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Garan Holcombe , With Simon Cupit
Excerpt
More Information

Unit 7 What do you celebrate?

Lesson Aim: I can talk about festivals.

Background Information

The photo shows people enjoying the Hindu spring festival of Holi in India.

Warmer

Elicit the meaning of *festival* (a special day or period of time when people celebrate something) and some examples of well-known festivals.

Teacher Support Hub ppxxxiv–xxxv

Start It!

Unit Quiz

1 & 2 Elicit answers to the questions. Write key vocabulary on the board.

3 Play **video 7.1** and allow students to check their answers. Students can also complete **Video Worksheet 7.1**.

4 Encourage students to say why the festival is their favorite.

Video Comprehension Questions

Flipped Class

In preparation for **Explore It!** (SB p83), students find interesting facts about festivals around the world.



Unit Aims

Skills

I can ...

- understand texts about a folktale and festivals in China p84, p90
- invite a friend to a party p88
- write an email to a friend p89

Language

I can ...

- talk about festivals p83
- understand how to use the past perfect p85
- talk about music festivals and live music p86
- understand how to use reported statements p87

Learn to Learn

I can ...

- mark word stress p83
- predict information p86
- identify and understand suffixes p91
- challenge myself p93

Extra Resources

- Finished? Student's Book p124
- Vocabulary Bank, Student's Book p134
- Workbook pp56–63
- Grammar Reference and Practice, Workbook pp100–101

Digital Resource Pack

(on Cambridge One)

- *Teacher's Resource Bank* for word lists, differentiated worksheets, Culture Projects, and many other extra resources
- *Practice Extra, Presentation Plus, Test Generator,* and *Digital Collaboration Space*

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Lesson Aim: I can talk about festivals.

Warmer

Elicit the kinds of things that people can experience at festivals (music, food, fireworks, special costumes, etc.).

7.01–7.05 **Audioscripts pT139**

1 7.01 Ask students, in pairs, to take turns saying a word and writing it down to practice pronunciation and spelling.

Target Vocabulary

atmosphere ˈæt·məˌsfɪər
ceremony ˈser·əˌmoʊ·ni
costume ˈkɑs·tum
crowd kraʊd
decoration ˌdek·əˈreɪ·ʃən
fair feər
fireworks ˈfaɪərˌwɜrks
float floʊt
lantern ˈlæn·tərn
parade pəˈreɪd
program ˈproʊ·græm
stall stɔl

Vocabulary Bank SB p134

Extra Vocabulary Practice

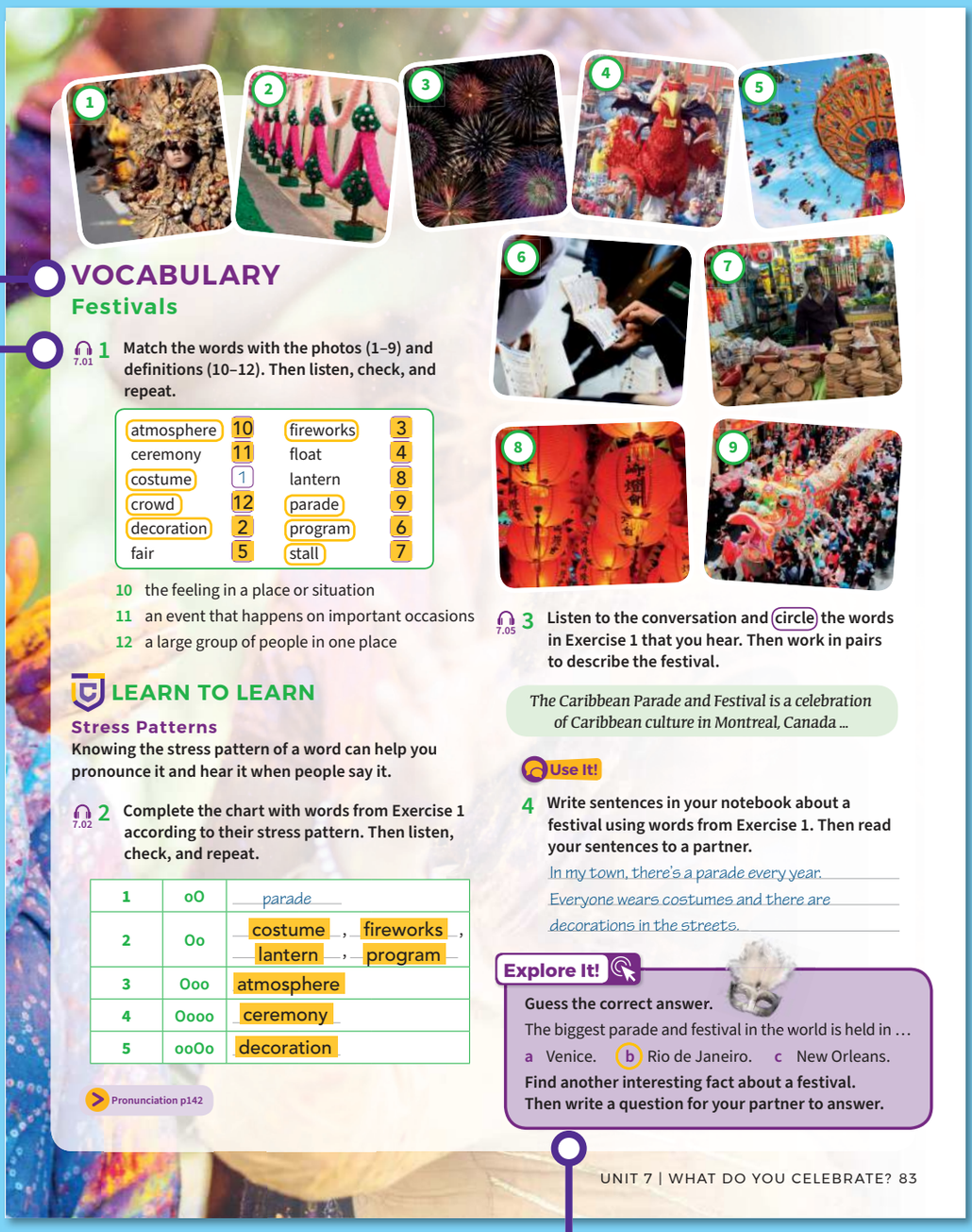
Learn to Learn

Elicit that stress refers to which syllable of a word you emphasize, e.g., you usually stress the *learn* of *learning*. Explain that putting this stress on the usual part of the word will help students to make themselves understood.

2 7.02 ★ Go through a few of the words with the class to help students understand the stress patterns. Encourage students to clap their hands to identify and count the number of syllables.

Pronunciation

7.03–7.04 Students turn to the pronunciation exercises on SB p142 for practice of the letter *u*.



VOCABULARY

Festivals

7.01 **1** Match the words with the photos (1–9) and definitions (10–12). Then listen, check, and repeat.

atmosphere	10	fireworks	3
ceremony	11	float	4
costume	1	lantern	8
crowd	12	parade	9
decoration	2	program	6
fair	5	stall	7

10 the feeling in a place or situation
11 an event that happens on important occasions
12 a large group of people in one place

LEARN TO LEARN

Stress Patterns

Knowing the stress pattern of a word can help you pronounce it and hear it when people say it.

7.02 **2** Complete the chart with words from Exercise 1 according to their stress pattern. Then listen, check, and repeat.

1	oO	parade
2	Oo	costume, fireworks, lantern, program
3	Ooo	atmosphere
4	Oooo	ceremony
5	ooOo	decoration

Pronunciation p142

7.05 **3** Listen to the conversation and circle the words in Exercise 1 that you hear. Then work in pairs to describe the festival.

The Caribbean Parade and Festival is a celebration of Caribbean culture in Montreal, Canada ...

Use It!

4 Write sentences in your notebook about a festival using words from Exercise 1. Then read your sentences to a partner.

In my town, there's a parade every year. Everyone wears costumes and there are decorations in the streets.

Explore It!

Guess the correct answer.
The biggest parade and festival in the world is held in …
a Venice. b Rio de Janeiro. c New Orleans.

Find another interesting fact about a festival. Then write a question for your partner to answer.

3 7.05 Play the recording twice, if necessary.

4 Give students a few minutes to write their descriptions. Monitor and help as necessary. Encourage students to ask extra questions about the festival their partner described.

Explore It!

Students share the facts about festivals they researched for homework. Help students write their questions.

Extend It!

Brainstorm other words related to festivals. Elicit these words and write them on the board. Encourage students to record them in their notebooks.

Homework

Workbook p56

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Lesson Aim: I can understand a text about a folktale.

Background Information

Explain that folktales are the stories of a particular people or country. They are usually passed on orally from one generation to the next (but they can also be written down), and there are often multiple variations of the same story.

Warmer

Elicit examples of folktales (these may include fairy tales, fables, and well-known children's stories).

Tell the Story

Teacher Support Hub
ppxxxvi–xxxvii

1 ★★★ Elicit students' ideas and write them on the board. Ask students to try telling the story by just looking at the pictures.

2 7.06 Ask students to respond to the story by saying if they like it or if there are similar stories in their country.

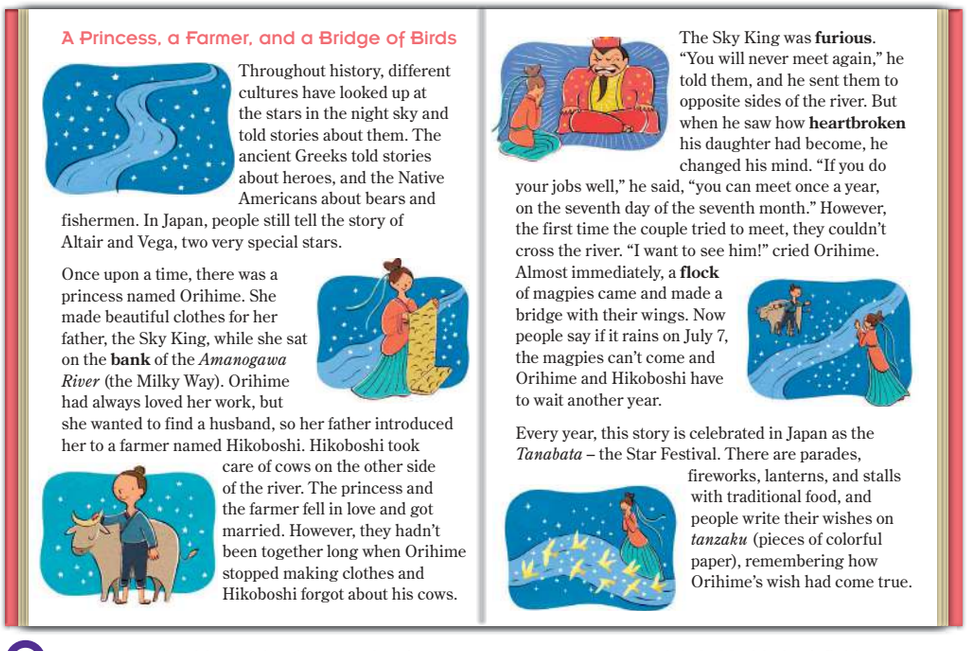
3 In pairs, students read the sentences and discuss if they think they are true or false. Then they check in the text.

4 ★ Remind students to look for key words that help them find the new word. For example, they can look for the word *river* in paragraph 2, and see which words come before and after it.

5 Give students time to think about their answers and take notes before they discuss the questions in pairs.

READING

A Folktale



A Princess, a Farmer, and a Bridge of Birds

Throughout history, different cultures have looked up at the stars in the night sky and told stories about them. The ancient Greeks told stories about heroes, and the Native Americans about bears and fishermen. In Japan, people still tell the story of Altair and Vega, two very special stars.

Once upon a time, there was a princess named Orihime. She made beautiful clothes for her father, the Sky King, while she sat on the **bank** of the *Amanogawa River* (the Milky Way). Orihime had always loved her work, but she wanted to find a husband, so her father introduced her to a farmer named Hikoboshi. Hikoboshi took care of cows on the other side of the river. The princess and the farmer fell in love and got married. However, they hadn't been together long when Orihime stopped making clothes and Hikoboshi forgot about his cows.

The Sky King was **furious**. "You will never meet again," he told them, and he sent them to opposite sides of the river. But when he saw how **heartbroken** his daughter had become, he changed his mind. "If you do your jobs well," he said, "you can meet once a year, on the seventh day of the seventh month." However, the first time the couple tried to meet, they couldn't cross the river. "I want to see him!" cried Orihime. Almost immediately, a **flock** of magpies came and made a bridge with their wings. Now people say if it rains on July 7, the magpies can't come and Orihime and Hikoboshi have to wait another year.

Every year, this story is celebrated in Japan as the *Tanabata* – the Star Festival. There are parades, fireworks, lanterns, and stalls with traditional food, and people write their wishes on *tanzaku* (pieces of colorful paper), remembering how Orihime's wish had come true.

1 Look at the title and the pictures. What do you think happens in the story?

7.06 **2** Read the folktale and check.

3 Are the sentences *T* (true) or *F* (false)?

1 All cultures have told the same stories about the stars. F
2 The Sky King wanted Orihime to get married. T
3 After Orihime and Hikoboshi married, Orihime continued making clothes for her father. F
4 Orihime and Hikoboshi try to meet every year. T
5 During *Tanabata*, Japanese people say what they hope will happen in the future. T

4 Match the words in **bold** with the definitions.

1 the land at the side of a river bank
2 a group of birds flock
3 very angry furious
4 very, very sad heartbroken

Voice It!

5 Discuss the questions.

1 Do you think the king was fair to his daughter?
2 Why are folktales important?
3 Are there similar festivals in your country?

Finished? p124 Ex. 1

84 WHAT DO YOU CELEBRATE? | UNIT 7

Finished?

Students turn to p124 and do Exercise 1.

Flipped Class

▶ Ask students to watch **video 7.2** and do **Video Worksheet 7.2**.

Homework

Workbook p57

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Lesson Aim: I can understand how to use the past perfect.

Warmer

▶ Play **video 7.2**. Elicit that Yuri's night is also called "World Space Day" and that the DJ could still play music because the equipment hadn't gotten wet.

7.07 Audioscript pT140

1 Focus on how the past perfect is used for actions or situations that happen before the action or situation described by the simple past.

Extra Grammar Practice

2 Point out that the contracted form of *had* is the same as the one for *would* (i.e., *'d*) and that the form of the verb that follows *'d* shows that the past perfect is being used.

3 ★ Focus on the example sentence. Explain why *finish* is put into the past perfect (because the fireworks finishing happened before getting to the park).

4 7.07 ★ Tell students to read the text quickly before writing the missing words. Then ask: *How does the writer feel about the festival?* (The writer liked it very much – "an amazing event".) Students should then read the text more slowly to decide on the correct form for each verb.

5 Make sure students have formed the questions correctly before they ask and answer the questions in pairs.

GRAMMAR IN ACTION

Past Perfect



Watch video 7.2
What's another name for Yuri's night?
Why was the DJ still able to play music?

+	When he saw how heartbroken his daughter [1] had become,	he **changed** his mind.
–	They **hadn't** [2] been together long	when Orihime **stopped** making clothes.
?	**Had** the parade already **started**	when you **arrived**?

1 **Complete the examples in the chart above. Use the folktale on page 84 to help you.**

2 **Match the sentence beginnings with the endings.**

1 I'd studied German before I went to Germany, c
2 I was very hungry when I got home from soccer, d
3 She was cold a
4 He didn't come to see the new movie b

a because she hadn't brought her jacket.
b because he'd already seen it.
c but I learned more while I was there.
d so I was pleased that my dad had cooked dinner.

3 **Complete the sentences with the correct form of the past perfect.**

1 When we got to the park, (the fireworks / finish).
When we got to the park, the fireworks had finished.
2 (Jaime / never / go) to a music festival, so he was really excited.
Jaime had never been to a music festival, so he was really excited.
3 (you / hear) about the Caribbean Parade before you came to Montreal?
Had you heard about the Caribbean Parade before you came to Montreal?
4 After (she / buy) some food at a stall, she went to watch the parade.
After she had bought some food at a stall, she went to watch the parade.
5 It was nine o'clock, but (the event / not / start) yet.
It was nine o'clock, but the event hadn't started yet.

7.07 4 **Complete the text with the correct form of the verbs in parentheses. Then listen and check.**

Today was almost a disaster. My friends and I were going to the Albuquerque International Balloon Fiesta, but when we [1] *got* (get) there, I [2] realized (realize) I [3] hadn't brought (not bring) my ticket. I [4] 'd left (leave) it at home. At first, I [5] didn't know (not know) what to do, but then I [6] called (call) my mom. Luckily, she [7] hadn't left (not leave) the house to go to work yet, so she [8] found (find) the ticket, [9] took (take) a photo of it, and [10] sent (send) me the photo. Anyway, it [11] was (be) an amazing event. I [12] 'd never seen (never see) so many balloons before. The sky was full of them!



Use It!

5 **Write questions about what you knew before you started this book. Ask and answer.**

1 … (hear) of the *Tanabata* festival?
Before you started this book, had you heard of the Tanabata festival?
2 … (study) the past perfect?
Before you started this book, had you studied the past perfect?
3 … (read) about color-blind glasses?
Before you started this book, had you read about color-blind glasses?
4 … (think) about how astronauts exercise?
Before you started this book, had you thought about how astronauts exercise?

Finished? p124 Ex. 2

Grammar Game

Put students into groups. Say the beginning of a sentence (e.g., *By the time we got to the station, …*). The first group to finish that sentence with the past perfect (e.g., *… our train had left.*) wins a point. Continue the game with more sentence beginnings.

Class Challenge

Fiesta is a Spanish word that means fight / **festival** / final.

Finished?

Students turn to p124 and do Exercise 2.

Homework

Workbook p58

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Lesson Aim: I can talk about music festivals and live music.

Warmer

Write *music* on the board. Elicit genres of music (*pop*, *rock*, *hip hop*, *jazz*, etc.) and find out which music genres are the most popular with the class.

Teacher Support Hub
ppxxxviii–xxxix

VOCABULARY AND LISTENING

Music Festivals and Live Music

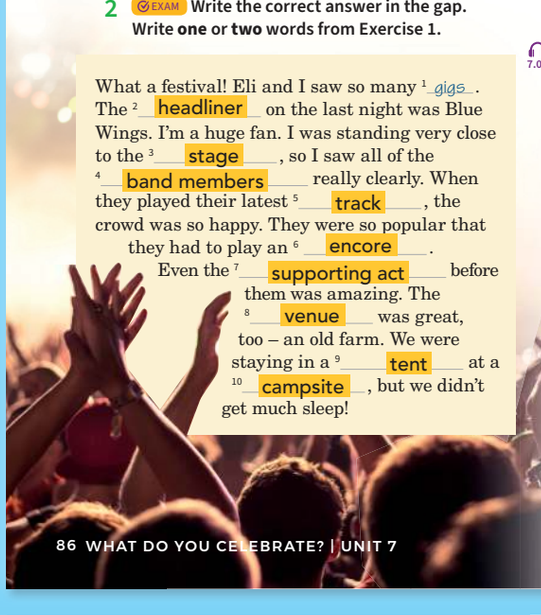
7.08 **1** **Match the words with the definitions. Then listen, check, and repeat.**

band members	5	headliner	3	tent	1
campsite	8	stage	7	track	4
encore	6	supporting act	10	venue	2
gig	9				

1 something you sleep in outdoors
2 where a special event happens
3 the main band at a festival
4 a song or piece of music
5 the musicians in a group
6 an extra song at the end of a show
7 where musicians perform
8 where people can stay in tents
9 a music performance
10 not the main artist

2 EXAM **Write the correct answer in the gap. Write one or two words from Exercise 1.**

What a festival! Eli and I saw so many [1] *gigs*. The [2] headliner on the last night was Blue Wings. I'm a huge fan. I was standing very close to the [3] stage, so I saw all of the [4] band members really clearly. When they played their latest [5] track, the crowd was so happy. They were so popular that they had to play an [6] encore. Even the [7] supporting act before them was amazing. The [8] venue was great, too – an old farm. We were staying in a [9] tent at a [10] campsite, but we didn't get much sleep!



Use It!

3 **Imagine you went to a music festival recently. Write notes about it using the vocabulary from Exercise 1. Tell your partner.**

A Conversation

7.09 **4** **Listen to the conversation. What are Daryl and Jackie going to do in the summer?**

Daryl is going to Morocco. Jackie is thinking about volunteering at a festival.

LEARN TO LEARN

Predicting Information

Skim the questions before you listen and try to predict what kind of information you need.

5 **Look at Exercise 6. What kind of information is missing from each of the sentences?**

	a an object	b a place	c a number
1	*c*	3 c	5 c
2	a	4 c	6 b

7.09 **6** **Listen again and complete the sentences.**

1 Daryl's cousin went to Morocco *two* years ago.
2 Gemma sold T-shirts at a stall.
3 There are six main stages at *SumFun*.
4 Last year more than 30,000 people were at the festival.
5 Jackie can only remember the name of one band.
6 *SumFun* has always taken place at a venue in the country.

Voice It!

7 **Discuss the questions.**

1 Are there any famous music festivals in your country? Where are they?
2 What other jobs do volunteers do at a festival?
3 Which jobs would you most like to do? Why?

7.08–7.09 Audioscripts pT140

1 7.08 ★ Tell students to read the definitions first so that they remember some of them when looking at the words.

Target Vocabulary
band members bænd ˈmem·bərz
campsite ˈkæmpˌsaɪt
encore ˈɑŋ·kɔr
gig gɪg
headliner ˈhedˌlar·nər
stage steɪʤ
supporting act səˈpɔr·ṭɪŋ ækt
tent tent
track træk
venue ˈven·ju

Extra Vocabulary Practice

2 EXAM Before students complete the text, ask them to decide which of the blanks requires a plural noun.

Vocabulary Bank SB p134

3 Students can either talk about a real music festival or invent their own.

4 7.09 ★★★ Although students only have to answer this one question, challenge them to tell you more about Jackie and Daryl's conversation.

Learn to Learn

Tell students that they don't always need to understand everything they hear. Here, for example, they should decide what details they need to focus on before they listen.

5 Do this exercise with the class as a whole.

6 7.09 ★ If necessary, play the recording twice, and pause after the part of the recording that gives students the answer.

7 Read the questions out loud. Give students time to ask and answer them. Encourage students to ask follow-up questions.

Homework

Workbook p59

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Lesson Aim: I can understand how to use reported statements.

Warmer

Say *How are you?* to a few students. Elicit their replies and write them as reported speech on the board (e.g., *Esme said she was feeling happy.*).

▶ Pause **video 7.3** after each section and answer any questions students might have.

7.10 Audioscript pT141

1 ★ Explain that changing the tense (from simple present to simple past, etc.) is one of the ways we make reported speech different from direct speech.

Extra Grammar Practice

2 7.10 Students compare answers in pairs before checking as a class.

Get It Right!

Explain that *tell* is the most natural word to use with an indirect object like *he*, *me*, etc.

3 ★ Elicit a typical command from a teacher, (e.g., *Don't shout.*). In reported speech, this is *The teacher said not to shout* or *The teacher told us not to shout.* Point out that sentence 5 is a command.

4 ★ Complete item 1 with the class as a whole. Highlight the changes to the sentence in the reported statement.

5 Tell students to take notes on their partner's answers.

6 Students can use their notes to help them report their partner's answers.

GRAMMAR IN ACTION

Reported Statements



Watch video 7.3
Where was the rock festival that her neighbor went to? Japan.
What advice did the neighbor give her? She told her to study photography.

	Direct Speech	Reported Speech
Simple Present	"The people [1] *are* really friendly."	He said the people **were** really friendly.
Present Continuous	"I[2] **'m thinking** about volunteering."	She said she **was thinking** about volunteering.
Simple Past	"I [3] **saw** Blue Wings."	She said she **had seen** Blue Wings.
Present Perfect	"I[4] **'ve worked** really hard."	She told me she **had worked** really hard.

1 Complete the examples in the chart above.

7.10 **2** Circle the correct answers. Then listen and check.

Mark told me he [1]*was going* / *had gone* to Thailand next week. He said he [2]*has been* / *was* really excited and that it [3]*will be* / *was* the only thing he [4]*can* / *could* think about. He told me he [5]*had bought* / *bought* his ticket last week and he [6]*'d downloaded* / *'s downloaded* an app to learn Thai yesterday. He said he [7]*packed* / *'d packed* his suitcase this morning and that he [8]*was* / *'d be* in Bangkok next Monday. He said he [9]*went* / *was going* to meet his sister there. He told me he [10]*had written* / *'d write* and tell us all about it.



Get It Right!

We use words like *me*, *he*, *her* after **tell**, but not after **say**.

He told me he couldn't.

He said he couldn't.

NOT ~~*He said me he couldn't.*~~

3 Rewrite the sentences as reported speech.

1 "I went to an incredible festival." She told me *she'd been to an incredible festival*.
2 "I don't have a costume." He said **he didn't have a costume**.
3 "I'm waiting for the parade to start." She told me **she was waiting for the parade to start**.
4 "I can't see the stage because there are too many people." He said **he couldn't see the stage because there were too many people**.
5 "Don't forget to send me some photos." He said **not to forget to send him some photos**.

4 Rewrite the reported speech as direct speech. Then check in the story on page 84.

1 He told them they would never meet again. **"You will never meet again," (he told them.)**
2 He said that if they did their jobs well, they could meet once a year. **"If you do your jobs well, (he said,) you can meet once a year."**
3 She said she wanted to see him. **"I want to see him!" (cried Orihime).**

Use It!

5 Work in pairs. Ask and answer the questions.

1 What sports do you like?
2 What did you do last weekend?
3 What have you eaten today?

6 Work in different pairs. Report what your partner said in Exercise 5.

Finished? p124 Ex. 3

Grammar Game

In groups of three, students report statements. Student A says something, B reports it, and C checks B reported it correctly. Students then swap roles. For this task, give students specific things to talk about, e.g., a future plan or a place they went to recently.

Finished?

Students turn to p124 and do Exercise 3.

Flipped Class

In preparation for the **Speaking** lesson (SB p88), students think about what makes a good party.

Homework

Workbook p60

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Lesson Aim: I can invite a friend to a party.

Teacher Support Hub
ppxl–xli

7.11 Audioscript pT141

1 7.11 On the board, write: *invite someone to a party.* Elicit the meaning and then play the recording.

Complete the Dialogue

2 7.11 ★ Ask students to listen and complete the conversation with what they hear.

3 Students think of situations in which they could use the *Everyday English* phrases. For example, A: *Do you want to come to my party?* B: *Count me in!*

▶ Play **video 7.4**. Encourage students to copy the intonation used by the presenter.

4 Give students a few minutes to write notes for their conversations. They should use the ideas about what makes a good party that they thought of for homework.

5 ★★★ Challenge students to add their own ideas to the conversation rather than simply following the three questions in Exercise 4.

6 Ask students to practice the conversation, discuss what they could use more of, and then practice a second time.

SPEAKING

Inviting a Friend to a Party

7.11 **1** **Listen to the conversation. What does Ryan think he's doing on Saturday?**

He thinks he's going to a gig.



JOSH Hey, Lara! [1] What are you up to on Saturday?
LARA Why? Is something happening?
JOSH It's Ryan's 17th. We're organizing a little celebration for him. Why don't you join us?
LARA Sure, [2] I'd love to. I'd forgotten it was his birthday. Where is it?
JOSH It's at my place, but don't say anything to him. It's a surprise.
LARA A surprise party? Really?
JOSH Yeah, he told me once he'd never had one before, so I thought, why not? He thinks we're going to a gig.
LARA OK. I won't say a word.
[3] What time should I be there?
JOSH It kicks off at six, but you can come when you like.
LARA OK, [4] I'll be there around seven.
[5] Should I bring anything?
JOSH Why don't you bring some snacks?
LARA OK. What about a present? Should I get him something?
JOSH He said he wanted a new backpack. We can buy him one together if you like.
LARA Sure. Count me in.
JOSH Great! See you there, then! And tell your brother to come. The more the merrier!

7.11 **2** **Complete the conversation with the phrases from the *Useful Language* box. Then listen again and check.**

Useful Language

I'd love to.	I'll be there (at/around) …
Should I bring anything?	What are you up to …?
What time should I be there?	

3 **Complete the sentences with the phrases in the *Everyday English* box.**

1 I won't say a word. I'm good at keeping secrets.
2 Of course I want to come with you. Count me in.
3 Invite everyone you know – the more the merrier.
4 Why don't we meet at my place?
5 It kicks off at ten o'clock.



Watch video 7.4
Everyday English

at my place	Count me in.
It kicks off at …	I won't say a word.
The more the merrier.	

PLAN

4 **Read the conversation in Exercise 1 again. Write notes about the party.**

What type of party is it? a surprise party
Where and when is it? at Josh's place at six
What should people bring? some snacks

5 **Work in pairs. Plan a conversation about a party. Use the ideas from Exercise 4.**

SPEAK

6 **Practice a conversation. Remember to use the past perfect, reported speech, and phrases from the *Useful Language* and *Everyday English* boxes.**

CHECK

7 **Work with another pair. Listen to their conversation and answer the questions from Exercise 4.**

7 ★★★ As well as answering the three questions from Exercise 4, students can give each other feedback by considering the following questions: *Did the other pair use language from the page? Was the conversation clear and easy to follow?*

Extend It!

Ask students to repeat their conversation, but with one difference: this time one student doesn't want to go to the party, and the other student has to try harder to persuade their partner to come.

Flipped Class

In preparation for the **Writing** lesson (SB p89), students think about a ceremony they have been to.

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Excerpt
More Information

Lesson Aim: I can write an email to a friend.

Background Information

Graduation ceremonies have been common in Europe for centuries. The word "graduation" comes from the Latin *gradus*, meaning "step." Students who are graduating often wear special clothes – typically, a gown and a special hat called a mortarboard.

Teacher Support Hub ppxlii–xliii

1 Elicit ideas. Students should then read the text quickly to find the answer.

Put the Phrases in the Email

2 Check students' understanding of the parts of the email before they do the ordering task. Ask students how many paragraphs there are in the email.

3 Explain that the phrases in the *Useful Language* box are informal and that we often use them in emails to friends.

4 Students should have thought about a ceremony they have been to for homework. They can use that information here. Remind them to keep their notes short.

5 Ask students to think carefully about their reasons for including (or excluding) information.

6 Encourage students to use the language introduced on SB p89 when writing their emails.

WRITING

An Email to a Friend



To Mason

Hi Mason,

Thanks for your email. It was great to hear from you!

Yesterday was my sister's graduation. I'd never been to a graduation before. It was a little different from what I'd expected! The ceremony took place at the University of Venice in Italy. Everyone was wearing formal clothes and there were some really long speeches. Then the students went up to the stage to collect their certificates. I was so proud of Sally when she got hers!

Later there was a party by one of the canals. All the students had put on crowns, an ancient symbol of victory. The craziest thing was that everyone was throwing eggs at each other. Sally said it was a tradition from Venice. I told her it felt more like a festival than a graduation!

Anyway, that's all from me. Write back soon!

Bye for now,

Gloria

1 **Look at the photo. What is the girl wearing? Read Gloria's email and check.** a crown

2 **Put a–e in the order they appear in Gloria's email.**

a 5 goodbye
b 2 thanks for writing
c 1 greeting
d 3 description of the ceremony
e 4 request for a reply

3 **Look at the phrases in the *Useful Language* box. Are they opening or closing phrases? Write *O* (opening) or *C* (closing).**

Useful Language

a Anyway, that's all from me. C
b Bye for now, C
c It was great to hear from you! O
d Thanks for your email. O
e Write back soon! C

PLAN

4 **Write an email about a ceremony. Think of a ceremony you have been to. Write notes.**

What was it for? _____

Where was it? _____

What did people wear? _____

What did people do? _____

5 **Decide what information to include. Use the information in Exercise 2 to help you.**

WRITE

6 **Write your email. Remember to include the structure from Exercise 2, the past perfect, reported speech, and phrases from the *Useful Language* box.**

CHECK

7 **Do you …**

- have a greeting and a goodbye?
- describe the ceremony?
- request a reply?

Finished? p124 Ex. 4

7 In pairs, students read and respond to the content of their partner's work. They can say what they learned about the ceremony described in the email and whether they would like to go to such a ceremony.

Finished?

Students turn to p124 and do Exercise 4.

Flipped Class

In preparation for **Explore It!** (SB p91), students research an interesting fact about China.

Homework

Workbook p61

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Excerpt
More Information

Lesson Aim: I can understand a text about festivals in China.

Background Information

China is the most populated country in the world, with around 1.4 billion people. It is also one of the oldest civilizations, with an ancient history and many artistic and scientific accomplishments. The New Year and Dragon Boat festivals mentioned in the blog are very old traditions.

Warmer

Write *China* on the board. Elicit what students know about the country.

▶ The video talks about a festival for monkeys. Ask students to predict what they might learn about it before playing **video 7.5** for students to check their ideas.

Video Comprehension Questions

1 Elicit ideas about the photo. Students might think not only about the lanterns, but the color red and what it might mean.

True or False

2 7.12 Explain that the text is a blog post about someone's experience of festivals in China. Tell students to read the text quickly to find the answer to the question.

3 When checking answers, ask students to say which part of the text gave them the answers.

4 Give students just 30 seconds to scan the texts and circle the numbers they need to find. Then give them another three minutes to read the text around the numbers and say what the numbers refer to.

AROUND THE WORLD

READING
A Travel Blog

1 Look at the photo of the lanterns. What do you know about Chinese festivals?

7.12 2 Read and match the photo with one of the festivals in the blog. Chinese New Year



Globetrotters
Watch video 7.5
A Monkey Buffet

- Can you think of any festivals with animals?
- When does the Monkey Buffet Festival take place? the last Sunday in November
- Do you agree that this is a good reason to celebrate? Why / Why not?

Ollie in China

Chinese people love to celebrate, so they have a lot of festivals throughout the year. Here are my top three.

1 **Harbin Ice and Snow Sculpture Festival**
When I was a kid, I used to think my snowy creations were excellent, but they were nothing compared to what I saw at the Harbin International Ice and Snow Sculpture Festival. Artists from around the world come to the event and compete to build the most beautiful sculptures from snow and ice. Many were covered in colorful lights. In 2007, a group of Canadian artists made a sculpture of Niagara Falls that was 250 meters long and used 13,000 m^3 of snow. Nobody had ever made such a huge snow sculpture before!

2 **Chinese New Year**
Did you know that about 20 percent of the world's population celebrates Chinese New Year? But it doesn't take place on January 1, it starts just before spring. It's a time when families pay respects to their ancestors and exchange gifts. In China, red is a lucky color, so there are red decorations everywhere, red lanterns in the street, and poems in bright red paint on the doors of houses. People also enjoy traditional food. *Tangyuan*, the sweet rice balls I tried in Beijing, were one of the most delicious things I'd ever eaten.

3 **Dragon Boat Festival**
When my Chinese friends told me they wanted to take me to see a dragon boat race in Hong Kong, I thought, dragons in boats?! But no – I'd misunderstood! The boats are wooden and decorated as dragons. They're about 25–30 meters long and look awesome. Each boat has a team of up to 60 powerful rowers. People have celebrated the festival since 273 BCE! They say that good luck and happiness come to the winners. While we were watching, I ate *zongzi*, a traditional dish made of rice and bamboo leaves. It was really good!

3 Write the name of the festival(s).
1 People give presents. Chinese New Year
2 You can take part in a competition. Harbin Ice and Snow Sculpture Festival, Dragon Boat Festival
3 People celebrate with food. Chinese New Year, Dragon Boat Festival
4 It is over 1,700 years old. Dragon Boat Festival

4 What do these numbers in the blog refer to?
a 20 The percentage of the world's population that celebrates Chinese New Year.
b 250 The length of the Niagara Falls sculpture.
c 25–30 The length of dragon boats.
d 60 The maximum number of rowers in a dragon boat.
e 13,000 m^3 The amount of snow used for the Niagara Falls sculpture.

90 WHAT DO YOU CELEBRATE? | UNIT 7

Class Challenge

The capital of China is **Beijing** / Shanghai / Hong Kong.

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Lesson Aim: I can understand a text about festivals in China.

5 Check students' understanding of the word *respect* (politeness and care shown toward someone or something considered important). After students have discussed the questions, talk about different ways of showing respect. These may differ across cultures. In one culture, for example, people may shake hands, while in another, they may bow.

Teacher Support Hub ppxliv–xlv

Learn to Learn

Explain that a suffix is a group of letters added at the end of a word to make a new word. For example, from the noun *friend* we can add the suffix *-ly* to make the adjective *friendly.*

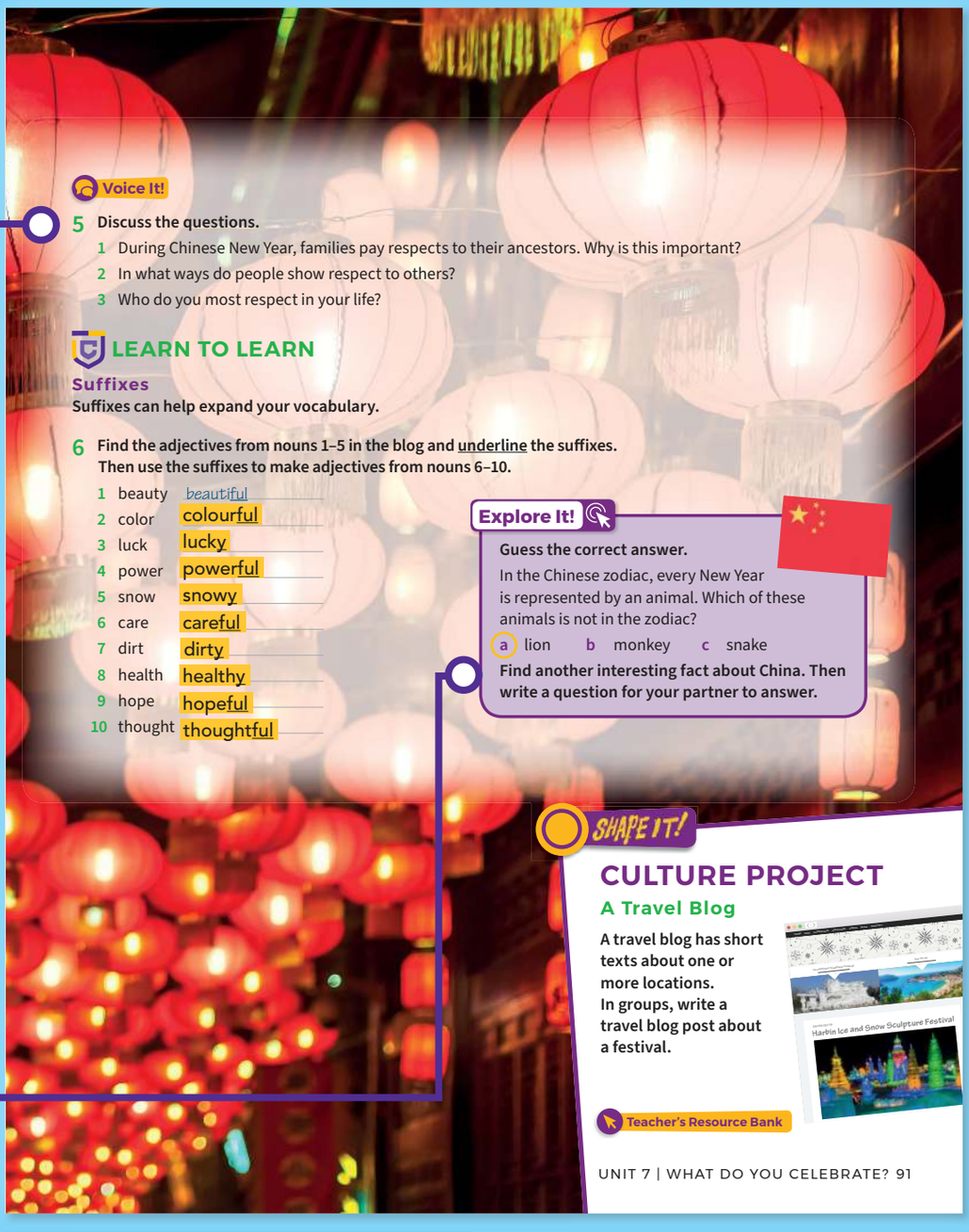
6 When students have finished the task, draw their attention to the noun *beauty* (item 1) – show them how the final *y* is replaced by *i*.

Explore It!

To write their questions, students use the information about China that they researched for homework.

Culture project

See Project Book p46 for further information and activities.



Voice It!

5 Discuss the questions.

1 During Chinese New Year, families pay respects to their ancestors. Why is this important?
2 In what ways do people show respect to others?
3 Who do you most respect in your life?

LEARN TO LEARN

Suffixes

Suffixes can help expand your vocabulary.

6 Find the adjectives from nouns 1–5 in the blog and underline the suffixes. Then use the suffixes to make adjectives from nouns 6–10.

1 beauty *beautiful*
2 color colourful
3 luck lucky
4 power powerful
5 snow snowy
6 care careful
7 dirt dirty
8 health healthy
9 hope hopeful
10 thought thoughtful

Explore It!

Guess the correct answer.

In the Chinese zodiac, every New Year is represented by an animal. Which of these animals is not in the zodiac?

a lion b monkey c snake

Find another interesting fact about China. Then write a question for your partner to answer.

SHAPE IT!

CULTURE PROJECT

A Travel Blog

A travel blog has short texts about one or more locations. In groups, write a travel blog post about a festival.

Harbin Ice and Snow Sculpture Festival

Teacher's Resource Bank

UNIT 7 | WHAT DO YOU CELEBRATE? 91

Flipped Class

In preparation for the **Review** section (SB p92), students review the grammar and vocabulary from Unit 7.

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Excerpt
More Information

Lesson Aim: I can review what I have learned and reflect on my progress.

This page can be assigned for homework or done as a test. Below are some ideas to use the exercises in a more interactive way.

Vocabulary

1 Before students complete this exercise, elicit vocabulary for festivals introduced on SB p83.

2 After doing the activity, brainstorm vocabulary for music festivals and live music and find out how many words students can remember.

Grammar in Action

3 Ask students to complete the sentences orally before writing down the answers.

4 Encourage students to underline the verbs in the direct speech. Remind them that these verbs change when we report them.

Review the Unit Theme

Remind students of the unit title: *What do you celebrate?* Put students into pairs. Have them discuss the following questions: *What celebrations do you have in your community? What are they like? Have you ever been to a concert or a live performance? What was it like? Have you ever seen a festival in another country? If not, what kind of festival would you like to see?* Share answers as a class.

Teacher Support Hub ppxlvi–xlvii

7 REVIEW

VOCABULARY

1 Complete the sentences with the words in the box.

ceremony fireworks floats parade

Did you know ...

1 The world's biggest parade takes place in Manhattan in November. It is famous for its huge balloons.
2 The word for fireworks in Japanese means "fire-flower."
3 During the opening ceremony of the Olympic Games, Greek athletes always enter the stadium first.
4 During the Bloemencorso Parade in the Netherlands, floats decorated with eight million flowers drive through the streets.

2 Match the parts of the poster with the words.

band members 1 gig 2 headliner 4
supporting acts 3 venue 5



SPRING IT ON! 2
A Night of Rock and Pop
Doors open 6:30
Johnny D and the D-Men 7:00–8:00 Concrete 8:00–9:00
3 Ellie Lane 9:00–10:00
4 Blue Wings 10:00–11:30
Live at Manchester Hall March 2
1
5

GRAMMAR IN ACTION

3 Answer the questions with the past perfect.

1 Why was Cheng so happy? (his team / win / the match)
Cheng was so happy because his team had won the match.
2 Why didn't Freddy buy a sandwich? (leave / his money / at home)
Freddy didn't buy a sandwich because he had left his money at home.
3 Why did they come home late? (miss / the bus)
They came home late because they had missed the bus.
4 Why was Lisa bored? (see / the movie / before)
Lisa was bored because she had seen the movie before.

4 Rewrite the sentences as reported speech.

1 "There's a festival in the park," Jacob told me.
Jacob told me there was a festival in the park.
2 "Don't touch my things!" Nellie told her brother.
Nellie told her brother not to touch her things.
3 "I've never been to a festival before," said Mike.
Mike said he'd never been to a festival before.
4 "You can watch the fireworks with my family," said Chloe.
Chloe said I could watch the fireworks with her family.
5 "I'll visit Grandma on the weekend," said Claire.
Claire said she would visit Grandma on the weekend.

Self-Assessment

I can talk about festivals in English.	😕	😐	🙂
I can talk about music festivals and live music.	😕	😐	🙂
I can use the past perfect.	😕	😐	🙂
I can use reported statements.	😕	😐	🙂

92 REVIEW | UNIT 7

Self-Assessment

Students look back through the unit in the Student's Book and the Workbook and reflect on how well they can do these things. They then discuss their opinions with a partner.

Unit Quiz Review

Homework

Workbook pp62–63

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Lesson Aim: I can learn to challenge myself to do more in class.

At this stage, students should be starting to take control of their own learning, seeking out opportunities to speak and write more, both inside and outside the classroom.

1 Read the three ideas out loud. Give students a couple of minutes to discuss them. Encourage students to give a reason for their opinion.

2 Ask a student to read the instructions for the game out loud. Tell students that the word *blank* refers to a space in a text that has been left to be filled in. Give students a 30-second time limit to write in and check their answers.

3 Read the three ideas out loud. Give students a couple of minutes to discuss them. Encourage students to give a reason for their opinion.

4 Give students time to choose and think about a topic from the box. Alternatively, they could choose their own topic.

5 ★★★ When checking answers, ask students to explain the reason why each word fits in each blank.

SHAPE IT!

6 ★ Check students understand how to play the game. Help them by modeling how to play it.

7 Give students a few minutes to make their mini-plans. Monitor and help as necessary. Make sure students check this at the end of the next lesson and see if the plan worked.

LEARN TO LEARN

LEARN TO ... CHALLENGE YOURSELF TO DO MORE IN CLASS

You can feel more positive about learning by challenging yourself to do more.
When you make an effort, you get better results.



1 **Charlotte and Gael finish a project before their classmates. How can they use their time well? Why?**
a do their homework for another subject
(b) do extra English activities together or alone
c chat in their language

2 **Charlotte and Gael decide to play *Blank!* to practice vocabulary. Read how to play. Write the *Blank!* words.**

How to Play *Blank!*
- Choose a text you've read in this book.
- **Player A:** Read the first half of the text to Player B but say "*blank*" instead of some words.
- **Player B:** Try to remember the missing words.
- Swap roles.

OK, Gael, the Japanese folktale. Throughout Blank!, *different cultures ...*

History!

That's right. ... different cultures have looked up at the Blank! [1] stars *in the night sky and told* Blank! [2] stories *about them.*

3 **Nathan and Rita finish a speaking activity before their classmates. How can they use the extra minutes well? Why?**
(a) ask each other some more questions in English
b clean up their desks
c listen to the other pairs

4 **Student A: talk for one minute about a topic from the box. Student B: when your partner finishes, ask three questions about the topic. Then swap roles.**

a folktale I know
an interesting festival I have been to
my favorite TV show

5 **George finishes the last activity of the class before his classmates. He makes a mini-plan for the next class. Complete his plan with the words in the box.**

grammar practice vocabulary

Mini-Plan
In the next class, I want to ...
use this [1] grammar : *past perfect*
use this [2] vocabulary : *program, atmosphere, crowd*
and [3] practice : *asking questions*

SHAPE IT!

6 **Choose a reading text from Units 1–7 and play *Blank!***

7 **Make a mini-plan for the next class like the one in Exercise 5. Use and practice these things in the next class.**

BACK TO SCHOOL!!

UNIT 7 | LEARN TO LEARN 93

Flipped Class

In preparation for Unit 8, students find out how schools are different around the world and also think about the subjects they would like to study at school.

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