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An underwater scene featuring a large school of bright orange fish swimming in clear blue water. On the left, there is a vibrant coral reef. In the bottom right corner, a scuba diver is visible, surrounded by the fish. The title 'Oxford Discover' is written in a bold, white, sans-serif font with a dark outline, and 'Futures' is in a larger, stylized white font with a dark outline, both centered over the image.

# Oxford Discover Futures



**Ben Wetz**  
**Jane Hudson**

**Student Book**

**1**



OXFORD  
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# Oxford Discover Futures

Student Book

1

**Ben Wetz**  
Jane Hudson





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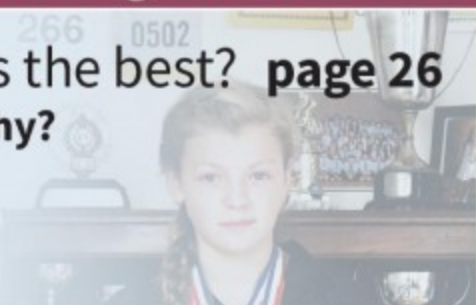


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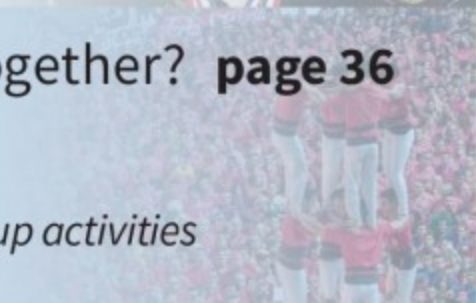
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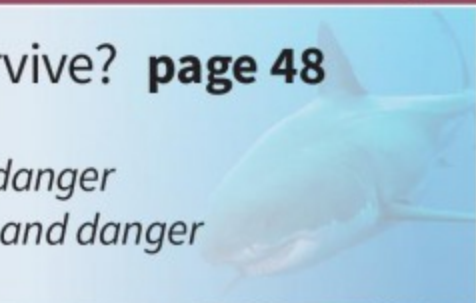


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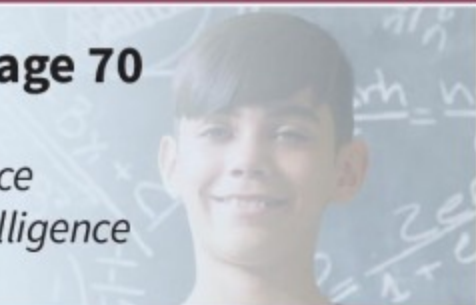


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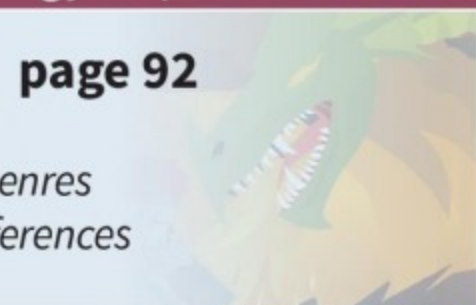


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## Life skills

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Reflect videos



### How much time do we spend studying?

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**Writing strategy** *Thinking about your audience*  
**Language point** *Explaining cause and effect*  
**Reflect**

### Which days do we remember best?

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### Why do we need to protect nature?

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**Reflect**

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**VIDEO** Learning about how we spend and waste time

**READING** Identifying text types

**LANGUAGE IN USE** Talking about facts, routines, actions in progress, and frequency

**LIFE SKILLS** Managing your time

**LISTENING** Understanding the context

**WRITING** Thinking about your audience

# What is the value of **TIME?**

In a lifetime of 80 years there are 29,220 days or 42,076,800 minutes.  
How much time do we waste?



# How much time do we waste?

1 Look at the photo and read the caption. Why is time important to us?

2 Complete the sentences. Which do you agree with?

- 1 You don't always ..... time when you do things quickly.
- 2 Time is precious, so ..... it with the right people.
- 3 When you lose time, it's difficult to ..... it again.
- 4 Do it before you ..... time. Don't wait until it's too late.
- 5 When people need some of your time, try to ..... it.
- 6 Time is like money. If you ..... a lot of it, you're lucky.

## Discover vocabulary Talking about time

Student Book ► Page 112

Workbook ► Page 6



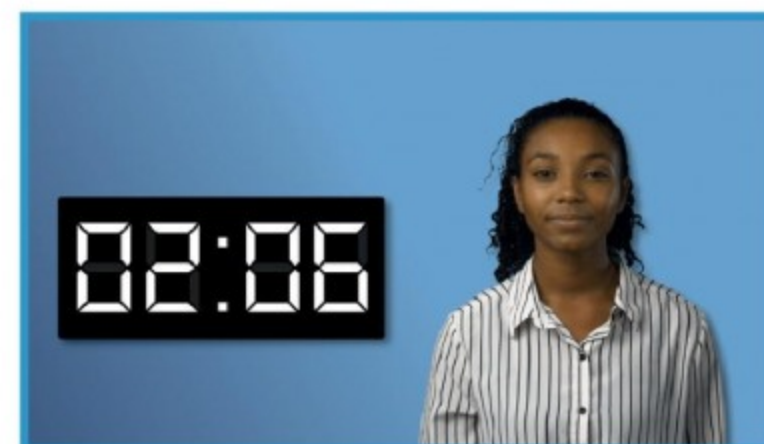
3 Guess the answers to the quiz below. Then compare your answers.

### How much time does the average teenager spend ... ?

• at school	4 / 6 / 8	hours a day
• in bed	8 / 9 / 10	hours a day
• on cell phones	2 / 3 / 4	hours a day
• looking for things	20 / 30 / 60	minutes a week
• helping at home	0 / 20 / 40	minutes a week
• doing homework	5 / 10 / 15	hours a week



4 Watch the Factflix video and check your answers to the questions in exercise 3. Which facts surprise you?



5 Watch the video again. What do Max and Amy think is a waste of time?



6 Work in pairs. Ask and answer the questions.

- 1 How do you spend most of your free time?
- 2 What do you find difficult to make time for in life, e.g., friends, hobbies, exercise?
- 3 Do you ever waste time? Explain your answer.

### Key phrases Talking about how you spend your time

How much time do you spend ... ?

How long does it take you to ... ?

It takes me ... to ....

Do you spend / waste much time ... ?

... is / isn't a waste of time.

Discover more



**SEARCH ONLINE** and find out more facts about how much time students spend on homework. Which countries spend the most time?



## Reading strategy

### Identifying text types

Different types of text use different language and design. Think about what type of text you are reading and what kind of information you expect to find in it. This will make it easier to understand.

- 1 Study the reading strategy. Then look at the texts on page 7. Write A, B, or C for 1–6. You can write more than one answer.

This text ...

- |                           |                           |
|---------------------------|---------------------------|
| 1 is online .....         | 4 gives advice .....      |
| 2 is a conversation ..... | 5 gives information ..... |
| 3 is from a leaflet ..... | 6 gives opinions .....    |

- 2 Compare your opinions about exercise 1. Explain your answers.

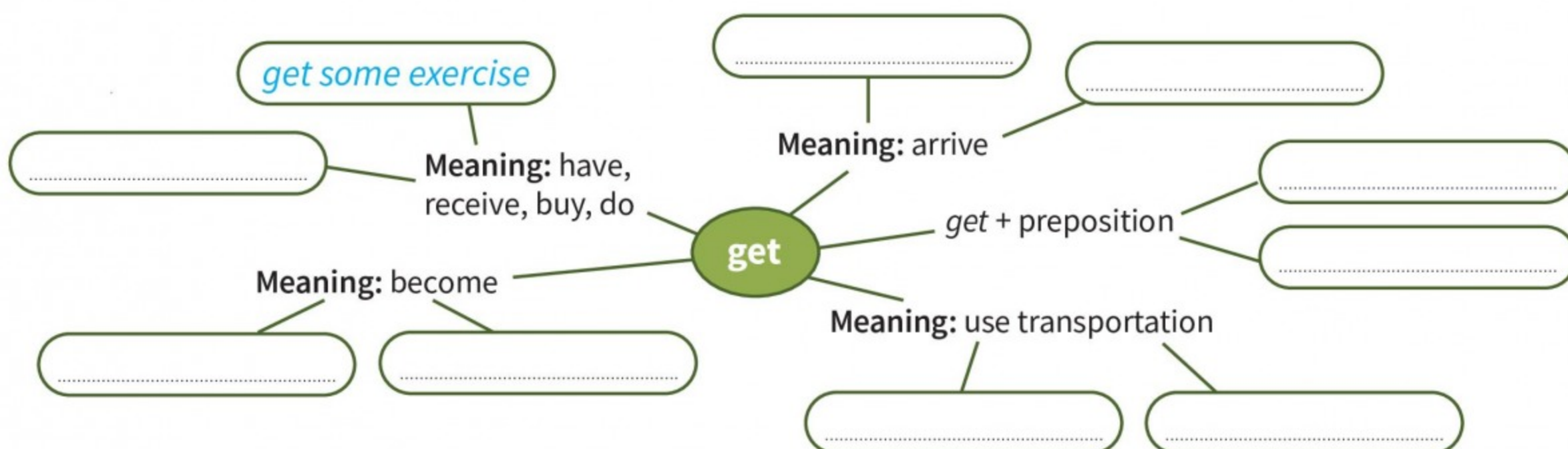


- 3 Read and listen to the texts and answer the questions. Explain your answers.

- 1 Why do adults need less sleep?
- 2 If the student in text A has two hours of homework, what time do you think he goes to bed?
- 3 Why do teenagers have difficulty sleeping?
- 4 What are the connections between text A and B?
- 5 Are the messages in text C friendly, in your opinion?

- 4 Add the *get* phrases below to the word web. Then think of more examples to complete it.

get to bed early   get busier   get home   ~~get some exercise~~   get the bus   get up



### Discover vocabulary Uses of *get*

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- 5 Write questions with *get* to find out about your partner's daily routine. Then ask and answer the questions. How healthy is their routine on a scale of 1–10? (10 is very healthy.)

*How often do you get some exercise?*



- 6 **TALKING POINTS** Discuss the questions.

- 1 Why is sleep important?
- 2 Do you think you get enough sleep? Why? / Why not?
- 3 What are the best rules about screen time and bed time?
- 4 Which are the best tips for good sleep? Can you think of any more tips?

## Discover more



**ASK FRIENDS** and find out how much time they spend in front of screens and how many hours they sleep. Is there a connection?



A

# Time for BED



**D**id you know that giraffes spend more than 23 hours a day awake, but cats spend 66% of their lives asleep? All animals are different. Adult humans need about seven hours' sleep, but between the ages of 11 and 17, when our bodies and brains are changing, we need between 9 and 11 hours.

- 5 Sleep is incredibly important. Believe it or not, humans can survive more time without food than without sleep. "Sleep is essential for our brain," says Dr. Madison Radley, a university professor. "While you're sleeping, your brain organizes information. If you don't sleep, your brain can't function,
- 10 and if your brain can't function, you've got a problem."

How do we know which are Dr. Radley's actual words?

- In fact, this is already a problem for many school children in the UK. "I have a student who can't stay awake in class," one teacher told me. "He lives a long way from school, so he gets
- 15 up at 6 a.m. to get the bus. He has activities after school and sometimes doesn't get home until six in the evening. Then, after dinner and homework, he probably spends at least three hours on his phone watching videos and
- 20 messaging friends."

- As our lives get busier, it's becoming more difficult to rest. Kids now do more activities and homework than ever before, and they rarely disconnect from social media. With
- 25 a phone next to the bed and messages still arriving at 1 a.m., some kids are only getting six or seven hours' sleep. That's enough ... but only if you're a giraffe.



Why do you think that the author mentions giraffes at the end of the article?

B



## Top Tips for Better Sleep

- Routines are important – go to bed at the same time every day.
- Avoid sugary food and drinks in the evening.
- Avoid using phones and computers at least an hour before going to bed and NEVER have a phone in your bedroom.
- Go for a walk or get some exercise in the evening.
- Find time to relax.

Why is "never" in CAPITAL letters?


C



Is the language in this phone message formal or informal? How do you know?



**1** Read the information leaflet. How is Sameer's day different from yours?




## Sameer's Day

When no time is free time

Twelve-year-old Sameer is working in a hot, noisy factory. A few feet away, his boss is watching him and is checking that Sameer isn't wasting time. Sameer works nine hours a day, six days a week in the factory. He doesn't go to school and he doesn't see his family very often because he usually eats and sleeps in the factory. Time goes slowly for Sameer. He gets bored, so while he's working he sometimes daydreams of playing soccer, but when he finishes work he is too tired for games. Sameer is not the only young person in this situation. More than 150 million children work on farms and in factories around the world. Our organization is trying to help kids like Sameer because every child needs education, free time, and a chance in life.

BRIGHT FUTURES



**Discover grammar** Talking about facts, routines, and actions in progress

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Workbook ► Page 7

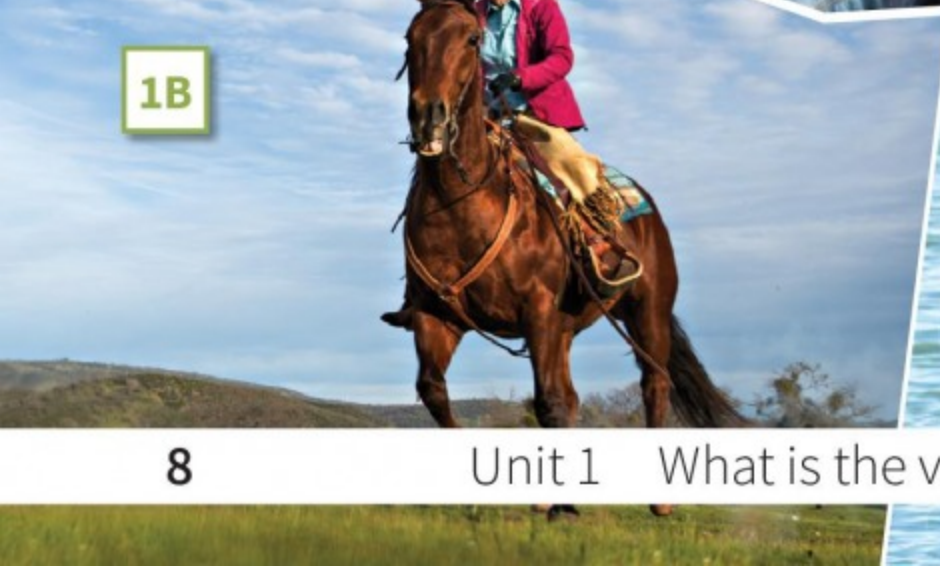
We use the simple present form to talk about facts and routines. We use the present continuous to talk about actions in progress.

**2** Study the examples from the information leaflet. Which talk about facts and routines? Which talk about actions in progress?

- a *Sameer works nine hours a day.* .....
- b *His boss is watching him.* .....
- c *He usually eats and sleeps in the factory.* .....
- d *Our organization is trying to help kids like Sameer.* .....

**3** Study the photos of people at work (A) and in their free time (B). Answer the questions.

- 1 What do you think the people do every day at work? (A)
- 2 How are their jobs similar and different? (A)
- 3 What are the people doing in the photos of their free time? (B)
- 4 How do you think they're feeling in each photo? (A and B)





**Discover grammar Talking about frequency**

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Workbook ► Page 7

We can use adverbs or time phrases to talk about frequency.

**4 Study the examples from the information leaflet and answer the questions.**a Sameer works nine hours **a day**.b He **usually** eats and sleeps in the factory.1 Which **highlighted** word or time phrase is an adverb of frequency? .....2 What other adverbs of frequency can replace *usually*? .....**5 Look at the ideas for free-time activities. Then think of more activities for each category.****6 Work in pairs. Find out how your partner prefers to spend their free time. Use ideas from exercise 5.***How often do you ... ?**Do you ever ... ?***7 Write a short summary describing how your partner spends their free time. Tell the class.**

*Lisa enjoys spending time with people. She meets friends every day and she often visits her cousins on weekends. She likes to be active, too. She goes to dance class once a week and she sometimes plays soccer after school.*

**Discover  
more**

**SEARCH ONLINE** and find out more about how people spend their free time. What **unusual hobbies** do people have?





## Managing your time

If you organize your time and plan how to use it, you can do more and still have time to relax.

- 1** Study the life skills strategy. Then look at the *Time Management Checklist*. Which of these things do you do?

## Time Management Checklist

- 1 Make to-do lists. ☐
- 2 Make a note of your homework. ☐
- 3 Write down important times and dates in a calendar. ☐
- 4 Set alarms on your phone. ☐
- 5 Do important tasks before less important tasks. ☐
- 6 Don't leave things until the last minute. ☐
- 7 Leave home early so that you don't arrive late. ☐
- 8 Keep things where you can find them easily. ☐

- 2** Look at the reminders. Match each one (A–C) with an item (1–8) from the *Time Management Checklist* in exercise 1.

A ..... B ..... C .....

A

Olivia's to-do list

Clean bedroom

Study for history exam on Friday

Buy cat food

B



C



## October

12	Mon	
13	Tues	
14	Weds	Jason - dentist
15	Thurs	Tom - basketball practice
16	Fri	Rosa - doctor's appointment
17	Sat	Anna - swimming lesson
18	Sun	Tom - basketball game

- 3** Answer the questions about the reminders above.

- 1 Who has a doctor's appointment on October 16th? .....
- 2 Who needs to buy cat food? .....
- 3 Who has a dentist's appointment? .....
- 4 Who has a math test at 2:00 p.m. on a Tuesday? .....

## Discover vocabulary Planner events

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Workbook ► Page 8



## Listening strategy



## Understanding the context

The first time you listen, try to figure out who the speakers are and what the situation is. This will help you understand the context of what is happening.



1.02

**4 Study the listening strategy. Then listen and match the conversations 1–4 with the situations a–e. There is one extra situation.**

- |  |                         |
|--|-------------------------|
| a a dentist's office .....             | d a film festival ..... |
| b a conversation between friends ..... | e a school class .....  |
| c a radio program .....                |                         |

**5 Listen again. Write down the days and times for the activities 1–6.**

- 1 the Yankees baseball game .....
- 2 the history exam .....
- 3 the science project .....
- 4 the dentist's appointment .....
- 5 Mark's soccer practice .....
- 6 Lucas's piano lesson .....



**6 Think about your week ahead. Make a list of tasks and events. Include these things:**

- events with family and friends
- school exams, tests, and projects
- appointments
- sports practice and games, music practice



**7 Work in pairs. Find out about your partner's plans. Use the key phrases and ask about:**

- this evening
- the weekend
- the rest of the week
- next week

**Key phrases Talking about plans**

Do you have any plans for ... ?

Are you busy / free on ... ?

I'm busy / free ... on Monday morning / afternoon / evening.

I have ... today / tomorrow / the day after tomorrow.

There's ... this / next Wednesday.

It's ... next week / next Tuesday.



**8 Work in pairs. Discuss how you can organize your plans for the week. Answer the questions and compare your ideas.**

- 1 What can you put on a to-do list?
- 2 What homework do you need to do first?
- 3 Do you need to set alarms for anything?
- 4 Are there any important dates to put in your calendar?
- 5 What are your busiest days? When do you have time to relax?

**9 REFLECT Which time management tips do you think you will use? Why? Compare your opinions.**

## Discover more



**SEARCH ONLINE** and find out about productivity apps for high school students. These are apps that help people to study and to organize their lives. Choose one you like. Tell the class about it. What is it called? What does it do? Why do you like it?



## Writing task



## A forum post about school life

Mason has posted about school and study time on an internet forum and you want to write a reply. Read the post and answer Mason's questions about life at your school.

## Understand the task

- 1 Study the writing task. Why do people use internet forums, chatrooms, and message boards? Do you know or use any?

## Writing strategy



## Thinking about your audience

Before you write, always think about who you are writing for. This will help you to decide what to write and how to write it.

- 2 Study the writing strategy. Then look at *Your World Forum* and answer the questions. Explain your answers.

- 1 Is this forum for teachers, students, or both? .....
- 2 What age do you think the readers of the forum are? .....
- 3 Is the forum for one country or is it international? .....
- 4 Is Sophie's reply formal or informal? How do you know?  
.....
- 5 Does she answer all of Mason's questions?  
.....



Search

## Your World Forum

Login/Register ▼

Entertainment ▼

Advice ▼

Games ▼

Sports ▼

School ▼

Hobbies ▼

## School hours and subjects

[Previous thread](#) [Next thread](#)

Following thread:  
**211**  
people

Mason (USA)



Member since Jun 19

22 Jul

Hi. I'm doing a project about school and study time in different countries. Please post some information about:

- when your school day starts and ends
- how many classes and breaks you have
- which is your favorite day and why
- how much homework you get and how you feel about that
- how you get to school and how long it takes

Thanks!

Next reply

Sophie (Ireland)



Member since Apr 19

22 Jul in reply to [Mason](#)

I'm from Ireland. School starts at 9 o'clock and it ends at four. We get a 20-minute break at 11:00 and there's 40 minutes for lunch at one o'clock. I think 9 o'clock is a good time to start because it's not too early and it's not too late. Mondays seem very long to me because I have difficult subjects and I have double geography at the end of the day. Tuesday's my favorite day because we have PE. I'm in 8th grade and we get a lot of homework – usually between an hour and two hours a day. One hour is OK, but I think two hours is too much. I live eight kilometers from school, so I get a bus. That's an extra 40 minutes, so it's a long day, but I usually do some of my homework on my way home.



### 3 LANGUAGE POINT Study the highlighted words in the forum post on page 12. Check (✓) the correct answer.

We use *because* and *so* ...

- a to give examples ☐
- b to explain why things happen ☐
- c to give answers for problems ☐

#### Think and plan

- 4 Read Mason's post again. What information does he want to know?
- 5 Think about your school and study time. Make notes for each of Mason's questions. Think of examples to support your answers. Use *because* and *so*.

#### Write a first draft

- 6 Write the first draft of your post. Use your notes from exercise 5.

#### Review and edit

- 7 Read through your first draft. Check it and revise it. Then write your final draft.
  - **Content** Does your post answer all of Mason's questions? Do you explain your opinions?
  - **Organization** Are your answers to Mason's questions in the same order as in the forum?
  - **Style** Do you think that your writing style is appropriate for the audience of the forum?

## Reflect

## What is the value of time?

- How much time do we waste?
- Why is sleep important?
- How do we use our free time?
- How can we manage our time?
- How much time do we spend studying?

- 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 13



*I learned that people spend 50 hours every year in traffic!*





**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?

