

Close-up

STUDENT'S BOOK

B1+

Angela Healan
Katrina Gormley

Course information
and sample unit

SECOND EDITION

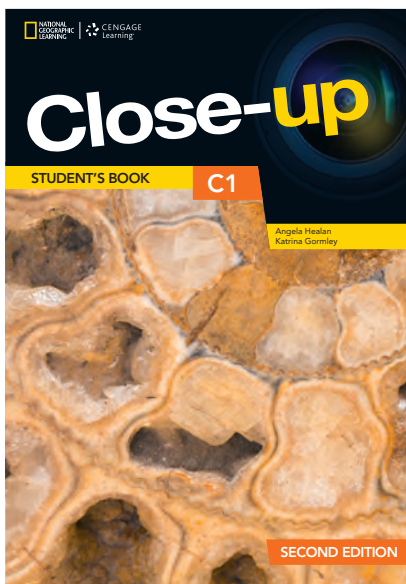
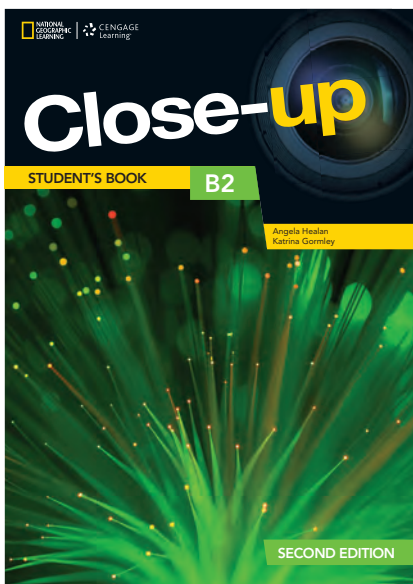
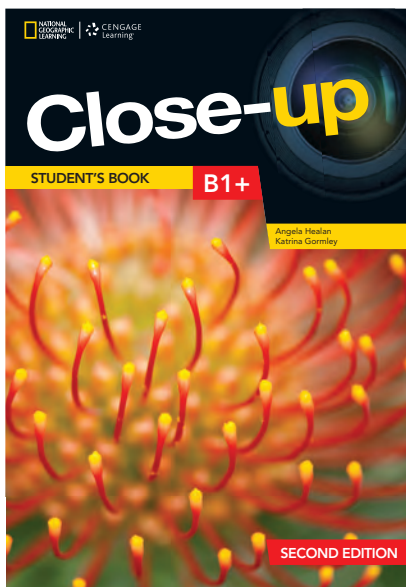
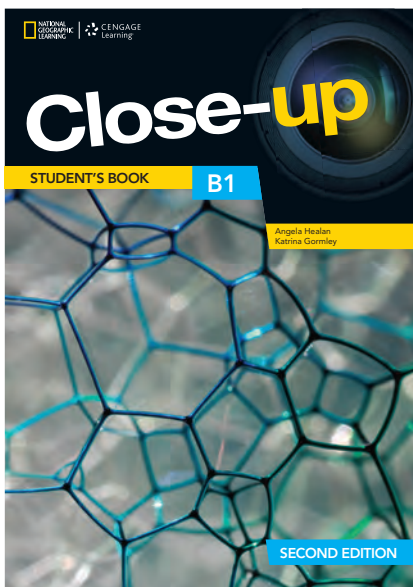
Close-up

SECOND EDITION

Education and assessment are constantly developing and changing, and at National Geographic Learning we know it is vital for teachers that the materials they use are as up-to-date and relevant as they can be.

This is why we are proud to present an updated second edition of the best-selling exam preparation course, **Close-up**.

It has given us an opportunity to review the series to ensure it is in line with the latest exam changes (including Cambridge First), to refresh the texts and content and to bring in new digital aspects to the course.



So What's New with Close-up Second Edition?

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 practise 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

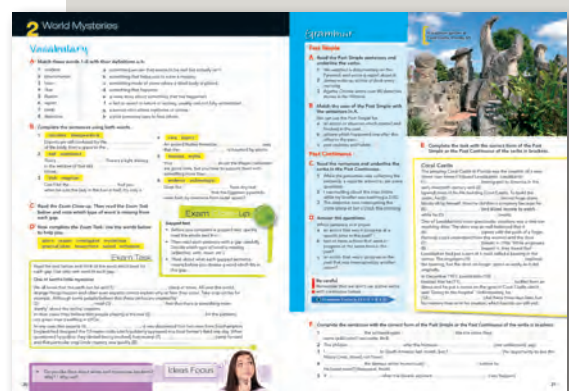
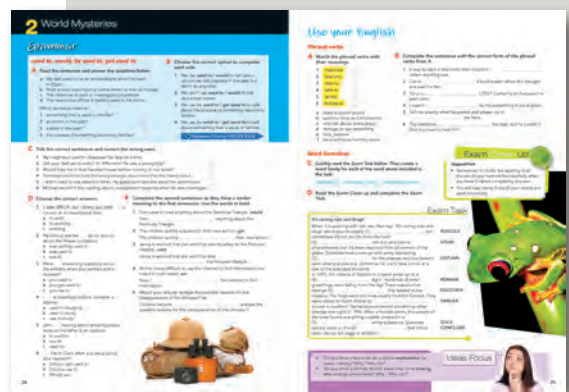
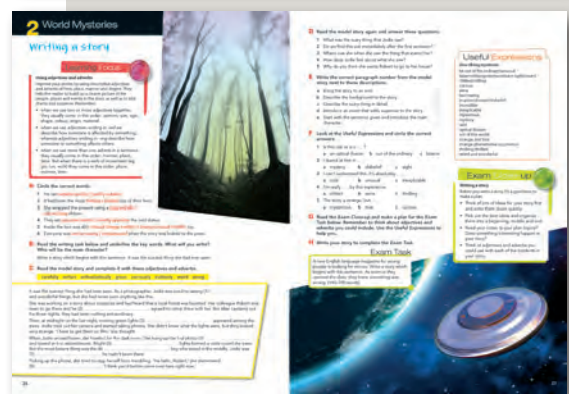
New 'Use your English' sections in each unit provide further practice of grammar and vocabulary

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

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.

NGL.Cengage.com

For a full list of ISBNs please see the back of the catalogue

2 World Mysteries

- Reading:** article, missing sentences
- Vocabulary:** mystery-related words
- Grammar:** past simple, past continuous, *used to*, *would*, *be used to* & *get used to*
- Use your English:** phrasal verbs, word formation, gapped text
- Listening:** multiple-choice questions
- Speaking:** talking about mysteries, decision making, persuading & convincing
- Writing:** story, using adjectives and adverbs



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

The reading texts have been carefully aligned with the CEF levels and First, and are chosen to ignite the students' interest.

2 World Mysteries

Reading

A The places and things below are all associated with mysteries. What do you know about them?

- the Lost City of Atlantis
- the Bermuda Triangle
- the Easter Island Statues
- the Nazca Lines
- Stonehenge

B Quickly read the article and match the summaries a–e with the paragraphs 1–5.

- a An alternative theory about food, lack of water and war.
- b Why the mystery of the Maya will be researched in the future.
- c What it was that destroyed the Maya in Central America?
- d What the Maya created and what is left now.
- e The many theories that archeologists have about the Maya.

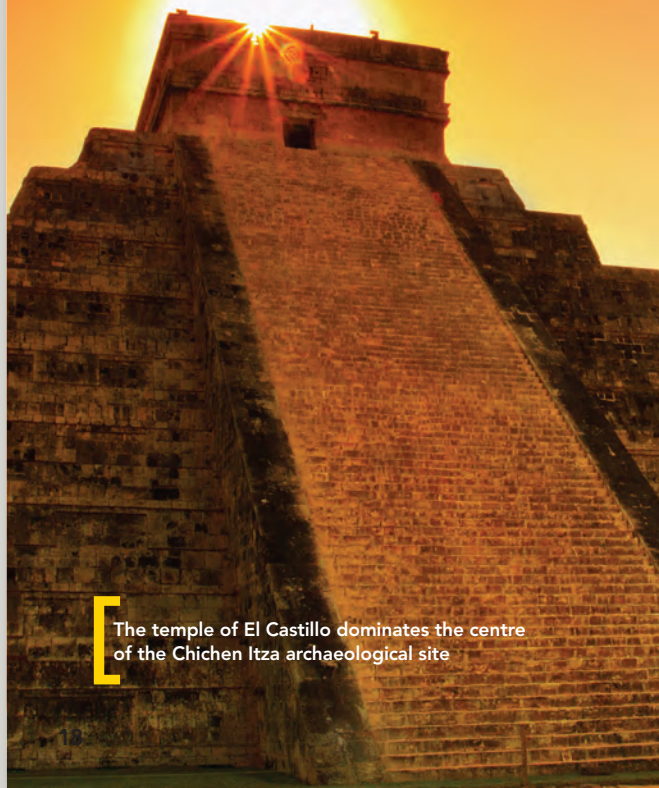
Word Focus

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
drought: when rain stops falling and there is little or no water in an area.

A monolith statue, Easter Island, Polynesia



The Mystery of the Maya



The temple of El Castillo dominates the centre of the Chichen Itza archaeological site

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 civilisation which was successful for about 750 years. For many of the settlements the good times ended about 1,000 years ago. **1** Trees and vines **embrace** the once proud temples and palaces, which are now in ruins.

So what happened to these people? Their disappearance is considered one of the biggest mysteries in archaeology. Did they abandon their beautiful cities, or did some disaster **wipe** them **out**? For decades, archaeologists have been trying to discover what happened, and there is still no agreement. Theories range from the invasion of foreign forces and migration, to disease and the collapse of an **overpopulated** society. **2** Others think that an **epidemic** caused thousands of deaths. New evidence has recently come to light from an investigation into the layers of mud at the bottom of a lake in the region. This suggests that a long-lasting drought was an important factor in their disappearance. However, there are so many possibilities that many researchers now believe that it was a combination of two or more of these things that marked the end for these people.

To examine some of the theories about what happened to the Maya, I went to Central America. I visited Mayan cities and talked to the archaeologists who were studying them. One very hot day, I stood on a riverbank near

C Read the *Exam Close-up*. Then underline the important words in the missing sentences in the *Exam Task* below.

D Now complete the *Exam Task*. Remember to identify the main points in each paragraph to help you match the missing sentences.

Exam Task

Five sentences have been removed from 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 once held drinking water for the city.
- 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.

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 1,200 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.

3 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 weakened the society as the people of Tikal battled with neighbouring cities. **4** The Maya thought of their rulers as gods. When the

Missing sentences

- 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 and underline any important words or phrases.
- Finally, compare the main points in each paragraph with the missing sentences to complete the article.

Exam Close-up



E Find the meaning of the words in the article. Then use the words to complete the sentences below.

proud (para 1, line 9) abandon (para 2, line 3)
head (para 3, line 9) suffer (para 4, line 5)
weaken (para 5, line 8)

- 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 _____ to the city to start the attack.
- 5 The villagers _____ their homes and ran into the forest.



Visitors climb the steep steps of El Castillo

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. **5** 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.



Ideas Focus

- Why do you think people are so fascinated by mysteries?
- Are you interested in mysteries? Why? / Why not?

2 World Mysteries

Vocabulary

A Match these words 1–8 with their definitions a–h.

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

B Complete the sentences using both words.

- | | |
|---|--|
| 1 cemetery disappearance
Experts are still confused by the _____ of the body from a grave in the _____. | 4 cave legend
An ancient Native American _____ says that the _____ is haunted by spirits. |
| 2 odd abandoned
That's _____. There's a light shining in the window of that old _____ house. | 5 theories myths
Your _____ about the Mayan civilisation are good ones, but you have to support them with something more than _____. |
| 3 trick magician
Don't let the _____ fool you; when he cuts the lady in the box in half, it's only a _____. | 6 evidence archaeologist
Does the _____ have any real _____ that the Egyptian pyramids were built by creatures from outer space? |

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.

aliens reason investigated mysterious
practical jokes researchers solved witnesses

Exam Close-up



Gapped text

- Before you complete a gapped text, quickly read the whole text first.
- Then read each sentence with a gap carefully. Decide which type of word is missing (adjective, verb, noun, etc.).
- Think about what each gapped sentence means before you choose a word which fits in the gap.

Exam Task

Read the text below and think of the word which best fits each gap. Use only one word in each gap.

One of earth's little mysteries

We all know that the earth can be a(n) (1) _____ place at times. All over the world, strange things happen and often even experts cannot explain why or how they occur. Take crop circles for example. Although some people believe that these circles are created by (2) _____, most (3) _____ feel that there is something more 'earthy' about the circles' creators.

In most cases they believe that people playing is the real (5) _____ for the patterns, not green men travelling in UFOs.

In one case that experts (6) _____, it was discovered 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) _____ came forward and that particular crop circle mystery was quickly (8) _____.

- Do you like films about aliens and mysterious incidents? Why? / Why not?

Ideas Focus



Students' abilities to think, form, express and justify personal opinions are developed further in the Ideas Focus sections.

Grammar

Past Simple

A Read the Past Simple sentences and underline the verbs.

- 1 We watched a documentary on the Pyramids and wrote a report about it.
- 2 James woke up at four o'clock every morning.
- 3 Agatha Christie wrote over 80 detective stories in her lifetime.

B Match the uses of the Past Simple with the sentences in A.

We can use the Past Simple for

- a an action or situation which started and finished in the past.
- b actions which happened one after the other in the past.
- c past routines and habits.

Past Continuous

C Read the sentences and underline the verbs in the Past Continuous.

- 1 While the policeman was collecting the evidence, a reporter arrived to ask some questions.
- 2 I was reading about the crop circles while my brother was watching a DVD.
- 3 The detective was investigating the crime scene at ten o'clock this morning.

D Answer the questions.

Which sentence in A shows

- a an action that was in progress at a specific time in the past?
- b two or more actions that were in progress at the same time in the past?
- c an action that was in progress in the past that was interrupted by another action?

Be careful

- Remember that we don't use stative verbs with continuous tenses.

➔ Grammar Focus p.163 (2.1 & 2.2)



A sculpture garden at Coral Castle, Florida, US

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

Coral Castle

The amazing Coral Castle in Florida was the creation of a very clever man named Edward Leedskalnin. Leedskalnin (1) _____ (immigrate) to America in the early twentieth century and (2) _____ (spend) most of his life building Coral Castle. To build the castle, he (3) _____ (move) huge stone blocks all by himself. How he did this is a mystery because he (4) _____ (not allow) anyone to watch while he (5) _____ (work).

One of Leedskalnin's most spectacular creations was a nine-ton revolving door. The door was so well-balanced that it (6) _____ (open) with the push of a finger. Nobody could understand how this worked until the door (7) _____ (break) in 1986. While engineers (8) _____ (repair) it, they found that Leedskalnin had put a part of a truck called a bearing in the centre. The engineers (9) _____ (replace) the bearing, but the door no longer opens as easily as it did originally.

In December 1951, Leedskalnin (10) _____ (realise) that he (11) _____ (suffer) from an illness and he put a notice on the gate of Coral Castle which said 'Going to the hospital'. Unfortunately, he (12) _____ (die) there three days later, but his memory lives on in his creation, which tourists can still visit.

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

- 1 _____ the archaeologists _____ the site when they _____ some gold coins? (excavate, find)
- 2 The children _____ what the historian _____. (not understand, say)
- 3 I _____ to South America last month, but I _____ the opportunity to see the Nazca Lines. (travel, not have)
- 4 _____ the famous writer mysteriously _____ before he _____ his latest novel? (disappear, finish)
- 5 It _____ when the bizarre accident _____. (rain, happen)


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 | <input type="checkbox"/> | a | facts or objects which make you think something is true |
| 2 | disappearance | <input type="checkbox"/> | b | something we don't fully know or understand |
| 3 | evidence | <input type="checkbox"/> | c | a decision about something after having taken into account all facts |
| 4 | theory | <input type="checkbox"/> | d | an idea you have that tries to explain something |
| 5 | conclusion | <input type="checkbox"/> | 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. | <input type="checkbox"/> |
| 2 | We know what happened to the two men. | <input type="checkbox"/> |
| 3 | The scientist's theory was correct. | <input type="checkbox"/> |
| 4 | The experts know what happened in this case. | <input type="checkbox"/> |

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).

- Mallory and Irvine climbed up Everest in
 - 1924.
 - 1929.
 - 1953.
- We know that Mallory and Irvine
 - climbed at least 8,000 metres up Everest.
 - reached the summit of Everest.
 - were on the way back down when they died.
- Some people think Mallory reached the summit because
 - they found photos of the summit on his body.
 - his wife's photo was found at the summit.
 - his wife's photo was not on his body.
- The discovery of Mallory's goggles tells us
 - that it must have been dark when he died.
 - what the weather must have been like when he died.
 - doesn't tell us enough to solve the mystery.
- Matt Stevens thinks Mallory and Irvine
 - definitely reached the summit.
 - probably reached the summit.
 - probably didn't reach the summit.
- Matt thinks that Mallory probably fell because
 - his body had a rope attached to it.
 - his body was covered in snow.
 - his camera was found with his body.


E  Listen again and check your answers.

In 1999 an avalanche in the Himalayas killed climber Alex Lowe, pictured above in Antarctica, and badly hurt Conrad Anker, the discoverer of Mallory's body.

Speaking

A Work with a partner and answer these questions.

- When you think of mysteries, what comes to mind?
- Do you like mysteries? Why? / Why not?

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

You have to choose objects

- 1 you would include in a mystery story.
- 2 you would use to identify people at night.
- 3 which people in your school use at night.

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.

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 ...?
- How about using the ...?
- What about the ...?
- I suppose we could ...?
- The ...might be good?

Reacting to suggestions

- That's a good idea!
- I'm not sure about that.
- Do you really think ...?
- I don't think ...?
- Well, that might be good but ...

Exam Task



What two objects would you use?



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

Ideas Focus



2 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 would 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

- something that is usual or familiar?
- an action in the past?
- a state in the past?
- the process of something becoming familiar?

B Choose the correct option to complete each rule.

- We use **used to / would** to talk about actions we did regularly in the past but don't do anymore.
- We don't use **used to / would** to talk about past states.
- We use **be used to / get used to** to talk about the process of something becoming familiar.
- We use **be used to / get used to** to talk about something that is usual or familiar.

▶ Grammar Focus p.163 (2.3 & 2.4)

C Tick the correct sentences and correct the wrong ones.

- My neighbour used to disappear for days at a time.
- Did your dad use to watch *Dr Who* when he was a young boy?
- Would they live in that haunted house before moving to our street?
- Penelope would to look into every strange occurrence that she heard about.
- I didn't used to pay attention when my great-aunt told me about her adventures.
- Michael wouldn't like reading about unexplained mysteries when he was a teenager.

D Choose the correct answers.

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

E Complete the second sentences so they have a similar meaning to the first sentences. Use the words in bold.

- Tom used to read anything about the Bermuda Triangle. **would**
Tom _____ anything about the Bermuda Triangle.
- The children quickly adjusted to their new school. **got**
The children quickly _____ their new school.
- Jenny is worried that she won't be able to adapt to the Peruvian lifestyle. **used**
Jenny is worried that she won't be able _____ the Peruvian lifestyle.
- At first it was difficult to use the Internet to find information, but now it's much easier. **am**
Now, I _____ the Internet to find information.
- Would your lecturer analyse the possible reasons for the disappearance of the dinosaur? **to**
Did your lecturer _____ analyse the possible reasons for the disappearance of the dinosaur?



Use your English

Phrasal verbs

A Match the phrasal verbs with their meanings.

- 1 **make out**
- 2 **look into**
- 3 **stick to**
- 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.

Word formation

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

ridicule (v) ridiculous (adj) ridiculously (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 greenfrogs 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) _____, a town in southern Tasmania experienced something rather strange one night in 1996. After a thunderstorm, the people of the town found everything outside covered in a (7) _____ white substance. Scientists quickly came to the (8) _____ that it had been raining fish eggs or jellyfish!

RIDICULE

USUAL

EXPLAIN

REMARK

DISCOVER

SIMILAR

STICK
CONCLUDE



- Do you think there must be a logical **explanation** for every mystery? Why / Why not?
- Do you think scientists should waste their time **looking into** strange phenomena? Why / Why not?

Ideas Focus



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

Learning Focus

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 someone 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(n) **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.

carefully certain enthusiastically green nervously suddenly weird young

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) _____ he 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 ____?
a an optical illusion b out of the ordinary c bizarre
- 2 I stared at him in ____.
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 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)

Useful Expressions

Describing mysteries

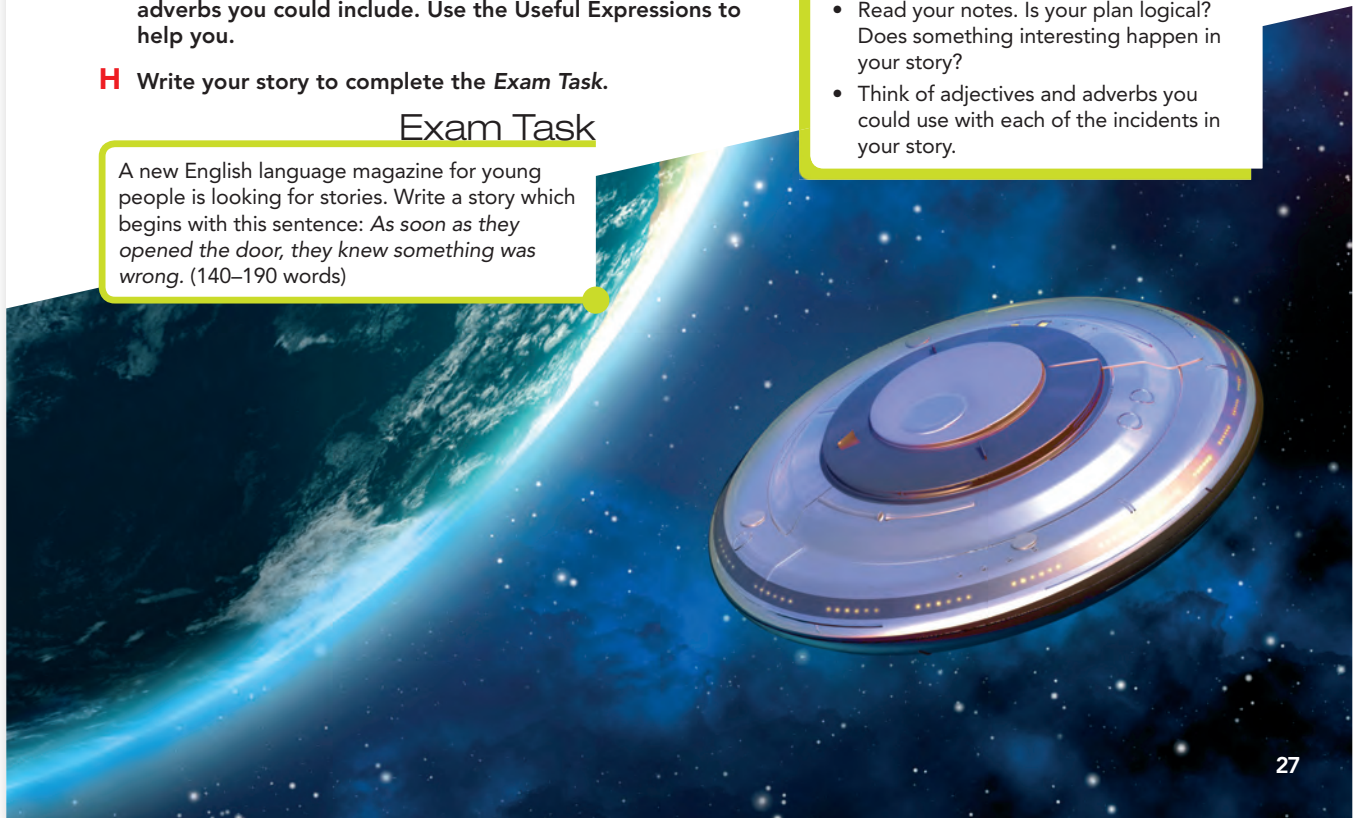
- be out of the ordinary/unusual
- bizarre/strange/extraordinary sight/sound
- chilled/chilling
- curious
- eerie
- fascinating
- in astonishment/disbelief
- incredible
- inexplicable
- mysterious
- mystery
- odd
- optical illusion
- out of this world
- strange, but true
- strange phenomena/occurrence
- thrilling/thrilled
- weird and wonderful

Exam Close-up

Writing a story

Before you write a story, it's a good idea to make a plan.

- 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.





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

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

While you watch

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

- The best place to see this mystery is at the **viewing / watching** site, just east of Marfa.
- What do the lights look like? Well, it **changes / depends** on who you talk to.
- The appearance and **disappearance / vanishing** of the lights was seen by pilots flying here.
- 'We discovered these by **mistake / chance** off in the distance, close to the ground.'
- But who can explain where the lights come from? Where are they actually **located / situated**?
- 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 off 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 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?

A regular review section allows students to revise the vocabulary learnt in the previous two units.



Review 1

Units 1 & 2

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 at 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 **ridiculous** **aggressive**
 - a Please calm down. You shouldn't be so _____.
 - b It's absolutely _____ to believe that the house is haunted.
- 5 **explanation** **illusion**
 - 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.

clue **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 a(n) (5) _____. They point out that, despite lengthy investigations, no (6) _____ has been found that Lang even 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*.

_____	_____	_____	_____
a promise	a difference	a habit	your strength
in touch	trouble	the ice	time

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.





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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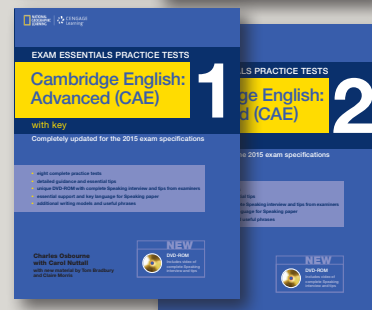
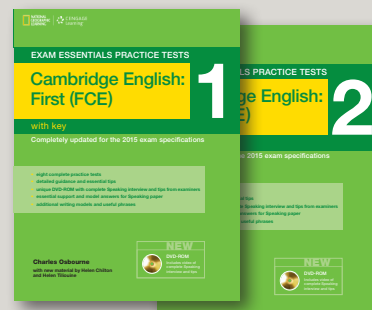
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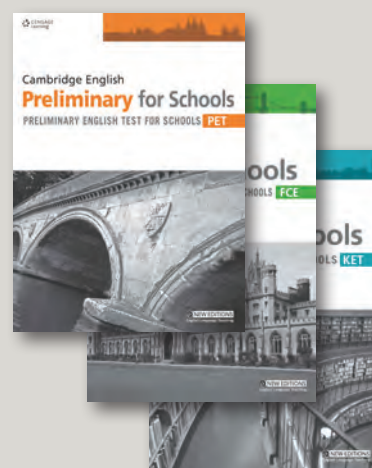
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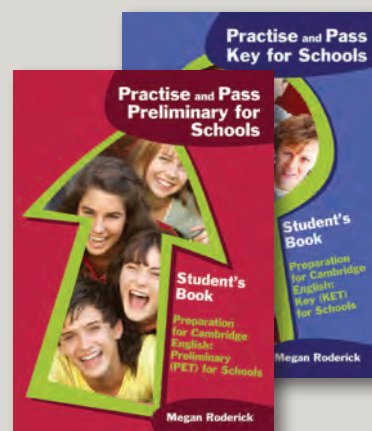


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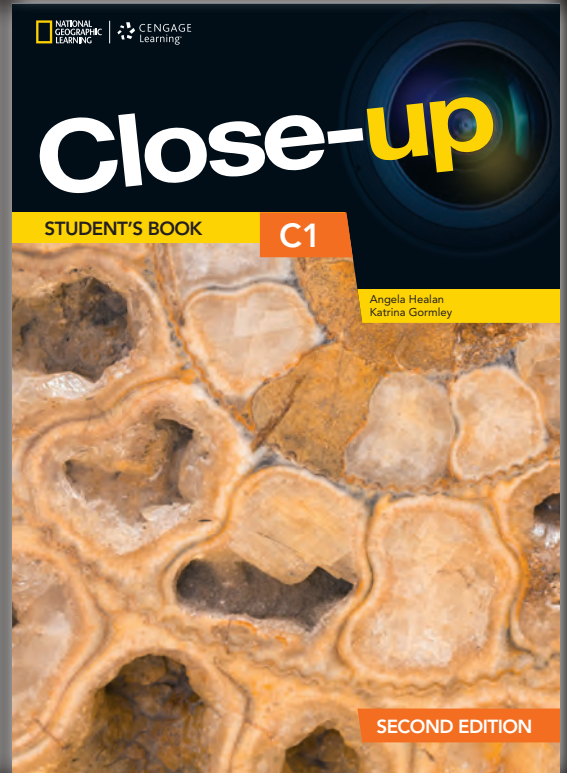
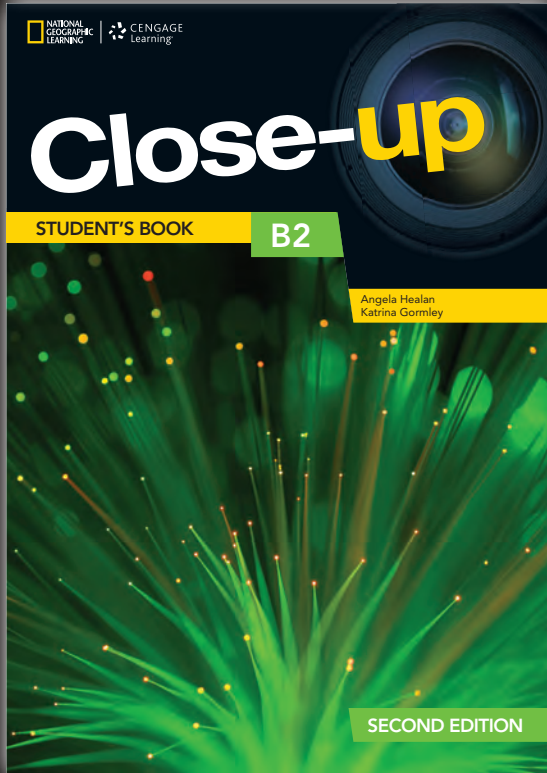
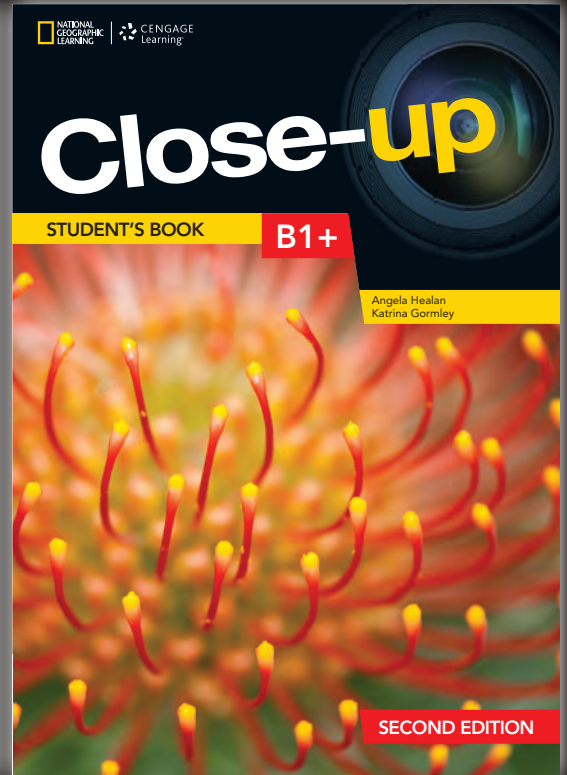
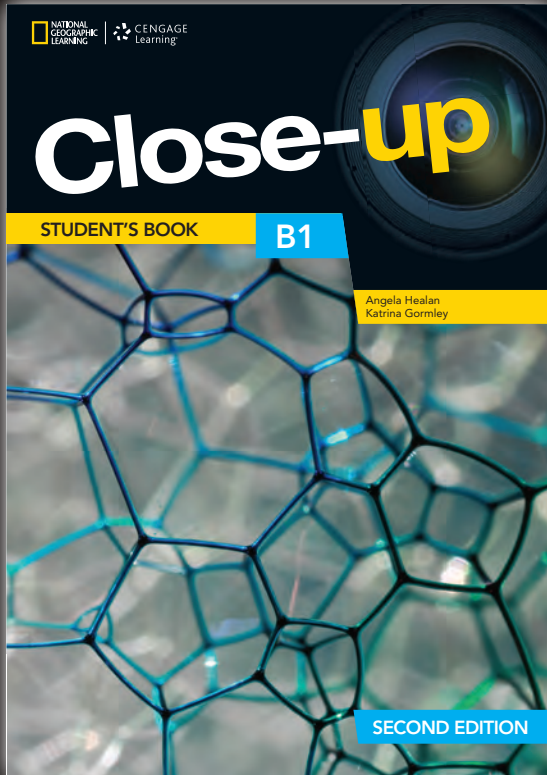
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