

Oxford Discover Futures



Classroom Presentation Tool

- On-screen Student Book and Workbook
- Additional Activities
- Class Videos: Factflix and Reflect
- Class Audio



Teacher's Guide

- Course Overview
- Teaching Notes
- Audio and Video Scripts
- Workbook Answer Key



Teacher's Resource Center

- Teacher's Access to Online Practice
- Test Materials
- Additional Teaching Resources
- Class Audio and Video
- Teacher's Guide
- Teacher's Support Materials



Oxford Discover Futures

Teacher's Guide

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2 What do we remember? page 14 What do we remember best? Discover vocabulary <i>Memories</i> Key phrases <i>Talking about memories</i>		How do we store memories? Reading strategy <i>Previewing</i> Discover vocabulary <i>Technology</i>	How reliable is our memory? Discover grammar <i>Talking about past events</i>
Project How much exercise is good for our health? Doing a class survey page 24			
3 How do we know what's the best? page 26 What prizes do we give and why? Discover vocabulary <i>Prizes</i> Key phrases <i>Giving opinions</i>		How can we judge things fairly? Reading strategy <i>Reading online texts</i> Discover vocabulary <i>Suffixes: people</i>	Can we always say what's the best? Discover grammar <i>Making comparisons</i>
4 How do groups work together? page 36 Why do we join groups? Discover vocabulary <i>Groups</i> Key phrases <i>Talking about group activities</i>		How do groups behave? Reading strategy <i>Reading for gist</i> Discover vocabulary <i>Negative prefixes</i>	Why are fans important? Discover grammar <i>Talking about when things happen; Talking about experiences</i>
Project How can we advertise a club? Designing a poster page 46			
5 What do we need to survive? page 48 What's dangerous? Discover vocabulary <i>Risk and danger</i> Key phrases <i>Talking about risk and danger</i>		How can animals help us to survive? Reading strategy <i>Identifying paragraph topics</i> Discover vocabulary <i>Extreme adjectives</i>	How can we survive in the wild? Discover grammar <i>Talking about possibility and probability; Talking about consequences</i>
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8 How can we stay healthy? page 80 What's good for you? Discover vocabulary <i>Health</i> Key phrases <i>Talking about health</i>		Why is happiness good for our health? Reading strategy <i>Summarizing a text</i> Discover vocabulary <i>Noun and verb forms</i>	How can we stay safe? Discover grammar <i>Giving instructions and advice; Making nouns from verbs</i>
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9 Why do we tell stories? page 92 Why do we read fiction? Discover vocabulary <i>Literary genres</i> Key phrases <i>Talking about preferences</i>		What can we learn from stories? Reading strategy <i>Understanding the theme of a story</i> Discover vocabulary <i>Descriptive adverbs</i>	What makes a good story? Discover grammar <i>Using non-defining relative clauses</i>
10 What makes a good place to live? page 102 What makes the perfect city? Discover vocabulary <i>Features of a city</i> Key phrases <i>Agreeing and disagreeing</i>		Why do people live in remote places? Reading strategy <i>Identifying the author's purpose</i> Discover vocabulary <i>Multi-word verbs</i>	Where will we live in the future? Discover grammar <i>Talking about actions in the passive</i>
Discover vocabulary and grammar page 112		Writing workshop page 132	

Life skills

How can we manage our time?

Life skills strategy *Managing your time*
 Listening strategy *Understanding the context*
 Discover vocabulary *Planner events*
 Key phrases *Talking about plans*

How can you improve your memory?

Life skills strategy *Learning to learn: using memory techniques*
 Listening strategy *Listening for gist*
 Discover vocabulary *Study and learning*
 Key phrases *Checking vocabulary*

How can we choose the best products?

Life skills strategy *Being a smart shopper: using information*
 Speaking strategy *Engaging the listener*
 Discover vocabulary *Consumer information*
 Key phrases *Product reviews*

What is good teamwork?

Life skills strategy *Cooperation: organizing group work*
 Speaking strategy *Taking turns*
 Discover vocabulary *Organizing a group trip or event*
 Key phrases *Organizing an event*

Why is it important to be adaptable?

Life skills strategy *Adapting to new situations*
 Listening strategy *Previewing*
 Discover vocabulary *Positive qualities*
 Key phrases *Adapting to new situations*

What can we do with waste?

Life skills strategy *Creative thinking*
 Listening strategy *Listening for specific information*
 Discover vocabulary *Making things*
 Key phrases *Sharing ideas*

What different kinds of intelligence are there?

Life skills strategy *Self-awareness: knowing your skills and abilities*
 Speaking strategy *Giving reasons*
 Discover vocabulary *Skills: nouns and adjectives*
 Key phrases *Talking about skills and preferences*

How can we learn about health?

Life skills strategy *Effective communication*
 Speaking strategy *Effective speaking*
 Discover vocabulary *Describing advertising*
 Key phrases *Persuading*

How do we tell a news story?

Life skills strategy *Comparing online sources*
 Listening strategy *Understanding sequencing*
 Discover vocabulary *Describing news stories*
 Key phrases *Comparing online sources*

What problems do we have when we move?

Life skills strategy *Thinking about others*
 Speaking strategy *Showing empathy*
 Discover vocabulary *Feelings*
 Key phrases *Empathy*

Writing

Reflect videos



How much time do we spend studying?

TASK *A forum post about school life*
 Writing strategy *Thinking about your audience*
 Language point *Explaining cause and effect*
 Reflect

Which days do we remember best?

TASK *A description of a memorable event*
 Writing strategy *Creative thinking: using a mind map*
 Language point *Sequencing words*
 Reflect

How do we explain what's the best?

TASK *A comparison*
 Writing strategy *Thinking of ideas: a comparison diagram*
 Language point *Introducing opinions*
 Reflect

What good work can groups do?

TASK *A description of a charity group*
 Writing strategy *Research: selecting information*
 Language point *Avoiding repetition*
 Reflect

Why do we need to protect nature?

TASK *An information leaflet*
 Writing strategy *Writing a factual text*
 Language point *Introducing examples*
 Reflect

Why is waste a problem?

TASK *A factual article*
 Writing strategy *Planning paragraphs*
 Language point *Introducing information from different sources*
 Reflect

How can intelligence change the world?

TASK *A description of a work of genius*
 Writing strategy *Reviewing your first draft*
 Language point *Time references*
 Reflect

Who is responsible for our health?

TASK *An opinion essay*
 Writing strategy *Reviewing: checking language and punctuation*
 Language point *Introducing opinions*
 Reflect

How can we write a good story?

TASK *A narrative*
 Writing strategy *Engaging the reader*
 Language point *Similes*
 Reflect

Where can I stay during summer vacation?

TASK *A formal letter*
 Writing strategy *Writing a formal letter*
 Language point *Using the correct register*
 Reflect



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 learned 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 instils 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.

Component Overview

FOR THE STUDENT



Student Book

The Student Book contains ten units. Each unit presents students with a unit question, and five lesson questions, encouraging students to examine the world more critically within an inquiry-based learning environment. The Student Book also includes Vocabulary and Grammar reference and practice, Project lessons, Literature lessons, and a Writing workshop.

Workbook

The Workbook provides students with extra practice of the language and strategies taught in class, as well as offering exam preparation material. The wordlist for the level is at the end of the Workbook.



e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Online Practice

The Online Practice offers interactive content that is automatically graded and suitable for self-study.



FOR THE TEACHER



Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Online Practice

Go online to access the Online Practice using the details contained in the Access Card in the back of the Teacher's Guide. The Online Practice enables teachers to create online classes and track their students' progress. The platform also offers access to the Teacher's Resource Center for a wealth of tests and extra teaching resources.



Classroom Presentation Tools

The *Student Book Classroom Presentation Tool* is an interactive Student Book with autocorrect functionality, keys for suggested answers, audio, videos, and additional activities to support the Student Book content.

The *Workbook Classroom Presentation Tool* is an interactive Workbook with autocorrect functionality, keys for suggested answers, and audio.

The Classroom Presentation Tools can be downloaded from Oxford Learner's Bookshelf and used offline, online, or via a web browser.

Factflix videos

The Factflix videos offer an introduction to each unit.

Reflect videos

The Reflect videos cover each unit question and review all of the lesson questions. The version without narration is to stimulate students' own thinking about the topic and the unit questions before they hear the second version with narration.



Teacher's Resource Center

The Teacher's Resource Center contains additional materials to supplement the course content:

- tests
- worksheets
- videos
- audio
- audio and video scripts, answer keys, wordlists
- professional development support.

Class Audio CDs

The Class Audio CDs support teaching in class and contain recordings for all the Reading to learn texts, listening exercises, and tests.



Supplementary Resources

Here you will find a range of titles which best complement *Oxford Discover Futures*, whether you want additional resources for your students, or to expand your own knowledge of teaching and learning.

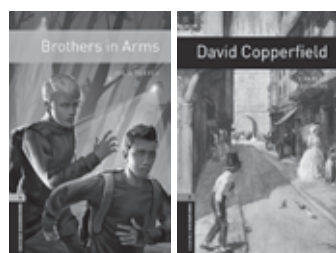
Readers

Oxford Bookworms Library

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

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

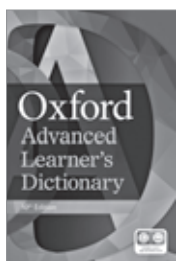
www.oup.com/elt/gradedreading



Dictionary

OALD 10th edition

Oxford Advanced Learner's Dictionary builds English vocabulary better than ever before and leads the way to more confident, successful communication in English.



- Use the dictionary as a teaching tool to enhance your students' learning in the classroom.
- Build learners' vocabulary – and help them to use it.
- Expand on the core vocabulary from your coursebook with the Oxford 3000 and Oxford 5000.

Oxford 3000™ and Oxford 5000™

Aligned to the Common European Framework of Reference for Languages (CEFR), the word lists have been carefully researched and developed together with vocabulary experts.

The **Oxford 3000™** is a list of 3000 core words and it covers up to 75% of words that learners at A1 to B2 level need to know.

The **Oxford 5000™** is an expanded core word list for advanced learners of English. As well as the Oxford 3000 core word list, it includes an additional 2000 words that are aligned to the CEFR, guiding advanced learners at B2 to C1 level on the most useful high-level words to expand their vocabulary.

Find out more at www.oxford3000.com

Professional development

Focus on Assessment

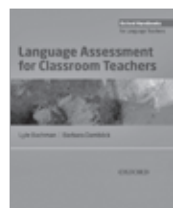
By Eunice Eunhee Jang



Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.

Language Assessment for Classroom Teachers

By Lyle Bachman and Barbara Damböck



This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers.

English Medium Instruction

By Ernesto Macaro



Against a backdrop of theory, policy documents, and examples of practice, this book weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students.

Position Papers

Get expert advice to power your teaching

Our mission is to empower the global ELT community to teach and learn in the most successful way. To achieve this goal, we work with leading researchers and practitioners advising on the key issues shaping language education today. We are proud to share with you a wealth of insights informed by research and classroom practice to power your teaching.

Download our position papers to access evidence-based guidance, exclusive training, and resources for your classroom at www.oup.com/elt/expert

Effective feedback: the key to successful assessment for learning

Get practical recommendations from our experts on giving empowering feedback to learners.

The role of the first language in English Medium Instruction

Learn the benefits for your students in using their first language as well as English, and get practical recommendations from our experts for effective EMI and CLIL programs.

Global Skills: Creating empowered 21st century citizens

Get practical recommendations from our experts on teaching Global Skills in the classroom.

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.

Unit opener page content:

- Unit question:** What do we remember best?
- Lesson question:** What do we remember best?
- Activities:**
 - Watch the Factfix video. What personal memories do Max and Amy mention?
 - Work in pairs. Talk about the events below. Which do you remember most clearly? Why?
 - 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 ...

Classroom Presentation Tool interface content:

- Unit question:** What do we remember best?
- Lesson question:** What do we remember best?
- Activities:**
 - Watch the Factfix video. What personal memories do Max and Amy mention?
 - Work in pairs. Talk about the events below. Which do you remember most clearly? Why?
 - 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 ...

Factfix video

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

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.

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.

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.

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 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 Aunilan'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	
- 5 Read the article again. What other words are similar in your language?
- 6 TALKING POINTS Discuss the questions.
 - 1 Do you think that Aunilan has a useful skill? Why? / Why not?
 - 2 Is it a waste of time to learn facts?
 - 3 What do you remember 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 **scrapping** is. What do people put on Scrapping? 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 Aunilan Hayman can. Say any date to Aunilan – first, 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 Aunilan has a condition called **hyperthymnesia**, which means he can remember almost everything. "It's like the dates have pictures," he says.

Unlike Aunilan, 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 ...

What does "a couple of clicks away" mean?

What does "the past in your pocket" mean?

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

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

Match the word to the correct meaning.

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281. **hyperthymnesia** (noun) *the ability to remember a large amount of information*

282. **hyperthymnesia** (noun) *the ability to remember a large amount*

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.



An additional activity provides further support with the target grammar.

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

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 travelling through icy waters 400 kilometres 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

Student book A Page 118 Grammar A

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 travelling 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 15. 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.

Language
in use

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 night 4 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 **link in English**. Memorize it and then tell the class.

18

Unit 2 What do we remember?

Unit 2 What do we remember?

19

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.

[illegible][illegible]

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.

The spread is divided into two main sections: 'Life skills strategy' on the left (pages 20-21) and 'Key phrases' on the right (pages 20-21).

Life skills strategy (Page 20): The title is 'How can you improve your memory?'. It includes a 'Life skills strategy' icon and a 'Learning to learn: using memory techniques' section. The text says: '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.' There are three numbered steps: 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. 3. Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner. A 'Study tip' box says: 'Do you use it? What do you think of it?'. Below this is a 'Study tips: Remembering vocabulary' section with four numbered steps: 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 words every few days and test yourself. 4. Make example sentences or stories. If you want to remember a list or a group of words, make sentences or stories with them. A 'Discover vocabulary Study and learning' box at the bottom says: 'Student Book • Page 14 Workbook • Page 18'.

Key phrases (Page 21): The title is 'How can you improve your memory?'. It includes a 'Life skills' icon and a 'Practice remembering vocabulary' section. The text says: 'Find five words on page 20 and test your partner. Use the key phrases to help you.' There are two numbered steps: 3. Practice remembering vocabulary. Find five words on page 20 and test your partner. Use the key phrases to help you. 4. Read the preview of the Memory Masters podcast. Which methods do you think that the memory athletes use to help them remember? A 'Key phrases' box contains: '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?'. Below this is a 'MIND MATTERS' section with the title 'Episode 10' and the subtitle 'MEMORY MASTERS - Can you train your brain like an expert?'. The text says: '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 500 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?'. A 'Listening strategy' section says: '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.' There are five numbered steps: 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 brains make 'connections / links'. 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? A 'Discover more' box at the bottom says: 'SEARCH ONLINE and find out more about memory competitions and Grand Masters of Memory. Write a fact sheet with five interesting pieces of information.' A 'Shopping List' box contains: 'Bananas, Oranges, T-shirt, Socks, Shampoo, 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.

Listening / Speaking strategy

Students learn and apply either a listening or speaking strategy. These help students to develop communication skills that can be applied inside or outside of the classroom, in L1 or L2 environments. They are designed to complement the life skills strategy.

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.

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

3 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?

4 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

8 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?
- Organisation 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 stay remembered?
- 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.

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?

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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.

xiv Student Book Guided Tour

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.
- 3 What questions do you think were in the survey?
- 4 Choose the correct answers (1-4) to complete the captions.
- 5 Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.

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?	When?	Where?
1			
2			
3			
4			
5			

4 Listen to the same four students planning task 1 of the project. Complete the top row of the What? 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?	When?
What do we need to do?	When do we need to do it?
What's the first / second / third / fourth / next / last task?	When do we need to do it by?
How should we do that?	When do we need to do it by?
I think it's better to ...	When do we need to do it by?

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 20 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

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 9-10)	Good (scores 6-7)	Fair (scores 3-4)	Poor (scores 1-2)
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 make 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 and 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.

- What is the writer's opinion about the essay topic?
- How many reasons does the writer give to support his/her opinion?
- What are the reasons?
- Where in the essay does the writer explain each of these reasons?
- How does the writer begin the essay?
- 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.

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

Writing tip 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: _____

Reason 2: _____
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.

- What is the most famous novel that Robert Louis Stevenson wrote? Do you know this story?
- When did Robert Louis Stevenson write *From a Railway Carriage*?
- 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.

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

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

From a Railway Carriage
Faster than fairs, faster than wishes,
Bridges and houses, bridges and wishes,
And moving along like troops in a battle,
All through the meadows the horses and cattle,
All of the signs of the hill and the plain
Fly as thick as 'Moring rain,
And ever again, as the wheel of an eye,
Painted stations 'neath its eye,
Here is a child who 'scrambles and scurries,
All by himself and gathering 'scrambles;
Here is a 'strange who stands and gazes,
And there is the 'space for strapping the dunes!
Here is a cart on wheels in the road,
'Mopping along with man and load,
And here is a mill and there is a river,
Each a 'glimpse and gone forever!

Glossary
'Mopping along - moving forward quickly and steadily
'scrambles - jumps about in the air, often in a playful way
'scrambles - jumps about in the air, often in a playful way
'strange - a person who is different from others
'space for strapping the dunes - a small area of grass where you can sit and make cushions from daisy flowers
'Mopping along - jumping up and down
'glimpse - when you see something for a very short time

Literature A poem

Interpret

4 Answer the questions.

- Which three verbs in the first verse give the idea of speed?
- The second verse is like a series of photos taken from the train. Which three people are in the photos? What are they doing?
- 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?

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.

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

- Underline the words that rhyme. Which lines rhyme together?
- How do the rhymes affect the feeling of "The Swing"?
- "The Swing" and "The 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,
Broom and barn and cattle and all
Over the county-side -
Till I look down on the garden green,
Down on the roof and fence -
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 than the texts students are used to from the main units, helping to develop their reading stamina.

Literature A short story

About the Author
The author of the short story is...

1 Read the short story and answer the questions.

- What is the title of the short story?
- What is the main idea of the short story?
- What is the main character's name?
- What is the main character's problem?
- How does the main character solve the problem?
- What is the main character's feeling at the end of the story?

2 Read the short story and answer the questions.

- What is the title of the short story?
- What is the main idea of the short story?
- What is the main character's name?
- What is the main character's problem?
- How does the main character solve the problem?
- What is the main character's feeling at the end of the story?

Literature A play

About the Author
The author of the play is...

1 Read the play and answer the questions.

- What is the title of the play?
- What is the main idea of the play?
- What is the main character's name?
- What is the main character's problem?
- How does the main character solve the problem?
- What is the main character's feeling at the end of the play?

2 Read the play and answer the questions.

- What is the title of the play?
- What is the main idea of the play?
- What is the main character's name?
- What is the main character's problem?
- How does the main character solve the problem?
- What is the main character's feeling at the end of the play?