

# 4

Questions and negatives • *How come?*  
Prefixes and antonyms • Being polite

## Nothing but the truth

### Introduction to the unit

The theme of this unit is telling lies. In trying to get at the truth of stories, students will have lots of practice in forming questions and negatives, which is the grammatical focus of the unit. The title refers to the oath taken by witnesses in a court of law. They promise to tell '...the truth, the whole truth, and nothing but the truth.'

The main reading texts are about three conspiracy theories, (concerning the deaths of Princess Diana and John F. Kennedy junior, and the 'faked' Apollo moon landings). The main listening text involves six people talking about their most memorable lies.

### Language aims

**Questions and negatives** The aim is to revise and practise the formation of questions and negatives involving all the main tenses and modals.

#### Questions

Question formation is always a problem for learners of English. There are several reasons for this.

- Students must remember to invert the subject and the verb, and use the correct auxiliary verb.
- The subject of the sentence must always follow the auxiliary verb, no matter how long it is.

*How many times has the European section of your company won an award?*

Students often want to say ~~\*How many times has won an award the European section?~~

- Students don't differentiate between the two questions *What ... like?* and *How ... ?* and overuse the question with *How ... ?*  
~~\*How's your flat? \*How's your city?~~

- Having learned that questions always require an auxiliary verb, students encounter subject questions.

*Who wants an ice-cream? What happened at the party?*

- Students are reluctant to end a question with a preposition.  
*Who are you waiting for? Who did you give the letter to?*
- Students often make errors with indirect or reported questions, forgetting that there is no inversion and no *do/does/did* in these questions.

*I wonder where she is. \*I wonder where is she.*

*I asked her what she does. \*I asked her what does she do.*

- It is unlikely that your students use negative questions appropriately and accurately. They are difficult to form and to pronounce. They have two quite distinct uses. The first expresses the speaker's surprise about a negative situation.

*'Haven't you got a computer?' 'No, I haven't.'*

*Can't you swim? I thought everyone could swim.*

The other use means, *Confirm what I think is true.* In this use, it refers to a positive situation.

*'Weren't we at school together?' 'Yes, we were.'*

In some languages, especially far eastern languages, the answer to negative questions is the opposite of what an English speaker would say, i.e. 'Yes' instead of 'No'.

A Can't you swim?

B \*Yes. (You're right.) I can't swim.

They answer the truth value of the question and not the reality of the situation.

### Negatives

Making sentences negative doesn't usually present such a problem for upper-intermediate students. This unit concentrates on how other parts of the sentence can be made negative, not just the main verb.

*I told you **not to do** it.* = negative infinitive

*There are **no** onions left.*

*'Who likes grammar?' 'Not me.'*

There is also practice of transferred negation. In English we usually say *I don't think* + affirmative verb rather than *I think* + negative verb. Other verbs like this are *believe*, *suppose*, and *expect*.

*I **don't think** you're right.*

*I **don't suppose** you know the answer.*

**Vocabulary** The vocabulary section looks at making opposites, using prefixes (*un-*, *in-*, *im-*, etc.) and antonyms.

**Everyday English** This section practises being polite. It looks at stress and intonation in polite requests and offers.

## Notes on the unit

### TEST YOUR GRAMMAR (SB p34)

The *Test your grammar* section aims to test the students' understanding of how to form negatives and questions. It tests many of the problem areas outlined in the *Language aims* section above.

This exercise should be done quickly. Don't get involved in lengthy grammar explanations at this stage.

- 1 Ask students in pairs to make the sentences negative. Go round monitoring to see how well students understand how to form negatives.

#### Answers

- 1 I disagree/don't agree with you.
- 2 I don't think you're right./I think you're wrong.
- 3 I didn't tell her to go home. (= I didn't say this to her.)  
I told her not to go home. (= I spoke to her, and told her to stay.)
- 4 'Isn't John coming?' (= a negative question, which either expresses surprise about a negative situation, or asks for confirmation of a positive situation, depending on the context.)  
'Is John not coming?' (= this is less likely, and means the same as above. It is used to emphasize the fact that he is 'not coming'.)  
'I hope not.' (= I hope that this is not true. Note that 'I think so' has two negatives, 'I don't think so' and the more formal, 'I think not'. However, ~~'I don't hope so'~~ is not possible. This is dealt with in detail in unit 5.)

- 5 I didn't know everybody at the party.  
I didn't know anybody at the party. / I knew nobody at the party. (= these two sentences mean the same. Note that in English, we cannot use a double negative: ~~\*I didn't know nobody.~~)
- 6 I haven't done my homework yet.  
I still haven't done my homework.  
(The use of the adverbs, *already*, *yet*, and *still*, can be confusing. We use *already* with positive sentences to mean, *before now* or *before expected*. We use *yet* with negative sentences to talk about something that has not happened but is expected to happen in the future. We use *still* with both positive and negative sentences to talk about a situation that continues to happen (or not happen), even though you expect it to have happened before now. Note the position of the adverbs in the sentence.)
- 7 You mustn't get a visa. (= prohibition)  
You don't have to get a visa. (= no obligation)  
You can't get a visa. (= not allowed/impossible)  
(Note that the negative of a modal verb is often a completely different modal verb.)
- 8 My sister doesn't like hip-hop either. (= *either* is used in negative statements to refer to both of two people or things)  
My sister dislikes hip-hop, too. (= but *either* is not used when the prefix *dis-* is used to make the negative)

- 2 Ask students in pairs to write in the missing word in each question.

#### Answers

- 1 What sort/kind/type of music do you like? (*what* + noun)
- 2 How often/regularly/frequently do you wash your hair? (*how* + adverb)
- 3 Who do you look like? (*look like* = resemble physically)
- 4 How long does it take you to get to school? (*How long* = how much time)
- 5 What were you talking to the teacher about? (Question with a preposition at the end)
- 6 Do you know what the time is? (There is no inversion and no *do/does/did* in indirect questions)

Ask students to practise the questions in pairs. Monitor and correct any errors.

### TELLING LIES (SB p34)

#### Questions and negatives

This section looks at a variety of question and negative forms. The practice activities pay particular attention to indirect questions, questions with prepositions, negative questions, and the informal use of *How come*?

Lead in by asking students about *lies*. Ask, *Do you ever tell lies? What's the biggest lie you have ever told?*

- 1 Ask students in pairs or small groups to look at the people and think of what lies they might tell. Have a brief class feedback, asking a few students for their ideas.

#### Possible answers

**A teenage girl to her parents:** She might tell them she is staying with a friend when she is going to a party or seeing a boyfriend./She might lie about doing homework or getting a bad mark in tests.

**A car salesman:** He might say a car is better/faster/more reliable/more of a bargain than it really is.

**A student to the teacher:** He/she might say that he/she has done homework/revised for a test when they haven't. He/she might lie about why he/she hasn't done homework.

**A politician:** He might exaggerate the achievements of his/her government/say the economy is better than it is.

**A husband to his wife:** He might say that he is working late or meeting clients when he isn't./He might tell her that he likes her new dress or hairstyle when he doesn't.

- 2 Ask students in their pairs or groups to look at the cartoons and discuss the questions.

#### Answers

- a She is lying to her boyfriend. She is saying that she's not ready for marriage, whereas, in truth, she probably doesn't love him enough. She's telling a white lie because she doesn't want to hurt his feelings.
- b The boy is lying to his mother. He has probably been in a fight, and is probably lying because he knows his mother will be angry if he has been fighting.
- c She is lying to a friend. She doesn't want to offend or upset her friend by telling the truth.
- d She is lying to her father because she knows he would not approve of her going clubbing or to a party.
- e He's lying to his boss. He wants to get a day off work to play golf.
- f A secretary talking to a client. She is lying because her boss does not want to be disturbed by that particular client.

- 3 **T4.1** {CD 1: Track 39} Play the recording. Ask students to listen and answer the questions. Have a brief class feedback.

#### Answers and tapescript

- 1 The truth is that she doesn't love him. She lied because she didn't want to hurt his feelings.
- 2 The truth is he's being chased (bullied) by a group of lads (boys). He lied because he doesn't want his parents to complain to the head teacher and make the situation worse.
- 3 The truth is that she thinks the dress looks awful. She lied because she doesn't know how to tell her the truth.
- 4 The truth is that she is going clubbing. She lied because she has an exam next week and her dad would 'kill' her if he knew she was clubbing.

- 5 The truth is that he is going to play golf. He lied because he didn't want to sit in an office all day – he wanted to play golf.
- 6 The truth is that she is available, but she lied because she feels rough (unwell) after a late night.

#### T4.1

- 1 Oh dear! It's not that I *dislike* him, I just don't *love* him. How can I tell him I don't want to marry him without hurting his feelings? Trouble is, I actually fancy his best friend!
- 2 There's this group of lads you see – they're always chasing me and I don't think it's for fun. But I can't tell my mum and dad – if they find out, they'll go to the head teacher and complain and that would make everything much worse.
- 3 How do you tell someone when they look awful? That dress doesn't suit her at all. But I don't know how to tell her. She obviously thinks she looks great in it.
- 4 Me and Emma are going clubbing, but I daren't tell my dad – he'd kill me. I've got an important exam next week and I haven't done a thing for it. I haven't a clue when I'll be back.
- 5 I know I'm not really ill. But it's a beautiful day and I don't want to sit in a stuffy office all day. I'm off to play golf. I never have days off usually.
- 6 I don't care who it is. I had a late night and I feel really rough this morning. Tell them I'm in an important meeting and I don't want be disturbed at the moment.

- 4 Ask students in pairs to match the questions to the speakers in a-f. You could replay the recording to help the students, if necessary.

#### Answers

1 c 2 f 3 e 4 b 5 d 6 a

## LANGUAGE FOCUS

See TB p8 for suggestions on how to teach this section.

Don't forget to look at the *Language aims* section on TB p41, which looks at problems students may have. You should also read the Grammar Reference on SB p144.

## LANGUAGE INPUT

- 1 Ask the students to find and read aloud examples of the different question and negative forms.

#### Answers

**Questions with auxiliary verbs:** *What did you make that face for? Doesn't it look good? Can I speak to...? Haven't I told you...? Where are you going? How long will you be?*

**Questions without auxiliary verbs:** *How come you're ill today? Who gave you that black eye?*

**Two ways of asking why:** *What did you make that face for? How come you're ill today?*

**A question with a preposition at the end:** *What did you make that face for?*

**A question word + an adverb:** *How long will you be?*

**An indirect question:** *I want to know if you'll marry me.*

**Negative questions:** *Doesn't it look good? Haven't I told you...?*

**A future negative:** *...you won't be late.*

**Negatives with *think* and *hope*:** *I hope you won't be late. I don't think you will.*

- 2 Ask students to complete the indirect questions. In the feedback, point out that there is no inversion or use of *do/does/did* with indirect speech.

#### Answers

I don't know **where** he works.

Have you any idea **what** the answer is?

I wonder **whether/if** she bought the blue one.

Refer students to the Grammar Reference on SB p144

## PRACTICE (SB p35)

### Quiztime!

- 1 Naturally, organizing groups here will depend on the size of your class. With a small class, say 10, divide the class into two groups of five to prepare. Direct the students to the two sets of question prompts, on p155 for Group A, and p156 for Group B. Give the students a few minutes to prepare. Monitor and make sure all students are contributing to the question forming. Then hold the quiz. Nominate different students from each group in turn to ask questions. Write up points scored for correct answers on the board, and find a winner. In the feedback, correct any poorly-formed questions that you heard.

With a large class, say 20, either divide the class into four groups, two Group As and two Group Bs, then hold the quiz open class, but nominate speakers from different groups to ask questions. Alternatively, divide the class into smaller groups of three or four to prepare questions, then match Group As with Group Bs, so that you have perhaps three separate quizzes going on in class. Monitor, help and note errors for feedback.

#### Answers

##### Group A

##### MUSIC

- 1 What sort of music did Louis Armstrong play? *jazz*  
2 How many strings does a violin have? *four*

##### SPORTS

- 3 What medal is given to the person who comes third in the Olympic Games? *a bronze medal*  
4 In which country was golf first played? *Scotland*

#### SCIENCE

- 5 Which is the nearest star to the earth? *The sun*  
6 Who developed the theory of relativity? *Albert Einstein*

#### GEOGRAPHY

- Which country is Wellington the capital of? *New Zealand*  
8 What does the 'Richter Scale' measure? *earthquakes*

#### HISTORY

- 9 Which year was President John F. Kennedy assassinated in? *1963*  
10 How long was Nelson Mandela in prison for? *twenty-eight years*

#### Group B

##### MUSIC

- 1 What kind of music does Eminem sing? *rap*  
2 Whose brothers formed the pop group 'The Jackson Five'? *Michael Jackson's*

##### SPORTS

- 3 What is the longest running race in the Olympic Games called? *The Marathon*  
4 Where and when was baseball first played? *the United States in the 19th century*

#### SCIENCE

- 5 How many legs does a butterfly have? *six*  
6 Which theory did Charles Darwin develop? *the theory of evolution*

#### GEOGRAPHY

- 7 Which state is the biggest state in the US? *Alaska*  
8 Which oceans are linked by the Panama Canal? *The Atlantic and Pacific Oceans*

#### HISTORY

- 9 Which town and state was President John F. Kennedy assassinated in? *Dallas, Texas*  
10 In which year did the last Concorde fly to New York? *2003*

- 2 Ask students to work in their groups to think of comments about the answers in the quiz, using the prompts. Have a brief class discussion.

#### EXTRA IDEA

Here is an idea for extra indirect question practice. Ask students to write direct questions, one for each type of question word. They then read them out to each other in pairs. Their partner has to quickly make each question into an indirect question. For example.

*Where's the nearest chemist?*

*Could you tell me where the nearest chemist is?*

*What time will he be arriving?*

*I wonder what time he'll be arriving.*

### Asking for more information

- 3 Read through the introduction and examples as a class. Ask students to write short questions to answer the statements. Let them check with a partner before feedback.



### Answers

- |               |               |
|---------------|---------------|
| 1 Who to?     | 5 Who from?   |
| 2 What about? | 6 Who for?    |
| 3 Who with?   | 7 What about? |
| 4 What for?   | 8 Where to?   |

Here is a way of extending the exercise: Put students into pairs. Ask one student to read out the statements at random. The other student must respond with a short question, (without looking at the answers).

- 4 Ask students in pairs to make the questions longer.

**T4.2** [CD 1: Track 40] Play the recording so that students can check their answers.

### Answers and tapescript

- 1 Who did she give it to?
- 2 What do you want to have a word about?
- 3 Who did you dance with?
- 4 What do you need it for?
- 5 Who did you get it from?
- 6 Who did you buy it for?
- 7 What are you thinking about?
- 8 Where do you want a lift to?

## Negative questions

- 5 **T4.3** [CD 1: Track 41] Play the recording and ask students to compare the use of negative questions in the two groups.

### Answers

The speaker asks for confirmation of what he thinks is true and expects the answer *Yes* in group 2.

The speaker expresses surprise and expects the answer *No* in group 1.

Play the recording again and ask students to listen and repeat the negative questions, imitating the stress and intonation patterns.

- 6 Read the examples, and then ask students in pairs to think of possible answers to the other negative questions in exercise 5.

### Sample answers

- 1b No, I can't. My school didn't have swimming lessons.  
1c No, he hasn't. I think there's a postal strike today.  
2b Yes, it was. Don't worry. You can buy me lunch today!  
2c Yes, it is. They're shooting a film in the High Street today.

- 7 Ask students in pairs to ask and answer about the topics listed, using negative questions. Monitor and make sure that students are forming the negative questions correctly and using appropriate intonation.

**T4.4** [CD 1: Track 42] Play the recording and compare the examples with the students' answers. Play the recording again and get students to repeat the examples, using the same intonation and stress patterns.

### T4.4

- 1 A Don't you like ice-cream?  
B No. I know it's weird, but I never have done. Not even vanilla.
- 2 A Don't you like learning English?  
B No, actually, I don't. I think it's really difficult.
- 3 A Don't you like your neighbours?  
B Well, they're all right, but they make a lot of noise.
- 4 A Haven't you ever been abroad?  
B Not really. I went to Scotland once, but that's not really abroad, is it?
- 5 A Haven't you got a TV at home?  
B No. We must be the only people in the whole world without a telly.
- 6 A Isn't it Tuesday today?  
B Yeap. It follows on from Monday.
- 7 A Isn't this your pen?  
B No, it isn't, actually. Mine's blue. That's black.
- 8 A Didn't you go to the States last year?  
B You bet. All down the east coast from Boston to Florida.
- 9 A Aren't you going to the races next weekend?  
B Uh huh. And I bet I'll lose a fortune. Hey ho!

## Making negatives

- 8 Ask students in pairs to check the words in their dictionaries, then make negative sentences. Have a brief class feedback.

### Answers

Vegans don't eat any animal products.  
Atheists don't believe in God.  
Teetotalers don't/never drink alcohol.  
Insomniacs can't sleep.  
Dyslexics can't spell/can't read well.  
Pacifists won't fight/won't go to war/don't want to go to war.  
Animal rights campaigners don't wear furs/don't use products that have been tested on animals.  
Naturists don't wear clothes.  
Anti-globalization protesters don't want multinationals to run the world.

- 9 **T4.5** [CD 1: Track 43] (part 1) Play part one of the recording. Ask students which words in exercise 9 describe Norman. Then ask students in pairs to write negative sentences about Norman.

### Answers and tapescript

Norman is: an insomniac, a dyslexic, an atheist, a vegetarian, a teetotaler.

He can't sleep. He doesn't have a big place to live. He can't spell. He doesn't believe in God. He doesn't have a wife./isn't married. He doesn't have a job. He doesn't have a flatmate. He doesn't have a pet. He doesn't eat meat. He doesn't drink alcohol. He isn't sociable.

#### T4.5 (part 1)

My mate Norman's a funny guy. He's an insomniac, he's dyslexic, and he's an atheist. He's single, unemployed, and lives all alone in a tiny one-roomed flat without even a pet for company. Also he's vegetarian and teetotal. He's -er pretty anti-social, actually.

### SPOKEN ENGLISH *How come?*

Read through the box as a class.

#### Answers

*How come you're going to work today?* expresses surprise. *How come?* can be used instead of *Why?* when the question expresses surprise at the apparent irrational nature of the situation (it is a shortened way of saying *How has this come to be?*).

- 10 Ask students to read through the sentence halves, and think how they might complete the sentences using *How come?*

**T4.5** (part 2) Play the recording. Ask students to listen, then work in pairs to complete the sentences. Ask the students if they understand the joke at the end. (*Because he is dyslexic, Norman spells 'OK' as 'KO', and 'God' as 'dog' – so, being an atheist, he worries about the existence of 'dog'.*)

### Answers and tapescript

He's single, so how come his wife answered the door?

He hasn't got any pets, so how come his dog started barking?

He's an atheist, so how come he had been late for church?

He's dyslexic, so how come one of his favourite pastimes is doing crosswords?

He's unemployed, so how come all his friends from his office had been at his party?

He's teetotal, so how come he had a bit of a hangover?

He's vegetarian, so how come he had a barbecue with steaks and burgers?

He's anti-social, so how come he had a wild party?

#### T4.5 (part 2)

I went round to see him last Sunday. As I walked up the drive, his dog started barking. His wife answered the door, and she called for Norman to come downstairs and join us in the living room. He was in a bad mood because he'd overslept

that morning and he'd been late for church. He also had a bit of an hangover, which he told me was the result of a wild party that they'd had at his house the night before. All his friends from his office were there. They'd had a barbecue in the garden with steaks and burgers. One of his favourite pastimes is doing crosswords, and while he was talking to me, he was doing one of those big puzzles from the newspaper.

'So how are you, Norman?' I asked him.

'KO, mate, KO. How about you?'

Anyway, as I said, Norman's an insomniac, dyslexic, atheist. So the joke is that he lies awake all night wondering about the existence of dog. Get it?

### Who is it?

- 11 This activity provides light-hearted, written, personalized practice of negative forms. Model the activity by writing five negative statements about yourself on the board. Give students 3 or 4 minutes to write some sentences on a piece of paper, (not in their exercise books). Encourage students to use a variety of tenses. Collect in the pieces of paper, and hand them out at random around the class. Nominate students to read out the sentences in front of them. Ask the class to guess who is being described.

### ADDITIONAL MATERIAL

#### Workbook Unit 4

Exercises 1-4 Negatives

Exercises 5-9 Questions

### LISTENING AND SPEAKING (SB p37)

#### My most memorable lie!

The aim here is to improve the students' ability to listen for gist and specific information, and to get students talking about their personal experiences.

A useful vocabulary lead-in is to write the following phrases on the board, and ask students to give you an example of each: *tell a lie*, *tell the truth*, *tell a white lie*, *tell a fib\**, *exaggerate*, *be economical with the truth*

\*a fib is a small, inconsequential lie.

*to be economical with the truth* is an expression that became famous after being used by a British politician. When asked if he'd lied in court, he said that he hadn't lied, but admitted being 'economical with the truth'.

- 1 Lead in by telling the students about an 'interesting lie' that you told as a child.

Put students in small groups of three or four. Give them a minute to think of an 'interesting lie'. Then give the groups a few minutes to tell each other about their lies.

In the feedback, ask each group to briefly tell the class about their 'best' lie.

- 2 **T4.6** [CD 1: Track 44] Play the recording. Ask students to listen and correct each statement.

#### Answers

- 1 Andrew was *playing pool* when his father came home.
- 2 Paul *regularly* lied as a child (because he wanted to have something to say to the priest).
- 3 Carolyn didn't go to America for her *male* friend's wedding.
- 4 Kiki *never* told her grandmother the truth.
- 5 Sean *didn't* learn judo at school.
- 6 Kate was punished for lying. She was spanked (hit on the bottom).

- 3 Give the students a couple of minutes to read through the questions. Check that the students understand the vocabulary. Play the recording again. Ask students to listen and answer the questions.

#### Answers

- 1 He denied all knowledge of the cigarettes (and in fact pool, and the basement, and everything else). He had pushed the cigarettes through a kind of grate underneath the window.
- 2 Lying to a (catholic) priest at confession. It is bizarre because he is lying in order to have a sin to confess – but of course, lying is a sin!
- 3 She told her friends that the bride's dress was lovely. It was a white lie because she lied in order not to be rude or hurt feelings. The dress did nothing for the bride's figure – it didn't make her figure look good.
- 4 She lost a necklace with her initial on it. She lost it at a party. She told her grandmother that it had been stolen.
- 5 To get details of judo classes. He lied about being good at judo in order to avoid a fight.
- 6 She put her pet cat in the dressing up box. Her excuse for forgetting all about the cat is that she was only four or five at the time.

**T4.6** See SB Tapescripts p128

- 4 Ask students in their groups to match each word to one of the lies. The students will need to use dictionaries to check the words. Let students look at tapescript 4.6 on p128 of the Student's Book to check their answers.

#### Answers

confession (of sins to a priest) = 2  
 frumpy (dress that is *unattractive and unfashionable*) = 3  
 dressing up box (full of clothes for dressing up) = 6  
 gold-filtered (cigarettes with *gold coloured filters*) = 1  
 a robbery (at Kiki's house) = 4  
 spanked (*hit on the bottom with the hand as punishment*) = 6  
 stubs (the *burnt ends* of cigarettes) = 1  
 necklace (the necklace which she lost) = 4  
 the playground (at school) = 5

a princess (in a dressing up game) = 6

a grate (a *frame of metal bars* – here under a window) = 1

a soldier (in a dressing up game) = 6

sins (confess your sins – admit to the *bad things you have done*) = 2

### What do you think?

The aim of this exercise is to use the listening as a springboard for discussion. The students are expected to discuss their opinions and list examples.

Discuss the first set of questions as a class. Then ask students to work alone to list good and bad occasions to lie. Then ask them to discuss their ideas in their groups. End the discussion by eliciting lists of good or bad occasions to lie on the board.

#### Sample answers and ideas

3 is a white lie, and, arguably, 4. Otherwise, answers are students' own ideas.

**Other occasions when it might be good to lie:** when someone asks your opinion about their ability to do something, or a possession or purchase.

**Other occasions when it is not good to lie:** anything involving being dishonest in a way that puts the blame for something on other people.

### READING AND SPEAKING (SB p38)

#### Diana and Elvis shot JFK!

This is a jigsaw reading activity. The aim is to develop the students' ability to read for specific information. The activity also teaches vocabulary in context, and involves a lot of spoken interaction.

- 1 Lead in by asking students to discuss what they know about the events in small groups. In the feedback, encourage any 'knowledgeable' students to inform the class. If the students know little or nothing about the events, you may need to tell them a bit about the events yourself.

#### BACKGROUND INFORMATION

President John Fitzgerald Kennedy was assassinated by a sniper (Lee Harvey Oswald) on November 22<sup>nd</sup> 1963 in Dallas, Texas. He was being driven through the streets of the city in an open-top car at the time.

John Lennon, the former Beatle, was murdered on December 8<sup>th</sup> 1980 in New York. He was shot by a deranged fan, Mark Chapman, as he left his apartment building.

Princess Diana, the Princess of Wales, was killed in a car crash in a tunnel in Paris on August 31<sup>st</sup> 1997. She had left the Ritz Hotel with her male companion, Dodi Fayed, and was being driven at high speed to escape the

pursuing media. Dodi, who was also killed in the crash, was the millionaire son of Mohammed al Fayed, the Egyptian-born owner of *Harrods* department store in London.

The Apollo space project was started by President Kennedy, with the aim of landing a man on the moon. The first Apollo moon landing took place on July 19<sup>th</sup> 1969. Astronauts, Neil Armstrong and Buzz Aldrin, walked on the moon. 'That's one small step for a man, one giant leap for mankind,' said Armstrong, as he stepped down onto the lunar surface. A number of further landings were made by the Apollo program throughout the 1970s.

- 2 Ask the questions open class, or ask students to discuss the questions in their groups.

#### Answers

Conspiracy theories are explanations of events by people who don't believe the official explanation. They believe that there was some secret conspiracy behind the official explanation. Conspiracy theories are usually circulated on the Internet nowadays.

There are many theories about the events in exercise 1, particularly about Kennedy.

Some people believe that:

JFK was murdered by the CIA or Republican Party, Russian or Cuban spies killed him, there was more than one marksman (not just Lee Harvey Oswald). Oswald was murdered by Jack Ruby to keep him from telling the truth.

Elvis is not dead, but faked his death to escape attention.

Princess Diana did not die in an accident – she was murdered in plots by the Royal family or British secret service.

The Apollo moon landings were staged in a Hollywood studio.

- 3 Ask students to read the introduction and answer the questions.

#### Answers

Events mentioned: The CIA shooting of President Kennedy, Elvis being alive and well and living on the moon.

People like these theories because they appeal to the imagination, and seek to make sense of horrifying, historic events.

A 'juicy' theory is a theory that is very interesting and enjoyable to speculate about.

- 4 This is a jigsaw activity. Divide the class into groups of three. Ask the students to decide which person in their group is going to read which text. Ask students to read and answer the questions.

When the students are ready, ask them to share their information with people in their group.

#### Answers

##### The death of Diana

- 1 The death of Princess Diana in a car crash on August 31<sup>st</sup> 1997.
- 2 Four theories are mentioned: an MI6 plot to protect the monarchy; a murder plot by florists to sell flowers; a hoax so that Diana and her boyfriend Dodi could live together on a tropical island; a plot by a member of the Royal family to kill Diana (by tampering with the car's brakes), so that Charles, the Prince of Wales could marry again.
- 3 Diana was fed up with intrusions into her private life. We never saw the body. Diana wrote to her butler predicting her own death in a car crash (according to the butler).
- 4 To protect the monarchy. To enable Diana and Dodi to live in peaceful isolation.
- 5 Florists, Dodi Fayed and the Fayed family; Paul Burrell (Diana's butler); the Royal family; the Prince of Wales (Prince Charles).

##### The Apollo moon landing

- 1 The Apollo moon landing in 1969 (and after).
- 2 Two: The landing was a hoax, filmed in a film studio; the landing happened, but the astronauts discovered evidence of an ancient civilization.
- 3 The flag is fluttering, and there is no breeze on the moon; the astronauts' photos don't show the night sky; the shadows are coming from more than one angle; one of the moon rocks is marked with a 'C'.
- 4 To prove America won the space race; the idea of finding civilization is too terrifying to reveal.
- 5 Neil Armstrong; Fox TV network; Apollo astronauts.

##### The death of John F Kennedy Junior

- 1 The death of JFK Junior in a plane crash on July 17<sup>th</sup> 1999.
- 2 Murdered by Clinton supporters because he planned to stand against Hillary Clinton; terrorists placed a bomb on the plane; Carolyn was chatting on her mobile and it interfered with the controls; an Irish curse on the family.
- 3 Leaked FBI documents record explosives within the plane's tail; the use of the mobile phone is recorded; proof of the curse is that other Kennedy family members have had accidents near water.
- 4 –
- 5 John Kennedy Junior (John John); JFK; Carolyn Kennedy; Clinton supporters; Hillary Clinton; the Kennedy clan; Joseph Kennedy Jr; Teddy Kennedy.



## Vocabulary work

Ask students to find the words in their text, then explain them to the rest of their group.

### Answers

#### Diana

- 1 breathtaking
- 2 thought up/fiendish
- 3 elaborate hoax
- 4 buy into
- 5 hatched/tampered

#### Moon landing

- 1 circulating
- 2 fluttering/breeze
- 3 stunning array
- 4 unanimously/even the beginnings of a case
- 5 seeking to conceal

#### JFK junior

- 1 bizarre/wildest
- 2 glued
- 3 ran into turbulence
- 4 spookily
- 5 patently ridiculous/pretty plausible

## What do you think?

The aim of this exercise is to use the text as a springboard for discussion.

Ask students to work in small groups to discuss the questions. Monitor and prompt, then have a brief class feedback.

### Possible answers

*What is it about the Internet that breeds such theories?*

The internet is anonymous; you can express things which would be libellous in other contexts, with less risk of prosecution; it's full of chat rooms where anybody (no matter how crazy) can express their view; people who spend a lot of time on the Internet are the sort who like gossip, conspiracy theories and strange ideas; it's a place for obsessives to write about their theories.

## Writing Unit 4

### Linking ideas – Conjunctions SB p114

## VOCABULARY (SB p42)

## Saying the opposite

This section looks at antonyms and negative prefixes.

## LANGUAGE INPUT

## Antonyms

- 1 Ask students to compare the sentences. Ask the questions and elicit the answers.

### Answers

The antonyms used are *implausible* (formed with a negative prefix) and *ridiculous*.

In context, the use of *ridiculous* sounds better, as native speakers tend to avoid repeating the same word.

- 2 Do one as an example, then ask students in pairs to think of the correct prefixes.

### Answers

unbelievable	dishonest	irresponsible
illegal	incredible	improbable

In feedback, check that the students are aware that, although *un-* is the most common prefix, English has a variety of them. *Dis-* is often used with verbs and nouns as well as adjectives, whereas the others are largely used with adjectives and adverbs. *Il-* is often used before adjectives beginning with *l*. *Im-* is often used before adjectives beginning with *p* or *m*. *Ir-* is often used with adjectives beginning with *r*. There are exceptions to these, however, e.g. *unpopular*, *unreliable*.

- 1 Ask students in pairs to label the parts of speech and then write antonyms. Go round monitoring and prompting. In the feedback, build up a list on the board.

### Answers

Word	Antonyms
fake adj	genuine, real, authentic
like vb	dislike, hate, can't stand, can't bear, detest, loathe
tiny adj	big, large, huge, enormous, massive, immense
happiness n	unhappiness, sadness, misery, sorrow, discontentment
guilty adj	not guilty, innocent, blameless
safe adj	unsafe, insecure, dangerous, risky, hazardous
admit vb	deny, contradict
sincere adj	insincere, dishonest
success n	failure, disaster, flop
mature adj	immature, childish, young, youthful
encourage vb	discourage, dishearten, criticize, undermine
kind/generous adj	unkind/ungenerous, mean, stingy, tight, tight-fisted
appear vb	disappear, vanish

- 2 Ask students to complete the conversations. Do the first as an example to show that the words need to be changed to the correct form. Let students check in pairs before feedback.

**T4.7** [CD 1: Track 45] Play the recording. Students listen and check their answers.

#### Answers and tapescript

- 1 A Gary's a really **successful** businessman.  
B Yeah, but he's a complete **failure** as a family man. He never sees his children.
- 2 A My grandad's so **generous** he gives me £20 every time I see him.  
B Lucky you! My grandad's famous for his **meanness**. A fiver every birthday, *if* he remembers.
- 3 A Well, Henry, I'm pleased there's been some **improvement** in your behaviour this term, but sadly your work has **got worse**.  
B Didn't I do OK in the test then?
- 4 A You're not going bungee-jumping! It sounds really **dangerous**.  
B No, honestly, it's **safe** enough as long as you're careful.
- 5 A Our teacher is always **criticizing** us. I feel useless.  
B I know – it's not fair, he should give us more **encouragement** if he wants us to work hard.

- 3 Read out the conversations. Ask students what the effect of using the antonyms is.

#### Answer

English speakers often use antonyms when they are responding and agreeing with what the first speaker said. The first speaker is expressing him or herself very directly and honestly. The effect of the second speaker using antonyms is to be tactful by using understatement. The simplest way to do this is to use *not very* + opposite adjective, e.g. ('What lousy weather!') *It's not very good, is it?* ('Jenny's thick, isn't she?') *She's not very bright, it's true*. In the examples used in the Student's Book, the second speaker uses *not exactly* + strong opposite adjective (*Yes, it's not exactly tropical, is it?*), and *not* + opposite superlative (*Well, she isn't the brightest of people, it's true*). The effect of these is to give a humorous and ironic flavour to the tactful statements. Another structure used in the tapescript that has this effect is Present Perfect + comparative ('That was one helluva difficult exam!') *I've seen easier papers*. You could ask the students to try translating these expressions into their own language and see if they are used in a similar way.

Ask students in pairs to write similar conversations.

**T4.8** [CD 1: Track 46] Play the recording. Ask students to compare their conversations with those on the recording. Ask a few pairs to read out their conversations for the class.

#### Answers and tapescript

- 1 A What a boring party!  
B You're right, it wasn't **exactly** an exciting evening.
- 2 A I don't know about you, but I thought the holiday was awful.  
B Well, it wasn't the most fun I've had.
- 3 A I can't believe how mean Jane is!  
B Mmmm, I suppose she's not famous for her generosity.
- 4 A That was one helluva difficult exam! I couldn't do a thing.  
B Too right, I've seen easier papers.

- 4 Ask students in pairs to write opposites.

#### Answers

- |                                       |                      |
|---------------------------------------|----------------------|
| 1 an easy question                    | 4 a soft mattress    |
| tender meat                           | an easy exam         |
| 2 a cloudy sky                        | 5 a dead animal      |
| a guilty conscience                   | recorded music       |
| 3 dark hair                           | 6 a dark colour      |
| a(n) unfair/unjust/<br>harsh decision | a deep/heavy sleeper |

- 5 Ask students in pairs to match words and meanings. Point out to students that *used* is unusual in that it can be used with all these prefixes. With most adjectives and past participles, only some of the prefixes can be used, e.g. *unpaid*, *overpaid*, *underpaid* but not *\*misaid*, *\*abpaid*, *\*disaid*.

#### Answers

- |                         |                         |
|-------------------------|-------------------------|
| 1 used cruelly or badly | 4 used in the wrong way |
| 2 not used any more     | 5 used too much         |
| 3 not ever used         | 6 not used enough       |

Song **After T 4.12** [CD 1: Track 51]

*I never loved you anyway* TB p145

#### ADDITIONAL MATERIAL

Workbook Unit 4

Exercises 10-11 Vocabulary

Exercise 12 Verb + preposition

Exercise 13 Pronunciation – Intonation in question tags

#### EVERYDAY ENGLISH (SB p43)

#### Being polite

The aim of this section is to introduce and practise ways of being polite.

- 1 This light-hearted lead-in aims to find out how well and naturally students use polite expressions. Ask students to read through the situations, then elicit some 'white lies'. Ask students in pairs to improvise roleplays for each situation. Go round monitoring, and note any good

examples of being polite. In the feedback, ask a few pairs to act out one of their roleplays for the class.

#### Sample answers

- 1 That was delicious, but I'm afraid I'm really full. Thanks, but I couldn't eat another thing.
- 2 Oh, yes, he's lovely. What big eyes! And such lovely hair!
- 3 Thanks for inviting me. It's really kind, and I'd love to go, but I'm afraid I'm really busy then.

- 2 **T4.9** [CD 1: Track 47] Play the recording. Ask students to listen to each pair of lines and conversations and say which is more polite, and in what ways. Ask students in pairs to look at the tapescripts on p129 of the Student's Book, and practise the conversations. Go round monitoring, reminding students to avoid flat intonation.

#### Answers and tapescript

- 1 Line 1 is more polite. The speaker says *I'm sorry to bother you*, meaning *Excuse me*, and uses a polite expression, *could you possibly*, and an energetic intonation pattern.
- 2 Line 2 is more polite. The speaker uses a polite expression, *Could you tell me*, and says *please*. Intonation rises at the end.
- 3 Conversation 1 is more polite. The speaker uses expressions like *how kind* and *You shouldn't have*. The intonation is high and positive.
- 4 Conversation 2 is more polite. The speaker apologizes, says *what a pity* and *Thanks anyway*, and expresses disappointment through the intonation pattern.
- 5 Conversation 1 is more polite. The speakers use polite expressions and a positive intonation pattern.
- 6 Conversation 2 is more polite. The speakers use polite expressions, *I wonder if I could possibly* and *Would you mind*, and a positive intonation pattern.

#### T4.9

- 1 I'm sorry to bother you, but could you possibly change a ten-pound note?  
Have you got change for a ten-pound note?
- 2 Where's the station?  
Could you tell me where the station is, please?
- 3 A This is a present for you.  
B For me! Oh, how kind! You shouldn't have, really. Thank you so much.  
C This is a present for you.  
D Thanks.
- 4 A Can you come to a party on Saturday?  
B No, I can't.  
C Can you come to a party on Saturday?  
D Oh, what a pity! I'm already going out, I'm afraid.  
C Oh well, never mind!  
D But thanks for the invitation anyway.
- 5 A Excuse me! Do you mind if I sit down here?  
B No, not at all.  
C Is anyone sitting here?

D No.

- 6 A Can you give me a hand? I need to carry this box upstairs.  
B OK, if you like.  
C I wonder if I could possibly ask you a favour? Would you mind helping me with this box?  
D No, not at all.

- 3 Ask students in pairs to make the requests and offers more polite. Do the first one or two as examples, to get students started, but also to check the rules of form and use here. Ask students which of the expressions are used to make requests, and which make offers. Point out that some of the expressions are followed by *-ing*, some by the base infinitive.

#### Answers

##### Requests (followed by base infinitive)

*Could you possibly/I wonder if you could/Do you think you could*

*give me a lift/help me find my glasses/lend me your dictionary/look after my dog while I'm on holiday/stop whistling?*

##### Requests (followed by *-ing*)

*Would you mind giving me a lift/helping me find my glasses/lending me your dictionary/looking after my dog while I'm on holiday?*

*Would you mind not whistling?*

Note that *Would you mind stopping whistling?* is grammatically correct, but sounds clumsy.

##### Invitations

*Would you like to come for a meal tomorrow evening?*

##### Offers

*Would you like me to help you with this exercise?*

Students may also change requests to offers by changing *me* to *you*. For example, *Would you like me to give you a lift?/Would you like me to help you find your glasses?*

##### Requests (using an indirect question)

*Do you happen to know where the toilet is?*

#### MUSIC OF ENGLISH

**T 4.10** [CD 1: Track 48] Read through the information in the box as a class. It is a good idea to write the example sentence on the board, with the intonation pattern as shown. Model the polite request, or play the recording as a model, and ask the class to repeat chorally then individually until most of the class are attempting a reasonable intonation pattern.

You could point out that native speakers often use polite requests aggressively, in a sarcastic way, e.g. *Do you think you could possibly take our order now?* (to a waiter in a restaurant, after waiting 20 minutes to order). In this case, the intonation used is flat.

- 4 Model one or two mini-dialogues with a reliable student. Then ask students in pairs to practise making and refusing requests. Go round monitoring, correcting any flat intonation. At the end, ask a few pairs to act out a dialogue for the class.

**T4.11** [CD 1: Track 49] Play the recording so that students can compare their dialogues.

### Tapescript

- 1 A Do you think you could give me a lift to the station?  
B I'm terribly sorry, I can't. I have to be at work by 8.30. I'll order you a taxi, though.
- 2 A Could you possibly help me find my glasses? I can't find them anywhere.  
B Sorry! I'm afraid I have to dash or I'll miss the bus. I'm hopeless at finding things anyway.
- 3 A Hi! Listen, would you like to come round for a meal tomorrow evening? I'm cooking Chinese.  
B Oh, I'd love to, but I'm afraid I'm already going out.  
A Oh, what a shame! Another time perhaps.
- 4 A Would you mind lending me your dictionary?  
B I would if I could but I'm afraid I forgot to bring it with me today. Sorry.
- 5 A Hi, it's Susan here. Could I ask you a big favour? I wonder if you could look after my dog next week? I'm going on holiday.  
B I'm terribly sorry, Susan, but I can't. I'd love to have Molly, you know I adore dogs, but I'm going away myself for a few days.
- 6 A Do you happen to know where the toilet is?  
B Sorry. I'm afraid I've no idea. Ask the guy serving drinks, he'll know.
- 7 A Would you like me to help you with this exercise? I think I know the answers.  
B That's really kind of you but I want to try and work it out for myself. Thanks anyway.
- 8 A Excuse me. Would you mind *not* whistling?  
B I'm sorry. I didn't realise I was.  
A That's OK.  
*[Amusingly, B then begins humming!]*

### Roleplay

Lead in by asking students to look at the photo. Ask, *Where are they? Why are they there?* Tell students to imagine they have been invited for dinner at an English person's house. Ask, *What do you say when you arrive/during dinner/when you leave?* Elicit lots of ideas.

- 5 Read through the introduction as a class. Ask students to work in groups of four to complete the conversation on SB p156. Go round monitoring, helping and correcting.

**T4.12** [CD 1: Track 50] Play the recording. Ask students to listen and compare their conversation.

After playing the recording, ask students to each choose a role, (*Anna, Ben, Kim* or *Henry*), then roleplay the dinner party, using the main stress shading on Anna, Ben, and Henry's lines to guide pronunciation. They could choose to act out their own version or the version on the recording.

### Answers and tapescript (main stress underlined)

A = Anna B = Ben H = Henry K = Kim

- B Kim! Hello! Great to see you. Come on in. Let me take your coat.
- K Thanks very much. Oh, these are for you.
- A What lovely flowers! How kind of you! Thank you so much. Now, I don't think you know Henry? Let me introduce you. Henry, this is Kim.
- H Hello, Kim. Nice to meet you. I've heard a lot about you.
- K Oh, I hope it was all good!
- H Where exactly are you from, Kim?
- K Well, I'm Canadian. I was born in Saskatoon but I've been working in the US for the last couple of years.
- H That's interesting. And what are you doing in London?
- K Work, I'm sorry to say. Actually, I'm on my way to Amsterdam for a conference, and I thought I'd stop over in London to see Anna and Ben. We used to work together in New York.
- H And how do you find London, Kim? Is it like home, or is it very different?
- K Well, it's very different from Saskatoon and New York! I know London quite well, actually, I always love it here.
- B Now, Kim. What would you like to drink?
- K Oh, could I have a beer? No, sorry, I'll have a glass of red wine, if that's OK.
- B Right. I'll just get that for you.
- K Thanks.
- A Right, everybody. Dinner's ready. Come and sit down. Kim, can you sit next to Henry?
- K Yes, of course.
- B Has everyone got a drink? Cheers, everybody!
- K Cheers! It's great to be here.
- A Kim, help yourself. Would you like some Parmesan parsnips?
- K Parmesan parsnips? I don't think I've ever had them. What are they?
- A Well, they're parsnips coated in Parmesan cheese and roasted. Would you like to try some?
- K Well, I'd love to but I'd better not - cheese doesn't always agree with me.
- B Another glass of wine, perhaps?
- K No, I'm all right, thanks very much. But d'you think I could have a glass of water?
- B Yes, of course. Sparkling or still?
- K Just tap water would be fine. That's great. Thanks a lot.
- A Well, bon appétit everyone!