

1 Social animals

Grammar
Vocabulary
Speaking
Writing

- ▶ Past tenses; Present and past habits
- ▶ *Sociology, psychology, etc*; Body idioms and human interaction; Word formation – suffixes; Similes; Ways of talking
- ▶ Personal interviews
- ▶ A story

▶ Reading

1 VOCABULARY *Sociology, psychology, etc*

Match three of these words with the definitions below.

anthropology archaeology astrology biology geology
graphology meteorology palaeontology psychology
sociology zoology

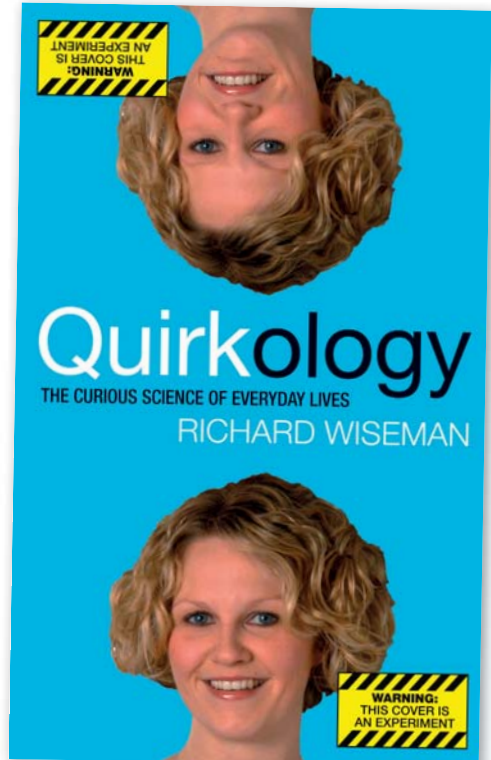
- 1 the science of studying people's handwriting in order to learn about their character
- 2 the study of the history of the earth using fossils
- 3 the scientific study of the way society is organized and the way that people behave in relation to each other

2 Work in pairs. Discuss these questions.

- 1 Look at the other words in 1. What do you think they mean?
- 2 Do you consider all the words to be serious sciences? Why?/Why not?
- 3 Would you consider studying any of these subjects one day? Which ones and why?

3 Read some extracts from the book *Quirkology*, by Richard Wiseman. What unusual examples of human behaviour does he give?

quirkology *the use of scientific methods to study quirky, or unusual, human behaviour* (Richard Wiseman)



A

Professor Jerry Burger and his colleagues at Santa Clara University in California wondered whether people could be persuaded to help a stranger because the two of them shared a completely meaningless symbol of similarity – the same date of birth.

Burger and his team had volunteers visit his laboratory on the pretence of taking part in an experiment on astrology. The experimenter introduced the volunteer to a second participant (actually an actor working with the experimenter), and handed each a form. The front page of the form asked for various personal details, including their name and date of birth. On 50 per cent of occasions, when the genuine participant completed his or her date of birth, the actor surreptitiously noted it, and filled in the same date on his own form. For the other 50 per cent, the actor deliberately wrote a different date.

The experimenter then asked each 'volunteer' to say their date of birth out loud to ensure that they were given the correct horoscope to assess. Half of the participants discovered an amazing coincidence – they shared the same birthday with the other person! (The other half of the participants, of course, found that the two of them were born on different days.) The participant and actor rated the accuracy of their respective horoscopes, and then left the laboratory. The volunteer thought that the experiment was over. In fact, it was just about to begin.

As the two walked along the hallway, the actor pulled a four-page essay from his bag, and asked the volunteer if they would mind carefully reading it, and then writing a critique about whether the arguments advanced were convincing. Would those volunteers who believed that they shared a birthday with the actor be more accommodating? About a third of people who thought they did not share a birthday with the actor agreed to help. In the 'wow, we have the same birthday, what a coincidence' group, almost two-thirds agreed. The simple belief in a shared birthday was enough to persuade people to donate a considerable chunk of their valuable time to a complete stranger.

B

Professors Finch and Cialdini from Arizona State University have even shown that the same effect causes people to turn a blind eye to other people's crimes and misdeemeanors. In their study, participants read a biographical sketch describing the terrible crimes committed by Rasputin, the 'mad monk of Russia', and then rated the degree to which they thought Rasputin sounded like a nice chap. Unbeknown to the participants, the experimenters had found out their date of birth beforehand and manipulated the text seen by half of the volunteers to ensure that Rasputin's date of birth matched their own. When participants thought they shared a birthday with the mad monk, they were prepared to overlook his wrongdoings and evil deeds, and found him significantly more likeable.

C

In the late 1940s, Professor Bertram Forer was busy devising novel ways of measuring personality. One evening he was approached by a graphologist who offered to determine his personality on the basis of his handwriting. Forer declined the offer, but the chance encounter made him want to discover why large numbers of people were impressed with astrologers and graphologists. He decided to carry out an unusual experiment.

Forer had the students in his introductory psychology class complete a personality test. One week later each student was handed a sheet of paper and told that it contained a short description of their personality based on their test scores. Forer asked the students to examine the description carefully, assign it an accuracy rating by circling a number between 0 (poor) and 5 (perfect) on the sheet of paper, and then raise their hands if they thought the test had done a good job of measuring their personality.

Forer's students read the description, made their rating, and, one by one, started to raise their hands into the air. After a few moments, he was surprised to see virtually all of the students with their hands up. Why was Forer so amazed?

Forer had not been entirely honest with his guinea pigs. The personality description that he had handed them was not based on their test scores. Instead it came from a news-stand astrology book that he had picked up a few days before. More importantly, *every student had received exactly the same personality description.*

Forer had simply gone through the astrology book, selected about ten or so sentences from different astrological readings, and glued them together to make a single description. Forer's results resolved the mystery that had been bugging him since his chance meeting with the graphologist. Astrology and graphology do not actually need to *be* accurate in order to be *seen* as accurate. Instead, all you have to do is give people a very general statement about their personality, and their brains will trick them into believing it is insightful.

D

Focusing on the body rather than the mind, John Bargh and his colleagues at New York University asked their volunteers to do a mental task involving words relating to old age, such as 'grey' and 'bingo'. A second group were shown words unrelated to old age. The researchers then said the experiment was over and secretly recorded the time each participant took to walk down the long hallway to the exit. Those with old age on their mind took significantly longer to walk down the corridor.

▶ EXAM SUCCESS

You are going to do a reading activity where you match questions or statements with different texts. In this type of activity, first underline key words in the questions. This can help you to find the relevant information in the texts. See the examples below and continue.

EXAM SUCCESS ▶ page 148

4 Read the texts again. For questions 1–13, choose from the four texts (A–D). The texts may be chosen more than once.

Which text describes a test

- that involved somebody playing a fictional role? 1
- that involved fooling the vast majority of the participants? 2
- that made participants change their physical behaviour? 3
- that made participants behave differently towards the person they were with? 4
- that modified the volunteers' perception of other people's actions? 5
- that proved that meaningless similarities can make the distinction between right and wrong less clear? 6
- that was designed to disprove something? 7
- that involved modifying historical information? 8
- where people fooled themselves? 9
- where the building was part of the experiment? 10
- where the main task was hidden from the participants? 11 12
- where participants were deceived by more than just professors or psychologists? 13

5 Guess the meaning of the underlined words from the context. Then use a dictionary to check your ideas.

6 SPEAKING What about you?

Are you surprised at the way people behaved?

7 Turn to page 163. Read the personality description from experiment C. How accurate is it for you?

8 VOCABULARY Body idioms and human interaction Match these idioms with the definitions 1–6.

- do something behind sb's back
- give sb the cold shoulder
- have sb under your thumb lend sb a hand
- pull sb's leg stick your neck out for sb

- 1 treat somebody you know in an unfriendly way
- 2 have complete control over somebody
- 3 tell somebody something that is not true, as a joke
- 4 help somebody
- 5 take a risk because you believe in somebody
- 6 do something without somebody knowing about it

9 Complete these questions with the correct parts of the body. Then use the questions to interview your partner.

- 1 When was the last time you lent somebody a? What did you help them to do?
- 2 What would you do if your friend did something behind your?
- 3 When is the last time you pulled somebody's? What did you say or do?
- 4 Who would be most likely to stick their out for you if you were in trouble?
- 5 What would you do if you were in love with somebody but they gave you the cold?
- 6 Do you think you are under anybody's or that anybody is under your? Who?

GRAMMAR GUIDE

Past tenses

1a Name the tenses of the verbs in sentences 1–6.

- 1 He **resolved** the mystery that **had been bugging** him since his meeting with the graphologist.
- 2 In the late 1940s, he **was devising** novel ways of measuring personality.
- 3 Their research **has shown** that people behave in unusual ways.
- 4 The experimenters **had found out** their date of birth beforehand.
- 5 He **has been investigating** unusual human behaviour for the last twenty years.
- 6 The test **was about to/was going to** start.

1b Which tense or verb form in sentences 1–6 do we use for these situations?

- a for finished actions or situations at specific times in the past
- b for activities in progress at a moment in the past
- c to talk about the future in the past
- d for actions that happened at an unspecified moment in the past
- e for actions that happened in the past before another moment or action in the past
- f for actions that started in the past and are either incomplete or finished very recently, especially when the duration of the action is important
- g to talk about actions that happened before another action in the past when the duration of the action is important

GRAMMAR REFERENCE ▶ page 136

2 Choose the correct alternative.

- 1 On our holiday last summer we made/have made friends with two Swiss students.
- 2 I ve/d been doing this psychology test for the last hour and it's really difficult.
- 3 On the way to the lecture we passed/were passing the noticeboard.
- 4 I know quite a bit about graphology because I've read/been reading five or six books about analysing handwriting.
- 5 My mum has been/was interested in astrology but then she realized it was a waste of time.
- 6 She couldn't write her answers down because she'd forgotten/ been forgetting to bring a pen.
- 7 I had had/been having problems with my computer for ages so I finally decided to call somebody to fix it.
- 8 They left/were leaving the room when the teacher called them and so they turned/were turning round and headed back.
- 9 She's my best friend. We have always seen/always saw eye to eye.
- 10 It's dark. Someone has switched/been switching the light off.

3 Complete the sentences with the correct past form of the verbs given. Sometimes more than one form is possible.

- 1 My friend (call) me at eleven o'clock last night, just when I (go) to bed.
- 2 I (have) a terrible headache all day – I (take) three headache tablets but it won't go away.
- 3 When I (look) out of my window this morning, everything (be) white because it (snow) all night.
- 4 I (wait) to speak to the professor for over two hours but she still hasn't arrived.
- 5 When I (receive) your letter yesterday, I (open) it and (read) it straight away.
- 6 I find university life difficult. I (study) here for nine months but I still (not make) any close friends.
- 7 I couldn't open the door because I (forget) to bring my key.
- 8 That dog is driving me mad. It (bark) all morning!

4 Decide if the verbs in bold are in the correct form. Rewrite the incorrect forms.

Psychologists **(a) had been** interested in discovering the key to successful lying for a long time, but it still doesn't seem very easy to work out what makes a good liar. Once, Professor Richard Wiseman **(b) has done** an interesting experiment using television. He **(c) interviewed** a famous person called Robin Day about his favourite film. In the first interview, Day **(d) told** Wiseman the truth. He **(e) described** how he loved the film *Some Like It Hot*. In the second interview, he **(f) lied**, telling the interviewer how much he liked *Gone With The Wind*, even though really he hated it. When they **(g) had been finishing** the interviews, they **(h) asked** viewers to watch the two interviews and to decide in which interview Day **(i) had been lying**. Almost 30,000 people phoned in to vote but the votes were completely divided between the two interviews. It became clear that viewers **(j) were** simply **guessing**. Then a surprising thing **(k) was happening**. On the same day, the two interviews **(l) appeared** on the radio and in a newspaper. Seventy-three per cent of the radio listeners correctly **(m) guessed** when Day **(n) was lying**, and so did 64 per cent of the newspaper readers. Other recent tests **(o) have suggested** the same conclusion, that body language and facial expressions give little indication of people's sincerity. It seems to be more a question of the words we use.

5 Write one question using each of these past tenses. Think of questions that help you to find out something you don't know about your partner.

- 1 past simple
- 2 past continuous
- 3 present perfect simple
- 4 present perfect continuous
- 5 past perfect simple or continuous

6 SPEAKING Interview your partner using your questions. Tell the class about what you found out.

Word formation – suffixes

1 Decide what type of word each of these words is and then write the suffixes in the correct column. Some suffixes can go in more than one column.

accuracy actor argument astrologer astrological
 biographical coincidence considerable deliberately description
 friendly graphologist important insightful likeable
 meaningless participant personal personality researcher
 psychologist similarity terrible virtually

| Adjective | Noun – abstract/concrete | Noun – person | Adverb |
|-----------|--------------------------|---------------|--------|
| | -cy | | |

2 Add the suffixes in the table to the words below. Sometimes you can add more than one suffix. Make changes to the words if necessary.

- | | | | |
|------------|-----------|---------------|-------------|
| 1 pain | 4 improve | 7 thought | 10 believe |
| 2 accident | 5 science | 8 enjoy | 11 frequent |
| 3 complex | 6 help | 9 intelligent | 12 create |

3 Work in pairs. Add the suffixes in these words to the correct columns in the table in 1. Then think of at least one more word containing each suffix.

importance impressive failure freedom happiness lucky
 optimistic relationship

4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Recently a curious experiment was carried out in Edinburgh. (a) left 240 wallets in different parts of the city, leaving them as if their owners had (b) dropped them. Each wallet contained a photograph, either of puppies, families, babies or of an elderly couple. The (c) of the experiment was that if you want your wallet to come back to you, the most (d) way is by keeping a photo of a baby in it since there was a (e) difference in the responses to the different photos. An (f) 88 per cent of the wallets with a photo of a baby were returned. The second-best result was perhaps more surprising. Fifty-three per cent of the wallets with puppy photos found their way back, whilst pictures of families and elderly couples had return rates of 48 per cent and 28 per cent respectively. Why should babies produce (g) better results? Perhaps our compassionate response to small children is really, deep-down, a question of (h) of the species. However, there would have to be a different explanation for the (i) of the puppies. All in all, the leader of the research team was pleasantly surprised to see how many wallets actually came back. Maybe (j) is not as common as we sometimes think in modern society.

RESEARCH

ACCIDENT

CONCLUDE

EFFECT

SIGNIFY
BELIEVE

CONSIDERABLE

PROTECT

POPULAR

HONEST

5 Look at these sentences and decide what difference the suffix *-ish* makes to a word.

- I'm not sure how old his dad is, but I'd say he's fortyish.
- I don't know what colour my eyes are exactly, but I suppose you could say they're greyish.
- I should be home about eightish.
- I wouldn't say I'm tall, but I'm tallish.
- My hair is straightish.

6 **SPEAKING** Write down at least five adjectives to describe yourself. Each adjective must contain a suffix (one or two can contain *-ish*). Compare adjectives in pairs and explain why you chose them.



▶ **EXAM SUCCESS**

In this type of exercise, you should read the whole text to get a general idea of what it is about. Then read in more detail to decide if the word you need has a negative meaning, if it is plural, if it is an adjective, etc. Always read to the end of each sentence containing the gap, not just to the end of the line.

EXAM SUCCESS ▶ page 148



Fraternities and sororities

What are they?

Fraternities and sororities are social organizations for undergraduate students in North American universities. The names come from Latin – *frater* meaning brother and *soror* meaning sister – and, as the names imply, the organizations are usually single-sex. For the sake of convenience, people often use the word ‘fraternities’ to refer to both male and female organizations, and the word is commonly abbreviated to ‘frat’, although this is mostly used in a derogatory way. In more formal situations, and to avoid the sexist use of the word ‘fraternities’, these organizations are often called Greek Letter Organizations. This term comes from the fact that historically, most organizations have names which use two or three Greek letters, for example Alpha Delta Pi or Gamma Phi Beta. The letters often come from the first letters in a short Greek sentence or motto. In fact, the word ‘Greek’ is often used as an adjective to describe anything that is connected with fraternities or sororities, so people talk not only about Greek Letter Organizations but also Greek Life or the Greek Community, or members are described as Greeks.

What do they do?

The basic idea of a Greek Letter Organization is to bring people together as a social unit and help them make friends. Members must help and support their brothers and sisters in any way they can and so form a social network throughout the university. Normally, there is special emphasis on academic support, with members helping each other to excel in their academic achievements. Organizations claim that they help students to develop leadership skills since members often take responsibility for organizing group activities, events or finances. It has been said that people from the Greek Community make up seven out of every ten people listed in *Who’s Who*, forty-three directors of top-fifty companies, 75 per cent of Congress and 66 per cent of the presidential cabinet since 1900.

Some Greek Letter Organizations have their own ‘chapter house’ on campus, and this may well be residential. This is to strengthen the feeling of brotherhood or sisterhood between the members. Other chapter houses are simply places where all members can eat together.

Are they competitive?

There used to be fierce competition between different fraternities and sororities in the same university. This often created problems as the organizations tended to divide students rather than unify them. Interestingly, Princeton used to ban them since they tended to exclude people instead of bringing the whole university together. This situation has changed over the years though, and nowadays there is much more cooperation between different fraternities to prevent this from happening. One area where there can sometimes be *constructive* competition is in the area of fundraising. Most fraternities and sororities organize events to raise money to help charities and people in need, either within the university or for the public at large, and different organizations like to compete to see who can raise more money for their chosen philanthropic cause. Another area of competition is sport and athletics, where different fraternities and sororities take great pride in beating rival organizations.

Why do fraternities and sororities sometimes have a bad reputation?

Some organizations have made new candidates do humiliating or dangerous tasks during ‘pledgeship’ and initiation, before they let them become full members. The name ‘hazing’ is given to this type of behaviour, which can sometimes be extreme and has even led to deaths in the past. Because of the seriousness of these problems, universities have started to take more interest in these practices and organizations are starting to take more care with initiation. However, if an undergraduate really wants to become a member of a fraternity or sorority, they feel that they have to do whatever they are asked, however hard, and then keep quiet about it. Organizations occasionally argue that initiation has always been like this and that all previous members had to suffer the same tasks, and that this is the only way to know if somebody is going to be completely loyal to the organization once they are brothers or sisters.

International cultural knowledge

Social life in U.S. universities

1 Work in pairs. Discuss these questions.

- 1 Are you now, or have you ever been, a member of any club, society, team or group?
- 2 If you are or have been a member, give details.
- 3 If you have never been a member of a club, society, team or group, would you like to be one day? Why?/Why not?
- 4 What do you think the group is in the photo? What do you know about such groups?



2 Read the text and answer the questions.

- 1 Who are fraternities and sororities for?
- 2 Why do people sometimes prefer to call these groups Greek Letter Organizations?
- 3 What is the origin of the name Greek Letter Organization?
- 4 What are the basic purposes of these organizations?
- 5 What is a chapter house?
- 6 In what areas of life are fraternities or sororities competitive nowadays?
- 7 What is 'hazing'?
- 8 Why do some cases of 'hazing' go unnoticed?
- 9 How do some people defend initiation tasks?

i INSIDE INFORMATION

- The first fraternity was probably the Phi Beta Kappa Society, dating from 1776 and formed by students at the College of William and Mary in Williamsburg, Virginia.
- Many Greek Letter Organizations are for specific religious or ethnic groups. For example, there are African American, Latino American, Asian American and Native American fraternities or sororities.
- Statistically, students who join a Greek Letter Organization are less likely to drop out of university than students who don't.

▶ WORD BOOSTER

Match the words and definitions.

- | | |
|---------------|--|
| 1 imply | a a short statement that expresses an idea, often used as a statement of belief by an organization |
| 2 derogatory | b suggest |
| 3 motto | c do very well in |
| 4 excel in | d insulting |
| 5 fierce | e with a lot of force or energy |
| 6 fundraising | f a process or ceremony in which somebody becomes a member of an organization |
| 7 initiation | g the activity of trying to persuade people to give money to a charity, for example |

3 SPEAKING What about you?

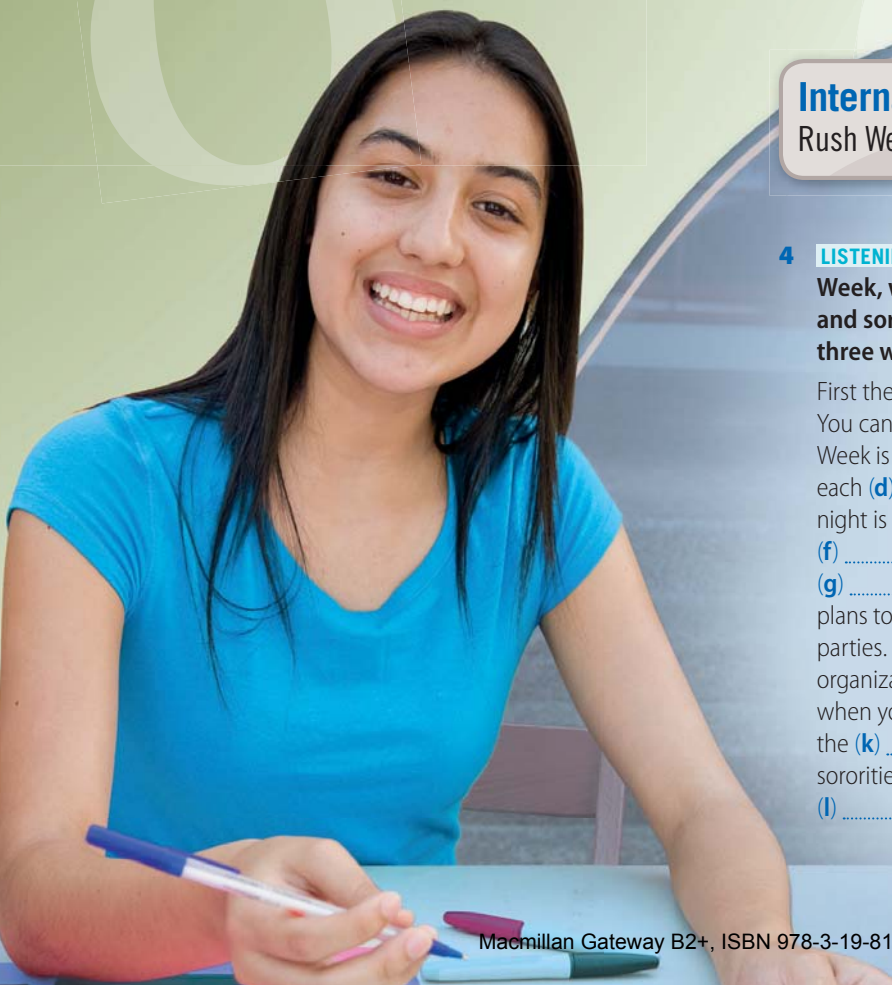
- 1 Would you be interested in joining a fraternity or sorority if you went to an American university? Why?/Why not?
- 2 Are there organizations like this in universities in your country? How are they similar or different to the ones in the USA?

International cultural knowledge

Rush Week

- 4 LISTENING** **1.01** Listen to a student talking about Rush Week, when students find out about the different fraternities and sororities, and complete the sentences. Use no more than three words in each space.

First there is an Orientation Night, always on a (a) You can come with (b) But the real start to Rush Week is the next night, when you spend (c) in each (d) The most important thing to do that night is (e) about each sorority. Don't be (f) The second night is when they have (g) parties. You can ask about each sorority's plans to help others. The third night is for (h) parties. You can learn about (i) in each organization. The next night is for (j) parties, when you decide which sorority you'd like to join. You have to go to the (k) to do this. The last day is Bid Day, when sororities make their invitations. If they invite you, you go to a (l) party to get to know your new sisters.





1 SPEAKING Work in pairs. Talk about what you can see in the photo.

2 The people in the photo are called chavs. What do you think are typical characteristics of chavs?

3 LISTENING 1.02 Listen to a radio interview about chavs. Do the speakers mention any of your ideas in 2?

4 Listen again. Are the statements true (T), false (F), or is the information not given (NG)?

- 1 Charlotte Harris is a sociology student. T/F/NG
- 2 Chavs are not usually university students. T/F/NG
- 3 Chavs spend most of their money on clothes and accessories. T/F/NG
- 4 Experts are trying hard to find where the word *chav* comes from. T/F/NG
- 5 Chavs only come from one particular part of England. T/F/NG
- 6 Charlotte Harris reckons that negative attitudes towards groups like chavs is nothing new. T/F/NG
- 7 The British press tend to attack chavs. T/F/NG
- 8 Football player Wayne Rooney would be very annoyed to be called a *chav*. T/F/NG
- 9 Chavs tend to prefer instrumental music. T/F/NG
- 10 Charlotte Harris thinks that chavs have made some difference to cultural life in Britain. T/F/NG

▶ EXAM SUCCESS

In True/False/Not given listening activities, look at the statements before you listen. If you miss one answer, start listening immediately for the next one. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

EXAM SUCCESS ▶ page 148

5 SPEAKING What about you?

- 1 Are there any chavs or similar groups in your country?
- 2 Why do you think young people tend to form groups like chavs, punks or rockers?

6 Look at these sentences. Which group do you think each one is talking about – chavs, punks, hippies or goths?

- 1 They're always wearing sports clothes.
- 2 They'd wear jeans and flowered shirts and have long hair.
- 3 Old people used to be frightened of them because they looked so aggressive.
- 4 They'll nearly always wear black clothes.
- 5 They *will* wear those big gold chains.
- 6 They were always talking about peace and love.
- 7 They often read novels about vampires or horror.
- 8 They *would* make all their songs fast, short and loud.

GRAMMAR GUIDE

Present and past habits

7 Put these verb forms in the correct place in the table. Then add the sentences in 6.

- a present simple (+ adverb of frequency)
- b *would* (stressed)
- c *will* (unstressed)
- d *used to*
- e *would* (unstressed)
- f *will* (stressed)
- g present continuous + adverb of frequency
- h past continuous + adverb frequency

| | Verb form | Example sentence |
|--------------------------|-----------|------------------|
| Present habit – neutral | a, | 7, |
| Present habit – annoying | | |
| Past habit – neutral | | |
| Past habit – annoying | | |

GRAMMAR REFERENCE ▶ page 137

8 Complete the sentences with an appropriate word. With *will* and *would*, decide if you need the contracted form.

- 1 She play the same CD again and again. It drives me mad!
- 2 They always making fun of my clothes when I was smaller.
- 3 I to love punk music when I was young but I'm not into it now.
- 4 We usually get dressed up at the weekend, but it depends where we're going.
- 5 When I was little, I fall asleep whenever I listened to classical music.

9 SPEAKING Write at least five true sentences about a member of your family, using the different verb forms in 7. Then discuss your sentences in pairs.



1 Look at these questions. Write the number of each question in one or more of the sections in the table. Write also *Present* or *Past*, depending on what the main focus of the question is.

- 1 Do you prefer studying on your own or with other people?
- 2 What do you do to relax?
- 3 What do you think is important for a successful friendship?
- 4 Do you prefer spending your free time alone or with others? Why?
- 5 How important is music in your life?
- 6 How long have you been studying English?
- 7 Who has had the greatest influence on your life?
- 8 How easy is it for you to meet new people and make friends?
- 9 Do you prefer spending your holidays with your family or friends?
- 10 How did you get to know your best friend?
- 11 What do you like to do at the weekend?
- 12 What has been your best holiday so far?

| |
|---|
| Language learning: |
| Studies: 1 (<i>present</i>), |
| Friends, family and relationships: |
| Holidays: |
| Free time: |

2 **LISTENING** **1.03** Listen to three people answering the questions in 1. Answer the questions a–c, using the table to help you.

- a Which question does each person answer?
- b Does each person give just one piece of information or do they give more than one?
- c Does each person create a good impression or not? How?

| | Speaker 1 | Speaker 2 | Speaker 3 |
|------------|-----------|-----------|-----------|
| Question a | | | |
| Question b | | | |
| Question c | | | |

3 Put these expressions from the speakers in 2 in the correct place in the Speaking Bank.

- | | |
|----------------------------|-----------------|
| 1 As far as I'm concerned, | 4 Well, |
| 2 The thing is ... | 5 For instance, |
| 3 To my mind, | |

▶ **Speaking Bank**

Useful expressions in personal interviews

Playing for time

-
- Hmm,
-
- Let me think about that for a second.

Adding examples and ideas

- In fact,
- For example,
-

Expressing opinions

- I think,
- Personally,
-
-

4 Think of answers to the questions in 1. Try to think of more than one piece of information for each question.

5 **SPEAKING** Work in pairs. Take it in turns to ask and answer the questions in 1. Use expressions from the Speaking Bank.

6 Write two more questions for each category in the table in 1. Write a mixture of present and past questions.

Practice makes perfect

7 **SPEAKING** Work in pairs. Ask and answer your questions in 6. When you answer, give more than one piece of information.

1 Work in pairs. Discuss these questions.

- 1 What is the last story you read? What was it about?
- 2 Did you like the story? Why?/Why not?
- 3 What do you think makes a good story?

2 Look at the photos and the title of the story. In pairs, discuss what the story may be about.

3 Read the story and check your ideas in 2.



Something lost, something found

In 2001, when Charlie was seven years old, his parents came home one afternoon with a special gift for him. It was a beautiful bright yellow canary. Charlie loved the bird, which would perch patiently on his finger for hours on end.

One day, Charlie decided to show his canary what the outside world looked like, so he opened its cage and let it hop out onto his finger. He proceeded downstairs and out into the garden without thinking of what was to happen.

'Oh no!' gasped Charlie as his beautiful canary did the inevitable and flew away into the open blue sky. 'How can I have been so stupid?' he groaned, realizing the enormity of his mistake. Charlie was inconsolable, but time went by and gradually he got over losing his special companion.

Years later, Charlie went off to university. One evening, he was introduced to a girl called Mia and they got on like a house on fire. Their conversation turned to childhood and Mia recounted the story of one of her happiest memories.

In the summer of 2001 she had been living in Chester, which happened to be Charlie's home town too. One afternoon she had been sitting out in her garden when suddenly a beautiful bright yellow canary floated down from the sky and landed softly on her finger. As he was listening to Mia's incredible story, Charlie turned as white as a sheet. 'Mia, I wish we'd met ten years earlier!' he sighed, as he went on to tell her all about his saddest childhood memory.



4 VOCABULARY *Similes*

Complete these similes from the story in 3.

- 1 They got on **like** a
- 2 Listening to Mia's story, Charlie turned **as white as**


5 Match 1–10 with a–j to make similes. Use a dictionary if necessary.

- | | |
|-------------|----------------|
| 1 as strong | a as a daisy |
| 2 as cold | b as a feather |
| 3 as quick | c as ice |
| 4 as light | d as ABC |
| 5 as blind | e as a mouse |
| 6 as quiet | f as a flash |
| 7 as fresh | g as crystal |
| 8 as clear | h as an ox |
| 9 as easy | i as a bat |
| 10 as solid | j as a rock |

6 Work in pairs. Invent your own similes using 1–10 in 5.
as strong as a ten-foot giant, as cold as winter in Alaska

7 Compare your similes and choose the best.

8 VOCABULARY *Ways of talking*

LISTENING  **1.04** Read the sentences and listen. Match the words in **bold** with the definitions 1–8. Use a dictionary if necessary.

- a 'Oh well, my team has lost again,' he **sighed**.
 - b 'It can't be! I thought you were dead!' she **gasped**.
 - c 'Stop it! Stop it this minute!' he **yelled**.
 - d 'But, Mum, please, I don't want to go! Please ...' the girl **whined**.
 - e 'It's a ghost!' she **shrieked**.
 - f 'Don't tell Alex about the surprise party,' he **whispered**.
 - g 'Sorry, I didn't, I didn't really mean to do it, well, not exactly,' he **muttered**.
 - h 'Oh, no. Not another exam!' **groaned** the students.
- 1 to speak in a very loud high voice because you are so angry that you cannot control yourself
 - 2 to speak in a loud voice because you are angry, excited, in pain, or in order to make people hear you
 - 3 to speak very quietly so that other people can't hear you
 - 4 to speak in a way that shows you are unhappy
 - 5 to speak breathing out slowly, making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
 - 6 to speak while you are breathing in suddenly, for example because you are surprised, shocked or in pain
 - 7 to complain in a way that annoys other people
 - 8 to speak in a low voice that is difficult to hear, especially because you are annoyed, embarrassed, or talking to yourself

9 Replace said in these sentences with an appropriate verb from 8.

- 1 'Oh well! Better luck next time!' **said** Brian. It was the fifth time he'd failed his driving test, but he was taking it calmly.
- 2 'Come here right now and say you're sorry!' her mother **said**, furious at the way her daughter had just spoken to her.
- 3 'I want to get off!' he **said** in the middle of the roller coaster ride. He had never been more scared in his life!
- 4 'Sorry I'm late. It's, erm, well, the bus was late,' she **said**. Unfortunately, the teacher could hardly make out a word.
- 5 'It's not fair, it isn't! It's just not fair,' **said** the boy. It was the tenth time he'd made the comment and everybody was losing patience with him.
- 6 'My leg! I think it's broken!' he **said**, although it was hard for him to breath because of the pain.

10 Read the information in the Writing Bank. Underline examples of each device in the story in 3.

▶ Writing Bank

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past simple, past perfect simple and continuous, and the future in the past.
- a variety of adjectives and adverbs.
- short sections of direct speech using a variety of verbs expressing different ways of speaking.
- similes.
- linkers and expressions of time and sequence.

11 Work in pairs. Discuss these questions.

- 1 Do you like giving people surprises?
- 2 Do you like receiving surprises?
- 3 What's the biggest surprise you or somebody in your family has ever had?

Practice makes perfect

12 Write a story of 200 to 250 words. Your story must end with this sentence.

It had been the most surprising thing that had ever happened to them, and probably ever would.

▶ EXAM SUCCESS

When you write a narrative, allow time for planning and editing. Before you begin writing, plan the beginning, the middle and the end of the story in order to make all the main events clear. When you finish, check the number of words you have written. Cut or add details to make sure that the number is right. Don't underestimate the importance of these two stages, or the time they take.

EXAM SUCCESS ▶ page 148

Language reference and revision

► Grammar reference

1 Past tenses ► page 136

2 Present and past habits ► page 137

► Vocabulary

1 Word formation – suffixes

Adjectives

| | |
|------------------------|---------------------|
| helpful (adj) ★★★ | /ˈhelpf(ə)l/ |
| insightful (adj) | /ˈɪnsaɪtɪf(ə)l/ |
| painful (adj) ★★ | /ˈpeɪnɪf(ə)l/ |
| thoughtful (adj) ★ | /ˈθɔːtɪf(ə)l/ |
| helpless (adj) ★ | /ˈhelpləs/ |
| meaningless (adj) ★ | /ˈmiːnɪŋləs/ |
| painless (adj) | /ˈpeɪnləs/ |
| thoughtless (adj) | /ˈθɔːtləs/ |
| accidental (adj) ★ | /ˌæksɪˈdent(ə)l/ |
| personal (adj) ★★★ | /ˈpɜː(r)s(ə)nəl/ |
| astrological (adj) | /ˌæstrəˈlɒdʒɪk(ə)l/ |
| biographical (adj) | /ˌbaɪəˈgræfɪk(ə)l/ |
| optimistic (adj) ★★ | /ˌɒptɪˈmɪstɪk/ |
| scientific (adj) ★★★ | /ˌsaɪənˈtɪfɪk/ |
| believable (adj) | /brɪˈliːvəb(ə)l/ |
| considerable (adj) ★★★ | /kənˈsɪd(ə)rəb(ə)l/ |
| enjoyable (adj) ★ | /ɪnˈdʒɔɪəb(ə)l/ |
| likeable (adj) | /ˈlaɪkəb(ə)l/ |
| terrible (adj) ★★★ | /ˈterəb(ə)l/ |
| important (adj) ★★★ | /ɪmˈpɔː(r)t(ə)nt/ |
| friendly (adj) ★★★ | /ˈfren(d)li/ |
| lucky (adj) ★★★ | /ˈlʌki/ |
| creative (adj) ★★ | /kriˈeɪtɪv/ |
| impressive (adj) ★★ | /ɪmˈpresɪv/ |

Nouns – abstract and things

| | |
|----------------------|--------------------|
| complexity (n) ★★ | /kəmˈpleksəti/ |
| personality (n) ★★★ | /ˌpɜː(r)səˈnæləti/ |
| similarity (n) ★★ | /ˌsɪməˈlærəti/ |
| coincidence (n) ★ | /kəʊˈɪnsɪd(ə)ns/ |
| intelligence (n) ★★ | /ɪnˈtelɪdʒ(ə)ns/ |
| importance (n) ★★★ | /ɪmˈpɔː(r)t(ə)ns/ |
| accuracy (n) ★★ | /ˈækjʊrəsi/ |
| frequency (n) ★★★ | /ˈfriːkwənsi/ |
| argument (n) ★★★ | /ˈɑː(r)ɡjʊmənt/ |
| enjoyment (n) ★ | /ɪnˈdʒɔɪmənt/ |
| improvement (n) ★★★ | /ɪmˈpruːvmənt/ |
| creation (n) ★★★ | /kriˈeɪʃ(ə)n/ |
| description (n) ★★★ | /dɪˈskrɪpʃ(ə)n/ |
| happiness (n) ★★ | /ˈhæpɪnəs/ |
| freedom (n) ★★★ | /ˈfriːdəm/ |
| failure (n) ★★★ | /ˈfeɪljə(r)/ |
| relationship (n) ★★★ | /rɪˈleɪʃ(ə)nʃɪp/ |

Nouns – people

| | |
|---------------|---------------|
| actor (n) ★★★ | /ˈæktə(r)/ |
| creator (n) ★ | /kriˈeɪtə(r)/ |

| | |
|---------------------|--|
| participant (n) ★★ | /pɑː(r)ˈtɪsɪpənt/ |
| graphologist (n) | /græˈfɒlədʒɪst/ |
| psychologist (n) ★★ | /saɪˈkɒlədʒɪst/ |
| scientist (n) ★★★ | /ˈsaɪəntɪst/ |
| astrologer (n) | /əˈstrɒlədʒə(r)/ |
| researcher (n) | /rɪˈsɜː(r)tʃə(r), ˈriːsɜː(r)tʃə(r)/ |
| believer (n) | /brɪˈliːvə(r)/ |

Adverbs

| | |
|-----------------------|------------------|
| deliberately (adv) ★★ | /dɪˈlɪb(ə)rətli/ |
| virtually (adv) ★★★ | /ˈvɜː(r)tʃʊəli/ |

2 Sociology, psychology, etc

| | |
|-------------------|-------------------|
| anthropology (n) | /ˌænθrəˈpɒlədʒi/ |
| archaeology (n) ★ | /ˌɑː(r)kiˈɒlədʒi/ |
| astrology (n) | /əˈstrɒlədʒi/ |
| biology (n) ★ | /baɪˈɒlədʒi/ |
| geology (n) ★ | /dʒiˈɒlədʒi/ |
| graphology (n) | /græˈfɒlədʒi/ |
| meteorology (n) | /ˌmiːtiəˈrɒlədʒi/ |
| palaeontology (n) | /ˌpeɪliənˈɒlədʒi/ |
| psychology (n) ★★ | /saɪˈkɒlədʒi/ |
| sociology (n) ★★ | /ˌsəʊʃiˈɒlədʒi/ |
| zoology (n) | /zuˈɒlədʒi/ |

3 Body idioms and human interaction

| | |
|-------------------------------------|--------------------------------------|
| do something behind somebody's back | /ɪduː sʌmθɪŋ bɪˌhɑːnd sʌmbədɪz ˈbæk/ |
| give somebody the cold shoulder | /ɡɪv sʌmbədi ðə ˌkəʊld ˈʃəʊldə/ |
| have somebody under your thumb | /hæv sʌmbədi ˌʌndə jə ˈθʌm/ |
| lend somebody a hand | /lend sʌmbədi ə ˈhænd/ |
| pull somebody's leg | /pʊl sʌmbədɪz ˈleg/ |
| stick your neck out for somebody | /stɪk jə ˈnek aʊt fə sʌmbədi/ |

4 Similes

| | |
|-----------------------|--------------------------|
| as blind as a bat | /əz ˌblaɪnd əz ə ˈbæt/ |
| as clear as crystal | /əz ˌklɪə əz ˈkrɪst(ə)l/ |
| as cold as ice | /əz ˌkəʊld əz ˈaɪs/ |
| as easy as ABC | /əz ˌiːzi əz eɪbiːˈsiː/ |
| as fresh as a daisy | /əz ˌfref əz ə ˈdeɪzi/ |
| as light as a feather | /əz ˌlaɪt əz ə ˈfeðə(r)/ |
| as quick as a flash | /əz ˌkwɪk əz ə ˈflæʃ/ |
| as quiet as a mouse | /əz ˌkwaɪət əz ə ˈmaʊs/ |
| as solid as a rock | /əz ˌsɒlɪd əz ə ˈrɒk/ |
| as strong as an ox | /əz ˌstrɒŋ əz ən ˈɒks/ |

5 Ways of talking

| | |
|----------------|-------------|
| gasp (v) ★ | /gɑːsp/ |
| groan (v) ★ | /grəʊn/ |
| mutter (v) ★★ | /ˈmʌtə(r)/ |
| shriek (v) | /ʃriːk/ |
| sigh (v) ★★ | /saɪ/ |
| whine (v) | /waɪn/ |
| whisper (v) ★★ | /ˈwɪspə(r)/ |
| yell (v) ★ | /jel/ |

6 Other words and phrases

| | |
|---------------------------|-----------------------------|
| accommodating (adj) | /əˈkɒməˌdeɪtɪŋ/ |
| broadly (adv) ★★ | /ˈbrɔːdli/ |
| bug (v) | /bʌg/ |
| chap (n) ★ | /tʃæp/ |
| chunk (n) | /tʃʌŋk/ |
| critique (n) ★ | /krɪˈtiːk/ |
| decline an offer (phr) | /dɪˌklaɪn ən ˈɒfə(r)/ |
| deliberately (adv) ★★ | /dɪˈlɪb(ə)rətli/ |
| derogatory (adj) | /dɪˈrɒɡət(ə)ri/ |
| devise (v) ★★ | /dɪˈvaɪz/ |
| disprove (v) | /dɪsˈpruːv/ |
| ensure (v) ★★★ | /ɪnˈʃʊː(r)/ |
| excel in (v) | /ɪkˈsel ɪn/ |
| fierce (adj) ★★ | /fɪə(r)s/ |
| fool (v) ★ | /fuːl/ |
| fraternity (n) | /frəˈtɜː(r)nəti/ |
| fundraising (n) | /ˈfʌndreɪzɪŋ/ |
| glue (v) ★ | /ɡluː/ |
| head back (v) | /hed bæk/ |
| hilarious (adj) | /hɪˈlɪəriəs/ |
| imply (v) ★★★ | /ɪmˈplaɪ/ |
| inconsolable (adj) | /ɪˌɪnˌkɒnsəˈləb(ə)l/ |
| initiation (n) | /ɪˌnɪʃiˈeɪʃ(ə)n/ |
| insightful (adj) | /ɪnsaɪtɪf(ə)l/ |
| lexicographer (n) | /ˌleksɪˈkɒɡrəfə(r)/ |
| misdemeanours (n) | /ˌmɪsdɪˈmiːnə(r)z/ |
| monk (n) ★ | /mɒŋk/ |
| motto (n) | /ˈmɒtəʊ/ |
| on the pretence of (phr) | /ɪˌɒn ðə prɪˈtens əv/ |
| overlook (v) ★★ | /ˌəʊvə(r)ˈlʊk/ |
| quirky (adj) | /ˈkwɜː(r)ki/ |
| recruitment (n) ★ | /rɪˈkruːtmənt/ |
| respective (adj) ★ | /rɪˈspektɪv/ |
| sorority (n) | /səˈrɒrəti/ |
| surreptitiously (adv) | /ˌsʌrəpˈtɪʃəsli/ |
| tabloids (n) | /ˈtæblɔɪdz/ |
| turn a blind eye to (phr) | /tɜː(r)n ə ˌblaɪnd ˈaɪ tuː/ |
| unbeknown (adj) | /ˌʌnbɪˈnəʊn/ |
| wrongdoing (n) | /ˈrɒŋˌduːɪŋ/ |

▶ Grammar revision

Past tenses

1 Choose the correct alternative.

- 1 There you are! At last! I've waited/been waiting for you for hours.
- 2 That's the best festival that I went/have been to so far.
- 3 He couldn't go until he s/d finished his assignment.
- 4 When I'd read/been reading all my emails, I made myself a snack.
- 5 The plot in last night's film has been/was awful.
- 6 While I was/had been watching the match, I saw Tim in the crowd.
- 7 I opened the door and .../had stepped outside.
- 8 When he had/had had his shower, he dried himself.

WORKBOOK ▶ page 4

/ 8 points

Present and past habits

2 Decide if the verbs in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms.

- 1 My parents **will buy** me presents every week. It's wonderful!
- 2 When he was five, he **would have** a bike which he rode everywhere.
- 3 When I lived close to the stadium, I **was** always **going to see** matches.
- 4 My parents **would insist** on me wearing gloves all winter when I was small. It was so annoying.
- 5 I **used to go** to Brazil once for a holiday.
- 6 I adore watching films so I **use to go** to the cinema once a week.

WORKBOOK ▶ page 4

/ 6 points

▶ Vocabulary revision

Word formation – suffixes

1 Decide if the words in bold are in the correct form. Tick (✓) the correct forms and rewrite the incorrect forms.

- 1 You don't understand the **important** of these events.
- 2 That's **meaningful**. It makes no sense.
- 3 All the **participants** in our competition win a prize.
- 4 It was very **thoughtless** of you to be so rude.
- 5 His parents are **unbelievable** rich.
- 6 Accidents are happening with great **frequency**.
- 7 I'm feeling **optimist** about my exam results.

WORKBOOK ▶ page 5

/ 7 points

Body idioms and human interaction

3 Read the definitions 1–5 and complete the idioms with a part of the body.

- 1 do something without somebody knowing about it: do something behind somebody's
- 2 have complete control over somebody: have somebody under your
- 3 tell somebody something that is not true, as a joke: pull somebody's
- 4 treat somebody you know in an unfriendly way: give somebody the cold
- 5 take a risk because you believe in somebody: stick your out for somebody

WORKBOOK ▶ page 2

/ 5 points

Sociology, psychology, etc

2 Complete the words ending in *-ology* to match these definitions.

- 1 the study of human societies, customs and beliefs: a
- 2 the scientific study of the weather: m
- 3 the study of the structure of the earth: g
- 4 the study of the mind and how it affects behaviour: p
- 5 the study of the movements of the stars and planets and how some people think this affects our lives: a
- 6 the scientific study of living things: b

WORKBOOK ▶ page 2

/ 3 points

Similes

4 Complete the similes with these words. There are three extra words.

blind clear easy fresh quick quiet solid strong

- 1 I'm feeling as as a daisy.
- 2 I'll be over at your house as as a flash.
- 3 He sat there as as a mouse.
- 4 He's as as a rock.
- 5 It's as as ABC.

WORKBOOK ▶ page 8

/ 5 points

Ways of talking

5 Answer the questions with these words.

gasp mutter shriek whine whisper yell

How would you speak if you:

- 1 wanted to say something romantic to somebody but you didn't want other people to hear?
- 2 were really surprised and finding it hard to breathe?
- 3 wanted to speak to somebody far away?
- 4 were really angry and out of control?
- 5 were annoyed and were talking to yourself?
- 6 were continually complaining that things aren't fair?

WORKBOOK ▶ page 8

/ 6 points

Total

/ 40 points