

CAMBRIDGE

interchange

FIFTH EDITION

2



Teacher's Edition

with Complete Assessment Program on USB

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Experience
Better
Learning

8

Time to celebrate!

- ▶ Discuss holidays and special occasions
- ▶ Describe celebrations, annual events, and customs

1 SNAPSHOT

HOLIDAYS AND FESTIVALS



Saint Patrick's Day
March 17th

People of Irish background wear green to celebrate their culture with parades, dancing, parties, and special foods.

Day of the Dead
November 2nd

Mexicans make playful skeleton sculptures and bake *pan de muerto* – bread of the dead.



Chinese New Year
January or February

Chinese people celebrate the lunar new year with fireworks and dragon dances.

Thanksgiving
November

In the United States, families get together, have a traditional meal, and give thanks for life and health.



Do you celebrate these or similar holidays in your country?
What other special days do you have?
What's your favorite holiday or festival?

2 WORD POWER Ways to celebrate

A Which word or phrase is not usually paired with each verb?
Put a line through it. Then compare with a partner.

- | | | | |
|-----------|-------------|---------------|---------------------|
| 1. eat | candy | sweets | a mask |
| 2. give | presents | a celebration | money |
| 3. go to | decorations | a wedding | a party |
| 4. have a | picnic | beach | meal |
| 5. play | games | candles | music |
| 6. send | cards | flowers | a barbecue |
| 7. visit | relatives | food | close friends |
| 8. watch | a birthday | a parade | fireworks |
| 9. wear | costumes | invitations | traditional clothes |

B PAIR WORK Do you do any of the things in part A as part of a cultural or family celebration? When? Tell your partner.

8

Time to celebrate!


Cycle 1, Exercises 1–7

In Unit 8, students discuss holidays and special occasions. By the end of Cycle 1, students will be able to describe celebrations and annual events using relative clauses of time. By the end of Cycle 2, students will be able to describe customs using adverbial clauses of time.

1 SNAPSHOT

Learning Objective: discuss holidays and festivals

- Books closed. Introduce the topic of special days by asking Ss to brainstorm public holidays in their country/countries.
- If necessary, review dates with Ss. Point out that the preposition *in* is used with months (*in December*) and the preposition *on* is used with days and dates (*on Monday, on December 25th*). Remind Ss how to say dates (e.g., *December twenty-fifth*).

 For more practice with dates, play **Line Up!** – download it from the website. Each S chooses a holiday and lines up in order of its date. Alternatively, Ss line up in order of their birthdays.

- Books open. Ask Ss to read the information in the Snapshot, using their dictionaries if necessary. Elicit or explain any vocabulary.

Vocabulary

parade: a line of people or vehicles that moves through a public place to celebrate an occasion
skeleton: the frame of bones supporting a body
fireworks: small objects that explode to produce a loud noise and bright colors and are often used to celebrate special events

- Read the questions and have Ss discuss them in groups. Encourage Ss to ask follow-up questions. For example, after the last question, Ss could ask: “Why is it your favorite holiday? What makes it so special for you? What do you do on that day?”

2 WORD POWER

Learning Objective: use verb-noun collocations to discuss celebrations

A

- Explain the task and go over the example. Then have Ss complete the activity individually.

Answers

- | | | |
|------------------|---------------|----------------|
| 1. a mask | 4. beach | 7. food |
| 2. a celebration | 5. candles | 8. a birthday |
| 3. decorations | 6. a barbecue | 9. invitations |

B Pair work

- Model the correct pronunciation of the words in part A that were not crossed out. If necessary, explain any unfamiliar words.
- Have Ss take turns telling a partner about the things they do during cultural or family celebrations and when they do them.
- **Option:** To review the new vocabulary, play **Scrambled Letters**. Write these words on the board and have Ss unscramble them:

- | | |
|----------------|--------------------------|
| 1. aedpar | p _____
(parade) |
| 2. lfwores | f _____
(flowers) |
| 3. ceodtasinro | d _____
(decorations) |

- | | |
|-----------------|--------------------------|
| 4. degnidw | w _____
(wedding) |
| 5. nestresp | p _____
(presents) |
| 6. rekwrfofi | f _____
(fireworks) |
| 7. ltevsiear | r _____
(relatives) |
| 8. rihyatdb | b _____
(birthday) |
| 9. lesbnarctei | c _____
(celebration) |
| 10. alrdatoinit | t _____
(traditional) |

When Ss have finished, have them tell you the meaning of each word.

3 PERSPECTIVES

Learning Objectives: discuss favorite holidays; identify relative clauses in context

A [CD 2, Track 12]

- Books closed. Explain that Ss will hear three people discuss their favorite day of the year.
- Play the audio program. Ss take notes on which holiday each speaker mentions and one thing he or she does on that day. Elicit Ss' answers.

Answers/Possible answers

1. Mother's Day – have breakfast in bed
2. Valentine's Day – give cards and presents
3. New Year's Eve – have a big party

- Write this on the board:
 - Mother's Day: It's a day when _____
 - February 14: It's the day when _____
 - New Year's Eve: It's a night when _____
- Play the audio program again. Ss listen and complete the sentences. Elicit answers.
- Books open. Have Ss check their answers by reading the information and match the pictures to the descriptions. Elicit or explain any new vocabulary.

4 GRAMMAR FOCUS

Learning Objective: use relative clauses of time

A [CD 2, Track 13]

- Ask Ss to complete these sentences from memory:
Mother's day is a day when . . . / February 14th is the day when . . . / New Year's Eve is a night when . . .
Then write the full sentences on the board.
- Point out that a relative clause of time is formed with *when*, which refers to the noun phrase (e.g., *the days, the month, the season, the time*) that comes before it. Underline the word *when* in the example sentences. Then elicit some more examples from Ss.
- Play the audio program to present the sentences in the box. Ss listen and repeat.

A

- This exercise requires Ss to use real-world knowledge. Most Ss will know enough to match some of the phrases, so they can probably complete the task by process of elimination.
- Read the question and the instructions. Then ask for Ss' suggestions for the first item. Have them complete the task individually. Check Ss' answers.

Vocabulary

look forward to: anticipate with positive feelings

Answers

1. b
2. c
3. a

- Play the audio program again while Ss listen and read along silently. Ask them to pay special attention to the emotions expressed by the speakers.

! To practice speaking and pronunciation, try **Say It with Feeling!** – download it from the website.

B Pair work

- Ss discuss the question in pairs. Encourage them to ask follow-up questions.
- **Option:** Ask Ss what they know about the origins of these three holidays. Alternatively, have Ss find out about the holidays for homework and report to the class.

Answers

1. b 2. f 3. a 4. e 5. d 6. c

B

- Model how to complete the first sentence with the class (e.g., *Winter is the season when it snows/when it's cold/when people go skiing*). Then Ss write their own sentences with relative clauses. Go around the class and give help as needed.
- After Ss compare answers with a partner, go over answers with the class. Accept any sentences that are logical and grammatically correct.

Possible answers

Winter is the season **when it's cold and snowy**.
Birthdays are days **when we give presents**.
Spring is the time of year **when flowers bloom**.
Children's Day is a day **when people honor their children**.
July and August are the months **when many people go to the beach**.
A wedding anniversary is a time **when couples celebrate their marriage**.

3 PERSPECTIVES Favorite celebrations

A Listen to these comments about special days of the year. Match them to the correct pictures.

___ 1. "My favorite celebration is Mother's Day. It's a day when my husband and my kids make pancakes for me – just like I used to make for my mom – and I get to have breakfast in bed."

___ 2. "February 14th is the day when people give cards and presents to the ones they love. I'm really looking forward to Valentine's Day! I already have a gift for my boyfriend."

___ 3. "New Year's Eve is a night when I have fun with my friends. We usually have a big party. We stay up all night and then go out for breakfast in the morning."



B PAIR WORK What do you like about each celebration in part A?

4 GRAMMAR FOCUS

Relative clauses of time

Mother's Day is a day	when my kids make pancakes for me.
February 14th is the day	when people give cards to the ones they love.
New Year's Eve is a night	when I have fun with my friends.

GRAMMAR PLUS see page 139

A How much do you know about these times? Complete the sentences in column A with information from column B. Then compare with a partner.

- | | |
|---|---|
| <p>A</p> <ol style="list-style-type: none"> Mother's Day is a day when _____ New Year's Eve is a night when _____ April Fools' Day is a day when _____ Valentine's Day is a day when _____ Labor Day is a day when _____ Summer is a time when _____ | <p>B</p> <ol style="list-style-type: none"> people sometimes play tricks on friends. people celebrate their mothers. many people like to go to the beach. people in many countries honor workers. people express their love to someone. people have parties with family and friends. |
|---|---|

B Complete these sentences with your own information. Then compare with a partner.

Winter is the season . . .	Children's Day is a day . . .
Birthdays are days . . .	July and August are the months . . .
Spring is the time of year . . .	A wedding anniversary is a time . . .

5 LISTENING Time for Carnival!



Carnival in Brazil

- ▶ **A** Listen to Vanessa talk about her trip to Carnival in Brazil. Write three facts about Carnival that she mentions.
- ▶ **B** Listen again and answer these questions about Vanessa's experience.
Why did she have to book her hotel six months early?
What happened when Vanessa got lost?
What was her favorite thing about Carnival? Why?
- C PAIR WORK** Think of another famous celebration that is similar to Carnival. Describe it to the class. They will try to guess the celebration.

6 SPEAKING Favorite holidays

- A PAIR WORK** Choose your three favorite holidays. Tell your partner why you like each one.
A: I really like Independence Day.
B: What do you like about it?
A: It's a day when we watch parades and fireworks.
B: Do you do anything special?
A: We usually have a barbecue. My father makes burgers, and my mother makes her special potato salad.
- B CLASS ACTIVITY** Take a class vote. What are the most popular holidays in your class?



7 WRITING An online entry

- A** Write an entry for a travel website about a festival or celebration where you live. When is it? How do people celebrate it? What should a visitor see and do?

Obon is an annual event when Japanese people commemorate their ancestors. They visit and clean the graves of their dead relatives. People put candles in lanterns and float them on rivers. There are neighborhood dances at parks, gardens, and . . . [read more](#)

- B PAIR WORK** Read your partner's entry. What do you like about it? Can you suggest anything to improve it?

5 LISTENING

Learning Objective: listen for specific information in a passage about an international celebration

A [CD 2, Track 14]

- Books closed. Find out what the class knows about Carnival in Brazil. Write their ideas on the board.
- Set the scene. A woman went to Brazil and is talking about her experiences there. Play the audio program. Ss listen to find out three facts that she mentions.

Audio script

See page T-173.

Possible Answers

Carnival is a big party or celebration in Brazil in late February or early March.
Carnival lasts for four days.
People celebrate Carnival all over Brazil, but the most famous party is in Rio de Janeiro.
Hotels fill up really quickly.
There are colorful decorations all over the city.
For the parade, people work on the costumes and practice the samba dances for months as part of a competition.

B [CD 2, Track 15]

- Books open. Focus Ss' attention on the picture and questions. Ss listen for the answers and take notes. They should write only key words and phrases.
- Play the audio program again. Ss listen, take notes, and compare answers with a partner.

Answers

She had to book her hotel six months early because hotels fill up really quickly.
When Vanessa got lost, she didn't even have to ask for directions. People came up and offered to help her.
Her favorite thing about Carnival was the parade because the costumes and the dancing were amazing. There were people dancing everywhere.

Option: Ask Ss to share other information about Carnival with the class.

C Pair work


- Have Ss think of another celebration in pairs and write down some information to tell the class. Give pairs five minutes to think of the information.

6 SPEAKING

Learning Objectives: discuss holidays using relative clauses of time; ask follow-up questions

A Pair work

- Write these discussion topics on the board:
date origin activities place
special food and drink things we give/receive
what you like about it what else people do
- Elicit questions (e.g., *What's the food like?*).
- As Ss work, go around the class and write down errors. Then go over them at the end of the activity.
- **Option:** Have each S prepare a short presentation. When each S finishes, encourage the rest of the class to ask follow-up questions. In large classes, Ss can give their presentations in groups.

 To practice questions and answers about holidays, play **Ask the Right Question** – download it from the website. Prepare different statements about holidays and celebrations (e.g., *Valentine's Day is on February 14. Halloween is a day when children wear costumes.*).

B Class activity

- Have Ss write a holiday that they discussed on the board. If it is already there, don't write it again.
- Explain the task. In pairs or groups, Ss rate each holiday on the list and award points out of three (1 = not interesting, 2 = OK, 3 = excellent).
- Read the holidays on the board and ask each pair or group to tell you how many points they gave the holiday. Have a S write the points on the board and then count the totals at the end of the activity. Which holiday was most popular? Elicit reasons.

7 WRITING

Learning Objective: write a paragraph for a travel website using relative clauses of time

A

- Explain the task. Then read the example paragraph. Point out that Ss should use the discussion topics from Exercise 6 to get ideas.
- Ss use their notes to write a first draft. Go around the class and give help as needed.

B Pair work

- Ss exchange paragraphs with a partner and ask follow-up questions. Then they work individually to revise their drafts.

End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

8 CONVERSATION

Learning Objective: use adverbial clauses of time in a conversation about wedding customs

▶ A [CD 2, Track 16]

- Books closed. Ask these questions about weddings: "In your country, where do weddings normally take place? Is there a ceremony and a reception? How are they different? Do the bride and groom wear special clothes? Who gives gifts? Do guests give speeches at the reception?"
- Books open. Focus Ss' attention on the photo. Ask: "What is the bride wearing?"
- Books closed. Play the audio program. Ss listen to find out about traditional Indian weddings. Elicit some information Ss heard.

TIP

Be sure to point out useful language features in the conversations. If Ss are aware of these features, they will be more likely to use them during speaking activities.

- Explain that to keep a conversation going, it is important to (1) add follow-up information, (2) ask for more information, and (3) show interest.
- Now point out these conversational features. Play the first few lines of the audio program, pausing after *Yes. We had the ceremony in India.* Ask: "How did Anusha keep the conversation going?" (Answer: She gave extra information.)
- Play the next line (*And was this your wedding dress?*). Ask: "How did Julia keep the conversation going?" (Answer: She asked a follow-up question.)

- Play the next line (*Yes. It's a sari, actually.*). Point out that Anusha not only gave the answer, but she also added some more information. Ask: "What did she say?" Play the next line and elicit the answer. (Answer: *In India, when women get married. . .*)
- Play the next line. Ask: "How did Julia show interest?" (Answer: *She said, It's beautiful* and asked a follow-up question.)
- Books open. Ss read the conversation and underline the places where someone gives extra information. Then ask Ss to circle the places where someone asks a follow-up question or shows interest.
- Ss practice the conversation in pairs.

▶ B [CD 2, Track 17]

- Play the rest of the audio program. Ss listen and find out what Anusha said about her wedding reception. Then check answers.

Audio script

See page T-173.

Answer

There were two receptions. One was right after the wedding ceremony, which was organized by the bride's family. The other party took place the day after the wedding and was organized by the groom's family who hired a band and dance performers.

9 PRONUNCIATION

Learning Objective: sound more natural by using stress and rhythm in sentences

▶ A [CD 2, Track 18]

- Explain that in English, stressed words or syllables occur with a more or less regular rhythm or beat, called *stress-timed rhythm*. The other words or syllables in the sentence are reduced to maintain the regular rhythm of the stressed words or syllables.
- Play the audio program and focus Ss' attention on the stressed words and syllables. Point out that the most important words, including main verbs, nouns, adjectives, and adverbs, are usually stressed. Auxiliary or modal verbs, articles, pronouns, and prepositions are usually not stressed.
- Ss listen to the sentence again and repeat.

▶ B [CD 2, Track 19]

- Explain the task. Ss listen to three sentences and mark where they hear the stress. Play the audio program. Then go over answers with the class.

Answers

(stressed syllables in bold)

1. **After** the **groom** **arrives**, the **bride** and **groom** **exchange** **garlands** of **flowers**.
2. **Before** the **wedding**, the **bride's** **female** **relatives** **usually** have a **party** to **celebrate**.
3. When the **groom** takes **off** his **shoes**, the **bride's** **sisters** **steal** them.

- Ss practice the sentences.

! For another way to practice stress and rhythm, try
 • **Walking Stress** – download it from the website.

8 CONVERSATION A traditional wedding

A Listen and practice.



JULIA Is this a picture from your wedding, Anusha?



ANUSHA Yes. We had the ceremony in India.



JULIA And was this your wedding dress?



ANUSHA Yes. It's a sari, actually. In India, when women get married, they usually wear a brightly colored sari, not a white dress.



JULIA It's beautiful! So, what are weddings like in India?



ANUSHA Well, in some traditions, after the groom arrives, the bride and groom exchange garlands of flowers. We did that. But we didn't do some other traditional things.



JULIA Oh? Like what?



ANUSHA Well, before the wedding, the bride's female relatives usually have a party to celebrate. But I'm an only child, and I don't have any female cousins, so we skipped that.



JULIA That makes sense. You know, I have heard about this one tradition . . . When the groom takes off his shoes, the bride's sisters steal them! I guess you didn't do that, either?



ANUSHA Oh, no, we did that part. My mom stole them!



B Listen to the rest of the conversation. What does Anusha say about her wedding reception?

9 PRONUNCIATION Stress and rhythm

A Listen and practice. Notice how stressed words and syllables occur with a regular rhythm.



When women get married, they usually wear a brightly colored sari.

B Listen to the stress and rhythm in these sentences. Then practice them.

1. After the groom arrives, the bride and groom exchange garlands of flowers.
2. Before the wedding, the bride's female relatives usually have a party to celebrate.
3. When the groom takes off his shoes, the bride's sisters steal them.

10 GRAMMAR FOCUS

▶ Adverbial clauses of time

When women get married,	they usually wear a brightly colored sari.
After the groom arrives,	the bride and groom exchange garlands of flowers.
Before the wedding,	the bride's female relatives usually have a party to celebrate.

GRAMMAR PLUS see page 139

A What do you know about wedding customs in North America?

Complete these sentences with the information below.

1. Before a man and woman get married, they usually ____
 2. When a couple gets engaged, the man often ____
 3. Right after a couple gets engaged, they usually ____
 4. When a woman gets married, she usually ____
 5. When guests go to a wedding, they almost always ____
 6. Right after a couple gets married, they usually ____
- a. wears a long white dress and a veil. d. gives the woman an engagement ring.
b. go on a short trip called a "honeymoon."
c. give the bride and groom gifts or some money. e. begin to plan the wedding.
f. date each other for a year or more.

B PAIR WORK What happens when people get married in your country?

Tell your partner by completing the statements in part A with your own information. Pay attention to stress and rhythm.

11 INTERCHANGE 8 It's worth celebrating.

How do your classmates celebrate special occasions? Go to Interchange 8 on page 122.

12 SPEAKING My personal traditions

A GROUP WORK How do you usually celebrate the dates below? Share your personal traditions with your classmates.

your birthday New Year's Eve your country's national day your favorite holiday

A: On my birthday, I always wear new clothes, and I often have a party. What about you?

B: I usually celebrate my birthday with my family. We have a special meal and some relatives come over.

C: I used to celebrate my birthday at home, but now I usually go out with friends.

B CLASS ACTIVITY Tell the class the most interesting traditions you talked about in your group. Do you share any common traditions? Did you use to celebrate those dates the same way when you were younger?



10 GRAMMAR FOCUS

Learning Objective: use adverbial clauses of time

▶ [CD 2, Track 20]

Adverbial clauses with *before*, *when*, and *after*

- Write the words *before*, *when*, and *after* on the board. Model how we use them as adverbs before a noun (e.g., *When women get married, they usually wear a brightly colored sari.*).
- Now write this sentence on the board: *Before two people get married, they plan the wedding.* Point out that:
 1. The first half of the sentence is an adverbial clause (adverb + subject + verb).
 2. An adverbial clause is subordinate. It cannot occur on its own and is always attached to a main clause. *Before two people get married,* (= the subordinate clause) *they plan the wedding.* (= the main clause)
 3. Adverbial clauses of time can appear either before or after the main clause. We use a comma if the adverbial clause comes first.

Before they marry, couples send invitations.
Couples send invitations before they marry.

- Refer Ss to the Conversation on page 53. Tell them to look for examples of adverbial clauses with *before*, *when*, or *after*. (Answers: 1. when women get married 2. after the groom arrives 3. before the wedding 4. When the groom takes off his shoes)
- **Option:** Ask Ss to change the order of the four sentences so that the adverbial clause follows the main clause.

- Play the audio program to present the sentences in the box. Have Ss listen and read silently.

A

- Read the instructions. Elicit or explain any new vocabulary.

Vocabulary

get engaged: formally agree to get married

right (before/after): immediately (before/after)

honeymoon: the vacation a bride and groom take after their wedding

date: have a romantic relationship

- Model the first item. Have Ss complete the task individually and then compare answers in pairs. Elicit answers.

Answers

1. f 2. d 3. e 4. a 5. c 6. b

B Pair work

- Explain the task. Ss complete the phrases in part A with information about marriage customs in their country.
- Pairs write sentences with their own information. Remind Ss to use the stress and rhythm patterns they practiced in Exercise 9 when they read their sentences aloud.

11 INTERCHANGE 8

See page T-122 for teaching notes.

12 SPEAKING

Learning Objective: describe customs using adverbial clauses of time

A Group work

- Write these topics on the board:
food location colors music traditions
- Explain the activity and model the conversation with Ss. Give Ss time to think how they celebrate these special occasions.

- Ss discuss in groups. Encourage them to ask follow-up questions, give extra information, and show interest.

B Class activity

- Groups share interesting information with the class.

🎲 To practice talking about traditions, play **True or False?** – download it from the website.

13 READING

Learning Objectives: skim an article about customs in different countries; identify reference words

A

- Books closed. Ask Ss if they know about any New Year's Eve traditions from around the world.

Vocabulary

strike: ring a bell in a clock to show what the time is

loaf of bread: bread that has been baked in one large piece

messy: untidy

dress: put clothes on yourself or on others

doll: a child's toy that looks like a small person

- Books open. Focus on the title *Out with the Old, In with the New*. Ask Ss what they think that means and when is it used. (Answer: It means to let go of the past and think of the future).
- Have Ss answer the question by skimming the article. They shouldn't focus on vocabulary at this point. (Answer: New Year's traditions around the world)

B

- Explain the task and have Ss work individually to complete the rest of the task. Go around the class and give help as needed.
- Option:** Ss compare answers in groups.
- Elicit Ss' responses to check answers.

Answers

True False

- | | | |
|---|--|---|
| ✓ | 1. In Ireland, people eat loaves of bread for good luck. | People hit walls with food (bread) for good luck. |
| ✓ | 2. They eat apples for good luck in Spain. | People eat grapes for good luck in Spain. |
| ✓ | 3. In China, people change the color of their doors. | _____ |
| ✓ | 4. In Colombia, they burn a doll with old things inside. | _____ |
| ✓ | 5. In Germany, people watch <i>Dinner for One</i> because it's about New Year's Eve. | _____ |

C

- Explain the task and model the first item. Ss complete the task individually and then compare answers in pairs.

Answers

- things
- hitting the walls and doors of their houses with loaves of bread
- grape
- people in Ecuador and Colombia
- some customs

D

- Read the questions. Ask Ss to write any other New Year's customs on the board. Ask the class who does each of the things mentioned. Ask Ss to give reasons for doing this, if they know.
- Ask Ss what their favorite New Year's traditions are. Write on the board and discuss as a class.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

13 READING

A Skim the article. Which of these phrases could be a title for this article?

The best New Year's resolutions

New Year's traditions around the world

How to host a New Year's Eve party



It's midnight on New Year's Eve. Clocks are striking twelve as people welcome in the coming year and say goodbye to the old. It's a time when people wish for good luck in the future and forget bad things in the past. Around the world, people do different things to help their wishes come true. Some of them might surprise you.

Food is often central to New Year's customs. In Ireland, they hit the walls and doors of their houses with loaves of bread. They hope this will make good luck enter the house and bad luck leave it. The Spanish and the Mexicans eat twelve grapes in twelve seconds – one for luck

in each of the coming months. Eating grapes so fast isn't easy, but it's fun and often messy!

Colors are important, too. Brazilians, for example, choose their clothes very carefully – for peace they wear white, yellow might bring success, and red means love is in the air! The Chinese believe red brings good luck, so they like to dress in this color, too. They also paint the front door of their houses red and give family members and friends red envelopes containing money.

Some people destroy things on New Year's Eve because they

want to forget the past. In Ecuador and Colombia, people make a dummy and fill it with sawdust, newspaper, or old clothes. They dress it, put a mask on it, and name it after someone famous or a friend or family member. Then they burn it.

And some customs have no reason at all; they just develop over time. On New Year's Eve in Germany, several TV stations show a short black-and-white movie called *Dinner for One*. It's a comedy in English, starring English actors. Nobody knows why they do this, not even the Germans!



B Read the article. Check (✓) True or False for each statement about New Year's customs. Then correct each false statement.

	True	False
1. In Ireland, people eat loaves of bread for good luck.	<input type="checkbox"/>	<input type="checkbox"/>
2. They eat apples for good luck in Spain.	<input type="checkbox"/>	<input type="checkbox"/>
3. In China, people change the color of their doors.	<input type="checkbox"/>	<input type="checkbox"/>
4. In Colombia, they burn a doll with old things inside.	<input type="checkbox"/>	<input type="checkbox"/>
5. In Germany, people watch <i>Dinner for One</i> because it's about New Year's Eve.	<input type="checkbox"/>	<input type="checkbox"/>

C What do the underlined words in the article refer to? Write the correct word.

1. them _____

3. one _____

5. they _____

2. this _____

4. They _____

D What do people in your country do for the New Year? What is your favorite New Year's tradition?

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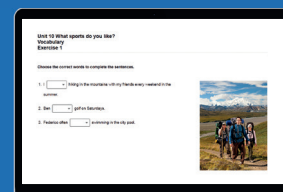
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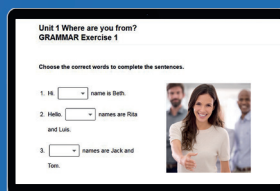
Presentation Plus

Everything in one place for classroom presentation: Student's Book, Workbook, Audio, and Video.



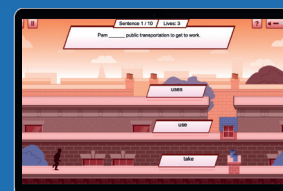
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Hundreds of interactive online exercises free with each Student's Book.



Online Workbook with Games

Teachers save time and see exactly how well their students learn. Games in the Online Workbook provide additional opportunities for learning.



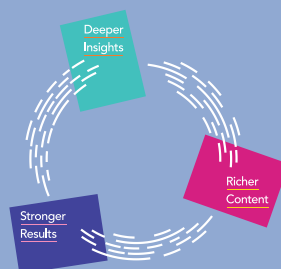
	Intro	Level 1	Level 2	Level 3	Passages 1	Passages 2
CEFR level:	A1	A2	B1	B2	B2	C1

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