

Second Edition



Metro

Teacher's Guide

Jennifer Ballinger | Anna Lowy

OXFORD
UNIVERSITY PRESS

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

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2023

The moral rights of the author have been asserted

First published in 2023

2027 2026 2025 2024 2023

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction
outside the scope of the above should be sent to the ELT Rights Department,
Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

ISBN: 978 0 19 442924 5	Teacher's Guide Pack
ISBN: 978 0 19 442894 1	Teacher's Guide Pack Component
ISBN: 978 0 19 442897 2	Teacher's Online Practice Pack Component
ISBN: 978 0 19 442900 9	Teacher's CPT Pack Component
ISBN: 978 0 19 426680 2	Teacher's Online Assessment Pack Component

Printed in China

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

ACKNOWLEDGEMENTS

*With thanks to the United Nations for granting permission to use the Sustainable
Development Goals (SDGs): <https://www.un.org/sustainabledevelopment/>*

*The content of this publication has not been approved by the United Nations and
does not reflect the views of the United Nations or its officials or Member States*

*Although every effort has been made to trace and contact copyright holders
before publication, this has not been possible in some cases. We apologise for any
apparent infringement of copyright and, if notified, the publisher will be pleased
to rectify any errors or omissions at the earliest possible opportunity*

Contents

<i>Metro Second Edition</i> Level 1 Contents	iv
Course overview	vi
Where will <i>Metro Second Edition</i> take you?	viii
Assessment for learning	x
Oxford English Language Framework (OxELF)	xi
Course assessment	xii
Professional Development	xii
Supplementary resources	xiii
Unit walkthrough	xiv
Teaching notes	4
Audioscripts	126
Metro Video scripts	128
Watch Video scripts	130
Workbook answer keys	132

Contents

Welcome to Metro

pp.4–11

- Family
- Basic adjectives
- Physical descriptions
- Clothes

- Possessions
- In my bedroom
- Interests and abilities
- Daily routines and chores

- Good and bad habits
- Food and drink

Vocabulary

Grammar

1

My kind of day

pp.12–21

▶ Metro Video

Weekend activities p.13
Weather and seasons p.16
Pronunciation:
• Words ending in /d/ and /t/ p.124

Simple present vs. present progressive p.15
Present progressive for the future p.17
Future time expressions p.17

2

Entertainment

pp.22–31

▶ Metro Video

Music styles p.23
Movies and TV shows p.26
Pronunciation:
• Stress in compound nouns p.124

was / were: affirmative and negative p.25
was / were: questions p.27
could / couldn't p.27

Review A

pp.32–33

Writing Skills

Unit 1: A text message p.100
Active Writers: Using words to connect sentences

Unit 2: A profile of a musician p.101
Active Writers: Using words to connect sentences

3

Explore

pp.34–43

▶ Metro Video

Adventure: verbs p.35
Life events: verbs p.38
Pronunciation:
• Distinguish between past and present: -ed sound p.124

Simple past regular verbs: affirmative p.37
Simple past irregular verbs: affirmative p.39

4

Life online

pp.44–53

▶ Metro Video

Online activities p.45
Adjectives to describe people p.48
Pronunciation:
• Sentence stress p.124

Simple past: negative p.47
Simple past: questions p.49

Review B

pp.54–55

Writing Skills

Unit 3: A biography p.102
Active Writers: Indicating chronological order of events

Unit 4: An online comment p.103
Active Writers: Using expressions of time

5

Let's celebrate!

pp.56–65

▶ Metro Video

Food: count nouns p.57
Food: non-count nouns p.60
Pronunciation:
• Plural nouns p.125

There is / There are + count nouns: *a / an, some, any* p.59
Non-count nouns p.61

6

Home and away

pp.66–75

▶ Metro Video

Habitats p.67
Places in a town p.70
Pronunciation:
• /ʊ/ and /u/ p.125

How much / How many + quantifiers p.69
Whose + possessive pronouns p.71

Review C

pp.76–77

Writing Skills

Unit 5: A coffee shop review p.104
Active Writers: Adding information

Unit 6: A Wiki entry p.105
Active Writers: Ordering adjectives

7

On the road

pp.78–87

▶ Metro Video

Transportation p.79
Travel: adjectives p.82
Pronunciation:
• Syllables and word stress p.125

Short comparative adjectives p.81
Long and irregular comparative adjectives p.83

8

I dare you!

pp.88–97

▶ Metro Video

Adventure sports p.89
Adjectives of feeling p.92
Pronunciation:
• /t/ and /i/ p.125

Past progressive: affirmative and negative p.91
Past progressive: questions p.93

Review D

pp.98–99

Writing Skills

Unit 7: A report p.106
Active Writers: Using pronouns

Unit 8: A blog post p.107
Active Writers: Writing a blog

Workbook

Unit 1
pp.128–131

Unit 2
pp.132–135

Unit 3
pp.136–139

Unit 4
pp.140–143

- *be*: affirmative, negative, questions and answers
- Possessive adjectives
- *like* and *can*
- *There is / There are*
- *this, that, these, those*
- *have*: affirmative and negative
- Object pronouns
- Simple present: affirmative, negative, questions and answers
- Adverbs of frequency
- Present progressive: affirmative, negative, questions and answers

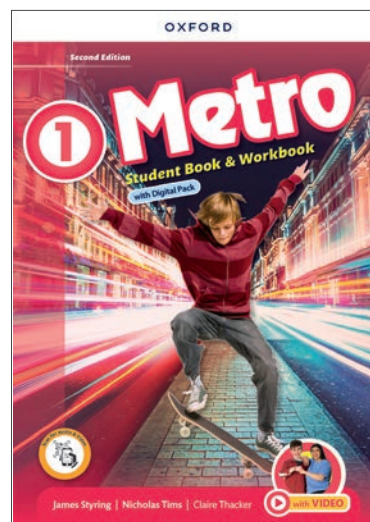
Reading Skills	Listening Skills	Speaking Skills	Watch
Online posts p.14 Emails p.18 Active Readers: • Identifying texts	What are your plans? p.16 See you Saturday! p.18 Active Listeners: • Recognizing numbers, prices, and times	Make plans p.20 Active Speakers: • Using adverbs	🔍 Unusual weather p.21 Active Viewers: • Using visual clues
A music quiz p.24 An article p.28 Active Readers: • Scanning	Last night's TV p.26 Let's dance! p.28 Active Listeners: • Listening for gist	Describe past experiences p.30 Active Speakers: • Keeping a conversation going	🔍 Different schools p.31 Active Viewers: • Using visual context to understand vocabulary
CLIL A Music pp.116–117 Metro Express Unit 1: p.108 Unit 2: p.109 Project Unit 1: p.108 Unit 2: p.109			
An article p.36 A timeline p.40 Active Readers: • Understanding headings	Amelia Earhart p.38 Seven summits p.40 Active Listeners: • Listening for specific information	Make suggestions p.42 Active Speakers: • Making and responding to suggestions	🔍 A famous explorer p.43 Global Skills: • Evaluating options
An article p.46 An interview p.50 Active Readers: • Skimming	A quiz p.48 Online lives p.50 Active Listeners: • Making sensible decisions	Talk about digital habits p.52 Active Speakers: • Using time phrases	🔍 The internet and you p.53 Global Skills: • Promoting well-being
CLIL B Computer science pp.118–119 Metro Express Unit 3: p.110 Unit 4: p.111 Project Unit 3: p.110 Unit 4: p.111			
Online comments p.58 An article p.62 Active Readers: • Guessing the meaning of unknown words	Potato parties p.60 An exciting day! p.62	Order food p.64 Active Speakers: • Ordering food and drinks	🔍 The Oxford Food Surplus Café p.65 Global Skills: • Understanding personal responsibilities
A fact file p.68 An article p.72 Active Readers: • Identifying purpose	I'm on vacation! p.70 A village in the sky p.72 Active Listeners: • Predicting content	Give a presentation about a special place p.74 Active Speakers: • Giving presentations	🔍 Urban gardening in London p.75 Active Viewers: • Identifying key words
CLIL C Math pp.120–121 Metro Express Unit 5: p.112 Unit 6: p.113 Project Unit 5: p.112 Unit 6: p.113			
An article p.80 A blog p.84 Active Readers: • Figuring out text genre	Vehicle prototypes p.82 A weekend away p.84 Active Listeners: • Following the order of events	Plan a journey p.86 Active Speakers: • Planning a journey	🔍 Transportation in Beijing p.87 Global Skills: • Creative thinking
An article p.90 An article p.94 Active Readers: • Summarizing a text	Cliff diving p.92 Crazy for danger! p.94 Active Listeners: • Identifying nonverbal clues	Talk about feelings p.96 Active Speakers: • Talking about feelings	🔍 Adventure sports p.97 Active Viewers: • Using existing world knowledge
CLIL D Science pp.122–123 Metro Express Unit 7: p.114 Unit 8: p.115 Project Unit 7: p.114 Unit 8: p.115			
Unit 5 pp.144–147	Unit 6 pp.148–151	Unit 7 pp.152–155	Unit 8 pp.156–159

Print components

FOR STUDENTS

Student Book and Workbook

- 8 topic-based units, each including all skill areas
- 4 *Review* lessons
- Further lesson-by-lesson Workbook practice with grammar notes support
- 8 *Writing* and *Pronunciation* lessons
- *Metro Express*, *Projects*, and *CLIL* lessons



FOR TEACHERS

Teacher's Guide

- An overview of the course and its methodology
- Professional Development support
- Teaching notes for the Student Book
- Ideas for extra activities
- *Assessment for learning* tips
- Answer keys, and audioscripts and video scripts
- Access code for Oxford English Hub



Digital components

on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://www.oxfordenglishhub.com)

FOR STUDENTS

Student Book and Workbook e-book

- A digital version of the Student Book and Workbook with audio and video

Student Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary

Student resources

- Course audio and video



FOR TEACHERS

Teacher's Guide

- PDF version

Classroom Presentation Tool

Student Book and Workbook

- Student Book and Workbook on screen with audio, answer keys, *Present and Practice* grammar presentations, and videos
- Interactive activities
- Navigate function to the Workbook

Course assessment

- Entry test, diagnostic test, short tests, unit tests, progress tests, and end-of-year tests

Teacher resources

- Photocopiable worksheets: grammar, vocabulary, reading skills, writing skills, listening skills, speaking skills

Teacher Online Practice

- Extra interactive practice of all four skills, grammar and vocabulary
- Tools to assign and track students' homework and progress, and manage classes

Professional Development

- Methodology support, bite-sized training and more to maximize your teaching

Where will *Metro Second Edition* take you?

A message from the authors

While planning and writing *Metro Second Edition*, 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 suite of materials with brand-new integrated video lessons and digital components that teenagers can relate to; this suite requires little or no preparation by the teacher.

In *Metro Second Edition*, there are new lesson-by-lesson learning objectives and a comprehensive skills syllabus, which promote the growth of students as *active learners*. 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. The addition in *Metro Second Edition* of spotlights on global skills reflects the emphasis internationally on facilitating the development of students' skills as global citizens, as well as their language skills. Texts have been refreshed and are intrinsically interesting, with topics that motivate students to listen, read, and also 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 Second Edition* 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



Key features of the course

Metro Second Edition is a new four-level course to spark the curiosity of lower secondary teenagers. *Metro Second Edition* provides a real-life context for learning, with lively, relevant and easy-to-teach topics that students care about, encouraging them to actively engage in a learning adventure.

Metro Second Edition offers you:

- Fun content with a real-world focus that reflects teenagers' lives.
- Real and "googleable" topics that encourage students' curiosity, delivering English success for the social media generation.
- A global and digital citizenship focus, incorporating wellbeing, sustainability, and the UN Sustainable Development Goals (SDGs) into content to equip your students for the future. Lessons that appeal to students' curiosity to develop their critical thinking, digital citizenship, and group-working skills using a structured and signposted approach.
- Support for mixed-ability classes, with inclusive grammar charts and differentiated exercises in the **Workbook**, puzzles for fast finishers in the *Fun with English* section, dyslexia-friendly tests and extra support and ideas in the **Teacher's Guide** notes.
- A carefully levelled and consistent grammar and skills syllabus aligned to the Common European Framework of Reference for Languages (CEFR), with development of the four skills with integrated tips.
- Consistently effective lessons that can be used in any situation or setting.
- All the resources you need at your fingertips via the **Oxford English Hub**.
- An *Assessment for learning* focus enabling students to take an active part in their learning.
- The confidence to set homework, track student progress and manage home-learning with **Online Practice**.

Metro Second Edition also offers Professional Development through methodology support; this consists of a range of resources to maximise your teaching effectiveness. They can be found at oxfordenglishhub.com

Fun real-life content

In their daily lives, our young teenage students are surrounded by colorful, fun and attention grabbing content from online social media platforms, magazines, and YouTube videos. **Metro Second Edition** aims to capture that buzz around real-world content, and offers English language learning in a safe, meaningful and real-life context. Students can immediately connect with the fresh topics that, in most cases, are “googleable” – that is to say students can use the internet to find out more information. Throughout the course, **Metro Second Edition** aims to provide students with multiple opportunities to bring the real world into the classroom through *Listening Skills*, *Reading Skills*, and *Watch Videos*.

Where relevant, material is also directly linked to Agenda 2030 and the UN SDGs, and this is clearly marked on the **Student Book** page itself with the relevant SDG icon and number. Further information can be found in the *Teaching notes*.

Video

Video is an integral part of **Metro Second Edition**, and it features throughout the unit in various lessons.

Unit Opener Metro Videos

In Levels Starter and 1, the unit starts with a *Metro Video*, which follows the characters in a short, fun teaser trailer to introduce the unit topic and some vocabulary items in a supported way. This video is broken into two parts, often with a “cliffhanger” at the end of the first part to spark students’ curiosity.

In Levels 2 and 3, authentic documentary and vlogs are used to introduce the unit topic and themes. These are longer, more substantial videos than the other levels, and explore a topic area in more detail. Extracts of these videos are used to highlight various elements of U.S., U.K., or global English spoken varieties in the *International English* feature.

Watch Video

Each unit ends with a *Watch* lesson, which is introduced by one or two of the characters. This video aims to get students to improve their viewing skills with *Active Viewers* tips. The lessons are clearly staged with activities to complete before, while and after watching the video to support student comprehension. The videos explore various U.S., U.K., or international settings or situations. Extended tasks related to the themes of the *Watch* lessons can be found in the *Project* pages.

Support for inclusive mixed-ability classrooms

There are various ways that **Metro Second Edition** offers support for an inclusive mixed-ability classroom.

For all students:

- all text is placed on a tinted background color to aid with legibility.
- *Present and Practice* interactive grammar presentation activities on the **Classroom Presentation Tool** offer a heads-up approach for teaching grammar, with additional activities to check comprehension.
- for every two units, there is a *Review* section with grammar and vocabulary activities.
- exposure to a variety of U.K. and U.S. accents to help all students with listening comprehension. The *International English* feature highlights to students variations in lexical usage and pronunciation between different varieties of English.
- constant review and recycling of target language throughout the course.
- integrated and accessible skills and strategies through the *Active Listeners*, *Active Readers*, *Active Speakers*, *Active Writers*, and *Active Viewers* tips with worked examples.
- two fast finisher activities and puzzles per unit on the *Fun with English* pages.
- in the **Workbook**, there are both grammar notes and grammar practice activities on the same page which offer students extra support when completing homework.
- inclusive grammar charts in the **Workbook** present grammar in an accessible and visual way.
- activities in the **Workbook** which are differentiated by level.
- tips and notes in the Teacher’s Guide on how to differentiate tasks.

Assessment for learning

What is assessment for learning?

Assessment for learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

AfL relies on a constant flow of information between you and your students. Students provide evidence of their knowledge, understanding and skills as they engage in learning activities. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps and supporting learners to achieve the set objectives.

In an AfL approach, it does not need to be only you who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

The evidence you gather for AfL does not always need to be in the form of grades or scores. Often, you will collect quick insights from a warm-up activity that will then inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Nor should comments focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. It can therefore be useful to focus feedback on "medals" and "missions" – what they have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can "close the gap" between their current performance and their desired performance. So, for example, after students have received feedback on an essay, you could set aside lesson time for students to redraft their work and / or set specific goals for their next essay.

Why is AfL useful?

For students:

- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning, but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- **It prepares students for lifelong learning.** By making students more responsible and self-aware, it equips them to learn independently in the future.

For teachers:

- **It informs teaching decisions.** AfL provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.

- **It develops skills and confidence.** AfL can encourage more flexible and creative approaches to teaching and give you a clear sense that you are helping your students succeed.
- **It allows you to teach more inclusively.** By providing more tailored support to individual students, you can feel more confident that no one is being left behind.
- **It enables colleagues to support each other.** AfL offers a consistent approach that you and your colleagues can implement together.

How can I implement AfL in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning intentions (what the learner needs to learn next, not to be confused with the learning objectives in the Student Book) and success criteria (what success looks like).



As this diagram illustrates, these practices are interrelated, and together they lay the foundations for effective feedback. The next section explains the three key practices in more detail and shows how they can be put into practice in the classroom.

Diagnostics

To be able to provide intentions feedback, you need to find out what students already know and can do. You can gather this evidence in a variety of ways – not just through the diagnostic and progress tests that come with this course, but also through classwork and homework activities, including those that incorporate peer and self-assessment.

For instance, after a speaking activity students could assess their own and each other's performance using a set of can-do statements. This, combined with your assessment, can reveal what students are already doing well and highlight specific areas for improvement.

Classroom dialogue can also provide valuable insights into students' understanding, and there are a number of ways to maximize its potential as a diagnostic tool. These include:

- short warmer activities
- asking students open questions that require deeper reflection
- allowing plenty of thinking time
- exploring their answers through follow-up questions
- providing opportunities for them to ask questions themselves.

Learning intentions

Determining what students already know through diagnostics will enable you to identify appropriate learning intentions. Learning intentions tell students what they are learning in a lesson and why. This helps them understand the rationale and value of particular activities, making learning more relevant.

You may choose to present learning objectives at the beginning of a lesson. It can also be effective to wait until

after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful, and how they might be applied.

Success criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress.

When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work and to take charge of their own learning.

Giving and analysing examples of what good writing looks like is another way of establishing success criteria. The Teacher's Guide includes model answers for speaking and writing activities to facilitate this conversation.

Peer and self-assessment are also powerful ways of engaging students with success criteria. For example, if students have written a formal email, they can send it to a classmate, who then gives feedback based on the agreed criteria. In addition, in the Workbook *Assess Your Progress* pages, students are asked to reflect on what they have learned in that unit.

How is AfL different from other kinds of assessment?

AfL is often contrasted with assessment *of* learning (also called “summative assessment”), which measures the outcomes of learning by showing where students are at a given moment in time. In reality, however, the two kinds of assessment can overlap. For example, you might give your students a summative end-of-term test to measure their achievement. If you then use their results as feedback on how they can improve, the same test can also become a tool for AfL.

Is AfL a new approach?

In many ways, AfL reflects what most teachers have always done in the classroom. Finding out what students can do and giving them feedback are, of course, fundamental and natural aspects of good teaching. However, in an AfL approach feedback is viewed as part of a continuous cycle of goal-setting and reflection, with each learning activity feeding into the next. The AfL framework also supports you in providing feedback in a way that is systematic and inclusive.

In what contexts can I use AfL?

AfL can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that AfL can also be beneficial in exam-oriented contexts. Students are likely to perform better on exam tasks if they understand what skills that task is assessing, why those skills are being assessed, and what a successful task response looks like.

More information

Download our position paper *Effective Feedback: the Key to Successful Assessment for learning* from:

oup.com/elt/expert

Oxford English Learning Framework (OxELF)

What is OxELF?

OxELF is a set of tools aligned to the CEFR, which inform our course and assessment materials. Our authors and editors use these tools to create learning materials that lay the right foundations for every classroom, enabling you to maximize each student's potential. OxELF was developed in consultation with our expert panel and it represents OUP's view of the best way to learn a language. OxELF is composed of a range of tools that are designed to ensure that OUP's English language courses:

- are consistently leveled to the CEFR
- are informed by evidence-based theories of language learning
- support learners in meeting CEFR learning objectives in the most effective way possible

The framework is flexible, allowing course materials to be developed that meet a variety of teacher and learner needs, cater to mixed abilities, and take local contexts into account. The resources are used by course developers to develop and produce material at the right level of challenge for learners. They focus on the essential elements of language acquisition: grammar, vocabulary, pronunciation, and the four skills – reading, writing, listening, and speaking. They can be used by themselves or adapted to conform with requirements from external sources (e.g. ministry syllabus criteria or international and national exam specifications).

The OxELF resources

Grammar

The approach to grammar in *Metro Second Edition* is based on the OxELF grammar syllabus, which recommends at which level to teach which grammar point for the first time, ensuring that grammar acquisition is accessible to learners.

Vocabulary

The OxELF vocabulary syllabus is based on the Oxford 3000™ and Oxford 5000™. This enables learners to focus on the most useful words to know at each CEFR level and acquire strategies for using them. Learning objectives relating to vocabulary development are aligned to CEFR competences, such as recognizing different parts of speech and recognizing collocations.

Pronunciation

Pronunciation is integrated into all areas of language learning and is aligned with CEFR competences. The key goal for learners is intelligibility, focusing on key pronunciation features such as consonant sounds, consonant clusters, vowel sounds, word stress, sentence stress, intonation, and connected speech.

The four skills

OxELF categorizes reading, writing, listening, and speaking by key competences, such as understanding text structure in a reading text. These break down into specific micro-skills that are needed for learners to improve in that skill, such as recognizing linking words in a reading text.

More information

To find out more about OxELF, visit:

oup.com/elt/oxelf

Course assessment

Metro Second Edition assessment material is based on learning objectives from OxELF, which provide a detailed level of feedback to inform progress.

Metro Second Edition offers a seamless learning and assessment experience. With regular assessment check-ins, the course provides you with the information you need to make the right decisions for your students to support better learning.

All test items are written to the specific learning objectives covered in the course, informed by OxELF and mapped to the CEFR. This principled approach gives you the information you need to guide learning progress forward and not leave students behind.

Most **Metro Second Edition** tests are available in two different versions (A and B) and are fully editable so that you can adapt them to match your students' needs. The course also offers dyslexia-friendly unit tests. Tests can be accessed via Oxford English Hub.

Entry test

This short test aims to recommend the best level for your students to begin at. It ensures that each student is matched to the right level of **Metro Second Edition**.

Diagnostic test

The diagnostic test is level specific and offers insights into your students' strengths and weaknesses. It can be used to create individual or class learning plans at the beginning of a course of study, and to inform decisions about which language areas to focus on.

Short tests

There are two short tests per unit, which offer a snapshot of students' progress and guide the teacher to offer remedial work.

Unit tests

The unit tests enable you to identify where learning has been successful in a specific unit and where remedial work is needed. The content in the test reflects the language objectives within that particular unit. You and your learners will get feedback on performance in the form of explanatory answer keys. You can also download the marking criteria for speaking and writing activities, as well as supplementary exercises to support and stretch your learners.

Progress tests

The progress tests enable you to assess the progress made by students in relation to a specific group of units (for example, at the end of term or the end of the year). The content in the test is restricted to the language areas covered in those specific units. They are used to measure the learning that has taken place in the course of study so far.

End-of-year test

The end-of-year test is used to summarize what students have learned during the year, and the content in the test can come from any material covered during the year. The test reports on the students' overall progress in a course level.

The Oxford Test of English practice

The Oxford Test of English is a general English language proficiency test certified by the University of Oxford. Available online through a network of approved test centres, it assesses understanding and communication in speaking, listening, reading, and writing across three CEFR levels: A2, B1, and B2. The reading and listening modules are computer adaptive, which means that the test adjusts the difficulty of questions based on the test taker's responses. This makes the test more motivating and shorter, and gives a more precise measurement than traditional proficiency tests. The speaking and writing modules use task randomisation, making each test an individualized experience. Further information and free practice materials are available at:

www.oxfordtestofenglish.com

Professional Development

Methodology support

Metro Second Edition is informed by Oxford's research and best practice from leading experts and practitioners in English language teaching and learning.

To help deepen your understanding of the core methodology of the course, the **Metro Second Edition** team have selected a range of Professional Development topics:

- Global Skills: Creating Empowered 21st Century Citizens
- Focus on Video in the ELT Classroom
- English Pronunciation in a Global World

The selection includes some of our influential papers as well as Professional Development modules. Built on research and classroom practice, our position papers offer practical guidance on the major issues shaping language education today. Our shorter focus papers offer insights and tips on specific topics for the classroom.

The Professional Development modules consist of short introductions to topics relevant to **Metro Second Edition**, as well as practical ideas on how to implement them in your daily practice. Each module is no more than 30 minutes long.

To access these resources, visit:

oxfordenglishhub.com

Explore further

If you would like to develop your skills and knowledge beyond the content offered with this course, you can find a range of options, from further reading to live Professional Development events. These are available at:

oup.com/elt/professionaldevelopmentonline

Oxford Teachers' Academy

Advance your teaching with online Professional Development courses certified by Oxford University Department for Continuing Education.

Professional Development titles

Keep up with the latest insights into English Language Teaching with our Professional Development titles available to purchase via your local agent.

Topics include:

Mixed-ability teaching
Motivational teaching
Teacher wellbeing

Supplementary resources

Here you will find additional resources for your students that best complement *Metro Second Edition*.

Graded Readers

Read your way to better English with print and e-book *Graded Readers*.

Dominoes

Dominoes' color illustrations, on-page glossaries, and dramatized audio motivate and support students to read in English. Graded to the acclaimed **Bookworms** syllabus, **Dominoes** offer a comfortable read at every level.

- Choose from over 100 books
- Glossaries, illustrations, and audio support students' reading
- Task-based projects develop language and critical thinking skills
- Dramatized audio available for every book

Find out more at: oup.com/elt/gradedreading

Oxford Bookworms Library

Classics, modern fiction, and non-fiction – the **Oxford Bookworms Library** has something for your students. Over 260 original and adapted texts, graded to ensure comfortable reading at every level.

- Illustrations, photos, and diagrams support comprehension
- Activities check comprehension and build language skills
- Audio helps build reading and listening skills
- Glossaries teach difficult vocabulary

Find out more at: oup.com/elt/gradedreading

Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital *Graded Readers*.

Students can:

- Choose from hundreds of titles covering all levels
- Use an interactive 5-step reading process, which helps improve all areas of learning including listening, speaking, reading, and writing
- Use a variety of interactive features and activities, including word cards, audio with adjustable speed, and voice recording
- Look up *Oxford Dictionary* definitions for vocabulary development
- Track their progress in a monthly report and get study badges the more they read

Teachers can:

- Create classes for learners depending on their level of English and schedule reading assignments for them using the *Learning Management System*
- Track individual student activity and progress with the 5-step reading process, number of books read, total words read, time spent reading
- Download a report providing a summary of each learner's reading activities

Find out more at: oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from:

- Slow down audio for easier listening
- Record your voice to practice pronunciation
- Make notes and highlight on screen
- Synchronize across devices

Oxford Readers Collections:

- Collections of 25 *Graded Readers* on the *Oxford Learner's Bookshelf*
- Available at 4 levels from A1 to B2
- Track reading progress in the reading diary

Reading Diary:

- Measure reading progress and award certificates to students.
- Track the number of books read, words read, and time spent reading.

Find out more at: oup.com/elt/gradedreading

Dictionaries

Oxford's dictionaries are world-famous. Oxford learner's dictionaries are written specifically for learners of English and provide complete vocabulary support, whatever your level. The *Oxford Essential Dictionary* is for elementary- to pre-intermediate-level learners (A1–A2). The *Oxford Wordpower Dictionary* is aimed at intermediate- to upper-intermediate-level students (B1–B2). The *Oxford Student's Dictionary* is for intermediate- to advanced-level learners (B1–C1); in addition to the most important words, it includes the words students need to study other subjects (art, computing, science, geography, history, literature, math, music, sport, and much more). The *Oxford Advanced Learner's Dictionary*, now in its tenth edition, is for advanced-level learners (B2–C2).

- Updated with the latest vocabulary
- New Oxford 3000 and Oxford 5000 word lists show you the most important words to learn
- Skills support helps you improve your writing and speaking, and prepare for exams
- An American learner's dictionary, the *Oxford American Dictionary* for intermediate- to upper-intermediate-level students, is available in print, as well as an American edition of the *Oxford Advanced Learner's Dictionary* online. They were both published in 2011.

Find out more at: elt.oup.com/cat/subjects/dictionaries

Visit our FREE online dictionary with vocabulary learning support at: oxfordlearnersdictionaries.com



Unit opener and Vocabulary (1)

The **Metro Second Edition** videos that open each unit present the unit content in a fun and light-hearted way. They are in two parts, which can be watched in sequence or before and after the vocabulary lesson.

Each unit of **Metro Second Edition** teaches two main sets of vocabulary. This is the first lesson of two. **Metro Second Edition** teaches vocabulary sets which include lexical fields (*cloudy, foggy, etc.*) and collocations (*ride a bike, take a bus, etc.*).

Course characters

There are seven course characters: Alfie, Emma, Grace, Jacob, Logan, Noah, and Sarah. Two of them are American and the other five are British, which means students gain considerable exposure to those two different types of accent. The characters feature in the *Metro Videos* at the beginning of each unit, either solo or in interaction with another character, sometimes talking on their cell phones or in video calls.

LO: Learning Objective

The learning objectives tell the students what is taught in each lesson and why. This helps them understand the rationale and value of the activities, making clear how their learning is relevant.

Let's celebrate!

5

Metro VIDEO

A Video Watch or listen to Part 1 of the video. What does Noah want to know?

- The date of Emma's birthday.
- The date of Logan's birthday.
- Logan's favorite food.

B Watch or listen to Part 1 again. Choose T (true) or F (false).

- Logan's birthday is next week. T ☐ F ☐
- Logan knows about his birthday party. T ☐ F ☐
- Emma says that Logan likes fish. T ☐ F ☐
- Logan likes tomato ketchup. T ☐ F ☐

International English

While the Metro Second Edition is a course in American English, the students are introduced to some of the main variants in British English.

Vocabulary LO: Talk about food; count nouns

Food: count nouns

1. Label the food. Listen, check, and repeat.

burgers cakes cookies eggs hot dogs
mangos nuts oranges pineapples
potato chips strawberries tomatoes

Forming plural nouns
Nouns ending in -s, -ss, -ch, -sh, -x, -z
tomato > tomatoes
Nouns ending in consonant + y
strawberry > strawberries
Other nouns: +s
orange > oranges burger > burgers

2 Complete the questions with the plural form of the nouns in parentheses.

- What are your two favorite *snacks* (snack)?
- Do you give *gifts* (gift) to your teachers?
- Do you think *beaches* (beach) are good places for *parties* (party)?
- What do you want to eat to celebrate your *exam* (exam)?

3 In pairs, ask and answer the questions in exercise 2.

4 Use the food in exercise 1 to complete the sentences in your notebook so they are true for you.

I love *burgers* - are OK - I really don't like *potatoes*

5 In pairs, ask and answer questions about the food in exercise 1.

Do you like *mangos*? Yes, I love them.

Video

D Video What food does Noah choose? Watch or listen to Part 2 of the video and check.

E Check (✓) which food Emma and Noah do NOT mention. Then watch or listen to Parts 1 and 2 again and check.

1 cake <input type="checkbox"/>	6 pineapple <input type="checkbox"/>
2 cookies <input type="checkbox"/>	7 potato chips <input type="checkbox"/>
3 fish <input type="checkbox"/>	8 strawberries <input type="checkbox"/>
4 fries <input type="checkbox"/>	9 tomatoes <input type="checkbox"/>
5 peas <input type="checkbox"/>	

Metro Video (Part 2)

In Part 2 of the *Metro Video*, the dilemma or question at the end of Part 1 is resolved.

Comprehension

Comprehension questions for both Part 1 and Part 2 of the *Metro Video* encourage the students to watch the videos more closely and help them to gain a deeper understanding.

International English

While the Metro Second Edition is a course in American English, the students are introduced to some of the main variants in British English.

Video or audio

The *Metro Video* is also available as audio only.

Metro Video (Part 1)

The course characters feature in the *Metro Videos* in immediately recognizable contexts as teenage students and family members. Part 1 ends with an unanswered question, a dilemma, or a moment of suspense. The students are asked to speculate what happens next.

Your turn

Your turn is a personalization exercise which makes the target 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.

Vocabulary practice

Exercises offer contextualized practice of the vocabulary items. Repeated exposure to the vocabulary is offered throughout the unit and the course. All vocabulary is recorded to model pronunciation.

Each unit of *Metro Second Edition* has two *Reading Skills* sections. The first reading text and accompanying comprehension exercises recycle the first vocabulary set and model the first target grammar in a topically themed context. The text is always within a clear genre and is attractively designed.

There are two pages of grammar in each *Metro Second Edition* unit. Grammar is broken down into manageable parts and presented in meaningful context through the use of *Grammar in context* texts, which refer back to previous material in the unit.

Real-world texts

The real-world nature of the texts prepares students to tackle a variety of spoken and written genres, including online posts, advice columns, quizzes, questionnaires, leaflets, articles, and webpages.

Audiovisual support

Presenting grammar through a rich audiovisual context that students already understand and are engaged with helps make learning more memorable.

3 Reading Skills Read an article about experiences

An article
1 Read and listen to the article quickly. How many expeditions does it mention?

Experiences

Sarah Marquis's love of adventure started when she was a child. She discovered bats in a cave near her home in Switzerland. She likes bats, so she stayed in the cave that night. Sarah wasn't scared – she loved it. That day, she decided to be an explorer.

Sarah explores wild places because she likes to feel independent and close to nature. She always travels alone and she doesn't use transportation – she walks. She carries a tent, clothes, and food (mainly rice and cooking) in a backpack, or she pulls her things in a cart. She never stays in hotels, so she doesn't meet many people.

While she's walking, she's always busy, so she never gets bored. She looks for water, fruit, and vegetables for her dinner, and a new place to camp every night. She also takes pictures of animals and makes notes.

In 2010, she started an amazing 16,000-kilometer journey: she hiked from Russia to Australia. On this expedition, she was alone in the hot and dry Gobi Desert for six months. Slowly, her sense of smell became very strong. She even smelled the champagne on a tourist's hair from a distance of 1,000 meters! Unusual experiences like this are why Sarah loves to explore.

2 Read the article again. Choose the correct answers.

0 Sarah Marquis stayed in a cave because she...
a was an explorer. c was scared.
1 Sarah goes to wild places because she...
a comes from Switzerland. d lives close to nature.
b has a tent and a backpack. c doesn't know many people.
2 On expeditions, Sarah always...
a goes by car. c stays in a hotel.
b has transportation. d walks.
3 Sarah doesn't meet many people because she...
a is tired. c has a cart.
b camps. d is always busy.
4 Every day, Sarah...
a finds a place to camp. c stays in a hotel.
b explores a new place. d walks 1,000 meters.
5 In the Gobi Desert, Sarah smelled... 1 km away
a an animal. c some food
b dinner. d a person

3 Complete the sentences with one word. Read the article and check.

0 Sarah likes to feel close to... nature.
1 Sarah always travels...
2 Sarah carries all of her things in her... or cart.
3 She is never... when she is walking.
4 She takes... and she makes notes.

4 Your turn In pairs, discuss the questions.

1 How do you think Sarah feels while she is walking long distances?
2 How would you feel walking a long distance like this?
3 Do you like to go walking? Why? If you do, who do you like to go with?

Grammar Give simple past regular verbs to talk about any life

Simple past regular verbs: affirmative

1 Read the Grammar in context. How old was Sarah when she decided to climb El Capitan?

Grammar in context **Present and Practice**

Sarah Schwaier visited El Capitan in Yosemite National Park in California for the first time when she was two months old. When she could walk, she started to learn to climb. At the age of ten, she decided to climb El Capitan. Sarah and her dad studied El Capitan before they climbed it. Her dad and one of his friends helped her. During the winter, they practiced indoors and outdoors. Finally, Sarah climbed El Capitan in June 2019.

2 Complete the chart with verbs from the Grammar in context.

Affirmation
I visit ed. El Capitan at the age of two months.
You learn ed. to learn to climb.
He/She/It decided to climb with Sarah.
You help ed. Sarah prepare.
They stud ed. El Capitan before they climbed it.

3 Complete the sentences with the simple past affirmative form of the verbs in parentheses.

0 We danced (dance) at Alice's party last Saturday night.
1 Yesterday, Ali and I (play) baseball.
2 Lou (wash) the car last night.
3 In assembly, some classmates (talk) about their trip.
4 Daniela (sunbathe) by the pool all day.
5 We (study) for the test on Sunday.
6 I (walk) to school yesterday morning.
7 My mom (work) last Saturday.
8 We (stop) for a snack in town.

4 Complete the text. Use the simple past affirmative form of the verbs.

arrive carry climb cook help prepare reach rest stop wait wash

First up Everest

Edmund Hillary and Tenzing Norgay were the first people to reach the summit of Mount Everest, on May 29, 1953. It was an amazing climb, but they weren't alone. A team of over 400 people helped Hillary and Norgay. About 350 porters carried the team's things to Everest Base Camp at 5,455 meters. They were there for a few days. The porters made and ate food. The climbers for the summit. After six weeks, they reached their final camp at 8,500 meters. They were there until the weather was good. Then they climbed the last 350 meters and finally they reached the summit.

5 Listen and check.

6 Your turn Write one true and one false simple past affirmative sentence about last week. Can your partner guess the false sentence?

Last week, I tried coffee for the first time.
Correct! Your turn. That's true.

Stop

Most verbs: -ed
learn = learned
want = wanted
Verb ends in -e: -d
like = liked
Verb ends in a vowel + consonant: double the consonant + -ed
stop = stopped
Verb ends in consonant + -y: -y + -ied
try = tried

Grammar in context

Students take an active role in their own learning as they are guided to discover rules regarding usage and form in natural dialogues.

Present and Practice

The *Present and Practice* feature is a digital tool found on the Classroom Presentation Tool (e-book) which provides extra scaffolding for guided discovery of grammar rules and further practice activities. It is designed to be used in open class to check understanding and provide students with extra support and activities.

Stop

Stop indicates extra information related to the language area. It includes aspects of the grammar of words (lexicogrammar), common errors, additional words, or useful phrases.