

Welcome

Welcome

Lesson 1

Look. What can you see?



Hi, I'm Emma. Can I play with you?

Hello, Emma. I'm Liam. Of course you can play with us.

Hi, my name's Adam. Welcome to our club. Here's a club T-shirt.

I'm Mia and he's Rick. He's our club monitor. We're making a playground for our club.

At Amazing Club

We go to our club every Saturday. We see our friends and we work and play. Come with us, you can have lots of fun. Amazing club is for everyone!

At Amazing Club, at Amazing Club. We're all friends and we feel good. At Amazing Club, there's a lot to do! We're making a playground for me and you.

1 Listen, read and act out.

2 Listen and find out.

Adam is ... years old. Liam lives next to ... Mia likes ... Emma has got ...

3 Work in pairs. Ask and answer.

How old are you? Where do you live? Do you like ...? Have you got any brothers or sisters?

4 Listen, move and sing.

1 Look, find and say.

five places five activities five clothes five foods

2 Listen, find and point.

3 Work in pairs. Say and find. He's wearing trousers. This boy!

4 Team Time Play What are we doing?

What are we doing? You're swimming.

Key learning outcomes: Meet the characters; Introduce yourself; Review the present simple

Activity Book, p.6

Key learning outcomes: Review vocabulary; Learn about the city; Review the present continuous

Activity Book, p.7

seven 7

Activity 2

Adam is eight years old.

Mia likes basketball and dancing.

Liam lives next to the cinema.

Emma has got two sisters.

Welcome

Lesson 1

1 Look and write the names. Then listen and complete.

1 Name: Adam
Age: eight/8
Likes: Animals and music
Lives: Near the park
Has got: One sister



2 Name: Liam
Age: 8
Likes: Reading and drawing
Lives: Next to the cinema
Has got: No brothers and sisters



3 Name: Mia
Age: 8
Likes: Basketball and dancing
Lives: In the city centre
Has got: No brothers and sisters



4 Name: Emma
Age: 8
Likes: Football and games
Lives: Near the park
Has got: two/2 sisters



2 Order the words to make questions.

- name / your / What's / ? What's your name?
- are / How old / you / ? How old are you?
- like / What / you / do / ? What do you like?
- you / Where / do / live / ? Where do you live?
- brothers and sisters / have you got / How many / ? How many brothers and sisters have you got?

3 Complete with information about you. Draw yourself.

1 Name: _____
2 Age: _____
3 Likes: _____
4 Lives: _____
5 Has got: _____

Pupils' own answers



6 six I can introduce myself

Objectives: Meet the characters; Introduce yourself; Review the present simple

Grammar: Present simple (*Do you like ...? Have you got any brothers or sisters? How old are you? Where do you live?*)

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32.

Pupil's Book, page 6

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

Focus pupils on each character in the picture by pointing and asking the following questions to different pupils:

Support For pupils who need support, ask:
*What colour is the boy/girl's hair? What is he/she wearing?
What is he/she doing?*

Reach higher For pupils who need a challenge, say:
Tell me about this boy/girl.

1 🎧 0.1 Listen, read and act out.

Engage After this activity, ask pupils:
*Are Liam, Adam and Mia in a club? (yes)
Does Emma want to be in the club? (yes)
Do you study at the club? (no, you play)
Do they wear hats in the club? (no, they wear yellow T-shirts)
Are they making a playground in the club? (yes)*

To answer *Yes*, pupils put their hands up in the air, palms facing in.

For *No*, they put their hands on their head.

Don't Know is hands on shoulders.

Notice if pupils need more time to listen and read again, for example, if many of them had their hands on their shoulders for *Don't know*.

2 🎧 0.2 Listen and find out.

Give pupils a few moments to look at the pictures of these characters and guess the correct answers. After listening to the audio, ask pupils if their guesses were correct.

Emma: How old are you, Adam?

Adam: I'm eight.

Emma: Where do you live, Liam?

Liam: I live next to the cinema. Where do you live?

Emma: I live near the park.

Emma: Do you like football, Mia?

Mia: No, I don't, but I like basketball and dancing.

Mia: Have you got any brothers and sisters, Emma?

Emma: Yes, I have got two sisters. Their names are Janna and Josie. Have you got any brothers and sisters?

Mia: No, I haven't.

🗣️ Ask pupils how they say *Adam is 8 years old* in their language. Elicit if it is the same number of words. Focus pupils on the verb. Ask if they use the same verb in their language.

3 Work in pairs. Ask and answer.

4 🎧 0.3 Listen, move and sing.

Activity Book, page 6

Follow the **Activity Book routine** on p. 17.

1 🎧 0.1 Look and write the names. Then listen and complete.

This activity uses the same audioscript as activity 2 on Pupil's Book p. 6.

After completing this activity, focus pupils on the details about the characters. Give them two minutes to read the profiles then ask:

Which character do you like best? Which character is the same as you?

As feedback, point to each character and ask pupils to put their hands up if this is their favourite character. Then ask them to put their hands up if they think this character is the same as them. Count the number of hands for each and encourage pupils to tell you why, e.g. *Mia likes dancing and I like dancing, too.*

2 Order the words to make questions.

3 Complete with information about you. Draw yourself.

Closing routine

Do Mindfulness routine 2 on p. 32.

Welcome

Lesson 1

Look. What can you see?



Hi, I'm Emma. Can I play with you?

Hello, Emma. I'm Liam. Of course you can play with us.

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1 Listen, read and act out.

2 Listen and find out.

Adam is ... years old. Liam lives next to ... Mia likes ... Emma has got ...

3 Work in pairs. Ask and answer.

How old are you? Where do you live? Do you like ...? Have you got any brothers or sisters?

4 Listen, move and sing.

6 six

Key learning outcomes: Meet the characters; Introduce yourself; Review the present simple

Activity Book, p.6

1 Look, find and say.

five places five activities five clothes five foods

2 Listen, find and point.

3 Work in pairs. Say and find. He's wearing trousers. This boy!

4 Team Time Play What are we doing? Go to Activity Book, p.128

What are we doing? You're swimming.

Activity Book, p.7

Key learning outcomes: Review vocabulary; Learn about the city; Review the present continuous

seven 7

Activity 1

Possible extra words:

places: train station

activities: go skateboarding

clothes: shorts

food: banana

Activity 1

Five places: cinema, café, supermarket, hospital, train station

Five activities: run, throw, eat, go skateboarding, go cycling, drawing

Five clothes: trainers, shoes, trousers, skirt, T-shirt, hat, jacket

Five foods: apple, banana, orange, pear, grapes, sandwich

1 Classify the words. Write one more word in each group.

places: cinema, café, supermarket, hospital

activities: run, throw, drawing, go cycling

clothes: shoes, trousers, skirt, T-shirt

food: apple, grapes, orange, pear

run, cinema, apple, throw, café, shoes, drawing, grapes, supermarket, orange, trousers, skirt, pear, go cycling, hospital, T-shirt

2 Look and write.



1 He's playing a trumpet.



2 She's dancing.



3 He's drawing.



4 They're playing football.

I can remember words from last year and write about what people are doing

seven 7

Welcome Unit

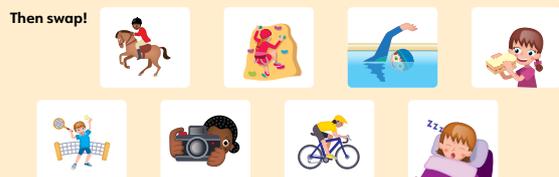
What are we doing?

Work in two teams. A B

- A Choose and act out an action.
- B Close your books and guess the action.

What are we doing?

You're swimming.



Objectives: Review vocabulary; Learn about the city; Review the present continuous; Write about what people are doing

Vocabulary: Places (*café, cinema, hospital, park, playground, supermarket, train station*); Activities (*draw, eat, go cycling, go skateboarding, run, throw*); Clothes (*shoes, shorts, skirt, trainers, trousers, T-shirt*); Food (*apple, banana, grapes, orange, pear, sandwich*)

Grammar: Present continuous (*What are we doing? You're swimming. He's wearing trousers.*)

Materials: Classroom Presentation Kit, Activity Book Cutouts

Opening routine

To **energise** the class, sing the *At Amazing Club* song from Lesson 1 again.

Pupil's Book, page 7

1  **Look, find and say.**

2  **Listen, find and point.**

Engage Before playing the audio, tell pupils that you're going to say some sentences about the opening scene. Read the sentences from the audio in a different order. Pupils should listen and do an action. Ask them to stand up so they can use their arms or legs.

They're walking.

It's flying.

He's running.

She's wearing a skirt.

He's wearing a hat.

She's skateboarding.

3  **Work in pairs. Say and find.**

Reach higher Encourage pupils to add more information to their sentences than is shown in the example, e.g. *It's the boy with the brown hair and the black trousers.*

4   **Team Time Play What are we doing?** 

Ask a strong pupil or your language assistant to be your partner. Exaggerate looking at the cutout and choosing a picture, and then, together with your partner, mime the activity in front of the class. Ask pupils the question *What are we doing?* and model how they should answer: *You're (swimming).*

Ask for two volunteers to do another example in front of the class and then put pupils into pairs or groups.

Follow the **Grammar practice: Team Time routine** on p. 19.

Activity Book, page 7

Follow the **Activity Book routine** on p. 19.

1 **Classify the words. Write one more word in each group.**

2 **Look and write.**

Support Pre-teach the word *trumpet* and write it on the board. Write the following words on the board to help pupils form sentences:

play, dance, draw, play

Reach higher Have pupils look through their Pupil's Book and open a page at random. Ask them to say sentences about what they can see characters doing on that page. Monitor – or have your language assistant monitor – to ensure they are giving lots of details, such as what the characters are wearing.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1

A cat/Charlie runs away with the key of the new clubhouse.

Lesson 3 

1  Listen and read. What problem have the children got?

Catch that cat!

1 It's a special day at Amazing Club.



Wow! Is that our new clubhouse?

Yes. Here's the key. Be careful with it.

2 The friends clean the clubhouse.



Look! That cat is watching us.

Oh yes! That's Charlie.

3 Charlie thinks the key is a toy.



Look! Charlie has got the key! Quick, stop him!

I can catch him.

4 Charlie is very fast.



Look! He's going into the tube!

I can catch him when he comes out the other end.

5 Emma is very fast too.



Can you see him?

Yes, I've got the key!

Well done!

6 Later, Rick comes back.



Here's the key. I've got it safe around my neck.

2  Watch the video.

8  eight Key learning outcome: Listen, read and understand the story  Activity Book, p.8

Lesson 3 **Catch that cat!**

After you read

1 Read the story on Pupil's Book page 8 again. Then read and write the names.



- 1 Who is cleaning inside the new club house? Liam
- 2 Who is painting a cat? Adam
- 3 Who is playing with the key? Mr Timms
- 4 Who catches Charlie? Emma
- 5 Who has got the key in the end? Adam

2 **Exam practice** Read the text. Choose the right words and write them on the lines.

My Club Page

Welcome to the Amazing Club page. Amazing Club is a Saturday Club for children in Amazing City. This year at Amazing Club we are making a playground in the park. We have a new club house. It's part of a train. It's cool! We can play games and do activities in it. Today, we are cleaning and ¹ painting it. Can you see the picture of Charlie, the ² cat ? Adam has got the ³ key to the club house. It is round his neck because Charlie wants to play with the key. Charlie can ⁴ run very fast, but our new friend Emma is fast too. She can ⁵ catch Charlie when he takes things.

 Like  Share  Comment



Example: bus train plane

- 1 painting driving listening
- 2 boy man cat
- 3 window key book
- 4 run hop swim
- 5 throw like catch

3  Read, choose and write.

I like / don't like _____ in the story.

This is because _____

Pupils' own answers

8  eight I can read and understand the story 

Objectives: Listen, read and understand the story; Exam practice: A1 Movers Reading, Part 4

Materials: Classroom Presentation Kit

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, page 8

Follow the **Before you read routine** on p. 21.

1 0.5 Listen and read. What problem have the children got?

Before doing this activity, pre-teach key words from the story by asking pupils to listen to you as you say the following words and point to each in the pictures: *the clubhouse, Charlie the cat, the tube, the key.*

Engage After this activity, ask pupils the following questions about the story:

What does Rick say about the key? A: Be careful with it B: Put it in your pocket (A)

What is the name of the cat? A: Adam B: Charlie (B)

What does Charlie think the key is? A: A toy B: A snack (A)

Who got the key from Charlie? A: Mia B: Emma (B)

To answer A, pupils stretch a hand to the right. To answer B, they stretch a hand to the left.

2 Watch the video.

Follow the **Watch the story video routine** on p. 23.

Activity Book, page 8

Follow the **Activity Book routine** on p. 21.

1 Read the story on Pupil's Book page 8 again. Then read and write the names.

2 **Exam practice** Read the text. Choose the right words and write them on the lines.

Exam tip

A1 Movers Reading and Writing, Part 4

Ask pupils to think about what word could go in the gaps *before* they look at the multiple-choice options. Then they can check the choices to see which are most similar to what they thought.

3 Read, choose and write.

Ask the class to think about what they like or don't like about the story, and why. Nominate pupils to tell you their response, and write any useful language on the board. Then write the sentence stems for this activity on the board and ask pupils to suggest how to complete the sentences. Write one or two ideas on the board, before pupils complete this activity individually.

 Activity 3 allows pupils to interpret a story and give their **personal response** to it. Give example answers to help pupils complete the sentences.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Activity 1

- 1 2
- 2 False
- 3 Yes
- 4 A

1 Think about the Amazing Club members. Answer with your body.

1 How many sisters has Emma got?



2 Adam is ten years old. True or False?



3 Does Liam live next to the cinema?



4 Does Mia like A basketball or B football?



2 Listen to the alphabet. Stand up when you hear the letters in your name.



3 Say the alphabet chant.

Come on everybody! Repeat after me!
 a b c d e f g h i j k l m n o p q r s t u v
 Now say w x y z.
 That's how you say the alphabet.

4 **Talk Partners** Ask and answer about how to spell the names of people you know.



Activity Book, p.9

Key learning outcomes: Think about the characters; Learn classroom routines; Review the alphabet

nine > 9

1 Listen. Circle the letters you hear. Write the words.



1 k e y



2 c a t



3 t r a i n



4 p a r k



5 f r i e n d s

These are all things you can see at Amazing Club.



2 Can you spell their names?



1 C h a r l i e



2 E m m a



3 R i c k

Which name hasn't got the letter *i*?

Emma

Spelling Bee Challenge

- Close your books.
- Ask a friend to test you.

How many things from Amazing Club can you spell?

Spell 'key'. k-e-y

Go to the map on pp.4-5 and draw your unit pass.

I can understand and say the alphabet to spell words nine > 9

Objectives: Think about the characters; Learn classroom routines; Review the alphabet; Say the alphabet to spell words

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

Pupil's Book, page 9

1 Think about the Amazing Club members. Answer with your body.

This activity introduces pupils to some ways they can answer whole class questions.

Before doing the activity, have the pupils practise all of the poses shown in the practise for all four questions:

1 / 2 / 3: hold up the correct number of fingers

True: Arms in kind of victory pose/double bicep curl, with hands making fists; **False:** Arms crossed in front forming an X shape, with hands also making fists

A: Hand on chin (as though thinking); **B:** Hand pulling ear (elbow up in air)

Yes: Hands straight up in air, palms facing in; **No:** Hands on head; **Don't Know:** Hands on shoulders

Classroom management tip

Use these poses with students throughout the course to help engage and manage the class. If possible, have pupils stand when they do these.

2 Listen to the alphabet. Stand up when you hear the letters in your name.

Engage After listening to the alphabet, to allow for some more movement, put pupils into groups of 6 or 7. Ask them to spell out the names of each person in their group, one by one, by 'making' the shape of each letter with their bodies. For example, to make the name *Adam*, one pupil makes an A by putting their hands together above their head and spreading their legs wide, the next makes a D by putting one arm straight up and the other in a curve, etc.

Ask how many letters there are in the English alphabet. Is it the same number as in your language? Are any letters different?

Classroom management tip

To help manage this group activity, start monitoring quickly and vocally praise pupils who are working well together and who are on task. Focus on giving praise to pupils who are demonstrating good team work and behaviour, rather than giving too much attention to pupils who may be raising the noise level or losing focus. Soon all pupils will be on task and exhibiting good team work.

3 Say the alphabet chant.

Come on everybody! Repeat after me!

a b c d e f g h i j k l m n o p q r s t u v

Now say w x y z

That's how you say the alphabet.

Engage Allocate one letter of the alphabet to each student, depending on your class size. Give them some time to think about a mime for their letter. For example, the student with 'c' may mime a *cat* licking its paws. Explain that when the class say the alphabet chant, when they hear their letter, they should do their mime.

4 Talk Partners Ask and answer about how to spell the names of people you know.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

Activity Book, page 9

Follow the **Activity Book Say and spell practice routine** on p. 21.

1 Listen. Circle the letters you hear. Write the words.

1 k-e-y – key

2 c-a-t – cat

3 t-r-a-i-n – train

4 p-a-r-k – park

5 f-r-i-e-n-d-s – friends

2 Can you spell their names?

Closing routine

Do Mindfulness routine 1 on p. 32.