

BRIGHTER IDEAS

CLASS BOOK

3

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills
S What's The Big Question? Page 4	Numbers 101 to 1,000	Possessive 's <i>These are Ania's rollerblades.</i>		
1 How do we make friends? Page 8	Activities Prepositions of movement	Present continuous <i>Are they cycling?</i> <i>Yes, they are. / No, they aren't.</i> <i>They aren't doing judo.</i> Imperatives <i>Go up the hill.</i>	IT: Online safety Culture: Friends around the world Brighter learning: Find out about your classmates	Reading: An advice article Listening: Hobbies Speaking (AB Page 13): Venn diagrams Writing (AB Pages 14–15): The Big Write: a Big Question post about a school friend
2 What are our routines? Page 20	Daily routine activities Hobbies	Present simple <i>He gets up at one o'clock.</i> <i>He doesn't go home at half past three.</i> Present simple questions <i>Do you go swimming on Fridays?</i> <i>Yes, I do. / No, I don't.</i>	Social science: Time management Culture: School for everyone Brighter learning: Write a short message to Myia	Reading: A personal message Listening: Phone messages Speaking (AB Page 25): Tables Writing (AB Pages 26–27): The Big Write: a Big Question post about a special day
3 What's fun about music? Page 32	Musical instruments Types of music	Present simple: Wh- questions <i>What does he play?</i> Adverbs of frequency <i>I always listen to pop music.</i>	Music: Musical instruments Culture: Performing music Brighter learning: Make a leaflet for a music activity	Reading: A school website Listening: Music and performing Speaking (AB Page 37): Mind maps Writing (AB Pages 38–39): The Big Write: a Big Question post about your favourite band
The Big Project 1 Page 44	An amazing animals poster. English in use: should: <i>I think the whale should go here.</i>			
4 What's fun about food? Page 46	Food Food from different countries	Countable and uncountable nouns <i>some sweetcorn / some mushrooms</i> There's / There are <i>There's some chicken.</i> <i>There are some olives.</i> Making requests with would like <i>I'd like a burger.</i> <i>I'd like some yoghurt.</i>	Science: Making invisible ink Culture: Street food Brighter learning: Write a comment for Mateo's blog	Reading: A food blog Listening: Kinds of food Speaking (AB Page 51): Sandwich chart Writing (AB Pages 52–53): The Big Write: a Big Question post about meals
5 What's amazing about the sea? Page 58	Beach activities Adjectives	Questions with want to <i>Does he want to go for a walk?</i> Comparatives of short adjectives <i>The yellow fish is faster than the orange fish.</i>	Science: Salt in the sea Culture: Our blue planet Brighter learning: Find out about a nature reserve in your country	Reading: An information website Listening: Taking care of the sea Speaking (AB Page 63): Tree chart Writing (AB Pages 64–65): The Big Write: a Big Question post about fun by the sea

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills
6 What makes a hero? Page 70	Talents Personal qualities	be good at + -ing <i>I'm good at telling jokes.</i> Superlatives of short adjectives <i>I'm the strongest child in the class.</i>	Maths: Bar charts Culture: Heroes around the world Brighter learning: Make a <i>Heroes Chain</i> for your classroom	Reading: Profiles Listening: Heroes Speaking (AB Page 75): Arrow marks Writing (AB Pages 76-77): The Big Write: a Big Question post about a hero
The Big Project 2 Page 82	A café menu. English in use: <i>How much ... ? How much is milk? It's 80p.</i>			
7 Why are weekends special? Page 84	Places Furniture	Questions with past simple of be <i>Were you at the playground?</i> <i>Yes, I was. / No, I wasn't.</i> Past simple of be <i>The bracelet wasn't in the drawer.</i>	Science: A bug safari Culture: Home-made fun Brighter learning: Make a class scrapbook about home-made fun	Reading: A scrapbook Listening: Crafts Speaking (AB Page 89): Flower grid Writing (AB Pages 90-91): The Big Write: a Big Question post about a special weekend
8 How can we explore the past? Page 96	Features of a town and the country Life events	There was / There were <i>There was a wood.</i> <i>There wasn't a motorway.</i> <i>There were some fields.</i> <i>There weren't any pits.</i> Past simple regular verbs <i>He travelled by bus.</i> <i>He didn't study.</i>	History: Learning about the past Culture: The past is all around us Brighter learning: Find out about something historic in your country	Reading: A guide book Listening: Historic places Speaking (AB Page 101): Timelines Writing (AB Pages 102-103): The Big Write: a Big Question post about a diary
The Big Project 3 Page 108	A town website. English in use: <i>prefer</i> and <i>rather</i> : <i>I'd rather write about the shopping centre.</i>			
Exam Preparation	Cambridge English Qualifications A1 Movers Speaking Part 1: pages 19, 43, 110 Speaking Part 2: pages 69, 95 Speaking Part 3: page 57, 107 Speaking Part 4: pages 31, 81, 111 Listening Part 1: AB page 17, 67 Listening Part 2: AB page 93 Listening Part 3: AB page 105 Listening Part 4: AB page 41 Reading and Writing Part 1: AB pages 29, 79 Reading and Writing Part 3: AB page 108 Reading and Writing Part 4: AB page 109 Reading and Writing Part 6: AB page 55			



5

What's amazing about the sea?



Joe's star past
You can go watersports!



Sing about activities at the beach.



Read a story about different fish.

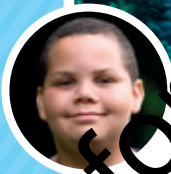


Learning goals

- ✓ ask and answer about activities at the beach
- ✓ compare people and things
- ✓ find out about helping the sea and sea animals around the world
- ✓ answer the Big Question!



Learn why the sea is salty.



Find out about nature reserves.

QUICK POLL

Do you prefer ...
playing on the beach or doing watersports?



THE BIG QUESTION ?

Lesson 1

1 Look and answer.

- 1 What's the Big Question for unit 5?
- 2 What does Joe like doing?
- 3 What can you see in the pictures?

2 Which things do you see in the star post video?

Video  Watch then say

- a football
- the beach
- water
- surfing
- swimming
- a duck
- a boat
- sailing
- a prawn
- a cloudy day

3 **Think** What do you think is amazing about the sea?

I love sea animals!

The sea is very big!

4 Answer the Quick Poll.

5 **Video** Watch the star post video again. Complete the activities.

AB Page 56

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- 1 Think** What can you do at the beach?
- 2 Listen, point and repeat.** Compare your list with Sophie's.
- 3 Say which activities you *always*, *sometimes* and *never* do at the beach.**

What's amazing about the sea?



We can do lots of things at the beach!

Sophie

Sophie's list



1 play volleyball



2 collect shells



3 fly a kite



4 go for a walk



5 play Frisbee



6 have a picnic



7 buy an ice cream



8 make a sandcastle



9 explore a rock pool



10 take photos

- 4 Listen and sing.**

*They're going to the beach, it's a beautiful day,
To swim, to explore, have a picnic and play.
That's what you do at the beach,
At the beach, at the beach in summer.*

Does Tim want to swim in the sea?
Does he want to buy an ice cream?
Yes, he does. Yes, he does.

Chorus

Does Kath want to fly her new kite?
Does she want to take photos at night?
Yes, she does. Yes, she does.

Chorus

Do Kim and Karl want to play volleyball?
And collect shells, big and small?
Yes, they do. Yes, they do.

Chorus

- 5 Communicate** Ask and answer.

Do you like playing Frisbee?

Yes, I do.

Do you like having a picnic?

No, I don't.



1 Listen, read and look at the picture. 071

Who is at the beach with Sophie?



Hi! Look at this rock pool! I'm at this beach today with my brother Zak and my sister Amy. Mum and Dad are here, too.



Does Zak want to explore the rock pools?



Yes, he does.

What about Amy? Does she want to explore the rock pools?



No, she doesn't. She wants to make a sandcastle with me.

Do your mum and dad want to help?



No, they don't. They want to go for a walk!

2 **Video** Watch the grammar video.

3 Listen and follow. 072 Ask and answer about Sophie and her family.

Does	he Zak she Amy	want to	make a sandcastle? fly a kite? have a picnic? play Frisbee?	Yes, he does. No, he doesn't. Yes, she does. No, she doesn't.
Do	they Mum and Dad		take photos? go for a walk?	Yes, they do. No, they don't.

4 Look, listen and read. 073

Does he want to play Frisbee?

No, he doesn't.

Does he want to make a sandcastle?

Yes, he does.

OK. I know. It's Dan!

5 **Communicate** Play the game.



Check in!

Can you ask and answer about activities at the beach?

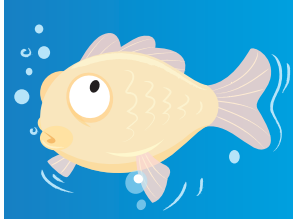


- 1 **Think** How can you describe fish?
- 2 **Listen, point and repeat.** 074
- 3 **Think of an animal. What's it like?**

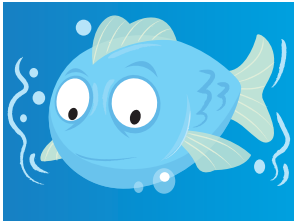
Dev's list



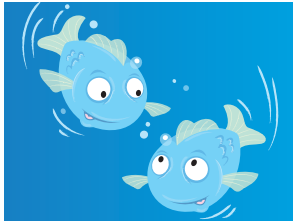
1 dark



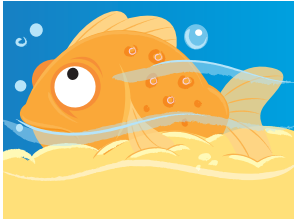
2 light



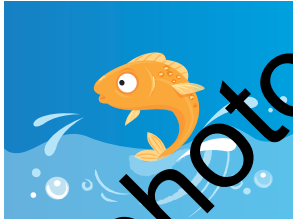
3 slow



4 fast



5 heavy



6 light

- 4 **BEFORE YOU READ** The children are underwater in this story. They want to make a wish. Can you guess what they wish for?

- 5 **Listen, read and check your ideas.** 075
 Tell your partner.

They wish for ...

- 6 **AFTER YOU READ** **Video** Watch the story. Complete the activities. **AB Page 59**

What's amazing about the sea?



There are thousands of different fish.

Dev



Sea World

1

We're under the sea, Dev.

Wow! Look! I want an underwater scooter!



2

Challenge

Which fish is which fish?

Betty is heavier than Stan, Brian and Fran.

Brian is lighter than Betty, Fran and Stan.

Fran is faster than all the other fish.

Solve the riddle. Then make a **wish**.

Look!



3

Here are the fish, Tess.

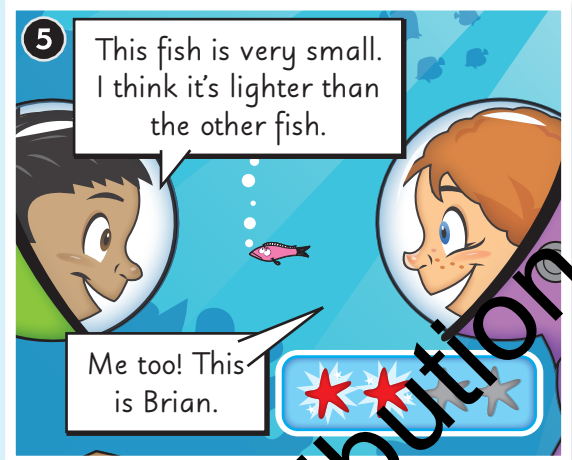
Well, that fish is bigger than the other fish.





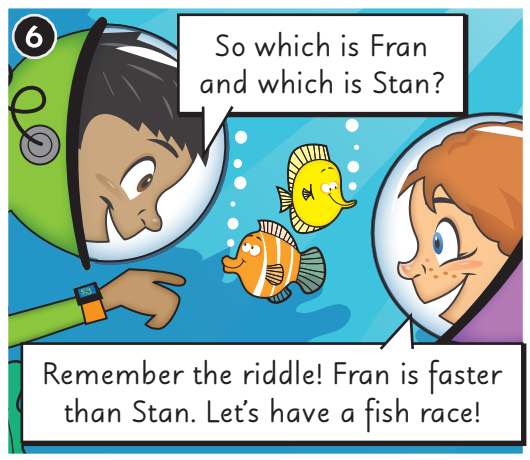
4 And it's heavier than the other fish!

So that's Betty!



5 This fish is very small. I think it's lighter than the other fish.

Me too! This is Brian.



6 So which is Fran and which is Stan?

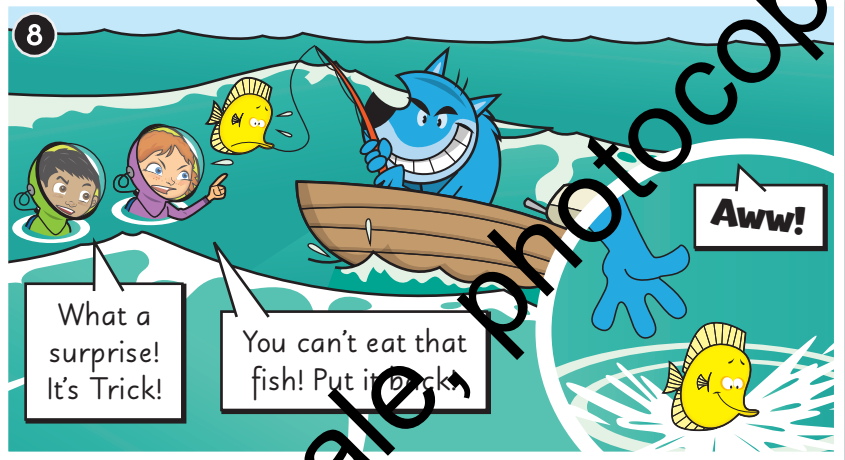
Remember the riddle! Fran is faster than Stan. Let's have a fish race!



7 On your marks, get set, go!

Go, fish, go!

Hey! Where's the yellow fish?

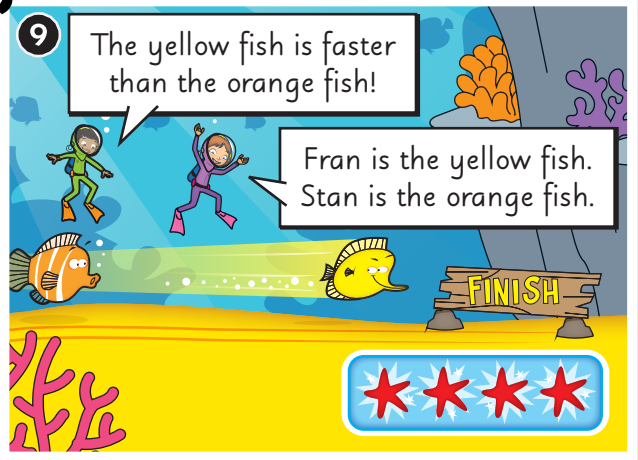


8

Aww!

What a surprise! It's Trick!

You can't eat that fish! Put it back!



9

The yellow fish is faster than the orange fish!

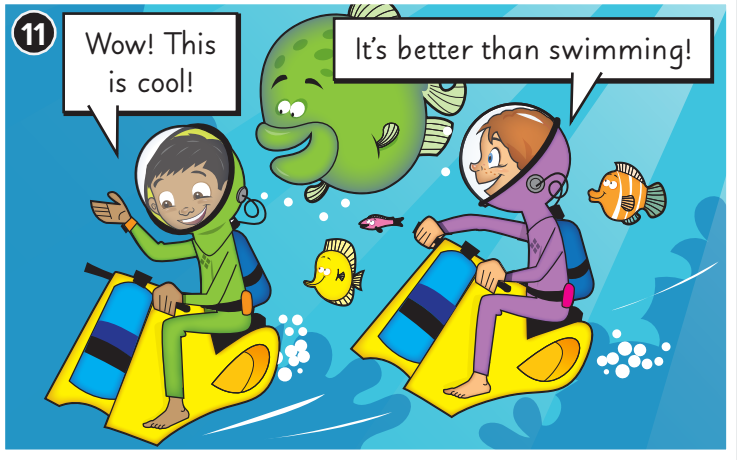
Fran is the yellow fish. Stan is the orange fish.



10

Yay! Now we can make a wish!

We wish for ... underwater scooters!



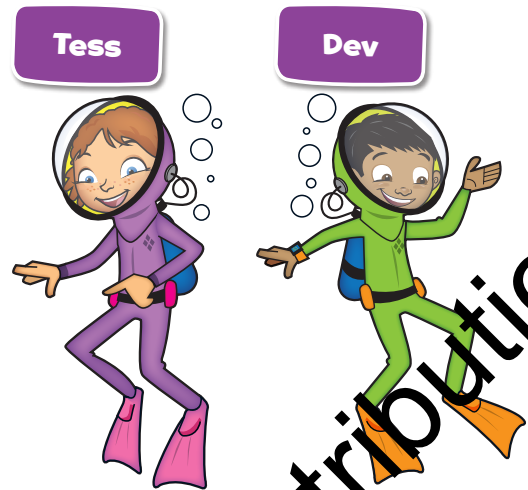
11

Wow! This is cool!

It's better than swimming!

1 **REMEMBER THE STORY** Read. Who's speaking?

- 1 It's heavier than the other fish.
- 2 It's lighter than the other fish.
- 3 Fran is faster than Stan.
- 4 The yellow fish is faster than the orange fish.



2 **Look at the sentences from the story.**

Find the adjectives. What are the final two letters of each adjective?

3 **Video** Watch the grammar video.

4 **Listen and follow.** 076 **Think** **Make true sentences about animals.**

A fish		heavier		a fish.
An elephant		lighter		an elephant.
A lion	is	faster	than	a lion.
A zebra		slower		a zebra.
A hamster		darker		a hamster.
A bird		lighter		a bird.

Look!

Make comparative forms of short adjectives like this:

- fast + -er → faster
- heavy + -er → heavier
- big + -er → bigger
- good → better
- bad → worse

5 **Think, pair, share!** Make sentences about your friends and family.

big
long
old
small
short
tall
young



Check in!

Can you compare people and things?





1 **Think** Where does the salt in the sea come from? **Guess.**

- 1 It comes from the rain.
- 2 It comes from the clouds.
- 3 It comes from rocks and soil.

2 **Look at the picture and check your answer.**

What's amazing about the sea?

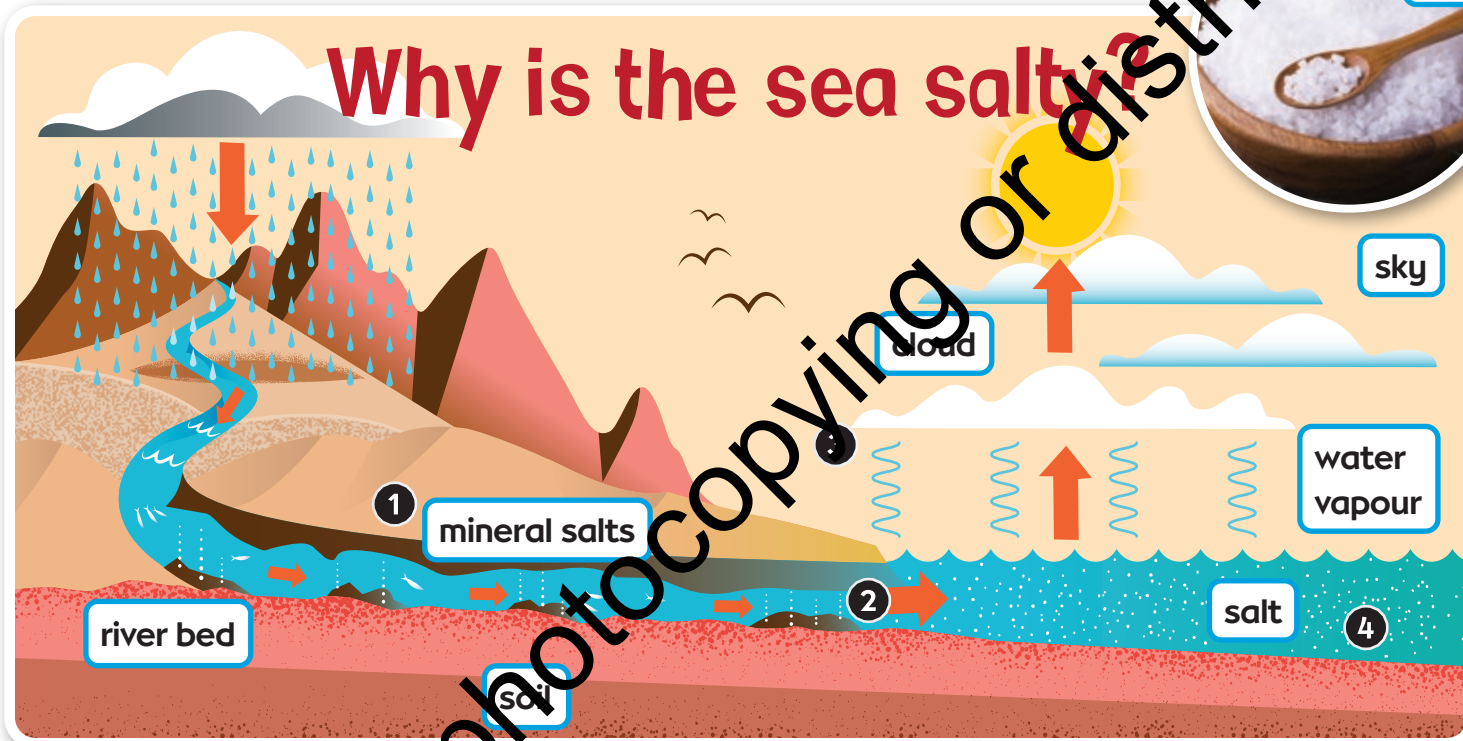


It's very salty!

Ania



salt



3 **Read and match the descriptions a-d with 1-4 in the picture.** Then listen and check.

a When it's sunny, the sea water gets hotter. Some water evaporates. The water vapour goes up into the sky and makes clouds.

c The salt doesn't go up into the sky. It stays in the sea. The sea gets saltier and saltier.

There are mineral salts in the rocks and the soil on river beds. The mineral salts go into the river water.


d The mineral salts make the river water a little bit salty. The river water goes into the sea.

4 **Think, pair, share!** What happens to the sea water and salt when it's very cold?



1 **BEFORE YOU READ** Look at the text and the photos. What kind of text is it?

- a story
- an information website
- a newspaper
- a menu

2 **Listen and read.**  078 Which three countries are in the text?

Countries are trying to help the sea and the animals in it.

www.helpourseas.org

Country profile: Spain: Mediterranean Sea

Project: Nature Reserve

The sea between Spain and the Balearic Islands is a nature reserve. A nature reserve is a safe area for animals, like whales, dolphins and turtles. There are rules to keep the water clean. You can't take rocks or shells from the sea. Big boats can't take lots of fish and plants.



Facts

Whales are big and heavy. They can swim underwater for two hours! They live in family groups.

Dolphins are smaller than whales. They are lighter and faster than whales. Dolphins hunt and eat fish.

Turtles are smaller than dolphins. They are slower swimmers. They hunt for food on rocks and plants. They eat shellfish.

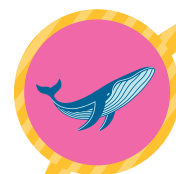


Lots of animals live in the sea near Spain, but whales, dolphins and turtles travel thousands of kilometres every year. They swim to find food and to find safe places to have babies. The animals visit nature reserves in France and Italy, too. Countries work together to help the sea and the animals in it.

3 **AFTER YOU READ** Read the text again and answer the questions. 

- 1 Where is the nature reserve?
- 2 Which animals are there in the reserve?
- 3 How long can a whale swim under water for?
- 4 What do dolphins eat?
- 5 Where do turtles hunt for food?

4 **Communicate**  Look at the facts about the animals. How does the nature reserve help them? Tell a friend.



Brighter learning

Find out about a nature reserve in your country.

1 **Video** ▶ Watch Emma's video. Why do lots of people visit Costa Rica?

2 Match the sentence halves. 📅

Video ▶ Then watch again and check.

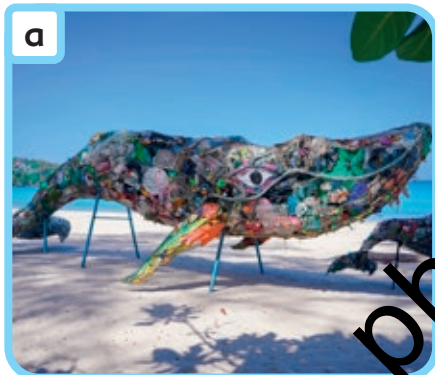
- 1 Costa Rica is a small country
- 2 There are whales
- 3 Whales find food in
- 4 Whales have families in
- 5 Costa Rica has got a
- 6 We can all try to

- a in the sea near Costa Rica.
- b colder water.
- c with lots of beaches and sea.
- d warmer water.
- e help the sea.
- f nature reserve.

3 Listen. 🎧 079 Which topic does each speaker talk about? Write a or b. 📅

- a plastic in the sea b teaching people about sea animals

4 Listen again. 🎧 080 Number the photos in the order you hear about them. 📅



5 **Connect** 🔄 What can we do to help the sea? Tell a friend.

6 Complete the speaking activities. **AB Page 63**

1 **Video** ▶ Watch and answer the review questions.

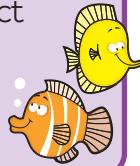
REVIEW VIDEO

2 Choose and do.

Make a class display about the beach and the sea.



Make a sign to help people protect the ocean.



Ask, answer and guess.
I can see something heavy. Is it the desk? No, it's smaller than the desk.



Time challenge!
How many adjectives can you write in one minute?



Make paper fish and act out the story.



Make up actions and perform the unit song for your class.



Play a game in pairs.
Mime and guess activities at the beach.



Play a True or False game.
Listen to your teacher.
Say True or False.



Write clues for a friend.
A ... is heavier than a pencil.
A ... is faster than a bike.



3 **My progress** ✓ What do you like best about unit 5? Say.



I like learning about the sea.

Why?

It's very important for our planet!

4 Do the Big Question board activities. >>> **CPT Speak**

✓ **Check in!**

Can you answer the Big Question?




Well done! You've got a song reward!



REWARD

Sing and dance to 'I can't wait for summer!' >>> **CPT Song**

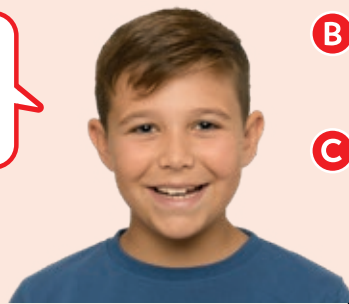
1 Listen and say the number.  081 **A day at the beach**



Sally Fred

2 Match the sentences to the pictures in activity 1.

A Fred doesn't want to make a sandcastle.



B He wants to collect shells.

C Fred and Sally are happy now.

3 Talk about each picture. Work in pairs. **A family beach trip**



Jan Paul



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