

OXFORD

# Oxford Discover Futures



Jayne Wildman

Student Book

3



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## Unit

## Factflix videos



## Reading to learn

## Language in use

- 1** What connects us? **page 4**  
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## Life skills

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### How do we read maps?

Life skills strategy *Understanding maps*

Listening strategy *Identifying advantages and disadvantages*

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Life skills strategy *Understanding food labels*

Listening strategy *Listening for numbers*

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### How can you deal with an emergency?

Life skills strategy *Dealing with difficult situations*

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### How can math help with money?

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Life skills strategy *Making a good impression*

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### How can we deal with plastic?

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### How can we manage disagreements?

Life skills strategy *Managing disagreements*

Listening strategy *Listening for specific points*

Discover vocabulary *Disagreement*

Key phrases *Managing disagreements*

## Writing

## Reflect videos



### Who do we care about most?

TASK *An opinion essay*

Writing strategy *Deciding on a topic*

Language point *Introducing opinions*

Reflect

### What makes a place special?

TASK *A description of a place*

Writing strategy *Developing your ideas*

Language point *Adjective order*

Reflect

### What's the connection between food and culture?

TASK *A description of a popular food*

Writing strategy *Researching information online*

Language point *Reporting what sources say*

Reflect

### Who is your role model?

TASK *A description of a person you admire*

Writing strategy *Supporting your opinion*

Language point *Attitude adverbs*

Reflect

### How can we learn about each other through numbers?

TASK *A report on a survey*

Writing strategy *Writing an introduction*

Language point *Using approximate language*

Reflect

### What movies do you recommend?

TASK *A review*

Writing strategy *Writing a conclusion*

Language point *Gradable and non-gradable adjectives*

Reflect

### What are employers looking for?

TASK *A cover email*

Writing strategy *Presenting your good points*

Language point *Words and phrases for extra information*

Reflect

### Why is winning so important?

TASK *An article*

Writing strategy *Engaging your reader*

Language point *Using present tenses*

Reflect

### How can we help protect our seas and oceans?

TASK *A proposal*

Writing strategy *Using bullet points*

Language point *Words for giving results*

Reflect

### At what age do you become an adult?

TASK *A for and against essay*

Writing strategy *Giving a balanced argument*

Language point *Introducing contrasting ideas*

Reflect





**VIDEO** Learning about fitting in

**READING** Identifying the author's purpose

**LANGUAGE IN USE** Talking about past states and habits, talking about adapting to change

**LIFE SKILLS** Being a positive influence

**LISTENING** Answering multiple-choice questions

**WRITING** Deciding on a topic

# What **CONNECTS** us?

It takes courage to stand out in a crowd.





# Why do we want to fit in?

- 1 Look at the picture and the caption. Why do you think only one beach hut looks different?



- 2 Work in pairs. Ask and answer the questions.

## Conformist or rebel?

- 1 What are the advantages of fitting in?
- 2 Is it human nature to fit in or to be different?
- 3 What is peer pressure?
- 4 How can being different benefit us?

## Discover vocabulary Fitting in

Student Book ► page 112    Workbook ► page 6



- 3 Watch the Factflix video. Do Bella and Josh mention your ideas from exercise 2?

- 4 Watch the video again and complete the statements. Do you agree? Why? / Why not?

- 1 People fit in because they want to be .....
- 2 When people are in groups, they feel safer and are more .....
- 3 If everyone likes something, it's extremely .....
- 4 Many extraordinary people don't .....
- 5 It would be pretty ..... if we were all the same.



- 5 Work in pairs. Do you prefer to fit in or to be different? Talk about the subjects below. What do you have in common with your partner?

music you listen to    clothes you wear    TV shows you watch  
your hairstyle    movies you like    books you read  
sports you play    food you eat

## Key phrases Talking about similarities and differences

What sort of ... do you usually ... ?

I'd say I'm a ....

In terms of ..., I like stuff that's ....

I have good / normal / unusual taste in ....

We have / don't have the same taste in ....

We have ... in common.

## Discover more



**ASK FRIENDS** about a song or poem that they like about being different or fitting in. Is it about fitting in, standing out in a crowd, or both?



- 1 Check the meaning of “empathy.” Then look at the pictures and movie poster on page 7. What do you think the article is about?

## Reading strategy



### Identifying the author’s purpose

When you read a non-fiction text, it will help your understanding to think about why the author wrote it.

- What is the main idea? What does he/she want us to think about?
- Does the text inform and teach us? Does it try to persuade and influence?



- 2 Study the reading strategy. Then read and listen to the article and choose the best answer, a or b.

1.01

- 1 The author wrote the text to
    - a teach us about something.
    - b recommend a good book.
  - 2 The author supports his/her ideas with
    - a statistics and examples from real life.
    - b strong personal opinions.
  - 3 The author wants us to think about
    - a the type of stories that can influence us.
    - b the way that we behave.
- 3 Answer the questions. Use your own words.
    - 1 What is the reader’s first impression of Auggie? Why does the writer introduce him in this way?
    - 2 Whose perspective is the story written from? What effect does this have on the reader?
    - 3 What were the results of the empathy study? Do you think they accurately represent teens? Why? / Why not?
    - 4 Explain what happens in an empathy class. Do you think they are useful? Why? / Why not?

### Discover vocabulary Forming nouns from verbs

Student Book ► page 112 Workbook ► page 6

- 4 Complete the chart with verbs and nouns from the article.

Verb	Noun
1 .....	reaction
appear	2 .....
treat	3 .....
4 .....	understanding
5 .....	practice
express	6 .....



- 5 Imagine you are Auggie. Write a journal entry about your first day at school. Use the words from exercise 4.

*I was nervous about my first day at school. I was afraid that the other kids might treat me badly because of my appearance.*



- 6 **TALKING POINTS** Discuss the questions.

- 1 When was the last time you did something kind? What did you do?
- 2 Imagine you meet someone in a similar situation to Auggie’s. How could you include them and help them fit in?

## Discover more



**SEARCH ONLINE** and find out about World Kindness Day. Is it celebrated in your country? What do people do on this day?



# LIVES WITH A DIFFERENCE

Why are new kids at school “eager” to fit in?

5 Auggie Pullman, the main character of the story *Wonder*, is like any other ten-year-old boy. He loves riding his bike and playing with his Xbox. He loves ice cream and soccer. He also has a great sense of humor. Yet when Auggie starts at a new school, he feels anxious. Like all new kids, he's eager to fit in. He wants to be part of a group and find people who he has something in common with. It's a challenge for anyone, but for Auggie it's a big problem. On the inside he's the same as everyone else, but on the outside he's very different. Auggie has a rare genetic disorder which has permanently disfigured his face. He's had 27 operations, but he will never look like other kids, and he thinks he will never “fit in.”

How do you think Auggie “copes with” people's reactions?

15 *Wonder* follows Auggie's day-to-day life at school and at home. It describes the friendships he makes. It also describes how people react to his appearance and how he copes with it. By the age of ten, he's gotten used to people's treatment of him; he's used to the stares and the comments. But there are times when he still feels embarrassed.

20 *Wonder* is a powerful story because it is written from Auggie's point of view, so we see the world as he sees it. We empathize with him and we feel his pain as he struggles to be accepted. Stories in books and movies often use a first-person narrator, which helps to develop our empathy and our ability to understand others. These stories take us on imaginative journeys into other people's lives. In *Wonder*, we identify with Auggie. He's an outsider, someone who is “different” from us, but we are able to share his feelings.

Our ability to understand other people's lives is important. People are social animals and we need to make connections with each other. However, a recent study of a group of teenagers showed an alarming trend. Psychologists found that there was a 40% drop in empathy among the group, compared with teens in the 1980s. The conclusion was that most teenagers today are only interested in themselves. They need to practice empathy more.

Why is this trend “alarming”?



Some schools in the U.S. are addressing this trend with classes in empathy. In one school in Seattle, a parent takes his/her baby to a class every week. The students sit in a circle around the baby. As the baby crawls around and explores, the students have to imagine how the baby is feeling. They have to notice body language and facial expressions, then they try to see the world from the baby's point of view. The students who take these classes improve their kindness and compassion as well as their empathy.

What body language might someone have if they are shy or sad?

50 In *Wonder*, Auggie has a great teacher named Mr. Browne. Every month Mr. Browne teaches the students a new rule about something really important. In Auggie's first class, the rule is about empathy and compassion. “When given the choice between being right or being kind,” says Mr. Browne, “choose kind.”



Auggie Pullman and his family in the movie *Wonder*



- 1 Read the article from a youth magazine. What challenges does Li talk about? How is he adapting to his new life?

## REAL LIVES: LI YU

15-year-old Li Yu is from China. He moved to Canada with his family when his dad got a job in Toronto. He had to get used to a new culture, a new language, and make new friends. Real Lives talked to Li about how he has adapted.

### So Li, what's the biggest challenge for you?

The language. I'm not used to speaking English, and sometimes it's difficult to understand. I learned English at my old school in China, but we didn't use to speak it very often.

### Is your new school very different?

Yes, it is. My old school was small – I used to know all of the teachers and we would have lessons in the same classroom all day. But my new school is huge, with a lot of students. I'm used to it now, but sometimes I still get lost!

### Are you getting used to your new home?

Yes and no. In China, we used to live in a house in a small town. It was close to the school so I used to walk there every day. Now I live in an apartment in a big city. I'm slowly getting used to it, but I'm not used to the snow!

### What do you miss?

I miss my grandparents the most. They lived nearby, and my grandma would always make the best rice noodles for breakfast. I'll get used to my life here eventually, but I'll always miss China.



### Discover grammar Talking about past states and habits

Student Book ► page 113 Workbook ► page 7

We use *used to* or *would* + base form to talk about repeated past actions that no longer happen. We use *used to*, not *would*, to talk about past states that are no longer true.

- 2 Study the examples from the article and rewrite them with *would* if possible.

- I used to know all of the teachers.* .....
- We didn't use to speak English very often.* .....
- We used to live in a house in a small town.* .....
- I used to walk to school every day.* .....



- 3 Read about the famous actor, Mila Kunis. Then discuss the questions in pairs.

- Where did Mila use to live?
- What do you think Mila and her parents would do every day when she was young?
- What happened in 1991? How did life change for Mila and her parents?
- What do you think she does now that she didn't use to do in the past?

## Mila Kunis

- She was born in the Soviet Union in 1983. Her mother taught physics and her father was a mechanical engineer.
- In 1991, her family moved to the U.S. with just \$250. Her father worked as a taxi driver and her mother worked in a store.
- She was very unhappy in elementary school because she didn't speak English.
- She started acting classes when she was 9 years old.
- Today, she is an award-winning actor who has appeared in many TV shows and movies.





**4** Look at the list of things that sometimes change in our lives. Were they different in the past for you?

my home

friends

my appearance (clothes, hairstyle, etc.)

school

hobbies and sports

TV / music that I like



**5** In pairs, talk about how your life is different now. Use *used to* and *would*.

**Discover grammar Talking about adapting to change**

Student Book ► page 113    Workbook ► page 8

We use *get used to* and *be used to* + *-ing* form or noun to talk about new things or situations in our lives that are becoming or already are (or aren't) normal.

**6** Study the examples from the article and answer the questions.

a *I'm not used to speaking English.*

d *I'm not used to the snow.*

b *I'm used to my new school now.*

e *I'll get used to my life here eventually.*

c *I'm slowly getting used to living in a city.*

1 Which sentence is about something new that is normal now? .....

2 Which sentences are about something new that is becoming normal? .....

3 Which sentences are about something new that isn't normal yet? .....



**7** Imagine you have just moved to Canada. Discuss the questions in pairs.

- What aspects of life in Canada are you used to? What aren't you used to?
- Which new things will be easy to get used to? Which will be difficult?



**8** Look at the situations below. Choose a situation, then talk to your partner about your old life and your new one. Use *used to* / *would*, *be used to*, and *get used to*. Think about:

- what was different in your old life.
- what new things or situations have / haven't become normal for you.
- which situation would be the most difficult to get used to.



**Discover  
more**



**SEARCH ONLINE** and find out about **a famous person in your country who was born in a different country**. Why did they move? What did they have to get used to?



Life skills  
strategy

## Being a positive influence

If you want to persuade people to make positive changes or decisions,

- be positive and offer practical suggestions.
- listen and try to see things from their point of view.
- lead by example, giving examples from your life and other people's lives.

## 1 Study the life skills strategy. Then do the quiz.



Are you a  
*positive  
influence?*

TRY OUR QUIZ  
AND FIND OUT!

1 Your friend has an annoying habit: she checks her phone messages all the time. Do you ... ?

- A criticize her in front of other friends
- B talk about a bad habit you once had and how you dealt with the problem
- C spend less time with her

2 Your cousins have a new YouTube channel. You think their videos are terrible. Do you ... ?

- A suggest that they give up
- B offer to help them improve the videos? They trust you, so they will listen
- C tell them you think they're great, but don't follow them

3 A friend disagrees with you about a homework assignment. He's stubborn and won't listen to you. What do you say?

- A "Sorry, but I know I'm right."
- B "I may be wrong. Let's look at the facts." Then justify your opinion.
- C Nothing. You don't like arguing with your friends.

4 You're doing your homework, but your brother put on loud music. Do you ... ?

- A go into his bedroom and switch off his music yourself
- B explain why it's a problem and convince him to turn it down
- C try to ignore it and carry on working

5 A friend posts an embarrassing picture on social media. Do you ... ?

- A tell her that the picture is really stupid
- B explain how people might react and talk her into taking it down
- C do nothing, but feel guilty about it

## KEY

**MOSTLY As** You don't try to influence people – you prefer to tell them directly what to do. But people won't listen to you if you're rude.

**MOSTLY Bs** You politely say what you think, but you can see things from other people's point of view, too. You are a positive influence!

**MOSTLY Cs** You don't like disagreements. Consider influencing people to do the right thing sometimes.

## Discover vocabulary Influencing

Student Book ► page 112 Workbook ► page 8



2 Work in pairs and compare your answers for the quiz. Were they similar or different? Do you agree with the key?



1.02

3 You are going to listen to a podcast about YouTubers. In pairs, discuss how YouTubers influence their followers. Then listen. Which ideas are mentioned?

- 1 They give their followers advice.
- 2 They offer them free products.
- 3 They share personal information.
- 4 They are good listeners.
- 5 They have a lot of expert knowledge.
- 6 They influence people in a positive way.





## Listening strategy



## Answering multiple-choice questions

When you have a multiple-choice listening task, underline key words in each question before you look at the options.

**4** Study the listening strategy. Read questions 1–5 and underline key words in the questions.

- 1 Who do teenagers listen to most for advice, according to the presenter?  
a pop stars                      b their parents                      c YouTubers
- 2 How many followers on YouTube do you need to start earning money?  
a 500,000                      b 17,000                      c 1 million
- 3 How do YouTubers make money?  
a They sell video games.                      c They work for one company.  
b They have ads on their channel.
- 4 How are YouTubers similar to their followers?  
a They have special talents.                      c They have similar life experiences.  
b They are open and honest.
- 5 What do YouTubers do when they talk to their followers?  
a They often film private conversations.                      c They ask their fans a lot of questions.  
b They usually film themselves in a personal space.



**5** Listen again and choose the best answers (a–c) to the questions in exercise 4. Did underlining key words help you?



**6** Read the role cards and act out dialogues. Use the key phrases below to help you.



1

**Student A** You belong to a cycling club. Your friend has a new bike and you think he/she would really enjoy the club. Think of ways to influence your friend so that he/she joins the club.

**Student B** Your friend wants you to join his/her cycling club. You aren't really interested – you have other hobbies and don't have much time for exercising.

2

**Student A** There is a new student in your class who doesn't speak English well and seems lonely. You want to invite the student to spend the day with you and your best friend this weekend, but your friend doesn't like the idea. Think of ways to influence them to include the new student.

**Student B** Your best friend has invited a new student to spend the day with you on Saturday. You don't want someone new to join you – you think it will be less fun.

**Key phrases Influencing people**

Have you considered ... ?

Perhaps you could ...

You might not realize this, but ...

OK, you've persuaded me.

Sorry, I'm not convinced.

**7 REFLECT** Think about a situation in your life when you tried to influence a friend or family member. Were you successful? What would you do differently now?

Discover more



**SEARCH ONLINE** and watch some videos by a YouTuber that you like. What strategies do they use to influence and persuade their followers?



## Writing task



## An opinion essay

Your teacher has asked you to write an essay about the importance of caring about each other. Choose one of the following statements. Write an essay explaining if you agree or disagree, and why.

- People don't care about their neighbors any more.
- Teenagers only care about themselves.
- Pet owners care more about their pets than about other people.

## Understand the task

- 1 Study the writing task. Do you agree or disagree with the three statements?
- 2 Read the essay below. Which statement from the writing task is it about? Do you agree with the writer?

It's clear that people care about different things: my grandma cares about her cat, my mom cares about her family, and my little brother really cares about his favorite baseball players! But what about teenagers? Some people say that they only care about themselves. I strongly believe this is far from the truth. People sometimes say that teens are selfish. They are labeled the "selfie" generation who only care about themselves and their "likes" on social media. In my opinion, this isn't a fair label. While it's true that teens spend a lot of time on social media, they read about global problems, too. We live in a connected world, and it's my belief that teens really care about things like inequality, poverty, and the environment and the impact that these issues have on other people. In addition, teens care about the people in their lives – their family, friends, classmates, and teachers – people whom they have the strongest connections with.

In conclusion, I'd say that teenagers don't only care about themselves. They care about their friends and their family, as well as people they don't know whose lives are affected by global problems. The way I see it, this makes teenagers just like other people.



## Think and plan

## Writing strategy



## Deciding on a topic

You are often able to choose your topic for a writing assignment. You can write a better text if you choose the right topic for you. If possible, choose a topic that:

- you are personally interested in.
- you have a clear opinion about.
- gives you plenty of ideas when you think about it.



### 3 Study the writing strategy. Then read the writing task again. Follow the instructions.

- 1 Think about each of the three statements. Is it easy to think of ideas for each one?
- 2 Choose one to write your essay about. Explain to a partner why you chose it.

### 4 Look at the paragraph plan. Make notes for the essay topic that you have chosen.

Paragraph 1 – Introduce the essay topic in an interesting way and state your opinion.

Paragraph 2 – Explain your opinion with supporting examples.

Paragraph 3 – Sum up your opinion and restate it.

#### Write a first draft

### 5 LANGUAGE POINT Look again at the essay on page 12. Underline five phrases which Clare uses to introduce her opinion.

### 6 Write the first draft of your opinion essay. Use your notes and follow the paragraph plan from exercise 4.

#### Review and edit

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

- **Content** Have you stated your opinion at the start?
- **Content** Have you included examples to support your opinion?
- **Organization** Does your essay contain three paragraphs: an introduction, main opinion, and conclusion?
- **Style** Have you used different words and expressions to introduce your opinions?

## Reflect

## What connects us?



Why do we want to fit in?



How can we develop empathy?



How do people adapt and change?



How can we influence people positively?



Who do we care about most?

### 1 Think about your answers to the lesson questions. Make notes.



### 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

### 3 Work together and compare your ideas.



### 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

### 5 Discuss the lesson questions in pairs.

### 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 13



*I learned that you can give up your time to do volunteer work to show that you care about people.*





**VIDEO** Learning about the origin of place names

**READING** Scanning for specific information

**LANGUAGE IN USE** Talking about past events, talking about past actions connected to the present

**LIFE SKILLS** Understanding maps

**LISTENING** Identifying advantages and disadvantages

**WRITING** Developing your ideas

# What do PLACES mean to us?

St. Petersburg, Russia's second city, was previously called Petrograd (1914–1924) and Leningrad (1924–1991).