

# 5

**VOCABULARY**  
Participatory culture  
Boosting self-esteem

**GRAMMAR**  
Conditionals  
Inversion of subject  
and verb

**LISTENING**  
Podcast about breaking  
cultural barriers

**READING**  
Article about lying

**GLOBAL SKILLS**  
Dealing with your  
unconscious bias

**SPEAKING**  
Comparing and  
contrasting photos

**WRITING**  
An email of complaint

**VISION 360°** LS  
A guide on how to be a good tourist

**VOCABULARY BOOSTER** P124

**GRAMMAR BOOSTER** P140-141

## 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 **5.01** 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 learning how to write fan fiction.
- D Online communities encourage people to spend too much time looking at a screen instead of reading books.



3 **5.01** Watch or listen again. Answer the questions.

- 1 How does Kaya counter the argument that screen time can be suspect?
- 2 How has Darius become more creative since he joined an online forum?
- 3 What do fan fiction writers have to do to ensure that their work is legal?
- 4 According to Amira, what important skills do multiplayer games help to develop?
- 5 According to Darius, how could the education system be improved?

- 4 **REAL ENGLISH** Decide if the statements are true (T) or false (F). 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 regarded with suspicion.
  - 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 about what they are trying to achieve.
- 5 **VOCABULARY** Copy and complete the text about a fan fiction site with the correct form of the words and phrases 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 (1.) related to books, series, films, video games, etc. Over 12 million users are (2.) the site and they write in over 40 languages. Writers can discuss their work with other authors in (3.) forums. They can also receive (4.) from Beta readers, who have their own page on the site. Beta readers have a useful part to play, looking over a story before a writer posts it publicly, checking it for grammar, spelling, plot holes, etc. Many of the community pages encourage (5.) to (6.) and write freely without worrying about uploading their first efforts. If you're a writing (7.), but not into fan fiction, then fanfiction.net has a sister site, FictionPress.com, where (8.) work on writing based on their own original ideas.

- 6 **VOCABULARY** Work in pairs. Check the meanings of the words and phrases below and use them to copy and complete the questions. Then discuss the questions.


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

- 1 Why do parents and teachers worry about children's (...)? Do you think there is a difference if it is on TV, a tablet or a phone?
  - 2 If you participate in an online community, what (...) might you learn that you could apply to your life?
  - 3 How can digital media help people to participate more effectively 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?
- 7 **VOCABULARY** Copy and complete the sentences so that they are true for you. Work in pairs. 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 blogs ... is ... because ...
  - 8 It's fine to pursue your interests as long as ...
- 8 **THINK & SHARE** Work in groups. Complete the table with four more pros and cons of 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?



### Gaming and mental health

In 2019, the World Health Organization (WHO) recognised that gaming disorder existed. 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 to have a link to mental health issues. But in 2020, the WHO updated its position, 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 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.

GRAMMAR BOOSTER P140

- 3 Copy and complete the sentences with the words below. You do not need to use three of them.

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 help.
- (...) 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 online fan base, the TV series would have been forgotten.

- 4 Copy and complete the rules for mixed conditionals using the words below.

past perfect present simple

#### Mixed conditionals


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

- A hypothetical situation in the past with a (.1.) result.  
*If* clause (*If* + past (.2.)) + 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 (.3.) result.  
*If* clause (*If* + past (.4.)) + result clause (*would have* + past participle)  
*If you were more interested in money, I would have said 'yes'.*

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- 5 In your notebook, 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  Copy and complete the sentences with mixed conditionals so that they are true for you. Work in pairs. Compare your answers.

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

- 7  **THINK & SHARE** 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 the factsheet about areas of inequality for women across the world. How do you think the situation could be improved?

Women spend **twice** as much time as men on domestic work.

**25%** of the world's politicians are women.

Less than **20%** 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.

**75%** of unpaid care is done by women.

Women work **66%** of the world's working hours.

- 2 **5.02** Listen to the introduction to a podcast. In your notebook, correct the mistakes in each sentence.
- Maisy has two grandchildren.
  - Maisy's husband shared the responsibility for bringing up their children.
  - Maisy joined a support group for women like herself.
  - It's a Woman's World* is a hit song by James Brown.
  - The podcast discusses three traditional women's communities.
  - 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 **5.03 PRONUNCIATION** Work in pairs. Read the Pronunciation box. Read and copy the sentences from the introduction to the podcast and cross out the words that contain weak forms. Listen and check.
- She was a loving mum, but she was also incredibly independent.
  - I would have a very different image of her today.
  - This all took place in the 1960s.
  - We look at three communities of women.
  - 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 **5.04** Read the **strategy**. Listen to the second part of the podcast. In your notebook, match photos A–C above to the women in the table below. Complete the table with the main ideas and two or three supporting ideas for each group of women.

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

- 5 **5.04** Listen again. In your notebook, match sentences 1–8 to the Haenyeo, the Richard Mille Racing Team or the Khasi. There are two sentences that don't match.
- Some people would like to change their current status in the community. (...)
  - This community has opened up to men and welcomes them as members. (...)
  - These women have taken on opponents and beaten them. (...)
  - The outlook for this group of people is unfavourable because of changing circumstances. (...)
  - The activities these women are engaged in can be life-threatening. (...)
  - These women have reached a deal with the government to give them some political power. (...)
  - These women received help to build their credibility. (...)
  - Some members of this group acquire certain rights purely because of their age. (...)
- 6 **MEDIATION** Work in groups of four. Do some online research for improving equality between women and men in the areas below and make notes. Then report back to your group.

education entertainment media  
politics relationships science sport

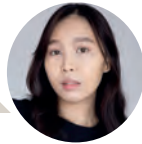
- 7 Work in groups. Discuss the suggestions and choose the best five. Explain your reasons for choosing them.

## 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?



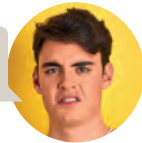
I sometimes make mistakes, but hey, so does everybody else!



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?

## 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! We all have **flaws**, but constantly focusing on them can make you feel **worthless** and lead you to seriously **underestimate** what you are capable of.



### Recognise your abilities

Instead of negative self-talk, focus on your strengths and positive attributes. Spend a few minutes writing down as many positive **affirmations** about yourself as you can. Not only might you be surprised at how many great attributes you have, but you could also discover ones you hadn't recognised in yourself before!



### Don't compare

Only by spending a lot of time with people can we ever really know them, so why be taken in by the profiles displayed online? Ignore them! Comparisons with exaggerated and probably untrue claims can make us feel **insecure**, or worse, like failures. The fact is that nobody can **live up to the unrealistic expectations** created by social media.



### Develop empathy

Being **considerate** about other people's feelings will also help you understand your own. Little do we realise that a comment that wouldn't bother us might be hurtful to another person. Often that's because they have a different **perception** of life from us, so try to be **tactful** in what you say. Give friends and strangers a helping hand; this will help you see things from their point of view and will also make you feel more positive about yourself.



### Look after yourself

It's a fact that regular exercise has the **potential** to improve our self-esteem. 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 feel more confident and **assertive**.

- 4 Work in pairs. In your notebook, write your own paragraph to add to the infographic. Use your own ideas or the ideas below.

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

- 5 **VOCABULARY** Check the meaning of the words and phrases in **bold**. Then discuss the questions.



- 1 Do you think it is true that everybody has the **potential** to succeed in what they want to do?
- 2 Do you think your parents' generation have an accurate **perception** of what life is like for your generation?
- 3 Which is more likely to encourage a person to push themselves to improve: constant **affirmation** that they are doing well or constant criticism?
- 4 How much pressure is there for young people to **live up to the unrealistic expectations** created by social media?
- 5 Do you have any belongings that others consider to be **worthless**, but that are important to you?
- 6 What makes us sometimes **underestimate** other people's abilities?
- 7 What character **flaws** do you find it easiest to ignore or forgive in others?

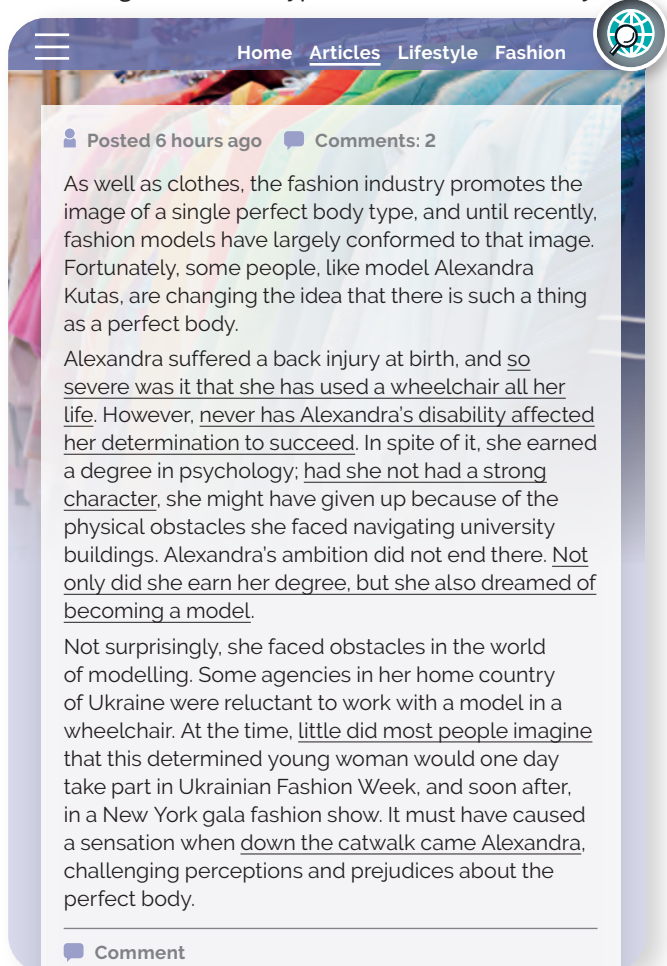
- 6 **VOCABULARY** In your notebook, match **highlighted** words from the infographic in Ex 3 to statements 1–6.

- 1 I don't feel confident about myself or about how others see me.
- 2 I try hard not to hurt other people's feelings and to anticipate what they might need or like.
- 3 I always find fault with my own work, even when teachers and classmates say it's good.
- 4 I don't wait for things to happen; I prefer to make them happen.
- 5 I'm always careful not to say or do anything that will upset people.
- 6 I often express myself with confidence and people often take notice of what I say.

- 7 **THINK & SHARE** Work in pairs. Use vocabulary from the infographic to tell your partner about three situations in which you didn't behave or act as you should have done. Then listen to your partner's situations and suggest how they could make amends.
- 8 Your friend is worried they are not as good as others in schoolwork and sports. Send them a message to boost their self-esteem, using ideas in the infographic and your own words.

## Inversion of subject and verb

-  **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?
-  Read the article. How has Alexandra Kutas challenged the stereotypes of the fashion industry?



Home Articles Lifestyle Fashion

Posted 6 hours ago Comments: 2

As well as clothes, the fashion industry promotes the image of a single perfect body type, and until recently, fashion models have largely conformed to that image. Fortunately, some people, like model Alexandra Kutas, are changing the idea that there is such a thing as a perfect body.

Alexandra suffered a back injury at birth, and so severe was it that she has used a wheelchair all her life. However, never has Alexandra's disability affected her determination to succeed. In spite of it, she earned 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. Alexandra's ambition did not end there. Not only did she earn her degree, but she also dreamed of becoming a model.

Not surprisingly, she faced obstacles in the world of modelling. Some agencies in her home country of Ukraine were reluctant to work with a model in a wheelchair. At the time, little did most people imagine that this determined young woman would one day take part in Ukrainian Fashion Week, and soon after, in a New York gala fashion show. It must have caused a sensation when down the catwalk came Alexandra, challenging perceptions and prejudices about the perfect body.

Comment

- Choose the correct alternatives to complete the rules. Use the underlined sentences in Ex 2 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 the correct form of <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 / frequency** in this way.
- The use of inversion makes a sentence sound more <sup>8</sup>**formal / informal**.

GRAMMAR BOOSTER P141



- In your notebook, rewrite the sentences. Start the new sentence with the underlined word or expression.
  - The rain came down just as they started the photo shoot.
  - The singer rarely appears in public these days.
  - Ally's career prospects have never been at stake.
  - Fans little realise how difficult it is for a celebrity to live up to their expectations.
  - Darren was so shy that we underestimated his talent.
  - If I had known that everyone was having problems, I wouldn't have been so self-critical.
- In your notebook, 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.*
- He hasn't done this at any point in his life.  
*At no point in his life has he (ever) done this.*

### GRAMMAR BOOSTER P141




- The holiday didn't live up to our expectations at any time.
  - Ashok felt overwhelmed, and he also felt vulnerable.
  - They haven't got an online presence anywhere.
  - My best friend is assertive and she's proactive, too.
  - Dara shouldn't use artistic licence under any circumstances.
  - As soon as I wrote the tactless comment, I regretted it.
-  **5.05**  Listen to an extract from a podcast about the fashion industry and copy and complete the summary. Use one, two or three words in each gap.

### Summary

Models, (.1.) and photographers are not the only people involved in fashion, and most aspects of the fashion industry are far from (.2.). The majority of people have to put up with (.3.) that would be considered intolerable by those who work in an (.4.) environment. Many are also (.5.), so they must constantly look for a new (.6.). However, things are changing. Fashion designers no longer dictate what people wear, and the impact of (.7.) has increased. Fashion brands now need to bear their customers' (.8.) in mind in order to meet their needs. In the near future, they will also need to make the online shopping experience more (.9.) and even use (.10.) reality to create fashion shows. These changes will almost certainly affect workers in the industry, for better or worse.

- Use inversion to write three statements about what the fashion industry should and shouldn't do when advertising its products.  
*Under no circumstances should the fashion industry use sexist images.*
-   Share your statements with the class. Vote on 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   **5.06** 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 answer: A, B, C or D.
- 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 Shelley 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 is generally accepted that this is 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.



The affirmation that lying might be important for social interaction is perhaps difficult to accept when it is generally agreed that liars are 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.

### 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*

#### 4 Read the **strategy**. Decide if the statements about the writer's intentions in the article are true (T) or false (F). Which words or phrases helped you identify hedging?

The writer is absolutely sure that ...

- most people 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. Discuss 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** Copy and complete the sentences with the correct form of the **highlighted** phrases in the article.

- The workers didn't want to put up with bad pay and terrible working conditions any more, so they took to the streets to (...).
- If you carry on taking such big risks, you are bound to (...) one day.
- The project was a failure, and they blamed each other for it. In fact, they had a (...).
- The employee discovered a document that was so shocking that she decided she couldn't (...), so she leaked it to a newspaper.
- The Prime Minister tried to continue in his position, but a series of bad decisions eventually (...).
- My flight was delayed by six hours. Then, (...), the airline lost my luggage and it was three days before they found it!
- The criminal (...) to account for his actions, but under questioning, the inconsistencies were soon discovered and he was found guilty.
- I know you've had a series of disappointments, but good times (...).

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



## Dealing with your unconscious bias



- THINK & SHARE** 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?
- 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?

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

- 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   patriotism   racism   sexism

**A** A study has revealed that some European primary school teachers sometimes display **ignorance** of 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. 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 over 1,000 job vacancies, researchers sent two CVs out to the employers for each vacancy. Both candidates were of a similar age 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. A quarter 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.

- Work in pairs. Discuss which study was the most / least surprising. Why?
- 5.07** Listen to a presentation on dealing with your prejudices. Answer the questions.
  - Who does the speaker say it is acceptable to 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?

- Work in pairs. How easy do you think it would be to follow the three steps described in the presentation in Ex 5? What problems might you encounter?

- VOCABULARY** Check the meaning of the highlighted words in the article. Choose the correct alternative.
  - Racial **prejudice** / **ignorance** is often a product of a lack of information about other people's cultures and customs.
  - There is a lot of unreasonable **discrimination** / **tolerance** against the over 50s in the job market.
  - Gender **biases** / **stereotypes** are becoming obsolete as both men and women are freer to behave in a way which was once regarded as unsuitable.
  - People who claim to be broadminded have very low **discrimination** / **tolerance** of the opinions of others.
  - Newspapers often have a clear political **bias** / **stereotype** in favour of one party.
  - Many politicians show real **ignorance** / **discrimination** of the problems faced by ordinary people.

- Work in pairs. Say if you agree or disagree with the statements in Ex 7. Give reasons for your answers.

- VOCABULARY** Find the phrasal verbs in the summaries in Ex 3. Then copy and complete the sentences with the correct form of the phrasal verbs using the definitions in brackets to help you.

call in   end up   fall behind   get away with  
keep up (with)   put up with   send out

- Abe and Erica (...) the invitations to their wedding a week ago. (post)
- The police (...) to the stadium to deal with unruly spectators. (ask for sb's services)
- He thought he could (...) his appalling behaviour, but he was wrong. (do something wrong and not be punished for it)
- Kiara was off school for weeks, so she (...) with her work. (fail to keep level with sb/sth)
- Employees shouldn't have to (...) racist or sexist comments from other people at work. (accept sb/sth that is annoying, unpleasant, without complaining)
- Alex will (...) with no friends if he doesn't stop being aggressive. (to find yourself in a place or situation at the end of a process or period of time)
- If you don't make more of an effort, you won't be able to (...) the rest of the class. (to make progress at the same rate as sb/sth)
- MEDIATION EXAM** Your friend is interested in how unconscious biases operate but missed the lesson. Send them a message summarising:
 

how unconscious biases can play a role in education, in the workplace and in society's view of the elderly, and how people can learn to overcome them.
- THINK & SHARE** Work in groups. Think of a recent example of unconscious bias and discuss why this occurs and what can be done to deal with it 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 Is there a difference between being poor in a poor country or in a rich country? Why? / Why not?



- 2 **5.08** 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 photo A?
  - 5 What contrast does he remark on in photo C?
  - 6 What does he say are the related but different aspects of poverty in cities shown in the photos?
  - 7 What message about society do both photos present?
- 3 **5.08** Listen again. Which of the phrases from the **Phrasebook** below does the student use?

### PHRASEBOOK Comparing and contrasting

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

### STRATEGY Making deductions

When we talk about photos, we often guess or make deductions about the situations they illustrate. To do this, we can use:

- *must / can't / might / may / could* + infinitive without *to*, e.g. *Anyone who lives in a tent like this must be homeless.*
- *must / can't / might / may / could* + *have* + past participle, e.g. *The other photo might have been taken in a US city.*
- *look / seem / appear* + adjective, e.g. *The woman seems indifferent to the man.*
- *seem / appear* + infinitive with *to* / perfect infinitive, e.g. *The photos appear to have been taken in similar parts of the world.*
- *look like* + noun, e.g. *They look like luxurious modern apartment buildings.*
- *look as if* + clause, e.g. *The man looks as if he's given up on life.*

- 4 Read the **strategy**. In your notebook, rewrite the sentences as deductions about the photos in Ex 1. Use the words in brackets.

#### Photo A

- 1 The woman is in a hurry. (look)
- 2 She has been shopping because she's carrying shopping bags. (must)
- 3 The homeless man is cold and hungry. (seem)
- 4 He started begging when he lost his job. (might)

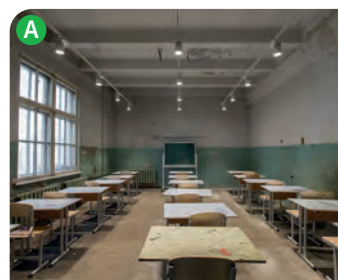
#### Photo B

- 5 The people serving behind the counter are volunteers. (like)
- 6 The man being served is here because he can't afford to buy food. (must)

#### Photo C

- 7 The tents were put up on the pavement because there was no other place for them. (appear)
- 8 Living in a tent in a city is dangerous. (look)
- 9 The bicycle near the tent belongs to one of the homeless people. (like)

- 5 **EXAM** Work in pairs. Follow the instructions.




- Student A, compare and contrast the two photos above. Use phrases from the Phrasebook and the strategy.
- Student B, listen to your partner. Which phrases from the Phrasebook and strategy do they use? What can you add to their comparison?

- 6 Work in pairs. Go to page 151 and follow the instructions.

- 7 **REFLECT** Work in pairs. Discuss the task. Did you ...
- briefly describe each photo and compare the two?
  - give your opinion about inequality?
  - use a variety of phrases from the **Phrasebook**?

## An email of complaint

- 1  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?



- 2 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 offensive content of the advertising campaign for your new range of household electrical appliances, which has been widely viewed online and broadcast on television.
- B** Rarely have I been so appalled by an advertising campaign. The images of a woman doing menial household tasks while her male partner lies on a sofa show that your company is completely out of touch with the radical changes that have taken place in society in the past decades. If nothing else, your advert displays an inexcusably sexist perspective of a woman's place in society. This is all the more deplorable as it suggests that women should continue to conform to an outdated stereotype even though they have a career or job outside the home.
- C** While I accept that one letter from an angry ex-customer is unlikely to lead to a change to your current advertising campaign, I can assure you that I am not alone in expressing my displeasure, and countless other women and men are equally unwilling to tolerate such blatant sexism. As a result, a boycott of your goods is currently being organised, and an online petition has been established, asking the advertising authority to investigate your campaign.
- D** I look forward to your prompt response and hope that you will reassess your advertising strategy in the very near future.

Yours faithfully,

Sean Barrett

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

- 3 Read the email again. Answer the questions in your notebook. 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? (...)

- 4 Read the **Phrasebook**. Then copy and complete it with the **highlighted** phrases from the email.

### PHRASEBOOK An email of complaint

#### Opening statement

(1)

I am writing to express my disappointment with ...

I am writing to draw your attention to ...

#### Expressing disappointment

(2)

(3)

I am bitterly disappointed by ...

#### Outlining action

(4)

(5)

I shall have no alternative but to ...

Should we receive no response, we will be obliged to ...

#### Signing off



(6)

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.

- 5  Work in pairs. Read the **strategy**. Rewrite the statements replacing the underlined words with more forceful vocabulary underlined in Ex 2. Discuss the statements. Do you agree or disagree? Why? / Why not?
- 1 People make very annoying comments on social media that they would probably not otherwise make.
  - 2 We are so used to reading and hearing about terrible events that no one is genuinely shocked by anything any more.
  - 3 The status of women has been the most important change in society over the last hundred years.
  - 4 Housework is not an unimportant job, so should be paid.
  - 5 Cruelty to animals is the most unacceptable behaviour imaginable.
  - 6 The view of women as the weaker sex is ridiculously old-fashioned.
  - 7 All politicians believe they can tell obvious lies and get away with them.
  - 8 Only quick action now can save the planet from disaster.
  - 9 There are many reasons why we are complaining.
- 6 **EXAM** Write an email of complaint responding to one of the following situations.
- A national newspaper criticised young people 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.
- 7  **CHECK YOUR WORK** Did you ...
- think about the purpose of each paragraph?
  - make sure the reason for your complaint is clear?
  - use forceful phrases from Ex 5?
  - use inversion for emphasis?
  - check your email for spelling and grammar mistakes?

## Grammar

- 1 Copy and complete the sentences with the words and phrases below. There are two that you do not need to use.

anything as long as but even  
for had not so wouldn't (x2)

Do you want to know what you can learn from gaming? If (1.), you might enjoy reading Nicolas Cole's book *Confessions of a Teenage Gamer*. Cole believes that if it wasn't (2.) gaming, he (3.) have the position in marketing that he has today.

In the book, Cole mentions a few life lessons that he has learned. To begin with, he says, playing with others teaches responsibility. You'll be welcome in multiplayer games only (4.) you're punctual and respect the rules. Gaming also teaches that competing with others doesn't help you improve. If (5.), it'll frustrate you. (6.) if you're the best in your group, there'll always be someone better online, so it's best to compete with just one person, yourself.

Furthermore, Cole also believes that (7.) he focused just on winning instead of learning when he was a novice, he (8.) be 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 in your notebook.

- If I had known the truth, I wouldn't have felt insecure.  
Had (...).
- We rarely play games online together.  
Rarely (...).
- If she should see Eva, 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 Copy and complete the sentences with the words and phrases.

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.
- If you (...) someone, you give them more control over their own life.
- (...) are abilities used in different jobs.

- A (...) is a person who has little experience of a skill or a job.
- 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 alternative.

- His argument was full of **empathy** / **potential** / **flaws**, and he contradicted himself.
- I feel **insecure** / **worthless** / **assertive** about speaking in public and get very nervous about doing it.
- You need to be **self-critical** / **proactive** / **considerate**. Make things happen; don't wait for them to do so.
- Unless we have **affirmation** / **empathy** / **perception** for other people, it is difficult to imagine what their lives must be like.
- He's a player with **flaws** / **perception** / **potential**, but he needs to train harder if he wants to develop in the future.

## Cumulative review

- 5 **EXAM** Copy and complete the article with one word in each gap.

Are you panicking because your exams are soon and you know you're going to fail? If (1.), now is the time to seek help. Thousands of students in their final year of school are feeling the same way, but don't suffer in silence. Speak to someone you trust, a parent, a teacher or a good friend, and get an alternative (2.) on your problem.

Max was a good student, but his last year of school had not begun well. Not (3.) was he struggling with his maths, but he was also starting to lag (4.) with his other subjects. Luckily, he decided to take a (5.) approach and discuss his concerns with a teacher. She suggested that he might benefit from a few extra lessons, and offered to help him after class if (6.).

'Speaking to my teacher was the best thing I ever did,' says Max. She explained that (7.) if I did fail, it wouldn't be the end of the world. She also said I shouldn't (8.) myself, and she was sure I'd do better than I thought. And do you know something? She was right. I ended up passing all my exams. If I hadn't spoken to Mrs Hale, I (9.) be starting university next autumn.'

## Think & share

- 6 **EXAM** Work in pairs. Copy and 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 ...

# Tourism: A force for good?



## Unit 5 360° hotspots



- 1 **THINK & SHARE** Why do people travel to other places on holiday? Think of as many reasons as you can.

### EXPLORE



Access the interactive 360° content now!

- 2 **Work in pairs.** Explore the photo of Venice. Why do you think there are so many people there? How do you think they are feeling? Would you like to be there?
- 3 **ALL HOTSPOTS** Explore the hotspots. In which hotspots can you find examples of the following?
- different opinions about tourism
  - statistics about tourist numbers
  - a story about online reviews
  - a website for a holiday apartment
  - information on how to be a good tourist
- 4 **Watch the video about tourism today.** What do these numbers refer to?
- 1.32 billion
  - 5%
  - \$8.27 trillion
  - 51
  - 33 / 1
- 5 **Work in groups.** Look at the infographic on sustainable tourism. Choose three dos and three don'ts. Talk about why they are important. Can you think of any more things to add?
- 6 **Look at the advert for a holiday apartment in Venice.** Would you like to stay here? What do you think are the pros and cons of staying in someone's home on holiday?
- 7 **Listen to people talking about the business of renting people's homes on holiday.** In your notebook, match the questions to the speakers (A–D). There is one question you don't need.
- Which speaker ...
- believes it can be positive for both locals and tourists?
  - has experienced the negative side of it themselves?
  - believes it can do more harm than good to local communities?
  - has rented out their own home to tourists?
  - says that it has enabled him to do something he wouldn't have had the money to do otherwise?
- 8 **Work in pairs.** Which speakers from Ex 7 do you most agree with? Why?



LS Learning Situation

- 9 Listen to the story of a restaurant called 'The Shed at Dulwich'. Answer the questions.
- 1 What was 'The Shed' really?
  - 2 Who created 'The Shed'?
  - 3 Where did he register 'The Shed'?
  - 4 How did his friends help make 'The Shed' well-known?
  - 5 What did the podcast host think was 'unbelievable'?
  - 6 What happened when people were told the restaurant was fully booked for months?
  - 7 What does the host say we should learn from the story of 'The Shed'?
- 10 Work in pairs. Choose a café or restaurant in your area. Then go online and find some reviews about it. Are they accurate? Tell the class about the place, the reviews and what you think about it.
- 11 **THINK & SHARE** Work in pairs. Imagine you are going on holiday. Talk about three things you have learned from this lesson that you would and wouldn't do.

**CREATE ... a guide on how to be a good tourist**

**STEP 1**

Work in groups. Think about some of things you would recommend to tourists visiting your country. Use the following ideas to help you. Decide on four things.

accommodation   festivals   food and drink   historical sites  
shopping   tourist attractions   transport

**STEP 2**

**RESEARCH IT!**

Go online and do some research into the things you have chosen. Find photos of the places and find out about:

- places to go
- locations, opening times, prices, tips
- how these places support sustainable tourism

**STEP 3**

Talk about what else tourists should consider when visiting your country. Discuss:

- local manners, customs, etc.
- how to dress
- what type of behaviour is not acceptable
- some useful words and phrases to learn

**STEP 4**

Decide how you want to present your sustainable tourism guide to your country. It could be as a poster, presentation, podcast or video script. Then work together to produce it. Make sure each person contributes something.

**STEP 5** **SHARE IT!**

Present your guide to the class. Listen to the other presentations. What did you learn about sustainable tourism from the other guides?