

“

Everyone  
has a  
story  
to tell.

”

Look at the photo and discuss the questions.

- 1 Who has had a big influence on your life?
- 2 Who or what do you think generally influences people of your age? Why?
- 3 Who do you influence? How?

3

## Influence

### READING

topic: teen stereotypes

skill: understanding cohesion

task: gapped text

### GRAMMAR

the passive

reporting verbs and the passive

### VOCABULARY

the media; collocations

words with similar meanings

### LISTENING

topic: false beliefs

skill: understanding idiomatic language

task: multiple-choice: longer text

### USE OF ENGLISH

key word transformation

multiple-choice cloze

### SPEAKING

topic: influences on children

skill: conversational strategies

task: collaborative task

### WRITING

topic: young people and science

skill: organising paragraphs

task: essay

### SWITCH ON

video: fashion followers

project: blogging campaign



# READING

## Power up

### 1 Work in pairs and discuss the questions.

- 1 What is the stereotype of a typical person of your age in your culture?
- 2 How do the media tend to portray teenagers?
- 3 Do you think this is a fair portrayal? Why/Why not?

### 2 Read the heading and first sentence of each paragraph in the article. What is the article about?

## Read on

### 3 Read the exam tip and complete the task.

#### exam tip: gapped text

Writers use substitution (e.g. *this*, *them*, *such*, *one*) and synonyms/paraphrasing to connect ideas in a text and avoid repetition. They usually refer backwards or forward to another word/phrase/idea in the text and help to create cohesion.

Find two examples each of substitution and synonyms/paraphrasing in the first two paragraphs of the article.

### 4 Look at the words in bold in paragraphs A and D. Which might refer back to a previous paragraph? Which refer back to an idea in the same paragraph?

### 5 Decide which paragraph (A or D) fits gap 1. Use your answers to Ex 3 and 4 to help you.

### 6 e Read the article. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

### 7 Find words or phrases in the article that mean the following.

- 1 described or shown as (para i)
- 2 doing things that aren't sensible (para ii)
- 3 by quite a large degree (para iii)
- 4 not wanting to know about (para iv)
- 5 looking for (para v)
- 6 having a lot of effect (para vi – two words)
- 7 only interested in yourself (para A)
- 8 less powerful (para D)

**A** And **this particular stereotype** is not the only one our teens have to worry about. There's also **the one** of the lazy, crazy, wild teenager that is often seen on television. Many shows have been made that represent teens as self-centred people who care very little about the people and world around them.

**B** Such research suggests that teenagers are being used by producers who are simply looking for the next big thing to bring in large numbers of viewers. They appear to be more concerned with this than with showing the youth of today in a fairer and more just way.

**C** However, they intend to achieve such a transformation by using alternative approaches to their parents. Rather than traditional politics, today's teens see charities, social enterprises and most importantly, collaboration online as more influential these days.

**D** **This research** comes at a time of high unemployment for 16–24 year-olds who are not in education, employment or training (so-called NEETs). A weakened economy, a lack of skills and an increase in retirement age mean that **they** are competing for fewer jobs against older people with more skills and experience than **them**.

**E** So, it seems that young people today are socially active and want to make a difference to the world they live in. They care about others in their community and volunteer their time to help them. And yet none of this is featured in the media.

**F** The majority of teachers also ticked the same box, describing young people as 'caring' and 'enthusiastic'. It turns out that many teens volunteer in the community by helping staff at old people's homes or by organising community campaigns.

**G** This is because the media are only interested in stories such as these. You're unlikely to find news about young people that contain more positive words such as 'caring', 'helpful' or 'the perfect student' unless it's to describe a young person who tragically lost their life.

## Sum up

### 8 Answer the questions.

- 1 What opinion is put forward in this article?
- 2 What evidence is provided to support this opinion? Is it persuasive?
- 3 What conclusion is put forward?

## Speak up

### 9 Work in groups and discuss the questions.

- 1 Do you agree with the opinion put forward in the article? Why/Why not?
- 2 What negative stereotypes are there about teenagers in your country? Do they influence the way teenagers behave?
- 3 How do the media portray these other groups: old people, people from other cultures, wealthy people?



# Media stereotypes are unfair, say teens

<sup>i</sup> The media's unfair portrayal of teenagers is having a negative effect on their lives, according to research. Eighty-one percent of 14-17 year-olds who took part in a survey carried out by Demos said they believe their age group is being portrayed in a false light by the media, with many suggesting this will have an impact on them finding work in future.

1

<sup>ii</sup> Such a situation is unlikely to be helped by the negative stereotypes that surround young people in the news. If you search for 'teenager' on current affairs websites, you'll find the majority of articles contain words such as 'violent', 'threatening' or 'irresponsible' amid those stories on the topic of crime and other illegal activities.

2

<sup>iii</sup> The organisation Women in Journalism discovered this when they examined the language in news articles, and yet the truth is that few 14-17 year-olds get into trouble with the law. The number of offenders under eighteen has actually decreased considerably over the last decade, but still the commonly accepted negative image of young people as criminals persists.

3

<sup>iv</sup> Despite the existence of this stereotype, it was found to be untrue by the Demos research. Adults may assume that they are uninterested in politics and other such things but in fact, eighty percent of young people answered yes to the question of whether this generation is more concerned with social issues than previous ones. This will come as no surprise to those who work with young people.

4

<sup>v</sup> This indicates young people do support others. They also believe they have a stronger sense of personal responsibility than previous generations despite the media image of self-obsession. The Demos report findings showed that young people are keen to make a difference to society and want to create positive change in some way. Many reported actively seeking ways to do this.

5

<sup>vi</sup> In fact, eighty-seven percent of teenagers believe that social media is an effective way to support social issues and push for change. Over a third have signed a petition online. Just under a third have used social media to raise awareness of a cause and nineteen percent have donated money online. Teachers also agreed that sharing opinions on social networks is as impactful as using more traditional platforms.

6

<sup>vii</sup> Youth worker Rebecca Jones thinks this needs to change. She says, 'We all should take responsibility and start to share our positive experiences with the polite, friendly, helpful teens of this world. If we use social media to voice our views on the wonderful things these people can do, perhaps we can make a difference to the world and their lives.'

“87 percent of teens believe that social media is an effective way to support social issues and push for change.”





## GRAMMAR

- 1 Read the grammar box and look at the passive forms in the example sentences. What tense is used in each one?

### explore grammar

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#### the passive

We use the passive when:

- 1 we don't know who did the action or it's understood who did the action and we want to focus on the action or object.  
Teenagers believe their age group **is being portrayed** in a false light by the media.
- 2 we want to avoid taking responsibility or apportioning blame.  
Many shows **have been made** that represent teens as self-obsessed.
- 3 we want cohesion between clauses in a text. This means starting consecutive clauses with the same subject or starting a clause with the object from the previous clause. In both cases, it forces the use of the passive form.  
While this stereotype exists, it **was found** to be untrue by research.  
They care about others and volunteer their time. And yet none of this **is featured** in the media.

- 2 Work in pairs. Is it ever OK to tell a small lie? If so, in what situations?

- 3 Choose the best options to complete the facts about lying. Both options are grammatically correct but one is more appropriate.

## WHY AND WHEN WE LIE:

### ten facts

- 1 None of us are completely honest. On average, we tell ten lies / ten lies are told by us each week.
  - 2 In one study, participants talked to a stranger for ten minutes. Three lies caught them out / They were caught out in three lies, despite them being convinced they'd told the truth / the truth had been told.
  - 3 Lying starts at a young age. By the time a child is three, they'll have told their first lie / their first lie will have been told.
  - 4 There's a myth that children cover their mouths when lying but no one has proved it / this has never been proved.
  - 5 Early childhood lying is not necessarily a bad thing. It may be linked to good social skills / Good social skills may link it later in life.
- 4 Complete the rest of the facts. Put the words in brackets in the correct order and into the correct active or passive form. Do any of the facts surprise you?
  - 6 Our ability to detect a lie is not much better than guess work, according to research. .... (it / establish) as just fifty-four percent.
  - 7 People think that ..... (give away / lies / we / our body language / with), but because we all behave differently, it's actually hard to do.
  - 8 Of course, machines can do the work for us. .... (detect / they) our lies since the early twentieth century, but they are still not completely reliable.
  - 9 ..... (alternative methods / currently / investigate) to see if these methods can detect lies more accurately than a lie detector.
  - 10 The perfect lie detector machine is so unlikely that even by the end of the century, ..... (create / it / still / not).

### game on

Complete the sentences with two truths and one lie. Your partner will ask you questions about them. Can he/she spot the lie?

- 1 A family nickname I've often been called is ...
- 2 A prize I was once given is ...
- 3 A dream I hope will have come true by the time I'm thirty is ...

## Speak up

- 5 Work in groups and discuss the questions.

- 1 Is it possible to tell when someone is not telling the complete truth? If yes, how? If no, why not?
- 2 How would the world be different if we were unable to lie?





# VOCABULARY

## the media


- 1 Choose the correct words to complete the sentences in the quiz. Where is the stress in each word?

### What are your online reading habits?

Decide if each sentence is mostly true (3 points), sometimes true (2 points) or not true (1 point).

- 1 My understanding of the news mostly comes from reading **viral** / **virus** stories online.
- 2 I share news stories about people in the public **ear** / **eye**, even if I've not read them.
- 3 I tend to believe the **propaganda** / **revelations** that the media print about celebrities.
- 4 **Balanced** / **Sensational** headlines catch my eye and I regularly click on them.
- 5 I'm not **objective** / **subjective** when I read news stories and pay attention only to certain bits.
- 6 I prefer to read news stories that are **biased** / **disclosed** to my point of view.
- 7 I don't usually assess the source of a news story to decide if it's **exclusive** / **legitimate**.
- 8 I never do research to see if emotional **editorial** / **human-interest** stories I read are true.

- 2 Do the quiz in Ex 1. Keep a note of your score and turn to page 171 to read the results. Then work in pairs and share your results. How accurate are they?

- 3  3.1 Why do you think people believe fake news stories online? Listen to an expert discussing this. What does he say about these things?

- reading headlines
- checking sources
- related stories
- repetition of stories
- confirmation bias

## collocations


- 4 Choose the correct words to complete the language box.

### explore language

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#### collocations

A collocation is a pair or group of words that typically go together. For example, journalists <sup>1</sup>collect / gather news, they don't <sup>2</sup>collect / gather it. News can be <sup>3</sup>extremely / highly happy, but not <sup>4</sup>extremely / highly happy.

- 5  3.2 Match a word on the left with a word on the right to form a collocation. Listen again and check your ideas.

contribute	critically	expose	analyse	figure	the lie	money
fall for	go	high-	profile	a trick	viral	
	public	publicise		their website		

- 6 Complete the sentences with collocations from Ex 5. You might need to change the form of the words.

- 1 I once embarrassed myself by ..... and believing something that wasn't true.
- 2 I've ..... to a good cause before.
- 3 When I read someone's opinion, I ..... it rather than just believe it.
- 4 I think the media does a good job of ..... that people tell.
- 5 I'd hate to hang out with ..... people. There'd be photographers everywhere.
- 6 I know how to create an attractive ..... and ..... it.
- 7 The only news I read are stories that ..... on social media.
- 8 I think it's harder for ..... to maintain their privacy these days.

- 7 Work in pairs. Which statements in Ex 6 are true for you? Give more information.

## Speak up

- 8 Work in pairs and discuss the questions.

- 1 Have you ever believed a fake story? What was it?
- 2 Whose responsibility is it to stop fake news spreading on social media? Why?
- 3 How could people learn to spot fake stories better?





## LISTENING

### Power up

- 1 Work in pairs. Think of something you once believed and then discovered was false. What was it? Why do you think you believed it? How did you feel when you learnt the truth?

### Listen up


- 2 Read the exam tip and answer the question.

#### exam tip: multiple choice: longer text

Because the meaning of idiomatic language isn't always obvious from the individual words, it's important to use the context to help you understand the meaning.


What is the meaning of the highlighted idiom?

My parents often disagree but when it comes to me, they only ever **speak with one voice**.

- 3  3.3 Listen to five speakers using the idioms below. How else could you express the meaning of each one?

- |                           |                                 |
|---------------------------|---------------------------------|
| 1 take something on board | 4 turn a blind eye to something |
| 2 stick in your mind      | 5 set the record straight       |
| 3 a hidden agenda         |                                 |

- 4 You are going to listen to two experts. They will use the idioms in Ex 3. Read the questions (but not the options) in Ex 5. What topic will the speakers talk about?

- 5  3.4 Listen to the podcast. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- Paul created his website in order to
  - learn why false beliefs persist.
  - inform a book on dishonesty.
  - collect a list of untrue ideas.
  - expose incorrect information.
- According to Sally, all types of false beliefs or misinformation
  - are treated equally in the believer's mind.
  - should be corrected immediately.
  - are influenced by a person's fears.
  - are best analysed in a laboratory setting.
- According to Sally, the results of a study in Australia showed that
  - false beliefs are connected to a person's principles.
  - misinformation affects a person's view of politics.
  - some types of actions affect a person's existing belief.
  - accurate information is seen as less influential than false beliefs.
- Paul and Sally agree that correcting misinformation is best achieved through
  - quoting facts and evidence.
  - identifying a person's beliefs.
  - creating a feeling of self-assurance.
  - making people more tolerant.
- Why does Paul quote the example of raw milk?
  - to explain a theory about staying healthy
  - to point out a possible medical problem
  - to prove a point about science
  - to justify a proposed course of action
- What does Sally suggest can prevent the spread of false beliefs?
  - the use of online networks
  - a pact between politicians
  - a consensus among experts
  - the opinions given by celebrities

### Speak up

- 6 Work in pairs and discuss misinformation in politics, health and business. Think about:

- who might spread misinformation in each case
- why they might spread it
- what effect the misinformation might have on people.



# USE OF ENGLISH 1

- 1 Read the language box and complete the example sentences with the correct form of the words in brackets. Check your answers in audioscript 3.4.

## explore language

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### reporting verbs and the passive

We can use the passive with reporting verbs (e.g. *say*, *believe*, *think*) to report what people say, believe, think, etc. in a general way, without stating who.

To refer to the same time period, we can use:

- *it* + passive reporting verb + *that* clause  
It <sup>1</sup> ..... (say) that there are health benefits to drinking raw milk.  
It <sup>2</sup> ..... (once / falsely / claim) that Obama didn't have a US birth certificate.
- subject + passive reporting verb + (not) *to*-infinitive  
Once false information <sup>3</sup> ..... (believe / be) true, it sticks in people's minds.

To refer back to a previous time period, we can use:


- subject + passive verb + (not) *to have* + past participle  
Obama's mother <sup>4</sup> ..... (still / think) by some <sup>5</sup> ..... (give) birth to him outside the USA.


- 2 Write statements using the prompts.

## Fact or fiction?

- 1 Mount Everest / understand / be / highest mountain in the world. But is it?
- 2 it / often / believe / body heat / mostly disappear / through the head. But does it?
- 3 Elvis Presley / understand / have / naturally black hair. But did he?
- 4 blood without oxygen / know / be / blue. But is it?
- 5 the Great Wall of China / believe / be / the only man-made object visible from space. But is it?
- 6 people / consider / have / more than five senses. But do they?
- 7 Einstein / believe / do / badly at school. But did he?
- 8 water / report / drain / in different directions on each side of the equator. But does it?

- 3 Work in teams. Decide if the statements in Ex 2 are fact or fiction. Try to get as many correct answers as possible.

- 4  3.5 Listen and check your answers to Ex 3.

- 5  Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

- 1 The media often wrongly say that people should drink eight glasses of water a day.

### REPORTED

It ..... by the media that people should drink eight glasses of water a day.

- 2 The first cola customers thought cola provided medicinal benefits.

### BELIEVED

Cola ..... medicinal benefits by its first customers.

- 3 People have suggested that shaving causes hair to grow back thicker.

### CLAIMED

It ..... causes it to grow back thicker.

- 4 Parents often tell their children that going outside with wet hair will cause a cold.

### SAID

Wet hair ..... cause a cold if children go outside with it.

- 5 Some people still think we use just ten percent of our brains.

### THOUGHT

It ..... we use just ten percent of our brains.

- 6 People used to think that if you swallowed your chewing gum, it stayed in your stomach.

### ONCE

Chewing gum ..... in your stomach if you swallowed it.

## Speak up

- 6 Work in pairs. What other similar popular modern myths or superstitions have you heard of? What influence have they had on you, if any?



## USE OF ENGLISH 2

- Choose the correct word in each question. Why is the incorrect option wrong?
  - What **appeal** / **attraction** do vloggers have for young people?
  - What **consequence** / **influence** do they have on you or your peers?
- Read the language box and use the information to check your answer to question 1 in Ex 1. Then use a dictionary to check your answer to question 2.

### explore language

#### words with similar meanings

To recognise small differences in the meaning of similar words and check words they go together with, use the example sentences and collocation information in a dictionary.

**appeal:** The film **has great appeal** for young audiences.

**attraction:** Being your own boss **is one of the attractions of** owning your own business.

- Work in pairs and discuss the questions in Ex 1.
- Choose the correct words to complete the sentences. Why are the incorrect options wrong?
  - A vlog is a fairly new **aspect** / **form** of television.
  - A vlogger's **audience** / **crowd** tends to be young adults.
  - One striking **feature** / **element** of a successful vlog is interesting content.
  - Vlogs are **considered** / **regarded** as a key source of information by some.
  - Vlogs probably have less **meaning** / **significance** for the older generation.
  - Clients** / **Consumers** are influenced by what vloggers buy and talk about.
  - The recent launch of a vlogger's book was a huge media **activity** / **event**.
  - Free video websites **allow** / **approve** ordinary people to make a name for themselves.

- Read the article. Decide which answer (A, B, C or D) best fits each gap.

### Vloggers for hire

Vloggers are rapidly replacing celebrities as the people to follow online with many of them known for their expertise in fashion, make-up, music and gaming. They have a simple <sup>1</sup>.....: they're fun and entertaining, and you may aspire to be like them. Because they are persuasive public <sup>2</sup>....., vloggers make money from advertising, often charging <sup>3</sup>..... running into the thousands. Companies are jumping at the <sup>4</sup>..... to get these next-door-neighbour-type people to tell the world about their goods but if vloggers aren't careful, the system will break down.

The best <sup>5</sup>..... to discover a brand is through a real-life friend. Word of mouth is still highly <sup>6</sup>..... when it comes to brand awareness. Since a vlogger is just like a friend, their recommendation can have the same effect as a face-to-face friend. The problem is that many vloggers have become popular because of their honesty and authenticity. If they start promoting <sup>7</sup>..... simply because they're being paid, fans will <sup>8</sup>..... this and stop watching.

- |                 |               |            |              |
|-----------------|---------------|------------|--------------|
| 1 A attraction  | B appeal      | C charisma | D quality    |
| 2 A movers      | B figures     | C profiles | D citizens   |
| 3 A rates       | B costs       | C scales   | D degrees    |
| 4 A opening     | B occasion    | C access   | D chance     |
| 5 A source      | B way         | C method   | D means      |
| 6 A influential | B powered     | C dominant | D worthwhile |
| 7 A objects     | B articles    | C products | D pieces     |
| 8 A glimpse     | B concentrate | C tell     | D spot       |

- Read the exam tip and check your answers to Ex 5.

#### exam tip: multiple-choice cloze

When you've completed the task, read through the text a final time to check that all the words you've chosen fit, both in meaning and use.

### Speak up

- Work in pairs and discuss the questions.
  - How ethical is it for vloggers to take money to promote products?
  - Who or what influences what you purchase the most?





# SPEAKING

## Power up

- 1 Look at the diagram. How could you use these words and phrases to discuss the question?

broaden their minds   have admiration for   influential   inspire   reassure  
a role model



- 2 Work in pairs. Discuss the question and prompts in the diagram. Use the words in Ex 1 to help you.

- 3 3.6 Listen to two students discussing the question in Ex 1. Which ideas do they mention that you didn't?

- 4 Match the first half of each phrase (1–6) with the second half (A–F).

- |                     |                             |
|---------------------|-----------------------------|
| 1 Let's start       | A on parents.               |
| 2 Would you agree   | B say something?            |
| 3 Shall we move     | C what we were saying,      |
| 4 Getting back to   | D mean exactly?             |
| 5 I know what       | E with that?                |
| 6 What do you       | F by talking about parents. |
| 7 Sorry, can I      | G you mean but ...          |
| 8 So, we've decided | H onto the next one?        |

- 5 3.7 Listen again and check your answers to Ex 4. Which word has the main stress in each phrase?

- 6 Read the language box. Match the functions with the phrases in Ex 4. Can you think of any more phrases for these functions?

## explore language

### conversational strategies

A conversation involves each speaker taking turns to speak. Set phrases can help us to start and end a conversation and manage it in between. Learn phrases to:

- begin the discussion
- ask for agreement
- change the subject
- redirect the discussion
- disagree politely
- ask for clarification
- interrupt politely
- come to a conclusion.

## Speak up

- 7 Work in pairs. Discuss the question and prompts in the diagram again. Follow the instructions below. Use the phrases in Ex 4 to help you manage the discussion.

Student A, you're very talkative and you try to dominate the conversation. Make sure your partner sticks to the topic.

Student B, you don't always stick to the topic and often go off track. Make sure your partner doesn't dominate the conversation.

- 8 Work in new pairs. Turn to page 171 and complete the task. Use the phrases in Ex 4 to help you manage the discussion.

## Speaking extra

- 9 Work in pairs and discuss the questions.

- Who do you think has had the biggest influence on these things in your life? How?
 

• your character	• your taste in fashion
• your hobbies	• your temperament
• your taste in music	• your skills
- Some people say that being an eldest child, a middle child, the youngest child or an only child can shape who you are. Do you agree?
- What form of media has had the biggest influence on you? Why? How?





# WRITING

## Power up

**1** Work in pairs and discuss the questions.

- 1** To what extent do the following influence the interests of boys and girls?
  - parents
  - friends
  - the media
- 2** Some research suggests girls have less confidence than boys, which continues into adulthood. Do you think this is true? What could be the reasons?

## Plan on

**2** Work in pairs. Read the task and think of one suggestion for each of the three prompts.

In your class, you have watched a television debate about how to encourage young women to feel more confident. You have made the notes below:

How can young women be helped to become more confident?

- parental support
- encouragement at school
- influence of the media

Some opinions expressed in the discussion:

‘Parents can point out more female role models to their daughters.’

‘Despite people saying girls talk all the time at school, research suggests boys do more talking in a mixed group.’

‘The media continue to reinforce old-fashioned gender stereotypes.’

Write an essay for your teacher discussing **two** of the ways in your notes. You should **explain which way is more effective** in encouraging young women to be more confident, **giving reasons** in support of your answer. Write your essay in **220–260** words.

**3** Read the essay. What do you think of the writer’s ideas? What is the main point of each paragraph?

Typically at school, girls are more academically successful than boys, with many going onto university and successful careers. However, despite this success, girls and women continue to suffer from lower confidence levels than boys and men. This essay suggests two possible ways to overcome this problem.

<sup>1</sup>The first is to provide confidence-building activities for girls at school. <sup>2</sup>This is because although more academically successful, girls are known to be quieter in class when it comes to classroom discussions. <sup>3</sup>Girls still often resort to traditional behaviour and let the boys take control of the conversation. <sup>4</sup>Confidence-building activities at a secondary school age to target girls specifically will give them confidence to speak their mind throughout their school life.

In addition to this, the media could do more to improve girls’ self-assurance by spending less time focusing on their physical appearance, for instance, celebrating a singer’s dress sense. This focus simply reinforces the view that girls only exist to look pretty. If more time were spent on celebrating the achievements of women in a range of fields in and out of work, girls might feel they could achieve the same and could result in more equal confidence levels among both sexes.

To sum up, both schools and the media could do more to help young women develop the confidence they need to be successful in life. From my perspective, the media has the greatest influence on how girls see themselves and I believe that if they changed their perspective on women, it would have the greatest effect on women’s self-esteem.





## Plan on

- 4 Look at paragraph 2 in the essay. Match each sentence (1–4) with its purpose (A–C). Does paragraph 3 follow a similar pattern?
- A give a reason or explanation  
B come to a conclusion  
C state the main idea
- 5 Read the language box and check your answers to Ex 4.

### explore language

#### developing ideas in a paragraph

To present and develop your ideas in a paragraph, start by stating your main idea. Then provide reasons, explanations and examples to support this idea. End with a concluding sentence that says why the previous information is important or what the impact of a course of action will be.

- 6 Put the sentences in the correct order to form a paragraph. Follow the structure in the language box.
- This gender difference may prevent girls from feeling they can relate to the role models.
  - The reason they need to do this is that male role models seem to have greater coverage by the media.
  - Parents could make a conscious effort to highlight positive female role models to their daughters.
  - So, if daughters are shown achievements made by women, they may feel they too can be successful.
- 7 Find a phrase in the essay which introduces:
- an opinion.
  - a reason.
  - an example.
  - a conclusion.
- 8 Complete each gap with one word to create a cohesive paragraph.

Girls should be encouraged to set higher career goals than <sup>1</sup>..... currently do while at school. <sup>2</sup>..... is because research suggests that when asked what their salary will be at different future ages, girls give a much lower figure than boys. It is known that equal pay in some industries still does not exist and girls may contribute to <sup>3</sup>..... because of <sup>4</sup>..... low expectations. Having the confidence to set higher goals could give <sup>5</sup>..... the opportunity to change <sup>6</sup>.....

## Write on

- 9 Read the task on page 172. Then read the exam tip. Work in groups and complete the task in the exam tip.

### exam tip: essay

To help you think of solutions, first think of reasons for the problem.

What stops young people from studying sciences at university? Make a list of ideas. Then use these to think of solutions.

- 10 Share your best idea with the class. Which two ideas are the best overall?
- 11 Prepare to write your essay. Complete the paragraph plan with key words and phrases.

Paragraph 1:  
introduction

Paragraph 2: first  
idea and reasons

Paragraph 3: second  
idea and reasons

Conclusion: which  
idea is best and why

- 12 e Write your essay in 220–260 words. Develop your main ideas well in your paragraphs.

## Improve it

- 13 Work in pairs. Read your partner's essay and answer the questions about content and organisation.
- Can you identify your partner's main points easily? What are they?
  - Is each paragraph organised well so that each main point is developed clearly?
  - Are the ideas in each paragraph linked appropriately with substitution words?
- 14 Work in the same pairs. Share your answers to Ex 13 with your partner. Say one thing you liked about the essay and one thing that could be improved.
- 15 Revise your essay in light of your partner's feedback. Read it yourself and check you are happy with the content, organisation and use of language.





# INDEPENDENT LEARNING

## Skill assessment

- 1 Look back at the work you did in Units 1–3. Write two things that you did well in each skill area.

Reading	
Writing	
Grammar	
Vocabulary	
Listening	
Speaking	

- 2 Think about the skills in Ex 1. Which one is your favourite? Which do you enjoy the least? Why?
- 3 Work in groups and discuss your least favourite skills. What makes them difficult for you? What tips can you give each other?
- 4 Write down the tips that you will find useful to help you improve in those skills in the future.

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## SWITCH ON

### Fashion followers

- 1 Work in pairs and discuss the questions about bloggers and vloggers.
  - 1 Who are the most influential ones that you know?
  - 2 Who is their main audience?
  - 3 In what way do they influence their audience?
- 2 Watch the clip. What are the two things Gabi wanted to do with her blog?
- 3 Work in pairs. List what Gabi considers to be the advantages of being her own boss.
- 4 Watch again. What are Gabi's views about 'trolling' (offensive online comments)? How would you react to trolling?
- 5 Work in small groups. Think about a viral video that has influenced a lot of people. Write a short paragraph describing what it is and the effects of it.

### Project

- 6 Work in pairs or groups of three. You are influential bloggers who have decided to work together to promote a product or brand.
  - 1 Decide on the product or brand you want to promote for a digital marketing campaign in the blogging world.
  - 2 Choose your areas of expertise and do some research.
  - 3 Plan your digital marketing campaign (e.g. *social media*, *hashtags*, *banner ads* etc.).
  - 4 Present your campaign to the class.
  - 5 Vote on the most original campaign.



# UNIT CHECK

## Wordlist

### The media

biased (*adj*)  
disclose (*v*)  
editorial (*n*)  
exclusive (*adj*)  
human interest (*n*)  
in the public eye (*phr*)  
legitimate (*adj*)  
objective (*adj*)  
propaganda (*n*)  
revelation (*n*)  
sensational (headline) (*adj*)  
subjective (*adj*)

### Collocations

contribute money (*v+n*)  
critically analyse (*adv+v*)  
expose a lie (*v+n*)

fall for a trick (*phr v+n*)  
go viral (*v+adj*)  
high profile (*adj+n*)  
publicise a website (*v+n*)  
a public figure (*n*)

### Idioms

a hidden agenda (*phr*)  
set the record straight (*phr*)  
stick in your mind (*phr*)  
take smth on board (*phr*)  
turn a blind eye (*phr*)  
with one voice (*phr*)

### Words with similar meanings

activity (*n*)  
allow (*v*)  
appeal (*v*)

approve (*v*)  
aspect (*n*)  
attraction (*n*)  
audience (*n*)  
chance (*n*)  
client (*n*)  
consider (*v*)  
crowd (*n*)  
customer (*n*)  
element (*n*)  
event (*n*)  
feature (*n*)  
form (*n*)  
meaning (*n*)  
method (*n*)  
rate (*n*)  
regard (*v*)

significance (*n*)  
way (*n*)


### Other

aspiration (*n*)  
broaden your mind (*phr*)  
dig (*v*)  
have admiration for (*phr*)  
influential (*adj*)  
inspire (*v*)  
ironic (*adj*)  
outweigh (*v*)  
reassure (*v*)  
regard (for) (*n*)  
role model (*n*)  
self-centred (*adj*)  
show in a better light (*phr*)  
transformation (*n*)

## Vocabulary

**1** Complete the sentences with words or phrases from the *The media* and *Collocations* sections of the wordlist. Change the form of the word where necessary.

- 1 The recent ..... about my favourite actor have really shocked me.
- 2 I love my English teacher but then I'm ..... because she's also my aunt!
- 3 I'd hate to be in the ..... People stare at you when you go out.
- 4 If you want to know if this news story is ....., go to a reliable news site.
- 5 I know you're only joking. I won't ..... for that trick again!
- 6 The president has given an ..... interview with one of the daily papers.
- 7 A video of my sister snoring has gone ..... It's all over the internet.
- 8 You'll only get people looking at your website if you ..... it.

**2**  **3.8** Listen to eight people. What word from the *Idioms* and *Words with similar meanings* sections of the wordlist does the beep represent?

- |         |         |
|---------|---------|
| 1 ..... | 5 ..... |
| 2 ..... | 6 ..... |
| 3 ..... | 7 ..... |
| 4 ..... | 8 ..... |

**3**  **3.9** Listen and check your answers to Ex 2.

**4** Replace the highlighted words in each sentence with a word or phrase from the *Other* section of the wordlist.

- 1 It's important to learn about different cultures to **expand your understanding of the world**.
- 2 My uncle's overcome a lot of problems in his life. I have a lot of **respect** for him.
- 3 To succeed in life, it's good to have **someone to look up to and copy**.
- 4 He's much better behaved these days. In fact, the **change** is incredible.
- 5 I need to **do research** to find more information for my essay.
- 6 The positives **are greater than** the negatives.



# UNIT CHECK

## Review

**1** Complete the news stories with the correct passive form of the verbs in brackets. Use the time expressions to help you choose the correct tense.

- 1 Huge footprints ..... (recently / spot) in the Himalayas.
- 2 A strange animal ..... (see) in a lake in Scotland yesterday.
- 3 Amazing drawings ..... (just / find) by a scholar flying over Peru.
- 4 Two girls ..... (recently / photograph) with fairies.
- 5 Planes ..... (regularly / lose) over the North Atlantic Ocean.
- 6 Strange buzzing noises ..... (currently / investigate) in New Mexico.
- 7 Sightings of a large cat in the outback ..... (report) to police yesterday.
- 8 Sailors were surprised yesterday when they found a British ship in the Atlantic Ocean which ..... (completely / abandon).

**2** Do you recognise any of the stories in Ex 1? Do you know anything more about them?

**3** Read the article and complete the gaps with one word only.

## The Beale Papers

Even when a mystery is exposed <sup>1</sup>..... a lie, we want to believe it. The Beale Papers is <sup>2</sup>..... of these mysteries. Supposedly, in the 1820s, \$43m worth of treasure <sup>3</sup>..... buried in Virginia by Thomas Beale, who left three coded messages with a friend before disappearing. At no time after that <sup>4</sup>..... he get in touch, so after twenty-three years, the friend passed the messages to another friend. In twenty years, that man solved just one of the codes. It listed the treasure, much of <sup>5</sup>..... was gold and silver. The others were said <sup>6</sup>..... list the location and owners.

Eventually, the friend published a leaflet detailing the story and including the codes. So <sup>7</sup>..... thousands of attempts to break the other two codes have failed. This may be because it's a hoax. According to experts, several words used in the broken coded message were not in existence at the supposed time of writing. Plus, the codes and leaflet are believed to have <sup>8</sup>..... written by the same person.

**4** Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

- 1 Some people believe that a monster lives in Loch Ness.

### THOUGHT

A monster ..... in Loch Ness.

- 2 The photographer who took the most famous Loch Ness monster photo wanted to be anonymous.

### BY

The most famous photo of the Loch Ness monster ..... wanted to remain anonymous.

- 3 On hearing the name Loch Ness, people immediately imagine the monster.

### WHENEVER

People immediately think ..... the name Loch Ness.

- 4 We now know that the famous Loch Ness monster photo is a fake.

### UNDERSTOOD

The famous Loch Ness monster photo ..... a fake.

- 5 Most of the one million visitors to Loch Ness each year come to see the monster.

### OF

Loch Ness attracts a million visitors each year, ..... order to see the monster.

- 6 The Loch Ness monster turned Loch Ness into a tourist attraction.

### MAKE

What the Loch Ness monster ..... Loch Ness into a tourist attraction.

**5** Write a short paragraph on a strange mystery you are familiar with or research one and share it with the class. Include at least one passive form, one reporting verb with the passive and an example of substitution. Say:

- what it is
- why it's a mystery
- how this mystery has affected people.