

Metro



Teacher's Guide



Sheila Dignen

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Jude Robert Alver Styring.*

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

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

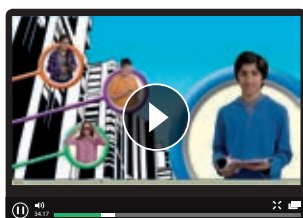
For Students

Student Book and Workbook



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

Video in every unit



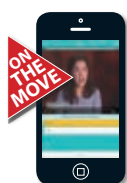
- Each unit of *Metro* opens and closes with a video that puts the unit language and topic in a **meaningful context**.
- Warm-up videos at the beginning of each unit **immediately engage** students, and preview vocabulary and themes that students will see in the upcoming unit.
- Relatable teenage friends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

Online Homework



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

On the Move

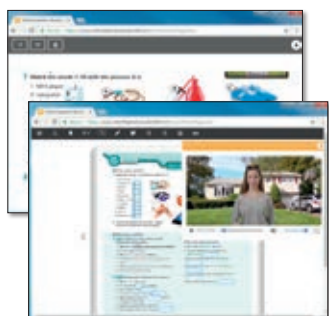


- Students can use their own personal smartphone or tablet to **practice English anywhere** with On the Move.
- On the Move features brand-new content based on the contents of the Student Book, including video exercises, vocabulary practice, grammar practice, listening activities, and extra challenge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

For Teachers



Classroom Presentation Tool



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



Teacher's Guide



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



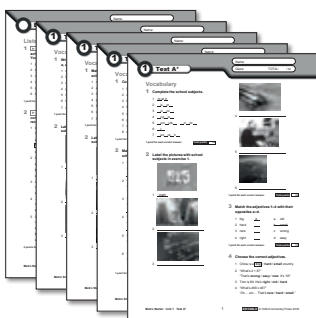
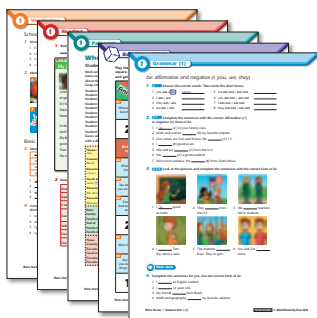
Online Homework



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



Teacher's Resource Center



Editable Tests

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

Worksheets

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



Audio Visual Pack



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

Making the most of *Metro*

A message from the authors



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

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

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

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

James Styring

Nicholas Tims

A message from the series consultant



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

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

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

Airton Pozo de Mattos

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



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.

Simple comprehension checks act as a motivation to watch.

In this unit ...

- describe your interests
- talk about things you can do
- talk about abilities
- predict the topic of an article from headings and pictures
- understand a video about interests and abilities

4

Video Watch the warm-up video

This is fun!

What are you interested in?

I like _____!

forty-five
Video 45

Making the most of *Metro*: Video

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

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

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


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

V


Vocabulary



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

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

Look out for  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

Interests


1  51 Read the conversation and choose the correct word.

a gym b park c restaurant

2  52 Complete the interests. Listen, check, and repeat.

fashion gaming magazines messaging
movies music shopping sports

Do you like gaming?

No! I like Italian fashion and Italian food! 

Do you like Mamma Mia?

The new _____ in North St?
Yes, it's great!



forty-six

46

Making the most of Metro: Vocabulary

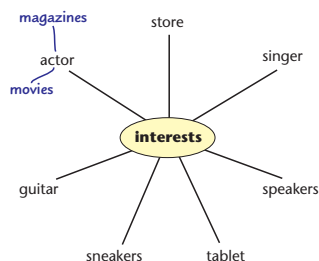
Use students' existing knowledge The short exercise that begins each unit is an opportunity to draw students' attention to the new words that preview the main vocabulary set. Ask students if they know other words around the topic and write them on the board. Draw students' attention to these words when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

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

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

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

3 Match the words with two or more of the interests in exercise 2.



Your turn

4 Ask and answer the questions in pairs.

- 1 Are you a fan of pop music?
- 2 What are your favorite computer games?
- 3 Are you good at sports?
- 4 What is your favorite movie?
- 5 Are you interested in fashion?

Stop Are you *interested in* soccer?
Yes, I am. / No, I'm not.

5 Write your three favorite interests. Can your partner guess them?

Are you interested in shopping?

No, I'm not.

Are you interested in music?

Yes, I am!

→ **METRO EXPRESS** p.120

Workbook p.W7 Online Homework

L Listening

That's awesome!

1 Listen to three conversations and choose the correct answers.



- 1 Conversation 1 is about:
a shopping b sports c movies
- 2 Conversation 2 is about:
a messaging b gaming c magazines
- 3 Conversation 3 is about:
a school b music c fashion

2 Listen again. Match the sentence halves.

Conversation 1

1 Toni is

a hard.

2 Leah is

b in her bedroom.

Conversation 2

3 The guitar is

c a British singer.

4 The game is

d at the mall.

Conversation 3

5 The song is

e new.

6 The song is by

f under the desk.

3 Answer the questions. Listen again and check.

1 Conversation 1: What is new in the computer store?

There's a new tablet.

2 Conversation 2: Is the boy good at the game?

3 Conversation 3: Where is the song from?

forty-seven

47

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

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

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

Exercises in *Metro* usually have an example answer.

Exercises progress to after-listening activities such as "recall" exercises, encouraging students to remember details before listening a final time to check.

Making the most of Metro: Listening

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

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

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

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

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

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

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

1 54 Read the text. What is different about Alyssa and Kaylee?

a their age b their class c their interests

2 Read again and complete the chart with the interests.

art basketball fashion gaming
messaging **music** sports technology

Alyssa	Kaylee
1 music	5 music
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____
	9 _____

3 Read again. Choose T (True) or F (False).

- Alyssa's class is across from Kaylee's class. T ☐ F ☒
- Kaylee is Alyssa's sister. T ☐ F ☐
- Kaylee is on a sports team at school. T ☐ F ☐
- Alyssa's blog is teenvogue.com. T ☐ F ☐
- Alyssa's favorite game is *The Sims*. T ☐ F ☐

Best friends

1 I'm Alyssa and this is Kaylee. We're 14 and our birthdays are on the same day – June 25. Kaylee's apartment is across from my apartment and we're in the same class. We're best friends, but we're very different ...

3 I like music too, but I don't like sports! I'm interested in art and fashion. My favorite website is teenvogue.com. It's really cool. My blog alyssas_closet.com is about fashion, and it's popular at school.

5 I don't like Kaylee's computer games, but I like messaging my friends on my phone. Kaylee likes messaging, too!

2 I like music and sports. I'm good at basketball and I'm on the school team.

4 I'm not a fan of fashion. Jeans and sneakers are my fashion! I'm interested in technology and I like gaming – A LOT! My favorite game is *The Sims*.

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.

like

- 1 55 Read the conversation. Are the boys interested in fashion?



- 2 Complete the chart.

Affirmative	Negative
I <u>like</u> the color.	I <u>don't like</u> sports.
Questions and short answers	
Do you <u>like</u> my new sneakers?	
Yes, I <u>do</u> .	No, I <u>don't</u> .

- 3 Order the words to make sentences.

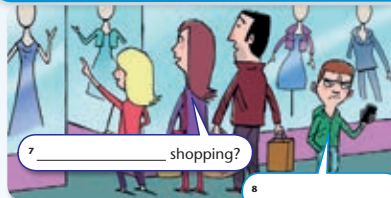
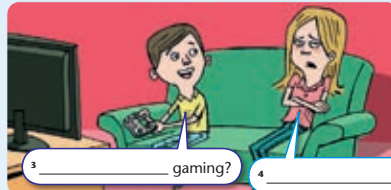
- don't / like / I / shopping
I don't like shopping.
- messaging / I / like
- like / this / mall / don't / I
- magazines / I / like
- I / don't / technology / like

Your turn

- 4 Make true sentences with *I like* or *I don't like*.

- I like / I don't like Korean restaurants.
- _____ science.
- _____ my cell phone.
- _____ soccer.
- _____ American movies.
- _____ skateparks.

- 5 Write questions with *Do you like*. Then write short answers.



Your turn

- 6 Ask and answer the questions in exercise 5 for you.



→ **METRO EXPRESS** p.120

Workbook p.W18 Online Homework

forty-nine

Each unit of *Metro* includes two grammar lessons. Sometimes these break down the major tenses into manageable parts, for example in Unit 1, *be* (affirmative and negative first and second persons), followed by *be* (affirmative and negative third person).

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

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

Exercise 3 is always a controlled practice exercise.

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

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

Making the most of *Metro*: Grammar

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

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

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

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

V Vocabulary

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

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.

L 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.

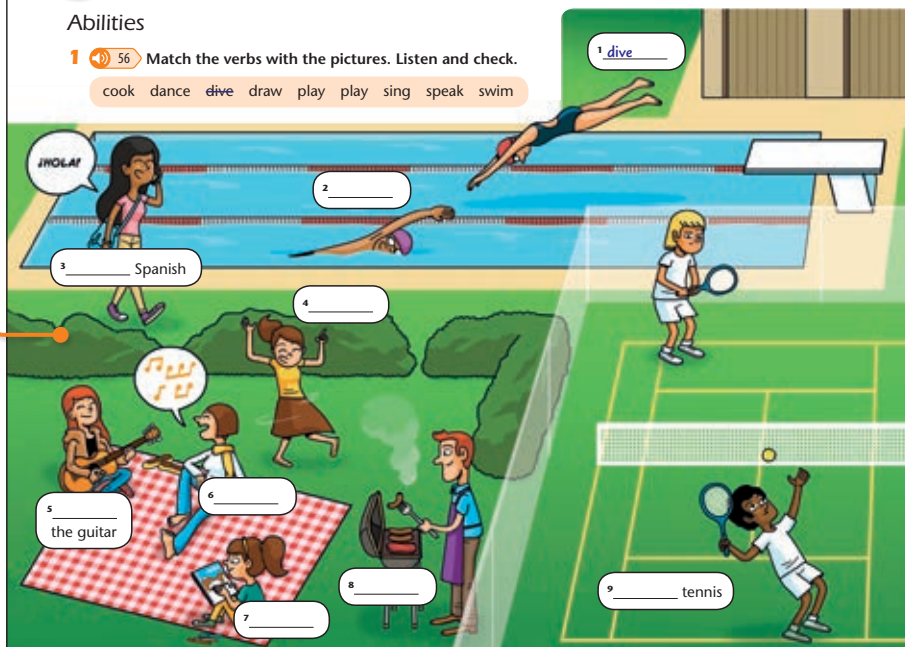
Students can access extra listening, vocabulary, grammar, video, and “challenge” exercises on their smartphones or tablets with On the Move.

V Vocabulary

Abilities

1 **56** Match the verbs with the pictures. Listen and check.

cook dance **dive** draw play play sing speak swim



Stop play sports
play an instrument
play a (computer) game

2 Match the sentence halves.

- | | |
|------------------|-------------------------------------|
| 1 He can dive | a a song by Bruno Mars |
| 2 I can't draw | b 200 meters. It's easy! |
| 3 I can sing | c from 3 meters into the pool. |
| 4 We can swim | d the piano and the guitar. |
| 5 I can play | e Portuguese, English, and Spanish. |
| 6 They can speak | f people. They're hard! |

→ **METRO EXPRESS** p.120

fifty

50



Workbook p.W7



Online Homework

L Listening

About me

1 **57** Look at the verbs and listen to three people talk about their abilities. Which verb do they all say?

a cook b like c play d swim

2 **57** Match the sentence halves. Listen again and check.

Speaker 1

1 I like

2 I can play

Speaker 2

3 I like

4 I can swim

Speaker 3

5 I can speak

6 My favorite language is

- a three languages.
- b Spanish.
- c the guitar.
- d and dive.
- e my music class
- f the pool.

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 ...?*).

can

- 1 58 Look at the message and choose the correct word.





I can read English, but I can't read Japanese / Portuguese.
Can you read this? 元気です。

No, I can't.

- 2 Complete the chart with can or can't.

Affirmative	Negative
I ¹ can read English.	I ² read Japanese.
You can cook.	You can't cook.
He / She / It can swim.	He / She / It can't swim.
We can dive.	We can't dive.
You can sing.	You can't sing.
They can dance.	They can't dance.

- 3 Look at the chart and complete the sentences.

	Emily	Logan	Riley
	✓	✗	✓
	✓	✓	✗
	✗	✓	✗
	✗	✓	✗

- 1 Emily can swim. She can't cook.
2 Logan can't swim. He can speak Japanese.
3 Riley can't swim. She can dance!
4 Emily and Riley can't speak Japanese. They can swim.

- 4 Write sentences with can or can't.

- 1 Emily / speak Japanese
Emily can't speak Japanese.
2 Logan / dance
3 Logan / swim
4 Riley / cook
5 Emily / dance

- 5 Complete the chart with can or can't.

Questions and short answers		
¹ Can	I / you he / she / it we / you / they	cook?
Yes,	I / you he / she / it we / you / they	can.
No,	I / you he / she / it we / you / they	² _____.

- 6 Write questions with can.

- 1 you / speak Chinese?
Can you speak Chinese?
2 you / dive?
3 your dad / cook?
4 you / swim 400 meters?
5 your friends / dance?
6 your mom / play the guitar?

Your turn

- 7 Ask and answer the questions in exercise 6 for you.

Can you speak Chinese?

No, I can't.

→ METRO EXPRESS p.120

Workbook p.W19

Online Homework

Grammar

51

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

Metro grammar exercises recycle the unit's vocabulary.

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

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

Making the most of Metro: Grammar

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

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

Ana: I can play soccer.

Luiz: Ana can play soccer and I can dive.

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

How many can students remember?

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

S Speaking

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

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

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

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

S Speaking

Talking about abilities

- 1 59 Eva's homework is a survey about abilities. Complete the conversation with the phrases. Then listen and check.

instruments can you play
~~languages can you speak~~ play the guitar
speak English and Spanish



Eva: What ¹ languages can you speak ?
Dad: I can ² _____.
Eva: What ³ _____.
Dad: I can ⁴ _____.

- 2 Take turns to practice the questions in exercise 1. Answer the questions for you.

What languages can you speak?

I can speak ...

- 3 Complete the chart for you.

What ...	
sports / play?	<u>tennis, ...</u>
food / cook?	
things / draw?	
songs / sing?	

- 4 Ask and answer about the abilities in exercise 3.

What sports can you play?

I can play tennis, ...

fifty-two

52

[Online Homework](#)

R Reading

- 1 Read the tip.

Tip Good readers can predict the topic of a text from headings and pictures.

Look at the headings and pictures on page 53. Can you predict the topic of the text?

a interests b abilities c families

- 2 60 Read and check.

- 3 Match the words 1–4 with the pictures A–D.

- 1 artist D
2 high diver _____
3 musician _____
4 scuba diver _____

- 4 Match the sentence halves.

- 1 DeBlois _____
2 Tammet and DeBlois _____
3 Tammet _____
4 Wardle and van Schaik _____
5 Tammet and Hadwin _____
a are British.
b can dive.
c is good at music.
d are good at languages.
e is good at math.

- 5 Correct the green words.

- 1 DeBlois is from South Africa.
DeBlois is from the U.S.
2 Tammet can speak 11 languages.
3 Pi is a language.
4 Van Schaik can dive 123 meters under the water.
5 DeBlois can play 10 instruments.

- 6 Discuss the questions.

- 1 Can you dive?
2 Can you swim under the water?
3 Can you paint?
4 What languages can you speak?

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.

This is fun! 4

Superhumans!

Do you like Superman or Spider-Man?
Meet the real superhumans!

A **Diving**
Verna van Schaik is a scuba diver from South Africa. She can dive 221 meters under the water! That's very hard. Lucy Wardle is an American high diver. She can dive 37 meters into water. Can you dive?

B

Memory
Daniel Tammet, from the U.K., can speak 10 languages. He's good at math and he can remember numbers of pi (π) from memory in 5 hours! Can you remember long numbers?

C **Singing and music**
Tony DeBlois from the U.S. is an amazing musician. He can sing in 11 languages and he can play 23 instruments. His favorite instrument is the piano.

D **Art**
Lee Hadwin is a British artist – but he can't paint when he's awake. He can only paint when he's asleep! Can you paint?

Writing p.104 Workbook p.W31 Online Homework 53

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.

Final activities encourage students to react to a text, relating it to their personal experience or sharing opinions on the topic.

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

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

Making the most of Metro: Reading

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

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

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

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

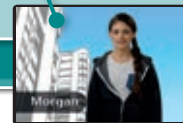
In the Watch videos, the *Metro* characters present documentaries, or interview their friends about real-life issues and themes related to the unit's topic.

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

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

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

What are you interested in?



Before you watch

1 Match the questions 1–4 with Morgan's answers a–d.

- 1 What's your favorite class at school? c
- 2 Are you interested in fashion? _____
- 3 What's your favorite place in town? _____
- 4 Do you like gaming? _____

- a No, I'm not. I don't like shopping for clothes.
- b Yes, I do!
- c Math and computer science.
- d The skatepark is my favorite place.

Morgan

Likes:

- gaming
- math
- computer science
- skateboarding

Doesn't like:

- fashion
- shopping

Favorite place:
• the skatepark!

While you watch

2 Watch the video. Match the interests with the people.

fashion and art movies music sports



- 1 Connor music
- 2 Alexa _____
- 3 Seb _____
- 4 Beth _____

3 Watch again. Check (✓) the people.

Who ...	Connor	Alexa	Seb	Beth
1 can play the guitar?	✓			
2 can't draw people?				
3 likes P.E. class?				
4 likes languages?				
5 doesn't like shopping or fashion?				
6 loves going to the movie theater?				
7 likes playing <i>Minecraft</i> ?				
8 doesn't like computer games?				

4 Watch again. Choose the correct words.

- 1 Connor can't sing dance.
- 2 Beth is on the baseball / basketball team.
- 3 Connor is / isn't interested in fashion.
- 4 Connor's favorite place is the music store / movie theater.
- 5 Beth's hangout is the gym / sports store.
- 6 Seb says gaming is addictive / boring.

After you watch

5 Ask and answer the questions.

- 1 What's your favorite class at school?
- 2 What's your favorite place in town?
- 3 Are you interested in fashion?
- 4 Do you like gaming?

6 Make a project or video about your interests, or a friend's interests.

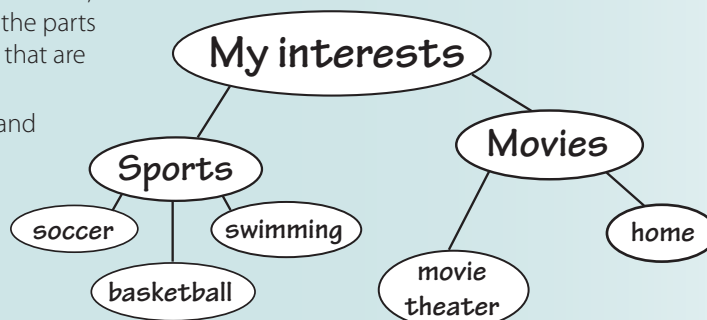
Making the most of Metro: Video

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

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

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

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



A report about a survey

- 1 Read the report about the survey. Choose the best title.
- Singers in my class
 - Class music survey
 - Favorite subjects survey

My report

This is a survey of the 40 students in my class.

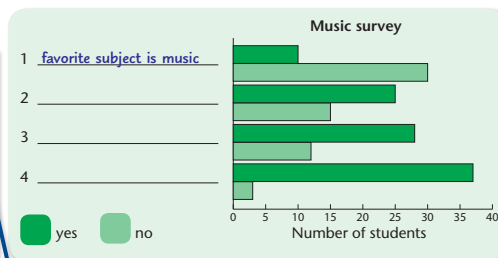
- Music is popular and it's 10 students' favorite subject.
- 25 students are good at music.
- 24 students can play one instrument, but 12 can't play an instrument. Three students can play two instruments, and one person can play four!
- 37 students can sing, but three can't. Most students can sing a song from memory.

Simon, Boston



- 2 Complete Simon's survey chart.

can play an instrument can sing
 favorite subject is music good at music



- 3 Read the tip.

Tip Good writers use *and* and *but*.
 We connect similar information with *and*.
 We contrast information with *but*.

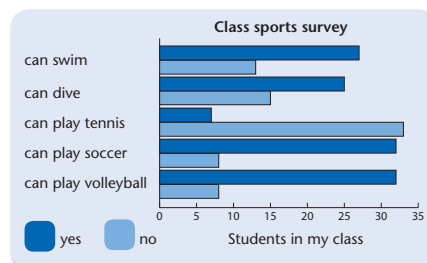
Underline two examples of *and* and *but* in the report.

- 4 Complete the sentences with *and* or *but*.

- My name is Gabriel and I live in Sydney.
- Math and science are easy, but music is hard.
- My cell phone is old, but your phone is awesome.
- I can speak English and I can sing two songs in English.
- My cousin is in Madrid, but he can't speak Spanish.
- I like sports and my favorite sport is soccer.

- 5 Look at the survey chart below and write a report.

- Use the report in exercise 1 as a model.
- Use *and* and *but*.



This is a class survey about sports. 27 students can ...

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

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.


Culture 3-4




THE HIGH LINE

Check out **The High Line**! It's a park on an old railroad, 10 meters above the streets in New York City. There are coffee shops and restaurants on The High Line, and visitors can walk 2,300 meters along it. The park is a popular hangout for tourists – and for New Yorkers, old and young. There are activities for teenagers, too:


- Do you like plants and trees? >>> Join the Green Corps, a club for teenage nature-lovers.
- Can you sing, dance, or draw? >>> Work for the High Line's Teen Arts Council! There are cool events like art shows and parties with DJs.





VENICE BEACH

Venice Beach is next to the Pacific Ocean in Los Angeles, California. It's a favorite place for Angelenos.



Next to the beach, there's a park, a skatepark, and the Boardwalk.

- The park has small stores and restaurants. On the weekend, there are artists, musicians, and singers. It's awesome!
- Do you like skateboarding? Then check out Venice Beach Skatepark – the best in the U.S.!
- The Boardwalk is popular with roller skaters. It's also a fun hangout for Angelenos and visitors from all over the world.

1 **109** Read about two city parks. Match pictures A and B with the two flyers.

The High Line: picture _____

Venice Beach: picture _____

2 Choose the correct words.

- The High Line is a **form of transportation** / **park**.
- The High Line is **2,300** / **10** meters long.
- Young** / **Old** people can be in the Green Corps.
- There are **stores** / **DJs** at Venice Beach.
- The High Line** / **Venice Beach** is a great place for roller skaters.
- There are singers, artists, and musicians at Venice Beach **on weekends** / **on weekdays**.

3 What is the name for people from ...

- New York? _____
- Los Angeles? _____

Project

Write a description of a park you like. Use these questions to help you.

• Where is the park?	• What can you do there?
• Is it big or small?	• Why do you like it?
• What is in it? (trees? buildings? stores?)	• Add a photo of the park to your description.

one hundred eleven

111

Making the most of Metro: Projects

- Be prepared** Often the subject of a Culture or Cross-curricular page generates a lot of interest and extra questions amongst students. It is a good idea to do some background reading beyond the content of the lesson so you can answer students' questions.
- Pre-teach key language** There will be some topic language that your students don't know. Depending on your class, you may wish to pre-teach language that is not a cognate.
- Do a project collaboratively** Work together on a project at the beginning of the course. Use this opportunity to present the typical process: from planning, research, and organizing ideas to writing, editing, and presentation.
- Plan your project** Some ideas:
 - If possible, give students an opportunity to see examples of past projects.
 - Always allow plenty of time at the start of a project to discuss an overall plan with students.
 - Ensure groups have mixed levels of ability.
- Teach your students how to research** Identify ways in which students might do research for the project, such as the Internet, reference books, and magazines. At lower levels, this research will be done in their own language. Elicit names of useful websites and share any you know. Doing some examples together of general and image searches will allow you to assess your students' skills in this area.

Biology

BIG CATS

Cats are the world's favorite pet. They're about 4 kg and they're carnivores. House cats are members of the "feline" family. Jaguars, pumas, cheetahs, lions, and tigers are also felines. They're "big cats."

Pumas are from North and South America, and they're brown. Female pumas are about 35–45 kg and males are 55–70 kg. They can jump 6 m, and they can run at 70 km/h. Their diet is big animals such as deer.



Jaguars are from Mexico, Central America, and South America. They're yellow and orange with black spots. Female jaguars are 45–75 kg, and males are 75–100 kg. They can run at 80 km/h and they can swim. Jaguars eat big animals – they can even catch crocodiles!



Cheetahs are from Africa. They're brown with black spots. They're 35–70 kg. They can run at 100 km/h! Their diet is animals such as gazelles.



In 1 minute ...
There are many types of big cat. Can you name six big cats?

1 110 Read about big cats. Then complete the chart.

Animal	From	Color	Weight	Speed	Diet
Puma	¹ North and South America	² brown	³ females: 35–45 kg; males: 55–70 kg	⁴ 70 km/h	⁵ big animals (deer)
Jaguar	⁶	⁷	⁸	⁹	¹⁰
Cheetah	¹¹	¹²	¹³	¹⁴	¹⁵

2 Complete the sentences.

- Cats are felines.
- Pumas can jump.
- Jaguars can swim.
- Cheetahs can run at 100 km/h.

Project

- Make a poster about lions and tigers.
- Find information online about their color, weight, speed, diet, and where they are from.
 - Include photos.

Cross-curricular

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

Some Cross-curricular and Culture pages start with a timed activity.

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

Every Cross-curricular page ends with a Project.

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

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

Review

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

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

The Reviews can be completed in class or for homework.



METRO EXPRESS

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

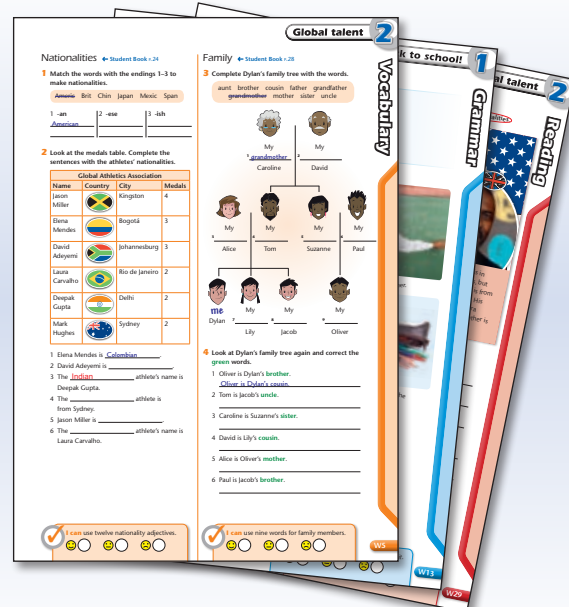
- Puzzles** There are two puzzles per unit which offer fun and varied topic-related language practice.
- Extra vocabulary** The Extra vocabulary exercises provide additional items as extension of the vocabulary from the main unit.



Workbook

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

- Vocabulary practice** One page per unit of exercises at the same level as the main units and covering the same vocabulary sets.
- Grammar reference and practice** One page per grammar input (two pages per unit). Each page starts with a completed chart and a grammar explanation in English with example sentences. Each reference section is followed by two or three practice exercises.
- 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 activities and one Your Turn activity
- two Watch (video) activities

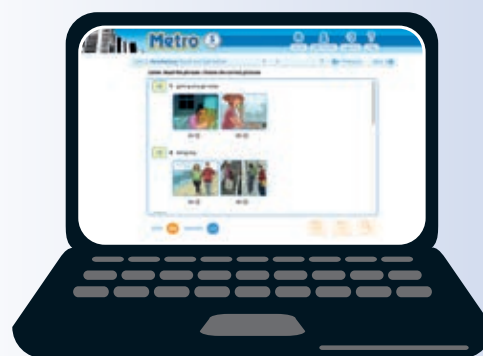
For each Review unit of the Student Book, Online Homework contains:

- eight Support activities
- two Challenge activities

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

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

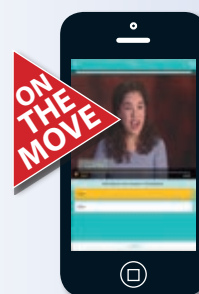
Teachers can also download all of the *Metro* extra resources (Worksheets and Tests) from the Resource Center.



On the Move

Optimized for smartphone and tablet

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





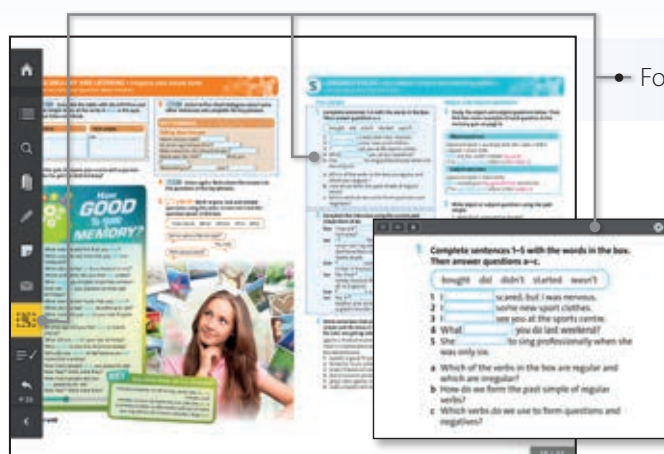
Metro Classroom Presentation Tool

Deliver heads-up lessons

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

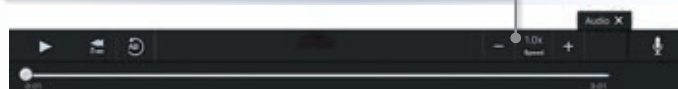
Play audio and video at the touch of a button, and launch activities straight from the page. Answer keys reveal answers one-by-one or all at once to suit your teaching style. Capture your students' attention with the Focus tool – activities fill the screen so that everyone can participate, even in large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

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

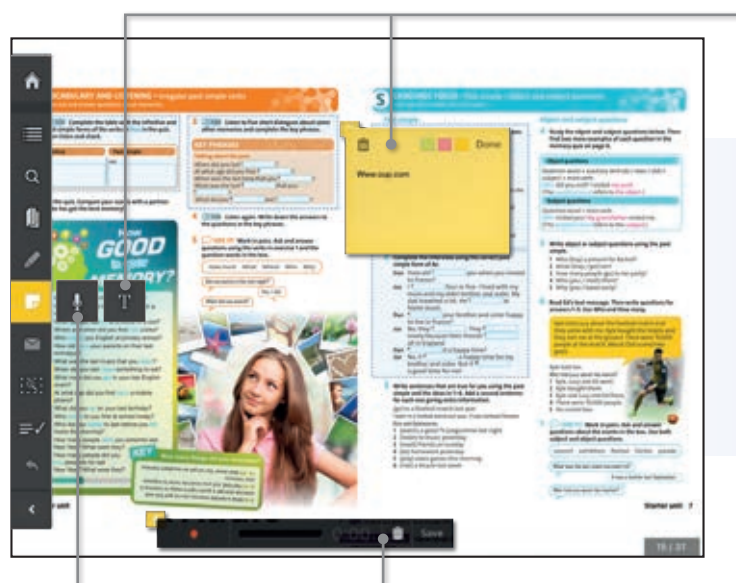
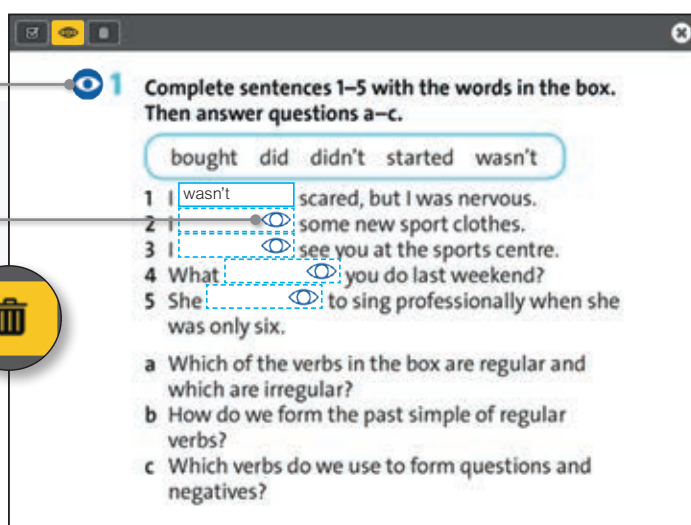


• Focus your students' attention on a single activity.

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



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



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

Example screens taken from iPad iOS version

Class Audio track list

Track	Contents	Track	Contents
1	Copyright	66	Unit 5, page 62, Vocabulary, exercise 1
2	Welcome 1, page 4, exercise 1	67	Unit 5, page 62, Listening, exercises 1, 2, and 3
3	Welcome 1, page 5, exercise 3	68	Unit 5, page 63, Grammar, exercise 1
4	Welcome 1, page 5, exercise 4	69	Unit 5, page 64, Speaking, exercise 1
5	Welcome 1, page 5, exercise 5	70	Unit 5, page 64, Reading, exercise 2
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8	Welcome 2, page 6, exercise 5	73	Unit 6, page 68, Vocabulary, exercise 3
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10	Welcome 3, page 8, exercise 1	75	Unit 6, page 69, Listening, exercise 2
11	Welcome 3, page 8, exercise 2	76	Unit 6, page 69, Listening, exercise 3
12	Welcome 3, page 9, exercise 5	77	Unit 6, page 70, Reading, exercise 1
13	Welcome 3, page 9, exercise 7	78	Unit 6, page 71, Grammar, exercise 1
14	Welcome 3, page 9, exercise 8	79	Unit 6, page 72, Vocabulary, exercise 1
15	Welcome 3, page 9, exercise 9	80	Unit 6, page 72, Listening, exercise 1
16	Welcome 4, page 10, exercise 2	81	Unit 6, page 72, Listening, exercise 2
17	Welcome 4, page 11, exercise 4	82	Unit 6, page 73, Grammar, exercise 1
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19	Unit 1, page 14, Vocabulary, exercise 2	84	Unit 6, page 74, Speaking, exercise 2
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33	Unit 2, page 28, Vocabulary, exercise 1	98	Unit 8, page 90, Vocabulary, exercise 2
34	Unit 2, page 28, Listening, exercises 1 and 2	99	Unit 8, page 91, Listening, exercises 2 and 3
35	Unit 2, page 29, Grammar, exercise 1	100	Unit 8, page 92, Reading, exercise 2
36	Unit 2, page 30, Speaking, exercise 1	101	Unit 8, page 93, Grammar, exercise 1
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46	Unit 3, page 40, Vocabulary, exercise 1	111	Culture 5–6, page 113, exercise 2
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Welcome to Metro

Grammar

Subject pronouns

Vocabulary

At school

Colors

The alphabet

Classroom language

Numbers 0–31

Ordinals and months

Numbers 32–100

Days of the week

Telling the time

Days and times

Countries

Skills

Speaking: giving personal information; introductions

Values and cross-curricular topics

Classroom activities

Study skills

1 Time for class

Aims

learn school vocabulary

learn colors

learn the alphabet

use classroom language to ask for information

Warm-up

- Ask students, in their own language, what words they already know in English. Elicit their ideas and share with the class any vocabulary students already know. Ask what they are looking forward to in their English classes.

At school

1 02

- With stronger classes, put students into pairs to look at the pictures and match the words with the objects. They can use their dictionaries to help. With weaker classes, read through the words in the box with the class and use the pictures to teach the meanings.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each word for students to repeat.

Welcome to Metro

1 Time for class

At school

1 02 Match the objects you find in a classroom 1–14 with the words. Listen, check, and repeat.

backpack 10
 book 9
 chair 7
 clock 2
 computer 4
 desk 6
 eraser 14
 notebook 8
 pen 12
 pencil 13
 pencil case 11
 student 5
 teacher 1
 whiteboard 3

Colors

2 Look at the picture again. Write objects in exercise 1.

1 black computer	5 orange pen	8 red book
2 blue desk	6 pink notebook	9 white whiteboard
3 brown chair	7 purple backpack	10 yellow pencil
4 green pencil case		

Practice activity (all classes)

Say one of the words in exercise 1. Students race to hold up the object or point to it in the classroom. Ask the student to repeat the word when you confirm that the object is correct. Repeat with more words in exercise 1. With stronger classes, you could do this with books closed. With weaker classes, do it with books open.

Alternatively, hold up or point to objects in turn and get students to race to say the words.

Colors

2

- Read out the example answer and elicit another example from the class.

- Put students into pairs to write the objects in exercise 1 next to the correct colors.
- Check answers with the class. Then read out each answer and get the class to repeat.

Practice activity (all classes)

Say one of the color words in exercise 2. Students race to hold up or point to something that is this color. Ask the student to repeat the color word when you confirm that it is correct. Repeat with more color words.

Ask students to close their books. Then call out combinations of color words and vocabulary in exercise 1, e.g. *a purple backpack*. Students race to hold up or point to the correct objects.

The alphabet

3 Listen and repeat.



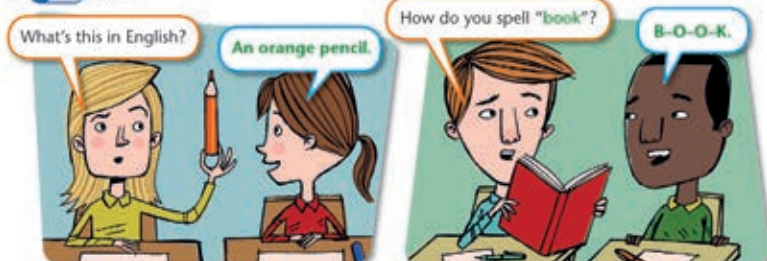
4 Listen and write the letters in the correct order.

1 bp p, b 3 or o, r 5 dt d, t 7 ouw o, w, u
2 el e, l 4 jk k, j 6 ade d, a, e 8 arqu u, q, a, r

Stop a desk (consonant)
an eraser (vowel)

Classroom language

5 Listen.



Your turn

6 Ask and answer the questions in exercise 5. Change the green words. Use objects in your classroom.

What's this in English?
A white desk.

7 Answer the questions.

- How do you spell your name?
- How do you spell your teacher's name?
- What's your favorite color?
- What color is your backpack?

make a mistake or can't remember the next letter. You could repeat the activity several times, getting gradually faster, until students are confident about saying the alphabet.

Classroom language

5

- Play the audio for students to listen and read.
- Explain the meaning of the questions and answers, if necessary. Then play the audio again, pausing after each question or answer for students to repeat.

6 Your turn

- Invite two students to read out the example question and answer.
- Do one or two more examples with the whole class.
- Put students into pairs to ask and answer questions.
- Ask some pairs to repeat some of their questions and answers for the class.

7

- Read out the questions and make sure students understand them. Allow students time to write their answers.
- Read out the questions again and ask students to repeat.
- Put students into pairs to ask and answer the questions.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to close their books, and divide them into teams. Write on the board: *What's this in English?* and *How do you spell ...?*

Ask teams in turn to choose which type of question they would like to answer. When they have chosen, either hold up or point to an object for them to identify, or read out a word from page 4 for them to spell. If they answer correctly, they get a point. If they do not answer correctly, the next team can answer for a bonus point.

Continue the game for a few minutes. Then see which team has the most points.

The alphabet

3

- Play the audio, pausing after each letter for students to repeat. Discuss with the class, in their own language, which letters are pronounced in a similar way in their language, and which are different.

4

- Explain, in the students' own language, that in this exercise they must listen carefully and write the letters that they hear in the correct order.
- Play the first item as an example. Then play the rest of the audio.
- Check answers with the class and discuss, in the students' own language, any difficulties that they had.

- Read the information in the *Stop* box with the class. Elicit the five vowels (a, e, i, o, u). Refer back to the classroom objects on page 4 and elicit that all the objects are used with *a* except *eraser*. Ask students to look at the colors. Elicit that *black* begins with a consonant, so we would say *a black computer*. However, *orange* begins with a vowel, so we would say *an orange pen*.

Practice activity (all classes)

Ask students to stand up. Explain, in their own language, that they are going to go around the class saying the alphabet in English, with each student saying one letter. If a student makes a mistake, they must sit down. Start at the front of the class and go around the class, with students sitting down if they

2 Special dates

Aims

- learn numbers 0–31
- learn ordinal numbers and months
- learn subject pronouns
- practice giving personal information

Warm-up

- Ask students, in their own language, what the date is today. Ask whose birthday it is this month, and whose birthday is next month. Ask students how old they are. Tell students they are going to learn to say numbers and dates in English.

Numbers 0–31

1 06

- Play the audio, pausing after each number for students to repeat. Where the number is not already written, allow students time to write it after they have repeated.

2

- Read through the phrases with the class and make sure that students understand everything.
- Allow students time to write the numbers in words.
- Check answers with the class.

Practice activity (all classes)

Ask students, in their own language, to draw a grid with six spaces and fill the spaces with six numbers in exercise 1, written as numbers. Tell students that you are going to call out numbers in turn, and they must listen for the numbers on their grid. When they hear one of their numbers, they can cross it off. The first student to cross off all their numbers calls out *Bingo!*

Read out numbers in a random order, making a note of the numbers you call out. When a student calls *Bingo!*, check that all their numbers are correct and, if so, declare them the winner.

Ordinals and months

3 07

- Point to the ordinal numbers and ask students how they would say these numbers in their own language.
- Play the audio, pausing after each number for students to repeat.
- Point out the letters in green and how they relate to the way the ordinal numbers are written as numbers.

2 Special dates

Numbers 0–31

- 1 06 Listen and repeat the numbers. Then complete the chart.

eight fifteen four
thirty-one twenty twenty-two

- 2 Write the numbers in words.

- days in January thirty-one
- desks in your classroom _____
- months in a year twelve
- letters in the English alphabet twenty-six
- days in November thirty
- computers in your classroom _____

0	zero	11	eleven	21	twenty-one
1	one	12	twelve	22	<u>twenty-two</u>
2	two	13	thirteen	23	twenty-three
3	three	14	fourteen	24	twenty-four
4	<u>four</u>	15	<u>fifteen</u>	25	twenty-five
5	five	16	sixteen	26	twenty-six
6	six	17	seventeen	27	twenty-seven
7	seven	18	eighteen	28	twenty-eight
8	<u>eight</u>	19	nineteen	29	twenty-nine
9	nine	20	<u>twenty</u>	30	thirty
10	ten			31	<u>thirty-one</u>

Ordinals and months

- 3 07 Listen and repeat the ordinal numbers. Notice the letters in green.

1st	first	9th	ninth
2nd	second	10th	tenth
3rd	third	11th	eleventh
4th	fourth	12th	twelfth
5th	fifth	20th	twentieth
6th	sixth	21st	twenty-first
7th	seventh	30th	thirtieth
8th	eighth		

- 4 Write your name and class on the calendar.

- 5 08 Listen and repeat the months.

- 6 Complete the sentences. Then write the dates on the calendar.

- Today is February 7th.
- My birthday is _____.
- My favorite date is _____.

- 7 Write an event in each month on the calendar. Use the ideas below.

birthdays celebrations
national holidays special days



Name: _____ Class: _____

January	February	March
	Today is February 7th.	
April	May	June
July	August	September
October	November	December

4

- Explain the meaning of *calendar*.
- Ask students to write their name and class on the calendar.

5 08

- Play the audio, pausing after each month for students to repeat. Discuss with the class, in their own language, which months sound similar in their language, and which sound different.

6

- Read out the sentence beginnings and check that students understand them all. Point out how the date is written, and explain that it can be written either as *February 7th* or *February 7*. However, dates are always said with ordinal numbers (*February seventh*).

- Allow students time to complete the sentences and write the dates on the calendar. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

7

- Read through the events in the box with the class and check that students understand them. Brainstorm some ideas with the class for national holidays and special days.
- Allow students time to complete the calendar with their ideas.
- Call out the names of months in turn, and ask individual students what they have in that month.

Subject pronouns

8 Look at the chart. Write the subject pronouns in your language.

Singular	Plural
I _____	we _____
you _____	you _____
he _____	
she _____	they _____
it _____	

9 Rewrite the sentences. Change the green words to subject pronouns.



1 Mrs. Martins is my teacher.
She is my teacher.



2 The backpack is green and yellow.
It is green and yellow.



3 Gabriel and Maria are my friends.
They are my friends.



4 Laura and I are in the classroom.
We are in the classroom.



5 Paulo is 13.
He is 13.



6 My birthday is in June.
It is in June.

Giving personal information

10 Your turn

10 Listen. Then ask and answer the questions. Change the green words.



11 Look at your calendar in exercise 4 on page 6 for one minute. Then swap books with another student. Ask and answer questions.



ANSWERS

Students' own answers.

11

- Explain the task, in the students' own language. Read out the question and answer and make sure students understand it. With weaker classes, you could drill pronunciation of the question.
- Allow students one minute to study their own calendar and memorize the events on it. Then put them into pairs and ask them to swap calendars.
- Invite a student to ask their partner a question, and elicit an answer from their partner. Teach *That's right* to confirm the answer is correct, or *Sorry!* if it is wrong.
- Put students into pairs to ask and answer questions.
- Ask students, in their own language, who managed to answer all their partner's questions correctly.

ANSWERS

Students' own answers.

Practice activity (all classes)

Write on the board: 12/25. Explain that in American English, we write dates with the month first, and then the date, so 12/25 is December 25.

Ask students to close their books, and divide them into teams. Write on the board a selection of dates, written as above, with the number of the month and then the day of the month.

Teams take it in turns to choose a date and say it using the name of the month and the ordinal number. If their answer is correct, award them a point and cross the date off the board. If their answer is not correct, don't give the correct answer, but move on to the next team. Continue until all the dates have been crossed off the board. See which team has the most points.

Ask: *What events are on these dates?* Elicit whether any of the dates are students' birthdays or other events.

Subject pronouns

8

- Point to the chart and explain the meaning of *singular* and *plural*.
- Read through the chart with the class and elicit or teach the meaning of the pronouns. Ask students to write the subject pronouns in their own language.

ANSWERS

Students' own answers.

9

- Read out the example answer and do another example with the class.
- Read through the remaining sentences with the class and make sure that students understand everything.

- Put students into pairs to rewrite the sentences using subject pronouns.
- Check answers with the class.

Giving personal information

10 Your turn

- Play the audio for students to read and listen. Check that students understand everything in the questions and answers.
- Play the audio again, pausing after each question and answer for students to repeat.
- Allow students time to change the green words so they are true for them.
- Ask one or two individual students the questions and elicit their answers. Then put students into pairs to ask and answer the questions.

3 Hours and days

Aims

- learn numbers 32–100
- learn days of the week
- learn how to tell the time
- practice talking about days and times

Warm-up

- Ask students to stand up. Explain, in their own language, that they are going to count from 0–31 going around the class, with each student saying one number. If a student makes a mistake, they must sit down. Start at the front and go around the class, with students sitting down if they make a mistake or can't remember the next number. You could repeat the activity, getting gradually faster, until students are confident about counting. Tell students they are now going to learn some more numbers.

Numbers 32–100

1 10

- Put students into pairs to complete the numbers with the words.
- Play the audio, pausing after each number for students to check their answers and repeat.

2 11

- Play the first item as an example. Then play the rest of the audio and ask students to listen and choose the correct numbers.
- Check answers with the class, and play the audio again, if necessary, for students to hear the correct answers.
- Ask students to write the numbers as words. Then check answers with the class.

3

- Read out the first number pattern and the example answer.
- Ask students to complete the remaining number patterns. You could set a time limit for this, to make it competitive.
- Check answers with the class.

Practice activity (all classes)

You could repeat the game *Bingo!* with the numbers on this page.

Ask students, in their own language, to draw a grid with six spaces and fill the spaces with six numbers in exercise 1, written as numbers. Tell students that you are going to call out numbers in turn, and they must listen for the numbers on their grid. When they hear one of their numbers, they can cross it off. The first student to cross off all their numbers calls out *Bingo!*

3 Hours and days

Numbers 32–100

1 10 Complete the numbers with the words. Listen, check, and repeat.

eight eighty five forty four nine ninety six sixty three two



2 11 Listen and choose the correct numbers.

Then write the numbers in words.

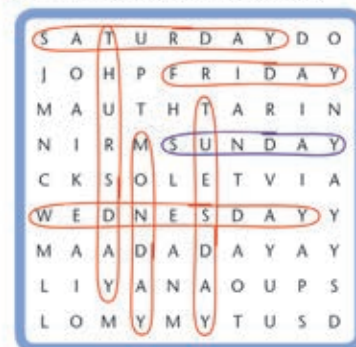
- a 76 / 66 sixty-six
- b 43 / 53 forty-three
- c 95 / 99 ninety-nine
- d 74 / 89 eighty-nine
- e 47 / 74 seventy-four
- f 61 / 69 sixty-one
- g 45 / 55 fifty-five
- h 33 / 43 thirty-three

3 Complete the number patterns.

- 1 twenty • forty • sixty • eighty
- 2 twenty-five • fifty • seventy-five • one hundred
- 3 twenty-two • forty-four • sixty-six • eighty-eight
- 4 fifteen • thirty • forty-five • sixty • seventy-five • ninety

Days of the week

4 Find the days of the week (→ and ↓).



Read out numbers in a random order, making a note of the numbers you call out. When a student calls *Bingo!*, check that all their numbers are correct and, if so, declare them the winner.

Extension activity (stronger classes)

Put students into pairs and ask them to write two more number patterns for their classmates to complete. Make sure they write the numbers as words. Put pairs together into groups of four to swap number patterns and try to complete the patterns they are given. Ask some pairs to read their completed number patterns to the class.

Days of the week

4

- Read out the example answer and point out that it ends in *-day*. Explain that all the days of the week in English end in *-day*.
- Put students into pairs to find the days of the week. They can use their dictionaries to help if necessary. You could do this activity as a race.
- Check answers with the class, and check that students understand all the days.

5 **12** Write the days of the week in order. Listen, check, and repeat.

- 1 M onday
- 2 T uesday
- 3 W ednesday
- 4 T hursday
- 5 F riday
- 6 S aturday
- 7 S unday

6 Complete the sentences with days, months, and numbers.

- 1 The weekend is Saturday and Sunday.
- 2 Today is _____.
- 3 Tomorrow is _____.
- 4 My favorite day is _____.
- 5 My favorite number is _____.
- 6 I am _____ years old.
- 7 My birthday is in _____.

Telling the time

7 **13** Match the times with the clocks. Listen, check, and repeat.

eight ten eight thirty nine fifty nine o'clock seven twenty six forty-five three forty twelve fifteen



8 **14** Listen and write the times.

- 1 9:05
- 2 6:35
- 3 8:10
- 4 1:00
- 5 10:40
- 6 7:15
- 7 11:45
- 8 5:55

Stop
 numbers: 0 = zero
 telling the time: 0 = oh
 We write: 8:05.
 We say: "eight oh five."

Days and times

9 **15** Listen and read. Label the girls, Amy and Brianna.

- Amy: What day is it?
 Brianna: It's Monday.
 Amy: What's the time?
 Brianna: It's ten forty-five.



1 Amy 2 Brianna

Your turn

10 In pairs, practice the conversation in exercise 9. Change the **green** words.

- Play the first part of the audio and point out the example answer.
- Play the rest of the audio and ask students to listen and write the correct times.
- Allow students to compare their answers in pairs and, if necessary, play the audio again for students to check and complete their answers.
- Check answers with the class. With weaker classes, you could play the audio again, pausing after each time for students to repeat.

Days and times

9 **15**

- Read out the task. Then play the audio. Ask students to read and listen, and then write the girls' names next to their pictures.
- Read out the questions and check that students understand them. Then play the audio again, pausing after each question and answer for students to repeat.

10 Your turn

- Demonstrate the activity by asking a confident student the questions in exercise 9. Elicit true answers.
- Put students into pairs to practice the conversation.

Practice activity (all classes)

Explain to students, in their own language, that they are going to test their classmates on telling the time. Put students into pairs and ask them to draw three clocks like the ones in exercise 7, telling different times. Tell students they must be able to say the times on their clocks themselves. Put pairs together into groups of four to swap clocks. Pairs must say the times they have been given. Students can repeat the activity in different groups for more practice. Ask which pairs said all the times correctly.

Practice activity (all classes)

Put students into pairs and write on the board a selection of dates that are coming up over the next four or five weeks, e.g. *November 24*. Point to the first date and ask: *What day of the week is this?* Explain to students, in their own language, that they must race to work out what day of the week each of the dates will be. Say *Go!* When one pair finishes, check their answers and, if they are correct, declare them the winner. If they have made any mistakes, continue until a pair has worked out all the days of the week correctly.

5 **12**

- Ask students to write the days of the week in order.
- Play the audio, pausing after each day for students to check and repeat.

6

- Read through the gapped sentences and check that students understand everything.
- Ask students to complete the sentences.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Telling the time

7 **13**

- Read out the example answer and do another example with the class.
- Put students into pairs to match the remaining times with the clocks.
- Play the audio, pausing after each time for students to check their answers and repeat.
- Discuss with students, in their own language, any differences between how we say the time in English and in their own language.

8 **14**

- Read through the information in the *Stop* box with the class. Make sure that students understand everything.

4 New friends

Aims

learn countries

learn how to introduce yourself

Warm-up

- With books closed, write on the board:
What's this in English?
What color is it?
How do you spell ... ?
What's this number?
What's the time?
- Divide the class into teams. Teams take turns to choose a question type to answer. As they choose, give them an appropriate question, e.g. by holding up or pointing to an object to identify, pointing to a color, giving them a word to spell, writing a number on the board, or drawing a clock.
- If they give a correct answer, they get a point. If they give an incorrect answer, the next team can answer and gain a bonus point. Continue for a few minutes. Then see which team has the most points.

Countries

1

- Put students into pairs to look at the map and write the country names. You could set a time limit for this, to motivate students.

2  16

- Play the audio, pausing after each country for students to repeat and check their answers in exercise 1.
- See which pair got the most answers right. Discuss with students, in their own language, which of the countries have similar names in their language, and which names are very different.
- Read through the information in the *Stop* box with the class. Point out the use of *the* in *the U.S.* and *the U.K.* and model pronunciation.

3

- Put students into pairs to match the countries with the cities.
- Check answers with the class, and see which pair got the most answers right.

Practice activity (all classes)

Put students into pairs and ask them to think of a famous person associated with each country. Set a time limit of three or four minutes.

Ask pairs in turn to read some of their names to the class, without saying the countries. See if other students can guess the countries.

4

New friends


Countries

- 1 Look at the map and write the country names.

Australia Brazil China
Colombia India Jamaica Japan
Mexico South Africa Spain
the United Kingdom the United States



the United States = the U.S.
the United Kingdom = the U.K.

- 2  16 Listen, check, and repeat.

- 3 Match each country 1–6 with two cities a–l.

- | | | | |
|-------------|---------|------------------|---------------|
| 1 Australia | c and h | a Beijing | g Madrid |
| 2 Brazil | b and j | b Rio de Janeiro | h Melbourne |
| 3 China | a and k | e Sydney | i Los Angeles |
| 4 Spain | f and g | d London | j São Paulo |
| 5 the U.K. | d and l | e New York | k Shanghai |
| 6 the U.S. | e and i | f Barcelona | l Manchester |

1 the United States

2 Mexico

3 Jamaica

4 Colombia

5 Brazil

6 the United Kingdom



7 Spain

8 South Africa

9 India

10 China

11 Japan

12 Australia

Extension activity (stronger classes)

Ask students, in their own language, what other country names they would like to learn in English. Teach the English names for the countries and ask students to add them to the lists on page 10.

Introductions

4 17 Match the questions and answers. Listen and check.

- | | |
|---------------------------------|---------------------------------|
| 1 "What's your name?" | a "I'm from Sydney, Australia." |
| 2 "How do you spell your name?" | b "I'm 12." |
| 3 "Where are you from?" | c "My name's Jade." |
| 4 "How do you spell 'Sydney'?" | d "It's S-Y-D-N-E-Y." |
| 5 "How old are you?" | e "It's J-A-D-E." |
| 6 "When's your birthday?" | f "Green." |
| 7 "What's your favorite color?" | g "April." |

5 Complete the chart with the green words in exercise 4.

Name	1 Jade
From	2 Sydney, 3 Australia
Age	4 12
Birthday	5 April
Favorite color	6 Green



6 Complete the chart for you. Then complete the conversation.

Name	
From	
Age	
Birthday	
Favorite color	



- "What's your name?" "My name's _____."
- "How do you spell your name?" "It's _____."
- "Where are you from?" "I'm from _____."
- "How do you spell '_____'?" "It's _____."
- "How old are you?" "I'm _____."
- "When's your birthday?" "_____."
- "What's your favorite color?" "_____."

Your turn

7 In pairs, practice the conversation in exercise 6.



7 Your turn

- Before students practice the conversation, you could play the audio in exercise 4 again, pausing after each question for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.
- Put students into pairs to practice the conversation in exercise 6.
- Invite some pairs to practice their conversation for the class.

Practice activity (all classes)

Ask students to write the questions, but not the answers, in exercise 6 on a piece of paper. Then ask them to close their books.

Explain to students, in their own language, that they are going to walk around the classroom and introduce themselves to their classmates. Teach the words *Hello* and *Bye*. Tell students they can ask each person they speak to one or two questions of their choice. Then they must move on.

Allow students to stand up and move around the classroom, asking and answering questions.

Stop the activity after about five minutes and ask students, in their own language, if the activity was getting easier as they continued. Point out to students that they will make faster and better progress in English the more they practice.

Introductions

4 17

- Put students into pairs to match the questions and answers.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

Practice activity (all classes)

Allow students time to study the questions and answers while you write the answers only on the board.

Ask students to close their books. Then put them into pairs to try to remember the question for each answer.

Elicit the questions from the class and write them on the board.

5

- Read through the chart with the class and make sure students understand *From* and *Age*.
- Ask students to complete the chart with the green words in exercise 4.
- Check answers with the class.

6

- Ask students to complete the chart with information about themselves, and then complete the conversation.
- Check answers by asking individual students some of the questions in the conversation and eliciting their answers.

ANSWERS

Students' own answers.

Introducing ...

Video

- Read out the title, *Introducing ...*, and teach the meaning.
- Explain, in the students' own language, 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 the person's age.
- Play the video and ask students to watch and listen.
- Ask students to write the ages.
- Focus on the pictures again and ask students, in their own language, what they can learn about each person from the picture. Elicit that Chris likes soccer, Jenna likes her sunglasses, Greg likes listening to music, and Morgan likes gaming.

Videoscript

Chris Hi. My name's Chris. I'm 13 years old.

Jenna Hi! I'm Jenna! And I'm 14.

Greg I'm Greg and I'm 14.

Morgan And I'm Morgan. I'm 13!

Extension activity

Play the video again, pausing after each person introduces themselves. Ask students to repeat, and encourage them to copy the pronunciation and intonation on the video.

For homework, you could ask students to record themselves introducing themselves like the characters on the video. Tell them they can think about where to film themselves, e.g. in their bedroom, or outside playing sports. Tell them to think about what they can hold, to show their interests.

In the next class, put students into groups to show their videos to each other.

ANSWERS

Students' own answers.

Meet the characters

Chris

Chris is 13 years old. He loves sports: he enjoys watching sports and playing sports, and is the goalkeeper in his school soccer team.

We meet Chris in Unit 1, where he shows us his school, Cresskill High School, and in Unit 7, where he introduces a documentary about London's famous food market, Borough Market.



Jenna

Jenna is 14 years old. She's a big fan of fashion and shopping. She loves popular music, and her favorite artist is Taylor Swift.

In Unit 5, Jenna introduces her friend Blair, and tells us about Blair's favorite things.

In Unit 8, Jenna interviews characters from *Metro Level 1* (Beth, Alexa, Seb, and Connor) about their style.

Greg

Greg is 14 years old. He loves music: he writes a music blog, and plays guitar in a band. He likes all types of music, but his favorite artist is Ed Sheeran.

In Unit 2, Greg introduces his friends, the Salazaar family. In Unit 3, Greg shows us his favorite neighborhood: Williamsburg, in New York City.

Morgan

Morgan is 13 years old. She likes skateboarding with her friends, and she also loves gaming online. Morgan likes rock and metal music, and her favorite band is Iron Maiden.

In Unit 4, Morgan interviews characters from *Metro Level 1* (Beth, Alexa, Seb, and Connor) about their interests. In Unit 6, Morgan introduces the Menna family, who live in Buenos Aires, Argentina.

In this unit ...

- talk about favorite subjects
- describe objects with basic adjectives
- talk about school
- guess new words in a quiz
- understand a video about an American high school

1

Back to school!

My favorite school day is Wednesday !

- 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, *Back to school!*, and teach the meaning.
- Focus on the picture and ask: *Who is this?* (Chris). Ask students, in their own language, what they can remember about Chris, and elicit that he is 13 years old. Elicit that he likes soccer.
- Focus on the gapped speech bubble and teach the meaning of *favorite school day*.
- Play the video and ask students to watch and listen.
- Ask students to write Chris's favorite day.
- Check the answer with the class.
- Ask students, in their own language, what they think is Chris's favorite subject at school. Teach the word *PE*.
- Ask: *What day is PE?*
- Play the video again and ask students to listen for when *PE* is (Wednesday).

Videoscript

I'm really good at sports. My favorite sport is soccer. My favorite school day? PE is on Wednesdays. My favorite school day is Wednesday!

Extension activity

Write the following gapped sentences on the board:

- I'm really _____ sports.
- My _____ is soccer.

Play the video again and ask students to complete the sentences with the correct words. Check answers with the class and explain the meaning of the sentences.

You could play the video with no sound, pausing after each line and asking students to remember what Chris said.

You could then play the video with no sound again and ask a confident student to try to speak along and provide Chris's words.

ANSWERS

- 1 good at 2 favorite sport

Further support

On the Move Video

1 Back to school!

Grammar

be: affirmative and negative (*I, you, we, they*)

be: affirmative and negative (*he, she, it*)

Vocabulary

School subjects

Basic adjectives

Skills

Reading: A world of learning; Back to school quiz

Listening: Welcome to my week!

Speaking: Talking about school

Reading skill

Guessing the meaning of new words that are similar to words in your language

Values and cross-curricular topics

Education

Daily routines

Multiculturalism

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

Vocabulary

Aim

talk about favorite subjects

Optional warm-up

- Ask students, in their own language, how many subjects they study at school, and which are their favorites.
- Explain to students, in their own language, that they are going to talk about school subjects in English.
- Teach the words *school subjects* and *favorite*.

1 18

- Point to the picture and explain that this is Chris. Ask students to read the sentence in the speech bubble.
- Refer students to the sentence about Chris. Ask students to read it and decide if it is true or false.
- Check the answer with the class.
- Ask students, in their own language, if they can guess what subjects *English*, *math*, and *P.E.* are in their language.
- Check that students understand *I'm good at ...*

2 19

- Point to the first picture in the questionnaire and point out the example answer. Ask students to complete the remaining subjects.
- Play the audio once for students to check their answers. Play the audio again, pausing after each subject for students to repeat.
- Read out the information in the *Stop* box to the class. Ask: *Is P.E. your favorite subject?* See how many students answer yes.

3 Your turn

- Ask students to check their three favorite subjects in the questionnaire. Tell them not to let anyone see which subjects they are choosing.

ANSWERS

Students' own answers.

4

- Focus on the schedule and explain the words *schedule*, *break*, and *lunch*.
- Copy the schedule onto the board and demonstrate how to complete it with times and subjects. If necessary, review telling the time in English.
- Ask students to make two copies of the schedule and complete one with their schedule for today and the other with a schedule for their perfect day. Go around the class helping while students are working.

V

Vocabulary

School subjects

1 **18** Read about Chris. Choose T (True) or F (False). English and P.E. are Chris's favorite subjects. T ☒ F ☐

2 **19** Complete the subjects in the questionnaire. Listen, check, and repeat.

E. ence graphy ish rt science story th

Stop P.E. = physical education

3 Check (✓) your three favorite subjects in the questionnaire.

4 Copy and complete the schedule for:

- your classes today.
- your classes on a perfect day.

Time	Subject
	BREAK
	LUNCH

5 Complete the sentences for you.

1 My classes are from _____ to _____.

2 I'm good at _____ and _____.

3 My favorite school days are _____ and _____.

6 In pairs, guess your partner's three favorite subjects.

Lucas, your favorite subjects are English, science, and math.

Good guess! My favorite subjects are English, science, and P.E.

fourteen → METRO EXPRESS p.117

14
Workbook p.W4
Online Homework

- Allow students to compare their perfect schedules in pairs.

ANSWERS

Students' own answers.

5

- Read out the gapped sentences and elicit or give some sample answers.
- Ask students to complete the sentences so they are true for them.
- Ask individual students questions about the sentences, e.g. *When are your classes from and to? What subjects are you good at? What are your favorite school days?*

ANSWERS

Students' own answers.

6

- Invite two students to read out the conversation in the speech bubbles.
- Teach *Sorry!* as a response if the guess is not good.
- Put students into pairs to guess their partner's three favorite subjects.
- Ask students, in their own language, who guessed correctly.

Further support

METRO EXPRESS p.117

Workbook p.W4

Online Homework Unit 1

Pronunciation Classroom Presentation Tool

My favorite



subjects are ...

L Listening

Welcome to my week!

1 Listen to John. Match the audio 1–3 with the pictures A–C.



2 Listen again. Match the days 1–3 with the classes a–c.

- | | |
|-------------|-------------|
| 1 Monday | a P.E. |
| 2 Wednesday | b geography |
| 3 Friday | c English |

3 Listen again. Choose the correct answers for John.

- 1 "I'm ..."
 - a English. ☒ b American. c Spanish.
- 2 "My geography class is in room ..."
 - a 2D. b 3C. ☒ c 4B.
- 3 "My favorite school day is ..."
 - a Monday. ☒ b Wednesday. c Friday.
- 4 "I'm good at ..."
 - ☒ a English. b P.E. c art.
- 5 "I'm not good at ..."
 - a geography and English.
 - b English and P.E.
 - ☒ c P.E. and geography.

Teacher So, England and Spain are in ... John?

John Um, ...

2 **John** Yay! It's Wednesday – my favorite school day. Now, I'm in English, in room 3C. I'm good at English. It's fun!

3 **John** Friday. Now, we're in P.E – it's great! English and P.E. are my favorite subjects. But I'm not good at P.E.

Teacher John!

John Sorry!

2 20

- Play audio 1 again and point to the example answer.
- Play the remaining audio again and ask students to listen and match the days with the classes.
- Check answers with the class.

3 20

- Allow students time to read through the sentences 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)

Write the following gapped sentences on the board:

1 _____ is fun.

2 _____ is great!

Explain the meaning of *fun* and *great*. Play the audio again and ask students to listen carefully and complete the sentences with the correct subjects. Check answers with the class. Ask: Which subjects are fun for you?

ANSWERS

1 English 2 P.E.

Extension activity (stronger classes)

Ask students to draw a picture of themselves in a class, like the pictures in exercise 1. Tell them they are going to tell a partner about their picture, so they should prepare three sentences. Write the following sentence stems on the board to help students:

Today it's ...

... is my favorite school day.

My ... class is in room ...

... is my favorite subject.

I'm (not) good at ...

It's / It isn't fun.

When students have drawn their pictures, put them into pairs or small groups to show their pictures to their classmates and talk about them.

Listening

Aim

listen to someone talking about school subjects

Warm-up

- With books closed, write *Monday* on the board. Put students into pairs and give them one minute to write the remaining days of the week in order. Check answers. See which pair has written the most days correctly.
- Write *history* on the board and elicit the meaning. Give pairs one minute to write as many more school subjects as they can. Stop the activity after one minute and check answers. See which pair wrote the most subjects correctly.

1 20

- Read out the heading, *Welcome to my week!*, and explain the meaning. Explain to students that they are going to hear someone talking about his school week.
- Point to the pictures and explain that John is the boy with red hair.
- Play part 1 of the audio and elicit which picture it matches (B). Play the remaining audio and ask students to match the audio with the pictures.
- Check answers with the class.

Audioscript 20

John Hi, I'm John. I'm American. Welcome to my week at school!

1 **John** Monday. Right now, we're in geography class, in room 4B. I'm not good at geography!

Reading

Aim

understand a text about learning around the world

Warm-up

- With books closed, write the following countries on the board, leaving out some letters: *Brazil, China, Japan, Spain, Australia, the United States*. You could gap more or fewer letters, according to the ability level of your class, e.g. *B _ _ _ _ l* or *Br _ _ _ l*.
- Put students into pairs to complete the countries as quickly as possible. Check answers with the class, and see which pair completed the most countries correctly.
- Ask students, in their own language, if they know anything about schools in other countries. Explain that they are going to read about students in three other countries.

1 21

- Point to the reading text and read out the title, *A world of learning*. Explain the meaning.
- Point to the pictures of the students in turn and ask: *What country is this?* Elicit a few ideas, but don't confirm them at this stage.
- Play the audio and ask students to read and listen and write the country for each person.
- Check answers with the class.
- Point to the picture of Alvaro and Nacho, and check that students understand *twin* and *brother*.

2

- Read out the sentence about Fundi and point out the example answer. Make sure students understand they must write the times in words.
- Students read the text again and complete the sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Point to the example answer and make sure students understand that they must match each person with two subjects.
- Students read the text again and complete the matching task.
- Check answers with the class.

R
Reading

1 **21** Read about the people. Write the countries.

1 Alvaro Spain 3 Akito Japan
 2 Fundi South Africa 4 Nacho Spain

A WORLD OF

LEARNING

Name	Fundi	Alvaro	Akito
Students in class	38	24	30
Classes	Monday-Friday: 7:00-1:30	Monday-Friday: 8:20-3:00	Monday-Friday: 8:30-5:30 Saturday: 8:30-12:15
	Here I'm in history class. I'm good at history, but my favorite subjects are science and geography. Our classes are in English, but at some schools in South Africa, the classes are in other languages.	My name's Alvaro and I'm from Spain. I'm a twin and Nacho is my brother. We're in different classes. My favorite subjects are English and P.E. I'm good at P.E., but I'm not very good at English!	My name's Akito and I'm 13. I'm good at computer science and art. They're my favorite subjects. Here we're at lunch. At schools in Japan, lunch is in the classroom!

2 Read again. Complete the sentences with the time in words.

1 Fundi My classes are from seven o'clock to one thirty.

2 Alvaro My classes are from eight twenty to three o'clock.

3 Akito From Monday to Friday, my classes are from eight thirty to five thirty.

3 Match each student with two favorite subjects.

1 Fundi

2 Alvaro

3 Akito

science

computer science

P.E.

geography

English

art

Practice activity (all classes)

Write the following sentences on the board:

- I'm 13.
- I'm good at history.
- I'm not good at English.
- My classes are in English.

Ask students to read the text again and find who says each sentence.

Check answers with the class.

ANSWERS

- 1 Akito 2 Fundi 3 Alvaro
4 Fundi

Extension activity (stronger classes)

Use the pictures at the bottom of the reading text to review *pencil*, *pen*, and *notebook*. Use the pictures to teach *calculator*, *pencil sharpener*, *apple*, and *scissors*. Write the words on the board.

Point to a green pencil and say *green pencil*. Point to the scissors and say *pink scissors*. Ask students to look at the picture and write three more colors and objects. Put students into pairs to read out to their partner the colors and objects they wrote. Their partner must point to the objects in the picture.

be: affirmative and negative
(*I, you, we, they*)

- 1 22 Read about Nacho.
What are Nacho and Alvaro's
two favorite sports?

I'm not Alvaro! I'm Nacho.
Alvaro and I are twins. Our
favorite sports are volleyball
and tennis. They're fun!



- 2 Look at the chart. Then underline examples of *be* in exercise 1.

	Long form	Short form	
Affirmative	I am	I'm	Nacho.
	You are	You're	a student.
	We are	We're	twins.
	You are	You're	students.
	They are	They're	fun!
Negative	I am not	I'm not	Alvaro.
	You are not	You aren't	a teacher.
	We are not	We aren't	in math class.
	You are not	You aren't	teachers.
	They are not	They aren't	my favorite subjects.

- 3 Choose the correct answers.

- Tom and I are good at music.
We're in a band.
a 'm **b) are**
- Rob and Sally aren't American.
They're English.
a are **b) aren't**
- I 'm not Ava. My name's Ella.
a) 'm not b 'm
- You 're my English teacher, not my
science teacher.
a) 're b 'm
- My favorite subjects are P. E. and art.
They're fun!
a aren't **b) are**
- My best friend and I are in different schools.
a) are b 'm

- 4 Complete the sentences with the short forms.

aren't aren't 'm 'm not 're 're

I 'm good at soccer.



We 're in science class.



You 'aren't 21!



They 're my friends.



I 'm not a student.



We're from Brazil. We 'aren't from the U.S.



- 5 Write true sentences with the correct affirmative or negative form of *be*.

1 We / in English class.

We're in English class.

2 Spain and Portugal / in Asia.

Spain and Portugal aren't in Asia.

3 I / 14.

I'm / I'm not 14.

4 My favorite subjects / art and P.E.

My favorite subjects are / aren't art and P.E.

5 I / good at sports.

I'm / I'm not good at sports.

Your turn

- 6 Write two true and two false sentences about you. Can your partner guess which sentences are false?

I'm 12.

False. You aren't 12. You're 11!

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→ Workbook p.W12

Online Homework

17

2

- Read through the chart with the class and make sure students understand all the forms. Ask students to translate the sentences in the chart into their own language, to check understanding.
- Ask students to underline the examples of *be* in exercise 1.
- Check answers with the class.

Usage

Short forms are much more common than long forms in speech and everyday language. Long forms are only used in formal written language, or for emphasis in spoken language.

3

- Read out the first sentence and point out the example answer.
- Teach the meaning of *best friend* in sentence 6.
- Ask students to read the sentences and choose the correct answers.
- Check answers with the class.

4

- Read out the first sentence and point out the example answer.
- Ask students to complete the sentences with the correct short forms.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5

- Read out the example sentence.
- Ask students to write the sentences so they are true for them, using short forms, not long forms.
- Check answers with the class.

6 Your turn

- Invite two students to read out the conversation in the speech bubbles.
- Elicit or give a few more examples of possible true or false sentences, e.g. *My favorite subjects are math and English. I'm good at tennis.*
- Allow students time to write their sentences individually. Then put them into pairs to read their sentences to each other and guess whether their partner's sentences are true or false.
- Ask students, in their own language, who guessed all the sentences correctly.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.117

Workbook p.W12

Online Homework Unit 1

Grammar

Aim

learn affirmative and negative forms of *be* (*I, you, we, they*)

Warm-up

- Write the following jumbled sentences on the board:
 - good / I'm / art / at
 - English / classes / our / in / are
 - different / we're / in / classes
- Put students into pairs to write the sentences in the correct order.
- Check answers, and ask students, in their own language, if they can remember which person from page 16 says each sentence.

- Underline the verbs in the sentences and explain to students that they are all parts of the verb *be*.

ANSWERS

- I'm good at art. (Akito)
- Our classes are in English. (Fundis)
- We're in different classes. (Alvaro)

1 22

- 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

volleyball and tennis

Vocabulary

Aim

describe objects with basic adjectives

Warm-up

- Put students into teams. Explain that you are going to write the names of some objects on the board and they must race to put all the objects together on their desks.
- Write the following words on the board: *pen, pencil case, backpack, notebook, cell phone, calculator, key, eraser.*
- Teams race to put together all the objects. They can use a dictionary to help if necessary.
- See which team completes the task first. Alternatively, stop the activity after two minutes and see which team has put together the most objects.

1 23

- Read through the adjectives in the box with the class and teach the meanings.
- Ask students to look at the pictures and complete the sentences with the correct adjectives.
- Play the audio once for students to check their answers. Play the audio again, pausing after each adjective for students to repeat.
- Read out the information in the *Stop* box with the class. Discuss with students, in their own language, how their own language is different from English in this respect.

2 24

- Allow students time to read through the sentences.
- Check that students understand *Canada, South America, and Russia.*
- Play the first part of the audio and point out the example answer. Play the remaining audio and ask students to listen and choose the correct answers.
- Check answers with the class.

Audioscript 24

- Can you spell "Thiruvananthapuram"?
- Canada and Spain are in South America.
- I'm from Russia.
- My phone is from 2001.

3 Your turn

- Ask students to complete the sentences using their own ideas and adjectives in exercise 1.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

V Vocabulary

Basic adjectives

- 1 23 Look at the pictures and complete the sentences with the adjectives. Then listen, check, and repeat.

easy / hard old / new right / wrong small / big

- The backpack is big.
- The key is small.
- The exercise is easy.
- The exercise is hard.
- The calculator is old.
- The cell phone is new.
- The answer is right.
- The answer is wrong.

In my school bag



Stop Adjectives in English are the same for singular and plural nouns.
The answer is right.
The answers are rights right.

2 24 Listen and choose the correct adjectives.

- The question is easy / hard.
- The student is wrong / right.
- Her country is big / small.
- The phone is new / old.

eighteen

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3 Your turn

3 Complete the sentences for you.

- My backpack is _____.
- My pens are _____.
- My notebook is _____.
- The exercise is _____.
- My _____.

→ METRO EXPRESS p.117

Vocabulary Listening

Practice activity (all classes)

Focus on the pictures that are not used in the sentences in exercise 1. Teach or check the names of the objects: *pencil case, water bottle, hairbrush, earphones, headphones, banana.*

Write on the board:

The pencil case is ...
The hairbrush is ...
The water bottle is ...
The earphones are ...
The headphones are ...
The banana is ...

Ask students to complete the sentences using adjectives in exercise 1. Check answers with the class.

ANSWERS

Students' own answers.

Support activity (weaker classes)

Ask students to close their books. Write the adjectives in exercise 1 on the board in a different order, e.g. *new, big, easy, old, right, small, wrong, hard.*

Put students into pairs and ask them to sort the adjectives into pairs with opposite meanings. Check answers with the class, and check that students understand all the adjectives.

ANSWERS

new / old, big / small, easy / hard, right / wrong

Further support

METRO EXPRESS p.117

Workbook p.W4

Online Homework Unit 1

On the Move Vocabulary Listening

be: affirmative and negative
(he, she, it)

- 1 25 Read the messages. Choose T (True) or F (False).

The math homework is hard!

Yes ... It isn't easy. BUT my brother Brad is here. He's good at math. Come over!

Brad isn't good at math. T ☐ F ☒

- 2 Look at exercise 1. Complete the chart.

	Long form	Short form
Affirmative	He is good at math.	¹ He's good at math.
	She is a student.	She's a student.
	It is hard.	It's hard.
Negative	He is not right.	He isn't right.
	She is not a teacher.	She isn't a teacher.
	It is not easy.	² It isn't easy.

- 3 Complete the sentences with he's, she's, or it's.



1 He's wrong.



2 She's right.



3 It's hard.



4 He's big.



5 It's old.



6 It's new.

- 4 Look at the pictures and complete the sentences. Use is or isn't.



1-3 Your turn

- 5 Complete the sentences for you. Use is (+) and isn't (-).

- Science isn't an easy subject. (-)
- my favorite subject. (+)
- fun! (+)
- My big. (-)
- My old. (-)
- My best friend good at . (+)

→ METRO EXPRESS p.117

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 all the forms. Ask students to translate the sentences in the chart into their own language, to check understanding.
- Refer students back to the sentences on the board from the warm-up activity and elicit the missing verbs (is, isn't).

3

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

4

- Read out the first sentence and point out the example answer. Point out to students that they need to look at the pictures carefully to think about whether the verb should be affirmative or negative in each case.
- Ask students to complete the sentences with the correct forms.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5 Your turn

- Read out the example sentence, and point out the (-) sign after the sentence to indicate it should be a negative sentence.
- Focus on the second sentence and elicit some possible answers.
- Ask students to complete the sentences with their own ideas.
- Allow students time to compare their answers in pairs. Then ask some students to read their sentences to the class.
- Point out the position of the adjective before the noun in sentences 1 and 2. Discuss whether this is the same or different in the students' own language.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.117

Workbook p.W13

Online Homework Unit 1

On the Move Grammar

Grammar

Aim

learn affirmative and negative forms of be (he, she, it)

Warm-up

- Ask: *What subjects are you good at? Are you good at math? Are you good at geography?*
- Elicit answers from individual students and write some of their responses on the board, e.g.
I'm good at math.
I'm not good at geography.

- Focus on the sentences on the board and rewrite an affirmative and negative sentence using the students' names, but omitting the verbs, e.g.
Ana good at math.
Paolo good at geography.
- Ask students if they can fill in the missing verbs. Elicit one or two ideas, but don't confirm them at this stage. Tell students they can complete the sentences when they have studied some more forms of be.

1 25

- Teach the word *homework*.
- Ask students to read the messages and decide if the sentence is true or false.
- Check the answer with the class.

Speaking

Aim

talk about school

Warm-up

- With books closed, ask students, in their own language, what English they have learned in this unit so far. Elicit a few answers, e.g. school subjects, forms of *be*.
- Write the following prompts on the board:
favorite subject
good at
fun
- Elicit some sentences using the prompts, e.g.
My favorite subject is history.
I'm good at math.
P.E. is fun.
- Tell students they are now going to practice talking about school.

1 26

- Point to the pictures and explain that they show three different conversations. Allow students time to read through the gapped conversations.
- Play the audio for students to listen and complete the conversations with the correct words.
- Check answers with the class.
- Read out the information in the Stop box with the class. Elicit or give a few more examples using *really*, e.g.
My cell phone is really old.
My backpack is really big.

2

- Invite pairs of confident students to read out the questions and answers in exercise 1. Alternatively, with weaker classes, you could play the audio for exercise 1 again, pausing after each line for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.
- Put students into pairs to practice the questions and answers.

3

- Ask students to work individually to change words 1–4 in exercise 1 to make the sentences true for them.

4

- Put students into pairs to ask and answer the questions. Point out that for the third question, their partner may not ask the same question that they have prepared, so they need to listen carefully to the question, so they can give a correct answer.

S Speaking

R Reading

Talking about school

1 26 Listen and complete the conversations.

English math Mrs. Holden

A What's your favorite subject?

It's ¹ art. It's really fun!

B What subjects are you good at?

I'm good at ² English.

C Who's your new ³ math teacher?

⁴ Mrs. Holden.

Stop

15/20

good

19/20

really good

2 Practice the questions and answers in exercise 1 with your partner.

3 Change words 1–4 in exercise 1. Write true information about you.

4 Ask and answer the questions in exercise 3 with your partner.

20 Online Homework

- 1** Read the quiz questions. Complete the school subjects A–E.

English Geography Math P.E. Science

- 2** Read the tip.

Tip

Good readers guess new words. Some words in English are similar to or the same as words in your language.

Underline the words below in the quiz. Then write the words in your language.

- angle _____
- Peru _____
- Africa _____
- planets _____
- gas _____
- handball _____
- trampoline _____

- 3** 27 Do the quiz. Then listen and check.

- 4** Read the quiz again. Complete the sentences.

- The Earth is a planet.
- Spain is a country in Europe.
- Trampoline and BMX are Olympic sports.
- Peru is a country in South America.
- Oxygen and carbon dioxide are gases.

Practice activity (all classes)

Write the following questions on the board:

- What's your favorite school day?
- What subjects are easy for you?
- What subject is hard for you?
- Who's your best friend at school?

Put students into pairs to ask and answer the questions.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Refer students back to the reading text on page 16. Ask students to read the three student profiles again. Then ask them to write three or four sentences about themselves, using the texts on page 16 as a model. Go around the class helping while students are working.

Put students into pairs to read their sentences to each other. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 1

BACK TO SCHOOL!

QUIZ

A Math

1 Look at the picture. The angle is 45°.

- a 15° b 45° c 95°

2 Study the sequence of numbers. The missing number is ...

1, 4, 9, 16, 25

- a 23 b 25 c 32

B Geography

3 Look at the map of South America. The red country is Uruguay.

- a Uruguay b Spain c Peru

4 Japan and China are in Asia.

- a Africa b Europe c Asia

C Science

5 Look at the picture. The sun and the moon aren't planets.

- a The Earth and the sun
b The moon and the Earth
c The sun and the moon

6 Plastic isn't a gas.

- a Oxygen b Carbon dioxide c Plastic

D P.E.

7 Look at the picture. The sport is handball.

- a handball
b volleyball
c tennis

8 There are 41 sports in the Summer Olympics. Beach soccer isn't an Olympic sport.

a Trampoline

b BMX

c Beach soccer

E English

9 Read the sentences. Sentence c is correct.

- a My best friend are in my class.
b Math is a subject hard.
c My name's Tiago.

10 Complete the sentence: The exam is really easy.

- a it is b is c not

Support activity (weaker classes)

Read through the quiz again with the class and elicit or explain the meaning of unfamiliar words, e.g. *sequence*, *missing number*, *Earth*, *sun*, *moon*, *plastic*. Make sure that students understand all the questions and possible answers.

3 27

- Ask students to read the quiz again and choose the correct answers. With weaker classes, students could work in pairs.
- Play the audio for students to check their answers.
- Check answers with the class.

Audioscript 27

- The angle is ... 45°.
- The missing number is ... 25.
- The red country is ... Uruguay.
- Japan and China are in ... Asia.
- The sun and the moon aren't planets.
- Plastic isn't a gas.
- The sport is ... handball.
- Beach soccer isn't an Olympic sport.
- Sentence ... c is correct.
- The exam ... is really easy.

4

- Ask students to read the quiz again and complete the sentences with the correct words. With weaker classes, students could work in pairs for this.
- Check answers with the class.

Practice activity (all classes)

Ask students to write two true and two false sentences based on the information in the quiz, or similar information, e.g. *The moon isn't a planet.* *Japan is in Europe.* Go around the class and help while students are working.

Ask students to close their books. Then put them into pairs to read their sentences to each other and decide if they are true or false.

Ask who guessed all their partner's true/false questions correctly.

Extension activity (stronger classes)

Put students into pairs and ask them to write three more quiz questions like the ones on page 21, each with three possible answers. Go around the class and help while they are working. Put pairs together into groups of four to swap questions and answer them. Ask who answered the other pair's questions correctly.

Further support

Writing p.101

Workbook p.W28

Online Homework Unit 1

Reading

Aim

read a quiz about school and guess new words in the quiz

Warm-up

- Ask students, in their own language, if they enjoy doing quizzes. Ask where they do quizzes, e.g. online or in magazines. Ask who is good at quizzes.
- Tell students they are going to do a quiz in English. Teach the word *quiz*.

1

- Point to the different sections of the quiz and the headings A–E. Point out the example answer *Math* in A.

- Ask students to read the quiz quickly and complete the remaining headings. Point out that they shouldn't worry if they don't understand everything in the quiz at this stage, but they should try to understand enough to complete the headings.

- Check answers with the class.

2

- Read through the tip with the class.
- Ask students to find and underline the words in the quiz, and then write the words in their own language. Students could work in pairs for this.
- Check answers with the class.

ANSWERS

Students' own answers.

Watch

Before you watch

About the video

The video shows a typical day at Cresskill School, a middle school and high school in the U.S. It shows students in a range of classes, from computer science and English to art, P.E., and music. It also shows a typical school canteen, where students have lunch.

1

- Point to the picture of Chris and elicit his name. Read out the title, *Cresskill School*, and explain that this is Chris's school in New Jersey, in the U.S.
- Ask: *What is Chris's favorite sport? What is his favorite school subject? What is his favorite school day?*
- Put students into pairs to do the matching task.
- Check answers with the class and check that students understand all the words.
- Teach *middle school* (a school for students aged 12–14) and *high school* (a school for students aged 14–18). Teach *grade* (a way of referring to your school year). Check that students understand *computer science* and *music*, and teach the words *sing* and *choir*.

While you watch

2 Video

- Read through the sentences with the class and check that students understand everything.
- Play the video for students to watch and choose the correct answers.
- Check answers with the class.

Videoscript see TG p.125

3 Video

- Allow students time to read through the gapped sentences. Make sure they understand that for sentences 4, 5, 6, and 7, they should write a time.
- Play the video and ask students to complete the sentences.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

Watch

Cresskill School

Before you watch

1 Label the pictures with the words.

art gym Italian library

Rooms

1 library
2 gym

Activities and subjects

3 art
4 Italian

While you watch

2 Watch the video. What do you see? Choose the correct words.

- Cresskill, New Jersey / the U.S. on a map
- the word Hello / Welcome
- students with backpacks / cell phones
- computers / calendars
- a tennis class / an art class
- a map of Italy / Spain
- books / notebooks in the library
- math class / lunch
- a P.E. / science class
- a history / music class

3 Watch again. Complete the sentences.

- Middle school students are 12 to 14 years old.
- High school students are 14 to 18 years old.
- There are 50 teachers at Cresskill High School.
- The first class starts at 7:40.
- English class is from 8:30 to 9:15.
- Italian class starts at 10:10.
- Lunch is at 11:00.
- Chris's favorite class is P.E.

After you watch

4 Complete the chart with information about Cresskill High School. Then complete the chart for your school.

	Cresskill High School	My school: _____
Number of students	<u>1 600</u>	_____
Number of teachers	<u>2 50</u>	_____
Students' ages	<u>1 14</u> to 18	_____
Subjects	computer science, English, art, Italian, P.E., music	_____
Sports	badminton, weights, hockey, climbing	_____
First class start time	<u>4 7:40</u>	_____
Lunch time	<u>5 11:00</u>	_____
Favorite class	Chris: <u>6 P.E.</u>	Me: _____

22
Online Homework
 Challenge

After you watch

4

- Read through the notes with the class and check that students understand all the categories. Model pronunciation of *badminton*, *weights*, *hockey*, and *climbing*, and ask students, in their own language, if they can remember what these sports are.
- Put students into pairs to complete the information about Cresskill High School and their school. You could play the video again if necessary for students to confirm the details about Cresskill.

- Check answers with the class.
- You could ask students to write some sentences about their school, using information in the notes. If you have the facilities, you could use students' sentences to make a short video about the students' school, like the one about Cresskill.

Further support

Online Homework Unit 1
On the Move Challenge

In this unit ...

- talk about nationalities
- describe your family
- talk about photos
- predict the topic of an article from the pictures
- understand a video about an American family

2

Global talent



Video Watch the warm-up video.



His name is Ed Sheeran.
He's from the U.K.

- 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, *Global talent*, and teach the meaning.
- Focus on the picture of Greg and ask: *Who is this?* (Greg). Ask students, in their own language, what they can remember about Greg, and elicit that he likes listening to music.
- Focus on the picture of Ed Sheeran and read out the sentence from the speech bubble *His name is Ed Sheeran*. Ask students, in their own language, what they know about him. Elicit that he is a singer.
- Play the video and ask students to watch and listen.
- Ask students to write where Ed Sheeran is from.
- Check the answer with the class.
- Ask students, in their own language, who else is mentioned in the video (Jennifer Lawrence). Ask: *Who is she?* *Where's she from?* Elicit some answers. Then play the video again for students to check (she is an actor from the U.S.).

Videoscript

She's my favorite actor. Her name is Jennifer Lawrence. She's from the U.S.
He's my favorite singer. His name is Ed Sheeran. He's from the U.K.

Extension activity

You could play the video with no sound, pausing after each line and asking students to remember what Greg said.

You could then play the video with no sound again and ask a confident student to try to speak along and provide Greg's words.

For homework, you could ask students to use their phones to make a similar video about their favorite singer or actor. They could download a picture of the person, and then talk about them as Greg does, saying who they are and where they are from.

In the next class, put students together into small groups to compare their videos.

ANSWERS

Students' own answers.

Further support

On the Move Video

2 Global talent

Grammar

be: questions and short answers
Information questions
Possessive adjectives
Possessive 's or 's'

Vocabulary

Nationalities
Family

Skills

Reading: The Olympic Games;
Brothers with talent

Listening: Where is she from?
Who's who?

Speaking: Talking about photos

Reading skill

Predicting the topic of a text from the pictures

Values and cross-curricular topics

Human achievement
Recognizing other people's talent
Famous people
Popular culture
Family

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

Vocabulary

Aim

talk about nationalities

Optional warm-up

- Tell students, in their own language, that so far in this course they have learned 15 words for countries in English. Put them into pairs and give them two minutes to write down as many as they can.
- Bring students' ideas together on the board and see which pair wrote the most countries correctly.
- Point to one of the countries on the board and say: *I'm from (Brazil). I'm (Brazilian).* Write the sentences on the board and elicit translations. Explain to students that they are going to learn nationalities in English.

ANSWERS

Students have learned: the United States, Mexico, Jamaica, Colombia, Brazil, the United Kingdom, Spain, South Africa, India, China, Japan, Australia, Peru, Portugal, and Uruguay.

1 28

- Point to the picture and elicit or explain that this is the singer Adele. Ask students, in their own language, if they like Adele's music, and what songs they know by her.
- Ask students to read the factfile and choose the correct answer.
- Play the audio for students to listen and check their answer. Check that students understand *popular singer*.

2

- Point to the flags and teach the word *flag*.
- Point to the example answer and the correct flag. Put students into pairs to match the remaining nationalities with the flags. You could do this as a race, to motivate students.
- Check answers with the class and see which pairs got all the answers right.

3 29

- Point to the example answer and elicit another example from the class.
- Put students into pairs to write the countries and nationalities in their notebooks.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each country and nationality for students to repeat. Point out the change in stress patterns between some countries and nationalities, e.g. *Japan*, *Japanese*.

ANSWERS

- the United States (the U.S.) – American
- Australia – Australian
- Brazil – Brazilian

Vocabulary

Nationalities

- 28 Read the factfile and choose the correct answer. Listen and check.

Adele is a popular singer. She's British.

She's from London, in the U.K.

- a) the U.K. b) the U.S.

- Match the nationalities 1–12 with the flags A–L.

1 American	<u>K</u>	5 Chinese	<u>H</u>	9 Japanese	<u>B</u>
2 Australian	<u>F</u>	6 Colombian	<u>G</u>	10 Mexican	<u>E</u>
3 Brazilian	<u>J</u>	7 Indian	<u>I</u>	11 South African	<u>C</u>
4 British	<u>D</u>	8 Jamaican	<u>L</u>	12 Spanish	<u>A</u>

- 29 Write the countries and nationalities in exercise 2 in your notebook. Listen, check, and repeat.

1 the United States (the U.S.)
– American



- the United Kingdom (the U.K.) – British
- China – Chinese
- Colombia – Colombian
- India – Indian
- Jamaica – Jamaican
- Japan – Japanese
- Mexico – Mexican
- South Africa – South African
- Spain – Spanish

4

- Read out the first sentence and the example answer. Point out the flags on the pictures to help students choose the correct answers.
- Use the pictures to teach the words *actor*, *musician*, and *soccer player*.
- Put students into pairs to complete the nationalities and match the people with the pictures.

- Check answers with the class. Ask students, in their own language, which of the famous people they recognize, and what they know about them.

5 Your turn

- Read out the example answers. Allow students time to prepare their answers.
- Put students into pairs to tell their partner about their favorite actor, singer, or soccer player. Ask some students to tell the class.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.118

Workbook p.W5

Online Homework Unit 2

4 Complete the nationalities. Then match the people 1–6 with the pictures A–F.

- Taylor Swift is an American singer. C
- Marquinhos is a Brazilian soccer player. E
- Daniel Radcliffe is a British actor. F
- Lang Lang is a Chinese musician. D
- James Rodriguez is a Colombian soccer player. A
- Hugh Jackman is an Australian actor. B

Your turn

5 Describe your favorite actors, singers, and soccer players.

My favorite singer is Katy Perry. She's American.

My favorite singer is Ariana Grande ...

→ METRO EXPRESS p.118

Workbook p. WS Online Homework



L Listening

Where is she from?

1 Listen and complete the gaps with *American* or *British*.



Demi Lovato
Nationality: 1 American



Emma Watson
Nationality: 2 British

2 Listen again and choose the correct words.

- Demi Lovato is on TV / in a movie.
- Taylor Swift / Kristen Stewart is Demi Lovato's friend.
- Demi Lovato is from Los Angeles / Oxford.
- Jennifer Lawrence / Emma Watson is in *X-Men*.
- The movie is / isn't *X-Men*.
- Emma Watson is a singer / an actor.

Audioscript 30

- A Look, it's Demi Lovato on TV. She's my favorite singer!
B Yeah, she's awesome. Guess what! Her best friend is Taylor Swift.
A She's cool, too. Where's Demi Lovato from?
B She's from Los Angeles. She's American.

- C What's the movie? ... Ah, is it *X-Men*? Jennifer Lawrence is in *X-Men*!
D No, the movie isn't *X-Men*, and the actor isn't Jennifer Lawrence.
C Oh! Who's the actor?
D She's Emma Watson!
C Emma Watson ... She's Australian, right?
D No, Emma Watson is British. She's from Oxford.

2 30

- Read through the sentences with the class. Make sure students understand *TV*, *movie*, and *friend*. Make sure they understand that *X-Men* is the title of a movie. Ask students, in their own language, if they have seen this movie.
- Play the audio and ask students to listen and choose the correct answers.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

Practice activity (all classes)

Write on the board the following gapped sentences and verb forms:

- is is isn't it's she's she's
1 Look, _____ Demi Lovato.
2 Yes, _____ awesome!
3 Her best friend _____ Taylor Swift.
4 _____ cool, too.
5 The movie _____ *X-Men*.
6 Emma Watson _____ British.

Play the audio again and ask students to complete the sentences with the correct verb forms. Check answers with the class.

Focus on the sentences on the board and elicit or teach the meaning of *awesome*, *cool*, and *best friend*. Ask: *Which singers are awesome? Which actors are cool? Who is your best friend?* Elicit answers from individual students.

ANSWERS

- 1 it's 2 she's 3 is 4 She's
5 isn't 6 is

Listening

Aim

listen to two conversations about where people are from

Warm-up

- With books closed, ask: *Who is Adele? Where is she from?* Elicit the answers (She's a singer. She's British / She's from the U.K.). Ask similar questions about the famous people in exercise 4 on page 25. Elicit the answers and use the opportunity to review countries and nationalities, and the words *singer*, *actor*, *musician*, and *soccer player*.

- Tell students, in their own language, that they are going to listen to two conversations about some more famous people.

1 30

- Point to the pictures and ask students, in their own language, if they recognize the people and know anything about them.
- Allow students time to read the gapped information. Then play the audio. Students listen and complete the gaps.
- Check answers with the class.

Reading

Aim

understand a text about the Olympic Games

Warm-up

- With books closed, ask students, in their own language, if they like sports. Ask which sports they play themselves, and which they like watching on TV. Ask if they like watching the Olympic Games, and ask which are their favorite sports in the Olympic Games.
- Write the following sports on the board, leaving out some letters: *soccer, tennis, handball, BMX, trampoline, beach soccer*. You could gap more or fewer letters, according to the ability level of your class, e.g. *s_cc_r* or *s____r*.
- Tell students these are all sports they have learned in this course so far. Put them into pairs to complete the words. Check answers, and tell students they are going to read about the Olympic Games.

1 31

- Point to the reading text and ask students, in their own language, where they might see a text like this (online).
- Read out the question and the two types of text and check that students understand them.
- Play the audio and ask students to read and listen and choose the correct answer.
- Check answers with the class, and ask students, in their own language, how they know that it is a blog (it has personal opinions).

2

- Point to the pictures and the gapped labels. Check that students understand *event*.
- Ask students to complete the labels from memory. Then read the text again to check.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Read out the first sentence and the correction and make sure students understand that they must correct the green word in each sentence.
- Students read the text again and write the correct words.
- Check answers with the class.
- Read out the information in the *Stop* box with the class. Point out that these two plural forms are irregular, and students need to learn them.

Reading

1 31 Read about the Olympic Games. What is the text?

- a a news story b a blog

2 Label the pictures. Read again and check.

100 meters beach volleyball
Brazil Dani Lins Jamaica
Kerri Walsh the U.S.
Usain Bolt volleyball

3 Correct the green words.

- The Olympic Games are every five years. four
- Beijing is in Japan. China
- In 2016, the Olympic Games are in Tokyo. 2020
- Dani Lins is a runner. volleyball player
- Usain Bolt is American. Jamaican

Stop one man → two men two men
one woman → two women two women

Sports spot! Home About Stories Contact

The Olympic Games

I'm a big fan of the Olympic Games. They're so exciting! The Olympic Games are in a different city every four years. In 2020, they're in my city, Tokyo!

What are my favorite Olympic sports? Volleyball and the 100-meter race. The best women's volleyball team is Brazil. My favorite player is Dani Lins. She's Brazilian.

Beach volleyball is cool, too. The U.S. team is the best, and my favorite player is Kerri Walsh.

The American runners in the 100-meter race are amazing! But the best is Usain Bolt from Jamaica. He's very fast and he's fun.

Year	City	Country
2004	Athens	Greece
2008	Beijing	China
2012	London	the U.K.
2016	Rio de Janeiro	Brazil
2020	Tokyo	Japan

Labels for photos:

- Usain Bolt: Name: Usain Bolt, Country: Jamaica, Event: 100 meters
- Dani Lins: Name: Dani Lins, Country: Brazil, Event: volleyball
- Kerri Walsh: Name: Kerri Walsh, Country: the U.S., Event: beach volleyball

Practice activity (all classes)

Write the following sentences on the board.

- She's from Japan.
- It's the country with the best volleyball team.
- It's a cool sport.
- He's very fast.

Ask students to read the text again and write the correct answers.

Check answers with the class.

ANSWERS

- Aiko Hisakawa
- Brazil
- beach volleyball
- Usain Bolt

Extension activity (stronger classes)

Write on the board: *My favorite Olympic sports*. Ask students to write three or four sentences about their favorite Olympic sports and athletes. Tell them to use sentences from the text as models. Go around the class monitoring while students are working. Put students into pairs to tell their partner their ideas. Ask some students to tell the class. Discuss, in the students' own language, which sports and athletes are the most popular in the class.

be: questions and short answers

- 1 32 Read the conversation. What is the actor Dev Patel's nationality? Listen and check.



Is Dev Patel Indian?
No, he isn't.

Where is he from?
He's from London.

Is he British?
Yes, he is.

- 2 Complete the chart.

Questions	Affirmative answers	Negative answers
Am I in your class?	Yes, you are.	No, you aren't.
Are you Canadian?	Yes, I am.	No, I'm not.
Is she a teacher?	Yes, she is.	No, she isn't.
Is <u>he</u> Indian?	Yes, he <u>is</u> .	No, he <u>isn't</u> .
Is it Japanese?	Yes, it is.	No, it isn't.
Are we right?	Yes, you are.	No, you aren't.
Are you Chinese?	Yes, we are.	No, we aren't.
Are they Jamaican?	Yes, they are.	No, they aren't.

- 3 Complete the questions and answers.

- 1 "Is the singer Selena Gomez Spanish?"
"No, she isn't."
- 2 "Are Nadal and Djokovic tennis players?"
"Yes, they are."
- 3 "Is Usher a soccer player?"
"No, he isn't."
- 4 "Is your cell phone Japanese?"
"Yes, it is."
- 5 "Are Serena and Venus Williams Australian?"
"No, they aren't."



- 4 Write questions and true answers.

- 1 your dad / a singer? Is your dad a singer?
No, he isn't.
- 2 you / good at art? Are you good at art?
Yes, I am. / No, I'm not.
- 3 you / in math class? Are you in math class?
No, I'm not. / No, we aren't.
- 4 your teacher / American? Is your teacher American?
Yes, he/she is. / No, he/she isn't.
- 5 you / 12? Are you 12?
Yes, I am. / No, I'm not.
- 6 you and your family / Jamaican? Are you and your family Jamaican?
Yes, we are. / No, we aren't.

Information questions

- 5 Match the questions 1-4 with the answers a-d.

- 1 What's your favorite movie? c
- 2 How old is it? b
- 3 Who are the actors? d
- 4 Where are they from? a
- a They're from the U.K.
b It's from 2015.
c It's *Victor Frankenstein*.
d They're Daniel Radcliffe and James McAvoy.



- 6 Order the words to make questions.

- 1 are / you / how / old / ?
How old are you?
- 2 you / are / where / from / ?
Where are you from?
- 3 what's / favorite / sport / your / ?
What's your favorite sport?
- 4 your / favorite / singer / who's / ?
Who's your favorite singer?

Your turn

- 7 Ask and answer the questions in exercise 6.

→ METRO EXPRESS p.118



Online Homework

twenty-seven

- Check answers with the class. Then read through the chart with the class and make sure students understand all the forms. Ask students to translate the questions and answers in the chart into their own language, to check understanding.

Usage

We never use short forms in affirmative short answers, so we always say *Yes, I am*, NOT *Yes, I'm*.

We usually use short forms in negative short answers: *No, I'm not*.

- 3
- Read through the gapped questions and answers with the class and ask students, in their own language, which of the famous names they recognize.
 - Read out the example question and answer. Then ask students to complete the remaining questions and answers.
 - Check answers with the class.
- 4
- Read out the first set of prompts and the example answer. Then ask students to write the questions and true answers.
 - Check answers with the class. Then put students into pairs to practise asking and answering the questions.
- 5
- Point to the movie poster and ask students, in their own language, if they have seen this movie.
 - Ask students to match the questions with the answers.
 - Check answers with the class.
- 6
- Ask students to order the words to make questions.
 - Check answers, and check that students understand all the questions.

7 Your turn

- Allow students time to prepare their answers individually.
- Ask individual students some of the questions to demonstrate the task. Then put them into pairs to ask and answer the questions.

Further support

METRO EXPRESS p.118

Workbook p.W14

Online Homework Unit 2

Grammar

Aim

learn question and short answer forms of *be*

Warm-up

- Write the following gapped sentences on the board:
Usain Bolt _____ a runner.
The Olympic Games _____ in Tokyo in 2020.
- Elicit the missing verbs (*is*, *are*). Then ask: *Is Usain Bolt a soccer player?* (No, he's a runner.) *Are the Olympic Games in London in 2020?* (No, they're in Tokyo.) Write the question forms on the board.

- Discuss, in the students' own language, what they notice about the word order in the questions. Tell students they are going to learn about questions with *be*.

1 32

- Point to the picture of Dev Patel and ask students if they recognize him. Explain that he is an actor and starred in the movie *Slumdog Millionaire*.
- Read out the question. Then ask students to read the conversation to find the answer.
- Play the audio for students to listen and check.

2

- Ask students to read through the chart and complete it with forms of *be* in exercise 1.

Vocabulary

Aim

describe your family

Warm-up

- Ask students, in their own language, if they come from a big or small family. Ask individual students questions about their family, e.g. how many brothers and sisters they have, how many cousins they have.
- Ask students if they know any words for family members in English. Remind them of the reading text in Unit 1 about Alvaro and Nacho (page 16). See if they can remember the words *brother* and *twin*.

1 33

- Point to the family tree and teach the word *family tree*.
- Read through the words in the box with the class and teach the meanings.
- Point out the example answer, and point out the picture labelled *me*. Put students into pairs to complete the family tree with the correct words. You could do this as a race.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.

2

- Check that students understand *parents* and *great* in the first sentence.
- Ask students to read the sentences and complete them with the correct words.
- Check answers with the class.

3 Your turn

- Demonstrate the activity by drawing part of your family tree on the board, with the names of your family members, but not the words *brother*, *sister*, *cousin*, etc. Point to some of the names and explain who they are.
- Allow students time to draw their family tree individually. Then put them into pairs to explain it to their partner.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.118

Workbook p.W5

Online Homework Unit 2

Pronunciation Classroom Presentation Tool

Listening

Aim

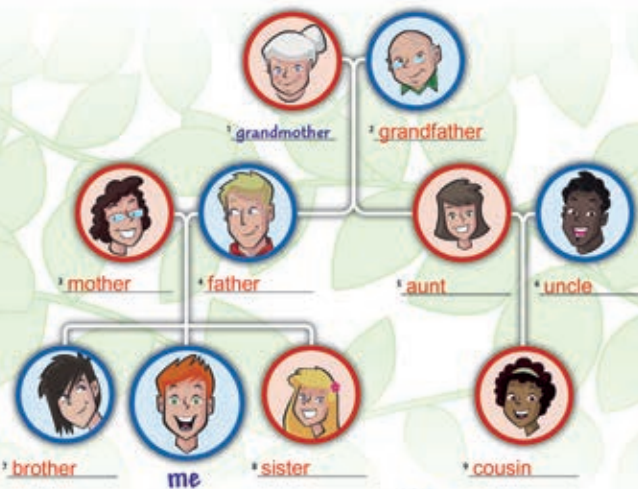
listen to a conversation about family

Vocabulary

Family

1 33 Complete the family tree. Listen, check, and repeat.

aunt brother cousin father grandfather grandmother mother sister uncle



2 Complete the sentences with the words.

aunt cousins father
grandmother mother sister

My family

My parents are great! My ¹ mother is 36 and her name is Anna. My ² father is Gavin and he's 38. His sister is my ³ aunt Clara. Her children are my ⁴ cousins Peyton and Wesley.

My ⁵ sister is cool. Her name is Chloe. She isn't at school. She's 18! My grandparents are very old. My favorite person is my ⁶ grandmother Valentina. She's 78.

Your turn

3 Draw a family tree. Explain it to your partner.

He's my father. His name is ...

twenty-eight

→ METRO EXPRESS p.118

28

Workbook p.W5

Online Homework

L Listening

Who's who?

1 34 Listen to the conversation.

Who is in the picture with Brooklyn?

a her grandmother b her mother c her aunt



2 34 Listen again and match 1-4 with a-d.

1 brother a Sam
2 sister b Liz
3 father c Mary
4 aunt d Lucas

1 34

- Read out the question and elicit that Brooklyn is the girl marked *me* in the picture. (Tell students that Brooklyn is both a person's name and the name of a part of New York.) Explain that the person with the question mark is the one students have to identify.
- Play the audio for students to listen and choose the correct answer.
- Check the answer with the class.

Audioscript 34

Connor Hey, Brooklyn!

Brooklyn Oh, hi!

Connor Is that your family in that picture?

Brooklyn Yes, look. They're my brother and sister. My brother is Lucas ... and my sister is Mary. He's my father, Sam.

Connor Uh-huh. Where's your mother in the picture?

Brooklyn My mother isn't in the picture. But her sister, my aunt Liz, is here. Liz is very cool! She's a singer in a band. My family and I are big fans of her band!

2 34

- Allow students time to read through the names. Then play the audio again. Students listen and match the people with the words.
- Check answers with the class.

Further support

On the Move Vocabulary Listening

Possessive adjectives

1 35 Read the conversation. The cell phone belongs to ...

a) Alicia. b) Nick.

Karen, here's your brother's cell phone.

No, Nick's phone isn't purple. His phone is black.

It's Alicia's. Her phone is purple.



2 Complete the chart with the words.

her his your

Subject pronouns	Possessive adjectives
I'm not Ethan.	My name's Jacob.
You're good at math.	<u>1</u> <u>Your</u> brother's cell phone is here.
She's Alicia.	<u>2</u> <u>Her</u> phone is green.
He's Nick.	<u>3</u> <u>His</u> phone is black.
It's my dog.	Its name is Scruff.
We're American.	Our home is in Los Angeles.
You aren't at my school.	Your school is on 42 nd Street.
They're actors.	Their movies are great.

3 Choose the correct words.

Who's your / our favorite singer?

Austin Mahone. His / Her new songs are awesome! His / Its family is from San Antonio, Texas.

Their / Your parents are from Texas too, right?

Yeah, my / her parents are from Dallas, Texas. Our / Your cousins are all in Houston, Texas. It's a big state.

4 Complete the sentences with possessive adjectives.



1 They're our cousins. His name is Will and her name is Sara. (his / her / ~~our~~)



2 Our backpacks are small. Their backpacks are big. (their / our)



3 Hi. My name's Liam. What's your name? (my / your)

Possessive 's or s'

5 Look at the conversation in exercise 1. Underline three examples of possessive 's.

Stop

Here is the boy's mother. (one boy)
Here are the boys' parents. (two or more boys)

6 Rewrite the sentences. Add one possessive 's or s' to each sentence.

- Are Aubrey's pens here? Are Aubrey's pens here?
- My grandparents favorite movies are old. My grandparents' favorite movies are old.
- Where are my moms books? Where are my mom's books?
- Graces parents are cool. Grace's parents are cool.

→ METRO EXPRESS p.118



Workbook • W15



Online Homework



Grammar

twenty-nine

3

- Point to the picture and ask students if they recognize this singer, and what they know about him.
- Ask students to read the conversation and choose the correct words.
- Check answers with the class.

4

- Ask students to complete the sentences with the correct possessive adjectives.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5

- Refer students back to the conversation in exercise 1. Then point to the example of a possessive 's on the board from the warm-up activity.
- Ask students to find three more examples of possessive 's in the conversation.
- Check answers with the class and ask students to translate the sentences with possessive 's into their own language.
- Read out the information in the Stop box with the class. Ask students to translate the sentences into their own language, to check understanding. In the students' own language, point out that in spoken English there is no difference in pronunciation between *boy's* and *boys'*, but this is something they need to think about in their writing.

ANSWERS

your brother's, Nick's, Alicia's

6

- Read out the example sentence and point out the possessive 's. Ask students to rewrite the remaining sentences.
- Check answers with the class.

Practice activity (all classes)

Put students into small groups and ask students in each group to put one object each from their backpacks onto their table, so their things are mixed together on the table. Groups then take turns to hold up one of the objects from their table. Other groups try to guess whose object it is, e.g. *It's Ana's cell phone.* / *It's your pencil.* (if they think it belongs to the person holding it up). The first group to guess correctly gets a point. Continue the game for a few minutes. Then see which group has the most points.

Further support

METRO EXPRESS p.118

Workbook p.W15

Online Homework Unit 2

On the Move Grammar

Grammar

Aim

learn possessive adjectives and possessive 's and s'

Warm-up

- Refer students back to the picture of the family on page 28. Point to people in the picture and ask questions, e.g. *Is this Brooklyn's mother? Is Sam Brooklyn's brother?*
- Elicit answers. Then write on the board: *Liz is Brooklyn's aunt. Mary is her sister.* Underline the possessive adjective *her* and the possessive 's. Ask students to translate the sentences into their own language. Leave the sentences on the board to refer back to later in the class.

1 35

- Read out the sentence and check that students understand it.
- Ask students to read the conversation 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 possessive adjectives.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the possessive adjectives. Ask students to translate the sentences in the chart into their own language, to check understanding.

Speaking

Aim

talk about photos

Warm-up

- With books closed, draw a family tree on the board in the same shape as the one on page 28, using *M* (male) or *F* (female) to indicate the sex of each family member. Add a label for *me*.
- Put students into pairs and give them two minutes to complete the family tree with the correct family words.
- Bring the answers together on the board and check that students understand all the words.
- Tell students they are now going to practice talking about their family.

1 36

- Point to the example answer and explain that *grandma* is a more informal word for *grandmother*.
- Ask students to complete the matching task.
- Play the audio once for students to listen and check their answers. Then play the audio again, pausing after each new word for students to repeat.

2 37

- Read out the example question and answer, and point out that the answer matches the question.
- Ask students to match the remaining questions and answers.
- Play the audio for students to listen and check.

3 38

- Allow students time to read through the conversation.
- Play the audio once for students to listen. Then play it again, pausing after each question or answer for students to repeat.
- Ask students to find the people in the photo. Discuss the answer. Then ask students to practice the conversation in pairs.

ANSWER

The grandma is on the left in the photo.

Support activity (weaker classes)

Before students move on to talking about their own family photo, they could go back and practice the questions and answers in exercise 2. Play the audio again for students to listen, and ask them to listen carefully to the pronunciation and intonation. Put them into pairs to practice the questions and answers.

Speaking

Talking about photos

1 36 Match the family names. Listen and check.

- | | |
|---------------|-----------|
| 1 grandmother | a dad |
| 2 grandfather | b mom |
| 3 father | c grandma |
| 4 mother | d grandpa |

2 37 Look at the photo. Match the questions and answers. Listen and check.



- | | |
|-------------------------------|---|
| 1 Who's he? | d |
| 2 Who are they? | c |
| 3 Who's she? | a |
| 4 Are they your grandparents? | b |
- a She's my mom.
b Yes, they are. My grandma and grandpa are great.
c They're my sisters, Sophia and Emma. Sophia's 6 and Emma's 10.
d He's my dad.

3 38 Listen and repeat. Find the person in the photo in exercise 2.



4 Talk about a family photo.

thirty

30

Online Homework

Reading

1 Read the tip.

Tip

Good readers can predict the topic of a text from the pictures.
Who are they? (name, age, nationality, etc.)
What is in the picture? Where is it?

Look at the pictures on page 31. What is the blog about? Choose the correct answers.

- | | |
|--------------|-----------|
| 1 a brothers | b sisters |
| 2 a singers | b actors |
| 3 a movies | b books |

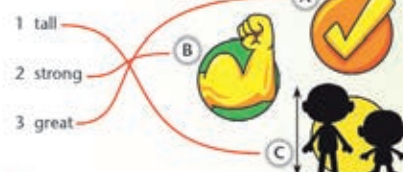
2 39 Read and check.

3 Choose the correct answer. Read again and check.

The writer of the blog is ...

- | |
|----------------------------|
| a Liam Hemsworth. |
| b a fan of the Hemsworths. |
| c Elsa Pataky. |

4 Match the adjectives 1-3 with the pictures A-C.



5 Complete the chart.

Name	Year of birth	Height	Movies
Luke	1981	--	--
Chris	1983	1.90 m	Thor and Avengers
Liam	1990	1.91 m	The Hunger Games

6 Answer the questions.

- | | |
|---|---------------------------------------|
| 1 What is the brothers' nationality? | Australian |
| 2 Where is Chris Hemsworth's wife from? | Spain |
| 3 Who are Gale Hawthorne and Thor? | They are people/characters in movies. |
| 4 Which two brothers are famous? | Chris and Liam |

4

- If students have their phones with them, they could find a family photo on their phone to show their classmates. If they do not have photos on their phones, you could ask them to bring a photo to the next class and do the activity then.
- Allow students a little time to think about what they can say about the people in their photo. Then put them into pairs to show their photo and ask questions about their partner's photo. Tell students they should ask lots of questions about their partner's photo and listen carefully to the answers, because they are going to tell the class about the photo.
- Ask some students to tell the class about their partner's photo.

Extension activity (stronger classes)

Refer students back to the text in exercise 2 on page 28. Ask them to write four or five sentences about their own family, using vocabulary from this unit and using this text as a model. Students can compare their texts in small groups and ask more questions about each other's families.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 2

Jellybaby (WOW news) Events Celebs Music Movies Sport

Brothers with talent

Liam, Chris, and Luke Hemsworth are brothers. They're from Phillip Island (near Melbourne, Australia), but life is different now for the brothers. Why? Because they're actors!



Liam, Chris, and Luke Hemsworth




Chris Hemsworth (D.O.B. August 8, 1983) is Thor in the four *Thor* and *Avengers* movies. He's 1.90 meters tall and he's very strong. His wife, Elsa Pataky, is Spanish. She's an actor, too.

Liam Hemsworth (D.O.B. January 13, 1990) is my favorite Hemsworth brother! He's Gale Hawthorne in *The Hunger Games*, and I'm a big fan of his other Hollywood movies. Liam is very tall – 1.91 meters.

Their big brother is Luke Hemsworth (D.O.B. November 5, 1981). He's an actor, too. His movies are great, but he isn't very famous. Maybe it's his turn next!

D.O.B. = date of birth

Writing p.102 Workbook p.W29 Online Homework 31

- Check the answer with the class. Then discuss with students, in their own language, why this answer is correct.

4

- Ask students to skim the text quickly to find the three adjectives in context.
- Students then match the adjectives with the pictures.
- Check answers with the class, and check that students understand the adjectives.

5

- Read through the chart with the class and make sure students understand *year of birth* and *height*.
- Ask students to read the text again and complete the chart.
- Check answers with the class.

6

- Read through the questions and check that students understand them.
- Ask students to answer the questions.
- Check answers with the class.

Practice activity (all classes)

With books closed, write the following jumbled sentences on the board.

- 1.90 / He's / tall / meters
- my / brother / Liam / is / favorite
- actor / He's / too / an

Ask students to write the sentences in the correct order.

Check answers with the class, and check that students understand the sentences. Point out the position of *tall* after the numbers. Point out the position of the adjective *favorite* before the noun. Point out the position of *too* at the end of the sentence.

ANSWERS

- 1 He's 1.90 meters tall.
- 2 Liam is my favorite brother.
- 3 He's an actor, too.

Reading

Aim

read a blog about three famous brothers, and predict the topic of the text from the pictures

Warm-up

- Write the word *talent* on the board and elicit or explain the meaning. Ask students, in their own language, to give examples of different kinds of talents, e.g. in sports, music, acting, singing. Ask individual students what their talents are.
- Tell students they are going to read a blog about three people who share the same talent.

1

- Read through the tip with the class. Then ask students to look at the pictures on page 31 and choose the correct answers.
- Don't check answers at this stage.

2 39

- Play the audio for students to check their answers in exercise 1.
- Check answers with the class and point out to students, in their own language, that looking at the pictures before you read a text and guessing the basic topic of the text can help you to understand the text better.

3

- Ask students to read the blog again and choose the correct answer.

Extension activity (stronger classes)

Focus on the final line of the text (*Maybe it's his turn next!*). Ask students to read the final paragraph again and try to guess the meaning of the final sentence from the context.

Discuss the meaning with students, in their own language, and discuss what clues they used to guess the meaning. Point out that guessing the meaning of unfamiliar words from the context is an important reading skill.

Further support

Writing p.102
Workbook p.W29
Online Homework Unit 2

Watch

Before you watch

About the video

The video introduces an American family, the Salazaars, from California. Greg introduces the family. Then they each introduce themselves, saying their names, ages, and birthdays. The video ends with Gabe (the father) and Israel (the son) on the beach, surfing.

1

- Point to the picture of Greg and elicit his name. Read out the title, *The Salazaar family*, and explain that these are friends of Greg's, from California.
- Ask students to complete the information about themselves. Elicit a few answers from individual students, and explain to students that they will see people on the video giving this information about themselves.
- Teach *I live in ...*, and teach *beach*, *surfing*, and *surfboard*.

ANSWERS

Students' own answers.

While you watch

2 Preview video

- Read through the options with the class and make sure that students understand everything.
- Play the preview. Ask students to check the things that they see.
- Check answers with the class.


3 Video


- Allow students time to read through the sentences and possible answers. Make sure they understand everything.
- Explain that in sentence 2 *Gabe* (the father's name) is the short form of *Gabriel* (the son's name). *Gabrielle* is the female form of *Gabriel*.
- Play the video and ask students to choose the correct answers.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

Videoscript see TG p.125

4 Video

- Allow students time to read through the family tree.
- Play the video again. Ask students to complete the family tree.
- Check answers with the class.


Watch


The Salazaar family

Before you watch

1 Complete the information for you.

Nationality: _____
 From (city or town): _____
 Age: _____
 Birthday: _____

While you watch


2 Watch the preview. Check (✓) the things that you see.

1 one woman <input checked="" type="checkbox"/>	5 a father and son <input checked="" type="checkbox"/>
2 a classroom <input type="checkbox"/>	6 a park <input type="checkbox"/>
3 a family lunch <input checked="" type="checkbox"/>	7 a beach <input checked="" type="checkbox"/>
4 three men <input type="checkbox"/>	8 a dog <input type="checkbox"/>


3 Watch the video. Choose the correct answers.

- Nancy is Taylor's mother.
 a) mother b) sister c) grandmother
- Gabe is Taylor's father.
 a) uncle b) father c) brother
- The family is American.
 a) Spanish b) American c) Brazilian
- Nancy is originally from San Antonio, Texas.
 a) Gabe b) Israel c) Nancy
- Taylor has two brothers and one sister.
 a) two brothers and two sisters
 b) two sisters and one brother
 c) two brothers and one sister
- Gabe and Israel are at the beach.
 a) Taylor b) Gabe c) Gabrielle


4 Watch again. Complete the family tree.




Name: Gabe
Age: 37
Birthday: April 6




Name: Nancy
Age: 37
Birthday: May 14




Name: Israel
Age: 15
Birthday: January 10



Name: Taylor
Age: 16
Birthday: March 30



Name: Gabriel
Age: 4



Name: Gabrielle
Age: 6


After you watch


5 Make a project or video introducing yourself and your friends or family. For each person, say:

- his/her name.
- who he/she is (your friend, sister, father, etc.).
- his/her nationality.
- how old he/she is.
- his/her birthday.

thirty-two

32

 Online Homework

 Challenge

After you watch

5

- Read through the notes with the class and check that students understand what they have to do.
- With weaker classes, elicit the language that students will need to use and write it on the board, e.g.
This is ...
He's/She's my ...
He's/She's from ...
He's/She's ... years old.
His/Her birthday is ...
- Students could make a project or video for homework, using their phones and introducing themselves and their friends or family.

- In the next class, put students together into small groups to show their videos to each other. If you have the facilities in class, you could show some of the videos to the class.
- If filming is not possible for your students, you could ask students to make a poster introducing their family, using pictures and writing a few sentences about each person.

Further support

Online Homework Unit 2
On the Move Challenge

Review

A

Vocabulary

1 Find seven more school subjects in the word circle. Then write the subjects.

- 1 PE
- 2 geography
- 3 computer science
- 4 English
- 5 history
- 6 math
- 7 science
- 8 art



2 Complete the sentences with the adjectives.

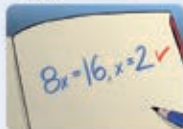
big easy hard new old
right small wrong



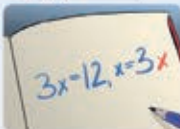
1 My bike is new.



2 My grandparents' car is old.



3 The answer is right.



4 The answer is wrong.



5 My grandparents' TV is big.



6 Our TV is small.



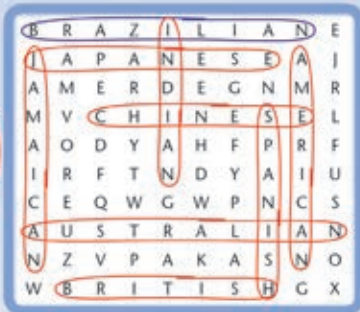
7 My math homework is hard.



8 My math homework is easy.

3 Find the nationalities for the countries.

Australia Brazil China India Jamaica
Japan Spain the U.K. the U.S.



4 Complete the chart with family members.

1g <u>grandmother</u>	2g <u>grandfather</u>
3m <u>mother</u>	4f <u>father</u>
5s <u>sister</u>	6b <u>brother</u>
7a <u>aunt</u>	8u <u>uncle</u>
9c <u>cousin</u>	10c <u>cousin</u>

Grammar

1 Complete the sentences. Use the affirmative or negative form of *be*.

- 1 Peru isn't in Asia. It 's in South America.
- 2 We aren't teachers. We're students.
- 3 I'm not Spanish. I 'm from Colombia.
- 4 Venus Williams isn't South African. She 's American.
- 5 You 're 13. You aren't 14.
- 6 Alex and Carl are my cousins. They aren't my brothers.
- 7 Math is really hard. It isn't my best subject.
- 8 My brother isn't at my high school. He 's in college.

thirty-three

33

- Ask: Which famous people are in Unit 2? Where are they from? Elicit answers from individual students, e.g. Taylor Swift – she's American.

4

- Point out the pictures to denote male and female family members. Read out the example answer *grandmother* and elicit the male equivalent *grandfather*.
- Ask students to complete the chart.
- Check answers with the class, and check that students understand all the vocabulary.
- Before students move on to the Grammar exercises, point out to students, in their own language, 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

- Ask students to read the sentences and complete them with the correct form of *be*.
- Check answers with the class. If students struggle with this exercise, refer them back to the charts on pages 17 and 19. Point out to students, in their own language, that they need to learn all the forms of *be*.

Review A

Vocabulary

1

- Point out the circled answer *PE* in the word circle. Ask students to find seven more school subjects and write them.
- Check answers with the class, and check that students understand all the subjects. Ask: What's your favorite subject?

2

- Focus on the first pair of pictures and explain, in the students' own language, that each pair of pictures illustrates two opposite adjectives.

- Ask students to read the sentences and complete them with the correct adjectives.
- Check answers with the class, and check that students understand all the adjectives.
- With stronger classes, you could ask students to write three sentences of their own using the adjectives, e.g. *My TV is big. My science homework is hard.* Ask some students to read their sentences to the class.

3

- Point out the example answer. Then ask students to find the nationalities to match the countries in the box.
- Check answers with the class, and check that students understand all the countries and nationalities.

2

- Ask students to complete the questions and short answers with the correct verb forms.
- If students struggle with this exercise, refer them back to the chart on page 27 and go through the main points in the chart again with the class.

3

- Ask students to complete the questions with the correct question words and the correct forms of *be*. With weaker classes, you could write the question words (*where, what, who, how*) on the board first and elicit or teach the meaning.
- Check answers with the class.
- With stronger classes, ask students to write one or two more questions to ask a partner, using the question words. Put students into pairs to ask and answer their questions.

4

- Ask students to complete the sentences with the correct possessive adjectives. With weaker classes, you could write the possessive adjectives on the board first and review their meaning.
- Check answers with the class, and check that students understand all the possessive adjectives.

5

- Point to the picture of Jack and the line to the keys, and point to the example answer.
- Remind students of the difference between possessive 's and s'. If students are struggling with this, write a pair of sentences on the board to illustrate the difference, e.g.
They're my brother's friends. (one brother)
They're my brothers' friends. (more than one brother)

- Ask students to complete the sentences.
- Check answers with the class.

Consolidation

- Explain to students, in their own language, 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 sentences 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, why each answer is correct and the other options are wrong.



Review

2 Complete the questions and short answers.

- "Is the homework hard?"
"No, it isn't."
- "Is Maria in your class?"
"Yes, she is."
- "Are you good at math, Steven?"
"Yes, I am."
- "Are my answers wrong?"
"Yes, they are."
- "Am I in the wrong class?"
"No, you aren't."
- "Are you and Sara sisters?"
"No, we aren't."

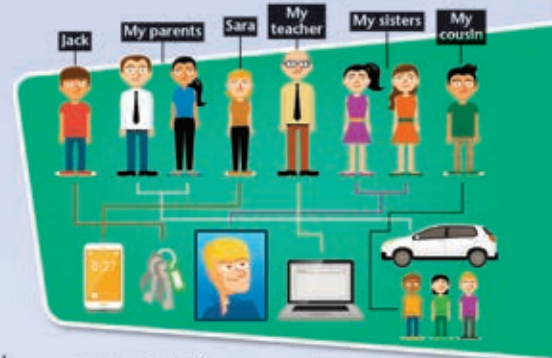
3 Complete the questions with a question word and 's or are.

- "What's your favorite subject?"
"P.E."
- "Where are your books?"
"In my backpack."
- "How old are your brothers?"
"15 and 17."
- "Who's he?"
"My brother."
- "What's your math teacher's name?"
"Mrs. Evans."

4 Complete the sentences. Use possessive adjectives.

- Sam, where is your homework, please?
- My name's Miguel. I'm Spanish.
- Maria and Lucas are good at English. Their dad is Australian.
- China is in Asia. Its capital is Beijing.
- Mr. Thomas is my favorite teacher. His classes are fun.
- My brother and I are twins. Our birthday is on June 14.
- I'm a big fan of English soccer. My favorite team is Chelsea.
- "What are your names?"
"I'm Jane and her name's Emma."

5 Look at the picture. Complete the sentences.



- They're Jack's keys.
- It's my parents' new car.
- It's Sara's new phone.
- It's my teacher's computer.
- He's my sisters' favorite singer.
- They're my cousin's friends.

Consolidation

Read the sentences about Camila. Choose the correct answers.

- My name's Camila.
a name's
b name
c names
- I'm Spanish and Brazilian.
a Spain
b Spanish
c South Africa
- My dad is from Spain and my mom is from Brazil.
a Brazilian
b British
c Brazil
- My brothers' names are Daniel and Gabriel.
a sisters'
b brothers'
c fathers'
- They are really good at art.
a really
b good really
c really good
- I'm not very good at math. It's hard.
a hard
b wrong
c easy
- My favorite actor is Naomi Watts and her movies are awesome.
a My
b Her
c Your



thirty-four

34

- Point out to students, in their own language, that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

In this unit ...

- talk about places
- describe your bedroom
- talk about position
- scan a story to find specific information
- understand a video about a neighborhood in New York

3

My hangouts



Video Watch the warm-up video.

Where are you?

I'm at the skatepark !

Warm-up video

Video

- Read out the title of the unit, *My hangouts*, and teach the meaning.
- Focus on the picture of Greg and ask: *Who is this?* (Greg). Ask students, in their own language, what they can remember about Greg, and elicit that he likes music, especially Ed Sheeran, and he has friends in California.
- Focus on the picture of Greg and read out the speech bubbles. Ask: *Where is Greg?* Elicit a few possible answers in the students' own language, but don't confirm them.
- Play the video and ask students to watch and listen.
- Ask students, in their own language, who Greg is talking to on the phone (Morgan).
- Ask: *Where is Morgan?* Ask students to write their answer. Then play the video again for students to check.
- Ask students where Greg is (at the coffee shop).
- Check the answer with the class.

Videoscript

Greg Oh, hey Morgan!

Morgan Hey Greg! Where are you?

Greg Guess!

Morgan Of course! You're at the coffee shop.

Greg Yes, that's right! Where are you?

Morgan I'm at the skatepark!

Extension activity

Teach the meaning of the phrases *Guess!*, *Of course!*, and *Yes, that's right!*

Play the video again for students to hear the phrases in context.

You could play the video with no sound, pausing after each line and asking students to remember what Greg and Morgan said.

You could then play the video with no sound again and ask two confident students to try to speak along and provide Greg and Morgan's words.

Further support

On the Move Video

3 My hangouts

Grammar

*There is / There are; any
this, that, these, those*

Vocabulary

City life
In my bedroom

Skills

Reading: Welcome to the Dubai Mall;
This is My World!

Listening: My favorite hangouts;
Where is it?

Speaking: Talking about position

Reading skill

Scanning a text for important information

Values and cross-curricular topics

House and home
Hobbies and free time
The Internet

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

Vocabulary

Aim

talk about places

Optional warm-up

- Ask students, in their own language, where they like going in their town or city. Ask where they meet their friends, and where they go to relax.
- Explain to students that they are going to learn about city life in this class. Teach the words *city life*, *neighborhood*, and *hangout* (= a place where you go to relax and meet your friends).

1 40

- Read out the question. Then play the audio for students to read and listen to the conversation to find the answer.
- Check the answer with the class and explain the meaning of *skatepark* and *coffee shop*.

ANSWER

the coffee shop

2 41

- Put students into pairs and ask them to label the pictures with the correct words. Remind them that they can think about words that are similar in their language to help them guess the meaning of some of the words.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each word for students to repeat.

3 42

- Explain to students, in their own language, that they are going to hear five clips of sound effects from different places, and they must guess the places.
- Play the first part of the audio and point out the example answer. Play the rest of the audio for students to listen and write the answers.
- Check answers with the class.

4 Your turn

- Read out the example answer and elicit or give one or two more answers, e.g. *My favorite restaurant is Pizza House.*
- Allow students time to write their sentences individually. Then put them into pairs to compare.
- Ask some students to tell the class about their partner's favorite places, reminding them to use the possessive 's, e.g. *(Rafael's) favorite coffee shop is ...*


ANSWERS

Students' own answers.


Vocabulary

City life

- 1 40 Read the conversation. What is Greg's favorite hangout?



Morgan The skatepark is awesome. It's my favorite hangout. What's your favorite?



Greg It's the coffee shop, of course!

- 2 41 Label pictures 1-8 with the words. Then listen, check, and repeat.

coffee shop gym mall movie theater park restaurant skatepark store

- 3 42 Listen. Where are the people?

coffee shop gym mall movie theater park

- 1 coffee shop
- 2 park
- 3 movie theater
- 4 mall
- 5 gym

Your turn

- 4 In your notebook, write sentences with *My favorite* for three of the places in exercise 2. *My favorite park is Central Park.*

In my neighborhood, there's a ...



Practice activity (all classes)

Ask students to close their books and put them into teams. Write the words in exercise 2 on the board. Ask teams in turn to choose one of the words and, as a group, mime being in that place. Other teams must guess the place. The first team to guess correctly gets a point, and the team doing the mime also gets a point. Cross that place off the board. If no one can guess the place, do not give any points and move to the next team. Continue until all the places are crossed off. See which team has the most points.

Extension activity (stronger classes)

Refer students back to the conversation in exercise 1. Ask them to find a word that means "very good" (*awesome*). Put students into pairs and ask them to think of other words they have learned in English that have a similar meaning. They can look back through their books to help them if necessary.

Discuss the answers with the class and bring the words together on the board.

ANSWERS

Students have learned *fun* (p.17), *cool* (p.26), *amazing* (p.26), and *great* (p.28).

Stop

The movie theater is **next to** the coffee shop.

The movie theater is **across from** the coffee shop.

The movie theater is **between** the coffee shop and the skatepark.

5 Look at the picture. Complete the sentences with the places.



- 1 The coffee shop is next to the park.
- 2 The restaurant is across from the park.
- 3 The skatepark is between the gym and the restaurant.
- 4 The gym is next to the skatepark.

Your turn

6 Design your ideal street in your notebook.

7 Describe your ideal street.

The skatepark is next to the movie theater.



→ METRO EXPRESS p.119

Workbook p.W6 Online Homework

Listening

My favorite hangouts

1 Listen to Cara, Nathan, and Rafael. Write C (Cara), N (Nathan), or R (Rafael) next to the hangouts they talk about.



- | | |
|-----------------|-----|
| 1 movie theater | C |
| 2 mall | N |
| 3 coffee shop | R |
| 4 restaurant | C R |
| 5 school | N |
| 6 skatepark | R |

2 Listen again. What is each person's favorite hangout?

- | | |
|-------------------|---------------|
| 1 Cara | movie theater |
| 2 Nathan | mall |
| 3 Rafael | coffee shop |
| 4 Rafael's sister | skatepark |

3 Listen again. Choose the correct words.

- 1 The movie theater is big / new.
- 2 The restaurant is next to / across from the movie theater.
- 3 The mall is across from / next to Nathan's school.
- 4 There are 115 / 150 stores in the mall.
- 5 The coffee shop is between a restaurant and a skatepark / park.
- 6 The coffee shop is small / big.

Listening

Aim

listen to three people talking about their favorite hangouts

Warm-up

- Ask: *What's your favorite hangout?* Elicit a few ideas from individual students. Point to the pictures of the people in exercise 1 and ask: *Where are they from?* Encourage students to guess where the people are from.
- Tell students they are going to listen to these three people talking about their favorite hangouts.

1 43

- Point to the list of hangouts and make sure students understand that they must note down all the places each person talks about, not just their favorite.
- Play the audio for students to listen and write the answers.
- Check answers with the class.

Audioscript 43

Cara I'm from Vietnam. My favorite hangout is the movie theater. It's really big and it's next to a new restaurant.

Nathan I'm from Australia. There's a really big mall in my city. It's across from my school and it's my favorite hangout. There are 150 stores!

Rafael I'm from Chile. There's a really good coffee shop in my neighborhood. It's between a restaurant and a big skatepark. The coffee shop is small, but it's my favorite hangout. My sister's favorite hangout is the skatepark.

2 43

- Play the audio and ask students to listen and write the people's favorite hangouts.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

3 43

- Allow students time to read through the sentences. Check that they understand *big*, *small*, and *new*.
- Model pronunciation of 115 and 150 for students to hear the difference.
- Play the audio and ask students to listen and choose the correct words.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

5

- Read out the information in the Stop box with the class, and make sure students understand the three prepositions. Ask students to look at the picture and complete the sentences.
- Check answers with the class.

6 Your turn

- Read out the task and check that students understand *ideal*.
- Allow students time to design their ideal street.

7

- Allow students time individually to prepare some sentences to describe their ideal street. Then put them into pairs to describe their ideal street to their partner.
- Ask some students to tell the class about their ideal street.

Further support

METRO EXPRESS p.119

Workbook p.W6

Online Homework Unit 3

Reading

Aim

understand a text about the Dubai Mall

Warm-up

- With books closed, ask students, in their own language, if they like shopping. Ask where they go shopping, and which stores they like. Ask if there is a big shopping mall in their town or city, and ask what else there is in the mall, apart from stores.
- Write the word *Dubai* on the board and ask students what they know about it. Elicit that it is a city in the United Arab Emirates.
- Tell students they are going to read about a big shopping mall in Dubai.

1 44

- Read out the title of the text and check that students understand *welcome*. Use the pictures to teach *ice-skating rink*.
- Read out the four headings and explain the words *headings* and *visitors*. Point to sections 1–4 in the text and the example answer.
- Play the audio and ask students to read and listen and complete the text with the correct headings.
- Check answers with the class. Then read through the information in the *Stop* box with the class.

2

- Read through 1–5 with the class and make sure students understand *animals*, *fish*, *aquarium*, and *movie screens*.
- Ask students to complete the matching task.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Check that students understand *swimming pool* and *pool*.
- Read out the first sentence and point out that it is false, because Dubai is in the United Arab Emirates.
- Students read the text again and decide if the sentences are true or false.
- Check answers with the class.

R **Reading**

1 44 Read the text. Complete 1–4 with the headings a–d. Then listen and check.

a Shopping e Visitors
b Fun at the mall! d Food and drink

Stop
 100 = one hundred
 1,000 = one thousand
 1,000,000 = one million

2 Read again. Match 1–5 with the numbers a–e.

1 visitors to the mall every year	a one thousand
2 stores in the mall	b two hundred
3 coffee shops and restaurants in the mall	c thirty-three thousand
4 animals and fish in the aquarium	d seventy-five million
5 movie screens in the mall	e twenty-two

3 Read again. Choose *T* (True) or *F* (False).

1 The Dubai Mall is in the United States.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
2 In August, it's cold in Dubai.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
3 The aquarium is across from the ice-skating rink.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
4 There's a swimming pool in the mall in Lindsay's city.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
5 There's a hotel in the Dubai Mall.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>



Welcome to the Dubai Mall!

The Dubai Mall is in Dubai in the United Arab Emirates. It's VERY big and REALLY popular!

1 Visitors

Every year, there are 75 million visitors.

2 Shopping

There are 1,200 stores!

3 Food and drink

There are 200 restaurants and coffee shops with food from all over the world.

4 Fun at the mall!

In August, it's over 35°C in Dubai, but there's an ice-skating rink in the mall. It's across from an amazing aquarium with 33,000 animals and fish. And there's a movie theater with 22 screens!



Comments

 Lindsay, Edmonton, Canada	That mall is amazing! But there isn't a swimming pool. There's a really big pool in the mall here in Edmonton. 😊
 Tarek, Dubai, U.A.E.	You're right. There isn't a pool in the Dubai Mall. But there is a hotel with a swimming pool next to the mall.

Practice activity (all classes)

Write the following split phrases on the board.

- | | |
|---------------|-------------|
| 1 every | a the world |
| 2 all over | b popular |
| 3 you're | c year |
| 4 it's really | d right |

Put students into pairs and ask them to look at the text again to match the halves of the phrases and work out the meaning. Check answers with the class and discuss the meanings with students in their own language.

ANSWERS

1 c 2 a 3 d 4 b

Extension activity (stronger classes)

Ask students to write their own comment to add to the text. Tell them they could write what they think of the Dubai Mall, or they could write about a mall in their own town or city. Allow students to compare their comments in pairs. Then ask some students to read their comments to the class.

There is / There are; any

- 1 45 Read the conversation. Where is the mall in Lily's neighborhood?

Are there any good stores in your town, Lily?

Yes, there are. There's a big mall. It's across from my school. Is there a mall in your neighborhood?

No, there isn't. And there aren't any good stores! 😞

- 2 Complete the charts.

Affirmative	
Singular	Plural
1 <u>There's</u> a big mall.	There are 1,200 stores.
There is	
Negative	
Singular	Plural
There isn't a swimming pool.	2 <u>There aren't</u> any good stores.

- 3 Look at the picture of the mall. Complete the sentences with *There's / There are* or *There isn't / There aren't*.



- 1 There isn't a movie theater.
- 2 There's one store!
- 3 There aren't any restaurants.
- 4 There are two public phones.
- 5 There are some trees.
- 6 There isn't an aquarium.
- 7 There aren't any visitors!

- 4 Look at the conversation in exercise 1 again. Complete the chart.

	Singular	Plural
Questions	1 <u>Is there</u> a mall?	2 <u>Are there</u> any good stores?
Short answers	Yes, there is. No, there <u>isn't</u> .	Yes, there <u>are</u> . No, there aren't.

Stop Is there a mall / an aquarium?
Are there any stores?

- 5 Complete the questions about the town. Use *Is there* or *Are there*.



- 1 Are there any restaurants?
- 2 Is there a park?
- 3 Are there any people?
- 4 Is there an aquarium?
- 5 Are there any stores?
- 6 Is there a movie theater?

- 6 Write short answers to the questions in exercise 5 in your notebook.

1 Yes, there are.

Your turn

- 7 Think about your ideal street. Ask and answer questions.

Is there a shopping mall on your street?

Yes, there is.

→ METRO EXPRESS p.119

Workbook • W16

Online Homework

39

Usage

We use *a / an* or *one* after *There's* and *There isn't*: *There's a big mall. There's one restaurant. There isn't a pool.*

We use a plural noun after *There are*: *There are 20 stores.*

We use *any* after *There aren't*: *There aren't any good stores.* NOT *There aren't good stores.*

3

- Point to the picture of the mall and ask: *Is it big?* (no) Ask students to read the sentence about the mall at the bottom of the picture.
- Teach *public phones* and *trees*.
- Ask students to complete the sentences with the correct forms.
- Check answers with the class.

4

- This chart includes questions and answers with *There is / There are*.
- Ask students to complete the chart with the correct forms in exercise 1.
- Check answers with the class. Then read through the chart and make sure students understand all the forms. Ask students to translate the questions and answers into their own language.
- Read through the information in the *Stop* box with the class. Point out that we also use *any* after *There aren't*.

5

- Ask students to complete the questions with the correct forms.
- Check answers with the class.

6

- Ask students to look at the picture in exercise 5 and write answers to the questions in exercise 5.
- Check answers with the class.

ANSWERS

- 2 Yes, there is. 3 No, there aren't.
4 No, there isn't. 5 Yes, there are.
6 Yes, there is.

7 Your turn

- Allow students time to prepare their ideas on their ideal street individually. Ask them to note down five or six things that are on their street.
- Put students into pairs to ask and answer questions. Refer them back to the *Stop* box to remind them to use *any* with *Are there?*

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.119

Workbook p.W16

Online Homework Unit 3

Grammar

Aim

learn *There is / There are* and *any*

Warm-up

- Write the following gapped sentences on the board:
____ 1,200 stores!
____ a movie theater with 22 screens!
- Refer students back to the text on page 38 to complete the sentences (*There are 1,200 stores! There's a movie theater ...*).
- Underline *There are* and *There's* in the sentences and ask students to translate the sentences into their own language.
- Discuss, in the students' own language, any differences they notice between English and their own language.

1 45

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

ANSWER

It's across from her school.

2

- Ask students to read through the charts and complete them with the correct forms in exercise 1.
- Check answers with the class. Then read through the charts with the class and make sure students understand all the forms. Ask students to translate the sentences in the charts into their own language, to check understanding.

Vocabulary

Aim

describe your bedroom

Warm-up

- Ask students, in their own language, to picture their bedroom at home and write down ten things that are in it.
- Put students into pairs to compare their lists and write down five things that are on both lists.
- Put pairs together into groups of four to compare their lists and write down three things that are on both lists.
- Ask groups in turn to read out their lists, and write the most common things in students' bedrooms on the board. Leave the list on the board for later in the class.
- Tell students they are going to talk about their bedroom in English. Teach the word *bedroom*.

1 46

- Read through the words in the box and teach the meanings.
- Read through the information in the *Stop* box with the class and make sure students understand the prepositions.
- Use the picture to teach *box*.
- Read out the first sentence with the example answer. Then read out the next sentence and elicit the two answers.
- Put students into pairs to complete the sentences with the correct words.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.

2

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

Further support

METRO EXPRESS p.119

Workbook p.W6

Online Homework Unit 3

Pronunciation Classroom Presentation Tool

Listening

Aim

listen to conversations about where things are

1 47

- Refer students to the matching task. Then play the audio for students to listen and complete the matching task.
- Check answers with the class.

V Vocabulary

In my bedroom

1 **46** Look at the picture and complete the sentences with the objects. Listen and check.

bed bookcase closet desk guitar
 jeans lamp sneakers speakers tablet

This is my ¹ tablet. It's my favorite thing! That's my ² desk. It's under my ³ bed. My ⁴ lamp is from India. These are my ⁵ speakers. They're on the ⁶ bookcase. Those are my ⁷ jeans. They're in the ⁸ closet. I'm good at music. That's my ⁹ guitar. My ¹⁰ sneakers are in a box. They're new!

2 Look at Lucy's bedroom again. Complete the sentences. Use a word in exercise 1 or a preposition.

- Lucy's backpack is under the desk.
- Her pencil case is on the desk.
- Her best friend is on the bed.
- Her phone is on the bookcase.
- Her guitar is in the closet.

Stop

in = on =

under =

→ METRO EXPRESS p.119

Workbook p.W6
 Online Homework

L Listening

Where is it?

1 **47** Listen. Match the conversations 1-3 with the objects a-c.

Conversation 1		a phone
Conversation 2		b tablet
Conversation 3		c clothes

2 **47** Listen again. Where are the objects? Choose the correct pictures.

1 Ava's clothes

a b

2 Dad's tablet

a b

3 Rob's phone

a b

Audioscript 47

- 1 Alex** Ava! These are your clothes and they're on my bed!
Ava Alex, these aren't my clothes. They're Jen's. My clothes are in my closet.
Alex Jen! Your clothes are on my bed!
- 2 Dad** David! Where are you?
David I'm in your bedroom, Dad. Where's your tablet?
Dad Um ... It's under my bed.
David On your bed?
Dad No, it's under my bed.
- 3 Rob** Hi Mom! Where's my phone?
Mom Uh ... Is it in your backpack, Rob?
Rob No, it isn't.
Mom OK. Shhh ...
Rob What?
Mom Listen!
Rob Ah, cool!
Mom Where is it?
Rob It's in my desk. Thanks, Mom!

2 47

- Play the first part of the audio and elicit the correct answer.
- Play the rest of the audio for students to listen and choose the correct pictures.
- Check answers with the class.

Further support

On the Move Vocabulary Listening

this, that, these, those

- 1 48 Look at the picture. What color is Luke's T-shirt?



- 2 Look at the chart.

	Here ↓	There →
Singular	This is my tablet.	That is my cousin. That's
Plural	These are my brothers.	Those are my jeans.

- 3 Choose the correct words.

- Those / This is my favorite coffee shop.
- This / Those are my keys.
- That's / Those are a good computer.
- These / This is my old cell phone.
- These / That are my pens.

- 4 Complete the sentences with *This*, *That*, *These*, or *Those* and the correct form of *be*.



- 5 Complete the questions and answers.



- A What's this in English?
B It's a key.
- A What are these in English?
B They're notebooks.
- A What's that in English?
B It's a whiteboard.
- A What are those in English?
B They're maps.

Your turn

- 6 Choose five things in your backpack. Ask and answer questions.

What are these in English?

They're keys.

→ METRO EXPRESS p.119

3

- Read out the example answer and elicit that *This* is the correct answer, because it refers to a singular noun (coffee shop).
- Ask students to read the remaining sentences and choose the correct words.
- Check answers with the class.

4

- Ask students to complete the sentences with the correct words.
- Allow students time to compare their answers in pairs. Then check answers with the class.

5

- Invite two students to read out the example question and answer.
- Ask students to complete the remaining questions and answers.
- Check answers with the class.

6 Your turn

- Allow students time individually to choose five things from their backpack. Decide for each one whether they should ask *What's this ... ?* or *What are these ... ?*
- Put students into pairs to ask and answer their questions. Ask who answered all their partner's questions correctly.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to choose one item from their backpack. Point out that the "one item" can be one individual object, e.g. a cell phone, or more than one object, e.g. some pens.

Ask pairs of students from different parts of the classroom to stand up in turn and both hold up their items. Ask the students to identify their item, then the item the other student is holding, e.g. (Student A) *This is a cell phone. Those are pens.* (Student B) *These are pens. That's a cell phone.*

Continue until all students have participated.

Further support

METRO EXPRESS p.119

Workbook p.W17

Online Homework Unit 3

On the Move Grammar

Grammar

Aim

learn *this, that, these, those*

Warm-up

- Refer students back to the picture of Lucy on page 40. Say *This is my tablet. That's my desk*, and use hand gestures to demonstrate holding the tablet close to you, and pointing to the desk.
- Write the two sentences on the board and underline *this* and *that*. Ask students to translate the sentences into their own language.

1 48

- Read out the question and check that students understand it.

- Ask students to read the speech bubble and answer the question.
- Check the answer with the class.

ANSWER

purple

2

- 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, to check understanding. In the students' own language, point out that when choosing the correct word to use, students must think about whether they are talking about something close to them (here) or further away (there), and they must think about whether they are talking about a singular or plural noun.

Speaking

Aim

talk about position

Warm-up

- With books closed, hold up a pen and ask: *What's this?*
- Put the pen on a desk and ask: *Where's the pen?* (It's on the desk.)
- Put the pen in your bag and ask: *Where's the pen?* (It's in the bag.)
- Put the pen under your desk and ask: *Where's the pen?* (It's under the desk.)
- Write on the board: *on the desk, in the bag, under the desk*. Check that students understand the prepositions.
- Explain, in the students' own language, that we use prepositions to talk about position (where something is). Tell students they are now going to practice talking about position.

1 49

- Focus on the pictures and the conversations and read out the question.
- Play the audio and ask students to read and listen, and answer the question.
- Check the answer with the class.

ANSWER

It's in his backpack.

Support activity (weaker classes)

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

2

- Invite two confident students to practice conversation A for the class, using the word *guitar*. Put students into pairs to practice the conversation using *guitar* and *tablet*.

3

- Focus on the pictures and elicit how to say the places (under the desk, on the bed, in the pencil case).
- Put students into pairs to practice conversation B using the three different places.

4 Your turn

- Put students into pairs to write a new conversation A and conversation B with their own ideas. Go around the class helping if necessary.

S Speaking

Talking about position

1 49 Read and listen. Where is Matt's book?



A Matt: Hey, is that my book?

Lisa: No, it isn't.



B Matt: Where's my book?

Lisa: Maybe it's in your backpack.

Matt: Let me check. You're right! Thanks!

2 Practice conversation A in exercise 1. Use these things.

Hey, is that my guitar?



3 Now practice conversation B. Use these places.



4 Your turn

4 Write a new conversation for A and B. Change the green words. Use your own ideas.

5 In pairs, practice the conversation.

forty-two

42 Online Homework

R Reading

1 50 Look at the pictures. What is a "virtual online world"? Read and check.

2 Read the tip.

Tip

Good readers look for specific words to find important information. This is called **scanning** a text.

Read Dan's project again. Scan the text to find the highlighted words. Then complete the sentences.

- 1 Mike's sneakers are awesome.
- 2 Dan's apartment is really big.
- 3 Dan's guitar is next to the TV.
- 4 Jewels is an addictive game.
- 5 My World players are from over 100 countries.

3 Read again. Answer the questions.

- 1 How many people are there in *My World*?
There are 50 million players.
- 2 Where are Dan and Valyrian in the first picture?
They're in a virtual park.
- 3 Are there any beds in Dan's apartment?
No, there aren't.
- 4 Who are Dan's best friends in *My World*?
Sofia and Josh
- 5 Where are they from?
Sofia is from Australia and Josh is from the U.K.
- 6 What is Andrei's nationality?
He's Russian.
- 7 Who is good at *Jewels*?
Andrei
- 8 Are you good at games like *Jewels*?
Yes, I am. / No, I'm not.

ANSWERS

Students' own answers.

5

- Students work in their pairs to practice their conversations. Ask some pairs to perform their conversations for the class.

Extension activity (stronger classes)

Ask students individually to write three sentences about where objects are in their bedroom. You could refer them back to the vocabulary on page 40, and elicit a few example sentences, e.g. *My sneakers are under my bed.* *My backpack is in my closet.*

Put students into pairs and ask them to tell their partner the three objects they have written about (but not where they are). Students take it in turns to guess where their partner's objects are. Tell them they can have three guesses for each object. Ask how many objects students guessed correctly.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 3



Reading

Aim

read a project about an online world, and scan the text for important information

Warm-up

- Ask students, in their own language, what kinds of computer games they play. Ask if they play any games which involve them being a character in a game and interacting with other characters. Elicit a few answers, and ask more questions to encourage students to say more, e.g. *What do you do in the game? What kinds of people do you meet?*
- Tell students they are going to read Dan's project about an online world.

1 50

- Read out the questions and discuss with students, in their own language, what the term *virtual online world* means.
- Play the audio and ask students to read and listen and check their ideas.
- Discuss the answer again with students in their own language.

ANSWER

A "virtual online world" is an interactive environment, often on a website or in a computer game.

2

- Read through the tip with the class. Explain to students, in their own language, that scanning for specific words can be a quick way to find information and answer questions without having to read a whole text.

- Ask students to scan the text as quickly as they can to find the highlighted words. You could do this as a race.
- Discuss with the class where the words are. Then ask students to look at the words in context and complete the sentences with the correct words.
- Check answers with the class, and make sure that students understand *apartment* and *addictive*.

3

- Use the picture to teach *dragon*.
- Ask students to read the text again and answer the questions.
- Check answers with the class.

Practice activity (all classes)

With books closed, write the following gapped sentences on the board.

- _____ 50 million players.
- _____ any beds,
- _____ a big TV.
- _____ games in My World.

Ask students to complete the sentences with the correct form of *There is / There are*.

Students can check their answers in the text. Check answers with the class and review the use of *There is / There are* if necessary.

ANSWERS

- There are
- There aren't
- There's
- There are

Extension activity (stronger classes)

Refer students back to the places on page 36. Ask them to imagine one of these places in Dan's virtual world. Ask students to work in pairs and draw a picture of Dan and his friends in *My World* in a virtual gym, restaurant, mall, etc. Ask them to write a conversation in speech bubbles like the ones on page 43. Encourage them to use their imaginations. Go around the class and help while students are working.

Put students into groups to compare their pictures and conversations and choose one to present to the class.

Ask groups in turn to present their favorite picture to the class.

Further support

Writing p.103

Workbook p.W30

Online Homework Unit 3

Watch

Before you watch

About the video

The video introduces New York City, starting with an introduction to the five boroughs of the city and some famous landmarks, then focusing on the borough of Brooklyn and one particular neighborhood, Williamsburg. The video shows some typical stores on Bedford Avenue in Williamsburg, and it shows activities taking place in the street and in the local park.

1

- Point to the picture of Greg and elicit his name. Read out the title, *Williamsburg, New York*. Explain that Williamsburg is a neighborhood in New York.
- Put students into pairs to label the pictures.
- Check answers with the class, and check that students understand all the words.
- Focus on the pictures and ask: *Can you see these things in your town?* Elicit answers from individual students.

While you watch

2 Video

- Read through the topics with the class and make sure students understand everything. If students don't understand the meaning of *borough*, this will be explained in the video..
- Play the video. Ask students to check the topics that are in the video.
- Check answers with the class.

Videoscript see TG p.125

3 Video

- Allow students time to read through the sentences and possible answers. Make sure they understand everything.
- Play the video and ask students to choose the correct answers.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

4 Video

- Read through the sentence halves with the class and make sure students understand everything.
- Play the video again. Ask students to match the sentence halves.
- Check answers with the class.

Williamsburg, New York

Before you watch

1 Label the pictures of New York City with the words.
Can you see these things in your town or city?

baseball game
clothes store
park
river
street-art
tall building

1 street art

2 baseball game

3 tall building

4 clothes store

5 park

6 river

While you watch

2 Read the topics. Then watch and check (✓) the topics that are in the video.

<ol style="list-style-type: none"> The boroughs of New York City <input checked="" type="checkbox"/> Famous people from New York City <input type="checkbox"/> Famous places in Manhattan <input checked="" type="checkbox"/> Greg's favorite neighborhood <input checked="" type="checkbox"/> A New York City school <input type="checkbox"/> A street with great stores <input checked="" type="checkbox"/> A park <input checked="" type="checkbox"/> New York's best museum <input type="checkbox"/> 	<p>4 Match the sentence halves. Then watch again and check.</p> <table border="0"> <tr><td>1 Times Square is</td><td><u>b</u></td></tr> <tr><td>2 The East River is</td><td><u>d</u></td></tr> <tr><td>3 You can see street art</td><td><u>e</u></td></tr> <tr><td>4 Williamsburg's best place for sports is</td><td><u>a</u></td></tr> <tr><td>5 Clothes from Beacon's Closet are</td><td><u>c</u></td></tr> </table> <p>a McCarren Park. b in Manhattan. c old and cool. d between Manhattan and Brooklyn. e on Bedford Avenue.</p>	1 Times Square is	<u>b</u>	2 The East River is	<u>d</u>	3 You can see street art	<u>e</u>	4 Williamsburg's best place for sports is	<u>a</u>	5 Clothes from Beacon's Closet are	<u>c</u>
1 Times Square is	<u>b</u>										
2 The East River is	<u>d</u>										
3 You can see street art	<u>e</u>										
4 Williamsburg's best place for sports is	<u>a</u>										
5 Clothes from Beacon's Closet are	<u>c</u>										

3 Watch again. Choose the correct words.

- There are five neighborhoods / boroughs in New York City.
- The tall buildings are in Queens / Manhattan.
- Williamsburg is in Brooklyn / the Bronx.
- Bedford Avenue is a coffee shop / shopping street.
- There are a lot of runners / artists in McCarren Park.
- Beacon's Closet is a clothes / music store.

After you watch

5 Make a project or video about a neighborhood in your town. Talk about:

- buildings.
- parks.

- stores.
- other popular places.

44
Online Homework
Challenge

After you watch

5

- Students could work individually or in pairs to make a project or video about a neighborhood in their town. They could do this for homework. Alternatively, students could work in pairs or groups in class to make a poster.
- Read through the notes with the class and brainstorm some things that students could say about a neighborhood in their town, e.g. *There are a lot of old buildings. There's an awesome park. There are lots of cool stores.* Make notes on the board for students to refer to.
- When students have finished, put them into groups to share their work.

Further support

Online Homework Unit 3

On the Move Challenge

In this unit ...

- describe your interests
- talk about things you can do
- talk about abilities
- predict the topic of an article from headings and pictures
- understand a video about interests and abilities

4

This is fun!

What are you interested in?

I like **gaming**!

Video Watch the warm-up video.

Warm-up video

Video

- Read out the title of the unit, *This is fun!*, and teach the meaning.
- Focus on the picture of Jenna and Morgan and ask: *Who are they?* Ask students, in their own language, what they can remember about Jenna and Morgan.
- Read out the speech bubbles and check that students understand *interested in*.
- Play the video and ask students to watch and listen.
- Ask students to write what Morgan likes.
- Check the answer with the class.
- Ask students, in their own language, what other things Jenna asks about. Elicit a few ideas. Then play the video again for students to check (she asks about shopping and fashion).

Videoscript

Jenna Do you like shopping?

Morgan No. I hate it!

Jenna Do you like fashion?

Morgan No, I don't!

Jenna What are you interested in?

Morgan I like ... gaming!

Extension activity

Write the following gapped sentences on the board:

1 No, I _____ it!

2 No, I _____!

Elicit that these are Morgan's answers. Elicit the words to complete the sentences. Then play the video again for students to check.

You could play the video with no sound, pausing after each line and asking students to remember what Jenna and Morgan said.

You could then play the video with no sound again and ask two confident students to try to speak along and provide Jenna and Morgan's words.

ANSWERS

1 hate 2 don't

Further support

On the Move Video

4 This is fun!

Grammar

like

can

Vocabulary

Interests

Abilities

Skills

Reading: Best friends; Superhumans!

Listening: That's awesome!; About me

Speaking: Talking about abilities

Reading skill

Predicting the topic of a text from headings and pictures

Values and cross-curricular topics

Hobbies and free time

Respecting that others are different

Personal and family relationships

Recognizing other people's talents

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

Vocabulary

Aim

describe your interests

Optional warm-up

- Ask students, in their own language, what they like doing in their free time. Ask if they play sports, watch movies, or go shopping.
- Teach the word *interests*. Tell students they are going to talk about their interests in this class.

1 51

- Put students into pairs and ask them to read the conversation and choose the correct word. Encourage them to think about the general meaning of the conversation to help them guess the answer, if necessary.
- Play the audio for students to listen and check their answer.
- Check the answer with the class.

2 52

- Put students into pairs to label the pictures with the correct words.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each word for students to repeat. Ask: *Which interests are fun for you?* Elicit answers from individual students.

3

- Read through the words in the diagram with the class and make sure students understand them all.
- Read out the example answers, and elicit some possible answers for *store* (fashion, gaming, shopping).
- Ask students to match the remaining words with the interests in exercise 2.
- Allow students to compare their answers in pairs. Then check answers with the class.

POSSIBLE ANSWERS

store fashion, gaming, shopping
singer fashion, magazines, movies, music
speakers music, gaming
tablet gaming, messaging, music, shopping
sneakers fashion, shopping, sports
guitar gaming, music

4 Your turn

- Read through the questions with the class and check that students understand *Are you a fan of ... ? Are you interested in ... ?* and *pop music*.
- Read through the information in the *Stop* box with the class and point out the short answers. Point out that these short answers would also be appropriate for questions 1 and 3.

V Vocabulary

Interests

1 51 Read the conversation and choose the correct word.

a gym b park c restaurant

2 52 Complete the interests. Listen, check, and repeat.

fashion gaming magazines messaging
 movies music shopping sports

Do you like gaming?

No! I like Italian fashion and Italian food!

Do you like Mamma Mia?

The new restaurant in North St?
 Yes, it's great!



- Allow students time to prepare their ideas individually. Then put them into pairs to ask and answer the questions.
- With stronger classes, you could ask some students to tell the class about their partner, e.g. *Is Eva a fan of pop music?* (Yes, she is. / No, she isn't.)

ANSWERS

Students' own answers.

5

- Ask students to write their three favorite interests without letting their partner see.
- Put students into pairs to guess their partner's interests. You could tell students they can have a maximum of six guesses.
- Ask who guessed all their partner's interests correctly.

ANSWERS

Students' own answers.

Support activity (weaker classes)

To help students learn the new vocabulary, ask them individually to choose four of the words in exercise 2 and write the letters for each word in a jumbled order on a piece of paper, e.g. *oesmiv* (movies).

With books closed, put students into pairs to exchange words and try to write them correctly. They can open their books to check their answers and check the meanings again.

Further support

METRO EXPRESS p.120

Workbook p.W7

Online Homework Unit 4

3 Match the words with two or more of the interests in exercise 2.



Your turn

4 Ask and answer the questions in pairs.

- 1 Are you a fan of pop music?
- 2 What are your favorite computer games?
- 3 Are you good at sports?
- 4 What is your favorite movie?
- 5 Are you interested in fashion?

Stop Are you interested in soccer?
Yes, I am. / No, I'm not.

5 Write your three favorite interests. Can your partner guess them?

Are you interested in shopping?

No, I'm not.

Are you interested in music?

Yes, I am!

→ METRO EXPRESS p.120

L Listening

That's awesome!

1 Listen to three conversations and choose the correct answers.



1 Conversation 1 is about:

- a shopping b sports c movies

2 Conversation 2 is about:

- a messaging b gaming c magazines

3 Conversation 3 is about:

- a school b music c fashion

2 Listen again. Match the sentence halves.

- Conversation 1
1 Toni is a hard.
2 Leah is b in her bedroom.
Conversation 2
3 The guitar is c a British singer.
4 The game is d at the mall.
Conversation 3
5 The song is e new.
6 The song is by f under the desk.

3 Answer the questions. Listen again and check.

- 1 Conversation 1: What is new in the computer store?
There's a new tablet.
2 Conversation 2: Is the boy good at the game?
No, he isn't.
3 Conversation 3: Where is the song from?
It's from a movie.

- 2 A Hey!
B Hey!
A What's this game?
B It's *Race 3*.
A Oh wow, is that your guitar under the desk?
B What? Oh, no! Aw!
A Oh, sorry!
B It's OK. I'm not very good at this game!
A Well, it's a hard game.

- 3 C Check this out. It's new.
D That's totally awesome! Who is it?
C It's a British singer. Her name is Jules.
This song's from a movie.
D It's great!

2 53

- Allow students time to read the sentence halves, and point out the example answer.
- Play the audio and ask students to listen and match the remaining sentence halves.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

3 53

- Ask students to read the questions and answer them from memory.
- Play the audio again for them to listen and check their answers.
- Check answers with the class.

Practice activity (all classes)

Write the following matching task on the board.

- | | |
|------------------|------------|
| 1 What's | a sorry! |
| 2 Guess | b out. |
| 3 Oh, | c up? |
| 4 It's | d awesome! |
| 5 Check this | e what! |
| 6 That's totally | f OK. |

Play the audio again and ask students to listen and match the halves of the phrases. Check answers with the class and discuss with students, in their own language, what the phrases mean. You could play the audio again for students to hear the phrases in context.

ANSWERS

- 1 c 2 e 3 a 4 f 5 b 6 d

Listening

Aim

listen to three conversations about interests

Warm-up

- With books closed, write the interests from page 46 on the board. Mime messaging someone and ask students to guess the word. Cross this off the board when someone guesses. Invite a student to choose another interest to mime. Continue until all the words are crossed off.

1 53

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

Audioscript 53

- 1 Toni Hello!
Leah Hey, Toni.
Toni Hey, Leah! What's up?
Leah I'm in my bedroom. What about you, Toni?
Toni I'm at the mall ... in the computer store. Guess what! There's a new tablet here.
Leah What's it like?
Toni It's awesome. It's really fast!

Reading

Aim

understand a text about best friends

Warm-up

- Ask students, in their own language, when they usually see their friends, and what they do together.
- Write the following sentence beginnings on the board:
My best friend is ... (name)
He/She is ... (age)
His/Her favorite interests are ...
His/Her favorite hangout is ...
- Ask students to complete the sentences about their best friend. They can look back to review vocabulary for interests and places, if necessary.
- Put students into pairs to tell each other about their best friend. Ask some students to tell the class.
- Tell students they are going to read a text about best friends.

1 54

- Read out the question and check that students understand *different*.
- Play the audio and ask students to read and listen and choose the correct answer.
- Check the answer with the class.

2

- Read through the interests in the chart with the class and check that students understand them all.
- Ask students to read the text again and write each person's interests.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Check that students understand *team*.
- Read out the first sentence and point out that it is false, because the text says that Alyssa's apartment is across from Kaylee's apartment, and that they are in the same class.
- Students read the text again and decide if the sentences are true or false.
- Check answers with the class.

Practice activity (all classes)

Teach the words *the same*.

Ask: What's the same about Alyssa and Kaylee? Put students into pairs to read the text again and find four things that are the same about them.

Check answers with the class.

ANSWERS

Their birthday is on the same day. They're in the same class. They like music. They like messaging.

Reading

1 54 Read the text. What is different about Alyssa and Kaylee?

- a their age b their class c their interests

2 Read again and complete the chart with the interests.

art basketball fashion gaming
messaging music sports technology

Alyssa	Kaylee
1. <u>music</u>	8. <u>music</u>
2. <u>art</u>	6. <u>sports</u>
7. <u>fashion</u>	7. <u>technology</u>
4. <u>messaging</u>	8. <u>gaming</u>
	9. <u>messaging</u>

3 Read again. Choose T (True) or F (False).

- Alyssa's class is across from Kaylee's class. T ☐ F ☒
- Kaylee is Alyssa's sister. T ☐ F ☒
- Kaylee is on a sports team at school. T ☒ F ☐
- Alyssa's blog is teenvogue.com. T ☐ F ☒
- Alyssa's favorite game is The Sims. T ☐ F ☒

Best friends

1 I'm Alyssa and this is Kaylee. We're 14 and our birthdays are on the same day – June 25. Kaylee's apartment is across from my apartment and we're in the same class. We're best friends, but we're very different ...

3 I like music too, but I don't like sports! I'm interested in art and fashion. My favorite website is teenvogue.com. It's really cool. My blog alyssas_closet.com is about fashion, and it's popular at school.

5 I don't like Kaylee's computer games, but I like messaging my friends on my phone. Kaylee likes messaging, too!

2 I like music and sports. I'm good at basketball and I'm on the school team.

4 I'm not a fan of fashion. Jeans and sneakers are my fashion! I'm interested in technology and I like gaming – A LOT! My favorite game is The Sims.

Support activity (weaker classes)

Write the following gapped sentences on the board:

- I'm interested _____ art.
- I'm not a fan _____ fashion.
- I'm good _____ basketball.

Ask students to find the sentences in the text, find who says them, and complete them with the correct prepositions.

Check answers with the class and point out the different preposition in each phrase. Ask students to change the sentences so they are true about them. Ask some students to read their sentences to the class.

ANSWERS

- in (Alyssa)
- of (Kaylee)
- at (Kaylee)

Extension activity (stronger classes)

Ask students to draw a picture of themselves and their best friend, and add a speech bubble to each person saying what they are interested in, what they are good at, and what is the same and different about them. They can use the text on page 48 as a model.

Put students into small groups to compare their texts.

like

- 1 55 Read the conversation. Are the boys interested in fashion?



- 2 Complete the chart.

Affirmative	Negative
I <u>like</u> the color.	I don't like sports.
Questions and short answers	
Do you <u>like</u> my new sneakers?	
Yes, I <u>do</u> .	No, I don't.

- 3 Order the words to make sentences.

- 1 don't / like / I / shopping
I don't like shopping.
- 2 messaging / I / like
I like messaging.
- 3 like / this / mall / don't / I
I don't like this mall.
- 4 magazines / I / like
I like magazines.
- 5 I / don't / technology / like
I don't like technology.

Your turn

- 4 Make true sentences with I like or I don't like.

- 1 I like / I don't like Korean restaurants.
- 2 _____ science.
- 3 _____ my cell phone.
- 4 _____ soccer.
- 5 _____ American movies.
- 6 _____ skateparks.

- 5 Write questions with Do you like. Then write short answers.



Your turn

- 6 Ask and answer the questions in exercise 5 for you.



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forty-nine

sentences in the chart into their own language, to check understanding.

Usage

In short answers, we just use the auxiliary verb *do* / *don't*, and we don't repeat the main verb, e.g. *Do you like sports?* Yes, I do. NOT *Yes, I do like.* / *Yes, I like.*

3

- Ask students to order the words to make sentences.
- Allow students to compare their answers in pairs. Then check answers with the class.

4 Your turn

- Read through the sentence endings with the class and check that students understand everything.
- Ask students to complete the sentences to make them true for them.
- Allow students to compare their answers in pairs. Then ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

5

- Refer students back to the chart in exercise 2, to remind them of the form of questions and short answers. Point out that we don't repeat the verb *like* in the short answers.
- Ask students to write the questions and short answers.
- Allow students to compare their answers in pairs. Then check answers with the class.

6 Your turn

- To demonstrate the task, ask an individual student the first question and elicit their answer.
- Put students into pairs to ask and answer the questions.
- Monitor while students are working, and correct any errors in a feedback session at the end.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students to write three more questions using *Do you like ... ?* You could brainstorm some ideas first, e.g. *Do you like math / Adele / the Olympic Games?* Put students into pairs to ask and answer their questions.

Further support

METRO EXPRESS p.120

Workbook p.W18

Online Homework Unit 4

Grammar

Aim

learn how to use *like*

Warm-up

- Write on the board *I like music and sports*.
- Remind students, in their own language, of the text about Alyssa and Kaylee on page 48. Ask who said the sentence on the board (Kaylee). Ask students to translate the sentence into their own language.
- Ask students to find more examples of *like* in the text on page 48. Elicit what the negative form is (*don't like*).
- Discuss, in the students' own language, any differences they notice between

English and their own language to express the idea of liking something.

1 55

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

ANSWER

Yes, they are.

2

- Ask students to read through the chart and complete it with the correct forms in exercise 1.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the forms. Ask students to translate the

Vocabulary

Aim

talk about abilities

Warm-up

- Write on the board: *Are you good at ... ?* Elicit some possible endings to the question, e.g. *math, English, sport, soccer, tennis, music.*
- Ask students to prepare three questions to ask a classmate what they are good at. Put students into pairs to ask and answer their questions. Then ask some students to tell the class what their partner is good at.
- Teach the word *abilities*, and tell students they are going to talk about their abilities in English.

1 56

- With stronger classes, students could work in pairs and use their dictionaries to help with the matching task. With weaker classes, read through the verbs in the box with the class and teach the meanings. Then ask students to match the verbs with the pictures.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.
- Read through the information in the *Stop* box with the class and make sure students understand everything.

2

- Check that students understand *song, pool, piano, easy*, and *hard*. Then ask students to match the sentence halves.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books, and divide them into teams. Write the following sentence endings on the board: *a song by Adele, 500 meters, into the pool, my best friend, soccer, the piano, English, pizza.*

Ask teams in turn to choose one of the sentence endings and make a sentence using *I can* and one of the verbs from page 50, e.g. *I can cook pizza.*

If the sentence is correct, the team gets a point and the sentence ending is crossed off. If the sentence is not correct, don't give the correct answer, but move on to the next team. Continue until all the sentence endings have been used. See which team has the most points.

Further support

METRO EXPRESS p.120

Workbook p.W7

Online Homework Unit 4

V
Vocabulary

Abilities

1 56 Match the verbs with the pictures. Listen and check.

cook dance dive draw play play sing speak swim

Stop

play sports
 play an instrument
 play a (computer) game

L

Listening

2 Match the sentence halves.

1 He can dive 2 I can't draw 3 I can sing 4 We can swim 5 I can play 6 They can speak	a a song by Bruno Mars. b 200 meters. It's easy! c from 3 meters into the pool. d the piano and the guitar. e Portuguese, English, and Spanish. f people. They're hard!
--	--

→ METRO EXPRESS p.120

About me

1 57 Look at the verbs and listen to three people talk about their abilities. Which verb do they all say?

a cook b like c play d swim

2 57 Match the sentence halves. Listen again and check.

<p>Speaker 1</p> 1 I like 2 I can play <p>Speaker 2</p> 3 I like 4 I can swim <p>Speaker 3</p> 5 I can speak 6 My favorite language is	a three languages. b Spanish. c the guitar. d and dive. e my music class f the pool.
--	---

50
Workbook p.W7
Online Homework

Listening

Aim

listen to three people talking about their abilities

1 57

- Read out the task and the question. Then play the audio. Students listen and choose the correct answer.
- Check the answer with the class.

Audioscript 57

- Hey! I like my music class at school. The teacher's awesome! I can play the guitar and I can sing. It's my favorite subject.
- There's a new swimming pool in my town. It's across from my apartment. I like the pool. I can swim and dive!

- I can speak three languages. My dad is from Colombia, so I can speak Spanish. My mom is Brazilian, so I can also speak Portuguese. And I can speak English, too! I like languages. My favorite language is Spanish.

2 57

- Ask students to match the sentence halves from memory.
- Play the audio again for students to check their answers.
- Check answers with the class.

Further support

On the Move Vocabulary Listening

can

- 1 58 Look at the message and choose the correct word.





I can read English, but I can't read Japanese / Portuguese.
Can you read this? 元気です。

No, I can't.

- 2 Complete the chart with *can* or *can't*.

Affirmative	Negative
I <u>can</u> read English.	I <u>can't</u> read Japanese.
You <u>can</u> cook.	You <u>can't</u> cook.
He / She / It <u>can</u> swim.	He / She / It <u>can't</u> swim.
We <u>can</u> dive.	We <u>can't</u> dive.
You <u>can</u> sing.	You <u>can't</u> sing.
They <u>can</u> dance.	They <u>can't</u> dance.

- 3 Look at the chart and complete the sentences.

	Emily	Logan	Riley
	✓	✗	✓
	✓	✓	✗
	✗	✓	✗
	✗	✓	✗

- 1 Emily can swim. She can't cook.
2 Logan can't swim. He can speak Japanese.
3 Riley can swim. She can't dance!
4 Emily and Riley can't speak Japanese. They can swim.

- 4 Write sentences with *can* or *can't*.

1 Emily / speak Japanese

Emily can't speak Japanese.

2 Logan / dance

Logan can dance.

3 Logan / swim

Logan can't swim.

4 Riley / cook

Riley can't cook.

5 Emily / dance

Emily can dance.

- 5 Complete the chart with *can* or *can't*.

Questions and short answers		
1 <u>Can</u>	I / you he / she / it we / you / they	cook?
Yes,	I / you he / she / it we / you / they	<u>can</u> .
No,	I / you he / she / it we / you / they	<u>can't</u> .

- 6 Write questions with *can*.

1 you / speak Chinese?

Can you speak Chinese?

2 you / dive?

Can you dive?

3 your dad / cook?

Can your dad cook?

4 you / swim 400 meters?

Can you swim 400 meters?

5 your friends / dance?

Can your friends dance?

6 your mom / play the guitar?

Can your mom play the guitar?

Your turn

- 7 Ask and answer the questions in exercise 6 for you.

Can you speak Chinese?

No, I can't.

→ METRO EXPRESS p.120



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Online Homework



On the Move Grammar

51

3

- Point to the pictures in the chart in turn and elicit what each one represents (swim, dance, cook, speak Japanese).
- Read out the example answer and elicit a second example.
- Ask students to complete the sentences with the correct words.
- Check answers with the class.

4

- Point out to students that they need to refer back to the chart in exercise 3 in order to write the sentences.
- Ask students to write the sentences. Then check answers with the class.

5

- Read through the chart with the class and elicit the missing words.
- Check that students understand everything in the chart.

Usage

The word order in questions changes:
Can you swim? NOT *You can swim?*

6

- Ask students to write the questions.
- Allow students to compare their answers in pairs. Then check answers with the class.

7 Your turn

- Put students into pairs to ask and answer the questions. Ask them to remember their partner's answers.
- Ask some students to tell the class something about their partner, e.g. *Ana can swim 400 meters. Her dad can't cook.*

ANSWERS

Students' own answers.

Practice activity (all classes)

Put students into pairs and ask them to draw a chart like the one in exercise 3. They should choose four abilities to ask about, and leave spaces for two names. Put pairs together into groups of four. Pairs take turns to question the other pair about their abilities and complete their chart. Ask some pairs to tell the class what their classmates can and can't do.

Further support

METRO EXPRESS p.120

Workbook p.W19

Online Homework Unit 4

On the Move Grammar

Pronunciation Classroom Presentation Tool

Grammar

Aim

learn *can*

Warm-up

- Ask individual students questions using *can* and verbs from page 50, e.g. *Can you play basketball? Can you swim? Can you play the piano?*
- Write an affirmative and negative sentence on the board based on students' responses, e.g. *Sofia can swim. Hugo can't play the guitar.*
- Underline *can* and *can't*, and ask students to translate the sentences into their own language.

1 58

- Ask students to read the message and choose the correct word.
- Check the answer with the class.

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. Ask students to translate the sentences in the chart into their own language, to check understanding.

Usage

Can and *can't* are the same for all persons: *I can / can't sing, you can / can't sing, they can / can't sing, etc.*

Speaking

Aim

talk about abilities

Warm-up

- With books closed, write the verbs from page 50 on the board with some gapped letters.
- Put students into pairs and give them two minutes to complete as many verbs as they can.
- Check the answers, and see who completed all the verbs. Ask some questions to individual students using the verbs, e.g. *Can you play tennis?* Tell students they are now going to practice talking about their abilities.

1 59

- Read out the task and explain *survey*, if necessary.
- Ask students to complete the conversation. Then play the audio for them to listen and check.
- Check answers with the class, and check that students understand everything in the conversation.

Support activity (weaker classes)

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

2

- Allow students time to prepare their answers to the questions. Teach *I can't play any instruments* as a possible answer for question 3.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class what their partner can do.

ANSWERS

Students' own answers.

3

- Read through the chart with the class and elicit the full form of each question (*What sports can you play? What food can you cook? What things can you draw? What songs can you sing?*). Elicit some possible answers. You may have to teach some new vocabulary for sports, foods that students can cook, and things they can draw. Write this vocabulary on the board for students to refer to.
- Ask students to complete the chart with information about them.

S Speaking

R Reading

Talking about abilities

1 59 Eva's homework is a survey about abilities. Complete the conversation with the phrases. Then listen and check.

instruments can you play
~~languages can you speak~~ play the guitar
 speak English and Spanish



Eva: What ¹ languages can you speak ?
 Dad: I can ² speak English and Spanish .
 Eva: What ³ instruments can you play ?
 Dad: I can ⁴ play the guitar .

2 Take turns to practice the questions in exercise 1. Answer the questions for you.

What languages can you speak?

I can speak ...

3 Complete the chart for you.

What ...	
sports / play?	tennis, ...
food / cook?	
things / draw?	
songs / sing?	

4 Ask and answer about the abilities in exercise 3.

What sports can you play?

I can play tennis, ...

52 Online Homework

1 Read the tip.

Tip Good readers can predict the topic of a text from headings and pictures.

Look at the headings and pictures on page 53. Can you predict the topic of the text?

- a interests b abilities c families

2 60 Read and check.

3 Match the words 1–4 with the pictures A–D.

- 1 artist D
 2 high diver B
 3 musician C
 4 scuba diver A

4 Match the sentence halves.

- 1 DeBlois a are British.
 2 Tammert and DeBlois b can dive.
 3 Tammert c is good at music.
 4 Wardle and van Schaik d are good at languages.
 5 Tammert and Hadwin e is good at math.

5 Correct the green words.

- 1 DeBlois is from South Africa.
DeBlois is from the U.S.
 2 Tammert can speak 11 languages.
Tammert can speak 10 languages.
 3 Pi is a language.
Pi is a number.
 4 Van Schaik can dive 123 meters under the water.
Van Schaik can dive 221 meters under the water.
 5 DeBlois can play 10 instruments.
DeBlois can play 23 instruments.

6 Discuss the questions.

- 1 Can you dive?
 2 Can you swim under the water?
 3 Can you paint?
 4 What languages can you speak?

ANSWERS

Students' own answers.

4

- Put students into pairs to ask and answer questions about their abilities. Remind them to listen to their partner's answers.
- Ask some students to tell the class about their partner's abilities.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Tell students they are going to play a guessing game.

Say: *I'm a man. I'm about 30 years old. I'm from Spain. I can speak Spanish and English. I can play tennis. I'm very good at tennis!* Ask students to guess the person (Rafael Nadal).

Ask students to write clues for a famous person, using *can*.

Ask students in turn to read their clues to the class. Other students can guess the famous people.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 4

This is fun! **4**

Superhumans!

Do you like Superman or Spider-Man?
Meet the real superhumans!

Diving

A Verna van Schaik is a scuba diver from South Africa. She can dive 221 meters under the water! That's very hard.

B Lucy Wardle is an American high diver. She can dive 37 meters into water. Can you dive?

Memory

C Daniel Tammet, from the U.K., can speak 10 languages. He's good at math and he can remember long numbers. He can say 22,514 numbers of pi (π) from memory in 5 hours! Can you remember long numbers?

Singing and music

C Tony DeBlois from the U.S. is an amazing musician. He can sing in 11 languages and he can play 23 instruments. His favorite instrument is the piano.

Art

D Lee Hadwin is a British artist – but he can't paint when he's awake. He can only paint when he's asleep! Can you paint?

fifty-three

Writing p.104 Workbook p.W31 Online Homework 53

Reading

Aim

read a text about people with superhuman abilities, and predict the topic of the text from headings and pictures

Warm-up

- Ask students, in their own language, whether they like superhero movies. Ask what superheroes they know and elicit a few names, e.g. *Spider-Man*, *Superman*, *Batman*.
- Ask students, in their own language, what these superheroes can do.
- Ask what special abilities students would like.

1

- Read through the tip with the class and make sure students understand *headings*.
- Ask students to look at the headings and pictures and choose the correct answer.

2 60

- Pre-teach *water*, *awake*, and *asleep*.
- Play the audio for students to read and listen to the text and check the answer in exercise 1.
- Check the answer with the class and check that students understand *superhuman* (someone who can do things that most people can't do).

3

- Ask students to match the words with the pictures.

- Check answers with the class, and make sure students understand *scuba diver* and *high diver*.

4

- Ask students to read the text again and match the sentence halves.
- Check answers with the class.

5

- Read out the example answer and point out how the green words are incorrect and have been corrected.
- Ask students to read the remaining sentences and correct the green words.
- Check answers with the class.

6

- Read through the questions with the class and check that students understand them all.
- Allow students time to prepare their answers individually. Then put them into pairs to ask and answer the questions.
- Ask some students to tell the class about what their partner can and can't do.

Practice activity (all classes)

Ask students to find three more verbs for abilities in the text. You could help by telling them that two of the verbs are in the paragraph on Memory, and one is in the paragraph on Art.

Check the answers with the class, and ask: *Can you remember long numbers? How many numbers of pi can you say? Can you paint?* Elicit answers from individual students.

ANSWERS

remember, say, paint

Extension activity (stronger classes)

Write on the board: *I'm a superhero! Ask: What can I do?* Elicit some ideas, in the students' own language, if necessary. Teach the English words for the abilities students mention and write them on the board, e.g. *fly*, *climb up buildings*.

Ask students to draw a picture of themselves as a superhero and write about their abilities. Go around the class helping with vocabulary as necessary.

Put students into small groups to present their superheroes to each other and choose one to present to the class.

Ask groups in turn to present their superheroes to the class. The class could vote for their favorite.

Further support

Writing p.104

Workbook p.W31

Online Homework Unit 4

Watch

Before you watch

About the video

The video shows Morgan interviewing four teenagers about their interests.

- 1
 - Point to the picture of Morgan and elicit her name. Read out the title *What are you interested in?* Explain that in this video, Morgan asks four teenagers about their interests. Put students into pairs to match the questions with the answers.
 - Check answers with the class, and check that students understand all the questions and answers.

While you watch

- 2 Video
 - Read through the topics with the class and make sure students understand everything.
 - Play the video. Ask students to match the interests with the people.
 - Check answers with the class.

Videoscript see TG p.125

- 3 Video
 - Read through the questions with the class and make sure that students understand everything.
 - Play the video and ask students to check the correct person for each question.
 - 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

- Read through the sentences with the class and make sure students understand everything. Teach the meaning of *addictive*.
- Play the video again. Ask students to choose the correct answers.
- Check answers with the class.

After you watch

- 5
 - Allow students time to prepare their answers to the questions individually. Encourage them to add some interesting details to their answers, e.g. *My favorite class is math. I'm really good at it!*
 - Students can ask and answer the questions in pairs.

W
Watch

Morgan

What are you interested in?

Before you watch

1 Match the questions 1–4 with Morgan's answers a–d.

- 1 What's your favorite class at school? c
- 2 Are you interested in fashion? a
- 3 What's your favorite place in town? d
- 4 Do you like gaming? b

a No, I'm not. I don't like shopping for clothes.
b Yes, I do!
c ~~Math and computer science~~
d The skatepark is my favorite place.

Likes:

- gaming
- math
- computer science
- skateboarding

Doesn't like:

- fashion
- shopping

Favorite place:

- the skatepark!

Morgan

While you watch

2 Watch the video. Match the interests with the people.

fashion and art movies ~~music~~ sports

- 1 Connor music
- 2 Alexa fashion and art
- 3 Seb movies
- 4 Beth sports

3 Watch again. Check (✓) the people.

Who ...	Connor	Alexa	Seb	Beth
1 can play the guitar?	✓			
2 can't draw people?		✓		
3 likes P.E. class?				✓
4 likes languages?			✓	
5 doesn't like shopping or fashion?			✓	
6 loves going to the movie theater?			✓	
7 likes playing Minecraft?	✓			
8 doesn't like computer games?				✓

4 Watch again. Choose the correct words.

- 1 Connor can't sing / dance.
- 2 Beth is on the baseball / basketball team.
- 3 Connor is / isn't interested in fashion.
- 4 Connor's favorite place is the music store / movie theater.
- 5 Beth's hangout is the gym / sports store.
- 6 Seb says gaming is addictive / boring.

After you watch

5 Ask and answer the questions.

- 1 What's your favorite class at school?
- 2 What's your favorite place in town?
- 3 Are you interested in fashion?
- 4 Do you like gaming?

6 Make a project or video about your interests, or a friend's interests.

S4
Online Homework
Challenge

- 6
 - Students can make a project or video about their own interests or a friend's interests.
 - Put students into small groups to share their work.

Further support

Online Homework Unit 4

On the Move Challenge

Vocabulary

1 Label the pictures with places in the city.

coffee shop gym mall movie theater park restaurant skatepark store



1 mall 2 coffee shop 3 skatepark 4 gym



5 store 6 restaurant 7 movie theater 8 park

2 Look at the picture. Unscramble the furniture words.

1 d b e	<u>bed</u>
2 k e r a s n e s	<u>sneakers</u>
3 t r a g u i	<u>guitar</u>
4 e s a j n	<u>jeans</u>
5 s e t c o l	<u>closet</u>
6 s o b o c k a e	<u>bookcase</u>
7 m a l p	<u>lamp</u>
8 e p a k r e s s	<u>speakers</u>
9 b a l e t t	<u>tablet</u>
10 k e d s	<u>desk</u>



3 Complete the interests.

es gaz ging ines ing ion
ming opp orts sh sic ssa vi

1 ga <u>ming</u>	5 mo <u>vi</u> <u>es</u>
2 fa <u>sh</u> <u>ion</u>	6 mu <u>sic</u>
3 ma <u>gaz</u> <u>ines</u>	7 sh <u>opp</u> <u>ing</u>
4 me <u>ssa</u> <u>ging</u>	8 sp <u>orts</u>

4 Complete the sentences with abilities verbs.

1 My mom can cook Indian food.
2 Can you speak Spanish?
3 I can sing this. It's my favorite song.
4 You can't dive into this pool.
5 I can't dance to this music.
6 Can you draw a picture of your family?
7 He can't play the guitar.
8 Can they swim 100 meters?

4

- Point out the example answer. Then ask students to complete the remaining sentences with abilities verbs.
- Check answers with the class, and check that students understand all the verbs.
- Ask: *What can you do?* Elicit answers from individual students.
- Before students move on to the Grammar exercises, point out to students, in their own language, 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 B

Vocabulary

1

- Point out the example answer, *mall*. Ask students to look at the pictures and write the correct places.
- Check answers with the class, and check that students understand all the places. Ask: *What's your favorite place?*

2

- Point to the number 1 in the picture and the example answer *bed*.
- Ask students to look at the picture and write the words.
- Check answers with the class, and check that students understand all the words.

Practice activity (all classes)

Ask: *Where's the guitar?* (It's on the bed.)
Where's the tablet? (It's on the desk.)
Where are the sneakers? (They're next to the bed.). Remind students of the prepositions they learned in Unit 3: *in, on, under, next to, across from, and between*.

3

- Point out the example answer. Then ask students to complete the remaining interests.
- Check answers with the class, and check that students understand all the interests.
- Ask: *What are your interests?* Elicit answers from individual students.

Grammar

1

- Ask students to read the conversation and complete it with the correct phrases.
- Check answers with the class. If students struggle with this exercise, refer them back to the grammar presentation on page 39 and go through the main points again with the class. Point out to students, in their own language, that if they struggle with any exercises in the Review, they should go back and look at the grammar point again in the unit.

2

- Ask students to complete the sentences with the correct words.
- If students struggle with this exercise, refer them back to the presentation on page 41 and go through the main points again with the class.

3

- Ask students to complete the conversation with the correct words.
- Check answers with the class.
- With stronger classes, ask students to write one or two more questions to ask a partner, using *Do you like ... ?* Put students into pairs to ask and answer their questions.

4

- Point to the chart and read out the first prompt and the example answer. Do another example with the class.
- Ask students to complete the remaining questions and short answers.
- With stronger classes, ask students to write one or two questions to ask a partner, using *Can you ... ?*
- Put students into pairs to ask and answer their questions. Ask some students what their partner can and can't do.

Consolidation

- Explain to students, in their own language, 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 sentences 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, why each answer is correct and the other options are wrong.

Review

Grammar

1 Look at the picture. Complete the questions and answers with the phrases.

Are there ~~is there~~ There are there aren't
there aren't there is there isn't There's



- A ¹ Is there a notebook on the desk?
B Yes, ² there is. ³ There's a pencil case, but ⁴ there isn't a computer.
⁵ There are three erasers.
A ⁶ Are there any laptops?
B No, ⁷ there aren't. And ⁸ there aren't any tablets.

2 Look at the picture in exercise 1 again. Complete the sentences with *this*, *that*, *these*, and *those*.



¹ This is my notebook and ² these are my pens. And ³ these are my erasers!
⁴ Those are your books and ⁵ that's your pencil case. What about ⁶ that red pen? Is ⁷ that Mrs. Scott's?

3 Complete the conversation with *like*, *don't like*, *do*, and *don't*.



- A ¹ Do you ² like reading books?
B No, I ³ don't, but I ⁴ like magazines. I ⁵ like fashion, too!
A ⁶ Do you ⁷ like shopping?
B Yes, I ⁸ do. I ⁹ like clothes stores, but I ¹⁰ don't like bookstores.

fifty-six

56

4 Write questions and short answers with *can*.

	cook	draw	dive	sing
Leo	X	✓	X	✓
Amelia	X	X	✓	✓

- 1 Leo / sing?
"Can Leo sing?" "Yes, he can."
2 Leo / draw?
"Can Leo draw?" "Yes, he can."
3 Amelia / dive?
"Can Amelia dive?" "Yes, she can."
4 Amelia / draw?
"Can Amelia draw?" "No, she can't."
5 they / cook?
"Can they cook?" "No, they can't."
6 they / sing?
"Can they sing?" "Yes, they can."

Consolidation

Read the text and choose the correct answers.



¹ This is Jaya Gupta. She's 12 and she's ² my best friend! Jaya's mother is from Hyderabad in India, but her father ³ isn't Indian. He's ⁴ British. We're in the same class at school, and ⁵ our favorite subjects are art and ⁶ music. Our favorite hangout is Jaya's ⁷ bedroom. Her ⁸ speakers are great, so we can ⁹ play music and sing.

- 1 (a) This b That c These
2 a her (b) my c your
3 a aren't (b) isn't c 'm not
4 a U.K. (b) British c Jamaica
5 a your b their (c) our
6 a magazines (b) music c skatepark
7 (a) bedroom b park c shopping mall
8 a desks b stores (c) speakers
9 (a) play b speak c draw

- Point out to students, in their own language, that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

In this unit ...

- describe your possessions
- understand and give instructions
- ask for things in a store
- skim a text about reviews
- understand a video about favorite things

5

Favorite things



Video Watch the warm-up video.

My sunglasses are my favorite thing.

- 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, *Favorite things*, and teach the meaning.
- Focus on the picture and ask: *Who are the two people?* (Chris and Jenna)
- Ask students, in their own language, what they know about Chris and Jenna. Elicit that Chris likes sports and soccer, and Jenna likes clothes and shopping.
- Focus on the gapped speech bubble and ask students, in their own language, what they think Jenna's favorite thing might be. Encourage students to guess, but don't confirm their answers at this stage.
- Play the video and ask students to watch and listen, and then write Jenna's favorite thing.
- Check the answer with the class and write *sunglasses* on the board.
- Ask: *What other things does Jenna talk about?* (Her computer and her bike.) Write these words on the board.
- Play the video again for students to watch and listen and hear the answer and new words in context.

Videoscript

Chris What's your favorite thing? Is it your computer?

Jenna My computer? No. Not my computer.

Chris Is it your bike?

Jenna My bike? No!

Chris What is it, then?

Jenna My *sunglasses* are my favorite thing!

Extension activity

Play the video again, pausing after each sentence. See if students can remember what comes next. Elicit a few ideas. Then play the next sentence for students to check their ideas.

You could then write some key words from the video onto the board, e.g. *What / favorite thing? computer? (no) bike? (no) what ... ? (sunglasses)*

Put students into pairs and ask them to practice the conversation, using the prompts on the board. Play the video again for students to see how well they remembered.

Alternatively, you could play the video with no sound and ask two students to speak along with the video, providing the dialogue as their classmates watch.

ANSWERS

Students' own answers.

Further support

On the Move Video

5 Favorite things

Grammar

have: affirmative and negative
Imperatives

Vocabulary

Possessions
Action verbs

Skills

Reading: Amazing collections;
Star choice

Listening: My favorite thing; That's an awesome idea!

Speaking: Asking for things in a store

Reading skill

Skimming a text to get a general idea

Values and cross-curricular topics

Identity

Recognizing the importance of individuality

Respecting that others are different

Consumerism

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

Vocabulary

Aim

describe your possessions

Optional warm-up

- Ask: *What's in your backpack?* Elicit one or two ideas, e.g. *notebook, pen*. Then put students into pairs. Ask: *What's in your partner's backpack?* Explain to students, in their own language, that they have two minutes to guess what is in their partner's backpack and write down as many words in English as they can. Refer them back to pages 4 and 18 to help, and tell them they can also use their dictionaries.
- When time is up, students can compare their lists in pairs and see who guessed the most items correctly.
- Ask: *Who has something interesting in their backpack?* See if any students have any interesting items in their backpacks. Teach the word *possessions*.

1 61

- Read out the question. Then play the audio. Students listen and read, and answer the question.
- Check the answer with the class.

2 62

- Put students into pairs to read the comments and complete them with the correct words. They can use their dictionaries to help.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each of the possession words for students to repeat. Ask: *Which of these possessions do you like? Why?* Elicit answers from individual students.

3

- Check that students understand *BMX, underwater, dragon, and ID cards*. Read out the example answer and do another example with the class.
- Ask students to read the remaining comments and write the sentences.
- Allow students to compare their answers in pairs. Then check answers with the class.

4 Your turn

- Read through the adjectives with the class and check that students understand them all. Point out the adjective *amazing* in the comments (*My watch is amazing*) and tell students they can also use this adjective.
- Read out the example sentence and elicit one or two more.
- Ask students to write their sentences.

Vocabulary

Possessions

- 1 61 Read and listen to Jenna. Where are her sunglasses from?

My sunglasses are my favorite possession. They're Italian.

- 2 62 Complete the comments on the website. Listen and check.

bike bracelet headphones laptop
skateboard sunglasses wallet watch

- 3 Read the comments. Change the green words and write sentences.

- It's from her best friend.
Ali's bracelet is from her best friend.
- It's new.
Joe's wallet is new.
- It's blue.
Phoebe's bike is blue.
- It's his favorite thing.
Ben's laptop is his favorite thing.
- They're really cool.
Sam's sunglasses are really cool.
- It can go underwater.
Nat's watch can go under water.
- They're yellow.
Tyler's headphones are yellow.
- It's awesome.
Eva's skateboard is awesome.

Your turn

- 4 Write sentences about three of your favorite possessions. Use the adjectives or your own ideas.

awesome big cool new old small

My watch is really cool.

-
-
-

fifty-eight


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Online Homework

Posted by Tyler




1 These are my headphones. I like music!

Posted by Phoebe



2 This is my bike. I'm really good at BMX.

Posted by Nat



3 My watch is amazing. And it can go underwater to 50 meters.

Posted by Sam



4 My sunglasses are really cool.

- Allow students to compare their sentences in pairs. Then ask some students to tell the class about their partner's possessions, e.g. *Sam's skateboard is new.*

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to read the comments again carefully and try to memorize them. Then ask them to close their books, and put them into teams. Read out some of the second sentences from the comments in random order, e.g. *My ID cards are in it*. Teams race to remember the possession each sentence refers to. You could award a point for the correct possession (*wallet*) and a bonus point if they remember the full sentence (*I like my new wallet*).

Further support

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Workbook p.W8

Online Homework Unit 5

L Listening

My favorite thing

1 63 Listen to two people from the website on pages 58 and 59. Put them in order.



Phoebe 2 Ben 1

2 63 Listen again. Choose the correct words.

- 1 Ben's laptop is six months / a year old.
- 2 It's good for games / homework.
- 3 Ben is American / Japanese.
- 4 Phoebe's bike is from her brother / parents.
- 5 It is / isn't new.
- 6 There's a BMX track near Phoebe's apartment / school.

3 63 Listen again. Complete the sentences.

- 1 Ben's laptop isn't a fast computer.
- 2 Ben can't play games on his laptop.
- 3 There's a Japanese flag on his laptop.
- 4 The bike is a birthday present.
- 5 The bike is Phoebe's favorite color.
- 6 Phoebe's favorite hangout is the BMX track.



5 I really like my laptop. It's my favorite thing.



6 This is my awesome skateboard. Look at the cool dragon!



7 The bracelet is from my best friend. I like the colors.



8 I like my new wallet. My ID cards are in it.

Listening

Aim

listen to two people talking about their favorite things

Warm-up

- With books closed, tell students they have learned eight words for possessions in this unit. Put them into pairs and give them two minutes to remember and write down as many as they can.
- Bring students' ideas together on the board and see which pair remembered the most words correctly. Check that students understand all the words. Ask students, in their own language, what other favorite possessions they have.

You could teach some additional words, depending on students' responses.

1 63

- Focus on the pictures and ask: *Where do you think these people are from? What do you think their favorite possessions are?*
- Read out the question. Then play the audio. Students listen and write the order (1, 2) of the speakers.
- Check answers with the class.

Audioscript 63

- 1 **Ben** I really like my laptop. It's ... six months ..., no, a year old now. It isn't a really fast computer. You can't play amazing games on it, but it's really good for homework. There's a Japanese flag on it. I'm not Japanese – I'm from the U.S. – but the Japanese flag is cool.

- 2 **Phoebe** It's my birthday today, and this is my present from my parents. The bike isn't new, but it's really cool. It's blue, my favorite color. I really like BMX, and there's a BMX track near my apartment. It's my favorite hangout after school.

2 63

- Allow students time to read the sentences. Check they understand *BMX track*.
- Play the audio and ask students to listen and choose the correct words.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

3 63

- Allow students time to read through the sentences. Check they understand *flag* and *hangout*.
- Play the audio again for them to listen and complete the sentences.
- Check answers with the class.
- With stronger classes, students could complete the sentences from memory first, and then listen to check their answers.

Practice activity (all classes)

Put students into small groups. Ask them to choose one of the people they listened to in exercises 2 and 3 and try to remember the exact words that they said. They can use the sentences in exercises 2 and 3 to help them. You could write the first sentence of each audio on the board to help them:

I really like my laptop ...

It's my birthday today ...

Ask groups in turn to choose one person to read out the text they have prepared.

Play the audio again and decide as a class which group remembered the best.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students to think about one of their favorite possessions and make notes to talk about it with their classmates, using ideas from the audio. Encourage them just to make notes, and not to write full sentences.

Put students into small groups to talk about their favorite possessions.

Ask some students to tell the class about one of their classmates' possessions.

ANSWERS

Students' own answers.

Reading

Aim

understand an article about amazing collections

Warm-up

- Ask students, in their own language, if they collect things or know anyone who collects things. Ask more questions about what they collect and why, how many they have, etc.
- Tell students they are going to read a text about some unusual collections. Teach the word *collection*.

1 64

- Read out the question and check that students understand *world record*.
- Elicit a few possible answers, and encourage students to guess and speculate.
- Play the audio and ask students to read and listen to the text, and check their answers.
- Check the answers with the class. Then read the information in the *Stop* box with the class. Discuss, in the students' own language, if they have a similar phrase in their language.

ANSWERS

sneakers over 1,500 pairs
pencils 19,000

2

- Allow students time to read through the sentences. Check they understand *value*.
- Ask students to read the text again and decide if the sentences are true or false.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Read out the example answer and point out that the green word is incorrect. Do another example with the class if necessary.
- Ask students to read the remaining sentences and correct the green words.
- Check answers with the class.

Practice activity (all classes)

Write the following questions on the board:

Who ...

- is 71 years old?
- has a website for people with collections?
- has a collection of things from 40 different countries?
- can wear things from his collection?
- is 17 years old?

R

Reading

1 64 Answer the questions. Then read the article and check.

Can you guess the world record for a collection of ...

a sneakers? b pencils?

Amazing collections

Joshua Mueller is American and he has the world record for his collection. He has over 1,500 pairs of basketball sneakers! The value of his best pair is \$200, and one pair is 20 years old. Joshua can wear a different pair every day for over four years!

Stop

a pair of sneakers a pair of sunglasses a pair of jeans

Charlotte Lee is a professor. She also has the world record for her collection of over 5,600 rubber ducks. Some ducks are worth over \$200! Charlotte also has a website, Duckplanet, for other people with rubber duck collections.

Tushar Lakhanpal is from India and Emilio Arenas is from Uruguay. They both have really big pencil collections. Emilio is 71 years old. He has 18,000 pencils from 72 countries. But he doesn't have the world record. Tushar has 19,000 pencils from over 40 different countries. It's an amazing collection because Tushar is only 17.

2 Read again. Choose *T* (True) or *F* (False).

1 Joshua has the world record for his sneaker collection.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
2 The value of Joshua's collection is \$200.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
3 Charlotte Lee has over 5,600 ducks.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
4 Joshua and Emilio are from India.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
5 Emilio has the world record for his collection.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>

3 Read again. Correct the green words.

- Joshua Mueller is Australian. American
- One pair of Joshua's sneakers is thirty years old. twenty
- Charlotte Lee is a student. professor
- Charlotte Lee has the world record for her pencil collection. rubber duck
- Tushar has ninety thousand pencils. nineteen
- Emilio's collection is in 72 countries. from

Ask students to read the text again and write the correct names.
Check answers with the class.

ANSWERS

1 Emilio 2 Charlotte 3 Tushar
4 Joshua 5 Tushar

Extension activity (stronger classes)

Write the following gapped sentences on the board:

- He has _____ 1,500 pairs of sneakers!
- Some ducks are _____ over \$200.
- Charlotte _____ has a website.
- They _____ have really big pencil collections.

Ask students to find the sentences in the text and complete them with the missing words.

Check answers with the class. Then discuss the meaning of the missing words with the class and discuss how students would express these meanings, in their own language. Point out the position of the words *both* and *also* in the sentences.

ANSWERS

1 over 2 worth 3 also 4 both

have: affirmative and negative

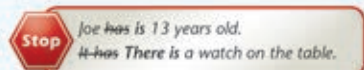
- 1 **65** Read about Kat.
Choose the correct person.



This is a picture of Kat's / her sister's collection.

- 2 Complete the chart.

Affirmative	Negative
I <u>have</u> about five bracelets.	I <u>don't have</u> a collection.
You <u>have</u> a computer.	You <u>don't have</u> a computer.
He / She / It <u>has</u> over thirty.	He / She / It <u>doesn't have</u> the world record.
We <u>have</u> skateboards.	We <u>don't have</u> skateboards.
You <u>have</u> sunglasses.	You <u>don't have</u> sunglasses.
They <u>have</u> big collections.	They <u>don't have</u> big collections.



- 3 Choose the correct words.

- You has / have an awesome bike.
- I have / has a small bedroom.
- She has / have two guitars.
- You and Molly has / have cool sneakers.
- We don't have / has a car.
- My grandparents has / have a new laptop.
- This mall has / have over 100 stores.
- My cousin doesn't has / have a cell phone.

- 4 Look at the picture and write sentences.
Use *have / has* and *don't have / doesn't have*.



- Evan and Izzy / sunglasses
Evan and Izzy have sunglasses.
- Joe / headphones
Joe has headphones.
- Evan / a laptop
Evan has a laptop.
- Evan, Izzy, and Joe / skateboards
Evan, Izzy, and Joe don't have skateboards.
- Joe and Izzy / guitars
Joe and Izzy have guitars.
- Izzy / a laptop
Izzy doesn't have a laptop.
- Izzy and Joe / tablets
Izzy and Joe don't have tablets.
- Izzy / a bracelet
Izzy has a bracelet.

Your turn

- 5 Complete the chart with a partner.

	You	Your partner
a tablet	✓	X

I have a tablet. I don't have a tablet.

- 6 Write four sentences in your notebook about your partner's possessions.
Luis doesn't have a tablet.

→ METRO EXPRESS p.121

Workbook > W20 Online Homework

sixty-one

sentences in the chart into their own language, to check understanding.

- Read through the information in the Stop box with the class. Point out that these are common errors, and students need to try to avoid them.

Usage

The *I, you, we*, and *they* forms are quite straightforward, as the negative is formed by adding *don't*: *I have – I don't have*.

The *he / she / it* form is more tricky, as the form of *have* also changes in the negative: *he has – he doesn't have*, NOT *he doesn't has*.

- Ask students to read the sentences and choose the correct words.
- Check answers with the class.
- Read out the example sentence and do another example with the class.
- Ask students to write the remaining sentences.
- Allow students to compare their answers in pairs. Then check answers.

5 Your turn

- Put students into pairs and ask them to choose three more possessions to add to the chart.
- Read out the sentences in the speech bubbles. Students then work in their pairs to say if they have or don't have the items in their chart, and complete the chart.

ANSWERS

Students' own answers.

- Read out the example sentence and elicit an affirmative example.
- Ask students to write four sentences.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Practice activity (all classes)

Put students into pairs and ask them to write four new sentences about the pictures in exercise 4, two true and two false. Ask students to close their books. Then put pairs together into groups of four. Pairs take turns to read out their sentences to the other pair. Who guessed all the sentences correctly?

Further support

METRO EXPRESS p.121

Workbook p.W20

Online Homework Unit 5

Pronunciation Classroom Presentation Tool

Grammar

Aim

learn how to use *have*

Warm-up

- Write the following gapped sentences on the board:
 - He _____ over 1,500 pairs of sneakers.
 - They both _____ big pencil collections.
- Ask students to guess the missing verbs, and then look at the text on page 60 to check their ideas.
- Add the verbs to the sentences on the board and ask students to translate the sentences into their own language.
- Ask students to find more examples of *has* and *have* in the text on page 60.

ANSWERS

1 has 2 have

1 **65**

- Point to the picture and elicit that it shows some bracelets.
- Read out the sentence below the picture. Then 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 forms in exercise 1.
- Check answers with the class. Then read through the chart with the class and make sure students understand all the forms. Ask students to translate the

Vocabulary

Aim

learn action verbs

Warm-up

- Refer students back to page 59 and ask them to read the instructions for exercise 1. Write the verb *listen* on the board and elicit the meaning. Elicit or explain that it is a verb.
 - Ask students to read the instructions for the exercises on page 58 and find more examples of verbs (*read, complete, change, write, use*). Check that students understand the verbs. Then tell them they are going to learn some more verbs for actions.
- 1 66
- With stronger classes, students could work in pairs and use their dictionaries to help with the matching task. With weaker classes, read through the verbs with the class and teach the meanings. Then ask students to match the verbs with the pictures.
 - Play the audio once for students to check their answers. Play the audio again, pausing after each sentence for students to repeat. Check that students understand all the sentences.

2

- Ask students to look at the pictures and write the verbs.
- Check answers with the class.

3

- Mime one of the verbs in exercise 1, to demonstrate the activity. Ask students to guess the verb.
- Invite students in turn to mime one of the verbs. Ask other students to guess the verb.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.121

Workbook p.W8

Online Homework Unit 5

Listening

Aim

listen to conversations about shopping

1 67

- Read out the questions. Then play the audio. Students listen and answer.
- Check answers with the class.

ANSWERS

- They are in a shopping mall.
- They are friends.

Vocabulary

Action verbs

1 66 Look at the pictures. Complete the sentences with the correct verbs. Then listen and check.



1 That's my water! Don't drink it!



2 Eat your lunch, please!



3 Don't buy that game. I have it at home.



4 "You can sell your old things online. It's easy on our website!"



5 Don't walk on the flowers!



6 Run!



7 Don't talk in the exam, please!



8 Listen, please. I have some exciting information.

2 Look at the pictures and write the verbs.



1 buy



2 eat



3 walk



4 talk



5 listen



6 drink

3 Mime a verb in exercise 1. Can other students guess the verb?

→ METRO EXPRESS p.121

sixty-two

62

Workbook p.W8

Online Homework

Listening

That's an awesome idea!

1 67 Listen to the conversations. Answer the questions.

- Where are Anna and Lucas?
- Are they friends, or brother and sister?

2 67 Listen again. Choose T (True) or F (False).

- The sunglasses are \$15. T ☐ F ☒
- Anna has \$10. T ☒ F ☐
- The headphones are for Lucas's brother. T ☒ F ☐
- The bracelet is red. T ☐ F ☒
- The movie theater is across from the mall. T ☐ F ☒

3 67 Correct the green words in the false sentences in exercise 2. Listen again and check.

- The sunglasses are \$50.

Audioscript 67

Anna Hey, Lucas! I like these sunglasses.

Lucas But you have sunglasses, Anna!

A Yeah. Oh, and they're \$50. I only have \$10.

L Sell your old sunglasses!

A No way!

L Today is my brother's birthday. I don't have a present.

A Oh ... Hey, do you like those red headphones?

L Yeah. They're cool. Wow! They're only \$15.

A I have an idea: buy the headphones for your brother!

L That's an awesome idea!

L Now I have a present for my brother.

A Oh look! This green bracelet is cool. Ah, it's \$12.

L I can give you \$2. Here.

A Really? Thanks, Lucas!

L You're welcome. Now, there's a movie theater next to this mall.

A But I don't have ...

L That's OK!

2 67

- Allow students time to read through the sentences. Play the audio again. Students decide if the sentences are true or false.
- Check answers with the class.

3 67

- Ask students to correct the green words in the false sentences in exercise 2.
- Play the audio again and check answers.

ANSWERS

- \$50
- green
- next to

Further support

On the Move Vocabulary Listening

Imperatives

1 68 Look at the picture. Where are the boys?



2 Complete the chart. Use language in exercise 1.

Affirmative	Negative
Listen!	Don't talk!
¹ Walk, please!	² Don't run!

3 Write affirmative or negative imperatives with the verbs.

be eat listen talk write use

In our English class ...



- Talk to your partner in English.
- Listen to your classmates and your teacher.
- Be good friends with your classmates.



- Don't use phones in class.
- Don't write on your desk.
- Don't eat food in the classroom.

4 Look at the signs. Write affirmative or negative imperatives.

1 Don't talk in the movie.



2 Don't ride bikes here.



3 Walk across the street.



4 Don't drink this water.



5 Swim between the flags.

Your turn

5 Draw a sign. Can your partner guess the imperative?



Don't dive.

Try again.

Don't dance here.

That's right!

→ METRO EXPRESS p.121

and make sure students understand everything.

Usage

There is only one form of the imperative in English, used for talking to one person or more than one person.

3

- Read out the heading, *In our English class ...*, and explain, in the students' own language, that these are rules for things students should and shouldn't do in class.
- Put students into pairs to read the sentences and complete them with the correct imperative forms.
- Check answers with the class, and check that students understand all the sentences.

4

- Pre-teach *ride (a bike)*, and check that students understand *swim*.
- Ask students to look at the signs and write the correct imperatives.
- Allow students to compare their answers in pairs. Then check answers with the class.

5 Your turn

- Read out the examples and check that students understand *dance* and *dive*.
- Refer students back to the verbs on page 50 and tell them they could use some of these verbs for their signs.
- Allow students time to draw their signs individually. Go around the class helping as necessary.
- Put students into pairs to guess the imperative for their partner's sign.
- Students can repeat the guessing part of the activity with one or two different partners, for more practice.

ANSWERS

Students' own answers.

Practice activity (all classes)

Put students into small groups and refer them back to the rules in exercise 3.

Ask students to write the rules for a crazy English class. Elicit some examples, e.g. *Dance on your desk. Don't use pens.*

Allow students time to write their rules. Then ask groups in turn to present their rules to the class. The class could vote for the craziest.

Further support

METRO EXPRESS p.121

Workbook p.W21

Online Homework Unit 5

On the Move Grammar

Grammar

Aim

understand and give instructions

Warm-up

- With books closed, write the verbs from page 62 on the board with the letters in a scrambled order, e.g. *rdkin* (drink).
- Put students into pairs and give them two minutes to unscramble as many of the verbs as they can.
- Check the answers with the class, and see which pair wrote the most verbs correctly.
- Write on the board: your lunch. Elicit the missing verb (Eat).
- Write on the board: in the exam. Elicit the missing verb (Don't talk).

- Underline the verb forms and explain, in the students' own language, that this form of the verb is called the *imperative*, and we use it to give instructions. Ask students to translate the sentences into their own language.

1 68

- Focus on the picture and play the audio for students to read and listen.
- Read out the question and elicit the answer.

ANSWER

at the swimming pool

2

- Ask students to read through the chart and complete it with the correct form.
- Check answers with the class. Then read through the chart with the class

Speaking

Aim

ask for things in a store

Warm-up

- With books closed, ask students, in their own language, what was the last thing that they bought, and where and when they bought it. Elicit answers from individual students.
- Ask students to imagine that they want to buy a pen in a store in the U.S. Ask them what they think they would say. Elicit a few possible answers, but don't confirm or reject them.
- Ask students to open their books at page 64.

1 69

- Allow students time to read through the gapped conversation. Then play the audio.
- Ask students to listen and complete the conversation.
- Check answers with the class, and check that students understand everything in the conversation.
- Read out the phrases in the **Stop** box with the class and make sure that students understand them.

Support activity (weaker classes)

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

2

- Put students into pairs to practice the conversation in exercise 1.
- Ask some students to perform the conversation for the class.

3

- Focus on the pictures and elicit the words *speakers*, *headphones*, and *bag*.
- Put students into pairs and ask them to prepare a new conversation.

ANSWERS

Students' own answers.

4

- Students work in pairs to practice their conversations.
- Ask some pairs to perform their conversation for the class.

S Speaking

Asking for things in a store

1 **69** Listen. Complete the conversation.

\$2 notebooks popular wallets

Stop Do you have any ... ?
What about ... ?

2 Practice the conversation in exercise 1.

3 Write your own conversation in your notebook. Change words 1–4 in the conversation in exercise 1. Use the ideas in the pictures below.

4 Practice your conversations.

64 Online Homework

R Reading

1 Read the tip.

Tip **Good readers** can read texts quickly to get a general idea. This is called *skimming a text*.

Read the texts quickly. What are they?

a notices
b reviews
c articles

2 **70** Read again. Match the star ratings a–c with the texts 1–3.

a Not good	★☆☆☆☆	<u>2</u>
b OK	★★★★☆	<u>3</u>
c Awesome!	★★★★★	<u>1</u>

3 Read again. Choose the correct words.

- The old / new Z2 laptop is good for games.
- Maddie's brother has a slow / fast Z1 laptop.
- James is a fan of the first / second book in the "Big Game" series.
- There are two / three movies of the books.
- Zoe can finish level 6 / level 7 of the game Planet Earth.
- For Zoe, Planet Earth isn't an easy / a hard game.

4 Find adjectives 1–3 in the texts. Then match the adjectives with their opposites a–c.

1 awesome	a boring
2 interesting	b fast
3 slow	c terrible

Practice activity (all classes)

Divide the class in half. Explain, in the students' own language, that one half of the class are storekeepers, and the other half are shoppers. Divide students into pairs within their groups.

Tell the storekeepers to decide on ten items for their store. They can use ideas from pages 4, 18, and 58 in their books. For each thing they choose, they should make a label with the name of the thing and its price, e.g. *eraser \$1*.

Tell the shoppers they must make a list of six things they want to buy, using ideas from pages 4, 18, and 58.

When everyone is ready, arrange the storekeepers around the room, with their labels on a desk in front of them. The shoppers visit each "store" in turn

and ask for a maximum of two things, using the language from page 64. If the store has items on their list, the shoppers collect the labels.

Monitor while students are working, and make sure they use the language from page 64 correctly.

Continue the activity until one pair of shoppers has "bought" all the items on their list. Alternatively, stop the activity after five or ten minutes and see which pair has bought the most items on their list. See how much students "spent."

ANSWERS

Students' own answers.

Further support

Online Homework Unit 5

09:14 AM 83%

STAR CHOICE  Shopping departments Search 



1 Ultron Z2 16.6-inch Notebook

 **Awesome laptop – but don't buy the old Z1!**
by Maddie

I have the new Z2. It's very fast. I can play all my games on it. My brother has the old Z1. It's only 18 months old, but it's really slow!



2 Big Game, Part 2

 **Don't read this book.**
by James

This is the second book in the "Big Game" series. There are three books in all. The first book is interesting and exciting, but this book is kind of boring. It's also very long – it has 226 pages! There are movies of all the books. They're very good.



3 Planet Earth: the final battle

 **REALLY hard!**
by Zoe

I'm a BIG fan of gaming. It's awesome and I have about 50 games. *Planet Earth* is fun, BUT it's really hard. I can't finish level 7! The music is also terrible.

Writing p.105 Workbook p.W32 Online Homework 65

Reading

Aim

read a text about reviews, and practice skimming a text

Warm-up

- Ask students, in their own language, to imagine they want to buy a new laptop. Ask how they would choose which one to buy. Discuss what kind of information students would like to know before they buy a new laptop, e.g. how fast it is, how much memory it has. Discuss where they can get this information and, if necessary, introduce the idea of looking for information online.

1

- Read through the tip with the class and make sure students understand *skimming*.
- Read through the question and the three possible answers with the class, and make sure students understand everything.
- Ask students to read the texts quickly and choose the correct answer.
- Check the answer with the class.

2  70

- Make sure students understand that they must match each star rating with one of the reviews.
- Play the audio for students to read and listen to the text and do the matching task.

- Check the answer with the class.

3

- Check that students understand *a fan of* in sentence 3.
- Ask students to read the texts again and choose the correct answers.
- Check answers with the class.

4

- Ask students to read the text again and find adjectives 1–3 and a–c in the texts. Ask them to read the adjectives in context and match the adjectives with their opposites.
- Check answers with the class and check that students understand all the adjectives.

Support activity (weaker classes)

With books closed, write the following sentences on the board:

- I can / have play all my games on it.
- Is / It's only 18 months old.
- This / These is the second book.
- There is / are three books in all.
- I / I'm a big fan of gaming.

Ask students to read the sentences and choose the correct words. Then check their answers in the texts on page 65.

Check the answers with the class and review the grammar points, if necessary.

ANSWERS

- 1 can 2 It's 3 This 4 are 5 I'm

Practice activity (all classes)

Write the following gapped sentences on the board:

- It's _____ slow.
- This book is _____ boring.
- They're _____ good.

Ask students to find the sentences in the reviews and complete them with the missing words.

Discuss which of the two missing words have a strong meaning (*very* and *really*) and which has a weaker meaning (*kind of*). Ask students to translate the completed sentences into their own language.

ANSWERS

- 1 really 2 kind of 3 very

Further support

Writing p.105

Workbook p.W32

Online Homework Unit 5

Watch

Before you watch

About the video

The video introduces Blair, a teenage girl from New Jersey. It shows her around her home, chatting online and listening to music, and talks about her favorite things – her nail polish collection, her phone, and her laptop. The video ends by showing Blair in a dance studio and confirming that her favorite thing is her dance shoes.

1

- Point to the picture of Blair and read out the title, *Blair's favorite things*.
- Put students into pairs to do the matching task. With weaker classes, teach *nail polish*, *MP3 player*, and *dance shoes* first.
- Check answers, and check that students understand all the words.

2

- Read out the question and elicit answers from individual students.

ANSWERS

Students' own answers.

While you watch

3 Video

- Read through the sentences with the class. Check that students understand the difference between *house* and *apartment*. Check that they understand *cat* and *messaging*.
- Play the video with no sound for students to watch and choose the correct answers.
- Check answers with the class.

Videoscript see TG p.125

4 Video

- Allow students time to read through the gapped sentences. Make sure they understand *dance studio*.
- Play the video with sound and ask students to watch and listen and complete the sentences.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

5 Video

- Put students into pairs to read the sentences and correct the green words.
- Play the video for students to watch and listen and check their answers.

W
Watch

Blair's favorite things

Before you watch

1 Match the words 1–10 with the pictures A–J.

1 MP3 player	J
2 nail polish	B
3 phone	H
4 dog	I
5 bracelets	A
6 dance shoes	G
7 sneakers	C
8 laptop	F
9 guitar	E
10 headphones	D

2 Look at the pictures in exercise 1 again. Are any of these your favorite thing?

While you watch

3 Watch the preview video. Choose the correct words.

- Blair lives in a house / large apartment building.
- She has a pet cat / dog.
- Blair doesn't have / has a laptop.
- She loves making videos / messaging on her phone.
- Blair uses her laptop / tablet for video chatting.
- She likes singing / dancing.

4 Watch again. Complete the sentences.

- Blair is 15 years old.
- Blair has about 20 nail polishes.
- Her favorite color is red.
- Her music collection is on her phone.
- Blair's laptop is good for homework and for messaging her friends.
- The dance studio is Blair's favorite hangout.
- Her favorite thing is a pair of dance shoes.

5 Correct the green words. Then watch again and check.

- Blair is from the U.K. the U.S.
- The red nail polish is a present from Blair's mom. Jenna.
- Jenna and Blair have the same laptop. phone.
- Blair listens to music on her MP3 player. phone.
- There's a dance studio near Blair's school. house.
- Blair's dance shoes are new. old.

After you watch

6 Do a survey of your classmates' favorite things.

- Ask your classmates about their favorite things.
- Make a survey chart or a poster to show the results of your survey.

66
Online Homework
Challenge

- 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

6

- Check that students understand *survey*.
- Ask students what their favorite thing is. If they don't know the word in English, they can use their dictionary or ask you. Write things that they mention on the board and build up a list of all the possible favorite things in the class. Point to each thing in turn and ask: *Whose favorite thing is their (phone)?* Ask students to raise their hands to show numbers, and write the numbers next to each thing on the board.

- Put students into small groups to make a survey chart or poster to show the results. Brainstorm some ideas with the class first, e.g. using a bar chart or pie chart to show the results.

- Students work in their groups to make their chart or poster. You could pin the students' work around the classroom for students to look at.

Further support

Online Homework Unit 5

On the Move Challenge

In this unit ...

- describe your routines
- talk about chores
- talk about a favorite day
- find the main ideas in a profile
- understand a video about a family in Buenos Aires



6 Your day

Grammar

Simple present (*I, you, we, they*)
Simple present (*he, she, it*)

Vocabulary

Daily routines
Chores

Skills

Reading: Coding Camp; Meet Mina May

Listening: My routine; Chores survey
Speaking: Talking about a favorite day

Reading skill

Finding the main ideas in a text

Values and cross-curricular topics

Daily routines
Household chores
Technology
Creativity

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

Warm-up video

Video

- Read out the title of the unit, *Your day*, and teach the meaning.
- Focus on the picture of Morgan and ask: *Who is she?* Ask students, in their own language, what they can remember about Morgan. Elicit that she likes skateboarding and gaming.
- Read out the speech bubble and check that students understand it.
- Play the video and ask students to watch and listen.
- Ask students to complete the sentence in the speech bubble.
- Check the answer with the class.

Videoscript

I like Sundays! I get up at 10:30. In the morning, I read. On Sunday afternoons, I help my mom and dad. On Sunday afternoons, I help my mom and dad!

Extension activity

Write the following gapped sentences on the board:

- 1 I get up at _____.
- 2 In the _____, I read.

Ask students to complete the sentences. Then play the video again for students to check.

You could play the video with no sound, pausing after each line and asking students to remember what Morgan said.

You could then play the video with no sound again and ask a confident student to try to speak along and provide Morgan's words.

ANSWERS

1 10:30 2 morning

Further support

On the Move Video

Vocabulary

Aim

describe your routines

Optional warm-up

- Ask students, in their own language, what time they get up in the morning, and what they do before they come to school. You could find out who gets up the earliest and the latest. With weaker classes, review telling the time in English, including expressions such as 6:30, 7:45, 8:05, 8:15, and 9:10.
- Write the words *daily routine* on the board and elicit or teach the meaning. Tell students they are going to talk about their daily routines.

1 71

- Read out the question and make sure that students understand *hours*.
- Play the audio. Students listen and read, and choose the correct answer.
- Check the answer with the class.

2 72

- Put students into pairs to look at the pictures and complete the activities (1–10). They can use their dictionaries to help. Alternatively, with weaker classes, read through the verbs in the box with the class and teach the meanings. Then ask students to look at the pictures and complete the activities.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each activity for students to repeat.

3 73

- Read out the task. Then play the first part of the audio and point out the example answer, 6:45.
- Play the rest of the audio and ask students to listen and write the times.
- Allow students to compare their answers in pairs. Then play the audio again for them to check and complete their answers.
- Check answers with the class.

Audioscript 73

A What's your daily routine?

B I get up at 6:45 and I take a shower at 6:50. I have breakfast at 7:15. I go to school at 8:05. We have classes from 8:30 to 12:15. Then we have lunch at 12:30. We have classes from 1:30 to 3:30. We go home at 3:30. I do my homework at 5:30. We have dinner at 7:30. I go to bed at 10:30.

4 Your turn

- Allow students time to complete the chart individually with their own routine.

V

Vocabulary

Daily routines


1 71 Read about Taylor's routine. Choose the correct answer.
Taylor is at the pool for ... hours every day.
a one b two **c three**

2 72 Look at the pictures of a daily routine and complete the activities 1–10. Listen, check, and repeat.

do my homework get up
 go home go to bed
 go to school have breakfast
 have classes have dinner
 have lunch take a shower

Personal profile

I'm Taylor Denton and I'm on the Florida State Junior Swim Team. I have breakfast at 6:15 a.m. I go to the swimming pool and I swim for one hour. After school, I swim for two hours.



3 73 Listen to the conversation and write the times a–j.

ANSWERS

Students' own answers.

5

- Read through the information in the *Stop* box with the class.
- Read out the example answers, and elicit a few more examples from individual students.
- Put students into pairs to compare their routines.
- Ask some pairs: *What's the same about your routines?* Elicit a few answers using *We ...*, e.g. *We go home at 4:30.*

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to close their books. Then divide the class into teams. Write on the board the activities from page 68, without the verbs, e.g. *my homework, up*. Teams take it in turns to choose one of the activities and make a sentence, using the correct verb and giving a time, e.g. *I do my homework at 6:15*. If the sentence is correct, the team gets a point and the activity is crossed off the board. If the sentence is not correct, don't correct it, but move on to the next team. Continue until all the activities are crossed off. See which team has the most points.

Further support

METRO EXPRESS p.122

Workbook p.W9

Online Homework Unit 6

Your turn

4 Complete the chart with your daily routine.

Time	Routine
	get up

9 have dinner

7:30



8 do my homework

h 5:30



10 go to bed

10:30



Stop

I get up at 6:45 on Mondays.
I have breakfast at 9:30 on weekends.

5 In pairs, compare your routines.

I get up at 6:30 on Mondays.

I have breakfast at seven o'clock.

→ METRO EXPRESS p.122



Workbook p.W9



Online Homework

L

Listening

My routine

1 Listen to Alicia and Carter talk about their daily routines. Choose the correct answer.

Alicia's classes are only in the morning.

a Alicia's b Carter's



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

- | | |
|--------------------------------------|--|
| 1 "I get up at seven o'clock." | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 2 "I have breakfast with my family." | T <input checked="" type="checkbox"/> F <input type="checkbox"/> |
| 3 "I go to school at 6:45." | T <input type="checkbox"/> F <input type="checkbox"/> |
| 4 "I have lunch at 12:30." | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |
| 5 "I go to bed at 10:30." | T <input type="checkbox"/> F <input checked="" type="checkbox"/> |

3 Listen to Carter again. Match the times 1-7 with his routine a-g.

- | | |
|--------|------------------|
| 1 7:00 | a have classes |
| 2 7:15 | b go home |
| 3 7:45 | c go to bed |
| 4 8:00 | d go to school |
| 5 2:30 | e have breakfast |
| 6 5:30 | f get up |
| 7 9:30 | g have dinner |

Carter Hi. I'm Carter. I'm from Boston. I get up at seven o'clock and we have breakfast at 7:15. I go to school at 7:45. We have classes at eight o'clock. We have lunch at 12:30. We have classes again at 1:30. I go home at 2:30 and I do my homework. We have dinner at 5:30. I go to bed at 9:30. That's my school day!

2 75

- Allow students time to read the sentences. Then play the audio and ask students to listen and decide if the sentences are true or false.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

3 76

- Allow students time to study the matching task. Then play the audio for them to listen and match the times with the routine.
- Check answers with the class.

Practice activity (all classes)

Ask students to write their ideal routine for Mondays to Fridays, using vocabulary from page 68.

Put students into small groups to compare their ideas and agree on an ideal routine to present to the class. Ask groups in turn to present their ideal routine to the class. The class could vote for their favorite.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students to write their own personal profile, using the one on page 68 as a model. They can either write their own profile, or they could imagine that they are a famous person, and write their profile as that person.

Put students into small groups to compare their profiles. Ask some students to read their profiles to the class.

ANSWERS

Students' own answers.

Listening

Aim

listen to two people talking about their daily routines

Warm-up

- Explain to students, in their own language, that you are going to mime one of the daily routine activities they learned on page 68. Mime going to bed and elicit the phrase *go to bed*. With stronger classes, you could do this with books closed, but with weaker classes, do it with books open.
- Invite students in turn to mime one of the activities, and get other students to guess the activity. Continue until all the activities have been practiced.

1 74

- Focus on the pictures and explain to students that they will hear these two people talking about their daily routines.
- Read out the gapped sentence. Then play the audio. Students listen and write the name.
- Check the answer with the class. Ask: *Where is Alicia from?* (Bogotá) *Where is Carter from?* (Boston)

Audioscript 74, 75, and 76

Alicia Hey! My name's Alicia and I'm from Bogotá, Colombia. I get up at six o'clock and I have breakfast with my family. I go to school at 6:45. We have classes at seven o'clock. I go home at twelve o'clock and I have lunch with my mom at one o'clock. I do my homework in the afternoon. We have dinner at 7:30. I go to bed at 9:30.

Reading

Aim

understand a text about a coding camp

Warm-up

- Ask: *Do you like gaming? What games do you like?* Elicit answers from individual students and ask more questions to encourage them to say more, e.g. *What's your favorite game? Who do you play games with? How many hours do you play games every day?*
- As students mention individual games, write the names on the board. Have a class vote to decide on the class's favorite game.
- Tell students they are going to read a text about writing your own computer game. Teach the words *coding* and *app*.

1

- Read out the title, *Coding Camp*, and ask students, in their own language, what they think it is. Elicit that it is a place where young people can go and learn to do coding.
- Read through the activities with the class and check that they understand *instruments*.
- Play the audio and ask students to read and listen to the text and decide which activities students can do.
- Check the answers with the class.

Support activity (weaker classes)

The text contains quite a lot of new vocabulary. Before students move on to the next exercise, read through the text again with the class and explain any vocabulary that students find difficult.

2

- Focus on the schedule and explain the word *schedule* if necessary.
- Ask students to read the text again and complete the schedule.
- Allow students time to compare their answers in pairs. Then check answers with the class.

3

- Read through the sentences with the class and explain *teenagers*, if necessary.
- Ask students to read the sentences and choose the correct words. Then check their answers in the text.
- Check answers with the class.
- Ask: *Do you think Coding Camp sounds fun? Would you like to go? Do you want to learn coding?* Elicit a range of answers from individual students.

Reading

- 1 Read the text. Can students do these activities at Coding Camp? Write yes or no.

- | | | | |
|----------------------------|-----|--------------------|-----|
| 1 cook breakfast | no | 4 make phone apps | yes |
| 2 work with other students | yes | 5 play instruments | no |
| 3 buy and sell computers | no | 6 watch movies | yes |

- 2 Complete the Coding Camp schedule.

8:00	1 get up
8:30	2 have breakfast
All day	3 write code
7:30	4 have/eat dinner
Evening	5 watch movies or play games
11:30	6 go to bed

- 3 Choose the correct words. Read again and check.

- Coding Camp is for teachers / teenagers.
- Coding Camp is for two days / a week.
- There are / aren't classes at Coding Camp.
- Coding is hard / easy.
- Alex is a student / teacher at Coding Camp.
- Alex is / isn't a fan of coding.

seventy

70

Practice activity (all classes)

Write the following verbs and gapped sentences on the board:

learn love meet share stay

- We _____ at Camp.
- We _____ ideas with other coders.
- We _____ how to code.
- We _____ new friends.
- I _____ Coding Camp.

Put students into pairs to complete the sentences with the correct verbs. They then check their answers in the text.

Check answers with the class and check that students understand all the sentences.

ANSWERS

- 1 stay 2 share 3 learn 4 meet 5 love

Extension activity (stronger classes)

Ask students to imagine that they are at Coding Camp with Alex. Ask them to write a message to a friend, saying where they are, what their daily routine is, and what they like about it.

Students can compare their messages in small groups. Ask some students to read their messages to the class.

ANSWERS

Students' own answers.

Simple present (I, you, we, they)

1 **78** Read the conversation and guess the answer. Then listen and check.

a teacher **b** DJ c soccer player

You're a **DJ**, so you go to bed at 2 or 3 a.m. And you don't get up in the morning!

That's right. I get up at 12:30.

2 Complete the chart.

Affirmative	Negative
I get up at 12:30.	I don't take a shower at 9 a.m.
You go to bed at 2 a.m.	You don't get up in the morning.
We cook dinner at six o'clock.	We don't have classes in the morning.
You do your homework after school.	You don't have dinner at school.
They have breakfast at 7:30.	They don't play soccer.

3 Complete the sentences with the affirmative and negative form of the verbs.

We **don't play** tennis at school. We **play** soccer. (play)



I **speak** English. I **don't speak** Italian. (speak)



They **don't cook** dinner at five o'clock. They **cook** dinner at seven o'clock. (cook)



They **sell** sunglasses. They **don't sell** bracelets.



We **swim** at the swimming pool. We **don't swim** in the ocean. (swim)



I **don't watch** movies in the morning. I **watch** movies in the evening. (watch)



4 Complete the text. Use the affirmative or negative form of the verbs.

get-up go not walk

My sister and I **get up** at 6:40 on Fridays. We **go** to school in Mom's car. We **don't walk** to school.

not like run not stay

I have math and P.E. classes in the morning. I **don't like** math, but P.E. is fun. We **run** in the park across from school. There aren't classes on Friday afternoon, so we **don't stay** at school.

not buy go not go

After school, we **go** to a coffee shop or to the mall. We look in the stores, but we **don't buy** things. My favorite TV show is at 4:45, so I **don't go** home late.

Your turn

5 In your notebook, write five true or false sentences about you. Can your partner guess which are false?

I get up at 5 a.m.

That's false! You don't get up at 5 a.m.!

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seventy-one

- Check answers with the class. Then read through the chart with the class and make sure students understand all the forms. Ask students to translate the sentences in the chart into their own language, to check understanding.

3

- Focus on the first picture and read out the example answers.
- Ask students to look at the remaining pictures and complete the sentences with the correct verb forms.
- Check answers with the class.

4

- Read out the example answer and do another example with the class.
- Ask students to read the rest of the text and complete it with the correct verb forms.
- Allow students to compare their answers in pairs. Then check answers with the class.

5 Your turn

- Read out the example sentence and elicit one or two more examples of true or false sentences.
- Allow students time to write their sentences individually. Then put them into pairs to read their sentences to each other and guess which are false.
- Ask who guessed all the false sentences correctly.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to close their books. Then divide the class into teams. Write the following verbs on the board:

do eat get go have like love play speak swim walk watch

Teams take turns to choose a verb and toss a coin to decide if the sentence they make should be affirmative or negative (you could toss the coin for them if you prefer).

If their sentence is correct, they get a point and the verb is crossed off the board. If the sentence is not correct, don't correct it, but move on to the next team. Continue until all the verbs are crossed off. See which team has the most points.

Further support

METRO EXPRESS p.122

Workbook p.W22

Online Homework Unit 6

Grammar

Aim

learn how to use the simple present (I, you, we, they)

Warm-up

- Write the following gapped sentences on the board:
1 We _____ apps and games.
2 We _____ home every day.
- Ask students to guess the missing verbs. Then look at the first paragraph of the text on page 70 to check their ideas.
- Add the verbs to the sentences on the board and ask students to translate the sentences into their own language.

- Underline the verbs and explain that they are in the simple present form.

ANSWERS

1 write 2 don't go

1 **78**

- Check that students understand DJ and a.m. (= in the morning).
- Ask students to read the conversation and guess the answer.
- Play the audio for students to listen and check their answer.
- Check the answer with the class.

2

- Ask students to read through the chart and complete it with the correct forms in exercise 1.

Vocabulary

Aim

talk about chores

Warm-up

- Ask students, in their own language, if they do chores to help at home. Elicit answers from individual students, and ask more questions to encourage them to say more, e.g. ask what chores they do, how often they do them, if their brothers and sisters do chores, too.
- Teach the word *chores*, and tell students they are going to talk about chores in this class.

1 79

- With stronger classes, students could work in pairs and use their dictionaries to help with the matching task. With weaker classes, read through the chores with the class and teach the meanings. Then ask students to match the verbs with the pictures.
- Play the audio once for students to check their answers. Play the audio again, pausing after each answer for students to repeat.

2 Your turn

- Read through the information in the *Stop* box with the class. Remind students that we say *on Mondays, Tuesdays, etc., and on weekends*.
- Read out the example answers and explain the phrase *every morning*. Elicit or teach some more useful time expressions, e.g. *every day*.
- Students write their sentences.

ANSWERS

Students' own answers.

3

- Put students into pairs to compare their sentences.
- Ask some pairs to tell the class which of them does the most chores.

Further support

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Workbook p.W9

Online Homework Unit 6

Listening

Aim

listen to someone talking about the results of a survey on chores

1 80

- Read out the heading, *Chores survey*, and explain the meaning.
- Allow students time to read through the sentences and possible answers.

Vocabulary

Chores

- 1 79 Label the pictures with the chores. Listen and check.

clean my room help with cooking make my bed put away my clothes
set the table take out the trash wash the dishes



1 put away my clothes



2 set the table



3 clean my room



4 take out the trash



5 wash the dishes



6 help with cooking



7 make my bed

Stop in the morning / afternoon / evening
at lunchtime / dinnertime
every morning / afternoon / evening /
lunchtime / dinnertime.

Your turn

- 2 Write sentences about the chores you do / don't do.

I make my bed every morning.

I set the table at dinnertime.

I don't help with cooking.

- 3 Compare your sentences in exercise 2.

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seventy-two

72

Workbook p.W9

Online Homework

Listening

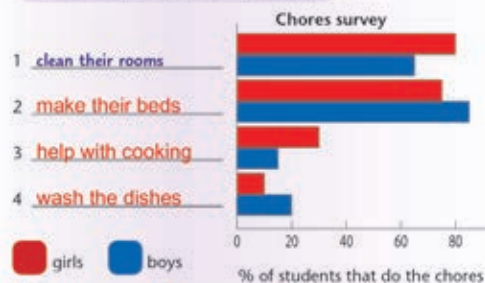
Chores survey

- 1 80 Listen to the first part of a student's report about her classmates' chores. Choose the correct answers.

- 1 Girls spend 15 / 20 / 28 minutes every week on chores.
2 Boys spend 15 / 20 / 28 minutes every week on chores.

- 2 81 Listen to the second part of the report. Complete the chart with the chores.

clean their rooms help with cooking
make their beds wash the dishes



Vocabulary Listening

- Ask students to guess the answers.
- Play the audio for students to listen and choose the correct answers.
- Check answers with the class.

Audioscript 80

This is a survey of chores at our school. Girls spend 28 minutes on chores every week. But boys only spend 15 minutes every week on chores!

2 81

- Focus on the chart and point out the % sign. Teach the word *percent*.
- Focus on the example answer and ask:
How many girls clean their rooms? (80%)
How many boys clean their rooms? (65%)
- Allow students time to study the chart. Then play the audio. Students listen and write the chores.

- Allow students to compare their answers in pairs. Then play the audio again for them to complete their answers.
- Check answers with the class.

Audioscript 81

Many students do bedroom chores – 80% of girls and 65% of boys clean their rooms. But 85% of boys make their beds. Of the girls, 75% make their beds. Teenagers at our school don't help in the kitchen! Only 30% of girls help with cooking and only 15% of boys. And they don't wash the dishes. About 10% of girls and 20% of boys wash the dishes at home.

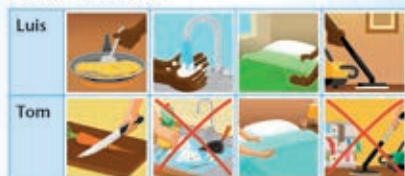
Further support

On the Move Vocabulary Listening

Simple present (he, she, it)

1 82 Read and choose the correct person.

He helps with cooking, but he doesn't wash the dishes. He makes his bed, but he doesn't clean his room. Who is he?



4 Complete the text. Use the affirmative form of the verbs.

dance go help
play sing speak

This is Lena. She's in a band. She ¹ sings in German and in English. She ² plays guitar and she also ³ dances! She ⁴ goes to my school and she ⁵ speaks German, English, and Spanish. She ⁶ helps me with my Spanish homework.



5 Complete the sentences. Use the correct form of the verbs in parentheses.

1 (like)

Jude doesn't like art.
Livia likes art.
She doesn't like history.

2 (go)

Livia goes to school by bike.
Jude doesn't go to school by bike.
He goes by car.

3 (help / wash)

Livia helps with cooking,
but she doesn't wash the dishes.
Jude washes the dishes, but he
doesn't help with cooking.

Your turn

6 In your notebook, write four sentences about a friend. Use the verbs below or your own ideas.

go have help play speak

→ METRO EXPRESS p.122

Affirmative	Negative
Most verbs: add -s	
He / She / It ¹ <u>helps</u> with cooking.	He / She / It <u>doesn't help</u> with cooking.
He / She / It ² <u>makes</u> the bed.	He / She / It <u>doesn't make</u> the bed.
Verbs ending -o, -x, -sh, and -ch: add -es	
He / She / It <u>goes</u> to bed late.	He / She / It <u>doesn't go</u> to bed late.
He / She / It ⁴ <u>washes</u> the dishes.	He / She / It <u>doesn't wash</u> the dishes.
Verbs ending -y: change to -i and add -es	
He / She / It <u>studies</u> music.	He / She / It <u>doesn't study</u> music.

Stop She ~~have~~ has a new book.

3 Choose the correct words.

- Blake doesn't / don't wash the dishes. His parents has / (have) a dishwasher.
- Sadie buy / buys cool clothes. I likes / like her new sneakers.
- Katelyn watch / watches movies on her tablet. Her parents don't / doesn't have a TV.
- Ed doesn't / don't take out the trash. His mom take out / takes out the trash.
- This insect eats / eat fruit and it doesn't / don't like cold weather.
- Maya don't / doesn't go home at lunchtime. She go / goes home at 4:30.

everything. Ask students to translate the sentences in the chart into their own language, to check understanding.

- Refer students back to the sentences on the board from the Warm-up activity. Elicit the verbs (*cleans, doesn't take*).
- Read out the information in the Stop box and remind students that they studied *have* on page 61. Explain that *have* is an irregular verb, so it doesn't follow the normal rules.

Usage

In the *he / she / it* form, we add -s or -es to the verb in the affirmative form: *She washes the dishes*. In the negative form, we use *doesn't* and the base form of the verb, without the -s or -es: *She doesn't wash the dishes*. NOT *She doesn't washes the dishes*.

3

- Ask students to read the sentences and choose the correct words. Encourage them to use the chart in exercise 2.
- Check answers with the class.

4

- Ask students to read the text and complete it with the correct verbs.
- Check answers with the class.

5

- Read through the example sentences and make sure students understand how the sentences match the prompts.
- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.

6 Your turn

- Read through the verbs with the class and elicit one or two examples with each verb.
- Allow students time to write their sentences individually. Then put them into pairs to compare their sentences.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Practice activity (all classes)

Refer students back to the text on page 70. Ask them to write four sentences about what Alex does at Coding Camp, e.g. *He writes games and apps*. Students can compare their sentences in pairs. Ask some students to read their sentences to the class.

Further support

METRO EXPRESS p.122
Workbook p.W23
Online Homework Unit 6
On the Move Grammar
Pronunciation Classroom Presentation Tool

Grammar

Aim

learn how to use the simple present (he, she, it)

Warm-up

- With books closed, ask: *What chores do you do? Do you clean your room? Do you take out the trash?*
- Elicit affirmative and negative answers using *I ...* and *I don't ...* and write them on the board, e.g. *I clean my room. I don't take out the trash.*
- Next to these sentences, write gapped sentences with *he* and *she* on the board, e.g. *Jorge _____ his room. Maria _____ out the trash.*

- Explain to students, in their own language, that the verb forms change for *he* and *she*.
- Leave the gapped sentences on the board to complete later.

1 82

- Focus on the pictures and play the audio for students to read and listen and choose the correct person.
- Check the answer with the class.

ANSWER

Tom

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

Speaking

Aim

talk about a favorite day

Warm-up

- Ask: *What's your favorite day? Why?* Ask students to think about the question and note down their answers, in English or their own language.
- Bring students' ideas together and make notes on the board of students' reasons, e.g. *I like Saturdays. I don't get up early. I watch movies. I meet my friends.*
- Brainstorm more ideas for what makes a favorite day and make notes on the board.

1 83

- Allow students time to read through the activities. Make sure they understand them all.
- Play the audio and ask students to listen and check the five other activities that Carlos talks about.
- Check answers with the class.

Audioscript 83

My favorite day is Saturday. In the morning, I get up late. I play soccer at 11:00. In the afternoon, I go to a friend's house and we play computer games. At dinnertime, my family and I eat at a restaurant. In the evening, I go to a movie theater or watch TV.

2 84

- Put students into pairs to complete the time phrases.
- Play the audio for students to listen and check their answers.
- Check answers with the class, and elicit which other time phrases are used in the audio in exercise 1 (*in the afternoon, at dinnertime*).

Support activity (weaker classes)

Before students move on to the personal practice, write the following sentence beginnings on the board:

*My favorite day is ...
In the morning, I ...
I play ...
In the afternoon, I ...
At dinnertime, I ...
In the evening, I ...*

As a class, brainstorm some ideas to complete the sentences. Build up a model on the board. Students can refer to this model when they make their own notes in the next exercise.

ANSWERS

Students' own answers.

Speaking

Talking about a favorite day

- 1 83 Listen to Carlos talk about his favorite day. He talks about six activities. What are they? Listen and check (✓) the five other activities.



- get up late ☒
- read magazines ☐
- play soccer or volleyball ☒
- go to a skatepark or a mall ☐
- go to a friend's house ☒
- play computer games ☒
- go to school ☐
- eat at a restaurant ☒
- go to a movie theater ☒
- go to bed late ☐

- 2 84 Complete the time phrases with *in* or *at*.

- in the morning
- in the evening
- at three o'clock
- at lunchtime

- 3 Make notes about your favorite day.

- Use phrases in exercise 1 or your own ideas.
- Include time phrases.
- Think about these questions:
 - What day is it?
 - When do you get up / go to bed?
 - What do you do in the morning / afternoon / evening?
 - Where do you have lunch?
 - What do you have at dinnertime?

- 4 In pairs, ask and answer about a perfect day.

What's your favorite day?

My favorite day is ...
In the morning, I ...

seventy-four

74

Online Homework

Reading

- 1 85 Read the tip.

Tip Good readers can find the main ideas in a text, without the small details.

Read the text. Choose the best summary of the main ideas.

- Mina May and her mother have breakfast together on Saturdays. Mina's pictures are funny. Mina has singing lessons at eleven o'clock.
- Wendy Meddour writes children's books. Mina May draws pictures for the books on her tablet. Mina and her mother work on Saturdays. Mina loves her job.

- 2 Match the times 1-5 with Mina's Saturday routine a-e.

- | | |
|---------------|-------------------------|
| 1 8:30 | a start work |
| 2 9:00 | b visit a friend |
| 3 11:00 | c draw for two hours |
| 4 after lunch | d have a singing lesson |
| 5 4:00 | e have breakfast |

- 3 Read the sentences. Choose T (True) or F (False).

- Mina goes to school Monday through Saturday. T ☐ F ☒
- Mina's mother is Wendy Quill. T ☐ F ☒
- Mina draws funny pictures. T ☒ F ☐
- The publishing company finishes the book. T ☐ F ☒
- There are Wendy Quill books in four languages. T ☐ F ☒
- Mina's favorite part of her job is when she sees a new Wendy Quill book. T ☒ F ☐

- 4 Complete the sentences.

- Mina May is from the U.K.
- Mina and her mother work on Saturdays.
- Mina draws on her tablet.
- In the afternoons, Mina works for two hours.
- They send each book to a publishing company.

3

- Read through the instructions with the class and make sure that students understand everything.
- Allow students time to make notes about their favorite day.
- Monitor and help as necessary while students are working.

ANSWERS

Students' own answers.

4

- Put students into pairs to discuss their favorite days.
- Ask some students to tell the class about their partner's favorite day.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students to imagine they are a famous person or celebrity. Ask them to make notes about their favorite day. Encourage them to use their imagination.

Put students into pairs to ask and answer about their favorite days and try to guess who the famous person is.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 6

Meet Mina May

Mina May (13) is a regular British teenager – Monday through Friday, she goes to school. But on Saturdays, Mina works. She's an illustrator for children's books. The books are about a girl named Wendy Quill. Mina's mother, Wendy Meddour, writes the stories and Mina draws the pictures. The pictures are very funny!

Mina loves Saturdays. She says, "We have breakfast at about 8.30. My mum and I start work at nine o'clock. We talk about the story and then I draw the pictures on my tablet. I don't work all day – at eleven o'clock, I have a singing lesson. After lunch, I draw for two hours. At four o'clock, I visit a friend or go to the cinema."

When Mina and Wendy finish each book, they send it to the publishing company. There are now three stories in fourteen languages. "The best part is when a new book arrives. It's so exciting!" says Mina.

Stop cinema (U.K.) = movie theater (U.S.)
mum (U.K.) = mom (U.S.)

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- Check answers with the class.

3

- Read through the sentences with the class. Make sure students understand *Monday through Saturday, mother, funny, finishes, favorite part, and job.*
- Ask students to read the text again and decide if the sentences are true or false.
- Check answers with the class.

4

- Ask students to complete the sentences with the correct words.
- Allow students time to compare their answers in pairs. Then check answers with the class.

Practice activity (all classes)

Ask students to read the text again and remember as much about Mina as they can.

Ask students to close their books. Then put them into small groups. Give them three minutes to remember as many details about Mina as they can and write sentences about her.

Ask groups in turn to tell the class their ideas. See which group remembered the most details.

Extension activity (stronger classes)

With books closed, write the following gapped sentences on the board:

- 1 We have breakfast at _____ 8:30.
- 2 We talk about the story and _____ I draw the pictures.
- 3 I don't work _____ day.
- 4 After lunch, I draw _____ two hours.

Point out that all the missing words are time words or form time phrases.

Put students into pairs and ask them to guess the missing words. They can check their answers in the text on page 75.

Check answers with the class and check that students understand all the words and phrases.

Students could write their own example sentences using some of the words and phrases.

ANSWERS

- 1 about 2 then 3 all 4 for

Further support

Writing p.106

Workbook p.W33

Online Homework Unit 6

Reading

Aims

read a text about a teenage illustrator, and find the main ideas in a text

Warm-up

- Focus on the pictures around the text. Then read out the title of the text. Ask students, in their own language, who they think Mina May is, and why she is famous. Ask who they think the other person in the pictures is. Elicit a range of ideas, and encourage students to speculate and guess.
- Pre-teach the words *writer, illustrator, and publishing company*. Use the picture to teach *tablet*.

1 85

- Read through the tip with the class, and make sure students understand *main ideas* and *small details*.
- Allow students time to read the two summaries. Then play the audio.
- Ask students to read and listen to the text. Then choose the best summary.
- Check the answer with the class.
- Read through the information in the *Stop* box with the class.

2

- Allow students time to read through the matching task. Make sure they understand *visit a friend, have a singing lesson, and after lunch*.
- Ask students to read the text again and match the times with the activities.

Watch

Before you watch

About the video

The video introduces the Menna family from Buenos Aires, who are friends of Morgan's. The video shows where the family lives, and describes their daily routines during the week and on the weekends, showing them at home, in the local park, and visiting relatives.

1

- Point to the picture of Morgan and elicit her name. Read out the title, *The Menna family*. Explain that the Menna family are friends of Morgan's and live in Buenos Aires, in Argentina.
- Put students into pairs to match the activities with the pictures.
- Check answers, and check that students understand all the activities.

2  Video

- Read out the questions and check that students understand *weekday*.
- Ask students to answer the questions. Then play the video for them to check their answers.
- Check answers with the class.

Videoscript  see TG p.126

While you watch

3  Video

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

4  Video

- Allow students time to read the sentences and possible answers. Check they understand everything.
- Play the video again. Ask students to choose the correct answers.
- Check answers with the class.

After you watch

5

- Students could make a project or video about their daily routine for homework, using their phone. They might like to do it as a video diary, over three or four days. Alternatively, students could prepare a short presentation in class.

W Watch

The Menna family




Before you watch

1 Match the daily routine activities 1–4 with the pictures A–D.

- go to work A
- go to the park D
- go to school B
- have a big breakfast with your family C




2  Look at the pictures in exercise 1 again and answer the questions. Then watch the video and check.

- Which two are weekend activities? C D
- Which two are weekday activities? A B

While you watch

3  Watch the video. Choose T (True) or F (False).

- There are four people in the Menna family. ☒ T ☐ F
- Roberto is a teacher. ☐ T ☒ F
- Gabriela works in a radio station. ☒ T ☐ F
- Julieta and Milagros go to two different schools. ☐ T ☒ F
- They have toast for breakfast on Saturday morning. ☒ T ☐ F
- After breakfast, the children do their homework. ☐ T ☒ F
- The girls don't like the park. ☐ T ☒ F
- Roberto plays the guitar. ☐ T ☒ F
- The Mennas have dinner with friends on Sunday. ☐ T ☒ F
- On Sunday, the girls go to bed early. ☒ T ☐ F

4  Watch again. Choose the correct answers.

- Colegiales is a neighborhood.
a) neighborhood b) city c) person
- Mr. Menna writes about the news.
a) his family b) the weather c) the news
- Mrs. Menna gets up at 5:30.
a) 4:30 b) 5:30 c) 6:30
- Milagros is 11 years old.
a) 7 b) 11 c) 12
- Classes start at 8:00.
a) 7:30 b) 8:00 c) 8:30
- On the weekend, they get up at 9 or 10.
a) 8 or 9 b) 9 or 10 c) 10 or 11
- Gabriela drinks coffee.
a) tea b) maté c) coffee
- In the afternoon, they walk to the park.
a) walk to the park b) play music c) play games
- On Sunday, the girls play on the computer.
a) make breakfast b) drink maté c) play on the computer
- After dinner, they have coffee.
a) play games b) have coffee c) go to bed late

After you watch

5 Make a project or video about your daily routine.

- Choose a weekend day or a weekday to talk about.
- Say what you do.
- Say what time you do these activities.
- Say who you are with.

seventy-six

76

Online Homework

On the Move

Challenge

- Read through the notes with the class and brainstorm some things that students could say about their daily routine. Write useful phrases on the board, e.g. *I usually get up at ...*, *After breakfast, I ...*, *Now it's Saturday*.
- When students have finished, put them into groups to share their work.

Further support

Online Homework Unit 6

On the Move Challenge

Vocabulary

1 Unscramble the possessions. Label the pictures.

gassulsnes hondheapes
keib racbetel sorbkatead
toppal twach wetall



- 1 laptop
- 2 sunglasses
- 3 bike
- 4 wallet
- 5 headphones
- 6 watch
- 7 skateboard
- 8 bracelet

2 Complete the sentences with the action verbs.

buy drink eat listen run sell talk walk

- 1 I don't drink coffee. I don't like it.
- 2 That dog can run at 30 km/h!
- 3 Can you buy pencil cases in that store?
- 4 I can't talk now. I'm in the movie theater.
- 5 My grandparents walk in the park every day.
- 6 Look! They sell bracelets in this store.
- 7 What do you eat for breakfast?
- 8 Listen to this song with my headphones. It's awesome!

3 Add go, go to, or have to each word.

Then order the activities.

- a have breakfast 1
- b go to bed 6
- c have dinner 5
- d go home 4
- e have lunch 3
- f go to school 2

4 Correct the green words in each chore.



- 1 help with my clothes help with cooking
- 2 take out my bed make my bed



- 3 put away cooking put away my clothes
- 4 wash the table set the table



- 5 take out the room take out the trash
- 6 set the dishes wash the dishes

Grammar

1 Look at the chart and complete the sentences. Use *has*, *have*, *don't have*, or *doesn't have*.

	Brothers	Sisters	Cousins
Gavin	2	0	2
Amelia	1	2	2
Honor	0	0	5

Gavin ¹ has two brothers, but he ² doesn't have a sister. Amelia ³ has one brother and two sisters. Honor ⁴ doesn't have a brother or a sister, but she ⁵ has five cousins. Gavin and Amelia ⁶ don't have five cousins. They ⁷ have two cousins.

4

- Read out the example answer and point out how the green words have been corrected.
- Ask students to look at the pictures and correct the green words.
- Check answers with the class, and check that students understand all the chores.
- Ask: *What chores do you do?* Elicit answers from individual students.
- Before students move on to the Grammar exercises, point out to students, in their own language, 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 elicit another example from the class.
- Ask students to complete the remaining sentences with the correct verb forms. Stronger students or fast finishers could write one or two more sentences using the information in the chart.
- Check answers with the class. If students struggle with this exercise, refer them back to the grammar presentation on page 61 and go through the main points again with the class. Point out to students, in their own language, that if they struggle with any exercises in the Review, they should go back and look at the grammar point in the unit again.

Review C

Vocabulary

1

- Point out the example answer, *laptop*. Ask students to look at the pictures and write the correct words.
- Check answers with the class, and check that students understand all the words. Ask: *Which possessions do you have?*

2

- Check that students understand *dog*.
- Ask students to read the sentences and complete them with the correct action verbs.

- Check answers with the class, and check that students understand all the verbs.
- With stronger classes, you could ask students to write three example sentences of their own, using the action verbs. Ask some students to read their sentences to the class.

3

- Read out the example answer and point out that it is numbered 1 because it is the first activity of the day.
- Ask students to complete the activities and then order them.
- Check answers with the class.
- Ask questions about when students do the activities, e.g. *What time do you have breakfast? What time do you go to school?* Elicit answers from individual students.

2

- Ask students to complete the sentences with the correct imperatives.
- If students struggle with this exercise, refer them back to the presentation on page 63 and go through the main points again with the class.

3

- Ask students to complete the sentences with the correct verb forms.
- Check answers with the class.
- With stronger classes, students could write one or two more sentences saying when they do and don't do things.
- If students struggle with this exercise, refer them back to the presentation on page 71 and go through the main points again with the class.

4

- Check that students understand *dishwasher*.
- Read out the example answer and do another example with the class.
- Ask students to complete the remaining sentences with the correct verb forms.
- If students struggle with this exercise, refer them back to the presentation on page 73 and go through the main points again with the class.

Consolidation

- Explain to students, in their own language, 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 sentences 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, why each answer is correct and the other options are wrong.
- Point out to students, in their own language, that at the end of each Review section, they should take responsibility for their own learning. They should think about which language points they need to review or focus on before they move on to the next unit.

Review

2 Complete the sentences with affirmative or negative imperatives.

draw drink get up listen read talk

1 Don't talk.

2 Listen.

3 Don't drink this.

4 You're good at art. Draw a picture!

5 Get up!

6 Don't read this magazine. It's boring!

4 Complete the affirmative (✓) or negative (X) sentences.

Molly _____ wash the dishes
 Eli _____ help with cooking
 the dishwasher _____ set the table

Molly ¹(X) doesn't set the table or wash the dishes. She ²(✓) helps with cooking.
 Eli ³(✓) sets the table.
 He ⁴(X) doesn't wash the dishes or help with cooking! The dishwasher ⁵(X) doesn't help with cooking or set the table. It ⁶(✓) washes the dishes!

Consolidation

Read the article. Then choose the correct answers.

Holly Gardner, 13, is from Kingston, Jamaica. She ¹goes to the skatepark every day after school and she skateboards for hours. She ²goes home at 6 or 7 p.m. and she has ³dinner. Then she ⁴watches skateboarders online. And on the weekend, she's on ⁵her skateboard all day! Why? "Skateboarding ⁶is addictive. I love it!" says Holly. But what about homework and chores? "I make my bed and ⁷clean my room. I do my ⁸homework, like other kids. But I ⁹don't spend all day messaging and shopping – I skateboard!"

1 a go	b don't go	c goes
2 a does	b goes	c takes
3 a breakfast	b lunch	c dinner
4 a don't watch	b watch	c watches
5 a its	b her	c his
6 a are	b is	c am
7 a clean	b set	c take out
8 a homework	b room	c table
9 a doesn't	b don't	c not

In this unit ...

- describe good and bad habits
- talk about food and drink
- talk about routines and habits
- use pictures to understand words in an article
- understand a video about a market

7

Be good!



Video Watch the warm-up video.

What are your bad habits?

My bad habits?
I often go to bed late.

- 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, *Be good!*, and teach the meaning.
- Focus on the picture of Chris and Greg and ask: *Who are they?* Ask students, in their own language, what they can remember about Chris and Greg.
- Read out the speech bubbles and check that students understand them.
- Play the video and ask students to watch and listen.
- Ask students to complete the sentence in the speech bubble.
- Check the answer with the class.
- Ask: *What are Greg's good habits?* Elicit a few ideas. Then play the video again for students to check. Explain Greg's answer *I never eat fast food*.

Videoscript

Chris What are your good habits?

Greg Hmm ... I *never* eat fast food.

Chris What are your *bad* habits?

Greg My bad habits? Hmm ... I often go to bed late!

Greg's mom Go to bed!

Greg What?

Greg's mom It's 11:30, Greg! Go to bed!

Extension activity

You could play the video with no sound, pausing after each line and asking students to remember what Chris and Greg said.

You could then play the video with no sound again and ask two confident students to try to speak along and provide Chris and Greg's words.

You could then write prompts for the conversation on the board, e.g.

good habits? fast food

bad habits? bed / late 11:30!

Put students into pairs and ask them to role-play the conversation using the prompts. You could play the video again for students to see how well they remembered.

Further support

On the Move Video

7 Be good!

Grammar

Adverbs of frequency

Simple present: questions and short answers

Vocabulary

Good and bad habits

Food and drink

Skills

Reading: Do you have bad habits?; Stefan Gates – food adventurer!

Listening: Look at the time!; School lunches

Speaking: Routines and habits

Reading skill

Using pictures to understand words

Values and cross-curricular topics

Health

Healthy eating

Food and drink

Personal development

Personal organization

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

Vocabulary

Aim

describe your good and bad habits

Optional warm-up

- Ask students, in their own language, what good and bad habits teenagers often have. Elicit a range of ideas, e.g. getting up late, eating fast food, not doing their homework, etc.
- Teach the words *good habits* and *bad habits* and write them on the board.
- Tell students they are going to talk about good and bad habits.

1 86

- Read out the question. Then play the audio. Students listen and read, and answer the question.
- Check the answer with the class.

ANSWER

Greg is at home.

2 87

- Put students into pairs to look at the pictures and complete the activities. They can use their dictionaries to help.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each phrase for students to repeat. Check that students understand all the phrases.

3

- Ask students to complete the chart with the good and bad habits. With weaker classes, students could work in pairs for this.
- Check answers with the class.
- With stronger classes, you could remind students of the discussion they had in the Warm-up activity and elicit other examples of good and bad habits. Teach the English phrases for habits that they mention. Students could add these phrases to the chart.

4 88

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

Audioscript 88

- It's nine o'clock! Come on!
- Hi! Sally and I are next to the movie theater. The movie starts in ten minutes.
- I like fast food, but I don't eat it.
- I hate P.E! I don't play sports.
- Dad** Lauren! Are you ready for your test tomorrow?
Lauren Yes, Dad, don't worry. You know I study for tests! Now can I watch this TV show?

Vocabulary

Good and bad habits

- 86 Read the conversation. Where is Greg?

Chris Where are you, Greg? You're late!

Greg I'm at home. I can't find my sneakers.



- 87 Look at the pictures and complete the phrases. Then listen, check, and repeat.

be be eat eat forget go
go play study watch



- Mom** It's eight o'clock! Time to go to bed.
Children Oh, Mom!

5 Your turn

- Put students into pairs and allow them time to prepare their ideas on their partner's good and bad habits.
- Students then work in pairs to guess their partner's good and bad habits.
- Ask some students which of their partner's habits they guessed correctly.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to close their books. Then divide the class into teams. Write on the board the phrases from page 80, without the verbs, e.g. *on time*, *your gym clothes*. Teams take it in turns to choose one of the phrases and make a sentence, using the correct verb, e.g. *I am on time*. *I don't forget my gym clothes*. If the sentence is correct, the team gets a point and the phrase is crossed off the board. If the sentence is not correct, do not correct it, but move on to the next team. Continue until all the phrases are crossed off. See which team has the most points.

Further support

METRO EXPRESS p.123

Workbook p.W10

Online Homework Unit 7

3 Write the phrases in exercise 2 in the correct place in the chart.

Good habits	Bad habits
be on time	be late
study for tests	forget your gym clothes
eat fruit	eat fast food
play sports	watch TV all evening
go to bed early	go to bed late

4 88 Listen and choose the correct words.



- Jack is late for class / goes to bed early.
- The girls are late / on time.
- Lucy doesn't eat fast food / fruit.
- Rob doesn't play sports / do homework.
- Lauren watches TV all evening / studies for tests.
- The children go to bed early / late.

Your turn

5 Can your partner guess your good and bad habits?

I think ... you forget your gym clothes.

Yes!

→ METRO EXPRESS n.123

Workbook n.10 Online Homework

L Listening

Look at the time!

1 89 Listen and answer the questions.



- Where is Jay?
He's at home.
- Is it morning, afternoon, or evening?
It's morning.

2 89 Listen again. Check (✓) two of Jay's bad habits.

- He goes to bed late. ☒
- He doesn't do his homework. ☐
- He forgets his lunch. ☐
- He forgets his gym clothes. ☒

3 89 Listen again. Choose the correct words.

- Jay does an hour / two hours of homework every night.
- Jay's mom's / Jay's watch is wrong.
- Jay's breakfast / lunch is in his backpack.
- Jay has / doesn't have a P.E. class at school today.
- Jay's gym clothes are in his closet / under his bed.
- Jay / Jay's mom takes out the trash.

Mom Is it P.E. today?

Jay Um ... yes.

Mom And do you have your gym clothes?

Jay Oh, no, I don't! Thanks, Mom! Where are they?

Mom Are they in your closet? Or ...

Jay They're here – under the bed.

Mom Oh, and Jay, take out the trash, please.

Jay OK. Now I am late. Bye!

2 89

- Allow students time to read the sentences. Then play the audio and ask students to listen and check two of Jay's bad habits.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct words.

3 89

- Allow students time to read the sentences. Then play the audio for them to listen and choose the correct words.
- Check answers with the class.

Practice activity (all classes)

Divide the class into pairs and ask them to decide in their pairs who will be Jay and who will be Mom.

Play the audio again and ask students to write down one or two words for each line their character says in the conversation. For example, students who are Jay might write *tired* for the first line and students who are Mom might write *bed late* for the second. Pause the audio as necessary to allow students time to write. With weaker classes, you could make notes on the board as students listen.

In their pairs, students then try to recreate the conversation. Ask some pairs to perform the conversation for the class. Other students can add in parts they are not sure about. Play the audio once more for students to listen and see how well they remembered.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students in pairs to write a different conversation between a mom and a teenager about a different bad habit. Go around the class helping while they are working.

Ask some pairs to perform their conversations for the class.

ANSWERS

Students' own answers.

Listening

Aim

listen to a conversation about being late

Warm-up

- Ask: *Are you sometimes late for school?* If students answer yes, ask, in their own language, why they are late.
- Ask: *Do you sometimes forget things? What things do you forget? Your gym clothes? Your books?* Elicit a range of answers.

1 89

- Focus on the picture and read out the heading, *Look at the time!* Ask: *Is the mom happy? Why?* Encourage students to speculate on what is happening.

- Allow students time to read the questions. Then play the audio. Ask students to listen and answer the questions.
- Check answers with the class.

Audioscript 89

Jay I'm tired, Mom.

Mom Well, you always go to bed late, Jay.

Jay That's because I have two hours of homework every night.

Mom Hmm ... Look at the time! You're late for school.

Jay No, I'm not. It's only 8:30.

Mom What? It's 8:45 on my watch.

Jay Well, it's wrong. Look at my phone.

Mom Oh, OK. Don't forget your math homework.

Jay It's in my backpack.

Mom And what about your lunch?

Jay In my backpack!

Reading

Aim

understand a quiz about bad habits

Warm-up

- With books closed, tell students that in this unit, they have learned five phrases for good habits and five for bad habits.
- Put students into pairs and give them two minutes to remember as many of the phrases as they can.
- Write the phrases on the board and see who remembered the most. Students can open their books to find any phrases that no one remembered. Check that students understand all the phrases.

1 90

- Focus on the quiz and ask students, in their own language, if they ever do quizzes in magazines or online.
- Check that students understand *How often ... ?*, *never*, *sometimes*, *often*, and *always*. Pre-teach *traffic*.
- Play the audio and ask students to read and listen to the quiz and choose the answers that are true for them.
- Put students into pairs to compare their answers.
- Ask some students to tell the class which bad habits their partner has.

ANSWERS

Students' own answers.

2

- Check that students understand *Help!* in statement c.
- Ask students to read the statements and decide which one is true for them.
- Ask students to raise their hands to see who chose each answer.

ANSWERS

Students' own answers.

3

- Read through the key with the class and check that students understand *change*, *normal*, and *What's your secret?* (= How do you do this?)
- Ask students to look at their answers to the quiz again to find their score and read the key.
- Ask who thinks the key is true for them.

ANSWERS

Students' own answers.

4

- Focus on Liam and Nat's answers for question 1 and show how the advice in the example answer relates to Liam.
- Read through sentences 2–4 and check that students understand *vegetables* and *vitamins*.

R Reading

1 90 Read and do the quiz. Compare your answers.

2 Read the statements. Which one is true for you?

a I don't have any bad habits.
b I have one or two bad habits. But I'm OK.
c I have a lot of bad habits. Help!

3 Use the Key to find your score. Is it true for you?

4 Look at Liam and Nat's answers to the quiz. Match the advice 1–4 with each person.

Liam	1 c	2 a	3 c	4 a
Nat	1 a	2 b	3 a	4 c

Do you have bad habits?

1 Get up ten minutes before your normal time. Liam

2 Eat more fruit and vegetables. They have vitamins! Nat

3 Put your gym clothes in your bag before you go to bed. Liam

4 TV is good, but what about books or some sports? Nat

1

How often are you late for school?

a Never. I always arrive early.
b Sometimes. The traffic is terrible in the morning!
c I'm always late for school. But only a few minutes!

2

How often do you eat fast food?

a Never. I don't like it!
b Sometimes. My friends like it.
c I often eat fast food. I love it!

3

How often do you forget your gym clothes?

a Never. P.E. is my favorite subject!
b I sometimes forget my gym clothes.
c Often. It's a big problem for me.

4

How often do you watch TV all evening?

a I never watch TV all evening. It's boring!
b Sometimes. On Fridays, maybe.
c Often. I really like TV shows!

Key a = 3 b = 2 c = 1

4–6 Not good! Can you change your bad habits? How? 7–9 You have one or two bad habits. That's normal! 10–12 Wow! You're very good. What's your secret?

- Ask students to look at the rest of Liam and Nat's answers and match the advice with the people.
- Check answers with the class.

Extension activity (stronger classes)

Point out the form of the questions using *How often do you ... ?* Put students into pairs and ask them to write one more quiz question about bad habits, with three possible answers. Put pairs together into groups of four to read their questions to each other and choose the answers. They can then give advice to each other.

ANSWERS

Students' own answers.

Practice activity (all classes)

Focus on the advice in exercise 4 again and elicit or point out that it uses imperative forms. Point out the use of *what about ... ?* in sentence 4 to give advice. You could ask students to translate this sentence into their own language, to check understanding. Put students into pairs again and ask them to look at their partner's answers to the quiz again. Ask them to write some advice for their partner, using imperative forms and *what about ... ?* Students can discuss their advice in their pairs. Ask some students: *What good advice does your partner give?*

ANSWERS

Students' own answers.

Adverbs of frequency

1 91 Read the conversation.

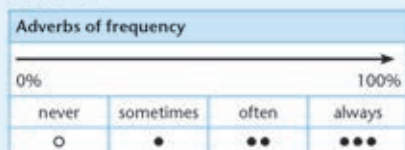
Dad wants to speak with ... a Ellen. **b Mom.**

Dad Hi Ellen!

Ellen Hi, are you at work?

Dad Yes. Ask Mom to call me. She never answers her phone!

2 Look at the chart. Find an adverb of frequency in exercise 1.



3 Look at the chart. Then choose the correct words in the rules.

Questions	Answers
How often are you late for school?	I'm never late for school.
How often do you go to bed early?	I sometimes go to bed early.

In affirmative and negative sentences, adverbs of frequency come:

- 'before' / **after** the verb be.
- 'before' / **after** other verbs.

4 Choose the correct words.

- I **never have** / have never breakfast at school!
- My grandmother **goes often** / **often goes** to bed early.
- I **sometimes** / always eat fast food, but not every day.
- Math **never is** / **is never** boring. It's my favorite subject.
- My parents **go never** / **never go** to Lebanese restaurants.
- I **am always** / always am on time for sports practice.

5 Look at the chart. Complete the questions and answers for Flavia.



	Flavia
1 get up before 7 a.m.	○
2 forget your homework	●●
3 be late for school	●
4 play sports after school	●●●
5 help with cooking at home	○

- How often **do you get up before 7 a.m.?**
I **never get up before 7 a.m.**
- How often **do you forget your homework?**
I **often forget my homework.**
- How often are you late for school?**
I **'m sometimes late for school.**
- How often do you play sports after school?**
I **always play sports after school.**
- How often do you help with cooking at home?**
I **never help with cooking at home.**

Your turn

6 Read the list of study tips for English students. In your notebook, write sentences about you. Use adverbs of frequency.

Tips for learners of English

- ✓ Listen to songs in English.
- ✓ Watch TV and movies in English.
- ✓ Play language games online.
- ✓ Read websites in English.

I often listen to songs in English.

7 Ask and answer questions about the good study habits in exercise 6.

How often do you listen to songs in English?

I often listen to songs in English.

→ METRO EXPRESS p.123

Workbook • W24

Online Homework

83

3

- Ask students to read through the chart and choose the correct words in the rules below.
- Check answers with the class. Then read through the chart with the class and make sure students understand everything. Discuss, in the students' own language, any differences between English and their own language in how adverbs of frequency are used.

Usage

Adverbs of frequency always come directly after the verb be: I am never late. NOT I am late never.

4

- Read out the example answer and point out how it relates to the rules in exercise 3. Do another example with the class.
- Ask students to read the remaining sentences and choose the correct answers.
- Check answers with the class.

5

- Focus on the chart and point out how Flavia's answers relate to the symbols in exercise 2.
- Read out the example question and answer and elicit another example question and answer from the class.
- Ask students to complete the remaining questions and answers. Remind them to check the rules in exercise 3 and think about the position of the adverbs of frequency.
- Check answers with the class.

6 Your turn

- Read through the tips with the class and check that students understand everything.
- Ask students to write sentences about themselves using adverbs of frequency.

ANSWERS

Students' own answers.

7

- Read out the example question and answer. With weaker classes, elicit all the question forms that students will need.
- Put students into pairs to ask and answer questions.
- Ask some students to tell the class about their partner's study habits.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.123

Workbook p.W24

Online Homework Unit 7

Grammar

Aim

use adverbs of frequency to talk about routines and habits

Warm-up

- Ask: *How often do you go to bed late?* Elicit some possible answers, e.g. *on the weekends, sometimes, never.*
- Write one or two sentences on the board using adverbs of frequency, based on students' answers, e.g. *Luis sometimes goes to bed late. Flavia never goes to bed late.*
- Ask students to translate the sentences into their own language.
- Underline the adverbs of frequency and teach the term *adverbs of frequency*.

1 91

- Pre-teach *answer your phone*.
- Read out the sentence beginning. Then play the audio.
- Ask students to read and listen to the conversation and choose the correct answer.
- Check the answer with the class.

2

- Ask students to read through the chart and find an adverb of frequency in exercise 1.
- Check the answer with the class. Then refer students back to the quiz on page 82 and ask them to find more examples of adverbs of frequency.

ANSWER

never

Vocabulary

Aim

talk about food and drink

Warm-up

- Ask students, in their own language, to write down their five favorite foods. Put students into pairs to compare their lists and choose five foods that they both like.
- Put pairs together into groups of four to compare lists and choose five foods that they all like. Ask groups to read their lists to the class. Make notes on the board, and leave them there for later in the class.
- Teach the words *food* and *drink*.

1 92

- With stronger classes, students could work in pairs and use their dictionaries to help them label the food. With weaker classes, do the exercise with the class, using the pictures to teach the meanings.
- Play the audio once for students to check their answers. Play the audio again, pausing after each answer for students to repeat.
- Refer back to the students' favorite foods on the board from the Warm-up activity. You could teach some of the English words for the students' favorites if they are not on page 84.

2

- Ask students to unscramble the words. You could do this as a race.
- Check answers with the class.

3 Your turn

- Ask students to complete the sentences with their own ideas.
- Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.123

Workbook p.W10

Online Homework Unit 7

Listening

Aim

listen to people talking about school lunches in their country

1 93

- Read out the question and check that students understand *school lunch* and *prefer*.
- Play the audio for students to listen and decide which lunch they prefer.

Vocabulary

Food and drink

1 92 Label the trays of foods with the words. Then listen, check, and repeat.

beans bread cheese fish fruit meat pasta pizza rice soda vegetables water



2 Unscramble the green words.

- My mom sometimes cooks **bedra**. It's amazing! **bread**
- Bananas are my favorite **rtful**. **fruit**
- You cook **aastp** in hot water. **pasta**
- Don't drink **dosa** in school, please. **arWet** only! **soda**, **Water**
- I never eat **zipaz** because I don't like **sheece**. **pizza**, **cheese**
- We often have **crel** and **aenbs** for lunch. **rice**, **beans**
- I'm a vegetarian. I don't eat **etma** or **sifh**, but I eat all **eegtbvseal**. **meat**, **fish**, **vegetables**

Your turn

3 Complete the sentences for you.

- I never have _____ at lunchtime.
- We sometimes have _____ for dinner.
- I often have _____ for lunch.
- We always drink _____ at school.

→ METRO EXPRESS p.123

L Listening

School lunches

1 93 Listen. Which country's school lunch do you prefer?

2 93 Listen again and match the students with the trays A-D in Vocabulary exercise 1. There is one extra tray.

- 1 Hiro: Tray **A** 2 Ivy: Tray **C** 3 Pascal: Tray **D**

3 93 Listen again. Choose T (True) or F (False).

- Hiro and his teacher eat lunch in their classroom. T ☒ F ☐
- After lunch, Hiro's teacher cleans the desks. T ☐ F ☒
- Ivy sometimes has pizza for lunch. T ☐ F ☒
- Some students don't buy lunch at Ivy's school. T ☒ F ☐
- Pascal has one hour twenty minutes for lunch. T ☐ F ☒
- Pascal likes cheese. T ☒ F ☐

ANSWERS

Students' own answers.

Audioscript 93

Hiro, Japan

Interviewer Do you like your school lunches, Hiro?

Hiro Yes, I do. They're good. We have fish or meat with rice. I really like rice. In Japan, we have lunch in our classrooms – with our teacher. After lunch, the students take out the trash and clean the desks.

Ivy, Australia

Int. Ivy, does your school cook food for students?

Ivy Yes, it does. I often have pasta and vegetables. There is also pizza, but I never have that. It's always hot, so we eat outside. Some children have their own lunch from home.

Pascal, France

Int. Do you have lunch at school, Pascal?

Pascal Yes, we do. Lunchtime is 90 minutes, and we have a big meal! There's usually meat or fish. And we always have bread. Oh, and my favorite, cheese!

2 93

- Play the first part of the audio again. Hiro's lunch is tray A in exercise 1.
- Play the rest of the audio. Students match the lunches with the trays.
- Check answers with the class.


3 93

- Play the audio again. Students decide if the sentences are true or false.
- Check answers with the class.

Further support

On the Move Vocabulary Listening

Simple present: questions and short answers

1  **94** Read the conversation. Then complete the sentence.

Lara: Does your sister like meat?

Millie: No, she doesn't. She's a vegetarian.

Lara: Do vegetarians eat fish?

Millie: No, they don't!

Millie's sister doesn't eat meat or fish.



5 Look at the chart. Write questions and short answers.

	Kate	Sam
buy lunch at school	✓	✓
have sodas at lunchtime	✗	✗
eat fish	✓	✓
like cheese	✗	✓
eat fruit at lunchtime	✓	✗



1 Sam / cheese?

Does Sam like cheese?

Yes, he does.

2 Kate / fish?

Does Kate eat fish?

Yes, she does.

3 Kate and Sam / sodas at lunchtime?

Do Kate and Sam have sodas at lunchtime?

No, they don't.

4 Sam / fruit at lunchtime?

Does Sam eat fruit at lunchtime?

No, he doesn't.

5 Kate and Sam / lunch at school?

Do Kate and Sam buy lunch at school?

Yes, they do.

3 Your turn

6 Ask and answer the questions in exercise 5 for you. Give true answers.

Do you like cheese?

Yes, I do.

→ **METRO EXPRESS** p.123

Usage

We use *do* and *does* to form questions in the simple present: *Do you eat meat?* NOT *You eat meat?*

In short answers, we don't repeat the main verb: *Yes, I do.* NOT *Yes, I do eat.*

3

- Ask students to read the sentences and choose the correct words. Encourage them to use the charts in exercise 2 to help them.
- Check answers with the class.

4

- Read out the first answer and elicit which question in exercise 3 it matches.
- Ask students to read the remaining short answers and match them with the questions.
- Check answers with the class.

5

- Read through the example question and answer with the class and point out how it relates to the chart.
- Ask students to write the remaining questions and answers. With weaker classes, students could work in pairs for this.
- Check answers with the class.

6 Your turn

- Read out the first question and answer. Elicit the negative answer, *No I, don't.*
- With weaker classes, elicit all the questions with *you* that students will ask.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Ask students to prepare three more questions to ask a partner, using the simple present and vocabulary from other units of the book, e.g. *Do you clean your room? Do you get up at 6:30? Do you have a skateboard? Do you like movies?* Put students into pairs to ask and answer their questions. Ask some students to tell the class something about their partner.

Further support

METRO EXPRESS p.123

Workbook p.W25

Online Homework Unit 7

On the Move Grammar

Pronunciation Classroom Presentation Tool

Grammar

Aim

learn how to use questions and short answers in the simple present

Warm-up

- Ask: *Do you eat fast food?* Elicit a few replies and write some sentences on the board based on students' answers, e.g. *Ana eats fast food.*
- Underline the verb and elicit that it is in the simple present.
- Write on the board: *How often _____ fast food?*
- Elicit the missing verb form. If necessary, students could look in the quiz on page 82 to find the answer (*do you eat*).

- Underline this verb form and point out that it is a question form. Discuss, in the students' own language, anything they notice about the question form, e.g. the word order.

1  **94**

- Focus on the gapped sentence. Then play the audio for students to read and listen and complete the sentence.
- Check the answer with the class.

2

- Ask students to read the charts and complete them with the correct forms.
- Check answers with the class. Then read through the charts with the class and make sure students understand everything. Ask students to translate the sentences in the charts into their own language, to check understanding.

Speaking

Aim

talk about routines and habits

Warm-up

- Ask: *What do you do in the mornings, before school? What do you do after school? What do you do on the weekend?* Elicit a few ideas. Then ask students to refer back to the vocabulary on pages 68 (daily routines) and 72 (chores) and write some sentences about what they do before school, after school, and on the weekends.
- Ask some students to read their sentences to the class.

1 95

- Allow students time to read through the phrases. Make sure they understand them all.
- Play the audio and ask students to listen and complete the conversation with the correct phrases.
- Check answers with the class.

Support activity (weaker classes)

Before students practice the questions and answers, play the audio in exercise 1 again. Pause after each question and answer for students to repeat. Encourage them to copy the pronunciation and intonation on the audio.

2

- Put students into pairs to practice the questions and answers in exercise 1. Students can use the answers in exercise 1, or they can give their own answers.

3

- Read through the ideas in the chart with the class and check that students understand everything.
- Refer students back to the adverbs of frequency on page 83, and elicit some examples of phrases with *every*, e.g. *every day*, *every weekend*.
- Allow students time to complete the chart.

ANSWERS

Students' own answers.

4

- Read out the example question and answer. With weaker classes, elicit all the questions that students will ask.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class about their partner's routine and habits.

ANSWERS

Students' own answers.

S Speaking

Routines and habits

1 **95** Complete the conversation with the phrases. Then listen and check.

clean my room every Saturday.
~~have dinner late?~~ help with chores?
 sometimes have dinner late.



Paolo: How often do you ¹ have dinner late?
 Luisa: I ² sometimes have dinner late.
 Paolo: How often do you ³ help with chores?
 Luisa: I ⁴ clean my room every Saturday.

2 Practice the questions and answers in exercise 1.

3 Complete the chart for you. Use adverbs of frequency or phrases with *every*.

How often do you ...	
get up late on weekends?	always
eat meat at lunchtime?	
play sports on weekends?	
walk to school?	

4 Ask and answer about the habits in exercise 3.

How often do you get up late on weekends?

I always get up late on weekends.

eighty-six Online Homework

R Reading

1 **96** Read the profile. Match the questions a-d with the paragraphs 1-4. Then listen and check.

- Does Stefan like all food?
- Can Stefan cook?
- Who is Stefan Gotes?
- Does Stefan like food from different countries?

2 Read the tip.

Tip Good readers use pictures to understand words.

Read again and look at the **highlighted** words. Match them with the pictures A-D.

- street market
- spiders
- cheese sandwich
- red ants

3 Correct the green words.

- Stefan is American. British
- He writes magazine articles. books
- Stefan talks to teachers about the science of food. students
- Stefan goes to restaurants in new countries. street markets
- Stefan doesn't like red ants. bad pizza

4 Answer the questions.

- What is the subject of Stefan's books?
The subject is food.
- What is "Stefan's hot cheese sandwich"?
He puts cheese between bread and sits on it.
- Does Stefan like Japanese food?
Yes, he does. (It's his favorite food.)
- Where can you buy the best food in a country?
At/in street markets.
- Do people in your country eat insects?
Yes, they do. / No, they don't.

Practice activity (all classes)

Put students into pairs and ask them to write three more questions to ask their classmates, using *How often do you ...*? Encourage them to use vocabulary from this unit or previous units.

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

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

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Remind students about the *Chores survey* they studied on page 72. As a class, you could devise a survey on routines and habits with five or six questions, e.g. *Do you sometimes forget your gym clothes?* The class could answer the questions, and you could bring the results together on the board. Students could then work in pairs to write some sentences about the results, using the word *percent*.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 7

FoodFame.com Search

Home Profile Interests Events

Stefan Gates
food adventurer!

1 Who is Stefan Gates?
Stefan is a British TV host and he also writes books. The subject is always ... food!

2 Can Stefan cook?
Yes, he can, but he only cooks interesting food. His favorite is "Stefan's hot cheese sandwich." Put cheese between bread and then ... sit on it! He also goes to schools to teach students about the science of food.

3 Does Stefan like food from different countries?
Yes, he does, and his favorite is Japanese food. When Stefan visits new countries, he gets up early and he goes to street markets. They often sell the best food. He buys interesting things and then he cooks them.

4 Does Stefan like all food?
No, not everything! On his TV show, he eats spiders, red ants, and insects. They're very good for you. But he hates bad pizza!

Writing p.107 Workbook p.W34 Online Homework 87

Reading

Aims

read a text about a food adventurer, and use pictures to understand words

Warm-up

- Ask: *Do you watch shows about food on TV? What shows do you watch?* Elicit a few ideas.
- Ask: *Do you like eating foods from other countries? Do you like trying new foods?* Elicit a few answers.
- Point to the pictures on page 87 and ask: *What do you think these foods are? Which countries do you think they are from?* Elicit a few ideas, but don't confirm them at this stage.

1 96

- Focus on the profile and point out paragraphs 1–4.
- Read out questions a–d and check that students understand everything.
- Ask students to read the profile and match the questions with the paragraphs. Then play the audio for students to check their answers.
- Check answers with the class.

2

- Read through the tip with the class.
- Focus on the highlighted words, and ask students to read the words again in context and match them with the pictures.
- Check answers with the class, and check that students understand the words. Teach the word *insect*.

3

- Ask students to read the profile again and correct the green words in the sentences.
- Check answers with the class.

4

- Ask students to answer the questions.
- Allow students time to compare their answers in pairs. Then check answers with the class.

Practice activity (all classes)

Write the following sentences on the board:

- Stefan sometimes writes about other subjects.*
- Stefan never cooks boring food.*
- Stefan always gets up late.*
- Insects are bad for you.*

Ask students to read the profile again and decide if the sentences are true or false.

Check answers with the class.

ANSWERS

1 false 2 true 3 false 4 false

Practice activity (all classes)

Write the following meanings on the board:

- someone who has a TV show (paragraph 1)*
- really good (paragraph 3)*
- doesn't like (paragraph 4)*

Ask students to find words in the profile to match the meanings.

Check answers with the class. Then ask: *Who is your favorite TV host? Where can you buy the best food in your town or city? Which foods do you hate?* Elicit answers from individual students.

ANSWERS

1 TV host 2 best 3 hates

Extension activity (stronger classes)

Put students into pairs and ask them to think of three questions to ask Stefan.

Ask pairs in turn to read their questions to the class. Write some of the questions on the board.

Students could then work in pairs to role-play an interview with Stefan, using some of the questions on the board.

Monitor and help while students are working. Invite some pairs to perform their interviews for the class.

Further support

Writing p.107

Workbook p.W34

Online Homework Unit 7

Watch

Before you watch

About the video

The video gives a tour of Borough Market, a multi-cultural food market in London. It discusses the range of foods on offer from around the world, and hears from some of the stallholders, who talk about their food likes and dislikes.

1

- Point to the picture of Chris and elicit his name. Read out the title, *Borough Market*. Explain that Borough Market is a food market.
- Tell students that British people use the words *aubergines* and *sweets*, and American people use the words *eggplants* and *candies*.
- Put students into pairs to look at the pictures and discuss the questions.
- Elicit answers from individual students.

ANSWERS

Students' own answers.

While you watch

2 Preview video

- Read through 1–10 with the class and check students understand them all.
- Play the preview and ask students to check things they see in the market.
- Check answers with the class.

Videoscript see TG p.126

3 Video

- Read through the sentences with the class and check that students understand everything.
- Play the video for students to decide if the sentences are true or false.
- Check answers with the class. With weaker classes, you could play the video again, pausing as necessary for students to hear the correct answers.

4 Video

- Allow students time to read the sentences and possible answers. Check they understand everything.
- Play the video again. Ask students to choose the correct answers.
- Check answers with the class.

After you watch

5

- Allow students time to answer the questions individually. Then put them into pairs to ask and answer the questions.

Watch

Borough Market

Before you watch

1 Look at the pictures. Answer the questions.

- Do you like these foods?
- Where can you buy them? (stores / restaurants / street markets?)
- What's your favorite food?
- Where can you buy it?

While you watch

2 Watch the preview. What do you see in the market?

1 market stalls <input checked="" type="checkbox"/>	6 seafood <input type="checkbox"/>
2 pizza <input type="checkbox"/>	7 meat <input checked="" type="checkbox"/>
3 customers <input checked="" type="checkbox"/>	8 bread <input checked="" type="checkbox"/>
4 rice <input type="checkbox"/>	9 pasta <input type="checkbox"/>
5 cheese <input checked="" type="checkbox"/>	10 soda <input type="checkbox"/>

3 Watch the video. Choose T (True) or F (False).

1 Borough Market is in London.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
2 Borough Market is open every day.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
3 Borough Market only sells British food.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
4 Borough Market sells food and clothes.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
5 You can buy drinks at Borough Market.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
6 Four million people visit Borough Market every year.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>

4 Watch again. Choose the correct words.

- A lot of people have breakfast / lunch at Borough Market.
- The market is closed from Sunday to Tuesday / Wednesday.
- There are over 100 / 200 stalls in the market.
- Marianna is from Brazil / Greece.
- Aurora is from Portugal / France.
- Michèle is from Switzerland / Mauritius.
- Michèle sells cheese / seafood.
- Graham likes roast lamb / aubergines.
- The tea in the market comes from China / India.
- Fabio and Robert sell coffee / tea.

After you watch

5 Answer the questions.

- Which food in the video do you like?
- Which food in the video don't you like?
- What is your favorite place to have lunch?
- Does your town or city have a market?

6 Make a project or video about food in your town. Talk about:

- popular food.
- places to buy and eat food.
- food that you and your friends like.
- food that you and your friends don't like.
- your own ideas.

88

Online Homework

Challenge

- Ask some students to tell the class something their partner likes or doesn't like.

ANSWERS

Students' own answers.

6

- Students could make a short project or video about food in their town for homework, using their phone. They could choose a restaurant or store to film and describe. Alternatively, students could prepare a poster in class.
- Read through the notes with the class and brainstorm some things that students could say about food in their town. Write useful phrases on the board, e.g. *They sell food from ...*
The market / restaurant is very popular.
The ... is delicious.

- When students have finished, put them into groups to share their work.

Further support

Online Homework Unit 7

On the Move Challenge

In this unit ...

- describe physical appearance
- talk about clothes
- describe your friends and family
- understand the use of pronouns in a story
- understand a video about style

8

My style

I love her dress.

and discuss with them how well they have achieved the aims.

Warm-up video

Video

- Read out the title of the unit, *My style*, and teach the meaning.
- Focus on the picture of Jenna and ask: *Who is this? What do you know about Jenna?* Elicit some sentences about Jenna, e.g. *She likes clothes and fashion.*
- Read out the speech bubble and check that students understand it.
- Play the video and ask students to watch and listen.
- Ask students to complete the sentence in the speech bubble.
- Check the answer with the class and check that students understand *dress*.
- Ask: *What else does Jenna like about Hailey? Who is the boy in Jenna's pictures?* Elicit one or two answers. Then play the video again for students to check their answers (she likes Hailey's hair; the boy is her brother).

Videoscript

This is my best friend, Hailey. Hailey is pretty and she has *amazing* hair! I love her dress. This is my brother! Look at his jeans and sneakers!

Extension activity

Write these gapped sentences on the board:

1 Hailey is ____ and she has ____ hair!

2 ____ at his jeans and sneakers!

Ask students to complete the sentences. Then play the video again for them to check. Check that students understand *jeans* and *sneakers*.

You could play the video with no sound, pausing after each line and asking students to remember what Jenna said.

You could then play the video with no sound again and ask a confident student to try to speak along and provide Jenna's words.

For homework, you could ask students to make a short video about one or two of their friends, showing some pictures of them and saying what they like. You could write some useful phrases on the board for students to use, e.g.

This is my ...

He/She has ...

I love his/her ...

Look at his/her ...

ANSWERS

1 pretty, amazing 2 Look

8 My style

Grammar

Simple present: *Wh-* questions
Object pronouns

Vocabulary

Physical descriptions
Clothes

Skills

Reading: They're different now!
The blue dress

Listening: On the red carpet;
Celebrity style

Speaking: Describing people

Reading skill

Understanding who or what pronouns refer to in a text

Values and cross-curricular topics

Famous people
Popular culture
Identity
Appearance

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

Vocabulary

Aim

describe physical appearance

Optional warm-up

- Ask students, in their own language, to write a short physical description of a friend in their class.
- Ask some students to read their descriptions to the class. See if other students can guess who is being described.
- Discuss with the class what most people included in their descriptions, e.g. how tall someone is, hair color, eye color, etc.
- Tell students they are going to learn how to describe someone in English. Teach the words *physical description*.

1 97

- Read out the task, and teach the meaning of *Wanted*.
- Play the audio. Ask students to read and listen and choose the correct man.
- Check the answer with the class.

2 98

- Focus on the descriptions and check that students understand *eyes*, *hair*, *style*, and *height*.
- Put students into pairs to look at the pictures and complete the descriptions. They can use their dictionaries to help. With weaker classes, read the words in the box first and teach the meanings.
- Play the audio for students to listen and check their answers. Play the audio again, pausing after each phrase for students to repeat. Check that students understand all the new vocabulary.
- Read through the information in the *Stop* box with the class. Discuss with the class how they would say these things in their own language. Discuss any differences between English and the students' own language.

Audioscript 98

Player 1 has blue eyes and glasses. She has blond hair. It's long and straight. She isn't short. She's tall! Player 2 has brown eyes. He has dark hair. It's short and curly. He's short!

3 Your turn

- Read out the text. Then read it out again, changing the green words so they are true for you.
- Ask students to rewrite the text about themselves.
- Allow students to compare their texts in pairs. Then ask some students to read their texts to the class.

ANSWERS

Students' own answers.

Vocabulary

Physical descriptions

1 97 Look at the poster and check (✓) the correct man: A, B, or C.

WANTED!



"Big Johnny Smith"
age: 25

description:
1.90 m tall
hair – long, black
glasses

notes:
big headphones,
likes skateboarding



2 98 Look at the pictures and complete the descriptions. Then listen, check, and repeat.

blond blue curly dark glasses
long short short straight tall

Player 1 description

eyes: blue, *g.lasses
hair: color: *b.ond
style: *l.ong, *s.traight
height: *t.all

Player 2 description

eyes: brown,
hair: color: *d.ark
style: *s.hort, *c.urly
height: *s.hort

Stop He has short hair. She has long hair.
He is short (1.52 m). She is tall (1.79 m).

ninety

90



Practice activity (all classes)

Ask students to write a short text describing one of their classmates, using the text in exercise 3 as a model. You could do an example with the class first. Ask students in turn to read their descriptions to the class. Can other students guess who is being described?

Practice activity (all classes)

Put students into pairs and ask them to create their own player like the ones in exercise 2. Tell them they should draw a picture of their player and write a description like the ones in exercise 2. Put pairs together into groups of four. Ask pairs to exchange descriptions, but not pictures. Students must now work

in their pairs and use the description they have been given to draw the other pair's player.

When students have finished drawing, they can work in their groups and compare the pictures they produced with the originals. Ask who managed to recreate their classmates' player accurately.

Further support

METRO EXPRESS p.124

Workbook p.W11

Online Homework Unit 8

Your turn

- 3 Rewrite the text about you. Change the green words.

My eyes are **green**.
I have **blond** hair. It's **short** and **curly**.
I'm / I'm not tall.

My eyes are _____

→ METRO EXPRESS p.124

→ Workbook p.W11 Online Homework

Player 2



L Listening

On the red carpet

- 1 Look at the picture. Where are the people?

- a in a shopping mall
b across from a movie theater
c next to a gym

- 2 99 Listen and find Vince Cornwell and Sandra West in the picture. Write the letter.

Vince Cornwell C Sandra West D



- 3 99 Read the sentences. Listen again and choose T (True) or F (False).

The speakers say that ...

- | | |
|--------------------------------------|--|
| 1 Vince Cornwell is a singer. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 2 Vince Cornwell's band is American. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 3 Vince Cornwell's band is amazing. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 4 Vince Cornwell is cute. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 5 Sandra West is an actor in movies. | <input type="checkbox"/> T <input checked="" type="checkbox"/> F |
| 6 Sandra West is funny. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 7 Sandra West is British. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |
| 8 Sandra West is pretty. | <input checked="" type="checkbox"/> T <input type="checkbox"/> F |

B You mean B-Band? Huh. They're boring!

A Maybe. But Vince Cornwell's cute!

B Is he the guy with the long hair?

A No. Vince Cornwell is the guy with the jeans. He has short, dark hair. He has glasses and he's very tall.

B OK! I can see him.

A Look! There's Sandra West.

B Who's Sandra West?

A What?! She's on TV. She's funny. She's from the U.K.

B Oh. Where is she?

A She's there, next to Vince Cornwell.

B Aha! Does she have blond hair?

A Yes, that's her.

B I can see her! Does she have black jeans?

A No, she doesn't. She has a big bracelet and sunglasses. She's tall and she's very pretty! She has long hair ...

3 99

- Read through the sentences with the class and check that students understand *cute*, *funny*, and *pretty*.
- Play the audio. Students listen and decide if the sentences are true or false.
- Check answers with the class. With weaker classes, play the audio again for students to hear the correct answers.

Practice activity (all classes)

Focus on the picture in exercise 2 again. Review the words for the colors in the picture (*white*, *yellow*, *purple*) and use the picture to teach the words *dress*, *jacket*, *bow tie*, *necklace*, and *earrings*.

Put students into pairs and ask them to prepare a description of another person in the picture in exercise 2. Monitor and help as necessary. Put pairs together into groups of four. Pairs take turns to read out their descriptions. The other pair must identify the person in the picture.

ANSWERS

Students' own answers.

Extension activity (stronger classes)

Tell students you are thinking about one of the people in the picture in exercise 2, and they must guess which one. Students ask *yes / no* questions to guess the person, using *Is he/she ... ?* and *Does he/she have ... ?*, e.g. *Is it a man? Is he tall? Does he have jeans? Does she have a bracelet?*

ANSWERS

Students' own answers.

Listening

Aim

listen to a conversation describing celebrities

Warm-up

- Ask: *Who is your favorite singer? Who is your favorite movie actor?* Elicit answers from individual students and ask more questions to encourage them to say more, e.g. *What songs does he/she sing? What's your favorite song? What movies is he/she in?*

1

- Read out the three choices and check that students understand everything. Remind them of the meanings of *next to* and *across from*.

- Ask students to look at the picture and choose the correct answer.
- Check the answer with the class.

2 99

- Read out the task, and tell students they will need to listen carefully to the descriptions to identify the people.
- Pre-teach *guy* (= man).
- Play the audio. Ask students to listen and identify Vince Cornwell and Sandra West.
- Check answers with the class.

ANSWERS

Vince Cornwell is C. Sandra West is D.

Audioscript 99

A Look! It's Vince Cornwell.

B Who?

A Vince Cornwell! He's the singer in that new Australian band.

Reading

Aim

understand a text about celebrities when they were young

Warm-up

- Ask: *Which famous people do you like?* When students answer, ask: *Can you describe him/her?* Elicit a few descriptions.
- Put students into pairs and ask them to write a short description of a famous person. They can refer back to the vocabulary on pages 90–91 to help.
- Ask some pairs to read their descriptions to the class. See if other students can guess the people.

1

- Focus on the pictures and explain that they show famous people as children. Ask students to read the text quickly and match the paragraphs with the pictures.
- Check answers with the class.

2 100

- Put students into pairs to guess the famous people and complete the paragraphs with the names.
- Play the audio for students to listen and read, and check their answers.
- Check answers with the class. Ask who guessed all the people correctly.

3

- Ask students to read the text again and match the sentence halves.
- Check answers with the class.

4

- Check that students understand *island* and *cars*.
- Ask students to complete the sentences with the correct words.
- Check answers with the class.

Practice activity (all classes)

Write the following questions on the board.

Who in the text ...

- can speak another language?*
- studies at a special school?*
- plays a sport every day?*
- lives in London?*

Ask students to read the text again and match each question with a person.

Check answers with the class.

ANSWERS

- Orlando Bloom
- Kate Winslet
- Cristiano Ronaldo
- Kate Moss

Reading

1 Read the text. Match the paragraphs 1–6 with the pictures A–F.

2 100 Who are they? Guess! Complete the paragraphs with the names. Then listen and check.

Britney Spears Cristiano Ronaldo Kate Moss
Kate Winslet Lewis Hamilton Orlando Bloom

They're different now!

1 In this picture, Britney Spears has long, blond hair. She's about 12. What does she like? Dancing and singing! She's a big fan of Madonna.

2 Orlando Bloom is 7 in this school picture. He has short, brown hair. He's British, but he can speak French. His favorite soccer team is Manchester United.

3 Cristiano Ronaldo has curly, brown hair. He's about 3 and he plays soccer every day. Where does he live? On Madeira, a Portuguese island in the Atlantic Ocean.

4 Here, Kate Winslet is 13 and she's at the beach. She has long, blond hair. Her parents are actors and she goes to a theater school. She's in a TV show called *Shrinks*.

5 Lewis Hamilton is 7. He has short, black hair and a happy face. He has a go-kart and he's a big fan of Formula 1 motor racing.

6 What does Kate Moss look like? She has long, brown hair. She's 13 and she loves music. She lives in London.

3 Match the sentence halves.

In the text, ...

- | | |
|---------------------------------------|--------------------------|
| 1 Kate Winslet | a have long, blond hair. |
| 2 Orlando Bloom and Lewis Hamilton | b like music. |
| 3 Kate Winslet and Britney Spears | c are seven years old. |
| 4 Cristiano Ronaldo and Orlando Bloom | d has a job. |
| 5 Britney Spears and Kate Moss | e like soccer. |

4 Complete the sentences with the words.

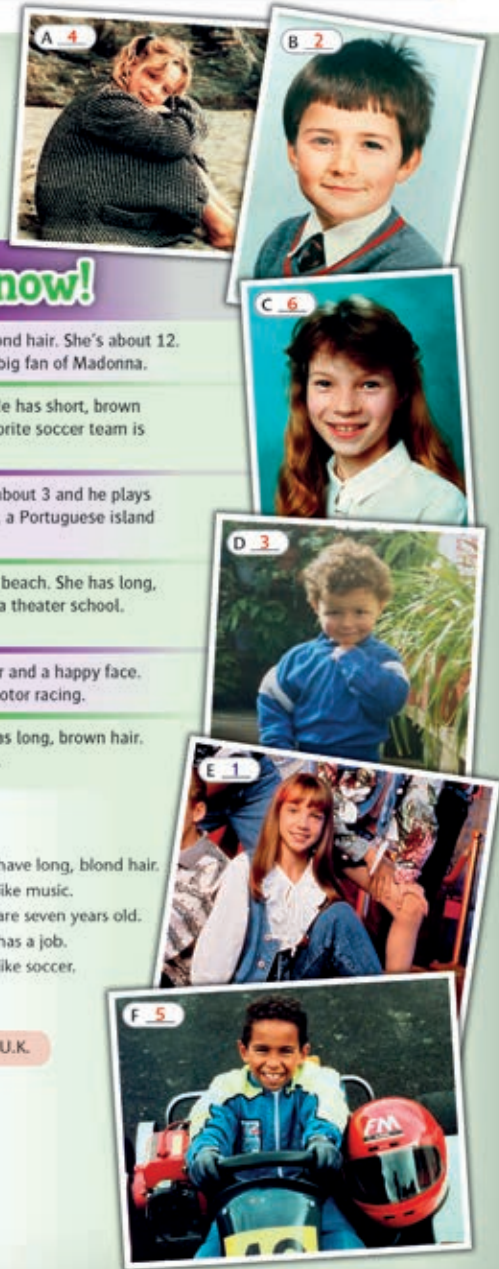
an actor an island cars Madonna music the U.K.

In the text:

- Cristiano Ronaldo lives on an island.
- Lewis Hamilton likes cars.
- Kate Winslet is an actor.
- Kate Moss likes music.
- Orlando Bloom is from the U.K..
- Britney Spears likes Madonna.

ninety-two

92



Practice activity (all classes)

Ask students to find three questions in the text. Check answers and elicit that the questions are all in the simple present. Don't go into details of the form of the questions, as students will study this in the next class. Focus on the question *What does Kate Moss look like?* and point out that we use this question to ask about someone's appearance. Point out that the answer to this question is a description, and it doesn't usually include the phrase *look like*.

ANSWERS

- What does she like?
Where does he live?
What does Kate Moss look like?

Extension activity (stronger classes)

Put students into pairs and ask them to choose one of the people in the pictures. Ask them to imagine an interview with the person, based on the information in the text and their imaginations. Do one with the class first, e.g. (Britney Spears) *How old are you?* I'm 12. *What do you like?* I like dancing and singing. *Who is your favorite singer?* Madonna.

Allow students time to prepare their interviews. Other students can guess the famous person.

ANSWERS

Students' own answers.

Simple present: *Wh-* questions

- 1 101 Read the conversation. Who are the speakers?

They're two students / a parent and a student.

Hi. I'm new here. When do students have lunch?

At 12:20.

Thanks. And where do we go for lunch?

It's this way. Come with me. What's your name?

- 2 Read the sentences in exercise 1 again. Complete the chart with *When* or *Where*.

How	do	I	play this?
Where	do	you	live?
Why	does	he	forget things?
How	does	she	help?
What	does	it	eat?
How	do	you	go to school?
When	do	they	get up?
¹ <u>Where</u>	do	we	go for lunch?
² <u>When</u>	do	they	have lunch?

- 3 Match the question halves.

Quiz: Can You Remember?

- What does e?
 - What foreign language does d?
 - What musician does b?
 - Where does c?
 - What team does f?
 - What color hair do a?
- a Kate Moss and Britney Spears **have**?
 b Britney Spears **like**?
 c Cristiano Ronaldo **come from**?
 d Orlando Bloom **speak**?
 e Kate Moss **look like**?
 f Orlando Bloom **like**?

- 4 Do the quiz in exercise 3. Then check your answers on page 92.

1 Kate Moss has long, brown hair.

- 5 Order the words to make questions.

1 do / you / like / what / stores / ?

What stores do you like?

2 do / put away / your clothes / you / when / ?

When do you put away your clothes?

3 music / what / do / you / like / ?

What music do you like?

4 how / you / study / do / for / tests / ?

How do you study for tests?

5 late / go to / bed / when / do / you / ?

When do you go to bed late?

6 sports / do / you / play / what / ?

What sports do you play?

- 6 Read the answers and complete the questions. Use question words and the verbs.

buy do go go have watch



- "Where do you go on vacation?"
"We often go to the beach."
- "What TV shows do you watch?"
"I like shows on the Discovery Channel."
- "Where do you buy clothes?"
"I always go to the mall."
- "When do you do homework?"
"On weekends."
- "How do you go to school?"
"I sometimes walk, or I go by bus."
- "What do you have for breakfast?"
"I like fruit. I always drink coffee."

Your turn

- 7 Ask and answer questions in exercises 5 and 6.

→ METRO EXPRESS p.124

Workbook W26

Online Homework

93

Usage

Students need to remember to use *does* with the *he/she/it* forms of *Wh-* questions: *What does he do?* NOT *What do he do?*

3

- Put students into pairs to match the question halves.
- Check answers with the class, but don't discuss the answers to the questions at this stage.

4

- Put students into pairs and ask them to cover page 92 while they write their answers to the quiz questions in exercise 3.
- Students can then uncover page 92 and check their answers.
- Check answers with the class and see who remembered the most answers.

ANSWERS

2 French 3 Madonna

4 Madeira (a Portuguese island)

5 Manchester United

6 Kate Moss has brown hair and Britney Spears has blond hair.

5

- Read out the example answer and do another example with the class.
- Ask students to order the words to make questions.
- Check answers with the class.

6

- Read out the example question and point out how the question matches the answer. Do another example with the class.
- Ask students to complete the remaining questions.
- Allow students time to compare their answers in pairs. Then check answers with the class.

7 Your turn

- Allow students time to prepare their answers to the questions in exercises 5 and 6. Point out the use of adverbs of frequency in some of the answers, and encourage students to use some adverbs of frequency in their answers.
- Put students into pairs to ask and answer the questions.
- Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Further support

METRO EXPRESS p.124

Workbook p.W26

Online Homework Unit 8

Grammar

Aim

learn how to use *Wh-* questions in the simple present

Warm-up

- Write these jumbled questions on the board:
 1 *like / she / what / does / ?*
 2 *does / live / where / he / ?*
- Ask students to look at the text on page 92 and write the questions in order.
- Write the correct questions on the board and ask students to translate them into their own language.

ANSWERS

- What does she like?
- Where does he live?

1 101

- Read out the two possible answers. Then play the audio.
- Ask students to read and listen to the conversation 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 word.
- Check the answer with the class. Then read through the chart with the class and make sure students understand all the questions and the *Wh-* words. Ask students to translate the questions in the chart into their own language, to check understanding.

Vocabulary

Aim

talk about clothes

Warm-up

- With books closed, write the following gapped words on the board:
s _ _ k _ _ s j _ _ s gl _ _ _ s.
- Explain to students the words are all things you wear. Put students into pairs and give them two minutes to complete the words. Check answers with the class (sneakers, jeans, glasses). Check that students understand the words.
- Teach the word *clothes* and elicit which words on the board are clothes.

1 102

- With stronger classes, students could work in pairs and use their dictionaries to help them label the clothes. With weaker classes, do the exercise with the class, using the pictures to teach the words.
- Play the audio once for students to check their answers. Play the audio again, pausing after each word for students to repeat.

2

- Remind students that we say *a pair of sneakers* and *a pair of jeans*.
- Put students into pairs to write clothes on page 94 that we use *a pair of* with.
- Check answers with the class.

3

- Point to the poster in exercise 1, and read out the example sentence.
- Ask students to write more sentences about the singer in the poster. Ask some students to read their sentences to the class.

SUGGESTED ANSWERS

He has a pair of black boots and a pair of red pants. He has a black jacket and a white T-shirt.

Further support

METRO EXPRESS p.124

Workbook p.W11

Online homework Unit 8

Listening

Aim

listen to a conversation about clothes

1 103

- Read out the question and possible answers and check that students understand *expensive* and *style*.
- Play the audio for students to listen and choose the correct answer. Check the answer with the class.

Vocabulary

Clothes

1 102 Label the clothes. Listen, check, and repeat.

boots cap dress jacket pants shirt shoes skirt sweater T-shirt

- shirt
- dress
- cap
- boots
- shoes
- skirt
- pants
- T-shirt
- sweater
- jacket



2 With which clothes do we use a pair of?

1 a pair of boots 2 a pair of pants 3 a pair of shoes

3 Look at the poster of the singer in exercise 1. What clothes does he have?

He has a pair of boots and ...

METRO EXPRESS p.124

Workbook p.W11

Online Homework

Listening

Celebrity style

1 103 Listen to a conversation about Selena Gomez.

Choose the correct answer.

Lauren says Selena Gomez ...

a wears expensive clothes. b has a different style.



ninety-four

94

ON THE MOVE

Vocabulary

Listening

2 103 Listen again. Who says these things?

Write L (Lauren) or T (Tim).

1 Selena Gomez is an awesome singer. L

2 She's an amazing actor. T

3 Selena Gomez looks great. L

4 Famous people's clothes are always new. T

5 Selena Gomez wears simple clothes. L

6 She's a cool person. L

3 103 Listen again and match 1-4 with a-d.

Lauren thinks Selena's ...

1 face is a pretty.

2 eyes are b simple.

3 clothes are c fun pictures.

4 T-shirts have d interesting.

Audioscript 103

Tim Hey Lauren!

Lauren Hi Tim.

T Who do you like at the moment?

L Who do I like?

T Yeah, I mean a famous person ...

L I love Selena Gomez!

T Hmm! Why do you like her, Lauren?

L She's an awesome singer ...

T And an amazing actor!

L Of course! And she looks great. She has long, dark hair and an interesting face. She has pretty eyes. And I like her clothes.

T Why do you like her clothes?

L Well, famous people wear expensive clothes ...

T That's true. Their clothes are always new!

L ... but Selena's style is different. Her clothes are often really simple – I like that. She wears sneakers and jeans ... she

wears T-shirts with fun pictures ... I like her style. And I think she's a cool person!

T Yes, she is!

2 103

- Elicit that Lauren is the girl in the conversation and Tim is the boy.
- Play the audio again for students to listen and decide who says each thing.
- Check answers with the class.

3 103

- Check that students understand *pretty*, *simple*, and *interesting*.
- Play the audio again and ask students to match the sentence halves.
- Check answers with the class.

Further support

On the Move Vocabulary Listening

Object pronouns

1 104 Read the conversation and write the girls' names.



Layla: Is this dress for me?
Zoey: Yes, it's for you.
Layla: Thanks. I love it!
Zoey: That's OK. Hey, I like your sneakers. They're cool!
Layla: Oh, they're old. I wear them every day!

2 Complete the chart.

it me them you

Subject pronouns	Object pronouns
I like this dress.	Is this dress for ¹ <u>me</u> ?
You like this dress.	It's for ² <u>you</u> .
He likes fast food.	This pizza is for <u>him</u> .
She's a great teacher.	I like <u>her</u> a lot.
Is it for me?	I love ³ <u>it</u> !
We know the answer.	Listen to <u>us</u> .
You don't eat fish.	This food isn't for <u>you</u> .
They're cool.	I wear ⁴ <u>them</u> every day.

3 Choose the correct words.

- (1) Me love volleyball.
We always watch (it) / him on TV.
- (We) / Us have rice and beans.
Mom makes it for we / us on Saturdays.
- Him / He has new speakers.
I don't like them / they .
- Her / She's always late.
It's OK. She can go home with me / I.
- Them / They never speak with me.
Do they speak with I / you ?

4 Complete the sentences with the object pronouns.

him it me us you



5 Rewrite the sentences. Change the green words to object pronouns.

- I can't write Russian .
I can't write it .
- I love these comics . They're awesome.
I love them . They're awesome.
- This book is for your mom .
This book is for her .
- These pizzas are for you and your family .
These pizzas are for you .
- I often play soccer with my dad .
I often play soccer with him .

→ METRO EXPRESS p.124

Usage

We use object pronouns after a verb, e.g. *I like **him***.

We also use object pronouns after a preposition, e.g. *This dress is **for her***.

We use subject pronouns before a verb, e.g. ***He** likes soccer. NOT **Him** likes soccer.*

3

- Ask students to read the sentences and choose the correct words. Encourage them to use the chart in exercise 2 to help them.
- Check answers with the class.

4

- Put students into pairs to read the sentences and complete them with the correct object pronouns.
- Check answers with the class.

5

- Read through the example with the class and point out how the object pronoun *it* relates to the green word *Russian*.
- Ask students to write the remaining sentences.
- Allow students time to compare their answers in pairs. Then check answers with the class.

Practice activity (all classes)

Ask students to write four questions using *Do you like ... ?* to ask a partner. Tell them their questions should include a mixture of people and things, e.g. *Do you like Britney Spears? Do you like chocolate?*

Ask a few students to read out their questions to you. Give answers using object pronouns, e.g. *Yes, I like her a lot. No, I don't like it.* With weaker classes, you could write some words on the board to help students in their answers, e.g. *I like ... I don't like ... I love ... I hate ...*

Put students into pairs. They take turns to ask their questions, and their partner must answer using an object pronoun. Ask some students to tell the class something about their partner.

Further support

METRO EXPRESS p.124

Workbook p.W27

Online Homework Unit 8

On the Move Grammar

Grammar

Aim

learn how to use object pronouns

Warm-up

- Ask: *Who is Selena Gomez? Do you like her?* Elicit some answers and write on the board: *Selena Gomez is a singer. I like her.*
- Ask: *Who is Lionel Messi? Do you like him?* Elicit some answers and write on the board: *Lionel Messi is a soccer player. I like him.*
- Underline the pronouns *her* and *him* and discuss their meaning with students, in their own language. Ask students to translate the sentences into their own language.

1 104

- Read out the task and point out that students need to label the pictures with the names.
- Play the audio for students to read and listen and write the names.
- Check answers with the class.

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. Ask students to translate the sentences in the chart into their own language, to check understanding.

Speaking

Aim

describe people

Warm-up

- With books closed, write on the board the jumbled question: *look / What / your best friend / like / does / ?*
- Put students into pairs to write the question in the correct order. Check the answer with the class (What does your best friend look like?) and elicit that we use this question to ask for a description.
- Put students into pairs to ask and answer the question about their best friend. Ask some students to describe their best friend for the class. Write description vocabulary on the board.
- Tell students that they learned ten words for clothes on page 94. Put them into pairs and give them two minutes to remember as many of the words as they can. Bring the words together on the board and check that students understand them all. Students can look at page 94 to check for any words that they all missed.

1 105

- Ask students to match the questions with the answers.
- Play the audio for students to listen and check their answers.
- Check answers with the class.

Support activity (weaker classes)

Before students move on to the practice exercises, play the audio in exercise 1 again. Pause after each question or sentence for students to repeat. Encourage them to copy the pronunciation and intonation on the audio. Put students into pairs to practice the questions and answers in exercise 1.

2

- Put students into pairs to practice the conversation. Encourage them to make the conversation sound realistic.

3

- Allow students time to make notes on three family members or friends. They can use the vocabulary on the board from the Warm-up activity to help.
- Monitor and help while students are working.

ANSWERS

Students' own answers.

S Speaking

Describing people

- 1 105 Match the questions 1–2 with the answers a–b. Listen and check.



- 1 What does your brother look like? b
 2 What about his clothes? a
 a He always wears jeans and sneakers. He loves T-shirts with band names!
 b He's tall. He has blue eyes and short hair.

2 Read and practice the conversation.

- Owen: What does your sister look like?
 Nicky: She's short. She has brown eyes and very long hair.
 Owen: What about her clothes?
 Nicky: She always wears short skirts and sneakers. She loves sunglasses and bracelets!

3 Make notes about members of your family.

Name: my dad
 Height: tall
 Eyes: _____
 Hair: _____
 Clothes: _____

Stop What does ... look like?
 What about his/her clothes?

4 Practice conversations about your friends and family. Change the green words in exercise 2. Remember to change the pronouns too.

What does your dad look like?
 He's tall. He has ...

ninety-six

96

Online Homework

R Reading

1 Read the story quickly. Choose Nora's feelings.

- 1 in picture 1 a b c 2 in picture 4 a b c

2 106 Order the events. Then read and check.

- a 3 Nora's mom buys the dress.
 b 1 Nora looks at a dress online.
 c 6 The dress is very small.
 d 4 The mail carrier comes on Saturday morning.
 e 2 Nora likes the color of the dress.
 f 5 Nora opens the box.

3 Answer the questions.

- 1 What is Nora interested in? fashion
 2 Where do Nora and her mom buy and sell things? online / on a website
 3 Why does Nora like the dress?
 a She loves the color.
 b It's perfect for their vacation.
 4 What time does the mail carrier come?
11:30 a.m.
 5 Why is the dress small?
It's for a doll.

4 Read the tip.

Tip Good readers can understand who or what pronouns (you, it, him, her, etc.) refer to in a text.

Find the sentences in the story. Who or what do the **highlighted** pronouns refer to?

- 1 I really like it.
 it = a the dress b this website
 2 I can buy it for you.
 it = a the wallet b the dress
 you = c Nora d Mom
 3 That's him!
 him = a the weekend b the mail carrier
 4 Go ahead, open it.
 it = a the box b the website

4

- Read out the questions in the Stop box with the class and check that students understand them.
- Put students into pairs to practice conversations about their family and friends.
- Ask some students to tell the class about one of their partner's friends or family members.

ANSWERS

Students' own answers.

Practice activity (all classes)

With books closed, ask: *What can you remember about Stefan Gates?* Elicit a few ideas, and then ask: *What does he look like? What about clothes?* Elicit a few possible answers. Then ask students to open their books at page 87 to check. Repeat with Mina May on page 75. See who in the class has the best memory!

ANSWERS

Students' own answers.

Further support

Online Homework Unit 8

Pronunciation Classroom Presentation Tool

My style 8

THE BLUE DRESS

1 Nora loves fashion. She often buys and sells clothes online with her mom.

2

Nora: There's a dress on this website. I really like it.
 Mom: Why do you like it?
 Nora: I love the color. It looks perfect for our vacation! Here, look.
 Mom: Yeah, I like it. It's pretty! Why is it only \$4.99?
 Nora: I don't know.
 Mom: It's cheap! Well, I have my wallet here. I can buy it for you.

3 Saturday 11:30 a.m.
 Nora and her mom are at home.

4 Nora opens the box. Inside, there's a blue dress.

Nora: When does the mail carrier come?
 Mom: On weekends? He often comes at about this time.
 Nora: Look! That's him!
 Mail carrier: Nora Stone? This is for you.
 Mom: Is it your dress, honey?
 Nora: It's from the same website, but it's a very small box. It isn't my dress.
 Mom: Well, what is it? Go ahead, open it.

Nora: Oh, no! I don't believe it. It is the dress ... but it's for a doll!

Writing p.108 Workbook p.W35 Online Homework 97

Reading

Aims

read a story about someone who makes a mistake with online shopping, and understand who or what pronouns refer to in a text

Warm-up

- Ask: *Where do you usually buy clothes? Do you buy them in big stores in the mall? Do you buy them online?* Elicit a few answers from individual students and ask more questions to encourage them to say more, e.g. *What kinds of clothes do you buy online? Do you buy shoes and sneakers online? Do you think clothes are expensive in big stores? Do you think they are expensive online?* Encourage

students to talk about their own experiences and give opinions.

1

- Read out the task and check that students understand *feelings*.
- Ask students to read the story quickly and choose the correct answers.
- Check answers with the class.

2 106

- Teach the meaning of *doll*, and check that students understand *mail carrier* and *small*.
- Put students into pairs to order the events.
- Play the audio for students to read and listen to the story and check their answers.
- Check answers with the class.

3

- 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.

4

- Read through the tip with the class and make sure that students understand everything.
- Ask students to find the sentences in the text and decide what the pronouns refer to. With weaker classes, students could work in pairs for this.
- Check answers with the class.

Practice activity (all classes)

Write the following words and meanings on the board:

- | | |
|-----------|--------------------------------------|
| 1 perfect | a not expensive |
| 2 pretty | b good in all ways |
| 3 cheap | c nice to look at |
| 4 honey | d a word you say to someone you love |

Ask students to read the story again and match the words with the meanings.

Check answers with the class.

ANSWERS

1 b 2 c 3 a 4 d

Practice activity (all classes)

Write the following words and expressions on the board and ask students to find them in the story:

- Here, ... (Part 1)
- Go ahead (Part 3)
- Oh, no! (Part 4)

Ask: *Which phrase do you use when you are not happy? (Oh, no!) Which phrase do you use when you show something to someone? (Here) Which phrase do you use to tell someone to do something? (Go ahead)*

Check that students understand all the phrases. You could discuss, in the students' own language, how they would say these things in their language.

Further support

Writing p.108

Workbook p.W35

Online Homework Unit 8

Watch

Before you watch

About the video

The video shows Jenna interviewing four teenagers about their clothes.

- 1
 - Point to the picture of Jenna and elicit her name. Read out the title, *Personal style*, and teach the meaning (= the kind of clothes you like wearing).
 - Put students into pairs to label the pictures with the clothes words.
 - Check answers with the class, and check that students understand all the words.
- 2
 - Ask the questions to the class and elicit answers from individual students.

ANSWERS

Students' own answers.

While you watch

- 3 Video
 - Read through 1–8 with the class and check students understand everything.
 - Play the video and ask students to check the correct people.
 - Check answers with the class.

Videoscript see TG p.126

- 4 Video
 - Allow students time to read through the questions.
 - Play the video and ask students to answer the questions.
 - 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 answer the questions individually. Then put them into pairs to ask and answer the questions.
 - Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

- 6
 - Ask students to prepare a project or video about their personal style. They can include pictures, and their answers in exercise 5.
 - When students have finished, put them into groups to share their work.

Watch

Personal style

Before you watch

1 Label the pictures with the clothes words.

casual clothes school uniform sports clothes vintage clothes

1 vintage clothes 2 casual clothes 3 school uniform 4 sports clothes

2 Do you wear any of the clothes in exercise 1? When?

While you watch

3 Watch the video. Check (✓) the correct people.

Who ...	Connor	Alexa	Seb	Beth
1 likes skirts and dresses?		✓		
2 likes band T-shirts?	✓			
3 doesn't like sneakers?			✓	
4 wears sports clothes?				✓
5 has a favorite sweater?			✓	
6 doesn't like shopping?			✓	
7 wears vintage clothes?		✓		
8 wears sweatpants every day?				✓

4 Watch again. Answer the questions.

- 1 Which two people like casual clothes?
Connor and Seb
- 2 What color is Alexa's favorite dress?
Green
- 3 What does Connor buy at music stores and concerts?
T-shirts
- 4 Do Alexa, Connor, Seb, and Beth wear a school uniform?
No, they don't.
- 5 Which two people wear the same clothes every day?
Connor and Beth

After you watch

5 Ask and answer the questions.

- 1 What clothes do you like?
- 2 What are your favorite clothes?
- 3 Where do you go shopping?
- 4 What do you wear at school?
- 5 What do you wear on the weekend?

6 Make a project or video about your personal style. Include your answers in exercise 5.

ninety-eight

98 Online Homework On the Move Challenge

Further support

Online Homework Unit 8

On the Move Challenge

Vocabulary

1 Match 1-7 with a-g to make habits.

- | | |
|----------|--------------------|
| 1 eat | a TV all evening |
| 2 study | b to bed early |
| 3 go | c for tests |
| 4 watch | d sports |
| 5 forget | e fruit |
| 6 play | f on time |
| 7 be | g your gym clothes |

2 Complete the puzzle with food and drink words.



3 Look at the pictures and complete Greg's description of his friends.

Greg

You have 120 friends:

Kitty

Nate

Cassie

New friend

Kitty is my cousin. In the picture, her 'h air is 's hort, but now it's 'l ong. She has amazing green 'e yes.

Nate is my best friend. You can't see in this picture, but Nate is really 't all - 1.75 m! He has 'g lasses, here, but he doesn't always wear them.

Cassie is my sister. We're very different. She has 'b long hair and it's 'c urly, like my mom's. I have 'd ark hair and it's 's traight, like my dad's!

4 Label the clothes.

1 yellow
shorts



2 a blue
sweater



3 black
shoes



4 brown
boots



5 red
pants



6 a pink
T-shirt



7 an orange
cap



8 a purple
skirt



9 a green
jacket



ninety-nine

4

- Ask students to look at the pictures and label the clothes. With weaker classes, you could give students the first letter of each word to help them.
- Check answers with the class.
- Ask: *What clothes do you have on today?* Elicit answers from individual students.
- Before students move on to the Grammar exercises, point out to students, in their own language, 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

- Point out the example answer. Then ask students to match the words to make activities.
- Check answers with the class, and check that students understand all the activities. Ask: *Which activities do you usually do on the weekends?*

2

- Point out the arrows to indicate whether words go across or down.
- Ask students to complete the puzzle. With weaker classes, students could refer back to the vocabulary on page 84 to help them.

3

- Focus on the pictures and point out the example answer. Do another example with the class.
- Ask students to complete the descriptions with the correct words.
- Check answers with the class and check that students understand all the description words.
- With stronger classes, students could write a short description of a friend, using some of the vocabulary. Ask some students to read their descriptions to the class.

Grammar

1

- Read out the example answer and briefly review the meaning of the adverbs of frequency.
- Ask students to read the remaining sentences and delete the extra frequency adverbs.
- Check answers with the class. If students struggle with this exercise, refer them back to the grammar presentation on page 83 and go through the main points again with the class. Point out to students, in their own language, that if they struggle with any exercises in the Review, they should go back and look at the grammar point again in the unit.

2

- Read through the information in the chart with the class and make sure students understand everything.
- Read out the example question and answer. Then ask students to complete the remaining questions and answers.
- Check answers with the class.
- With stronger classes, students could write one or two more questions based on the chart. Ask some students to read their questions to the class, and invite other students to provide the answers.
- If students struggle with this exercise, refer them back to the presentation on page 85 and go through the main points again with the class.

3

- Ask students to write questions for the answers. You could refer students back to the presentation on page 93 to help them.
- Check answers with the class.
- With stronger classes, students could write one or two more *Wh-* questions to ask their classmates. Ask some students to read their questions to the class. Invite other students to answer them.
- If students struggle with this exercise, refer them back to the presentation on page 93 and go through the main points again with the class.

4

- Check that students understand *beans*.
- Read out the example answer and do another example with the class.
- Ask students to complete the remaining sentences with the correct object pronouns.
- Check answers with the class.
- If students struggle with this exercise, refer them back to the presentation on page 95 and go through the main points again with the class.

Review

Grammar

1 Cross-out the extra frequency adverb in each sentence.

- 1 I always do ~~always~~ my homework.
- 2 Tom and I ~~often~~ are often in the park on Sunday.
- 3 My English teacher ~~always~~ is always on time for classes.
- 4 I sometimes wash ~~sometimes~~ the dishes after dinner.
- 5 Do you always get up ~~always~~ late?
- 6 You never make ~~never~~ your bed!
- 7 I ~~never~~ am never late for school.
- 8 How often do you ~~often~~ wear jeans?

2 Look at the chart. Complete the questions and write short answers.

On Saturdays ...	Maddy	Jacob	Leah
get up early	X	X	✓
go to the mall	X	✓	✓
play computer games all evening	✓	X	X
go to bed late	✓	✓	X

- 1 Does Maddy get up early?
No, she doesn't.
- 2 Does Jacob go to bed late?
Yes, he does.
- 3 Do Jacob and Leah go to the mall?
Yes, they do.
- 4 Does Leah play computer games all evening?
No, she doesn't.
- 5 Does Jacob get up early?
No, he doesn't.
- 6 Does Maddy play computer games all evening?
Yes, she does.
- 7 Do Maddy and Jacob go to bed early?
No, they don't.

3 Write *Wh-* questions for the answers.

- 1 "When do you get up on Saturdays?"
"I get up at 7 a.m. on Saturday."
- 2 "Where does your sister play tennis?"
"My sister plays tennis in the park."
- 3 "Why do you like math?"
"I like math because it's easy!"
- 4 "How do you go to school?"
"My brother and I go to school by bus."
- 5 "When does your English class start?"
"My English class starts at 10:30."
- 6 "What color hair does he have?"
"He has blond hair."

4 Complete the sentences with object pronouns.

- 1 I have an idea! Listen to me.
- 2 I love beans, but my sister never eats them.
- 3 Diana is fun. I really like her.
- 4 Is that David? Yes, that's him.
- 5 We don't understand. Help us!
- 6 Happy birthday, Ruby! I have a present for you.
- 7 Where's that T-shirt from? I really like it.

Consolidation

Read the sentences about Cody's Saturdays. Choose the correct answers.

- 1 On Saturdays, I often get up late.
a am b get up c have
- 2 I like fruit, so I often have it for breakfast.
a never b often c early
- 3 In the afternoon, I always play sports with Liam.
a play b make c go to
- 4 Liam is my brother and he's really tall.
a long b curly c tall
- 5 His hair is blond, but my hair is dark.
a dark b yellow c straight
- 6 We really like tennis and we're good at it.
a them b us c it
- 7 We sometimes cook on Saturday evenings.
a make b cook c eat
- 8 They often watch TV all evening!
a on b all c in

Consolidation

- Explain to students, in their own language, 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 sentences 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, why each answer is correct and the other options are wrong.
- Point out to students, in their own language, 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.

An online profile

1 Read Jia's online profile. Complete the chart.

Name	1 Jia
Age	2 12
City, country	3 Shanghai, China
Best friends	4 Ping and Jun
Favorite subject	5 English
Name of English teacher	6 Mrs. Wu

2 Read the tip.

Tip

Good writers use capital letters correctly.

- The first word in a sentence: *My name is Jia.*
- The word I: *I'm 12.*
- Names: *Ping*
- Cities and countries: *Shanghai, China*
- Days and months: *Saturday, June*
- Languages and nationalities: *English, Chinese*

Read Alice's profile. Find seven more capital letters.

3 Rewrite the sentences with capital letters.

1 my favorite subjects are art and english.

My favorite subjects are art and English.

2 it's friday today.

It's Friday today.

3 tokyo is in japan.

Tokyo is in Japan.

4 simon and i are in the same class.

Simon and I are in the same class.

5 my birthday is in february.

My birthday is in February.

6 i'm from the u.k.

I'm from the U.K.

4 Copy and complete the chart in exercise 1 for you.

5 Write your online profile.

- Use your chart in exercise 4.
- Use the profile in exercise 1 as a model.
- Use capital letters correctly.
- Add a photo.

Writing 1

3

- Read through the sentences with the class and check that students understand everything.
- Ask students to rewrite the sentences using capital letters.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books.

Dictate the following sentences to the class. Remind students to think about capital letters and also spelling.

1 *It's Thursday today.*

2 *My birthday is in August.*

3 *I'm 13.*

4 *My best friend is Maria.*

Check answers by asking individual students to come and write the sentences on the board.

Check for the correct use of capital letters, point out the apostrophes in *It's* and *I'm*, and discuss, in the students' own language, any spellings that they find difficult. Explain that English spelling is not always predictable, so students need to learn how to spell words correctly.

4

- Ask students to copy the chart in exercise 1 and complete it with information about themselves.

ANSWERS

Students' own answers.

5

- Read through the checklist with the class. Students can complete the writing task for homework.
- In the next class, put students into small groups to share their profiles. Ask some students, in their own language, whose profile they enjoyed reading and why.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 1

Writing 1

An online profile

Aims

- write an online profile
- practice using capital letters

Warm-up

- Ask students, in their own language, how much time they spend online each week, and which websites or social media they use. Ask what information about themselves they put online, and what information it is best not to put online.
- Read out the heading, *An online profile*, and explain the meaning.

1

- Read through the chart with the class and check that students understand everything.
- Ask students to read Jia's profile and complete the chart.
- Check answers with the class.
- Point out the word *Mrs.* and teach *Mr.*, *Miss*, and *Ms.* Point out that all these words are written with a capital letter.

2

- Read through the tip with the class. Discuss with students, in their own language, which uses of capital letters are the same in their language, and which are different.
- Ask students to read Alice's profile and find seven more capital letters.
- Check answers with the class.

Writing 2

A description of a family

Aims

write a description of a family
practice using commas, periods, and exclamation points

Warm-up

- Ask: *Who is in your family?* Elicit answers from individual students and review the words for family members that students learned on page 28. Write these words on the board.
- Read out the heading, *A description of a family*, and explain the meaning. Explain to students that they are going to write a description of their family.

1

- Read out the question and check that students understand *writer*.
- Ask students to read the description and answer the question.
- Check the answer with the class.

ANSWER

Laura

2

- Ask students to read the description again and match the people with the names.
- Check answers with the class.

3

- Read through the tip with the class. Discuss with students, in their own language, which uses of punctuation are the same in their language, and which are different.
- Ask students to read the description again and find the commas, periods, and exclamation points.
- Check answers with the class.

4

- Read through the sentences with the class and check that students understand everything.
- Ask students to rewrite the sentences using commas, periods, and exclamation points.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books.

Dictate the following sentences to the class. Remind students to think about commas, periods, and exclamation points, spelling and capital letters.

1 *My brother is great!*

2 *My grandma and grandpa are old, but they're fun!*

Writing 2

A description of a family

1 Read the description of a family. What is the writer's name?

Who is he?

He's my father. His name's Antonio and he's 42.

Who is she?

She's my mother. Her name's Julia and she's 39.

Who is she?

She's my grandma and she's 64. She's fun!

Who are they?

They're my brothers, Raul and Mario. Raul's 12 and Mario's 8. Raul is at my school, but Mario is at a different school.

Who am I?

I'm Laura! I'm 17.

2 Read again and look at the picture.

Match the people A-E in the picture with the names 1-5.

- | | |
|-----------|----------|
| 1 Laura | <u>E</u> |
| 2 Julia | <u>B</u> |
| 3 father | <u>A</u> |
| 4 grandma | <u>D</u> |
| 5 Raul | <u>C</u> |

3 Read the tip.

Tip

Good writers use commas, periods, and exclamation points.

We use a comma , to separate information.

We use a period . at the end of a sentence.

We use an exclamation point ! for emphasis.

Underline two examples of commas, periods, and exclamation points in the descriptions.

4 Read the sentences and add commas, periods, and exclamation points.

- My grandpa's 87. He's very old!
- Mexico, Argentina, Colombia, and Chile are Spanish-speaking countries.
- She's my best friend. She's great!
- My four cousins are 9, 11, 12, and 16.
- Your friends are American, Brazilian, and South African. They're really cool!

5 Complete the chart for two people in your family, or other people.

Family member (for example, uncle)		
Name		
Age		
Extra information		

6 Write descriptions of two people in your family, or other people.

- Use your chart in exercise 5.
- Use the descriptions in exercise 1 as a model.
- Check your use of commas, periods, and exclamation points.

102 one hundred two

Online Homework

3 *My sister is at a different school.*

4 *Her name's Julia.*

Check answers by asking individual students to come and write the sentences on the board.

Check for the correct use of commas, periods, and exclamation points. Point out the apostrophes in *they're* and *name's*. Discuss in the students' own language any spellings that they find difficult.

Point out the double letter in *different*, and explain that a lot of words in English have a double letter, so students need to pay attention to spelling.

5

- Focus on the chart and check that students understand *extra information*.

- Ask students to complete the chart with information about two people in their family.

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 descriptions. Ask some students in their own language whose family sounds interesting or fun.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 2

A description of a dream hangout

- 1 Look at the picture and read Alicia's description. Which person in the picture is Alicia, A or B?



- 2 Read the tip.

Tip Good writers make notes before they write.

Read Alicia's description again. Complete the chart with the words.

awesome best friends cool guitars TV

Things in dream hangout	Why?
a really big *TV	Movies are * awesome !
speakers, two * guitars , drums	We're big fans of music.
People in dream hangout	Why?
my two * best friends	They're * cool !

- 3 Plan your dream hangout. Make notes. Use the chart in exercise 2.

- 4 In your notebook, write a description of your dream hangout.

- Use your notes in exercise 3.
- Use the description in exercise 1 as a model.
- Check your spelling and grammar.

Online Homework

one hundred three

Writing 3

- Ask students to read the description again and complete the chart with the correct words.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books.

Dictate the following sentences to the class. Remind students to think about spelling, punctuation, and also apostrophes.

- 1 There are two people.
- 2 They're awesome!
- 3 I'm a big fan of movies.
- 4 It's really cool!

Check answers by asking individual students to come and write the sentences on the board.

Point out the difference between *there* and *they're*, and point out the use of apostrophes in *they're*, *I'm*, and *it's*. Point out also the silent "w" in *two* and the silent "o" in *people*. Explain that a lot of English words have silent letters, and students need to make the effort to learn how to spell words correctly.

3

- Ask students to copy the chart in exercise 2 and use it to plan their dream hangout.

ANSWERS

Students' own answers.

4

- 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 descriptions. Ask some students, in their own language, whose hangout sounds fun and why.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 3

Writing 3

A description of a dream hangout

Aims

write a description of a dream hangout
practice making notes before you write

Warm-up

- Ask: *What is your favorite hangout in your city? Is it the mall? The movie theater?* Elicit answers from individual students and review the vocabulary for places from page 36.
- Read out the heading, *A description of a dream hangout*, and explain the meaning of *dream*.

- Focus on the picture of Alicia's hangout and ask: *What is there in your dream hangout? Is there music? Is there a TV? Is there a computer?* Elicit answers from individual students.

1

- Read out the question. Then ask students to read the description and choose the correct answer.
- Check the answer with the class.

2

- Read through the tip with the class. Discuss with students in their own language why it is a good idea to make notes before you write, e.g. to plan your ideas into a clear order, so you don't forget anything important.

Writing 4

A report about a survey

Aims

write a report about a survey
practice using *and* and *but*

Warm-up

- Ask: *What are your interests? Do you like music? What about sports? Are you good at sports? What sports do you like?* Elicit answers from individual students.
- Read out the heading, *A report about a survey*, and explain the meaning.

1

- Read through the three titles with the class and make sure students understand them all.
- Ask students to read the report and choose the best title.
- Check answers with the class.

2

- Read out the example answer and point out how the answer relates to information in the report (*it's ten students' favorite subject*).
- Ask students to read the report again and complete the chart with the correct words.
- Check answers with the class.

3

- Read through the tip with the class. Discuss with students how they say *and* and *but* in their own language.
- Ask students to read the report again and find examples of *and* and *but*.
- Check answers with the class.
- Point out that we always use a comma before *but*. We can choose whether to use a comma before *and*.

4

- Read through the sentences with the class and check that students understand everything.
- Ask students to complete the sentences with *and* or *but*.
- Check answers with the class.

Writing 4

A report about a survey

1 Read the report about the survey. Choose the best title.

- Singers in my class
- Class music survey
- Favorite subjects survey

My report

This is a survey of the 40 students in my class.

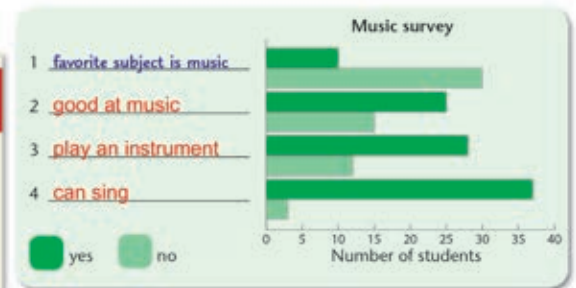
- Music is popular *and* it's 10 students' favorite subject.
- 25 students are good at music.
- 24 students can play one instrument, *but* 12 can't play an instrument. Three students can play two instruments, *and* one person can play four!
- 37 students can sing, *but* three can't. Most students can sing a song from memory.

Simon, Boston



2 Complete Simon's survey chart.

can play an instrument can sing
favorite subject is music good at music



3 Read the tip.

Tip Good writers use *and* and *but*.
We connect similar information with *and*.
We contrast information with *but*.

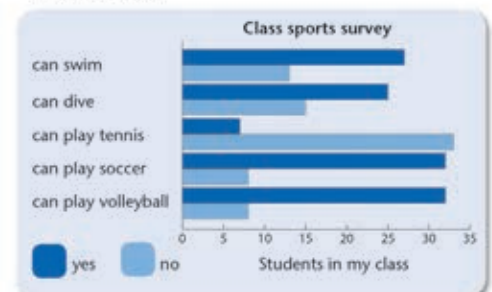
Underline two examples of *and* and *but* in the report.

4 Complete the sentences with *and* or *but*.

- My name is Gabriel *and* I live in Sydney.
- Math and science are easy, *but* music is hard.
- My cell phone is old, *but* your phone is awesome.
- I can speak English *and* I can sing two songs in English.
- My cousin is in Madrid, *but* he can't speak Spanish.
- I like sports *and* my favorite sport is soccer.

5 Look at the survey chart below and write a report.

- Use the report in exercise 1 as a model.
- Use *and* and *but*.



This is a class survey about sports. 27 students can ...

104 one hundred four

Online Homework

Practice activity (all classes)

Ask students to close their books. Dictate the following sentences to the class. Tell students that all the sentences have a word with a double letter.

- They like tennis.*
- Most students can play volleyball.*
- 27 students are good at swimming.*

Check answers by asking individual students to come and write the sentences on the board.

Check for the correct use of capital letters and periods, and point out the double letters in *volleyball*, *tennis*, and *swimming*. Remind students that English spelling is often tricky, so they should learn to spell useful words.

5

- Check that students understand *dive* in the chart.
- 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 compare their reports and discuss any differences.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 4

A competition entry

- 1 Read about the competition, and read Chris's entry. Then answer the questions.



- What is the prize in the competition? A backpack.
- How many games are there in Chris's collection? There are 43 games.
- Why is Soccer Stars fun? Because you can choose famous players for your team.
- Why is James Rodriguez on Chris's team? Because he's an awesome player.

- 2 Read the tip.

Tip Good writers give reasons for their opinions with *because*.
I have James Rodriguez on my team **because** he's an awesome player.

Underline the sentences with *because* in Chris's competition entry.

- 3 Match 1–5 with a–e. Then write sentences with *because*.

- | | |
|---|-----------------------------|
| 1 I like my cell phone. | a It's boring. |
| 2 My favorite subject is science. | b There aren't any classes. |
| 3 I don't like shopping. | c It's interesting. |
| 4 My favorite actor is Andrew Garfield. | d He's cool. |
| 5 I like Saturday. | e It's really small. |

- I like my cell phone because it's really small.
- My favorite subject is science because it's interesting.
- I don't like shopping because it's boring.
- My favorite actor is Andrew Garfield because he's cool.
- I like Saturday because there aren't any classes.

- 4 Complete the chart with information about your favorite thing.

Favorite thing	
Description	
Reasons why you like it	
Other information	

- 5 Write your competition entry.

- Use the chart in exercise 4.
- Use the competition entry in exercise 1 as a model.
- Use *because* to give reasons.

Online Homework

one hundred five

Writing 5

3

- Check that students understand all the adjectives in a–e.
- Ask students to match the sentence halves and write sentences with *because*.
- Check answers with the class.

Practice activity (all classes)

Write the following words and gapped sentences on the board:

are can have like

- You can play some cool games.
- There are 35 games in my collection.
- I like sports.
- I have a really cool guitar.

Ask students to complete the sentences with the missing words.

Check answers with the class. Then point out to students, in their own language, that these sentences all contain language that they have studied in this course (*can, There is / There are, like, have*). Encourage students to use a range of different language in their writing.

ANSWERS

1 can 2 are 3 like 4 have

4

- Ask students to complete the chart with information about their favorite thing.

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 competition entries. Groups could read all the entries and decide which they think would win the competition and why.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 5

Writing 5

A competition entry

Aims

- write a competition entry
- practice using *because* to give reasons for opinions

Warm-up

- Ask: *What's your favorite thing?* Elicit a few ideas and review useful vocabulary, e.g. *cell phone, guitar, laptop, skateboard, sunglasses*.
- Read out the heading, *A competition entry*, and explain the meaning. Ask students, in their own language, if they ever enter competitions, and if they have ever won a competition.

1

- Pre-teach *win*.
- Ask students to read about the competition. Then read Chris's entry.
- Read through the questions with the class and check that students understand everything.
- Ask students to answer the questions.
- Check answers with the class.

2

- Read through the tip with the class. Discuss with students, in their own language, how they would say *because* in their language.
- Ask students to read Chris's entry again and underline the sentences with *because*.
- Check answers with the class.

Writing 6

A description of a perfect day

Aims

write a description of a perfect day
practice using *first*, *then*, and *next* to order events

Warm-up

- Ask: *What do you do in the morning, before school? What do you do in the evening, after school? What do you do on the weekends?* Elicit answers from individual students and review vocabulary from page 68.
- Read out the heading, *A description of a perfect day*, and check that students understand the meaning.
- Ask: *What do you do on your perfect day?* Elicit a few ideas.

1

- Read out the question. Then ask students to read Marcus's blog and answer the question.
- Check the answer with the class.

ANSWER

skateboarding

2

- Read through the events with the class and check that students understand them all.
- Ask students to read the blog again and order the events.
- Check answers with the class.

3

- Read through the tip with the class. Discuss with students, in their own language, how they would say *first*, *then*, and *next* in their language.
- Ask students to read Marcus's blog again and underline examples of *first*, *then*, and *next*.
- Check answers with the class.

4

- Ask students to read the texts and choose the correct words.
- Check answers with the class.

5

- Ask students to copy the chart and complete it with information about their perfect day.

ANSWERS

Students' own answers.

Writing

6

A description of a perfect day

1 Read the blog. What is Marcus's favorite sport?

Skatestar

A Perfect Day

My perfect day is a Sunday because there isn't any school! I get up at 10:30, but I don't have breakfast. First, I play computer games. Then, I take a shower and I meet my friends at the mall. Next, we have lunch in a pizza restaurant. In the afternoon, I go to the skatepark with my friends. I love skateboarding because it's fun! In the evening, we go to a coffee shop and talk. Then I go home and watch a movie with my family. That's my perfect day.

Marcus, 12, Chicago

2 Order the events 1–6 in Marcus's perfect day.

<p>Morning</p> <p>a <u>2</u> meet friends at the mall</p> <p>b <u>1</u> play computer games</p> <p>c <u>3</u> have lunch with friends</p>	<p>Afternoon / Evening</p> <p>d <u>6</u> watch a movie</p> <p>e <u>4</u> go to the skatepark</p> <p>f <u>5</u> go to a coffee shop</p>
--	---

3 Read the tip.

Tip Good writers use *first*, *then*, and *next* to order events in a text.

First, I play computer games ...

Then, I take a shower ...

Next, we have lunch ...

Underline *first*, *then*, and *next* in the blog.

4 Choose the correct words.

I get up at 6:30. Next / First I take a shower. Then / First, I have breakfast with my family. First / Next I go to school with my mom.

On the weekend, I do my chores. Then / First I put away my clothes. First / Then I clean my room. Next / First, I help with the cooking. I take out the trash and wash the dishes.

5 Copy and complete the chart for your own perfect day.

Time	Activity
9:00	Get up

6 Write a blog about a perfect day.

- Use your chart in exercise 5.
- Use the blog post in exercise 1 as a model.
- Use *because* to give reasons.
- Use *first*, *then*, and *next* to order the events in your day.

106 one hundred six

Online Homework

Practice activity (all classes)

Write *and*, *but*, and *because* on the board. Ask students to read Marcus's blog again and find examples of the words.

Check answers and remind students, in their own language, that they have studied these words in previous Writing sections of the book. Discuss how the words are used in writing and, if necessary, refer students back to pages 104 and 105 to remind them of how to use the words.

Encourage students to use a range of different language to make their writing interesting.

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 descriptions, and choose one to present to the class. Ask groups in turn to tell the class what their classmate does on their favorite day.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 6

A description of what you eat

1 Read Denis's question and Sophie's answer. Match 1–3 with the pictures A–C.

- 1 A full English breakfast C
2 Orange juice and cereal A
3 A packed lunch B

Quest

My homework is about typical food and drink around the world. Can you help? Thank you! Denis, 12, Russia



Hi Denis!

On school days, I have cereal and orange juice for breakfast. There's a break at 11 and I have fruit. I don't like the food at school, so I take lunch from home. It's called a "packed lunch." It's often a cheese sandwich, or pasta with vegetables. Then, in the evening, we often have meat or fish.

On weekends, my parents don't work, so breakfast is very different. My dad always cooks bacon, eggs, and mushrooms. It's called a "full English breakfast." I really like breakfast on weekends. Then, in the evening, we cook together. I can make good pizza! Sophie, 13, the U.K.



2 Read again. Complete the chart for Sophie.

	School days	Weekends
Breakfast	<u>1 cereal and orange juice</u>	<u>3 bacon, eggs, and mushrooms</u>
Snack	<u>2 fruit</u>	X
Lunch	<u>1 cheese sandwich or pasta with vegetables</u>	X
Dinner	<u>4 meat or fish</u>	<u>4 pizza</u>

3 Read the tip.

Tip

Good writers use *so* to talk about the results of actions or situations.

*I don't like the food at school, **so** I take a packed lunch from home.*

Underline sentences with *so* in Sophie's answer in exercise 1.

4 Match 1–5 with a–e. Then write sentences with *so*.

- 1 I often go to bed late. a I never eat pizza.
2 I'm a vegetarian. b I take a packed lunch.
3 I don't like school food. c I often go to the mall.
4 I like shopping. d I'm not always on time for school.
5 I don't like cheese. e I don't eat meat.

- 1 I often go to bed late, so I'm not always on time for school.
2 I'm a vegetarian, so I don't eat meat.
3 I don't like school food, so I take a packed lunch.
4 I like shopping, so I often go to the mall.
5 I don't like cheese, so I never eat pizza.

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

6 Write your description.

- Use the chart in exercise 5.
- Use the answer in exercise 1 as a model.
- Use *so* to talk about results.

Online Homework

one hundred seven

107

Writing 7

3

- Read through the tip with the class. Discuss with students, in their own language, how they would say *so* in their language.
- Ask students to read the question and answer again and underline sentences with *so*.
- Check answers with the class. Point out that we use a comma before *so*.

4

- Ask students to match the sentence halves and write sentences with *so*.
- Check answers with the class.

Practice activity (all classes)

Ask students to close their books.

Write the following incorrect sentences on the board.

- I has cereal and orange juce for breakfast.*
- I not like the food at scool.*
- In the evening, we have often meet or fish.*
- I realy like breakfast in weekends.*

Explain that each sentence contains one spelling mistake and one grammar mistake. Put students into pairs to find the mistakes and correct them.

Students can check their answers in the text in exercise 1.

Check answers and remind students to check their own writing for spelling and grammar mistakes.

ANSWERS

- I has I have; juce juice
- I not like I don't like; scool school
- have often often have; meet meat
- realy really; in-weekends on weekends

5

- Ask students to copy the chart in exercise 2 and complete it with information about themselves.

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 descriptions. Ask some students, in their own language, whose description they like and why.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 7

Writing 7

A description of what you eat

Aims

write a description of what you eat
practice using *so* to talk about the results of actions or situations

Warm-up

- Ask: *What's your favorite food? What do you usually eat in the morning? What do you have for lunch? What do you like eating in the evening?* Elicit a range of answers from individual students and review food vocabulary from page 84.
- Read out the heading, *A description of what you eat*.

- Focus on the model text and ask: *Where can you see a text like this?* Elicit or explain that it is an online question and answer.

1

- Ask students to read the question and answer and match the descriptions with the pictures.
- Check answers with the class.

2

- Check that students understand *snack*.
- Ask students to read the question and answer again and complete the chart.
- Check answers with the class.

Writing 8

A biography

Aims

- write a biography
- practice adding information with *too*

Warm-up

- Ask students, in their own language, if they like reading about famous people. Ask what they enjoy learning about them, e.g. their childhood, their family life, their hobbies and interests.
- Read out the heading, *A biography*, and explain the meaning. Tell students they are going to write a biography of their favorite person.

1

- Read out the question and check that students understand *both*.
- Ask students to read the biography and answer the question.
- Check the answer with the class.

ANSWER
a necklace

2

- Ask students to read the biography again and check the two correct sentences. Ask them to correct the two false sentences.
- Check answers with the class.

3

- Read through the tip with the class. Discuss with students, in their own language, how they would say *too* in their language.
- Ask students to read the biography again and underline three examples of *too*.
- Check answers with the class and point out that we use *too* at the end of a sentence. Point out that we often use *too* with *and*.


4

- Read out the task and remind students that we use *but* to contrast information. Refer them back to page 104, if necessary, to see some examples.
- Read out the two example answers. Then ask students to rewrite the remaining sentences using *and + too* or *but*.
- Check answers with the class.



5

- Ask students to copy the chart and complete it with information about their favorite person. Tell them their favorite person can be a famous person or someone that they know.

Writing



A biography

1 Read the biography. What do Sara and Shailene both have?


Shailene Woodley

I'm a big fan of Shailene Woodley. I like her because she's a great actor. She's in *The Fault in Our Stars*. She's in the *Divergent* movies too. They're great!

Shailene is from Simi Valley, California, and she has one brother. Her father is a school principal, and her mom works in a school too.

Shailene has short, brown hair. She has brown eyes too. She's pretty! She isn't tall. She wears cool clothes. In this picture, she has a black dress and a black jacket. I love her necklace. I have that necklace too!

by Sara Smith, 13, Nevada



2 Check (✓) the two correct sentences. Correct the two false ones.

Shailene Woodley ...

- is tall and she has blond hair. ☐ She isn't tall and she has brown hair.
- is an actor from California. ☒ _____
- 's parents work in schools. ☒ _____
- has blue eyes and long hair. ☐ She has brown eyes and short hair.

3 Read the tip.

Tip Good writers add information with *too*.
Her father is a school principal, and her mom works in a school too.

Underline three more examples of *too* in the biography.

4 Rewrite the sentences with *and + too* or *but*.

- He's a great singer. He can play the guitar. He's a great singer, and he can play the guitar too.
- My mom is short. My dad is tall. My mom is short, but my dad is tall.
- I'm 12. You're 12. I'm 12, and you're 12 too.
- We go to the same school. We're in the same class. We go to the same school, and we're in the same class too.
- I have curly hair. You have straight hair. I have curly hair, but you have straight hair.
- I like your jacket. I like your hat! I like your jacket, and I like your hat too.

5 Complete the chart for your favorite person.

Name	
Reason for choice	
Personal details	
Appearance	

6 In your notebook, write a biography of your favorite person.

- Use the chart in exercise 5.
- Use the biography in exercise 1 as a model.
- Connect your ideas with *too*, *so*, and *but*.
- Add a picture of him/her with your biography.

108 one hundred eight
Online Homework

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 biographies and choose one to present to the class. Ask groups in turn to present their chosen biography to the class. The class could vote for its favorite.

ANSWERS

Students' own answers.

Further support

Online Homework Unit 8

Culture 1-2

Mobile schools

In Bangladesh, it is very rainy from June to September. Many schools are closed because they are underwater. In these months, some children's classes are on the Floating School. It's a school on a boat! Inside is a classroom for 30 students, with computers and books. Classes are from Monday to Saturday.

Millions of families are without homes in India. It's hard for children in these families because there isn't a normal school in their neighborhood. But the School on Wheels is different – it's a school on a bus! Inside the bus is a classroom for 25 students, a library, and computers. The bus is open every day. School visits to museums are easy with the School on Wheels.

1 107 Look at the pictures and choose the correct words. Then read and check.

1 The Floating School is on a boat / bus.

2 The School on Wheels is on a boat / bus.

2 Read again. Choose *T* (True) or *F* (False).

1 In Bangladesh, it is rainy in July.	<input checked="" type="checkbox"/> T <input type="checkbox"/> F
2 Classes on the boat are for 25 students.	<input type="checkbox"/> T <input checked="" type="checkbox"/> F
3 The Floating School is open every day.	<input type="checkbox"/> T <input checked="" type="checkbox"/> F
4 The School on Wheels is a school for children without a home.	<input checked="" type="checkbox"/> T <input type="checkbox"/> F

Project

Design your own mobile school. Use these questions to help you.

- How is your school mobile? Is it on a bus, a boat, or ... ?
- Who is it for?
- What is inside your school?
- When is it open?

one hundred nine 109

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 2, read through the text with the class and explain any new words that students don't understand.

2

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

Project

- Read through the project notes and questions with the class, and check that students understand everything.
- Elicit some example answers for each question. With weaker classes, you could elicit ideas for a mobile school as a class and make notes on the board. Students could then use these ideas to help with their project.
- Students could work individually or in pairs to design their own mobile school. Encourage them to draw pictures to illustrate their school, and to present it in an attractive way.
- Put students into small groups to present their mobile schools to each other and choose one to present to the class. Ask groups in turn to present their favorite mobile school to the class. The class could vote for its favorite overall.

Culture 1–2

Mobile schools

Aims

read about mobile schools in India and Bangladesh
design your own mobile school

Warm-up

- With books closed, say to students, in their own language, that young people all over the world go to school, but for some children, going to school is difficult. Ask students why they think it is difficult for some children to go to school. Elicit a range of ideas from students, e.g. children may be poor and have to work, or they may be too far away from a school.

- Ask students to open their books on page 109. Focus on the map and ask students, in their own language, what they know about India and Bangladesh.
- Read out the title, *Mobile schools*, and explain the meaning.

1 107

- Check that students understand *boat* and *bus*.
- Ask students to look at the pictures and choose the correct words in the sentences.
- Play the audio for students to listen and read and check their answers. Point out that they don't need to understand every word of the text, but should just try to understand the general meaning.
- Check answers with the class.

Cross-curricular 1-2

Geography

Aims

- read a continent profile of Asia
- design a poster about another continent

Warm-up

- With books closed, ask students, in their own language, what the seven continents in the world are. Elicit ideas and write them on the board. Teach the English words for the continents: *Africa, Asia, North America, South America, Antarctica, Europe, and Australia.*
- Underline *Asia* and explain to students that they are going to learn about this continent.

1 108

- Pre-teach *huge*.
- Play the audio and ask students to listen and read the introduction, and look at the map.
- Read out the *In 1 minute ...* challenge. Then put students into pairs and give them one minute to write as many countries as they can.
- Bring students' ideas together on the board and see which pair wrote the most countries correctly. (See the Culture note below.)

Culture

The 48 countries in Asia are:

Afghanistan, Armenia, Azerbaijan, Bahrain, Bangladesh, Bhutan, Brunei, Cambodia, China, Cyprus, Georgia, India, Indonesia, Iran, Iraq, Israel, Japan, Jordan, Kazakhstan, Korea (North), Korea (South), Kuwait, Kyrgyzstan, Laos, Lebanon, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Oman, Pakistan, Philippines, Qatar, Russia, Saudi Arabia, Singapore, Sri Lanka, Syria, Tajikistan, Thailand, Timor/East Timor, Turkey, Turkmenistan, United Arab Emirates, Uzbekistan, Vietnam, and Yemen.

2

- Focus on the compass at the bottom of the map and teach *north, south, east, and west*.
- Teach the words *mountain, desert, rainforest*, and *border*. You can use the pictures to help teach some of the words. Also teach *giant panda, tiger, and snake*.
- Read out the example answer and point out how it fits with the information on the map.

Cross-curricular 1-2

Geography

1 108 Read the introduction and look at the map.

Continent profile: Asia

Asia is a huge continent with a population of about 4.3 billion people. That's over 60% of the world's population.



2 Match sentences 1-5 with A-E on the map.

- Some big countries in Asia are China, India, and Russia. **B**
- Mount Everest is in the Himalayan mountains. These mountains are in five countries: India, Nepal, Bhutan, China, and Pakistan. **D**
- Asia's borders are with two other continents: Europe and Africa. **A**
- The Gobi is a cold desert in the north of China. But some parts of south-east Asia are very different. In Indonesia, there is hot, wet rainforest. **C**
- Asia is home to many interesting animals – the giant panda, tigers, and many snakes. **E**

3 Read the texts again and complete the sentences.

- The **p.opulation** of Asia is about 4.3 billion.
- Indonesia is a **c.ountry** in Asia.
- Mount Everest is a **m.ountain**.
- Europe, Africa, and North America are **c.ontinents**.
- The Gobi is a **d.esert** in the north of China.

Project

Design a poster about another continent. Include:

- the population.
- big countries.
- geographical features: mountains, desert, rainforest.
- animals.

110 one hundred ten

- Put students into pairs to read the sentences and match them with the letters on the map.
- Check answers with the class.


3

- Ask students to read the texts again and complete the sentences with the correct words.
- Check answers with the class, and check that students understand all the sentences.

Project

- Read through the project notes with the class, and check that students understand everything.
- Refer back to sentences in the profile, and point out to students that they can change the sentences for their own profile, e.g. *South America is a big continent with a population of ...*
- Students could work individually or in pairs to design their poster. Encourage them to present it in an attractive way.
- Put students into groups to present their continent profiles to each other.
- Discuss as a class, in the students' own language, what they have learned about the different continents.

Culture 3-4



THE HIGH LINE

Check out **The High Line**! It's a park on an old railroad, 10 meters above the streets in New York City. There are coffee shops and restaurants on The High Line, and visitors can walk 2,300 meters along it. The park is a popular hangout for tourists – and for New Yorkers, old and young. There are activities for teenagers, too:

- Do you like plants and trees? ➡ Join the Green Corps, a club for teenage nature-lovers.
- Can you sing, dance, or draw? ➡ Work for the High Line's Teen Arts Council! There are cool events like art shows and parties with DJs.





VENICE BEACH

Venice Beach is next to the Pacific Ocean in Los Angeles, California. It's a favorite place for Angelenos.



Next to the beach, there's a park, a skatepark, and the Boardwalk.

- The park has small stores and restaurants. On the weekend, there are artists, musicians, and singers. It's awesome!
- Do you like skateboarding? Then check out Venice Beach Skatepark – the best in the U.S.!
- The Boardwalk is popular with roller skaters. It's also a fun hangout for Angelenos and visitors from all over the world.

1 109 Read about two city parks. Match pictures A and B with the two flyers.

The High Line: picture B

Venice Beach: picture A

2 Choose the correct words.

- The High Line is a form of transportation / park.
- The High Line is 2,300 / 10 meters long.
- Young / Old people can be in the Green Corps.
- There are stores / DJs at Venice Beach.
- The High Line / Venice Beach is a great place for roller skaters.
- There are singers, artists, and musicians at Venice Beach on weekends / on weekdays.

3 What is the name for people from ...

- New York? New Yorkers
- Los Angeles? Angelenos

Project

Write a description of a park you like. Use these questions to help you.

• Where is the park?	• What can you do there?
• Is it big or small?	• Why do you like it?
• What is in it? (trees? buildings? stores?)	• Add a photo of the park to your description.

one hundred eleven 111

Culture 3–4

City parks

Aims

read about two popular city parks
write a description of a park

Warm-up

- With books closed, ask: *Is there a park in your town or city? What can you do there? Is there a coffee shop or restaurant in the park? Can you see singers or musicians there?*
- Elicit answers from individual students.
- Ask students to open their books on page 111. Point to the pictures and explain that they show two famous city parks.

1 109

- Point to the two texts and teach the word *flyers* (= leaflets advertising something). Point to the two main pictures, A and B, and read out the task.
- Play the audio for students to listen and read and match the pictures with the flyers.
- Check answers 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 2, read through the text with the class and explain any new words that students don't understand.

2

- Check that students understand *transportation* and *roller skaters*.
- Ask students to read the text again and choose the correct words.
- Check answers with the class.

3

- Ask students to find the words in the texts.
- Check answers with the class.

Practice activity (all classes)

Before students work on their own description of a park, put them into pairs and ask them to read the texts again and find sentences or phrases they could use in their own description.

Bring students' ideas together on the board and build up a list of useful sentences and phrases that students can use in their writing, e.g.

Check out the ...
There are ... and ...
Visitors can ...
The ... is a popular hangout for ...
There are lots of activities for ...
The ... has ... and ...
The ... is popular with ...

Project

- Read through the project notes and questions with the class and check that students understand everything.
- Elicit some example answers for each question. With weaker classes, you could elicit ideas for a park that students like as a class and make notes on the board. Students could then use these ideas to help with their project.
- Students could work individually or in pairs to write their description of a park. Encourage them to add pictures to their text.
- Put students into small groups to present their parks to each other and choose one to present to the class. Ask groups in turn to present their favorite park to the class. The class could vote for its favorite overall.

Cross-curricular 3-4

Biology

Aims

- read about big cats
- make a poster about lions and tigers

Warm-up

- With books closed, ask students, in their own language, what their favorite animals are and why. Encourage students to describe their favorite animals and say what qualities they have, and what they can do.
- Write *big cats* on the board and elicit or teach the meaning. Tell students they are going to learn about these animals.

1 110

- Read out the *In 1 minute ...* challenge. Then put students into pairs and give them one minute to write as many types of big cat as they can. They can write the words in English or their own language.
- Bring students' ideas together on the board and see which pair wrote the most big cats correctly. (See the Culture note below.)
- Teach the English words for big cats. (See the Culture note below.)
- Read through the chart with the class and check that students understand *weight*, *speed*, and *diet*.
- Teach the words *run*, *jump*, *spots*, *crocodile*, *deer*, and *gazelle*.
- Play the audio and ask students to listen and read the text, and then complete the chart.
- Check answers with the class and check that students understand everything in the chart.

Culture

The most common big cats are: tiger, lion, jaguar, leopard, snow leopard, cheetah, and puma.
Pumas are also called panthers, cougars, or mountain lions.

2

- Ask students to read the text again and complete the sentences with the correct words.
- Check answers with the class.

Cross-curricular 3-4

Biology

In 1 minute ...

There are many types of big cat. Can you name six big cats?

BIG CATS

Cats are the world's favorite pet. They're about 4 kg and they're carnivores. House cats are members of the "feline" family. Jaguars, pumas, cheetahs, lions, and tigers are also felines. They're "big cats."

Pumas are from North and South America, and they're brown. Female pumas are about 35–45 kg and males are 55–70 kg. They can jump 6 m, and they can run at 70 km/h. Their diet is big animals such as deer.



? Female ♀ Male ♂

Jaguars are from Mexico, Central America, and South America. They're yellow and orange with black spots. Female jaguars are 45–75 kg, and males are 75–100 kg. They can run at 80 km/h and they can swim. Jaguars eat big animals – they can even catch crocodiles!



Cheetahs are from Africa. They're brown with black spots. They're 35–70 kg. They can run at 100 km/h! Their diet is animals such as gazelles.



? Did you know? Cheetahs can go from 0 km/h to 96 km/h in 3 seconds!

1 110 Read about big cats. Then complete the chart.

Animal	From	Color	Weight	Speed	Diet
Puma	¹ North and South America	² brown	³ females: 35–45 kg; males: 55–70 kg	⁴ 70 km/h	⁵ big animals (deer)
Jaguar	⁶ Mexico, Central America, and South America	⁷ yellow and orange with black spots	⁸ females: 45–75 kg; males: 75–100 kg	⁹ 80 km/h	¹⁰ big animals (crocodiles)
Cheetah	¹¹ Africa	¹² brown with black spots	¹³ 35–70 kg	¹⁴ 100 km/h	¹⁵ animals such as gazelles

2 Complete the sentences.

- Cats are felines.
- Pumas can jump.
- Jaguars can swim.
- Cheetahs can run at 100 km/h.

Project

- Make a poster about lions and tigers.
- Find information online about their color, weight, speed, diet, and where they are from.
 - Include photos.

Project


- Read through the project notes with the class and check that students understand everything.
- Refer back to sentences in the text and point out to students that they can change the sentences for their own poster, e.g.
Lions are from Africa, and they're brown.
Female lions are ... kg and males are ... kg.
- Students could work individually or in pairs to design their poster. Encourage them to present it in an interesting and attractive way.
- Put students into groups to present their posters to each other.
- Discuss as a class, in the students' own language, what they have learned about big cats in this class.

Come to Toronto, Canada!

Summer and winter fun in Toronto

Culture 5-6

Chat+ | blog | news | events | friends

 I'm from Toronto, Canada. It's a big, multicultural city with 2.8 million people.

In July and August, Toronto is hot (25°C) and high schools are closed. We go to parks – there are over 1,500 in Toronto! Some parks have awesome outdoor swimming pools and also free outdoor movies. The city is next to an amazing lake, Lake Ontario, and there are a lot of beaches where you can swim.

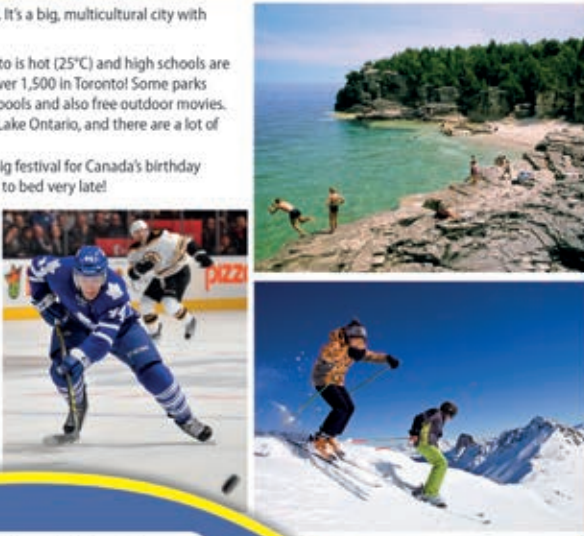
On July 1, it's Canada Day. This is a big festival for Canada's birthday with a concert and fireworks. We go to bed very late!

Ice hockey is our favorite sport in Canada. Games start in October. I'm a fan of the Toronto Maple Leafs. We watch the games on TV.


In November, a lot of outdoor ice-skating rinks open. Bring a lot of clothes because in December and January it's really cold (-5°C!). There is a lot of snow and we go skiing in the mountains.

Come have fun in Toronto!

Tammy, 13



1 Read the title of Tammy's article and look at the pictures. What months do you think she talks about?

2  111 Read Tammy's article. Check your answer to exercise 1.

3 Read the article again and complete the sentences. Write one or two words in each gap.

- The population of Toronto is 2.8 million.
- There is a school vacation in July and August.
- You can swim in the outdoor swimming pools or in Lake Ontario.
- Canada Day is a big festival on July 1.
- Canadians' favorite sport is ice hockey.
- You can go skiing near Toronto in December and January.

4 In your opinion, which month is best to visit Canada? Why?

Project

Imagine someone wants to visit your city. Write a blog post. Include:

- important events and sports in your city.
- things you do.
- photos.

one hundred thirteen 113

2  111

- Play the audio for students to listen and read and check their answers. Point out that they don't need to understand every word of the text, but should just try to understand the general meaning at this stage.
- Check answers with the class.

ANSWERS

July, August, October, November, December, January

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, read through the text with the class and explain any new words that students don't understand.

3

- Ask students to read the text again and complete the sentences with one or two words.
- Allow students time to compare their answers in pairs. Then check answers with the class.

4

- Ask the question to the class and elicit answers from individual students.

ANSWERS

Students' own answers.

Project

- Read through the project notes with the class and check that students understand everything.
- Elicit some example ideas for each topic in the project notes. With weaker classes, you could brainstorm ideas for each topic and make notes on the board. Students could then use these ideas to help with a blog post.
- Students could work individually or in pairs to write their text. Encourage them to include pictures to make their blog post look attractive and interesting.
- Put students into small groups to present their texts to each other.
- Ask: *What do you like about your city? What can you do in your city?* Elicit answers from individual students. Discuss, in the students' own language, what they have learned about their city from doing this project.

Culture 5-6

Come to Toronto, Canada!

Aims

read about the city of Toronto
write a blog post about your city

Warm-up

- With books closed, ask students, in their own language, what they know about Canada. Ask what they know about the weather, the sports that are popular, and famous people who come from Canada.

- Elicit the names of some Canadian cities, e.g. Ottawa, Toronto, Montreal, Vancouver, Calgary, Quebec City. Elicit that Ottawa is the capital city of Canada.
- Tell students they are going to read about Toronto, a city in the southeast of Canada.

1

- Read out the title (*Come to Toronto, Canada!*) and subtitle (*Summer and winter fun in Toronto*). Ask students to look at the pictures and guess what months the article talks about.
- Elicit a few ideas from the class, but don't confirm them at this stage.

ANSWERS

Students' own answers.

Cross-curricular 5-6

Math

Aims

read a survey about travel to school
do a class survey on travel to school,
and present the data in a chart

Warm-up

- With books closed, ask students, in their own language, how they travel to school and how long their journey takes them. See how many different forms of transportation students use to get to school.
- Elicit English words for forms of transportation, e.g. *car, bus, train, taxi, bike, walk*. Teach the phrase *go by* (*bus, car, etc.*).
- Tell students they are going to do a class survey on travel to school.

1

- Read through the words in the box with the class and use the pictures on page 114 to teach the meaning of the words.
- Ask students to read the survey and check that they understand all the words. Also check that students understand *other*.

2

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

3

- Read through the instructions with the class and make sure that students understand everything.
- Put students into pairs to read the chart and calculate the number of degrees for each category.
- Check answers with the class.

4

- Read through the instructions with the class and check that students understand everything.
- Ask students to draw the pie chart for the survey in exercise 3.
- Put students into pairs to compare their answers.
- Ask some students to show their pie chart to the class and discuss, in the students' own language, any differences between them.

ANSWERS

Students' own pie charts.

Cross-curricular 5-6

Math

1 Read the survey. Check that you understand these words.

chart degrees legend
pie chart total

How do you travel to school?	Number of students	Degrees for pie chart
I go by car.	16	180°
I walk.	8	90°
I go by bus.	4	45°
I go by bike.	4	45°
Other	0	0°
TOTAL	32	360°

2 Read again. Choose **T** (True) or **F** (False).

1 There are 30 students in the survey.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
2 50% of students go by car.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>
3 25% of students go by bus.	T <input type="checkbox"/> F <input checked="" type="checkbox"/>
4 No students go to school by taxi.	T <input checked="" type="checkbox"/> F <input type="checkbox"/>

3 Look at the instructions. Then read the chart and calculate the degrees for each category.

How to draw a pie chart (1)


1 Calculate the total number of students. → $10 + 8 + 6 + 3 + 3 = 30$

2 For each category, divide the number of students by the total number of students. → Shopping mall: $10/30 = 0.33$

3 Calculate the degrees for that sector of the pie chart. Check that the total of the degrees is 360°. → $0.33 \times 360^\circ = 120^\circ$

What's your favorite hangout?	Number of students	Degrees for pie chart
Shopping mall	10	120°
Park	8	96°
Coffee shop	6	72°
Restaurant	3	36°
Other	3	36°
TOTAL	30	360°

Class survey: Travel to school





Legend

■ I go by car	■ I go by bus
■ I walk	■ I go by bike

4 Read the second part of the instructions. Draw the pie chart for the survey in your notebook.

How to draw a pie chart (2)

4 Draw a circle. Use a protractor to find the angles for each sector. → 

5 Color the sectors. → 

6 Write the legend. →

Legend
■ shopping mall

Project

How do you get to school? Do the survey in exercise 1 with your class.

- Present your data in a chart.
- Draw a pie chart for your data.

114 one hundred fourteen

Project

- Read through the project notes with the class and check that students understand everything.
- Refer students back to the survey in exercise 1 and draw the chart on the board.
- Read out each category of travel in turn and ask students to raise their hands to see how many people travel in each way. Add the numbers to the board.
- Put students into pairs to calculate the degrees for each category. Check these answers with the class and add the numbers to the chart on the board.
- Ask students to draw their pie chart and write the legend.
- Ask some students to present their pie chart to the class.

Culture 7-8

1 Japan

2 India

3 Ethiopia

4 Indonesia

5 Senegal

6 the U.K.

Uniforms – for and against

In most countries, students have a school uniform – but why? What are the arguments for and against them?

FOR ✓

- Uniforms give a school an identity. Students in uniforms are all part of one group.
- Uniforms are different from students' clothes at home. This helps students feel different at school.
- Students can't laugh at other students' clothes when they have the same uniform.

AGAINST ✗

- Uniforms are sometimes expensive. Why do students need clothes for home and for school?
- With a uniform, students can't express their personality. People are all different.
- Uniforms don't look good. They're sometimes boring colors and styles.

1 Match the pictures 1–6 with the countries.
 Ethiopia India Indonesia Japan Senegal the U.K.

2 112 Read the statements. Which two uniforms in exercise 1 aren't in the statements?
 Ethiopia and Indonesia

1 Our uniforms are long and white. White's a good color in hot weather, but the **dress** gets dirty!

2 At my high school, we wear white shirts with a blue **tie** and a white sweater. I like my uniform.

3 My uniform is a white shirt, a green tie, and a green **blazer**. I like it because I don't need to choose my clothes every morning!

4 Our school uniform is a brown skirt and a brown **shirt**. I don't like the color brown!

3 Find the **green** words in exercise 2 in the pictures.

4 113 Read the arguments for and against school uniforms. Then discuss the questions.

- Which ideas do you agree with / disagree with? Why?
- Can you add ideas?
- Do you have a school uniform? What is it like?

Project

Design a school uniform.

- Write a description of the clothes and the colors.
- Explain why you like it.
- Write 20–30 words.
- Draw a picture and add it to your description.

- Check answers with the class and, as a class, match the descriptions with the pictures.

3

- Ask students to read the text again and find the green words in the pictures.
- Check answers with the class, and check that students understand all the words.

4 113

- Read out the heading, *Uniforms – for and against*, and teach the meaning of *for* and *against*.
- Read through the questions with the class and check that students understand everything.
- Play the audio and ask students to read and listen and think about the questions.
- Allow students time to read through the text again and answer the questions. Then discuss the questions as a class.

ANSWERS

Students' own answers.

Support activity (weaker classes)

The text contains quite a lot of new vocabulary, which some students might struggle with. After students have read and listened to the text in exercise 4, read through it again with the class and explain any new words that students don't understand. Students can then think about their ideas and discuss the questions.

Project

- Read through the project notes with the class and check that students understand everything. Point out to students that they can use the descriptions in exercise 2 as a model for their description.
- Elicit some example sentences for each bullet point in the project notes. With weaker classes, you could elicit ideas for a school uniform as a class and make notes on the board. Students could then use these ideas to help with their project.
- Students could work individually or in pairs to design their own school uniform. Encourage them to draw a picture to illustrate their uniform, and to present it in an attractive way.
- Put students into small groups to present their school uniforms to each other and choose one to present to the class. Ask groups in turn to present their favorite school uniform to the class. The class could vote for its favorite overall.

Culture 7–8

Uniforms – for and against

Aims

read arguments for and against school uniforms
 design a school uniform

Warm-up

- With books closed, ask: *What do you usually wear to school?* Elicit a few answers. Then teach the words *school uniform*.
- If your students wear a school uniform, ask: *What is your school uniform? What color is it? Do you like it?*

- If your students don't wear a school uniform, ask: *Is a school uniform a good idea? Why? / Why not?* Elicit a range of ideas.

1

- Read through the countries with the class and check that students understand them all and know where they are.
- Put students into pairs to match the pictures with the countries. Encourage them to guess if they are not sure.
- Check answers with the class.

2 112

- Play the audio. Ask students to read and listen and decide which two uniforms aren't mentioned.

Cross-curricular 7–8

Science

Aims

study a food pyramid about healthy food
analyze your diet and decide how healthy it is

Warm-up

- With books closed, ask: *What are your favorite foods? What foods don't you like?* Elicit answers from individual students. Then ask: *What foods are good for you? What foods are bad for you?* Elicit answers from individual students.
- Tell students, in their own language, that they are going to think about what they eat and decide how healthy their diet is.

1

- Check that students understand *diet* and *fast food*.
- Ask students to read the sentences and decide if they are true or false.

2 114

- Play the audio and ask students to listen and read and check their answers in exercise 1.
- Check answers 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 3, read through the text and diagram of the food pyramid with the class and explain any new words that students don't understand.


3

- Put students into pairs to find the words in the text and match them with the meanings.
- Check answers with the class and check that students understand all the words.

4

- Read through the foods in the box with the class and check that students understand them. Make sure they understand that *beans* refers to the seeds of the bean plant, like kidney beans, rather than to green beans.
- Ask students to add the food to the pyramid.
- Check answers with the class.

Cross-curricular 7–8



Science

1 Read the sentences and choose T (True) or F (False).

1 A diet of 100% fruit is good for you. T ☐ F ☒

2 It's good for you to eat a lot of fast food. T ☐ F ☒

2 114 Read the text and check your answers to exercise 1.


Fast food isn't healthy, but vegetables and fruit are good for you, right?

That's true. It isn't good to eat only fast food. But it isn't healthy to eat only fruit or vegetables either! Your body needs a balanced diet. This is because in each type of food there are different nutrients.

So, what do we need to eat?

Look at the food pyramid and find out. It's good to eat a lot of grains, such as bread and cereal. We also need a large amount of fruit and vegetables – less than grains, but more than dairy and food with protein. Small amounts of fat, oil, and sweet food are OK, but it isn't great to eat a lot.

Cross-curricular 7–8



A food pyramid

fat and oil
sweet foods: sugar, candy, chocolate

protein: beans, fish, eggs, meat

fruit: papayas, pineapples, mangoes, bananas

vegetables: yams, carrots, zucchinis, potatoes

dairy: milk, yogurt, cheese

grains: bread, pasta, rice

eat less ↑
↓ eat more

3 Find words and phrases 1–4 in the text. Match them with meanings a–d.

1 healthy — a good for you

2 a balanced diet — b a quantity, such as a kilogram

3 nutrients — c different quantities of different types of food

4 amount — d the good things in food, such as vitamins, minerals, and proteins


4 Add the food to the pyramid in exercise 2.

bananas beans cheese fish meat pasta rice

Project

Analyze your diet. Is it healthy or not?

- Make a list of all the food you eat on a typical day: breakfast, lunch, and dinner. Include snacks too, such as nuts or potato chips!
- Copy this plate onto a large sheet of paper.
- Add to the plate all the food you eat on a typical day. Do you have a healthy diet?



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Project

- Read through the project notes with the class and check that students understand everything.
- Ask students to copy the plate onto a large piece of paper and add the food that they eat on a typical day. Point out that they should vary the portion sizes on the plate according to how much of each kind of food they eat.
- Put students into small groups to compare their food plates and discuss who has a healthy diet. Ask each group to choose a healthy plate to present to the class.
- Ask groups in turn to present their healthy plates to the class.
- Discuss, in the students' own language, how they could change their diet to make it healthier.

Puzzles

1

METRO EXPRESS

1 Unscramble the letters and write the school subjects.

th leg am shin ice shy riot cus cens hyper im agog



1 history



2 English



3 math



4 music



5 geography



6 science

2 Find seven more adjectives (→, ↓, ↗, and ↘) that begin with these letters.

- | | | |
|-----------------|-----------------|-----------------|
| 1 s <u>mall</u> | 4 w <u>rong</u> | 7 r <u>ight</u> |
| 2 b <u>ig</u> | 5 h <u>ard</u> | 8 n <u>ew</u> |
| 3 o <u>ld</u> | 6 e <u>asy</u> | |



Extra vocabulary

- With stronger classes, put students into pairs and ask them to complete the sentences with the correct adjectives. 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 adjectives.
- Check answers with the class, and check that students understand all the adjectives.

Practice activity (all classes)

Ask students to close their books and divide the class into teams. Call out adjectives in exercise 2 and the Extra vocabulary section. Teams race to say the opposite adjective. Award a point for the first correct answer. Continue until all the adjectives have been practiced. See which team has the most points.

Extra vocabulary

Adjectives

Complete the sentences with the pairs of adjectives.



- | | | | |
|---------------------|-------------------------|-------------------|---------------------|
| 1 It's <u>cheap</u> | 2 It's <u>expensive</u> | 3 He's <u>hot</u> | 4 She's <u>cold</u> |
|---------------------|-------------------------|-------------------|---------------------|



- | | | | |
|--------------------|--------------------|---------------------|-------------------|
| 5 It's <u>fast</u> | 6 It's <u>slow</u> | 7 He's <u>young</u> | 8 He's <u>old</u> |
|--------------------|--------------------|---------------------|-------------------|



one hundred seventeen

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Metro Express 1

Aims

practice vocabulary from Unit 1
learn more adjectives

Puzzles

1

- Focus on the example answer and point out to students, in their own language, that the word is formed from two groups of letters that are the same color.
- Ask students to unscramble the remaining letters and write the school subjects.
- Check answers with the class.

2

- Ask students to find the adjectives in the puzzle and write them.
- Check answers with the class, and check that students understand all the adjectives.
- You could put students into pairs and ask them to write three example sentences, using some of the adjectives in exercise 2.
- Ask some students to read their sentences to the class.

Metro Express 2

Aims

- practice vocabulary from Unit 2
- learn more family vocabulary

Puzzles

1

- Focus on the example answer and point out to students, in their own language, that they must look for flags or other clues in the picture to find the nationalities.
- Ask students to find the remaining nationalities and write them.
- Check answers with the class.

2

- Ask students to read the family puzzles and answer the questions.
- Check answers with the class.

Extra vocabulary

- With stronger classes, put students into pairs and ask them to complete the sentences 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.

Practice activity (all classes)

Draw a simple family tree on the board, using the one on page 118 as a model, and using names that will be familiar to students.


Make sentences about people on the family tree, using vocabulary from page 118, e.g. *She is Maria's daughter*. Students race to give the answers. With stronger classes, you could also add in some family vocabulary from page 28 in your sentences.

Alternatively, draw a family tree on the board and ask students in pairs to write four sentences about it, using vocabulary from page 118. Put pairs together into groups of four to read their sentences to each other and guess the people.

2

METRO EXPRESS

Puzzles



1 Look at the picture. Find seven more nationalities.

- 1 British
- 2 Spanish
- 3 American
- 4 Japanese
- 5 Jamaican
- 6 Brazilian
- 7 Chinese
- 8 Australian

2 Read the family puzzles and answer the questions.

1 He's your aunt and uncle's father. Who is he?
your grandfather

2 Her brother is your uncle, but she isn't your aunt. Who is she?
your mother

Extra vocabulary

Family

Complete the sentences with the family words.

children daughter ~~grandparents~~
 husband parents son wife

- 1 Fen and Chang are Peng's grandparents.
- 2 Peng's parents are Shu and Jian.
- 3 Shu and Jian's son is Peng.
- 4 Nuan, Huang, and Shu are the children of Fen and Chang.
- 5 Fen is Chang's wife.
- 6 Chang's and Fen's daughter is Shu.
- 7 Jian is Shu's husband.



Puzzles

1 Look at the plan of the mall. Complete the sentences.

- There are two movie theaters. (movie theater 🎬)
- There are four restaurants. (restaurant 🍽️)
- There are two coffee shops. (coffee shop ☕)
- There is one gym. (gym 🏋️)
- There are twenty-one stores. (store 🛍️)



2 Complete the puzzle with things in a bedroom.



3

METRO EXPRESS

Metro Express 3

Aims

- practice vocabulary from Unit 3
- learn more words for places in the home

Puzzles

1

- Focus on the example answer and point out the colors for each kind of place.
- Ask students to complete the remaining sentences.
- Check answers with the class.

2

- Ask students to look at the pictures and complete the puzzle with the correct words.
- Check answers with the class.

Extra vocabulary

- With stronger classes, put students into pairs and ask them to complete the sentences 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.

Extra vocabulary

Places in the home

Look at the pictures. Complete the sentences.

balcony bathroom garage
kitchen living-room stairs

- Mom is in the living room.
- Dad is in the kitchen.
- David is in the bathroom.
- Lucy is on the balcony.
- Jackson is on the stairs.
- Tom is in the garage.



one hundred nineteen

119

Practice activity (all classes)

Ask students to write four sentences about their home, using *There is / There are* and vocabulary from page 119 and page 40.

Elicit some examples from the class first, e.g.

There's a big kitchen.

There are three bedrooms.

There's a lamp in the living room.

Ask some students to read their sentences to the class.

Metro Express 4

Aims

practice vocabulary from Unit 4
learn more words for free-time activities

Puzzles

1

- Focus on the example answer and point out to students, in their own language, that it is formed from the letters on the three pictures that relate to movies.
- Ask students to link the remaining pictures and write the words.
- Check answers with the class.

2

- Ask students to read the puzzle and choose the correct answer.
- Check the answer with the class.
- With stronger classes, you could put students into pairs and ask them to write a puzzle about one of the other animals in exercise 2.
- Put pairs together into groups of four to read their puzzles to each other and guess the animals.

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.

2

- Ask students to write sentences about the activities they like and don't like.
- Students can compare their sentences in pairs. Ask some students to tell the class which activities they like and don't like.

ANSWERS

Students' own answers.

Practice activity (all classes)

Ask students to close their books. Mime one of the free-time activities from page 120. Students race to guess the activity. Invite students in turn to mime one of the activities, and get other students to guess.

4

METRO EXPRESS

Puzzles



1 Link the pictures and letters. Find three more interests.

- movies
- gaming
- shopping
- magazines

2 Read the abilities puzzle and choose the correct answer.

I can sing and I can speak.
I can't swim, but I can walk!
I like parks. What am I?



a a penguin



b a cat



c a monkey



d a parrot

Extra vocabulary

Free-time activities

1 Match the free-time activities with the pictures.

ballet capoeira handball karate soccer volleyball



1 capoeira



2 ballet



3 volleyball



4 soccer



5 handball



6 karate

2 Which activities in exercise 1 do you like?
I like capoeira.
I don't like ...

Puzzles

1 Look at the pictures of Zach. Find seven more differences in picture B. Then write sentences about picture B with *has* and *doesn't have*.



In picture B, Zach ...

- 1 has a phone.
- 2 has a white (more modern) laptop.
- 3 doesn't have a watch.
- 4 has white headphones.
- 5 has blue sunglasses.
- 6 doesn't have a bracelet.
- 7 has red sneakers.
- 8 has a skateboard.

2 Make imperatives with words of the same color. Then write them in the chart.



Things your parents say

Talk to your brother.

Eat your dinner.

Don't run in the house.

Things your teacher says

Listen to your classmates.

Don't eat in class.

Extra vocabulary

Computers

Match the words with the parts of a computer 1-5.

battery charger
keyboard screen webcam

- 1 charger
- 2 screen
- 3 webcam
- 4 battery
- 5 keyboard



one hundred twenty-one

121

Metro Express 5

Aims

practice vocabulary from Unit 5

learn words for parts of a computer

Puzzles

1

- Focus on the example answer and point out to students, in their own language, that they should write sentences about picture B, not picture A.
- Put students into pairs to find the differences and write the sentences. You could set a time limit for this, to make it competitive.
- Check answers with the class, and see who found all the differences correctly.

2

- Focus on the example answer and point out the crossed-out words in green.
- Ask students to make more imperatives and write them. Point out the chart where students should write the imperatives, depending on who says them.
- Check answers with the class.

Extra vocabulary

- With stronger classes, put students into pairs and ask them to match the words with the parts of a computer. 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.

Practice activity (all classes)

Ask students to write three sentences about their own laptop or tablet, using words from page 121 and *It has ...* or *It doesn't have ...*. Elicit some examples from the class first, e.g. *My laptop is black.* *It doesn't have a webcam.* Students can compare their sentences in pairs. Ask some students to read their sentences to the class.

Metro Express 6

Aims

- practice vocabulary from Unit 6
- learn words for forms of transportation

Puzzles

1

- Read out the task and make sure students understand they should list the activities in the order they happen in a day.
- Ask students to find the activities and write them in order.
- Check answers with the class.
- Ask: *What time do you get up? Do you do your homework before dinner or after dinner? What time do you go to bed?* Elicit answers from individual students.

2

- Ask students to complete the key. Then write the message about chores. You could do this as a race, to motivate students.
- Check answers with the class.
- You could put students into pairs and ask them to write another coded message about chores, using vocabulary from page 72 and the key on page 122.
- Put pairs together into groups of four to find each other's messages.

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.

2

- Read out the sentence beginnings and check that students understand *vacation*.
- Ask students to complete the sentences so they are true for them.
- Ask some students to read their sentences to the class.

ANSWERS

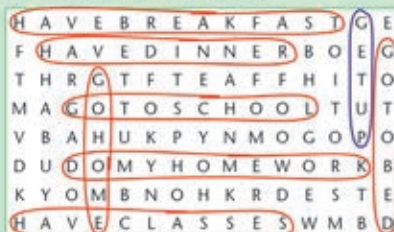
Students' own answers.

6

METRO EXPRESS

Puzzles

- 1 Find seven more routines (→ and ↓) and complete the chart with the activities in order.



1	get up
2	have breakfast
3	go to school
4	have classes
5	go home
6	do my homework
7	have dinner
8	go to bed

- 2 Complete the key. Then write the message about chores.

P	L	E	A	S	E	P	U	T	A	W	A	Y			
2	24	17	13	5	17	2	7	6	13	9	13	11			
Y	O	U	R	C	L	O	T	H	E	S	A	N			
11	1	7	4	15	24	1	6	20	17	5	13	26	16		
T	A	K	E	O	U	T	T	H	E						
6	13	23	17	1	7	6	6	20	17						
T	R	A	S	H						T	H	A	N		
6	4	13	5	20				6	20	13	26	23	11	1	7

Key

A	B	C	D	E	F	G	H	I	J	K	L	M
13	14	15	16	17	18	19	20	21	22	23	24	25
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	1	2	3	4	5	6	7	8	9	10	11	12

Extra vocabulary

Transportation

- 1 Match the forms of transportation with the pictures 1-8.

airplane bike bus car motorcycle
subway taxi train



1 taxi



2 motorcycle



3 bus



4 airplane



5 train



6 bike



7 car



8 subway

122 one hundred twenty-two

Practice activity (all classes)

Put students into pairs and ask them to choose three transportation words from this page and write them as scrambled words, e.g. *xtia*.

Ask students to close their books. Then put pairs together into groups of four to swap scrambled words and unscramble the words they have been given. Students could repeat this in a different group for extra practice.

Puzzles

7

METRO EXPRESS

1 Complete the missing words.

Lewis's routine

- 1 He always g o e s to bed late.
- 2 He often w a t c h e s TV all evening.
- 3 He is always on t i m e for classes.
- 4 He sometimes p l a y s sports.
- 5 He never f o r g e t s his gym clothes.
- 6 He never goes to bed e a r l y.
- 7 He always s t u d i e s for exams.
- 8 He i s never late for classes.
- 9 He sometimes e a t s fast food.

Look at the red squares. Complete the sentence with the mystery words.

Lewis never eats fruit.

2 Complete the puzzle with food and drink words. Each letter is a number. What is Carla's message?



Extra vocabulary

International food

Complete the sentences with the international dishes and the countries they are from.

curry noodles paella
pancakes sushi tacos

China India Japan
Mexico Spain the U.S.



1 Paella is from Spain.



2 Sushi is from Japan.



3 Noodles are from China.



4 Curry is from India.



5 Pancakes are from the U.S.



6 Tacos are from Mexico.

one hundred twenty three

123

Extra vocabulary

- With stronger classes, put students into pairs and ask them to complete the sentences with the correct words and countries. 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. Ask: *Do you sometimes eat these foods? Do you like them?* Elicit answers from individual students.
- You could ask students if they know any more international foods, and which countries they are from. You could elicit a few more ideas from the class and write sentences on the board, with the countries, e.g. *Spaghetti is from Italy. Hotdogs are from the U.S.*

Practice activity (all classes)

Put students into pairs and ask them to plan a menu for a class lunch. Tell them they can use words from page 123 and page 84.

Put pairs together into groups of four to compare their ideas and agree on a menu they all like.

Ask groups in turn to present their menu to the class. The class could vote for its favorite.

Metro Express 7

Aims

practice vocabulary from Unit 7
learn words for international food

Puzzles

1

- Ask students to complete the missing words in the puzzle, and then complete the sentence with the mystery words.
- Check answers with the class.
- Ask: *Are you sometimes late for class? Do you often eat fast food? Do you sometimes go to bed late?* Elicit answers from individual students.

2

- Point out to students, in their own language, that each letter in the puzzle has a number, and students can use these numbers to help them guess the missing food words. Ask students to complete the puzzle and then use the numbers to discover the message.
- Check answers with the class.
- Put students into pairs and ask them to write another message about food, using the numbers in the puzzle. Put pairs together into groups of four to swap messages and understand the message they have been given.

Metro Express 8

Aims

- practice vocabulary from Unit 8
- learn words for accessories

Puzzles

1

- Ask students to read the description and find Dr. Dynamo in the picture. You could set a time limit for this, to make it competitive.
- Check the answer with the class.

2

- Check that students understand *odd one out*.
- Ask students to find the odd one out in each group.
- Check answers with the class and ask students to explain, in their own language, why each of the words is the odd one out.

Practice activity (all classes)

Put students into pairs and ask them to choose another of the people in the picture in exercise 1 and write a description of them.

Put pairs together into groups of four to swap descriptions and find the people in the picture.

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.

2

- Ask students to read the questions and answer them.
- Check the answer to question 1, and ask some students to read their answers to question 2 to the class.

ANSWERS

2 Students' own answers.

8

METRO EXPRESS

Puzzles

1 Read the description of Dr. Dynamo. Find him in the picture.



Dr. Dynamo is short. He has straight, dark hair and glasses. He has a black jacket and big, brown boots.

2 Choose the odd one out in each set of words.

- boots shoes
caps sneakers
- long tall
curly straight
- jeans pants
shorts jacket

Extra vocabulary

Accessories

1 Match the words with the accessories 1-6.

belt earrings gloves necklace ring scarf

- scarf
- gloves
- earrings
- necklace
- ring
- belt

2 Answer the questions.

- Which two accessories are a pair of?
gloves and earrings
- What accessories do you have?



124 one hundred twenty-four

Practice activity (all classes)

Allow students time to study the words for accessories. Then ask them to close their books, and divide the class into teams. Explain to students that you are going to mime the accessories from page 124, and they must write the correct word on a piece of paper and hold it up. The first team to write the word correctly gets a point.

Mime putting on the accessories from page 124 one by one, and each time students race to write the words. Only accept the answers as correct if they are spelled correctly.

Continue until you have mimed all the accessories. See which team has the most points.

Videoscripts

Unit 1 p.22 🎥 Video

Hello! Welcome. Today, we're at my school, in Cresskill, New Jersey. Let's go! Cresskill is a town in New Jersey, in the United States. It isn't big. It's small. This is my school. It's a middle school and a high school. Students at the middle school are 12–14 years old. At Cresskill High School, students are 14–18. Cresskill High School has six hundred students, and fifty teachers. It's 7:30 in the morning. The first class is at 7:40. It's a computer science class. These students are 15 or 16 years old and they are in the tenth grade. It's 8:30 – time for English class. English class is from 8:30–9:15. Then it's art class at 9:15. They're good at art! It's 10:10, and it's time for Italian class. Look at the books. This is the library. It's big! Lunch is at eleven o'clock. The students can choose a lunch. P.E. is in the afternoon. It's my favorite class! We play badminton ... and there is a gym, with weights and machines. Outside, there is hockey and climbing. These students are good at music. They sing in the choir.

Unit 2 p.32 🎥 Video

Greg Hi! Today, we're with my friends, the Salazaar family. Let's go! This is the Salazaar family. This is Taylor, and her mother, Nancy. And this is Taylor's father. His name's Gabe Salazaar. It's time for dinner. That's Taylor and her brother and sister.
Gabe Hi, I'm Gabe Salazaar, from California, United States.
Nancy I'm Nancy Salazaar. I'm from Los Angeles, California, but originally from San Antonio, Texas, and I live in the United States of America.
Israel I'm Israel and I'm from California.
Gabe I'm 37 years old and my birthday is April 6.
Nancy I'm 37 years old and my birthday is May 14.
Israel I'm 15 and my birthday is January 10.
Taylor I am 16 years old and my birthday is March 30. I have two brothers – Israel, who is 15, and Gabriel, who is 4 – and one sister named Gabrielle, who is 6.
Greg Where are Gabe and Israel? Oh, they're on the beach ... with their surfboards! Look at Israel! Is he good at surfing? Uh-oh! He isn't good at surfing! Never mind, Israel.

Unit 3 p.44 🎥 Video

Hey! What's your favorite hangout? Today, I want to show you some of my favorite places. Let's go! This is New York City. I love this place! There are five boroughs in the city: Manhattan, Queens, Staten Island, the Bronx, and Brooklyn. There are a lot of tall buildings in New York. These buildings are in Manhattan. This is the Empire State Building. It's awesome. Central Park and Times Square are in Manhattan, too. This is the East River. It's between Manhattan and Brooklyn. Brooklyn is my favorite borough. And this is Williamsburg – my favorite neighborhood in Brooklyn. There are apartments and hotels in Williamsburg. Some are old and some are new. Bedford Avenue is my favorite street in Williamsburg. On Bedford Avenue, there are coffee shops, restaurants, and stores. Are you interested in books and music? There are amazing stores on Bedford Avenue. And there are other interesting things on Bedford Avenue, like street art. These street artists are good at painting! There's a cool park in Williamsburg – McCarren Park. Look – it's a baseball game. I like baseball! And there are Frisbee players and runners. There are good stores in Williamsburg. My favorite store is Beacon's Closet. Are you interested in fashion? These clothes aren't expensive. They're old, but they're really cool. Williamsburg is exciting. And it's very popular!

Unit 4 p.54 🎥 Video

Morgan Hi there! Today, I want to talk to my friends about their interests. I'm here with Connor, ...
Connor Hello!
Morgan Alexa ..., Seb, ...,
Seb Hi!
Morgan and Beth.
Beth Hello!
Morgan So, my first question is: what's your favorite class at school?
Connor I like my music class. I can't sing, but I can play the guitar ...
Alexa Art. I love it. I like drawing. I can draw animals, but I can't draw people.
Beth My favorite? Um ... P.E. I love sports, and I'm on the basketball team and the soccer team.
Seb Spanish. And French. I like languages.
Morgan Are you interested in fashion?
Connor Fashion? Um ... no, I'm not.
Alexa I like shopping, I like clothes. So ... yeah, I'm interested in fashion.
Beth I like clothes for sports ... but I'm not interested in fashion.
Seb I think ... Sorry, can you repeat the question?
Morgan Are you interested in fashion?

Seb Oh ... um ... no. I don't like fashion. And I don't like shopping.

Morgan What's your favorite place in town?

Connor I'm a musician, so I like the music store. It's in the shopping mall.

Alexa My favorite? The shopping mall. It's my hangout, I go there with my friends.

Seb The movie theater. I love movies.

Beth Can you guess? It's the gym.

Morgan OK, one more question. Do you like gaming?

Connor Yes, I do. I love gaming. My favorite game is *Minecraft*.

Alexa Yes, I like gaming. I'm a big fan of *Candy Crush*.

Seb Games? Yes. But they're really addictive!

Beth No, I don't like games. Well, ... *sports* games, yes: basketball games, soccer games, tennis games, ... But *computer* games? No, I can't play them.

Morgan OK. Thanks, everyone! Goodbye from me – Morgan – and from Connor, Seb, ...

Seb Goodbye!

Morgan Beth, ...

Beth See you later!

Morgan and Alexa.

Alexa Byeee!

Unit 5 p.66 🎥 Video

My favorite thing is my sunglasses! What's your favorite thing? Today, I want you to meet my friend Blair. I want to show you some of her favorite things. Let's go! This is my friend Blair. She's 15 and she's from New Jersey in the U.S.A. Blair has a lot of things, but my favorite is her amazing nail polish collection. I don't have a collection, but I really like nail polish. I have about five nail polishes, but Blair has about twenty! This one is a birthday present from me. I think she likes it because red is her favorite color. Blair's phone is very important. It's awesome. I know because I have the same phone! We talk on the phone all the time! Blair really likes music, too. She doesn't have an MP3 player, but all of her favorite songs are on her phone, and she has a really cool music collection! When we aren't on the phone, we chat online. Blair has a new laptop and it's really cool! It's good for her homework and messaging her friends. Blair really likes dancing and she's awesome. There's a dance studio near Blair's house and it's her favorite hangout. I don't have any dance shoes because I can't dance, but I really like Blair's shoes! Blair has an amazing nail polish collection, an awesome phone, and a cool laptop, but her favorite thing is an old pair of dance shoes!

Unit 6 p.76 🎥 Video

Hello! Welcome! Today, I want to talk about daily routines. We're here with my friends, the Menna family. Let's go!

This is the Menna family. They're from Buenos Aires, in Argentina. This is their apartment in Colegiales, a neighborhood in Buenos Aires.

This is Roberto. He's a reporter. He's on television every day. He writes reports about the news. Every day is different. It isn't easy, but he loves his job.

Gabriela is Roberto's wife. Her job is in a radio station. She gets up at 5:30 every morning, and she goes to work around 6:30 a.m.

Milagros and Julieta are Roberto and Gabriela's daughters. Milagros is 11 and Julieta is 7. They go to school together. Classes start at 8 a.m.

Now it's the weekend. On Saturday, they get up at 9 or 10 a.m. and they have breakfast together. Milagros sets the table.

They eat toast with cheese and butter, but Julieta has cereal with chocolate milk. Roberto and Milagros drink maté. It's a popular drink in Argentina. And Gabriela drinks coffee. Roberto is good at cooking. He makes omelets.

After breakfast, they play games. They play on the table in the kitchen or they play computer games in the living room. In the afternoon, they walk to the park near their house. The park is small, but the swings and the slide are fun.

In the evening, they play music. Milagros plays the guitar and the family sings. Look! Roberto plays the drums!

Now it's Sunday. In the morning, they stay at home. Gabriela reads the newspaper, Roberto drinks maté, and the girls play on the computer. Every Sunday afternoon, they visit Gabriela's parents. They have dinner together. They eat outside, in the garden. They have meat with salad and bread. After dinner, they have coffee and go home.

Now it's time for bed. On Sundays, they don't go to bed late. Because on Mondays, school starts at 8 a.m!

Unit 7 p.88 🎥 Video

Chris Hey! Do you like shopping for food? Today, we're at an awesome food market in London. Come on, let's go!

This is Borough Market in South London. It's a popular food market. It's always crowded at lunchtime. A lot of people come to the market for lunch. You can visit the market on Wednesday, Thursday, Friday, and Saturday. It's closed Sunday to Tuesday. Visitors love Borough Market. The food is delicious. The drinks are good, too. There are over a hundred stalls at the market. People from different countries work here. Many people sell food from their own countries. They speak English. And they speak other languages, too.

Marianna My name's Marianna, and I'm from Greece.

Aurore My name's Aurore, and I'm from France. Really French name.

Sofia My name is Sofia. I'm from Portugal.

Magali My name's Magali, and I'm from Mauritius.

Michèle My name is Michèle, and I'm from Switzerland.

Fabien My name is Fabien, and I'm from France.

Chris Mmm. Look at the cheese. Do you like cheese? I love cheese! Michèle sells cheese from Switzerland.

Michèle I really like cheese, but I dislike seafood.

Chris Fabien sells cheese from France. It's delicious.

Fabien I love cheese and I don't like coffee.

Chris Do you eat meat? This stall sells meat. Lamb is a type of meat. It's very popular.

Graham I really like roast lamb. I really don't like aubergines.

Chris There are lots of different types of food and drink at the market. Look at the fruit and vegetables. There's bread, too. It looks really good. And cakes! I love cake! And sweets, too. Do you like tea? British people love tea! This tea comes from India. Rattan sells Indian tea at the market. Sometimes, he makes tea for his customers. They love it! Fabio and Robert don't like tea, but they love coffee. They make the best coffee at the market. A delicious cup of coffee costs £2.30. Every year, four million people visit Borough Market. They eat their favorite foods, and they try new things from around the world!

Unit 8 p.98 🎥 Video

Jenna Hello! It's me, Jenna! In this video, we talk to Alexa, Connor, Beth, and Seb about their style! So here's the first question: what clothes do you like?

Alexa I really like vintage clothes. They're old, but they're really cool. This dress is from a vintage store! I like skirts and dresses, but sometimes I wear jeans, sneakers, and shirts.

Connor I like T-shirts with band names, and boots.

Seb I like sweaters. I like casual clothes. But I never wear sneakers – I like shoes.

Beth My personal style is this. I love sports clothes.

Jenna What are your *favorite* clothes?

Alexa My favorite clothes are my vintage dresses. I have a green dress that is 20 years old, but it's so cool! That's my favorite dress.

Connor My favorite shirt is my Muse T-shirt. Muse is an awesome band! And I have a black jacket that I really like.

Seb Maybe this sweater? I love this sweater.

Beth My favorite clothes are sweatpants and a sports T-shirt.

Jenna Where do you go shopping?

Alexa For clothes, I don't like expensive stores. I go to the cheap stores in the mall, and I like vintage stores.

Beth Sports stores, of course.

Connor The music store sells band T-shirts, so I go there. And I buy T-shirts at concerts.

Seb I don't like shopping. I get new clothes for my birthday.

Jenna What do you wear at school?

Alexa I don't wear school uniform. I can wear what I like! I don't often wear a skirt or dress to school – but sometimes I do. I often wear pants and a shirt.

Connor I wear casual clothes at school. Jeans, sneakers or boots, and a T-shirt.

Seb I wear jeans. I often wear a sweater, too. But not in the summer.

Beth I wear sweatpants and a T-shirt.

Alexa Sometimes I wear a jacket – I have an awesome vintage jacket.

Seb Yeah, I really like sweaters.

Jenna What do you wear on the weekend?

Alexa When I go out with my friends, I always wear vintage clothes – skirts, dresses, jackets. I sometimes wear a bracelet or a necklace, too.

Connor I wear the same thing every day – school days and weekends: jeans, a T-shirt, sneakers. Or boots.

Seb When I go out with my friends, I wear pants and a shirt. But at home, I wear jeans and a sweater.

Beth I wear sweatpants and a T-shirt – seven days a week.

Jenna And that's all we have time for today. A big thank you to Seb, Alexa, Connor, and Beth!

Workbook answer key

Vocabulary

Unit 1 p.W4

Exercise 1

2 B 3 A 4 C 5 G 6 E 7 D 8 H

Exercise 2

- 2 Math
- 3 Art
- 4 science
- 5 computer science
- 6 geography

Exercise 3

- 2 new
- 3 hard
- 4 wrong
- 5 old
- 6 big

Exercise 4

- 2 old
- 3 easy
- 4 big
- 5 new
- 6 right

Unit 2 p.W5

Exercise 1

- 1 Mexican
- 2 (in any order) Chinese, Japanese
- 3 (in any order) British, Spanish

Exercise 2

- 2 South African
- 3 Indian
- 4 Australian
- 5 Jamaican
- 6 Brazilian

Exercise 3

- 2 grandfather
- 3 mother
- 4 father
- 5 aunt
- 6 uncle
- 7 sister
- 8 brother
- 9 cousin

Exercise 4

- 2 Tom is Jacob's **father**.
- 3 Caroline is Suzanne's **mother**.
- 4 David is Lily's **grandfather**.
- 5 Alice is Oliver's **aunt**.
- 6 Paul is Jacob's **uncle**.

Unit 3 p.W6

Exercise 1

2 E 3 F 4 C 5 G 6 H 7 D 8 B

Exercise 2

- 2 the mall
- 3 the skatepark
- 4 the movie theater
- 5 the store
- 6 the coffee shop

Exercise 3

A	S	A	S	O	G	E	C
W	K	N	N	Y	U	I	L
B	S	H	E	S	I	B	O
T	T	S	A	I	T	E	S
B	O	O	K	C	A	S	E
E	B	S	E	A	R	K	T
D	T	J	R	D	E	S	K
W	E	L	S	Z	T	P	S

- 2 sneakers
- 3 guitar
- 4 bed
- 5 bookcase
- 6 closet

Exercise 4

- 2 under; jeans
- 3 in; sneaker
- 4 under; lamp
- 5 on; speaker
- 6 on; bed

Unit 4 p.W7

Exercise 1

2 G 3 C 4 A 5 H 6 F 7 D 8 E

Exercise 2

- 2 music
- 3 (in any order) fashion, shopping
- 4 gaming
- 5 (in any order) sports, magazines

Exercise 3

- 2 draw
- 3 speak
- 4 dive
- 5 play
- 6 sing
- 7 dance
- 8 swim
- 9 play

Exercise 4

- 2 sing
- 3 play
- 4 swim
- 5 dive
- 6 play
- 7 cook
- 8 play
- 9 speak

Unit 5 p.W8

Exercise 1

- 2 headphones
 - 3 bracelet
 - 4 sunglasses
 - 5 skateboard
 - 6 laptop
- Mystery word: wallet

Exercise 2

- 2 watch
- 3 bike
- 4 wallet
- 5 headphones
- 6 skateboard

Exercise 3

2 G 3 A 4 E 5 D 6 B 7 H 8 C

Exercise 4

- 2 b Buy
- 3 b drink
- 4 a talk
- 5 c Eat
- 6 b Listen

Unit 6 p.W9

Exercise 1

- 2 up; D
- 3 dinner; C
- 4 a shower; A
- 5 my homework; B

Exercise 2

- 2 have breakfast
- 3 eight
- 4 have classes
- 5 have lunch
- 6 go home
- 7 five
- 8 seven thirty

Exercise 3

- 2 wash; dishes
- 3 set; table
- 4 put away; clothes
- 5 take out; trash
- 6 clean; room

Exercise 4

- 2 put away, clothes
- 3 make, bed
- 4 take out, trash
- 5 help, cooking
- 6 set, table

Unit 7 p.W10

Exercise 1

- 2 My sister studies for tests. ☺
- 3 We're on time for school. ☺
- 4 My friends eat fruit. ☺
- 5 You watch TV all evening. ☺
- 6 I go to bed late. ☹

Exercise 2

- 2 forget, gym clothes
- 3 go, bed early
- 4 eat fast food
- 5 watch, all evening
- 6 study, tests

Exercise 3

- 1 soda
- 2 (in any order) fruit, vegetables
- 3 (in any order) meat, fish
- 4 (in any order) pasta, bread

Exercise 4

- 1 (in any order) cheese, fruit
- 2 (in any order) fish, rice
- 3 (in any order) vegetables, beans, meat

Unit 8 pp.W11

Exercise 1

- 2 Joe, Maria
- 3 Maria
- 4 Katy
- 5 Maria
- 6 Joe, Katy

Exercise 2

- 2 glasses
- 3 dark
- 4 short
- 5 eyes
- 6 long

Exercise 3

- 2 F 3 B 4 D 5 I 6 G
7 C 8 H 9 E 10 J

Exercise 4

- 2 sweater
- 3 skirt
- 4 boots
- 5 cap
- 6 T-shirt
- 7 pants / jeans
- 8 shoes
- 9 dress
- 10 jacket

Grammar

Unit 1 pp.W12–13

Exercise 1

- 2 aren't
- 3 're
- 4 'm not
- 5 're
- 6 aren't

Exercise 2

- 2 aren't
- 3 're
- 4 aren't
- 5 'm not
- 6 aren't

Exercise 3

- 2 isn't
- 3 is
- 4 isn't
- 5 is
- 6 isn't

Exercise 4

- 2 is; It isn't
- 3 's / is; He isn't
- 4 isn't; She's / She is
- 5 isn't; He's / He is
- 6 isn't; It's / It is

Unit 2 pp.W14–15

Exercise 1

- 2 Are
- 3 Is
- 4 Are
- 5 Are
- 6 Is

Exercise 2

- 2 No, 'm not
- 3 Yes, is
- 4 Yes, are
- 5 No, aren't
- 6 No, isn't

Exercise 3

- 2 What
- 3 Who
- 4 How old
- 5 What

Exercise 4

- 2 his
- 3 my
- 4 their
- 5 our
- 6 her

Exercise 5

- 2 your
- 3 our
- 4 her
- 5 their
- 6 his

Exercise 6

- 2 's
- 3 s'
- 4 s'
- 5 's

Unit 3 pp.W16–17

Exercise 1

- 2 Are
- 3 isn't
- 4 Are
- 5 's
- 6 Is

Exercise 2

- 2 There's
- 3 There isn't
- 4 There aren't
- 5 There are
- 6 There's

Exercise 3

- 2 Is there an aquarium?
No, there isn't.
- 3 Is there a Japanese restaurant?
Yes, there is.
- 4 Are there any stores?
Yes, there are.
- 5 Is there a gym?
Yes, there is.

Exercise 4

- 2 This
- 3 That
- 4 Those
- 5 These

Exercise 5

- 2 Those; are
- 3 That; is
- 4 These; are
- 5 That; is
- 6 that; is

Unit 4 pp.W18–19

Exercise 1

- 2 like
- 3 like
- 4 don't like
- 5 like
- 6 don't like

Exercise 2

- 2 I do
- 3 Do you like shopping?
- 4 I don't
- 5 Do you like gaming?
- 6 I don't
- 7 Do you like sports?
- 8 I do

Exercise 3

- 2 can
- 3 can't
- 4 can't
- 5 can
- 6 can't

Exercise 4

- 2 Can your brother speak English?; f
- 3 Can your parents dance?; a
- 4 Can Maria's sister dive?; b
- 5 Can you and Toni play tennis?; d
- 6 Can you cook lasagne?; e

Unit 5 pp.W20–21

Exercise 1

- 2 has
- 3 don't have
- 4 have
- 5 have
- 6 doesn't have

Exercise 2

- 2 X have
- 3 X doesn't have
- 4 X has
- 5 ✓
- 6 X don't have

Exercise 3

- 2 Don't eat
- 3 Buy
- 4 Run
- 5 Don't listen
- 6 Sing

Exercise 4

- 2 Be
- 3 Play
- 4 draw
- 5 Don't play
- 6 Walk

Unit 6 pp.W22–23

Exercise 1

- 2 a 3 a 4 b 5 a 6 b

Exercise 2

- 2 We don't go to school.
- 3 You draw great pictures.
- 4 My friends don't have lunch at school.
- 5 You speak Italian.
- 6 I don't play an instrument.

Exercise 3

- 2 don't take
- 3 have
- 4 don't go
- 5 go
- 6 do

Exercise 4

- 2 ies
- 3 s
- 4 s
- 5 es
- 6 s
- 7 es
- 8 s

Exercise 5

- 2 sets
- 3 washes
- 4 goes
- 5 plays
- 6 watches

Exercise 6

- 2 studies
- 3 doesn't play
- 4 doesn't have
- 5 goes
- 6 watches

Unit 7 pp.W24–25

Exercise 1

- 2 sometimes
- 3 often
- 4 always

Exercise 2

- 2 're/are always
- 3 often go
- 4 sometimes cook
- 5 are often
- 6 are never

Exercise 3

- 2 How often do you go to bed before 10 p.m.?
- 3 How often do you play sports?
- 4 How often do you eat fruit?
- 5 How often are you on time for school?

Exercise 4

- 2 sometimes go to bed
- 3 always play
- 4 often eat
- 5 'm/am never

Exercise 5

- 2 Do
- 3 Do
- 4 Does
- 5 Do
- 6 Does

Exercise 6

- 2 Yes, they do.
- 3 Yes, they do.
- 4 Yes, it does.
- 5 No, they don't.
- 6 No, it doesn't.

Exercise 7

- 2 Do they read
- 3 Does she go
- 4 Do you help
- 5 Does he play
- 6 Do you draw

Unit 8 pp.W26–27

Exercise 1

- 2 When
- 3 Where
- 4 How
- 5 Why
- 6 What

Exercise 2

- 2 a do they study
- 3 b do you watch
- 4 c does Jon go
- 5 c do you dance
- 6 a do they play

Exercise 3

- 2 When do you go shopping?
- 3 Why do you visit our store?
- 4 What other stores do you like?
- 5 How do you go to our store?

Exercise 4

- 2 you; S
- 3 them; D
- 4 it; S
- 5 her; D
- 6 me; D
- 7 him; D

Exercise 5

- 2 you
- 3 us
- 4 them
- 5 it
- 6 them

Reading

Unit 1 p.W28

Exercise 1

- b Wednesday

Exercise 2

- 2 T 3 T 4 F 5 F

Exercise 3

- 2 regular
 - 3 studio
 - 4 fantastic
 - 5 intelligent, patient
- + Students' own translations.

Unit 2 p.W29

Exercise 1

famous people and their nationalities

Exercise 2

- a America's international talent

Exercise 3

- 2 HC
- 3 NM
- 4 SRR
- 5 IE
- 6 HC, IE

Exercise 4

- 2 Kingston, Jamaica
- 3 London
- 4 British (English)
- 5 Ghana
- 6 Onika Tanya Maraj

Unit 3 p.W30

Exercise 1

a old things

Exercise 2

- 4 George
- 5 15
- 6 1990s
- 7 Raquel
- 8 13
- 9 1950s

Exercise 3

- 2 jeans
- 3 store
- 4 dad's
- 5 pens

Unit 4 p.W31

Exercise 1

animals

Exercise 2

- 1 Language
- 2 Technology
- 3 Other interests

Exercise 3

True sentences: 2, 4

Exercise 4

- 2 people
- 3 video
- 4 draw
- 5 instruments / the piano
- 6 son

Unit 5 p.W32

Exercise 1

b Claudia doesn't like shopping.

Exercise 2

2 F 3 T 4 F 5 F 6 T

Exercise 3

- 2 There's a bed and a closet in Claudia's bedroom.
- 3 Her interests are sports, music, and movies.
- 4 She has music and movies on her laptop.
- 5 Her aunt's name is Angela.

Unit 6 p.W33

Exercise 1

a An astronaut's daily routine

Exercise 2

- 3 7:30
- 4 chores
- 5 2.5
- 6 7:00
- 7 families
- 8 9:30

Exercise 3

- 2 take a shower
- 3 one o'clock
- 4 cook
- 5 evening
- 6 movies

Unit 7 p.W34

Exercise 1

2 D 3 F 4 E 5 B 6 A

Exercise 2

- 2 egg
- 3 soup
- 4 jelly
- 5 tomato

Exercise 3

Suggested answers:

- 2 T
- 3 F; Amar doesn't eat uttapam with cheese.
- 4 T
- 5 F; Elizaveta never has jelly with her syrniki. (She doesn't like jelly.)
- 6 F; Nguyen often eats noodles for lunch.

Unit 8 p.W35

Exercise 1

c clothes and accessories

Exercise 2

- 2 pasta
- 3 T-shirts
- 4 Meghan's sister

Exercise 3

Suggested answers:

- 2 She makes dresses and skirts.
- 3 She likes them because they're 100% original.
- 4 She finds soda bottles and magazines in the trash.
- 5 She makes (pairs of) earrings from old necklaces.
- 6 She learns new things from websites, online videos, and blogs.