

# 11 Truth and lies

## 11.1

**Goal:** relate a conversation

**Core language:**

VOCABULARY	Verbs of communication Relating a conversation
PRONUNCIATION	Quoting

## Gossip

### VOCABULARY Verbs of communication

- 1 a Introduce the topic by telling the class who you've talked to that day and what the conversations were about (briefly). Then learners talk in pairs. This will set the context for the listening.
- b *Listening for main idea.* Play recording 3.1. Learners listen and match each conversation with one of the topics in the list. Check as a class.

A politics B friends C something that frightened or shocked you D your plans today E the weather F a problem G work

- 2 a *Listening for detail.* Focus learners on the verbs and the questions. Then play recording 3.1 again. Learners match the conversations to the functions or manner (e.g. was the conversation shouted, screamed or whispered?), then they compare with a partner. In feedback, check understanding and pronunciation of the new words.

1 E 2 G 3 A 4 B 5 D 6 C 7 F

- b / Learners talk together, or you can discuss this with the class. To give more focus, you could add: Think about conversations:
- at home
  - with friends
  - at work
  - when you're travelling.



You could use photocopiable activity 11A on the Teacher's DVD-ROM at this point.

## READING

- 3 a *Prediction.* Learners read the statements and decide whether they're true or false. Don't go through the answers, as learners will read to check.
- b Learners read the factfile, then discuss their answers with the same partner. Check understanding of: *develop and maintain a sense of community, relieve stress* and *is devoted to criticism and negative evaluation of others.*

1 true 2 true 3 false 4 true 5 false

- 4 / *Discussion.* Learners talk in pairs or groups, or as a class. Ask if learners have changed their ideas about what gossip is.

## A secret

### LISTENING

- 1 *Listening for main idea.* Focus learners on the pictures of the family members and ask what they think the relationship might be between Suresh and Meninda (*they are cousins*). Learners read the questions, then play recording 3.2. Learners compare with a partner, then check as a class.

1 Suresh has a secret which he is keeping from his parents.

- 2 Ask who the next conversation is between (*Meninda and Indra*). Then play recording 3.3. Find out if anyone guessed what the secret was about.
- 3 a Learners talk through the questions. Don't check the answers, but play recording 3.3 again when they're ready, so learners can listen to check. Check understanding as a class, and let learners look at the script if they want to.

1 his parents 2 Suresh 3 Meninda 4 Suresh  
5 his parents 6 Indra and Meninda

- b *Discussion.* Talk about this with the class, encouraging learners to engage with the text and respond naturally to the topic.

### VOCABULARY Relating a conversation

#### Language note: go, be like to report speech

The use of *go* and *be like* to dramatise direct speech is considered by many people to be non-standard and ungrammatical. You may not wish your learners to use these expressions in their own speech, as they are highly idiomatic and may, to some ears, make the speaker sound careless or uneducated. However, we feel that it is good for learners to be able to recognise these very informal ways of reporting speech, as corpus research shows that they occur very frequently in spoken English.

- 4 Learners read through the sentences from the script and discuss the questions with a partner. Go through it with the class, explaining any problems as you go along. Although the focus is on speech, it is worth pointing out the punctuation used in direct speech. Ask the class: *What punctuation comes just after the highlighted expressions?* (a comma); *What punctuation comes after that?* (opening speech marks); *What punctuation comes after that?* (closing speech marks). This will be useful for the writing in 6b.

1 the exact words people say  
2 both statements and questions  
3 to make a story more dramatic




#### Language note: says/said

*Said me* is such a common error that it's worth drawing attention to. Ask learners this question: *Which of these forms are correct?*  
a He says/said, '...' b He says/said me, '...'  
c He says/said to me, '...'  
(a and c are both correct.)

## PRONUNCIATION Quoting

- 5 a Check understanding of *quoting* using the extract from the script. Read the explanation, then play recording 3.4 several times, checking learners can hear the rise in pitch.
- b Play recording 3.4 again. Learners repeat the sentences either one by one after the recording, or at the end of the recording.

## SPEAKING AND WRITING

- 6 a  *Discussion*. Learners predict what will happen in the conversation between Suresh and his father. Feed back as a class to help any learners who haven't got many ideas, as they will need to think of something for the next stage.
- b  Encourage learners to have a bit of fun with this conversation and remind them to use the direct speech punctuation referred to earlier. Walk round and help as necessary while learners are writing.
- c  Learners change partners and relate their conversations to their new partner. This will give learners a reason to listen. Remind learners to raise their voice pitch when quoting and encourage them to exaggerate but keep the activity light and fun. In feedback, ask several confident pairs to relate their conversations to the class.
- 7 *Round-up*. Play recording 3.5 so learners can find out the end of the story and compare the actual ending with their ideas. Find out if anyone predicted the conversation more or less accurately.

## 11.2

**Goals:** talk about truth and lies  
summarise what people say

**Core language:**

GRAMMAR Reporting speech

## The lie detector

### READING

- 1 *Discussion*. Introduce the topic by focusing learners on the picture. Ask what is happening in it and elicit or teach *lie detector test*. Learners discuss the questions together, or you could talk as a class.
- 2 a *Listening for main ideas*. Play recording 3.6 and get learners' reactions to the speakers' opinions.
- b Focus on the expressions Jamie and Emma use and play the recording again if necessary so learners can hear them in context. Check understanding of *charcoal* and remind learners about the *white lies* in 1 to give them a clue. By *black lie*, Emma means a lie which is morally wrong to tell. James uses the expressions *grey lie* and *charcoal lie* to talk about a middle ground between *white* and *black lies*.
- 3 *Reading for main idea*. Focus learners on the headline and ask learners what they think an *email liar* is. Read the question together, then learners read the article. They discuss their ideas with a partner. Get some responses from different learners and ask them to give reasons for their ideas.

- 4 *Reading for detail*. Learners read the questions, then read the article again carefully. They can discuss their ideas with a partner. Feed back as a class.

1 They built up a database of information by asking people to come in and write emails telling lies and other emails telling the truth.  
2 Hancock has discovered that the following points are common in lying emails:  
1 longer messages; 2 the overuse of sense words such as 'see', 'feel', 'touch'; 3 the use of pronouns like 'he', 'we' and 'they' rather than 'I' to distance themselves from the lie; 4 the use of negative emotional words, e.g. 'sad', 'angry', 'unhappy' and 'stressed'.  
3 Peter Collett doesn't believe computers will be able to 'see' if someone is lying from their words alone; he believes body language and other clues when people talk are more reliable.

- 5 a Learners read the two emails, then talk together about who is lying and telling the truth. Make sure learners say why in feedback (i.e. they should relate their answers back to the article).

Hi Kyoko, ① Sorry but won't be able to come to work today. We ② had chicken last night and I think it was bad. ③ Woke up at three this morning and felt awful ④. ① Was sick for four hours. ① Saw ④ the doctor but he ② wasn't any help. ① Am exhausted. ① Feel stressed out ③ because I'm not at work. Anyway, ① really sorry. I should be back at work tomorrow. Best wishes, Maya

The writer of this email is lying, or feels guilty about something. It's too long, and there's too much detail. Examples: ① The writer doesn't say 'I' or 'I am'. She tries to distance herself from her story. ② Instead, she uses 'we', 'he' and 'they'. ③ She uses negative language like 'horrible' and 'awful'. ④ She uses 'saw', a sensory term which makes the story seem more real.

Hi Kyoko, I'm really sorry but I can't come to work today. I've been sick all night. Anyway, I'm really sorry. I should be back at work tomorrow. Best wishes, Simon

This email is short and direct, without unnecessary detail. The writer uses 'I' frequently and he is not trying to distance himself from the message.

[Adapted from The Sunday Times, 25 February 2007, p7. Source: Jeff Hancock, Cornell University, New York]

- b  Learners work in groups to compare their ideas.

### SPEAKING

- 6 *Discussion*. Learners talk initially in pairs or small groups. Ask some learners for their partner's response to the questions in feedback.

## But he said ...

### LISTENING

- 1 *Listening for main ideas*. Focus learners on the picture and read the two questions. See if learners can predict one of the lies from the picture. Then play recording 3.7. Learners compare ideas with a partner first, then feed back as a class.

Kyoko mentions that Simon, her production assistant, said he was sick (but he wasn't really). Learners should find this surprising because they will have concluded from his email in 5a that he was telling the truth. Naomi says her son lied about eating chocolate.

## GRAMMAR Reporting speech

- 2 a *Focus on meaning.* Learners look through the sentences from the conversations then complete them in pairs. Don't go through the answers yet, as this will pre-empt b.
- b Play recording 3.7 again so learners can check their answers.

*A said; told B told; explained C asked; told  
D promised; agreed*

- 3 a *Focus on verb patterns.* Do this with the class. Point out that other patterns are also possible, for instance *ask* + question word, e.g. *He asked me where I was going.*

*1 tell, explain (B) 2 ask, tell, promise, agree (C, D)  
3 say (A)*

- b Check understanding of *object pronoun* (= *me, him, her, etc.*). Then ask the class to scan the sentences again to find the two examples.

*'Ask' and 'tell' are followed by a person (object pronoun) before patterns 1–3.*

### Note: Grammar practice

You could do the grammar practice on p142 at this point.



You could use photocopiable activity 11B on the Teacher's DVD-ROM at this point.

## SPEAKING

- 4 a *Writing.* Demonstrate the activity by giving an example of your own for the first one. Learners continue working on their own. Walk round and help as necessary.
- b *Speaking.* Walk round while learners talk about their sentences together. Take a note of good and incorrect uses of the verb patterns for a feedback session after the activity.

### Optional extra: Story telling

Tell the class to think of an occasion when someone told a lie. It could be you, someone you know or someone you read about.

- 1 What was the lie about?
- 2 How did you or other people find out it was a lie?
- 3 What happened in the end?

Give learners time to think of a story and to plan how to tell the story using language from the lesson. Walk round and help as necessary. Then they listen to each other's stories in groups. In feedback, find out which story each group thought was the most interesting and ask learners to tell it to the class, if you have time.



You could use photocopiable activity 11C on the Teacher's DVD-ROM at this point.

## 11.3 Target activity

**Goals:** relate a conversation   
summarise what people say   
find out news about people you know

### Core language:

TASK VOCABULARY	Exchanging news
11.1 VOCABULARY	Verbs of communication
11.1 VOCABULARY	Relating a conversation
11.2 GRAMMAR	Reporting speech

## Chat about friends

### TASK LISTENING

- 1 Focus learners on the picture and ask what they think the relationship between the people is (*they're friends*). Then learners discuss the questions in pairs, or as a class.
- 2 *Listening for main idea.* Learners read the questions. Then play recording 3.8. They compare ideas with a partner, then feed back as a class.

*1 Hussein had problems with a flight to Buenos Aires where he was supposed to be meeting his wife.  
2 He arrived a day late.*

### TASK VOCABULARY Exchanging news

- 3 a *Focus on expressions.* Learners complete the expressions in pairs. Do not go through the answers yet, as learners will check them in b.
- b Play recording 3.8 again so learners can check their answers.

*1 hear 2 heard 3 told 4 said 5 spoken 6 heard  
7 heard 8 said*

- 4 a Explain that the sentences are the start of three different conversations. Demonstrate by writing the first question on the board and complete it with a name. Pairs choose names (preferably of people they know) to complete the conversation beginnings. Then they choose a conversation to work on.
- b *Writing.* Learners take turns to write sentences to continue the conversation, using the expressions from 3a. Walk round and help as necessary.
- c *Speaking.* Put pairs together, so they can perform their conversations for each other.

### TASK

- 5 *Preparation.* Make sure learners understand the scenario by asking what Frank's friends are doing (*meeting in a café to talk about Frank's problem at work*). Direct learners to the appropriate pages for their role cards and walk round while they're reading and planning and help as necessary.
- 6 *Role play.* Monitor while learners are having their conversations. In feedback, find out what they think Frank should do.

### Optional extra: Conversational strategies

This is a good opportunity to monitor learners' conversation strategies, e.g. to see how well they listen and respond to each other, if they are turn-taking appropriately and how they develop the conversation. When they finish, ask learners how they felt their conversation went and feed back to learners on any points you noticed.

- 7 *Round-up.* Direct learners to Frank's email at the end of the book and get learners' reactions to his situation.

## 11 Explore

### Across cultures: Attitudes to family

**Goals:** raise awareness of cultural similarities and differences  
talk about family attitudes in different cultures

**Core language:**

VOCABULARY      Upbringing

### LISTENING

- 1 *Listening for main idea.* Direct learners' attention to the questions, then play recording 3.9. Learners compare ideas, then check as a class.

a Quang    b Çigdem    c Patty

- 2 *Listening for detail.* Focus learners on the first two questions. Then play the first monologue of recording 3.9 again. Learners compare ideas in pairs, then check as a class. Deal with any problems as they come up and get learners' reactions to the content. Do the same for the other two monologues. In Quang's monologue, check understanding of *frustrated by something* (= *annoyed or upset that you can't achieve what you want to do*).

- 1 Children are expected to take part in family activities and are more protected by their families than children in Britain.
- 2 Children can do what they want more and tend to have more independence.
- 3 Quang says people tend to continue to live with their elderly parents or very close to them.
- 4 His friend couldn't afford to marry his girlfriend because he was supporting his parents.
- 5 Usually when they get married.
- 6 They still do what they're told by their parents and take part in their parents' social life.


### VOCABULARY Upbringing

- 3 a *be + adjective / past participle + to infinitive.* Look at the first sentence together and ask the class which country the person is talking about. If they can't remember, ask who says the sentence (*Patty*) and which countries she talks about (*Italy and Britain*). Learners can continue in pairs, but don't check answers at this stage. Check understanding and pronunciation of the expressions and give learners time to try saying them. This will help when they talk in c.


2 Italy    3 Britain    4 Vietnam    5 Turkey    6 Britain  
7 Turkey

### Language note

Draw attention to the pattern: *be + adjective / past participle + to infinitive* in these expressions. Encourage learners to record the pattern and examples in their vocabulary notebooks.

- b Direct learners to the script so they can check their own answers.
- c  *Discussion.* Learners discuss the questions in pairs. Monitor to see how they cope with the new language.

### SPEAKING

- 4 a  *Preparation and speaking.* Focus learners on the questions and give them time to think about their answers. Then put them in small groups, with learners from other cultures if possible, to discuss the questions. In feedback, find out if learners share similar attitudes to family and what differences there are amongst them.
- b *Round-up.* Ask the class what they know about attitudes in other countries. If you come from a different culture from your learners, tell them about attitudes in your country.

### Explore writing

**Goal:** write a factual report

**Core language:**

Expressions for talking about tables and figures in a report


- 1 a Focus learners on the pictures, on the list of activities and the questions. Talk about this with the class.

#### Alternative for multicultural groups

If you have learners from a number of different countries, put people from different countries together and let them talk together first, before feeding back as a class.

- b Direct learners' attention to the table and ask some questions about it to check understanding, e.g. *What country are the figures about? (Japan) How much sleep do men get every day? (7½ hours) What about women? (7¼ hours) Who spends more time commuting? (men).* Learners can then discuss the questions in pairs. In feedback, find out if learners think the information would be very different in their countries and if you have any learners from Japan, ask them for their opinions.
- 2 *Reading for main ideas.* Read the summaries of the four paragraphs, then learners read the report and do the matching. Let them compare with a partner, before checking answers with the class.

a 2    b 1    c 4    d 3

- 3 a  Learners can work together to find the expressions in the report. Make sure they record the expressions in their notebooks or on a piece of paper. They will need to refer to this when they do b. Walk round and help as necessary.

refer to the table: *Figure 1 shows, According to the, As the ... shows*  
 refer to topics: *when it comes to ..., As far as ... is concerned*  
 approximate figures: *just under, around, only around, about, just over*  
 compare and contrast: *twice as much ... as, compared to, about the same amount of, in contrast to*

#### Alternative for weaker groups

Pair stronger learners with weaker ones and divide the load between them, with the stronger learner finding more expressions, then directing their partner to the relevant parts of the report.

- b Make sure learners cover the report. Walk round while learners are talking about the information in the table and help with any problems.
- 4 a *Preparation*. Explain that learners are going to do a class survey, then write a report on the results. Look at the three topics and example questions, but tell learners they can choose any topic to ask about and brainstorm some more ideas with the class. Walk round while learners are writing their questions and help as necessary.
- b *Survey*. Learners mill around the class asking their questions. With a small class, learners can divide the questions between them and ask everyone in the class. With a large class, divide the class into groups, and learners ask the people in their group all the questions. Remind them to take notes, as they will need this information for their reports.
- c *Planning*. Learners work with their original groups and report back on what they found out from other people in the class. Tell them to choose a scribe to write the information into a table. They discuss how to organise the results and think about how to use the language from the lesson in their reports.
- 5 *Collaborative writing*. Divide up the paragraphs of the report among learners in the group. Each learner (or pair) writes a draft of their paragraph. Make sure they check each other's work and agree on the final content. Then one learner can write out the final report, or it can be typed up on a computer if available.

#### Alternative: Homework

If 5 will take too long, get learners to revise their paragraphs at home on a computer and communicate by email to put the final report together. They can bring them into the next class and respond to them as in 6.

- 6 *Round-up*. Learners exchange reports (or you can put them on the classroom walls). Ask what information in each other's reports they found surprising and why.

## 11 Look again

### Review

#### VOCABULARY Verbs of communication

- 1 a Learners can do this individually before checking with a partner. You can add challenge by doing it as a race in pairs.

*whisper, complain, scream, boast, argue, gossip, shout*

- b *Writing*. Walk round while learners write short conversations with a verb of their choice. Help as necessary.
- c Put two pairs together to perform their conversations. Each pair has to guess which verb the other pair's conversation is illustrating. In feedback, find out how easy it was for learners to guess and ask one or two pairs to perform their conversations for the class.

#### GRAMMAR Reporting speech

- 2 a Learners can work in pairs or alone before checking with a partner.

1 *My mum always used to explain why we couldn't do something.*  
 2 *I promised to do a favour for a friend but I forgot.*  
 3 *My boss always tells me what to do.*  
 4 *I don't like asking friends to do favours for me.*  
 5 *I always say what I'm thinking when I'm with a friend.*

- b Learners change the sentences if necessary to make them true for them.
- c / *Speaking*. Learners discuss their sentences together. In feedback, find out if their ideas were similar or different.

#### CAN YOU REMEMBER? Unit 10 – Remembering an event

- 3 a Learners complete the questions in pairs or individually before comparing with a partner. Remind them that they may have to change the form of the verb.

2 *forgotten* 3 *reminds* 4 *recognise* 5 *notice*  
 6 *remind* 7 *forget*


- b / *Asking and answering*. Walk round while learners are talking and check to see how they are dealing with the verbs. Feed back at the end.

## Extension

### SPELLING AND SOUNDS /ju:z/

- 4 a Model *human* for the class and ask what sound they can hear after the *h*. Write /ju:z/ on the board and isolate the sound for them. Then play recording 3.10 or say the words yourself, while learners underline the letters which make the /ju:z/ sound. Check as a class.


*human, university, argue, computer, new, future, due, communication, knew, few, barbecue, usually*

- b  Learners match the words to the patterns in pairs. Remind learners to say the words out loud while they're working and check pronunciation in feedback.

1 *university, usually*  
2 *human, computer, future, communication*  
3 *argue, due, barbecue; new, knew, few*

- c Learners complete the words in pairs, or individually before comparing with a partner. They check their own answers in a dictionary.


1 *useful* 2 *continue* 3 *renew* 4 *community* 5 *huge*  
6 *nephew* 7 *rescue* 8 *attitude* 9 *value*

- d  *Spellcheck with books closed.* Learners test each other, then check together at the end. Remind learners to record any words they find difficult to remember.

### NOTICE Science and research

- 5 a Learners look back at the article on email liars on p88, alone or with a partner, to find the nouns.

1 *software*  
2 *labs (abbreviation for 'laboratories' /lə'brɔ:trɪz/)*  
3 *a database*  
4 *data*  
5 *research*

- b  Learners complete the questions, then talk about them together. Ask a few learners for their answers in feedback and develop any promising questions into a class discussion to round up the unit.

1 *software* 2 *labs/laboratories* 3 *database; data*  
4 *research*

### Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.





# Unit 11 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

**11A Communication questionnaire**

**How well do you remember your conversations?**

When was the last time ...

- you complained about something? (What was the problem? What did you say? Did your complaint solve the problem?) 
- you argued about something? (Who did you argue with? What about? What did you say? What did he/she say?)
- you promised to do something? (What did you promise? Who to? Did you keep your promise?)
- you whispered to someone? (Who did you whisper to? Were you in the cinema? Were you in a meeting? Were you in a library?) 
- you screamed? (What did you see? Was it a film or on TV?) 
- you gossiped about someone you know? (Who were you talking about? What was the gossip?) 
- someone shouted at you? (Why? What were you doing?)

English Unlimited Intermediate Teacher's Pack Photocopiable © Cambridge University Press 2011

**11B Would I lie to you?**



English Unlimited Intermediate Teacher's Pack Photocopiable © Cambridge University Press 2011

**11C Who said what? 2**

Name: \_\_\_\_\_

**11C Who said what? 1**

Topics

**PAST**  
Choose one:  
 • What you did at the weekend  
 • Your last holiday  
 • Your first girlfriend/boyfriend  
 • Your favourite teacher  
 • Your earliest memory

**Present**  
Choose one:  
 • Something you like doing  
 • Your job/studies  
 • Your best friend  
 • What you have in your pockets  
 • Your home town

**FUTURE**  
Choose one:  
 • Your plans for the weekend  
 • A job you hope to have  
 • A prediction for the future of your country  
 • Something you plan to buy  
 • Something you need to do

English Unlimited Intermediate Teacher's Pack Photocopiable © Cambridge University Press 2011

## 11A Communication questionnaire

**Activity type:** Speaking and writing – Questionnaire / Group discussion – Individuals/Pairs/Groups

**Aim:** To practise verbs of communication and reporting speech

**Language:** Verbs of communication / Reporting speech – Use at any point from 11.1.

**Preparation:** Make one copy of the worksheet for every learner.

**Time:** 15–20 minutes

## 11B Would I lie to you?

**Activity type:** Speaking – Milling activity – Pairs / Groups / Whole class

**Aim:** To relate conversations

**Language:** Reporting speech – Use at any point from 11.2.

**Preparation:** Make one copy of the worksheet for the class. Cut up the worksheet to make a set of 12 strips. If the class is very large, it may be necessary to split the class into two or more groups with one set of strips per group, in which case you'd need to make more copies of the worksheet.

**Time:** 15–20 minutes

## 11C Who said what?

**Activity type:** Speaking and writing – Group milling discussion – Individuals/Groups

**Aim:** To practise reporting/summarising speech

**Language:** Reporting speech / Relating a conversation – Use at any point from 11.2.

**Preparation:** Make one copy each of Worksheets 1 and 2 for every learner.

**Time:** 20–30 minutes

# Unit 11 Self-study Pack

### In the Workbook

Unit 11 of the *English Unlimited Intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Verbs of communication; Relating a conversation; Exchanging news; Upbringing
- **Grammar:** Reporting speech
- **My English:** Using English at work
- **Explore reading:** Urban legends
- **Interview:** Family customs – Imelda, Nishadi and Darren

### On the DVD-ROM

Unit 11 of the *English Unlimited Intermediate Self-study DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Quoting
- **Explore speaking:** Ellipsis
- **Explore listening:** Late for work
- **Video:** Family customs