

Pupil's Book

Eight items of vocabulary are presented at word level and then in context. They are introduced orally to focus on pronunciation, thus avoiding written interference.

There's a **song** in a different style in each unit to provide variety and encourage musical interest. The song contextualises vocabulary introduced in Lesson 1.

A short listening introduces the main **lexical set**, and enables students to learn more about the **course characters**.

4 Food **LESSON 1**
Order a pizza

1 Listen to Zack.

2 Look, listen and point. Say.

3 Which food is black or green? Write the number.

Vocabulary

Key learning outcome: identify and say food vocabulary
Target vocabulary: chicken, chicken, meatballs, slices, pepperoni, pineapple, tomatoes, tuna

This question develops the students' **cognitive skills**.

LESSON 2
Sing Pizza, pizza

1 Listen to the song. Tick.

2 Sing Pizza, pizza.

3 Read and match. Trace.

4 Listen and check.

Song

Key learning outcome: read, understand and sing a song about food
Language: I ate (something) on my plate. How about you?

The main lexical set is shown as photos, bringing it into the **real world** and each item is shown in its written form to help develop reading skills

To help develop **writing skills**, this activity progresses from matching words to pictures, to matching and tracing words and to writing labels.

Students are encouraged to become more **autonomous learners** by checking their own answers.

Workbook

This listening activity provides **pronunciation practice** of the main lexical set.

This task develops an important **dictionary skill**, by showing the vocabulary in **alphabetical order**. Tracing the words helps develop the students' **pre-writing skills**.

The focus here is on the **repetition and recognition of initial sounds** in words to develop pronunciation and pre-writing skills.

4 Food [Aa] Vocabulary

Lesson 1

1 Listen and repeat.

2 Trace **Picture dictionary**

	cheese		peas
	potatoes		broccoli
	nuts		strawberries
	olives		fruit

3 Listen and repeat. Circle.

t p o t p o t p o

Finished? Find four food words.

Delipersgmedlplpemaoflialstluna

Lesson 2

1 Look and write.

1

2

3

4

5

6

7

8

2 What's next? Look and write.

Finished? Complete the words.

1 _ _ _ _ _ 2 _ _ _ _ _ 3 _ _ _ _ _ 4 _ _ _ _ _

Students are encouraged to **write the words** by themselves but they can refer back to the **Picture Dictionary** in the previous lesson.

A **fast finisher's activity** is provided at the bottom of each page, encouraging student autonomy.

A **cognitive task** requires the students to think while providing further practice of the lexical set.

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This **pre-listening task** encourages the students to use visual clues to make predictions about the story.

LESSON 3 Story **Pizza at the Club**

Before you listen

1 Look and tick. What's in the story?

2 Listen to the story.

1 I like cheese.

2 Oh, I don't like olives.

STU This listening taskbook can't be copied. It can be used on a computer or a tablet. Story vocabulary: pizza, tomato, olives, mushrooms.

The brightly coloured and expressive illustrations, along with fun storylines, maintain the students' **interest** and **motivation**.

The complete **stories** are only on the audio, thus developing the students' **listening skills**. The students' **reading skills** are developed progressively through this level, starting with visual comprehension in Units 1 and 2, target grammar in Units 3 and 4, and the addition of other useful language chunks in Units 5 and 6.

LESSON 3 Story

1 I don't like olives.

2 Do you like my pizza?

3 Let's play!

After you listen

1 Look and number.

STU This listening taskbook can't be copied. It can be used on a computer or a tablet. Story vocabulary: pizza, tomato, olives, mushrooms.

Clear signposting of each lesson's **target language** and **learning outcomes** is provided for teachers.

There's a **post-listening task** in each unit to check the students have understood the gist of the story.

You can also use the story poster to tell the story if you prefer, and can **display** these posters in the classroom for **revision purposes**.



Lesson 4 presents and practises the unit's **target grammatical language**, after initial exposure in the story in Lesson 3.

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The photos relate the language to the real world by showing real children. This activity provides **speaking practice** in a communicative situation using materials from the Teacher's Resource Pack.

Clear signposting highlights this unit's **life skill**.

The students recognise the target language from the story extracts.

LESSON 4 Communication

1 Listen and number.

2 Listen and read. Repeat.

I like tomatoes. How about you?
I like tomatoes, too.

I like kumats. How about you?
I don't like kumats.

3 Draw food. Write.

1 I like _____

2 I don't like _____

4 Say.

See Learning Activities for a dialogue about food. Teacher's Resource Pack includes language – 100 illustrations – 1000 1000 words.

Students are encouraged to personalise the target language by **drawing and writing about themselves**.

Critical thinking

LESSON 5 Life skills

1 Listen and look.

2 Listen and say the **delusional rap**.

3 Look and think. Write numbers.

	Panel 1	Panel 2
1		
2		
3		

4 Read and stick.
I solve problems. I'm a hero.

The life skill is introduced via a **comic strip**. Mr Rabbit and Squirrel provide a humorous context for discussing important themes.

An **animation of the comic strip** can also be watched on the Presentation Kit, bringing the characters to life.

Hero stickers reward and motivate students, encouraging them to further develop their life skills.

The **catchy and up-beat rap** provides entertainment and also summarises the life skill content.

Workbook

This **reading task** checks the students' understanding of the target language.

The target language is presented on **jigsaw pieces**, which students use to build complete sentences.

Communicative skills
Lessons 3 and 4

1 Read and circle.
 I like meatballs. Do you like meatballs?
 I like / don't like pineapple.
 Yes, I do. / No, I don't. Oh, I like pineapple.

2 Number and write.
 like I chicken
 I

3 Draw food you like. Write.

Finished? Show a friend your picture. Say Do you like ...?

The final task in this lesson allows the students to **write their own sentence**.

This **cognitive task** allows the students to apply the unit's life skill, in a child friendly way.

Life skills
Lesson 5

1 Look, think and draw.

2 Draw yourself and two friends. Write numbers.

3 Read and think.
 I'm a hero. I can find solutions to problems.

Finished? Find the solution.
 There are 12 sweets and 4 children. How many each?

This activity helps the students to think about the unit's **life skill in relation to their own life** in a different real-world context.

The life skill is summarised for the students to encourage them to **recognise the 'hero' within themselves**.

The photo and the listening introduces a **different visitor to the Heroes Club** every unit. These visitors represent real-life heroes in communities. Some are specific to Britain, thus providing additional cultural information.

The **second lexical set** is initially introduced orally, at word level and then within the context of a phrase or sentence.

The students see the **written form of the second lexical set**, developing their reading skills.

LESSON 6 Real world

- Listen to Start.
- Listen and point. Say.
- Listen and number.

LESSON 7 Buy an ice cream

- Look, read and find.
- Look and listen. Choose.
- Point and say.

ICE CREAM!

chocolate	NEW
mint	strawberry
blackberry	vanilla
vanilla	blueberry

Wow!

The students get **further practice of the second lexical set** while learning additional non-linguistic information, thus raising student interest.

The use of **realia**, e.g. a menu, relates the new vocabulary to a real-world context which is used in the following activities **to develop functional language**.

Workbook

Students copy words to practise **writing the second lexical set**.

This listening checks the students' understanding of the second lexical set within the **context of a dialogue**.

1 Read and write.  **Real world skills**
Lemons 4 and 7

vanilla blackberry mint
chocolate strawberry



2 Listen and tick.  

chocolate mint vanilla strawberry blackberry



NEW FLAVOURS

tomato mushroom cheese



Finished? What's your favourite flavour?
Colour the ice cream. 

Differentiated learning is provided via the **fast finisher activity**.

Workbook

Students copy words to practise **writing the second lexical set**.

This listening checks the students' understanding of the second lexical set within the **context of a dialogue**.

1 Read and write.  **Real world skills**
Lessons 6 and 7

vanilla blackberry mint
chocolate strawberry



2 Listen and tick.  

chocolate mint **ICE CREAM** blackberry
vanilla strawberry

NEW FLAVOURS
tomato mushroom cheese



3 Finished? What's your favourite flavour?
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1 Read and write.  **Real world skills**
Lessons 6 and 7

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2 Listen and tick.  

chocolate mint vanilla strawberry blackberry

NEW FLAVOURS

tomato mushroom cheese



3 **Finished?** What's your favourite flavour?
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