3 HOW DO YOU EXPLAIN THAT?

LEARNING GOALS

In this unit, you

- talk about famous mysteries
- talk about personal mysteries
- discuss urban legends
- read about life's mysteries
- write a plot summary



GET STARTED

A Read the unit title and learning goals. The world is full of mysteries. How do they sometimes make life more exciting?

B Look at the photo. It shows someone about to enter a large maze. If you were standing there, would you enter the maze? What would need to be at the center of the maze to make you enter it?

C Read Artur's message. What kind of treasure might he be looking for?



ARTUR TAVARES

@ArturT

I love reading stories about lost treasure. And now that I've learned how to scuba dive, I'm going to look for some treasure myself!

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LESSON 1 TALK ABOUT FAMOUS MYSTERIES



ARTUR TAVARES
@ArturT
Just visited the Pyramids of Giza. What an incredible place! So full of mystery.

1 VOCABULARY Words related to mysteries

A What are some examples of mysterious places around the world?

B ▶03-01 Read and listen. Do you know the words in bold?

MYSTERIES AND HISTORIES Home | Online Viewing | Live TV Schedule | Specials

THE GREAT PYRAMID: FROM BAFFLING MYSTERIES TO INCREDIBLE BREAKTHROUGHS



For thousands of centuries, the Great Pyramid of Giza has been **shrouded** in mystery. From its **gargantuan** size to its secret chambers, it has been a source of **fascination** for archaeologists and travelers alike. This monument remains an **enigma** today, but researchers have uncovered **evidence** in hidden caves and **scrolls** that has unlocked many secrets. Join us as we follow their path from initial **hunches** to **conclusive** proof in a documentary that will **intrigue** and entertain you.

Check out our **trivia** and fun facts about pyramids around the world!

>> FOR PRACTICE, PAGE 131 / DEFINITIONS, PAGE 157

2 LANGUAGE CHOICES Modals for speculation about the past

A Read the example sentences. Underline the modals for speculation about the past. Then put the words from the box into the correct groups.

To make speculations about the past, use modal + *have* + past participle.

Example sentences

1. The empty space at the base of the tomb could have been part of the building's structure, or it might have been a secret chamber.
2. Some researchers believe the tomb may have belonged to a princess.
3. Archaeologists spent so much money on the project that it had to have been important.
4. Masa threw those files in the trash, so he must not have wanted them.
5. Those statues are gargantuan. It couldn't have been easy to construct them.
6. Explorers can't have discovered a new pyramid. If they had, it would be all over the news.

Modals for speculation about the past

can't have	could have	couldn't have	had to have	~~may have~~
~~may not have~~	might have	might not have	must have	must not have

50% certain something happened	50% certain something did ***not*** happen
may have	may not have
> 90% certain something happened	**> 90% certain something did *not* happen**

>> FOR PRACTICE, PAGE 131

B *Could* has different meanings. What does *could have* mean in the following sentences?

Researchers could have solved the mystery years ago, but they didn't have enough funding.

The discovery was more exciting than anyone could have imagined.

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3 CONVERSATION SKILL

A ▶03-04 Read the conversation skill. Listen. Notice the words the speakers use to keep listeners' attention. Complete the sentences that you hear.

1. And _____ . Khufu's mummified body might be there.
2. And _____ of the mystery.
3. _____ . It may be the face of Khafre.

B PAIRS Retell a mysterious story that you heard from a family member or friend when you were a child. Use an expression from the conversation skill box.

Keep listeners' attention

Use expressions like these to create interest during a conversation and to keep listeners focused on what you're saying:

That's just the beginning.
You're not going to believe this.
It gets better.
Wait. There's more.
Guess what.
Here's the best part.

4 CONVERSATION

A ▶03-05 Listen. What do Ariya and Artur talk about?

B ▶03-05 Listen again. Answer the questions.

1. What evidence did researchers use to prove that the workers at the Great Pyramid were not slaves?
2. What are two reasons why the floodwaters of the Nile were important in the construction of the Great Pyramid?
3. Why does Artur say that Merer's diary is better than a photo?

C ▶03-06 Listen. Complete the conversation.

Ariya: _____. You mentioned the massive blocks of stone used in the construction of the Great Pyramid. I _____ by those massive blocks of stone, too. I wanted to know where they came from.

Artur: What did you find out?

Ariya: _____of stone arrived at the Giza Plateau by boat. Some was from locations close to the building site, but some came from _____ .



5 TRY IT YOURSELF

A THINK What is a famous mystery that you have read about or seen on television? Take notes in the chart.

Mystery	Possible explanations from research

B PAIRS Share your mysteries and their possible explanations. Use the conversation in 4C as a model.

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LESSON 2 TALK ABOUT PERSONAL MYSTERIES



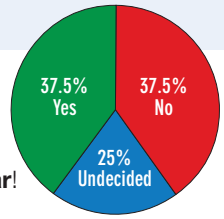
ARTUR TAVARES
@ArturT
My flight was delayed. Mechanical difficulties. Had a feeling that something bad was going to happen.

1 BEFORE YOU LISTEN

A PAIRS THINK What do you know about paranormal experiences? Have you had an experience that can't be explained by science?

B 03-07 VOCABULARY Read and listen. Do you know the words in bold?

Class poll: Do you believe in paranormal experiences? Please explain.



8 COMMENTS

Jeff: Yes, I do. I often know something bad is going to happen. I get **a sinking feeling** in my stomach.
Max: Yes. I've had several **mind-blowing** supernatural experiences. I **swear**!
Dana: I'm not sure that I believe in paranormal experiences. I'm **skeptical**.
Zheng: No, I don't. But if a friend said he had an experience like this, I'd **take his word for it**.
Rose: No way. I **don't buy it**. **The odds** are there's a scientific explanation for almost everything.
Alexa: I had an experience once, but I thought it was **a gag**. Now I'm not so sure.
Ying: Yes. I saw a woman in a dream. The next day, I met someone who was her **spitting image**.
Ibrahim: Nope—don't believe it. The whole idea of paranormal experiences is **bogus**.

>> FOR PRACTICE, PAGE 132 / DEFINITIONS, PAGE 157

2 LANGUAGE CHOICES Modals for expectation

A Read the example sentences. Underline the modals and verbs used to show expectation. Then read rules in the chart. Are they true (*T*) or false (*F*)? Correct the false rules.

Example sentences

1. The ghost tour should be an interesting experience, and it shouldn't take more than a few hours.
2. Yuan should have been here an hour ago. He ought to have texted that he's running late.
3. I'm sure you didn't really see a ghost. There ought to be a logical explanation for what you saw.
4. There's supposed to be a fascinating UFO museum in Roswell, New Mexico.
5. There wasn't supposed to be anyone else in the house, but we thought we heard voices.
6. The movie was supposed to have been mind-blowing, but I thought it was boring.
7. There are supposed to be ghosts living there, but I don't really buy it.

Modals for expectation

____ • Use *should* and *ought to* to indicate expectation about the present or future. They cannot be used in the past.
____ • Use *shouldn't* or *isn't / aren't supposed to* to indicate something will not likely happen.
____ • Use *was / were supposed to* for expectations and obligations that were likely fulfilled.
____ • Use *supposed to*, ***not*** *should* or *ought to*, for situations that people claim to be true.

>> FOR PRACTICE, PAGE 132

B Read the sentences. How is *supposed to* used? Is there a difference in meaning?

There was supposed to be a ghost living in that house.
There was supposed to have been a ghost living in that house.

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3 PRONUNCIATION

Reduction of modal perfects

In modal perfects, the auxiliary *have* is reduced to /əv/ or /ə/ and joins closely to the preceding modal, and the past participle of the verb often receives the heaviest stress: *They should have* /ʃʊdə/ *been there.* In negative modal perfects, the negative modal also receives stress: *It couldn't have* /kʊdənt əv/ *happened* . The final *t* of negative modals may also be dropped. *It couldn't have* /kʊdənə/ *happened.*

A ▶03-09 Listen. Read the pronunciation note.

B ▶03-10 Listen. Notice the reduced pronunciations in the underlined phrases. Then listen and repeat.

1. I should have run when I heard the noise, but I wasn't afraid at all.
2. I'd like to believe Ari, but his story was bogus and couldn't have happened.

C ▶03-11 Listen. Mark the stressed syllable in the underlined phrases with a dot.

A: The footsteps I heard upstairs couldn't have been my neighbors'. They weren't at home yet.
B: They might have arrived when you weren't paying attention.
A: Then I should have heard them going upstairs. The stairs are very noisy.

4 LISTENING

A ▶03-12 Read the Listening Skill. Listen to part of the podcast. Underline the emphasized information.

It reminded me of a family camping trip when I was 7. I was looking at the stars when I noticed a strange object moving across the sky. I was sure it was a UFO—until my grandfather told me it was a communications satellite. I understand the appeal of mysteries, but I prefer scientific explanations.

LISTENING SKILL Listen for emphasis

Speakers often change speed, volume, and pitch to help you follow a story. They will talk slower, louder, and higher to emphasize key information.

B ▶03-13 Listen to the entire podcast. What is the podcast about?

C ▶03-13 Listen again. Answer the questions.

1. What are Devon, Flora, and Rita's opinions about mysterious experiences?
2. What happened to Devon's father?
3. When was the first time that Flora and Rita talked to each other about their mysteries?
4. Does Mohamed change his point of view about mysterious experiences? How do you know?

D PAIRS REACT Which of the experiences in the podcast was most interesting for you? Why?

5 TRY IT YOURSELF

A THINK What is a mysterious experience you or someone close to you has had? Complete the chart.

What happened	Where it happened	When it happened	Who was involved

B DISCUSS In small groups, use your notes from 5A to tell your story.

C EVALUATE Are there similarities in your stories? Brainstorm possible explanations for the mysterious experiences.

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LESSON 3 DISCUSS URBAN LEGENDS



ARTUR TAVARES

@ArturT

Anyone know anything about the origins of urban legends? Would love to know where these weird ideas come from.

1 BEFORE YOU LISTEN

A PAIRS THINK What are some famous legends, either from your home country or other parts of the world? Describe them.

B ▶03-14 VOCABULARY Read the words and listen to the sentences. Do you know these words?

thrive	perceive	a worst-case scenario	a cautionary tale
sanitation	a reflection	dissolve	roam the streets
armed with (a weapon)	play (something) up	plant	

>> FOR PRACTICE, PAGE 133 / DEFINITIONS, PAGE 158

2 LANGUAGE CHOICES Passive modals

A Read the example sentences with active and passive modals. Underline the passive modals. Then circle the correct answers in the chart.

Example sentences

1. a. Someone should stop that rumor before it becomes an urban legend.
   b. That rumor should be stopped before it becomes an urban legend.
2. a. You can find examples of urban legends everywhere.
   b. Examples of urban legends can be found everywhere.
3. a. Do I have to return this book soon?
   b. Does this book have to be returned soon?
4. a. Some high school kids might have started that rumor.
   b. That rumor might have been started by some high school kids.
5. a. Someone must have made that story up as a cautionary tale.
   b. That story must have been made up as a cautionary tale.
6. a. They couldn't have taken that story seriously.
   b. That story couldn't have been taken seriously.

Passive modals

- Use **active** / **passive** modals when the agent is not important or not known.
- The meaning of the modal is **the same** / **different** in active and passive sentences.
- A passive modal in the present tense is formed with modal + ***have*** / ***be*** + past participle.
- A passive modal in the past tense is formed with modal + ***has*** / ***have*** + *been* + past participle.

>> FOR PRACTICE, PAGE 133

B PAIRS Most modals have more than one meaning. In some cases, the past tense of the modal changes based on the meaning. Read the following sentences. They all occurred in the past. What is the difference in meaning between the modals in each pair?

That story is ridiculous! It **had to have been invented**.
New technology **had to be invented** in order to film that movie.

The project **couldn't have been completed** in only two days. That's impossible!
The project **couldn't be completed** in two days. We needed more time.

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3 VIDEO TALK



A ▶03-16 Listen or watch. What is an urban legend?

B ▶03-16 Read the Note-taking Skill. Listen or watch again. Take notes in the chart.

NOTE-TAKING SKILL Use mapping

The mapping note-taking method is a visual way to organize your notes. List the main topic at the top, with sub-topics and details below. This method of note-taking helps you to easily distinguish between topics.

Main topic: _____
Definition: _____

Sub-topic 1: _____	Sub-topic 2: _____	Sub-topic 3: _____
Details / Examples:	Details / Examples:	Details / Examples:

C How does the speaker feel about urban legends?

D PAIRS REACT Had you heard the urban legends mentioned in the video before? Do you think they're believable? Why or why not?

Acknowledge ideas

It's important to acknowledge others' ideas and opinions so that they feel supported and that their views are respected. Use phrases like these to acknowledge someone's ideas:

I see where you're coming from…
I see what you mean…
I understand what you're getting at…
That could be true…

4 DISCUSSION SKILL

Read the discussion skill. Which of these phrases do you use in your discussions now?

5 TRY IT YOURSELF

A THINK Read the urban legends. Then think of one you know. Choose one to discuss.

- You shouldn't eat the end of a banana as it might be full of spider eggs.
- We once picked up a hitchhiker, and he disappeared into thin air from the back seat.
- That restaurant genetically modifies chickens to produce more legs.

B DISCUSS Describe the urban legend you chose from 5A. Consider the following: Is the urban legend believable? Is there a moral? Does it reflect fears or changes in society? Does it, or could it, contain a half-truth?

C EVALUATE Work in small groups. Based on what you've learned about urban legends, create your own legend to share with the class. Use the questions in 5B as guidance. Then share your legend with other groups. Decide which urban legend sounds most plausible.

☐ I CAN DISCUSS URBAN LEGENDS.

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LESSON 4 READ ABOUT LIFE'S MYSTERIES



ARTUR TAVARES

@ArturT

Too bad humans didn't evolve to have more limbs. I wouldn't mind having another pair of arms. It might make texting faster!

1 BEFORE YOU READ

A PAIRS If you could ask an expert any question about science, nature, or the universe, what would it be?

B ▶03-17 VOCABULARY Read and listen. Do you know these words?

dim	a contour	an arthropod	advantageous	stability	consciousness
a neuron	an illusion	segmented	anatomy	plausible	

>> FOR DEFINITIONS, PAGE 158

2 READ

A PREVIEW Read the title and paragraph headings. What do you think the article will be about?

B ▶03-18 Read and listen to the article. Which of the questions could Paige answer conclusively?

ASK A BOOKWORM

Our librarian Paige Turner answers more of your curious questions.



Is it true that black makes you slim? If so, why?

Paige says: According to neuroscientists–yes. Black does make you look slimmer, or lighter colors make you look larger, depending on how you view it. The slimming properties of black are caused by an optical trick dubbed "the irradiation illusion" by Hermann von Helmholtz. Stare at the holes in the shape below, and you should notice that the white hole appears larger than the black one.



Helmholtz wasn't the first to notice this illusion. In the 1500s, the astronomer Galileo also witnessed a similar phenomenon when he realized that brighter planets in the night sky, like Venus, appeared larger than dimmer ones, like Jupiter. Since then, neuroscientists have discovered why this happens. They found that when we view light things on a dark background, our eyes become flooded with light-sensitive neurons. They suggest that this must be an evolutionary trait that helps us spot movement and danger at night. When we view dark things against a light background, the light-sensitive neurons narrow the contours of the black shape. This is why wearing black during the day creates the illusion of slimming.

Why aren't there any large animals with six or eight limbs?

Paige says: By large animals, I guess you mean mammals. Mammals are tetrapods, and many have four limbs. These animals are considered tetrapods because they all evolved from fish, even if some of them secondarily lost some or all of their limbs. On the other hand, the ancestors of today's arthropods (insects, arachnids, and crustaceans), who have more than four limbs, had segmented bodies with lots of limbs. There's not much more to it.

Is it possible for a mammal to evolve into a six-limbed creature? Well, anything is possible. However, having six legs wouldn't necessarily be advantageous for mammals. Their anatomy would have to change considerably to accommodate an extra pair of limbs. Controlling two more arms would also require more brain power. Crucially, there's the question of purpose. For insects, having six legs means more stability when crawling along walls and ceilings. Mammals don't need to perform similar actions so don't need the extra support.

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Why do we dream?

Paige says: There are a lot of plausible explanations for why we dream, although there's no definitive answer.

Many experts believe that dreaming is a form of memory processing and that it may help us convert information from our short-term to our long-term memories. There are many studies that have shown the importance of sleep for the consolidation of learning—the process that helps memories to become more stable and long-lasting. However, the role of dreaming in this consolidation process remains unclear.

Various theories explain dreaming as some form of preparatory process. One idea is that dreaming is a form of "threat simulation"—like a rehearsal for real-life dangers. Similarly, psychoanalysts believe that the purpose of dreaming might be to help us deal with complex experiences and emotions. Another theory, the theory of consciousness, suggests that dreaming helps us link three temporal dimensions in our minds—the past, present, and future. The belief is that dreaming facilitates information processing about past and present events, which in turn prepares us for future events.

While there are lots of theories out there about dreaming, none of them are conclusive. What do you think? Why do we dream?

3 CHECK YOUR UNDERSTANDING

A Answer the questions, according to the article.

1. Why do black objects appear slimmer on a light background?
2. How were the bodies of mammals and insects affected by their evolutionary ancestors?
3. What is the main reason why Paige thinks it is unlikely for mammals to develop extra limbs?
4. According to experts, how might dreaming help us?

B CLOSE READING Reread lines 7–13 in the article. Then circle the correct answers.

1. The phrase *depending on how you view it* suggests that the irradiation illusion ___ .
   a. can only be observed by certain people
   b. can be explained in two different ways
   c. demonstrates two different phenomena
2. The best definition for the word *dubbed* is to give something ___ .
   a. a formal, scientific name
   b. a name that describes it in some way
   c. a name that is not widely accepted by others

C Read the Reading Skill. Then reread the article. What further questions would you ask Paige about each topic?

D PAIRS Summarize the article in 3–5 sentences.

READING SKILL Respond to the writer

As you read, stop after each paragraph and respond to the writer with comments or questions. This helps you to relate to the text on a more personal level and to retain information better.

4 MAKE IT PERSONAL

Search online for an answer to your question from 1A.

A THINK Choose one question from the list and think of a possible answer. Take notes.

- Why does the sunlight sometimes make us sneeze?
- What would be the most expensive way to fill a shoebox?
- What's the worst that could happen if the internet were to go down for the day?

B GROUPS Discuss your ideas from 4A. Give reasons to support your answers.

C EVALUATE Choose the best possible answer from 4B and share it with the class. Try to make your explanation as believable as possible. As a class, vote on the most likely and most creative explanation.

☐ I CAN READ ABOUT LIFE'S MYSTERIES.

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LESSON 5 WRITE A PLOT SUMMARY



ARTUR TAVARES

@ArturT

Mystery books make for great travel reading. I just read this plot summary… think I'll pick up the book on my next trip.

1 BEFORE YOU WRITE

A Read about plot summaries.

A plot summary is a brief description of the sequence of events in a story (from a book, a movie, etc.). It includes the following major elements: exposition (how the story begins), developing or rising action, climax (the most exciting action or turning point in the story), falling action, and denouement (how the story ends). It includes the names of the main character(s) and the most important details of the storyline.

B Read the model. What happens during the climax of the book?

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A complex and thrilling mystery

The novel *Still Life* by Canadian crime writer Louise Penny is the thrilling start of a new mystery series featuring Chief Inspector Gamache. Set in the tiny fictional village of Three Pines, the book introduces us to a cast of characters who are interesting and complex—and have dark secrets to hide.

The novel opens with the revelation that Jane Neal, an elderly artist from the village, was killed while walking through the woods. On the surface, it looks as though the killing may have been a hunting accident. Inspector Gamache has come down from Montreal to investigate. We soon learn that Jane's art is about to be displayed for the first time at an exhibition in the town. Whether and how this fact is connected to the crime remains an enigma. But Inspector Gamache has a hunch that the killing was not, in fact, an accident.

As the plot thickens, we learn about Philippe, an angry teenager who may have been involved in the crime. He had gone into the woods on that morning, armed with a bow and arrow to hunt deer. Was it his arrow that accidentally killed Jane? All the evidence points in that direction, but Inspector Gamache doesn't buy it. There are other people who might have had motive to kill. There is Jane's niece, who was no longer on good terms with her aunt, and who believed she was inheriting her aunt's valuable house. Or Clara, Jane's best friend and an artist herself, who actually did inherit the house. Could it be Peter, Clara's husband, desperately jealous of Clara's relationship with Jane? Or Ben, an intriguing Englishman who seems to be in love with Clara? And finally, there is Ruth, a poet with a bad temper who has a secret she desperately needed to keep from Jane.

Almost any of the options seem plausible, and as the action builds toward the climax, we start to understand how Jane's art is at the center. It is her art that reveals the town's secrets and points the way toward her killer. Inspector Gamache, through his keen perceptions, gains insights into each of the town's characters, but it is ultimately one of the townspeople who figures out who did it—thereby endangering her own life. In a scene that has you on the edge of your seat, the murderer is about to strike again when wit and luck—and, of course, Inspector Gamache—come to the rescue just in time.

In the denouement, we once again see Jane's group of friends coming together and discussing how her art had revealed the secret. And together they start to realize how all of the signs had always pointed in that direction, if they had only been able to see them.

C PAIRS Discuss. Based on this summary, is this a book you would want to read? Why or why not?

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D PAIRS Read the model again. Complete the plot diagram.

Book: *Still Life* by Louise Penny
Setting: a tiny _____ village called Three Pines
Main characters: Jane Neal, Inspector Gamache

Exposition
- An elderly _____ is found dead.
- Inspector Gamache is in town to _____.
- Jane's art was about to be _____ _____ .

Rising action
- The evidence points to _____ having killed Jane in a(n) _____ .
- Inspector Gamache has a(n) _____ that it wasn't an accident.
- Many other characters have a(n) _____ .

Climax
- Jane's _____ is the key.
- A townsperson _____ and puts her own life _____ .

Falling action
- Inspector Gamache arrives just in time and catches the killer.

Denouement
- Jane's group of friends realize _____ _____

2 FOCUS ON WRITING

Read the Writing Skill. Then reread the model. Circle the suspenseful words and phrases. Underline the rhetorical questions and possibilities raised about the solution to the mystery.

WRITING SKILL Build excitement

A good plot summary will entice readers and create a desire to read the book. You can build excitement by using suspenseful words and phrases, such as *thrilling, intriguing,* or *on the edge of your seat.* You can also grab the reader's attention by asking rhetorical questions and raising possibilities, without revealing the answers.

3 PLAN YOUR WRITING

A Think of a mystery book or mystery movie that you know (you can also choose another genre, such as thriller or science fiction). Create a diagram like the one in 1D to identify the plot points.

B PAIRS Discuss your ideas.
I think I'll write about the movie *Cold Pursuit.*

Writing tip
Choose wisely. When writing a summary, you can't include every detail. You have to figure out which details are the most important in terms of the plot structure. Also, you may not want to give away the ending. And if you do, be sure to give people a "spoiler alert"!

4 WRITE

Write a first draft of a plot summary of the book or movie you described in 3A. Remember to use suspenseful words and phrases as well as rhetorical questions. Use the plot summary in 1B as a model.

5 AFTER YOUR FIRST DRAFT

A PEER REVIEW Read your partner's plot summary. Answer the questions.
- Does the introduction include the title and the author or director?
- Are the setting and main characters included?
- Is the summary organized by exposition, rising action, climax, falling action, and denouement?
- Does the summary use suspenseful, exciting words and rhetorical questions?
- Does the summary get you excited about the book or movie without revealing too much?

B REVISE Write another draft, based on the feedback you got from your partner.

C PROOFREAD Check the spelling, grammar, and punctuation in your plot summary. Then read it again for overall sense.

☐ I CAN WRITE A PLOT SUMMARY.

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PUT IT TOGETHER

1 PROBLEM SOLVING

A **CONSIDER THE PROBLEM** Some people reject evidence that they have not personally experienced. For example, despite mathematical and photographic evidence, some do not believe that the sun is at the center of the solar system. Review the data and answer the questions.

340 BCE	Aristotle provides scientific reasoning that the earth is at the center of the solar system.
200 BCE	Aristarchus suggests that the sun is at the center of the solar system.
1630	Galileo Galilei uses a telescope to support Aristarchus' theory.
1688	Sir Isaac Newton invents a new telescope that shows the sun at the center.
1946	The first photograph of Earth is taken from space.
1961	The first human goes to space.
1969	The first humans go to the moon.
1990	Hubble Space Telescope is in orbit around the earth.
Since 2012	Satellites become common.



1. Who believed that the sun goes around the earth? _____
2. When did humans first explore space? _____
3. What instruments helped provide evidence for scientists? telescopes, photographs, satellites

B **THINK CRITICALLY** What reasons do some people have for rejecting science? Discuss with a partner.

C **FIND A SOLUTION** Consider the data, the problem, and possible solutions in small groups.

Step 1 **Brainstorm** Choose a current, debatable issue and think of 3–5 ways people could be convinced to adopt more scientific and/or critical thinking perspectives about it.

Step 2 **Evaluate** Choose the best solution. Consider how to go about changing people's minds using evidence and factual details.

Step 3 **Present** Explain the best solution to the class. Refer to the data to support your ideas.

2 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking Objectives
- ☐ Talk about famous mysteries
- ☐ Talk about personal mysteries
- ☐ Discuss urban legends

Vocabulary
- ☐ Words related to mysteries

Conversation
- ☐ Keep listeners' attention

Pronunciation
- ☐ Reduction of modal perfects

Listening
- ☐ Listen for emphasis

Note-taking
- ☐ Use mapping

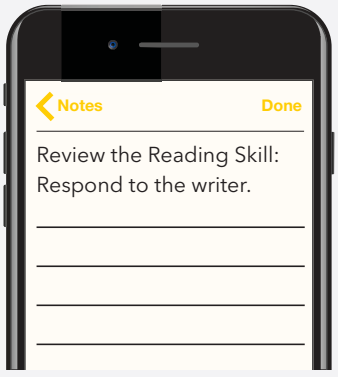
Language Choices
- ☐ Modals for speculation about the past
- ☐ Modals for expectation
- ☐ Passive modals

Discussion
- ☐ Acknowledge ideas

Reading
- ☐ Respond to the writer

Writing
- ☐ Build excitement

B What will you do to learn the things you highlighted?



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