



Introduction

Welcome to *Oxford Discover Futures*

Oxford Discover Futures is a six-level course, created to address the evolving needs of secondary-level learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover Futures* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover Futures creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and educational
- allowing students to consider key concept questions that they revisit as they gain more information

- challenging students to think critically about topics, issues, and questions
- fostering competence in reading and writing
- developing strategies that help students perform well in academic study and examinations.

Lifelong Learning with the *Oxford Discover Family*

Oxford Discover Futures belongs to a family of Oxford courses that share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The *Oxford Discover Futures* Team



Young people today have better access to information than ever before. As educators, one of our tasks is to ensure that our students have the tools to assimilate, interpret, and react to this information effectively and responsibly, so that they are better equipped to voice their opinions in local and global discussions about the world. The challenge we face as authors is to provide teaching materials that will enable this generation of learners to channel their inquisitive nature and knowledge.



This challenge is what first attracted us to the concept of *Oxford Discover Futures*. The material is driven by inquiry-based learning and critical thinking. Each unit begins with a question, such as “What is intelligence?”, “Why do people travel?”, and “What makes a hero?” Students think about and react to these big questions. We encourage them to dig deeper and consider the topics from different, less familiar perspectives.

We have learnt a lot from writing *Oxford Discover Futures*. We have aimed to both challenge students and encourage them to question the world around them. And we hope that they enjoy using the course as much as we have enjoyed working on it!

Ben Wetz and **Jayne Wildman** are consultants for *Oxford Discover Futures* and have both been involved in ELT for over 30 years.

Ben started teaching English in 1987. Since 1998, he has been a freelance teacher trainer and author. He has written several successful coursebooks for teenagers including *Adventures*, *English Plus*, and *Scope*. As a teacher trainer, he has traveled and given talks in numerous countries around the world.

Jayne first started teaching children and teenagers in 1988. After teaching in Spain, Italy, and the UK, Jayne spent several years in Oxford as an editor, before she began authoring her own books. Her first book was published in 2002, and since then she has written successful courses for Secondary students in countries all over the world. One of her most recent publications is *Insight*.

The Key Principles of *Oxford Discover Futures*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading, and writing as they identify and answer questions about themselves and the world around them.

Oxford Discover Futures supports an inquiry-based approach to learning English. Each unit in *Oxford Discover Futures* revolves around a unifying question, which is broad, open-ended, and thought-provoking, appealing to students' natural curiosity. Throughout the process of inquiry-based learning, students play an active role in their own education. Teachers facilitate this learning by guiding students to ask questions, gather information, and find answers. As students work together and share information, they build essential skills in communication and collaboration.

The following guidelines will help teachers create the most effective classroom environment for *Oxford Discover Futures*, ensuring maximum student participation and learning.

1 Facilitate student-centered learning

Student-centered learning gives students an active role in shaping their own learning paths, fostering their confidence and autonomy. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work both individually and with each other to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized in the classroom. But learning should not begin and end in the classroom. The "Discover more: search online" feature in the Student Book prompts students to independently research a topic on the internet, representing one of the ways in which *Oxford Discover Futures* sets out to develop students into autonomous lifelong learners.

2 Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. Curiosity can be developed in your students if you are curious, too. As new ideas, stories, or topics are encountered, encourage students to think out loud:

- *I wonder why / how ...*
- *I wonder what happens when / if ...*

3 Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4 Explore global values

Students need to understand the importance of values from an early age. Taking an inquiry-based approach means that they are encouraged to think about different situations and the effect that particular behavior has within those situations. In doing so, students nurture and become more aware of their own values and the importance of contributing in a positive way to the community, society, and the world around them. *Oxford Discover Futures*

promotes global values throughout the series, with texts and activities prompting students to examine values from an outside and a personal perspective.

5 Focus on thinking, not memorizing

Oxford Discover Futures is based on the belief that critical thinking is the key to better learning. While retention of words and structures is important for language development, allowing students to access knowledge on a deeper level is equally important and will further encourage effective learning in the classroom. The critical thinking activities in *Oxford Discover Futures* help students make sense of the information presented to them, ultimately leading to greater understanding and retention.

6 Build strong student–teacher relationships

While maintaining class discipline, it is important to develop a mutual relationship of trust and open communication with students. In this way, students begin to look at themselves as partners in learning with their teacher. This gives them a sense of shared responsibility, creating a dynamic and highly motivating learning environment.

7 Take time to reflect

Oxford Discover Futures actively promotes student reflection by incorporating "Reflect" activities into the page content, but reflection does not have to be limited to these waypoints. Lessons can begin by asking students to recall key points from the previous lesson or from the unit so far. End lessons by facilitating a student-led recap of the main learning points from the day. The answers can encompass not only content, but reflections on classroom dynamics and methodologies. For example:

- *How was teamwork organized today?*
- *Could it be improved?*
- *Which activity was the most successful or beneficial?*

As students become more aware of how they learn, they become more confident and efficient in their learning.

8 Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections. For example:

- *We learned about why sleep is important for our health.*
- *Do you find it easy to sleep well?*
- *What stops you from sleeping well?*
- *What other things do you think are important for good health?*

By making such connections, students will be able to understand new vocabulary and grammar input in a contextualized way and retain language and content knowledge.

9 Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident or valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win–win opportunities for the entire class.

II. 21st Century Skills and Global Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future.

As our world becomes increasingly interconnected, today's students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information, media, and technology skills, as well as an appreciation and concern for the health of our planet and cross-cultural understanding. *Oxford Discover Futures* strives to help students build each of these skills in order to succeed in the 21st century. Students' performance in these skills is assessed through the Project lessons. Rubrics for these assessments are available on the Teacher's Resource Center.

1 Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover Futures* encourages students to think deeply and assess information comprehensively. Students are invited to be curious and questioning, and to think beyond their normal perspectives. Throughout every unit, discussion questions encourage students to apply their own experience and opinions.

2 Communication

As a global course for English in the 21st century, *Oxford Discover Futures* has a skills focus and each unit offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. In addition, the *Oxford Discover Futures* Online Practice promotes online communication and computer literacy, preparing students for the demands of the new information age.

3 Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover Futures* offers opportunities for collaboration in every lesson, with students working together in pairs, small groups, or as an entire class. In addition, students are required to complete a project after every pair of units, which encourages them to work together to fulfill specific objectives.

4 Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover Futures* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment. Students focus on producing creative outcomes in the Writing, Project, and Literature lessons.

5 Global Skills

Global Skills encompass a broad selection of skills necessary for success in a globalized world. They embrace the skills needed for lifelong learning and well-being, and help students develop as well-rounded citizens. In addition to 21st Century Skills, Global Skills also include:

- intercultural competence and citizenship
- emotional self-regulation and well-being
- digital literacies.

The digital materials, Life skills lessons, Project lessons, and other activities throughout *Oxford Discover Futures*, support Global Skills.

III. Integrated Language Support

1 Vocabulary

- *Oxford Discover Futures* presents a rich and challenging vocabulary. Words are introduced in context with video, audio, and reading texts in each unit. Activities requiring students to then produce the vocabulary, in the Student Book and Workbook, promote understanding and retention.
- *Oxford Discover Futures* also teaches vocabulary through the use of word-building strategies. These encourage students to recognize connections between words, e.g., by exploring derived forms, collocating words, or relationships of meaning between words. Making associations between words instills a deeper understanding of the language and makes the process of acquiring new vocabulary far less daunting. Rather than memorizing lists of vocabulary, students focus on learning *about* vocabulary.
- Further practice with the vocabulary can be found in the *Discover vocabulary* section of the Student Book and in the Workbook. The Workbook also contains wordlists of all the key vocabulary from the level, organized by unit. Words from the Oxford 3000™ list are highlighted. This is a list of the most useful words to learn in English.

2 Grammar

- *Oxford Discover Futures'* grammar syllabus is fast-paced and high-level. The target grammar is presented in an authentic context in each unit of the Student Book. Activities then focus on the usage and meaning of the grammar rather than its form. With this approach, students relate to it in an engaging and meaningful way. Optional support on the form of the grammar can be found in the *Discover grammar* section at the back of the Student Book. Further grammar practice is provided in the Workbook.

3 Literacy

- *Oxford Discover Futures* teaches higher-level literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of text types and genres. There is a variety of texts and genre types in each level, which helps students to become familiar with different types of language and language use.

Student Book Guided Tour

Unit openers

These pages introduce the unit topic through a unit question. This question is then explored from multiple perspectives over the course of the unit through the lesson questions. The opening picture acts as a powerful visual representation of the unit topic.

Classroom Presentation Tool

View the unit opener picture on an Interactive Whiteboard and use the additional activity to support students' analysis of the picture and the unit topic.

Unit summary

Students can preview the themes, skills, and strategies that they will learn about over the course of the unit.

Unit question

The unit question provides a thought-provoking introduction to the topic of the unit.

Lesson question

The lesson question prompts students to consider the unit question from a different, more focused, perspective.

Opening photo and caption

Students are encouraged to reflect on their existing knowledge of the unit topic and form a personal response to the photo and accompanying caption. These features can be used to elicit familiar vocabulary, motivate students, or determine what students already know or want to know about the topic.

Discover more

Students either **SEARCH ONLINE** or **ASK FRIENDS** in order to explore the unit topic in greater depth, away from the Student Book pages. This promotes independent learning and helps students to form meaningful connections between the unit topic and the outside world.

Factflix video

Two hosts lead students through a fun and informative episode of *Factflix*. Each video equips students with useful facts and information for the unit ahead, while also challenging assumptions and stimulating inquiring minds.

Icons



speaking activity



writing activity



listening activity



video activity



additional activity (Classroom Presentation Tool only)

Reading to learn

Students learn and practice a reading strategy with the unit's main text, followed by analysis of the text.

Classroom Presentation Tool

An additional activity provides further support with the reading text.

Lesson question

Reading to learn opens with a new lesson question, prompting students to consider the unit question from a different perspective.

Before reading

Students engage in a pre-reading activity to help familiarize themselves with the reading text before they read it. In some cases, practice of the reading strategy serves as a pre-reading activity, e.g., "previewing," and in other cases pre-reading is separate to the strategy.

Reading strategy

Students explore a reading strategy that they will apply to the text on the facing page. It is a strategy that students can apply to any text, whether in L1 or L2, at class or at home. The description of the strategy is supported by a practice activity immediately afterwards.

Reading to learn **How do we store memories?**

Reading strategy Previewing

Before you read a text, look at the title and the pictures to help you understand what the text is about.

- 1 Study the reading strategy. Then look at the pictures and the title of the magazine article on page 17. What do you think the article is about? Choose an option (a-c) and explain your answer.
 - a Why it is important to store memories.
 - b How technology changes what we remember.
 - c How our memories are better now because of the internet.
- 2 Compare your answers to exercise 1. Then read and listen to the article and check your answers.
- 3 Answer the questions.
 - 1 Does the article answer the question in the title?
 - 2 Why does the author start the article with Aurelien's story?
 - 3 In what way is "the past in your pocket"?
 - 4 Why have smartphones changed our habits?
 - 5 Explain the "Google Effect."
 - 6 What does the author want us to buy and why?
- 4 Study the words below. Which are similar in your language? Why do you think new technology words are often the same in many different languages?

1 app	7 online
2 click	8 playlist
3 the cloud	9 post
4 data	10 smartphone
5 digital	11 virus
6 internet	

Discover vocabulary Technology
Student Book ▶ Page 114 Workbook ▶ Page 16

- 5 Read the article again. What other words are similar in your language?
- 6 TALKING POINTS Discuss the questions.
 - 1 Do you think that Aurelien has a useful skill? Why / Why not?
 - 2 Is it a waste of time to learn facts?
 - 3 What do you memorize and why?
 - 4 Can you remember 11 events from last year?
 - 5 What kind of things do you remember? Why?
 - 6 Would you like to write a diary? Or buy a photo album? Why? / Why not?

Discover more SEARCH ONLINE and find out what a **Scrapplog** is. What do people put on Scrapplog? Find out one interesting fact to share with the class.

16 Unit 2 What do we remember?

Why memorize anything when it's all on the internet?

Can you remember exactly what you were doing on this day two years ago? Probably not. But Aurelien Hayman can. Say any date to Aurelien – four, five, six years ago – and he can remember what he was wearing, what music he listened to, who he talked to, and if the sun was shining. Most of us can only remember about 11 events from each year of our lives, but Aurelien has a condition called hyperthymia, which means he can remember almost everything. "It's like the dates have pictures," he says.

Unlike Aurelien, most of us don't have a perfect memory. How do you remember what you did last year? Well, you probably look for the past in your pocket, on your phone. That's where a lot of our memories are now – in photos, posts, and playlists. It's all online.

Our smartphones also give us instant mobile access to all kinds of information 24/7. In the pre-digital past, things were different. People memorized numbers, names, addresses, times, dates, and directions because it wasn't practical to carry around address books, maps, and diaries. Nowadays, there's an app for everything. We are storing more and more information online, so we remember less and less. Think about it: when did you last remember a telephone number? Do you know your own number?

If most information that we need is now online in the cloud, why do we need to remember anything? Why fill our heads with facts and figures when they are a couple of clicks away? Why learn things when you can look them up? Some people say that this "Google Effect" is making us stupid. But maybe the internet is making us smarter. Memorizing information takes time. Maybe it's more useful to learn how to find, compare, and use information.

Here's a problem though – imagine you look up one sunny day and the cloud disappears. If a virus eats our data, do we lose the records, memories, and knowledge of a whole generation? Perhaps it's time to memorize a few phone numbers and buy a photo album, diary, and a notebook, just in case ...

What does "24/7" mean?

What does "a couple of clicks away" mean?

How does the author play with the word "cloud"?

Why is it good to begin an article with a question?

Reading

The reading texts are designed to expose students to different subject areas. They are information-rich and thought-provoking, while appealing to the interests of the age group. Multiple authentic text types are represented across the course, helping to bridge the gap between the classroom and its real-world application.

The reading comprehension activities require students to analyze the text using a range of higher-level reading skills, including the ability to think critically.

The vocabulary activity encourages students to explore connections between words from the text and other words, in terms of meaning or formation. This helps students to build strategies for learning and using vocabulary.

Think questions

Think questions are designed to promote higher-level reading skills. Students may be encouraged to focus in on a particular word from the reading text, study a chunk of text and infer its meaning, or take a step back from the text and consider the tools and tactics of the author.

Talking points

Personal response questions allow students to discuss their opinions about the reading text and the topic of the unit question in pairs.

Discover vocabulary Unit 2

Memorize **forget** **forgetful** **memorable** **remember** **remembered** **remembering** **reminded** **reminds** **remind** **reminding** **remembrance** **remembrance** **remembrance**

- 1 Match 1-6 with its correct conversation.
 - a Why do you think you can't remember it?
 - b I've forgotten what the book is about.
 - c I've forgotten what the book is about.
 - d I've forgotten what the book is about.
 - e I've forgotten what the book is about.
 - f I've forgotten what the book is about.
- 2 Answer the questions with your own ideas.
 - 1 How can you remember important things better?
 - 2 Why do you forget things?
 - 3 How can you remember important things better?
 - 4 How can you remember important things better?
 - 5 How can you remember important things better?
- 3 Complete the sentences with the correct words.
 - 1 I can't remember the name of the actor who played the part in the film.
 - 2 I've forgotten what the book is about.
 - 3 I've forgotten what the book is about.
 - 4 I've forgotten what the book is about.
 - 5 I've forgotten what the book is about.

Technology **app** **click** **data** **digital** **internet** **online** **playlist** **post** **smartphone** **text**

- 3 Complete the sentences with the correct words.
 - 1 I can't remember the name of the actor who played the part in the film.
 - 2 I've forgotten what the book is about.
 - 3 I've forgotten what the book is about.
 - 4 I've forgotten what the book is about.
 - 5 I've forgotten what the book is about.

114 Unit 2 Discover vocabulary

Vocabulary and grammar

Memories

- 1 Choose the correct word to complete the sentences.
 - a I've forgotten what the book is about.
 - b I've forgotten what the book is about.
 - c I've forgotten what the book is about.
 - d I've forgotten what the book is about.
 - e I've forgotten what the book is about.
- 2 Complete the online article with the words below.
 - 1 I've forgotten what the book is about.
 - 2 I've forgotten what the book is about.
 - 3 I've forgotten what the book is about.
 - 4 I've forgotten what the book is about.
 - 5 I've forgotten what the book is about.
- 3 Complete the second sentence with one word so that it means the same as the first sentence.
 - 1 I've forgotten what the book is about.
 - 2 I've forgotten what the book is about.
 - 3 I've forgotten what the book is about.
 - 4 I've forgotten what the book is about.
 - 5 I've forgotten what the book is about.
- 4 Complete the sentences with the words below.
 - 1 I've forgotten what the book is about.
 - 2 I've forgotten what the book is about.
 - 3 I've forgotten what the book is about.
 - 4 I've forgotten what the book is about.
 - 5 I've forgotten what the book is about.

Jobs for people with good memory

Can you remember things easily? Most of us can't, but some people can. They are called "people with good memory".

Remember **forget** **forgetful** **memorable** **remember** **remembered** **remembering** **reminded** **reminds** **remind** **reminding** **remembrance** **remembrance** **remembrance**

18 Unit 2 What do we remember?

Discover vocabulary

Students are directed to further practice with the vocabulary at the back of the Student Book. Further practice with the vocabulary is provided in the Workbook.

Language in use

Students are presented with one or two grammar points in context, followed by activities that encourage a deeper understanding of its usage, allowing students to implement the grammar in a productive task.

Classroom Presentation Tool

An additional activity provides further support with the target grammar.

Lesson question

Language in use opens with a new lesson question, prompting students to consider the unit question from a different perspective.


Grammar in context

A key grammar point is contextualized through a presentation text. The aim is to present and reinforce students' understanding of the grammar through its usage, and to encourage students to develop more natural communication skills.

Language in use **How reliable is our memory?**

1 Read the article. Why did people have different memories of this event?

The Titanic – One event, different memories
Was the band really playing when the ship sank?



On April 14, 1912, the *Titanic* was crossing the Atlantic on a journey from England to America. At 11:40 p.m., as the ship was traveling through icy waters 600 kilometers from land, it hit an iceberg. Three hours later the *Titanic* sank to the bottom of the ocean. While the ship was sinking, the crew were trying to help passengers onto lifeboats, but there weren't enough boats. Tragically, more than 1,500 people died.

The facts about this historic event are well known. However, the stories that survivors later told were not always the same. Some said that the ship's band didn't stop playing until the ship sank. Others said that the band wasn't playing at the end. The crew were trying to save women and children first. Some passengers said that at least one man was wearing women's clothes because he wanted to escape, but other passengers said that this didn't happen. Stories that the crew tried to shoot violent passengers are also doubtful.

When a very dramatic event occurs, people are stressed and they can't remember details. So stories about terrible events and crimes are often unclear. That's why we will never know all of the facts about the *Titanic* tragedy.

Discover grammar Talking about past events
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We use the simple past form to talk about completed actions in the past, and we use the past continuous form to talk about actions in progress in the past.

2 Study the examples from the article. Which examples describe completed actions in the past? Which examples describe actions in progress?

- As the ship was traveling through icy waters, it hit an iceberg.
- While the ship was sinking, the crew were trying to help passengers.
- Three hours later, the *Titanic* sank.

3 Work in pairs. Read *Memory Experiment 1* on page 19. Ask and answer the questions. How far back in time can you remember? Who has the best memory?

4 Close your book and watch a video about a girl called Hannah in a cafe. Then answer the questions in *Memory Experiment 2*. Which questions were easier to answer? Why?

5 Follow the instructions in *Memory Experiment 3*.

18 Unit 2 What do we remember?


Language in use **MEMORY EXPERIMENTS**

1 How does time affect our memory?

Can you remember?

- What did you do last weekend? Two weekends ago? Three / four / five weekends ago?
- What were you doing at eight o'clock last night? Two nights ago? Three / four / five nights ago?
- What were you wearing yesterday? Two days ago? Three / four / five days ago?
- What did you do for your summer vacation last year? Two years ago? Three / four / five years ago?

2 How good is our short-term memory? How much detail can we remember?




- Which of the people in pictures A-D did you see in the video?
- Describe what Hannah was wearing.
- How many people were sitting in the cafe?
- What was the girl in front of Hannah carrying?
- What did Hannah order?
- What was on the wall behind Hannah?
- How much was Hannah's order?

3 Do we remember better together?

- Study the puzzles for two minutes. Try to remember all of the details.
- Close your book and write out the puzzles from memory.
- Work in pairs and compare your answers. Can you remember better together?
- Open your books and check your answers.

When I was six years old, my brother was half my age. How old was my brother when I was twelve years old?



Cora baked some cookies and gave half of them to a friend. While she was walking home, she dropped half of the cookies she was carrying. When she got home she only had six cookies. How many cookies did she have at the start?

6 Think about the memory experiments. What did you learn about your memory?

Discover more SEARCH ONLINE and find a **good joke in English**. Memorize it and then tell the class.

19 Unit 2 What do we remember?

Grammar in use

Students put what they have learned into practice with a productive activity designed to elicit the target grammar. Often they are given the opportunity to do this in a collaborative situation.

Unit 2 Discover grammar

Talking about past events

Read the simple past form for each verb and complete the sentences.

1 Complete the sentences with *was* or *were*.

2 Complete the text with the simple past or past continuous form of the verbs in parentheses.

TERRIBLE DAY!

1 Complete the text with the simple past or past continuous form of the verbs in parentheses.

2 Complete the text with the simple past or past continuous form of the verbs in parentheses.

Unit 2 Discover grammar 115

Unit 2 Discover grammar

Talking about past events

1 Complete the text with the simple past or past continuous form of the verbs in parentheses.

Danger on Ice

1 Complete the text with the simple past or past continuous form of the verbs in parentheses.

2 Complete the text with the simple past or past continuous form of the verbs in parentheses.

3 Complete the text with the simple past or past continuous form of the verbs in parentheses.

4 Complete the text with the simple past or past continuous form of the verbs in parentheses.

5 Complete the text with the simple past or past continuous form of the verbs in parentheses.

6 Complete the text with the simple past or past continuous form of the verbs in parentheses.

7 Complete the text with the simple past or past continuous form of the verbs in parentheses.

8 Complete the text with the simple past or past continuous form of the verbs in parentheses.

Unit 2 What do we remember? 17

Discover grammar

Students are directed to the back of the Student Book for a more technical look at the grammar point, including explanations and additional guidance on the form. Further practice with the grammar is provided in the Workbook.

Life skills

Students learn and practice a life skill, and develop their communication skills with a focus on listening and speaking strategies.

Classroom Presentation Tool

An additional activity provides further support with the key phrases.

Lesson question

Life skills opens with a new lesson question, prompting students to consider the unit question from a different perspective.

Key phrases

Activities on this page are supported by a set of key phrases for students to use either in conversation or in writing. Further practice with these is provided in the Workbook.

Life skills
How can you improve your memory?

Life skills strategy Learning to learn: using memory techniques

You can learn more and learn faster if you use techniques to help you remember. Practice different techniques to see which ones work best for you.

- 1 Study the life skills strategy. How do you usually remember things that you want to learn?
- 2 Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner.

Study tip Do you use it? What do you think of it?

1	2

Study tips: Remembering vocabulary

- 1 Make connections between words. Try to learn words in groups.
- 2 Use your phone. Record words on your phone. Listen to the words and repeat them. Find apps to review and practice vocabulary. Use online dictionaries to look up words and check pronunciation.
- 3 Make vocabulary cards. Write down new words on cards and write the translation or definition on the other side. Look at different cards every few days and test yourself.
- 4 Make example sentences or stories. If you want to remember a list or a group of words, create sentences or memorable short stories with them.

Discover vocabulary Study and learning
Student Book • Page 114 Workbook • Page 15

3 Practice remembering vocabulary. Find five words on page 20 and test your partner. Use the key phrases to help you.

Key phrases Checking vocabulary

What's the opposite of ... ?
What's another word for ... ?
What adjective / noun / verb / adverb can you make from ... ?
What's the definition of ... ?
How do you say ... in (English / Arabic / Turkish / Spanish)?

4 Read the preview of the Memory Masters podcast. Which methods do you think that the memory athletes use to help them remember?

MIND MATTERS Episode 10

MEMORY MASTERS Can you train your brain like an expert? Host Dan Stewart interviews a memory expert, Sally Hall.

Every year, people compete to become the World Memory Champion. The competitors are called memory athletes because the competition is a type of athletics for the brain. To win, an athlete must memorize a lot of information. One world champion memorized 520 numbers in five minutes! The memory athletes are normal people who train their brains and practice a lot. But what methods do they use? Can we all improve our memories in the same way?

Listening strategy Listening for gist

When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas. Speakers usually emphasize the parts of their message which are important, so listen for the words and ideas that they stress or repeat. Don't worry about the parts that you don't understand.

5 Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.

The podcast is mainly about a "memory master" / memory technique. Sally Hall describes how we can remember "a shopping list" / the rooms in our house. The technique works because our brain makes "connections" / lists.

6 Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

7 Invent a memory journey using all of the words in the shopping list. Use your imagination.

8 Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?

9 REFLECT Think again about the memory techniques from exercise 2. Which will you try using? Why?

Discover more SEARCH ONLINE and find out more about memory competitions and Grand Masters of Memory. Write a factsheet with five interesting pieces of information.

Shopping List

Danana
crisps
T-shirt
sneakers
straw-poo
water

Life skills strategy

Students are introduced to a life skills strategy. The strategies foster a broad range of skills, from lifelong learning techniques, through dealing respectfully with others, to thinking critically in a 21st century world.

After reading the description, students put the strategy into practice by responding to real world examples. Often students are asked to reflect on the life skills strategy from within the context of their own lives and experience.

Reflect

Students take time to reflect on the life skills strategy and what they have learned in this spread. This helps to reinforce the connection between the strategy and students' own lives.

Writing

Students focus on completing a writing task in order to build accuracy, fluency, and confidence in their writing. A writing strategy supports their creativity, and step-by-step guidance through the process ensures the final output is a polished piece of work.

Classroom Presentation Tool

An additional activity offers further support to students with the writing task.

Lesson question

Writing opens with a new lesson question, prompting students to consider the unit question from a different perspective.

Writing task

The overall objective for the Writing lesson is displayed clearly at the top of the first page. Students complete this task by following the step-by-step process that follows. Clearly-defined signposts give students a methodical approach to follow when writing – one that they can use time and again.

Writing strategy

Students learn and practice a writing strategy, supporting different steps in the writing process.

Writing

Which days do we remember best?


Writing

Writing task


A description of a memorable event
Your school magazine is holding a competition to write a short article with the title, *A Day to Remember*. Write about an event that you enjoyed and that you remember well.

Understand the task


1 Look at the photos and describe them. Do you remember any events like these?



a carnival



a fun school trip



a family wedding

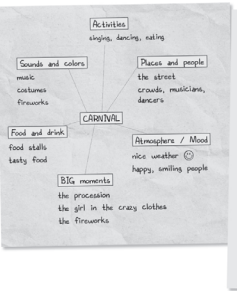
2 Study the writing task. Which days do you remember best? Which day would make an interesting article?

Think and plan

Writing strategy

Creative thinking: using a mind map
A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

3 Study the writing strategy. Then look at Maria's mind map and read her article. Does she use all of the ideas from the mind map?



A day to remember

Last year I went to a local carnival. It was a fantastic day and I remember every minute. We arrived at about midday. At first there weren't many people. After about an hour everyone arrived and there were crowds of people. It was hot and sunny and everyone was in a good mood. There were some food stalls, so we had a couple of tasty snacks. Then the carnival procession came past. There were hundreds of people marching, singing, and dancing, and there were a lot of bands playing music. They were all wearing amazing costumes. Suddenly a girl in crazy clothes pulled me out from the crowd and started dancing with me. My friends and family were all laughing. It was very funny. Later on there was more music in the streets, and finally there were some awesome fireworks. It was a loud and colorful end to a memorable day.
By Maria

Reflect **What do we remember?**

- What do we remember best?
- How do we store memories?
- How long do we remember for?

- How can you improve your memory?
- Which days do we remember best?

Writing model

Students are provided with a model text. This text is designed to show how the task can be approached, but also how paragraph organization, punctuation, and grammatical or lexical linking are used to bind a text together. They also serve to model the conventions of style and text layout that characterize their particular text type. A range of text types are represented across the Student Book.

Step-by-step approach

The structured approach to writing consistently prompts students to plan or make notes of their ideas before writing a first draft, then to review it and produce an edited final draft.

Language point

Attention is drawn to a language point contextualized within the model text. Students engage with it and demonstrate an understanding of it before activating it in their own written work.

Reflect

The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

Reflect video (without narration)

Students first watch a version of the Reflect video that does not contain any narration. They are encouraged to respond individually to the clips, images, and captions, making predictions about the content, not unlike previewing a text before reading it in detail. Students then compare their ideas in pairs and ask each other or the teacher questions, fostering an inquiry-based environment. The teacher can use this opportunity to determine if and where additional support is needed, before playing the full narrated version.

Reflect video (with narration)

Students watch the full narrated version of the Reflect video. The content provides input on all five of the lesson questions, refreshing students' minds on the themes and ideas presented over the unit. Students can compare their predictions with the actual narration. They are also prompted to comment on anything new that they learned from it.



Reflect

What do we remember?

- What do we remember best?
- How do we store memories?
- How reliable is our memory?

- How can you improve your memory?
- Which days do we remember best?

- 1 Think about your answers to the lesson questions. Make notes.
- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?
- 3 Work together and compare your ideas.
- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?
- 5 Discuss the lesson questions in pairs.
- 6 Now go to the Reflect box in the Workbook and write your answers to the questions. Workbook ► Page 23

Shopping list:
brown bread
cream cheese
smoked salmon
orange juice
pineapple

I learned that our best memories are of times when we were very happy, sad, scared, or excited.

Unit 2 What do we remember? 23

Reflect

What do we remember?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do we remember?

What is the most interesting thing you learned in the unit?

Unit 2 What do we remember? 23

Students are directed to the Workbook to personalize their answer to the overarching unit question and comment on the most interesting thing that they learned.

Projects

Students complete the projects by following a consistent step-by-step format. Clearly identified stages guide students through independent and collaborative work towards a productive output. There are four Project lessons in the Student Book.

Project task

Students are introduced to the project task. Each task has a cross-curricular focus that links to one of the topics from the previous two units. The tasks guide students towards a variety of outcomes across the level, and develop skills in critical thinking, creativity, communication, and collaboration.

Project **How much exercise is good for our health?**

Project task Doing a class survey
Work in groups and do a class survey about exercise and health. Write multiple-choice questions. Ask your survey questions and collect the results. Prepare a chart and discuss your results with the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the *Do Young People Do Enough Exercise?* survey results below. Answer the questions.
 - 1 What questions do you think were in the survey?
 - 2 Choose the correct answers (1–4) to complete the captions.
 - 3 Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.

Do Young People Do Enough Exercise?

We all know that exercise is good for our health, but are we doing enough exercise in our daily lives? Experts say that young people should do at least **60 minutes** of moderate physical activity per day. Here are some of the results of a recent survey about exercise among young people in England.

A Exercise per day
More than three quarters / Less than a quarter of the people we surveyed do / enough exercise each day.

at least 60 minutes: 22%
less than 29 minutes: 40%
from 30 to 59 minutes: 38%

B Days per week walking to or from school
39% of the people we surveyed never walk to school at least one day per week.

none: 37%
1 or 2 days: 10%
3 or 4 days: 14%
5 days: 10%

C Time watching TV per day
Most of the people we surveyed watch more than / less than two hours of TV per day.

4 hours or more: 40%
2 to 4 hours: 61%
less than 2 hours: 83%

D Types of exercise outside school
sports clubs, gym, walking, other

40% sports clubs, 61% gym, 83% walking

Less than half / Most of the people we surveyed go to a sports club or gym outside of school. Did 61% go walking, and 83% do some other kind of exercise.

24 Project Subject link: Physical and health education

Project

COLLABORATE AND PLAN

3 Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the *What?* column in the project planner with the items below. Choose topics for questions, discuss results with class, do the survey, prepare a chart, write questions and answers.

Task	What?	Who?	When?
1			
2			
3			
4			
5			

4 Listen to the same four students planning task 1 of the project. Complete the top row of the *Who?* and *When?* columns.

5 Work in groups. Discuss and plan the tasks you need to do for your class survey. Create and complete a project planner like the one from exercise 3. Use the key phrases during your planning.

Key phrases Planning

What?
What do we need to do?
What's the first / second / third / fourth / next / last task?
How?
How should we do that?
I think it's better to ...

Who?
(Katie), why don't you ... ?
Should we ... individually / in pairs / as a group?

When?
We need to ... before / after we ...
When do we need to do it by?
We need to ... by tomorrow / Thursday.

6 Write four multiple-choice questions about exercise and health for your group's class survey. For example:
How much exercise do you do per day?
a less than 29 minutes b from 30 to 59 minutes c at least 60 minutes

7 Do the survey and record the answers.

SHARE

8 Choose one of the questions and prepare a chart to present the results of your survey.

PRESENT

9 Present your chart to the class. Which group has the most interesting results?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which survey questions produced the most interesting results?
- How effective was your group's presentation of your results?

Project Subject link: Physical and health education 25

Key phrases

Activities on this page are supported by a set of key phrases for students to use.

Reflect

Students are asked to reflect on which elements of their project were successful and which could be improved upon, from planning through to presentation.

Structured project work

The Project lessons follow a four-stage structure:

Understand: Students analyze the task and define their objectives. They then engage with a text or audio recording. This provides a model for the productive output ahead.

Collaborate and plan: Students collaborate to organize and plan the project. They decide on tasks, assign roles, set deadlines, gather information, and get the output underway.

Share: Students get ready to present their work. They are encouraged to share feedback and hone what they have produced so far.

Present: Students present their finished project to the rest of the class.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity, and critical thinking based on the Project lessons. Four 21st Century Skills assessment grids ("rubrics"), relating to the Project lessons, are available on the Teacher's Resource Center. They can be used to help assess the students' performance in each of the 21st Century Skills on a scale of 1 to 10, ranging from "Poor" to "Excellent."

21st Century Skills Assessment Project: How much exercise is good for our health?

	Excellent (scores 8–10)	Good (scores 5–7)	Fair (scores 2–4)	Poor (scores 0–1)
Collaboration	Listened attentively and contributed effectively with peers to plan the task. Made many valuable suggestions to make a project planner. Participated enthusiastically during the presentation.	Listened well and contributed to the discussion and planning of the task. Made helpful suggestions as to how to make the project planner. Contributed to the presentation.	Needed reminders to stay on task. Made some attempt to contribute to the planning of the task. Contributed briefly to the presentation.	Struggled to work with peers. Made limited contribution to the planning of the survey. Was reluctant to participate in the presentation.
Communication	Worked enthusiastically in the group to ask survey questions and made clear notes of the results.	Worked in the group to ask survey questions, and made some notes of the results.	Asked some of the survey questions and wrote down some answers.	Was reluctant to ask survey questions. Did not write down survey answers.
Creativity	Put a lot of thought into the chart so that the survey results were interesting to look at.	Contributed to the creation of the chart showing the survey results.	Contributed to the chart when requested by other members of the group.	Made little contribution to the creation of the chart.
Critical Thinking	Could identify the most interesting results from the survey and give reasons why they were interesting. Considered how the presentation could have been more effective.	Could identify most of the results from the survey. Discussed whether the presentation was effective.	Could identify some of the results of the survey.	Could not identify survey results, did not reflect on the results or the effectiveness of the presentation.

Writing workshop

A six-page workshop offers students extensive support and development with their writing skills. It can be used flexibly for individual self-study or group work at the end of term. The workshop is clearly structured, with the stages echoing those of the Writing lessons in the main unit: Think and plan, Drafting, and Review and edit. These are designed to guide students towards a well-crafted written output.

Writing task

The Writing workshop at the end of each level of *Oxford Discover Futures* focuses on a particular genre of academic text, though many of the skills and strategies learned in each workshop can be transferred to multiple academic genres.

Writing tip

Tips help students to understand the target genre of the workshop in more depth, but also offer support with students' written style and accuracy. These appear throughout the workshop.

Writing strategy

Students learn new writing strategies throughout the workshop. They learn and apply them as part of the process of developing their own writing.

Writing workshop An opinion essay

Writing task An opinion essay
Write an essay to give your opinion about the topic, "Should we exercise more at school?"

Think and plan

Writing tip
The aim of an opinion essay is to present your opinion about an essay topic and give reasons to support it.

1 Study the tip. Then read the opinion essay below and answer the questions.

- 1 What is the writer's opinion about the essay topic?
- 2 How many reasons does the writer give to support his/her opinion?
- 3 What are the reasons?
- 4 Where in the essay does the writer explain each of these reasons?
- 5 How does the writer begin the essay?
- 6 How does he/she end the essay?

Essay title **Is it a good idea to join a sports team?**

Introduction
Many students I know are members of a sports team. In my opinion, this is a good idea. There are several reasons why I believe this.

Body paragraph (Opinion / reason 1)
First, people on sports teams get a lot of exercise. Most teams practice two or three times a week and have games on weekends. Exercising helps you get fit. This means that joining a sports club is good for your health.

Body paragraph (Opinion / reason 2)
Second, if you are a member of a sports team, you learn how to work with other people. Every time you play a game, you are working together to try to win. You also learn what to say to other players when things don't go so well. In this way, joining a sports team gives you valuable experience of teamwork.

Conclusion
In conclusion, I think it is an excellent idea to join a sports team. I believe it adds two very positive elements to our lives: good health, and experience of teamwork. For these reasons, it could change your life forever.

Writing strategy Generating ideas
Before you begin writing, list all the ideas you can think of about the essay topic. You can do this on your own or in a small group.

2 Read the writing task and study the strategy. Use the questions below to start thinking of ideas.

- 1 How much exercise do you get at home?
- 2 How much exercise do you get at school?
- 3 Do you think you should get more exercise? Why? / Why not?
- 4 Would you like to get more exercise at home? Or at school? What kind?

Writing workshop

3 Think about your answers from exercise 1. What is your opinion about the topic in the writing task? Choose one of the options below.
I think we should exercise more at school.
I don't think we should exercise more at school.

4 Now think of reasons to support your opinion. Complete the mind map with six reasons.

Writing strategy Selecting ideas
You don't need to use all your reasons in your writing. Choose your two best ideas. Use these questions to help you decide which reasons to use:

- Is the reason relevant?
- Can you say more about it?
- Is it easy to explain?

5 Study the strategy and your mind map in exercise 4. Choose your two best reasons that support your opinion about the essay topic.

Writing strategy Organizing your ideas into paragraphs
An opinion essay usually has four paragraphs. It starts with an introduction, there are usually two main body paragraphs, and finally there's a conclusion. Each body paragraph will contain one of your reasons. You can use details such as examples, causes, results, advantages, and disadvantages to explain your reasons.

6 Study the strategy. Complete the paragraph plan below.

Paragraph plan: Should we exercise more at school?

My opinion: _____

Introduction _____

reason 1: _____
detail: _____
detail: _____

reason 2: _____
detail: _____
detail: _____

Conclusion: _____

Structured writing process

The writing process follows a three-stage structure:

Think and plan: Students analyze a model text and begin generating ideas for their own writing. Students are also encouraged to understand the importance of organizing their ideas and structuring their writing.

Drafting: The drafting stage in the writing process is designed to develop students' sentence and paragraph building skills as well as higher-level writing skills such as giving examples and evidence. Key phrases provide language input, examples of which students will know from the context of the model text at the beginning of the workshop. During this stage, students produce the first draft of their written output.

Review and edit: The review and edit stage prompts students to systematically appraise their first draft and identify where it could be improved. Students then produce their final draft.

Literature

These pages offer reading practice with a variety of literary genres and the opportunity for deeper literary analysis to develop students' study skills. The four Literature lessons can be used flexibly for self-study or group work at any point during the course.

Classroom Presentation Tool

There are two additional activities for each Literature lesson available on the Classroom Presentation Tool. One activity offers pre-reading support for the reading text. The other activity offers support in completing the Respond stage.

Before you read

Students are given background to the text they are about to study.

Literature A poem

Before you read

About the Author
Robert Louis Stevenson (1850–94) was a Scottish poet, novelist, and travel writer. As a young man he travelled in Europe, and later lived in other parts of the world. He wrote a lot of famous poetry and novels, including *Treasure Island* (1883). "From a Railway Carriage" was published in 1885 at a time when train travel was changing everyday life, and a train journey was still an amazing experience for many people.

1 Read About the Author. Then answer the questions.

- 1 What is the most famous novel that Robert Louis Stevenson wrote? Do you know this story?
- 2 When did Robert Louis Stevenson write "From a Railway Carriage"?
- 3 Look at the picture of Robert Louis Stevenson. What can you see in the picture?

Recall


2 Read and listen to the poem. Find things in the picture that are mentioned in the poem.

2.27

3 Read and listen to the poem again. Number a–f in the order they appear in the poem.

- a a young person out alone
- b places to cross a river and places to live
- c some green fields with animals in them
- d a building next to some water
- e some high land and then flat land
- f a person who isn't moving

From a Railway Carriage
Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And 'chugging' along like troops in a battle,
All through the meadows the horses and carts:
All of the sights of the hill and the plain
Fly as thick as 'driving rain,
And ever again, in the wink of an eye,
Painted stations whistle by:
Here is a child who 'clambers and Scrambles,
All by himself and gathering 'brambles;
Here is a 'tramp' who stands and gazes,
And here is the 'green for stringing the daisies!
Here is a cart run away in the road
'tumping along with man and load;
And here is a mill and there is a river:
Each a 'glimpse and gone forever!



Glossary
"chugging along" – moving forward quickly and silently
"driving rain" – rain blown by the wind, that falls very hard
"whistle by" – move quickly past
"clambers" – climb up a hill using both feet and hands
"scrambles" – climb up a hill quickly, but with difficulty
"brambles" – blackberries (the fruit of a Bramble)

"tramp" – a person with no home or job who travels from place to place
"green for stringing the daisies" – a small area of grass where you can sit and make necklaces from daisy flowers
"tumping along" – bumping up and down
"glimpse" – when you see something for a very short time

Literature

Interpret

4 Answer the questions.

- 1 Which three verbs in the first verse give the idea of speed?
- 2 The second verse is like a series of photos taken from the train. Which three people are in the photos? What are they doing?
- 3 What does the poet mean when he says, "Each a glimpse and gone forever"? Why is this a good end to the poem?

5 Listen to the poem again. Clap along to the rhythm. What feeling does it give?

2.27

Literary strategy

Identifying rhyming words

A rhyme scheme is the pattern of end rhymes. The rhymes can affect the feeling of a poem.

- Read and listen to the poem. Listen carefully to the sounds in the words at the end of each line. Remember that rhymes come from sounds, not spelling.
- Consider how the rhyming words can affect the feeling of the poem.


6 Study the literary strategy. Work in pairs. Study the poem and answer the questions.

- 1 Underline the words that rhyme. Where are they on the lines? Which lines rhyme together?
- 2 Say the eight pairs of rhyming words with your partner. Which pair doesn't rhyme very well?
- 3 Which pairs of words are spelled very differently?

7 Read and listen to a different poem by Robert Louis Stevenson, "The Swing." Answer the questions.

- 1 Underline the words that rhyme. Which lines rhyme together?
- 2 How do the rhymes affect the feeling of "The Swing"?
- 3 "The Swing" and "From a Railway Carriage" are about movement and looking at the world in a different way. How is the child in "The Swing" seeing the world? What can the child see?

The Swing
How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasant thing
Ever a child can do!
Up in the air and over the wall,
Till I can see so wide,
River and trees and cattle and all
Over the countryside –
Till I look down on the garden green,
Down on the roof so brown –
Up in the air I go flying again,
Up in the air and down!



Respond

8 Work in pairs. Write a new verse for "From a Railway Carriage." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

Literary strategy

A strategy box is included to present a skill relating to literary analysis. This is followed by one or two activities offering practice with the strategy.

Text analysis

Students read and listen to the literary text, then analyze it. The text analysis takes the form of three stages, requiring progressively higher levels of cognitive processing: recall, interpret, and respond. They represent three important orders of thinking needed for full and successful reading comprehension.

Recall: The activities at this stage check and reinforce students' comprehension of the basic elements of the text, ensuring they have a literal understanding of it.

Interpret: At this stage, students are required to read the text critically and comprehend it on a higher level, often by responding with personal opinion. To develop students' skills beyond simply locating specific information, this stage may involve inferring meaning, summarizing, comparing information, or exploring the underlying mechanics of the text and the intentions of the author.

Respond: The final stage requires a creative response from the students. This may be written, oral, or a combination of both. It requires an overall understanding of the literary text and everything they have learned through completing the Recall and Interpret stages.

Multiple literary genres

The course presents a range of literary genres, including poetry, extracts from classic stories, short stories, and playscripts. Usually these are longer in length to the texts students are used to from the main units, helping to develop their reading stamina.

Literature A short story

Recall

1 Read about the short story "The Treasure and the Forty Nights" and answer the questions.

- 1 Do you know any of the stories in *The Treasure and the Forty Nights*? What are they about?
- 2 The story is set in a desert. What is the main problem of the story?
- 3 How does the author describe the desert? What is the atmosphere like?

Interpret

2 Read about the short story "The Treasure and the Forty Nights" and answer the questions.

- 1 How does the author describe the desert? What is the atmosphere like?
- 2 How does the author describe the desert? What is the atmosphere like?

Respond

3 Write a new ending for "The Treasure and the Forty Nights." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

Literature A play

Recall

1 Read about the play "The Merchant of Venice" and answer the questions.

- 1 What is the main problem of the play?
- 2 How does the author describe the characters?

Interpret

2 Read about the play "The Merchant of Venice" and answer the questions.

- 1 How does the author describe the characters?
- 2 How does the author describe the characters?

Respond

3 Write a new ending for "The Merchant of Venice." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

King Midas

Recall

1 Read about the play "The Merchant of Venice" and answer the questions.

- 1 What is the main problem of the play?
- 2 How does the author describe the characters?

Interpret

2 Read about the play "The Merchant of Venice" and answer the questions.

- 1 How does the author describe the characters?
- 2 How does the author describe the characters?


Respond

3 Write a new ending for "The Merchant of Venice." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

Scene Two

Scene Three

Scene Four



Speaking and Listening

Oxford Discover Futures utilizes an inquiry-led approach to learning English. This means that students are encouraged to ask questions and explore answers for themselves. To do this, they need to develop good oral skills that help them formulate discussions and express opinions confidently, and strong listening skills that help them to understand language of discussion and participate effectively.

Promoting Successful Classroom Discussions

Discussions in the classroom can involve student pairs, small groups, or the entire class. What makes these class discussions successful? First of all, the questions should be interesting and engaging for students. They should relate to their personal experiences.

The teacher needs to act as a moderator, keeping the discussions on track and ensuring that each student is given an opportunity to speak.

There are two kinds of questions that are commonly used in the classroom: close-ended and open-ended questions.

Close-ended questions can be answered with one word or with a few words. Yes/No questions and multiple-choice questions are examples of this type of question.

Open-ended questions usually require a longer response to answer the question. They prompt more discussion time, allow students to apply new vocabulary, and often lead to more questions.

Here are some possible open-ended questions you could ask about the topic of healthy eating:

- 1 *What was the last thing you ate? Describe it.*
- 2 *Does something have to taste good to be good for you?*
- 3 *Why is pizza popular?*

The above questions not only generate strong discussions, but encourage students to ask their own questions and think critically as well.

Here are some discussion starters that can be used to introduce a variety of topics. Don't hesitate to bring in hands-on materials to get students thinking.

What do you think this is, and how would it be used?

What do you think would happen if _____?

How are _____ and _____ the same? Different?

How is _____ similar to something that happened in the past?

How do we know this is true?

Setting up Pairs and Groups

Many activities in *Oxford Discover Futures* encourage students to work in pairs or small groups (three or four students). These structures maximize speaking time in a classroom. Students are encouraged to be active rather than passive learners. In groups, they develop collaborative and cooperative skills.

At the beginning of the class year, consider several ways of setting up pairs such as side-by-side pairs, front and back partners, diagonal partners, or small groups. Use one type

of grouping for a few classes before changing to a new one. Change groupings throughout the year, so that students interact with many different classmates and have a chance to listen to different vocabulary and structures in different contexts.

Setting up Small Groups

Double partner groups

Using the partner groups established in pair work above, students form groups of four.

Random groups

Create random groups of four students by dividing the class size by four, and then having students count off up to that number. For example, if there are 24 students in the class, $24 \div 4 = 6$. Students count off from 1 to 6, and then begin again until all have counted off. Point out where each group will have their discussion in the classroom.

Level groups

Grouping students of similar ability level to work together is a strategy for differentiation. Leveled groups can be created based on teacher assessments and class observations. There are differentiated tasks in the teacher's notes to allow all students to work at their appropriate level.

Teacher's Role in Setting up Pairs and Groups

- 1 Explain the task and form groupings. Write the amount of time students will have to complete this task on the board, or set a timer.
- 2 As students are involved in the activity, walk around the classroom. First of all, be aware of any groups that may have difficulties. If there are personality conflicts or difficulties, deal with this immediately. Secondly, assess students' work. Stop and listen to each group. Are students on task? Can errors be corrected individually? Are there any points that need to be reviewed with the entire class?
- 3 Take note of points for discussion with the entire class.
- 4 Keep track of the time. Use a signal, such as a raised hand "quiet signal," to stop small group discussion.
- 5 Check in with the entire class. Some questions to use:
What was the most interesting thing your partner shared with you?
What was difficult for you, and did you find a solution?
What new questions do you have?

Functional Language

Students need to learn how to discuss issues and express opinions, but they also need to learn the different elements of functional language. Functional language includes areas such as apologizing, offering and receiving help, transactions, and clarification and explanation.

Learning functional language helps students to understand language "chunks" and that language often has a very specific purpose. The main function of language is to help students interact and communicate.

Reading

Literacy is the ability to read and write and think critically about the written word. *Oxford Discover Futures* promotes higher-level literacy skills through a focus on interesting and engaging texts, both fiction, nonfiction and literature, about a variety of subjects.

Text Types

Students need to be exposed to different types of texts. In its broadest form this means introducing them to both fiction and nonfiction.

The nonfiction texts are presented through different text types such as a leaflet, magazine article, or web page. This helps students understand that tone and register (formal and informal language) change depending on the way the information is presented.

The fiction texts come from a variety of genres. This includes classics, poems, and plays. These genres reflect the types of stories that students are exposed to reading in their native language and provide variety throughout the course.

Reading Strategies

Reading strategies help students approach a text, improve their comprehension of the text, and learn how to read for specific and detailed information. Reading strategies tie in closely to critical thinking as they encourage students to reflect on what they are reading. As students grow more comfortable using a variety of reading strategies, they learn to make conscious decisions about their own learning process.

Intensive Reading

Intensive reading generally occurs in the classroom and focuses not only upon meaning and strategies used to deduce meaning, but language acquisition in the form of understanding new vocabulary or new grammatical structures. Texts need to be at the correct level and long enough to convey enough information or plot to be interesting, but not so long as to tire the student.

Extensive Reading

Extensive reading generally occurs outside the classroom and is all about reading for pleasure. Students are encouraged to choose to read about topics that interest them and to employ reading strategies explicitly taught through intensive reading, to help them understand the text more effectively.

Extensive reading is often most effective when students are reading at a level that is appropriate and comfortable for them. If students are reading a book that is too high in level, they quickly lose interest. It can be helpful to provide students with access to a collection of graded readers that they can read at their own pace.

Writing

Oxford Discover Futures provides many opportunities for students to write. The Writing sections in the Student Book and Workbook present strategies and language points that will help students become more successful writers. They provide a three-step writing process (Think and plan, Write a first draft, and Review and edit) that guides students towards creating their own written output. It is a process approach with clear and definable product outcomes that can easily be marked against established criteria.

Modeling the Writing Process

Students are provided with a model text for every writing task. This text is designed to show how topics can be approached, but also how discourse markers, paragraph organization, punctuation, and general textual layout can help to sew a text together.

Personalization

As much as possible, students should be asked to write about things that are of personal relevance to them. This means that although the model in the Student Book or the Workbook may relate to something that is outside their everyday world, the writing task itself will be flexible enough for students to respond using their own ideas and experience. In this way it becomes authentically communicative and a more interesting experience overall.

Differentiation

Differentiation helps to ensure that all students find success in the classroom. To help teachers meet the needs of students with varying ability levels, differentiation strategies are found consistently throughout the following strands of *Oxford Discover Futures*:

- Throughout the course, students have opportunities to work alone, in pairs, and in small groups to support differentiated instruction.
- Regular Reflect activities can be used as checking stages to assess students' progress.
- The Project lessons invite students to express their ideas through different learning styles (visual, auditory, kinesthetic).
- The Teacher's Guide provides differentiation strategies for each lesson of every Student Book unit. These are found in the teaching notes.
- An Entry checker test, taken at the start of the year and useful for diagnostic and placement testing, will result in a level diagnosis (below-level, at-level, and above-level).
- Reading practice worksheets are provided at three levels to cater to mixed ability and neurodiversity in the classroom.

Assessment for Learning

Assessment *for* learning involves informally monitoring progress and gathering evidence of student performance in order to help learners understand where they have been successful in their learning and what they need to work towards in achieving their goals. This distinguishes it from assessment *of* learning, which sums up where a learner is at a given moment in time.

Oxford Discover Futures has many opportunities to gather evidence of student performance through dialogues, discussions, and other informal interactions. The inquiry-based methodology of the course promotes higher-level questions that probe a deeper level of understanding, asking students to make comparisons, speculate, offer and justify opinions – all of which give evidence of students' learning. For example, the speaking activity at the end of the opening lesson, the Talking points activity at the end of the Reading to learn lessons, the Reflect lessons at the end of each unit, and the Project lessons are all opportunities to get evidence of students' understanding of the topic and ability to articulate their own ideas. There are other productive tasks throughout the unit which can be used to assess students' communicative ability and language proficiency. The self-assessment exercises at the end of each unit in the Workbook lead students to a better personal understanding of where they are in their learning, helping them to become more independent and effective learners.

Classroom Practices for Assessment for Learning

- **Wrong answers:** looking into what lies behind an error can be very revealing and useful
- **Higher-level questions:** ask questions that go beyond recall or procedure
- **Wait time:** do not rush students into giving answers, but allow them time to reflect and think
- **Inquiry:** encourage students to ask questions
- **Peer review:** encourage students to comment on each other's answers, and to suggest corrections or improvements

Productive Feedback

Good quality feedback is a key aspect of assessment for learning and is a powerful contributor to learning. This relies on finding out where students are in their learning, making clear what is being learned and why (learning intentions), and having clear success criteria so students know what good performance looks like. Effective feedback should:

- be specific and clear
- be given at the right time
- focus on the learning intention and the success criteria
- focus on the task, not on the learner
- be appropriate to the level that the student has reached
- offer strategies rather than specific solutions
- be challenging but achievable.

Assessment of Learning

The assessment package on the Teacher's Resource Center includes five categories of tests for each level.

1 Entry checker test

- The Entry checker can be administered at the beginning of each level as a diagnostic placement test.
- The test assesses mastery of key level-appropriate grammar topics and vocabulary. Testing these points on entry can help identify each student's readiness for the new level and thus serve as a baseline for individual student performance as well as class performance.

2 Unit tests

The Unit tests are language and skills progress tests.

3 Cumulative tests

Cumulative test 1 assesses the language and skills taught in units 1–5. Cumulative test 2 assesses the language and skills taught in units 6–10. The skills assessed are listening, reading, and writing.

4 21st Century Skills assessments

- The 21st Century Skills assessments measure students' achievement in the areas of communication, collaboration, creativity, and critical thinking.
- There is one 21st Century Skills assessment grid for each Project lesson.

5 Exam practice tests

- The Exam practice tests assess Listening, Reading, Speaking, and Writing skills.
- There are five Exam practice tests, to be administered after every two units.
- The assessments are based on the task types found in the corresponding Cambridge English Qualification exams (see the correlation table below).
- The Exam practice speaking tests are information gap tasks that reflect the Cambridge speaking exam task type. They are two pages long: one page per student.

Oxford Discover Futures Correlation Table

Level	CEFR level	Cambridge English Qualification
1	A2	A2 Key for Schools (KET)
2	B1	B1 Preliminary for School (PET)
3	B1+	B1 Preliminary for School (PET) and preparation for B2 First (FCE)
4	B2	B2 First (FCE)
5	B2+	B2 First (FCE) and preparation for C1 Advanced (CAE)
6	C1	C1 Advanced (CAE)

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Oxford Discover Futures

Teacher's Guide

1

VIDEO Learning about memories
READING Previewing
LANGUAGE IN USE Talking about past events
LIFE SKILLS Learning to learn: using memory techniques
LISTENING Listening for gist
WRITING Creative thinking: using a mind map

What do we REMEMBER?

We like to look back and share our memories, but what do we remember best?



What do we remember best?

1 Look at the photo. Read the caption. What kind of past events do we remember?

2 Work in pairs. Ask and answer the questions.

Do you remember ... ?

- Do you have a good memory?
- What kind of things do you remember and forget?
- Do you think people always remember the same things?
- What's your earliest memory? How old were you?
- What reminds us about the past?
- Can a smell bring back memories?
- Do you think we remember more of what we hear, see, say, or do?
- How can we help our memory so that we are less forgetful?

Discover vocabulary Memories
 Student Book • Page 114 Workbook • Page 16

3 Watch the Factflix video. What personal memories do Max and Amy mention?



4 Watch the video again. Which questions in exercise 2 do Max and Amy answer?

5 Work in pairs. Talk about the events below. Which do you remember most clearly? Why?

Tell me about ...

- a time when you were very happy
- a memorable meal that you really enjoyed
- a time when you lost something important
- a time when you were sick or hurt
- an important and unforgettable news story

Key phrases Talking about memories

Do you remember ... ?

What do you remember about ... ?

I (don't) remember ... very clearly.

I remember feeling ...

That brings back memories.

That reminds me of ...

Discover more

ASK FRIENDS Print an old photo that has a lot of memories for you. Write the event, place, and the date and put the photo on the wall. Can your classmates guess which is your photo?

Vocabulary

- Memories
- Technology
- Study and learning

Further practice

Discover vocabulary Student Book, page 114

Workbook, pages 16 to 18

Vocabulary practice worksheet, Teacher's Resource Center

Reading

- Previewing
- Reading a magazine article about memories

Further practice

Workbook, pages 14 to 15

Reading practice worksheet, Teacher's Resource Center

Grammar

- Talking about past events

Further practice

Discover grammar Student Book, page 115

Workbook, pages 16 to 18

Grammar practice worksheet, Teacher's Resource Center

Life skills

- Learning to learn: using memory techniques

Listening

- Listening for gist

Further practice

Workbook, page 19

Speaking

- Talking about memories
- Checking vocabulary

Further practice

Workbook, page 19

Writing

- A description of a memorable event
- Creative thinking: using a mind map
- Sequencing words

Further practice

Writing workshop, Student Book, page 132

Workbook, pages 20 to 21

Assessment

- Self-assessment, Workbook, pages 22 to 23
- Unit test, Teacher's Resource Center
- Exam practice and speaking test, Teacher's Resource Center
- 21st century skills assessment, Teacher's Resource Center

Online practice

- Vocabulary, Grammar, Reading, Listening, Speaking, Writing, Video

What do we remember best?

Learning objectives

FACTFLIX VIDEO Learning about memories

VOCABULARY Memories

SPEAKING Talking about memories

Introducing the topic

- With books closed, say: *Tell me something you remember about yesterday. What about last weekend? What about last summer?* Encourage students to talk about individual memories that they have, and ask more questions to encourage them to talk about the details of their memories, e.g., *What was the weather like?*
- Ask students the *Discover* question, *What do we remember?* Encourage students to think about the kinds of events we remember, e.g., happy, sad, exciting, funny.
- Students then open their books and start to look at the opening photo, caption, and lesson question.

1

- Focus on the photo and elicit that it is a family taking a photo together on their phone.
- Ask students to read the caption and then the question in exercise 1. Ask: *When you look at old photos, what do you remember? Can you remember being there / what you were doing / what the weather was like / how you felt? Do you ever look at an old photo and not remember anything about it?* Elicit a range of answers from individual students.

2

- Students can ask and answer the questions in pairs, or they can write their answers individually first, then discuss in pairs or groups.
- Ask each question to the class in a way that involves all students, e.g., *Who has a good memory? Who has a bad memory? What kinds of things do we all remember? Who has the earliest memory in the class? What is it?*

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do this vocabulary practice in class, before students move on to watching the video in exercise 3. With stronger classes, students can do it for homework, as consolidation.

3

- Ask students to read the question. Note that the British English *primary school* is *elementary school* in American English. Then play the video for them to note down the answers. Check answers. (If you are unable to play the video in the classroom, use the audio-only version instead.)

ANSWERS

They mention moving to a new house, playing with a sister in the garden, feeling scared at the dentist's, a birthday, primary school.

DIFFERENTIATION

- With weaker classes, play the video again to check answers to exercise 3. Pause as each memory is mentioned, and confirm what Max and Amy have said.

4

- Allow students time to read the questions in exercise 2 again and think about how the presenters answer them. They could do this in pairs.
- Play the video again for students to check and complete their answers. Pause the video as necessary to allow them time to write. Check answers with the class.

ANSWERS

What kind of things do you remember and forget?

What's your earliest memory? How old were you?

What reminds us about the past?

Can a smell bring back memories?

Do you think we remember more of what we hear, see, say, or do?

How can we help our memory so that we are less forgetful?

5

CRITICAL THINKING

- Allow students time to think about their memories and make notes.
- Read aloud the key phrases, giving an example of each phrase in use, e.g., *Do you remember a time when you were very happy?* Point out that we can also use the *-ing* form of a verb after *remember* and *remind*: *I remember going on vacation. / That reminds me of going on vacation.*
- Students ask and answer questions in pairs. Ask some students to tell the class about one of their partner's memories.

Discover more

- For homework, ask students to print out an old photo of themselves and write the event, place, and date on it.
- In the next class, collect all the photos and pin them on the wall, adding a number next to each photo.
- Allow students to look at all the photos and try to guess who each one shows. They could do this in pairs.
- Elicit some possible ideas about each photo, then ask the "correct" student to raise their hand and tell the class about the photo. You could see which pair guessed the most of their classmates correctly.

Further practice

Discover vocabulary Student Book, page 114 (answers on TG page 112)

Workbook, page 16

Vocabulary practice worksheet, Teacher's Resource Center

How do we store memories?

Reading strategy

Previewing

Before you read a text, look at the title and the pictures to help you understand what the text is about.

1 Study the reading strategy. Then look at the pictures and the title of the magazine article on page 17. What do you think the article is about? Choose an option (a-c) and explain your answer.

- Why it is important to store memories.
- How technology changes what we remember.
- How our memories are better now because of the internet.

1.03

2 Compare your answers to exercise 1. Then read and listen to the article and check your answers.

3 Answer the questions.

- Does the article answer the question in the title?
- Why does the author start the article with Aurelien's story?
- In what way is "the past in your pocket"?
- Why have smartphones changed our habits?
- Explain the "Google Effect."
- What does the author want us to buy and why?

4 Study the words below. Which are similar in your language? Why do you think new technology words are often the same in many different languages?

- | | |
|-------------|---------------|
| 1 app | 7 online |
| 2 click | 8 playlist |
| 3 the cloud | 9 post |
| 4 data | 10 smartphone |
| 5 digital | 11 virus |
| 6 Internet | |

Discover vocabulary Technology
Student Book • Page 114 Workbook • Page 16

5 Read the article again. What other words are similar in your language?

6

TALKING POINTS Discuss the questions.

- Do you think that Aurelien has a useful skill? Why? / Why not?
- Is it a waste of time to learn facts?
- What do you memorize and why?
- Can you remember 11 events from last year?
- What kind of things do you remember? Why?
- Would you like to write a diary? Or buy a photo album? Why? / Why not?

Discover more

SEARCH ONLINE and find out what a **Scrapblog** is. What do people put on Scrapblogs? Find out one interesting fact to share with the class.

Why memorize anything when it's all on the internet?

Can you remember exactly what you were doing on this day two years ago? Probably not. But Aurelien Hayman can. Say any date to Aurelien – four, five, six years ago – and he can remember what he was wearing, what music he listened to, who he talked to, and if the sun was shining. Most of us can only remember about 11 events from each year of our lives, but Aurelien has a condition called hyperthymesia, which means he can remember almost everything. "It's like the dates have pictures," he says.

Unlike Aurelien, most of us don't have a perfect memory. How do you remember what you did last year? Well, you probably look for the past in your pocket, on your phone. That's where a lot of our memories are now – in photos, posts, and playlists. It's all online.

Our smartphones also give us instant mobile access to all kinds of information 24/7. In the pre-digital past, things were different. People memorized numbers, names, addresses, times, dates, and directions because it wasn't practical to carry around address books, maps, and diaries. Nowadays, there's an app for everything. We are storing more and more information online, so we remember less and less. Think about it: when did you last memorize a telephone number? Do you know your own number?

If most information that we need is now online in the cloud, why do we need to remember anything? Why fill our heads with facts and figures when they are a couple of clicks away? Why learn things when you can look them up? Some people say that this "Google Effect" is making us stupid. But maybe the internet is making us smarter. Memorizing information takes time. Maybe it's more useful to learn how to find, compare, and use information.

Here's a problem though – imagine you look up one sunny day and the cloud disappears. If a virus eats our data, do we lose the records, memories, and knowledge of a whole generation? Perhaps it's time to memorize a few phone numbers and buy a photo album, diary, and a notebook. Just in case...

Why is it good to begin an article with a question?

What does "24/7" mean?

What does "a couple of clicks away" mean?

How does the author play with the word "cloud"?

Reading to learn

How do we store memories?

Learning objectives

READING Reading a magazine article about memories

READING Previewing

VOCABULARY Technology

Reporting back

- If students have brought in old photos of themselves, do the guessing activity with them now. See the notes on the previous page.

Introducing the topic

- With books closed, ask students to put down their pens, and tell them you are going to give them a memory test. Write the following ten words on the board and ask students to study them for 30 seconds: *phone, memory, swim, cow, grass, travel, homework, sleep, soccer, water*. Remove the words, then ask students to write down as many of the words as they can remember.
- See who has remembered the most words correctly, then discuss which words were easier to remember, and how students remembered them, e.g., *Did you remember "cow" and "grass" together? Was "memory" easy to remember because you have talked about it recently? Was "soccer" easy to remember because you like soccer? Which word was the most difficult? Why?* Try to elicit that if we can make a connection in our mind, it is easier to remember something.

1

- Students open their books. Ask them to read the reading strategy, or read it aloud to the class. Ask: *Why do you think doing this will help you to understand the text better?* Elicit a few answers. Remind students of the memory test they have just done. Elicit or explain that if we think about something before we read it, we will make more connections in our mind when we read it, so it will be easier to understand and remember.
- Students look at the pictures and the title of the article and think about what the article is about, choosing an option and explaining their reason why.

2 1.03

- Students can work in pairs to compare their ideas.
- Elicit a few ideas, but don't confirm them at this stage.
- Play the audio for students to listen and read, and check their answers.
- Check the answer with the class and ask: *How did previewing the article help you to understand it?*

ANSWER

b. The article is about whether we need to remember things now that everything is available for us online.

Culture note

The word "hyperthymesia" literally means "too much memory." There have only been a few studies of people with this condition worldwide, as it is extremely rare. It is thought that a healthy memory makes decisions for us about what to remember and what to forget.

3

- Ask students to read the questions.
- Point out that some of the questions refer to specific parts of the article, e.g., “the past in your pocket” or “Google Effect.” Remind students that they can scan the article to find specific words or phrases, and then read these parts of the article carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to support their answers.

ANSWERS

- 1 Yes, it does. It suggests that we should memorize things in case we lose our electronic memories.
- 2 The author uses Aurelien’s story to introduce the topic of memory and to engage the reader in the topic.
- 3 “The past is in your pocket” because it is on your phone, in your photos and other information.
- 4 Because we have smartphones, we no longer need to remember things.
- 5 The “Google Effect” is the fact that people don’t have to remember facts now because they can always check them quickly online, using search engine such as Google. This means we have become worse at remembering things.
- 6 The author wants us to buy a photo album, a diary, and a notebook, so that we have some memories on paper in case the internet fails.

READING TEXT QUESTIONS

- Point to the questions next to the article on page 17. Encourage students to scan the text to find the relevant parts, then read these carefully to answer the questions.
- Discuss the answers with the class, encouraging students to refer back to the article to justify their answers. Discuss with students how they managed to figure out the meanings of the words and phrases the questions ask about.

SUGGESTED ANSWERS

- It’s good to begin an article with a question because it engages the reader.
- “24/7” means 24 hours a day, 7 days a week – all the time.
- “A couple of clicks away” means that we can find out anything we need to know by using a computer mouse or pressing some buttons on our smartphone.
- The author plays with the word “cloud” by referring to the weather, saying that this cloud could disappear suddenly, like clouds in the sky do. “The cloud” is also a place on the internet where information is stored.

4

- Students study the words and think about which ones are similar in their own language. Explain any words that students don’t understand.
- If you have students from different countries, discuss which words are similar in all their languages.
- Discuss why new technology words are often the same in different languages.

ANSWERS

Students’ own answers. New technology words are often the same because when new technologies are developed, languages don’t have existing words for them,

so it’s easier just to use the word that is first given to the technology.

Discover vocabulary Student Book page 114 Workbook page 16

- With weaker classes, do the exercises in class, before students continue with the lesson. With stronger classes, students can do the exercises for homework.

5

- Read aloud the task and ask: *Should you just find words that look similar, or should you think about the meaning, too?* Elicit that students need to think about the meaning because some words are “false friends” and look similar but have different meanings.
- Students skim the article and note down words that are similar in their language.
- Write students’ ideas on the board. If you have students from different countries, see which words are similar in several different languages.

6 Talking points

CRITICAL THINKING

- Put students in pairs to discuss the questions and make notes on their opinions and experiences.
- Put students in new pairs to compare their notes. Ask: *What did you learn from the second discussion? Did you change your mind about anything?*
- Alternatively, students could write the answers individually.

Extra activity: Critical thinking

- Write *amnesia* on the board and elicit or explain the meaning (when someone loses all their memories). Say: *Imagine you have forgotten everything – who you are, where you live, everything about your past. What difficulties would you have if you couldn’t remember anything?* Discuss the question as a class, encouraging students to think about practical difficulties and also emotional ones.

Discover more

- Explain that students should use the exact search string in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to make notes on what they find.
- After the research or at the beginning of the next lesson, ask individual students to tell the class what they found, and what interesting facts they learned.
- Ask: *Would you like to have a Scrapblog? Why?*

Preview

- Ask students to look at the *Discover grammar* presentation on page 115 before the next lesson.

Further practice

Discover vocabulary Student Book, page 114 (answers on TG page 112)

Workbook, pages 14 to 16

Reading practice worksheet, Teacher’s Resource Center

1 Read the article. Why did people have different memories of this event?

The Titanic – One event, different memories

Was the band really playing when the ship sank?



On April 14, 1912, the *Titanic* was crossing the Atlantic on a journey from England to America. At 11:40 p.m., as the ship was traveling through icy waters 600 kilometers from land, it hit an iceberg. Three hours later the *Titanic* sank to the bottom of the ocean. While the ship was sinking, the crew were trying to help passengers onto lifeboats, but there weren't enough boats. Tragically, more than 1,000 people died.

The facts about this historic event are well known. However, the stories that survivors later told were not always the same. Some said that the ship's band didn't stop playing until the ship sank. Others said that the band wasn't playing at the end. The crew were trying to save women and children first. Some passengers said that at least one man was wearing women's clothes because he wanted to escape, but other passengers said that this didn't happen. Stories that the crew tried to shoot violent passengers are also doubtful.

When a very dramatic event occurs, people are stressed and they can't remember details. So stories about terrible events and crimes are often unclear. That's why we will never know all of the facts about the *Titanic* tragedy.

Discover grammar Talking about past events
Student Book • Page 115 Workbook • Page 17

We use the simple past form to talk about completed actions in the past, and we use the past continuous form to talk about actions in progress in the past.

2 Study the examples from the article. Which examples describe completed actions in the past? Which examples describe actions in progress?

a. *As the ship was traveling through icy waters, it hit an iceberg.*

b. *While the ship was sinking, the crew were trying to help passengers.*

c. *Three hours later, the Titanic sank.*

3 Work in pairs. Read *Memory Experiment 1* on page 19. Ask and answer the questions. How far back in time can you remember? Who has the best memory?4 Close your book and watch a video about a girl called Hannah in a cafe. Then answer the questions in *Memory Experiment 2*. Which questions were easier to answer? Why?5 Follow the instructions in *Memory Experiment 3*.MEMORY
EXPERIMENTS

1 How does time affect our memory?

Can you remember?

- 1 What did you do last weekend? Two weekends ago? Three / four / five weekends ago?
- 2 What were you doing at eight o'clock last night? Two nights ago? Three / four / five nights ago?
- 3 What were you wearing yesterday? Two days ago? Three / four / five days ago?
- 4 What did you do for your summer vacation last year? Two years ago? Three / four / five years ago?

2 How good is our short-term memory? How much detail can we remember?



- 1 Which of the people in pictures A-D did you see in the video?
- 2 Describe what Hannah was wearing.
- 3 How many people were sitting in the cafe?
- 4 What was the girl in front of Hannah carrying?
- 5 What did Hannah order?
- 6 What was on the wall behind Hannah?
- 7 How much was Hannah's order?

3 Do we remember better together?

- 1 Study the puzzles for two minutes. Try to remember all of the details.
- 2 Close your book and write out the puzzles from memory.
- 3 Work in pairs and compare your answers. Can you remember better together?
- 4 Open your books and check your answers.

When I was six years old, my brother was half my age. How old was my brother when I was twelve years old?

Cora baked some cookies and gave half of them to a friend. While she was walking home, she dropped half of the cookies she was carrying. When she got home she only had six cookies. How many cookies did she have at the start?



6 Think about the memory experiments. What did you learn about your memory?

Discover more

SEARCH ONLINE and find a good joke in English. Memorize it and then tell the class.

Language in use

How reliable is our memory?

Learning objective

GRAMMAR Talking about past events

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, discuss their findings as a class. See the notes on the previous page.

Introducing the topic

- With books closed, tell students you are going to ask them some questions and they should write down the answers. Ask five or six questions about the school and today's class that students should all know the answers to, e.g.,
What was the weather like when you left school yesterday?
What was the first thing I said in class today?
What was the first word I wrote on the board?
Who was the first student to answer a question in class today?
- Put students in groups to compare their answers. Ask groups to report back on how many of the answers were the same, and how many were different. Ask: *Why do you think some of the answers were different?* Elicit a few answers.

1

- Students open their books. Ask them to look at the photo and elicit what they know about the story of the *Titanic*.
- Students then read the article and answer the question.

- Check the answer. Ask: *Are you surprised that people had different memories? What problems might it cause?* Elicit a few answers (e.g., it might cause problems for the police if people remember the events in a crime differently).

ANSWER

Because when a very dramatic event occurs, people are stressed and they can't remember details.

Discover grammar Student Book page 115 Workbook page 17

- With weaker classes, go through the main points in the *Discover grammar* presentation with the class before they continue with the lesson.

2

- Read aloud the information about talking about past events.
- Ask students to study the examples from the article, then decide which describe completed actions, and which describe actions in progress.
- Check answers.
- You could also ask students to look at the article again and find more examples of completed actions and actions in progress in the past.

ANSWERS

- Describes two actions that happened at the same time. The first action was in progress when the second action was completed.
- Describes actions in progress in the past.
- Describes a completed action in the past.

3

- Explain to students that they are now going to do a series of memory experiments.
- Allow students time to prepare their answers to the questions in *Memory experiment 1*, then put them in pairs to compare their answers and decide who has the best memory.
- Alternatively, students could write the answers.

CRITICAL THINKING

- Ask: *Which were the easiest things to remember? Which were the most difficult? Why do you think this is? How does time affect our memory?*

4

- Elicit or explain that our short-term memory is the part of our brain that stores memories for a short time, before they go into our long-term memory.
- Explain to students that you are going to play a video and they must watch very carefully, to remember as many details as they can.
- Ask students to close their books, then play the video.
- Students then open their books and answer the questions in *Memory experiment 2*. Put them in pairs to compare their ideas and decide who has the best short-term memory.
- Check answers, then discuss which questions were easier to answer and why this might be.

ANSWERS

- 1 A, D
- 2 a light pink jumper, black trousers, white trainers, a backpack
- 3 one
- 4 a cup of tea / coffee
- 5 a chicken sandwich with chips and an apple juice
- 6 a picture
- 7 £10.25

5

COLLABORATION

- Explain to students that they will have two minutes to study the two puzzles and they must try to remember them.
- After two minutes, tell students to close their books.
- Ask students individually to write out the puzzles from memory. Allow about a minute for this.
- Put students in pairs to compare their answers and rewrite the puzzles if necessary, based on their discussion.
- Students then open their books and check their answers. Ask who managed to write out the puzzles correctly as an individual, or as a pair. Ask: *Do we remember better together?*
- In their pairs, students try to answer the puzzles.

ANSWERS

Cora made 24 cookies.
The brother was nine years old.

6

- Allow students time to look back at the memory experiments and think about what they learned about their own memory. Ask more questions if necessary to get them thinking, e.g., *What things are you good at remembering? What do you find difficult to remember? What things help you to remember? What parts of your memory would it be useful to improve?*
- Students can then discuss their ideas in pairs or small groups.

Extra activity: Critical thinking

- Ask: *What else would you like to know about your memory? Elicit a range of questions students would like to find answers to and write them on the board, e.g., Is it possible to improve your short-term memory? How do memories move from your short-term memory to your long-term memory? Why do we remember some things and not others?*
- If students are interested, they can do some research for homework and tell the class in the next lesson what they learned.

Discover more

- Explain that students should use the exact search string in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework.
- After the research or at the beginning of the next lesson, ask individual students to tell the class their jokes from memory.
- Discuss as a class what techniques students used to help them memorize the joke, e.g., *Did you keep repeating it out loud? Did you write it down? Did you memorize a few words first and then gradually add more?*

Preview

- Ask students to do the *Discover vocabulary* exercises on study and learning on page 114 before the next lesson.

Further practice

Discover grammar Student Book, page 115 (answers on TG page 112)
Workbook, page 17
Grammar practice worksheet, Teacher's Resource Center

Life skills strategy

Learning to learn: using memory techniques

You can learn more and learn faster if you use techniques to help you remember. Practice different techniques to see which ones work best for you.

- 1 Study the life skills strategy. How do you usually remember things that you want to learn?
- 2 Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner.

Study tip	Do you use it?	What do you think of it?
1		
2		

Study tips: Remembering vocabulary

- 1 Make connections between words. Try to learn words in groups.
 - Opposites: fantastic / terrible
 - Word families: happy, happiness, happily
 - Topics: Memory, memory, remember, memorize, forget, remind, memorable
- 2 Use your phone.
 - Record words on your phone. Listen to the words and repeat them.
 - Find apps to review and practice vocabulary.
 - Use online dictionaries to look up words and check pronunciation.
- 3 Make vocabulary cards.
 - Write down new words on cards and write the translation or definition on the other side. Look at different cards every few days and test yourself.
- 4 Make example sentences or stories.
 - If you want to remember a list or a group of words, create sentences or memorable short stories with them.
 - Example: May 1st was a memorable day that I will always remember and never forget.

MEMORIZE
verbs: to learn something so that you will remember it exactly

Discover vocabulary Study and learning
Student Book • Page 114 Workbook • Page 18

20

Unit 2 What do we remember?

- 3 Practice remembering vocabulary. Find five words on page 20 and test your partner. Use the key phrases to help you.

Key phrases Checking vocabulary

What's the opposite of ...?
What's another word for ...?
What adjective / noun / verb / adverb can you make from ...?
What's the definition of ...?
How do you say ... in (English / Arabic / Turkish / Spanish)?

- 4 Read the preview of the *Memory Masters* podcast. Which methods do you think that the memory athletes use to help them remember?

MIND MATTERS Episode 10

MEMORY MASTERS Can you train your brain like an expert? Host Dan Stewart interviews a memory expert, Sally Hall.

Every year, people compete to become the World Memory Champion. The competitors are called memory athletes because the competition is a type of athletics for the brain. To win, an athlete must memorize a lot of information. One world champion memorized 520 numbers in five minutes! The memory athletes are normal people who train their brains and practice a lot. But what methods do they use? Can we all improve our memories in the same way?

Listening strategy

Listening for gist

When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas. Speakers usually emphasize the parts of their message which are important, so listen for the words and ideas that they stress or repeat. Don't worry about the parts that you don't understand.

- 5 Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.

1.04 The podcast is mainly about a 'memory master' / memory technique. Sally Hall describes how we can remember a shopping list / the rooms in our house. The technique works because our brain makes connections / lists.

- 6 Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

Shopping List

Banana
crisps
T-shirt
socks
shampoo
water

- 7 Invent a memory journey using all of the words in the shopping list. Use your imagination.

- 8 Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?

- 9 REFLECT Think again about the memory techniques from exercise 2. Which will you try using? Why?

Discover more

SEARCH ONLINE and find out more about memory competitions and Grand Masters of Memory. Write a factsheet with five interesting pieces of information.

Unit 2 What do we remember?

21

Life skills

How can you improve your memory?

Learning objectives

LIFE SKILLS Learning to learn: using memory techniques

VOCABULARY Study and learning

SPEAKING Checking vocabulary

LISTENING Listening for gist

LISTENING Listening to a podcast about a memory technique

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their jokes and discuss their memory techniques now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What were the three memory experiments you did in the last class?* Give students about a minute to write down as many details as they can remember.
- Check answers, then ask: *Who found it easy to remember? Who found it difficult? Do you think it is possible to improve your memory? How?* Elicit a few ideas.

1

- Students open their books. Read aloud the life skills strategy and check students understand everything.
- Ask students to think about how they usually remember things they want to learn. Ask more questions, if necessary, to prompt them, e.g., *Do you write things down? Do you draw pictures or diagrams? Do you say things out loud?*
- Eliciting a range of ideas and make notes on the board of techniques that students use.
- Point to the list on the board and ask: *Which techniques have you not tried yet?* Reinforce the point that it is a good idea to try lots of different memory techniques, to find what works best for you.

2

- Students read the study tips. Discuss which of the tips are similar to ones on the board from exercise 1, and which are new.
- Students then copy and complete the chart with their own ideas.
- Put students in pairs to compare their answers and discuss what they think of each tip and why.
- Discuss as a class which techniques students like.

Discover vocabulary Student Book page 114 Workbook page 18

- Remind students that they had to do the *Discover vocabulary* exercises for homework.
- Go over the answers to the exercises now (TG page 112), and make sure students understand all the vocabulary.

3

- Read aloud the key phrases with the class and elicit a few examples of how they are used in context, e.g., *What's the opposite of "happy"? What adjective can you make from "memory"?*

DIFFERENTIATION

- With weaker classes, allow students time to prepare some questions to ask their partner. Stronger students can go straight into the pair work.
- Ask students if they think checking vocabulary with a partner is a good way to help them learn new vocabulary.

4

- Focus on the podcast preview and ask: *What do you think a memory master is?* Elicit that it is someone who has a very good memory.
- Students read the podcast preview and answer the question.
- Discuss their answers with the class, but don't confirm their ideas at this stage (students can check their ideas in the listening in exercise 5).

5 1.04

- Ask students to read the listening strategy. Ask questions to check that they have understood the strategy, e.g., *When you listen for gist, is it important to understand everything? (no) How can you recognize the important parts? (they may be stressed or repeated) When you listen to something for the first time, should you listen for details or for gist? (gist).*
- Ask students to read the podcast summary, then play the audio for students to listen and choose the correct answers.
- Check answers, and ask: *What important ideas did you hear stressed or repeated?* (journey, rooms, shopping list, connections).

ANSWERS

1 memory technique 2 a shopping list 3 connections

6 1.04

- Play the audio again and ask students to focus on the words and places from Sally's journey.
- Put students in pairs to compare their answers.
- Elicit answers and recreate Sally's memory journey.

ANSWERS

milk (living room), apples (hall), bread (bedroom)

7

- Students work individually to invent a memory journey. Encourage them to do this without writing, but just to picture the places in their heads. Tell them their memory journey could be in their home, at school, or in another place that they know well.

8

COMMUNICATION

- Students work in pairs to tell each other their memory journeys from exercise 7. Ask some students to tell the class, and discuss as a class whose journeys are the most memorable, and why.

- Alternatively, students could work in pairs to tell each other their memory journeys and then see if they can repeat their partner's memory journey back to them. Ask who managed to repeat their partner's journey back, and point out that the more memorable the journey is, the easier it is to remember and repeat.

9 Reflect

- Read aloud the questions and point out to students that each person is different, and different techniques work well for different people. Ask them to think about their own memory, and which techniques they think will help them the most. Ask them to think also about which techniques work less well for them and why. Give students a few minutes to reflect and note down their ideas.
- Put students in pairs or small groups to compare their ideas, or ask some students to tell the class their ideas, then ask other students: *Who else thinks this technique would work for them? Why? Who thinks this technique wouldn't work for them? Why not?*

Extra activity: Critical thinking

- Hold up a pencil or book and ask: *What's this?* Elicit the English word. Then ask: *What's the word meaning "a meeting with a dentist or doctor"?* (appointment). Remind students that they learned the word *appointment* in the last unit. Ask: *Why is the first word easier to remember than the second word?* Elicit that students have known it for longer and have seen it more times. Ask: *What does this tell you about how to learn new vocabulary?* Elicit that you have to see and use words as many times as possible, so that they go into your longer-term memory. Discuss ways that students could do this, e.g., reviewing vocabulary regularly, using new vocabulary when they speak or write.

Discover more

- Explain that students should use the exact search strings in the task. Students can do the research in class if they have internet access. Alternatively, they can do it for homework. Ask them to write a factsheet with five pieces of information.
- After the research or at the beginning of the next lesson, ask students to tell the class some of the facts they found. Ask who found similar facts.

Further practice

Discover vocabulary Student Book, page 114 (answers on TG page 112)
Workbook, pages 18 to 19

Which days do we remember best?

Writing task

A description of a memorable event
Your school magazine is holding a competition to write a short article with the title, *A Day to Remember*. Write about an event that you enjoyed and that you remember well.

Understand the task

1 Look at the photos and describe them. Do you remember any events like these?



2 Study the writing task. Which days do you remember best? Which day would make an interesting article?

Think and plan

Writing strategy

Creative thinking: using a mind map

A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

3 Study the writing strategy. Then look at Maria's mind map and read her article. Does she use all of the ideas from the mind map?

A day to remember

Last year I went to a local carnival. It was a fantastic day and I remember every minute. We arrived at about midday. At first there weren't many people. After about an hour everyone arrived and there were crowds of people. It was hot and sunny and everyone was in a good mood. There were some food stalls, so we had a couple of tasty snacks. Then the carnival procession came past. There were hundreds of people marching, singing, and dancing, and there were a lot of bands playing music. They were all wearing amazing costumes. Suddenly a girl in crazy clothes pulled me out from the crowd and started dancing with me. My friends and family were all laughing. It was very funny.

Later on there was more music in the streets, and finally there were some awesome fireworks. It was a loud and colorful end to a memorable day.

By Maria

Writing

Which days do we remember best?

Learning objectives

WRITING Writing a description of a memorable event

WRITING Creative thinking: using a mind map

WRITING Sequencing words

Reporting back

- If students did the *Discover more* activity from the previous lesson for homework, ask them to share their findings now. See the notes on the previous page.

Introducing the topic

- With books closed, ask: *What can you remember about last Wednesday? Can you remember anything about May 15? Why not?* If students cannot remember anything, elicit that it is because the days were (probably) not special in any way. If any students had their birthdays on those days, elicit that they remember the day because it was a special day. Ask: *What other special days do you remember?*

Understand the task

- Students open their books. Elicit a description of each photo, then ask some students to tell the class about similar events that they remember. Encourage them to talk about the details that they remember (e.g., what the weather was like, who they were with, how they felt).

- Make your own mind map for your article. Follow the instructions.
 - Read the writing task again. Choose a memorable day that you want to write about.
 - Write the event in the center of your mind map. Copy the headings from Maria's mind map.
 - Think of words and phrases that help you to remember the event and write them in your mind map.

5 Look again at your mind map. Choose the best ideas for each of your paragraphs. Make a paragraph plan in your notebook.

Paragraph 1 – Introduction – What is the event? When did it happen?

Paragraph 2 – The main action – What happened first? What happened after that?

Paragraph 3 – The end of the day – What happened later on? How did the day end?

Write a first draft

6 **LANGUAGE POINT** Study the highlighted phrases in Maria's article on page 22. Find three more sequencing words that Maria uses to order the events.

7 Write the first draft of your article. Follow your paragraph plan from exercise 5 and use sequencing words to order the events.

Review and edit

- Read through your first draft. Check it and revise it. Then write your final draft.
 - Content Does your article include details to explain why the event was enjoyable and memorable?
 - Content Does your article include ideas from your mind map?
 - Organization Is your article organized into three paragraphs?
 - Style Did you include sequencing words to order the events in your article?

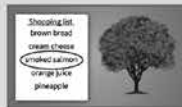
Reflect

What do we remember?

- What do we remember best?
- How do we store memories?
- How reliable is our memory?
- How can you improve your memory?
- Which days do we remember best?

- Think about your answers to the lesson questions. Make notes.
- Watch the Reflect video *without* narration. Can you guess what information the narrator gives?
- Work together and compare your ideas.
- Watch the same video *with* narration. Make notes. Did you learn anything new?
- Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook – Page 23



I learned that our best memories are of times when we were very happy, sad, scared, or excited.

2

- Ask students to read the writing task.
- Ask questions to check understanding of the writing task, e.g., *What do you have to write – a blog, an email, etc.?* (a magazine article) *Where can people read it?* (in the school magazine) *Who will read it?* (students and teachers) *What do you have to write about?* (a memorable day).

COLLABORATION

- Ask students to think about three days they remember well, then decide which would make an interesting story. In pairs, they tell their partner about their three ideas and discuss which would make an interesting story.

Think and plan

3

- Students read the writing strategy and Maria's mind map and article, then answer the question. Check the answer. Ask students to provide evidence from Maria's article to support their answers.
- Refer students to the Writing workshop on page 132 and suggest they read the section on *Generating ideas* for homework.

ANSWER

Yes, she includes all the ideas.

4

- Students use their own ideas to make their own mind map for their article.

DIFFERENTIATION

- With weaker classes, write the mind map headings onto the board. Invite a student to tell you about their memorable day, and add their ideas to the mind map on the board to demonstrate.

5

- Refer students back to Maria's article and ask: *How many paragraphs are there?* (three)
- Read the paragraph plan with the class and point out how it matches with Maria's article. Students write their own paragraph plan.

DIFFERENTIATION

- With weaker classes, refer back to the mind map on the board and elicit a paragraph plan from the class, based on the ideas in the mind map.

Write a first draft

6 Language point

- Point out the highlighted phrases and explain that sequencing words and phrases that tell us about the order in which things happened.
- Students read Maria's article again and find three more sequencing words. Check answers.

ANSWERS

After, Suddenly, finally

7

CREATIVITY

- Students write their first draft. Point out to students that they will revise their work, so they don't need to worry about it being perfect at this stage.

Extra activity: Critical thinking

- Before students write their first draft, ask them to read Maria's article again and note down any adjectives that Maria uses to make her writing interesting, e.g., *fantastic, tasty, crazy, funny, loud, colorful*. Generate ideas for some more adjectives that students could use to describe a memorable day, e.g., *sunny, exciting, busy, amazing*. Encourage them to use a range of different adjectives to make their writing more interesting to read.

Review and edit

8

- Ask students to read the checklist. Point out that these are similar to the checks that examiners use when grading exam writing tasks, and to get a good score they should be able to answer "yes" to all the questions.
- Students revise their work individually or in pairs. They then revise their article individually, either in class or for homework.
- When grading students' work, refer to the four items in the checklist. You could give a score out of ten for each item, giving a total out of 40 for the task.

Reflect What do we remember?

1

- Read aloud the question, *What do we remember?* and the five lesson questions at the top of the Reflect panel.
- Students read and think about their own answers to the five lesson questions. Elicit a few ideas from individual students.

2 ▶

- Explain to students that they are going to watch two versions of the Reflect video about the lesson questions. First, they are going to watch a version of the video *without* narration. Students watch this and predict what information the narration in the full version might give. They should look to the clips, images, and captions for clues. Explain that there are no incorrect answers, as long as their ideas relate to things they have seen in the video.

3

COMMUNICATION

- Put students in pairs or small groups to compare their answers. Monitor and attempt to determine if and where students need additional support in order to complete the exercise. Encourage them to ask you questions if they need language support or help with ideas. Play the video a second time if necessary.

ANSWERS

Students' own answers. See the transcript on page 128 for the ideas contained in the video.

4 ▶

- Now ask students to watch the video again, this time *with* narration. Ask them to watch and make notes. They can compare their predictions with the actual ideas presented in the narration. (If you are unable to play the video in the classroom, use the audio-only version instead.)
- Finish by asking students to comment on anything new that they learned from the video.

5

- Put students in pairs to discuss the lesson questions, having had fresh input on them from the videos.

DIFFERENTIATION

- With stronger classes, you could put students in pairs and ask them to prepare their own commentary to one part of the video. Play the first version of the video (without narration) again, inviting pairs to give their commentary to each section.

6

- Ask students to complete the questions in their Workbook individually. Set a time limit for this, and point out that the answers can be notes or full sentences.
- Ask some students to tell the class what they most enjoyed in the unit. Ask what things they would like to learn more about, and why.

Further practice

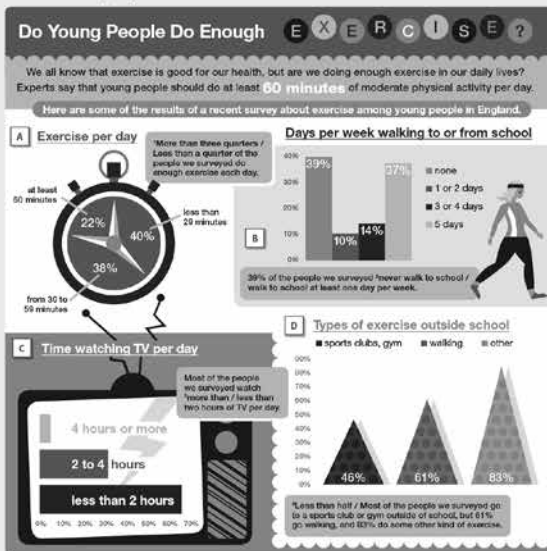
Writing workshop, Student Book, page 132
Workbook, pages 20 to 21

Project task

Doing a class survey
Work in groups and do a class survey about exercise and health. Write multiple-choice questions. Ask your survey questions and collect the results. Prepare a chart and discuss your results with the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the *Do Young People Do Enough Exercise?* survey results below. Answer the questions.
 - 1 What questions do you think were in the survey?
 - 2 Choose the correct answers (1–4) to complete the captions.
 - 3 Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.



24

Project Subject link: Physical and health education

COLLABORATE AND PLAN

- 3 Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the *What?* column in the project planner with the items below. Choose topics for questions, discuss results with class, do the survey, prepare a chart, write questions and answers.

Task	What?	Who?	When?
1			
2			
3			
4			
5			

- 4 Listen to the same four students planning task 1 of the project. Complete the *top row* of the *Who?* and *When?* columns.

- 5 Work in groups. Discuss and plan the tasks you need to do for your class survey. Create and complete a project planner like the one from exercise 3. Use the key phrases during your planning.

Key phrases Planning

What?	Who?
What do we need to do?	(Katie), why don't you ... ?
What's the first / second / third / fourth / next / last task?	Should we ... individually / in pairs / as a group?
How?	When?
How should we do that?	We need to ... before / after we ...
I think it's better to ...	When do we need to do it by?
	We need to ... by tomorrow / Thursday.

- 6 Write four multiple-choice questions about exercise and health for your group's class survey. For example:
How much exercise do you do per day?
a. less than 29 minutes b. from 30 to 59 minutes c. at least 60 minutes.

- 7 Do the survey and record the answers.

SHARE

- 8 Choose one of the questions and prepare a chart to present the results of your survey.

PRESENT

- 9 Present your chart to the class. Which group has the most interesting results?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which survey questions produced the most interesting results?
- Which tasks were you not able to complete on time? Why?
- How effective was your group's presentation of your results?
- Which research was the most useful?

Project Subject link: Physical and health education

25

Project

A class survey: How much exercise is good for our health?

Learning objectives

Do a class survey

COLLABORATION Work collaboratively on a class survey

CREATIVITY Think creatively to plan the survey

COMMUNICATION Present a survey report to the class

CRITICAL THINKING Use critical thinking skills to reflect on the task

Introducing the topic

- With books closed, ask: *How often do you do exercise? Every day? Once a week? Twice a week?* Elicit a few answers, then ask: *How often should you do exercise? How much exercise is good for you? Is it possible to do too much exercise? Why? / Why not?* Elicit a range of answers.

Understand

1

- Students open their books. Ask them to read the instructions for the project task and answer the question.

ANSWERS

The main aim of the project is to find out how much exercise your classmates do. Students will need to do some research online, choose four topics for their survey, write multiple-choice questions for their survey, carry out

their survey, collect the results and write a report, then present their results to the class.

CRITICAL THINKING

2

- Focus on the survey report and explain to students that this is the kind of report they will produce to present their own survey results. Ask students to read the report.
- Students can answer the questions individually or in pairs.
- Discuss the answers with the class and ask more questions to check that students understand the details of what they will do, e.g., *What kind of questions should you write for your survey?* (multiple-choice questions) *What will you do with the information from your survey?* (write a report) *What will you discuss with the class?* (your results).

ANSWERS

- 1 How much exercise do you do each day?

How many days do you walk to or from school each week?

How much time do you spend watching TV each day?

Which of these activity types do you do outside school?

- 2 1 Less than a quarter 2 never walk to school

3 less than 4 Less than half

- 3 students' own answers

Collaborate and plan

- 3 1.05

- Focus on the project planner and ask: *What tasks do you think they will discuss?* Elicit a few ideas, but don't confirm them.
- Play the audio for students to listen and complete the *What?* column with the correct tasks.

- Allow students to compare their answers, then play the audio again for them to check and complete their answers.
- Check answers. Ask: *Why is it important to plan your survey carefully? What can go wrong if you don't plan carefully?* Elicit a range of ideas (e.g., you might do tasks that are not relevant to the objective).

ANSWERS

1 choose topics for questions 2 write questions and answers 3 do the survey 4 prepare a chart 5 discuss results with class

4 1.06

- Read aloud the instructions, then play the audio for students to listen and complete the information.
- Check answers.

ANSWERS

Who? everyone When? by Thursday

5

COLLABORATION

- Students copy the project planner, then work in their groups to discuss and plan the tasks for their own survey and complete the planner. Tell them to think about which tasks they can do in class and which it would be better to do at home.
- Encourage students to use the key phrases to discuss and plan the tasks.
- Ask some groups to present their plans to the class and explain why they planned the work in this way. Discuss as a class which plans are realistic and which allow too much time or not enough time. Allow students time in their groups to amend their plans.

6

COLLABORATION CREATIVITY

- Before students start, discuss what rules they should follow when discussing ideas as a group (e.g., they shouldn't dismiss anyone's ideas, they should allow everyone to speak).
- Ask students to note down the topic about health and exercise that they choose.
- Elicit one or two ideas from the class and, as a class, generate ideas for questions and multiple-choice answers. You could either specify a number of options students should give, or leave it up to groups to decide.
- Students write their questions and multiple-choice answers.
- Ask groups to tell the class the topics they chose, and the questions they are going to use. Discuss any problems with the questions or multiple-choice answers, and how they can be improved.

7

COMMUNICATION

- Make sure all students have a copy of their questions and multiple-choice answers in order to do their surveys.
- Agree as a class how many people students should ask their questions to, so how many people each individual group member needs to interview. e.g., If the group wants

to question 15 people in total and there are five group members, each member needs to question three people.

- Allow students to move around the classroom to ask their questions. Point out that they should only answer each set of questions once. Remind students to note down the answers they receive.

Share

8

COLLABORATION CREATIVITY

- Students work in their groups to bring their results together.
- Refer students back to the report in exercise 2 and focus on each type of chart in turn. Ask: *Which questions would this kind of chart work well for?* Elicit a few ideas, then ask students to look at their own results again and decide in their groups which kind of chart would work for which question.
- Point out to students that writing the report involves writing the introduction and conclusion, and also preparing the chart. Discuss how students will present their reports to the class (e.g., in digital form or on paper). Also tell students at this stage that they will present only one chart to the class, and their presentation should last one or two minutes.
- Allow students time to discuss how each person in their group will contribute to the report (e.g., who will do the writing and who will do the chart).
- Students then work in their groups to write their reports.

Present

9

COMMUNICATION

- Ask groups to present their reports to the class. They can use visuals to support their report if this is possible.
- Allow one or two minutes for each presentation, so there is time to hear all the presentations and give feedback.
- Ask other students to listen and note down one or two good points about each presentation, and one or two questions they would like to ask about it.
- Allow time for feedback and questions at the end. Discuss as a class whose results were the most interesting and why.

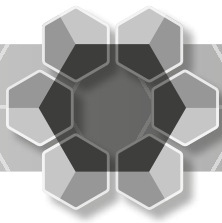
Reflect

CRITICAL THINKING

- Point out to students that reflecting in an honest way on what went well and what went less well during a project task will help them to learn and improve next time. Remind them that evaluating in this way should not involve blaming themselves or individuals, but should focus on what they can learn from their experience of doing the task.
- Put students in groups to discuss the questions.
- Discuss the questions as a class, encouraging different groups to share their experiences and opinions.

Assessment

- Carry out assessment of 21st century skills using the assessment grids on the Teacher's Resource Center.



Writing workshop

An opinion essay

The Writing workshop provides a detailed guide to the different stages involved in planning, drafting, and checking a piece of written work. Although the focus is an opinion essay, many of the tips and strategies will also apply to other written tasks. The different stages in the writing process are focused on in more detail in individual units of the book, and it might be useful to refer students to individual sections of the Writing workshop as they do each unit. As students get to the end of the course, you can work through the Writing workshop with the class, bringing together all the stages of writing they have studied into one task.

Think and plan

1

- Read aloud the writing tip about opinion essays.
- Students read the essay and answer the questions.

ANSWERS

- 1 The writer agrees that it is a good idea to join a sports team.
- 2 two
- 3 Exercising is good for you and you learn to work as a team.
- 4 Reason 1 is in paragraph 2 and reason 2 is in paragraph 3.
- 5 The writer begins with a general introduction and his/her opinion.
- 6 He/She ends the essay with a conclusion.

2

- Read aloud the writing task at the top of the page, then read aloud the writing strategy on generating ideas.
- Students can come up with ideas individually or in pairs, or you could generate ideas as a class.

3

- Students think about the ideas from the generating ideas session and their answers from exercise 1, then decide on their own opinion.

4

- Students can work individually or in pairs to think of reasons. Encourage them to think of as many as possible (at least six to complete the mind map).

5

- Read aloud the writing strategy on selecting ideas. Students can work individually or in pairs to select their ideas.

6

- Read aloud the writing strategy on organizing your ideas into paragraphs. Use the model essay in exercise 1 to give an example of how an essay is structured.
- Students then complete their paragraph plans.

Drafting

1

- Read aloud the writing strategy on writing an introduction.
- Students complete the key phrases with the correct words.
- Check answers and check students understand the phrases.

ANSWERS

Many people I know

In my opinion / in my view

There are several reasons why I believe this.

2

- Read aloud the writing tip and the questions.
- Students plan their first sentence.
- Ask some students to read their first sentences. Suggest improvements if necessary.

3

- Students write their introduction.
- Go around monitoring, encouraging students to include the key phrases.
- Ask some students to read their introduction to the class.

4

- Read aloud the writing strategy on structuring paragraphs. Students then look at the essay on page 132 again and answer the questions.

SUGGESTED ANSWERS

1 *Exercising is good for you, and it's good to learn team work.*

2 *Most teams practice two or three times a week. Every time you play a game you have to work together as a team.*

3 *Joining a sports club is good for your health, and it gives you valuable experience with teamwork.*

5

- Read aloud the writing tip on expressing your opinion. Elicit the phrases for expressing opinions in the essay.
- Students complete the key phrases with the correct words.

ANSWERS

In my opinion, I believe

6

- Read aloud the writing tip about sequencing words. Elicit the missing key phrases. Point out the use of commas after sequencing words.
- Students complete the key phrases with the correct words.

ANSWERS

First, Second

7

- Students write the body paragraphs of their essay, using their paragraph plan from exercise 6 on page 133.
- Go around monitoring, helping as necessary.
- Ask some students to read their paragraphs to the class.

8

- Read aloud the writing strategy on writing a conclusion.
- Students look at the conclusion on page 132 again and answer the questions.

ANSWERS

- 1 "In conclusion, I think it is an excellent idea to join a sports team."
- 2 "I believe it adds two very positive elements to our lives: good health, and experience of teamwork."
- 3 No, the writer uses different words.
- 4 Joining a sports team could change your life forever.

9

- Students complete the key phrases.
- Check answers, and check that students understand all the phrases. Point out the comma after the phrases.

ANSWER

In conclusion

10

- Students write their conclusions.

Review and edit

1

- Read aloud the writing strategy about reviewing and editing, then read aloud the writing tip.
- Students review their work and check the boxes.

2

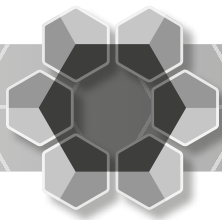
- Students check the grammar in their essays.

3

- Read aloud the writing tip about capitalization.
- Students check the spelling, punctuation, and style of language in their essays.
- Students check the boxes when they have finished their review.

4

- Read aloud the writing tip about asking someone else to review your work.
- Students can swap essays with a partner to repeat the checking steps and suggest corrections.
- Students then write their corrected essay.



Literature A classic story

Introducing the topic

- With books closed, ask: *What do you know about Sherlock Holmes? Have you read any books about him, or seen any movies? Which ones?* Elicit what students know about him, asking more questions to prompt them if necessary, e.g., *Is he a police officer?* (no) *Who helps him solve crimes?* (Dr. Watson).

Before you read

1

- Students open their books and read *About the Author* and answer the questions.
- Check answers, then ask: *What else would you like to know about Sir Arthur Conan Doyle? Do you think that being a doctor helped him write his stories? How?*

ANSWERS

- 1 He started writing when he was nine and went to boarding school.
- 2 He wrote the first Sherlock Holmes story in 1887.
- 3 He wrote *The Hound of the Baskervilles* in 1901.

Culture note

Sherlock Holmes is a fictional private detective in stories by Sir Arthur Conan Doyle. He is known for his ability to think logically and solve crimes that the police find impossible. He is helped by his assistant and friend, Dr. Watson. *The Hound of the Baskervilles* is one of the best known Sherlock Holmes novels. It is set in a wild part of southwest England and features a legendary fierce creature that is supposedly responsible for a series of murders.

2

- Focus on the heading and elicit or explain that a classic story is a well-known work of literature from the past that is still popular now.
- Check that students understand *hound* (= a dog), *hall* (= a large house), *evil*, and *creature*. Explain that *Baskerville* is the name of the owners of Baskerville Hall.
- Read the adjectives in question 6 and check that students understand them all.
- Put students in groups to answer the questions. Alternatively, answer the questions as a whole class.
- Check answers. When you check question 6, discuss why students think some adjectives will be used, and ask them what they might be used to describe.
- Ask: *Do you think the Hound of the Baskervilles is responsible for the deaths? What else might be the cause?*

ANSWERS

- 1 suggested answers: well-dressed, old-fashioned, middle-aged, intelligent
- 2 He wants to find out how Sir Charles Baskerville died.
- 3 It is a big animal that people think killed a relative of Sir Charles in the past.
- 4 He is worried that the Hound of the Baskervilles killed Sir Charles.
- 5 Dr. Mortimer, Dr. Watson, and Sir Henry
- 6 students' own answers

Recall

3  2.24

- Play the audio. Encourage students to try to enjoy the story, even if there are words and sentences that they don't understand.
- Students compare answers, then check with the class. Refer back to details in the story to confirm the answers.

ANSWERS

1 c 2 f 3 a 4 d 5 b 6 e

4

- Students complete the sentences with the correct words.
- Check answers, and make sure that students understand all the sentences.

ANSWERS

1 gun 2 criminal 3 welcoming 4 steps 5 lights
6 house 7 white 8 wife

5

CRITICAL THINKING

- Focus on the pictures and ask: *How do we learn about these characters in the story?* Elicit that we learn about them from what the narrator says about them, what they look like, what they do, what they say, and what other characters say about them.
- Put students in pairs to read the story again and make notes on what they learn about the different characters.
- Check answers. Encourage students to give reasons for their opinions and refer back to the story to support their ideas.

ANSWERS

- A Selden is a dangerous criminal, who has escaped from prison. He committed a cruel murder in London, and people are frightened of him. He is a bad character.
- B Sir Henry is quite a nervous person. He pulls his coat around himself when the wind blows and night falls, and his voice shakes when he sees that Baskerville Hall is not very welcoming. We learn that his family and family home are probably important to him, as he is pleased to see a fire in the hall. He is probably a good character.
- C Barrymore is tall, handsome, and has a beard. He takes his job seriously because he is there to welcome Sir Henry and he has got a fire ready to welcome the guests. He is not honest, though, as he doesn't say why his wife was crying. He seems afraid of something because he goes white when Sir Henry asks him about the crying. He may be a good or bad character.
- D We don't learn much about Barrymore's wife. She doesn't speak, but we know that she was crying during the night, so must have a secret sadness. She is probably a good character.

Interpret

6

- In pairs, students read the first four paragraphs again and answer the questions. Discuss the answers with the class.
- Ask: *What else could the author do to increase the feeling of danger?* Elicit a few ideas (e.g., the characters could hear a strange sound, the person doesn't arrive to meet them, the car could break down, there could be bad weather).

SUGGESTED ANSWERS

- 1 Holmes repeats his warning that Sir Henry should not go on the moor at night alone and he checks that Dr. Watson has his gun.
- 2 The description of the countryside increases the feeling of danger because there is a comparison between the beautiful countryside they travel through and the dark, frightening moor. Meeting the soldier also increases the feeling of danger because it suggests that a cruel, dangerous murderer is free and could attack or kill people.

7

- Read the literary strategy with the class. Ask more questions as you read to make sure students understand, e.g., *What might a place sound like?* (loud, silent) *What might it feel like?* (cold, wet, warm, sunny) *How might comparisons help with the setting?* (they give a contrast, which emphasizes how nice or unpleasant a setting is) *What effect might a setting have on the characters?* (it might make them feel relaxed and cheerful, or nervous and afraid).
- Students read the story again from paragraph five and answer the questions, working individually or in pairs.
- Discuss the answers with the class, encouraging students to refer back to the story in detail and think about the setting.

ANSWERS

- 1 At first, it is beautiful countryside. Nearer to Baskerville Hall, it becomes dark and frightening.
- 2 The moor is cold, gray, hard, and wild.
- 3 The hills looked sharp, like cruel teeth against the sky. This gives the effect of making them feel evil or dangerous.
- 4 The road is long and dark, with black shapes of old trees. It is frightening because it is dark, and the old trees make you think of death.
- 5 It makes him feel cold and afraid. He pulls his coat around himself, and his voice shakes.
- 6 The characters can see pictures of the Baskerville family from the past. The pictures seem to be watching the characters, and this makes them feel nervous.
- 7 Dr. Watson can hear the wind and a woman crying.
- 8 The mood of the story is dark, gloomy, and frightening. The setting helps to create the mood by making everything seem sinister – the landscape, the house, the sounds, and the things that people say, e.g., talking about an escaped murderer.

Extra activity: Critical thinking

- If students are struggling to understand how the setting creates the mood, focus on each of the questions in exercise 7 again and discuss how these could be changed to create a cheerful mood (e.g., the countryside could become bright and sunny as they get nearer to Baskerville Hall, the moor could be beautiful and gentle, the hills could look inspiring and inviting, Sir Henry could smile and take his jacket off, the road up to Baskerville Hall could have young trees and wild flowers, Dr. Watson might hear small birds singing, and music playing).

Respond

8

CREATIVITY

- Read the instructions with the class and elicit a brief description of each of the pictures.
- If students need help getting started, focus on one of the pictures, and generate ideas for a story based on it. Ask students to think of the type of story, the mood, the main characters, and some details of the setting. Elicit some sentences that could be used to describe the setting and write them on the board.
- Students then work in pairs. Monitor while students are working and help as necessary.
- Students could take turns to read their paragraphs to the class. Other students could listen and note down what the setting and mood are, and what helps to create the mood.

Extra activity: Creativity

- Put students in small groups and ask them to imagine the extract they have read as part of a movie. Ask: *How would you create the mood in a movie?* Elicit the kinds of techniques movie-makers use (e.g., the appearance of the characters, their clothes, the way they speak, the lighting, the music, the camera angle, special effects).
- Ask students in their groups to choose one scene from the story, e.g., arriving at Baskerville Hall or Dr. Watson hearing the crying. Ask them to decide how they could create the right mood in a movie adaptation and make notes.
- Groups in turn tell the class their ideas. Encourage other students to join in with extra suggestions.