

9

Celebrate!



Unit plan

- Reading:** multiple choice, using different techniques to deal with questions about detail or general questions
- Vocabulary:** words related to character & parties, phrasal verbs, collocations & expressions, prepositions
- Grammar:** reported speech: statements and questions
- Listening:** multiple choice, using key words in the questions to help you
- Speaking:** comparing photos, talking about festivals and celebrations, giving reasons and examples to support what you say
- Writing:** letter, opening paragraph asking for information, using linking words, using indirect questions to sound more polite

Unit Opener (SB page 109)

- Ask students to read the title of the unit (*Celebrate!*) and tell you what it means (*to do something enjoyable for a special occasion or event*).
- Ask students to look at the picture and tell you if they like it. Ask them what they like about it.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to say what is in the picture and then tell you which celebration it is associated with.
- Students discuss in pairs before discussing as a class.

Answers

It's a Chinese dragon; it's associated with Chinese New Year.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must make a list of events that they celebrate and then they must choose one celebration and tell the class about a tradition that is associated with that celebration.
- Students work in pairs before discussing as a class.

Answers

Students' own answers

Background information

The Chinese New Year is the most important holiday in China. Originally, the holiday was a time to honour gods and ancestors. It was also a time for families to get together for a traditional feast. In 1912, the Chinese began using the Western calendar and January 1 was celebrated as New Year's Day. But China also continues to celebrate the traditional Chinese New Year, which is on a different date every year, and which is now known as the Spring Festival. In the past, older generations of Chinese saw it as an opportunity to connect with family, but younger generations of Chinese see it as relaxation from work.



TOP TIP

Whenever possible, encourage students to talk about things they are familiar with. Ask them to tell you more about celebrations and traditions in their country. This could even be expanded into project work.

Let's talk about it!

- Are you interested in learning about the traditions of other countries? If so, why?
- Which celebration is the most popular in your country? Why?
- Do you think traditions are important? If so, why?

DVD 9

Summary of DVD 9: The video is titled 'Festivals around the world'. It is about five different festivals around the world.

DVD link: <https://www.youtube.com/watch?v=neKSOWHBG3Q>

Answers

Brazil: Carnival (It marks the beginning of Lent.)
 China: New Year (It welcomes in the New Year.)
 India: Holi (It's the festival of colours – people throw coloured rice powder on each other.)
 India: Diwali (It's a festival of lights and is the Hindu New Year.)
 Mexico: Day of the Dead (It's a day to remember friends and family who have passed away.)



Reading (SB pages 110-111)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which animal they would be, why they would choose that animal and what qualities the animals has.
- Ask students for the names of animals in English and write them on the board.

- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answer

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which animal won the race and then read the text to check their answer.
- Ask students to read the names of the animals in the orange box and explain anything they don't understand.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.
- Check pronunciation by saying each of words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answer

rat

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that some multiple-choice questions are about details and require them to look for specific information, while others are more general. For these, they need to look at more than one part of the text in order to see how they answer the question together.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Remind students to look for specific information when answering questions about details, and to look at a few sections of the text when dealing with questions of a more general nature.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

- Once the answers have been checked, refer students to the table with the Chinese zodiac signs so that they can find out which animal they are.

Answers

- 1C *It is the most important dinner for the Chinese because it is a dinner when family members who live far away from home return.*
- 2B *There is a parade where people carry the lanterns under the light of the full moon.*
- 3B *The dragon symbolises strength and it has become the symbol of China and its culture.*
- 4A *According to one myth, long ago in China, the Jade Emperor decided there should be a way of measuring time.*
- 5D *The first twelve animals to swim across the river will be the winners and they will each have a year of the zodiac named after them ...*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a compound noun is a noun formed with two words.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 luck
- 2 spirit
- 3 moon
- 4 weekend
- 5 sign

6

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that the compound nouns from 5 are in the Reading text and that they should look at them in context if they need help understanding what they mean.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 full moon
- 2 long weekend
- 3 evil spirit
- 4 zodiac sign
- 5 bad luck

7

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that the Day of the Dead was one of the festivals they learnt about on the video.
- Ask students to read the text and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

EXTENSION ACTIVITY

Ask students to find out which Chinese sign they are if they haven't done so already. Tell them to write down the characteristics that they think their animal has. They will check their answers in Vocabulary 1.

Vocabulary 1 (SB page 112)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read about all of the Chinese zodiac signs and then use some of the adjectives from the information to complete the definitions.
- Ask students to read the adjectives and the definitions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Students will enjoy this task, so allow plenty of time for them to read about each sign. Ask them how the adjectives and descriptions for their own sign in 1 compare to the characteristics they wrote down in the Extension Activity in Reading.

Answers

- | | |
|----------------|-----------------|
| 1 ambitious | 7 cheerful |
| 2 hot-tempered | 8 charming |
| 3 rebellious | 9 curious |
| 4 cautious | 10 confident |
| 5 intelligent | 11 loyal |
| 6 cheap | 12 easy to fool |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Explain that all of the words in the orange box pair with 'party'.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students if they have ever had or been to any of these kinds of parties.

Answers

- 1 housewarming
- 2 surprise
- 3 dinner
- 4 fancy-dress
- 5 pyjama
- 6 theme

EXTENSION ACTIVITY

Ask students to write a sentence of their own using the words or adjectives that were not used in the definition for their animal sign. Monitor and help with vocabulary and grammar. When students are ready, they read their definitions out for the class.

Extra Task (for early finishers)

See photocopiable material on page 126.

Grammar 1 (SB page 113)

Before you read the Grammar box

- Introduce/Revise reported statements. Write these sentences on the board.

1 'I'm going to a party,' said Judy. → Judy said (that) she was going to a party.

2 'We can help you tomorrow,' said Mary. → Mary said (that) they could help us the next/following day.

- Ask a student to come to the board and underline the changes in the reported statements. Elicit from the class what the changes are (*the pronouns, the tenses and the time words have changed*; I → she; am going → was going; we → they; can → could; you → us; tomorrow → the next/following day).

1

- Read through the grammar theory with the class.
- Write these statements on the board and ask individual students to come to the board and write the reported form.

1 'I know the answer,' said Tom. (Tom said (that) he knew the answer.)

2 Barry said, 'I will invite your brother to the party.' (Barry said (that) he would invite my brother to the party.)

3 'I'm not going on holiday this year,' Cathy said. (Cathy said (that) she wasn't going on holiday that year.)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in 1 to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a told
b said

Told is followed by an object.

Read 9.1 of the Grammar Reference on pages 145-146 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.

- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|---------------|
| 1 told | 4 told |
| 2 said | 5 told |
| 3 said | 6 said |

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the words and tenses that need to change.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- (that) they had invited, the following year
- (that) he was
- might bring, the following week
- (that) she would buy
- had given her that, the day before/the previous day
- (that) she had to go, that night
- (that) they were buying
- (that) she could go, her, the next/following day

▶ EXTENSION ACTIVITY

Ask students to write a statement of their own. When they are ready, ask them to swap with a partner who must write the reported form. Students check each other's work before reading out their sentence to the class.

Extra Task (for early finishers)

See photocopiable material on page 126.

Vocabulary 2 (SB page 114)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1e 2a 3g 4h 5c 6d 7f 8b**

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the phrasal verbs from 1 and write them in the correct form to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------------|------------------------|
| 1 had, round | 5 took, back |
| 2 turn down | 6 check up on |
| 3 fell about | 7 go round |
| 4 Hang on | 8 passed around |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and the sentences, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, ask students what they think the expressions mean (*have a great time / have a ball / have fun = enjoy yourself; have a whale of a time = enjoy yourself very much; a party animal = someone who really enjoys going out to social events; a social butterfly = someone who has many friends and goes out a lot; throw a party = have a party; paint the town red = go out and have a great time; crash a party = go to a party you have not been invited to*).

Answers

- time, ball, fun
- whale, animal, butterfly
- throw, paint, crash

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look carefully at the words before the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|----------------|
| 1 to | 4 about |
| 2 with | 5 of |
| 3 of | 6 with |

▶ EXTENSION ACTIVITY

Ask students to write three sentences, each one using a phrasal verb, an expression and a prepositional phrase from Vocabulary 2.

Extra Task (for early finishers)

See photocopiable material on page 126.

Grammar 2 (SB page 115)

Before you read the Grammar box

- Introduce/Revise reported questions. Write these sentences on the board.

1 'Are you going out tonight?' Jack asked. → Jack asked if/whether I was going out that night.

2 'Who threw the party?' Ian asked. → Ian asked who had thrown the party.

- Ask a student to come to the board and underline the changes in the reported questions. Elicit from the class that the changes are the same as for reported statements (*the pronouns, the tenses and the time words have changed; you → I; are ... going → was going; tonight → that night; threw → had thrown*).

- Point out that when a question begins with an auxiliary verb, we use *if* or *whether* in the reported question. It may be easier for students to understand this if you explain that questions requiring a yes or no answer use *if/whether* in the reported question. Point out, too, that there is no question mark at the end of a reported question and that the syntax follows that of a statement, not a question.

1

- Read through the grammar theory with the class.
- Write these questions on the board and ask individual students to come to the board and write the reported form.

1 'What time is the party?' asked Jordan. (Jordan asked what time the party was.)

2 'Did you have fun last night?' Roy asked. (Roy asked if/whether we had had fun the previous night.)

3 'Has Gillian invited you?' Pat (asked Meg). (Pat asked (Meg) if Gillian had invited her.)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Refer them to the grammar theory to help them tick and cross out.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should tick sentence a and cross out sentences b and c.

Read 9.2 of the Grammar Reference on page 146 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will only need to report the questions that are asked.
- Ask students to read the conversation and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Tell them to underline the words in the direct speech that need to be changed and to decide which of the questions are *yes/no* questions.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Mum asked Mike if/whether he was going to Sam's fancy-dress party.
- 2 Mum asked Mike what he was going to wear.
- 3 Mum asked Mike who Sam had invited to the party.
- 4 Mum asked Mike if/whether Sam needed any help.
- 5 Mum asked Mike if/whether he had bought him a present.
- 6 Mum asked Mike when the party was.
- 7 Mum asked Mike if/whether he would be home late.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the words and tenses that need to change.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 how I celebrated my
- 2 us what we were
- 3 if/whether I was
- 4 if/whether the dessert would
- 5 me if/whether I could
- 6 where Mel and Kim were getting

EXTENSION ACTIVITY

Ask students to write a question of their own. When they are ready, ask them to swap with a partner who must write the reported form. Students check each other's work before reading out their sentence to the class.

Extra Task (for early finishers)

See photocopiable material on page 126.

Listening (SB page 116)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask them to look at the words in bold and try to work out what they mean before looking at the answer choices. Explain to them that when they come across new words, they should use the context to help them understand what they mean.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2d 3a 4c

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the questions in 3 and underline the question words and key words.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:

- 1 festival lasts for, hour, day, week
- 2 What, best part, music, dancing, tomato fight, parades, fireworks
- 3 Where, take place, La Tomatina, Buñol, Valencia
- 4 easiest way, rent a car, by bus, by train
- 5 How long is the train journey, hour, 50 minutes, 40 minutes
- 6 on the last, of August, Wednesday, Monday, Sunday

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain the importance of underlining question words and key words before they listen to the recording. Tell them that this will help them to understand what they should be listening for.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the answer choices and explain anything they don't understand.
- Encourage students to listen carefully to the information that is given for each question.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1C *It's a festival and it lasts one week.*
2B *... the highlight is on the last day / start throwing tomatoes at each other. The 'fight' ...*
3B *Where does it take place? / In Buñol.*
4C *... the easiest way from Valencia is by train.*
5B *... the journey takes 50 minutes ...*
6A *It takes place on the last Wednesday of August every year.*

See the recording script on pages 116-117.



Speaking (SB page 117)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go

over with the class afterwards.

- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers



TOP TIP

Help students to gain confidence when speaking English by engaging them in natural conversation that is loosely related to the lesson. In this unit, for example, the topic is celebrations. Tell students you are going to throw a party and ask them for suggestions about music, food and decorations.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that the sentences are possible answers to the questions in 3.
- Elicit that they must match the beginnings with the endings of the sentences.
- Ask students to read the sentences, the sentence endings, the questions in 3 and explain anything they don't understand.
- Go through the *Language Bank* with the students and explain the phrases for giving reasons and examples when comparing photographs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1d 2c 3b 4a

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in this type of speaking task, they must compare two photographs and also answer a question that is related to them.
- Tell students that when they answer the question, they need to give reasons and examples in order to provide a complete answer.

3

- Allow plenty of time to explain the mechanics of the task again to students.
- Go through the *Language Bank* again with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see how the phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question asking why so many people celebrate New Year. Student B must reply to one question about how they celebrate New Year. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their similarities and*

differences, and then he/she must answer the specific question about the importance of celebrating special occasions. Student A must reply to one question about the celebration they prefer.)

- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 118-119)

Letter: Opening paragraph asking for information

- Ask students to read the information on letters and opening paragraphs asking for information.
- Explain to students that the opening paragraph of a letter asking for information should tell the reader what information is needed, why it's needed, why the writer believes the reader can provide the information, and end by asking the reader to help.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read two paragraphs and must choose the one that is better, and that they must decide why it is better.
- Ask students to read the paragraphs and explain anything they don't understand.
- Tell students to compare the content of the two paragraphs with the bullet points in the information on letters and opening paragraphs to see what information is included.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

Paragraph a is better because paragraph b doesn't say why the writer thinks the reader can help.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
- Ask students to read the writing task and answer any queries they might have about it.

- Point out that the questions they need to answer will help them to analyse the task.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 food that is eaten on special occasions around the world
- 2 You are doing a project.
- 3 He/she lives in another country.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the paragraph and answer the questions about it.
- Ask students to read the paragraph and answer any queries they might have about it.
- Point out that the questions they need to answer will help them to see why it is a good opening paragraph.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Yes
- 2 Yes
- 3 Students should circle: *I know that there are special dishes that you eat in America on Thanksgiving ...*
- 4 Students should underline: *I was wondering if you could give me some information about ...*

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the rest of the letter that was written in answer to the writing task in 2.
- Ask students to read the rest of the letter and explain anything they don't understand.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look for and circle the linking words in the model letter.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should circle: First of all, Secondly, Finally

6

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will compare a direct question with an indirect question and answer questions about them.
- Ask students to find and highlight or underline the indirect question in 3.
- Write the direct question and the indirect question on the board.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should highlight: *I was wondering if you could give me some information about the food that you eat on that day.*

- 1 F
- 2 T
- 3 T
- 4 T
- 5 T (Like reported questions, in indirect questions the verb is not in the question form, and we use *if* when the question does not have a question word.)

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to highlight or underline three more indirect questions in the rest of the letter in 4.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should highlight:

... could you please tell me what some of the dishes are called?
... I would like to know if the dishes are starters, main courses or desserts.
... would you be able to tell me how you make one of the dishes?

8

- Ask students to read the instructions and check that they understand what they have to do.
- Refer them back to the opening paragraph in 3 and the rest of the letter in 4 if they need help identifying the indirect question forms.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 if people eat special food to celebrate New Year?
- 2 what the biggest celebration (is) in your country (is).
- 3 if there are special clothes that people wear for this celebration?
- 4 where people go to celebrate.
- 5 if people give each other presents on this special occasion.
- 6 what people do on this special day?

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their letter.

9

- Read the task out to students and explain anything they don't understand. Elicit that they must write a letter.
- Go over the *Plan* with the students.
- Remind them to include information about the four bullet points from the Writing Tips box, and to ask

politely for the information they need.

- Remind them also to end their letter politely and show that they expect a reply.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to include all the information in the opening paragraph, to use linking words before each question, and to use indirect questions because they are more polite.

EXTENSION ACTIVITY

Time permitting, students can write brief notes about the information they will ask for in their letters.

Reload 9 (SB page 120)

Objectives

- To revise vocabulary and grammar from Unit 9.

Revision

- Tell students that Reload 9 revises the material they saw in Unit 9.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the adjectives by writing them on the board and asking individual students to tell you what they mean. Include the words that were not used in the task with the definitions.
- 2: Revise the words for the parties by reading them out, one by one, and asking individual students to write the words on the board and explain what kind of parties they are.

Vocabulary 2

- 1 and 2: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings to the phrasal verbs. Then ask different students to give you example sentences using the phrasal verbs.
- 3: Practise collocations and expressions. Read out the

expressions, one by one, and ask individual students to write them on the board and explain what they mean.

- 4: Practise prepositions. Write these words and prepositions on the board: *busy, familiar, grateful, proud, sick, upset, about, of, to, with*. Then ask individual students to come to the board and match the words with the prepositions they are used with. Tell students that some of the prepositions will be used more than once. Ask students to give you example sentences using the phrases.

Grammar Revision

Grammar 1

Practise reported statements.

- Revise reported statements by writing these sentences on the board and asking students to rewrite them as reported speech.

1 *I said, 'I'll buy some decorations today.'* (I said that I would buy some decorations that day.)

2 *Bob said, 'I don't want to have a theme party this year.'* (Bob said that he didn't want to have a theme party that year.)

3 *'Sandy can't come to your party,' Helen told me.* (Helen told me that Sandy couldn't come to my party.)

4 *'I had a whale of a time last week,' said Angelo.* (Angelo said he had had a whale of a time the week before/the previous week.)

Grammar 2

Practise reported questions.

- Revise reported questions by writing these sentences on the board and asking students to rewrite them as reported speech.

1 *'Is everyone here?' Jim asked.* (Jim asked if/whether everyone was there.)

2 *'What present did you buy?' asked Robert.* (Robert asked me what present I had bought.)

3 *'Are these the invitations?' Mum asked me.* (Mum asked me if/whether those were the invitations.)

4 *'Where are you going?' Dad asked my brother.* (Dave asked my brother where he was going.)

- Students are now ready to do Reload 9.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1c 2a 3c 4b 5c 6a 7c 8a 9c 10b

Grammar

1c 2c 3b 4b 5b 6c 7c 8a 9b 10c