

Welcome

Welcome

Lesson 1

1 Look at the photo. What are the children doing?



2 Read the profiles opposite. Who is most like you? Why?

3 Ask and answer about this year's team.

Where's Sophie from?
She's from Manchester in the UK.

What's she like?
She's tidy and organised.

What does she like doing in her free time?
She likes visiting museums.

6 Key learning outcomes: Meet the Amazing Exchange Club team; Review character adjectives *Activity Book, p.6*

UNIT OBJECTIVES

- Meet the Amazing Exchange Club team
- Review adjectives and life experiences vocabulary
- Review comparatives and superlatives, zero conditional and the present perfect
- Learn about global online communities

ABOUT PHOTOS MESSAGE



Name: Lucia
Age: 11 Birthday: 3 March
Nationality: Mexican
Hometown: Puebla, Mexico
Character: friendly, kind
Favourite hobby: looking after my pet fish

ABOUT PHOTOS MESSAGE



Name: Amit
Age: 10 Birthday: 16 November
Nationality: Indian
Hometown: Jaipur, India
Character: brave, funny
Favourite hobby: skateboarding with friends

1 Listen and answer True or False. Correct the false sentences.

- Sophie thinks the Science Museum is the most interesting museum.
- Amit thinks cycling is more dangerous than skateboarding.
- Lucia's fish, Percy, is more intelligent than her other fish.
- Mateo is the most creative person in his family.
- Mateo likes making pizza and salad.

2 Ask and answer about your hobbies.

What do you like doing in your free time?
I like playing the guitar. It's easier than playing the piano. What about you?

I like watching football and basketball. I think they're the most exciting sports.

7 Key learning outcomes: Review comparatives and superlatives; Review adjectives; Talk about your hobbies

Activity 1

They are talking to each other via a video conference call

Welcome

Lesson 1

1 Match the questions about Sophie to the answers.

- Where's she from? c
- What's she like? a
- What does she like doing in her free time? b

a She's tidy and organised.
b She likes visiting museums.
c She's from Manchester in the UK.

2 Read about Mateo, Lucia and Amit on Pupil's Book pages 6-7 again. Complete the questions and write the answers.

- Where's Mateo from? He's from Madrid in Spain.
- What's he like? He's patient and creative.
- What does he like doing in his free time? He likes cooking for family and friends.
- Where's Lucia from? She's from Puebla in Mexico.
- What's she like? She's friendly and kind.
- What does she like doing in her free time? She likes looking after her pet fish.
- Where's Amit from? He's from Jaipur in India.
- What's he like? He's brave and funny.
- What does he like doing in his free time? He likes skateboarding with friends.

3 Write a profile for you.

ABOUT PHOTOS MESSAGE

Name: _____

Age: _____ Birthday: _____

Nationality: _____

Hometown: _____

Character: _____

Favourite hobby: _____

Pupils' own answers

6 I can use adjectives and write about the Amazing Exchange Club team 



Objectives: Meet the Amazing Exchange Club team; Review character adjectives

Vocabulary review: *brave, creative, funny, friendly, kind, organised, patient, tidy*

Materials: Classroom Presentation Kit

Opening routine

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

To **focus** the class, do Mindfulness routine 2.

Pupil's Book, page 6

1 Look at the photo. What are the children doing?

Elicit what pupils can see in the photos. Ask them to guess which countries the children are from. Elicit ideas about what the Amazing Exchange Club might be and explain that pupils will find out more about it in the next lesson.

2 Read the profiles opposite. Who is most like you? Why?

Engage Ask questions to check understanding of the character adjectives. Pupils respond with TPR actions (Yes – arms raised in air, palms together; No – hands on head; Not sure – hands on shoulders), e.g. *Do tidy people leave socks on the floor? Do patient people get angry easily? Do brave people do dangerous things? Do organised people forget to do things?, etc.*

Use these actions each time you do this type of activity or encourage pupils to think of new actions.

Pupils look at the profile photos. Ask if they recognise any of the cities and which countries they think they are in. Elicit what the children are doing in each photo and some adjectives to describe them.

Give pupils time to read the profiles and to think about the personality and hobbies of each child. Then they work in pairs to discuss the questions.

3 Ask and answer about this year's team.

Demonstrate the activity by reading out the speech bubbles with a confident pupil. Pupils work in pairs to ask and answer about the other Club members.

Invite volunteers to choose a Club member and act out the exchange, without mentioning his/her name. The rest of the class guesses the Club member.

Activity Book, page 6

1 Match the questions about Sophie to the answers.

Support Go over the questions to remind pupils what information is needed to answer them: *Where's she from?* (town, country) *What's she like?* (character adjectives) *What does she like doing?* (activities / hobbies).

2 Read about Mateo, Lucia and Amit on Pupil's Book pages 6–7 again. Complete the questions and write the answers.

Support Focus pupils on questions 7–9. Help them to complete the questions and find the corresponding information about Amit in his profile.

Reach higher Pupils work in pairs. They cover their answers and take turns asking and answering the questions in random order.

3 Write a profile for you.

Reach higher Pupils work in small groups. They swap profiles. Then they take turns asking questions to guess whose profile each group member has: *How old is he/she?, When is his/her birthday?, etc.*

Closing routine

Do Communication routine 2 on p. 32.

ABOUT PHOTOS MESSAGE

Name: Lucia
Age: 11 Birthday: 3 March
Nationality: Mexican
Hometown: Puebla, Mexico
Character: friendly, kind
Favourite hobby: looking after my pet fish

ABOUT PHOTOS MESSAGE

Name: Amit
Age: 10 Birthday: 16 November
Nationality: Indian
Hometown: Jaipur, India
Character: brave, funny
Favourite hobby: skateboarding with friends

Activity 1

- 1 True 2 False (Amit thinks skateboarding is more dangerous than cycling.)
3 True 4 True 5 False (Mateo likes making pancakes and pasta.)

1 Listen and answer True or False. Correct the false sentences.

- Sophie thinks the Science Museum is the most interesting museum.
- Amit thinks cycling is more dangerous than skateboarding.
- Lucia's fish, Percy, is more intelligent than her other fish.
- Mateo is the most creative person in his family.
- Mateo likes making pizza and salad.

2 Ask and answer about your hobbies.



Key learning outcomes: Review comparatives and superlatives; Review adjectives; Talk about your hobbies

1 Find and write the adjectives.

rotaintelligentincolourfuloydelicioushrinterestingesdifficulthoexcitingal

- | | | |
|---------------|---------------|-------------|
| 1 intelligent | 3 delicious | 5 difficult |
| 2 colourful | 4 interesting | 6 exciting |

2 Complete the sentences with comparatives and superlatives.

1 I like museums. They're more interesting than (interesting) shopping centres. The Science Museum is the most exciting (exciting) - it's great.

2 What do you like doing in your free time?

3 I like sport. Cycling is more difficult than (difficult) swimming, but it's more interesting than (interesting) running. Skateboarding is the most dangerous (dangerous), but I love it.

4 I like cooking. I make the most delicious (delicious) pancakes in the world! I like making cakes too - I make the most colourful (colourful) cakes ever!

5 I like animals. Percy is more intelligent than (intelligent) my other fish! And he's more interesting than (interesting) most people think!

3 Write sentences with comparatives or superlatives, using the prompts or your own ideas.



- I like playing the guitar because it's the most interesting instrument.
(the guitar / the piano / the violin)
- I like playing _____ because _____
(football / basketball / tennis)
- I like making _____ because _____
(pizza / cakes / sandwiches)
- I'm excited about _____ because _____
(the Amazing Exchange Club / homework / writing emails)

Pupils' own answers

I can use comparatives and superlatives to write about hobbies

Objectives: Review comparatives and superlatives; Review adjectives; Talk about your hobbies

Vocabulary review: *colourful, dangerous, delicious, difficult, easy, exciting, intelligent, interesting*

Grammar review: Comparatives and superlatives: *Cycling is more dangerous than skateboarding.*

Mateo is the most creative person in his family.

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do Communication routine 4 on p. 32.

Pupil's Book, page 7

1 0.1 Listen and answer **True or False**. Correct the false sentences.

Engage Write the adjectives on the board (see Vocabulary review). Review meanings with TPR questions for pupils to respond to (see p. 35), e.g. *Does an interesting hobby make you feel bored? Is cycling without a helmet dangerous? Does delicious food taste nice?*

Play the audio and ask pupils to clap when they hear the adjectives.

Sophie: Hi! Welcome to the Amazing Exchange Club!

It's great to be part of this global community!
I'm Sophie. I'm from Manchester in the UK. I love science! My hobby is visiting museums, especially the Science Museum – it's the most interesting.
What about you, Amit?

Amit: Hello! I'm Amit. I'm from Jaipur in India! I love sports.

I go cycling at the weekend, but my favourite hobby is skateboarding. It's more dangerous than cycling, but it's more exciting! I'm excited about finding out about other children all around the world!

Sophie: What about you, Lucia?

Lucia: Hi! I'm Lucia. I'm from Puebla in Mexico. I love animals! I've got lots of tropical fish. My favourite is Percy. He's the most colourful and intelligent. I'm excited about sharing lots of fun ideas with you all!

Sophie: Mateo, what about you?

Mateo: Hello! I'm Mateo. I'm from Madrid in Spain. My hobbies are cooking and art. I think I'm the most creative person in my family. I love cooking for my family and friends – I make delicious pancakes and pasta! I'm excited about meeting you all one day!

Sophie: Oh, yes! Me too!

2 Ask and answer about your hobbies.

Before the activity, brainstorm vocabulary for hobbies. Collate pupils' ideas on the board. Ask pupils to categorise the hobbies (e.g. sport, music, arts & crafts).

Pupils find the comparatives and superlatives in the examples. Tell them to use this grammar structure in their answers where possible. During feedback, ask pupils questions with the comparative and superlative form, e.g. *Is ... easier / more exciting / more dangerous than ...?*
What do you think is the easiest / most exciting / most dangerous hobby?

Activity Book, page 7

1 Find and write the adjectives.

2 Complete the sentences with comparatives and superlatives.

Review the comparative and superlative forms on the board before doing the activity. Remind pupils of the difference in forming short and long adjectives.

Support Pupils complete the first option in each speech bubble. Work with pupils to elicit the correct forms.

3 Write sentences with comparatives or superlatives, using the prompts or your own ideas.

Elicit what pupils can see in each photo. Explain that they use the photo to complete the first half of each sentence. Elicit adjectives to complete the second half of each sentence.

Reach higher Pupils write one more sentence about one of their own interests.

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1

- 1 find out about other countries and cultures/ share events that you have been to/work with other students on class projects/ help each other with school work/ learn about different points of view/learn about and discuss global problems/ improve your communication skills
- 2 Members can use the Club to send emails and messages to each other or take part in live video chats.

Lesson 3

1 Read about the Amazing Exchange Club. Answer the questions.

- 1 What can you do at the club? Give four examples.
- 2 In what ways can members connect with each other?

AMAZING EXCHANGE CLUB

The Amazing Exchange Club is a global online community.

JOIN THE AMAZING EXCHANGE CLUB TO ...

- connect with students all over the world
- find out about other countries and cultures
- share events that you've been to
- work with other students on class projects
- learn about and discuss global problems.

HOW CAN YOU EXCHANGE INFORMATION?

- You can use the Club to send emails and messages to other members, or take part in live video chats. Use your smartphone to take photos or make videos to:
- show us something interesting about your country
 - show us a project you're working on
 - tell us about an event you've been to.



REMEMBER TO THINK ABOUT THESE IMPORTANT THINGS:

- Be polite and friendly to members who contact you and always try to help them.
- Make sure the information in any messages or videos you post is true.
- If you want to organise a video call, remember that in some parts of the world it's a different time of day to your country. Find a time that's good for everyone.

We hope you enjoy working together and have fun!



2 Read again and choose the best answer.

- 1 Use your smartphone to do school work / post photos or videos of projects.
- 2 If other members contact you, organise a video call / be polite and helpful.
- 3 Don't post information that isn't true / about your interests.
- 4 When you organise a video call, always check the time in the other countries / that everyone likes video calls.

3 Think and discuss. Would you like to join this club? Why / Why not?

8 <

Key learning outcomes: Read about and discuss global online communities; Review zero conditional

Activity Book, p.8

Activity 2

- 1 post photos or videos of projects
- 2 organise a video call
- 3 that isn't true
- 4 the time in other countries

Lesson 3

After you read



1 Read about the Amazing Exchange Club on Pupil's Book page 8 again. Tick (✓) the things the text doesn't tell you about.

- 1 Reasons to join the club
- 2 Ways to communicate with other members
- 3 Which countries other members come from
- 4 Important points to remember when communicating

2 Read and match.

- | | |
|--|--|
| 1 Reasons to join the Amazing Exchange Club
a and e | a to learn about and discuss global problems |
| 2 Ways to communicate in the club
b and d | b live video chats |
| 3 Important points to remember
c and f | c to be polite and friendly |
| | d emails and messages to other members |
| | e to find out about other countries and cultures |
| | f make sure the information you post is true |

3 Answer the questions.

- 1 What do you think is the most exciting thing about the Amazing Exchange Club? Why?

- 2 How can the club help you communicate with others?

- 3 Do you think it's a good idea to share information? Why / Why not? *Pupils' own answers*

- 4 Do you think it's good to connect with students from other countries? Why / Why not?

8 <

I can write about global online communities



Objectives: Read about and discuss global online communities; Review the zero conditional

Grammar review: Zero conditional: *If you want to connect with other students, arrange a video call.*

Materials: Classroom Presentation Kit

Opening routine

To **focus** the class, do Mindfulness routine 4 on p. 32.

Pupil's Book, page 8

1 0.2 Read about the Amazing Exchange Club. Answer the questions.

Elicit what pupils can see in the photos and what they think the children are doing. Pupils predict what the Amazing Exchange Club is and what it does. Collate answers on the board.

Engage Ask some diagnostic questions to check comprehension, e.g. *Is the Amazing Exchange Club for students all over the world? (yes) How can you send information to other students? (with emails and messages) Do you have to be polite? (yes)*

2 Read again and choose the best answer.

Support Pupils read the sentences and the options before they read the text again so they know what information to look for.

3 Think and discuss. Would you like to join this club? Why / Why not?

Engage Before pupils discuss the questions, do a quick class survey asking for agreement (pupils stand up) or disagreement (pupils stay sitting down). Ask pupils to give reasons if they disagree: *Do you think the Club sounds interesting? Do you think it's easy to talk to students from other countries?*

Activity Book, page 8

1 Read about the Amazing Exchange Club on Pupil's Book page 8 again. Tick (✓) the things the text doesn't tell you about.

Before they do the activity, pupils write down four things they remember about the text. Feedback as a class.

2 Read and match.

Support Ask pupils to cross out one of the options for each sentence so they match one option only (e.g. d and f).

3 Answer the questions.

Pupils compare their answers in pairs before feeding back as a whole class.

Closing routine

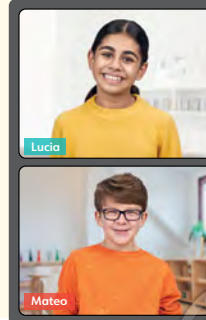
Do TPR routine 3 on p. 32.

Activity 1
'Let's get outside'
month

Activity 2
1 B 2 B 3 M 4 M
5 L

1 Listen and read. What is the Amazing Exchange Club's first monthly project?

L: Hi, Mateo. How are you? It's great to meet you!
M: Hi, Lucia. I'm fine. It's great to meet you too! I'm really happy our classes can connect with each other.
L: Yes! Now we can talk to students in lots of different countries.
M: I know! I'm really excited about our monthly projects.
L: Me too. It'll be interesting to work together on different topics every month. I think the first one is 'Let's get outside' month.
M: Great! I love nature and outdoor activities.
L: Me too. I like cycling and swimming. I've been snorkelling too. I've never tried scuba diving, but I'd like to learn.
M: I've never tried snorkelling, but I've visited an island and slept in a hammock. It was amazing!
L: Cool! I'm excited about our exchange trip too. My class is going to fly to the UK at the end of the year!
M: My class is going to visit the UK too. I can't wait for us all to be together in Manchester!



2 Answer the questions with L (Lucia), M (Mateo) or B (Both). Who ...

- 1 is excited about the monthly projects? **B**
- 2 likes the outdoors? **B**
- 3 has never been snorkelling? **L**
- 4 has slept in a hammock? **M**
- 5 is going to travel to the UK? **M**

3 Work in pairs. Discuss the questions.

- 1 Have you ever done any of the activities that Lucia and Mateo talk about?
- 2 If yes, did you enjoy them? If no, which of these activities would you like to try?
- 3 Which character from Lesson 1 would you like to visit most? Why?



Activity Book, p.9

Key learning outcomes: Listen to a dialogue about the Amazing Exchange Club; Review present perfect; Review life experiences vocabulary

1 Match the pictures to the life experiences (a-f). Then listen. Which do Mateo and Lucia mention? Circle.

1

2

3

4

5

6

a travelling by plane
 b snorkelling
 c riding a horse
 d scuba diving
 e walking in the countryside
 f sleeping in a hammock

2 Listen again. Complete the sentences.

- 1 Mateo and Lucia are excited about the monthly projects.
- 2 Project 1 is called 'Let's get outside' month.
- 3 Lucia likes cycling and swimming.
- 4 Lucia hasn't been scuba diving, but she'd like to learn.
- 5 Mateo has visited an island and slept in a hammock.
- 6 Mateo and Lucia are going to visit the UK at the end of the year.

3 Write about your life experiences. Use the vocabulary in Activity 1 or your own ideas.

- 1 I've _____.
- 2 I've never _____.
- 3 I _____.
- 4 _____.
- 5 _____.
- 6 _____.

Pupils' own answers

I can understand a dialogue about the Amazing Exchange Club;
I can write about life experiences

Objectives: Listen and respond to a dialogue about the Amazing Exchange Club; Review the present perfect; Review life experiences vocabulary

Vocabulary review: *cycling, scuba diving, sleep in a hammock, snorkelling, swimming, visit an island, visit another country*

Grammar review: Present perfect (affirmative and with *never*): *I've visited an island. I've never tried scuba diving.*

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 9

1 0.3 Listen and read. What is the Amazing Exchange Club's first monthly project?

Elicit what pupils remember about Lucia and Mateo from Lessons 1 and 2. Play the audio. Pupils follow along in their book. After listening, ask pupils what the Exchange Club's first monthly project is.

Engage Review the life experiences vocabulary. Ask eight pupils to come to the front. Whisper a vocabulary item to each pupil. They mime the corresponding activity for the class to guess.

2 Answer the questions with L (Lucia), M (Mateo) or B (Both). Who ...

Engage After the activity, pupils act out the dialogue in Activity 1 in pairs.

3 Work in pairs. Discuss the questions.

Elicit what activities pupils can see in the photos before they do the activity.

Classroom management tip

To increase the amount of speaking pupils do, use an alternative set-up. Pupils stand in two lines facing each other and talk to the person opposite them. Afterwards, one line moves one place to the left, and the pupil without a partner joins the other end of the line. Pupils talk to their new partner.

Reach higher Pupils write four sentences about things they've never done but would like to do, using the present perfect with *never*, e.g. *I've never travelled to another country.*

Activity Book, page 9

1 0.1 Match the pictures to the life experiences (a–f). Then listen. Which do Mateo and Lucia mention? Circle.

See Pupil's Book p. 9 for audioscript.

Reach higher Pupils write down the activities in the order they prefer them and then compare with a partner.

2 0.1 Listen again. Complete the sentences.

3 Write about your life experiences. Use the vocabulary in Activity 1 or your own ideas.

Remind pupils that verbs with *go* change to *be (been)* in the present perfect: *I've (never) been snorkelling / camping / scuba diving.*

Support Review the past participles in Activity 1. Write the verbs on the board: *travel, go (be) snorkelling, ride, go (be) scuba diving, walk, go (be) camping.* Elicit the past simple and participle form of each verb, e.g. *travel, travelled, travelled; ride, rode, ridden.*

Closing routine

Do Communication routine 3 on p. 32.