

# 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 Material





# Oxford Discover Futures

## Teacher's Guide

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## Unit

## Factflix videos



## Reading to learn

## Language in use

### 1 How is music a part of our lives? **page 4**

#### How does music influence us?

Discover vocabulary *Music*

Key phrases *Talking about music in your life*

#### How does music connect us?

Reading strategy *Identifying paragraph topics*

Discover vocabulary *Abstract nouns*

#### How has technology changed music?

Discover grammar *Describing trends; Verbs that can be used as nouns*

### 2 What is the value of money? **page 14**

#### Why does money exist?

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#### Why don't prices stay the same?

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### **Project** How can you plan a music festival? Planning a music festival **page 24**

### 3 Why do we read? **page 26**

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Discover vocabulary *Books and reading*

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#### How can images tell a story?

Reading strategy *Interpreting visual clues*

Discover vocabulary *Graphic novels*

#### How do we tell stories?

Discover grammar *Talking about past habits and changing states; Narrative tenses*

### 4 Why do we compete? **page 36**

#### Does competition make us better?

Discover vocabulary *Competition*

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#### How does competition affect the natural world?

Reading strategy *Using prefixes to guess meaning*

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### **Project** How can you tell a story in one minute? Making a short movie **page 46**

### 5 How do we remember the past? **page 48**

#### Why do we have museums?

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#### Who owns museum objects?

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### 6 What is special about home? **page 58**

#### What does "home" mean to you?

Discover vocabulary *Houses and homes*

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Reading strategy *Comparing poems*

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#### Why do we value our possessions?

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### **Project** How do we evaluate people from history? Taking part in a balloon debate **page 68**

### 7 Why do colors matter? **page 70**

#### Do colors have a meaning?

Discover vocabulary *Color idioms*

Key phrases *Talking about the meaning of colors*

#### How can colors affect us?

Reading strategy *Reading critically*

Discover vocabulary *Adjective / Noun families*

#### How is color used to celebrate?

Discover grammar *Passives; have / get something done*

### 8 How does water affect our lives? **page 80**

#### Why is water valuable?

Discover vocabulary *Water*

Key phrases *Describing cause and effect*

#### How do we get drinking water?

Reading strategy *Understanding figurative meaning*

Discover vocabulary *Prefixes (2)*

#### How does water affect our homes?

Discover grammar *Modifying comparisons*

### **Project** What can scientific experiments tell us about colors? Conducting a scientific experiment **page 90**

### 9 Is speed important? **page 92**

#### What's the need for speed?

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Discover grammar *Reduced relative clauses; Reflexive and reciprocal pronouns*

### 10 Why do we need art? **page 102**

#### What is the purpose of art?

Discover vocabulary *Visual arts*

Key phrases *Talking about art*

#### Does art reflect our cultural identity?

Reading strategy *Making inferences*

Discover vocabulary *Dependent prepositions*

#### How can art change communities?

Discover grammar *Auxiliaries for emphasis and reply questions*



## Life skills

### How does sound affect us?

Life skills strategy *Finding how you focus*  
 Speaking strategy *Making a recommendation*  
 Discover vocabulary *Adjectives to describe sounds*  
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### How can we use money to help people?

Life skills strategy *Making a group decision*  
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 Discover vocabulary *World problems and solutions*  
 Key phrases *Disagreeing politely*

### How can we give information in a text?

Life skills strategy *Presenting data with infographics*  
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### How do people deal with pressure?

Life skills strategy *Performing well under pressure*  
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### What can the past teach us?

Life skills strategy *How to learn from past mistakes*  
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### How should we organize our personal space?

Life skills strategy *How to plan, prioritize, and organize*  
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### How does our love of color impact the environment?

Life skills strategy *Understanding our impact on the environment*  
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Life skills strategy *Staying safe on the roads*  
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### How can we be more observant?

Life skills strategy *Developing your powers of observation*  
 Listening strategy *Listening for gist*  
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## Writing

## Reflect videos



### How can music and musicians help society?

TASK *Competition entry*  
 Writing strategy *Writing persuasively*  
 Language point *Ordering events*

#### Reflect

### Does money make us happy?

TASK *An opinion essay about money*  
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#### Reflect

### Is where we read and how we read changing?

TASK *A for and against essay*  
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#### Reflect

### How does competition influence our free time?

TASK *A report on a survey*  
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 Language point *Evidence verbs*

#### Reflect

### What should we remember?

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#### Reflect

### What do you like about your home?

TASK *A description of your favorite room*  
 Writing strategy *Noticing and describing*  
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#### Reflect

### Why is color important in the natural world?

TASK *A factual essay about colors in nature*  
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#### Reflect

### How can our actions affect water?

TASK *A cause-and-effect essay*  
 Writing strategy *Writing a cause-and-effect essay*  
 Language point *Cause and effect verbs*

#### Reflect

### How does speed make us feel?

TASK *A description of an experience*  
 Writing strategy *Making your description interesting*  
 Language point *Describing feelings*

#### Reflect

### How do artists influence others?

TASK *A biography*  
 Writing strategy *Using a timeline to plan a biography*  
 Language point *Expressions for describing a life*

#### 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 how music connects us.*
- *Can you think of a time when music strongly affected your emotions or your mood?*
- *Why do you think people's tastes in music are so different?*
- *How do different types of music make you feel?*

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

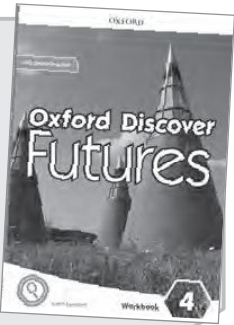


### Student Book

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.

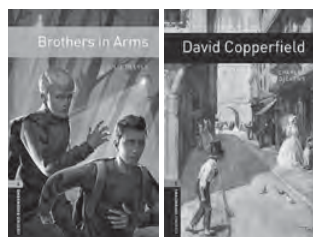
### Readers

#### 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.

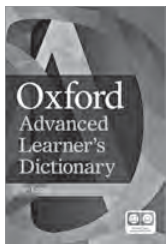
[www.oup.com/elt/gradedreading](http://www.oup.com/elt/gradedreading)



### Dictionary

#### OALD 10<sup>th</sup> 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](http://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

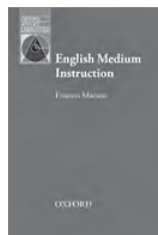
This book provides teachers with an entirely new approach to developing and using classroom-based language assessments. This approach is based on current theory and practice in the field of language assessment and on an understanding of the assessment needs of classroom teachers.



#### 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](http://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.

**How is MUSIC a part of our lives?**

What does music bring to your life?

**VIDEO** Learning about music in daily life

**READING** Identifying paragraph topics

**LANGUAGE IN USE** Describing trends, texts that can be used as nouns

**LIFE SKILLS** Finding how you focus

**SPEAKING** Making a recommendation

**WRITING** Writing persuasively

**How does music influence us?**

1. Look at the picture and discuss the question. Where and when do we listen to music? Why?

2. Work in pairs to do the quiz. Which questions are hard to answer?

**The music in our lives**

1. Is music as "important" as a long:  
a with memorable lyrics... b that repeats itself in your head...  
c with a fast tempo.

2. The maximum number of tracks a music app can have is:  
a 20 million... b 10 million... c 3 million

3. Music influences our circadian rhythm, which is:  
a how we move... b how we feel... c how we sleep

4. Shopping malls and stores use playlists or background music to:  
a entertain us... b make us stay longer... c encourage us to shop quickly

5. Research suggests that we associate colors with a feeling with:  
a bitter flavors... b salty flavors... c sweet flavors

6. The genres and melodies we hear throughout our life are usually from:  
a our childhood... b our teenage years... c our adult years

**Discover vocabulary** Music  
Student Book ► Page 112... Workbook ► Page 6

3. Watch the Factflix video and check your answers. Which answers surprised you?

4. Watch the video again. How many hours does the average teenager listen to music each day? What about you?

5. Work in pairs. Discuss the questions.

1. What music do you usually listen to? What genres / artists?

2. Where and when do you listen to it?

3. What impact does the music have on you?

4. Do you think you will listen to the same music in five years' time?

**Key phrases** Thinking about music in your life  
The best I like... ..a good result for...  
I wouldn't be happy... ..My brother listens to it all...  
It sounds like... ..

**Discover more** **SEARCH ONLINE** about how music affects our emotions  
Why can different types of music affect our emotions?

### 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.

### Icons



speaking activity



writing activity



listening activity



video activity



additional activity (Classroom Presentation Tool only)

## Reading to learn

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



## Classroom Presentation Tool

An additional activity provides further support with the reading text.

### Lesson question

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

### Before reading

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

### Reading strategy

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

**Reading to learn**

**How does music connect us?**

1 Was music important a) 100 years ago? b) 2,000 years ago? c) 10,000 years ago? How do you think it was used in everyday life (e.g., for entertainment, for work)? Discuss in pairs.

2 Read and listen to the article about music on page 7. Write your answers in exercise 3 correct?

**Reading strategy**

1 Identifying paragraph topics

Write a question for each paragraph in the box. Use the questions to help you identify the main topic of each paragraph. Write your questions in the box.

2 Study the reading strategy. Then identify the main message of each paragraph and complete the chart. Compare your ideas in pairs.

3 Introduce the idea that music is an important part of society.

4 Read the text again and answer the questions.

5 Find these nouns in the article and answer the questions.

6 **TALKING POINTS** Discuss the questions.

**Discover more**

SEARCH ONLINE For more information, visit the Golden Record on Voyager 1. What did it contain? What was the message? What was the message to Earthlings?

**WHERE WORDS FAIL, MUSIC SPEAKS**

On September 5, 1977, a space probe was launched by NASA from Cape Canaveral in Florida. The space probe was called Voyager 1 and its purpose was to explore the outer limits of our solar system and beyond. Inside Voyager 1 was a very special cargo – the Golden Record. It was a disc that contained images, written documents, sounds, and music from our planet. It was a collection of the best of our world, a collection of the best of our culture, a collection of the best of our humanity.

Another explanation is that music is similar to spoken language. It has a rhythm and a melody, and it can convey emotions and ideas in a way that words cannot. Music is a universal language that transcends borders and cultures. It is a language that speaks to the heart and soul of every person.

Music has always played a part in society. It has been used to celebrate, to mourn, to inspire, and to connect people. It is a powerful force that has shaped our world and our lives. It is a language that we all understand, and it is a language that we all love.

### 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.



## Classroom Presentation Tool

An additional activity provides further support with the target grammar.

### Lesson question

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

### Grammar in context

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

**Language in use**

**How has technology changed music?**

1 Read the article about trends in music. What is a "trend"? Which of these trends have influenced the way you consume music?

**Music matters: trends in technology**

In the last 40 years, the music industry has changed dramatically. In the 1980s, the compact disc (CD) became popular and sales of vinyl records decreased steadily. CDs were durable and cheap for record companies; they cost one dollar to manufacture, but were sold for \$14! As a result, profits rose sharply. However, in 2001 the first iPod was launched. People had access to digital downloads and streaming services, so sales of CDs declined slowly, as well as profits. Since then, smartphone ownership and streaming services have increased significantly.

During the same period, there has been a dramatic rise in the number of musicians on social media, with artists looking for new ways to attract listeners. It's difficult to make money from social media platforms, but there has still been a sharp jump in the number of blogs, vlogs, and podcasts.

Today, the number of musicians who tour is also increasing rapidly in the USA. The live music industry has been growing steadily every year. At the same time, the number of fans at concerts is going up gradually. In 2018 over two million fans attended Taylor Swift concerts in the USA. In the same year, Ed Sheeran made a staggering \$432 million from his music tour worldwide! Touring seems to be the future of the music industry.

**Discover grammar** Describing trends

Student Book ► Page 121      Workbook ► Page 7

1 Study the examples from the article below and answer the questions.

- in the 1980s ... sales of vinyl records decreased steadily.
- ... an example of CDs declined slowly.
- Since then smartphone ownership has increased significantly.
- In the USA, the live music industry has been growing steadily every year.

- Which sentences describe a downward trend?
- Which sentences describe an upward trend?
- Which sentences describe trends that have stopped or are complete?
- Which sentences describe trends that are still developing?

**Language in use**

3 Study the charts showing trends in headphone use. Complete the sentences with a verb and an adverb.

fell    grew    increased    jumped    decreased    gradually    slightly    steadily

1 The number of people who use earbuds ...

2 Since 2013, the number of people who use headphones ...

3 The number of fans who listen to loud music every day ...

4 The number of fans with hearing loss ...

**Discover grammar** Verbs that can be used as nouns

Student Book ► Page 121      Workbook ► Page 7

4 Study the examples from the article and answer the questions.

- Which sentences use an adjective?
- Which sentences use an adverb?
- How does the word order change?

- There has been a dramatic rise in the number of musicians on social media.
- The number of musicians on social media has risen dramatically.
- There has been a sharp increase in the number of blogs.
- The number of blogs has increased sharply.

5 Rewrite these sentences using the words in parentheses.

- The number of digital radio stations has increased dramatically. (increased)
- There has been ... a dramatic increase in the number of digital radio stations.
- The price of concert tickets has risen steadily. (steadily)
- There ...
- In 2018, there was a significant drop in the number of record stores. (dropped)
- In 2018, the ...
- In 2012, the number of hours we used headphones jumped sharply. (jumped)
- There ...
- The popularity of CDs has fallen considerably since 2000. (fell)
- There ...

6 How do you think these current trends in music will develop? Will they rise or fall? Are there any other trends or technology that you think will change music?

CDs    hologram popstars    live concerts    music festivals    streaming music    vinyl records    virtual reality    wireless earbuds

**Discover more**

RESEARCH music ... research your class ... Ask about musical trends that you think will change music. What type of music will be popular in 10 years? How will it be different from the music we have today? Write about any trends you predict.

### 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.

**Unit 1**

**Describing trends**

1 Complete the sentences about trends in the music industry using the words in the box.

**Words to use:** increase, decrease, rise, fall, grow, drop, jump, decline, rise, fall, grow, drop, jump, decline

2 Complete the sentences about trends in the music industry using the words in the box.

**Words to use:** increase, decrease, rise, fall, grow, drop, jump, decline, rise, fall, grow, drop, jump, decline

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## Life skills

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



## Classroom Presentation Tool

An additional activity provides further support with the key phrases.

### Lesson question

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

### Key phrases

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

**Life skills** **How does sound affect us?**

**Life skills strategy**

**1 Finding how you focus**

1. Study the life skills strategy. How do you decide what to listen to?

2. Listen to six extracts and discuss where you might hear these sounds, for example, on a beach, in a computer game, in the street. How would you describe them? Use the adjectives below to complete the chart.

adjective: startling confusing distracting annoying irritating  
relaxing soothing stimulating stressful tedious upbeat

Extract	Where you might hear it	Adjectives to describe it
1		
2		
3		
4		
5		
6		

3. How do the extracts affect you?

Discover vocabulary: adjectives to describe the sounds.  
(Student Book ► Page 112) (Workbook ► Page 6)

**4 Listen to a talk about soundscapes. In what four ways does sound affect us?**

5. Listen again and answer the questions.

- How do our bodies react to sounds associated with danger?
- Which sound has a similar tempo to our heart rate when we are sleeping?
- How do advertising agencies use sound?
- Why is listening relaxing?
- Why are many work spaces bad for our productivity?
- What type of sounds make us feel uncomfortable?
- Why do shopping malls use music with a slower tempo?
- In what ways can music with a fast tempo help us?

Unit 1: How is music a part of our lives?

**Life skills**

6. Study the life skills strategy again. Then look at the different activities below. Which type of soundscape might be suitable for each activity and why?

Waking up in the morning      Getting ready for a party  
Traveling to school      Reviewing for an exam  
Cleaning your bedroom      Going to bed

**Speaking strategy**

**7 Making a recommendation**

Making a recommendation is about offering good suggestions. We suggest that you do this using the key phrases:

- I think you should consider... / I think you should try...
- I think you should think about... / I think you should think about...
- I think you should think about... / I think you should think about...

8. Study the speaking strategy. Then work in groups. Think about what these places are used for and the type of activities people do there. Consider the type of behavior you want to encourage.

9. Now design a playlist for three of the places in exercise 7. Consider the outcomes you want to achieve, and make recommendations.

**Key phrases** Predicting outcomes and making recommendations

I predict / I expect / I think / I believe / I imagine / I think / I expect / I think / I believe / I imagine	I think / I expect / I think / I believe / I imagine / I think / I expect / I think / I believe / I imagine
I think / I expect / I think / I believe / I imagine / I think / I expect / I think / I believe / I imagine	I think / I expect / I think / I believe / I imagine / I think / I expect / I think / I believe / I imagine

10. REFLECT: Are there any changes you can make to your daily soundscapes to help you be more productive or to create a healthier environment?

**Discover more**

SEARCH ONLINE and find out about the soundscapes in your area and how they affect you.

Unit 1: How is music a part of our lives?

### 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.

### Life skills strategy

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

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

### Reflect

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



# Writing

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



## Classroom Presentation Tool

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

### Lesson question

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



### Writing task

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



### Writing strategy

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

**Writing** How can music and musicians help society?

**Writing task** Competition entry

Write a competition entry for a music prize. Read the text below. Then write a competition entry about a musician who has made a difference to society. Use the ideas in the text to help you. Write about 100-120 words. You have 15 minutes.

**Understanding the task**

- Read the writing task and answer the questions:
  - Who are you writing for? Where will the competition entry appear?
  - What do you have to write about?
  - Check the things you think should appear in your competition entry:
 

a balanced argument	dates	facts
direct quotes	an evaluation	opinion
		a record review
- Read the competition entry about Chance the Rapper and check your ideas.

**Writing strategy** Writing persuasively

If you want to persuade someone that your idea is better than theirs, you need to:

- use strong evidence to support your ideas
- use persuasive language to make your ideas sound better
- use persuasive language to make your ideas sound better
- use persuasive language to make your ideas sound better

**3 Study the writing strategy and the competition entry below. Answer the questions.**

- How does the writer introduce his/her opinion? Which evaluative adjectives does he/she use?
- Can you find a rhetorical question? What effect does this have?
- Can you find any examples of the writer directly addressing the reader? Why do they do this?

**My hero: Chance the Rapper**

Chance the Rapper is a talented rap artist from Chicago in the USA. He has achieved a lot of success in recent years and has used his fame to support many good causes. He has also helped to improve the lives of many people in his hometown. He has been named one of the most influential people in the world. He has also been named one of the most influential people in the world. He has also been named one of the most influential people in the world.

**Think and plan**

- Now choose an artist or band you think has made a difference. Discuss these questions:
  - Who is the artist / band? What type of music do they play?
  - Where are they from and how did they become successful?
  - How have they used their success to make a difference? Have they supported any charities or made a difference to their communities?

**Writing** How is music a part of our lives?

**Writing task** Competition entry

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  - Where are they from and how did they become successful?
  - How have they used their success to make a difference? Have they supported any charities or made a difference to their communities?

### 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

How is music a part of our lives?

How does music influence us?

How does sound affect us?

How does music connect us?

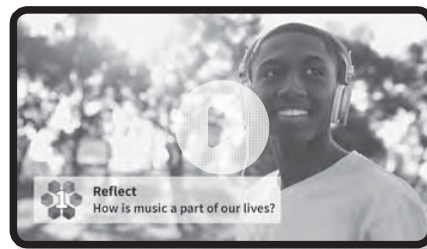
How can music and musicians help society?

How has technology changed music?

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

Workbook ▶ Page 13

Unit 1 How is music a part of our lives? 13



Reflect

How is music a part of our lives?

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

In your own words, how is music a part of our lives?

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

Unit 1 How is music a part of our lives? 13

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



# Projects

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

## Project task

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

### Project

#### How can you plan a music festival?

**Project task**

**Planning a music festival**

Read the instructions for the project task and the How to plan a music festival information below. In groups, answer the questions.

- How long will your music festival be?
- What are the advantages and disadvantages of choosing a small venue?
- What kind of things do you want to put on?
- Which will need to be higher: your total expenses or your total income?

**UNDERSTAND**

1 Read the instructions for the project task and the How to plan a music festival information below. In groups, answer the questions.

2 Listen to a group discussing the festival plans. Complete the festival information.

3 Look at the income and expenses sheets from the group's plan and complete them, using a calculator, if necessary. Then listen and check. Would you be interested in going to this festival? Why? Why not?

**COLLABORATE AND PLAN**

4 Work in groups. Discuss which of these venues would be best for your festival.

5 Work through the steps in the advice in exercise 1 to plan your festival. Copy and complete the income and expenses sheets, putting in your own choices and numbers. Use a calculator and make sure you balance your budget.

**SHARE**

6 In your group, prepare a short presentation about your festival, including an information form like the one in exercise 2. Explain how you are going to balance your budget.

**PRESENT**

7 Present your festival to the class. Listen to the other groups' festival ideas, and choose the festival that you think will be most successful financially.

**REFLECT**

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

- What aspects do you think have the greatest effect on how financially successful a festival will be?
- Did a lot of people think your festival would be successful financially? Why? / Why not?
- Was it easy to balance your budget? Why? / Why not?
- Would you like to organize music festivals in real life? Why? / Why not?

**EXPENSES SHEET**

Items	Cost (each)	Quantity	Total
<b>Venue</b>			
Bands / Singers (if per stage)	\$15,000	2	\$30,000
with very little experience	free	4	\$0
starting to be known in your country	\$10,000	1	\$10,000
famous in several countries	\$100,000	1	\$100,000
<b>Advertising</b>			
billboard	\$3 (per 1000)	2,000	\$6,000
<b>Optional extras</b>			
security machine	\$200	1	\$200
fireworks	\$100 (per min)	5	\$5,000
<b>TOTAL EXPENSES</b>			
<b>INCOME - EXPENSES</b>			

**COLLABORATE AND PLAN**

4 Work in groups. Discuss which of these venues would be best for your festival.

**Sports field**

100,000 capacity

10,000

\$10,000

**Old cinema**

2,000 capacity

2,000

\$10,000

**City park**

10,000 capacity

2 stages

\$10,000

5 Work through the steps in the advice in exercise 1 to plan your festival. Copy and complete the income and expenses sheets, putting in your own choices and numbers. Use a calculator and make sure you balance your budget.

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- Would you like to organize music festivals in real life? Why? / Why not?

## 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 can you plan a music festival?

	Excellent (scores 8-10)	Good (scores 5-7)	Fair (scores 2-4)	Poor (scores 0-1)
<b>Collaboration</b>	While discussing plans for the music festival, listened attentively to peers. Made significant contributions throughout the project.	While discussing plans for the music festival, listened to peers. Made contributions throughout the project.	While discussing plans for the music festival, occasionally needed to be prompted to listen to peers. Made a few contributions throughout the project.	While discussing plans for the music festival, struggled to focus while listening to peers. Made very few contributions throughout the project.
<b>Communication</b>	Presentation was clear and effectively captured the venue, date and selling points of the festival. Clearly and convincingly explained how the budget would be balanced.	Presentation was not very clear and left some aspects of the festival unanswered. Some areas of how the budget would be balanced were explained.	Presentation was not very clear and left many aspects of the festival unanswered. Many aspects of how the budget would be balanced were not explained clearly.	The festival's name did not spark much interest. A few of the selling points captured one's imagination, but the pros and cons were not very strong. Struggled to convince other groups as to why their financial position was strong.
<b>Creativity</b>	The festival's name immediately hooked the audience. The selling points were unique and captured one's imagination.	The festival's name was interesting. Most of the selling points captured one's imagination.	The festival's name did not spark much interest. A few of the selling points captured one's imagination, but the pros and cons were not very strong. Struggled to convince other groups as to why their financial position was strong.	There was not much evidence to show that pros and cons were laid out before making the final decisions for the music festival. Did not put in any effort to convince other groups as to why their financial position was strong.
<b>Critical thinking</b>	Pros and cons were clearly laid out before the final decisions for the music festival was made. Used logical reasoning and could convince other groups as to why their financial position was strong.	Pros and cons were clearly laid out before the final decisions for the music festival was made. For the most part, could convince other groups as to why their financial position was strong.	The pros and cons were not very strong. Struggled to convince other groups as to why their financial position was strong.	There was not much evidence to show that pros and cons were laid out before making the final decisions for the music festival. Did not put in any effort to convince other groups as to why their financial position was strong.

Oxford Discover  
Futures 4

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## 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** A cause-and-effect essay

**Writing task**

A cause-and-effect essay

Step 1: Read the text and underline the causes and effects. Write down the causes and effects in your notebook.

Step 2: Write a paragraph about the causes and effects of the cashless society. Use the ideas you have written down.

**Writing strategy**

1. Who is the essay for? Who will read it?

2. What do you have to do in the essay?

3. Identify the causes and effects

4. Study the strategy. Write the phrases below under Causes and Effects for each topic.

Causes	Effects
The cashless society	
Robots in the workplace	
Mass tourism	
Factory farming	
Urbanization	

**Writing tip**

1. Study the tip and choose a topic from the list in the writing task on page 132. Tell a partner why you have chosen this topic.

2. Work in pairs. Think of as many causes and effects as possible for your topic in one minute. Try doing the same with another topic. Which topic will be easier to write about?

## 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**

- 1 Read About the Author. Then decide if the sentences are (T) or false (F). Compare and discuss your answers in groups using evidence from the text.
  - 1 Maya Angelou was well known in her own lifetime.
  - 2 She had a calm and easy early life.
  - 3 Her work and ideas were well respected.

**About the Author**

**Maya Angelou (1929-2014)** was an American poet, writer, and actress. She had a turbulent childhood, which she described in her autobiography *I Know Why the Caged Bird Sings*. This book won her one of the first African American women to appear on the *Time* magazine list, just as it has been translated into seventeen languages. Maya Angelou's work was a combination of poetry and prose. Her poems' themes include oppression, suffering, and facing discrimination. She received over fifty honorary degrees during her life. Her poem *Still I Rise* was used by Nelson Mandela, the first black president of South Africa, at his inauguration in 1995.

**2 Read and listen to the poem *Life Doesn't Frighten Me* by Maya Angelou. Identify the "point of view" of the poem (who is narrating it) by answering the questions below. Give evidence for your ideas.**

- 1 Do you think the person speaking is a child, a teenager, or an adult? Why?
- 2 Do you think the person is male or female? Why?

***Life Doesn't Frighten Me***

Shadows on the wall  
Noses down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
Big ghosts in a crowd  
Life doesn't frighten me at all

Mean old "Widder" Grewie  
Lovers on the stove  
They don't frighten me at all

Dragons breathing flame  
Ok my "cousin" papa  
That doesn't frighten me at all

I go hear  
"Make them shoo"  
I make fun  
"You're cryin'  
So they fly  
I just smile  
They go wild  
Life doesn't frighten me at all

Footstep in the park  
Strangers in the dark  
No, they don't frighten me at all

The new classroom where  
They yell me out  
I know little girls  
With their hair in curl  
They don't frighten me at all

Don't show me frogs and snakes  
And holes for my screen  
If I'm afraid at all  
We only in my dream

I've got a "tough" chant  
That I keep up my sleeve  
I can walk the mean blue  
And never lose my nerve

Life doesn't frighten me at all  
Not at all  
Not at all  
Not at all  
Life doesn't frighten me at all

**Glossary**

*Widder* - a woman whose husband has died  
*scared* - frightened  
*scared* - a feeling of being afraid  
*scared* - a feeling of being afraid  
*scared* - a feeling of being afraid

**Literature**

**Recall**

- 1 Read and listen to the poem again. Answer the questions.
  - 1 The narrator describes a wide variety of frightening things in the poem. Give two examples of real things mentioned and two examples of imaginary or unlikely things.
  - 2 What is the difference between the frightening things described in stanza one and those in stanza two?
  - 3 How does the perspective of the narrator change in stanza two? What is she describing here?
  - 4 How does the rhythm change in stanza five? What effect does this have?
  - 5 What point of view does the narrator mention later in the poem? How do we know that it's correct?
  - 6 What does this secret subject allow the narrator to do?

**Interpret**

**Literary strategy**

**Using repetition**

Repetition is the use of the same word or phrase over and over again. It is a powerful tool for creating rhythm and emphasis in a poem.

**Study the strategy. Then answer the questions about repetition in the poem.**

- 1 What is the main element of repetition in the poem?
- 2 What mood does the repetition create? One of anger, defiance, scorn, or sadness? Why?
- 3 How does the poet use the repetition? Why does she use it?
- 4 What do the personified verbs in some of the repeated lines?
- 5 How does the poem benefit from the use of repetition? Think of a range of different ideas.

**Respond**

- 1 Do you think the narrator of this poem is truly brave? Or is she somehow trying to convince herself that she's brave? Discuss your answers with a partner. Refer back to the poem.

**Work in groups. Imagine you are going to learn and perform this poem to younger students at your school. It will be part of an assembly celebrating bravery and courage.**

- 1 Read the poem aloud together. Make sure that your rhyme the words correctly in the couplets, e.g., "wall, ball. Watch out for lines 33 to 40 where the rhyme scheme is different.
- 2 Consider how you are going to perform the poem for maximum effect. Think about:
  - how you are going to divide the lines and stanzas within your group
  - how you could use music, gestures, or movement to enhance the meaning and mood
  - how you could vary your voices throughout the poem, e.g., vary the volume
- 3 Learn and rehearse the poem in groups. Ensure that it will be engaging for the younger students.
- 4 Each group performs its poem for the class.
- 5 Reflect back on the performance with a partner. Which group's performance would be most appealing to the younger students? Why?

**Now write your own version of the first four stanzas of the poem.**

- 1 Brainstorm some examples of frightening things with a partner.
- 2 Use your list to help you start writing the stanzas. Use an online rhyming dictionary to help you find the rhymes at the end of the lines.
- 3 Read your stanzas aloud in small groups. Which stanzas have the best rhyme? Which have the best examples of frightening things?

### Literary strategy

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

### Text analysis

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

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

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

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

### Multiple literary genres

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

**Literature An autobiography extract**

**My Family and Other Animals**

**The World as a Bird**

**Julian Green: Part of *At 2 Stone 8* begins with a visit to his mother's grave.**

**Part of *At 2 Stone 8* The companion shows their plot against Center.**