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# Oxford Discover Futures

Student Book

1

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**Reflect**

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**VIDEO** Learning about memories

**READING** Previewing

**LANGUAGE IN USE** Talking about past events

**LIFE SKILLS** Learning to learn: using memory techniques

**LISTENING** Listening for gist

**WRITING** Creative thinking: using a mind map

# What do we REMEMBER?

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



# What do we remember best?

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

**2** Work in pairs. Ask and answer the questions.

## Do you remember ... ?

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

## Discover vocabulary Memories

Student Book ► Page 114

Workbook ► Page 16

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

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



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

Tell me about ...

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

## Key phrases Talking about memories

Do you remember ... ?

What do you remember about ... ?

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

I remember feeling ...

That brings back memories.

That reminds me of ...

Discover more



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

Reading  
strategy



## Previewing

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

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

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



1.03

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

**3 Answer the questions.**

- 1 Does the article answer the question in the title?
- 2 Why does the author start the article with Aurelien’s story?
- 3 In what way is “the past in your pocket”?
- 4 Why have smartphones changed our habits?
- 5 Explain the “Google Effect.”
- 6 What does the author want us to buy and why?

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

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

### Discover vocabulary Technology

Student Book ► Page 114

Workbook ► Page 16

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



**6 TALKING POINTS Discuss the questions.**

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

Discover  
more



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

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

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

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

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

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

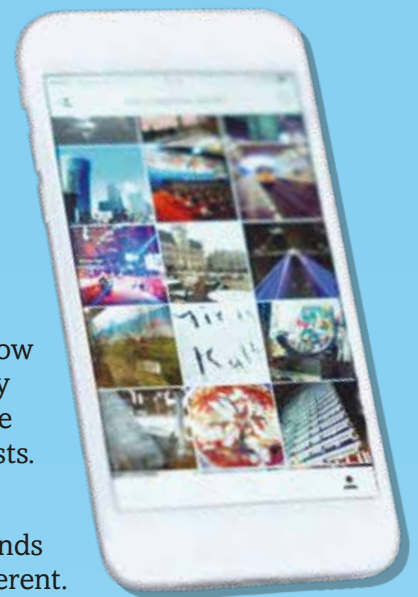
Here’s a problem though – imagine you look up one sunny day and the cloud disappears. If a virus eats our data, do we lose the records, memories, and knowledge of a whole generation? Perhaps it’s time to memorize a few phone numbers and buy a photo album, diary, and a notebook, just in case . . .

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

What does “24/7” mean?

How does the author play with the word “cloud”?

What does “a couple of clicks away” mean?



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

## The *Titanic* – One event, different memories

Was the band really playing when the ship sank?



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

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

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

### Discover grammar Talking about past events

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Workbook ► Page 17

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

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

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

.....

.....

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

.....

.....

c *Three hours later, the Titanic sank.*

.....

.....



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



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

**5** Follow the instructions in *Memory Experiment 3*.



# MEMORY EXPERIMENTS

## 1 How does time affect our memory?

*Can you remember?*

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

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



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

## 3 Do we remember better together?

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

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



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



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

Discover  
more



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

**Life skills strategy**



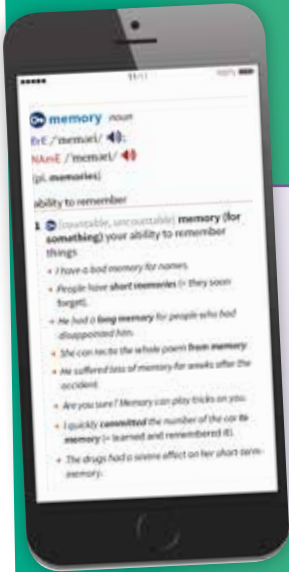
## Learning to learn: using memory techniques

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

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

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

## Study tips: Remembering vocabulary



**1 Make connections between words.**  
Try to learn words in groups.

**2 Use your phone.**  
Record words on your phone. Listen to the words and repeat them.  
Find apps to review and practice vocabulary.  
Use online dictionaries to look up words and check pronunciation.

**3 Make vocabulary cards.**  
Write down new words on cards and write the translation or definition on the other side. Look at different cards every few days and test yourself.

memorize	
(verb)	to learn something so that you will remember it exactly

**4 Make example sentences or stories.**  
If you want to remember a list or a group of words, create sentences or memorable short stories with them.

May 1st was a memorable day that I will always remember and never forget.

← Opposites →  
fantastic / terrible

Word families

happy, happiness, happily

Photo, photo album, photographer, photographic

Topics

Memory: memory, remember, memorize, forget, remind, memorable

### Discover vocabulary Study and learning

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Workbook ► Page 18

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

**Key phrases** **Checking vocabulary**

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

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



## MIND MATTERS

Episode 10

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

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

**Listening strategy**



**Listening for gist**

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

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

1.04

The podcast is mainly about a <sup>1</sup>memory master / memory technique. Sally Hall describes how we can remember <sup>2</sup>a shopping list / the rooms in our house. The technique works because our brain makes <sup>3</sup>connections / lists.

- 6** Listen again. Which words and places can you remember from Sally's memory journey? Write these down.
- 7** Invent a memory journey using all of the words in the shopping list. Use your imagination.
- 8** Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?
- 9 REFLECT** Think again about the memory techniques from exercise 2. Which will you try using? Why?

Shopping List

banana  
 crisps  
 T-shirt  
 sneakers  
 shampoo  
 water

**Discover more**



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

**Writing task**



**A description of a memorable event**

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

**Understand the task**

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



a carnival



a fun school trip



a family wedding

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

**Think and plan**

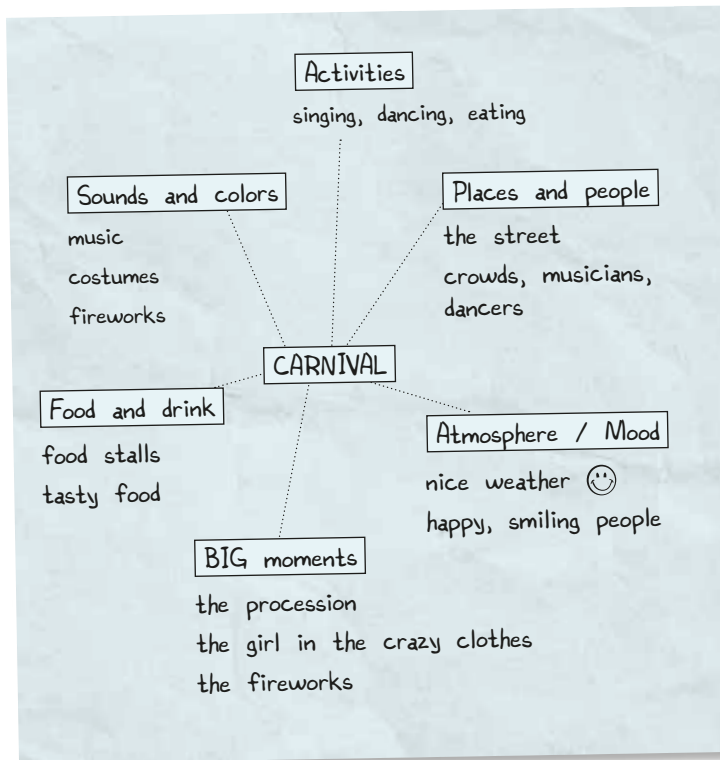
**Writing strategy**



**Creative thinking: using a mind map**

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

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



**A day to remember**

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

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

By Maria

#### 4 Make your own mind map for your article. Follow the instructions.

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

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

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

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

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

#### Write a first draft

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

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

#### Review and edit

#### 8 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Does your article include details to explain why the event was enjoyable and memorable?
- **Content** Does your article include ideas from your mind map?
- **Organization** Is your article organized into three paragraphs?
- **Style** Did you include sequencing words to order the events in your article?

## Reflect

# What do we remember?

 What do we remember best?

 How do we store memories?

 How reliable is our memory?

 How can you improve your memory?

 Which days do we remember best?

#### 1 Think about your answers to the lesson questions. Make notes.

#### 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

#### 3 Work together and compare your ideas.

#### 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

#### 5 Discuss the lesson questions in pairs.

#### 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 23



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

**Project task**



**Doing a class survey**

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

**UNDERSTAND**

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

## Do Young People Do Enough EXERCISE?

We all know that exercise is good for our health, but are we doing enough exercise in our daily lives? Experts say that young people should do at least **60 minutes** of moderate physical activity per day.

Here are some of the results of a recent survey about exercise among young people in England.

**A Exercise per day**

**'More than three quarters / Less than a quarter of the people we surveyed do enough exercise each day.'**

**B Days per week walking to or from school**

**39% of the people we surveyed <sup>2</sup>never walk to school / walk to school at least one day per week.**

**C Time watching TV per day**

**Most of the people we surveyed watch <sup>3</sup>more than / less than two hours of TV per day.**

**D Types of exercise outside school**

**<sup>4</sup>Less than half / Most of the people we surveyed go to a sports club or gym outside of school, but 61% go walking, and 83% do some other kind of exercise.**

## COLLABORATE AND PLAN



- 3** Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the *What?* column in the project planner with the items below.

1.05

choose topics for questions   discuss results with class   do the survey  
prepare a chart   write questions and answers

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



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

1.06



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

**Key phrases Planning****What?**

What do we need to do?

What's the first / second / third / fourth / next / last task?

**How?**

How should we do that?

I think it's better to ...

**Who?**

(Katie), why don't you ... ?

Should we ... individually / in pairs / as a group?

**When?**

We need to ... before / after we ...

When do we need to do it by?

We need to ... by tomorrow / Thursday.

- 6** Write four multiple-choice questions about exercise and health for your group's class survey. For example:

*How much exercise do you do per day?*

*a less than 29 minutes   b from 30 to 59 minutes   c at least 60 minutes*

- 7** Do the survey and record the answers.

## SHARE



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

## PRESENT



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

## Reflect

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

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

Memories 1.22

bring back a memory forget forgetful memorable  
memorize memory remember remind unforgettable

1 Match A-E with 1-5 to make conversations.

A I'm really forgetful. I can never remember people's names.

B I've forgotten what our French homework is. Can you remind me?

C Look. Does this photo bring back any memories?

D It's your dad's birthday next week. Don't forget to buy him a present!

E Why is there a note on your desk?

- ..... Don't worry. I always remember important things like that.
- ..... Always say them out loud. That can improve your memory!
- ..... It's to remind me to go to soccer practice.
- ..... Wow! That's me on my first day at school!
- ..... Sure. We have to memorize this list of verbs.

2 Answer the questions with your own ideas.

- Write down a date that's important to you. Why is it memorable?.....
- Have you ever forgotten anything important? What was it?.....
- Have you seen a movie, TV show, or concert that was unforgettable? What was it? When did you see it?.....

Technology 1.23

app click the cloud data digital internet online  
playlist post smartphone virus

3 Complete the sentences with the correct words.

- Sara is on vacation in London. She's written a ..... about it on her blog.
- I don't go to the mall very often. If I want to buy something, I usually buy it .....
- Alan has an ..... on his phone that tells him how far he's cycled.
- You must be careful if you get an email from someone you don't know. It could contain a .....
- The cloud contains ..... about millions of people.
- When you've finished writing the email, ..... "send."

4 Match the pictures A-E with the sentences 1-5.



- I have plenty of apps on my new smartphone. ....
- Don't click on that button. You might get a virus! ....
- Listen! There are some great songs on this playlist. ....
- Have you read the latest post on the school website? ....
- Think carefully before you put personal data online. ....

Study and learning 1.24

check definition example look up practice record  
repeat review translation write down

5 Match the definitions 1-9 with the correct words.

- what something means in another language .....
- to look for information about something, online or in a book .....
- to prepare for an exam by studying carefully .....
- this explains the meaning of a word .....
- to put words on paper .....
- to say something more than once .....
- to make absolutely sure that something is correct .....
- something that explains or supports what you say .....
- to put songs or words on a device so that you can listen to them again later .....

6 Complete the sentences with your own ideas.

- If I'm going to have an exam, I usually start to review .....
- Our teacher sometimes has to repeat things because .....
- If I hear an English word I don't understand, I usually .....
- I write things down in my notebook if .....
- The definition of education is .....



## Talking about past events

We use the **simple past** form to talk about completed actions.

*Did Lisa visit Rome last weekend?  
No, she didn't. She visited Paris.  
What did she see?  
She saw the Eiffel Tower.*

When we use the **simple past** form, we often say when the action happened, e.g., *last winter, in 1999, ten minutes ago.*

*I watched an exciting movie yesterday evening.*

We form the **simple past**:

Affirmative (+) and negative (-)
I / You / He / She / It / We / They <b>listened</b> to the radio. I / You / He / She / It / We / They <b>didn't read</b> a book.
Questions and short answers
<b>Did</b> I / you / he / she / it / we / they <b>watch</b> the news on TV? Yes, I / you / he / she / it / we / they <b>did</b> . No, I / you / he / she / it / we / they <b>didn't</b> .

The form of the **simple past** for regular verbs is the same for every subject (*I, you, he, etc.*). We add *-ed* to form the **simple past** of most regular verbs. With irregular verbs, we do not add *-ed* for the **simple past** form. There are no rules; you need to learn the forms, e.g., *go* ► *went*, *do* ► *did*.

We use the **past continuous** form to talk about an action in progress at a time in the past.

*What were you doing at 9:30 last night?  
We were watching TV.*

We also use the **past continuous** form for an action that continues for a long time.

*It was raining all day yesterday.*

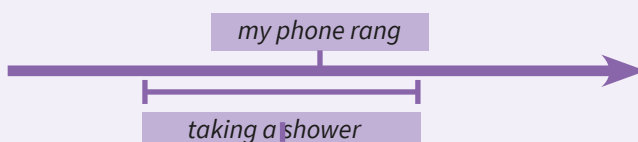
We form the **past continuous**:

subject + the verb *be* in the past + *-ing* form of the verb

Affirmative (+)
I / He / She / It <b>was having</b> lunch. You / We / They <b>were working</b> on a project.
Negative (-)
I / He / She / It <b>wasn't eating</b> pizza. You / We / They <b>weren't watching</b> TV.
Questions and short answers
<b>Was</b> I / he / she / it <b>watching</b> the news on TV? Yes, I / he / she / it <b>was</b> . No, I / he / she / it <b>wasn't</b> . <b>Were</b> you / we / they <b>working</b> on a history project? Yes, you / we / they <b>were</b> . No, you / we / they <b>weren't</b> .

We often use the **simple past** and the **past continuous** forms together for actions that happened at the same time. We use the **past continuous** form for the longer action and the **simple past** form for the shorter action.

*I was taking a shower when my phone rang.*



**Tip** We often use *when* or *while* to talk about two actions that happened at the same time.

We use *when* + a shorter action (**simple past**) or *while* + a longer action (**past continuous**).

*We were watching TV when our friends arrived.*

*I made a phone call while I was waiting for the bus.*

Some verbs aren't used with the past continuous form. These are called **stative** verbs, e.g., *like, prefer, see, want*.

*We liked the music at Tony's party last night.*

(**NOT** *We were liking the music at Tony's party last night.*)

*I didn't want to go swimming yesterday afternoon.*

(**NOT** *I wasn't wanting to go swimming yesterday afternoon.*)

## 1 Complete the sentences with *when* or *while*.

- ..... the bus arrived, everyone quickly got on.
- ..... I was standing in line, a man pushed past me.
- Rick started laughing ..... he realized that it had all been a joke.
- Jenny wasn't wearing her coat ..... she got off the train.
- We were packing our suitcases ..... you were watching TV.

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

AUG  
23

# TERRIBLE DAY!

Today <sup>1</sup>..... (be) a complete disaster! I <sup>2</sup>..... (go) to bed early last night because today was our first basketball game of the season. But my alarm clock <sup>3</sup>..... (not work), so I <sup>4</sup>..... (wake up) late. I <sup>5</sup>..... (miss) the start of the game! While I <sup>6</sup>..... (run) to the gym, I <sup>7</sup>..... (fall) and <sup>8</sup>..... (cut) my knee. When I finally <sup>9</sup>..... (arrive), my team <sup>10</sup>..... (play) really badly and the score was 24–4!

I <sup>11</sup>..... (not can) play because of my knee! I don't want to tell you the final score! 😞

And there's more: while we <sup>12</sup>..... (walk) home after the game, Jenny <sup>13</sup>..... (tell) me that there were no tickets left for the music festival next week.

That's it. I'm going to bed. I want to forget this day ever happened!

Writing task



An opinion essay

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

Think and plan



Writing tip

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

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

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

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

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

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

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

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



Writing strategy



Generating ideas

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

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

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

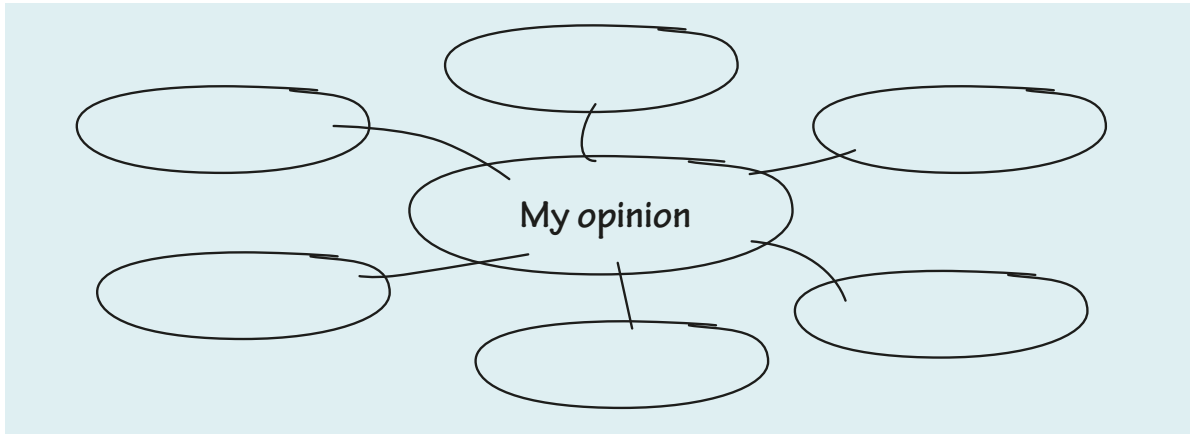


**3 Think about your answers from exercise 1. What is your opinion about the topic in the writing task? Choose one of the options below.**

I think we should exercise more at school.

I don't think we should exercise more at school.

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



**Writing strategy**



**Selecting ideas**

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

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

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

**Writing strategy**



**Organizing your ideas into paragraphs**

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

**6 Study the strategy. Complete the paragraph plan below.**

**Paragraph plan: Should we exercise more at school?**

My opinion: .....

Introduction

reason 1: .....

detail: .....

detail: .....

detail: .....

reason 2: .....

detail: .....

detail: .....

detail: .....

Conclusion

## Drafting

### Writing strategy



### Writing an introduction

The introduction is the first paragraph of your essay. It introduces the topic you are writing about. In the introduction of an opinion essay, we usually:

- make a general statement about the topic
- state our opinion about the topic
- write a sentence that leads into the body of the essay.

**1 Study the strategy and the introduction of the opinion essay on page 132. Complete the key phrases with the words and phrases used in the essay.**

#### Key phrases Writing introductions

Most people say . . .

Everybody / Nobody thinks . . .

..... people I know . . .

I think / I do not think . . .

..... / In my view, . . .

There are many facts in favor of my opinion.

There is a lot of evidence to support my point of view.

There are ..... why I believe this.

**2 Study the tip. Then plan the first sentence of your introduction. Use the questions below to help you.**

- 1 What do your friends and family say about exercising at school?
- 2 What opportunities do you have to exercise at your school?
- 3 How many students exercise at your school?



### Writing tip

Essays use neutral or formal language. You should not use short forms. For example:

*I am* (NOT *I'm*)

*I do not* (NOT *I don't*)

*I have been* (NOT *I've been*)



**3 Write the introduction to your essay below. Use the key phrases to help you.**

.....

.....

.....

.....





**Writing strategy**



**Structuring paragraphs**

Each body paragraph of your opinion essay should have three or four sentences. In each paragraph, you should:

- give a reason for your opinion
- give some details about the reason
- explain the result of the reason.

**4 Study the strategy and the two body paragraphs in the essay on page 132. For each paragraph answer the questions below.**

- 1 What reason does the writer give to support their opinion?
- 2 What details does the writer give about the reason?
- 3 According to the writer, what is the result of the reason?



**Writing tip**

In an opinion essay, you need to express your opinion several times. Try to use a different phrase each time.

**Key phrases Expressing an opinion**

I think / I do not think ...	To my mind, ...
From my point of view, ...	.....
As far as I'm concerned, ...	.....

**5 Study the tip above. Find two more phrases for expressing opinions in the essay on page 132.**



**Writing tip**

Think about the best order to present your opinions. Start each body paragraph of your opinion essay with a sequencing word or phrase. This will make your essay easier to follow.

**6 Study the tip above. Complete the key phrases for sequencing with the words used in the essay on page 132.**

**Key phrases Sequencing**

First of all, ...  
 .....  
 To begin / start with, ...  
 Another reason is ...  
 .....  
 More importantly, ...



**7 Study the reasons and details in your paragraph plan on page 133. Write the two body paragraphs of your essay below. Use the key phrases for expressing your opinions, and choose a sequencing word or phrase to begin each paragraph.**

.....

.....

.....

.....

.....

.....

.....

.....

Writing strategy 

Writing a conclusion

The conclusion is the final paragraph of an essay. It summarizes what you have written in your essay without introducing any new ideas. In the conclusion of an opinion essay, we usually:

- restate our opinion
- summarize the reasons that support our opinion.

**8 Study the strategy and the conclusion of the essay on page 132 and answer the questions.**

- 1 Which line in the conclusion restates the writer’s opinion about joining a sports team?
- 2 Which line summarizes the writer’s opinion?
- 3 Does the writer use the same words to restate their opinion and summarize their reasons as in the main body of the essay?
- 4 What final comment does the writer make?

**9 Complete the key phrases for summarizing with the phrase used in the essay on page 132.**

**Key phrases Summarizing**

To sum up, ....

To summarize, ....

To conclude, ....

All in all, ....

On the whole, ....

....., ....



**10 Write the conclusion to your essay below. Begin with one of the key phrases for summarizing. Briefly restate your opinion and your reasons.**

.....

.....

.....

.....



## Writing strategy



## Review and edit

## Review and edit

All writers need to review and edit their first draft. In this stage you need to read your work a number of times. First, focus on general aspects like organization and content. Then, focus on grammar. Finally, focus on details like spelling and punctuation.



## Writing tip

Read your essay aloud when you review it. This makes it easier to find mistakes.

### 1 Study the strategy and the tip. Then read your first draft. Check the order and relevance of the content in your essay. Check (✓) the boxes when you have finished your review.

- 1  Does your essay begin with an introduction and end with a conclusion?
- 2  Have you stated your opinion clearly in the introduction and in the conclusion, using different words in each case?
- 3  Do each of the body paragraphs give information about only one of the reasons that support your opinion?
- 4  Are any ideas unclear? Can you add or expand the information to make them clearer?
- 5  Are the paragraphs in a clear and logical order? If necessary, reorder your paragraphs.

### 2 Read your first draft again. Check the grammar and correct it. Check (✓) the boxes when you have finished your review.

- 1  Do all your sentences have a subject and a verb?
- 2  Are the words in each sentence in the correct order?
- 3  Are all of the verb tenses and forms appropriate for the situations and the subjects?
- 4  Have you used personal pronouns (*she, her*, etc.) and demonstrative pronouns (*this, that*, etc.) to connect ideas and avoid repetition? Is it clear what each pronoun refers to?



## Writing tip

Use capital letters:

- at the beginning of each sentence
- for months
- for days of the week
- for nations and nationalities
- for names and titles.

### 3 Study the tip. Then read your essay again and check the spelling, punctuation, and style of language. Make any corrections that are necessary. Check (✓) the boxes when you have finished your review.

- 1  Look for spelling mistakes. Use a dictionary or a spellchecker if you are unsure.
- 2  Check that each sentence ends with a period, question mark, or exclamation mark.
- 3  Check that you have used capital letters where necessary.
- 4  Look for any short forms and replace them with full forms.



## Writing tip

After you review and edit your essay, ask someone else to review it, too.



### 4 Now write your corrected essay in your notebook or on your computer.



## Before you read

**1** Read *About the Author*. Then answer the questions.

- 1 When did the author start writing?
- 2 When did he write his first Sherlock Holmes story?
- 3 When did he write *The Hound of the Baskervilles*?

**About the Author**

**Sir Arthur Conan Doyle (1859–1930)** was born in Edinburgh, Scotland. When he was nine, he was sent away to boarding school in England. He was often unhappy, but he enjoyed writing stories. At the age of 17, he went to study medicine at Edinburgh University. He became a doctor, but continued writing. His first Sherlock Holmes novel called *A Study in Scarlet* appeared in 1887 and it was very successful. In the end, he wrote 56 Sherlock Holmes short stories and four novels including *The Hound of the Baskervilles*, which appeared in 1901. It is one of his most famous stories and has been made into many movies and TV dramas.

**2** You are going to read part of a Sherlock Holmes story, *The Hound of the Baskervilles*. Read *The Story So Far....* Then answer the questions.

- 1 Look at the picture of Sherlock Holmes below. How would you describe him?
- 2 Why has Dr. Mortimer come to see Sherlock Holmes and Dr. Watson?
- 3 What is the Hound of the Baskervilles?
- 4 What is Dr. Mortimer worried about?
- 5 Who is traveling to Baskerville Hall?
- 6 Look at the picture on page 139. Which of the adjectives below do you think you will find in the story to describe Baskerville Hall and the place around it? Explain why.  
dark cosy friendly frightening gloomy gray grim rough sunny welcoming wild

**The Story So Far ...**

The story is told by Sherlock Holmes's assistant, Dr. Watson. One day, a man called Dr. Mortimer comes to ask Sherlock Holmes and Dr. Watson for their help. Dr. Mortimer is worried. He tells them about strange events at a big, old house called Baskerville Hall. The owner of the hall, Sir Charles Baskerville, has died. The local newspaper says that Sir Charles died of old age, but some people think this isn't true. There have been stories about the Hound of the Baskervilles, a big animal which killed an evil relative of Sir Charles. Over the years, many members of the Baskerville family have died mysteriously. Recently, people have seen a big creature in the countryside near Baskerville Hall. Dr. Mortimer wants to know: is the Hound of the Baskervilles responsible for Sir Charles's death?

Sir Henry Baskerville is the new owner of Baskerville Hall. He just arrived in London from the USA. Dr. Mortimer takes Dr. Watson and Sir Henry on a long journey to see Baskerville Hall for the first time.





# The Hound of the Baskervilles

Sherlock Holmes came to Waterloo Station to say goodbye to us. He repeated his warning that Sir Henry should not go on the <sup>1</sup>moor at night, and should not go anywhere alone. Then he checked with me that I had my gun, an army revolver.

The train journey was fast and enjoyable. We were met at Newtown Station and driven to Baskerville Hall. The countryside we drove through was beautiful, but behind it we could see the long, dark, frightening hills of the moor.

As we turned a corner, we were surprised to see a soldier on horseback. He was carrying a gun. Dr. Mortimer asked our driver why the soldier was there.

“A dangerous criminal has escaped from the prison, sir,” he told us. “It was three days ago now, and people are frightened. His name is Selden. He’s the man who did that murder in London.”

I remembered the case well. It had been a very cruel murder. I thought of this killer out on the empty, wild moor, and I felt more and more uncomfortable about my <sup>2</sup>surroundings. The beautiful green fields with their thick hedges were behind us, and we were now on the cold, open moor. Everything was gray, hard, and wild. Huge rough stones stood on the hard ground. The tops of the hills stood sharply like cruel teeth against the sky. A cold wind was blowing, and night was falling. I saw Sir Henry pull his coat closer round him.

At last we reached the gates of Baskerville Hall. From the gates a long, dark road led up to the house, with the black shapes of old trees on each side of it. At the end of this road we could see the great house standing with a pale light round it like a ghost.

“I can understand why my uncle felt that trouble was coming to him here. It’s not a welcoming place,” said Sir Henry, and his voice shook as he spoke.

As we got closer, we could see that the Hall was a heavy, dark building with a large main entrance. Most of the building was old and was covered in dark green <sup>3</sup>ivy, but some of it had been built more recently and was of grim, black stone. A dull light shone through the heavy windows. Black smoke was coming from one of the high chimneys of the main building.

“Welcome, Sir Henry! Welcome to Baskerville Hall.”

Barrymore, the <sup>4</sup>butler, and his wife were waiting on the steps at the main entrance. They came down and took our suitcases into the house. Dr. Mortimer left us to go home, and I went into the hall, where a fire was burning. It was a fine room, large and high.

“It’s exactly as I imagined an old family home,” Sir Henry said.

Barrymore showed us to our rooms. He was a tall, handsome man, with a full black beard. After we had washed and changed our clothes, he brought our dinner. The dining room was gloomy. It needed more lights to make it brighter. On the walls were the pictures of the Baskerville family from the past. They looked down on us silently, and did nothing to make us feel happier.

After dinner, we went to our rooms. Before I got into bed, I looked out of my window. A strong wind sang sadly as it bent the trees in front of the Hall. A half-moon shone through the dark, flying clouds on to the wild and empty moor.

I could not sleep. Then, suddenly, in the middle of the night, I heard very clearly the sound of a woman crying. It was the crying of a person who was hurt by some deep sadness. The sound was not far away, and was certainly in the house.

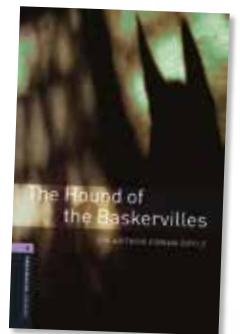
The next morning was sunny, and we were much more cheerful. I told Sir Henry about the crying I had heard. He rang the bell to call Barrymore, and asked him if he could explain the crying. Barrymore’s face went white when he heard Sir Henry’s question.

“There are only two women in the house, Sir Henry,” he answered. “One is the maid, who sleeps on the other side of the house. The other is my wife, and she was certainly not crying.”

But he was telling a lie. I saw Mrs. Barrymore after breakfast. The sun was full on her face, and it was clear she had been crying.

Why had Barrymore lied? What deep sadness had made his wife cry? There was a mystery surrounding this black-bearded, handsome man.

Extract from *The Hound of the Baskervilles*  
Retold by Patrick Nobes  
Oxford Bookworms 2008.



## Glossary

<sup>1</sup>moor – open, rough, windy land, usually on hills and without trees

<sup>2</sup>surroundings – all the things around you

<sup>3</sup>ivy – a climbing plant with shiny, dark green leaves

<sup>4</sup>butler – a male servant who works in someone else’s house

## Recall



**3** Read and listen to the story on page 139. Then number the events a–f in the order they happened 1–6.

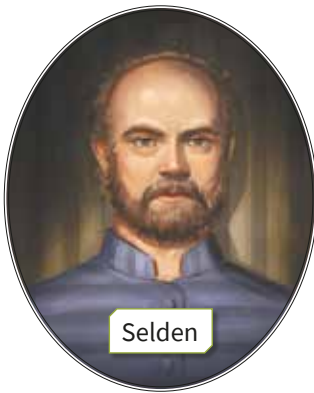
2.24

- They saw a soldier and learned about the escape of a murderer. ....
- Dr. Watson heard strange crying in the night. ....
- Dr. Watson, Dr. Mortimer, and Sir Henry left London. ....
- They arrived at Baskerville Hall and Barrymore the butler met them. ....
- Sir Henry asked Barrymore about the crying, but he didn't tell the truth. ....
- They arrived at the local station and began their journey to Baskerville Hall. ....

**4** Complete the sentences with a word from the story.

- At Waterloo Station, Sherlock Holmes made sure that Dr. Watson had a .....
- On the journey, Dr. Watson learned that a dangerous ..... had escaped.
- When Sir Henry saw the house, he thought that it didn't look .....
- Barrymore waited for the men on the ..... of the big main entrance.
- The dining room wasn't friendly because it didn't have enough .....
- Dr. Watson was sure that the crying was inside the .....
- When Sir Henry asked Barrymore about the crying, Barrymore's face changed and turned .....
- Dr. Watson knew that Barrymore's ..... had been crying.

**5** What do we learn about these characters? Do you think they are good characters or bad characters? Work with a partner and make notes.



Selden



Sir Henry



Barrymore



Mrs. Barrymore

## Interpret

**6** Read the first four paragraphs of the story again up to line 17. Then answer the questions.

- What two things does Sherlock Holmes do in the first paragraph which give a feeling of danger?
- What other things at the beginning of the story help to increase the feeling of danger?

## Literary strategy



## Analyzing the setting

The setting is where a story happens. To analyze the setting ask these questions:

- Where does the story take place?
- How does the author describe what the place *looks*, *sounds*, *smells*, and *feels* like? Remember, the setting isn't only what the place looks like.
- What language does the author use to describe the setting? What comparisons does he make?
- What effect does the setting have on the characters?
- How does the setting help to create the mood of the story?

**7** Read the story again from paragraph five (line 18). Answer the questions and analyze the setting.

- 1 How does the countryside change when the men arrive nearer to Baskerville Hall?
- 2 How does the author describe the moor in lines 21 to 24?
- 3 What comparison does the author use to describe the hills in line 24? What effect does this give?
- 4 How does the author make the road up to Baskerville Hall seem frightening?
- 5 How does the setting make Sir Henry feel? Give two examples.
- 6 What can the characters see around the walls of the dining room? How does it make them feel?
- 7 When Dr. Watson is in his room, what two things does he hear?
- 8 What is the mood of the story? How does the setting help to create the mood?

**Respond**



**8** Work in pairs. Plan and write one or two paragraphs to describe the setting of a story. Follow the steps.

- 1 Choose one of the pictures as your setting.
- 2 Decide what type of story it is going to be:
  - adventure      • fantasy      • mystery      • science fiction
- 3 Plan the mood you want to create; for example *danger*, *excitement*, *fear*, or *happiness*.
- 4 Think of two main characters – the narrator and another person.
- 5 Plan and make notes about the characters as they arrive in the setting. What do they ... ?
  - see      • hear      • smell      • feel
- 6 Think about any other characters that they meet or hear who show the mood of the story.
- 7 Look back at *The Hound of the Baskervilles*. Underline useful phrases for describing a setting.
- 8 Write two paragraphs to describe your setting. Then read them to the class.



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- **Literature lessons** introduce diverse literary genres.

## Students



Student Book  
Also available as an e-Book



Workbook with Online Practice  
Also available as an e-Book



## Teachers

Teacher's Pack  
• Classroom Presentation Tool  
• Teacher's Guide  
• Teacher's Resource Center

Available separately  
• Class Audio CDs

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