

Botox should be banned for actors...Acting is all about expression; why would you want to iron out a frown?

Rachel Weisz, UK actress

## 1 GRAMMAR verbs of the senses

a Look at the adjectives for feelings in the list. In pairs, take turns to mime one of them for your partner to guess. You can only use your face and hands.

astonished embarrassed disappointed  
shocked miserable scared stiff

b Look at the film still of Keira Knightley. What kind of film do you think it is? In pairs, focus on her expression and body language and choose a, b, or c to complete sentences 1–3 below.

1 She **looks like**...

- a the daughter of a rich family.
- b a servant who has dressed up in her mistress's clothes.
- c a singer who is about to perform.

2 She **looks**...

- a nervous.
- b embarrassed.
- c miserable.

3 She **looks as if**...

- a she's just broken off a relationship.
- b she's running away from someone she dislikes.
- c she's unsure about what to do.

c **7.10** Now listen to a film critic describing what's happening in the scene. Check your ideas in b.

d Look again at the sentences in b. What kinds of words or phrases do you use after *looks*, *looks like*, and *looks as if*?

e **G** p.145 Grammar Bank 7B

f Look at four more film stills. With a partner, decide which of the film types they belong to. Do you know anything about any of the films?

comedy fantasy historical drama  
horror



Keira Knightley, in *Atonement*



Helen Mirren



Eddie Redmayne



Frances McDormand



Daniel Kaluuya

g Now look carefully at their expressions and body language, and describe:

- 1 who you think the character is (using *look like* + noun).
- 2 how you think he / she is feeling (using *looks* + adjective).
- 3 what you think is happening (using *look as if* + clause).

# The body

## VOCABULARY BANK

### 1 PARTS OF THE BODY AND ORGANS

a Match the words and pictures.

|   |                         |
|---|-------------------------|
| 1 | ankle /'æŋkl/           |
| 1 | calf /kɑ:f/ (pl calves) |
| 1 | heel /hi:l/             |
| 1 | knee /ni:/              |
| 1 | elbow /'elbəʊ/          |
| 1 | fist /fɪst/             |
| 1 | nails /neɪlz/           |
| 1 | palm /pɑ:m/             |
| 1 | wrist /rɪst/            |
| 1 | bottom /'bɒtəm/         |
| 1 | chest /tʃest/           |
| 1 | hip /hɪp/               |
| 1 | thigh /θaɪ/             |
| 1 | waist /'weɪst/          |
| 1 | brain /breɪn/           |
| 1 | heart /ha:t/            |
| 1 | kidneys /'kɪdnɪz/       |
| 1 | liver /'lɪvə/           |
| 1 | lungs /lʌŋz/            |



b 7.16 Listen and check.

ACTIVATION Cover the words. Look at the pictures and say the words.

### 2 VERBS AND VERB PHRASES

a Complete the verb phrases with the parts of the body.

arms eyebrows hair (x2) hand hands  
head nails nose shoulders teeth  
thumb toes

- 1 bite your nails /baɪt/
- 2 blow your \_\_\_\_\_ /bləʊ/
- 3 brush your \_\_\_\_\_ /brush your \_\_\_\_\_ /brʌʃ/
- 4 comb your \_\_\_\_\_ /kəʊm/
- 5 fold your \_\_\_\_\_ /fəʊld/
- 6 hold somebody's \_\_\_\_\_ /həʊld/
- 7 touch your \_\_\_\_\_ /tətʃ/
- 8 suck your \_\_\_\_\_ /sʌk/
- 9 shake \_\_\_\_\_ /shake your \_\_\_\_\_ /ʃeɪk/
- 10 shrug your \_\_\_\_\_ /ʃrʌg/
- 11 raise your \_\_\_\_\_ /reɪz/

b 7.17 Listen and check.

c Read the sentences. Write the part of the body related to the **bold** verb.

- 1 He **winked** /wɪŋkt/ at me to show that he was only joking. eye
- 2 The steak was tough and difficult to **chew** /tʃu:/.
- 3 When we met, we were so happy, we **hugged** /hʌgd/ each other.
- 4 Don't **scratch** /skrætʃ/ the mosquito bite. You'll only make it worse. \_\_\_\_\_
- 5 She **waved** /weɪvd/ goodbye sadly to her boyfriend as the train left the station. \_\_\_\_\_
- 6 These days, men don't always **kneel** /ni:l/ down when they propose marriage. \_\_\_\_\_
- 7 The teacher **frowned** /frəʊnd/ when she saw all the mistakes I had made. \_\_\_\_\_
- 8 The painting was so strange, I **stared** /steəd/ at it for a long time. \_\_\_\_\_
- 9 She got out of bed, and **yawned** /jɔ:nd/ and **stretched** /stretʃt/. \_\_\_\_\_ / \_\_\_\_\_
- 10 If you don't know the word for something, just **point** /pɔɪnt/ at what you want. \_\_\_\_\_

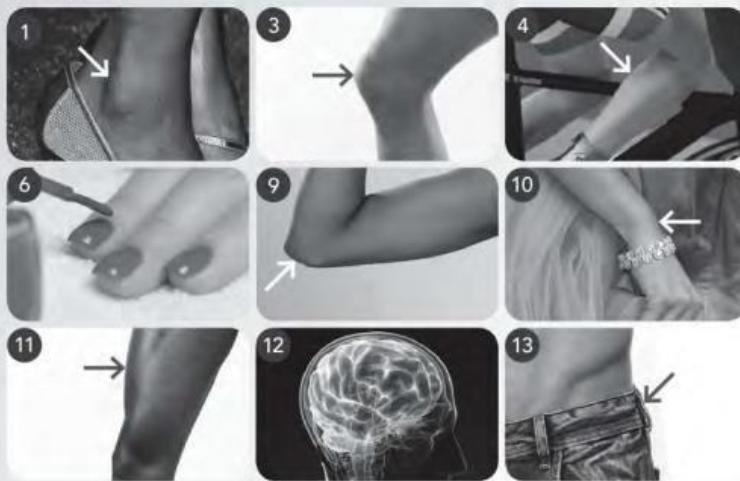
d 7.18 Listen and check.

ACTIVATION In pairs, **A** say a verb phrase to **B**. **B** do the action.

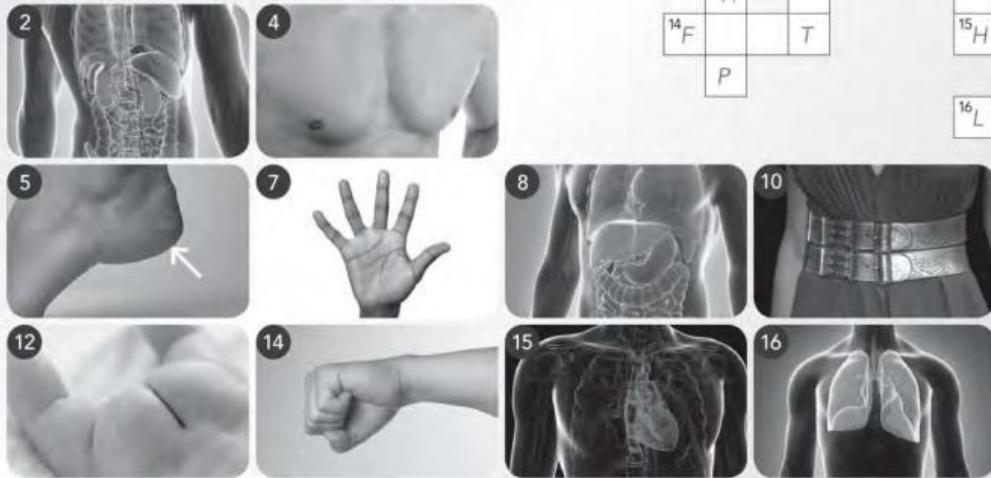
## 2 VOCABULARY the body

a Complete the crossword.

DOWN ↓



ACROSS →



b Match 1–13 to a–m.

1 Can you touch \_\_\_\_\_  
 2 When I asked if she'd passed, she shook \_\_\_\_\_  
 3 I always brush \_\_\_\_\_  
 4 Adam shrugged \_\_\_\_\_  
 5 Here's a tissue so you can blow \_\_\_\_\_  
 6 I used to suck \_\_\_\_\_  
 7 Jessie combed \_\_\_\_\_  
 8 She went into the room and shook \_\_\_\_\_  
 9 Remember to brush \_\_\_\_\_  
 10 When I told my boss, she raised \_\_\_\_\_  
 11 My boyfriend bites \_\_\_\_\_  
 12 He folded \_\_\_\_\_  
 13 My niece held \_\_\_\_\_

a your nose.  
 b my hand as we walked down the road.  
 c her head sadly.  
 d his arms and stood watching me.  
 e my thumb when I was a baby.  
 f his nails when he's nervous.  
 g her hair and put on her jacket to go out.  
 h—your-toes?  
 i his shoulders and said he didn't know.  
 j your hair once you've washed it.  
 k hands with the interviewer.  
 l her eyebrows in surprise.  
 m my teeth after every meal.

c Complete the sentences with the past simple form of a verb from the list.

chew frown hug kneel point scratch  
stare stretch wave wink yawn



- 1 The children stared at the ice cream in the shop window.
- 2 Anna stared at her children and gave them each a kiss before she left the house.
- 3 He pointed as he read the letter – it can't have been good news.
- 4 We chewed each mouthful to make it last because we didn't know when we'd be eating again.
- 5 He got up and stretched to try and wake himself up.
- 6 The police officer examined the footprints on the ground to examine the footprints.
- 7 I don't speak French, so I just winked at the cake I wanted.
- 8 My friend stared at me when he saw me getting off the train.
- 9 My dad pointed at my daughter to show he wasn't being serious.
- 10 The baby yawned twice and then fell asleep.
- 11 Robin scratched the insect bites on his legs and made them bleed.

### 3 VOCABULARY FROM READING

#### Complete the sentences.

- 1 It's a contradiction to say that you're friends with somebody but you don't trust them.
- 2 Don't lie to me – I need to know the truth.
- 3 The best way to detect a lie is by watching a person's body language.
- 4 I'm not a very good liar, so I generally tell the truth.
- 5 The present was supposed to be a secret, but his wife gave it away.
- 6 People often use debt to make money or get something they want.

### 4 PRONUNCIATION

#### silent consonants

a Cross out the silent consonants in the words. Use the phonetics to help you.

|           |           |
|-----------|-----------|
| 1 wrist   | /rɪst/    |
| 2 thumb   | /θʌm/     |
| 3 kneel   | /ni:l/    |
| 4 palm    | /pɑ:m/    |
| 5 muscle  | /mʌsl/    |
| 6 whistle | /'wɪsl/   |
| 7 honest  | /'ɒnɪst/  |
| 8 fasten  | /'fa:sn/  |
| 9 aisle   | /aɪl/     |
| 10 design | /dɪ'zain/ |
| 11 whole  | /həʊl/    |

b 7.3 Listen and check. Then listen again and repeat the words.

c Look at the phonetics. Write the word.

|                |        |
|----------------|--------|
| 1 /'kɑ:sl/     | castle |
| 2 /hu:z/       |        |
| 3 /'kʌbəd/     |        |
| 4 /'fɔ:rən/    |        |
| 5 /rɒŋ/        |        |
| 6 /kɔ:m/       |        |
| 7 /naɪf/       |        |
| 8 /'sɪzəz/     |        |
| 9 /'ɔ:təm/     |        |
| 10 /'aɪlənd/   |        |
| 11 /wɒt/       |        |
| 12 /'plæmə(r)/ |        |

d 7.4 Listen and check. Then listen again and repeat the words.

e 7.5 Listen and complete the sentences.

- 1 They spent the whole meeting discussing the new project.
- 2 I wish I had been more honest about how I felt.
- 3 I don't know anyone who likes the fasten of the new shopping centre.
- 4 It seems to have been much colder than usual this winter.
- 5 I've found a key, but I don't know where it is.
- 6 She looked surprisingly whole after the accident.

### 3 VOCABULARY & SPEAKING the body

a Look at the photos. Where do you think they were taken? What emotion do you think he is showing?



b Look at the photos and match the words in the list with 1–8.

cheek chin eye forehead  
lips neck stubble wrinkles

c Which word in b goes with these? Can you find them in the photo?

brow      lash      lid

d 7.15 Listen and check your answers to b and c.

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### 4 PRONUNCIATION silent consonants

a Cross out the 'silent' consonant in these words.

calf comb kneel palm thumb wrinkles wrist

b 7.19 Listen and check. What can you deduce about the pronunciation of...?

• kn and wr at the beginning of a word    • mb at the end of a word

c Look at the phonetics for some more words with silent consonants. In pairs, try to say them.

|            |           |             |            |
|------------|-----------|-------------|------------|
| 1 /'ɒnɪst/ | 4 /'wɪsl/ | 7 /dɪ'zain/ | 10 /kə:m/  |
| 2 /'fə:sn/ | 5 /aɪl/   | 8 /hə:f/    | 11 /klaim/ |
| 3 /'mæsl/  | 6 /daʊt/  | 9 /həʊl/    | 12 /nɒk/   |

d 7.20 Match words A–L to the phonetics in c. Then listen and check. What is the silent consonant in each one?

|         |          |          |           |
|---------|----------|----------|-----------|
| A aisle | D design | G half   | J muscle  |
| B calm  | E doubt  | H honest | K whistle |
| C climb | F fasten | I knock  | L whole   |

e Practise saying the phrases below.

half an hour I doubt it calm down, dear an aisle seat, please  
designer clothes anti-wrinkle cream kneel down

### 5 READING & SPEAKING

a Look at the title of an article by Professor Thomas Ormerod about his research and read the first paragraph. What is the accepted 'best way to spot a liar'? What was the purpose of Ormerod's experiment?

b Now read the rest of the article and match Ormerod's five key principles A–E to gaps 1–5.

A Ask open questions  
B Build rapport  
C Look for changes in style  
D Try to find contradictions  
E Use surprise questions

c Read the article again and mark the statements **T** (true) or **F** (false). Correct the **F** statements.

- 1 Body language as a way of identifying a liar can be helpful if you know someone well.
- 2 The 'fake' passengers in Ormerod's experiment were given a false cover story.
- 3 All passengers passing through airport security during the experiment were interviewed by the trained security officers.
- 4 The more information passengers were asked for, the more difficult it was for them to lie successfully.
- 5 Officers were told to be suspicious of passengers who always gave short answers.
- 6 The experiment proved that verbal clues are as effective as body language in helping to identify a liar.

d In pairs, play *Truth or lie*. Swap roles for question 2, etc.

A Ask B question 1 below. Ask follow-up questions, using techniques from the article, and decide if B is telling the truth.

B A will ask you question 1 below. You must answer, Yes, I have. If you have had the experience, tell the truth. If you haven't, invent answers to A's follow-up questions.

- 1 Have you ever walked out in the middle of a play, film or concert?
- 2 Have you ever sprained your wrist or ankle?
- 3 Have you ever been caught cheating in an exam?
- 4 Have you ever been stopped by the police?

e Did any of Thomas Ormerod's techniques help you to tell if your partner was telling the truth or not?

# The best way to spot a liar...or is it?

**H**ow easy is it to know whether someone is telling the truth or lying? Some people aren't very good at pretending, whilst others are far more expert. Most of us are familiar with the kind of body language which tends to indicate deception, such as avoiding eye contact, blushing, fidgeting, or laughing nervously; and identifying whether somebody is telling the truth can be fairly straightforward with people we know well, our children, family, or friends. However, research shows that relying only on body language to spot a liar is in fact very unreliable, especially when you are not familiar with how a person usually behaves. In fact, according to one study, just one in 400 people manage to make a correct judgement based on non-verbal indicators with more than 80% accuracy. Just because someone looks nervous does not mean they are guilty, and in more formal contexts, such as interviewing crime suspects or in security screening at airports, the consequences of getting it wrong can be very serious. So, my research team and I devised an experiment to develop a more reliable method of lie detection, which relies not on how people behave, but on what they say.

We tested out our method on passengers at airport security. Firstly, we recruited a selection of 'fake' passengers of different nationalities, such as American, German, Swiss, and Canadian, and offered them an extra fee if they managed to pass through a security interview without being spotted. Each person prepared a convincing cover story about their life and work history and the purpose of their plane journey. They were all given valid tickets and passports, and were asked to dress appropriately and carry suitable luggage. A team of trained officers then made a random selection of passengers passing through security, and carried out specially constructed interviews in order to try to spot the 'fakes'.



**So, what kinds of things did the officers ask in these interviews?** These are the key principles we used to increase the chance of finding out if someone was lying:

- 1 Officers were asked to give the impression that this was a fairly casual conversation, and to put passengers at their ease with general, friendly questions such as 'How are you today?' and 'Did you have a good trip to the airport?'
- 2 We told officers to use questions such as 'Can you tell me about...?', 'Can you explain to me who...?' and so on, that required passengers to give more information, rather than just answering 'yes' or 'no'.
- 3 Passengers were asked, for example, for extra information about a family member or about the company that they worked for; handling unexpected questions is more difficult for a liar than for a truthful person.
- 4 Officers were encouraged to ask follow-up questions to test passengers' statements. For example, if the passenger claimed to work in Oxford, the officer might ask them about their journey to work, to check if they could report that accurately, and to try to spot any gaps in expected knowledge.
- 5 Liars are often more confident when they feel in control of a conversation, but if they start to feel undermined or challenged, they begin to limit their responses. We told officers to watch out for people who started to reply with much shorter answers, or who showed a tendency to become evasive in their answers, not replying directly to the questions.

The aim was to put all passengers under gentle pressure, which would increase the chance that something a 'fake' passenger might reveal during a conversation would give them away. The officers were also told not to pick up a lie immediately – rather, to encourage the liar to continue to talk, and then to challenge them when they were sure they were lying. And the results were striking. The security officers using our interview technique were over 20 times more likely to detect the lying passengers than officers using traditional behaviour observation methods.



Professor Thomas Ormerod

## 6 WRITING

W p.119 Writing Describing a photo Write a description of a picture, speculating about what the people are doing, feeling, etc.