

# Social values



1 Match the words and phrases below with their definitions. There are two words or phrases you do not need.

- alternative perspective contributor fan base
- grassroots lag behind mentoring novice
- peer-to-peer pursue your interests screen time
- transferable skills

- 1 shared between people with similar interests and abilities \_\_\_\_\_
- 2 abilities that will be useful in other situations \_\_\_\_\_
- 3 someone who writes articles for a magazine or website \_\_\_\_\_
- 4 the number of hours you spend on your smartphone or laptop \_\_\_\_\_
- 5 a different way of looking at things \_\_\_\_\_
- 6 fail to keep up to date with something \_\_\_\_\_
- 7 the group of people who very much admire a particular musician, team, writer, etc. \_\_\_\_\_
- 8 helping and advising a less experienced person \_\_\_\_\_
- 9 do the things you find enjoyable or engaging \_\_\_\_\_

2 a What can you remember about the vlog? Use the correct form of words and phrases in Ex 1 to complete the summary.

Darius is a bit concerned about his <sup>1</sup>\_\_\_\_\_. However, Kaya believes <sup>2</sup>\_\_\_\_\_ online activities are more creative and sociable than reading. Darius really enjoys being a <sup>3</sup>\_\_\_\_\_ of reviews about books he has read on an online community called The Booklovers' Club. His friend, Ali, is into fan fiction and shares drafts of his writing with the <sup>4</sup>\_\_\_\_\_. He enjoys the <sup>5</sup>\_\_\_\_\_ he receives from more experienced members of the community. Amira is really into gaming. Collaborating and discussing issues with other players in the online gaming community allows her to view things from an <sup>6</sup>\_\_\_\_\_. Both Amira and Darius agree that <sup>7</sup>\_\_\_\_\_ in online activities is helping them to develop useful <sup>8</sup>\_\_\_\_\_. They also agree that the exam-based education system at their school is <sup>9</sup>\_\_\_\_\_ the way some other systems prepare young people for the real world.

b **5.01** Watch or listen again and check.

3 Complete the comments with words and phrases below.

- alternative perspective civic life contributor
- empower fan base geeks grassroots novice
- pursue your interests signed up to

## CHAT FORUM

Comments (2)

**Ciaran** I'm a regular <sup>1</sup>\_\_\_\_\_ to a brilliant online community for teens who are into films. At first, I was just a <sup>2</sup>\_\_\_\_\_, but it's amazing how many film <sup>3</sup>\_\_\_\_\_ there are out there who are really supportive. Different genres, like sci-fi or history, each have their own <sup>4</sup>\_\_\_\_\_. I learn a lot from other people's reviews – it gives me an <sup>5</sup>\_\_\_\_\_ on films I might never have seen.

**Zarah** I think online communities are a great place to <sup>6</sup>\_\_\_\_\_. I've recently <sup>7</sup>\_\_\_\_\_ a community of other teens who want to protect their local environment. I guess you could call it a <sup>8</sup>\_\_\_\_\_ movement. The other people are brilliant – they share their ideas and upload videos of their campaigns. That kind of thing can really <sup>9</sup>\_\_\_\_\_ you and make you want to get more involved in the <sup>10</sup>\_\_\_\_\_ of your community.

4 **REAL ENGLISH** Complete the dialogue with the phrases below.

- a springboard to considers it suspect get carried away
- go through the roof on the same page

- A How's that new gaming community you signed up to?
- B Great. Except that my screen time is going to <sup>1</sup>\_\_\_\_\_.
- A How do your parents feel about that?
- B My dad isn't very happy. He doesn't approve of gaming – he <sup>2</sup>\_\_\_\_\_.
- A Maybe you should cut down on it for a while.
- B What, and lag behind everyone else? Let's not <sup>3</sup>\_\_\_\_\_ – it isn't a big deal.
- A Have you tried to explain that gaming can be <sup>4</sup>\_\_\_\_\_ a career?
- B Yes, but he doesn't want to know. He thinks I'm obsessed.
- A Well, at least we're <sup>5</sup>\_\_\_\_\_ about that. I think you're obsessed too!

5 **VOCABULARY BOOSTER** Now practise **Participatory culture** vocabulary on page 108.

## 1 Read the dialogue and answer the questions.

- Why does Omar disagree with the article Naz mentions?
- What does Omar say are the benefits of gaming?
- In what circumstances does Omar think gaming might become a problem? What does he think you can do about it?



- Naz** Did you see this article that says gaming can be bad for your mental health?
- Omar** Yeah, but I don't agree. <sup>1</sup>If anything, I'd say the opposite.
- Naz** How do you mean?
- Omar** Gaming really helped me when I moved schools last year. It was hard to make new friends at first, but <sup>2</sup>I knew that as long as I was still part of the same online community playing Minecraft, I'd be OK.
- Naz** <sup>3</sup>So you're saying if it hadn't been for gaming, you'd have been more lonely? More unhappy?
- Omar** Yes, I would.
- Naz** But there must be other benefits too? <sup>4</sup>If not, gaming wouldn't have become so popular, right?
- Omar** Yes, it's also fun! And it teaches you transferable skills. <sup>5</sup>If it wasn't for that, I think my parents would have told me to cut down on my screen time.
- Naz** And do you think it's possible to spend too much time gaming?
- Omar** Not really. <sup>6</sup>Gaming isn't a problem, provided that you don't let it take over your life. You have to ask yourself, does it stop you doing other things, like homework or socialising? <sup>7</sup>If so, then you might have a problem.
- Naz** What if that's the situation, though?
- Omar** Prioritise. <sup>8</sup>If possible, find another hobby you really enjoy that doesn't add to your screen time.

- I don't think blogging is a waste of time – **if anything / but for** my blog, I wouldn't have such a strong online presence. \_\_\_\_
  - It's fine to spend time at weekends pursuing your interests, **if ever / as long as** you've completed all your homework first. \_\_\_\_
  - Let me know if you want to join our community – **if any / if so**, I'll invite you to the next gaming session. \_\_\_\_
- 4 Complete the post with the words and phrases below.

as long as even if in doubt it wasn't for not possible provided that so was addicted will have

GAMING FORUM

I'm worried my friend might be addicted to gaming. How can I tell? And do I have the right to get involved?

I used to be a gaming addict. If <sup>1</sup> \_\_\_\_\_ my friends, I would probably still be one. So yes, you should definitely get involved. If your friend has developed an addiction to gaming, he <sup>2</sup> \_\_\_\_\_ some obvious symptoms. Does he talk about gaming a lot, or spend most of his free time gaming? If <sup>3</sup> \_\_\_\_\_, he may be mildly addicted. However, <sup>4</sup> \_\_\_\_\_ this doesn't affect his friendships or schoolwork, it isn't necessarily a problem. What happened last time you suggested doing something together? It's likely that, if he <sup>5</sup> \_\_\_\_\_, he would have said no and made an excuse. Is he still pursuing his other interests? If <sup>6</sup> \_\_\_\_\_, that might also be a reason to be concerned. You could try asking him about his schoolwork or, if <sup>7</sup> \_\_\_\_\_, suggest studying together. <sup>8</sup> \_\_\_\_\_ you don't come across as too inquisitive, he may open up about how he's feeling. And <sup>9</sup> \_\_\_\_\_ he is evasive, you will probably be able to tell whether he needs help. Remember, you don't have to fix it alone. If <sup>10</sup> \_\_\_\_\_, talk to a responsible adult who will be able to get your friend the help he needs.

## 5 Rewrite the sentences using mixed conditionals.

- Maryam is a complete novice – that's why she made such a basic mistake.
- Syed paid for a pro subscription and thanks to that he's now at a much higher playing level.
- They don't have a very big fan base, so they haven't made a lot of money from downloads.
- She isn't a member of the community, so she didn't take part in the mentoring session.
- I didn't know about the film fans community, so unfortunately I'm not a regular contributor to their web chats.
- Anita decided to pursue other interests, and as a result she has a whole new community of friends.

## 6 Respond to the questions using different conditional forms.

- What transferable skills would you like to develop provided that you had time?
- What might your situation be like if you had pursued different interests?
- What could have happened if you had received mentoring in a particular part of your life?

2 Match underlined sentences 1–8 in the dialogue with descriptions A–D.

- A other words in place of *if* in conditional sentences \_\_\_\_
- B phrases with *if* and other words, usually without the subject and the verb *be* \_\_\_\_
- C *if it wasn't for / if it hadn't been for / but for* to say that one particular situation or event changes everything \_\_\_\_
- D *so* and *not* after *if* instead of repeating a sentence that has come before \_\_\_\_

## 3 Choose the correct alternative. Then match sentences 1–7 with descriptions A–D in Ex 2.

- Don't worry if you can't join our gaming session this evening; **if anything / necessary**, we can reorganise it and play another day. \_\_\_\_
- Abe is hoping to go to university next year, **provided that / even if** he passes his exams. \_\_\_\_
- I'm not sure if Dan has signed up to the next revision class – **if not / on condition that**, can someone remind him? \_\_\_\_
- Suki is planning to post her short stories online. **If possible / If in doubt**, could you give her some mentoring as a published author? \_\_\_\_

1 What can you remember from the Student's Book lesson? Choose the correct alternative.

- 1 In the Haenyeo Community in South Korea, it is women rather than men who do the **relatively safe** / **extremely dangerous** work of diving for shellfish.
- 2 Changing opportunities for women in South Korea mean that the traditional work of diving for shellfish is **likely** / **unlikely** to continue in future.
- 3 The Richard Mille Racing team are three young **European** / **French** women who are the first all-female driving team at the Le Mans 24-hour race.
- 4 The team have **faced opposition** / **inspired** other women to start competing in this male-dominated sport.
- 5 In the Khasi community in India, women have significantly **more autonomy** / **fewer rights** than women in other parts of the country.
- 6 Khasi women **share responsibilities equally with** / **have fewer responsibilities than** men.

2 You are going to listen to a group presentation by three students: Nola, Mason and Amina. Look at the photos. What do you think is the theme of the presentation?



### STRATEGY Distinguishing main ideas from secondary or supporting ideas

When we listen to a speech, presentation, podcast, etc., we often need to distinguish between the main idea and the information that is used to support that idea. The supporting ideas are clearly connected to the main idea and offer evidence such as factual information, statistics or even anecdotal evidence that support it.

3 **5.02** Read the strategy above. For each speaker, decide which is the main point (M) and which are the supporting points (S). Then listen to the presentation and check.

#### Amina (film industry)

- 1 Only a quarter of people in significant roles on the top 250 films were women. \_\_\_
- 2 Women have made real progress in acting roles, but there are far fewer women than men in non-acting roles. \_\_\_
- 3 There are now more women action movie heroes in leading roles than there were in the past. \_\_\_

#### Mason (football)

- 4 There is a significant difference between the amount of money male and female footballers are paid. \_\_\_
- 5 Women's football increased in popularity due to the success of international competitions like the Women's World Cup. \_\_\_
- 6 Women's football has become more popular in recent years, although there are still inequalities with the men's game. \_\_\_

#### Nola (work)

- 7 Globally, there is inequality between the numbers of men and women studying the sciences, but this is changing. \_\_\_
- 8 The number of young women choosing to study STEM subjects has increased in recent years. \_\_\_
- 9 Women are making progress in careers related to STEM subjects. \_\_\_

4 **5.02** Listen to the presentation again and complete the sentences with one to three words.

- 1 Strong female characters in films from the 1970s and 1980s prepared the way for 21st-century \_\_\_\_\_ played by women.
- 2 Non-acting roles in films taken by women include \_\_\_\_\_, producers, \_\_\_\_\_ and cinematographers.
- 3 A global TV audience of \_\_\_\_\_ watched the 2019 Women's World Cup final, which was won by the US.
- 4 Brazil, England and Norway all pay their men's and women's national teams \_\_\_\_\_ for representing their country.
- 5 In the last decade, the number of young women studying STEM subjects at both \_\_\_\_\_ has risen dramatically.
- 6 A recent study shows that opportunities for women are \_\_\_\_\_ in jobs associated with STEM subjects and construction.

### PRONUNCIATION Connected speech

We usually pronounce words that carry important information (verbs, nouns, adjectives and adverbs) in the same way whether they are spoken as individual words or in sentences. However, many function words (articles, prepositions, auxiliary verbs, pronouns and conjunctions) have a strong form when they are pronounced individually and a weak form in sentences. For this reason, they can seem to disappear when we listen to connected speech.

5 a **PRONUNCIATION** Read the Pronunciation box. Read the sentences from the presentation and underline the words that carry the important information.

- 1 However, in non-acting roles, there are far fewer women than men.
- 2 But only 17% of directors of the top 250 movies were women.
- 3 In 1991, the first Women's World Cup was held in China and won by the US.
- 4 However, male players of the World Cup winning team are paid four times as much in prize money as the women's team.
- 5 The gender gap in the sciences is still very wide – globally, less than a third of researchers are women.

b **5.03** Listen and check. Then listen again and repeat.

6 Complete the sentences with information from this lesson or your own ideas.

- 1 I think the role of women in the film industry will become ...
- 2 In future, I think inequality between men and women in football will ...
- 3 I'm optimistic / pessimistic about women's work opportunities because ...

## 1 Match the nouns below with their definitions.

affirmation empathy expectations  
flaw perception potential

- beliefs or feelings that something will or should happen \_\_\_\_\_
- qualities that exist in a person and can be developed \_\_\_\_\_
- a belief you have because of how you understand things \_\_\_\_\_
- the ability to understand or share another person's feelings \_\_\_\_\_
- a statement or fact that supports something in a positive way \_\_\_\_\_
- a weakness in someone's character \_\_\_\_\_

## 2 Choose the correct answer: A or B.

- If someone feels **worthless**, they believe they have ...  
A no financial value. B no good qualities.
- Being **self-critical** is judging yourself negatively because of ...  
A your flaws. B your attributes.
- When you're **tactful**, you try not to say anything ...  
A rude or upsetting. B interesting or amusing.
- It's important to be **considerate** to show you are ...  
A concerned what other people think about you.  
B thinking of other people's wishes or feelings.
- Ashu constantly **underestimates** herself and ...  
A doesn't believe she can do well.  
B believes she has a lot of potential.
- Being **proactive** involves acting ...  
A in response to something that happens.  
B to make something happen.
- Bako is quite **insecure** – he doesn't have much ...  
A financial support. B confidence in himself.
- If you're **assertive**, it means you express your opinions and ideas ...  
A strongly and confidently. B loudly and rudely.

3 Complete the dialogue with the words in **bold** in Ex 2.

**Cara** I've just been talking to Ade about the negative comments he got on his latest music video. He's feeling quite <sup>1</sup>\_\_\_\_\_ about his musical abilities at the moment. It has really affected his self-esteem.

**Max** I know. He asked me what I thought of his songs.

**Cara** I hope you were <sup>2</sup>\_\_\_\_\_. He's very upset.

**Max** Don't worry, I tried hard to be <sup>3</sup>\_\_\_\_\_ of his feelings. The problem is, now he's really <sup>4</sup>\_\_\_\_\_ – he kept saying it was all his fault for being a useless songwriter. And in fact, he's brilliant.

**Cara** Yes, but it's easy to <sup>5</sup>\_\_\_\_\_ the effect that kind of feedback can have. It can make you feel completely <sup>6</sup>\_\_\_\_\_. It's horrible.

**Max** How do you think he can get his confidence back?

**Cara** He needs to be <sup>7</sup>\_\_\_\_\_ if he wants that to happen – to record some more songs and post them online.

**Max** What about the comments?

**Cara** He needs to respond to them in an <sup>8</sup>\_\_\_\_\_ way and not just accept the criticism.

4 Rewrite the texts, replacing the underlined words with words from the previous exercises. Add or change other words as necessary.

## ADVICE FORUM

**A** My parents don't think I'm achieving <sup>1</sup>everything I am capable of at school, but I find it hard to live up to their <sup>2</sup>beliefs about what I should do. They've made it clear they're disappointed in my grades, and as a result I feel <sup>3</sup>as if I have no value. They also want me to <sup>4</sup>take positive action in order to find a weekend job, but I <sup>5</sup>don't think they realise how difficult it is to get part-time work in our town.

Reply to post

**B** My teammate Luka is a really good basketball player and has a lot of positive attributes. However, he can be quite critical of other team members and he <sup>6</sup>doesn't always think about their feelings when he makes negative comments. In my opinion, this is a <sup>7</sup>weakness in his character. Luka would argue that he's just <sup>8</sup>expressing his opinions strongly, but others don't see it that way. Their <sup>9</sup>belief about the situation is that he's being rude and insensitive.

Reply to post

**C** I have a friend called Maya who <sup>10</sup>has very little confidence about what other people think of her. She <sup>11</sup>often judges herself negatively and makes negative comments about herself, but really she just wants her friends to say something positive about her. When she does this, I always try <sup>12</sup>not to say anything that might upset her. I believe I have <sup>13</sup>the ability to understand other people's feelings, but to be honest I'm starting to get a bit tired of Maya's constant need for <sup>14</sup>statements that support her in a positive way.

Reply to post

## 5 Answer the questions using complete sentences and vocabulary from this lesson.

- What do you think are your greatest attributes?
- Why is it sometimes difficult to live up to other people's expectations?
- Give an example of a time when you ...  
A were proactive. B showed empathy.
- In what situation might it be important to be ...  
A assertive? B self-critical? C tactful?

6 **VOCABULARY BOOSTER** Now practise **Boosting self-esteem** vocabulary on page 108.



1 Read the text. Look at the underlined sentences. Which ones are an example of ...

- A an adverb (e.g. *little, rarely, never*) + an auxiliary verb before the subject?
- B an adverb (e.g. *little, rarely, never*) + *do / did*?
- C a conditional clause containing *had, should* or *were*?
- D the use of *so* or *such* + *that* to express a result?
- E an adverb of manner?

Last summer, a friend gave me a ticket to watch some events at the Paralympics. At first, I wasn't sure if I wanted to go. <sup>1</sup>Had I realised how enjoyable it would be, I would have applied for tickets to every event! My perception had been that it would be less exciting than 'real' athletics – I couldn't have been more wrong! I particularly loved the wheelchair racing, which more than lived up to my expectations. <sup>2</sup>Quickly around the track the athletes raced, at incredible speed. They were strong, confident and very competitive, and the crowd cheered wildly. In fact, <sup>3</sup>so exciting was the first race that I returned to watch the semi-finals and the final of all the wheelchair events. <sup>4</sup>Never have I enjoyed a sports competition so much.

I think many people underestimate the levels of skill and commitment a Paralympic athlete needs to fulfil their potential. <sup>5</sup>Rarely do disabled athletes get the same level of public recognition as athletes without a disability. And yet they have the same attributes – determination, ambition and a total commitment to winning. <sup>6</sup>Little did I expect that I would find the Paralympics so incredibly inspiring. But one thing is certain: <sup>7</sup>should I be lucky enough to get tickets for the next Paralympics, you'll find me there beside the track, cheering on the wheelchair racers.



2 Rewrite each sentence to make a sentence without inversion that has the same meaning.

- 1 Never have I met someone as assertive as Kylie.  
I've \_\_\_\_\_.
- 2 So friendly were the other competitors that James felt very welcome.  
The other competitors \_\_\_\_\_.
- 3 Rarely do I look in the mirror without feeling a bit self-critical.  
I \_\_\_\_\_.
- 4 Had Alicia realised what was at stake, she would have been more proactive.  
If Alicia \_\_\_\_\_.
- 5 Through the town they raced, with Enzo lagging behind.  
They \_\_\_\_\_.
- 6 Little do most people understand how important it is to have empathy for others.  
Most people \_\_\_\_\_.

3 Correct the mistake in each sentence.

- 1 Under no circumstances I would ever share my personal details online.
- 2 Not only is Sami considerate, but also he has empathy.
- 3 Nowhere there was a place to store our equipment.
- 4 At no time she admitted to having any flaws.
- 5 No sooner I had signed the contract than I lost my phone.
- 6 Not since last season I have watched such an exciting race.

4 Rewrite the sentences starting with the words in brackets.

- 1 The film was really boring and I fell asleep. (So ...)
- 2 I have hardly ever watched a sports event I didn't enjoy. (Rarely ...)
- 3 It's never been so important to have positive role models. (Never before ...)
- 4 You should never underestimate the ability of gaming to empower people. (Under no circumstances ...)
- 5 We didn't realise it would be so difficult to find a sponsor for our team. (Little ...)
- 6 The moment I met Krish, I knew we would be good friends. (No sooner ...)
- 7 Maryam never felt she had to live up to her family's expectations. (At no time ...)
- 8 I didn't realise she was feeling insecure or I'd have been more tactful. (Had ...)
- 9 Gaming is fun but can also develop transferable skills. (Not only ...)

5 Complete the text with the words and phrases below. Sometimes more than one answer is possible.

at no time little never no sooner not only  
should so under no circumstances

Many young people are nervous about taking part in sport. <sup>1</sup>\_\_\_\_\_ can it be difficult if you aren't a natural athlete, it can also be embarrassing and sometimes lead to teasing. <sup>2</sup>\_\_\_\_\_ this happen, some kids decide never to play sport again. <sup>3</sup>\_\_\_\_\_ do people who are good at sport realise how difficult it can be for the rest of us! For me it was running races at school. <sup>4</sup>\_\_\_\_\_ slow was I that I nearly always came last and was given the nickname 'tortoise'. At the age of ten, I decided that <sup>5</sup>\_\_\_\_\_ would I ever enter a running race again. Recently, that changed when some of my friends decided to run a 10 km race for charity and persuaded me to join them. <sup>6</sup>\_\_\_\_\_ had I agreed than I regretted my decision. However, I needn't have worried. <sup>7</sup>\_\_\_\_\_ did they let me lag behind or make me feel embarrassed. We finished together and raised over 500 euros for charity. <sup>8</sup>\_\_\_\_\_ will I underestimate my ability to run again!

6 Complete the sentences so they express your ideas about participating in sports.

- 1 Rarely do I ...
- 2 Little did I know that ...
- 3 At no time have I ever ...
- 4 Under no circumstances should anyone ...
- 5 Never could I imagine ...
- 6 Not only do I ...

1 What can you remember from the Student's Book? Choose the correct alternative.

- 1 The film *The Invention of Lying* is set in a world where **everybody / nobody** lies.
- 2 White lies are lies which attempt to **avoid / create** difficult situations.
- 3 White lies allow us to be **honest / tactful** and are often relatively harmless.
- 4 Blatant lies are used by someone to pursue their **affirmation / self-interest**.
- 5 Blatant liars rarely **succeed / fail** because they have to remember two versions of everything.
- 6 **Blatant / White** lies perform a useful social function.

2 Think about the questions.

- 1 Why do people become victims of fraud?
- 2 What attributes do you think make a good fraudster?

**fraud** [noun] the crime of cheating somebody in order to get money or goods illegally  
**fraudster** [noun] a person who commits fraud

3 Read the article quickly. What is the writer's overall message?

- A Fraud is basically a victimless crime because it only affects large institutions.
- B People who commit fraud are criminals who cause harm to ordinary people.
- C People who are victims of fraud share the responsibility for their own bad luck.

4 **5.04** Read the article again. Which paragraph (A-E) ...

- 1 expresses the view that fraud is not a 'victimless crime'? \_\_\_\_
- 2 explains some of the techniques used by fraudsters? \_\_\_\_
- 3 refers to crimes committed by a real fraudster? \_\_\_\_
- 4 describes some of the attributes of fraudsters? \_\_\_\_
- 5 says what happened after the fraudster was released from prison? \_\_\_\_
- 6 suggests why fraudsters are often portrayed positively in films? \_\_\_\_

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## Why are so many people the victims of fraud?

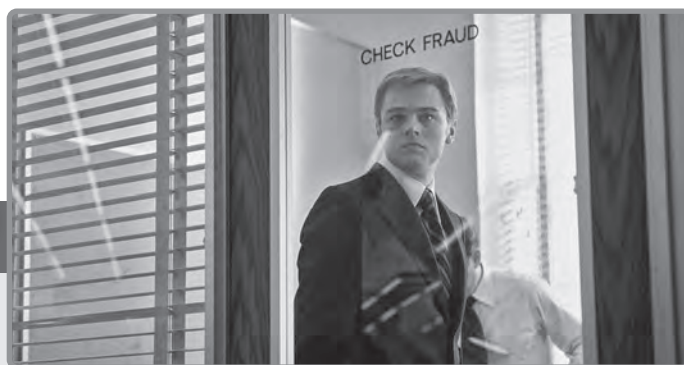
- A** In the film *Catch Me If You Can*, Leonardo DiCaprio plays a real-life fraudster called Frank Abagnale. It appears that while successfully pretending to be an airline pilot, a doctor and a lawyer, he cheated people and companies out of millions of dollars. Little did his victims realise Frank was actually an ordinary teenager with no qualifications.
- B** Fraudsters have always fascinated people. This is perhaps why films and books about them are popular. According to Jerri Williams, a former FBI agent, most fraudsters share similar qualities: they are often outgoing, sociable and charming. So convincing are they that people admire their ability to use these attributes to persuade others. This could be why fraudsters are often portrayed in films as intelligent, likeable characters, not 'real criminals'.
- C** This favourable presentation of fraudsters is problematic. It suggests that their crimes are 'victimless', especially if the victims are banks or large organisations. Rarely is this the case, however. If anything, most victims of fraud are ordinary people who have been cheated out of their savings or pension, and who may also feel ashamed or worthless because of what has happened to them. Most people rely on trust and on others telling

**STRATEGY** Recognising hedging

Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:  
 verbs: *appear, indicate, seem, suggest, tend to*  
 modal verbs: *could, may, might*  
 adverbs: *conceivably, likely, perhaps, possibly, presumably, probably*  
 that clauses: *it is thought that, it is generally agreed that*

5 Read the strategy above. The statements below are all about things mentioned by the writer. For which of them does the writer use hedging? Find the phrases in the text that are used to hedge them.

- 1 Films and books about fraudsters are popular because people find them fascinating. \_\_\_\_\_
- 2 Fraudsters often have similar characteristics and are able to make people like them. \_\_\_\_\_
- 3 The portrayal of fraudsters as intelligent and sympathetic leads people to believe that fraud is a victimless crime. \_\_\_\_\_
- 4 When people are defrauded, they are usually behaving like most members of society by showing trust in what other people say. \_\_\_\_\_
- 5 We generally like people who seem similar to us and are more likely to trust them. \_\_\_\_\_
- 6 People are more likely to give personal details if they believe the person asking is from an institution they know. \_\_\_\_\_



them the truth. Presumably, people who have been defrauded are no different from anyone else – they are usually just unlucky.

- D** According to the American psychologist Robert Cialdini, we like people who appear similar to us and are more willing to trust what they say. It seems likely that fraudsters exchange personal information with victims in order to win their trust. Second, if someone does you a favour, it's natural to want to return that favour. Fraudsters are good at seeming to give their victims something, as long as they can gain useful information in return. Thirdly, it is generally agreed that people are more likely to give personal details to someone they believe is a credible authority, so fraudsters often provide affirmation by pretending to be from institutions known to the victim. Once someone has answered a few simple questions, they may give fraudsters more sensitive information, such as bank account details, even if that is a risk.
- E** So what about Frank Abagnale? He spent time in prison for his crimes, but later started a business advising people how to avoid fraud. He also wrote a book, on which *Catch Me If You Can* was based. The film was hugely successful – it seems our fascination with fraudsters continues.

- 1 What can you remember from the Student's Book? Choose the correct definition: A, B or C.
- an unreasonable dislike of (or preference for) a person, group, custom, etc., especially when it is based on their race, religion, sex, etc.  
A prejudice      B stereotype      C ignorance
  - the quality of being willing to accept somebody / something, especially opinions or behaviour that you may not agree with, or people who are not like you  
A bias      B discrimination      C tolerance
  - a strong feeling for or against one group of people, or one side in an argument, often not based on fair judgement  
A tolerance      B bias      C ignorance
  - a fixed idea or image that many people have of a particular type of person or thing, but which is often not true in reality  
A ignorance      B discrimination      C stereotype
  - a lack of knowledge or information about something  
A ignorance      B prejudice      C tolerance
  - the practice of treating somebody or a particular group in society less fairly than others  
A tolerance      B discrimination      C stereotype

2 Complete the text with words from Ex 1.

The term 'unconscious <sup>1</sup> \_\_\_\_\_' refers to our attitudes or beliefs about others that we're often not aware of. These are based on information or past experiences that affect how we think of things now, and may reduce our <sup>2</sup> \_\_\_\_\_ of people we see as different. This may cause us to feel <sup>3</sup> \_\_\_\_\_ against certain groups of people, affecting our decisions or behaviour. Misinformation and <sup>4</sup> \_\_\_\_\_ about the attributes of these groups can also influence our attitudes negatively. Although these are often caused by <sup>5</sup> \_\_\_\_\_ of the true facts, they can lead to active <sup>6</sup> \_\_\_\_\_ against certain individuals.


3 Read the questionnaire and decide if you agree or disagree with the statements.

**Check whether you have unconscious bias with our questionnaire. Do you agree or disagree with the following statements? Be honest!**

- I am more comfortable working and socialising with people who are similar to me in terms of background and education.  
 Agree     Disagree
- In general, I see younger people as having better skills and more up-to-date knowledge than older people.  Agree     Disagree
- I like to fit in with the group, so I usually agree with my friends' attitudes or decisions.  Agree     Disagree
- Someone with a physical disability may find it more difficult to succeed in education and work than someone without a disability.  Agree     Disagree
- If someone is attractive and well dressed, I often assume they will be intelligent, approachable and enjoyable to be with.  
 Agree     Disagree
- Once I have made up my mind about something or someone, I tend to find more evidence that my perception is correct.  
 Agree     Disagree
- Men are better at being assertive and proactive than women.  
 Agree     Disagree
- If someone is often late for class, it's because they don't care about their studies, and this means they are lazy.  
 Agree     Disagree




4 Match the advice A–H for avoiding unconscious bias with statements 1–8 in the questionnaire.

- You can't judge people by their appearance. Try to judge everyone equally, by how they act, not how they look. \_\_\_\_
- It's sometimes hard not to give in to peer pressure. But if you really don't believe or want to do something, say so, calmly and firmly. \_\_\_\_
- Younger people should have more contact with older people. This will show them how much knowledge and experience their elders have. \_\_\_\_
- Stereotypes about male and female attributes are common. Employers and institutions can address this by treating men and women equally. \_\_\_\_
- It's natural to look for ways to confirm our opinions or decisions, but keep an open mind about new or different ways of thinking. \_\_\_\_
- We often make assumptions about other people's abilities based on their physical appearance. Avoid this by getting to know the person. \_\_\_\_
- Don't make negative assumptions about someone based on one characteristic. Be objective and look at the evidence. \_\_\_\_
- We're naturally drawn to people from a similar background, with similar experiences, but to encourage diversity be proactive about meeting people from different social or cultural groups. \_\_\_\_

5  **5.05** Listen to two students discussing how to avoid unconscious bias. Number the strategies in the order they are mentioned.

- \_\_\_\_ Look for opportunities to meet people you may feel biased against.
- \_\_\_\_ Keep an open mind about new ideas or different ways of thinking.
- \_\_\_\_ Be self-critical and own up to your biases.
- \_\_\_\_ Don't judge by appearances.
- \_\_\_\_ Don't be afraid to think for yourself and stand up to peer pressure.
- \_\_\_\_ Think about where your biases come from.
- \_\_\_\_ Don't rush to make judgements – take time to get to know people.
- \_\_\_\_ Be more objective – look at the facts and evidence.

6 **MEDIATION** You have just read the following message from one of your friends on an international WhatsApp group. Use the information in this lesson to send them some advice.

<  Group chat  

**Matteo**

Please help – as part of my citizenship course at school, I have to write an essay on unconscious bias in society. Looking online, there are so many different descriptions and I'm confused. Can anyone offer a simple definition of unconscious bias and how to avoid it? Many thanks, Matteo.



## 1 Look at the photos. Think about the questions.



- 1 What kind of image of old age does each one show?
- 2 What are the main similarities and differences between the photos?

## 2 a Complete the comparison of the photos with the phrases below.

- A one noticeable difference is that  
 B In contrast, photo B  
 C What the situations in the photos have in common is that  
 D These two photos have a few things in common  
 E in comparison with  
 F The most obvious similarity is that they both show  
 G whereas photo B shows

<sup>1</sup> \_\_\_\_, although there are also significant differences. <sup>2</sup> \_\_\_\_ people who are elderly, possibly retired. However, they present clearly contrasting images of what life in old age can be like. For example, <sup>3</sup> \_\_\_\_ there seems to be a big disparity in the circumstances of the people concerned.

In photo A we see a group of elderly people, <sup>4</sup> \_\_\_\_ an old person on their own. Both photos look as if they have been taken in western countries, probably in Europe or North America. As I said before, <sup>5</sup> \_\_\_\_ photo B, the people in photo A look quite wealthy. They are well dressed and it seems as though they have comfortable lives and are happy and healthy. They could be friends or possibly two married couples, sharing a relaxing time together. <sup>6</sup> \_\_\_\_ portrays an image of someone who appears to be playing music in the street to earn money. It isn't easy to tell if he's happy or not, but the fact that he's doing this suggests his situation is quite insecure compared to the others. He might have had quite a difficult life.

<sup>7</sup> \_\_\_\_ they represent how different people's experiences of old age can be. The group in photo A shows how people who are fortunate can still have friendships and enjoy life in a comfortable retirement. For others, like the man in photo B, old age can be a time of isolation and relative poverty which means they have to continue working in some way to make enough money to live.

## b 5.06 Listen and check.

## 3 5.06 Listen and read again.

- 1 What is the most obvious difference between the two photos?
- 2 What conclusions does the speaker come to about the people in each photo?
- 3 What does the speaker think the photos say about life in old age?

## STRATEGY Making deductions

When we talk about photos, we often guess or make deductions about the situations they illustrate and how they have come about. We use our real-world knowledge to say what we think the reasons for a particular situation might be.

- 4 Read the strategy above. Find examples of deductions in the script in Ex 2 using *appear*, *look*, *seem* or a modal verb.
- 5 Rewrite the sentences to make deductions using the words in brackets. More than one answer may be possible.
  - 1 She is very lonely. (look)
  - 2 I don't think they are very rich. (can't)
  - 3 It is some sort of shelter. (seem)
  - 4 I think she has been robbed. (might)
  - 5 They've forgotten their key. (appear)
  - 6 That is a city in the USA. (must)
- 6 Make notes of the similarities and differences between the photos below.



## 7 Write a description of the photos, comparing and contrasting them. When you have finished, check that you have ...

- used a variety of phrases for comparing and contrasting from the Phrasebook.
- used a variety of words and phrases to make deductions.



1 Look at the photo and think about the questions.



- 1 What are the people protesting about?
- 2 Do you think protests like this can be effective?

2 Read the email, ignoring the gaps. Choose the correct answer: A, B or C.

- 1 The writer is complaining about ...
  - A a new road.
  - B a news report.
  - C an environmental protest.
- 2 The writer believes that ...
  - A the report gives both sides of the argument.
  - B the news channel is in favour of the new road.
  - C the reporter shows bias against the demonstrators.

← →

📁 ↻ 📌 🗑️

Dear Sir / Madam,

Having watched your news item on local people protesting against the cutting down of trees in our neighbourhood, <sup>1</sup> the incredibly biased nature of the reporting. Not only was this item broadcast at 6 p.m., it was repeated in later programmes and is widely available to be further viewed online and on social media.

Although I am a firm believer in giving both sides of any argument, rarely have I been so appalled by a news item. The report presented a legitimate and peaceful demonstration in a way that was wholly negative and totally inaccurate. <sup>2</sup> the demonstrators described as 'snowflakes' and 'dangerous trouble-makers'. It seemed as if the reporter wanted these concerned local residents to conform to the stereotype of environmental activists so often portrayed in the media. If so, <sup>3</sup> sensitivity to the concerns of local residents, or any real awareness of the issue.

While I accept that an email from one angry resident is highly unlikely to enforce changes in your editorial policy, <sup>4</sup> under no circumstances will local people be willing to tolerate such blatant prejudice. <sup>5</sup>, and an online petition asking the media regulator to thoroughly investigate your reporting has been set up. <sup>6</sup> how you plan to reassess your reporting strategy.

Yours faithfully,

Eliza Walton

3 In which order does the writer do the following?

- A say what action she and others propose to take \_\_\_\_
- B say what she would like the news channel to do \_\_\_\_
- C make a general statement about the issue \_\_\_\_
- D express how she feels about the news report \_\_\_\_

4 Complete the email with phrases A–F.

- A your report displays an incredible lack of
- B I feel I must write to complain about
- C As a result, a further protest is currently being organised
- D I would appreciate it if you could let me know
- E It is all the more disappointing to hear
- F I can assure you that

5 Match phrases A–F in Ex 4 with functions 1–4.

- 1 Making an opening statement \_\_\_\_\_
- 2 Expressing disappointment \_\_\_\_\_
- 3 Outlining action \_\_\_\_\_
- 4 Signing off \_\_\_\_\_

### STRATEGY Using vocabulary to sound more forceful

Select vocabulary that is appropriate for the context and objective of your writing, e.g. that makes more impact and that will impress the reader.

6 Read the strategy above. Find synonyms in the email for the following words and phrases.

- 1 put up with \_\_\_\_\_
- 2 look into \_\_\_\_\_
- 3 looked at \_\_\_\_\_
- 4 make something happen \_\_\_\_\_
- 5 shocked \_\_\_\_\_
- 6 think about again \_\_\_\_\_
- 7 fit \_\_\_\_\_
- 8 strong \_\_\_\_\_
- 9 clear \_\_\_\_\_

7 You are going to write an email of complaint. Choose one of the following situations and make notes about why the person or organisation is wrong.

- 1 A social media company has allowed someone to spread false information about one of your friends on its platform, and will not take down the posts.
- 2 A popular musician made negative and insulting comments about people with disabilities at a concert, and has not apologised.
- 3 Your local town council has refused to improve sports and entertainment facilities for young people.

8 Plan your email. Make sure that you follow the paragraph structure in Ex 3. Decide which phrases from the Phrasebook you will use. Where possible, use vocabulary to sound more forceful and also inversion for emphasis.

9 **✓ CHECK YOUR WORK** Did you ...

- use the correct paragraph structure?
- make sure the reason for your complaint was clear?
- use phrases from the Phrasebook?
- use vocabulary to sound more forceful?
- use inversion for emphasis?
- check your spelling, punctuation and grammar?

## Grammar

### 1 Choose the correct alternative.

**Sima** Have you managed to reduce your screen time and do more reading, like you planned to? And **if not / but for**, what's the reason?

**Will** No, I've recently started writing online book reviews. **If so / If anything**, my screen time has increased.

**Sima** Hmm. It seems to me if you **don't start / hadn't started** writing reviews, you'd spend less time on your laptop. And you **would have / would've had** more time for reading.

**Will** Actually, writing the reviews has expanded my reading. And if it **isn't for / wasn't for** the reviews, I wouldn't have discovered some really great books.

**Sima** Do you ever think about writing fiction yourself?

**Will** I'm not sure. I think if I was more confident, I **had tried / would have tried** writing by now. But I'm too self-critical.

### 2 Rewrite the sentences using inversion.

1 It's rare that we meet someone with so many positive attributes.  
Rarely \_\_\_\_\_.

2 I will never forget my first day at school.  
Never \_\_\_\_\_.

3 Ada's friends didn't realise she was a successful gamer.  
Little \_\_\_\_\_.

4 If Bea hadn't been so determined, she wouldn't have succeeded.  
Had \_\_\_\_\_.

5 He was so charming that everyone believed his lies.  
So \_\_\_\_\_.

6 Sofia is good at sport and is also a brilliant mathematician.  
Not only \_\_\_\_\_.

7 I couldn't find their email address anywhere.  
Nowhere \_\_\_\_\_.

## Vocabulary

### 3 Complete the sentences with one word from A and one word from B.

**A** alternative perspective contributor  
grassroots novice pursue my interest

**B** civic life empowered fan base  
mentoring signed up to

1 It doesn't matter if you're a \_\_\_\_\_ at gaming – there are lots of experienced players who will provide \_\_\_\_\_.

2 Beth is a regular \_\_\_\_\_ to an online film review website – she's so popular she's started to develop her own \_\_\_\_\_.

- 3 I've decided to \_\_\_\_\_ in creative writing, so I've \_\_\_\_\_ an online course.
- 4 Community volunteering is a \_\_\_\_\_ movement that lets young people contribute to \_\_\_\_\_ in their local area.
- 5 The success of women's football has given fans an \_\_\_\_\_ on the game and \_\_\_\_\_ more women to take up the sport.

### 4 Choose the correct answer: A, B or C.

- 1 Jamal is very \_\_\_\_\_ and is good at making things happen.  
**A** considerate **B** tactful **C** proactive
- 2 Alisha has a lot of \_\_\_\_\_ and is always willing to give her friends a helping hand.  
**A** empathy **B** potential **C** perception
- 3 If someone asks your opinion, try to be \_\_\_\_\_ and avoid hurting their feelings.  
**A** assertive **B** worthless **C** tactful
- 4 My parents have very high \_\_\_\_\_ and it's sometimes hard to live up to them.  
**A** flaws **B** expectations **C** affirmations
- 5 If you really get to know someone, you may find that your \_\_\_\_\_ of them changes.  
**A** affirmation **B** perception **C** empathy

## Cumulative review

### 5 Complete the comment and reply from an advice forum. Write one word in each gap.

**Soraya J** I always seem to lag<sup>1</sup> \_\_\_\_\_ my friends in maths. My maths teacher has very high expectations and it isn't easy to<sup>2</sup> \_\_\_\_\_ up to these. Today, he made a joke about my poor grades, which made me feel<sup>3</sup> \_\_\_\_\_. If I<sup>4</sup> \_\_\_\_\_ more assertive, I would have explained that I didn't understand and asked him for help, but I don't think he has much<sup>5</sup> \_\_\_\_\_. I know I'm rubbish at maths, but now I'm feeling quite<sup>6</sup> \_\_\_\_\_ about my abilities generally. Am I a failure?

**JamieLee @Soraya J** Don't<sup>7</sup> \_\_\_\_\_ your abilities or be too self-critical. However, I agree you need to be more<sup>8</sup> \_\_\_\_\_ and ask for help. If<sup>9</sup> \_\_\_\_\_, suggest to your friends that you do your maths homework together. Get them to advise you –<sup>10</sup> \_\_\_\_\_ feedback is a great way to improve your learning. Also, your teacher may not realise the effect of his joke – try to find a<sup>11</sup> \_\_\_\_\_ way to tell him how it made you feel.

### REFLECT Think about the following questions.

- Which lesson in this unit did you enjoy the most? Why?
- Which of the grammar points did you find most difficult?
- What can you do to expand your vocabulary for talking about communities and self-esteem?
- What can you do to become more aware of unconscious bias?