

Welcome

Welcome

Lesson 1

Look. What can you see?



This is Erin. She's going to be your club monitor this year.

Hi, Erin. Is that the new club minibus?

Yes, it is. I'm going to take you to different places in the city. We're going to help people in the community.

Cool! Where are we going to go today?

It's a surprise. Come on! Get in!

1 Look, find and say.

5 numbers 6 types of transport 7 animals 8 actions 9 colours

2 Listen, read and act out.

3 Work in pairs. Ask and answer. What are you going to do ...

1 after school? 2 tomorrow? 3 at the weekend?

What are you going to do after school?

I'm going to play football with my brother.

4 Listen, move and sing.

6 six

Key learning outcomes: Meet the characters again; Review going to

Activity Book, p.6

The Amazing City Song



Lesson 2

W

We all live in Amazing City. The tower is tall and the park is pretty. There's a bridge and a harbour, some beaches too. We're all friends and our city's for you.

We can all help in the community. I can help you and you can help me. Together we can do anything! Come on now! Everybody sing!

1 Listen, read and find out. Where did Erin go on holiday?



Did you have a good summer, Erin?

Yes, I did. I went to Scotland.

Did you stay in a hotel?

No, I didn't. I visited family.

Did you go to the countryside?

Yes, I did. I visited a beautiful castle on a hill.



2 Read again, then talk about Erin's summer.

Erin didn't stay in a hotel.



3 Work in pairs. Ask and answer.

Did you have a good holiday?

Yes, I did. I ...

4 Team Time Play Summer fun.

Go to Activity Book, pp. 128 and 129

6 six

Key learning outcomes: Meet the characters again; Review going to

Activity Book, p.6

Activity Book, p.7

Key learning outcomes: Review vocabulary; Review the past simple

seven 7

Activity 1

numbers – ten, twelve, twenty, fifty, a hundred
types of transport – a minibus, a plane, a bicycle/bike, a motorbike, a bus (on sign), a car, a bike
animals – a penguin, a cat, a whale, a kangaroo, a tiger, a lion, a bird, a butterfly
actions – talk, drive, carry, read a book, phone a friend, wait, play football, laugh
colours – red, blue, green, yellow, black, orange, grey, white, brown, pink, black

Welcome

Lesson 1

1 Read and complete.

minibus Rick surprise Erin help club

Liam, Emma, Mia and Adam are with ¹ Rick .

Rick sees ² Erin .

She is going to be the ³ club monitor this year.

Erin is driving the new club ⁴ minibus .

This year at Amazing Club, the children are going to ⁵ help people in the community.

Today, they are going to have a ⁶ surprise .



2 Complete the questions. Then follow the lines and answer.

1



2



3



4



a



b



c



d



1 What's Mia going to do tomorrow?

She's going to ride her bike.

2 What's Rick going to do this evening?

He's going to watch TV.

3 What's Adam going to do on Sunday?

He's going to go to the park.

4 What's Emma going to do at the weekend?

She's going to read a book.

Complete the questions. Then answer for you.

5 What are you going to do tomorrow?

I'm going to pupils' own answers.

6 What are you going to do at the weekend?

pupils' own answers.

6 six

I can remember words from last year and I can write about what people are going to do



Objectives: Meet the club members again; Review *going to*; Remember words from last year; Write about what people are going to do

Grammar: *going to*

Materials: Classroom Presentation Kit, Flashcards

Optional: A diary or calendar, online images of people helping others in the community

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.

Ask pupils some questions about the scene, such as:

Do you remember the names of the children? (Mia, Emma, Liam, Adam)

Who is new in the club? (Erin)

Where are they? (near the safari park/next to the club minibus/in Amazing City)

How do you think the children feel? (happy/excited)

1 Look, find and say.

2 0.1 Listen, read and act out.

Ask the class what the friends are going to do today. (Erin is going to drive them around Amazing City. They are going to help people in the community.)

Engage Find images online of ways we can help the community (e.g. a beach clean-up, volunteering at an animal sanctuary). Use these images to illustrate what the friends may be planning to do.

Support Before listening, point to the minibus and ask *How many people are there?* (6) *How many are talking?* (4) Have pupils look at the speech bubbles and tell you who is asking questions (the children).

Reach higher Ask pupils for examples of ways we can help the community. Ask pupils to tell you if/when they have done any of these things.

3 Work in pairs. Ask and answer. What are you going to do ...

Before completing this activity, if you brought a diary or calendar to class, nominate individual pupils to come to the front of the class and point to today (after school), tomorrow and the coming weekend.

Engage Ask the class whether the three times are in the past or the future. Pupils clap their hands if they are in the past or stamp their feet if they are in the future. (They are in the future.)

Model the pronunciation of the three questions and lead a choral drill.

Classroom management tip

To put pupils into pairs for this activity, ask the class to find a partner whose name starts with the same letter as theirs. If some pupils have unique first letters, they should find a partner with a name starting with the nearest letter in the alphabet to their first name (e.g. Elena partners with Francisco).

4 0.2 Listen, move and sing.

Engage Pre-teach the following actions for the different lines of the song:

We all live in Amazing City – make a circle in front of you with your arms

The tower is tall – clap hands above your head

and the park is pretty – move two flat hands towards the floor in a wave motion, to mime the shape of a slide

a bridge and a harbour – make one fist in front of chest, and cup other hand around it to mime a bridge

some beaches too – put arms behind head, as if lying on a beach

our city's for you – point two fingers away from the body

help the community – link one arm with a partner

I can help you – point to yourself, then to another pupil

and you can help me – point to another pupil, then to yourself

we can do anything – star jump

Come on now! – make a beckoning motion with one arm

Everybody sing! – hold an imaginary microphone

Play the song twice and encourage pupils to do the actions along with you.

Activity Book, page 6

1 Read and complete.

2 Complete the questions. Then follow the lines and answer.

Complete the questions. Then answer for you.

Closing routine

Do Mindfulness routine 2 on p. 32.

Lesson 2 **W**

The Amazing City Song

SING

We all live in Amazing City.
The tower is tall and the park is pretty.
There's a bridge and a harbour, some beaches too.
We're all friends and our city's for you.

We can all help in the community.
I can help you and you can help me.
Together we can do anything!
Come on now!
Everybody sing!

Activity 1
She went to Scotland.

1 Listen, read and find out. Where did Erin go on holiday?

Did you have a good summer, Erin?
Yes, I did. I went to Scotland.

Did you stay in a hotel?
No, I didn't. I visited family.

Did you go to the countryside?
Yes, I did. I visited a beautiful castle on a hill.

2 Read again, then talk about Erin's summer.

Erin didn't stay in a hotel.

3 Work in pairs. Ask and answer.

Did you have a good holiday?
Yes, I did. I ...

4 Team Time Play Summer fun. [Go to Activity Book, pp.128 and 129](#)

Activity Book, p.7 Key learning outcomes: Review vocabulary; Review the past simple seven > 7

Activity 2
Suggested answers:
Erin didn't stay in a hotel. She stayed with family. She went to the countryside. She went to a castle.

Activity 3
Suggested answers:
Did you have a good holiday?
Yes, I did. I went to the beach. / I played volleyball. / I visited my grandma.

Lesson 2 **W**

1 Look at the picture on Pupil's Book pages 6-7. Then complete the mind map.

Animals

cat penguin
whale kangaroo
tiger lion
bird

Actions

talk drive
carry read (a book)
phone (a friend) walk
wait play football

Words I know

Numbers

twenty
fifty
ten
twelve
a hundred

Types of transport

minibus plane
bike motorbike
car bus

Colours

red blue
green yellow
black grey
white brown
orange

2 Look and complete the sentences.

1 Adam didn't visit family.
He went to Paris.

2 Liam didn't go to the beach.
He read books.

3 Emma and Rick didn't go to a safari park.
They learned to surf.

Complete for you.

4 In the summer, I didn't _____
I _____

Pupils' own answers

I can remember words from last year and I can write about the past seven > 7

Team time Grammar 1

Welcome Unit

Summer fun

Character cards

	I didn't stay at home in the summer. I went to Paris. I stayed in a hotel. I read a really good book about monsters.		I didn't go anywhere this summer. I stayed at home because I had an accident. I read a long book about cave people.
	This summer, I stayed in a hotel near the beach. We went to the beach every day. One day, we went to a safari park. It was great.		I had a great summer. I went to the beach and I learned to surf. I stayed in a hotel with my family.

Objectives: Review vocabulary; Review the past simple; Write about the past

Grammar: The past simple

Vocabulary: Actions, Animals, Colours, Numbers, Types of transport

Materials: Classroom Presentation Kit, Activity Book Cutouts

Optional: Travel brochures or pictures of hotels, holidays and tourism

Opening routine

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

Pupil's Book, page 7

Engage If you brought travel brochures or pictures of different types of holidays, hotels and tourism, place these on desks around the room. Play some music and ask pupils to walk around to look at the pictures/brochures. Have pupils decide which type of holiday/hotel/tourism looks the most fun. Give them five minutes to do this. After five minutes, take a vote for which picture shows the most fun holiday.

1 0.3 Listen, read and find out. Where did Erin go on holiday?

Focus the pupils on the picture on this page by asking questions, such as: *What is the man on the left doing? What is the woman in the middle doing? What is the man on the right wearing?*

Reach higher Say *Mr Timms is at the bus stop. Where do you think he is going? Can you describe the women at the bus stop? How do you think the young man at the bus stop is feeling?*

Ask pupils to look at activity 1. Ask the class if they remember who Erin is (the new club monitor).

2 Read again, then talk about Erin's summer.

Before doing this activity, play the audio one line at a time and ask pupils to copy the pronunciation. Then put pupils into pairs to act out this dialogue.

Support On the board, write *Erin ...*, *Erin didn't ...* and *She ...*. Ask pupils to use these three prompts to help them do this activity.

3 Work in pairs. Ask and answer.

Reach higher Ask pupils to extend their answers by giving details, such as reasons why or information about other people.

4 Team Time Play Summer fun.

Before the lesson, cut out one of the character cards so it is ready to use as a model. With books closed (making sure pupils are not cutting out their cutouts yet) display the table from Activity Book p. 128 on the board and hold up the character cutout. Have pupils ask questions in order to complete the table. Point to the speech bubbles to help pupils form questions. As you hold up the cutout, answer the questions by looking at it (be sure to demonstrate that you are looking at this cutout in order to answer the questions). After the row is completed for that character, ask pupils to cut out the characters themselves. When everyone is ready, put pupils into groups to do the activity. Follow the **Grammar practice: Team Time routine** on p. 19.

Classroom management tip

To help you effectively monitor this group activity, hand out one piece of coloured A4 paper to each group. Tell the class that if their group needs help, or to ask you a question, they should put this paper in the middle of their table. If they don't need help, or there are no questions, one pupil should put this paper under their book (so it is not visible).

This will help you to see which groups need support, without them raising their voice or waving their hands to get your attention.

Activity Book, page 7

1 Look at the picture on Pupil's Book pages 6–7. Then complete the mind map.

Reach higher Encourage pupils to add one extra category to this mind map, such as Places in a city.

2 Look and complete the sentences. Complete for you.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1

They went to a book swap shop.

Activity 2

His book was a box. There was a key in the box.

Lesson 3 

Before you read

1 Look at the title. Where did the children go?

2  Listen and read. What was Adam's surprise?

The Book Swap Shop

1 The friends went to help Mrs Brown at the Book Swap Shop.

A book swap shop is a shop where you give a book and take a different book. You don't need money.

2 The children tidied all morning.

Thank you, children. You can all choose a book to take home.

Thank you, Mrs Brown. I'd like this book about cars.

3 Adam opened his book and ...

Oh! This isn't a book! It's a box. And there's a key in it!

Look! There's a name on the book. Mr John Sharp.

4 The children wanted to take the key to Mr Sharp.

And here's an address. 12 Cherry Tree Road. Let's go!

5 The friends went to the house.

Hello. Are you Mr John Sharp?

No, I'm Simon Sharp. John Sharp was my grandfather.

We've got something for you.

6 Mr Sharp showed them something special.

Wow! Is it a very old car?

Yes, it's 100 years old. It was my grandfather's. Now I can drive it! Thank you.

3  Watch the video.

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

Lesson 3 **The Book Swap Shop**

After you read

1 Read the story on Pupil's Book page 8 again. Then order the sentences.


- a Adam saw a key inside his book and Emma read an address. 3
- b The key was for a beautiful, old car. 6
- c On Saturday, Erin and the children helped tidy the Book Swap Shop. 1
- d The children gave the key to Mr Sharp. 5
- e Erin drove the minibus to the address on the book. 4
- f When the shop was tidy, the children chose books to take home. 2

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

My Club Page

Amazing Club is going to be great this year! We've got a new monitor. Her name's Erin. She's really nice. We've got a new minibus too. It's electric. It's ¹ cool.

This year, we're going to help people in the ² community. Erin is going to drive us to different places in the city. On Saturday, we helped Mrs Brown in the Book Swap Shop. At this shop you don't need ³ money. You give Mrs Brown your old books and you can take some new ones. I chose a book about cars. When I opened it, I had a big surprise because it wasn't a book! It was a ⁴ box and there was a key inside and an address. We took the key to the address and met Mr Sharp. The key was for his fantastic, old car! It was 100 years old. Mr Sharp was very ⁵ happy to have the key again.



Example: hungry nice small


1 purple old cool

2 community school club

3 money books keys



4 toy box bag

5 angry sad happy

3  Read, circle and write.

I think the story is _____.


I like / don't like the part when _____ Pupils' own answers

8  eight I can read and understand the story 

Objectives: Listen, read and understand the story; Exam practice: A2 Flyers Reading and Writing, 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

Before you read

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

1 Look at the title. Where did the children go?

Display the first two frames from the story on the board. Focus pupils on some details from the pictures, as below:

Support Ask: *What is Liam wearing? What is Mrs Brown wearing? What can you see in the pictures?*

Reach higher Say: *Tell me about the pictures. Ask: How do you think Mrs Brown is feeling? How do you think Adam is feeling? Why does Mrs Brown say the children can take a book home?*

Follow the **Story time routine** on p. 21.

2 0.4 Listen and read. What was Adam's surprise?

After listening to the story once, read the story with the class. Pause after each frame to ask the following questions. Ask pupils to put both hands up in the air to answer *Yes*, and put their hands on their head to answer *No*. Based on pupils' confidence in answering these questions, you may decide to play the audio again.

Frame 1: *Do you buy books at a book swap shop?* (No)

Frame 2: *Is Mrs Brown happy with the children's work?* (Yes)

Frame 3: *Is Adam's book special?* (Yes)


Frame 4: *Do the friends want to give the key back?* (Yes)

Frame 5: *Do they talk to Mr John Sharp?* (No)

Frame 6: *Is the car new?* (No)

3 Watch the video.

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

 Focus pupils on the address in the story (*12 Cherry Tree Road*) and elicit how they say their address in their own language. Is the word order the same?

Activity Book, page 8

1 Read the story on Pupil's Book page 8 again. Then order the sentences.

Engage Before doing this activity, set a timer for one minute and ask pupils to try and remember as much as they can about the story. When the timer sounds, ask pupils to close their books. Ask the class to tell you six things about the story.

Classroom management tip

To avoid one or two pupils dominating the feedback stage, put pupils into groups of four to compare their answers to this activity. Then ask each group to suggest one answer in front of the class. Try to ask pupils who are usually less confident to suggest answers.

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


Exam tip

A2 Flyers Reading and Writing, Part 4

Tell pupils that they need to write one word only in each gap. Explain that they should look at the whole text first to help them understand. For example, the text looks like a social media page, with a picture of Adam, so what can we imagine the text may be about? Making a prediction like this can help us to understand a text.

3 Read, circle and write.

Reach higher Ask pupils whether they would return the key. Have they ever returned something to somebody?

 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 – d; Erin
- 2 – a; True
- 3 – c; No – Adam went to Paris. / Liam didn't go away.
- 4 – b; Pupils' own answers

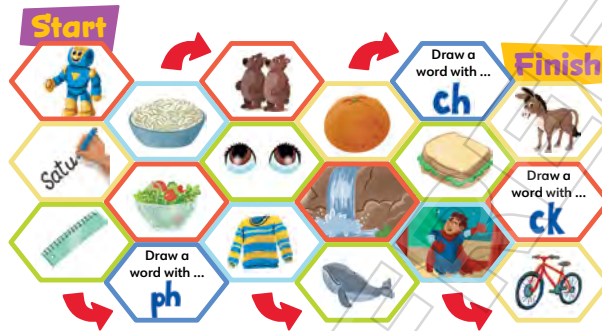
1 Think about the *Amazing Club* team. Match a question to a picture. Then answer with your body.

- 1 Who is going to be the club monitor this year, Rick or Erin?
- 2 This year, the children are going to help in the community. True or false?
- 3 Did Liam go to Paris in the summer?
- 4 Which places do you think the friends are going to visit this year? Do you agree with these ideas?



- a café
- a fun run
- a castle
- a garden
- a beach
- a space centre

2 Play the game. Spell or draw and guess. Pupils' own answers



Activity Book, p.9 Key learning outcomes: Remember the story characters; Practise sounds and spelling nine > 9

1 Look and circle. Then match.

z
upermarket
s

z
li ard
s

w
eel
wh

ck
par
k

1

2

3

4

5

6

7

8

s
inema
c

ch
ildren
tch

w
indow
wh

z
tree
s

2 Use the letters to complete the book titles.

1

Funny elephant photos

ph f

2

My r obot writes stories

wr r

3

The direct or and the spid er

er or

4

The dan g erous j ellyfish

j g

Spelling Bee Challenge

- Close your books.
 - Ask a friend to test you.
- How many names from the story can you spell?

Spell 'Erin'. E-r-i-n

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

I can spell words from last year 😊 nine > 9

Objectives: Remember the story characters; Practise sounds and spelling; Spell words from last year

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* team. Match a question to a picture. Then answer with your body.

Engage The poses in the four photos can be used in future lessons as a way of helping all pupils feel more comfortable answering questions aimed at the whole class.

After pupils have matched each question to the correct picture, go through the questions inviting them to use their body to answer. For the final question, use the poses from photo b to have the class vote on how many pupils think the friends are going to visit each place.

Classroom management tip

To set up this type of physical feedback routine early in the course, first give pupils some time to practise doing these actions.

Ask pupils to stand up and push in their chairs. Ask some simple questions (these can be unrelated to this unit), such as *Is my jumper yellow?* and model how pupils can answer (using the poses above). If possible, ask your language assistant to stand near the back of the classroom and to do the correct poses along with the pupils.

2 Play the game. Spell or draw and guess.

Show the game on the board and point to two of the hexagons (one asking pupils to spell and one asking them to draw).

Ask pupils what they need to do for each one. Point out that pupils need to start at the left of the board.

Pupil A should choose a hexagon from the first column and either spell or draw the word, inviting Pupil B to guess the hexagon. If Pupil B guesses correctly, they put their counter on the hexagon.

They then swap roles, with Pupil B spelling or drawing a word from the first column, and Pupil A guessing.

They continue the game, taking turns to spell or draw a word from any hexagon touching the one that their counter is on. The aim is to move from one end of the board to the other.

Activity Book, page 9

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

1 Look and circle. Then match.

Engage Display the activity on the board. Put pupils into pairs and ask them to describe the picture together. When everyone is ready, nominate several pairs to describe the picture. Write any useful language on the board and praise good contributions.

2 Use the letters to complete the book titles.

On the board, write *g, j, f, ph, r, wr, or* and *er*. Ask pupils how to say these sounds and lead a drill. Draw their attention to how some of the letters form the same sounds (*f* and *ph*, *r* and *wr*).

Reach higher Ask pupils to brainstorm other words with these letters. Write correct suggestions on the board. Then ask pupils to think of imaginary book titles using some of these letters.

Closing routine

Do Mindfulness routine 1 on p. 32.