

Say what you mean

14

Vocabulary

communication

1 Complete the article with the words in the box.

actions words messages communication
body tell accent talking

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Getting the message

Good (1) happens in different ways – spoken (2), signals and (3) language. However, there can be problems. A strong (4) or dialect can prevent the listener understanding what is being said, and body language can give different (5) in different cultures. However, it does help you to (6) whether the person you are (7) to is happy, sad or irritated. Their (8) may also indicate whether they are lying or bored.

Listening

Multiple matching (Part 3) ▶ CB page 140

1 Underline the correct alternatives to complete the phrases.

- | | |
|-------------------------------------|-----------------------------------|
| 1 <i>raise/cross</i> your eyebrow | 4 <i>cross/raise</i> your fingers |
| 2 <i>shake/shrug</i> your shoulders | 5 <i>nod/roll</i> your eyes |
| 3 <i>shake/roll</i> your head | 6 <i>shrug/nod</i> your head |

2 ▶ 28 You will hear five different people talking about being a good presenter. For questions 1–5, choose from the list (A–H) which skill each speaker thinks is most important. Use each letter only once. There are three extra letters that you do not need to use.

- | | |
|-----------------------------------|--------------------------------|
| A including specialist vocabulary | Speaker 1 <input type="text"/> |
| B having good material | Speaker 2 <input type="text"/> |
| C speaking clearly | Speaker 3 <input type="text"/> |
| D believing in what you're saying | Speaker 4 <input type="text"/> |
| E making good eye contact | Speaker 5 <input type="text"/> |
| F using body language | |
| G being good with technology | |
| H keeping presentations short | |

Vocabulary

say, speak, talk and tell; ways of speaking

► CB page 141

1 Underline the correct alternatives to complete the sentences.

- 1 There are times when it's better not to tell/talk the truth, though telling/saying lies is not usually a good idea.
- 2 I can't speak/talk Russian, but I'd love to learn; it'd be wonderful to be able to talk/say with Russians.
- 3 I'm not sure whether it's raining as I can't tell/say by looking out of the window.
- 4 I love it when my teacher tells/says us funny jokes.
- 5 Everyone said/told me they enjoyed the show, though the critics didn't have a good word to say/tell about it.
- 6 Please don't tell/say a word to Chris about the present because it's a surprise for her!
- 7 It can be difficult to talk/tell to people face-to-face and sometimes it's easier to speak/tell on the phone.
- 8 Please don't say/tell you've forgotten to buy any food because I told/spoke you this morning that the fridge was empty!
- 9 Generally speaking/saying, men make better chefs than women – though women may disagree!
- 10 I can't imagine what you're going to say/speak to the boss as it goes without saying/telling that you're going to be in trouble!

2 Replace the underlined phrases in sentences 1–6 with a phrase using the words in brackets.

- 1 Everyone knows that it's more difficult to learn a language when you're older. (*saying*)
- 2 On the whole men are stronger than women physically. (*generally*)
- 3 He's very quiet – maybe he's shy. (*hasn't*)
- 4 People who say what they think are often easier to work with. (*mind*)
- 5 I think that what you do is more important than what you say. (*actions*)
- 6 Let me know if I can do anything to help you. (*word*)

3 Correct the mistakes in sentences 1–6 using the correct form of the verbs in the box.

whisper yell mutter mumble scream cry

- 1 You have to yell in a library so you don't disturb other people.
- 2 Don't scream – I can't hear you properly.
- 3 He always cries to himself angrily if he doesn't like what politicians say.
- 4 The girl mumbled as she fell off the cliff, but luckily her boyfriend heard and caught her!
- 5 The boy muttered at his friend as she was going to get on the wrong bus.
- 6 A baby whispers when it is hungry.

Grammar

it is, there is

► CB page 142

1 Complete the sentences with the correct form of *it* or *there* + *to be*. Remember that some sentences are questions and negatives.

- 1 The journey took hours because such a lot of traffic.
- 2 I couldn't go out yesterday because much too cold and wet.
- 3 I really wanted to visit the town centre, but unfortunately enough time before the bus left.
- 4 such a beautiful day yesterday that we went to the beach.
- 5 In some countries quite normal to eat dinner at 10p.m.
- 6 I think really important to tip waiters.
- 7 The ballet was so good that a standing ovation for the dancers at the end.
- 8 Last night an accident on the motorway but serious.
- 9 I see a new department store in town – any good?
- 10 She said a wonderful party.

2 Find and correct the mistakes in sentences 1–8. Tick the sentences that are correct.

- 1 Last week it was quite miserable and it was a lot of rain every day.
- 2 After the presentation it will be a chance for you to ask questions.
- 3 I enjoyed the trip and there was wonderful seeing old friends.
- 4 This is such a dangerous road I think it should be a lower speed limit.
- 5 I was told there would be a taxi for me at ten, but it didn't turn up.
- 6 Everyone says it's certain to be a close match between the two players.
- 7 There's a long way from my flat to the nearest Tube station.
- 8 It's too far for me to walk to the station every morning, but luckily there's a regular bus.

Speaking

Interview (Part 1); Long turn (Part 2) ▶ CB page 143

1 **29** Listen to an examiner asking students questions in Part 1. Match the candidates' answers, A–J, with the examiner's questions, 1–10.

- A** Xàtiva. It's a town near here. I moved there about six months ago.
- B** Well, there are seven of us. Three girls and four boys. I'm the oldest but only by eighteen months. My youngest sister is only five.
- C** Living on an island, I don't have much choice really but if I lived on the mainland I'd get trains whenever I could.
- D** I used to do tai chi but that's more of a martial art than a sport, I suppose. I'm thinking of taking up paddle tennis now. It looks like really good fun.
- E** I actually like travel documentaries best, especially if they're about places I haven't ever visited.
- F** Yes, very much. We have a really good teacher and we have great fun in class.
- G** Well, I don't read many actually but sometimes when I'm in an airport I buy one on computers or cars.
- H** A little French. Just enough to get by on holiday really.
- I** Walking in the countryside and meeting up with friends for a drink or a meal. But most of all I like sleeping in on Saturday morning.
- J** I was born in Besançon.

2 Look at the examiner's instructions. Then read the list of comments a candidate made about each photograph. Mark the comments R (relevant) or I (irrelevant).

Examiner: Here are your two photographs. They show two kinds of non-verbal communication. I'd like you to compare the people and animals and say how easy or difficult it would be to communicate in this way.

Photograph 1

- 1 There is a woman checking in at the airport, with a dog sitting in front of her.
- 2 The woman has four bags with her.
- 3 There is something white tied to the big suitcase.
- 4 The lady at the check-in desk is looking at the dog.
- 5 Perhaps the woman can't hear and the dog is helping her communicate.
- 6 The dog is wearing some kind of special coat.
- 7 Maybe he is a special helper dog of some kind.
- 8 He is watching what the two women are doing carefully.
- 9 The dog does not look excited.
- 10 She is wearing black trousers and a white cardigan.

Photograph 2

- 1 The woman and the boy are in a park.
- 2 The woman is touching her hand to communicate something.
- 3 The woman is wearing a green top.
- 4 The boy is concentrating on what the woman is trying to say.
- 5 She is smiling.
- 6 The boy is wearing jeans and a red T-shirt.
- 7 The boy and the woman both have blonde hair.
- 8 The woman seems to be speaking at the same time as using gestures.
- 9 The boy looks calm and serious.
- 10 There are lots of trees behind them.



Reading

Gapped text (Part 6) ▶ CB page 144

The chimp that learned sign language

Back in the 1970s, a chimpanzee named Nim Chimpsky took part in a Columbia University research study called Project Nim. The project was led by Herbert Terrace, a psychologist at the university who was attempting to find out if a chimpanzee could learn to communicate using American Sign Language. 'Everyone knows that words are learned one at a time, but something happens when children begin to combine words and create true language,' Terrace says. **1**

The name Nim Chimpsky was a twist on Noam Chomsky, the famous American linguist who theorised that language as we know it is unique to humans. Terrace wanted to disprove this and show that a chimpanzee could develop real language. Nim was the chimp he chose.

To immerse Nim in a world where he would be taught sign language in the same way a human child would, Terrace brought him to live with a family in New York City in 1973, not long after the chimp was born. **2** Nim's surrogate mother was Stephanie LaFarge, a psychology student studying with Terrace. She carried the chimp around on her body for almost two years.

But it wasn't easy to raise a chimp in a Manhattan brownstone. **3** Soon he was breaking things all over the house. LaFarge's husband was never comfortable with Nim, and as the chimp entered his 'terrible twos', he became too much of a handful. So Terrace took Nim to live in a mansion that was part of Columbia University. By that time, Nim had learned about 125 signs. But the question remained: Was he really learning language?

4 He says that while watching a video of Nim signing with a teacher, he realised that the chimp was tracking most of his teacher's signs, imitating most of them, but he almost never made a sign spontaneously. In the end, Terrace came to believe that Chomsky was right, that Nim would never use language the way humans do to form sentences and express ideas.

He ended the project in 1977 and Nim went to the Institute for Primate Studies in Norman, Oklahoma, to live a very different life. **5** Bob Ingersoll, who worked at the institute and got close to Nim, says that while in Oklahoma, Nim was learning how to be a chimp again. 'He was with his brothers. He got to have a chimp group and have a life that wasn't always controlled by humans.'

Research is not a secure proposition, and in 1981, all funding ended for the Oklahoma research programme. There was no plan for what would happen to the chimps afterwards. **6** Because he was a famous chimp, who had even appeared on the children's television programme *Sesame Street*, Nim's supporters were able to rescue him. He lived out the rest of his days at an animal sanctuary in Texas. He died in 2000.

Elizabeth Hess, in a new book called *Nim Chimpsky: The Chimp Who Would Be Human* says that while the debate over whether chimps have language, and what kind of language, continues, most researchers are no longer trying to teach animals our language. Instead, they focus on the myriad ways animals communicate.

- 1** You are going to read an article about a famous chimpanzee who took part in research into language learning. Read the article and decide if the following statement is true or false.

The chimpanzee in the story was well-known at the time.

- 2** Read the article again and decide where the sentences go in the text. There is one extra sentence which you do not need to use.

- A There, Nim joined a large, chaotic family with many human siblings who could teach him sign language.
- B Terrace doubts it.
- C He was often in a cage with other chimps.
- D The children loved having Nim around.
- E The question was, could Nim do this?
- F Nim was active, playful and strong.
- G Within a year Nim was sold to a laboratory for tuberculosis research.

- 3** Choose the definition, A or B, that matches the meaning of words 1–6 in the context of the article in Activity 2.

- 1 *twist* (line 8)
 - A a shape that you make by bending or twisting something
 - B an unexpected change
- 2 *immerse* (line 12)
 - A completely involve
 - B put in liquid
- 3 *brownstone* (line 18)
 - A a kind of house
 - B a kind of stone
- 4 *handful* (line 21)
 - A a small number or amount
 - B a person or animal who is difficult to deal with
- 5 *tracking* (line 25)
 - A tracing someone's steps
 - B following and repeating
- 6 *myriad* (line 44)
 - A countless
 - B wonderful

Vocabulary

idioms: animals ► CB page 144

1 Complete the idioms with an animal from the box.

duck cat fish kittens birds cat

- 1 She doesn't care what people say; it's water off a 's back.
- 2 If we work while we eat lunch we can kill two with one stone.
- 3 If the boss finds out we're late for the meeting, it will put the among the pigeons.
- 4 I was really worried about what to do; I was having
- 5 My company is not very big but I've got an important job there – I'm a big in a little pond.
- 6 I was furious when Peter let the out of the bag and told Mary about the party.

Grammar

subject/verb agreement

► CB page 146

1 Complete sentences 1–8 with the correct form of *be* or *have*.

- 1 Research into chimps' use of language still inconclusive.
- 2 Many researchers, not all of whom are animal lovers, tried to look into this question.
- 3 None of these early studies really established that chimps can learn languages.
- 4 Many chimps acquire quite an extensive vocabulary of signs, which sometimes led researchers to believe they are actually learning a language.
- 5 News of Nim's transfer to the laboratory what made people start a campaign to have him transferred to the sanctuary.
- 6 Learning hundreds of signs very difficult for a human and even more so for a chimpanzee.
- 7 Noam Chomsky believes that only people capable of learning a language.
- 8 Knowledge of how people learn languages advanced considerably since the 1960s.

2 Find and correct the mistakes with subject/verb agreement in sentences 1–8 below. There are mistakes in five of the sentences. Tick the sentences that are correct.

- 1 The police is looking for a man with a tattoo of a tiger on his chest.
- 2 The advice they gave me on places to stay in London were really useful.
- 3 A hundred pounds do not sound like a big reward for someone who finds a much-loved pet you have lost.
- 4 Both my cats knows how to communicate with us, though they do it in quite different ways.
- 5 Everyone was very surprised when I told them I was going to learn Tibetan.
- 6 Neither of the researchers was very kind to Nim.
- 7 There is a few dog biscuits left in the packet.
- 8 The furniture in our flat is getting very old.

Use of English

Open cloze (Part 2) ► CB page 147

1 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Can you speak 'Dog'?

We think we understand dogs, but are often wrong about (0) *what* they are trying to 'say'. Imagine being in a foreign country trying to speak to someone who doesn't understand your language. Dogs find (1) in this exact situation, and (2) are many examples of misunderstandings.

If a dog is panting, we assume he's hot. Of course, that may be true, but it could also mean the dog is stressed. (3) yawning might indicate tiredness, it could also signify other emotions. Dogs yawn (4) a message of peace towards other dogs acting aggressively, in (5) to get them to change their behaviour.

Humans think a dog wags its tail because it's happy, but tail wags have different meanings, depending (6) the position of the tail and type of wag. For example, a tail held high and stiff (7) wagging in short movements indicates a warning. A dog does this if he thinks someone is trying to take his food, and may bite if the signal is ignored. So (8) can be important to understand 'Dog'!

Writing

writing round-up

1 Read the extracts from candidates' answers to Writing Parts 1 and 2. Match their answers, 1–8, with the writing tasks A–H below.

- | | |
|------------------|----------------------|
| A report | E application |
| B informal email | F essay |
| C formal letter | G review |
| D article | H semi-formal letter |

1 I have a number of criticisms of the service you provide. To begin with, the reception staff were most unhelpful. They took over five minutes to find my reservation.

2 It was great to get your message the other day. I know it's been ages since I've been in touch. I've had exams and then went on an end-of-term trip with some of my classmates.

3 There were some spectacular special effects, though the plot itself was rather disappointing.

4 Two-thirds of those students we interviewed were in favour of having optional activities on Friday afternoons instead of classes.

5 Finally, I would like to know if it would be possible to work longer hours on Mondays and have Tuesdays free.

6 There are also some great little beaches in the south of the island, some with excellent beach bars with music and food. I'd definitely try to fit in a visit to one or two of these if you can.

7 In my view, it is a gross exaggeration to say that young people are addicted to junk food. Among my own friends, I can only think of two or three people who do not eat what I would regard as a healthy diet.

8 Everyone has their favourite ways of studying but have you ever stopped to ask yourself how effective these methods are?

2 Look at the extracts in Activity 1 again and decide which part of the candidates' answers they come from: the beginning (B), the middle (M) or the end (E).

3 Look at some comments teachers wrote on earlier drafts of the writing tasks in Activity 1. Which of the extracts do they apply to?

- A *Don't forget, you're also supposed to recommend some places to visit, as well as describing them.*
- B *Make sure you include the points from the notes (rude reception staff, dirty room) among your complaints but use different wording.*
- C *Even though this is an article, you should mainly give advice and not just make a list of favourite study techniques.*
- D *I like the informal tone of your email and the way you included the apology for not attending the party.*
- E *It's always good to back up your opinion with an example, just as you have done here.*
- F *You should explain what you like or don't like about the film or book, and whether you would recommend it to others.*

4 Choose one of the tasks below and write your answer in 140–190 words, using your own ideas and language from Activities 1–3 where possible.

1

Film reviews wanted

Have you seen a film recently that had exceptionally good special effects?

Write us a review of the film, explaining what the special effects are and why you think they were exceptionally good. Tell us whether you would recommend the film to other people.

The best reviews will be published in the magazine.

2

You have received this email from an English-speaking colleague in another country.

From: Sam

Subject: Conference next week

I'm going to the conference in London next week, and I'd like to meet up with you one evening. Can you tell me about some things we could do together? What's the best way to get round the city?

Thanks,

Ben

Multiple-choice cloze (Part 1)

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Dolphin talk

We have long suspected that there is some kind of (0) *empathy* between dolphins and humans – but can we communicate with them? Captive dolphins can be (1) to understand hundreds of words, and can (2) understand some simple grammar. However, until now people could neither understand nor (3) to the underwater noises dolphins use to communicate with each other.

Now scientists are building a small device made up of a computer and two hydrophones which are (4) of detecting the full range of dolphin sounds. A diver (5) the computer in a waterproof case strapped to his chest, and lights show the origin of any sound it (6) up. The diver also has an instrument that enables him to choose the sound he should (7) in response.

But will we really be able to understand dolphins' words? Do they use words? And what if it (8) that they're terrible conversationalists? That would be a real disappointment!

- | | | | | |
|---|------------|----------------|-------------|---------------|
| 0 | A empathy | B sense | C comfort | D support |
| 1 | A trained | B exercised | C practised | D rehearsed |
| 2 | A yet | B still | C even | D however |
| 3 | A respond | B answer | C return | D acknowledge |
| 4 | A suited | B capable | C competent | D able |
| 5 | A fetches | B brings | C gets | D carries |
| 6 | A picks | B takes | C finds | D selects |
| 7 | A have | B do | C make | D be |
| 8 | A gives up | B comes across | C goes on | D turns out |

Open cloze (Part 2)

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Why people love postcards

In this age of instant digital communication, it seems to be (0) *an* odd contradiction that the humble holiday postcard (9) never been so popular. There are more postcards being sent from exotic locations (10) ever before. Emailing and texting may be perfect for communicating short pieces of information, (11) for many holidaymakers the picture postcard is the best way of sharing (12) own travel experiences with friends and family back home. (13) is a more thoughtful means of communication, and for the sender, (14) is a certain pleasure in struggling to produce a perfect message that includes all the important information in just a (15) words. People choose a card with a picture that conveys a genuine sense of the place being visited. This could (16) simply so they can share the experience with others, but sometimes the message really being sent is – 'I'm here in this amazing place – and you aren't!'

Word formation (Part 3)

For questions 17–24, read the text below. 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. There is an example at the beginning (0).

Improve your memory!

The human brain is perhaps the most complex information (0) *retrieval* system in the world.

RETRIEVE

No matter how much information you memorise, your brain will not run out of room. The only (17) is

LIMIT

the time you spend committing facts to memory and how you do this. You can't learn anything unless you

use your full (18) – too many people waste time on mindless (19) of basic facts.

CONCENTRATE

REPEAT

However, you can improve your memory with a few simple techniques.

Your brain is a part of your body, so (20) habits and good nutrition all contribute to the

HEALTH

(21) of your memory. Exercise increases your overall blood (22) and especially

EFFECTIVE

CIRCULATE

blood flow to the brain. Deal with any physical problems before trying to study. Too little sleep can have a

DEVASTATE

(23) impact on memory because the phase of sleep when dreams occur is essential for the

CONSOLIDATE

(24) of memories. The good news is that like most skills, memory improves with practice!

Key word transformations (Part 4)

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 Those twins are identical; they look just the same!

DIFFERENCE

Those twins are identical; it's impossible *to tell the difference* between them.

25 He said he was very happy that everyone had come to the party.

WONDERFUL

He said that everyone had come to the party.

26 It's said that the benefits of eating vegetables every day are enormous.

THERE

It's said that to eating vegetables every day.

27 People think he is living in London now.

THOUGHT

It he is living in London now.

28 I feel quite ill – maybe I'm getting a cold.

COMING

I feel quite ill – maybe a cold.

29 He inherited a lot of money when his father died.

INTO

He a lot of money when his father died.

30 I didn't try to get in the team, even though I was offered a trial.

COULD

I to get into the team when I was offered a trial, but I didn't.