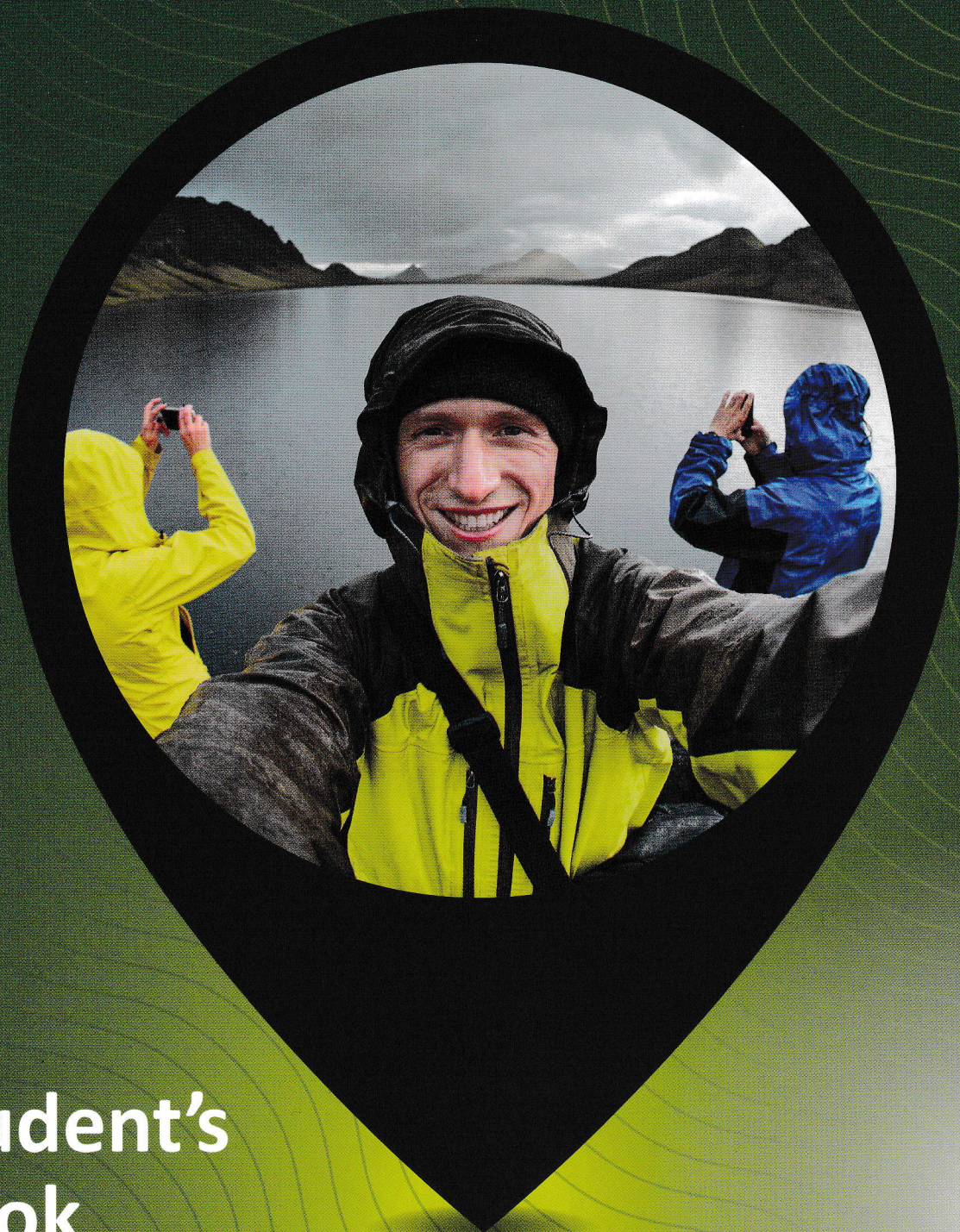


H. Q. Mitchell - Marileni Malkogianni

# Traveller

Second Edition

Intermediate B1



Student's  
Book

The logo for mm publications, featuring a stylized red 'm' above the lowercase letters 'mm' and the word 'publications' below it.

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## Reading

## Listening

## Speaking

## Writing

## 21<sup>st</sup> century competencies

- An online article about the Window of the World theme park
- An article about what colours mean

- Part of a radio programme about English used as an international language
- People talking in four different situations
- People talking in six different situations

- Giving directions
- Comparing pictures – Discussing language learning
- Discussing different lifestyles

- Developing a paragraph
- An informal email



- An extract from the novel *Ivanhoe*
- One short online article about everyday heroes

- A radio interview about funny comic superheroes
- A conversation between two friends about an adventurous holiday
- A radio interview

- Discussing different kinds of everyday heroes and expressing opinion
- Speculating about the missing parts of a comic strip and narrating a story

- A description of a person
- An informal email including a narrative

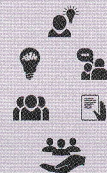


- Four short texts about young people's free-time activities
- An article giving advice about job interviews

- Five short conversations
- A job interview
- People talking in six different situations

- Speculating and making a decision (Discussing the advantages and disadvantages of activities offered by a youth centre and choosing the ones most appealing to young people)
- Speculating and making a decision (Choosing the most suitable applicant for a job)

- An informal email giving news
- A cover letter



- Four advertisements about volunteering for the environment
- An article about endangered species

- People talking in four different situations
- People talking about different aspects of life in the future
- A conversation between a student and his science teacher about global warming

- Speculating and making a decision (Choosing an ecotourism holiday)
- Comparing pictures – Discussing environmental problems and sources of energy

- An email
- An article



- An extract from the book *The Phantom of the Opera*
- An online article about an unusual burglar

- A tour guide giving information about Prague
- A radio programme about strange stories
- A radio interview about the Bermuda Triangle

- Speculating and making a decision (Choosing which landmark to visit)
- Talking about a strange event by expanding on input given

- A description of a place/building
- A story



- An article about a guided bicycle tour
- An article about 'beaming', the transport of the future

- People talking in six different situations
- Six short conversations
- People talking in six different situations

- Comparing means of transport and discussing advantages and disadvantages
- Comparing pictures – Discussing holiday destinations and holiday types

- A paragraph expressing an opinion
- An essay expressing an opinion



- An article about learning English by using new technology
- An article about high-tech dining

- A radio interview about a project called *One Laptop Per Child*
- A conversation between two friends about a computer-animated film
- A conversation between two friends about fashion technology

- Discussing different aspects of modern life
- Speculating and making a decision (Choosing which devices to take on a backpacking trip)

- A letter (to the editor) expressing an opinion
- A semi-formal email



- Four short texts about superstitions
- An article about telepathy between twins

- A telephone conversation between a girl and her aunt
- People talking about the results from a personality quiz
- People talking in six different situations

- Discussing problems – Asking for and giving advice
- Speculating and making a decision (Choosing which books to read)

- A post on an online advice column
- A book review



# That's strange

5



## Discuss:

- ▶ Do you like reading about mysteries and unexplained events? Why / Why not?
- ▶ Do you believe that there is always a logical explanation for mysterious and strange events?



## Flick through the module and find...

- ▶ a short text about some mythical creatures
- ▶ a description of a legendary castle
- ▶ an article about an unusual criminal
- ▶ an extract from a novel set in the Paris Opera House
- ▶ an unbelievable story
- ▶ a dialogue between two friends



## In this module you will learn...

- ▶ to talk about mysterious and strange events
- ▶ to talk about interesting buildings and landmarks
- ▶ how to sequence past actions and events
- ▶ how to report statements, questions, commands and requests
- ▶ to write a description of a place and a story
- ▶ skills and strategies that will help you in exams

# Reading

## A. Discuss.

- Do you believe in ghosts? Why / Why not?
- Have you heard of *The Phantom of the Opera*? If yes, what do you know about it? If not, what do you think it is about?

## B. Read the text quickly and choose the most appropriate title *a*, *b* or *c* for the extract from the book. 🗣️

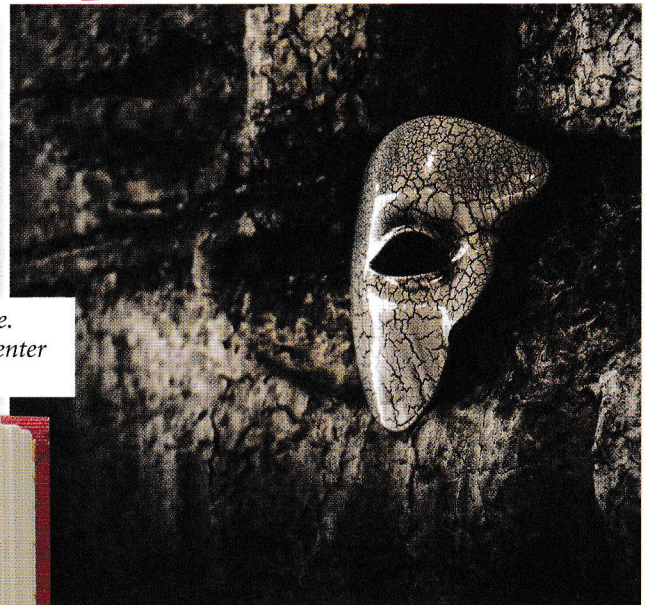
**a** Music, sweet music!

**b** Wherever you go I will follow!

**c** A mysterious disappearance

The beautiful singer Christine Daaé becomes an overnight success at the famous Paris Opera House. However, behind her success lies a mystery; she has been receiving singing lessons from the Opera House ghost, Erik, who calls himself the 'Angel of Music'. Raoul, who is Christine's childhood friend, is in love with her, and he is worried that someone is trying to harm Christine.

*In this scene, Christine and Raoul meet at the Opera House. Because she is afraid that someone is following them, they enter a room and she locks the door.*



### The Phantom of the Opera

Christine sighed, then took Raoul's hand in hers. 'I asked you to come here tonight because I wanted to say goodbye. I am leaving, Raoul. You will never see me again.'

Raoul was shocked. 'What? Where are you going? Why don't you tell me what's going on, Christine? Explain yourself, I beg you!'

'Perhaps some day,' Christine murmured. 'I must go now, Raoul. Do not follow me.'

Christine unlocked the door, and Raoul watched her leave. A few minutes later he was back in the foyer, but Christine had disappeared.

Raoul went to Christine's dressing room to look for her, but he found it empty. He searched the room, hoping to find a clue as to who the man Christine had been talking about the other day was. Then he heard footsteps in the passageway. He quickly hid behind the curtain and watched as Christine came in and sat down at her dressing table. 'Poor Erik,' she said softly. Just then, a sound filled the little dressing room. It was the sound of a man singing. The voice was beautiful and clear and Christine seemed to be hypnotised by it. Raoul watched as Christine stood up in front of the enormous mirror that covered one wall of the room.

'Here I am, Erik. I am ready,' she said.

Suddenly, the mirror swung open and the room was filled with a dazzling light. The light was so bright Raoul had to look away. When he looked back again, the mirror had closed and Christine had vanished.

Raoul couldn't believe what he had seen. He rushed forward and tried to push the mirror open, but it wouldn't move. Confused and frustrated, Raoul sat down on the chair and buried his face in his hands. 'Who is this Erik?' he wondered aloud.

The next day, Raoul returned to Madame Valerius' apartment. To his great astonishment, he found Christine sitting at her bedside. It seemed that the two women had been talking to each other for quite some time. Christine looked fresh and radiant, and Raoul was so stunned to see her he could hardly speak.

## C. Read the text again and answer the questions. Choose *a*, *b*, *c* or *d*.

- Why did Christine ask Raoul to meet her at the Opera House?
  - to tell him to stop following her
  - to tell him that she was leaving
  - to tell him who was following her
  - to tell him why she was going away
- Why did Raoul go to Christine's dressing room?
  - to hide
  - to find Erik
  - to find her
  - to listen to Erik sing
- What happened in Christine's dressing room?
  - The music hypnotised Raoul.
  - Raoul got up and stood in front of the mirror.
  - A dazzling light made Christine look away.
  - Christine disappeared mysteriously.
- What did Raoul do when Christine disappeared?
  - He wondered where she went.
  - He tried to follow her.
  - He rushed to Madame Valerius' apartment.
  - He didn't move.
- Why was Raoul surprised when he went to Madame Valerius' apartment?
  - because Christine was not alone
  - because Christine was sick in bed
  - because he did not expect to see Christine there
  - because Christine did not speak to him

# Vocabulary & grammar

## D. Match the underlined words in the sentences 1-8 with the words highlighted in the text.

- The aeroplane disappeared \_\_\_\_\_  
in the Bermuda Triangle.
- I was so disappointed when \_\_\_\_\_  
I got my exam results; I had  
studied really hard.
- The police are looking for  
some sort of sign that will \_\_\_\_\_  
lead them to the thief.
- Diana turned around and  
whispered something to \_\_\_\_\_  
her classmate.
- I was shocked when I \_\_\_\_\_  
heard my neighbour was  
in a serious accident.
- The bright light made \_\_\_\_\_  
everyone shut their eyes.
- The athlete looked happy \_\_\_\_\_  
as he accepted his award.
- The doctors thought Peter  
would die but, to their  
amazement, he lived. \_\_\_\_\_

## E. Discuss.

- What do you think happens at the end of the story?
- Would you be interested in reading or watching *The Phantom of the Opera*? Why / Why not?

## VOCABULARY

### REPORTING VERBS

#### A. Look at the extracts from the text. What do you think the verbs in bold mean?

Explain yourself, I **beg** you!

- a. ask eagerly      b. promise      c. order

'Who is this Erik?' he **wondered** aloud.

- a. answered      b. thought      c. cried

#### B. Read the sentences and match the verbs in bold with their meanings a-f.

- Sally **refused** to help me with the washing-up.
- Ian **apologised** for all the trouble he had given us.
- I **admit** that I broke the window and I'm terribly sorry about it.
- Perhaps I should **remind** you that your term test is next Monday.
- The captain **ordered** the soldiers to blow up the building.
- He **denied** stealing the money but the police didn't believe him.

- a. agree that something is true  
b. say that something is not true  
c. tell someone to do something  
d. say that you are sorry  
e. make someone remember  
f. not accept

## GRAMMAR

### PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

#### A. Look at the extracts from the text and answer the questions.

- When he **looked** back again, the mirror **had closed**...
  - Which action happened first and which happened next?
  - Which tenses are used?
- It **seemed** that the two women **had been talking** to each other for quite some time.
  - How long had the two women been talking?
  - Which tense is used?

#### B. Read about the uses of the Past Perfect Simple and the Past Perfect Progressive and find more examples in the text.

##### The Past Perfect Simple (had + past participle)

is used for an action which was completed before a specific time or another action in the past.

##### The Past Perfect Progressive (had + been + -ing form)

is used for an action which had been going on for some time before a specific time or another action in the past.

## PRACTICE

### Complete the text with the Past Simple, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

My wife and I (1) \_\_\_\_\_ (think) of buying a new house for quite some time. We (2) \_\_\_\_\_ (search) for months when we finally (3) \_\_\_\_\_ (come) across one at an incredibly low price. When we asked the estate agent why the price was so low, he said he was as surprised as we were. Anyway, we didn't hesitate in buying the house and (4) \_\_\_\_\_ (move) in immediately. We (5) \_\_\_\_\_ (look) forward to meeting our new neighbours ever since our arrival at 18 Cherry Lane. So, as soon as we (6) \_\_\_\_\_ (organise) the house the way we wanted, we rang their doorbell. However, nobody (7) \_\_\_\_\_ (answer) so, as we didn't see anyone enter or leave the house for the rest of the week, we guessed that they (8) \_\_\_\_\_ (go) away on holiday. Then, one night, we (9) \_\_\_\_\_ (sleep) for about two hours when something (10) \_\_\_\_\_ (wake) us both up. When I looked out of the window, I saw that a huge lorry (11) \_\_\_\_\_ (park) next door. Through the walls, we heard lots of strange sounds and then someone began singing in a language we (12) \_\_\_\_\_ (not understand). The next day, we finally met our mysterious neighbours after we (13) \_\_\_\_\_ (have) our breakfast. They explained that they were members of a Russian jazz band and (14) \_\_\_\_\_ (be) away on tour. They also (15) \_\_\_\_\_ (tell) us that they preferred to practise after midnight and hoped we wouldn't mind.

# Listening & reading

## A. Discuss.

- What's the strangest story you've ever heard?
- Has anything unexplained ever happened to you or someone you know?

**Katie** Hey, Jamie! How are you feeling after your knee operation?

**Jamie** I'm OK. Still in some pain though. And I don't know why, but, ever since the operation, I've been having all these really strange... Well, I... I won't tell you. You're only going to think I'm crazy.

**Katie** No, come on. I'm your friend, remember? You can tell me anything.

**Jamie** OK, well, it was a Saturday, and I suddenly decided to visit my grandparents. They live in Wales in a **remote** village. Anyway, I arrived at the bus stop closest to their house and called up my grandfather, and he said he would pick me up in five minutes. Suddenly, I turned around and, you'll never guess who was standing next to me?

**Katie** I don't know, someone famous?

**Jamie** Billy Brown. You remember him from school, right?

**Katie** Of course, we were all classmates. What a coincidence to meet him! What was he doing there?

**Jamie** Well, I asked him the same question, and he told me he was on his way to an exhibition. But he was dressed in this really funny-looking parrot costume!

## B. Listen to the dialogue and answer the question. Choose a, b or c.

What happened in Jamie's dream?

- He had an operation on his knee.
- He met somebody from his past.
- He was dressed in an animal costume.

**Katie** How **odd**!

**Jamie** That's exactly what I thought. Then, I called my grandfather again to see what was taking him so long. He said that he had arrived just minutes after I had called him the first time, but he couldn't see me.

**Katie** Did you **wander off**?

**Jamie** I never left that **spot**. Turns out, he had gone to the train station instead. That's where he thought I was waiting.

**Katie** Oh no!

**Jamie** I didn't think my day could get any stranger, but then my grandfather suddenly appeared on a motorbike, and he was also wearing a parrot costume.

**Katie** You're kidding!

**Jamie** No, I'm not! I was just about to ask what was going on when I woke up! It was all a dream. The doctor did say that I might feel pain for a short while after my operation, but he never said anything about having such strange dreams!

## C. Read the dialogue again and answer the questions.

1. Why didn't Jamie want to say much to Katie about how he'd been feeling?
2. Why did Jamie call his grandfather the first time?
3. Who did Jamie see while he was waiting for his grandfather?
4. What did Jamie find strange about the person he saw?
5. Why did Jamie call his grandfather the second time?
6. What was the misunderstanding between Jamie and his grandfather?
7. What did the doctor say to Jamie about his operation?

# Vocabulary & grammar

D. Look at the words/phrases highlighted in the dialogue and choose the correct meaning a, b or c.

- remote
  - near
  - distant
  - unusual
- odd
  - strange
  - friendly
  - happy
- wander off
  - feel strange
  - leave the place
  - remain in one place
- spot
  - place
  - village
  - spaceship

E. Discuss.

How can you explain what happened to Jamie?

## VOCABULARY

### PHRASAL VERBS WITH UP

A. Look at the extracts from the dialogue. What do the phrases in bold mean?

... I **called up** my grandfather and he said he would **pick me up** in five minutes.

B. Match the phrasal verbs in bold with their meanings a-h.

- I'm thinking of **taking up** painting; I've heard it's very relaxing.
- Would you be able to **put me up** for the night? I have nowhere to stay.
- I can't believe Trevor **turned up** at the meeting with his hair dyed green.
- The robbers **held up** the bank and escaped with £300,000.
- Many people believe that he **made up** the story, but he claims it is the truth.
- Edward was **brought up** by his grandmother.
- The government announced that the price of electricity will **go up** by 25% next year.
- The story is about a young girl **growing up** in South Africa in the 1960s.

- |             |                              |
|-------------|------------------------------|
| a. rob      | e. offer accommodation       |
| b. invent   | f. appear                    |
| c. increase | g. gradually become an adult |
| d. start    | h. raise a child             |

## GRAMMAR

### REPORTED SPEECH (STATEMENTS)

A. Read the extracts from the dialogue and complete the speech bubbles with the speakers' exact words.

... he said he would **pick me up** in five minutes.

I \_\_\_\_\_  
pick \_\_\_\_\_  
up in five minutes.

... he told me he was on his way to an exhibition.

I \_\_\_\_\_  
to an exhibition.

The doctor did say that I might feel pain for a short while after my operation.

\_\_\_\_\_ pain for a short  
while after \_\_\_\_\_ operation.

B. Study the examples and circle the correct words to complete the rules.

We use Reported Speech when we report what someone said without using their exact words. We usually use the verbs *say* and *tell* to introduce reported statements. We use **say / tell** when there is an indirect object (e.g. *me, him*, etc.) but we use **say / tell** when there is no indirect object.

When we change from Direct to Reported Speech:

- pronouns and possessive adjectives change according to the meaning of the sentence.
- tenses and modal verbs change as follows:  
Present Simple → Past Simple  
Present Progressive → Past Progressive  
Past Simple → Past Perfect Simple  
Present Perfect Simple → Past Perfect Simple  
Present Perfect Progressive → Past Perfect Progressive  
can → could  
will → would  
may → might

**NOTE**

The Past Perfect Simple, the Past Perfect Progressive and the modal verbs *should, could* and *might* do not change.

## PRACTICE

Rewrite the sentences using Reported Speech.

- 'I am thinking of taking a foreign language course,' Becky said to Tom.  
Becky told \_\_\_\_\_.
- 'I don't know what time Jack will arrive at the airport,' Alex told me.  
Alex told me that \_\_\_\_\_.
- 'I'm going to buy a holiday home in Spain,' Philip said to me.  
Philip told \_\_\_\_\_.
- 'It may rain at the weekend,' Paul said.  
Paul said \_\_\_\_\_.
- 'I have bought a new car for the race,' Peter said to me.  
Peter told \_\_\_\_\_.



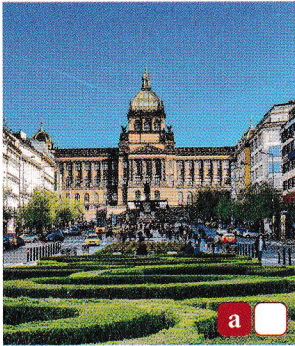
# Listening & speaking

## LISTENING

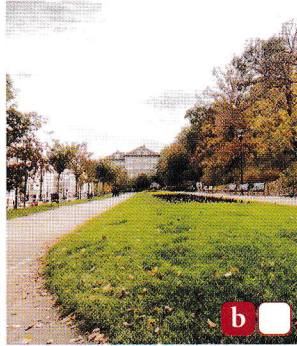
### A. Discuss.

- Have you ever been on a guided city tour? If yes, did you like it? If not, would you like to go on one?

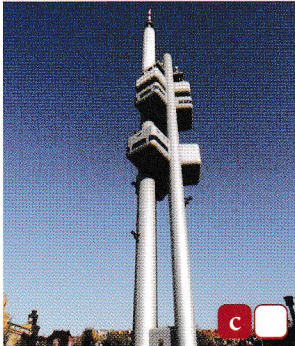
### B. You will hear a tour guide taking tourists on a tour of Prague. Listen and tick (✓) the buildings/landmarks that she mentions.



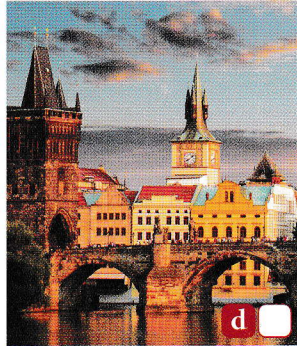
a



b



c



d



e



f

### C. Listen to the tour guide again and decide if the statements are True or False. Write T or F in the boxes.

1. A prince ordered his people to build the city of Prague in the 7<sup>th</sup> century.
2. Wenceslas Square was used for a different purpose in the past.
3. Visitors can go to the top of the Old Town Hall and enjoy the view.
4. Visitors can go from one side of the city to the other by walking across Charles bridge.
5. Prague Castle is bigger than any other medieval castle in Europe.
6. The castle has not changed since 1541.

## SPEAKING

Talk in pairs. Imagine that you and your partner are in New York City and have enough time to visit only one of the two landmarks, the Empire State Building or The Statue of Liberty. Decide which one to visit using the information you have and some of the words and expressions given.

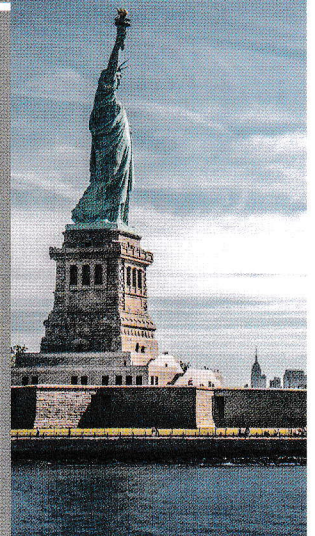
## Empire State Building

- built in the early 1930s
- 102 floors
- can see neighbouring states from Observatory
- \$72 to go to the top
- open 7 days a week
- 11 a.m. – 11 p.m.



## Statue of Liberty

- gift of friendship from France
- on Liberty Island
- view of NYC and the harbour from observation deck
- \$19.25 to go to Liberty Island and Ellis Island
- can visit the Ellis Island Immigration Museum
- open daily



huge spectacular/magnificent/breathtaking views  
exciting impressive attractive historic  
long queues crowded get seasick

I think we should go to... because...  
I disagree. I think we would enjoy going to... more...  
because...  
If we go to... we can see/enjoy...

## A description of a place/building

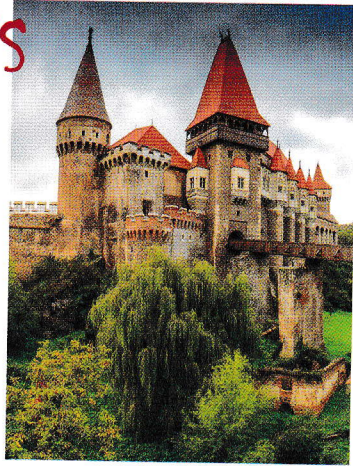
### A. Discuss.

- What places or landmarks attract visitors in your country? What is special about them?
- If you had the opportunity to visit a famous landmark, which would you choose? Why?

### B. Read the description of Bran Castle. Is it a place you would like to visit? Why / Why not?

## DRACULA'S CASTLE

If you travel deep into the Carpathian mountains to the heart of Romania, you will find the legendary Transylvania. In this mysterious place, you will see an ancient castle on top of a hill – this is Bran Castle.



With its four impressive towers, the castle was originally used as a fortress to protect the inhabitants from enemy armies. It is now a museum where visitors can see art and furniture collected by the Queen of Romania, Marie, who lived there for many years. At the bottom of the hill, in an open-air museum park, there are examples of traditional peasant homes.

One of the people associated with the castle was Prince Vlad III, who was famous for his unbelievable cruelty. Many people believe that the character of Count Dracula is based on him, and that is why the castle is commonly known as Dracula's Castle. This has given the castle a spooky reputation.

Bran Castle offers visitors an exciting glimpse into Romanian history. In addition, its link with the legend of Dracula makes it an attractive tourist destination. A trip to this impressive castle is definitely worth the time.

### C. Each of these phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.

In this paragraph the writer:

- says why the place is worth visiting and makes a general comment about it.
- says what makes the place special and describes the atmosphere.
- mentions the important features of the place and what you can see and do there.
- says where the place is and gives general information about it.

### D. Find words/phrases in the text which mean:

- having many stories told about it (par 1) \_\_\_\_\_
- a well-protected place that is difficult for enemies to enter (par 2) \_\_\_\_\_
- a poor person who earns a living from the land (par 2) \_\_\_\_\_
- connected to (par 3) \_\_\_\_\_
- known for its frightening atmosphere (par 3) \_\_\_\_\_
- a place where someone is going to (par 4) \_\_\_\_\_

### E. When you are writing a description of a place or building, follow this outline.

#### OPENING PARAGRAPH

Give some general information about the place/building.

#### MAIN PART (2 paragraphs)

- Describe the place/building, the atmosphere and its special features.
- Say what there is to see and do there.

#### CONCLUSION

- Summarise your points.
- Make a general comment or say how you feel about the place.

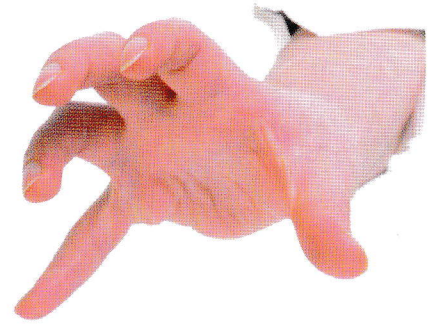
### WRITING TASK

- F. Write a description of a famous landmark or building in your country using the outline in activity E. Your description should be between 100-150 words.

**TIP**

When you are writing a description of a place/building:

- write about a place you are familiar with, for example, one you have been to.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- write about the most important and interesting features of the place.
- don't include unimportant details in your description.
- use a variety of adjectives to make your description more vivid.



## A. Discuss.

- Have you ever read or heard about any strange crimes?
- What would you do if you realised there was a burglar in your house?

B. Read the text quickly and answer the question. 

Where does the text probably come from?

- a. a book with short stories
- b. a news website
- c. a police report

## HUNGRY BURGLAR CAUGHT RED-HANDED

Last night, the police finally caught the well-known 'hungry' burglar in action, in the house of Barbara Fitzpatrick, a Montville, New Jersey native. The burglar was known in the area for breaking into houses when the owners were either gone or asleep and simply eating or taking whatever food he could find. Many victims simply woke up or returned home to find their cupboards and fridges completely empty.

That was not the case for Barbara, however. She was asleep when she heard strange noises coming from the kitchen. She quietly went downstairs and saw a chubby man, of about 40, eating her chicken leftovers. She immediately called the police and asked them to come to her house as quickly as possible. The police told her not to panic and said that they would be there **in no time**. They also told her to stay in her room for safety reasons.

'I had heard stories of the hungry thief from friends and some neighbours who had been victims of his food raiding, so I was prepared,' Barbara says. **Thankfully**, the police arrived before the thief had time to finish my roast chicken. They also found about ten bags of food he was ready to take with him before he left.'

People like Tim and Miranda Jones were not so lucky. They returned home once to find one of their front windows broken and their kitchen a mess. They said that it looked like a hurricane had passed through their house. There were scraps of food everywhere and pots and pans **scattered** on the floor. 'It was very **bizarre**,' says Miranda. 'The police asked us if anything else was missing. We checked to see if our money and jewellery were gone, but they were **intact**. It was just the food he was after. We asked our neighbours if they had heard or seen anything but nobody had. I had never **encountered** anything like this. We simply didn't know how to react.'

The police confirmed the identification of the man by matching his fingerprints with some that had been left on food containers from his previous burglaries. After the burglar **confessed**, the police asked him why he had committed those crimes. He said that he was a homeless man who was simply hungry and preferred eating home-cooked meals to stealing from supermarkets. He also said that he never stole anything **apart from** food. He was charged with burglary and can face up to two years in prison.

C. Read the text again and decide if the statements are true, false or not mentioned in the text. Write T, F or NM in the boxes.

1. The burglar is a New Jersey native.
2. Barbara Fitzpatrick caught the thief herself and held him in her house until the police came.
3. The burglar was preparing to take food from Barbara's house.
4. The burglar's favourite food was chicken.
5. The burglar entered Tim and Miranda's house by breaking their front window.
6. No jewellery or money was taken from the Jones' house.
7. The police arrived at Tim and Miranda's house in no time.
8. The police matched the burglar's fingerprints with those left on food containers.
9. The burglar never admitted his crimes.
10. The burglar will go to prison for at least two years.

# Vocabulary & grammar

## D. Match the words/phrases highlighted in the text with their meanings a-h.

1. in no time
2. thankfully
3. scattered
4. bizarre
5. intact
6. encountered
7. confessed
8. apart from

- a. very strange  
 b. experienced  
 c. except for  
 d. very quickly  
 e. thrown and spread around  
 f. luckily  
 g. complete and not damaged  
 h. admitted doing something wrong

## E. Discuss.

- What makes the hungry thief different from other criminals who break into houses?
- Do you think this thief should be punished? Why / Why not? If yes, what do you think would be a fair punishment?

## VOCABULARY

### 1. WORDS RELATED TO CRIME

#### A. Complete the table with the missing words.

ACTION (VERB)	CRIME	CRIMINAL
steal	theft	
	robbery	
	murder	murderer
break in/into		burglar
	kidnapping	kidnapper

#### B. Complete the sentences with words from the table in activity 1A. You may need to change the form of the words.

1. There was a \_\_\_\_\_ at the bank yesterday.
2. Someone \_\_\_\_\_ the museum last night and \_\_\_\_\_ an ancient vase.
3. The fingerprints on the kitchen window led police to the \_\_\_\_\_, who had the missing items in his home.
4. The \_\_\_\_\_ asked for one million pounds in cash to release the woman.

### 2. EXPRESSIONS WITH THE WORD TIME

#### Read the sentences 1-6 and match the expressions in bold with their meanings a-f.

1. They told us that the show would start **on time**.
2. Make sure you arrive at the port **in time** to catch the last ferry back to the city.
3. **From time to time**, I go to a spa and have a facial treatment.
4. The children are quiet, **for the time being**.
5. **Once upon a time**, there was a brave man called Hercules.
6. **By the time** I can afford to buy that house, the price will have gone up.

- a. occasionally  
 b. at the correct time  
 c. just for now  
 d. a very long time ago  
 e. before  
 f. not late

### 3. THE VERB BE + PREPOSITIONS

#### A. Look at the extract from the text. What does the phrase in bold mean?

*It was just the food he **was after**.*

- a. ate                      b. cooked                      c. tried to get

#### B. Read the sentences 1-8 and match the phrases in bold with their meanings a-h.

1. A romantic comedy **is on** at The Rex tonight.
2. Melissa **is usually up** at seven o'clock in the morning.
3. I **was about** to leave home when I heard a strange noise.
4. **Are you for** the government's decision to spend five million pounds on the protection of endangered species?
5. We must **be off** now. We have to catch the 8.30 train.
6. I **am definitely against** the mayor's plan to build a zoo in our town.
7. I hope this boring lecture will **be over** soon.
8. What **is that boy up to?** Is he trying to steal something?

- a. to leave  
 b. to support  
 c. to end  
 d. to be ready to  
 e. to be awake and out of bed  
 f. to be showing  
 g. to do (usually something wrong)  
 h. to not support

## GRAMMAR

### REPORTED QUESTIONS, COMMANDS AND REQUESTS

**A. Read the extracts from the text in Reading activity B and complete the speech bubbles with the speakers' exact words.**

*She asked them to come to her house as quickly as possible.*

Please, \_\_\_\_\_ house as quickly as possible.

*The police told her not to panic.*

\_\_\_\_\_, madam!

*We asked our neighbours if they had heard or seen anything.*

\_\_\_\_\_ hear or see anything?

*The police asked him why he had committed those crimes.*

\_\_\_\_\_ commit these crimes?

**B. Study the examples and complete the rules by circling the correct options.**

#### Reported commands and requests

- Commands are usually introduced with the verb *tell* and requests with the verb *ask*.
- The imperative changes to:  
*to + base form*  
and the negative imperative changes to:  
**don't / not + to + base form.**

#### Reported questions

- They are usually introduced with the verbs **ask / tell**, *wonder* and *want to know*.
- If a direct question begins with a question word (e.g. *who, what, why*), the reported question begins with the same question word.
- If a direct question does not begin with a question word, the reported question begins with **if / that** or *whether*.
- The verb in a reported question is in the **question / affirmative** form.
- When we change questions from Direct to Reported Speech, pronouns, tenses, etc. change in the same way as when we report statements.

## PRACTICE

Rewrite the sentences using Reported Speech.

1. 'Are you going to the beach on Sunday?,' Andrew asked Maria.  
Andrew wanted to know \_\_\_\_\_.
2. 'Please could you bring me some ketchup?,' Penny said to the waiter.  
Penny asked the waiter \_\_\_\_\_.
3. 'Will the weather be nice this weekend?,' Becky thought.  
Becky wondered \_\_\_\_\_.
4. 'Why are you taking part in that competition?,' my father asked me.  
My father wanted \_\_\_\_\_.
5. 'Put your bag in the container,' the airport security guard said to me.  
The airport security guard told me \_\_\_\_\_.
6. 'Where did I leave my credit card?,' Celia asked herself.  
Celia wondered \_\_\_\_\_.
7. 'Please, don't make noise!,' Julie said to the man.  
Julie asked \_\_\_\_\_.

## ENGLISH IN USE

Read the text and decide which answer **a, b or c** best fits each gap.

# leprechauns



Ireland, which is believed by many to be the land of magic, is commonly associated (1) \_\_\_\_\_ leprechauns. Legend has it that leprechauns are tiny, red-haired (2) \_\_\_\_\_, usually dressed in green clothes and pointy shoes. They live in (3) \_\_\_\_\_ areas of Ireland and although they are not bad, they have a reputation for behaving badly and sometimes causing trouble to the people they (4) \_\_\_\_\_.

Here is one of the many stories known to Irish people about leprechauns. A man was walking in the woods when suddenly he noticed a(n) (5) \_\_\_\_\_ light in the distance. He went closer, and to his (6) \_\_\_\_\_, he saw a leprechaun sitting next to a pot of gold. The leprechaun was (7) \_\_\_\_\_ with joy, but as soon as he realised he wasn't alone, he murmured something angrily and (8) \_\_\_\_\_! The man, who was stunned by the incident, rushed back home to tell his wife. Strange, isn't it?

- |                   |              |                 |
|-------------------|--------------|-----------------|
| 1. a. in          | b. with      | c. by           |
| 2. a. thieves     | b. clues     | c. creatures    |
| 3. a. unexplained | b. enormous  | c. remote       |
| 4. a. encounter   | b. scatter   | c. confess      |
| 5. a. intact      | b. dazzling  | c. clear        |
| 6. a. fear        | b. miracle   | c. astonishment |
| 7. a. frustrated  | b. radiant   | c. committed    |
| 8. a. wondered    | b. kidnapped | c. vanished     |

# Listening & speaking



## LISTENING

A. You will hear part of a radio programme called *Unbelievable but True*, which features strange short stories in a dramatised form. Listen and answer the question.

Who was responsible for the mess in Amy's house?

B. Listen again and complete the sentences.

1. When Amy saw her house, the first thing she thought was that there had been a \_\_\_\_\_.
2. When Amy came home, the door was \_\_\_\_\_.
3. Only Amy's \_\_\_\_\_ have a key to her house.
4. Amy's \_\_\_\_\_ is on the same alarm system as the windows.
5. The detective thought that the thief was still \_\_\_\_\_.
6. Amy forgot to give the detective some very important \_\_\_\_\_.



## SPEAKING

Talk in pairs. Imagine that you both witnessed the strange event described in the news report. Ask each other questions to find out more information and answer using your imagination and some of the vocabulary given.

# Strange Lights ! in the Sky ●

The citizens of Springfield were treated to a very bizarre light show on Sunday night. Witnesses say that, at around nine o'clock last night, a red light suddenly appeared in the sky forming different shapes and lighting up the entire night sky. It was then quickly followed by an orange, a yellow and a green light, and all this happened several times. Some witnesses said that they also heard strange sounds. So far, scientists have no explanation as to what those lights could have been.



spectacular    impressive    frightened    stunned    curious    weird

Where exactly / you / be / what / you / do?  
How / you / describe / sight?  
What / you / think / when / first see / lights?  
What kind / shapes / lights / form?

What kind / sounds / you / hear?  
How / you / feel?  
Where / you / think / lights / come from?

# Writing

## A story

### A. Discuss.

Have you ever had a dream that was so real that you thought it had actually happened? If yes, tell the others about it.

### B. Read the rubric and the story. Has the writer ended the story appropriately? How do you explain what happened that night? 🗣️

A teen website has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

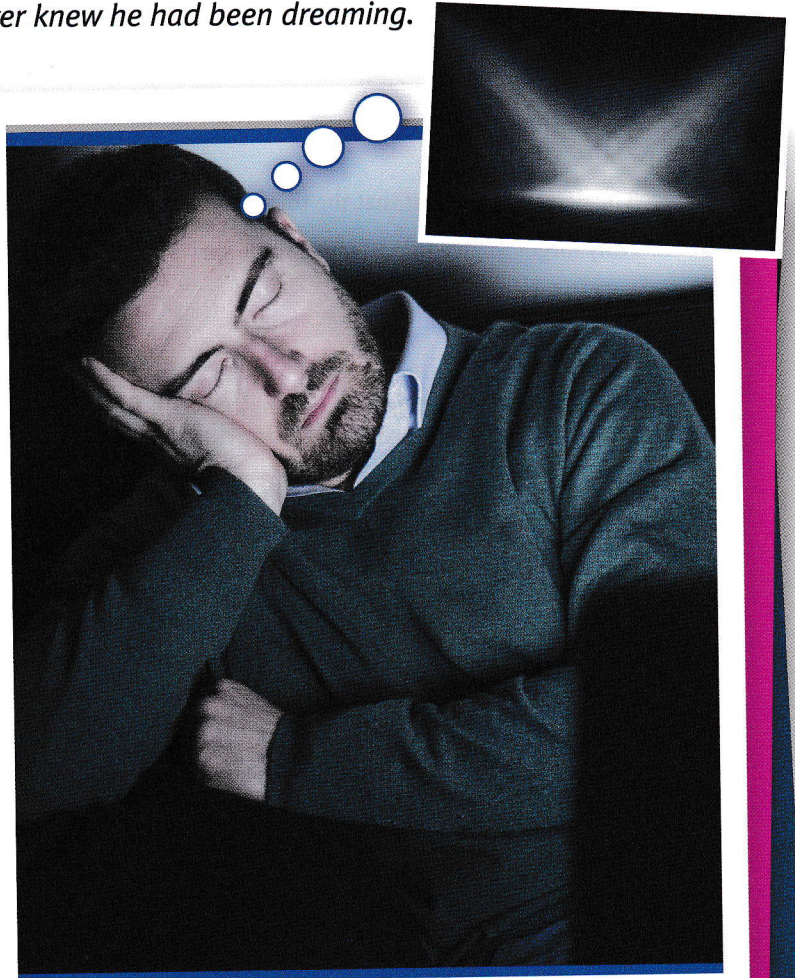
*That's when Peter knew he had been dreaming.*

Late **last Friday night**, Peter was watching TV **when** the phone rang. It was his cousin Kevin, and he asked Peter to meet him at the old theatre. **Before** Peter had time to say anything, Kevin said, 'Don't ask me why. Just get here quickly. It's urgent!'

Peter grabbed his jacket and ran to the old theatre. Someone had left the door open, so Peter walked in. It was dark in the theatre, and **while** Peter was trying to find his cousin, he tripped and tore his jeans at the knee. Suddenly, a bright light appeared on the stage. Peter approached and saw Kevin standing there, dressed in a theatre costume. There were some other people standing on the stage too, but he couldn't make out who they were.

Kevin knelt down and spoke to Peter in a deep voice. He said, 'Come with us.' **Then**, the lights went out, and Peter felt a cold wind blowing through the theatre. He could hear Kevin's voice fading away, telling him to follow them. The next thing he knew, he was back home in front of the TV again.

Peter was confused. It had seemed so real. He looked at his jeans and saw that they weren't torn. Then he saw that the window was open, and the cold night air was blowing in. That's when Peter knew he had been dreaming.



### C. Read the story again and answer the questions.

1. What tenses does the writer use to set the scene of the story in the first paragraph?
2. What tenses does the writer use throughout the story?
3. Look at the words/phrases highlighted in the story.
  - a. Which two link two past actions and indicate that one action 'interrupted' the other?
  - b. Which two link past actions that happened one after the other?
  - c. Which one indicates the specific time something happened?

D. Look at the table. Then read the story and circle the correct options.

### Time words/phrases

linking two past actions one of which happened earlier than the other

after, when, before, until, as soon as, by the time

linking two past actions that were happening at the same time or linking two past actions one of which 'interrupted' the other

while, when, as

indicating when something happened

yesterday, then, after that, ago, next, last week, etc.

It was a cold winter night, and Chloe had just finished doing some shopping in the city centre. (1) **While / As soon as** she was walking towards her car, she saw a tall, elegant woman who reminded her a lot of her mother. (2) **Until / By the time** Chloe turned round to look at her again, the woman had left. (3) **Then / When** Chloe decided to move to the suburbs three months ago, she knew that her mother would be left alone, so Chloe visited her every weekend. She also talked to her on the phone every day (4) **until / after** she could see her again. Chloe forgot about the incident, but (5) **before / after** half an hour, she started feeling that something was wrong. (6) **As soon as / As** she got home, she tried to call her mum, but there was no answer, so she decided to drive to her house. (7) **As / When** she arrived, she found her mother on the floor; she had fallen down the stairs and broken her leg. Immediately, Chloe called an ambulance which took them to the hospital. Although Chloe didn't know who that woman was, she was thankful she had seen her.



## WRITING TASK

E. Read the rubric and complete the outline for the story.

A teen website has organised a short story competition and you have decided to enter. The competition rules say that the story must begin with the following words:

*It was a day Anna would never forget.*

### INTRODUCTION

- How must you begin your story?
- Where was Anna?
- What time was it? / What was the weather like?
- Was anyone with Anna? Who?
- What was Anna's relationship to the others?

### MAIN PART

- What happened on that day?
- What did Anna (and the other people involved) do?
- How did Anna (and the others) feel?
- What were they expecting to happen?

### CONCLUSION

- What happened in the end?
- How did Anna feel afterwards?
- Did the experience change her life in any way?

Write your story. Your story should be between 100-150 words.

**TIP**

When you are writing a story:

- do not change the prompt sentence given to begin or end your story.
- use Past tenses (Past Simple, Past Progressive, Past Perfect).
- use Direct Speech to make a situation seem real.
- use questions or exclamations to make the story more exciting.
- use linking words/phrases to indicate the sequence of events, chronological order, etc.
- use expressions/phrases like:
  - It was too good to be true!*
  - (Un)fortunately...*
  - I couldn't believe my eyes!*
  - I was in / out of luck...*
  - All of a sudden / Suddenly...*
  - It was a real shock.*
  - To my surprise...*
  - The next thing I knew...*

**Video activities:**  
Alcatraz



## VOCABULARY &amp; GRAMMAR

## A. Choose the word or phrase that most appropriately completes each sentence.

- Emma \_\_\_\_\_ her good news into Jane's ear while they were in class.  
a. confirmed                      b. promised                      c. admitted                      d. whispered
- Lisa \_\_\_\_\_ up at the meeting later than anyone else.  
a. turned                      b. took                      c. put                      d. went
- The little boy \_\_\_\_\_ to having broken the window.  
a. ordered                      b. confessed                      c. encountered                      d. charged
- \_\_\_\_\_, dinosaurs inhabited the Earth.  
a. From time to time                      b. For the time being                      c. On time                      d. Once upon a time
- A performance of Swan Lake is \_\_\_\_\_ at the National Theatre tonight.  
a. about                      b. on                      c. off                      d. over
- A: What are you two \_\_\_\_\_ to? You look very suspicious.  
B: Oh, nothing, sir.  
a. about                      b. for                      c. on                      d. up
- \_\_\_\_\_, I like to go for long walks in the countryside.  
a. For the time being                      b. By the time                      c. On time                      d. From time to time
- Keith was \_\_\_\_\_ by the spectacular view from the top of the volcano.  
a. radiant                      b. overheated                      c. stunned                      d. curious
- The man handed me the envelope, and then he \_\_\_\_\_ into the fog.  
a. vanished                      b. murmured                      c. scattered                      d. encountered
- When the \_\_\_\_\_ realised he was surrounded by the police, he agreed to give the child back to his parents.  
a. kidnapper                      b. murderer                      c. burglar                      d. thief

## B. Choose the word or phrase that produces a grammatically correct sentence.

- By the time I got there, they \_\_\_\_\_ dinner.  
a. had already finished                      b. had already been finishing                      c. was finishing already                      d. already finished
- After I \_\_\_\_\_ in my exam paper, I realised that I had forgotten to put my name on it.  
a. had been giving                      b. given                      c. had given                      d. was giving
- Monica was upset when I \_\_\_\_\_ because she had been waiting for me for over an hour.  
a. had arrived                      b. had been arriving                      c. arrived                      d. was arriving
- Tom was tired because he \_\_\_\_\_ on the project for twelve hours non-stop.  
a. worked                      b. working                      c. had been working                      d. works
- Philip \_\_\_\_\_ that he would cook dinner the next day.  
a. told                      b. said                      c. asked                      d. wondered
- The police officer \_\_\_\_\_ follow him.  
a. said                      b. told me                      c. said to me                      d. asked me to
- Vanessa wanted to know \_\_\_\_\_ the book belonged to me.  
a. had                      b. did                      c. if                      d. was
- I asked my mum \_\_\_\_\_.  
a. where my T-shirt was                      b. where was my T-shirt                      c. whether was my T-shirt                      d. where is my T-shirt
- The teacher \_\_\_\_\_ that a guest speaker would be coming to our class on Monday.  
a. told us                      b. asked us                      c. said us                      d. told
- I told my friend \_\_\_\_\_ during the film.  
a. to not talk                      b. not talking                      c. not to talk                      d. to not talking

C. Read the text and decide which answer *a*, *b* or *c* best fits each gap.

# Bigfoot

Yesterday, something very interesting as well as (1) \_\_\_\_\_ happened in our town. To everyone's (2) \_\_\_\_\_, Mr and Mrs Bob Sharp found some huge footprints outside their cabin in the woods and contacted the police. They told the police that they (3) \_\_\_\_\_ such big footprints before and that they were (4) \_\_\_\_\_ because they believed that the footprints belonged to Bigfoot.

It is believed that Bigfoot is an enormous (5) \_\_\_\_\_ that looks like an ape and lives in the forests of northwestern USA and Canada. However, (6) \_\_\_\_\_ the reports of local inhabitants, the authorities say that there isn't enough evidence to confirm that he is real. Many people claim that they have (7) \_\_\_\_\_ Bigfoot, but nobody can really prove it. In any case, the police assured everybody that the footprints belong to a big bear that was (8) \_\_\_\_\_ in the area.



- |                      |                   |
|----------------------|-------------------|
| 1. a. dazzling       | 5. a. native      |
| b. remote            | b. victim         |
| c. bizarre           | c. creature       |
| 2. a. coincidence    | 6. a. so far      |
| b. astonishment      | b. apart from     |
| c. identification    | c. perhaps        |
| 3. a. had never seen | 7. a. encountered |
| b. never saw         | b. confessed      |
| c. have never seen   | c. searched       |
| 4. a. terrified      | 8. a. wondering   |
| b. scattered         | b. wandering      |
| c. committed         | c. rushing        |

## D. Read the text and complete the gaps with the correct form of the words in capitals.

## In the wrong place at the wrong time

Michael is an ordinary man, and nothing (1) \_\_\_\_\_ has ever happened to him. But one day, as he was reading an article online, he saw a job (2) \_\_\_\_\_ that looked interesting. He already had a job, but, just out of (3) \_\_\_\_\_, Michael called and arranged an interview. To his surprise, the taxi left him outside an enormous building he had never seen before. An elegant woman took his coat and then vanished. He thought she might be the (4) \_\_\_\_\_, and while he was waiting for her to return, a man walked in wearing a mask and told everyone present to give him their money. Poor Michael was in the wrong place at the wrong time. However, by pure (5) \_\_\_\_\_, Michael was able to recognise the man from his voice. It was Steve Sanders, from school. He wasn't a(n) (6) \_\_\_\_\_, but he was very (7) \_\_\_\_\_ because, after he had lost his job, he was left homeless. As soon as he realised who Michael was, he started crying and (8) \_\_\_\_\_ to everyone for the incident.

- BELIEVE  
ADVERTISE  
CURIOUS  
  
INTERVIEW  
  
COINCIDE  
CRIME  
FRUSTRATE  
APOLOGY

## E. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 'Do you have any plans for the summer holidays?,' Alicia asked me. **wondered**  
Alicia \_\_\_\_\_ any plans for the summer holidays.
- 'Don't leave the building,' the police officer told us. **not**  
The police officer told us \_\_\_\_\_ building.
- They sent the invitations and then they cancelled the exhibition. **had**  
After they \_\_\_\_\_, they cancelled the exhibition.
- 'I have never seen a koala before,' said Michelle. **had**  
Michelle said \_\_\_\_\_ a koala before.
- 'Where did Karen buy that lovely dress?,' Tricia asked. **wondered**  
Tricia \_\_\_\_\_ that lovely dress.
- We walked for five hours and finally we decided to stop for a while. **been**  
We \_\_\_\_\_ five hours when we finally decided to stop for a while.
- 'I am sorry I took your dress without asking,' said Linda. **for**  
Linda \_\_\_\_\_ my dress without asking.
- 'I did not take any money from your wallet,' said Sam. **taking**  
Sam \_\_\_\_\_ my wallet.

# Round-up

## LISTENING

You will hear a radio interview about the Bermuda Triangle. For questions 1-6, choose the correct answer *a*, *b* or *c*.

- Where is the Bermuda Triangle?
  - near the Devil's Triangle
  - in the northeastern Atlantic Ocean
  - between Miami, Bermuda and Puerto Rico
- What strange incident did Christopher Columbus witness in the Bermuda Triangle?
  - He saw a ship disappearing.
  - He saw natives setting fire to an island.
  - He saw lights on the horizon.
- How many planes vanished in the famous navy training incident?
  - 19
  - 14
  - 5
- What final explanation did the US navy give for the disappearance of Flight 19?
  - pilot error
  - reasons unknown
  - extra-terrestrials
- Why would it be difficult to find a sunken ship in the Bermuda Triangle?
  - Because the region has hurricanes.
  - Because there are deep trenches in the area.
  - Because it causes strange compass readings.
- What does Dr Brown say the Gulf Stream is similar to?
  - a high wave
  - a storm
  - a river

## SELF-ASSESSMENT

Read the following and tick (✓) the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...	
VOCABULARY	> use a variety of reporting verbs <input type="checkbox"/>
	> use lexical sets related to the topic of crime <input type="checkbox"/>
	> use phrasal verbs with <i>up</i> <input type="checkbox"/>
	> use expressions with the word <i>time</i> <input type="checkbox"/>
	> use the verb <i>be</i> + prepositions <input type="checkbox"/>
GRAMMAR	> use the Past Perfect Simple and the Past Perfect Progressive appropriately <input type="checkbox"/>
	> report statements, questions, commands and requests <input type="checkbox"/>
READING	> understand details in a text <input type="checkbox"/>
	> skim a text to understand the gist and identify its origin <input type="checkbox"/>
LISTENING	> understand specific information from a guided tour <input type="checkbox"/>
	> understand specific information in a radio programme and complete gapped sentences <input type="checkbox"/>
SPEAKING	> speculate about which landmark to visit and make a decision <input type="checkbox"/>
	> talk about mysterious and strange events <input type="checkbox"/>
WRITING	> write a description of a place/building <input type="checkbox"/>
	> write a story <input type="checkbox"/>

