

# 4 Nothing but the truth

Questions and negatives · Prefixes and antonyms · Being polite

## TEST YOUR GRAMMAR

- 1 Make the sentences negative. Sometimes there is more than one possibility.

*I disagree/don't agree with you.*

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1 I agree with you.              | 5 I knew everybody in the school. |
| 2 I think you're right.          | 6 I've already done my homework.  |
| 3 I told her to go home.         | 7 You must get a visa.            |
| 4 'Is John coming?' 'I hope so.' | 8 My sister likes shopping, too.  |

- 2 Write in the missing word in each question.

- 'What **of** music do you like?' 'Jazz.'
- 'How **do** you wash your hair?' 'Every other day.'
- 'Who do you look **?**' 'My mother.'
- 'How **does** it take you to get to school?' 'Nearly an hour.'
- 'What were you talking to the teacher **?**' 'Oh, this and that.'
- 'Do you know what the time **?**' 'Just after three.'

Ask and answer the questions with a partner.

## TELLING LIES

### Questions and negatives

- 1 Think of some lies that these people might tell.

a teenage boy to his parents   a car salesman  
a student to the teacher   a secretary  
a husband to his wife

- All the people in the cartoons are lying. Who to? Why?
- T 4.1** Listen to what the people are really thinking. What *is* the truth? Why *did* they lie? Do you think any of the people have good reasons to lie?
- Which question was each person asked before they lied? Put a-f in the boxes.

- What did you make that face for? Doesn't it look good?
- Can I speak to Sue Jones, please? It's urgent.
- How come you're ill today? You looked just fine yesterday!
- Who gave you that black eye? Haven't I told you not to get into fights?
- Where are you going? How long will you be? I hope you won't be late.
- I want to know if you'll babysit for me tonight. I don't think you will.





## LANGUAGE FOCUS

1 In exercise 4, find and read aloud ...

### Questions

- ... questions with auxiliary verbs.
- ... questions without auxiliary verbs.
- ... two ways of asking *Why?*
- ... a question with a preposition at the end.
- ... a question word + an adverb.
- ... an indirect question.

### Negatives

- ... negative questions.
- ... a future negative.
- ... negatives with *think* and *hope*.

2 Indirect questions

Make these direct questions indirect using the expressions.

*Where does he work?* I don't know ...

*What's the answer?* Have you any idea ...?

*Did she buy the blue one?* I wonder ...

▶▶ Grammar Reference p144

## PRACTICE

### Quiztime!

1 Work in two groups. You are going to write some questions for a general knowledge quiz.

**Group A** Look at the information on p155.

**Group B** Look at the information on p156.

Write the questions for your quiz in your group. Ask and answer questions between groups.

2 Make comments about the answers in the quiz. Some of your sentences might be indirect questions.

We weren't sure ...

We didn't have a clue ...

We had no idea ...

None of us knew ...

We guessed ...

Did you all know ...?

... how many legs a butterfly has.

... which theory Albert Einstein developed.

## Asking for more information

- 3 We can respond to a statement with a short question to ask for more information.

I went out for a meal last night.

Who with?

My aunt sent me a postcard.

Where from?

Write short questions with a preposition to answer these statements.

- 1 She gave away all her money. **Who to?** Who did she give the money to?
- 2 Can I have a word with you, please? **what about?**
- 3 I studied for the exam all night.
- 4 I need £5,000 urgently.
- 5 I got a lovely present today.
- 6 I bought a birthday card today.
- 7 Sh! I'm thinking!
- 8 Do you think you could give me a lift?

- 4 Make the short questions into longer ones.

Who did you go out for a meal with? Where did she send it from?

**T 4.2** Listen and check your answers. Notice that all the questions end with the preposition.

## Negative questions

- 5 **T 4.3** Listen and compare the use of negative questions in 1 and 2.

- 1 a Don't you like pizza? How unusual!  
b Can't you swim? I thought everybody learned to at school these days!  
c Hasn't the postman been yet? It's nearly midday!
- 2 a Haven't we met somewhere before? Wasn't it in Egypt?  
b Wasn't it your birthday last week? Sorry I forgot.  
c Isn't that Johnny Depp over there? You know, the actor! I'm sure it is!

In which group ...?

... does the speaker ask for confirmation of what he thinks is true and expect the answer Yes?

... does the speaker express surprise and expect the answer No?

**T 4.3** Practise the negative questions. Pay attention to stress and intonation.

- 6 Give answers to the negative questions in exercise 5.

- 1 a No, I've never liked pizza. Can't stand it, I'm afraid.
- 2 a Yes, that's right. It was at the sales conference in Cairo.

- 7 Ask and answer about these things using negative questions.

### Expressing surprise

like ice-cream/learning English/your neighbours?  
have ever been abroad/got a TV at home?

### Asking for confirmation

is it Tuesday today/this your pen?  
go to the States last year/to the races next weekend?

**T 4.4** Listen and compare.

## Making negatives

- 8 Make a negative sentence about these people. Use your dictionary.

Vegans don't eat any animal products.

vegans insomniacs dyslexics pacifists  
anti-globalization protesters

- 9 **T 4.5** Listen to the first part of a description of a man called Norman. Which words in exercise 8 describe him? Make some negative sentences about him.

He can't sleep. He doesn't have a big place to live.

### SPOKEN ENGLISH How come?

How come? can be used instead of Why? in informal spoken English. However, they are not the same. Look at these sentences. Which question expresses surprise?

Why are you learning English?

How come you're going to work today? It's Sunday.

Note that How come? is not followed by the usual inverted word order of question forms.

- 10 **T 4.5** Listen to the second part of the description of Norman. There are lots of contradictions. Complete the sentences about Norman below with a question using How come?

## My mate Norman

He lives in a tiny one-roomed flat so how come he came downstairs to the living room?

He's an insomniac, so how come he slept so well?

He's single, so ...

He hasn't got any pets, so ...

He's dyslexic, so ...

He's unemployed, so ...

He's vegetarian, so ...

He's anti-social, so ...



### Who is it?

- 11 Write a description of yourself using only negative sentences. Your teacher will distribute them amongst the students in the class. Read them aloud and guess who it is.

I can't cook. I never arrive on time.

I didn't pass the test last week.

## LISTENING AND SPEAKING

### My most memorable lie!

Work in small groups.

1 Did you ever tell lies as a child? Can you remember any? Talk about them in your groups. Decide which is the most interesting lie in your group and tell the class.

2 **T 4.6** Listen to five people talking about their most memorable lie. Correct the statements.

- 1 **Andrew** was playing in the swimming pool when his father came home.
- 2 **Carolyn** went to America for her best friend's wedding.
- 3 **Kiki** finally told her grandmother the truth.
- 4 **Sean** learnt Judo at school.
- 5 **Kate** was not punished for lying.

3 Listen again and answer the questions.

- 1 Andrew says, *I completely denied all knowledge.* Of what? How had he tried to hide the evidence?
- 2 Carolyn says, *I had to tell a white lie.* What was it? Why was it a white lie? What *did nothing* for whose figure?
- 3 Kiki says, *I know where I lost it.* What did she lose? Where did she lose it? What was her lie?
- 4 Sean says, *somebody's mother rang my mother to get details.* To get details of what? Why did he lie in the first place?
- 5 Kate says, *I put him in the box ... and I shut the lid.* Who did she put in the box? Which box? How does she excuse her behaviour?

4 Which words go with which lie? What do they refer to?

frumpy	dressing up box	gold-filtered	a robbery
spanked	stubs	necklace	the playground
a princess	a grate	a soldier	

#### What do you think?

- Which of the five lies do you think are 'good' reasons to lie? Which are 'bad'? Which are 'white lies'?
- Work alone. List other occasions when you think it might be good to lie and occasions when it is definitely not.
- Discuss your ideas with your group. Do you all agree about what are 'good' and 'bad' lies?



## READING AND SPEAKING

### Diana and Elvis shot JFK!

1 What do you know about the following events? Discuss in groups and share information.

- The deaths of President John F. Kennedy, John Lennon, Elvis Presley, Princess Diana.
- The Apollo moon landings.



2 There are many conspiracy theories about these events. What are conspiracy theories? How are they usually circulated nowadays? Do you know any about the events in exercise 1?

3 Read the introduction to three of the world's most popular conspiracy theories. Which events are mentioned? Why do people like these theories? What is a 'juicy' theory?

### CLASSIFIED

EVERYBODY loves a good conspiracy theory. Whether it is the CIA shooting President Kennedy, or Elvis being alive and well and living on the Moon, there are few things that appeal to the imagination more than a mixture of mystery and a hint of evil-doing in high places. When horrifying, historic events shake our world we seek to make sense of them by creating bizarre theories. These theories, however unlikely, are preferable to the cold fact that sometimes accidents happen. Many of the juiciest theories circulate on the Internet.

4 Work in groups of three.

Student A Read the article on p39.

Student B Read the article on p40.

Student C Read the article on p41.

Answer the questions.

- 1 When and what was the event?
- 2 How many theories are mentioned? Write a list of the different ones in note form.
- 3 What proof is given to support them?
- 4 What reasons are suggested for hiding the true facts?
- 5 Which people, individual or groups, are mentioned in relation to the event?

Compare your answers with the others in your group.

### Vocabulary work

Find words in your text to replace those in *italics*. Explain them to the others in your group.

#### Diana

- 1 The huge number of websites is *absolutely amazing*.
- 2 The florists *devised a clever but wicked* plot to murder Diana.
- 3 The car crash was a *carefully planned trick*.
- 4 I don't *believe* any of these theories.
- 5 Someone in the royal family *devised a plot to interfere* with the brakes.

#### Moon landing

- 1 Rumours have been *going round* for many years.
- 2 The US flag is seen *blowing* and there is no *wind* on the moon.
- 3 A *fantastic exhibition* of stars.
- 4 Scientists have *all agreed* that the theorists don't have *any argument at all*.
- 5 NASA has been *desperately trying to hide* evidence of life.

#### JFK Junior

- 1 There are many *strange* theories – one of the *craziest* claims he was murdered by Clinton supporters.
- 2 Explosives were *stuck* to the tail of the plane.
- 3 The plane *hit violent air movements*.
- 4 The crash happened *strangely and coincidentally* on the 30th anniversary.
- 5 Some explanations are *clearly stupid*. Others are *quite believable*.

### What do you think?

- Which theories are the most believable/unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

# THE WORLD'S TOP CONSPIRACY THEORIES

## CONSPIRACY THEORY 1

### THE DEATH OF DIANA

The first Diana conspiracy site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 36,000 Diana conspiracy websites have been set up - breathtaking by anyone's standards. Hypotheses range from pure James Bond ('it was all an MI6 plot to protect the monarchy') to farce ('it was a fiendish murder plot thought up by the world's florists to sell lots of flowers'). And most popular of all, Diana, Princess of Wales, isn't dead after all - that terrible car crash in Paris was an elaborate hoax to enable the Princess and Dodi Fayed, to fake their own deaths so that they could live in blissful isolation for the rest of their lives. Subscribers to this theory say that Diana was fed up with the intrusions into her private life and used the wealth and resources of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island, communicating

*'We never actually saw her body, did we?'*

with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

You don't buy into any of these theories? Don't worry. There are plenty more to choose from. For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the royal family and that her car's brakes would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.



# CONSPIRACY THEORY 2

## THE APOLLO MOON LANDING

For over 30 years rumours have been circulating that the Apollo Moon landings were faked. They say astronaut Neil Armstrong made no 'giant leap for mankind', they assert that the 1969 Moon mission was a hoax to prove America won the space race, that the astronauts were 'astro-nots'. The high point in the Great Moon Landing Conspiracy came on 15 February 2001, the date that the Fox television network broadcast a programme entitled *Did We Land on the Moon?* This alleged that the whole Moon landing had been staged inside a film studio on a US military base somewhere in the Mojave desert.



The programme claimed:

- 1 The US flag planted on the Moon's surface is seen fluttering, and there is no breeze of any kind on the Moon.
- 2 The photographs taken by the astronauts do not include any of the Moon's night sky, where there would have been a stunning array of stars on view.
- 3 The shadows in the pictures are clearly coming from more than one angle - an impossibility on the Moon, where the only light source is the Sun, but more than plausible inside a film studio.
- 4 One of the famed Moon rocks brought back by the Apollo astronauts is marked with a telltale letter 'C', suggesting the markings not of some alien life force but of a film prop.

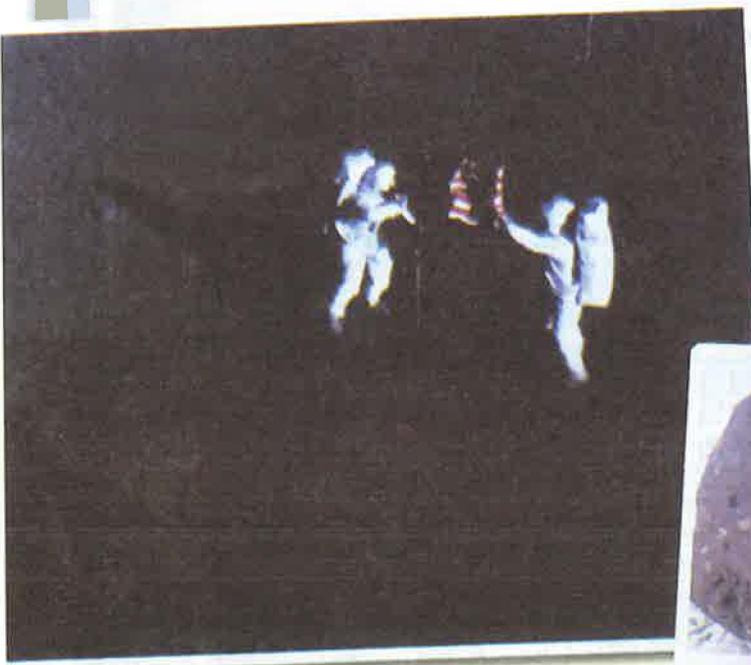
Was the whole moon landing staged inside a film studio?

After the programme the Internet went crazy with theories and counter-theories. However, scientists have unanimously agreed that the conspiracy theorists don't have even the beginnings of a case.

Too many things about the Apollo missions were impossible to fake, from the radio signals picked up at listening stations around the world, to the Moon rocks, which have been subjected to repeated geological analysis and clearly date back several millennia.

Finally there are the UFO 'nuts'. They actually do believe that astronauts went to the Moon, and found not only a load of rocks, but also widespread evidence of an ancient alien

civilization - a discovery so terrifying that NASA has been desperately seeking to conceal it from the public ever since.



Moon rock

# CONSPIRACY THEORY 3

## THE DEATH OF JOHN F KENNEDY JR.

John Kennedy Junior, son of assassinated US president JFK, was killed on July 17th 1999 when his tiny Piper Saratoga aircraft crashed over Martha's Vineyard, near Boston. He was piloting the plane on the way to a family wedding with his wife Carolyn. To millions of Americans, JFK Junior was the closest thing to royalty the United States has ever had, and, as with his father, with every anniversary of his death they come up with ever more bizarre conspiracy theories to explain the tragedy.

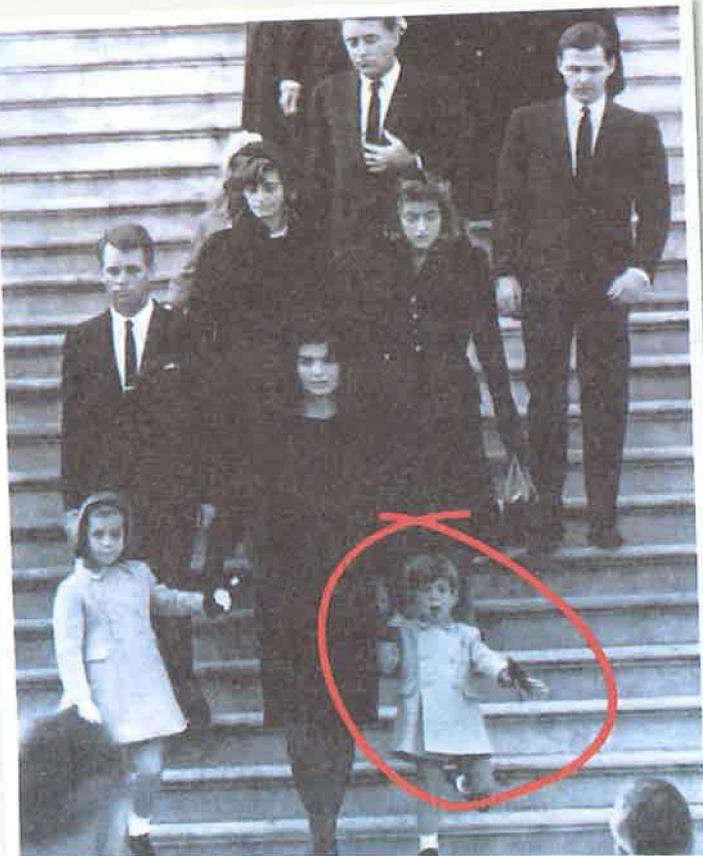
One of the wildest theories claims that Kennedy Junior, known as 'John John', was murdered by Clinton supporters because he planned to stand against Hillary Clinton in the New York senate race.

Another theory asserts that an explosion, heard over Martha's Vineyard at the time of the crash, suggests that terrorists placed a bomb on the tiny plane. It is claimed that leaked FBI documents record the discovery of explosives glued within its tail.

Some of the explanations for the plane crash are patently ridiculous.

A third theory blames Kennedy's beautiful blonde wife, Carolyn. It is suggested that she caused the crash by chatting on her mobile phone just as the plane ran into turbulence over Martha's Vineyard, thus interfering with the controls while her husband was desperately trying to make an emergency landing. However, the most popular theory of all blames the crash on the legendary Irish curse said to have taken the lives of so many of the Kennedy clan. This curse, reputed to have followed the Kennedy dynasty over from Ireland, is said to strike when Kennedy members are around water. John John's uncle Joseph Kennedy Jr. died in a flight over water during World War II, while another uncle, Teddy Kennedy, drove off a bridge into water at Chappaquiddick - spookily, the plane crash happened on the 30th anniversary of the Chappaquiddick incident.

'Some of the explanations for the plane crash are patently ridiculous,' says a Kennedy watcher. 'Others like the cell phone theory are based on recorded information and are pretty plausible.'



# VOCABULARY

## Saying the opposite

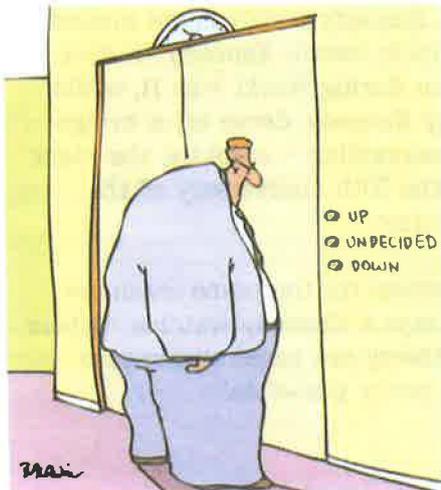
### Antonyms

- 1 Compare these sentences.  
Which antonyms are used?  
Which sounds better in context?
- Some theories are plausible but others are implausible.*
- Some theories are plausible but others are ridiculous.*

- 2 Antonyms can sometimes be formed with a negative prefix. What is the negative prefix for these words?
- believable    honest    responsible  
legal          credible    probable

- 1 What part of speech are these words?  
Write antonyms for them using prefixes if possible.

Word	Antonym(s)
fake adj	<b>genuine, real, authentic</b>
like vb	<b>dislike, hate, can't stand</b>
tiny	
happiness	
guilty	
safe	
admit	
sincere	
success	
mature	
encourage	
kind/generous	
appear	



- 2 Complete the conversations with antonyms from the box. Put the words in the correct form.

improve    safety    success    criticize    generosity  
fail    mean    encourage    get worse    danger

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

**T 4.7** Listen and check.

- 3 What is the effect of using antonyms in these conversations?

A What lousy weather!  
B Yes, it's not exactly tropical, is it?

A Jenny's thick, isn't she?  
B Well, she isn't the brightest of people, it's true.

Write similar conversations with a partner about these topics.  
How could you describe the following both honestly and tactfully?

- a boring dinner
- an awful holiday
- a mean friend
- a difficult exam

**T 4.8** Listen and compare.

- 4 What's the opposite of ... ?

- |                    |                   |                  |
|--------------------|-------------------|------------------|
| 1 a tough question | 3 fair hair       | 5 a live animal  |
| tough meat         | a fair decision   | live music       |
| 2 a clear sky      | 4 a hard mattress | 6 a light colour |
| a clear conscience | a hard exam       | a light sleeper  |

- 5 Match the words and their meanings.

1 abused	not ever used
2 disused	not used any more
3 unused	used cruelly or badly
4 misused	used too much
5 overused	not used enough
6 underused	used in the wrong way

# EVERYDAY ENGLISH

## Being polite

1 What 'white lies' might you tell in these situations? Roleplay them with a partner.

1 You're having a meal with your host family. You've just forced yourself to eat something you don't like, when your host says, 'You must have some more!' What do you say?

2 A friend has just had a baby who you think looks like any other newborn baby. 'Isn't he gorgeous?' she coos. What do you say?

3 Your aunt invites you to go on holiday with her for two weeks. You love her, but know it would be a disaster and it would be no holiday for you. What do you say?

2 **T 4.9** Listen to the pairs of lines and conversations. After each one say which is more polite. In what ways? Look at the tapescript on p129 and practise the polite conversations with a partner.

3 Make these requests and offers more polite. Use the expressions below.

- 1 Give me a lift.
- 2 Help me find my glasses!
- 3 Come for a meal tomorrow evening!
- 4 Lend me your dictionary.
- 5 Look after my cat while I'm on holiday.
- 6 Where's the toilet?
- 7 Can I help you with this exercise?
- 8 Stop whistling!

Could you possibly ... ?

Would you mind (not) ... ?

I wonder if you could ... ?

Do you think you could ... ?

Would you like (me) to ... ?

Do you happen to know ... ?

### Music of English

To sound polite, start quite high and go even higher on the main stressed word. Your voice should then fall and rise at the end of the sentence.

Could you possibly close the window, please?

**T 4.10** Listen and repeat. If you use flat intonation, it sounds very aggressive in English!

4 Work with a partner. Take turns to make the requests and offers in exercise 3 and refuse them politely, using one of these expressions.

I'd love to, but ...  
I'm terribly sorry ...  
I'm afraid I ...

That's really kind of you, but ...  
Believe me, I would if I could, but ...

**T 4.11** Listen and compare your answers.

### Roleplay

5 Anna and Ben Wilson have invited their friends Kim and Henry to their house for dinner. Look at the conversation on p156. Work in groups of four to complete the conversation and then practise it, using the main stress shading to help you.



**Ben** Kim! Hello! Great to see you. Come on in. Let me take your coat.

**Kim** Thanks very much. Oh, these are for you.

**T 4.12** Listen and compare.