



# Starter: Happy days

## READING

read blog posts about a great day

## LISTENING

listen to people talking about holiday photos

## SPEAKING

talk about your summer holiday

## WRITING

write about your best moment

## Lead-in SB pp6-8

Write the unit title *Happy days* on the board. Ask students when they think people might use this expression (when something good happens, e.g. you don't have any homework one evening, or sarcastically when something not so good happens, e.g. you get double the amount of homework one evening).

Focus students' attention on the photo on page 6. Ask them what they can see, where they think the people are and what they're doing. Ask them to read the quote *Free time is the best time*. Put them into pairs and ask them to discuss whether they agree with the quote and why/why not. Conduct feedback with the whole class.

Put students into pairs to discuss the questions. Ask two or three pairs to tell the class how their perfect weekends are similar and different.

### Possible answers

- 1 I like spending time with my brother because we always have a laugh together. We argue a lot but we also have similar interests so we enjoy doing the same things.
- 2 My perfect weekend starts with a lie-in, then eggs for brunch. I'll chat to my friends online and then meet up with some of them, the park and play a few games. Then, in the evening, I'll go out to a nice restaurant with my parents and then I'll go to the cinema with my sister. Maybe the next day, I'll go to a football match with some friends and watch my team win. Then we'll have a burger on the way home.

## To start

Tell the students what a great day out is for you. Write *where, when, what, who with* on the board as prompts. Students discuss a great day out for them in small groups. When finished, ask each group to make a list of things common to their individual days out, e.g. *being outside, being with friends*. Each group shares these things with the class. Try to find commonalities among the class.

### Possible answer

A great day out for me is at the beach in the summer. It's the holidays or the weekend so there's no school. It's hot but not too hot. I'm with my two closest friends and we play football on the beach or go swimming. We get some chips for lunch and then we have an ice cream in the afternoon. We go home later in the afternoon and have dinner, then I play computer games with my dad in the evening.

## Power up

- 1 Tell the class a few things you have in common with a close friend or a relative, e.g. you both like a particular sport, you both have a particular skill, you both hate a particular food. Put students into groups and ask them to find five things they all have in common not related to school, e.g. music, films, food, sport, etc. Groups share what they have in common with the whole class.

### Possible answers

We all love comedies. None of us like tidying our rooms. We all drink coffee. We can all swim. We all understand the rules of football.

## Read on

- 2 First ask students to discuss in pairs what they can see in each photo on page 7. Then, ask them to read the phrases in the exercise. Check they understand the meaning of *performance* (when someone does something to entertain a person, e.g. playing music or acting). Ask students to match the phrases to the photos on page 7. Check answers with the whole class.

- 1 B The girl in the photo is working on a science project.
- 2 E The animal in the photo is a kitten.
- 3 A The girl is on a stage.
- 4 D The friends are hanging out together.
- 5 C There's a cup of hot chocolate in the photo.

- 3 Ask students to predict which person in the social media posts on page 7 thinks something is attractive. Ask them to make similar predictions for statements 2–5. Students then read the social media posts to check their ideas and do the task. Conduct feedback, asking students to give reasons for their answers.

- 1 Ryan – Ryan asks about the kitten, *Isn't she gorgeous?*
- 2 Danny – Danny says he and Sam are spending their birthday money, so they have just had a birthday.
- 3 Adriana – Adriana received a prize from her hero, *the owner of a big technology company*.
- 4 Madison – Madison says it's her last day on her trip to Germany.
- 5 Emily – Emily says *I wasn't as nervous as I thought I would be*.

- 4 Explain that the five topics represent the five photos in the social media posts on page 7. Give students a minute to match the topics to the photos. Check answers. Give students time to work in small groups and brainstorm words to add to each topic. Ask a few students to share their word lists with the whole class.

1 B 2 A 3 E 4 D 5 C

### Possible answers

**science:** computers, biology, laboratory, scientist

**entertainment:** concerts, cinema, music videos, drama

**home life:** forest, zoo, wildlife, the environment

**travel:** trip, cruise, ferry, flight

**free time:** chat, sports, internet, hang out

## alternative: digital



Students could brainstorm vocabulary and share it using a digital tool such as AnswerGarden or Padlet. As you would need to create one web page per topic, it would work best if you put students into five groups. Allocate one topic per group. Each group goes to the relevant web page and adds as many words as they can in five minutes. Bring up each page on the board in the classroom and ask the whole class to check each word is correct. The group with the most correct words wins.

- 5 Ask students to read the heading of the article. On the board, write *What blogs do you read online? Why? Have you ever written a blog? If yes, what was it about? If no, why not?* Answer the questions yourself to demonstrate the activity. After students discuss the questions in pairs, do a quick survey of the class to find out how many students read or write blogs. Ask students to read the blog, ignoring the gaps, to find out what kind of blog the writer writes (collecting football stickers). Conduct feedback. After students complete the gaps, ask them to check answers with a partner and justify their answers. Conduct feedback in open class.

- 1 (–) We don't use an article with plural nouns when we talk about them generally.
- 2 a We use *a/an* when we mean one (visitor) of many.
- 3 an We use *an* when we mean one (interesting blog) of many and because it's before a vowel sound.
- 4 the We use *the* because there is only one *natural choice*.
- 5 a We use *a* when we mean one (blogger) of many.
- 6 a We use *a* in the expression *a lot of*.
- 7 (–) We don't use an article before an uncountable noun when we talk about them generally.
- 8 (–) We don't use an article before an uncountable noun when we talk about them generally.
- 9 the We use *the* here to talk about specific kinds of things, i.e. good communication, time, being organised.
- 10 (–) We don't use an article before an uncountable noun when we talk about them generally.
- 11 (–) We don't use an article with plural nouns when we talk about them generally.
- 12 the We use *the* to refer to the specific new friends mentioned earlier.

- 6 Check students understand what a *barbecue* is (a meal cooked over fire outdoors). Ask students to do the exercise. Do a quick vote around the class by asking students to put their hands up if they did each activity. Find out what the most popular activity was.

Students' own answers


### extra

Turn Exercise 6 into a *Find someone who* activity. Tell students they need to find someone in the class who did the activities in the statements. Elicit the question for statement A (*Did you go walking in the countryside?*). With weaker classes, you might want to elicit the question for each statement and note them on the board. Students then find a partner and ask one of their questions. If their partner answers *yes*, they should write down the person's name and ask a follow-up question (e.g. *Where did you go? Who did you go with?*), then move to a new partner. If their partner answers *no*, they ask other questions on the list until their partner says *yes*. Make it clear to students that they should have a different name for each activity on their list. Monitor while students do the task to check they're doing it correctly. Conduct feedback in open class, asking for the names of one or two students for each statement.

#### Suggested questions

- A Did you go walking in the countryside? Where did you go?
- B Did you learn a new skill? Was it difficult?
- C Did you travel to a new place? Did you like it?
- D Did you play a new game? What was the game?
- E Did you have a barbecue with friends? Where?
- F Did you try a new food or drink? Did you like it?
- G Did you take lots of photos? What did you take photos of?
- H Did you swim outdoors? How long did you swim for?

## Listen up

- 7  S.1 Play the recording once and ask students to check their answers in pairs. While they're doing this, monitor and look at their notes to check if they need to hear the whole recording or part of the recording a second time. Play it again if so. Check answers with the class.

- 1 H in a lake, so cold, got to the other side
- 2 F didn't like it, too sweet
- 3 C hours looking at the buildings, views over the river
- 4 E uncles and aunts and cousins, got through a hundred burgers
- 5 D on my computer for days, updates
- 6 B skiing lessons, nobody saw me fall down
- 7 G a hundred new selfies
- 8 A saw ... birds and ... farm animals, we hiked

## Speak up

- 8 Demonstrate the task yourself by telling the class some extra things about a true statement for you in Exercise 6. Encourage students to ask you questions to find out more information. Students then do the same task in pairs. Conduct feedback in open class.

#### Possible answer

I went to a family barbecue one weekend. It was my aunt's birthday and my uncle organised a surprised party for her. It was a lovely day so we had a barbecue outside.

- 9 Give students a few minutes to read the questions and make some notes about their answers. Encourage them to write key words rather than full sentences. Then, put students into pairs to do the exercise. Conduct feedback in open class: ask a few students to share something interesting they learned about their partner.

#### Possible answers

- 1 I went to a sports camp with a friend for a week. It was loads of fun because we tried lots of different sports and met some really nice people.
- 2 My family and I went to a new Chinese restaurant. The place wasn't very attractive but the food was really tasty and we loved it.
- 3 I'm quite active because I play sports three times a week but on the other days I don't do much. I often sit in my room and chat to friends online. My mum often tries to get me out!
- 4 I prefer the city because there are more things to do. You can go walking in the countryside but I don't enjoy that very much. In the city you can go to the cinema or to a shopping centre.

- 10 After you explain the scenario and students have read the suggested activities in the prompts, give them time to think about which activities the family would like the least and the best and why. Students then work in pairs to do the task. Conduct feedback with the whole class. Deal with any common errors you noted while monitoring.

Note that this task is similar to a B1 Preliminary for Schools Speaking Part 3 task. You could use it to assess how well pairs interact, listen and respond to what each other says, as well as to check their use of language of suggestion, opinion and agreement.

#### Possible answers

- A: **I think that** the family would enjoy going to the park. They can play some sports there, like football or frisbee.
- B: **Yes, I agree.** It's a nice place to be. There's a playground and a lake there so they can feed the ducks. They can get a drink of an ice cream from a café there too.
- A: Yes, **that's a good point.** How about going to a museum?

### extra: digital



Ask students to choose a photo they took during their summer holidays on their phone but NOT show it to anyone. They work in groups of three and find three things their photos have in common by asking questions, e.g. *How many people are in your photos? Are the people outside?* Give them a time limit of three minutes to do this.

## Write on

- 11** Demonstrate the activity by writing two sentences to answer one of the questions in the exercise (see possible answers below). Ask students to do the same for each prompt in the exercise. Monitor and offer feedback to individual learners on their sentences, i.e. point out language used well and elicit corrections to errors.

### Possible answers

- 1 I watched a drama series on TV called *Westworld*.  
I enjoyed it but I didn't understand half of it!
- 2 I tried to skateboard once because my big brother could do it. I was rubbish though and gave up after a day.
- 3 I like going to the arts museum because there are some lovely paintings there. I really like learning about art and the museum has taught me a lot.
- 4 I met a new neighbour yesterday. His name's Jack and he seems like a friendly man.
- 5 I'm quite good at baking cakes and biscuits. They don't always look great but they taste good.

### extra: fast finishers



Ask fast finishers to write sentences about these things:

- something you achieved
- something you won
- something you do regularly

### alternative



Ask learners to write their sentences in Exercise 11 on a piece of paper. Put students into groups. Collect each group's sentences, mix them up and give them to a different group. In turn, each student picks up a piece of paper, reads out the sentences to their group and then the whole group tries to guess who wrote them. When they've guessed, they write that person's name on the paper. When groups have finished guessing, they return the pieces of paper to their owners who say if the group's guesses were correct or not.

- 12** Check students understand the meaning of the title (a person's best moment, e.g. when they achieved something). Ask students to read the model text and say how the writer answered each of the four questions in the task (i.e. It happened at primary school; the writer dressed up as his favourite book character and won a prize; he went on the internet and did research; he had to work to get it right). Elicit from the class the kinds of things they could write about themselves (e.g. a project they did well, a meal they made, etc). Encourage students to write a plan before they write the article in class or for homework. Collect the articles and provide feedback. Note that this task is similar in form to the B1 Preliminary for Schools Writing Part 2.

### Possible answer

See the model in the exercise in the Student's Book.

## game on

Demonstrate the activity yourself first. Put students into pairs for the activity. Monitor while students write their sentences and help them with accuracy. Ask one or two pairs to read out their sentences for the whole class to guess. Then, deal with any common errors you noticed while students were writing their sentences, e.g. mistakes with past simple verbs.

## To finish

Closed books. Put students into pairs and ask them to remember all the different activities they did in the Starter Unit. Conduct feedback with the class. Then, ask students to discuss what they most enjoyed doing in the unit, what they least enjoyed, what they found the easiest, what they found the most difficult and why. Monitor and listen to some of the students' ideas. For weaker students, add prompts to the board, i.e. *I enjoyed ... the most because ... / I enjoyed ... the least because ... / The easiest thing for me was ... because ... / The most difficult thing for me was ... because ...*

Presentation tool:

Starter Unit

Workbook / Online Practice:

WB pp4-5

Grammar reference and practice:

SB pp124-125

Audioscript:

SB p167