

7

A WORLD OF CELEBRATION

In this unit, students will find out about festivals and celebrations around the world. They will also explore the world of folk tales. An insight into these topics will help raise awareness that our planet is a vast place in which many diverse cultures and traditions coexist. This is closely related to the value of respect – for one another's culture, beliefs and traditions.

BASIC COMPETENCES

In this unit students will learn how to...

- use vocabulary to talk about festivals, and music festivals and live music CLC, L2L, SCC, DC, CAE
- use the past perfect CLC, L2L
- use reported statements CLC, L2L
- understand a written information narrating a folk tale CLC, L2L, SCC, CAE
- understand a conversation about a music festival CLC, L2L, SCC
- invite a friend to a party CLC, L2L, SCC
- write an email to a friend CLC, L2L, SCC, CMST
- pronounce the letter *u* CLC, L2L
- understand written cultural information about festivals in China CLC, L2L, SCC, DC, CAE
- write a travel blog CLC, L2L, SCC, DC, CAE, SIE, CMST
- understand and use information from a video about some unusual, fun festivals around the world CLC, L2L, SCC, CAE

CLC Competence in Linguistic Communication

L2L Learning to Learn

SCC Social and Civic Competences

DC Digital Competence

CAE Cultural Awareness and Expression

SIE Sense of Initiative and Entrepreneurship

CMST Competence in Mathematics, Science and Technology

🕒 Flipped classroom activity check

Check students' answers to the three questions in the flipped classroom activity and encourage them to share their thoughts. Which sports do your students do?

EXPLORE THE PHOTO

Background information

The photo shows people celebrating the Holi festival in India. A Hindu spring festival, Holi is one of the most revered celebrations in the country, taking place in almost every part of it. Holi starts in the evening of Purnima (or the Full Moon Day) with celebrations around a bonfire, which represent the victory of good over evil. The following day, people go out and throw coloured powder and water over others, and there is no limit – you can throw it over complete strangers of any social class.

🗨️ Class discussion: Celebrations and traditions

Use the photo to initiate a class discussion. The main idea behind this image is to introduce the theme of celebrations and traditions. Students should discuss the three questions in the flipped classroom activity on page 182.

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion you could take a photo of the ideas, or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

It doesn't matter too much if students have some of this discussion in their mother tongue, particularly as they are yet to learn the vocabulary in the unit which is related to this image. The idea behind the image is to get students to explore the topic, raise interest in it and allow them to use critical thinking skills before the language input from the unit.

Possible answers

- 1 There's a group of people dancing. They are wearing colourful clothes, and covered in colourful paints.
- 2 (I think) she's feeling very happy because she's having a great time with some friends.
- 3 It's the Holi festival in India. Painting one's face is one of the traditions – the colours represent happiness, joy and love.

🎥 KICK-OFF! Festivals for everyone

Class discussion: watch the video

Like the photo on the opening page of the unit, the kick-off video should help students to start thinking about the topic of the unit. The video can be used as a springboard for discussion. It talks about different festivals around the world.

Possible answers

- 1 Life and death, the New Year, music, food, love.
- 2 In 2000.
- 3 Students' own answers

Optional activity ★★

Ask students to write down one sentence for the following points after having watched the video.

- 1 something you have just learned that you didn't know before
- 2 something surprising
- 3 your favourite scene in the video

➤ Teacher's Resource Bank, video worksheet

🕒 Flipped classroom activity

🖱️ WARM UP WITH POPPLET

Digital literacy: For homework, get students to work in small groups and make a spidergram on *Popplet* about festivals. Some groups can focus on festivals from their country and where they are, while others can think of festivals around the world. This will get students recognising and learning the vocabulary on page 87 before they see it in class.

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A WORLD OF CELEBRATION

LEARNING OUTCOMES

I can ...

- understand texts about a folk tale and volunteering at a music festival
- invite someone to a party
- write an email to a friend
- understand how to use the past perfect and reported speech
- talk about festivals and live music
- mark word stress, predict information and identify and understand prefixes and suffixes
- write a blog post about a festival.

WATCH VIDEO 7.1

- Before you watch, what kind of things do people celebrate at festivals?
- Watch and check. When was the first Snowbombing Festival?
- What is your favourite festival? Describe it.



KICK-OFF! 7.1



GRAMMAR IN ACTION 7.2



GRAMMAR IN ACTION 7.3



EVERYDAY ENGLISH 7.4



GLOBETROTTERS 7.5

VOCABULARY

Festivals


Target vocabulary

atmosphere 'ætməsfɪə	decoration ,dekə'reɪʃən	parade pə'reɪd
carnival 'kɑ:nɪvəl	firework 'faɪəwɜ:k	programme 'prəʊgræm
ceremony 'serɪməni	float fləʊt	stall stɔ:l
costume 'kɒstjʊ:m	funfair 'fʌnfɛə	
crowd kraʊd	lantern 'læntən	

🕒 Flipped classroom activity check

Put two or three different groups together and ask them to test each other using their spidergrams. If time allows, ask students these extra questions.

Which festivals have you been to? Which is your favourite festival?
Which festival would you like to go to?

 **1** Encourage students to guess if they are not sure.


Answers

2 decoration 3 firework 4 float 5 funfair
6 programme 7 stall 8 lantern 9 parade
10 atmosphere 11 celebration 12 crowd 13 carnival

LEARN TO LEARN

Stress patterns

Part of learning a new word is knowing how to pronounce it. Familiarising students with word stress in English will help them not only to recognise the words when listening to them, but also to make themselves understood when using them.


 **2** Go through a few of the words with the whole class, to ensure they understand the different stress patterns. You could get students to clap their hands to identify / count the number of syllables.



Answers


2 costume, firework, funfair, programme, lantern
3 atmosphere, carnival 4 ceremony 5 decoration

Collaborate learning tip

Thinking of vocabulary related to a certain topic can throw up very different results for one student compared to another as we all associate things in different ways. The advantage of **collaboration** is that students can increase their knowledge through working together, testing each other and comparing results.

3  **COLLABORATE** You could use the words below to get students started: 1 event 2 culture 3 celebrate 4 celebrated 5 celebration.

 **7.03**  **Pronunciation** This might be a good time to direct students to the pronunciation activities on page 143. See page 280 of this book for the answers.

 **7.04** **4** If necessary, go through the words in Exercise 1 and get different students to pronounce them before listening. You could also ask the class what they know about the Notting Hill Carnival.

Audio script

OMAR: Hey, Magda, can you help me? I'm doing a project at school about festivals and I need some good examples. Have you been to any festivals?

MAGDA: Erm, yes, I have, Omar. Last summer I went to the Notting Hill Carnival in London.

OMAR: A carnival in London? OK, tell me about that.

MAGDA: Well, it's a big celebration of Caribbean culture in the city streets at the end of August.

OMAR: Caribbean culture? Cool. Were there many people there?

MAGDA: Oh, yes. It's one of London's most popular events. The crowds are huge.

OMAR: And what happens? What do people do?

MAGDA: They play music, they dance and they wear really bright, colourful costumes.

OMAR: Uh-huh. What else?

MAGDA: Lots of things. There are events on the programme for adults and children, like dance classes and competitions. The opening ceremony is really loud and fun, and on the last day there's a big parade with floats. Some of the decorations I saw were incredible.

OMAR: Wait a minute, let me write this down. Events for adults and children. A parade with floats. Incredible decorations. What about food?

MAGDA: Oh, yeah. There are lots of stalls with delicious Caribbean food, like spicy chicken and goat curry! I really want to go again. The atmosphere was amazing.

OMAR: Are there fireworks?


MAGDA: Not at the Notting Hill Carnival, no, but London does have a big firework display at the end of the summer.

OMAR: That's a really good example, Magda. Thanks so much!

Answers

carnival, crowds, costumes, programme, ceremony, parade, floats, decorations, stalls, atmosphere, fireworks

Students' own answers

5  **Use it!** The activity allows students to practise and produce the target language so that they become comfortable with it and it also gives them a chance to relate the vocabulary back to their own lives as the task involves personalisation.

Explore it!

Digital literacy: Students guess the answer and check it on the internet. Remind students that when they search for information, they need to check sources. To do this, they can first search something about what they already know, like a festival in their country or home town and see whether the information given is correct.

Answer

b

As a follow up, ask students to find the answer to this question:

In which of these festivals do you wear green?

a Hogmanay in Scotland b Bonfire Night in England

c Saint Patrick's Day in Ireland

Answer

c

Now encourage them to find their own question and answer on the internet.



VOCABULARY

Festivals

1 Match the words with the photos (1–9) and definitions (10–13). Then listen, check and repeat.

atmosphere carnival ceremony costume
 crowd decoration firework float funfair
 lantern parade programme stall

- 10 the feeling in a place or situation
- 11 a formal event performed on important occasions
- 12 a large group of people together in one place
- 13 a public celebration with costumes, music and dancing

1 costume

LEARN TO LEARN

Stress patterns

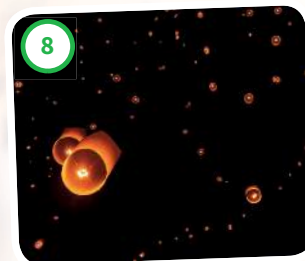
Knowing the stress pattern of a word can help you pronounce it correctly and hear it when other people say it.

2 Copy and complete the table with words from Exercise 1 according to their stress pattern. Then listen, check and repeat.

1	2	3	4	5
● ●	● ●	● ● ●	● ● ● ●	● ● ● ●
parade				

3 **COLLABORATE** Think of one more word for each stress pattern in Exercise 2. Then tell your partner your words. Can they write the stress pattern?

Pronunciation p143



4 Listen to the conversation and write the words you hear from Exercise 1. Then work in pairs to describe the carnival.

Notting Hill Carnival is a celebration of Caribbean culture in London ...

5 **Use it!** Write sentences about a famous festival using words from Exercise 1. Then read your sentences to a partner. Can they guess the festival?

Explore it!

Guess the correct answer.

The biggest carnival in the world is celebrated 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.



READING

A folk tale


A folk tale is a story that parents have passed on to their children through speech for generations. Traditionally, folk tales often begin with the expression, 'Once upon a time'. The story usually follows a problem-solution pattern: it begins by describing a situation, and then a problem emerges. Towards the end of the tale, the problem is usually resolved, and the story concludes with a happy ending such as, 'They lived happily ever after'. The text on page 88 narrates the Japanese folk tale from which the Star Festival originated. The tale is introduced by a brief paragraph about common elements present in stories throughout history, such as stars or heroes.

Background information

Folk tales are typically passed on from one generation to the next, and because they are passed on orally, there are often multiple variations of the same story. Many folk tales help reinforce important values in certain cultures. This particular tale seems to emphasise the value of being hard-working.


Optional activity ☆☆☆

Ask students to list examples of any folk tales they know. These may include fairy tales, fables and well-known children's stories. Which ones are the most popular tales? Which tale(s) did students use to like when they were younger?

-  **1** Students could do this activity in pairs, and attempt to tell the story by just looking at the pictures.

Answers

Students' own answers

-  **2** Tell students to identify the characters and other elements in the pictures when they hear them mentioned in the tale. This will help comprehension. Decide which students could close their books and just listen to the text. Then the class check their ideas from Exercise 1.

Answers

Students' own answers

- 3** Advise students to read the sentences first before rereading the text.


Answers

2 False 3 False 4 True 5 True

- 4** Remind students to look for keywords that help them find the new word. For example, they can look for the word *river* in paragraph 2, and see which words precede or follow it.


Answer

1 bank 2 furious 3 heartbroken 4 flock

- 5**  **Voice it!** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to the world around them.

Answers

Students' own answers

-  **Finished?** Students who have already finished all of the tasks on the reading page can turn to page 97 and do Exercise 1, which practises the vocabulary seen on page 87 in a fun way.

Optional activity ☆☆☆

Digital literacy: Prepare a quiz on *Quizlet* for your students to work in teams, with information taken from the article. Divide the class into a number of teams. The first team to get the right answer wins a point. If a team shouts out a wrong answer, they lose a point

- Who told stories about bears?
a The Ancient Greeks b The Native Americans c Altair and Vega
- How did Orihime meet Hikoboshi?
a The Sky King introduced them b A farmer introduced them
c She found him looking after cows
- What separated the couple in this story?
a A river b The sky c A bridge
- Who made a bridge?
a Hikoboshi b The Sky King c Some birds
- When can't the couple meet some years?
a On 7th July b When it rains c When the magpies come
- What's the Japanese for 'pieces of colourful paper'?
a *Tanabata* b *Orihime* c *Tanzaku*

Answers

1 b 2 a 3 a 4 c 5 b 6 c

Optional activity ☆

In groups, students make a 'bridge of words' using the text. One student chooses a word from the text. The other students look for another word which begins with the same letter as the last letter of the first word. For example, if the first student said *meet*, the next student could say *them*. Then the next student could say a word beginning with *m*, such as *made*. If no one can find a word, then they must start a new bridge of words.

Flipped classroom activity

GRAMMAR VLOG

Before you go through the grammar lesson on page 89, ask students to watch the grammar vlog and animation as homework. They will be able to watch the video at their own pace, stopping and starting where they need to. The visual aspect and the storytelling involved should help students to remember the grammar more easily. They should answer the questions on the video itself and make a note of their answers to take to the next class. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.

READING

A folk tale

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 called 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 called Hikoboshi.



Hikoboshi looked after 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 7th day of the 7th 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 7th July, 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 colourful 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?
- 2 Read and listen to the folk tale and check your ideas from Exercise 1.
- 3 Read the sentences. Are they *T* (true) or *F* (false)?
 - 1 All cultures and societies have told the same stories about the stars. *F*
 - 2 The Sky King didn't want Orihime to get married.
 - 3 After Orihime and Hikoboshi married, Orihime continued making clothes for her father.
 - 4 Orihime and Hikoboshi don't meet every year.
 - 5 During *Tanabata*, Japanese people express their hopes for the future.


- 4 Find words in the text that mean:
 - 1 the land at the side of a river (paragraph 2)
 - 2 very angry (paragraph 3)
 - 3 very, very sad (paragraph 3)
 - 4 a group of birds (paragraph 3)
- 5 **Voice it!** Discuss the questions.
 - 1 Do you think the king was fair to his daughter?
 - 2 If you were at the festival, what would your wish be?
 - 3 Do people tell stories like this in your country? Why / Why not?
 - 4 Are there similar festivals in your country?



GRAMMAR IN ACTION

Past perfect

Grammar resources

 **Teacher's Resource Bank:** video worksheet, extra grammar practice, grammar spidergrams

 **Workbook:** grammar practice

GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 89 to check understanding and give them more practice in this grammar point.

Answers

'World Space Day'.

Because the music equipment hadn't got / gotten wet.

Optional activity

If you'd like to make your students aware of why we use this grammatical structure, you can start by asking them to think about these questions.

Look at the examples in the grammar table and answer the questions.

- 1 Look at the verbs in **bold** in the first example: which action happened first?
- 2 Which tense is used for the action that happened first? Which tense is used for the main past action?
- 3 How do we form the past perfect?

Answers

- 1 Orihime became heartbroken. (1), Her father changed his mind. (2).
- 2 The past perfect.; The past simple.
- 3 With *had/hadn't* + past participle.

- 1 Students look back at the folk tale on page 88, where they will see the grammar in context, in order to complete this grammar practice activity. Encourage students to work out that the contracted form of *had* in the affirmative is the same as the one for *would* (i.e. 'd), but it is the form of the verb which follows that shows the tense being used.

Answers

2 d 3 a 4 b

- 2 If necessary, before students complete the sentences, quickly revise the irregular past participles in this exercise with them.

Answers

2 Jaime had never gone 3 the programme had changed
 4 Had you heard 5 she had bought 6 the event hadn't started



- 3 Tell students to read through the whole text first to get a general idea of what it is about. Then ask them to read it more slowly and decide on the correct form for each verb. Emphasise that they need to spot the main past actions and the actions which happened before. They can try and translate the sentences into their own language if this helps, or draw a timeline. To check the answers, students listen to the audio. Discuss any answers that students may have got different from the audio.

Answers

2 realised 3 hadn't brought 4 had left 5 didn't know
 6 called 7 hadn't left 8 found 9 took 10 sent 11 was
 12 had never seen



- 4 **Use it!** **MIXED ABILITY** The activity allows students to practise and produce the target language so that they become comfortable with it and it also gives them a chance to relate the vocabulary back to their own lives as the task involves personalisation. Once students have written the questions, get them to ask and answer them in pairs. Students could then write a few more questions by looking at past units.

Answers

- 2 ... had you studied the past perfect?
 - 3 ... had you heard about Daniel Kish?
 - 4 ... had you read about colour-blind glasses?
 - 5 ... had you thought about how astronauts exercise in space?
- Students' own answers

Grammar game

Play a guessing game. You or a volunteer reads out one of the sentences below. The class must guess the explanation (which is given in brackets). You or the volunteer may say only yes or no. Students can express their guesses either as statements or questions in the past perfect. For example, for the first sentence, they might say either *It had died!* or *Had it died?*

We went to the zoo to see the tiger, but when we arrived, it wasn't there! (It had escaped.)

Maria reached in her bag to get her phone, but it wasn't there! (She'd left it at home.)

Jack went to watch the match, but the stadium was closed. (He'd gone on the wrong day.)

I went to my friend Julia's house, but a stranger opened the door. (Julia had moved.)

Emma's tennis racket was missing from her room. (Her brother had borrowed it.)

Martin got on the bus but he didn't have enough money for the fare. (The price had gone up.)

There was a line of giant footprints in the sand. (An elephant had walked there.)

The normally busy streets were empty of traffic. (The petrol stations had sold all the petrol and there was no petrol left.)



- Finished?** Students who have already finished all of the tasks on the grammar page can turn to page 97 and do Exercise 3, which practises the grammar seen on page 89 in a fun way.

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 had become ,	he changed his mind.
-	They hadn't been together long	when Orihime stopped making clothes.
?	Had the parade already started	when you arrived ?

Grammar reference p125

1 Match the beginnings of the sentences (1–4) with the endings (a–d).

- | | |
|--|---|
| <p>1 I'd studied German before I went to Germany,</p> <p>2 I was very hungry when I got home from football practice,</p> <p>3 She failed her exams last summer,</p> <p>4 He didn't come to see the new <i>Star Wars</i> film with us</p> | <p>a but it was no surprise because she hadn't studied.</p> <p>b because he'd already seen it.</p> <p>c but I learned a lot more while I was there.</p> <p>d so I was pleased that my dad had cooked dinner for everyone.</p> |
|--|---|


2 Complete the sentences with the correct form of the past perfect.

- When we got to the park, (the fireworks / finish).
When we got to the park, the fireworks had finished.
- (Jaime / never / go) to a music festival, so he was really excited.
- We were really confused because (the programme / change) so much.
- (you / hear) about the Notting Hill Carnival before you came to London?
- After (she / buy) some food at a stall, she went to watch the parade.
- It was 9 o'clock, but (the event / not / start) yet.

3 Complete the text with the past perfect or past simple form of the verbs in brackets. Then listen and check.

Profile Photos

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



4 Use it! Write questions about what you knew before you started this book.

- ... (hear) of the *Tanabata* festival?
Before you started this book, had you heard of the Tanabata festival?
- ... (study) the past perfect?
- ... (hear) about Daniel Kish?
- ... (read) about colour-blind glasses?
- ... (think) about how astronauts exercise in space?

Finished? p97

VOCABULARY AND LISTENING

Music festivals and live music

Target vocabulary

band member bænd 'membə	stage steɪdʒ
campsite 'kæmpsaɪt	support act sə'pɔ:t ækt
encore ɒŋ'kɔ:	tent tent
gig gɪg	track træk
headliner 'hed,lɪnə	venue 'venju:



WARM UP WITH EXIT TICKET

Digital literacy: Get students to work in small groups and give them five minutes to make a list on *Exit Ticket* of as many words related to music festivals and live music as they can think of. Tell them that the first group that gets 12 words should shout *Stop!*

- 1** Tell students to read the definitions first, so that they remember some of them when looking at the words – this may make the matching task easier.

Answers

2 venue 3 headliner 4 track 5 band member 6 encore
7 stage 8 campsite 9 gig 10 support act

- 2** Encourage students to read the whole text first before they complete it.

Answers

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

- 3** Students do the task first individually and then in pairs. The activity allows students to practise and produce the target language so that they become comfortable with it and it also gives them a chance to relate the vocabulary back to their own lives as the task involves personalisation.

A conversation

- 4** Make sure students focus on the question while listening.

Audio script

JACKIE: Are you doing anything exciting this summer, Daryl?
DARYL: I'm going to Morocco with my cousin. I've never been there before, but he went two years ago and said he'd had an amazing time.
JACKIE: Oh yeah?
DARYL: Yeah, he said the people were really friendly and the food was delicious. He said he wanted to go back and he wanted me to go with him, so I thought, why not? What about you? Any plans?
JACKIE: I'm thinking about volunteering at *SumFun* – you know, that big summer music festival.
DARYL: Really? I didn't know you could volunteer there.
JACKIE: Yeah, my sister Gemma did it last year. She said it was really awesome. I mean, when she came home, she said she'd worked really hard, but she also said it had been a great way to make friends. She said the atmosphere was amazing.
DARYL: What did she do there?
JACKIE: Different things. She sold T-shirts on a stall and helped people who were lost. *SumFun* is huge, you know – there are six main

stages and five smaller ones and Gemma said last year there were more than 30,000 people.

DARYL: Thirty thousand? That's a huge crowd. Did she tell you which bands she'd seen?

JACKIE: Yes, but I don't remember what they were called. Wait! Blue Wings! That's one I remember. They were the headliners on the last day.

DARYL: Cool.

JACKIE: She sent me tons of photos while she was there. Here, look, I'll show you some.

DARYL: Is that her selling T-shirts?

JACKIE: Yeah, they look cool, right?

DARYL: Wow, she looks a bit tired in that one!

JACKIE: Well, it was the last day. But she has so much energy, my sister! The night she came home, she said she wouldn't do it again – it was too much work – but the next morning she said she couldn't wait to go back!

DARYL: Where is *SumFun* this year? It's usually at a venue in the city, isn't it?

JACKIE: No, it's always outside the city, in the countryside. A few years ago the organisers said they were going to move it to the beach, but they didn't. Anyway, I really want to go, but Gemma told me not to buy a ticket because they're too expensive. It's cheaper to volunteer, and I think it'll be a great experience.

DARYL: Well, I'd love to join you next time!

Possible answer

Daryl is travelling to Morocco and Jackie is thinking about volunteering at a music festival.

LEARN TO LEARN

Predicting information

Predicting information reduces uncertainty, which will help students approach the listening task more confidently.

- 5** Students read the gapped sentences in Exercise 6.

Answers

2 a 3 c 4 c 5 c 6 b

- 6** Check answers as a whole class.

Answers

2 T-shirts 3 six 4 30,000 5 one 6 countryside

- 7** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to the world around them.

Answers

Students' own answers


Flipped classroom activity

GRAMMAR VLOG

Before you go through the grammar lesson on page 91, ask students to watch the grammar vlog and animation as homework. They will be able to watch the video at their own pace, stopping and starting where they need to. They should answer the questions on the video itself. You could also give them the worksheet from the Teacher's Resource Bank for them to do as homework.

VOCABULARY AND LISTENING

Music festivals and live music

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


7.08

band member campsite encore
 gig headliner stage support act
 tent track venue

- 1 something you sleep or shelter in outdoors
tent
- 2 the place where a special event happens
- 3 the main band at a festival which usually plays last
- 4 a song or piece of music on a CD or playlist
- 5 one of the musicians or singers in a group
- 6 an extra song performed at the end of a show
- 7 the area where musicians perform
- 8 an area where people can stay in tents
- 9 a music performance
- 10 a band that plays before the main artist

2 Complete the text with the correct form of the words from Exercise 1.

What a festival! Eli and I saw so many incredible ¹*gigs*. The ²... on the last night were Blue Wings. I'm a huge fan. I was standing very near the ³... , so I saw all of the ⁴... really clearly. When they played their latest ⁵... , the crowd went crazy. They were so popular that they had to play an ⁶... . Even the ⁷... before them was brilliant. The ⁸... was great, too – an old castle in the mountains. We were staying in a ⁹... on a ¹⁰... , but we didn't get much sleep!

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

A conversation

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

7.09

LEARN TO LEARN


Predicting information

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

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

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

7.09

- 1 Daryl's cousin went to Morocco *two* years ago.
- 2 Gemma sold ... on a stall.
- 3 There are ... main stages at *SumFun*.
- 4 Last year over ... people were at the festival.
- 5 Jackie can only remember the name of ... band.
- 6 *SumFun* has always taken place at a venue in the ...

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?

GRAMMAR IN ACTION

Reported statements

Grammar resources

Teacher's Resource Bank: video worksheet, extra grammar practice, grammar spidergram

Workbook: grammar practice

GRAMMAR VLOG

If you didn't ask students to watch the grammar video as a flipped classroom activity, you can do it in class. Make sure you pause the video after the vlog presentation before showing the grammar animation. Pause the video again and answer any questions students might have before going on to the practice stage of the video.

Flipped classroom activity check

Before beginning the lesson, check that students have understood the grammar video they watched for homework. If they did the video worksheet, check answers. Encourage them to ask questions if they have any. Go through page 91 to check understanding and give them more practice in this grammar point.

Answers

In Japan.
 She told her to study photography.

Optional activity

If you'd like to make your students aware of why we use this grammatical structure, you can start by asking them to think about these questions.

Look at the examples in the grammar table and answer the questions.

1 What tenses are used for the reported speech? Complete the table.

Direct speech	Reported speech
a Present simple	
b Present continuous	
c Past simple	
d Present perfect	

2 Which two verbs do we use to report statements?

Answers

1 a Past simple b Past continuous c Past perfect
 d Present perfect

2 Say and tell (said and told in the past).

7.10 1 Students think back to the conversation on page 90, where they heard the grammar in context, in order to complete this grammar practice activity. Advise students to read the whole text first. Ask students what the forms of *will* and *can* are for reported speech and encourage them to say a few examples using them.

Answers

2 was 3 was 4 could 5 had bought 6'd downloaded
 7'd packed 8'd be 9 was going 10'd write

Get it right!

Go through the tip and examples with students. Point out this is a very a common mistake learners make when speaking or writing. Ask them to translate the sentences into their own language and see if there are any differences. Mention that although *tell* is the most natural verb to use with an indirect object (such as a person's name or an object pronoun), *say* can also be used, if it's followed by the preposition *to*, for example: *She said hello to her friends.*

2 Remind students of the tip in the *Get it right!* box in order to do this exercise.

Answers

- 2 (that) he didn't have a costume.
- 3 (that) she was waiting for the parade to start.
- 4 (that) he couldn't see the stage because there were too many people.
- 5 to show her the programme.
- 6 not to forget to send him some photos.

3 Make students aware of the punctuation used when writing direct speech. Remind them to use quotation marks and commas, as in the story on page 88.

Answers

- 1 'You will never meet again,' (he told them).
- 2 'If you do your jobs well, (he said,) 'you can meet once a year, on the 7th day of the 7th month.'
- 3 'I want to see him!' (cried Orihime).

4 Students do this task first individually and then in pairs. The activity allows students to practise and produce the target language so that they become comfortable with it and it also gives them a chance to relate the vocabulary back to their own lives as the task involves personalisation.

Answers

Students' own answers

Grammar game

Ask students to work in pairs or small groups and imagine that suddenly, yesterday, all the animals and objects in the world started to speak. Ask them to complete the sentences below. Encourage them to choose the funniest endings they can think of. Then compare ideas as a class and vote for the funniest.

- A dog came up to me and said ...
- A bird landed on my shoulder and told me ...
- When I was opening the fridge, it said ...
- When I sat on my chair, it said ...
- When I was putting on my shoes, they told me ...
- A tree in the park told me ...
- The bus stopped and told me ...
- I was going to eat an apple, but it said ...

Finished? Students who have already finished all of the tasks on the grammar page can turn to page 97 and do Exercise 4, which practises the grammar seen on page 91 in a fun way.

GRAMMAR IN ACTION

Reported statements



Watch video 7.3
 Where was the rock festival that her neighbour went to? What advice did the neighbour give her?

	Direct speech	Reported speech
Present simple	'The people are really friendly.'	He said the people were really friendly.
Present continuous	'I'm thinking about volunteering at <i>SumFun</i> .'	She said she was thinking about volunteering at <i>SumFun</i> .
Past simple	'I saw Blue Wings.'	She said she had seen Blue Wings.
Present perfect	'I've worked really hard.'	She told me she had worked really hard.

Grammar reference p127

1 Choose 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 a direct object after **tell**, but not after **say**.
 He **told me** he couldn't. ✓
 He **said** he couldn't. ✓
NOT He ~~said me~~ he couldn't. ✗

2 Rewrite the sentences as reported speech.

- 'I went to an incredible festival.' She told me *she'd been to an incredible festival*.
- 'I don't have a costume.' He said ...
- 'I'm waiting for the parade to start.' She told me ...
- 'I can't see the stage because there are too many people.' He said ...
- 'Show me the programme.' She told me
- 'Don't forget to send me some photos.' He said ...

3 Rewrite the reported speech as direct speech. Then check your answers in the *Tanabata* story on page 88.

- He told them they would never meet again.
- He said that if they did their jobs well, they could meet once a year, on the 7th day of the 7th month.
- She said she wanted to see him.


4 **Use it!** Complete the sentences with your own ideas.

- I don't like ... *watching tennis*.
- I've never ...
- I can ... very well.
- Last week I went to ...
- Yesterday I didn't ...
- Please (don't) ...

Finished? p97

SPEAKING

Inviting a friend to a party


 **1** Ask students to close their books or cover the page as they listen.

Answer

He thinks he's going to a gig.

Useful language

This functional language can be used in any situation where students invite a friend to a party, or accept a friend's invitation.

 **2** Check understanding of the phrases in the *Useful language* box. Ask students if they remember which phrases in the *Useful language* box are used by Josh, and which ones by Lara. Students read the conversation and use the context to work out where the phrases go. Then they listen and check, also focusing on the intonation, pitch and tone in the audio.

Answers

- 1 What are you up to
- 2 I'd love to
- 3 What time should I be there
- 4 I'll be there
- 5 Should I bring anything

3 Students look at the expressions in the *Everyday English* box and think back to the conversation where they have seen them in context. Encourage them to read each of the phrases before completing them.

Answers

- 1 I won't say a word. 2 Count me in.
 3 The more the merrier. 4 at my place. 5 It kicks off at

EVERYDAY ENGLISH

Play the video for students and encourage them to interact with the questions towards the end of the video.

Optional activity

Ask students to act out the conversation from Exercise 1 in pairs. This will help them to feel more confident with the language and give them a chance to practise chunks of language and their pronunciation.

TASK


PLAN

4 Tell students that they will now have to plan their own conversation. Encourage them to use their own ideas and jot them down first.

SPEAK

5 Once students have planned their conversation, they can begin to practise it. Remind them to use the checklist, which should make them more aware of their own learning process.

CHECK

6  **COLLABORATE** As well as checking one another's work, remind students to answer the question, thus giving them a reason for listening.

Answers

Students' own answers

Optional activity

Students work individually. They write down a list of two or three activities or events which do not sound like much fun (for example, going to the supermarket when it's raining, watching a speech or documentary about a subject they don't find interesting, etc.). Then, in pairs, students take it in turns to invite each other to their events. The student inviting must be persuasive; the student being invited must try to refuse the invitation, but in a polite way.


SPEAKING

Inviting a friend to a party

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



JOSH: Hey, Lara! ¹... on Saturday?
LARA: Why? Is something happening?
JOSH: It's Ryan's 17th. We're organising a little celebration for him. Why don't you join us?
LARA: Sure, ²... 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... ?
JOSH: It kicks off at six, but you can come when you like.
LARA: OK, ⁴... around 7. ⁵... ?
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!

 **2** Complete the conversation with the phrases from the *Useful language* box. Then listen and check.

Useful language

Should I bring anything?
 I'd love to.
 I'll be there (at/around) ...
 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'm good at keeping secrets.
- 2 Of course I want to come with you.
- 3 Invite everyone you know -
- 4 Why don't we meet ... ?
- 5 ... 10 o'clock. Don't be late!



Watch video 7.4
 Everyday English

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

TASK

Plan your own conversation

PLAN

4 Work in pairs. Plan a conversation like the one in Exercise 1. Think about these things.

the type of party where and when
 what people should bring


SPEAK

5 Practise the conversation.

CHECKLIST Remember to use:

- the past perfect and reported speech
- vocabulary from this unit
- *Useful Language* and *Everyday English* phrases.

CHECK

6  **COLLABORATE** Work with another pair. Listen to their conversation and write examples of language they use from the **CHECKLIST**. Which party would you prefer to go to?

WRITING

An email to a friend

An informal or friendly email is an online writing genre addressed to friends or relatives about something personal. Informal emails have a lot in common with speech, as the writer uses colloquial expressions. Friendly emails are not usually carefully planned – they are written directly from the head. However, there are some features which they usually have in common. They begin with a greeting, and often some reference to a previous email from the other person. At the end, there may be a mention of a future action, or a request for the other person to get in touch, followed by a goodbye phrase.

Background information

Graduation ceremonies have been common in Europe for many centuries. Students who are graduating often wear special clothes – typically, a gown and a special hat, called a mortarboard. These outfits may have evolved from the typical dress of university staff and clergy in the Middle Ages. The word ‘graduation’ comes from the Latin *gradus*, meaning ‘step’.

Optional activity

Digital literacy: In pairs, students make a list of ceremonies or celebrations relating to people’s different stages in life, for example, coming of age, graduation, wedding, or different anniversaries. Ask them to choose one and do some online research to find out what the traditions are relating to it in different countries.

- 1 Encourage different ideas from students. Then they read the text quickly to check their answer.

Answer

It’s a laurel crown, an old Roman symbol of victory. It was Sally’s (Gloria’s sister) graduation in Venice and wearing these crowns is a tradition there.

- 2 Students read the text again more carefully to do this task.

Answers

a 5 b 2 c 1 d 3 e 4

3 Useful language

Draw students’ attention to the *Useful language* box. Explain that the text contains some useful expressions for writing friendly emails. Ask students to put the words in order to make the expressions and check by finding them in the text. Students then classify the phrases into opening or closing ones.

Answers

- 1 Bye for now, (closing)
- 2 Write back soon! (closing)
- 3 Anyway, that’s all from me. (closing)
- 4 It was great to hear from you! (opening)
- 5 Thanks for your email. (opening)

Optional activity

Make copies of the email, but take out all of the *Useful language*. Ask students to close their books and put the phrases back into the text in the correct place. To make the task easier, you could supply students with the missing *Useful language*. To make it more difficult, ask them to remember the language.

Teaching tip

Remind students that planning is an essential part of practising any skill. By doing it, students can reflect on which information is important and which is not necessary. Planning is also a very good way to think of the vocabulary and grammar which is going to be used in the task. This will help students spot and correct mistakes more easily.

TASK


PLAN

- 4 Tell students to make some notes about their ceremony first, using the questions in the box as prompts.

WRITE


- 5 Encourage students to use the writing template in the Teacher’s Resource Bank to write their first draft.

CHECK

- 6  **COLLABORATE** As well as checking one another’s work, remind students to answer the question, thus giving them a reason for reading. Encourage them to use the free online tool write and improve: <https://writeandimprove.com/>, where students can submit their written work and have feedback on spelling, vocabulary and grammar in a matter of seconds.

Answers

Students’ own answers

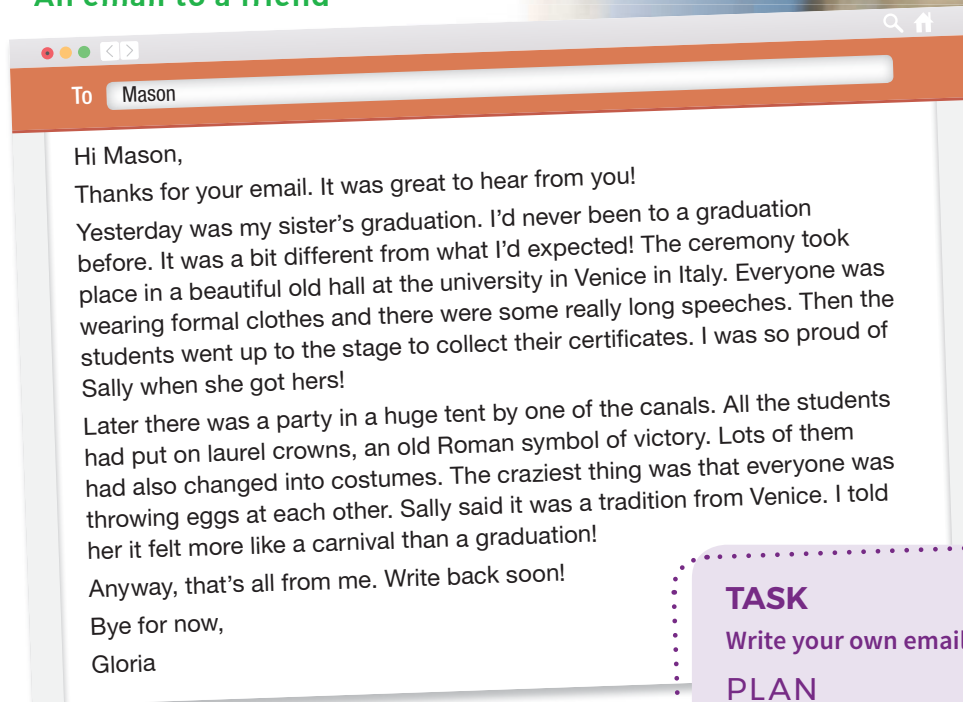
 **Finished?** Students who have already finished all of the tasks on the writing page can turn to page 97 and do any of the exercises that they haven’t already done.

Flipped classroom activity

Digital literacy: Encourage students to find out information about festivals in China for homework in preparation for the next lesson (page 94). You could ask them to find out about Harbin Ice and Snow Festival, Chinese New Year and the Dragon Boat Festival, or leave it up to students to decide which festivals they want to find out about.

WRITING

An email to a friend



- 1 Look at the photo. Why do you think the girl is wearing a crown? Read Gloria's email and check your answer.
- 2 Put a–e in the order they appear in Gloria's email.
 - a goodbye
 - b thanks for writing
 - c greeting
 - d description of the ceremony
 - e request for a reply
- 3 Put the words in the *Useful language* box in the correct order to make sentences. Are they opening or closing phrases?

Useful language

now / Bye / for / ,
 soon / back / Write / !
 that's / all / Anyway, / me / from / .
 you / great / It / to / was / from / hear / !
 email / Thanks / your / for / .

TASK

Write your own email about a ceremony

PLAN

- 4 Think of a ceremony you have been to. Plan an email using the structure from Exercise 2 and the questions.

What was it for? Where was it?
 What did people wear?
 What did people do?

WRITE

- 5 Write your email.

CHECKLIST Remember to include:

- the past perfect and reported speech
- vocabulary from this unit
- *Useful language* phrases
- the structure from Exercise 2.

CHECK

- 6 **COLLABORATE** Swap your email with a partner. Have they got the items in the **CHECKLIST**? Which ceremony sounds the most interesting?



AROUND THE WORLD

GLOBETROTTERS: A monkey buffet

Choose the best time to watch the video, you might prefer to show it at the beginning of the lesson or at the end as a reward for students. The video talks about endangered species. Read through the questions with students and ask them to predict answers before watching, then watch to check their answers. You can find an extra video worksheet in the Teacher's Resource Bank.

Answers

- Students' own answers
- Every year on the last Sunday in November (in Thailand).
- Students' own answers

READING

A travel blog


A travel blog is a regular record of someone's thoughts, opinions and experiences that they put on the internet while travelling. The main readers are usually the author's family, friends and acquaintances, which is why the style is informal and may include direct address to the reader(s).

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.


Flipped classroom activity check

Encourage students to share the information they found about festivals in China with the whole class.

-  1 Encourage different ideas, which could be related to the lanterns and/or the colour red and what they might mean or be used for.

Answers

Students' own answers

-  2 Decide which students could close their books and just listen to the text.

Answer

(2) Chinese New Year

- 3 Point out that numbers 1–5 may refer to more than one festival.

Answers

- 2 Harbin Ice and Snow festival
- 3 Chinese New Year and Dragon Boat festival
- 4 Dragon Boat festival
- 5 Harbin Ice and Snow festival

- 4 Students need to skim the texts to find what the numbers refer to. Remind them that the numbers are not in the order they appear in the texts.

Answers

- b the length of the Niagara Falls ice sculpture in metres
- c the length of dragon boats in metres
- d the maximum number of rowers on a dragon boat
- e the amount of snow used for the Niagara Falls sculpture in cubic metres
- f the year when people started to celebrate the the Dragon Boat festival

AROUND THE WORLD

READING

A travel blog

- 1 Look at the photo of the lanterns. What do you know about Chinese festivals? Discuss with a partner.
- 2 Read, listen and match the photo with one of the festivals in the blog.



Globetrotters

Watch video 7.5
 A monkey buffet

- Can you think of any festivals with animals?
- When does the Monkey Buffet Festival take place?
- Do you agree that this is a good reason to celebrate?

Ollie in China
23rd June, #67

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

- 1 **Harbin Ice and Snow 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 colourful lights. In 2007, a group of Canadian artists made a sculpture of Niagara Falls that was 250 metres long and used 13,000 m³ of snow. Nobody had ever made such a huge snow sculpture before!
- 2 **Chinese New Year**
 Did you know that about 20% of the world's population celebrates Chinese New Year? But it doesn't take place on 1st January, 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 colour, 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 metres 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 tasty!

3 Read the blog again. Write the name of the festival(s):

- 1 where people give presents *Chinese New Year*
- 2 where you can take part in a competition
- 3 where people celebrate with delicious food
- 4 that has been celebrated for over 1,700 years
- 5 that international artists attend

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
- c 25–30
- d 60
- e 13,000 m³
- f 273 BCE

LEARN TO LEARN

Prefixes and suffixes

By reading a text, students are not only learning new information, but also expanding their vocabulary and improving on their spelling. Knowing the common prefixes and suffixes for word formation in English will have an impact on all skills – as students will be able to use a rich variety of words when communicating or trying to comprehend a message in either written or spoken form.

- 5** Recap on what prefixes and suffixes are, if necessary: a prefix is a letter or letters added at the beginning of a word to make a new word, whereas a suffix is a letter or letters added at the end of a word. For example, we can make two adjectives out of the noun *friend* by adding the suffix *-y* and then the prefix *un-*: *friendly*, *unfriendly*. Students do the task. Draw their attention to the nouns *taste* and *spice* – make them notice how the final *e* is replaced by *y*.


Answers

2 colourful 3 lucky 4 powerful 5 snowy 6 tasty
8 dirty 9 healthy 10 hopeful 11 thoughtful 12 spicy

Collaborate learning tip


Collaborative testing helps students:

- engage with content
- increase their learning potential
- develop cooperation and communication skills
- reduce anxiety allowing for real learning to take place.

- 6**  **COLLABORATE** Students write sentences using the adjectives from Exercise 5. Then they get together with a partner and guess the missing adjective in each other's sentences.

Answers

Students' own answers

- 7**  **VOICE it!** Students are given the opportunity to carry out a thought-provoking speaking activity, which involves an element of critical thinking. They are able to discuss their personal response to the text and apply it to their world, so it becomes more familiar to them. This *Voice it* also includes a value: respect, for you to discuss with your students.

Answers

Students' own answers

VALUE: RESPECT

Respect is a very broad concept with many different aspects to it. It is politeness and care shown towards someone or something considered important. It is also the feeling we show when accepting that other cultures and traditions are different from our own and behave towards them in a way that does not cause offence. There may be people we respect personally, because they have achieved something we admire. We can also show respect for people we haven't met before, by being polite and courteous. Ways of showing respect differ across cultures. In one culture, for example, people may shake hands, while in another they may bow.

Here are some ideas to help promote respect in the classroom.

1 **Model respectful language and develop awareness of it.**

Emphasise that our statements and the way we communicate with one another have to always show respect. Get students to realise that they can express any idea in a respectful way – even in situations when they may not agree with someone. Explain that sometimes 'socially acceptable' humour may go too far and accentuate statements based on ridicule or sarcasm, but these are in fact hurtful. You could brainstorm with students some statements to show respect, for example, for classroom discussions and debates, to express disagreement, or for turn-taking. Have the statements visible in the classroom as a reminder.

- 2 Encourage respectful behaviour.** Perhaps some students might find it a little difficult to make respectful statements in a foreign language. Allow them to choose the kind of statements they feel confident saying. Sometimes simple greetings and thanks are enough to show politeness. Our body language is also key – encourage students to actively listen to one another and to you, and respond meaningfully. Sometimes just eye contact is enough to express respect.

- 3 Raise awareness of disrespect.** If a student shows disrespect, quickly remind them that 'we always use respectful words'. Present students with different situations – perhaps short news stories or images from the internet – and get them to discuss how these illustrate respect or disrespect in a broader sense: for people and their cultures, for the environment, for animals. For the negative situations, encourage students to think about what the right attitude should be.

Explore it!

Digital literacy: Remind students that not all of the information they find on the internet is reliable, so it is best to double-check what they think the answer is by consulting more than one source (see page XX).

Answer

a

As a follow up, ask students to find the answer to this question: True or false?

There are more skyscrapers in Hong Kong than in any other city in the world.

Answer

True

Now encourage them to find their own question and answer on the internet.

MINI CULTURE PROJECT

Students can now do the project on page 134. This project allows students to further exploit one of the themes from the reading text. Students are given the chance to investigate an area of culture and add a creative element to it. This is a collaborative project where students produce a small piece of work, using the target language from the unit, to show their results.

See the Project Book for extensive teacher notes and templates for carrying out this project.




LEARN TO LEARN


Prefixes and suffixes

Identifying and understanding prefixes and suffixes can help you to expand your vocabulary.

- 5 Find the adjectives from nouns 1–6 in the text and underline the suffixes. Then use the suffixes to make adjectives from nouns 7–12.

- | | |
|----------|------------|
| 1 beauty | 7 care |
| 2 colour | 8 dirt |
| 3 luck | 9 health |
| 4 power | 10 hope |
| 5 snow | 11 thought |
| 6 taste | 12 spice |

- 6  **COLLABORATE** Write sentences with adjectives from Exercise 5. Then read them to your partner but don't say the adjective. Can they guess the missing word?

- 7  **Voice it!** 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?

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.

 Mini culture project p134

7 REVIEW

The aim of this review page is for students to recall and revise grammar and vocabulary from the unit. It also gives them a concise summary of these two areas.

VOCABULARY

Answers

- 1** 1 parade 2 firework 3 ceremony 4 floats
- 2** 1 band members 2 gig 3 support acts 4 headliners
5 venue

GRAMMAR

Answers

- 3** 1 Because his team had won the match.
2 Because he hadn't studied enough.
3 Because they had missed the bus.
4 Because she had seen the movie before.
- 4** 1 Jacob told me (that) there was a festival in the park.
2 Noelia told her brother not to touch her things.
3 Mike said (that) he'd never been to a carnival before.
4 Chloe said (that) I could watch the fireworks with her and her friends.
5 Claire said (that) she would visit Grandma/her grandma at the weekend.

GAMIFICATION: QUIZ EXTENSION

Do a quiz with the class to review what they have seen in Unit 7.

- 1 Divide the class into about four or five teams – enough so that the members of each team can whisper together in a group.
- 2 Tell each team to choose one 'secretary' to write down their answers on a sheet of paper. The teams should also give themselves a group name, and the secretary writes this down at the top of the sheet.
- 3 Explain that you will ask questions and give three possible answers. Tell students to speak quietly in their team to decide which is the correct answer. If they speak too loudly, one of the other teams may hear what they say!
- 4 Ask the questions and give the three alternative answers. Repeat the answers if necessary. Give the teams time to discuss the answer and for the secretary to write it down.
- 5 At the end, collect the sheets and redistribute them so that teams can mark each other's answers.
- 6 Go through the answers and find out which team is the winner.

QUIZ

- 1 What are both Notting Hill and Rio famous for?
a their funfairs b their carnivals c their lanterns
- 2 What does the Milky Way represent in the Japanese folk tale?
a a river b a bridge c a flock of birds
- 3 Where is the International Balloon Fiesta?
a Beijing b Albuquerque c Hong Kong
- 4 What do you call a small shop at a festival?
a a tent b a stall c a store
- 5 Where is Bangkok?
a China b Morocco c Thailand
- 6 What is a Roman symbol of victory?
a a laurel crown b throwing eggs c crazy costumes
- 7 What is China's lucky colour?
a yellow b green c red
- 8 What ingredient is in the Chinese dishes *Tangyuan* and *zongzi*?
a rice b bamboo leaves c noodles

Answers

- 1 b 2 a 3 b 4 b 5 c 6 a 7 c 8 a

7 REVIEW

VOCABULARY

1 Complete the sentences with the words in the box.

ceremony firework floats parade

Did you know ...

- The world's biggest ... takes place on the streets of Manhattan in November. It is famous for its huge balloons of cartoon characters.
- The word for ... in Japanese means 'fire-flower'.
- During the opening ... of the Olympic Games, Greek athletes always enter the stadium first.
- During the Bloemencorso Parade in Zundert, the Netherlands, ... decorated with 8 million flowers drive through the streets.

2 Match the parts of the poster with the words.

support acts headliners gig
venue band members

GRAMMAR

3 Answer the questions with the past perfect.

- Why was Cheng so happy? (his team / win the match).
- Why did Freddy fail his exam? (not study enough)
- Why did they come home late? (miss / the bus)
- Why was Lisa bored? (see / the movie before)

4 Rewrite the sentences as reported speech.

- 'There's a festival in the park,' Jacob told me.
- 'Don't touch my things!' Noelia told her brother.
- 'I've never been to a carnival before,' said Mike.
- 'You can watch the fireworks with my friends and me,' said Chloe.
- 'I'll visit Grandma at the weekend,' said Claire.

Vocabulary

Festivals

atmosphere	float
carnival	funfair
ceremony	lantern
costume	parade
crowd	programme
decoration	stall
firework	

Music festivals and live music

band member	stage
campsite	support act
encore	tent
gig	track
headliner	venue

Grammar

Past perfect
 Reported statements

7 FINISHED?

The aim of this page is to allow students who have already finished the lesson to practise the target language from the corresponding Student's Book page in a game-like way.

Answers

1

C	Z	W	B	S	B	K	Q	R	K	E	C
F	I	R	E	W	O	R	K	E	E	R	A
Y	S	X	P	T	C	M	D	M	U	E	R
R	F	W	C	X	V	A	M	L	H	H	N
M	T	B	P	E	R	A	C	L	Q	P	I
N	O	I	T	A	R	O	C	E	D	S	V
R	E	Z	P	G	S	E	I	C	T	O	A
E	Z	L	O	T	O	H	M	A	B	M	L
T	F	R	U	K	I	F	L	O	A	T	T
N	P	M	W	O	T	L	F	S	N	A	R
A	E	R	I	A	F	N	U	F	U	Y	D
L	D	W	O	R	C	Y	F	Y	S	K	P

2 bank – band, tricks – tracks, ace – act, deadliners – headliners, rent – tent, rhapsite – campsite, page – stage

3 Students' own answers

- 4**
- band member: The band member said (that) they were a successful support act but hoped to be a headliner at a big festival one day. He/She said (that) they wanted to play on the main stage.
 - headliner: The headliner said (that) they were going to play all their latest tracks as well as their greatest hits at the concert, and that they hoped to get a big encore.
 - support act: The support act said (that) they had/they'd received an invitation to open the concert for a famous singer on her next European tour and that they were going to play at a new venue in Spain.

GAMIFICATION: EXTRA FINISHED? ACTIVITIES

1 **Solve the riddles.** Print out the riddles below and give them out to fast finishers. They try to solve the riddles individually or in pairs.

- It starts like cost and ends like perfume.
- It starts like decorate and ends like operation.
- It starts like Venice and ends like continue.
- It starts like parachute and ends like lemonade.
- It starts like celebrity and ends like plate.
- It starts like carnivore and ends like festival.
- It starts like campus and ends like website.
- It starts like encourage and ends like before.

Answers

1 costume, 2 decoration, 3 venue, 4 parade, 5 celebrate, 6 carnival, 7 campsite, 8 encore

2 Put students in groups and give them copies of the grid below. Tell them to make chain sentences: The first student says the phrase in column 1. The second student chooses a phrase from column 2 to continue the sentence. The third student chooses a word from column 3, and so on. The last student has to finish the sentence. If there are fewer than six students in a group, the sentence will pass back around the circle. For example, if there are three students in the group, then the first student will have to continue the sentence at column 4.

1	2	3	4	5	6
The teacher	said	I	was	see/seeing/seen	...
The police officer	told me	he	had	feel/feeling/felt	
The president		she	would	go/going/gone	
The shop assistant			could	be/been	
A kid on the bus				work/working/worked	
Beyoncé				wait/waiting/waited	
(other)				(other)	

Flipped classroom activity

Before starting the next unit, ask students to look at the photo on page 98 for homework. Encourage them to come up with some ideas about the following questions before the next class. Doing this flipped classroom activity will get students thinking about the topic of the unit before they see it in class.

- What can you see in the photo?
- What do you think about the girl and what she's doing?
- Where is the girl going? What or who is she carrying in the sack? Why is she using this way of travelling?

7 FINISHED?

1 Find 12 more festival words in the wordsearch.



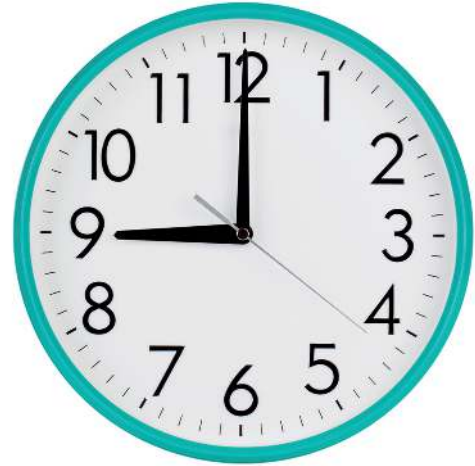
firework

2 Find and correct seven more incorrectly spelt words in the text.

I love the band Whizz! I'm their biggest fan. I go to all their *figs*, know the names of all the bank members and have all their tricks on my smartphone. I first saw them when they were a support ace at the *SumFun* festival. These days they're always the deadliners. I'm staying in a rent on a rampsite, but I don't plan to sleep much. I want to be next to the spage all day.

figs - gigs

3 What had you done by 9 pm yesterday? Write as many things as you can remember.



By 9 pm yesterday, I'd done all my homework, I'd cleaned my room, I'd read 100 pages of a book, I'd watched a parade, I'd been to a festival ...

4 Guess who said the following. Then rewrite the sentences as reported speech.

band member headliner
 support act

1 'We are a successful support act, but we hope to be a headliner at a big festival one day. We want to play on the main stage.'

band member: The band member said they were a ...

2 'We are going to play all our latest tracks as well as our greatest hits at the concert. We hope to get a big encore.'

3 'We've received an invitation to open the concert for a famous singer on her next European tour. We are going to play at a new venue in Spain.'