Mysteries

UNIT 10

Lesson A Vocabulary and Grammar

A Complete the sentences with the words in the box. Three words require a different form.

ancient	civilization	doubt	knowledge	possibility
speculate	suggestion	theory	uncertain	wonder

1. Our _____ of how the brain works is still limited.
2. They made some helpful _____ about how to solve the problem.
3. There are many _____ about what causes food allergies, but that's all they are.
4. Disease may have been a factor in the fall of the Aztec _____ in Mexico.
5. There is a strong _____ that this new treatment will work.
6. This handwritten document is very precious and _____, but nobody knows what it says.
7. It was a difficult decision, and they _____ what to do for a long time.
8. There is no _____ that he stole it because he was caught on camera.
9. Until we know all the facts, we can only _____.
10. The origin of the mysterious object is still _____.

B Complete the conversation with words in the box.

doubt	doubtful	know	knowledge	possible	speculation	suggest	theoretical

Ali: I think I found a new star.

Clara: What, with that telescope? I (1) _____ it.

Ali: Why? You (2) _____ nothing about telescopes or stars.

Clara: I don't need a lot of (3) _____ to (4) _____ that the discovery of a new star is (5) _____ because all the stars that can be seen with much more powerful telescopes already have names.

Ali: Well, anything is (6) _____ —maybe a new star was born, and I was the first to see it.

Clara: Maybe there is a (7) _____ possibility, but you'll have to prove it. Until you do, I'm not even sure you can call it (8) _____ —sounds more like dreaming to me.

C Circle the correct options.

1. We don't know why he left. He *may be called / may have been called* back to the hospital.
2. She doesn't want to go out. She *could be worried / could have been worried* about the exam.
3. They *may miss / may have missed* the train and that could explain why they're late.
4. He *must forget / must have forgotten*. I'll go call him.
5. She *could be / could have been* allergic to eggs—she's having tests done.
6. They *may go out / may have gone out*, but they left the door unlocked.

LIVEWORKSHEETS

Lesson B Listening

A 22 **Listen to the podcast and answer the questions.**

1. What is an inside job?
   - **a.** work that cannot be done outside a building
   - **b.** a crime in which the criminals are helped by somebody who works for the victim
   - **c.** a crime that only people in the criminal world know about
2. What is an accomplice?
   - **a.** someone who helps a criminal
   - **b.** someone who accomplished something important
   - **c.** someone who only works with a partner

B 22 **Listen again and answer the questions.**

_____ **1.** On what date did the robbery take place?

_____ **2.** How many thieves carried out the robbery?

_____ **3.** How many security guards were on duty that day?

_____ **4.** How long did the robbery take?

_____ **5.** How many artworks did the thieves take?

_____ **6.** What is the total value of the stolen artworks?

C **Complete the summary of the podcast with one word in each space.**

Isabella Stewart Gardner was an art collector. She (1) _____ a large private museum where her collection could (2) _____ enjoyed by the public. The museum was robbed in the year (3) _____, when (4) _____ thieves dressed as (5) _____ asked the security guards to let them in to (6) _____ strange noises. The thieves tied up the security guards and, in (7) _____ minutes, managed to steal artworks worth a total of $(8) _____ million. There are many (9) _____ about who organized the heist and why, but (10) _____ of the questions have been answered, so the police can only (11) _____. (12) _____ has been arrested and (13) _____ of the artworks have been recovered. This makes it the world's biggest (14) _____ art theft.

▲ The courtyard at the Isabella Stewart Gardner Museum

LIVEWORKSHEETS

Lesson C Vocabulary and Grammar

A Complete the text with the words in the box. Three words require a different form.

character	clue	crime	deduction	detective
evidence	investigation	proof	speculate	theory

In most mystery books and movies, someone breaks the law, and there is one main (1) _____—a police officer or a (2) _____—who has to find out who did it. Usually we—the readers or viewers—follow him or her and know only what he or she knows, so what happened is a mystery for us, too. We (3) _____ about what happened and have our own (4) _____.

A different type of story was made very popular by the TV series *Columbo*. The hero is Lieutenant Columbo from the Los Angeles Police Department, and in this show, we see the (5) _____ and who does it at the beginning of each episode. In other words, we know more than Columbo does. Columbo is always badly dressed, talks too much, and is more friendly and open with the people he is investigating than detectives in other shows. During the (6) _____, he tells the criminals about the (7) _____ he finds and the (8) _____ he makes, but that he has no (9) _____. The criminals think that he is not very smart, and that they are safe. But in the end, when they least expect it, he shows them a very small mistake that they made and that is (10) _____ that they did it, so he always catches the bad guy.

B Match the two halves of the sentences, based on the text in the previous exercise.

1. In most mystery stories, we only know
2. In Columbo stories, we know from the beginning
3. What we don't know is
4. Columbo doesn't know
5. Columbo tells the criminals
6. The criminals don't know

a. how Columbo is going to catch the criminal.
b. what he has found out.
c. how smart Columbo is.
d. what the police officer or the detective knows.
e. what we know.
f. who committed the crime.

LIVEWORKSHEETS

The Mysteries of Nazca

▲ A monkey can be seen in the Nazca Lines of the Peruvian desert.

In the desert of Peru, the Nazca Lines have mystified people for decades. Seen from the ground, they look like random lines scratched into the earth, but from high above, these marks are huge images of birds, fish, and seashells. That's why these patterns were not discovered until the 1930s, when pilots first saw them while flying over the area. In all, there are about 70 different human and animal figures, along with 900 triangles, circles, and lines.

Researchers believe that the lines are at least 1,500 years old. They know what techniques were used to make them, but what nobody knows is why they were made. And like all unsolved mysteries, this has attracted a lot of speculation.

I think the most unlikely explanation is the one a Swiss writer named Erich von Däniken came up with. In 1968, he wrote that the Nazca lines were designed as a landing place for UFOs by people who received instructions from **extraterrestrials**—a sort of airport for alien spaceships.

The American explorer Paul Kosok had a more plausible theory. In the 1940s, he suggested that the drawings were a map of the movement of the stars and planets and called Nazca "the largest astronomy book in the world." It was an interesting idea, but unfortunately, when later an astronomer tested this theory on a computer, he couldn't find any connection between the lines and the movements of the stars.

Recently, two other scientists, David Johnson and Steve Mabee, have speculated that the lines could be a giant map of the underground water. Given that the area is one of the driest places in the world, finding water would have been vital for the Nazca people. Other scientists are searching for evidence to prove this.

To me, the most interesting theories, which cannot be proven, are connected with art and religion. Since their appearance on Earth, humans seem to have used art to entertain each other, to record events, and to try to communicate with gods. They built temples and statues, so why not use the desert as a huge canvas to draw amazing art that could be seen from the sky? I prefer to think of these lines as the result of some wonderful artists' imagination asking the god of storms for rain in the desert, rather than the request of an engineer from another planet who wanted an airport.

extraterrestrials beings from other planets

LIVEWORKSHEETS

A Skim the article and check the correct answer to the question.

Which of these theories about the use of the Nazca lines have been proven?

- ☐ **1.** They are an airport for UFOs.
- ☐ **2.** They are a map of the movements of planets.
- ☐ **3.** They are a map of underground water.
- ☐ **4.** They are religious drawings.
- ☐ **5.** None of these
- ☐ **6.** All of these

B Read the article. Look at the underlined words and match them with the definitions.

1. _____: essential for life
2. _____: looking like it can be believed
3. _____: beings believed to control some part of life on Earth
4. _____: confused somebody due to being impossible to explain
5. _____: the particular ways in which something is organized
6. _____: a piece of cloth that artists paint on
7. _____: the study of the universe
8. _____: time periods of ten years
9. _____: done by chance and not following a plan
10. _____: below the surface of the earth

C Read the sentences and write *T* (true) or *F* (false).

_____ **1.** The Nazca patterns are too big to be identified from the ground.
_____ **2.** Nobody knows how the lines were drawn.
_____ **3.** Nobody knows why the lines were drawn.
_____ **4.** Scientific evidence shows they were planned on another world.
_____ **5.** A researcher found no connection between the lines and astronomy.
_____ **6.** The lines show rivers that existed in the past but not now.
_____ **7.** The writer agrees with Erich von Däniken.
_____ **8.** The writer thinks that Paul Kosok's theory looked like a possible explanation at first.
_____ **9.** The writer gives no opinion about David Johnson and Steve Mabee's theory.
_____ **10.** The writer believes the lines are religious drawings.

D Read the article again and underline the parts that you used to answer questions 7–10 in **C**. Then underline the correct options to complete the summary of the writer's opinion.

The writer (1) *is / isn't* very interested in the Nazca lines, but she (2) *thinks / doesn't think* that they were designed by extraterrestrials. She (3) *thinks / doesn't think* Paul Kosok's theory (4) *looked / didn't look* interesting, but scientists have shown it cannot be proven. She gives (5) *a positive / no* opinion about David Johnson and Steve Mabee's theory, but she (6) *likes / doesn't like* the idea that the lines were made by artists trying to please gods who (7) *could / couldn't* see from above.

LIVEWORKSHEETS

Lesson E Writing

A **Read Pavel's blog post about Stonehenge. Then read the sentences and check the ones that are true.**

Pavel's Blog About Things We Will Never Know

The circle of gigantic stones in the southeast of England, known as Stonehenge, is one of the most famous prehistoric monuments in the world. It receives over a million visitors every year. Archaeologists believe that it was started in about 3000 BC, and that it was modified over time. It is not the only surviving prehistoric stone circle in the world, but it is the one with the most complex architecture and the only one with lintels—the stones that are placed horizontally on top of the vertical ones.

Stonehenge is an extraordinary place but, to me, not because of the facts we have, but because of the questions those facts make us ask and that we cannot answer. Every question points to a mystery.

First of all: When somebody draws a very large circle on the ground, they are saying that the place inside is different from the outside. I think that makes it special in a way that, for example, a rectangle does not. But why was it special?

If then they decide to build the circle using gigantic stones that they have to move from very far away (in this case, over 150 miles away), then they are saying that the place really is special, so I have to ask: Why didn't they build it where the stones were? Why wasn't that place good enough? What does this place have that the other doesn't? What can be the reason for the incredible effort to move these huge stones?

And then, if that wasn't special enough, they build another circle inside the first one—that must surely mean something. So, now I wonder: What is even more special about the circle inside the circle? Who is allowed there? Who is not? Is it for especially important people, like kings or religious leaders? Is it for especially bad people, like prisoners or people who have to be punished in some way? And why does the sunlight hit the center of the monument at sunrise on the longest day of the year and at sunset on the shortest day of the year? Is this by chance, or did they plan it?

That's why I love Stonehenge so much: because someone decided it was special for reasons I will never know, made it special, and left us with a mystery that cannot be solved.

1. ☐ There are no other prehistoric stone circles in the world.
2. ☐ There are no other prehistoric stone circles with lintels in the world.
3. ☐ Stonehenge was originally a stone rectangle.
4. ☐ The stones used to build Stonehenge were not originally at that location.
5. ☐ The Stonehenge circle was originally built somewhere else and then moved.
6. ☐ Stonehenge is made of two circles, one inside the other.
7. ☐ Only kings and religious leaders were allowed inside Stonehenge.
8. ☐ The sun marks the center of Stonehenge on the longest and shortest days of the year.

LIVEWORKSHEETS

Review

UNIT 10

A Match the words with their meanings.

1. ancient	**a.** human development
2. civilization	**b.** chance
3. uncertain	**c.** guess
4. knowledge	**d.** think about
5. possibility	**e.** very old
6. speculate	**f.** possible explanation
7. suggestion	**g.** information
8. theory	**h.** not sure
9. wonder	**i.** recommendation

B Circle the best modal to complete each sentence.

1. The detective can't find the evidence he collected. He *could* / *must* have lost it.
2. The investigation is over. The police *might* / *must* have found proof.
3. The crime *could* / *must* have happened over the weekend, but we don't know.
4. The main character in the story *may* / *must* have committed the crime, but I don't know yet.

C Change the questions into noun clauses. The first one is done for you.

1. How old is his cat?
   I don't know how old his cat is _____.
2. Who are they?
   Do you know _____?
3. What did he do?
   Please tell me _____.
4. Why did they leave?
   _____ is unknown.
5. Whose bag is this?
   I don't know _____.

LIVEWORKSHEETS