

OXFORD

Oxford Discover Futures



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Student Book

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Life skills

Do we need animal products?

Life skills strategy *Using charts to present information*

Listening strategy *Listening to summarize an argument*

Discover vocabulary *Developing an argument*

Key phrases *Making your case*

What hidden reasons do people have for their behavior?

Life skills strategy *Think before you judge*

Speaking strategy *Telling engaging personal anecdotes*

Discover vocabulary *Judging others*

Key phrases *Time expressions*

How can we change patterns of behavior?

Life skills strategy *Developing positive habits*

Speaking strategy *Giving feedback in a conversation*

Discover vocabulary *Binomial expressions*

Key phrases *Giving feedback*

How can we become good problem solvers?

Life skills strategy *Thinking outside the box*

Speaking strategy *Generating ideas as a group*

Discover vocabulary *Problem-solving techniques*

Key phrases *Generating ideas*

How can we deal with online advertising?

Life skills strategy *Protecting your personal information online*

Speaking strategy *Asking for more detail*

Discover vocabulary *Internet privacy*

Key phrases *Giving advice*

What makes a good friend?

Life skills strategy *Maintaining healthy friendships*

Listening strategy *Taking notes with mind maps*

Discover vocabulary *Friends and frenemies*

Key phrases *Expressing an alternative point of view*

What can space exploration teach us about teamwork?

Life skills strategy *Problem-solving as a team*

Listening strategy *Listening for use of the dramatic present*

Discover vocabulary *Overcoming challenges*

Key phrases *Negotiating and coming to an agreement*

Why is it important to know what we don't know?

Life skills strategy *Identifying what we don't know*

Listening strategy *Using the introduction to help you make notes*

Discover vocabulary *Qualities and attitudes*

Key phrases *Confidently saying that you don't know*

How can we deal with difficult situations?

Life skills strategy *Being street smart*

Speaking strategy *Giving advice about staying safe*

Discover vocabulary *Being street smart*

Key phrases *Making suggestions*

Why is a growth mindset useful?

Life skills strategy *Developing a growth mindset*

Listening strategy *Active listening*

Discover vocabulary *Personal growth*

Key phrases *Giving encouragement*

Writing

Reflect videos



How should we treat animals?

TASK *An opinion essay*

Writing strategy *Generating ideas and supporting opinions*

Language point *Signpost language to paraphrase or clarify*

Reflect

What's below the Earth's surface?

TASK *A process essay*

Writing strategy *Writing a process essay*

Language point *Time and sequencing expressions*

Reflect

How do we use graphs to visualize patterns?

TASK *A description of a line graph*

Writing strategy *Describing a line graph*

Language point *Words and phrases to describe a line graph*

Reflect

What can governments do to solve problems?

TASK *A problem-and-solution essay*

Writing strategy *Writing a problem-and-solution essay*

Language point *Expressions to describe government action*

Reflect

How can we be persuasive?

TASK *A promotional leaflet for an event*

Writing strategy *Writing a promotional leaflet for an event*

Language point *Identifying imperatives and compound adjectives*

Reflect

How sociable should we be?

TASK *A discussion essay*

Writing strategy *Defining key terms*

Language point *Making generalizations*

Reflect

How can space inspire us?

TASK *A biography*

Writing strategy *Making a biography more memorable*

Language point *Transitional words and phrases*

Reflect

What kinds of knowledge do we need?

TASK *A persuasive blog post*

Writing strategy *Being emphatic*

Language point *Emphatic adverbs*

Reflect

Is policing the answer?

TASK *A cause-and-effect essay*

Writing strategy *Writing a persuasive cause-and-effect essay*

Language point *Cause-and-effect phrases*

Reflect

What can stories teach you about values?

TASK *A morality tale*

Writing strategy *Bringing a story to life*

Language point *Adverbials*

Reflect



VIDEO Learning about biomimicry

READING Identifying tone

LANGUAGE IN USE Talking about things in general; Making comparisons

LIFE SKILLS Using charts to present information

LISTENING Listening to summarize an argument

WRITING Generating ideas and supporting opinions

Why are animals IMPORTANT?

The kingfisher inspired the design of a high-speed vehicle, capable of reaching speeds of up to 320 km per hour. What do you think it was?

How have animals inspired us?

- 1 Look at the picture on page 4 and read the caption. How do you think the vehicle's design was inspired by the kingfisher?
- 2 Work in pairs. Which animals do you think inspired these technologies (1–4)?

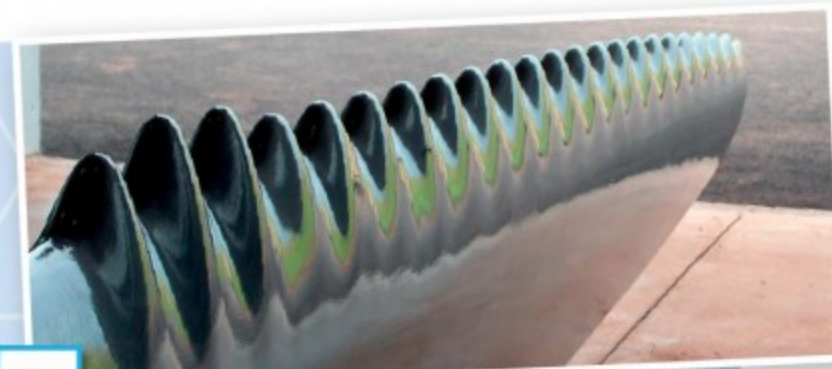
Animal-inspired designs



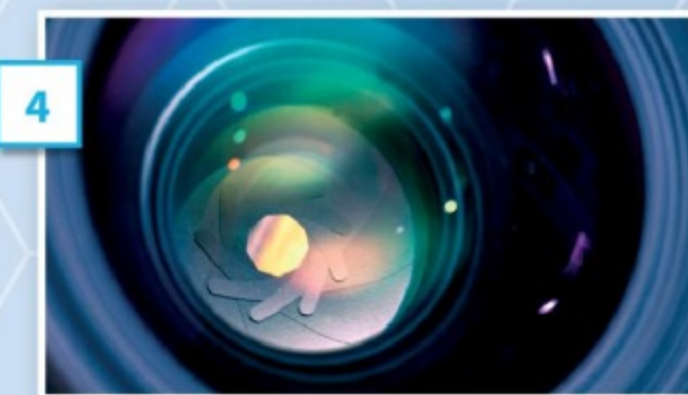
an eco-friendly bicycle helmet



a performance-enhancing swimsuit



an energy-efficient wind machine



an anti-reflective camera lens

Discover vocabulary Design and technology

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Workbook ► Page 6



- 3 Watch the Factflix video and check your answers to exercise 2.

- 4 Watch the video again and answer the questions.

- 1 What was the bullet train's problem? What was the solution?
- 2 What advantage do fans with "bumpy" blades have?
- 3 What was special about the biomimetic Olympic swimsuit?
- 4 What does the woodpecker's shock-absorbing skull allow it to do?
- 5 How did nature help to improve the design of camera lenses?



- 5 Work in groups. How do you think the animals on the left have inspired the development of the technologies on the right? Match them and explain your answers.

bats	air conditioning
geckos	a syringe
mosquitoes	a walking stick for the blind
termites	adhesive tape

Key phrases Talking about design solutions

What do ... have in common?

... take inspiration from ...

... could help find a solution to ...

... apply the same design to ...

... could be inspired by / could enable ...

Discover more



SEARCH ONLINE and find out about "**the Anternet.**" What can ants teach us about the Internet?

Can animals be good companions?



1 Work in pairs. Discuss the questions.

- 1 Why do people keep animals as pets and companions?
- 2 Look at the pictures on pages 6 and 7. Do you think hens could make good companions? Why? / Why not?

Reading strategy



Identifying tone

Tone is the attitude that the author is expressing towards the topic of a text. It is conveyed through the author's use of language and the ideas or imagery they choose to include. Any word that describes attitude can also be used to describe tone, e.g., serious, objective, or sympathetic. Identifying the overall tone of a text can help you identify the main purpose of the text and the type of text it is.



1.01

2 Study the reading strategy. Then read and listen to the text on page 7. Check (✓) the correct answers.

- 1 What is the overall tone of the text? Find evidence in the text to support your answer.
 - a serious and factual ☐
 - b subjective and critical ☐
 - c humorous and playful ☐
- 2 What is the main purpose of the text?
 - a to inform us about the dangers of climate change ☐
 - b to inform us about the problem of water pollution ☐
 - c to persuade us to think about hens in a different way ☐
 - d to entertain us with a story of an adventure and an unusual traveling companion ☐
 - e to entertain us with a story about some funny videos on social media ☐
- 3 Choose the option that best describes the text type.

a a news article <input type="checkbox"/>	d a magazine article <input type="checkbox"/>
b an explanation <input type="checkbox"/>	e an advertisement <input type="checkbox"/>
c an academic essay <input type="checkbox"/>	f a review <input type="checkbox"/>

3 Read the text again. Then answer the questions.

- 1 Why did Guirec decide to take a traveling companion on his trip?
- 2 According to the writer, how did Monique relate to Guirec?
- 3 Why does Guirec feel it would have been strange to eat Monique during their trip?
- 4 How did Monique save Guirec's life?
- 5 What enabled Guirec to navigate the Northwest Passage?
- 6 What would you say was the purpose of Guirec's voyage?

Discover vocabulary Relationships

Student Book ► Page 112

Workbook ► Page 6



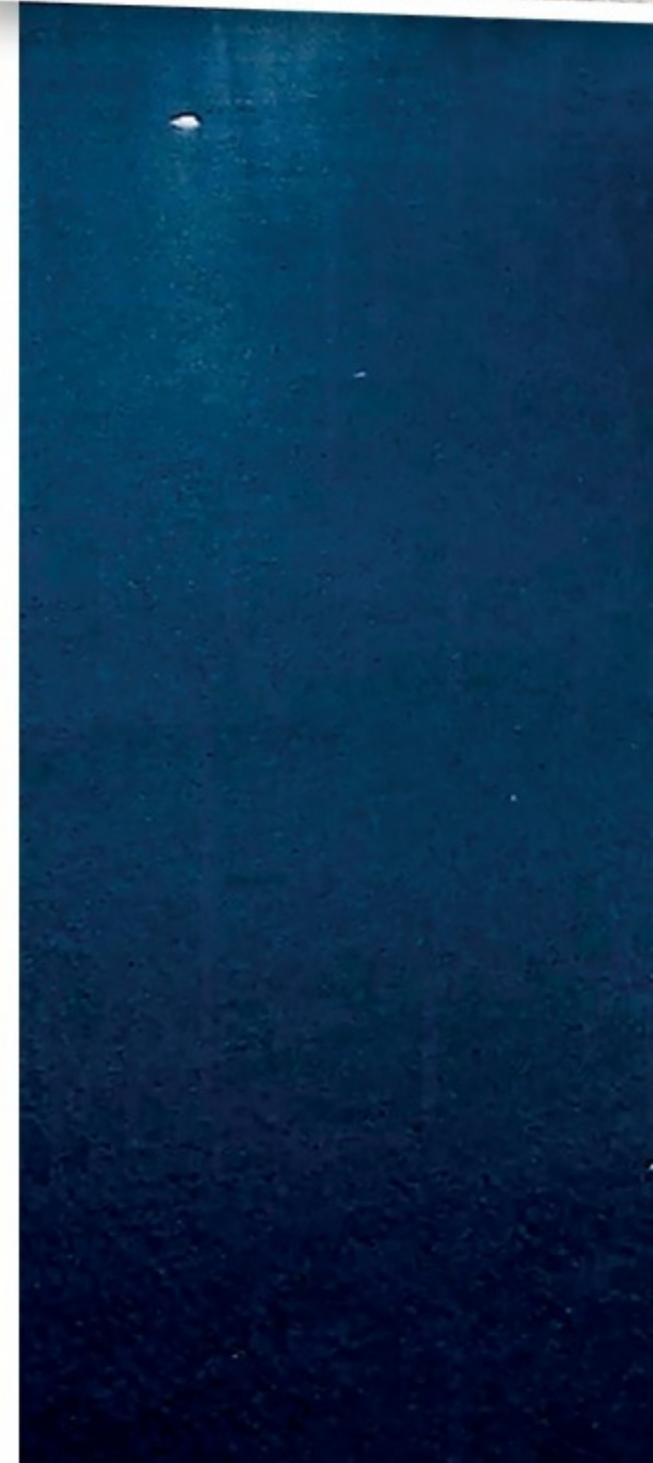
4 TALKING POINTS Discuss the questions.

- 1 Why are some animals "friends" and others "food"?
- 2 Imagine you are planning to sail around the world. If you could take one animal with you as a traveling companion, what would it be? Why?

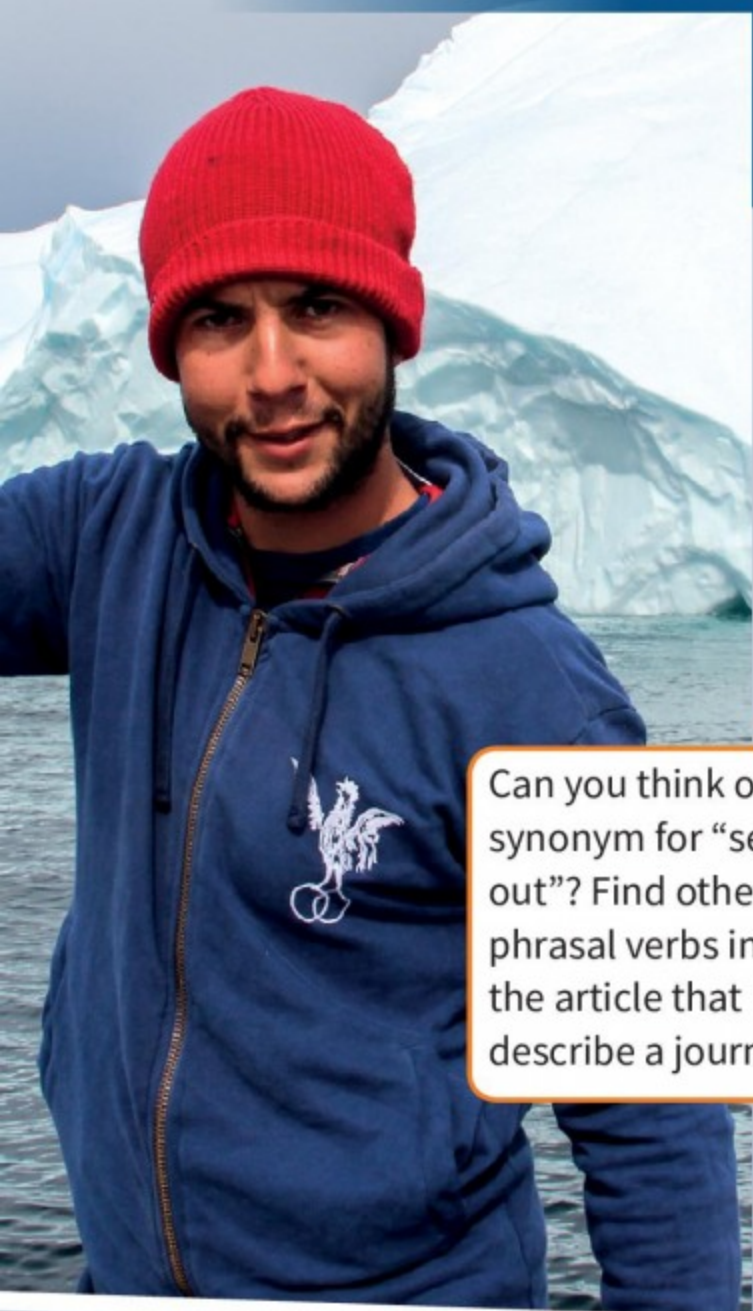
Discover more



SEARCH ONLINE and find out about other people who have traveled with animals on an adventure. Where did they go? What made the animals good companions?



An Unusual Traveling Companion



Can you think of a synonym for “set out”? Find other phrasal verbs in the article that describe a journey.



“Once we’d crossed the Atlantic, we said to ourselves: ‘We enjoyed that, we can go further,’” says 26-year-old explorer, Guirec Soudée, sitting in his farmhouse in France. Guirec is a young sailor from Brittany, and he’s talking about his round-the-world trip. The voyage took five years, but he didn’t do it alone. Guirec’s shipmate was ... a hen.

How is the article introduced? Does it use formal or informal language? Is the tone academic or conversational?

Guirec set out from France on his small boat in December 2013. By the time he had reached the Canary Islands, he was looking for a companion. A round-the-world voyage was a very big deal, and Guirec knew it would be a lonely experience. He decided he needed a pet, one that was good company, dependable, and didn’t need much care. That’s when he came across Monique. “She was only about four or five months old then, and had never left the Canary Islands,” he says. “I didn’t speak any Spanish and she didn’t speak any French, but we got along.”

What do you think a “flock” is? Why do hens prefer to be in a “flock”?

Hens are very sociable creatures that are most at home in a flock and are normally found on land. But surprisingly, Monique quickly took to life on board and settled down well. She seemed to accept Guirec as her “flock.” So in May 2014, the unlikely pair sailed across the Atlantic to St. Barts together.

During the journey, each had their tasks – Guirec took care of the boat and Monique laid eggs for breakfast. They made a good team, and Monique’s company and her eggs saved Guirec on more than one occasion.

By June 2015, they had tired of the tropics and set off again – this time for Greenland. The plucky pair spent summer and autumn exploring the west coast, where Guirec paddleboarded around icebergs and met polar bears, while Monique made friends with local Inuit children. She even set foot in the snow. As in every relationship, they had their ups and downs. Monique got on Guirec’s nerves when she made a mess, so they didn’t always see eye to eye. “[But] I said to myself: ‘If she annoys me, I can always eat her,’” says Guirec, with a grimace. “It feels weird to say that now! We formed a real bond. She was so endearing, she made me laugh so much, it felt as if I had always known her.”

Look at the way the writer describes Guirec’s relationship with Monique. Does she sound like an animal or a human? What effect does that have on the tone of the piece?

When winter closed in, the pair moved to a fjord in northwest Greenland. Then disaster struck: their boat got trapped in Arctic ice and, as temperatures dropped to -60°C , the two adventurers struggled to survive. “I thought I would lose everything I had worked for since I was 18,” says Guirec. Luckily, Monique laid 106 eggs during the 130 days they were trapped. “I lost 12 kg,” says Guirec. “She saved my life.”

After Greenland, they sailed on, with Guirec becoming the youngest sailor to navigate the Northwest Passage, and Monique the first hen. They were able to do it because of melting polar ice and global warming. They also came across a lot of plastic waste. Guirec was eager to raise awareness of these environmental problems. “There were times when Monique and I ... would turn around just to go and pick up plastic buoys or bottles.”

The writer often quotes Guirec directly. What effect does this have?

Canada, Antarctica, and South Africa were the next stops, before returning to Brittany in December 2018. By then, the pair had traveled 72,420 km together. They also had over 160,000 followers on social media. Many of them “liked” Guirec’s funny videos and his support for ocean preservation.

So why sail around the world ... and why with a hen? “Why not?” you may say. And Guirec would agree. His message is simple: follow your dreams and pursue your passion because anything’s possible. Even sailing around the world with a hen as your first mate. In fact, he’s already planning their next adventure: “Monique and I would like to cross the Arctic,” he says, smiling. “There are loads of things we’d like to do, but we’ll see ...”

Why does the writer start the final paragraph with a rhetorical question?



- 1 Look at the pictures in the article. They show the impact that losing one insect could have on our choice of food products. Which insect do you think it is? Why? Discuss in pairs.
- 2 Read the article and check your ideas from exercise 1. What other animals or insects does it mention? Why are they important?

Defenders of the natural world



Imagine this: you go to the supermarket to buy some fruit and vegetables, but when you get there, you discover that none of your favorite products are available. There are empty boxes where the apples, cucumbers, and cherries were, and the remaining fruit and vegetables are incredibly expensive. Sound unlikely? Not according to scientists. Sadly, this will be just one of the side effects of our disappearing wildlife. In fact, the loss of some of our smallest creatures will have the most devastating effect.

Take the bee, for example. Bees enable plant life through pollination, but these busy little insects are being killed off by poisonous pesticides, poor weather, and disease. In the future, there will be fewer and fewer bees and, if they disappear, one-third of the world's crops will disappear with them.

Ants and termites also perform important roles in protecting the eco-system. Both of these insects help to clean up waste and recycle nutrients. Without them, forests would be drowning in their own organic rubbish. Ants also have a lot in common with earthworms. Ants may be the smarter of the two, but neither could be considered unimportant. They both help to ventilate and fertilize soil so it is full of nutrients. Without healthy soil, plants would die, resulting in less food, more pollution, and more flooding.

We need to change our habits, and the sooner they change the better. Habitat loss, pollution, and climate change are contributing to the decline of not only insects, but all creatures. It is estimated that 50% of animal species will be facing extinction by the year 2100. And the longer the situation goes on, the more animals we will lose. We need to recognize that all animals, meaning the big and the small, are essential for our survival.



a fully-stocked supermarket



a supermarket affected by food shortages

Discover grammar Talking about things in general

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We can use the zero article with plural count and noncount nouns to refer to people, animals, or things in general.

We can use the definite article with an adjective to talk in general about groups of people or animals, or it can be used with a singular noun to refer to a whole species of animal.

3 Study the underlined text in examples a–e from the article and answer questions 1–3.

- a There are empty boxes where the apples, cucumbers, and cherries were.
 - b Not according to scientists.
 - c Take the bee, for example.
 - d Habitat loss, pollution, and climate change are contributing to the decline of ... all creatures.
 - e All animals, meaning the big and the small, are essential for our survival.
- 1 Which refer to something in general using the zero article?
 - 2 Which refer to something in general using the definite article?
 - 3 Which *doesn't* refer to something in general?



4 Work in pairs. Make as many general statements as you can, using the zero article, the definite article, and the words below.

bee climate change rainforest rich tiger young

Discover grammar Making comparisons

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We can use the definite article with a comparative to make a comparison between two things. Or we can use a *the... the...* structure to show cause and effect.

The quantifiers *both*, *neither*, *all*, and *none* can also be used to make comparisons, by highlighting the similarities between two or more things.

5 Read the Discover grammar box and find examples of the grammar in the article on page 8.



6 Study the factfiles about two different animals. Ask and answer the questions in pairs.

1 What do they have in common? Complete the sentences with as many similarities as you can.

Both

Neither

2 How do they help the environment in different ways?

3 Which do you think is:

a the more important of the two animals? Why?

b the easier to protect? Why?

Frogs

Habitat	ponds
Threats	climate change, pollution, and pesticides, disease, habitat loss

Why they are important

Bio indicators: studying them can reveal a lot about the quality of their environment

Bug control: frogs eat insects, which helps to protect crops. Among the insects they eat are disease-spreading mosquitoes, so frogs help to control their numbers

Food source: they are prey for fish, birds, and reptiles

Bats**Why they are important**

Habitat	trees, caves
Threats	climate change, habitat loss, disease
Bio indicators:	studying them can reveal a lot about the quality of their environment
Bug control:	many bats eat insects, which helps to protect crops
Pollination:	when bats drink nectar from flowers, they pick up pollen, which they then transport to other plants, allowing the plants to reproduce
Spreading seeds:	some plants and trees rely on bats to eat, carry, and excrete their seeds in new locations, allowing new growth



7 Make as many sentences as you can about the pictures using *the ..., the ...*.

The more forests we destroy, the fewer habitats there will be for animals.

**Discover more**

SEARCH ONLINE and find out about why humans need sea otters, narwhals, seals, or birds.

Choose the topic that interests you most. Why is it important that we protect your chosen animal?

Life skills
strategy

Using charts to present information

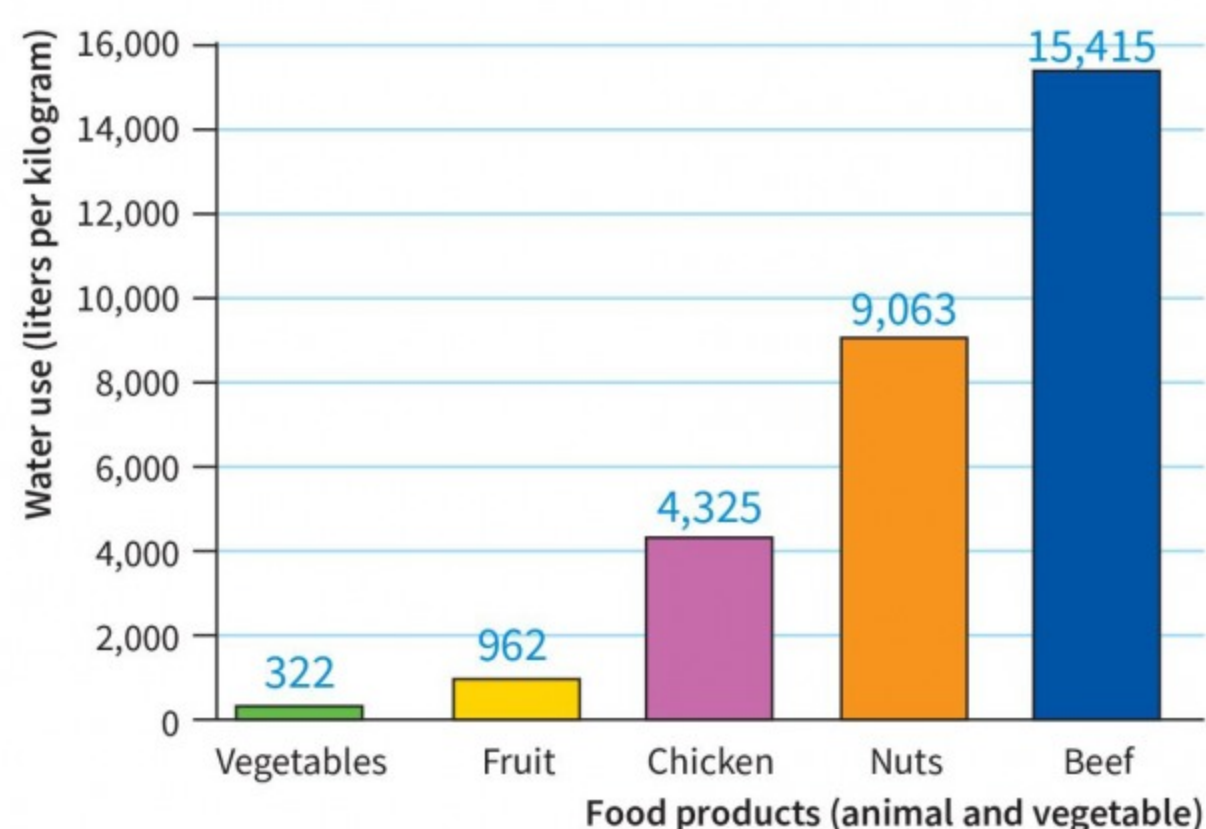
When you present an argument or opinion, you will need to give supporting information clearly and effectively. One way of doing this is by using charts.

- **Bar charts** can show quantities and are good for making comparisons.
- **Line charts** are good for showing trends and developments over a period of time.
- **Pie charts** can show quantities, expressed as percentages of a whole.

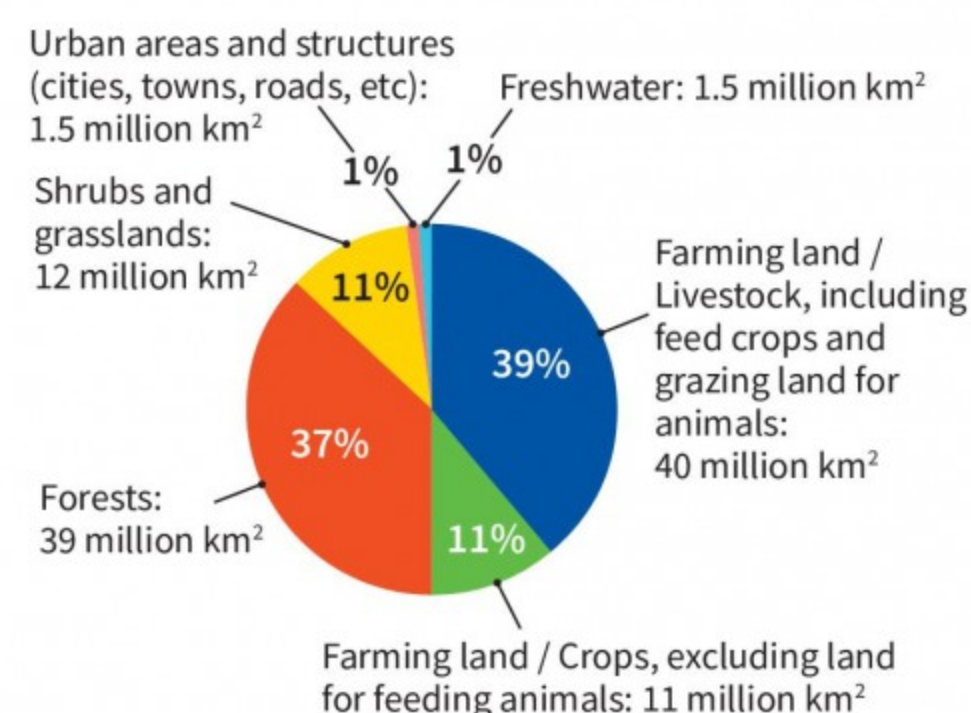
1 Study the life skills strategy and look at charts A–C below. Answer the questions.

- 1 What type of charts are they?
- 2 Which statistic do you find most surprising?

A The amount of fresh water used in the production of selected food products



B Land use as a percentage of global habitable land*

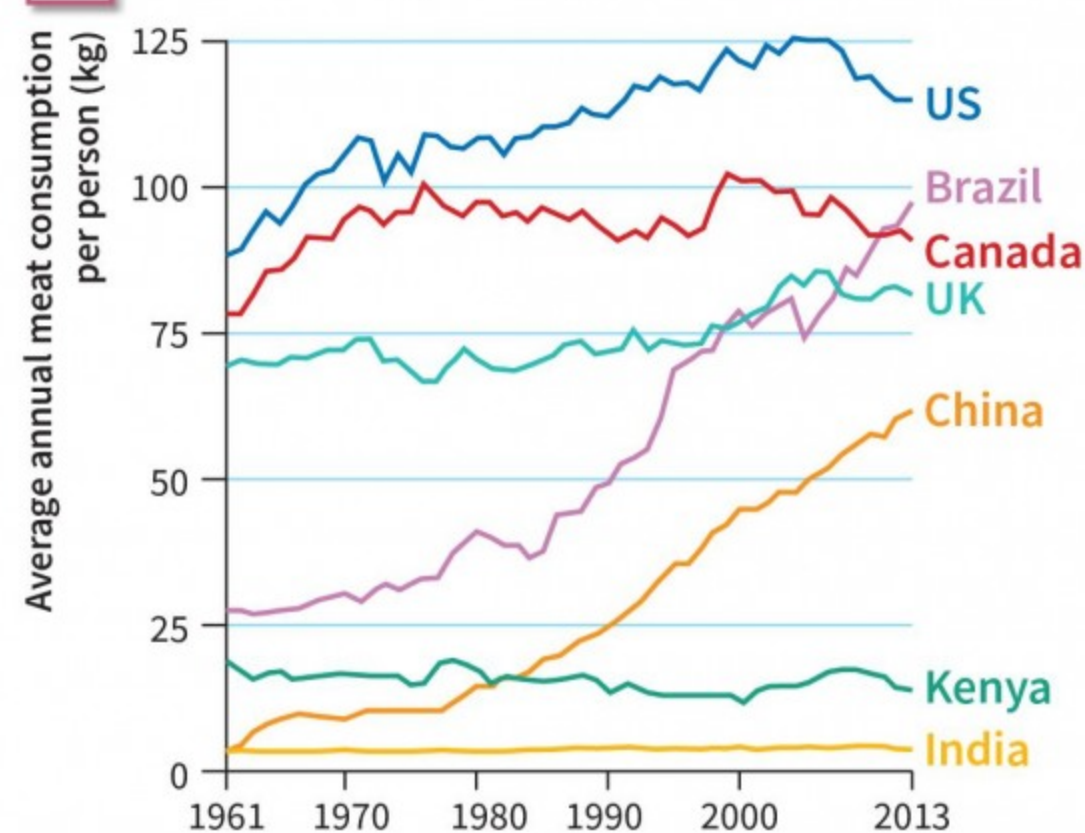


* Around 71% of all land on Earth

2 Choose the correct option. Answer according to the information in charts A–C.

- 1 Cows use 962 / 15,415 liters of fresh water per kilo of meat.
- 2 Producing **nuts** / **vegetables** requires more fresh water than producing chicken.
- 3 The amount of land used for farming livestock is **greater** / **less** than the amount used by forests.
- 4 **Half** / **Over three times** as much land is used for farming animals as for growing crops.
- 5 **Brazil and China** / **the US and Canada** experienced the most dramatic rise in annual meat consumption between 1961 and 2013.
- 6 On average, people in **Kenya** / **India** eat the least amount of meat per year.

C Meat consumption by selected country



Source: UN Food and Agriculture Organization / Our World in Data

3 Are arguments 1–8 for or against the use of animal products? Choose the correct option.

- | | |
|---|---------------|
| 1 Leather takes less energy to produce than synthetic material. | for / against |
| 2 Many industrialized factory farms treat animals unethically. | for / against |
| 3 Animal products like meat are bad for our health. | for / against |
| 4 Small-scale farms produce ethical animal products. | for / against |
| 5 We can get enough nutrients into our diet from plants. | for / against |
| 6 Animal products use a lot of water and land. | for / against |

Discover vocabulary **Developing an argument**

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4 Listen to a radio interview about the use of animal products. Which arguments from exercise 3 does Dr. Brady make?

5 Which of the charts A–C from page 10 support Dr. Brady’s arguments?

Listening strategy



Listening to summarize an argument

When you want to summarize an argument, listen for:

- the speaker’s main points
- the evidence they use to support and develop their points
- the speaker’s main argument, e.g., what they are trying to persuade the listener to think or do

6 Study the listening strategy. Then listen again and complete the summary.

In the radio show *Global Matters*, Dr. Helen Brady claims that our dependence on animal products is bad for ¹

She supports this claim by first talking about ²

Then she goes on to point out ³

Finally she looks at ⁴

Examples and statistics she uses to support her arguments are: ⁵

and ⁶

Her purpose is to ⁷



7 Work in pairs. Choose and research one of the issues. Then follow stages 1–3 below.

- animal sports • animal testing • intensive animal farming • leather alternatives • vegan diets

1 Write down your main arguments for or against.

2 Research facts and figures to support your arguments.

3 Find or create charts that will help to present the information as clearly as possible.



8 Deliver your arguments from exercise 7 to another pair of students. Use the key phrases to help you. After you give your talk, ask the other pair to summarize your argument.

Key phrases Making your case

There’s no disputing the fact that

There’s a proven link between ... and

The fact of the matter is

There’s also ... to consider.

Let’s take ... as an example.

9 REFLECT Can you think of ways to replace or reduce the animal products you use?

Discover more



SEARCH ONLINE and find out about other replacements for animal products, e.g., dairy, meat, eggs, and leather. Are they better for the environment? Are they cheap to produce?

Writing task



An opinion essay

Your teacher has asked you to write an essay about how we should treat animals. Choose one of the following statements, then write an essay explaining why you agree or disagree with it.

- 1 Zoos have little value for society and should be closed down.
- 2 It's a bad idea to have a pet. It's bad for the animal and bad for the environment.
- 3 We shouldn't eat animals or use animal products for clothing.

Understand the task

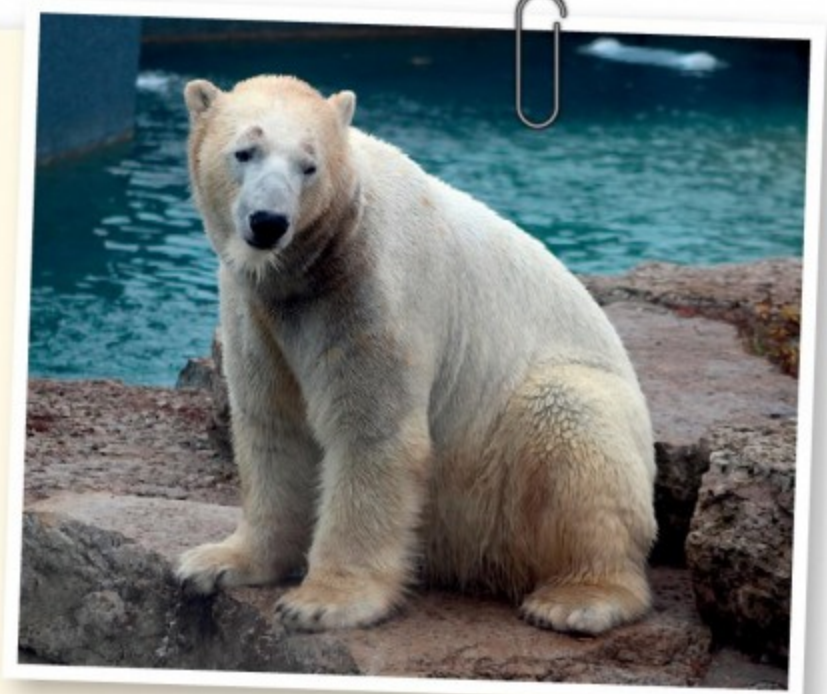
- 1 Study the writing task. Do you agree or disagree with statements 1–3?
- 2 Read the opinion essay. Which statement (1–3) from the writing task does it discuss? Do you agree with the writer's point of view? Which are the strongest points and the weakest points that are made?

When the first zoo was opened in France in 1793, it was more like a museum. It was created to entertain people, and the animals were kept in very small cages. Today, zoos have bigger enclosures and try to encourage people to care about animal conservation, but their main purpose is still to entertain. People say they help wild animals, but do they really? In short, I will argue to support the statement that zoos have little value for society and should be closed down.

First of all, do zoos encourage people to care about wild animals? While zoos do give visitors the opportunity to see animals up close and learn about them, they can also cause stress for the animals. To clarify, the animals may find themselves in an enclosure that is too small for their needs or a climate that they are unsuited for. If we truly cared about animals, why would we want them to suffer in zoos? Or to put it another way, if visitors don't care about a stressed animal in a zoo, why would they care about one in the wild?

Secondly, do zoos really help to protect endangered species? In reality, most of the animals in zoos are not endangered. A recent study found that only 18% of land animals in zoos are threatened or endangered, and the majority of them will never be released into the wild. The truth is that it's nearly impossible to release zoo animals into the wild: they have no survival skills, and they also transmit new diseases. In addition, zoos donate less than 1% of their revenue to conservation. In other words, zoos are not really helping these species.

To sum up, it seems to me that zoos have little value to society. In my opinion, they neither encourage people to care more about animals nor help with conservation. Simply put, zoos are unnecessary and should be closed down.



Think and plan

Writing strategy



Generating ideas and supporting opinions

When you are planning an opinion essay:

- First, generate ideas about the topic. Think of as many ideas as possible to support your opinion.
- Next, choose which ideas you want to focus on and note down arguments to support them.
- Finally, research facts and figures that will support your opinions. Remember to choose your sources carefully.

- 3 Study the writing strategy. Then read the opinion essay again and answer the questions.
 - 1 Which arguments does the writer use against zoos?
 - 2 What facts and figures do they use to support their opinions?

- 4 Read the facts and figures for an essay on pets. What opinions could they be used to support?**
- 1 A recent survey reported that 95% of American pet owners think of their pets as part of the family.
 - 2 According to sociologists, in the future, pets might be replaced by robots.
 - 3 In the 19th century, most animals in households were working animals.
 - 4 Americans spent around \$75 billion on their pets in 2019.
 - 5 In 2015, the New Zealand government recognized animals as sentient beings.
 - 6 Pet cats and dogs in the U.S. have the same environmental footprint as 13.6 million cars being driven for a year.
- 5 Choose an essay title from the writing task and make a paragraph plan. Remember to explain your opinion and find facts and figures to support it.**

Write a first draft

- 6 LANGUAGE POINT** Look at the opinion essay on page 12 again. Find five more examples of signpost language used to paraphrase or clarify a point.

in short

- 7 Write the first draft of your opinion essay. Use your notes and your paragraph plan from exercise 5.**

Review and edit

- 8 Read through your first draft. Check it and revise it. Then write your final draft.**
- **Content** Do your examples support your overall opinion?
 - **Organization** Does your essay contain three sections: an introduction, main opinions, and a conclusion?
 - **Style** Have you used signpost language to paraphrase and clarify your points where necessary?

Reflect

Why are animals important?



How have animals inspired us?



Can animals be good companions?



Why do we need animals and insects?



Do we need animal products?



How should we treat animals?

- 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



I learned that elephants appear to grieve when one of their group dies.



VIDEO Learning about why we look below the surface

READING Understanding subject-specific vocabulary

LANGUAGE IN USE Reporting suggestions; Asking politely for information

LIFE SKILLS Think before you judge

SPEAKING Telling engaging personal anecdotes

WRITING Writing a process essay



What's below the **SURFACE?**

Swans seem to move calmly and effortlessly through the water, but below the surface, their feet are paddling furiously.