

朗文英语

Teacher's
Resource Book

3

WorldView

走遍世界



吉林出版集团有限责任公司

Longman.com

一书一世界 捷进可一

图书在版编目(CIP)数据

朗文英语走遍世界教师资源手册.3/捷进可一编委会编.

— 长春: 吉林出版集团有限责任公司, 2009.1

ISBN 978-7-80762-338-0

I. 朗... II. 捷... III. 英语 — 教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2007)第 198272 号

吉·版权合同登记图字 07-2005-1488

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage retrieval system, without permission from Pearson Education Inc.

English Adaptation edition published by Pearson Education Asia Ltd. and Jilin Publishing Group

Copyright © 2009

本书封面贴有由 Pearson Education Inc. 提供的防伪标签, 无标签者为盗版。本书仅限于中华人民共和国境内销售。

朗文英语走遍世界

教师资源手册 (3) 主 编: 王瑜伟

责任编辑: 付卫艳

封面设计: 十二月工作室

出版: 吉林出版集团有限责任公司

发行: 吉林出版集团捷进可一图书经营有限公司

地址: 长春市人民大街 4646 号, 130021

地址: 长春市人民大街 4646 号, 130021

承印: 长春市博文印刷厂

开本: 889 毫米 × 1194 毫米 1/16

印张: 7.75

字数: 352 千字

版次: 2009 年 1 月第 1 版

定价: 12.00 元

2009 年 1 月第 1 次印刷

书号: 978-7-80762-338-0

如有印刷、装订质量问题捷进可一公司负责调换。

Contents

Introduction	2
General Information	
<i>WorldView</i> Quizzes	3
<i>WorldView</i> Tests	3
<i>WorldView</i> and TestGen	4
Reproducible Scoring Charts	7
Reproducible Activities for Units 1–28	8
Reproducible Writing Models for Units 1–28	64
Reproducible Quizzes 1–7	78
Reproducible Tests A and B	102
Quizzes Audioscript	116
Tests Audioscript	119
Quizzes Answer Key	121
Tests Answer Key	125

Introduction

The *WorldView 2 Teacher's Resource Book* (TRB) contains three main resources for the course, to be used according to the needs of your class.

- **Reproducible Activities**, which provide classroom extensions for reinforcing grammar and building fluency.
- **Writing Models**, which accompany the Writing section of each unit.
- **Testing Package**, which assesses students' progress and achievement in the course. The package includes seven quizzes and two tests, a Testing Audio CD, and TestGen software CD.

For your convenience, the pages in this TRB are perforated to facilitate photocopying. You may wish to hole-punch these pages and organize them in a binder. Be sure to consult the *Teacher's Edition* and the Companion Website at www.longman.com/worldview for detailed classroom teaching notes and additional resources for the course.

Reproducible Activities

For each main unit in the *Student Book*, you will find a one-page reproducible activity in this TRB. The activity provides extra fluency work for the unit, incorporating key grammar points, vocabulary items, and functions.

Step-by-step instructions for the activity appear on the facing page of the activity. These instructions include:

- **Objective(s)**—the goal(s) of the activity
- **Materials**—the materials you need to do the activity
- **Time**—the approximate amount of time it will take the class to do the basic activity (on average, 30 minutes)
- **Preparation**—the steps for getting the class ready for the activity
- **Procedure**—the specific steps for doing the activity
- **Extension**—ways of extending the activity if time allows
- **Answer key**—when appropriate

Reproducible Writing Models

For the writing activities in each unit of the *WorldView 2 Student Book* (the last exercise in each of the main units), you will find a writing model in this TRB. The model presents a clear, achievable example of the writing assignment, incorporating target grammar and vocabulary items from the unit.

Before the students write their first draft of the writing assignment, you can make copies of the writing model and distribute them to the class, or make a transparency and project it on an overhead projector, or write the model out on the board. Go over the model with your students, highlighting key grammatical structures and vocabulary you wish the students to use in their own writing. Point out any aspects of good writing that students should notice (for example, that each paragraph has a topic sentence, that a paragraph focuses on one main idea, and that transition words are used to connect ideas between sentences and paragraphs).

Reproducible Testing Package

The *WorldView 2* Testing Package in this TRB includes seven quizzes and two tests, a Testing Audio CD, which can be found at the back of this TRB, audioscripts, and answer keys.

All items on the quizzes and tests are scored objectively so that numeric grades can be easily assigned. When you use the *WorldView* Testing Package to check your students' progress, it is important to consider other forms of evaluation as well, for example, attendance, participation, and homework.

You will also find the TestGen software CD at the back of this TRB. This CD contains the testbanks for both *WorldView 1* and 2. TestGen allows you to customize tests by shortening, adding, or rearranging content. You will find basic information about installing and using the TestGen software on page 6. In addition, information about TestGen is available on the Companion Website at www.longman.com/worldview.

WorldView Quizzes

The quizzes help you assess students' progress in the skills presented and practiced in the *Student Book*. There is one quiz for every four *Student Book* units. We suggest that you administer a quiz after each Review Unit, which also comes after every four *Student Book* units.

Each quiz has 33 items, with each item worth 3 points. A quiz can receive a score from 1 to 100; that is, the minimum score is 1 point if a student does not answer any questions correctly.

Section	Number of items/section	Number of points/item	Total points/section
Listening	3	3	9
Pronunciation	3	3	9
Vocabulary	12	3	36
Grammar	12	3	36
Reading	3	3	9

Before administering a quiz

- Make copies of the quiz. Each quiz is 3–4 pages long.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

Suggestions for administering a quiz

- Let students know how much time they will have to work on the quiz; in general, allow 25–35 minutes per quiz.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening and Pronunciation sections first. Tell students you will play each recording twice.

Scoring a quiz

- You may want to use the reproducible scoring charts on page 2. Two have been provided.
- See the example below. Each item is worth 3 points. Add up the number of incorrect answers and multiply by 3. Subtract this number from 100. This gives you the student's final quiz score.

Name:	Jose Ortega			Quiz #	4
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	1	×	3	=	3
Pronunciation	1	×	3	=	3
Vocabulary	1	×	3	=	3
Grammar	2	×	3	=	6
Reading	1	×	3	=	3
TOTAL SCORE: 100–18=82					

WorldView Tests

The tests allow you to evaluate students' achievement after every fourteen units. Each test contains 75 items, with a total possible score of 100 points.

Section	Number of items/section	Number of points/item	Total points/section
Listening	10	3	30
Vocabulary	30	1	30
Grammar	30	1	30
Reading	5	2	10

The objectives within each section/skill category are based on the unit objectives in the *Student Book*. The tests were created so that students who have actively studied the material in the *Student Book* should score at least 80%.

Before administering a test

- Make copies of the test. Alternatively, see TRB page 6 for information on using TestGen to print the tests or to create and print customized tests.
- Set up the CD player with the Testing Audio CD, found at the back of this TRB.
- Check the track list on the inside back cover for which tracks you will need to play.

Suggestions for administering a test

- Let students know how much time they will have to work on the test; in general, allow 45–55 minutes per test.
- Encourage students to guess if they are not sure about an answer.
- Give the Listening section first. Tell students you will play each recording twice.

Scoring a test

- You may want to use the reproducible scoring charts on page 7. Two have been provided.
- See the example below. Add up the number of incorrect answers in each section. Multiply by the point amount assigned to that section. Subtract this number from 100. This gives you the student's final test score.

Name:	Jose Ortega			Test #	A
Section	Number incorrect	×	Value of each item	=	Points to subtract
Listening	3	×	3	=	9
Vocabulary	4	×	1	=	4
Grammar	3	×	1	=	3
Reading	2	×	2	=	4
TOTAL SCORE: 100–20=80					

WorldView and TestGen

What is TestGen?

TestGen is a powerful, easy-to-use software program that generates tests. The TestGen CD at the back of this TRB contains the testbanks for *WorldView 1* and *WorldView 2*. Instructions on how to install it are on page 6.

You can easily use TestGen to

- print the prepared *WorldView 2* tests or
- customize those tests by rearranging questions, editing existing questions, or adding your own questions.

Note: The audioscripts for the tests are available at the back of this TRB.

How are the *WorldView* test items labeled?

Each *WorldView* test item is labeled in the software by skill, objective, and difficulty level to enable customization of tests, as well as to provide information about the material covered. You can easily access information about these labels once you are in the TestGen software.

• Skills

The skills tested are listening, vocabulary, grammar, and reading. The listening items are offered in the original exercise and question order, which follows the order of the Testing Audio CD.

• Objectives

The objectives within each skill category are based on the unit objectives in the *Student Book*.

• Difficulty Level: Distribution

The *WorldView* tests were created with the following breakdown/distribution of difficulty levels. These difficulty levels are assigned relative to the level of the *Student Book*. You might want to keep this balance in mind as you customize the tests using the TestGen software.

80%	Difficulty Level 1	Average
10%	Difficulty Level 2	Challenging
10%	Difficulty Level 3	Difficult

How are the levels of difficulty defined for each skill?

Listening and Reading

Difficulty Level 1—Features

Students are required to do **most or all** of the following:

- Answer questions about concrete details.
- Locate information in one section of the text, usually at the beginning or end of the text.
- Select a response from options given.

Items assigned a difficulty level of 1 cover information that is explicitly stated. The distractors include few or no synonyms.

Difficulty Level 2—Features

Students are required to do **one or more** of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 2 cover information that may be implicitly stated. The distractors require greater discrimination because they may include synonyms, have a semantic relation to the correct answer, or match the context.

Difficulty Level 3—Features

Students are required to do **most or all** of the following:

- Answer main idea or inference questions.
- Locate information in the middle of the text.
- Integrate information from two or more parts of the text.
- Supply a response (e.g., in an error correction).

Items assigned a difficulty level of 3 usually cover information that is implicitly stated. The distractors require greater discrimination because they usually include synonyms, have a semantic relation to the correct answer, or match the context.

Vocabulary


Difficulty Level 1—Features
<p>Students are required to do one or both of the following:</p> <ul style="list-style-type: none"> • Select a response from a list of given choices. • Show comprehension of the target vocabulary word in the context of an item type similar to the item type used to practice the target word in the <i>Student Book</i>. <p>Items assigned a difficulty level of 1 test target words that are frequently used in the <i>Student Book</i> and in everyday communication. The distractors include few or no synonyms.</p>
Difficulty Level 2—Features
<p>Students are required to do at least one of the following:</p> <ul style="list-style-type: none"> • Supply a response (e.g., by filling in blanks). • Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>. <p>Items assigned a difficulty level of 2 test lower-frequency target words in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3—Features
<p>Students are required to do one or both of the following:</p> <ul style="list-style-type: none"> • Supply a response (e.g., by filling in blanks). • Show ability to use the target vocabulary word in the context of an item type different from the item type used to practice the target word in the <i>Student Book</i>. <p>Items assigned a difficulty level of 3 test lowest-frequency target words in the <i>Student Book</i>. The distractors usually include synonyms, have a semantic relation to the correct answer, or match the context.</p>

Grammar

Difficulty Level 1—Features
<p>Students are required to do one or both of the following:</p> <ul style="list-style-type: none"> • Select a response from a list of given choices. • Show comprehension of the target structure in the context of an item type similar to the item type used to practice the structure in the <i>Student Book</i>. <p>Items assigned a difficulty level of 1 test the simplest structures taught in the <i>Student Book</i>. The distractors include few or no synonyms.</p>
Difficulty Level 2—Features
<p>Students are required to do at least one of the following:</p> <ul style="list-style-type: none"> • Supply a response (e.g., by filling in blanks) or write complete sentences. • Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>. <p>Items assigned a difficulty level of 2 test more complex structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>
Difficulty Level 3—Features
<p>Students are required to do one or both of the following:</p> <ul style="list-style-type: none"> • Supply a response (e.g., by filling in blanks) or write complete sentences. • Show ability to use the target structure in the context of an item type different from the item type used to practice the structure in the <i>Student Book</i>. <p>Items assigned a difficulty level of 3 test the most advanced structures taught in the <i>Student Book</i>. The distractors may include synonyms, have a semantic relation to the correct answer, or match the context.</p>

Installing TestGen

Windows® Computers

- Insert the TestGen CD into your computer's CD drive.
- Open **My Computer**. Then double-click on the CD drive, illustrated by the  symbol.
- Double-click on "tgsetup.exe."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

Macintosh® Computers

- Insert the TestGen CD into your computer's CD drive.
- Double-click on "TestGen_Installer."
- Follow the directions on the screen to complete the installation. Once the installation is complete, the program will begin automatically.

The installation instructions above are for computers that *do not* have TestGen installed already. If your computer already has TestGen installed, see the *User's Guide* on the TestGen CD.

This CD has been confirmed to work on many computer configurations around the world. However, there may be some local operating systems that do not support TestGen.

Creating Tests

If you do *not* wish to customize a test, you may either photocopy one of the tests found in this TRB or follow these steps to print out a test and answer key from the TestGen software:

- When the *Start a New Test* box appears, select the paper test option. When the *TestGen Wizard* box appears, click *No*. A new test will appear on the right side of the screen. Highlight the test you want to use in the Testbank on the left side of the screen and drag it over to the new test.
- Before you print out the test, click on *Display question details* (the magnifying glass icon) and click on *Descriptors*. Then deselect the *Answer Blanks* check box. Next, click on *Questions* and deselect the *Include question type headers* check box. Then click *OK*. This will allow you to print out the test the way it appears in the Testbank.
- Be sure to use the answer key that prints out with the test.

If you *do* wish to customize tests:

- Create the tests manually. This is the recommended method. Refer to page 4 of the *Quick Guide* for instructions. It is not recommended that you combine test items from different levels of *WorldView*.

- Use the TestGen Wizard. If you choose this option, the test questions will appear in random order. To retain the sequence chosen for the printed tests, you will need to sort the questions. Refer to page 10 of the *TestGen Quick Guide* for instructions on using the Wizard and retaining question sequence.

The *Quick Guide* can be found on the TestGen CD in the same location as the installation file. It explains how to get started and how to use TestGen's essential tools and features. It also includes answers to many frequently asked questions. To view the *Quick Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:
<http://www.adobe.com/products/acrobat/main.html>.

Product Support

The *User's Guide* can be found on the TestGen CD in the "Resources" folder (see "TG5UserGuide.pdf"). It provides detailed instructions about how to use all of TestGen's tools and features. Once TestGen has been installed, the *User's Guide* is also available by clicking "Help" in the TestGen menu at the top of the screen. To view the *User's Guide*, Adobe® Acrobat® Reader® is required. This free software can be installed from the Internet at the following address:
<http://www.adobe.com/products/acrobat/main.html>.

For further technical assistance:

- Call Pearson's toll-free product support line:
1-800-677-6337 (Monday to Friday, 09:00 to 18:00, New York time).
- Send an email to media.support@pearsoned.com.
- Fill out the web form at
<http://247.pearsoned.com/mediaform.html>.

Our technical staff will need to know certain things about your system in order to help us solve your problems more quickly and efficiently. If possible, please be at your computer when you call for support. You should have the following information ready:

- product title and product ISBN
- computer make and model
- RAM available
- hard disk space available
- graphics card type
- printer make and model (if applicable)
- detailed description of the problem, including the exact wording of any error messages

Scoring Charts for Quizzes and Tests

Note: See page 3 for examples and scoring instructions.

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Pronunciation	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100- =			

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Pronunciation	x	3	=
Vocabulary	x	3	=
Grammar	x	3	=
Reading	x	3	=
TOTAL SCORE: 100- =			



Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item	Points to subtract
Listening	x	3	=
Vocabulary	x	1	=
Grammar	x	1	=
Reading	x	2	=
TOTAL SCORE: 100- =			

Name: _____		Quiz # _____	
Section	Number incorrect	Value of each item x	Points to subtract =
Listening		x 3	=
Vocabulary		x 1	=
Grammar		x 1	=
Reading		x 2	=
		TOTAL SCORE: 100- =	

It's the weekend!

Vocabulary Weekend activities

Grammar Simple present and adverbs of frequency

Speaking Talking about how often you do things

Objectives

To practice adverbs of frequency

To talk about routines

Materials

One set of worksheets A and B per pair of students

Time

30 minutes

Preparation

Photocopy the worksheet, one copy per pair; cut it in half

A celebrity's weekend**Procedure**

1. Brainstorm names of celebrities (singers, movie stars, or sports personalities), and write them on the board. Ask students what they think celebrities usually or often do on weekends. Write their ideas on the board.
2. Divide the class: Half the class is Group A (the celebrity group) and half is Group B (the journalist group).
3. Set the scene by telling Group A students that they are going to be interviewed by an English-speaking journalist about how they spend their weekends. Before the interview, they will get a copy of the interview questions to help them prepare.
4. Give Group A students copies of Worksheet A, and Group B students copies of Worksheet B.
5. Ask Group A students to choose a celebrity to role-play. Have them read the question cues on Worksheet A and imagine possible answers to questions from the journalist. For example, *I usually go out for dinner on Friday night. Sometimes I go to a movie.* Encourage the "celebrities" to write their answers on their worksheets and to use frequency adverbs.
6. Ask Group B students to use the cues on Worksheet B to write their interview questions. While students are working, walk around the room, helping as needed.
7. When students have finished preparing, pair them up—one from Group A and one from Group B. Model the interview with a student volunteer. Take the role of the interviewer and ask the student some questions. Then have the class role-play the interview in pairs.
8. After students have finished, call on some students to perform in front of the class.

Extension

Have students switch roles and choose a different celebrity to role-play in another interview.

Unit 1: A celebrity's weekend

Worksheet A



Interview questions about weekend routines

Friday:

- What/do/on Friday night?
- How often?

Saturday:

- What/do/on Saturday afternoon?
- On Saturday night?

Sunday:

- What/do/on Sunday afternoon?
- On Sunday night?

Worksheet B



What/do/on Friday night?

Q:

A:

How often?

Q:

A:

What/do/on Saturday afternoon?

Q:

A:

On Saturday night?

Q:

A:

What/do/on Saturday afternoon?

Q:

A:

On Sunday night?

Q:

A:

Excuses, excuses

Vocabulary Parts of the body; illnesses and injury

Grammar Linking words: *and, but, so*

Speaking Apologizing and making excuses

Objective

To practice talking about illnesses and injuries and making excuses

Materials

One copy of the game board, set of picture cards, and coin per group of four students; one marker per student

Time

30 minutes

Preparation

Photocopy the game board and picture cards, one set per group of four students. Separate the game board and cut apart the picture cards.

Sorry!





Procedure
















1. Elicit the names of some common illnesses and injuries by miming their symptoms. For example, sneeze, hold your head, cough, limp, pretend your arm is broken.
2. Divide the class into groups of four. Explain that they are going to play a game in which they will give excuses for missing an event because of an illness or injury. Give each group a copy of the game board, a set of picture cards, and a coin. Have students choose or make their markers. They can use any objects as markers provided each student gets a different one.
3. Tell students to put the cards face down on the "The Truth or a Lie?" square in the middle of the board. Have students put their markers on *START*. Decide which side of the coin is heads and tails. Choose a student (Student 1) from each group to start the game. Student 1 flips the coin and moves one space for heads or two spaces for tails. When Student 1 lands on a square, he or she takes a card and makes an excuse; for example, *I have a cold, so I can't go to the movies*. The other students decide if the excuse is the truth or a lie. If students guess correctly, Student 1 goes forward one space. When a student lands on a "You're lying ..." square, he or she moves back or forward two spaces. Then the next player flips the coin. The game ends when a student reaches *FINISH*. If all of the picture cards are used before there is a winner, tell students to shuffle the cards and use them again.
4. Demonstrate the game with one group of students.
5. Monitor students as they play, and make a list of common errors.
6. When students have finished playing, discuss any language errors you noted.

Extension

Tell students to choose an excuse they gave in the game and write a conversation about what happens when they see the person to whom they made the excuse—for example, their boss on the first day back to work after staying home with a cold.

Unit 2: Sorry!

START	Movies	Work	You're lying and someone sees you Go back two spaces	Party
English class		The Truth or a Lie?		Business meeting
Dinner at your boss's house				Weekend in the country
You're lying but no one sees you. Go forward two spaces.				You're lying but no one sees you. Go forward two spaces.
Drive your friend to the airport	Dinner at your friend's house	You're lying and someone sees you Go back two spaces	Theater	Soccer game

Tell a lie! You want to watch a soccer game. 	Tell a truth. 	Tell a lie! You want to watch a program on TV. 	Tell a truth. 	Tell a lie! You want to go shopping. 
Tell a truth. 	Tell a lie! You want to stay in bed. 	Tell a truth. 	Tell a lie! You want to be alone. 	Tell a truth. 
Tell a lie! You want to play a computer game. 	Tell a truth. 	Tell a lie! You want to go to a concert. 	Tell a truth. 	Tell a lie! You want to surf the Internet. 

Copyright © 2005 by Pearson Education, Inc. Permission granted to reproduce for classroom use.

A life of achievement

Vocabulary Life events

Grammar Simple past: regular and irregular verbs

Speaking Talking about past events

Objective

To practice asking and talking about past events

Materials

One set of worksheets A and B per pair of students

Time

25 minutes

Preparation

Photocopy the worksheets, one copy per pair; cut it in half.

Biography jigsaw

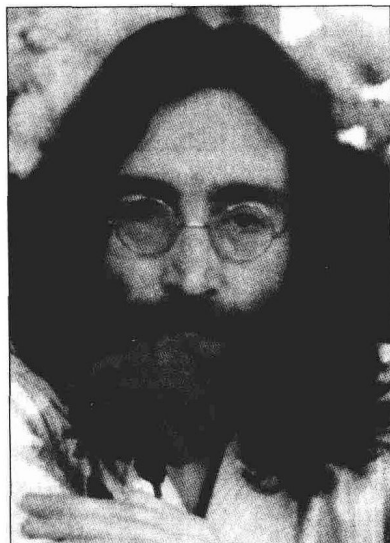
Procedure

1. Pair students. Assign them roles A and B.
2. Give each Student A a copy of Worksheet A; each Student B a copy of Worksheet B. Tell students that Worksheets A and B contain the biography of a famous person but that each worksheet is missing some information. Students will work in pairs and complete the biography by asking each other questions.
3. Have students read the information on their respective worksheets and underline any words or phrases they don't understand. Write these words and phrases on the board. Elicit their meanings from other students in the class. Clarify as necessary.
4. Model the activity. Write the following sentences on the board:
In _____, he bought a house. In 1985, he _____.
He went to _____ in 1987.
 Elicit the questions needed to get the missing information:
When did he buy a house? What did he do in 1985? Where did he go in 1987?
5. Set a time limit of 15 minutes. Give this tip: It is easier to fill in the missing information if they ask the questions in the order the blanks are numbered.
6. While students are working, walk around the class, helping as needed.
7. After 15 minutes, have students form new pairs. Have them compare their answers.
8. Call on a student to read aloud the complete biography. Have the other students confirm or correct the answers as needed.
9. Ask students. *Who is the person?* (John Lennon) and *What clues helped you guess?* (Liverpool, the Beatles, Yoko Ono, sons Sean and Julian, killed by Mark David Chapman, etc.).

Extension

Have students work in small groups. Tell them to try and find the answers to the following questions:

- Why do you think John Lennon decided to leave the Beatles?
- Why do you think he moved to New York City?
- What do you think made Mark David Chapman want to shoot him?



Unit 3: Biography jigsaw

Worksheet A

He was born in

(1) _____ in 1957. At age 16, he went to (3) _____, where he became interested in music. In 1957, he bought a guitar and started a band called (5) _____. That band later became the Beatles. He married (7) _____, and in 1963 they had a son named Julian. They were divorced in 1968. In the spring of 1969, he married a Japanese-American artist named (9) _____. Later that year, he left the Beatles and became very involved in politics. In 1971, he moved to (11) _____. He and Yoko Ono had a son, Sean, in 1976. He decided to stay at home to raise his child. In early 1980, he and Yoko Ono recorded a new album, (13) _____. On December 8, 1980, he was shot and killed by Mark David Chapman.

Worksheet B

He was born in Liverpool in

(2) _____. At age 16, he went to Liverpool Art School, where he became interested in (4) _____. In 1957, he bought a guitar and started a band called The Quarrymen. That band later became (6) _____. He married Cynthia Powell, and in 1963 they had a son named Julian. They were divorced in (8) _____. In the spring of 1969, he married a Japanese - American artist named Yoko Ono. Later that year, he left the Beatles and became very involved in politics. In 1971, he moved to (10) _____. In 1971, he moved to New York City. He and (12) _____ to raise his child. In early 1980, he and Yoko Ono recorded a new album, *Double Fantasy*. On December 8, 1980, he was shot and killed by (14) _____.

Travel with English

Vocabulary Countries and continents; travel

Grammar *be going to* for future

Speaking Talking about plans

Objective

To practice using *going to* to talk about future plans

Materials

One copy of the worksheet per pair of students

Time

25–30 minutes

Preparation

Photocopy the worksheet, one copy per pair of students.

All around the word

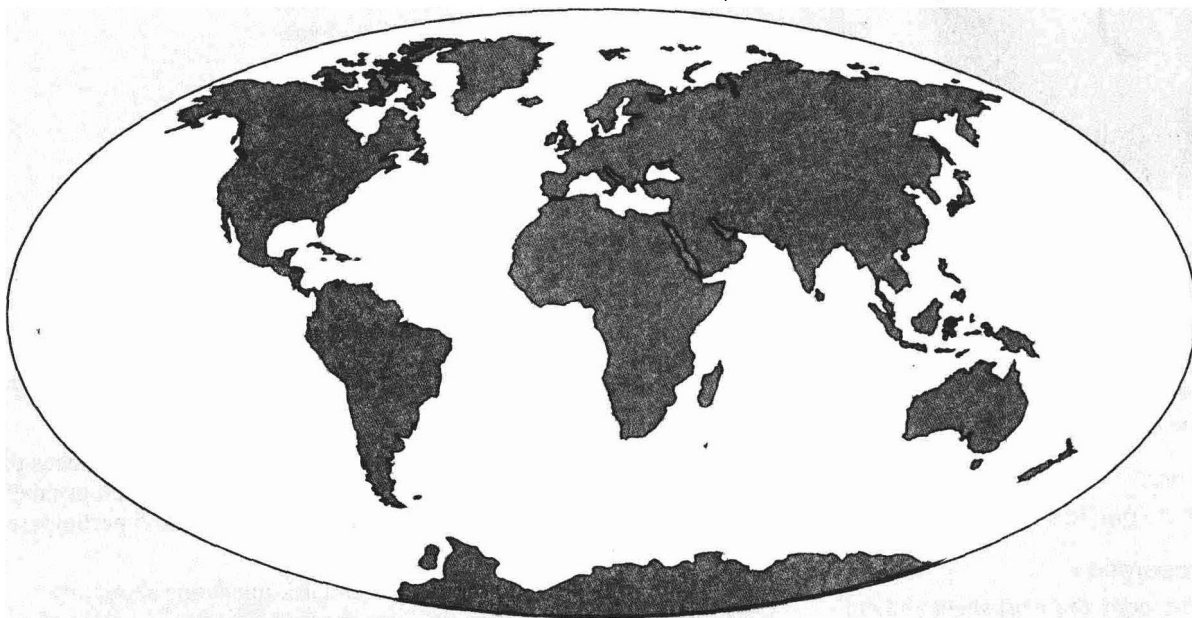
Procedure

1. Ask students if they like to enter competitions and if anyone in the class has ever won anything.
2. Explain that they are going to enter a competition to win a trip around the world. To participate in the competition, they have to plan their ideal trip. The winners will be the pair who plans the best trip.
3. Explain the rules (you might want to write them on the board):
 - The trip must be three months long.
 - Each pair must visit three different countries on three different continents.
 - They must keep moving around the world in the same direction.
4. Pair students. Give each pair a copy of the worksheet. Have them look at the guide questions. Answer any questions students may have about the information on the worksheet.
5. Explain that students will have 15 minutes to plan their routes, using some of the questions. They will mark their route on the map. Then they will describe their route and activities by completing the paragraphs on their worksheets. Remind them to use the guide questions and their imagination to plan their ideal trip.
6. While students are working, walk around the room, helping as needed.
7. Collect the completed worksheets and post them around the room.
8. Ask students to move around the room and read each itinerary. Then have them vote on the best trip by putting a check [✓] on the bottom of the sheet. Tell students they may not vote for their own plans.
9. Count the check marks and declare the winner.

Extension

Divide the class into groups of three. Tell students to take turns describing any real travel plans, local or international, they have for the future. Encourage them to ask each other questions about their classmates' plans.

Unit 4: All around the world



1. Where are you going to start your trip?
2. How long are you going to stay there?
3. What other countries are you going to visit?
4. Where are you going to stay in each country?
5. What are you going to do?
6. What are you going to buy?
7. Where are you going to go next?
8. What country are you going to visit last?

Our Trip

We are going to start our trip in _____. First, we are going to fly to _____.

We are going to stay there for _____. While we are there, we are going to _____

Next, we _____

We are going to go there because _____

Finally, we are going to go to _____

