

OXFORD

# Oxford Discover Futures



Lewis Lansford

Workbook

3



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# What connects us?

**1** Look at the photo on page 5 and answer the questions.

- 1 What differences do you notice between the two people?  
.....
- 2 In what ways are they the same?  
.....
- 3 In what ways is each person exactly what we expect of someone their age?  
.....

**2** Study the reading strategy. Then read the article on page 5 and decide if the sentences are true (T) or false (F). Correct the false statements.



## 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?

- 1 The author wrote the text to explore the generation gap and problems it can cause, and to suggest a possible solution. ....  
.....  
.....  
.....
- 2 The main idea is that it's almost impossible for people from different generations to understand one another. ....  
.....  
.....  
.....
- 3 The text doesn't inform or teach us, because its purpose is to persuade and influence. ....  
.....  
.....  
.....

**3** Read the article again. Match each statement (1–6) to the paragraph (A–F) that gives the information.

- 1 The generation gap affects people in their job because it means that people of different ages working together may have very different opinions. ....
- 2 The writer suggests a change in thinking: choosing to see other generations as working with you rather than against you. ....
- 3 The generation gap is the difference between the way older and younger people see the world. ....
- 4 It's a good idea to get to know people who aren't your age, and to hear what they think. ....
- 5 The generation gap isn't necessarily just a problem; it can also be a great opportunity for learning. ....
- 6 Parents should learn about their children's world and not just say they don't like it. ....

**4** Which statement gives the best conclusion of the article?

- a Learning and change are both easier for younger people.
- b Technology often causes conflict between young and old.
- c Differences can be good if we take time to understand them.

**5** Answer the questions. Use ideas from the article.

- 1 Think of one or two things you have now that you think your parents wish they had when they were your age.  
.....  
.....
- 2 Explain something about yourself or your life that you wish the older generation understood better.  
.....  
.....
- 3 Name one or two useful things you've learned from someone in an older generation.  
.....  
.....



# BRIDGING THE GENERATION GAP — *with empathy*

- A** One of the most important jobs parents have is to teach their children about the world and how to live successfully. However, every generation grows up in a world different from their parents'. This often leads to young people feeling that their parents don't understand them, and to parents feeling that their kids' values are wrong. This difference in attitudes and lack of understanding is called the generation gap.
- B** The effect of the generation gap on families is obvious: parents and children frequently disagree about everything from clothes to music to careers. But the generation gap can also be felt in the workplace. As young employees enter companies, they may have completely different expectations from the older generation working in the company. Ideas about work-life balance, what makes a "good" job, and how managers and employees should talk to each other may be very different. This can lead to frustration for everyone.
- C** But does it have to be this way? While it seems obvious to think of your own generation as "us" and the other generation as "them," if we redefine "us" as "our family" or "our company," then we can see both generations as being on the same side – playing for the same team. And if we then truly listen to the people around us – older and younger – with empathy, we can begin to accept that our differences may make us stronger as a team. This means, of course, that while we expect children to learn from their parents, we also expect parents to learn from their children.
- D** That doesn't mean that parents need to adopt their kids' dress sense or listen to their music, but it does mean that parents may need to learn more about the role of technology – for example, social media – in their kids' lives, and possibly even to try it for themselves before they criticize it.
- E** Here are three tips for bridging the generation gap:
- Get to know other generations. Try to socialize with people who are both younger and older than you.
  - Learn to really listen and not just think about what you're going to say next.
  - Remember: You can learn from anyone, whether they're older or younger than you.
- F** The generation gap isn't going to go away, because the world won't stop changing. But if we start to think of it as a source of learning and growth rather than just a conflict, we may make the world a better place for everyone.







## Fitting in

- 1** How much do you agree with the sentences (1 = completely disagree; 5 = completely agree)?
- Peer pressure is always bad. ....
  - Great leaders rarely follow the crowd. ....
  - Conformists are boring. ....
  - Rebels are usually dangerous. ....
  - Standing out in a crowd is a bad thing. ....
  - Everyone should do their own thing sometimes and enjoy being an outsider. ....
- 2** Choose the correct words to complete the text.

### THE GENIUS OF DOING YOUR OWN THING



All of us, but especially teens, often feel <sup>1</sup>... pressure – that feeling that we should <sup>2</sup>... the crowd, do what everyone else is doing, and try not to be different. It can feel difficult to <sup>3</sup>... out in a crowd, to be the only one who looks, thinks, or feels a certain way. However, while it isn't easy being <sup>4</sup>... , you are not alone in the world. When you <sup>5</sup>... against everyone around you, you have something in <sup>6</sup>... with many great thinkers, including the scientific genius Albert Einstein. While he was able to work with others well and share his ideas, he didn't always <sup>7</sup>... to their ideas of science or how a scientist should behave. He didn't always follow the rules – he was not <sup>8</sup>... , and he didn't try to be like anyone but himself. So, go ahead – <sup>9</sup>... your own thing and fit in with Einstein. You may be on the road to greatness!

- |                  |                |           |
|------------------|----------------|-----------|
| 1 a rebel        | b peer         | c common  |
| 2 a follow       | b stand        | c conform |
| 3 a have         | b be           | c stand   |
| 4 a a conformist | b an outsider  | c a rebel |
| 5 a rebel        | b conform      | c are     |
| 6 a common       | b pressure     | c crowd   |
| 7 a follow       | b conform      | c be      |
| 8 a a crowd      | b a conformist | c a rebel |
| 9 a have         | b be           | c do      |

## Forming nouns from verbs

- 3** Complete the text with the correct form (verb or noun) of the verbs in parentheses.

### What we can learn from *Stella Young*

Because she looked so different from most people, Stella Young's <sup>1</sup>... (appear) often caused a <sup>2</sup>... (react). She was a wheelchair user, weighed about 40 kilograms, and though she was an adult, she was the size of a child. She spent her career as a writer and comedian trying to help people <sup>3</sup>... (understand) disability. She noticed from a young age that people would <sup>4</sup>... (treat) her differently – speak more loudly to her, for example, as though being in a wheelchair made hearing difficult – it didn't. And people would look at her with an <sup>5</sup>... (express) of sadness, when she herself felt that she had a great life.



- 4** Complete the text with the correct form (verb or noun) of the words below.

appear express practice react treat understand

### How we read each other's emotions

When you feel emotion, your face <sup>1</sup>... . You can <sup>2</sup>... trying to hide your feelings, but it's almost impossible to stop the smile that <sup>3</sup>... in your eyes, even if your mouth and lips don't show it. And this is important, because the way we <sup>4</sup>... one another when we interact is based partly on the emotion that we read on others' faces. But what emotions can faces show? Scientific <sup>5</sup>... is improving constantly. Scientists believe that the <sup>6</sup>... on your face could indicate one of four emotions: happiness, sadness, fear, or anger.



## Talking about past states and habits

### 5 Complete the dialogue with the correct form of *used to* and short answers.

- Amy Have you ever lived abroad?  
 Ben Yes, I have. I lived in China for a few years.  
 Amy <sup>1</sup> ..... (you / go) to school in China?  
 Ben Yes, I <sup>2</sup> .....  
 Amy Wow, that's really cool. Why were you there?  
 Ben My mother <sup>3</sup> ..... (work) for a company that had an office in Shanghai.  
 Amy Shanghai? That's so interesting.  
 Ben But you <sup>4</sup> ..... (live) abroad, too, right? Was it Germany?  
 Amy No, we didn't live there. But we <sup>5</sup> ..... (visit) my grandparents there every summer.



### 6 Where possible, rewrite the sentences using *used to*.

- 1 Lionel Messi lived in Argentina.  
.....  
.....
- 2 As a small child, he played soccer with his brothers and cousins.  
.....  
.....
- 3 He joined Grandoli Soccer Club when he was four years old.  
.....  
.....
- 4 His grandmother attended all of his games.  
.....  
.....
- 5 He and his family moved to Spain when he was 13.  
.....  
.....
- 6 In 2011, he became captain of the Argentina team.  
.....  
.....

### 7 Where possible, replace *used to* in the text with *would* or *wouldn't*.

Two

## SUPER-SMART KIDS

and how it all began

**Taylor Wilson** <sup>1</sup>*used to* dream of being a scientist. As a young child, he <sup>2</sup>*used to* read books about kids who liked science – books like Ken Silverstein's *The Radioactive Boy Scout*. He became fascinated by radiation. So, he <sup>3</sup>*didn't use to* spend his weekends being lazy, like some of his friends. Instead, he <sup>4</sup>*used to* go around his hometown on the weekends, searching for natural radioactivity. He <sup>5</sup>*used to* live in Arkansas, in the US, but his family moved to another part of the US, Nevada, so he could attend a school for gifted students. At the age of 14, he built a nuclear reactor!

When she was a child, **Brittany Wenger's** parents <sup>6</sup>*used to* tell her that she was going to be great one day. And they were right! At school, she <sup>7</sup>*used to* spend a lot of time in the computer lab, learning to code. But she <sup>8</sup>*didn't use to* ignore her other subjects – she <sup>9</sup>*used to* get good grades in everything. But when her cousin got cancer, Brittany decided to use computers to help doctors find cancer in patients – and her invention worked. Brittany <sup>10</sup>*used to* live with her family in Ohio, but now she studies computer science at Duke University in North Carolina.

- |   |       |    |       |
|---|-------|----|-------|
| 1 | —     | 6  | ..... |
| 2 | would | 7  | ..... |
| 3 | ..... | 8  | ..... |
| 4 | ..... | 9  | ..... |
| 5 | ..... | 10 | ..... |

### 8 Complete the sentences with *used to* / *didn't use to* or *would* / *wouldn't*. For some sentences both forms are possible.

- 1 In the summer, the kids in the neighborhood ..... often stay up late playing outside.
- 2 The students at my new school ..... be strangers, but now they're friends.
- 3 Before I got a bike, I ..... cycle to school. I walked every day.
- 4 My dad ..... work as a lawyer, but then he retrained to become a teacher.
- 5 We ..... live in a house, we lived in an apartment.





## Talking about adapting to change

- 9 Read the social media post and decide if the sentences are true (T) or false (F).



11:15 a.m.

### Aysun Demir

Moving to a new city isn't easy, especially when you come from a small town. I'm used to having a quiet bicycle ride to school, but now I have to take the subway. I'm not completely used to it yet, so it still feels a bit scary. However, I like my new school, and I'm getting used to my new classes and teachers. My old school was much smaller, so it was very different! But I'm not worried. I think I can learn to be comfortable anywhere.

- 1 Aysun used to live in a small town. ....
- 2 She's getting used to cycling to school. ....
- 3 She's used to taking the subway. ....
- 4 She's getting used to her new school. ....
- 5 She's used to smaller numbers of students in each class. ....
- 6 She thinks she'll get used to her new life. ....

- 10 Complete the conversation with the correct form of *be* or *get* and *used to*. Some sentences use *not*.

How's boarding school?

1 ..... (you) living in a dormitory? What about Tom?

It isn't very quiet! Tom <sup>2</sup> ..... a lot of noise at home – he grew up with five younger brothers and sisters, so it isn't a problem for him. But I <sup>3</sup> ..... it yet.

And how about the weather? When my cousins moved to England, they <sup>4</sup> ..... cold weather, because they came from a hot country.

All the rain is a bit boring at first, but after a while, you <sup>5</sup> ..... it.

My cousins said they never <sup>6</sup> ..... it!

## Influencing

- 11 Choose the correct words to complete the online article.

## Traditional ads vs online influencers

Do you notice a lot of advertising online? According to recent research, the average internet user sees more than 10,000 ads per month – ads that try to <sup>1</sup>**admit** / **persuade** us to buy a product or service, or to click on a link to look at more advertisements. But can companies really <sup>2</sup>**justify** / **trust** the expense of advertising? Do online ads actually work? Do they really <sup>3</sup>**convince** / **admit** people to buy things? Some experts think probably not. According to one study, teens can be very <sup>4</sup>**influential** / **stubborn** consumers. In fact, 84% of them don't <sup>5</sup>**trust** / **admit** traditional advertising – they know the company is just trying to get them to buy something. However, ads aren't the only way to sell things. In another study, 87% <sup>6</sup>**admitted** / **criticized** that they don't mind if <sup>7</sup>**an influential** / **a stubborn** online personality tries to talk them <sup>8</sup>**into** / **out of** buying a product by showing themselves using it in a vlog or YouTube video.

- 12 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 Can you think of a time when you stood out in a crowd or were an outsider? How did it feel? How did others react?  
.....  
.....
- 2 What was the hardest change to get used to when you moved from elementary school to secondary school?  
.....  
.....
- 3 Do you agree with the article in exercise 11? Do you trust traditional advertising? How do you feel when an online personality recommends a product?  
.....  
.....



## Listening

- 1 Study the listening strategy. Then read the questions and underline the key words before looking at the options (a–d).



### 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.

- 1 What's the main topic of today's show?
  - a psychology
  - b parent-teen relationships
  - c medical issues
  - d teen friendship
- 2 What does Dr. Schmidt do?
  - a helps families to improve communication
  - b researches how teens learn
  - c advises schools on teenage issues
  - d studies how teens use media
- 3 What does the host say about YouTube?
  - a Parents want to stop their teenage children from watching YouTube.
  - b Parents think their children learn a lot from YouTube.
  - c Teens don't believe what they hear on YouTube.
  - d YouTubers have a lot of influence on teens.
- 4 What does Dr. Schmidt's research show?
  - a Parents influence teenagers in some ways.
  - b YouTubers influence parents through their teenage children.
  - c Parents don't understand teenagers.
  - d Teens don't understand adults.
- 5 What does Dr. Schmidt say about education, finance, and health and well-being?
  - a Parents and teenagers can't communicate about these topics.
  - b YouTubers help teenagers understand these important issues.
  - c Teenagers consider their parents' opinions when making decisions about these topics.
  - d Teenagers don't want to think about them.

- 2 1.01 Listen and write your answers to the questions. Then compare your answers with the options and choose the closest one.

- 3 1.01 Listen again and check your answers.

## Speaking

- 4 Complete the dialogue with phrases a–g.

- a Have you ever considered
- b OK, you've persuaded me.
- c it really helped
- d I know someone
- e Perhaps you could
- f Sorry, I'm not convinced
- g You might not realize this, but

Art Have you seen this ad for the archery club. I went last week, and it was great. <sup>1</sup> ..... doing something like that?



Bea Archery? No, it isn't for me. I'm not very good at sports.

Art I think it's different from other sports. <sup>2</sup> ..... a few kids from our class go – not just me. <sup>3</sup> ..... who tried it last year and she said <sup>4</sup> ..... her feel more confident about sports.

Bea <sup>5</sup> ..... I just can't see myself trying to shoot a target with an arrow!

Art You should try it. <sup>6</sup> ..... just come for a trial session and see if you like it. I love it! And we always have pizza afterwards!

Bea <sup>7</sup> ..... I'll go to the next meeting. When is it?

- 5 Write a dialogue. Choose one of the situations or use your own idea. Use phrases from exercise 4.

- Try to convince your friend to take up a hobby that you enjoy.
- Try to persuade your friend to listen to a new musical group.
- Try to get a friend to read a book that you really like.



## An opinion essay

1 Look at the title of the essay. What is your answer to the question?

2 Read the opinion essay and answer the questions.

1 What three reasons does the writer give for having friends?

2 According to the writer, what do we need to do to develop friendships?

3 Why does the writer believe you can have too many friends?

## LANGUAGE POINT Introducing opinions

3 Complete the phrases in the essay that introduce opinions. Use the words below.

my belief that    my opinion    say that  
strongly believe    way I see it

4 Think of your own opinion about having too many friends. Complete the sentences with your own ideas.

1 In my opinion,

2 I strongly believe

3 I'd say that

4 It's my belief that

5 The way I see it,

# Is it possible to have too many friends?

At first, the answer to this question may seem obvious. Having friends is good, because we need people to talk to and share ideas with. Also, we can learn from our friends, and sometimes we need people to help us. So, if having friends is good, then having a lot of friends must be even better, right?

Friends are important because of what we get from friendship. But what we receive from friends has to be given in return. The <sup>1</sup>....., friendship requires that we spend time with people. We get to know our friends by sharing experiences together and by helping each other when it's necessary. I <sup>2</sup>..... that we can probably only do this with three or four other people at any time. If we try to be good friends with more people than that, in <sup>3</sup>....., we end up not spending enough time with any of them. I have three or four people in my life who I call good friends. That said, of course it's OK to know and get along with a lot of other people. It's <sup>4</sup>..... we should enjoy our classmates and our connections on social media. But we shouldn't try to think of everyone we know as a friend. Friendship is a special connection.

In conclusion, I'd <sup>5</sup>..... it's possible to have too many friends. We have enough time for three or four friends at one time, and no more.

Do you have too many friends?





## Task An opinion essay

**5** You are going to write an opinion essay. Read the statements. Do you agree (A) or disagree (D) with them?

- 1 Most friends on social media aren't *real* friends. ....
- 2 It's better to have a lot of good friends than one *best* friend. ....
- 3 It takes years to become a true friend. ....
- 4 True friends are friends forever. ....
- 5 Your best friend should be the most important person in your life. ....

### Think and plan

**6** Study the writing strategy. Then think about the questions (1–3).



### 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.

- 1 Which of the statements in exercise 5 interests you the most?
- 2 Which ones do you have a clear opinion about?
- 3 Which ones give you plenty of ideas when you think about them?

**7** Choose one topic from exercise 5. Think of a title for your opinion essay.

.....

.....

.....

.....

.....

**8** Write a sentence saying what your opinion is on the topic.

.....

.....

.....

.....

.....

**9** Look at the paragraph plan. Make notes about ideas that support your opinion.

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

Paragraph 2 – Explain your opinion with supporting examples.

Paragraph 3 – Sum up your opinion and restate why.

### Write a first draft

**10** Write a first draft of your opinion essay. Write about 225 words. Use your answers from exercises 6–8 and your notes from exercise 9 to help you.

### Review and edit

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



### Writing checklist

#### Content

- Are your ideas relevant to the essay title? ☐
- Is it clear what your opinion is? ☐
- Do your ideas support your overall opinion? ☐

#### Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use suitable phrases for introducing your opinion? ☐

**12** Now write a final draft of your opinion essay.





## Reading to learn

- 1** What questions do you ask yourself to understand an author's purpose?

.....

.....

.....

.....

- 2** In one sentence, what is the main idea of the text on page 5?

.....

.....

.....

## Vocabulary and Grammar

### Fitting in

- 3** Complete the expressions that have similar meaning.

- conform  
follow the <sup>1</sup> .....
- be a <sup>2</sup> .....
- <sup>3</sup> ..... in a crowd  
be an <sup>4</sup> .....
- do your own <sup>5</sup> .....

- 4** Write three sentences using three of the expressions from exercise 3.

**1** .....

**2** .....

**3** .....

### Forming nouns from verbs

- 5** Write the noun form of the verbs.

- 1** practice .....
- 2** understand .....
- 3** appear .....
- 4** react .....

- 6** Complete the questions with a noun or verb from exercise 5. Then answer the questions.

- 1** Who do you know who has a lot of ..... of serious subjects and is easy to talk to?
- .....
- 2** What sport, musical instrument, or skill do you ..... regularly?
- .....

## Talking about past states and past habits: *used to*

- 7** Complete the rules with the words below.

actions happen states true

- We use *used to* + infinitive to talk about past <sup>1</sup> ..... that are no longer <sup>2</sup> .....  
*I used to live in London. Now I live in Paris.*
- We also use *used to* + infinitive to talk about repeated past <sup>3</sup> ..... that no longer <sup>4</sup> .....  
*I used to walk to school. Now I cycle.*

- 8** Write three sentences about your own past states or habits in connection with weekends or vacations.

**1** .....

**2** .....

**3** .....

## Talking about past states and past habits: *would*

- 9** Complete the rules. Refer to Discover grammar on page 113 of the Student Book.

- We use *used to* + infinitive or *would* + infinitive to talk about <sup>1</sup> .....  
*He would go to the science lab every day.*
- Would* sounds slightly more <sup>2</sup> ..... than *used to*.  
*They would program the computer together.*

- 10** Write three sentences with *would* about past habits in connection with friends and free time. Use the adverbs of frequency.

**1** (always) .....

**2** (sometimes) .....

**3** (never) .....

## Talking about adapting to change

- 11** Match the sentence halves. There is one extra ending.

- 1** We use *be used to* to talk about .....
- 2** We use *get used to* to talk about .....
- a** new things or situations in our lives that are (or aren't) becoming normal.
- b** past habits and routines and states.
- c** new things or situations in our lives that are already (or aren't yet) normal.