

15 Telling the truth

Unit profile

Vocabulary: Facial expressions

Reading: *The truth about lying*

Grammar: *have/get something done; get someone to do something*

Vocabulary: -self, -selves for emphasis

Writing: A story (2)


Warmer

Put students into small groups. Each person should think up a story. It can be real or made up. Once they have thought of the story, they should tell it to their group. The rest of the group should decide whether they think the person is telling the truth or not. Ask one or two students to tell their story to the whole class and hold a vote on whether the rest of the class thinks the story is true.

Your profile

Write *facial expressions* and *body language* on the board and ask students to describe them, giving an example of each. Put students into small groups to discuss the questions, and encourage them to model or mime the body language and facial expressions they talk about. Elicit ideas from different groups and ask them to demonstrate the facial expressions and/or body language.

VOCABULARY Facial expressions

- 1  2.13 Put students into pairs to describe what is happening in the cartoons. Tell them to choose the correct phrase for each one and play the recording so they can check their answers. You could ask students to write sentences of their own using the phrases.

Answers

- 1 bite your lip 2 nod your head 3 yawn 4 blink
5 stare at someone

Audioscript

1

Speaker 1: You're biting your lip again. Are you still worried about your phone?

Speaker 2: It's only a few weeks old. My parents are going to be really annoyed.

Speaker 1: I had my screen repaired last year. It's not as expensive as you think.

2

Speaker 1: Shall we go in? Or do you think we should wait for Tom? Are you nodding your head because you want to go or ...?

Speaker 2: Yes, sorry. Let's go in. Tom will find us when he gets here.

3

Speaker 1: Sorry. No matter what I do, I can't stop yawning this morning.

Speaker 2: Late night?

Speaker 1: A bit. But not that late ...

4

Speaker 1: What's up? Is there something in your eye?

Speaker 2: Yeah, can you take a look for me?

Speaker 1: I can't see anything ... Keep blinking and it might come out.

5

Speaker 1: Have you seen that boy's hair?

Speaker 2: Don't stare at people! It's rude!

Speaker 1: I know, but have you seen it?

- 2 Give students time to complete the sentences individually. Allow them to compare answers with a partner before checking as a class. As a fun way of checking answers, make students give you the answers without speaking, i.e. by miming. You can then check the grammatical form they have chosen is correct.

Extension activity

Ask students to write something down that would make them do each of the actions from exercise 2. They should then read these out loud to a partner (in a jumbled order), who should guess which action each is related to.

Answers

- 1 shook his head 2 licking my lips 3 rub your eyes
4 avoided making eye contact 5 blush

- 3 Put students into small groups to talk about the meaning(s) of each expression. Are any of them considered rude in public in their country? Ask students to compare their ideas. Elicit some ideas from each group and find out whether the rest of the class agrees or not.

READING

- 1 Ask students to raise their hand if they think they are good at spotting someone who is lying, and elicit how they can tell. Put students into pairs and set a time limit for them to write a list of ways they think they can tell when people are lying.

Extension activity

Ask students to work in small groups. Each person must think up a story that is either true or made up. They should tell the story to the group, who should decide whether the story is true or not. Afterwards, elicit how the others could tell whether the story was true or not.

- 2 Ask students to read the article and compare it to their own ideas. Discuss which of their ideas are mentioned. You could use the ideas in the text to find out who is the best in the class at spotting a liar by eliciting who wrote down the most accurate predictions.

Answers

Mentioned in the text: facial expressions, body language, polygraph tests, computer analysis, the Baseline Method, asking people to tell a story backwards

- 3 Tell students to read the first two paragraphs and the sentence removed from the first gap. Put students into pairs to discuss what they think the underlined part refers to. After checking answers, point out that pronoun referents (a pronoun such as *this*, *it*, *her* which refers backwards or forwards to another idea) often refer back to the nouns or a noun in the preceding sentence. Identifying these helps to understand the organisation of a reading text.

Answers

look nervous, blush, scratch their nose or ear

- 4 ● The exercise provides practice for *First Reading* and *Use of English Part 6*. Ask students to read the rest of the text and to do the exercise individually. Allow them to compare answers with a partner. Monitor and help as necessary before checking answers, encouraging stronger students to explain what the underlined phrases refer to.

Fast finishers

Tell fast finishers to think about the different methods used for spotting lies in the text and to decide which ones they think are the most effective and why. Ask them to share their ideas after checking answers to exercise 4.

Answers

- 2 D – the missing sentence describes how something works, and 'It' refers back to the polygraph in the previous sentence.
3 A – the missing sentence contrasts the lack of proof that any of these methods work (mentioned in the previous sentence) with a different belief, introduced by 'Instead'. One such 'technique' (strategy) is then explained in the following paragraph.
4 E – the missing sentence refers to 'this behaviour' and the sentence before the gap talks about waving hands or avoiding eye contact.
5 C – the missing sentence refers to repeating the story backwards and uses 'in this case' to make the link with the previous sentence.
6 B – the phrase 'situations like these' in the missing sentence links back to the two examples given just before the gap.

Talking points

Put students into small groups to discuss the questions. For the first question, ask them to think of at least three ways being honest can help them, e.g. *people will trust and believe them, they might be given more responsibility or be offered particular jobs*. For the second question, ask students to come up with some of the small lies that people tell, e.g. *Your new dress really suits you or I'm busy this weekend*. Discuss as a class why people do this, e.g. *to avoid hurting other people*, and how people would feel if everyone always told the exact truth.

EP Word profile

Ask students to read the sentences and then set the exercise on page 126. Check answers and then tell students to write sentences of their own using each of the phrases with *matter*.

Answers

1 c 2 a 3 c 4 b

Cooler

Write these situations on the board:

Your friend gets a bad haircut.

You are given food that you really do not like at a friend's house.

You broke your parents' camera by accident.

Put students into small groups and ask them to decide in which situations they think it's better to tell the truth and in which it's better to tell a lie and why. Discuss possible 'white lies' for each situation in whole-class feedback.

GRAMMAR *have/get something done; get someone to do something*

- 1** Books closed. Write these sentences on the board: *I cut my hair*, and *I had my hair cut*. Elicit ideas for how the sentences are different in meaning (in the first sentence, the speaker cut their own hair; in the second sentence, someone else cut their hair). Books open. Match the examples to the rules as a class.

→ Grammar reference Student's Book page 152

Answers

1 c 2 a 3 b

- 2** Tell students to complete the exercise individually before comparing answers with a partner. Check answers, and nominate individuals to match each one to a rule from Exercise 1.

Answers

1 cut – rule a 2 taken – rule b 3 to repair – rule c
4 done – rule a 5 got – rule c 6 cleaned – rule a

- 3** Monitor and provide help and positive feedback as students add two more questions individually. Tell students to discuss the questions with a partner, and then to share any interesting ideas with the class. You could then hold a class survey, with each student choosing one question to ask five other students. Get them to briefly present their questions and findings to the class.

Mixed ability

With weaker students, leave out the stage of writing two more questions. They can simply ask and answer the questions in the Student's Book.

- 4** Complete the first question as an example on the board and then ask students to complete the others individually. Nominate two stronger individuals to model the activity by asking and answering two of the questions in front of the class. Give students a few minutes to ask and answer the questions before eliciting some responses from different pairs.

Answers

1 your eyes tested? 2 a/your photograph taken professionally?
3 anything published online? 4 anything stolen?

- 5** Work through the first sentence on the board as an example and then ask students to complete the exercise individually. Monitor and help as necessary before checking answers, encouraging stronger students to explain their answer.

Fast finishers

Ask fast finishers to write a sentence similar to the ones in exercise 5 and to exchange it with another fast finisher. They should transform each other's sentences using *have/get something done* or *get someone to do something*. Elicit some examples after checking answers to exercise 5.

Answers

- 1 I got my dad to take us to the station.
2 My older brother is having work done on his house at the moment.
3 We got our neighbour to look after our cat while we were away.
4 Tomas had a drink spilt over him.

- 6** Tell students to imagine they are very rich and to write a list of the things they would get done for them on a piece of paper. Put students into pairs to discuss their ideas and to choose their three favourite things. Share ideas, and take a class vote to find the most popular. Alternatively, you could take in the lists and redistribute them around the class and ask students to guess who wrote the list.

Corpus challenge

Tell students to read the sentence and to correct the mistake. Check answers. Remind them of the word order with *have something done*.

Answer

Almost every family has had something stolen from their car.

VOCABULARY *-self, -selves for emphasis*

- 1** Before students look at the exercise, ask if they can remember what a polygraph is and who invented it. Then do the exercise as a class.

Answers

- 1 John Larson
2 To emphasise that it wasn't Marston who invented the polygraph.

- 2** Write the word *self* on the middle of the board and brainstorm the different forms of the word with different reflexive pronouns (used to show that the person who does the action is also the person affected by it). Ask students to complete the exercise individually. Check answers.

Answers

- 1 yourself 2 himself 3 themselves 4 itself 5 myself
6 myself

- 3 Ask students to read the questions and then to add four more. Monitor and help with vocabulary and grammar. Then tell them to move around the room asking their questions until they have found someone who answers 'yes' to each one. Make it more fun by setting the challenge of completing the activity as fast as possible.

Mixed ability

Ask weaker students to only add two more questions instead of four. Stronger students can add even more questions.

Extension activity

Tell students to imagine they have the ability to do whatever they want for themselves. Ask them to write down the things they would most like to do, e.g. *play the piano well, be a professional footballer*. Put students into pairs to discuss their ideas before nominating a few individuals to tell the class about their partner.

WRITING A story (2)

- 1 Tell students to just read the beginning and end of each story and not the whole story at this stage. Ask questions to check students have understood each text, e.g. *Who upset their friend and why? Who made a mistake? Whose teachers would be proud?* Tell them to do the matching exercise individually. Allow them to compare their answers with a partner before checking as a class.

Answers

1 c 2 b 3 a

- 2 Ask students to read the *Prepare* box and the first sentence of story a. Put them into pairs to discuss possible answers to the questions, and share ideas as a class.

Extension activity

Ask students to work with a partner. The students should discuss what they think the middle of story a might have been. Elicit one or two examples in the feedback.

Possible answers

- 1 They didn't want to listen to Jenny's problems again.
- 2 Jenny's name / number / photo
- 3 disappointed

- 3 Put students into pairs to write questions for texts b and c. Elicit some ideas for each from different pairs, e.g. *Why were you going into a café? Who was the boy? Why did you bump into each other? Which park? Why was it shining? What was it?*
- 4 Monitor as students write the middle of their story, and help with vocabulary and grammar as necessary. Give positive feedback for good ideas.

Mixed ability

With stronger groups or students, ask them to swap questions and tell them to write the middle of the story based on their partner's questions.

- 5 Ask students to read the task and put them into pairs or small groups to plan their short story. Tell them that they can use real or imaginary stories.

- 6 The task provides preparation for *First Writing* Part 2. Set a time limit of around 40 minutes to write the story. Monitor and provide support as necessary. Ask students to swap their stories with a partner and check their partner has used all the tips in the *Prepare* box.

Sample answer

A LUCKY DISCOVERY

When Jess and Ruby found the money, they didn't know what to do. They had discovered the bag stuffed with banknotes on their way home from school. It seemed like a lot of money, though they didn't recognise the currency.

The sisters decided to take the money to the police station. When they handed it in, they had to give their names and their parents' phone number. About a week later, their dad got a call from a foreign businessman, who the money belonged to. He wanted to thank the girls in person and invited the whole family to a nice restaurant.

After the meal, the man gave both Jess and Ruby an envelope. Inside each one was a new fifty-pound note, the sisters' reward for their honesty. But that wasn't the only thing they received.

It turned out that the man owned an international fashion company and he gave the sisters two stylish leather bags. That was totally unexpected!

Cooler

- 1** Ask students to fold over the piece of paper they have written their story on so that only the first paragraph can be seen.
- 2** Tell them to swap stories with someone they didn't work with in exercise 5. They should write a question that they hope their partner's story will answer.
- 3** Ask students to open the stories to find out if their question was answered, and get them to raise their hands if so. Discuss as a class any interesting questions that were answered.

Project

Tell students to use the internet to find out about body language in two different countries, e.g. *How do people show they are happy / sad / afraid?* In the following class, put students into small groups to present their findings. Ask them to compare and contrast these with their own country.

Teacher's resources

Student's Book

Grammar reference and practice page 152

Vocabulary list page 135

Workbook

Unit 15, page 60

Go online for

- Pronunciation
- Corpus tasks