OXFORD
UNIVERSITY PRESS

Oxford Discover Futures

自ら考え、発信する力を養う中高生向けコース

Creating independent thinkers **with great futures**

critical thinking • communication • collaboration • creativity

Visit:
view.pagetiger.com/oxford-discover-futures-brochure

Introducing *Oxford Discover Futures*

Oxford Discover Futures provides essential support for the new Course of Study.

Thought-provoking questions encourage students to think critically, while carefully structured activities throughout each unit ensure learners develop spoken interaction and production skills, autonomous learning habits, and discussion and presentation techniques.

Oxford Discover Futuresはアクティブラーニングと批判的思考力の強化に重点を置き、新学習指導要領の重要なポイントをカバー。示唆に富む質問が生徒たちの批判的思考力を高め、各ユニットに設定されたアクティビティを通して話す力や表現力を伸ばしながら、主体的に学ぶ姿勢や、ディスカッション、プレゼンテーション(発表)スキルの向上を目指します。

What does the course include?

Integrated videos at the start and end of every unit lead discussion and debate.

各ユニットの最初と最後にある動画はディスカッションやディベートのテーマを提供。

Language in use lessons and **skills strategies** improve fluency and all four skills.

言語の流暢性と共に4技能の向上を目指すレッスン。

Life skills lessons develop transferable skills for lifelong learning.

社会に出てからも様々な場面で使えるスキルを養うレッスン。

Project lessons enable students to present cross-curricular topics in English.

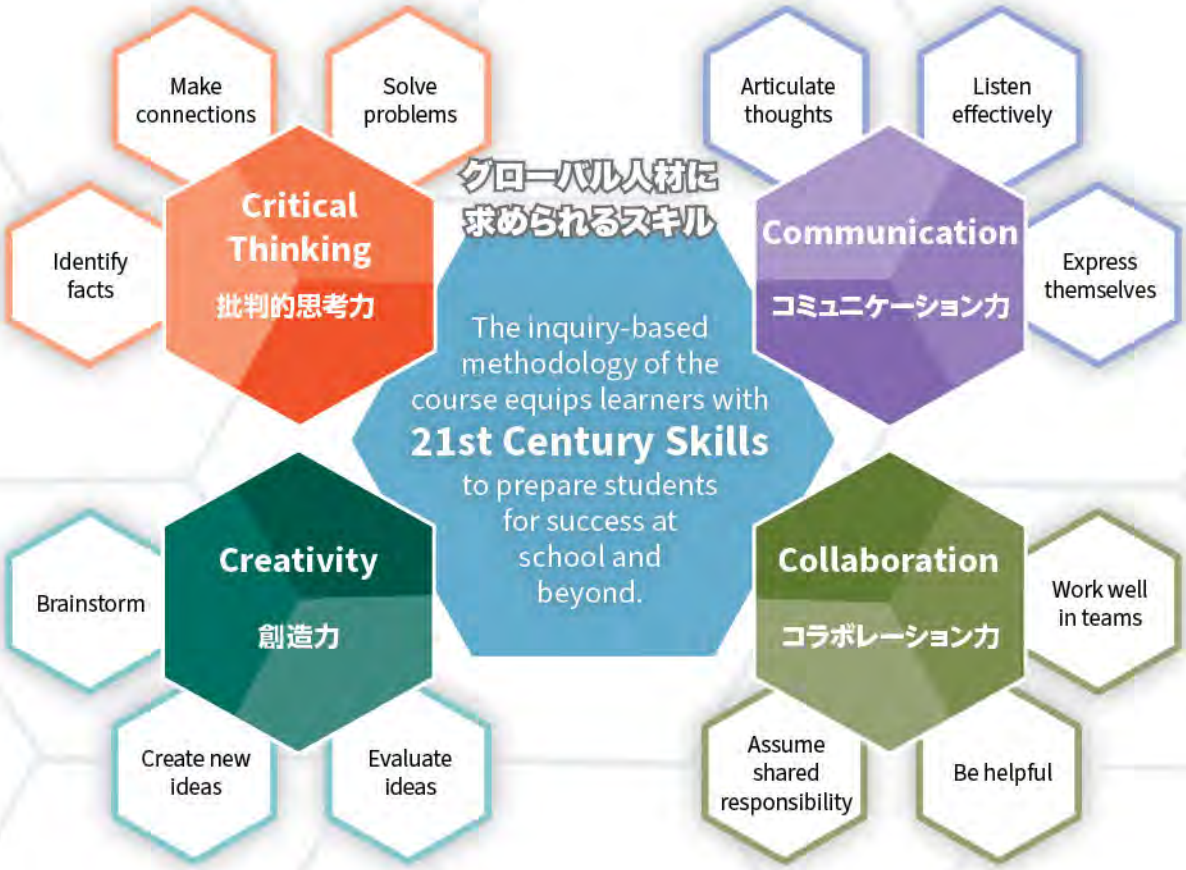
教科横断的なトピックを学び、英語で発表する練習をします。

Literature lessons introduce diverse literary genres.

様々なスタイルの文章を通し、リーディングのスキルを磨くセクション。

Writing workshops help students to refine their academic writing skills.

アカデミックライティングのスキル向上に役立つライティングのセクション。



新学習指導要領を強力にサポートするOxford Discover Futures

Open questions on accessible topics

ユニットは、身近なトピックに関する質問から始ります。

Discussion activities and phrases for spoken interaction

ディスカッションのアクティビティと提示されるフレーズは、話すこと（やり取り）の練習に役立ちます。

話す（やり取り）

批判的思考力

Every lesson opens with a question to stimulate critical thinking and creativity

各レッスンとも興味深い質問から始り、批判的思考力と創造的思考の育成を目指します。

Each unit divided into distinct 2-page sections. Convenient for team teaching

各ユニットは大きく4つのセクションに分かれており、それぞれを見開きで掲載。スムーズなティームティーチングが可能に。

Reading to learn	How do we store memories?
Life skills	How can you improve your memory?
Language in use	How reliable is our memory?
Writing	Which days do we remember best?
Reflect	What do we remember?

読む力

Reading to learn

How do we store memories?

Reading strategy Previewing

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

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

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

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?

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

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.

What does "24/7" mean?

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?

What does "a couple of clicks away" mean?

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.

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

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 . . .

論理・表現

Talking Points sections require students to gather their thoughts and express their opinions

Talking Points では、質問に対する自分の考えをまとめ、意見を述べる能力が育成されます。

Reading passages on topics relevant to teenagers

リーディングのテキストは現代の中高生が興味を持つような内容を取り上げます。

Life skills

How can you improve your memory?

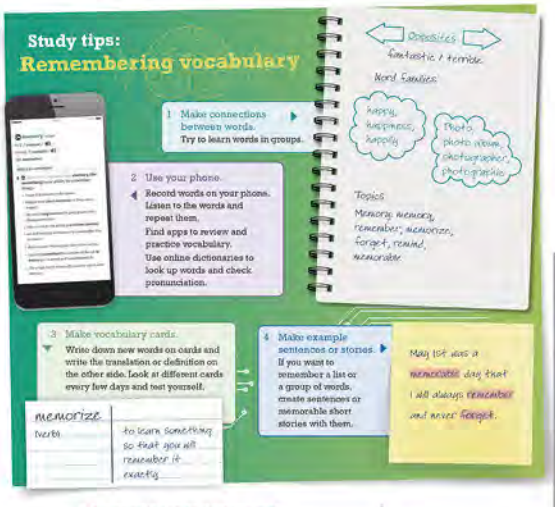
Life skills strategy Learning to learn: using memory techniques

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.

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.

Opposites: fantastic / terrible

Word families: happy, happiness, happily; photo, photo album, photographer, photographic

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

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

My list was a memorable day that I will always remember and never forget.

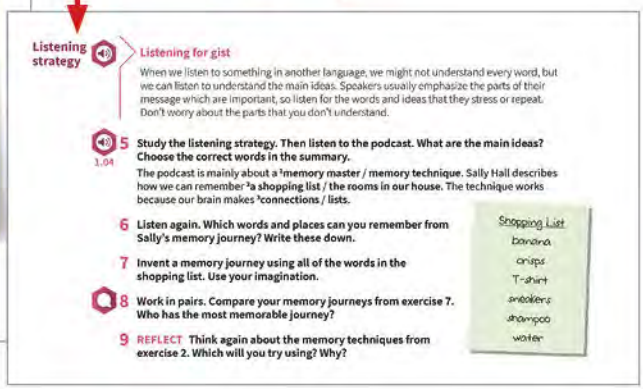
Discover vocabulary Study and learning
Student Book ▶ Page 114 Workbook ▶ Page 18

主体的に学ぶ

Life skills foster autonomous learning

社会に出てからも様々な場面で使えるスキルを養うLife skillsのセクション。生徒の主体的な学びを促します。

聞く力



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.

1.04 **5** Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.

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

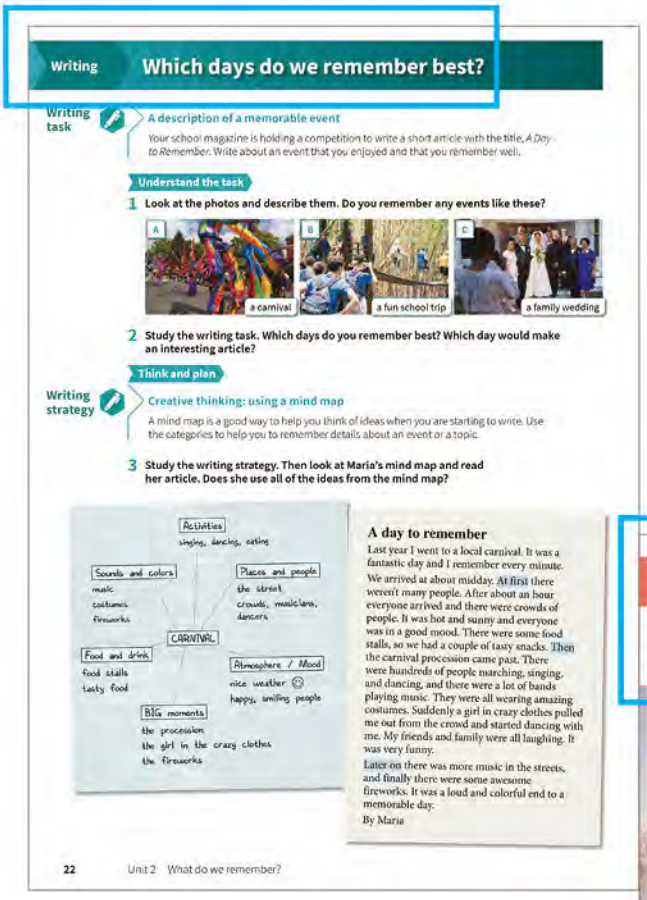
6 Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

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



Writing — Which days do we remember best?

Writing task — A description of a memorable event

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

Understand the task

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

A a carnival B a fun school trip C 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?

Activities: singing, dancing, eating
Sounds and colors: music, costumes, fireworks
Places and people: the street, crowds, musicians, dancers
CARNIVAL
Food and drink: food stalls, tasty food
Atmosphere / Mood: nice weather, happy, smiling people
BIG moments: the procession, the girl in the crazy clothes, the fireworks

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.

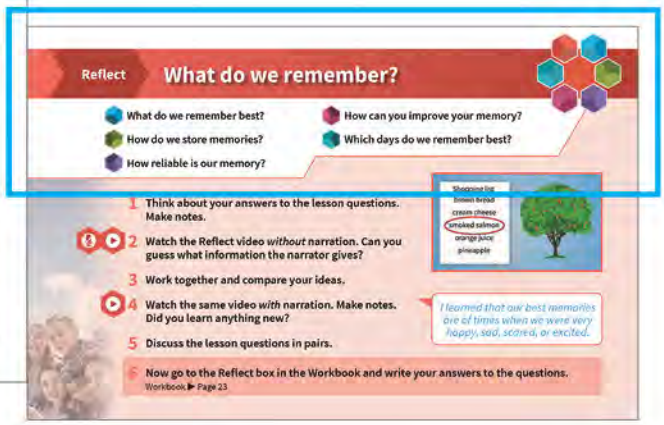
By Maria

22 Unit 2 What do we remember?

書く力

Writing tasks encourage creativity and critical thinking. Model texts support students with clear examples and a range of text types are represented across each level

綿密に計算されたライティングアクティビティは創造力と批判的思考力を伸ばします。例文はパラグラフの構成方法、句読点の打ち方、文法的に正しい言葉の使い方を示し、文章構成のお手本を提示。各レベルで様々な種類の文章を取り上げます。



Reflect — What do we remember?

- What do we remember best?
- How do we store memories?
- How reliable is our memory?
- How can we 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?

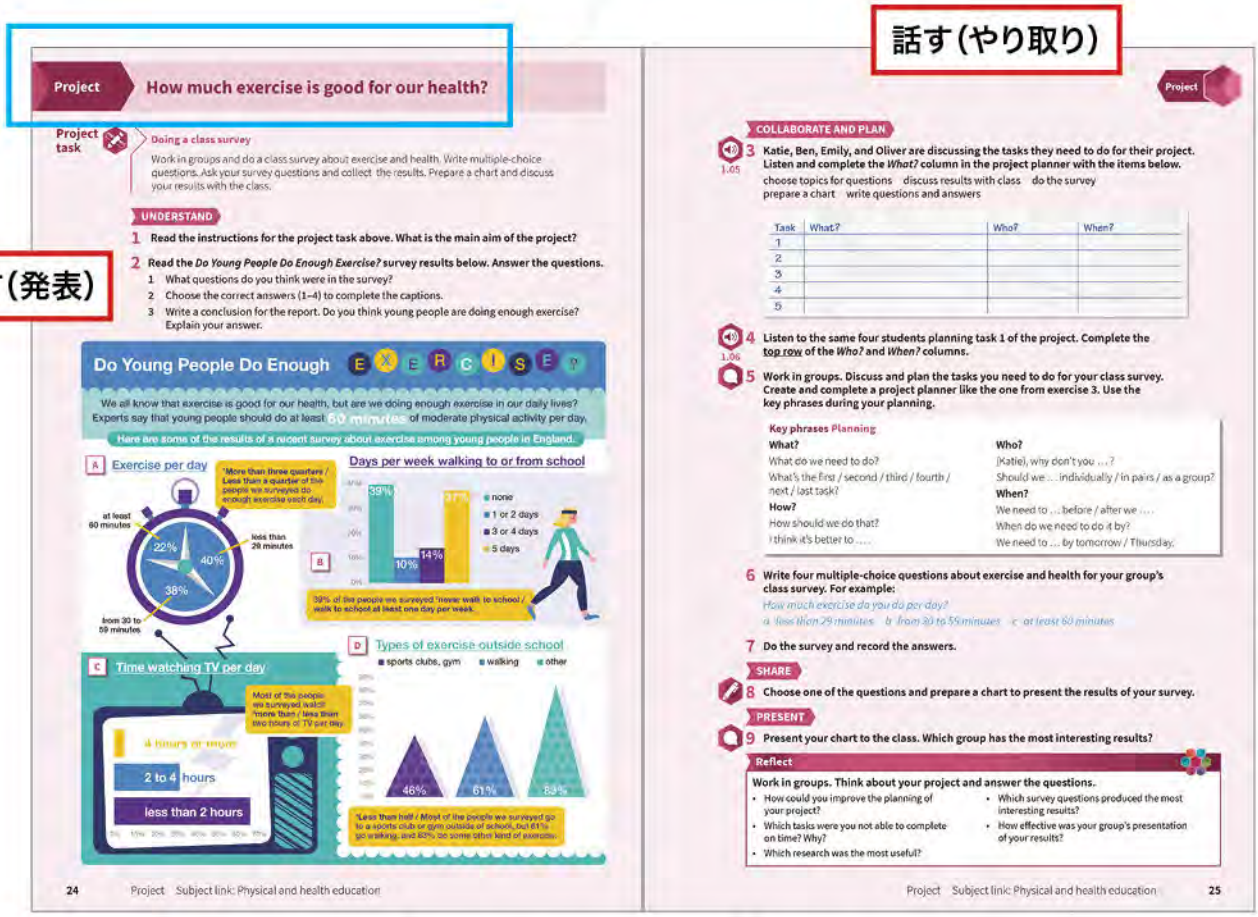
5 Discuss the lesson questions in pairs.

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.

話す（やり取り）



Project — How much exercise is good for our health?

Project task — Doing a class survey

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

UNDERSTAND

1 Read the instructions for the project task above. What is the main aim of the project?

2 Read the *Do Young People Do Enough Exercise?* survey results below. Answer the questions.
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: 22%, 40%, 38%

B Days per week walking to or from school: 39%, 10%, 14%, 37%

C Time watching TV per day: 4 hours or more, 2 to 4 hours, less than 2 hours

D Types of exercise outside school: sports clubs, gym / walking / other: 46%, 61%, 83%

24 Project Subject link: Physical and health education

話す（発表）

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?

Who?
(Katie), why don't you ...?
Should we ... individually / in pairs / as a group?

How?
How should we do that?
I think it's better to ....

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

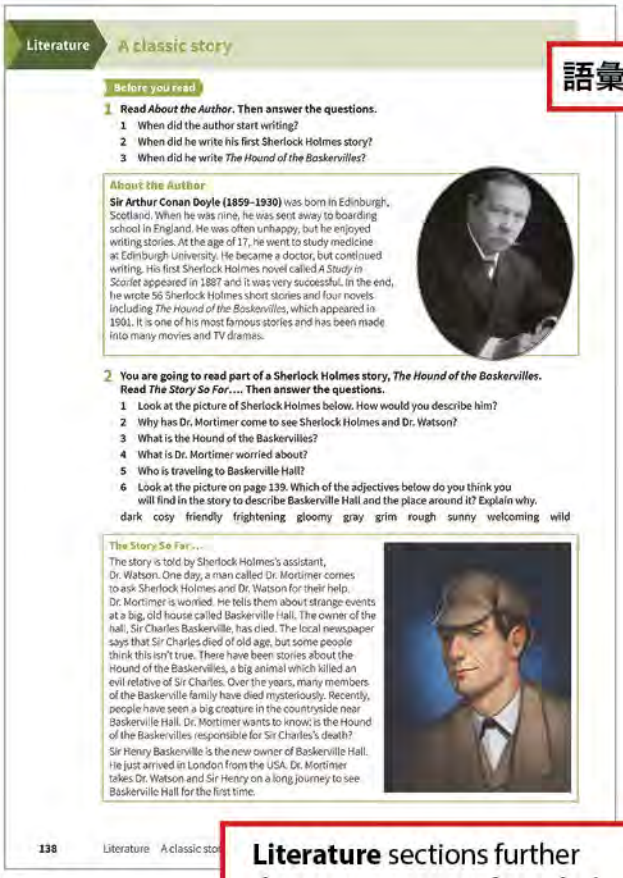
Work in groups. Think about your project and answer the questions.
- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which survey questions produced the most interesting results?
- How effective was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

Project Subject link: Physical and health education 25

発信力を高める

Project pages contain material for debate, discussion, presentation. Ideal for *English Expression* classes

プロジェクトのセクションにはディベートやディスカッション、プレゼンテーションの練習に使用できる内容を掲載。「英語表現」の授業に最適です。



Literature A classic story

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?

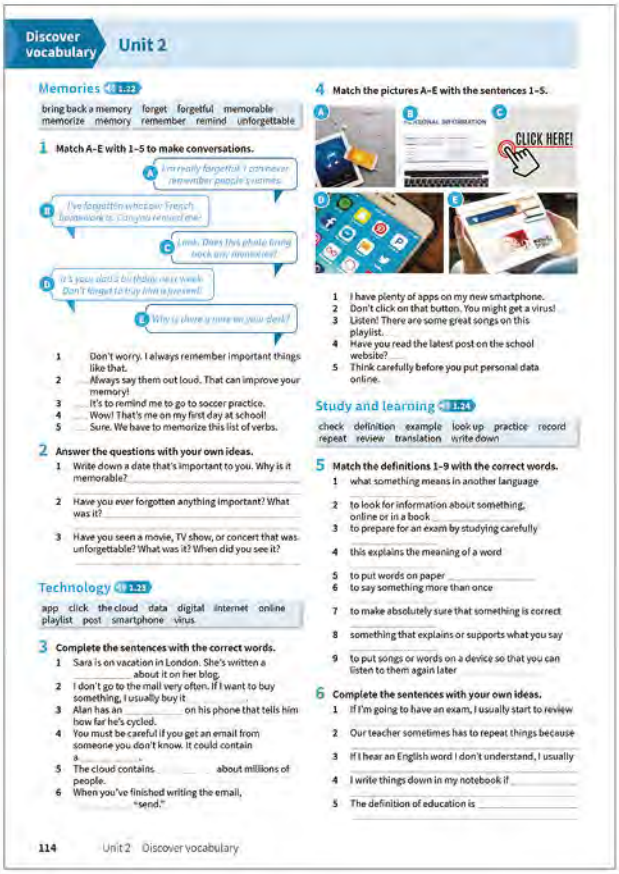
Sir Henry Baskerville is the new owner of Baskerville Hall. He just arrived in London from the USA. Dr. Mortimer takes Dr. Watson and Sir Henry on a long journey to see Baskerville Hall for the first time.

138 Literature A classic sto

語彙力強化

Extra vocabulary practice to help students learn 5000 words. Includes items from ***Oxford 3000™*** wordlist, which covers 80% of daily texts

語彙を強化する追加の演習では、5,000語を学習することを目標にしています。これには、日常的に使用する語彙を80%カバーする Oxford 3000™ ワードリストからの語彙も含みます。



Discover vocabulary Unit 2

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 constantly 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 name on your desk?

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

2 Answer the questions with your own ideas.
1 Write down a date that's important to you. Why is it memorable?
2 Have you ever forgotten anything important? What was it?
3 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.
1 Sara is on vacation in London. She's written a _____ about it on her blog.
2 I don't go to the mall very often. If I want to buy something, I usually buy it _____.
3 Alan has an _____ on his phone that tells him how far he's cycled.
4 You must be careful if you get an email from someone you don't know. It could contain a _____.
5 The cloud contains _____ about millions of people.
6 When you've finished writing the email, _____ "send."

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

1 I have plenty of apps on my new smartphone.
2 Don't click on that button. You might get a virus!
3 Listen! There are some great songs on this playlist.
4 Have you read the latest post on the school website? _____
5 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.
1 what something means in another language
2 to look for information about something, online or in a book
3 to prepare for an exam by studying carefully
4 this explains the meaning of a word
5 to put words on paper
6 to say something more than once
7 to make absolutely sure that something is correct
8 something that explains or supports what you say
9 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.
1 If I'm going to have an exam, I usually start to review _____.
2 Our teacher sometimes has to repeat things because _____.
3 If I hear an English word I don't understand, I usually _____.
4 I write things down in my notebook if _____.
5 The definition of education is _____.

114 Unit 2 Discover vocabulary

Literature sections further deepen retention of vocabulary

Literature のセクションでは、学習した語彙の更なる定着を目指します。

Workbooks contain practice for all skills. Use with student book or alone

ワークブックは全てのスキルをサポートする内容になっています。スチューデントブックと一緒に、または単体での使用も可能です。

Reading to learn

Keeping happy with the latest app

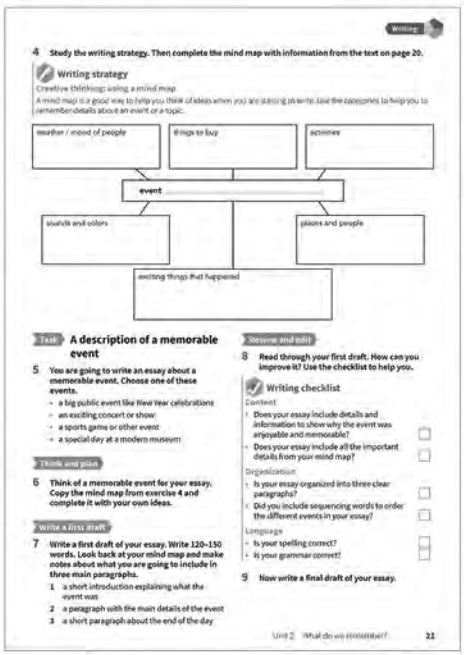
A Do you feel happy when you see a photo of smiling friends or a funny text message? The answer to this is probably "yes." Looking at personal photos and positive messages can often improve our mood. Based on this idea, five British students have created an app called Memory Star. It helps teenagers to save happy digital photos and messages – for example, a nice comment from a teacher or a funny photo with a friend. When you open the app, all the different memories appear on the screen in front of you. You can look at these at any time if you are feeling unhappy or "down."

B The app is different from many other things in the world of digital technology. The photos and messages aren't for sharing with other people or posting on social media; they are only for you to see. One of the makers of the app, Zusia O'Donoghue, explained, "With Memory Star, you just look over all your memories without worrying ... about whether people ... think you look great or not. This is just to make you happy. You keep it for yourself, and no one else ever has to see it."

C The idea for Memory Star came from one of the teenagers, Sacha Botting. She had a glass "memory jar" in the kitchen at her house. She wrote down happy memories, put them in the jar, then looked at them at a later date if she felt down or stressed. Some people put things like old tickets or seashells in memory jars. Often people start making these jars in January. Then at the end of the year, they look at the jars and remember what they were doing at certain moments in the previous 12 months.

D Memory Star has been a big success. The students won a national competition with it, and the app was put online for people to download for free. One positive thing about the app is that it is very simple and useful for all ages. Gemma Kelly, who helped to make the app, said, "It really could be applicable to everyone. We [teenagers] forget we're not the only people who have stress: my ten-year-old sister loves the idea, and I'm sure adults will find a use for it, too."

Unit 2 What do we remember? 15



Writing

4 Study the writing strategy. Then complete the mind map with information from the text on page 20.

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.

weather / mood of people | things to buy | activities
event
sounds and colors | places and people
exciting things that happened

Task A description of a memorable event

5 You are going to write an essay about a memorable event. Choose one of these events.
- a big public event like New Year celebrations
- an exciting concert or show
- a sports game or other event
- a special day at a modern museum

Think and plan

6 Think of a memorable event for your essay. Copy the mind map from exercise 4 and complete it with your own ideas.

Write a first draft

7 Write a first draft of your essay. Write 120–150 words. Look back at your mind map and make notes about what you are going to include in three main paragraphs.
1 a short introduction explaining what the event was
2 a paragraph with the main details of the event
3 a short paragraph about the end of the day

Review and edit

8 Read through your first draft. How can you improve it? Use the checklist to help you.

Writing checklist

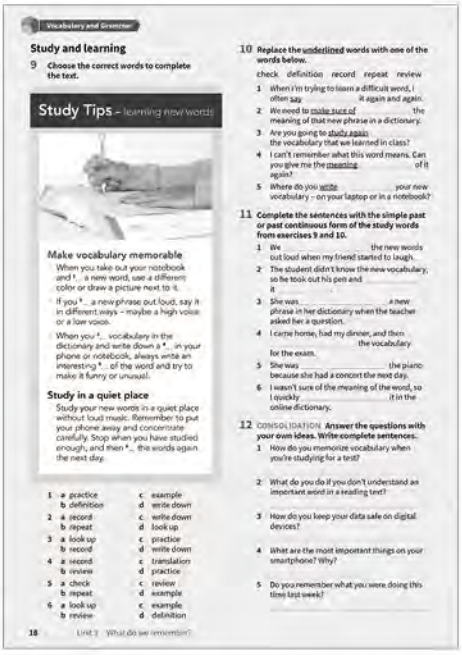
Content
- Does your essay include details and information to show why the event was enjoyable and memorable? ☐
- Does your essay include all the important details from your mind map? ☐

Organization
- Is your essay organized into three clear paragraphs? ☐
- Did you include sequencing words to order the different events in your essay? ☐

Language
- Is your spelling correct? ☐
- Is your grammar correct? ☐

9 Now write a final draft of your essay.

Unit 2 What do we remember? 21



Vocabulary and Grammar

Study and learning

9 Choose the correct words to complete the text.

Study Tips – learning new words

Make vocabulary memorable

When you take out your notebook and *... a new word, use a different color or draw a picture next to it.

If you *... a new phrase out loud, say it in different ways – maybe a high voice or a low voice.

When you *... vocabulary in the dictionary and write down a *... in your phone or notebook, always write an interesting *... of the word and try to make it funny or unusual.

Study in a quiet place

Study your new words in a quiet place without loud music. Remember to put your phone away and concentrate carefully. Stop when you have studied enough, and then *... the words again the next day.

1 a practice b definition c example d write down
2 a record b repeat c write down d look up
3 a look up b record c practice d write down
4 a record b review c translation d practice
5 a check b repeat c review d example
6 a look up b review c example d definition

10 Replace the underlined words with one of the words below.

check definition record repeat review

1 When I'm trying to learn a difficult word, I often say _____ it again and again.
2 We need to make sure of _____ the meaning of that new phrase in a dictionary.
3 Are you going to study again _____ the vocabulary that we learned in class?
4 I can't remember what this word means. Can you give me the meaning _____ of it again?
5 Where do you write _____ your new vocabulary – on your laptop or in a notebook?

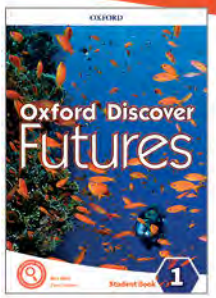
11 Complete the sentences with the simple past or past continuous form of the study words from exercises 9 and 10.
1 We _____ the new words out loud when my friend started to laugh.
2 The student didn't know the new vocabulary, so he took out his pen and _____ it.
3 She was _____ a new phrase in her dictionary when the teacher asked her a question.
4 I came home, had my dinner, and then _____ the vocabulary for the exam.
5 She was _____ the piano because she had a concert the next day.
6 I wasn't sure of the meaning of the word, so I quickly _____ it in the online dictionary.

12 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.
1 How do you memorize vocabulary when you're studying for a test?
2 What do you do if you don't understand an important word in a reading text?
3 How do you keep your data safe on digital devices?
4 What are the most important things on your smartphone? Why?
5 Do you remember what you were doing this time last week?

18 Unit 2 What do we remember?

Stimulate discussion with essential questions at the beginning of each unit

各ユニットのはじめに提示される質問を使ってディスカッションをしてみましょう。



CEFR A2

CEFR B1

CEFR B1+

CEFR B2

CEFR B2+

CEFR C1

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Unit 1	What is the value of time?	What is identity?	What connects us?	How is music a part of our lives?	Why are animals important?	How does language shape our world?
Unit 2	What do we remember?	How can we learn from the past?	What do places mean to us?	What is the value of money?	What's below the surface?	How are precision and perspective important?
Unit 3	How do we know what's the best?	How do we communicate?	How do we choose our food?	Why do we read?	How do we use patterns?	How does architecture shape our lives?
Unit 4	How do groups work together?	How do we use pictures?	What makes a hero?	Why do we compete?	How do we solve problems?	Why do plants matter?
Unit 5	What do we need to survive?	Why do people travel?	How do we use numbers?	How do we remember the past?	How does advertising work?	What is business for?
Unit 6	How can we live with less?	What's the best way to learn?	Why are we fascinated by movies?	What is special about home?	Why do we need other people?	Why is medicine controversial?
Unit 7	What is intelligence?	How does technology affect us?	What is the world of work like?	Why do colors matter?	Why are we fascinated by space?	How do mistakes contribute to progress?
Unit 8	How can we stay healthy?	How can we make the world a better place?	What impact do sports have on our world?	How does water affect our lives?	What do we know?	How is our world different at night?
Unit 9	Why do we tell stories?	Why do we have goals?	Why are the seas and oceans so important?	Is speed important?	How should we respond to crime?	What is the future for rural areas?
Unit 10	What makes a good place to live?	How do we use our planet?	How does age change us?	Why do we need art?	What matters most to you?	Why do we perform?

For Students

Student Book

Each Student Book unit presents students with unit questions, and five lesson questions, encouraging students to examine the world more critically.

各ユニットでは、メインの質問1つとレッスンごとの質問を5つ提示し、生徒が世界をより批判的に観察するよう促します。

Both available as e-books

Workbook with Online Practice

- Extra practice of the language and strategies
- Exam preparation material
- 追加演習問題
- 試験対策資料

- Interactive content that is automatically graded and suitable for self-study.
- All class videos and Workbook audio downloadable
- 自習に適した自動採点機能付きのインタラクティブなコンテンツ
- すべての動画とワークブックの音声がダウンロード可能

For Teachers

TEACHER'S PACK

Classroom Presentation Tool

Classroom Presentation Tools show the Student Book and Workbook on screen, making it easier than ever for teachers to deliver heads-up, engaging lessons. Additional activities, class video and audio available.

スチューデントブックとワークブックをスクリーンに投影し使用できるデジタル教材。追加のアクティビティ、動画、音声も搭載。

Teacher's Guide

- Course overview
- Teaching notes
- Audio and video scripts
- Workbook answer key
- コース概要
- 指導のアドバイス
- 音声と動画のスクリプト
- ワークブックの解答

Teacher's Resource Center

Resources include:
- Audio and video
- Teacher's Guide PDF
- Additional teaching resources
- Test materials: Entry checker, Unit, Cumulative tests and more
- Online practice

教師用リソースの例:
- 音声および動画
- 教師用指導書 (PDF)
- 追加の指導用リソース
- テスト類：入門テスト、ユニットテスト、累積テスト等
- オンライン・プラクティス

Class Audio CDs

Available separately

Digital components now available on Oxford English Hub

View digital brochure

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Student Book	9780194114189	9780194114196	9780194114202	9780194114219	9780194114226	9780194114233
Workbook with Online Practice	9780194113946	9780194113984	9780194114028	9780194114066	9780194114103	9780194114141
Online Practice	9780194113960	9780194114004	9780194114042	9780194114080	9780194114127	9780194114165
Teacher's Pack	9780194117265	9780194117319	9780194117364	9780194117418	9780194117463	9780194117517
Class Audio CDs	9780194114363	9780194114370	9780194114387	9780194114394	9780194114400	9780194114417
Student Book Classroom Presentation Tool	9780194117289	9780194117333	9780194117388	9780194117432	9780194117487	9780194117531
Workbook Classroom Presentation Tool	9780194117296	9780194117340	9780194117395	9780194117449	9780194117494	9780194117548

www.oupjapan.co.jp

critical thinking • communication • collaboration • creativity

Lifelong learning with the **Oxford Discover** family

探求型教授法で学ぶ Oxford Discover シリーズ

JP001360 (2022 Jun)

OXFORD UNIVERSITY PRESS