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Oxford Discover Futures



Ben Wetz
Jane Hudson

Student Book

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2

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Life skills

Why do we need to protect our identity?

Life skills strategy Computer literacy: protecting your identity online

Speaking strategy Emphasizing important points

Discover vocabulary Internet safety

Key phrases Warning about danger

How can we find out more about the past?

Life skills strategy Finding and using multiple information sources

Listening strategy Listening for gist and detail

Discover vocabulary Information sources

Key phrases Citing sources

What makes a good conversation?

Life skills strategy Developing good conversation skills

Speaking strategy Showing interest

Discover vocabulary Conversation and communication

Key phrases Showing interest

How can we best share pictures?

Life skills strategy Social and cultural awareness: sharing pictures online

Listening strategy Decoding connected speech: linking

Discover vocabulary Sharing pictures

Key phrases Commenting on pictures

What skills do travelers need?

Life skills strategy Being prepared to travel

Listening strategy Listening for specific information: key words

Discover vocabulary Travel skills

Key phrases Requesting local information

How can we teach ourselves?

Life skills strategy Using your learning style

Listening strategy Taking notes

Discover vocabulary Ways to learn

Key phrases Talking about learning

How do we react to new technology?

Life skills strategy Evaluating multiple aspects

Speaking strategy Staging a group discussion

Discover vocabulary Aspects of technology

Key phrases Staging a discussion

How can we be better citizens?

Life skills strategy Being a good citizen

Speaking strategy Speaking clearly

Discover vocabulary Community action

Key phrases Explaining aims and motives

How can we make our goals reality?

Life skills strategy Setting goals

Listening strategy Understanding attitude from intonation

Discover vocabulary Describing your goals

Key phrases Evaluating suggestions

How can we take care of our planet?

Life skills strategy Taking care of our planet

Speaking strategy Intonation in proposals

Discover vocabulary Our impact on nature

Key phrases Proposing ideas

Writing

Reflect videos



How can we describe people?

TASK A descriptive profile

Writing strategy Generating and organizing ideas with a mind map

Language point Adverbs of degree

Reflect

How can we celebrate our history?

TASK A blog post

Writing strategy Thinking about audience, purpose, and topic

Language point Non-defining relative clauses

Reflect

How do we write to different people?

TASK An email to someone you don't know

Writing strategy Formal and informal writing

Language point Identifying formal, neutral, and informal phrases

Reflect

What do pictures add to a news story?

TASK A news story

Writing strategy Structuring a news story

Language point Direct quotes

Reflect

Why should people visit your country?

TASK Tourism promotion

Writing strategy Using a theme to develop a topic

Language point Persuasive phrases

Reflect

What should we learn in school?

TASK A response on a discussion board

Writing strategy Writing coherent responses

Language point Linkers of addition

Reflect

What are the advantages and disadvantages of technology?

TASK A for and against essay

Writing strategy Writing introductions

Language point Linkers of contrast

Reflect

How can we offer to help?

TASK A formal email

Writing strategy Topic sentences

Language point Linkers to express reason or purpose

Reflect

Is money necessary to achieve your goals?

TASK An opinion essay

Writing strategy Writing conclusions

Language point Introducing examples

Reflect

How can we use fewer resources at home?

TASK A report

Writing strategy Writing headings

Language point Expressions of specifying

Reflect



VIDEO Describing and identifying people

READING Reading for gist or detail

LANGUAGE IN USE Talking about the present; defining and non-defining relative clauses

LIFE SKILLS Protecting identity online

SPEAKING Emphasizing important points

WRITING Generating and organizing ideas with a mind map

What is IDENTITY?

Identity is more than a name.
It is more than what you see.
I am more. I am me.

How do we identify people?

A



B



C



D



E



F



- 1 Look at the picture and caption on page 4. Do you agree with the caption? In what ways can we identify a person?
- 2 Read the descriptions. Which people can you definitely identify? Why?

Identities

- 1 Ellen Ochoa was one of NASA's first female astronauts.
- 2 Teenage ice skating star Young You first became the South Korean champion at age eleven.
- 3 Robin Emmons is a kind and determined middle-aged woman. She became a farmer to help feed the poor.
- 4 Mo'Nique Bridges is a well-dressed fashion designer who has created a successful business.
- 5 Blond-haired, blue-eyed Mick Fanning is a courageous surfer who once survived a shark attack.
- 6 The elderly and enthusiastic runner Fauja Singh completed marathons even after his 100th birthday.

Discover vocabulary Describing people

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Workbook ► Page 6



- 3 Watch the Factflix video. In what different ways do the presenters say that we identify people?

- 4 Discuss the questions. Watch the video again and check your answers.

- 1 What are the most common first names in the world?
- 2 Why do we have last names and what can they tell us?
- 3 Why are numbers useful for identifying people?
- 4 Who uses numbers and codes to identify people?
- 5 Why is it difficult to identify a person's nationality?



- 5 In pairs, take turns to describe and identify the people from exercise 2. Use your own words and ideas.

Key phrases Identifying people

It's (not) hard to tell / say if
he/she is

He/She strikes me as being
He is / isn't (old) enough

You can tell by (his face) that to be

She/He looks / doesn't look
(like)

- 6 Discuss the questions.

- 1 Which people were the easiest and the most difficult to identify from the descriptions? Why?
- 2 Why aren't names always a good way to identify people?

Discover
more



SEARCH ONLINE and find out more about one of the people mentioned in exercise 2.

Reading
strategy



Reading for gist or detail

When we read for the general idea or *gist*, we don't focus on every individual word or piece of information. We use text structure, title, headings, content words, and any images to recognize the important ideas.

When we read for specific details, we need to read more slowly and with care. It's sometimes necessary to read part or all of the text more than once to check that we don't miss anything.

1 Study the reading strategy. Then look at 1–5. Do we normally read for gist (G) or detail (D) in these cases?

- 1 Your phone is blocked and you find instructions to unblock it on the internet.
- 2 You want to know if an article is interesting or not.
- 3 You receive an email with directions to a place you can't find.
- 4 You want to know if a travel website has any information about vacations in Florida.
- 5 You're reading the instructions for an exam.

2 Look at the article on page 7. Read it for gist to find the answers to 1–3.

- 1 Is the article serious or funny?
- 2 Why is it divided into two parts?
- 3 Does it mention any topics you would like to know more about?



1.01

3 Now read and listen to the article for detail. Find the answers to 1–5.

- | | |
|---|---|
| 1 Why were strangers saying hello to Neil Richardson? | 3 In what ways is each of us physically unique? |
| 2 Why do we like to be with people who are similar to us? | 4 How does biometric technology work? |
| | 5 Why is it good that we're not all the same? |

Discover vocabulary Noun endings

Student Book ► Page 112

Workbook ► Page 6

4 Find nouns in the article that are related to words 1–8. Which nouns have the same endings?

- | | |
|-----------------------------|-------------------------------|
| 1 confuse (verb) | 5 measure (verb) |
| 2 similar (adjective) | 6 scan (verb) |
| 3 safe (adjective) | 7 combine (verb) |
| 4 unique (adjective) | 8 identical (adjective) |

5 Work in pairs to think of more nouns with each of the endings in exercise 4.



6 TALKING POINTS Discuss the questions.

- 1 Would you like to meet your doppelgänger? Why? / Why not?
- 2 In what ways are your friends similar to or different from you?
- 3 In what ways are people in your family similar to or different from you?
- 4 How does the world make it difficult for us to be ourselves?

Discover more



SEARCH ONLINE and find out about the different fingerprint types or face shapes people have. Which type do you have?

The same ...

but different

When Neil Richardson moved to a new neighborhood, people who he had never met waved and greeted him. It seemed that people there somehow knew him, but they clearly didn't

5 know his name, because they all said, "Hello John." Neil discovered the cause of this confusion when he stepped onto a bus one day and came face to face with his mirror image – a man called John Jemison.

10 As they compared life stories, it was clear that their similarities weren't only physical. Coincidentally, both men had attended the same college. They both sang in choirs and they shared a love of poetry. They are now close friends. Neil

15 and John's story is not as unique as you might think! If you search for images of *doppelgängers* online, you'll find that there are plenty of people in the world who look alike. You might have a double somewhere, too.

20 The desire to find people with some similarity to ourselves can be strong. We like to be with people who act the same way, who dress the same way, who like the same things, and who go to the same places.

25 Like many other animals, we often want to be part of a group because there's safety in numbers.

We're comfortable when we don't feel different, because it feels safer to be

30 the same.

What do you think a "doppelgänger" is?

What's the meaning of "there's safety in numbers"?

The fact is that we are all different, however. We are individuals with separate identities. Physically we are all

35 unique in many ways. No two people have exactly the same face, the same voice, or the same way of walking. Nobody has the same fingerprints as you, or the same patterns of blood vessels in their fingers or eyes.

40 Because we are all physically different, a multi-billion dollar industry called *biometrics* (from the Greek *bios* for "life" and *metrio* for "measure") has developed that uses our uniqueness to identify us.

45 The biometrics industry produces photographic equipment and scanners that use measurements, data, and algorithms to recognize and check our unique features in fractions of seconds. Nowadays some cell

50 phones can recognize your face or voice as fast as your friends can.

It's not only our physical characteristics that identify us, however. We all have individual thoughts and feelings,

55 knowledge, experiences, and beliefs. Your identity is a combination of all of these things and more. And that combination is yours and yours alone. What makes us different is

60 what makes us interesting.

Why is it useful to use physical characteristics to identify people?

How do you think your cell phone can recognize you?

What does "these" refer to?

Neil
Richardson

John
Jemison



1 Read Asha's profile and answer the questions.

- 1 What item in the picture does Asha mention in her profile information?
- 2 Which words in Asha's word cloud are not mentioned in her profile?
- 3 How is Asha similar to you or people you know?

WHO AM I?



Where we're from, what we do, what we like, and who we know all form part of our identity.

My profile

Name My name's Asha, which means hope. Maybe that's why I'm an optimistic person. 😊

Origins My family is originally from Mumbai, which is in India, but I've always lived in the US. I guess India is in my blood and I'm proud of that, but I feel American.

Home I live in New York, and I can't imagine living anywhere else! There are so many nationalities in the neighborhood where I live. It's exciting to feel part of this mini-world.

People The people who influence me the most are my family and friends. Oh, and my music teacher!

Music Music's a big part of my life. I've played the oboe since I was a kid, and now I'm learning the saxophone. I'd love to play in a band.

Hobbies and sport I'm into cooking, and my mom has taught me quite a lot, but my real passion is basketball. I'm a big fan of the New York Knicks. The games aren't cheap, but I go when I can.

Fashion I wear mainly casual things, but occasionally I put on traditional Indian clothes for festivals. My grandma just sent me the beautiful earrings that I'm wearing in this picture.

Social media I'm in a few groups on social media, where I sometimes post things about cooking or basketball. More and more people are following me. Maybe they like my Indian recipes!

Inspiration Gandhi, who we're studying in school, is really an inspiration for me. He needed a lot of courage to be a pacifist.



Discover grammar Talking about the present

Student Book ► Page 113

Workbook ► Page 7

We use the simple present for facts and routines. We use the present continuous for actions in progress. We use the present perfect for events that started in the past and are relevant now.



2 Complete 1–3 with examples from Asha's profile on page 8.

facts and routines	1
actions in progress	2
past events relevant now	3



3 Use the simple present, present continuous, or the present perfect to write five true sentences and one false sentence about yourself. Read your sentences in groups and try to identify the false ones.

I sometimes wear traditional clothes.

I'm learning to salsa dance.

I've met a famous person.

Discover grammar Defining and non-defining relative clauses

Student Book ► Page 113

Workbook ► Page 7

A defining relative clause adds essential information to a sentence, and a non-defining relative clause adds non-essential information.

4 Compare the examples from Asha's profile. Which relative clause gives essential information and which gives non-essential information? How does punctuation identify the non-essential information?

The people who influence me the most are my family and friends.

Gandhi, who we're studying in school, is really an inspiration for me.

essential information:

non-essential information:

5 Read the profile again and find more examples of defining and non-defining relative clauses. Why do we use different relative pronouns?

defining relative clauses:

.....

non-defining relative clauses:

.....

6 Look at the categories in Asha's profile. Make a list of some of the people, places, and activities that are important to you.



7 Work in a group. Look at other people's word lists. Guess what each word refers to.

Is Ricardo your friend who plays the guitar?

Yes, he is!



8 Write your profile with the words from your list.

Discover more



SEARCH ONLINE for information about a person you admire and find a place, a person or a thing that are or were important in their lives. Then compare your information.



Computer literacy: protecting your identity online

Identity theft and online crime can happen to anyone, so you should take steps to keep your identity safe.

- 1 Study the life skills strategy and the web page below. Work in pairs to choose the correct option in 1–5.

IDENTITY ALERT

What's the problem?

¹76 / 89% of teens now say that they worry about the **privacy** of their personal information. People can use pictures and information to set up fake social media **accounts**. Some young people also become victims of more serious identity theft, when criminals use a person's identity to get money or a credit card.

What are the risks?

²10 / 23% of people say they have shared passwords with a friend.

60% of people use the same **password** on more than one website.

Teens put a lot of information on social media: 75% use their full name, 54% **post** their date of birth and ³23 / 48% post the name of their school.

Most of us use public Wi-Fi **hotspots**, but an incredible ⁴48 / 89% of them are open and unsecured. That's great for **hackers**.

Most of us don't think about "shoulder surfers" – people who try to look at screens to get a **PIN**, password, and other data. However, 20% of us say we have seen private information on a person's screen without trying.

"Phishing" is when we receive emails which ask us to send private information or trick us to click on **links** that **install** viruses or spyware. ⁵10 / 76% of people click on these links. That's not many, but it's enough to make the hackers happy.



2 Listen to a podcast about protecting your identity online. Check your answers to exercise 1.

1.02

3 Listen again and answer the questions.

- 1 How do young people feel about identity theft?
- 2 How many examples of “careless sharing” does the expert give?
- 3 What are the characteristics of a good password?
- 4 What kind of app does the safety expert recommend?
- 5 How can hackers affect the Wi-Fi in cafes and other public places?

Discover vocabulary Internet safety

Student Book ► Page 112

Workbook ► Page 8



4 In pairs, ask questions to find out if your classmates are at risk for identity theft. Include the **highlighted** words from the web page in your questions.

Do you share your passwords with your friends?



5 Read the speaking strategy and listen to excerpts from the podcast. Match each excerpt with the tips in the speaking strategy.

1.03

Speaking strategy



Emphasizing important points

We can emphasize a point or argument in various ways:

- **speed** Speak slowly and clearly to add emphasis. We tend to speak faster when we're saying things that are less important or that people already know.
- **volume / stress** Say the important words more loudly.
- **repetition** If something is important, say it several times in different ways.

6 Prepare a two-minute talk with advice about identity theft and how to avoid it. Use the key phrases to help you.

Key phrases Warning about danger

Be careful / Take care (not) to

Beware of

Be / Make sure that / to

Whatever you do, don't

Keep an eye open for



7 Give your talk to the members of your class or a younger class at your school. Use the strategies to emphasize the important points. After the talks, discuss how they went and how well the speakers used the strategies.

8 REFLECT Make a list of the things you need to do to protect your identity online.

Discover more



SEARCH ONLINE to find a case of **identity theft** in the news. How did it happen? What was the result?

Writing task



A descriptive profile

Write a description of someone you know well. Describe the aspects of their identity that you can see and those you can't.

Understand the task

- 1 Read the writing task. Which aspects below do you expect to include in the profile?
appearance clothes family interests personality
- 2 Read the profile of Jimmy. What aspects from exercise 1 has his friend included? Which things do you think Jimmy's friend likes most about him?



Jimmy

Jimmy is a friend of mine from school and he's also a neighbor. He's a tall guy, with quite pale skin and dark hair. He doesn't like to stand out, but you can't miss him because of his height. Jimmy's clothes don't tell us much about him, but he sometimes wears brightly colored hats, which make me think he's a little eccentric. His hair and clothes aren't exactly fashionable, but he doesn't really care.

Jimmy's fairly quiet and shy when you first meet him, but when you've made friends with him he's actually pretty chatty and funny. When there are a few of us together, he doesn't talk as much. He's definitely intelligent and he does well in school, but I like the fact that he's modest and he doesn't show off.

Gaming and music are Jimmy's main interests. He surprises people sometimes when he says ten or twenty lines of a rap song that he's memorized. He often posts music lyrics or clips on social media. He never gossips online and people respect that, I think.

Those are the things that stand out most when I think about Jimmy. All in all he's a cool guy and a really good friend.



Think and plan

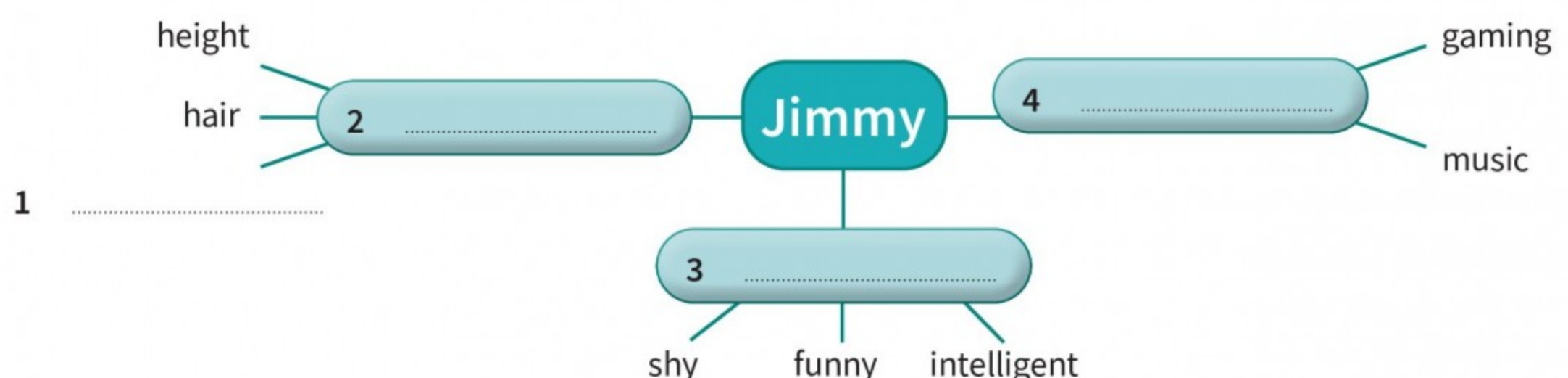
Writing strategy



Generating and organizing ideas with a mind map

Word association can help you generate ideas about the topic you want to write about, and a mind map can help you organize your ideas.

- 3 Study the writing strategy. Then complete the map mind about Jimmy with four of the aspects from exercise 1.



- 4 Think of a person you know well. Write down as many words as you can about the person you chose. Then identify the main ideas to create a mind map and add details.

Write a first draft

- 5 LANGUAGE POINT** Study the **highlighted** adverbs of degree in the profile on page 12 and use them to complete the table. Why are they useful?

a small degree	1
	2
a medium degree	3
	4
a large degree	5


- 6** Use the information from your mind map to write a first draft of your profile. Use adverbs of degree to give an accurate description.

Review and edit

- 7** Read through your first draft. Check it and revise it if necessary. Are there any places in your profile where you can add adverbs of degree to describe adjectives? Then write your final draft.
- **Content** Did you include points from exercise 4?
 - **Organization** Did you divide your profile into paragraphs?
 - **Style** Does the profile include adjectives with adverbs of degree?


Reflect

What is identity?

 How do we identify people?

 What makes you unique?

 What makes us who we are?

 Why do we need to protect our identity?

 How can we describe people?

- 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 we have many identities.



VIDEO Talking about the consequences of historical events

READING Distinguishing fiction and nonfiction

LANGUAGE IN USE Talking about past habits and situations

LIFE SKILLS Research skills: finding and using multiple information sources

LISTENING Listening for gist or detail

WRITING Thinking about audience, purpose, and topic

How can we learn from **THE PAST?**

The picture shows the effects of the atomic bomb dropped on the city of Hiroshima in Japan in 1945. What do you think we have learned from this?

