their private life, including saying things that aren't true.
5 play a joke on someone.
6 ignore someone: not including someone in a conversation or a group.

2 19 Complete the conversations with the simple present or past form of the verbs in exercise 1. Listen and check.

1 "You look mad. What's up?"
"Cassa played a joke on me. She sent a silly message to all my contacts!"
2 "Did you hear about Hailey's new boyfriend?"
"Jayden? Yeah! But I guess we shouldn't gossip about them."
3 "Does your sister ignore you?"
"Yes. She never talks to me!"
4 "What's up?"
"Gina took an embarrassing picture of me and threatened to post it online."
5 "What did Joshua say to you?"
"He was laughing at me and he teased me about my clothes."
6 "Why did you fight with Michelle?"
"She started hitting me for no reason. Luckily a teacher saw and she stopped."

METRO EXPRESS p.110

L Listening

Restorative justice

1 20 You are going to hear two people talking about *restorative justice* and *dialogue circles*. Look at the picture. What do you think a *dialogue circle* is? Listen and check.

2 20 Listen again and choose the correct words.

1 Detention means students have to stay late after class / home for a while.
2 Olivia Fenton's school uses restorative justice / traditional punishments.
3 Olivia teased / fought with someone.
4 In the dialogue circle, Olivia mainly talked / listened.
5 In the dialogue circle, Olivia felt annoyed / embarrassed.
6 The dialogue circle changed / didn't change how Olivia felt about her behavior.

3 Discuss the questions.

1 Why are dialogue circles effective? What reasons does Olivia mention?
2 What do you think of dialogue circles?
3 What other ways are there to stop people doing something wrong?

twenty-eight

28 Workbook p.W3 Online Homework

ON THE MOVE Vocabulary Listening

Listening

Aim

listen to an interview about restorative justice and dialogue circles in a school

1 20

- Read out the task and ask students to look at the picture. Ask what they think a dialogue circle might be.
- Elicit a few answers. Then play the audio for them to listen and check.
- Check the answer with the class.

ANSWER
In a dialogue circle, someone who has done something wrong sits in a circle with the victim and other people, and talks about what happened.

Audioscript 20

Host Schools usually give students punishments when they do something wrong, like detention, when students have to stay late after class. Or suspension, when students have to stay home for a while. But some schools don't use traditional punishments. Olivia Fenton is a high school student from California. Tell us about your school.
Olivia Hi. Sure! At my school, they use restorative justice. Restorative justice doesn't punish bad behavior, exactly. It tries to help people understand why they have behaved badly, and what the consequences of their behavior are.
H OK, so how does it work?
O Well, usually, it's a meeting between the person who did something wrong and the person who got hurt.
H Have you ever been to one of these meetings?
O Yes, I have. My school made me go to a restorative justice meeting after I teased a classmate. I had to sit in a room with the girl who I teased. Our parents, a teacher, and a few classmates were there, too. We sat in a circle. They call it a "dialogue circle" because you have to have a conversation. The girl talked about how she felt, and I listened.
H How did you feel in the dialogue circle?
O I felt embarrassed. Before the dialogue circle, I thought teasing and playing jokes on people wasn't serious … I didn't think I was doing anything wrong! But it was bullying. I felt bad, and I said sorry. Now I know how much it hurt her, I know I'm not going to do it again. And now that we understand each other a bit better, this girl and I are actually pretty good friends.
H That sounds really positive, Olivia!

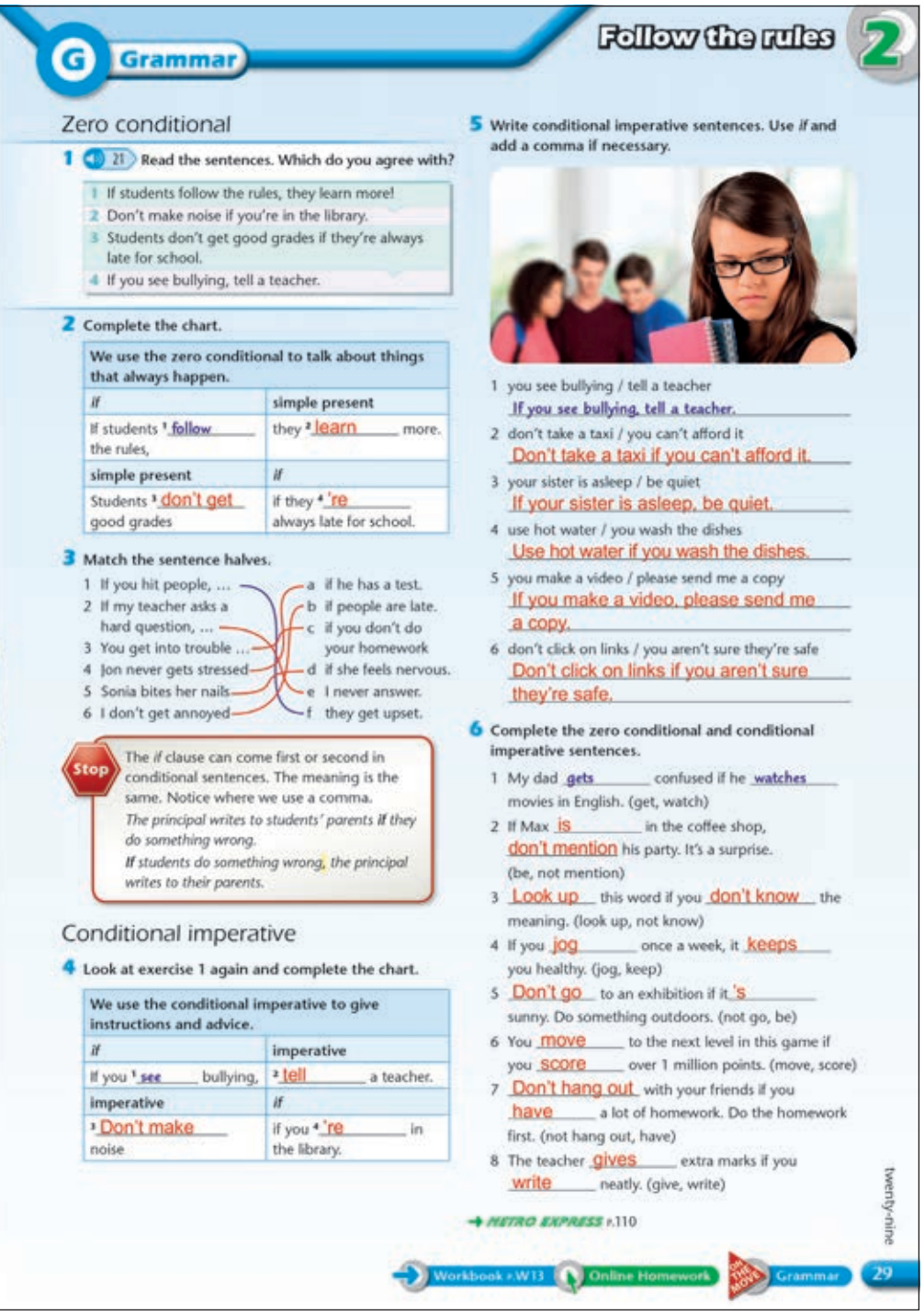
2 20

- Allow students time to read the sentences.
- Play the audio again. Students listen and choose the answers. Check answers.

3

- Allow students time to read the questions and prepare their ideas individually.
- Students discuss the questions in pairs. Ask: *Would dialogue circles work well at your school? Why? / Why not?*

Further support
On the Move Vocabulary Listening



G Grammar

Follow the rules 2

Zero conditional

1 21 **Read the sentences. Which do you agree with?**

1 If students follow the rules, they learn more!
2 Don't make noise if you're in the library.
3 Students don't get good grades if they're always late for school.
4 If you see bullying, tell a teacher.

2 Complete the chart.

We use the zero conditional to talk about things that always happen.	
if	simple present
If students [1] follow the rules,	they [2] learn more.
simple present	*if*
Students [3] don't get good grades	if they [4]'re always late for school.

3 Match the sentence halves.

1 If you hit people, … a if he has a test.
2 If my teacher asks a hard question, … b if people are late.
3 You get into trouble … c if you don't do your homework
4 Jon never gets stressed d if she feels nervous.
5 Sonia bites her nails e I never answer.
6 I don't get annoyed f they get upset.

Stop The *if* clause can come first or second in conditional sentences. The meaning is the same. Notice where we use a comma.
The principal writes to students' parents if they do something wrong.
If students do something wrong, the principal writes to their parents.

Conditional imperative

4 Look at exercise 1 again and complete the chart.

We use the conditional imperative to give instructions and advice.	
if	imperative
If you [1] see bullying,	[2] tell a teacher.
imperative	*if*
[3] Don't make noise	if you [4]'re in the library.

5 Write conditional imperative sentences. Use *if* and add a comma if necessary.

1 you see bullying / tell a teacher
If you see bullying, tell a teacher.
2 don't take a taxi / you can't afford it
Don't take a taxi if you can't afford it.
3 your sister is asleep / be quiet
If your sister is asleep, be quiet.
4 use hot water / you wash the dishes
Use hot water if you wash the dishes.
5 you make a video / please send me a copy
If you make a video, please send me a copy.
6 don't click on links / you aren't sure they're safe
Don't click on links if you aren't sure they're safe.

6 Complete the zero conditional and conditional imperative sentences.

1 My dad gets confused if he watches movies in English. (get, watch)
2 If Max is in the coffee shop, don't mention his party. It's a surprise. (be, not mention)
3 Look up this word if you don't know the meaning. (look up, not know)
4 If you jog once a week, it keeps you healthy. (jog, keep)
5 Don't go to an exhibition if it's sunny. Do something outdoors. (not go, be)
6 You move to the next level in this game if you score over 1 million points. (move, score)
7 Don't hang out with your friends if you have a lot of homework. Do the homework first. (not hang out, have)
8 The teacher gives extra marks if you write neatly. (give, write)

METRO EXPRESS p.110

twenty-nine

Workbook p.W13 | Online Homework | Grammar | 29

Grammar

Aim
learn the zero conditional and conditional imperatives

Warm-up

- Write on the board, *If you bully someone at Olivia's school, …*
- Read out the sentence beginning and elicit some answers, e.g., *you have to sit in a dialogue circle.*
- Add the sentence ending to the board and ask: *Does this always happen?* (yes). Underline the verbs and elicit that they are both in the present simple.
- Ask students to translate the sentence into their own language.

1 21

- Focus on the sentences and play the audio. Ask students to read and listen and decide which sentences they agree with.
- Discuss answers with the class.

2

- Ask students to read through 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 everything.

3

- Read through the information in the *Stop* box with the class and make sure students understand everything. Point out that we use a comma between the clauses when the *if* clause comes first in the sentence.
- Ask students to read the sentence halves and match them.
- Check answers with the class.

Conditional imperative

4

- Read out the explanation in the chart. Then refer students back to the sentences in exercise 1 and ask: *Which ones give advice?* (sentences 2 and 4).
- Remind students that the imperative form is the verb form we use to give instructions, e.g., *Sit down. Don't stand up.*
- Ask students to read through the chart and complete it with the correct verb forms.
- Check answers with the class.

5

- Explain that in conditional imperative sentences, the rules about using commas are the same as for zero conditional sentences.
- Read out the first prompt and the example sentence.
- Ask students to write the sentences. Allow them to compare their answers in pairs.
- Check answers with the class.

6

- Read out the example sentence and point out that the two verbs in parentheses are in the same order as they appear in the sentence.
- Ask students to read the remaining sentences and complete them with the correct verb forms.
- Check answers with the class and elicit which sentences are zero conditionals and which are conditional imperatives.

Practice activity (all classes)

Write the following sentence beginnings on the board:

1 *If I have lots of homework, …*
2 *If I stay up late, …*
3 *If someone bullies you, …*
4 *If you want to do well at school, …*

Ask students to complete the sentences with their own ideas.

Put students into pairs to compare their sentences. Then ask some students to read their sentences to the class. Elicit which sentences are zero conditionals (1 and 2) and which are conditional imperatives (3 and 4).

ANSWERS
Students' own answers.

Further support
METRO EXPRESS p.110
Workbook p.W13
Online Homework Unit 2

Speaking

Aim

ask for and give permission

Warm-up

- Say: *Imagine you are at home on a Saturday morning. You're doing your homework, and you have a lot of homework to do, but then your friend texts you and says that all your friends are meeting at the mall. You really want to go. What do you do?*
- Elicit a range of answers, and elicit the idea of asking parents for permission. Ask: *What do you think your parents will say?* Elicit a few answers and elicit the idea of giving or refusing permission.
- Tell students that they are going to practice asking for and giving permission in English.

1 22

- Read out the question. Then play the audio for students to listen and choose the correct 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.
- Point out that the affirmative answer to *Do you mind … ?* is *No, not at all* (= No, I don't mind, so it's OK).

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 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

- Read out the task. Point out that a–e are all reasons for *not* giving permission.
- Ask students to read the locations and activities and match them with suitable reasons.
- Stronger students or fast finishers could add one or two more reasons with their own ideas.
- Discuss the answers with the class.

ANSWERS

Students' own answers.

3

- Invite a pair of confident students to read out the example conversation.
- Put students into pairs to prepare and practice their conversations.

S Speaking

Asking for and giving permission

1 22 **Listen and read. Who is allowed to go out?**

(a) Ann b Ben (c) Chloe d David

Ann: Is it OK if I go to the movie theater tomorrow?
Dad: Yes, of course.
Ben: Do you mind if I meet some friends downtown this afternoon?
Mom: Sorry, I'm afraid that your uncle is visiting soon.
Chloe: Do you mind if I go to the mall later?
Mom: No, not at all.
David: Is it OK if I go to Tom's house?
Dad: Sorry, but you need to study this evening.

Stop **Asking for and giving permission**

Is it OK if I … ?	Do you mind if I … ?
✓ Yes, of course.	✓ No, not at all.
✗ Sorry, but …	✗ Sorry, I'm afraid that …

2 **Match the activities with reasons not to do them. (There may be more than one match.)**

1 go to the skatepark a, b, d, e
2 meet my friends at the mall c, d, e
3 go hiking a, b, d, e
4 go to the beach a, d, e
5 play soccer in the park a, d, e
6 hang out with friends d, e
7 go to the movies c, d, e

a The weather forecast isn't good.
b It's too dangerous.
c It's too expensive.
d You need to do homework.
e You need to do your chores.

3 **Write three new conversations. Use the conversations in exercise 1 as a model. Use the ideas in exercise 2, or your own ideas. Practice your conversations.**

Do you mind if I go to the skatepark?

Sorry, but you need to do your chores.

R Reading

1 **Read the tip.**

Tip **Good readers** can skim a text very quickly, without reading every word, to get the general idea.

Read the text quickly and without stopping. Choose the best title for the text.

a Cyberbullying and how to stop it
(b) Together we can stop bullying
c Bystanders are bullies

2 **Find the verbs and nouns in the text. Match them with the definitions.**

1 cyberbullying c 4 mind e
2 control f 5 community d
3 acceptable b 6 report a

a to give information about something you've seen
b something that's OK or that you're allowed to do
~~c hurting people using messages on social media~~
d the group of people in a certain area
e to be annoyed or worried about something
f to have the power to make someone do what you want

3 23 **Read the text and choose the correct answers.**

1 Bullying happens
a in public places and at school.
b when you're at home.
(c) in public places, at home, and at school.
2 Bystanders … bullying.
(a) see b start c stop
3 Bystanders
a are too lazy to tell teachers about bullying.
(b) sometimes feel afraid of bullies.
c think bullying is embarrassing.
4 You can be an upstander by
a inviting bullies to join you.
(b) being friendly to people who are alone.
c deleting negative messages online.
5 The writer thinks that
a it is impossible to stop bullying.
b bystanders believe bullying is acceptable.
(c) it is possible for people to help stop bullying.

4 **Discuss the questions.**

1 How can cyberbullies reach their victims?
2 What do bullies think if bystanders do nothing?
3 Why shouldn't you laugh at bullies?
4 Why should you invite a victim of bullying to join your group of friends?

thirty 30 Online Homework

- Stronger students or fast finishers could have more conversations using their own ideas.
- Ask some pairs to act out one of their conversations for the class.

ANSWERS

Students' own answers.

Practice activity (all classes)

Divide students into two groups, A and B. Ask the A students to think of three more activities that young people might want to do, and write each one on a small piece of paper. Ask the B students to write three more reasons why a parent might not give their permission for an activity, and write each one on a small piece of paper. Tell them they should use their imaginations, and their ideas do not need to be serious.

Put students into groups with two A students and two B students.

Students put all their activities and reasons on the desk in front of them, and work together to see how many conversations they can make using their ideas.

Ask some students to perform some of their conversations for the class.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 2

Pronunciation Classroom Presentation Tool

BULLYING is hard to control and it affects millions of teenagers every day. In the past, it mostly happened at school or in public places, but nowadays the Internet makes it possible for bullies to reach their victims at home. We call it cyberbullying – when a bully teases or threatens someone online. Experts believe that almost all children and teenagers will experience bullying at some point in their lives.

SO WHAT CAN WE DO TO STOP BULLYING?

Most people know that if someone bullies you, you can tell a teacher or a parent. But what should you do if you see bullying happening to someone else? If you see bullies threatening someone or teasing someone, should you do something? Many people try to ignore bullying. They become *bystanders*: they stand by and see bullying happen, but don't do anything to stop it. Sometimes bystanders are frightened of the bullies, or they're embarrassed about telling their parents or a teacher. Or they just feel confused about what to do, so they don't do anything.

But if you don't do anything, bullies think that their behavior is acceptable. They think that people don't mind, and more bullying happens. That's why we need to be *upstanders*. Upstanders say "no" to bullies because bullying is not acceptable!

Bullying is hard to stop – but together, we can stop it by being upstanders, not bystanders.

HOW CAN YOU BE AN UPSTANDER?

- If you see people teasing someone or playing a joke on them, don't laugh. If you laugh, bullies think you like what they're doing. Invite the person they're bullying to join you.
- Try to make new friends. If you see someone who is alone, or who people are ignoring, invite them to have lunch with you or hang out after school.
- If you see negative messages or gossip online, don't send it to other people. Spreading negative messages about someone online is cyberbullying. You should report it to the website, if possible, or to a teacher or adult.
- If people are fighting, don't stand too near – you need to stay safe. And don't watch – bullies love an audience. Tell an adult.

Every school and every community has more kind people than bullies. If we work together, we can help to stop bullying!

Writing p.102 Workbook p.W27 Online Homework

Reading

Aim

read a text about bullying and practice skimming a text very quickly without reading every word, to get the general idea

Warm-up

- Ask: *What are the different ways that people can use to bully other people?* Elicit a few ideas. Then put students into pairs to write down as many ideas as they can.
- Elicit ideas from pairs in turn. Then ask: *What is the best way to stop bullying?* Elicit a range of ideas from individual students.

1

- Read out the tip with the class. Explain that when you skim a text, you continue reading to the end, even if there are words or sentences you don't understand, and you focus on just understanding what the text is about in general, without worrying about the details.
- Read through the titles with the class. Elicit some ideas about what *cyberbullying* might mean, but don't teach the meaning. Teach the meaning of *bystanders* (= people who watch something bad happening and do nothing to prevent it).
- Ask students to skim the text quickly and choose the best title.
- Check the answer with the class.

2

- Ask students to find the words in the text and match them with the definitions.
- 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 definitions and choose the one that is closest to your guess.
- Students compare their answers in pairs.
- Check answers with the class. Discuss what clues in the text helped students to decide.
- Model pronunciation of difficult words, e.g., *cyberbullying, community*.

3 23

- Ask students to read through the questions and possible answers. Make sure they understand them all.
- Ask students to read the text again and choose the correct answers.
- Check answers with the class.

4

- Read out the questions and make sure students understand them. Point out that there are some answers to the questions in the text, but students can also use their own ideas to answer the questions.
- 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

1 They can reach their victims at home, through their computer or phone.
2 They think that their behavior is OK and people don't mind it.
3 Because they will think you like what they are doing.
4 To make friends with them.

Practice activity (all classes)

Ask students to look at the text again and find three examples of zero conditionals and three examples of conditional imperatives. You could do this as a race, to motivate students. Check answers with the class.

ANSWERS

Zero conditionals: If someone bullies you, you can tell a teacher. If you don't do anything, they think that their behavior is acceptable. If you laugh, bullies think you like what they're doing. If we work together, we can help to stop bullying.
Conditional imperatives: If you see people teasing someone …, don't laugh. If you see someone who is alone …, invite them to have lunch with you. If you see negative messages …, don't send them to other people. If people are fighting, don't stand too near.

Further support

Writing p.102
Workbook p.W27
Online Homework Unit 2

Watch

Before you watch

About the video
The video shows Tripp interviewing Ollie, Jack, Piper, and Naomi about rules at home.

1

- Read out the questions and make sure students understand the difference between making someone do something (= forcing them) and letting them do something (= allowing them).
- In pairs, students match the pictures with the words and answer the questions.
- Check answers with the class.

ANSWERS
1 watch TV 2 do the vacuuming 3 do laundry 4 play drums 5 water the plants 6 go on the computer
Some parents make kids do the vacuuming, do laundry, and water the plants. Some parents let kids watch TV, play drums, and go on the computer.

2

- Students discuss the questions in pairs.
- Ask some students to tell the class which things their partner does or would like to do.

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 people 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 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.

5 Video

- Allow students time to read through the questions.
- Play the video and encourage students to make notes about the rules.
- Students discuss the questions in pairs.
- Bring students' ideas together in a class discussion. Encourage students to join in and express their opinions.

W Watch

Rules at home and at school

Before you watch

1 Match the pictures with the words. Which things do some parents make kids do at home? Which things do some parents let kids do?

do laundry do the vacuuming go on the computer play drums watch TV water the plants

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

While you watch

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

a Rules about washing the dishes, taking out the trash, and vacuuming 2
b Rules about homework, going out with friends, and living with family 1
c Rules about bullying, being on time, and being quiet in class 3

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

1 Ollie's family has a rule about homework. T ☑ F ☐
2 Piper isn't allowed to go on sleepovers. T ☐ F ☑
3 Jack's parents are very strict. T ☐ F ☑
4 Naomi isn't always allowed to play her drums. T ☑ F ☐
5 Ollie sometimes washes the dishes. T ☑ F ☐
6 Piper thinks her chores are unfair. T ☐ F ☑
7 Jack has to wash the towels. T ☑ F ☐
8 Naomi's mom doesn't let her water the plants. T ☐ F ☑
9 Students at Ollie's school are usually late. T ☐ F ☑
10 The students help make the rules at Piper's school. T ☑ F ☐
11 Jack thinks his school is too strict. T ☐ F ☑
12 Naomi's school has strict rules about phones. T ☑ F ☐

5 Video Watch the video again. Think about the rules they talk about. Answer the questions.

1 Who do you think has the strictest rules at home? Why?
2 Who do you think has the strictest rules at school? Why?
3 Which rules do you think are fair? Why?
4 Were there any rules mentioned that you think are unfair? Why?

Jack Naomi Ollie Piper

After you watch

6 Ask and answer the questions with a friend.

1 Which chores at home do you think teenagers should have to do?
2 Are there any chores you think teenagers should never have to do?
3 Which rules do you think every school should have?
4 Are there any rules you think schools shouldn't have?

7 Interview your friends using the questions in exercise 6. Make a video or project about their answers.

thirty-two

32 Online Homework On the Move Challenge

After you watch

6

- Read through the questions with the class and allow students time to prepare their answers individually.
- Elicit a few possible answers from individual students.

7

- Put students into small groups and explain that they are going to make a video or project using the questions they thought about in exercise 6.
- Discuss as a class the best kind of project for students to do, e.g., a video, a class presentation, a poster, etc.
- Students can plan their video, then use their phones to film it. They will need to choose one person to ask the questions, or they could change this for each question so that they all get a chance to answer. They could make their video for homework.
- Alternatively, students could prepare a presentation or poster. They could discuss the questions, then prepare a short report about their opinions. Or they could make a poster about their opinions, with a mixture of pictures and text.
- Ask groups in turn to present their videos, presentations, or posters to the class.
- Ask: *Whose video was fun to watch? Whose presentation was interesting? Which poster did you like the most? Why?*

ANSWERS
Students' own answers.

Further support
Online Homework Unit 2
On the Move Challenge

Review A

Vocabulary

1 Match the sentences 1–10 with a–j.

1 I'm sure you're going to do well on the exam.
2 I had to give a speech at school.
3 I didn't understand the homework.
4 I got up at six this morning.
5 I love sunbathing and reading a book.
6 I forgot to watch the final of the soccer last night.
7 I'm taking pictures of everyone in the class for a project.
8 It was my first bungee jump.
9 Someone broke into my neighbor's apartment yesterday.
10 Christina and Lucy often have sleepovers without me.

a It's so relaxing.
b It was really confusing.
c I got really stressed before it.
d I'm exhausted!
e Be more positive!
f But I don't get jealous.
g He was really shocked.
h I'm so annoyed.
i Please don't be embarrassed.
j It was really frightening.

2 Complete the verbs.

1 b lush
2 s mile
3 c ross your arms
4 b ite your nails
5 s hake your head
6 r aise your eyebrows

3 Complete the sentences with the correct form of *make* or *do* and the words.

a complaint ~~a great job~~ a lot of noise
anything wrong excuses my best some chores

1 You did a great job of helping your brother with his project yesterday. Thank you.
2 You're making a lot of noise in here. Please be quiet.
3 I have to do some chores for my parents so I can't hang out tonight.
4 I did my best to clean my bedroom, but it isn't perfect.
5 This food is terrible. I'm going to make a complaint.
6 Why are you annoyed with me? I didn't do anything wrong!
7 You're always late! Don't make excuses.

4 Look at the pictures and complete the sentences with the correct form of the verbs.

fight gossip ignore play ~~tease~~ threaten

1 Julia is teasing Marcos because he's too frightened to watch the movie.
2 Daniel is ignoring his sister.
3 Marcos and Jose are gossiping.
4 Jenna's mom is threatening to take away her phone.
5 They're fighting.
6 Livia is playing a joke on Gaby.

Review A

Vocabulary

1

- Read out the first sentence and the sentence that matches it, and point out how the meanings match.
- Check that students understand *broke into* in sentence 9.
- Ask students to read the remaining sentences and match them.
- Check answers with the class, and check that students understand all the sentences.

2

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and complete the verbs.
- Check answers with the class, and check that students understand all the verbs.
- With stronger classes, you could ask students to write three sentences about people they know, using the verbs, e.g., *My sister bites her nails.* Ask some students to read their sentences to the class.

3

- Read out the example answer and point out that students have to choose the correct phrase for each sentence and then add *make* or *do*.
- Ask students to read the remaining sentences and complete them with the correct words.
- Check answers with the class.
- Ask: *What chores do you do at home? Do you always do your best at school? When was the last time you made an excuse? What about?*

4

- Read out the example answer and point out that it describes picture 1.
- Ask students to look at the pictures and complete the sentences with the correct form of the verbs.
- Check answers with the class, and check that students understand all the vocabulary.
- With stronger classes, you could ask students to write three sentences about themselves using the verbs in the box. Allow students to compare their sentences in pairs. Then ask some students to read their sentences to the class.
- 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 they need to look at each sentence carefully to decide whether they need a gerund or an infinitive.
- Remind students to think about the spelling rules for *-ing* forms.
- 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 that they need to learn verb patterns, especially with common verbs.

2

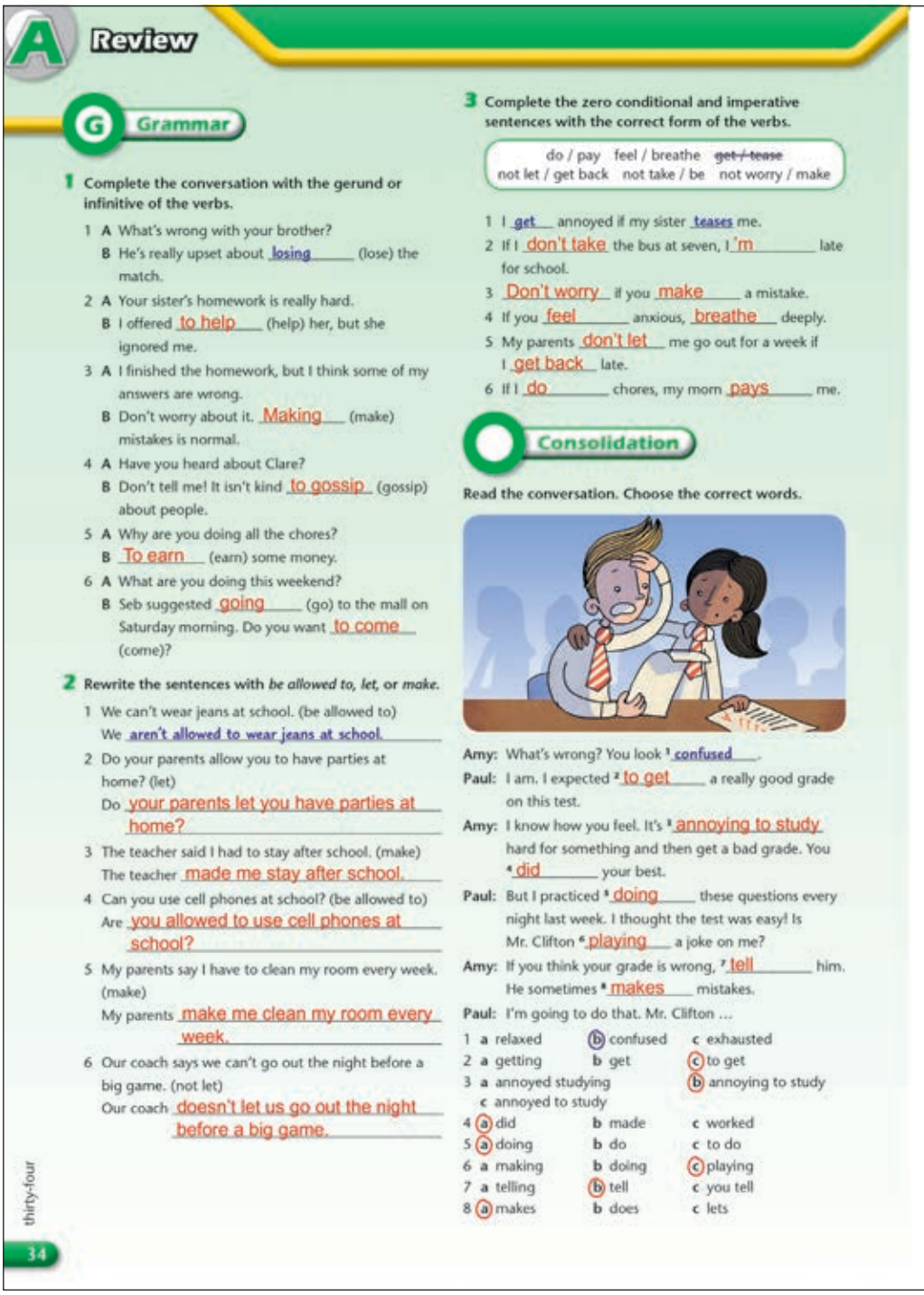
- Read out the first pair of sentences and point out that they have the same meaning.
- Remind students to think about what form of the verb follows *be allowed to, make,* and *let*.
- Ask students to read the remaining sentences and complete the second sentences so they have the same meaning as the first.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the table and information on page 27 and go through the main points in the table 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 form of the verbs in each conditional sentence.
- Ask students to read the remaining sentences and complete them with the correct verb forms. 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 page 29, 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 conversation 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.



A Review

G Grammar

1 Complete the conversation with the gerund or infinitive of the verbs.

1 A What's wrong with your brother?
B He's really upset about losing (lose) the match.
2 A Your sister's homework is really hard.
B I offered to help (help) her, but she ignored me.
3 A I finished the homework, but I think some of my answers are wrong.
B Don't worry about it. Making (make) mistakes is normal.
4 A Have you heard about Clare?
B Don't tell me! It isn't kind to gossip (gossip) about people.
5 A Why are you doing all the chores?
B To earn (earn) some money.
6 A What are you doing this weekend?
B Seb suggested going (go) to the mall on Saturday morning. Do you want to come (come)?

2 Rewrite the sentences with *be allowed to, let,* or *make*.

1 We can't wear jeans at school. (be allowed to)
We aren't allowed to wear jeans at school.
2 Do your parents allow you to have parties at home? (let)
Do your parents let you have parties at home?
3 The teacher said I had to stay after school. (make)
The teacher made me stay after school.
4 Can you use cell phones at school? (be allowed to)
Are you allowed to use cell phones at school?
5 My parents say I have to clean my room every week. (make)
My parents make me clean my room every week.
6 Our coach says we can't go out the night before a big game. (not let)
Our coach doesn't let us go out the night before a big game.

3 Complete the zero conditional and imperative sentences with the correct form of the verbs.

do / pay feel / breathe ~~get / tease~~
not let / get back not take / be not worry / make

1 I get annoyed if my sister teases me.
2 If I don't take the bus at seven, I 'm late for school.
3 Don't worry if you make a mistake.
4 If you feel anxious, breathe deeply.
5 My parents don't let me go out for a week if I get back late.
6 If I do chores, my mom pays me.

Consolidation

Read the conversation. Choose the correct words.

Amy: What's wrong? You look [1] confused.
Paul: I am. I expected [2] to get a really good grade on this test.
Amy: I know how you feel. It's [3] annoying to study hard for something and then get a bad grade. You [4] did your best.
Paul: But I practiced [5] doing these questions every night last week. I thought the test was easy! Is Mr. Clifton [6] playing a joke on me?
Amy: If you think your grade is wrong, [7] tell him. He sometimes [8] makes mistakes.
Paul: I'm going to do that. Mr. Clifton ...

1 a relaxed (b) confused c exhausted
2 a getting b get (c) to get
3 a annoyed studying (b) annoying to study c annoyed to study
4 (a) did b made c worked
5 (a) doing b do c to do
6 a making b doing (c) playing
7 a telling (b) tell c you tell
8 (a) makes b does c lets

thirty-four 34

- 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.

3 Big issues

Grammar
will / won't: future predictions
be going to: future predictions

Vocabulary
Man-made and natural problems
Environmental problems and solutions

Skills
Reading: Our greatest threats: article; Our greatest threats: comments
Listening: Wildfires at Yellowstone Park; Cleaning the world's oceans
Speaking: Asking for and giving opinions

Reading skill
Finding and understanding people's opinions in their writing

Values and cross-curricular topics
The environment
Environmental awareness
Survival
Consumerism

- 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 the aims when students have finished the unit, and discuss how well they have achieved them.

Warm-up video

Video

- Read out the title of the unit, *Big issues*, and elicit or explain that this unit is all about important problems in the world.
- Focus on the picture and ask: *Who is this?* (Amy). Ask: *Where do you think she is? What do you think she is doing there?*
- Read out the speech bubble and ask students to guess the missing words.
- Explain that Amy is going to ask questions about air pollution in the video, and students should try to guess the answers.
- Play the video and ask students to watch and listen, complete the speech bubble, and guess the answers to the questions.
- Check the answer. Then ask students how many questions they got right.
- Ask: *Is air pollution a problem in your city?* Elicit a range of answers and opinions.

Videoscript

Amy Hello! I'm Amy and I'm in the tenth grade of La Quinta High School in California. It's a beautiful place. Ah, breathe the fresh air! So here's a question for you: How many liters of air do we breathe every day? Is it 100 liters, 1,000 liters, or 10,000 liters? It's about 10,000 liters! Were you surprised? It's important that this air is clean. But air pollution is a big problem in California. Look at this. Some causes of air pollution are natural: wildfires, for example. Here's another question: How fast do you think a wildfire can travel? 5 km/h, 20 km/h, or 50 km/h? It's 20 km/h! That's much faster than I can ride a bike! Cars and trucks are the biggest causes of air pollution in the U.S. There is a LOT of traffic on our roads. One more question: How much time do Americans waste in traffic every year? 1 billion hours, 3 billion hours, or 8 billion hours? It's 8 billion hours. That's over 900,000 years in traffic! Can you believe it?

Practice activity (all classes)

Write the following on the board:

1 *Amy enjoys breathing in the ____ air.*
2 *Wildfires are a ____ form of air pollution.*
3 *Wildfires travel faster than Amy can ____.*
4 *Americans waste 900,000 ____ in traffic.*

Ask students to complete the sentences from memory. Then play the video again for them to check their answers. Check they understand all the sentences. You could play the video with no sound, pausing after each line and asking students to remember what Amy said.

You could then play the video with no sound again and ask students in turn to try to speak along with parts of the video and provide Amy's words.

ANSWERS
1 fresh 2 natural
3 ride a bike 4 years

Further support
On the Move Video

Vocabulary

Aim

talk about man-made and natural problems

Optional warm-up

- Ask: *What's the weather like today?* Elicit the answer. Then ask: *When can the weather cause problems?* Elicit some ideas, e.g., when there is too much rain, or when there is no rain. Elicit that these are natural problems. Then ask: *What problems in the world are caused by people?* Elicit a range of answers.

1 24

- Read out the question and check that students understand *population*.
- Pre-teach or check *malaria*.
- Play the audio and ask students to read and listen to the text.
- Discuss the answer to the question with the class.

ANSWER

Students' own answers.

2 25

- Point to the first fact and point out the example answer.
- Put students into pairs to read the remaining facts and complete them with the correct words. They can use their dictionaries to help, if necessary.
- Check answers with the class.
- Model pronunciation of words that your students might find difficult, e.g., *disease, drought, wildfire*.

3

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the correct words.
- Allow students to compare their answers in pairs. Then check answers with the class.
- Read through the information in the *Stop* box with the class and make sure they understand everything. Elicit some more examples of countable and uncountable nouns with *too much* and *too many*, e.g., *too much rain, too many cars on the roads*.

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 pairs to tell the class their ideas and discuss the questions with the class.

V Vocabulary

Man-made and natural problems

1 24 Read the text. At the end of your class today, how much bigger will the world's population be?

2 25 Complete the facts with the words. Listen, check, and repeat.

climate change disease drought flood heat wave overpopulation pollution wildfire

People worried about overpopulation almost 2,000 years ago when there were only 190 million people in the world. But in 2018, the world's population was approximately 7.5 billion people. And now, the world grows by over 1,000 people every 20 minutes!

DID YOU KNOW?

In 2100, experts believe there will be 11 billion people in the world. Some people think that 2 overpopulation will be a serious problem.

WARMEST WELCOME FROM AUSTRALIAS HOTTEST TOWN

The longest 1 heat wave was from October 31, 1923 to April 7, 1924 in Marble Bar, Australia. The temperature in the town was higher than 37.8°C (or 100°F) for 160 days.

Mosquitoes are the most dangerous animals in the world because they carry the 3 disease malaria. About 3.2 billion people in the world are at risk of malaria.

The longest 4 drought on record was in Australia, from 1995 until 2012. The government paid $4.5 billion to farmers who didn't have any water.

In cities, cars cause up to 90% of air 5 pollution.

A 6 wildfire can travel up to 20 km/h. That's faster than the average cyclist.

In a 7 flood water only needs to be 1 m deep and it can carry away cars.

36

Practice activity (all classes)

Say: *The air in this city smells awful!* Elicit the correct word from exercise 2 (*pollution*).

Put students into pairs. Ask them to write three more clues for words in exercise 2. Monitor and help while they are working.

Ask students to close their books. Then put pairs together into groups of four. They take turns to read their clues to each other and guess the words.

Ask who guessed all the words correctly.

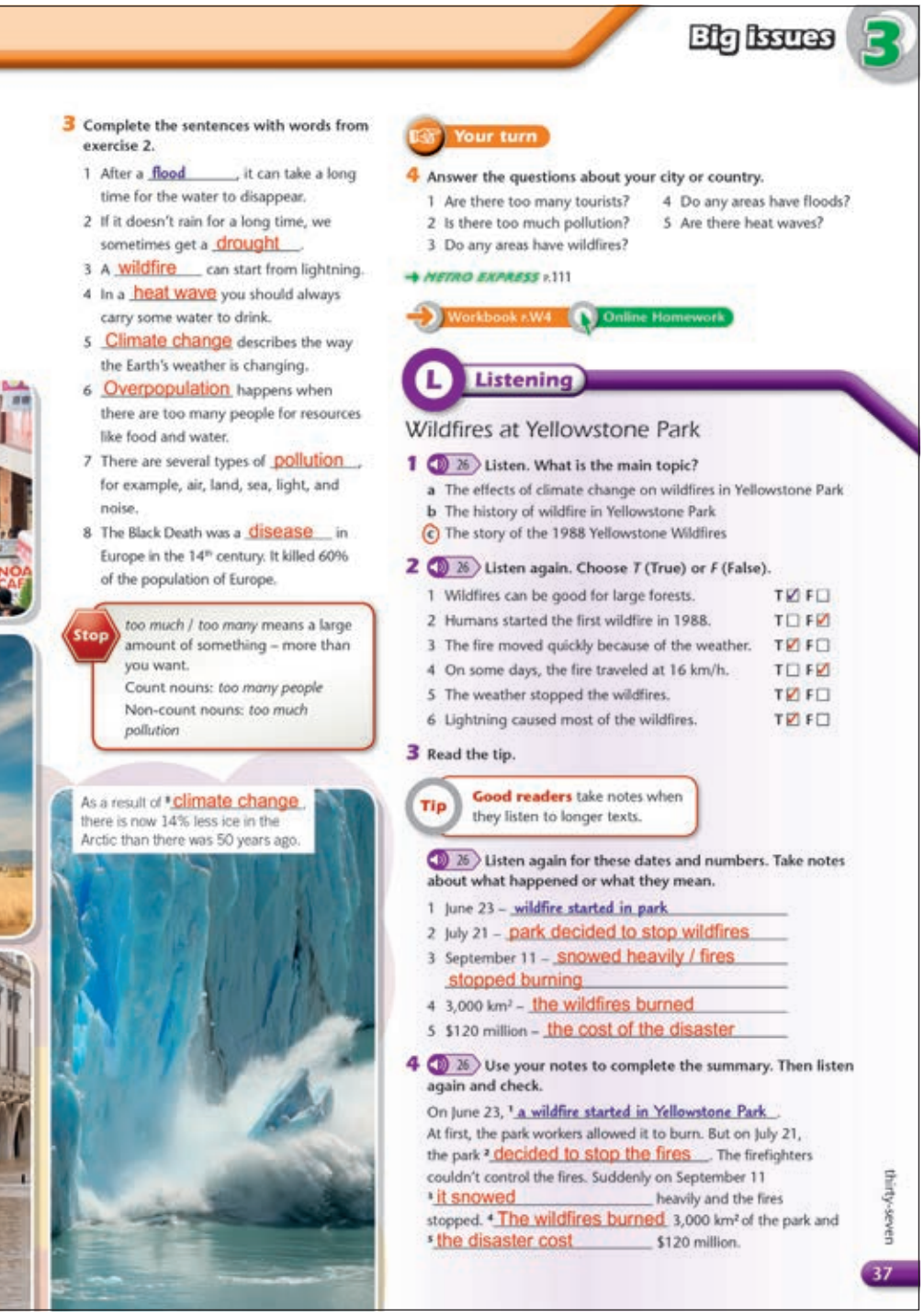
Extension activity (stronger classes)

Put students into pairs. Ask them to prepare a short presentation about one of the problems in exercise 2. Ask them to describe what the problem is, how it affects people, what causes it, and some possible solutions.

Ask some pairs to give their presentations to the class. Ask other students to listen and suggest what details could be added to the presentation.

Further support

METRO EXPRESS p.111
Workbook p.W4
Online Homework Unit 3



Big issues 3

3 Complete the sentences with words from exercise 2.

1 After a flood, it can take a long time for the water to disappear.
2 If it doesn't rain for a long time, we sometimes get a drought.
3 A wildfire can start from lightning.
4 In a heat wave you should always carry some water to drink.
5 Climate change describes the way the Earth's weather is changing.
6 Overpopulation happens when there are too many people for resources like food and water.
7 There are several types of pollution, for example, air, land, sea, light, and noise.
8 The Black Death was a disease in Europe in the 14th century. It killed 60% of the population of Europe.

Stop: *too much / too many* means a large amount of something – more than you want.
Count nouns: *too many people*
Non-count nouns: *too much pollution*

As a result of [8] climate change, there is now 14% less ice in the Arctic than there was 50 years ago.

Your turn

4 Answer the questions about your city or country.
1 Are there too many tourists?
2 Is there too much pollution?
3 Do any areas have wildfires?
4 Do any areas have floods?
5 Are there heat waves?

METRO EXPRESS p.111

Workbook p.W4 | Online Homework

L Listening

Wildfires at Yellowstone Park

1 26 Listen. What is the main topic?
a The effects of climate change on wildfires in Yellowstone Park
b The history of wildfire in Yellowstone Park
c The story of the 1988 Yellowstone Wildfires

2 26 Listen again. Choose *T* (True) or *F* (False).
1 Wildfires can be good for large forests. T ☑ F ☐
2 Humans started the first wildfire in 1988. T ☐ F ☑
3 The fire moved quickly because of the weather. T ☑ F ☐
4 On some days, the fire traveled at 16 km/h. T ☐ F ☑
5 The weather stopped the wildfires. T ☑ F ☐
6 Lightning caused most of the wildfires. T ☑ F ☐

3 Read the tip.

Tip: Good readers take notes when they listen to longer texts.

26 Listen again for these dates and numbers. Take notes about what happened or what they mean.
1 June 23 – wildfire started in park
2 July 21 – park decided to stop wildfires
3 September 11 – snowed heavily / fires stopped burning
4 3,000 km² – the wildfires burned
5 $120 million – the cost of the disaster

4 26 Use your notes to complete the summary. Then listen again and check.
On June 23, [1] a wildfire started in Yellowstone Park. At first, the park workers allowed it to burn. But on July 21, the park [2] decided to stop the fires. The firefighters couldn't control the fires. Suddenly on September 11 [3] it snowed heavily and the fires stopped. [4] The wildfires burned 3,000 km² of the park and [5] the disaster cost $120 million.

thirty-seven 37

Listening

Aim
listen to someone talking about Yellowstone Park

Warm-up

- Write the words *national park* on the board and elicit or explain the meaning. Explain that national parks are parts of a country that are protected from development because of their natural beauty and wildlife.
- Ask: *What do you know about Yellowstone Park in the U.S.?* Elicit a few ideas. Explain, if necessary, that Yellowstone Park is a national park in the west of the United States. It has millions of visitors each year, and includes some spectacular scenery, including the Grand Canyon.

1 26

- Read out the task. Then allow students time to read the three possible topics.
- Play the audio and ask students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 26

Yellowstone Park is the oldest national park in the U.S. It opened in 1872, and there are 9,000 km² of forests, mountains, rivers, and lakes. Wildfires are common in Yellowstone between June and September. When the forests grow too big, the fires actually help. They burn old wood and they make space for new plants and trees. When the park workers see a natural wildfire, they watch it carefully, but they allow it to burn. The fires usually stop burning after a short time.
On June 23, 1988, lightning started a wildfire in the park. As usual, the park workers allowed it to burn. But there was a drought and it was windy. Soon the wildfire started moving. More wildfires started in other areas of the park, and four weeks later, there were seven big wildfires. On July 21, the park decided to stop the fires. But it was too late. Firefighters fought the wildfires for over a month, but they couldn't control them. Some days the wildfires traveled 16 km. Many historic buildings in the park were in danger. Then suddenly, on September 11, it snowed heavily and the fires stopped burning. There were 51 wildfires that summer. Humans caused nine of the fires and lightning started the rest. The wildfires burned 3,000 km² and the disaster cost $120 million. Now the park is green again, and 4 million people visit every year. But what about the future? Climate change is causing more droughts and more heat waves, scientists say. And these are perfect conditions for wildfires.

2 26

- Allow students time to read through the sentences. Check that they understand everything.
- Play the audio again and ask students to listen and decide if the sentences are true or false.
- Check answers with the class.

3 26

- Read through the tip with the class. Ask: *What kinds of things should you take notes about?* Elicit that you should take notes about facts, e.g., dates, numbers, etc. Read out the example answer and elicit or point out that when you take notes you don't need to write full sentences.
- Focus on the dates and numbers in the notes and check that students know how to say them all.
- Play the audio again and ask students to listen and take notes. With stronger classes, they could complete the notes from memory. Then listen again to check.
- Check answers with the class.

4 26

- Read through the example answer with the class and point out that in a summary you need to write full sentences, not just notes.
- Ask students to use their notes to complete the summary.
- Allow students to compare their answers in pairs. Then play the audio again for them to listen and check their answers.
- Check answers with the class.

Reading

Aim

read and understand an article about some threats to our planet

Warm-up

- Ask: *What causes natural disasters?* Elicit a few ideas, e.g., floods, hurricanes, earthquakes, volcanoes. Ask: *Could a natural disaster be so big that it is a danger to the whole planet? Why? / Why not?* Elicit a range of answers.
- Ask: *What man-made problems are there in the world?* Elicit a few ideas, e.g., pollution, global warming. Ask: *Could one of these problems be a danger to the whole planet? Why? / Why not?* Elicit a range of answers.

1 27

- Read out the title of the article and explain the meaning of *threats*, if necessary. Read out the three headings and ask: *Where do you think the biggest threats come from?* Elicit a few ideas. Teach the meaning of *asteroid* and *tsunami*.
- Read out the question. Then play the audio. Ask students to read and listen to the article. Then discuss as a class which problem is the most serious and why. Encourage as many students as possible to join in and express their opinions.

ANSWER

Students' own answers.

2

- Allow students time to read through the questions and possible answers. Check that they understand *erupted*.
- Ask students to read the article again and choose the correct answers.
- Check answers with the class, referring back to the text to explain the answers.

3

- Ask students to read the article again and complete the sentences with the correct words.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books. Write the following verbs on the board: *block, cause, enter, erupt, explode, land, need, use.*

Put students into pairs and ask them to guess which section (Space, The Earth, Humans) each verb is used in, and try to remember how each verb is used.

Students can check their answers in the text. Check answers with the class and ask who remembered all the verbs correctly. Check that students understand all the verbs in context.

R Reading

1 27 **Read the article. Which problem do you think is the most serious? Why?**

Our Greatest Threats

In the future, our planet will face many different challenges. But will the greatest threats to our survival come from space, from the Earth, or even from ourselves?

Space

On February 15, 2013, an asteroid entered the Earth's atmosphere over Russia. It was 20 m long, and weighed more than the Eiffel Tower. When it exploded, 30 km above the ground, it was traveling at about 65,000 km/h. Many glass windows broke in the explosion and about 1,500 people were injured. The largest piece of the asteroid weighed 654 kg and landed in a lake.

Many scientists think that another large asteroid will hit the Earth one day. It will probably land in the ocean and it will cause a tsunami – a huge wave. When tsunamis travel to land, they cause floods.

The Earth

From March to May, 2010, a volcano erupted in Iceland, and there was a huge cloud of ash in the sky over Europe. Twenty countries didn't allow planes to take off for over a week. No one was injured, but millions of people couldn't get home, and the disaster cost $7.3 billion.

But that was just a normal volcano. Supervolcanoes are over 1,000 times bigger than normal volcanoes. There is one under Yellowstone Park in the U.S. It is about the same size as Mount Everest. One day, it will erupt. A huge cloud of ash will block the sun and some countries will become too cold for humans.

Humans

At the moment, 750 million people in the world don't have access to clean water. Three billion people earn less than $2.50 every day.

By 2050, experts think that there will be over 9.6 billion people on the planet. Will there be enough natural resources for everybody? All of these people need food, water, and somewhere to live. Cities will become more crowded; traffic and pollution will get worse. More people use more energy and this causes climate change, too. Is overpopulation our greatest threat?

2 Read the article again. Choose the correct answer.

1 The asteroid ...
   a was longer than the Eiffel tower.
   b hit Russia 30 km from a city.
   c weighed 654 kg.
   (d) broke windows in buildings.
2 The volcano in Iceland ...
   a was a supervolcano.
   (b) caused problems for travelers.
   c hurt lots of people.
   d erupted for a week.
3 The article says ...
   a access to clean water will be our biggest problem in the future.
   b the current population of the world is 750 million people.
   (c) overpopulation causes environmental problems.
   d at the moment, there are enough natural resources for everyone.

3 Read again. Complete the sentences with one word.

1 The asteroid in Russia was heavier than the Eiffel Tower.
2 One day, a large asteroid will cause a tsunami.
3 The cost of the eruption in Iceland was $7.3 billion.
4 The Yellowstone Park supervolcano is as big as Mount Everest.
5 The population of the world will be 9.6 billion in 2050.
6 Environmental problems will get worse in the future.

thirty-eight

38

ANSWERS

Space cause (cause a tsunami), enter (enter the Earth's atmosphere), explode (when the asteroid exploded), land (landed in a lake)
The Earth block (a cloud of ash will block the sun), erupt (a volcano erupted)
Humans need (they all need food), use (more people use more energy)

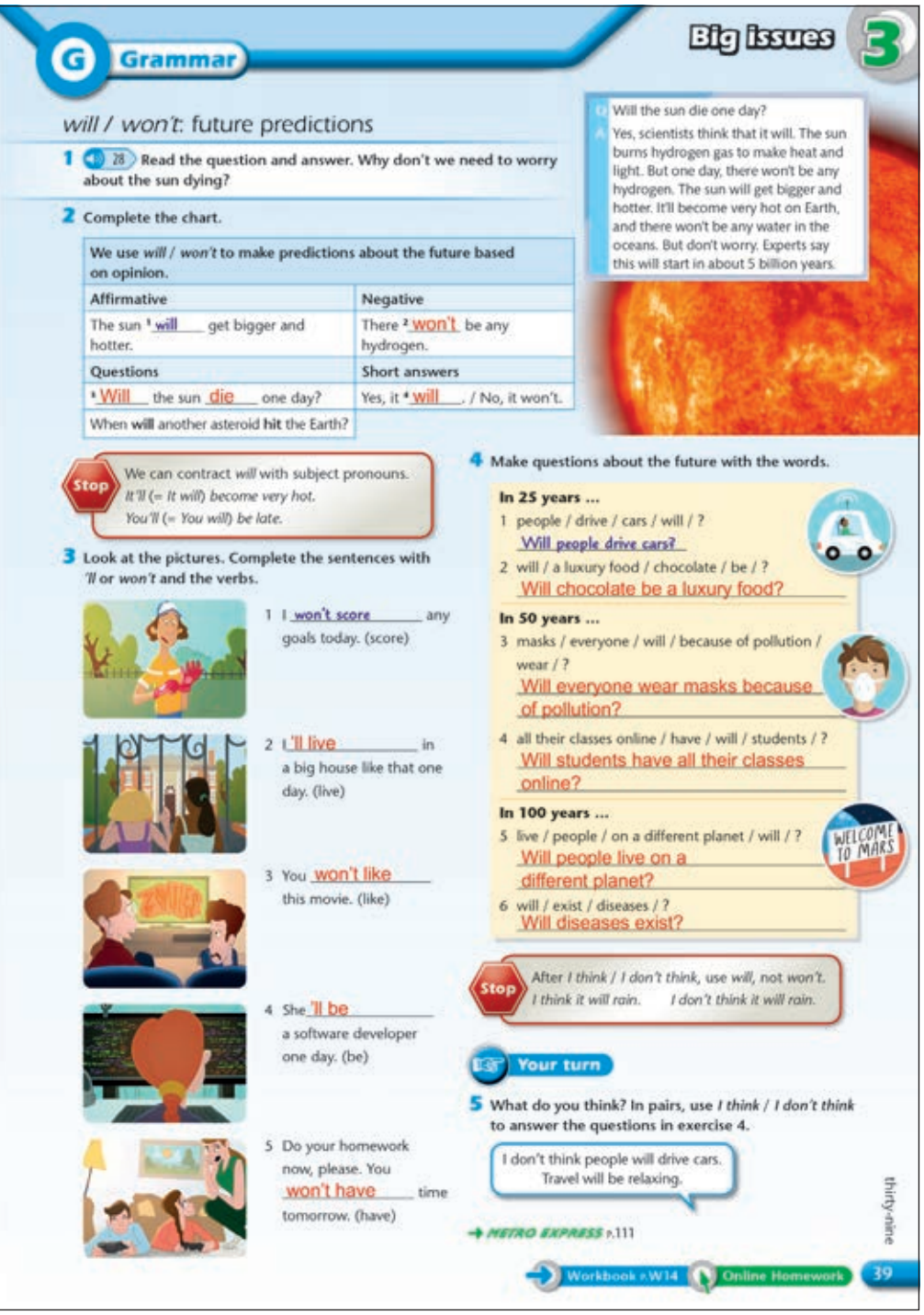
Extension activity (stronger classes)

Put students into groups of three. Ask them in their groups to each choose one of the problems from the article (asteroid, supervolcano, overpopulation). Tell them they must each try to convince their classmates that their chosen problem is the most serious.

Allow students time to prepare their ideas individually. Point out that they need to think of a lot of convincing arguments.

Students then discuss their ideas in their groups. Tell students they must listen to their classmates' ideas without interrupting. Then they can challenge them.

Stop the activity after a few minutes. Ask individual students which of their classmates had the strongest arguments and why.



Grammar

Big issues 3

will / won't: future predictions

1 28 Read the question and answer. Why don't we need to worry about the sun dying?

Q Will the sun die one day?
A Yes, scientists think that it will. The sun burns hydrogen gas to make heat and light. But one day, there won't be any hydrogen. The sun will get bigger and hotter. It'll become very hot on Earth, and there won't be any water in the oceans. But don't worry. Experts say this will start in about 5 billion years.

2 Complete the chart.

We use *will / won't* to make predictions about the future based on opinion.	
Affirmative	**Negative**
The sun [1] will get bigger and hotter.	There [2] won't be any hydrogen.
Questions	**Short answers**
[3] Will the sun die one day?	Yes, it [4] will. / No, it won't.
When will another asteroid hit the Earth?	

Stop: We can contract *will* with subject pronouns. *It'll (= It will) become very hot.* *You'll (= You will) be late.*

3 Look at the pictures. Complete the sentences with 'll or won't and the verbs.

1 I won't score any goals today. (score)
2 I'll live in a big house like that one day. (live)
3 You won't like this movie. (like)
4 She'll be a software developer one day. (be)
5 Do your homework now, please. You won't have time tomorrow. (have)

4 Make questions about the future with the words.

In 25 years ...
1 people / drive / cars / will / ? Will people drive cars?
2 will / a luxury food / chocolate / be / ? Will chocolate be a luxury food?

In 50 years ...
3 masks / everyone / will / because of pollution / wear / ? Will everyone wear masks because of pollution?
4 all their classes online / have / will / students / ? Will students have all their classes online?

In 100 years ...
5 live / people / on a different planet / will / ? Will people live on a different planet?
6 will / exist / diseases / ? Will diseases exist?

Stop: After *I think* / *I don't think*, use *will*, not *won't*. *I think it will rain.* *I don't think it will rain.*

Your turn

5 What do you think? In pairs, use *I think* / *I don't think* to answer the questions in exercise 4.

I don't think people will drive cars. Travel will be relaxing.

METRO EXPRESS p.111

Workbook p.W14 Online Homework 39

thirty-nine

Grammar

Aim

learn *will / won't* for future predictions

Warm-up

- Write the following gapped sentences on the board:
  1 *A large asteroid ___ the Earth one day.*
  2 *In 2050, there ___ 9.6 billion people on the planet.*
- Ask: *Do the sentences refer to the past, present, or future?* (future)
- 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 and underline them. Ask students to translate the sentences into their own language. Elicit the negative forms of the sentences using *won't*.
- Explain to students that they are going to study *will / won't* in this lesson.

ANSWERS
1 will hit 2 will be

1 28

- Read out the question. Then allow students time to read the question and answer.
- Discuss the answer to the question with the class.

ANSWER
Because it won't happen for about five billion years.

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

Will and *won't* are followed by the base form of the verb, e.g., *The Earth will get hotter.* NOT ~~*The Earth will to get hotter.*~~

They are the same for all persons, e.g., *I/you/he/they will be late.*

In question forms, *will* comes before the subject, e.g., *Will it happen?* NOT ~~*It will happen?*~~

In short answers, we use *will/won't*, but not the main verb, e.g., *Will you be late? Yes, I will.* NOT ~~*Yes, I will be.*~~

3

- Point to the first picture and read out the example sentence.
- Ask students to look at the pictures and complete the sentences with the correct verb forms.
- Check answers with the class.

4

- Read out the first set of prompts and the example question.
- Students write the remaining questions.
- Check answers with the class.
- Read through the information in the *Stop* box with the class. Explain that in English we generally give a negative opinion with *I don't think* + *will*, e.g., *I don't think this will happen.* NOT ~~*I think this won't happen.*~~

5 Your turn

- Read out the first question in exercise 4 again. Then read out the example answers in the speech bubble.
- Allow students time to prepare their answers individually. Then put them into pairs to ask and answer the questions.
- Ask pairs in turn to tell the class which questions they agreed about, and which they disagreed about and why.

Practice activity (all classes)

Put students into pairs and ask them to write three more predictions about the future using *I think* and *I don't think*.

Put pairs together into groups of four to read their sentences to each other and discuss which ones they all agree with.

Ask pairs in turn to read a sentence to the class that they all agree with. Ask others if they agree or disagree, and why.

Further support
METRO EXPRESS p.111
Workbook p.W14
Online Homework Unit 3

Vocabulary

Aim

talk about environmental problems and solutions

Warm-up

- Ask: *What environmental problems do you know about? What about the climate? What about the air that we breathe? What about rainforests?*
- Give students two minutes to brainstorm as many environmental problems as they can. Elicit ideas.

1

- Focus on the text and point out that it includes some problems and solutions.
- Ask students to read the text and match the problems with the solutions.
- Check answers with the class.

2 29

- Ask students to match the green words in exercise 1 with the meanings.
- Play the audio once for students to listen and check their answers. Play it again, pausing for students to repeat the words.

3 Your turn

- Read the questions. Elicit a few examples of natural resources, e.g., paper, oil/coal.
- Allow students time to prepare their answers individually. Then put them into pairs to discuss the questions. Elicit answers.

Further support
***METRO EXPRESS* p.111**
Workbook p.W4
Online Homework Unit 3
Pronunciation Classroom Presentation Tool

Listening

Aim

listen to someone talking about a company trying to clean up the oceans

1

- Read out the question and check that students understand *decompose*.
- Put students into pairs to look at the items and guess the times. Check answers and ask: *Which answer do you find most surprising?*

2 30

- Read out the question. Allow students time to read through the four possible answers. Check they understand *diving*.
- Play the audio for students to listen and choose the correct answer.
- Check answers with the class.

Audioscript 30

Plastic takes between 450 and 1,000 years to completely decompose. Every year, about 8 million tonnes of plastic goes into the sea. And around 100,000 sea animals and 1 million sea birds die every year from eating this plastic. At sea, the plastic decomposes into very small pieces of plastic called microplastic. Fish eat this microplastic and we eat the fish.
At the moment, we don't know what problems this will cause. But one young man from the Netherlands, Boyan Slat, isn't going to wait.
Boyan went diving in Greece when he was 16. He was shocked. "I saw more plastic bags than fish," he said.
At school, he did a science project about cleaning the world's oceans and he won a prize. Then he started college. But Boyan was more interested in cleaning the world's oceans than studying. So after a year, he left college and started his own company. Over ten years, Boyan's company is going to remove 42% of the plastic in the worst area of the Pacific Ocean. That's about 70 million kg of plastic. Then the company is going to recycle it. Some scientists think Boyan's idea will be too hard, too slow, and too expensive. At the moment, they say, we use 50% of the world's plastic once and then we throw it away. We need to reduce plastic in food packaging, and reuse and recycle more plastic.

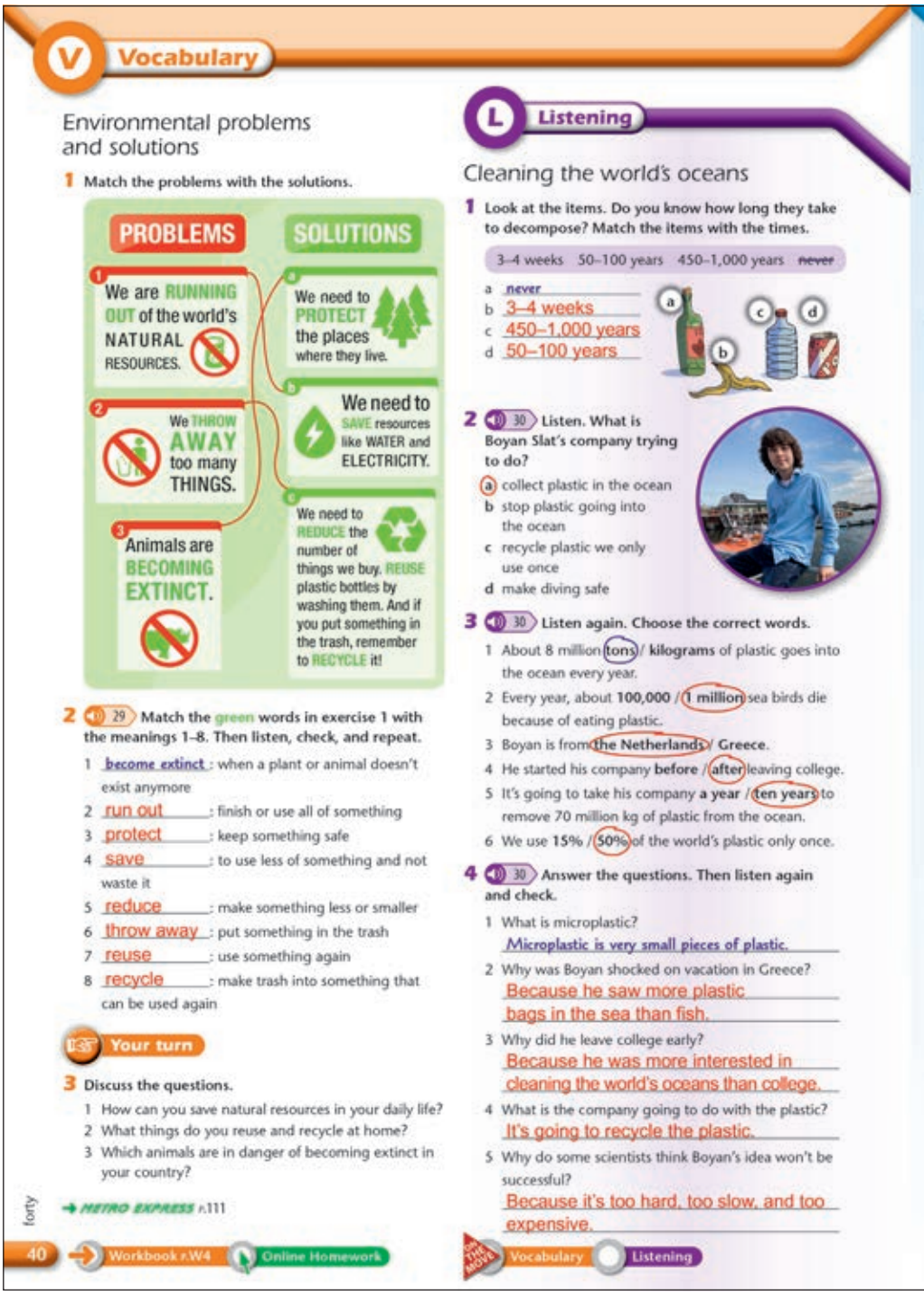
3 30

- Allow students time to read through the sentences. Elicit how to say *100,000*, *15%*, and *50%*.
- Play the audio again. Students listen and choose the correct words.
- Check answers with the class.

4 30

- Ask students to read the sentences and answer them individually.
- Allow students time to compare their answers in pairs. Then play the audio again for students to listen and check.
- Check answers with the class.

Further support
On the Move Vocabulary Listening



V Vocabulary

Environmental problems and solutions

1 Match the problems with the solutions.

PROBLEMS
1 We are RUNNING OUT of the world's NATURAL RESOURCES.
2 We THROW AWAY too many THINGS.
3 Animals are BECOMING EXTINCT.

SOLUTIONS
a We need to PROTECT the places where they live.
b We need to SAVE resources like WATER and ELECTRICITY.
c We need to REDUCE the number of things we buy. REUSE plastic bottles by washing them. And if you put something in the trash, remember to RECYCLE it!

2 29 Match the green words in exercise 1 with the meanings 1–8. Then listen, check, and repeat.
1 become extinct : when a plant or animal doesn't exist anymore
2 run out : finish or use all of something
3 protect : keep something safe
4 save : to use less of something and not waste it
5 reduce : make something less or smaller
6 throw away : put something in the trash
7 reuse : use something again
8 recycle : make trash into something that can be used again

Your turn
3 Discuss the questions.
1 How can you save natural resources in your daily life?
2 What things do you reuse and recycle at home?
3 Which animals are in danger of becoming extinct in your country?

→ METRO EXPRESS p.111

forty

40 Workbook p.W4 Online Homework

L Listening

Cleaning the world's oceans

1 Look at the items. Do you know how long they take to decompose? Match the items with the times.
3–4 weeks 50–100 years 450–1,000 years never
a never
b 3–4 weeks
c 450–1,000 years
d 50–100 years

2 30 Listen. What is Boyan Slat's company trying to do?
a collect plastic in the ocean
b stop plastic going into the ocean
c recycle plastic we only use once
d make diving safe

3 30 Listen again. Choose the correct words.
1 About 8 million tons / kilograms of plastic goes into the ocean every year.
2 Every year, about 100,000 / 1 million sea birds die because of eating plastic.
3 Boyan is from the Netherlands / Greece.
4 He started his company before / after leaving college.
5 It's going to take his company a year / ten years to remove 70 million kg of plastic from the ocean.
6 We use 15% / 50% of the world's plastic only once.

4 30 Answer the questions. Then listen again and check.
1 What is microplastic?
Microplastic is very small pieces of plastic.
2 Why was Boyan shocked on vacation in Greece?
Because he saw more plastic bags in the sea than fish.
3 Why did he leave college early?
Because he was more interested in cleaning the world's oceans than college.
4 What is the company going to do with the plastic?
It's going to recycle the plastic.
5 Why do some scientists think Boyan's idea won't be successful?
Because it's too hard, too slow, and too expensive.

ON THE MOVE Vocabulary Listening

Grammar

be going to: future predictions

1 31 **Read the conversation. Who is Mrs. Hall?**

Jack: Look at that blue sky! It's going to be a hot day today, especially for this time of year.
Cassie: Yeah, I think it's because of climate change.
Jack: Are you worried about it?
Cassie: I'm *really* worried. You should come to the after school Environment Club. It's interesting … and frightening.
Jack: OK. Tell me about it later. Right now, we're late for math. Mrs. Hall isn't going to be happy!

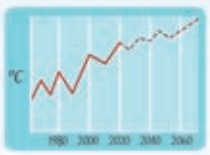
2 **Complete the chart.**

We use *going to* to make predictions based on present evidence.	Look at that blue sky! It [1] 's going to be a hot day today. Right now, we're late for math. Mrs. Hall [2] isn't going to be happy!

Stop Remember we also use *going to* to talk about plans and intentions.
I'm going to meet some friends at the mall later.

3 **Look at the pictures. Complete the predictions with the correct form of *be going to*.**

1 The volcano is going to erupt.



2 The temperature on Earth is going to increase.

3 They're going to become extinct.

4 The traffic is going to get worse.

4 **Read the situations. Then complete the sentences with the affirmative or negative of *be going to* and the verbs.**

be be be finish get lose

1 It's 8:20 and Sue is still in bed. School starts at 8:30 a.m.
Sue is going to be late.
2 Marvin only spent ten minutes on his homework.
He isn't going to get a good grade.
3 It's winter, but the weather forecast predicts hot and sunny weather for the next five days.
There's going to be a heat wave.
4 Italy is winning 3–0 against Mexico. There's only a minute of the game left.
Mexico is going to lose.
5 Josh made a mess in the kitchen. His parents are coming home in five minutes.
They aren't going to be happy.
6 Today is Sunday and I'm seeing my relatives this afternoon. I have a lot of homework to do before Monday.
I'm not going to finish everything.

5 **Choose the correct words. Use *be going to* for predictions based on present evidence, and *will* for predictions based on opinions.**

1 My sister **will** / **is going to** have a baby next month.
2 One day, I think governments **will** / **are going to** ban plastic bags.
3 Look! The bus **will** / **is going to** leave. Run!
4 Some scientists think that in the future humans **will** / **are going to** live for hundreds of years.
5 The printer **will** / **'s going to** run out of paper soon. Can you get some more?
6 Do you think you **'ll** / **'re going to** be famous one day?

→ METRO EXPRESS p.111

Grammar

Aim
learn *be going to* for future predictions

Warm-up

- Say: *Imagine you are diving in the ocean. Imagine what it looks like under the water. What can you see?* Elicit some ideas, e.g., fish, plants, etc. Elicit the idea that you can also see bits of plastic. Say: *Now you can see lots of small bits of plastic, and a fish is swimming towards them. What's going to happen?* Elicit the sentence: *The fish is going to eat the plastic.* Write the sentence on the board. Point to the sentence and ask: *Is this about the future?* (yes) *Is it a prediction?* (yes) *Why can I make the prediction?* (because I can see the fish and the plastic).
- Explain to students that they are now going to learn about using *be going to* for predictions.

1 31

- Read out the question. Then ask students to read the conversation and answer the question.
- Check the answer with the class.

ANSWERS
She is a math teacher.

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.
- Read through the information in the *Stop* box with the class. Elicit a few more examples of *be going* to for plans and intentions, e.g., *I'm going to watch a movie tonight.*

Usage
We use *will* for general predictions, and predictions based on opinions, e.g., *I think we will win the game.* We use *be going to* when there is evidence to support our prediction, e.g., *The score is 4–0, and there are only five minutes left—we're going to win the game!*

3

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and complete the sentences with the correct verb forms.
- Check answers with the class.

4

- Ask students to read the situations and complete the sentences with the correct forms.
- Check answers with the class.

5

- Remind students that we use *will* for general predictions, and *be going to* for predictions based on evidence.
- Read out the first sentence and elicit that it is a prediction based on evidence, so *is going to* is the correct answer.
- Ask students to read the sentences and choose the correct words to complete them.
- Check answers with the class.

Practice activity (all classes)
Write these sentences on the board:
1 *Mom is going to be really angry!*
2 *The party's going to be a disaster!*
3 *Everything's going to be OK.*
Put students into pairs. Ask them to choose one of the sentences on the board and write a short conversation which ends with the sentence they have chosen. Encourage them to use their imaginations.
Monitor and help while students are working. Allow students time to practice their conversations. Ask some pairs to perform their conversations for the class, omitting the last sentence. Other students can listen and guess the final sentence.

ANSWERS
Students' own answers.

Further support
METRO EXPRESS p.111
Workbook p.W15
Online Homework Unit 3
On the Move Grammar

Speaking

Aim

ask for and give opinions

Warm-up

- Read out the heading, *Asking for and giving opinions.* Ask: *What phrases can you use to give your opinion?* Elicit a few examples, e.g., *I think.*
- Ask: *Which verb do we use to give opinions about the future?* Elicit that we use *will.*
- Explain to students that they are going to practice asking for and giving opinions about the future in English.

1 32

- Give students time to look at the picture. Then ask them 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.

2

- Play the audio from 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.
- Put students into pairs to practice the conversation.

3

- Ask students to read the predictions and check the ones they think will be true.

ANSWERS

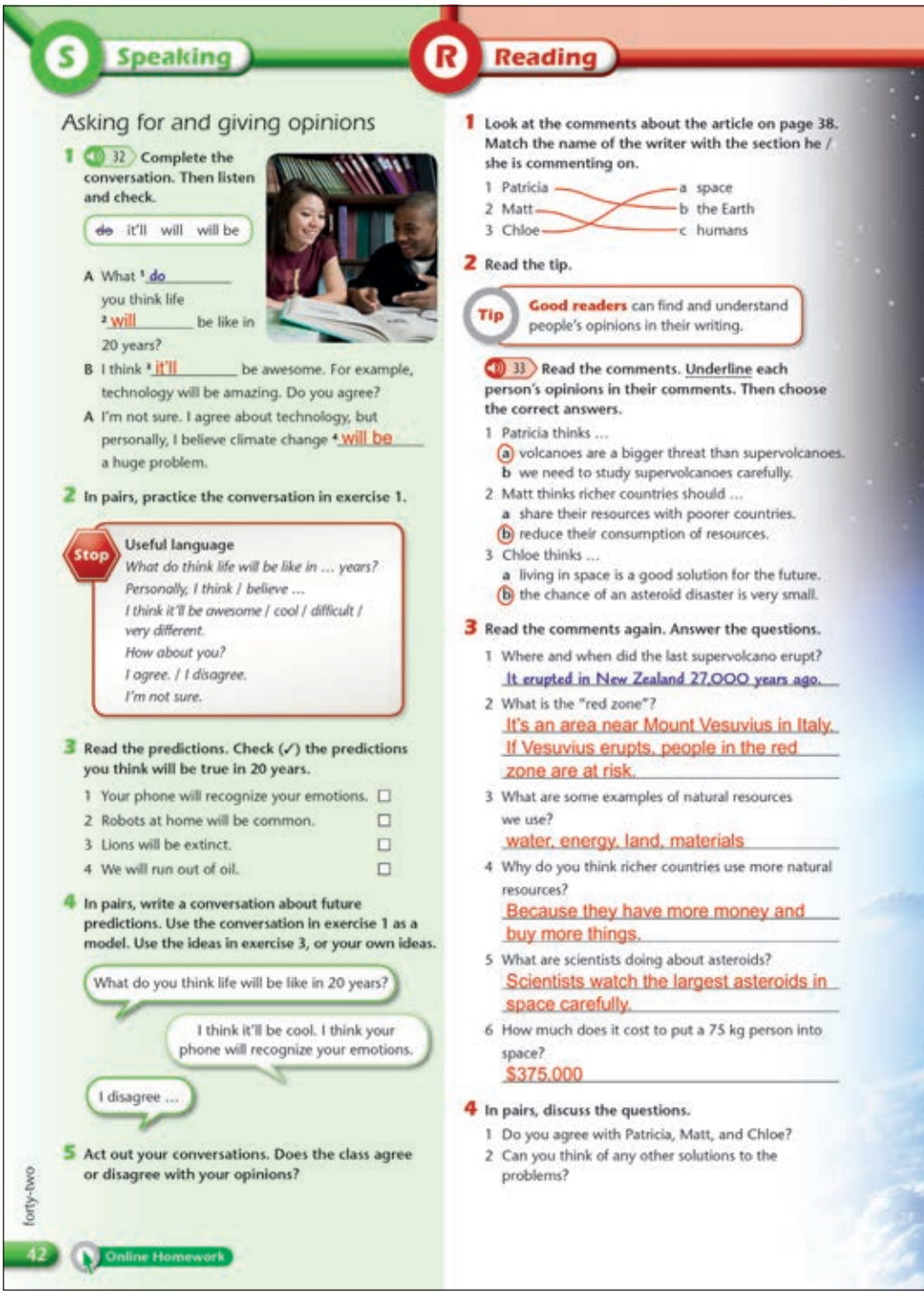
Students' own answers.

4

- Ask two students to read out the example conversation in the speech bubbles.
- Put students into pairs to write a conversation about what life will be like in 20 years. Encourage them to use the ideas in exercise 3 and also their own ideas. Remind them that to express a negative opinion we usually use *I don't think* + *will* + an affirmative verb, e.g., *I don't think phones will recognize our emotions.*
- Monitor and help while students are working.

ANSWERS

Students' own answers.



S Speaking

Asking for and giving opinions

1 32 Complete the conversation. Then listen and check.

~~do~~ it'll will will be

A What [1] do you think life [2] will be like in 20 years?

B I think [3] it'll be awesome. For example, technology will be amazing. Do you agree?

A I'm not sure. I agree about technology, but personally, I believe climate change [4] will be a huge problem.

2 In pairs, practice the conversation in exercise 1.

Stop **Useful language**

What do think life will be like in … years?
Personally, I think / believe …
I think it'll be awesome / cool / difficult / very different.
How about you?
I agree. / I disagree.
I'm not sure.

3 Read the predictions. Check (✓) the predictions you think will be true in 20 years.

1 Your phone will recognize your emotions. ☐
2 Robots at home will be common. ☐
3 Lions will be extinct. ☐
4 We will run out of oil. ☐

4 In pairs, write a conversation about future predictions. Use the conversation in exercise 1 as a model. Use the ideas in exercise 3, or your own ideas.

What do you think life will be like in 20 years?
I think it'll be cool. I think your phone will recognize your emotions.
I disagree …

5 Act out your conversations. Does the class agree or disagree with your opinions?

R Reading

1 Look at the comments about the article on page 38. Match the name of the writer with the section he / she is commenting on.

1 Patricia — a space
2 Matt — b the Earth
3 Chloe — c humans

2 Read the tip.

Tip **Good readers** can find and understand people's opinions in their writing.

33 Read the comments. Underline each person's opinions in their comments. Then choose the correct answers.

1 Patricia thinks …
(a) volcanoes are a bigger threat than supervolcanoes.
b we need to study supervolcanoes carefully.
2 Matt thinks richer countries should …
a share their resources with poorer countries.
(b) reduce their consumption of resources.
3 Chloe thinks …
a living in space is a good solution for the future.
(b) the chance of an asteroid disaster is very small.

3 Read the comments again. Answer the questions.

1 Where and when did the last supervolcano erupt?
It erupted in New Zealand 27,000 years ago.
2 What is the "red zone"?
It's an area near Mount Vesuvius in Italy. If Vesuvius erupts, people in the red zone are at risk.
3 What are some examples of natural resources we use?
water, energy, land, materials
4 Why do you think richer countries use more natural resources?
Because they have more money and buy more things.
5 What are scientists doing about asteroids?
Scientists watch the largest asteroids in space carefully.
6 How much does it cost to put a 75 kg person into space?
$375,000

4 In pairs, discuss the questions.

1 Do you agree with Patricia, Matt, and Chloe?
2 Can you think of any other solutions to the problems?

forty-two

42 Online Homework

5

- Allow students time to practice their conversations in pairs.
- Ask pairs in turn to act out their conversations for the class.
- Ask other students which predictions they agree and disagree with and why.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students individually to think about something they are looking forward to, e.g., a birthday celebration, a holiday, a film they are planning to watch, etc. Ask them to write a few sentences saying what the event is, and what they think it will be like, e.g., *I'm going to my cousin's birthday party next weekend. There will be a lot of people there. I think it will be good fun.*

Put students into pairs to tell their partner what they are looking forward to and why. Ask some students to tell the class.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 3

Our Greatest Threats

HOME | VIDEOS | LINKS | COMMENTS Search

Comments (217)

Patricia
Naples, Italy

Interesting article, but there are only seven supervolcanoes in the world and the last one erupted in New Zealand – 27,000 years ago. There are 1,500 smaller volcanoes like the one in Iceland!

I think studying volcanoes is more important than worrying about supervolcanoes. We need to know when volcanoes are going to erupt – so we have time to escape.

About 600,000 people (including me!) live in the "red zone" near Mount Vesuvius, a volcano in Italy. If the volcano erupts, we are at risk. The city has an evacuation plan, and it will take 72 hours for everyone to escape the area. I don't think that will be quick enough!

Matt
Washington, D.C.

Overpopulation doesn't need to be a problem. If we change our lifestyles, I think there is space on our planet for everyone. Everything we do in our daily lives uses natural resources: water, energy, materials, and land. At the moment, people in richer countries use about 90 kg of natural resources every day! In poorer countries, it's only 10 kg. People in richer countries (that includes me) need to throw away less food, reuse things like plastic bags and bottles, and recycle more trash. In short, we have to reduce our use of resources. It's simple!

Chloe
Sydney, Australia

The asteroid in Russia was large, but it's not unusual for material to enter our atmosphere from space – in fact about 100,000 kg of material enters our atmosphere every day! Scientists watch the largest asteroids in space carefully, but they think there is a one in 10,000 chance that one will hit the Earth in the next 100 years. That's tiny!

Some experts talk about building places to live in space or on other planets like Mars or Titan (Saturn's largest moon). I'm not sure. It costs around $5,000 to put 1 kg into space at the moment, so it's going to be very expensive to move from the Earth.

Writing p.103 Workbook p.W28 Online Homework

Reading

Aims

read online comments about threats to the planet and practice identifying and understanding people's opinions in their writing

Warm-up

- Ask: *What can you remember about the article you read about threats to the planet? What were the main threats? Where do they come from?* Elicit some answers, e.g., asteroids, supervolcanoes, climate change. Elicit the categories of threat: *space, the Earth, humans.* Students can look back at the article on page 38 to check if necessary.
- Point to the text on page 43 and elicit or explain that it is made up of comments that people have added online in response to the article.

1

- Elicit or explain that Mount Vesuvius is a volcano in Italy, and Naples is a city near it.
- Ask students to read the comments and match the comments with the category each one is commenting on.
- Check answers with the class.

2 33

- Read out the tip with the class.
- Ask students to read the first paragraph of Patricia's comment. Ask: *Are they facts or opinions?* (facts) Ask students to read the second paragraph and find an opinion (*I think studying volcanoes is more important than worrying about supervolcanoes*).
- Ask students to read the comments and underline all the opinions.
- Allow students time to compare their answers in pairs. Then check these answers with the class.
- Ask students to read the questions and choose the correct answers.
- Check answers with the class.

3

- Read out the first question and the example answer.
- 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 question to help them choose the correct comment to read for each answer.
- Check answers with the class.

4

- Allow students time to prepare their ideas individually. Then put them into pairs to discuss the questions.
- Discuss the answers with the class.

Practice activity (all classes)

Write on the board the numbers:

90 600,000 72 5,000

Ask students if they can remember what the numbers refer to. Discuss possible answers. Then ask students to find the numbers in the text to check. You could do this as a race, to encourage students to scan the text quickly to find the numbers.

Check answers with the class.

ANSWERS

90 – the number of kilos of natural resources people in richer countries use every day
600,000 – the number of people in the 'red zone' near Mount Vesuvius
72 – the number of hours it will take to evacuate Naples
5,000 – the number of dollars it costs to put 1 kg into space

Extension activity (stronger classes)

Put students into pairs and ask them to write a short reply to one of the comments. Encourage them to include some facts and also one or two opinions.

Ask some students to read their comments to the class. Other students can listen and identify the opinions. Ask whether they agree or disagree with the opinions and why.

ANSWERS

Students' own answers.

Further support

Writing p.103
Workbook p.W28
Online Homework Unit 3

Watch

Before you watch

About the video

In the video, Amy talks about Songdo, a new green city near Seoul, in South Korea. The video starts in Seoul, showing how crowded and polluted it is. It then contrasts this with Songdo, a 'smart' green city. It shows the parks and open spaces in Songdo, the clean environment, and also the way in which trash is recycled into energy.

1

- Point to the pictures and the names of the cities. Elicit or explain that they are in South Korea.
- Read through the list of words in the box and make sure students understand them all.
- Put students into pairs to describe the two cities using the words.
- Elicit some answers from the class.

2

- Read out the questions. Then put students into pairs to discuss the answers.
- Discuss the answers 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 gapped sentences.
- Focus on each gap in turn and elicit what kind of information is needed for each gap, e.g., a number, a place, etc.
- Play the video. Students watch and complete the sentences with the correct words.
- 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.

W Watch

A smart city

Before you watch

1 Look at the pictures. Describe the cities with the words.

clean crowded green noisy open polluted quiet

Seoul, South Korea — crowded, noisy, polluted

Songdo, South Korea — clean, green, open, quiet

2 Answer the questions.

1 Does your city or town have parks or green spaces? Where?
2 Which parts of your city or town are crowded? When are they the most crowded?
3 Which parts of your town or city have a lot of businesses? What types of business are there?
4 Does your town or city have a lot of traffic?
5 How do most commuters get to work in your town or city?

While you watch

3 Watch the video and choose the correct words.

1 Seoul is a smart / huge city.
2 Songdo is a new / polluted city.
3 Songdo has a lot of green space / traffic.
4 Computer technology helps Songdo to protect animals / recycle waste.
5 Smart cities may help / cause problems such as overpopulation and climate change.

4 Watch again. Complete the sentences.

1 Nearly 26 million people live in Seoul.
2 Songdo is about 50 kilometers from Seoul.
3 Songdo is called a smart city because it is environmentally friendly.
4 In the middle of Songdo, there's a large park.
5 Songdo has 80,000 apartments.
6 The city uses trash to make energy.
7 There is space in Songdo for new businesses.
8 Families love Songdo because of the space.

After you watch

5 Answer the questions.

1 What are the similarities and differences between your home town and Seoul?
2 What are the similarities and differences between your home town and Songdo?
3 Would you like to live in a city like Songdo? Why? / Why not?

6 Imagine you are a city planner. Design a city that you would love to live in. Make a map, poster, or drawing of it. Include:

- places for people to live
- entertainment
- recreation and outdoor space

forty-four

44 Online Homework On the Move Challenge

- Put students into pairs to discuss the questions.
- Ask some pairs to tell the class about their discussions.
- Discuss with the class who would and wouldn't like to live in Songdo and why.

ANSWERS
Students' own answers.

6

- Read through the task with the class. Then put students into pairs or small groups. Give students a few minutes to decide what they are going to produce (a map, poster, or drawing).
- With weaker classes, read through the three categories of things to include and brainstorm some ideas for each one with the whole class. Make notes on the board for students to refer to.
- Students then work in their pairs or groups to prepare their map, poster, or drawing. Encourage them to divide up the work so that everyone contributes to the final work.
- Ask pairs or groups in turn to present their cities to the class.
- Ask other students to listen and note down things they like about each city.
- Ask: *Which city would you most like to live in? Why?* Elicit a range of answers from individual students.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 3
On the Move Challenge

4 Tell the truth

Grammar
First conditional
Modals: *might, must,* and *can't*

Vocabulary
Truth and lies
Nouns ending with *-ion*

Skills
Reading: Truth or myth?; April Fools' Day
Listening: The Apollo moon landings; The five-second rule
Speaking: Expressing disbelief

Reading skill
Scanning a text quickly to find specific information such as dates and proper nouns

Values and cross-curricular topics
Truthfulness
Personal development
Personal and family relationships

- 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.

Warm-up video

Video

- Read out the title of the unit, *Tell the truth* and make sure that students understand what it means. Ask: *What's the opposite of telling the truth?* Elicit the verb *to lie* and the phrase *to tell a lie.*
- Focus on the picture and ask: *Who are these people?* (Rob and Vicky). Ask: *What can you remember about them?* Elicit that Rob loves technology, and Vicky loves sports.
- Focus on the speech bubbles. Then read out the two questions. Ask students to guess why Rob can't tell the truth. Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Then discuss with students whether it is ever OK to tell a lie. Elicit and discuss some situations in which students think it is OK.

ANSWER

He can't tell the truth because he has to keep Vicky's party a secret.

Videoscript

Rob Yeah, yeah. Vicky's birthday party … Saturday at 8:30. Where? Yeah, yeah, I know the place. What was that?
Amy I said, don't mention the party to Vicky. It's a secret!
R Sure. if I see Vicky, I won't say anything.
V Who was that?
R Vicky! Vicky, it's you!
V Yes, Rob, it's me. Who was that? Who were you talking with?
R No one!
V I heard you talking with someone. You said, "If I see Vicky, I won't say anything." Well, what won't you say if you see me? Come on, Rob! Who was that? Tell the truth, Rob.
R It was Amy.
V And what was Amy saying?
R I'm not allowed to talk about it. I can tell you about it soon. I promise. OK?
V Promise?
R I promise.
V OK! Listen, do you have plans for Saturday? I'm going to the movies. Can you come?
R Oh. Saturday? I'm sorry, I can't on Saturday … I have plans.
V Really? All my friends are busy on Saturday!

Further support
On the Move Video

Vocabulary

Aim

talk about truth and lies

Optional warm-up

- Ask: *Do you ever tell lies to your parents? When? What's the thing you are most likely to lie about?* Put students into pairs to discuss the questions.
- Elicit answers from pairs in turn and discuss as a class what students are most likely to lie about to their parents. Ask: *Do you feel bad when you lie to them? Why?* Elicit a range of answers from individual students.

1 34

- Read out the question and ask students to guess what a *white lie* is.
- Play the audio and ask students to read and listen to the conversation.
- Discuss the answer to the question with the class.

ANSWER

A lie that is not very harmful or serious .

2 35

- Use the pictures in the quiz to make sure that students understand *hairstyle* and *stain*.
- Put students into pairs to read the quiz and complete it with the correct words. They can use their dictionaries to help.
- Play the audio for students to check their answers.
- Check answers with the class and make sure students understand all the verbs.

3

- Ask students to read the quiz again and choose their answers. Point out that they should tell the truth when they choose the answers!

4

- Check that students understand *honest*.
- Ask students to add up their scores and read the key individually. They then compare their results in pairs and discuss whether they agree with them.
- Ask who in the class is super-honest!

ANSWER

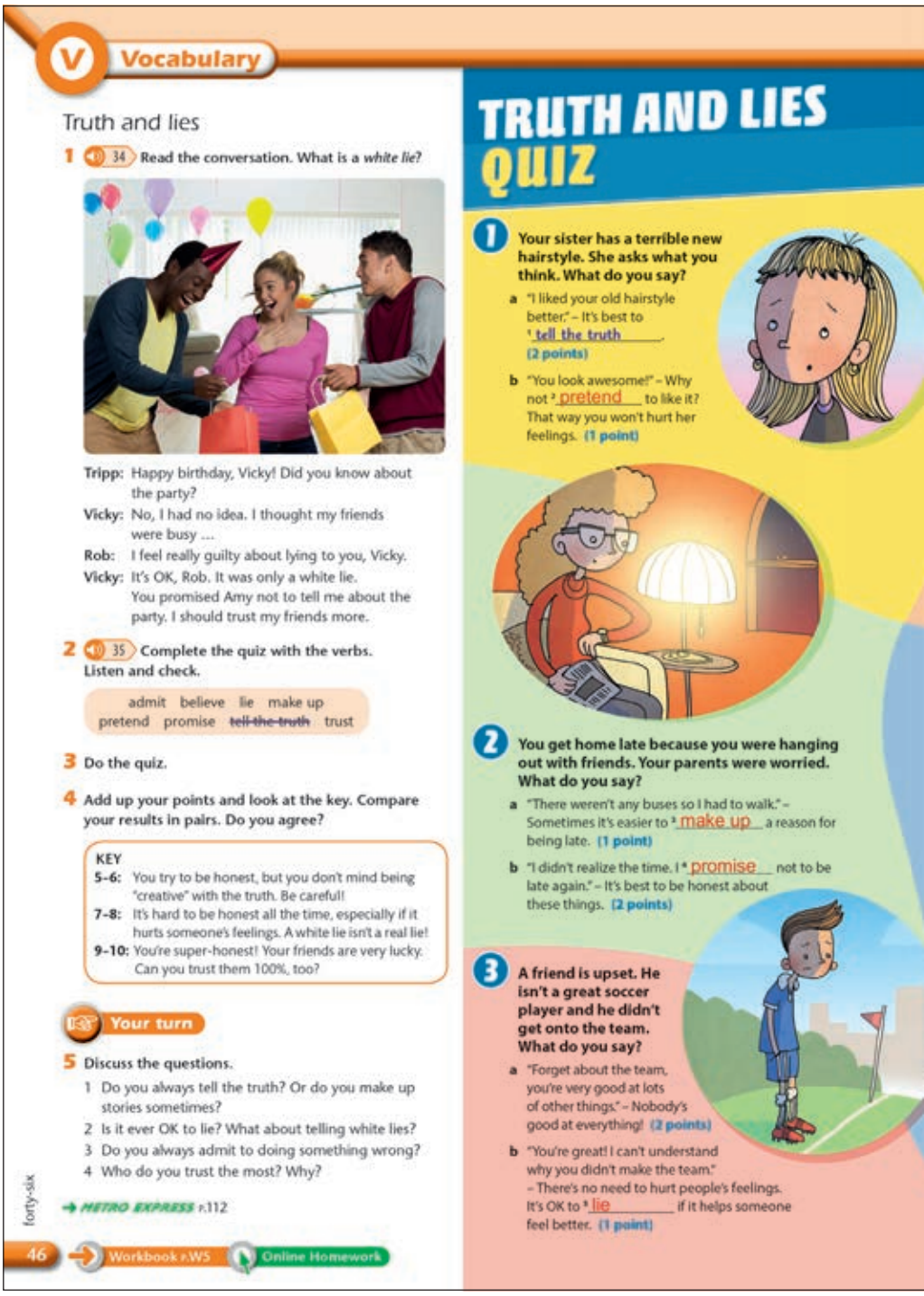
Students' own answers.

5 Your turn

- Allow students time to read the questions and prepare their answers individually.
- Students discuss the questions in pairs.
- Ask some students to tell the class which questions they agreed about, and which they disagreed about.

ANSWER

Students' own answers.



V Vocabulary

Truth and lies

1 34 Read the conversation. What is a *white lie*?

Tripp: Happy birthday, Vicky! Did you know about the party?
Vicky: No, I had no idea. I thought my friends were busy ...
Rob: I feel really guilty about lying to you, Vicky.
Vicky: It's OK, Rob. It was only a white lie. You promised Amy not to tell me about the party. I should trust my friends more.

2 35 Complete the quiz with the verbs. Listen and check.

admit believe lie make up pretend promise ~~tell the truth~~ trust

3 Do the quiz.

4 Add up your points and look at the key. Compare your results in pairs. Do you agree?

KEY
5–6: You try to be honest, but you don't mind being "creative" with the truth. Be careful!
7–8: It's hard to be honest all the time, especially if it hurts someone's feelings. A white lie isn't a real lie!
9–10: You're super-honest! Your friends are very lucky. Can you trust them 100%, too?

Your turn

5 Discuss the questions.
1 Do you always tell the truth? Or do you make up stories sometimes?
2 Is it ever OK to lie? What about telling white lies?
3 Do you always admit to doing something wrong?
4 Who do you trust the most? Why?

→ METRO EXPRESS p.112

TRUTH AND LIES QUIZ

1 Your sister has a terrible new hairstyle. She asks what you think. What do you say?
a "I liked your old hairstyle better." – It's best to [1] tell the truth. (2 points)
b "You look awesome!" – Why not [2] pretend to like it? That way you won't hurt her feelings. (1 point)

2 You get home late because you were hanging out with friends. Your parents were worried. What do you say?
a "There weren't any buses so I had to walk." – Sometimes it's easier to [3] make up a reason for being late. (1 point)
b "I didn't realize the time. I [4] promise not to be late again." – It's best to be honest about these things. (2 points)

3 A friend is upset. He isn't a great soccer player and he didn't get onto the team. What do you say?
a "Forget about the team, you're very good at lots of other things." – Nobody's good at everything! (2 points)
b "You're great! I can't understand why you didn't make the team." – There's no need to hurt people's feelings. It's OK to [5] lie if it helps someone feel better. (1 point)

forty-six

46 Workbook p.W5 Online Homework

Practice activity (all classes)

Write the following on the board:

1 *I once promised . . .*
2 *I sometimes pretend . . .*
3 *I don't trust . . .*

Ask students to complete the sentences so they are true for them, and then compare their sentences in pairs. Ask some students to read their sentences to the class.

Extension activity (stronger classes)

Ask students to look at the situations in the quiz again.

Put students into pairs and ask them to choose one of them and write two short conversations about a similar situation. In one conversation, the people should be completely honest with each other, and in the other they can tell lies.

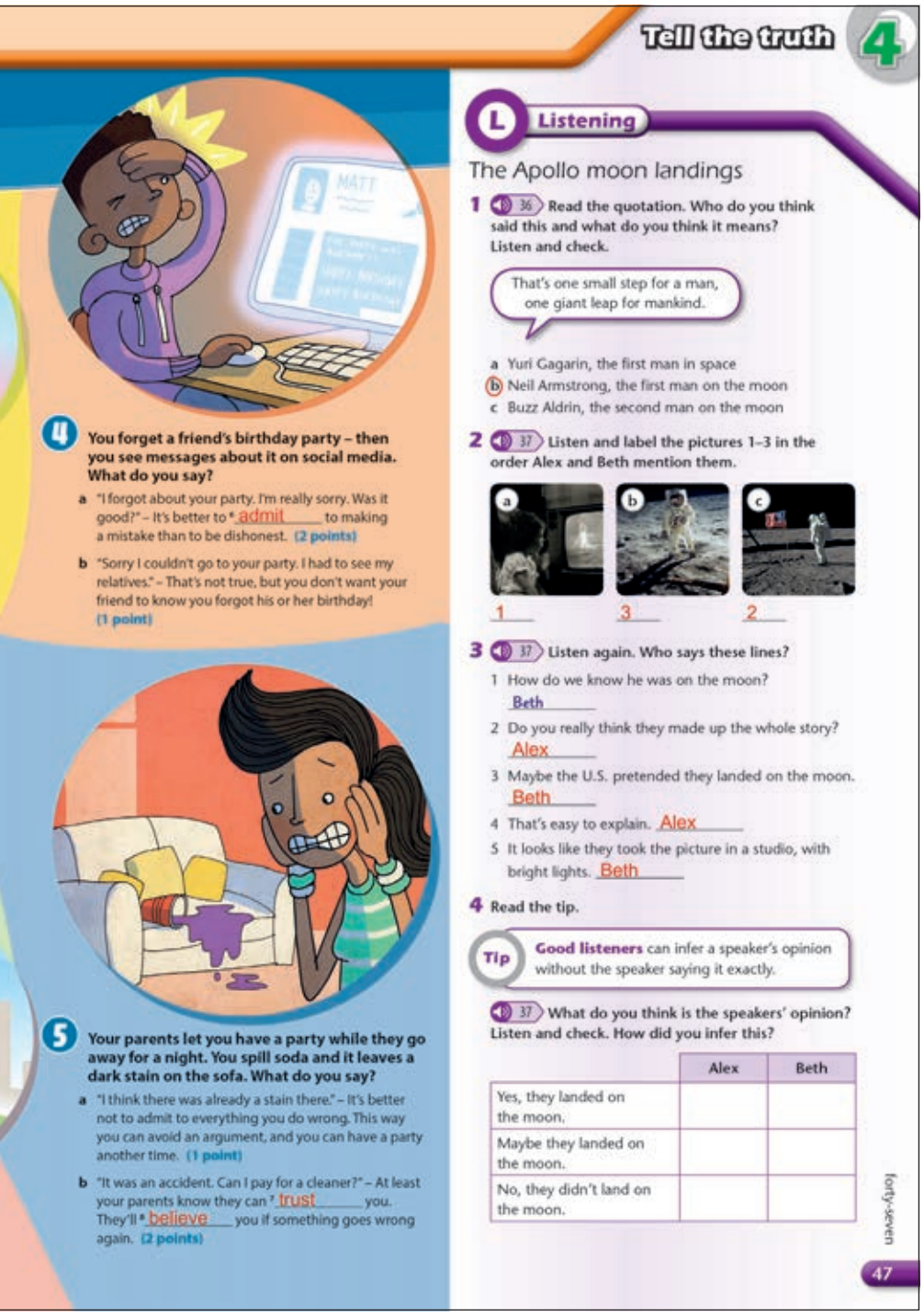
Monitor and help while they are working.

Allow students time to practice their conversations in their pairs. Then ask some students to perform their conversations for the class.

Discuss with the class whether doing this activity has changed their mind about whether it's OK to tell lies.

Further support

METRO EXPRESS p.112
Workbook p.W5
Online Homework Unit 4



Tell the truth 4

4 You forget a friend's birthday party – then you see messages about it on social media. What do you say?

a "I forgot about your party. I'm really sorry. Was it good?" – It's better to * admit to making a mistake than to be dishonest. (2 points)

b "Sorry I couldn't go to your party. I had to see my relatives." – That's not true, but you don't want your friend to know you forgot his or her birthday! (1 point)

5 Your parents let you have a party while they go away for a night. You spill soda and it leaves a dark stain on the sofa. What do you say?

a "I think there was already a stain there." – It's better not to admit to everything you do wrong. This way you can avoid an argument, and you can have a party another time. (1 point)

b "It was an accident. Can I pay for a cleaner?" – At least your parents know they can * trust you. They'll * believe you if something goes wrong again. (2 points)

L Listening

The Apollo moon landings

1 36 Read the quotation. Who do you think said this and what do you think it means? Listen and check.

That's one small step for a man, one giant leap for mankind.

a Yuri Gagarin, the first man in space
b Neil Armstrong, the first man on the moon
c Buzz Aldrin, the second man on the moon

2 37 Listen and label the pictures 1–3 in the order Alex and Beth mention them.

a 1 b 3 c 2

3 37 Listen again. Who says these lines?

1 How do we know he was on the moon? Beth
2 Do you really think they made up the whole story? Alex
3 Maybe the U.S. pretended they landed on the moon. Beth
4 That's easy to explain. Alex
5 It looks like they took the picture in a studio, with bright lights. Beth

4 Read the tip.

Tip Good listeners can infer a speaker's opinion without the speaker saying it exactly.

37 What do you think is the speakers' opinion? Listen and check. How did you infer this?

	Alex	Beth
Yes, they landed on the moon.		
Maybe they landed on the moon.		
No, they didn't land on the moon.		

forty-seven

47

Listening

Aim

listen to a conversation about the moon landings

Warm-up

- Ask: *What do you know about space travel? When were the first journeys into space? When did people land on the moon? Have there been trips to Mars or any other planets?* Elicit what students know about space travel.

1 36

- Read out the question and the quotation. Elicit that Yuri Gagarin was Russian, and Neil Armstrong and Buzz Aldrin were American. Elicit some possible answers to the question, but don't confirm them.
- Play the audio for students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 36

Neil Armstrong "That's one small step for man, one giant leap for mankind."

2 37

- Elicit a brief description of each picture.
- Play the audio for students to listen and number the pictures in the order they are discussed.

Audioscript 37

Neil Armstrong "That's one small step for man, one giant leap for mankind."
Radio presenter These were the words of Neil Armstrong when he walked onto the moon on July 21, 1969.
Beth How do we *know* he was on the moon? Some people don't believe it really happened.
A Well, there are hundreds of pictures of the Apollo moon landings! Do you really think they made up the whole story? C'mon, Beth. Why?
B Why, Alex? Because the U.S. and the U.S.S.R. were in a race to put the first astronauts on the moon. But it was hard to do that 50 years ago. Maybe the U.S. *pretended* they landed on the moon.
A But millions of people watched the Apollo moon landings on live TV. Look, I'm going to show you something. Look at this picture here of a family watching TV. They're watching the moon landings!
B Maybe they made those videos, and took pictures in a studio – not on the moon! Let me show *you* something … look at this picture of the American flag. There's no air or wind on the moon, but in this picture the flag is moving.
A That's easy to explain. The astronaut was putting the flag into ground. Because there was no air, the flag continued to move after he touched it.
B OK, but look at *this* picture. They say that Neil Armstrong took this picture of Buzz Aldrin on the moon. But look at the bright light on Buzz Aldrin and the darker surface of the moon around him. It looks like they took the picture in a studio with bright lights. My friend posted an article about this on his blog.
A You can't always believe what people post online. It's hard to tell the difference between rumors and the truth! But there are lots of good sources out there with real facts and articles by scientists. Maybe we should actually listen to this radio show …
RP For many years, there were rumors that the Apollo moon landings didn't happen. But now scientists agree that the rumors are wrong, and the Apollo moon landings definitely happened. The astronauts brought back rocks, and scientists can prove that these rocks come from the moon. And they also left reflectors on the moon's surface, and scientists on Earth can still see them with lasers.
A You see, there's a lot of information out there, Beth.

3 37

- Allow students time to read the sentences. Check they understand everything.
- Play the audio again. Ask students to note down who says each sentence. With stronger classes, they could write the names from memory, then listen to check.
- Check answers with the class.

4 37

- Read out the tip. Elicit ways in which someone might show an opinion without saying it directly, e.g., by questioning something they're unsure about.
- Ask students to complete the chart with Alex and Beth's opinions. Refer them back to the sentences in exercise 3.
- Play the audio again for them to listen and check their answers.
- Check answers with the class. Discuss how students inferred each person's opinion. Elicit or point out that you can also use other things such as tone of voice and hesitations to infer someone's opinion.

ANSWER
Alex Yes, they landed on the moon.
Beth Maybe they landed on the moon.

Reading

Aim

read and understand a text about some common beliefs that may not be true

Warm-up

- Say: *If you swallow chewing gum, it stays in your stomach for ever. Do you think this is true? Why do you think that some people believe it?* Elicit a few answers from individual students. Then ask: *Do you know any other ideas like this that people believe, but are not really true?* Elicit a few answers.
- Teach the word *myth* (= a common belief that is not really true). Tell students they are going to read about some common myths.

1

- Read out the task. Then put students into pairs to read the paragraph titles and decide which one they think is true. Discuss their ideas as a class, and check they understand all the titles, but don't confirm the answer.

2

- Check that students understand *pilot, matador, atmospheric pressure,* and *joints*.
- Ask students to read the text quickly to check their answer to exercise 1 and complete the gaps.
- Check answers with the class. Ask who guessed the answer correctly.

3 38

- Point out gaps a–e in the text, and explain that a sentence is missing in each case.
- Allow students time to read through sentences 1–5. Check they understand everything.
- Students then read the text again and match the missing lines with the gaps.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

4

- Ask students to look at the text again and complete the gaps in the sentences.
- Check answers with the class.

R Reading

1 Read the title of each paragraph. Only one is true and the rest are myths. Can you guess which is true?

2 Read quickly and check. Complete the gaps 1–5 with *true* or *myth*.

3 38 Match the missing lines 1–5 with a–e in each paragraph. Read, listen, and check.

1 Astronauts have even seen the Pyramids in Egypt.
2 It doesn't matter what the color is.
3 Subjects like biology and languages were hard for him.
4 They were using a new invention called "radar".
5 These are your elbows, shoulders, knees, etc. where two bones fit together and move.

4 Complete the sentences with one word in each gap.

1 Carrots are good for your eyes because of the vitamins in them.
2 Some large man-made objects like cities, roads, and the Pyramids are visible from space.
3 Bulls can't see in color.
4 The weather can affect your joints.
5 At school, Einstein was good at math and physics.

TRUTH *OR* MYTH?

Only one of these common beliefs is true – the rest are myths! Can you guess which isn't a myth?

"Carrots help you to see in the dark."
Seventy years ago, British pilots were able to "see" enemy planes at night. They said that this was because their pilots ate lots of carrots. In fact, the real reason was a secret. **a** 4

Verdict: [1] myth! The vitamins in carrots are good for your eyes, but you won't be able to see in the dark if you eat carrots.

"You can see the Great Wall of China from space."
It's possible to see cities and big roads from the International Space Station's orbit 200 km above the Earth. **b** 1

Verdict: [2] myth! The Great Wall of China isn't visible from space because it is the same color as the sand and rocks on the ground around it.

"Bulls will attack if they see the color red."
Matadors use red cloaks when they fight bulls and most people think that bulls hate the color red.

Verdict: [3] myth! Bulls (and cows) see in black and white, not in color! Bulls will run if they see movement. **c** 2

"If your knees ache, a storm might be coming."
Atmospheric pressure affects your body's joints. **d** 5

Verdict: [4] true! If a storm is near, the pressure in the atmosphere will increase, and some people can feel this pressure in their joints.

"Einstein failed his math exams at school."
Einstein was a math genius. This story suggests that exams don't tell you everything about a person's abilities.

Verdict: [5] myth! Albert Einstein wasn't a grade A student. **e** 3 However, he never failed math. In fact, his teachers said he was brilliant at math and physics.

forty-eight 48

Practice activity (all classes)

Write the following definitions on the board:

1 *someone you fight against (para 1)*
2 *easy to see (para 2)*
3 *a piece of clothing like a coat with no sleeves (para 3)*
4 *get bigger or more (para 4)*
5 *someone who is extremely intelligent (para 5)*

Ask students to find words in the text to match the meanings.

Check answers with the class.

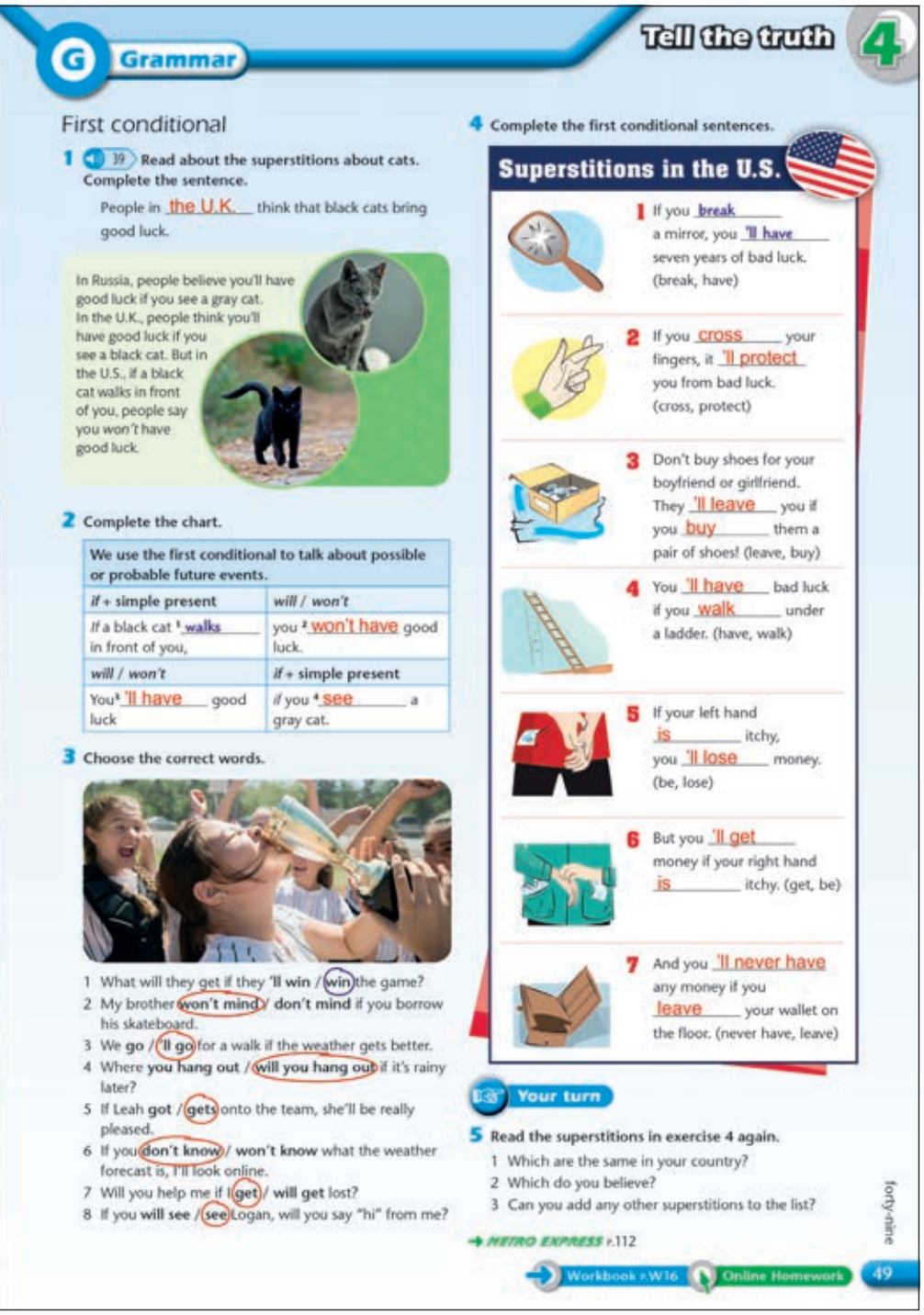
ANSWERS

1 enemy 2 visible 3 cloak
4 increase 5 genius

Extension activity (stronger classes)

For homework, ask students to find out about another common belief that is either true or false. They can look online to find information, and then write one or two sentences explaining what the belief is, but not saying if it is true or false.

In the next lesson, put students into small groups to read their sentences to each other and guess which of the beliefs they hear about are true or false.



G Grammar

Tell the truth 4

First conditional

1 39 Read about the superstitions about cats. Complete the sentence.

People in the U.K. think that black cats bring good luck.

In Russia, people believe you'll have good luck if you see a gray cat. In the U.K., people think you'll have good luck if you see a black cat. But in the U.S., if a black cat walks in front of you, people say you won't have good luck.

2 Complete the chart.

We use the first conditional to talk about possible or probable future events.	
if + simple present	*will / won't*
If a black cat [1] walks in front of you,	you [2] won't have good luck.
will / won't	*if* + simple present
You [3] 'll have good luck	*if* you [4] see a gray cat.

3 Choose the correct words.

1 What will they get if they 'll win / win the game?
2 My brother won't mind / don't mind if you borrow his skateboard.
3 We go / 'll go for a walk if the weather gets better.
4 Where you hang out / will you hang out if it's rainy later?
5 If Leah got / gets onto the team, she'll be really pleased.
6 If you don't know / won't know what the weather forecast is, I'll look online.
7 Will you help me if I get / will get lost?
8 If you will see / see Logan, will you say "hi" from me?

4 Complete the first conditional sentences.

Superstitions in the U.S.

1 If you break a mirror, you 'll have seven years of bad luck. (break, have)

2 If you cross your fingers, it 'll protect you from bad luck. (cross, protect)

3 Don't buy shoes for your boyfriend or girlfriend. They 'll leave you if you buy them a pair of shoes! (leave, buy)

4 You 'll have bad luck if you walk under a ladder. (have, walk)

5 If your left hand is itchy, you 'll lose money. (be, lose)

6 But you 'll get money if your right hand is itchy. (get, be)

7 And you 'll never have any money if you leave your wallet on the floor. (never have, leave)

Your turn

5 Read the superstitions in exercise 4 again.
1 Which are the same in your country?
2 Which do you believe?
3 Can you add any other superstitions to the list?

METRO EXPRESS p.112

Workbook p.W16 Online Homework 49

forty-nine

Grammar

Aim

learn the first conditional

Warm-up

- Write the following sentence beginnings on the board:
  If you eat carrots, …
  If bulls see someone wearing red, …
- Ask students if they can remember the common myths about these ideas. Read out each sentence beginning and ask: *What will happen?*
- Elicit some ideas and complete the sentences on the board, e.g., … *you will be able to see in the dark / they will attack them.*
- Ask students to translate the sentences into their own language.
- Explain to students that these sentences are examples of the first conditional, and they are going to study it in this lesson.

1 39

- Read out the task and elicit or explain the meaning of *superstition*.
- Play the audio. Ask students to read and listen, and complete the sentence.
- Check the answer with the class.

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 the present simple, NOT *will* in the *if* clause of first conditional sentences, e.g., *If you see a cat, you will get good luck.* NOT ~~*If you will see a cat, you will get good luck.*~~
- When the *if* clause comes first in the sentence, there is a comma between the two clauses. There is no comma if the *will/won't* clause comes first.

3

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

4

- Read out the first sentence and point out the example answers. Point out that the verbs are used in the sentence in the same order as they appear in parentheses.
- Ask students to complete the sentences.
- Allow students to compare their answers in pairs. Then check answers with the class.

5 Your turn

- Put students into pairs to look at the superstitions in exercise 4 again and discuss the questions.
- Discuss their answers with the class. See which superstition most students believe, and elicit examples of other superstitions. Ask: *Are there any superstitions that you follow even though you know they aren't really true?*

Practice activity (all classes)

Tell students they are going to invent some new superstitions.

Elicit some ideas from the class for the first part of some new superstitions using *if*, e.g., *If you use your cell phone too much, … If you watch too much TV, … If you eat lots of junk food, …* . Write these on the board.

Students then work in pairs to write the second half of each new superstition. Stronger students or fast finishers can write more superstitions with their own ideas. Encourage students to be creative and use their imaginations, and tell them their superstitions don't have to be serious!

Ask pairs in turn to read their superstitions to the class. The class could vote for the funniest or most creative superstitions.

Further support

***METRO EXPRESS* p.112**
Workbook p.W16
Online Homework Unit 4

Vocabulary

Aim

learn nouns ending with *-ion*

Warm-up

- Say: *If I cross my fingers, it will protect me from bad luck.* Write the verb *protect* on the board, then write: *If I cross my fingers, it will give me ___ from bad luck.*
- Point out that the missing word is a noun. Elicit *protection* and write it on the board.
- Underline the *-ion* ending. Explain it is a common noun ending in English. In pairs, students brainstorm other nouns that end with *-ion*. Write their ideas on the board.

1 40

- Students work individually or in pairs to match the verbs and nouns and complete the chart. They could do this as a race.
- Check answers with the class. Check they understand all the verbs and nouns.

2

- Read out the information in the *Stop* box.
- Ask students to underline the nouns in the chart in exercise 1.
- Check answers with the class. Point out that students need to learn the spellings of the *-ion* nouns.

3

- Read out the example answer. Explain that students need to decide whether a verb or a noun is needed to complete each sentence. With weaker classes, read out each sentence and elicit *verb* or *noun* before students complete the sentences.
- Check answers with the class.

Further support
***METRO EXPRESS* p.112**
Workbook p.W5
Online Homework Unit 4
Pronunciation Classroom Presentation Tool

Listening

Aim

listen to a conversation about the five-second rule

1 41

- Read out the heading and focus on the picture. Ask: *What do you think the five-second rule is?*
- Play the audio. Ask students to listen to confirm what the five-second rule is, and to infer who believes in it.
- Check answers with the class.

Audioscript 41

Jacob What are you eating?
Emma A donut. Want some?
J Sure.
E Here … Oof! …You knocked my hand.
J I did not knock your hand.
E Here, have some.
J No, thank you! You dropped it on the ground!
E So? It's fine! Five-second rule.
J Five-second what?
E The five-second rule! If you drop food on the ground, quickly blow on it or wipe it on your clothes. It's OK to eat if it's on the ground for less than five seconds.
J I don't believe that explanation! I mean, you might be fine. Or you might not be fine. You might get really sick! What if there's bacteria on the ground?
E Fine. It's your decision! Don't have any of my donut!
J Why are you here?
E I'm waiting for my mom. She works in the emergency room.
J Hey, isn't that your mom over there?
E Oh, yeah. Hey, Mom, tell Jacob about the five-second rule.
Mom The five-second rule? You mean, if you drop food, it's OK to eat it if it's on the ground for less than five seconds?
E Yeah!
M That's a myth, Emma. It doesn't matter if you leave food on the ground for one second or 30 seconds. If you drop food and there's bacteria on the ground, the bacteria will contaminate it. So don't eat it, or you might find yourself in the emergency room!

2 41

- Allow students time to read through the gapped sentences.
- Play the audio. Students listen and complete the sentences. Check answers.

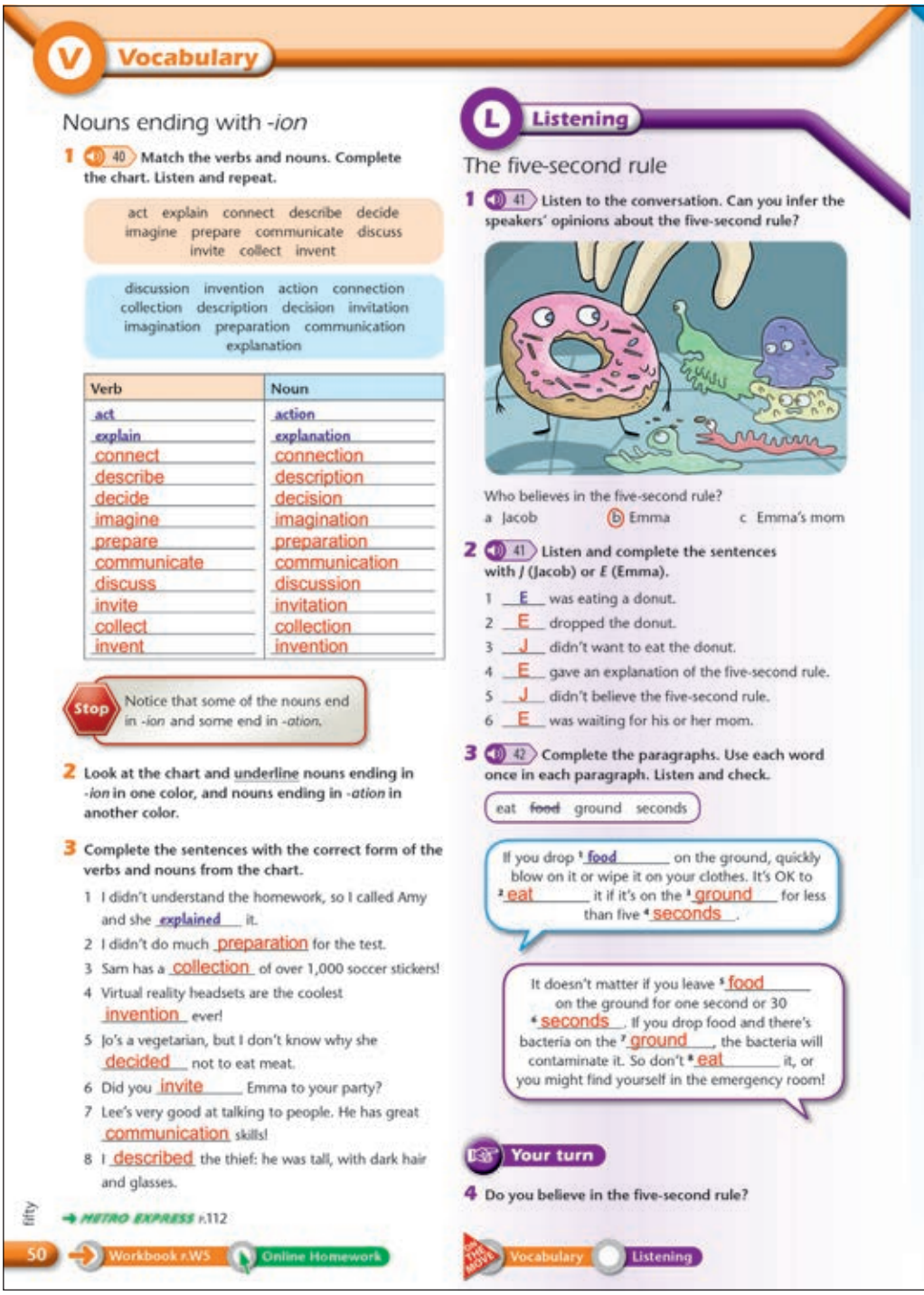
3 42

- Allow students time to read through the paragraphs. Check they understand *bacteria* and *contaminate*.
- Students complete the paragraphs. Play the audio for them to listen and check.
- Check answers with the class.

4 Your turn

- Hold a brief class discussion to find out who believes in the five-second rule.

Further support
On the Move Vocabulary Listening



V Vocabulary

Nouns ending with *-ion*

1 40 **Match the verbs and nouns. Complete the chart. Listen and repeat.**

act explain connect describe decide imagine prepare communicate discuss invite collect invent

discussion invention action connection collection description decision invitation imagination preparation communication explanation

Verb	Noun
act	action
explain	explanation
connect	connection
describe	description
decide	decision
imagine	imagination
prepare	preparation
communicate	communication
discuss	discussion
invite	invitation
collect	collection
invent	invention

Stop: Notice that some of the nouns end in *-ion* and some end in *-ation*.

2 **Look at the chart and underline nouns ending in *-ion* in one color, and nouns ending in *-ation* in another color.**

3 **Complete the sentences with the correct form of the verbs and nouns from the chart.**

1 I didn't understand the homework, so I called Amy and she explained it.
2 I didn't do much preparation for the test.
3 Sam has a collection of over 1,000 soccer stickers!
4 Virtual reality headsets are the coolest invention ever!
5 Jo's a vegetarian, but I don't know why she decided not to eat meat.
6 Did you invite Emma to your party?
7 Lee's very good at talking to people. He has great communication skills!
8 I described the thief: he was tall, with dark hair and glasses.

→ METRO EXPRESS p.112

fifty

50 → Workbook p.W5 Online Homework

L Listening

The five-second rule

1 41 **Listen to the conversation. Can you infer the speakers' opinions about the five-second rule?**

Who believes in the five-second rule?
a Jacob b Emma c Emma's mom

2 41 **Listen and complete the sentences with *J* (Jacob) or *E* (Emma).**

1 E was eating a donut.
2 E dropped the donut.
3 J didn't want to eat the donut.
4 E gave an explanation of the five-second rule.
5 J didn't believe the five-second rule.
6 E was waiting for his or her mom.

3 42 **Complete the paragraphs. Use each word once in each paragraph. Listen and check.**

eat food ground seconds

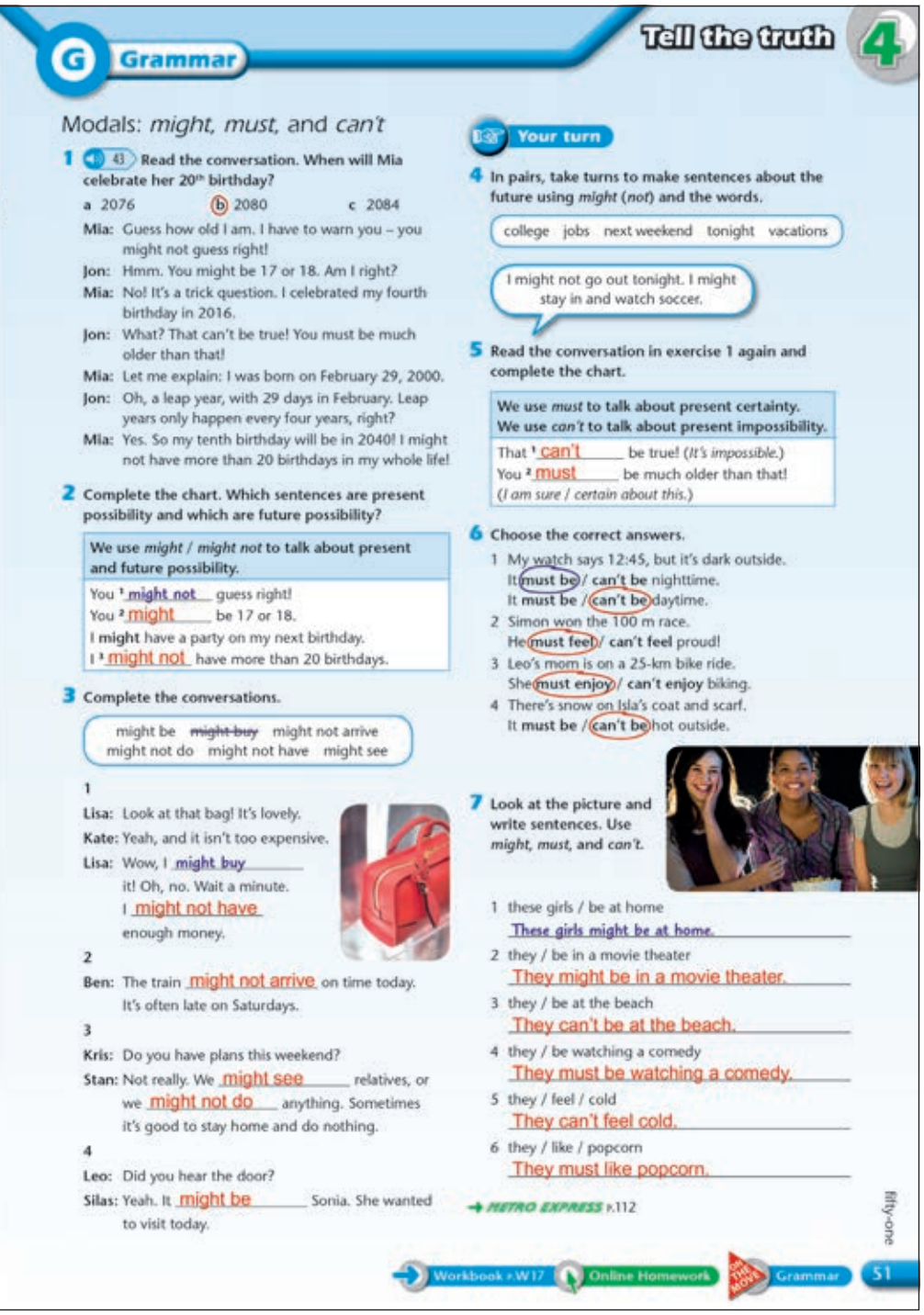
If you drop [1] food on the ground, quickly blow on it or wipe it on your clothes. It's OK to [2] eat it if it's on the [3] ground for less than five [4] seconds.

It doesn't matter if you leave [5] food on the ground for one second or 30 [6] seconds. If you drop food and there's bacteria on the [7] ground, the bacteria will contaminate it. So don't [8] eat it, or you might find yourself in the emergency room!

Your turn

4 **Do you believe in the five-second rule?**

ON THE MOVE Vocabulary Listening



G Grammar

Tell the truth 4

Modals: *might, must,* and *can't*

1 43 **Read the conversation. When will Mia celebrate her 20th birthday?**

a 2076 b 2080 c 2084

Mia: Guess how old I am. I have to warn you – you might not guess right!
Jon: Hmm. You might be 17 or 18. Am I right?
Mia: No! It's a trick question. I celebrated my fourth birthday in 2016.
Jon: What? That can't be true! You must be much older than that!
Mia: Let me explain: I was born on February 29, 2000.
Jon: Oh, a leap year, with 29 days in February. Leap years only happen every four years, right?
Mia: Yes. So my tenth birthday will be in 2040! I might not have more than 20 birthdays in my whole life!

2 **Complete the chart. Which sentences are present possibility and which are future possibility?**

We use *might* / *might not* to talk about present and future possibility.
You [1] might not guess right!
You [2] might be 17 or 18.
I might have a party on my next birthday.
I [3] might not have more than 20 birthdays.

3 **Complete the conversations.**

might be ~~might buy~~ might not arrive
might not do might not have might see

1
Lisa: Look at that bag! It's lovely.
Kate: Yeah, and it isn't too expensive.
Lisa: Wow, I might buy it! Oh, no. Wait a minute. I might not have enough money.

2
Ben: The train might not arrive on time today. It's often late on Saturdays.

3
Kris: Do you have plans this weekend?
Stan: Not really. We might see relatives, or we might not do anything. Sometimes it's good to stay home and do nothing.

4
Leo: Did you hear the door?
Silas: Yeah. It might be Sonia. She wanted to visit today.

Your turn

4 **In pairs, take turns to make sentences about the future using *might* (*not*) and the words.**

college jobs next weekend tonight vacations

I might not go out tonight. I might stay in and watch soccer.

5 **Read the conversation in exercise 1 again and complete the chart.**

We use *must* to talk about present certainty. We use *can't* to talk about present impossibility.
That [1] can't be true! (*It's impossible.*)
You [2] must be much older than that! (*I am sure / certain about this.*)

6 **Choose the correct answers.**

1 My watch says 12:45, but it's dark outside. It must be / can't be nighttime. It must be / can't be daytime.
2 Simon won the 100 m race. He must feel / can't feel proud!
3 Leo's mom is on a 25-km bike ride. She must enjoy / can't enjoy biking.
4 There's snow on Isla's coat and scarf. It must be / can't be hot outside.

7 **Look at the picture and write sentences. Use *might, must,* and *can't*.**

1 these girls / be at home
These girls might be at home.
2 they / be in a movie theater
They might be in a movie theater.
3 they / be at the beach
They can't be at the beach.
4 they / be watching a comedy
They must be watching a comedy.
5 they / feel / cold
They can't feel cold.
6 they / like / popcorn
They must like popcorn.

METRO EXPRESS p.112

fifty-one

Workbook p.W17 Online Homework On the Move Grammar 51

Grammar

Aim

learn the modals: *might, must,* and *can't*

Warm-up

- Ask: *What does the five-second rule say? What can you do if you drop food on the ground?* Elicit the answer and write on the board: *You can eat it.*
- Ask: *What does Jacob think might happen if you eat it?* Elicit some answers and write on the board: *You might get sick.*
- Focus on the sentences on the board and underline the modals. Teach the word *modal* if necessary. Ask: *Which modal means that something is OK?* (can) *Which means that something is possible in the future?* (might).
- Explain to students that they are now going to practice using modals.

1 43

- Read out the question, and elicit how to say the three dates.
- Play the audio. Ask students to read and listen and choose the correct answer.
- Check the answer with the class.

2

- Ask students to read through the chart and complete it with the correct modals.
- Check answers with the class. Then read through the chart with the class and make sure students understand everything.
- Elicit the meanings of the modals.

ANSWERS
Sentence 2 is about present possibility. The others are future possibility.

Usage

Like other modals, *might* is the same for all persons: *I might, he might,* etc. The negative form of other modals is often contracted, e.g., *can't, mustn't,* but *might not* is not usually contracted: *We might not do anything.*

3

- Read out the beginning of the first conversation and point out the example answer.
- Ask students to read the conversations and complete them with the correct verbs.
- Check answers with the class.

4 Your turn

- Read out the example sentence and elicit one or two more examples.
- Put students into pairs to make more sentences.
- Ask some students to say one of their sentences for the class.

ANSWERS
Students' own answers.

5

- Ask students to read the conversation again and complete the chart.
- Check answers with the class, and then read through the chart with the class and make sure students understand everything. Ask students to translate the example sentences in the chart into their own language, to check understanding.

6

- Read out the first sentence and the example answer. Ask: *Am I sure about this?* (yes)
- Ask students to read the remaining sentences and choose the correct words to complete them.
- Check answers with the class.

7

- Focus on the picture and elicit what it shows. Read out the example answer.
- Ask students to write sentences using *might, must,* and *can't*. Refer them back to the two grammar charts if necessary.
- Allow students to compare their answers in pairs, and then check answers with the class.

Further support
***METRO EXPRESS* p.112**
Workbook p.W17
Online Homework Unit 4
On the Move Grammar

Speaking

Aim

express disbelief

Warm-up

- Say: *If you lift a kangaroo's tail off the ground, it can't hop. Do you think this is true?*
- Elicit a range of answers from individual students, and write some sentences expressing their beliefs on the board, e.g., *(Ana) thinks it might be true. (Carlo) doesn't believe it.*
- Explain that it is, in fact, true because kangaroos use their tails to balance, so they cannot hop without them.
- Point to the sentences on the board and explain to students that they are going to practice expressing belief and disbelief in English.

1 44

- Allow students time to read the web page. Check that they understand *lipstick, beetle, cosmetics, cockroach,* and *eyebrows.*
- Play the audio. Ask students to listen and read the web page and check the stories they hear.
- Check answers with the class.

2 45

- Allow students time to read the conversations. Then play the audio. Ask students to listen and complete the conversations.
- 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 in exercise 2, and make sure they understand them. Ask: *Which two phrases mean that something is very surprising, but you think it is true? (Hey, listen to this. You won't believe this, but …)*

Support activity (weaker classes)

Before students move on to the next exercise, play the audio from exercise 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. They can then practice the conversations in pairs.

3

- Demonstrate the conversation with a confident student. Choose one of the topics from exercise 1 and begin the conversation saying: *You won't believe this, but …* Elicit their responses, referring them to the conversations in exercise 2 to help them. Other students can help out if necessary.
- Put students into pairs to practice their conversations. Weaker students could prepare their conversations and make notes before they practice. Stronger students could go straight into the practice. Monitor and help while students are working.
- Invite pairs in turn to act out their conversations. Encourage them to speak in a natural way and use tone of voice and intonation as well as appropriate phrases to express belief or disbelief.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students individually to think of three surprising or amazing things about themselves or members of their family, e.g., *My brother once scored seven goals in a soccer game.* Ask them to write sentences. Tell them that two of their sentences should be true and one should be false.

Put students into pairs. They take turns to tell their partner their surprising facts and persuade them that the sentences are true. Their partner responds using phrases to express disbelief, and tries to guess which fact is correct.

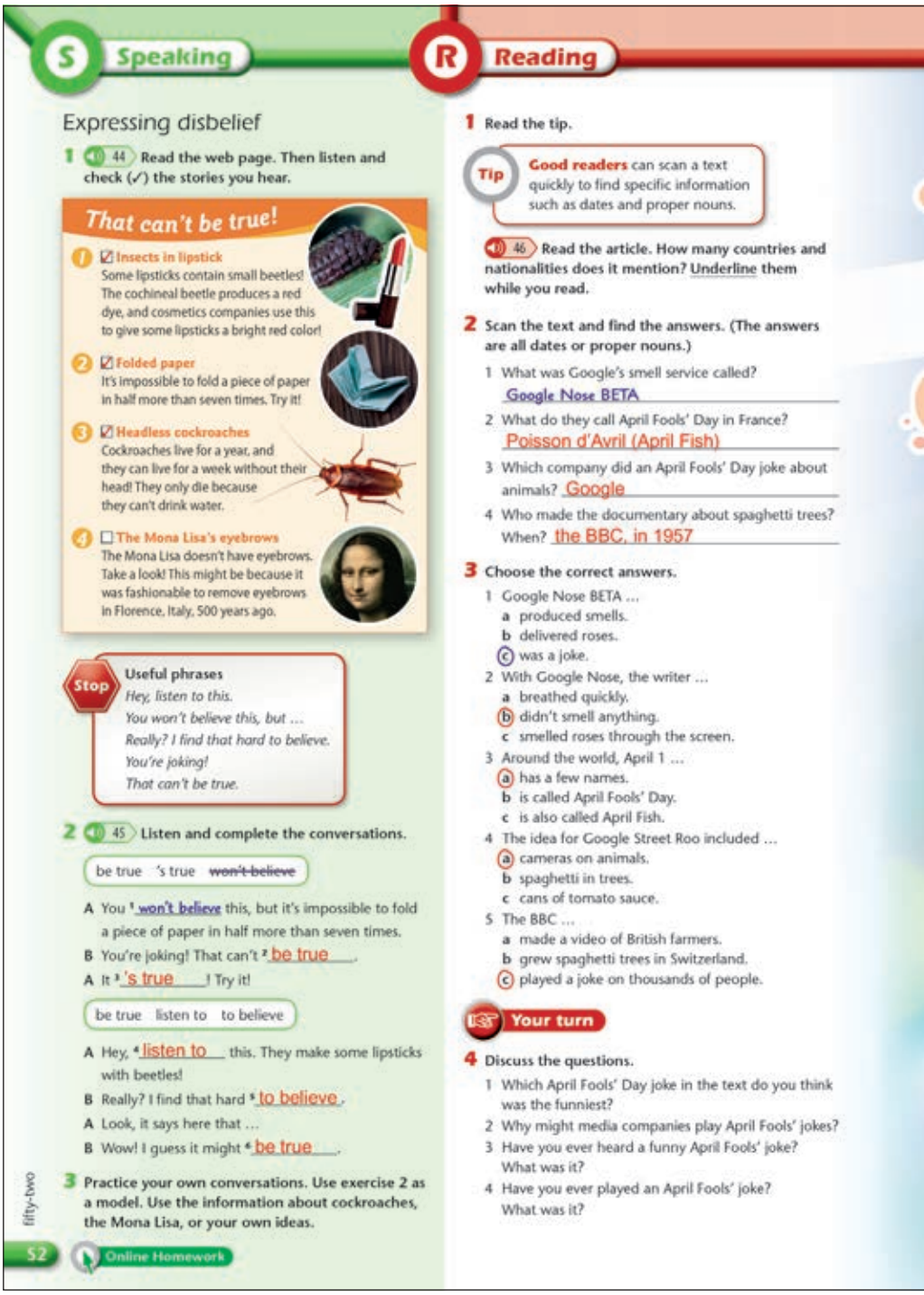
Ask who managed to guess the correct fact, and ask some students to tell the class their amazing true facts.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 4



S Speaking

Expressing disbelief

1 44 Read the web page. Then listen and check (✓) the stories you hear.

That can't be true!

1 ☑ Insects in lipstick
Some lipsticks contain small beetles! The cochineal beetle produces a red dye, and cosmetics companies use this to give some lipsticks a bright red color!

2 ☑ Folded paper
It's impossible to fold a piece of paper in half more than seven times. Try it!

3 ☑ Headless cockroaches
Cockroaches live for a year, and they can live for a week without their head! They only die because they can't drink water.

4 ☐ The Mona Lisa's eyebrows
The Mona Lisa doesn't have eyebrows. Take a look! This might be because it was fashionable to remove eyebrows in Florence, Italy, 500 years ago.

Stop **Useful phrases**
Hey, listen to this.
You won't believe this, but …
Really? I find that hard to believe.
You're joking!
That can't be true.

2 45 Listen and complete the conversations.

be true 's true ~~won't believe~~

A You [1] won't believe this, but it's impossible to fold a piece of paper in half more than seven times.
B You're joking! That can't [2] be true.
A It [3] 's true! Try it!

be true listen to to believe

A Hey, [4] listen to this. They make some lipsticks with beetles!
B Really? I find that hard [5] to believe.
A Look, it says here that …
B Wow! I guess it might [6] be true.

3 Practice your own conversations. Use exercise 2 as a model. Use the information about cockroaches, the Mona Lisa, or your own ideas.

fifty-two 52 Online Homework

R Reading

1 Read the tip.

Tip **Good readers** can scan a text quickly to find specific information such as dates and proper nouns.

46 Read the article. How many countries and nationalities does it mention? Underline them while you read.

2 Scan the text and find the answers. (The answers are all dates or proper nouns.)

1 What was Google's smell service called? Google Nose BETA
2 What do they call April Fools' Day in France? Poisson d'Avril (April Fish)
3 Which company did an April Fools' Day joke about animals? Google
4 Who made the documentary about spaghetti trees? When? the BBC, in 1957

3 Choose the correct answers.

1 Google Nose BETA …
a produced smells.
b delivered roses.
(c) was a joke.
2 With Google Nose, the writer …
a breathed quickly.
(b) didn't smell anything.
c smelled roses through the screen.
3 Around the world, April 1 …
(a) has a few names.
b is called April Fools' Day.
c is also called April Fish.
4 The idea for Google Street Roo included …
(a) cameras on animals.
b spaghetti in trees.
c cans of tomato sauce.
5 The BBC …
a made a video of British farmers.
b grew spaghetti trees in Switzerland.
(c) played a joke on thousands of people.

Your turn

4 Discuss the questions.

1 Which April Fools' Day joke in the text do you think was the funniest?
2 Why might media companies play April Fools' jokes?
3 Have you ever heard a funny April Fools' joke? What was it?
4 Have you ever played an April Fools' joke? What was it?

Tell the truth 4

APRIL FOOLS' DAY

A few years ago, I received an e-mail invitation:

Have you ever smelled flowers on your computer? No? Google it! With Google Nose BETA you can enjoy millions of smells from around the world. What do wild roses smell like? Google knows – try Google Nose!

I smiled and shook my head: "That can't be true." But when I read a description of its database of 15 million smells, I quickly changed my mind: "This invention might be real. Google is the world's largest media company." I clicked on the link to the Google Nose page. I put my nose near the screen and I breathed in slowly. There was no smell at all. I was confused. Then I made the connection and I started to laugh. The date was April 1.

The day has different names around the world – Americans call it April Fools' Day, in France it's *Poisson d'Avril* (April Fish), and in Brazil, April 1 is *Dia da Mentira* (Day of Lies). The equivalent in Spanish-speaking countries, *Día de los Inocentes* (Day of the Innocents), is on December 28. People play jokes on friends and family, and media companies often play jokes, too. Google plays jokes every April Fools' Day. Did you hear about the version of Google Street View called Google Street Roo? That was a plan to take pictures of the Australian continent with 3-D cameras on wild kangaroos. People believed it, but it was just another April Fools' joke.

Google wasn't the first and they won't be the last company to play April Fools' jokes. Perhaps the best was a BBC documentary on British TV in 1957. It was about farmers in Switzerland and their spaghetti trees. In the video, the farmers were taking spaghetti from trees. Afterwards, thousands of people asked the BBC how they could grow their own spaghetti trees. The BBC said: "Put a piece of spaghetti in a can of tomato sauce and hope for the best."

fifty-three

Writing p.104 Workbook p.W29 Online Homework 53

Reading

Aims

read an article about April Fools' Day and practice scanning a text quickly to find specific information such as dates and proper nouns

Warm-up

- Focus on the pictures on page 53 and ask: *What do they show?* Elicit a few ideas.
- Read out the title of the article and explain the meaning of *fool*. Ask: *What do you think April Fools' Day is?* Elicit a few ideas, but don't confirm them.

1 46

- Read out the tip with the class. Check that students understand that proper nouns are the names of people and places.
- Explain that when you scan, you don't read a text in full, but cast your eyes over it to find specific information. Explain that it is what you do to find your own name in a list of names.
- Play the audio and ask students to read and listen and underline the countries and nationalities that are mentioned. Point out that they can scan for capital letters to help them.
- Check answers with the class.

ANSWERS

Americans, France, Brazil, Spanish, Australian, British, Switzerland

2

- Allow students time to read through the questions. Check they understand everything.
- Ask students to scan the article to find the answers.
- Check answers with the class.

3

- Ask students to read the article again and choose the correct answers.
- They can compare their answers in pairs.
- Check answers with the class.

4 Your turn

- Allow students time to read the questions and prepare their ideas individually.
- Put students into pairs to discuss the questions.
- Discuss the questions as a class and encourage students to tell the class about successful April Fools' jokes they have played.

ANSWERS

Students' own answers.

Practice activity (all classes)

With books closed, write the following verbs and gapped sentences on the board:

change do have make play take

1 *I quickly ___ my mind.*
2 *Then, I ___ the connection.*
3 *People ___ jokes on friends.*
4 *There was a plan to ___ pictures of Australia.*

Put students into pairs and ask them to complete the sentences with the correct form of the verbs. Point out that there are two verbs they don't need.

Students can look in the article to check their answers. Check answers with the class and remind students that it is important to learn common noun/verb combinations.

ANSWERS

1 changed 2 made 3 play 4 take

Further support

Writing p.104
Workbook p.W29
Online Homework Unit 4

Watch

Before you watch

About the video
The video shows Rob interviewing Jack, Naomi, Ollie, and Piper about their attitudes to truth and lies.

1

- Focus on the pictures and read out the questions. Elicit possible answers and discuss the questions with the class. Encourage as many students as possible to express their opinions and talk about their own experiences.

ANSWERS
Students' own answers.

While you watch

2 Video

- Read out the task and the list of topics. Make sure students understand all the topics.
- Play the video for students to watch and check the topics that are discussed.
- Check answers with the class and ask: *Can you remember what the people said about any of the topics?*

3 Video

- Allow students time to read through the chart. Make sure they understand everything.
- Play the video and ask students to watch and choose the correct person for each idea.
- 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.126

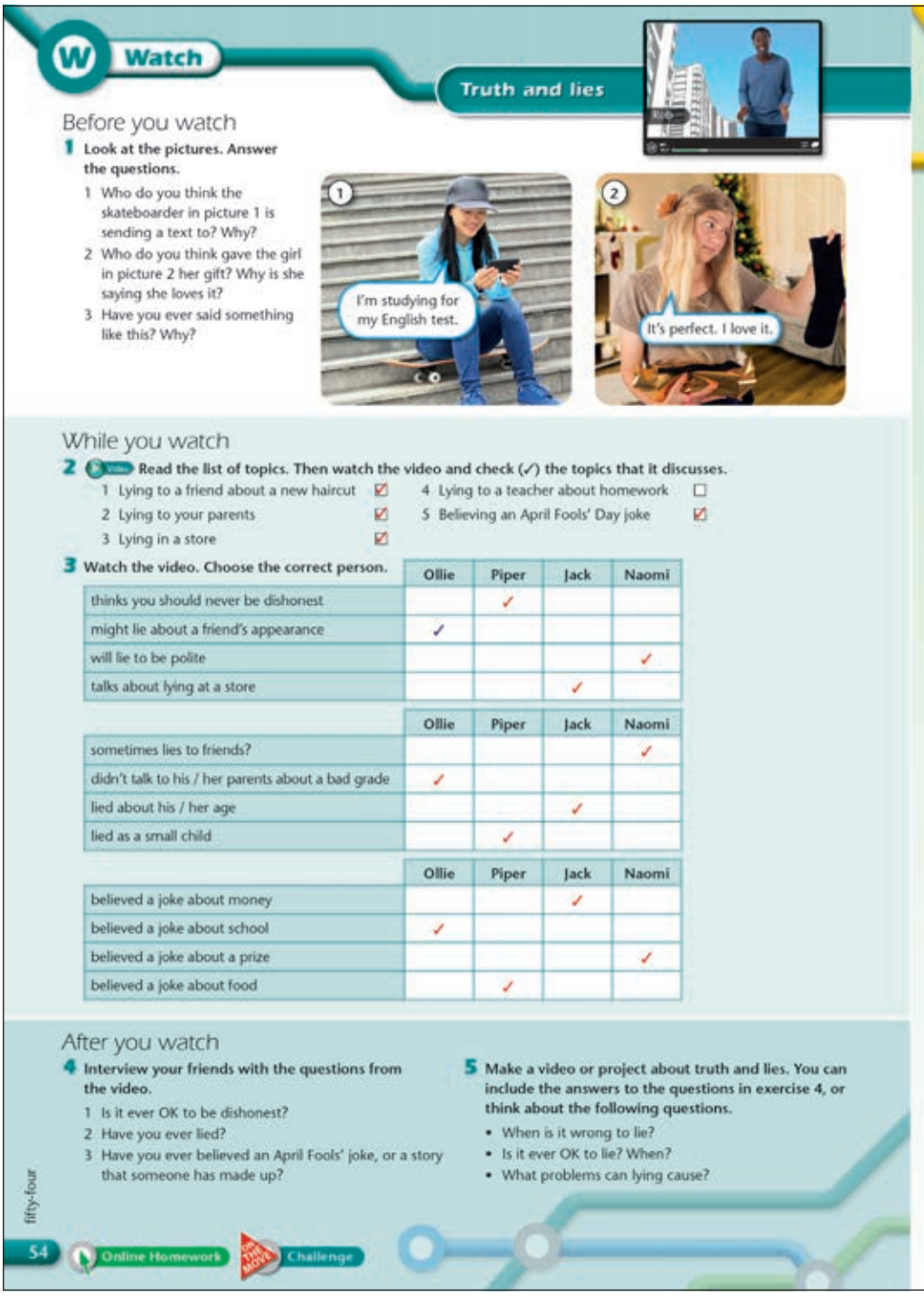
After you watch

4

- Put students into small groups.
- Discuss as a class the best kind of project for students to do, e.g., a video, a class presentation, a poster, etc.
- Ask students in their groups to interview each other with the questions from the video. If they are going to do a presentation or a poster, they can make notes on their answers. If they are going to make a video, they can use the opportunity to think about their answers and practice answering the questions.
- Monitor and help while they are working.

5

- Students work in their groups to make their video or project.



W Watch

Truth and lies

Before you watch

1 Look at the pictures. Answer the questions.

1 Who do you think the skateboarder in picture 1 is sending a text to? Why?
2 Who do you think gave the girl in picture 2 her gift? Why is she saying she loves it?
3 Have you ever said something like this? Why?

While you watch

2 Read the list of topics. Then watch the video and check (✓) the topics that it discusses.

1 Lying to a friend about a new haircut ☑
2 Lying to your parents ☑
3 Lying in a store ☑
4 Lying to a teacher about homework ☐
5 Believing an April Fools' Day joke ☑

3 Watch the video. Choose the correct person.

	Ollie	Piper	Jack	Naomi
thinks you should never be dishonest		✓		
might lie about a friend's appearance	✓			
will lie to be polite				✓
talks about lying at a store			✓	

	Ollie	Piper	Jack	Naomi
sometimes lies to friends?				✓
didn't talk to his / her parents about a bad grade	✓			
lied about his / her age			✓	
lied as a small child		✓		

	Ollie	Piper	Jack	Naomi
believed a joke about money			✓	
believed a joke about school	✓			
believed a joke about a prize				✓
believed a joke about food		✓		

After you watch

4 Interview your friends with the questions from the video.

1 Is it ever OK to be dishonest?
2 Have you ever lied?
3 Have you ever believed an April Fools' joke, or a story that someone has made up?

5 Make a video or project about truth and lies. You can include the answers to the questions in exercise 4, or think about the following questions.

- When is it wrong to lie?
- Is it ever OK to lie? When?
- What problems can lying cause?

fifty-four

54 Online Homework On the Move Challenge

- If they are making a video, they could use their phones to film themselves asking and answering the questions.
- If they are doing a presentation or a poster, they could prepare it on the computer or on paper and add pictures of themselves.
- 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 look attractive and give interesting information? What did you learn about your classmates?* Discuss the answers as a class.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 4
On the Move Challenge

Review B

V Vocabulary

1 Label the pictures of man-made and natural problems.

climate change · disease · drought · flood · heat wave · overpopulation · pollution · wildfire

1 climate change

2 drought

3 wildfire

4 heat wave

5 flood

6 overpopulation

7 pollution

8 disease

2 Match the sentence halves.

1 Don't throw away
2 We should protect
3 The world is going to run out
4 Remember to keep and reuse
5 We're going to reduce
6 Take shorter showers and
7 It should be easier to recycle
8 I think the human race will become

a your plastic bags.
b of oil and gas in 100 years.
c our natural environment.
d that book. You can sell it online.
e glass and metal.
f extinct one day.
g our carbon emissions by 20%.
h save water!

3 Complete the conversations about truth and lies.

A I don't [1] believe you. Did you [2] make up this ridiculous story?
B No, it's true, I [3] promise!
A Don't [4] lie to me. [5] Tell me the truth!
C We know Jonnie stole our money, but he won't [6] admit it.
D Did he [7] pretend it was his money?
C Yes. I can't [8] trust him anymore.

4 Complete the sentences with the *-ion* noun form of the verbs.

1 Did you do much preparation (prepare) for the test?
2 Here's a description (describe) of what you need.
3 Our class had a discussion (discuss) about truth and lies.
4 What's your explanation (explain) for being late?
5 Did you receive a party invitation (invite)?
6 I have a good imagination (imagine).
7 Who's going to make the final decision (decide)?
8 Good communication (communicate) is important in any relationship.

G Grammar

1 Complete the predictions with *will / 'll* or *won't*.

I love studying at high school so I [1] 'll go (go) to college. I think I [2] 'll choose (choose) science or math because I'm good at those subjects at school. I [3] won't study (study) literature. I'm not a big fan of novels.

Serena

Alfie

I have a good feeling about today's game. I think I [4] 'll score (score) a goal. The other team is very good, so we probably [5] won't win (win), but I'm looking forward to the game. It [6] 'll be (be) good fun.

fifty-five

55

Review B

Vocabulary

1

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and label them.
- Check answers with the class, and check that students understand all the words. Ask: *Which problems are the most serious? Why? Which ones affect your country?*

2

- Read out the completed sentence.
- Ask students to match the remaining sentences.
- Check answers with the class, and check that students understand all the sentences.
- Ask: *Do you always throw away things you don't want, or do you sometimes sell them or recycle them? What can people do to reduce their carbon emissions?*

3

- Point to the example answer, and point out that the first letter of the verb is given.
- 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 verbs.
- Ask: *When was the last time you admitted you had done something wrong?*

4

- Read out the example answer, and remind students that they need to think about the spelling of the *-ion* nouns.
- Ask students to read the sentences and complete them with the correct nouns.
- Check answers with the class.
- You could ask students to write three sentences about themselves, using the nouns.
- Before students move on to the Grammar exercises, point out to students 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 we usually shorten *will* to *'ll* when it comes after a pronoun, e.g., *He'll win*. We don't usually shorten it when it comes after a noun, e.g., *Our team will win*.
- Ask students to complete the predictions using the correct form of *will* or *won't*.
- Check answers with the class. If students struggle with this exercise, refer them back to the information on page 39. Remind students that it is important to go back and review grammar points so they don't forget them.

2

- Read out the first prediction and point out the example answer.
- Elicit or remind students that we use *be going to* for predictions when they are based on evidence.
- Ask students to read the predictions and complete them with the correct forms.
- 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

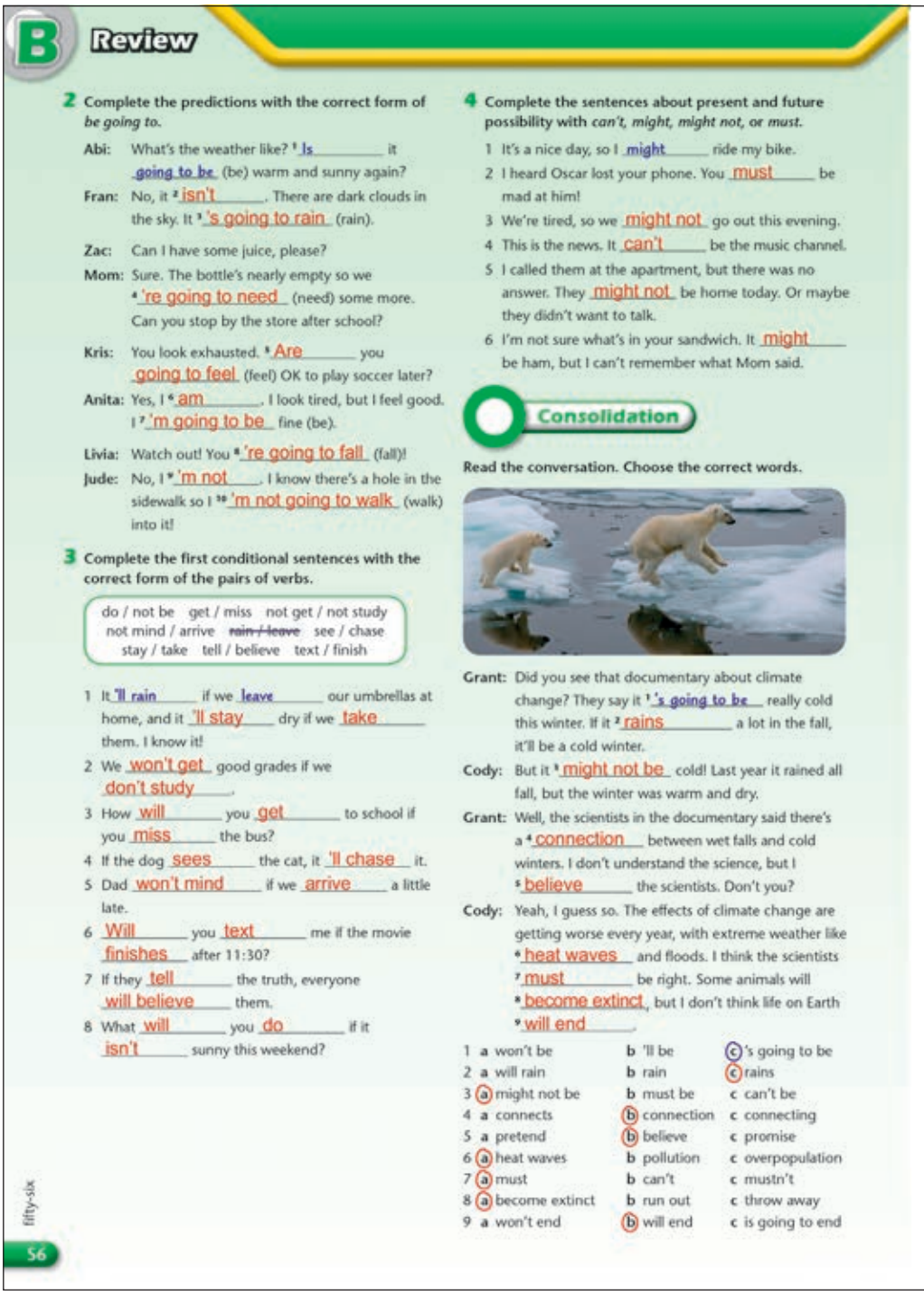
- Read out the first sentence and the example answer. Remind students that it is a first conditional sentence. With weaker students, elicit or remind them that we use the present simple in the *if* clause and *will/won't* in the result clause.
- Ask students to complete the sentences using the correct verb 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 49, and go through the main points again with the class.

4

- Read out the first sentence and the example answer.
- Ask students to read the sentences and complete them using the correct modals.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentations 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 conversation and choose the correct answers.



B Review

2 Complete the predictions with the correct form of *be going to*.

Abi: What's the weather like? [1] Is it going to be (be) warm and sunny again?
Fran: No, it [2] isn't. There are dark clouds in the sky. It [3] 's going to rain (rain).
Zac: Can I have some juice, please?
Mom: Sure. The bottle's nearly empty so we [4] 're going to need (need) some more. Can you stop by the store after school?
Kris: You look exhausted. [5] Are you going to feel (feel) OK to play soccer later?
Anita: Yes, I [6] am. I look tired, but I feel good. I [7] 'm going to be fine (be).
Livia: Watch out! You [8] 're going to fall (fall)!
Jude: No, I [9] 'm not. I know there's a hole in the sidewalk so I [10] 'm not going to walk (walk) into it!

3 Complete the first conditional sentences with the correct form of the pairs of verbs.

do / not be get / miss not get / not study
not mind / arrive ~~rain / leave~~ see / chase
stay / take tell / believe text / finish

1 It 'll rain if we leave our umbrellas at home, and it 'll stay dry if we take them. I know it!
2 We won't get good grades if we don't study.
3 How will you get to school if you miss the bus?
4 If the dog sees the cat, it 'll chase it.
5 Dad won't mind if we arrive a little late.
6 Will you text me if the movie finishes after 11:30?
7 If they tell the truth, everyone will believe them.
8 What will you do if it isn't sunny this weekend?

4 Complete the sentences about present and future possibility with *can't, might, might not, or must*.

1 It's a nice day, so I might ride my bike.
2 I heard Oscar lost your phone. You must be mad at him!
3 We're tired, so we might not go out this evening.
4 This is the news. It can't be the music channel.
5 I called them at the apartment, but there was no answer. They might not be home today. Or maybe they didn't want to talk.
6 I'm not sure what's in your sandwich. It might be ham, but I can't remember what Mom said.

Consolidation

Read the conversation. Choose the correct words.

Grant: Did you see that documentary about climate change? They say it [1] 's going to be really cold this winter. If it [2] rains a lot in the fall, it'll be a cold winter.
Cody: But it [3] might not be cold! Last year it rained all fall, but the winter was warm and dry.
Grant: Well, the scientists in the documentary said there's a [4] connection between wet falls and cold winters. I don't understand the science, but I [5] believe the scientists. Don't you?
Cody: Yeah, I guess so. The effects of climate change are getting worse every year, with extreme weather like [6] heat waves and floods. I think the scientists [7] must be right. Some animals will [8] become extinct, but I don't think life on Earth [9] will end.

1	a won't be	b 'll be	c 's going to be
2	a will rain	b rain	c rains
3	a might not be	b must be	c can't be
4	a connects	b connection	c connecting
5	a pretend	b believe	c promise
6	a heat waves	b pollution	c overpopulation
7	a must	b can't	c mustn't
8	a become extinct	b run out	c throw away
9	a won't end	b will end	c is going to end

fifty-six 56

- 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 and think about which language points they need to review or focus on before they move on to the next unit.

5 Getting along

Grammar
Present perfect: *just, already,* and *yet*
used to

Vocabulary
Relationship verbs
Expressing emotions

Skills
Reading: *Romeo and Juliet*; A history of Adidas and Puma
Listening: Couples; Siblings: brothers and sisters
Speaking: Talking about recent events

Reading skill
Identifying the main events in a story

Values and cross-curricular topics
Personal and family relationships
Family
The arts (literature)

- 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 the aims when students have finished the unit, and discuss how well they have achieved the aims.

Warm-up video

Video

- Read out the title of the unit, *Getting along*, and elicit that this unit is all about relationships with friends and family.
- Focus on the picture and ask: *Who are these people?* (Vicky and Amy). Ask: *What are they doing? What do you think is happening?*
- Read out the speech bubbles, and then read out the questions. Ask students to guess what mistake Vicky made, and why she wants to call Tripp.
- Play the video and ask students to watch and listen and answer question 1.
- Check the answer with the class. Elicit the missing word from the speech bubble.
- Discuss with students how they communicate with their friends.

ANSWER

1 She sent a text to Tripp, rather than to Rob.

Videoscript

Vicky So, did you ask him out?
Amy No, not yet.
V Come on! Rob's attracted to you. You're attracted to Rob. What's the problem?
Tripp Have you sent her a message yet?
Rob Not yet. She might say "no".
T But she likes you.
R OK. "Hi Amy. Would you like to go out together on the weekend? On a date?"
T Put a smiley face. It's friendly.
R OK. Smiley face.
T Now. Send!
V What about sending him a text?
A That's a good idea. What do I write?
V Give me that.
A Vicky! Don't be embarrassing! Please!
V Trust me! "Hi! Would you like to go to a movie on the weekend? Just you and me, I mean. A. x." Don't look. Just send.
Amy/Rob Send!
A Vicky! You chose the wrong name in my address book!
V Oh, no! Who did the message go to?
T Oh, I've got a message. From Amy. What a coincidence! "Would you like to go to a movie?"
R What?!
T Um, nothing …
A You sent it to Tripp! Rob and Tripp's names are next to each other in my address book!
V I'm really sorry. Give me your phone. I can call Tripp and …
A This is so embarrassing!
V Wait! You have a message, too! From Rob.
A Really?
V He's just asked you out!
A Really?
V Look. Let me call Tripp quickly.
R Amy doesn't like me. She likes you!
T Look. I … Um, hi Amy.
V It's Vicky. Look. I need to explain something … So …
T That's brilliant! So they were both …
V Yes!
T And then you sent it to me! OK. Give Amy her phone.
V OK.
T Here. It's Amy. She needs to explain something.
A Um, hello.
R Um, hi Amy.

Further support
On the Move Video

Vocabulary

Aim

use verbs to talk about relationships

Optional warm-up

- Ask: *What do Rob and Amy agree to do?* Elicit that they agree to go out together to see a movie. Write *go out together* and *go on a date* on the board and elicit the meanings. Ask: *What other places do people go to on a date?* Elicit a range of answers.

1 47

- Read out the question.
- Play the audio. Ask students to read and listen to the conversation and answer the question.
- Check the answer with the class.

ANSWER

When Amy says that she and Rob had an argument and she never wants to see him again, she is only joking.

2 48

- Focus on the first picture and point out the example answer.
- Put students into pairs to match the remaining pictures with the expressions.
- Play the audio for students to check their answers. Check that students understand all the expressions.
- Play the audio again, pausing for students to repeat the expressions.

3 49

- Ask students to read the story through first for general meaning, ignoring the gaps. Ask: *Is the ending happy or sad?* (happy).
- Read out the task and remind students that a lot of common verbs have irregular past simple forms.
- Ask students to read the story again and complete it with the correct verb forms.
- Play the audio. Check answers with the class.

4

- Read through the information in the *Stop* box with the class. Ask students to translate the example sentences into their own language, to check understanding.
- Refer students back to the pictures in exercise 2 and elicit the first picture in the story.
- Ask students to put the remaining pictures in order.
- Check answers with the class.
- Put students into pairs to practice telling the story. With weaker classes, you could elicit the story from the class first, and make some notes on the board to help students.
- Ask a pair of students to tell the first part of the story for the class. Ask other pairs in turn to continue the story until you get to the end.

5

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct verb forms.
- Allow students to compare their answers. Then check answers with the class.

V Vocabulary

Relationship verbs

1 47 Read the conversation. Which part of Amy's message isn't true?

Vicky: So how was your date with Rob? / You're joking!

Amy: We had an argument and I never want to see him again. / I am. The movie was terrible, but we're going on another date next week.

2 48 Match the pictures with the expressions. Then listen, check, and repeat.

ask someone out | be attracted to someone | break up (with someone) | ~~fall in love (with someone)~~ | get along (with someone) | go on a date | have an argument (with someone) | make up (with someone) | miss someone

a fall in love (with someone)
b break up (with someone)
c ask someone out (Would you like to go to the movies on Saturday?)
d miss someone
e go on a date
f be attracted to someone
g get along (with someone)
h make up (with someone)
i have an argument (with someone)

fifty-eight

58 Workbook p.W6 Online Homework

Practice activity (all classes)

Write the following questions on the board:

1 *When did you last have an argument with someone? What was it about?*
2 *Which celebrity would you most like to go on a date with? Why?*
3 *What's the best way to break up with someone? What's the worst way?*

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

Further support

***METRO EXPRESS* p.113**
Workbook p.W6
Online Homework Unit 5

3 49 **Complete the story about Dan and Lucy. Use the simple past of the verbs in exercise 2. Then listen and check.**

Dan and Lucy met at a party and they [1] got along really well. Dan [2] was attracted to Lucy because she was really funny. At the end of the party, he took her phone number and [3] asked her out. Lucy said "yes" so they [4] went on a date to the movies. They both had a great time and soon they [5] fell in love.
Lucy was often late, and one day, they [6] had an argument about it. They were both really mad, and after the argument they [7] broke up. But Dan [8] missed Lucy and so he sent her a message. She felt the same way and they [9] made up.

4 **Put the pictures of Dan and Lucy in exercise 2 in the correct order. In pairs, practice telling the story.**

a 5 d 8 g 1
b 7 e 4 h 9
c 3 f 2 i 6

Stop We use *each other* to show that each person in a group of two or more does something to the others.
We get along with ***each other*** *really well.*
They often wear ***each other's*** *clothes.*

5 **Complete the sentences with the correct form of the verbs from exercise 2.**

1 Tyler and Libby have a good relationship with each other. They get along with each other.
2 Owen ended his relationship with Zoe last week. They broke up.
3 Ana and Jack had an argument, but they are friends again now. Ana sent Jack a present and said sorry, and they made up with each other.
4 Lily invited James to go on a date with her. Lily asked James out.
5 Ryan started to love Ashley as soon as they met. He fell in love with her very quickly.
6 Ava feels sad about Ethan because they aren't together now. She misses him.
7 Alexis wanted to go to a Chinese restaurant and Evan wanted to eat pizza, and they couldn't agree. They had an argument about where to eat.
8 Clare is attracted to Gavin. She thinks he's very good-looking and funny.
9 Ben asked Jo to go to the movies with him. They are going on a date this Friday.

→ METRO EXPRESS p.113

L Listening

Couples

1 50 **Listen to the conversations about couples. Match the conversations 1–3 with the sentences a–f. There are three extra sentences.**

a They're just good friends. 3
b They get along, but she isn't attracted to him. ____
c They made up recently. 2
d They broke up recently. ____
e They have a lot of arguments. ____
f They're going on a date. 1

2 50 **Listen again. Choose the correct answers.**

1 Why are the speakers surprised?
(a) Ethan and Abbie have different personalities.
b Ethan and Abbie aren't interested in the same things.
c Abbie isn't attracted to Ethan.
2 Why did Simon and Sofia break up?
a He wanted to get married.
b Simon's parents didn't get along with Sofia.
(c) The speakers don't know exactly.
3 Which statement is true about Pete and Jenny?
(a) They first met when they were small children.
b They broke up after a few dates.
c She asked him out but he said no.

3 50 **Complete the sentences with the words. Then listen and check.**

~~different~~ get like
relationship spend together

1 a They're so different from each other.
b That's going to be an interesting relationship.
2 a Now they're together again.
b I think they'll get married soon.
3 a They spend a lot of time with each other.
b They're more like brother and sister, really.

Listening

Aim
listen to conversations about relationships

Warm-up

- Read out the lesson title and explain the meaning of *couples* if necessary.
- Ask: *What qualities do people look for in a boyfriend or girlfriend?* Elicit a few ideas, and write them on the board. Elicit or teach the word *good-looking* and a range of personality adjectives, e.g., *kind, caring.*
- Ask: *Is it important for people to have similar personalities? Why? / Why not? Can people with different personalities get on well together?* Elicit a range of answers.
- Check that students understand *easygoing* and *rude*.

1 50

- Read out the task. Then allow students time to read through the sentences. Make sure they understand everything.
- Play the audio. Students listen and match the conversations with the correct sentences.
- Check answers with the class.

Audioscript 50

1
Boy 1 What's happening with Ethan and Abbie?
Girl 1 Well, he asked her out and she said yes.
B1 Really? I don't believe it!
G1 I know!
B1 She's so kind and easygoing. Why is she attracted to him? He's …
G1 Rude and annoying?
B1 Exactly! They're so different from each other.
G1 I guess they both like movies.
B1 Yes. But that's going to be an interesting relationship …
2
Boy 2 How's your older brother?
Girl 2 Simon? He's so happy at the moment. We're really getting along.
B2 What's happened?
G2 Do you remember his girlfriend, Sofia?
B2 Yes, but I thought they broke up.
G2 They did. Last year. They had a huge argument about something. He didn't tell me the reasons. But they went on a few dates last month and now they're together again. I think they'll get married soon.
B2 Wow!
G2 I know. My parents really like her. My mom was so upset when they broke up.
3
Girl 3 Is that Jenny and Pete over there? They spend a lot of time with each other. What's happening?
Girl 4 Nothing. He asked her out one time and they went on a date.
G3 How do you know?
G4 She told me. But they decided they weren't attracted to each other.
G3 Really? But they're always laughing and joking. And they're both good-looking.
G4 I know. They get along really well. They were in the same elementary school. And they live in the same apartment building.
G3 I didn't know that.
G4 But nothing's happening. They're more like brother and sister, really.
G3 Oh.

2 50

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

3 50

- Ask students to complete the sentences with the correct words.
- Play the audio again for students to listen and check their answers.
- Check answers with the class.

Reading

Aim

read and understand a story from a classic work of literature

Warm-up

- Ask: *Are a lot of songs, books, and movies about love and relationships?* (yes). Ask students individually to write the name of a song, a book, a movie, and a TV series about love and relationships.
- Put students into pairs to compare their ideas and discuss which ones they both like and dislike.
- Ask some pairs to tell the class about movies, songs, etc., that they both like. Ask other students if they agree, and encourage them to give reasons for their answers.

1 51

- Read out the title and explain, if necessary, that *Romeo and Juliet* is the title of a play by William Shakespeare.
- Elicit what students know about the story. Ask more questions if necessary to prompt students, e.g., *Do Romeo and Juliet love each other? Can they be together? Why not? What happens in the end?* Elicit a range of ideas, but don't confirm them.
- Play the audio and ask students to read and listen to check their ideas.
- Ask some students to tell the class what they learned from the text.

ANSWERS
Students' own answers.

2

- Ask students to read the story again and put events a–i in the correct order.
- Check answers with the class, referring back to the text to explain the answers.

3

- Read out the first answer, then the question.
- Ask students to read the remaining answers and write the questions. With weaker classes, students could work in pairs for this.
- Check answers with the class.

R Reading

1 51 Look at the title of the story. What do you know about this story? Read, listen, and check.

Romeo Montague · Mercutio · Juliet Capulet · Tybalt Capulet · Prince of Verona

Romeo and Juliet

1 Romeo and his friend Mercutio go to a party. Romeo meets Juliet at the party and they immediately fall in love. But there is a problem: Romeo is a Montague and Juliet is a Capulet. And the two families don't get along …

2 Romeo and Juliet decide to get married secretly.

3 After the wedding, Romeo meets Juliet's cousin, Tybalt. He tries to be friends, but Tybalt isn't listening. Tybalt kills Mercutio. Romeo gets really mad and kills Tybalt.

4 Romeo isn't allowed to stay in the city.

5 Juliet's father doesn't know that Juliet has already gotten married. He chooses a husband for her, Paris. Juliet wants to escape, so she pretends to be dead. First, she sends a message to Romeo and then she takes a special sleeping potion.

6 Romeo visits Juliet secretly. He hasn't received the message from Juliet yet and he is really upset when he finds her.

7 Soon after, Juliet wakes up. She quickly realizes Romeo's mistake. She also can't live without her new husband …

8 When both families learn the truth, they are very upset. They decide to make up.

2 Read the story again. Put the events in the correct order.

a Romeo has to leave the city. 4
b Romeo dies. 7
c Romeo and Juliet get married. 1
d Juliet dies. 8
e Juliet sends Romeo a message. 5
f Mercutio dies. 2
g The Montagues make up with the Capulets. 9
h Romeo kills Juliet's cousin. 3
i Juliet takes a sleeping potion. 6

3 Write questions for the answers.

1 Why is Romeo and Juliet's relationship a problem?
Because their families don't get along.
2 Why did Romeo kill Tybalt?
Because Tybalt killed his friend Mercutio.
3 Why did Romeo have to leave the city?
Because he killed Tybalt.
4 Why did Juliet take the sleeping potion / did Juliet pretend to be dead?
Because she didn't want to marry Paris.
5 Why did the families make up?
Because they didn't want another tragedy like Romeo and Juliet.

sixty 60

Practice activity (all classes)

Put students into pairs and tell them they are going to re-tell the story. Allow them time to read the story again and make notes to help them. Tell them they can write a maximum of six words for each picture in the story.

Ask students to close their books. In their pairs, they use their notes and try to re-tell the story.

See if you can re-tell the story as a class. Ask pairs in turn to tell one part of the story. Other students can help out with extra information, if necessary.

Students can look at their books again to see if they missed any important details.

ANSWERS
Students' own answers.

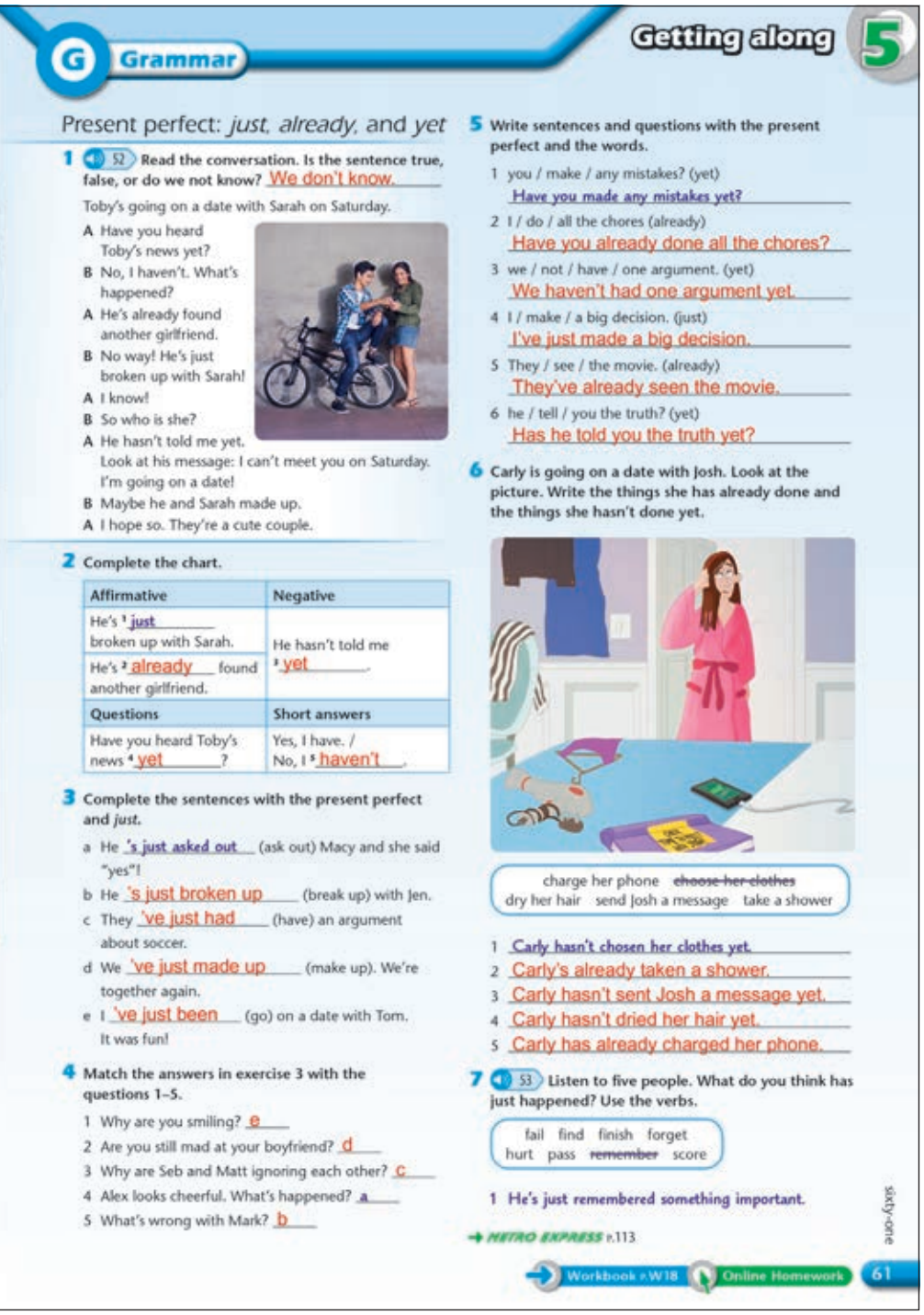
Extension activity (stronger classes)

Put students into pairs and ask them to choose one scene from the story to act out. Point out that they can use the speech bubbles in the pictures as a starting point, but they should also use their own ideas and their imagination.

Monitor and help while students are working.

Ask pairs in turn to perform their scenes for the class. Students could vote for the best performance.

ANSWERS
Students' own answers.



Grammar

Getting along 5

Present perfect: *just, already,* and *yet*

1 52 **Read the conversation. Is the sentence true, false, or do we not know?** We don't know.

Toby's going on a date with Sarah on Saturday.

A Have you heard Toby's news yet?
B No, I haven't. What's happened?
A He's already found another girlfriend.
B No way! He's just broken up with Sarah!
A I know!
B So who is she?
A He hasn't told me yet. Look at his message: I can't meet you on Saturday. I'm going on a date!
B Maybe he and Sarah made up.
A I hope so. They're a cute couple.

2 **Complete the chart.**

Affirmative	Negative
He's [1] just broken up with Sarah.	He hasn't told me [3] yet.
He's [2] already found another girlfriend.	
Questions	**Short answers**
Have you heard Toby's news [4] yet?	Yes, I have. / No, I [5] haven't.

3 **Complete the sentences with the present perfect and *just*.**

a He 's just asked out (ask out) Macy and she said "yes"!
b He 's just broken up (break up) with Jen.
c They 've just had (have) an argument about soccer.
d We 've just made up (make up). We're together again.
e I 've just been (go) on a date with Tom. It was fun!

4 **Match the answers in exercise 3 with the questions 1–5.**

1 Why are you smiling? e
2 Are you still mad at your boyfriend? d
3 Why are Seb and Matt ignoring each other? c
4 Alex looks cheerful. What's happened? a
5 What's wrong with Mark? b

5 **Write sentences and questions with the present perfect and the words.**

1 you / make / any mistakes? (yet) Have you made any mistakes yet?
2 I / do / all the chores (already) Have you already done all the chores?
3 we / not / have / one argument. (yet) We haven't had one argument yet.
4 I / make / a big decision. (just) I've just made a big decision.
5 They / see / the movie. (already) They've already seen the movie.
6 he / tell / you the truth? (yet) Has he told you the truth yet?

6 **Carly is going on a date with Josh. Look at the picture. Write the things she has already done and the things she hasn't done yet.**

charge her phone ~~choose her clothes~~ dry her hair send Josh a message take a shower

1 Carly hasn't chosen her clothes yet.
2 Carly's already taken a shower.
3 Carly hasn't sent Josh a message yet.
4 Carly hasn't dried her hair yet.
5 Carly has already charged her phone.

7 53 **Listen to five people. What do you think has just happened? Use the verbs.**

fail find finish forget hurt pass ~~remember~~ score

1 He's just remembered something important.

METRO EXPRESS p.113

Workbook p.W18 Online Homework 61

sixty-one

Grammar

Aim

learn the present perfect with *just, already,* and *yet*

Warm-up

- Write the following on the board:
  1 *I ____ an awesome girl.*
  2 *You ____ my best friend!*
- Ask if students can remember the missing words, and which character says each sentence. They can look back at the story on page 60 to check.
- Add the correct words to the sentences and underline them. Elicit that the verbs are in the present perfect. Ask: *Why do they use the word "just"?* Elicit or explain the meaning, and ask students to translate the sentences into their own language.

ANSWERS

1 've just met 2 've just killed

1 52

- Focus on the picture and read out the question.
- Play the audio. Ask students to read and listen, and answer the question.
- Check the answer with the class.

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 *just* and *already* in affirmative sentences. They go between the auxiliary verb and the main verb, e.g., *I've just seen him.* NOT ~~*I've seen him just.*~~ We use *already* for things that have happened before we expected, e.g., *I've already finished my homework.* We use *just* for things that happened a short time ago, e.g., *I've just seen Paul.*

We use *yet* in negative sentences and questions, and it goes at the end of the sentence or question, e.g., *I haven't eaten yet.* NOT ~~*I haven't yet eaten.*~~

We use *yet* when something that we expected to happen has not happened, e.g., *I started my homework two hours ago, and I haven't finished yet!*

3

- Read out the example sentence.
- Ask students to read the prompts and write the sentences.
- Check answers with the class.

4

- Read out question 4 and elicit that it matches answer a in exercise 3.
- Ask students to match the remaining questions with the answers.
- Check answers with the class.

5

- Read out the example question. Point out the position of *yet*, and remind students to think about the position of each of the words in brackets.
- Ask students to write the sentences and questions.
- Check answers with the class.

6

- Read through the task and the phrases in the box with the class, and read out the example answer.
- Students write the sentences individually, and then compare answers in pairs.
- Check answers with the class.

7 53

- Explain to students that they will listen to five short extracts, and they need to guess what has just happened.
- Play the first extract and read out the example answer.
- Play the remaining extracts. Students listen and write sentences. They can compare their answers in pairs.
- Discuss possible answers with the class.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS **p.113**
Workbook p.W18
Online Homework Unit 5

Vocabulary

Aim

use verbs which express emotions

Warm-up

- Mime smiling. Ask: *How do you think I'm feeling?* (happy). Mime looking angry. Ask: *How do you think I'm feeling now?* (angry).
- Ask: *How do we know how someone is feeling?* Elicit that we show our feelings through things that we do. Ask: *What do you do when you're happy? What do you do when you're angry?* Elicit a few ideas.
- Tell students they are going to learn verbs for things we do to express our emotions.

1 54

- Put students into pairs to match the words with the pictures and definitions.
- Play the audio for students to check their answers. Check they understand the words.
- Play the audio again, pausing for students to repeat the words.

2

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

3

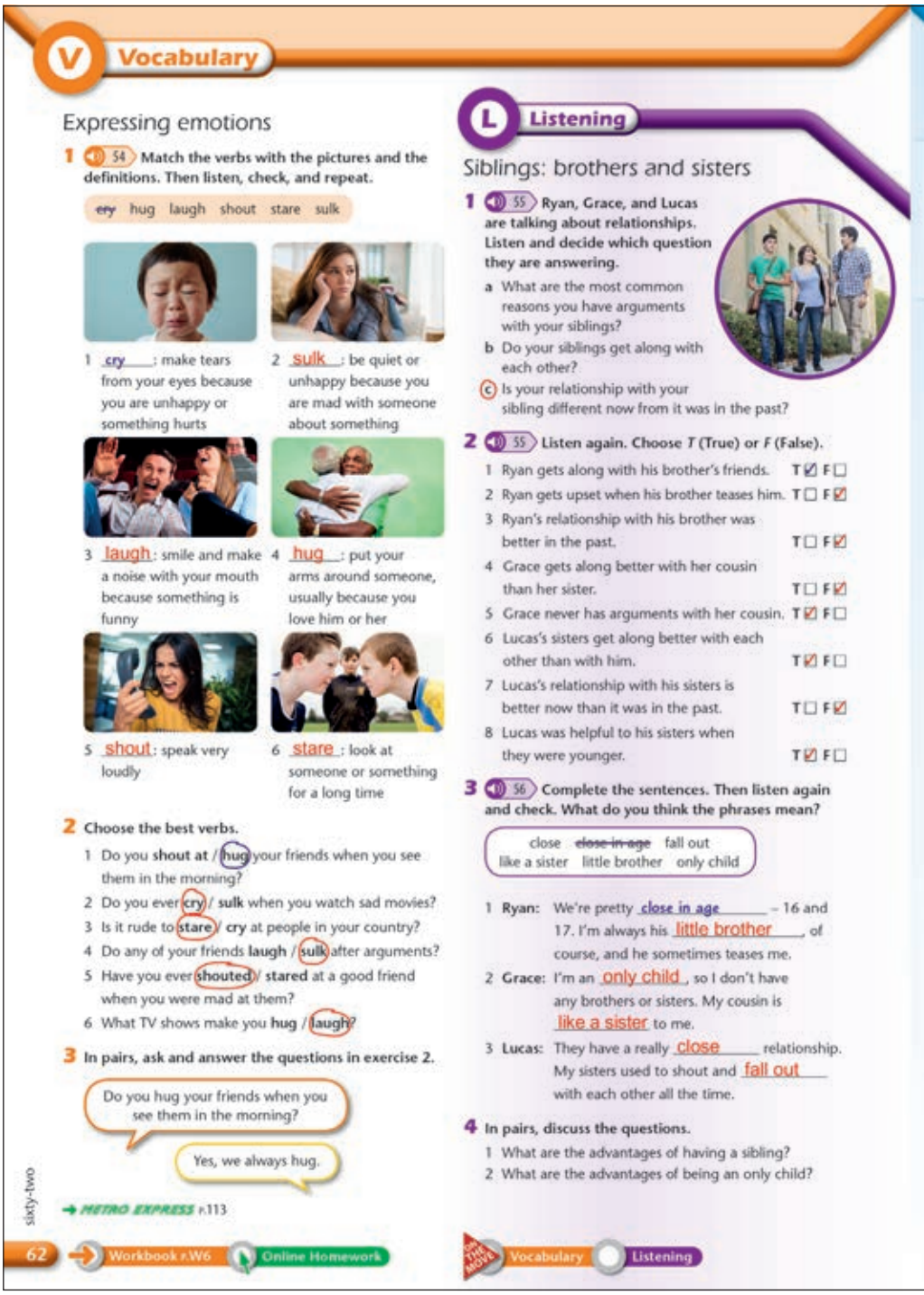
- Allow students time to read the questions again and think about their answers.
- In pairs, they ask and answer the questions.
- Ask students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Further support

***METRO EXPRESS* p.113**
Workbook p.W6
Online Homework Unit 5



V Vocabulary

Expressing emotions

1 54 Match the verbs with the pictures and the definitions. Then listen, check, and repeat.

~~cry~~ hug laugh shout stare sulk

1 cry: make tears from your eyes because you are unhappy or something hurts
2 sulk: be quiet or unhappy because you are mad with someone about something
3 laugh: smile and make a noise with your mouth because something is funny
4 hug: put your arms around someone, usually because you love him or her
5 shout: speak very loudly
6 stare: look at someone or something for a long time

2 Choose the best verbs.

1 Do you **shout at** / **hug** your friends when you see them in the morning?
2 Do you ever **cry** / **sulk** when you watch sad movies?
3 Is it rude to **stare** / **cry** at people in your country?
4 Do any of your friends **laugh** / **sulk** after arguments?
5 Have you ever **shouted** / **stared** at a good friend when you were mad at them?
6 What TV shows make you **hug** / **laugh**?

3 In pairs, ask and answer the questions in exercise 2.

Do you hug your friends when you see them in the morning?
Yes, we always hug.

→ METRO EXPRESS p.113

sixty-two

62 Workbook p.W6 Online Homework

L Listening

Siblings: brothers and sisters

1 55 Ryan, Grace, and Lucas are talking about relationships. Listen and decide which question they are answering.

a What are the most common reasons you have arguments with your siblings?
b Do your siblings get along with each other?
c Is your relationship with your sibling different now from it was in the past?

2 55 Listen again. Choose *T* (True) or *F* (False).

1 Ryan gets along with his brother's friends. T☑ F☐
2 Ryan gets upset when his brother teases him. T☐ F☑
3 Ryan's relationship with his brother was better in the past. T☐ F☑
4 Grace gets along better with her cousin than her sister. T☐ F☑
5 Grace never has arguments with her cousin. T☑ F☐
6 Lucas's sisters get along better with each other than with him. T☑ F☐
7 Lucas's relationship with his sisters is better now than it was in the past. T☐ F☑
8 Lucas was helpful to his sisters when they were younger. T☑ F☐

3 56 Complete the sentences. Then listen again and check. What do you think the phrases mean?

close ~~close in age~~ fall out
like a sister little brother only child

1 Ryan: We're pretty close in age – 16 and 17. I'm always his little brother, of course, and he sometimes teases me.
2 Grace: I'm an only child, so I don't have any brothers or sisters. My cousin is like a sister to me.
3 Lucas: They have a really close relationship. My sisters used to shout and fall out with each other all the time.

4 In pairs, discuss the questions.

1 What are the advantages of having a sibling?
2 What are the advantages of being an only child?

ON THE MOVE Vocabulary Listening

Listening

Aim

listen to people talking about relationships

1 55

- Check that students understand *siblings*.
- Allow students time to read the questions. Check they understand everything.
- Play the audio. Ask students to listen and choose the correct question.
- Check answers with the class.

Audioscript 55

Ryan I have one older brother. We're pretty close in age – 16 and 17. We have similar interests and I like his friends, too. He usually lets me hang out with them. I'm always his "little brother," of course, and he sometimes teases me. But I don't care.
When we were young, we used to fight a lot. He used to get so annoyed with me and then ignore me. I hated that, and I used to sulk in my room. But that doesn't happen now.

Grace Well, I can't really answer this. I'm an only child, so I don't have any brothers or sisters. But I live in the same apartment building as my cousin, and we see each other every day. My cousin is like a sister to me. I don't think we've ever had an argument. We used to spend a lot of time together as young children. I have a picture of us on my bedroom wall. We're 6 and we're hugging each other!

Lucas My sisters are twins. I'm 16 and they're 13. They have a really close relationship. They share clothes and jewelry, and they always hang out together. I'm pretty jealous of their relationship, I guess. But I get along OK with them. In the past, it was different. My sisters used to shout and fall out with each other all the time. I didn't use to have any arguments with them. I used to help them with stuff – school projects, computer problems … But now, I guess they don't need me!

2 55

- Allow students time to read the sentences.
- Play the audio. Students listen and decide if the sentences are true or false. Ask stronger students to correct the false sentences.
- Check answers with the class.

3 56

- Students read and complete the sentences.
- Students compare answers in pairs. Play the audio and check answers with the class.
- Check answers with the class and check that students understand all the phrases.

4

- Allow students time to read the questions.
- They discuss the questions in pairs, and then tell the class what they and their partner agreed or disagreed about.

Further support

On the Move Vocabulary Listening

used to

1 57 **Read the conversation. Which statements are true?**

1 Frank is Ella's mom's older brother.
2 Frank got upset when Ella's mom teased him.
3 Frank and Ella's mom get along now.

a 1 and 2 (b) 2 and 3 c 1, 2, and 3

Ella: Mom. Did you use to get along with your brother when you were young?
Mom: Uncle Frank? No, we didn't use to be friends at all. Frank was my little brother, and I used to think he was really annoying!
Ella: Did you use to tease him?
Mom: Yes, I did. A lot! It was so easy to make him cry!
Ella: Oh, poor Uncle Frank!
Mom: I know. But we're close now, of course.

2 Complete the chart.

Affirmative	Negative
I [1] used to think he was so annoying.	We [2] didn't use to be friends at all.
Question?	**Short answers**
Did you [3] use to get along with your brothers?	Yes, I [4] did. / No, I didn't.
What toys did you use to play with?	

Stop We use *used to* + infinitive to talk about things that:
1 happened regularly in the past, but don't happen now.
2 were true in the past, but aren't true now.

3 Complete the sentences with the phrases.

used to believe used to hug
used to shout ~~used to think~~

1 People used to think that the Earth was flat.

2 My brother and I used to shout at each other all the time!

3 When I was young, I used to hug a teddy bear at night.

4 Until 400 years ago, some people used to believe that lambs grew on trees!

4 Complete the sentences with *used to* or *didn't use to* and the verbs.

cry eat enjoy have arguments ~~laugh~~ worry

1 I used to laugh at all my brother's jokes, but now they're just annoying.
2 I didn't use to worry about exams, but now I get really stressed about them.
3 My parents and I used to have arguments all the time, but now we get along really well.
4 I used to cry when my sister teased me. Now I don't get upset about it.
5 Tom didn't use to eat meat because he was a vegetarian.

5 Make questions with *used to*.

When you were younger ...

1 what / you / hate eating?
What did you use to hate eating?
2 you / go to a different school?
Did you use to go to a different school?
3 what / you / to be frightened of?
What did you use to be frightened of?
4 what / you / watch on TV?
What did you use to watch on TV?
5 you / sleep with a favorite toy?
Did you use to sleep with a favorite toy?

Your turn

6 In pairs, ask and answer the questions in exercise 5.

What did you use to hate eating?
I used to hate eating vegetables.

→ METRO EXPRESS p.113

Grammar

Aim
learn *used to* for talking about the past

Warm-up

- With books closed, ask questions about how students get on with their siblings, e.g., *Do you get on well? Do you fight?* Elicit a few ideas and then ask: *What about when you were younger? Was it the same or different?*
- Elicit some answers, and write one or two sentences on the board with *used to*, e.g., *(Ana) used to fall out with her sister.*
- Focus on the sentences on the board and underline the verbs. Ask: *Do they refer to the present or the past?* (the past) *Are the sentences true now?* (no).
- Tell students they are going to learn *used to* to talk about the past.

1 57

- Allow students time to read through the statements.
- Play the audio. Ask students to read and listen, then choose the correct answer.
- Check the answer with the class.

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.
- Read through the information in the *Stop* box with the class.

Usage

The form *used to* is the same for all persons, e.g., *I/he/we used to have arguments.*

The negative and question form is *use to*, e.g., *We didn't use to get on well.* NOT ~~*We didn't used to get on well.*~~

We use *used to* for things that were true in the past, or things that happened regularly, e.g., *We used to be friends. We used to meet every week.* We don't use *used to* for things that happened only once in the past, e.g., *I had an argument with my cousin once.* NOT ~~*I used to have an argument with my cousin once.*~~

3

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

4

- Read out the example answer. Remind students of the different form in negative sentences.
- Ask them to complete the sentences with the correct affirmative and negative verbs.
- Check answers with the class.

5

- Read out the example question.
- Ask students to write the remaining questions. Check answers with the class.

6 Your turn

- Allow students time to read the questions in exercise 5 again and think about their answers.
- Put students into pairs to ask and answer the questions.
- Ask students to tell the class something they learned about their partner.

ANSWERS
Students' own answers.

Practice activity (all classes)

Put students into pairs. Ask them to write three sentences about themselves using *used to*. Encourage them to write at least one negative sentence, e.g., *I didn't use to like going in the car.* Tell them two sentences should be true and one should be false.

Put pairs together into pairs. They take turns to read their sentences to each other and guess which sentence is false. Ask who guessed correctly. Ask some students to tell the class something they learned about their classmates.

ANSWERS
Students' own answers.

Further support
***METRO EXPRESS* p.113**
Workbook p.W19
Online Homework Unit 5
On the Move Grammar
Pronunciation Classroom Presentation Tool

Speaking

Aim

talk about recent events

Warm-up

- Hold up a pen or piece of paper, and then drop it and ask: *What have I just done?* Elicit the answer: *You've just dropped (your pen).* Write the sentence on the board.
- Point to the sentence and underline *just*. Ask: *What does it mean if something has just happened?* Elicit that it has happened very recently.
- Explain to students that they are going to practice talking about things that have happened recently.

1 58

- Focus on the picture and ask: *What do you think has just happened?* Elicit a few ideas, but don't confirm them.
- Play the audio. Ask students to listen, and then complete the summary.
- Check answers with the class.

2

- 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.
- Students then work in pairs to practice the conversation. Ask some pairs to perform the conversation for the class.

ANSWERS

Students' own answers.

3 59

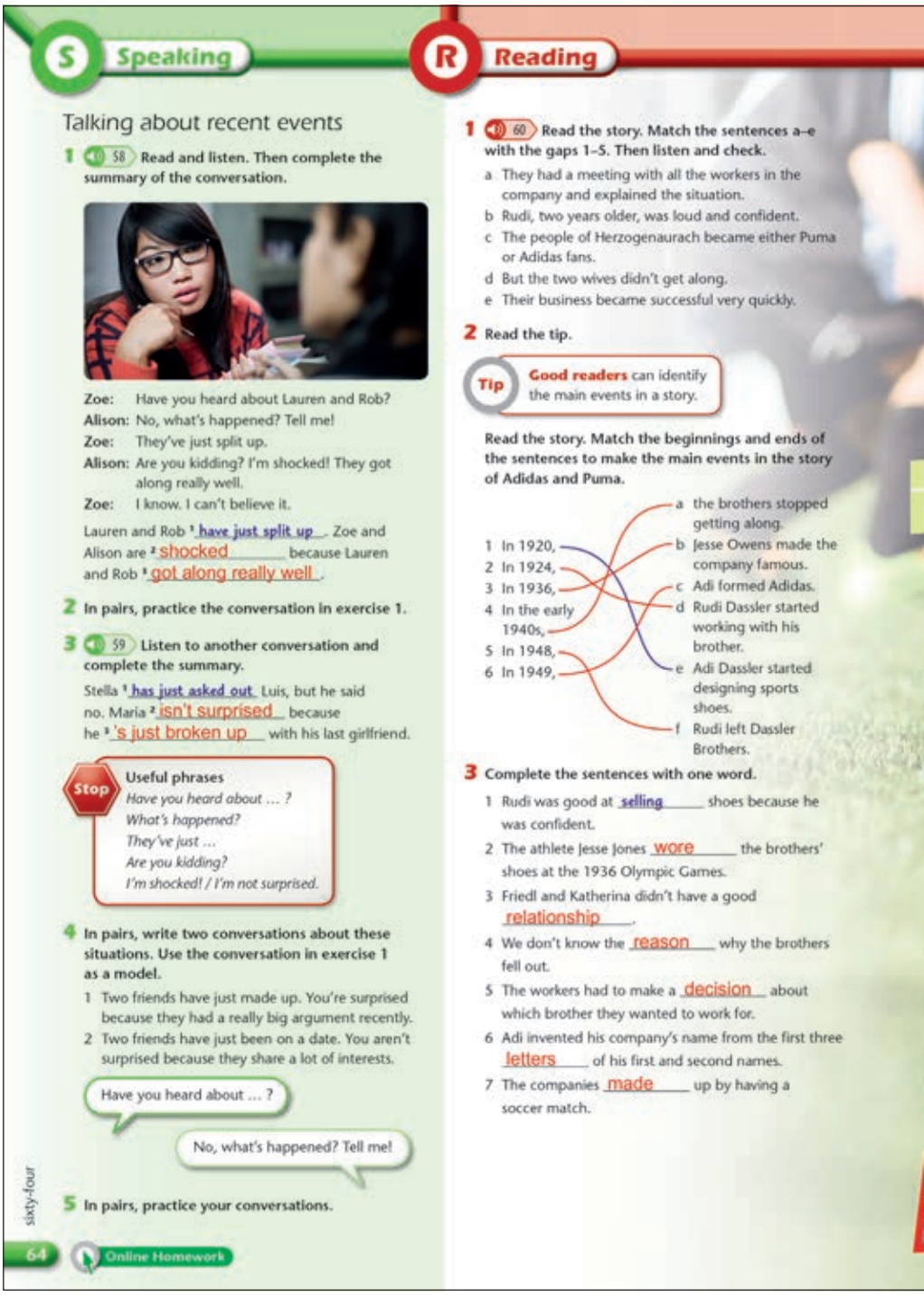
- Allow students time to read through the gapped summary, and then play the audio.
- Students read and listen, and then complete the summary.
- Check answers with the class.
- Read through the information in the *Stop* box with the class. Make sure students understand all the phrases.

Audioscript 59

Eric Hey Maria. Have you heard about Stella and Luis?
Maria No, what's happened?
Eric Stella has just asked Luis out! But he said no …
Maria I'm not surprised. Stella is really cool, but Luis has just broken up with Maya.
Eric Yeah, I guess so.

4

- Read the two situations with the class. Make sure they understand everything.
- Choose one of the situations and elicit a possible conversation from the class.
- Put students into pairs to prepare their conversations. Monitor and help while they are working.
- They can then practice in pairs.



S Speaking

Talking about recent events

1 58 **Read and listen. Then complete the summary of the conversation.**

Zoe: Have you heard about Lauren and Rob?
Alison: No, what's happened? Tell me!
Zoe: They've just split up.
Alison: Are you kidding? I'm shocked! They got along really well.
Zoe: I know. I can't believe it.

Lauren and Rob ¹ have just split up. Zoe and Alison are ² shocked because Lauren and Rob ³ got along really well.

2 **In pairs, practice the conversation in exercise 1.**

3 59 **Listen to another conversation and complete the summary.**

Stella ¹ has just asked out Luis, but he said no. Maria ² isn't surprised because he ³ 's just broken up with his last girlfriend.

Stop **Useful phrases**
Have you heard about … ?
What's happened?
They've just …
Are you kidding?
I'm shocked! / I'm not surprised.

4 **In pairs, write two conversations about these situations. Use the conversation in exercise 1 as a model.**

1 Two friends have just made up. You're surprised because they had a really big argument recently.
2 Two friends have just been on a date. You aren't surprised because they share a lot of interests.

Have you heard about … ?
No, what's happened? Tell me!

5 **In pairs, practice your conversations.**

sixty-four

64 Online Homework

R Reading

1 60 **Read the story. Match the sentences a–e with the gaps 1–5. Then listen and check.**

a They had a meeting with all the workers in the company and explained the situation.
b Rudi, two years older, was loud and confident.
c The people of Herzogenaurach became either Puma or Adidas fans.
d But the two wives didn't get along.
e Their business became successful very quickly.

2 **Read the tip.**

Tip **Good readers** can identify the main events in a story.

Read the story. Match the beginnings and ends of the sentences to make the main events in the story of Adidas and Puma.

1 In 1920,
2 In 1924,
3 In 1936,
4 In the early 1940s,
5 In 1948,
6 In 1949,

a the brothers stopped getting along.
b Jesse Owens made the company famous.
c Adi formed Adidas.
d Rudi Dassler started working with his brother.
e Adi Dassler started designing sports shoes.
f Rudi left Dassler Brothers.

3 **Complete the sentences with one word.**

1 Rudi was good at selling shoes because he was confident.
2 The athlete Jesse Jones wore the brothers' shoes at the 1936 Olympic Games.
3 Friedl and Katherina didn't have a good relationship.
4 We don't know the reason why the brothers fell out.
5 The workers had to make a decision about which brother they wanted to work for.
6 Adi invented his company's name from the first three letters of his first and second names.
7 The companies made up by having a soccer match.

- Invite some pairs in turn to act out their conversation for the class. Encourage them to speak in a natural way and sound interested in what their partner is saying.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students in their pairs to think of two things that have happened recently at their school or in their town. Tell them they can invent their own ideas if they can't think of any real ones. Tell them that if the events involve students or teachers at the school, they must change the names to make the stories fictional.

Put pairs together into groups of four. They take turns to tell each other about their recent events. The other pair responds and asks questions to find out more. Monitor and help while students are working, and encourage students to use phrases from the *Stop* box.

Ask some groups to act out one of their conversations for the class.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 5

A history of ADIDAS and PUMA

The argument that lasted 60 years

As young brothers, Adi and Rudi Dassler used to get along well. They both loved sports, but they had very different personalities. Adi was quiet and hard-working. [1] b

In 1920, Adi started making sports shoes at home, in the small town of Herzogenaurach, Germany. Adi was a brilliant designer, but he needed help to sell his shoes. So four years later, his brother, a talented salesman, joined the company. They called it Dassler Brothers Shoes. [2] e It made sneakers for Olympic athletes – including the American athlete Jesse Owens. In 1936, Owens won four Olympic gold medals while he was wearing Dassler Brothers sneakers. Suddenly their shoes were world famous.

At that time, both brothers used to live in the same house with Rudi's wife, Friedl, and their young children. In 1937, Adi fell in love with and married Katherina Martz. Now there were two families living together. [3] d

Then in the early 1940s, the brothers fell out. No one knows exactly why, but in 1948 they decided not to work together anymore. [4] a The workers had to decide: did they want to work for Adi or Rudi?

The same year, Rudi started his own company, just 500 meters from the house they used to share. He called it Ruda (from Rudi and Dassler), but soon he changed the name to Puma. A year later, Adi started Adidas (from Adi and Dassler).

The brothers never spoke to each other again and their argument divided their town. [5] c The town even had two different soccer teams – one wore Puma shoes and the other wore Adidas! But in 2009, the companies decided to make up. They played a game of soccer together – 61 years after the brothers fell out!

Writing p.105 Workbook p.W30 Online Homework

Reading

Aim

read a text about a long-standing sibling rivalry in a business setting

Warm-up

- Focus on the picture of the soccer boots on page 65 and ask: *What do you know about the brands Adidas and Puma? What country are they from?* Elicit a few ideas, but don't confirm them. Ask: *Do you have any Adidas or Puma clothes?*
- Focus on the picture of Jesse Owens and ask: *Do you recognize this athlete?* Elicit a few ideas, but don't confirm the answer. Ask: *What do you think is the connection between this athlete and the two brands?* Elicit a few possible answers.
- Focus on the pictures of the brothers and ask: *Who do you think these people are? How do you think they are connected to Adidas and Puma?* Elicit a few ideas, but don't confirm them.

1 60

- Ask students to read the story through once for general meaning, ignoring the gaps. Elicit what each picture shows and how it relates to the story.
- Ask students to read the story again and match the sentences with the gaps.
- Play the audio and ask students to read and listen and check their answers.
- Check answers with the class.

2

- Read out the tip with the class. Point out that in a story there are some main events, and also a lot of extra details. Point out that it is important to identify the main events in order to understand the story better.
- Ask students to read the story again and match the sentence halves to make the main events.
- 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 first sentence and ask students to read the first two paragraphs of the story again to find the part that gives the answer (… *his brother, a talented salesman* …). Point out that the story does not use the same word as in the answer (*selling*), so students have to understand the meaning of the text and then use this meaning to think of a word to complete each sentence.
- Ask students to complete the sentences with suitable words.
- Allow students time to compare their answers in pairs.
- Check answers with the class.

Practice activity (all classes)

With books closed, write the following sentences on the board:

1 *Adi and Rudi used get along well.*
2 *Adi started to making sports shoes.*
3 *He needed help for selling his shoes.*
4 *Both brothers were used to live in the same house.*
5 *They decided to don't work together anymore.*

Tell students that each sentence contains a grammar mistake. Put students into pairs to look at the sentences and correct them.

Students can check their answers in the text on page 65. Check answers with the class.

ANSWERS

1 Adi and Rudi used **to get** along well.
2 Adi started to **make** sports shoes.
3 He needed help **to sell** his shoes.
4 Both brothers ~~were~~ used to live in the same house.
5 They decided **not to** work together anymore.

Further support

Writing p.105
Workbook p.W30
Online Homework Unit 5

Watch

Before you watch

About the video

The video shows Vicky interviewing her great grandparents, Milton and Phyllis, about their long relationship. They talk about how they met, and about their lives together.

1

- Focus on the pictures and elicit which of the course characters they relate to (Vicky).
- Ask the questions to the class and elicit a range of answers from individual students. Encourage students to speculate and express their opinions.

ANSWERS

Students' own answers.

2

- Put students into pairs to discuss the questions. Ask some individual students to tell the class about some of the old photographs their family has.

While you watch

3 Video

- Allow students time to read through the sentences and possible answers. Check they understand *graduating*.
- Play the preview video for students to watch and choose the best words to complete the descriptions.
- Check answers with the class.

Videoscript see TG p.127

4 Video

- Allow students time to read through the sentences. Check they understand *army* and *kids*.
- Play the video. Students watch and decide if the sentences are true or false.
- Check answers with the class.

5 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

6

- Tell students they are going to work individually to do a project about their own family.
- Read out the task and discuss as a class the best way for students to present their information, e.g., a video, a presentation, poster, etc. Discuss what pictures they could use, e.g., modern pictures they can take now or old family pictures.
- If students are making a video, discuss the best way for them to do this, e.g., to prepare a script for themselves, and prepare some questions to ask their parents, grandparents, or great grandparents. Then use their phones to do the filming.
- If students are going to prepare a presentation or poster, discuss the best way for them to do this, using a computer or working on paper.
- Students then work on their projects for homework.
- In the next lesson, put students into small groups to share their videos or give their presentations or posters.
- Ask some students whose projects they enjoyed and why. Ask what surprising facts they learned about their classmates' families.

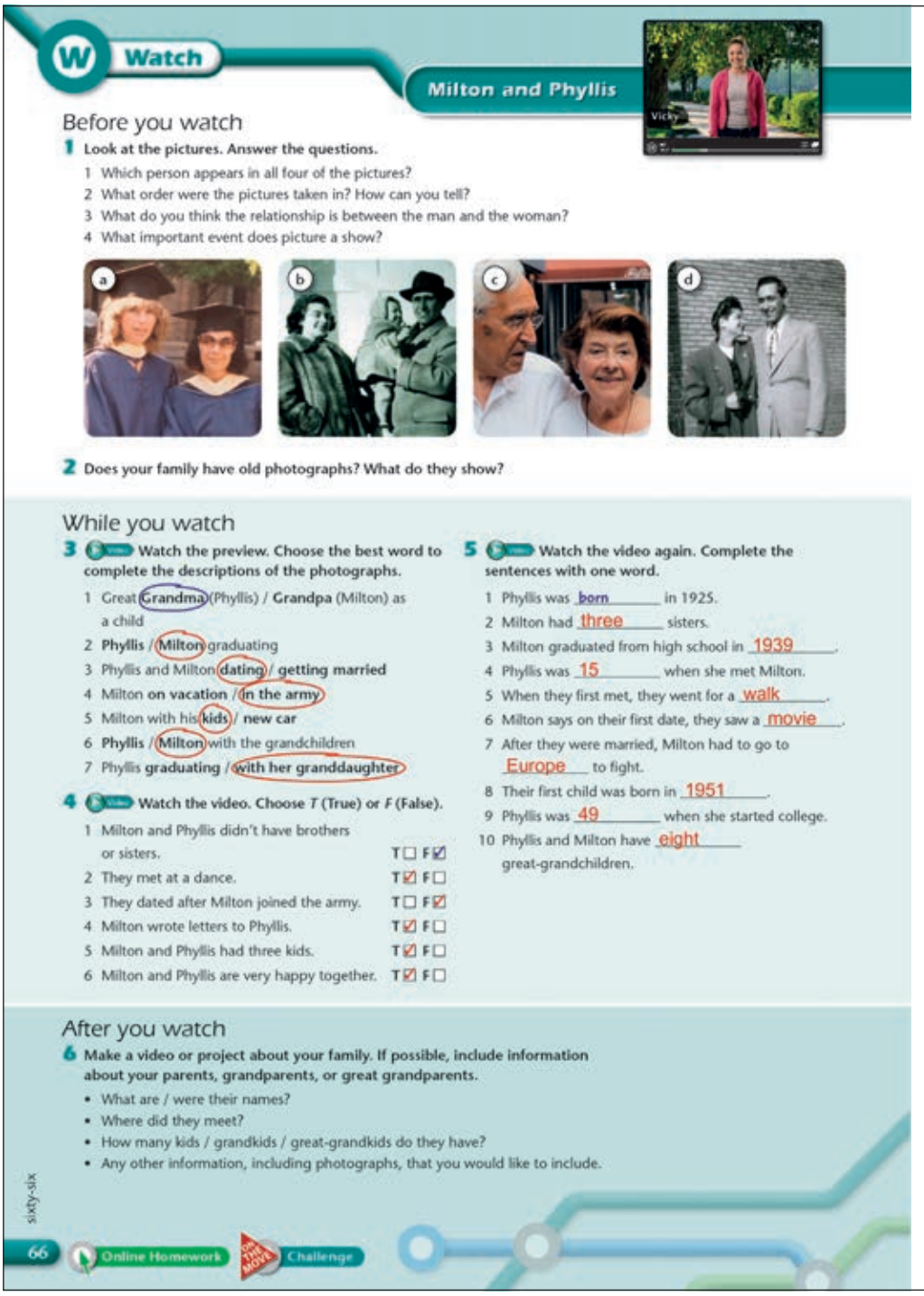
ANSWERS

Students' own answers.

Further support

Online Homework Unit 5

On the Move Challenge



Watch

Milton and Phyllis

Before you watch

1 Look at the pictures. Answer the questions.

1 Which person appears in all four of the pictures?
2 What order were the pictures taken in? How can you tell?
3 What do you think the relationship is between the man and the woman?
4 What important event does picture a show?

2 Does your family have old photographs? What do they show?

While you watch

3 Watch the preview. Choose the best word to complete the descriptions of the photographs.

1 Great Grandma (Phyllis) / Grandpa (Milton) as a child
2 Phyllis / Milton graduating
3 Phyllis and Milton dating / getting married
4 Milton on vacation / in the army
5 Milton with his kids / new car
6 Phyllis / Milton with the grandchildren
7 Phyllis graduating / with her granddaughter

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

1 Milton and Phyllis didn't have brothers or sisters. T☐ F☑
2 They met at a dance. T☑ F☐
3 They dated after Milton joined the army. T☐ F☑
4 Milton wrote letters to Phyllis. T☑ F☐
5 Milton and Phyllis had three kids. T☑ F☐
6 Milton and Phyllis are very happy together. T☑ F☐

5 Watch the video again. Complete the sentences with one word.

1 Phyllis was born in 1925.
2 Milton had three sisters.
3 Milton graduated from high school in 1939.
4 Phyllis was 15 when she met Milton.
5 When they first met, they went for a walk.
6 Milton says on their first date, they saw a movie.
7 After they were married, Milton had to go to Europe to fight.
8 Their first child was born in 1951.
9 Phyllis was 49 when she started college.
10 Phyllis and Milton have eight great-grandchildren.

After you watch

6 Make a video or project about your family. If possible, include information about your parents, grandparents, or great grandparents.

- What are / were their names?
- Where did they meet?
- How many kids / grandkids / great-grandkids do they have?
- Any other information, including photographs, that you would like to include.

sixty-six

66 Online Homework On the Move Challenge

6 The senses

Grammar
Present perfect: *for* and *since*
Simple past or present perfect?

Vocabulary
Sense verbs and adjectives
Sleep

Skills
Reading: The brain: our sixth sense?; Sleep well!
Listening: An Asian food market; Teenagers and sleep
Speaking: Talking about experiences

Reading skill
Predicting what a text is going to say

Values and cross-curricular topics
Health
Multiculturalism
Human achievement
Recognizing that others are different

- 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.

Warm-up video

Video

- Read out the title of the unit, *The senses*, and elicit the five senses: sight, hearing, taste, touch, smell.
- Focus on the picture and ask: *Where is Tripp?* (in the school science lab). *What do you think he is doing?* Elicit a few ideas, e.g., an experiment to do with food.
- Read out the speech bubble. Elicit some possible words to complete the gaps.
- Read out the questions. Explain the meaning of *flavors* and *jello*, if necessary. Ask students to guess what flavors Vicky tastes.
- Check that students understand *tongue* and *mask*.
- Play the video and ask students to watch and listen and answer the questions.
- Check answers with the class.

ANSWERS

1 She tastes: strawberry, lemon, and orange.
2 That we taste with our eyes as well as with our tongue.

Videoscript

Tripp Hey! Today I'm doing an experiment for my psychology class. I have three different cups of jello: red, yellow, and orange. Vicky's going to taste them and tell me which flavor she thinks they are! (I haven't told Vicky yet, but there is no flavor at all in the jellos! I made them with flavorless food coloring.)
Vicky OK. I'm ready!
T First, try the red jello.
V Mmm. It's sweet. It's strawberry flavor.
T Red tastes like strawberry? OK. Now try the yellow jello.
V Eew. It's sour. It tastes like lemon. Yuck!
T Yellow tastes like lemon? OK. Next up is the orange jello.
V That's orange flavor, right?
T OK. Now you're not going to believe this: there is no flavor at all in the jellos! I made them with flavorless food coloring.
V No. I definitely tasted orange and lemon.
T Really? Close your eyes and taste the jellos again.
V OK. Hmm, not much flavor. Is it the red jello? The strawberry one?
T Take a look.
V Yellow!? I didn't taste lemon!
T Uh huh. Close your eyes again, please.
V Red this time: the strawberry one. What? The orange jello? I don't believe it! You're tricking me!
T Not at all. It's an interesting experiment, right? The jellos have a color, but no flavor. It shows that we taste with our eyes as much as with our tongue.
V That's unbelievable!

Further support
On the Move Video

Vocabulary

Aim

talk about the senses using sense verbs and adjectives

Optional warm-up

- Ask: *Which two senses does Vicky use when she tastes the jello?* (sight and taste). Write these on the board. Elicit the names of the remaining senses and add these to the board.
- Ask: *Which sense do you think you use the most? Why? Which one could you live without most easily? Why?* Put students into pairs to discuss the questions.
- Discuss the questions with the class. Encourage as many students as possible to join in and express their opinions.

1 61

- Focus on the picture and ask: *What are Vicky and Tripp doing?* Elicit the answer (Tripp is offering Vicky a chocolate).
- Read out the question, and read through the four adjectives. Check that students understand them.
- Play the audio. Ask students to read and listen to the conversation.
- Elicit the answer to the question.

2 62

- 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 adjective for students to repeat.

3 63

- Focus on the pictures. Check students understand that durian, jackfruit, rambutan, and mango are all kinds of fruit. Ask: *Have you tried any of these fruits?*
- Ask students to read the descriptions and choose the correct adjectives to complete them.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

4 64

- Read through the list of verbs with the class and make sure students understand them all.
- Ask students to read the phrases and complete them with the correct verbs.
- Play the audio for students to listen and check their answers.
- Check answers with the class and make sure students understand all the phrases.

V Vocabulary

Sense verbs and adjectives

1 61 Read the conversation. How does Vicky feel? Choose two adjectives.

a confused b embarrassed c stressed d surprised

Tripp: Try this.
Vicky: Mmm! I love chocolate. Woah!
Tripp: What's up?
Vicky: It's hot! My tongue is burning!
Tripp: It's chili chocolate. I thought you liked spicy food.
Vicky: I do. But I didn't expect *chocolate* to be *spicy*!

2 62 Label the pictures. Listen and check.

colorful disgusting fresh hard rough ~~salty~~ shiny smooth soft sour spicy sweet

TASTES ...
These pretzels taste [1] salty
This curry tastes [2] spicy
This candy tastes [3] sweet
Lemons and limes taste [4] sour

LOOKS ...
These balloons look [8] colorful
These bugs look [10] shiny

FEELS ...
This wood feels [5] hard
This blanket feels [6] soft
This sandpaper feels [7] rough
These pebbles feel [8] smooth

SMELLS ...
These flowers smell [11] fresh
This trash smells [12] disgusting

sixty-eight 68

5

- Read out the example answer and give students another clue about one of the pictures in exercise 2 and get students to guess what it is, e.g., *It smells disgusting* (trash). Give another clue about something that is not in the pictures and get students to guess, e.g., *It smells fresh and it tastes sweet* (an apple).
- Invite students in turn to give a clue for something in exercise 2 or their own ideas. The first student to guess each thing gets a point.
- Stop the game when all the sense verbs and adjectives have been practiced. See who has the most points.

ANSWERS

Students' own answers.

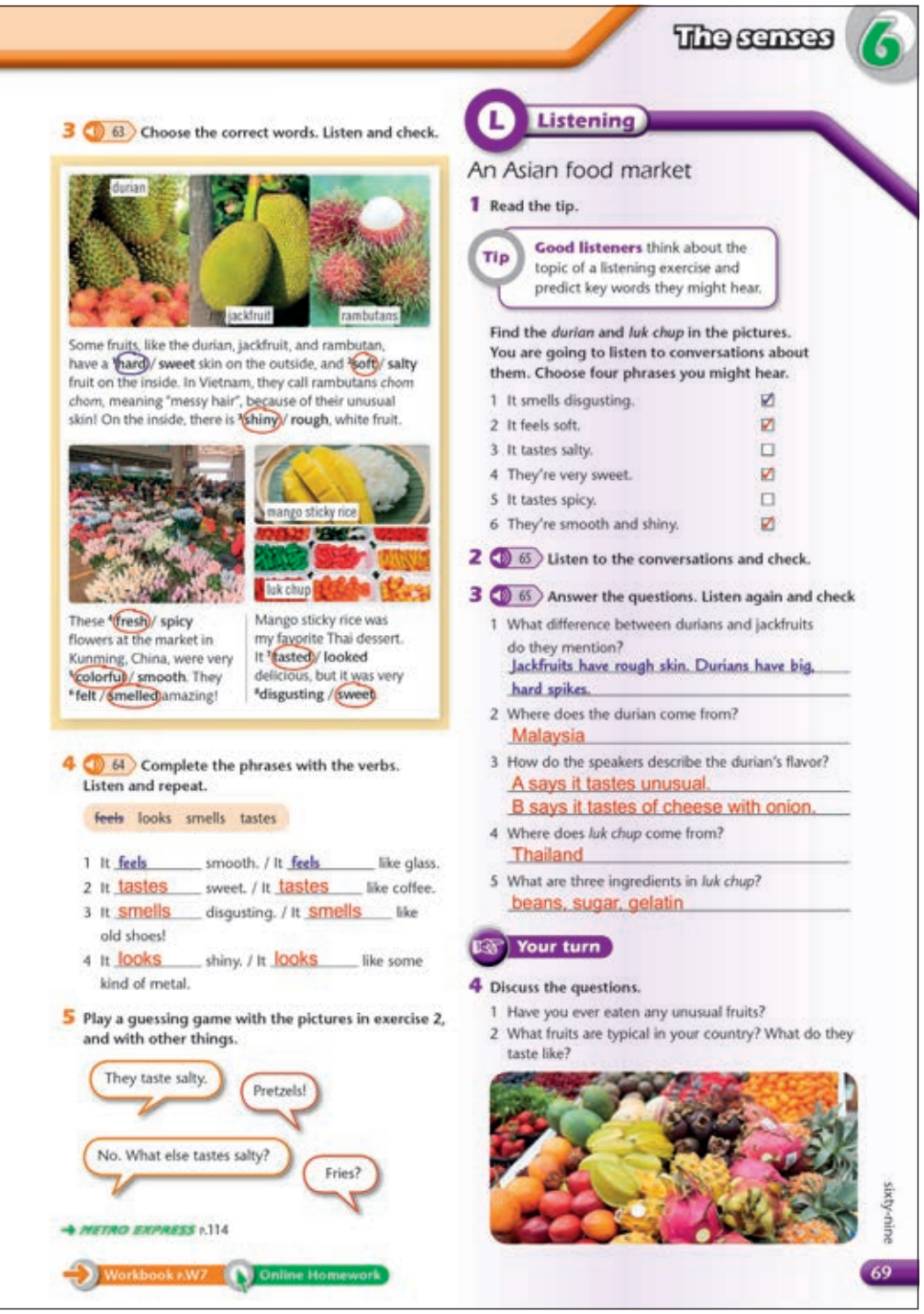
Practice activity (all classes)

Ask students to close their books and put them into teams. Write the adjectives (but not the verbs) from exercise 2 on the board. Teams take turns to choose an adjective and say a sentence using the adjective and a suitable sense verb, e.g., *This sauce tastes spicy*. If their sentence is correct, they get a point and the adjective is crossed off the board. If their sentence is not correct, don't correct it, but leave the adjective on the board and move on to the next team.

Continue until all the adjectives have been crossed off the board. See which team has the most points.

Further support

***METRO EXPRESS* p.114**
Workbook p.W7
Online Homework Unit 6
Pronunciation Classroom Presentation Tool



The senses 6

3 63 Choose the correct words. Listen and check.

durian jackfruit rambutans

Some fruits, like the durian, jackfruit, and rambutan, have a [1]hard / sweet skin on the outside, and [2]soft / salty fruit on the inside. In Vietnam, they call rambutans *chom chom*, meaning "messy hair", because of their unusual skin! On the inside, there is [3]shiny / rough, white fruit.

mango sticky rice

luk chup

These [4]fresh / spicy flowers at the market in Kunming, China, were very [5]colorful / smooth. They [6]felt / smelled amazing!

Mango sticky rice was my favorite Thai dessert. It [7]tasted / looked delicious, but it was very [8]disgusting / sweet.

4 64 Complete the phrases with the verbs. Listen and repeat.

feels looks smells tastes

1 It feels smooth. / It feels like glass.
2 It tastes sweet. / It tastes like coffee.
3 It smells disgusting. / It smells like old shoes!
4 It looks shiny. / It looks like some kind of metal.

5 Play a guessing game with the pictures in exercise 2, and with other things.

They taste salty. Pretzels!
No. What else tastes salty? Fries?

METRO EXPRESS p.114

Workbook p.W7 Online Homework

L Listening

An Asian food market

1 Read the tip.

Tip Good listeners think about the topic of a listening exercise and predict key words they might hear.

Find the *durian* and *luk chup* in the pictures. You are going to listen to conversations about them. Choose four phrases you might hear.

1 It smells disgusting. ☑
2 It feels soft. ☑
3 It tastes salty. ☐
4 They're very sweet. ☑
5 It tastes spicy. ☐
6 They're smooth and shiny. ☑

2 65 Listen to the conversations and check.

3 65 Answer the questions. Listen again and check

1 What difference between durians and jackfruits do they mention? Jackfruits have rough skin. Durians have big, hard spikes.
2 Where does the durian come from? Malaysia
3 How do the speakers describe the durian's flavor? A says it tastes unusual. B says it tastes of cheese with onion.
4 Where does *luk chup* come from? Thailand
5 What are three ingredients in *luk chup*? beans, sugar, gelatin

Your turn

4 Discuss the questions.

1 Have you ever eaten any unusual fruits?
2 What fruits are typical in your country? What do they taste like?

sixty-nine 69

Listening

Aim

listen to a conversation at an Asian food market

Warm-up

- Ask: *What are your favorite foods? What foods don't you like?* Elicit a few answers from individual students. Then ask students individually to write down three foods they love and three that they hate.
- Put students into small groups to compare their lists and agree on three foods they all like and three that they all don't like.
- Ask groups in turn to tell the class which foods they like and dislike. Encourage them to give reasons for their answers, e.g., *It tastes sweet / disgusting.*

1

- Read out the tip with the class. Point out to students that thinking about the topic and predicting key words can help them understand the meaning when they listen.
- Ask students to find durian and luk chup in the pictures. Check this with the class.
- Teach the meaning of *gelatin*. Put students into pairs to read the phrases and discuss which ones they might hear.
- Elicit some possible answers and reasons, but don't confirm them.

2 65

- Pre-teach *spikes*. Play the audio. Ask students to listen and check their answers to exercise 1.
- Check answers with the class.

Audioscript 65

1

A Try this.
B Is it jackfruit?
A No, it looks like a jackfruit, but the jackfruit has rough skin. This has big, hard spikes on the outside.
B Ouch!
A Ha, ha! Be careful! You can cut your finger on the spikes.
B What is it?
A It's a durian. "Durian" means "spike" in Malaysian. The durian comes from Malaysia.
B It's – ugh! It smells disgusting!
A I know! But taste it. It has an unusual flavor!
B No way!
A Mmm. I love it. Try some.
B Really?
A Here …
B Hmm! Wow! What is that flavor? It tastes like cheese with onion, and … I don't know what!
A Do you like it?
B To be honest – no.

2

C Have you ever eaten one of these?
D Is that a chili?
C It looks like a chili …
D It is a chili!
C Wrong! Take a bite if you don't believe me.
D OK. Uh? It doesn't feel like a chili. It feels soft! Mmm. And it isn't hot! It's delicious! Can I have another?
C Yeah, but don't eat too many! They're very sweet and full of sugar.
D So, what is it? It's smooth and shiny, and it looks like a chili. And these ones, they look like very small fruits and vegetables, too. Are they real, or … ?
C No, these are all "luk chup." Luk chup is a dessert, or a candy, and it's popular with children in Thailand. That's where they come from. They make luk chup with beans and sugar, and they paint them these wonderful colors. And then they cover them with gelatin – that's why they're smooth and shiny.
D Mm. And they smell like … like perfume!

3 65

- Ask students to answer the questions from memory.
- Students compare answers in pairs.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

4 Your turn

- Put students into pairs to discuss the questions.
- Discuss the answers with the class and see who in the class has eaten the most unusual fruits.

ANSWERS

Students' own answers.

Reading

Aim

read and understand an article about the human brain

Warm-up

- Ask students to close their eyes. Then ask them to turn their heads with their eyes still closed and imagine they are looking around the classroom. Ask questions about what they can "see," e.g., *What is behind me?* (the board) *What color is my chair? Where is the clock? What color is the door?*
- Ask students to open their eyes. Ask: *Did you manage to picture the classroom with your eyes closed? How is that possible?* Elicit that our brain can form pictures of things we see and we can remember them.
- Tell students they are going to read more about the brain now.

1 66

- Focus on the pictures of the men and read out the question. Elicit some possible answers, 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

They are both blind, and they have both used a BrainPort device .

2

- Ask students to look at the picture of the BrainPort. Then read about it in the article and label the different parts of it.
- Check answers with the class and check that students understand all the parts of the BrainPort.
- Ask: *How does the BrainPort work?* Elicit an explanation from the class, encouraging different students to join in and help build up a detailed description.

3

- Check that students understand *survive*.
- Ask students to read the article again and answer the questions. Encourage them to use their own words as much as possible in their answers.
- Check answers with the class.

4 Your turn

- Allow students time to read the questions and think about their answers individually.
- Put students into pairs to discuss the questions.
- Discuss the answers with the class.

ANSWERS

Students' own answers.

R Reading

The brain: our sixth sense

Humans have five senses: sight, hearing, smell, taste, and touch. We get 80% of our sensory information through our eyes. This makes sight our most important sense. The second most important is hearing. Although smell, taste, and touch are vital for many animals, humans don't rely on these senses for survival. If we lose our hearing or our sense of smell, we can use our sight to understand the world around us. But it's harder to replace our sight with the other senses.

Erik Weihenmayer became blind when he was 13, but that has never stopped him doing the things he loves. He first tried rock climbing when he was 16, and since then he's climbed hundreds of mountains. In 2001, he became the first (and only) blind person to climb Mount Everest!

Now, Weihenmayer climbs with the help of a BrainPort. The BrainPort sends pictures from a camera, via a micro-processor, to a pad on his tongue. Electrodes on this pad form shapes. The tongue feels the shapes, and sends information to the brain. The brain then transforms the information into simple pictures. The idea of the technology is that we "see" with our brains, not just with our eyes. The company that makes BrainPort is still developing the technology, but it already allows Weihenmayer to do things that used to be impossible – he can "see" a ball and play ball games with his daughter, and he can climb without help from others.

Craig Lundberg lost his sight when he was 24, and like Weihenmayer, Lundberg has continued to live an active life. Since losing his sight, he has run a marathon, completed a 550-km bike ride, and climbed Mount Kilimanjaro! Lundberg was one of the first people to try the BrainPort, and he was excited about how the device might improve life for blind people. He was able to identify objects, read words, and walk without help when using the BrainPort.

Blind people can't replace their sight with other senses, but their other senses, especially hearing and touch, help them to understand what's around them. The BrainPort can add to this, by helping blind people to "see" their environment and objects around them.

1 micro-processor unit
2 camera
3 pad
4 electrodes

Erik Weihenmayer

Craig Lundberg wearing a BrainPort

1 66 **What do the men in the pictures have in common? Read and check.**

2 Label the parts of the BrainPort in the picture.

camera electrodes ~~micro-processor unit~~ pad

3 Answer the questions.

1 Which is the most important sense, and why?
Sight, because we get 80% of our information from it.
2 To survive, which two senses do humans need the most?
sight and hearing
3 What record does Erik Weihenmayer hold?
He was the first blind person to climb Mount Everest.
4 What can Weihenmayer do now he has a BrainPort?
He can see a ball and play games with his daughter; he can climb without help.
5 What adventure sports has Craig Lundberg done since he went blind?
He has run a marathon, he has done a 550-km bike ride, he has climbed Mount Kilimanjaro.
6 What could Craig Lundberg do when he used the BrainPort?
He could identify objects, read words, and walk without help.

Your turn

4 In pairs, discuss the questions.

1 Order the senses from most important to least important. Explain your reasons.
2 Which senses are important for animals, and why?
3 In the future, how do you think technology will help us with other physical problems?

seventy 70

Practice activity (all classes)

Write the following definitions on the board:

1 *to do with the senses (para 1)*
2 *necessary (para 1)*
3 *changes completely (para 3)*
4 *a small machine or tool (para 4)*

Ask students to find words in the text that match the definitions.

Check answers with the class.

ANSWERS

1 sensory 2 vital 3 transforms 4 device

Extension activity (stronger classes)

Put students into pairs and ask them to write a short e-mail from either Erik or Craig to a friend, explaining what the BrainPort is and how it has changed their life. Tell them they should use information from the text and also their own imagination. Pairs can swap e-mails and read each other's ideas.

Ask: *What's the most important difference the BrainPort made to each person's life?* Elicit a range of answers.

ANSWERS

Students' own answers.

Present perfect: *for* and *since*

1 67 **Read the conversation. Why is the pool closed?**

a Because it smells disgusting.
b Because it feels horrible.
c Because it looks awful.

Gavin: What's that smell?
Riley: The pool. Disgusting, isn't it? It looks bad, too.
Gavin: Yeah. How long has it smelled like that?
Riley: It's been like this since Friday.
Gavin: Really?
Jose: Yes, the pool's been closed for five days.
Riley: I heard they haven't cleaned it since last month!

2 **Complete the chart.**

Affirmative	It's **been** like this [1] since Friday. The pool's **been** closed [2] for five days.
Negative	They **haven't cleaned** it [3] since last month.
Questions	[4] How long has it **smelled** like that?

Stop
We can use the present perfect to talk about an action or state that started in the past and that continues now.
We use the present perfect and *for* to talk about periods of time. We use *since* to specify a point in time.
I've been here **for** *20 minutes. I've been here* **since** *10:30.*
We use *How long … ?* to ask about the duration of the action or state.

3 **Match the sentence halves.**

1 We haven't lost a game since
2 Have you been here since
3 Rudy has been at college for
4 How long have
5 I've known you since
6 Has Alice lived in L.A. for
7 How long has

a you studied English?
b six o'clock?
c I joined the team.
d two years.
e Lara played soccer?
f ten years?
g we were five.

4 **Complete the sentences with *for* or *since*.**

1 We have lived in New York for ten years.
2 I've had this tablet since my last birthday.
3 This store hasn't been open for long.
4 We've been in this school since we were 12.
5 Has she been here since 3:30?
6 Have you liked soccer for a long time?
7 I haven't felt well since I had breakfast.
8 They've had the same teacher for a few months.

5 **Write questions with *How long* and the present perfect. Write answers with *for* or *since*.**

1 you / live here?
I / live / here / I was three
How long have you lived here?
I've lived here since I was three.

2 you / study English?
I / study / it / eight years
How long have you studied English?
I've studied it for eight years.

3 we / be / in this class?
we / be / in this class / 9:30
How long have we been in this class?
We've been in this class since 9:30.

4 you / know / your best friend?
we / know / each other / ten years
How long have you known your best friend?
We've known each other for ten years.

Your turn

6 **Ask and answer the questions in exercise 5 for you.**

How long have you lived here?
I've lived here for fifteen years. How about you?

→ METRO EXPRESS p.114

Grammar

Aim
learn the present perfect with *for* and *since*

Warm-up

- Ask: *What can you remember about Erik Weihenmayer?* Elicit a few answers and ask: *How long has he been blind?* Elicit the answer, and write on the board: *He's been blind since he was 13.*
- Focus on the sentence on the board and underline the verb. Elicit that it is in the present perfect form. Ask: *Did Erik become blind when he was 13?* (yes). *Is he still blind now?* (yes). Ask students to translate the sentence into their own language and discuss, in their own language if necessary, any differences between English and their own language.

1 67

- Focus on the picture and ask: *What is the problem with the pool?* Elicit a few ideas. Then ask students to read the question and the three possible answers.
- Play the audio. Ask students to read and listen, and choose the correct answer.
- Check the answer with the class.

2

- Ask students 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 all the sentences. Ask students to translate the sentences in the chart into their own language, to check understanding.
- Read through the information in the *Stop* box with the class.

Usage
We use the present perfect, NOT the present simple or progressive, for things that started in the past and are still continuing, e.g., *I have lived here for three years.* NOT ~~*I live here for three years. / I'm living here for three years.*~~

3

- Read out the first sentence half and elicit that it uses *since*, so the second half of the sentence needs to begin with a point in time. Point out the example answer.
- Ask students to match the remaining sentence halves.
- Check answers with the class.
- Stronger students or fast finishers could write alternative endings for the sentences.

4

- Read out the example sentence and point out the example answer.
- Ask students to complete the sentences.
- Students compare answers in pairs. Then check answers with the class.

5

- Read out the example question and answer. Point out that *I was three* is a point in time, so *since* is the correct word to use.
- Students write the questions and answers.
- Students compare answers in pairs. Then check answers with the class.

6 Your turn

- Allow students time to read the questions again and prepare their answers. Remind them to use *for* and *since* correctly.
- Put students into pairs to ask and answer the questions.
- Ask students to tell the class something they learned about their partner, e.g., *(Sam) has lived here for six years.*

Practice activity (all classes)
Ask students to write down three things about themselves and their hobbies now, e.g., *I play soccer. I like dancing. I have a dog.*
In pairs, they take turns to tell their partner something about themselves. Their partner asks a question using *How long have you … ?* to find out more information, e.g., *How long have you played soccer?*
Monitor and help if necessary. Ask students to tell the class something they learned about their partner.

ANSWERS
Students' own answers.

Further support
***METRO EXPRESS* p.114**
Workbook p.W20
Online Homework Unit 6

Vocabulary

Aim

talk about sleep

Warm-up

- Ask: *What time do you usually go to sleep at night? How much sleep do you think you need each night? What's the longest you've ever slept?* Elicit answers from individual students.
- Read out the title of the quiz and elicit the meaning of *sleepy-head* (= someone who is always tired) and *night owl* (= someone who likes staying up late at night).

1 68

- Students complete the gaps in pairs.
- Play the audio for students to listen and check their answers.
- You could play the audio again, pausing after each word for students to repeat.

2

- Ask students to do the quiz individually, choosing true or false for each sentence.

3

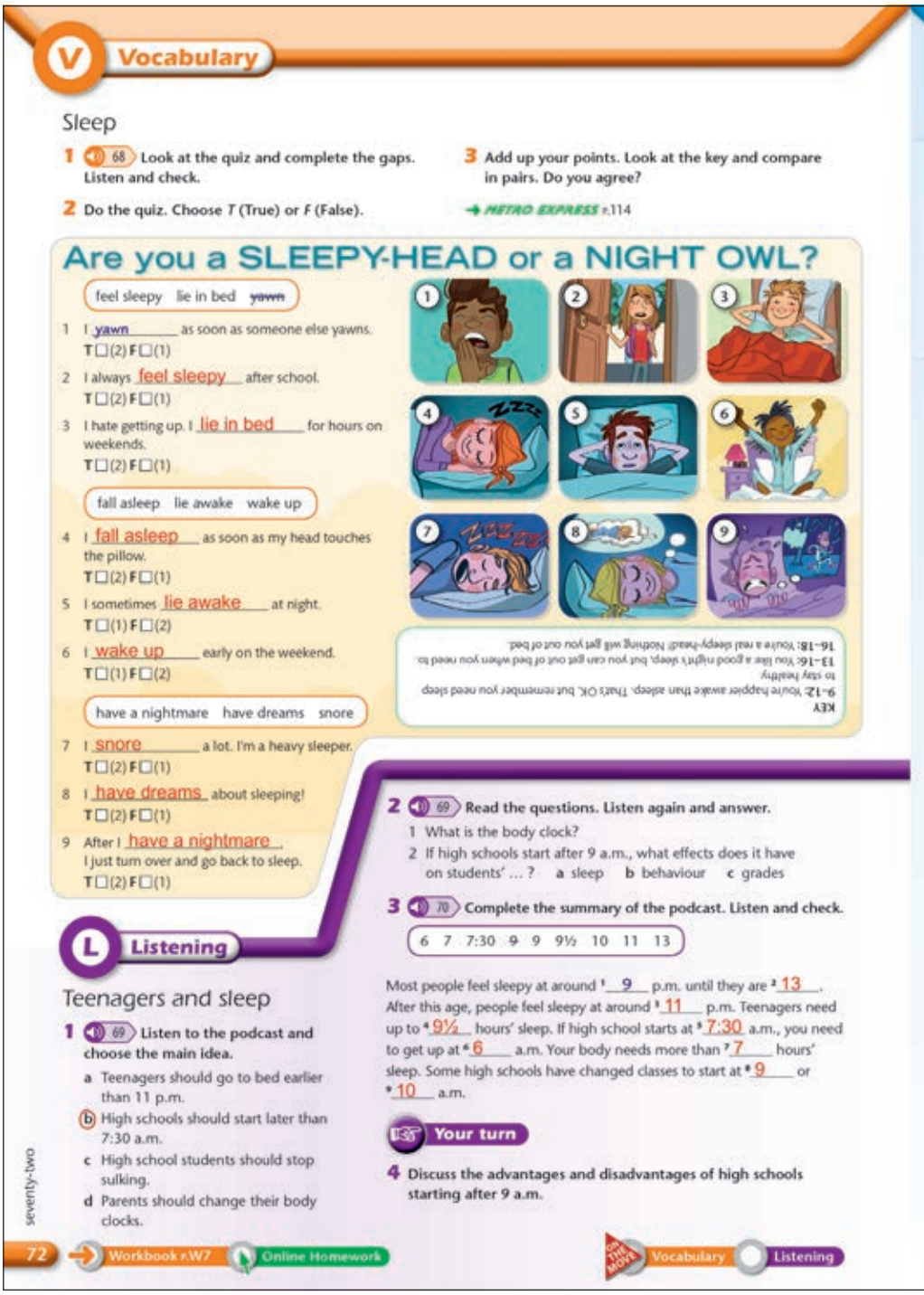
- Point out the points next to each answer. Refer students to the key and ask them to add up their points.
- In pairs, students compare their results and discuss whether they agree or not.
- Elicit who is a sleepy-head and who is a night owl.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.114
Workbook p.W7
Online Homework Unit 6



V Vocabulary

Sleep

1 68 Look at the quiz and complete the gaps. Listen and check.

2 Do the quiz. Choose *T* (True) or *F* (False).

3 Add up your points. Look at the key and compare in pairs. Do you agree?

→ METRO EXPRESS p.114

Are you a SLEEPY-HEAD or a NIGHT OWL?

feel sleepy lie in bed yawn

1 I yawn as soon as someone else yawns. T☐(2) F☐(1)

2 I always feel sleepy after school. T☐(2) F☐(1)

3 I hate getting up. I lie in bed for hours on weekends. T☐(2) F☐(1)

fall asleep lie awake wake up

4 I fall asleep as soon as my head touches the pillow. T☐(2) F☐(1)

5 I sometimes lie awake at night. T☐(1) F☐(2)

6 I wake up early on the weekend. T☐(1) F☐(2)

have a nightmare have dreams snore

7 I snore a lot. I'm a heavy sleeper. T☐(2) F☐(1)

8 I have dreams about sleeping! T☐(2) F☐(1)

9 After I have a nightmare I just turn over and go back to sleep. T☐(2) F☐(1)

KEY
9–12: You're happier awake than asleep. That's OK, but remember you need sleep to stay healthy.
13–16: You like a good night's sleep, but you can get out of bed when you need to.
16–18: You're a real sleepy-head! Nothing will get you out of bed.

L Listening

Teenagers and sleep

1 69 Listen to the podcast and choose the main idea.

a Teenagers should go to bed earlier than 11 p.m.
b High schools should start later than 7:30 a.m.
c High school students should stop sulking.
d Parents should change their body clocks.

2 69 Read the questions. Listen again and answer.

1 What is the body clock?
2 If high schools start after 9 a.m., what effects does it have on students' … ? a sleep b behaviour c grades

3 70 Complete the summary of the podcast. Listen and check.

6 7 7:30 9 9 9½ 10 11 13

Most people feel sleepy at around [1] 9 p.m. until they are [2] 13. After this age, people feel sleepy at around [3] 11 p.m. Teenagers need up to [4] 9½ hours' sleep. If high school starts at [5] 7:30 a.m., you need to get up at [6] 6 a.m. Your body needs more than [7] 7 hours' sleep. Some high schools have changed classes to start at [8] 9 or [9] 10 a.m.

Your turn

4 Discuss the advantages and disadvantages of high schools starting after 9 a.m.

seventy-two

72 Workbook p.W7 Online Homework On the Move Vocabulary Listening

Listening

Aim

listen to a podcast about teenagers and sleep

1 69

- Read out the task. Then read out the four ideas and check that students understand everything.
- Play the podcast. Ask students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 69

Do your parents complain about your sleep habits? If they do, you're not alone. Teenagers say that "You shouldn't stay up so late!" and "You need to get up earlier!" are common complaints at home. And because parents make the rules, it's always the teenager's fault. Well, guess what? It might not be your fault! It all comes down to your body clock – the message from your brain that tells your body to feel sleepy or to be awake. Until the age of 13 or 14, your body clock tells you to go to sleep at around nine o'clock. But when you become a teenager, the body clock changes, and your body isn't ready to fall asleep until around eleven o'clock.
Scientists say teenagers need between nine and nine and a half hours' sleep every night. So, if you go to sleep at eleven o'clock, your body won't be ready to wake up until 7:15. And if your high school starts at 7 or 7:30, you'll need to get up at six o'clock – and that's where the problems start. Your body needs much more than seven hours' sleep. If you don't get enough sleep, you'll feel exhausted and stressed at school.
That's why in some states, high schools have changed their schedules so classes can start at 9 or even 10 in the morning. It means that students aren't too tired, they aren't miserable, they don't sulk, and their grades are much better.

2 69

- Read out the questions. Point out that there are three parts to question 2.
- Play the audio again for students to listen and answer the questions.
- Discuss the answers with the class.

ANSWERS

1 The message from your brain that tells your body when to sleep and when to be awake. 2 a students get enough sleep b they aren't miserable and they don't sulk c their grades are much better

3 70

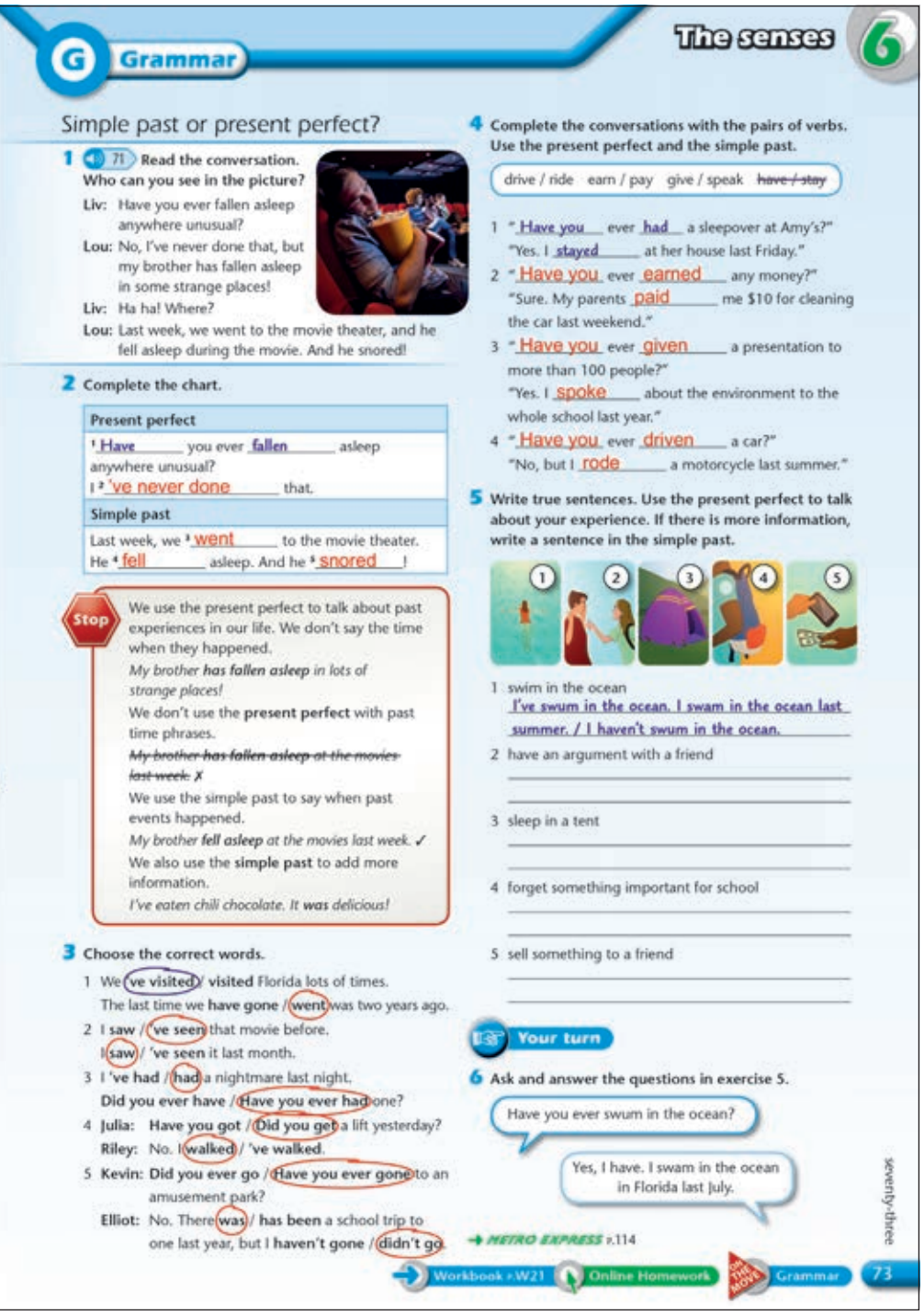
- Allow students time to read the summary. Point out the missing numbers.
- Play the audio for students to listen and complete the summary. Check answers.

4 Your turn

- Students discuss the questions in pairs.
- Discuss the questions briefly with the class.

Further support

On the Move Vocabulary Listening



G Grammar

The senses 6

Simple past or present perfect?

1 71 **Read the conversation. Who can you see in the picture?**

Liv: Have you ever fallen asleep anywhere unusual?
Lou: No, I've never done that, but my brother has fallen asleep in some strange places!
Liv: Ha ha! Where?
Lou: Last week, we went to the movie theater, and he fell asleep during the movie. And he snored!

2 Complete the chart.

Present perfect
[1] Have you ever fallen asleep anywhere unusual?
I [2] 've never done that.
Simple past
Last week, we [3] went to the movie theater. He [4] fell asleep. And he [5] snored!

Stop

We use the present perfect to talk about past experiences in our life. We don't say the time when they happened.
*My brother **has fallen asleep** in lots of strange places!*
We don't use the **present perfect** with past time phrases.
~~*My brother has fallen asleep at the movies last week.*~~ ✗
We use the simple past to say when past events happened.
*My brother **fell asleep** at the movies last week.* ✓
We also use the **simple past** to add more information.
*I've eaten chili chocolate. It **was** delicious!*

3 Choose the correct words.

1 We've visited / visited Florida lots of times. The last time we have gone / went was two years ago.
2 I saw / 've seen that movie before. I saw / 've seen it last month.
3 I've had / had a nightmare last night. Did you ever have / Have you ever had one?
4 Julia: Have you got / Did you get a lift yesterday?
Riley: No. I walked / 've walked.
5 Kevin: Did you ever go / Have you ever gone to an amusement park?
Elliot: No. There was / has been a school trip to one last year, but I haven't gone / didn't go.

4 Complete the conversations with the pairs of verbs. Use the present perfect and the simple past.

drive / ride earn / pay give / speak ~~have / stay~~

1 "Have you ever had a sleepover at Amy's?"
"Yes. I stayed at her house last Friday."
2 "Have you ever earned any money?"
"Sure. My parents paid me $10 for cleaning the car last weekend."
3 "Have you ever given a presentation to more than 100 people?"
"Yes. I spoke about the environment to the whole school last year."
4 "Have you ever driven a car?"
"No, but I rode a motorcycle last summer."

5 Write true sentences. Use the present perfect to talk about your experience. If there is more information, write a sentence in the simple past.

1 swim in the ocean
I've swum in the ocean. I swam in the ocean last summer. / I haven't swum in the ocean.
2 have an argument with a friend
3 sleep in a tent
4 forget something important for school
5 sell something to a friend

Your turn

6 Ask and answer the questions in exercise 5.

Have you ever swum in the ocean?
Yes, I have. I swam in the ocean in Florida last July.

METRO EXPRESS p.114

Workbook p.W21 | Online Homework | Grammar | 73

seventy-three

Grammar

Aim

learn the difference between the simple past and present perfect

Warm-up

- Ask: *Have you ever felt tired in school?* Elicit a few answers from individual students and write a sentence on the board, e.g., *(Jack) has felt tired at school.*
- Ask: *Did you feel tired in school yesterday?* Elicit a few answers, and write a sentence on the board, e.g., *(Ana) felt tired in school yesterday.*
- Underline the two verbs in the sentences and elicit which tenses they are (present perfect and simple past). Ask: *What's the difference in meaning?* Elicit a few ideas, but don't confirm them. Tell students they are going to learn about the two tenses in this lesson.

1 71

- Focus on the picture and elicit what is happening.
- Read out the question. Then play the audio. Ask students to read and listen to the conversation, and then answer the question.
- Check the answer with the class.

ANSWER
Lou's brother

2

- Ask students to read through the chart and complete it with the correct verb forms.
- Check answers with the class. Then read through the chart and the *Stop* box with the class and make sure students understand everything.
- You could ask students to translate some of the example sentences into their own language, to check understanding. Discuss any differences between English and the students' own language.

Usage

We often use the present perfect to ask or talk about an experience for the first time, and then the simple past to ask about or give more details, e.g., *"Have you ever slept outside?" "Yes, I have slept outside." "I slept outside last summer, on vacation."*

3

- Read out the example sentence and point out the example answer. Elicit why this answer is correct.
- Ask students to read the sentences and choose the correct verb forms to complete them.
- Check answers with the class, referring back to the chart and the *Stop* box, as necessary.

4

- Read out the example conversation and elicit why each verb form is correct.
- Ask students to read the remaining conversations and complete them with the correct verb forms.
- Check answers with the class.

5

- Read out the example answer and elicit why each verb form is correct.
- Ask students to write sentences that are true for them.
- Ask some students to read their sentences to the class. Correct any errors.

ANSWERS
Students' own answers.

6 Your turn

- Allow students time to look back at exercise 5 and write questions. With weaker classes, you could elicit all the questions from the class.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something they learned about their partner.

Further support
METRO EXPRESS p.114
Workbook p.W21
Online Homework Unit 6

Speaking

Aim

talk about experiences

Warm-up

- Focus on the picture and elicit what is happening. Ask: *Have you ever fallen asleep on the bus?* Elicit a few answers.
- Ask: *If someone answers "yes, I have," what other questions can we ask them?* Elicit some examples, e.g., *When did it happen? How did you feel? What happened?* Elicit that we can ask questions about the details, and also about how someone felt, and what the result was.
- Explain to students that they are going to practice asking and answering questions about their experiences.

1 72

- 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.

2

- Ask students to look at the conversation and underline and circle the correct verbs.
- Check answers with the class.

ANSWERS

1 Have you ever fallen; Yes, I have; Have you seen; No, I' haven't; Have you seen
2 What happened?; I missed; I woke up; I saw; I (really) liked

Support activity (weaker classes)

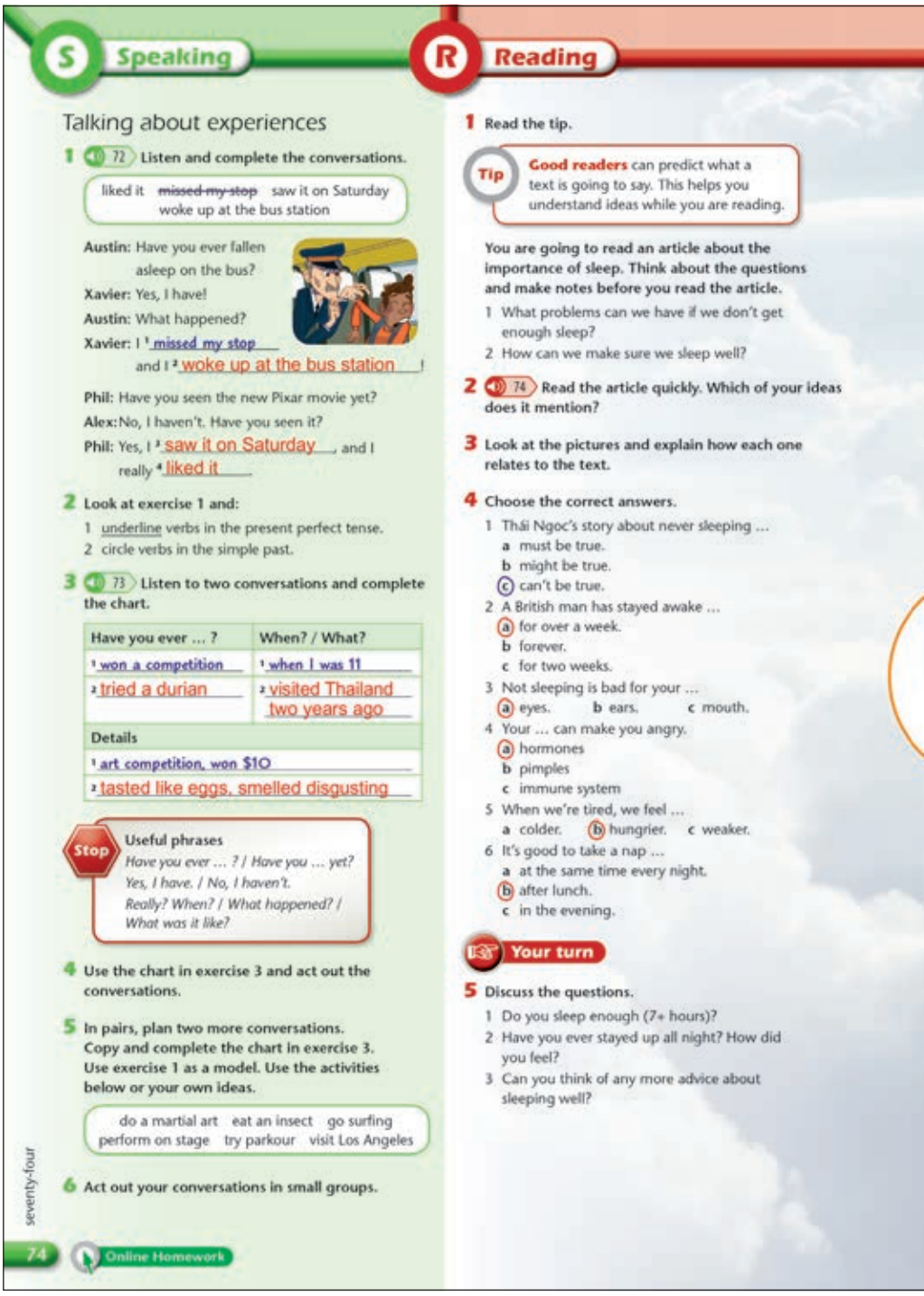
Before students move on to the next exercises, play the audio from exercise 1 again. Pause after some of the lines or phrases for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. They can then practice the conversation in pairs.

3 73

- Read through the chart headings and example answers with the class.
- Play the audio. Ask students to listen and complete the chart.
- Check answers with the class.
- Read through the information in the *Stop* box with the class and make sure students understand all the phrases. Ask students to find some of the phrases in the conversation in exercise 1. You could play the audio for exercise 3 again, for them to hear some of the phrases in context.

Audioscript 73

1 **Girl 1** Have you ever won a competition?
Boy 1 Yes, I have!
G1 When?
B1 When I was eleven years old.
G1 What happened?
B1 I was in an art competition and I won $10.
2 **Boy 2** Have you ever tried a durian?
Girl 2 Yes, I have!
B2 Really? When?
G2 When we visited Thailand two years ago.
B2 What was it like?
G2 It tasted like eggs and it smelled disgusting.



S Speaking

Talking about experiences

1 72 Listen and complete the conversations.

liked it ~~missed my stop~~ saw it on Saturday woke up at the bus station

Austin: Have you ever fallen asleep on the bus?
Xavier: Yes, I have!
Austin: What happened?
Xavier: I [1] missed my stop and I [2] woke up at the bus station!

Phil: Have you seen the new Pixar movie yet?
Alex: No, I haven't. Have you seen it?
Phil: Yes, I [3] saw it on Saturday, and I really [4] liked it

2 Look at exercise 1 and:
1 underline verbs in the present perfect tense.
2 circle verbs in the simple past.

3 73 Listen to two conversations and complete the chart.

Have you ever ... ?	When? / What?
[1] won a competition	[1] when I was 11
[2] tried a durian	[2] visited Thailand two years ago
Details	
[1] art competition, won $10	
[2] tasted like eggs, smelled disgusting	

Stop **Useful phrases**
Have you ever ... ? / Have you ... yet?
Yes, I have. / No, I haven't.
Really? When? / What happened? / What was it like?

4 Use the chart in exercise 3 and act out the conversations.

5 In pairs, plan two more conversations. Copy and complete the chart in exercise 3. Use exercise 1 as a model. Use the activities below or your own ideas.

do a martial art eat an insect go surfing perform on stage try parkour visit Los Angeles

6 Act out your conversations in small groups.

seventy-four

74 Online Homework

R Reading

1 Read the tip.

Tip **Good readers** can predict what a text is going to say. This helps you understand ideas while you are reading.

You are going to read an article about the importance of sleep. Think about the questions and make notes before you read the article.
1 What problems can we have if we don't get enough sleep?
2 How can we make sure we sleep well?

2 74 Read the article quickly. Which of your ideas does it mention?

3 Look at the pictures and explain how each one relates to the text.

4 Choose the correct answers.
1 Thái Ngọc's story about never sleeping ...
a must be true.
b might be true.
c can't be true.
2 A British man has stayed awake ...
a for over a week.
b forever.
c for two weeks.
3 Not sleeping is bad for your ...
a eyes. b ears. c mouth.
4 Your ... can make you angry.
a hormones
b pimples
c immune system
5 When we're tired, we feel ...
a colder. b hungrier. c weaker.
6 It's good to take a nap ...
a at the same time every night.
b after lunch.
c in the evening.

Your turn

5 Discuss the questions.
1 Do you sleep enough (7+ hours)?
2 Have you ever stayed up all night? How did you feel?
3 Can you think of any more advice about sleeping well?

4

- Demonstrate with a confident student. Ask the first question and elicit the answer. Ask more questions to elicit the details.
- Put students into pairs. They use the chart to act out the conversations. Encourage them to swap roles and practice again.
- Monitor while they are working. Correct any errors in a feedback session at the end.

ANSWERS

Students' own answers.

5

- Demonstrate the activity by drawing a chart like the one in exercise 3 on the board. Elicit some information for one of the activities and add it to the chart.
- Put students into pairs to copy the chart and complete it with their own ideas. Monitor and help while they are working.
- Allow students time to practice their conversations in pairs. Then swap roles and practice again.

ANSWERS

Students' own answers.

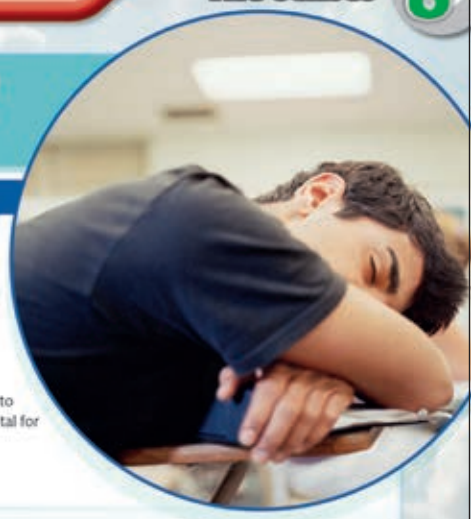
6

- Put students into small groups to act out their conversations for each other.
- Monitor while they are working. Encourage them to use intonation to sound interested.
- Ask some pairs to act out one of their conversations for the class.

Further support

Online Homework Unit 6

Sleep well!



Imagine never sleeping

How long do you sleep every night? Think of all the things you could do instead of wasting every night sleeping! Thái Ngọc, a Vietnamese farmer, says he hasn't slept since 1973. He works on the farm while his family sleep at night. However, doctors say Ngọc hasn't really been awake for over 40 years. No one can stay awake for that long. The world record-holder for staying awake is Tony Right from the U.K. He stayed awake for 264 hours – that's eleven days! He found it very hard.

The idea of never sleeping might sound great, but we have to sleep to stay healthy. Getting a good night's sleep isn't a waste of time – it's vital for our health.

What happens if you don't get enough sleep?

Most people need more than seven hours' sleep a night, and teenagers might need more than that – around nine hours. Research shows that if you sleep for four to five hours, you get more illnesses (like coughs and colds) than if you sleep for at least seven hours. This is because tiredness makes your immune system weaker. If you don't sleep enough, you can also get headaches, and your sight can get worse. Being too tired changes your hormones, too. This change in hormones can affect your skin and give you pimples, and it can also make you eat too much. Scientists found that tired people prefer fast food over healthy food, and they eat around 549 more calories per day than people who sleep well. All of this can affect your mood, and many teenagers who don't get enough sleep feel more angry and miserable than people who do.

How to sleep better

Do you sleep at least seven hours per night? Start a sleep diary and check. If you don't sleep enough, try going to sleep at the same time every week night. Avoid drinking coffee and sodas with caffeine in the evening because the caffeine keeps you awake. And don't use tablets or smartphones just before going to bed because the light from the screens stops you feeling sleepy. If you feel really tired during the day (and you're at home), try taking a nap. A short sleep of about 20 minutes can help your body. For teenagers, the best time to nap is from 2–3 p.m.

Writing p.106 Workbook p.W31 Online Homework

Reading

Aim

read an article about sleep

Warm-up

- With books closed, tell students that they have learned nine new words and phrases to do with sleep. Put them into pairs and give them two minutes to remember as many as they can. If students are struggling, you could give them some clues, by yawning, snoring, or miming waking up, or having a nightmare.
- Bring the vocabulary together on the board and check that students understand it all. Students can look at page 72 for any vocabulary that they missed.

1

- Read out the tip with the class.
- Students read the questions in pairs and make notes.
- Discuss their ideas as a class, but don't confirm them.

ANSWERS

Students' own answers.

2 74

- Pre-teach *hormones* and *immune system*.
- Play the audio and ask students to read and listen and note down which of their ideas it mentions.
- Discuss which of the students' ideas were mentioned. Discuss whether it helped students to understand the article better.

ANSWERS

Students' own answers.

3

- In pairs, students look at the pictures and discuss how each one relates to the text.
- Discuss the answers with the class.

ANSWERS

1 If you don't get enough sleep, you get more coughs and colds. 2 If you don't get enough sleep, you get more pimples. 3 If you don't sleep enough, you can get headaches. 4 Being tired changes your hormones and makes you angry and miserable. 5 People who are tired eat more fast food and eat more calories.

4

- Ask students to read the sentences and choose the correct answers.
- Students compare answers in pairs. Then check answers with the class.

5 Your turn

- Allow students time to read the questions and think about their answers individually.
- Students discuss the questions in pairs.
- Ask some students to tell the class some of their advice for sleeping well. Discuss which advice is the most helpful.

ANSWERS

Students' own answers.

Practice activity (all classes)

Write the following task on the board:

1 stay	*a to sleep*
2 get	*b sleepy/tired*
3 go	*c awake*
4 feel	*d a nap*
5 take	*e a good night's sleep*

Ask students to make phrases about sleep, and check their answers in the text. Check answers with the class and check students understand all the phrases.

ANSWERS

1 c 2 e 3 a 4 b 5 d

Extension activity (stronger classes)

For homework, ask students to keep a video sleep diary for a week. They can film themselves on their phones at different times during the week, recording how much sleep they have had and how they are feeling. Ask them to keep a note of any effects they notice when they haven't had enough sleep.

After a week, students can share their video diaries in small groups. Discuss with the class what students learned about their sleep habits and the effects of getting enough or not enough sleep.

ANSWERS

Students' own answers.

Further support

Writing p.106
Workbook p.W31
Online Homework Unit 6

Watch

Before you watch

About the video

The video discusses synesthesia, a condition which occurs in some people and enables their brains to make connections between different senses, so that they can feel or taste color, or see sounds. Tripp introduces the idea and explains what it is and why it is important, and the video also includes part of an interview with a scientist who is trying to understand more about it.

1

- Focus on the picture and elicit that it shows part of the human brain. Explain that it shows the sensory cortex, the part of the brain that deals with information from our senses.
- Students answer the questions in pairs.
- Discuss the answers with the class.

2

- Put students into pairs to discuss the question.
- Elicit answers from students and discuss their ideas as a class.

ANSWERS

Students' own answers.

While you watch

3 Video

- Allow students time to read through the ideas. Make sure they understand everything.
- Play the video for students to watch and number the ideas in the order they hear about them.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear each idea as it is mentioned.
- Elicit what else students managed to understand from the first watching.

Videoscript see TG p.127

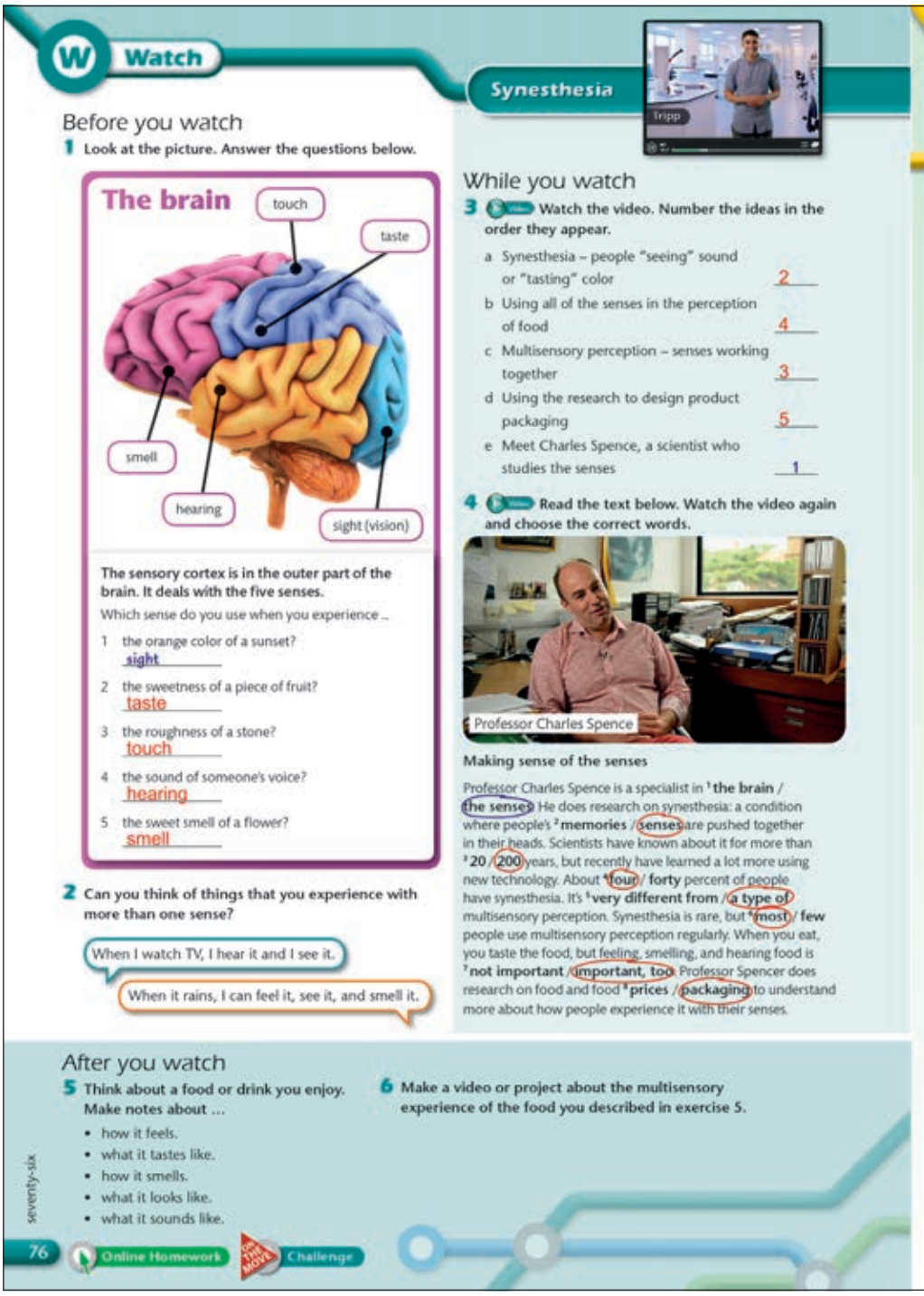
4 Video

- Allow students time to read through the text. Make sure they understand everything.
- Play the video and ask students to watch and choose the correct words to complete the text.
- Check answers with the class.

After you watch

5

- Ask students to think about the food and drink they like and make notes individually or in pairs.



Watch

Synesthesia

Before you watch

1 Look at the picture. Answer the questions below.

The brain

touch

taste

smell

hearing

sight (vision)

The sensory cortex is in the outer part of the brain. It deals with the five senses.

Which sense do you use when you experience ...

1 the orange color of a sunset? sight

2 the sweetness of a piece of fruit? taste

3 the roughness of a stone? touch

4 the sound of someone's voice? hearing

5 the sweet smell of a flower? smell

2 Can you think of things that you experience with more than one sense?

When I watch TV, I hear it and I see it.

When it rains, I can feel it, see it, and smell it.

While you watch

3 Watch the video. Number the ideas in the order they appear.

a Synesthesia – people "seeing" sound or "tasting" color 2

b Using all of the senses in the perception of food 4

c Multisensory perception – senses working together 3

d Using the research to design product packaging 5

e Meet Charles Spence, a scientist who studies the senses 1

4 Read the text below. Watch the video again and choose the correct words.

Professor Charles Spence

Making sense of the senses

Professor Charles Spence is a specialist in [1] the brain / the senses. He does research on synesthesia: a condition where people's [2] memories / senses are pushed together in their heads. Scientists have known about it for more than [3] 20 / 200 years, but recently have learned a lot more using new technology. About [4] four / forty percent of people have synesthesia. It's [5] very different from / a type of multisensory perception. Synesthesia is rare, but [6] most / few people use multisensory perception regularly. When you eat, you taste the food, but feeling, smelling, and hearing food is [7] not important / important, too. Professor Spencer does research on food and food [8] prices / packaging to understand more about how people experience it with their senses.

After you watch

5 Think about a food or drink you enjoy. Make notes about ...

- how it feels.
- what it tastes like.
- how it smells.
- what it looks like.
- what it sounds like.

6 Make a video or project about the multisensory experience of the food you described in exercise 5.

seventy-six

76 Online Homework On the Move Challenge

- Discuss students' ideas as a class and elicit some good examples of food and drink that are enjoyed by more than one sense.

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, etc.
- Discuss the best way to present their information, e.g., with pictures and short texts, illustrations, etc.
- 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, and, if they are doing the project for homework, they could film some of the food they eat.
- If they are doing a presentation or poster, they can prepare it on a computer, or use 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.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 6

On the Move Challenge

Review C

Vocabulary

1 Match the sentence halves.

1 Liam and Grace get along well
2 Antonio fell in love
3 Lucas and Chloe broke up
4 Myra made up
5 Flo had an argument
6 Kit asked out

a Ariadne three times before she said "yes".
b with Adam when he sent her some flowers.
c because they both love playing sports.
d with Rachel the first time he saw her.
e and now she has a new boyfriend.
f with Ruben when he forgot her birthday.

2 Complete the sentences with the correct form of the verbs.

cry hug ~~laugh~~ shout stare sulk

1 They're laughing.
2 Someone has just shouted Jack's name.
3 The boys are staring at each other.
4 Leah was crying, but now she's stopped.
5 They're going to hug.
6 He's sulking because he isn't allowed to watch TV.

3 Write sentences with the verbs and the adjectives. More than one answer is sometimes possible.

cold colorful feel fresh look shiny smell smooth soft sweet

1 This soda tastes sweet. It feels cold.

2 These houses look colorful.

3 This car looks shiny.

4 This snake feels smooth.

5 This fruit smells / tastes fresh.

6 These sheets feel soft.

4 Complete the sentences with the correct form of the verbs.

fall feel have lie ~~wake up~~ yawn

1 Did you wake up during that storm last night? It was so loud and frightening!
2 I have a lot of dreams, but I've never had a nightmare.
3 That TV show was so boring. I fell asleep while I was watching it.
4 It's so hot in here. It's making me feel sleepy.
5 Don't lie in bed all day! The weather is beautiful today.
6 Please don't yawn while I'm talking to you. It's very rude!

seventy-seven

77

4

- Read out the first sentence and point out the example answer. Explain that these sentences are all about sleep.
- Ask students to read the sentences and complete them with the correct form of the verbs.
- Check answers with the class, and check that students understand all the verbs.
- You could ask students to write three sentences about themselves, using the verbs.
- Before students move on to the Grammar exercises, point out 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 matched sentence.
- Ask students to match the remaining sentences.
- Check answers with the class, and check that students understand all the relationship verbs.
- Ask: *Who do you get on well with? Why? When did you last have an argument? Who with?*

2

- Focus on the first picture and read out the example sentence.
- Ask students to complete the sentences with the correct verbs.
- Check answers with the class, and check that students understand all the verbs.
- Ask: *When was the last time someone shouted at you? Why? How often do you hug your parents? Do you know someone who sulks?*

3

- Point to the first picture and point out the example answer.
- Ask students to look at the pictures and write the sentences.
- Check answers with the class, and check that students understand all the sense verbs and adjectives.
- Ask: *What things taste sweet? What things feel soft?*

Grammar

1

- Read out the example sentence and elicit the meaning. With weaker classes, briefly review the meaning of *yet* and *already*.
- Ask students to write the sentences using the present perfect.
- 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 revise grammar points so they don't forget them.

2

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with *used to* and the correct verbs.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the chart and information on page 63 and go through the main points again with the class.

3

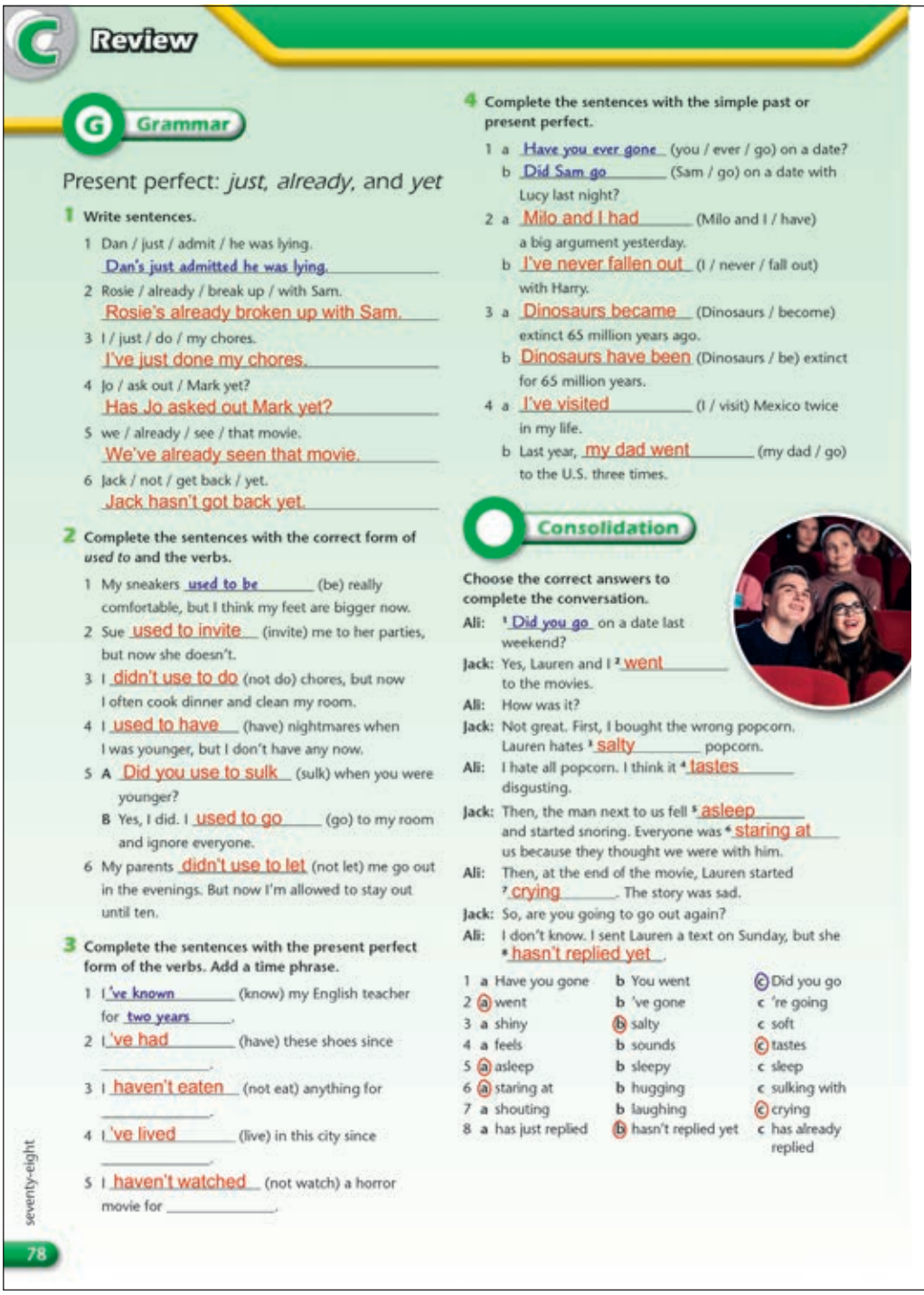
- Read out the example sentence. With weaker classes, briefly review the use of *for* and *since*.
- Ask students to complete the sentences using the present perfect and a suitable time phrase. Students could compare their answers in pairs.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the grammar presentation on page 71, and go through the main points again with the class.

4

- Read out the example sentences. Elicit which sentence is in the present perfect and which is in the simple past, and why.
- Ask students to complete the sentences with 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 73 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 conversation and choose the correct answers.



Review

Grammar

Present perfect: *just, already,* and *yet*

1 Write sentences.

1 Dan / just / admit / he was lying.
Dan's just admitted he was lying.
2 Rosie / already / break up / with Sam.
Rosie's already broken up with Sam.
3 I / just / do / my chores.
I've just done my chores.
4 Jo / ask out / Mark yet?
Has Jo asked out Mark yet?
5 we / already / see / that movie.
We've already seen that movie.
6 Jack / not / get back / yet.
Jack hasn't got back yet.

2 Complete the sentences with the correct form of *used to* and the verbs.

1 My sneakers used to be (be) really comfortable, but I think my feet are bigger now.
2 Sue used to invite (invite) me to her parties, but now she doesn't.
3 I didn't use to do (not do) chores, but now I often cook dinner and clean my room.
4 I used to have (have) nightmares when I was younger, but I don't have any now.
5 A Did you use to sulk (sulk) when you were younger?
B Yes, I did. I used to go (go) to my room and ignore everyone.
6 My parents didn't use to let (not let) me go out in the evenings. But now I'm allowed to stay out until ten.

3 Complete the sentences with the present perfect form of the verbs. Add a time phrase.

1 I've known (know) my English teacher for two years.
2 I've had (have) these shoes since _____.
3 I haven't eaten (not eat) anything for _____.
4 I've lived (live) in this city since _____.
5 I haven't watched (not watch) a horror movie for _____.

4 Complete the sentences with the simple past or present perfect.

1 a Have you ever gone (you / ever / go) on a date?
b Did Sam go (Sam / go) on a date with Lucy last night?
2 a Milo and I had (Milo and I / have) a big argument yesterday.
b I've never fallen out (I / never / fall out) with Harry.
3 a Dinosaurs became (Dinosaurs / become) extinct 65 million years ago.
b Dinosaurs have been (Dinosaurs / be) extinct for 65 million years.
4 a I've visited (I / visit) Mexico twice in my life.
b Last year, my dad went (my dad / go) to the U.S. three times.

Consolidation

Choose the correct answers to complete the conversation.

Ali: [1] Did you go on a date last weekend?
Jack: Yes, Lauren and I [2] went to the movies.
Ali: How was it?
Jack: Not great. First, I bought the wrong popcorn. Lauren hates [3] salty popcorn.
Ali: I hate all popcorn. I think it [4] tastes disgusting.
Jack: Then, the man next to us fell [5] asleep and started snoring. Everyone was [6] staring at us because they thought we were with him.
Ali: Then, at the end of the movie, Lauren started [7] crying. The story was sad.
Jack: So, are you going to go out again?
Ali: I don't know. I sent Lauren a text on Sunday, but she [8] hasn't replied yet.

1	a Have you gone	b You went	(c) Did you go
2	(a) went	b 've gone	c 're going
3	a shiny	(b) salty	c soft
4	a feels	b sounds	(c) tastes
5	(a) asleep	b sleepy	c sleep
6	(a) staring at	b hugging	c sulking with
7	a shouting	b laughing	(c) crying
8	a has just replied	(b) hasn't replied yet	c has already replied

seventy-eight

78

- 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 and think about which language points they need to review or focus on before they move on to the next unit.

7 Do the right thing

Grammar
would for imaginary situations
Second conditional

Vocabulary
Positive actions
Helping: people and places

Skills
Reading: How would you do these jobs better?; Moral dilemmas
Listening: Positive news stories; What would you do?
Speaking: Giving and replying to advice

Reading skill
Identifying the meaning of unknown words

Values and cross-curricular topics
Morality: right and wrong
Being motivated
Personal development
Personal and family relationships

- 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.

Warm-up video

Video

- Read out the title of the unit, *Do the right thing*, and explain the meaning (= do something that is good or honest).
- Focus on the picture and ask: *Where are Rob and Amy? What are they doing?*
- Read out the speech bubble. Then read out the questions.
- Play the video and ask students to watch and listen to complete the speech bubble and answer question 1.
- Check answers with the class and ask: *What do their friends suggest they do with the money?* (keep it, donate it to charity, give it to the bus driver). Then discuss with students what they would do if they found some money on the street.

ANSWER
Rob gave the money to the bus driver.

Videoscript

Amy C'mon. This is our bus.
Rob Sure.
A Rob, you're going to miss the bus in a minute!
R Sorry! Hey, look what I've just found. On the ground!
A No way! $20!
R What should I do with it?
A I think you should give it to the bus company.
R Why? No one will ever go to the bus company to find the money.
A They might. Maybe someone was getting on a bus when they lost that money. What do you think?
R Keep it?
A You can't do that! Look. Let's ask Vicky. She'll say the same as me.
A Hi Vicky. Hey, we're on the bus. Rob has just found $20. What would you do with it?
V Keep it! How can you find the person who lost it?
A But what about … ?
V I can't talk now. Call me later.
R I'll try Tripp. I've just found $20 – at the bus stop. What would you do with it?
T Keep it! Donate the money to charity? Give it to the bus driver!
A I think you did the right thing. If someone calls the bus company, they'll get their $20 back. Imagine how happy you would be.
R Yeah, I guess so.
Rob's mom Sorry! Forgot to tell you. Did you find the $20 I put in your bag?

Further support
On the Move Video

Vocabulary

Aim

talk about positive actions

Optional warm-up

- Ask: *Why is it difficult for Rob to decide what to do with the money?* Elicit that he wants to keep the money, but he knows it would be wrong. Ask: *Have you ever been in a situation like this? What happened?*

1 75

- Focus on the picture and elicit that it shows Vicky. Ask: *What is she doing?*
- Pre-teach *raise money* and *charity*.
- Play the audio. Ask students to read and listen to the comment.
- Elicit the answer to the question.

ANSWER

Two

2 76

- Read out the title of the text and elicit or explain that it is about doing things to help other people.
- Focus on the words in the box and make sure that students understand *donate, litter, campaign,* and *volunteer*.
- Focus on the first suggestion and point out the example answer.
- Put students into pairs to read the suggestions and complete them with the correct words.
- Play the audio for students to check their answers.

3

- Focus on the poster and ask: *What are the people doing?*
- Ask students to read the sentences and complete them with the correct words.
- Allow students to compare their answers in pairs. Then check answers with the class.

4 Your turn

- Allow students time to think about the questions and their answers individually.
- Put students into pairs to discuss the questions. Encourage them to ask more questions to find out more. Ask them to note down things that their partner has done to help other people.
- Ask some students to tell the class something that their partner has done.
- Discuss as a class what campaigns students might like to start at their school.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

V Vocabulary

Positive actions

1 75 Read Vicky's comment. How many half marathons has she run?

Some of you might remember that I ran my first half marathon last year. My time was two hours and seven minutes. Yesterday, I ran another one to raise money for a children's charity. One hour and 59 minutes. And I raised over $200! Thank you, everyone!

2 76 Complete the suggestions with the words. Then listen and check.

donate ~~give (somebody) a hand~~ look after pick up litter raise money start a campaign volunteer

Do Something Good Today

You only have 30 minutes? That's fine!

1 Give your brother or sister a hand with their homework. And try not to fall out!

2 Donate old books or clothes to a charity and make some space in your room at the same time.

Do you have a few hours? Awesome!

3 Look after a friend's dog for a few hours. Go to a park and have some fun!

4 Pick up litter on the beach or on your street. And remember to recycle!

You want a bigger project? What about these?

5 Volunteer to help at a charity for half a day every week. Look online to find one suitable for your age, interests, and skills.

6 Raise money for a charity. You could sell tickets to a fashion show at school, or have a cake sale.

7 Does your school need a better recycling system? Is there too much traffic outside your school? Start a campaign to tell people about the situation. You can make a difference!

eighty 80

Practice activity (all classes)

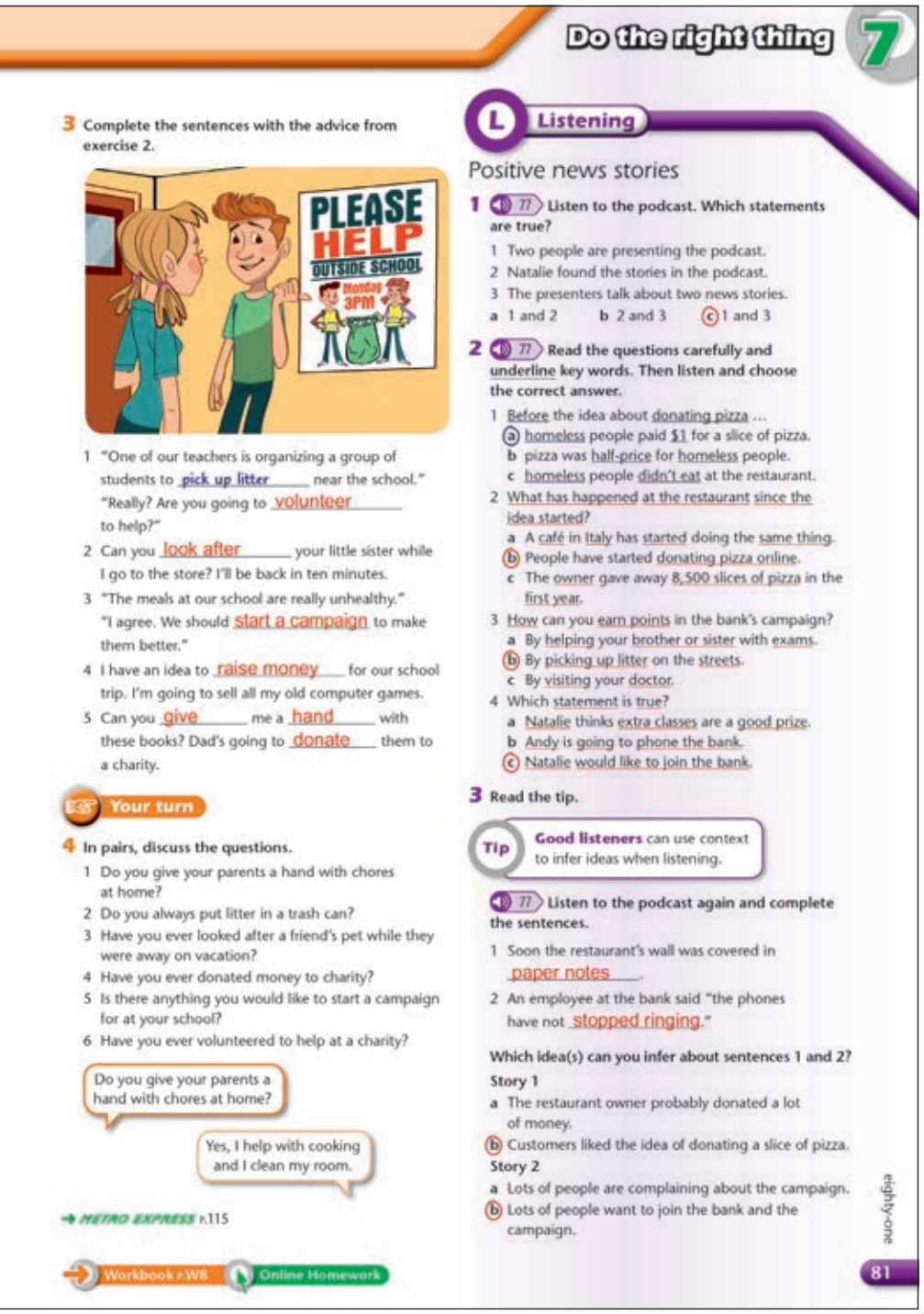
Put students into pairs. Ask them to make a poster to encourage young people to do something to help others. Elicit a few ideas from the class first, e.g., a poster to encourage people to volunteer with a local children's sports team, donate their old toys to a charity, take part in a race to raise money for charity, etc.

Monitor and help while students are working. Encourage them to use vocabulary from this lesson, and suggest they try to think of a good slogan to persuade people.

Pairs can present their posters to each other in small groups, and groups can choose one to present to the class.

Further support

METRO EXPRESS p.115
Workbook p.W8
Online Homework Unit 7



Do the right thing 7

3 Complete the sentences with the advice from exercise 2.

1 "One of our teachers is organizing a group of students to pick up litter near the school." "Really? Are you going to volunteer to help?"
2 Can you look after your little sister while I go to the store? I'll be back in ten minutes.
3 "The meals at our school are really unhealthy." "I agree. We should start a campaign to make them better."
4 I have an idea to raise money for our school trip. I'm going to sell all my old computer games.
5 Can you give me a hand with these books? Dad's going to donate them to a charity.

Your turn

4 In pairs, discuss the questions.
1 Do you give your parents a hand with chores at home?
2 Do you always put litter in a trash can?
3 Have you ever looked after a friend's pet while they were away on vacation?
4 Have you ever donated money to charity?
5 Is there anything you would like to start a campaign for at your school?
6 Have you ever volunteered to help at a charity?

Do you give your parents a hand with chores at home?
Yes, I help with cooking and I clean my room.

→ METRO EXPRESS p.115

Workbook p.W8 Online Homework

Listening

Positive news stories

1 77 Listen to the podcast. Which statements are true?
1 Two people are presenting the podcast.
2 Natalie found the stories in the podcast.
3 The presenters talk about two news stories.
a 1 and 2 b 2 and 3 c 1 and 3

2 77 Read the questions carefully and underline key words. Then listen and choose the correct answer.
1 Before the idea about donating pizza …
a homeless people paid $1 for a slice of pizza.
b pizza was half-price for homeless people.
c homeless people didn't eat at the restaurant.
2 What has happened at the restaurant since the idea started?
a A café in Italy has started doing the same thing.
b People have started donating pizza online.
c The owner gave away 8,500 slices of pizza in the first year.
3 How can you earn points in the bank's campaign?
a By helping your brother or sister with exams.
b By picking up litter on the streets.
c By visiting your doctor.
4 Which statement is true?
a Natalie thinks extra classes are a good prize.
b Andy is going to phone the bank.
c Natalie would like to join the bank.

3 Read the tip.

Tip Good listeners can use context to infer ideas when listening.

77 Listen to the podcast again and complete the sentences.
1 Soon the restaurant's wall was covered in paper notes.
2 An employee at the bank said "the phones have not stopped ringing."

Which idea(s) can you infer about sentences 1 and 2?
Story 1
a The restaurant owner probably donated a lot of money.
b Customers liked the idea of donating a slice of pizza.
Story 2
a Lots of people are complaining about the campaign.
b Lots of people want to join the bank and the campaign.

eighty-one

81

Listening

Aim

listen to a podcast about positive news stories

Warm-up

- Ask: *What do you usually hear about in the news?* Elicit a few answers, and elicit that it is usually bad news. Ask: *Do you ever hear good news stories? What good news stories have you heard recently? What other kinds of good news stories can you think of?* Elicit a range of answers, e.g., someone who had a bad accident but survived, a new treatment for an illness, etc.

1 77

- Read out the question and allow students time to read through the three statements.
- Play the audio. Students listen and choose the correct answer.
- Check the answer with the class.

Audioscript 77

Andy Welcome to the *Positive Podcast*, episode 7. First today we're reviewing some good news stories. Natalie?
Natalie Hi Andy, hi everyone. I found this story about a pizza restaurant in the U.S. Rosa's Fresh Pizza in Philadelphia sells $1 slices of pizza …
A That's half the price of pizza here!
N Yeah, it's popular with everyone, including people who don't have much money, like homeless people. Anyway, a customer bought some pizza one day and then asked to donate a slice to the next homeless customer. He got the idea from a café in Italy. The restaurant owner, Mason Wartman, loved the idea, so he stuck a paper note on the wall.
A Like a coupon? For a free slice of pizza?
N That's right. Soon the restaurant's wall was covered in paper notes. Every day, more and more homeless people ate for free at Rosa's. In the nine months after the first note, Mason gave away 8,500 slices of pizza to homeless people. And now people from all over the world donate slices through the restaurant's website.
A Cool! That's a really positive idea. OK, here's a story I found about an unusual bank in China.
N A bank?
A Yeah. It's started a campaign called "help the community." Customers get points by doing something good for the community. For example, if you pick up some litter, you get ten points. If you find someone's wallet, you get 50 points. And so on …
N And what can you do with the points?
A You get prizes. For example, haircuts, health checks with a doctor, or even extra classes. Cool idea, huh?
N Extra classes?! That doesn't sound like a prize!
A Ha! I think you get a private teacher. That might be useful before exams. Anyway, an employee at the bank said "the phones have not stopped ringing."
N Yeah, I'd like to join a bank like that.

2 77

- Read out the first question and possible answers, and point out the underlined words. Elicit or explain that these are key words because they contain the main meaning of each option.
- Allow students time to read through the questions and underline the key words. Discuss their ideas as a class.
- Play the audio again. Students listen and choose the correct answers.
- Check answers with the class.

3 77

- Read out the tip with the class. Explain that when you infer something, you guess it based on something that someone has said.
- Allow students time to read through the two gapped sentences. Then play the audio again. Students listen and complete the sentences.
- Check these answers. Then ask students to read the ideas and decide which ideas they can infer.
- Allow students time to compare their answers in pairs. Then check answers with the class.

Reading

Aims

read and understand some online comments about doing things to help people

Warm-up

- Say: *Some jobs are all about helping other people. What jobs can you think of that involve helping others?* Put students into pairs to list as many jobs as they can that involve helping others.
- Discuss their ideas as a class. If students don't mention politicians, teachers, or parents, mention these jobs and ask in what ways these jobs can help other people.

1 78

- Ask students to look at the text. Read out the title of the text (*How would you do these jobs better?*) and elicit that the text is an online forum in which people make comments and give their opinions.
- Point out the three gaps in the headings. Then play the audio. Ask students to read and listen to the text and complete the headings with the correct jobs.
- Check answers with the class.

2

- Ask students to read the comments again and complete the sentences with the correct names.
- Check answers with the class, referring back to the text to explain the answers.

3

- Ask students to read the text again and answer the questions. Encourage them to use their own words in their answers where possible.
- Check answers with the class.

4

- Allow students time to read the questions and think about their ideas individually.
- Put students into pairs to discuss the questions.
- Ask some pairs to tell the class what they agreed about and why.

R Reading

1 78 **Read the text quickly. Complete the headings with the words.**

parent local politician teacher

2 Read the comments. Write the correct names.

1 Tyler gets along with his parents.
2 Claire doesn't want people to feel bad at school.
3 Kylie and James want to do something with a connection to the environment.
4 Nate thinks his parents are too strict.
5 Helen has an unusual idea about education.

3 Read the text again. Answer the questions.

1 Who does Kylie want to help?
local schools and homeless people
2 What problems does Chris see with James's idea?
People wouldn't pick up litter.
3 What does Tyler think parents need to understand?
He wants them to trust him more.
4 What can you infer from Nate's emoji?
He thinks going to museums is boring.
5 What do teachers do at Claire's school?
They give back tests in front of the class.
6 Where did Helen get her idea?
She read about it online.

4 In pairs, discuss the questions.

1 What do you think of James's idea?
2 What do you think Tyler's parents say to him about sleeping? Do you agree with him?
3 Do you agree with Nate?
4 What do you think of Helen's idea?

I like James's idea. I hate litter, too.

askmetro

Our question this week:

How would you do these jobs better?

YOU'RE A [1] local politician

KYLIE
I would start a campaign to donate books to local schools and clothes to homeless people. Everyone has too much stuff and we need to reuse it all.

JAMES
I hate litter on the streets. It looks terrible. I would start a campaign to pick it up and recycle it (if possible). Everyone would have to do it for 30 minutes every month! Our city would look so much better.

CHRIS
But how would you know? People wouldn't do it!

JAMES
Perhaps people could take a selfie when they're picking up litter, and post it online!

YOU'RE A [2] parent

TYLER
My family life is great and we're really close. But what would I do differently?
I would try to understand that being a teenager can be hard! We have a lot of things to do and we sometimes need to go to bed late. And in the mornings, we sometimes need to get up late because we're tired.

NATE
Sometimes Mom and Dad treat me like I'm 12! They need to trust me more and not make so many rules. I would give teenagers more freedom.
And I wouldn't make them go to museums on the weekend!

YOU'RE A [3] teacher

CLAIRE
I wouldn't give people their tests back in front of the class. This always happens at my school. It makes people with bad grades feel really miserable.

HELEN
I would swap the classes and homework situation. So at home, students would research and learn about things. Then in class, they'd have more time for activities and discussion.
Some schools have already experimented with this idea. I read about it online.

eighty-two

82

Practice activity (all classes)

Write the following definitions on the board.

1 *things in general (Kylie)*
2 *behave in a particular way towards someone (Nate)*
3 *very unhappy (Claire)*
4 *tried something new (Helen)*

Ask students to find words in the text to match the definitions.

Check answers with the class. Point out that *stuff* is an uncountable noun, even though it refers to lots of different things.

ANSWERS
1 stuff 2 treat 3 miserable
4 experimented

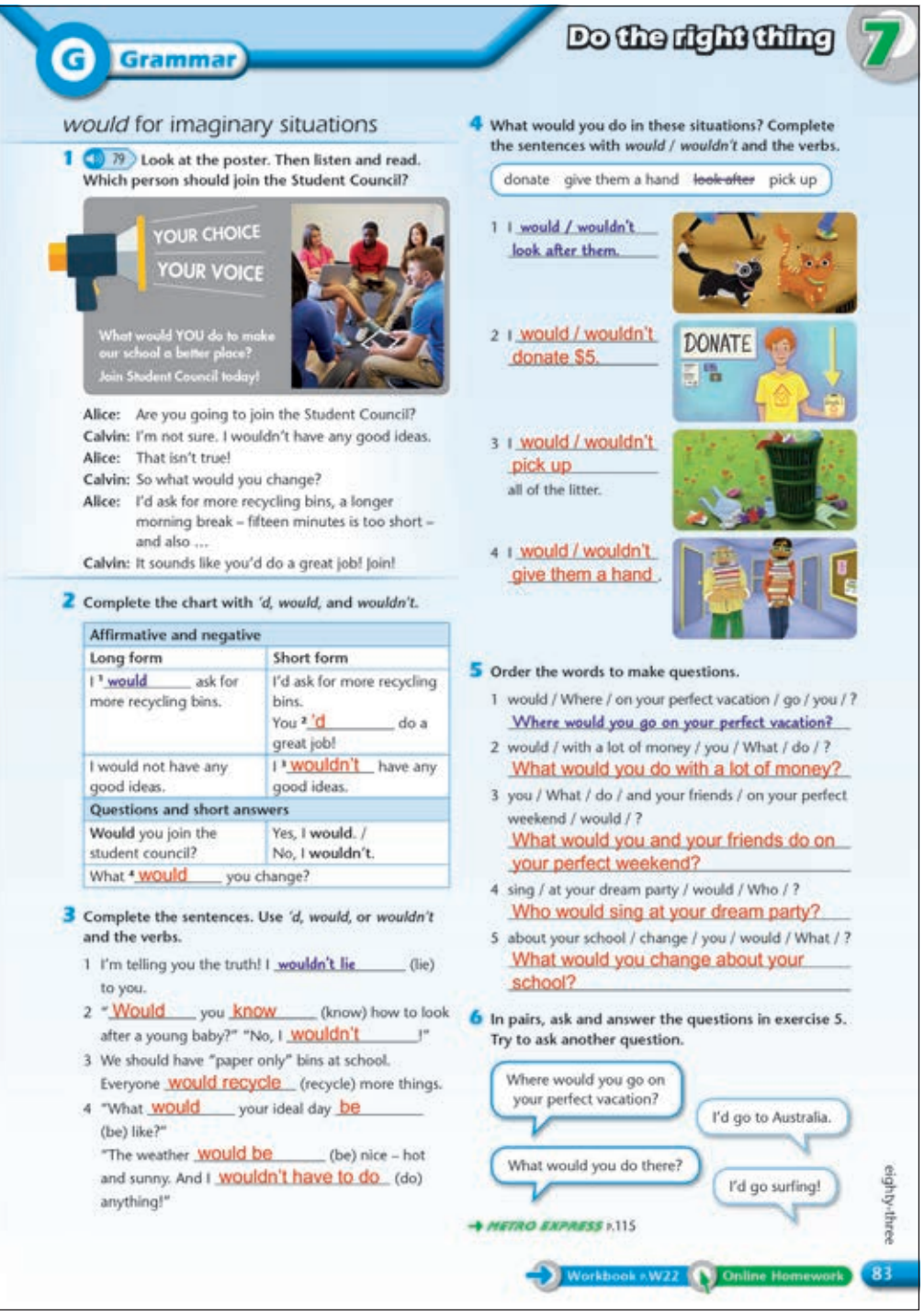
Extension activity (stronger classes)

Ask students to write their own comment about one of the jobs. Point out that they can respond to one of the comments already there, or they can make a new comment.

Put students into small groups. They can take turns to read out their comments. Their classmates can guess which job each comment refers to, and discuss which comments they agree with.

Ask groups in turn to tell the class some of their ideas.

ANSWERS
Students' own answers.



G Grammar

Do the right thing 7

would for imaginary situations

1 79 **Look at the poster. Then listen and read. Which person should join the Student Council?**

YOUR CHOICE
YOUR VOICE
What would YOU do to make our school a better place?
Join Student Council today!

Alice: Are you going to join the Student Council?
Calvin: I'm not sure. I wouldn't have any good ideas.
Alice: That isn't true!
Calvin: So what would you change?
Alice: I'd ask for more recycling bins, a longer morning break – fifteen minutes is too short – and also …
Calvin: It sounds like you'd do a great job! Join!

2 **Complete the chart with *'d, would,* and *wouldn't*.**

Affirmative and negative	
Long form	**Short form**
I [1] would ask for more recycling bins.	I'd ask for more recycling bins. You [2] 'd do a great job!
I would not have any good ideas.	I [3] wouldn't have any good ideas.
Questions and short answers	
Would you join the student council?	Yes, I **would**. / No, I **wouldn't**.
What [4] would you change?	

3 **Complete the sentences. Use *'d, would,* or *wouldn't* and the verbs.**

1 I'm telling you the truth! I wouldn't lie (lie) to you.
2 "Would you know (know) how to look after a young baby?" "No, I wouldn't!"
3 We should have "paper only" bins at school. Everyone would recycle (recycle) more things.
4 "What would your ideal day be (be) like?"
"The weather would be (be) nice – hot and sunny. And I wouldn't have to do (do) anything!"

4 **What would you do in these situations? Complete the sentences with *would / wouldn't* and the verbs.**

donate give them a hand ~~look after~~ pick up

1 I would / wouldn't look after them.
2 I would / wouldn't donate $5.
3 I would / wouldn't pick up all of the litter.
4 I would / wouldn't give them a hand.

5 **Order the words to make questions.**

1 would / Where / on your perfect vacation / go / you / ?
Where would you go on your perfect vacation?
2 would / with a lot of money / you / What / do / ?
What would you do with a lot of money?
3 you / What / do / and your friends / on your perfect weekend / would / ?
What would you and your friends do on your perfect weekend?
4 sing / at your dream party / would / Who / ?
Who would sing at your dream party?
5 about your school / change / you / would / What / ?
What would you change about your school?

6 **In pairs, ask and answer the questions in exercise 5. Try to ask another question.**

Where would you go on your perfect vacation? — I'd go to Australia.
What would you do there? — I'd go surfing!

METRO EXPRESS p.115

eighty-three

Workbook p.W22 Online Homework 83

Grammar

Aim

learn the use of *would* for imaginary situations

Warm-up

- Write the following on the board:
  1 I ____ *a campaign to donate books.*
  2 *What* ____ I ____ *differently?*
  3 I ____ *them go to museums.*
- Explain that the sentences are all from the comments on page 82.
- Students can race to complete the sentences with the correct words.
- Circle the verbs on the board. Ask: *Are the sentences about real situations or imaginary ones?* (imaginary)
- Ask students to translate the sentences into their own language.

ANSWERS
1 would start
2 would, do
3 wouldn't make

1 79

- Focus on the poster and elicit or explain the meaning of *student council* (= a group of students in a school who are elected by other students and help make decisions about things that happen in the school). Ask: *Is there a student council at your school?*
- Read out the question.
- Play the audio. Ask students to read and listen to the conversation and answer the question.
- Check the answer with the class.

ANSWER
Alice

2

- Ask students 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 all the sentences. Ask students to translate the sentences in the chart into their own language to check understanding.

Usage

Would is a modal verb. So, it is the same for all persons, e.g., *I/he/she/we/they would start a campaign.*

In questions, *would* comes before the subject, e.g., *Would you like to join?* NOT ~~*You would like to join?*~~

In speech, the short form *'d* is usually used with pronouns (e.g., *I'd, you'd*), but the full form *would* is used with nouns or names.

3

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

4

- Point to the first picture and the example answer. Point out that the affirmative and negative forms are both correct answers. Ask students to look at the pictures and complete the sentences with their own ideas.
- Students compare answers in pairs. Then check answers with the class.

5

- Read out the example question and point out the word order.
- Ask students to write the questions.
- Check answers with the class.

6 Your turn

- Allow students time to read through the questions and think about their answers.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class about one of their partner's answers.

ANSWERS
Students' own answers.

Practice activity (all classes)

Refer students back to the conversation in exercise 1. Read out Calvin's question: *So, what would you change?*

In pairs, students think of three things they would change at their school.

Monitor and help if necessary. Ask pairs in turn to tell the class their ideas. The class could vote for the best ideas.

ANSWERS
Students' own answers.

Further support
***METRO EXPRESS* p.115**
Workbook p.W22
Online Homework Unit 7

Vocabulary

Aim

talk about helping people and places

Warm-up

- Ask: *What do charities do?* (raise money to help people) Ask: *Do they all help the same people?* Elicit that different charities help different groups: some help animals, the environment, etc.
- Give students two minutes to write down in pairs as many charities as they can.
- Discuss their answers as a class, and discuss briefly what each charity does.

1 80

- Students match the people and definitions. They can use their dictionaries to help.
- Play the audio. Check answers and that students understand all the new words.
- Play the audio again, pausing after each phrase for students to repeat.

2

- Students discuss the questions in pairs.
- Discuss the answers with the class.

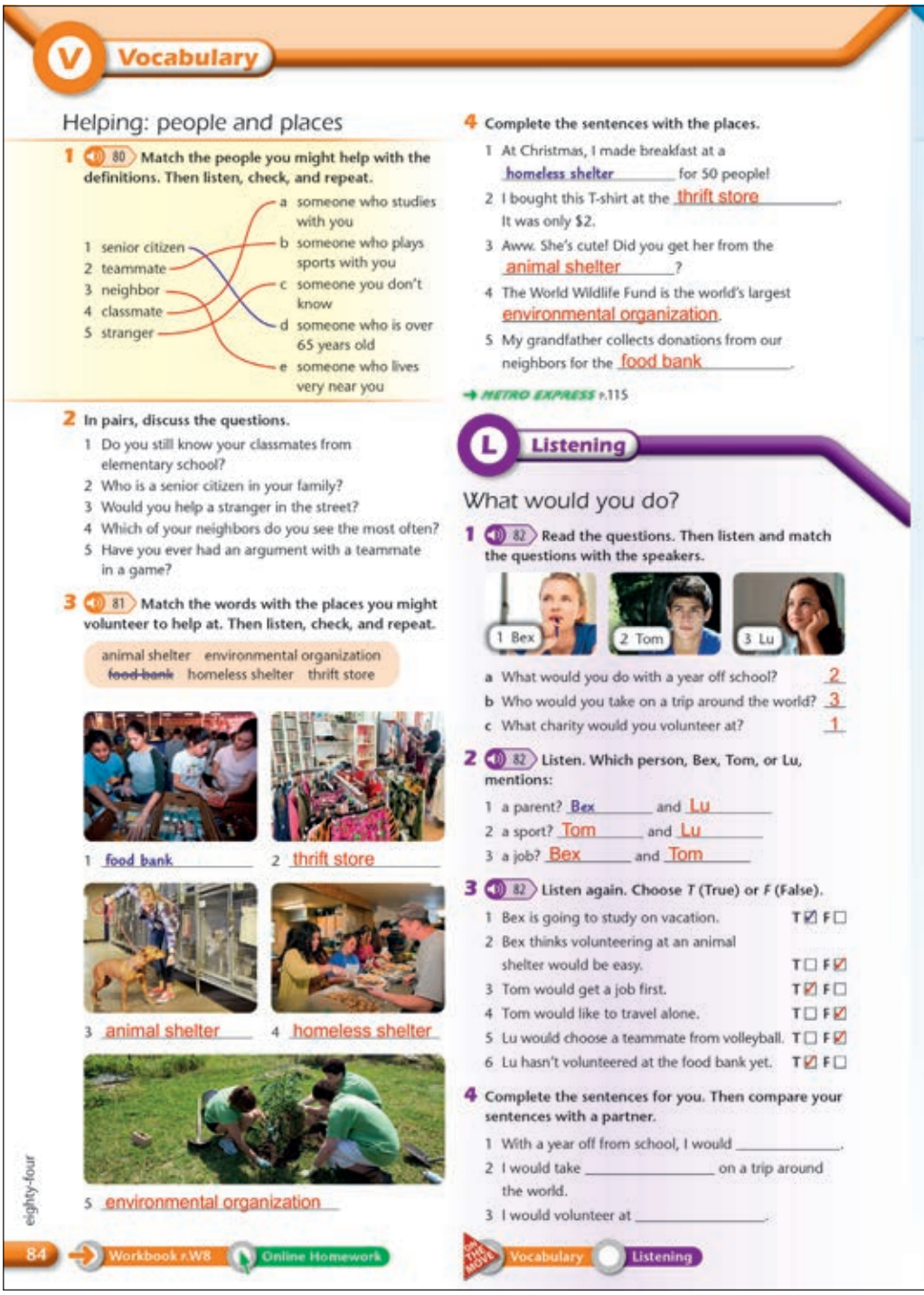
3 81

- Point to the pictures and elicit that they all show places that help people or animals.
- Students match the words and places.
- Play the audio for students to listen and check their answers. Check that students understand all the new vocabulary.
- Play the audio again, pausing after each word for students to repeat. Ask: *Which of these places do you have in your town?*

4

- Ask students to complete the sentences.
- Check answers with the class.

Further support
***METRO EXPRESS* p.115**
Workbook p.W8
Online Homework Unit 7



V Vocabulary

Helping: people and places

1 80 Match the people you might help with the definitions. Then listen, check, and repeat.

1 senior citizen
2 teammate
3 neighbor
4 classmate
5 stranger

a someone who studies with you
b someone who plays sports with you
c someone you don't know
d someone who is over 65 years old
e someone who lives very near you

2 In pairs, discuss the questions.
1 Do you still know your classmates from elementary school?
2 Who is a senior citizen in your family?
3 Would you help a stranger in the street?
4 Which of your neighbors do you see the most often?
5 Have you ever had an argument with a teammate in a game?

3 81 Match the words with the places you might volunteer to help at. Then listen, check, and repeat.

animal shelter environmental organization ~~food bank~~ homeless shelter thrift store

1 food bank 2 thrift store 3 animal shelter 4 homeless shelter 5 environmental organization

4 Complete the sentences with the places.
1 At Christmas, I made breakfast at a homeless shelter for 50 people!
2 I bought this T-shirt at the thrift store. It was only $2.
3 Aww. She's cute! Did you get her from the animal shelter?
4 The World Wildlife Fund is the world's largest environmental organization.
5 My grandfather collects donations from our neighbors for the food bank.

METRO EXPRESS p.115

L Listening

What would you do?

1 82 Read the questions. Then listen and match the questions with the speakers.

1 Bex 2 Tom 3 Lu

a What would you do with a year off school? 2
b Who would you take on a trip around the world? 3
c What charity would you volunteer at? 1

2 82 Listen. Which person, Bex, Tom, or Lu, mentions:
1 a parent? Bex and Lu
2 a sport? Tom and Lu
3 a job? Bex and Tom

3 82 Listen again. Choose T (True) or F (False).
1 Bex is going to study on vacation. T ☑ F ☐
2 Bex thinks volunteering at an animal shelter would be easy. T ☐ F ☑
3 Tom would get a job first. T ☑ F ☐
4 Tom would like to travel alone. T ☐ F ☑
5 Lu would choose a teammate from volleyball. T ☐ F ☑
6 Lu hasn't volunteered at the food bank yet. T ☑ F ☐

4 Complete the sentences for you. Then compare your sentences with a partner.
1 With a year off from school, I would _____.
2 I would take _____ on a trip around the world.
3 I would volunteer at _____.

eighty-four

84 Workbook p.W8 Online Homework

ON THE MOVE Vocabulary Listening

Listening

Aim

listen to three people answering questions about volunteering and taking a year off school

1 82

- Read out the questions, and explain to students that they will hear three people, each answering one of the questions.
- Play the audio. Ask students to listen and match the speakers with the questions.
- Check answers with the class.

Audioscript 82

1 Bex I can't imagine having the time to do anything like that. I have three projects to finish at the moment for school. This year, I have important exams, too. I'm going away with my dad and sister tomorrow and I'm taking my books! There's a thrift store near my home. That would be easy to volunteer at, and they're always looking for people. But I'd love to volunteer at an animal shelter. It'd be hard work, I think. But also good experience – I'd like to work with animals in the future. I might be a vet when I'm older.

2 Tom No exams, no classes, nothing? Really? Wow! I'd love that. I wouldn't waste it, though. I'd do a mix of interesting things and also something positive for other people. I'd have to earn some money first, of course. I'd work in my uncle's store. Then, I'd do something exciting. Maybe I'd go scuba diving or hiking in South America. I'd need someone to travel with, of course. And I'd try to learn a new language. Then, if I had time, I'd do something good for the environment. Maybe I'd volunteer.

3 Lu Well, it wouldn't be a classmate. We wouldn't get along. Maybe one of my teammates from volleyball would be better? I don't know. I often have arguments with them. One of my neighbors is pretty cool and easygoing. She volunteers at the same food bank as my mom. I'm going to try it one weekend. But anyway, yeah, I think I'd invite my neighbor.

2 82

- Play the audio again for students to listen and write the names.
- Check answers with the class.

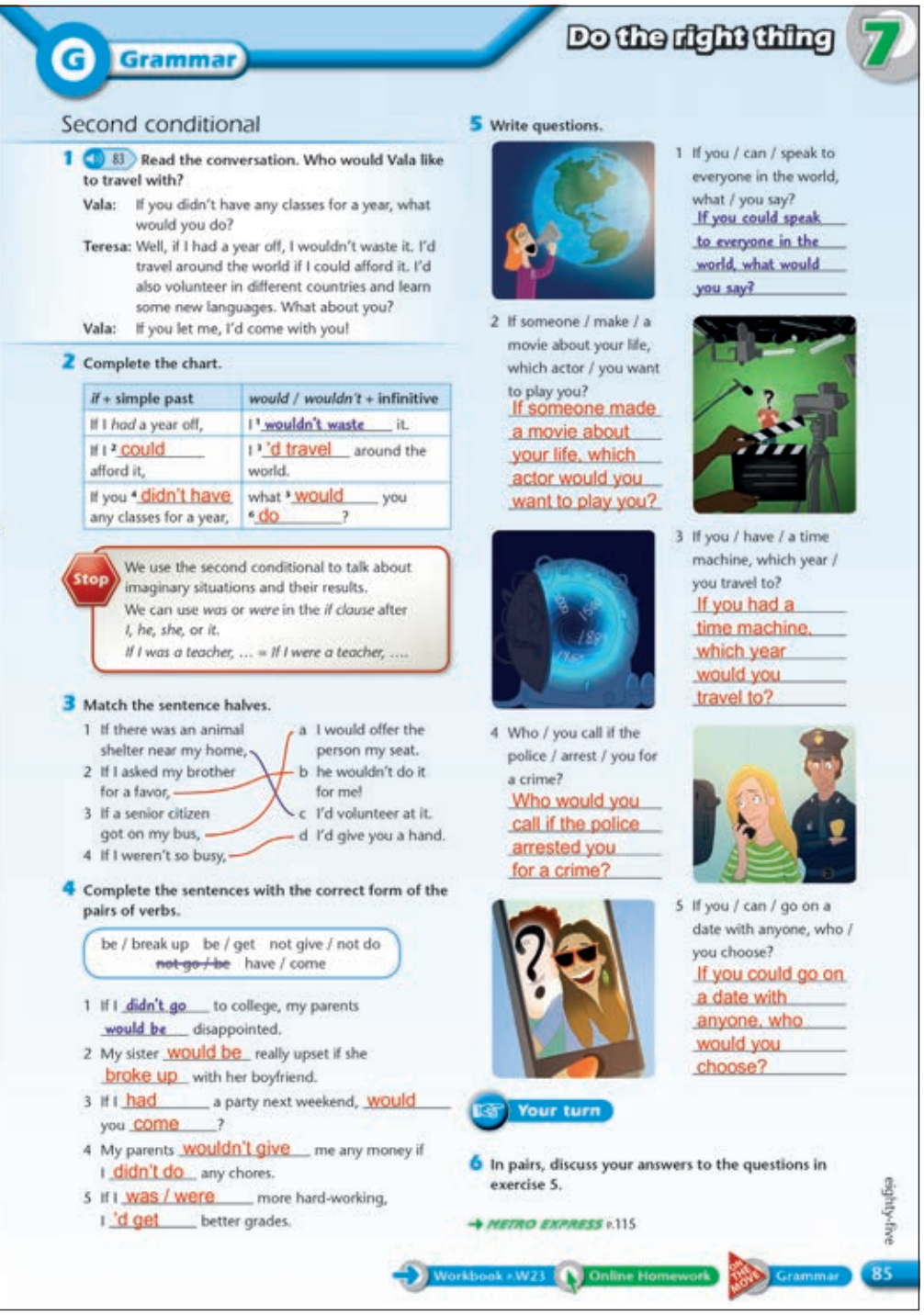
3 82

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

4

- Students complete the sentences.
- Students compare their sentences in pairs.
- Ask them to tell the class their ideas.

Further support
On the Move Vocabulary Listening



G Grammar

Do the right thing 7

Second conditional

1 83 **Read the conversation. Who would Vala like to travel with?**

Vala: If you didn't have any classes for a year, what would you do?

Teresa: Well, if I had a year off, I wouldn't waste it. I'd travel around the world if I could afford it. I'd also volunteer in different countries and learn some new languages. What about you?

Vala: If you let me, I'd come with you!

2 Complete the chart.

if + simple past	*would / wouldn't* + infinitive
If I *had* a year off,	I [1] wouldn't waste it.
If I [2] could afford it,	I [3] 'd travel around the world.
If you [4] didn't have any classes for a year,	what [5] would you [6] do?

Stop
We use the second conditional to talk about imaginary situations and their results.
We can use *was* or *were* in the *if clause* after *I, he, she,* or *it*.
If I was a teacher, … = If I were a teacher, ….

3 Match the sentence halves.

1 If there was an animal shelter near my home,
2 If I asked my brother for a favor,
3 If a senior citizen got on my bus,
4 If I weren't so busy,

a I would offer the person my seat.
b he wouldn't do it for me!
c I'd volunteer at it.
d I'd give you a hand.

4 Complete the sentences with the correct form of the pairs of verbs.

be / break up be / get not give / not do ~~not go / be~~ have / come

1 If I didn't go to college, my parents would be disappointed.
2 My sister would be really upset if she broke up with her boyfriend.
3 If I had a party next weekend, would you come?
4 My parents wouldn't give me any money if I didn't do any chores.
5 If I was / were more hard-working, I'd get better grades.

5 Write questions.

1 If you / can / speak to everyone in the world, what / you say?
If you could speak to everyone in the world, what would you say?

2 If someone / make / a movie about your life, which actor / you want to play you?
If someone made a movie about your life, which actor would you want to play you?

3 If you / have / a time machine, which year / you travel to?
If you had a time machine, which year would you travel to?

4 Who / you call if the police / arrest / you for a crime?
Who would you call if the police arrested you for a crime?

5 If you / can / go on a date with anyone, who / you choose?
If you could go on a date with anyone, who would you choose?

Your turn

6 In pairs, discuss your answers to the questions in exercise 5.

→ METRO EXPRESS p.115

eighty-five

Workbook p.W23 | Online Homework | On the Move Grammar | 85

Grammar

Aim
learn the second conditional

Warm-up

- Ask: *Do you have to come to school every day?* (yes).
- Ask: *What would you do every day if you didn't come to school?*
- Elicit a few answers, and write some second conditional sentences on the board, e.g., *If (Paula) didn't come to school, she wouldn't see her friends every day.*
- Point to the sentences on the board and ask: *Are these real situations or imaginary situations?* (imaginary).
- Ask students to translate the sentences into their own language.

1 83

- Read out the question. Then play the audio. Ask students to read and listen to the conversation, and then answer the question.
- Check the answer with the class.

ANSWER
Teresa

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 everything. Ask students to translate the sentences in the chart into their own language.
- Read through the information in the *Stop* box with the class. Check that students understand everything.

Usage
We use the past simple, NOT *would* in the *if* clause, e.g., *If I had lots of money, I would go traveling*. NOT ~~*If I would have lots of money, I would go traveling.*~~
Either clause can come first in second conditional sentences. If the *if* clause comes first, we use a comma between the two clauses.

3

- Ask students to match the sentence halves.
- Check answers with the class.

4

- Ask students to look at the gapped sentences. Point out that in some sentences the *if* clause comes first, and in other sentences the result clause comes first. Tell students they need to read each sentence carefully to decide on the correct verb forms.
- Ask students to complete the sentences.
- Check answers with the class.

5

- Read out the example question. Point out that we invert the subject and verb in the result clause of second conditional questions, but the *if* clause remains the same as in affirmative sentences.
- Ask students to write the questions.
- Check answers with the class.

6 Your turn

- Allow students time to read the questions in exercise 5 again and think of their answers.
- Students discuss the questions in pairs.
- Ask some students to tell the class one of their partner's answers.

Practice activity (all classes)
Write on the board the sentence stem:
If I …, I would …
Ask students to write three second conditional sentences about themselves.
Put students into pairs. They take turns to read out the first part of each of their sentences, e.g., *If I was a good dancer, …* Their partner tries to guess the second part of the sentence.
Ask who guessed some of the sentences correctly. 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
Pronunciation Classroom Presentation Tool

Speaking

Aim

give and reply to advice

Warm-up

- Read out the heading, *Giving and replying to advice*, and elicit or explain the meaning.
- Ask: *Who do you go to when you need advice? Parents? Teachers? Friends?* Elicit some answers. Then ask: *Do you always follow advice when people give it to you? Why? / Why not?* Elicit a range of answers.

1 84

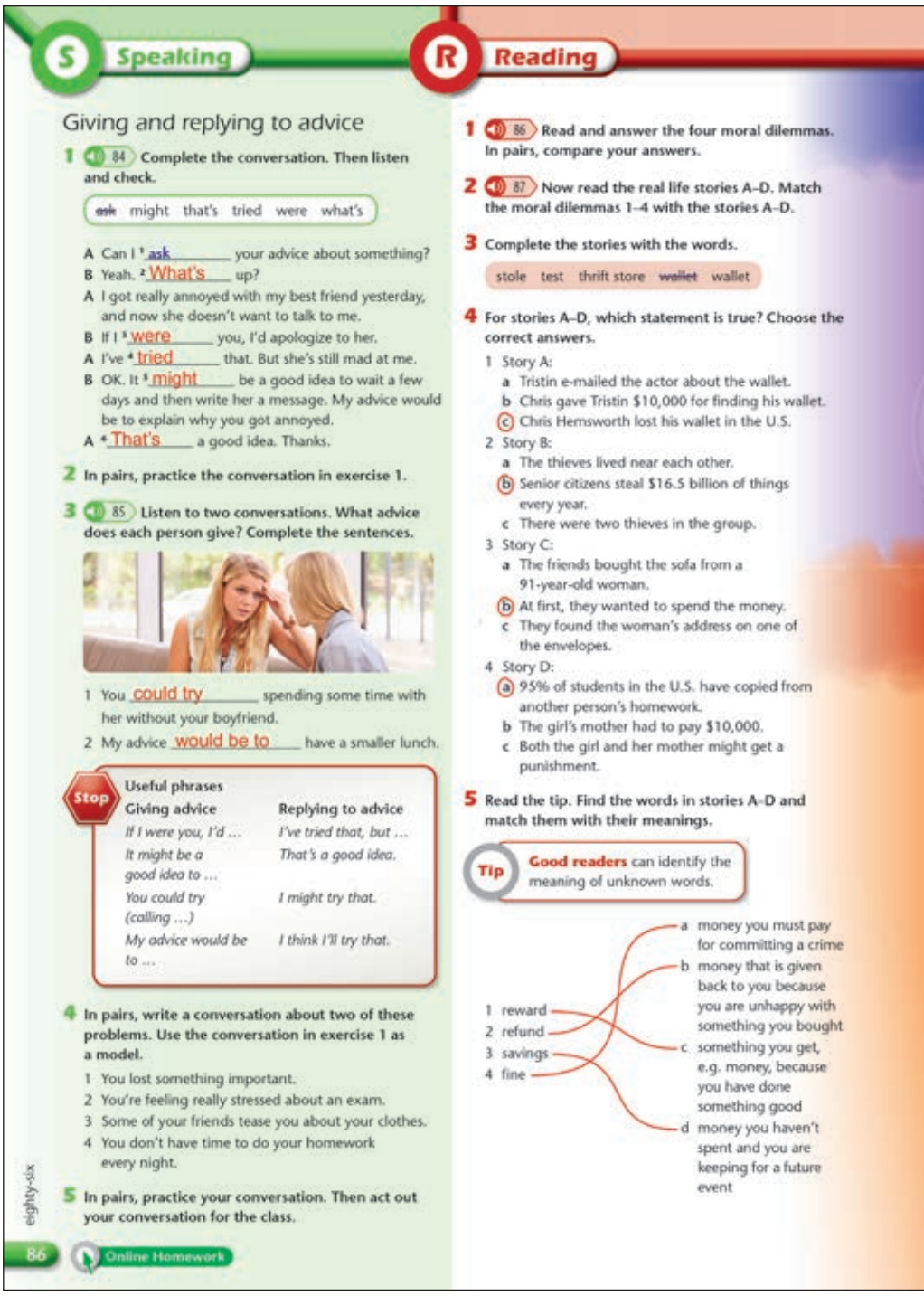
- Ask students to read the conversation and complete it with the correct words.
- Play the audio for students to listen and check their answers.
- Check answers with the class, and check that students understand everything in the conversation.

2

- Play the audio from exercise 1 again and ask students to listen and read, and focus on the pronunciation and intonation. You could pause the audio after key questions or phrases 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 85

- Allow students time to read through the gapped sentences.
- Play the audio. Ask students to listen to the conversations and complete the sentences.
- Check answers with the class, playing the audio again if necessary for students to hear the answers.



S Speaking

Giving and replying to advice

1 84 Complete the conversation. Then listen and check.

~~ask~~ might that's tried were what's

A Can I [1] ask your advice about something?
B Yeah. [2] What's up?
A I got really annoyed with my best friend yesterday, and now she doesn't want to talk to me.
B If I [3] were you, I'd apologize to her.
A I've [4] tried that. But she's still mad at me.
B OK. It [5] might be a good idea to wait a few days and then write her a message. My advice would be to explain why you got annoyed.
A [6] That's a good idea. Thanks.

2 In pairs, practice the conversation in exercise 1.

3 85 Listen to two conversations. What advice does each person give? Complete the sentences.

1 You could try spending some time with her without your boyfriend.
2 My advice would be to have a smaller lunch.

Stop Useful phrases

Giving advice	Replying to advice
If I were you, I'd …	*I've tried that, but …*
It might be a good idea to …	*That's a good idea.*
You could try (calling …)	*I might try that.*
My advice would be to …	*I think I'll try that.*

4 In pairs, write a conversation about two of these problems. Use the conversation in exercise 1 as a model.

1 You lost something important.
2 You're feeling really stressed about an exam.
3 Some of your friends tease you about your clothes.
4 You don't have time to do your homework every night.

5 In pairs, practice your conversation. Then act out your conversation for the class.

eighty-six

86 Online Homework

R Reading

1 86 Read and answer the four moral dilemmas. In pairs, compare your answers.

2 87 Now read the real life stories A–D. Match the moral dilemmas 1–4 with the stories A–D.

3 Complete the stories with the words.

stole test thrift store ~~wallet~~ wallet

4 For stories A–D, which statement is true? Choose the correct answers.

1 Story A:
a Tristin e-mailed the actor about the wallet.
b Chris gave Tristin $10,000 for finding his wallet.
c Chris Hemsworth lost his wallet in the U.S.
2 Story B:
a The thieves lived near each other.
b Senior citizens steal $16.5 billion of things every year.
c There were two thieves in the group.
3 Story C:
a The friends bought the sofa from a 91-year-old woman.
b At first, they wanted to spend the money.
c They found the woman's address on one of the envelopes.
4 Story D:
a 95% of students in the U.S. have copied from another person's homework.
b The girl's mother had to pay $10,000.
c Both the girl and her mother might get a punishment.

5 Read the tip. Find the words in stories A–D and match them with their meanings.

Tip **Good readers** can identify the meaning of unknown words.

1 reward
2 refund
3 savings
4 fine

a money you must pay for committing a crime
b money that is given back to you because you are unhappy with something you bought
c something you get, e.g. money, because you have done something good
d money you haven't spent and you are keeping for a future event

Audioscript 85

1

Girl 1 Kate, can I ask your advice about something?
Girl 2 Sure. What's up?
G1 I'm not getting along with my best friend. She's really jealous of my boyfriend.
G2 Hmm … You could try spending some time with her without your boyfriend.
G1 Yeah. You're right. I might try that. Thanks.

2

Boy Dad, can I ask your advice about something?
Dad Yes, of course. What's up?
B I don't go to bed late, but I'm always exhausted in the afternoons at school.
D What do you have for lunch?
B Some pasta, a pizza, maybe a sandwich, too.
D That sounds like a lot! My advice would be to have a smaller lunch.
B OK. Thanks, Dad. I think I'll try that.

4

- Read through the *Stop* box with the class. Ask students to find some of the phrases in the conversation in exercise 1. You could play the conversations from exercise 3 again for them to hear other phrases in context. Check that students understand all the phrases.
- Allow students time to read through the situations and make sure they understand everything.
- Demonstrate the activity with a confident student. Ask for advice about the first situation and have a conversation with them.
- With weaker classes, you could demonstrate the other three conversations with a confident student before students work in pairs.
- Put students into pairs to write the new conversations. Monitor and help while they are working.

5

- 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 helpful when they are giving advice.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 7

Moral Dilemmas

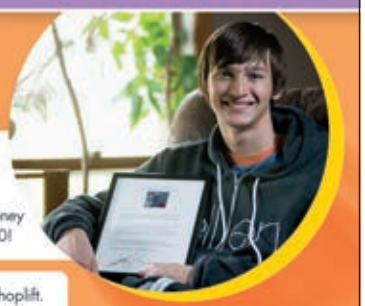
1 A ___ If you found a celebrity's wallet, would you ...
- a sell it online?
- b try and find the celebrity?

2 D ___ If a classmate (accidentally) showed you their answers during a test, would you ...
- a quickly look at their answers?
- b look in a different direction?

3 B ___ If you saw an elderly person steal some food from a store, would you ...
- a tell the store owner quietly?
- b ignore it and leave the store?

4 C ___ If you bought a jacket from a thrift store and found some money in a pocket, would you ...
- a give the money back to the store?
- b keep the money?

Real-Life Stories



A When Tristin Budzyn-Barker found a [1] wallet in Los Angeles, he quickly recognized the photo ID inside. It was Chris Hemsworth, the Australian movie actor. Tristin found the name of Chris's manager and e-mailed him. When Chris heard, he invited Tristin on a TV show. As a reward, Chris gave Tristin all the money in the [2] wallet for being so honest. And the TV show gave Tristin $10,000!

B Shoplifting costs U.S. stores $16.5 billion every year. And people of all ages shoplift.

Police recently caught a group of senior citizens. They were all neighbors and working together. One person in the group [3] stole items from stores, and another person took them back to the store to get a refund.

C When three roommates bought a $20 couch from a [4] thrift store in New York, it felt a bit uncomfortable. Soon they found the reason. Inside the couch, there were some envelopes. Each envelope had money in it – $41,000 in all! At first, they started thinking about what they might buy with the money. But then, they noticed a name on one of the envelopes. After some research, they found the owner of the sofa – a very pleased 91-year-old woman. The $41,000 was her life savings.

D In a survey, 64% of U.S. high-school students admitted to cheating on a [5] test. And 95% have copied another person's homework. Some students even involve their parents. In France, police arrested a 52-year-old woman after she pretended to be her daughter in an important exam!

The mother might have to pay a fine of $10,000, and authorities might ban the girl from taking other exams for five years.

Writing p.107 Workbook p.W32 Online Homework

Reading

Aim

read about some moral dilemmas and some real-life stories of people who faced these dilemmas

Warm-up

- Ask: *Can you remember what happened to Rob at the beginning of this unit?* Elicit that he found some money on the street. Explain that this was a *moral dilemma* because he wanted to keep the money, but he knew it was wrong.
- Ask: *What other moral dilemmas can you think of?* Elicit a few ideas. Ask more questions, if necessary, to prompt students, e.g., *What about if you want to watch a movie, but you're too young? What about if you buy something in a shop and they give you too much change?*
- Tell students they are going to read about some moral dilemmas, and some real-life stories about people who faced these dilemmas.

1 86
- Read out the task. Then play the audio. Ask students to read and listen to the four moral dilemmas and choose the answers that are true for them.
- Put them into pairs to compare their answers.
- Ask some pairs to tell the class if their answers were the same or different. Elicit who in the class would do the right thing.

2 87
- Read out the task. Then play the audio. Ask students to read and listen to the real-life stories and match them with the dilemmas.
- Check answers with the class.

3
- Ask students to read the stories again and complete them with the correct words.
- Check answers with the class.

4
- Ask students to read the statements and decide which ones are true.
- Allow students time to compare their answers in pairs. Then check answers with the class, referring back to the text to confirm the answers.

5
- Read out the tip with the class. Then ask students to find the words in the text and match them with the meanings. Encourage them to use the context to help.
- Check answers with the class, and check that students understand all the words.

Practice activity (all classes)

Write the following questions on the board:

1 *Which story do you find the most surprising? Why?*
2 *Do you think that people should always get a reward for being honest? Why? / Why not?*
3 *Do you think the senior citizens should go to jail for what they did? Why? / Why not?*
4 *What do you think should happen to students who cheat?*

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

Watch

Before you watch

About the video

In the video, Amy talks about a company that turns old fishing nets into skateboards. It shows the problem of old fishing nets, and shows how plastic nets can end up in the ocean. It then shows part of the production process which recycles the plastic in the nets into new skateboards.

1

- Focus on the pictures and ask students to read the introduction and the question.
- Discuss some possible answers with the class, but don't confirm them.

ANSWERS
Students' own answers.

2 Video

- Elicit or teach the meaning of *fishing nets*.
- Play the video for students to watch and check their answers to the question in exercise 1.
- Check the answer with the class.

ANSWER
The company uses the plastic from old fishing nets to make skateboards.

Videoscript see TG p.128

While you watch

3 Video

- Allow students time to read through the words. Make sure they understand everything.
- Play the video for students to watch and choose 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.

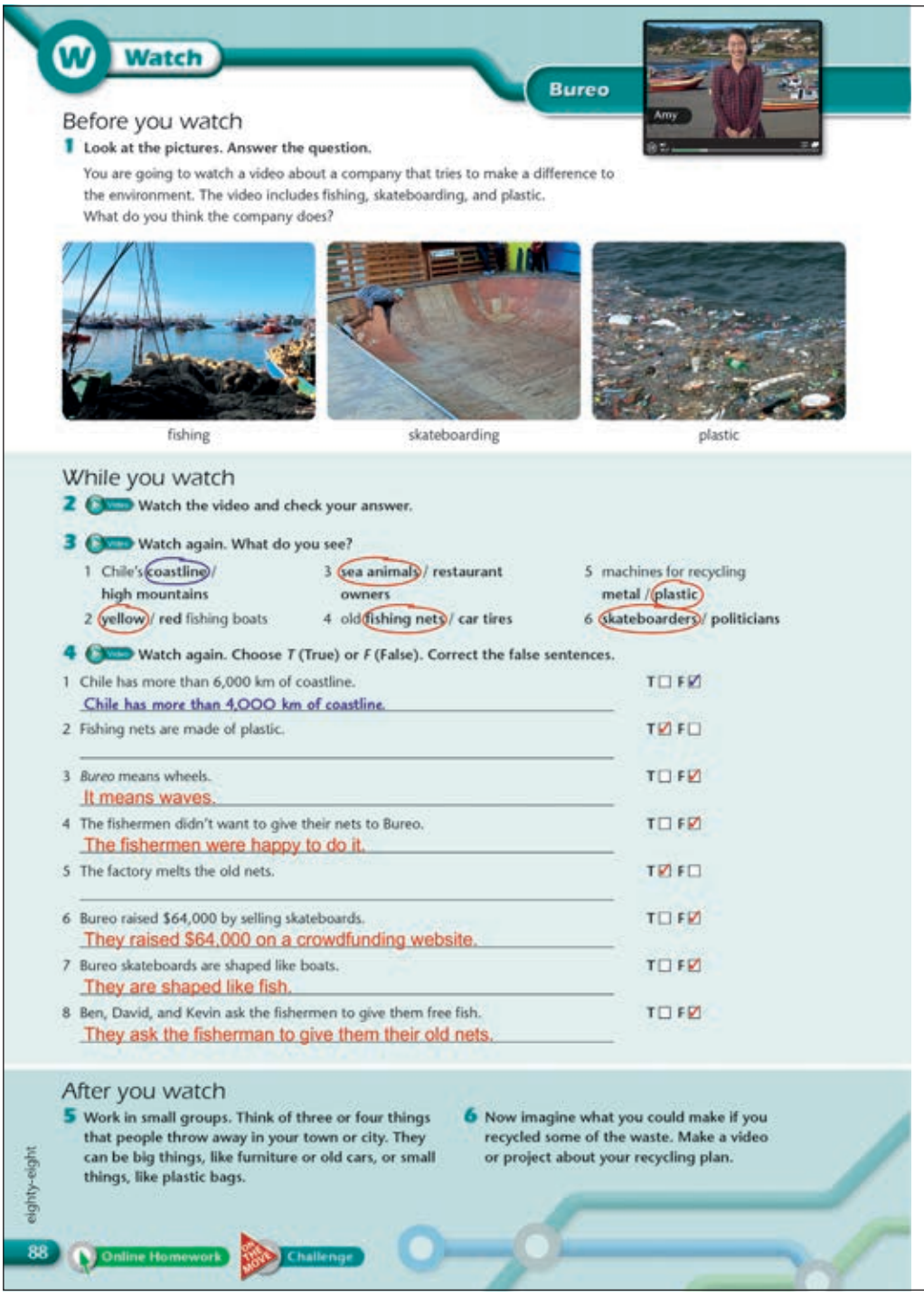
4 Video

- Allow students time to read the sentences.
- Play the video and ask students to watch and then decide if the sentences are true or false, and correct the false sentences.
- Check answers with the class.

After you watch

5

- Put students into small groups. Ask them to discuss what things people throw away in their town.



Watch

Bureo

Before you watch

1 Look at the pictures. Answer the question.

You are going to watch a video about a company that tries to make a difference to the environment. The video includes fishing, skateboarding, and plastic. What do you think the company does?

fishing | skateboarding | plastic

While you watch

2 Watch the video and check your answer.

3 Watch again. What do you see?

1 Chile's coastline / high mountains
2 yellow / red fishing boats
3 sea animals / restaurant owners
4 old fishing nets / car tires
5 machines for recycling metal / plastic
6 skateboarders / politicians

4 Watch again. Choose T (True) or F (False). Correct the false sentences.

1 Chile has more than 6,000 km of coastline. T☐ F☑
Chile has more than 4,000 km of coastline.
2 Fishing nets are made of plastic. T☑ F☐
3 *Bureo* means wheels. T☐ F☑
It means waves.
4 The fishermen didn't want to give their nets to Bureo. T☐ F☑
The fishermen were happy to do it.
5 The factory melts the old nets. T☑ F☐
6 Bureo raised $64,000 by selling skateboards. T☐ F☑
They raised $64,000 on a crowdfunding website.
7 Bureo skateboards are shaped like boats. T☐ F☑
They are shaped like fish.
8 Ben, David, and Kevin ask the fishermen to give them free fish. T☐ F☑
They ask the fisherman to give them their old nets.

After you watch

5 Work in small groups. Think of three or four things that people throw away in your town or city. They can be big things, like furniture or old cars, or small things, like plastic bags.

6 Now imagine what you could make if you recycled some of the waste. Make a video or project about your recycling plan.

eighty-eight 88 Online Homework On the Move Challenge

- 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 make their recycling plan. Monitor and help with ideas and vocabulary while they are working.
- Discuss the best way for your students to present their plan, e.g., a video, a presentation, or a poster.
- If students are making a video, they could film it for homework, and film some footage of the problems they hope to solve, and then record a voiceover, like in the video they watched. If they are doing a presentation or poster, they can prepare it on a computer or on paper.
- Ask groups in turn to present their ideas to the class.
- Discuss as a class which plan is most likely to succeed and why.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 7
On the Move Challenge

8 Creativity

Grammar
- Relative clauses
- Subject and object questions

Vocabulary
- Creativity: adjectives
- Creativity: verbs

Skills
- **Reading:** But is it art?; Teen creators
- **Listening:** On the radio; Creative people
- **Speaking:** Talking about likes and dislikes

Reading skill
- Looking at the questions before you read

Values and cross-curricular topics
- Creativity
- The arts
- Human achievement
- Recognizing other people's talent

- 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.

Warm-up video

Video

- Read out the title of the unit, *Creativity*, and elicit or explain the meaning. Elicit some different forms of creativity, e.g., painting, drawing, making things, etc.
- Focus on the picture and ask: *Where are Rob and Tripp? What are they doing?* Elicit a few ideas.
- Read out the speech bubble. Then read out question 1.
- Play the video and ask students to watch and listen and answer the question.
- Check the answer with the class. Then put students into pairs to think of as many uses of a paper clip as they can.
- Elicit ideas from pairs in turn. See who has come up with the most creative and imaginative ideas.

ANSWERS
Students' own answers.

Videoscript

Tripp What's that?
Rob This? It's a brick. A building brick.
T I can see that! What are you doing with it?
R I was using it for a creativity test. It's called the Alternative Uses Test. You have to think of as many possible uses for a brick in one minute.
T As many uses as possible for a brick in one minute? Like what? Building a house?
R No, it has to be just one brick. So, for example, I thought of a step.
T OK, I get it.
R Do you want to try?
T Sure.
R OK. I'll give you one minute. Ready? Go!
Tr Er. A bookend! A doorstop. Er, this is hard! Oh, I know! An anchor for a canoe!
R Original idea! You have three. Not bad!
T Er, you could throw a brick through a window to escape in an emergency … to break the window, I mean. This is getting hard! Oh, I know! A house for insects!
R Clever idea, dude!
T Or something for killing an insect!
R Eew! Tripp! Time's up!
T How did I do?
R You did a good job! You got six …
T So, I'm creative?
Rob/Tripp Yeah!

Practice activity (all classes)
As a class, brainstorm another everyday object that students could use for a creativity test, e.g., a pencil, or a cup. Put students into pairs and give them two minutes to think of as many uses as they can. Ask pairs in turn to tell the class their ideas. See which pair came up with the most imaginative and creative ideas.

Further support
On the Move Video

Vocabulary

Aim

talk about creativity

Optional warm-up

- Ask: *Why were Rob and Tripp thinking about different uses for a brick?* (to find out how creative they are).
- Ask: *What kinds of jobs do creative people do?* Elicit a range of ideas, e.g., artist, writer, designer, architect.
- Tell students they are going to look at some things that creative people have made or done.

1 88

- Focus on the picture and read out the description. Elicit what animals students can see, but don't confirm their answers.
- Play the audio for students to listen and check. Ask who can see both animals now.

ANSWERS

a duck and a rabbit

Audioscript 88

Can you see two animals at the same time in this clever picture? What are they? That's right! You can see a duck AND a rabbit at the same time in this picture. That's pretty cool!

2 89

- Focus on the first picture and point out the example answer.
- Put students into pairs to look at the pictures and complete the descriptions with the correct words. 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 adjectives.
- Play the audio again, pausing after each adjective for students to repeat.

3

- Read out the first description and point out the example answer.
- Ask students to match the remaining adjectives with the descriptions.
- 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.
- Ask some students to tell the class something they learned about their partner.

V Vocabulary

Creativity: adjectives

1 88 Look at the picture and read the description. Then listen and check.

Can you see two animals at the same time in this clever picture? What are they?

2 89 Complete the descriptions. Listen and check.

old-fashioned ~~original~~ recycled strange tiny ancient clever delicate enormous

a

This is an [1] original idea from West Africa. It is a car made from [2] recycled cans.

b

This [3] tiny sculpture by Dalton Ghetti is made from a pencil! Ghetti only works one or two hours every day, so it takes him months to make a sculpture like this.

c

This [4] strange object is an example of "steam punk." It looks like a pair of [5] old-fashioned glasses, but actually it was made recently.

d

Banksy is a street artist who paints pictures with a [6] clever "message." This painting is about art, artists, and their audience – the people who look at art. It's [7] enormous – it's about five meters tall!

e

This vase comes from Greece. It's [8] ancient – about 2,500 years old. It is very [9] delicate, so the archeologists had to be very careful when they found it.

ninety 90

Practice activity (all classes)

Allow students a few minutes to read the descriptions again. Then ask them to close their books and put them into teams.

Read out the descriptions in a random order, leaving out the adjectives, e.g., *This is an idea from West Africa. It is a car made from cans*. In their teams, students try to remember the description with the correct adjectives added. With weaker classes, you could write the adjectives from exercise 2 on the board to help them.

The first team to give the correct description gets a point. Continue until you have practiced all the adjectives. See which team has the most points.

Extension activity (stronger classes)

Put students into pairs or groups. Ask them to design their own creative recycled work of art. You could elicit some ideas of things they could use first, e.g., old car tires, old plastic containers, old candy wrappers, etc.

Monitor and help while students are working. Ask pairs or groups to present their ideas to the class. The class could vote for their favorite idea.

Further support

METRO EXPRESS p.116
Workbook p.W9
Online Homework Unit 8

3 Match the adjectives from exercise 2 with the descriptions.

1 thousands of years old ancient
2 made with skill and intelligence clever
3 easily broken or damaged delicate
4 very big enormous
5 not modern old-fashioned
6 new and interesting original
7 when a material is used again recycled
8 unusual, surprising strange
9 very small tiny

4 Describe the objects and pieces of art using words from exercise 2.

1 This phone is old-fashioned.

2 _____

3 _____

4 _____

Your turn

5 Discuss the questions.

1 What kind of art do you like?
2 Do you like making things? What creative activities do you do?

→ METRO EXPRESS p.116

L Listening

On the radio

1 90 Listen to three short recordings from the radio. Which pictures on page 90 are mentioned?

2 Read the tip.

Tip **Good listeners** try to understand the context of a listening text.

90 What is the context of each recording? Listen again and match the recordings a–c with the contexts 1–5. There are two extra contexts.

1 local news and events c
2 an advertisement a
3 a quiz _____
4 an interview b
5 a play _____

3 90 Listen and choose the correct answers.

1 The Ancient Greece exhibition starts …
a Monday August 26.
(b) Monday August 28.
c Monday August 8.

2 The exhibition includes pottery and …
a flowers.
b street art.
(c) art.

3 The Ancient Greece website at lafayette.net sells …
a ancient objects.
(b) tickets.
c special pottery.

4 Banksy is …
(a) British. b American. c Greek.

5 The art critic says that Banksy's flower painting is …
a clever.
(b) original.
c famous.

6 The New Street Market starts at …
(a) ten o'clock on Saturday.
b ten o'clock on Monday.
c three o'clock on Saturday.

7 The New Street Market sells …
a burgers.
b recycled clothes.
(c) toy cars.

Your turn

4 Discuss which of the things in the recordings you would like to see.

Workbook p.W9 Online Homework

Listening

Aim

listen to radio recordings about art

Warm-up

- Ask: *Do you ever listen to the radio? What kinds of programs do you listen to?* Elicit answers from individual students. Ask: *What other things can you hear on the radio?* Elicit a few ideas. Try to elicit *local news and events, advertisements, quizzes, interviews,* and *plays*.

1 90

- Explain to students that they are going to hear three short recordings from the radio.
- Read out the question. Then play the audio. Students listen and identify the pictures that are mentioned.
- Check the answer with the class.

ANSWER

The Greek vase (e), the Banksy painting (d), and the toy cars (a) are mentioned in the recordings.

Audioscript 90

A

Visit "Ancient Greece," the new exhibition starting Monday August 28 at the Lafayette Gallery in Houston, Texas. Don't miss this major exhibition. It includes pottery, art, and other ancient objects from Classical Greece. Go to lafayette.net for tickets and special offers. That's AncientGreece@lafayette.net.

B

Reporter What can you tell us about Banksy?

Art critic Ten years ago, everyone was talking about the British artist Banksy. He made some really famous paintings. I think that Banksy's clever ideas started a new interest in street art.

R Did Banksy change people's ideas outside the U.K.?

AC Yeah, he's well known now in the States and Europe. This picture of the artist with the flower is enormous. It's a really original idea.

R Yeah, I love it!

C

And finally, I have an e-mail here from the organizers of the New Street Market. It's from ten o'clock this Saturday on the corner of New Street and 23rd Street. They say they sell the best hot dogs and coffee in town, and there are three new stalls that you can check out this month. There's one that is selling sports clothes to raise money for an environmental charity. There's one selling art from West Africa – I think this one sounds pretty cool, actually. They have hundreds of toy cars that are made from recycled cans: the photos are amazing! And the last one is for a homeless charity.

2 90

- Read out the tip with the class. Then allow students time to read through the list of contexts.
- Play the audio again. Students listen and choose the correct context for each recording.
- Check answers with the class.

3 90

- Allow students time to read through the questions and possible answers.
- Play the audio again for students to listen and choose the correct answers. Alternatively, with stronger classes, students could choose the correct answers from memory, and then listen again to check.
- Check answers with the class.

4

- Ask students to talk about which of the things in the recording they would like to see.
- Hold a brief class discussion.

Practice activity (all classes)

Put students into pairs. Ask them to prepare another short radio recording based on one of the other pictures on page 90. You could brainstorm a few ideas first, e.g., an interview with Dalton Ghetti or an advertisement for an exhibition of steampunk objects.

Monitor and help while students are working, and allow students time to practice their recording.

Ask pairs in turn to perform their recording for the class. Other students can listen and guess the context.

Reading

Aim

read and understand a text about art

Warm-up

- Write the word *art* on the board and ask: *What is art?* Elicit a few ideas. Then put students into pairs and give them two minutes to write down as many examples of art as they can.
- Bring students' ideas together in a class discussion. Ask: *Do you know about any more unusual forms of art?* Elicit a few ideas, and tell students they are going to read about some now.

1

- Ask students to look at the pictures and read the title. Put them into pairs to discuss what the title might mean. If students are struggling for ideas, you could ask them to read the introduction. Then discuss the question again.
- Discuss the question as a class.

ANSWERS

Students' own answers.

2 91

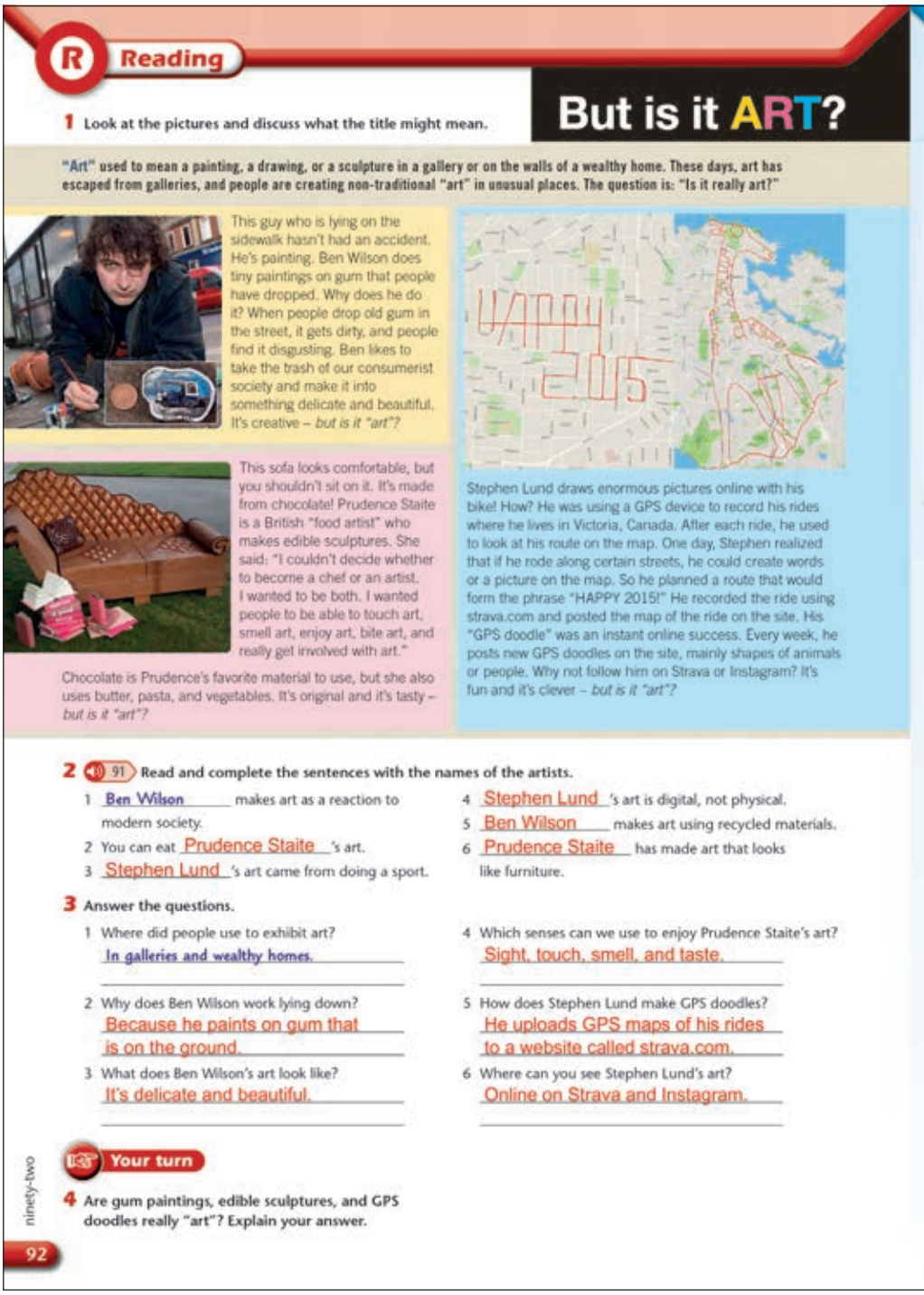
- Check that students understand *GPS*.
- Play the audio for students to read and listen to the text.
- Ask students to complete the sentences with the names of the artists.
- Check answers with the class, referring back to the text to explain the answers.

3

- Ask students to read the text again and answer the questions.
- Check answers with the class, referring back to the text to explain the answers.

4 Your turn

- Students discuss the question in pairs.
- Ask some students to tell the class their ideas. Hold a brief class discussion.



R Reading

But is it ART?

1 Look at the pictures and discuss what the title might mean.

"Art" used to mean a painting, a drawing, or a sculpture in a gallery or on the walls of a wealthy home. These days, art has escaped from galleries, and people are creating non-traditional "art" in unusual places. The question is: "Is it really art?"

This guy who is lying on the sidewalk hasn't had an accident. He's painting. Ben Wilson does tiny paintings on gum that people have dropped. Why does he do it? When people drop old gum in the street, it gets dirty, and people find it disgusting. Ben likes to take the trash of our consumerist society and make it into something delicate and beautiful. It's creative – *but is it "art"?*

This sofa looks comfortable, but you shouldn't sit on it. It's made from chocolate! Prudence Staite is a British "food artist" who makes edible sculptures. She said: "I couldn't decide whether to become a chef or an artist. I wanted to be both. I wanted people to be able to touch art, smell art, enjoy art, bite art, and really get involved with art."

Chocolate is Prudence's favorite material to use, but she also uses butter, pasta, and vegetables. It's original and it's tasty – *but is it "art"?*

Stephen Lund draws enormous pictures online with his bike! How? He was using a GPS device to record his rides where he lives in Victoria, Canada. After each ride, he used to look at his route on the map. One day, Stephen realized that if he rode along certain streets, he could create words or a picture on the map. So he planned a route that would form the phrase "HAPPY 2015!" He recorded the ride using strava.com and posted the map of the ride on the site. His "GPS doodle" was an instant online success. Every week, he posts new GPS doodles on the site, mainly shapes of animals or people. Why not follow him on Strava or Instagram? It's fun and it's clever – *but is it "art"?*

2 91 Read and complete the sentences with the names of the artists.

1 Ben Wilson makes art as a reaction to modern society.
2 You can eat Prudence Staite's art.
3 Stephen Lund's art came from doing a sport.
4 Stephen Lund's art is digital, not physical.
5 Ben Wilson makes art using recycled materials.
6 Prudence Staite has made art that looks like furniture.

3 Answer the questions.

1 Where did people use to exhibit art? In galleries and wealthy homes.
2 Why does Ben Wilson work lying down? Because he paints on gum that is on the ground.
3 What does Ben Wilson's art look like? It's delicate and beautiful.
4 Which senses can we use to enjoy Prudence Staite's art? Sight, touch, smell, and taste.
5 How does Stephen Lund make GPS doodles? He uploads GPS maps of his rides to a website called strava.com.
6 Where can you see Stephen Lund's art? Online on Strava and Instagram.

Your turn

4 Are gum paintings, edible sculptures, and GPS doodles really "art"? Explain your answer.

ninety-two

92

Practice activity (all classes)

Write the following definitions on the board:

1 *horrible (para 1)*
2 *based on buying and using a lot of things (para 1)*
3 *able to be eaten (para 2)*
4 *a rough drawing (para 3)*

Ask students to find words in the text to match the definitions.

Check answers with the class, and check that students understand the words.

ANSWERS

1 disgusting 2 consumerist
3 edible 4 doodle

Extension activity (stronger classes)

Ask: *Which of the three artists would you most like to meet? Why? What questions would you ask them?* Elicit a range of ideas.

Put students into pairs and ask them to prepare a short conversation with one of the artists, talking about their work.

Monitor and help while students are working. Allow students time to practice their conversations. Then ask some pairs to perform their conversations for the class.

ANSWERS

Students' own answers.

G Grammar

Creativity 8

Relative clauses

1 92 **Read about *Little People*. What is it?**

a an artist b an artwork c an art project

LITTLE PEOPLE

Slinkachu is an artist who paints tiny figures of people doing "normal" things, like calling a taxi or going shopping. He puts the figures in places where people can see them, and he takes photographs that almost make the scenes look real. *Little People* is a series of photographs that explores the loneliness of living in a big city.

2 Complete the chart.

who
Slinkachu is an artist. He paints tiny figures of people. Slinkachu is an artist ¹ who paints tiny figures of people.
that
Little People is a series of photographs. It explores the loneliness of living in a big city. *Little People* is a series of photographs ² that explores the loneliness of living in a big city.
where
He puts the figures in places. People can see them there. He puts the figures in places ³ where people can see them.

3 Choose the correct words.

1 Picasso was a Spanish artist who / where lived in France.
2 A studio is a place that / where an artist works.
3 A drawing is a picture that / who is made with a pencil.
4 A sculptor is a person who / where makes sculptures.
5 This is the museum where / that I saw the exhibition.
6 I liked the painting who / that looked like an enormous bird.
7 My uncle was the photographer who / where took these photos.
8 This is the kind of exhibition who / that I love.

4 Complete the text with *who, that, or where*.

Edgar Müller is a German street artist ¹ who is famous for his street art. He paints amazing images of things ² that seem real. Actually, they're clever 3-D illusions ³ that look real from certain angles. He usually draws in streets ⁴ where there is lots of space. This picture shows people ⁵ who are walking along the edge of a street in Geldern, Germany.

5 Complete the sentences with a relative clause.

1 The gallery has a store. We always buy gifts there.
The gallery has a store where we always buy gifts.
2 Alex is my friend. He draws portraits.
Alex is my friend who draws portraits.
3 Cubism is an old-fashioned style of art.
My dad loves it.
Cubism is an old-fashioned style of art that my dad loves.
4 This is a great art shop. I get my paper here.
This is a great art shop where I get my paper.
5 This is the art campaign. I was telling you about it.
This is the art campaign that I was telling you about.

6 Make sentences with relative clauses.

1 artist is a person / paints
An artist is a person who paints.
2 library is a place / you can borrow books
A library is a place where you can borrow books.
3 bicycle is something / you can ride
A bicycle is something that you can ride.
4 an author is someone / write
An author is someone who writes.
5 a book is something / you read
A book is something that you read.

Your turn

7 Make two more sentences with relative clauses.

METRO EXPRESS p.116

ninety-three

Workbook p.W24 Online Homework 93

Grammar

Aim

learn the use of relative clauses

Warm-up

- Write the following gapped sentences on the board:
  1 *The guy ___ is lying on the sidewalk is an artist.*
  2 *He planned a route ___ would form a word.*
- Ask: *Which artists are the sentences about?* (Ben Wilson and Stephen Lund).
- Ask: *What are the missing words?* Elicit a few ideas. Students can check their answers in the text on page 92.
- Focus on the sentences and ask students to translate them into their own language. Ask if they notice any difference between English and their own language.

ANSWERS

1 who 2 that

1 92

- Allow students time to read the question and possible answers.
- Play the audio. Ask students to read and listen to the text, and then choose the correct answer.
- Check the answer with the class.

2

- Ask students 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 all the sentences. Ask students to translate the sentences in the chart into their own language to check understanding.

Usage

We use *who* for people and *that* for things, e.g., *He is an artist who paints pictures. This is a picture that he painted.*

We use *where* for places, e.g., *This is the house where I live.* NOT ~~*This is the house that I live.*~~

3

- Read out the example sentence.
- Ask students to choose the correct words to complete the sentences.
- Check answers with the class.

4

- Ask students to read through the text first for general meaning. Ask: *Where can you see the work in the picture?* (in Germany).
- Students then read the text again and complete it with the correct words.
- Check answers with the class.

5

- Read out the first pair of sentences and the example answer.
- Ask students to complete the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

6

- Read out the first set of prompts and the example answer.
- Ask students to write the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

7 Your turn

- Students can work individually or in pairs to write two more sentences with relative clauses.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS **p.116**
Workbook p.W24
Online Homework Unit 8

Vocabulary

Aim

talk about creativity

Warm-up

- Ask: *Do you like being creative? Or do you know someone who is creative? What kinds of creative things do you/they like doing?*
- Put students into pairs to discuss the questions. Elicit ideas from the class and point out that it is possible to be creative in lots of different ways, e.g., by painting, drawing, cooking, thinking of new ideas, setting up a business, etc.

1 93

- Put students into pairs to look at the pictures and complete the sentences with the correct words. They can use their dictionaries to help if necessary.
- Play the audio for students to listen and check their answers. Check that students understand all the new verbs.
- Play the audio again, pausing after each verb for students to repeat.

2 Your turn

- Students discuss the question in pairs.
- Ask some students to tell the class about their partner's plans.

ANSWERS

Students' own answers.

Further support

***METRO EXPRESS* p.116**
Workbook page W9
Online Homework Unit 8

Listening

Aim

listen to some information about creative people.

1

- Students do the quiz. Encourage them to guess if they don't know the answers.

2 94

- Play the audio. Ask students to listen and check their answers to the quiz.
- Check answers with the class. See who got the most answers right.

Audioscript 94

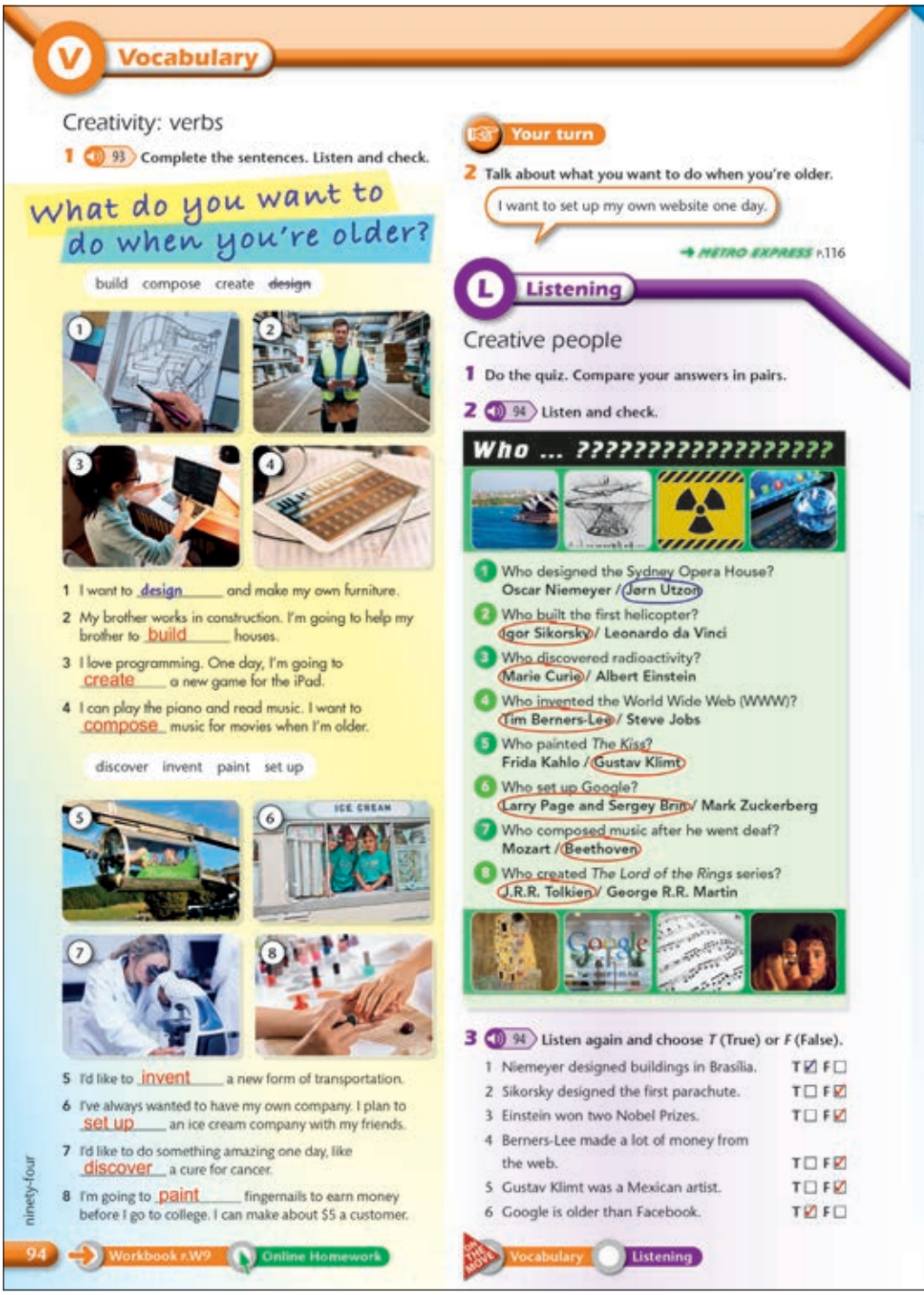
1 Oscar Niemeyer designed over 600 buildings, and his biggest project was designing the center of Brasília, the capital city of Brazil. But the architect who designed the Sydney Opera House was Jørn Utzon, from Denmark. It took fourteen years to build the Sydney Opera House.
2 Leonardo da Vinci is famous for painting the *Mona Lisa*. But did you know he was also a brilliant engineer? He designed a parachute and a helicopter over 500 years ago! Igor Sikorsky built the first helicopter that could fly in 1939.
3 Marie Curie discovered polonium, radium, and radioactivity. She won two Nobel Prizes. Albert Einstein won one Nobel Prize, and he invented the Theory of Relativity.
4 Steve Jobs set up Apple with two friends in 1976. Today, it's the biggest company in the world, but it didn't invent the World Wide Web. Tim Berners-Lee invented that in 1989. Berners-Lee never made money from his invention. He wanted the World Wide Web to be available for free.
5 Frida Kahlo was a Mexican artist who painted from the 1920s until the 1940s. A lot of her paintings were of herself, and she didn't paint *The Kiss*. That's by the Austrian artist Gustav Klimt, who was painting at the end of the 19th century.
6 Mark Zuckerberg set up Facebook in 2004, with four classmates from Harvard University. Larry Page and Sergey Brin set up Google in 1998. Google started as a search engine, but these days it is an enormous technology company.
7 The German composer Ludwig van Beethoven was in his 20s when he started to go deaf. He wrote some of his greatest symphonies after he was completely deaf. The Austrian composer Wolfgang Amadeus Mozart wasn't deaf.
8 J.R.R. Tolkien was a professor at Oxford University in the U.K. when he wrote two of the world's most popular fantasy series. He published *The Hobbit* in the 1930s and *The Lord of the Rings* in the 1950s. There are now movies of these stories, too. George R.R. Martin wrote a series of novels that became the TV series *Game of Thrones*.

3 94

- Allow students time to read the sentences.
- Play the audio again. Students listen and decide if the sentences are true or false. Check answers.

Further support

On the Move Vocabulary Listening



V Vocabulary

Creativity: verbs

1 93 Complete the sentences. Listen and check.

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

build compose create design

1 I want to design and make my own furniture.
2 My brother works in construction. I'm going to help my brother to build houses.
3 I love programming. One day, I'm going to create a new game for the iPad.
4 I can play the piano and read music. I want to compose music for movies when I'm older.

discover invent paint set up

5 I'd like to invent a new form of transportation.
6 I've always wanted to have my own company. I plan to set up an ice cream company with my friends.
7 I'd like to do something amazing one day, like discover a cure for cancer.
8 I'm going to paint fingernails to earn money before I go to college. I can make about $5 a customer.

Your turn

2 Talk about what you want to do when you're older.

I want to set up my own website one day.

→ METRO EXPRESS p.116

L Listening

Creative people

1 Do the quiz. Compare your answers in pairs.

2 94 Listen and check.

Who ... ??????????????????

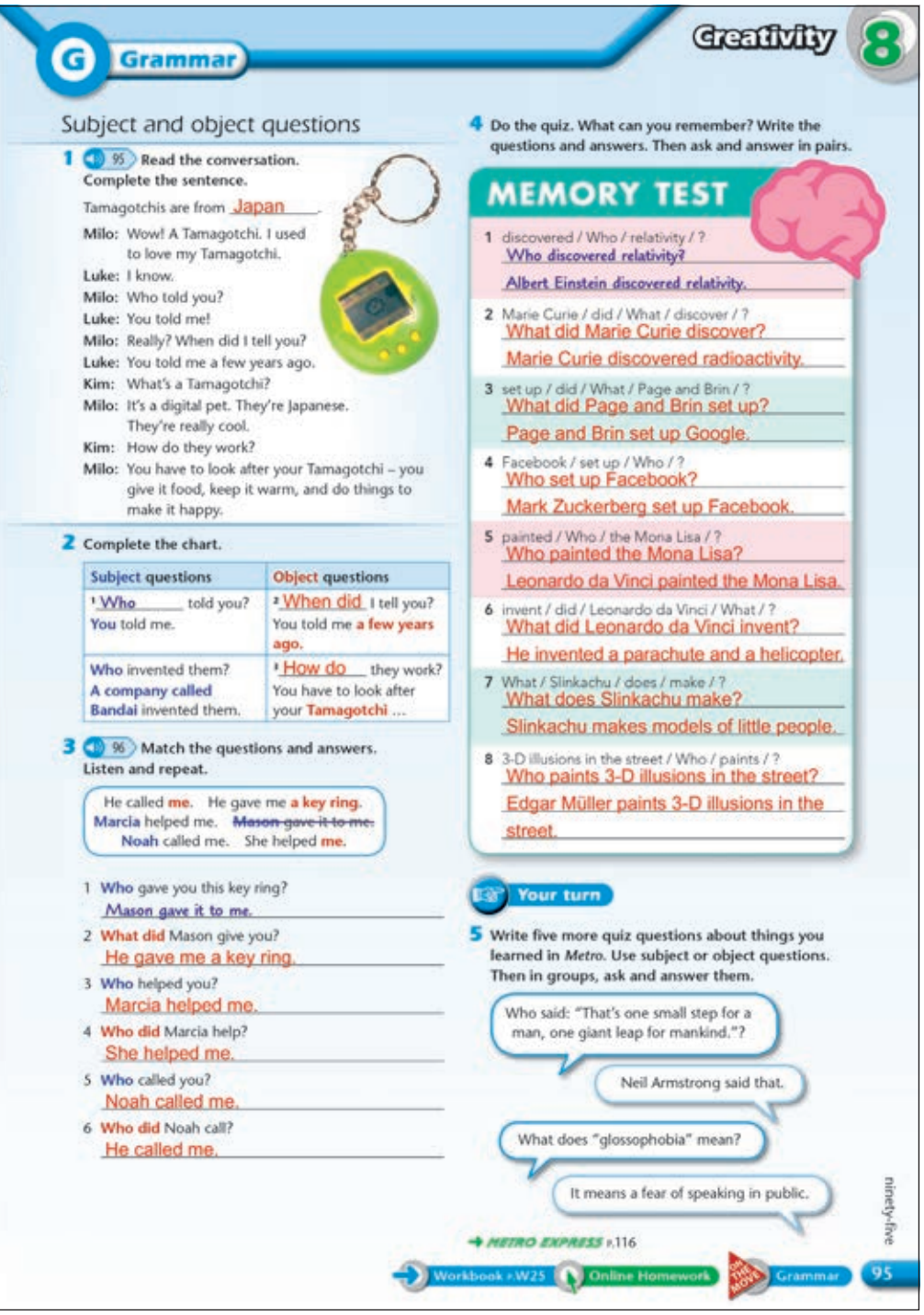
1 Who designed the Sydney Opera House? Oscar Niemeyer / Jørn Utzon
2 Who built the first helicopter? Igor Sikorsky / Leonardo da Vinci
3 Who discovered radioactivity? Marie Curie / Albert Einstein
4 Who invented the World Wide Web (WWW)? Tim Berners-Lee / Steve Jobs
5 Who painted *The Kiss*? Frida Kahlo / Gustav Klimt
6 Who set up Google? Larry Page and Sergey Brin / Mark Zuckerberg
7 Who composed music after he went deaf? Mozart / Beethoven
8 Who created *The Lord of the Rings* series? J.R.R. Tolkien / George R.R. Martin

3 94 Listen again and choose *T* (True) or *F* (False).

1 Niemeyer designed buildings in Brasília. T ☑ F ☐
2 Sikorsky designed the first parachute. T ☐ F ☑
3 Einstein won two Nobel Prizes. T ☐ F ☑
4 Berners-Lee made a lot of money from the web. T ☐ F ☑
5 Gustav Klimt was a Mexican artist. T ☐ F ☑
6 Google is older than Facebook. T ☑ F ☐

ON THE MOVE Vocabulary Listening

ninety-four 94 Workbook p.W9 Online Homework



Grammar

Creativity 8

Subject and object questions

1 95 **Read the conversation. Complete the sentence.**

Tamagotchis are from Japan.

Milo: Wow! A Tamagotchi. I used to love my Tamagotchi.
Luke: I know.
Milo: Who told you?
Luke: You told me!
Milo: Really? When did I tell you?
Luke: You told me a few years ago.
Kim: What's a Tamagotchi?
Milo: It's a digital pet. They're Japanese. They're really cool.
Kim: How do they work?
Milo: You have to look after your Tamagotchi – you give it food, keep it warm, and do things to make it happy.

2 **Complete the chart.**

Subject questions	Object questions
1 Who told you? You told me.	2 When did I tell you? You told me a few years ago.
Who invented them? A company called Bandai invented them.	3 How do they work? You have to look after your Tamagotchi ...

3 96 **Match the questions and answers. Listen and repeat.**

He called me. He gave me a key ring. Marcia helped me. ~~Mason gave it to me.~~ Noah called me. She helped me.

1 Who gave you this key ring?
Mason gave it to me.
2 What did Mason give you?
He gave me a key ring.
3 Who helped you?
Marcia helped me.
4 Who did Marcia help?
She helped me.
5 Who called you?
Noah called me.
6 Who did Noah call?
He called me.

4 **Do the quiz. What can you remember? Write the questions and answers. Then ask and answer in pairs.**

MEMORY TEST

1 discovered / Who / relativity / ?
Who discovered relativity?
Albert Einstein discovered relativity.
2 Marie Curie / did / What / discover / ?
What did Marie Curie discover?
Marie Curie discovered radioactivity.
3 set up / did / What / Page and Brin / ?
What did Page and Brin set up?
Page and Brin set up Google.
4 Facebook / set up / Who / ?
Who set up Facebook?
Mark Zuckerberg set up Facebook.
5 painted / Who / the Mona Lisa / ?
Who painted the Mona Lisa?
Leonardo da Vinci painted the Mona Lisa.
6 invent / did / Leonardo da Vinci / What / ?
What did Leonardo da Vinci invent?
He invented a parachute and a helicopter.
7 What / Slinkachu / does / make / ?
What does Slinkachu make?
Slinkachu makes models of little people.
8 3-D illusions in the street / Who / paints / ?
Who paints 3-D illusions in the street?
Edgar Müller paints 3-D illusions in the street.

Your turn

5 **Write five more quiz questions about things you learned in *Metro*. Use subject or object questions. Then in groups, ask and answer them.**

Who said: "That's one small step for a man, one giant leap for mankind."?
Neil Armstrong said that.
What does "glossophobia" mean?
It means a fear of speaking in public.

METRO EXPRESS p.116

Workbook p.W25 | Online Homework | On the Move Grammar | 95

ninety-five

Grammar

Aim

learn subject and object questions

Warm-up

- With books closed, write the following questions on the board:
  1 *Who built the first helicopter?*
  2 *What did Marie Curie discover?*
- See if students can remember the answers to the questions. They can check their answers on page 94 (Leonardo da Vinci; radioactivity).
- Focus on the questions and underline the verbs. Ask students what they notice about the questions. Ask: *Do they use the same word order? What is different about them?* Elicit a few ideas, but don't give a full explanation at this stage.
- Ask students to translate the questions into their own language.

1 95

- Allow students time to read the conversation, and then play the audio. Ask students to read and listen to the conversation, and complete the sentence.
- Check answers with the class.

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

We use a subject question when we are asking about the subject of a question, e.g., *Who ate the cake? Sam ate the cake.*

We use an object question when we are asking about the object of a question, e.g., *What did Sam eat? He ate the cake.*

In subject questions, we use the same word order and verb forms as in affirmative sentences, e.g., *Max painted it. / Who painted it?*

In object questions, we use an auxiliary verb and the infinitive form of the verb, e.g., *What did he paint? He painted a picture.*

3 96

- Read out the example question and answer.
- Students match the questions and answers.
- Play the audio for students to listen and check their answers.
- Play the audio again, pausing for students to repeat.

Practice activity (all classes)

Ask students to close their books, and put them into pairs.

Read out the answers from exercise 3, stressing the subject or object that the question is about, e.g., ***Marcia** helped me.* Students race to give the correct question.

ANSWERS
Students' own answers.

4

- Read out the example question and answer. Point out that the questions refer back to the quiz students did on page 94.
- Ask students to write the questions first.
- Check these with the class. Then ask students to write the answers from memory, without looking back at page 94.
- Put students into pairs to ask and answer the questions. They can then check their answers on page 94.
- Ask who remembered all the answers.

5 Your turn

- Put students into pairs to write five more quiz questions. Explain they can look back through their books to find things to ask about. Encourage them to use a mixture of subject and object questions. Monitor and help while they are working, and make sure all their questions are correct. Remind them to note down the answers!
- Put pairs together into groups of four to ask and answer their questions.
- Ask how many questions students managed to answer correctly.

Further support
***METRO EXPRESS* p.116**
Workbook p.W25
Online Homework Unit 8
On the Move Grammar
Pronunciation Classroom Presentation Tool

Speaking

Aim

talk about likes and dislikes

Warm-up

- Write on the board: *car, steampunk object, sculpture made from a pencil, piece of street art,* and *vase*.
- Elicit that these are all things that students looked at earlier in this unit.
- Tell students that they learned nine adjectives to describe these things. Put them into pairs and give them two minutes to remember as many of the adjectives as they can.
- Elicit adjectives from the class and write them on the board. Make sure students understand them all. Students can look back at page 90 if they have missed any.

1 97

- Refer students back to page 90.
- Play the audio. Students listen and answer the questions.
- Check answers with the class and check that students understand all the adjectives.

ANSWERS

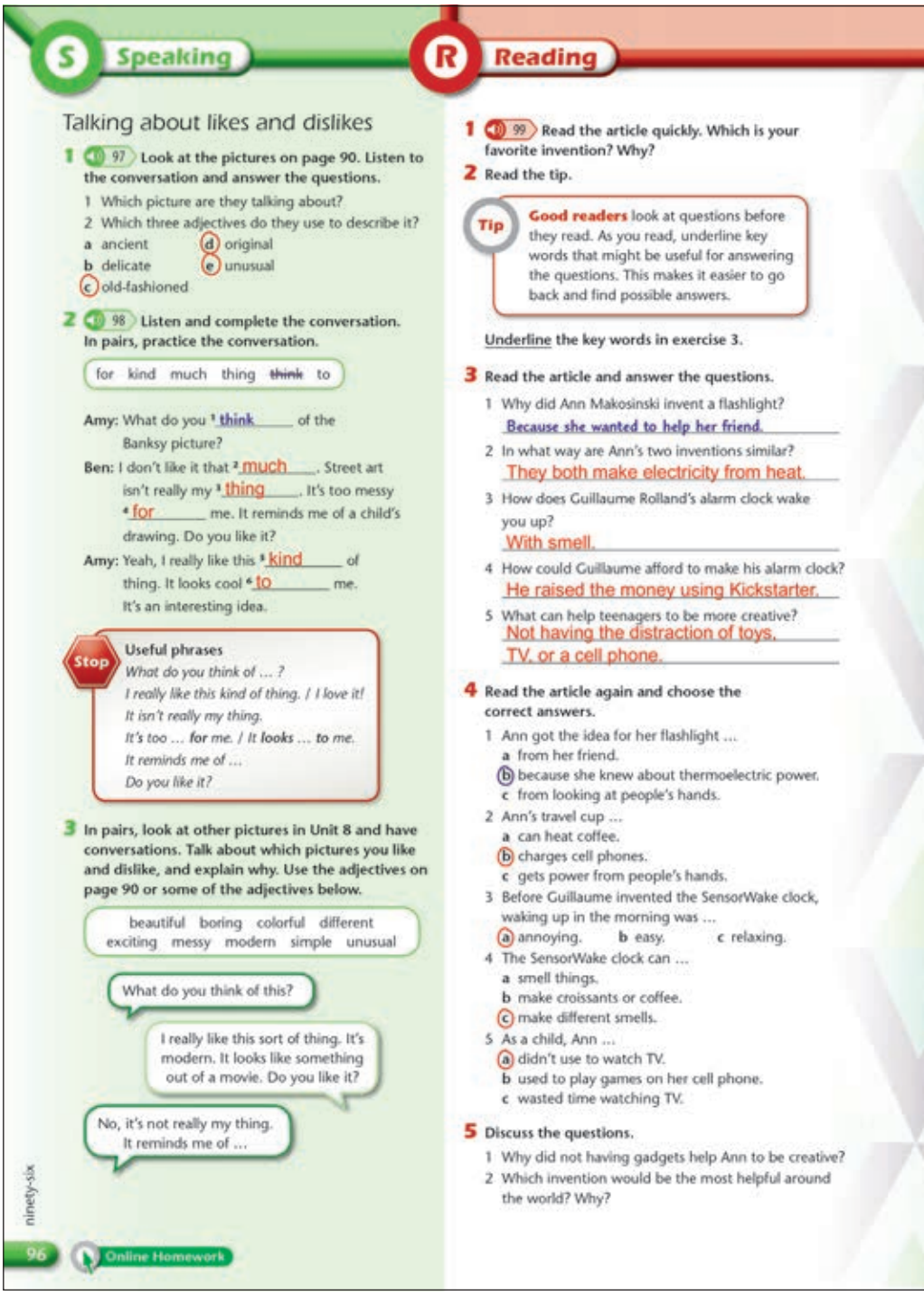
1 Picture c: the "steampunk" glasses
2 unusual, original, old-fashioned

Audioscript 97

Amy What do you think of this?
Ben I really like this kind of thing. It's unusual and original. It looks like something out of a science-fiction movie. Do you like it?
A No, it's not really my thing. It looks too old-fashioned for me. And I'm not sure what it is … can you wear them?

2 98

- Allow students time to read through the gapped conversation.
- Play the audio and ask students to listen and read, and complete the conversation with the correct words.
- Read through the information in the *Stop* box with the class, and make sure students understand all the phrases.
- Play the audio again, pausing after some of the phrases 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.



S Speaking

Talking about likes and dislikes

1 97 Look at the pictures on page 90. Listen to the conversation and answer the questions.
1 Which picture are they talking about?
2 Which three adjectives do they use to describe it?
a ancient d original
b delicate e unusual
c old-fashioned

2 98 Listen and complete the conversation. In pairs, practice the conversation.

for kind much thing ~~think~~ to

Amy: What do you [1] think of the Banksy picture?
Ben: I don't like it that [2] much. Street art isn't really my [3] thing. It's too messy [4] for me. It reminds me of a child's drawing. Do you like it?
Amy: Yeah, I really like this [5] kind of thing. It looks cool [6] to me. It's an interesting idea.

Stop
Useful phrases
What do you think of … ?
I really like this kind of thing. / I love it!
It isn't really my thing.
It's too … for me. / It looks … to me.
It reminds me of …
Do you like it?

3 In pairs, look at other pictures in Unit 8 and have conversations. Talk about which pictures you like and dislike, and explain why. Use the adjectives on page 90 or some of the adjectives below.

beautiful boring colorful different exciting messy modern simple unusual

What do you think of this?
I really like this sort of thing. It's modern. It looks like something out of a movie. Do you like it?
No, it's not really my thing. It reminds me of …

ninety-six 96 Online Homework

R Reading

1 99 Read the article quickly. Which is your favorite invention? Why?
2 Read the tip.

Tip
Good readers look at questions before they read. As you read, underline key words that might be useful for answering the questions. This makes it easier to go back and find possible answers.

Underline the key words in exercise 3.

3 Read the article and answer the questions.
1 Why did Ann Makosinski invent a flashlight? Because she wanted to help her friend.
2 In what way are Ann's two inventions similar? They both make electricity from heat.
3 How does Guillaume Rolland's alarm clock wake you up? With smell.
4 How could Guillaume afford to make his alarm clock? He raised the money using Kickstarter.
5 What can help teenagers to be more creative? Not having the distraction of toys, TV, or a cell phone.

4 Read the article again and choose the correct answers.
1 Ann got the idea for her flashlight …
a from her friend.
b because she knew about thermoelectric power.
c from looking at people's hands.
2 Ann's travel cup …
a can heat coffee.
b charges cell phones.
c gets power from people's hands.
3 Before Guillaume invented the SensorWake clock, waking up in the morning was …
a annoying. b easy. c relaxing.
4 The SensorWake clock can …
a smell things.
b make croissants or coffee.
c make different smells.
5 As a child, Ann …
a didn't use to watch TV.
b used to play games on her cell phone.
c wasted time watching TV.

5 Discuss the questions.
1 Why did not having gadgets help Ann to be creative?
2 Which invention would be the most helpful around the world? Why?

Support activity (weaker classes)

As a class, choose a picture from the unit to talk about. Ask: *What do you think of this?* Write it on the board. Elicit some possible answers and gradually build up a model conversation on the board.

Students can then work in pairs to practice this conversation before they move on to the freer practice.

ANSWERS

Students' own answers.

3

- Make sure students understand all the adjectives in the box.
- Ask two students to read out the example dialogue.
- Model the activity with a confident student, using a picture from page 90.
- Students then work in pairs to have conversations about pictures in the unit.
- Monitor while they are working, and correct any errors in a feedback session at the end.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 8

TEEN CREATORS

Some evidence shows that teenage brains are the most creative! But it's hard to be creative when you are a busy student. Today, we meet two young people who invented incredible things while they were still at high school.

Ann Makosinski was chatting one day with her friend from the Philippines. Her friend was worried because she wanted to study in the evenings, but there was no power at home. Ann decided to help. She remembered someone telling her that people are like "walking 100 W light bulbs" because of thermoelectric power (the energy and heat in their bodies). This gave her the idea of a flashlight that works on thermoelectric power. Her clever design uses the heat of a person's hand on the flashlight to produce electricity. Ann was 16 when she won an award for her invention, and since then she has also invented a travel cup phone charger. It uses the heat from the coffee to power a cell phone.

French student Guillaume Rolland couldn't wake up for school one day, and his noisy alarm clock made him feel stressed! He wanted to wake up feeling relaxed, so he decided to invent a new alarm clock. Instead of waking you up with loud noises, his SensorWake clock wakes you up with a smell!

He developed the idea in his parents' garage in Nantes, France, and raised money online, using a crowdfunding website called Kickstarter. Now he's set up his own company that builds and sells the clocks. You put a smell capsule into SensorWake, and it releases your favorite scent when it's time to wake up: chocolate, peppermint, coffee, croissants, or even grass!

So, how can teenagers be more creative? It's surprising, but sometimes feeling bored can increase your creativity! When Ann was younger, her parents didn't use to give her toys or let her watch TV, and as a teenager, she wasn't allowed to have a cell phone. "My parents didn't want me distracted and playing games on it because that would be wasting time," Ann said. "Not being given everything encourages you to create. That was one of the first steps for me learning to invent things."

Ann Makosinski

Guillaume Rolland

Writing p.108 Workbook p.W33 Online Homework

Reading

Aim

read a text about teenage creators, and practice looking at the questions about a text before you read

Warm-up

- Read out the title of the text and ask: *Do you know any teenagers who are very creative and have created something new?*
- Focus on the pictures and ask: *What do you think these two teenagers have created?* Elicit a few ideas, but don't confirm them.

1 99

- Read out the questions. Then play the audio. Ask students to read and listen to the article.
- Elicit what each teenager has invented. Then ask: *Which is your favorite invention? Why?* Elicit a range of answers.

2

- Read out the tip with the class and elicit that key words are important words that carry the main meaning in a sentence.
- Ask students to read the questions in exercise 3 and underline the key words.
- Check answers with the class.

ANSWERS

1 why, invent, flashlight
2 way, inventions, similar
3 how, clock, wake you up
4 how, afford, make alarm clock
5 help, teenagers, creative

3

- Ask students to read the article again and answer the questions.
- Check answers with the class.
- Ask students whether looking at the key words first helped them to find the answers.

4

- Ask students to read the article and choose the correct answers.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5

- Allow students time to read the questions individually and think about their answers.
- Put students into pairs to discuss the questions.
- Ask pairs in turn to tell the class some of their ideas.

Extension activity (stronger classes)

Put students into pairs. Point out that both Ann and Guillaume invented something new to solve a particular problem. Ask: *What problems would you like to solve?* Elicit some ideas and make notes on the board. Ask more questions if students are struggling for ideas, e.g., *What about something to help with homework? What about something to help make you food?*

Put students into pairs and ask them to invent something new. Encourage them to use their imaginations and be creative!

Monitor and help while students are working. Ask pairs in turn to present their new inventions to the class. You could have a class vote to choose students' favorite invention.

ANSWERS

Students' own answers.

Further support

Writing p.108
Workbook p.W33
Online Homework Unit 8

Watch

Before you watch

About the video

The video focuses on street art. It shows some famous works by street artists such as Banksy, and then shows the business Graffiti Life, a company in London that produces street art for businesses. It shows different aspects of the company's work, including painting classes for young people.

1

- Put students into pairs to look at the pictures and match them with the descriptions.
- Check answers with the class, and check that students understand *graffiti*.

2

- Put students into pairs to discuss the questions.
- Discuss the answers as a class.

While you watch

3 Video

- Allow students time to read through the list of things. Make sure they understand everything.
- Play the preview 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.

4 Video

- Allow students time to read the sentences.
- Play the video and ask students to watch and choose the correct words to complete the sentences.
- Check answers with the class.

Videoscript see TG p.128

5 Video

- Allow students time to read 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

6

- Put students into pairs to discuss the questions.
- Elicit some answers from individual students. Then discuss as a class where there is graffiti that students would like to remove, and where it could improve their town or city.

ANSWERS

Students' own answers.

7

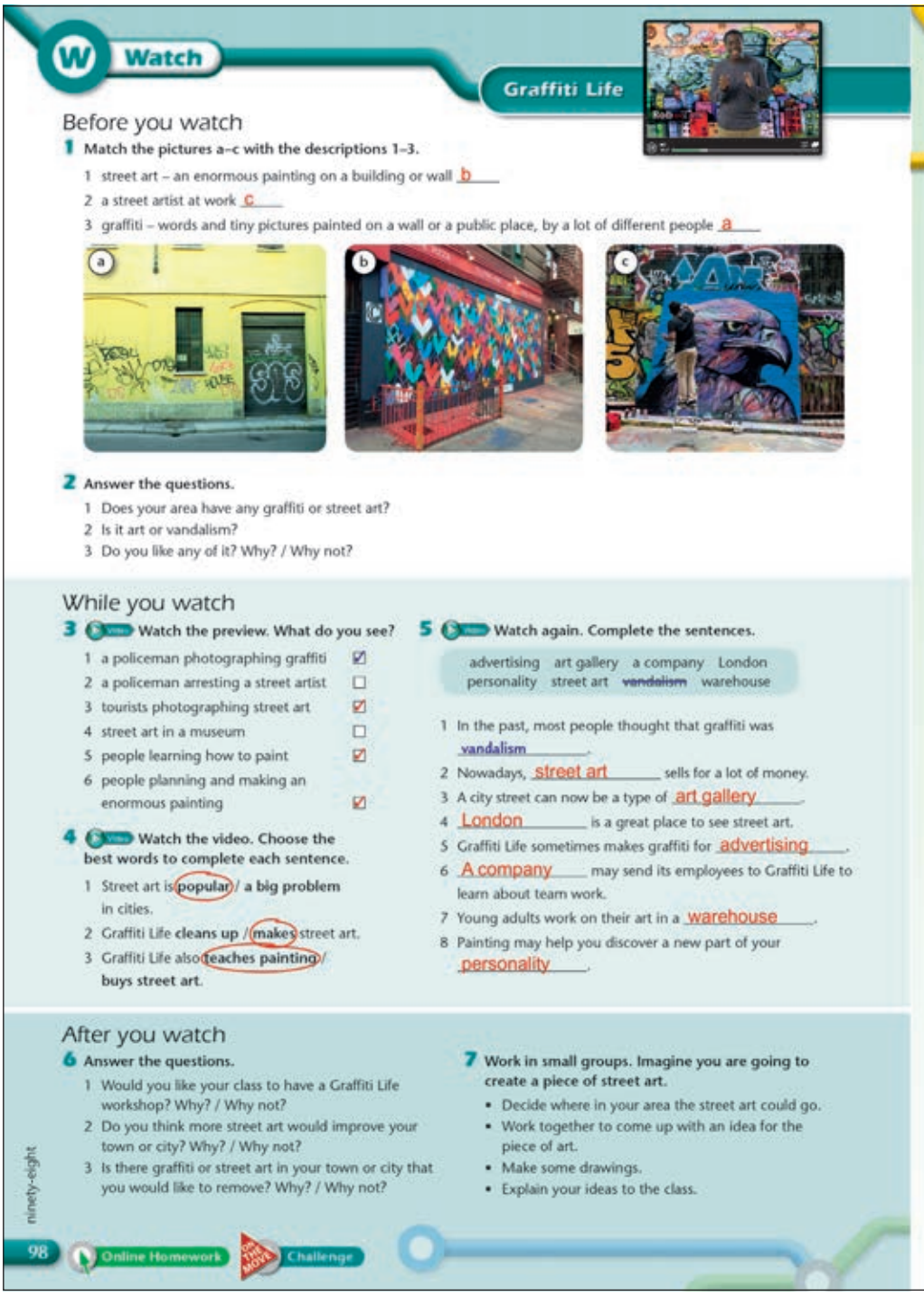
- Read out the task and explain that students must design a piece of street art that will improve a part of their town or city.
- Put students into groups. Discuss as a class the best way for students to prepare and present their ideas, e.g., in a computer presentation or using hand drawings.
- Allow students time to prepare their ideas and do their drawings. Monitor and help while they are working.
- Ask groups in turn to show their ideas to the class.
- Ask: *Which idea would most improve your town or city? Why?* Discuss the questions as a class.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 8
On the Move Challenge



W Watch

Graffiti Life

Before you watch

1 Match the pictures a–c with the descriptions 1–3.

1 street art – an enormous painting on a building or wall b
2 a street artist at work c
3 graffiti – words and tiny pictures painted on a wall or a public place, by a lot of different people a

2 Answer the questions.

1 Does your area have any graffiti or street art?
2 Is it art or vandalism?
3 Do you like any of it? Why? / Why not?

While you watch

3 Watch the preview. What do you see?

1 a policeman photographing graffiti ☑
2 a policeman arresting a street artist ☐
3 tourists photographing street art ☑
4 street art in a museum ☐
5 people learning how to paint ☑
6 people planning and making an enormous painting ☑

4 Watch the video. Choose the best words to complete each sentence.

1 Street art is popular / a big problem in cities.
2 Graffiti Life cleans up / makes street art.
3 Graffiti Life also teaches painting / buys street art.

5 Watch again. Complete the sentences.

advertising art gallery a company London personality street art ~~vandalism~~ warehouse

1 In the past, most people thought that graffiti was vandalism.
2 Nowadays, street art sells for a lot of money.
3 A city street can now be a type of art gallery.
4 London is a great place to see street art.
5 Graffiti Life sometimes makes graffiti for advertising.
6 A company may send its employees to Graffiti Life to learn about team work.
7 Young adults work on their art in a warehouse.
8 Painting may help you discover a new part of your personality.

After you watch

6 Answer the questions.

1 Would you like your class to have a Graffiti Life workshop? Why? / Why not?
2 Do you think more street art would improve your town or city? Why? / Why not?
3 Is there graffiti or street art in your town or city that you would like to remove? Why? / Why not?

7 Work in small groups. Imagine you are going to create a piece of street art.

- Decide where in your area the street art could go.
- Work together to come up with an idea for the piece of art.
- Make some drawings.
- Explain your ideas to the class.

ninety-eight 98 Online Homework On the Move Challenge

Review D

Vocabulary

1 Complete the sentences about positive actions.

1 There are a lot of dirty dishes here. Can I g ive you a h and?
2 The floods in India are awful. We're going to r aise some money and d onate it to an aid organization.
3 "Can you come home now?" "Sure. I'm at the beach. We had a cookout. We need to p ick u p our litter and then I can go."
4 My uncle needs to go out so I'm going to l ook a fter my baby cousin.
5 If the school asks for help with sports day, will you v olunteer?
6 There was a problem with traffic in our street, so the residents' association decided to s tart a campaign to make it safer.

2 Read the sentences. The words for people or places you might help are in the wrong places. Write the correct words.

1 I like ~~thrift stores~~ that campaign against nuclear power. environmental organizations
2 My mom borrowed an umbrella from our ~~animal shelters~~ who live next door. neighbors
3 I didn't score, but one of my ~~strangers~~, Sara, scored three goals. teammates
4 Mr. Lee told the children not to talk to ~~environmental organizations~~. strangers
5 Do you like my jacket? I bought it in one of the ~~neighbors~~ for 99¢! thrift stores
6 My sister found a lost dog so she called a few ~~teammates~~. animal shelters

3 Complete the texts with the creativity adjectives.

~~ancient~~ delicate strange

This is an [1] ancient wall painting from the tomb of Nebamun in Thebes, Egypt. When they removed it from the tomb, it broke around the edges because it is very [2] delicate. The painting shows men with horses and two-wheeled "chariots". The [3] strange letters are "hieroglyphs", a writing system used in Egypt 2,000–4,000 years ago.

clever enormous tiny

In 2016, *Solar Impulse 2* became the first solar-powered plane to fly around the world. It has [4] enormous wings of 72 m, only a little smaller than the wings of an Airbus A380! Its [5] clever technology uses 17,000 [6] tiny solar cells to power four engines.

4 Complete the sentences with the simple past form of the creativity verbs.

build compose ~~discover~~ invent paint set up

1 Isaac Newton discovered gravity in the 1680s, after he watched an apple fall from a tree.
2 The ancient Egyptians built the Great Pyramid at Giza 4,500 years ago.
3 Taylor Swift composed *We Are Never Ever Getting Back Together* in just 25 minutes!
4 Google invented driverless cars in 2012.
5 Picasso painted and drew over 13,500 pictures.
6 The international community set up the United Nations in 1945.

Grammar

1 Read the imaginary situations. Write questions with *would*. Then write your own answers.

1 There's a lot of litter in the yard at your school. what / you / do?
Q: What would you do?
A: I'd pick up the litter at break times.
2 You see a homeless woman outside a food store. you / give her some money?
Q: Would you give her some money?
A: Yes, I would. / No, I wouldn't.
3 Your friend has just lost his wallet. what / say?
Q: What would you say?
A: I'd say ...
4 You see an old man trying to open a store door. you / offer to open it for him?
Q: Would you offer to open it for him?
A: Yes, I would. / No, I wouldn't.
5 Congratulations! You've won $500. how / spend it?
Q: How would you spend it?
A: I'd spend it on ...

ninety-nine

99

(build, set) *What is their simple past form?* (built, set).

- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class, and check that students understand all the verbs.
- Ask students in pairs to write two more true sentences using the verbs. Ask some students to read their sentences to the class.
- Before students move on to the Grammar exercises, point out 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 D

Vocabulary

1

- Read out the first sentence and point out the example answer.
- Ask students to read the sentences and complete them with the words.
- Check answers with the class, and check that students understand all the words. Ask: *Have you ever volunteered anywhere? Have you ever raised money for charity?*

2

- Ask students to read the sentences and correct the mistakes by adding the correct words.
- Check answers with the class, and check that students understand all the words.

3

- Read out the first sentence and point out the example answer.
- Ask students to read the texts and complete them with the correct words.
- Check answers with the class, and check that students understand all the words.
- Ask: *Do you think that solar-powered planes will ever become popular? Why? / Why not?*

4

- Read through the verbs in the box with the class and ask: *Which are irregular?*

Grammar

1

- Read out the example answer and point out that it uses *would* to talk about imaginary situations.
- Ask students to write the questions. Then write answers that are true for them.
- Elicit the correct question forms. Then put students into pairs to ask and answer the questions.
- Ask some students to tell the class something their partner would or wouldn't do.
- If students struggle with this exercise, refer them back to the information on page 83 and go through the main points again with the class.

2

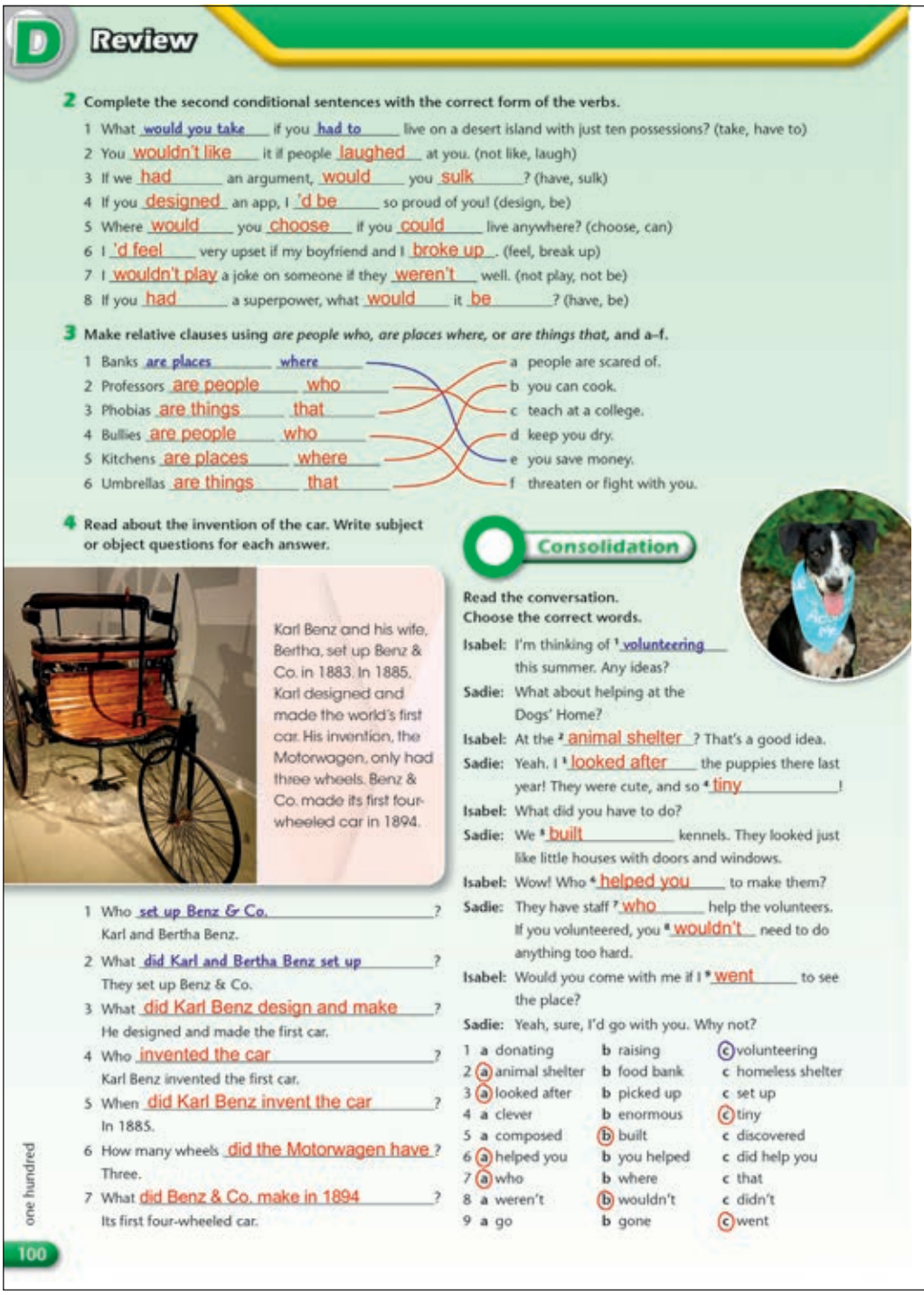
- Read out the example answer. Point out that the sentence uses the second conditional, which we use to talk about imaginary situations.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.
- If students struggle with this exercise, refer them back to 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 match the sentence halves and add the correct relative pronoun.
- Ask students to match the sentence halves and complete them with the correct relative pronouns.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the information on page 93 and go through the main points again with the class.

4

- Ask students to read the text quickly. Ask: *When did the company make its first four-wheeled car?* (1894).
- Read out the first two questions. Elicit which is a subject question and which is an object question. Briefly review the difference between the two with the class.
- Ask students to write the questions. They could work in pairs for this.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the information on page 95 and go through the main points again with the class.



D Review

2 Complete the second conditional sentences with the correct form of the verbs.

1 What would you take if you had to live on a desert island with just ten possessions? (take, have to)
2 You wouldn't like it if people laughed at you. (not like, laugh)
3 If we had an argument, would you sulk? (have, sulk)
4 If you designed an app, I'd be so proud of you! (design, be)
5 Where would you choose if you could live anywhere? (choose, can)
6 I'd feel very upset if my boyfriend and I broke up. (feel, break up)
7 I wouldn't play a joke on someone if they weren't well. (not play, not be)
8 If you had a superpower, what would it be? (have, be)

3 Make relative clauses using *are people who, are places where,* or *are things that,* and a–f.

1 Banks are places where
2 Professors are people who
3 Phobias are things that
4 Bullies are people who
5 Kitchens are places where
6 Umbrellas are things that

a people are scared of.
b you can cook.
c teach at a college.
d keep you dry.
e you save money.
f threaten or fight with you.

4 Read about the invention of the car. Write subject or object questions for each answer.

Karl Benz and his wife, Bertha, set up Benz & Co. in 1883. In 1885, Karl designed and made the world's first car. His invention, the Motorwagen, only had three wheels. Benz & Co. made its first four-wheeled car in 1894.

1 Who set up Benz & Co.? Karl and Bertha Benz.
2 What did Karl and Bertha Benz set up? They set up Benz & Co.
3 What did Karl Benz design and make? He designed and made the first car.
4 Who invented the car? Karl Benz invented the first car.
5 When did Karl Benz invent the car? In 1885.
6 How many wheels did the Motorwagen have? Three.
7 What did Benz & Co. make in 1894? Its first four-wheeled car.

Consolidation

Read the conversation. Choose the correct words.

Isabel: I'm thinking of ¹volunteering this summer. Any ideas?
Sadie: What about helping at the Dogs' Home?
Isabel: At the ²animal shelter? That's a good idea.
Sadie: Yeah. I ³looked after the puppies there last year! They were cute, and so ⁴tiny!
Isabel: What did you have to do?
Sadie: We ⁵built kennels. They looked just like little houses with doors and windows.
Isabel: Wow! Who ⁶helped you to make them?
Sadie: They have staff ⁷who help the volunteers. If you volunteered, you ⁸wouldn't need to do anything too hard.
Isabel: Would you come with me if I ⁹went to see the place?
Sadie: Yeah, sure, I'd go with you. Why not?

1	a donating	b raising	c volunteering
2	a animal shelter	b food bank	c homeless shelter
3	a looked after	b picked up	c set up
4	a clever	b enormous	c tiny
5	a composed	b built	c discovered
6	a helped you	b you helped	c did help you
7	a who	b where	c that
8	a weren't	b wouldn't	c didn't
9	a go	b gone	c went

one hundred 100

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 conversation 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, as this is the end of the book, it would be a good time to look back through the book and review any language points that they still struggle with.

A story about a memorable experience

Writing 1

1 Read the story. Which statement do you think is true?

a Jamie expected to win a prize. b Jamie is a hard-working student. c Jamie doesn't do well in exams.

At the end of every year, there is an awards day at our school. There are awards for students with the highest grades and for different sports. And sometimes there are some more unusual awards, too.

I never win anything. I'm not a bad student. I enjoy school, I always do my homework, study for tests, and I get good grades. I just don't get the top grades.

So I was sitting quietly at the ceremony this year and I was thinking about my vacation. Suddenly I heard my name, and everyone started clapping. "Congratulations!" my best friend shouted proudly. But I was confused. Did I win an award? What for?

I stood up and walked slowly to the front of the room. The principal gave me a certificate. "Would you like to make a speech?" he asked. I shook my head anxiously.

When I sat down, I read the certificate quickly. "This award is for Jamie Price because he always listens to people."

2 Read the story again. Answer the questions.

1 What was the event?
It was an awards day at school.

2 Why was Jamie thinking about something different?
Because he never wins a prize.

3 How did Jamie know he won an award? Give three reasons.
He heard his name.
Everyone started clapping.
His friend shouted "Congratulations!"

4 How do you think he felt when the principal asked him to make a speech? Why?
He probably felt anxious because he didn't know the reason for his prize.

5 Did he make a speech? How do you know?
No, he didn't. When the principal asked him, he shook his head.

6 When did he discover the reason for his award?
When he sat down.

3 Read the tip. Then underline the adverbs of manner in the story.

Tip **Good writers** use adverbs of manner to make their writing more interesting.

4 Complete the sentences with the adverbs.

carefully confidently easily ~~happily~~ quietly

1 "We won!" he shouted happily.
2 I put her phone on the table carefully. I didn't want to break it.
3 "I'm here to see Mr. Taylor," she said loudly and confidently.
4 I passed the test easily with the best grade in the class.
5 I opened the door quietly because I didn't want anyone to hear me.

5 Complete the chart with information about an experience you remember.

What was the event?	
What happened?	
Why do you remember it very well?	
How did you feel during the experience?	

6 Write about your experience.

- Use the chart in exercise 5.
- Use Jamie's text as a model.
- Add some adverbs of manner to make your writing more interesting.

Online Homework

one hundred one 101

Writing 1

A story about a memorable experience

Aim
write a story about a memorable experience
practice using adverbs of manner to make your writing more interesting

Warm-up

- Focus on the picture and ask: *What do you think is happening?* Elicit a few ideas and ask: *How do you think the people are feeling? How would you feel in this situation?* Elicit a range of answers. Ask: *Have you ever had a special experience like this one? What happened?* Elicit a range of answers from individual students.

1

- Read out the question and allow students time to read the three statements.
- Ask students to read the story and choose the correct answer to the question.
- Check the answer with the class.

2

- Ask students to read the story again and answer the questions.
- Allow students time to compare their answers in pairs, then check answers with the class.

3

- Read through the tip with the class. Elicit or explain that adverbs of manner describe how you do something. Elicit or give a few examples of adverbs of manner, e.g., *quickly, slowly, carefully*.
- Ask students to find and underline the adverbs of manner in the story.
- Check answers with the class, and check that students understand all the adverbs.

4

- Read through the adverbs in the box with the class and make sure students understand them all.
- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct adverbs.
- Check answers with the class.

Practice activity (all classes)

Ask students to read the first two paragraphs of the story. Ask: *What verb tenses do they use?* Elicit that they use the simple present because they are talking about things that are true now.

Ask students to read paragraphs 3 and 4 of the story. Ask: *What verb tenses do they use?* Elicit that they use the simple past for the main events in the story, and the past progressive for actions in progress in the past.

Point out that students should think about the tenses they need to use when they write their own story.

5

- Read through the questions in the chart and check that students understand everything.
- Ask students to plan their ideas and make a chart like the one in exercise 5 and complete it with their own ideas.
- With weaker classes, you could copy the chart onto the board and elicit some information from the class to complete it. Students could then use this as an example to help with their own ideas.

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 stories in pairs and check their partner's story against the checklist.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 1

Writing 2

School rules

Aims

write an e-mail to an exchange student

practice using expressions of purpose to give reasons

Warm-up

- Focus on the picture and ask: *Where do you think the students are?* Elicit a few ideas. Ask: *Have you ever been on an exchange visit to a school in another country? Have exchange students ever come to your school?* Elicit a range of answers.
- Encourage students to talk about their experiences if they have been on an exchange visit or talked to exchange students at their school. Ask: *Where would you most like to go on an exchange visit to? Why?* Elicit a range of answers from individual students.

1

- Teach the meaning of *jewelry, ID card,* and *electronic devices*.
- Read out the question. Ask students to read the e-mail and answer the question.
- Check the answer with the class.

2

- Ask students to read the e-mail again and complete the chart.
- Check answers with the class.

3

- Read through the tip with the class. Elicit or explain that expressions of purpose give the reason for something. Give a few examples if necessary, e.g., *I went to the store to buy some milk. Wear a coat so that you don't get cold.*
- Ask students to find and underline the expressions of purpose in the e-mail.
- Check answers with the class.

4

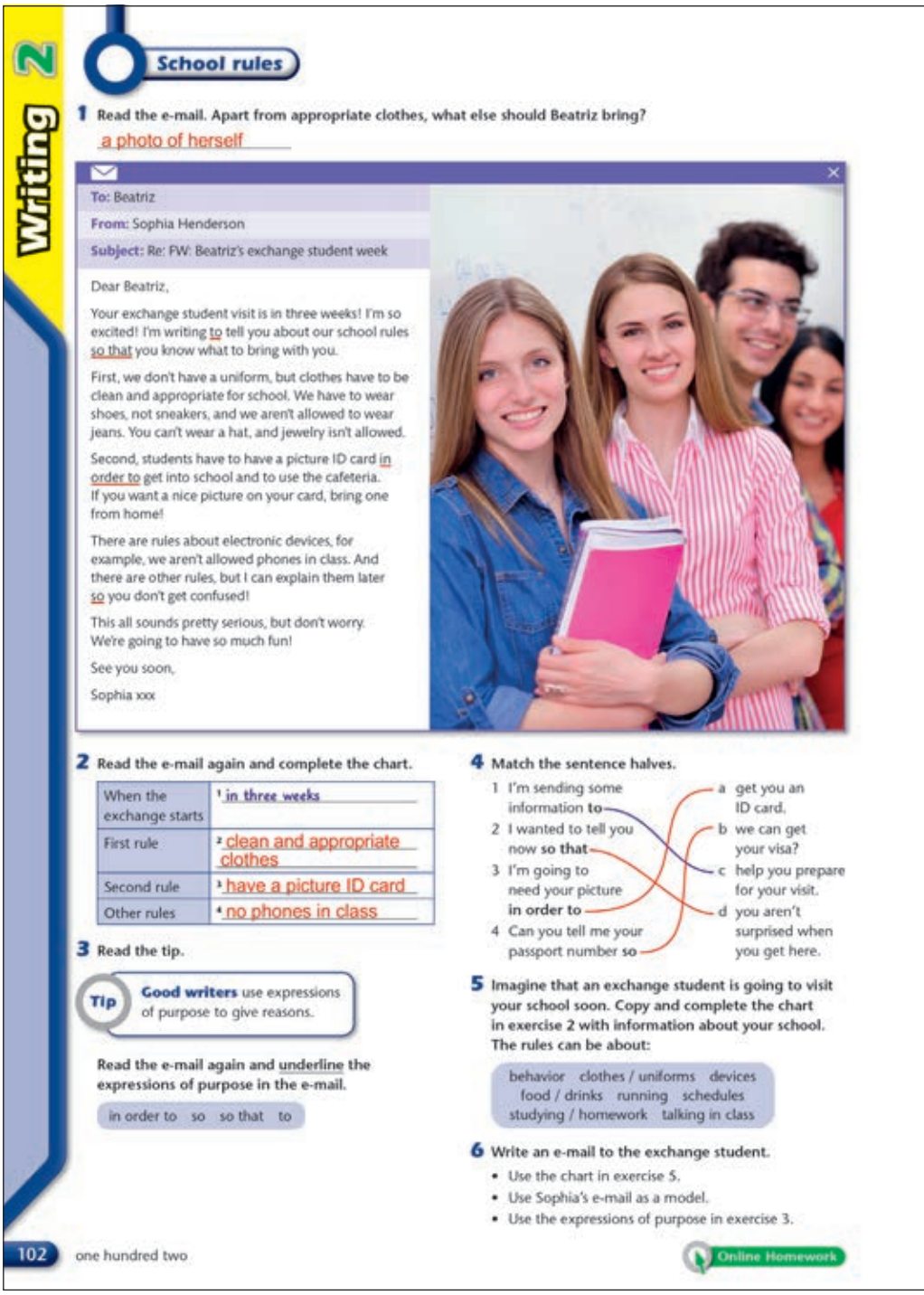
- Ask students to match the sentence halves.
- Check answers with the class.

Practice activity (all classes)

Ask: *Does Sophia sound friendly in her e-mail?* (yes). Ask students to read the e-mail again and find expressions that Sophia uses to sound friendly. Discuss the answers with the class. Encourage students to make their own e-mail sound friendly when they write it.

ANSWERS

I'm so excited! This all sounds pretty serious, but don't worry. We're going to have so much fun! See you soon



Writing 2

School rules

1 Read the e-mail. Apart from appropriate clothes, what else should Beatriz bring?

a photo of herself

To: Beatriz
From: Sophia Henderson
Subject: Re: FW: Beatriz's exchange student week

Dear Beatriz,

Your exchange student visit is in three weeks! I'm so excited! I'm writing to tell you about our school rules so that you know what to bring with you.

First, we don't have a uniform, but clothes have to be clean and appropriate for school. We have to wear shoes, not sneakers, and we aren't allowed to wear jeans. You can't wear a hat, and jewelry isn't allowed.

Second, students have to have a picture ID card in order to get into school and to use the cafeteria. If you want a nice picture on your card, bring one from home!

There are rules about electronic devices, for example, we aren't allowed phones in class. And there are other rules, but I can explain them later so you don't get confused!

This all sounds pretty serious, but don't worry. We're going to have so much fun!

See you soon,

Sophia xxx

2 Read the e-mail again and complete the chart.

When the exchange starts	1 in three weeks
First rule	2 clean and appropriate clothes
Second rule	3 have a picture ID card
Other rules	4 no phones in class

3 Read the tip.

Tip: **Good writers** use expressions of purpose to give reasons.

Read the e-mail again and underline the expressions of purpose in the e-mail.

in order to so so that to

4 Match the sentence halves.

1 I'm sending some information to
2 I wanted to tell you now so that
3 I'm going to need your picture in order to
4 Can you tell me your passport number so

a get you an ID card.
b we can get your visa?
c help you prepare for your visit.
d you aren't surprised when you get here.

5 Imagine that an exchange student is going to visit your school soon. Copy and complete the chart in exercise 2 with information about your school. The rules can be about:

behavior clothes / uniforms devices food / drinks running schedules studying / homework talking in class

6 Write an e-mail to the exchange student.

- Use the chart in exercise 5.
- Use Sophia's e-mail as a model.
- Use the expressions of purpose in exercise 3.

102 one hundred two

Online Homework

5

- Ask students to copy the chart in exercise 2 into their notebooks and complete it with information about their school rules. 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 e-mails. Ask: *Whose e-mail sounds friendly?*

ANSWERS

Students' own answers.

Further support

Online Homework Unit 2

An opinion essay

1 **Read Jack's essay. Write the correct numbers.**

a Paragraphs 2, 3, and 4 make suggestions to help with the problem.

b Paragraph 1 describes the problem.

c Paragraph 5 is the conclusion to the essay.

1 Between 7:30 and 8:00 every morning, over 500 students arrive at our school. Some arrive on foot, and some take the bus, but a lot of students arrive in their parents' cars. The entrance to the school is crowded and dangerous. **Personally, I think** cars are the main problem. **The way I see it**, there are three things we can do.

2 First, we should encourage students to take the bus or walk to school. Driving in cars causes a lot of air pollution in our city, and walking is healthier, too.

3 Second, if students have to come to school by car, **I feel** their parents should park their cars at the end of the street and not near the school entrance.

4 Finally, **in my opinion**, when parents park dangerously in front of the school entrance, they should have to pay some money to the school – a fine.

5 To sum up, cars are making it dangerous for students to enter the school safely in the morning. However, encouraging students to walk to school, or asking parents to park away from the school gates could solve this problem.

by Jack Barker

2 **Read the essay again. Answer the questions.**

1 Which group of students does Jack think are the problem?
Students in their parents' cars.

2 Why is walking to school better than driving?
Cars cause a lot of air pollution and walking is healthier.

3 What is the writer's second suggestion?
Parents should park their cars at the end of the street and not near the school entrance.

4 Which is the worst place that some parents park?
In front of the school entrance.

5 What phrase does Jack use to start his conclusion?
To sum up, ...

3 **Read the tip. Then read the text again and complete the four phrases.**

Tip **Good writers** express their opinions with a variety of phrases.
In my opinion, ...
The way I see *it* ...
I *feel* ...
Personally, *I think* ...

4 **Order the words to complete the sentences.**

a feel / be / there / I / should
I feel there should be enough space for every student to sit down.

b there / Personally, / think / should / I
Personally, I think there should be more places for students to recycle paper.

c can't / we / The / it, / see / I / way
The way I see it, we can't make people pick up their trash.

d we / should / opinion, / my / In
In my opinion, we should encourage young people to do healthy activities.

5 **Match the local problems 1–4 with the sentences a–d in exercise 4.**

1 There aren't many places to play sports in your area. d

2 After the weekend, there is a lot of litter on the beach. c

3 Our school should think more about the environment. b

4 The buses to school are too crowded. a

6 **Plan an essay about a local problem. Use an idea in exercise 5 or one of your own.**

Describe the problem.	
What are your suggestions to change the situation?	

7 **Write an essay about your local problem.**

- Use your plan in exercise 6.
- Use Jack's essay as a model.
- Include a variety of phrases to express your opinion.

Online Homework

one hundred three 103

Writing 3

Writing 3

An opinion essay

Aims
write an opinion essay
practice using a variety of phrases to express your opinion

Warm-up

- Ask: *How do you get to school in the morning?* Elicit a few answers, then ask: *Is the road outside your school busy in the morning, or does it look like the one in the picture? Why? What do you think has happened at this school in the picture?* Elicit a few ideas, but don't confirm them.
- Ask: *Do you think it would be better to have a school without traffic? Why?* Elicit a few answers, and encourage students to express their own opinions.
- Read out the heading, *An opinion essay*, and explain that students are going to practice writing their own opinions.

1

- Allow students time to read through the gapped sentences. Point out the paragraph numbers in red.
- Ask students to read the essay and complete the sentences with the correct paragraph numbers.
- Check answers with the class.

2

- Ask students to read the essay again and answer the questions.
- Check answers with the class.

3

- Read through the tip with the class.
- Ask students to read the essay again and complete the four phrases for expressing opinion.
- Check answers with the class. Point out that for negative opinions we usually use *I don't think* + affirmative verb, e.g., *I don't think people should come to school by car*. NOT ~~*I think people shouldn't come to school by car.*~~

4

- Students order the words to complete the sentences.
- Check answers with the class.

5

- Read out the first sentence and point out that it explains a problem, and sentence *d* in exercise 4 suggests a solution.
- Ask students to match the problems with the solutions.
- Check answers with the class.

Practice activity (all classes)

Ask students to look at the essay in exercise 1 again. Ask: *What words does the writer use at the beginning of each paragraph, to organize the ideas?* Elicit the answers, and suggest that students use these words to organize the ideas in their essays.

ANSWERS
First, Second, Finally, To sum up

6

- Ask students to copy the chart into their notebooks and complete it with information about a problem in their local area, and some suggestions. Students could work in pairs for this.
- With weaker classes, you could copy the chart onto the board and elicit ideas from the class to complete it. Students could then copy it into their notebooks.

ANSWERS
Students' own answers.

7

- 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 essay and check it against the checklist.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 3

Writing 4

Describing pictures

Aims
write a description of a picture
practice using modifiers to add detail to a description

Warm-up

- Focus on the pictures. Describe one of the pictures to the class and get students to guess which one you are describing.
- Put students into pairs. Ask them to take turns to describe one of the pictures to their partner. Their partner guesses which picture they are describing.
- Ask: *Did you find it easy or difficult to describe the picture?* Elicit a few answers, then tell students they are going to practice writing a description of a picture.

1

- Ask students to read the two descriptions and match them with two of the pictures.
- Check answers with the class.

2

- Ask students to read the descriptions again and answer the questions.
- Check answers with the class.

3

- Read through the tip with the class. Elicit that modifiers change the meaning of adjectives slightly to make them stronger or weaker. Give an example, e.g., *I'm tall. I'm pretty tall. I'm very tall. I'm really tall!*
- Ask students to read the descriptions again and underline the modifiers.
- Check answers with the class.

4

- Point out the example answer, and point out the position of *fairly* on the chart.
- Ask students to order the modifiers from weak to strong. They could work in pairs.
- Check answers with the class.

5

- Ask students to read the sentences and choose the correct words.
- Check answers with the class and make sure students understand all the modifiers.

Practice activity (all classes)

Write the following on the board:

1 It ___ be very cold.

2 It ___ be in Brazil.

3 There ___ be something interesting.

4 It ___ continue for a while.

Ask students to look at description 1 again and complete the sentences with the correct modal verbs.

Writing 4

Describing pictures

1 Read the texts and match them with the pictures.

A B C D

1 A street scene D

In this picture, tourists are watching a parade of people in costumes. It's sunny and the tourists are wearing shorts and sunglasses, so it can't be very cold. Some of them are taking pictures and they look like they're having fun. It might be in Brazil or Portugal because the shop's name is in Portuguese. Some people are looking down the street, so there must be something really interesting in the distance. What might happen next? I think that the parade might continue for a while.

Alfie, London

2 A beach scene B

This is a picture of a woman at the beach. She's walking or running by the beach, and her arms are in the air. The birds are flying away, so they might be a bit scared of her, but I don't think she's chasing them. She's smiling, so she must be fairly cheerful. The picture is quite bright so it must be sunny. The woman has long sleeves so it might not be summer yet. What might happen next? I think she's going to meet someone. Maybe they'll have lunch.

Polly, Toronto

2 Answer the questions.

1 What's the weather like in picture D? It must be warm and sunny because the people are wearing shorts and sunglasses.

2 Where is picture D? How do you know? Brazil or Portugal – the shop's name is in Portuguese.

3 What's the weather like in picture B? How do you know? Sunny – the picture is quite bright.

4 How does the woman in picture B feel? Happy / cheerful – she is smiling.

5 In both pictures, what do you think is going to happen next? Why? ___

3 Read the tip.

Tip: **Good writers** use modifiers to add detail to a description.

Read the texts again and underline the modifiers.

a bit ~~fairly~~ not very quite really

4 Order the modifiers from 1 (weak) to 5 (strong).

1 not very > 2 a bit > 3 fairly > 4 quite > 5 really

5 Choose the correct words.

1 I love your dress! It's really / a bit beautiful.

2 Can I open the window? It's a bit / isn't very hot in here.

3 The movie wasn't amazing, but it was fairly / really good.

4 Let's get some food. I'm quite / not very hungry.

6 Plan a description of the other two pictures. Answer the questions for both pictures.

1 Where is the picture? How do you know?

2 Who can you see in the picture?

3 What is the weather like?

4 What is happening in the picture?

5 What do you think might happen next?

7 Write your descriptions.

- Use the descriptions in exercise 1 as a model.
- Use your notes from exercise 6.
- Use modifiers and modals of certainty and possibility.
- Say what you think is going to happen next.

104 one hundred four

Online Homework

Check answers, and elicit that we use *might, can't,* and *must* to speculate on what is happening. Make sure that students understand the different meanings of the modals. Elicit that we can also use *might* if we want to say what we think is going to happen next.

Encourage students to use these modal verbs in their own descriptions.

ANSWERS

1 can't 2 might 3 must 4 might

6

- Ask students to plan their descriptions in their notebooks. Students could work in pairs for this.
- With weaker classes, you could elicit some ideas and make notes on the board. Students could then copy the notes into their notebooks.

ANSWERS

Students' own answers.

7

- 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 description and match it to the correct picture, and then check it against the checklist.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 4

A description of a relationship

1 Read Callum's description of someone he gets along with. What is similar (*S*) and different (*D*) about the boys?

1 their families D
2 their personalities S
3 their ability to play video games D
4 their plans for college D

Joshua is my best friend and he's like a brother to me. I trust him with everything. We met in school, in the 6th grade. Our moms became good friends so we sometimes used to go to Joshua's apartment after classes. We're in 10th grade now.

One reason we get along is our personalities. We're very similar to each other – easygoing, cheerful, and hard-working.

We didn't always get along so well. Unlike me, Joshua has an older brother, and they often used to play video games together. I wasn't as good as him at gaming, and I used to feel really jealous. He used to tease me and we often fell out. That never happens now – but he still wins all the time!

And the future? We haven't decided about college yet. We probably won't go to the same one as Joshua's plans are completely different from mine. He wants to be a doctor and I want to be a software developer. But I think we'll be good friends for a long time.

2 Complete the answers with one word.

1 When and where did you and your friend meet?	We met four years ago at school.
2 Why do you get along?	Our personalities are very similar. We're both easygoing, cheerful, and hard-working.
3 How is your relationship different now from in the past?	Joshua used to tease me and we used to fall out.
4 What about the future?	We will probably go to different colleges, but I think we will be good friends for a long time.

3 Read the tip. Then read the description again and underline the sentences with these phrases.

Tip **Good writers** talk about similarities and differences with phrases like:

similarities	differences
(be) like …	*Unlike me, …*
(be) similar to …	*(be) not as … as …*
	(be) completely different from …

4 Rewrite the sentences with the words.

1 His hobbies aren't similar to mine. (different)
His hobbies are completely different from mine.
2 I'm better at sports than he is. (as)
He isn't as good at sports as I am.
3 Natalie's and my grades are almost the same. (similar)
Natalie's grades are similar to mine.
4 Luis is always cheerful. I am not. (unlike)
Unlike me, Luis is always cheerful.
5 Ruby and I have similar imaginations. (like)
Ruby's imagination is like mine.

5 Plan a description of your relationship with someone you get along with. Copy and complete the chart in exercise 2 for you.

6 Write your description.
- Use your plan in exercise 5.
- Use phrases to describe similarities and differences.
- Add a picture if possible.

Online Homework

one hundred five 105

Writing 5

Writing 5

A description of a relationship

Aims
write a description of a relationship
practice using a range of phrases to talk about similarities and differences

Warm-up

- Ask: *Who are your best friends? Why do you get along with them?* Elicit ideas from individual students and ask more questions to encourage them to say more, e.g., *Do you like the same things? Do you do the same activities? Are your families friends?*
- Read out the heading, *A description of a relationship*, and tell students they are going to write a description of someone they get along well with.

1
- Read out the question.
- Ask students to read the description and answer the questions.
- Check answers with the class.

2
- Ask students to read the descriptions again and complete the answers.
- Check answers with the class.

3
- Read through the tip with the class.
- Ask students to read the description again and underline the sentences with the phrases.
- Check answers with the class, and make sure students understand all the phrases.

4
- Read out the first pair of sentences and point out that the second sentence has a similar meaning to the first.
- Ask students to rewrite the remaining sentences.
- Check answers with the class.

Practice activity (all classes)

Focus on paragraph 2 of the description in exercise 1. Ask students to find three adjectives the writer uses to describe Joshua (*easygoing, cheerful, hard-working*). Elicit some other adjectives that students could use to describe a friend, e.g., *intelligent, funny, cool, sporty.*

Focus on paragraph 3. Ask: *What tense does the writer use to talk about the past?* Elicit that the writer uses *used to* to talk about past habits. Elicit a few examples of things that students used to do with their friends.

ANSWERS
Students' own answers.

5
- Ask students to plan their descriptions. They could work in pairs for this and help each other with their plans.

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 work in pairs to read their partner's description and check it against the checklist.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 5

Writing 6

A for and against essay

Aims

write a for and against essay

practice using expressions of contrast to explain differences

Warm-up

- Focus on the picture and elicit what it shows. Ask: *Do you ever feel like this in school? Do you think that school starts too early in the morning?* Elicit a few answers.
- Ask: *Should classes start later? Why? / Why not?* Elicit a range of answers, and encourage students to express their own opinions.

1

- Read out the title of the essay, and read out the question. Ask students to read the essay quickly to answer the question.
- Check the answer with the class.

ANSWER
She thinks that classes should start later.

2

- Read through the chart and make sure students understand everything.
- Ask students to read the essay again and complete the chart.
- Check answers with the class.

3

- Read through the tip with the class and elicit or explain that we use expressions of contrast to link two ideas that are different. Give a simple example, if necessary, e.g., *I am tall, but my sister is short. It's light during the day, but it's dark at night.*
- Ask students to find the expressions of contrast in the essay and underline them.
- Check answers with the class.

4

- Ask students to read the essay quickly, ignoring the gaps. Ask: *Which ideas about school uniforms do you agree with?* Elicit a few answers.
- Ask students to read the essay again and complete it with the correct expressions of contrast.
- Check answers with the class.

Practice activity (all classes)

Ask students to look back at the chart in exercise 2. Ask them to match each part of the chart to the correct paragraph in the essay in exercise 1.

Discuss the answer with the class, and point out that students can use this paragraph structure for their own essay. Ask: *Where does the writer give their own opinion?* Elicit that the writer only expresses their own opinion in the conclusion.

ANSWER
Paragraph 1: the problem, the cause of the problem, the idea
Paragraph 2: against the idea
Paragraph 3: for the idea
Paragraph 4: conclusion

5

- 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 brainstorm some ideas with the class to complete it. Students could then choose ideas from the board for their charts.

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 pairs to share their essays.
- You could have a brief class debate on the subject and encourage students to express their opinions and give reasons for their opinions.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 6

Writing 6

A for and against essay

1 Read the essay quickly. What is Alicia's answer to the idea in the essay task?

Essay task:
According to research, teenagers need more sleep than adults and they naturally wake up later. So should high school classes start later? Write an essay discussing the advantages and disadvantages of starting classes at 10 a.m.

Should high school classes start later?

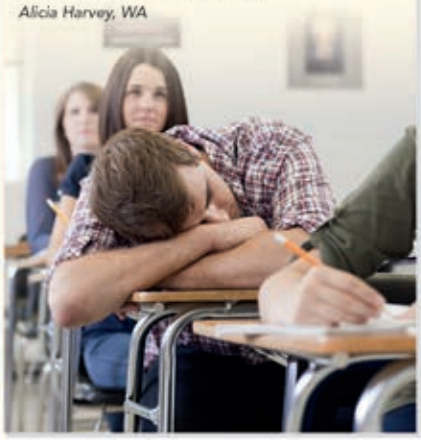
Parents and teachers complain that teenagers are always tired. However, it's not our fault. Teenagers need to sleep for longer than adults because of our body clocks, not because we're lazy! So should we change school schedules to make them better for teenagers?

On the one hand, this might be difficult for everyone else. If high schools start later, then teachers will finish work later, too. Teenagers' parents will also have to change their schedules. Some parents with two or more children might need to take one child to elementary school at 8 a.m. and another child to high school at 10 a.m. Students would finish at different times, too. What about parents who work?

On the other hand, if teenagers can get up later, then we won't be tired all day. We'll be able to concentrate and we'll get better grades. It will be better for our health. And there might be less traffic on the roads from 7 to 9 a.m., when the roads are busiest.

In conclusion, I think high school classes should start later because of the advantages for teenagers' health and education, although it will mean some changes for teachers and parents.

Alicia Harvey, WA



2 Read the essay again and complete the chart.

The problem	teenagers are too tired
The cause of the problem	teenagers' body clocks teenagers can't get up early
The idea	classes should start later
Against the idea	difficult for teachers parents need to change schedules
For the idea	teenagers won't be tired teenagers will get better grades healthier for teenagers better for the environment
Conclusion	Classes should start later because of teenagers' health and education.

3 Read the tip.

Tip **Good writers** use expressions of contrast to explain differences.

Underline the expressions of contrast in the essay.

although ~~however~~
on the one hand on the other hand

4 Complete the essay with expressions of contrast.

Most teenagers are against school uniforms. [1] However, there are arguments for school uniforms as well. [2] On the one hand, it's boring if everyone has to wear the same clothes. People should be allowed to wear what they like. [3] On the other hand, there are advantages to everyone looking the same. [4] Although people like to choose their own clothes, what students wear can cause bullying. Uniforms help students to feel proud of their school. Some schools say uniforms help students to behave better, too.

5 Read the essay task. Copy and complete the chart in exercise 2 to make a plan for your essay.

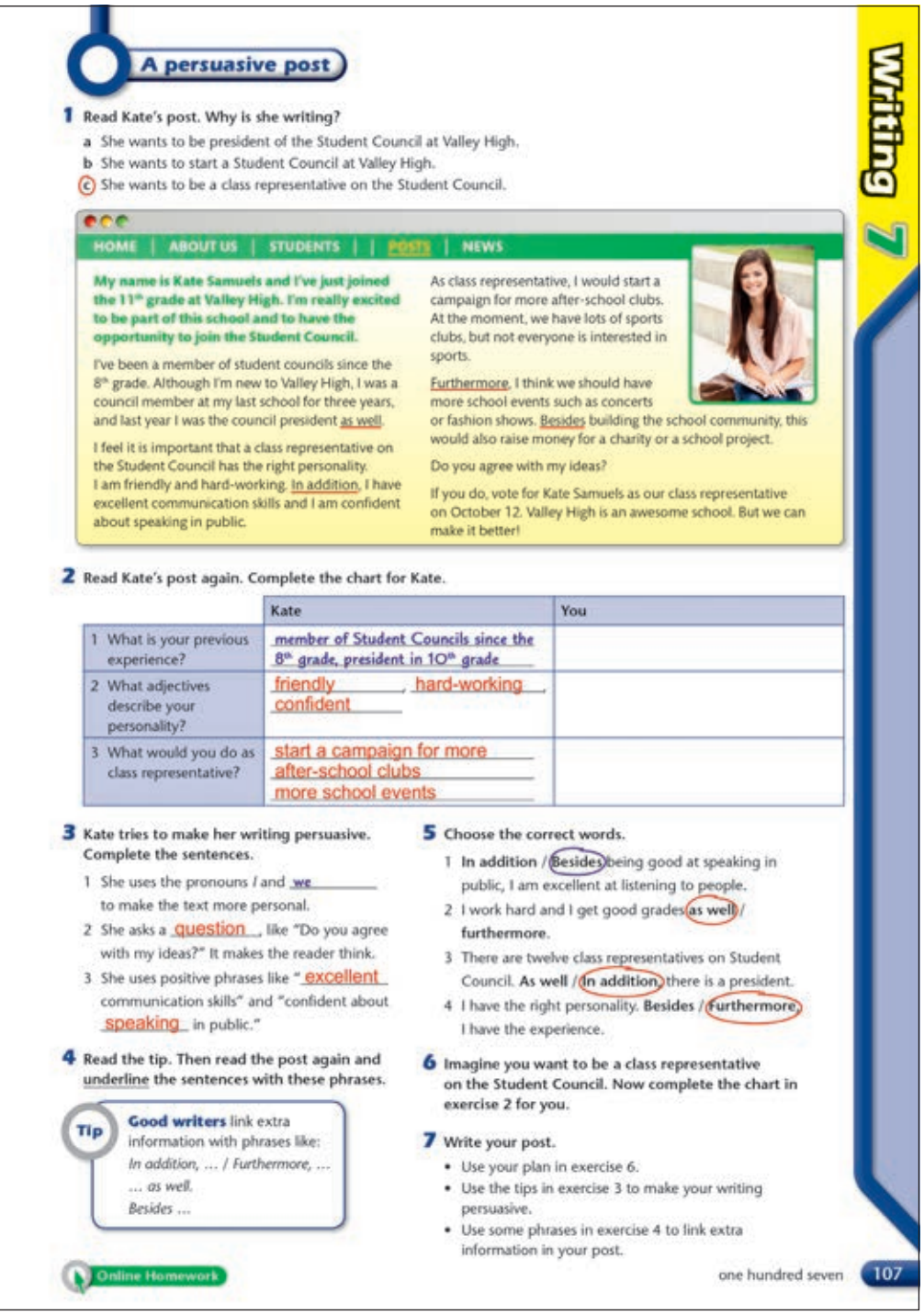
According to studies, teenagers feel stressed about how much they have to study at home, and they complain that they never have enough free time. Write an essay discussing the advantages and disadvantages of teenagers studying less and having more free time.

6 Write your essay.

- Use your ideas from exercise 5.
- Use Alicia's essay as a model.
- Use the expressions of contrast in exercise 3.

106 one hundred six

Online Homework



A persuasive post

1 Read Kate's post. Why is she writing?

a She wants to be president of the Student Council at Valley High.
b She wants to start a Student Council at Valley High.
c She wants to be a class representative on the Student Council.

HOME | ABOUT US | STUDENTS | POSTS | NEWS

My name is Kate Samuels and I've just joined the 11th grade at Valley High. I'm really excited to be part of this school and to have the opportunity to join the Student Council.

I've been a member of student councils since the 8th grade. Although I'm new to Valley High, I was a council member at my last school for three years, and last year I was the council president as well.

I feel it is important that a class representative on the Student Council has the right personality. I am friendly and hard-working. In addition, I have excellent communication skills and I am confident about speaking in public.

As class representative, I would start a campaign for more after-school clubs. At the moment, we have lots of sports clubs, but not everyone is interested in sports.

Furthermore, I think we should have more school events such as concerts or fashion shows. Besides building the school community, this would also raise money for a charity or a school project.

Do you agree with my ideas?

If you do, vote for Kate Samuels as our class representative on October 12. Valley High is an awesome school. But we can make it better!

2 Read Kate's post again. Complete the chart for Kate.

	Kate	You
1 What is your previous experience?	member of Student Councils since the 8th grade, president in 10th grade	
2 What adjectives describe your personality?	friendly, hard-working, confident	
3 What would you do as class representative?	start a campaign for more after-school clubs, more school events	

3 Kate tries to make her writing persuasive. Complete the sentences.

1 She uses the pronouns *I* and we to make the text more personal.
2 She asks a question, like "Do you agree with my ideas?" It makes the reader think.
3 She uses positive phrases like "excellent communication skills" and "confident about speaking in public."

4 Read the tip. Then read the post again and underline the sentences with these phrases.

Tip: **Good writers** link extra information with phrases like: *In addition, … / Furthermore, … … as well. Besides …*

5 Choose the correct words.

1 **In addition** / **Besides** being good at speaking in public, I am excellent at listening to people.
2 I work hard and I get good grades **as well** / **furthermore**.
3 There are twelve class representatives on Student Council. **As well** / **In addition**, there is a president.
4 I have the right personality. **Besides** / **Furthermore**, I have the experience.

6 Imagine you want to be a class representative on the Student Council. Now complete the chart in exercise 2 for you.

7 Write your post.

- Use your plan in exercise 6.
- Use the tips in exercise 3 to make your writing persuasive.
- Use some phrases in exercise 4 to link extra information in your post.

Online Homework

one hundred seven 107

Writing 7

Writing 7

A persuasive post

Aims
write a persuasive post
practice using linkers to add extra information

Warm-up

- Ask: *Do you ever ask your parents for something and they say no? What kinds of things do they say no to?* Elicit a range of answers from individual students.
- Ask: *What do you do when they say no? Do you accept it, or do you try to persuade them?* Elicit a few answers and encourage students to say more about how they persuade their parents, e.g., by giving reasons or more information.
- Read out the heading, *A persuasive post*, and tell students they are going to practice writing to persuade people about something.

1

- Read out the question and the three possible answers. Make sure students understand everything.
- Ask students to read Kate's post and choose the correct answer.
- Check the answer with the class.

2

- Ask students to read the post again and complete the chart.
- Check answers with the class.

3

- Ask students to read the sentences and complete them with the correct words from the post. They could work in pairs for this.
- Check answers with the class.

4

- Read through the tip with the class and check that students understand everything. Elicit or explain that we use these linkers to link two ideas that are different. Give a simple example if necessary, e.g., *This phone is cheap, and it's very good. She's friendly and she's also hard-working.*
- Ask students to read the post again and underline the phrases.
- Check answers with the class. Point out the position of *Furthermore, Besides,* and *In addition* at the beginning of a sentence, and point out that they are followed by a comma. Point out the position of *as well* at the end of a sentence.

5

- Ask students to read the sentences and choose the correct words to complete them.
- Check answers with the class.

6

- Ask students to complete the chart in exercise 2 with information about themselves. They could work in pairs for this.
- With weaker classes, you could copy the chart onto the board and brainstorm some ideas with the class to complete. Students could then choose ideas from the board for their own charts.

ANSWERS
Students' own answers.

7

- 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 read their posts to each other. You could ask each group to vote for the person whose post is the most persuasive. Get these students to read their posts to the class, and have a class vote to choose the best representative.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 7

Writing 8

A biography

Aims
write a biography
practice checking your grammar

Warm-up

- Read out the heading and check that students understand *biography*.
- Ask: *What kind of information can you find in a biography?* Elicit that you can find information about someone's childhood and family, their early life, and their main achievements in life.
- Ask: *Have you ever read a biography of a famous person? What did you learn from it?* Elicit a range of answers.
- Tell students they are going to write a biography of a creative person.

1

- Ask: *What do you know about Albert Einstein?* Elicit a few answers.
- Read out the question and point out that there are some grammar mistakes in the text, which they should ignore.
- Ask students to read the biography and answer the question.
- Check the answer with the class.

ANSWER
the Nobel Prize for physics

2

- Ask students to read the biography again and answer the questions.
- Allow students time to compare their answers in pairs, 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 *Everyone has heard of his famous formula.*
2 *I would probably be a musician.*
3 *He went to college in Switzerland.*
4 *He was married twice.*
5 *Scientists are fascinated by his theories.*

Writing 8

A biography

1 Read the biography. (Ignore the five highlighted mistakes.) What important prize did Einstein win?

ALBERT EINSTEIN

Albert Einstein is one of the most important figures in modern history. Everyone have heard of his famous formula "E=mc²", but what else ✗ we know about this amazing man? He was born in 1879 in Ulm, Germany, and he has grown up in Munich. As a child, he loved math, physics, and music – he wanted playing the violin all day. Einstein once said: "If I were not a physicist, I will probably be a musician. I often think in music. I live my daydreams in music."

He went to college in Bern, Switzerland, in 1894 to study physics. He was married twice and he had three children. While he was working in an office in Bern, he produced his most original theories, including "E=mc²". In 1909, he found a job at the University of Zurich, and in 1913, he moved to the University of Berlin where he wrote his famous "general theory of relativity." He won the Nobel Prize for physics in 1923.

In 1932, he moved to the U.S. He worked at Princeton University, and he lived in the U.S. for the rest of his life. Although he died in 1955, scientists are still fascinated by his incredible theories.

Maria da Sousa, Florianopolis

2 Read the biography again and answer the questions.

1 What is Einstein best known for? His E=mc² formula.
2 When and where was he born? In 1879 in Ulm, Germany.
3 Where did he grow up? Munich
4 What do we know about his childhood? He loved math, physics, and music (especially the violin).
5 Did he go to college? If so, what did he study? Yes, in Bern, Switzerland, in 1894 – he studied physics.
6 Did he get married or have children? He got married twice and he had three children.
7 Why did he become famous? Because of the general theory of relativity.
8 When did he die? 1955

3 Read the tip.

Tip **Good writers** check their grammar. Here are five common mistakes:
a subject–verb agreement
b question forms
c confusion of simple past and present perfect
d use of gerund or infinitive forms
e verb forms in conditional sentences

Correct the highlighted mistakes in the first paragraph of the biography.

a Everyone ~~have~~ heard → Everyone has heard
b What else we know about … ? → What else do we know about … ?
c he has grown up in Munich → he grew up in Munich
d he wanted playing the violin → he wanted to play the violin
e I will probably be → I would probably be

4 Read the task and plan a biography.

Task: You are going to write a biography of a creative person. They can be living or dead.

1 Choose one of the people below or any other creative person who you would like to write about.

Adele Beyoncé Knowles Frida Kahlo
John Lennon Leonardo da Vinci
Marie Curie Maya Angelou Oscar Niemeyer
Steve Jobs Tim Berners-Lee

2 Go online and find out about his / her life.
3 Answer the questions in exercise 2 about the person.
4 Find a few pictures of him / her.

5 Write your biography.

- Use your notes from exercise 4.
- Use Maria's biography as a model.
- Check your grammar and correct it.

108 one hundred eight

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 look at the list of names. Ask: *What do you know about these people?* Put students into pairs to discuss what they know. Have a brief class discussion on what they know about each person.
- Read through the instructions with the class. Students can do their research in class if they have access to the Internet. Alternatively, they can do it for homework.

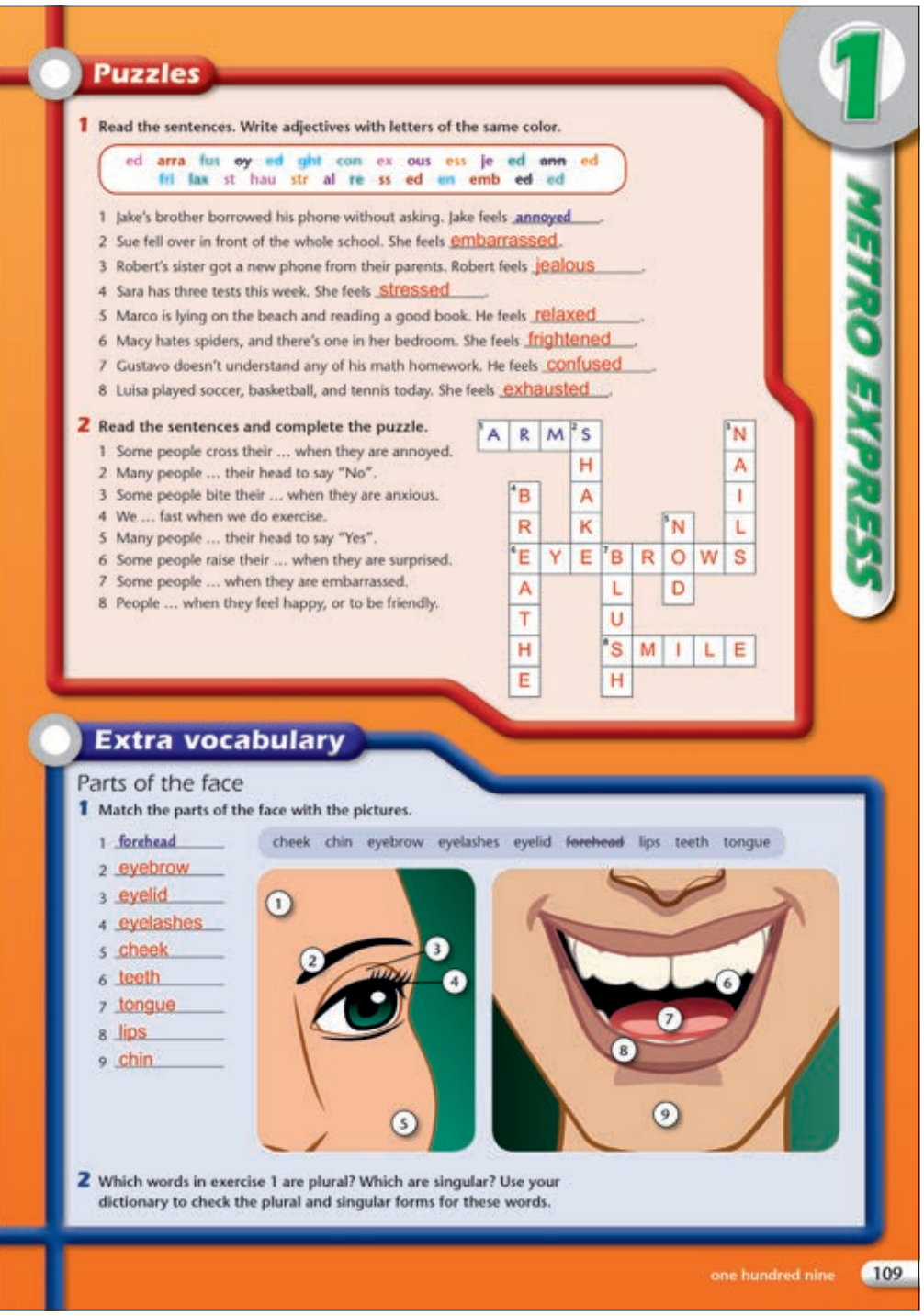
ANSWERS
Students' own answers.

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 biographies. They can read them and check for grammar mistakes.
- Ask some students to tell the class which biographies they enjoyed, and what interesting things they learned about the people.

ANSWERS
Students' own answers.

Further support
Online Homework Unit 8



Puzzles

1 Read the sentences. Write adjectives with letters of the same color.

ed arra fus oy ed ght con ex ous ess je ed ann ed
fri lax st hau str al re ss ed en emb ed ed

1 Jake's brother borrowed his phone without asking. Jake feels annoyed.
2 Sue fell over in front of the whole school. She feels embarrassed.
3 Robert's sister got a new phone from their parents. Robert feels jealous.
4 Sara has three tests this week. She feels stressed.
5 Marco is lying on the beach and reading a good book. He feels relaxed.
6 Macy hates spiders, and there's one in her bedroom. She feels frightened.
7 Gustavo doesn't understand any of his math homework. He feels confused.
8 Luisa played soccer, basketball, and tennis today. She feels exhausted.

2 Read the sentences and complete the puzzle.

1 Some people cross their ... when they are annoyed.
2 Many people ... their head to say "No".
3 Some people bite their ... when they are anxious.
4 We ... fast when we do exercise.
5 Many people ... their head to say "Yes".
6 Some people raise their ... when they are surprised.
7 Some people ... when they are embarrassed.
8 People ... when they feel happy, or to be friendly.

Extra vocabulary

Parts of the face

1 Match the parts of the face with the pictures.

1 forehead
2 eyebrow
3 eyelid
4 eyelashes
5 cheek
6 teeth
7 tongue
8 lips
9 chin

cheek chin eyebrow eyelashes eyelid ~~forehead~~ lips teeth tongue

2 Which words in exercise 1 are plural? Which are singular? Use your dictionary to check the plural and singular forms for these words.

one hundred nine 109

Metro Express 1

Aims
practice vocabulary from Unit 1
learn vocabulary for parts of the face

Puzzles

1

- Read out the example answer and point out that the letters to make each adjective are all the same color.
- Ask students to find the remaining adjectives to complete the sentences. You could do this as a race.
- Check answers with the class.

Practice activity (all classes)

Ask students to write three sentences about themselves using the adjectives in exercise 1.

Put students into pairs. They take turns to read their sentences to each other, omitting the adjectives, e.g., *I'm ___ of spiders.* Tell them they can cough or say *beep* to indicate the gap. Their partner listens and guesses the missing adjectives. Ask who guessed all their partner's adjectives correctly.

2

- Ask students to read the sentences and complete the puzzle with the correct words.
- Check answers with 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 to look at the words and decide which are singular and which are plural. They then use their dictionaries to find the singular and plural forms of all the words.
- Check answers with the class.

ANSWERS

Plural words: eyelashes (singular: eyelash), lips (singular: lip), teeth (singular: tooth)
Singular words: cheek (plural: cheeks), chin (plural: chins), eyebrow (plural: eyebrows), eyelid (plural: eyelids), forehead (plural: foreheads), tongue (plural: tongues)

Practice activity (all classes)

Put students into small groups. They all close their books, except for one student who keeps their book open to check the vocabulary. The student with the open book points to different parts of their own face. The other students race to say the word. The first student to say the word correctly gets a point. Students can take turns to be the one with the open book, and they can continue until they can say the words quickly and easily. Ask who got the most points in each group.

Metro Express 2

Aims
practice vocabulary from Unit 2
learn uses of *get*

Puzzles

1

- Focus on the example answer and show how the letters in the sentence relate to the coded message in the puzzle.
- Ask students to use the code to read the message. Then answer the question. You could do this as a race.
- Check the answer with the class.
- Students could then work individually or in pairs to write their own coded message using the Morse Code. They could swap with another student or pair and race to decode their messages.

2

- Focus on the example answer and point out how the answer has been added to the puzzle.
- Ask students to do the puzzle and use the orange letters to answer the question under the puzzle.
- Check answers with the class.

Extra vocabulary

1

- With stronger classes, put students into pairs and ask them to match the sentences with the meanings, using the pictures to help. With weaker classes, do the task with the class, asking students to match each sentence with a picture first, then eliciting the meaning of *get* in each sentence.
- Check answers with the class, and check that students understand all the uses of *get*.

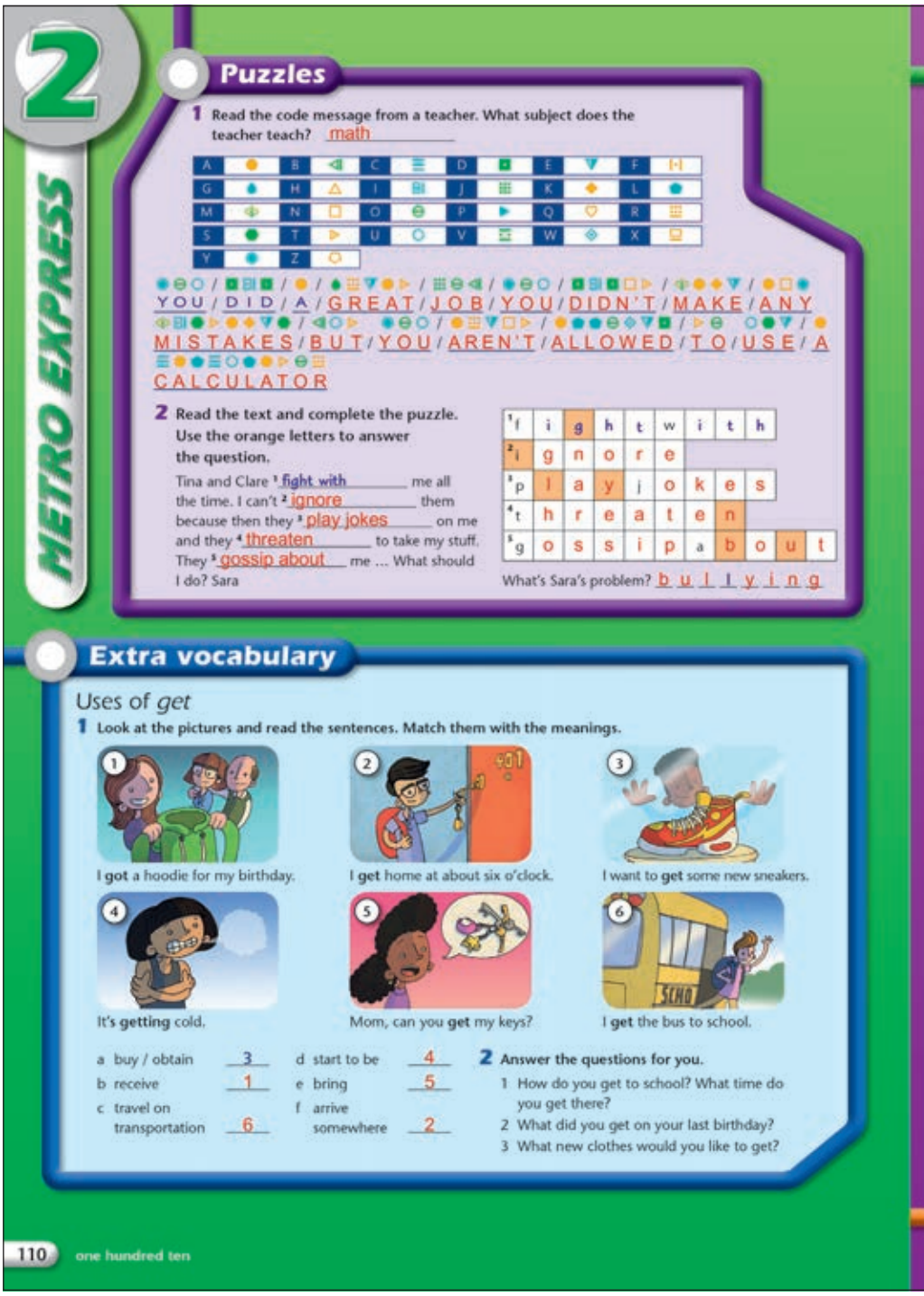
2

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

Practice activity (all classes)

With books closed, write meanings a–f on the board. Students work in pairs and write a sentence using each meaning of *get*.

Ask pairs in turn to read their sentences to the class. Other students can listen and match each sentence to one of the meanings on the board.



2 METRO EXPRESS

Puzzles

1 Read the code message from a teacher. What subject does the teacher teach? math

YOU / DID / A / GREAT / JOB / YOU / DIDN'T / MAKE / ANY / MISTAKES / BUT / YOU / AREN'T / ALLOWED / TO / USE / A / CALCULATOR

2 Read the text and complete the puzzle. Use the orange letters to answer the question.

Tina and Clare [1] fight with me all the time. I can't [2] ignore them because then they [3] play jokes on me and they [4] threaten to take my stuff. They [5] gossip about me ... What should I do? Sara

[1] f	i	g	h	t	w	i	t	h
[2] i	g	n	o	r	e			
[3] p	l	a	y	j	o	k	e	s
[4] t	h	r	e	a	t	e	n	
[5] g	o	s	s	i	p	a	b	o	u	t

What's Sara's problem? b u l l y i n g

Extra vocabulary

Uses of *get*

1 Look at the pictures and read the sentences. Match them with the meanings.

1 I **got** a hoodie for my birthday.
2 I **get** home at about six o'clock.
3 I want to **get** some new sneakers.
4 It's **getting** cold.
5 Mom, can you **get** my keys?
6 I **get** the bus to school.

a buy / obtain 3
b receive 1
c travel on transportation 6
d start to be 4
e bring 5
f arrive somewhere 2

2 Answer the questions for you.
1 How do you get to school? What time do you get there?
2 What did you get on your last birthday?
3 What new clothes would you like to get?

110 one hundred ten

Puzzles

1 Find eight man-made and natural problems in the puzzle. (↑ ↓ ↗ ↘ → ←)

X	N	O	E	O	W	E	P	W	M
R	Y	V	V	Q	P	G	O	G	O
W	V	E	A	C	T	N	L	S	M
W	P	R	W	T	Q	A	L	R	F
T	Y	P	T	W	E	H	U	T	H
H	E	O	A	I	N	C	T	H	M
G	M	P	E	L	Z	E	I	S	S
U	H	U	H	D	K	T	O	H	U
O	D	L	U	F	M	A	N	I	D
R	G	A	I	I	G	M	Y	O	A
D	U	T	B	R	L	I	O	U	T
L	T	I	B	E	T	L	M	P	P
A	D	O	S	I	F	C	U	C	G
X	Y	N	E	S	A	E	S	I	D

2 Unscramble the words and complete the posters.

vase cuered ereus creptto ~~eelyere~~

Extra vocabulary

Natural disasters

1 Match the natural disasters with the pictures.

avalanche earthquake ~~hurricane~~ landslide tsunami volcanic eruption

2 Which of the natural disasters in exercise 1 happen in your country?

one hundred eleven 111

Metro Express 3

Aims
practice vocabulary from Unit 3
learn words for natural disasters

Puzzles

1

- Focus on the example answer and point out that the words can go across, down, or diagonally.
- Ask students to find the natural problems in the puzzle.
- Check answers with the class, and check that students understand all the words.

2

- Point out that the verbs in this puzzle are all ones that students learned on page 40, and are all to do with environmental problems. With weaker classes, you could allow students to look back at the unit to help them unscramble the words.
- Ask students to unscramble the words and complete the posters.
- Check answers with the class and check that students understand all the verbs.
- You could ask students to write three sentences about other environmental issues using the verbs.
- Students could compare their sentences in pairs. Ask some students to read their sentences to the class.

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

- Discuss the question with the class.

Practice activity (all classes)

Say: *I'm on a mountain and I'm really scared. There's snow all around me, and some of it is starting to move.* Ask students to guess the natural disaster (avalanche).

Put students into pairs and ask them to write three more descriptions of natural disasters. Tell them not to give too much information at the beginning, but just give some clues about what the disaster is.

Ask students to close their books and put pairs together into groups of four. They take turns to read their descriptions to each other and guess the natural disasters. Ask who guessed all the words correctly.

Metro Express 4

Aims
practice vocabulary from Unit 4
learn words with the prefixes *un-* and *im-*

Puzzles

1

- Focus on the example answer. Point out how the code relates to the letters in the answer.
- Ask students to use the code to write the message. You could do this as a race.
- Check answers with the class.

2

- Ask students to choose the correct ending of the message.
- Check the answer with the class.

3

- Ask students to write their own message using the code. They can work individually or in pairs for this.
- Students can then swap messages with another student or pair and race to decode their messages.

ANSWERS

Students' own answers.

4

- Read through the verbs in the box and make sure that students understand them all.
- Point out the example answer, and point out that it is the noun form of *invite*.
- Ask students to find the noun forms of the verbs in the puzzle.
- Check answers with the class.

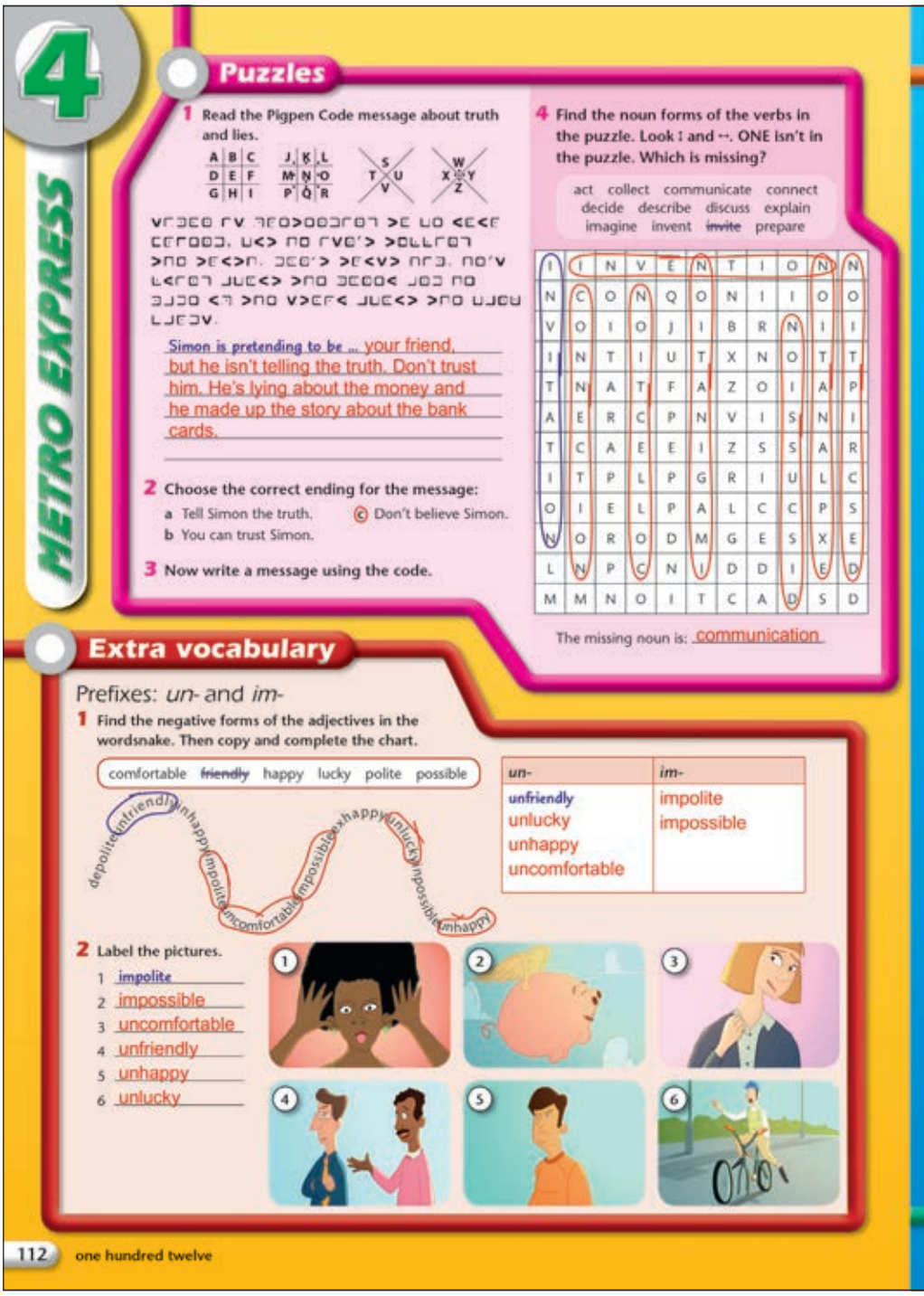
Extra vocabulary

1

- Point to the example answer and point out that the negative form *unfriendly* begins with the prefix *un-*.
- Ask students to find the remaining negative forms of the adjectives.
- Check answers with the class.

2

- With stronger classes, put students into pairs and ask them to label the pictures with the negative adjectives. With weaker classes, do the task with the class, using the pictures to teach the meaning of the negative adjectives.
- Check answers with the class, and check that students understand all the adjectives.
- Model pronunciation of the words.



METRO EXPRESS 4

Puzzles

1 Read the Pigpen Code message about truth and lies.

Simon is pretending to be ... your friend, but he isn't telling the truth. Don't trust him. He's lying about the money and he made up the story about the bank cards.

2 Choose the correct ending for the message:
a Tell Simon the truth.
b You can trust Simon.
c Don't believe Simon.

3 Now write a message using the code.

4 Find the noun forms of the verbs in the puzzle. Look ↕ and ↔. ONE isn't in the puzzle. Which is missing?

act collect communicate connect decide describe discuss explain imagine invent ~~invite~~ prepare

The missing noun is: communication

Extra vocabulary

Prefixes: *un-* and *im-*

1 Find the negative forms of the adjectives in the wordsnake. Then copy and complete the chart.

comfortable ~~friendly~~ happy lucky polite possible

un-	im-
unfriendly	impolite
unlucky	impossible
unhappy	
uncomfortable	

2 Label the pictures.
1 impolite
2 impossible
3 uncomfortable
4 unfriendly
5 unhappy
6 unlucky

112 one hundred twelve

Practice activity (all classes)

Say: *This word means that you can't do something.* Elicit the correct adjective (impossible).

Put students into pairs and ask them to write three more clues for the negative adjectives.

Ask students to close their books, and put pairs together into groups of four. They take turns to read out their clues and guess the adjectives.

Ask who guessed all the adjectives correctly, and elicit some example sentences using the adjectives.

5

METRO EXPRESS

Puzzles

1 **Read the situation. Lucas is on a date with one of the six girls. Who is she?**

Lucas has six friends named Lara, Laura, Luisa, Lorena, Leticia, and Livia. Laura and her old boyfriend made up recently. Lara asked Lucas out. Luisa has fallen in love with a boy in another class. Lorena and Lucas don't get along. Leticia went on a date with Lucas a few weeks ago, but they didn't get along. Livia broke up with her boyfriend recently and doesn't want another one at the moment. Lucas gets along really well with Lara, but he isn't attracted to her.

2 **Do the quiz.**

Are you argumentative?

1 You want to sleep at a friend's house after a party, but your parents say "no."
- a I don't talk to them, I don't look at them, and I **sulk**!
- b I understand their reasons.

2 Your older brother teases you about your clothes.
- a I pretend to **cry** and tell my parents.
- b I ask him for fashion advice.

3 Your little sister is singing your favorite song, but she's making up the lyrics and they're all wrong.
- a I **shout** at her. She's so annoying!
- b I **laugh** and **hug** her. She's so cute, and funny!

4 You had an argument with a friend and they're ignoring you.
- a You tell them you don't care and **ignore** them, too.
- b You apologize and try to make up.

a: 1 point b: 0 points

KEY	
0–1	Great job! You must get along with almost everyone.
2	Try to be more relaxed. Having arguments is never the best solution.
3–4	You are argumentative! Does anyone talk to you?

Extra vocabulary

Things we do with our hands

Label the pictures with the verbs.

clap ~~hold hands~~ knock point pull push wave

1 hold hands 2 knock 3 point 4 clap 5 wave 6 push 7 pull

one hundred thirteen 113

Metro Express 5

Aims
practice vocabulary from Unit 5
learn words for things we do with our hands

Puzzles

1

- Ask students to read the situation and guess which girl Lucas is on a date with. They could work in pairs for this.
- Check the answer with the class. Ask: *Will the date be successful?* (no). *Why not?* (because Lucas isn't attracted to Laura).
- Ask questions to find out why it isn't the other girls, e.g., *Why not Leticia?* When students answer, make sure they understand all the relationships vocabulary.

ANSWER
Laura

2

- Ask students to do the quiz individually. With weaker classes, focus on the bold words first, and make sure students understand them all.
- Students can then add up their points and read their results, and discuss in pairs whether or not they agree with the results.
- Find out who in the class is argumentative.

ANSWERS
Students' own answers.

Extra vocabulary

- With stronger classes, put students into pairs and ask them to label the pictures with the words. They 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)

Write the verbs on the board and ask students to close their books.

Mime one of the actions and ask students to guess the correct word. The first student to guess correctly gets a point.

Invite students in turn to mime another one of the actions, and ask other students to guess. After a while, you could rub the verbs off the board and continue the game.

See who has the most points at the end of the game.

Metro Express 6

Aims
practice vocabulary from Unit 6
learn adjectives for describing food

Puzzles

1

- Read out the instructions. Then set a timer for 40 seconds. Students read the descriptions and match them with the pictures.
- Check answers with the class and see who managed to identify the pictures within 40 seconds.

ANSWERS
1 golf ball 2 sponge

2

- Put students into pairs. They take turns to describe one of the other things. Their partner guesses which one it is and names it.
- Ask which thing students found the most difficult to describe.

3

- Read out the task.
- Point out the example sentece about sleep and match the sentence with the correct picture.
- Ask students to find the other sentences and match them with pictures a–e.
- Check answers with the class.

Extra vocabulary

1

- With stronger classes, put students into pairs and ask them to look at the pictures and label them with the correct adjectives. They 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 give them two or three minutes to write down as many foods as they can for each adjective.
- Bring students' ideas together on the board.

ANSWERS
Students' own answers.

Practice activity (all classes)

Put students into pairs. Ask them to imagine they are having lunch together and are discussing their food. Ask them to prepare a short conversation using some of the adjectives. You could model the activity first by asking a confident student: *What are you eating? Is it nice?*

Students can practice their conversations in pairs. Ask some pairs to perform their conversation for the class.

Puzzles

1 **Read the resolutions. The verbs are in the wrong places. Write the correct verbs.**

1 I'm going to ~~pick up~~ donate some money to a charity.
2 I'm going to raise pick up the litter outside my apartment building.
3 I'm going to look after give my neighbor a hand with her shopping.
4 I'm going to give look after my sister's baby so she can stay in bed for a few hours.
5 I'm going to start raise money for a charity.
6 I'm going to donate start a campaign for more after-school clubs.

2 **Read the sentences and complete the puzzle.**

1 You might find a new pet at an animal shelter.
2 Someone you play sport with is a teammate
3 People without a home sometimes stay at a homeless shelter.
4 Someone who is a lot older than you is a senior citizen.
5 You might help stop climate change at an environmental organization.
6 Someone you don't know is a stranger
7 You can usually buy old clothes at a thrift store.
8 Someone you live very near is a neighbor

3 **Complete the statement with the mystery words and a correct answer for you.**
Two of my classmates are _____ and _____.

Extra vocabulary

Compound adjectives
Complete the sentences with the words.

brand new ~~second-hand~~ two-year-old well-organized world-famous

1 We love shopping in thrift stores for second-hand clothes.
2 Unicef is a world-famous charity.
3 I have a two-year-old niece and I love looking after her.
4 Charlotte is a really well-organized person. Check out her closet!
5 This is a brand new T-shirt and I've already gotten coffee on it.

Stop: Compound adjectives are formed from two or more words.

one hundred fifteen 115

Metro Express 7

Aims
practice vocabulary from Unit 7
learn compound adjectives

Puzzles

1

- Read out the task and make sure students understand *resolutions*.
- Point out the example answer, and point out that all the verbs are in the wrong sentences.
- Ask students to read the resolutions and write the correct verbs.
- Check answers with the class and check that students understand all the verbs.

2

- Ask students to read the sentences and complete the puzzle. You could do this as a race.
- Check answers with the class.

3

- Ask students to find the mystery word in the puzzle and complete the sentence with information about themselves.
- Ask some students to read their completed sentences to the class.

Extra vocabulary

- Read through the adjectives in the box with the class. Then read out the information in the *Stop* box with the class.
- With stronger classes, put students into pairs and ask them to write the correct words to complete the sentences. Students can use the pictures and 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)

Say: *People know me all over the world.* Elicit the correct compound adjective (*world-famous*).

Put students into pairs and ask them to write three more clues for the compound adjectives.

Ask students to close their books, and put pairs together into groups of four. They take turns to read their clues to each other and guess the adjectives.

Ask who guessed all the adjectives correctly.

Metro Express 8

Aims
practice vocabulary from Unit 8
learn words for materials

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 adjectives to complete the puzzle and find the hidden word.
- Check answers with the class.

2

- Focus on the example answer and point out that the letters for each verb are the same color.
- Ask students to find the verbs and complete the questions.
- Check answers with the class and check that students understand all the verbs.

3

- Read out the task. Then put students into pairs and give them one minute to answer the questions.
- Students can check their answers in the panel below the task.
- See if anyone got all the answers right.

Extra vocabulary

1

- With stronger classes, put students into pairs and ask them to label the pictures with 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

- Students can work in pairs to decide what the things are made from.
- Discuss the answers with the class.

3

- Put students into pairs to read the riddle and guess the answer.
- Check the answer with the class.

ANSWER
a window

METRO EXPRESS 8

Puzzles

1 Find eight more adjectives. Complete the puzzle and find the hidden word.

CLE	FASH	TI	RECY	INAL
~~ENOR~~	CLED	CATE	NGE	OLD-
IENT	STRA	ANC	~~MOUS~~	VER
DELI	ORIG	ION	NY	ED

The hidden word is: creativity

2 Find seven more creativity verbs. Complete the questions.

When did ... ?
1 the French build the Eiffel Tower?
2 The Beatles compose Yesterday?
3 Bell invent the telephone?
4 Sikorsky design the first helicopter that could fly?
5 Gates and Allen set up Microsoft?
6 Fleming discover penicillin?
7 da Vinci paint the Mona Lisa?
8 Satoshi Tajiri create Pokémon?

3 Answer the questions. You have one minute!
1510 1876 1889 1928
1939 1965 1975 1995

1 1889 2 1965 3 1876
4 1939 5 1975 6 1928
7 500 years ago (around 1510)
8 1995

Extra vocabulary

Materials
1 Label the pictures.
brick cardboard ~~concrete~~ glass
leather metal plastic wood

1 concrete 2 glass 3 leather 4 wood
5 brick 6 cardboard 7 metal 8 plastic

2 What are the things made from?
bike book
boots desk
jacket laptop
sidewalk sneakers
tablet wall

Boots are made from leather.

3 Read the riddle. What is the answer?
There is an ancient invention that people still use to see through walls. What is it?

116 one hundred sixteen

Practice activity (all classes)

Ask students individually to choose three of the materials from the Extra vocabulary section and write them with the letters jumbled up, e.g., *lasgs* (glass). Put students into pairs. Ask them to swap words and race to unjumble the words and write the materials. Students could do this with books closed, to make it more challenging.

Metro

Culture & Cross-curricular Contents

Cross-curricular 1–2

p.118–119 **Psychology:** Memory

Culture 3–4

p.120–121 **New York:** Culture and immigration

Culture 5–6

p.122–123 **Weddings**

Cross-curricular 7–8

p.124–125 **Literature**

Cross-curricular 1–2

Psychology: Memory

Aims
read about how memory works
write a report about different memory techniques

Warm-up

- Ask: *Do you have a good memory? What kinds of things do you find easy to remember? What kinds of things do you find difficult to remember?* Elicit answers from individual students. Ask more questions if necessary to prompt students, e.g., *What about when you have to remember to bring something to school? What about homework? What about people's birthdays?*
- Ask: *What things have you forgotten recently?* Elicit a few answers.

Reading

1 100

- Read out the question and elicit a few possible answers, but don't confirm them.
- Play the audio. Ask students to read and listen to the short text to check their answers.
- Discuss the answer as a class.

ANSWER

They both become stronger, if you exercise them.

2

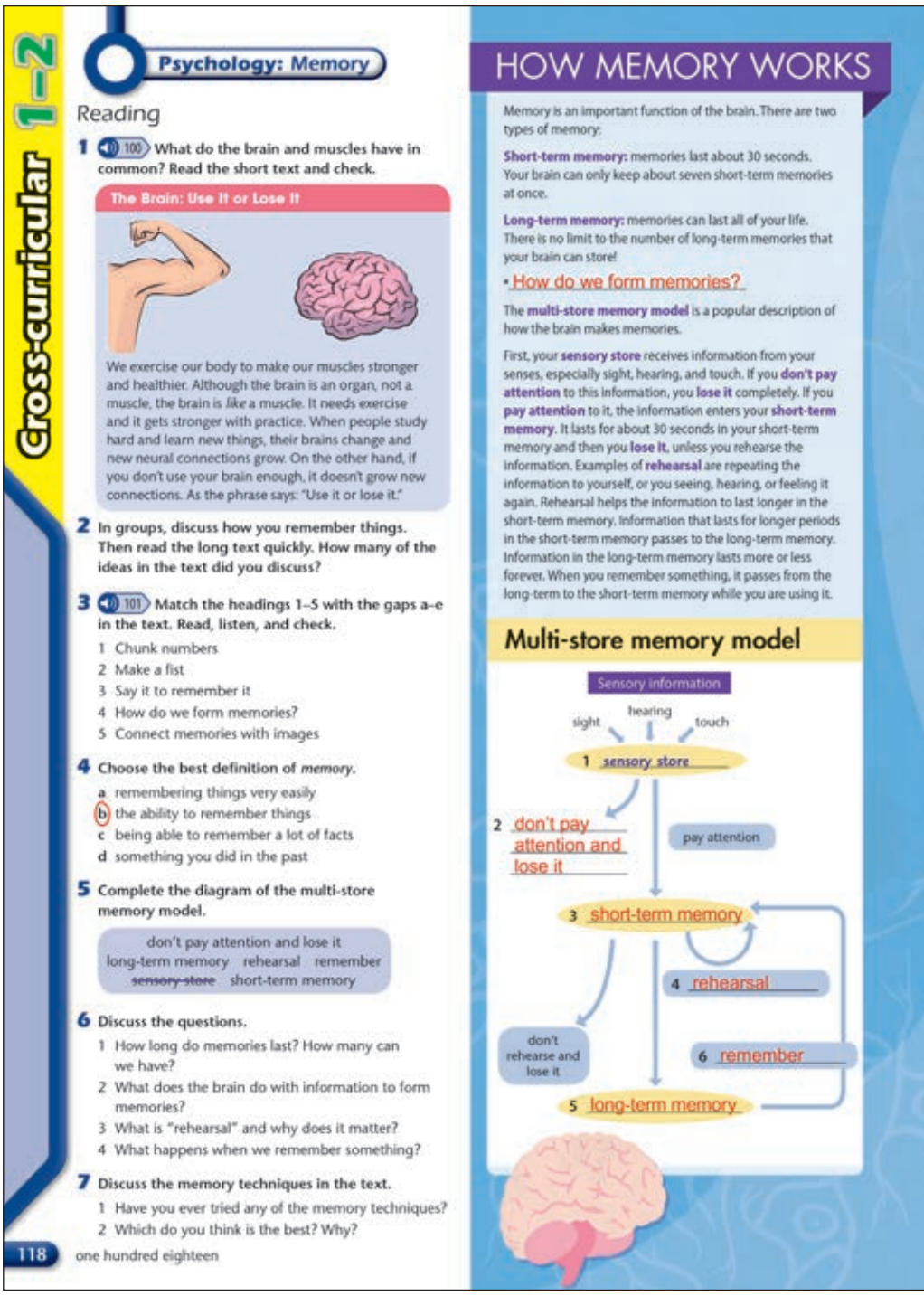
- Elicit some different ways of remembering things, e.g., writing them down, saying them to yourself lots of times, etc.
- Put students into groups to discuss the different ways they use to remember things.
- Ask groups in turn to tell the class some of their ideas.
- Ask students to read the text quickly to see which of their ideas are mentioned. Point out that they shouldn't worry if they don't understand everything in the text at this stage.
- Elicit which of students' ideas were mentioned.

ANSWERS

Students' own answers.

3 101

- Point out the gaps in the text for the headings.
- Read through the headings with the class and make sure students understand them all.
- Play the audio. Ask students to read and listen to the article, and then match the headings with the gaps.
- Check the answer with the class.



Cross-curricular 1–2

Psychology: Memory

Reading

1 100 What do the brain and muscles have in common? Read the short text and check.

The Brain: Use It or Lose It

We exercise our body to make our muscles stronger and healthier. Although the brain is an organ, not a muscle, the brain is *like* a muscle. It needs exercise and it gets stronger with practice. When people study hard and learn new things, their brains change and new neural connections grow. On the other hand, if you don't use your brain enough, it doesn't grow new connections. As the phrase says: "Use it or lose it."

2 In groups, discuss how you remember things. Then read the long text quickly. How many of the ideas in the text did you discuss?

3 101 Match the headings 1–5 with the gaps a–e in the text. Read, listen, and check.

1 Chunk numbers
2 Make a fist
3 Say it to remember it
4 How do we form memories?
5 Connect memories with images

4 Choose the best definition of *memory*.

a remembering things very easily
b the ability to remember things
c being able to remember a lot of facts
d something you did in the past

5 Complete the diagram of the multi-store memory model.

don't pay attention and lose it
long-term memory rehearsal remember
~~sensory store~~ short-term memory

6 Discuss the questions.

1 How long do memories last? How many can we have?
2 What does the brain do with information to form memories?
3 What is "rehearsal" and why does it matter?
4 What happens when we remember something?

7 Discuss the memory techniques in the text.

1 Have you ever tried any of the memory techniques?
2 Which do you think is the best? Why?

118 one hundred eighteen

HOW MEMORY WORKS

Memory is an important function of the brain. There are two types of memory:

Short-term memory: memories last about 30 seconds. Your brain can only keep about seven short-term memories at once.

Long-term memory: memories can last all of your life. There is no limit to the number of long-term memories that your brain can store!

• How do we form memories?

The **multi-store memory model** is a popular description of how the brain makes memories.

First, your **sensory store** receives information from your senses, especially sight, hearing, and touch. If you **don't pay attention** to this information, you **lose it** completely. If you **pay attention** to it, the information enters your **short-term memory**. It lasts for about 30 seconds in your short-term memory and then you **lose it**, unless you rehearse the information. Examples of **rehearsal** are repeating the information to yourself, or you seeing, hearing, or feeling it again. Rehearsal helps the information to last longer in the short-term memory. Information that lasts for longer periods in the short-term memory passes to the long-term memory. Information in the long-term memory lasts more or less forever. When you remember something, it passes from the long-term to the short-term memory while you are using it.

Multi-store memory model

Sensory information
sight hearing touch
1 sensory store
2 don't pay attention and lose it
pay attention
3 short-term memory
4 rehearsal
don't rehearse and lose it
6 remember
5 long-term memory

4

- Ask students to read the four definitions and choose the best one.
- Check the answer with the class.

> **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 5, play the audio again for students to read and listen. Pause the audio as necessary to explain new vocabulary, e.g., *function, sensory, rehearse, forever, passes, recall*.

5

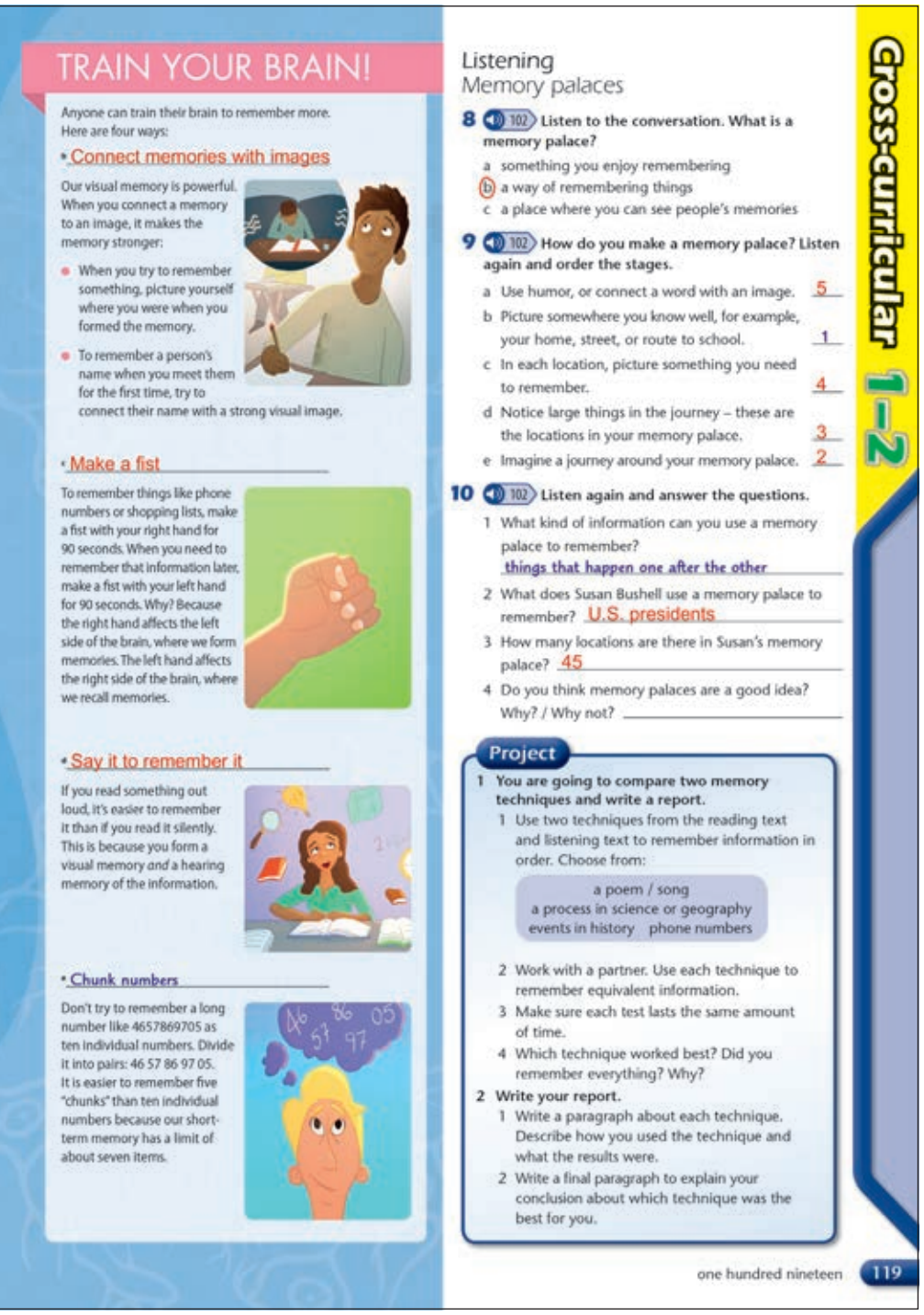
- Ask students to complete the diagram, looking at the text again to help.
- Check answers with the class, and check that students understand everything in the diagram.

6

- Allow students time to read the questions and prepare their answers.
- Put students into pairs to discuss the questions.
- Discuss the answers with the class.

7

- Discuss as a class which memory techniques are mentioned in the text.
- Put students into pairs to discuss which techniques they have tried, and which ones they think are the best.
- Ask pairs in turn to tell the class some of their ideas.



TRAIN YOUR BRAIN!

Anyone can train their brain to remember more. Here are four ways:

• Connect memories with images

Our visual memory is powerful. When you connect a memory to an image, it makes the memory stronger:

- When you try to remember something, picture yourself where you were when you formed the memory.
- To remember a person's name when you meet them for the first time, try to connect their name with a strong visual image.

• Make a fist

To remember things like phone numbers or shopping lists, make a fist with your right hand for 90 seconds. When you need to remember that information later, make a fist with your left hand for 90 seconds. Why? Because the right hand affects the left side of the brain, where we form memories. The left hand affects the right side of the brain, where we recall memories.

• Say it to remember it

If you read something out loud, it's easier to remember it than if you read it silently. This is because you form a visual memory and a hearing memory of the information.

• Chunk numbers

Don't try to remember a long number like 4657869705 as ten individual numbers. Divide it into pairs: 46 57 86 97 05. It is easier to remember five "chunks" than ten individual numbers because our short-term memory has a limit of about seven items.

Listening
Memory palaces

8 102 **Listen to the conversation. What is a memory palace?**

a something you enjoy remembering
b a way of remembering things
c a place where you can see people's memories

9 102 **How do you make a memory palace? Listen again and order the stages.**

a Use humor, or connect a word with an image. 5
b Picture somewhere you know well, for example, your home, street, or route to school. 1
c In each location, picture something you need to remember. 4
d Notice large things in the journey – these are the locations in your memory palace. 3
e Imagine a journey around your memory palace. 2

10 102 **Listen again and answer the questions.**

1 What kind of information can you use a memory palace to remember? things that happen one after the other
2 What does Susan Bushell use a memory palace to remember? U.S. presidents
3 How many locations are there in Susan's memory palace? 45
4 Do you think memory palaces are a good idea? Why? / Why not?

Project

1 You are going to compare two memory techniques and write a report.
1 Use two techniques from the reading text and listening text to remember information in order. Choose from:
a poem / song
a process in science or geography
events in history phone numbers
2 Work with a partner. Use each technique to remember equivalent information.
3 Make sure each test lasts the same amount of time.
4 Which technique worked best? Did you remember everything? Why?

2 Write your report.
1 Write a paragraph about each technique. Describe how you used the technique and what the results were.
2 Write a final paragraph to explain your conclusion about which technique was the best for you.

Cross-curricular 1–2

one hundred nineteen 119

Listening

8 102

- Read out the question and the possible answers. Ask students to guess the correct answer, but don't confirm it.
- Play the audio. Ask students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 102

Bill A memory palace is a great way to remember things that happen one after the other, for example, instructions for a science experiment, the order of a pack of cards, or the lyrics of a song. It works because when you pay attention to information and use it, that information moves from your short-term to your long-term memory. This is how to make a memory palace: First, picture somewhere you know well, for example, your home, street, or route to school. This is your memory palace. Sometimes it helps if you draw the memory palace. Next, imagine a journey around your memory palace. Along this journey, notice large things, like a bed or a table, or a seat in the park. Make these the locations in your memory palace. Then, in each location, picture something you need to remember. Susan Bushell is a professor of psychology, and she uses memory palaces.

Susan I have a memory palace to remember the names of the U.S. presidents in the correct order. My memory palace is my house. It has nine rooms, and five locations in each room, so 45 locations. I attach a president to each location around my house. Then it's easy to remember them in the correct order! The first room in my memory palace is my bedroom. There's a closet with towels – that's the first location in my memory palace. I placed George Washington there and to remember his name, I imagine him washing his face and then drying it on a towel!

B Oh, washing his face – Washington, I like that!

S Thanks. Memory palaces work better if you have some humor or something unusual. Or if you connect a word with an image. The second location is my desk. On my desk is the second president, John Adams – and he's dancing with my brother!

B Why is he dancing with your brother?

S My brother's name is Adam!

B I see!

S I do the same for each of the presidents – and I can remember all of them easily, in the correct order!

9 102

- Allow students time to read the sentences.
- Play the audio again. Ask students to listen and put the sentences in the correct order.
- Check answers with the class.

10 102

- Allow students time to read through the questions. Then play the audio again.
- Check answers with the class.

Project

1

1 Read out the task. Ask students to think about what type of information they want to remember, and what two techniques they are going to try. You could list different techniques on the board to help them. Ask some students to tell the class what they have decided. If students are struggling, you could write some example phone numbers on the board.

2 Put students into pairs. They should tell their partner which two techniques they are going to use, and what information they are going to remember. Their partner can check the information they have for each technique is similar.

3 In their pairs, students try out each technique to try to learn the information they have chosen. Their partner can check that they are spending the same amount of time on each technique. If you have written information on the board for students to use, you should now remove it.

4 Tell students they should test their memory at the end, to see which technique has helped them the most.

2

1 Tell students they are going to write a report about their findings. They could do this for homework. Remind students that a report should be written in a factual way, giving all the details in a logical way.

2 Explain that the final paragraph of their report should include their conclusion and say which technique worked best. In the next lesson, students could compare their findings in groups. Discuss as a class which techniques were the most successful.

Culture 3–4

New York City: Culture and immigration

Aims
read about New York City
listen to the story of a famous immigrant to the U.S.
research a famous immigrant to your country or the U.S. and write their story

Warm-up

- Focus on the photos and elicit or explain that they show New York City. Ask: *What do you know about New York City? What do the photos tell you about the city?*
- Elicit answers from individual students. Elicit the idea that New York City is a multicultural city, with people from all over the world.

Reading

1

- Read out the questions and put students into pairs to answer them.
- If students are not sure what *immigration* and *immigrant* mean, explain the meanings.
- Discuss the answers with the class.

ANSWERS

Students' own answers.

2 103

- Read out the information in a–f with the class. Make sure that students understand everything.
- Ask students to read the text and match the numbers with the information.
- Check answers and ask: *Which information do you find the most surprising? Why?*

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, ask students to read the text again and pick out any sections that they struggled with. Read through these sections with the class and explain new or difficult vocabulary, e.g., *varied, crowded conditions, cultural mix.*

3

- Ask students to read the text again and answer the questions.
- Check answers with the class, referring back to the text to explain the answers.

Culture 3–4

New York: Culture and immigration

Reading

1 In pairs, answer the questions.

1 Do you know what *immigration* means?
2 What are the most common nationalities of *immigrants* to your country?

2 103 Read the text. Match 1–6 to the information a–f.

1 8.5 million
2 7
3 about 3 million
4 2 million
5 80 million
6 800

a the number of languages you can hear in New York
b people at the St. Patrick's Day Parade in New York
c the number of immigrants to the U.S in the last 200 years
d the New York Subway line called the "International Express"
e the number of immigrants in New York now
f the population of New York

3 Read the text again and answer the questions.

1 What reasons does the text give for people leaving their home countries?
Political, religious, and economic reasons.
2 Why was New York a popular place in the U.S. for Europeans?
Because it was the cheapest place to travel to.
3 What was one of the immigrants' problems in the early 20th century?
They lived in crowded conditions.
4 How did the number 7 subway line help?
They left the center of New York to live near the subway.
5 What do you think you can find in, for example, Little India or Chinatown?
Businesses, shops, restaurants, and people from India / China.
6 Who gets a holiday at the Chinese Lunar New Year?
Every school child in New York.
7 When is St. Patrick's Day?
In March.

The World in New York City

Over the past 200 years, over 80 million people have left the countries they were born in and moved to the U.S. In the 19th century, many were Northern Europeans. Their reasons were varied: political, religious, and economic. But most of all, people were simply looking for a better life. At that time, European immigrants arrived by ship on the East Coast. Many chose New York because it was the cheapest place to travel to. And without money to travel across the U.S., many of them stayed in the city.

Now, there are immigrants from all over the world in New York, and over 35% of the city's 8.5 million population were born outside of the U.S. Experts believe it's possible to hear over 800 different languages in the city. The perfect place to experience this is on the number 7 subway line, or "International Express." In the early 1900s, large numbers of immigrants lived in crowded conditions in the center of New York. The city built the number 7 line to encourage them to move to better homes away from the center. The train line meant that they could live further away from the city center, but travel in easily for work. The plan was successful, and now each stop on this line is a community of people from different countries, with their own restaurants, businesses, and homes. Signs on the subway are in seven different languages!

The number 7 subway line travels through Little India, Little Egypt, Little Colombia, and Chinatown.

120 one hundred twenty

The cultural mix of New York means the city has festivals from all over the world throughout the year. For example in January or February each year, many New Yorkers celebrate the Chinese Lunar New Year – and every student gets a day off school! In March, more than 2 million people, from all over the world, watch the St. Patrick's Day Parade – a celebration from Ireland. It began in New York in 1762, and it's the biggest St. Patrick's Day parade in the world. Thousands celebrate smaller festivals, too – from Hong Kong Dragon Boat races to Brazilian Day in "Little Brazil" in the center of New York.

Listening
Sergey's story

4 **Look at the picture and answer the questions.**

1 Do you recognize the person?
2 Do you know where he was born?
3 Why do you think he and his family moved to the U.S.?

5 104 **Listen to the first part of the story and check your answers to the questions in exercise 4.**

6 105 **Read the sentences. Then listen to the complete story and put the events in the correct order.**

a The Brins flew to New York. 3
b Sergey had his ninth birthday. 5
c Sergey met Larry Page. 6
d Sergey's parents left their jobs. 2
e Mikhail Brin suggested moving to the U.S. 1
f Sergey's parents got jobs. 4

7 106 **Complete the summary. Then listen and check.**

better computer father good job parents ~~Russian~~ son the U.S. well

Sergey Brin and his family are [1] Russian immigrants. They went to [2] the U.S. in 1979 because Sergey's [3] father wanted to find a better [4] job. Sergey's mother didn't want to move, but she wanted a good future for her [5] son.
After arriving, the family moved to Washington, D.C., and Sergey's [6] parents got jobs. Sergey didn't speak English [7] well at first, and he found school difficult. But he got [8] good grades, and in college he studied math and [9] computer science. In 1995, he met Larry Page and started a project to find [10] better ways to search the Internet. In 1997, that project became google.com.

Project

1 **Use the Internet to find some famous immigrants to your country or the U.S. Choose one and complete the chart.**

Who is it?	
Where is he / she from?	
Why did he / she move?	
What happened after he / she arrived?	
How did he / she become successful?	

2 **Write the story of the person you chose. Include:**
- information from the table in exercise 1.
- other interesting information you can find online or in books.
- some interesting pictures.

Listening

4
- Put students into pairs to look at the picture and discuss the questions.
- Discuss the questions with the class, and encourage students to speculate if they don't know the answers.

ANSWERS
Students' own answers.

5 104
- Check that students understand *mathematician* and *application*.
- Play the audio. Ask students to listen and check their answers to exercise 4.
- Discuss the answers with the class and explain that students will learn more about Sergey Brin in the next exercises.

ANSWERS
1 The person is Sergey Brin.
2 He was born in Russia.
3 They moved to the U.S. because his father wanted to find a better job.

6 105
- Allow students time to read the sentences. Check they understand everything.
- Play the audio. Ask students to listen and put the events in the correct order.
- Check answers with the class.

Audioscript 104 & 105
In 1977, the Brin family lived in a three-room apartment in Moscow, Russia. Yevgenia and Mikhail were both mathematicians. Their only son, Sergey, was just 4. He can't remember the day when his father came home and suggested moving to the U.S. Mikhail wanted a better job, but he couldn't find one in Russia. In the U.S., he said, there were more opportunities for mathematicians. His wife wasn't sure. She enjoyed her job and she had a lot of friends. But she wanted a good future for her son. So the couple sent an application to U.S. immigration.
Mikhail had to leave his job quickly. And soon Yevgenia stopped working, too.
In May 1979, they got the news: they were allowed to move to the U.S. Soon after Sergey's sixth birthday, they traveled across Europe to Paris, and then they flew to New York. Sergey's first memory was the huge cars he saw on the roads. His dad quickly got a job in a college near Washington, D.C. so the family moved into a small house near the college. Sergey went to a local elementary school and Yevgenia got a job, too – with NASA – National Aeronautics and Space Administration.
For the first year, Sergey found school difficult. He was shy because he didn't speak English well. But soon he began to get good grades. On his ninth birthday, Sergey got his first computer. He loved puzzles, math, and computers. Then, in March 1995, while Sergey was studying math and computer science at Stanford University, he met Larry Page. A year later, they began a project together. They wanted to find new and better ways to search the Internet. Today, you know this project as google.com.

7 106
- Ask students to read the summary and complete it with the correct words.
- Allow students time to compare their answers in pairs, then play the audio again for them to listen and check their answers.
- Check answers with the class. Ask: *Do you use Google? How often do you use it?* Elicit a range of answers.

Project
1 Read out the task, then allow students time to choose the person they want to research. If they are struggling for ideas, ask more questions to prompt them, e.g., *What about sports stars or singers? What about famous scientists?* You could suggest one or two famous immigrants to the students' own country or the U.S. to help them, e.g., *Albert Einstein, Arnold Schwarzenegger*. Students can then use the Internet to find information about the person and complete the chart. They can do this at home if they don't have access to the Internet at school.
2 Ask students to write the story of the person they chose. They can do this for homework.

In the next lesson, put students into groups to read their immigrant stories to each other. Ask some students to tell the class who they enjoyed learning about and why.

Culture 5–6

Weddings

Aims
read about a Japanese wedding and a Jamaican wedding
listen to some explanations of Western wedding traditions
describe a typical wedding in your country

Warm-up

- Ask: *Have you ever been to a wedding?* Elicit answers from individual students and ask more questions to encourage students to say more, e.g., *Whose wedding was it? What was it like? Did you enjoy it? Why? / Why not?*
- As a class, brainstorm some vocabulary to do with weddings and write it on the board, e.g., *bride, groom, ceremony, reception, guests, wedding gift*.
- Tell students that they are going to learn about some wedding traditions in other parts of the world.

Reading

1

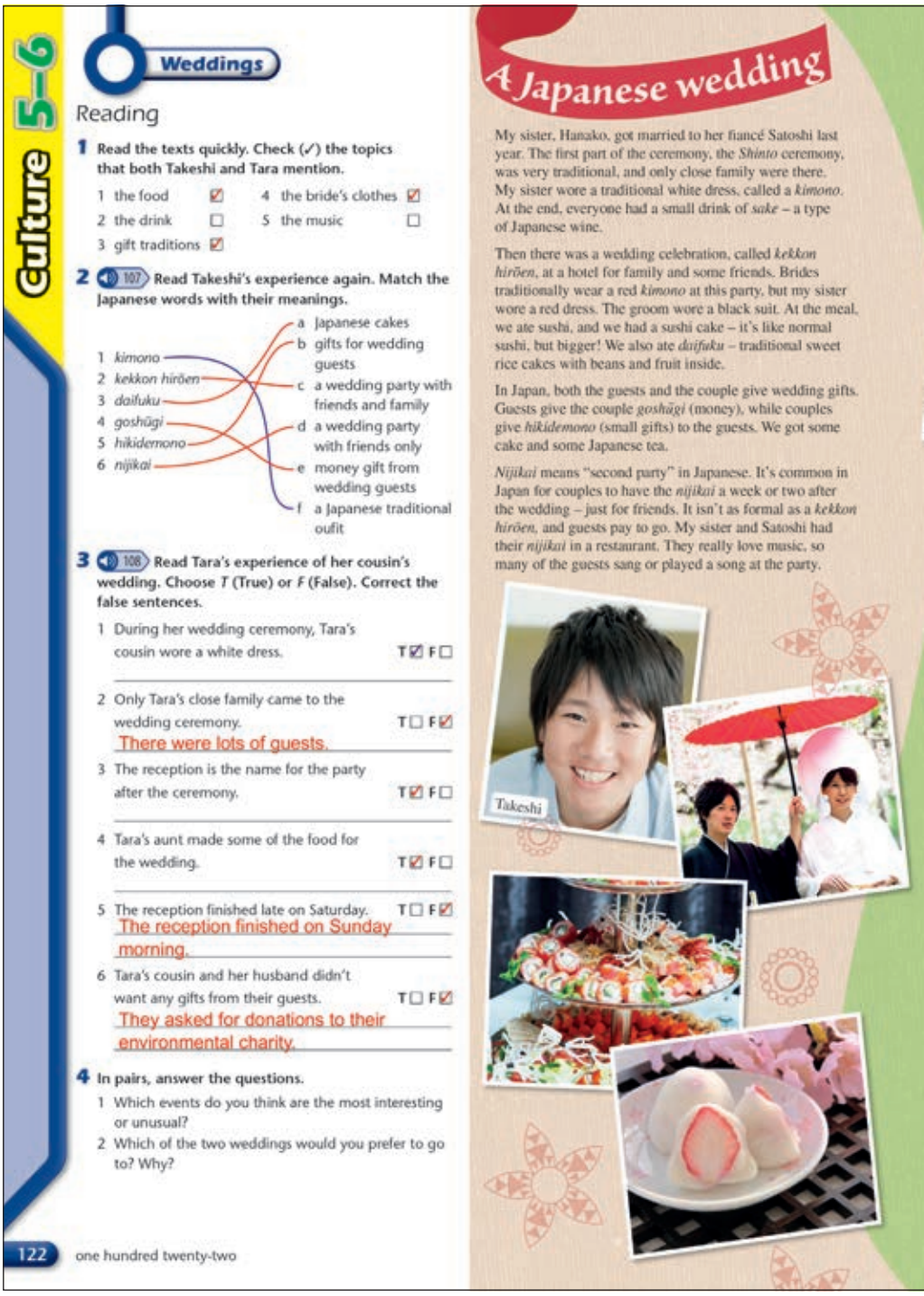
- Point to the photos of Takeshi and Tara and point out the names.
- Check that students understand *sushi* and *goat*.
- Ask students to read the texts quickly and check the topics that both people mention.
- Check answers with the class, referring back to the texts to confirm the answers.

2 107

- Ask students to read Takeshi's account again and match the Japanese words with the meanings.
- Check answers with the class, referring back to the text to confirm the answers.

3 108

- Ask students to read Tara's account again and decide if the sentences are true or false. Remind them to correct the false sentences.



Culture 5–6

Weddings

Reading

1 Read the texts quickly. Check (✓) the topics that both Takeshi and Tara mention.

1 the food ☑ 4 the bride's clothes ☑
2 the drink ☐ 5 the music ☐
3 gift traditions ☑

2 107 Read Takeshi's experience again. Match the Japanese words with their meanings.

1 *kimono* – c
2 *kekkon hirōen* – a
3 *daifuku* – d
4 *goshūgi* – e
5 *hikidemono* – b
6 *nijikai* – f

a Japanese cakes
b gifts for wedding guests
c a wedding party with friends and family
d a wedding party with friends only
e money gift from wedding guests
f a Japanese traditional oufit

3 108 Read Tara's experience of her cousin's wedding. Choose *T* (True) or *F* (False). Correct the false sentences.

1 During her wedding ceremony, Tara's cousin wore a white dress. T☑ F☐
2 Only Tara's close family came to the wedding ceremony. T☐ F☑
There were lots of guests.
3 The reception is the name for the party after the ceremony. T☑ F☐
4 Tara's aunt made some of the food for the wedding. T☑ F☐
5 The reception finished late on Saturday. T☐ F☑
The reception finished on Sunday morning.
6 Tara's cousin and her husband didn't want any gifts from their guests. T☐ F☑
They asked for donations to their environmental charity.

4 In pairs, answer the questions.

1 Which events do you think are the most interesting or unusual?
2 Which of the two weddings would you prefer to go to? Why?

122 one hundred twenty-two

A Japanese wedding

My sister, Hanako, got married to her fiancé Satoshi last year. The first part of the ceremony, the *Shinto* ceremony, was very traditional, and only close family were there. My sister wore a traditional white dress, called a *kimono*. At the end, everyone had a small drink of *sake* – a type of Japanese wine.

Then there was a wedding celebration, called *kekkon hirōen*, at a hotel for family and some friends. Brides traditionally wear a red *kimono* at this party, but my sister wore a red dress. The groom wore a black suit. At the meal, we ate sushi, and we had a sushi cake – it's like normal sushi, but bigger! We also ate *daifuku* – traditional sweet rice cakes with beans and fruit inside.

In Japan, both the guests and the couple give wedding gifts. Guests give the couple *goshūgi* (money), while couples give *hikidemono* (small gifts) to the guests. We got some cake and some Japanese tea.

Nijikai means "second party" in Japanese. It's common in Japan for couples to have the *nijikai* a week or two after the wedding – just for friends. It isn't as formal as a *kekkon hirōen*, and guests pay to go. My sister and Satoshi had their *nijikai* in a restaurant. They really love music, so many of the guests sang or played a song at the party.

Takeshi

Practice activity (all classes)

Put students into pairs. Ask them to each choose one of the weddings and prepare to explain it to their partner. Allow them time to read through their text again and make a few notes to help them.

Ask students to close their books. In their pairs, they try to describe the wedding to their partner, using their notes.

Ask some students to describe each of the weddings to the class. Other students can help with details. See if, as a class, students can retell all the details of the two weddings.

ANSWERS
Students' own answers.

4

- 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.

A JAMAICAN WEDDING

Before a wedding, it's traditional in Jamaica for everyone to go out into the street to see the bride. On Saturday morning, my cousin had to walk down her street, in her white wedding dress. Hundreds of people were shouting and clapping. She was a bit embarrassed, but happy!

Later that day, there was a ceremony in our church. There were a lot of guests. That isn't unusual in Jamaica. Anyone can come to a wedding!

After the ceremony, there was a huge party with family and friends – called the reception. There was a lot of food – goat and chicken curries are very common at Jamaican weddings. We also make special fruit cakes. My aunt started making my cousin's cake a year ago. My cousin's reception didn't finish until the next morning, and many people had a breakfast of fish and *ackee*, a type of fruit, before they left. I was exhausted!

In Jamaica, wedding gifts are common – but my cousin and her husband did something different. They both work for an environmental charity, so they asked for donations to their charity. Everyone thought it was a really cool idea!

Culture 5–6

Listening
Western wedding traditions

5 **Read the list of past traditions at weddings in western countries. Were or are any of these traditions common in your country?**

1 Men always used to ask the father of the bride for permission to marry – before asking their girlfriend.
2 The bride's family always used to pay for the wedding.
3 The bride and groom weren't allowed to see each other before the wedding.
4 Brides always used to throw their flowers to the unmarried women.

6 109 **Listen and match 1–4 in exercise 5 to a–d.**

1 b 2 d 3 a 4 c

7 109 **Listen again. Complete each sentence with one word.**

a The bride and groom didn't use to be allowed to see each other before the wedding because one of them might change their mind.
b Nowadays, some men talk to the father of the bride before marriage because it is a polite thing to do. However, they often do it after asking their girlfriend to marry them.
c In the past, guests used to take a piece of the bride's dress for luck. Nowadays, the tradition of throwing and catching the bride's flowers is common.
d Nowadays, the couple's families usually share the cost of the wedding. Many couples pay for the wedding themselves.

Project

1 **You are going to describe a typical wedding in your country. Make notes in the chart.**

Ceremony	
Party	
Clothes	
Food / drink	
Other traditions	

2 **Write your description. Use your chart in exercise 1 and include:**
- information about past tradition.
- pictures of unusual food / drink, clothes, etc.

Listening

5
- Ask students to read through the list of traditions. Check that they understand everything.
- Discuss whether any of these traditions are popular in the students' country now or were in the past.

ANSWERS
Students' own answers.

6 109
- Explain to students that they are going to hear someone talking about the four traditions in exercise 5.
- Play the audio. Ask students to listen and match 1–4 with traditions a–d.
- Check answers with the class.

Audioscript 109

A
The tradition comes from a time when parents arranged their children's marriages. This isn't common in Western culture now. In the past, some people were worried that if the bride and groom saw each other before the wedding, then one of them might change their mind and decide not to get married.

B
This is a very old tradition and is still common in some cultures. But in Western countries, it is less common than it used to be. Some men still like to ask the father of the bride, but it's more common after asking your girlfriend. And they aren't asking for permission. They're asking to be polite – as a sign of respect to the family.

C
In the past, guests used to try and take a piece of the bride's wedding dress, because they believed it would give them some of the bride's good luck! Over the years, the tradition changed: to protect their dresses, brides started to throw flowers to the unmarried women instead! Some people believe that if you catch the flowers, you will be the next person to get married. The tradition of throwing flowers still happens at many weddings today!

D
This is a very unusual custom in Western countries now. In the past, the bride's family paid a man to marry their daughter! And part of this was paying for the wedding. Now, the parents might share the cost of a wedding, or some couples might prefer to pay for their own wedding – without any help from their parents.

7 109
- Allow students time to read through the sentences.
- Play the audio again. Ask students to listen and complete the sentences with the correct words.
- Check answers with the class.

Project

1 Read out the task, then ask students to copy the chart into their notebooks and complete it with information about a typical wedding in their country. They could work in pairs for this.
With weaker classes, you could copy the chart onto the board and brainstorm some ideas with the class to complete it. Students could then use ideas from the board to complete their own charts.
2 Ask students to write their description, using information in their chart. They can do this for homework.

In the next lesson, put students into pairs or small groups to compare their descriptions and make a note of any differences.

Discuss as a class any differences in traditions that students noticed.

Cross-curricular 7–8

Literature: *The Picture of Dorian Gray*

Aims
read an extract from the Oscar Wilde novel *The Picture of Dorian Gray*
listen to two further extracts from the novel
write a letter from one of the characters in the novel

Warm-up

- Ask: *Have you heard of the writer Oscar Wilde? What do you know about him?* Elicit what students know about the author and share the information in the *Culture* box with the class.
- Point to the pictures and ask: *What do you think the story will be about?* Elicit a range of answers.
- Tell students they are going to read an extract from a novel by Oscar Wilde.

Culture

Oscar Wilde (1854–1900) was an Irish playwright, novelist and poet. He was born in Dublin and studied classics at university in Dublin and later in Oxford. He was known for his wit and his extravagant, flamboyant style of dress, and became a well-known and popular public figure. As well as *The Picture of Dorian Gray*, Wilde is also remembered especially for his play *The Importance of Being Earnest*, and for his children's story *The Happy Prince*. Wilde had a lot of problems in his personal life, and died destitute in Paris when he was only 46 years old.

Cross-curricular 7–8

Literature

Reading

1 **Read the blurb and discuss the questions.**

1 Do you agree with Lord Henry?
2 Do you think it's better to be beautiful than to be good?

The Picture of Dorian Gray
by Oscar Wilde

"When we are happy, we are always good," says Lord Henry, "but when we are good, we are not always happy." Lord Henry's lazy, clever words lead the young Dorian Gray into a world where it is better to be beautiful than to be good; a world where anything can be forgiven – even murder – if it can make people laugh at a dinner party.

2 110 **Read Extract 1. Complete the sentences with the names.**

Basil Hallward Dorian Gray Lord Henry

1 The picture is of Dorian Gray.
2 Basil Hallward painted the picture for Dorian Gray.
3 Harry is Lord Henry's first name.
4 Dorian Gray feels afraid after he looks at the picture.
5 Lord Henry wants to own the painting.
6 Dorian Gray never wants to get old.

3 111 **Read the introduction and Extract 2 on page 125. Do you think Sybil and Dorian will get married? Why? / Why not?**

4 **Discuss the questions about Extract 2. Give reasons for your answers.**

1 How does Sybil Vane feel about Dorian Gray at the beginning of Extract 2?
2 Why do you think Dorian turns his face away from Sybil?
3 How would you describe how Dorian treats Sybil?
4 How do you think Sybil feels after Dorian leaves?
5 What is happening to the portrait of Dorian Gray? What is happening to Dorian Gray himself?

124 one hundred twenty-four

The Picture of
DORIAN GRAY

EXTRACT 1

In the house Basil Hallward stood in front of the portrait of Dorian Gray. "It's finished," he said. He wrote his name in the corner of the picture.

Lord Henry studied the picture carefully. "Yes," he said. "It's your best work. It's excellent. Mr. Gray, come and look at yourself."

Dorian looked at the picture for a long time. He smiled as he saw the beautiful face in front of him, and for a moment he felt happy. But then he remembered Lord Henry's words. "How long," he thought, "will I look like the picture? Time will steal my beauty from me. I will grow old, but the picture will always be young." And his heart grew cold with fear.

"Don't you like it, Dorian?" asked Basil at last.

"Of course he likes it," said Lord Henry. "It's a very fine work of art. I'd like to buy it myself."

"It's not mine to sell, Harry. The picture is Dorian's."

"I wish," cried Dorian suddenly, "I wish that I could always stay young, and that the picture could grow old."

Reading

1

- Check that students understand *blurb* (= information about a book that you can read on the back cover).
- Ask students to read the blurb and discuss the questions in pairs.
- Discuss the questions with the class.

2 110

- Allow students time to read through the gapped sentences, then play the audio. Ask students to read and listen to the extract, and then complete the sentences with the correct names.
- Check answers with the class.

3 111

- Focus on Extract 2 on page 125 and read out the question.
- Play the audio. Ask students to read and listen to the extract and answer the question.
- Discuss the question with the class. Encourage students to refer to the extract and give reasons for their answers.

ANSWERS
Students' own answers.

4

- Put students into pairs to discuss the questions.
- Discuss the answers with the class, encouraging as many students as possible to join in and express their opinions about the story.

ANSWERS
Students' own answers.

Listening

5 112

- Explain to students that they are going to hear two more extracts from the story.
- Read out the questions and elicit answers. Encourage as many students as possible to join in and speculate about the story.
- Check that students understand *evil, pleasure, ugly/ugliness, cruel,* and *soul*.
- Play the audio. Ask students to listen to the next two parts of the story and check their answers to the questions.
- Discuss the answers with the class.

Audioscript 112–114

Extract 3

And so the years passed.
But time did not touch the face of Dorian Gray. That wonderful beauty – the beauty

Dorian Gray decided to marry a young actor named Sybil Vane. He went to see Sybil play Juliet in *Romeo and Juliet*. She normally acted very well, but today her acting was terrible. Dorian sees her after the play.

EXTRACT 2

"How can I pretend to be Juliet – to feel Juliet's love, when I now know what true love is?" asked Sybil.

Dorian turned his face away from her. "But I loved you for your art – because you were a wonderful actress," he said. His voice was hard. "You have killed my love. Without your art, you are nothing. I never want to see you again." Sybil's face was white with fear. "You're not serious, are you, Dorian?" she asked. She touched his arm with her small, gentle hand.

"Don't touch me!" he shouted angrily. He pushed her away, and she fell to the floor and lay there like a broken bird.

"Dorian, please don't leave me," she cried. "I love you better than anything in the world. Don't leave me!"

Dorian Gray looked down at her with his beautiful eyes. There was no love or gentleness in his face.

"I'm going," he said at last. "I don't wish to be unkind, but I don't want to see you again." Without another word, he left her.

All night he walked through the streets of London. When morning came, he went home. When he entered his house, he saw the portrait of himself that Basil Hallward had painted. There was something different about it, he thought. The face had changed – there was something unkind, and cruel about the mouth. It was very strange.

He picked up a mirror and looked at his own face, and then looked again at the face in the portrait. Yes, it was different. What did this change mean?

Suddenly he remembered his wish in Basil Hallward's house … his wish that he could stay young but the picture could grow old. The idea was impossible, of course. But why did the face in the picture have that cruel, unkind mouth?

Cross-curricular 7–8

Listening

5 112 **You are going to hear two more extracts from *The Picture of Dorian Gray*. Look at the picture. What do you think is going to happen to Dorian Gray? What do you think will happen to the painting? Listen to Extracts 3 and 4, and check your ideas.**

6 113 **Complete the sentences from Extract 3. Listen again and check.**

beautiful dangerous ~~fashionable~~ ~~rich~~ secret strange

1 He enjoyed the life of a rich and fashionable young man.
2 He studied art and music, and filled his house with beautiful things from every corner of the world.
3 After a while, strange stories were heard about him – stories of a secret, more dangerous life.

cruel famous heavy real yellow

4 And they still came to the famous dinners at his house.
5 The heavy mouth, the yellow skin, the cruel eyes – these told the real story.

7 114 **Read the questions. Then listen to Extract 4 and discuss your answers.**

1 Why does Dorian say, "Uncover that picture, Basil, and you will see my soul"?
2 How does Basil feel when he first sees the picture?
3 How does Basil know it's *his* portrait of Dorian Gray?
4 Why is Basil surprised by the picture?
5 Why does Dorian say, "I was wrong. It has destroyed me"?

Project

1 **You are going to write a letter from Basil to Dorian. Think about:**
- Basil's relationship with Dorian.
- how Dorian has changed.
- what Basil might think about Dorian's behavior.
- how Dorian's behavior could be better, and what advice Basil might give to Dorian.

2 **Write your letter.**

one hundred twenty-five 125

that Basil Hallward had painted – never left him. He enjoyed the life of a rich and fashionable young man. He studied art and music, and filled his house with beautiful things from every corner of the world. But his search for pleasure did not stop there. He became hungry for evil pleasures. He became more and more in love with the beauty of his face, more and more interested in the ugliness of his soul. After a while strange stories were heard about him – stories of a secret, more dangerous life. But when people looked at that young and good-looking face, they could not believe the evil stories. And they still came to the famous dinners at his house, where the food, and the music, and the conversation were the best in London. But behind the locked door at the top of the house, the picture of Dorian Gray grew older every year. The terrible face showed the dark secrets of his life. The heavy mouth, the yellow skin, the cruel eyes – these told the real story. Again and again, Dorian Gray went secretly to the room and looked first at the ugly and terrible face in the picture, then at the beautiful young face that laughed back at him from the mirror.

Extract 4

"Uncover that picture, Basil, and you will see my soul."

A cry of horror came from the artist when he saw the terrible face in the portrait. How could that evil and unlovely face be Dorian Gray's? But yes, it was. He went nearer to the picture. It could not be the portrait that he had painted. But yes, there was his name written in the corner. He turned and looked at Dorian Gray with the eyes of a sick man.

"What does this mean?" he asked at last.

"When you finished the portrait," replied Dorian, "I made a wish …"

"I remember, yes," said Basil. "You wished that the picture could become old, and that you can stay young. But this …"

He stared again at the picture. "This is impossible. And you told me that you'd destroyed the picture."

"I was wrong. It has destroyed me."

ANSWER

Dorian continues to look young, while his painting becomes old and ugly, a reflection of his true character.

6 113

- Allow students time to read through the sentences and complete them with the correct words.
- Play Extract 3 again. Ask students to listen and check their answers.
- Check answers with the class. With weaker classes, you could play the audio again, pausing for students to hear the answers.

7 114

- Allow students time to read through the questions. Check that they understand everything.
- Play Extract 4 again. Ask students to listen and think about the questions.
- Put students into pairs to discuss the questions.
- Discuss the answers with the class. Play the audio again, pausing if necessary for students to hear 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 now?*

ANSWERS

1 **He wants to show Basil what the picture looks like.**
2 **He is horrified.**
3 **His name was written in the corner.**
4 **Because the person in the picture looks old and ugly.**
5 **Maybe because the picture has allowed him to lead a bad life without it showing on his face.**

Project

1 Read out the task. Then, put students into pairs to brainstorm ideas and think about the points on the list. Discuss the points with the class. You could make notes on the board to help students develop their ideas.
2 Ask students to write their letter. They could do this for homework.

Pin the letters around the classroom. Allow students to move around the classroom to read the letters. You could ask them to check (✓) the ones they enjoyed reading. Ask some students which letters they enjoyed reading and why.

Videoscripts

Unit 1 p.22 Video

Vicky Hi! Today, we're thinking about emotions. I want to show you an interesting report about happiness!
Most people want to be happy. But what makes us happy? Are some countries more relaxed, less stressed, and happier than other countries? The United Nations decided to find out. The World Happiness Report explains how happy people are in countries around the world.
What makes people feel positive? Is it health? Money? Friends and family? Good government? People in Denmark are satisfied in all of these areas, and the 2016 World Happiness Report named Denmark the happiest country in the world. Many other northern European countries such as Switzerland, the Netherlands, and Iceland were also on the top ten.
Several Latin American countries were high on the list, too. These included Costa Rica and Mexico.
Mexico finished higher than some countries that have more money. Some people felt confused by this. How could people in a richer country be unhappy? But money is only one part of what makes us happy. People need other things to be happy. Being with family and friends is important. People like living near their friends and family because it's convenient for spending time together. In Mexico, children often share a house with their parents and their grandparents – living, playing, and working together. They eat together, laugh together, and have fun together. They talk about problems, and they help each other a lot. When people smile and laugh a lot, they feel less stressed and more relaxed and positive. Outside of the family, many people also find help in their friends and neighbors. They spend a lot of time outside together. People love having neighborhood parties and really enjoy hanging out and talking together. Relaxing together outside is easy because the weather in Mexico is often very warm. Deciding to meet on the street, in neighbors' backyards, and in parks isn't difficult!
What makes us happy? It isn't easy to answer that question, because there isn't one answer. But the people of Mexico show us that spending time with friends and family is an important part of being happy.

Unit 2 p.32 Video

Tripp Hello, I'm Tripp. Today I'm talking with Ollie, Piper, Jack, and Naomi about rules. We'll start with rules at home. Are there a lot of rules at your house?
Ollie We have a few rules. First, homework. If I don't do my homework, I can't watch TV or go on the computer. And we have some rules about cleaning.
Piper My parents are pretty strict. They never let me stay out late. Well, on the weekends, I'm allowed to go to a friend's house for a sleepover, but we aren't allowed to go out.
Jack We don't have rules exactly. I do my chores and do my homework – I don't do anything wrong – so there aren't any problems.
T So your parents aren't too strict?
J Not really. I'm allowed to do what I want to do. I go out with my friends, but we don't cause any problems. I don't argue with my parents.
Naomi I love drumming, but my parents made a rule about when I'm allowed to play. They don't want me to make noise too late at night, or too early in the morning!
T What are the rules about chores at home? What jobs do you have to do around the house?
O My parents make me clean my room once a week. And if I make a mess somewhere in the house, I have to clean it up. I also have to take out the trash.
T Anything else?
O I have to wash the dishes sometimes, but we don't have a rule about that – we take turns, and I don't mind. It's fair.
P Every week, I have to do the vacuuming. I think that's fair. If I don't do the vacuuming, I can't go out with my friends or watch TV.
J I have to help out with laundry. Every weekend, I take the towels from the bathroom and put them in the washing machine, and then in the dryer. I put out clean towels for everyone, too.
N My mom really loves plants – we have a lot of them. I have to water them. The problem is that plants all need different amounts of water, so it isn't easy to remember. And if you give a plant too much water … it dies! I don't like this chore, but my mom won't let me do a different one … I guess she wants me to learn about plants! I'm not really interested …
T What about school rules? Is your school strict?
O My school is very strict. There's a punishment for being late. You have to stay after school for fifteen minutes.
T Even if you're one minute late?
O Yes! If I'm one minute late, I have to stay fifteen minutes after school. I don't think it's fair – but people are usually on time.
P My school isn't very strict. A few years ago, the students and teachers wrote the rules together – and they're the same for everyone.
T Can you give us some examples?
P The most important rule is to do your best. And if you make a mistake, you shouldn't make an excuse – you should try to fix it. With big problems, like bullying, the students with the problem talk with some teachers. They try to work together.
J The rules at my school are fair, I think. If you make noise in class, the teacher asks you to be quiet. If you aren't quiet, then the teacher sends you to the Principal.
N There's one rule at my school I really don't like. We aren't allowed to send text messages in school. In fact, if a teacher sees your phone, they take it, and they keep it until the end of the day.
T But that's fair, isn't it?
N No! Sometimes I need to text my friends! Or my mom!
T That's all for today. Thanks Ollie, Piper, Jack, and Naomi!

Unit 3 p.44 Video

Amy Hey! Our world is facing some big challenges. In cities, there are problems with overpopulation and pollution – and both of these things lead to climate change. But what can we do about this? Let's find out!
Welcome to Seoul, the capital of South Korea. It's one of the biggest cities in the world, and technology is everywhere. A lot of big technology companies, including LG and Samsung, have their main offices in Seoul, so a lot of people work, and live here. Nearly 26 million people live in Seoul. That's half of South Korea's population! The city is very crowded, and it will continue to grow. But Seoul has a new neighbor. Welcome to Songdo – a new city, about 50 kilometers away from Seoul. Some people from Seoul are moving to Songdo. Architects and city planners designed Songdo as a new "smart" city. It's green: it has more parks and open spaces than Seoul, and it's very environmentally friendly. And it's near to the ocean! Almost half of Songdo is green, including a large park in the middle of the city.
There are tall buildings around the park, including South Korea's tallest building. And there's a lake in the park, too. It's a beautiful city. It has 80,000 apartments, several schools, and a large university.
Songdo is a "smart" city, because it won't produce a lot of pollution. Sensors check energy use in buildings, temperature, and traffic to help stop pollution. Computers also help Songdo reduce waste and to recycle it. This building recycles trash. There aren't any big trash cans or garbage trucks in Songdo! When people throw things away at home, they go into a pipe. Then, machines use the trash to make energy! The architects have also designed the city so people don't drive everywhere. There are sidewalks everywhere, green areas, and large, open spaces.
The architects hope that more people will move from Seoul to Songdo. There is space for new businesses, too.
Is this the future of cities? Are we going to fight climate change with new "smart" cities that are green, open, and use renewable energy? Are people going to move away from big, crowded, old cities to live and work in new ones? Today, families love living in Songdo. They love the space. Songdo is an amazing city! I hope there will be more cities like Songdo in the future.

Unit 4 p.54 Video

Rob Hello, I'm Rob. Today I'm talking with Ollie, Piper, Jack, and Naomi. We're talking about the truth and lies. My first question

is: is it ever OK to be dishonest?
Ollie Definitely. If a friend has a new haircut or a new hairstyle and I think it's terrible, I don't say "I think it's terrible." You can't always tell the truth!
R What do you say?
O Nothing! Or if my friend asks my opinion, I might say I like it – even though that's a lie.
Piper I don't think we should ever be dishonest. The problem with being dishonest – or with telling a lie – is that you have to remember what you said.
Jack I think it's OK to be dishonest sometimes – if it doesn't hurt anyone. If I buy a magazine and the salesperson gives me too much change, am I dishonest if I keep it? Maybe, but am I a bad person if I keep the extra money … ?
Naomi We sometimes have to be dishonest, but I think that's different from telling a lie. Sometimes, it's polite not to be too honest! When I don't like the food at a friend's house, I can't tell the truth. I can't say, "I don't like this food." If I don't like the food, I'll say nothing about it. And I'll say, "thank you for the meal; I enjoyed it." And that's the truth. I enjoyed the meal, even if I didn't like the food.
R Have you ever lied?
O Sure. We all lie sometimes. My parents sometimes ask me, "How was your day?" and I say, "It was fine." But really, that's a lie. Like, last month, I did badly on a test. I felt terrible. After school, my mom asked, "How was your day?" and I said, "Fine." I didn't want her to know about my bad grade!
P When I was 5 or 6, I dropped my mother's phone, and it broke. She found it and asked me if I broke it, and I lied. I said my younger sister broke it. But my mom knew the truth, and she was very upset – not about the phone, but about the lie.
J Have I lied? When I was 13, sometimes I pretended I was 12 and bought a child's ticket for the movies. The oldest age for a child's ticket is 12.
R Do you feel bad about it?
J Not really. What's the difference? A child or a teenager sits in the same seat, so why should a teenager pay more?
N Sometimes, when people invite me to go out, I really don't feel like it, and I just want to stay home and relax. So I've lied to friends then – I've said, "I can't go out tonight because I have too much homework," but really, I didn't have any.
R Have you ever believed an April Fools' joke – or anything like that?
O Yes – maybe just once. A couple of years ago, the radio station I listened to made an announcement in the morning. They said, "Schools are closed today, so that children can go to the April Fools' Day parade." I was excited, and I told my mom about it! She said, "Think about it, Ollie. April Fools' Day Parade? School closed?" Then, I knew it was a joke.
P When I was 4 or 5 years old, my parents decided to teach me about April Fools' Day. After lunch on that day, they gave me a piece of chocolate.
R What's wrong with that?
P It wasn't real – it was plastic. I bit it, and I was shocked – and I cried! I never believed an April Fools' joke again!
J Yes, probably many times. The best one I remember was just last year. As I was leaving my house for school, I saw some silver coins on the sidewalk. I thought I was so lucky! When I tried to pick them up, I couldn't. They were stuck to the ground with glue. Then, my friend jumped out from behind a tree and yelled, "April Fools'!"
N Yes, sure – everyone has, right? Once, my friend asked her older brother to phone me as a joke. He said he was from a local store. He said, "You've won a new iPad!"
R Did you believe him?
N For about a minute. Then, he laughed, and I heard my friend laughing. It was funny … and sort of embarrassing!
R That's all for today. Thanks, Ollie, Piper, Jack, and Naomi.

Unit 5 p.66 Video

Vicky What do you think makes a good relationship? And what makes a relationship last for a long time? Today, I want you to meet a couple that have been together for a very long time! … This is my great-grandpa. His name's Milton. And that's my great-grandma – her name's Phyllis. She grew up in New York City. What year were you born, Great-Grandma?
Phyllis 1925.
V Great-Grandma had two sisters. The three girls got along well. Great-Grandpa had sisters, too.
Milton I had three sisters. I was the only boy in the family. I was a fairly good student, and I graduated from high school in 1939 and went to college.
P My teacher wanted me to go to college, but my mother said that was not possible – I had to go to work.
V Great-Grandma was 15 years old when she met my great grandpa, Milton.
P Milton's friend was playing in a band. He liked me and asked Milton to bring me to the dance. We were bored, so we left and went for a long, long walk.
V Great-Grandpa was very attracted to Great-Grandma.
M She was interesting, intelligent, and very beautiful, and I was hooked.
P I didn't fall in love with him that night. City College had a boat ride down the Hudson, and Milton called and asked me if I'd like to go. And I said "sure," and it was a very pretty night, and we were up on the deck, and he says, "I'm gonna marry you." And I looked at this guy, and I said, "What?!" That was our first date.
M That wasn't our first date – it was our second. Well, actually, the first date we went to the Strand, which was the movie house of the day. That was the first date.
P I fell in love with Milton as time continued. After we dated for two years, he had to go into the army.
M After training, I returned home for a week, and we were married.
P Shortly after we were married, Milton was sent to Europe to fight the war. I felt very frightened, very upset.
V Great-Grandpa used to write letters to Great-Grandma from Europe.
P The letters were very important to me. I still have them.
V When the war ended, Great-Grandpa called Great-Grandma and told her to meet him at the train station.
M I came into Pennsylvania Station, and I was walking around looking for her, and suddenly, someone jumped on my back. And it was Phyllis.
V Their first child was born in 1951, and two others came soon after. Great-Grandma was 49 when she went to college, and she was 55 when she graduated.
P When he said he was going to marry me, I thought he was a little crazy. But … aah … he was right. We've had a very, very good marriage.
V They have six grandchildren and eight great-grandchildren – including me!
P We're still very happy now, and our marriage keeps getting better and better.
M I think we're much happier now than we've ever been.
V My great-grandparents get along so well.

Unit 6 p.76 Video

Tripp Hey! So, in my experiment before, you saw how our senses sometimes work together! What we see might affect what we taste! We're going to find out more about how our senses are connected. Let's go! Everyone knows we have five senses – sight, hearing, taste, smell, and touch. We use our senses every day. They help us to understand the world around us. Professor Charles Spence knows a lot about the senses. He works at Oxford University. He's a psychologist – a scientist who studies the mind. He's a specialist in the senses.
Prof. Spence I'm an experimental psychologist, working here at Oxford University, and I'm interested in the senses: in hearing, in vision and touch, taste, pain, and how those senses get put together in people's heads.
T We hear sounds and we see color. But what would it be like to hear color? Did you know that some people actually do see sound or hear color? This is called synesthesia. Their brains connect colors with sounds or shapes, or even with different flavors! Scientists have known about synesthesia for more than 200 years, but they haven't understood it very well until recently. That's because now scientists have machines that help us see how our senses stimulate our brain. In the past, they thought synesthesia was very rare. Now they know that about

four percent of people have the condition. Even people who don't have synesthesia often make connections between the senses. Psychologists call this "multisensory perception", and experts like Professor Spence are studying it and learning more about it.

Prof. S We try and understand the rules that connect your eye to your ear, your ear to your nose, your nose to your mouth.

T The sensory cortex is the part of the brain that deals with the senses. Each sense has its own separate area. For people with synesthesia, there is a connection between two different areas. This allows some people to "hear" color or "see" sound.

Prof. S We have five senses or perhaps more: hearing, vision, touch, taste, and smell. And most of the time when we experience the world or products around us, they stimulate most, if not all, of the senses.

T Doctor Spence believes that we often use our senses together – eating in a restaurant or choosing things in the supermarket.

Prof. S So, take a lovely meal – that's got to taste right; it should have the right aroma or smell; it needs to look visually appealing; the crunch, the sound should be right, as should the texture, the mouth feel, or the fattiness in the mouth. So all the senses are involved in the perception of food, and that maybe is the most multisensory of our experiences.

T Professor Spence is working hard to understand how the senses work together. His work is useful for the food business.

Prof. S If I think about some sort of packaging or something – say this bottle here – it's got a certain weight; it's got a feel of roughness; it's also got a sound I can hear; a color; and it will have a smell. So, all the senses are again being involved in my perception of this product and its packaging, and a lot of the work that we do with companies now is trying to help them enhance the multisensory appeal of what they're offering.

T Today, they are testing how different music can affect the taste of coffee. We understand the world through our senses. Everything we experience, we experience through our sense of touch, taste, smell, sight, or hearing. Therefore, a better understanding of how the senses work – and how they work together – will lead to a better understanding of the world we live in.

Unit 7 p.88 Video

Amy Hi! Today, I want to show you an awesome company that is doing something really positive. Let's go! Welcome to Chile in South America. These are fishing boats. Fishing is big business in Chile. That's not surprising, because Chile has more than 4,000 kilometers of coastline. Many fishermen use small boats, and every fisherman uses nets. But there's one problem. Often, fishermen throw old fishing nets into the sea. The nets are made of plastic, so they cause water pollution. The plastic stays in the ocean, and can be dangerous for fish and other sea animals. And old fishing nets aren't the only plastic in the ocean. Food packaging and other waste often ends up in the ocean, too. Ben Kneppers, David Stover, and Kevin Ahearn wanted to help. If there were a way to use the old nets, maybe they could help solve the pollution problem. Then, they had an idea. Skateboards.

Ben, David, and Kevin started a company. They called it Bureo – a local word that means waves.

Bureo started a campaign to get local fishermen to stop throwing away old fishing nets and to donate their old fishing nets to Bureo. Bureo thought that if getting rid of old nets were easy, fishermen would do the right thing. Bureo put collection points for the old nets in three fishing villages. In their first six months, Bureo collected three tons of plastic. This was enough to start making their first skateboards. How do they do it? First, they clean the old nets. Then, they cut them into smaller pieces. Next, they send them to a factory. This machine turns the old fishing nets into small pieces of plastic.

With heat, they make tiny plastic beads. Then, they put the beads in this machine. It melts the beads and makes the top of the skateboard.

Finally, they put on the wheels. The business is a big success. Skateboarders love Bureo skateboards.

Bureo used a crowdfunding website to raise $64,000 for more skateboards. Now, people all over the world love Bureo skateboards – which are shaped like fish! They love having fun on Bureo boards, and they love doing the right thing. And Ben, David, and Kevin are always working and trying to get more fishermen to take positive action, and many fishermen are happy to volunteer. Ben, David, and Kevin love the ocean. They can't clean up all of the plastic pollution, but every net they take and every skateboard they make helps. People care about their world, and they want to buy products that help the environment. If more companies were like Bureo, the world would be a better place.

Unit 8 p.98 Video

Rob Hey! There are lots of different types of art! Personally, I really like art that's strange … and interesting! I like modern art, and I love street art! But not everyone thinks that street art is real art.

For a long time, most people didn't like street art. People thought graffiti was just vandalism, not art. But recently opinion has changed. Now street art is selling for a lot of money, and works by famous street artists, like Banksy, are popular tourist attractions. The cities where great street artists live and work have vibrant art communities. With strange and amazing paintings, they turn boring city streets into art galleries that everyone can enjoy.

One city where you can see a lot of amazing street art is London. Street artists have painted original work all over the city, and Londoners love it. Street art is now big business, too.

This is Graffiti Life. It's a company that produces street art for big companies. Artists who work for Graffiti Life decorate buildings, create advertisements, and teach people how to paint. Some companies bring their employees to Graffiti Life for special workshops. People who take the class learn how to work together, and they have fun, too. Graffiti Life works with other people, too. The artists teach all kinds of different people how to create amazing street art. This is a class for young adults who don't have jobs at the moment. At the beginning of the day, the artists meet the class. They discuss ideas together. Then, they do research and try to develop their ideas. After that, they get their equipment and go to the warehouse. The warehouse is a big room where they can create enormous paintings. Here, they create art. Everybody works together to make huge, brightly colored paintings. People who paint together often discover a new, creative part of their personality. They also learn how to work together with other people. And of course there's also the art that they create, which everyone can look at it and enjoy.

Workbook answer key

Vocabulary

Unit 1 p.W2

Exercise 1
2 positive 3 jealous 4 stressed
5 exhausted 6 embarrassed

Exercise 2
2 frightening 3 annoyed 4 shocked
5 embarrassing 6 relaxed

Exercise 3
2 nod (b) 3 raise (a) 4 bite (e)
5 shake (c)

Exercise 4
2 **s**mile 3 **c**ross 4 **b**lush 5 **b**reathe

Unit 2 p.W3

Exercise 1
2 make 3 do 4 Do 5 make 6 make

Exercise 2
2 did, **j**ob 3 made, **m**ess 4 make, **e**xcuses 5 done, **w**rong 6 make, **r**ules

Exercise 3
2 c 3 e 4 b 5 a 6 d

Exercise 4
2 ignore 3 threatening 4 gossip
5 played 6 fight

Unit 3 p.W4

Exercise 1
2 f 3 b 4 a 5 c 6 e

Exercise 2
2 **w**ildfires 3 **c**limate **c**hange
4 **f**loods 5 **d**iseases

Exercise 3
2 run out 3 becoming extinct 4 save
5 protect

Exercise 4
2 reduce 3 throw away 4 Recycle
5 Reuse 6 protect

Unit 4 p.W5

Exercise 1
2 c 3 e 4 d 5 b

Exercise 2
2 believe 3 admits 4 promises
5 made up 6 lying 7 tell the truth
8 trust

Exercise 3
(-tion) connection, invention
(-sion) decision, discussion
(-ation) explanation, imagination, preparation

Exercise 4
2 description of the book
3 invitation to Rob's party
4 of communication is messaging
5 collection of soccer magazines
6 difficult decision

Unit 5 p.W6

Exercise 1
2 OUT 3 ARGUMENT 4 UP 5 FALL
6 BREAK
Mystery word COUPLE

Exercise 2
2 **go on a d**ate 3 **a**ttracted 4 **m**iss
5 **m**ake **u**p 6 **h**ad **an a**rgument
7 **g**et **a**long 8 **b**roke **u**p

Exercise 3
2 staring 3 crying 4 hugging
5 sulking 6 laughing

Exercise 4
2 laughed 3 shout 4 cry

Unit 6 p.W7

Exercise 1
2 soft 3 colorful 4 sour 5 hard
6 salty

Exercise 2
2 disgusting 3 taste 4 smell 5 feel
6 fresh 7 feel 8 rough

Exercise 3
2 awake (d) 3 snores (e) 4 nightmare (a) 5 yawn (f) 6 bed (b)

Exercise 4
2 **f**eel **less s**leepy 3 **f**all **a**sleep
4 **w**ake **u**p 5 **l**ying **i**n **b**ed

Unit 7 p.W8

Exercise 1
2 a 3 b 4 d 5 c 6 e

Exercise 2
2 **D**onate 3 **V**olunteer 4 **h**and
5 **r**aise

Exercise 3
People neighbor, stranger
Places food bank, homeless shelter, environmental organization

Exercise 4
2 Senior citizens 3 animal shelters
4 teammates 5 thrift stores

Unit 8 p.W9

Exercise 1
2 c 3 a 4 c 5 a 6 c

Exercise 2
2 original 3 old-fashioned 4 delicate
5 enormous

Exercise 3
2 compose 3 discover 4 build
5 set up 6 invent

Exercise 4
2 **c**reated 3 **d**esigned 4 **c**omposed
5 **p**ainted 6 **i**nvented 7 **b**uilt

Grammar

Unit 1 pp.W10–11

Exercise 1
2 getting 3 speaking 4 – 5 losing
6 Visiting

Exercise 2
2 raining 3 Running 4 forgetting
5 Riding 6 going

Exercise 3
2 flying 3 Taking 4 learning
5 studying 6 traveling
a 3 **b** 4, 6 **c** 2, 5

Exercise 4
Infinitive of purpose 4
Infinitive after a verb 2, 6
Infinitive after an adjective 3, 5

Exercise 5
1 decided to go out
2 planning to study; want to be
3 learn to drive; needs to earn

Exercise 6
2 to get 3 Sleeping 4 to have 5 to go 6 to help 7 Breathing 8 to think
9 to forget 10 doing

Unit 2 pp.W12–13

Exercise 1
2 let 3 let 4 allowed 5 let
6 allowed

Exercise 2
2 make you do 3 doesn't make us go
4 make him do 5 makes the players get up 6 make you wear

Exercise 3
2 make 3 lets 4 allowed 5 makes
6 let 7 allowed 8 lets

Exercise 4
2 __; if 3 If; __ 4 If; __ 5 __; if
6 __; if

Exercise 5
2 Don't wear flip-flops if you hike in the mountains.
3 If you have any old clothes, put them in this box.
4 If you have a picnic, don't leave trash on the beach.
5 Take this medicine if you have a headache.
6 If you take pictures, please don't use a flash.

Exercise 6
2 our concert if you like
3 smile, it helps people to
4 a ticket if you take
5 cereal, I don't add extra
6 you make mistakes, don't worry

Unit 3 pp.W14–15

Exercise 1
2 will 3 won't 4 will 5 will
6 won't

Exercise 2
2 Will the cell phone exist 3 Will humans live 4 Will robots be 5 Will climate change continue

Exercise 3
2 won't return 3 won't see 4 Will; be
5 will happen 6 will cost 7 will be
8 won't be

Exercise 4
2 d 3 c 4 e 5 b
b **You**'re going to hurt
c **I**'m going to be
d **He**'s going to feel
e **It** isn't going to rain

Exercise 5
2 Are they going to run out of pizza? Yes; are
3 Are we going to miss the plane? Yes; are
4 Is Jones going to win? No; isn't
5 Is it going to snow? Yes; is

Exercise 6
2 isn't going to arrive 3 **she**'ll be
4 won't enjoy 5 **He**'s going to shoot
6 will love

Unit 4 pp.W16–17

Exercise 1
2 e 3 a 4 c 5 b 6 d

Exercise 2
2 I'll; I 3 we'll score; we score 4 I buy; I'll buy 5 don't; won't 6 don't; won't

Exercise 3
2 If you read in English, you'll learn a lot of vocabulary.
3 You'll never speak English well if you don't live in an English-speaking country.
4 If you practice speaking with other students, you'll learn from their mistakes.
5 If you aren't naturally good at languages, it won't be possible to learn English.
6 You'll forget the language quickly if you don't use it.

Exercise 4
2 might not; F 3 might not; P
4 might; F 5 might; P

Exercise 5
2 must be 3 can't clean 4 must have
5 must serve 6 can't enjoy

Exercise 6
2 must be 3 might have 4 can't be
5 must have 6 must be 7 might not know 8 might call

Unit 5 pp.W18–19

Exercise 1
2 **She**'s just watched; C 3 **He**'s just stolen; F 4 **They**'ve just run; E 5 **It**'s just taken off; A 6 **They**'ve just gotten; B

Exercise 2
2 He's already started a blog.
3 He hasn't painted his bedroom yet.
4 He hasn't tried surfing yet.
5 He's already fallen in love.
6 He hasn't asked Lucia out yet.

Exercise 3
2 I've just arrived. 3 We've already done it. 4 I haven't read it yet. 5 Has Sophie called yet?

Exercise 4
2 use 3 use 4 used 5 use 6 used

Exercise 5
2 Did your brother use to tease; Yes, he did.
3 Did your parents use to let; No, they didn't.
4 Did your mom use to go; No, she didn't.
5 Did you use to have; Yes, I did.

Exercise 6
3 Did; use to play 4 didn't use to enjoy
5 What did; use to listen 6 used to love
7 Did; use to have 8 didn't use to be

Unit 6 pp.W20–21

Exercise 1
2 million years; ten days; I was 4; lunchtime; they got married

Exercise 2
2 since lunchtime 3 for 2 million years 4 since I was 4 5 since they got married 6 for ten days

Exercise 3
2 Has Pierre worked 3 have Pierre and Florence been 4 have they had
5 Have they been 6 have they worked

Exercise 4
2 **He**'s worked as a baker for 3 **They**'ve been married since 4 **They**'ve had their bakery for 5 **They**'ve been cookbook authors since 6 **They**'ve worked in TV for

Exercise 5
3 Last Sunday 4 In 2014 5 yesterday

Exercise 6
2 ~~Did you ever try~~ Have you ever tried
3 ~~hasn't been~~ wasn't
5 ~~It's been~~ It was
6 ~~I never rode~~ I've never ridden

Exercise 7
2 didn't 3 had 4 woke up 5 Have you ever had 6 haven't 7 have
8 was 9 danced 10 dreamed 11 had
12 Did you fall off 13 was 14 **I**'ve performed 15 **I**'ve never felt

Unit 7 pp.W22–23

Exercise 1
2 would the charity do 3 Would it be
4 Would you work 5 Would you have

Exercise 2
b wouldn't; would; wouldn't; would; 5
c would; 2 d would; wouldn't; would; 4
e would; would; 3

Exercise 3
2 Would you keep 3 would 4 The man wouldn't miss 5 I would spend
6 wouldn't 7 It wouldn't be 8 I would feel 9 the guest would call
10 What would happen 11 I would give
12 I wouldn't want 13 I wouldn't say
14 I wouldn't keep 15 I would donate

Exercise 4
3; 6

Exercise 5
2 **I**'d help; was/were 3 was/were; **he**'d win 4 didn't spend; **you**'d finish
5 had; wouldn't be 6 would eat; lived

Exercise 6
2 If we were in Florida 3 call him if I knew 4 wouldn't be tired if you 5 I had time, I'd volunteer 6 drop litter, the beaches wouldn't

Unit 8 pp.W24–25

Exercise 1
2 a 3 d 4 e 5 b
a who b where d where e that

Exercise 2
2 who loves 3 that moves 4 who hate 5 who enjoys 6 where they can

Exercise 3
2 The Louvre is a museum where you can see the *Mona Lisa*.
3 Apple is a company that makes computers.
4 A vacuum cleaner is a machine that cleans the floor.
5 J.K. Rowling is the author who created Harry Potter.
6 Graceland is the house where Elvis Presley lived.