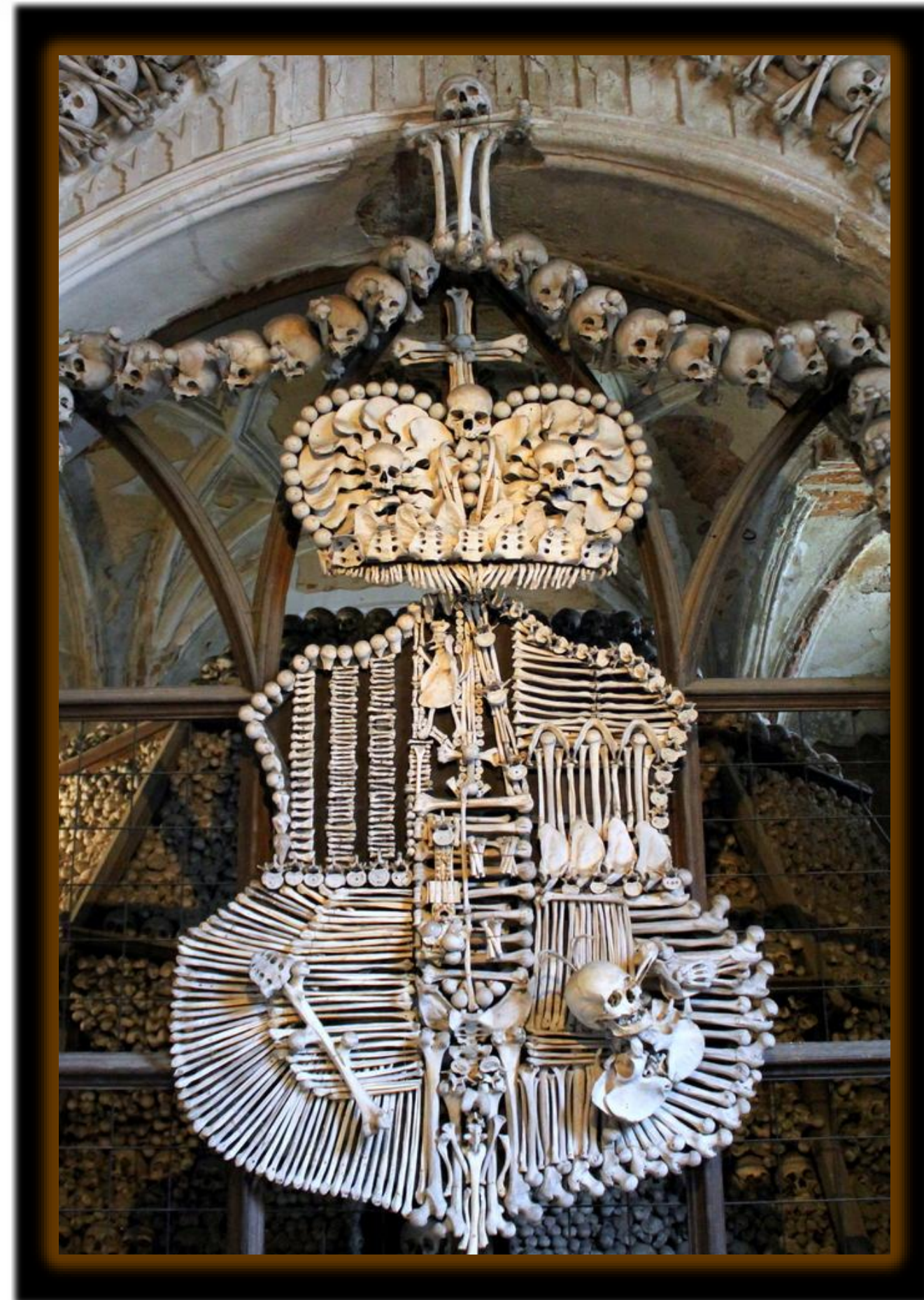


Objectives

- Language focus: Modal verbs in the past
- Vocabulary: Metaphors and idioms – the body
- Everyday English: Stress and intonation
- Reading: The amazing Vikings
- Listening: Rhyme and reason
- Writing: Adding emphasis





1. Look quickly at the photo. What is it? Look more closely. What do you see? Do you think it's respectful to the dead? Why/Why not?
2. Explain the quote. Is this true of people you have known? How is it true for famous historical figures?



“The dead will not die completely until they are remembered by no one.”

Mehmet Murat Ildan

Test your grammar!

1. All modal verbs can be used to express degrees of probability. Which of these sentences do this? Put a (✓). Which don't? Put a (X).

1. I think it's Jane, but I might be wrong.
2. The train may be late due to bad weather.
3. I must do my homework.
4. You should see a doctor.
5. She must be very rich.
6. I can't sleep because of the noise.
7. Cheer up! Things could be worse.
8. They can't be at home. There are no lights on.

2. Put all the sentences in the past.

Listen and check.



Audio 10.1

1. Look at the pictures and read the introduction.
Discuss the questions below.

- Who was the man?
- How did he die?
- Why was he found in a car park?
- How old was he when he died?
- What is the connection with the actor, Benedict Cumberbatch?

He must have been someone important.

It might have been Shakespeare.

He could have died ...

The actor may be interested in history...

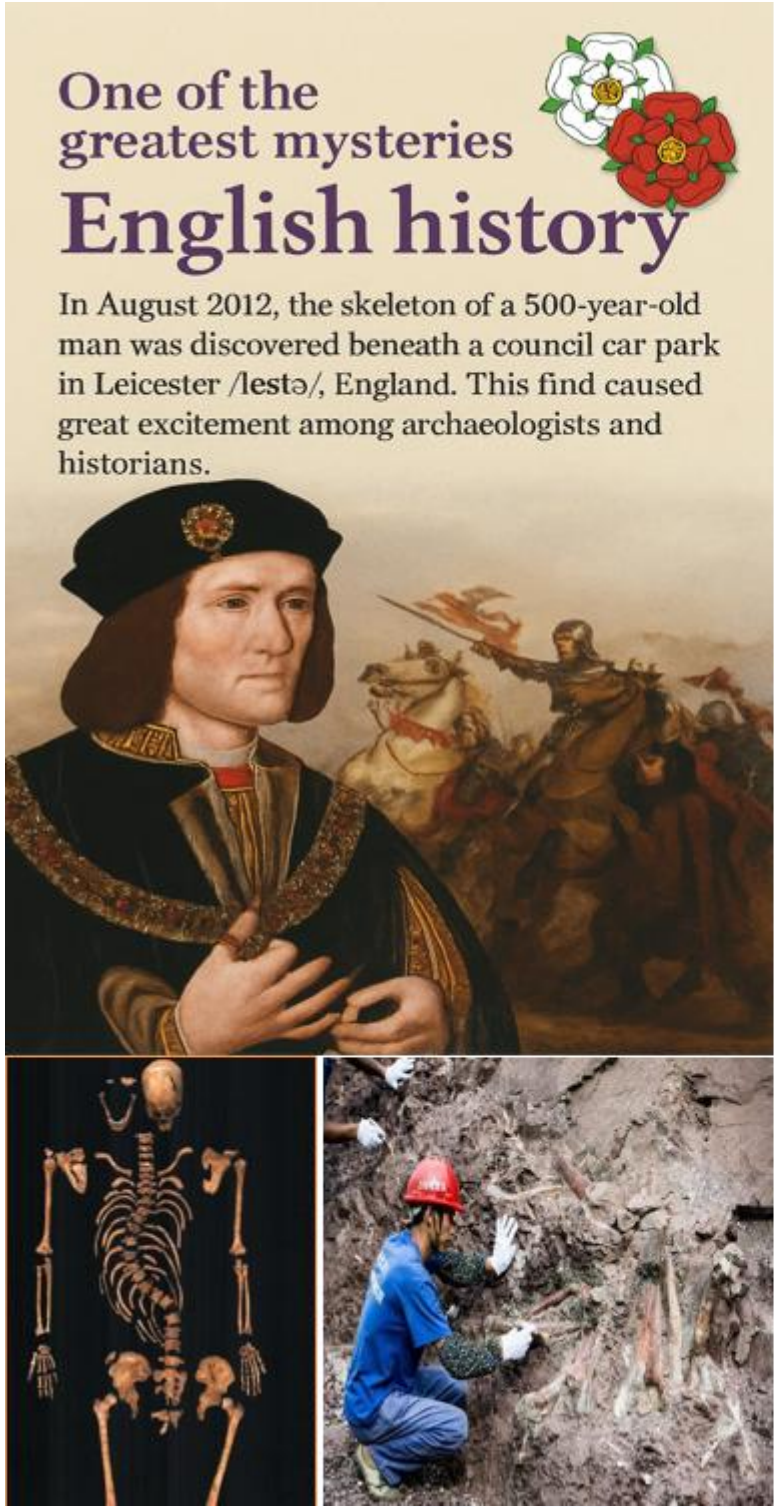


2. Listen to a conversation.



Audio 10.2

1. What are their answers to the questions in 1?
2. Were your predictions correct?



3. Answer the questions using the modal verbs in *italics*.

1. When did Richard die? in the 15th century (*must*)
2. What was he doing when he died?
riding a horse / fighting in a battle (*could, must*)
3. Who was he fighting in the battle?
Henry VII / Elizabeth I (*might, can't*)
4. Was he buried in the car park? (*can't, wouldn't*)
5. How old was he when he died?
32 or 33 / 40 (*may, can't*)
6. What did they learn from his deformed spine?
a hunchback (*could*)
7. Why were his feet missing?
builders in the 16th century (*might*)
8. Did the Canadian people know they were related?
any idea (*can't*)
9. How did Benedict Cumberbatch feel about the discovery? very surprised (*must*)

4. Listen and practise contracted and weak forms



Audio 10.3

5. Look at the photos of medieval objects from England.
What you think they may have been used for?

This must be a ... That must / might / could have been ...

He must have been someone important They'll have used that to ...

I suppose / reckon / guess it could be ...



6. How many did you guess correctly?

1. A skate
2. A leather water bottle
3. A seal stamp
4. Chainmail armour
5. Spectacles
6. A shoe
7. A bread oven

LANGUAGE FOCUS

1 Write *certain* or *possible* next to these modal auxiliary verbs according to the degree of probability they express.

They'll have		
They must have		
They might have	arrived	
They could have		
They may have		
They can't have		
They won't have		

2 Match the lines.

<i>You shouldn't have told a lie.</i>	You did this, but it wasn't necessary.
<i>You needn't have cooked.</i>	This was possible, but you didn't do it.
<i>No one's hungry.</i>	You did this, but it was wrong.
<i>You idiot! You could have killed yourself!</i>	

7. Read quickly through the story of Richard III. What do these dates refer to: 1452, 1483, 1485, 2012, 2014?

Richard III

The Princes in the Tower

Richard III was born in 1452. He became king in 1483 after the death of his elder brother, Edward IV, having seized the throne from Edward's two young sons. He imprisoned the boys in the Tower of London, where he allegedly had them murdered. The scandal of 'The Princes in the Tower' caused Henry Tudor to challenge him for the throne. Richard amassed an army of 12,000 men near the town of Leicester. Henry marched towards him with his army of 5,000. They met and fought in the Battle of Bosworth Field. The year was 1485, the last time any English King actually fought in battle with his men. Richard, aged just 32, was killed, and Henry Tudor took the throne as Henry VII. He was the father of Henry VIII and grandfather of Elizabeth I.



Richard's first burial

According to historical records, Richard's body was taken to Leicester and buried without a coffin in a friary graveyard. This was subsequently destroyed in the 16th century. It wasn't until 500 years later that a team from Leicester University set out to find the site of Richard's burial. In August 2012 they began excavating a car park in the city centre, and soon discovered a skeleton, which was lying in a strange position with the feet missing. It also had a badly curved spine and ten battle-related injuries. It was subjected to months of DNA tests which linked it not only to the English actor, Benedict Cumberbatch, but also to descendants in Canada, who are genetically related to Richard's sister, Anne, Duchess of York. This was final confirmation that the body was Richard III. A facial reconstruction of the skull was made, which looks remarkably like portraits of the King.



Shakespeare's Richard

Richard III was portrayed by Shakespeare as a hunchbacked tyrant with a withered arm, who murdered two innocent princes. However, modern historians argue that Richard was the victim of Henry VII's propaganda because archaeologists found no evidence of a withered arm.

His second burial

In 2014, the king was finally given a royal burial and his remains were laid to rest in Leicester Cathedral.



8. Read it again more carefully. Discuss the following questions (1-6).

1. Is it certain or probable that Richard had the two princes murdered? How do you know?
2. Who had the biggest army? Why do you think they lost the battle?
3. Who were the three monarchs after Richard III?
4. Why do you think Richard's first burial was without a coffin?
5. What were the signs that the skeleton was Richard III? What was the final proof?
6. How did Shakespeare fall victim to 'fake news'?

Go to pages 17-18 for grammar reference.

1. Underline the correct answers.

1. I looked everywhere for my glasses, but *I couldn't find / couldn't have found* them anywhere.
2. Kenzo, you *can't have bought / needn't have bought* a new oven. I managed to fix the old one.
3. Max *could have told / must have told* me the meeting had been cancelled! I *shouldn't have got up / wouldn't have got up* so early.
4. Tara wasn't in class today - *you couldn't have seen / wouldn't have seen* her.
5. My knowledge of geography is lamentable. I *had to study / should have studied* it more at school.
6. Sorry I'm late. I *should have gone / had to go to* the municipality.
7. The two ladies *had to be / must have been* terrified while in jail.
8. They *can't have done / needn't have done* their homework already!
9. You *needn't have said / shouldn't have said* anything to anybody about it. It was a secret.
10. She *should have asked / must have asked* me. I *might have given / would have given* her a lift.

2. Fill in the following sentences with a past modal.

1. I don't believe that Kathy's going out with Mark. She _____ told me. I know she would.
2. We raced to the airport, but we _____ worried. The flight was delayed.
3. We've got a parcel here that isn't for us. It _____ delivered by mistake.
4. I *did* tell you about Joe's party. You _____ listening.
5. You _____ gone swimming in that river. You _____ drowned!
6. Come on! We're only five minutes late. The film _____ started yet.
7. Thanks so much for all your help. I _____ managed without you.
8. Chocolates, for me! Oh, that's so kind, but really you _____.

Listen and check.



Audio 10.4

3. Read and listen to one half of a phone call. Who are the people? What are they talking about?

They might have had a holiday romance.

Marlene must be Donna's friend.

4. What do you think Donna says?

5. Listen to both sides of the conversation and compare. Why isn't Robert very keen to meet up with Donna? What do you learn about their lives now?



Audio 10.6

R: Hello?
D: ...
R: Er, yes, I'm Robert. Who is this?
D: ...
R: Sorry – Donna who?
D: ...
R: I'm sorry – I don't think I know any 'Donnas'.
D: ...
R: On holiday? Did we? Where was that?
D: ...
R: Greece! Oh, yes of course! Donna and Marlene from Wisconsin. That was years ago.
D: ...
R: Well, er, ... thank you very much ... Yes, it was fun – Alistair and I enjoyed it, too.
R: Well, what a surprise! So, er, ... what are you up to these days?
D: ...
R: Really? Here ... in London? What are you doing here?
D: ...
R: Wow! Really? Six countries! That's ambitious.
D: ...
R: Erm ... well ... obviously, or obviously I'd like to see you both again, but actually it's not really very ...
D: ...
R: Ah yes, I know we said that ... but Alistair lives in Scotland now, and my flat isn't very big and my wife ...
D: ...
R: About three years ago, and we're about to move to a bigger place. We're expecting another baby.
D: ...
R: I'm glad you understand. I suppose we could meet for a drink for old times' sake.
D: ...
R: Erm – maybe you're right. But it was nice to hear your voice again, Donna. Love to Marlene and I'll tell Alistair that you got in touch. Enjoy your trip.
D: Thanks, Donna. Same to you. Bye.



That was such good luck!

6. Look at the photo. Imagine your friends are in the car. They tell you about their lucky escape.



'We decided to go for a drive, even though it was still blowing a gale. And look what happened! We were so lucky!'

Use the phrases to comment on their story.

- Why didn't you ... ? Surely you ...
- Don't you think you should have ... ?
- You must feel ... you could have been ...
- You must have been ... ! The car must be ...
- Perhaps you shouldn't have ...

7. Listen and compare. Practise the conversation.



Audio 10.7

8. Talk about a personal experience when everything went wrong. They can comment and ask questions.

SPOKEN ENGLISH - Expressions with modals

There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in **A** to a line in **B**.

A

1. 'That exam was a disaster!'
2. 'You might as well apply for the job, even though you're too young.'
3. 'I know I shouldn't have eaten a whole tub of ice cream, but ...'
4. 'You might have told me that Lisa and Joe had split up!'
5. 'I think you should forget all about her and move on.'
6. 'You should have been there! I could have died laughing!'
7. 'Guess what? Annie's going out with Joe!'
8. 'I could do with a break.'

B

- a. 'Sorry! I thought you knew.'
- b. 'You can say that again!'
- c. 'Yes, why not! I've got nothing to lose.'
- d. 'I know — you just couldn't help it!'
- e. 'Me too. I'm dying for a coffee.'
- f. 'I would if I could, but I can't.'
- g. 'What was so funny?'
- h. 'Huh! I could have told you that.'

Listen and check. What extra lines do you hear?



10.8

1. What you know about the Vikings?

2. Read the introduction and answer the questions.

- When were the Vikings powerful?
- What three things did they do across the northern world?
- How did we find out about their lives?

3. Look at the Viking history pictures and skim the texts. What were the Vikings besides raiders and pillagers?

4. Read the texts again and find information about the Vikings in relation to their:

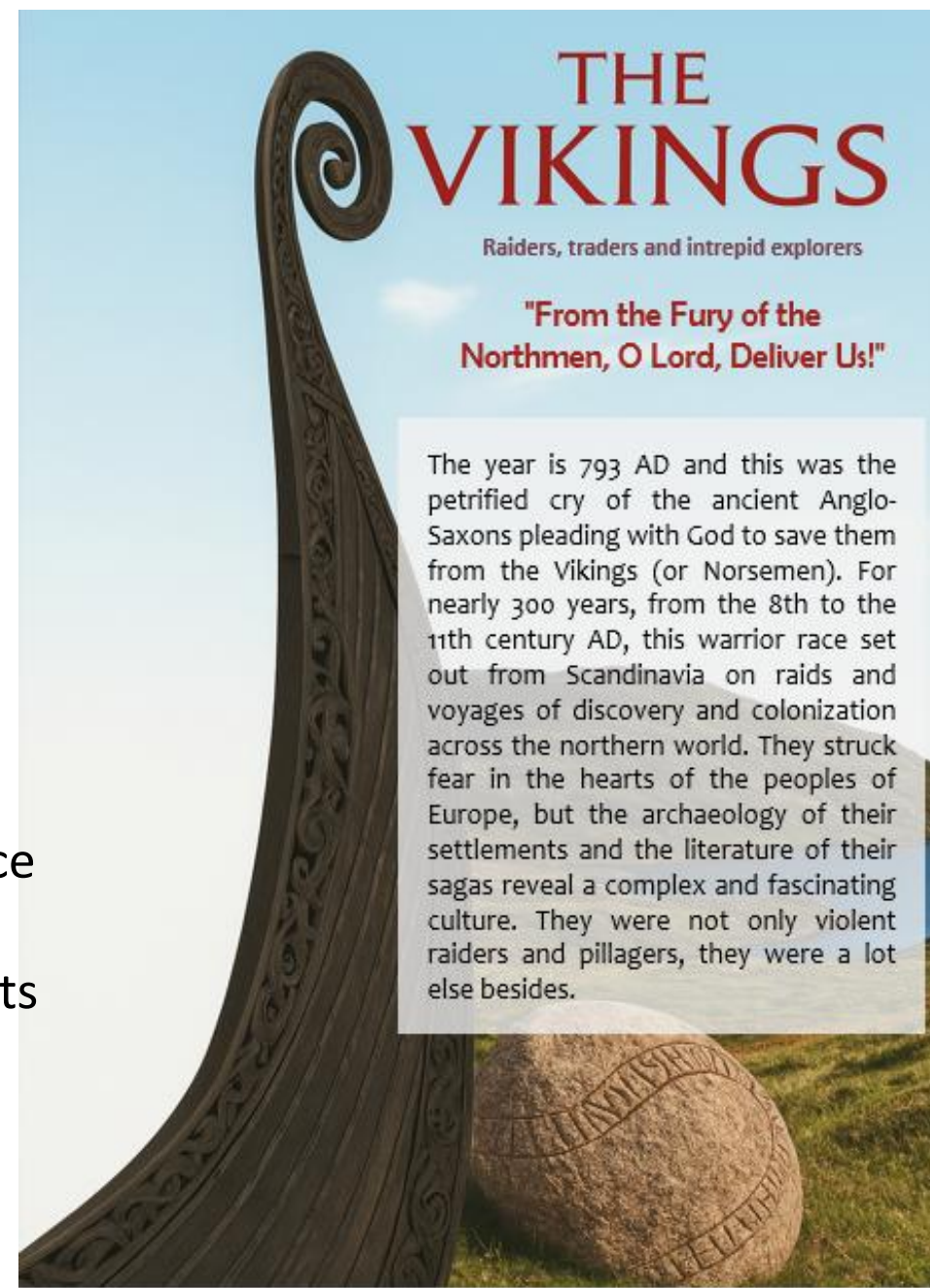
- | | |
|---------------|---------------|
| • trade | • appearance |
| • brutality | • religion |
| • exploration | • settlements |
| • skills | • writing |

5. What did the Vikings do? Match a word in A to a word in B. The Vikings ...

A. tended | carved | traded | raided | worshipped | extorted | settled | mounted | explored

B. stone | gods | monasteries | money | livestock | far and wide | expeditions | in many lands | goods

6. Now take a look at the cartoons to help you tell the story of the Vikings in your own words.



1 This striking-looking race with their blond hair and blue eyes were descended from Germanic tribes that settled in what is now Scandinavia. Most Vikings were at heart farmers and fishermen, not warriors. They grew vegetables and cereal crops and tended their livestock. Skilled Viking craftsmen included blacksmiths, leather-workers and jewellers.



2 They worshipped a variety of gods. Chief among them were Odin, Thor, and Frey. Today we recall them as Wednesday, Thursday and Friday. It is said that Odin created the Runes, the 24 letters of the old Norse alphabet. These were carved on stone tablets with scenes of Norse myths.



3 Above all, the Vikings were skilful shipbuilders and navigators. With their magnificent longships they embarked on voyages of exploration far and wide, from Britain to Baghdad, trading their iron, furs and grindstones for goods which they could not get at home, such as silk, glass and silver.



4 However, in the late 8th century, trading was replaced by raiding. Having the fastest ships of the day they sprang surprise attacks on European monasteries, thereafter extorting protection money, as a price of peace. This was known as Danegeld. This reign of terror began in 793, with a ferocious attack on England's Lindisfarne monastery.



5 By the mid-9th century, the Vikings were seeking to increase their wealth and power even further. They struck out across the unwelcoming Atlantic and, in 870, reached Iceland. As many as 12,000 Viking immigrants ultimately settled there, setting up the Althing, the oldest parliament in the world.



6 In 982, one of these immigrants, the hot-tempered Erik the Red, banished from his homeland for killing two men in a violent feud, sailed westward again. Finally settling down in a grey, desolate land of fjords and glaciers. Cunningly, he named it 'Greenland' so as to attract more settlers to join him and his family.



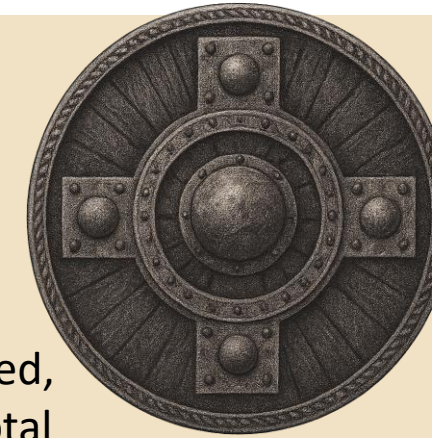
7 Erik's eldest son, Leif Erikson, became intrigued by tales of yet more lands and, in 1003, he mounted an expedition further west. He finally landed in a place which he named Vinland, today known as Newfoundland, thereby discovering North America nearly 500 years before Christopher Columbus.

What do you think?

- How and why do you think the power of the Vikings finally ended?
- What can you deduce? Use *must have*, *could have* and *might have*.

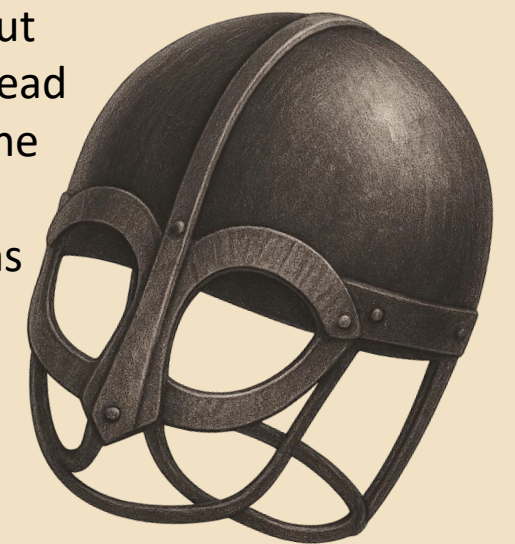
We think they must have run out of places to raid.

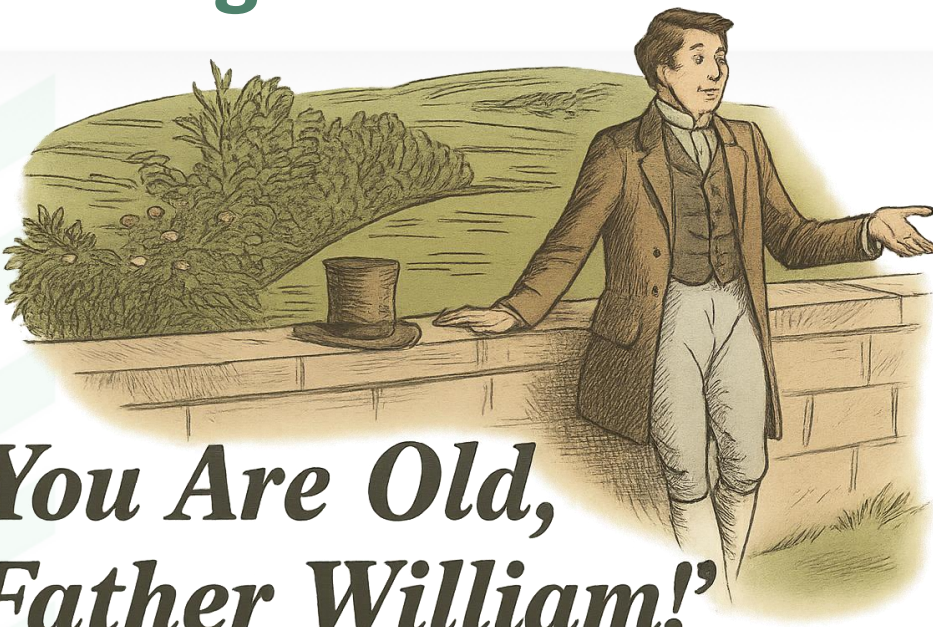
THE END OF THE VIKING AGE



The Vikings reigned supreme in Europe for over 300 years. Indeed, fear of the Vikings played a pivotal role in reshaping that continent, but by 1100 AD, Viking power began to weaken. Back in their Scandinavian homeland, the Vikings' descendants had divided into separate kingdoms led by rival kings, which ultimately became Norway, Sweden, and Denmark. Not only in Scandinavia, but throughout Europe, the people had begun to form themselves into powerful kingdoms, and the Norse raiders ran out of easy victims. In England, the victory in 1066 of William the Conqueror, a descendant of Norsemen from Normandy, marked the end of Viking terror. As their power collapsed, the lifestyles of Viking settlers changed and beliefs disappeared. They became part of new, mixed communities.

They intermarried with the locals and forgot many of their old ways. They were converted to Christianity, and warriors no longer went on raids. However, Viking civilization has never completely disappeared. Many places in northern Europe still have Viking names and Viking ideas, such as the creation of parliaments and the right to free speech. These are still very much a part of many modern societies. And of course Viking stories, myths, and legends continue to be enjoyed worldwide. Unlike Columbus, the Vikings may not have established a permanent presence in North America, but their genes have spread widely throughout the Western world. Millions of Americans and Europeans carry at least a bit of Viking blood.



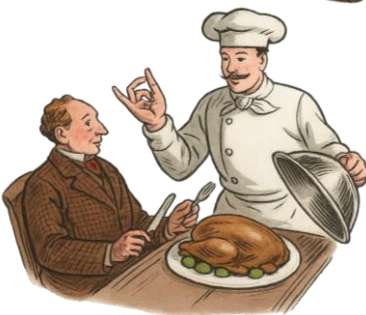


“You Are Old,
Father William!”

“You are old, Father William,” the young man said,
“And your hair has become very white;
And yet you incessantly stand on your 1. _____.
Do you think, at your age, it is 2. _____?”
“In my youth,” Father William replied to his son,
“I feared it might injure the 3. _____;
But, now that I’m perfectly sure I have 4. _____,
Why, I do it again and again.”
“You are old,” said the youth, “as I 5. _____ before,
And have grown most 6. _____ fat,
Yet you turned a back somersault in at the door,
Pray what is the reason of that?”
“In my youth,” said the sage, as he shook his grey 7. _____,
“I kept all my limbs very 8. _____
By the use of this ointment – one shilling the box –
Allow me to sell you a couple?”
“You are old,” said the youth, “and your jaws are too weak
For anything tougher than 9. _____;
Yet you finished the goose, with the bones and the 10. _____.
Pray, how did you manage to do it?”
“In my youth,” said his father, “I took to the law,
And argued each 11. _____ with my wife;

And the muscular strength which it gave to my 12. _____,
Has lasted the rest of my life.”
“You are old,” said the youth, “one would hardly suppose
That your eye was as 13. _____ as ever;
Yet you balanced an eel on the end of your nose –
What made you so awfully 14. _____?”
“I have answered three questions and that is enough,”
Said his father. “Don’t give yourself 15. _____!
Do you think I can listen all day to such 16. _____?
Be off, or I’ll kick you downstairs!”

- 1. head / hands / bed
- 2. smart / right / good
- 3. wit / mind / brain
- 4. none / one / gone
- 5. stated / mentioned / said
- 6. hugely / uncommonly / awfully
- 7. curls / beard / locks
- 8. supple / fit / nimble
- 9. cake / suet / jelly
- 10. body / feathers / beak
- 11. case / day / night
- 12. tongue / jaw / chin
- 13. steady / true / focused
- 14. skillful / clever / able
- 15. airs / manners / away
- 16. rubbish / stuff / nonsense



1. Close your eyes and listen to a poem by Lewis Carroll from *Alice in Wonderland*. It’s a conversation between a son and his father. Then answer the questions.

- 1. Is the poem light-hearted or serious? How do you know?
- 2. What is the relationship between the son and father?
Is it respectful or disrespectful?
- 3. Which of the son’s questions can you remember?
How does the father answer?
- 4. What do you learn about the father’s life?



Audio 10.9

2. Read the poem. Decide which word best fills the gaps. It helps to read the poem aloud as you do this.

3. Compare your version with others in the class.
Justify your choice of words. Listen again.



Audio 10.9

What do you think?

- How old do you think the son and his father are?
- The poem was written in the 1860s. Which vocabulary links it to this period?
- Which words describe the father? Which the son?
eccentric - witty - irritable - nosy - rude -patient - inquisitive - judgemental
- How do you think old people *should* behave? Why?

4. Some schoolchildren wrote poems modelled on Lewis Carroll's. Read this one aloud.

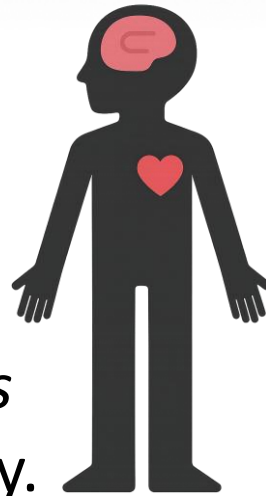
"You are old, Uncle John," the young girl did say,
"Yet you spend six hours a day at the gym,
And you jog down the road before break of day
Pray, why keep yourself so very trim?"

"In my youth," Uncle John replied to his niece
"I was hugely, disgustingly fat,
But now that I've met a young lady from Greece
Motivation has got rid of that!"

5. Write a similar poem. Read it aloud.

1. Which parts of the body do you associate with ...?

- Intelligence
- Emotions
- Manual skills



2. In which one of these sentences is the word in *italics* used literally? Rephrase the words used metaphorically.

1. My daughter has a very good *head* for business.
2. I'd help, but I've got my *hands* full at the moment.
3. Can you give me a *hand* to move this sofa?
4. I trained to be a lawyer, but my *heart* wasn't in it.
5. She's so clever. She's *heading* for great things in life.
6. After a *heart-to-heart* talk, things are much clearer now.
7. We shook *hands* and introduced ourselves.
8. She shouts a lot, but she's got a *heart* of gold.
9. But she's not at all *big-headed*.

3. Complete the sentences with one of these expressions.

- a sharp tongue
- goes to their heads
- pulling your leg
- face the fact
- on its last legs
- putting a brave face
- finding my feet

1. 'Sue says some really cruel things.'
'Yes, she's got _____.'
2. With so many celebrities, success _____ and they start to believe they're really very important.
3. I'm nearly 73. I simply have to _____ that I'm not as young as I was.
4. My car's done over 300,000 kilometres. It's _____ now. I'll have to buy a new one.
5. I'm in my first term at uni, and it's all a bit strange, but I'm slowly _____.
6. 'Did you really tell Roger I don't like him?'
'No, of course not! I'm just _____.'
7. I know he's in a lot of pain, but he's _____ on it.

4. The lines below are from two conversations. Listen and replace the *underlined* phrases with the body expressions you hear.



Audio 10.10

- I'm still getting used to it.
- Underneath it all, she's kind and generous.
- She understands business very well.
- You'd better accept the fact that your computer's ancient.
- It's been about to stop working for years.
- Are you joking?

1. Listen to A, B, and C answer the same question. Who sounds most enthusiastic, least enthusiastic, and unsure?



What was the play like?
A. Mmm. It was interesting.
B. Mmm. It was interesting.
C. Mmm. It was interesting.



2. A couple are discussing a film they've just seen. Sometimes the woman (W) agrees with the man (M), sometimes she doesn't. Listen to the way she says *Mmm* ... Write a, b, c or d next to lines 1-8.



- I'm not so sure.
- I disagree strongly.
- I agree strongly.
- I agree.

What did you think of the movie?

M: Well, I thought that movie was great.
W: 1. Mmm ...
M: I was on the edge of my seat from start to finish.
W: 2. Mmm ...
M: Well, the ending was a complete surprise.
W: 3. Mmm ...
M: What about the special effects? Weren't they amazing?
W: 4. Mmm ...
M: And Julia Jones – wasn't she just perfect as the love interest?
W: 5. Mmm ...
M: I wouldn't mind seeing it again.
W: 6. Mmm ...
M: I'm going to recommend it to Rob and Fran. They'll love it.
W: 7. Mmm ...
M: Come on! Let's go for a drink.
W: 8. Mmm ...



3. What you think the woman goes on to say. Listen and compare.



4. Listen to the short dialogues and mark the main stressed word in **B**'s answers. Why does the stress shift in each reply? Practise them with your teacher.



Audio 10.14

Who is John?

1. **A:** Is John the man with the short, fair hair?
B: No, John's the man with the short, dark hair.
2. **A:** Is John the boy with the short, dark hair?
B: No, John's the man with the short dark hair.
3. **A:** Is John the man with the short, dark beard?
B: No, John's the man with the short dark hair.
4. **A:** Is John the man with the long, dark hair?
B: No, John's the man with the short, dark hair.
5. **A:** Is Tom the man with the short dark hair.
B: No, John's the man with the short dark hair.

5. Read the short conversations. Underline the main stress in **B**'s replies and practise them.

1. **A:** You look tired.
B: I am tired.
2. **A:** That's Sylvie over there. She's French.
B: I thought she was French.
3. **A:** I had such a good idea about mum's birthday present.
B: I thought of it first!
4. **A:** I sold my old computer to Barry.
B: I thought you'd given it to him.
5. **A:** Do you work for Carl?
B: No, Carl works for me.
6. **A:** I've never met Eva before.
B: You must have met her. She knew your name.



Audio 10.15

Listen and check. Practise again.

Modal auxiliary verbs of probability in the past

1. All modal auxiliary verbs can be used with the perfect infinitive. They express varying degrees of certainty. *Will have done* is the most certain, and *might/may/could have done* is the least certain.

'I met a guy at the conference. Confident. Funny.' 'That **ll have been** Cloe.'
It **must have been** an interesting session. Nobody left early.
The food **can't have been** any good. Everyone left it untouched.
Where's Sarah? She **should have been** here by now!
She **may have missed** her train.
She **might have changed** her mind.
She **could have had** a flat tire.

2. *Would have thought* is common to express an assumption or supposition.

I'd **have thought** they'd be here by now. Where are they?
You'd **have thought** she'd remember our anniversary, wouldn't you?

Other uses of modal verbs in the past

should have done

1. *Should have done* can express advice or criticism about a past event. The sentence expresses what is contrary to the facts.

You **should have followed** to my advice. (You didn't listen.)
I **shouldn't have lied** to you. I'm sorry. (I did lie.)

2. *Should have done* can be used for comic effect. The suggestion is 'because it was so funny!'

You **should have been** here yesterday!
You **should have seen** his face!

could have done

1. *Could have done* is used to express an unrealized past ability. Someone was able to do something in the past, but didn't do it.

I **could have gone** to the trip, but I didn't want to.
I **could have told** her that Mark wouldn't come. He hates parties.

2. It is also used to express a past possibility that didn't happen.

You dumb! You **could have hurt** yourself!
When I took the burnt meal out of the oven, I **could have cried**!

3. It is used to criticize people for not doing things.

You **could have told** me that Mena and Tim had split up!
I've been cleaning the house for hours. You **could** at least **have done** your bedroom!

might have done

1. The above use of could have done can also be expressed with *might have done*.

You **might have helped** instead of just sitting on your backside!

2. *I might have known/guessed that ...* is used to introduce a typical (usually annoying) action of someone or something.

I **might have known that** Sandra would be late. She's always late.
The machine won't start. I **might have guessed** that would happen.

needn't have

Needn't have done expresses an action that was done, but wasn't necessary. It was a waste of time.

I **needn't have got up** so early. The train was delayed.
'You **needn't have bothered** to put suncream on. It's clouded over.'

