

Pupil's Book

Ten items of vocabulary are presented using photographic flashcards or the Digital Flashcards.

Clear models of pronunciation are given. Students then rap the new vocabulary within a language structure they have already learnt.

Students start using the new vocabulary to find out about their classmates.

The course characters explain a project they are going to do, which contextualises the topic of the unit.

The course characters begin their project, contextualising a short dialogue. The dialogue includes vocabulary from the previous lesson, as well as language the students have already learnt.

4 Food LESSON 1

1 Listen. How can Fred help Archie and Megan?

tomato soup potatoes peas rice chicken carrots fruit salad fish and chips green salad beans

Let's make a lunch for the community.

That's a great idea! It's a way of bringing everyone together.

1 Listen and say the words. Then say the rap. Give your answers.

2 Ask and answer.

Do you like fish and chips?

Yes, I do. I like fish and chips and green salad.

3 Think and answer.

Can you think of more food we can serve for the community lunch?

Recycling LESSON 2

1 Look. Say the fruit and vegetables you can see.

2 Listen. Which fruit and vegetables does Archie take?

3 Listen and read. Sing *Heroes Lunch!*

Remember!

Can I have ... please?
Yes, here! I've got ...
I haven't got ...

CHORUS

Can I have some potatoes?
Can I have some beans?
And, if possible,
Can I have some strawberries, please?

Oh dear, oh dear!
I haven't got any beans this year
But I've got some potatoes for you
And some strawberries, too.

VERSE

Recycling is systematic in *Heroes*. The recycling symbol highlights **recycled language**.

A catchy, easy-to-sing song makes the language memorable.

Students show how much more **topic-related vocabulary** they already know.

Workbook

Work on pronunciation is on-going throughout *Heroes*.

New vocabulary is reinforced with a variety of activities that work on all language skills.

Students write the new vocabulary in alphabetical order, creating their own mini dictionary.

4 Food Vocabulary (Integrated skills) 1

1 Look and write. Tick the words that have the 'ch' sound. Listen and check.

and a long pencil expression and a long pencil expression

2 Look and write.

I like _____ but I don't like _____

I like _____ but I don't like _____

3 Listen and tick or cross. Ask and answer.

	Olivia	You	A friend
1 Do you like pizza?	X		
2 Do you like tomato soup?			
3 Do you like potatoes?			
4 Do you like fruit salad?			
5 Do you like rice?			

4 Write more words that have the 'ch' sound.

My dictionary

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Students use the new vocabulary, with a recycled structure, to find out about the course characters and to talk about themselves.

Vocabulary in context (Writing skills) 2

1 Look, read and write.

Can / Can't tomatoes / potato / potatoes / carrots / peas

Andrew and Fred are at the Heroes Centre's garden. Andrew wants to make lunch for the community. He needs some fruit and vegetables. Fred has got 2 _____ and 3 _____ but he hasn't got any 4 _____ or 5 _____.

2 Order and write. Listen and check.

have / I / Can / some / please? / I peas

Buy: _____

Shop assistant: _____

some / carrots? / Can / have / I

Buy: _____

Shop assistant: _____

3 Continue the dialogue in Activity 2. Act it out.

Buy: Can I have _____

Shop assistant: _____

4 Write a list of 10 colours. Write the name of a fruit or vegetable for each colour. Draw.

Students put the target vocabulary in context.

Students order the words to create a dialogue, which models real world functional language.

Students personalise the dialogue by adding two extra lines.

Pupil's Book

A **before-you-read** activity prepares the students for reading and listening to the story and helps develop their **prediction skills**.

Each story is humorously illustrated by a **different artist**. The pictures and **dynamic recordings** support the students' understanding of the narrative.

The **digital story activities** provide a variety of engaging ways to tell and practise the story.

LESSON 3 Start **The tale of King Ed**

before-you-read

1 Look at the story. Think and predict.

What type of story is it? Mystery Adventure Fantasy Science

Where does the story happen? In a city In a forest In a castle

What parts are in the story? King Queen Prince

2 Listen and read. Check your predictions.

This is King Ed. He's 12 years old. He lives with his mum and his dad.

The king has dinner with his mum and his dad every day.

What's his mum's name? Mum Dad Grandma

What's his dad's name? Dad Mum Grandma

3 Read and say the correct word.

The story is a mystery / adventure / fantasy / science story.

The story is about a young king / queen / prince.

Ed's mum says it's good to eat a variety of food / drink.

When the king looks in the menu, he sees it is hot / cold.

Ed decides it's good to eat healthy / unhealthy food.

The story **contextualises the vocabulary** learnt in Lessons 1 and 2.

An **after-you-read** activity checks comprehension of the story.

The story **previews language** from Lesson 4.

Students are encouraged to **give their opinion** of the story.

Workbook

A variety of **reading and writing activities** check understanding of the story and the language used in it.

The **course characters** give their opinions of the story. This gives the students a **language model** to write their **own opinions** of the story.

Story **Listening skills** **The tale of King Ed**

1 Read and write.

- 1 Is Ed an old king or a young king? _____
- 2 Where does he live? _____
- 3 What colour is Ed's skin in picture 2? _____
- 4 What is his favourite vegetable? _____

2 Look and write. Circle the food that is **not** in the story.

1

pot soup potato soup tomato soup			
--	---	---	---

2

broccoli soup cornel soup green soup			
--	---	---	---

3

potato pie fruit cake bread cake			
--	---	---	---

3 Read, listen and match.

 I think this story is great.	 I like modern fairy tales.
My favourite part is picture 2.	My favourite character is the prince.

4 What do you think about the story? Write. Tell your family about the story.

I think the story is _____

5 **Fast finisher!** Choose four words from the story. Write and translate.

All lessons have activities for **fast finishers** at the bottom of the page. These can also be given as homework tasks.

Pupil's Book

The **target grammar** is contextualised in an amusing dialogue between two superheroes: Grammar Boy and Grammar Girl, and their pet goat.

In each unit, students enjoy a **comic strip** about Sam and Sally Skiful. The students **identify life skills** that Sam and Sally need to improve and then **give the characters advice**.

Choosing the right picture focuses the students on the **meaning of the grammar**.

Playing the **Grammar Goat Game** makes the grammar memorable.

The **colour coded grammar table** focuses the students on the form of the grammar.

LESSON 4 Grammar and Memorization

1 Listen and read. Let's prepare a meal for Super Mum and Super Dad.
 Good idea. Does Super Mum like peas?
 No, she doesn't. She doesn't like peas or tomatoes.
 Oh dear. Does she like carrots?
 Yes, she does. She loves carrots, chicken and apples.
 Super Dad likes carrots, chicken and apples, too.
 Perfect! We can make carrot soup, chicken salad and apple and carrot cake. Delicious!

2 Read again. Which picture shows the food Super Mum and Super Dad like?

3 Listen and read. Play the Grammar Goat game.

4 Ask and answer. Go to Workbook pages 59 and 62.

Grammar Focus
 Do/Does + the subject + like + ...
 Yes, she does. / No, she doesn't.
 Do/Does + the subject + like + ...?
 Yes, she does. / No, she doesn't.

Being Organized LESSON 5

1 Listen and read. What is Sam and Sally's problem?
2 Think. What advice can you give?
 Let's make chicken and vegetable soup.
 Can I have two small salads, some ... um ...
 I can remember. Can I have half big chickens, some, one green bean, some ...
 Great! We need two big carrots, some green beans, some tomatoes, 8 small chickens ...
 You don't remember, can you?
 You don't remember, can you?
3 Look, read and think. What advice can you give Anna? Listen and compare.
 How don't I remember all the ingredients I need for the cake recipe?
Easy APPLE CAKE
 1 Peel the apples.
 2 Then mix the eggs and the butter.
INGREDIENTS
 200 grams of flour
 2 large eggs
 100 grams of butter
 100 grams of sugar
 1 teaspoon of milk
4 Read, think and discuss.
 Can you help me be organized? Why?

Students think about the life skills in relation to **real-life contexts**.

Students think about the life skills in relation to **themselves**.

Workbook

UNIT 4 Talk about food

Student 1 Ask and answer. Draw ☺ or ☹.

Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺
Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺
Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺

Do you like it?
Yes, I do like it.
No, I don't like it.

UNIT 4 Talk about food

Student 2 Ask and answer. Draw ☺ or ☹.

Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺
Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺
Miss	☺	☺	☺	☺	☺
Mr	☺	☺	☺	☺	☺

Do you like it?
Yes, I do like it.
No, I don't like it.

A **communication task** lets students use the grammar in context.

Pictures make the sentences in the grammar table **meaningful and memorable**. The sentences are **colour coded** to help distinguish between affirmative, negative and interrogative grammar.

A variety of activities give **further practice of listening** for the target grammar and writing it.

Students complete the grammar table to **check understanding**.

4 Grammar Communicative skills

1 Look, read and write.

Does Super Dad like chicken? Yes, he No, he doesn't.

Does Super Mum prefer peas? No, she doesn't. Yes, she does.

He likes carrots, but she likes beans.

She likes carrots, but she likes tomatoes.

2 Look at Activity 1 again. Listen and tick.

1 True False 2 True False 3 True False 4 True False

3 Listen and write sentences.

Alice: _____

Peter: _____

4 Ask and answer in class and at home.

Do you like peas? I like peas, but I don't like carrots.

Remember! Write sentences about the foods you like and the foods you don't like.

5 Life skills Being organised

1 Listen and read. What do Sam and Sally do?

Handy diagrams

Can we have some carrots, some green beans...

Shopping lists - what a great idea!

Come on, let's go home and make chicken and vegetable soup.

This time, we've got a shopping list.

some tomatoes, some peas and a small chicken!

Let's use a great way to be organised!

2 Listen and number. Match.

I write a list of my friends' birthdays every month. I put it on my bedroom wall.

My sister has a list of things to take to school every day.

I write a list of words to remember every week.

3 What do you need for your next day of school? Make a list.

Remember! Write a list of things to do before you go to bed.

An entertaining **comic strip** shows that Sam and Sally have improved the life skill which was previously problematic.

A variety of tasks ensure that the students **exercise and think about** this lesson's life skill.

Workbook

Students **write the target vocabulary**.

Students read an authentic text type to put the **vocabulary in context**.

A **personal reaction** to the text provides a **model** for the student to write their own reaction.

Students are **encouraged to use new technologies** to find out more about the topic.

The worksheet is divided into two main sections: 'Vocabulary' and 'Real world'.

Vocabulary (Integrated skills):

- Look and write:** Students identify items from an image of a cafe counter (lemon, cherry, spinach, chocolate, orange, etc.) and write their names in a list.
- Read and write:** Students read a menu for 'The cupcake cafe' with items like 'Red fruits', 'Lemon', 'Double chocolate', 'Chocolate and orange', and 'Spinach and carrot'. They then answer questions about the cupcakes.
- Read. Write about the cake flavours you like:** A model text shows a student's reaction to the menu.
- Investigate:** Students are asked to find a recipe for their favourite dessert.
- Challenge:** Students are encouraged to think of new cupcake flavours.

Real world (Integrated skills):

- Order and write:** Students use a list of food items (chicken salad, fish and chips, etc.) to complete a dialogue.
- Write a menu:** Students create their own menu using a template with sections for Starters, Desserts, Main courses, and Drinks.
- Challenge:** Students are asked to draw and write about their favourite meal.

A **writing task** reinforces and consolidates learning from the Pupil's Book.

Students **create their own** authentic text type.

Students then **use or talk** about their texts using the language from Activity 1 for support.

Pupil's Book

A **vocabulary task** allows the students to show that they've learnt the vocabulary of the unit.

Food Show what you know

Stage 1 Listen and write the words. Check your spelling.

Which five words are not on your list?

Ask and answer

Do you like fish and chips? Yes, I do. / No, I don't.

Stage 2 Read and say the correct word. Listen and check.

Q: I don't like (1) / . I don't like (2) / . I don't like (3) / . I don't like (4) / . I don't like (5) / . I don't like (6) / . I don't like (7) / . I don't like (8) / . I don't like (9) / . I don't like (10) / .

A **grammar task** allows the students to show that they've learnt the grammar of the unit.

A **video** shows the course characters completing the project they began in Lesson 1, using all the target language of the unit.

Stage 3 Watch the video. Which food do the children talk about?

green salad tomato soup
chicken and rice
fish and chips
fruit salad
chocolate and cherry cake

Stage 4 Watch the video again. Answer the questions.

- What does Fred have for lunch?
- What is the girl's name?
- Does she like fish and chips?
- What does Fred give the girl?

Show what you can do

Stage 5 Order a meal in a restaurant.

On the menu, we've got turkey soup.

I don't like tomatoes. Can I have green soup, please?

Useful language:

Do you like...? Yes, I do. / No, I don't. / Can't have...? I'm sorry, we haven't got...

The **final task** allows students to use the language of the unit. **Prompt cards** guarantee that students have lots to talk about.

All final tasks reflect how language is used in the real world.

Workbook

Students **write a record** of the target vocabulary.

Unit 4 Review

1 Read, tick and write.

- 1 I enjoy green vegetables.
- 2 A very typical dish in the UK.
- 3 The main ingredient in soups. It's a white or yellow.
- 4 A healthy diet with a lot of fresh vegetables.
- 5 You can eat the meat near the edge of the bun.
- 6 Fried. You can eat it with a glass.
- 7 A dessert that you can make with strawberries, chocolate and cream.
- 8 A long orange vegetable.
- 9 You can make chips with the vegetables.
- 10 We don't eat green vegetables.

2 Write and write, listen and check.

1 Listen. Listen to the video. Write the name of the person who says the sentence. Tick the correct box.

2 Write. Write the name of the person who says the sentence. Tick the correct box.

3 Listen. Listen to the video. Write the name of the person who says the sentence. Tick the correct box.

4 Write. Write the name of the person who says the sentence. Tick the correct box.

Write your family about your favourite activity in Unit 4.

Students **write a record** of the target grammar.

This page can be set for homework. When completed, it will **always be useful** to quickly revise the key language of this unit.

Communication Kit

Using the prompt cards

Each unit has one or more **full-colour prompt cards** that students can use to help them complete the final task in the 'Show what you know' lesson.

Final tasks in *Heroes 3* are real life tasks that allow students to show what they can do with the language they have learnt in each unit such as showing someone around your school, or ordering food in a restaurant.



Prompt cards will **motivate** the students, ensure that they **have lots to talk about** and **support them** as they do their final task.

The prompt cards can also be downloaded from the Teacher's Resource Pack to be printed and used in class in colour or black and white.