

# 7

# WORKING IT OUT

## KEY LANGUAGE

Modal verbs 2

Adjectives and fixed expressions

Phrasal verbs of deduction and investigation

Verbs of confusion and deceit

Adjectives

## IDIOMS

Mystery

## EXAM PRACTICE

Reading and Use of English Parts 2, 4 & 6

Writing Part 2

Listening Part 3

Speaking Parts 1 & 2

## Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 Do you enjoy problem-solving activities like escape rooms, strategy board games or crosswords? Why / Why not?
- 2 Why do you think some people are attracted to mysteries and solving puzzles?
- 3 What is the biggest real-life mystery you would like explained?
- 4 How can problem-solving skills drive personal performance in the workplace?
- 5 What puzzle-solving skills are required when trying to glean meaning from something in English that you don't understand?





## Listening Part 3 Multiple choice

- 1 SPEAK** Look at the film posters and book covers. In groups, discuss the questions.
- 1 What makes these forms of entertainment exciting?
  - 2 What techniques do you think writers and film-makers use to add excitement to their work?
- 2 07.1** You will hear a discussion between a film-maker and a psychologist on the topic of mystery and suspense. For questions 1–5, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What point does Anthony make about creating suspense in a film?
  - A the story should unfold gradually
  - B the plot should give the audience a sense of uncertainty
  - C the audience should feel they are solving a puzzle
  - D the plot should portray a credible threat
- 2 When discussing audience exposure to suspense, Helena reveals
  - A it helps them feel safe in the real-world.
  - B it helps them develop coping strategies.
  - C it helps them consider similar scenarios.
  - D it helps them experience danger safely.
- 3 Anthony thinks most directors fail to provide enough suspense by
  - A creating characters the audience don't care about.
  - B mis-timing their moments of suspense.
  - C making suspenseful moments too low risk.
  - D relying on effects over storyline.
- 4 What does Helena indicate is the particular reason for people's enjoyment of detective novels?
  - A They make us feel more intelligent.
  - B They improve our problem-solving skills.
  - C They play to our natural curiosity.
  - D They take our minds off daily life worries.
- 5 Helena states that the increased risk of spoilers for television shows
  - A has led some people to reduce their social interactions.
  - B is often perpetrated with malicious intent.
  - C is purely down to increasing social media activity.
  - D has created a greater impatience amongst viewers to reach the end.

- 3 SPEAK** Work in small groups. Choose a film or book that you found suspenseful:

- outline the plot of the film or book
- describe a particularly dramatic scene and what techniques were used to heighten the suspense



## Language focus Modal verbs 2

1 Complete these extracts from the listening on page 100. Write two words in each gap.

- 1 ... know that the character \_\_\_\_\_ end up in grave peril and hope they don't.
- 2 It's \_\_\_\_\_ be quite tricky to write that kind of story ...
- 3 ... the speculation of who could or \_\_\_\_\_ been the culprit, suddenly becomes terrifying.

2 Check your answers in the **Audioscript** on **page 237**.

3 Match sentences 1–3 in Exercise 1 with functions a–c.

- a Used when speculating about a lack of possibility in the past \_\_\_\_\_
- b Used when drawing a conclusion or expressing probability \_\_\_\_\_
- c Used when expressing possibility in the present and future \_\_\_\_\_

4 Go to **Ready for Grammar** on **page 220** to check your answers to Exercise 3 and for further rules, explanation and practice.

5 Complete the sentences below with a modal verb from the box and the correct form of the verb in brackets. You can use each modal verb only once. There may be more than one answer.

could couldn't got may might must

- 1 'Thank you to the British Film Board and Midway Productions, without whom this film \_\_\_\_\_ . Nobody else could see our vision for this project, so thank you for believing in us and providing the funding to bring this to life.' (*make*)
  - 2 It \_\_\_\_\_ really interesting to study suspense and mystery as a psychologist, but I bet it's impossible to watch a film without deconstructing it. (*be*)
  - 3 It \_\_\_\_\_ incredibly difficult to write a book like that with so many unexpected twists and turns, especially in such a short time. Could you tell us how you went about it? (*be*)
  - 4 With regards to our findings from the study, from the data collected, it \_\_\_\_\_ that there is a strong correlation between the release of an in-demand series and lack of productivity at home. (*deduce*)
  - 5 Everybody was expecting to be watching the film through their fingers, but it \_\_\_\_\_ much more terrifying in my view. (*be*)
  - 6 I \_\_\_\_\_ watching that new series tonight if I get home from work early enough. I've got nothing else on, I think. (*start*)
- 6 **SPEAK** Read the puzzle. Use the modal verbs of possibility, probability and deduction to try and find the answer to the question.

### PUZZLE

Maria and Eliza went out for drinks together. They both ordered lemonade. Maria was really thirsty and finished three in the time it took Eliza to drink just one. Later, it was discovered that both of their drinks had been poisoned, but only Eliza died. How?



## Vocabulary Phrasal verbs of deduction and investigation

1 Complete the definitions with the correct phrasal verb in the box.

keep something back   mull something over   stumble across something

- 1 \_\_\_\_\_ – to find something unexpectedly
- 2 \_\_\_\_\_ – withhold some information
- 3 \_\_\_\_\_ – think deeply about something

2 Check your answers in the **Audioscript** on **page 237**.

3 Complete gaps (1–8) in the story with the correct sentence endings A–H.

Detective Santos had been trying to **track** (1) \_\_\_\_\_ . He'd been **staking** (2) \_\_\_\_\_ , but there had been absolutely no movement. No wonder really. Surely only a fool would go back to their house after robbing a bank?! But he knew this man of old, and he was no mastermind. He'd attempted to **nose** (3) \_\_\_\_\_ , asking locals if they knew his whereabouts, but it was hard to size (4) \_\_\_\_\_ . Communities like these were often closed off to giving any real information to the police, in fear of repercussions. This made it even harder to **root** (5) \_\_\_\_\_ in the community, like this guy. He decided to go back to the station and **sound** (6) \_\_\_\_\_ . Maybe they'd be able to suggest some way forward in the investigation. He knew he'd **hit** (7) \_\_\_\_\_ to discover his whereabouts eventually. If Detective Santos was anything, he was determined. He wouldn't stop until this man's crime had **caught** (8) \_\_\_\_\_ , whether it be sooner or later.

- A **up with** him
- B **out** his house
- C **upon** a new idea
- D **down** the suspected thief for the past 24 hours.
- E **out** the other detectives there.
- F **out** any criminal elements
- G **up** whether people were really telling the truth.
- H **around** the area

4 Complete sentences 1–8 with the correct form of a phrasal verb from Exercises 1 and 3. Put the phrasal verb in the correct form.

- 1 The mayor was primarily elected because of his commitment to \_\_\_\_\_ **corruption** in the city.
- 2 The detectives had been \_\_\_\_\_ **the house** from across the street for over 48 hours without a sign of movement.
- 3 Leaving a job can impact almost every area of your life, so it's better to \_\_\_\_\_ **the decision** carefully.
- 4 Despite talking a good story, the police knew he was \_\_\_\_\_ something \_\_\_\_\_ **from** them.
- 5 Every mistake he'd made in the past had suddenly \_\_\_\_\_ **him** and there was nothing he could do to stop it.
- 6 When the officer first \_\_\_\_\_ **the idea** of scouring CCTV footage of the area, everyone doubted it would turn up any leads.
- 7 It had been months since the crime had taken place, and the police still hadn't \_\_\_\_\_ **the perpetrators**.
- 8 Those men had been \_\_\_\_\_ **the property**, going through rubbish and looking in windows, but nobody could call the police because they hadn't done anything wrong.

5 **SPEAK** Work in pairs. Using the words in the box, answer the questions below.

a claim   the competition   a person   a problem   a solution   territory   troublemakers

- 1 What TWO things can we **root out**?
- 2 What thing can we **hit upon**?
- 3 What TWO things can we **size up**?
- 4 What TWO things can we **stake out**?



## Reading and Use of English Part 2 Open cloze

- 1 For questions 1–8, read the text below and think of the word which best fits each space. There is an example at the beginning (0).

# THE LIMITS OF OUR KNOWLEDGE

Given the astonishing list of discoveries and achievements (0) *MADE* by modern scientists, you might think that we would understand our own bodily processes back to front, but you'd be surprised at the many things still (1) \_\_\_\_\_ uncovered about the human body. One such discovery revolves (2) \_\_\_\_\_ why we dream. While we can say (3) \_\_\_\_\_ some degree of certainty that dreaming is an essential function and vital to our health, scientists are still at a (4) \_\_\_\_\_ as to why memories of dreams are random or why we dream in the first place. And as for why we yawn – the once prevailing theory that we yawn to gain oxygen and thus keep us awake has now been (5) \_\_\_\_\_ into question, and some now hypothesise that we actually yawn to cool down the brain. Finally, don't bank (6) \_\_\_\_\_ laughter as just being a simple reaction to your off the (7) \_\_\_\_\_ humour either. Studies have shown that, in fact, it is a social tool to form bonds rather than a reaction to anything funny. So, the next time someone laughs at your jokes, remember, they could just be trying to get you on (8) \_\_\_\_\_!



## Pronunciation Chunking and asides

- 1 Speech is often broken up into meaningful chunks by pausing and intonation. Look at the dialogue below and mark where you think the speaker should pause or make a change in intonation. The first one has been completed for you.

'I had no idea / that we don't know why we dream. I thought / science had more or less wrapped up / all the mysteries of the human brain. I guess I was wrong / and there's quite a lot / of scientific research to do!'

'Of course! The brain is an extremely complex organ. When I did my psychology course, which I had to drop out of, we learnt a great deal about the mysteries of the brain and the limits to our scientific knowledge.'

- 2 **07.2** Now listen and check your answers.

- 3 **07.3** Listen to extracts 1–5 and identify the asides in each sentence.

- One thing I've always been curious about is the deep sea. I've actually read that, incredibly, we know less about it than we do our own solar system.
- I think it's an exciting time for scientific research and I, for one, can't wait to see what the next few years will bring. Immune responses has been one of the areas that has been so hard to fathom, but science is getting there slowly but surely.
- One thing that truly makes me wonder is my dogs! I'd love to know what's going on in their minds and be able to speak to them. Although maybe what I love so much about them is that they don't answer back, unlike my kids.
- What has always puzzled me in regard to the human body is why we have a dominant hand. What makes it so hard for me to write with my left hand, it literally looks like a five-year-old's writing, and not my right?
- Space has to be the ultimate mystery! The vastness of it all is unthinkable, and I'm positive there must be life, of some form, on other planets.

- 4 **07.4** Now listen to the sentences without the asides and note how the intonation changes.

- 5 **SPEAK** Work in pairs. Rewrite sentences 1–5 in Exercise 3 by using a different aside in each. Take turns to practise saying each of the phrases. Try and chunk the speech, lower your tone for asides and consider intonation.

### About English

Asides, like *between you and me* are usually said as a separate chunk, and in a lower tone, than the other parts of the speech. They often give a remark or comment on what is happening, and can even be secretive in nature.

Look at the examples below and identify the aside:

- I've been working my fingers to the bone to get this project finished. Well, not completely, I had a few days off last week. I'm so pleased with how it's looking.*
- Frank, unusually for him, got a great mark in his end of term report. They said he's almost top of the class.*

## Speaking Part 2 Collaborative task

- 1 SPEAK** Work in pairs. Look at the pictures. They show people working in areas that present some of the biggest mysteries for humankind. Take turns and talk for one minute each about pictures 1 and 3. Discuss which of the mysteries interest you more.
- 2** Now look at pictures 1–4. Imagine that a college is going to have a debate about what the most fundamentally important mystery facing mankind is. Talk together about the importance of the different mysteries suggested by the pictures. Then choose one other mystery that could be included in the debate.

### Useful language

In the Speaking test, try to vary your language to show you can use a wide range of vocabulary. A way to do this is to use synonyms or near synonyms to avoid repetition.

Match the synonyms in the box with these words.

baffled breakthrough contemplate finding  
mystified ponder revelation stumped wonder

- think about (v) \_\_\_\_\_
- puzzled (adj) \_\_\_\_\_
- discovery (n) \_\_\_\_\_

Discuss the slightly different ways these synonyms might be used. Use a dictionary if necessary

### Debate – mysteries

1



2



3



4





## Word formation Adjectives

1 In 1–7 below, the following words in each line can all form an adjective with the key suffix in bold, except one. Write the adjective forms of each word and identify the odd one out on each line.

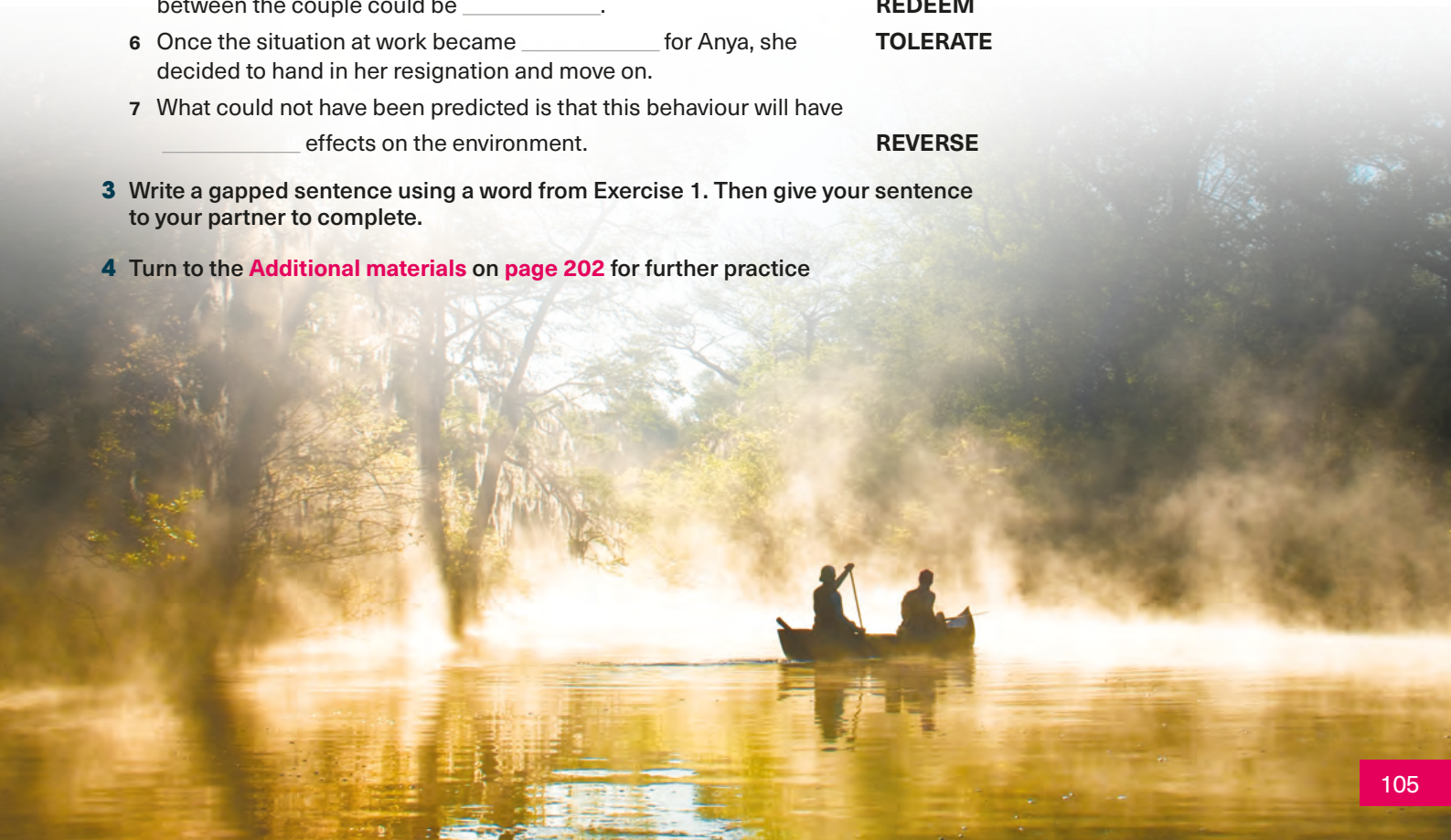
1	<b>-ant</b>	hesitate	vacate	comply	repent	fraud
		<i>hesitant</i>	_____	_____	_____	_____
2	<b>-ent</b>	abhor	reminisce	decipher	appear	prevail
		_____	_____	_____	_____	_____
3	<b>-ous</b>	mischief	infect	poison	miracle	convince
		_____	_____	_____	_____	_____
4	<b>-able</b>	repel	tolerate	redeem	regret	laud
		_____	_____	_____	_____	_____
5	<b>-ible</b>	reverse	perceive	access	mercy	discern
		_____	_____	_____	_____	_____
6	<b>-less</b>	harm	thought	awe	relent	blame
		_____	_____	_____	_____	_____
7	<b>-some</b>	trouble	rebel	fear	whole	irk
		_____	_____	_____	_____	_____

2 Use the word given in capitals to form a word that fits in the gap. You may need to add prefixes.

- The sound was so faint that it was \_\_\_\_\_ to most of the others on the jungle expedition, but for George it was loud and clear. **PERCEIVE**
- Although the evidence against him was overwhelming, he remained \_\_\_\_\_ when in the dock, staring the victims in the face. **REPENT**
- At first, the symptoms were \_\_\_\_\_ in those who contracted the disease. It was only after three days that it became clear something very strange was happening. **APPEAR**
- The scrolls discovered in the deep sea are covered in a script that is \_\_\_\_\_ at present, although the world's greatest cryptographers are working on it. **DECIPHER**
- Without immediate intervention, the growing distance and tension between the couple could be \_\_\_\_\_. **REDEEM**
- Once the situation at work became \_\_\_\_\_ for Anya, she decided to hand in her resignation and move on. **TOLERATE**
- What could not have been predicted is that this behaviour will have \_\_\_\_\_ effects on the environment. **REVERSE**

3 Write a gapped sentence using a word from Exercise 1. Then give your sentence to your partner to complete.

4 Turn to the **Additional materials** on **page 202** for further practice



## Reading and Use of English Part 6 Gapped text

1 **SPEAK** Skim read the article about encrypted texts and discuss the questions.

- 1 What do you think drives people to work so diligently to decipher the messages in such texts?
- 2 What kind of information do you imagine might be learnt from these kinds of encoded messages?

# CRACKING THE CODE



Voynich manuscript

Sit on any commuter train or in any café and you are bound to spot people around you consumed by the challenge of doing a puzzle. It is a hugely popular pastime, whether in the form of a simple crossword or Sudoku puzzle, Wordle, an online strategy game, or even an escape room challenge. And yet, the most formidable of puzzles can't be found in black or white in the daily news, or behind some unassuming shopfront entrance. They are the enigmas of secret ancient texts and the keys needed to unlock them have been lost in the mists of time.

1 \_\_\_\_\_

Usually, these kinds of communications require a 'cipher', essentially the blueprint to interpret the secret code, which should be known only to the original agents. However, the luxury of a cipher doesn't always exist. When trying to 'crack a code' that doesn't have any cipher, the cryptanalyst needs to gather as much information as possible from the original text, so the bigger it is the better, and then to use all the techniques in his or her arsenal to try and unlock it.

2 \_\_\_\_\_

This, done by hand, can be a painstakingly slow, difficult, and sometimes, fruitless task. Firstly, this technique has to assume what language the original code was written in, as well as that the original cipher has failed to hide these common patterns. It's therefore a technique which relies on the cipher being simplistic, which, while true of some earlier forms of coded messaging, is rarely the case these days.

3 \_\_\_\_\_

In retrospect, the flaws in this method of encryption are obvious. However, there are many codes of the past that do indeed require a genius to unlock their mysteries, the most famous of which is the Voynich Manuscript, a 15th century book, written in an unknown script, featuring a never-before-seen alphabet. With over 170,000 beautiful, looping letters as well as illustrations, this manuscript is the pinnacle of puzzle solving, and remains a complete mystery to professional and amateur cryptologists alike.

4 \_\_\_\_\_

People can make up their own mind about it, however, as the entire work is publicly available online for anybody to try their hand at solving, it is one of many mysterious texts now accessible to the general public and waiting to be cracked. In fact, there are a plethora of enigmatic communications from throughout history that remain shrouded in mystery, many of which have a fascinating background.

5 \_\_\_\_\_

But perhaps the Beale Ciphers might be of more interest to a wider audience of puzzle enthusiasts. These three cryptic texts date back to the 1880s and apparently conceal the location of one Thomas J Beale's buried treasure in Virginia. Some parts of these texts have been solved, such as what the treasure contains and that the hiding place is 'roughly lined with stone', making it all the more compelling.

6 \_\_\_\_\_

Stories such as these often create a frenzy of excitement, but, even if there is no monetary value in it for the solver, cracking any secret code pays dividends when it comes to the sense of achievement you get. After all, they were meant for only certain eyes that do not include our own – who wouldn't be interested in trying to find out their hidden meanings? This is why amateur cryptography can be such a fulfilling pursuit.

7 \_\_\_\_\_

With the sheer range of coded texts in existence however, wherever an individual's aptitudes lie, there will always be the very puzzle for them. The visually minded perhaps lean towards the Dorabella Cipher, while the linguistically focused could view the Voynich Manuscript as their Everest. And for those who are more commercially minded, the Beale Ciphers might be just the ticket.

### Dorabella cipher

A	C	D	Ɔ	G	∩	K	ʝ	N	ɔ	Q	ɔ	T	U	X	Ɔ
B	Ɔ	E	Ɔ	H	m	L	Ɔ	O	Ɔ	R	Ɔ	U/V	Ɔ	Y	Ɔ
C	Ɔ	F	Ɔ	I/J	m	M	Ɔ	P	Ɔ	S	Ɔ	W	Ɔ	Z	Ɔ



**2** Seven paragraphs have been removed from the text. Choose from the paragraphs A–H the one which fits each gap (1–7). There is one extra paragraph that you do not need to use.

- A** Simple as they may appear now, basic coded messages signalled a huge leap in communication forms of the past. In fact, an elementary form of cryptography was practiced by Julius Caesar who sent his generals coded messages using what is commonly known as today as the Caesar cipher – a technique where, put simply, one letter in an original message was replaced by a another in a fixed position, usually three letters down the alphabet. So, for example, DON'T MOVE becomes GRQW PRYH.
- B** What inspires people to design these kinds of cryptic messages, while sometimes stemming from practicality, can in other cases be a complete mystery. One such example of this is the Voynich Manuscript, where the reasons for creating such a vast important tome in a language not readily accessible seems unfathomable.
- C** The Dorabella Cipher, for example, written by composer Edward Elgar, is a message to a family friend, consisting of simply of various squiggles oriented towards different directions. It looks unlike any other kind of text, but to this day, nobody has been able to decipher it, even the recipient herself. Some even believe it to not be a text at all, but rather a coded musical composition.
- D** When seeking to unlock the simpler codes, frequency analysis is often considered a useful method. This involves looking for letters that appear more frequently than others. So, for example, if the original text is considered to be in English, then identifying frequent occurrences of a letter or groups of letters, such as vowels or consonant clusters, may help decode the text.
- E** Reasons why messages might be obscured can vary widely – whether to conceal military plans from the enemy, create distractions or quite simply due to audacity, the only commonality being that the message must be hidden from those who are not the intended or worthy recipients. Within the study of Cryptography, the sender is referred to as Alice or A, the intended recipient is Bob or B, and amongst many other monikers, Eve or E is the eavesdropper.
- F** There is still debate over the purpose of the text, but the illustrations would seemingly point to it being some sort of encyclopaedia of the natural world. Some argue that the work is not encoded at all, but rather written in a language that died out without record. One school of thought even considers the entire thing to be a hoax and that the 'writing' is simply gibberish.
- G** But before, reader, you go searching through every cold, dark and dangerous cave in the area, as many have before you, be warned that it may all just be an elaborate ruse. After all, the texts were sold in pamphlets for a princely sum at the time, putting the veracity of the whole story in question.
- H** Getting started couldn't be easier, with a multitude of books on the subject, ranging from titles for the beginner code breaker to more advanced works on specific cyphers, as well as a number of websites devoted to code breaking, many with accompanying brain teasers. Although, with more modern codes, having a good grounding in maths and computer sciences is imperative.

**3** **SPEAK** Understanding words from context is another way of deciphering meaning that is unclear. In pairs, find the following words in the text and use the context around the words to help you work out the meaning.

eavesdropper fruitless gibberish  
princely squiggles unfathomable

### Don't forget!

When answering a gapped text, do not worry about answering the questions in order. It is better to read the text and complete the gaps with the paragraphs you are most certain of first.



## Language focus Adjectives and fixed expressions

- 1 Choose the correct alternative in the following extracts from the Reading on pages 106–107.
  - 1 In *perspective* / *retrospect*, the flaws in this method of encryption are obvious.
  - 2 But before, reader, you go searching through every *cold, dark and dangerous* / *dark, dangerous and cold* cave in the area, as many have before you, be warned that it may all just be an elaborate ruse.
  - 3 The beauty of coded texts however is that wherever an individual's aptitudes lie, there will always be the *really* / *very* puzzle for them.
- 2 Match examples 1–3 in Exercise 1 with the explanations a–c below.
  - a Adding detail to a sentence with a string of adjectives.
  - b Intensifying meaning by using a degree adjective.
  - c Adding focus by using a fixed expression.
- 3 Go to **Ready for Grammar** on page 220 to check your answers to Exercise 2 and for further rules, explanations and practice.
- 4 Complete the story extract with the phrases in the box.

all in all   all of a sudden   in actual fact   sure enough   up to this point



This was thirty-two floors all reeking of business. Looking around the place, you could tell he must've had quite the fortune to call this place his company office. With modern, understated décor, the latest technology on all the walls and large windows looking onto killer views – (1) \_\_\_\_\_, it was the kind of place that screamed success. His secretary gestured for me to sit on the couch. I sat there taking it all in. I knew what to expect. In my line of work, you meet these high-flyer types all the time. (2) \_\_\_\_\_, what I found when I finally entered the office, was a man sitting slouched down at his desk, like a schoolboy in detention. He tried to meet my eyes, with some difficulty. 'Mr Baresi? Please sit down.' I took my time, sizing him up with every step, and took a seat opposite him. (3) \_\_\_\_\_, he got up and started pacing back and forth behind his desk. 'So, how can I help?' I asked, stumped at what I was doing here and sick of moving my head metronomically in his direction. 'No police, OK? But I want you to help me. I heard you were my best shot. I've got a problem ... it's my wife, she's missing. I came home two days ago and she was gone. All I've found is this note.' He pushed a piece of paper over to me, his perplexed expression imploring me for answers. It read, QRZ/LV/WKH/WLPH/OHWV/JR. (4) \_\_\_\_\_, the whole scenario had been surreal. But, as I looked at the message, it all started to make sense. I'd seen this code before. I scribbled down some letters in my notebook. (5) \_\_\_\_\_ the answer was staring me in the face and I had news for Mr Allman.

- 5 **SPEAK** Think of eight other adjectives or fixed expressions you could add to the story.
- 6 **SPEAK** In pairs, answer the questions.
  - 1 Can you crack the secret message?
  - 2 Do you know what happened to the wife? How?



## Vocabulary Verbs of confusion and deceit

### 1 Choose the correct verb to complete the sentences.

- 1 The gallery was *duped* / *perplexed* **into** believing that the artwork was an authentic Picasso; it was, in fact, painted by the seller's brother.
- 2 If you think that one fifteen-minute walk a week will help you lose weight, you're *deluding* / *hoodwinking* **yourself**.
- 3 She knew almost nothing about the company and its products, but she managed to *bluff* / *hustle* **her way** through the interview, and was given the job.
- 4 The getaway driver *blackmailed* / *double-crossed* his gang by hiding away some of the money and reporting the other gang members to the police.
- 5 The defendants were accused of *stumping* / *swindling* a total of nearly three million pounds **out of** hundreds of vulnerable people.
- 6 It sometimes can be difficult to remain objective when solving crimes, and many new detectives tend to *confound* / *scam* a lack of cooperation **with** guilt, when there could be many reasons for it.
- 7 Thieves *baffled* / *conned* the security guard **into** letting them into the building by disguising themselves as cleaning staff.



### 2 **SPEAK** Look at the options presented for each sentence in Exercise 1. Discuss the difference in meaning between each of the options. Use a dictionary if necessary.

## Writing Part 2 Review

### 1 **SPEAK** Work in pairs and answer the questions.

What, for you, makes a film or book particularly good? Do you generally go for thought-provoking, intense storylines, or do you prefer more whimsical, escapist plots?

#### Useful Language

##### Building more complex sentences

We can use premodifiers, postmodifiers or both to build a more complex sentence that is rich in detail. For example:

*This **film** revolutionised the hackneyed detective narrative.*

*This **little-known film set on the moon** revolutionised the hackneyed detective narrative. (adjective + noun + reduced relative clause)*

*This **cult film from South Korea** revolutionised the hackneyed detective narrative. (noun modifier + prepositional/adjectival phrase)*

Now try to add some complexity to the starting sentence yourself.

*This \_\_\_\_\_ film \_\_\_\_\_ revolutionised the hackneyed detective narrative.*



compelling stuff



wouldn't put my worst enemy through it

### 2 Read the writing task below. Then, look at the model answer on page 197. Underline where the writer has added extra information to the nouns in bold.

A mystery website is asking for reviews of mystery films or books, examples of which are brilliant instances of their genre. You decide to send in a review of a mystery book or film to the website. Include why the film or book you have chosen is such an excellent example of the genre and also include examples of how the writer or director has achieved this.

### 3 Now, write your own answer to the task in Exercise 2. Add extra information to nouns where appropriate. Write between 280–320 words.

### 4 **SPEAK** Swap your writing with another students'. Read and discuss where information has been added to the nouns. Would you change anything?

For more information on writing reviews, see page 195.

## Language focus Modal verbs 2

Choose the correct word to complete the text. Sometimes both are correct.

### Who was the Babushka Lady?

Many mysteries surround the assassination of John F Kennedy, one of which is the identification of the Babushka Lady, which confounds experts to this day. The lady, named after her old-fashioned Russian style scarf, (1) *must / may* have been an unsuspecting bystander like any other, but certain details about her appearance and manner that fateful day, lead some to suspect that she was far from being just another member of the public. Firstly, her headscarf concealed her appearance, and secondly, amidst what surely (2) *must / could* have been a most traumatic event, she was standing calmly, photographing the scene when everyone around her was logically scrambling and taking cover. The reaction from the police and the public after seeing her image was natural: 'Something (3) *has got / must* to be up with this woman.'

Police at the time appealed for the woman to come forward, but nobody did until decades later. However, many people think this claimant (4) *mighn't / couldn't* have been the Babushka Lady. Why? Well, she would have been a tall 17-year-old at the time of the assassination and a completely different build than the figure that appears in the photo. Additionally, she also claimed to be have been holding a camera that wasn't even invented at the time. Some of the more outlandish theories that continue to surround this woman and who she (5) *could / must* have been include that she (6) *must / might* have been a spy for some government. But after so many decades, it (7) *may / must* be surmised that now, after so much time, we (8) *can / could* well never really know her true identity.

## Reading and Use of English

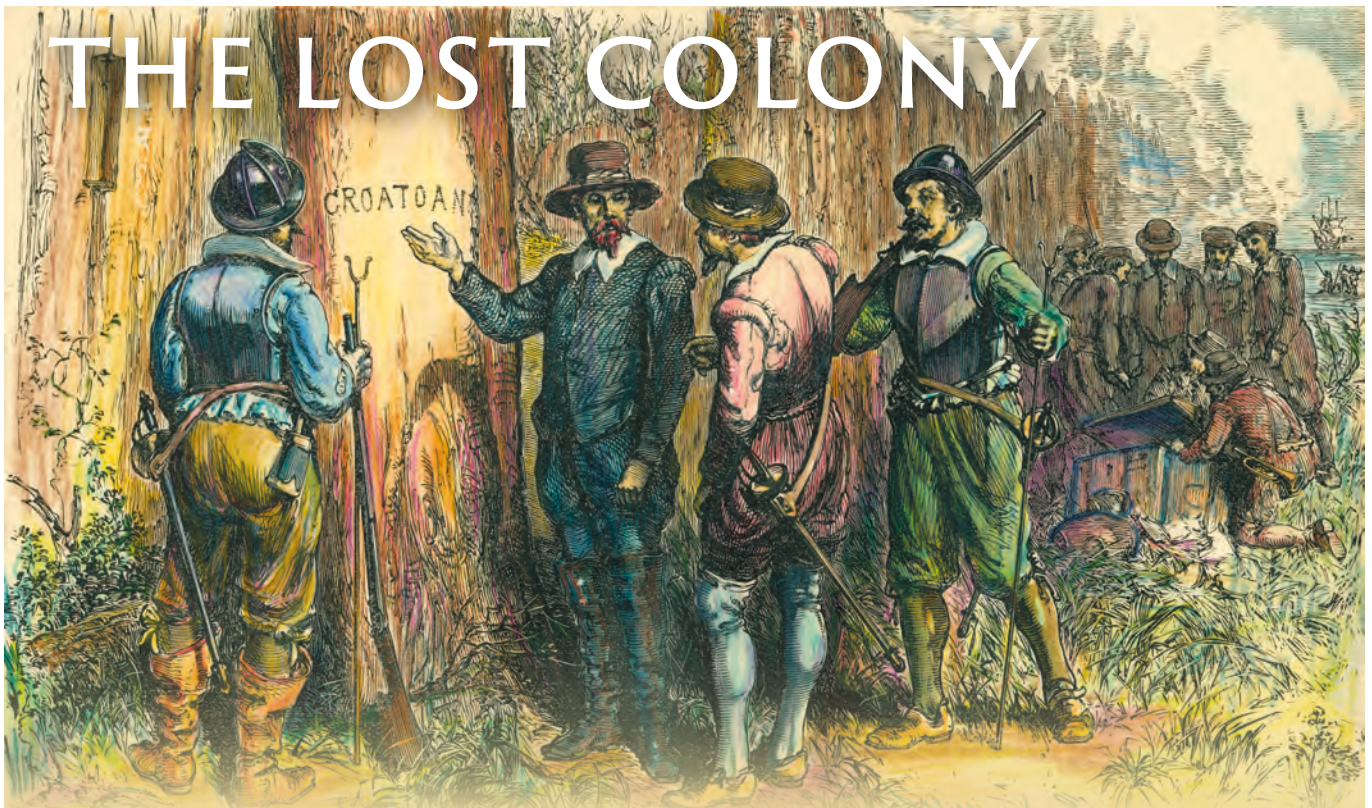
### Part 4 Key word transformations

For questions 1–6, 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 three and eight words, including the word given.

- All exams will be held in classrooms for now.  
**TIME**  
All exams are taking \_\_\_\_\_ being.
- Joe is determined to be a stunt man, even though it sounds dangerous.  
**SET**  
As dangerous as it sounds, Joe is \_\_\_\_\_ a stuntman.
- The rumours of the head teacher hitting the jackpot are untrue.  
**CONTRARY**  
Despite stories \_\_\_\_\_ hit the jackpot.
- Regardless of how difficult the exercise, you must keep trying.  
**ACCOUNT**  
Despite the difficulty of the exercise, \_\_\_\_\_ give up.
- The weather will stay bad for the next few weeks.  
**LIKELY**  
The weather \_\_\_\_\_ better any time soon.
- We can tell from the results of carbon dating that it's impossible Plato wrote that text.  
**HAVE**  
The carbon dating results indicate that Plato \_\_\_\_\_ text.



## Vocabulary Deduction and investigation | Confusion and deceit



One mystery that still (1) \_\_\_\_\_ people to this day is the disappearance of an entire colony of people in what was then referred to in Britain as the 'New World' – 1500s America. The Roanoke Colony was a group of about 100 men, women and children, who were sent from England to the New World in order to (2) \_\_\_\_\_ the new territories by creating settlements. Early into the colony's establishment, the governor, John White, returned to England for more supplies, but on his return to the colony, he was shocked to discover that all the settlers had disappeared. Try as he might to (3) \_\_\_\_\_, there was simply no trace of any of the colonists. The only visual evidence he (4) \_\_\_\_\_ was the word 'Croatoan' cut into a tree – but this only served to (5) \_\_\_\_\_ him further. Today, theories abound over what happened to them, but once these are carefully (6) \_\_\_\_\_, it becomes easy to see the flaws: if they moved on to a new place, where did they go and why didn't they leave a message? If they died of disease or were attacked by local tribes, where were the bodies? If they were (7) \_\_\_\_\_ people into believing they'd disappeared, what was the motive?

Read the text and choose the correct word (A, B or C) that best fits the space.

- |                    |                   |                 |
|--------------------|-------------------|-----------------|
| 1 A hustles        | B dupes           | C baffles       |
| 2 A stake out      | B stumble across  | C nose around   |
| 3 A keep them back | B track them down | C root them out |
| 4 A hit upon       | B sounded out     | C sized up      |
| 5 A hoodwink       | B delude          | C perplex       |
| 6 A caught up with | B mulled over     | C rooted out    |
| 7 A confounding    | B hoodwinking     | C hustling      |

### Writing Part 2 Article

A newspaper has asked readers to submit articles on the subject of mystery for their special weekend supplement. The article should briefly describe a mystery, and touch upon why it is mysterious. The article should then broaden out to discuss why people find mysteries so captivating.

Write your article.

For more information on writing articles, see [page 192](#).

## Murder Mystery night at THE GRAND CENTRAL HOTEL

If you're a lover of all things mysterious, why don't you join us for a night of mystery and suspense at the Grand Central Hotel, where there's much **(1) more to this** New Year's Eve party **than meets the eye**.

Host and multi-millionaire, Victor Del Fuente has more than a few **(2) skeletons in his cupboard**, and these catch up with him during his star-studded bash. Having got **(3) caught red-handed** in some dodgy dealing, his business associates aren't best pleased with him, and his family **(4) smell a rat** about what he's done with the family investments. And who's that mysterious woman in the shadows who looks familiar, yet nobody can **(5) put their finger on?**

With **(6) red herrings** aplenty, you'll need to keep your wits about you to stay in with a chance of solving the murder.



### Discussing idioms

Discuss the differences in meaning between these idioms:

- ring a bell / strike a chord
- keep something under wraps / keep something under your hat
- be barking up the wrong tree / get the wrong end of the stick

### About English

Idiomatic language is a common feature of English. In general, idioms which can be applied to a broader range of contexts are more common than those with a specific usage. For example, a *skeleton in the cupboard* can only be used to in certain situations, but many things can be *more than meets the eye*.

**1** Read the text and match the words in bold (1–6) with their meanings (a–f).

- a begin to suspect deception
- b to have an unpleasant secret about something you did in the past
- c more difficult or involved than it at first seems
- d a misleading clue
- e spot someone in the act of wrongdoing
- f to be able to identify, or say, exactly what something is

**2 SPEAK** Look at the idioms in Exercise 1. Which idiom do you think is only used in a context of crime?

**3** Decide which idiom (a or b) best fits each gap.

- They're \_\_\_\_\_ by investigating that man, he's got a watertight alibi and barely any motive.
  - a keeping something under wraps
  - b barking up the wrong tree
- Elisha \_\_\_\_\_ and told everyone she was the murderer instead of creating a cover story.
  - a let the cat out of the bag
  - b rang a bell
- Everybody at the party was \_\_\_\_\_ and we had to try and work out the truth.
  - a keeping something under wraps
  - b putting their finger on it
- We thought the man's name \_\_\_\_\_ and it turns out he's the long lost brother of the victim.
  - a smelt a rat
  - b rang a bell

**4 SPEAK** In pairs, discuss the questions.

- Can any of these idioms be translated into your own language? How common are the expressions?
- What other expressions do you have in your language that have a similar meaning?
- Why might people want to use idiomatic language for these kinds of situations?