

# UNIT 2

# Party!

GO TO page vi

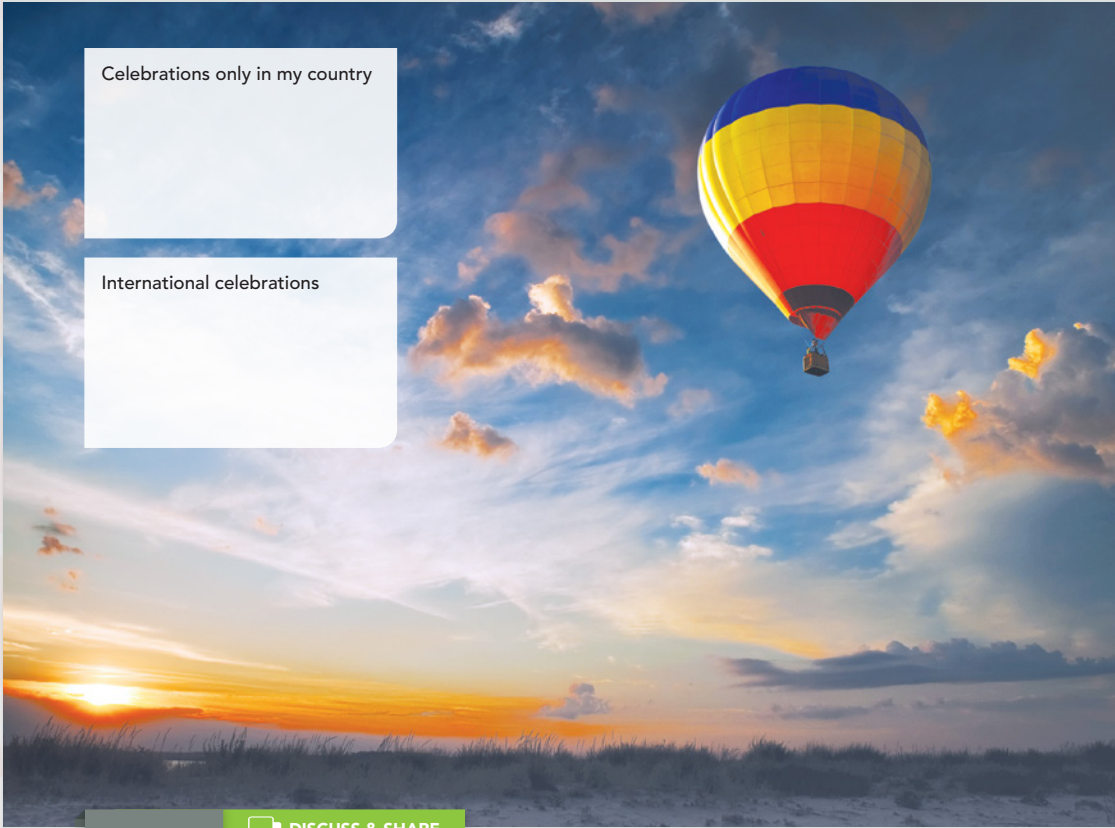
for **UNIT OPENER** step-by-step instructions.

## WHAT DO YOU ALREADY KNOW?

- 1 Think about occasions you celebrate. Write the words.
- 2 **IN PAIRS** Share and compare your ideas. Think of more words to add to each category.

Celebrations only in my country

International celebrations



VIDEO

## DISCUSS & SHARE

- 3 **IN GROUPS** Watch the video and answer the question.  
**SYM** Do you prefer to buy gifts or buy experiences for celebrations?

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for **VIDEOS IN SYM** step-by-step instructions.

## In this unit, you will ...

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

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## WHAT DO YOU ALREADY KNOW?

If you notice students are struggling to understand what to do, you can provide one or two examples to help them get started:

- **Celebrations only in my country:** Independence Day
- **International celebrations:** New Year's Eve

## VIDEO

Before viewing, ask:

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

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

After viewing, put the continuum on the board.

gifts — experiences

Have students mark the continuum and explain their preferences.

## DISCUSS & SHARE

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

GO TO page x

for **READING** step-by-step instructions.

The people in the first picture are taking a selfie.

The person in the second picture is eating a peach.

**READING**

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

**B READING SKILL—Predict the topic** Read the title and look at the pictures. What do you think you are going to read about? Check (✓) one of the ideas.

- a story about someone's birthday
- an article about celebrating unusual days of the year
- a blog about celebrations around the world



**EVERY DAY is a HOLIDAY!**

Take a look at your calendar for the year ahead. Some dates show an official event that people celebrate somewhere in the world. For example, Americans celebrate Independence Day on July 4. On October 8, the Japanese celebrate Health and Sports Day. A lot of people get the day off work, and schools and businesses are closed. People may eat special food on these days or give and receive gifts.

Then, there are unofficial holidays. These are days when people sometimes arrange a party at school or at work. Unofficial holidays celebrate unimportant and fun things like food, movies, books, and TV shows.

To show you what I mean, last week, a colleague said, "It's 'Take a Selfie Day!' Today you can take a lot of selfies." In my opinion, there's too much time spent taking selfies—you don't need a special day for it!

There are a few websites that list all these celebrations. Think of any day of the year, and there is something to celebrate. I learned there are days of the year for everything: Read in the Bathtub Day (February 9), World Yoga Day (February 22), and my favorite, Make Music Day (June 21). A lot of days celebrate food, like Caesar Salad Day on July 4 and Eat a Peach Day on August 22. There are too many dates for me to remember!

I am thinking of asking my boss if I can get the day off on the second Friday of March. It's World Sleep Day. And a little advice for you—don't think of asking me to do anything on Lazy Day (August 10)!



**C** **2.01** Read the text in B to check your answer.

**D** Read the text again and choose the correct option.

- 1 When do people in Japan celebrate Health and Sports Day? a July 4 b October 8
- 2 Who told the writer about Take a Selfie Day? a her boss b a colleague
- 3 What is the writer's favorite Day of the Year? a Make Music Day b World Yoga Day
- 4 What day of the week is World Sleep Day on? a Monday b Friday

**E THINKING SKILL—Analyze** What holidays are celebrated in your country but not in other countries?

GO TO page vii

for **VOCABULARY** step-by-step instructions.

**VOCABULARY**

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

- 1 agreed upon or arranged by people in power (adjective) official
- 2 a chart with days of the year showing seasonal information (noun) calendar
- 3 when you don't have to go to work or school (phrase) get the day off
- 4 do something to recognize an important or special event (verb) celebrate
- 5 a person who is in charge at work (noun) boss
- 6 make plans for an event (verb) arrange
- 7 get something from someone (verb) receive
- 8 a person you work with (noun) colleague

**★ MAKE IT YOURS**

Search online for "days of the year" and find more fun holidays. Select a day and share it with your classmates.

**READING** **OPTIONAL 2.01**

If students are having a hard time making predictions from the photos, tell them to read the statements in READING B and then make some more predictions about what they think the article will be about.

**THINKING SKILL—Analyze**

Have students work in groups of four. Ask each student to research national holidays in different countries, report back to the group, and discuss inferences that can be made about a country based on holidays that are observed. Have students discuss holidays that are celebrated in their country but not in others.

**VOCABULARY**

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

## GRAMMAR quantifiers



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

Countable	Uncountable
<p><i>some dates</i></p> <p>a lot of selfies   too many dates a few websites   any day</p>	<p>a lot of people a little advice too much time</p>

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

- Use *some* with countable nouns / uncountable nouns / **both**.
- Use *a lot of* with countable nouns / uncountable nouns / **both**.
- Use *a little* with countable nouns / **uncountable nouns** / both.
- Use *too many* with **countable nouns** / uncountable nouns / both.
- Use *any* with countable nouns / uncountable nouns / **both**.
- Use *too much* with countable nouns / **uncountable nouns** / both.
- Use *a few* with **countable nouns** / uncountable nouns / both.

For more practice, go to page 143.

**C** Choose the correct quantifier.

Pasteles de hoja are a popular dish in Puerto Rico, but they are also made in the Dominican Republic, Colombia, and El Salvador. They are usually made around Christmas and families often spend **1 a little** / **a few** days preparing them. It's common to make **2 a lot of** / a few pasteles at the same time (usually between 50 and 200!). Here is the basic recipe: Make a vegetable dough from green banana flour. Fill the dough with **3 some** / a few meat. Don't add **4 too many** / **too much** meat because you have to add the chickpeas, raisins, and olives, too. Wrap the pasteles in banana leaves and steam them. People usually freeze some of them to enjoy on Three Kings Day on January 6. Or they take **5 a little** / **some** boxes of pasteles as a gift to family or friends. They are delicious, but very big, so you may not want to eat **6 too much** / **too many**!



**D IN PAIRS** Think about a celebration that you went to recently that had food and drinks. What did you have? Discuss. Use quantifiers where necessary.

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

## SPEAKING

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

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

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

### CONFIDENT COMMUNICATOR

#### KEEP TALKING

Use *because* and *because of* to give reasons.

*Because* + subject + verb

*I'd like to make a holiday for pets because I think ...*

*Because of* + noun

*I probably won't celebrate the day at the beach because of the weather. It's too hot.*

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GO TO page viii

for **GRAMMAR** step-by-step instructions.



GO TO page xii

for **SPEAKING** step-by-step instructions.

## GRAMMAR

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

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

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

## SPEAKING

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

Tell students that the more convincing reasons they give, the more likely it is their group will choose their holiday.



**VOCABULARY** money and shopping

**A Match the underlined phrases (1–6) to the definitions (a–f). Write the letter.**

- |  |   |
|--|---|
| 1 I love traveling, so I usually <u>spend money on</u> trips abroad. <u>d</u>                                  | a get money by working or selling something                   |
| 2 You can <u>make money</u> by selling handmade gifts online. <u>a</u>   | b ask someone to give you money because you don't have enough |
| 3 I don't like to <u>lend money</u> to friends. <u>e</u>   | c buy things you don't need                                   |
| 4 I never <u>waste money</u> on things I don't need. <u>c</u>  | d buy something   |
| 5 It's easy to <u>overspend</u> at certain times of the year. I spend too much money at Thanksgiving. <u>f</u> | e give someone money because they don't have enough           |
| 6 Sometimes I <u>borrow money</u> from my parents, but I always pay it back. <u>b</u>                          | f spend more money than you have                              |

**MAKE IT REAL**

There are many informal synonyms for money in English. Here are a few: *cash, bucks, loot, bread, dough, capital.*

**B Choose the correct option to complete the text.**

Are you looking for extra ways to **1 make** / spend money? Instead of **2 borrowing** / lending money from a friend or member of your family, here are a few simple ideas to help:

- Don't **3 waste** / lend money on expensive gifts when, with a little imagination, you can make your own. How about making cookies and giving them as gifts to family and friends?
- Many stores have sales in January. It's easy to find things at good prices at this time of year. Buy the items you need to make your card and gifts. Decide how much you can afford so you don't **4 waste** / overspend.

**C IN PAIRS** Ask and answer questions using the phrases in A.

A: *Do you lend money to friends?* B: *Sometimes, if they really need it.*

**LISTENING**

**A 2.02 LISTENING SKILL—Identify opinions** Listen to a conversation in a store. Do you think the man and woman agree or disagree with one another?

**B Write the phrases under the correct headings.**

Exactly. I disagree.      I know. I'm not sure about that.      That's true. Yeah!      You're right.

Phrases for agreeing

<u>I know.</u>	<u>That's true.</u>
<u>You're right.</u>	<u>Yeah!</u>
<u>Exactly.</u>	

Phrases for disagreeing

<u>I disagree.</u>	<u>I'm not sure about that.</u>
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**C THINKING SKILL—Evaluate** Do you agree or disagree that you should never borrow or lend money? Why or why not?

**GO TO** page xi  
for LISTENING step-by-step instructions.

**GO TO** page 137  
for AUDIO SCRIPT.

They agree with one another. They use phrases to show agreement, e.g., *You're right. I know. That's true. Exactly. Yeah!*

**VOCABULARY**

Have students practice the money phrases by categorizing them into two columns:

- **Money coming in:** make money, borrow money
- **Money going out:** spend money on, lend money, waste money on, overspend

**LISTENING**

Possible reasons for lending money include:

- You trust the person very much, and you are sure they will pay you back.
- You have lent them money in the past, and they have always paid it back.
- One day, you might have to borrow money from them.

Possible reasons for not lending money include:

- You don't have any extra.
- You don't trust the person.
- You know they have borrowed money from others and haven't paid it back.

## GRAMMAR enough / not enough



A Decide if the nouns that follow *enough* and *not enough* are *Countable* or *Uncountable*.

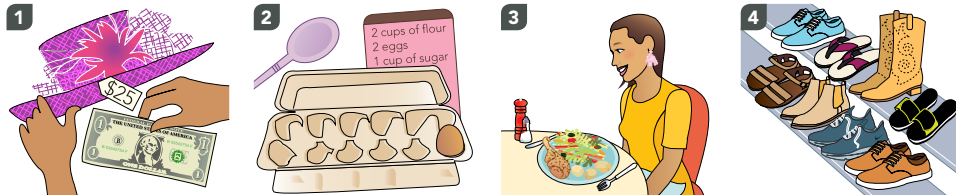
- 1 Not enough people shop around these days. countable
- 2 They don't have enough money. uncountable
- 3 I have enough decorations. countable

B Choose the correct option to complete the rules.

- 1 *Enough* shows that the amount is **the right amount** / not the right amount.
- 2 *Not enough* shows that the amount is the right amount / **not the right amount**.
- 3 *Enough* and *not enough* are used with **countable nouns** / uncountable nouns / **both**.

For more practice, go to page 144.

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



- 1 I / have enough / money / buy / this hat.  
I don't have enough money to buy this hat.
- 2 There / be enough / eggs / make / the cake.  
There aren't enough eggs to make the cake.
- 3 She / have enough / food / on her plate.  
She has enough food on her plate.
- 4 He / have enough / casual / shoes.  
He has enough casual shoes.

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

## SPEAKING

A Do you think some people spend a lot of money on celebrations these days? On which celebrations?

B **IN PAIRS** Discuss your opinions about what people spend money on for different celebrations. Use the Confident Communicator box to help you.

### CONFIDENT COMMUNICATOR

#### START TALKING

Use informal or formal language depending on your situation.

Informal

*I think people waste money on decorations for holidays.*

*I don't think it's a good idea to borrow money for celebrations.*

*I bet some people spend lots of money on gifts.*

*I guess lending money to a friend is OK.*

More formal

*In my opinion, people shouldn't feel they have to buy gifts.*

*From my point of view, Independence Day is an important celebration.*

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## GRAMMAR Additional Activity

Play *Why Don't You ...?* Tell students to ask each other hypothetical questions starting with *Why don't you ...* and answer with *enough* or *not enough*. For example, *Why don't you drive a Ferrari?* *I don't have enough money.* Have them report back to the class on the best answers.

## SPEAKING

Things people spend their money on for celebrations are the venue, food, music, decorations, invitations, equipment rental, presents, transportation, activities, and entertainment.

Have students discuss alternatives to spending so much money on a celebration. Is it possible to celebrate without overspending?

## CONFIDENT COMMUNICATOR

If necessary, read the Confident Communicator box aloud using the correct intonation and pronunciation. Have students do the speaking activity in pairs using informal language. Then ask them to present some of their findings to the class using formal language.

**VOCABULARY** food and drink packaging

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

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

1 	2 	3 	4 
_____ bag of oranges _____	_____ package of cookies _____	_____ jar of olives _____	_____ can of nuts _____
5 	6 	7 	8 
_____ jug of apple cider _____	_____ box of chocolates _____	_____ carton of juice _____	_____ bottle of water _____

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

A: I usually make cookies and give a box to my friends at Christmas.

B: I get a jar of honey from my aunt. She keeps bees.

**LISTENING**

A **2.03** You are going to listen to a chef describing food he is making for a special celebration. Listen to the introduction and choose the celebration he is talking about.

- 1 St. Patrick's Day    2 Thanksgiving    3 Chinese New Year    4 International Women's Day

B **2.04 LISTENING SKILL—Listen for specific information** Listen to the recipe and complete each ingredient with one word.

*Dumplings (makes about 30)*

2 <u>packages</u> of dumpling wrappers 1 <u>can</u> of water chestnuts 1 <u>bag</u> of green onions 2 <u>boxes</u> of mushrooms 2 <u>teaspoons</u> of Chinese spices <u>garlic</u>	small <u>bottle</u> of oil For the dipping sauce: 1 <u>jar</u> of sweet chili sauce <u>ginger</u> <u>sesame seeds</u> 1/2 <u>bottle</u> of soy sauce
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**VOCABULARY** Extra Practice

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

**LISTENING**

Allow students to look up ingredients online and use a translator when they are discussing the celebration food they like. Tell them that if there is a food in their country that doesn't have a direct translation, they should describe the food. For example, *Epazote is an herb used to flavor Mexican dishes.*

**THINKING SKILL—Evaluate**

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

**C IN PAIRS** Think about a celebration food that you like. Make a note of the ingredients you need and discuss.

A: I really love pavlova.

B: What do you need to make it?

A: You need a carton of eggs, a carton of cream, and ...

**D THINKING SKILL—Evaluate** Which celebration food or drink from your country would you recommend to a foreign visitor? Why?

## PRONUNCIATION /tʃ/ and /ʃ/



**A** **2.05** Listen. Notice the difference between the /tʃ/ sound and the /ʃ/ sound.

1 shop chop

2 ships chips

3 sheep cheap

**B** **2.05** Listen again and repeat. Exaggerate the /tʃ/ and /ʃ/ sounds as you say the words.

**C IN PAIRS** Practice saying the pairs of words. Can your partner hear the difference between the /tʃ/ and /ʃ/ sounds when you say the words?

## WRITING

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

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

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

1 **but**: introduces a contrasting idea

4 **so**: gives a result

2 **and**: adds extra information

5 **or**: gives an alternative

3 **because**: gives a reason

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

## SPEAKING

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

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

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

### CONFIDENT COMMUNICATOR

#### KEEP TALKING

You can use *Did you* to ask follow-up questions in a conversation. For example:

*Did you include a jar of ...?*

*No! I forgot. But I should. I included a box of ... Did you?*

*Yes, I did. You can't celebrate ... without those!*

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**GO TO** page ix

for **PRONUNCIATION** step-by-step instructions.

**GO TO** page xiv

for **WRITING** step-by-step instructions.

the end of the sugar cane season (or harvest)

## PRONUNCIATION

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

Write the words *same* and *different* on the board. Put students into pairs. Have the listener point to the word *same* or *different* as she or he listen to the sounds.

## WRITING

Tell students to think about the *Wh*-question words *who*, *what*, *where*, *when*, *how*, and *why* when they are thinking about the information to include in their paragraph. They should keep in mind that the reader might be someone who is unfamiliar with the celebration, and so they should be descriptive and informative in their writing.


## SPEAKING


Have students reach a group consensus on the items that should go in the food gift box. Tell them to agree on 10 items for the gift box that represent celebration food typical of their country.

for LANGUAGE AND LIFE step-by-step instructions.

# Language and Life

## Creativity – Graduation Celebrations

A  2.06 Read an article about different graduation celebrations from around the world. Then choose Yes or No.



### Graduation Ceremonies Around the World

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

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

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

**South Africa**  
Graduates from the University of Witwatersrand in Johannesburg have an interesting musical tradition. The graduation ceremony there starts with a formal procession by the teachers and workers at the university. After that, they play the song "I Got You (I Feel Good)" by James Brown for the students to dance to.

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

- |  |                                   |
|--|-----------------------------------|
| 1 Graduates in Sweden wear traditional caps and gowns.                   | Yes / <input type="checkbox"/> No |
| 2 Graduation ceremonies in Japan happen at the end of the year.          | Yes / <input type="checkbox"/> No |
| 3 In Argentina, graduates wear formal clothes.                           | Yes / <input type="checkbox"/> No |
| 4 One university in South Africa plays a particular song at graduation.  | Yes / <input type="checkbox"/> No |
| 5 In the US, graduation ceremonies often happen in large outdoor spaces. | Yes / <input type="checkbox"/> No |

### OBJECTIVE

In this lesson, students propose ideas for a graduation ceremony and present them to a university president (the teacher). They will make suggestions based on some of the ideas from case studies of graduation ceremonies in other countries. Let students know that as they grow in the educational setting, their opinions will be sought and valued. Some may already be members of student committees. Everyone should seek to be proactive in their academic communities, especially with sports-related events.

### PROCESS 2.06

Students review five graduation ceremonies from around the world and discuss some things people in their countries do to celebrate. Then, they will read an email from a university president calling for the students' suggestions for invited speakers, what students should wear, venue, student speakers, and music. Students make a list of ideas and give a presentation in which they outline their ideas for the subcommittee. Last, students vote on the ideas that people like most. Let students know that they should be gracious if their ideas are not accepted.



**B** Which graduation ceremony described in A would you like to go to? Why?

**C IN PAIRS** Discuss some of the things that people do in your country to celebrate high school or university graduation. Use the prompts to help you.

- have a family meal
- celebrate with a night out with friends
- go on vacation with classmates
- have a party at home
- go to a formal organized event
- other: \_\_\_\_\_

*A: People usually celebrate by going to a formal organized event at a hotel or club.*

*B: Yes, they do. But sometimes they go on vacation with their classmates. We went to ...*

**D IN GROUPS** Imagine you are on the Student Committee at your university. Read the email from the university president and brainstorm ideas for your ideal graduation ceremony.

New Message

From: johnwilson@university.uni

To: studentcommittee@university.uni Cc Bcc

Subject: RE: Graduation Speakers

Dear Student Committee members,

As you may know, we are looking for speakers for next year's graduation ceremony. We would like your help in choosing one or two public figures who our graduating students respect and admire. We would also like your thoughts on the following things for the ceremony:

- what students should wear
- where the ceremony should take place
- which students should give a speech
- what music you think should be played

We look forward to your ideas.

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

Regards,  
John Wilson  
University President

Send

**E** Make a list of one or two suggestions for each of the points in the university president's email.

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**F** Give a presentation to the class and the university president (your teacher). Which ideas for a graduation ceremony do most people like? Take a vote.

**G** Discuss the questions.

- 1 Was it easy or hard to work together to think of creative ideas?
- 2 In what other situations do you listen to different people offer creative ideas?

**MAKE IT DIGITAL**

Go online and watch videos of graduation ceremonies from around the world. Which ones do you think you would like to go to?

**CLASSROOM MANAGEMENT**

When voting for the best proposals for the graduation ceremonies, let students know they can refer to different ideas from different groups' proposals. They should give reasons for their voting preferences.

**CULTURE NOTE**

Discuss respecting all cultures equally. Differences are to be valued and celebrated. Graduation ceremonies reflect something of the culture of a place. Generally, education is universally valued.

**MAKE IT DIGITAL**

Graduation ceremonies in the United States usually include a speech by a famous person invited by the university to speak. This is called a commencement speech or address. Have students find and watch online a famous person giving a commencement speech. Some famous people who have given a commencement speech are Steve Jobs (co-founder of Apple Inc.), J. K. Rowling (author), and Jim Carrey (actor).

for **UNIT REVIEW** step-by-step instructions.

UNIT 2

VOCABULARY review

SCORE: / 10

A Complete the sentences with the words from the box.

bag boxes can jar package

- How many boxes of breakfast cereal do you buy a month?
- I ate nearly a whole package of chocolate cookies!
- Dad bought my mom a jar of marmalade when he went to Spain.
- I'd rather get a bag of potato chips than a box of raisins for my snack.
- Do you want to get a can of tomato soup or a bag of tomatoes?

B Choose the best option.

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

GRAMMAR review

SCORE: / 10

A Choose the correct option.

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

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

a few a lot enough some too many

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

16–20 correct: You can discuss money, shopping, and food and drink packaging. You can use quantifiers to talk about enough / not enough.  
0–15 correct: Look again at the Vocabulary and Grammar sections in the unit.

TOTAL SCORE: / 20

WHAT DO YOU KNOW NOW?

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

for **FOLLOW A PRO** step-by-step instructions.

FOLLOW A PRO HOSPITALITY

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

- When did the world's oldest hotel, located in Japan, open?  
a **705**                      b 1205                      c 1505
- What country gets the most international tourists per year?  
a the US                      b China                      c **France**
- How many hotel rooms are there in the world (in millions)?  
a 5.1                      b 8.5                      c **17.2**



26 Unit 2 Party!

CLASSROOM MANAGEMENT

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

FURTHER DISCUSSION

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

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