



# What do you celebrate?

## Grammar

### Present Continuous (Future Meaning):

We're visiting your grandparents next week. I'm not baking a pie tomorrow. When are we leaving?

## Vocabulary

**Celebrations:** birthday, blow out candles, get a diploma, graduation, Independence Day, make resolutions, New Year's Eve, open presents, set off fireworks, watch a parade, wave flags, wear a cap and gown

## Reading

Making a mind map

## Listening

Understanding a description of a holiday

## What do you celebrate?



In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *What do you celebrate?*



### Teaching Tip

#### Eliciting Information from Students

Instead of giving them information, ask your students to provide it. When a student asks a question like *What does this mean?* say something like *That's a good question—what do you think?* Encourage the student and others in the class to express their thoughts. Students can often answer their own questions, or at least begin to.

There are a number of benefits to eliciting, including tapping into previous knowledge, building students' confidence and fostering learner independence. Some students may not be used to eliciting. However, if you work eliciting into your lessons on a regular basis, even something as simple as asking for today's date from your students, they will most likely begin to offer you answers even before you ask.





**Objective**

Students will be able to use **celebrations** vocabulary to talk about holidays and other celebratory occasions.

**Lesson 1**

Student's Book pp. 14 and 15

**Warm-up**

Students start thinking about the big question.

- Draw students' attention to the photos on page 13 and ask *What are they celebrating?* Then draw their attention to the title of the unit. Read it aloud and ask *What do you celebrate?*
- Elicit answers, but don't worry about accuracy.
- Ask students to brainstorm other events that they celebrate. Write them on the board.

**1 Look at Lisa's scrapbook page and label the events.**

Students are exposed to celebrations vocabulary as they label photos with the names of celebrations.

**Answers**

1 and 2. Anna's birthday, 3 and 4. Independence Day, 5 and 6. Matt's graduation, 7 and 8. New Year's Eve

**2 Read and number the photo captions.**

Students learn celebration activities as they match photos of celebrations with their captions.

**Answers**

top to bottom 2, 5, 4, 1, 6, 3, 7, 8

**3 Read and complete the celebration activities.**

Students complete the celebration activities mentioned in Activity 2.

**Answers**

1. resolutions, 2. candles, 3. cap and gown, 4. fireworks, 5. flags, 6. presents, 7. diploma, 8. parade

**Wrap-up**

Students review the expressions from the vocabulary with a relay race.

- Model the activity by saying one noun from the expressions, for example, *resolutions*.
- Ask a student to come to the board and write the complete expression, *make resolutions*.
- Form two teams and ask them to line up in front of the board. Give the first student in each line a marker.
- Say one of the nouns from the vocabulary. The two students with markers race to write the complete expression on the board. The first team with the correct expression wins a point. Then the students should give their markers to the next person on their teams.
- Say another noun and the next set of students races to finish the expression.
- Continue until you have reviewed all the expressions. Review any expressions that were difficult for students to complete. The team with the most points at the end wins.

**Workbook p. 142, Activities 1 and 2****Teaching Tip****Using Direct Vocabulary Instruction**

Try these ways to help students learn vocabulary:

- Explain the new word or phrase using examples, imagery and opposites. Try to tap into students' prior knowledge.
- Have students restate or explain the new vocabulary item in their own words, either verbally or in writing. Encourage students to add their explanations to their vocabulary notebooks.
- Have students create a non-linguistic form of the word, for example, a picture or symbol, and add it to their vocabulary notebooks.
- Have students compare their explanations and images. Encourage them to explain them to each other.

## ✓ Homework Check!

Workbook p. 126, Activities 1 and 2

## Answers

## 1 Look and label.

1a. blow out candles, 1b. open presents, 2a. get a diploma, 2b. wear a cap and gown, 3a. make resolutions, 3b. set off fireworks

## 2 Look and write the celebration.

1. birthday, 2. graduation, 3. New Year's Eve

## Warm-up

Students review celebrations vocabulary by playing *Charades*.

- Choose a celebration from page 14, for example, *graduation*. Act out activities for that celebration: for example, put a cap on your head and accept your diploma, looking proud.
- Elicit the celebration activity: *get a diploma*.
- The first student to guess correctly should come to the front of the class and act out another celebration activity for the class to guess.
- Continue until you have reviewed all the celebrations and celebration activities.

4  Listen and number the celebrations.

Students number the celebrations in the order they are mentioned in the audio.

## Answers

left to right 2, 4, 1, 3

## Audio Script

1. CROWD: Five! Four! Three! Two! One! Happy New Year!
2. Every year on the Fourth of July, we celebrate the independence of our country.
3. TEEN BOY: We're finally done with high school!  
MAN: Congratulations!  
WOMAN: Good luck at college!  
TEEN BOY: Thanks!
4. FAMILY: Happy birthday dear Anna, Happy birthday to you!  
DAD: and many more!

## 5 Classify the words.

Students classify words related to the celebrations.

- Draw students' attention to the *Guess What!* box. Tell them that on New Year's Eve in Denmark, people smash plates against their friends' doors for good luck in the next year.

## Answers

*Independence Day* fireworks, flag, marching band, parade, *birthday* cake, candles, presents, singing, *New Year's Eve* fireworks, *graduation* cap and gown, diploma

## 6 Think Fast! Scramble five celebrations words for a classmate to guess.

Students do a three-minute timed challenge: they choose five celebrations vocabulary words and scramble the letters. A partner guesses the scrambled words.

## Extension


Students make their own scrapbook page of celebrations.

- Have students bring in photos of important events and celebrations from their lives, photos from magazines or drawings of images or symbols of life events and celebrations.
- Have them share their photos or drawings in small groups. Monitor and ask questions about the events and how the students celebrated. Provide new words as needed.
- Have students make their own scrapbook pages similar to the one on page 14. Students should label the events. They may add dates, people's names and other important information.
- When students have finished their pages, have them share them with the class. Encourage students to ask each other questions.

## Wrap-up

Students consolidate event vocabulary by playing game similar to *Taboo* (or *Hot Seat*).

- Write the name of a celebration or celebration activity on the board.
- Place a chair in front of the class so that the board is behind it. Model by sitting in the chair. Explain that students should describe the event to you, but the words, and all forms of the words, on the board are "taboo," meaning students are not allowed to say them.
- Students form teams and choose a member to come up and sit in the "hot seat." Once the student's back is to the board, write another vocabulary item on the board. The team describes the event to the student in the hot seat without using any forms of the words on the board. Use a stopwatch as a timer. The team who correctly guesses the celebration or celebration activity before time is up wins.

 Workbook p. 126, Activity 3



**Objective**

Students will be able to use **present continuous** to talk about future plans.

**Lesson 3**

Student's Book p. 16

**✓ Homework Check!**

Workbook p. 126, Activity 3

**Answers**
**3 Read and complete.**

1. watch, 2. athletes, 3. get, 4. picnic, 5. science, 6. fireworks

18

**Warm-up**

Students review the form of the present continuous with a game.

- Play a game called *What's Happening?* Use the vocabulary in present continuous sentences, having students guess the name of the celebration or event, for example:
  - » *I'm walking up an aisle. A lot of people are watching me. I'm receiving my diploma and all the people are clapping. What event am I celebrating?* (graduation)
- Point out or elicit that one usage of the present continuous is to say what is happening at the moment, as with this game.

**1 Read quickly and complete.**

Students skim a paragraph about Thanksgiving and complete a sentence with information from the paragraph.

- Draw students' attention to the *Guess What!* box. Tell them that pumpkin pie is the most popular pie for Thanksgiving dinners.

**Answers**

Thanksgiving, Macy's Thanksgiving Day Parade

**2 Read and circle the correct option.**

Students read the speech bubbles in the comic and choose the correct words to complete each sentence.

- Draw students' attention to the **Present Continuous (Future Meaning)** box and read the information aloud.

**Answers**

1. next week, 2. are, 3. are

**Extension**

Students review the present continuous with a guessing game.

- Elicit future events or celebrations. Tell students to choose one and imagine their plans. They should draw a picture to represent their plans.
- Students form pairs and turn back to back. Students take turns asking *yes / no* questions about their partners' pictures, for example, *Are you going to a party? Are you making resolutions?* The student should answer with short answers. Students continue until they guess their partner's plans.

**Wrap-up**

Students practice the present continuous with a role play.

- Tell students to imagine that they have invited an English-speaking friend to spend a week in their country.
- In groups of three, students discuss and make plans for themselves and their friend for each day of the week. Students should include the following information in their plans: *where they're going, what they're doing, what they're eating, etc.*
- Encourage students to provide as much detail as possible.
- When students have finished, each group presents their plans to the class.

**Workbook p. 127, Activities 1 and 2**

**Teaching Tip**
**Building Students' Confidence**

Confidence is important in learning and using another language. You can build students' confidence in a number of ways:

- Reduce the amount of time you spend talking to the class so that students have more opportunity to interact.
- Avoid asking *yes / no* questions. Ask questions that require a longer response from your students.
- When you correct students, use phrases such as *Why don't you use...* or *Nice try. Now why don't you...*
- Stand back when monitoring and make a list of errors for use in an anonymous feedback session after the activity.
- During fluency practice, don't correct every mistake. Only correct target language when appropriate to the activity.



## ✓ Homework Check!

Workbook p. 127, Activities 1 and 2

## Answers

## 1 Read and match.

1. add *-ing* to the end of the verb. 2. to talk about future plans.


## 2 Read and complete the dialogue.

1. taking, 2. What, 3. having, 4. going, 5. meeting, 6. coming

## Warm-up

Students practice the present continuous with a game.

- Tell students that they are invited to a Thanksgiving dinner at your house. However, they can't come. Students should think of reasons why they can't come and tell you what they're doing, for example, *Oh, no! I'm going to the dentist that day.*
- Provide some other opening phrases, such as *I'm sorry, I can't make it.* or *That would be nice, but I'm...*

3  Listen and mark (✓ or ✗) the plans for the trip.

Students listen to the family discuss their Thanksgiving trip plans. They should mark the icons that correspond to the family's plans.

## Answers

✓ taking the bus, staying with their grandparents, having dinner, watching football, going to the parade  
✗ flying, staying in a hotel, going shopping at midnight

## Audio Script

MOM STICKMAN: OK, so here are the details about our trip. We're leaving on Wednesday morning—

MAGGIE: How are we going? Are we flying?

MOM: No, we're taking the bus.

MAGGIE: Oh.

OWEN: Are we staying with Grandma and Grandpa or in a hotel?

DAD: We're staying with Grandma and Grandpa.

We're watching the parade in the morning—

JO: We're going to the parade?

MOM: Yes!

MOM: We're having dinner with Grandma and Grandpa at 2.

DAD: And then we're watching football on TV.

SARA: Are we going shopping at midnight?

MOM: No. We can go shopping on Friday.

4  Listen and circle T (True) or F (False).

Students do a listening comprehension activity about the family's plans.

## Answers

1. F (tomorrow night), 2. F (She is buying a pie.), 3. T, 4. T, 5. T

## Audio Script

GRANDPA: When are the kids arriving, Shirley?

GRANDMA: Tomorrow night.

GRANDPA: Is everything ready? Are you making a pie?


GRANDMA: No, not this time. I'm buying a pie at that nice bakery on 43rd Street. And I'm cooking the turkey, the stuffing and the potatoes Thursday morning.

GRANDMA: Don't forget—you're taking the kids to the parade.

GRANDPA: I'm taking them to the parade? Oh, that's right!

GRANDMA: And what are you doing to get ready?

GRANDPA: I'm taking a nap!

5  Listen again and unscramble the sentences.

Students unscramble sentences from the listening.

- Draw students' attention to the **Present Continuous (future meaning)** box and explain the use.

## Answers

1. When are the kids coming? 2. I am not making a pie. 3. You are taking the kids to the parade. 4. I am cooking the turkey on Thursday.

6 **Think Fast!** In your notebook, write five sentences about Stickman's plans for Thanksgiving.

Students do a three-minute timed challenge: they write their own sentences about the Stickman family's plans.

## Extension

Students compare other celebrations with Thanksgiving.

- Elicit what students know about Thanksgiving.
- Ask students if they know of any events that are similar to Thanksgiving.
- Explain that Thanksgiving is celebrated in the fall, when fruit and grains are ready to harvest. The name *Thanksgiving* means to give thanks for, traditionally, food. Nowadays, people give thanks for the good things in their lives.
- Some other harvest festivals include *Erntedankfest* in Germany, *Kinro Kansha no Hi* in Japan and Canadian Thanksgiving.
- Ask students to research one of these and present their findings to the class.

## Wrap-up

Students describe plans for a celebration.

- Ask how Stickman is celebrating Thanksgiving.
- Have students think of an event that they are celebrating soon.
- In pairs or small groups, students take turns describing the planned events. Students try to guess what the events are.





## Objectives

Students will be able to make a mind map and understand a description of a celebration.

## Lesson 5

Student's Book p. 18

### ✓ Homework Check!

Workbook pp. 127 and 128, Activities 3–5

### Answers

#### 3 Read and mark (✓).

1. Future, 2. Now, 3. Now, 4. Future, 5. Future

#### 4 Complete using the correct forms of the verbs.

1. 's having / is having, 2. 're going / are going, 3. 'm going / am going, 4. are singing, 5. 's taking / is taking

#### 5 Write the negative forms of the sentences in Activity 4.

1. Julia isn't having a Halloween party next Friday.
2. We aren't going to the baseball game tonight.
3. I'm not going to school tomorrow.
4. Mike and Eva aren't singing a song at the school concert.
5. My aunt isn't taking us to the zoo on Sunday.

## Warm-up

Students invent birthday celebrations to generate interest in the reading.

- Ask *Why do we celebrate birthdays?* Elicit answers, for example, *A birthday celebrates the day you were born.* Ask students to say how they celebrate their birthdays.
- Have students form groups and tell them to invent a special celebration for a birthday when they turn a particular age. Tell students to invent a name and some traditions for the celebration, and to say why there should be a special celebration of the age they chose. Encourage them to invent fun or silly celebrations and to note their ideas in their notebooks.

### 1 Read and circle the correct option.

Students read the text and choose options to complete sentences as a comprehension activity.

#### Answers

1. Jewish, 2. boy, 3. 12, 4. 18, 5. Muslim, 6. after, 7. eating

### 2 Read again and complete the mind map in your notebook.

Students use information from the reading to complete a mind map.

- Draw students' attention to the **Be Strategic!** box and read the information aloud.

## Extension

Students do some research on "coming-of-age" celebrations.

- Have students do some research on another "coming-of-age" celebration. Here are some questions they should answer:
  - » *At what age is the celebration?*
  - » *Are special clothes worn?*
  - » *Is there special food at the celebration?*
  - » *Is there a different celebration for men and for women?*
- Alternatively, you can assign some celebrations to groups of students and have them research them, for example, a *quinceañera*, confirmation and *seiji shiki*, or you may assign different countries or ethnic groups for students to research.
- Have students present their findings to the class.

## Wrap-up

Students perform mind maps of their invented birthday celebrations.

- Have students work in the same groups as they did for the *Warm-up* and take out their notes on their invented birthday celebrations.
- Tell groups to draw a mind map of their invented celebrations using the mind map on page 18 as a model.
- To present their celebrations to the class, groups "perform" their mind maps by assigning group members to represent different nodes on the map. Tell students that they can move around during the presentation to represent more than one point on their mind map.
- Have the class vote on their favorite invented birthday celebration.

## Workbook p. 129, Activity 1



## Teaching Tip

### Managing Fast Finishers

Some students complete activities more quickly than others, so it's a good idea to have a few extra activities on hand. Otherwise these students may become bored and disruptive. One set of activities designed for fast finishers are the *Just for Fun* pages. Students can work on these individually and then check their answers in the back of the Student's Book. The *Just for Fun* activities for this unit are on page 26.



✓ **Homework Check!**

Workbook p. 129, Activity 1

**Answers**

**1 Read and complete the facts.**

1. First, 2. half, 3. languages, 4. Navajo

**Warm-up**

Students are introduced to the topic with a memory game.

- Draw students' attention to the photo on page 19. Ask them to say what they see. Students may identify the statue as Buddha. If not, tell them who it is.
- Have students look at the picture for ten seconds and then close their books.
- Have pairs tell each other what they remember in the picture. Ask what the picture shows.

3 **6 Listen and number.**

Students number statements in the order they occur in the listening.

**Answers**

top to bottom 2, 4, 1, 3

**Audio Script**

Sunisa here! It's May and next week is a very special holiday for us here in Thailand, and for Buddhists all over the world: Wesak Day! On Wesak, we celebrate the birth, the enlightenment and the death of Buddha. Wesak is a religious celebration, so many Buddhists go to a temple to pray and meditate. They often take flowers and candles with them. At the temple, people give food to the Buddhist monks—men who devote themselves to a simple life (they're easy to identify because they wear robes). At night, everyone walks around the temple three times in a special ceremony. And in general, when we celebrate Wesak, we try to make other people happy, especially people who are poor or sick.

4 **6 Listen again and complete.**

Students complete sentences with words from the listening.

**Answers**

top to bottom candles, happy, world, food, three

5 **In your notebook, make a mind map for Wesak Day.**

Students organize the information they learned about Wesak Day in a mind map.

**Stop and Think! Critical Thinking**

What do you know about religious celebrations around the world?

- Draw different religious symbols on the board.
- Elicit or provide the names of the religions that are associated with the symbols.

- Ask students to share any other religions they know. Add their symbols to the board.
- For each religion on the board, ask students to name any celebrations they know of. Have students discuss the celebrations. Elicit what students know about the celebrations.

**Wrap-up**

Students describe other religious celebrations.

- Divide the class into three or four groups. Assign each group one of the religious celebrations the class listed in the *Stop and Think!* activity. Tell groups to keep their celebration a secret from the other groups.
- Tell the groups to make a video or short presentation describing the celebration they were assigned. There is just one rule: they have to say a vocabulary word (like *candle, gown, parade, fireworks*) instead of the name of their celebration when they present their podcast to the class.
- Have the other groups guess which celebration each podcast describes and write their answers on a piece of paper.
- After all of the groups have given their information, collect the papers. Groups get a point for each time another group guessed their celebration.

Workbook p. 129, Activity 2

**Preparing for the Next Lesson**

Ask students to watch an introduction to the celebration of the Day of the Dead in Mexico: [http:// goo.gl/TPTJbE](http://goo.gl/TPTJbE).



**Teaching Tip**

**Using Videos in the Classroom**

There are a number of reasons to use videos in the classroom. Videos can expose your students to authentic real-world language. Student-made videos, such as news broadcasts, weather reports, documentaries or sitcoms, can be an engaging way to practice language skills.

### Objectives

Students will be able to talk about how the Day of the Dead is celebrated in Mexico.

## Lesson 7

Student's Book p. 20

### ✓ Homework Check!

Workbook p. 129, Activity 2

### Answers

#### 2 Read and complete the mind map in your notebook.

*Where?* Canada, United States, *Who?* American Indians, *What?* parade, singing, dancing, food, *When?* any time of year, often summer, *How?* wear regular, respectful clothes, have fun

### Warm-up

Students activate prior knowledge with a game.

- Tell students that you are going to tell them some facts about Mexico. Tell them that three facts are true, but one is a lie:

- » *The official name of Mexico is the United Mexican States.*
- » *Stone tools have been found in Mexico from humans that lived there 23,000 years ago.*
- » *The most popular sport in Mexico is baseball.* (LIE—soccer)
- » *The main language spoken in Mexico is Spanish.*

- See if students can guess which one is a lie and correct the statement.
- Tell students they will read some more interesting facts about Mexico.

#### 1 Read the facts about Mexico and underline the one you find the most interesting.

Students read interesting facts about Mexico and choose their favorite.

#### 2 Read and label.

Students read information in a mind map about the Day of the Dead and label the parts of the mind map.

### Answers

*top to bottom, left to right* When? Who? Why? Main Activities, Other Activities

### Extension

Students find out more about UNESCO world heritage sites.

- Ask students if they know what the acronym *UNESCO* stands for (United Nations Educational, Scientific and Cultural Organization).
- Have students work in groups to find out more about the 32 world heritage sites in Mexico. You may let the students do all the research or you may assign them a specific site.
- Students should share their findings with the rest of the class.

### Wrap-up

Students race to identify the questions that go with each piece of information from the mind map on the Day of the Dead.

- Students form groups of five or six and line up at the board. Each student on each team will take turns going to the board.
- When one student from each team is at the board, read a piece of information from the Day of the Dead mind map (for example, read *people in Mexico: families, schools*).
- The students at the board race to write the mind map heading that corresponds to the information (in the example, *Who?*).
- Watch the students writing on the board and give the point to the team who writes the correct answer first. Continue the game with the rest of the information in the mind map.

|||▶ (No homework today.)



**Warm-up**

Students speculate about the illustration.

- Have students look at the illustration on page 21, covering up the text on the left.
- Have them form pairs and come up with a story about the illustration. Provide some questions to get them started, for example,
  - » *What does the picture show?*
  - » *Is it a man or woman?*
  - » *Why do you think the skeleton is dressed like that?*
- Have pairs share their ideas with the class.

**Read and answer in your notebook.**

Students read about La Catrina and answer comprehension questions about the text.

**Answers**

1. a skeleton of a woman in an elegant hat and a long formal dress, 2. in 1910, just before the Mexican Revolution, 3. to make fun of wealthy Mexicans who imitated European styles, 4. the Aztec goddess of death and queen of the underworld, 5. Rivera painted a full-length view of La Catrina

**Stop and Think! Value**

How can holidays bring people together as a community?

- Elicit the holidays and celebrations covered in the unit so far. These include graduation, birthdays, Independence Day, Thanksgiving, Bar and Bat Mitzvahs, Eid al-Fitr, Wesak, the Day of the Dead and any others you have covered.
- Students form pairs and tell each other how the events are celebrated.
- Ask *Which holidays are celebrated mainly with family?* Elicit Thanksgiving and any others you have covered that are appropriate.
- Say *Some holidays and celebrations bring family together. How do the other celebrations bring the people of a community together?* Refer students back to the readings and listening texts.
- Students may talk about how Bar and Bat Mitzvahs are celebrated by the Jewish Community. For Eid al-Fitr and Wesak, people donate to the poor in their communities. For Thanksgiving and Independence Day, people sometimes watch parades together in their neighborhoods. Graduations are celebrated in groups of people from the community who have graduated from high school or college.

**Wrap-up**

Students use their notes to create a mind map of the reading text.

- Have students take out their notebooks and read the answers to Activity 3.
- Students form small groups and use their notes to create mind maps of the history of La Catrina.
- Have groups present their mind maps to the class and discuss any differences in the way students organized the information.

**Teaching Tip****Pre-Reading to Increase Comprehension**

Before students read a text, try to take a few minutes to recall and reflect on background knowledge. Follow these steps:

- Begin by reviewing the selection and identifying the main concepts you want to teach. Take into account your students' prior knowledge.
- Decide how you can make these concepts relevant and accessible to all of your students.
- Try using different media, for example, a video, a discussion, visuals or images, or a text you can read aloud.

**Objective**

Students will be able to make an infographic about a celebration.

**Lesson 9**

Student's Book pp. 22 and 23

**Warm-up**

Students guess what certain numbers refer to in order to generate interest.

- Draw a shamrock, like the one on page 23, on the board. Ask students if they know what it is. Elicit or explain that it is a shamrock, which is the symbol of Ireland. Tell students they are going to read about St. Patrick's Day, the celebration of the patron saint of Ireland. Ask them to say what they know about Ireland and St. Patrick's Day.
- Write the following numbers on the board: 387, 461, 1737, 17.
- Tell students that St. Patrick was a real person and the numbers have to do with his life and the holiday.
- Ask students to guess what the numbers refer to.
- Accept any answers. Just let students use their imaginations.
- Tell students they can read the text to find out what the numbers refer to.

**Answers**

387 the year Patrick was born, 461 the year Patrick died, 1737 the year of the first St. Patrick's day parade, 17 March 17, the day St. Patrick's Day is celebrated

**1 Look at the St. Patrick's Day infographic on page 23. Read and match.**

Students match words with the sentences that describe them using information from the infographic.

**Answers**

1. Ireland, 2. shamrock, 3. Murphy, 4. Boston, 5. bagpipes, 6. leprechaun, 7. Australia

**2  Listen and complete the sentences.**

Students complete sentences with information from the listening.

**Answers**

1. Murphy, 2. Sydney, 3. Irish, 4. parade, 5. party

**Audio Script**

My name is Shaun Murphy. I'm Australian and I live in Sydney, but my family originally immigrated to Australia from Ireland in the 19th century. We still identify with Ireland and its traditions, so we always celebrate St. Patrick's Day. And we aren't the only ones! Here in Sydney, there's a big parade and fireworks. People wear green and decorate things with shamrocks. Our family hangs an Irish flag outside the house. This year we're having a party with Irish music and dancing.

**3 Choose and research another celebration's origins and traditions.**

Students choose a holiday from those pictured and research the origin of the holiday and how people celebrate it.

**Wrap-up**

Students review celebrations with a game.

- Students form pairs and choose one of the celebrations from Activity 3.
- They take turns asking and answer *yes / no* questions to try to guess. For example, *Is there an animal? (Yes.) Is it in springtime? (No.) Is it in wintertime? (Yes.) Is it Groundhog Day? (Yes.) or Are there candles? (Yes.) Is it a religious holiday? (No.) Is it in the fall? (Yes.) Is it Halloween? (Yes.)*



**Warm-up**

Students organize a party through a role-play.

- Tell students they are going to organize a St. Patrick's Day party.
- Have them form groups. Elicit some ideas for the party, for example:
  - » *When will it be?*
  - » *What time will it be?*
  - » *Where will it be?*
  - » *Will there be music? If so, what kind?*
  - » *What kind of food will you serve?*
  - » *What kind of games will you play?*
  - » *Who will you invite?*
- Have students decide who will take care of the music, the food, the games, etc., in their groups.
- Have groups tell the class about their parties. Encourage students to use the present continuous to talk about their party plans.

**4 Make an infographic with your findings. Add a party invitation to your infographic.**

Students organize the information they gathered about another holiday or celebration in an infographic. They think about what a party for their holiday would be like and create an invitation for one.

**The Digital Touch**

To incorporate digital media in the project, suggest one or more of the following:

- Try this online tool for creating infographics: <http://www.infogr.am>.
- Make your infographic and invitation using free software like Google Docs or Slides.

Note that students should have the option to do a task on paper or digitally.

**Wrap-up**

Students present research on a celebration.

- Assist students in making notes for a presentation of their research. You may wish to have students work in groups, meeting with other students who chose the same celebration.
- If students are working in groups, help them decide who will present which part.
- Have students practice giving their presentations in groups first.
- Have students present their findings on the celebrations to the class.

▮ **Workbook p. 128, Activities 1 and 2 (Review)**

**Teaching Tip****Presenting in the Classroom**

Research is a great way for students to learn more about a topic. To get the most out of student research, it should culminate in a communicative activity. In order for a presentation activity to be effective, Students need appropriate support. Here are some tips:

- Consider having students present in groups to take some of the pressure off of individuals.
- Set a reasonable time limit. If you tell students they have to speak for five to ten minutes, they may feel overwhelmed.
- Have students look at the mind maps they made earlier in the unit. Show students how to use the mind map to make and organize notes.
- Give students the chance to practice. Encourage students to practice outside of the classroom, but try to give them at least one chance to do a mock presentation in class.

**Objective**

Students will be able to consolidate their understanding of the vocabulary and grammar learned in the unit.

**Lesson 11**

Student's Book p. 24

**✓ Homework Check!**

Workbook p. 128, Activities 1 and 2

**Answers**
**1 Read the clues and guess the celebration activity.**

1. watch a parade, 2. set off fireworks, 3. wear a cap and gown, 4. wave flags

**2 Unscramble and answer about you.**

1. Is your family going shopping today? 2. Are you going to the dentist tomorrow? 3. Are your friends having a party this weekend? 4. Are you going to school tomorrow?; Answers will vary.

**Warm-up**

Students list the vocabulary and grammar they have learned in the unit.

- Ask students to think of what they've learned in this unit.
- Elicit and list the grammar and vocabulary on the board. Vocabulary: *birthday, graduation, Independence Day, New Year's Eve; blow out candles, get a diploma, make resolutions, open presents, set off fireworks, watch a parade, wave flags, wear a cap and gown*; Grammar: present continuous (future meaning).

**1 Look and label the celebrations.**

Students review celebrations vocabulary by labeling photos.

**Answers**

1. birthday, 2. New Year's Eve, 3. graduation, 4. Independence Day

**2 Read and match. Then look and number the scenes.**

Students match celebrations collocations. They match illustrations of celebrations activities with the collocations for the activities.

**Answers**

1. candles, 2. a diploma, 3. fireworks, 4. resolutions, 5. a cap and gown, 6. a parade, 7. flags, 8. presents  
top to bottom, left to right 5, 1, 2, 6, 3, 7, 8, 4

**Wrap-up**

Students play a game similar to *Jeopardy*.

- Students form teams of four or five.
- Draw the following chart on the board:

Holidays and Celebrations	Celebration Activities	Present Continuous	Culture and Project
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40

- Teams take turns choosing an amount and a category, for example, *Holidays and Celebrations for 10*. You then ask them a question and if they answer correctly, that team gets the points assigned to the question.
- Play until all questions have been asked and answered correctly. The team with the most points wins.
- Here are some questions you can ask:

**Holidays and Celebrations**

100: Everyone celebrates this once a year, no matter your nationality or religion. (birthday)

20: People eat turkey on this holiday in November. (Thanksgiving)

(Thanksgiving)

30: This is a religious celebration for Jewish boys. (Bar Mitzvah)

(Bar Mitzvah)

400: This Muslim celebration comes on the first day after Ramadan. (Eid al-Fitr)

(Eid al-Fitr)

**Celebration Activities**

10: People in the US watch fireworks on this day. (Independence Day)

(Independence Day)

20: On this day, you receive your diploma. (graduation)

(graduation)

30: On this day, a Jewish girl celebrates her transition into adulthood. (Bat Mitzvah)

(Bat Mitzvah)

40: On this day, Buddhists celebrate the birth, enlightenment and death of Buddha. (Wesak)

(Wesak)

**Present Continuous**

100: What's the present continuous form? *I watch the parade.* (I'm watching the parade.)

(I'm watching the parade.)

20: What's the present continuous form? *He cooks a turkey.* (He's cooking a turkey.)

(He's cooking a turkey.)

30: What's the present continuous form? *They visit the temple.* (They are visiting the temple.)

(They are visiting the temple.)

40: What's the present continuous form? *We celebrate St. Patrick's Day.* (We're celebrating St. Patrick's Day.)

(We're celebrating St. Patrick's Day.)

**Culture and Project**

10: What's the smallest breed of dog in the world? (chihuahua)

(chihuahua)

20: What is the name of a popular symbol for the Day of the Dead? (La Catrina)

(La Catrina)

30: How many active volcanoes does Mexico have? (11)

(11)

40: Where was the first St. Patrick's Day parade? (Boston)

(Boston)

▶▶▶ (No homework today.)



**Warm-up**

Students review the vocabulary with a memory game.

- Have pairs make flashcards with celebration activities on them, with each verb on one card and the rest of the phrase on a separate card.
- Students spread the cards face-down on the desk and take turns turning over two at a time, saying the words aloud.
- If a student turns over two "matching" cards, that is, two cards that form a collocation, she keeps that set and takes another turn. If the cards do not match, the student turns the cards face-down again and the other student takes a turn.
- Students play until all the cards have been matched up. The student with the most cards at the end is the winner.

**3 Unscramble the sentences.**

Students put words in the correct order to form sentences in present continuous.

**Answers**

1. What are you doing after school? 2. Janice is not going to the party. 3. We are giving Tim a sweater for his birthday. 4. Are you going to the football game tonight? 5. My parents are not having turkey for Thanksgiving.

**4 Complete the e-mail using the correct forms of the verbs.**

Students complete sentences with verbs in present continuous using cues.

**Answers**

1. you having, 2. are going, 3. are having, 4. is going, 5. am taking, 6. are not visiting, 7. are taking, 8. are traveling

**5 Rewrite the sentences.**

Students rewrite sentences in affirmative, negative or interrogative forms.

**Answers**

1. Are we going to a rock concert tonight? 2. My friend Amy is not / isn't going to the parade. 3. We are / We're setting off fireworks tonight. 4. Paul is / Paul's having a graduation party. 5. Are you going to the party?

**Big Question**

Students are given the opportunity to revisit the Big Question and reflect on it.

- Ask students to turn to the unit opener on page 13 and think about the question *What do you celebrate?*
- Ask students to think about the discussions they've had about holidays and celebrations, the readings they've read and the infographic they made.
- Students form small groups to discuss the following:
  - » *Do you think celebrations are important for families and communities? Why or why not?*
  - » *How often do you celebrate with your family? With your friends?*
  - » *Which are your favorite celebrations? Why?*

**Scorecard**

Hand out (and/or project) a *Scorecard*. Have students fill in their *Scorecards* for this unit.

**Study for the unit test.**