

G verbs of the senses

V the body

P silent consonants

## 1 GRAMMAR verbs of the senses

- a Look at the adjectives for feelings in the box. In pairs, take turns miming 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 movie still of Keira Knightley. What kind of movie 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.

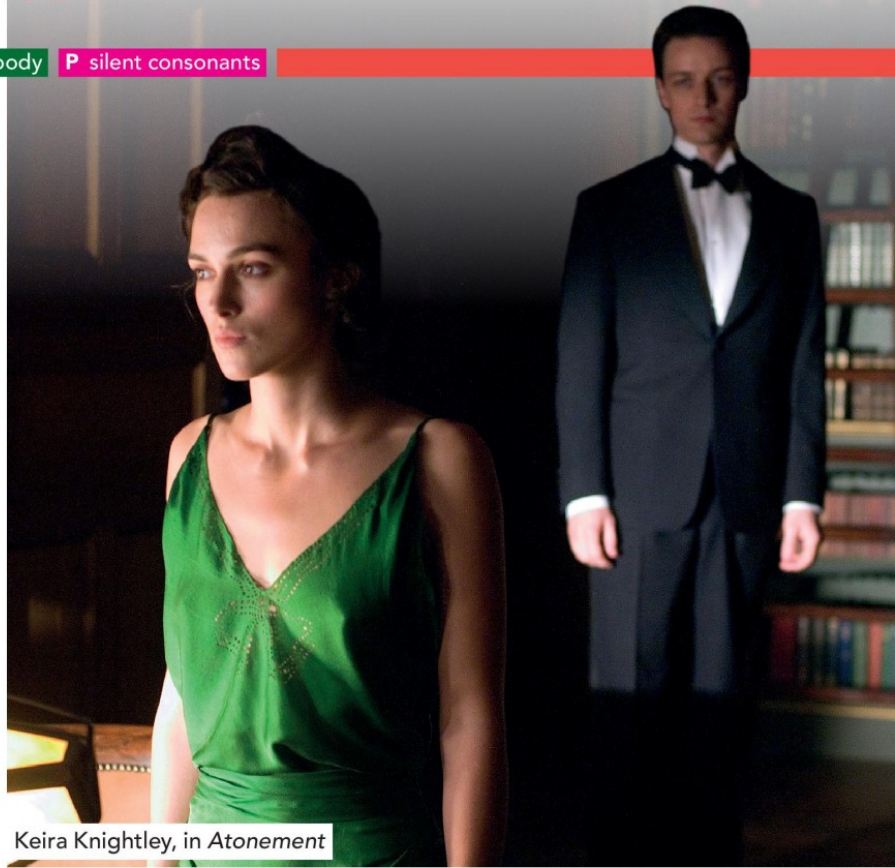
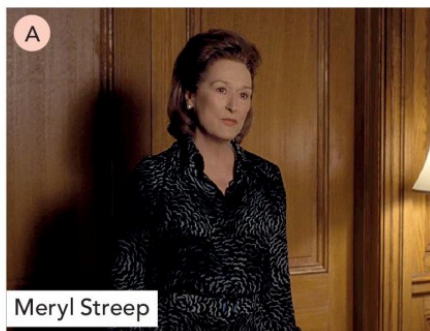
- c 7.10 Now listen to a movie critic describing what's happening in the scene. Check your ideas in b.

- 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 p.145 Grammar Bank 7B

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

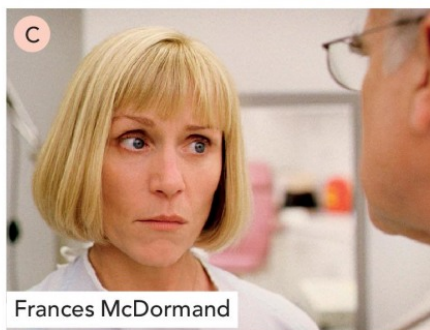
comedy fantasy historical drama  
horror

Keira Knightley, in *Atonement*

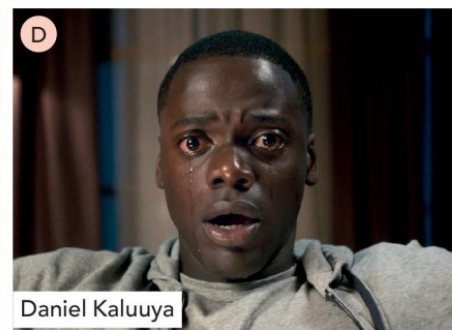
Meryl Streep



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).



- h **7.12** Listen to the movie critics and check your answers to **f** and **g**. Did you guess correctly?
- i **7.13** Listen to these sounds. What do you think is happening? Use *It sounds as if...* or *It sounds like...*
- ( I think it sounds as if they've...
- j **C Communication** Guess what it is **A p.109**  
**B p.113** Describe objects for your partner to identify using *looks, feels, smells, or tastes + adjective, or like + noun*.

## 2 READING & LISTENING

- a Have you ever acted in a play or movie / video? Where and when? What was your role? Did you enjoy it?
- b Read the first paragraph, the introduction to an article. What is the best way to do the exercises?

# How to improve your acting skills

Being an actor means having a lot of "waiting time," for example, when you're off set during a movie, not on stage in a play, or between jobs. One way to continue practicing and improving is to do some exercises and games that will develop your acting skills. Some of these can be done by yourself, but many are more fun in groups. Most of these techniques, acting games, and exercises were created by drama teachers, and are used in drama schools. They can also benefit you in everyday life, especially with communication skills.

### Exercise 1 Developing your imagination

This exercise is aimed at developing your imagination, which is one of the most important components of an actor's success. In order for the audience to believe your acting, it's you who has to believe first that the life of your character is real. And to do that, you need to be able to build a small world of your character's life in your mind. Even just for one scene, you have to come up with answers for why you are doing what you are doing, why it is that way, etc.

The exercise is best done in a group. Look at an image of a person showing an emotion, e.g., smiling. Then between you, try to think of all the possible reasons why the person might be smiling, for example, he looks as if he might be remembering a funny movie, or he might have just booked a vacation abroad.

- c Now read the instructions for the first exercise, **Developing your imagination**. Then do it in groups of 4–5, using the photograph below.



- d **7.14** Look at the names of three more exercises. Listen to a drama teacher explaining the exercises to his students. Which exercise helps with...?

- ☐ paying attention to details
- ☐ showing emotions
- ☐ using body language

### Exercise 2 Stroking an animal

Think of <sup>1</sup> \_\_\_\_\_.

Then <sup>2</sup> \_\_\_\_\_.

Now <sup>3</sup> \_\_\_\_\_.

### Exercise 3 What were they wearing?

One person <sup>4</sup> \_\_\_\_\_.

Sit <sup>5</sup> \_\_\_\_\_ and focus on <sup>6</sup> \_\_\_\_\_.

After three minutes, <sup>7</sup> \_\_\_\_\_ unless <sup>8</sup> \_\_\_\_\_.

Then the host <sup>9</sup> \_\_\_\_\_.

### Exercise 4 The "magic" image

Choose <sup>10</sup> \_\_\_\_\_, e.g., <sup>11</sup> \_\_\_\_\_, and write down <sup>12</sup> \_\_\_\_\_.

Show <sup>13</sup> \_\_\_\_\_ to other people in the group. Choose no more than <sup>14</sup> \_\_\_\_\_.

When you have <sup>15</sup> \_\_\_\_\_, think of <sup>16</sup> \_\_\_\_\_.

Then create <sup>17</sup> \_\_\_\_\_ that combines <sup>18</sup> \_\_\_\_\_.

- e Listen again and complete the instructions. Then compare with a partner and add anything you missed.
- f Now, in your same groups, do the three exercises.

### 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 box with 1–8.

☐ cheek   ☐ 8 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**.

- e p.159 **Vocabulary Bank** The body

### 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 <input type="checkbox"/> /'ʌnəst/	4 <input type="checkbox"/> /'wɪsl/	7 <input type="checkbox"/> /dɪ'zain/	10 <input type="checkbox"/> /kəm/
2 <input type="checkbox"/> /'fæsn/	5 <input type="checkbox"/> /aɪl/	8 <input type="checkbox"/> /hæf/	11 <input type="checkbox"/> /klaɪm/
3 <input type="checkbox"/> /'mʌsl/	6 <input type="checkbox"/> /daʊt/	9 <input type="checkbox"/> /houl/	12 <input type="checkbox"/> /nək/

- 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 Practice 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 blanks 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.

- Body language as a way of identifying a liar can be helpful if you know someone well.
- The “fake” passengers in Ormerod’s experiment were given a false cover story.
- All passengers passing through airport security during the experiment were interviewed by the trained security officers.
- The more information passengers were asked for, the more difficult it was for them to lie successfully.
- Officers were told to be suspicious of passengers who always gave short answers.
- 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*. Switch 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.

- Have you ever walked out in the middle of a play, movie, or concert?
- Have you ever sprained your wrist or ankle?
- Have you ever been caught cheating on an exam?
- 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, while others are far more expert. Most of us are familiar with the kind of body language that 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 nonverbal 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. First, 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 passed 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 trip. 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 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 trip 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 behavior 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.



## 5 DESCRIBING A PHOTO

- a Look at photo 1 and read the description. Do you agree with what the writer says about the people?
- b Complete the description with a word or phrase from the box.

across from   behind   in front of  
in the background   in the center  
in the foreground   on the left  
outside

- c You are going to write a description of photo 2. **Plan** the content. With a partner, look at the photo carefully and decide what you think the people are thinking or feeling. Decide how to organize what you want to say into paragraphs.
- d **Write** 140–190 words. Use the phrases in **Useful language** to help you.

### Useful language: describing a photo or picture

*In the foreground / center / background of the photo...*

*The (man) looks as if / looks as though...*

*It looks as if / as though...*

*The (woman) may / might be... / Maybe the woman is...*

*The photo reminds me of...*

- e **Check** your description for mistakes (grammar, punctuation, and spelling).

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I think this is a photo of a family in their house. However, they are not posing. None of the people are looking at the camera.

<sup>1</sup> *In the foreground*, we can see the inside of a room with glass doors leading to a yard. <sup>2</sup> \_\_\_\_\_ of the photo, there is a girl sitting at the table, resting her head on one hand, with an open book <sup>3</sup> \_\_\_\_\_ her. There are two other empty chairs around the table. The girl is smiling; she looks as if she's daydreaming, maybe about something she's read in the book. <sup>4</sup> \_\_\_\_\_ of the photo, there is a woman, who looks older than the girl, maybe her mother. She's standing with her arms folded, looking out of the glass doors into the yard. She seems to be watching what's happening <sup>5</sup> \_\_\_\_\_, and she looks a little worried.

<sup>6</sup> \_\_\_\_\_, we can see a patio, and <sup>7</sup> \_\_\_\_\_ that, a beautiful yard. Outside the glass doors on the right, we can see a boy and a man, who may be father and son. The boy is standing, facing the man, who is crouching down <sup>8</sup> \_\_\_\_\_ him. It looks as though they're having a serious conversation. Maybe the boy has been misbehaving, because it seems as if he's looking at the ground.

This photo reminds me of a David Hockney or Edward Hopper painting – it makes you speculate about who the people are and what they are thinking.



## verbs of the senses

look / feel / smell / sound / taste

- 1 You **look** tired.  
That cake **smells** good!  
These jeans don't **feel** comfortable.
- 2 Tim **looks like** his father.  
Are you sure this is coffee? It **tastes like** tea.  
This material **feels like** silk – is it?
- 3 She **looks as if** she's been crying.  
It **smells as if** something's burning.  
It **sounds as if** it's raining.
- 4 I saw Jane this morning. She **looked** sad.  
I spoke to Jane this morning. She **seemed** sad.

7.11

## feel like

*feel like* can also be used as a verb meaning *want / would like*. It is followed by a noun or a verb in the gerund, e.g., *I **feel like** pasta for lunch today.* (= I'd like pasta for lunch today). *I **don't feel like** going to bed.* (= I don't want to go to bed).

## as

*as* is often used before *if* to talk about how something appears, sounds, feels, etc.: *It looks as if it's going to snow.* However, it is also used:

- to describe somebody or something's job or function: *She works as a nurse. You can use that box as a chair.*
- to compare people or things: *She's as tall as me now.*
- to give a reason: *As it was raining, we didn't go out.* (as = because)
- to say that something happened while something was happening: *As they were leaving, the mail carrier arrived.* (as = when / at the same time)
- after *such* to give an example, e.g., *I like berries, such as strawberries and raspberries.*

- 1 We use *look, feel*, etc. + adjective.
- 2 We use *look, feel*, etc. + *like* + noun (phrase).
- 3 We use *look, feel*, etc. + *as if* + clause.
- You can use *...like* or *...as though* instead of *...as if*, e.g., *It sounds like / as though it's raining.*
- 4 We use *look* to describe the specific impression we get from someone's appearance. We use *seem* to describe a general impression we get (not necessarily appearance).
- *seem* can be followed by the same structures as *look*, e.g., *Mark seems like a nice man.*

## a Match the sentence halves.

- |                                   |                          |   |  |
|-----------------------------------|--------------------------|---|--|
| 1 That group sounds like          | <input type="checkbox"/> | F | A her mother.                          |
| 2 That boy looks                  | <input type="checkbox"/> |   | B a really nice place.                 |
| 3 Nora looks like                 | <input type="checkbox"/> |   | C very soft.                           |
| 4 That guitar sounds              | <input type="checkbox"/> |   | D someone has been smoking in here.    |
| 5 Tom looks as if                 | <input type="checkbox"/> |   | E really sweet.                        |
| 6 Our car sounds as if            | <input type="checkbox"/> |   | F Goldplay.                            |
| 7 Your new cashmere sweater feels | <input type="checkbox"/> |   | G too young to be driving a car.       |
| 8 This apple tastes               | <input type="checkbox"/> |   | H it's got coffee in it.               |
| 9 It smells as if                 | <input type="checkbox"/> |   | I roses.                               |
| 10 Your perfume smells like       | <input type="checkbox"/> |   | J it's going to break down any moment. |
| 11 This cake tastes as if         | <input type="checkbox"/> |   | K he just ran a marathon.              |
| 12 The restaurant seems like      | <input type="checkbox"/> |   | L awful! You need to tune it.          |

## b Circle the correct form.

- Your boyfriend *looks / looks like* a basketball player. He's huge!
- You're so pale! You *look / look as if* you've seen a ghost!
  - What's for dinner? It *smells / smells like* delicious!
  - I think John and Megan have arrived. That *sounds / sounds like* their car.
  - Have you ever tried frogs' legs? I've heard, they *taste like / taste as if* chicken.
  - Are you OK? You *sound / sound as if* you have a cold.
  - Can you turn the heat on? It *feels / feels like* really cold in here.
  - You *seem / seem like* really happy. Does that mean you got the job?
  - Your new bag *feels / feels like* real leather. Is it?
  - Let's throw this milk away. It *tastes / tastes like* a little strange.
  - Can you close the window? It *smells / smells as if* someone is having a barbecue.





### 1 PARTS OF THE BODY AND ORGANS

a Match the words and pictures.

- ☐ ankle /'æŋkl/
- ☐ 1 calf /kæf/ (pl calves)
- ☐ heel /hil/
- ☐ knee /ni/
- ☐ elbow /'elbou/
- ☐ fist /fɪst/
- ☐ nails /neɪlz/
- ☐ palm /pɑm/
- ☐ wrist /rɪst/
- ☐ bottom /'bʌtəm/
- ☐ chest /tʃest/
- ☐ hip /hɪp/
- ☐ thigh /θaɪ/
- ☐ waist /weɪst/
- ☐ brain /breɪn/
- ☐ heart /hɑ:t/
- ☐ kidneys /'kɪdnɪz/
- ☐ liver /'lɪvər/
- ☐ 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 /bɑ:t/
- 2 blow your \_\_\_\_\_ /blou/
- 3 brush your \_\_\_\_\_ /brʌʃ/
- 4 comb your \_\_\_\_\_ /koum/
- 5 fold your \_\_\_\_\_ /fould/
- 6 hold somebody's \_\_\_\_\_ /hould/
- 7 touch your \_\_\_\_\_ /tʌtʃ/
- 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 He **waved** /weɪvd/ goodbye sadly to his girlfriend as the train left the station. \_\_\_\_\_
- 6 Some women think a man should **kneel** /ni:/ down when he proposes marriage. \_\_\_\_\_
- 7 The teacher **frowned** /fraʊnd/ when she saw all the mistakes I had made. \_\_\_\_\_
- 8 The painting was so strange, I **stared** /stɜ:d/ at it for a long time. \_\_\_\_\_
- 9 She got out of bed, and **yawned** /yɔnd/ 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.