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- New component array and strong digital support exploits the material in an easy-to-use way for both the teacher and the student.

- Exam tasks have been updated to align with the new First for Schools 2015 specifications.

- The reading texts have been carefully aligned with the CEF levels and First, and are chosen to relate to the students’ own areas of interest.

- The integrated ‘Exam Close-up’ feature now gives students and teachers step-by-step advice and strategies for how best to approach exam tasks so students have an opportunity to put the advice into practice on the page.

- There is a new ‘Learning Focus’ feature which introduces ‘learning to learn’ tips so students can see what they need to do themselves outside of the classroom to progress.

- Students’ abilities to think, form, express and justify personal opinions are developed further in the ‘Ideas Focus’ sections – a core skill for success at First and a constant challenge for teachers to do at this age.

- Step-by-step grammar presentations making the teaching of grammar clearer and more straightforward.

- New ‘Use your English’ sections in each unit provide further practice of grammar and vocabulary.

- A ‘Grammar Focus’ section at the end allows students to check their learning.

- Clear sign-posting means students are more aware of the outcomes of their learning and can focus on their challenging areas.

- National Geographic images and content inspire student engagement and motivation.

To see these new features work in practice please see the annotated sample unit in this brochure.
Close-up Second Edition B1+

Components

FOR THE STUDENT

- Student’s Book + Online Student Zone
  Includes:
  - Student’s Book Audio and Video
  - Workbook Audio
- Student’s Book + Online Student Zone + e-Book
- Workbook
- Workbook + Online Workbook
  Includes:
  - Additional English in Use online practice

FOR THE TEACHER

- Teacher’s Book
- Teacher’s Book and Online Teacher Zone
  Includes:
  - Interactive Whiteboard Material
  - Student’s Book Audio and Video
  - Workbook Audio
  - Workbook Answer Key
  - Tests (Word Docs and PDFs)
  - Quizzes

Online Zones offer access via a unique code to downloadable audio and video for the students and teachers as well as additional teaching material including interactive whiteboard material, tests and quizzes.

Stunning National Geographic photographs open each unit to engage and motivate students.

Sample Unit

World Mysteries

Reading:
- article, missing sentences

Vocabulary:
- mystery-related words

Grammar:
- past simple, past continuous, used to, would, be used to & get used to
- phrasal verbs, word formation, gapped text

Listening:
- multiple-choice questions

Speaking:
- talking about mysteries, decision making, persuading & convincing

Writing:
- story, using adjectives and adverbs

World Mysteries

2

An unusual fountain at Leper, Ypres, Belgium – a solitary tap, suspended in mid-air and running continuously.
World Mysteries

Reading:
- article, missing sentences

Vocabulary:
- mystery-related words

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The ruins of Cancuen, which was once a successful
central American jungle for approximately 3,000 years.

A lost world lies hidden deep within the rainforests of
Central America. Hundreds of cities and towns stand
among the trees. These used to be home to millions of
Native Americans known as the Maya, who lived in the
Central American jungle for approximately 3,000 years.
They built an incredible civilization which was successful
for about 750 years. For many of the settlements the good
times ended about 1,000 years ago.  

Word Focus

rainforest: a forest in a tropical area
where there is a lot of rain

embrace: to surround or enclose
something

wipe out: destroy something
completely

overpopulated: having too many
people for the amount of food
and space available

epidemic: a large number
of people suffering from the
same disease at the same
time

The Mystery of the Maya

A monolith statue, Easter Island, Polynesia

I learnt a different story in another place that I visited,
the great city of Tikal. About 55,000 people lived
there once, and the city had roughly 3,000 major
buildings. Tikal remained a lively city for decades
after Cancuen was destroyed, but eventually it was
also abandoned. Why? Archaeologists think the
city suffered a drought that made it hard to grow
corn, beans, squash and the other foods which
were important in the diet of the Maya. 

The king couldn’t bring rain or victory, though, people may have
stopped listening to him, and their community then fell apart.

Whatever the cause of the Maya’s disappearance, their
dowfall will continue to capture people’s imagination for
many years to come. While I was among the pyramids,
and temples at Tikal, I imagined the people living there in
the city’s last days. I could picture them hungry, tired and scared,
running from their homes. Like the Maya in many places in the
rainforests of Central America, they left behind a great city
and a great mystery.

Are you interested in mysteries? Why? / Why not?

Find the meaning of the words in the article. Then use the
words or phrases.

1 A bad diet will seriously ______ your body
2 He was too ______ to say sorry
3 The people ______ a lot and had to live without food for
a long time
4 The king’s men ______ the city to start the attack
5 The villagers ______ their homes and ran into the forest.

Tip: Add a sentence which you do not need.

When matching missing sentences, read the complete
article first to get a general understanding.

Then go back and read each paragraph carefully to identify
the main points.

Read the missing sentences in the article. Choose from the sentences
A–F the one which fits each gap (1–5). There is one extra sentence which you do not need to use.

A There just wasn’t enough food for the residents.
B It was decorated with red tiles and had one extra sentence which you do not need to use.
C For example, some think a natural disaster like an earthquake or a volcanic eruption occurred.
D Today the Maya’s cities are empty.
E This drought and warfare probably shook the people’s faith in their king.
F During my visit, it certainly captured mine.

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D Today the Maya’s cities are empty.
E This drought and warfare probably shook the people’s faith in their king.
F During my visit, it certainly captured mine.
The ruins of Cancuen, which was once a successful city. Thousands of Maya used to live there and rich people from other cities would go there for holidays. But that all changed 1,000 years ago. Archaeologists think that invaders came suddenly, probably by canoe. They may have battled with soldiers by the river before heading into the city centre. I followed the path they would have taken and came across an amazing palace next to the ruins of a large pool. Then, it became a tomb. The invaders killed the city’s leaders and threw their bodies into the water. The invasion must have been quick and terrifying. The city’s people were probably so scared that they ran away into the rainforest.

I learnt a different story in another place that I visited, the great city of Tikal. About 55,000 people lived there once, and the city had roughly 3,000 major buildings. Tikal remained a lively city for decades after Cancuen was destroyed, but eventually it was also abandoned. Why? Archaeologists think the city suffered a drought that made it hard to grow corn, beans, squash and the other foods which were important in the diet of the Maya. Warfare may also have enabled the society as the people of Tikal battled with neighbouring cities. Tikal had a large number of epidemics, including one which killed many people suffering from the same disease at the same time. It was decorated with red tiles and had many pyramids. Tikal became a tomb. The invaders killed the city’s leaders and threw their bodies into the water. The invasion must have been quick and terrifying. The city’s people were probably so scared that they ran away into the rainforest. The Maya thought of their rulers as gods. When the king couldn’t bring rain or victory, though, people may have stopped listening to him, and their community then fell apart.

Whatever the cause of the Maya’s disappearance, their downfall will continue to capture people’s imagination for many years to come. While I was among the pyramids and temples at Tikal, I imagined the people living there in the city’s last days. I could picture them hungry, tired and scared, running from their homes. Like the Maya in many places in the rainforests of Central America, they left behind a great city and a great mystery.
A Match these words 1–8 with their definitions a–h.

1. incident      a. something we see that seems to be real but actually isn’t
2. phenomenon    b. something that helps you to solve a mystery
3. hoax          c. something made of stone where a dead body is placed
4. clue          d. something that happens
5. illusion      e. a news story about something that has happened
6. report        f. a fact or event in nature or society, usually one not fully understood
7. tomb          g. a person who solves mysteries or crimes
8. detective     h. a trick someone uses to fool others

B Complete the sentences using both words.

1. cemetery, disappearance
2. odd, abandoned
3. tomb, magician

C Read the Exam Close-up. Then read the Exam Task below and note which type of word is missing from each gap.

D Now complete the Exam Task. Use the words below to help you.

E Complete the text with the correct form of the Past Simple or the Past Continuous of the verbs in brackets.

F Complete the sentences with the correct form of the Past Simple or the Past Continuous of the verbs in brackets.

Gapped text

- Before you complete a gapped text, quickly underline the verbs.
- Read the Past Simple sentences and actions which happened one after the other. Paragraphs are divided into two or more actions which happened one after the other.
- Decide which type of word is missing.
- Think about what each gapped sentence means before you choose a word which fits in the gap.

Grammar Focus p.163 (2.1 & 2.2)

Examine the uses of the Past Simple with continuous tenses.

A sculpture garden at Coral Castle, Florida, US

Coral Castle

The amazing Coral Castle in Florida was the creation of a very clever man named Edward Leedskalnin. Leedskalnin immigrated to America in the early twentieth century and spent much of his life building Coral Castle. To build the castle, he (1) (move) huge stone blocks all by himself. How he did this is a mystery because he (2) (not allow) anyone to watch while he (3). Engineers (4) (break) it in 1986. While engineers (5) (work) on the castle, he (6) (open) the revolving door. The door was so well-balanced that it (7) (not close) when the visitors (8) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskalnin’s most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (9) (not close) when the visitors (10) (walk) through it. One of Leedskaln...
In most cases they believe that people playing is the real 'earthy' about the circles' creators. We all know that the earth can be a(n) place at times. All over the world, One of earth's little mysteries strange things happen and often even experts cannot explain why or how they occur. Take crop circles for a practical joke researchers solved witnesses. Use the words below to help you.

**Exam Close-up.**

Complete the text with the correct form of the Past Simple or the Past Continuous of the verbs in brackets.

1. In December 1951, Leedskalnin (10) (repair) it, they found that
2. Leedskalnin had put a part of a truck called a bearing in the
3. Leedskalnin (9) (replace)
4. In one case that experts (6) (allow) anyone to watch
5. In most cases they believe that people playing is the real (5) (feeling) for the patterns,
6. In one case that experts (6) (discover) that two men from Southampton, England had designed the 12-metre circle which suddenly appeared in a local farmer's field one day. When questioned by police, they denied being involved, but several (7) (come forward) and that particular crop circle mystery was quickly (8) (solved).
New and updated listening material now contains specific listening tasks as they would be heard in the exam so students know what to expect.

### Listening

#### A Match the words with the meanings.

1. mystery
2. disappearance
3. evidence
4. theory
5. conclusion

- a) facts or objects which make you think something is true
- b) something we don’t fully know or understand
- c) a decision about something after having taken into account all facts
- d) an idea you have that tries to explain something
- e) the act of leaving secretly or without explanation

#### B Listen to these speakers and decide whether the sentences below are true or false. Write T (true) or F (false).

1. We know what happened to the two men.
2. The scientist’s theory was correct.
3. The experts know what happened in this case.

#### C Read the Exam Close-up and underline the important words in the Exam Task below.

#### D Now complete the Exam Close-up.

#### Exam Close-up

You will hear a radio interview about a mystery on Mount Everest. For questions 1–6 choose the best answer (a, b, or c).

1. Mallory and Irvine climbed up Everest in
   a) 1924
   b) 1929
   c) 1935

2. We know that Mallory and Irvine
   a) climbed at least 8,000 metres up Everest.
   b) reached the summit of Everest.
   c) were on the way back down when they died.

3. Some people think Mallory reached the summit because
   a) they found photos of the summit on his body.
   b) his wife’s photo was found at the summit.
   c) his wife’s photo was not on his body.

4. The discovery of Mallory’s goggles tells us
   a) that it must have been dark when he died.
   b) what the weather must have been like when he died.
   c) doesn’t tell us enough to solve the mystery.

5. Matt Stevens thinks Mallory and Irvine
   a) definitely reached the summit.
   b) probably reached the summit.
   c) probably didn’t reach the summit.

6. Matt thinks that Mallory probably fell because
   a) his body had a rope attached to it.
   b) his body was covered in snow.
   c) his camera was found with his body.

#### E Listen again and check your answers.

### Speaking

#### A Work with a partner and answer these questions.

- Do you like mysteries? Why? / Why not?
- Do you think of mysteries when you think of Mount Everest?
- Do you think of mysteries when you think of the Himalayas?
- Do you think of mysteries when you think of climbing?

#### B Listen and tick (/) the exam task the examiner describes.

- You have to choose objects.
- You would use to identify people at night.
- The act of leaving secretly or without explanation.

#### C Read the Exam Close-up. Then look at the objects in the Exam Task below. Think of the advantages and disadvantages of using each object.

#### D Work in pairs to discuss the options in the Exam Task. Use the Useful Expressions to help you.

### Useful Expressions

- Why do you think people are interested in mysteries?
- What qualities do you think a good detective needs?
- Why? / Why not?

### Problem-solving

- When you talk about a problem in the exam, it is important to understand the situation before you start.
- Look at the information you are given carefully.
- Listen to what the examiner explains about the situation and try to think of ideas for all the options.

### Ideas Focus

- Modernisation of tasks and images enable students to better relate to the content.
New and updated listening material now contains specific listening tasks as they would be heard in the exam so students know what to expect.

2 World Mysteries

Listening

A Match the words with the meanings.
1 mystery [☐]
2 disappearance [☐]
3 evidence [☐]
4 theory [☐]
5 conclusion [☐]

a facts or objects which make you think something is true
b something we don’t fully know or understand
c a decision about something after having taken into account all facts
d an idea you have that tries to explain something
e the act of leaving secretly or without explanation

B  Listen to these speakers and decide whether the sentences below are true or false. Write T (true) or F (false).

1 The woman knows for certain what happened. T
2 We know what happened to the two men. F
3 The scientist’s theory was correct. T
4 The experts know what happened in this case. T

C Read the Exam Close-up and underline the important words in the Exam Task below.

D  Now complete the Exam Task.

Exam Close-up

Multiple-choice (Interview)

Before you listen to an interview in the exam, make sure you understand all the questions first. Underline the important words in the multiple-choice questions and answers. Make notes while you listen and don’t worry if you can’t answer a question – go on to the next one. Then go back and complete the answers you missed. Don’t leave any questions. Guess if you have to!

Exam Task

You will hear a radio interview about a mystery on Mount Everest. For questions 1–6 choose the best answer (a, b or c).

1 Mallory and Irvine climbed up Everest in
   a 1924
   b 1929
   c 1953.
2 We know that Mallory and Irvine
   a climbed at least 8,000 metres up Everest.
   b reached the summit of Everest.
   c were on the way back down when they died.
3 Some people think Mallory reached the
   a summit because they found photos of the summit on his body.
   b his wife’s photo was found at the summit.
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4 The discovery of Mallory’s goggles tells us
   a that it must have been dark when he died.
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5 Matt Stevens thinks Mallory and Irvine
   a definitely reached the summit.
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   c probably didn’t reach the summit.
6 Matt thinks that Mallory probably fell because
   a his body had a rope attached to it.
   b his body was covered in snow.
   c his camera was found with his body.

E Listen again and check your answers.

Exam Close-up

Problem-solving

• When you talk about a problem in the exam, it is important to understand the situation before you start.
• Look at the information you are given carefully.
• Listen to what the examiner explains about the situation and try to think of ideas for all the options.

Useful Expressions

Making suggestions
Why don’t we…?
We could use the…?
What about the…?
I suppose we could…?
The…might be good?

Useful Expressions

Problem-solving

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• When you talk about a problem in the exam, it is important to understand the situation before you start.
• Look at the information you are given carefully.
• Listen to what the examiner explains about the situation and try to think of ideas for all the options.

Useful Expressions

Making suggestions
Why don’t we…?
We could use the…?
What about the…?
I suppose we could…?
The…might be good?

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Useful Expressions

Making suggestions
Why don’t we…?
We could use the…?
What about the…?
I suppose we could…?
The…might be good?
**World Mysteries**

### Grammar

**used to, would be used to, get used to**

**A** Read the sentences and answer the questions below.
- My dad used to be an archaeologist when he lived in Egypt.
- Brian used to read mystery novels when he was on holiday.
- The detective is used to investigating mysteries.
- The new police officer is getting used to his duties.

Which sentence refers to:
1. something that is usual or familiar?
2. an action in the past?
3. a state in the past?
4. the process of something becoming familiar?

**B** Choose the correct option to complete each rule.
1. We used to / would be used to talk about actions we did regularly in the past but don’t do anymore.
2. We don’t use used to / would to talk about past states.
3. We use be used to / get used to talk about the process of something becoming familiar.
4. We use be used to / get used to talk about something that is usual or familiar.

**C** Tick the correct sentences and cross the wrong ones.
1. My neighbour used to disappear for days at a time.
2. Would they live in that haunted house before moving to our street?
3. Tom used to read anything about the Bermuda Triangle.
4. I didn’t used to pay attention when my great-aunt told me about her adventures.
5. Michael wouldn’t like reading about unexplained mysteries when he was a teenager.

**D** Choose the correct answers.
1. It was difficult, but I slowly got used to ___________ in the sun at archaeological sites.
   - A. to work
   - B. working
2. My history teacher ___________ go on and on about the Mayan civilization.
   - A. was getting used to
   - B. was used to
   - C. would
3. Were ___________ answering questions about the exhibits when you worked at the museum?
   - A. you used to
   - B. you get used to
   - C. you to
4. I ___________ an archaeology before I became a teacher.
   - A. used to studying
   - B. used to study
   - C. use to study
5. John ___________ hearing about amazing places because his father is an explorer.
   - A. is used to
   - B. would
   - C. used to
6. ___________ live in Cairo when you were doing your research?
   - A. Did you get used to
   - B. Did you use to
   - C. Would you

**E** Complete the second sentences so they have a similar meaning to the first sentences. Use the words in bold.
1. Tom used to read anything about the Bermuda Triangle. _________ anything about the Bermuda Triangle?
2. The children quickly adjusted to their new school. _________ their new school.
3. Jenny is worried that she won’t be able to adapt to the Peruvian lifestyle. _________ the Peruvian lifestyle.
4. At first it was difficult to use the Internet to find information, but now it’s much easier. _________ the Internet to find information.
5. Would your lecturer analyse the possible reasons for the disappearance of the dinosaur? _________ the possible reasons for the disappearance of the dinosaur?
2 World Mysteries

Phrasal verbs

A Match the phrasal verbs with their meanings.
1. shake out
2. look into
3. pick up
4. take in
5. let out
6. believe in

a. make a certain sound
b. examine facts and information
c. only talk about one subject
d. manage to see something
e. trick, deceive
f. be sure that something exists

B Complete the sentences with the correct form of the phrasal verbs from A.
1. It was so dark in the room that I couldn't____where anything was.
2. Carrie____a loud scream when she thought she saw the Yeti!
3. Do you____UFOs? I certainly do because I've seen one!
4. I wasn't____by his pretending to be a ghost.
5. Tell me exactly what happened and please try to____the facts.
6. The detective____the case, but he couldn’t find any clues to help him.

C Quickly read the Exam Task below. Then create a word family for each of the word stems included in the task.
rid/i.alt1cul/e.alt1us (v)   rid/i.alt1cul/o.alt1us (adj)   rid/i.alt1cul/o.alt1usl/y.alt1 (adv)

D Read the Exam Close-up and complete the Exam Task.

Exam Close-up

Gapped text

• Remember to check the spelling of all the words you have written carefully when you have finished completing the text.
• You will lose marks if any of your words are spelt incorrectly.

Exam Task

It’s raining cats and frogs!
When it is pouring with rain, we often say, “it’s raining cats and dogs” which sounds totally (1)____, but sometimes it’s not too far from the truth! (2)____rain is a very bizarre phenomenon, but it’s been reported from all corners of the globe. Scientists have come up with some interesting (3)____for the strange rain, but haven’t been able to prove any of them so far. Let’s have a look at a few of the strangest incidents.

In 1981, the citizens of Nafplio in Greece woke up to a (4)____sight. Hundreds of small green frogs were falling from the sky! There was another strange (5)____that added to the mystery. The frogs were not ones usually found in Greece. They were native to North Africa! (6)____

It was (7)____to see something like that. Scientists quickly came to the (8)____that it had been raining fish eggs or jellyfish!

Complete the sentences with the correct form of the phrasal verbs from A.
1. It was so dark in the room that I couldn’t____where anything was.
2. Carrie____a loud scream when she thought she saw the Yeti!
3. Do you____UFOs? I certainly do because I’ve seen one!
4. I wasn’t____by his pretending to be a ghost.
5. Tell me exactly what happened and please try to____the facts.
6. The detective____the case, but he couldn’t find any clues to help him.

C Quickly read the Exam Task below. Then create a word family for each of the word stems included in the task.

Exam Task

Ridicule (n) ridicule (v) ridicules (adj) ridiculosity (adj)
The new Learning Focus feature introduces ‘learning to learn’ tips so students can see what they need to do themselves outside of the classroom in order to progress.

2 World Mysteries

Writing a story

Using adjectives and adverbs

Improve your stories by using descriptive adjectives and adverbs of time, place, manner and degree. They help the reader to build up a clearer picture of the people, places and events in the story, as well as to add drama and suspense. Remember:

• when we use two or more adjectives together, they usually come in this order: opinion, size, age, shape, colour, origin, material.
• when we use adjectives ending in –ed we describe how something is affected by something, whereas adjectives ending in –ing describe how someone or something affects others.
• when we use more than one adverb in a sentence, they usually come in this order: manner, place, time. But when there is a verb of movement (eg go, run, walk) they come in this order: place, manner, time.

A Circle the correct words.
1. He ran outside quickly / quickly outside.
2. It had been the most thrilling / thrilled day of their lives.
3. She wrapped the present using a long red silk / silk red long ribbon.
4. They sat opposite silently / silently opposite the odd statue.
5. Inside the box was a unusual orange metallic / orange unusual metallic toy.
6. Everyone was embarrassing / embarrassed when the story was leaked to the press.

B Read the writing task below and underline the key words. What will you write? Who will be the main character?
Write a story which begins with this sentence: It was the scariest thing she had ever seen.

C Read the model story and complete it with these adjectives and adverbs.

It was the scariest thing she had ever seen. As a photographer, Jodie was used to seeing (1) ___________ and wonderful things, but she had never seen anything like this. She was working on a story about mysteries and had heard that a local forest was haunted. Her colleague Robert was keen to go there and he (2) ___________ agreed to camp there with her. But after camping out for three nights, they had seen nothing extraordinary. Then, at midnight on the last night, moving green lights (3) ___________ appeared among the trees. Jodie took out her camera and started taking photos. She didn’t know what the lights were, but they looked very strange. ‘I have to get them on film,’ she thought. When Jodie arrived home, she headed for the dark room. She hung up the first photo (4) ___________ and stared at it in astonishment. Bright (5) ___________ lights formed a circle round the trees. But the most bizarre thing was the (6) ___________ boy who stood in the middle. Jodie was (7) ___________ she hadn’t been there. Picking up the phone, she tried to stop herself from trembling. ‘He-hello, Robert,’ she stammered (8) ___________ ‘I think you’d better come over here right now.’

D Read the model story again and answer these questions.
1. What was the scary thing that Jodie saw?
2. Do we find this out immediately after the first sentence?
3. Where was she when she saw the thing that scared her?
4. How does Jodie feel about what she saw?
5. Why do you think she wants Robert to go to her house?

E Write the correct paragraph number from the model story next to these descriptions.

a. Bring the story to an end.
b. Describe the background to the story.
c. Describe the scary thing in detail.
d. Introduce an event that adds suspense to the story.
e. Start with the sentence given and introduce the main character.

F Look at the Useful Expressions and circle the correct answers.
1. Is this real or is it an optical illusion?
   a. an optical illusion
   b. out of the ordinary
   c. bizarre
2. I stared at him in a _____ manner.
   a. mystery
   b. disbelief
   c. sight
3. I can’t understand this. It’s absolutely _____.
   a. odd
   b. unusual
   c. inexplicable
4. I’m really _____ by this experience.
   a. chilled
   b. eerie
   c. thrilling
5. The story is strange, but ______.
   a. mysterious
   b. true
   c. curious

G Read the Exam Close-up and make a plan for the Exam Task below. Remember to think about adjectives and adverbs you could include. Use the Useful Expressions to help you.

H Write your story to complete the Exam Task.

Exam Close-up

Writing a story

Before you write a story, it’s a good idea to

• Think of lots of ideas for your story first and write them down quickly.
• Pick out the best ideas and organise them into a beginning, middle and end.
• Read your notes. Is your plan logical?
• Does something interesting happen in your story?
• Think of adjectives and adverbs you could use with each of the incidents in your story.

Exam Task

A new English language magazine for young people is looking for stories. Write a story which begins with this sentence. As soon as they opened the door, they knew something was wrong. (140–190 words)
The new Learning Focus feature introduces ‘learning to learn’ tips so students can see what they need to do themselves outside of the classroom in order to progress.

2 World Mysteries

Writing a story

Using adjectives and adverbs

Improve your stories by using descriptive adjectives and adverbs to help the reader build up a clearer picture of the people, places and events in the story, as well as to add drama and suspense. Remember:

• when we use two or more adjectives together, they usually come in this order: opinion, size, age, shape, colour, origin, material.
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carefully    certain    enthusiastically    green    nervously    suddenly    weird    young

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   c. thrilling

5. The story is strange, but (a) _______.
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Exam Task

A new English language magazine for young people is looking for stories. Write a story which begins with this sentence. As soon as they opened the door, they knew something was wrong. (140-190 words)
1 Marfa lights

Before you watch

A How much do you know about some of the famous mysteries of the world? Complete the sentences using these words.

Bigfoot Devil's Nessie Yeti

1 The ________ is an affectionate nickname given to the Loch Ness Monster.
2 The ________ Triangle is the name some people give to the Bermuda Triangle.
3 The Abominable Snowman, or ________, is said to live in the Himalayan region.
4 Has anybody ever really photographed Sasquatch, otherwise known as ________?

While you watch

B Watch the video again and circle the words you hear.

1 The best place to see this mystery is at the viewing / watching site, just east of Marfa.
2 What do the lights look like? Well, it changes / depends on who you talk to.
3 The appearance and disappearance / vanishing of the lights was seen by pilots flying here.
4 We discovered these by mistake / chance off the distance, close to the ground.
5 But who can explain where the lights come from? Where are they actually located / situated?
6 If the mystery is unanswered, people will keep searching / investigating.

After you watch

C Complete the summary of the video below using these words.

head of investigate phenomenon proof ranch reported response shining

The Chihuahuan Desert in West Texas is the largest desert in North America. Winters are cool and summers are extremely hot. This area is also home to a mysterious (1) ________, called the ‘Marfa Lights’. These are bright lights that appear suddenly in the night sky and then, just as quickly, they (2) ________ into the distance and disappear. The lights sometimes even get close to people’s houses. One woman who lived on a remote (3) ________ tells the story of what she experienced one night. She got in bed and suddenly she saw the lights (4) ________ through her bedroom window. She watched them change colour for a few minutes. Eventually they went away. Apparently, pilots who used to train in the desert in the 1940s also (5) ________ that they used to see these mysterious lights.

What causes the lights? Fritz Kalahari, who was one of those pilots, thinks he has an (6) ________ to this question. He believes that the lights are a natural occurrence and that they exist all over the world. However, as long as the Marfa mystery remains unanswered, people will continue to (7) ________ the lights to find out where they come from and how long they have existed. People want (8) ________ not opinions and theories. Whatever these lights really are, they are as mysterious today as when they first appeared and it is doubtful that the mystery behind them will ever be solved.

Idea Focus

• Would you like to visit the location of a famous mystery? Why? / Why not?
• Are there any famous mysteries in your country?

Vocabulary

A Complete the sentences with both words.

1 embarrassed amused
   a Don’t feel ______ about your appearance. You look fine.
   b Why are you so ______? I don’t think it’s all funny.
2 remarkable generous
   a Neil Armstrong’s achievement was absolutely ________
   b Dad is both kind and ________ with others.
3 belief legend
   a It is my ________ that everyone needs friends.
   b Have you heard the ________ of the ghost rider?
4 admission approach
   a Please calm down. You shouldn’t be so ________
   b It’s absolutely ________ to believe that the house is haunted.
5 suspicion extra
   a I know it looks like a pool of water, but it’s only an ________
   b If there is an ________ for this mystery, I’d like to know what it is.

B Complete the text using these words.

The disappearances evidence hoax researchers witnesses

There have been many cases of strange (1) ________ in the world, but one of the strangest is the case of David Lang. The story goes that on 23rd September 1880, while walking through a field in Tennessee near his home and being watched by several (2) ________, David Lang disappeared in mid-step. His wife and the others present ran to see what had happened to him, but they didn’t find even one (3) ________ to help them solve the mystery. Lang had simply vanished. Some time later, the spot where Lang had disappeared was marked by a circle of yellowed grass almost five metres across. Nothing ever grew there again.

While the case of David Lang has become well-known, most (4) ________ who have studied this case believe that it is (5) ________. They point out that, despite lengthy investigations, no (6) ________ has been found that Lang ever existed. Many believe that the story was made up by a journalist in the 1880s. It could be that the truth of the matter will never be known.

C Complete the table with break, keep, make and save.

<table>
<thead>
<tr>
<th></th>
<th>a promise</th>
<th>a difference</th>
<th>a habit</th>
<th>your strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>in touch</td>
<td>trouble</td>
<td>the ice</td>
<td>time</td>
<td></td>
</tr>
</tbody>
</table>

D Circle the correct words.

1 This is a real mystery. We have to look into / stick to it.
2 Don’t you realise he’s letting you out / taking you in with his silly stories?
3 Can you make out / believe in that strange house ahead?
4 Do you approve of / on your brother’s behaviour?
5 Don’t worry. I have plenty of confidence in / at you.
6 I’ve got nothing on / in common with you.
1 Marfa lights

Before you watch

A How much do you know about some of the famous mysteries of the world? Complete the sentences using these words.

Bigfoot, Devil’s Nessie, Yeti

1. The ________ is an affectionate nickname given to the Loch Ness Monster.
2. The ________ Triangle is the name some people give to the Bermuda Triangle.
3. The Abominable Snowman, or ________, is said to live in the Himalayan region.
4. Has anybody ever really photographed Sasquatch, otherwise known as ________?

While you watch

B Watch the video again and circle the words you hear.

1. The best place to see this mystery is at the ________ site, just east of Marfa.
2. What do the lights look like? Well, it changes ________ on who you talk to.
3. The appearance and disappearance/ ________ of the lights was seen by pilots flying here.
4. ‘We discovered these by ________ chance/ ________ in the distance, close to the ground.
5. But who can explain where the lights come from? Where are they actually ________/ ________?
6. If the mystery is unanswered, people will keep ________/ ________ investigating.

After you watch

C Complete the summary of the video below using these words.

head of investigation phenomenon proof ranch reported response sighting

The Chihuahuan Desert in West Texas is the largest desert in North America. Winters are cool and summers are extremely hot. This area is also home to a mysterious (1) ________, called the ‘Marfa Lights’. These are bright lights that appear suddenly in the night sky and then, just as quickly, they (2) ________ into the distance and disappear. The lights sometimes even get close to people’s houses. One woman who lived on a remote (3) ________ tells the story of what she experienced one night. She got in bed and suddenly she saw the lights (4) ________ through her bedroom window. She watched them change colour for a few ________.

Eventually they went away. Apparently, pilots who used to train (5) ________ Lang disappeared in mid-step. His wife and the others present ran to see what had happened to him, but they didn’t ________ even one clue ________ disappearances ________ evidence ________ hoax ________ researchers ________ witnesses.

What causes the lights? Fritz Kahl, who was one of those pilots, thinks he has a(n) (6) ________ to this question. He believes that the lights are a natural occurrence and that they exist all over the world. However, as long as the Marfa mystery remains unanswered, people will continue to (7) ________ the lights to find out where they come from and how long they have existed. People want (8) ________ not opinions and theories. Whatever these lights really are, they are as mysterious today as when they first appeared and it is doubtful that the mystery behind them will ever be solved.

Ideas Focus

• Would you like to visit the location of a famous mystery? Why? Why not?
• Are there any famous mysteries in your country?
Key grammar points can be revised in the review sections to enable students to consolidate their learning.

Review 1

Units 1 & 2

Grammar

A Complete the sentences with the Present Simple or the Present Continuous of the verbs in brackets.
1. I __________ (play) tennis three times a week.
2. Mum, why __________ you forever __________ (shout) at me?
3. __________ you __________ (believe) in the Loch Ness Monster?
4. We __________ (go) on the mystery tour tomorrow.
5. The meeting __________ (not be) at 9 am today.
6. __________ Grandma __________ (come) to visit again on Sunday?
7. In this picture, the boy __________ (not cry).
8. Light __________ (travel) at almost 300,000 km per second.

B Complete the sentences with a, an, the or -.
1. Is __________ girl next door very pretty?
2. There's __________ free table here. Or shall we sit at __________ one over there?
3. Is __________ physics __________ only subject you ever found difficult?
4. I want to buy __________ umbrella and other things, but I only have __________ hour to shop.
5. Nowadays, __________ children mostly do their homework on computers.
6. I enjoy learning __________ English, but I don't like __________ German language.
7. Is Kelly __________ British citizen or is she from __________ Canada?
8. 'Is there __________ cinema near here?' 'Yes, __________ Rex Cinema is across the road.'

C Tick the sentences which are correct and correct the wrong ones.
1. I was wearing my red dress only twice last year.
2. Mum cooked lunch, put it on the table and went to sleep.
3. Helen was talking on the phone while Julie was being in bed.
4. I would like the colour red when I was young.
5. I can’t get used to living in this spooky house.
6. Jason is used to wear jeans when he was at university.

D Circle the correct words.
1. It started / was starting raining frogs while I was walking.
2. You aren’t used / use to studying in a library.
3. Napoleon died / was dying mysteriously in 1821.
4. Detectives got used to / are used to solving mysteries these days.
5. I didn’t use to go / wasn’t going fishing last year.
6. Would your cousin visit / visiting you often when you lived in Yorkshire?
7. They would love / loved swimming in the lake when they were young.
8. Did / Are you use to live in a cottage?
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