

# Unit 8 Weird news



A flock of flamingos in the Gulf of Mexico  
Photograph by Robert B. Haas

## FEATURES

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An explanation of strange phenomena in the natural world

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An article on the mysterious Nazca lines in Peru

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Current theories about pilot Amelia Earhart's disappearance

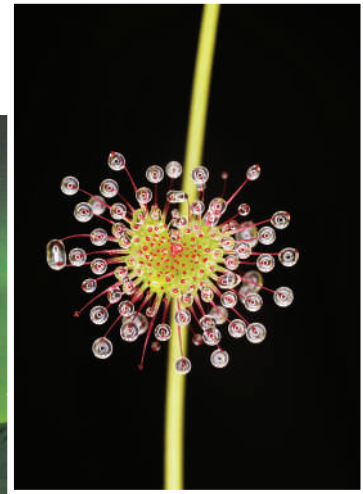
### 102 Killer bees

A video about an invasion of bees in Latin America

- 1 Work in pairs. Look at the photo. What is unusual about it? Do you think it is real or fake? Why?
- 2 Read the comments on the photo. What or who do the words in bold refer to?
  - 1 If you look closely you can make **them** out.
  - 2 **That's** too much of a coincidence.
  - 3 I've seen **this kind of thing** before.
  - 4 I think **it's** genuine.
  - 5 You can see where **he** has added more flamingos.
  - 6 Look at **the ones** at the top.
- 3 Work in groups. Have you ever been tricked by anything fake? How can you tell if these things are fake or genuine?

jewelry money paintings passports watches

# 8a Nature's mysteries



## Vocabulary and listening the natural world

- 1** Work in pairs. You are going to listen to some audio clips from a website about mysteries in nature. Look at the photos from the website. Discuss them with your partner.

*It looks like / reminds me of (a)...*

- 2** Work in pairs. You will hear these words in the audio clips. Complete the sentences with them.

ants	atmosphere	beetles	butterflies	flies
insects	nitrogen	oxygen	particles	predators
radiation	species	spikes	stem	

- ..... and ..... are gases in the .....
- Both ..... and ..... are flying .....
- ..... is the name for energy in the form of rays or waves.
- ..... and ..... live on the ground and in the soil.
- Leaves and flowers grow from a plant's .....
- ..... are tiny pieces of material.
- ..... catch and eat other .....
- Some plants have long, sharp ....., like needles.

- 3** **32** Listen to the audio clips. Write the number of the clip (1–3) next to the words in Exercise 2.

- 4** **32** Listen to the clips again. Are the sentences true (T) or false (F)?

- The colors are man-made lights.
- The color of the lights depends on oxygen and nitrogen.
- The orange ball is a butterfly egg.
- One image uses a technique called macro photography.
- Some plants can chase insects.
- The Australian sundew plant traps flies on its sticky spikes.

- 5** What can you remember? Test each other.

- What are the lights in the sky?
- Why might butterflies lay eggs in places like this?
- How do some plants catch animals?

## Grammar modal verbs (2)

- 6 Match these sentences (1–4) with their uses (a–d).
- The colors are so vivid that you think they can't be natural.
  - You imagine that they must be man-made.
  - This might be a painting or a work of art.
  - It may not seem logical, but there are indeed plants that catch insects.
- The speaker is certain something is true.
  - The speaker is certain something is false.
  - The speaker thinks it's possible something is true.
  - The speaker thinks it's possible something is false.

### SPECULATION AND DEDUCTION ABOUT THE PRESENT

<i>must</i>	+ base form
<i>might (not) / may (not) / could</i>	+ <i>be + -ing</i>
<i>can't</i>	

For more information and practice, see page 166.

- 7 Look at the grammar box. Underline the modal verbs in the audioscript on page 178.
- 8 Read the text *Navigation in nature*. Cross out any options that are not possible.

## Word focus look

- 9 Match the two parts of these sentences. Check your answers in the audioscript on page 178. Underline another expression with *look* that means the same as item 1.
- The sky looks as though
  - The sky looks
  - The shiny drops look like
  - Look
- carefully.
  - water.
  - it's on fire.
  - green.
- 10 Complete the sentences with an expression with *look* from Exercise 9.
- You ..... great! Are you going somewhere special?
  - Mohamed ..... a model in that fine suit.
  - Joe ..... he hasn't slept all night.
  - You ..... angry! What's the matter?
  - You ..... you've had some good news.
  - I'll need to ..... closely at this contract.

## Speaking

- 11 Work in two pairs within a group of four. You are photo editors at a magazine. You can't find the correct captions for your photos. Describe your photos to the other pair and find the correct caption.
- Pair A: Turn to page 153. Look at the photos and captions.
- Pair B: Turn to page 154. Look at the photos and captions.

## NAVIGATION IN NATURE

Arctic terns (pictured) are among many animals that travel huge distances every year, returning to the same place each time. How do they find their way? Scientists believe that this ability <sup>1</sup> *must be / can't be* instinctive in some animals, such as salmon, because they are not guided by a parent. They think that the fish <sup>2</sup> *might recognize / could recognize* the smell of the river they came from. According to current theories, some migrating birds, like the tern, <sup>3</sup> *could use / may use* the Earth's magnetic field or the sun as a guide. Studies have shown that in some species, older birds are more successful navigators. This <sup>4</sup> *can't mean / could mean* that birds learn with experience or they react to weather conditions. In fact, instinct <sup>5</sup> *may be / can't be* the whole story: a flock of young geese once learned their migration route by following a human in a plane.



An Arctic tern

# 8b Desert art


## Vocabulary history

- 1 Are you interested in history? Complete the questions with some of these words. Then work in pairs asking and answering the questions.

ancient   belief   century   period   prehistoric  
sacred   society   tradition

- 1 Do you enjoy visiting ..... monuments?
- 2 Which historical ..... interests you?
- 3 What do ..... cave drawings often show?
- 4 What do you think were the key historic events of the 20th ..... ?
- 5 Are there any historical sites with religious or ..... significance in your country?
- 6 Do you think we can learn from studying how ..... lived in the past?

## Listening and reading

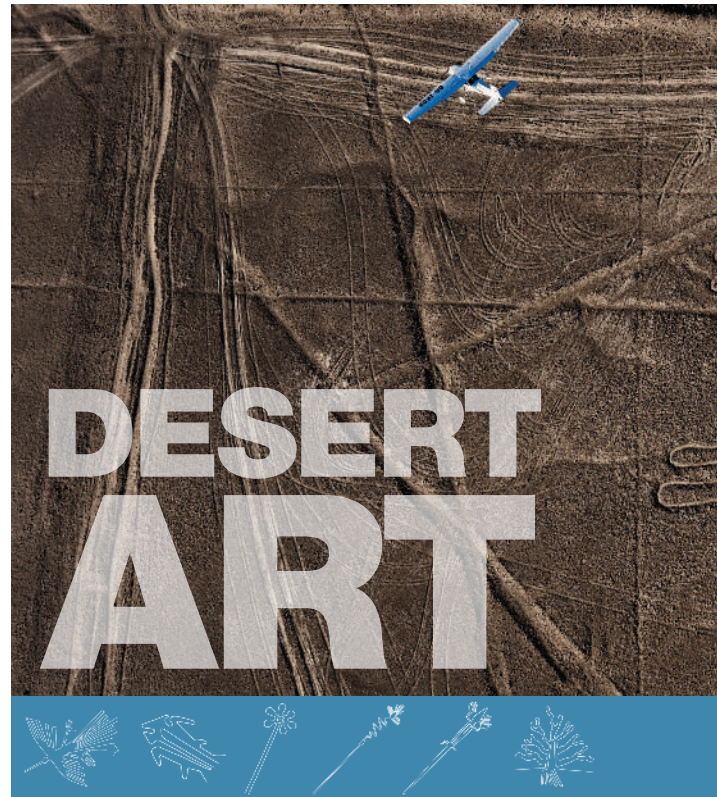
- 2  33 Have you heard of the Nazca lines? Work in pairs. Try to answer the questions. Then listen to part of a radio show. Check your answers.

- 1 What are they?                      5 How many are there?
- 2 Where are they?                    6 How old are they?
- 3 How big are they?                  7 How are they made?
- 4 What do they show?

*I've never heard of them. But from the photo, they look as if they're drawings of something.*

*I think they might be in South America, but I'm not exactly sure.*

- 3 Did any of the information surprise you? Is there any additional information you would like to know about the Nazca lines? Write two or three questions.
- 4 Read the article *Desert Art* and answer the questions. Does the article answer your questions from Exercise 3?
- 1 When did people discover the Nazca lines?
  - 2 What ideas did people have about their purpose?
  - 3 Why was water important to Nazca society?
  - 4 What is the current theory about the significance of the lines?
- 5 Why do you think people are so fascinated by the Nazca lines?



The mysterious desert drawings known as the Nazca lines have puzzled people since they first became widely known in the late 1920s. Before air travel in Peru began, it was impossible to get a clear view of the giant drawings of the spider, monkey, and hummingbird. Yet the Nazca people who made these patterns 2,000 years ago couldn't have seen them from above.

One of the first formal studies of the lines was by Maria Reiche. She spent half a century working for their conservation and was convinced that the lines must have been part of an astronomical calendar. Other people thought they might have been ancient Inca roads or irrigation systems. The weirdest idea was that they could have been landing strips for alien spacecraft!

**ceremonial** (adj) /,serə'moʊniəl/ ritual and traditional  
**phenomenon** (n) /fə'nomə,nən/ an unusual event or fact

### ▶ WORDBUILDING noun → adjective

We can make adjectives from nouns by changing the endings of the nouns.

mystery + -ous → mysterious

religion + -ous → religious

astronomy + -ical → astronomical

ceremony + -al → ceremonial



Spider  
Photograph by Robert Clark

This region of Peru is one of the driest places on Earth and yet successful societies, including the Nazca, lived here. Water must have had an incredible significance to these societies, so perhaps the lines were related to it. We know that the Nazca River, which comes down from the nearby mountains, runs underground for about nine miles before suddenly resurfacing. This must have seemed an astonishing, even sacred, phenomenon to ancient societies. It has also become clear that there are other huge drawings in the area, not just the ones in the desert. Many are much older than the Nazca figures, so the same group of people can't have created them. It now seems that the Nazca lines may have been part of a long tradition of ceremonial activities connected to water and religious beliefs.

## Grammar modal verbs (3)

- 6 Look at the grammar box. Find and number eight sentences with these forms in the article.

### ► SPECULATION AND DEDUCTION ABOUT THE PAST

<i>must</i>	<i>have</i>   + past participle
<i>might / may / could</i>	
<i>can't / couldn't</i>	

For more information and practice, see page 166.

- 7 Answer the questions about the sentences (1–8) in the article.
- Which sentences speculate about things that were possible?
  - Which sentences express certainty about the explanations they give?
  - Which sentences make a deduction based on logical information?
- 8 Rewrite the sentences about the Nazca using one of the words in parentheses. Check your answers with your instructor.
- We know water wasn't easy to find. (*can't / must*)
  - It's possible the rivers dried up. (*might / may not*)
  - There's no doubt the lines were very important. (*could / must*)
  - Perhaps the lines had a religious significance. (*may / can't*)
  - It isn't logical that the animal drawings were roads. (*might / couldn't*)
  - Obviously the animals lived in the region. (*might / must*)
  - One possibility is that the Nazca people used simple tools. (*could / must*)
  - It seems clear that people maintained the lines carefully. (*might / must*)

## Speaking

- 9 Work in pairs. Why do you think the Nazca lines were created? What do you know about these other mysterious sites?

The Sphinx	The Bermuda Triangle
Stonehenge	Petra
Rapa Nui	The Great Wall
Jamestown	

- 10 Work in groups. Look at the list of things archaeologists have found that date from around 2,000 years ago—the same period as Nazca society. What do they say about how people lived then?

- a leather sandal
- a circle of 6-foot granite "standing stones"
- fragments of pottery with iron-based painted patterns
- a metal pot containing cream with a fingerprint visible
- pits dug in the ground, full of apricot and plum seeds
- a bronze mirror in a grave
- pots in the ground containing hundreds of coins
- animal bones

- 11 Tell the class your ideas. Which ideas are the most interesting?

# 8c Lost and found?

## Reading

- 1 Work in pairs. The disappearance of Amelia Earhart is one of aviation's greatest unsolved mysteries. Read the first article, *Where is Amelia Earhart? Three Theories*, on page 99. Find out what people think happened to her. Compare your answers.
- 2 Read the second article on page 99 quickly. Answer the questions.
  - 1 Which of the three theories is the main article concerned with?
  - 2 Which modern scientific technique might hold the key to the Earhart mystery?
  - 3 If the project is successful, what will it prove?
- 3 Read the second article again. Answer the questions.
  - 1 What is Justin Long's connection to the project?
  - 2 Why can't the study use a sample of Earhart's hair?
  - 3 What is the biggest problem facing the researchers on the new project?
- 4 Find these words in the articles. Look at how the words are used and try to guess their meaning. Then replace the words in bold in the sentences with these words.

log	profile	funding	reveal
archive	assumption	ensure	identical

- 1 The Science Council is **paying for** a study of wildlife in our area.
- 2 The tests **show** that the bones are human.
- 3 The museum has a huge **collection of documents** on the early days of flight.
- 4 We need to **make certain** that our results are correct.
- 5 The investigation is based on the **theory** that the sample is big enough.
- 6 Detectives often create a **description** of a suspected criminal.
- 7 These two samples are **exactly the same**.
- 8 The visitor **register** recorded twenty visitors yesterday.

- 5 Work in pairs. Complete the summary.

The new project aims to provide a way of testing  
1 ..... . The success of the project depends  
on several things. First, that the bone is from a  
2 ....., not a turtle. Second, that Earhart's  
saliva still exists on 3 ..... . And third,  
that there is enough saliva to 4 .....

## Critical thinking opinion or fact?

- 6 Read the definitions of *opinions* and *facts*. Then decide if the sentences from the articles are opinion (O) or fact (F).

*Opinions* are what people believe to be true. They can be a personal point of view or something that many people think.

*Facts* are items of information that we can check to prove or disprove.

- 1 Amelia Earhart [...] was attempting a round-the-world flight in 1937.
- 2 Earhart could have landed on a different island.
- 3 According to Justin Long, Earhart's letters are the only items that are both verifiably hers and that might contain her DNA.
- 4 A 2009 study revealed that the sample [of hair] was actually thread.
- 5 Some scientists have suggested the Nikumaroro bone fragment isn't human at all.
- 6 About 99 percent of the nuclear genome is identical among all humans.

- 7 Find another fact and another opinion in the second article.

## Speaking

- 8 Work in groups. Discuss your answers to the questions.
  - 1 Why do you think Justin Long is involved in the project?
  - 2 The bone fragment "might have been from one of Earhart's fingers." What other possibilities exist?
  - 3 Is it certain that any saliva on the envelopes is Earhart's? Why?
  - 4 Do you think the project will be successful? Why?

*In my opinion, Justin Long is involved because his grandparents were interested in Amelia Earhart.*



# Where is *Amelia Earhart?*

## Three Theories

By Ker Than for National Geographic News

Amelia Earhart, the first woman to fly solo across the Atlantic Ocean, was attempting a round-the-world flight in 1937. She planned to land on the tiny Pacific Ocean island of Howland just north of the equator. She never arrived. Her fate, and that of her navigator Fred Noonan, remains one of aviation's greatest unsolved mysteries. Researchers have spent millions of dollars investigating the case and several books have been published that examined different theories.

The official US position is that Earhart ran out of fuel and crashed in the Pacific Ocean. The radio log from a US Coast Guard ship indicates that she must have been near Howland when contact was lost.

Another theory says that Earhart could have crashed on a different island, called Nikumaroro, and subsequently died since the island is uninhabited.

Yet another theory claims she was captured while on a secret mission to the Japanese-controlled Marshall Islands in the North Pacific and eventually returned to the US with a new identity.

## Lost and found? The missing pilot

February 18, 2011

Amelia Earhart's dried saliva could help solve the longstanding mystery of the aviator's 1937 disappearance, according to scientists who plan to take samples of her DNA from her correspondence. A new project aims to create a genetic profile that could be used to test recent claims that a bone found on the South Pacific island of Nikumaroro is Earhart's.

Justin Long, a Canadian whose family is partially funding the DNA project, points out that at the moment, anyone who finds fragments of bones can claim that they are Earhart's remains. Long, an Internet marketing executive, is the grandson of 1970s aviator Elgen Long, who with his wife wrote the 1999 book *Amelia Earhart: The Mystery Solved*. According to Justin Long,

Earhart's letters are the only items that are both verifiably hers and that might contain her DNA. Hair samples are one of the best sources of DNA, but no hair samples from Earhart are known. There was, in theory, a sample of Earhart's hair in the International Women's Air and Space Museum in Cleveland, US. However, a 2009 study revealed that the sample was actually thread. The remains of Earhart, her navigator Noonan, and their twin-engine plane were never recovered. But in 2009, a group of researchers found a bone fragment on Nikumaroro that they believed might have been from one of Earhart's fingers. However, some scientists have suggested the Nikumaroro bone fragment isn't human at all but may instead belong to a sea turtle that was found nearby. The new Earhart DNA project will be headed by Dongya Yang, a genetic archaeologist at Simon Fraser University

in Canada. Yang will work on four letters Earhart wrote to her family, out of more than 400 letters in the Earhart archive. Much of Earhart's correspondence was done by her secretary but the assumption is that Earhart must have sealed the envelopes of these personal letters herself. Meanwhile, geneticist Brenna Henn of Stanford University said she knows of no other case where DNA has been collected from decades-old letters. But she said Yang's methodology "sounds reasonable." The problem is that about 99 percent of the genome is identical among all humans. If the team obtains little material, they have almost no power to discriminate between Earhart's DNA and anyone else's. To ensure that the DNA from the envelopes indeed belonged to Earhart, the team will compare it to DNA from Earhart's living relatives and DNA extracted from a letter written by Earhart's sister.

**genome (n)** /'dʒiːnoʊm/ the genetic information of each living thing  
**saliva (n)** /sə'laɪvə/ the liquid normally produced in your mouth

# 8d You're kidding me!

## Real life reacting to surprising news

1 34 Listen and choose the best headline (a–b) for each conversation.

1 a **ESCAPED SHEEP TAKE OVER PARK**

b **SHEEP IN GLOBAL WARMING SHOCK**

2 a **FORGED EURO ALERT**

b **USA TO JOIN THE EURO ZONE**

3 a **FUEL PRICES TO DOUBLE NEXT WEEK**

b **GAS PRICES SLASHED**

2 Can you remember? Answer the questions for each story.

- 1 What is the problem?
- 2 Does one of the speakers believe the other?
- 3 What is the date?

3 34 Look at the expressions for reacting to news. Listen to the conversations again. Put the expressions in order (1–9).

### ▶ REACTING TO SURPRISING NEWS

Are you serious?	That can't be right!
Are you sure?	They must have made a mistake.
No way!	You're kidding me!
Oh yeah?	You're pulling my leg!
Really?	

4 April Fools' Day (April 1) is a day when people play tricks on each other in many countries. Do you do anything similar in your country? Discuss with a partner.

## 5 Pronunciation showing interest and disbelief

a 35 Listen to these expressions for reacting to news. Notice how the speaker's intonation rises to show interest and falls to show disbelief. Repeat the expressions.

Oh yeah?      Come on!

b Work in pairs. Take turns responding to these statements. Use the expressions in Exercise 3.

- 1 I'd love to go snorkeling in Antarctica.
- 2 A meteorite has crashed to Earth in the middle of Dubai.
- 3 I found a wallet full of money!
- 4 Biologists have discovered a parrot that can speak three languages.
- 5 I'm starting a new job tomorrow.

6 Work in pairs. Choose one of the other April Fools' Day headlines from Exercise 1. Decide what the hoax is. Make notes about the main points of the story. Invent as many details as you wish. Practice telling the story with your partner.

7 Work with a new partner. Take turns listening and reacting to your stories. Use the expressions for reacting to news to help you.





# 8e In the news

## Writing a news story

**1** Work in pairs. Read the news story. Do you think it is true or not? Explain your reasons to your partner.

### **2 Writing skill** structuring a news story

**a** Read the introductory sentence in the news story again. Answer the questions.

- 1 What happened?
- 2 Who was involved?
- 3 Where did it happen?

**b** Read the main paragraph and find:

- 1 how the woman cut the cable.
- 2 four things that happened after she cut the cable.
- 3 two pieces of background information.

**c** Read the main paragraph again. How are the events and background details organized?

### **3 Vocabulary** -ly adverbs in stories

**a** Find these adverbs in the story. Then match the adverbs with their meanings.

#### Adverbs

accidentally	unfortunately	temporarily
immediately	apparently	

#### Meanings

at once	by mistake	for a short time
it seems that	by bad luck	

**b** Cross out any options that are not possible.

- 1 *Apparently*, / *Quickly*, this type of incident is increasing in Georgia.
- 2 *Fortunately*, / *Incredibly*, nobody was hurt.
- 3 Internet service was *amazingly* / *gradually* restored across the region.
- 4 *Coincidentally*, / *Rapidly*, Internet service also failed in other regions last week.
- 5 Software providers say hackers *deliberately* / *sadly* sabotaged the service.
- 6 *Hopefully*, / *Slowly*, the police will release the woman because of her age.

**c** Work in pairs. Decide which of the sentences in Exercise 3b fit into the story and where they fit.

## GEORGIAN WOMAN CUTS OFF ARMENIA'S WEB ACCESS

An elderly Georgian woman accidentally cut through an underground cable and cut off Internet service to all of neighboring Armenia.

The woman, 75, was digging for metal near the Georgian capital of Tbilisi when her shovel damaged the fiber-optic cable. Unfortunately, Georgia provides 90 percent of Armenia's Internet service so web users in the nation of 3.2 million people were left twiddling their thumbs for up to five hours. Large parts of Georgia and some areas of Azerbaijan were also temporarily affected. The damage was detected by a monitoring system and a security team immediately responded. The cable is protected, but apparently landslides or heavy rain may have left it exposed on the surface. The woman, called "the shovel-hacker" by local media, was arrested on suspicion of damaging property. She faces up to three years in prison.

**4** You are going to write a hoax story or an April Fools' story. It can be invented or it can be a story you have heard. First, take notes about the main events and the background details of the story. Think about what, who, where, why, and how.

**5** Write an introductory sentence to summarize the story. Then number your notes in the order you will write about them. Include at least three adverbs where appropriate.

**6** Write your story in about 150–200 words. Include an interesting headline.

**7** Work in pairs. Exchange stories. Use these questions to check your partner's story.

- Was the headline interesting?
- Are the facts of the story clear?
- Do you think the story is true?

# 8f Killer bees

Video



One man believes that this foreign bee may cause problems for the whole rain forest.

## Before you watch

- 1 Work in groups. Look at the title of this video and the photo and discuss the questions.
  - 1 What do you know about bees?
  - 2 Why do you think these bees are called “killer bees”?
  - 3 What problems do you think they might cause for the rain forest?
- 2 The video is about a man who studies bees. What do you think you will see him doing in the video?

driving	getting stung by a bee
flying a plane	hiking in the rain forest
holding bees	putting his hand in a beehive
writing a journal	working with a beehive

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Work in pairs. Choose one of the topics below. Watch the first part of the video (to 03:05) and make notes about David Roubik or bees. Then tell another pair what you found out about your topic.

### David Roubik

- 1 Where and for how long has he studied bees?  
.....
- 2 Where does he work?  
.....
- 3 How many species of bees has he found in one square kilometer of the rain forest?  
.....
- 4 Why does he think there's a problem for the native bees?  
.....

### Bees

- 5 How do bees benefit the rain forest?  
.....
- 6 Where do they live?  
.....
- 7 Why did people bring African honeybees to South America?  
.....
- 8 How did the experiment go wrong?  
.....

**adaptable** (adj) /ə'dæptəbəl/ able to change  
**canopy** (n) /'kænəpi/ the top level in a rain forest  
**compete** (v) /kəm'pi:t/ try to be more successful  
**entomologist** (n) /,entə'mɒlədʒɪst/ a person who studies insects  
**force out** (v) /'fɔ:rs 'aʊt/ make a person or animal leave  
**hive** (n) /haɪv/ a place where bees live  
**interact** (v) /,ɪntər'ækt/ have a relationship with  
**leading** (adj) /'li:dɪŋ/ most important  
**outlandish** (adj) /aʊt'lændɪʃ/ very strange

- 5 Watch the rest of the video (03:06 to the end). Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 By 1982, the African bee was starting to make its home in Panama.
- 2 Roubik thinks the newspapers reported the story of the bees correctly.
- 3 The African bees are most dangerous to man.
- 4 Native bees are important because they pollinate the plants in the rain forest.
- 5 Native bees cannot compete with the stronger African bees.
- 6 Roubik visits the Mayan people because they have a lot of experience with bees.
- 7 Mayan farmers think the African bees are not a problem.
- 8 Fifteen years ago there wasn't much honey.

## After you watch

### 6 Roleplay interviewing a bee keeper

Work in pairs.

Student A: You are an entomologist studying bees. Use the ideas below to prepare questions to interview a Mayan bee keeper.

Student B: You are a Mayan bee keeper. Use the ideas below to tell the entomologist your concerns.

- how long the farmer has kept bees
- how much honey there used to be
- how many native bees there are now
- the effects the disappearance of native bees is having on the local forests

Act out the interview. Then change roles.

### 7 Work in groups and discuss these questions.

- 1 Should human beings be permitted to experiment with nature to increase the production of food?
- 2 What are the risks of experiments like these? What are the advantages?

**pollinate** (v) /'pɒlə,neɪt/ carry pollen from one flower to another  
**repeatedly** (adv) /rɪ'pi:tɪdli/ again and again  
**sting** (v) (past: stung) /stɪŋ/ what an insect does when it injects a person with poison  
**spread** (v) /spred/ move to cover a larger area  
**survive** (v) /sə'rvaɪv/ continue living under difficult conditions  
**swarm** (n) /swɔ:rm/ a large group of bees  
**take over** (v) /'teɪk 'oʊvər/ take control of something

# UNIT 8 REVIEW

## Grammar

1 Match the news headlines (1–3) with the comments (a–f). There are two comments for each headline. Choose the best option in the comments. Then work in pairs. Compare your answers.

1 **MAN CLAIMS TO BE 150 YEARS OLD**

2 **WEBSITE REVEALS LOCH NESS MONSTER PHOTOS**

3 **ASTRONOMERS FIND NEW PLANET**

- a They *could* / *must* be fake.
- b He *can't* / *must* be telling the truth.
- c They *might have* / *must not have* used new equipment.
- d It *can't have* / *might have* just appeared from nowhere.
- e He *might* / *might not* be old, but not that old!
- f They *might* / *must* be of a big fish.

2 Look at the photo of Stonehenge, a prehistoric site in southern England. What was Stonehenge used for? Check your ideas below.



### the facts

- ☐ dated as 3-4,000 years old
- ☐ no written records from that period
- ☐ The larger stones weigh 25 tons. They come from about 19 miles away from the site.
- ☐ The smaller stones originate from Wales, 143 miles away.
- ☐ The circle is aligned with the sun's highest and lowest points in the sky.

### the theories

- ☐ created by Merlin of King Arthur's court
- ☐ the ruins of a Roman building
- ☐ built by invaders from Denmark
- ☐ an alien landing area
- ☐ a sacred site
- ☐ a cemetery or burial site
- ☐ a scientific observatory

3 Work in pairs. Discuss the theories and decide what you think of each one. Then work with another pair. Which theory do you think is the most probable? Explain your reasons.

### I CAN

speculate and draw conclusions about events in the present and past (modal verbs)

## Vocabulary

4 Work in pairs. Write down two of these things.

- 1 gases: \_\_\_\_\_, \_\_\_\_\_
- 2 insects: \_\_\_\_\_, \_\_\_\_\_
- 3 words meaning "very old": \_\_\_\_\_, \_\_\_\_\_
- 4 words for ideas in science or investigations: \_\_\_\_\_, \_\_\_\_\_

5 Work in pairs. Answer as many questions as you can.

- 1 What is trick photography?
- 2 What part of a plant is the stem?
- 3 What kinds of things are sticky?
- 4 Name some animals that migrate.
- 5 What do irrigation systems do?
- 6 What's an archive?
- 7 What might be in someone's profile?
- 8 Is a hoax a person?
- 9 What kinds of things happen accidentally?

### I CAN

talk about things from the natural world

talk about history

## Real life

6 Test your memory. Can you remember ways of reacting to news using these words?

kidding no pulling right serious sure

7 Work in groups. Each person needs six pieces of paper. Write surprising sentences about yourself (true and false) on the pieces of paper. Take turns reading your sentences out loud. Use appropriate expressions to react to the sentences about the other people and try to find out which sentences are true.

### I CAN

react appropriately to surprising news

## Speaking

8 Work in pairs. Tell each other the most surprising (true) thing you have read about or seen a report about in the last few months.