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Oxford Discover Futures



Janet Hardy-Gould

Workbook

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e-book interactive features

Janet Hardy-Gould



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- 1 Study the reading strategy. Then read the online article for gist and choose the correct words in the summary.**



Reading strategy

Reading for gist or detail

When we read for the general idea or gist, we don't focus on every 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.

The article is about a ¹**small / large** number of people who have a ²**learned / natural** ability to recognize faces that they have ³**often / briefly** seen before and how they use their skills ⁴**in the workplace / on TV**.

- 2 Now read the article for specific details. Decide if these sentences are true (T) or false (F). Correct the false sentences.**

- 1 The term "super recognizer" has been used since 2009.
- 2 Being a super recognizer is similar to having "prosopagnosia."
- 3 At present, there's one super recognizer working for the Metropolitan Police.
- 4 Super recognizers can identify people from old pictures.
- 5 Super recognizers can often identify people better than modern technology.
- 6 Porritt remembers having good recognizing skills in early adulthood.

- 3 Answer the questions.**

- 1 Can anybody become a super recognizer? Why? / Why not?
.....
.....
- 2 How do you think the super recognizers in the Metropolitan Police spend a lot of their time?
.....
.....
- 3 Do super recognizers need to see a whole picture of a person? Why? / Why not?
.....
.....
- 4 What were the early signs that Porritt had good recognizing skills?
.....
.....
- 5 What is one of the main disadvantages of Porritt's job?
.....
.....
- 6 Give an example of something Paul has needed to do when he isn't working.
.....
.....

- 4 Answer the questions. Write your ideas below.**

Look back at the questions at the beginning of the article. Do you think you are a super recognizer? Explain why / why not.

What would be some of the advantages and disadvantages in your daily life of being a super recognizer? Give different examples.

ARE YOU A SUPER RECOGNIZER?

Can you:

- recognize the faces of people that you haven't seen for a very long time?
- identify faces that you've only seen once for a short time?
- recognize unknown actors who play small parts in different movies?
- see the similarity in the faces of people who are from the same family?



If the answer is "yes" to these questions, then you might be a "super recognizer" – a person who has the unusual ability to recognize people that they have only seen once.

The term "super recognizer" was first used in an article by American psychologist Richard Russell and his team in 2009. The researchers believe that less than two per cent of the population have this extraordinary skill. They think it is the opposite of "prosopagnosia" – a condition when people are unable to recognize faces at all. According to research with identical twins, super recognizers may inherit their remarkable ability from their parents rather than learning or developing it. However, they're not necessarily any more intelligent than other people.

Super recognizers are very useful to particular organizations. For example, the Metropolitan Police in London have used special memory tests to recruit a team of officers with the "superpower" of recognizing people. They frequently work with CCTV images to identify criminals who have done serious crimes like armed robberies. They can often identify people from seeing part of their face, such as their eyes or their nose, and they can recognize people from pictures taken when they were much younger. These determined officers are often better at identifying people than face recognition scanners.

Super recognizers can sometimes remember using these skills in their childhood. Elliot Porritt, who works



as a super recognizer for the Metropolitan Police, says, "When I was young, I used to watch a lot of movies with my father. I would recognize the same actor in different movies, and it would become a bit of a game remembering who they were."

People who work as recognizers are enthusiastic about their work, but it can have disadvantages, too. Porritt says, "I love my job, but it can be hard to switch off when I'm not at work. I have a memory bank of faces in my head. Sometimes I recognize a person in the supermarket – or just walking down the street. I've had to arrest people when I'm off duty."

Although there may be some drawbacks, super recognizers can be sure of one thing – when they meet a friend from kindergarten who says, "Do you remember me?", they can always give the honest answer "yes."





Describing people

1 Replace the underlined words with the words below.

blond-haired blue-eyed courageous
enthusiastic female well-dressed

- “Do you recognize this person?” “Yes, she’s a top woman tennis player.”
- This is a picture of my grandmother when she was in the army. She was so brave.
- You can see from Hassan’s face that he’s a very eager student.
- ‘Which one is your cousin in the video?’ ‘She’s the girl on the left, she has blue eyes like me.’
- You’ll know that famous actor. He’s light-haired and always very stylish.

2 Choose the correct words to complete the online newspaper article.

x
www.thedailynews.com

THE DAILY NEWS
NEWS FOR TODAY

MOTHER WANTS TO THANK ¹... BOY

A Canadian mother wants to identify and thank a fifteen-year old ²... skateboarder who helped her six-year-old daughter at a skatepark.

Jeannean Thomas from Ontario, has written an open letter to the boy saying, “I want to thank you for being ³... to my daughter, even though your friends made fun of you.”

At first, her daughter Peyton felt a bit scared at the skatepark because she was the only ⁴... skateboarder there.

However, the boy spent an hour teaching Peyton to skateboard and she soon grew ⁵..., confident, and ⁶... to return. Unfortunately, the boy left before Jeannean could ask his name and thank him.

- | | |
|----------------|--------------|
| 1 a teenager | b teenage |
| c male | d elderly |
| 2 a determined | b elderly |
| c female | d male |
| 3 a kind | b determined |
| c well-dressed | d well |
| 4 a male | b female |
| c blue-eyed | d teenage |

- | | |
|------------------|---------------|
| 5 a enthusiastic | b kind |
| c teenage | d middle-aged |
| 6 a elderly | b determine |
| c determined | d kind |

Noun endings

3 Complete the article from a school blog with the noun of the word in parentheses.

Biometrics – is it all new?

By Alice Conti

We looked at *biometrics* in class last week. When people talk about this, they often think about modern technology to ensure ¹



(safe) at airports, for example, the ² (combine) of cameras and ³ (scan) that identify and check passengers.

But did you know that ways of taking

⁴ (measure) of people’s

⁵ (unique) have existed

for centuries? In Babylonia in 1500 BC, businessmen pushed their fingerprints into clay to record business deals and to stop

⁶ (confuse) among

people. And nearly two centuries ago in China, handprints were used as evidence in criminal cases.

There’s a ⁷ (similar)

between these ancient techniques and new ones. Maybe biometrics isn’t modern, after all!

4 Complete the definitions below with nouns from exercise 3.

- A _____ is a special machine for examining or measuring something.
- If people look nearly the same, we say that there is a lot of _____ between them.
- _____ is the quality of something being the only one of its kind.
- If you take a _____ of something, you record the size, length, or amount of it.
- When you’re protected from danger, you’re in a state of _____.

Talking about the present

- 5 Read the speech. Are the verbs in bold used about facts and routines (F), actions in progress (A), or past events relevant now (P)?

1	2	3	4
5	6	7	8

My most important ID is my passport. All Australian passports ¹**have** a kangaroo and an emu on the cover, which is really cool to me. Open my passport and there's my name: Alexandros Leon Katsaros. My last name Katsaros is Greek – my father ²**comes** from Greece. He ³**'s lived** in Australia for nearly 35 years, but he ⁴**'s visiting** his mother, that's my grandmother, in Athens at the moment. Katsaros ⁵**means** "curly-haired" – but for generations everyone in our family ⁶**has had** straight hair! My next most important ID? That's my fitness center membership card. I'm on the local water polo team and I ⁷**use** the pool at the center four times a week. We ⁸**haven't won** anything yet, but we're determined to win the national competition this year.



- 6 Write questions about the speech in Exercise 5. Then answer them with complete sentences.

- What on the cover? (Australia passports / have)
.....
- Where?
(Alexandros's father / come from)
.....
- How long in Australia? (his father / live)
.....
- What now?
(his father / do)
.....

Defining and non-defining relative clauses

- 7 Choose the correct words. Then decide if the sentence has a defining (D) or non-defining (ND) relative clause.

- Our relatives live in Athens, **where** / **which** / **what** is the capital of Greece.
- My grandmother, **which** / **what** / **who** lives miles away, visits us once a year.
- The manager of our team is a person **whose** / **who's** / **who** opinions I listen to.
- 10:00 is the time **where** / **when** / **what** we always play our matches.
- The fitness center, **which** / **whose** / **where** my team trains, is a very modern building.

- 8 Join the sentences using a relative pronoun to make sentences with non-defining relative clauses.

- My friend is from the same cultural background. He understands me.
.....
- I'm wearing a big hat. It was very expensive.
.....
- Our music teacher has influenced me a lot. His name is Ben.
.....
- That famous city is in the north. My grandparents live there.
.....
- We're studying Gandhi in our history lessons. He came from India.
.....

- 9 Complete these sentences so that they are true for you. Use *who*, *whose*, *which* / *that*, *where*, or *when* and defining relative clauses.

- is the historical figure
..... ideas I most
.....
- is a school subject
..... I always
.....
- is the place
my family
.....
- My is the person
..... I always
.....
- was the year
I first
.....



Internet safety

10 Look at these facts about online security, then choose the correct words.

DID YOU KNOW?

- 1 In the 1960s a **hacker** / **post** / **hotspot** was the name for a computer programmer – not an online criminal.
- 2 The most common **links** / **PINs** / **updates** are 1234 and 1111 – no surprise there!
- 3 Hobbies and interests are some of the world's most popular **hotspots** / **hackers** / **passwords** e.g., *soccer* or *starwars*.
- 4 Safer Internet Day is in February. Their campaigns encourage young people to keep their social media **accounts** / **hackers** / **hotspots** safe, among other things.
- 5 I read that a quarter of the world's PCs have no anti-virus software **installed** / **linked** / **posted** on them.
- 6 Tourists can go online at the top of Mount Fuji in Japan because there's a safe Wi-Fi **PIN** / **account** / **hotspot** there!

11 Complete the text with the following words.

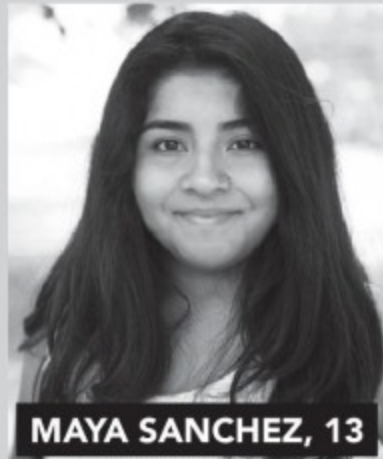
accounts hotspots links passwords PIN
post privacy update

RATE YOURSELF



This week:

how safe are you online?



MAYA SANCHEZ, 13

I'm good at keeping my identity safe – I use all the correct ¹..... settings, so only my friends can see things. I never ²..... my school or address on social media sites.

I always renew and ³..... the anti-virus software on my laptop and I never click on ⁴..... in unexpected emails that are sent to me! Also, I'm careful about using free ⁵..... in cafes and I try to check to see if they're safe.

I think my weak area is ⁶..... numbers and security ⁷..... I often use the same ones for different online ⁸..... So I think I'd rate myself 8 out of 10 for online safety, but I'm determined to improve!

12 Complete these statements with a word from exercises 10 and 11, then circle *always*, *often*, or *never* so that they are true for you. Give yourself an online safety rating out of 10 based on your answers.

- 1 I **always** / **often** / **never** think about keeping information private online and my internet in general.
- 2 I **always** / **often** / **never** use the same and PINs for different websites and online accounts.
- 3 I **always** / **often** / **never** think carefully before using a in an airport or other public place.
- 4 I **always** / **often** / **never** or download new software without checking that it's safe.
- 5 I **always** / **often** / **never** click on in any strange messages or emails that I receive.
- 6 I **always** / **often** / **never** my passwords and think of new ones.

Read through your answers and reflect. How do you rate your online safety? / 10

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 Imagine that you want to identify your best friend to another person. How would you describe him or her?
.....
.....
- 2 Do you think you can tell a person's personality from their appearance? Give an example.
.....
.....
- 3 Are there any strong similarities between you and other people in your family?
.....
.....
- 4 What do you do to protect your identity online?
.....
.....
- 5 Why do you think online safety is important?
.....
.....
- 6 Name the famous person who has influenced you the most? Why?
.....
.....

Listening

1 1.01 Listen to the conversation. Choose the correct answers.

- Mariam and her father are talking about:
 - a day of online safety activities that she had in school.
 - an online safety game which she started last week.
 - an internet safety talk that she's been to after school.
- Mariam's father:
 - already knows a lot about safety on the internet.
 - is interested in learning more about online safety.
 - isn't very enthusiastic about online safety.
- Mariam thinks that cyber security is:
 - very interesting.
 - a bit boring.
 - really difficult.

2 1.01 Listen again. What did Mariam learn today? Check (✓) the correct answers.

She learned that she needs to ...

- change the privacy settings on her accounts. ☐
- talk to her friends about their privacy settings. ☐
- check the true names of Wi-Fi hotspots to avoid hackers. ☐
- update all her passwords. ☐
- make her passwords much longer. ☐

3 1.01 Complete the sentences with a word from the listening. Then listen again and check.

- Mariam did well in the quiz about on social media.
- Her father uses in public places.
- Mariam has strong
- Her father needs to his PINs now.
- Cyber security is about keeping systems safe from

Speaking

4 Choose the correct words to complete the advice.

- Always **be** / **have** / **take** careful when you use a new online shopping website.

- Make** / **Stay** / **Keep** sure that you never shop on a website that isn't secure.
- Be sure **create** / **to create** / **creating** a different password when you open a new online account.
- Don't forget to keep **an eye** / **eyes** / **eye** open for offers that are just "too good to be true."
- It's very important to be **care** / **careful** / **caring** not to click on unknown links.

5 Grace, Mia, and Amy are giving a talk about online safety. Complete the talk with the words and phrases below.

be sure to careful keep an eye
make sure that take care

All We're going to give a talk about safety when we're shopping online.

Grace First of all, ¹ the website is safe *before* you put in personal information, or open an account and create a password. ² look at the website address. It needs to start with https – the "s" is for "secure."

Mia ³ open for the padlock symbol in the browser. This means that the website is likely to be secure. However, if you are unsure, leave the page *at once*.

Amy Always ⁴ to use online stores that have a good reputation and show their contact details clearly. Remember, if you feel worried, *don't* use the website. It's always good to be ⁵!

6 Choose one of these topics and write a talk for a group of older people who want to learn more about online safety. Use phrases from Exercises 4 and 5.

- How to avoid problems with "phishing" emails.
- How to protect your laptop from viruses.
- How to protect your privacy on social networks.

7 Study the speaking strategy, then practice giving your talk. Think about speed, stress, volume, and repetition to emphasize the important points.



Speaking strategy

Emphasizing important points

- Speed – Speak slowly and clearly to add emphasis.
- Volume / stress – Say the important words more loudly.
- Repetition – If something is important, say it several times in different ways.

A descriptive profile

- 1 Read a descriptive profile that a student has written using word association to generate ideas. What do you think were the descriptive words that the student first thought of? Complete the table.

appearance and clothes	
personality	
interests	

A DESCRIPTIVE PROFILE OF... ANGELA

Angela is a family friend who looked after me when I was young, so I've known her all my life. She's ¹quite small, brown-eyed and with short, silver hair. She often wears ²really fashionable or sporty things, which tell us a lot about her. In particular, they show her youthful attitude.

Angela is ³very friendly when you first meet her. She's ⁴fairly chatty, but she's a good listener, too. When I tell her my plans, she's enthusiastic and offers to help me.

Outdoor sports are Angela's main interests. She surprises people when she says she's into running marathons. She says she's ⁵slightly slow,

but I don't believe her! She often posts pictures of herself training on social media. Those are the things which stand out most when I think about Angela. All in all, she's a special person and a wonderful family friend.



LANGUAGE POINT Adverbs of degree

- 2 Replace the underlined words in the text with one of these words that is closest in meaning.

- 1 fairly / really / a little
- 2 a little / somewhat / very
- 3 really / slightly / fairly
- 4 pretty / a little / really
- 5 a little / really / pretty

- 3 Complete these sentences with an adverb of degree from exercise 2 and your own ideas.

Personality

- 1 People sometimes think that I'm _____, but I'm actually _____.
- 2 In the past, I used to be _____ but now I'm _____.

Appearance

- 3 A few years ago, I had _____ hair but now it's _____.
- 4 When I was younger, I was _____ but now I'm _____.

Task

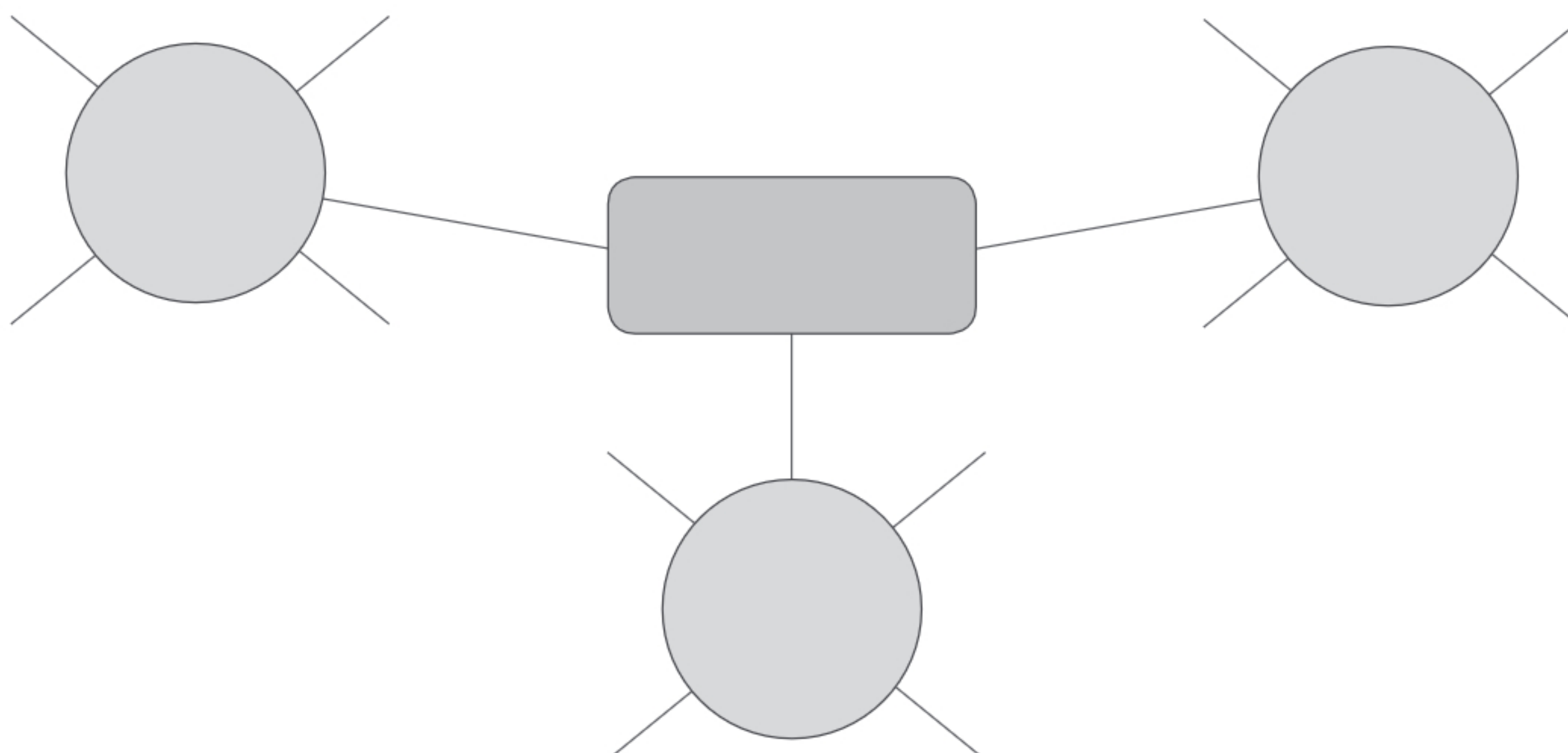
A descriptive profile of someone you know well

- 4 You are going to write a profile of someone older or younger than you who you've known for a long time. Choose who you are going to write about. You could use one of these examples or your own idea.
- A young neighbor who you often talk to.
 - An older family friend who you have known for years.
 - A person who has taught you something for a long time.

Think and plan

5 Study the writing strategy, then complete steps 1–4 to think of and organize your ideas.

- 1 Think of the person you're writing a descriptive profile of. Write their name in the small white circle.
- 2 Write one word in the bigger circle to describe them, then add more descriptive words until the circle is full.
- 3 Look back at the words you've written. Can they be grouped together into three main ideas? For example, one idea might be their overall "look" which includes words about clothes and appearance.
- 4 Put the name of the person in the center of the mind map below. Then complete the three circles around the name with your main ideas. Finally, add some of your descriptive words to show the details for each main idea.

**Write a first draft**

6 Now write the first draft of your descriptive profile.

- 1 Decide on the order for your three main ideas.
- 2 Then, use the details for each idea from your mind map to write three key paragraphs.
- 3 Add a short conclusion to sum up the profile.

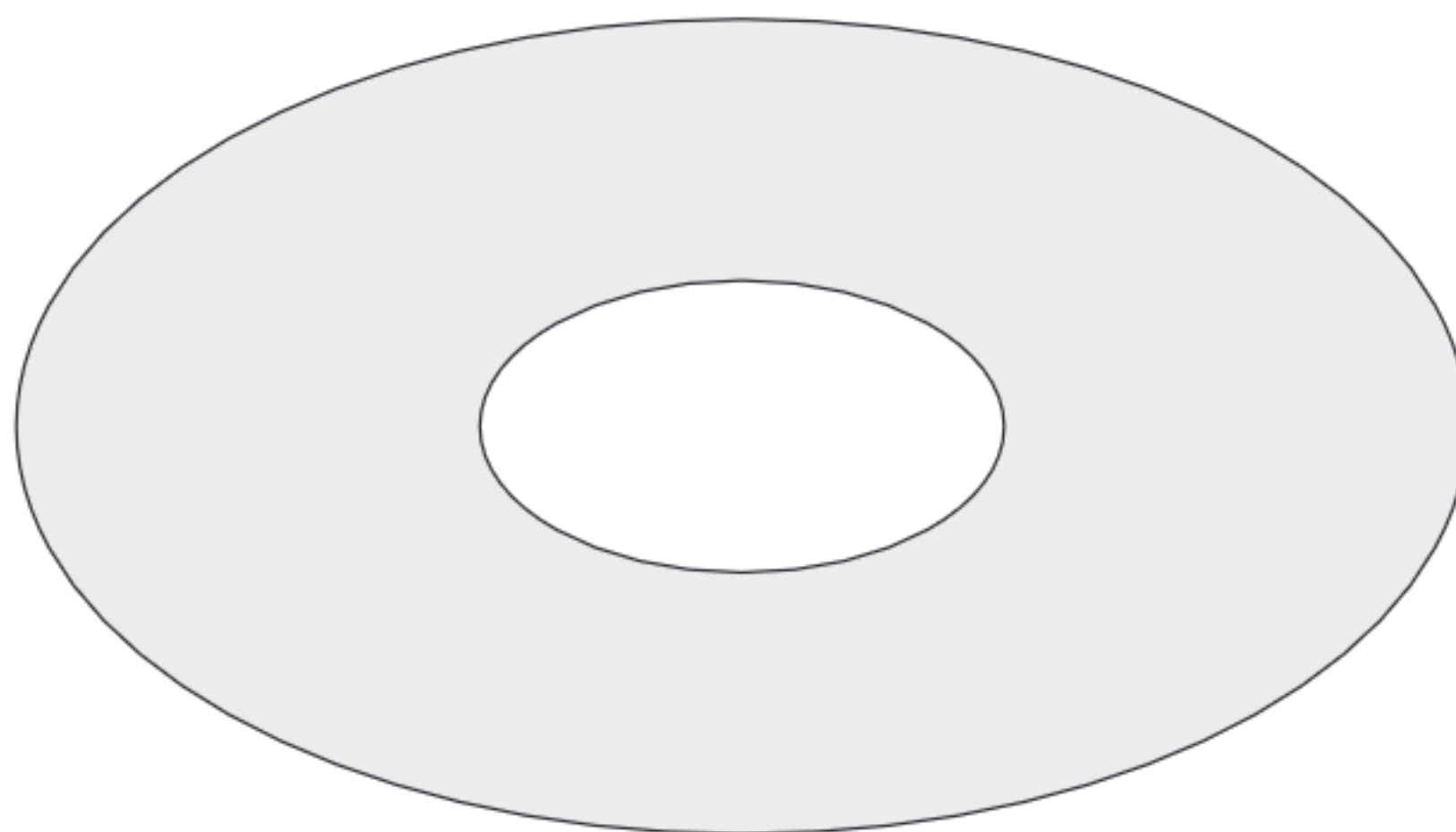
Review and edit

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

8 Now write a final draft of your descriptive profile.

**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.

**Writing checklist****Content**

- Does the profile include all the main ideas from your mind map? Does it include details about their identity that you can see and details you can't see? ☐
- Does it include both physical aspects of the person as well as those you can't "see"? ☐
- Is your profile organized into clear paragraphs? ☐

Language

- Is your spelling and punctuation correct? ☐
- Is your grammar correct? ☐
- Does your profile include adjectives with adverbs of degree? ☐



Reading to learn

1 Are these strategies used when we are reading for gist (G) or detail (D)?

- 1 reading slowly and carefully
- 2 reading more quickly and generally
- 3 looking for the overall idea of a text
- 4 trying to identify specific information
- 5 using titles or headings to understand key ideas

2 Give two examples of things that you've read in the past week

for gist:

.....

for detail:

.....

Vocabulary and Grammar

Describing people

3 What word can replace the description of each person? Write age (A), personality (P), or appearance (AP) next to the words.

A person who is ...

- 1 wearing fashionable clothes.
.....
- 2 between 45 and 65 years old.
.....
- 3 strong and certain about the things they want to do.

4 Write three true sentences using each of the words from Exercise 4.

- 1
.....
- 2
.....
- 3
.....

Noun endings

5 Complete the sentences with the noun form of the word in brackets.

- 1 There's about her identity.
(confuse)
- 2 I see a between the pictures.
(similar)
- 3 The scanner takes a of your hands. (measure)

6 Write four more words with these endings.

1 -ness

.....

2 -ity

.....

3 -tion

.....

Talking about the present

7 Write questions using the simple present, present continuous, or present perfect. Then write answers that are true for you.

1 which living person / you / admire / the most / ? Why?

.....
.....
.....

2 how long / you / know / your closest friend / ?

.....
.....
.....

3 what topics / you study / in school / this week / ?

.....
.....
.....

Defining and non-defining relative clauses

8 Join the sentences using a defining or non-defining relative clause.

1 Erin is the country's top female ice dancer. She's only sixteen.

.....

2 This is the online safety quiz. We did it yesterday.

.....

3 Martin Luther King is one of the most influential people in my life. He was born in 1929.

.....
.....