

8 IT'S A CRIME

OBJECTIVES

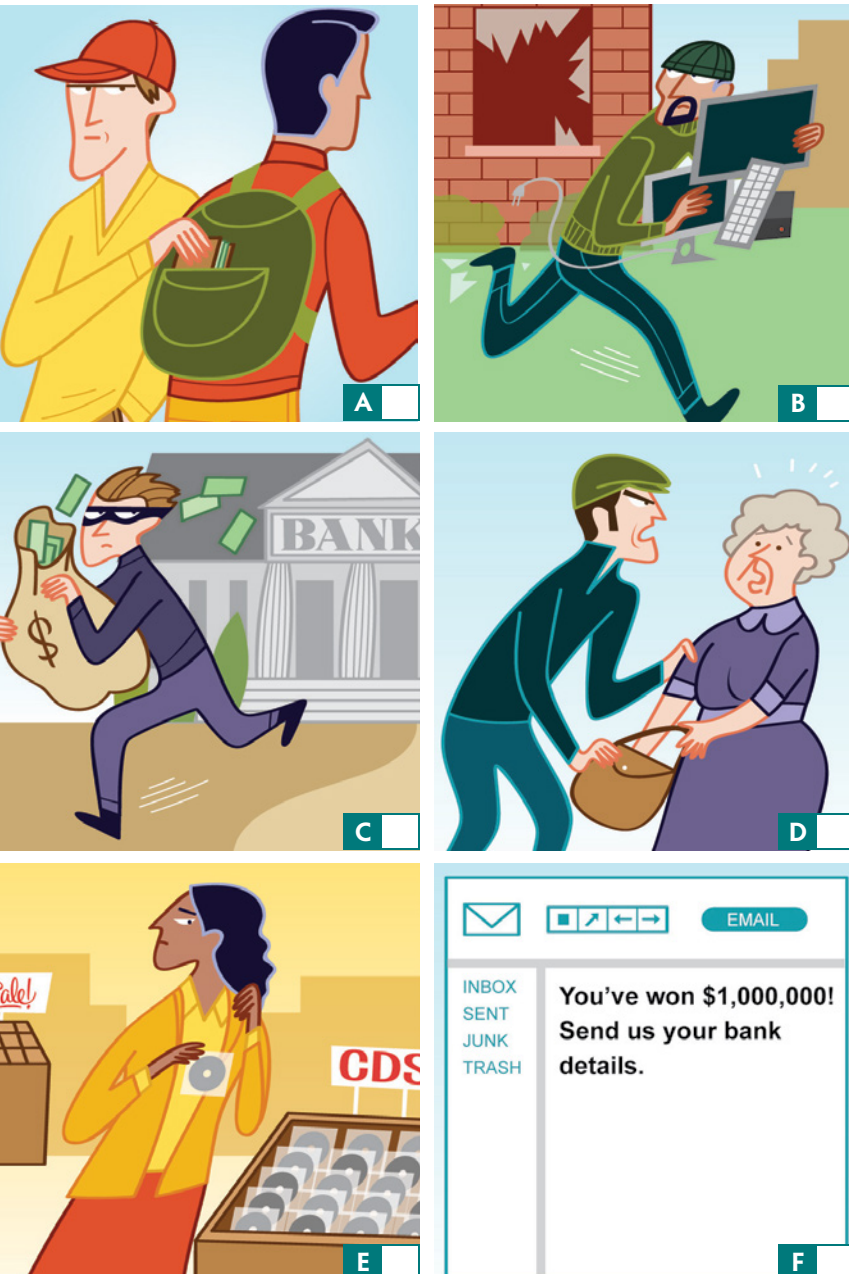
FUNCTIONS: reporting what someone said, asked or requested; giving and reacting to news
GRAMMAR: reported speech (review); reported questions, requests and imperatives
VOCABULARY: crime; reporting verbs

READING

1 Look at the words for different types of criminals. How do you say them in your language?

- | | |
|-----------|--------------|
| 1 burglar | 4 pickpocket |
| 2 con man | 5 robber |
| 3 mugger | 6 shoplifter |

2 Match the pictures with the words from Exercise 1.



3 Think of examples of these criminals from the news, books, TV or films.

4 Look at the photos on page 75 and the headlines. Guess what the news stories are about. Then read and check.

5 2.08 Read the news stories again and listen. Answer the questions. Write Mrs Atkins or Mr Caron.

Who ...

- | | |
|--|-------------------|
| 0 discovered something was missing? | <u>Mrs Atkins</u> |
| 1 didn't get what he'd/she'd requested? | _____ |
| 2 was the victim of a con man? | _____ |
| 3 decided to get in touch with the criminal? | _____ |
| 4 has forgiven the criminal? | _____ |
| 5 had been a bit careless? | _____ |
| 6 was the victim of a theft? | _____ |

TRAIN TO THINK

Thinking about empathy

To understand another person's feelings, you need to 'put yourself in their shoes' – try to imagine how you'd feel in their situation.

6 Read the first story again. Who do you think felt these emotions? Match 1–3 with a–c.

- | | |
|--|--------------------------|
| 1 Mrs Atkins | <input type="checkbox"/> |
| 2 the thief | <input type="checkbox"/> |
| 3 the reporter | <input type="checkbox"/> |
| a sympathetic when he/she heard the story | |
| b guilty when he/she read the note | |
| c sad when he/she thought about all the fun he'd/she'd had on the bike | |

7 Read the second story again. How do you think these people felt and why?

- | | | |
|--------------|--|-------------|
| the children | | his wife |
| the reporter | | the con man |

Thief feels sorry



When teacher Margaret Atkins, 49, went to ride her bike to school last Friday, she was shocked to discover it wasn't there. When our reporter spoke to her, she told him that she'd been really angry when she realised the bike was gone. She said a friend had given it to her years ago and that it was quite an old bike, but that she'd always liked it.

So what did she do? She decided to write a note to the thief and put it on the tree next to the bike stand that it had been stolen from. To her surprise, when she came back from school the same day, she found the thief had returned the bike, together with a written apology. 'I'm sorry I stole your bike. What I did was wrong. I've replaced the lock as I'd broken it. Hope you can accept my apology!'

The next morning, Mrs Atkins told reporters that she was still feeling surprised at what had happened. She said that although most people would be angry in her situation, she was just grateful that she could go to school on her bike again. Mrs Atkins added that she'd probably write another message to the thief. 'I want to thank him for returning the bike and tell him I've forgiven him,' she explained. She said that she wasn't going to report the incident to the police because she believed everyone could do bad things sometimes. 'What counts is that people own up to their mistakes,' she said.

SHARE  

 COMMENTS

Father angry victim of online con

Frank Caron, 29, will think twice before using his credit card online again. Caron spent £450 on what he thought was the popular Xbox One console, a birthday present for his twins Mia and Michael, seven. When he found out that he'd been tricked, he was the 'maddest man in town', as he told our reporter.

Mr Caron said that the family's financial situation was difficult, as most of their money went to pay the mortgage on their house. But he added that the twins had desperately wanted the games console and he and his wife had been proud to get them the toy they wanted. He said they'd seen the console on a well-known shopping auction website months ago and had thought it was a bargain. He started saving up for it immediately, and hoped nobody else would buy it before he had the money. He said he'd been absolutely furious when he opened the box and all he found inside was a low-resolution photo of the games console he'd wanted to buy.

When Mr Caron went online to understand how he'd been tricked, he realised he'd been the victim of an online scam, a modern-day con. He said that he'd felt furious when he re-read the seller's advertisement: 'Xbox One console, top model photo, brand new'.



SHARE  

 COMMENTS

SPEAKING

Work in pairs. Discuss these questions.

- What do you think of Mrs Atkins's reaction when ...
 - she noticed her bike was stolen?
 - she found the thief's note?
 How would you have reacted in those situations?
- What things (if any) do you buy online? Have you or has anyone you know ever been scammed?

GRAMMAR

Reported speech (review)

1 Complete the sentences with suitable verbs. Then check your answers in the news stories on page 75.

- | | |
|--|---|
| <p>1 She told him that she _____ really angry.
 2 She said a friend _____ it to her years ago.
 3 She said that [...] she _____ it.
 4 She said that she _____ still _____ surprised.
 5 She said that [...] most people _____ angry in her situation.</p> | <p>6 She said she was grateful that she _____ to school on her bike again.
 7 She added that she _____ probably _____ another message.
 8 She said that she _____ the incident to the police.</p> |
|--|---|

2 Match what Mrs Atkins said (direct speech) with the reported sentences in Exercise 1. Underline the verb forms which are different. Then complete the rule.

- a 'I've always liked it.'
 b 'I'm still feeling surprised.'
 c 'I was really angry!'
 d 'I'm grateful that I can go to school on my bike again.'
 e 'Most people would be angry in my situation.'
 f 'I'm not going to report the incident to the police.'
 g 'A friend gave it to me years ago.'
 h 'I'll probably write another message.'

RULE:

Direct speech	Reported speech
present simple	→ 0 <u>past simple</u>
present continuous	→ 1 _____
present perfect	→ 2 _____
past simple	→ 3 _____
past perfect	→ 4 _____
would	→ 5 _____
can	→ 6 _____
will	→ 7 _____
am / is / are going to	→ 8 _____

3 Rewrite these sentences in reported speech.

- 1 'I'd be happy to put cameras all over the shop,' the manager said.
 2 'The police can't find the con man,' Dad said.
 3 'We saw the robber from across the street,' the woman told the police.
 4 'We're thinking of having a new alarm installed,' the shop owner said.
 5 'We haven't heard or seen anything,' our neighbours said.
 6 'I'll buy the games console for you,' the man told his kids.

Workbook page 72

VOCABULARY

Crime

1 Match the words with the definitions.

- to murder | to break in | to arrest | a fine
 to commit a crime | to go to prison | a murderer
 to get into trouble | to get caught | a prisoner

- 1 to do something illegal
 2 to be made to live in a special building for criminals
 3 to take (a suspected criminal) to the police station
 4 to kill (a person) intentionally
 5 money that you have to pay if you break a law
 6 to enter by force (usually to steal something)
 7 someone who intentionally kills another person
 8 to be found while committing a crime
 9 to have a problem because of something that you did wrong
 10 a person who is in prison



2 **SPEAKING** Work in pairs. Use these questions to help you invent a crime story. Make notes and then tell your partner your story.

- Where and when did it happen?
- Who was involved?
- What happened?
- What crime was committed?
- How did the police react?
- What happened to the criminal?

Workbook page 74

LISTENING

1 **SPEAKING** Imagine a young person mugged somebody. Discuss these questions.



- 1 Why might someone mug a person?
- 2 Who might suffer as a result?
- 3 What would be the best punishment?

2 **▶▶2.09** Listen to a radio interview. What is Restoring Justice and who is it for?

3 **▶▶2.09** Listen again and make notes on these topics.

- 1 Jason’s initial reaction to Restoring Justice
- 2 The main idea behind Restoring Justice
- 3 How Jason felt about meeting his victim
- 4 How Mrs Schwartz felt about meeting her mugger
- 5 The reason Jason gave for mugging Mrs Schwartz
- 6 The people Mrs Schwartz feels suffered most

GRAMMAR

Reported questions, requests and imperatives

1 Match 1–4 with a–d. Then complete the rule with *asked, if, told* and *whether*.

- | | |
|--|--------------------------|
| 1 She asked me if I knew who’d suffered | <input type="checkbox"/> |
| 2 [The judge] asked me whether I wanted | <input type="checkbox"/> |
| 3 [She] asked me to look at the other side | <input type="checkbox"/> |
| 4 He told me to | <input type="checkbox"/> |
- a think carefully about my choices.
 b to go to prison.
 c of the table, where my mum and dad were sitting.
 d most from what I’d done.

RULE:

- In reported **yes / no questions**, we use *asked* + 1 _____ or _____ and the same word order as in a statement.
- In reported **requests**, we use 2 _____ + object + infinitive.
- In reported **imperatives**, we use 3 _____ + object + infinitive.

2 These are things people have said to Ken, the social worker. Rewrite them in reported speech.

- 0 Reporter: ‘Have you had much success with the programme so far?’
The reporter asked if he’d had much success with the programme so far.
- 1 Presenter: ‘Are victims scared of meeting their muggers?’
- 2 Ken’s wife: ‘Did you see the article about Restoring Justice in the newspaper this morning?’
- 3 Presenter: ‘Could you tell us more about the ideas behind the programme, please?’
- 4 Ken’s manager: ‘Don’t include other criminals in the programme.’

3 Write 4–6 more questions that Mrs Schwartz might ask Jason. Use direct speech. Then put your partner’s questions into reported speech.

*‘How do you see your future?’
 She asked him how he saw his future.*

Workbook page 73 →

THINK VALUES

Respecting the law; understanding that punishment will follow crime

1 Match the punishments 1–6 with a–f.

- | | |
|-----------------------------|--------------------------|
| 1 He got a fine. | <input type="checkbox"/> |
| 2 He got community service. | <input type="checkbox"/> |
| 3 He got a life sentence. | <input type="checkbox"/> |
| 4 He got a caution. | <input type="checkbox"/> |
| 5 He got the death penalty. | <input type="checkbox"/> |
| 6 He got a prison sentence. | <input type="checkbox"/> |
- a He has to spend 80 hours cleaning the streets.
 b But he’ll be in serious trouble if he does it again.
 c It means at least 20 years in prison.
 d But it will be years before they carry it out.
 e He had to pay £100.
 f He’ll be inside for two years.

2 Number the punishments in Exercise 1 from 1 (least serious) to 6 (most serious).

3 **SPEAKING** Work in pairs. Read these newspaper headlines. What crimes have been committed? What punishment (if any) would be fair?

- Hungry student steals chocolate bar from shop
- Man steals TV from old couple’s home
- Speeding driver kills family of four
- Bank robber escapes with thousands

READING

1 Read the article quickly. Which two ideas to help prevent crime does it mention?

GETTING CREATIVE with crime

An experiment carried out at Newcastle University aimed at reducing the number of bike thefts has produced some remarkable results. The most efficient way of stopping people from stealing bikes seems almost too simple to be true. If you want to persuade thieves not to act, make them feel they're being watched!

Posters showing a large pair of eyes were put up near three bike racks at the university, while other bike racks had no posters. The researchers explained that the number of thefts decreased by 62 per cent compared to the previous year at racks with posters. However, at the other racks, thefts actually increased by 63 per cent. Experts claim that clearly visible images of eyes make people feel they're being watched. They say that we all care what other people think about us and that's why we behave better when we think someone is looking. Now officials have agreed to carry out similar projects at train stations all over the country.



The 'giant eyes' poster isn't the only unusual method being used to try and fight crime on UK streets. In the East Midlands city of Leicester, police are inviting people to make large woolly balls and hang them up in trees around the area. They hope that these colourful additions to neighbourhoods will help create a safer place to live. The thinking behind the idea is that if you create a pleasant environment, people are more likely to behave better. 'We live in a world where our every move is being watched by CCTV cameras,' one of the organisers told us. 'The cameras are there to deter possible criminals, but they come at a price, and many people don't like being

watched 24 hours a day. We believe there's another way. We want to encourage people to take more pride in where they live.'

However, not all residents are happy – many refuse to believe it will make any difference. They're demanding that the police do more to reduce trouble in the area. One local resident told us, 'I recommend that the police stop wasting their time on mad schemes like this and do some real policing. We need to see more policemen walking around our streets, especially at night.'

2 Read the article again and mark the sentences T (true) or F (false).

- The crime prevention scheme at Newcastle University used the latest technology.
- After the posters were put up, there were fewer bike thefts from all the university bike racks.
- There are plans to use the posters in other parts of the UK.
- It's hoped that the woolly balls will make people care more about where they live.
- CCTV cameras will be used to catch criminals interfering with the woolly balls.
- The woolly ball scheme is popular with all residents.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3 **SPEAKING** Work in pairs. Discuss these questions.

- What do you think about each of the ideas in the text?
- What other crime prevention schemes have you heard of?



VOCABULARY

Reporting verbs

1 Complete the sentences with the correct forms of the verbs. Then check your answers in the article on page 78.

explain | encourage | demand | persuade
 invite | recommend | claim | refuse | agree

- If you want to _____ thieves not to act, make them feel they're being watched!
- The researchers _____ that the number of thefts decreased by 62 per cent ...
- Experts _____ that clearly visible images of eyes make people feel they're being watched.
- Now officials have _____ to carry out similar projects at train stations.
- Police are _____ people to make large woolly balls.
- We want to _____ people to take more pride in where they live.
- Not all residents are happy – many _____ to believe it will make any difference.
- They're _____ that the police do more to reduce trouble in the area.
- I _____ that the police stop wasting their time on mad schemes like this.

2 Match the verbs with the definitions.

- | | | | |
|-----------|--------------------------|------------|--------------------------|
| 1 agree | <input type="checkbox"/> | 4 demand | <input type="checkbox"/> |
| 2 claim | <input type="checkbox"/> | 5 persuade | <input type="checkbox"/> |
| 3 explain | <input type="checkbox"/> | 6 refuse | <input type="checkbox"/> |
- a make something clear
 b try to get someone to do or believe something
 c accept an idea or a suggestion
 d say no
 e insist something is done
 f say that something is true

3 Complete the rule with reporting verbs from Exercises 1 and 2.

RULE: We use different structures with different reporting verbs.

- verb + infinitive with (not) to
agree, offer, _____
- verb + object + infinitive with (not) to
ask, tell, _____, _____, _____
- verb + *that* + clause
say, claim, _____, _____, _____
- verb + gerund
apologise for, suggest

4 Complete the sentences with the correct forms of the verbs and any other necessary words.

- Liam agreed _____ (meet) me at nine o'clock.
- Lucy apologised _____ (forget) my birthday.
- Jack refused _____ (help) us.
- Bobby persuaded _____ (me / go) to the party with him.
- Dad suggested _____ (have) dinner at a restaurant.
- My mum encouraged _____ (me / enter) the singing competition.
- Mr Jones recommended _____ (we / read) the book before we saw the film.
- Liz offered _____ (drive) me home after the match.

5 Rewrite the sentences in reported speech. Use suitable reporting verbs. Sometimes more than one verb is possible.

- 'We forgot to inform you. We're really sorry,' they said.
- 'We're going to introduce a new system to reduce crime,' the mayor said.
- 'Can you give us more information about the plan?' the reporter said to the official.
- 'If you work for us, you'll be very rich soon,' the man said.
- 'I don't want to buy the watch because it's too expensive,' the woman said.
- 'Study this text carefully!' the teacher said to the class.
- 'I can help you with your work,' the man said.
- 'Come to my office tomorrow morning, please,' the headmaster said to my parents.
- 'Oh, all right. I'll go to the cinema with you, but only if you pay,' Jack said to Olivia.

Workbook page 74

WRITING

A report of a crime



Write a newspaper report about a crime (100–150 words).

- Give a description of the crime (what happened).
- Include what one witness said.
- Say what the investigators think.

Culture

1 Scan the article and answer the questions.

- 1 What crime did each of these men commit?
- 2 What punishment did each of them get?

2 2.10 Read and listen to the article. Check your answers.

Famous criminals

What do these three men have in common? All are, or were, incredibly rich at some point in their lives. However, there's little to admire in their apparent success – they all got their money in deeply dishonest ways.

One of the most common ways of stealing money these days is to steal it from your company. It's called **embezzlement** and **Dennis Kozlowski** was very good at it! Kozlowski was a top manager at an American company named Tyco a few years ago. (Ironically, one of the company's most recognised brands is ADT Home Security.) Kozlowski and another senior manager decided to **help themselves to** the company's money. It was a lot of money, and Kozlowski wasn't afraid to spend it! He bought a house costing \$19 million and an apartment in New York for \$18 million. He even spent \$2 million on a private concert from the singer Jimmy Buffet. Altogether, he managed to steal \$600 million before someone noticed. He's now in prison and has a lot of time to

think about his 'success'.

Ronald Biggs was involved in the Great Train Robbery of 1963. Early one morning, a **gang** of men stopped a train in the British countryside.



3 Answer the questions.

- 1 How did Dennis Kozlowski get his money?
- 2 How did he spend it?
- 3 How did Ronnie Biggs get his money?
- 4 How did he get caught?
- 5 How did Albert Gonzalez get his money?
- 6 What prison sentence did he get?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What other famous crimes do you know of?
- 2 What do you think should be done to stop cybercrime?



They hit the train driver over the head and drove the train towards a bridge. A lorry was waiting underneath, and they dropped 120 mailbags of money from the train into it. They then drove to a farm **nearby** and shared out the money. Biggs got £147,000, which was a fortune at the time. When the police later found the farm, Biggs's fingerprints were **all over the place**. He was caught and sent to prison, but escaped after fifteen months. Biggs avoided British justice for almost 40 years, living in Australia and then in Brazil. He returned to Britain in 2001 because of bad health and died in 2013.

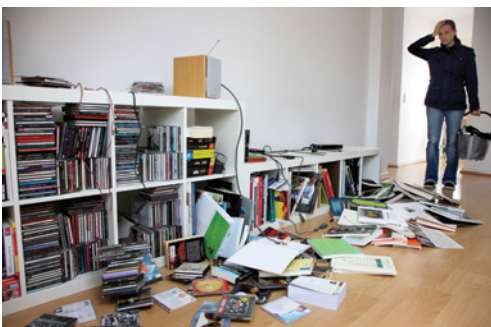
American **Albert Gonzalez**, also called 'The Hacker', worked for the US Secret Service in the early 2000s, trying to catch cybercriminals. But he didn't stay on that side of the law for long, and soon formed his own gang of hackers. They planned to make millions, and they did. The gang hacked into the computer networks of huge **retail stores**. They managed to steal the details of 140 million credit cards, and sold them to criminal organisations in other countries. They were successful for some time, but an international police operation finally **tracked them down**. Gonzalez was sentenced to 20 years in prison, but his **victims** had lost millions of dollars.

5 **VOCABULARY** There are eight highlighted words or phrases in the article. Match them with these definitions.

- 1 a group of criminals who work together
- 2 found out where they were
- 3 close, not far away
- 4 people who suffer because of a criminal act
- 5 stealing from the business or organisation you work for
- 6 take (without asking)
- 7 everywhere
- 8 shops

LISTENING

1 **2.11** Listen to the conversations and match them with the photos.



A

B

C

D

2 **2.11** Listen again and complete the notes.

Conversation 1
 Crime: _____ What was taken: _____

Conversation 2
 Crime: _____ What was taken: _____

Conversation 3
 Crime: _____ What was taken: _____

Conversation 4
 Crime: _____ What was taken: _____

FUNCTIONS

Giving and reacting to news

1 Put the words in order to form expressions for giving news from the conversations.

- 1 never / You'll / what / guess
- 2 believe / won't / to / week / what / You / happened / last / me
- 3 about / a / really / an / sad / lady / story / heard / I / old
- 4 paper / a / scary / story / There / the / was / other / in / day / the

2 Complete the reactions to news.

- 1 T__ll m__.
- 2 Wh__t?
- 3 R__lly?
- 4 Th__t's __wf__!
- 5 N__ w__y!

3 Work in pairs. Make conversations using the expressions from Exercises 1 and 2.

- Think of (or make up) a piece of news.
- Take turns to give your news.
- React and ask for more details.

Pronunciation

Intonation – expressing surprise
 Go to page 121.



CAMBRIDGE ENGLISH: TOWARDS First

THINK EXAMS

READING AND USE OF ENGLISH

Part 3: Word formation

Workbook page 71

- 1 For questions 1–7, 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).

A thief who kissed his victim after a (0) robbery in a French jewellery shop has been caught after a forensic (1) _____ matched his DNA with that left on the hand of his victim.

The thief (2) _____ the Parisian shop late in the afternoon, as the owner was preparing to close for the evening. After tying the woman to a chair, he smashed open (3) _____ display cabinets and loaded (4) _____ worth more than 20,000 euros into a bag. Before leaving the shop, he kissed the owner's hand and made an (5) _____ for his crime.

However, the (6) _____ thief could never have imagined that the kiss would lead to his arrest. Police used the DNA and ran it through a database of all known (7) _____.

ROB

SCIENCE

ENTRY

VARY
VALUE

APOLOGISE
LUCK

CRIME



WRITING

Part 2: An informal email

Workbook page 79

- 2 You have received an email from an English-speaking penfriend.

✉
⌵ ⌶ ⌵

To: jack_2000@mail.com

Subject: Any suggestions?

Hey Jack

How are things? Listen, I'm writing because a friend of mine is coming to spend a few days in your town. She asked me to write to you to see if you could suggest some of the things she should do while she's there. She also wanted to know what the weather's like and what clothes she should bring with her. She leaves on Friday. Sorry for the short notice, but can you help?

Hope to hear from you soon.

Best,

Angie

Write your email in 140–190 words.

TEST YOURSELF

UNITS 7 & 8

VOCABULARY

1 Complete the sentences with the words / phrases in the list. There are four extra words / phrases.

give up | got into trouble | unfriendly | generous | find out | after all
 commit a crime | calm | selfish | set off | burglar | shy | arrested | end up

- Don't _____ now. You're a great player. I'm sure you'll get on the team next time.
- That was very _____ of you to eat all those cakes and not leave any for us.
- We _____ very early in the morning because we wanted to arrive before it got dark.
- Tim _____ for not doing his English homework again.
- The _____ broke into the house when everybody was asleep.
- I hope they _____ who stole Amanda's purse.
- It was very _____ of James to pay for all your concert tickets.
- It rained a lot that day, so we didn't go on the school trip _____.
- The police finally _____ the con man and he went to prison.
- Emma doesn't find it easy to meet new people. She's very _____.

 /10

GRAMMAR

2 Complete the sentences with the words / phrases in the list. There are two extra words / phrases.

get used to | would | 'm not used to | going to | encouraged | is | had been | got used to

- My mum _____ me to do well at school.
- The policeman told me that the thief _____ get a prison sentence.
- I _____ taking my shoes off before I go into a house, but here in Japan, it's what everyone does.
- She says she is _____ report the crime to the police.
- At home, I always have dinner at six o'clock, so I haven't _____ eating at nine o'clock here in Spain.
- She said the con man _____ sentenced to two years in prison.

3 Find and correct the mistake in each sentence.

- She asked me if I knew who has taken the bike.
- My mum let me do all the washing-up for a week because I was late home one night.
- He persuaded me report the theft to the police.
- I really want to go on the school trip, but my dad won't make me.
- The reporter explained me that the mugger would get community service.
- My parents make me to tidy my bedroom.

 /12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- A We're going camping this weekend. Why don't you come *along / on*?
 B I'd love to. How *for / about* asking Mike to come too?
- A We're going swimming. Does anyone *feel / fancy* coming along?
 B You can *call / count* me out. I hate swimming.
- A The other day I *hear / heard* a really sad story about an old man whose house was burgled.
 B *That's / It's* awful!
- A You'll never *believe / understand* what happened to me last week!
 B Go on then. *Say / Tell* me!

 /8

 MY SCORE /30

22 – 30

10 – 21

0 – 9

9 WHAT HAPPENED?

OBJECTIVES

FUNCTIONS: making deductions
GRAMMAR: modals of deduction (present); *should(n't) have*; modals of deduction (past)
VOCABULARY: mysteries; expressions with *go*



READING

- Look at the photos and match them with the mysteries.
 the yeti | the Loch Ness monster | crop circles | UFOs
- SPEAKING** Work in pairs. Compare your answers. What do you know about these mysteries?
- Read the article quickly. Why *isn't* the author writing about any of the mysteries in Exercise 1?
- ▶▶ 2.14** Read the article again and listen.
 ✨ Answer the questions.

Which mystery...

- involves the possible ancient use of modern technology?
- involves an object found in Asia?
- involves the oldest object?
- hasn't been connected with alien activity?
- was discovered in a really old city?
- started half a century ago?
- came from under the earth?
- involves a round object with strange patterns on it?

TRAIN TO THINK

Fact or opinion?

A fact is something that can be proven to be true. An opinion is a personal belief. It's important to be able to see the difference.

- Read about the Nampa Doll again. According to what is written in the text, mark the sentences **F (fact)** or **O (opinion)**.

- The doll was found in Nampa.
- It was 100m below the earth.
- It's from an ancient civilisation.
- It's from another planet.

- Complete the table with two facts and two opinions for each mystery according to the article.

	Fact	Opinion
Teotihuacan		
The Suicide Dog Bridge		
The Lolladoff Plate		

The truth is out there

There are many unexplained mysteries in the world. How was the Great Pyramid at Giza built? How are crop circles made? Are there yetis in the Himalayas? Have we been visited by extraterrestrials? And is there a sea monster in the depths of Loch Ness? But other, less well known phenomena are equally mysterious. Here are our favourites.

1 The Nampa Doll

In July 1889, in Nampa, Idaho, USA, a man named M.A. Kurtz was drilling a well in the ground when he noticed the drill had brought up a strange small brown object from under the earth. When he looked more closely, he found it was a figure made from clay. Amazingly, it had come from almost 100 metres below the surface, suggesting that it was more than 300,000 years old. In other words, it appeared to be from a time before humans walked on the Earth. So how did it get there? Some people say it could be evidence of an ancient lost civilisation. Others are sure it must be extraterrestrial. Whatever the truth, it makes you wonder how much we really know about our past.

2 Teotihuacan

Over 2,000 years ago, Teotihuacan in central Mexico was one of the largest cities in the world. It is especially famous for its incredible Mesoamerican pyramids, although these days not much of it remains. However, scientists exploring the ruins were amazed to find large amounts of the mineral mica in the city walls. The nearest place where mica is found is thousands of kilometres away, in Brazil. Nowadays, mica is important in the production of energy. Did the inhabitants of Teotihuacan know this secret? And is that why they went to so much trouble to bring it all the way from South America?

3 The Suicide Dog Bridge

The Overtoun Bridge near Milton in Scotland is famous for a sad reason. Over the last 50 years, 50 dogs have died, all jumping from a similar point on the bridge. But what is the reason for this puzzling phenomenon? Most animal experts agree that the dogs can't be committing suicide because they don't have such complex feelings, although some people think the dogs might sense their owners' unhappiness and jump for them. Others think the bridge is haunted. Perhaps the best explanation is that the dogs can smell the nests of minks below and, in trying to catch these small animals, are jumping without thinking.

4 The Lolladoff Plate

The 12,000-year-old Lolladoff plate was found in Nepal. The story goes that just after the Second World War, a Polish professor was travelling through Northern India and bought the plate at a local market. He was told it was from a secret race of people called the Dzopa, who used it for religious ceremonies. The plate is marked with spiral lines, odd symbols and a grey figure – according to UFO fans, an alien being. In fact, the plate looks just like a flying saucer. Some people claim that it is proof that aliens have already walked on the Earth. Others say the plate can't be genuine and is a fake.

SPEAKING

Work in pairs. Discuss these questions.

- Which of these mysteries do you think is the most interesting? Why?
- What other mysteries do you know of?

Pronunciation

Moving word stress

Go to page 121.



GRAMMAR

Modals of deduction (present)

1 Complete the sentences from the article on page 85. Use *must*, *can't*, *could* and *might*. Then complete the rule.

- Some people say it _____ be evidence of an ancient lost civilisation.
- Others are sure it _____ be extraterrestrial.
- Some people think the dogs _____ sense their owners' unhappiness and jump for them.
- Others say the plate _____ be genuine.

RULE:

- When we're sure something is true, we use ¹_____.
- When we're sure something *isn't* true, we use ²_____.
- When we aren't so sure, we use ³_____ or _____ to express doubt.

2 Complete the sentences with suitable modal verbs. Sometimes there's more than one possible answer.

- They're speaking Spanish, so they _____ be from Argentina, I suppose.
- She _____ love cats – she's got 20.
- You _____ want more – you've already eaten two whole pizzas!
- I'm not sure, but I think that man _____ need our help. I don't think he can swim.
- You've been working all day. You _____ feel really tired.
- He's a bit older than John, but he _____ know him. I think they went to the same school.
- Tim _____ be happy. He studied really hard, but he still failed the test.
- It's the world's oldest mystery. You _____ know the answer.

Workbook page 82

VOCABULARY

Mysteries

1 Add the missing vowels to make adjectives related to mysteries.

- __n__xpl__n__d
- myst_r__s
- __xtr_t__rr__str__l
- __dd
- p__zpl__ng
- __l__n
- s__cr__t
- str__ng__

2 Answer the questions about the words from Exercise 1.

- Which two words mean 'from another world'?
- Which word means 'known by very few people'?

3 Complete the text with adjectives from Exercises 1 and 2.

I left for school at the usual time, but something seemed wrong. The streets were empty and there was a ¹m_____ feeling in the air. I passed a few people, but they all seemed rather ²o_____. I didn't see anyone from school on the way. When I got to school, the gates were closed. Why were they closed? I looked at my watch – 9 am. The gates should be open. This was most ³p_____.

I pushed the gates open and walked inside. Where was everyone? Had they been transported away by some ⁴e_____ beings and taken to an ⁵a_____ planet? Had they all been taken away as part of some ⁶s_____ government experiment? What should I do? Run away? No, this was one mystery that couldn't be left ⁷u_____. I had to find out where everyone was.

I opened the school door and walked inside. I saw a man – it was Mr Barns, who looked after the school. I ran up to him.

'Thank goodness!' I cried. 'Where is everyone?' He gave me a ⁸s_____ look.

'At home, probably,' he replied. 'It's Saturday morning.'



Workbook page 84

LISTENING

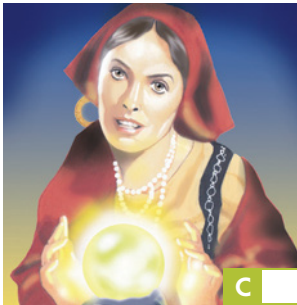
1 Match the pictures with the words.



A



B



C



D

- 1 fortune-teller
- 2 rope
- 3 housekeeper
- 4 chandelier

2 2.17 Listen to a story called *The Case of the Mysterious Fall*. Why is the fall mysterious?

3 2.17 Listen again. Mark the sentences T (true), F (false) or DS (doesn't say).

- 1 Mr Huntingdon was friendly and sociable.
- 2 He only spoke to one person each week.
- 3 He thought of a plan to try and cheat death.
- 4 Mr Huntingdon tried to call Mrs Crabtree back to the house after she'd left.
- 5 Mrs Crabtree always started work at 8 am.
- 6 The fortune-teller's prediction came true.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

GRAMMAR

should(n't) have

1 Look at these sentences from the listening. Answer the questions. Then complete the rule.

- 1 Maybe [Mrs Crabtree] should have asked why.
 - a Did Mrs Crabtree ask why?
 - b Would it have been a good idea to?
- 2 He shouldn't have sent Mrs Crabtree home.
 - a Did Mr Huntingdon send Mrs Crabtree home?
 - b Was it a good idea to?

RULE: To criticise actions in the past, we use *should / shouldn't* + ¹ _____ + the ² _____ form of the verb.

2 Write replies to the statements. Use *should have* or *shouldn't have* and suitable verbs. Then practise reading them out in pairs.

- 0 'I had five slices of pizza! Now I feel sick.'
'You shouldn't have eaten so much pizza!'
- 1 'We've broken the TV. Quick! Put the ball away!'
- 2 'I bought these jeans yesterday, but now I haven't got enough money to buy Dad a birthday present.'
- 3 'I failed the test!'
- 4 'Joey didn't invite me to his party.'
- 5 'You only paid 100 for those tickets? I paid 250!'

3 **SPEAKING** Work in pairs. Write three sentences about famous people using *should have* or *shouldn't have*. Then read them out without saying the names. Your partner tries to guess who the people are.

Workbook page 82

THINK VALUES

Thinking carefully before you act

1 **SPEAKING** Work in pairs. Which do you think was Mr Huntingdon's biggest mistake?

- A He should have thought about his plan more carefully.
- B He should have told Mrs Crabtree about the fortune-teller's prediction.
- C He shouldn't have gone to see the fortune-teller.

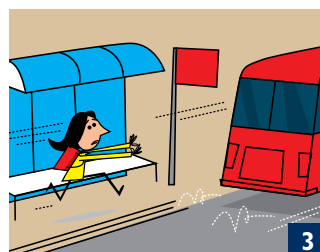
2 **SPEAKING** Look at the pictures. What mistake did each person make? What should they have done?



1



2



3



4

READING

1 Look at the woman in the photo. Do you know who she is? Why do you think she's famous?

2 Read the article and check your answers.

3 Read the article again. Put the events in the order they happened. Write the numbers in the boxes.

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | a | The <i>Electra</i> takes off from Miami. |
| <input type="checkbox"/> | b | Earhart plans to fly around the world. |
| <input type="checkbox"/> | c | Bones that might be Earhart's are found on a small island. |
| <input type="checkbox"/> | d | The <i>Electra</i> disappears. |
| <input type="checkbox"/> | e | Possible evidence of the plane is found. |
| <input type="checkbox"/> | f | The <i>Electra</i> lands in New Guinea. |
| <input type="checkbox"/> | g | Earhart flies alone across the Atlantic. |
| <input type="checkbox"/> | h | The <i>Electra</i> sets off across the Pacific. |
| <input type="checkbox"/> | i | Earhart tries to find Howland Island. |

Lost

Back in 1937, Amelia Earhart was one of the most famous women in the world. She was an author, a fashion designer and a magazine editor, but most of all, she was a pioneering pilot. Five years earlier, at the age of 34, she'd become the first woman to fly solo across the Atlantic Ocean. She also broke many aviation records for going faster and further than any other woman. Every time she landed her plane, she was met by huge crowds wanting to see her and congratulate her. The books that she wrote about her flights were all bestsellers.

That year, Amelia decided she wanted to go one step further. She wanted to go for the ultimate aviation prize and be the first woman to fly around the world. On 1 June, along with her navigator Fred Noonan, Amelia set off from Miami in her plane, a Lockheed Electra, on what would be her biggest – and final – adventure.

The journey was going well when, on 29 June, the pair landed in New Guinea. They'd flown 35,000 km, and they had 11,000 km over the Pacific to go. But on 2 July, while heading towards Howland Island, Amelia and Fred went missing. The next day the world awoke to the news that Amelia Earhart had disappeared into thin air.

Despite a huge search, no sign of the aircraft was ever found. Most people thought that Amelia and Fred



must have run out of fuel and that the Electra had gone down in the Pacific Ocean. They couldn't have survived the crash, and they must have died. It seemed the most obvious explanation. But, over the years, other ideas have developed about just what might have happened to the plane.

One theory was that Amelia might have landed her plane on the tiny island of Nikumaroro, not far from Howland Island. In the hope of proving this theory, an expedition went to the island in 2007 to look for signs of the tragic flight. Bones were found that could have been human fingers, but scientists were unable to say for sure if they were. In 2012, another expedition used underwater photography. Images were taken of what could have been an aircraft, but again, investigators couldn't be certain.

Perhaps the most interesting theory is that Earhart disappeared on purpose so that she could spy on the Japanese for the American government. It goes without saying that both countries deny this. But then what else would they say?



GRAMMAR

Modals of deduction (past)

1 Match 1–3 with a–c. Check your answers in the article on page 88. Then match sentences 1–3 with the rules.

- 1 Most people thought that Amelia must have
 - 2 She couldn't have
 - 3 Amelia might have
- a survived the crash.
 - b landed her plane on the island of Nikumaroro.
 - c run out of fuel.

RULE:

- To say something was *possibly* the case in the past, we use **might / could / may + present perfect**.
- To say something was *definitely not* the case in the past, we use **couldn't / can't + present perfect**.
- To say something was *definitely* the case in the past, we use **must + present perfect**.

2 Complete the conversation. Use suitable modals and the correct forms of the verbs in brackets.

'The Case of the Missing Cake'

- OLIVER What?! My cake! It's gone!
- MATT Really?
- OLIVER Yes, it was here an hour ago and now it isn't. Who's taken it?
- MATT What about Dad? I heard him saying how hungry he was. In fact, I'm sure it
 1 _____ (be) Dad.
- OLIVER No, he 2 _____ (eat) it. It was chocolate. Dad doesn't like chocolate.
- MATT That's true. I suppose Mum 3 _____ (take) it. Maybe?
- OLIVER No, it 4 _____ (be) Mum. She's been out all morning.
- MATT The dog! He 5 _____ (jump) onto the table and eaten it. That dog's always doing things like that.
- OLIVER Are you mad? The cake was in the fridge. The dog 6 _____ (got) to it.
- MATT Are you sure it wasn't you? I mean, you
 7 _____ (eat) it and forgotten.
- OLIVER I'm quite sure it wasn't me. So if it wasn't me, Mum, Dad or the dog, that leaves one person. It 8 _____ (be) you, Matt!
- MATT What?! Me?
- OLIVER Yes, and that explains why you've got chocolate all round your mouth!

Workbook page 83

FUNCTIONS

Making deductions

1 Read the text and complete the sentences with your opinions. Use *can't*, *must* or *might*.

In 1998, Russian scientists found a meteorite with a metal screw in it. The rock is at least 300 million years old. At that time, there weren't even any dinosaurs on the planet.



- 1 It _____ be fake.
- 2 There _____ have been intelligent life on Earth 300 million years ago.
- 3 I think someone _____ have made it as a joke.
- 4 It _____ be from another planet.
- 5 The scientists _____ have lied about it.

2 Work in pairs. Discuss your ideas.

VOCABULARY

Expressions with go

1 Find expressions 1–8 in the text on page 88. Match them with the definitions.


- | | |
|-------------------------------|-----------------------|
| 1 go for | a do something extra |
| 2 go one step further | b left / remaining |
| 3 go well | c disappear |
| 4 ... to go | d fall from the sky |
| 5 go missing | e try to achieve |
| 6 go down | f everyone knows that |
| 7 it goes without saying that | g happen as you want |
| 8 go faster | h increase speed |

2 Complete the sentences with the correct forms of the expressions in Exercise 1.

- 1 The party's _____. Everyone's having fun.
- 2 Four days _____ and then we're on holiday!
- 3 Police found the child who _____ last week.
- 4 I want your essay in on Monday and _____ I don't want any excuses.
- 5 _____, Dad! The show starts in five minutes.
- 6 The helicopter _____ over the North Sea.
- 7 Last week I went swimming twice. This week I want to _____ and go three times.
- 8 He's training hard. He's _____ the record.

Workbook page 85

Fiction

- 1 Read the introduction. What kind of story do you think it is?
- 2  2.18 Read and listen to the extract. Check your answer.

How I Met Myself by David A. Hill

One icy winter's evening in Budapest, a man runs straight into John Taylor as he walks home through the narrow streets. John falls over into the snow and looks up at the man's face. 'I felt very afraid. Because what I saw was me. My face looking down at me. My mouth saying sorry.'

Who is the man, and how will John's life change?

I was walking home from my office one January evening. It was a Monday. The weather was very cold, and there were some low clouds around the tops of buildings. Once I'd left the main road, there weren't many people in the dark, narrow streets of Budapest's Thirteenth District. Everything was very quiet. It felt as if the city was waiting for something.

As I walked I thought about what had happened at work. I had argued with one of the Hungarians I worked with. It was the first serious problem I had had since I'd arrived. I was trying to think what to do about it, and I was also hoping that my wife, Andrea, had made one of her nice, hot soups for dinner.

After about five minutes it started to snow heavily, so that the streets were soon completely white. As I was walking along a very dark part of one street there was the noise of a door shutting loudly inside a building. Then I heard the sound of someone running.

Suddenly, the street door opened and a man came out of it and ran straight into me. I fell over in the snow, shouting something like: 'Hey, watch where you're going!' – my words were loud in the empty street. The man turned to look at me for a moment. 'Sorry,' he said very quietly, in Hungarian, before walking away quickly.

What I saw at that moment, in that dark winter street was very strange, and I felt very afraid. Because what I saw was me. My face looking down at me. My mouth saying sorry.

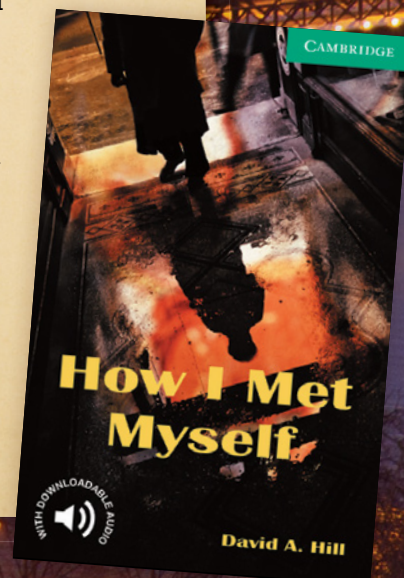
[...]

I lay there in the snow for a few moments, trying to understand what had just happened. My first thought was, 'Where has the man gone?' I looked along the street and was just in time to see him turning right at the next corner.

I got up immediately, brushed the snow off my clothes and ran after him. He crossed the road and went into another street. When I got to the corner I saw him going into a doorway. I walked quickly along the empty street, and found it was the entrance to a wine cellar. It was under a block of flats, and you had to go down some steps to get in.

[...]

I stood in the snow for a moment, deciding what to do and looking around me. I had a strange feeling about going down into the wine cellar. I wasn't sure who I'd find there. I looked at my footprints – the dark marks my feet had made in the new snow. My footprints ... But only my footprints! Where were his? I looked back along the street. There were only my footprints.



9 WHAT HAPPENED?

3 Read the extract again. Answer the questions.

- 1 What was the weather like?
- 2 What was John thinking about on his way home?
- 3 How did John react to the man in the street?
- 4 How did the man react?
- 5 Where did the man go?
- 6 What was strange about the footprints in the snow?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 What do you think John finds in the cellar?
- 2 Who do you think the man is?

WRITING

Explaining a mystery

1 Read the article opposite. Who does the writer think is responsible for the crop circles?

2 Write the underlined expressions in the correct columns.

I'm sure	I'm reasonably sure	I'm not sure

3 The article has three paragraphs. What does the writer talk about in each one?

4 Read about a mystery. Then write three sentences about it. Use a different expression from Exercise 2 in each sentence.

MISSING HELICOPTER

An army helicopter with a pilot, co-pilot and twelve soldiers on board has disappeared off the north coast of Scotland. The last contact with the helicopter was more than twelve hours ago, when the pilot radioed that everything was OK.

No distress signal was received and, despite a huge search over sea and land, no sign of the helicopter has been found. What has happened to army helicopter 487?

5 Write a blog entry (200 words) explaining what you think happened to the missing helicopter.



Mysterious patterns appear in local field overnight

- 1 This isn't the first time such a thing has happened and it probably won't be the last time either. For decades, crop circles have been fooling experts, who are still asking, 'What exactly causes these patterns?'
- 2 Some people say aliens might create this phenomenon. They suggest that aliens come to Earth at night and leave these patterns in our fields. These people are definitely wrong. Even if aliens from other planets existed, how could they land a huge spaceship without anyone noticing? It would be impossible, of course.
- 3 Humans must have made these crop circles, just as they must have made all the others, but I'm not certain how they did it. Obviously, it can't have been done by just one person; it must have been a group and, more than likely, quite a large one. Also, it's clear that the person, or people, behind the design must be extremely intelligent because these patterns are extraordinarily complex. It was most probably organised by a group of Maths students from a university. It's the kind of thing that students like to do as a joke. But whoever did it, they've certainly got people talking.