

G auxiliary verbs, the..., the... + comparatives

V compound adjectives, modifiers

P intonation and sentence rhythm

## 1 READING & LISTENING

a Look at the names below. Do you know what they have in common? Do you know anything about them?

the *MARY CELESTE*    the *USS CYCLOPS*    Amelia Earhart

b 1.10 Listen and find out. Do you think we will ever know what happened?

c 1.11 Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

### The facts

- 1 What was the mystery and who discovered it?
- 2 What was strange about...?
  - the lighthouse door
  - a chair
  - the rain jackets
  - the clocks
  - the logbook

### The theories

- 3 What theories did people come up with?
- 4 Which of the theories do you think could be true? Why?
- 5 Which do you think are impossible? Why?

d Find words in the article that mean...

### Paragraph 1

- 1 \_\_\_\_\_ (noun) something that is difficult to understand or explain (SYN *mystery*)
- 2 \_\_\_\_\_ (verb) to confuse somebody completely

### Paragraph 2

- 3 \_\_\_\_\_ (adj.) far away from places where other people live

### Paragraph 3

- 4 \_\_\_\_\_ (adj.) unexpected, surprising, or strange
- 5 \_\_\_\_\_ (noun) a mark, object, or sign that shows that somebody or something existed or was present (*He disappeared without a ~.*)

### Paragraph 4

- 6 \_\_\_\_\_ (verb) to find the correct answer or explanation for something

# THE MYSTERY OF THE LIGHTHOUSE KEEPERS

The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history, a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.

On December 26th, 1900, a steamship sailed to the island carrying three new lighthouse keepers to relieve the men who had spent

three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside everything was neat, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared.

The clocks had stopped. The last entry in the logbook was 9 a.m. on December 15th. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant seabird, or even by a boat full of ghosts. An Edinburgh police officer, Robert Muirhead, was sent to the island to solve the mystery.



Adapted from *The Times*





- e **1.12** Listen to the rest of the story. What was Muirhead's theory? What did people think of it at the time? What is the modern explanation?

### Glossary

**Queen Elizabeth II** (known as the *QE2*) a famous transatlantic cruise ship  
**White Cliffs of Dover** very tall cliffs on the English coastline across from France

- f Listen again. Why are the following mentioned?

- 1 a huge rock
- 2 *Queen Elizabeth II*
- 3 a paper in a scientific journal
- 4 1901
- 5 one man's rain jacket and the bodies of the men

## 2 GRAMMAR auxiliary verbs

- a Talk in small groups.

**Have you (or has anybody you know)...?**

- seen or heard something that can't be explained, e.g., a ghost or a UFO
- had a strange coincidence, e.g., meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

### Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

*How / That's* | *strange / bizarre / odd / weird / spooky.*

*What a / an* | *weird story / amazing coincidence.*

- b Look at the conversations and try to fill in the blanks with an auxiliary verb (*do, did, is, was, etc.*).

- 1 A I heard a weird noise in the middle of the night.  
B You <sup>1</sup> \_\_\_\_\_? What kind of noise?
- 2 A You don't believe in ghosts, <sup>2</sup> \_\_\_\_\_ you?  
B No, I don't.
- 3 A I've never been to a fortune-teller.  
B Neither <sup>3</sup> \_\_\_\_\_ I.  
C I <sup>4</sup> \_\_\_\_\_. It was really interesting.
- 4 A I don't believe you really saw a UFO.  
B I <sup>5</sup> \_\_\_\_\_ see one! It couldn't have been anything else.

- c **1.13** Listen and check. Then in pairs, decide which highlighted phrase (1–5) is used...

- A ☐ to add emphasis
- B ☐ to say that you are different
- C ☐ to check information
- D ☐ to show surprise
- E ☐ to say that you are the same

- d **p.133 Grammar Bank 1B**

## 3 PRONUNCIATION & SPEAKING intonation and sentence rhythm

- a **1.15** Listen to the conversations. Underline the highlighted auxiliary verbs (*did, don't, do*) that are stressed.

- 1 A I dreamed that I saw a ghost last night.  
B You did? So did I. How spooky!
- 2 A I don't believe in fortune-telling.  
B You don't? I do.
- 3 A You don't like horror movies, do you?  
B I do like them. It's just that sometimes they're too scary!

- b Practice the conversations with a partner. Copy the rhythm and intonation.

- c Complete sentences 1–8 so that they are true for you.

- 1 I'm not very good at \_\_\_\_\_.  
(activity)
- 2 I'm going to \_\_\_\_\_ tonight.  
(verb phrase)
- 3 I love \_\_\_\_\_.  
(a kind of music)
- 4 I don't like \_\_\_\_\_.  
(a kind of food)
- 5 I've never read \_\_\_\_\_.  
(a famous book)
- 6 I'd love to live in \_\_\_\_\_.  
(a town or country)
- 7 I was very \_\_\_\_\_ as a child.  
(adj. of personality)
- 8 I didn't \_\_\_\_\_ yesterday evening. (verb phrase)

- d Work in pairs, **A** and **B**. **A** read your sentences to **B**. **B** respond with a reply question and then say whether you are the same or different. Then switch roles.

*I'm not very good at cooking.*

*(You aren't? Neither am I.)*

*I'm going to watch Netflix tonight.*

*(You are? I'm not. I'm going to study.)*

- e **C Communication** You're psychic, aren't you? **A p.106 B p.111** Make guesses about your partner.



## 4 LISTENING & SPEAKING



- a Look at the photo of a forest. How do you think you would feel if you were walking in it?
- b 1.16 Now look at the photo and listen. Follow the instructions. Write your answers below.

### A walk in the forest

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- c Listen again and check what you have written. Make sure you have answered all parts of the questions.

- d 1.17 Now listen to an explanation of what you have written. Make notes in the chart.

A walk in the forest	
1 the person =	
2 the animal = how you interact with it =	
3 the house = no fence = a fence =	
4 the table =	
5 the cup =	
6 the water = how wet you get =	

- e Now use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

*(I put that the animal was a..., and it says that means..., but I don't think that's true.)*

- f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?
- analyzing their handwriting (graphology)
  - looking at their hands (palmistry)
  - analyzing the position of the sun, moon, and planets at the exact time of their birth (astrology)
  - online personality quizzes, e.g., BuzzFeed



**g Grammar in context** *the..., the... + comparatives*

*The bigger the animal,  
the more problems you have.*

*The harder and more resistant the cup is,  
the stronger your relationship is.*

Use *the + comparative adjective or adverb*, or *the more / less (+ noun)* to show that one thing depends on another, e.g.,

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your vacation.* = If you spend a lot of money now, you'll have less for your vacation.

**Rewrite the sentences using *the..., the... + comparative*.**

- 1 If you study a lot, you learn a lot.

The \_\_\_\_\_,  
the \_\_\_\_\_.

- 2 If I drink a lot of coffee, I sleep badly.

The \_\_\_\_\_,  
the \_\_\_\_\_.

- 3 If you have a lot of time, you do things slowly.

The \_\_\_\_\_,  
the \_\_\_\_\_.

- 4 If you are in shape, you feel good.

The \_\_\_\_\_,  
the \_\_\_\_\_.

**1.18** Now listen and check. Notice the stress and intonation pattern in the sentences.

- h** Complete the sentences in your own words. Then read your sentences to a partner.

- The more money I have,...
- The earlier I get up,...
- The faster American people speak,...
- The less I eat,...
- The harder I work,...
- The more I exercise,...

**5 VOCABULARY** compound adjectives

- a** Look at some extracts from the listening in 4. Can you remember what words go in the blanks?

- If there was no fence around the house, it means you are very open-\_\_\_\_\_, and welcome new ideas.
- If you hardly got wet at all, it means that you depend less on your friends and are more self-\_\_\_\_\_.

- b** **1.19** Listen and check. Do the compound adjectives in **a** have a positive or negative meaning?

**Compound adjectives**

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g., *good-natured*, *slow-moving*. The words are usually linked by hyphens.

- c** **1.20** Listen to some more compound adjectives. Which word has the main stress?

absentminded bad-tempered big-headed easygoing  
good-tempered laid-back narrow-minded open-minded  
self-centered strong-willed tight-fisted two-faced  
well-balanced well-behaved

- d** With a partner, use the two parts of the words to try to figure out their meaning. Which do you think are positive and negative characteristics? Are there any that you think can be either?

*I think a bad-tempered person is somebody who gets angry easily...*

**Modifiers**

We often use modifiers with adjectives of personality to make them stronger or less strong.

**With positive characteristics**

My mom is	really / incredibly / extremely very pretty	good-tempered.
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**With negative characteristics**

My sister is	really / incredibly / extremely very rather / pretty a little / kind of	bad-tempered.
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- e** Tell your partner about people with the characteristics below. Give examples of their behavior.

**Do you know somebody who is...?**

- very open-minded
- extremely absentminded
- a little tight-fisted
- pretty laid-back
- kind of two-faced
- very good-tempered
- incredibly strong-willed
- really self-centered

*My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!*

## auxiliary verbs



1 I like cats, but my husband **doesn't**. **1.14**

Sally's coming tonight, but Angela **isn't**.

2 A I loved his latest movie.

B **So did I**.

A I haven't finished the book yet.

B **Neither have I**.

Andrew's a doctor and **so is his wife**.

3 A I don't like shopping online.

B I **do**. I buy a lot of my clothes online.

4 A I went to a psychic yesterday.

B **You did?**

A I'll make dinner tonight.

B **You will?** That's great!

5 A You didn't lock the door!

B I **did** lock it; I know I **did**.

A Silvia isn't coming.

B She **is** coming. I just spoke to her.

6 You won't forget, **will** you?

She can speak Italian, **can't** she?

• We use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):

1 to avoid repeating the main verb / verb phrase, e.g., **NOT** *I like cats, but my husband doesn't like cats.*

2 with *so* and *neither* to say that someone or something is the same. Use *so* + auxiliary + subject to respond to a statement with an affirmative verb, and *neither* + auxiliary + subject to respond to a statement with a negative verb.

• We use an affirmative auxiliary verb after *neither*, e.g., *Neither did I.*  
**NOT** *Neither didn't I.*

3 to respond to a statement and say that you (or someone or something) are different.

4 to make "reply questions." These often show interest or surprise.

5 to show emphasis in an affirmative sentence, often when you want to contradict what somebody says. With the simple present and simple past, we add *do / does / did* before the main verb. With other auxiliaries, e.g., *be, have, will*, the auxiliary verb is stressed and not contracted.

6 to make tag questions, we use an affirmative auxiliary with a negative verb, and a negative auxiliary with an affirmative verb.

• Tag questions are often used simply to ask another person to agree with you, e.g., *It's a nice day, isn't it?* In this case, the tag question is said with falling intonation, i.e., the voice goes down.

• Tag questions can also be used to check something you think is true, e.g., *She's a painter, isn't she?* In this case, the tag question is said with rising intonation, as in a normal yes / no question.

a Complete the mini-dialogues with an auxiliary or modal verb.

A You didn't remember to buy coffee.

B I **did** remember. It's in the cabinet.

1 A He's booked the flights, \_\_\_\_\_ he?

B Yes, I think so.

2 A It's hot today, \_\_\_\_\_ it?

B Yes, it's boiling.

3 A Why don't you like classical music?

B I \_\_\_\_\_ like it, but it isn't my favorite.

4 A I wouldn't like to be a celebrity.

B Neither \_\_\_\_\_ I.

5 A Mike's arriving tomorrow!

B He \_\_\_\_\_? I thought he was arriving today.

6 A What did you think of the movie?

B Tom liked it, but I \_\_\_\_\_. I thought it was awful.

7 A Emma doesn't like me.

B She \_\_\_\_\_ like you. She just doesn't want to go out with you.

8 A Are you a vegetarian?

B Yes, I am, and so \_\_\_\_\_ my boyfriend.

9 A You'll remember to call me, \_\_\_\_\_ you?

B Yes, of course!

10 I really want to go to Thailand, but my wife \_\_\_\_\_. She hates the heat.

b Complete the conversation with a suitable auxiliary verb.

A You're Tom's sister,

**aren't** you?

B Yes, I'm Carla.

A It's a great club,

<sup>1</sup> \_\_\_\_\_ it?

B Well, it's OK. But I don't like the music much.

A You <sup>2</sup> \_\_\_\_\_?

I love it! I've never been here before.

B Neither <sup>3</sup> \_\_\_\_\_ I. I don't go clubbing very often.

A Oh, you <sup>4</sup> \_\_\_\_\_? I <sup>5</sup> \_\_\_\_\_. In fact, I usually go most weekends.

B You <sup>6</sup> \_\_\_\_\_? I can't afford to go out every weekend.

A I didn't see you at Tom's birthday party last Saturday. Why <sup>7</sup> \_\_\_\_\_ you go?

B I <sup>8</sup> \_\_\_\_\_ go, but I got there really late because my car broke down.

A Oh, that's why I didn't see you. I left early.

B I'd like something to drink. I'm really thirsty after all that dancing.

A So <sup>9</sup> \_\_\_\_\_ I.

