

Oxford Discover Futures



Classroom Presentation Tool

- On-screen Student Book and Workbook
- Additional Activities
- Class Videos: Factflix and Reflect
- Class Audio



Teacher's Guide

- Course Overview
- Teaching Notes
- Audio and Video Scripts
- Workbook Answer Key



Teacher's Resource Center

- Teacher's Access to Online Practice
- Test Materials
- Additional Teaching Resources
- Class Audio and Video
- Teacher's Guide
- Teacher's Support Material



Sheila Dignen

Teacher's Guide

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Oxford Discover Futures

Teacher's Guide

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Contents

Unit

Factflix videos



Reading to learn

Language in use

- 1** Why are animals important? **page 4**
How have animals inspired us?
 Discover vocabulary *Design and technology*
 Key phrases *Talking about design solutions*

Can animals be good companions?
 Reading strategy *Identifying tone*
 Discover vocabulary *Relationships*

Why do we need animals and insects?
 Discover grammar *Talking about things in general; Making comparisons*

- 2** What's below the surface? **page 14**
Why do we look below the surface?
 Discover vocabulary *Above and below the surface*
 Key phrases *Giving reasons and anticipating consequences*

Do plants secretly communicate?
 Reading strategy *Understanding subject-specific vocabulary*
 Discover vocabulary *Biology*

What's under a city?
 Discover grammar *Reporting suggestions; Asking politely for information*

Project How are geological features formed? Designing a web page for a travel program **page 24**

- 3** How do we use patterns? **page 26**
Why are patterns important to us?
 Discover vocabulary *Collocations with make*
 Key phrases *Talking about your skills and abilities*

How do computer programs use patterns?
 Reading strategy *Recognizing idiomatic language*
 Discover vocabulary *Idioms: verb phrases*

How accurately can we predict weather patterns?
 Discover grammar *Making and reporting predictions*

- 4** How do we solve problems? **page 36**
What's the best way to deal with problems?
 Discover vocabulary *Dealing with problems*
 Key phrases *Dealing with problems*

What unintended consequences can solutions bring?
 Reading strategy *Synthesizing information from multiple sources*
 Discover vocabulary *Expressions with turn*

How can we make travel more accessible for everyone?
 Discover grammar *Describing ability and success; Expressing criticism*

Project How can we synthesize natural patterns into urban design? Designing a building **page 46**

- 5** How does advertising work? **page 48**
What influences our buying decisions?
 Discover vocabulary *Shopping and advertising*
 Key phrases *Talking about shopping*

What is the science of selling?
 Reading strategy *Identifying supporting details*
 Discover vocabulary *Advertising compound nouns and collocations*

Is advertising always ethical?
 Discover grammar *Avoiding repetition*

- 6** Why do we need other people? **page 58**
How many friends can we have?
 Discover vocabulary *Friendships*
 Key phrases *Talking about social groups*

Why do some people avoid society?
 Reading strategy *Comparing genres*
 Discover vocabulary *Social withdrawal*

How does social media affect us?
 Discover grammar *Talking about ongoing actions and states; Talking about annoying habits and situations*

Project How can we take care of our mental health? Designing a social media campaign **page 68**

- 7** Why are we fascinated by space? **page 70**
What do we know about space?
 Discover vocabulary *Space*
 Key phrases *Discussing pros and cons*

Why is science fiction important?
 Reading strategy *Visualizing a description*
 Discover vocabulary *Compound adjectives*

Does space exploration benefit humanity?
 Discover grammar *Talking about purpose*

- 8** What do we know? **page 80**
Where does our knowledge come from?
 Discover vocabulary *Knowledge: idioms*
 Key phrases *Expressing certainty and uncertainty*

Why can't we agree on what's true?
 Reading strategy *Identifying assumptions*
 Discover vocabulary *Multi-word verbs and single-word synonyms*

What do we know when we're born?
 Discover grammar *Hedging*

Project Is it more important to explore space or the oceans? Giving a funding pitch **page 90**

- 9** How should we respond to crime? **page 92**
Should we be bystanders?
 Discover vocabulary *Behavior*
 Key phrases *Talking about reactions*

How can we prevent crime?
 Reading strategy *Evaluating an author's arguments*
 Discover vocabulary *Law and order*

Can we always believe what we see?
 Discover grammar *Talking about hypothetical situations and consequences*

- 10** What matters most to you? **page 102**
What does success look like to you?
 Discover vocabulary *Success*
 Key phrases *Discussing success*

Which personal qualities count most?
 Reading strategy *Recognizing rhetorical devices*
 Discover vocabulary *Doing what you love*

How can you find a career that suits you?
 Discover grammar *Expressing choice with -ever; Adding information using relative clauses with which*

Discover vocabulary and grammar **p.112** Writing workshop **p.132**

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?

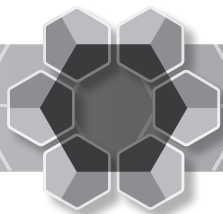
TASK *A persuasive blog post*
Writing strategy *Being emphatic*
Language point *Emphatic adverbs*
Reflect

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



Introduction

Welcome to Oxford Discover Futures

Oxford Discover Futures is a six-level course, created to address the evolving needs of secondary-level learners of English in the 21st century. Second language acquisition is now much more than an academic pursuit. It has become an essential skill for global cooperation and problem solving. *Oxford Discover Futures* is centered on the belief that language and literacy skills are best taught within a framework of critical thinking and global awareness, and it aims to guide students toward the broader goals of communication.

Oxford Discover Futures creates a positive and motivating learning environment by:

- providing content that is relevant, informative, and educational
- allowing students to consider key concept questions that they revisit as they gain more information

- challenging students to think critically about topics, issues, and questions
- fostering competence in reading and writing
- developing strategies that help students perform well in academic study and examinations.

Lifelong Learning with the Oxford Discover Family

Oxford Discover Futures belongs to a family of Oxford courses that share the same inquiry-based methodology, with a focus on 21st Century Skills. These courses offer schools a continuous inquiry-based learning path, which evolves with students as they grow. Each course provides the right level of cognitive challenge to support lifelong learning and success. For more information about the other courses available, please talk to your local Oxford representative.



The Oxford Discover Futures Team

Young people today have better access to information than ever before. As educators, one of our tasks is to ensure that our students have the tools to assimilate, interpret, and react to this information effectively and responsibly, so that they are better equipped to voice their opinions in local and global discussions about the world. The challenge we face as authors is to provide teaching materials that will enable this generation of learners to channel their inquisitive nature and knowledge.

This challenge is what first attracted us to the concept of *Oxford Discover Futures*. The material is driven by inquiry-based learning and critical thinking. Each unit begins with a question, such as “What is intelligence?”, “Why do people travel?”, and “What makes a hero?” Students think about and react to these big questions. We encourage them to dig deeper and consider the topics from different, less familiar perspectives.

We have learned a lot from writing *Oxford Discover Futures*. We have aimed to both challenge students and encourage them to question the world around them. And we hope that they enjoy using the course as much as we have enjoyed working on it!

Ben Wetz and **Jayne Wildman** are consultants for *Oxford Discover Futures* and have both been involved in ELT for over 30 years.

Ben started teaching English in 1987. Since 1998, he has been a freelance teacher trainer and author. He has written several successful coursebooks for teenagers including *Adventures*, *English Plus*, and *Scope*. As a teacher trainer, he has traveled and given talks in numerous countries around the world.

Jayne first started teaching children and teenagers in 1988. After teaching in Spain, Italy, and the UK, Jayne spent several years in Oxford as an editor, before she began authoring her own books. Her first book was published in 2002, and since then she has written successful courses for Secondary students in countries all over the world. One of her most recent publications is *Insight*.

The Key Principles of *Oxford Discover Futures*

I. Inquiry-based Learning

Inquiry-based learning maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading, and writing as they identify and answer questions about themselves and the world around them.

Oxford Discover Futures supports an inquiry-based approach to learning English. Each unit in *Oxford Discover Futures* revolves around a unifying question, which is broad, open-ended, and thought-provoking, appealing to students' natural curiosity. Throughout the process of inquiry-based learning, students play an active role in their own education. Teachers facilitate this learning by guiding students to ask questions, gather information, and find answers. As students work together and share information, they build essential skills in communication and collaboration.

The following guidelines will help teachers create the most effective classroom environment for *Oxford Discover Futures*, ensuring maximum student participation and learning.

1 Facilitate student-centered learning

Student-centered learning gives students an active role in shaping their own learning paths, fostering their confidence and autonomy. The teacher acts as facilitator, guiding the learning and ensuring that everyone has a voice. Students work both individually and with each other to achieve the goals they have set for the lessons. As a result, student participation and dialogue are maximized in the classroom. But learning should not begin and end in the classroom. The "Discover more: search online" feature in the Student Book prompts students to independently research a topic on the internet, representing one of the ways in which *Oxford Discover Futures* sets out to develop students into autonomous lifelong learners.

2 Wonder out loud

Curious students are inquirers, ready to look beyond the information on a page. Curiosity can be developed in your students if you are curious, too. As new ideas, stories, or topics are encountered, encourage students to think out loud:

- *I wonder why / how ...*
- *I wonder what happens when / if ...*

3 Let student inquiry lead the lesson

When students are presented with a topic, invite them to ask their own questions about it. In doing so, they are more motivated to seek answers to those questions. In addition, as students find answers, they take on the added role of teacher to inform others in the class.

4 Explore global values

Students need to understand the importance of values from an early age. Taking an inquiry-based approach means that they are encouraged to think about different situations and the effect that particular behavior has within those situations. In doing so, students nurture and become more aware of their own values and the importance of contributing in a positive way to the community, society, and the world around them. *Oxford Discover Futures*

promotes global values throughout the series, with texts and activities prompting students to examine values from an outside and a personal perspective.

5 Focus on thinking, not memorizing

Oxford Discover Futures is based on the belief that critical thinking is the key to better learning. While retention of words and structures is important for language development, allowing students to access knowledge on a deeper level is equally important and will further encourage effective learning in the classroom. The critical thinking activities in *Oxford Discover Futures* help students make sense of the information presented to them, ultimately leading to greater understanding and retention.

6 Build strong student–teacher relationships

While maintaining class discipline, it is important to develop a mutual relationship of trust and open communication with students. In this way, students begin to look at themselves as partners in learning with their teacher. This gives them a sense of shared responsibility, creating a dynamic and highly motivating learning environment.

7 Take time to reflect

Oxford Discover Futures actively promotes student reflection by incorporating "Reflect" activities into the page content, but reflection does not have to be limited to these waypoints. Lessons can begin by asking students to recall key points from the previous lesson or from the unit so far. End lessons by facilitating a student-led recap of the main learning points from the day. The answers can encompass not only content, but reflections on classroom dynamics and methodologies. For example:

- *How was teamwork organized today?*
- *Could it be improved?*
- *Which activity was the most successful or beneficial?*

As students become more aware of how they learn, they become more confident and efficient in their learning.

8 Make connections

Deep learning occurs when students can connect new knowledge with prior knowledge and personal experiences. Give your students opportunities to make connections. For example:

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

By making such connections, students will be able to understand new vocabulary and grammar input in a contextualized way and retain language and content knowledge.

9 Cooperate instead of compete

Competitive activities may create temporary motivation, but often leave some students feeling less confident or valued. By contrast, cooperative activities build teamwork and class unity while boosting communication skills. Confident students serve as a support to those who need extra help. All students learn the value of working together. Cooperative activities provide win–win opportunities for the entire class.

II. 21st Century Skills and Global Skills

We live in an age of rapid change. Advances in communication and information technology continue to create new opportunities and challenges for the future.

As our world becomes increasingly interconnected, today's students must develop strong skills in critical thinking, global communication, collaboration, and creativity. In addition, students must develop life and career skills, information, media, and technology skills, as well as an appreciation and concern for the health of our planet and cross-cultural understanding. *Oxford Discover Futures* strives to help students build each of these skills in order to succeed in the 21st century. Students' performance in these skills is assessed through the Project lessons. Rubrics for these assessments are available on the Teacher's Resource Center.

1 Critical Thinking

Students in the 21st century need to do more than acquire information. They need to be able to make sense of the information by thinking about it critically. Critical thinking skills help students to determine facts, prioritize information, understand relationships, solve problems, and more. *Oxford Discover Futures* encourages students to think deeply and assess information comprehensively. Students are invited to be curious and questioning, and to think beyond their normal perspectives. Throughout every unit, discussion questions encourage students to apply their own experience and opinions.

2 Communication

As a global course for English in the 21st century, *Oxford Discover Futures* has a skills focus and each unit offers students plentiful opportunities to become effective listeners, speakers, readers, and writers. In addition, the *Oxford Discover Futures* Online Practice promotes online communication and computer literacy, preparing students for the demands of the new information age.

3 Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Oxford Discover Futures* offers opportunities for collaboration in every lesson, with students working together in pairs, small groups, or as an entire class. In addition, students are required to complete a project after every pair of units, which encourages them to work together to fulfill specific objectives.

4 Creativity

Creativity is an essential 21st Century Skill. Students who are able to exercise their creativity are better at making changes, solving new problems, expressing themselves, and more. *Oxford Discover Futures* encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgment. Students focus on producing creative outcomes in the Writing, Project, and Literature lessons.

5 Global Skills

Global Skills encompass a broad selection of skills necessary for success in a globalized world. They embrace the skills needed for lifelong learning and well-being, and help students develop as well-rounded citizens. In addition to 21st Century Skills, Global Skills also include:

- intercultural competence and citizenship
- emotional self-regulation and well-being
- digital literacies.

The digital materials, Life skills lessons, Project lessons, and other activities throughout *Oxford Discover Futures*, support Global Skills.

III. Integrated Language Support

1 Vocabulary

- *Oxford Discover Futures* presents a rich and challenging vocabulary. Words are introduced in context with video, audio, and reading texts in each unit. Activities requiring students to then produce the vocabulary, in the Student Book and Workbook, promote understanding and retention.
- *Oxford Discover Futures* also teaches vocabulary through the use of word-building strategies. These encourage students to recognize connections between words, e.g., by exploring derived forms, collocating words, or relationships of meaning between words. Making associations between words instills a deeper understanding of the language and makes the process of acquiring new vocabulary far less daunting. Rather than memorizing lists of vocabulary, students focus on learning *about* vocabulary.
- Further practice with the vocabulary can be found in the *Discover vocabulary* section of the Student Book and in the Workbook. The Workbook also contains wordlists of all the key vocabulary from the level, organized by unit. Words from the Oxford 3000™ list are highlighted. This is a list of the most useful words to learn in English.

2 Grammar

- *Oxford Discover Futures'* grammar syllabus is fast-paced and high-level. The target grammar is presented in an authentic context in each unit of the Student Book. Activities then focus on the usage and meaning of the grammar rather than its form. With this approach, students relate to it in an engaging and meaningful way. Optional support on the form of the grammar can be found in the *Discover grammar* section at the back of the Student Book. Further grammar practice is provided in the Workbook.

3 Literacy

- *Oxford Discover Futures* teaches higher-level literacy skills through the introduction of reading and writing strategies in each unit. These practical strategies encourage students to read critically and efficiently through a broad range of text types and genres. There is a variety of texts and genre types in each level, which helps students to become familiar with different types of language and language use.

Component Overview

FOR THE STUDENT



Student Book

The Student Book contains ten units. Each unit presents students with a unit question, and five lesson questions, encouraging students to examine the world more critically within an inquiry-based learning environment. The Student Book also includes Vocabulary and Grammar reference and practice, Project lessons, Literature lessons, and a Writing workshop.

Workbook

The Workbook provides students with extra practice of the language and strategies taught in class, as well as offering exam preparation material. The wordlist for the level is at the end of the Workbook.



e-Books

The Student Book and Workbook e-Books allow students to complete activities on the page, make notes, record themselves, and play the audio and video materials in context.



Online Practice

The Online Practice offers interactive content that is automatically graded and suitable for self-study.



FOR THE TEACHER



Teacher's Guide

The Teacher's Guide is a clear guide for the teacher in all aspects of the course.



Online Practice

Go online to access the Online Practice using the details contained in the Access Card in the back of the Teacher's Guide. The Online Practice enables teachers to create online classes and track their students' progress. The platform also offers access to the Teacher's Resource Center for a wealth of tests and extra teaching resources.



Classroom Presentation Tools

The *Student Book Classroom Presentation Tool* is an interactive Student Book with autocorrect functionality, keys for suggested answers, audio, videos, and additional activities to support the Student Book content.

The *Workbook Classroom Presentation Tool* is an interactive Workbook with autocorrect functionality, keys for suggested answers, and audio.

The Classroom Presentation Tools can be downloaded from Oxford Learner's Bookshelf and used offline, online, or via a web browser.

Factflix videos

The Factflix videos offer an introduction to each unit.

Reflect videos

The Reflect videos cover each unit question and review all of the lesson questions. The version without narration is to stimulate students' own thinking about the topic and the unit questions before they hear the second version with narration.



Teacher's Resource Center

The Teacher's Resource Center contains additional materials to supplement the course content:

- tests
- worksheets
- videos
- audio
- audio and video scripts, answer keys, wordlists
- professional development support
- The Class Audio MP3s support teaching in class and contain recordings for all the Reading to learn texts, listening exercises, and tests.

Supplementary Resources

Here you will find a range of titles which best complement *Oxford Discover Futures*, whether you want additional resources for your students, or to expand your own knowledge of teaching and learning.

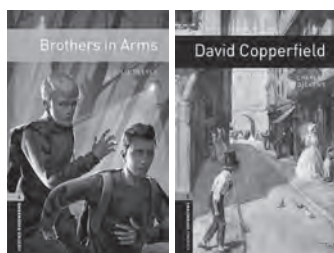
Readers

Oxford Bookworms Library

Classics, modern fiction, and non-fiction – the *Oxford Bookworms Library* has something for all your students. Over 260 original and adapted texts, graded to ensure comfortable reading at every level.

- Illustrations, photos, and diagrams support comprehension.
- Activities check comprehension and build language skills.
- Audio helps build reading and listening skills.
- Glossaries teach difficult vocabulary.

www.oup.com/elt/gradedreading



Dictionary

OALD 10th edition

Oxford Advanced Learner's Dictionary builds English vocabulary better than ever before and leads the way to more confident, successful communication in English.



- Use the dictionary as a teaching tool to enhance your students' learning in the classroom.
- Build learners' vocabulary – and help them to use it.
- Expand on the core vocabulary from your coursebook with the Oxford 3000 and Oxford 5000.

Oxford 3000™ and Oxford 5000™

Aligned to the Common European Framework of Reference for Languages (CEFR), the word lists have been carefully researched and developed together with vocabulary experts.

The **Oxford 3000™** is a list of 3000 core words and it covers up to 75% of words that learners at A1 to B2 level need to know.

The **Oxford 5000™** is an expanded core word list for advanced learners of English. As well as the Oxford 3000 core word list, it includes an additional 2000 words that are aligned to the CEFR, guiding advanced learners at B2 to C1 level on the most useful high-level words to expand their vocabulary.

Find out more at www.oxford3000.com

Professional development



Focus on Assessment

By Eunice Eunhee Jang

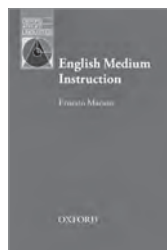
Referencing classroom-based research and classroom vignettes, *Focus on Assessment* helps you to understand research evidence in language assessment for students aged 6–16. It develops your ability to design, implement, and critically evaluate language assessment.



Language Assessment for Classroom Teachers

By Lyle Bachman and Barbara Damböck

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



English Medium Instruction

By Ernesto Macaro

Against a backdrop of theory, policy documents, and examples of practice, this book weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students.

Position Papers

Get expert advice to power your teaching

Our mission is to empower the global ELT community to teach and learn in the most successful way. To achieve this goal, we work with leading researchers and practitioners advising on the key issues shaping language education today. We are proud to share with you a wealth of insights informed by research and classroom practice to power your teaching.

Download our position papers to access evidence-based guidance, exclusive training, and resources for your classroom at www.oup.com/elt/expert

Effective feedback: the key to successful assessment for learning

Get practical recommendations from our experts on giving empowering feedback to learners.

The role of the first language in English Medium Instruction

Learn the benefits for your students in using their first language as well as English, and get practical recommendations from our experts for effective EMI and CLIL programs.

Global Skills: Creating empowered 21st century citizens

Get practical recommendations from our experts on teaching Global Skills in the classroom.

Student Book Guided Tour

Unit openers

These pages introduce the unit topic through a unit question. This question is then explored from multiple perspectives over the course of the unit through the lesson questions. The opening picture acts as a powerful visual representation of the unit topic.



Classroom Presentation Tool

View the unit opener picture on an Interactive Whiteboard and use the additional activity to support students' analysis of the picture and the unit topic.

Unit summary

Students can preview the themes, skills, and strategies that they will learn about over the course of the unit.

Unit question

The unit question provides a thought-provoking introduction to the topic of the unit.

Lesson question

The lesson question prompts students to consider the unit question from a different, more focused, perspective.

The unit opener page features a large photograph of a kingfisher in flight. Below the photo is the unit question: "Why are animals IMPORTANT?". To the right of the photo is a thumbnail for a Factflix video titled "How have animals inspired us?". The video thumbnail includes a list of activities and a "Discover more" section.

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

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

1. An eco-friendly bicycle helmet
2. A performance-enhancing swimsuit
3. An anti-static carpet
4. A self-cleaning window

Discover vocabulary Design and technology
Student Book • Page 112 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 bats with "bummy" bodies 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.

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

Key phrases Talking about design solutions
What did... have in common?
...could help/invent...
...could be inspired by/nature-inspired...

Discover more SEARCH ONLINE and find out about "The Ashcroft," which was inspired by the design of the honeycomb.

Opening photo and caption

Students are encouraged to reflect on their existing knowledge of the unit topic and form a personal response to the photo and accompanying caption. These features can be used to elicit familiar vocabulary, motivate students, or determine what students already know or want to know about the topic.



Discover more

Students either **SEARCH ONLINE** or **ASK FRIENDS** in order to explore the unit topic in greater depth, away from the Student Book pages. This promotes independent learning and helps students to form meaningful connections between the unit topic and the outside world.

Icons



speaking activity



writing activity



listening activity



video activity



additional activity (Classroom Presentation Tool only)

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



An additional activity provides further support with the reading text.

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


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

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

Reading to learn

An Unusual Traveling Companion

Reading strategy



Identifying tone

From the text, decide what the author's feelings towards his strange pet, Guine, are. Choose the correct answer from the list of adjectives. Write the letter of the correct answer in the space provided.

1. Why do people keep animals as pets and companions?

2. Look at the pictures on pages 6 and 7. Do you think bees could make good companions? Why? Why not?

1. ☐ a serious and factual
2. ☐ subjective and critical
3. ☐ 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 bees in a different way
d. to entertain us with a story of an adventure and an unusual travelling companion

3. Choose the option that best describes the text type.

a. a news article
b. an expedition
c. an academic essay

d. a magazine article
e. an advertisement
f. a review

Read the text first. Then answer the questions.

1. Why did Guine decide to take a travelling companion on his trip?


2. According to the writer, how did Monique relate to Guine?

3. Why does Guine feel it would have been strange to eat Monique during their trip?

4. How did Monique save Guine's life?

5. What enabled Guine to navigate the Northwest Passage?

6. What would you say was the purpose of Guine's voyage?



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1.

The reading texts are designed to expose students to different subject areas. They are information-rich and thought-provoking, while appealing to the interests of the age group. Multiple authentic text types are represented across the course, helping to bridge the gap between the classroom and its real-world application.

The reading comprehension activities require students to analyze the text using a range of higher-level reading skills, including the ability to think critically.

The vocabulary activity encourages students to explore connections between words from the text and other words, in terms of meaning or formation. This helps students to build strategies for learning and using vocabulary.

Critical Thinking questions are designed to promote higher-level reading skills. Students may be encouraged to focus in on a particular word from the reading text, study a chunk of text and infer its meaning, or take a step back from the text and consider the tools and tactics of the author.

Personal response questions allow students to discuss their opinions about the reading text and the topic of the unit question in pairs.

[illegible]

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

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



An additional activity provides further support with the target grammar.

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

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

Language in use

Why do we need animals and insects?

Language in use

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 that you grab the supermarket trolley before the (land) vegetables, but when you get there, you discover that none of your favourite products are available. There are empty tins 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 bees, for example. Bees enable plants like fruit and grains, but these tiny little insects are being killed off by poisonous pesticides, poor weather, and diseases. In the future, there will be fewer and fewer bees, and it may disappear as a result of the world's crops will disappear with them.

Ants and termites also perform important roles in protecting the ecosystems. Both of these insects help to clean up waste and recycle nutrients. Without them, forests would be drowning in sea of organic rubbish. Ants also have a lot to do with our environment. Ants may be the winner of the race, but neither could we live without our important. They both help to ventilate and fertilise 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 also the way they change the better. Habitat loss, pollution, and climate change are contributing to the decline of not just insects, but all creatures. It is estimated that 50% of natural 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, including that big and the small, are essential for our survival.



Discover grammar Talking about things in general

Student Book + page 111 Workbook + page 1

We can use the present simple verb form to talk about something that is true in general, or something that is always true.

We can use the present simple verb form to talk about something that is true in general, or something that is always true.

3 Study the underlined text in examples 4–6 from the article and answer questions 1–3.

4 There are empty tins where the apples, cucumbers, and cherries were.
 Not according to scientists.
 Take the bees, for example.
 Habitat loss, pesticides, and climate change are contributing to the decline of... all creatures.
 All animals, missing 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 don'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.

be climate change rainforest rain river young

Discover grammar Making comparisons

Student Book + page 111 Workbook + page 1

We can use the comparative and superlative forms to compare different things. We can use the comparative and superlative forms to compare different things. We can use the comparative and superlative forms to compare different things.

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

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

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

2 How do they help the environment in different ways?

3 Which do you think is...

- less more important of the two animals? Why?
- less easier to protect? Why?

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: helps get 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

Habitat: trees, lakes

Threats: climate change, habitat loss, disease

Why they are important: 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 help carry and disperse their seeds into locations, allowing new growth.

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

There is only one sentence that describes the pictures in the article.

Discover more

SEARCH ONLINE and find out what **why humans need bees, ants, and other insects** is important for the world. Write down the answers. Why do you think bees are important for the world?

Unit 1 Why are animals important?

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

[illegible]

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

Life skills

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


Classroom Presentation Tool

An additional activity provides further support with the key phrases.

Lesson question

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

Key phrases

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

Life skills

Do we need animal products?

Life skills
strategy

Using charts to present information

When presenting an argument to persuade others, you will need to present supporting information. *Why are we eating less meat? And what are the benefits for the environment?*

- **Bar charts** can show quantities and can give interesting comparisons.
- **Line charts** are good for showing trends over time or comparing a number of items.
- **Pie charts** show what parts of a total are made up of.

1 Study the life skills strategy and look at charts 6–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 different food products

Food product	Water use (litres per kilogram)
Vegetable	822
Fruit	842
Cereals	815
Meat	10,500
Eggs	23,415

B

Land use is a percentage of global habitable land*

Land use	Percentage
Pasture for livestock	33%
Arable land	12%
Forest	31%
Urban and built-up areas	3%

* Based on FAO of 2006 and 2007

2

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

- 1 Cows use 10t / 23,415 litres of fresh water per kilo of meat.
- 2 Producing meat / vegetables requires more / less water than producing chicken.
- 3 The amount of land used for farming livestock is greater / less than the amount used for 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 1965 and 2015.
- 6 Do average, people in Kenya / India eat the least amount of meat per year.

C

Meat consumption by selected country

Year	US	UK	China	Brazil	India	Kenya
1965	~45	~35	~15	~10	~5	~2
1975	~55	~40	~20	~12	~6	~3
1985	~65	~45	~25	~15	~8	~4
1995	~75	~50	~30	~18	~10	~5
2005	~85	~55	~35	~20	~12	~6
2015	~95	~60	~40	~22	~15	~7

Source: Food and Agriculture Organization of the United Nations

3

Are arguments 1–3 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 breed animals unsustainably. 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 on our diet from plants. for / against
- 6 Animal products use a lot of water and land. for / against

10

Unit 1 Why are animals important?

Life skills

Discover vocabulary Developing an argument
Student Book • Page 122 Workbook • Page 8

1.03

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

1.04

Listening to summarize an argument

When you listen, concentrate on capturing these key:

- the overall message
- the main points and supporting well-presented facts
- the reasons that support the argument

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

In the radio show, clinical scientist Dr. Brian Brady claims that the development of genetic engineering for ...

She supports a three claim by first talking about ...

Then she goes on to point out ...

Finally she says that ...

Examples of words to use in the summary to support her arguments are ...

and ...

the purpose is to ...

1.05

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

• animal sports • animal testing • intensive animal farming • slaughter alternatives • vegetarianism

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.

1.06

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 doubt about the fact that ...

There's a proven link between ...

There's a lot of evidence ...

There's also ... in common ...

It's clear ... in the research ...

1.07

9 REFLECT ON how you find ways to replace or reduce the animal products you use?

Discover more

1.08

SEARCH ONLINE for ideas on more ethical replacements for animal products. > go to page 122, > go to page 123, > go to page 124, > go to page 125, > go to page 126, > go to page 127, > go to page 128, > go to page 129, > go to page 130, > go to page 131, > go to page 132, > go to page 133, > go to page 134, > go to page 135, > go to page 136, > go to page 137, > go to page 138, > go to page 139, > go to page 140, > go to page 141, > go to page 142, > go to page 143, > go to page 144, > go to page 145, > go to page 146, > go to page 147, > go to page 148, > go to page 149, > go to page 150, > go to page 151, > go to page 152, > go to page 153, > go to page 154, > go to page 155, > go to page 156, > go to page 157, > go to page 158, > go to page 159, > go to page 160, > go to page 161, > go to page 162, > go to page 163, > go to page 164, > go to page 165, > go to page 166, > go to page 167, > go to page 168, > go to page 169, > go to page 170, > go to page 171, > go to page 172, > go to page 173, > go to page 174, > go to page 175, > go to page 176, > go to page 177, > go to page 178, > go to page 179, > go to page 180, > go to page 181, > go to page 182, > go to page 183, > go to page 184, > go to page 185, > go to page 186, > go to page 187, > go to page 188, > go to page 189, > go to page 190, > go to page 191, > go to page 192, > go to page 193, > go to page 194, > go to page 195, > go to page 196, > go to page 197, > go to page 198, > go to page 199, > go to page 200, > go to page 201, > go to page 202, > go to page 203, > go to page 204, > go to page 205, > go to page 206, > go to page 207, > go to page 208, > go to page 209, > go to page 210, > go to page 211, > go to page 212, > go to page 213, > go to page 214, > go to page 215, > go to page 216, > go to page 217, > go to page 218, > go to page 219, > go to page 220, > go to page 221, > go to page 222, > go to page 223, > go to page 224, > go to page 225, > go to page 226, > go to page 227, > go to page 228, > go to page 229, > go to page 230, > go to page 231, > go to page 232, > go to page 233, > go to page 234, > go to page 235, > go to page 236, > go to page 237, > go to page 238, > go to page 239, > go to page 240, > go to page 241, > go to page 242, > go to page 243, > go to page 244, > go to page 245, > go to page 246, > go to page 247, > go to page 248, > go to page 249, > go to page 250, > go to page 251, > go to page 252, > go to page 253, > go to page 254, > go to page 255, > go to page 256, > go to page 257, > go to page 258, > go to page 259, > go to page 260, > go to page 261, > go to page 262, > go to page 263, > go to page 264, > go to page 265, > go to page 266, > go to page 267, > go to page 268, > go to page 269, > go to page 270, > go to page 271, > go to page 272, > go to page 273, > go to page 274, > go to page 275, > go to page 276, > go to page 277, > go to page 278, > go to page 279, > go to page 280, > go to page 281, > go to page 282, > go to page 283, > go to page 284, > go to page 285, > go to page 286, > go to page 287, > go to page 288, > go to page 289, > go to page 290, > go to page 291, > go to page 292, > go to page 293, > go to page 294, > go to page 295, > go to page 296, > go to page 297, > go to page 298, > go to page 299, > go to page 300, > go to page 301, > go to page 302, > go to page 303, > go to page 304, > go to page 305, > go to page 306, > go to page 307, > go to page 308, > go to page 309, > go to page 310, > go to page 311, > go to page 312, > go to page 313, > go to page 314, > go to page 315, > go to page 316, > go to page 317, > go to page 318, > go to page 319, > go to page 320, > go to page 321, > go to page 322, > go to page 323, > go to page 324, > go to page 325, > go to page 326, > go to page 327, > go to page 328, > go to page 329, > go to page 330, > go to page 331, > go to page 332, > go to page 333, &

-  **Listening / Speaking strategy**

Students learn and apply either a listening or speaking strategy. These help students to develop communication skills that can be applied inside or outside of the classroom, in L1 or L2 environments. They are designed to complement the life skills strategy.

Life skills strategy

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

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

Reflect

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

Writing

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



Classroom Presentation Tool

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

Lesson question

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



Writing task

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



Writing strategy

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

Writing model

Students are provided with a model text. This text is designed to show how the task can be approached, but also how paragraph organization, punctuation, and grammatical or lexical linking are used to bind a text together. They also serve to model the conventions of style and text layout that characterize their particular text type. A range of text types are represented across the Student Book.

Step-by-step approach

The structured approach to writing consistently prompts students to plan or make notes of their ideas before writing a first draft, then to review it and produce an edited final draft.

Language point

Attention is drawn to a language point contextualized within the model text. Students engage with it and demonstrate an understanding of it before activating it in their own written work.

Writing How should we treat animals?

Writing task

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?

Which the last zoo was opened in France in 1793. It was more like a town square. 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, and their main purpose is still to entertain. People say they help wild animals, but do they really? In short, I will argue in support of 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 feel themselves in an enclosure that is too small for their needs as a climate that they are not used to. It is not easy to get about animals, why would we want them to suffer? 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 14% 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 non-domesticated animals into the wild: they have no survival skills, and they also transmit new diseases. In addition, zoos divide 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

Generating ideas and supporting opinions

When you are planning an opinion essay:

- Find a general idea about the topic. Think of something you can't help but agree or disagree with.
- Then, choose what ideas you want to use to support your opinion.
- Finally, think of facts and figures that support your opinion. Remember to choose reliable sources carefully.

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?

12 Unit 1 Why are animals important?

Writing

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 \$76 billion on their pets in 2019.
- 5 In 2015, the New Zealand government recognised animals as persons 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.

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.

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.

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

Review and edit.

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

- **Check it** Do your examples support your main opinion?
- **Organise it** Does your essay contain three sections: an introduction, main opinions, and a conclusion?
- **Use it** Have you used signpost language to paraphrase and clarify your points where necessary?

Reflect

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

Reflect video (without narration)

Students first watch a version of the Reflect video that does not contain any narration. They are encouraged to respond individually to the clips, images, and captions, making predictions about the content, not unlike previewing a text before reading it in detail. Students then compare their ideas in pairs and ask each other or the teacher questions, fostering an inquiry-based environment. The teacher can use this opportunity to determine if and where additional support is needed, before playing the full narrated version.

Reflect video (with narration)

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



Reflect

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 11

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

Unit 1 Why are animals important?

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Reflect

Why are animals important?

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

In your own words, why are animals important?

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

Unit 1 Why are animals important?

13

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

Projects

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

Project task

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

Project

Project task

How are geological features formed?

Designing a web page for a travel program

Work in groups. Design a web page for a travel program about geological features. Use the information from the text 'How are geological features formed?' to help you. You should include a title, a subtitle, a main heading, a list of features, and a list of places. You should also include a picture of a geological feature.

UNDERSTAND

- Read the instructions for the project task and the home page for Great Geological Expeditions. Answer the questions in groups.
 - Can you choose any geological feature to research?
 - What do you need to find out about your chosen geological feature?
 - What are the main selling points of the expeditions promoted on the home page?

Great Geological Expeditions

HOME | EXPEDITIONS | INFORMATION | CONTACT | SERVICES

Awe-inspiring natural wonders sculpted by fire, ice, and water

What awaits you when you sign up for one of our travel programs? Well, firstly, the opportunity to experience, close-up, some of the most astonishing natural features on - and underneath the surface of - planet Earth. We provide you with the opportunity to immerse yourself in the surroundings, explore, and learn, with the support of our expert local field guides. Trek through a landscape shaped by ancient lava flows and volcanoes. Rappel into hidden subterranean caves dotted with plants and creatures presumed as fossils. Hike through a pristine national park shaped by the thermal hot springs bubbling all around you.

Our unique travel programs take you to landscapes created by natural processes over billions of years, and we invite you to look at the rocks, landforms, and ancient scenery all around. Besides providing you with the opportunity to learn about the extraordinary natural diversity in the area, each geological expedition also allows you to work with local ecotourism enterprises. These are designed to benefit the local population, whether that is through environmental conservation or a community engagement initiative. Each and every expedition is truly a once-in-a-lifetime opportunity to see the world from a new perspective. All our programs last for two weeks. Challenge yourself to try something new today!

What's going on underground?

Click on one of our travel program locations to begin your journey...

Yellowstone National Park, U.S.

Danau Gas Crater, Turkmenistan

Glen's Causeway, Ireland

The Crystal Cave, Mexico

Hang Son Doong Cave, Vietnam

Mount Iba, Indonesia

Project

Collaborate and plan

COLLABORATE AND PLAN

- Listen to a group planning their project and geological research. What aspects of the web page do these people agree to organize?
- Listen again and fill in the blanks in the planner.

HOME

LOCATIONS

HOME

- Selling points
- Reason to use the company
- Expert guides
- Ecotourism initiatives

LOCATIONS

<p>EXPEDITIONS</p> <ul style="list-style-type: none">Diagrams and chartsLanguageCapital cityCurrencyWhat it's like now	<p>INFO</p> <ul style="list-style-type: none">Do I need a visa?VaccinationsHealth and fitnessWhat's outside in the road?
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- In your groups, choose one of the six geological features for your web page. Decide who will do which tasks. At least two members of your group should conduct the research into your chosen geological feature.
- Research the information you need for the web page, using the planner in exercise 3 as a checklist. Remember to include visual aids, such as diagrams, pictures, and timelines, to clearly explain how the feature was formed.
- Create a rough draft for each section of the web page.

SHARE

- Share your rough drafts with the other members of your group. Give feedback and make any necessary changes. Make the geological feature sound as attractive to visitors as possible.
- Practice talking about your web page.

PRESENT

- Present your travel program to the class. Listen to the other groups' presentations and review their web pages. Vote for the geological feature that you would most like to visit.

Reflect

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

- Which aspects of the geological feature were the most difficult to talk about to the class? Why was this?
- How could you have improved your web page and your presentation?
- What was the most interesting thing you found out from your research?
- What was the most interesting thing you found out from one of the other groups' web pages?

Reflect

Students are asked to reflect on which elements of their project were successful and which could be improved upon, from planning through to presentation.

Structured project work

The Project lessons follow a four-stage structure:

- Understand:** Students analyze the task and define their objectives. They then engage with a text or audio recording. This provides a model for the productive output ahead.
- Collaborate and plan:** Students collaborate to organize and plan the project. They decide on tasks, assign roles, set deadlines, gather information, and get the output underway.

- Share:** Students get ready to present their work. They are encouraged to share feedback and hone what they have produced so far.
- Present:** Students present their finished project to the rest of the class.

21st Century Skills Assessment

Evaluate students' performance in the areas of communication, collaboration, creativity, and critical thinking based on the Project lessons. Four 21st Century Skills assessment grids ("rubrics"), relating to the Project lessons, are available on the Teacher's Resource Center. They can be used to help assess the students' performance in each of the 21st Century Skills on a scale of 1 to 10, ranging from "Poor" to "Excellent."

21st Century Skills Assessment

Project: How are geological features formed?

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

Writing workshop

A six-page workshop offers students extensive support and development with their writing skills. It can be used flexibly for individual self-study or group work at the end of term. The workshop is clearly structured, with the stages echoing those of the Writing lessons in the main unit: Think and plan, Drafting, and Review and edit. These are designed to guide students towards a well-crafted written output.

Writing task

The Writing workshop at the end of each level of *Oxford Discover Futures* focuses on a particular genre of academic text, though many of the skills and strategies learned in each workshop can be transferred to multiple academic genres.

Writing strategy

Students learn new writing strategies throughout the workshop. They learn and apply them as part of the process of developing their own writing.

Writing tip

Tips help students to understand the target genre of the workshop in more depth, but also offer support with students' written style and accuracy. These appear throughout the workshop.

Writing workshop

A summary

Writing task

A summary

Writing strategy

A summary

Writing tip

A summary

1. What will your summary be used for?

2. What information from the original text should it include?

3. Study the writing strategy. Read the article "Supportive Siblings" on page 133. Which sentences below would be appropriate to include in a summary of the text? Why?

4. A later study by Doney and Bolash-Zelzer showed that only children have typically developed social skills similar to their peers with siblings when they get to high-school age.

5. As is the case with the Williams sisters, younger siblings sometimes go on to achieve greater success than their older brothers and sisters.

6. I don't agree that younger siblings necessarily copy their older siblings' study habits because often they want to do things differently to express their individuality.

7. What is the function of the first and last sentences in the summary?

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Writing workshop: A summary

Supportive Siblings

by Julietta Steinmann

Some brothers and sisters fight like cats and dogs, while others are inseparable best friends. Most sibling relationships probably involve a bit of both. However, individuals get on with their siblings though, there's no doubt that they'll have had a huge impact on shaping who they are as a person. Although we tend to think of our parents as our most significant early influence, the relationship between siblings, who share experiences, environments, and memories, is also a special one.

From as early as children with siblings spend a large amount of their time together as first playmates. It is perhaps unsurprising, then, that they pick up a lot of early social skills from older brothers and sisters as they learn to share, to negotiate who is going to play with which toys, or to take turns. It's also the feelings of others. Imagine all the skills passed from an older sibling to a younger child as they try to explain the rules of a game. Or picture the lessons where one sibling snatches a toy from the other, resulting in tears, tantrums, and eventually a compromise or solution. Interaction with a sibling is an opportunity to learn about ways of behaving with others within a safe and secure environment.

US researchers Doney and Coatsworth from Ohio State University found that children in kindergarten negotiate peer relationships better when they are growing up with at least one sibling. In this study, kindergarten teachers rated children with siblings as better able to get along with other children, to help and comfort others, to express their feelings, and to recognize the feelings of others. As Professor Doney explains, the fact that siblings often fight and have to negotiate how to resolve conflicts among themselves probably helps them in dealing with other children when they get to school.

What if there are only child though? Encouragingly, in a follow-up study, Doney and Bolash-Zelzer found that while children with siblings do seem to start out with better social skills, their peers without siblings have largely caught up by the time they reach high school. Although the reasons for this were not studied, it seems likely that time spent with older siblings allows only children ample opportunity to sharpen their social skills.

Other research suggests that it's not just children's social skills that benefit from growing up around older brothers and sisters. While older siblings are stereotypically thought of as being more confident, all kinds of skills get passed down to younger siblings that may give them a head start. These are sometimes examples of famous families where an older brother or sister has become successful in their field only to be followed by a younger sibling. Think of tennis player Venus Williams being outshone by her younger sister Serena – both incredible successful sportspeople in their own right, but with younger sibling Serena going on to win considerably more major titles.

Advantages

Children who have older siblings tend to develop better social skills and are more confident. They also learn to negotiate and share, which helps them in dealing with other children when they get to school. They also learn to express their feelings and to recognize the feelings of others, which helps them in dealing with other children when they get to school.

Writing workshop

A summary

1. What will your summary be used for?

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7. What is the function of the first and last sentences in the summary?

133

Writing workshop: A summary

Structured writing process

The writing process follows a three-stage structure:

Think and plan: Students analyze a model text and begin generating ideas for their own writing. Students are also encouraged to understand the importance of organizing their ideas and structuring their writing.

Drafting: The drafting stage in the writing process is designed to develop students' sentence and paragraph building skills as well as higher-level writing skills such as giving examples and evidence. Key phrases provide language input, examples of which students will know from the context of the model text at the beginning of the workshop. During this stage, students produce the first draft of their written output.

Review and edit: The review and edit stage prompts students to systematically appraise their first draft and identify where it could be improved. Students then produce their final draft.

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Literature

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


Classroom Presentation Tool

There are two additional activities for each Literature lesson available on the Classroom Presentation Tool. One activity offers pre-reading support for the reading text. The other activity offers support in completing the Respond stage.

Before you read

Students are given background to the text they are about to study.

Literature

A piece of travel writing

Literature

Recall

2 Look at the pictures, then read and listen to the extract on pages 140–141. Which of the pictures **DOESN'T** represent the type of Northern Lights that Bryson saw at Hammerfest?

3 Put the events (a–f) from the extract in the correct order (1–6).

- Bryson wonders if he should remain in Hammerfest and settle there.
- He runs to the bus and gets his luggage ready.
- He tries to see the Northern Lights on repeated occasions, but he doesn't succeed.
- He witnesses a long display of the Northern Lights in a green color.
- He visits the tourist office to find out about the buses.
- He sees a short display of the Northern Lights.

4 Are these statements true (T) or false (F)? Find the evidence for each answer in the extract.

- The Northern Lights
- appeared over the town of Hammerfest in the period before Bryson arrived there
- is rare in the atmosphere above the Earth
- can create strange illusions, and the Lapps people have myths about them
- are accompanied by noises such as low booms and crackles
- Hammerfest ...
- has a fairly frequent bus service for those who want to leave town
- made a positive overall impression on Bryson

Interpret

5 Answer the questions.

- How does Bryson create suspense over his chances of seeing the Northern Lights?
- How does he dramatically introduce his first sighting of the Northern Lights?
- In line 20, Bryson says he will describe the misapprehension of the Northern Lights. What other words of misapprehension does he use in his description (lines 19–37)? Why does he use them?
- What physical and emotional reactions does Bryson have to the Northern Lights? What does this tell us about the spectacle?
- How does Bryson add humor to his description of his departure from Hammerfest?

Analyze and compare

Write your own account in as many different ways as you can of the same scene. Use the same words and phrases as in the original text. Write your account in as many different ways as you can. Use the same words and phrases as in the original text. Write your account in as many different ways as you can. Use the same words and phrases as in the original text.

Write a list of words and phrases that you used in your account. Then write a list of words and phrases that you used in your account. Then write a list of words and phrases that you used in your account. Then write a list of words and phrases that you used in your account.

6 Study the literary strategy on page 150. Answer the questions about comparison.

- Bryson's text about the Northern Lights is rich in simile and other forms of comparison. Why?
- Read the text again from line 15 to line 37. Find five similes. In each simile, what aspect of the Northern Lights is Bryson describing, e.g. the way they move, and what is he comparing them to?
- Which of the similes did you think was the most effective? Why?
- What adjectives does Bryson use with the simile 'like what do they swim'?
- Find two examples where Bryson makes a comparison using *as if* or *as though*. What qualities is he giving to the Northern Lights? What does *as if* or *as though* call this literary technique?

Respond

7 Imagine you are a travel writer. You plan to visit another part of the world to see an amazing natural phenomenon. You will then write about it for a travel website.

1 Choose the natural phenomenon below that you want to see. Explain your choice to a partner:

Natural phenomenon	What it is	Where you can see it	When you can see it
A bioluminescent bay	A beautiful blue glow in the sea	The Cayman Islands in the Western Caribbean	at night in the week before and after a new moon
A lunar eclipse or a "blood moon"	A night-time eclipse	at the Victoria Falls in Zambia	at night when the skies are clear and it's a full moon
A geyser	A fountain of hot water and steam that goes high into the air from the ground	you can see Castle Geysir in Hvalfellsdalur Park in the U.S.	it usually erupts once every 10 to 12 hours

- Plan and write three paragraphs for a travel website. Cover these points:
 - How you arrive at the place but couldn't see the phenomenon at first
 - How you managed to see it in the end, and your first impressions of it
 - A full description of the phenomenon with details of what you saw and sounds you hear. Use descriptive language and comparisons such as similes. Explain a point of local history or science.
- Swap your description with a partner. Comment on each other's work. Does the description vividly convey the natural phenomenon? Is it easy to imagine?
- Incorporate any comments into your work and produce a final draft.
- Work in small groups. Take turns reading your descriptions out to each other. What comments does each person make?
- Give feedback to each other. Which person's description ...?
 - truly brought the scene to life and made you want to visit the place?
 - was written in a very dramatic or unusual way?
 - used a good range of similes and other forms of comparison?

Literary strategy

150

Literature / A piece of travel writing

Literature / A piece of travel writing

151

—Literary strategy

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

Text analysis

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

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

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

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

Multiple literary genres

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

[illegible]