

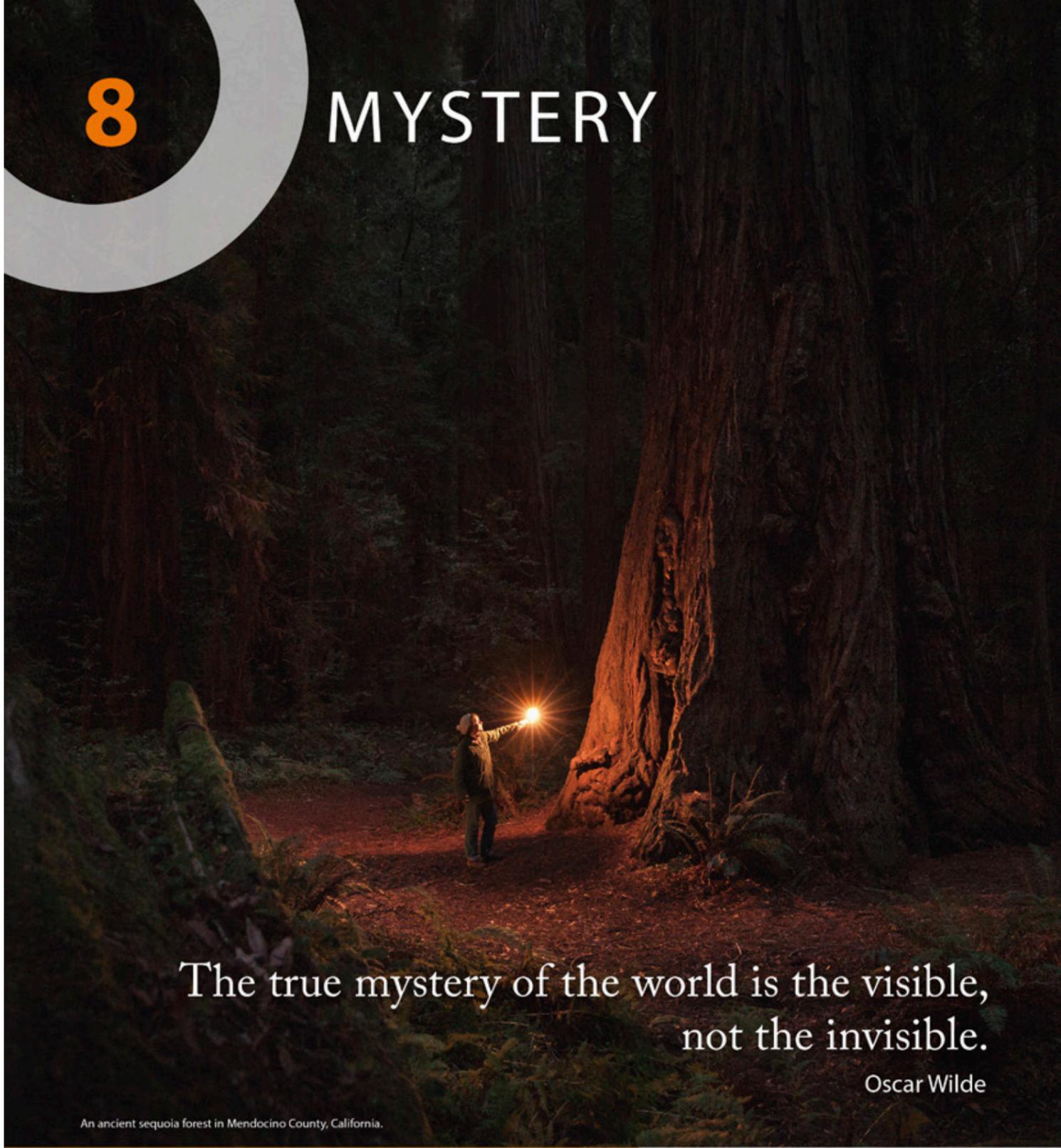
# Language Hub



**UPPER INTERMEDIATE**  
**Student's Book**

+ access to **Student's App**

LOUIS ROGERS

A photograph of a person standing in a dark, dense forest of ancient sequoia trees. The person is holding a flashlight, which illuminates the ground and the base of a large tree trunk. The forest floor is covered in fallen leaves and ferns. The overall atmosphere is mysterious and dark.

The true mystery of the world is the visible,  
not the invisible.

Oscar Wilde

An ancient sequoia forest in Mendocino County, California.

### OBJECTIVES

- speculate about past events
- summarise a cultural story
- write and perform a short scene
- speculate about the causes and consequences of a crime
- discuss how to test an idea
- write a complex essay

Work with a partner. Discuss the questions.

- 1 Read the quote. What do you think Wilde means? Do you agree with him? Why/Why not?
- 2 What crime novels or TV programmes do you enjoy watching? Tell your partner about one of them.
- 3 What crimes are the biggest problem in your society? What do you think can be done to deal with them?

**S** decoding: similes and metaphors  
**V** word families

**G** past modals of deduction  
**P** thought groups

READING

**A** Do you believe that ghosts, aliens or monsters exist? How certain are you on a scale of 1–5 (1 = I'm sure they don't exist, 5 = I'm sure they do exist)? Make notes.

**B SPEAK** Work in groups. Compare your answers from Exercise A. Explain your ideas, giving examples where appropriate.

# HOW DO YOU EXPLAIN THAT?

There is nothing like an unexplained mystery to capture the public imagination. We seem drawn to violent or supernatural causes, yet the real explanation is often far less dramatic. Here we explore two unusual incidents with obvious explanations.

## THE FLANNAN ISLES LIGHTHOUSE

On 15<sup>th</sup> December 1900, a passing ship noticed that the lighthouse on Flannan Island, off the coast of Scotland, wasn't working. Bad weather made it impossible for a ship to reach the island before 26<sup>th</sup> December, when the Eilean Mòr docked to deliver supplies to the three men that were living there – Thomas Marshall, James Ducat and Donald MacArthur. Strangely, the lighthouse was like a ghost town, with no one in sight and an uneaten meal on the table. Stranger still, despite the bad weather, one of the men had left his waterproof clothing behind, a chair had been knocked over and all of the clocks had stopped. An extensive search of the island was conducted but none of the men was ever found.

Once the unusual events had been reported, the public immediately began to speculate about what had happened. <sup>a</sup>Many believed that the men must have been murdered. <sup>b</sup>Others suggested they might have been eaten by a sea monster or could even have been carried away by a ghost ship in the night.

Although the speculation continued for years, the most likely explanation is the terrible weather. As their bodies have never been found, <sup>c</sup>the three men must have been blown into the sea and drowned. <sup>d</sup>Two of them may have been working outside when the other noticed a huge wave approaching. As quick as a flash, he must have rushed outside to warn his friends, leaving his waterproofs behind and knocking over the chair. Some of the more unusual clues, such as the untouched meal, are thought to have been made up as they certainly weren't included in the original report.

## THE DYATLOV PASS INCIDENT

On 2<sup>nd</sup> February 1959, nine hikers set out to climb Kholat Syakhl ('Mountain of the Dead') in Russia but never returned. Three weeks later, a search party found the group's badly damaged tent abandoned and half covered in snow. Footprints left by people who were either barefoot or wearing little on their feet led rescuers to the edge of a forest where they found five bodies, each with missing or ripped clothing. Although the hikers had sustained few external injuries, their skin had turned a strange shade of orange and investigators found high levels of radiation on their clothing. The other four bodies were found on 4<sup>th</sup> May, nearly 100 metres away. Although better dressed than the first group, they had major injuries, including broken ribs and a fractured skull. Rescuers must have turned white as a sheet when they discovered that one of the female hikers was missing her tongue.

Theories of what had happened soon began to circulate. <sup>a</sup>Some thought the group might have been murdered by the indigenous Mansi people. Others suggested they had been attacked by wild animals or even a yeti. <sup>b</sup>However, the hikers can't have been murdered or attacked by animals as there were no signs of a fight. It is far more likely that the destruction of the tent and the second group's physical injuries were caused by an avalanche, whilst the missing tongue was probably eaten by a wild animal. The first group's lack of clothing can be explained by something called 'paradoxical undressing' – a phenomenon in which people in the final stages of hypothermia start to feel incredibly hot and take off their clothes in an attempt to cool down. Their orange skin and the radiation levels on their clothing are thought to have been caused by overexposure to the sun.

**C SCAN** Scan *How do you explain that?* What explanations were originally given for each mystery?

**D READ FOR DETAIL** Read the stories again and answer the questions.

- 1 What had been left in the lighthouse?
- 2 What does the writer say happened to the men?
- 3 What does the writer think caused the chair to fall over?
- 4 Where were the two groups of bodies found?
- 5 What physical injuries had the hikers sustained?
- 6 What explanation is given for the missing tongue?

**E DECODE: SIMILES AND METAPHORS** Read the stories again. Answer the questions by identifying similes and metaphors in the text. Use the information in the box to help you.

### Decoding: similes and metaphors

In articles describing dramatic events, writers often use descriptive language to make the story more engaging. Two common techniques used are:

- a Similes** – comparing one thing to another using *as* or *like*.  
*He may look small, but he's as brave as a lion.*
- b Metaphors** – describing something as if it were something else.  
*The snow was a white blanket. (= It wasn't actually a blanket; it just looked like one.)*

- 1 What was the lighthouse like when the ship arrived?  
**a** like a small town    **b** empty
- 2 How does the writer think the third man left the kitchen?  
**a** slowly    **b** quickly
- 3 How does the writer think the rescuers felt when they discovered the female hiker?  
**a** frightened    **b** angry

**F SPEAK** Work in groups. Why do you think people look for unusual explanations to mysteries, when there are often more obvious solutions?

## GRAMMAR

### Past modals of deduction

**A** Work in pairs. Look at the highlighted sentences in the article. Which sentence(s) mean ...

- 1 it's almost certain that something happened or is true.
- 2 it's possible that something happened or is true.
- 3 it's impossible that something happened or is true.

**B WORK IT OUT** Complete the structures in the box.

### Past modals of deduction

We use modals of deduction to make guesses about what happened in the past.

- a** We use \_\_\_\_\_ + *have* + past participle to say we're sure something happened because there's strong evidence.
- b** We use \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ + *have* + past participle to say we think something is possible, but we aren't sure.
- c** We use \_\_\_\_\_ + *have* + past participle to say we're sure something didn't happen because there's strong evidence.

**C** Work in pairs. Go to the **Grammar Hub** on page 136.

**D SPEAK** Work in pairs. Read the situations (1–3) and discuss what you think happened using past modals of deduction.

- 1 Hundreds of children got sick at a school in New York. Children who brought in their own lunch were unaffected.
- 2 Tasmin took the train to work as normal and went to buy coffee from a café nearby. However, when she went to pay, she discovered her purse was missing.
- 3 A maths teacher was amazed when one of his students finished their exam in 20 minutes. The exam has 100 questions and usually takes an hour and a half.

## SPEAKING

**A DISCUSS** Work in groups. Read *The Hopkinsville goblin case* and discuss what you think happened.

### The Hopkinsville Goblin Case

In 1955, the Sutton family and their friend Billy Ray Taylor were relaxing on their porch. Suddenly, Billy Ray saw lights in the sky and shouted for everyone to come and take a look. They saw what they thought was an alien with glowing eyes, a large head, pointed ears and claws. The family and their friend grabbed their guns and started shooting. They heard their bullets hitting something metal, which they thought must have been the alien's spaceship.

**B** Go to the **Communication Hub** on page 151 and compare your ideas from Exercise A with the likely solution.



### Glossary

**avalanche (n)** a large amount of snow and ice that suddenly falls down a mountain

## LISTENING

**A SPEAK** Work in pairs. Look at the illustrations of three famous myths from around the world. What do you think happens in each story? Where do you think these stories are from?

**B LISTEN FOR GIST** Listen to an interview with an expert on myths and legends. Check your ideas from Exercise A.

**C LISTEN FOR DETAIL** Listen again. Choose the correct options (a, b or c) to complete the sentences.

- According to Phillip Norris, myths and legends ...
  - often have the same origin.
  - are similar in neighbouring countries.
  - have similar themes across cultures.
- The tales of Sinbad the Sailor are given as an example of ...
  - a hero myth.
  - a monster myth.
  - an urban legend.
- Sinbad and his crew go to the castle on the island ...
  - to look for food.
  - to escape from their attackers.
  - to shelter from the storm.
- Anyone who looks directly at Medusa ...
  - is bitten by the snakes in her hair.
  - is turned to stone.
  - is killed by Perseus.
- The Yeti and Bigfoot are given as examples of ...
  - stories inspired by wild animals.
  - ancient legends.
  - modern monster myths.
- To call Hanako-San, you have to ...
  - knock on the bathroom mirror three times.
  - say her name three times.
  - knock on the toilet door three times and say her name.
- According to Phillip Norris, myths like Hanako-San are ...
  - unique to Japan.
  - surprisingly different across cultures.
  - popular with young children.

**D SPEAK** Work in groups. Why do you think myths and legends are still told today? Why do you think new ones are still created? Explain your reasoning.



## VOCABULARY

## Word families

**A** Complete the word families in the table. Use the information in the box to help you.

## Word families

A word family is a group of words with the same root. Learning the associated words (e.g. the verb, noun, adjective and adverb) can help you to understand texts more easily and improve your accuracy when writing.

Verb	Noun	Adjective	Adverb
–	1	mythical	–
2	belief	3	believably
–	4	heroic	heroically
5	representation	representative	representatively
–	6	traditional	7
transform	8	transformational	–



**B** Complete the sentences with the correct form of the words in brackets.

- The minotaur is a \_\_\_\_\_ (myth) creature with the head of a bull and the body of a man.
- The main character often \_\_\_\_\_ (hero) saves a princess or someone else in distress.
- Snakes are often used to \_\_\_\_\_ (represent) danger.
- \_\_\_\_\_ (tradition), stories were told and not written down so there are often variations of a legend.
- Many stories often include the \_\_\_\_\_ (transform) of a person into some kind of monster.

## PRONUNCIATION

## Thought groups

**A** Listen to the first part of a story from the interview. Mark any pauses with (/). Why do you think the speaker pauses at these points?

As in many of the stories, Sinbad's ship is caught in a terrible storm and driven off course. They sail towards a small island but are attacked by a tribe of monkeys carrying spears. Fearing for their lives, Sinbad and his crew swim to the island and rush to a castle they see at the top of a hill.

**B** Read the next part of the story. Mark where you think the speaker will pause with (/). Then listen and check.

Tired and hungry from their escape, the crew fall asleep on the floor of the castle but are awoken to find the ground shaking. In the doorway to their room stands a giant over 20 metres tall. His eyes burn like fire, his teeth are long and sharp, and his huge mouth has the lips of a camel. Sinbad and his crew try to run away but one of them is caught and eaten by the giant.

**C SPEAK** Work in pairs. Practise telling the story from Exercise B. Remember to use pauses to make the story easier to follow.

## SPEAKING HUB

**A PREPARE** Work in pairs. Look at the pictures and use the words in the box to discuss what you think each myth might be about.

Greeks hidden horse war



fake lake monster Scotland



accident coat forest hitchhiker



**B PLAN** Work in groups of three. Student A – Go to the **Communication Hub** on page 147. Student B – Go to the **Communication Hub** on page 149. Student C – Go to the **Communication Hub** on page 152.

**C PRESENT** Summarise the myth you have just read about to your group. Use your notes to help you.

**D DISCUSS** Work in pairs. Think about myths and legends in your own country. Tell your partner:

- who the myth was about
- what the origins of the myth were
- what happened in the myth

- Speculate about past events
- Summarise a cultural story

- V easily confused verbs; crime
- S following an argument

- G order of adjectives
- P adding information

READING

**A PREDICT** Work in pairs. You are going to read part of a story called *The curse of the black falcon*. Look at the picture and discuss the questions.

- 1 What do you think the Black Falcon is?
- 2 What do you think happens in the story?

**B SKIM** Read the story quickly and check your predictions from Exercise A.

**C READ FOR MAIN IDEA** Read the story again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Professor Bainbridge was excited about having a party. T / F
- 2 Professor Bainbridge was most excited by the value of the necklace. T / F
- 3 He only got to keep the necklace for a short time. T / F
- 4 Only members of the family knew the code for the safe. T / F
- 5 The safe was hidden in the desk. T / F
- 6 The burglar broke the window immediately. T / F
- 7 The burglar searched the room calmly at first. T / F
- 8 A sudden noise alerted the professor to the burglar's presence. T / F

# The Curse of the BLACK FALCON

'So, how do I look?' Professor Bainbridge smiled as he turned to face his daughter. She was wearing a beautiful blue dress that had once belonged to his mother. Although Alice had recently turned 20, to him she'd always be the little girl who was too scared to sleep with the lights off. 'Like a million dollars,' he said, turning back to the fireplace.

Tonight was supposed to be a celebration, but he'd never liked parties, especially when he was the focus. He sighed, put his glasses down and rubbed his eyes. Seeing his reaction, Alice touched her father's arm and asked, 'Daddy, what's wrong? Aren't you excited to show everyone what you found?'

All of this fuss over an old necklace. True, it was worth a lot of money to the right collector, but to him its historical value was far more important. He'd heard stories about the mysterious Black Falcon all his life and after years of research and hard work, he'd finally found it in a muddy French field. It was such a significant find that his family had insisted that they hold a party to celebrate. On Monday, the professor would deliver the necklace to the British Museum, but for the weekend it would stay locked away in the safe above the fireplace. Nobody outside of the family knew the combination to the safe, but it still made him nervous to have such a valuable object in his house. He looked up at the large rectangular painting above the fireplace, tried to straighten it and turned back to his daughter.

'I'll be happier when this weekend is over,' he said angrily. Recognising that her father was nervous, Alice began to straighten his bow tie. 'You never know, you might have fun.' The professor was just about to reply when the doorbell rang. 'That'll be the Joneses!' Alice said excitedly. 'They're always early. Come on!' The professor sighed again and followed her out into the hallway.



For an hour, the study lay empty. The fire had died out and the only sound came from the antique gold clock on the desk and the thunderstorm outside. Suddenly, a figure dressed in black appeared at the window. Cautiously, they looked into the study. Satisfied that the room was empty, they raised a fist to the window. Yet, instead of breaking the glass immediately, they stopped. For two long minutes they waited, patiently watching the sky until suddenly, the moment came. A loud crash of thunder echoed through the sky and the figure calmly smashed the window, felt for the handle and climbed inside.

Slowly, they began opening draws and pulling books off the shelves, but as the minutes ticked by, they became more and more desperate. Frustrated, the figure leant against the desk and stared at the painting above the mantelpiece. Noticing it was hanging at a strange angle, the figure rushed to remove the painting, revealing the strong metal safe behind. After a few minutes, the safe was open and inside lay the ultimate prize – the Black Falcon.

Just as the figure reached inside to grab the necklace, they heard the professor's voice ringing through the hallway outside. 'I'll just go and fetch my pipe ... See you outside.' In their hurry to find somewhere to hide, the figure sent a small Chinese vase crashing to the ground. Terrified, the figure hid behind the open door, holding the necklace as the professor appeared the other side. 'Tommy? Is that you?' he called, looking into the darkness. He listened for a reply but there was nothing but silence.

**D INFER MEANING** Work in pairs. Scan the story again and discuss the questions.

- 1 What does the professor mean when he says that Alice looks 'like a million dollars'?
- 2 Why does the figure in black wait before breaking the window?
- 3 How does the burglar work out where the Black Falcon is?

VOCABULARY

Easily confused verbs

**A** Choose the correct options to complete the sentences. Then scan the story again to check your answers.

- 1 *Seeing / Watching* his reaction, Alice *felt / touched* her father's arm and asked ...
- 2 For two long minutes they waited, patiently *watching / seeing* the sky until suddenly, ...
- 3 ... the figure calmly smashed the window, *touched / felt* for the handle and climbed inside.
- 4 ... they *heard / listened* the professor's voice ringing through the hallway outside.
- 5 'Tommy? Is that you?' he called, *seeing / looking* into the darkness.
- 6 He *listened / heard* for a reply but there was nothing but silence.

**B** Complete the sentences with the correct form of words in Exercise A.

- 1 Standing inside the room, he \_\_\_\_\_ carefully to what they were saying outside.
- 2 He \_\_\_\_\_ along the wall until he found the light switch.
- 3 He sat \_\_\_\_\_ them to see what they would do.
- 4 \_\_\_\_\_ the news, she rushed quickly to tell the others.
- 5 He \_\_\_\_\_ in the direction of the safe and saw that the picture had been moved.
- 6 As he entered the room, he \_\_\_\_\_ that the window had been smashed.
- 7 He carefully \_\_\_\_\_ the necklace before picking it up.
- 8 \_\_\_\_\_ a noise upstairs, she put down her broom and went to investigate.

**C** Work in pairs. Discuss the questions.

- 1 What's the most interesting piece of news you've heard this week?
- 2 Do you prefer to watch films at the cinema or stream them online? Why?
- 3 Do you think you could find your way around your home by touch alone?
- 4 Do you think listening to other people's conversations is a good way to learn English? Why/Why not?
- 5 What's the worst film you've ever seen? Why was it so bad?

GRAMMAR

Order of adjectives

**A** Scan the story again. Underline sentences in which two or more adjectives are used to describe a noun.

**B WORK IT OUT** Choose the correct options to complete the rules. Use the sentences in Exercise A to help you.

Order of adjectives

When we use two or more adjectives to describe a noun, we usually put the adjectives in 'alphabetical order' / a specific order.

Opinion adjectives (e.g. *amazing, incredible*) are always used 'before' / after descriptive adjectives (e.g. *ancient, leather*).

**C** Go to the Grammar Hub on page 136.

**D PRACTISE** Rewrite the sentences using the adjectives in brackets.

- 1 He drives a car. (*expensive / old*)  
\_\_\_\_\_
- 2 They walked slowly through the wood. (*dark / quiet*)  
\_\_\_\_\_
- 3 She opened the door. (*wooden / noisy*)  
\_\_\_\_\_
- 4 She had a bag. (*leather / red*)  
\_\_\_\_\_
- 5 She was wearing shoes. (*Italian / beautiful*)  
\_\_\_\_\_
- 6 In the living room there was a table. (*wooden / antique / stunning*)  
\_\_\_\_\_
- 7 The house was surrounded by trees. (*old / tall*)  
\_\_\_\_\_
- 8 In the garden there was a statue. (*stone / ancient*)  
\_\_\_\_\_

**E SPEAK** Student A – Go to the Communication Hub on page 150. Student B – Go to the Communication Hub on page 153.

SPEAKING

**A PREPARE** You are going to write and perform the next scene from *The curse of the black falcon*. With a partner, discuss what might happen next. Does the burglar escape or are they caught by the professor? Make notes about the key events in your scene.

**B PLAN** Write a conversation with one of you as the burglar and the other as the professor. Practise acting it out.

**C SPEAK** Perform your scene for the class. Vote on which pair has the best ending.

## VOCABULARY

### Crime

**A** Work in groups. Look at the pictures and discuss the questions.

- 1 What do the pictures show? What's the connection between them?
- 2 Which do you think is more reliable? Why?

**B** Complete the definitions with the correct form of the words in bold.

- 1 There was a **burglary** here last night. The thieves took money, jewellery and electronic goods.
  - 2 He tried to **bribe** the police with £5000 to let him go.
  - 3 I was a victim of **identity theft** when someone hacked into my computer and stole my bank details.
  - 4 During the **robbery**, they threatened the shop assistant with a knife.
  - 5 I was the victim of **fraud** when someone tricked me into giving them my bank details. They took £2000.
  - 6 I was **blackmailed** into helping the criminal gang to break into our offices.
- a \_\_\_\_\_ (v) to make someone give you money or do what you want by threatening to reveal compromising information about them
- b \_\_\_\_\_ (n) when someone illegally enters a building and steals things
- c \_\_\_\_\_ (n) the crime of obtaining money from someone by tricking them
- d \_\_\_\_\_ (v) to give money or presents to someone so that they will help you
- e \_\_\_\_\_ (n) the crime of taking money or property illegally by using threats or violence
- f \_\_\_\_\_ (n) the illegal use of somebody else's name and personal information to obtain goods, credit cards, etc.

**C** Go to the **Vocabulary Hub** on page 146.

**D SPEAK** Work in pairs. What do you think is the most effective way to catch the criminal in each example? Think about:

- CCTV
- digital footprints
- DNA
- eyewitnesses
- phone histories
- fingerprints

## LISTENING

**A SPEAK** Work in pairs. Tell your partner about something interesting, unusual or frightening that has happened to you. Then discuss the questions.

- 1 How accurate do you think this memory is?
- 2 Think about other people there at the time. Would their memory of the event be the same?

**B LISTEN FOR ORGANISATION** Listen to a talk about memory and eye-witness testimony. Put the topics in the order they are discussed.

- \_\_\_ using language to influence memory
- \_\_\_ creating false memories
- \_\_\_ how the human memory works
- \_\_\_ the impact on the real world
- \_\_\_ blocking out painful memories

**C LISTEN FOR CONCLUSIONS** Work in pairs. Listen to the last part of the talk again. What conclusion does the speaker make about eye-witness testimonies?



**D FOLLOW AN ARGUMENT** Listen to the full talk again. Complete the summary of each section with no more than three words from the talk. Use the information in the box to help you.

### Following an argument

In talks, speakers often build to one clear conclusion. To reach this point, they use each section of the talk to develop their argument. To help you follow an argument, listen for when the speaker:

- asks a question, then answers it – this helps them highlight the main ideas
- uses pronoun referencing – this helps them refer back to the main ideas
- gives a definition – this allows them to use key vocabulary

- 1 Our memories are unreliable because we rewrite or add to them each time we \_\_\_\_\_.
- 2 Although the idea of repressed memories was popular in the 1980s, studies since strongly indicate that patients were encouraged to create false memories \_\_\_\_\_.
- 3 The 1974 Loftus study showed that the way you \_\_\_\_\_ or talk about an event can influence someone's memory of it.
- 4 To many, studies like this explained how patients in the 1980s might have been encouraged to \_\_\_\_\_ their own childhood memories.
- 5 The 1995 Loftus study demonstrated that people can actually be convinced to create \_\_\_\_\_ childhood memories.

**E SPEAK** Work in pairs and follow these instructions:

**Student A** – Turn to page 97. Look at the picture for 30 seconds. Close your book. Tell Student B as much that you can remember about the picture as possible.

**Student B** – Turn to page 97. Look at the picture and listen to your partner's description. How accurate is their memory?

**F** Now change roles using the image on page 109.

## PRONUNCIATION

### Adding information

**A** Listen to an extract from the lecture. Is the phrase in bold said with a falling tone (↘), rising tone (↗) or fall-rising tone (↘↗)?

The information presented by a witness may have been influenced by the way in which they were questioned after the event. **On top of that**, lawyers could encourage witnesses to add or change details.

**B** Work in pairs. What is the function of the phrase in Exercise A?

- a to change the topic
- b to give an explanation
- c to add information

**C** Listen and repeat the sentences.

- 1 Sounds ridiculous, doesn't it? **But actually**, the way we question someone can have a dramatic effect on how they describe what happened.
- 2 Juries are asked to pay close attention to eyewitness testimonies, but they are arguably not a reliable source. **Furthermore**, they can be affected by the stress and anxiety of, for instance, a violent robbery.

## SPEAKING HUB

**A PLAN** Read the situation and make notes about the victim, crime and any other important details.

On Saturday 23<sup>rd</sup> December, the billionaire oil tycoon Magnus Baldursson held a dinner party at his house to celebrate his retirement. At around 10.00 pm, his daughter's body was found at the bottom of the main staircase with a broken neck. She's thought to have been murdered.

**B PREPARE** Work in groups. Turn to page 148.

**C DISCUSS** In your groups, discuss who you think killed Sophia and why.

*A: It must have been Albert. He said he is happy that Sofia's dead!*

*B: Yes, but he has an alibi. He was eating dinner in the kitchen.*

- Write and perform a short scene
- Speculate about the causes and consequences of a crime

### ▶ An urban legend

#### COMPREHENSION

**A** Work in groups. Which of the following do you think are true and which are urban legends?

- If you drop a penny from the top of a skyscraper it will kill anyone it lands on.
- Sharks can detect a single drop of blood from the other end of a swimming pool.
- Using your mobile phone at a petrol station could trigger an explosion.

#### Glossary

- crane (n)** a tall machine with a long arm used for lifting and moving heavy objects
- dummy (n)** a model of a person, often used for displaying clothes in a shop window
- Portaloos™ (n)** a temporary toilet inside a small building that can be easily moved from place to place

**B** Watch a segment from a TV programme about urban legends and answer the questions.

- Which urban legend is discussed in the video?
- How do the presenter and his team test the legend?
- What is the conclusion of the experiment?

**C** Watch again. Complete the sentences with no more than three words from the segment.

- The team dropped the Portaloos™ from a height of \_\_\_\_\_ onto a concrete surface.
- The first test showed that doing \_\_\_\_\_ would result in serious injury.
- The slow-motion video shows that the \_\_\_\_\_ impact travels upwards through the body.
- For the second test, the team make the \_\_\_\_\_ body-double 'jump' before impact.
- The second test showed it isn't possible to jump upwards quick enough to make a real difference to the speed that \_\_\_\_\_.

#### AUTHENTIC ENGLISH

**A** 00:47-01:12 Watch part of the video again. Do the reactions of the presenter and his colleague make the situation sound more or less serious than it is?

**B** Match the situations (1-5) with their understated descriptions (a-e). Use the information in the box to help you.

#### Understatement

An understatement is a sentence that makes a situation seem less important, serious, big, etc than it really is.

Two ways to make an understatement are by:

#### 1 modifying the noun

*OK, so we have a bit of a problem with the car – it's been stolen.*  
*I'm afraid there's a slight issue with your card, sir. The payment has been declined.*

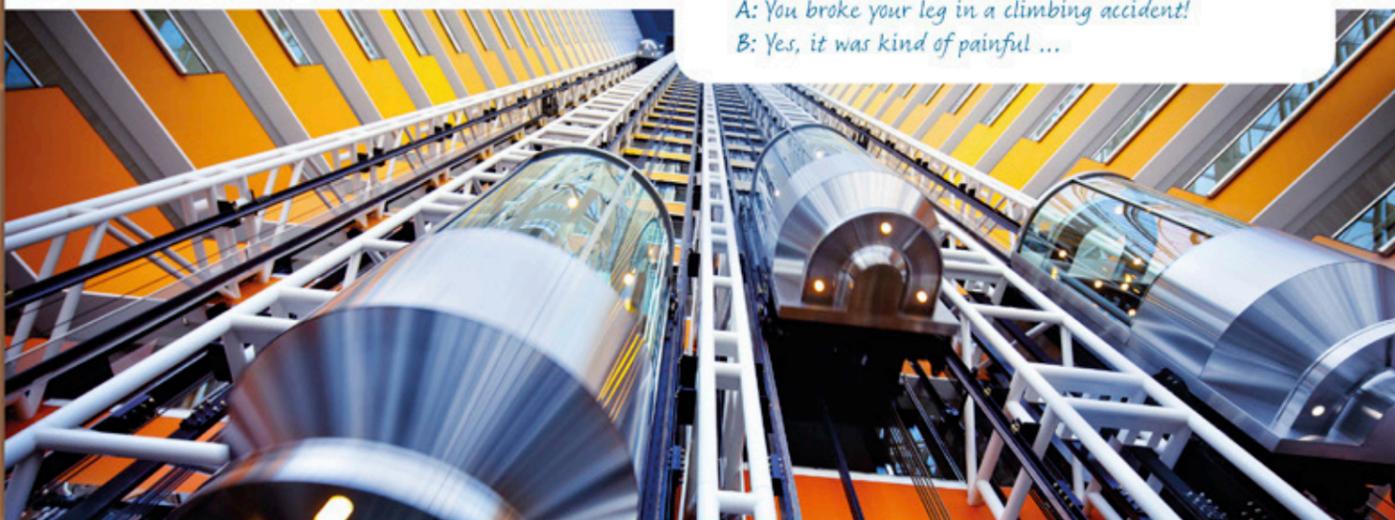
#### 2 rephrasing the sentence

*You've put me in a terrible position. → This is not the best position to be in.*  
*I can't remember the last time I felt this bad! → Well, I've definitely felt worse.*

- You accidentally deleted an important document.
  - You nearly died in a car crash.
  - Your house was burgled and everything was stolen.
  - It's minus thirty degrees outside.
  - You're so sick that you can't get out of bed.
- 'It's a little bit cold outside.'
  - 'Yeah, it was pretty scary I guess.'
  - 'So, I'm not really feeling 100% to be honest.'
  - 'OK, don't worry, but there's been bit of an incident at home.'
  - 'Er, there's a slight issue with the report.'

**C** Work in pairs. Take turns describing an extreme situation, then giving an understated description of it.

*A: You broke your leg in a climbing accident!*  
*B: Yes, it was kind of painful ...*



### ▶ Don't believe everything you hear



**A** Work in pairs. Imagine that you are trapped in a room. What different methods might you use to try to escape?

**B** Watch the video and answer the questions.

- Which of your ideas from Exercise A do Harry and Sam try?
- Where are they getting their ideas from?
- How do they eventually escape?

**C** Read the situation below and brainstorm possible solutions.

You are driving through the countryside at night when suddenly your car breaks down. There's no mobile phone signal and you didn't pass any houses or other buildings for miles before you broke down. There are no streetlamps and very little moonlight.

**D** Work in groups. Discuss your ideas from Exercise C and try to agree on one solution. Use phrases from the box to maintain the conversation.

#### SPEAKING SKILL

**A** Work in pairs. Read the extract from the conversation and discuss the questions.

- What is the function of the highlighted phrase?
- Why is it appropriate in this situation?
- What other phrases could you use?

**Sam:** What now?

**Harry:** OK. We'll just have to call someone and get them to open the door from the other side using the spare key. **Does that sound like a plan?**

**B** Watch the video again. Complete the box with examples from the conversation.

#### Maintaining a conversation

When we are working together to solve a problem, we often keep the discussion going by asking others what they think of our suggestions. To do this, we use phrases such as:

*Does that sound like a plan?*, \_\_\_\_\_,  
 \_\_\_\_\_,  
 \_\_\_\_\_.

#### SPEAKING HUB

**A PLAN** Look back at the urban legends at the start of the lesson. Brainstorm different ways to effectively test each legend.

**B PREPARE** Choose your best suggestion for each test in Exercise A. Make notes about:

- what equipment you would need
- why this is an effective test
- how many times you would run the test and why
- any potential issues

**C SPEAK** Work in groups. Discuss your ideas from Exercise B and try to agree on one test for each urban legend.

*Well, we can't really drop a coin from a skyscraper onto someone's head! I mean, I think that would hurt a bit!*

**D PRESENT** Present your ideas to the class and answer any questions.

○ Discuss how to test an idea

➤ Turn to page 161 to learn how to write a complex essay.

## VOCABULARY

A Complete the text with the correct form of the words in bold.

The Kitsune is a <sup>1</sup> \_\_\_\_\_ Japanese creature.

It has the ability to <sup>2</sup> \_\_\_\_\_ from a fox into a human, but it does not look like a normal fox.

In <sup>3</sup> \_\_\_\_\_ stories, the Kitsune could fly, become invisible and produce fire and lightning. People had the <sup>4</sup> \_\_\_\_\_ that as the creature got older, it became stronger and more intelligent. Once it reached one hundred, the creature could take a form that <sup>5</sup> \_\_\_\_\_ a human. It could also enter people's dreams and drive them mad. In many ways, the creature is similar to the <sup>6</sup> \_\_\_\_\_ characters in Pokémon, but the Kitsune was much more evil and considered a great trickster.

**MYTH**

**TRANSFORM**

**TRADITION**

**BELIEVE**

**REPRESENT**

**HERO**

B Complete the sentences with the correct form of the words from the box.

feel hear listen look see touch watch

- The fog was so thick we couldn't \_\_\_\_\_ where we were going.
- He hid behind the door, \_\_\_\_\_ as they argued about what to do.
- They woke suddenly. 'Did you \_\_\_\_\_ that noise?' she asked.
- She reached out and gently \_\_\_\_\_ his hand.
- They \_\_\_\_\_ in horror as the cars crashed into each other.
- \_\_\_\_\_ closely, he noticed that some of the things on his desk had been moved.
- They could \_\_\_\_\_ the cold draught coming through the door.

C Choose the correct options (a, b or c) to complete the sentences.

- At the crown court last night, Mr Taylor was \_\_\_ to 15 years in prison.
  - a committed
  - b charged
  - c sentenced
- He admitted to using sensitive information to \_\_\_ the former star.
  - a blackmail
  - b bribe
  - c charge
- Police have released footage of the armed \_\_\_ at the petrol station.
  - a robbery
  - b burglary
  - c identity theft
- Mr Baxter says he \_\_\_ for five hours without a break.
  - a was charged
  - b was arrested
  - c was questioned
- The men are accused of \_\_\_ multiple crimes in the area.
  - a witnessing
  - b committing
  - c investigating

D Work in pairs. Discuss the questions.

- What do you think is the most common crime in your country?
- What could be done to address crime in your city?
- How can you protect yourself against identity theft?

## GRAMMAR

A Rewrite the underlined sentences with *must / might / can't + have + past participle*.

- They should be here by now. Maybe they got lost on the way.  
They \_\_\_\_\_.
- I'm sure it wasn't Erin you saw last night. She's in Madrid.  
You \_\_\_\_\_.
- I'm sure Max got the promotion. He was looking very happy earlier!  
Max \_\_\_\_\_.
- I was tidying up earlier. It's possible I threw the letter away by accident.  
I \_\_\_\_\_.
- I'm sure I didn't leave my phone at work. I had it on the train.  
I \_\_\_\_\_.
- Oh, no! I'm sure you booked the wrong tickets by mistake!  
You \_\_\_\_\_.

B Work in pairs. Take turns reading the sentences below, then responding with a modal of deduction.

- Where's Emily? She should be here by now.
- Did you hear that weird noise this morning?
- So I saw your best friend outside earlier.

C Choose the correct options to complete the sentences.

- He collects *Japanese antique / antique Japanese* vases.
- They found some *ancient gold / gold ancient* coins in the field.
- We're staying in a *wonderful little / little wonderful* village on the coast.
- The town is full of *amazing French / French amazing* architecture.
- They've hired a *luxury huge / huge luxury* villa for their holiday.
- It's a *beautiful 19<sup>th</sup> century / 19<sup>th</sup> century beautiful* mirror.
- The *valuable Russian gold / valuable gold Russian* egg sold for millions.
- He wore a *new blue / blue new* shirt for their date.

8.1 Past modals of deduction

- We use *must have* + past participle to say that we are almost sure that something happened or was true.  
*She's pale and her hands are shaking – she must have had quite a shock. (= I'm sure she had a shock.)*  
*Being alone on a mountain all night must have been terrifying! (= I'm sure it was terrifying.)*
- We use *can't have* + past participle to say that we are almost sure something didn't happen or wasn't true.  
*It can't have been easy living in such an isolated village. (= I'm sure it wasn't easy.)*
- We use *may/might/could have* + past participle to say that we think it's possible that something happened or was true.  
*Héctor isn't here yet – he may/might/could have got stuck in traffic.*  
*(= It's possible he got stuck in traffic.)*
- We use *may/might + not + have* + past participle to say that we think it's possible that something hasn't happened but we are not certain.  
*I'll call Agnes because she may/might not have heard the news yet.*  
*(= It's possible she hasn't heard the news yet.)*

Be careful!

- Could have* means that something possibly happened in the past, but *couldn't have* means we are certain that something did not happen.  
*You could have left your phone at the office. (= It is possible.)*  
*You couldn't have left your phone at the office, because you just called me. (= It's impossible.)*

8.2 Order of adjectives

- When we use two or more adjectives before a noun, we usually put the adjectives in the following order:

Opinion	Size	Age	Shape	Colour	Origin	Material
beautiful	huge	20 <sup>th</sup> century	rectangular	blue	English	leather
fantastic	long	ancient	round	green	Italian	silk
old-fashioned	tiny	up-to-date	square	white	Turkish	wooden

- Monika bought a stunning old crystal vase. (= opinion → age → material)*  
*We got some big heart-shaped gold balloons for the party. (= size → shape → colour)*  
*Rapini is a delicious green Italian vegetable. (= opinion → colour → origin)*
- Opinion adjectives (e.g. *unusual, disgusting*, etc) are always used before descriptive adjectives (e.g. *enormous, circular*, etc).  
*He was wearing a disgusting pink silk shirt. NOT He was wearing a pink silk disgusting shirt.*  
*They found a beautiful ancient golden crown. NOT They found an ancient golden beautiful crown.*
- We often use *and* between two or more adjectives of the same type, especially with colours.  
*He showed me an old black and white photograph of his family.*  
*I love Portugal's beautiful blue and white tiles.*

Be careful!

- Although not grammatically incorrect, it's very unusual for a description to use more than three adjectives, so it's better to avoid this.  
*She was sitting at a beautiful, long, modern, square table.*
- Compound adjectives (e.g. *long-term, state-of-the-art*, etc) should also be used in this order.  
*She'd bought a fantastic state-of-the art computer.*

8.1 Student A

Read the story and make notes to help you summarise it for your group.

TROJAN HORSE

The Trojan horse was a huge hollow wooden horse made by the Greeks during the Trojan War. The Greeks had pretended to give up in the war but had secretly sailed to the island of Tenedos. They had left one soldier, Sinon, to persuade the Trojans that the horse was an offering from the Greek gods. Laocoön and Cassandra, who were both important people in the city of Troy, warned against taking the horse into the city, but the Trojans accepted it anyway. In the middle of the night, Greek soldiers, who were hidden inside, emerged from the horse and let the rest of the Greek army into the city. The Greeks then captured and destroyed the city of Troy.

➤ Go back to page 89.

5.2

**A PLAN** You're going to select three candidates to join the Mars One mission. Read the profiles and make notes on who you would like to select and why.

ADRIAN JENKINS

**Leadership** Has led teams of dozens of men in dangerous situations.  
**Personality traits** Very determined and strong-minded. Always believes he is right. Not willing to listen to others.  
**Qualifications** An MBA.  
**Unique skills** Worked as paramedic. Is an expert in emergency situations.



LINA WANG

**Leadership** No leadership experience.  
**Personality traits** Quickly forms strong relationships with others. A very creative problem-solver.  
**Qualifications** Currently completing a PhD in Physics.  
**Unique Skills** Is recognised as one of the most talented scientists in the world for her age. Three products she has designed have won international awards.



ANA RAMOS

**Leadership** Has led small teams of marine biologists.  
**Personality traits** Excellent attention to detail. Very organised and well prepared.  
**Qualifications** A PhD in Marine Biology.  
**Unique Skills** Experience at spending time in small spaces. Has been on many long research trips to isolated places.



NICOS ALEXOPOULOS

**Leadership** Has led teams of surgeons for over ten years.  
**Personality traits** Hard-working, with a never-give-up attitude. A perfectionist.  
**Qualifications** Qualified doctor.  
**Unique Skills** Has worked in many hospitals including many years with Doctors Without Borders in very difficult environments.



VIKTOR POPOV

**Leadership** No leadership experience.  
**Personality traits** Prefers to spend time on his own. Finds relationships with others difficult.  
**Qualifications** Engineering degree.  
**Unique Skills** An experienced explorer. Has done survival training in the jungle and the desert.



GRACE ADEBAYO

**Leadership** Leads team of volunteers to help build schools and medical facilities in rural areas.  
**Personality traits** Kind, caring and open-minded.  
**Qualifications** A degree in Agriculture.  
**Unique Skills** Experienced at growing food in difficult climates.



**B DISCUSS** Work in groups. Compare your choices in Exercise A. Agree on two candidates to join the Mars One mission.

➤ Go back to page 57.

### 6.2 Student A

A Complete the text with *a, an, the* or – (no article).

<sup>1</sup> \_\_\_ Maasai of Kenya and Tanzania have several age traditions that lead into <sup>2</sup> \_\_\_ manhood. Boys between <sup>3</sup> \_\_\_ ages of 12 and 25 are taught to become <sup>4</sup> \_\_\_ new warriors of <sup>5</sup> \_\_\_ tribe. <sup>6</sup> \_\_\_ night before <sup>7</sup> \_\_\_ ceremony, they sleep outside in <sup>8</sup> \_\_\_ forest, and at <sup>9</sup> \_\_\_ sunrise they come back for singing and dancing. They drink <sup>10</sup> \_\_\_ special drink, while also eating large amounts of <sup>11</sup> \_\_\_ meat. For <sup>12</sup> \_\_\_ next ten years they stay at <sup>13</sup> \_\_\_ camp to learn to be warriors. After <sup>14</sup> \_\_\_ final ceremony takes place, they become <sup>15</sup> \_\_\_ senior warriors and can get married.

B You are going to explain the ceremony in Exercise A to your partner. Make notes to help you.

➤ Go back to page 67.

### 8.1

#### Answer

It can't have been aliens as there were no signs of anything landing nearby. The family provided a sketch of one of the aliens which showed it must have been a large bird, probably a great horned owl. The sounds of bullets hitting metal must have been the surrounding farm buildings being hit.

➤ Go back to page 87.

### 5.1

A Work in pairs. Read the scenario and predict the cause and effect relationships between the pictures (1–10).

*A chemical was sprayed to kill the mosquitoes.*

In the early 1950s, an outbreak of malaria threatened the survival of the Dayak people of Borneo. Not knowing how to control the spread of the disease, the islanders turned to the outside world for help.



B Work with another pair. Compare your ideas from Exercise A.

➤ Go back to page 51.

### 6.2 Student B

A Complete the text with *a, an, the* or – (no article).

The *fiesta de quince años* celebrates <sup>1</sup> \_\_\_ girl's 15<sup>th</sup> birthday and is popular throughout <sup>2</sup> \_\_\_ Latin America. In Argentina, Peru and some other countries, the girl traditionally arrives at the party with her father, wearing <sup>3</sup> \_\_\_ elaborate dress. <sup>4</sup> \_\_\_ pair then dance alone, before inviting <sup>5</sup> \_\_\_ friends and family to join them. After this, the evening typically alternates between <sup>6</sup> \_\_\_ three-course meal and more formal dances, before the father gives a speech and presents his daughter with <sup>7</sup> \_\_\_ large cake. This stage of the evening usually involves <sup>8</sup> \_\_\_ ritual in which female friends and family pull <sup>9</sup> \_\_\_ ribbons from a bunch. Each of <sup>10</sup> \_\_\_ ribbons has a lucky object attached to it, except for one which is attached to a ring. Whoever gets <sup>11</sup> \_\_\_ ring is said to be the next person to get married. In Cuba, the final dance involves dancing with 14 different people and blowing out <sup>12</sup> \_\_\_ candle and collecting a rose after each dance. With each candle the girl gets <sup>13</sup> \_\_\_ wish and then <sup>14</sup> \_\_\_ flowers are given as <sup>15</sup> \_\_\_ gift to her mother.

B You are going to explain the ceremony in Exercise A to your partner. Make notes to help you.

➤ Go back to page 67.

### 8.1 Student C

Read the story and make notes to help you summarise it for your group.

#### The Vanishing Hitchhiker

One night, a group of friends were driving to a dance when they spotted a young woman hitchhiking. The group decided to give the woman a lift and asked her to come to the party with them. She was obviously cold, so one of the group gave her a coat. They eventually got to the party and after a night of dancing, they drove the woman home. The next day, one of the friends remembered they had forgotten to ask for his coat back, so he drove to the woman's house. However, when he knocked on the door he was told by the couple that lived there that the woman had been killed in a car accident years before. Scared, the man drove back to the corner where he and his friends had met the woman the night before. There, hanging on a road sign, was his coat.

➤ Go back to page 89.

### 1.2 Student B

Read the text and make notes about:

- who the person is and why they're famous
- any challenges they faced and how they overcame them
- any other interesting/relevant information

#### Jean-Dominique Bauby

Jean-Dominique Bauby was born in France in 1952. He was an actor and author. He also edited the famous fashion magazine *Elle*. In December 1995, aged just 43, he suffered a massive stroke. When he finally woke up, he discovered he had been asleep for 20 days. Most of his body had been paralysed by the stroke and he had lost his speech. Despite his physical problems, he started writing the book *The Diving Bell and the Butterfly*. He did this by blinking his left eye while someone was reading the alphabet very slowly. He wrote and edited the book completely in his head while dictating one letter at a time. Unfortunately, two days after the book was published, he died. The book went on to be made into a film, which was nominated for four Oscars and won two Golden Globe Awards.



#### Glossary

stroke (n) a sudden change in the blood supply to the brain

➤ Go back to page 7.