

# Welcome

## Welcome

Lesson 1

### Welcome back to THE AMAZING EXCHANGE CLUB

Meet your new team for this year. Have fun talking and sharing your ideas on this year's projects!

#### UNIT OBJECTIVES

- Meet the Amazing Exchange Club team
- Review free-time activities, natural and city features and adjectives to describe places
- Review the present perfect, the present passive, the first conditional and the future with will and going to
- Review the Amazing Exchange Club and how it works

- 1 Look at the photos in the profiles. What hobbies do they show?
- 2 Read the profiles. Check your ideas in Activity 1. Whose hobby and favourite place are most similar to yours?
- 3 Ask and answer about the Amazing Exchange Club team.

Where's Mason from?

He's from Sydney in Australia.

What's his hobby?

He likes athletics.

What's his favourite place?

The sandy beach and ocean near where he lives.

What does he enjoy most about the Amazing Exchange Club?

Talking to young people in different countries around the world.

ABOUT PHOTOS MESSAGE

Name: Mason  
Age: 11 Birthday: 24 June  
Nationality: Australian  
Hometown: Sydney, Australia  
I love doing athletics in my free time. My favourite place is the sandy beach and ocean near where I live. I like talking to young people in different countries around the world in the Amazing Exchange Club.

ABOUT PHOTOS MESSAGE

Name: Elena  
Age: 12 Birthday: 12 October  
Nationality: Spanish  
Hometown: Madrid, Spain  
I love dance and pop music. My favourite place is the southern coast of Spain. The thing I enjoy most about the Amazing Exchange Club is learning about different cultures.

ABOUT PHOTOS MESSAGE

Name: Bruno  
Age: 12 Birthday: 30 August  
Nationality: Brazilian  
Hometown: São Paulo, Brazil  
My favourite hobby is yoga. I really love going to quiet places with lots of green space. The best thing about the Amazing Exchange Club is using video calls and messages to communicate with other young people.

ABOUT PHOTOS MESSAGE

Name: Ling  
Age: 11 Birthday: 28 February  
Nationality: Chinese  
Hometown: Beijing, China  
My favourite hobby is photography. I love going to the volcano and grasslands near my grandparents' house. I like sharing our monthly projects with other young people around the world in the Amazing Exchange Club.

- 1 Listen and choose the correct options.

- 1 Mason has run in lots of races and wants to try **gymnastics / martial arts**.
- 2 Elena started salsa dance classes **five years ago / when she was five**.
- 3 Bruno does yoga with his friends and **has trained as / would like to be** a yoga teacher.
- 4 Ling **has / hasn't** taken photos of the desert and coral reef in Australia.

- 2 Ask and answer about activities you have done and activities you would like to do.



I've played the piano for three years. I love music and I'd like to see more musicals.



I've done gymnastics since I was nine. I'd like to try martial arts.

Key learning outcomes: Meet the Amazing Exchange Club team; Review free-time activities and natural features

Activity Book, p.6

Activity Book, p.7

Key learning outcomes: Review the present perfect; Talk about your hobbies

### Activity 1

Mason – athletics/running  
Elena – (modern) dance

Bruno – yoga  
Ling – photography

### Activity 2

Suggested answers:

Elena's hobby is similar to mine: I like pop music and dance.  
Bruno's favourite place is similar to mine: My favourite place is a big park near my house.

## Welcome

Lesson 1

- 1 Write the words.

Cities	Places	Hobbies
1  Sydney	2  Madrid	3  coast/beach
4  volcano	5  yoga	6  photography
7  green space/park	8  ocean	9  dancing
10  Beijing	11  São Paulo	12  athletics

- 2 What can you remember? Complete the chart then go to Pupil's Book pages 6–7 to check.

	Mason	Bruno	Elena	Ling
Nationality?	Australian	Brazilian	Spanish	Chinese
City?	Sydney	São Paulo	Madrid	Beijing
Hobbies?	athletics	yoga	dancing and pop music	photography
Favourite natural places?	beach and ocean	quiet and green places	the (southern) coast (of Spain)	volcano and grasslands

- 3 What do they like about the Amazing Exchange Club? Read and complete.

people communicate projects Ling messages Mason

sharing cultures Elena talking Bruno learning

- 1 Elena likes **learning** about different **cultures**.
- 2 Bruno likes using video calls and **messages** to **communicate** with others.
- 3 Ling likes **sharing** her **projects** with other people.
- 4 Mason likes **talking** to **people** from different places.

I can write about the Amazing Exchange Club team, free-time activities and natural places



**Objectives:** Meet the Amazing Exchange Club team; Review free-time activities and natural features

**Vocabulary Review:** *athletics, coast, grasslands, green space, photography, pop music, sandy, volcano, yoga*

**Materials:** Classroom Presentation Kit

## Opening routine

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

To **focus** the class, do Mindfulness routine 2 on p.32.

## Pupil's Book, page 6

### 1 Look at the photos in the profiles. What hobbies do they show?

Ask pupils some questions about the photos, such as:

*What are the names of the characters?*

*How old are the characters?*

*Can you name anything in the pictures?*

### 2 Read the profiles. Check your ideas in Activity 1. Whose hobby and favourite place are most similar to yours?

**Engage** Tell pupils that one corner of the room is Elena, one is Bruno, another is Ling and the other corner is Mason. Ask pupils to go to the corner of the person:

*whose favourite place is most similar to theirs*

*whose favourite hobby is most similar to theirs*

*whose birthday is nearest to theirs*

Explain that each time they are in a corner of the room they should tell a partner why they are similar to that person in that way.

### 3 Ask and answer about the Amazing Exchange Club team.

**Support** Pair pupils who are less confident with those who are more confident. Ensure that the more confident partner answers questions first.

## 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 (alphabetically) to their first name.

## Activity Book, page 6

### 1 Write the words.

**Support** Write the first letter of each answer on the board for those who need support.

### 2 What can you remember? Complete the chart then go to Pupil's Book pages 6–7 to check.

Display the activity on the board and model how to complete the table.

**Reach higher** Ask early finishers to add an extra row to their table (or draw this in their notebook) and add information about either the characters' birthdays or what the images on each profile represent.

### 3 What do they like about the Amazing Exchange Club? Read and complete.

**Reach higher** Ask pupils who are ready to be challenged to cover the gapped sentences with one hand and to write sentences with *Elena likes ... Ling likes ...*, etc.

## Closing routine

Do Communication routine 2 on p. 32.

ABOUT PHOTOS MESSAGE

**Name:** Bruno  
**Age:** 12 **Birthday:** 30 August  
**Nationality:** Brazilian  
**Hometown:** São Paulo, Brazil  
 My favourite hobby is yoga. I really love going to quiet places with lots of green space.  
 The best thing about the Amazing Exchange Club is using video calls and messages to communicate with other young people.

ABOUT PHOTOS MESSAGE

**Name:** Ling  
**Age:** 11 **Birthday:** 28 February  
**Nationality:** Chinese  
**Hometown:** Beijing, China  
 My favourite hobby is photography. I love going to the volcano and grasslands near my grandparents' house.  
 I like sharing our monthly projects with other young people around the world in the Amazing Exchange Club.

1 Listen and choose the correct options.

- Mason has run in lots of races and wants to try **gymnastics / martial arts**.
- Elena started salsa dance classes **five years ago / when she was five**.
- Bruno does yoga with his friends and **has trained as / would like to be** a yoga teacher.
- Ling **has / hasn't** taken photos of the desert and coral reef in Australia.

2 Ask and answer about activities you have done and activities you would like to do.



I've played the piano for three years. I love music and I'd like to see more musicals.



I've done gymnastics since I was nine. I'd like to try martial arts.

Activity Book, p.7

Key learning outcomes: Review the present perfect; Talk about your hobbies

7

Activity 1

- 1 martial arts.
- 2 when she was five.
- 3 would like to be
- 4 hasn't

1 Find and write the hobbies.

1



gymnastics

2



yoga

3



salsa

4



trampolining

trampolining, gymnastics, martial arts, salsa, drama, guitar, yoga, chess

5



martial arts

6



drama

7



chess

8



guitar

2 Complete the text with the present perfect.

MEET OUR TEAM!



Hey! Some of us <sup>1</sup> *have just had* (just / have) a video call. We introduced ourselves and talked about what we like doing in our free time.  
 I talked about my hobby, athletics. I <sup>2</sup> *'ve/have run* (run) in races and <sup>3</sup> *(have) taken part* (take part) in gymnastics competitions.  
 Elena talked about her favourite hobby - dance! She <sup>4</sup> *'s/has danced* (dance) salsa since she was five! She does lots of things but she <sup>5</sup> *'s/has never learned* (never / learn) to play an instrument.  
 Bruno is a big yoga fan. He <sup>6</sup> *'s/has done* (do) yoga for four years and he likes to practise outside in the park.  
 Finally, we heard from Ling who loves photography. She <sup>7</sup> *'s/has taken* (take) some really great photos of the natural world and wants to go to Australia.  
<sup>8</sup> *Have you done* (you / do) something interesting that you want to tell us about? Let us know in the comments below!

3 Write sentences about you using the present perfect and just, never, for or since.

Use the words below or your own ideas.

~~learn~~ do practise try start ~~see~~ yoga photography trampolining chess athletics

- I *'ve never learned* salsa because I *don't like* dancing \_\_\_\_\_!
- I \_\_\_\_\_ six years because \_\_\_\_\_!
- I \_\_\_\_\_ I was five because \_\_\_\_\_!
- I \_\_\_\_\_ . It's \_\_\_\_\_!

Pupils' own answers

I can use the present perfect to write about hobbies



**Objectives:** Review the present perfect; Use the present perfect to talk about hobbies

**Vocabulary review:** *gymnastics, martial arts, photography, piano, salsa, yoga*

**Grammar review:** Present perfect: *Mason has run in races. I've never learned salsa.*

**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 choose the correct options.

With books closed, ask the class if they remember anything about the characters.

**Engage** Ask pupils to stand up. Tell them you're going to say some of the activities that the characters like. If the pupils like the activity too, then they should do a star jump. If they don't like the activity, they should touch their toes. If they neither like nor dislike it, they should act like they're frozen.

Say the following:

*doing athletics*  
*dance*  
*yoga*  
*photography*

Count how popular each of these activities are.

**Mason:** Hi, everyone! Welcome to the Amazing Exchange Club! I'm Mason. I'm from Sydney in Australia. I like all sports, especially athletics and trampolining. I've run in lots of races and taken part in gymnastics competitions. I'd like to try martial arts next. What about you, Elena?

**Elena:** Hello! Well, I'm Elena. I'm from Madrid in Spain. Dance is my favourite hobby and I've been to salsa dance classes since I was five. I'd like to go to drama classes too. I like listening to music. I've never learned to play an instrument, but I might start guitar classes soon.

**Mason:** Good idea! What about you, Bruno?

**Bruno:** Hi! I'm from São Paulo in Brazil. I've done yoga for four years – I love it! My friends and I do yoga together in the grassy area in the park. I read about a boy who trained to be a yoga teacher and one day I'd like to do the same. I also like playing chess with my friends.

**Mason:** That sounds great! What about you, Ling?

**Ling:** Hello! I'm Ling. I'm from Beijing in China. I love taking photos of the natural world. I've taken some photos of volcanoes and the desert near where I live. I'd like to travel to take photos of other places, like the coral reef in Australia. And to meet all of you, of course!

### 2 Ask and answer about activities you have done and activities you would like to do.

**Support** On the board, write *I've done/tried ...*, *I'd like to do/try ...* As you monitor, ask pupils who need support to look at this language on the board to help them speak.

**Reach higher** Ask pupils who are ready to be challenged to explain why, or to give further details about their answers (e.g. *I'd like to try martial arts because I love Jackie Chan films!*)

### Classroom management tip

To help facilitate this activity, give pupils some preparation time. To do this, set a timer for three minutes and ask pupils to think about their answers to the questions – no speaking.

When the timer sounds, ask pupils to start the activity. All pupils should be mentally prepared to start speaking.

## Activity Book, page 7

### 1 Find and write the hobbies.

### 2 Complete the text with the present perfect.

Do a quick review of the present perfect with the whole class before asking pupils to do this activity. Write the form on the board.

**Support** Pupils who need support can look at Pupil's Book p. 127 for help with irregular past participles.

### 3 Write sentences about you using the present perfect and *just, never, for or since*. Use the words below or your own ideas.

**Reach higher** Ask early finishers to write two true sentences and one untrue sentence for them. Tell pupils to make this lie quite believable! Then ask these early finishers to sit in pairs and to read out their three sentences. Their partner must guess which sentence is the lie.

## Closing routine

Do Mindfulness routine 3 on p. 32.

**Activity 1**

Ling's favourite monthly project was 'Make and do' because she found out about some cool ways that products are made. Bruno's was 'Protect the planet' because he really cares about that.

**Activity 2**

- 1 False. Bamboo is better for the environment than cotton.
- 2 True
- 3 True
- 4 False. He grew wildflowers at home.

Lesson 3

1 Read the Amazing Exchange Club blog. Which monthly project did Ling and Bruno enjoy most last year? Why?

**AMAZING EXCHANGE CLUB**

We asked two members of the Amazing Exchange Club to tell us about their favourite monthly project



**LING FROM CHINA, AGE 11**

My favourite project was 'Make and do' because I found out about some cool ways that products are made. One of my teammates shared a class project with us all about materials we can use that are good for the environment. For example, clothes made of bamboo are better for the environment than cotton, because bamboo uses less water than cotton. Also, I didn't believe it at first, but nowadays some bags and shoes are made of mushrooms! It's called mushroom leather. It was so interesting I read more about it, then my teammates and I made a video. We each showed it to our class at school. It was really fun!



**BRUNO FROM BRAZIL, AGE 12**

I loved 'Protect the planet'. I think we should all learn about what we can do to help our planet. If we don't change the way we live, climate change will continue and the global crisis will become worse. My teammates and I were all especially worried about deforestation and seeing animal habitats destroyed. On our video calls we shared a lot of ideas about what we can do to help. One of my teammates visited a wildflower garden. She learned all about how to help wildflowers grow. She shared the information with us and I've made a wildflower area in my garden. There are lots of bees there now. I like watching them going from flower to flower collecting pollen.



Why don't you tell us about your favourite monthly project from last year? Here they are:

- Let's get outside
- Medieval history
- Try something new
- Have an adventure
- How we live
- Protect the planet
- Make and do
- Your business brain
- Try new food

What did you learn? What did you do? Did something inspire you?

Email us your thoughts [here](#). We'll post some of them in next week's blog.

LIKE SHARE

2 Read again. Answer **True** or **False**. Correct the false sentences.

- 1 Ling learned that cotton is better for the environment than bamboo.
- 2 Ling learned about a new leather made of mushrooms.
- 3 Bruno thinks everyone should learn about how we can protect our planet.
- 4 Bruno grew wildflowers in the garden at school.

3 Look at the list of last year's monthly projects in the blog. Think and discuss.

- 1 Which was your favourite monthly project and why?
- 2 What do you think the four club members will learn about this year?

8

Key learning outcomes: Read about and discuss monthly projects; Review the present passive and the first conditional

Activity Book, p.8

Lesson 3

After you read

1 Read the blog on Pupil's Book page 8 again. Circle what the blog **doesn't** tell you.

- a reasons why the pupils enjoyed a project
- b the topic of the project
- c which project was the class's favourite
- d what they learned from the project



2 Read and match to Ling or Bruno. There is one statement you don't need.

- 1 I found out how things are made.
- 2 I learned more about how we need to protect plants to help animals.
- 3 I learned that if we use certain plants to make things, it will help the environment.
- 4 I realised that if we don't do something, our planet will have more problems.
- 5 I understand that it is important that animal habitats are protected.



3 Answer the questions for you.

- 1 Which of the projects in the blog are you most interested in? Why?  
\_\_\_\_\_
- 2 Why is it a good idea for pupils to write a blog about their project experiences?  
\_\_\_\_\_
- 3 What kind of projects would you like to read about?  
\_\_\_\_\_

Pupils' own answers

8

I can discuss monthly projects; I can understand the present passive and first conditional



**Objectives:** Read about and discuss monthly projects; Review and use the present passive and the first conditional

**Grammar review:** Present passive: *Some bags and shoes are made of mushrooms.*; First conditional: *If we don't change the way we live, climate change will continue.*

**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 the Amazing Exchange Club blog. Which monthly project did Ling and Bruno enjoy most last year? Why?**

**Engage** On the board, write three or four of the projects that this class did in school last year (these could be from English lessons or from other subjects). Read each of these aloud and ask for a show of hands for who: *Liked this project / Felt that they learned a lot from this project / Told their family or friends about this project*. Count the number of hands for each one. Which was the most popular project?

- 2 **Read again. Answer True or False. Correct the false sentences.**

Ask the following questions:

**Support** *What was Ling's favourite project? (Make and do) What was Bruno's favourite project? (Protect the planet) Does Bruno think we should all learn about ways to help the planet? (Yes, he does)*

**Reach higher** *What does Ling say about mushrooms? (We can use them to make mushroom leather, for bags and shoes) What will happen if we don't change the way we live? (Climate change will continue and the global crisis will become worse) What did Bruno's teammate learn at the wildflower garden? (All about how to help wildflowers grow)*

- 3  **Look at the list of last year's monthly projects in the blog. Think and discuss.**

### Classroom management tip

To encourage pupils to do even more speaking, set this up as a mingle. To do this, ask pupils to find out who in the class has the same favourite monthly project as them, and who has a similar answer to them for question 2.

## Activity Book, page 8

- 1 **Read the blog on Pupil's Book page 8 again. Circle what the blog doesn't tell you.**
- 2 **Read and match to Ling or Bruno. There is one statement you don't need.**
- 3 **Answer the questions for you.**

Brainstorm possible answers with the class and write any useful sentence stems and vocabulary on the board (e.g. *I'm most interested in ..., because ...*).

**Support** Ask pupils to look at the language and ideas on the board to help them speak.

**Reach higher** Ask early finishers to think of another question to answer, such as *What other ways could you share a project experience?*

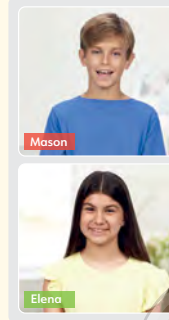
## Closing routine

Do TPR Dynamic routine 3 on p. 32.

**Activity 1**  
Sydney, Australia

**1** Listen and read. Where is the Amazing Exchange Club's trip going to be?

M: Hi, Elena, nice to see you again!  
 E: Hi, Mason, nice to see you too! I'm excited about making new friends this year!  
 M: Yes, me too.  
 E: And it'll be great to see what new projects we have.  
 M: Yes! The first project we're going to do is called 'Explore'. It's about travelling and exploring different places.  
 E: Oh, I love travelling! In the summer, I'm going to visit my cousins in Barcelona and I'll go to the beach when I'm there too. My city is quite crowded and noisy, and it isn't near the coast, so I love going to Barcelona. Do you have any plans for your next holidays?  
 M: Yes. I live in Sydney. It's on the coast and it has amazing beaches. It's really nice in the summer especially, because there are lots of cycle paths and areas for pedestrians. So I think I'll be here for most of the summer, but we might visit a canyon near Sydney and go camping there too.  
 E: Australia sounds great! We're going to have an exchange trip to Sydney at the end of the year, aren't we?  
 M: Yes, that's right. So, we'll be able to meet in person!  
 E: Yes, it'll be great to meet everyone!



**Activity 2**

- 1 E
- 2 M
- 3 E
- 4 M
- 5 E

**2** Answer the questions with E (Elena) or M (Mason). Who ...

- 1 is excited to find out about what projects they'll have this year?
- 2 knows the topic for the first project they're going to do?
- 3 is going to visit family in the summer?
- 4 will stay in his or her hometown during most of the summer?
- 5 is going to travel to Australia?

**3** Work in pairs. Discuss the questions.

- 1 Is your hometown more like Mason's or Elena's? In what ways?
- 2 What are you going to do for your next holidays? If you don't have any plans yet, what do you think you'll probably do?



**3** Which team member from Lessons 1 and 2 would you like to visit most? Why?

Activity Book, p.9

Key learning outcomes: Listen to a dialogue about the Amazing Exchange Club; Review going to and will; Review city life vocabulary

**1** Listen to Elena and Mason and match.

- 1 Where can they visit cousins? a
- 2 Where can they go to the beach? a b
- 3 Where can they cycle? b
- 4 Where can they go camping? c



**2** Exam practice Read and complete the text with the correct forms of will or going to. Write one word for each gap.

**EXPLORERS BLOG** Home Recent adventures Photo gallery

Mason and Elena chatted about 'Explore' month. Elena is <sup>1</sup> going to see her family in Barcelona. She <sup>2</sup> is going to visit the beach in Barcelona. Mason thinks he <sup>3</sup> will be in Sydney for the summer. He thinks maybe he <sup>4</sup> will go camping near his home. Mason and Elena <sup>5</sup> are going to have an exchange trip in Sydney.

Comments (0)

**3** Write questions with going to or will and answers. Use the activities in Activity 1 or your own ideas.

- 1 Are you going to go camping \_\_\_\_\_ this weekend?  
Yes, we are. We're going to stay in a canyon.
- 2 Do you think \_\_\_\_\_ ?
- 3 Are you \_\_\_\_\_ next month?
- 4 What \_\_\_\_\_ this winter?

Pupils' own answers

**Objectives:** Listen to and understand a dialogue about the Amazing Exchange Club; Review *going to* and *will*; Review city life vocabulary; Exam practice: B1 Preliminary for Schools Reading, Part 6

**Grammar review:** *going to*: *In the summer, I'm going to visit my cousins.*; *will*: *It'll be great.*

**Vocabulary review:** *coast, canyon, camping, crowded, cycle paths, noisy, pedestrians*

**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. Where is the Amazing Exchange Club's trip going to be?

Ask pupils what they remember about Elena and Mason.

**Engage** Ask pupils if they prefer cities or the countryside. They clap their hands if they prefer cities, and put their finger on their nose if they prefer the countryside. Count how many pupils choose each option. Which is most popular in your class?

 Elicit how pupils say *I love travelling* in their own language. Is the verb form the same?

### 2 Answer the questions with **E (Elena)** or **M (Mason)**. Who ...

**Engage** After pupils do this activity individually, read out each statement one by one and ask pupils to answer *Elena* by holding both elbows, and *Mason* by tapping the top of their head.

### 3 Work in pairs. Discuss the questions.

**Support** On the board, write the following:

*My hometown is more like ..., because ...*

*For my next holidays, I am going to .../I'll probably ...*

*I would like to visit ... the most, because ...*

As you monitor, ask pupils who need support to look at the board for help with speaking.

**Reach higher** Prepare some extra questions for early finishers to discuss, such as *Which team member do you think you are the least like? Why?*

## Activity Book, page 9

### 1 0.1 Listen to Elena and Mason and match.

This activity uses the same audioscript as activity 1, Pupil's Book p. 9.

**Engage** Display the images from this activity on the board. Put pupils into pairs and ask them to describe what they can see. As whole class feedback, ask some pairs to describe the pictures and write useful language on the board.

### 2 **Exam practice** Read and complete the text with the correct forms of *will* and *going to*. Write one word for each gap.

#### Exam tip

#### B1 Preliminary for Schools Reading, Part 6

You may wish to ask pupils what they know about this exam. Encourage them by asking questions such as *How many parts does the exam have?* Confirm or correct their ideas. Explain that in this activity, we need to read a short text and complete six gaps using one word for each gap.

#### Classroom management tip

To help pupils feel confident about suggesting answers during the whole class feedback stage, allow some time for pupils to think-pair-square-share. This means that pupils have time to answer the questions individually, then check their answers with a partner, then work with *another* pair to share answers as a group of four, before then taking part in whole class feedback.

### 3 Write questions with *going to* or *will* and answers. Use the activities in Activity 1 or your own ideas.

## Closing routine

Do Communication routine 3 on p. 32.