

SIMON CUPIT



♦ 0.01–0.02 Audioscripts pT138

- 1 �0.01 Point to the image and ask students what places they can see in the icons. Write the words on the board. After doing the exercise, students can test each other in pairs. They can take turns to cover the words and look at the map. They can ask, e.g.: A: What's number 1? B: It's a grocery store.
- 2 �0.02 Review prepositions of place by drawing simple diagrams on the board or by using objects (e.g., a pencil and a box/pencil case). Then have students do the exercise. They can compare answers in pairs before listening and checking.

Extension

Write the target prepositions of place on the board. Then put students into pairs and have them play a guessing game. Student A says where an object is in the classroom without naming it, e.g.: It is behind the teacher's desk. They have to use a preposition of place in their sentence. Student B guesses the object, e.g.: The whiteboard! Then students switch roles.

O LOOK!

Draw attention to the Look! box. Write one or two sentences on the board without the object pronoun, e.g.: 1 I was late, so Dad took to school. 2 When we were small, my grandma always gave candy. Ask: What is missing? Have the class correct the sentences.

3 If necessary, draw a three-column chart with Subject, Object and Possessive pronouns on the board. Invite students to the front to complete it. Then have them complete the sentences. Check answers with the class.

WEL(OME!

PLACES IN TOWN AND PREPOSITIONS OF PLACE

1 0.01 Look at the map and complete the words for places in town. Listen, check, and repeat.

1	g <u>rocery</u>	store
2	bowling	alley
3	clothes	store
4	park	
5	m <u>all</u>	
6	m <u>ovie</u>	t heater
7	restaurant	
8	skatepark	
9	stadium	



- 2 0.02 Look at the map again and choose the correct options. Then listen to the dialogue and check.
 - 1 The skatepark is behind /(in front of)/ next to the stadium.
 - 2 The restaurant is behind / in front of / next to the skatepark.
 - 3 The mall is between / behind / in front of the park.
 - 4 The movie theater is next to / inside/ between the mall.
 - 5 The bowling alley is inside / between/ behind the grocery store and the clothes store.
 - 6 The grocery store is on the left of/ inside / on the right of the bowling alley.

SUBJECT, OBJECT, AND POSSESSIVE PRONOUNS



Complete the sentences with the correct subject, object, or possessive pronoun.

1	His name is Mario.
2	I always want a drink after basketball, so my dad buys me a soda
3	Victoria's mother called her on the phone, but she didn't answer.
4	Mark, this is not your pen. It's <u>mine</u> . Look, here's my name.
5	They have a new teacher. Mr. Suares teaches them English now.
6	You and I are tired. We need to rest.
7	I'm certain this is your bike. Yes, look, it's definitely

4

Extension

Put students into teams to play a miming game. Invite a student from each team to the front and give them a sentence to mime. Each sentence must contain a subject and an object pronoun, e.g.: <u>She gave the ball to him. They helped her do the homework.</u> If students need help miming pronouns, tell them they can point to themselves or one or more of their classmates to give clues. The first team to guess the complete sentence each time wins a point. Repeat with other students.

◆→ 0.03–0.04 Audioscripts pT138

Focus on the example and then elicit question 2. Have students complete the exercise individually. After checking the questions, write these adverbs on the board and review them with the class: always, usually, often, sometimes, never. Then have a student ask you the questions, and give answers using the adverbs on the board, e.g.: I sometimes go to the mall on Saturday. I never play soccer. Put students into pairs to do the task. To round off the activity, ask different students to say a sentence about their partner, e.g.: Carlos often reads in bed.

Extension

Extend Exercise 1 into a Find someone who ... activity. Write some example sentences on the board, e.g.: Find someone who ... usually goes to the mall, sometimes plays soccer, etc. Have students write six sentences each, using the prompts from Exercise 1 and adverbs of frequency of their choice. Then have them walk around asking Yes/No questions, e.g.: Do you sometimes play soccer? Have them write the name of one person who says yes to each one.

with students and check comprehension. Then elicit the food in each image before students write the words. After students do the exercise, you can ask: Do you prefer (chicken or fish)? How often do you have (pizza)? What's your favorite (juice)?

Extension

Put students into groups. Have them write the letters A–Z down one side of a piece of paper. Give them five minutes to write food words that begin with any of the letters. When the time is up, see who has the most food words on their list. Then have groups switch papers to check each other's answers.

3 ◆ **0.04 Point to the images and elicit the words. After students do the exercise, you can ask: How do you come to school? Do you prefer using (the subway or the bus)? Why? What is your favorite form of transportation? Why?



Extension

Play a guessing game. Draw one line of a picture for another form of transportation, (e.g., a bicycle) and ask students to guess what it is. If they can't, draw another line, and so on until someone guesses the answer. Then have a volunteer come to the front and give them the name of another form of transportation for them to draw (one line at a time). The first student to guess draws the next picture. Possible items to draw: train, rocket, helicopter, balloon, and the items from Exercise 3.

◆»0.05 Audioscript pT138

1 Review Yes/No question formation with Was/Were with the class. Write two examples on the board and draw students' attention to the word order (i.e., Was/Were + subject). Then review short answers. Focus on the example. Then invite volunteers to write the rest of the questions on the board, one at a time. Ensure students use the correct punctuation.

Extension

Put students into pairs and have them ask and answer the questions in Exercise 1. Encourage them to ask for more details, e.g., for question 4: Where were you on Sunday? When pairs finish the task, they can report some of their answers to the class, e.g.: Marissa was in the park on Sunday.

2 Ask: How do we form the simple past of regular verbs? Elicit examples and write them on the board. Review spelling rules: we usually add -ed, but we add -d to verbs ending in -e, and replace -y with -ied in verbs ending in -y. Then elicit some irregular verbs. Focus on the text and elicit the past forms (affirmative and negative) of the verbs. Then have students complete the text individually. When they finish, ask individual students to read out a sentence each. Focus on pronunciation of the past forms.

Extension

Have students write a paragraph about a place they visited on vacation. Tell them to use the text in Exercise 2 as a model. They should write four or five sentences in the past tense. Then put students into pairs to switch and correct each other's paragraphs. Finally, have students illustrate their texts and display them in the classroom.

SIMPLE PAST OF VERB TO BE

- 1 Put the words in the correct order to make questions.
 - 1 your / good / weekend / was / ?
 Was your weekend good?
 - 2 your / was / school / yesterday / at / best friend / ?
 Was your best friend at school yesterday?
 - 3 cafeteria / this morning / the / were / they / in /?
 Were they in the cafeteria this morning?
- 4 and your family / at / on / were / Sunday / the beach / you / ?
 - Were you and your family at the beach on Sunday?
- 5 year / teachers / the same / last / your / were / ?
 Were your teachers the same last year?

SIMPLE PAST OF REGULAR AND IRREGULAR VERBS

2 Complete the review with the correct simple past form of the verbs in parentheses.

Great Location, Amazing Facilities

it was perfect.

Bersantai is a beautiful hotel and it <u>didn't disappoint</u> (not disappoint) me. I <u>stayed</u> (stay) there for two weeks in March. We <u>ate</u> (eat) delicious food at the hotel restaurant. We <u>didn't go</u> (not go) to the spa, but we <u>relaxed</u> (relax) by the swimming pool. We <u>walked</u> (walk) on the beach and we <u>went</u> (go) to the stores downtown. My brother <u>took</u> (take) cool photos at Mengiat Beach.

I <u>didn't sleep</u> (not sleep) well on the first day because it was very hot. But then the weather <u>hotel</u> (change) and

Did | like (like) it? | loved (love) it! We 13 had (have) a great time there.

PERSONALITY ADJECTIVES AND FEELINGS

3 0.05 Circle the correct word to complete the sentences. Then listen, check, and repeat.



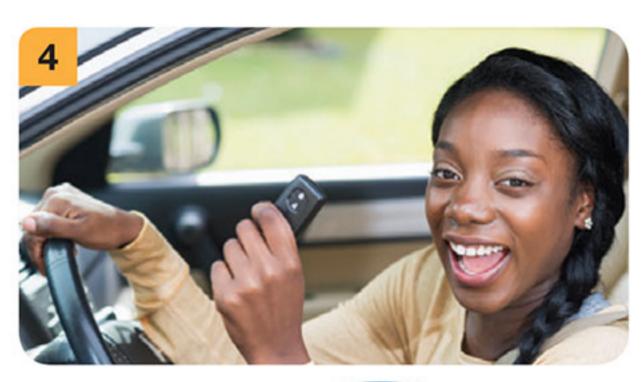
She's really bored / boring / funny.



She is surprised / angry/ strong.



He was very brave / friendly / tired.



She's really sad / excited / clever!



Michael is so amazing / happy / (azy)!



This is a worried / kind / funny picture.

6

◆)0.05 Have students say what they see in the images. Review the adjectives if necessary by having volunteers mime each one for the class. Draw students' attention to the endings -ed and -ing. Elicit the difference in meaning and pairs of adjectives, e.g.: bored-boring, surprisedsurprising, tired-tiring, excitedexciting. Students can compare answers in pairs before checking with the class. Finally, point to number 6 and explain that we can also use some of these adjectives to describe objects.

Extension

Put students into groups. Have them write the adjectives from Exercise 3 on a separate slip of paper each and put the slips in a pile face down in the center. Students take turns to pick up a word and draw it for their classmates to guess.

◆)0.06–0.07 Audioscripts pT138

1 �0.06 Focus on the images and elicit the words. Write the words on the board and then have students find them in the puzzle. When they finish, have students repeat the words chorally and individually, focusing on the different vowel sounds: field, bird, coast, flower, grass, hill, lake, sea, tree, village.

Extension

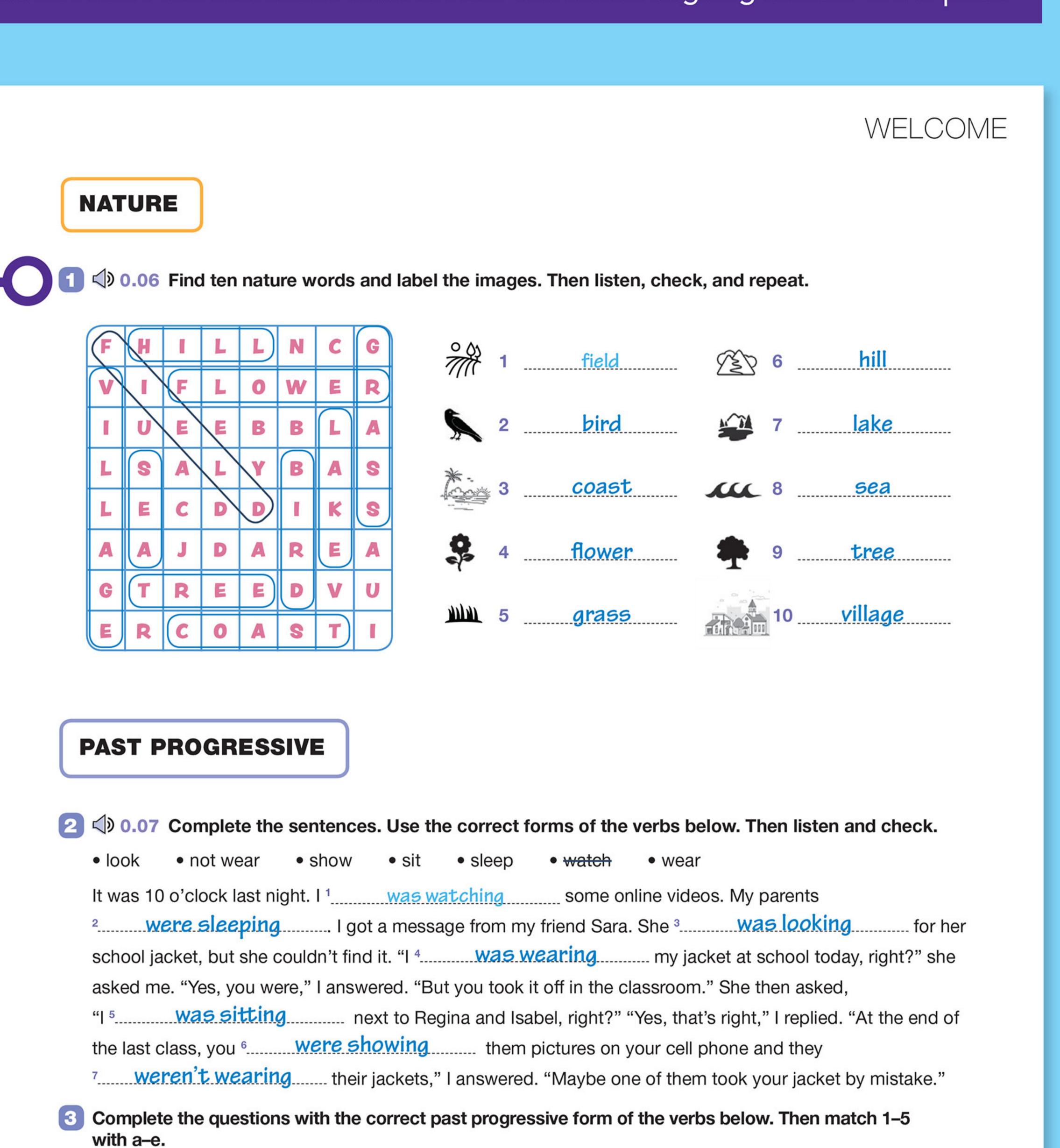
Ask students to draw a nature scene including the items from Exercise 1. Tell them to label the items. You may encourage them to add and label other items they know. Students can keep the scene in their vocabulary notebooks.

- the past progressive? Elicit some examples (affirmative and negative) and write them on the board. Then elicit that we use the past progressive to talk about ongoing actions in the past.

 Draw attention to the example, then have students complete the exercise individually. To check answers, invite individual students to read out a sentence each.
- formation for the past progressive. Write two examples on the board and draw students' attention to the word order (i.e., Was/Were + subject + verb(-ing)). Then review short answers. Focus on the example. Tell students that the answer will help them decide which verb to use in the question. Students complete the exercise individually. Check answers with the class.

Extension

Tell students to write three affirmative sentences in the past progressive about what they were doing last night. Two sentences should be true and one false, e.g.: Last night ... I was watching TV. I was wearing my favorite jeans. I was painting a picture. Then put students into groups. Have each student read out their three sentences for their classmates to guess the false one.



shout

a Yes, she was. She was telling me about her day.

d Yes, they were. They had an apartment in Madrid.

b No, I wasn't. I was studying for a test.

No, we weren't. We were just talking loudly.

e Yes, he was. He missed the bus this morning.

Were you watching TV last night? b

2 Was your mother talking to you? a

Were we shouting yesterday evening? c

5 Were they living in Spain in 2020? d

4 Was he driving to work at 9 a.m. today? e

◆→ 0.08–0.09 Audioscripts pT138

1 �0.08 Have students say what they see in the images. Ask:

What is the weather like? Check answers with the class. Focus on pronunciation when students repeat the words, ensuring that they stress the first syllable each time, e.g.: cloudy, foggy. Then ask:

What is the weather like today?

Extension

Play a Sentence Chain game. Have the class sit or stand in a circle. If you have a large class, have groups stand in smaller circles. Tell a student in each circle to invent a sentence about the weather today in a city or town in their country, e.g.: Today, it's sunny in Brasília. The student to that person's right says a sentence about the weather in another city or town, and reports what the first student said, e.g.: Today, it's cloudy in Recife and it's sunny in Brasília. Students continue around their circles, adding a sentence each time.

- 2 Go through the verbs and complete the chart with students. Focus on the words in bold in the sentences. Remind students that we use when to talk about a short action in the past that interrupts a longer ongoing action. Ask: Which tense do we use for short, finished actions in the past? (the simple past) Then say that we use while to talk about two ongoing actions in the past that were happening at the same time. Ask: Which tense do we use for ongoing actions in the past? (the past progressive) Elicit some more sentences using when and while write them on the board.
- 3 ◆ 0.09 Students can use the chart in Exercise 1 for help. Point out that the verbs in parentheses correspond to the first and second lines respectively. Students can compare answers in pairs before checking with the class.

THE WEATHER

1 0.08 Look at the images and label the pictures with the weather words below. Then listen, check, and repeat.



PAST PROGRESSIVE AND SIMPLE PAST

Complete the chart. Use the correct forms of the verbs below.

- 5						
	Past Progressive and Simple Past					
	when	We ¹ were watching a movie when the pizza ² arrived .				
	while	Michael ³	called me while I 4	was waiting	for him at the station.	
0.09 Complete the sentences. Use the correct forms of the verbs in parentheses. Then listen and check.						
1	He	was texting	his friend when his phone	died		
2	He	was riding	his bike when he	fell . (r	ride/fall)	
3	She	was walking	with her cake when she	dropped	it. (walk/drop)	
4	Their car _	broke	down while they	were driving	home. (break/drive)	
5	She	was doing	her homework while her c	at <u>was playi</u>	ng (do/play)	
6	1	sent	an email while my brother	was drawing		

8

Extension

Divide the class into four teams. Ask a student from one team to go out of the class. Then give the teams actions to mime, e.g.: Team 1 – you are playing tennis; Team 2 – you are watching TV; Team 3 – you are sleeping; Team 4 – you are eating ice cream. As groups are miming, invite the student outside back into the classroom. Stop everyone miming five seconds after the student enters. Ask the student to say what each team was doing when they entered the room. They should make full sentences in the past progressive, e.g.: They were playing tennis. They were watching TV. The student wins a point for each correct sentence. Repeat with students from other teams.

Warmer

Tell students how you celebrated your last birthday. Say, e.g.: I went to a restaurant with my family. Now ask students about their birthday celebrations, e.g.: When is your birthday? How do you celebrate it? If students do not know the word celebrate, translate it into their language (comemorar). Write a list of different ways of celebrating on the board.



THINK!

- Put students into groups to discuss this and question 2. Point to the image and ask: Where are the people? What are they doing? Why? Elicit ideas about the celebration. (E.g.: They are at a festival in India. There are lots of colors, so maybe they are celebrating color or spring.) Then check ideas with the class.

 Open answers
- 2 Point to the list of ways of celebrating from the Warmer. Say that these are different types of birthday celebrations. Then ask: What other personal events do people celebrate? Point to the image and ask: What community events do people celebrate?

 Open answers. Suggestions: holidays, achievements, anniversaries.



Festivals for Everyone

Summary

The video is about two amazing festivals in Spain and Mexico.

In Class

Tell students they're going to watch a video about two important festivals: one in Spain and one in Mexico. Ask: What do you know about Spain/Mexico? Elicit any information your students know about these countries. Prompt them to name food, the capital city, music, famous places/people.

Exercise 1

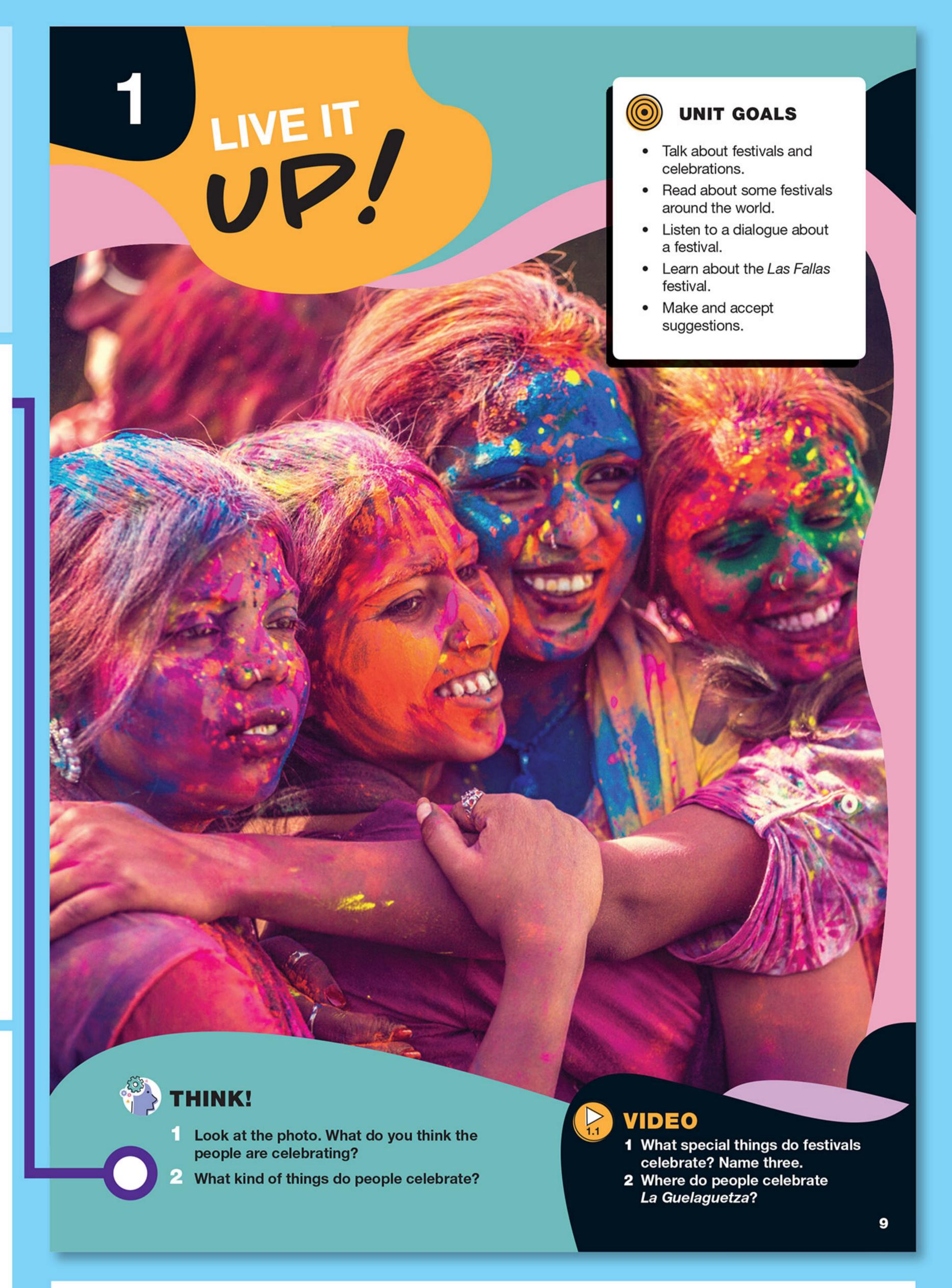
Ask students to watch the video to answer the questions:

1 What special things do festivals celebrate? Name three. Check the answer with the class. Encourage students to say more things, if they can (e.g., arts, the seasons, historical events).

Music, food, and literature.

2 Where do people celebrate La Guelaguetza? You can play the video again and pause it after the section on each country. Check the answer with the class.

Mexico



Exercise 2

Write these gapped sentences on the board. Tell students to complete them with one or two words:

- 1 International festivals take place in different countries.
- People go to La Tomatina because they want to have <u>fun</u>.
- In Oaxaca, people celebrate *La Guelaguetza* every <u>July</u>.
- 4 La Guelaguetza celebrations last two weeks.

Play the video again. Students watch and complete the sentences. Check answers with the class.

At Home

Exercise 3

Ask students to find out and write one more fact about La Tomatina and La Guelaguetza. If there is time, they could present their facts in the next class.

Resources

- Teacher's worksheets Unit 1
- Test Generator Unit 1
- Practice Extra Unit 1
- Workbook pages 112–115
- Puzzles and Games page 102

Flipped Classroom

Ask students to make a list of three celebrations they enjoy and to bring it to the next class. Tell them to write why they like each celebration and how it makes them feel. They can also bring images of the celebrations.

Unit Aims

Cambridge Life Competencies Framework

l can ...

- know how to present points clearly and persuasively when talking about festivals and celebrations. (Communication)
- identify evidence and its reliability in blog posts about festivals around the world.
 (Critical thinking)
- understand essential grammatical terms and concepts: comparatives (short and long adjectives, (not) as...as). (Learning to Learn)
- distinguish between main and supporting ideas in a text about a Spanish festival.
 (Critical Thinking)
- use appropriate strategies to develop a conversation in which I make and accept suggestions. (Communication)
- explain reasons for my suggestions and contributions in a dialogue about a festival. (Collaboration)

Warmer

Show students a picture of a festival from their country (for example, Carnival). Ask: What celebration is this? What do people do at (Carnival)? How do they feel? Write a list of Activities and Feelings on the board.

Flipped Classroom Check

Divide the class into groups.
Ask students to talk about the celebrations they enjoy, saying why they like them and how they make them feel. Ask students to find out if some of the celebrations they chose are the same. Have groups share their ideas with the class, and see if there are any popular celebrations amongst students.

◆)1.01 Audioscript pT138 Target Vocabulary

/ka:m/ calm /'krav·did/ crowded /d/l/ dull /'emp·ti/ empty /ik'sai·ţiŋ/ exciting /ˈlaɪv·li/ lively /ˈnɔɪ·zi/ noisy /'kwai·ət/ quiet /trəˈdɪʃ·ən·əl/ traditional /nn'juː·ʒu·əl/ unusual

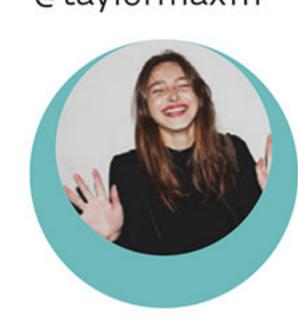
1 Call out some simple adjectives and have students say the opposites, e.g., big (small), tall (short), happy (sad). Then have students look at the tweet and elicit that the girl is at the festival from page 9. Have students read the text, then ask: How do people celebrate this festival? Is Maxine enjoying this festival? Tell students to read the tweet again and focus on the words in bold. Encourage them to use the image and context to help them understand the words. Then point to image 1 under the tweet and say: These people are jumping and shouting. They aren't calm. They are ... (lively) Have students find lively in the tweet. Ask: How is the Holi Festival lively? Elicit ideas, then repeat the procedure with images 2–5. Have students write the word as you elicit each answer.



LONG AND SHORT ADJECTIVES 1

Read the tweet. Then match the words in bold with their opposites 1–5 and label the images.





At a Festival
I'm at the Holi Festival. I love it!
It's very lively. People celebrate

with colored powder and some unusual food. The streets are crowded with people. It's a lot of fun and very noisy! It brings color to a dull day! Do you know any similar festivals?

reply / send / favorite / more

Jan 5 ♥31 1





Jan II



crowded



dull

4

-quiet

noisy



2 (1) 1.01 Listen, check, and repeat.

10

2 �)1.01 Students listen to confirm their answers and repeat the words. Ensure that they stress the correct syllable in each word and that they do not pronounce the silent *l* in *calm*.

- 3 Focus on the example. Point to the image and say: The street is calm. Why? (because it's empty) Have students write empty in the second gap. Then have students complete the rest of the sentences in pairs. To check answers, have volunteers read out a sentence each.
- 4 This is a learn to learn activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words according to connotation. This should help them remember the words more easily. Point out that there aren't really any correct answers, and invite students to use their own criteria. For example, say that a *noisy* party can be positive, but a noisy classroom negative, depending on the situation or person's point of view. Clarify what a neutral idea is (neither positive nor negative). Invite students to share their lists of words and ask them to give reasons for their opinions.



USE IT!

Model the example dialogue with a student. Invite them to complete the sentence starting with It's While pairs work, monitor to ensure they are using the new vocabulary, and encourage students to find similarities and differences in their opinions. Finally, invite pairs to share their opinions with the class.

1 Homework

Workbook page 113, Exercises 1 and 2

▶ Practice Extra Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 1

Look at the images and complete the sentences with the words below.

 calm crowded lively noisy

dull quiet empty traditional

exciting unusual



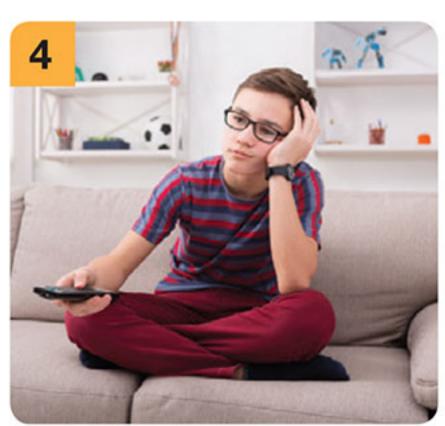
It feels very <u>calm</u> in our neighborhood when the street is <u>empty</u> of traffic and people.

It's really noisy here! I can't hear you! Your voice sounds very <u>quiet</u> – you need to shout!

UNIT 1



The food at the festival was strange - it was very unusual . It was really exciting to try a lot of new dishes.



The review said, "The movie is full of lively music," but it was so <u>dull</u> we left before the end.



The square wasn't <u>crowded</u>, so we could enjoy the traditional dances and colorful costumes.

Complete the chart with the words from Exercise 3. Then compare your answers with a partner.

Positive Idea	Neutral Idea	Negative Idea
calm	empty	crowded
exciting	quiet	dull
lively	traditional	noisy
	unusual	



Work in pairs. Take turns asking what your partner thinks about a festival or celebration in your country and answer using the words in Exercise 3. Open answers

What do you think about the Rio de Janeiro Carnival?

I think it's exciting! It's ...





Extension

Ask students to write three personalized sentences about a celebration. They should use some of the adjectives from page 10. Write an example on the board, e.g.: I love the Rio de Janeiro Carnival because the streets are crowded and lively. Encourage students to find or draw images to illustrate their sentences.

Warmer

Tell students to think of a festival or celebration from their country or around the world. Tell them to make notes about the festival, answering these questions: When is it? Where is it? What do people do? Why do they celebrate it? Then divide the class into groups. Have each student read out their information for the other group members to guess the festival. Have group members notice if anyone chose the same festival.

◆ 1.02 Audioscript pT138

- 1 Focus students' attention on the posts. Say: Who is the writer? (Liz) What is the name of the blog? (Liz Travels) Look at the images. What activities is Liz doing? What do you think? Then have students do the task and check answers with the class.
- aloud with the class. Have students highlight key words (e.g., March, April, every year, animals, nature habitat, quiet, one day). As students do the reading task, encourage them to underline information in the posts that matches the items they highlighted in the sentences. Check answers with the class.
- 3 Read the example with the class and have students find the answer in the first post.
 Read the other questions aloud, then have students do the task.
 Check answers by having pairs of students read out a question and answer each.

THINK!

Remind students of their lists of celebrations from the Flipped Classroom Activity (page T9). Ask them to choose their favorite one. Then put the class into groups to compare ideas. They should also say whether they want to travel like Liz and give reasons for their answer. Have groups share ideas with the class.

Open answers

☆ Homework

Workbook page 115

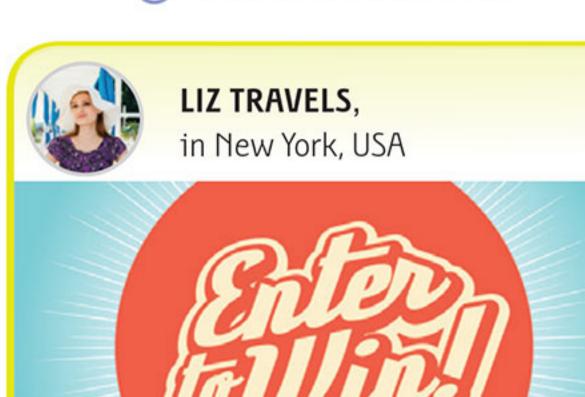






Look at the images and posts. Check (√) the correct answers.

- 1 Which of these activities does Liz write about?
 - travel to different countries
 - be in silence
 - ogo to an amusement park
 - watch wild animals
- 2 Who is Liz?
 - a scientist studying marine animals
 - a student enjoying her vacation
 - a person promoting a competition



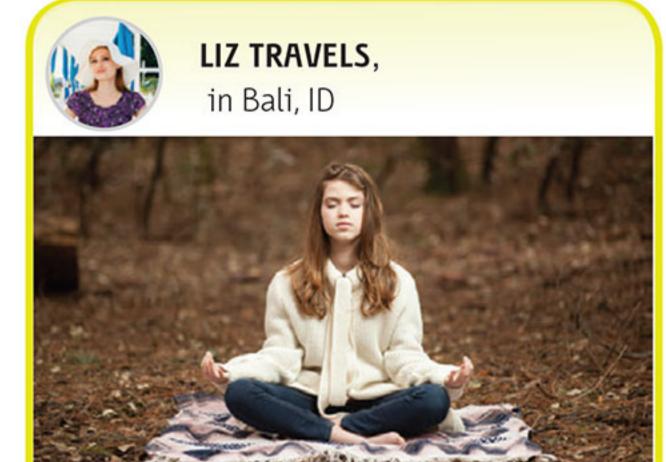
Remember my trips to South Africa and Indonesia earlier this year? This is your chance to win a free trip for two to one of these countries! Just follow me at @liztravels, post a photo, and include the hashtag #pickmeLizTravels (competition ends December 20). Good luck!

◯ liked by Jenna Martin and 12,579 others.◯ There are 45 comments in total.



Guess where this is? South Africa! I went to the annual Hermanus Whale Festival, a three-day festival dedicated to a special type of whale: the southern right whale! How big or small are they? Well, this species is bigger than humpback whales and smaller than blue whales. You can go on a boat to get close to the whales. This is called whale watching. I learned so much about why we need to protect whales. Did you know that whales can live to be 100 years old?

◯ liked by Cory Stanton and 6,167 others.◯ There are 34 comments in total.



I took this photo while I was in Bali, Indonesia, in total silence. People there celebrate the New Year for six days in March or April. New Year in Indonesia is later than New Year in the USA.

Day three of the celebrations is called Nyepi (the Day of Silence) and there's no electricity, no traffic, no work, and no school for 24 hours. It's a day of purification. Being quiet isn't easy, but it's easier than you think! After several hours, I felt calmer than I was before. And I loved it!

◯ liked by Taylor Smith and 4,621 others. ☐ There are 20 comments in total.

- 2 1.02 Read and listen to the posts. Which festival do the sentences describe? Write H (Hermanus Whale Festival), N (Nyepi), or B (both).
 - People celebrate it in March or April. N

 - 3 You can see animals in their natural habitat. H
- Read the posts again and answer the questions.
 - 1 What do you have to post to enter Liz's competition?
 - 2 Which species of whale do people see at the Hermanus Whale Festival?
 - the southern right whale
- 4 It's a quiet celebration. N
- 5 The celebration is one day. N
- 3 Do people celebrate Nyepi at the beginning of their New Year celebrations?
- No, they celebrate it on day 3/in the middle.
- 4 Can people take the bus during Nyepi?

 No, they can't. (There's no traffic.)



THINK!

What's your favorite celebration? Why? Do you want to travel like Liz? Why / Why not?

12

WORKBOOK p.115

D LOOK!

Draw attention to the Look! box. Write the three regular comparatives on the board and tell students these are short adjectives. Ask: Which two letters do we add to most short adjectives to make a comparative? (-er). Which letter do we add to short adjectives that end in e? (-r). Then focus on the word big and point to the consonant-vowel-consonant pattern. Ask: What happens when an adjective ends in this way? (We double the final consonant and add -er.) Explain that for adjectives ending in consonant + y we replace the -y with -ier. Then point to the irregular adjectives, and explain that these don't follow any rules, so students have to memorize them.

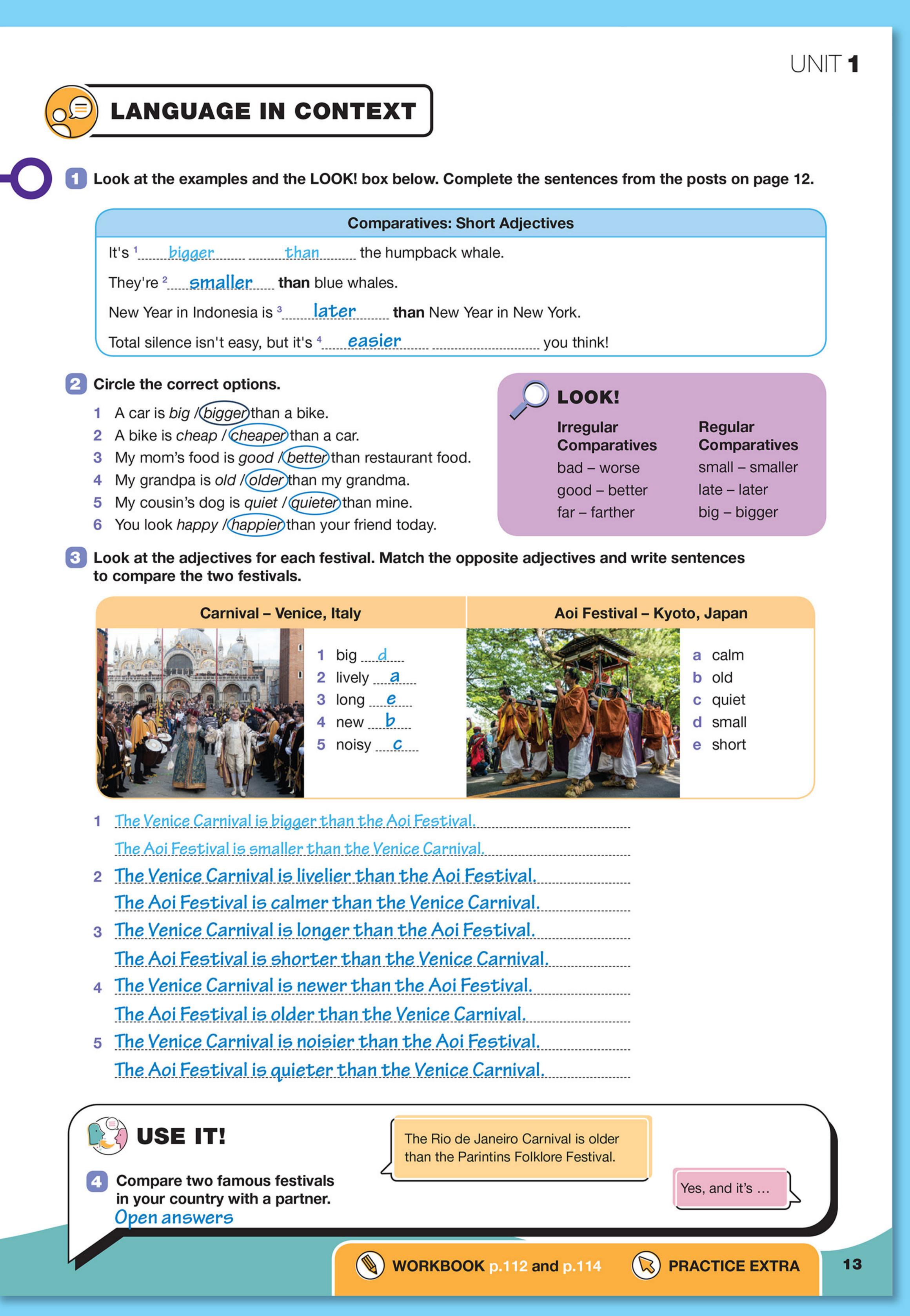
Common mistakes: Students sometimes add the word *more* to a short adjective to make a comparative.

A car is more big than a bike.
A car is bigger than a bike.
Or they add the word more to a comparative form.

A bike is more smaller than a bus.

A bike is smaller than a bus.

- 1 If necessary, students look at the sentences in the posts on page 12 to help them complete the chart. When they finish, you can ask further questions based on the texts, e.g.: Which whales are smaller than southern right whales? (humpback whales) Is our New Year later than in Indonesia?
- 2 Focus on the example and say that the circled answer is the comparative adjective. Tell students to look for the comparative adjective in the other sentences. Students can use the chart in Exercise 1 for help. Check answers with the class.
- 3 Elicit what students can see in the images. Read out adjectives 1–5 and have students call out their opposites a–e. Then have a volunteer read the example sentences aloud. Elicit that the comparative adjectives in them are opposites. Students do the exercise using the pairs of opposite adjectives. They can compare their sentences in pairs before checking with the class.





USE IT!

4 Review the names of different festivals in your country and write a list on the board. Then put the students into pairs to compare two of the festivals. Tell them to use at least five adjectives from the lesson. Invite pairs to share their ideas with the class.

Workbook page 114, Exercise 1

Practice Extra
Unit 1

Grammar Game

Put students into groups of three or four. Give them a category, such as animals, transportation, food, etc. Ask one group to call out an example from the category, e.g.: lion for animals. Then write on the board: Think of ... 1 something bigger than a lion; 2 something smaller than a lion; 3 a word that comes earlier in the dictionary than lion; 4 a longer word than lion that begins with the same letter; 5 an adjective to describe lion; 6 the opposite of that adjective. Have groups write answers to the questions. The first group to finish calls out their answers and wins a point if they are all correct. Then have that group choose a word from another category. Repeat with different categories and words.

Lesson Aim: I can understand a dialogue about a festival. I can talk about the different elements in a festival.

Warmer

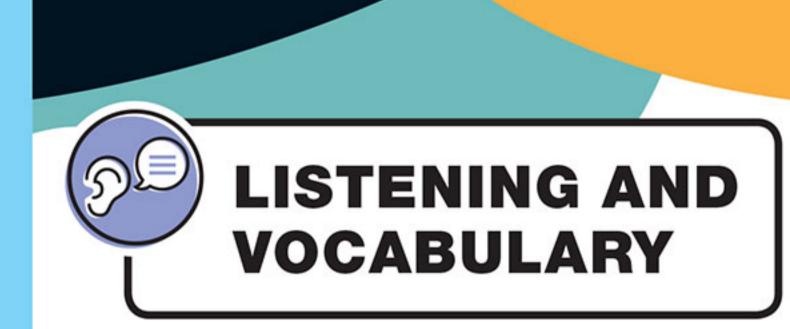
Write and circle the word festival on the board. Ask: What is a festival? and elicit ideas (It's a day or period when people celebrate something. It's a set of special events, such as concerts or movie projections.) Put students into pairs and tell them to make a word web in their notebooks. Have them think of as many words or ideas as they can connected to the word festival. Then have pairs share ideas to create a class word web on the board.

◆)1.03–1.04 Audioscripts pT138

Target Vocabulary

atmosphere /'æt·mə·sfɪr/
crowds /kraʊdz/
dance show /'dænsˌʃoʊ/
fireworks /'faɪərˌwerks/
music events /'mjuː·zɪkˌɪ'vents/
souvenirs /ˌsuː·vəˈnɪrz/

- 1 ••• 1.03 Focus on the images and say they are related to festivals. Point to the example and say: What are the people doing? (dancing) Are they happy or sad? (happy) It's a happy atmosphere. Go through the words with the class and check comprehension. See if any of them are on the word web on the board, and add them as relevant. Students then do the exercise individually. Play the audio to check answers and to focus on pronunciation.
- in the image. Say: These are hot-air balloons. Do you know any festivals like this? If anyone answers yes, ask for more information. Then ask: Do you want to take a trip in a hot-air balloon? Finally, have students answer the questions in pairs and then share ideas with the class. Write the ideas on the board.
- going to listen to two friends talk about the Albuquerque Balloon Festival in the image. Say: Albuquerque is a city in the US state of New Mexico. After playing the audio, ask if the friends mention any of the ideas on the board from Exercise 2.



FESTIVALS AND CELEBRATIONS

- 1.03 Label the images with the words below. Then listen, check, and repeat.
 - * dance show fireworks

 * dance show fireworks





souvenirs

music event

atmosphere dance show



5



crowde

music event

fireworks

- Look at the image and answer the questions.
 - 1 What type of festival do you think it is?

 Open answers
 - Which events from Exercise 1 do you think you can see there?

3 1.04 Listen to Grace's description of the festival. Check your answers to Exercise 2. a balloon festival dance show, fireworks, music event



- 1 Where was Ryan during the Albuquerque Balloon Festival? He was at his grandma's house in Florida.
- 2 Why did Grace go to the festival on a weekday this year?

 Because the crowds are bigger on the weekend.
- 3 How was the atmosphere at the event? It was great.
- 4 What did Grace and her parents buy to take home? some amazing souvenirs made by local people
- 5 How much were the tickets to the festival this year? \$15 per person
- 6 Do the two friends want to go to the festival together next year? Yes, they do.

WORKBOOK p.113

4 •• 1.04 Read through the questions with the class and elicit any answers students remember. Encourage them to make notes. Then play the audio for them to confirm and review their answers. Check answers with the class. Finally, ask questions to personalize the topic, e.g.:

Do you want to go to this festival? Why / Why not? What is interesting about this festival?

M Homework

Workbook page 113, Exercises 3 and 4

Ask students what they remember from the dialogue on page 14. Then read the sentences in the chart with the class. Elicit the missing words and write the complete sentences on the board. You can then play Track 1.04 for students to listen to the sentences in context.

LOOK!

Draw attention to the Look! box. Read out the rule and the example. Explain that we use more ... than with adjectives of three or more syllables. Say that the rule also applies to two-syllable adjectives (generally those <u>not</u> ending in consonant + -y), such as modern and tired.

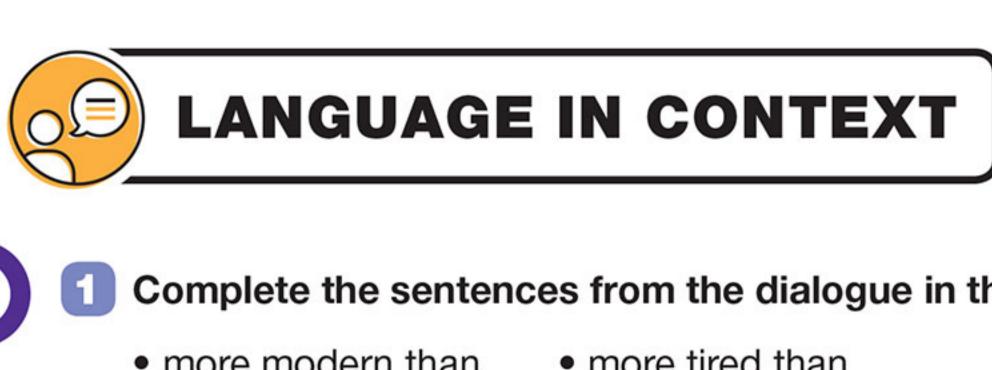
Common mistake: Students may omit the first as in the comparative form. Burgers aren't delicious as pizza. Burgers aren't as delicious as pizza.

- Students can compare answers in pairs before checking with the class.
- 3 Play Track 1.04 for students to listen to the sentences in context.
- Elicit which sentences should be affirmative and which ones negative. Students can then compare their answers in pairs before checking with the class.



USE IT!

Have students think about their favorite festival again. Rank the items for yourself and write the order on the board. Then explain your reasons using the key structures, e.g.: I think (activities) are more important than (food). Have students do the same, making sure they can also use key structures to explain their rankings. Finally, have pairs share their ranking with the class and read out some of their sentences.



Complete the sentences from the dialogue in the chart. Use the phrases below.

 more modern than more tired than

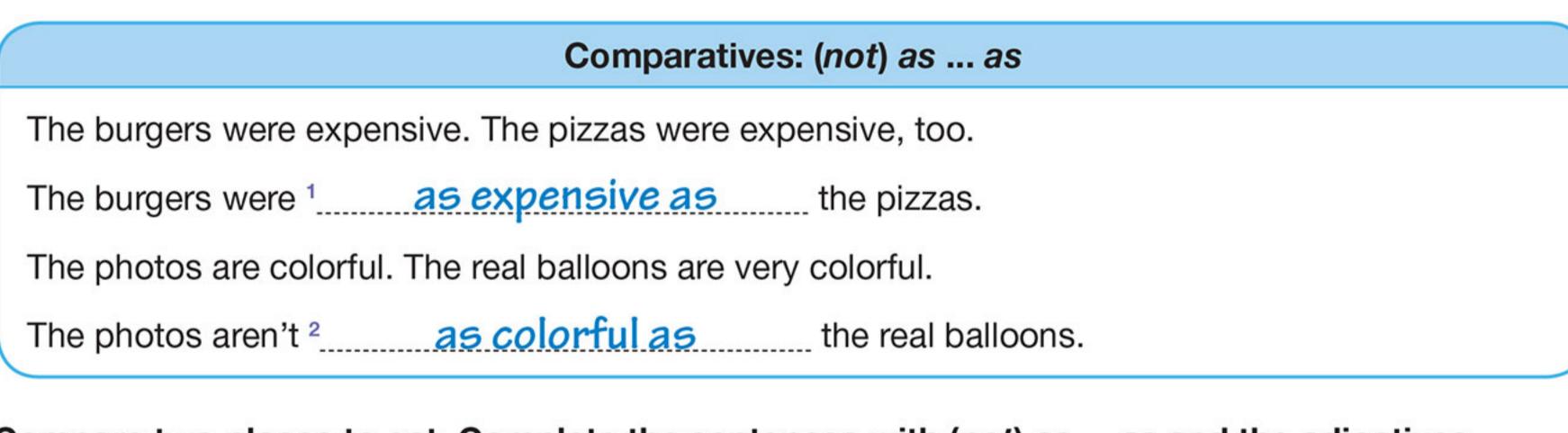
Comparatives: Long Adjectives The photos are awesome, but the real balloons are more awesome than the photos. Last year's festival was exciting. This year's festival was more exciting than last year's! I have a **modern** cell phone, but my new camera is 1 more modern than my cell phone. My parents and I were **tired**. I was ² more tired than my parents.

Circle the option that is not possible in each sentence.

- The burgers were more unusual / expensive /(intelligent)than the hot dogs.
- 2 Modern dances can be more difficult / nervous / interesting than traditional dances.
- 3 The fireworks were more exciting / organized / delicious than the music events.
- 4 Last year's festival was more recent / amazing / beautiful than this year's celebration.

Complete the sentences from the dialogue in the chart. Use the phrases below.

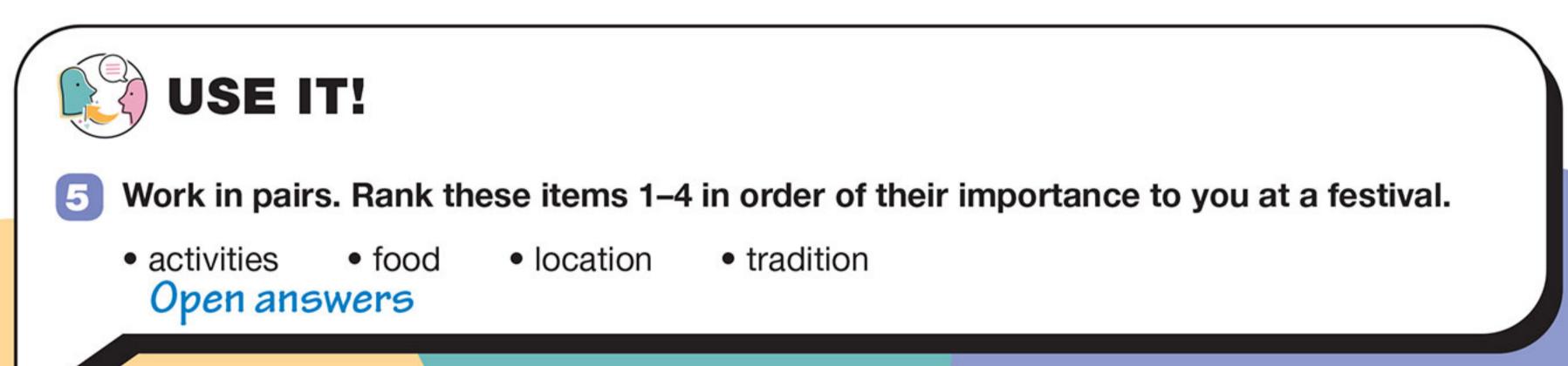
 as colorful as as expensive as



Compare two places to eat. Complete the sentences with (not) as ... as and the adjectives in parentheses.

Poncho Fries is n't as famous as Annie and Bennie's. (famous/not) 2 Annie and Bennie's is as big as Poncho Fries. (big) 3 Annie and Bennie's is n't as old as Poncho Fries. (old/not)

4 In terms of price, Poncho Fries is n't as expensive as Annie and Bennie's. (expensive/not)



WORKBOOK p.112 and p.114 RACTICE EXTRA

LOOK!

Adjectives

than golf.

Comparatives: Long

more + adjective + than

Soccer is more exciting

UNIT 1

Homework

Workbook page 114, Exercises 2, 3 and 4

Practice Extra Unit 1

Fast Finishers

Puzzles and Games page 102, Exercise 2

Extension

Ask students to write a short text comparing two festivals from their country. Challenge them to include at least five comparative sentences: one with a short adjective, one with an irregular adjective, one with a long adjective, one using as ... as, and one using not as...as.

Grammar Game

Play a Comparisons Chain game. Have students stand in a line. Give the class a noun related to a topic of interest, such as sports or music. Student 1 makes a comparative sentence with the noun, using as ... as, e.g.: Soccer is as interesting as baseball. Student 2 makes a sentence about the second noun (i.e., baseball), using not as ... as, e.g.: Baseball is not as fast as basketball. Student 3 makes a sentence about the third noun (i.e., basketball), using as ... as. Students continue making sentences, alternating between using as ... as and not as ... as. To make this game competitive, have the class stand in two lines and race to see who can get to the end first.



Fantastic Fireworks

The video on page 17 and accompanying exercises below can be used as a lead-in to the topic of the Around the World text, or after the reading activities to complete the unit.

Summary

The video is about how fireworks are an important part of festivals around the world.

In Class

Tell students they're going to watch a video about fireworks. Draw a picture of fireworks on the board to clarify meaning. Then ask: Which festivals or celebrations in our country have fireworks?

Exercise 1

Ask students to watch the video to answer the questions:

- 1 Name two festivals from around the world that have fireworks. Check the answer with the class. There are four festivals in the video. Encourage students to name more.
 - Bastille Day (France), Independence Day (the United States), New Year's Eve, Guy Fawkes night (UK).
- Which country probably invented fireworks? Check the answer with the class.

China.

Exercise 2

Write these sentences on the board:

- 1 Bastille Day is on June / July 14th.
- 2 Sparklers are fireworks that explode in the sky / you hold in your hands.
- 3 (China) / The UK makes most of the world's fireworks.
- In the past, people used fireworks when they were happy / afraid.

Play the video again. Students watch and circle the correct words. Check answers with the class.

At Home

Exercise 3

Have students write their answer to the question: How do you feel when you see fireworks? They can also find an image of a fireworks display online and bring it to the next class to describe.



- Look at the images and discuss the questions with a partner. Open answers
 - 1 What can you see?
 - 2 What do you think is happening?
- 1.05 Read and listen to the text. What is the text? Check (✓) the correct answer.
 - a narrative about a personal experience at a Spanish festival
- of an event in Valencia
- a report about an art festival that took place in March this year
- Check (✓) the correct option to complete the sentence.

Nicky Schwartz ...

- is an experienced and popular *fallero* from Valencia.
- of gives opinions about some aspects of Las Fallas.
- writes about festivals all over the world.

This week in our series about festivals around the world:

LAS FALLAS FESTIVAL - VALENCIA

But wh

By Nicky Schwartz

LAS FALLAS (March 15 to 19) is an awesome Spanish festival.



But what are fallas? Well, they're enormous structures with a specific theme, decorated with smaller sculptures called ninots. The falleros, or artisans from all over the city make the fallas. There are about 700 fallas every year, and each one takes a whole year to make! It's a traditional event, but you can find ninots of modern characters and celebrities, such as Shrek and ... Lady Gaga! Yay! But there is a really unusual thing at Las Fallas. They burn everything at the end of the festival! Yikes! All that hard work! Well, at least they save one ninot. This lucky ninot goes to the Fallas Museum. Phew! During Las Fallas, the streets are more crowded and noisier than the rest of the year because there are fireworks, live music, and food stalls – anyone love paella? Yummy! Don't miss the main event called La Nit del Foc (the Night of Fire), on March 18, with a spectacular fireworks show.

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◆ 1.05 Audioscript pT138

- If possible, show students where Valencia is on a map. Then put them into pairs to discuss the questions. Check ideas with the class. Ask: What animals or figures can you see? What happens in the daytime/at nighttime? Why are the figures on fire?
- 2 �1.05 Read through the options with the class to check understanding. Review the meaning of *narrative* (a story), *description* (a text telling us what something is like), and *report* (facts about one specific event). Students read and listen to the text. Check the answer with the class.
- 3 Ask: Who is Nicky Schwartz? (the author of the article) If necessary, guide students with questions, e.g.: Does Nicky give opinions? (no) Does he make the fallas? (No, he's a writer.) What does Nicky write about? (festivals around the world) How do you know? (because of the information above the title)