2 ARE YOU A MEMBER?

LEARNING GOALS

In this unit, you

- talk about stereotypes
- talk about fandom
- discuss bias
- read about virtual friendships
- write a compare and contrast essay



GET STARTED

A Read the unit title and learning goals. What social, academic, or work groups do you belong to? What do they mean to you?

B Look at the photo. It shows a group of people reacting to something. Where might these people be and what might they be feeling?

C Read Edgar's message. What does he mean when he says, "lean on others"? Can you think of an example of this from your own life?



EDGAR VELA

@EdgarV

Lucky to have my close group of friends. Life is much easier when you're part of a group. It's nice to lean on others for help sometimes.

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LESSON 1 TALK ABOUT STEREOTYPES



EDGAR VELA
@EdgarV
Is it just me, or is the news media obsessed with millennials?

1 VOCABULARY Words related to stereotypes

A Read the comments on a blog post. What is your definition of a stereotype? How do these people feel about them?

B 02-01 Read and listen. Do you know the words in bold?

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Comments on June 5 blog post "Stereotypes All Around"

Stereotypes are inherently dangerous and are often **debunked**. The **assumption** that all members of a group are identical is impossible to prove. And it's **absurd** to think that you can know how a person will think, feel, or act based solely on **preconceived** beliefs. —Kevin2786

Your blog post shows how **commonplace** stereotypes are, especially in the ads we see every day. They **perpetuate** the idea that women are responsible for housework. It's a **misconception** that women spend their days cleaning and doing laundry. It's unfair to **characterize** women in this way. —LunaM

LunaM, I think it's wrong for you to **sensationalize** this problem. I try to look at things **objectively**. Many ads do show women doing housework, but I've also seen similar ads with men. Still, housework isn't the only example of an inaccurate **generalization** of the roles of men and women. I'm a male nurse. I almost never see anyone like me in ads. Advertisers need to make some **drastic** changes. —NurseJoe234

>> FOR PRACTICE, PAGE 128 / DEFINITIONS, PAGE 156

2 LANGUAGE CHOICES Passive voice: agent versus no agent

A Read the example sentences. Underline the passive verb and circle the agent if there is one. Then complete the chart. Check (✓) all the rules that apply.

Example sentences

1. We are constantly surrounded by stereotypes.
2. By the time I heard about it, the criminal had already been caught.
3. Facebook was invented by Mark Zuckerberg.
4. The crime was being sensationalized by journalists.
5. Incorrect assumptions are always going to be made.
6. This problem should have been corrected long ago.

In a passive sentence, the agent is the person or thing that performs the action of the verb. In an active sentence, the agent is the subject. The agent is usually ***not*** included in a passive sentence, or it is written as a *by*-phrase after the verb.

Passive voice: agent versus no agent

Do not include a *by*-phrase in a passive sentence when the agent is _____ .

- ☐ unknown
- ☐ obvious or unimportant
- ☐ the name of an author, inventor, or artist
- ☐ to blame for a situation or problem
- ☐ an unexpected person or thing

>> FOR PRACTICE, PAGE 128

B PAIRS Passive voice sentences can usually be rewritten in the active voice with no change in meaning. Rewrite the example sentences from 2A in the active voice. Then discuss whether each sounds better in the active or passive voice.

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3 CONVERSATION SKILL

▶02-04 **Read the conversation skill. Listen. Notice the words the speakers use for hyperbole. Complete the sentences that you hear.**

1. _____ . They can lead to more serious problems like prejudice and discrimination.
2. She refuses to move from her apartment, and _____ .
3. I'll never get a promotion. _____ _____ .
4. I want to be a movie star. _____ .

Use hyperbole

Use hyperbole, or exaggerated statements, to show emphasis in a conversation. Hyperbole creates a humorous effect, which draws attention to your ideas and feelings. Listeners understand that hyperbole is an overstatement and should not be taken literally. For example:

They sensationalize absolutely everything.
I agree with you a thousand percent.
There are millions and millions of these stereotypes.
This weighs a ton!
It's totally, completely, and absolutely unfair.
It costs a fortune.
They're all trillionaires.

4 CONVERSATION

A ▶02-05 **Listen. What do Edgar and Ariya talk about?** millennial stereotypes

B ▶02-05 **Listen again. Answer the questions.**

1. Why is Edgar upset?
2. What are adulting classes? What are some likely subjects?
3. What does Edgar claim are the stereotypes? How does both he and Ariya refute them?

C ▶02-06 **Listen. Complete the conversation.**

Edgar: I'm so _____about millennials! We're characterized as narcissistic, immature, unreliable, and selfish.

Ariya: OK.

Edgar: These generalizations are _____ . Why do they always have to sensationalize _____ everything?

Ariya: By "they" you mean the media, right?

Edgar: Yes. The ideas that millennials are lazy and that we refuse to grow up _____ articles like this.



5 TRY IT YOURSELF

A MAKE IT PERSONAL **What is a common stereotype that you have encountered? How do you feel about it? Take notes in the chart.**

Stereotype	How I feel about it

B PAIRS **Share your ideas. Use expressions from the conversation skill box to emphasize your point of view and respond to your partner.**

☐ I CAN TALK ABOUT STEREOTYPES.

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LESSON 2 TALK ABOUT FANDOM



EDGAR VELA
@EdgarV
The championship game is tonight. Fans will be going wild. #psyched

1 BEFORE YOU LISTEN

A PAIRS THINK Do you know anyone who is a huge fan of something, such as sports or music? Discuss.

B 02-07 VOCABULARY Read and listen. Do you know the words in bold?

Prep for Oct. 23 Interview with Sports Psychologist AJ Paluch – Questions to Ask

1. Is the love of sports **visceral**? In other words, is being a sports fan all about raw emotion?
2. Are there **telling** differences between soccer, basketball, hockey, and baseball fans?
3. What is **cathartic** healing? It involves the release of emotions, but how does it connect to sports?
4. Does being a fan affect **self-esteem**? Do sports fans **live vicariously**—do they feel like they're sharing the success of their heroes?
5. What is the **correlation** between watching sports and how we feel about ourselves?
6. Why do sports fans seem so happy when they're in a crowd? Is there a natural **inclination** for fans to be in groups? Do they create a **bond** with each other?
7. If sports fans develop **camaraderie** with other fans, do the positive feelings of group membership help them in negative situations where they experience **alienation**?
8. **Avid** sports fans are **hooked**. Are they like addicts?

>> FOR PRACTICE, PAGE 129 / DEFINITIONS, PAGE 156

2 LANGUAGE CHOICES Causative verbs

A Read the example sentences. Then match the verbs with the correct meanings in the chart.

Example sentences

1. They don't **allow** fans **to take** pictures during the performances.
2. Did you **let** your kids **stay up** and watch the game last night?
3. Even though she hates sports, I **got** my co-worker **to go** to the game with me.
4. The coach **makes** the players **work** hard.
5. I'll **have** my assistant **call** you with the details.
6. I can **help** you **find** tickets for the next game.
7. Does the app **require** you **to enter** a passcode?

A causative verb is one that indicates when a person or thing causes someone else to do something.

Causative verbs

_____ : assist someone with something
_____ : convince or persuade someone to do something
_____ : ask or hire someone to do something for you
_____ : force someone to do something
_____ : give permission for someone to do something

allow, let
get
make, require
help
have

>> FOR PRACTICE, PAGE 129

B Some causative verbs are followed by an object + base form, and others are followed by an object + infinitive. Reread the example sentences in 2A. List the verbs that follow each pattern.

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3 PRONUNCIATION

A ▶02-09 Listen. Read the pronunciation note.

B ▶02-10 Listen. Notice the stress in the underlined phrases. Then listen and repeat.

1. Winning the tournament made the team **cheer** loudly.
2. Even though she's not a fan, she actually **helped** me find tickets.

Stress in causative verb phrases

The second verb in a causative verb phrase is usually stressed more than the causative verb. The object is also usually stressed if it is not a pronoun: *Watching sports makes my **heart race**.* The causative verb may be stressed if the speaker wants to emphasize causative meaning: *I wanted to be there, but they **made** me leave.*

C ▶02-11 Listen. Mark the stressed verbs in the underlined phrases with a dot.

A: That game was close. It got me so nervous.
B: Me, too. But that first goal after halftime was cathartic. It helped me relax.
A: I noticed. Before that, you had your eyes covered. You've got to have faith.
B: Yeah. But our mistakes in the first half are what made me lose faith.

4 LISTENING

A ▶02-12 Listen. What is the topic of the podcast?

B ▶02-12 Read the Listening Skill. Listen again for phrases that guide a conversation. Write the name of the speaker.

1. Let's start off with… _____
2. We'll come back to that later. _____
3. Moving on,… _____
4. And on a related note,… _____

LISTENING SKILL Listen for phrases that guide a conversation

Speakers sometimes use phrases to guide a conversation. They may do this to keep a conversation on topic, to switch to a new topic, to elicit specific information, or to stay within time limits. For example: *Let's start off with…*; *Now let's turn to…*; *Another important aspect is…*; *Moving on,…*; *On a related note,…*; *We'll come back to that later.*

C ▶02-12 Listen again. Take notes in the chart.

Field of science	What science says
Psychology	
Sociology	
Physiology	

D PAIRS REACT Think about the fan you discussed in 1A. How can his or her actions be explained by research in psychology, sociology, and physiology?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Look at your notes from 4C. What are you a big fan of? How does your passion affect how you act? Take notes.

B DISCUSS In pairs, discuss your notes from 5A.

C EVALUATE In small groups, make connections between your experience and the information presented in the podcast. Present your findings to the class.

☐ I CAN TALK ABOUT FANDOM.

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LESSON 3 DISCUSS BIAS



EDGAR VELA

@EdgarV

This talk about bias on social media sounds interesting. I always see the same kinds of news articles in my social media feed!

1 BEFORE YOU LISTEN

A PAIRS THINK How open-minded are you when encountering opinions different than your own? Rate yourself from 1 (not open-minded at all) to 10 (very open-minded). Discuss.

B ▶02-13 VOCABULARY Read the words and listen to the sentences. Do you know these words?

plagued with (something)	pay attention to (something)	ignorance
misinformation	an evolutionary trait	swayed into believing
filter	prioritize	a tendency
reinforce	exploited by (something)	

>> FOR PRACTICE, PAGE 130 / DEFINITIONS, PAGE 157



2 LANGUAGE CHOICES Active versus passive reporting

A Read the example sentences. Notice the different ways to report information. Label the example sentences *active* or *passive*. Then complete the rules in the chart with *Active* or *Passive*.

Example sentences

1. a. active Studies have shown that misinformation spreads quickly on social media.
   b. _____ It's been shown that misinformation spreads quickly on social media.
   c. _____ Misinformation has been shown to spread quickly on social media.
2. a. _____ Researchers at Harvard have found that negative headlines get more attention.
   b. _____ It has been found that negative headlines get more attention.
   c. _____ Negative headlines have been found to get more attention.
3. a. _____ They say social media content is filtered by algorithms.
   b. _____ It is said that social media content is filtered by algorithms.
   c. _____ Social media content is said to be filtered by algorithms.

Active versus passive reporting

- _____ reporting creates distance between the speaker and the information being reported.
- _____ reporting structures can hide the source of information if the source is obvious, unimportant, or unknown.
- _____ reporting includes the source of information.

>> FOR PRACTICE, PAGE 130

B What reporting verbs are used in the example sentences in 2A? What other reporting verbs are commonly used in active and passive reporting structures? Make a list.

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3 VIDEO TALK



A ▶02-15 Listen or watch. What is the speaker's main message?

B ▶02-15 Read the Note-taking Skill. Listen or watch again. Take notes on the three areas of bias.

NOTE-TAKING SKILL Use abbreviations and symbols

Use abbreviations and symbols so you can take notes more quickly. You can use standard abbreviations that many people use, or you can make up your own by shortening words, leaving out letters, and using symbols. For example, use > to mean *more* and < to mean *less*.

Type of bias	Description / Examples
Bias in the machine	
Bias in society	
Bias in the brain	

C The speaker is trying to persuade the audience that social media is biased. Which persuasive techniques does he use?

D PAIRS REACT Do you feel that avoiding exposure to opinions that you disagree with is a bad thing? Explain.

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

Build on ideas

Building on the contributions of others helps you to explore ideas further and consolidate opinions.

- Seek to clarify points by paraphrasing: *So, are you saying that…?*; *So, do you mean…?*
- Ask opinion-based questions to help others understand their stance: *So, do you think that…?*
- If others share an idea that supports your own views, use this as a springboard: *It's interesting (that) you say that because…*

5 TRY IT YOURSELF

A THINK Look at the chart in 3B. Consider examples of your own biases on social media in these three areas. Take notes.

B DISCUSS Share your ideas from 5A in small groups.

C EVALUATE Reconsider the open-mindedness rating you gave yourself in 1A. Would you change this rating based on information in the talk and your self-evaluation in 5A? Discuss.

I CAN DISCUSS BIAS.

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LESSON 4 READ ABOUT VIRTUAL FRIENDSHIPS



EDGAR VELA

@EdgarV

Dunbar's number doesn't sound right to me. I think we can maintain more than 150 friendships, and I have lots of great online relationships!

1 BEFORE YOU READ

A PAIRS Do you feel that online relationships are the same as face-to-face relationships? Why or why not?

B ▶02-16 VOCABULARY Read and listen. Do you know these words?

popularize	a drop in the ocean	correlate	crucial	trigger
the advent of	intimate	an underlying issue	replicate	

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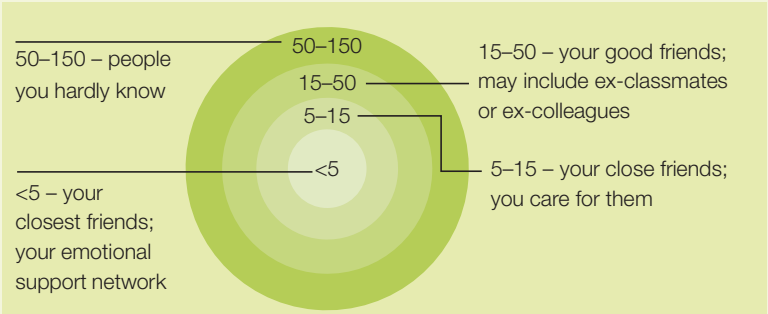
2 READ

A PREVIEW Read the title of the article. Why do you think we have more friends these days?

B ▶02-17 Read and listen to the article. Does the author feel that online relationships are better, worse, or the same as face-to-face relationships?

MODERN FRIENDSHIPS: IS MORE REALLY BETTER? BY KERRY M. KENDRICK

In the 1990s—the pre-social networking era—anthropologist Robin Dunbar estimated that the average person can maintain around 150 friendships. This figure, also known as "Dunbar's number," has been popularized since then, appearing in books and articles.



What has happened to this number since the advent of social media? While it is estimated that the average social media user has 150 friends, it is also estimated that the average person has seven social media accounts. Friendships these days are not restricted to real-life interactions, nor are they restricted to one social media platform. So Dunbar's number might sound like a drop in the ocean to social media users who have friend counts in the thousands.

But evidence suggests that quantity doesn't necessarily mean quality. In Dunbar's initial research, friendships were broken down into types. The average person had around fifty good friendships, fifteen close friendships, and an intimate support group that usually consisted of just five people. Current research has shown that although our average number of total friendships has increased, the number of close and intimate friendships we maintain has stayed roughly the same. We may acquire more online friends, but a majority of these will probably be casual acquaintances. Online friendships may be commonplace, but research suggests they are no substitute for the real thing.

Why don't the online friendships we build become more intimate? It's possible they don't satisfy us—not in the same way that real friendships do. Researchers found that our number of real-life friends directly correlates with our well-being—the more friends you have in real life, the happier you are. However, they found no evidence that the size of our online friendships has the same effect. Even if our virtual friendship

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network grows far beyond Dunbar's number, it's still our real-life friendships that mean the most to us. The underlying issue making these virtual relationships seem less fulfilling could be emotional distance. Researchers found that people are happier and laugh 50% more frequently during face-to-face interactions as compared to online interactions. The emotional touch of face-to-face interaction, such as responses like genuine laughter, is very important. Further research has shown that physical touch, like hugging, is also crucial for building social bonds. Video calls can bridge the gap to an extent, but it isn't possible to fully replicate physical bonding in a virtual world.

Overall, research suggests that online relationships can't fully meet the social and emotional needs of most adults. They fail to reproduce the emotional and physical intimacy of real-life friendships, and they don't trigger the same feelings of well-being as real-world relationships do. Social networks may evolve to accommodate our relationship needs, but for now they are inadequate. Social media isn't the place for close friendships; the real world is.

3 CHECK YOUR UNDERSTANDING

A Answer the questions, according to the article.

1. How have our friendships changed since the arrival of social media?
2. What is the relationship between online friendships and well-being?
3. What is meant by emotional distance, and how does it affect friendships?
4. What overall impact does the lack of intimacy have on our online relationships?

B CLOSE READING Reread lines 25–27 and 29–32 in the article. Then circle the correct answers.

1. Why does the writer use *could be* in line 27?
   a. She doesn't believe that emotional distance is the underlying issue.
   b. She is emphasizing that emotional distance is one possible explanation.
   c. She is suggesting that there is limited evidence for this idea.
2. In line 31, what does the phrase *bridge the gap* mean?
   a. diminish the difference between online and real-life friendships
   b. help people develop their online friendships
   c. reproduce the same conditions in online and real-world interactions

C Read the Reading Skill. Go back to paragraph 3 in the article and follow the steps in the box. Allow yourself 2 minutes. Use your notes to explain Dunbar's number to a partner.

READING SKILL Identify key information

Identifying the most important information in a text helps you stay focused and read more efficiently. Follow these steps:

1. Circle the main idea of the paragraph.
2. Underline words or phrases that relate to the main idea.
3. Underline content words, which are words that carry meaning. These are typically nouns, verbs, and adjectives.

D PAIRS Summarize the article in 3–5 sentences.

Find out how Robin Dunbar decided on the number 150.

4 MAKE IT PERSONAL

A THINK Look at the graph in the article. How accurate is Dunbar's number when related to your own friendships? How do you communicate with each group of friends? What kinds of activities do you do together? Take notes for each group.

B PAIRS Describe your friendship network. Are they similar or different? Do you think the Dunbar number has changed? How? Why?

C EVALUATE Determine the Dunbar number for your class. Calculate the average number of friendships in your networks.

☐ I CAN READ ABOUT VIRTUAL FRIENDSHIPS.

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LESSON 5 WRITE A COMPARE AND CONTRAST ESSAY



EDGAR VELA

@EdgarV

I try to listen to both sides when it comes to politics, but never with sports. Go Bears!

1 BEFORE YOU WRITE

A Read about compare and contrast essays.

A compare and contrast essay compares two things or ideas to analyze the similarities and differences between them. A good essay goes beyond a simple list to make a larger statement about the topic. For example, the essay might draw a conclusion about which idea is preferable, or it might propose suggestions for how to integrate the benefits of both.

B Read the model. Why does the writer think the difference between sports and politics is important?

THE GAME OF POLITICS



How much do sports fans have in common with political partisans (people loyal to one political party)? Quite a lot, it seems. Listening to political discourse today can be like listening to two sports fans angrily debating whose team is better. But how far can we take this comparison? While there are commonalities between sports fans and political partisans, there are also some key differences. And it is those differences that may help us to create a more cohesive political future.

Everyone knows that sports fans sometimes get a little overexcited. In fact, the word *fan* comes from the word *fanatic*, meaning someone who shows excessive enthusiasm for something. Sports fans will be loyal to their team no matter what, in large part because their loyalty has often developed out of regional pride or family relationships. This also means fans are unlikely to change loyalties over the course of their lifetime. Sometimes their sense of self is so tied up with their home team that they may even act negatively toward other teams in order to show their own superiority.

Similarly, political partisans feel "team" loyalty and will often have strong negative feelings toward their rivals. A recent study revealed that 41% of partisans believe that winning an election is more important than achieving policy goals. We can easily see how people develop these attitudes. As with sports fans, people often develop political affiliations through their family or their region. And furthermore, like sports fans, partisans tend to have their self-esteem tied up with the success of their party. Politicians feed into the "my team / your team" mentality because the more divisive they act, the more motivated people become to vote. This creates a cycle that is hard to break.

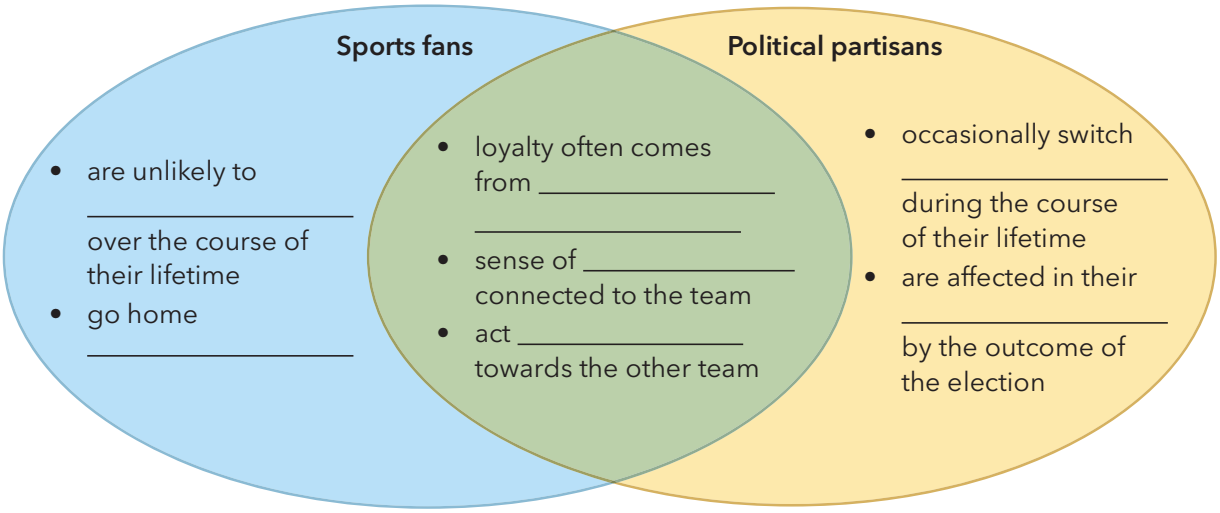
Nonetheless, disrupting this cycle is not impossible. A sport is still just a game, after all, whereas politics has an effect on people's everyday lives. While at the end of a sports game, the fans all go home, at the end of an election, the winner takes office. And if this person enacts policies to benefit people, voters who opposed the candidate might change their minds and vote differently next time. Furthermore, unlike in sports, in politics we do sometimes see a person's loyalty changing—either because the party has changed or because the person himself or herself has.

The way towards change, then, is to enable people to understand and to focus on how policy affects them in their everyday lives. Ultimately, although sports fans and political partisans have much in common, it is the differences between them where our hope for the future lies.

C PAIRS How is the essay organized? What is the main idea of each paragraph?

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D PAIRS Read the model again. Complete the diagram.



2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Underline the transition words for comparison or contrast.

WRITING SKILL Use transition words

To create smooth connections between your ideas, use transition words. Some transition words for comparison are *similarly, as with,* and *like.* Some transition words that show contrast are *whereas, while, unlike,* and *although.*

3 PLAN YOUR WRITING

A Think of two different groups of people that you can compare (for example, online friends versus in-person friends, in-laws versus parents, or entertainers versus politicians). Create a diagram like the one in 1D to brainstorm the similarities and differences between the groups.

B PAIRS Discuss your ideas.

I think I'll write about vegetarians versus meat-eaters.

Writing tip

Get it all out. When writing your first draft, more is better. Your first draft provides all the raw material, which you can then shape and refine. So it's best to get all of your ideas onto the page. Then you can move things around or cut things out as needed.

4 WRITE

Write a first draft of a compare and contrast essay about the two groups you described in 3A. Remember to use transition words. Use the essay in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's essay.

- Does the introduction clearly state which groups are being compared?
- Does the essay give equal attention to both of these groups?
- Are both similarities and differences between the groups identified and discussed?
- Does the essay use transition words effectively?
- Does the essay draw some kind of conclusion that goes beyond a simple list?

B REVISE Write another draft based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your essay. Then read it again for overall sense.

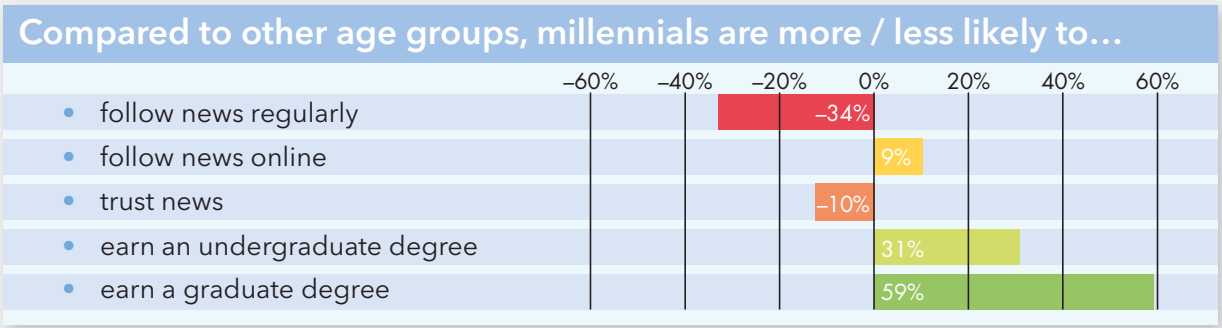
☐ I CAN WRITE A COMPARE AND CONTRAST ESSAY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A CONSIDER THE PROBLEM Millennials are a group of people born between 1981 and 1996 and reaching adulthood in the early 21st century. They increasingly rely on online news rather than more reliable print sources. Review the data and circle the correct answers.



1. Compared to older adults, millennials have **the same amount of** / **less** / **more** education.
2. Millennials **do not trust** / **are less trusting of** / **are more trusting of** the news.
3. **All adults** / **Millennials** / **Older adults** are more likely to follow the news online because they grew up with the internet.

B THINK CRITICALLY Are millennials' ideas more likely to be shaped by inaccurate or fake news? Why or why not? Discuss the impact that this may have.

C FIND A SOLUTION Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Think of 3–5 ways people can be more critical about news they read online.

Step 2 **Evaluate** Consider an example of online information that needs to be challenged and how your approach could help people to think more critically about it.

Step 3 **Present** Explain the best solution to the class.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about stereotypes
- ☐ Talk about fandom
- ☐ Discuss bias

Vocabulary
- ☐ Words related to stereotypes

Conversation
- ☐ Use hyperbole

Pronunciation
- ☐ Stress in causative verb phrases

Listening
- ☐ Listen for phrases that guide a conversation

Note-taking
- ☐ Use abbreviations and symbols

Language Choices
- ☐ Passive voice: agent versus no agent
- ☐ Causative verbs
- ☐ Active versus passive reporting

Discussion
- ☐ Build on ideas

Reading
- ☐ Identify key information

Writing
- ☐ Use transition words

B What will you do to learn the things you highlighted?



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