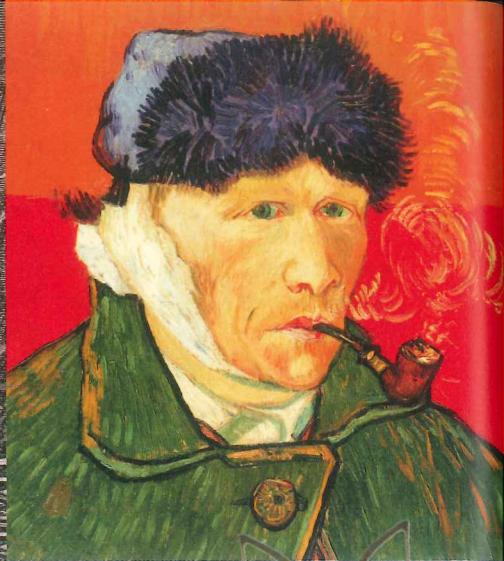
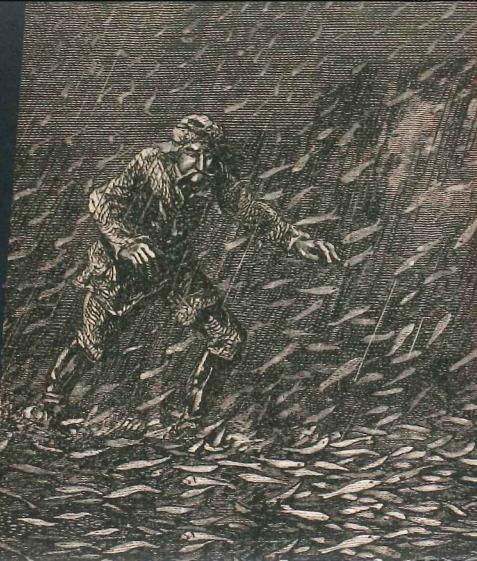


08

STRANGE BUT TRUE

IN THIS UNIT

- Grammar: Overview of modal verbs; Past modals
- Vocabulary: Mysteries and oddities; Extreme adjectives
- Task: Discuss two mysteries
- World culture: The Bermuda Triangle



Reading and vocabulary Mysteries and oddities

1 Work in groups and discuss. Which of the mysteries below most interest you when you choose a film, book, etc.? Why?

- ghost stories and the supernatural
- mysteries of the natural world
- detective stories
- real-life mysteries

2 Work in pairs. Check you understand the phrases in the box. Think of examples of three of these things and tell the class.

a clever hoax	an unexplained natural phenomenon
a supernatural event	a tragic incident
a near miracle	a popular myth
an unfortunate mishap	an amazing coincidence
a mysterious disappearance	a stupid publicity stunt
a practical joke that went too far	

3 Read story beginnings A–E on page 77. Work in pairs and answer the questions below.

- 1 Which photos relate to each story?
- 2 Where and when did/does each story take place?
- 3 What strange events does it describe?
- 4 Match the topics in exercise 2 to each story.
- 5 How do you think each story ends?

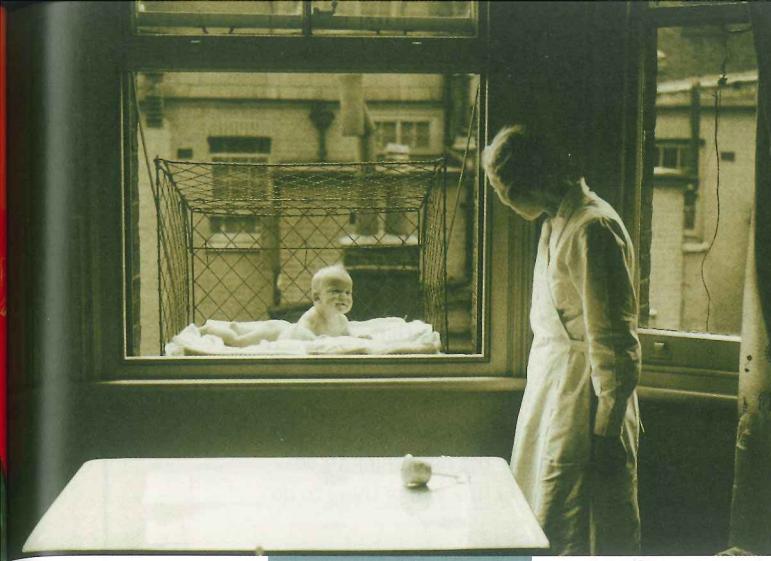
4a Match the story endings 1–5 on page 77 with story beginnings A–E.

b Work in pairs and discuss the questions.

- Did you predict the endings correctly?
- Which strange events still appear to be unexplained?
- Have you changed your mind about the best topic from exercise 2 to describe each story? Explain why.

5 Work in pairs. Find the words/phrases below in the stories and explain in your own words what they mean, using the context to help you.

- | | |
|---------------------------------------|-------------------------------|
| 1 littered with (text A) | 5 potentially deadly (text D) |
| 2 toiled (text B) | 6 faked (text 2) |
| 3 tormented (text B) | 7 lobe (text 4) |
| 4 the baby's fall was broken (text C) | 8 severed (text 4) |



A Science has provided the answer to many of nature's mysteries, but how about this?

In the Honduran province of Yoro, every May or June for the last hundred years there has been a 'Rain of Fish' or 'Lluvia de Pesces'. The rain, which is accompanied by thunder and lightning, lasts several hours. The city streets become littered with small fish, which local people collect and eat. Some scientists have suggested ...

B The 19th-century Dutch artist Vincent van Gogh has gone down in history as a tragic genius.

He toiled all his life but died unrecognised and in poverty, while his paintings went on to fetch millions after his death. He was a man so tormented, the story goes, that he cut off his own ear and sent it to his mistress as proof of his love. However, recent studies indicate ...

C In the 1930s, a Detroit street sweeper named Joseph Figlock played a remarkable part in the life of a young and apparently rather careless mother.

As Figlock was cleaning an alley, the woman's baby fell from a fourth-floor window onto Figlock. The baby's fall was broken and although Figlock and the baby were both injured, neither were killed. A year later ...

D After a terrible motorcycle accident at the age of 20 left him with no feeling in his legs, Californian David Blancarte spent over 20 years in a wheelchair.

Then in 2007, he was bitten by a rare brown recluse spider, whose venom is potentially deadly. Blancarte was immediately rushed to hospital.

E In March 2002, when former teacher John Darwin disappeared while out canoeing near his home in the north of England, he was presumed dead by family, friends and the authorities.

Then in December 2007, Darwin walked into a London police station, saying that he had been suffering from amnesia and had no memory of what had happened to him in the last five years. His wife Anne issued a statement expressing her joy and amazement at his return and the case received huge publicity. Then, as the newspapers and police began to investigate ...

1 ... according to *Time* magazine, Mr Figlock was again cleaning an alley when another infant, two-year-old David Thomas fell on top of him from another fourth-floor window. Once again, both survived the event!

2 ... the situation changed dramatically and both Darwin and his wife were arrested. It turned out that the couple had faked Darwin's 'death' in order to claim more than £600,000 in life insurance money. Anne Darwin had kept John hidden in the family home for over a year (lying even to their teenage sons about their father's disappearance) and then he travelled abroad on a false passport, until homesickness forced him to return in 2007. Eventually both the Darwins were convicted of fraud and sentenced to several years in prison.

3 However, as he was being checked over, the nurse discovered that the nerves in his legs had mysteriously 'come back to life' following the spider bite. Just five days later, Blancarte was walking again.

4 ... that his friend, the artist Gauguin, cut off the ear in an argument and that van Gogh then lied to the authorities to protect his friend. What is almost certain is that only the ear lobe was severed, not the whole ear. And incidentally, the reason van Gogh received so little recognition in his lifetime was because he only worked as an artist for a few years: almost all of his famous paintings were produced in the last two years of his life.

5 ... that strong winds collect the fish from the Atlantic and deposit them on Yoro, while others believe that they come from underground rivers. There have been cases all over the world of 'raining animals' but never in the same place at the same time every year. The truth is, no one has really been able to explain this occurrence. Locals believe it is a miracle.

Language focus 1

Overview of modal verbs

1a Work in pairs and discuss. Have you ever wondered about any of the questions below? Do you know the answers to any of them?

- Why can't we tickle ourselves?
- Why do we hiccup?
- Can we catch a cold from being cold?
- Why do we sleepwalk?

b Read the article below and check your ideas. Did you learn anything new?

2 Read the website again and choose the correct modal verbs.

GRAMMAR

Modals of ability

1 Look at the website. Why is *can* correct in 1 but not 2?

Modals of obligation

2 Find modals in the website that mean:

- 1 it is necessary have to _____
- 2 it is not allowed _____
- 3 it is not necessary/it's optional _____
- 4 it is a good idea, 'the right thing to do' _____
- 5 it is a bad idea or 'the wrong thing to do' _____

Modals of possibility or probability

3 Match the modals you chose to the meanings below.

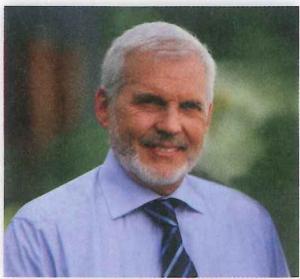
- 1 it seems certain that this is true _____
- 2 this is possibly true _____
- 3 it seems certain this isn't true _____
- 4 this is a general possibility _____

4 Why is *can* correct in 8 but not possible in 7 in the website?

► Read Study 1, page 152

Mysteries of the human body

Dr Jordan Wiley answers the questions you've always wondered about!



I find being tickled horrible, so this might seem like a strange question, but ... why can't I tickle myself?

Asked by Joshgrenton

Interesting question, Josh. If other people ¹**can / should** tickle us then logically we should ²**can / be able to** tickle ourselves – so why ³**mustn't / can't** we? The reason is simple: for something to tickle us, it ⁴**must / might** be unexpected. When we tickle ourselves, our brain is easily ⁵**can / able to** predict the feeling, so our body never feels tickled.

I sometimes get loud hiccups when I'm in a restaurant. What causes them? Asked by tbrcsmith

It ⁶**should / must** be embarrassing to get loud hiccups in public. What type of food are you eating when they start? You ⁷**might / can** be allergic to it. Hiccups come from a large muscle in your chest called the diaphragm. If it gets irritated, it ⁸**can / has to** start moving in a jerky way, causing hiccups. To make them go away you ⁹**mustn't / don't have to** do anything – they go away naturally and rarely last long (although one person did have an attack which lasted 68 years!).

My aunt often says to my daughter, 'You'll catch a cold if you go out in this weather.' Can you really catch a cold from being cold? Asked by eva_brooks44

The short answer, Eva, is no you can't, and your aunt ¹⁰**can't / shouldn't** try to keep your daughter indoors. Someone ¹¹**should / might** tell her that viruses cause colds, not the weather. In fact, cold viruses prefer warm, indoor conditions, so children (and adults) really ¹²**may / ought to** go outdoors as much as possible, even in winter.

Why do we sleepwalk? My flatmate does it and I sometimes find her asleep on the kitchen floor in the morning. Asked by younis_khan

It ¹³**can't / doesn't have to** be very nice for your flatmate to wake up in a strange room in the morning but she ¹⁴**couldn't / shouldn't** worry too much (although she ¹⁵**may / must** find it easier to lock her door at night). No one knows for sure what causes sleepwalking, though in adults it ¹⁶**could / must** be a sign of stress. Some people say that you ¹⁷**mustn't / don't have to** wake a sleepwalker, so if you see your friend sleepwalking, it's probably best to just lead her back to bed.

PRACTICE

- 1a** Read the text below. What ability might some animals have that humans don't? Why?

Earthquakes

Rather than investing in expensive scientific equipment to predict earthquakes, perhaps scientists **1 must / ought to / should** spend more time watching their pets.

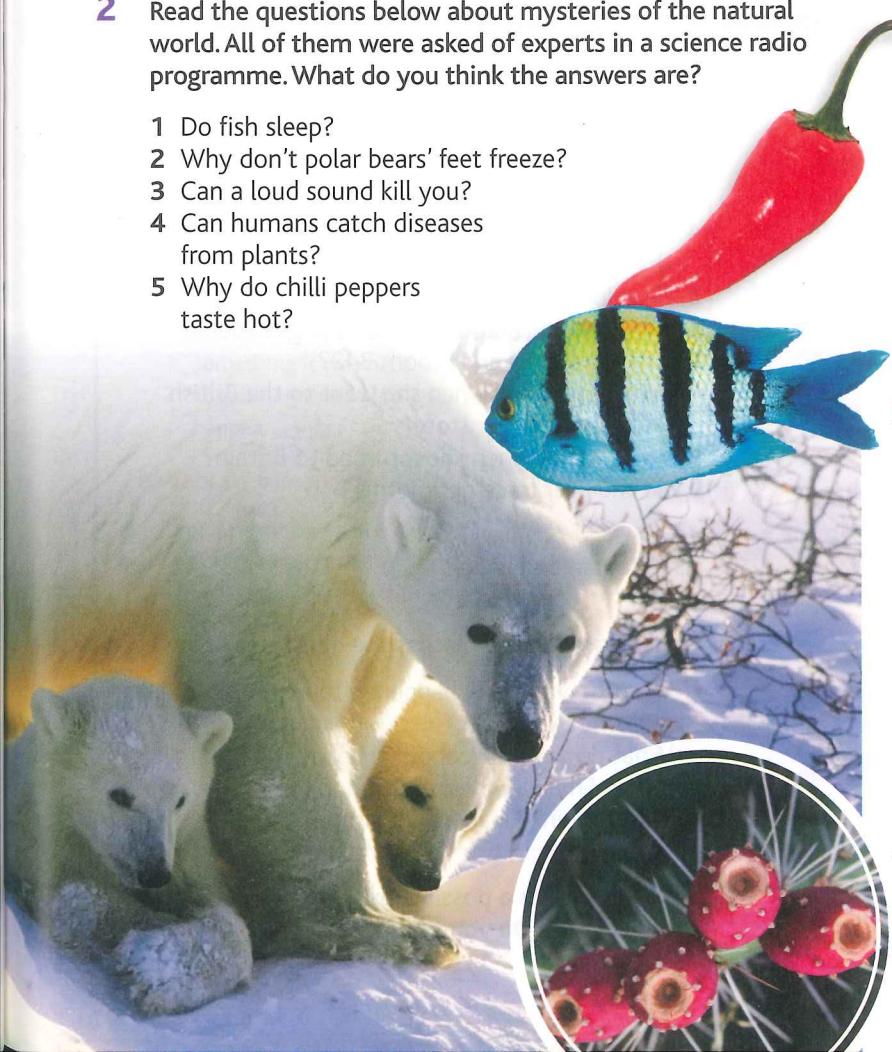
Many scientists now believe that the behaviour of certain animals **2 could / may / has to** help them to predict certain natural disasters. For example, Chinese scientists in the 1970s thought that reports of farm animals running round in circles **3 can / could / might** indicate a coming disaster. They decided to evacuate the city of Haicheng, which shortly afterwards was hit by a huge earthquake. Thousands of lives were probably saved as a result.

Japanese scientists have also discovered that catfish become livelier several days before moderately strong earthquakes.

Many scientists now accept that this **4 can't / mustn't / may not** be pure coincidence – they believe that the explanation **5 can / could / may** be linked to slight changes in the Earth's magnetic field. Although human beings **6 aren't able to / can't / mustn't** perceive such changes, it is thought that the sensitive nervous systems of some animals **7 could / have to / might** be affected by them. Now scientists **8 have to / must / shouldn't** discover exactly which animals are affected in this way, so that more lives **9 can / may / should** be saved in the future.

- b** Complete the text with the correct modals. There may be more than one possible answer.
- 2** Read the questions below about mysteries of the natural world. All of them were asked of experts in a science radio programme. What do you think the answers are?

- 1 Do fish sleep?
- 2 Why don't polar bears' feet freeze?
- 3 Can a loud sound kill you?
- 4 Can humans catch diseases from plants?
- 5 Why do chilli peppers taste hot?



- 3a** Work in groups and discuss your answers to exercise 2. Use modal verbs of possibility to express your opinions.

They must/can't (sleep) because ...

It might / may / could be possible that ...

- b** **8.1** Listen to some experts on a science programme and compare your answers.

- 4** Do you have any questions that you've always wondered about? Write them down and then ask the class for possible answers.

> Unit 8, Study & Practice 1, page 152

Vocabulary

Extreme adjectives

- 1** Look at the sentence below. What is the meaning of the words in bold?

*Being tickled is both **hilarious** and **horrible** at the same time.*

- 2a** Cross out the extreme adjective which does not belong in groups 1–5 below. Rewrite it in the correct group.

- 1 excellent, superb, vast, wonderful
- 2 appalling, horrendous, terrible, terrific
- 3 amazing, gorgeous, extraordinary, remarkable
- 4 enormous, huge, incredible, massive, vast
- 5 awful, beautiful, exquisite, stunning

- b** Match the phrases in the box to groups 1–5.

very beautiful	very good	very bad
very big	very strange/impressive	

- 3** Match the extreme adjectives in box A with the meanings in box B.

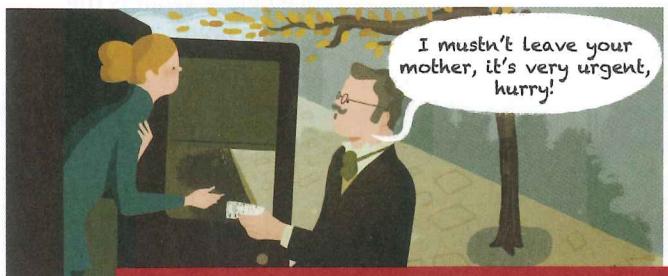
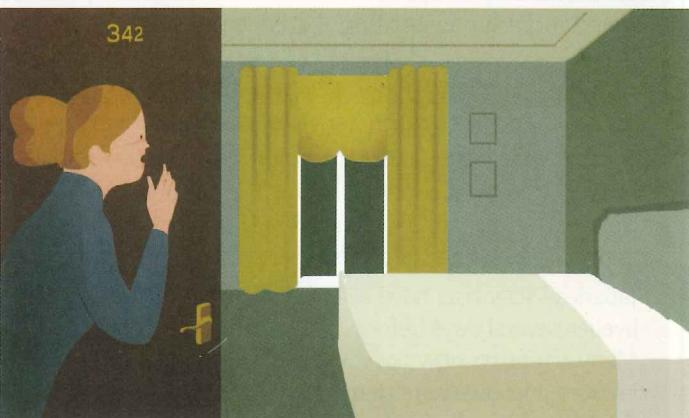
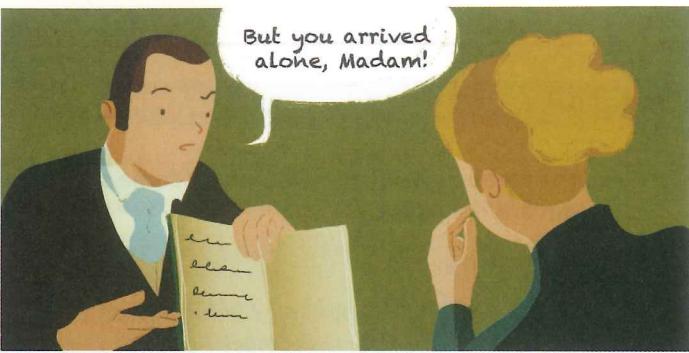
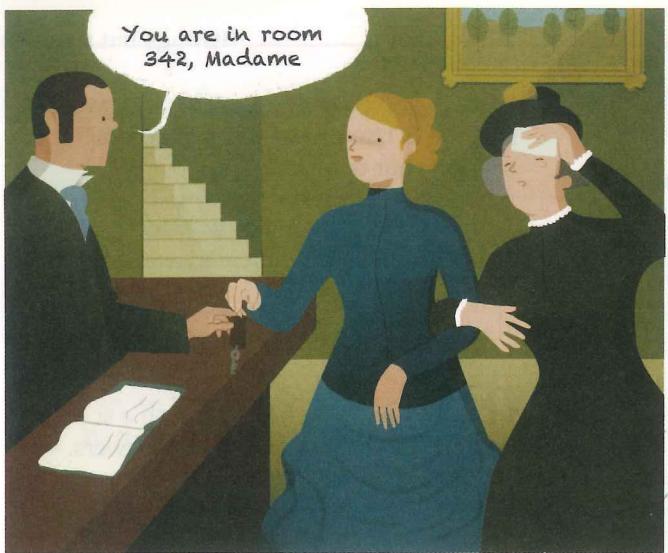
A

deafening	exhausting	furious	tiny
starving	ridiculous	tragic	

B

very angry	very hungry	very loud
very sad	very silly	very small
very tiring		

- 4** Which intensifiers (*very, really, absolutely*, etc.) can you use before extreme adjectives?



The woman who vanished into thin air!

Listening and speaking A mystery story

- 1a** Look at the pictures about a woman who disappeared. Match the words/phrases in the box with the pictures.

the hotel register	red velvet curtains
the hotel doctor	a prescription for medicine
a carriage	to vanish completely
a mental asylum	the plague

- b** Work in pairs. Read the beginning of the story and guess what happened, using the pictures.

The 'Great Exhibition', Paris 1889. The city was packed with visitors. Two wealthy English ladies, Eleanor Redwood and her mother Clara, arrived in the city looking for a hotel. They were on their way back to London from India.

- 2** **8.2** Listen and compare your ideas. Were your predictions correct?

- 3a** Work in pairs and answer the questions below.

- 1 Why had Eleanor and Clara Redwood left India?
- 2 What happened when they arrived at the hotel?
- 3 What happened when Eleanor called the doctor?
- 4 Where, why and how was Eleanor sent to get the medicine?
- 5 How long did the journey take?
- 6 Why was she surprised when she got back?
- 7 What did she find in room 342?
- 8 What happened when she went to the British Embassy with her story?
- 9 What about when she returned to Britain?
- 10 Did she ever trace her mother?

- b** Listen again and check.

- 4** Work in groups and discuss the questions below.

- What do you think happened to Mrs Redwood, and why?
- What do you think about the way the hotel and British Embassy treated Eleanor?
- Do you think Eleanor was insane?

- 5** **8.3** Listen to a possible explanation for the disappearance. Do you find it convincing?

Language focus 2

Past modals

1 Read sentences 1–8 about the story on page 80 and choose the correct answers.

- 1 The ladies could / managed to speak very little French.
- 2 Eventually they could / managed to book two of the last rooms available in Paris.
- 3 Almost immediately, the mother fell ill and they had to call / must have called the hotel doctor.
- 4 The doctor said that he can't have left / couldn't leave Mrs Redwood because she was too ill.
- 5 Experts now believe that Mrs Redwood must have / might have brought the plague back from India.
- 6 The hotel manager must have conspired / had to conspire with the doctor in some way.
- 7 Surely the hotel staff can't have disposed / mustn't have disposed of the body and redecorated the room so soon?
- 8 The British Embassy had to investigate / should have investigated Eleanor's story more fully.

2 8.4 Listen and check.

GRAMMAR

Modals of ability

- 1 Look at sentences 1 and 2 in exercise 1. Match the modals to the descriptions below.
- 1 a general ability can
 - 2 something the person was actually able to do managed to

Modals of obligation

- 2 Look at sentences 3 and 8 in exercise 1. Match the modals to the descriptions below.
- 1 something it was necessary to do had to
 - 2 something that was a good idea but didn't happen should have

Modals of possibility

- 3 Look at sentences 5, 6 and 7 in exercise 1. Match the modals to the descriptions below.
- 1 something that seems logically certain must
 - 2 something that seems logically possible can
 - 3 something that seems logically impossible can't

Read Study 2, page 153

PRACTICE

1 Rewrite the underlined words below using a past modal of possibility. Start with the words in brackets.

- 1 It is certain that the hotel manager and the doctor sent Eleanor away deliberately. (They) They must have sent Eleanor away deliberately.
- 2 Surely the doctor sent a letter with Eleanor when she went to his surgery. (The doctor)
- 3 Surely it is impossible that they removed Mrs Redwood's signature from the hotel register. (They)
- 4 Perhaps they didn't take Eleanor back to room 342. Perhaps it was a different room. (They / It)
- 5 Surely someone else saw Mrs Redwood at the hotel. (Someone)
- 6 It is certain that the British Embassy didn't check Eleanor's story very carefully. (The British Embassy)
- 7 It is possible that Eleanor invented the whole story. (Eleanor)

2 Write sentences about what the people below should/shouldn't have done.

- Eleanor
- the hotel manager
- the doctor
- the British Embassy

Eleanor shouldn't have left her mother in the hotel.
She should have ... instead.

PRONUNCIATION

1 8.5 Listen and complete the sentences.

- 1 I'm so tired, I ...
- 2 My parents are really late, they ...
- 3 These shoes are killing me, I ...
- 4 What's happened to Anna? She ...
- 5 I can't find my phone anywhere, I ...
- 6 It wasn't Isabel's fault, you ...
- 7 I love your new bag – it ...
- 8 I feel a bit ill, I ...
- 9 I'm really sorry, I...

2 Listen again and check. Notice the weak form of *have*.

/əv/	/əv/
shouldn't have	might have

3 Practise the sentences, paying attention to the weak form of *have*.

3a 8.6 You will hear five people talking about the topics below. Match each speaker to a topic.

Something ...

- you had to do recently but didn't enjoy.
- you should have done recently, but forgot about.
- people couldn't do 25 years ago.
- you didn't have to do ten years ago that you have to now.
- difficult that you've managed to keep doing.

b Work in pairs and discuss the topics in 3a.

> Unit 8, Study & Practice 2, page 153

Task

Discuss two mysteries

Preparation Reading and vocabulary

- 1 Look at the pictures and read the introductions to two classic mysteries. When and where did these mysteries take place and who was involved?
- 2 Work in pairs. Check the meaning of the words in the box below. Match the words with the two stories.

bolts	an abduction	aliens
a fortress	a UFO	a lie detector
a golden disc	to be nailed shut	a beam of light
gangsters	to hover	iron bars
screams	gunshot wounds	

- 3a Work in pairs or groups of four. Student/Pair A: Turn to page 128 and read the story of Isidor Fink. Student/Pair B: Turn to page 130 and read the story of Travis Walton.

b Make notes on the topics below.
 - who the story is about and what happened to them
 - who else was involved and what they did
 - important details and clues

Task Speaking

- 1 You are going to tell your story to students who have not read it. Practise telling it, individually or with your partner. Ask your teacher for any words/phrases you need. Check any details you are still not sure of.

> Useful language a

- 2a Work in pairs or groups of four with students who have read the other story. Take turns to tell your stories. Answer any questions the other students have.

> Useful language a and b

- b Discuss questions 1–6 under each story introduction.

> Useful language c

ISIDOR FINK: A REAL LIFE 'LOCKED ROOM' MYSTERY

'Locked room' mysteries are commonplace in detective stories, but sometimes life is stranger than fiction. When immigrant Isidor Fink was found dead in his Fifth Avenue laundry on the night of March 9, 1929, New York City Police were presented with one of their most puzzling cases ever ...



What's your theory?

- 1 Did Isidor Fink commit suicide?
- 2 Did a burglar kill him?
- 3 Did the killer escape through a window?
- 4 Why did he have a bullet hole in his wrist?
- 5 Why was he so worried about security?
- 6 What is your theory about who killed Isidor Fink and how he came to die in a locked room?

- 3 Summarise your ideas to the class. Did you all reach similar conclusions?

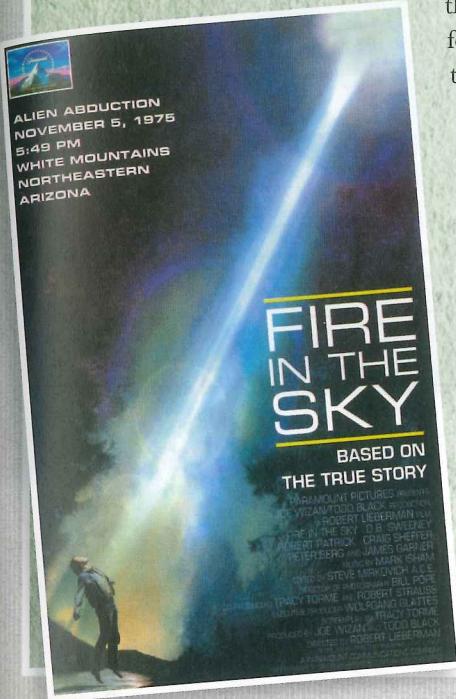
> Useful language d

- 4 Work in pairs. Turn to page 129 and read what people have said about these cases since they happened. Discuss the questions below.

- Which case do experts now agree about? What solution have they come up with?
- What alternatives have been suggested in the other case?
- Did your class come up with any of the same ideas?
- Have you changed your mind about what happened?

Travis Walton: abducted by aliens?

When forestry worker Travis Walton disappeared near his home in Arizona on November 5, 1975, it became one of the world's best-known cases of alleged alien abduction. Books have been written



about the events of that night and what followed, and it was the subject of the 1993 film *Fire in the Sky*. According to UFO historian Jerome Clerk, 'few abduction reports have generated as much controversy as that of Travis Walton ...'

What's your theory?

- 1 Why were the police suspicious of Travis's colleagues' story?
- 2 Were his colleagues telling the truth?
- 3 In what ways was Travis's story convincing?
- 4 What reasons are there for doubting him?
- 5 What were his possible motives for lying?
- 6 What do you think happened to Travis during the five days that he was missing?

Follow up Writing

- 1a** You are going to write about a mystery for the *Classic mysteries* website. Choose a mystery from another part of this unit or think of a real life mystery you know about.
- b** Make notes on the facts and different explanations for the mystery. If possible, research the details online.
- c** Write about the mystery, outlining the events and possible solutions.

USEFUL LANGUAGE

a Retelling the facts

Apparently/It seems that ...
One thing that is strange is that ...
It's not really clear whether or not ...

b Checking that you understand

There's one thing I don't really understand.
(Why ... ?)
So remind me, (who ... ?)
And do we know whether or not ... ?

c Discussing explanations and opinions

He must have/can't have ...
It seems likely/unlikely that ...
He might/could have ...
If ... then ... would have happened
Personally, I (can't) believe that ...

d Presenting the group's opinions

We all felt/agreed that ...
There were different opinions about ...
Some people thought ... , whereas other people thought ...

SHARE YOUR TASK

Prepare to describe the possible explanations for one of the stories you discussed, and say what you think happened.

Practise describing the possible explanations until you feel confident.

Film/Record yourself giving your talk.

Share your film/recording with other students.

WORLD CULTURE

THE BERMUDA TRIANGLE

Find out first

- 1a Work in pairs. Read about the famous mysteries below. One detail in each description is incorrect. Which detail do you think it is?

The Mary Celeste

In 2002 the ship The Mary Celeste was found in calm waters in the Atlantic Ocean. It was in good condition and with plenty of food on board. The cargo and valuables were untouched but the seven crew were missing, along with one lifeboat. They were never found.

The Voynich Manuscript

The Voynich manuscript was written in the 15th century. It contains 1,240 pages of illustrations and information about plants and their medical uses. The plants, however, do not match any currently known and the text is written in a language that is unknown.

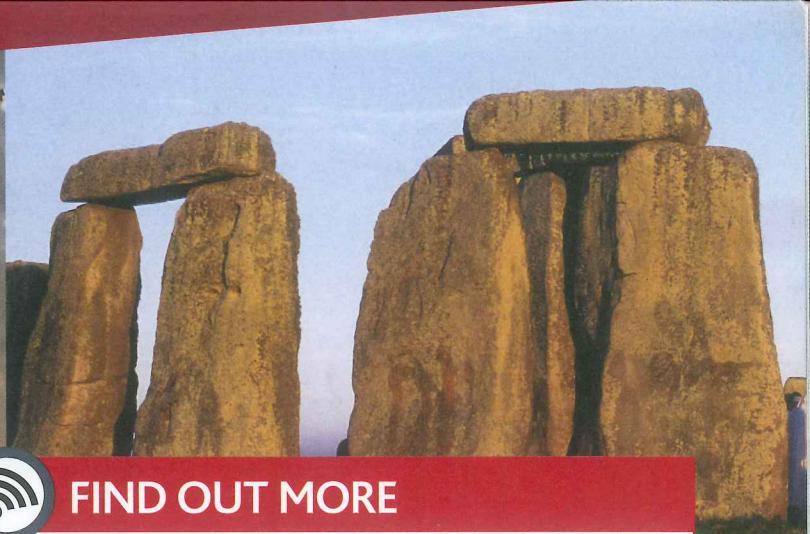
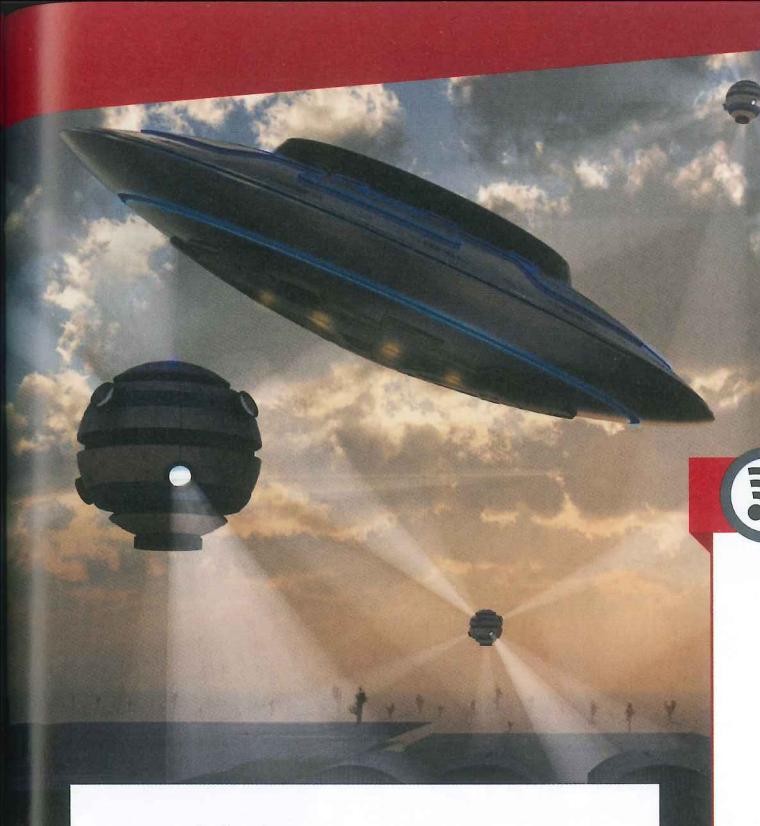
- b Go online to check your answers or ask your teacher.

Search: Mary Celeste / Voynich manuscript

View

- 2a You are going to Watch a video about the Bermuda Triangle. Where is the Bermuda Triangle? Why is it famous?
b Watch the video and check your answers to exercise 2a. Then answer the questions below.
- 1 What did Columbus see when he first sailed into the Bermuda Triangle?
 - 2 What is strange about the way the ships disappear?
 - 3 Which three places mark the boundaries of the Triangle?
 - 4 How many planes and people were involved in Flight 19?
 - 5 According to the pilot, what problems were they having?
 - 6 What event added to the mystery of Flight 19?
- 3a These numbers and dates from the video are incorrect. Watch the video again and correct them.
- thousands of lives
 - 100 ships
 - 1490
 - 1,000,000 square miles
 - 15th December, 1945
 - 19 minutes later
- b Work in pairs. Check your answers and explain the significance of each number.
- 4 Can you think of any possible explanations for the Bermuda Triangle mystery? Would you travel through it?





FIND OUT MORE

7a Look at the names of mysterious things/places below. Which have you heard of before? What do you know about them?

- Stonehenge
- Area 51
- Easter Island statues

b Choose one of the mysteries from the list above. Go online to find out:

- more details about it
- how it became famous
- possible explanations.

Search: Stonehenge / Area 51 / Easter Island statues

World view

5a Watch three people talking about a mysterious or paranormal experience. Complete the table.

	Where he/she was and who he/she was with	What happened	Possible explanations (if any)
Eben			
Heather			
Martin			

b Work in pairs and compare answers. Watch again, if necessary, to complete your notes.

6a Watch seven people answering the question 'Do you believe in the paranormal?'. Does each person say yes (Y), no (N) or they don't know/are open-minded (D)?

- | | |
|-----------|----------|
| 1 Elliot | 5 Louisa |
| 2 Wendy | 6 Audrey |
| 3 Jurgen | 7 Luis |
| 4 Guillem | |

b What reasons (if any) does each speaker give? Watch again to check

c Work in groups and discuss.

- Have you, or has anyone you know, had a mysterious or paranormal experience?
- Do you believe in the paranormal? Why/Why not?

Write up your research

8 Write one or two paragraphs on possible explanations for your chosen mystery. Use the prompts below to help you.

- The mystery began ... years ago in ...
- It is well-known that ...
- What is less well-known is that ...
- Some people believe that ...
- Other people have argued that ...
- To my mind, the most convincing explanation for the mystery is ...

AFTER UNIT 8 YOU CAN ...

Describe mysteries and strange events.

Speculate about unexplained events.

Retell and discuss mystery stories.

STUDY 1

Overview of modal verbs

1 Must/mustn't

Must expresses necessity. There are two types of necessity.

- **Obligation**

I must go home now. I've got to be at work early tomorrow.

Mustn't means 'obliged not to' / 'not allowed to'.

You mustn't smoke in here! You could start a fire!

REMEMBER!

Have to and **have got to** also express obligation. **Must** often expresses an obligation that comes from the speaker while **have to/have got to** express an obligation that comes from someone or something else.

I must go home now. It's late. (= I have decided this)

I've got to be at work early tomorrow morning.

(= my boss decided this, I have an early meeting, etc.)

The idea that something is not necessary is expressed by **don't have to**.

You don't have to buy a ticket if you don't want to.

• Logical necessity

Here **must** means 'from the evidence I am sure this is true'.

He's not answering his phone. He must be in a meeting.

If we want to say something is logically impossible, we use **can't**.

Surely he can't be 60, he only looks about 40!

2 Should/shouldn't

Should is used for obligations that are not strong – it is not necessary to do something but it is 'a good idea' or right thing.

You should be in bed by now. (= this is the right thing)

You shouldn't eat so much chocolate. (= it's not a good idea)

REMEMBER!

- **Should** can be followed by a continuous form.

You shouldn't be carrying that heavy suitcase. (= now)

- **Ought to** has the same meaning as **should**.

You ought to be in bed by now.

3 Can

Can expresses possibility in three ways.

- **Ability**

She can speak fluent German. (= she is able to speak German)

Be able to also expresses ability.

She's able to speak fluent German.

When the sentence needs an infinitive (e.g. after **want** or after another modal verb), use **be able to**, not **can**.

I want to be able to sing like her.

- **Permission**

Can I interrupt for a moment? (= is it possible to interrupt?)

- **General possibility**

It's very hot in summer, but it can be freezing in winter.

Notice that **can** is not used to talk about specific possibilities either in the present or in the future.

Look in the cupboard. It could/may/might be in there.

NOT *Look in the cupboard. It can be in there*

4 Could

Could also expresses possibility in three ways.

- Ability (as the past of **can**) *He could already walk on his first birthday.*
- Permission *Could I interrupt for a moment?*
- Present/future possibility *Of course, I could be wrong.*

5 May

Generally, **may (not)** expresses possibility in two ways.

- Permission (mainly in first person: formal)

May I speak to you for a moment?

- Present/future possibility *There may be a storm later.*

6 Might

Might expresses:

- Present/future possibility *We might see you later. We'll see what happens.*
- Permission (rather old-fashioned) *Might I ask you to speak up a little?*

REMEMBER!

- The different degrees of probability expressed by modal verbs can be summarised like this.

Logically certain	must	<i>You must be Annie's sister, you look just like her.</i>
Logically possible	may/might/could	<i>I'll call Jim, he might/may/could still be there.</i>
Logically impossible	can't	<i>That woman can't be your teacher, she's too young!</i>

- These modal verbs can be followed by a continuous form to talk about things happening now.

Have a look outside. Someone might/may/could be waiting for me.

PRACTICE 1

1 Tick sentence a or b which is closest in meaning to the first.

- 1 You shouldn't say anything.

a It's not a good idea to say anything.

b It's forbidden to say anything.

- 2 You mustn't say anything.

a I say you're not allowed to say anything.

b It's not necessary to say anything.

- 3 This can't be the right way!

a I'm sure that this isn't the right way.

b Perhaps this isn't the right way.

- 4 You don't have to tell him.

a It's not necessary to tell him.

b It's prohibited to tell him.

- 5 That must be Tim at the door.

a I'm sure that's Tim at the door.

b Perhaps that's Tim at the door.

- 6 It can snow in March.

a It sometimes snows in March.

b Perhaps it will snow in March.

- 7 The match could be postponed.

a Perhaps the match was postponed.

b Perhaps the match will be postponed.

2 Match the animals in the box to the information below. Then complete the gaps with a modal verb (there may be more than one possibility).

bat bear cheetah flea moth mayfly
Pinta Island tortoise tiger

- 1 It ____ run at over 100 km/h.
- 2 They ____ make the most of their short lives because they die within hours of being born.
- 3 It is one of the world's rarest land animals and ____ be extinct soon.
- 4 If we ____ jump as high as this creature, we would be able to jump about 150 metres in the air.
- 5 You ____ stay still or back away slowly if you meet this creature in the wild.
- 6 They make high-pitched sounds which ____ be heard by humans.
- 7 Some of them ____ smell a female 11 kilometres away.
- 8 As there is only one left, it ____ be the rarest creature in the world.

STUDY 2

Past modals

Modals sometimes have different past forms according to the meaning.

Had to

When *must* expresses obligation, the past form is *had to* and the negative is *didn't have to*.

When I was at school, I had to/didn't have to wear a uniform.

Could

The past of *can* is *could* or *was able to*, or sometimes *managed to*.

- *Could* is only used to talk about general abilities, not specific occasions.

We could come and go whenever we wanted.

(= in theory, not on any particular occasion)

- *Managed to* and *was able to* are used to talk about what you successfully did on a specific occasion.

Although he was badly injured, he managed to/was able to crawl to safety.

(= he actually did this on a particular occasion)

In the negative form, *couldn't* and *wasn't able to* can be used in all cases.

- The past form *could have* is used when it was possible for something to happen, but it didn't.

It was stupid of you to throw it out of the window. You could have killed someone!

Can't have, could (not) have, may (not) have, might (not) have, must have

These modals are the past equivalents of the modals of probability.

You must have been worried when you heard what had happened.

(= logically, it seems certain that this happened)

They may/might/could have got in through the window.

(= logically, it is possible that this happened)

They can't have climbed over that wall without a ladder.

(= logically, it seems impossible that this happened)

Should have and ought to have

The past form of *should* is *should have* + past participle.

You should have locked the door before you went out.

(= this was a good idea, but you didn't do it)

You shouldn't have left the door unlocked!

(= this wasn't a good idea, but you did it)

The past of *ought to* is *ought to have* + past participle.

We ought to have booked in advance – there are no tables left.

PRACTICE 2

1 Choose the correct past modal.

- 1 When I was a teenager, I *could / had to* stay out as long as I wanted, provided that I phoned home.
- 2 There was hardly any traffic on the road, so we *didn't have to / couldn't* rush to get to the station on time.
- 3 I'm sure hearing the news was a terrible shock. It *had to be / must have been* an awful experience for you.
- 4 David *could have / might have* left the house any time he wanted to. No one forced him to stay.
- 5 No wonder we're in a mess – we *should have / must have* paid more attention to the instructions.
- 6 We don't know what's happened to Nicola. She *may have / can have* got lost somewhere.

2 Complete the gaps with an appropriate past modal and the correct form of the verbs in brackets.

- 1 a You _____ (leave) your glasses at work – I saw them in the kitchen a few minutes ago.
b You _____ (leave) your glasses at work. I haven't seen them since you got home.
- 2 a I _____ (study) medicine, but I decided to go travelling instead.
b I _____ (study) medicine – my parents insisted on it.
- 3 a Vera and Jack _____ (get) lost – they said they'd be here by three.
b Vera and Jack _____ (get) lost – they've been here dozens of times.
- 4 a Annie _____ (go) home, her car's still in the car park.
b Annie _____ (go) home, her coat's gone.
- 5 a Katie _____ (buy) a lot of new clothes, as she was expected to look smart in her new job.
b Katie _____ (buy) a lot of new clothes, she's completely changed her image!

REMEMBER THESE WORDS

MYSTERIES AND ODDITIES

an alien	proof
a coincidence	a publicity stunt
to confess	supernatural
an eye witness	suspicious
a hoax	unexplained
to investigate	unfortunate
a miracle	a tragic incident
a myth	to turn out that
a natural phenomenon	a UFO
a practical joke	to vanish

EXTREME ADJECTIVES

appalling	huge
deafening	massive
enormous	remarkable
exhausting	ridiculous
exquisite	starving
extraordinary	stunning
furious	superb
gorgeous	terrific
hilarious	tiny
horrendous	vast

OTHER

a bullet	iron bars
to commit suicide	to lock/locked
an earthquake	a prescription
an embassy	a scream
a gunshot wound	to sleepwalk
to hiccup/a hiccup	to tickle

PRACTICE

1 Replace the underlined phrases with a word/phrase in the box with the same meaning.

a natural phenomenon mysterious a myth
eye witness UFO practical joke

- Do you believe that story? I think it's something which a lot of people think is true but actually isn't true.
- I don't think it's something that happens naturally and is not strange in any way.
- That's extraordinary. It's really hard to understand what happened.
- Was that a joke that you don't tell but where you actually do something to someone.
- She was the person who saw it happen.
- It looked like a spaceship from another planet.

2 Complete the gaps with extreme adjectives.

- The group were so far away, all we could see were some _____ figures in the far distance.
- It was a(n) _____ moment when violence broke out between the police and the demonstrators.
- The crowd were really _____ when the referee sent off the home team's captain.
- We were sitting right in the front row, so at times the noise of the group was _____.
- The film was so _____ that many members of the audience walked out before the end.
- Pictures of the concert were projected onto a _____ video screen, so everyone could see perfectly.
- The march lasted for hours and after they'd been walking for such a long time everyone was _____.
- The evening got off to a great start with a _____ speech by the principal: the whole audience was laughing.
- There were huge queues at the food stalls, so by the time we got to the front we were absolutely _____.
- All her guests agreed that Lucinda looked _____ in her wedding dress.

STUDY TIPS

Memorise new vocabulary

1 When memorising new vocabulary, surprising ideas and images are more memorable than ordinary ones, so use them to improve your vocabulary. Read the ideas below. Which do you think is most effective?

- When you are learning new words or phrases, form a surprising mental picture to help you. For example, to remember the phrase *publicity stunt*, imagine a megaphone (a symbol of publicity) jumping across a river on a motorbike (a symbol of a stunt).
- Record new words in a vocabulary notebook. Look at it regularly and make new sentences in your mind using the words.
- Make ridiculous rhymes with words or phrases that you are trying to learn. (You might even try to set them to music.)
This is your first exquisite visit, is it?
- Go online and go to a search engine. Type in a word that you are trying to remember and see what images come up. Choose the most memorable image, print it out and write the word on the page.
- Write new words on Post-it notes and stick them to your fridge, bedroom door, etc.
- Personalise words that you want to remember. Use them to say something about yourself.
- Test yourself. Research shows that testing is an effective way of remembering new information, and the harder the test, the better you will remember.

STUDY 1**Use and non-use of articles****1 Basic rules****Indefinite articles**

We use *a/an* when 'we don't know which one' because the thing:

- is one of many. *He's an artist.* (= there are many artists)
- is not unique. *I've just bought a Ferrari.*
- has not been mentioned before. *There was a new student in class.*

Definite articles

We use *the* when 'we know which one' because the thing or person:

- is unique (or unique in that context).
- The Australian prime minister.* (= there is only one)
- I looked inside – the engine was in a terrible state.* (= there is only one engine, in this case)
- has been mentioned before.
- The man gave me a ticket. I saw that the ticket was a single.*
- is defined by the phrase which follows it.
- What's the new student's name?*

No articles

We do not use an article when we talk about things in general:

- using plural or uncountable nouns. *Do you like sport?*
- with the names of people or places, but there are many exceptions (see section 3). *a book by Professor Jones*

Fixed phrases

There are many fixed phrases with and without articles. It is best to learn these individually. These include the following.

*a few at home at work at the beginning at the end
go to bed go to the cinema/shops/station in the world
once a week 60 kilometres an hour the other day the same*

2 Areas that often cause problems**Jobs**

If there are many people doing a particular job, we use *a/an*.

My husband is an architect. (= there are many architects)

But if a job is specific to one person, we use *the*.

He is having talks with the French minister. (= there is only one)

Superlative

We use *the* with superlative adjectives. *She's the best person for the job.*

Last and next

These adjectives can be used with or without *the* but there is a change of meaning.

I saw James last night. (= the one before this one)

It's the last night of our holiday. (= a time defined by the context)

I'll see you next week. (= the one after this one)

The next time I see you, I'll be 40. (= a time defined by the context)

Institutions: school, prison, university, church, hospital

With words like *prison, university, church, etc.*, we use no article when we are thinking about the institution, and the normal purpose we use it for.

My sister had to stay in hospital overnight.

However, if we are thinking about the building, we use *the*.

Our flat is opposite the hospital.

3 Use and non-use of definite article with phrases of time and place**Phrases of time**

Some time phrases take *the*.

- dates: *the 25th of December/December the 25th*
- parts of the day: *in the afternoon, in the evening, in the morning* (but *at night, at lunchtime*)
- decades/centuries: *the 1980s, the 21st century*

Other time phrases take no article.

- years/seasons: *in 2002*
- months/days: *in August, on Friday, see you tomorrow*
- seasons can take *the*, or no article: *In the summer/In summer*

Place names

The names of most planets, countries, continents, islands, states, provinces, towns and cities do not take an article.

in Asia, to Sydney, from Texas, in Turkey

Exceptions: *the Czech Republic, the Netherlands, the UK, the Arab World, the USA*

- If we talk about a region, we do not use an article.

North-west India, Northern Europe

But: *in the east of the country, in the south of Italy, on the coast*

- Most roads, streets, parks, bridges, shops and restaurants do not take an article. *Central Park, Harrods, Oxford Street, Tower Bridge*
- The names of theatres, cinemas, hotels, galleries and museums take *the*. *the Hermitage, the National Theatre, the Odeon, the Ritz*
- The names of particular mountains and lakes do not take an article. *Lake Victoria, Mount Everest*
- Mountain ranges, rivers, seas and canals take *the*. *the Atlantic, the (River) Danube, the Himalayas, the Panama Canal*

PRACTICE 1**1 Complete the text with *a/an* or *the*.****Chewing gum**

Teachers have always tried to ban it, but ¹ new study has revealed that people can actually benefit from chewing gum: ² author of ³ study, Dr Andrew Scholey, claims that there is ⁴ link between chewing and memory. ⁵ link may be connected with ⁶ production of oxygen in ⁷ brain.

For ⁸ study, ⁹ group of volunteers at Northumbria University performed ¹⁰ number of tests designed to test their memory and concentration. ¹¹ first group were allowed to chew gum: ¹² second only pretended to chew, while ¹³ third did not chew at all. There was no difference between ¹⁴ three groups in terms of concentration, but in memory tests, there was ¹⁵ big difference: ¹⁶ group who had been allowed to chew performed 35 percent better than ¹⁷ other groups.