

# 5

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A website review

**VISION 360°** LS

**VOCABULARY BOOSTER** P120

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## Social values



### Participatory culture

1 **EXAM** Work in pairs. Discuss the questions.

- 1 What is an online community? Think of a definition and some examples.
- 2 Which online communities do you know of? What do you think people enjoy about being members of online communities?

2 **0.00** Watch or listen. Which sentence is the best summary of the vlog?

- A Online communities can consume too much of our time and even promote dangerous ideas.
- B Online communities can help us develop abilities that are useful in other areas of our lives.
- C Online communities can provide opportunities for friendship with people who share our interests.
- D Online communities suffer from time lag with replies coming late or not at all.

3 **0.00** Watch or listen again. Complete each of the statements with three words.

- 1 Amira doesn't think Darius's screen time is a problem so long as he isn't \_\_\_\_\_.
- 2 Darius writes reviews about the books he reads for The Booklovers' Club, an \_\_\_\_\_ for teens.
- 3 Fan fiction involves writing stories about the \_\_\_\_\_ of published stories.
- 4 New writers are helped by people who have been writing for a while in the form of \_\_\_\_\_.
- 5 In gaming, the players discuss different options \_\_\_\_\_.
- 6 Darius doesn't think \_\_\_\_\_ prioritises student team work.

- 4 **REAL ENGLISH** Decide if the statements are true or false. Correct the false statements.
- 1 If something **goes through the roof**, its value doesn't increase.
  - 2 If all online activities are **considered suspect**, they are all believed to have similar faults.
  - 3 Someone who **gets carried away with something**, becomes excited and loses control of their feelings.
  - 4 A **springboard to** something is something that gives you ideas that help you start a new activity.
  - 5 If two or more people are **on the same page**, they don't agree on something.

- 5 **VOCABULARY** Complete the text about a fan fiction site with the correct form of the words below.

contributor fan base geek mentoring novice  
peer-to-peer pursue your interests sign up to

## Fun with fan fiction

fanfiction.net is, as the name suggests, a website for fan fiction. The site is divided into nine categories that serve a number of <sup>1</sup>\_\_\_\_\_ related to books, series, films, video games etc. Over 12 million users are <sup>2</sup>\_\_\_\_\_ the site and they write in over 40 languages. Writers can receive <sup>3</sup>\_\_\_\_\_ from Beta readers, who list their skills (grammar correction, character or plot development etc.) on the Beta readers' page or discuss their work with other authors in <sup>4</sup>\_\_\_\_\_ forums. Many of the community pages encourage <sup>5</sup>\_\_\_\_\_ to <sup>6</sup>\_\_\_\_\_ and write freely without worrying about uploading their first efforts. If you're a writing <sup>7</sup>\_\_\_\_\_, but not into fan fiction, then fanfiction.net has a sister site, FictionPress.com, where <sup>8</sup>\_\_\_\_\_ work on writing based on their own original ideas.



- 6 **MEDIATION** An online friend of yours from Australia has recently heard about fan-fiction sites but doesn't know much about them. Write a short message (about 60 words) in your own words explaining what they are. Use the vocabulary from this page.

- 7 **THINK & SHARE VOCABULARY** Work in pairs. Check the meanings of the words and phrases below and complete the questions with them. Then discuss the questions.

alternative perspective civic life empower  
grassroots lag behind screen time  
transferable skills

- 1 What are the reasons why parents and teachers worry about children's \_\_\_\_\_? Do you think there is a difference if they are talking about TV, a tablet or a phone?
  - 2 Are the \_\_\_\_\_ you might learn from an online community related to the technology, the community or both? Give some examples.
  - 3 How can digital media encourage the engagement of young adults in the \_\_\_\_\_ of their community?
  - 4 What can we do to make sure that children from poorer communities don't \_\_\_\_\_ those that have greater access to digital resources?
  - 5 What \_\_\_\_\_ movements exist in your community, town or region? How do they encourage people to participate?
  - 6 Do you try to get an \_\_\_\_\_ on current affairs to compare news stories? Why / Why not?
  - 7 How can digital technology help \_\_\_\_\_ young people so that they can make a difference in their communities?
- 8 **THINK & SHARE** Work in pairs. Complete the sentences so that they are true for you. Discuss your sentences.
- 1 I don't think my screen time...
  - 2 I'd like to sign up to..., because...
  - 3 I think... has helped me develop transferable skills such as...
  - 4 ...would empower... to...
  - 5 I'd love to receive mentoring in... because...
  - 6 I'm a complete novice at..., but I...
  - 7 One of my favourite contributors to... is... because...
  - 8 It's fine to pursue your interests as long as...

*I don't think my screen time is worrying. Sometimes it goes through the roof because I go online frequently to study and because I'm a member of an online community. But both activities are a good use of my time, and they shouldn't be considered suspect!*

- 9 **THINK & SHARE** Work in groups. Use vocabulary and expressions from this page to complete the table with four more pros and cons for joining and participating in an online community. Present your pros and cons to the class. Which do you agree / disagree with? Why?

Pros	Cons
<ul style="list-style-type: none"> <li>• Flexibility. You can take part in peer-to-peer forums when and where you want.</li> </ul>	<ul style="list-style-type: none"> <li>• Time lag. Replies to your comments might lag behind the conversation meaning they lose their relevance.</li> </ul>

## Conditionals

- 1  Work in pairs. Read the article. Why did the image of gaming improve? Do you agree with Karen Schrier's opinion of gaming? Why / why not?

In 2019, the World Health Organization (WHO) claimed gaming caused mental health problems. The image of gaming probably would never have recovered if it hadn't been for the COVID-19 pandemic. If anything, it would still be considered a cause of mental health issues. But in 2020, the WHO reversed its decision, and promoted gaming to connect people who had to stay at home. Since then, gaming has gained a positive reputation as an educational tool and in her book, *We the Gamers*, Karen Schrier believes that as long as we appreciate the limitations of games, they can be used in schools to teach ethics and civics. Schrier believes that schools should accept that gaming offers great educational opportunities. If not, they'll be missing an opportunity to help their students fully engage with the world.

**civics** the study of the rights and duties of citizenship

- 2  Read the rules. Read the text again and find and underline an example of each rule.

## Conditionals

- A We can use other words in place of *if* in conditional sentences, e.g. *assuming, provided / providing (that), on condition that, as long as, suppose, supposing, even if*.
- B We can use phrases with *if* and other words, usually without the subject and the verb *be*: *if necessary, if any, if anything, if ever, if in doubt, if possible*.
- C We use *If it wasn't for / If it hadn't been for / But for* to say that one particular situation or event changes everything.
- D We can use *so* and *not* after *if* instead of repeating a sentence that has come before.

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- 3 Complete the sentences with the words below. You do not need to use some of the words.

anything condition doubt even ever  
hadn't long not so supposing wasn't

- We'll help them, as \_\_\_\_\_ as they don't tease us anymore!
- Can you cope with all the work? If \_\_\_\_\_, I'll provide you with some mentoring.
- \_\_\_\_\_ if they're a novice, I think it's still good to upload their stories.
- If in \_\_\_\_\_, reading alternative perspectives on the topic will help you reach a decision.
- Kiara would have got the job, if it \_\_\_\_\_ been for her negative online presence.
- Ewan will go through your story, on \_\_\_\_\_ that you upload it this evening.
- If \_\_\_\_\_, she's more of a gaming geek than I am!
- If it \_\_\_\_\_ for the fan base, the TV series would have been forgotten by everybody.

- 4 Complete the rules for mixed conditionals.

## Mixed conditionals

past perfect present simple

We normally use mixed conditionals when the time reference in the *if* clause is different from the time reference in the main clause.

- A hypothetical situation in the past with a <sup>1</sup> \_\_\_\_\_ result. The structure is: *If* clause (*If* + past <sup>2</sup> \_\_\_\_\_) + result clause (*would* + verb).  
*If he'd accepted the money, he wouldn't have any artistic credibility today.*
- A hypothetical situation in the present with a <sup>3</sup> \_\_\_\_\_ result. The structure is: *If* clause (*If* + past <sup>4</sup> \_\_\_\_\_) + result clause (*would have* + past participle).  
*If you were more interested in money, I would have said 'yes'.*

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- 5 Rewrite the sentences using mixed conditionals.

- I don't have strong views on peer-to-peer gaming. I didn't participate in the debate.
- The students did a course on literary devices such as metaphor, simile and parody. Their writing is more sophisticated this year.
- Ann isn't impressionable. They couldn't persuade her to pursue other interests.
- They swotted up on science all night. They feel very tired today.
- Chidi participates in a number of online collaborative games. He learned about civic life.
- We didn't thrash out an agreement. We aren't collaborating now.
- They were lazy at school. They don't have good jobs now.
- I didn't limit my screen time. I have a headache now.

- 6  Work in pairs. Complete the mixed conditional sentences so that they are true for you. Compare your answers.

- If I didn't live in my hometown, ...
- If we had been born in Australia, ...
- If I were rich, ...
- If we'd gone to another school, ...
- If I had an English-speaking friend, ...

*If I didn't live in my hometown, I wouldn't have become a supporter of the local football club.*

- 7  **EXAM** Work in pairs. Complete the activities.

- A Think of at least three important moments in your life. Then explain how your life would be different now if they hadn't happened.
- B Think of at least three personal characteristics. Then explain what different things you would have done in the past if your personality was different.

## Breaking barriers



1 Work in pairs. Read about women's rights around the world. Is the situation better or worse in your country? How do you think it could be improved?

- Women spend twice as much time as men on domestic work.
- 25% of the world's politicians are women.
- 15% of the world's land is owned by women, but most of the world's food is produced by women.
- Women earn 78% of what men are paid.
- 80% of all refugees are women.
- Women work 66% of the world's working hours.

2 0.00 Listen to the introduction to a podcast. Correct the mistakes in each sentence.

- 1 Maisy has two grandchildren.
- 2 Maisy's husband shared the responsibility for bringing up their children.
- 3 Maisy joined a support group for women like herself.
- 4 *It's a Woman's World* is a rap song by James Brown.
- 5 The podcast discusses three traditional women's communities.
- 6 The communities provide alternative perspectives on women's roles in their personal lives.

### 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.

3 0.00 Work in pairs. Read the **pronunciation** box. Read the sentences from the introduction to the podcast and cross the words that contain weak forms. Listen and check.

- 1 She was a loving mum, but she was also incredibly independent.
- 2 I would have a very different image of her today.
- 3 This all took place in the 1960's.
- 4 We look at three communities of women.
- 5 From ABEX Radio, it's the Global Community podcast.

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

When we listen to a speech, presentation, podcast etc. we often need to distinguish between a 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 the main point.

4 **EXAM** 0.00 Read the **strategy**. Listen to the second part of the podcast. Match the photos to the three communities below. Complete the table with the main ideas and two of three supporting ideas for each community.

	The Haenyeo	Richard Mille	The Khasi
Main idea	They reversed traditional roles.		
Supporting ideas			

5 0.00 Listen to the second part again. Match the sentences to the three communities. There are two sentences that you don't need.

- 1 Some people feel resentful about this community's position.
- 2 This community has opened up to men and welcomes them as members.
- 3 This community has taken on opponents and beaten them.
- 4 The outlook for this community is unfavourable because of changing circumstances.
- 5 This community wants to get their ideas across to other people.
- 6 This community's activities can land members in life-threatening situations.
- 7 This community has thrashed out a deal with the government to give them some political power.
- 8 This community has received help in building their credibility.

6 **THINK & SHARE** Work in pairs. Create a list of five suggestions for improving equality between women and men. Use your own ideas and the ideas in the box.

education entertainment media  
politics relationships science sport

7 Work in groups. Discuss the suggestions and choose the best five. Explain your reasons for choosing them.

### Boosting self-esteem

- 1 Work in pairs. Think of a definition for self-esteem. Compare it with the class. Are the definitions similar or different?
- 2 Work in pairs. Read the statements. Which do you think are from people with low self-esteem and high self-esteem? Why?



I sometimes make mistakes, but hey, so does everybody else!



Why should I leave my comfort zone just to make a fool of myself?



That's the way it is. Things just never seem to go right for me.



They might be fashionable, but I wouldn't feel comfortable wearing certain clothes!



The coach thinks I'm not good enough, but that's where she's wrong.

- 3 Read the infographic. Which of the suggestions have you tried? How successful were they?

join a community    learn forgiveness  
be open to learning    look for the positive  
say goodbye to negative relationships

- 5 **VOCABULARY** Check the meaning of the **highlighted** words in the infographic. Then complete the sentences with the correct form of eight of them.
  - 1 Patience isn't one of Amy's \_\_\_\_\_. In fact, she lacks the quality altogether!
  - 2 It's an idea that has \_\_\_\_\_ and certainly could be developed in the future.
  - 3 You'll get a completely different \_\_\_\_\_ of Harry when you see his social media image.
  - 4 The trainer's \_\_\_\_\_ that Olivia would be on the team really improved her self-esteem.
  - 5 We were really looking forward to the concert, but it didn't \_\_\_\_\_.
  - 6 Your promises are \_\_\_\_\_ because you never keep your word.
  - 7 It was really kind and \_\_\_\_\_ of Jack to help our elderly neighbour with her shopping.
  - 8 There's only one \_\_\_\_\_ in your plan for the summer holidays, we haven't got any money!

- 6 **VOCABULARY** Match the seven **highlighted** words that you didn't use in Ex 5 to the statements.
  - 1 I don't feel confident about myself or about how others see me.
  - 2 I easily feel sad when the people around me feel sad.
  - 3 People say I don't appreciate the abilities that I have or how good I am at a lot of things.
  - 4 I always find fault with my own work, even when teachers and classmates say it's good.
  - 5 I don't wait for things to happen. I prefer to make them happen.
  - 6 I'm always careful not to say or do anything that will upset people.
  - 7 I often express myself with confidence and people often take notice of what I say.

## Learn to love yourself!

### Say 'no' to negative self-talk

There are moments when it's good to be **self-critical**, but don't overdo it! Constantly focusing on your **flaws** (though we all have them!), can make you feel **worthless** and lead you to seriously **underestimate** what you are capable of.



### Recognise your abilities

Replace negative self-talk with positive affirmations about yourself, because we all have strengths and **attributes**, too. Spend a few minutes writing down as many positive **affirmations** about yourself as you can. You'll be surprised at how many you've got!

### Don't compare

Rarely do we know what another person is like, and even less so today with the exaggerated profiles displayed online, so ignore them! Comparisons make us feel **insecure** and **resentful** because we feel we are failing **to live up to the expectations** created by the media and social media... but nobody can!



### Develop empathy

Be **tactful** in what you say to others and hopefully they will treat you in the same way. Being **considerate** about other people's feelings will also help you understand your own. Giving friends a helping hand or even volunteering will give you a different **perception** of life and make you feel more positive.

### Look after yourself

Little do some people realise that regular exercise has the **potential** to improve our self-esteem, but lots of studies have demonstrated that it does. However, exercise doesn't just mean sport; it can be walking, dancing, climbing... anything that gets you moving!



### Set yourself challenges

Leave your comfort-zone, be **proactive** and make things happen. Achieving a realistic challenge that you have set for yourself will **empower** you and help you to feel more confident and **assertive**.

- 7 **THINK & SHARE** Work in pairs. Use vocabulary from the infographic to describe three things that haven't gone as well as you would have liked recently. Suggest ways how your partner could improve the three situations.
 

A: I wasn't very tactful in a few comments that I made on social media about a classmate.

B: Delete the comment, apologise and promise to be more considerate in the future.

## Inversion of subject and verb

- 1 **THINK & SHARE** Work in pairs. Think of some recent clothing adverts. What do the people in the adverts look like? What type of people are excluded? Why?
- 2 Read the article. How has Alexandra Kutas challenged the stereotypes of the fashion industry?

Home Articles Lifestyle Fashion

Posted 6 hours ago Comments: 2

Rarely does the fashion industry just promote clothes. It also promotes the image of the perfect body. Writer Naomi Wolf called it the 'official body', claiming you couldn't find a different type of body anywhere in the industry. Fortunately, some people, like model Alexandra Kutas, are fighting the 'official body'. Alexandra suffered a back injury at birth, and so severe was the problem that she has used a wheelchair all her life. However, never has Alexandra's disability affected her determination to succeed. She dreamed of becoming a model and also worked hard as a student to earn a degree in psychology. Had she not had a strong character, she might have given up because of the physical obstacles she faced navigating university buildings. There were also obstacles in the modelling world. Some agencies in her home country of Ukraine were reluctant to work with someone in a wheelchair. Little did the agencies realise that the determined young woman that they had turned down would soon take part in New York Fashion Week. Along the catwalk moved Alexandra for the first time, excited at having fulfilled her dream and proud to be challenging the 'official body'.

Comment

- 3 Choose the correct alternatives to complete the rules. Use the underlined sentences in Ex 1 to help you.

### Inversion

When we want to emphasise something, we can change the normal word order:

- We can put an adverb or adverbial expression with a <sup>1</sup>positive / negative meaning at the <sup>2</sup>beginning / end of the sentence.
- When we do this, the auxiliary verb goes <sup>3</sup>before / after the subject.
- If there is no auxiliary verb, we need to add <sup>4</sup>do / have.
- In conditional clauses that contain *were*, *had* or *should*, we <sup>5</sup>can't / can sometimes omit *if*.
- We use *so* or *such* with <sup>6</sup>than / that to express result.
- We can also use some adverbs of <sup>7</sup>movement and position / manner in this way.
- When we use inversion, it makes a sentence sound more <sup>8</sup>formal / informal.

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- 4 Rewrite the sentences. Start the new sentence with the underlined word or expression.
- 1 The rain came down just as they were starting the photo shoot in the park.
  - 2 The singer rarely appears in public these days.
  - 3 Ally's career prospects have never been at stake.
  - 4 Fans little realise how difficult it is for a celebrity to live up to their expectations.
  - 5 Darren was so shy that we underestimated his talent as a singer.
  - 6 If I had known that everyone was having problems, I wouldn't have been so self-critical.
- 5 Rewrite sentences 1–6 using the adverbial patterns in the grammar box.

### Inversion and other changes.

When we use certain adverbs at the beginning of a sentence for emphasis, we have to make other changes in addition to inversion.

- She would never change her body under any circumstances.  
*Under no circumstances would she ever change her body.*
- She felt insecure, and she also felt worthless.  
*Not only did she feel insecure, but she also felt worthless.*
- As soon as she got home, she hid in her bedroom.  
*No sooner had she got home than she hid in her bedroom.*
- You couldn't find a different type of body anywhere in advertising.  
*Nowhere in advertising could you find a different type of body.*

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- 1 The holiday didn't live up to our expectations at any time.
  - 2 Ashok felt overwhelmed, and he also felt vulnerable.
  - 3 They haven't got an online presence anywhere.
  - 4 My best friend is assertive and she's proactive, too.
  - 5 Dara shouldn't ever use artistic license under any circumstances.
  - 6 As soon as I wrote the tactless comment, I regretted it.
- 6 **0.00** Work in pairs. Use inversion and the underlined adverbs to rewrite the text. Listen and check your answers.

### Teen Talk

1 day ago

'Don't worry, with time it'll get better.' Young people who are suffering from depression <sup>1</sup>rarely think that comments like this are helpful. However, young people who have gone through depression told a website on teen health that it is actually good advice. If they <sup>2</sup>had known that things would improve, they might not have felt so insecure. Furthermore, they <sup>3</sup>little realised at the time that it wasn't a personal flaw, but a period of low confidence and low self-esteem that can affect anyone. They all agreed that <sup>4</sup>as soon as they had looked for help, things started to get better. In fact, nobody who has depression should keep the problem to themselves <sup>5</sup>under any circumstances. They should open up to someone they can trust.

- 7 Use inversion to write three statements about what the fashion industry should and shouldn't do when advertising its products.  
*On no account should the fashion industry use sexist images.*
- 8 Share your statements with the class. Choose the best three statements.

## The truth hurts

- 1  Work in pairs. In which situations do people use lies like these? In which of the situations are these lies always, sometimes or never acceptable?
- There was no signal for my mobile.
  - Umm, this is delicious!
  - I've already done it.
  - You won't feel a thing, I promise.
  - I'm afraid I've got plans that day.
  - I have read the terms and conditions.
  - It must have gone into my spam folder.
  - The bus was late.
- 2  Work in pairs. Read the article. What types of lies does the article describe? Do you agree with this distinction? Can you think of an example of each type of lie that you have recently heard?
- 3 **EXAM** Read the article again. Choose the correct answers.
- 1 What does Mark's boss tell him?
    - A His colleagues don't like working with Mark.
    - B He feels Mark's work is below standard.
    - C He wants Mark to tidy his desk and office.
    - D He thinks Mark should resign.
  - 2 What do we learn from *The Invention of Lying*?
    - A It is cruel to tell people lies.
    - B Telling lies is entertaining.
    - C Honesty can cause others pain.
    - D Being honest isn't easy.
  - 3 What do the statistics tell us about lying?
    - A Teenagers lie most of the time.
    - B Lying is part and parcel of our everyday lives.
    - C We lie less and less to others as we get older.
    - D Parents successfully teach children not to lie.
  - 4 Why might you tell people you feel fine when you don't? To avoid ...
    - A having to find a solution to a problem.
    - B having an argument with someone.
    - C giving explanations about a personal problem.
    - D telling a bigger lie.
  - 5 What does the Mark Twain quote tell us?
    - A Blatant liars have to keep track of two sets of details.
    - B People rarely gain an advantage by telling blatant lies.
    - C Blatant liars have to build relationships to win people's trust.
    - D People tend to remember the blatant lies they tell.
  - 6 How might the film have presented a better alternative reality according to the writer? By ...
    - A showing how lies are invaluable to society.
    - B suggesting that liars always have to pay for their lies.
    - C avoiding lies that hurt the main character's feelings.
    - D making a distinction between different types of lies.



## The truth hurts

Mark Bellison works in the film industry as a script writer, but one morning, no sooner has he arrived at work than it becomes clear that very bad news **is just around the corner**. Hardly has he sat down at his desk when his boss enters his office to tell him that his scripts are incredibly boring. His boss adds that they show no potential for entertaining cinema audiences and, as a result, he has decided to fire Mark. Shocked by the news, Mark clears his desk and prepares hurriedly to leave, but before he can get out of the building, he meets two now former colleagues, Shelley and Brad. It soon becomes clear that Shelley and Brad are not big fans of Mark's. They **add insult to injury** by telling Mark that they have never enjoyed working with him, that he's a hopeless writer and that he doesn't have a future.

Fortunately, the scene described above is from the comedy *The Invention of Lying*, a film set in an alternative reality where everybody always tells the truth, no matter how brutal it is. Had this happened in real life, Mark's self-esteem would no doubt be seriously damaged by Shelly and Brad's complete lack of empathy. People would also perhaps wonder why they hadn't **kept** their thoughts **to themselves**. Evidently, the objective of the film was to entertain audiences, but its theme suggests that a world where nobody lies could prove to be a cruel place to live. Despite that, it seems to be the kind of world we want to live in.

*Pinocchio* and *The Boy Who Cried Wolf* are two classic tales that parents use to teach children that they should not lie, because lying has negative consequences. It would appear, however, that the stories fail to get the message across. Studies show that we start lying when we are as young as two and that as teenagers, we mislead our parents in 50% of our conversations. Once we reach adulthood, it is thought that we deceive over 30% of the people we speak to and lie on average at least four times a day. That means each person lies up to 1,600 times a year. If anything, although we might find it hard to accept, persistent lying seems to be a principal component of civic life.



## READING STRATEGY Recognising hedging

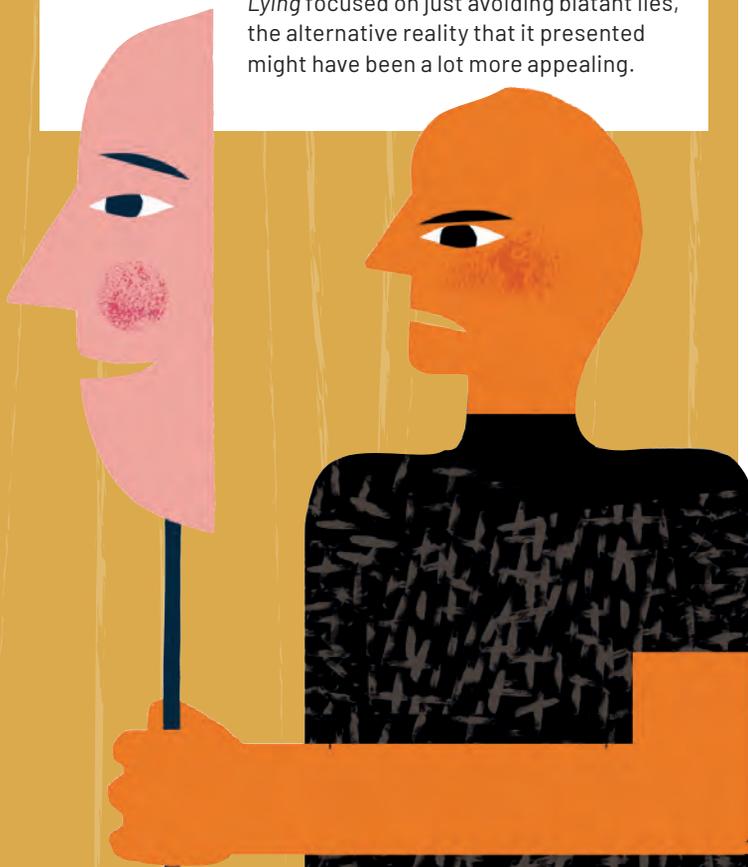
Hedging is used to distinguish between opinions and facts, for example, to present theories and suggestions we don't have strong evidence for. Hedging is useful for making claims without committing ourselves to the truth of a statement. We can use these structures in hedging:

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*

The affirmation that lying might be important for social interaction is perhaps difficult to accept when society clearly portrays liars as people with serious character flaws. When people lie, however, they frequently tell white lies, lies that attempt to avoid difficult situations or differences of opinion. Assuming that is the case, then lying may be acceptable and at times, even necessary. Were you to have a **blazing row** before leaving home in the morning, you would still probably answer the question 'How are you?' with a 'Fine thanks', on arriving at school or the office. Few people want to **air their grievances** in public, and even fewer people are interested in hearing about them. Most of us would tell a friend at a party that they look great in their new outfit, even if we think the opposite. White lies allow us to be tactful, don't usually hurt people and are quickly forgotten.

White lies, however, are not the only lies we tell. We also tell blatant lies, and obviously they are completely different. A liar uses blatant lies to gain an advantage over others or to pursue their own self-interests. Unfortunately, studies indicate that the people who frequently tell blatant lies are those who we should be able to trust the most: our politicians, our employers, our partners and even members of our own families. Fortunately, rarely do blatant liars succeed in the long term, because they have to **establish a backstory** that supports their deception, and this, sooner or later, **leads to their downfall**. As the author Mark Twain said, 'If you tell the truth, you don't have to remember anything.' Blatant liars have the complicated task of remembering two versions of everything: what they really did and the lies they told, and this is where they **come unstuck**.

Perhaps when we warn children about the dangers of lying, we could make a distinction between white lies and blatant lies. White lies perform a useful social function, and they enable us to get along and avoid hurting each other's feelings. Blatant lies, on the other hand, can have very negative effects on our most important relationships and even society. Had the characters in the film *The Invention of Lying* focused on just avoiding blatant lies, the alternative reality that it presented might have been a lot more appealing.



- 4 Read the **strategy** box. Decide if the statements about the writer's intentions in the article are true or false. Which words or phrases helped you identify hedging?

The writer is absolutely sure that...

- ...we all want to live in a world where nobody lies.
- ...folk stories persuade children that lying is wrong.
- ...the producers of *The Invention of Lying* wanted to make audiences feel good.
- ...we all think of liars as people with a weakness.
- ...the two types of lying are not the same at all.
- ...we must highlight the difference between the two types of lying when telling children about the dangers of lying.

- 5 **EXAM** Work in pairs. Answer the questions.

- Do you agree that a world without white lies would make social interaction difficult? Why / why not?
- Think of a white lie that you have recently told. What do you think would have happened if you had told the truth?
- Does your partner's answer to question 2 support or contradict their answer to question 1? Why?

- 6 **VOCABULARY** Replace the underlined words with the correct forms of the **highlighted** words in the text.

- The workers decided to complain and protest about the poor working conditions.
- Their plans to spread fake news failed completely.
- They were extremely angry with each other about the accident.
- They decided to not tell anyone about the test results.
- The scandal forced the prime minister to resign.
- Then, to make a bad situation even worse, they told me the flight was cancelled!
- He forgot to invent details about what had supposedly happened, and his lie was soon discovered.
- Vote for our party and economic success will soon come!

- 7 Make notes about two events, one that happened to you and one you invented. Establish the backstory for each.

- 8 **THINK & SHARE** Work in pairs. Explain your two events. Ask your partner questions about the events. Decide which event is true and which is false.

- 9 Work in groups. Discuss if it's possible to detect if someone is lying to you. What type of behaviour would make you think someone is lying?

- 10 **MEDIATION** Work in pairs. Imagine your teacher has asked you to give a talk to a group of younger students about honesty and the consequences of lying. Prepare some notes on the two different kinds of lying using the ideas in the article, and then give your talk to another pair of students.

## Dealing with your unconscious bias



- 1 **EXAM** Work in pairs. What is unconscious bias and how might it relate to the people in the photos? How do you think people develop an unconscious bias in favour or against another group of people?
- 2 Work in pairs. Look at the different groups of people below. Decide if it is sometimes, always or never acceptable to have negative feelings about each group. Discuss your answers. Can you justify them? Why / Why not?

a rival sports team   bullies   elderly people  
people with different political opinions   unpleasant neighbours

- 3 Read the summaries of three studies. Which types of bias from the box below do they represent? There may be more than one possible answer.

ageism   classism   nationalism  
racism   religious prejudice   sexism

**A** A study has revealed that some European primary school teachers sometimes display **ignorance** towards and **prejudice** against certain names. Students with traditional names were more likely to be seen as having positive attributes or to get away with bad behaviour. On the other hand, it was considered inevitable that students with modern or unusual names would fall behind and behave badly, according to their teachers.

**B** Research by the University of Pompeu Fabra in Barcelona has shown that female job candidates are coming up against considerable **bias**. In response to 1,400 job offers, researchers sent two CVs out to each one. Both candidates were between 37 and 39 years old and had virtually the same qualifications and experience. There was just one difference: one was from a woman and the other a man. The researchers discovered that women were 30% less likely to be called in for an interview.

**C** A recent study by the Royal Society for Public Health in the UK has suggested that elderly people in the UK have to put up with negative **stereotypes** from the rest of society. 25% of adults between 20 and 40 believe it's normal for older people to be unhappy and depressed and 40% expect them to end up suffering from memory loss. It was also discovered that some bosses are guilty of **discrimination** against older workers. They show less **tolerance** towards people in their 50s and above, because they believe they can't keep up with their younger colleagues.

- 4 Work in pairs. Discuss which study was the most / least surprising. Why?
- 5 **0.00** Listen to a presentation on dealing with your prejudices. Answer the questions.
- Who does the speaker say it is okay to sometimes feel negative about?
  - What are socially invented ideas?
  - How many steps does the process of dealing with your prejudices involve? What are they?
  - What will you realise at the end of the process?

- 6 **MEDIATION** Your friend cannot listen to the presentation on dealing with your prejudices and has asked you to tell them about it. Use your answers in Ex 5 to tell them about prejudices and the three steps we can take for dealing with them. Try to use examples that are relevant to you.

- 7 **VOCABULARY** Complete the sentences with the highlighted words in Ex 3. There may be more than one possible answer.

- Racial \_\_\_\_\_ is often a product of \_\_\_\_\_ and a lack of information about other people's customs. If we learnt more about each other, there would be fewer problems.
- There is a lot of unreasonable dislike and \_\_\_\_\_ against teenagers in society.
- We shouldn't believe common \_\_\_\_\_ about a country – for example, that it's always raining in the UK – because when we actually visit the country we usually discover that they're wrong!
- Lots of people who say they support freedom and \_\_\_\_\_ are only interested in defending their own position and rarely show acceptance of other people's ideas.
- News programmes are often rightly criticised for political \_\_\_\_\_ in favour of one party or another.

- 8 Work in pairs. Say if you agree or disagree with the statements in Ex 7. Justify your answers.

- 9 **VOCABULARY** Rewrite the underlined words with the correct forms of the phrasal verbs. There are two extra phrasal verbs that you don't need to use.

call in to   come up against   end up   fall behind  
get across   get away with   keep up with   make up  
own up to   put up with   send out   spell out

- My boss invented an excuse for his racism.
  - If you have to deal with difficulties, I'll help you.
  - Abe posted the invitations to his party.
  - The police were asked to enter the stadium to deal with the offensive chants.
  - He thought he could escape punishment for his racial prejudice, but he was wrong.
  - Kiara was ill and made less progress with her work.
  - My brother told his boss he wouldn't accept his sexist attitude.
  - Alex will unexpectedly find himself without friends if he doesn't stop being aggressive.
  - Older people don't always progress at the same speed as younger people as far as changes in attitudes are concerned.
  - The TV company admitted to bias against the presidential candidate.
- 10 **THINK & SHARE** Work in groups. Use some of the vocabulary from this page to answer the questions. Then compare your ideas with the class.
- Think of a recent example of bias you know about.
  - Why do you think this type of prejudice still occurs?
  - Think of three steps that could be taken to deal with this kind of prejudice in the future.

# Comparing and contrasting photos

1 **EXAM** Work in pairs. Answer the questions.

- 1 What do you think are the most important causes of inequality between rich and poor members of society?
- 2 Do you think there is a difference between being poor in a poor country and being poor in a rich country? Why / Why not?



2 **0.00** Listen to a student comparing and contrasting two of the photos. Answer the questions.

- 1 How are the photos similar?
- 2 Where does he think the photos were taken?
- 3 What difference does he mention between the two photos?
- 4 What does he say about the man's facial expression and the woman's body language in picture A?
- 5 What contrast does he remark on in photo B?
- 6 What does he say are the related but different aspects of poverty in cities shown in the pictures?
- 7 What message about society do both photos present?

3 **0.00** Listen again. Which of the phrases from the **Phrasebook** below does the student use?

### PHRASEBOOK Comparing and contrasting

The pictures have a few things in common, such as ...  
 They all / each have / show / portray ...  
 A similarity worth mentioning is ...  
 The most obvious similarity is that ...  
 What the situations have in common is that ...  
 One noticeable difference is that ...  
 Another important difference is that ...  
 In contrast, the other pictures ...  
 In comparison with picture ..., picture ...  
 Unlike picture ..., picture ...  
 Whereas picture ... shows ..., picture ... depicts ...

### STRATEGY Making deductions

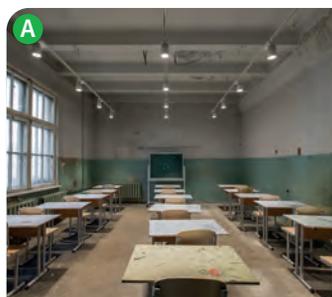
When we talk about pictures, we often guess or make deductions about the situation in the picture and how it occurred. We use our world knowledge to say what we think the reasons for a particular outcome might be.

4 **EXAM** Work in pairs. Read the **strategy**. Use the structures below to speculate about the photos in Ex 1 in the past and present.

- 1 *must (have), can't (have), might (have)*
- 2 *looks, seems, appears + adjective*
- 3 *look like + noun and look as if + clause*  
*She looks as if she is in a hurry.*

5 **EXAM** Work in pairs. Look at the two pairs of photos below. Use the sentence structures from Ex 4 to make deductions about these topics.

age clothing educational materials facilities location



6 **EXAM** Work in pairs. Follow the instructions.

- Student A, describe the similarities and differences between the two pictures above. Use phrases from the **Phrasebook** and the speaking strategy.
- Student B, listen to your partner. Which phrases from the **Phrasebook** do they use? What can you add to their description?



7 **EXAM** Work in pairs. Follow the instructions.

- Student B, describe the similarities and differences between the two pictures above. Use phrases from the **Phrasebook** and the speaking strategy.
- Student A, listen to your partner. Which phrases from the **Phrasebook** do they use? What can you add to their description?

8 **THINK & SHARE** Work in pairs. Why does inequality exist? Look at the possible causes below. Order them from most to least important. Give reasons for your choices.

differences in education    how hard you work  
 parent's wealth    politics    where you are born  
 natural talent and ability

## An email of complaint

- 1 Work in pairs. Write a definition of sexism. Then compare your definitions with the rest of the class.
- 2 Work in pairs. What examples of sexism can you think of in the way products are advertised? Do you agree that each other's examples are sexist?



- 3 Look at the advert and read the email complaining about it. Do you think it would have any effect on the company? Why / Why not?

← → 📁 🔗 📌 🗑️

Dear Sir / Madam,

**A** I am writing to complain about the unbelievably sexist content of your recent advert for your new range of household electrical appliances. The advert has been widely viewed online and broadcast on television as well as published in print media.

**B** Although I am a firm believer in the freedom of expression, never have I been so appalled by an advertising campaign. The images of women doing all the housework, while their partners indulge in leisure activities show that your company is utterly out of touch with changes that are taking place in society. It is all the more disappointing when one realises that despite progress, many women still find that they are expected to conform to the stereotype of the housewife at home, whilst earning a salary from working outside the home. If anything, your advert displays an incredible lack of sensitivity towards the issue.

**C** While I accept that one letter from one angry ex-customer is highly unlikely to enforce changes in your current advertising campaign, I can assure you that countless other women and men are equally unwilling to tolerate such blatant sexism. As a result, a boycott of your goods is currently being organized, and an online petition asking the advertising authority to thoroughly investigate your campaign has been established.

**D** I look forward to hearing from you promptly that your company has reassessed its advertising strategy.

Yours faithfully,  
Sean Barrett

**boycott** to refuse to buy, use or take part in something as a way of protesting

- 4 Read the email again and answer the questions.

Which paragraph states ...

- 1 why the company's behaviour is unethical? \_\_\_\_
- 2 what the writer is going to do? \_\_\_\_
- 3 what the writer hopes the company is going to do? \_\_\_\_
- 4 what the writer is complaining about? \_\_\_\_

- 5 Read the **Phrasebook**. Complete the list with the **highlighted** phrases from the email.

### PHRASEBOOK An email of complaint

#### Opening statement

- 1 \_\_\_\_\_  
Having read / seen / heard your ..., I feel I must write to...  
I am writing to express my disappointment with...  
I am writing to draw your attention to...

#### Expressing disappointment

- 2 \_\_\_\_\_  
I am bitterly disappointed by...  
3 \_\_\_\_\_  
Never have I been so..., when...

#### Outlining action

- 4 \_\_\_\_\_  
5 \_\_\_\_\_  
I shall have no alternative but to...  
Should we receive no response, we will be obliged to...

#### Signing off

- 6 \_\_\_\_\_  
In light of the above, I would expect to receive...  
I would appreciate it if you would...  
I look forward to learning how you intend to...

### 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**. Then copy and complete the table with the underlined synonyms from the email.

clear	_____	think about again	_____
soon	_____	a lot of	_____
take part in something wrong	_____	make someone do something	_____
shocked	_____	strong	_____
look at	_____	put up with	_____
look into	_____	set up	_____

- 7 **EXAM** Write an email of complaint responding to one of the following situations.

- A national newspaper criticized young people for taking themselves too seriously, and for being too sensitive about certain social issues.
- A popular comedian made racist jokes on social media.
- A politician suggested there should be no social restrictions to control a virus that only seriously affects elderly people.

- 8 Choose one of the topics from Ex 7 and make notes about why the person's attitude or the advertisement is wrong.

- 9 **CHECK YOUR WORK** Did you:

- think about the purpose of each paragraph?
- make sure the reason for your complaint is clear?
- use forceful expressions from Ex 5. and Ex 6?
- use inversion for emphasis?
- check your spelling and grammar mistakes?

## Grammar

- 1 Complete the sentences with the words and phrases below. There are two phrases that you do not need.

as long as even if had he hadn't done if anything  
if not if so wasn't for wouldn't be wouldn't have

Do you want to know what you can learn from gaming? <sup>1</sup> \_\_\_\_\_, you might enjoy reading Nicolas Cole's book *Confessions of a Teenage Gamer*. Cole believes that if it <sup>2</sup> \_\_\_\_\_ gaming, he <sup>3</sup> \_\_\_\_\_ the position in marketing that he has today. In the book, Cole mentions a few life lessons that he has learned. To begin with, says Cole, playing with others teaches responsibility. You'll be welcome in multiplayer games <sup>4</sup> \_\_\_\_\_ you're punctual and respect the rules. Gaming also teaches that competing with others doesn't help you improve. <sup>5</sup> \_\_\_\_\_, it'll frustrate you. <sup>6</sup> \_\_\_\_\_ you're the best in your group, there'll always be somebody better online, so it's best to compete with just one person, yourself. Furthermore, Cole also believes <sup>7</sup> \_\_\_\_\_ just focused on winning instead of learning when he was a novice, he <sup>8</sup> \_\_\_\_\_ one of the world's best gamers today. Learning, he says, is much more likely to lead to success.

- 2 Use inversions of subject and verb to rewrite the sentences.

- If I had known the truth, I wouldn't have felt insecure.  
Had \_\_\_\_\_.
- We rarely play games online together.  
Rarely \_\_\_\_\_.
- If she should see Max, she'll be tactful.  
Should \_\_\_\_\_.
- If I was more assertive, I would have told him to stop.  
Were \_\_\_\_\_.
- He wouldn't recognise his flaws under any circumstances.  
Under \_\_\_\_\_.
- Yasmin was not only kind, but she also showed empathy.  
Not \_\_\_\_\_.
- I have never studied so much for an exam.  
Never \_\_\_\_\_.
- Senyo was so upset that he refused to accept Jo's apology.  
So \_\_\_\_\_.

## Vocabulary

- 3 Complete the sentences with the words and expressions.

contributor empower geek grassroots lag behind  
novice peer-to-peer transferable skills

- \_\_\_\_\_ refers to using your computer to share data, documents, etc. with other computer users.
- To \_\_\_\_\_ someone means to give them more control over their own life.
- \_\_\_\_\_ are abilities used in different jobs.
- A \_\_\_\_\_ is a person who has little experience.
- The \_\_\_\_\_ of society are the ordinary people who form the main part of it.

- A \_\_\_\_\_ is a person who creates content for a website, book or publication.
- A \_\_\_\_\_ is a person who is very interested in a particular subject and knows a lot about it.
- To \_\_\_\_\_ means to move or develop at a slower speed than others.

- 4 Choose the correct option.

- His argument was full of **attributes** / **potential** / **flaws**, and it contradicted itself.
- I feel very **insecure** / **worthless** / **assertive** about speaking in public and get very nervous about doing it.
- You need to be **self-critical** / **proactive** / **considerate** and make things happen instead of waiting for them to happen.
- We should try to have **affirmation** / **empathy** / **perception** for other people and imagine what their lives must be like.
- He's a player with **flaws** / **attributes** / **potential** but he needs to train harder if he wants to develop in the future.
- Patience is a(n) **attribute** / **affirmation** / **perception** we all need if we want to succeed.

## Cumulative review

- 5 **EXAM** Complete the conversation with one word in each gap.

Ali What's up, Mo?

Mo I just feel a bit fed up 😞. Never <sup>1</sup> \_\_\_\_\_ I worried so much about my friendships.

Ali What? You've got lots of friends!

Mo I knew you'd say that! You're always so <sup>2</sup> \_\_\_\_\_ about other people's feelings!

Ali Well, I went through a period like that last month. <sup>3</sup> \_\_\_\_\_ if something went well, I would analyse and question it. I suppose I felt a bit <sup>4</sup> \_\_\_\_\_.

Mo That's how I feel, especially when with friends. Rarely <sup>5</sup> \_\_\_\_\_ they seem genuine to me, especially online. But you feel fine now, don't you?

Ali Yeah. My teacher suggested I should write down my problems and think about how to solve them. No <sup>6</sup> \_\_\_\_\_ had I started, than all these thoughts came out and when I read them back, I had a different <sup>7</sup> \_\_\_\_\_ of them; things didn't seem quite so bad. To be honest, the experience <sup>8</sup> \_\_\_\_\_ me and made me feel I had control. It gave me a different <sup>9</sup> \_\_\_\_\_, and now I look at things more positively.

Mo 😊 Ok, it sounds a bit weird, but I'll give it a go.

Ali 🙌 Go for it! If I hadn't written it, I <sup>10</sup> \_\_\_\_\_ feel as well as I do now.

## Think & share

- 6 **EXAM** Work in pairs. Complete the sentences so that they are true for you. Discuss your answers.

- When a friend has a problem, I usually ...
- The good / bad thing about doing this is ...
- In the future, I will try ...

## Listening

## EXAM STRATEGY

When you have a listening task, always read the question carefully, and think about who is talking and whether you need to listen for an opinion, an attitude, a feeling or a fact. This will help you to understand the answer options, and prepare you to listen for the right information.

- 1 Read the **strategy** above. Then read the exam task in Ex 2. Identify what you need to listen for.
- 2 **0.00** For questions 1–6, listen and choose the answer (A, B, C or D) which fits best according to what you hear. You will hear three different extracts. There are two questions for each extract.

## Extract one

You hear two friends discussing how one has been feeling.

- 1 Why does the man mention his job at the bookshop?
  - A to explain why he has no confidence
  - B to try to cheer her up
  - C to show that he understands her feelings
  - D to demonstrate his ability to make friends
- 2 How does the woman respond to what he says?
  - A She tells him he should be more honest.
  - B She objects to him comparing himself to her.
  - C She spells out why she doesn't agree with him.
  - D She feels resentful that he misunderstands her.

## Extract two

You hear two friends discussing an advert for voluntary work.

- 3 What aspect of the situation do the friends agree about?
  - A The man has already done sufficient research into it.
  - B The man has a lot to offer by volunteering.
  - C There is potential for the situation to change suddenly.
  - D The time isn't right to get involved.
- 4 What is the woman doing during the conversation?
  - A encouraging the man to think about the consequences of his decision
  - B insisting the man doesn't commit himself to the job
  - C criticising the man for not being considerate enough
  - D contradicting the man's view of the current situation

## Extract three

You hear two friends discussing favourite novels.

- 5 What is the woman's opinion about favourite novels?
  - A People tend to change their minds too often.
  - B Certain novels will always stand out from the crowd.
  - C Our idea of a favourite novel changes with time.
  - D Different genres aren't impossible to compare.
- 6 Why does the man mention *Brave New World*?
  - A to give an example of one of his favourite books
  - B to say film adaptations are better than books
  - C to justify his preference for science fiction
  - C to demonstrate that he agrees with his friend

## Use of English

## EXAM STRATEGY

When you do a cloze task, read the whole text first and look at each gap carefully. Decide if the sentence is testing grammar or vocabulary. Then think about the correct form of each missing word, based on the words before and after the gap.

- 3 Read the **strategy** above then read the exam task in Ex 4. Look at the first gap. Is it testing grammar or vocabulary? Look at the whole sentence and choose the correct word to fill the gap.
- 4 Read the text below and think of the word which best fits each gap 2–10. Use only one word in each gap.



## Stereotypes and prejudice

Stereotypes and prejudice are two things which often go hand in hand. But why is it that we form these ideas, <sup>1</sup> \_\_\_\_\_ though we know they can be damaging? According to experts, humans need to form mental categories in <sup>2</sup> \_\_\_\_\_ to understand the world around them – and that includes people along with ideas and objects. The amount of information that we are required to deal with on a daily basis makes it impossible to analyse all of it in a logical and sensible way. As a <sup>3</sup> \_\_\_\_\_, if we are to interact successfully with other people, we tend to categorise <sup>4</sup> \_\_\_\_\_ into groups. Two of the most typical categories we form <sup>5</sup> \_\_\_\_\_ based on whether others are male or female and how old they are. Unfortunately, once these prejudices exist, <sup>6</sup> \_\_\_\_\_ can be very difficult to break through them. Some research also suggests that we see bigger differences between particular groups <sup>7</sup> \_\_\_\_\_ between others. This is particularly the case with groups that we do not include <sup>8</sup> \_\_\_\_\_ in. While we believe that there is more independent thought and behaviour within groups that we belong to, we think of people in outside groups as being very similar to <sup>9</sup> \_\_\_\_\_ other. One way of reducing potentially damaging social prejudices is therefore <sup>10</sup> \_\_\_\_\_ encourage contact with people from a range of social groups.

## Reading

### EXAM STRATEGY

When completing gapped texts, you will need to look for general clues and specific information. Look at the topic of the sentences either side of the gap, key words, pronouns and use of tenses.

- 5  Read the **strategy** above then read the exam task in Ex 6. Read the first paragraph and identify the key information from the strategy. Which sentence (A–H) matches all this information?
- 6 Six sentences have been removed from the article. Choose which sentence (A–H) fills each gap (2–6). There are two extra sentences which you do not need to use.

### Dystopian fiction

How can we explain the appeal of dystopian fiction? After all, by its very nature, it can be deeply depressing. War, a lack of human rights, brutal oppression by the state and environmental ruin are just some of its more ‘popular’ elements. <sup>1</sup>\_\_\_ But the feel-good nature of these utopian stories often doesn’t ring true and what appeals to one person will be someone else’s nightmare.

It can be argued that it’s part of human nature to want to think about negative scenarios. <sup>2</sup>\_\_\_ If we have already rehearsed these feelings through other people, we will be better equipped to handle our own emotions and reactions. This may explain why teenagers tend to be fans of dystopian stories. Each new generation grows up facing a different set of external threats, and dystopian fiction helps them to consider certain scenarios without having to live through them. <sup>3</sup>\_\_\_ Another reason for its particular appeal to them may simply be that dystopian stories tend to be more engaging and exciting.

And naturally we like to identify with the heroes in these stories. They exhibit qualities that many of us aspire to and they give us a more positive outlook. <sup>4</sup>\_\_\_ Generally, not all the main characters do and another part of the appeal of dystopian literature is wondering who will still be there at the end. There is no guarantee that good will win and bad will fail.

Finally, dystopian stories not only reflect humanity and its needs and imperfections, but they also cast a light on our existing society. <sup>5</sup>\_\_\_ As well as focusing on what we need to avoid, they can show us how to prevent the worst from happening. Whether they have the power to push society into actually taking action is another matter. <sup>6</sup>\_\_\_ Because no matter how imperfect it may be, it is always preferable to the ones this genre depicts.

- A They highlight current dangers and show us what might happen if the issues we face now are allowed to run out of control.
- B Thinking about unhappiness, without having to experience it, may be a way of learning how to respond when bad things happen in real life.

- C But at least in the short term they can make us feel better about our world as it is today.
- D Their potential to influence us may have been underestimated until recently.
- E Of course, not everyone is a fan and many people prefer the more comforting elements of fantasy and romance.
- F We imagine ourselves in their position and if we would behave like them – and whether we would survive.
- G In the long run, it provides teens with the perfect opportunity to air their grievances.
- H For young people, this type of fiction may also reflect their own internal sense of insecurity and fear of change.

## Speaking

### EXAM STRATEGY

In a discussion task, listen carefully when your partner is speaking. You will need to respond to what they say by agreeing, disagreeing or adding information. Use appropriate phrases such as *I agree/disagree ...*, *That’s true ...*, *I (don’t) think that ...*

- 7  Read the **strategy** above. Then complete these responses.
- Yes, I think you’re \_\_\_\_\_ about that.
  - However, in my \_\_\_\_\_ ...
  - I’m afraid I can’t \_\_\_\_\_ with you.
  - Perhaps, but on the other \_\_\_\_\_ ...
- 8  **Work in pairs.** You are going to talk to each other about the ideas below. Imagine the following situation.

You want to do something to help poorer people in your community. Talk to your English-speaking friend about the benefits of each of these ideas:

- giving money to charity
- doing some voluntary work
- organising a campaign

## Writing

### EXAM STRATEGY

In a report, you need to cover all the points specified. Think of ideas that you could mention for each of the points. Then organise your writing into paragraphs with one paragraph for each of the points in the task.

- 9  Read the **strategy** above. Then look at the exam task in Ex 10. Make notes, organise your ideas into paragraphs and think of a heading for each paragraph.
- 10 Write a report for your teacher about an online community that you know about. Your report should explain what the purpose of the online community is and who it is for, its positive and negative aspects, and whether you would recommend it to other people.