

Second Edition

Metro

Where will Metro Second Edition take you?

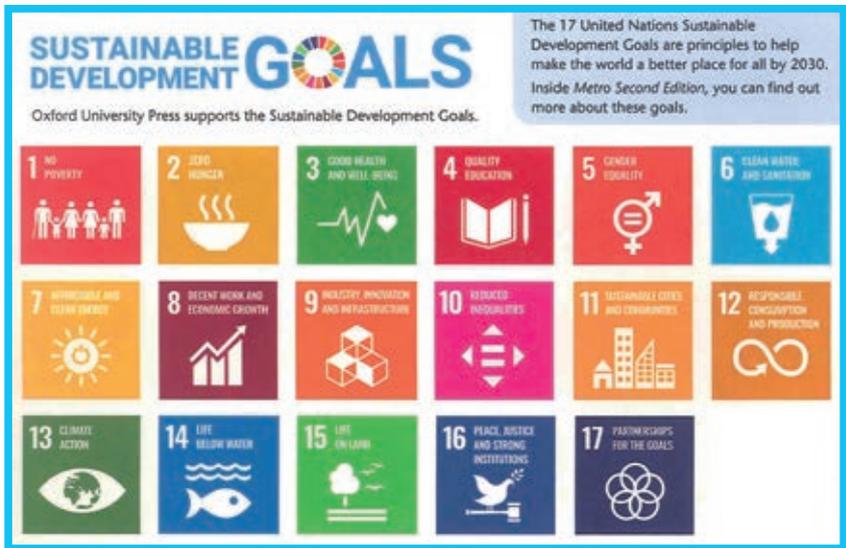
中高生のための総合コース Metro 第2版
楽しみながら学習できるデジタルコンテンツが充実!

Spark students' curiosity

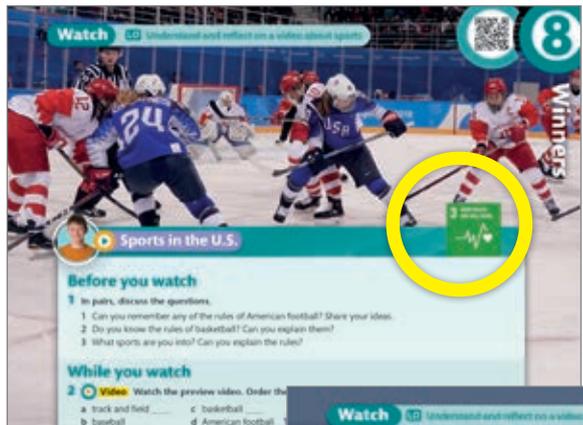
SDGs

Metro Second Edition provides real-life contexts linked to Agenda 2030 and the UN Sustainable Development Goals.

Metro第2版は、現代の中高生に身近なトピックを提供しながら、国連の定めるSDGs (持続可能な開発目標)と2030アジェンダも学べる内容になっています。



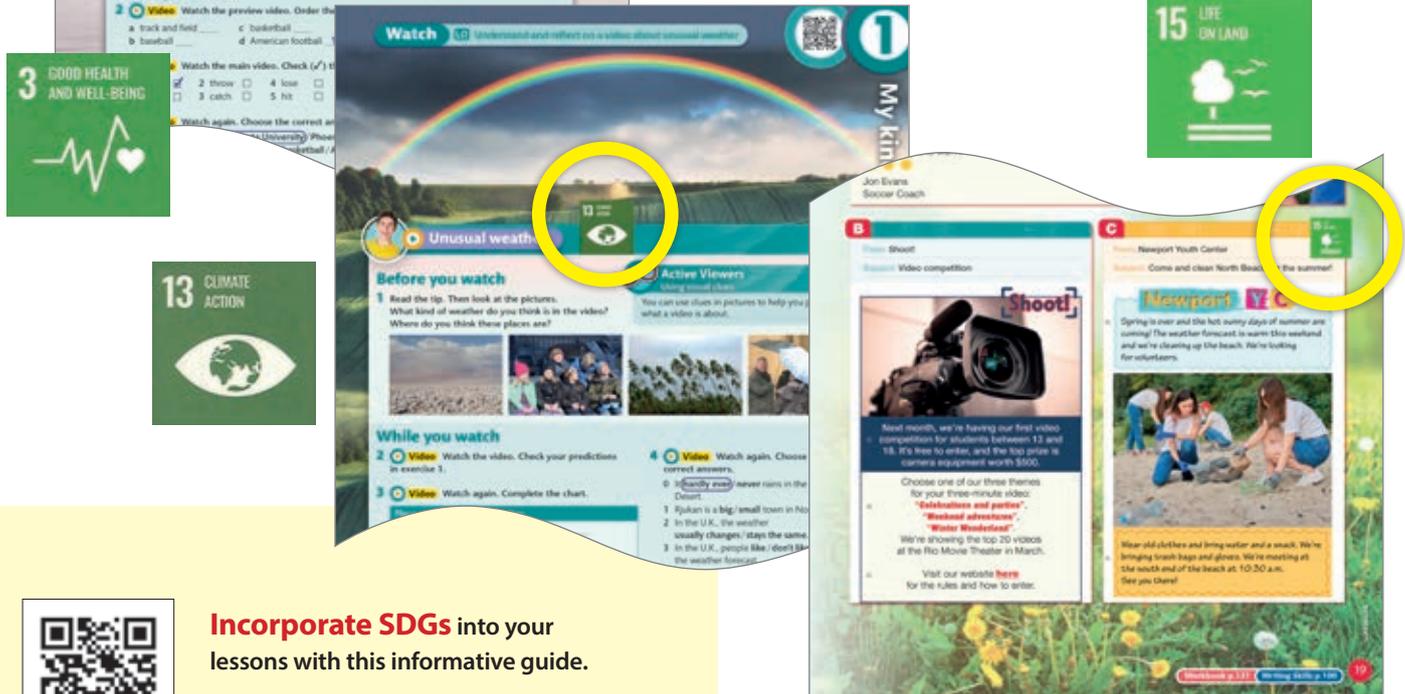
Metro Starter, unit 8



Foster a sense of global citizenship and responsibility through practical and accessible material tailored for the EFL classroom.

英語を第二言語として学ぶ生徒のために作られており、実践的で使いやすい内容を掲載。SDGsを学ぶセクションでは、英語力に加えてグローバル・シチズンシップの精神と責任意識も養います。

Metro level 1, unit 1



Incorporate SDGs into your lessons with this informative guide.

こちらのQRコードから「SDGsを取り入れた授業の手引き」をご覧ください。

Metro level 1, unit 1

1 My kind of day

Metro VIDEO

A **Video** Watch or listen to Part 1 of the video. Choose T (true) or F (false).

- Jacob is in Boston. T F
- Jacob is with his friends. T F
- Jacob is watching TV. T F

B Watch or listen to Part 1 again. Choose the correct answers.

- Jacob is in the kitchen **(living room)**.
- Jacob's grandpa is / isn't staying with him just now.
- Jacob **has / doesn't have** a sister.
- Jacob **wants / doesn't want** to hang out with friends.
- Alfie is / isn't having a sleepover with his friends.

C Watch or listen to Part 1 again. What time do you think it is in the U.K.?

Metro level 1, unit 1

Videos at the start of each unit introduce the vocabulary and themes.

各ユニットのはじめの動画は、学習する語彙やテーマを提示。

Relatable teenage friends demonstrate using the vocabulary in real-life settings, helping put the unit language and topic in context.

生徒と同年代の中高生が日常生活の一場面でのやり取りを繰り広げ、身近な形で語彙の使い方を紹介し、各ユニットで学習する言葉とトピックを導入。

8 Winners

Metro VIDEO

A **Video** Watch or listen to Part 1 of the video. Check (✓) the sport that Mia and Mo do NOT mention.

- do karate
- play basketball
- play soccer
- play football
- go cycling

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

- Mia and Mo are at a soccer game. T F
- Mia likes the game. T F
- Mia doesn't like American football. T F
- Mia plays basketball after school. T F
- Mia does karate every day. T F

C Watch or listen to Part 1 again. Can you guess Mia's favorite sport?

International English

football = soccer
American football = football

Metro Starter, unit 8

International English
r between vowels

Steve is from the U.S. He often pronounces a r sound as a very soft d when it is between two vowel sounds. beautiful waterfall visited

D **Video** Read the International English box. Listen to the examples.

E **Video** Watch or listen to the extracts from the video. Do you hear a r sound or a d sound in the highlighted words?

- I want to share with you ...
r d
- ... all the way down to the bottom ...
r d
- Very near, there is an active volcano ...
r d
- A few days later ...
r d
- I saw a beautiful sunrise from the top.
r d
- This is a huge wall of water in the forest.
r d

International English
Intonation

Ben is Canadian. He speaks carefully, often pausing in the middle of sentences. We can recognize when a clause or sentence is finished from the speaker's intonation: it goes down when the thought or sentence is finished and up when it is not.

I can just travel there in my mind by closing my eyes, feeling the rocks on my feet, hearing the sound of the waves, and seeing the light of the city waking up before my eyes.

D **Video** Read the International English box. Watch or listen to the example.

E **Video** Watch or listen to the sentences from Ben's vlog. Use arrows to show where Ben's intonation goes up and where it goes down.

- The sand of West Palm Beach is so beautiful, and it feels so nice on your feet.
- Standing on the coast is like standing at the edge of the world.
- I usually go there with a friend and watch the sunset.
- For me, thinking of natural, incredibly beautiful places helps me come up with ideas for...

International English highlights common differences between the varieties of English spoken around the world.

International English のコラムでは世界中で話されている英語の違いを紹介。



QR codes to quickly access audio, video and online resources..

QRコードから音声や動画などのオンラインリソースにすぐにアクセスできます。

Vocabulary

Weekend activities



- Choose the correct verbs.
 - I'm visiting hanging out with Joe at the shopping center. Come and meet us!
 - I never go / visit to exhibitions. They're boring!
 - I want to go / have a sleepover, but I need to ask my parents.
 - Let's have / go out for a meal now.
 - I see / go my cousins every weekend.
 - Let's go / play to a soccer game!
 - How often do you go / have cookouts?
 - Why don't we have / go a birthday party for Ella at my house?
 - Let's go / hang out to the new amusement park.
 - I want to buy a T-shirt. Let's see / go shopping.
- Follow the flow chart in exercise 1. Answer the questions for you and make a note of your answers. What does the flow chart tell you to do?
 - What does the flow chart tell you to do? Go to an exhibition.
 - What do you really want to do? Have a party.

Vocabulary

Vocabulary is presented with lots of visual support.

学習する語彙は視覚的にもわかりやすく提示されます。

Accompanying audio helps students practice accurate pronunciation.

付属の音声で正確な発音を確認しながら、発話練習をすることができます。

Grammar

Grammar sections are clearly introduced.

学習する文法をわかりやすく表示。

Grammar in context Present and Practice

Dean: Are you playing soccer tonight, Sian?
 Sian: No, I'm not.
 Dean: You usually play soccer on Monday nights. What are you doing tonight?
 Sian: I'm seeing relatives. It's my grandpa's birthday!
 Dean: Cool! Are you having a party?
 Sian: No, we aren't having a party. We're going out to eat at his favorite Brazilian restaurant.

Grammar notes p.130

Grammar Use the present progressive and future time expressions to talk about future plans

Recent progressive for the future

1 Read the Grammar in context. Is the sentence T (true) or F (false)?

Grammar in context Present and Practice

Dean: Are you playing soccer tonight, Sian?
 Sian: No, I'm not.
 Dean: You usually play soccer on Monday nights. What are you doing tonight?
 Sian: I'm seeing relatives. It's my grandpa's birthday!
 Dean: Cool! Are you having a party?
 Sian: No, we aren't having a party. We're going out to eat at his favorite Brazilian restaurant.

Grammar notes p.130

Sian's grandpa is having a party tonight. T F

Future time expressions

3 Write the time phrases in the correct order from now into the future.

next year tomorrow morning tonight next week
 tomorrow afternoon next month

0 tonight 3
 1 4
 2 5

Look at Ava's plans for the weekend.

Complete the sentences with the present progressive affirmative or negative.

Ava's calendar	Jake's calendar
Saturday 9:00 a.m. soccer practice 3:00 p.m. meet Jake and friends at pool 7:00 p.m. sleepover with Ellie	Saturday 10:00 a.m. basketball 3:00 p.m. meet Rob, Ava, Ellie - swim Sunday Before lunch: chores 11:30 a.m. lunch at Grandma's 4:30 p.m. project - Ava's house

0 Jake is doing (do) karate at 10:00 a.m. on Saturday.
 1 Ava and Jake are (study) for a test this weekend.
 2 Jake is doing (do) chores on Sunday afternoon.
 3 Ava is going (go) to soccer practice on Saturday morning.
 4 Jake and Ava are meeting (meet) on Saturday and Sunday.
 5 Ava is jogging (jog) on Sunday afternoon.

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

0 It's Saturday. Are Ava and Jake seeing (see) relatives this afternoon? No, they aren't.
 1 It's Saturday. Are Ava going (go) to soccer practice tomorrow?
 2 It's Friday. Are Ava having (have) a sleepover tomorrow?
 3 Where is Jake seeing (see) Ava on Sunday?
 4 It's Sunday. Why is Jake and Ava meeting (meet) this afternoon?

Your turn

6 Write your own calendar for the weekend. Take turns asking and answering questions with a partner about their plans. Make plans to meet.

What are you doing on Friday night?
 I'm helping Sian with his homework. What are you doing?

Workbook p.132 Metro Express p.138

Your turn exercises provide contextualized practice.
 Your turn は学習した内容を自分の生活に引きつけて考える練習に。



Watch 15 Understand a video about synesthesia.

6 The senses

Synesthesia

Before you watch

1 Look at the picture and answer the questions.

The sensory cortex is in the outer part of the brain. It deals with five basic senses.

Which sense do you use when you experience ...

- the aroma of a delicious meal? smell
- the beautiful orange light of a sunset? sight
- the sweetness of fruit? taste
- the roughness of a stone? touch
- the sound of someone's voice? hearing

2 Can you think of things that you experience with more than one sense?

While you watch

Active Viewers *watching a video*

Active viewers can figure out why someone is saying something.

3 **Video** Read the tip. Then watch or listen to the video, and choose the correct answer.

Professor Spence wants to ...

- advertise his synesthesia business.
- combine his synesthesia skills.
- share his knowledge about synesthesia.

4 **Video** Watch or listen again, and number the items in the order they appear.

- Examples of synesthesia.
- Using all of the senses in the perception of food.
- Meet Professor Charles Spence.
- Using the research to help the food business.
- Show the sensory cortex processes senses.

After you watch

5 Think about a food or drink you enjoy. Make notes about ...

- how it looks
- what it tastes like
- how it smells
- what it sounds like

6 **Video** Choose the correct answers. Watch or listen, and check.

7 Professor Charles Spence is a businessman / **psychologist**.

- Scientists have known about synesthesia for more than 2,000 / 200 years.
- About 8.4% / 4% of people have synesthesia.
- With synesthesia, there's a connection / no connection between two or more areas of the sensory cortex.
- Multisensory perception / Synesthesia means "seeing" sound or "hearing" color.
- Professor Spence is helping companies to make coffee / a product which is attractive for all five of our senses.

8 Write a paragraph about the multisensory experience of your food or drink in exercise 6.

Metro level 3, unit 6

Critical thinking

Each unit ends with a documentary video that explores fascinating themes related to the unit topic and helps stimulate critical thinking and discussion.

各ユニットはドキュメンタリー動画で締めくくられています。ユニットと関連したテーマをさらに深掘りし、批判的思考力の向上を後押しするディスカッションのトピックを提供します。

Global Skills

Unit topics are linked to relevant Global Skills and developed through easy-to-teach speaking exercises.

各ユニットで取り上げるトピックはグローバルスキルに関連付けられています。取り組みやすいスピーキング演習を通してこのスキルの向上を目指します。

CLIL

A **CLIL: Music**

The guitar

The guitar is a very old instrument and it dates back more than 4,000 years. The English word "guitar" probably comes from an Ancient Greek word *kitara*. In Ancient Egypt, 3,500 years ago, there was a string instrument like the guitar with three strings - the *lute*. There were hundreds of similar string instruments over a period of 3,000 years.

In Spain, in the 1500s, there was the *guitarra*, a string instrument with four pairs of strings (eight strings in total). Guitars with six strings were popular from around 1800 on, and then the modern guitar was born. Most classical guitars today come from an 1800s design by the Spanish guitar maker Antonio Torres. This was the beginning of the guitar as we know it today.

Parts of a guitar

- body
- neck
- headstock
- bridge
- pickups
- strings
- truss rod
- nut
- fingerboard
- sound hole
- pickguard
- control knobs
- output jack
- pickup selector switch
- volume knob
- tuning pegs
- tailpiece
- bridge pins
- bridge saddle
- bridge plate
- bridge pickup
- bridge pickup cover
- bridge pickup selector switch
- bridge pickup volume knob
- bridge pickup tone knob
- bridge pickup selector switch
- bridge pickup volume knob
- bridge pickup tone knob

How to play the guitar

- With one hand, hold the neck of the guitar.
- Press the strings down to make different notes.
- With the other hand, pluck the strings with your fingers or a pick.

How guitar sounds

- Classical guitars have nylon strings and a wooden body with a sound hole. The sound from the strings goes into the hollow body. When the sound comes out of the sound hole, it's loud! Acoustic guitars are similar, but they have metal strings. Electric guitars have metal strings and a solid (not hollow) body. The sound of the strings goes through an amplifier, so electric guitars can be very loud!

Real Rockers (1942-1970) was an amazing guitarist from the 1950s. His favorite electric guitar was a Fender Stratocaster and the sound of jazz, blues, and rock in his time were incredible. Most guitars are "right handed", but there are "left handed" guitars, too. You could play guitar with his right hand and left hand, and even without his hands!

Metro level 1, CLIL A

1 **Speaking & Global Skills** Use adverbs to make future plans.

Make plans

1 **Read and listen.** What does Abby have to do on Sunday?

Abby: What are you doing this weekend?
Stella: I'm seeing my grandparents on Saturday morning and I'm going shopping with Molly in the afternoon.
Abby: What? You're busy. How about Sunday?
Stella: I'm playing soccer at 10:30 a.m. What about you?
Abby: I'm studying tomorrow. I don't have any plans for Sunday.
Stella: Come and watch my soccer game for Sunday?
Abby: OK. What's the weather forecast for Sunday?
Stella: It says rain. It looks pretty wet. Bring an umbrella.
Abby: Good plan! It looks very cold too on my app.
Stella: Wear some boots! I'm walking and I'm leaving at 10:00 a.m. If it's really wet, my dad's driving.
Abby: OK. See you at 9:45.

2 **Listen again** and choose the correct answers.

- Stella isn't seeing relatives on Saturday morning.
- Abby is left going shopping with Stella and Molly.
- Stella is playing soccer on Saturday / Sunday.
- Abby has / doesn't have plans for Saturday.
- The weather forecast is dry / wet on Sunday.
- Stella is leaving her house at 9:45 a.m. / 10:00 a.m.

3 **Listen and repeat.**

Active Viewers *watching a video*

You can use adverbs like *pretty, really, very* before weather words to make them stronger.

pretty → really → very

4 **Read the tip.** Then find and underline the examples with adverbs in the conversation.

Global Skills *speaking*

It's important to think ahead and make the right choice with the information you have. Before you do anything, ask yourself:

- Where am I going? What am I doing?
- What is the weather like?
- What do I / you / we need to take / wear / do?

5 **Read the Global Skills box.** Then answer.

- What is the weather forecast for Sunday?
- Which of these things does Abby need?

A B C D E

3. Find two other ways Stella thinks ahead.

6 **In pairs, plan a weekend activity.** The weather forecast is very hot. What do you want to take? Use the ideas from exercise 5 and the ones in the box.

free and hot: Rashguards, Rip-Tops, headphones, laptop, soccer ball, sunscreen, water

Think ahead:

- what you are doing
- where you are going
- what you are taking / wearing

7 **In pairs, have a conversation.** Use the model below and the conversation in exercise 1.

What are you doing on / at / in ...?

I'm going / doing / having ...

How about ...?

It's ... / It looks pretty / very / really ...

Take / wear ...

Good plan!

OK. See you at ...

Metro level 1, unit 1

Cross-curricular lessons present the unit language through complementary subjects that appeal to students' wider interests and curiosity.

CLIL (内容言語統合型学習) のレッスンでは、各ユニットの学習項目を中高生の幅広い興味関心に響くテーマを通して提示。

Digital course materials for every step of the teaching journey

Metro第2版は、英語指導のあらゆる場面で活用いただけるデジタルサポートを備えています。

Plan classes with teaching notes, ready-to-go resources and Professional Development Support.

指導のコツ、短時間の準備で授業に臨めるレッスン内容と豊富なリソース、Classroom Presentation Tool、指導力向上のための動画などをご用意。

Teach confidently using **Classroom Presentation Tools**, e-books with engaging on-screen interactive activities and embedded video and audio – all in one place.

Classroom Presentation Tool はスクリーンに投影できる教科書の e-book版です。音声や動画、インタラクティブな演習問題などが埋め込まれており、**授業に必要なものを1カ所に集約**。不安なく授業に臨めます。

Assign extra practice to consolidate learning with **Online Practice**. Students can develop all skills through interactive activities, and connect with other students and their teacher online.

Online Practiceで**追加の課題**を出すことにより、学習内容の定着を目指します。生徒はインタラクティブなアクティビティを通し、4技能に加えて文法や語彙も強化することができます。また、オンラインでほかの生徒や教師と連絡をとることもできます。

Track your students' progress with a gradebook and manage classes with the **Learning Management System**. Create classes, lock and assign content, review, print or export reports and more.

LMS(学習管理システム)を使用してクラスを作成し、gradebookで生徒の**学習進捗を管理**できます。コンテンツの表示・非表示、学習データの確認と印刷、データのエクスポートなども可能。

Assess learners regularly to help them reach for their goals, accelerate their progress, and go further with placement, diagnostic, cumulative and progress tests including dyslexia-friendly unit and progress tests.

プレースメントテスト、診断テスト、累積テスト、プログレステスト、ディスレクシア対応ユニットテストなどを活用し、**定期的に評価**をすることで生徒が目標を達成し、さらに成長するためのサポートを可能にします。

All your digital materials, in one place.



Oxford English Hub



指導に必要なツールが集約された
デジタル教材のハブサイト。
どのデバイスからでも
簡単にアクセス可能です。



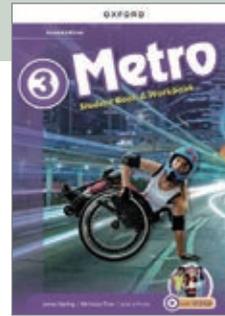
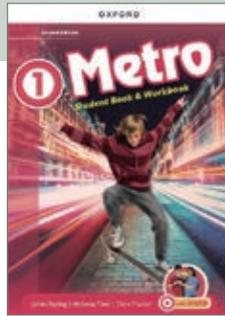
Digital components now available on Oxford English Hub

For Students

- Online Practice
- E-Books
- Student Resources

For Teachers

- Classroom Presentation Tools
- Professional Development
- Teacher Resources
- Assessment for learning



Packs for Students

Student Digital Pack

Student Book Workbook with Digital Pack

Student Book Workbook with Online Practice

LEARN	Student Digital Pack	Student Book Workbook with Digital Pack	Student Book Workbook with Online Practice
Student Book (print)	○	○	×
Student Book e-book	×	○	○
Student Resources	○	○	○
PRACTICE			
Workbook e-book	×	○	○
Online Practice (for students)	○	○	○

Packs for Teachers

Teacher's Guide with Digital Pack

Teacher Digital Pack

TEACH	Teacher's Guide with Digital Pack	Teacher Digital Pack
Teacher's Guide (print)	○	×
Digital Teacher's Guide (PDF)	○	○
Teacher's Resources	○	○
Student Book Classroom Presentation Tool	○	○
Professional Development support	○	○
SET PRACTICE		
Workbook Classroom Presentation Tool	○	○
Online Practice (for teachers)	○	○
ASSESS		
Assessment	○	○

All digital course materials and resources accessed via **Oxford English Hub**.
すべてのデジタル教材は Oxford English Hub からアクセスできます。

	STARTER	LEVEL 1	LEVEL 2	LEVEL 3
Student Book Workbook with Online Practice	9780194266642	9780194266758	9780194266864	9780194266970
Student Book Workbook with Digital Pack	9780194429214	9780194429238	9780194429252	9780194429276
Student Digital Pack	9780194266611	9780194266727	9780194266833	9780194266949
Teacher's Guide with Digital Pack	9780194429221	9780194429245	9780194429269	9780194429283
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