

## Unit Ten

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Fourth Year  
English Language

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اللغة الانكليزية

### Lec. 10 (Unit 10) Risking life and limb

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# 10 Risking life and limb

Modal auxiliary verbs 2 · Synonyms · Metaphors and idioms – the body



## 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 She must be very rich.
  - 2 I must do my homework.
  - 3 I can't sleep because of the noise.
  - 4 They can't be in. There are no lights on.
  - 5 I think that's Jane but I might be wrong.
  - 6 You should see a doctor.
  - 7 I could swim when I was five.
  - 8 Cheer up! Things could be worse.
  - 9 The train may be late due to bad weather.
  - 10 May I make a suggestion?

2 Put sentences 1–6 in the past.

**T 10.1** Listen and check.

## ÖTZI THE ICEMAN

Modal auxiliary verbs in the past

- 1 The body of a 5,300-year-old man was discovered in the Italian Alps in 1991. It had been preserved in ice. He was named Ötzi after the Ötz Valley where he was found. Look at the pictures.



What do you think ...

- ... he was?
- ... he wore?
- ... he ate?

He was probably a hunter.

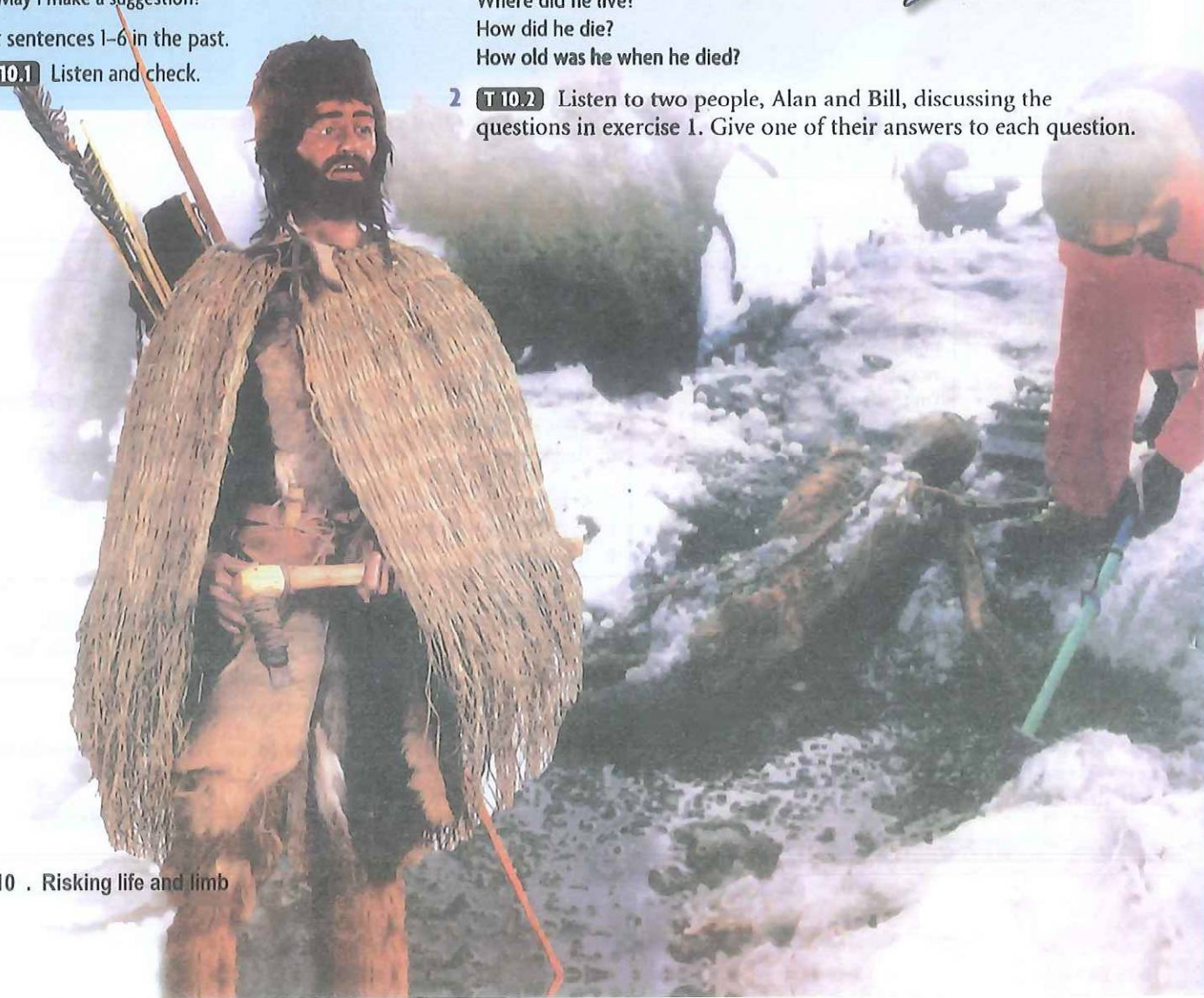
He could have been a warrior.

Where did he live?

How did he die?

How old was he when he died?

- 2 **T 10.2** Listen to two people, Alan and Bill, discussing the questions in exercise 1. Give one of their answers to each question.





3 Answer these questions about Ötzi using the words in *italics*.

1 What was he?

a hunter/shepherd *could*

2 What was he doing in the mountains?

looking after his sheep/got lost *might*

3 Where did he live? What did he wear?

a cave animal furs *must*

4 How did he die?

asleep/cold and starvation *may*

5 Was it a good idea to go so high?

so high on his own *shouldn't*

protective clothing *should*

6 What did he eat?

a lot of meat and berries *must*

crops like cereals to make bread *might can't*

meat *'d have thought*

7 Did they travel much?

(not) much at all *wouldn't have thought*

stayed in the same area *must*

8 How old was he when he died?

between forty and forty-five *could*

quite old in those days *must*

4 Listen and check. Practise the sentences, paying attention to contracted forms and weak forms.

5 Here are some more things found on or near Ötzi's body. How can you explain them?



I bet he used it to ...

That must have/might have/could have been for ...

He'll have used that to ...

I suppose/guess/reckon ...

I'd have thought ...

I wouldn't have thought ...

6 Read the results of recent tests done on Ötzi on p157. Were Alan and Bill right or wrong in their assumptions? Were *you* right in *your* assumptions?



### LANGUAGE FOCUS

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

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

2 What concept do these modal verbs express? Choose a definition on the right.

*You shouldn't have told a lie.*

*You needn't have cooked. No one's hungry.*

*You idiot! You could have killed yourself!*

You did this but it wasn't necessary.

This was possible but you didn't do it.

You did this but it was wrong.

▶▶ Grammar Reference p151



## PRACTICE

### Discussing grammar

#### 1 Underline the correct answer.

- 1 Sorry I'm late. I *should have gone/had to go* to the post office.
- 2 I looked for Pearl but I *couldn't find/couldn't have found* her.
- 3 I don't know where Paul is. He *had to go/must have gone* home early.
- 4 I *had to work/must have worked* hard when I was at school.
- 5 You *needn't have said/shouldn't have said* anything to Pam about her birthday picnic. It was going to be a surprise.
- 6 You *needn't have bought/couldn't have bought* a new vacuum cleaner. I managed to fix the old one.
- 7 You *should have asked/must have asked* me earlier. I *might have given/would have given* you a lift.
- 8 You *can't have done/needn't have done* your homework already! You only started five minutes ago.
- 9 You *could have told/must have told* me the lesson had been cancelled! I *shouldn't have got/wouldn't have got* up so early.
- 10 You were lucky to get out of the car unharmed. You *would have been/could have been* badly hurt.

#### 2 Complete the sentences with a modal verb in the past.

- 1 I *did* tell you about the exam. You \_\_\_\_\_ listening.
- 2 Thanks so much for all your help. I \_\_\_\_\_ managed without you.
- 3 Flowers, for me! Oh, that's so kind, but really you \_\_\_\_\_.
- 4 Come on! We're only five minutes late. The film \_\_\_\_\_ started yet.
- 5 I don't believe that Kathy's quitting school. She \_\_\_\_\_ told me, I know she would.
- 6 We raced to get to the airport on time, but we \_\_\_\_\_ worried. The flight was delayed.
- 7 We've got a letter here that isn't for us. The postman \_\_\_\_\_ delivered it by mistake.
- 8 You \_\_\_\_\_ gone swimming in such rough sea. You \_\_\_\_\_ drowned!

**T 10.4** Listen and check. Practise the sentences with a partner.

### Making assumptions

- 3 **T 10.5** You will hear one half of a telephone conversation. Who are the people? What are they talking about? Make assumptions.

They must have met on holiday.

They might be old friends.



- 4 Work with a partner. Look at the tapescript on p136. Write what you think is the other half of the conversation. Compare with other students.



## SPOKEN ENGLISH Expressions with modals

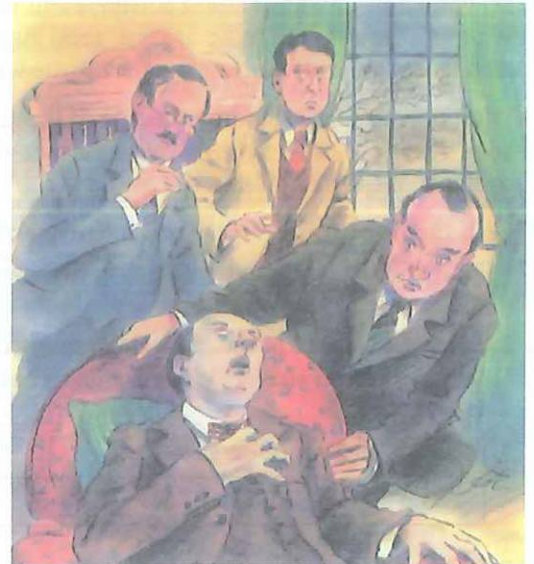
There are many fixed expressions with modal auxiliary verbs often found in spoken English. Match a line in A with a line in B.

A	B
1 'That exam was totally impossible!'	a 'Sorry! I thought you knew.'
2 'You might as well apply for the job, even though you're too young.'	b 'You can say that again!'
3 I know I shouldn't have eaten a whole tub of ice-cream ...	c but I just couldn't help it.
4 'I'm going to tell her exactly what I think of her.'	d 'Yes, why not! After all, I've got nothing to lose.'
5 'You might have told me that Jackie and Dave had moved house!'	e 'I wouldn't do that if I were you.'
6 I think you should forget all about it and move on.'	f 'Me, too. I'm dying for a coffee.'
7 'You should have been here yesterday! You'd have died laughing!'	g 'Believe me, I would if I could.'
8 'Then I found out that Andy's been working for ... guess who? Dave!'	h 'Why? What was so funny?'
9 I'd only just met this guy when he asked me how much I earned!	i 'Huh! I could have told you that.'
10 'I could do with a break.'	j I just couldn't believe it!

**T 10.6** Listen and check. What extra lines do you hear? What are the contexts? Practise the conversations with a partner.

## SPEAKING

### The murder game

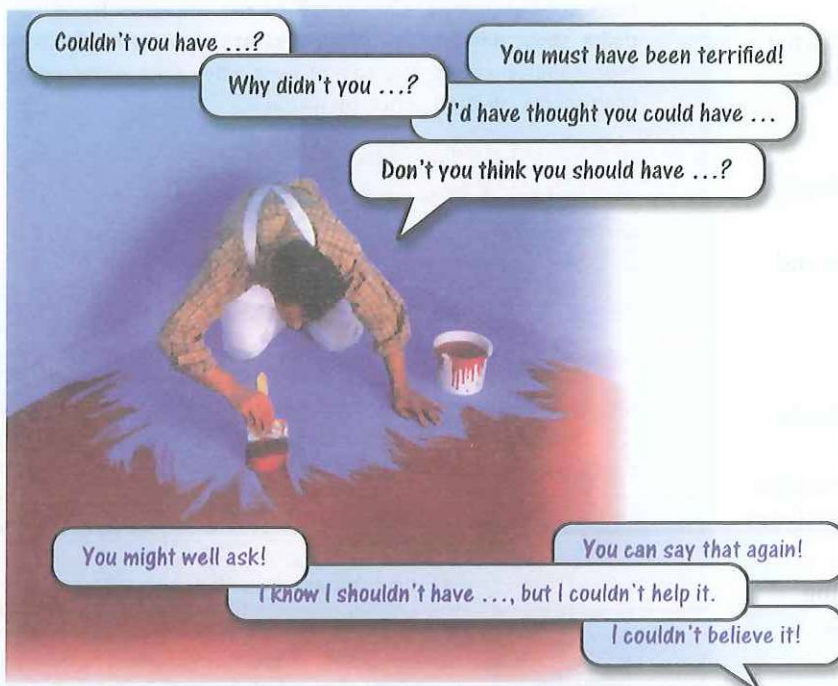


Four men are sitting in the library of a country house. Suddenly one of the men drops dead.

### Who did it?

### It all went wrong!

- 6 Write some notes about an occasion in your life when everything went wrong. Tell the class. They can comment and ask questions.



- 1 Your teacher will give each of you a card with information about the murder. You can't show your card to anyone else, but you can say what's on it.
- 2 Work as a class to solve the murder. The best way to do this is through organization and co-operation, knowing when to speak and when to listen. If you work together well, you should solve the murder in about twenty minutes. If you don't work together, you'll never solve it!
- 3 When you have finished, discuss these questions.
  - How did you organize yourselves?
  - Was everybody involved, or did one person dominate?
  - How could you have solved the murder more quickly?
  - What should you have done?
  - Games such as these are used on management training courses. Why, do you think?



## READING AND SPEAKING

### How the West was won

- 1 Do you know any films about cowboys and Indians? What is a typical plot? Who are the 'good guys' and who are the 'bad guys'? Do you have a favourite western?
- 2 What do you understand by the title of the article? Look at the six sub-headings. Make guesses about the contents of the paragraphs.
- 3 Read the first two sections. Answer the questions.
  - 1 Why did the white settlers want to head west? (There are several reasons.)
  - 2 What were some of the natural dangers to overcome? What could go wrong? What accidents could have been avoided?
  - 3 What do these numbers refer to?

1843	14,000	2,000	4½	15	25
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- 4 Read about the Donner family. Complete the sentences using the verb in brackets and a modal verb.

- 1 They \_\_\_\_\_ (set out) so late in the year.
- 2 They \_\_\_\_\_ (follow) an established route.
- 3 They \_\_\_\_\_ (spend) the winter in the mountains.
- 4 They \_\_\_\_\_ (take) enough food.
- 5 They \_\_\_\_\_ (be) really starving to do what they did.

- 5 Read the rest of the article. Answer the questions.
  - 1 Describe the early relationship between new and Native Americans. What was the main reason for this to change?
  - 2 Describe the American Indians' culture. Over what issues were they bound to clash with the settlers?
  - 3 How did the white people help the Native Americans? How did they exploit them?
  - 4 How was the spirit of the Native Americans finally broken?
  - 5 Find different ways in which the white people and the Indians are referred to.

### What do you think?

- In which other countries have settlers taken the lands of native inhabitants? What has happened there?
- Do you think native inhabitants of today should receive financial compensation for the land that was taken from their ancestors?
- What are the arguments for and against developing remote parts of the world such as rainforests, deserts, and Antarctica?

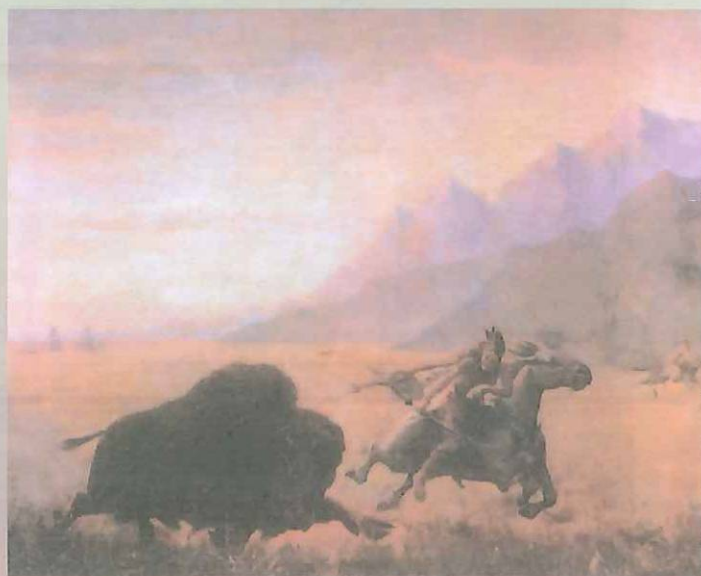
# HOW THE

## 'GO WEST, YOUNG MAN!'

The American West covers a vast area from the Mississippi River to the Pacific coast. It was largely unexplored by white settlers until the beginning of the nineteenth century. Land was scarce in the East, so many white people who wished to farm went West in search of a new life. The US government promised these pioneers land in the newly-acquired states of California and Oregon. Many Americans believed that there should be one large American republic stretching from the Atlantic to the Pacific. They thought that this was part of God's plan, and they had the right to claim the land from the primitive natives.

## THE HAZARDOUS JOURNEY

Large-scale migration began in 1843. By 1848, over 14,000 settlers had followed. Much of the land they crossed consisted of mountains, deserts, and huge, treeless plains. To avoid the worst of the winter blizzards in the mountains, travellers normally began their journey in late April or early May. It was not possible to travel earlier in the year, as there was not enough grass on the Great Plains to feed the livestock. If everything went according to plan, the 2,000-mile journey took around four and a half months, covering about fifteen miles a day. Any delay meant that fierce snowstorms would be encountered in the Sierra Nevada mountains. Migrants suffered from disease, violent dust storms, wagons stuck in mud, and plagues of insects such as mosquitoes. One in 25 of the migrants failed to make their destination. Many deaths were self-inflicted. Not experienced in the use of guns, they frequently shot themselves or each other by mistake.





# WEST WAS WON



The 2,000-mile journey took four and a half months.

## THE TRAGEDY OF THE DONNER FAMILY

In 1846, a group from Illinois decided to emigrate to California. One of the families was called Donner. Their story was to become one of the best-known tragedies in the history of Western emigration. They made two vital mistakes. They started late, and followed an untested route and got lost. Morale became poor, tempers flared, and one of the men was stabbed to death. It was late October by the time they started to climb the Sierra Nevada mountains, and they were desperately short of food. It became clear that the snow had made the mountains impassable. They prepared to spend the winter in the mountain snow. Starving, they ate glue and fur. Eventually, they ate their own horses. Out of 81 travellers, over half died.

## FIRST CONTACTS WITH NATIVE AMERICANS

When the white people first explored the American West, they found Native Americans living in every part of the region, many of them on the Great Plains. White people saw the Plains Indians as savages, but in fact each tribe had its own complex culture and social structure. They didn't believe that land should be owned by individuals or families, but it should belong to all people. In the early days of migration, relations between the pioneers and Native Americans were generally friendly. Trade was common, and sometimes fur traders married and integrated into Indian society. The travellers gave Native Americans blankets, beads and mirrors in exchange for food. They also sold them guns and ammunition. In the 1840s attacks on wagons were rare and the Plains Indians generally regarded these first white travellers with amusement.

## GOLD FEVER AND CONFLICT

Then in 1849 came an event which greatly changed the relationship between new and Native Americans – the Gold Rush. Thousands of men of many different nationalities flocked to California, and later to Colorado and Nevada, to search for gold. With the rush came the development of mining camps and the growth of industries, towns, shops, road systems, and railroads. All of this on Native American hunting grounds. Inevitably, conflict ensued. To the white people, the Great Plains were a wilderness waiting to be tamed, a resource to be exploited, and a potential source of profit. They were not concerned about damage to the environment. Native Americans did little farming and mining. They were hunters, and central to their way of life was the wild buffalo. There had been enormous herds of buffalo, estimated at 60 million, but by the mid-1880s they were virtually extinct, having been hunted by white Americans.

## BROKEN AND DEFEATED

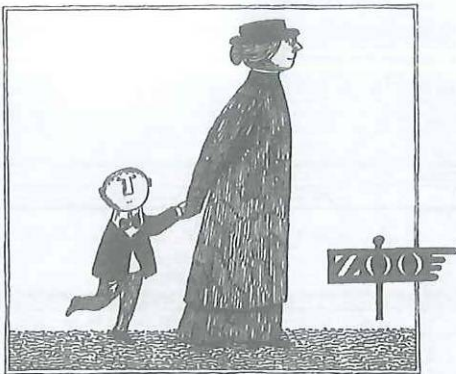
The whites took over more and more of the Indian homelands, until tensions finally exploded into war in the 1860s. Hostilities continued for over twenty years, and terrible atrocities were committed. In 1890, the Seventh Cavalry surrounded and disarmed a band of Sioux at Wounded Creek. Fighting broke out, and 146 Sioux men, women and children were slaughtered. This was the last great act of violence against the Plains Indians. The spirit of the Native Americans had finally been broken. They were persuaded to live in reservations, where government officials encouraged them to adopt an American way of life.



## LISTENING AND VOCABULARY

### Synonyms – the story of Jim and the lion

In 1907 Hilaire Belloc published *Cautionary Tales for Children*. They are humorous verses with a moral.



- 1 Look at the title of the poem and the pictures. Guess the answers to these questions.

- Where did his nurse\* take him?
- Was Jim a well-behaved little boy who always did what he was told? Or was he naughty?
- How far did he get when he ran away?
- How did the lion go about eating him?
- Who tried to help Jim? Did this work?
- How did his parents react?

\*Nowadays we would say *childminder*, not *nurse*.

- 2 **T 10.7** Listen and check.

- 3 Complete the lines with a word on the right. Think of style, rhythm, and rhyme. It might help to say the poem out loud. Do the first verse.

- 4 **T 10.7** Listen and check your answers to the first verse. Then do the same for the rest of the poem.

- 5 What is the moral of this poem? What is the tone?

Jim's parents, we are told, were 'concerned' about their son. Why is this funny?

#### What do you think?

- What were your favourite stories as a child? Tell the class about one of them.
- Were they scary? Funny?
- Who were the main characters? Were the stories based on real life, or fantasy?
- Did they have a moral? A happy ending?

# Jim, who ran away from his nurse, and was eaten by a lion

**There** was a boy whose name was Jim;  
His \_\_\_\_\_ were very good to him.  
They gave him tea, and cakes, and jam,  
And slices of \_\_\_\_\_ lamb,  
And read him \_\_\_\_\_ through  
and through,  
And even took him to the zoo –  
But there it was the \_\_\_\_\_ fate  
Befell him, I now \_\_\_\_\_.

**You** know – at least you ought to know,  
For I have \_\_\_\_\_ told you so –  
That children never are \_\_\_\_\_  
To leave their nurses in a crowd;  
Now this was Jim's especial foible,  
He ran away when he was able,  
And on this \_\_\_\_\_ day  
He slipped his hand and \_\_\_\_\_ away!

**He** hadn't gone a yard when – bang!  
With open jaws, a lion \_\_\_\_\_,  
And hungrily began to eat  
The boy: \_\_\_\_\_ at his feet.  
Now just \_\_\_\_\_ how it feels  
When \_\_\_\_\_ your toes and then  
your heels,  
And then by gradual degrees,  
Your shins and ankles, calves and knees,  
Are \_\_\_\_\_ eaten, bit by bit.

**No** wonder Jim \_\_\_\_\_ it!  
No wonder that he \_\_\_\_\_ 'Hi!'  
The honest keeper heard his cry,  
Though very \_\_\_\_\_, he almost ran  
To help the little gentleman.  
'Ponto!' he cried, with \_\_\_\_\_ frown  
Let go sir! Down sir! Put it down!  
.....  
The lion having reached his head,  
The \_\_\_\_\_ boy was dead!

**When** nurse \_\_\_\_\_ his parents they  
Were more \_\_\_\_\_ than I can say:-  
His mother, as she dried her eyes,  
Said, 'Well – it gives me no \_\_\_\_\_,  
He would not do as he was told!'  
His father, who was \_\_\_\_\_  
Bade all the \_\_\_\_\_ round attend  
To James' miserable \_\_\_\_\_,  
And always keep a-hold of nurse  
For fear of finding something worse.

buddies / friends

delicious / tasty  
novels / stories

dreadful / appalling  
describe / relate

frequently / often  
allowed / permitted

unlucky / inauspicious  
hurried / ran

sprang / leapt

beginning / commencing  
imagine / guess  
initially / first

gradually / slowly

loathed / detested  
shouted / screamed

fat / overweight

furious / angry

miserable / unfortunate

told / informed  
concerned / upset

shock / surprise

reserved / self-controlled  
kids / children  
fate / end



## EVERYDAY ENGLISH

### Metaphors and idioms – the body

1 Complete the sentences with a part of the body.

Your \_\_\_\_\_ is associated with intelligence.

Your \_\_\_\_\_ are associated with manual skills.

Your \_\_\_\_\_ is associated with emotions.

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

1 Can you give me a *hand* to move this sofa? It's so heavy.

2 She's so clever. She's *heading* for great things in life.

3 But she's not at all *big-headed*.

4 We shook *hands* and introduced ourselves.

5 My daughter has a very good *head* for business.

6 I'd offer to help, but I've got my *hands* full at the moment.

7 I know she shouts a lot, but really she's got a *heart* of gold.

8 We had a *heart-to-heart* talk, and things are much clearer now.

9 My parents wanted me to be a lawyer, but my *heart* wasn't in it. Now I'm a journalist.

3 Complete the sentences with one of these expressions.

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

1 My car's done over 200,000 kilometres. It's \_\_\_\_\_ now. I'll have to buy a new one.

2 With so many celebrities, success \_\_\_\_\_ and they start to believe they're really special.

3 She's being very courageous and \_\_\_\_\_ on it, but I know she's in a lot of pain.

4 I'm in my first term at uni, and it's all a bit strange, but I'm slowly \_\_\_\_\_.

5 I'm nearly seventy-five. I simply have to \_\_\_\_\_ that I'm not as young as I was.

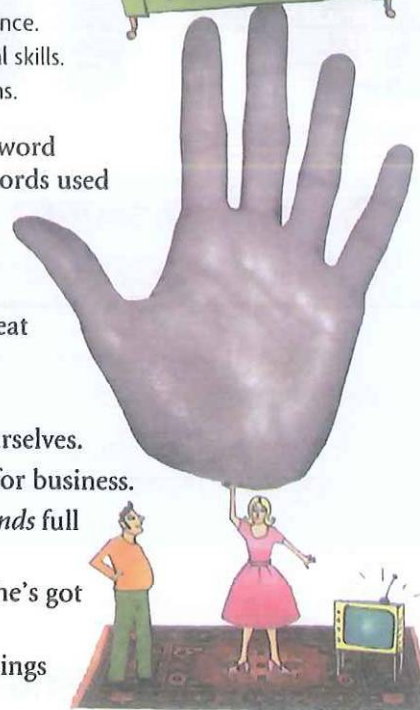
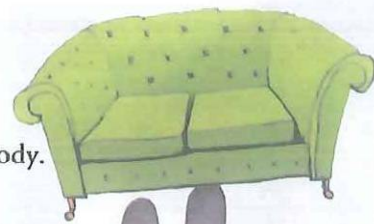
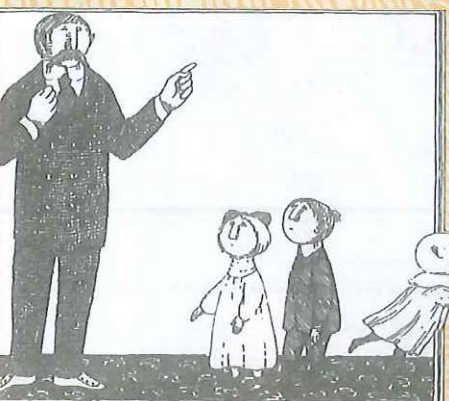
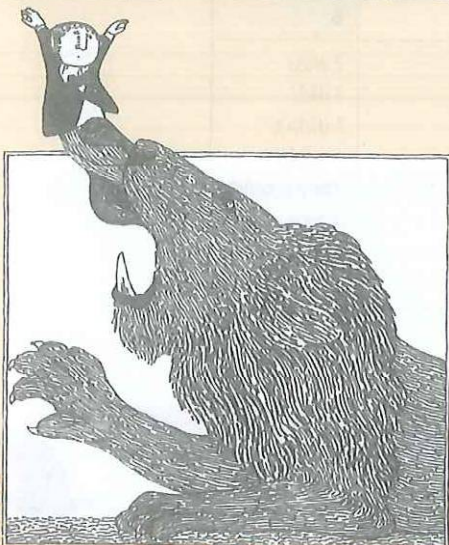
6 'Oh no! I've forwarded your email complaining about work to the boss!' 'Are you serious?' 'No, I'm just \_\_\_\_\_.'

7 'Sue says some really cruel things.' 'Yes, she's got \_\_\_\_\_.'

4 **T 10.8** Listen to three conversations. Replace some of the phrases used with an expression on this page.

**T 10.9** Listen and check.

5 Look up another part of the body in your dictionary. Find one or two useful idioms or metaphorical uses. Explain them to the rest of the class.





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## References

Soars, L. (2009). *New headway: Upper-Intermediate student's book*.

Soars, L. (2009). *New headway: Upper-Intermediate Working book*.