5

HEROES

ESSENTIAL WORKBOOK

Sample Unit

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macmillan education

Uncorrected proofs

A vibrant **Primary course** which has real world communication at its core. Engaging characters and stories provide authentic contexts for communication and an integrated life skills syllabus fosters **critical and creative thinking**.

MEET THE AUTHORS:

*"**Heroes** focuses on English as it is used in the real world. Pupils receive systematic support enabling them to complete fun, communicative tasks, set in real world contexts. My pupils have really enjoyed and benefited from these tasks."*

"By helping family, friends and members of the local community, every child can be a hero."

*"Teaching children to think critically and creatively is more important than ever. **Heroes** helps children to develop new ways of thinking so that they can explore and make sense of their world."*

*"**Heroes** is about confidence-building. We have developed activities to help students to feel comfortable about challenging themselves and thinking about how they learn effectively. I think our devoted Study Skills and Thinking Skills sections will be valued by teachers and students alike."*

WHY HEROES?

- Engaging real-world content and tasks, tailored to the needs and maturity of your pupils, help them to progressively gain **communicative competence**.
- An emphasis on the **development of life skills**, presented in a child-friendly way which encourages pupils to reflect and apply the skills to their own lives.
- An **integrated approach to the four skills** (Reading, Writing, Listening, Speaking) ensures that pupils develop both receptive and productive skills in parallel, as in real life.
- Throughout the course, **thinking skills** activities are used to offer pupils a challenge and develop children's ability to think critically and creatively.
- **Heroes** has a wide range of **extension materials** which can be found at the back of the *Pupil's Book* and *Workbook*. This provides teachers with the **flexibility** they need to adapt the level according to their classroom needs.
- **Innovative support materials**, such as the Teacher's Communication Kit (levels 1 to 4), provide teachers with all the teaching tools and extension material they need to achieve the best results in their classes.

NEW **Essential Workbook & Digital Essential Workbook (levels 3-6)** to cater for **mixed-ability groups.**

INNOVATION for pupils: FLEXIBILITY

Extension material at the end of the Pupil's Book and Workbook allows teachers to easily adapt the level to their pupils' needs.

The amount of material responds to the needs at each stage of the learning journey.

HEROES 1 & 2

- Seasons lessons
- *Heroes Reading Club* lessons
- Exam practice: *CYL Starters* examinations

HEROES 3 & 4

- Reading extension
- Grammar extension
- Functional language
- Festivals
- Exam practice: *CYL*

HEROES 5 & 6

- *Movers* examinations
- Thinking skills lessons
- Heroes Project
- Grammar reinforcement and extension
- Reading extension
- Festivals
- Study skills
- Exam practice: *CYL Flyers* examinations

NEW

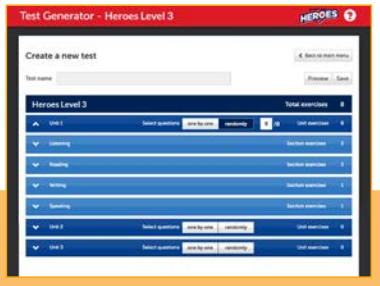
The Essential Workbook & Digital Essential Workbook (levels 3-6) help teachers to cater for mixed-ability groups.

for teachers: INNOVATION

A wide range of innovative ready-to-use materials provides teachers with pedagogic support to bring the best out of their pupils.

Communication Kit

Levels 1-4



Test Generator

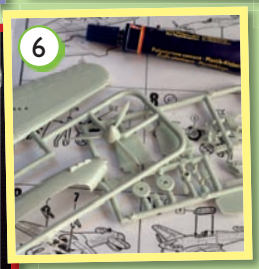
An innovative evaluation tool which allows teachers to easily customise tests for their class.

3 Buy and sell

Vocabulary

Lesson 1

1 Complete the dictionary. Listen and check. 2:13



My dictionary

a. felt-tip pens 4
b. board game
c. skateboard
d. stuffed toy
e. trading cards
f. computer games
g. stickers
h. bracelet
i. model kit
j. snacks
k. puzzle book
l. key ring

Notice: Which objects have got two words?

2 Ask and answer.

How do you spell *bracelet*?

B-r-a-c-e-l-e-t.

3 Look and complete the sentences.

✓✓✓✓ always ✓✓✓ usually ✓✓ often ✓ sometimes ✗ never

1 Sam / ✓✓ / buy stickers / weekend
2 Olivia / ✗ / play board games / after school
3 Chloe / ✓✓✓ / make a snack / afternoon
4 The children / ✓ / buy stickers / Saturday
5 Katy and Alex / ✓✓✓✓ / wear bracelets / weekend

Sam *often* buys stickers at the weekend.
Olivia _____ plays board games after school.
Chole _____ makes a snack in the afternoon.
The children _____ buy stickers _____ Saturday.
Katy and Alex _____ wear bracelets _____ the weekend.

4 Write sentences about what you buy. Use *always, usually, often, sometimes* or *never.*

1 I always buy _____ at the weekend.
2 I usually _____
3 I often _____
4 I _____

Finished? Choose one word from Activity 1 and write a definition.
e.g. *Something you wear: bracelet*

GRAMMAR CONNECT

Read, remember and complete.

- To make comparative adjectives, we add *er* + *than* to a short adjective.
  cheap → _____ *than*
- We double the final letter of some adjectives.
  big → *bigger* *than* *thin* → _____ *than*

1 Look at the box. Complete the sentences with comparative adjectives. Do you agree (✓) or disagree (✗)?

worse than
~~better than~~
nicer than
cooler than
faster than

1 A skateboard is _____ (fast) skates. ☐
2 A bike is *better than* (good) a skateboard. ☐
3 Stickers are _____ (cool) a puzzle book. ☐
4 A computer game is _____ (bad) a board game. ☐
5 A soft toy is _____ (nice) a key ring. ☐

2 Listen to the children at the garage sale. Circle *T* (True) or *F* (False). 2:16

1 The board game is cheaper than the computer game. (T) F
2 The boat model kit is bigger than the car model kit. T F
3 The yellow soft toy is softer than the black soft toy. T F
4 The skateboard is newer than the skates. (T) F
5 The cakes are better than the sweets. T F

3 Compare a bike and a skateboard. Complete.

1 (big) *A bike is bigger than a skateboard.*
2 (fast) A _____ is _____ than a _____.
3 (cheap) A _____ is _____ than a _____.
4 (cool) A _____ is _____ than a _____.
5 (good) A _____ is _____ than a _____.

4 Compare you and a friend. Write sentences.

1 (better/worse at PE) I'm _____ than my friend.
2 (younger/older) My friend is _____ than me.
3 (louder/quieter) _____
4 (taller/shorter) _____

Finished? Make a list of three adjectives with one syllable (e.g. *big*).

Lesson 3 Story

A BRILLIANT IDEA

1 Read the story again. Complete the sentences.

1 What type of book does Mikaila receive? She receives a cookery book.

2 What does Mikaila decide to make? She decides to make lemonade with honey.

3 Why is Mikaila's lemonade healthy? It's healthy because it hasn't got much _____.

4 What does Mikaila speak to schools and groups about? She speaks about how to protect _____.

5 Why do you think Mikaila is afraid of bees? Because _____

6 What animals are you afraid of? I'm afraid of _____

2 Match the answers with a partner. Read the story again to check. Act out.

Reporter: What do you put in your lemonade?

Mikaila: **1.** d

Reporter: Why's your lemonade better than traditional lemonade?

Mikaila: **2.** ☐

Reporter: Why are bees important?

Mikaila: **3.** ☐

Reporter: Are you afraid of bees now?

Mikaila: **4.** ☐

a. Because traditional lemonade has got a lot more sugar than my lemonade.

b. No, I'm not. I love bees now.

c. Because they pollinate a lot of the fruit and vegetables that we eat.

~~d. I put lemons, water, honey and just a bit of sugar in my lemonade.~~

3 Circle, complete and colour the stars. Tell people at home about the story.

WALL OF FAME Story review

The title of the real-life story is (*A brilliant idea*) / *A girl from Texas*.

The main character is *A great-grandmother* / *Mikaela*

The story is set in *Greece*/ *USA*

The story is about *A girl who makes and sells special lemonade* / *books*.

Mikaila is a hero because _____

_____.

My favourite part of the story is _____.

I think the story is _____ and I give it _____ stars! ☆☆☆☆☆

Finished? Write three facts about bees. e.g. *Bees make honey.*

GRAMMAR CONNECT

Read, remember and complete. Learn more.

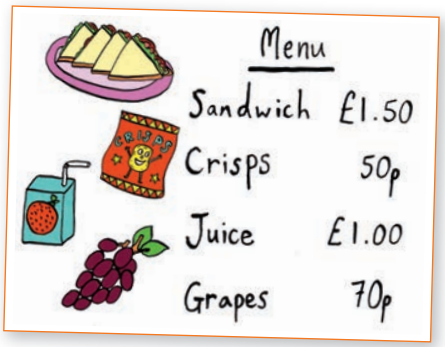
- When an adjective ends in *y*, we take away *y* and we add ier to make the comparative.
  tasty → _____
- We use the word *more* before long adjectives to make the comparative.
  expensive → _____
- We can use the comparative in questions, too.
  Grapes are healthier than ice cream. → *Are grapes healthier than ice cream?*
  A sandwich is tastier than a pizza. → Is a sandwich _____?

1 Circle the correct answer.

1 Fruit is ***health*** / ***healthier*** than sweets.
2 Tigers are ***bigger*** / ***big*** than cats.
3 A plane is ***faster*** / ***more fast*** than a boat
4 Parrots are ***colourful*** / ***more colourful*** than mice.

2 Look at the menu. Write questions using comparative adjectives. Ask and answer.

~~expensive~~ cheap healthy tasty good



1 Is the sandwich more expensive than the grapes?
2 Are the crisps c_____ than the juice?
3 Is the juice h_____ than the grapes?
4 Are the grapes t_____ than the juice?
5 Is the sandwich b_____ than the crisps?

Is the sandwich more expensive than the grapes?

Yes, it is.

3 Where's the stress? Say and write the words in the table. Listen and check.

2:23

~~expensive~~ ~~healthy~~ ~~colourful~~ interesting tasty exciting

SAY IT!

1 ● •	2 ● • •	3 • ● •
healthy	colourful	expensive

4 Complete the sentences for you. Use comparative adjectives. Ask and answer.

1 Do you prefer pizza or pasta? Why?
I prefer _____ because it's tastier than _____.
2 Do you prefer outdoor sports or indoor sports? Why?
I prefer _____ because they're _____.

Finished? Write one more question with *Do you prefer ____ or ____?*

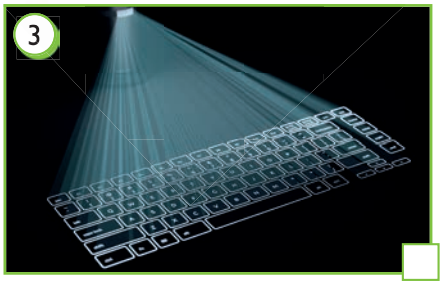
Lesson 5

Life skills

Creative thinking

1 Look at the photos. What do you think these gadgets are? Share your ideas with a partner.

I think number 1 is a drone. What do you think?



2 Listen and find out about the gadgets. Were you right? 2:25

3 Listen again. Do the children think these gadgets are good birthday presents? Tick or cross in Activity 1. 2:25

4 Which is the best gadget for you? Complete the sentence.

The best gadget for me is number _____ because _____.

5 Work with a partner. Imagine you receive a time machine for your birthday. Discuss and write.

1 Do you want to go to the past or the future?
We want to go to the _____

2 How many years do you want to travel?
We want to travel _____ years.

3 What do you want to see?
We want to see _____

4 What do you want to do?
We want to _____

5 Who do you want to meet?
We want to meet _____

6 Share your ideas with your classmates. Are your ideas the same?

Finished? What machines and gadgets do you usually use? Tick.
a keyboard ☐ a headset ☐ a camera ☐

Reading and digital literacy

Lesson 6

1 Vocabulary Work with a partner. Read, think and write.

1 Two animals that are **striped** — Zebra
2 Two objects that are usually **gold**
3 Two objects in your pencil case that are **plain** — ruler
4 Two animal that are **spotted** — Cheetah
5 Two objects in the classroom that are **patterned**
6 Two objects in your house that are **silver** — spoon

2 Read and circle a present from Pupil's Book page 34.

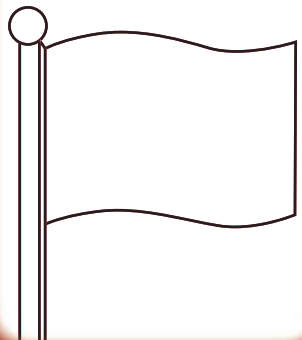
Jack says: I love going to the park with my friends. We sometimes play basketball and we sometimes watch the skateboarders. They're really cool!

Emily says: I'm interested in fashion and music. I love buying winter clothes, but I don't like plain colours.

1 A good present for Jack is a *skateboard* / *a robot*.
2 A good present for Emily is *football boots* / *headphones*.
3 A good present for me is _____.

3 Investigate the USA Use the Internet at school or at home.

1 Draw and colour the US flag.



2 Which US city is bigger: Washington D.C. or New York?

is bigger than

3 Which of these two cities would you like to visit?

I would like to visit

4 What are two amazing things you can do there?

I can

I can

Digital tip: Cities have usually got an official tourism website. Official websites are more accurate than other websites.

Finished? Make three words from the letters *BIRTHDAY PRESENT* (e.g. *pet*).

1. ba_____ 2. si_____ 3. s_____

Lesson 7

Writing

Prepare

1 Work with a partner. Brainstorm ideas for an amazing product.

1. Think of something that's difficult for you.
2. Think of a product to solve the problem.
3. How can you make this product special?

Plan

2 Work with a partner. Plan your advert. Circle or write.

Our product:

Question for the reader: Is it difficult for you to ? / Is difficult for you?

How you use the product: You can with this product.

A choice: It's available in different colours / sizes.

A special offer: Buy one get one free / Special offer / Half price.

Write

3 Write your advert in your notebook. Use your plan.

Writing tip:
- Remember to use WOW words like **amazing** and **fantastic**.
- Don't use **very** with these adjectives.

WOW! Draw your amazing product. Think of a cool name for your product.

Reflect

4 Show your advert to another pair. Ask questions and write the answers.

1 Is our advert interesting? Yes / No because _____

2 Which is the best part of our advert? The best part is _____

3 What suggestion can you make? _____

Finished? Compare your product with a smartphone. Write three sentences.
e.g. *Our product is better than a smartphone.*

UNIT REVIEW

Heroes Connect say: What can you remember about our **Buy and sell** blog project?
Work with a partner and do this quiz. Good luck!

Quiz

1 Use the code to write words from Unit 3. (Clue! a=1, b=2, c=3, d=4, etc.)

1 19-15-6-20 s o f t
20-15-25 ___ ___ ___

2 19-14-1-3-11-19 ___ n ___ ck ___

3 13-15-4-5-12 m o d e l
11-9-20 k ___ ___

4 19-9-12-22-5-18 s ___ lo ___ r

5 16-1-20-20-5-18-14-5-4 p ___ tt ___ ___ n ___ ___

6 16-12-1-9-14 p ___ ai ___

2 Complete the table with the comparative adjectives.

1	cheap	cheaper than	5	healthy	
2	big		6	funny	funnier than
3	good		7	exciting	
4	bad	worse than	8	interesting	more ___ than

3 Compare these things. Use comparative adjectives.

1 Sharks are ___ than crocodiles.
2 Books are ___ than films.
3 A tablet is ___ than TV.
4 Trading cards are ___ than stickers.

4 Listen to the questions. Circle the correct answers. 2:32

1	**a** key rings	**b** stickers	**c** trading cards
2	**a** once	**b** twice	**c** three times
3	**a** a king	**b** a queen	**c** a president
4	**a** a frame	**b** a card	**c** a book
5	**a** plain	**b** striped	**c** spotted
6	**a** four	**b** six	**c** eight

5 Listen and check your answers for Activity 4. 2:33

6 Think about your learning in Unit 3 and complete. Tell a partner.

1 I give this blog project ___ stars: ☆☆☆☆☆
2 My favourite activity in Unit 3 is ___.
3 Now I can ___.
4 In Unit 4, I need to ___.

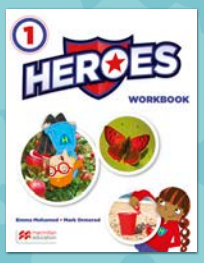
Well done!

Tell people at home about your favourite activity in Unit 3.
My favourite activity is ___ because ___.

KEY COMPONENTS

for pupils:

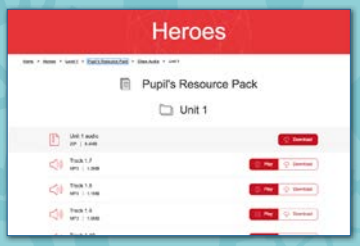
Pupil's Book Pack & Digital Pupil's Book



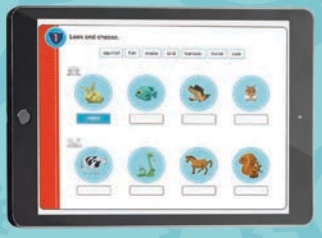
Full colour Workbook & Digital Workbook

Essential Workbook & Digital Essential Workbook (levels 3-6)

Pupil's Book eBook

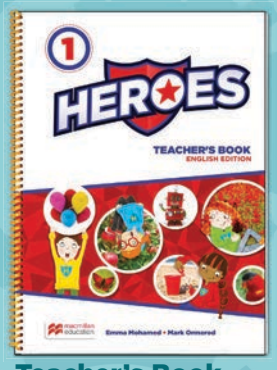


Pupil's Resource Pack



Pupil's Practice Kit

for teachers:



Teacher's Book

Flashcards

Poster Pack (levels 1-2)

Presentation Kit

Audio CDs

Macmillan Advantage, access to premium services and digital tools

More info:

www.macmillaneducation.es/heroes

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Teacher's Resource Pack*

***The Teacher's Resource Pack includes:**
All levels have standard and higher unit, term and end of year tests (only standard version of end of year test).

LEVELS 1 AND 2
- Grammar and Vocabulary Reinforcement and Extension worksheets
- Word cards
- Photocopiables lesson 4: pc cards x 6 level 1, x 7 level 2 already done
- Festivals worksheets
- Photocopiables of communication kit in black and white and in colour
- Songs sheets
- Evaluation rubrics
- Letters to parents
- Classroom language cards
- Starter unit cards

LEVELS 3 AND 4
- Grammar and Vocabulary Reinforcement worksheets x 6
- Grammar Extension worksheets x 6
- Functional language worksheets x4
- Transition worksheets x 6 (level 1 only)
- Word cards
- Photocopiables of Communication kit
- Festivals
- Real world research
- Evaluation rubrics
- Letters to parents
- Word cards

LEVELS 5 AND 6
- Vocab Reinforcement worksheets x 6
- functional language worksheets
- Grammar Extension worksheets x 6
- Letters to parents
- Evaluation rubrics
- Thinking Skills templates
- Word cards