

**UNIT 9****Choose the correct word to complete each sentence.**

1. The water may look calm, but appearances can be \_\_\_\_\_. There are strong currents underneath.
  - a. implicit
  - b. reassuring
  - c. deceptive
2. He displayed the fake diploma in a \_\_\_\_\_ position on his desk for all to see.
  - a. deceptive
  - b. prominent
  - c. fundamental
3. It was hard to trust her because she had a \_\_\_\_\_ to lie about her achievements to appear more interesting.
  - a. foundation
  - b. tendency
  - c. twist
4. Media outlets began to \_\_\_\_\_ that the celebrity's sudden disappearance was a sign that some scandal was about to break.
  - a. speculate
  - b. lessen
  - c. impede
5. We never question our children about where they have been because we have \_\_\_\_\_ trust in them.
  - a. reassuring
  - b. deceptive
  - c. implicit

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**Complete the sentences with the correct words.**

foundation	fundamental	reassuring	systematically	twist
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6. The sudden plot \_\_\_\_\_ in the movie shocked the audience.
7. For years, the employee got away with \_\_\_\_\_ stealing money from the company.
8. There were some \_\_\_\_\_ errors in the calculations, so the results of the experiment could not be trusted.
9. It is hard to build a solid \_\_\_\_\_ based on lies and deceptions.
10. It was \_\_\_\_\_ to see that the government had made significant changes to the way they held inquiries.

**Match the words to the sentences.**

- |                    |   |
|--------------------|---|
| 11. persistence ●  | ● a. She didn't have the _____ to give her presentation in front of the large audience.                                       |
| 12. independence ● | ● b. The teenager's _____ was evident in her decision to live on her own while studying at an overseas university.            |
| 13. confidence ●   | ● c. The salesman's _____ finally wore her down and she agreed to buy the set of books after his repeated visits to her home. |
| 14. deceptive ●    | ● a. The jury did not trust his _____ stories and found him guilty on all charges.  |
| 15. deceitful ●    | ● b. The salesman was a skilled _____, often selling faulty watches as brand new.   |
| 16. deceiver ●     | ● c. The karate instructor's small stature was _____ because she was surprisingly strong for her size.                        |

**Read the passage.****Why We Lie (by Yudhijit Bhattacharjee)**

Honesty may be the best policy, but scheming and dishonesty may be part of what makes us human.

- A** The history of humankind is filled with skilled and practiced liars. Many are criminals who spin lies and weave deceptive tales to gain unjust rewards. Some are politicians who lie to gain power, or to cling to it. Sometimes people lie to boost their image, while others lie to cover up bad behavior. Even the academic science community—a world largely devoted to the pursuit of truth—has been shown to contain a number of deceivers. But the lies of impostors, swindlers, and boasting politicians are just a sample of the untruths that have characterized human behavior for thousands of years.
- B** Lying, it turns out, is something that most of us are very skilled at. We lie with ease, in ways big and small, to strangers, co-workers, friends, and loved ones. Our capacity for lying is as fundamental to us as our need to trust others. Being deceitful is part of our nature, so much so that we might say that to lie is human.
- C** Our natural tendency to lie was first systematically documented by Bella DePaulo, a social psychologist at the University of California, Santa Barbara. Two decades ago, DePaulo and her colleagues asked 147 adults to note down every instance they lied or tried to mislead someone during one week. The researchers found that the subjects lied on average one or two times a day. Most of these untruths were harmless, intended to hide one's failings or to protect the feelings of others. Some lies were excuses— one person blamed their failure to take out the garbage on not knowing where it needed to go. Yet other lies—such as a claim of being a diplomat's son— were told to present a false image. While these were minor transgressions, DePaulo and other colleagues observed [in a later study] that most people have, at some point, told one or more "serious lies": hiding an affair from a husband or wife, for example, or making false claims on a college application.
- D** That human beings should universally possess a talent for deceiving one another shouldn't surprise us. Researchers speculate that lying as a behavior arose not long after the emergence of language. The ability to manipulate others without using physical force may have helped us compete for resources— something similar to the evolution of deceptive strategies like camouflage in the animal kingdom. "Lying is so easy compared to other ways of gaining power," notes ethicist Sissela Bok of Harvard University, one of the most prominent thinkers on the subject. "It's much easier to lie in order to get somebody's money or wealth than to hit them over the head or rob a bank."
- E** As dishonesty has come to be recognized as a fundamental human trait, social science researchers and neuroscientists have sought to understand the nature and roots of the behavior. How and when do we learn to lie? What are the psychological foundations of dishonesty? And why do we believe lies so easily?
- F** Lying is something of a developmental milestone—like learning to walk and talk. Parents often find their children's lies troubling, as they signal the beginning of a loss of innocence. However, Kang Lee, a psychologist at the University of Toronto, sees the emergence of the behavior in toddlers as a reassuring sign that their cognitive growth is on track.

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- G** To study lying in children, Lee and his colleagues use a simple experiment. They ask kids to guess the identity of hidden toys, based only on an audio clue. For the first few toys, the clue is obvious—a bark for a dog, a meow for a cat—and the children answer easily. Then they play a sound that has nothing to do with the toy. “So you play Beethoven, but the toy’s a car,” Lee explains. The experimenter leaves the room pretending to take a phone call—a lie for the sake of science—and asks the child not to peek at the toy. Returning, the experimenter asks the child for the answer, then follows up with the question: “Did you peek?”
- H** Using hidden cameras, Lee and his researchers have discovered that the majority of children can’t resist peeking. The percentage of children who peek and then lie about it depends on their age. Among two-year-olds who peek, only about one-third lie about it. Among three-year-olds, half lie. And by age eight, approximately 80 percent claim they didn’t peek.

**Choose the correct answers.**

17. What is the main topic of paragraph **A**?
- Scientists who lie
  - Lying as a part of human behavior
  - Liars who want to improve their image
  - Famous liars from history
18. The word *it* in the phrase *cling to it* in the third sentence of paragraph **A** refers to \_\_\_\_\_.
- lying
  - history
  - power
  - humankind
19. Which of the following would DePaulo probably consider a "serious lie"?
- Someone claiming to have a university degree to get a job.
  - Someone saying that they had been the lead guitarist in a popular rock group.
  - Someone saying they had an appointment to avoid going to a social event.
  - Someone saying they couldn’t finish their homework because they were sick.
20. According to Sissela Bok, one reason that people lie is that it is \_\_\_\_\_.
- for some people, a pleasurable way to solve problems
  - the only way to achieve certain goals
  - part of our basic human nature goals
  - a simpler and safer way to get what you want

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21. According to the passage, when do humans learn to lie?
- a. when they are toddlers
  - b. from the age of 8 years old
  - c. from the age of 10 years old
  - d. not long after they go to elementary school

**Read the passage.****Lying on a Different Level**

- A** On a recent morning, I visited Dan Ariely, a psychologist at Duke University and one of the world's foremost experts on lying. Ariely became fascinated with dishonesty about 15 years ago. Looking through a magazine on a long-distance flight, he came across a mental aptitude test. He answered the first question and flipped to the answer key in the back to see if he got it right. He found himself taking a quick glance at the answer to the next question. Continuing in this vein through the entire test, Ariely, not surprisingly, scored very well. "When I finished, I thought—I cheated myself," he says. "Presumably, I wanted to know how smart I am, but I also wanted to prove I'm this smart to myself." The experience led Ariely to develop a lifelong interest in the study of lying and other forms of dishonesty.
- B** In experiments he and his colleagues have run on college campuses and elsewhere, volunteers are given a test with 20 simple math problems. They must solve as many as they can in five minutes and are paid based on how many they get right. They are then told to destroy the sheets by dropping them into a shredder before reporting the number they solved correctly. But the sheets don't actually get shredded. A lot of volunteers lie, as it turns out. On average, volunteers report having solved six problems, when it was really more like four. The results are similar across different cultures. Most of us lie, but only a little.
- C** The question Ariely finds interesting is not why so many lie, but rather why they don't lie a lot more. Even when the amount of money offered for correct answers is raised significantly, the volunteers don't increase their level of cheating. The reason, according to him, is that we want to see ourselves as honest, because we have, to some degree, internalized honesty as a value taught to us by society. Which is why most of us place limits on how much we are willing to lie. How far most of us are willing to go is determined by social norms arrived at through unspoken consensus—like the tacit acceptability of taking a few pencils home from the office supply cabinet.
- D** But there is a minority of people who lie without such limits. Patrick Couwenberg was a well-respected judge in the Los Angeles County Superior Court, United States. His colleagues and staff also believed him to be an American hero. By his account, he had received a Purple Heart—a prestigious medal given to him in the name of the president for his service in the military—and participated in undercover operations for the Central Intelligence Agency. The judge boasted of an impressive educational background as well—an undergraduate degree in physics and a master's degree in psychology. But none of it was true.

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- E** When confronted about his lies, Couwenberg's defense was to blame a psychological condition called *pseudologia fantastica*—a tendency to tell stories containing facts interwoven with fantasy. The argument, however, didn't save him from losing his job.
- F** There appears to be no agreement among psychiatrists about the relationship between mental health and lying, even though people with certain psychiatric disorders seem to exhibit specific lying behaviors. Sociopathic individuals—those diagnosed with antisocial personality disorder—tend to tell manipulative lies, while narcissists may tell falsehoods to boost their image.
- G** But is there anything unique about the brains of individuals like Judge Couwenberg who lie more than others? In 2005, psychologist Yaling Yang and her colleagues compared the brain scans of three groups: people with a history of repeated lying, people with antisocial personality disorder who were not frequent liars, and people who were neither antisocial nor had a lying habit. The researchers found that the liars had at least 20 percent more neural fibers by volume in their prefrontal cortices, suggesting that habitual liars have greater connectivity within their brains. This could possibly predispose them to lying because they are able to think up lies more readily than others—or it might be the result of repeated lying.
- H** In another study, psychologists Nobuhito Abe at Kyoto University and Joshua Greene at Harvard University scanned the brains of subjects using functional magnetic resonance imaging (fMRI). They found that people prone to acting dishonestly showed greater activity in the nucleus accumbens—a part of the brain that plays a key role in reward processing. "The more excited your reward system gets at the possibility of getting money—even in a perfectly honest context—the more likely you are to cheat," explains Greene. In other words, greed may increase one's predisposition to lying.
- I** It has also been suggested that one lie can lead to another. An experiment by Tali Sharot, a neuroscientist at University College London, and colleagues showed how the brain becomes better at dealing with the stress or emotional discomfort that happens when we lie, making it easier to tell the next fib. The researchers found that the amygdala's response to lies got progressively weaker with each lie, even as the lies got bigger. "Perhaps engaging in small acts of deception can lead to bigger acts of deception," she says.

**Choose the correct answers.**

22. What event made Dan Ariely become interested in lying?
- He cheated while taking a test in a magazine.
  - He read a magazine article that contained a number of lies.
  - He met an expert on lying while travelling in a plane.
  - Somebody lied to him while he was on a long-distance flight.
23. In Ariely's experiment, what happened when the amount of money for correct answers was increased?
- The amount of cheating increased significantly.
  - There was no increase in the amount of cheating.
  - The ways in which people cheated became more creative.
  - There was a reduction in the amount of cheating on the test.

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24. Patrick Couwenberg is someone who \_\_\_\_\_.
- has done extensive research into dishonesty
  - lied about being a judge
  - obtained authentic and excellent educational qualifications
  - doesn't limit his lying like others do
25. According to the information in paragraph F, which of the following is true?
- Sociopaths are likely to tell lies that boost their image.
  - Most psychiatrists agree about the link between mental health and telling lies.
  - People with certain psychiatric conditions tend to tell certain types of lies more frequently.
  - Narcissists tell mostly manipulative lies.
26. According to Abe and Greene's study, \_\_\_\_\_.
- there is a link between lying and activity in the nucleus accumbens part of the brain
  - studying the nucleus accumbens is less effective than studying the prefrontal cortex
  - people who act dishonestly have less activity in their brain's nucleus accumbens
  - the nucleus accumbens is not a part of the brain associated with reward processing

**Read the summary of a psychological experiment.****Fantz's Looking Chamber**

In 1961, developmental psychologist Robert Fantz conducted a simple, but important experiment. Before this experiment was conducted, it was thought that young babies had no understanding of the world they saw. However, Fantz made a discovery that advanced the ability of researchers to investigate infants' visual perception: Infants look at different things for different lengths of time.

Fantz's experiments were designed to determine if babies have a preference for what they look at. He did this by creating a setup called the "looking chamber." This chamber looked like an MRI machine. Babies were placed inside the chamber and shown two images. On one was a bullseye (the circular spot at the center of a target marked with concentric circles and used in target practice), and on the other was the sketch of a human face. Fantz viewed the infant's eyes by looking through a peephole. If the infant was focusing on one of the displays, he could see the display's reflection in the infant's eyes, and he measured how long the infant looked at each display. This study showed that a two-month-old infant looked twice as much at the human face as it did at the bullseye. Fantz suggested that this is because babies are born with an innate ability to recognize human faces—possible sources of both food and care.

**Decide whether the sentences taken from the summary describe the *Purpose*, *Method*, *Results*, or *Conclusion* of the experiment. Choose the correct answers.**

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27. This study showed that a two-month-old infant looked twice as much at the human face as it did at the bullseye.
- Purpose
  - Method
  - Results
  - Conclusion
28. Fantz suggested that this is because babies are born with an innate ability to recognize human faces—possible sources of both food and care.
- Purpose
  - Method
  - Results
  - Conclusion

**Read the two sentences. Decide whether they have the same or different meanings. Choose the correct answers.**

29. Around one in ten people admit to putting false information on their resumes.  
About ten percent of people said that their resumes contained at least one lie.
- Same
  - Different

30. Just over three-quarters of the class took part in the experiment.  
Almost seventy-five percent of the students participated in the experiment.
- Same
  - Different

31. A slight majority of the stories on the website were found to be fake news.  
Of all the stories on the website, a little more than half were not true.
- Same
  - Different



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32. Almost two thirds of the images used in the magazine were found to have been considerably altered.

An insignificant percentage of the pictures in the magazine had been changed from the original.

- a. Same
- b. Different

33. Approximately half of the children decided to peek under the cover.

The number of children who looked was precisely fifty percent.

- a. Same
- b. Different

34. Nearly all of the data from the research study couldn't be used because it was based on false assumptions.

The research data was totally rejected because it was not trustworthy.

- a. Same
- b. Different

**Read each sentence. Choose *True* or *False*.**

35. The purpose section of a research summary must state the question or questions that the researchers wanted to answer.

- a. True
- b. False

36. Background information should be included in the method section.

- a. True
- b. False

37. Each paragraph in a research summary needs a topic sentence.

- a. True
- b. False

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38. It is okay to list only the findings that were relevant in the results section of a research summary.
  - a. True
  - b. False
39. The best section to mention any flaws in the design of an experiment is in the conclusion section of a research summary.
  - a. True
  - b. False

**Read the method section of a research summary. Then number the steps in order. Write 1 to 5.**

40. The participants in the study were all experienced poker players who thought they were being filmed for a documentary on professional card playing. They were only told that this was actually an experiment to analyze the behaviors of people who were lying after the study was complete. The players completed three rounds of poker. In the first round, no data was collected because the purpose of this round was just to help the players relax in the unfamiliar surroundings. In the second round, researchers zoomed in on the faces of the players to check for any inconsistent eye movements. In the third and final round, the players' heart rates and breathing patterns were recorded. This could be done because the "microphones" the filmmakers put on each player before they started playing were actually sophisticated medical monitors.

- \_\_\_\_\_ Explain the purpose of the experiment to the participants.
- \_\_\_\_\_ Film close ups of the players eyes as they play.
- \_\_\_\_\_ Allow the players to become comfortable in the situation.
- \_\_\_\_\_ Fit each player with a fake microphone.
- \_\_\_\_\_ Record the heartbeat of the players as they play.

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**You are going to write a summary on the following topic.**

41. Write about one of these famous experiments.

**Topic 1:** Car Crash Experiment; conducted by Elizabeth Loftus and John Palmer

**Topic 2:** The Chameleon Effect; conducted by Tanya Chartrand and John Bargh.

**A. OUTLINE Plan an outline for your summary.**

Write notes about the purpose of the experiment.

Write notes about the method of the experiment.

Write notes about the results of the experiment.

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**B. Think of some words and phrases you can use in your summary. Write them in the box.**

The words and phrases below can be useful when writing a research paper.

- *Research shows that ...*
- *Perhaps most importantly ...*
- *According to ...*
- *As ... states ...*

**C. Write your summary based on your outline. Use the model to help you. Remember to use the vocabulary you wrote down.****Model:**

*The Car Crash Experiment*

**Purpose of Study**

*Elizabeth Loftus, a psychologist, was interested in finding out how reliable eyewitness accounts were. She was particularly focused on two points; how information the witness learned after the incident changed their memory of it, and how different types of questions would result in different ways the incident was recalled. The researchers aimed to find out how fixed or not a person's memory of an event was.*

**Method**

*Together with John C. Palmer, one of her graduate students, Loftus designed two experiments in which participants had to watch short recordings of traffic accidents and then describe the accidents they witnessed. In the second experiment, 150 participants watched a one-minute film of a car crash. 50 of them were asked "How fast were the cars going when they hit each other?", 50 of them were asked "How fast were the cars going when they smashed each other?", and 50 of them (the control group) were not asked the question. One week later, all 150 participants were asked to answer 10 questions about the video. One of the questions was "Did you see any broken glass? Yes or no?"*

**Results**

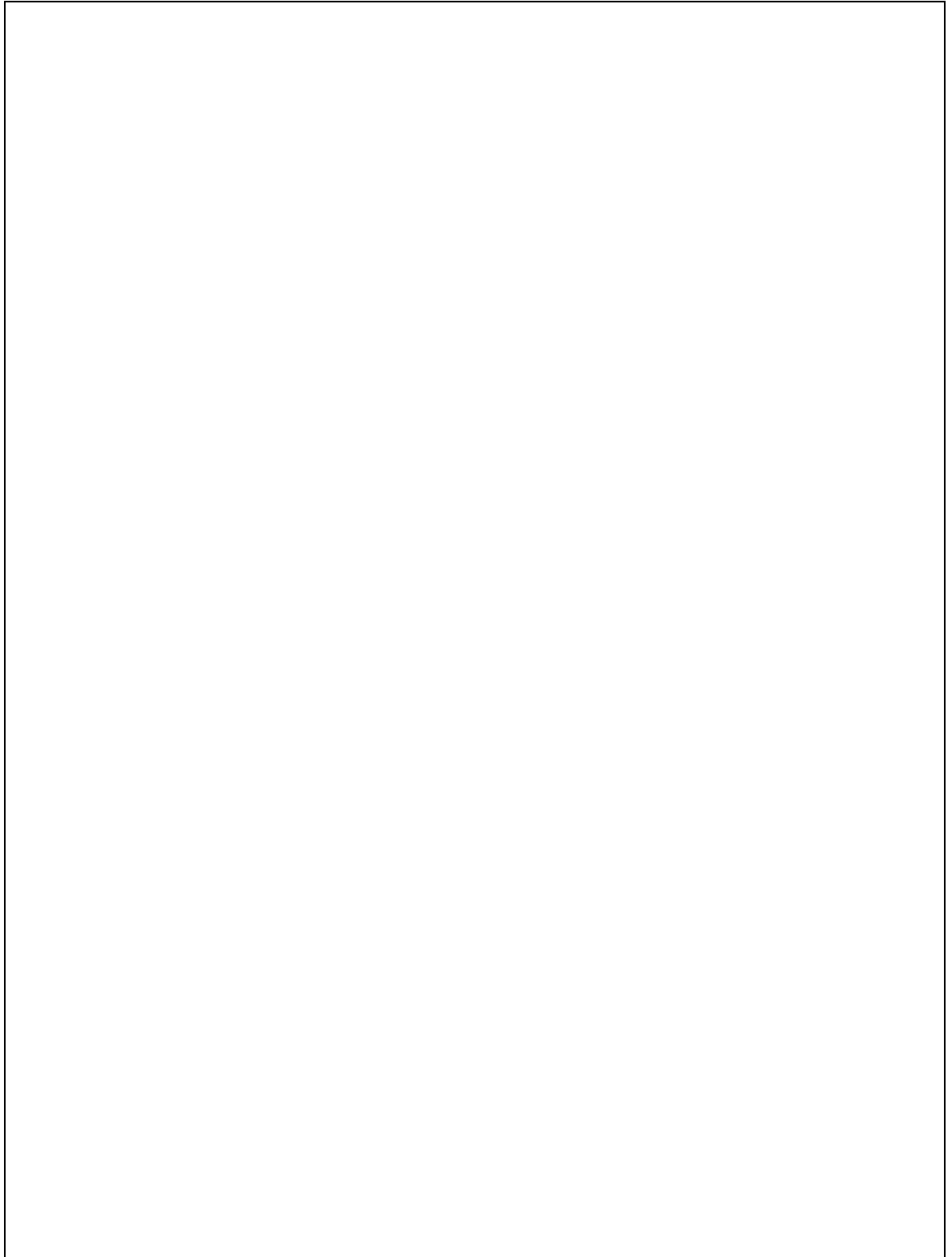
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*Even though there was no broken glass in the recording, 16 of the group who were asked, “How fast were the cars going when they smashed each other?” said there was. 7 of the group who were asked, “How fast were the cars going when they hit each other?” said there was. And 6 of the control group said there was broken glass.*

**Conclusion**

*This experiment showed that humans are not very reliable witnesses. Their memory can be shaped by what they think must have happened (e.g., there is often broken glass in a car crash, so they went back and added this to their memory), and it can be shaped by the way that they are asked questions. Perhaps most importantly, this experiment raises questions about how much weight eyewitness testimony should be given in a criminal trial without any other evidence of guilt.*

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(12 points)