



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.



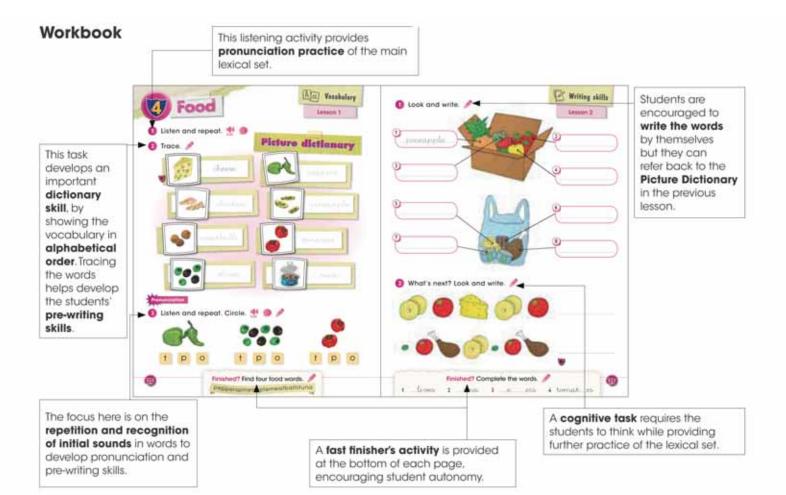
The main lexical set is shown as photos, bringing it into the real world and each item is shown in its written form to help develop reading skills

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

This question develops the students' cognitive skills.

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







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

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.



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

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.



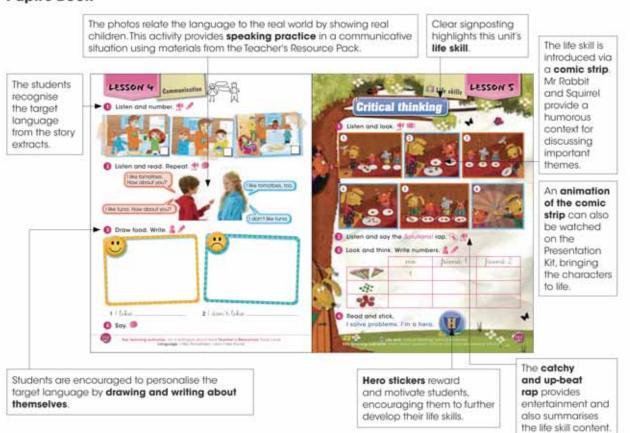
You can also use the story poster to tell the story if you prefer, and can **display** these posters in the classroom for **revision purposes**.



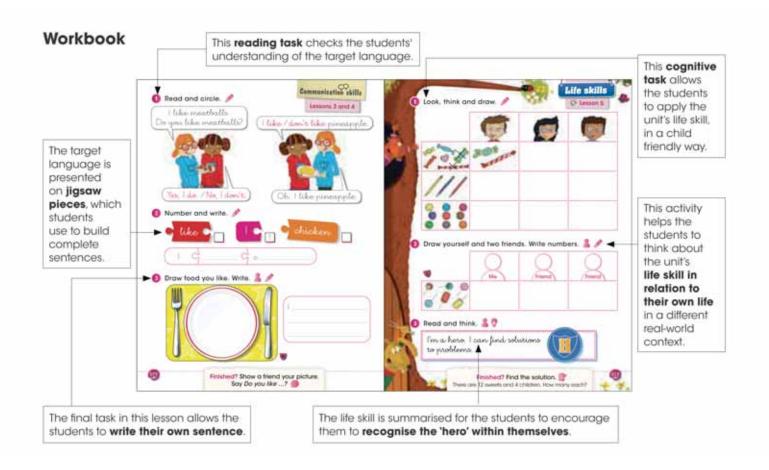


Lesson 4 presents and practises the unit's **target grammatical language**, after initial exposure in the story in Lesson 3.

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The 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.



