Unit 7 Holidays and Traditions

WARM-UP	Students talk about different types of holidays in their countries and complete a self-test. They read an illustrated conversation modeling a discussion about holidays and local customs.	
LESSON 1 Exchange holiday greetings	***Vocabulary***	Ways to celebrate or commemorate a holiday
	Grammar	Adjective clauses with relative pronouns *who* and *that*
LESSON 2 Ask about local traditions	***Grammar***	Adjective clauses: subject and object relative pronouns
	Pronunciation	Thought groups
LESSON 3 Compare holidays	***Vocabulary***	Describing the purpose of an event
	Listening skills	Listen for main idea; Listen to compare and contrast
LESSON 4 Describe wedding customs	***Reading skills***	Understand from context; Classify; Relate to personal experience
	Writing	Describe two holidays that are celebrated in your country
INTERACTIVE COOL DOWN	*The Clause Wheel*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

PRONUNCIATION

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos and captions. Play the audio and have Ss listen and repeat.
- Elicit the differences between the types of holidays shown in the photos. Listen to Ss' ideas, and if appropriate, clarify that national holidays usually celebrate important dates in a country's history. Religious holidays celebrate important religious events. Family holidays are occasions when people get together with their families. Seasonal holidays are always celebrated at a certain time of year.
- Read the question in the directions and then point to the four different headings. To model the activity, read the woman's statement. Point out that some holidays can be described as more than one type.
- In pairs, have Ss answer the question for each type of holiday. Have them give more details to describe the different types of holidays in their country.
- Bring the class together and ask volunteers to share an example of each type of holiday.

LANGUAGE AND CULTURE The photos show holiday traditions from around the world. Some of the holidays pictured in the photos include:

- Mexican Independence Day ("*National Holidays*" caption). On September 16th, Mexican citizens celebrate the independence of Mexico from Spain with fireworks, parties, and folk dancing.
- A Catholic holiday; Ramadan ("*Religious Holidays*" caption). Some Catholic religious holidays involve street processions. During the month of Ramadan, Muslims fast from sunrise to sunset and pray.
- The Hanami Cherry Blossom Festival ("*Seasonal Holidays*" caption). When cherry trees blossom from late March to early May, many Japanese enjoy having a picnic to enjoy the pretty flowers and welcome the spring season.
- Chinese New Year ("*Family Holidays*" caption). This holiday lasts for 15 days. Families eat special meals together and practice customs like cleaning the house to drive away bad luck.

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UNIT 7

Holidays and Traditions

Warm-Up



Thanksgiving is both a seasonal holiday and a family holiday in the U.S.

Can you name a holiday from your country for each type below?

PRONUNCIATION | Types of holidays | Listen and repeat.



UNIT 7 COMMUNICATION GOALS

Lesson 1 Exchange holiday greetings

Lesson 2 Ask about local traditions

Lesson 3 Compare holidays

Lesson 4 Describe wedding customs

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Topic Warm-Up

A HOLIDAY CUSTOMS | Complete the self-test.

Write the name of a holiday in which . . .

most offices, businesses, and schools are closed.



people do a lot more shopping than usual.



it's traditional to do a lot of cleaning.



people give gifts.



people travel to get together with their families.



people fast—that is, they stop eating.



people visit or clean the graves of their loved ones.



people sing traditional songs.



people wear a traditional type of clothing.



B PAIR WORK | Compare your responses on the self-test. What are some other typical holiday customs you are familiar with?

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Topic Warm-Up

A HOLIDAY CUSTOMS

Suggested time: 10 minutes | Your time:

- Give Ss a few minutes to look at the pictures and captions. Explain that these are all customs people have for different holidays in different parts of the world.
- Ask if Ss have any questions about vocabulary. If necessary, explain that when people fast, they stop eating for an extended period of time, usually for religious or medical reasons.
- Do the first item in the self-test with the class as an example. Point to the picture. Say, *Write the name of a holiday in which most offices, businesses and schools are closed.* Have Ss write their own answer in the space below the picture.
- Have Ss work individually to complete the rest of the self-test. Tell them they can write names of holidays from their own country or religion, or other ones that they know about from other countries and religions.

LANGUAGE AND CULTURE *Loved ones* is a general term that can refer to family members or dear friends. It is often used to describe such people who have died although it is also used for people who are still alive.

EXTENSION (+5 minutes) After Ss complete the self-test, have them take out a sheet of paper. For each of the holidays they wrote in their answers on the test, have them write down any other customs they practice. Point out that some customs are unique to families, but we can still call them *customs*. For example: *In my family, at Christmas, we all draw a name out of a hat and that is the name of the person we should buy a present for.*

B PAIR WORK

Suggested time: 5 minutes | Your time:

- In pairs, have Ss compare their answers to the self-test. Encourage them to tell their partner which of the holidays they celebrate themselves and whether or not they observe the customs mentioned in the self-test. They should also talk about other customs for each holiday they mention.
- Bring the class together and elicit an example holiday for each custom. Write the names of the holidays on the board. Have Ss tell you what type of holidays they are, using the vocabulary from page 73.

OPTION (+5 minutes) If you have any Ss in your class from another country, or different cultural background, make sure they explain a little about the holidays they mention to their partner. Have Ss note holidays where they do similar things. For example: *I am Mexican and my partner is Korean. We both have a holiday in our countries where we visit the graves of our relatives or ancestors. In Mexico, it is called Dia de los Muertos. and in Korea, it's called Chuseok.*

EXTENSION (+10 minutes) In pairs, have Ss choose 1–2 of the customs from this page and use their smart phones to find out if there are holidays from other countries that have a similar custom. They don't need to research in detail about the holiday as they will learn more about different countries' holidays later in the unit, but they can find out the name. Have Ss share the names of the holidays they found.

TEACHING TIP If you have a multicultural or multinational class, this unit is a perfect opportunity to encourage Ss to learn from each other about their different holidays and customs. Be sensitive to your Ss' preferences. If they feel comfortable sharing information about their celebrations, encourage them to do so. Remember that some Ss may prefer not to highlight the fact they are from a different country or culture if they are the only one in the class.

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Language Warm-Up

A ZOOM-IN

Suggested time: 10–15 minutes | Your time:

- Have Ss preview the illustrations and the first two lines of the conversation. Ask, *What do you think these people are talking about? What day is it? Where are they?*
- Direct Ss' attention to the note on accents. Ask, *Who has a Japanese accent?* (Mieko) *Since Leon speaks Spanish, where might he be from ?* (Spain or almost any Latin American country)
- Have Ss read and listen to the conversation. To check comprehension, ask:

  Who has already celebrated the New Year? (Mieko)

  Who is going to celebrate after the video call? (Leon)

  Why did Mieko get up early? (To see the sunrise—it's a Japanese tradition.)

  Who spent New Year's Eve with family? (Mieko)

  Who is going to spend New Year's Eve with friends? (Leon)

LANGUAGE AND CULTURE

- New Year is a very important holiday in Japan and is called *Shogatsu*. January 1st is believed to represent the whole year ahead, so it is very important to have a stress-free day. Nobody works. Everything also needs to be very clean. It is tradition to visit a temple or shrine during Shogatsu. On December 31st, as Mieko describes, it is tradition to spend the evening at home with family and eat *soba*. In Spanish-speaking countries, most people also spend New Year's Eve at home with family (even though Leon is going out with his friends). In many Latin American countries, it is thought to be good luck to wear yellow underwear on New Year's Eve. People also eat twelve grapes at midnight, one each time the clock chimes, for each month of the year. This tradition originated in Spain and is common in Spanish-speaking countries.
- *Middle school* is a term that describes the grades students attend at the ages of about 12-14 in U.S. school systems. In some school systems, however, there is no separate "middle school."

B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Have Ss scan the conversation to find the expression. Ask, *Has Leon already celebrated New Year, or is he going to celebrate soon?* (He's going to celebrate soon.) Elicit the correct answer.
- Have Ss work individually to find the remaining expressions and read them in context.
- In pairs, have Ss explain to each other what each person means.
- Bring the class together and go over the answers.

C THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- In pairs, have Ss discuss the questions.
- Bring the class together. Elicit the answers from 1–2 volunteers. Focus on item 1 and ask, *Do you think Leon is in Spain or Latin America?* Have Ss check the time difference in January between Japan and Spain (8 hours) and between Japan and different Latin American countries (12–15 hours, depending on the country).

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss choose the holiday they would like to talk about and write it at the top of the chart. Ask Ss to think about what they and others usually do on this holiday and write their ideas in the chart. Tell them that it is OK if they cannot think of more than 3–4 customs.
- Give Ss a few minutes to work individually to write their ideas. Monitor and help with vocabulary where necessary.
- When Ss are ready, read the woman's statement. Then have Ss describe and compare their favorite holiday with a partner.
- As Ss discuss their charts, monitor and help where necessary.

OPTION (+5 minutes) If Ss are all from the same country and familiar with the same holidays, have Ss add any customs they may have missed to their chart. Ss can also talk about their own specific family customs at this point and see if they celebrate the same holiday in the same way, or differently.

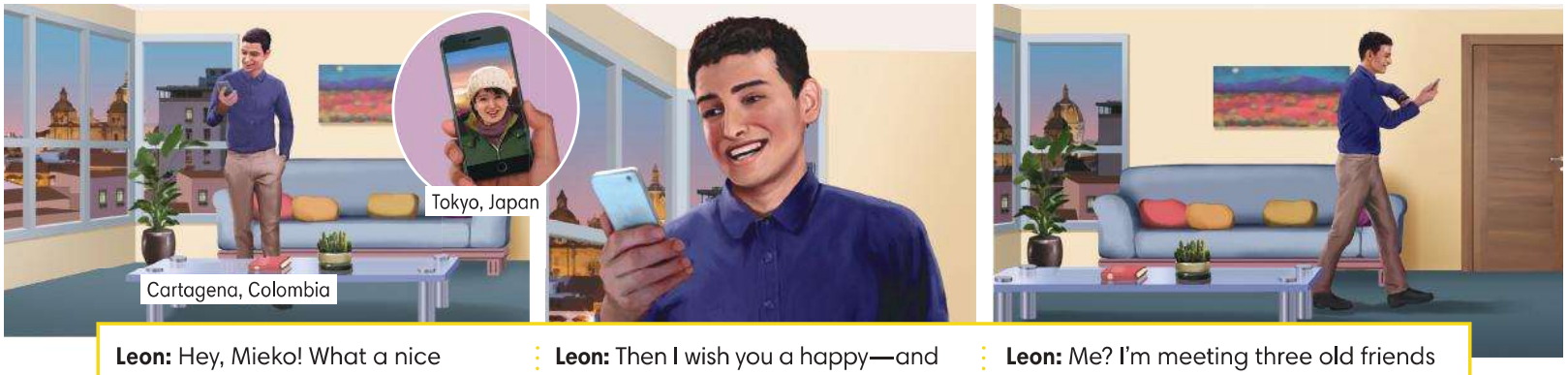
EXTENSION (+5 minutes) Have a vote to see which holiday is most popular in your class. Ask 1–2 Ss to share why they like this holiday so much.

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Language Warm-Up

A ZOOM-IN | Read and listen to a conversation on a video call. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Leon = Spanish
Mieko = Japanese



Leon: Hey, Mieko! What a nice surprise!

Mieko: Happy New Year, Leon!

Leon: Is it already New Year's there? We still have hours to go.

Mieko: Actually, it's 7 A.M.

Leon: Wow! Have you been up all night?

Mieko: Ha! No. I got up super early. It's a Japanese tradition to see the year's first sunrise. It's supposed to bring you good luck for the new year.

Leon: Then I wish you a happy—and lucky—new year!

Mieko: Thanks, Leon!

Leon: So, what did you do on New Year's Eve?

Mieko: Last night? I got together with my family for the last meal of the year.

Leon: Is that a Japanese tradition, too?

Mieko: It is. We always eat *soba*, a kind of noodle. But what about you? What are your plans for tonight?

Leon: Me? I'm meeting three old friends who I've known since middle school. We always get together to do something fun on New Year's Eve. It's become a tradition for us.

Mieko: So how are you going to celebrate this time?

Leon: We're going to a huge street party that's pretty popular here. Oops! Sorry, Mieko. I'm late. Gotta run!

Mieko: No problem. I hope you have a blast!

Leon: Thanks! Great hearing from you!

B UNDERSTAND FROM CONTEXT | Circle the correct answers.

1 When Leon says, "We still have hours to go," he means ..... .
   a he celebrated the new year hours ago
   (b) the new year hasn't come yet

2 When Leon asks Mieko if she's "been up" all night, he's asking if she ..... .
   (a) ever went to sleep
   b slept well all night

3 When Mieko says seeing the sunrise is "supposed to" bring you good luck, she means ..... bring you luck.
   (a) most people believe it will
   b it will definitely

4 When Mieko says she hopes Leon "has a blast," she means she hopes he ..... .
   a doesn't arrive late
   (b) has a lot of fun

C THINK AND EXPLAIN | Discuss the questions.

1 Why has Mieko already celebrated the new year, but Leon hasn't?

1. They live in different parts of the world, and there is a time difference. Tokyo, Japan, is fourteen hours ahead of Cartagena, Colombia.

2 What's different about the traditions Mieko describes and the traditions Leon describes?

2. Mieko seems to celebrate the new year mostly with her family, while Leon celebrates mostly with his friends. Also, while both of them do something special on New Year's Eve, Mieko has the tradition of watching the sun rise on New Year's Day. Leon goes to a huge street party.

SPEAKING

PAIR WORK | Complete the chart about what people do on your favorite holiday. Then compare charts with a partner.

My favorite holiday:	
Traditions and customs:	
1	
2	
3	
4	
5	



Everyone goes shopping for gifts before the holiday begins. The stores are totally packed with people.

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1 COMMUNICATION GOAL Exchange holiday greetings

A VOCABULARY | Ways to celebrate or commemorate a holiday | Read and listen. Then listen again and repeat.


1 march in parades


2 put up decorations


3 remember the dead


4 set off fireworks


7 wish each other well


5 wear costumes


6 have picnics


8 pray

B LISTEN TO ACTIVATE VOCABULARY | Listen to three people talk about holidays. Use the Vocabulary to complete the chart.

	What do people do to celebrate?
Carnaval (Brazil)	*wear amazing costumes, dance to samba music in parade, go to street parties*
Independence Day (U.S.)	
Chuseok (Korea)	*travel to hometown to get together with family, visit cemetery and clean graves of family members who have died, eat rice cakes* (songpyeon), *watch women perform a traditional dance in traditional clothing*

offices, schools, and businesses close; put up decorations with the American flag; march in or watch parades; have picnics with family and friends; watch fireworks

C PAIR WORK | Discuss what people do on holidays you are familiar with.

"Everyone puts up decorations a week before the holiday."

COACH

D GRAMMAR | Adjective clauses with relative pronouns who and that

An adjective clause identifies or describes a noun.
Use that to introduce adjective clauses about nouns that describe things.
The dishes **that are popular for Thanksgiving** are made from seasonal vegetables.
The costumes **that are worn for Carnaval** can take thousands of hours to make.

Use who or that to introduce adjective clauses about nouns that describe people.
France's Bastille Day's a great holiday for people **who** (OR **that**) **love fireworks**.
The man **who's** (OR **that's**) **wearing a funny hat in this photo** is my brother.

Be careful!
An adjective clause should immediately follow the noun it identifies or describes.
Don't say: The costumes can take thousands of hours to make ~~that are worn for Carnaval.~~

Don't use a subject pronoun after the relative pronouns who or that.
Don't say: The man ~~who he's~~ wearing . . . .

GRAMMAR EXPANDER p. 136
- Adjective clauses: common errors
- Reflexive pronouns
- By + reflexive pronouns
- Reciprocal pronouns: each other and one another

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F NOTICE THE GRAMMAR | Find two examples of adjective clauses in Zoom-In on page 75.

1. *I'm meeting three old friends who I've known since middle school.*
2. *We're going to a huge street party that's pretty popular here.*

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LESSON 1 Exchange holiday greetings

A VOCABULARY

Suggested time: 3 minutes | Your time:

- Have Ss look at the pictures and captions. Ask them to identify the celebrations and holidays they recognize.
- Have Ss read and listen, then listen again and repeat.

B LISTEN TO ACTIVATE VOCABULARY

Suggested time: 4 minutes | Your time:

- Draw the chart on the board and write the names of the three holidays. If there is a world map in the classroom, point out the countries listed.
- In pairs, have Ss tell each other anything they know about these holidays.
- Read the directions and point to Exercise A. Tell Ss to listen for these phrases.
- Play the audio and have Ss do the exercise individually. Pause after each description to allow Ss time to write. Replay the audio if appropriate.
- In pairs, have Ss compare their answers. Then go over the answers with the class.
- Ask Ss why they think some holidays (like *Carnaval* and *Chuseok*) occur in different months each year. (These holidays are timed to a lunar, or moon, calendar.)

OPTION (+5 minutes) Have Ss write down any extra information they hear. In pairs, have Ss compare their notes and list any questions about things they didn't hear properly or didn't understand. Play the audio again to see if they can resolve their questions. Clarify the answers as appropriate.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example. Encourage Ss to use the vocabulary from Exercise A in their discussion.
- Form pairs and have Ss talk about the holidays they know. Monitor and assist to make sure they are using the vocabulary correctly.

EXTENSION (+5 minutes) Have Ss discuss the customs they heard about in Exercise B and compare them to the customs they have just talked about.

D GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and examples in the grammar chart. If appropriate, explain that *seasonal vegetables* are those that are harvested and eaten at a specific time of the year.
- To clarify further, write on the board: *The Harvest Moon Festival is a holiday that takes place in September or October.* Have Ss identify the adjective clause in this sentence. (that takes place in September or October) Underline it. Ask, *Which noun is the adjective clause describing?* (holiday)
- Have Ss read the second rule and examples. Write on the board: *My sister is the girl who is wearing a costume.* Have Ss identify the adjective clause. (who is wearing a costume) Underline it.
- Ask, *Who is the adjective clause describing?* (the girl) *Can* that *be used instead of* who *to introduce the clause?* (yes) Add *that* below *who* on the board. Point to the first example on the board and ask, *Can* who *be used instead of* that *here?* (no) *Why not?* (A holiday is a thing, not a person.)
- Have Ss read the first rule and example in the **Be careful!** note. Write on the board: *The costumes can take thousands of hours to make that are worn for Carnaval.* Say, *The adjective clause is in the wrong place. What should we say instead?* (The costumes that are worn for Carnaval can take thousands of hours to make.) Cross out the first sentence and write the corrected sentence below it.
- Have Ss read the second rule and example in the **Be careful!** note. Write on the board: *My brother is the boy who he is carrying the flag.* Ask, *Is this sentence correct?* (no) *Why not?* (because there is a subject pronoun after *who)*

LANGUAGE AND CULTURE Potatoes and sweet potatoes are two vegetables that are traditionally served at Thanksgiving.

GRAMMAR EXPANDER (optional, pages T136–137)

E PRONOUNCE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss read and listen to the examples in the chart.
- Play the audio again and have Ss listen and repeat.

F NOTICE THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Have Ss work individually to find the two adjective clauses.
- Ask Ss to compare answers in pairs and identify if both *who* and *that* can be used in each example. (*friends who I've known . . .* : yes; *party that's pretty popular . . .* : no)

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G UNDERSTAND THE GRAMMAR

Suggested time: 3 minutes | Your time:

- Read the directions. To model the activity, copy item 1 on the board. Have Ss identify the adjective clause (the underlined part of the sentence). Then have them identify the relative pronoun (that) and the noun or pronoun it describes (rice cakes).
- Have Ss work individually to complete the activity.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

OPTION Have Ss identify the sentences where either *who* or *that* could be used. (items 2 and 4)

H ERROR CORRECTION

Suggested time: 3 minutes | Your time:

- Go over the sample answer in item 1. Ask, *Why do we need to use* that*?* (because the relative pronoun refers to costumes, which are things, not people).
- If appropriate, refer Ss to the **Be careful** box on page 76.
- Have Ss work individually to complete the activity.
- In pairs, have Ss explain their answers to each other. Monitor and check their answers.

I GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Have Ss read the directions and the sample answer. Remind them to use adjective clauses with the relative pronouns *who* and *that*.
- Have Ss work individually to complete the activity on a separate sheet of paper.
- To provide more support for lower-level Ss, pair them with higher-level Ss. Have them check each other's sentences for errors. Then collect Ss' papers to check answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Exchange holiday greetings
- Introduce a conversation topic with *So, . . .*
- Use *Well, . . .* to indicate you are deciding how to respond
- Respond positively to a description with *Sounds like fun!*

- Have Ss read and listen to the conversation. To check comprehension, ask:
  What do people do during the day on Independence Day in the U.S.? (have picnics or watch parades)
  What do people do in the evening? (watch fireworks)
- Have Ss underline the adjective clause in the conversation.
- Call Ss' attention to the **Social language** box and read the greetings, modeling enthusiasm for each expression. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss practice the conversation, making sure they sound friendly when they exchange greetings.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Have Ss identify language from the unit to use in this conversation. (the vocabulary on pages 74 and 76, the grammar on page 76, Exercises A and B on this page, and the **Social language** box)
- In pairs, have Ss choose a holiday and plan their conversations.
- Have Ss practice their role play with their partner.
- Go over the phrases in the **Keep Talking!** and **Recycle This Language** boxes, and show the **Keep Talking!** video to support Ss as they extend the conversation.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
✓ using language to exchange holiday greetings
✓ using vocabulary for holidays and celebrations
✓ using adjective clauses correctly

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) On blank sheets of paper, have Ss write three sentences about how people celebrate a holiday. They should *not* include the name of the holiday. Encourage them to use adjective clauses. Form pairs and have Ss exchange papers with their partners. Have Ss guess the holidays their partners have written about. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional grammar and speaking practice in their digital resources.

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G **UNDERSTAND THE GRAMMAR** | **Underline the adjective clause and circle the relative pronoun. Then draw an arrow from the relative pronoun to the noun or pronoun it describes.**

1 In Japan, the sweet rice cakes that are eaten to celebrate the new year are called *mochi*.
2 Mardi Gras attracts visitors who come to New Orleans from all over the world.
3 Bastille Day is a national holiday that commemorates the beginning of the French Revolution.
4 People who throw water at each other during Thailand's Songkran festival also wish each other well.

H **ERROR CORRECTION** | **Correct the error in the adjective clause in each sentence. Explain each correction to a partner.**

1 The costumes ~~who~~ that are worn in the Mardi Gras parade in New Orleans are fun to see.
2 The experts who ~~they~~ set off the fireworks have to plan the event in advance.
3 Most of us love the traditional dishes that ~~they~~ are served on our favorite holidays.
4 The woman who is wearing that amazing dress is going to march in the parade ~~who she is wearing that amazing dress~~.

"Only use who for people."

I **GRAMMAR PRACTICE** | **Write five sentences with adjective clauses about holiday traditions you know.**

Thanksgiving is a seasonal holiday that takes place in November in the U.S. and in October in Canada.

COMMUNICATION ACTIVATOR

Now let's exchange holiday greetings.



A **CONVERSATION MODEL** | **Read and listen.**

A: Did you know that there's a holiday next week?
B: No, I didn't. What holiday is that?
A: Independence Day. It's a national holiday that always takes place on July 4th.
B: So, what do people usually do on that day?
A: Well, during the day, we have picnics or watch parades. And in the evening, we set off fireworks.
B: Sounds like fun! Well, have a great holiday!
A: Thanks! Same to you!

B **PRONUNCIATION PRACTICE** Listen again and repeat. **Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK** | **Role-play a conversation with a visitor to your country. Ask about and describe a holiday and exchange greetings. Then change roles.**

A: Did you know that there's a holiday ..... ?
B: No, I didn't. What holiday is that?
A: ..... . It's a(n) ..... holiday that takes place ..... .
B: So, what do people usually do on ..... ?
A: Well, ...
B: Sounds ..... ! Well, ... !
A: Thanks! ..... !

D **CHANGE PARTNERS** | **Exchange greetings for another holiday.**

Social language
To exchange holiday greetings and wish each other well, say:
- Have a [good / nice / wonderful / happy] holiday!
- Best wishes for the holiday!
- Enjoy yourself on [the Fourth of July]!
- Same to you! / You too!

KEEP TALKING! ●●●
Ask and answer more questions.
What else do people do?
Do people [give gifts]?
What kinds of food do people eat?
Where do people celebrate?
Watch the video for ideas!

RECYCLE THIS LANGUAGE
It's supposed to bring you good luck.
They get together with [their families].
It's a tradition.
Have a blast!

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2 COMMUNICATION GOAL Ask about local traditions

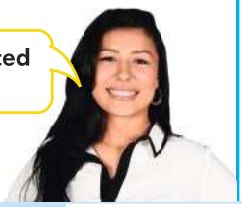
A GRAMMAR | Adjective clauses: subject and object relative pronouns

The relative pronouns who and that can function as the subject or object in an adjective clause.

"that" = subject of the clause
It isn't customary to thank the person **that gave the gift**. (The person gave the gift.)

"that" = object of the clause
The gifts **that people give** are usually not very expensive. (People give the gifts.)

Be careful!
When the relative pronoun who or that is an object, it is optional and can be omitted. However, a subject relative pronoun cannot be omitted.
The holiday **(that) I love the most** is the Dragon Boat Festival.
Don't say: It's unnecessary to thank the person ~~gave the gift~~.



In formal spoken and written English, whom is often used as an object relative pronoun for people. However, it is rarely used in informal speech.
INFORMAL: The person (**who** OR **that**) you invite should bring a gift.
FORMAL: The person **whom** you invite should bring a gift.

GRAMMAR EXPANDER p. 137
• Adjective clauses: whom in formal English

B UNDERSTAND THE GRAMMAR | Check the sentences that are correct. If the sentence needs a relative pronoun, add one.

☐ 1 Canada Day is a national holiday that takes place on July 1st and celebrates its birthday.
☑ 2 I paid a lot for the gifts I gave my nieces and nephews for Christmas.
☐ 3 The kids who / that sang the song today were practicing for the holiday party next week.
☐ 4 On the Day of the Dead, Mexicans clean the graves of family members who / that have died.
☑ 5 The purpose of the red flower everyone is wearing today is to remember the people who died in the war.

C GRAMMAR PRACTICE | Complete the adjective clause in each sentence, using the prompts. Omit the relative pronoun when possible.

1 The traditional Korean outfit ..... she's wearing ..... is called a hanbok.
She's wearing it.
2 Memorial Day is a U.S. holiday ..... people celebrate ..... to remember soldiers who died in wars.
People celebrate it.
3 Tourists ..... who / that plan to visit another country ..... should research local customs on the Internet.
They plan to visit another country.
4 Children ..... who / that receive red envelopes ..... during the Chinese New Year celebration are happy to find money inside.
They receive red envelopes.
5 The "mooncakes" ..... people eat during the Harvest Moon Festival ..... are best eaten with tea.
People eat them during the Harvest Moon Festival.



D PRONUNCIATION | Thought groups | Notice how sentence rhythm clarifies how thoughts are grouped. Read and listen. Then listen again and repeat.

1 The colleagues we invited to the party were from Brazil.
2 The music they played for us this morning is from Mexico.
3 La Tomatina is a festival they celebrate in Spain by throwing tomatoes.
4 Anyone who plans to travel to another country should ask about local customs.

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LESSON 2 Ask about local traditions

A GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first rule and the example with *that* as subject of the clause in the chart.
- Say, *Let's look at an example with* who *as subject.* Write on the board: *1. The friend who sent these flowers lives in Paris.* Ask, *What is the adjective clause?* (who sent these flowers) Underline it. Then ask, *What is the subject in this clause?* (who) Circle *who* and label it *subject*:

  1. The friend (who) sent these flowers lives in Paris.
  SUBJECT

- Have Ss read the example with *that* as object. Say, *Let's look at an example with* who *as object.* Write on the board: *2. The friends who we visited liked our gift.* Ask, *What is the adjective clause?* (who we visited) *What is the subject in this clause?* (we) Circle *we* and label it *subject*. Then circle *who* and label it *object*:

  2. The friends (who) (we) visited liked our gift.
  OBJECT SUBJECT

- Point out that in this sentence, the relative pronoun is not the subject; it is the object. Write on the board: *We visited friends. (who = friends)*
- Have Ss read the rule and example in which the relative pronoun is omitted. Direct Ss' attention back to the first example on the board. Ask, *Can we omit* who *in this sentence?* (no) *Why?* (because it is the subject of the clause)
- Point to the second example on the board. Ask, *Can we omit* who *in this sentence?* (yes) *Why?* (because it is the object of the clause) Read the example, omitting *who*.
- Read the woman's statement. Say, *We can also say,* The people who we invited had a lot of fun *or* The people that we invited had a lot of fun.
- Have Ss read the explanation and examples with *whom*. To clarify, write on the board:
  The woman ___ I met at the party is from Canada. (that / no pronoun / who / whom)
  Ask, *Which of these pronouns can we use in this sentence?* (all of them) *When do we use* whom? (in formal situations)

LANGUAGE AND CULTURE *That* is used much more frequently as a subject relative pronoun than *who*.

GRAMMAR EXPANDER (optional, pages T137–138)

B UNDERSTAND THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Go over the example in item 1. Ask, *Why is it necessary to add* that? (Because *that* refers to the subject of the sentence, Canada Day. When the relative pronoun is the subject, we can't omit it.)
- Have Ss work individually to complete the activity.
- In pairs, have Ss compare their answers. Then go over the answers with the class.

C GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 with a class as an example. Point to the photo of the hanbok and say, *Use the prompt* She's wearing it *to make an adjective clause.* Elicit the complete sentence and write it on the board. Ask, *Can* that *be omitted?* (yes, because it's the object of the clause)
- Have Ss complete the task individually.
- In pairs, have Ss compare answers. Then go over the answers with the class. Ask volunteers to explain why they have included or omitted relative pronouns in their clauses.

D PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss read and listen. Tell them to pay attention to the pauses between the thought groups.
- Say, *A thought group is a group of words said together before a pause. It makes the meaning of the sentence easier to understand if we pause in certain places. Adjective clauses form natural thought groups.*
- Have Ss listen again and repeat. Make sure Ss pause slightly between thought groups.

EXTENSION (+5 minutes) To practice forming thought groups, write on the board:

1. *The person who comes to dinner should bring a dish.*
2. *The Cherry Blossom Festival is a tradition that people observe in Japan.*

Have Ss work in pairs to divide them into thought groups. Then have volunteers come to the board and underline the thought groups in each sentence.

(1. The person who comes to dinner should bring a dish.
2. The Cherry Blossom Festival is a tradition that people observe in Japan.)

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Communication Activator

A CONVERSATION MODEL

Suggested time: 7 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I wonder if I could ask you . . .* to introduce a question that might be sensitive
- Respond warmly to a request with *Of course.*
- Acknowledge the value of information with *That's really helpful.*
- Reassure someone that it's OK not to know about local customs

- Have Ss look at the photo. Explain that the woman and man are from different countries. The woman recently moved to the man's country.
- Have Ss read and listen to the conversation. To check comprehension, ask:
  What does the woman want to know? (when she should open gifts)
  When does the man say people usually open gifts? (later)
- Have Ss listen to the conversation again.
- Call Ss' attention to the **Social language** box. Have Ss underline the expression from the box that appears in the conversation (**I** wouldn't worry.) Then read the expressions, using a friendly and reassuring tone. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 3 minutes | Your time:

- Have Ss listen and repeat each line.
- Monitor as Ss role-play the conversation with a partner. Make sure Ss use a reassuring tone for *I wouldn't worry.*

OPTION (+5 minutes) Have Ss identify the thought groups in the Conversation Model. When they role-play the conversation, encourage them to pause in the correct places and use thought groups.

C TALKING POINTS

Suggested time: 8 minutes | Your time:

- Read the directions. Point to item 1 and ask what the picture shows. (a holiday tradition, perhaps a celebration on New Year's Eve) Read the example. Have Ss answer the question with information about New Year's Eve in their country.
- Clarify any new vocabulary in the pictures. For example, say, Table manners *are the way we should behave when we are eating with other people. Some countries have different ideas about what is polite or not when eating.*
- Have Ss read the **Ideas** box. Encourage Ss to use these ideas in their questions. Point out that after each expression, they should use the base form of the verb.
- In pairs, have Ss complete the questions. Monitor and help as necessary.

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Read the directions. Point out that in the first line, Ss should add one of the categories from Exercise C. For example: *So I wonder if I could ask you a question about invitations.* Refer them back to the **Social language** box and the Conversation Model to help them decide what to write in the other spaces.
- In pairs, have Ss role-play their conversations.
- Go over the suggestions in the **Keep Talking!** box and show the video to support Ss as they extend the conversation.

E CHANGE PARTNERS

Suggested teaching time: 4 minutes | Your time:

- Have Ss role-play a different version of the conversation with new partners. Make sure they switch roles.

LOOK FOR While Ss are doing Exercises D and E, monitor their conversations to determine if they are

- ✓ using vocabulary for talking about local customs
- ✓ responding warmly to request for information
- ✓ reassuring their partner that it's OK not to know about local customs

CLOSURE ACTIVITY (+5 minutes) At the end of class, write on the board:
A: What is an important tradition that a visitor to your country should know about?
B: On New Year's Eve, people eat with their families.
Have Ss think of a tradition or custom from their country. In pairs, have Ss line up in front of you. Have each pair take turns asking each other the question and answering with the tradition they thought of. Take notes on areas for review and extra practice.

Remind Ss of additional vocabulary, pronunciation, and speaking practice in their digital resources.

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COMMUNICATION ACTIVATOR

Now let's ask about local traditions.





A CONVERSATION MODEL Read and listen.

A: I'm not familiar with the way people do things here. So I wonder if I could ask you a question about gifts.

B: Of course. What would you like to know?

A: If someone gives you a gift, is it OK to open it right away?

B: That's not something we would normally do. We usually wait till later.

A: Thanks. That's really helpful.

B: But I wouldn't worry. Most people understand that you're not from here.

Social language

To reassure someone that it's OK not to know about local customs, say:

I wouldn't worry.
It's no big deal.
It's really not a problem.

B PRONUNCIATION PRACTICE Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Complete a question about each topic. Use the ideas.

Holiday traditions



1 On ....., ... ?
name of holiday

Table manners



2 If I'm in a restaurant and I have to sneeze, ... ?

Meeting people



3 When I'm introduced to someone, ... ?

Invitations



4 If someone invites me to dinner at a restaurant, ... ?

Ideas

- is it OK to . . . ?
- should I . . . ?
- would it be better to . . . ?
- is it customary to . . . ?
- would it be offensive to . . . ?
- is it a good idea to . . . ?

"On New Year's Eve, is it customary for people to hug at midnight?"

D CONVERSATION PAIR WORK | Change the conversation, using your Talking Points to ask about other traditions. Then change roles.

A: I'm not familiar with the way people do things here. So I wonder if I could ask you a question about ..... .

B: ..... . What would you like to know?

A: If ....., is it OK to ..... ?

B: ..... .

A: Thanks. That's really helpful.

B: But ..... . Most people understand that you're not from here.

KEEP TALKING!

- Ask more questions.
- Explain other customs.

Watch the video for ideas!

E CHANGE PARTNERS | Change the conversation again.

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3 COMMUNICATION GOAL Compare holidays

A VOCABULARY | Describing the purpose of an event | Read and listen. Then listen again and repeat.



a celebration (n) an event, usually a happy one, in which people do something special to acknowledge a particular occasion; **celebrate** (v)



a ceremony (n) a formal event that includes traditional actions and words



a commemoration (n) a ceremony in which words and actions remind people of the importance of an event; **commemorate** (v)

a memorial service (n) a ceremony for the purpose of remembering people who have died; **memorialize** (v)

B PAIR WORK | Provide examples you are familiar with for each type of event from the Vocabulary.

"On that day, we memorialize the people who died in the fight for our country's independence."

C LISTEN FOR MAIN IDEA | Listen to two holiday descriptions on a podcast. Choose the main idea.

a These are two national holidays that are very similar.
b These are two national holidays that are very different.
c These are two similar holidays from two different countries.
d These are two very different types of holidays.





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LESSON 3 Compare holidays

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Give Ss a minute to look at the photos and their captions. Ask if they can identify the events they see.
- Play the audio and have Ss read and listen. Then have them listen again and repeat.

LANGUAGE AND CULTURE The photos show these events from around the world:

- *A celebration:* To celebrate events like New Year's Eve, Americans gather in public places like Times Square in New York City.
- *A ceremony:* The Melasti ceremony takes place on the Hindu holiday called Nyepi. People go to a beach and fast, meditate, and pray.
- *A commemoration / memorial service:* To remember the soldiers who fought in World War I, Australia and New Zealand celebrate Anzac Day on April 25th. *Anzac* stands for Australian and New Zealand Army Corps.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions and the example. To model the activity, mention a celebration that happened recently in your community.
- In pairs, have Ss think of their examples for each vocabulary term in Exercise A.
- Ask volunteers to share their examples with the class. Write them on the board and have Ss write them down.

TEACHING TIP Having Ss record new vocabulary in a way that is meaningful will help them remember it. For instance, adding a personalized example to a definition will help Ss not only remember the word but also use it correctly.

C LISTEN FOR MAIN IDEA

Suggested time: 10 minutes | Your time:

- Have Ss preview the photos and captions. In pairs, have them talk about what they see.
- Tell Ss that the first time they listen, they should identify the two holidays that are described. Play the audio all the way through. Have Ss tell you the names of the holidays. (Day of the Dead and Qingming) Then have Ss look at the photos and decide which holiday each photo represents. (The two photos on the left show the Day of the Dead, and the two on the right show Qingming.)
- Have Ss read statements *a–d* silently. Then play the audio again all the way through. Have Ss circle the main idea that they think applies to this podcast. Then, in pairs, have them compare answers.
- If appropriate, play the audio again for Ss. Then go over the answer with the class.

LANGUAGE AND CULTURE

- *Qingming* means "clear and bright." It is also called Tomb Sweeping Day. The tradition of flying kites is to ward off illness and bring good luck.
- The tradition of face painting is relatively new in Mexico. It's inspired by the old tradition of wearing masks to honor the dead and acknowledge the happiness they brought to others during their life.

OPTION (+5 minutes) In pairs, have Ss say 2–3 things they heard that made them choose the answer they did for the main idea.

EXTENSION (+5 minutes) Have Ss listen one more time, this time for the vocabulary from Exercise A. Have Ss shout *Stop!* if they hear one of the words as they are listening. Stop the audio, go back a bit, and play that section again for Ss to hear the word in context. Encourage Ss to write down the sentence. For an added challenge, tell Ss to listen for all forms of the word. For example: *celebrate* as well as *celebration.*

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D LISTEN TO COMPARE AND CONTRAST

Suggested time: 10 minutes | Your time:

- Have Ss preview the chart. In pairs, have them try to remember which activities are done on the two holidays, based on what they heard in Exercise C on page 80. Make sure they don't write anything in the chart at this point.
- Play the audio and pause it after the information about Day of the Dead. Give Ss time to check the correct activities in the chart. Remind them that they will hear additional information about the Day of the Dead later in the listening.
- When Ss are ready, play the second half of the audio and have them complete the rest of the chart.
- In pairs, have Ss compare their answers. Then play the audio again to go over the answers.

OPTION (+5 minutes) Play the audio once more. This time, have Ss shout *Stop!* if they want to hear something again or ask for clarification. Each time a S shouts *Stop!,* pause the audio, listen to the question, and answer it. If possible, have Ss do this themselves in small groups, listening to the audio on their phones. Put one of the Ss in charge of pausing the audio when asked.

E DISCUSSION

Suggested time: 5 minutes | Your time:

- Give Ss time to read the questions and work individually to note their ideas.
- In groups, have Ss discuss the questions. Monitor and help if needed.
- Elicit volunteers to share their answers for each question.

EXTENSION (+5 minutes) Have Ss use their smart phones to see if they can research and find out the answers to questions 1, 2, and 4.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- In pairs, have Ss decide which four holidays they would like to talk about and write them in the chart. Encourage Ss to take notes rather than writing out full sentences as they fill in the chart.
- As pairs complete their charts, monitor and assist if needed.

OPTION Tell Ss they can do research on their phones if they are unsure about something or want more information.

B PRESENTATION

Suggested time: 15 minutes | Your time:

- Read the directions. Tell Ss to choose only two holidays from Exercise A to talk about.
- Direct Ss' attention to the **Recycle This Language** box. Encourage Ss to use these phrases as well as other language they have learned in this unit in their presentations.
- In pairs, have Ss write their presentations. Monitor and assist as needed.
- Have pairs join with other pairs to form groups of four. Have each pair make their presentation to their group. Encourage Ss to ask follow-up questions about the presentations they hear and to answer each other's questions as best they can.

TEACHING TIP It is important to give Ss a task to do when they are listening to each other's presentations. Otherwise, many Ss will just switch off. Have Ss write down questions to ask, listen for specific vocabulary, complete a feedback questionnaire, or just note things they enjoyed when listening to their classmates' presentations.

OPTION (+5 minutes) Have Ss give each other feedback on their presentations and then give each pair time to improve their presentation. Form new groups and have Ss do their new and improved presentation.

EXTENSION (+5 minutes) After everyone has given a presentation, write on the board: *What did you do well in your presentation? What would you like to improve?* Have Ss write answers to these questions on a sheet of paper. Ask volunteers to share what they wrote with the class. Encourage Ss to keep these self-evaluations so that they can remember what they need to improve the next time they give a presentation.

LOOK FOR While Ss are doing Exercises A and B, monitor Ss' conversations to determine if they are

- ✓ incorporating vocabulary about holidays
- ✓ referring to the talking points listed in the chart in Exercise A
- ✓ effectively recycling language for talking about customs on holidays

CLOSURE ACTIVITY (+5 minutes) Have Ss write their names on blank sheets of paper. Then have them write 2–3 sentences about an interesting holiday that they learned about in this lesson. They should explain why they think it is interesting. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional vocabulary and reading practice in their digital resources.

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D LISTEN TO COMPARE AND CONTRAST Listen again and complete the chart, according to the speakers' descriptions.

	Day of the Dead	Qingming
When does this holiday take place each year?	*late October, early November*	*April*
What do people do on this holiday?		
clean their relatives' graves	☒	☒
fly kites	☐	☒
have parades	☒	☐
have picnics	☒	☐
make traditional holiday dishes	☒	☒
participate in sports events	☐	☒
place "money" on their loved ones' graves	☐	☒
place photos of their loved ones on their graves	☒	☐
pray	☒	☐
put up decorations	☒	☐

E DISCUSSION | In small groups, answer the questions.

1 Why do you think people play in sports events and fly kites during Qingming?
2 Why do you think people—for both holidays—place food on their loved ones' graves?
3 In what ways do you think each of these two holidays is a celebration of life rather than a commemoration of death?
4 Are similar holidays celebrated in other countries? If so, where?

COMMUNICATION ACTIVATOR

Now let's compare holidays.

A TALKING POINTS | With a partner, choose four types of holidays in your country. Discuss and complete the chart together.

Name of holiday:	..... (a national holiday)	..... (a religious holiday)	..... (a seasonal holiday)	..... (a family holiday)
Purpose				
Typical food				
Typical music				
Typical clothing				
Typical activities				
Other traditions				

B PRESENTATION | Choose two holidays from Talking Points and present your information to your classmates. Answer their questions.

RECYCLE THIS LANGUAGE

remember / celebrate / commemorate
[We] get together with ___ .
It's customary to ___ .

It would be offensive to ___ .
___ is taboo.
It's traditional to ___ .

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4 COMMUNICATION GOAL Describe wedding customs

A READING | Read a website about wedding customs around the world. How do the Polish and Indian customs differ? How are they similar?

See page T82 for possible answers.

Some WEDDING CUSTOMS *around the Globe*

A wedding is perhaps the most important "rite of passage" in a couple's life together, but what the bride and groom and their guests are expected to do varies greatly around the world. Compare these customs.





POLAND

A couple can choose between a traditional wedding in a church or religious institution, or a modern ceremony at a location of their choice. Most traditional weddings in Poland begin on a Friday evening with friends and family coming to the bride's home to break glass dishes outside. The bride and groom then have to clean the glass up while everyone sings. According to tradition, the more they sweep, the happier their marriage will be.

The actual wedding is then held on Saturday. As the newlyweds leave the wedding ceremony, friends and family throw coins at the couple and take pictures as the couple pick up the coins. Then the first thing the newlyweds do is visit their parents—and new in-laws—who welcome them with bread and salt.

That evening at the wedding reception, guests are invited to eat, sing, and dance till Sunday morning. Male guests at the reception pay to dance with the bride. The maid of honor (usually an unmarried female friend or relative) collects the money, which the bride and groom use to pay for their honeymoon—their first trip together after getting married.

INDIA

Wedding celebrations can last five days or longer. In fact, preparations begin at least a year before, when the couple get engaged. The date is chosen carefully, based on the couple's birthdays, to ensure good luck.

Two days before the wedding, musicians, relatives, and neighbors visit the groom's home, beginning as early as four o'clock in the morning. The groom is "washed" with oils, and an older relative drops by with a gift of money. At the bride's home on the day of the wedding, her relatives begin painting her face, arms, hands, and feet with red designs, which takes hours to complete.

When the bride and groom arrive for the ceremony that evening, there's lots of noise and music. Their feet are washed, and their relatives throw flowers and water on them. The couple sit beneath a wood and cloth structure, and the bride's parents "give her away." Then the couple walk for seven steps together as they recite their marriage vows, promising to support and love each other. Finally, they place flowers around each other's necks. One by one the guests come to wish the newlyweds well and throw rice grains at their heads. Then the reception begins—and everyone eats!

Other customs from around the globe . . .

In the U.S., a bride throws her bouquet to the unmarried female guests. The one who catches it is supposed to be the next to get married. At the reception, the bride and groom cut the first piece of the wedding cake together.





Click here for more.

LESSON 4 Describe wedding customs

A READING

Suggested time: 10 minutes | Your time:

- Have Ss close their books. Ask, *What happens at a wedding?* Have them discuss the question in pairs. Have Ss share their ideas with the class and write them on the board to refer to later.
- Have Ss open their books and read the introduction to the text. If appropriate, clarify the meaning of *bride* and *groom* and other vocabulary. Say, *A rite of passage is a special event in someone's life. It usually marks the beginning of a new stage. Can you think of any other rites of passage?* (For example: baptisms, school or university graduation ceremonies, having children)
- Before Ss read the information about Polish and Indian weddings, have them look at the photos of the Indian couple and the bread. Ask Ss to describe what the photos show.
- Read the questions in the directions. Point to the ideas written on the board and say, *Maybe some of these customs happen in both Polish and Indian weddings.*
- Tell Ss to underline similarities and circle differences that they find as they read the text.
- When Ss have finished reading, ask, *What similarities and differences did you find between Polish and Indian weddings?* In pairs, have Ss compare their answers. Then ask each pair to tell you one similarity or difference.
- Have Ss read the information about other customs from around the globe and look at the photos. Ask Ss if they are already familiar with these wedding traditions.

LANGUAGE AND CULTURE

- In Polish weddings, at midnight, the bride's veil and the groom's tie or bow are officially taken off to symbolize the transition from being single to being married. The veil and tie are later thrown to guests, similar to the custom of throwing a bride's bouquet.
- The traditional Indian wedding varies according to region and religion. (The majority of people in India are Hindu but the country also has large populations of Muslims, Sikhs, and Christians.)

EXTENSION (+5 minutes) Write on the board: *Of the three countries mentioned in the text, where would you most like to attend a wedding? Why?* In pairs, have Ss discuss the questions. Encourage them to offer follow-up comments to explain their opinions. Model the activity by giving your own opinion. For example, say, *I'd like to attend a wedding in India because it lasts so long. I love weddings, so a long wedding would be really fun for me!* At the end of the discussion, do a quick poll to see which wedding most Ss would like to attend. Ask a few volunteers to share why they chose the wedding they did.

Possible answers for Exercise A

How they differ: In Poland, weddings begin on a Friday and last until Sunday, whereas in India, the wedding date is chosen based on the couple's birthdays and can last five days or more. Before the wedding in Poland, family and friends share a meal at the bride's home and break dishes for the couple to clean up. Before the wedding in India, relatives help the groom get ready by washing him in oils, and relatives help the bride get ready by painting red designs on her.
How they are similar: Family and friends throw things at the newlyweds (in Poland, they throw coins; in India, they throw grains of rice). Both have wedding receptions with food, music, and dancing. In both countries, the newlyweds receive money as gifts.

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B UNDERSTAND FROM CONTEXT

Suggested time: 5 minutes | Your time:

- Do item 1 with the class as an example. Have Ss find the three answer options in the article. Elicit the meaning of each. (*in-laws*: your spouse's parents; *maid of honor*: a friend who helps the bride; *groom*: the man who is getting married) Read item 1 and have Ss complete the statement with the correct expression.
- In item 2, have Ss scan the text for the word *honeymoon*. This will help them choose the correct answer. (See Teaching Tip below.)
- Have Ss work individually to complete the exercise.
- Bring the class together and go over the answers.

TEACHING TIP When Ss answer comprehension questions about a text, encourage them to carefully identify words to scan for in the text. Sometimes, they need to scan for a word in the question stem instead of words in the answer choices.

C CLASSIFY

Suggested time: 5 minutes | Your time:

- Point out that there may be more than one correct answer to each item.
- Have Ss work individually to find the answers in the text and write them in the blanks.
- Go over the answers with the class.

D RELATE TO PERSONAL EXPERIENCE

Suggested time: 5 minutes | Your time:

- Read the directions. Say, *Look at the list of traditions in Exercise C. Which of these customs do people follow in [your country]?*
- Have Ss work in pairs to answer the questions.
- To follow up, ask the class, *Do you think there are things that happen at all weddings everywhere?* Elicit answers and write them on the board. For example: *Friends and family always celebrate with the bride and groom.*

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions and copy the chart on the board. Elicit an example of a custom for *Getting engaged.* Write it in the chart.
- In pairs, have Ss work together and complete the chart.

B PRESENTATION

Suggested time: 10 minutes | Your time:

- Have Ss read the directions and the **Optional** box. If appropriate, give Ss time to go back through the Reading text and find expressions they would like to use. To support lower-level Ss, write some useful vocabulary on the board.
- Have Ss work individually to write presentations about wedding customs in their country, using their charts from Exercise A. Monitor and assist as needed.
- Form groups of four. Have each S present to the group.

C DISCUSSION

Suggested time: 5 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T153A-B)

- Read the directions and the example. Tell Ss to use the example as a model when they give their own opinions.
- In the same groups as in Exercise B, have Ss discuss the questions. Monitor and assist as needed.
- Ask each group to share one point with the class.

LOOK FOR While Ss are doing Exercises B and C, monitor their presentations and discussions to determine if they are

✓ referring to the talking points listed in Exercise A

✓ using customs and weddings vocabulary from the Reading text

WRITING

Suggested time: 10 minutes | Your time:

- Have Ss choose two holidays to write about.
- First, have Ss take notes to answer the three questions about each holiday. Then have them write a first draft of their two paragraphs.
- When Ss finish, pair them up to check each other's first drafts. Encourage them to give each other feedback on how to improve the drafts. Monitor and assist as needed.
- Have Ss write a final draft of their two paragraphs.
- Collect Ss' writing and offer feedback.

WRITING HANDBOOK (optional, pages T149-150)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+5 minutes) On a sheet of paper, have Ss write a sentence about one wedding custom they don't like and another sentence about a custom they wish was popular in their country. Collect the papers and read them to identify areas for review and extra practice.

Remind Ss of additional reading and writing practice in their digital resources.

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B **UNDERSTAND FROM CONTEXT** | **Circle the correct answer.**

1 A Polish bride chooses a friend or family member to be her (in-laws / maid of honor / groom) and help her during the wedding.
2 Polish newlyweds go on their honeymoon together (before / during / after) the wedding.
3 In both Poland and India, the (ceremony / reception / tradition) is a time for music and eating.
4 Marriage vows are part of a wedding (ceremony / reception / honeymoon).
5 At a wedding in the U.S., a (bride / groom / guest) tries to catch the bouquet.

C **CLASSIFY** | **Write the name of the country or countries in which people follow each wedding tradition.**

1 The ceremonies continue for at least three days. *Poland, India*
2 The guests throw things at the newlyweds. *Poland, India*
3 The bride throws something to some of the guests. *U.S.*
4 People visit the bride and groom before the wedding. *Poland, India*
5 The bride and groom have to clean something up. *Poland*

D **RELATE TO PERSONAL EXPERIENCE** | **How are the customs on the website different from the wedding customs in your country? How are they similar?**

COMMUNICATION ACTIVATOR

Now let's describe wedding customs.

A **TALKING POINTS** | **With a partner, make a list of wedding customs in your country.**

Getting engaged	Preparing for the ceremony
At the ceremony	**After the ceremony**

B **PRESENTATION** | **Imagine you are describing your wedding customs to a group of visitors to your country. Present your description to your classmates.**

OPTIONAL Underline new words or phrases in the Reading you can use in your Presentation. Example: "The ___ is then held on ___ ."

C **DISCUSSION** | **Would you change any of your country's wedding customs if you could? What would you change?**

> "I think people spend too much money on their weddings. I would definitely change this custom."

SOFT SKILLS BOOSTER p. 159

WRITING **In two paragraphs, describe two holidays that are celebrated in your country. Include as many details as you can about each.**

- **What kind of holiday is it?**
- **When and how is it celebrated?**
- **What do people do / eat / wear, etc.?**

WRITING HANDBOOK p. 149
- Descriptive details
- Guidance for this writing activity

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THE CLAUSE WHEEL

Play with a partner. Place your coins on start. Decide who goes first.

Take turns. With your eyes closed, touch a key on a smartphone keypad to highlight a number. For example, if you have touched "8," move eight spaces. You have 1 minute to use the cue to create a statement using an adjective clause.

If your statement is correct, you get 5 points. If it's not, your partner moves to your space and tries to create a correct statement for 5 points. The player who creates a correct statement takes the next turn. (If you land on a space a second time, you must create a different adjective clause to get your points.)

Continue around the wheel for 30 minutes. **The winner is the player who earns the most points.**



"A microwave is an appliance you can find in most modern kitchens."



PROGRESS SELF-CHECK

NOW I CAN

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

- ☐ Exchange holiday greetings.
- ☐ Ask about local traditions.
- ☐ Compare holidays.
- ☐ Describe wedding customs.

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Interactive Cool Down

THE CLAUSE WHEEL

Suggested time: 30–45 minutes | Your time:

- Read the title of the game. Ask Ss what grammar from the unit they will practice in this game. (adjective clauses using relative pronouns)
- Read the first paragraph of the directions. Form pairs and have Ss decide who will go first. Tell them to use coins or papers as markers.
- Have Ss read the second paragraph of the directions. Direct Ss' attention to the picture of the smart phone keypad. Then model this action using your own phone. Close your eyes and touch the number screen with your finger. Hold it up to show the Ss which number you got. Say, *I got [5], so I move my coin [five] spaces.*
- Model how to use word and picture cues to create a statement with an adjective clause. Point to the first prompt in the game and the picture of the microwave. Then point to the example and read it. Ask, *Does this sentence have a relative pronoun?* (no) *Could we add one?* (yes)
- Have Ss read the third and fourth paragraphs of the directions. To clarify the point scoring system, model the game with a higher-level volunteer. Point to the second prompt in the game. Make up a sentence for the prompt that has a small mistake. For example: *A page-turner is a book <u>who</u> is very exciting.* Ask, *Is that correct?* (no) Say, *OK, I get no points. Now it's my partner's turn to make a sentence with the same prompt.* Give the volunteer S up to 1 minute to make up a sentence. If the sentence is correct, say, *You get 5 points, and it's your turn now.* If it's not correct, say, *Now we have to keep taking turns until one of us makes a correct sentence with this prompt.* Make sure Ss understand that if they land on the same prompt multiple times, they have to create a different adjective clause each time.
- Have pairs play the game with a pen and paper ready to write their points. Monitor and assist as needed. Make sure Ss make different adjective clauses if they land on the same square more than once. Have them raise their hands if they have a conflict about whether or not a sentence is correct. Correct their sentences if necessary.
- Give Ss 30 minutes to play. At the end of the game, bring the class together. Ask Ss how many points they got and identify the winner.
- Elicit a sentence with an adjective clause for each prompt. Write the sentences on the board and correct them if necessary. Then have the class copy them down. For each sentence, ask if it is possible to add or omit the relative pronoun.

EXTENSION Have Ss look at each sentence they copied from the board at the end of the game and write a new, different sentence that uses the same prompt. For example: *<u>A scarf is a piece of clothing</u> you wear around your neck.* → *<u>A scarf is a piece of clothing</u> that you wear when it's cold.*

TEACHING TIP When playing a game in class, you can choose to have the class play for as long or short a time as you need. Ss can play part of a round or multiple rounds of the game. You can also use a pair of dice or a single die instead a smart phone keypad.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review the unit content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW Printable PDF offers two pages of workbook-style activities to review the unit content.

CONNECT TV Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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