# Oxford Discover



# 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 Material**



# Parel Discover FUILLINGS

# Teacher's Guide

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Factflix videos



# Reading to learn

# Language in use

- What connects us? page 4 Why do we want to fit in? Discover vocabulary Fitting in Key phrases Talking about similarities and differences
- What do places mean to us? page 14 How do places get their names? Discover vocabulary Settlements Key phrases Talking about places and origins

How can we develop empathy? Reading strategy Identifying the author's

Discover vocabulary Forming nouns from verbs

Why do places disappear? Reading strategy Scanning for specific information Discover vocabulary Synonyms

How do people adapt and change? Discover grammar Talking about past states and habits; Talking

What do we notice about places?

about adapting to change

Discover grammar Talking about past events; Talking about past actions connected to the present

# Project What makes a place interesting to visit? Designing a travel guide page 24

How do we choose our food? page 26 What is the environmental impact of our food? Discover vocabulary The life cycle of food Key phrases Talking about food choices

What influences our diet? Reading strategy Figuring out meaning from context

Discover vocabulary Collocations

How do we feed our cities? Discover grammar Using the passive

What makes a hero? page 36 What qualities do heroes have? Discover vocabulary Describing heroes Key phrases Talking about personal qualities How can someone be both hero and villain? Reading strategy Identifying facts and

opinions Discover vocabulary Negative prefixes

What is a hero's journey? Discover grammar Using relative clauses

# Project How does someone become a hero? Designing a digital timeline page 46

How do we use numbers? page 48 Which numbers are in our everyday lives? Discover vocabulary Numbers and measurements Key phrases Asking about numbers

Which numbers can we find in nature? Reading strategy Topic sentences Discover vocabulary Verb + preposition

Who thinks in numbers? Discover grammar Talking about ability and possibility; Talking about deduction

Why are we fascinated by movies? page 58 What makes a movie enjoyable? Discover vocabulary Movies Key phrases Talking about movies

How have movies changed with the times? Reading strategy Understanding pronouns and references

Discover vocabulary Compound adiectives

Why do we like happy endings? Discover grammar Talking about likely and unlikely consequences; Talking about hypothetical consequences in the past

# Project How can we film a movie scene? Making a movie scene page 68

What is the world of work like? page 70 What is the right job for you? Discover vocabulary Career skills and qualities Key phrases Talking about future careers

Should we follow our dreams? Reading strategy How to deal with difficult texts Discover vocabulary Multi-word verbs (1)

Is there a right age to start work?

Discover grammar Talking about obligation, prohibition, and permission

What impact do sports have on our world? page 80 What are the benefits of sports? Discover vocabulary Sports values Key phrases Talking about benefits

What is the real cost of sports? Reading strategy Reading fluently Discover vocabulary Other prefixes

How can sports change people's lives? Discover grammar Using reported speech

# **Project** How difficult would it be to live without plastic? Taking part in a class debate page 90

Why are the seas and oceans so important? page 92 What threats do our seas and oceans face? Discover vocabulary Seas and oceans Key phrases Talking about problems and solutions

the deep sea? Reading strategy Answering multiplechoice questions

How much do we know about

Discover vocabulary Noun + preposition

the future? Discover grammar Talking about the future: predictions, completed actions, and actions in progress

How will coastlines change in

How does age change us? page 102 Is there an ideal age for everything? Discover vocabulary Ages and stages Key phrases Talking about age

What are the challenges of adolescence?

Reading strategy Summarizing a text Discover vocabulary Multi-word verbs (2)

What can we learn from different generations?

Discover grammar Gerunds and infinitives

# Life skills

# Writing

# Reflect videos



#### How can we influence people positively?

Life skills strategy Being a positive influence

Listening strategy Answering multiple-choice questions

Discover vocabulary Influencing Key phrases Influencing people

# How do we read maps?

Life skills strategy Understanding maps

**Listening strategy** Identifying advantages and disadvantages

Discover vocabulary Maps Key phrases Reading a map

# What makes a place special?

Who do we care about most?

TASK An opinion essay

TASK A description of a place

Writing strategy Developing your ideas

Writing strategy Deciding on a topic

Language point Introducing opinions

Language point Adjective order

Reflect

Reflect

# What's in your food?

Life skills strategy Understanding food labels Listening strategy Listening for numbers Discover vocabulary Food and nutrition

Key phrases Analyzing information

#### How can you deal with an emergency?

Life skills strategy Dealing with difficult situations
Speaking strategy Asking for clarification
Discover vocabulary Emergencies
Key phrases Making decisions under pressure

#### What's the connection between food and culture?

TASK A description of a popular food

Writing strategy Researching information online Language point Reporting what sources say

Reflect

#### Who is your role model?

TASK A description of a person you admire Writing strategy Supporting your opinion Language point Attitude adverbs

Reflect

# How can math help with money?

Life skills strategy How to manage your money Listening strategy Recognizing context Discover vocabulary Money and budgeting Key phrases Talking about money

# How do you engage an audience?

Life skills strategy Creating interesting content Speaking strategy Speaking with an audience Discover vocabulary Documentaries Key phrases Choosing the right questions

# How can we learn about each other through numbers?

TASK A report on a survey

Writing strategy Writing an introduction
Language point Using approximate language

Reflect

# What movies do you recommend?

TASK A review

Writing strategy Writing a conclusion

Language point Gradable and non-gradable adjectives

Reflect

#### How can you make a good first impression?

Life skills strategy Making a good impression
Speaking strategy Answering interview questions
Discover vocabulary First impressions
Key phrases Doing an interview

# What are employers looking for?

TASK A cover email

Writing strategy Presenting your good points

Language point Words and phrases for extra information

Reflect

# How can we deal with failure?

Life skills strategy Thinking positively Speaking strategy Being a good listener Discover vocabulary Success and failure Key phrases Talking about failure

# Why is winning so important?

TASK An article

Writing strategy Engaging your reader Language point Using present tenses

Reflect

#### How can we deal with plastic?

Life skills strategy Encouraging action Speaking strategy Disagreeing Discover vocabulary Campaigns Key phrases Evaluating ideas

# How can we help protect our seas and oceans?

TASK A proposal

Writing strategy Using bullet points Language point Words for giving results

Reflect

#### How can we manage disagreements?

Life skills strategy Managing disagreements
Listening strategy Listening for specific points
Discover vocabulary Disagreement
Key phrases Managing disagreements

#### At what age do you become an adult?

TASK A for and against essay

Writing strategy Giving a balanced argument Language point Introducing contrasting ideas

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, openended, 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 empathy is important.
- Can you think of a time when you empathized with someone in a difficult situation?
- Why do some people find it difficult to empathize?
- How can we improve our empathy?

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.



# 05

# **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

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**

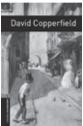
# **Oxford Bookworms Library**

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

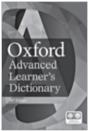




# **Dictionary**

# 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.



# **-○** Factflix video

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

# 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.



# **Reading to learn**

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

# Classroom Presentation Tool

An additional activity provides further support with the reading text.

# Lesson question -

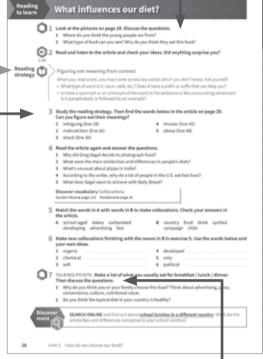
Reading to learn opens with a new lesson question, prompting students to consider the unit question from a different perspective.

# **Before reading**

Students engage in a pre-reading activity to help familiarize themselves with the reading text before they read it.

# Reading strategy -

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





# Reading .

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.

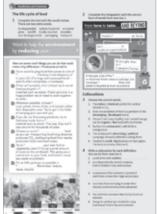
# Think questions

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

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

# Language in use

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



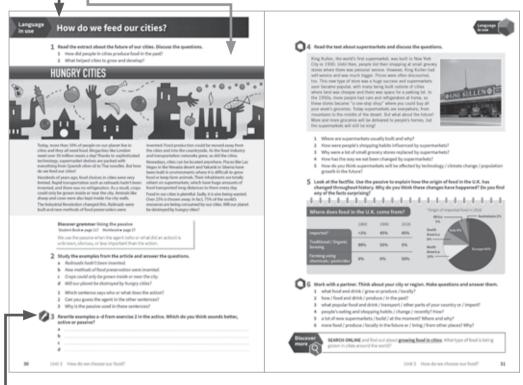
An additional activity provides further support with the target grammar.

# Lesson question •

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

# **Grammar in context**

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



# Grammar in use

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





# Discover grammar

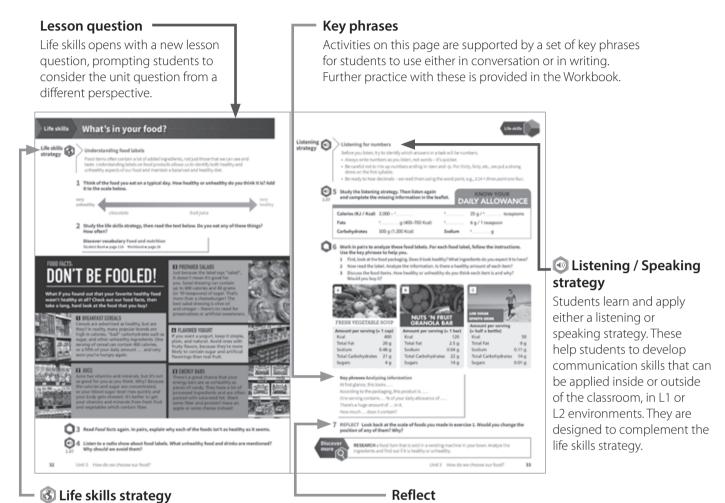
Students are directed to the back of the Student Book for a more technical look at the grammar point, including explanations and additional guidance on the form. Further practice with the grammar is provided in the Workbook.

# Life skills

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



An additional activity provides further support with the key phrases.



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.

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.



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

# Lesson question -

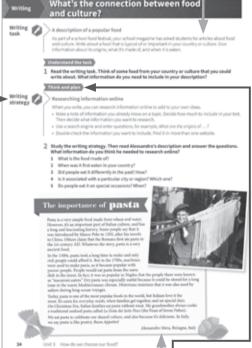
Writing opens with a new lesson question, prompting students to consider the unit question from a different perspective.

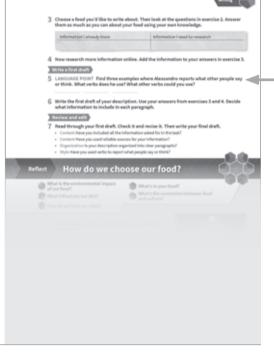
# Writing task

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.



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





# 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

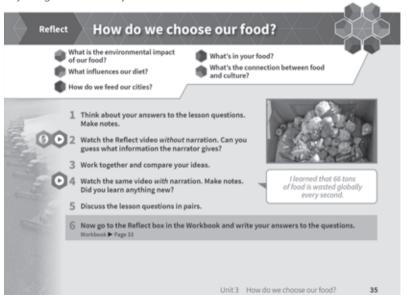
The Reflect panel encourages students to think about all five lesson questions in light of everything they have learned over the course of the unit.

# 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)

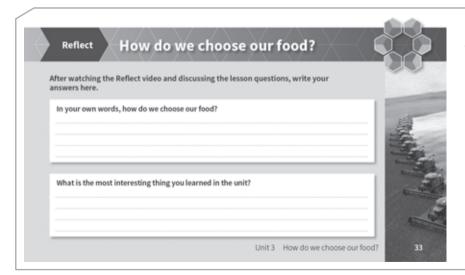
Students watch the full narrated version of the Reflect video. The content provides input on all five of the lesson questions, refreshing students' minds on the themes and ideas presented over the unit. Students can compare their predictions with the actual narration. They are also prompted to comment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











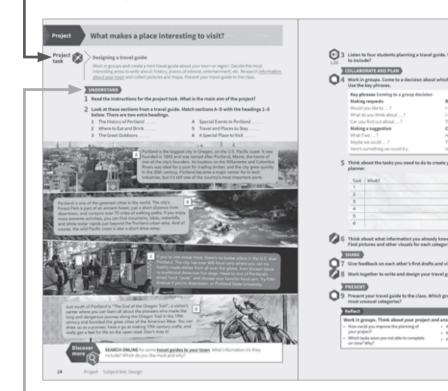
Students are directed to the Workbook to personalize their answer to the overarching unit question and comment on the most interesting thing that they learned.

# **Projects**

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

# **Project task**

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



# **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.

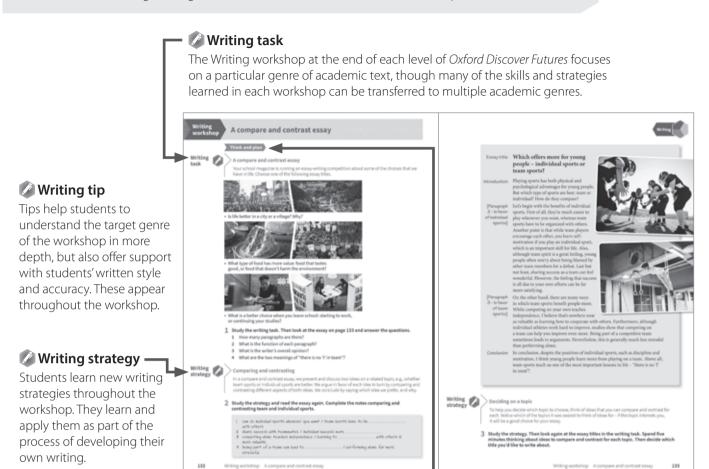
# 21st Century Skills Assessment

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."

Project: What makes a place interesting to visit?							
	Excellent (scores 8–10)	Good (scores 5–7)	Fair (scores 2–4)	Poor (scores 0–1)			
Collaboration	Listened attentively and contributed effectively with peers to plan the tasks and complete the project planner. Made valuable suggestions during the preparation of the survey and the chart. Participated enthusiastically while conducting the survey and presenting the chart.	Listened well and contributed to the completion of the project planner. Made helpful suggestions during the preparation of the survey and the chart. Participated in collecting the survey and the survey results and presenting the chart.	Needed reminders to stay on task. Could have shown more enthusiasm and contributed more towards the project planner, the survey, and the presentation.	Struggled to work with peers. Made limited contribution to the project planner. Was refuctant to participate in conducting the survey or presenting the chart.			
Communication	Consistently used clear, concise, and specific language in formulating the survey questions. Spoke clearly and effectively during the project planning, the survey, and the presentation.	Frequently used clear, concise, and specific questions in formulating the survey questions. Spoke, for the most part, clearly and effectively during the project.	Survey questions could have been clearer, simpler, and more specific. Made some effort to speak effectively during the project.	Survey questions were either incomplete or vague. Made little attempt to speak during the project.			
Creativity	Presented the survey results clearly and with originality. The chart was bold and vivid. The presentation held the audience's attention throughout.	The chart was clear and the audience were engaged during the presentation.	The survey results could have been presented in a more interes way in order to engage the audience's attention.	The presentation was unclear, lacked thought, and did not engage the audience.			
Critical thinking	Was able to clearly justify why the survey results were interesting. During reflection on the project, the analysis was detailed and thoughtful, clearly highlighting areas that needed improvement.	Was able to justify to a great extent why the survey results were interesting. When reflecting on the project, the analysis was thoughtful, indicating some areas that needed improvement.	Was able to justify to some extent why the survey results were interesting. When reflecting on the project, the analysis was brief and could have been more thoughtful.	Struggled to justify why the survey results were interesting. When reflecting on the project, responses to the questions were either incomplete or hastily completed.			

# **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.



# 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

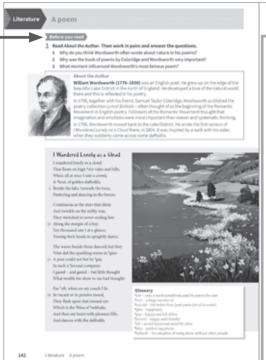
These pages offer reading practice with a variety of literary genres and the opportunity for deeper literary analysis to develop students' study skills. The four Literature lessons can be used flexibly for self-study or group work at any point during the course.

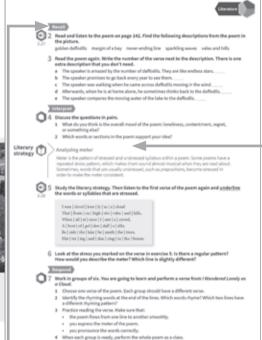
# Classroom Presentation Tool

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.





# Literary strategy

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

# **Text analysis**

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

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

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

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

# Multiple literary genres

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

