

3

Human nature

Unit contents

Vocabulary

Personality, each other / one another, gestures & manners

INTRODUCTORY VIDEO



Group behaviour

Grammar

Using modal verbs

FLIPPED CLASSROOM GRAMMAR VIDEO



Modal verbs

Speaking

Making offers & requests

DRAMA VIDEO



Social situations

Listening

True or false

Writing

A formal email

Skills Extra lessons

EXTRA VIDEO



The gender gap

3A Introduction Colourful characters

Vocabulary Workshop Page 128

Lead-in

1 Discuss the questions.

- 1 Which aspects of other people's personalities do you most admire? Which do you most dislike?
- 2 How do you think a friend would describe your personality to someone who doesn't know you?
- 3 What are your favourite colours? Do you think they reflect your personality? Why?

Vocabulary Personality

2 Look quickly at the pictures of shoes.

Which ones would you choose to wear? Why?

3 Read the text and discuss the analysis with a partner. Do you agree? Why / Why not?

Personality test:

Decide which pairs of shoes you would wear and which you would never wear and why. Then read the analysis below. Do you agree with it?



White suggests **innocence**. It is a safe and slightly unadventurous choice, but it will always be in fashion.



Light blue appeals to people who show **sensitivity** to others. These people are kind, considerate and think carefully about other people's feelings.



Grey is a rather quiet colour, and so is often the choice of **shy** people. It is a colour that wants to be part of the group, but also in the background so that it is not the centre of attention.



Pink seems a bright and bold colour, but it can be **self-conscious**. It is often the choice of people who worry about how they look and don't feel very **confident**.



We often connect green positively with nature and the environment, but it is also a negative colour suggesting **frustration** or envy.



Shoes with colourful patterns are quite unusual. They tend to be chosen by people who are not afraid to be **assertive** and express their ideas and opinions.



Black is the classic colour, of course. Because it is so common it is not a very brave choice, often made by people who are **nervous** about taking risks. It can also be popular with **defensive** people who dislike others criticizing their choices.



Orange is a warm colour that suggests an **openness** to new ideas, people and experiences.



Most people associate red with anger, and if you choose to wear red, it can suggest an **aggressive** and **impatient** personality. It is also a strong choice, however, and suggests someone who is sociable.

- 4 1.19 Complete the table with the words in the box and the blue words from the text. Then listen and check.

aggression assertiveness confidence defensiveness
frustrated impatience innocent nervousness
open self-consciousness sensitive shyness

Adjective	Noun
<i>innocent</i>	<i>innocence</i>

- 5 1.19 Listen again and mark the stress on the words in the table.
- 6 Look again at the table in exercise 4. Find examples of nouns formed with the endings 1–4.
- | | |
|-----------------|---------|
| 1 -ity | 3 -ness |
| 2 -sion / -tion | 4 -ence |
- 7 Complete the sentences with nouns formed from the adjectives in the box.
- able happy important modest safe
- Laughing doesn't always show
 - You must understand the ... of your exams.
 - My mum has this amazing ... to know when I'm not telling the truth.
 - We're having a health and ... inspection at school.
 - Maria's ... stops her from telling everyone that she is in the Olympic team.
- 8 Complete the sentences with your choice of words from the table in exercise 4.
- A boyfriend or girlfriend should / shouldn't be ...
 - A leader should / shouldn't be ...
 - I'd like to be more ... and less ...
 - If you want to get on with people it's good to be ...
 - It's easy to see when someone is ...
 - It's difficult to see when someone is ...



Listening



- 9 1.20 Listen to the podcast about personality tests and put the topics they discuss in order. Which topic is not discussed?
- language the most popular colour
science marketing the dangers
- 10 **EXAM** 1.20 Listen again and write *True* or *False* for 1–5. Make a note of any phrases you hear which support your answers.
- Denise thinks the tests make people believe that psychology isn't reliable.
 - Michael says that people understand that the tests are not serious.
 - Psychologists don't believe that the tests influence how people feel about their personality.
 - Michael doesn't believe that colour helps people to make choices about what to buy.
 - Denise argues that each colour can have different meanings.
- 11 Discuss the questions.
- Who do you agree with, Denise or Michael? Why?
 - How do you decide what colour clothes to buy and wear?
 - Do you think our personalities affect our shopping choices? How?

WEBQUEST

Find a similar personality test online. Do you agree with its analysis?

Video

- 12 Can you think of any ways your behaviour changes when you are with a group of friends compared to when you are on your own.
- 13 Watch the video. Are the statements true or false?
- Groupthink causes people to ...
- make better decisions than usual.
 - be more mean and aggressive than usual.
 - be more likely to help people in trouble.
- 14 Do you agree with what the video says about group behaviour?

3B Reading Good luck!



1 1.22 Read the article. What is the writer's main aim in the article?

- A To explain why some people are naturally lucky.
- B To give advice about how to become luckier.
- C To show that there is no such thing as bad luck.

2 **EXAM** Read the text again and choose the correct answers.

- 1 It is often said that people are lucky because ...
 - A of where they are and when they are there.
 - B they don't worry about being lucky.
 - C they ignore the rules of good behaviour.
- 2 Successful business people ...
 - A copy other successful ideas.
 - B see that ideas that seem boring will be popular.
 - C research and study interesting business ideas.
- 3 Lucky people use their free time to ...
 - A relax so they have the energy to work hard.
 - B consider new money-making projects.
 - C learn things that will improve their chances of being successful.
- 4 People who think they are unlucky may need to ...
 - A organize their lives more carefully.
 - B be more open to following different routines.
 - C be more careful about saving money.

3 **EXAM** Find words or expressions in the text that match the definitions.

- 1 a group of connected people or things (paragraph A)
- 2 wanted by many people (paragraph B)
- 3 things you can buy for less than the usual price (paragraph D)
- 4 say somebody / something is responsible for something bad (paragraph E)

4 **EXAM** Complete summary A with the words in the box.

advice concludes depend examines factors strategies

SUMMARY A

The text (1) ... how people can learn to be more fortunate and suggests a number of (2) ... we can use to achieve this aim. It explains how good fortune may (3) ... on a number of (4) ... , including our openness to new experiences and relationships. It (5) ... with the (6) ... that we should be willing to embrace new challenges if we want to be successful in life.

5 Read the Key skill. Then read summary B. Choose A or B in each section. Explain your choices.

KEY SKILL

Reading Summary writing

- Identify the main themes and think of mini-summaries of one or two sentences for each.
- Do not include details or examples.
- Use your own words, but don't add your own opinions.
- Decide which verbs will introduce each part of your summary (*The text explains / examines / states / focuses on / questions / concludes ...*).
- Check your summary. Does it explain too little, just enough or too much?

SUMMARY B

- 1 A The text is an interesting look at how to be lucky.
B The text examines ways in which people can experience better luck.
- 2 A It states that luck can be affected by time and location.
B It says that luck depends on being in the right place at the right time.
- 3 A It suggests that we can actively increase our chances of being fortunate.
B It mentions that going to parties is a good idea.
- 4 A It concludes by wishing us good luck with becoming luckier in the future.
B It concludes by encouraging readers to follow the advice in the text.

Vocabulary each other / one another

6 Look at the highlighted sentences in the text. How do you say *each other / one another* in your language?

7 Complete the sentences using *each other / one another* and your own ideas. Then compare your ideas.

- 1 My parents and I always call ...
- 2 Shy people can support ...
- 3 My best friend and I always buy ...
- 4 People who speak different languages can understand ...

Right place, right time ... LUCKY YOU!

In life we are frequently told that being lucky depends on being in the right place at the right time. Can this really be true? Do we have to accept that becoming luckier is beyond our control? In fact, there are some rules of behaviour we can follow that might help us to learn to be luckier.



A YOU have to create opportunities

People who describe themselves as lucky find themselves in the right place at the right time for good reasons. If you want to work in fashion, it is sensible to live in or move to a major city like Madrid, Paris or Milan. There are lots of fashion houses in these cities and, therefore, lots of job opportunities. This will give you the chance to meet people and build up a network of contacts. Lucky people are also often sociable people because they realize that success is not just 'what you know', but also 'who you know' – **lucky people help one another**. What should you do if you are shy or easily embarrassed? Try to be assertive and introduce yourself to people you don't know. In social situations, **make sure you are at the centre of the action where people are meeting, talking to and interacting with each other**.

B YOU should be curious

Good fortune follows the curious, it seems. The most successful business people often become wealthy because they are willing to investigate projects that other people might think are boring. They are always looking for new ways to make a profit. Many successful internet companies make money by offering services that may not seem very interesting, but are in fact in high demand and are exactly what people want. Amazon started life as an online bookshop, but is now one of the world's most valuable companies.

C YOU need to learn new skills

Most people want to spend their free time relaxing by watching TV rather than studying Chinese. Lucky people, however, spend time on self-improvement. They learn new skills because at some point in the future, those skills will be useful – their ability to speak Chinese may get them their dream job.



This means they miss opportunities. For example, when these people go shopping, they look for a specific pair of jeans, and they don't notice another pair that are even better and on special offer. Luckier people seem less rigid and more open to alternatives, so notice the bargains and, therefore, save money.



E YOU shouldn't blame bad luck

Successful people don't just accept misfortune. If they do badly in an exam or a competition, they analyse what they could have done differently and learn from their mistakes. They turn negative experiences into positive ones so that they don't make the same mistake again. Unlucky people blame their bad luck and repeat their unlucky behaviour.

It seems, in fact, that luck, and the success that comes with it, may have a great deal to do with how open people are to change, which is a good advice now as it was in the past and will always be.

D YOU must notice opportunity

People who describe themselves as unlucky tend to follow strict routines, which they refuse to break.

KEY VOCABULARY

COGNATES AND FALSE FRIENDS

Find the words in the text. Which have the same or similar meanings in your language? Which have very different meanings?

create opportunities fortune curious embarrassed rigid strict introduce



3C Grammar Using modal verbs

▶ Watch the video and then do the activities.

A ABILITY & REQUESTS

Read the rules. Which structures are possible in 1–4?

KEY RULES
 We use *can* and *can't* in the present and we use *could* and *couldn't* in the past.
 We use *be able to* in all tenses and after other modal verbs.
 We use *can* and *could* in requests. *Could* is usually more polite.

- 1 I ... ride a horse when I was six years old.
- 2 ... you help me, Sam? I ... find my keys.
- 3 They might ... meet us later.
- 4 Mary's ill, so she won't ... come to the party.

B OBLIGATION, PROHIBITION & ADVICE

Look at examples a–d. Which modal verbs do we use:

- 1 for obligation and necessity?
 - 2 to express lack of necessity?
 - 3 for things that are not allowed?
 - 4 to give advice and to say what you don't recommend?
- a You **must / have to / need to** take any opportunities you get to meet new people.
- b You **should / shouldn't** blame bad luck.
- c We **mustn't / can't** smoke in class.
- d I **don't have to / needn't** learn any new skills. I already have my dream job.

Note: We can also express advice with *ought to*:
You really ought to smile more.

C POSSIBILITY & CERTAINTY

Look at examples a–c. Which modal verbs express possibility and which express certainty?

- a Tom's very quiet. He **might / may / could** be feeling shy.
- b She **can't** be enjoying herself. She's going home early.
- c He **must** live in Milan because he's a designer at Armani.

D MODAL PERFECTS

Look at examples a–d. Choose the correct options in the rules.

- a He didn't play well. He **may have been** nervous.
- b She **can't have enjoyed** the party. She left early.
- c It was a great party. You **should have come**.
- d That's strange. They **should have arrived** by now.

KEY RULES
 1 We use modal perfects to speak about ability, possibility and certainty in the *present / past*.
 2 We also use *should have* + past participle when we think a person did the *wrong / right* thing or we expected something different to happen.

Practice

1 Form five sentences with the words in columns A–C.

A	B	C
Most children	be able to	you help?
Please	couldn't	laugh.
Dinosaurs	can	have dinner.
Most animals	can't	survive.
When it's cooked, we'll	could	walk before they're two.

2 Look at the Key errors. Then choose the correct options in 1–5.

KEY ERRORS

could / managed to / was able to

In affirmative sentences and questions, use *was able to* or *managed to* to talk about a specific event in the past.

My computer broke, but I was able to / managed to fix it. (Not '... but I could fix it.'))


- 1 It was difficult, but I *managed to / could* get tickets.
- 2 As a child I *couldn't / didn't manage to* swim.
- 3 Monica *could / managed to* pass her driving test.
- 4 *Could you / Did you manage to* catch the train?
- 5 We *could / managed to* do whatever we wanted to when we were kids.

3 Choose the correct modal verbs.

- 1 It's Tuesday night. You *have to / shouldn't / must* go out with your friends.
- 2 You *don't have to / have to / must* be aggressive if you want to be assertive.
- 3 It's a rule here, I'm afraid. You *shouldn't / don't have to / mustn't* wear jeans.
- 4 I think you *ought to / must / have to* go to bed early. You look really tired.

4 Complete the sentences with your own ideas. Compare your ideas with a partner.

- 1 What do you need to be happy?
a You don't have to ... b You shouldn't ...
- 2 What should you do to be luckier?
a You have to ... b You shouldn't ...
- 3 What can you do to be more confident?
a You mustn't ... b You should ...

5  1.23 LISTENING OPTION Listen to two people answering the questions in exercise 4. Are any of their ideas similar to yours? What is the most interesting answer?

6 Rewrite the sentences. Start with the word in brackets and use a modal verb of possibility or certainty. More than one answer may be possible.

- 1 It's possible that his impatience annoys her. (**His**)
- 2 I know that Nora's bored. She isn't talking to anyone. (**Nora**)
- 3 His expression possibly means that he's innocent. (**His**)
- 4 I'm certain that she doesn't love him after the things he's done. (**She**)
- 5 He definitely isn't an easy person to be with. (**He**)
- 6 It's possible that she won't forgive him. (**She**)

7 Complete the sentences with the modal perfect forms of the verbs in the box and the verb in brackets.

can't may might not must should shouldn't



- 1 You got 100% in the exam. You ... (**study**) a lot!
- 2 I failed the exam. I ... (**work**) harder.
- 3 Do you think he's confused? He ... (**understand**) you.
- 4 It was raining, so they ... (**go**) to the beach.
- 5 You told me the wrong answer. I ... (**listen**) to you.
- 6 She wasn't at the party. She ... (**have**) work to do.

Consolidation

8 Read the text and choose the correct answers.

BEHAVIOURISM is a theory that tries to explain human behaviour. American psychologist, BJ Skinner, and the Russian physiologist, Ivan Pavlov, carried out many famous experiments on rats and dogs. The theory suggests that our ability to learn good habits, like not eating poisonous food, (1) *might / shouldn't / ought to* explain human behaviour. Other researchers said that language learning (2) *couldn't / may / shouldn't* be similar because parents correct children if they don't use language correctly. This had an effect on how languages were taught for some years. The teacher provided a correct model and the students (3) *must / had to / could* copy it and were not allowed to make any mistakes. Experts believed that making errors was a sign of unsuccessful learning – the students (4) *should have / must have / can't* have listened more carefully to the teacher.

Nowadays, researchers believe that the theory (5) *shouldn't / needn't / can't* be correct because babies are able to make sentences that they (6) *must have / can't have / need to have heard* before. In other words, learning is creative and not just a habit. Behaviourism is not widely accepted these days, it can still be seen in the modern classroom, especially when teaching pronunciation. Many teachers still model language and the students (7) *can't / don't have to / have to* repeat.

The difference now is that although the students (8) *can't / ought to / needn't* try to be accurate, they (9) *mustn't / ought not to / don't have to* be accurate all of the time. The important thing is to try.



1 **Discuss the questions.**

- 1 Do you think that people in your city and country are polite in general?
- 2 Do different countries and cultures have different manners? Give examples.

Vocabulary Gestures & manners

- 2** **1.24** Do the quiz and check the meaning of the **blue** words. Compare your answers. Then listen and check.



Do YOU have good global manners?



1 In the UK how should you get a waiter's attention?

- A Wave at them.
- B Shout 'Waiter'!
- C Catch their eye.

2 In which country should you greet someone using all their titles (e.g. *Professor, Dr*) and surname?

- A France
- B Nigeria
- C Australia

3 In which country can it be usual for male friends to **hold hands** when walking?

- A Thailand
- B Hungary
- C China

4 Why do people in Japan think it is polite to **interrupt**?

- A It shows you are interested.
- B It shows your social status and position.
- C It shows you have something more interesting to say.

5 Which country had to create an Apology Act because its citizens **apologize** so much?

- A New Zealand
- B Canada
- C the UK

6 In Indonesia why should you never **wave** with the left hand?

- A It's aggressive.
- B It's rude.
- C It's illegal.

7 In which country would it be considered impolite not to **answer your mobile phone** if you are at the cinema or in the library.

- A Tibet
- B Portugal
- C India

8 In France what is the maximum number of times you might **kiss** a stranger when meeting them for the first time?

- A three
- B four
- C five

9 In Thailand you should never should **touch** someone's ...

- A back.
- B left leg.
- C head.

10 In which country may the habit of **shaking hands** have originated?

- A Iran
- B Egypt
- C Greece

11 What should you do in Laos when you meet a stranger?

- A shake hands
- B bow
- C take off your hat

12 In the UK people might obey the 'rule of six' when they **queue**. What does 'six' represent?

- A If there are six people already in a queue, another person won't join it.
- B The maximum number of minutes someone will queue for.
- C Both.



3 Complete the sentences using a **blue** word from the quiz. Discuss the sentences. Are they true for you?

- 1 It really annoys me when somebody ... me when I'm speaking. I think it's rude.
- 2 I never ... goodbye to people because it makes me feel sad.
- 3 I hate having to ... for buses or tickets. I suppose I'm just impatient.
- 4 I find it really difficult to ... a waiter's ... in a restaurant. They are always looking the other way.
- 5 I find it impossible not to ... when I hear it ringing. It could be important.
- 6 I usually ... with male friends and ... female friends when I meet them.

4 Are there rules for the situations in the quiz in your country?

In Spain, you can use people's titles when you greet them. For example, with a doctor.

5 Match 1-6 with A-F. What do you say in your country in these situations?

- 1 Oops!
 - 2 Ouch!
 - 3 Sorry!
 - 4 Excuse me!
 - 5 Pardon? / Sorry?
 - 6 Bless you!
- A You didn't hear or understand what someone said.
 B You need to go past someone or attract their attention.
 C You hurt yourself.
 D You made a small mistake.
 E Someone sneezed.
 F You want to apologize.

Video

6 1.25 Watch or listen to the scene. Say what happens using the words in the box.

answers phone greets introduces
offers says goodbye



7 1.25 Watch or listen again. Then complete the Key phrases.

KEY PHRASES

Offers and requests

- | | |
|----------------------------|--------------------------------------|
| I'll just (1) ... | Thanks / No, thanks. |
| Would you like (2) ... ? | That would be great. |
| That's kind (3) ... | I think we're OK, actually. |
| Shall I (4) ... ? | Thanks anyway. |
| Do you mind if I (5) ... ? | Yes, of course. / No, of course not. |

Pronunciation Rising & falling intonation

8 1.26 Look at the Key phrases and listen. Which of the phrases end with rising intonation and which end with falling intonation?

- A Rising intonation (pitch rises)
- B Falling intonation (pitch falls)

9 Practise saying the phrases.

Speaking

10 Read the situation and write a dialogue between the three people. Include some of the Key phrases.

Pete is going to Shona's party. He arrives late and apologizes. Shona introduces him to her friend Ellie and offers to get them a drink. He asks for a juice, but Ellie refuses as she has to leave. Sara returns with Pete's drink and Ellie says goodbye.

11 Read the Key skill. Then practise and perform your dialogue.

KEY SKILLS

Speaking: Speaking naturally

- Vary speed and intonation. (Don't speak like a robot!)
- Move your head, shoulders and hands.
- Use sounds and words like 'Um', 'Er', 'Mmm' and 'Well'.

3E Writing A formal email



Model text

- 1 Read the emails. Who are they to and what are they about? Which email is formal?
- 2 Read the emails again and answer the questions in the Text analysis in your notebook.

A

Email

To: Hannah
From: Simon
Subject: Hi!

Hi Hannah

How are things? I thought I'd send an email rather than a text for a change. I've got quite a lot to tell you and a favour to ask (two, actually!). I've been trying to decide about degree courses, and I'm really interested in a course in chemical engineering at Bristol Uni. It looks like it would be quite challenging, but I'd have a good chance of getting a job when I graduate. Anyway, there's an open day at the engineering faculty next month, and I'm going to email to book a place. So, favour number one, can you ask your mum and dad if I can stay at yours when I'm in Bristol? And number two, will you read through my email to check it's OK? Thanks, you're the best!

Speak soon
Simon

B

Email

To: Mr Brown
From: Simon Jones
Subject: Open day

Dear Sir or Madam,

I am writing to you **regarding** the open day at the Faculty of Engineering on 13th July. I was wondering if it would be possible to reserve a place for both the tour of the faculty and the lunch with the student representatives? However, I will not require accommodation for the night.

I am very interested in studying chemical engineering, and I **believe** that I have the necessary skills to do well. I am **currently** studying chemistry, biology and maths at Brookwood School and I will be taking my A levels next summer.

I would be grateful if you could confirm that I have a place reserved. I **appreciate** your assistance and I look forward to hearing from you.

Yours faithfully,
Simon Dean

Text analysis

Email A

- 1 How does the email start and finish?
- 2 How many paragraphs has it got?
- 3 What are the contracted forms in the email?
- 4 Which two of these phrases could you also use to finish the email?
A Cheers!
B Bye for now.
C With my very best wishes,
D All the best.

Email B

- 5 How does the email start and finish?
- 6 What is the purpose of each paragraph?
- 7 Are there any contracted forms?
- 8 Which of the **blue** phrases mean these things?
A Thanks for
B about
C think
D at the moment



Writing skills Formal & informal style

3 Choose the correct options in the rules.

KEY RULES

For formal style

- 1 Layout and paragraphs *are / aren't* important. Divide your email into clear sections.
- 2 Use *full / contracted* forms and *long / short* sentences.
- 3 *Do / Don't* use colloquial language.
- 4 Start *with / without* 'Dear'.
- 5 Finish your message with a *closing phrase / only with your name*.

KEY PHRASES

A formal email

Dear Sir or Madam,

I would be grateful if ...

I was wondering if it would be possible to ... ?

Would you be able to give me more information about... ?

I appreciate your assistance ...

I look forward to hearing from you.

Yours faithfully*

* Note: If you start your email with a person's name (e.g. *Dear Mr Watson*), finish with *Yours sincerely*.

Speaking Preparing to write

4 Read the task in the Writing guide. Then invent answers for 1-5 and compare your ideas with a partner.

- 1 Which course are you interested in?
- 2 Why are you interested in it?
- 3 What are you studying at the moment?
- 4 What questions do you have about the course?
- 5 What would you like the university to do when they reply?

5 1.27 LISTENING OPTION Listen to Libby reading an email to a university to her friend, Andrew. Answer the questions.

- 1 Which questions from exercise 4 does she answer?
- 2 What are her answers to those questions?
- 3 Can you suggest some changes she could make so that it is more formal?

Writing

6 Follow the steps in the Writing guide.

Writing guide

Task

You are interested in studying at a British university, but you have some questions about the course. Write an email asking for more information about the course you are interested in. Write 120–150 words.

Think and plan

Spend a couple of minutes thinking about the email. Write down any words which you think are important. Then look back at exercise 4. Organize your notes from questions 1–5 under these headings:

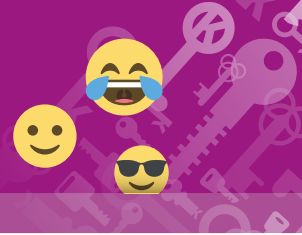
- Paragraph 1 Why are you writing?
- Paragraph 2 Which course are you interested in? Why are you interested in it? What are you studying at the moment?
- Paragraph 3 What questions do you have about the course?
- Paragraph 4 Request confirmation of any requests you have made (e.g. attending an open day). A short, closing sentence.

Write and check

Read the Key phrases. Write a rough version of your email using notes from your plan. Then check these points and write a neat version.

- Have you used a formal style?
- Have you provided all of the necessary information?
- Have you used any of the Key phrases?

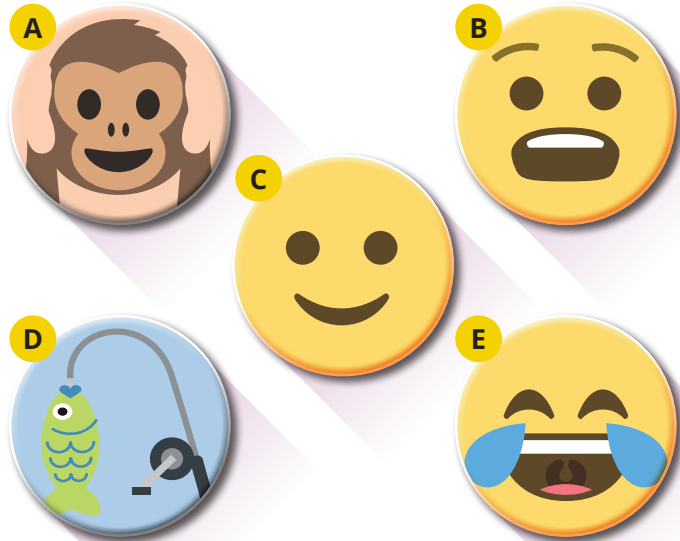




Listening Emojis

1 Look at the pictures and discuss the questions.

- 1 What do you think the emojis and emoticons mean?
- 2 How often do you use them when you are texting?



2 1.28 Now listen to the podcast. In what order do they talk about the emojis and emoticons, and what does each one mean?

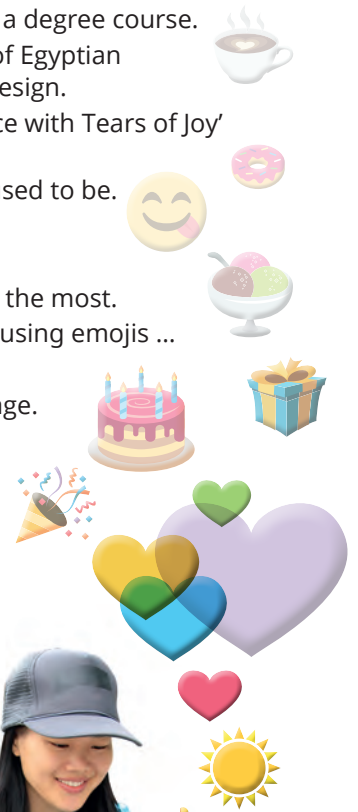
3 **EXAM** 1.28 Read the questions below and mark the key words. Then listen to the podcast twice and choose the correct answers.

- 1 Texting can cause problems because ...
 - A the reader cannot see the writer's face.
 - B writers use too many emojis.
 - C the messages aren't very serious.
 - D the messages are too direct.
- 2 According to Amanda, emojis help us communicate because ...
 - A they were invented a long time ago.
 - B they make us smile.
 - C they represent our body language.
 - D everybody knows what they mean.
- 3 Emoticons ...
 - A are the same as emojis.
 - B show cartoon faces.
 - C are mostly used in American magazines.
 - D were invented in the 1880s.

- 4 Emoji pictures ...
 - A were based on manga cartoons.
 - B use punctuation marks.
 - C mean different things in Japanese.
 - D were invented in the 1980s.
- 5 Since 2019 people have been able to ...
 - A change the design of emojis.
 - B create emojis of themselves.
 - C watch cartoons with emoji characters.
 - D buy emojis online.
- 6 Amanda says that people can now ...
 - A learn how to create emojis at university.
 - B use emojis in academic writing.
 - C study emojis as part of a degree course.
 - D learn about the effect of Egyptian hieroglyphs on emoji design.
- 7 Amanda says that the 'Face with Tears of Joy' emoji ...
 - A is less popular than it used to be.
 - B won a design prize.
 - C is her favourite emoji.
 - D is the emoji people like the most.
- 8 The interviewer says that using emojis ...
 - A is too complicated.
 - B is like learning a language.
 - C has become a joke.
 - D requires a dictionary.

4 Discuss the questions.

- 1 Which emojis do you use most often?
- 2 Do you know any emojis that have more than one meaning? What are they?
- 3 Is there an emoji you have wanted to use in the past, but doesn't exist yet? What is it?




Video The gender gap

1 Discuss the questions.

- 1 What do you think the 'gender gap' is?
- 2 Do you think your opinions about gender influence your behaviour? How?
- 3 How do you think you might have been influenced by gender stereotypes?

2 Look at the introduction and still from the video. Which of the topics A-F do you think will be in the documentary?

Introduction 

Twin doctors Chris and Xand Van Tulleken are on a mission to find out how much gender stereotypes affect our behaviour and sense of identity as we grow up. They're doing a series of experiments with this diverse group of kids.



▲ *The doctors and the participants.*

- A How strong the children think they are.
 - B How the children imagine their lives in the future.
 - C How gender affects children's behaviour as they get older.
 - D How intelligent the children think boys and girls are.
 - E How the children describe themselves.
 - F How creative the children think they are.
- ### 3 Watch the video. Which four topics from A-F above are in the documentary and in what order?

4 Watch the video again. Are the sentences true or false? Make notes to support your answers.

- 1 The doctors don't think gender stereotypes are important in childhood.
- 2 The doctors want to know if children's attitudes to gender have changed.
- 3 The boys expect to do better than the girls in the strength test.
- 4 The boys do better than the girls in the strength test.
- 5 The picture test shows that both boys and girls think that boys are more intelligent.
- 6 When describing themselves, the girls talked about relationships and appearance rather than physical abilities.
- 7 The research shows that that the boys and the girls weren't able to change their attitudes to gender.

5 Choose the correct words to complete the summary of the documentary.

The doctors decided to do some experiments to find out if the way boys and girls think about each other and themselves has changed. In a physical test, the boys predicted that they would hit the (1) *higher / lower* marks, but the girls did (2) *worse / better* than the boys. The test is proof of the '(3) *confidence / strength* gap'. Another test showed that both the boys and girls thought that a doctor must be (4) *male / female* because they were told that the doctor is very intelligent. However, the final test showed that young girls' attitudes are changing (5) *positively / negatively*, and that they are becoming (6) *less / more* aware that they can do just as well as boys. At the end of the study the doctors conclude that ideas about gender stereotyping are changing (7) *quickly / slowly*.

6 Discuss the questions.

- 1 After watching the documentary, do you agree with the view that traditional gender stereotypes are negatively affecting young girls and boys? How?
- 2 To what extent do you think you were affected by the gender stereotypes mentioned in the documentary when you were a young child?
- 3 In what ways do you think the confidence gap affects girls as they grow up?

7 Work in pairs. Design another test that the doctors could use to show how the boys and girls might be affected by gender stereotyping. Look online for ideas. Present your idea to the rest of the class.