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.

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.

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

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

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

4 Food — Vocabulary — Lesson 1

1 Listen and repeat.
2 Trace.

Picture dictionary

cheese

Pronunciation
3 Listen and repeat. Circle.

t p o   t p o   t p o

Finished? Find four food words.

Writing skills — Lesson 2

1 Look and write.

pineapple

2 What's next? Look and write.

Finished? Complete the words.

Pupil's Book

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.

Pupil's Book

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

The students recognise the target language from the story extracts.

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

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

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.

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

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

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

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

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

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.

vanilla blackberry mint chocolate strawberry

Real world skills

Lessons 6 and 7

vanilla

2 Listen and tick.

chocolate   mint   vanilla   strawberry   blackberry

ICE CREAM

NEW FLAVOURS

tomato   mushroom   cheese

WOW!   WOW!   WOW!

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.

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.

Real world skills

Lessons 6 and 7

1 Read and write.

vanilla blackberry mint
chocolate strawberry

vanilla

2 Listen and tick.

ICE CREAM

chocolate   mint   vanilla   strawberry   blackberry

NEW FLAVOURS

tomato   mushroom   cheese
WOW!   WOW!   WOW!

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

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