SPEAK YOUR MIND
TEACHER’S BOOK + access to Teacher’s App
Think about occasions you celebrate. Write the words.

In Pairs: Share and compare your ideas. Think of more words to add to each category.

What do you already know?

1. Think about occasions you celebrate. Write the words.
2. In Pairs: Share and compare your ideas. Think of more words to add to each category.

- Celebrations only in my country
- International celebrations

In this unit, you will:

- Talk about official and unofficial holidays, spending habits, and celebrations.
- Use thinking skills: analyze and evaluate.
- Read about unusual holidays.
- Use strategies to start and keep talking by giving reasons, giving opinions, and asking follow-up questions.
- Use creativity skills to work with others and create your own graduation ceremony.
- Follow a hotel manager to learn about the jobs and skills needed in the hospitality industry.

Prior to viewing, ask:

Why does Ken like giving gifts? It’s fun to give his friends something they will really love.

Why does Theresa like giving experiences? She likes to remember the fun time she had with her friends.

After viewing, put the continuum on the board.

Have students mark the continuum and explain their preferences.

Students should discuss different ways they like to express themselves on holidays. Do they prefer to buy things as a way to show participation in a holiday? Or do they have special traditions that they participate in? Perhaps they do both, but for different holidays.
**READING**

**A.** Look at the pictures in B. What are the people doing?

- A story about someone's birthday
- An article about celebrating annual days of the year
- A blog about celebrations around the world

**B. READING SKILL—Predict the topic**

Read the title and look at the pictures. What do you think you are going to read about? Check (✓) one of the ideas.

- A story about someone's birthday
- An article about celebrating annual days of the year
- A blog about celebrations around the world

**EVERY DAY IS A HOLIDAY!**

Take a look at your calendar for the year ahead. What days are official? Many people celebrate something every day of the year. For example, Americans celebrate Independence Day on July 4. The October 8, the Japanese celebrate Health and Sports Day. A lot of people get the day off work, and schools and businesses are closed. People may not special food on these days, in and receive gifts.

Then, there are unofficial holidays. These are days when people sometimes gather at a party, or school, or at work. Unofficial holidays are fun and informal. Think of holidays like Comic Book Day, July 29; Eat a Pear Day on October 5; and then make some more predictions.

If students are having a hard time making predictions, ask them to check their calendars.

**EXTRA HELP**

- Look back at the text in READING.
- Make some more predictions about holidays.
- Share your ideas with your classmates.

**EVERY DAY IS A HALLOWEEN!**

October 31 is a special day. It is the day before the holiday called All Hallows' Eve, which is also known as Halloween. People traditionally celebrate this holiday by dressing up in costumes and going door to door to receive treats. Some people still celebrate All Hallows' Eve, but many people now celebrate Halloween on October 31.

**READING SKILL—Analyze**

What holidays are celebrated in your country but not in other countries?

**VOCABULARY**

A. Match the bold words from the text in READING B to the definitions.

- agreed upon or arranged by people in power (adjective)
- a chart with days of the year showing seasonal information (noun)
- when you don't have to go to work or school (phrase)
- to make plans for an event (verb)
- a person who is in charge at work (noun)
- a chart with days of the year showing seasonal information (noun)
- when you don't have to go to work or school (phrase)
- to make plans for an event (verb)
- a person who is in charge at work (noun)

**GRAMMAR**

**Quantifiers**

A. Look back at the text in READING B. Circle these words: some, a lot of, a little, too many, any, too much, a little. Underline the noun that follows. Write the phrases in the correct column.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>some bread</td>
<td>a lot of people</td>
</tr>
<tr>
<td>a lot of selfies</td>
<td>some dates</td>
</tr>
<tr>
<td>some dates</td>
<td>a lot of advice</td>
</tr>
<tr>
<td>some websites</td>
<td>any day</td>
</tr>
</tbody>
</table>

B. Choose the correct option to complete the grammar rules.

- 1 Use some with countable nouns / uncountable nouns
- 2 Use a lot of with countable nouns / uncountable nouns
- 3 Use a little with countable nouns / uncountable nouns
- 4 Use too many with countable nouns / uncountable nouns
- 5 Use too much with countable nouns / uncountable nouns
- 6 Use a few with countable nouns / uncountable nouns
- 7 Use a little advice with countable nouns / uncountable nouns

C. Choose the correct quantifier.

- I probably won't celebrate the day at the beach because it's too hot.
- It's too hot. I probably won't celebrate the day at the beach.

D. IN PAIRS Think about a celebration that you went to recently that had food and drinks. What did you have?

- I went to a party for my colleague's birthday. There was a lot of food. I had a few sandwiches and some soda.

**SPEAKING**

A. March 26 is Make Up Your Own Holiday Day. On this day you can choose to celebrate anything you like! Think about what you would like to celebrate on this holiday. Make notes about:

- the name of your holiday
- why you want to celebrate it

B. IN GROUPS Share your ideas about your own holiday. Use the Confident Communicator box to help you. Whose ideas do you like best? Why?

**VOCABULARY**

Have students broaden their knowledge of the words by encouraging them to look up synonyms in an online or monolingual dictionary.

**GRAMMAR**

Countable nouns are known as unit nouns. They have units and can be plural. Uncountable nouns are known as mass nouns. They have to be divided up or measured to be counted and are not plural.

Remind students that some and any can be used when the exact number or amount is not known. They can be used with both countable and uncountable nouns. For example, I need some raisins for the cake. I don't add any sugar in my coffee. Are there any ingredients missing?

- You will hear many native speakers use a lot instead of much or many for both countable and uncountable nouns.

**SPEAKING**

Write an example on the board for students to use. For example, The name of my holiday is International Pamper Your Neighbor Day. To celebrate this holiday, you bake special treats for your neighbor and visit their house at home. I want to celebrate this holiday because I think we really should value our neighbors and spend more time with them. It will promote peace in our communities because I think neighbors who know each other look out for each other.

Tell students that the more convincing reasons they give, the more likely it is their group will choose their holiday.
A Decide if the nouns that follow enough and not enough are Countable or Uncountable.

1 Not enough people shop around these days. ________
2 They don't have enough money. ________
3 I have enough decorations. ________

B Choose the correct option to complete the text.

Are you looking for extra ways to __________ / ________? Instead of __________ / ________, you could try __________ / ________.
A 1 waste / lend money
2 make money / borrow money
B 1 waste / spend money
2 make money / lend money

C Look at the pictures and write sentences with enough or not enough.

1 I have __________ / ________ to buy this hat.
2 There aren't __________ / ________ eggs to make the cake.
3 She has __________ / ________ on her plate.
4 He has __________ / ________ casual shoes.

D Do you think there are enough national celebrations throughout the year in your country? Discuss the days in the year when people get the day off.

E Additional Activity

Play Why Don't You? Tell students to ask each other hypothetical questions starting with Why don't you ...? Have them report back to the class on the best answers.

F If necessary, read the Confident Communicator box aloud using the correct intonation and pronunciation. Have students do the speaking activity in pairs using informal language. Then ask them to present some of their findings to the class using formal language.
C IN PAIRS Think about a celebration food that you like. Make a note of the ingredients you need and discuss.
A: I really love pavlova.
B: What do you need to make it?
A: You need a carton of eggs, a carton of cream, and ... 
D THINKING SKILL—Evaluate Which celebration food or drink from your country would you recommend to a foreign visitor? Why?

PRONUNCIATION

W HIGH / I /
A 2.05 Listen. Notice the difference between the /I/ sound and the /I/ sound.
1 shop shop chips chips cheese cheap
B 2.05 Listen again and repeat. Exaggerate the /I/ and /I/ sounds as you say the words.
C IN PAIRS Practice saying the pairs of words. Can your partner hear the difference between the /I/ and /I/ sounds when you say the words?

WRITING

A Read the paragraph describing a celebration. What does the festival celebrate? Do you have a celebration like this in your country?

We celebrate Grand Kadosomcat Day at the end of the Crop-Over festival. A lot of people in the Caribbean celebrate it, too, but it’s the national celebration of Barbados. In the past, Crop-Over was a celebration to mark the end of the sugar cane season. People dress up in costumes or in their best clothes, and there are street parades and street food festivals all over the island. We normally eat fried fish or fish cakes and ari-aris—rice with flavors such as ginger or coconut. I really like it because it’s a holiday. We get the day off work, so we can have some family time.

B Match the bold linking words in A to their use.

1 but introduces a contrasting idea
2 and adds extra information
3 because gives a reason
4 so gives a result
5 or gives an alternative

C In your notebook, write a short paragraph about a celebration you like. Use linking words to connect your sentences.

Speaking

A Imagine you are ordering a food gift box online for a friend who lives abroad. You want to add some special celebration foods that are typical of your country. Make a list of the items you would include.

B IN PAIRS Show your list to your partner. Add any items from your partner’s list that you would like to include. Use the Confident Communicator box to help you.

C IN GROUPS Share your ideas with the members of your group. Decide whose gift box you would most like to receive. Explain why.

VOCABULARY Extra Practice

For more practice naming containers, have students name other things that are bought in bags, boxes, cartons, jugs, bottles, cans, jars, and packages. For example, bag of apples, box of cereal/chocolates, carton of milk/cream, jug of water, bottle of soda, can of tuna, jar of olives, and package of toilet paper.

LISTENING

Tell students to pay particular attention to the position of the tongue and the flow of air when saying /ch/ and /th/.
They should listen for the difference in sound before they attempt to say the sounds.

THINKING SKILL—Evaluate

Have students evaluate a list of possible celebration foods or drinks based on their own criteria. This could be the most popular, the most representative, the easiest to make, or the most delicious. They have to say why they think a particular food is a good representation.

VOCABULARY food and drink packaging

A Label the food items in the pictures (1–8) with words from the box.

- bag of oranges
- bottle of water
- can of nuts
- package of cookies
- jar of olives
- carton of juice
- jug of apple cider
- box of chocolate

B IN PAIRS What do you usually give or receive as a gift on holidays? Discuss.

A: I usually make cookies and give a box to my friends at Christmas.
B: I get a jar of honey from my aunt. She keeps bees.

For more practice naming containers, have students name other things that are bought in bags, boxes, cartons, jugs, bottles, cans, jars, and packages. For example, bag of oranges, box of cereals/chocolates, carton of milk/cream, jug of water, bottle of soda, can of nuts, jar of olives, and package of cookies.

Audio Script

16 Unit 2 Party!

22 Unit 2 Party!

17 Unit 2 Party!
**Graduation Ceremonies Around the World**

**Swedan**
Swedish graduates wear sailor’s caps and gowns to their graduation ceremony. The ceremony usually starts with a song. Parents arrive and give their children gifts tied with ribbons, and the graduates wear the ribbons around their necks. At the end of the ceremony, there is a parade through the streets of the town, and local people come to congratulate the students.

**Japan**
In Japan, graduation happens in March, before the new school year. High school students wear their school uniform for the graduation ceremony. If their school doesn’t have a uniform, they wear formal clothes, such as a suit for men and a kimono for women. The principal usually gives a speech, then the student president gives a speech.

**United States**
In the US, it’s common for a famous person (sometimes a graduate of the university) or a politician to give a speech to congratulate the graduates. In some large American universities, the ceremony happens in a sports stadium. Students normally wear special caps and gowns in the colors of their university or department.

**South Africa**
Graduates from the University of Witwatersrand in Johannesburg have an interesting tradition. The university president asks students for a nomination of one or two public figures who our graduating students respect and admire. We would also like your thoughts on the following things for the ceremony:
- what music you think should be played
- where the ceremony should take place
- what students should wear
- which students should give a speech
- what music you think should be played

We look forward to your ideas. Please present your ideas to me at our next meeting on March 15.

 Regards,  
John Wilson  
University President

**Argentina**
Students in Argentina usually wear old clothes for their graduation ceremony. The reason? Family and friends throw sticky or messy food at the graduates, like flour, eggs, hens, and rice. It’s supposed to bring them good luck!

**Graduates in Sweden wear traditional caps and gowns.**

**Graduation in Japan usually happens in March, before the new school year.**

**Graduates from the University of Witwatersrand in Johannesburg have an interesting tradition.**

**Students in Argentina usually wear old clothes for their graduation ceremony.**

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**In the US, it’s common for a famous person (sometimes a graduate of the university) or a politician to give a speech to congratulate the graduates. In some large American universities, the ceremony happens in a sports stadium. Students normally wear special caps and gowns in the colors of their university or department.**

**Graduates from the University of Witwatersrand in Johannesburg have an interesting tradition.**

**Students in Argentina usually wear old clothes for their graduation ceremony.**
UNIT 2

VOCABULARY review

A Complete the sentences with the words from the box.

bag  boxes  can  jar  package

1. How many ____ of breakfast cereal do you buy a month?
2. I ate nearly a whole ____ of chocolate cookies!
3. Dad bought my mom a ____ of marmalade when he went to Spain.
4. I’d rather get a ____ of potato chips than a box of raisins for my snack.
5. Do you want to get a ____ of tomato soup or a bag of tomatoes?

B Choose the best option.

It’s easy to 1 overspend / waste at holidays. I try to 2 borrow / save some money every week so that I can buy little gifts for everyone in my family. My dad loves chocolate, so I often get him a 3 box / can of Swiss chocolates. My mom loves scarves, so I shop 4 around / about to find her pretty ones. My sister’s easy to buy for: I usually get her a 5 jug / bottle of perfume. And then, there’s the dog. He always gets a toy!

GRAMMAR review

A Choose the correct option.

1. A few / lot of people came to the office party. There were only about 20 people there.
2. This coffee has too much / many sugar in it. I can’t drink it.
3. Some / A few people go to their graduation ceremony in formal clothes!
4. I don’t think there are a little / enough public holidays in my country.
5. The party dress was too much / many money for me to buy.

B Complete the text with the words and phrases from the box.

a few  a lot  enough  some  too many

One country with 1 a lot ____ of public holidays is Argentina. In total, there are 19 public holidays. 2 Some / A few people say that 19 holidays is 3 too many ____. Others say that holidays help people relax and that, in general, people don’t have 4 ____ enough ____ time off work. 5 Some / A few ____, countries have a similar number; Colombia has 18 days and Thailand has 16 days.

16–20 correct: You can discuss money, shopping, and food and drink packaging. You can use quantifiers to talk about enough / not enough

0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

WHAT DO YOU KNOW NOW?

Look back at page 17 and add the words you know now to the boxes.

FOLLOW A PRO now

HOSPITALITY

Take the quiz about hospitality. Then go to Follow A Pro on page 128. Find the answers and learn more about the hospitality industry.

1. When did the world’s oldest hotel, located in Japan, open?
a 765  b 1205  c 1505
2. What country gets the most international tourists per year?
a the US  b China  c France
3. How many hotel rooms are there in the world (in millions)?
a 5.1  b 8.5  c 17.2

TOTAL SCORE: 20

CLASSROOM MANAGEMENT

For an added challenge, have the students do the review activities while timed. Give them five minutes to complete each review activity.

FURTHER DISCUSSION

Put students in groups of three and ask the following questions for them to discuss:

• What was the last celebration you attended?
• What kinds of containers and packaging are in your weekly grocery bags?
• How would you like your next graduation ceremony to be?