

Teacher's Edition

BOOK 2

# World Link

Developing  
English  
Fluency

## 环球英语教程 2

教师用书



Susan Stempleski

Andy Curtis

James R. Morgan • Nancy Douglas

THOMSON



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



Teacher's Edition

BOOK 2

# World Link

Developing  
English  
Fluency

## 环球英语教程 2

教师用书

Susan Stempleski

Andy Curtis

Nancy Douglas • James R. Morgan

Kristin Johanssen

江苏工业学院图书馆  
藏书章



外教社

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目(CIP)数据

环球英语教程(2) 教师用书 / (美) 斯特姆斯基 (Stempleski, S.) 等编.

—上海: 上海外语教育出版社, 2006

ISBN 7-5446-0008-4

I. 环… II. 斯… III. 英语—教学参考资料

IV. H31

中国版本图书馆CIP数据核字(2006)第017135号

图字: 01-2005-390号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 王冬梅

---

印 刷: 上海印刷七厂有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 18.75 字数 614千字

版 次: 2006年6月第1版 2006年6月第1次印刷

印 数: 3 100 册

---

书 号: ISBN 7-5446-0008-4 / G · 0003

定 价: 75.00 元 (附CD-ROM)

本版图书如有印装质量问题, 可向本社调换



**World Link 2, Teacher's Edition**  
*Stempleski / Curtis / Morgan / Douglas / Johannsen*

**Publisher:** Christopher Wenger  
**Director of Product Marketing:** Amy Mabley  
**Director of Product Development:** Anita Raducanu  
**Acquisitions Editor:** Mary Sutton-Paul  
**Sr. Developmental Editor:** Jean Pender  
**Contributing Editors:** Rebecca Klevberg, Paul MacIntyre

**Production Editor:** Tan Jin Hock  
**Sr. Print Buyer:** Mary Beth Hennebury  
**Compositor:** Christopher Hanzie, Ronn Lee, TYA Inc.  
**Illustrator:** Raketshop Design Studio (Philippines)  
**Cover/Text Designer:** Christopher Hanzie, TYA Inc.  
**ISBN:** 0-8384-2562-3

Copyright © 2005 by Thomson Heinle, a division of Thomson Learning.

Original edition published by Thomson Learning.

All rights reserved.

本书原版由汤姆森学习出版集团出版。

版权所有，盗印必究。

All rights reserved. Instructors of classes using *World Link 2 Teacher's Edition* may reproduce materials for classroom use. Otherwise, no part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the written permission of the publisher.

For more information contact Heinle, 25 Thomson Place, Boston, MA 02210 USA, or you can visit our Internet site at [elt.thomson.com](http://elt.thomson.com)

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>. Any additional questions about permissions can be submitted by e-mail to [thomsonrights@thomson.com](mailto:thomsonrights@thomson.com)

Thomson Learning (A division of Thomson Asia Pte Ltd)  
5 Shenton Way, # 01-01 UIC Building Singapore 068808

Shanghai Foreign Language Education Press is authorized by Thomson Learning to publish and distribute exclusively this English language reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书英文影印版由汤姆森学习出版集团授权上海外语教育出版社独家出版发行。

此版本仅限在中华人民共和国境内（不包括中国香港、澳门特别行政区及中国台湾）销售。

未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

## 前 言

我国大学英语教学,从20世纪80年代初开始教学改革以来已经取得了举世瞩目的长足进步,与改革初期相比,我国大学生的英语能力有了显著提高,这一点已经成为人们的共识。自1984年教育部颁布第一部《大学英语教学大纲》,我国已经编写出版了多套适用于不同层次的大学英语教材,在教材编写方面也取得了丰富的经验。在这样的背景下,上海外语教育出版社决定引进Thomson/Heinle的World Link和World Pass系列教材,整合成《环球英语教程》出版,我想一定有引“他山之玉”的意思,这不但因为我国的英语学习者人数众多,层次不同、要求不同,多一种教材就多一种选择,而且这样做有利于借鉴和吸收国外的教学理论和方法,为我所用,有利于我国英语教学界博采众长,编写出更能适合我国国情、更有利于培养学生实际运用英语能力的教材。

英语教学的任务是培养学生实际运用语言的能力,这关键在于搞好课堂教学,而课堂教学是围绕着教材进行的,因此一套好的教材又是提高教学质量的关键。

我认为一套好的教材既要便于组织课堂教学,又要有利于学生进行课堂外的自主学习。这样的教材至少应具备以下特点:

- 1.教材要为学生提供具有丰富内涵和现实意义的语言文本和语言环境,激发他们的学习动力和潜力,强化英语运用能力。因此教材最好围绕一定的题材来编写、来组织教学。题材的选择要注意知识性、新颖性、趣味性、信息性和真实性,使学生感到所学的语言贴近自己的学习和生活,有现实感和现代感,能满足当前的和未来的交际需要。题材和体裁要多样化,使学生有机会接触不同样式的规范英语,甚至录音材料最好也能包括不同的口音。

- 2.大学生有强烈的交际愿望,他们的思维已经高度发展,天文地理、人文历史,具体的、抽象的,什么都想谈,但是缺乏必要的语言手段。英语课程的任务就是围绕某一题材组织语言教学,让学生掌握相关的表达手段。语言的使用受题材的制约,编写教材时要围绕题材精心选择语言材料,不但要注意词语的常用性,还要注意词语的搭配,注意预构成语块的用法,以便帮助学生在语境中学习词语,学到地道的英语。

- 3.正确处理“输入”和“输出”的关系。英语教学不但要培养领会能力,使学生能够以英语为工具获取专业所需的信息,还要培养综合的英语表达能力,使学生能够适应日益频繁的国际交往的需要,这已成为当前和今后一个时期英语教学的重点和发展方向,教材应能体现这一方向。

- 4.培养语言产出能力要由浅入深、循序渐进。可以先学习样本对话和范文,

然后进行仿说、仿写，再逐步过渡到运用已经掌握的语言表达手段作个性化的表达，所谓个性化是指能够举一反三，运用学到的语言手段表达自己的看法和感情，谈论自己周围的生活环境及与自己有关的事情等，在运用语言的过程中使所掌握的语言内化。

5. 语言的本质特征之一是交互性，要达到有效交际的目的，教材不但要帮助学生掌握词语的意义和用法，还要教学生会话策略，让学生掌握语言的交际功能，学会得体地使用英语；此外，教材应设计多种形式的、生动的练习方式，通过两人对话、小组讨论、角色扮演等在学生之间进行交流，将学与用结合起来。

6. 英语是可以学好的，英语又不是轻易可以学好的，因此教材要注意语言现象的复现率，使学生能在多次循环的过程中学习语言、发展语言能力。

7. 注意课内与课外的结合。语言学习重点是培养技能，包括听说读写各个方面的技能，这就需要操练、需要反复练习。在课堂教学中要充分体现“教师指导”的作用，但是课堂里的时间有限，何况目前一般班级都比较大，学生很难得到全面操练的机会，因此教材还要做到有利于学生课外的“自主学习”，为此，教材应配有现代化的多媒体材料，为学生提供包括磁带、录像、网络等丰富的学习资源，提供真实的语言环境，让学生在课外也有机会接触和使用英语；当然，最好还能配备自测手段，为学生提供诊断性的反馈信息，帮助学生了解自己学习中的长处和短处，改进学习方法。

8. 教材是课堂教学的核心，课堂教学是通过教师来组织的，一套好的教材应当配有好的教师用书。教师用书除了讨论教材的编写原则、教学法指导思想外，最好能起到“教案”的作用，让教师不但知道“教什么”，而且知道“怎么教”，以便教师能根据班级的具体情况用好教材，帮助学生学到地道的英语。

总之，一套好的教材要便于教师组织教学，还要能激发学生学习的积极性，逐步建立起学好英语的信心并掌握正确的学习英语的方法。

《环球英语教程》跨度比较大，从初学者到中、高级英语学习者，使用者应当根据学生的具体情况选择使用，这一点应当注意。

从初步分析来看，《环球英语教程》在以上几个方面做得是比较好的，但是否真正适合我国国情、适合我国大学生学习英语的特点，还需要经过我国外语教学实践的检验。

杨惠中

2006年3月

## 前 言

我在大学教英语至今已有二十几个年头了。先是在国内教了十几年，之后去国外深造又在美国大学教了八年，最近又回国从事英语教学改革。反反复复，接触并使用了許多英语教材，但总感到每一套教材都有遗憾之处。就引进教材而言，由于编者针对的对象并非中国学生，因此不论是从题材的选择、文化的比较，还是从课堂活动的种类及合理性上，都或多或少地带有不足。

最近，将由上海外语教育出版社从 Thomson/Heinle 引进出版的《环球英语教程》系列教材（该系列教材整合 World Link 与 World Pass 两套教材而成）引起了我的兴趣。尽管从编写的体系、内容的选择、配套练习还有版面的设计上，该系列教材与国内流行的其它教材有相似之处，但这套教材的四大特色使之与众不同。

首先，这套教材不仅在强调英语综合能力训练的基础上将学习英语的四会能力（听、说、读、写）很好结合起来，更重要的是它还同时将语法与词汇的学习贯穿始终，并不失时机地配以有声发音训练。像这种在掌握知识中培养能力，在提高能力中巩固知识的特点正是目前市面上大多数英语教材想做却没有做到家的。

其次，《环球英语教程》系列教材的篇章结构新颖合理。本套书的每个单元都由 A、B 两课组成。其中 A 课主要是介绍每一单元的主题和所涉及到的基本语言点；而 B 课则是对 A 课的加深。两相对比，A 课主要针对听、说技能进行训练；B 课则更多针对读、写技能。这种布局不仅脉络清晰，使每次课的教学重点更突出，而且将学习英语的四会技能融会贯通，面面俱到，从而使学习者在单项和综合能力上面都得到提高，将英语的学与用真正地结合起来，达到最佳的学习效果。

第三，衡量一套教材的好坏，从很大程度上取决于该教材是否给教师带来方便并留有空间和余地。《环球英语教程》系列教材的一个很显而易见的特点就是采用了测评题库 Exam View Pro<sup>®</sup> 的设计软件。该软件可以帮助教师更快捷地选择合理的试题，并由软件迅速完成批改任务，同时提供即时评估。这种方式极大地方便了教师，而且增加了测试的信度和效度。不仅如此，为了使教师们可以更深入地理解各单元的教学内容，《环球英语教程》还增加了“教学辅导”视频，其中的教学示范为教师们提供了可供参考和仿效的模拟课堂教学。

第四，《环球英语教程》的前四册 World Link 系列的主要服务对象是从初级到中高级的成人英语学习者，因此比较适用于各类专科学校，如：高职高专、二类院校专外、成人教育、语言学校和各种外国语学校等。本套教材除了为英语

学习者创造了深入理解本国文化的机会以外，更为英语学习者们提供了许多了解世界各地文化风情的机会。尽管本套教材的课程设计是建立在以美国文化为背景的基础之上，但通过课本和录像，学员们同样可以和世界各个角落的人用英语交流、沟通。这一出发点体现了英语是全球性语言的特色。作为 World Link 的延伸教材，两册的 World Pass 适合于重点大学使用，它在保留了 World Link 的几大特色的基础上更着重强调对学生在实际生活中的语言应用能力的培养。为了提高学习者的英语流利程度，World Pass 精心打造了动态的词汇学习方法及练习，实用的语法训练，生动有趣的听、说题目，以及写作活动。在完成本套教程的学习后，相信学习者在英语基本功和运用能力上都会得到很大的提高。

总而言之，《环球英语教程》是一套生动、有效的英语系列教材，它提供了真实的语言环境、丰富的学习资源（包括磁带、录像和网络）、生动的词汇、精炼的语法、全球化的观点和人性化的练习，因而它无疑是教师及英语学习者们的又一选择。当然，学好英语绝非一日之功，要真正地使一套教材发挥其作用，先进的教学设备、优良的师资条件、合理的课程设置、浓厚的英语学习氛围以及学生本身对英语的热忱等，都是确保学好英语的关键因素。在此，我祝愿所有的英语学习者都能学有所成！

刘 骏

二零零五年冬于汕头



# World Link

## Introduction to the Series

### **Objectives and Approach**

*World Link* is a core series for young adult/adult learners of English in beginning through intermediate levels. Combined with *World Pass*, *World Link* provides a complete, comprehensive, and integrated six-level course for students from beginning through advanced levels. The course is based on an integrated syllabus that includes work in all four major skill areas: listening, speaking, reading and writing, together with a strong grammar syllabus, systematic vocabulary development, and pronunciation work.

*World Link* also provides EFL learners with a unique opportunity to interact with information about other cultures around the globe, and relate the information to their awareness of their own culture. The course is based on models of American English, though learners have ample opportunities to interact with the language of other types of English speakers from all corners of the globe, both in the textbook and in the *World Link Video*.

The series approach is based on the key *Links to Fluency*, which are woven into every unit.

**Dynamic Vocabulary:** students acquire and expand lexis through word families and useful expressions.

**Essential Grammar:** students learn grammar through either inductive or deductive techniques, depending on which are more effective and practical for that grammar item.

**Universal Topics:** students relate to world themes that provide the necessary context for learning about the English language and global cultures.

**Confident Communication:** frequent and fun exercises motivate students to produce language on their own.

Through a number of individual, pair, and group work activities, along with abundant resources for additional work in key areas of language development, *World Link* provides both students and teachers with all the materials needed for both flexibility and focus in a variety of teaching situations.

### **Course Length**

The *World Link* series has been designed to cater to a number of teaching situations for courses ranging from 60 to 120 hours of instruction per level. The *Lesson Planning Guides* in each unit of the teacher's editions (described below) and *Pacing Guides* (available on request) allow teachers and program coordinators to easily tailor the course for their own number of classroom hours and teaching objectives.

### **Resources for Students**

The *World Link* series approaches the issue of English language instruction by catering to the needs of both students and teachers. For students, *World Link* provides the following materials.

**Student Book:** The student book contains twelve core units, each of which is divided into *Lesson A* and *Lesson B*. Lesson A introduces the general language for the universal topic covered in the unit. Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing practice for the unit. Review Units appear after every third unit, and actively engage students in utilizing the language learned.

**Workbook:** The workbook provides additional practice through a variety of activity types, consolidating language work in several skill areas.

**Audio Program:** The audio program contains all of the listening, speaking and pronunciation activities from each unit.

**Video on DVD:** The *World Link* video is divided into two parts. The first part, *City Living*, features a short, sitcom-style episode with a cast of international characters. The clip expands on the structural and functional

language practiced in the lesson, providing an opportunity to see the language used in varied settings and situations. The second part of each video, *Global Viewpoints*, features interviews with a range of students and professional people from around the world, discussing issues related to the topic of each unit.

**Video Workbook:** The *World Link* video workbook includes eight pages of activities per unit that enhance the video viewing experience and allow for as much language practice as possible. The video workbook can also be used for self-study.

**Student Web Site:** The *World Link* web site offers vocabulary, grammar and reading practice to students, in addition to internet-based content that links students' learning to the outside world.

### **Resources for Teachers**

The *World Link* series also offers unprecedented support to teachers for lesson planning, implementation, and assessment.

**Teacher's Edition:** In addition to page-by-page teacher's notes, answer keys, and audio scripts, the teacher's editions provide the following additional features:

- photocopiable *Lesson Planning Guides*, which allow teachers to easily plan, implement and monitor the materials they use for each unit
- *Professional Development Pages* by Dr. Andy Curtis, a world-renowned leader in the field of professional development in ELT, which provide exercises for teachers to reflect on and expand their own teaching abilities
- *Key Points* language summaries
- *Watch Out* sections highlighting common errors
- Supplemental vocabulary *Word Banks*
- *Extra!* directions for optional activities for additional fluency practice
- *Culture Links* provide EFL teachers with support in explaining various aspects of topics presented in the student books
- *Teacher Tips* contain a brief description of new teaching ideas
- additional follow-up activities for the *Ask & Answer*, *Reading* and *Communication* sections
- photocopiable *Video Worksheets* and *Video Scripts*
- Each teacher's edition includes a *Presentation Tool CD-ROM* with art work from key sections of each student book unit and review unit, in Microsoft PowerPoint® format, for teachers to use in classroom presentation and practice

**Teacher's Resource Book:** The photocopiable activities in the Teacher's Resource Books expand and exploit the language learned in the student book, and include information gap activities, group activities, games, puzzles, interview worksheets, and so on.

**Video Teacher's Guide:** This valuable teacher resource includes step-by-step teaching notes, video scripts, pacing suggestions, answer keys, quizzes, and an introduction to teaching with video.

**ExamView Pro® Assessment Program:** Create five tests in five minutes with this powerful software. The *World Link* assessment program allows teachers to create, customize, and correct quizzes quickly and easily. Teachers can easily create online or intranet-based tests which allow teachers to view students' results at a glance. A paper-based *Placement Test* allows teachers to easily place students in the appropriate level of *World Link*.

**Teacher Web Site:** The *World Link* web site provides additional resources for the teachers which help them link their students' learning to the outside world. User ID and password are available on request.

### **Unit Format**

Each unit consists of two lessons: Lesson A introduces the topic and contains the most essential language for each unit; Lesson B expands on the language introduced in Lesson A. Though both lessons contain practice in some

of the same skills, Lesson A has a greater focus on listening and speaking; reading and writing appears only in Lesson B. Review units appear after every third unit of the book.

### *Lesson A*

The **Vocabulary Link** section dynamically introduces the vocabulary through the use of word families and useful expressions. Vocabulary introduced in *World Link* is frequently recycled throughout the lesson and in the accompanying components.

**Listening** sections teach strategies for use in real-life situations. Every situation is contextualized, and students are set a specific task before they listen. Students work at least twice with every passage, the first time to find general information, the second time for more specific details. Listening tasks are accompanied by open-ended **Ask & Answer** discussion and critical thinking opportunities.

A **Pronunciation** section focuses on language that features within the context of the topic and the language of the unit. The goal of pronunciation activities is not to make students sound like native speakers, but to make their pronunciation sound natural and comprehensible to a wide international audience. Pronunciation exercises give students item-specific practice with reduction, stress, rhythm, intonation, and troublesome minimal pairs.

**Speaking** sections give students guided support while leading them to produce the language fluently. A model conversation incorporates vocabulary and structures from the unit in a natural dialog about the unit theme. Students learn the language they need to carry out functions in social interaction, and have opportunities to practice it in pair work, group work, and role plays. The **Useful Expressions** that appear within the Speaking section expands students' fluency with frequently used phrases and sentences. An additional **Speaking Strategy** is included in levels 2 and 3 to encourage intermediate students to expand their fluency.

**Language Link** introduces the essential grammar either inductively or deductively, with the purpose of assuring accuracy and appropriateness of language. Some language points are presented through guided-discovery methods that challenge students to employ critical thinking at the presentation stage of the exercise. For other language points, the traditional approach of presenting a rule and then practicing it is more appropriate.

A **Communication** section, at the end of Lesson A, pulls together the essential vocabulary, grammar and speaking skills in a communicative activity. This provides a natural review of the material covered, while challenging students to extend its use in new situations.

### *Lesson B*

Lesson B largely expands on the more core language students have already learned in Lesson A. An additional **Vocabulary Link** section starts the lesson by expanding the language related to the unit topic. Also included in Lesson B are an additional **Listening** activity and a second **Language Link** section that expands on the grammatical point presented in Lesson A. A second **Communication** section ends each unit with a motivational fluency-based task that consolidates all of the language in the unit.

The sections that are specific to Lesson B are:

The **Reading** section, which takes the form of high interest topics in a variety of genres, and includes pre-, during, and post-reading activities. Readings are set in a real-world context, and have a variety of formats such as articles and web pages. They build in length over the course and reach approximately 350 words in length by the end of Level 3. Through a variety of activities, the Reading strand develops various reading skills, including skimming, scanning, predicting, summarizing, and critical thinking.

The **Writing** section, which reinforces the structures, vocabulary, and expressions students have practiced and is based on a number of easy-to-follow writing models. A variety of writing genres are included. Students write a group of sentences about a topic that personalizes the theme of the unit, relating it to their own life and experiences.

## *Review Unit*

**Review Units** appear after every third unit of the book. These have different formats throughout the book, to add variety and consolidate material from the preceding units. They contain the following sections:

**Storyboard** sections feature illustrated conversations which review language from previous units in new contexts.

**See it and say it** sections provide additional opportunities for freer fluency practice through open-ended pair work.

Other review activities of varying types that reinforce the key structures from the units. Written work is followed by communicative practice in pairs. Detailed teaching directions for these sections are given in the teacher's pages for each review unit.

## **Message from the Authors**

It has been our pleasure to create the materials for the *World Link* series. We hope that this course will provide a wealth of teaching and learning opportunities for both teachers and students of English. We wish you the best of luck in your experience using English, both inside and outside of the classroom.

Susan Stempleski  
Nancy Douglas  
James R. Morgan  
Dr. Andy Curtis

This *World Link* Teacher's Edition is designed to make your preparation as simple as possible, allowing you to maximize actual classroom teaching time. It features page-by-page suggestions on how to teach the course, answer keys to the Student Book and Workbook, culture notes, extension activities, tapescripts of listening passages not printed in the Student Book, and a copy of the Student Classroom CD.

Additionally, the unique *World Link* Lesson Planning Guide (page seen below) makes the teacher's planning and time management much easier. As shown throughout the next few pages, the photocopiable Lesson Planning Guide helps teachers prepare and keep track of lesson plan progress with the many *World Link* components. It can also be used as the main tool for effectively customizing lesson plans to individual class needs, no matter what the class size, objective, or length.

Refer to Dr. Andy Curtis' Professional Development activities (pages T23 to T37) for theory and reflective ideas on improving your own teaching.

**Unit 3 • Lesson Planning Guide**    Class \_\_\_\_\_

<b>Topic</b> <b>Vocabulary</b> <b>Grammar</b> <b>Functions</b>	Unsolved mysteries Crime; mysteries Stative verbs; Adverbs of manner with -ly Talking about possibilities																																																																
<b>Student Book</b> pages 22-31  Lesson A Time: _____ Lesson B Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Lesson A: <i>A detective is on the case</i></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Vocabulary Link: "Cops and robbers"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Listening: "The greatest detective"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Pronunciation: Third person singular in the present tense</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Speaking: "The Dodd Diamond"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Speaking Strategy: Talking about possibility</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Language Link: Stative verbs</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Communication: "The Lindbergh kidnapping"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Lesson B: <i>Mysteries of the world</i></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Vocabulary Link: "It's puzzling!"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Listening: "Strange lights"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Reading: "The Marfa mystery lights"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Language Link: Adverbs of manner</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Writing: "A strange event"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Communication: "It's a big hoax."</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson A: <i>A detective is on the case</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Link: "Cops and robbers"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "The greatest detective"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pronunciation: Third person singular in the present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking: "The Dodd Diamond"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking Strategy: Talking about possibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Stative verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "The Lindbergh kidnapping"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: <i>Mysteries of the world</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Link: "It's puzzling!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "Strange lights"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading: "The Marfa mystery lights"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Adverbs of manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing: "A strange event"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "It's a big hoax."
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson A: <i>A detective is on the case</i>																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Link: "Cops and robbers"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "The greatest detective"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pronunciation: Third person singular in the present tense																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking: "The Dodd Diamond"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking Strategy: Talking about possibility																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Stative verbs																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "The Lindbergh kidnapping"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: <i>Mysteries of the world</i>																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Link: "It's puzzling!"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "Strange lights"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading: "The Marfa mystery lights"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Adverbs of manner																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing: "A strange event"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "It's a big hoax."																																																														
<b>Workbook</b> pages 34-39 Lesson A Time: _____ Lesson B Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Lesson A: <i>A detective is on the case</i></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Vocabulary Workout</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Conversation Workout</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Language Workout</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Lesson B: <i>Mysteries of the world</i></td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Vocabulary Workout</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Reading &amp; Writing</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson A: <i>A detective is on the case</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conversation Workout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Workout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: <i>Mysteries of the world</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading & Writing																																
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson A: <i>A detective is on the case</i>																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conversation Workout																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Workout																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: <i>Mysteries of the world</i>																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading & Writing																																																														
<b>Teacher's Resource Book</b> pages 14-17 Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Activity A (photocopiable)</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Activity B (photocopiable)</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity A (photocopiable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity B (photocopiable)																																																				
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity A (photocopiable)																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity B (photocopiable)																																																														
<b>Video</b>  Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>City Living Vignette: "Elementary, my dear Tara!"</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Global Views: Mysteries and strange events</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Video worksheet: Teacher's Edition page T188 (photocopiable)</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Living Vignette: "Elementary, my dear Tara!"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Global Views: Mysteries and strange events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Video worksheet: Teacher's Edition page T188 (photocopiable)																																																
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	City Living Vignette: "Elementary, my dear Tara!"																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Global Views: Mysteries and strange events																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Video worksheet: Teacher's Edition page T188 (photocopiable)																																																														
<b>Website</b> <a href="http://worldlink.heinle.com">worldlink.heinle.com</a> Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Interactive student quiz</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Internet search activities</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>Vocabulary activities</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interactive student quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internet search activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary activities																																																
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interactive student quiz																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internet search activities																																																														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary activities																																																														
<b>Assessment</b> Time: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Class</th> <th style="width: 10%;">HW</th> <th style="width: 10%;">Done</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>ExamView® quiz  (photocopiable)</td></tr> </tbody> </table>	Class	HW	Done		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ExamView® quiz  (photocopiable)																																																								
Class	HW	Done																																																															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ExamView® quiz  (photocopiable)																																																														

Copyright © Thomson Heinle. Permission granted to photocopy for classroom use.



Lesson A introduces the general language for the universal topic covered in the unit.

Vocabulary Link dynamically introduces the vocabulary through the use of word families and useful expressions.

Listening sections feature tasks that involve listening for general information, and also for specific details, accompanied by open-ended Ask & Answer discussion and critical thinking opportunities.

## Unit 3 • Lesson Planning Guide

Topic	Unsolved mysteries
Vocabulary	Crime; mysteries
Grammar	Stative verbs; Adverbs of manner with -ly
Functions	Talking about possibilities

Student Book	Class	HW	Done	Lesson A: A detective is on the case
pages 22-33	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Link: "Cops and robbers"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "The greatest detective"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pronunciation: Third person singular in the present tense
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking: "The Dodd Diamond"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking Strategy: Talking about possibility
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Stative verbs
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "The Li"
Lesson A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: Mysteries of Vocabulary Link: "It's a"
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening: "Strange light"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading: "The Marla my"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Link: Adverbs
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing: "A strange even"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication: "It's a"

Workbook	Class	HW	Done	Lesson A: A detective's
pages 34-43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout
Lesson A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conversation Workout
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language Workout
Lesson B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lesson B: Mysteries of
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary Workout
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading & Writing

Teacher's Resource Book	Class	HW	Done	Activity A (photocopiable)
pages 14-17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Activity B (photocopiable)
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Video	Class	HW	Done	City Living Vignette: "El"
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Global Views: Mysteries
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Video worksheet: Teach

Website	Class	HW	Done	Interactive student quiz
worldlink.hcnet.com	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internet search activities
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Vocabulary activities

Assessment	Class	HW	Done	ExamView® quiz
Time: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Unit 3 Unsolved Mysteries

### Lesson A A detective is on the case.

#### 1 Vocabulary Link

**Group work.** Use each verb with a noun to make eight expressions. Write the expressions on the lines below. Some of the nouns will be used more than once.

Verbs	Nouns
catch	question
break	an alibi
commit	a law
	a confession
	a crime
	a criminal

arrest a criminal / b. \_\_\_\_\_

**B** Look at the expressions in 1. Which actions does a police detective do? Which ones does a criminal do? Label the actions D (detective) or C (criminal).

**C** Look at the pictures. What is happening? Make at least two sentences about each picture. Use expressions from 1.



#### 2 Listening

The greatest detective

**A** Look at the photo. Who is this famous detective? Where is he from? Why is he famous?

**B** Listen and check (✓) the box of each correct answer.

- What was Sir Arthur Conan Doyle's first job?  
☐ actor ☐ writer ☐ doctor
- When was the first Sherlock Holmes story published?  
☐ 1877 ☐ 1878 ☐ 1887
- Holmes was very \_\_\_\_\_.  
☐ intelligent ☐ strong ☐ quick
- Who did Holmes work with?  
☐ Dr. Samson ☐ Dr. Watson ☐ Dr. Smith
- Where is the Sherlock Holmes Museum?  
☐ Scotland ☐ England ☐ the United States

**Ask & Answer**  
Talk about a famous detective you know from TV, movies, or books. Why is the detective special? How does he or she solve crimes?

#### 3 Pronunciation

Third person singular in the present tense

**A** Does the verb in each sentence end in the sound /d/, the sound /t/, or the sound /ɪz/? Check (✓) the box you think is correct.

- |                                      | the sound /d/            | the sound /t/            | the sound /ɪz/           |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. That man seems angry.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. She speaks French.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Your sister looks tired.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He practices the piano every day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. My aunt always watches the news.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. My friend knows the answer.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**B** Listen and check your answers. Then practice saying the sentences.

Lesson A • A detective is on the case. 23

Speaking and Speaking Strategy sections give students guided support while leading them to produce the language fluently.

#### 4 Speaking

Pizza again?

**A** Listen to the conversation. Then listen again and underline the words used for suggesting.

**Jill:** When do you want to go for dinner?  
**Joel:** I don't know. Why don't we go to the pizza place on the corner?  
**Jill:** Pizza again? I don't like their pizza. It's too spicy.  
**Joel:** You're right. It's spicier than the pizza at Pizza House.  
**Jill:** Well, I still want to go out tonight. How about that new Japanese restaurant downtown?  
**Joel:** OK! Let's go!



**B** Pair work. Practice the conversation with a partner.

#### 5 Speaking Strategy

Offering and suggesting

**A** Study the Useful Expressions. Then complete the sentences below with *Why don't we* or *How about*.

**Useful Expressions:**  
**Offering and suggesting**  
You can use *Why don't we* ... ? or *How about* ... ? to make suggestions.  
*Why don't we* is followed by the base form of the verb.  
*Why don't we* go to the pizza place on the corner?  
*How about* is followed by a noun or by a verb + ing.  
*How about* having a picnic in the park?

- Can I offer you anything to eat? *How about* \_\_\_\_\_ a piece of pie?
- \_\_\_\_\_ stop at that cafe? They have delicious coffee cake!
- This museum is interesting, but I'm tired. \_\_\_\_\_ go home?
- What time do you want to meet? \_\_\_\_\_ seven o'clock?
- Let's go somewhere. \_\_\_\_\_ going to the beach?
- \_\_\_\_\_ go to a movie? There's one with Jet Li that I'd love to see.

**B** Group work. Practice inviting your group's members to your favorite restaurant. They can either accept or refuse. If they refuse, they should say why.

*Why don't we go to Pier's Steakhouse for dinner?* *That's a great idea!* *I'm sorry, I don't eat meat. How about Italian food?*

Pronunciation exercises give students item-specific practice with reductions, stress, rhythm, intonation, and troublesome minimal pairs.



Lesson B builds upon the general language introduced in Lesson A, and provides the reading and writing for the unit.

World Link information boxes interspersed throughout the unit provide interesting global facts around which discussion can be generated.

### Unit 3 • Lesson Planning Guide

Topic	Unsolved mysteries
Vocabulary	Crime; mysteries
Grammar	Stative verbs; Adverbs of manner with -ly
Functions	Talking about possibilities
Student Book pages 22-31	Class HW Done Lesson A: A detective is on the case Vocabulary Link: "Cops and robbers" Listening: "The greatest detective" Pronunciation: Third person singular in the present tense Speaking: "The Dodd Diamond" Speaking Strategy: Talking about possibilities Language Link: Stative verbs Communication: "The Lights" Lesson B: Mysteries of the Marfa Vocabulary Link: "It's possible" Listening: "Strange lights" Reading: "The Marfa mystery" Language Link: Adverbs of manner Writing: "A strange event" Communication: "It's a possibility"
Lesson A Time: _____	
Lesson B Time: _____	
Workbook pages 14-19	Class HW Done Lesson A: A detective is on the case Vocabulary Link: "Cops and robbers" Conversation Workout Language Workout Lesson B: Mysteries of the Marfa Vocabulary Link: "It's possible" Reading & Writing
Lesson A Time: _____	
Lesson B Time: _____	
Teacher's Resource Book pages 14-17	Class HW Done Activity A (photocopiable) Activity B (photocopiable)
Time: _____	
Video Time: _____	Class HW Done City Living Vignette: "The Global Views: Mysteries" Video worksheet: Tejeche
Website worldlink.henle.com	Class HW Done Interactive student quiz Internet search activities Vocabulary activities
Time: _____	
Assessment Time: _____	Class HW Done ExamView® quiz

#### 2 Listening

Strange lights

Imagine that you see some strange lights in the sky. What would you do? How would you feel?

A Listen to this news report. What did Nick Brown do? Number the steps 1 to 5.

1. tried to take pictures
2. drove down the highway
3. told a police officer
4. called his wife
5. saw the lights

B Listen again. Who saw the lights? Check (✓) the boxes.

☐ Nick Brown ☐ police officer ☐ Mike ☐ local people ☐ Alexa

#### 3 Reading

The Marfa mystery lights

What do you think causes mysterious lights in the sky?

☐ lightning ☐ UFOs ☐ stars ☐ car headlights ☐ other: \_\_\_\_\_

A Read the interview with Dr. Raj, an expert on the Marfa mystery lights, on page 29. Then write the questions below in the correct boxes in the reading.

- a. What are the mystery lights exactly?
- b. What do the experts say?
- c. Are the local people scared?
- d. Some people say they are car headlights. Do you think so?
- e. What are some of the weirdest ideas about the lights?
- f. Where is Marfa and what exactly is it famous for?

B The statements below are incorrect. Find a sentence from the reading to show why each statement is incorrect and write it on the line.

1. "The Marfa mystery lights look the same to everyone."  
Different people see different lights.
2. "Robert Ellison saw the lights ninety years ago."
3. "The native Americans thought that ball lightning caused the lights."
4. "A team from Japan solved the mystery."

28 Unit 3 • Unsolved Mysteries

DOCTOR RAJ DISCUSSES "MYSTERY LIGHTS"

Q 1- Marfa is a small town in west Texas in the United States. It's famous for the "Marfa mystery lights."

Q 2 What are the mystery lights exactly?

A: No one knows for sure. There are many different ideas about that.

Q 3 Can you describe them?

A: That's a difficult question. Different people see different lights. They are not always the same. I can say that they appear after sunset in the sky. They appear mysteriously in the air and vanish. Then they suddenly reappear.

Q 4 Well, some people call them the "ghost lights." They think ghosts do it. That's the strangest idea. Some say they are UFOs. I don't think so.

Q 5 They can't figure it out. Some engineers even came from Japan one time. They studied the lights, but couldn't solve the mystery.

Q 6 No, actually, they aren't. They like the lights. And every year in early September there's a big town festival to celebrate the mystery lights.

What do you think causes the "Marfa mystery lights"? Do you know any other stories about strange lights in the sky?

#### 4 Language Link

Adverbs of manner

A Use the adverbs of manner to complete the story. Use each adverb only once.

calmly    neatly    slowly  
clearly    nervously    strangely  
happily    quietly

It was raining heavily. I couldn't see. I drove. Suddenly, I saw a young girl. She was dressed in and standing in the middle of the road. I was surprised! Somehow, I stopped the car. "What are you doing?" I asked. She looked at me but didn't answer. "Are you OK?" I asked. "I'm fine," she answered. Then she smiled and walked away. I drove to my hotel and checked in. I told the clerk about the little girl. "Do you know her?" I asked. "Oh yes," he said. "That's Mary Anne. She died five years ago on that road. It was a car accident during a rainstorm."

B Look at the story in A again. Then circle the words to complete the sentences.

1. Adverbs of manner tell you how / why something is done.
2. Adverbs of manner usually come before / after the verb.
3. Adverbs of manner often end in -ly / -ly.
4. Circle the adjective or the adverb to complete the sentences.
1. Look careful / carefully at the evidence.
2. That's a surprise / surprisingly clue.
3. The figure disappeared quick / quickly.
4. Something smells strange / strangely in here.
5. You seem quiet / quietly today. Are you OK?
6. She speaks French fluent / fluently.
7. He's old / oldly, but he still keeps well / wellly.
8. Drive slow / slowly and be careful / carefully.

C Pair work. Retell the story of Mary Anne in your own words to a partner. Don't look at the story.

#### 5 Writing

A strange event

A Write a story for your local newspaper about an unsolved mystery or strange event. Use adverbs of manner.

B Pair work. Exchange papers with a partner. Add one or two adverbs of manner to your partner's story.

Mr. Hobbs was a farmer. One night there was a loud noise. It was 12 a.m. and Mr. Hobbs woke up. It was dark and he couldn't see clearly. He turned on a light. He could see two fields. They were cut strangely. They all looked like corn. The next day Mr. Hobbs calmly told the police his story. The police...

Reading takes the form of high interest topics in a variety of genres.

Language Link introduces the essential grammar either inductively or deductively with the purpose of assuring accuracy and appropriateness of language.

Writing reinforces the structures, vocabulary, and expressions learned.

The last page of every unit pulls it all together with another motivational Communication section.

# Unit 3 • Lesson Planning Guide

Class \_\_\_\_\_

Topic	Unsolved mysteries
Vocabulary	Crime; mysteries
Grammar	Stative verbs; Adverbs of manner with -ly
Functions	Talking about possibilities
Student Book pages 22-31	Class HW Done Lesson A Time: _____ Lesson B Time: _____
Workbook pages 14-19	Class HW Done Lesson A Time: _____ Lesson B Time: _____
Teacher's Resource Book pages 14-17	Class HW Done Video Time: _____ Website worldlink.henle.com Time: _____ Assessment Time: _____
	Class HW Done

Lesson A: A detective is on the case  
Vocabulary Link: "Cops and robbers"  
Listening: "The greatest detective"  
Pronunciation: Third person singular in the present tense  
Speaking: "The Dodd Diamond"  
Speaking Strategy: Talking about possibility  
Language Link: Stative verbs  
Communication: "The Lindbergh kidnapping"

Lesson B: Mysteries of the world  
Vocabulary Link: "It's puzzling"  
Listening: "Strange lights"  
Reading: "The Marfa mystery lights"  
Language Link: Adverbs of manner  
Writing: "A strange event"  
Communication: "It's a big hoax."

Lesson A: A detective is on the case  
Vocabulary Workout  
Conversation Workout  
Language Workout  
Lesson B: Mysteries of the world  
Vocabulary Workout  
Reading & Writing

Activity A (photocopiable)  
Activity B (photocopiable)

City Living Vignette: "Elementary, my dear Tara!"  
Global Views: Mysteries and strange events  
Video worksheet: Teacher's Edition page 1188 (pho)

Interactive student quiz  
Internet search activities  
Vocabulary activities

ExamView® quiz (photocopiable)

## 6 Communication

It's a big hoax.

A Look at these unsolved mysteries. Check (✓) if you think it is real, a hoax, or you are not sure. Write your reason.



the Marfa mystery lights

1. ☐ real ☒ hoax ☐ not sure  
Maybe they're caused by ball lightning or uranium gas.


crop circles

2. ☐ real ☐ hoax ☐ not sure


the Loch Ness monster

3. ☐ real ☐ hoax ☐ not sure


scary ghosts

4. ☐ real ☐ hoax ☐ not sure

B Pair work. Compare your answers with a partner. Then together choose one of the mysteries that you both think is a hoax. Describe how you think the hoax was done. Use adverbs of manner in your description.

C Group work. Present your ideas to another pair.

ANSWER  
Many mysteries are proven to be hoaxes. Why do you think people still like to believe in them? Can you think of an example?

Check out the World Link videos.

Practice your English online at worldlink.henle.com.

Lesson B • Mysteries of the world 31

## REVIEW: Units 1-3

### 1 Storyboard

A Susan, Maya, and Bruno work for an international trading company. Look at the pictures and complete the conversations. For some blanks, more than one answer is possible.

Storyboard 1: Susan, Maya, and Bruno work for an international trading company. Look at the pictures and complete the conversations. For some blanks, more than one answer is possible.

1. Susan: I don't know him. Bruno: That's Bruno Cardoso. He's from the Rio de Janeiro office.

2. Bruno: Hi, Bruno. Susan: It's good to see you again, Bruno. Bruno: Susan Park.

3. Bruno: Later that day... Susan: Well, I've almost finished for the day. Bruno: Great! dinner?

4. Bruno: I'm sorry. Susan: OK, then. Bruno: I love French food. Susan: That new seafood place?

5. Bruno: Me too! Let's have the office at 6:15.

B Group work. Practice the conversations. Then change roles and practice again.

C Group work. Introduce a friend to another friend. Invite both friends out to dinner.

32 Review: Units 1-3

### 2 See it and say it

A Look at the 1994 yearbook photos for these students.

1. In 1994, what year were they in school: senior, junior, sophomore, or freshman?

2. What activities did each student participate in?

Yearbook Photos:

- Anna Lopez: Class of 1994, Yearbook Club
- Rachel Williams: Class of 1995, Cheerleader
- Levan Brown: Class of 1995, Spanish Club
- Matt Chester: Class of 1997, Soccer Team

B Look at the people in A as they are today.

1. What are their relationships today?  
2. What are they doing in each picture?  
3. What else can we say about them? Make up a story for one of the pictures.

Today's Photos:

- Matt and Anna: Sitting at a desk, looking at a laptop.
- Rachel and Levan: Sitting at a table, eating and talking.

Review: Units 1-3 33

Review Units appear every 3 units and actively engage students in utilizing the language learned with the intention of mastering fluency.



## Unit 11 • Lesson Planning Guide Class \_\_\_\_\_

Topic	Modern technology
Vocabulary	Computer words, describing products
Grammar	Used to; As ... as
Functions	Showing interest
Student Book pages 118–123	Class HW Done
Lesson A	Lesson A: Computers are everywhere
Time: _____	Vocabulary Link: "Computer words"
Lesson B	Listening: "Computer problems"
Time: _____	Pronunciation: Pronunciation of s in <i>paid</i> and <i>used</i>
	Speaking: "We used to write on papers on typewriters."
	Speaking Strategy: Showing interest
	Language Link: <i>Used to</i>
	Communication: "Your personal web page"
	Lesson B: New ideas
	Vocabulary Link: "Describing products"
	Listening: "Hi-tech toys"
	Reading: "Rescue robots"
	Language Link: As ... as
	Writing: "Hi-tech toys"
	Communication: "Your personal web page"
Workbook pages 62–67	Class HW Done
Lesson A	Lesson A: Computers are everywhere
Time: _____	Vocabulary Link: "Computer words"
Lesson B	Listening: "Computer problems"
Time: _____	Pronunciation: Pronunciation of s in <i>paid</i> and <i>used</i>
	Speaking: "We used to write on papers on typewriters."
	Speaking Strategy: Showing interest
	Language Link: <i>Used to</i>
	Communication: "Your personal web page"
Teacher's Resource Book pages 46–49	Class HW Done
Time: _____	Activity 1
Video	Class HW Done
Time: _____	City Link
	Global Vi
	Video wo
Website worldlink.henle.com	Class HW Done
Time: _____	Interacti
	Internet
	Vocabula
Assessment	Class HW Done
Time: _____	ExamView

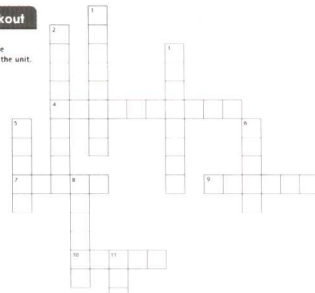
The Workbook provides additional practice through a variety of activity types.

# 3 Unsolved Mysteries

## Lesson A A detective is on the case.

## 1 Vocabulary Workout

Solve this crossword puzzle with the vocabulary from the unit.



Across

4. To make a \_\_\_\_\_ is to say you did something wrong.  
7. To \_\_\_\_\_ the law is to do something against the law.  
9. To \_\_\_\_\_ a crime is to do something against the law.  
10. To \_\_\_\_\_ a mystery is to find the answer.

Down

1. A person who does something like killing or stealing is a \_\_\_\_\_.  
2. A person who looks for information about crimes is a \_\_\_\_\_.  
3. The police \_\_\_\_\_ someone to get information about a crime.  
5. A(n) \_\_\_\_\_ explains where you were when a crime happened.  
6. Doing something against the law is a \_\_\_\_\_.  
8. The police may \_\_\_\_\_ you if you break the law.  
11. A rule made by the government is a \_\_\_\_\_.

14 Unit 3 •

## Teacher's Notes 11A: Things Used to Be Different.

Interaction  
Groups of three to five students

Time  
20–30 minutes

Objective  
To practice talking about the past with *used to*

Activity Language  
People didn't use to live as long. Families used to be much bigger. Summers didn't use to be so hot. Friends used to mail letters to each other.

Preparation  
Make one copy of the activity on page 47 for each student.

Procedure

- Divide the class into groups of three to five students. Give each student a copy of the activity.
- Demonstrate the activity as follows:
  - Write these days and 100 years ago on the board.
  - Ask the students to look at the *Fun* heading. Ask them: *What do people do for fun these days?* Elicit answers and write them on the board under *These days*. Then say: *What did they use to do 100 years ago?* Elicit answers and write them under *100 years ago*.
  - Write *used to* on the board. Ask different students to change the sentences in the 100 years ago column into *used to* sentences.
- Have students discuss the different categories on the handout in their groups. Have them list the way things are now and the way they used to be 100 years ago. Walk around the class, giving assistance with vocabulary where necessary.

- 4 For feedback, ask each group to tell you the differences between things now and things 100 years ago. You could have this lead into a class discussion as to whether life is better now or if it was better then.

Sample Conversation

- A: These days we can call our friends overseas.  
B: It used to be different. A hundred years ago, people used to write letters to friends overseas.  
C: Today many people have small families and often both parents work.  
D: Things were different 100 years ago. Families used to be much bigger. Usually only the father used to work.

Follow Up

- Tell the class that you used to be a famous person in another life. They must ask you used to questions to find out who you were.
- Elicit a few questions from the class that they can ask you, e.g., *Where did you use to live?* *What did you use to do?* Have the class ask you questions until one of them guesses the name of the famous person.
- Make it a whole class game where the student who guesses the answer thinks of a famous person and the rest of the class asks used to questions, or else have students play in groups.

## 2 Conversation Workout

- A Who did it? Write one sentence with each of these words or expressions. Follow the example.

Example: likely  
*It's likely the cat ate the fish.*

- doubt
- bet
- unlikely
- not seem possible
- good chance

- B What will the woman do or not do? Write sentences with the expressions from activity A.

- 
- 
- 

- C What do you think? Complete the conversations with your own ideas. Use the expressions above.

Do you think 1876s are real?

Do you think our country will win ten gold medals in the next Olympics?

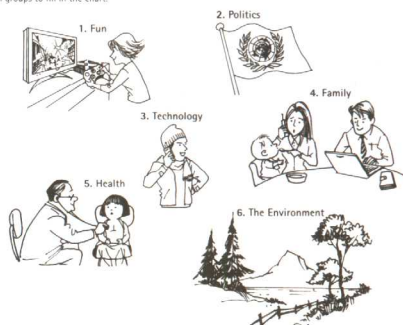
Do you think we will have any English homework this week?



The Teacher's Resource Book contains photocopiable classroom materials that expand and exploit the language learned in the Student Book, including information gap activities, group activities, games, puzzles, interview worksheets, etc.

## 11A: Things Used to Be Different.

Look at 1–6 below. What are things like today? How did things use to be different 100 years ago? Work in groups to fill in the chart.



These days ...	100 years ago ...
1.	
2.	
3.	
4.	
5.	
6.	