

Unit walkthrough

Pupil's Book 3

**LEAD
THE WAY** →

An attractive scene featuring the course characters introduces the unit context and storyline.

The first lexical set is presented via ten new vocab items, labeled within the scene to provide a clear model.

Assessment for learning rubrics promote active learning.

The unit **song** provides controlled productive practice of the new words.

Team time activities provide collaborative communication practice.

Pupils practise the new language in a communicative game using cutouts.

The context for the first grammar point is presented through a dialogue.

The colour-coded **grammar box** presents the grammar in a highly visual way.

7 What a weekend!

Lesson 1 Vocabulary 1

Find five things in the picture that you know.

1 watch a film 2 share 3 help 4 laugh 5 shout 6 drop 7 wait 8 dress up 9 look for 10 carry 11 paint my face 12 show

1 Listen, point and say.
2 Listen, move and sing.

Film stars

Let's dress up and laugh.
You can paint my face.
Imagine we're astronauts
Living in space.

This is my dream.
Share it with me.
We can be film stars.
Just wait and see!

Imagine we're pirates.
We can shout and run.
Let's look for treasure.
We can have fun!

3 Team Time Close your book. What can you do at a film festival?
How many actions can you remember?

Key learning outcome: Name regular verbs. Activity Book, p.66

Lesson 2 Grammar 1

1 Listen and repeat. Who did Mia talk to? Act out.
Emma: Look! I painted my face this morning.
Liam: That's amazing! Adam and I dressed up as pirates.
Emma: Wow!
Liam: And we watched a film.
Emma: We didn't watch a film. We waited for Dan Jones.
Liam: Really?
Emma: Yes, and Mia talked to him! She showed me a photo.
Liam: Cool!

Find How do you say paint in the past simple?

2 Look, listen and follow. Then make your own sentences.

Past simple: Regular verbs

I	dressed up	this morning.
You	shouted	yesterday.
He	watched a film	last night.
She		
We	didn't	
They		
	dress up	
	shout	
	watch a film	

3 Team Time Play The chain game. Go to Activity Book, p.134

I phoned a friend last night.

I phoned a friend last night and I shared ice cream with my sister.

Key learning outcome: Use regular verbs in the past simple

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An 8-frame **comic-strip story** featuring the course characters and set in Amazing City, continues the unit storyline.

A **Mindfulness animation** / **audio** calms and focuses pupils before the lesson.

A **phonics box** presents a target letter/sound for the story.

Lesson 3 Story time

Before you read

- Look at the pictures. Why are the people dressed up?
- Listen and read. Who does Dan help?

Lights, camera, action!

1 Liam and Mia watched Dan Jones make his new film in Amazing City.

Lights, camera, action!

Look! That's Dan Jones!

Hmm. The Roman emperor is wearing a watch.

2 Liam talked to the film director.

Excuse me. They didn't have watches in Roman times.

You're right! That's a mistake. Cut!

3 The director thanked Liam. She showed him a costume.

Thank you. Do you want to be in the film?

Er...yes, please.

4 Liam dressed up as a Roman boy. The film director talked to him.

Here. Say this line to the emperor.

Who? Me?

Lesson 4 Explore the story

After you read

- Watch the video. Act out the story.
- Read and answer.
 - What mistake does Liam see?
 - Who does Liam dress up as in the film?
 - What does Dan Jones do?
 - What does Liam say in the film?
 - Does Liam do a good job in the film?
- Read and think.
 - How does Liam feel in picture 5? Why?
 - How does Dan Jones help him?
 - What makes you feel nervous?
 - What can you do when you feel nervous?

Were Roman times pre-history or ancient history?

5 Liam dropped the paper. He was nervous.

H... He... H... Oh, no! I can't say it.

6 The actor Dan Jones talked to Liam and helped him.

Here is... is... a m... message f...

Watch me. Breathe in. Breathe out. Here is a message from Cassius.

7 Then it was time for Liam to speak.

Caesar, here is a message from Cassius.

Show me!

Cut! Well done! You were great!

8 Two months later, Liam watched the film with his friends.

Look! That's Liam with Dan Jones!

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Key learning outcome: Listen, read and understand the story

Activity Book, p.88

Activity Book, p.89

Key learning outcome: Learn how to manage your nerves

eighty-three 83

Each unit contains two **science questions** to link the lesson topic to a topic in the science curriculum, reinforcing the **cross-curricular link**.

The story provides a springboard for the discussion and development of a **social and emotional learning (SEL)** competency, reinforced by a SEL poster.

This lesson presents and practises **six new words** related to the unit theme.

A fun song video presents a **new or related grammar structure**, with accompanying dance moves to make the language more memorable.

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and put in order.

a stay at home b visit family c play video games d phone a friend e go shopping f cook a meal

2 Watch and listen. Move and sing.

What did you do at the weekend?

What did you do at the weekend?
Where did you go?
Who did you play with?
I want to know.

I went shopping on Saturday,
But then it rained and rained.
So I stayed at home and I phoned a friend,
And we played video games.

I visited family on Sunday.
We cooked a meal and then
I played with my cousins, my uncle and aunt.
Then we went home again.

3 Look, listen and follow. Then make your own sentences.

Past simple: Wh- questions

What	you	do	
Where	did	he	go
Who	she	go	at the weekend?
	they	play with	

Look

We add **-ed** to regular verbs to make the past simple.
play → played
But some verbs are irregular.
go shopping → went shopping

4 Talk Partners Play Who am I?

Pupil A Choose a person. Don't say who you are.
Pupil B Ask three questions. Who is Pupil A?

Where did you go last weekend?
I went to the park.
Who did ...?

Name	Where/when ...?	Who/with ...?	What/do ...?
Bob	park	brother	played football
Sue	city centre	friend	went shopping
Jimmy	park	brother	played tennis
Jenny	city centre	friend	watched a film

5 Talk Partners Ask and answer about your weekend.

What did you do at the weekend?
I visited my grandparents on their farm. Then we went shopping.

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Activity Book, p.90 Key learning outcome: Ask and answer about what you did at the weekend

eighty-five 85

Every ability icons signal the extra activities available in the **Something For Everyone** photocopiable resources.

The **Talk Partners** activity offers communicative practice of the new grammar structure.

The **Look** box provides helpful hints.



Read the world is the main **literacy lesson** in the unit, exposing learners to a wide range of **fiction** and **non-fiction** texts.

Lesson 6 Read the world

VIKING Adventure Weekend

Don't know what to do this weekend?
Come and have fun with us at the Viking Centre.
There are lots of things to see and do.

- Visit a Viking long house.
- Vikings lived in long, wooden houses.
- Dress up as a Viking and make a Viking shield.
- Viking clothes were very warm!
- Share a Viking meal.
- Vikings cooked fish on a wood fire.
- You can cook some fish too! Yum!
- Go on a Viking ship on the river.
- The Vikings sailed long, wooden boats.

'The Viking Centre is cool!'

'A great day out!'

See you there!

Open Fri - Sun
10 am to 5 pm

Contact: vikingadventureweekend@mail.com
Tel. 09933101019

Hi Tara, how was your weekend?
What did you do?

Hi Poppy, it was great! I went to the Viking Centre. I dressed up as a Viking.

Cool! Was it fun?

Yes, I loved it. We cooked Viking food and I went on a ship. Viking ships are amazing! But Viking food is horrible! I hate fish!

Haha! Well, show me your photos tomorrow.

Before you read

- Look at the two texts and think.
 - Which text shows some messages between friends?
 - Which text is an advertisement?

After you read

- Read and listen. Answer.
 - Which days can you visit the Viking Centre?
On Fridays, Saturdays and Sundays
 - What can you make at the Viking Centre?
 - What can you cook at the Viking Centre?
 - Who went to the Viking Centre at the weekend?
 - What did she do there?

Facts and opinions
A fact is true information about something:
Viking ships were long.
An opinion is what somebody thinks:
The Viking Centre is cool.

- Read the advertisement again and say **Fact or Opinion**.
 - Vikings lived in long, wooden houses.
 - The Viking Centre is a great day out.
 - Vikings cooked fish on a wood fire.
 - Viking ships are amazing.
- Read and discuss.
 - What do you want to do at the Viking Centre?
 - What do the pictures in the advertisement show you?
 - Why do advertisements have pictures?

Where can you learn about history in your country?

Another **science question** is posed, linking to the topic of the reading text.

This lesson focuses on multi-literacy skills, in this case **information literacy** and **visual literacy**.



The lesson ends with a global citizenship question.

Learners are encouraged to use **critical thinking skills** through searching questions.

The **Real-world communication** section in every unit presents a meaningful, real-world situation giving learners a genuine purpose to produce the language they've learned.

The **Writing** section presents a **real-world genre** to give students an authentic purpose for writing.

Lesson 7 Listening & Speaking

Real-world communication

- Listen. Did Aisha have a good weekend?
- Listen again and put in order.

- Watch or listen and say. Then practise in pairs.

A: How was your weekend?
B: It was terrible!
A: Really? What happened?
B: Well, I cooked a pizza for my family, but then I dropped it!
A: Oh, no! That's awful! What did you do?
B: We phoned for a pizza.
A: Really? Was it good?
B: It was delicious!

Showing your friend you're listening

Really? What happened? Oh, no! That's awful! What did you do?

- Talk Partners** Make new dialogues.

Boy: How was your weekend?
Girl: It was terrible!
Boy: Oh, no! What happened?

88 < eighty-eight Key learning outcomes: Listen for the order of events; Respond to your friend's story Activity Book, p.92

Lesson 8 Writing 7

- Read the messages. Whose weekend do you think was more fun?

- Read the messages again and answer.

Using exclamation marks

In messages to our friends, we often use an exclamation mark to show we have strong feelings:

It was great!
Oh, no!

- Look at the messages again and answer.

- Plan and write a message about your amazing weekend.

Go to Activity Book, p.95

Key learning outcome: Write informal messages

What do you know now?

Think about Unit 7.

Go to Activity Book, p.96

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A model is presented, then learners are encouraged to notice significant features before creating their own piece of writing.

Focusing on a core **subskill** helps learners build sentence level writing skills.

The **functional language** box provides learners with authentic language prompts.

The **Talk Partners** activity provides pupils with a chance to personalise their communication.

Autonomous learning is promoted through **self-assessment**.



Education for Sustainable Development and Citizenship

Inspire your students to become **engaged global citizens** with a respect for **cultural diversity** and the ability to **think critically**.

Our **methodological framework** based on **Global Knowledge, Attitudes and Actions** and the United Nations' **Sustainable Development Goals (SDGs)** will help you to create an **inclusive classroom environment**.

