

Unit Walkthrough

Level 1, unit 4



In all levels of **Heroes**, an integrated approach to the **four skills** (Reading, Writing, Listening, Speaking), just as in real life, helps **ensure effective learning**.

The song contextualises the vocabulary. The main lexical set is illustrated by real photos, bringing the **real world** into the classroom.

A short **listening** task introduces the main lexical set.

Each element is shown in its written form to help develop **reading** skills.

4 Food **LESSON 1**
Order a pizza **Vocabulary**

- Listen to Zack.
- Look, listen and point. Say.
- Which food is black or green? Write the number.

38 Key learning outcome: identify and say food vocabulary
Target vocabulary: cheese, chicken, meatballs, olives, peppers, pineapple, tomatoes, tuna

LESSON 2 **Song**

- Listen to the song. Tick.
- Sing *Pizza, pizza.*
- Read and match. Trace.
- Listen and check.

1 pineapple
2 chicken
3 peppers
4 tuna
5 olives
6 tomatoes
7 meatballs
8 cheese

1 chicken
2 olives
3 tomatoes
4 meatballs
5 chicken
6 meatballs
7 tomatoes
8 meatballs

1 chicken
2 olives
3 tomatoes
4 meatballs
5 chicken
6 meatballs
7 tomatoes
8 meatballs

1 chicken
2 olives
3 tomatoes
4 meatballs
5 chicken
6 meatballs
7 tomatoes
8 meatballs

1 chicken
2 olives
3 tomatoes
4 meatballs
5 chicken
6 meatballs
7 tomatoes
8 meatballs

39 Key learning outcome: read, understand and sing a song about pizza
Language: I like (cheese) on my pizza. How about you?

Vocabulary is introduced **orally** to focus on **pronunciation**, first at word level then contextualised.

Writing skills are staged. First, pupils are asked to match words and pictures, and then to work on the written form by tracing the words.



Unit Walkthrough



The **pre-listening task** encourages pupils 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.

After you listen

1 Look and number.

Key learning outcome: predict story content, listen to and understand a story about a pizza
Story vocabulary: energy, exercise, fruit, pizza, vegetables

Story language: Can you give me (a green pepper), please? I don't like (peppers).

There is a **post-listening task** in each unit to check pupils' understanding of the story.

The **key language** and **learning outcomes** for each lesson are clearly indicated for teachers.

The **life skill** is introduced through a **comic strip**, with an **animated version** in the **Teacher's Presentation Kit**.

This activity provides **speaking practice** in an authentic communication situation.

LESSON 4 Communication

1 Listen and number.

2 Listen and read. Repeat.

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

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

3 Draw food. Write.

1 I like _____ 2 I don't like _____

4 Say.

Key learning outcome: do a dialogue about food **Teacher's Resource:** food cards
Language: I like (tomatoes). I don't like (tuna).

LESSON 5 Life skills **Critical thinking**

1 Listen and look.

2 Listen and say the **Solutions!** rap.

3 Look and think. Write numbers.

	me	friend 1	friend 2
1	1		

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

Life skill: Critical thinking. Use problem-solving strategies to find workable solutions.
Key learning outcome: learn about problem-solving and evaluate possible solutions.

The **catchy rap** provides an entertaining way of summarising the life skill.

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

The **Heroes stickers** reward and motivate pupils.



Unit Walkthrough



More **real-world content** comes in the form of a different real-life hero in the community per unit and a real-world link through different kinds of realia.

The photo and the **listening** activity present real-life heroes in our community in every unit. Some are specific to Great Britain, adding extra cultural information.

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

LESSON 6 Real world



Stan, the ice cream man

- Listen to Stan.
- Listen and point. Say.

1

2

3

4

5

- Listen and number.

a

b

c

d

e

WOW!

44 Key learning outcome: identify and say ice cream flavours and learn about plants
Target vocabulary: blackberry, chocolate, mint, strawberry, vanilla

Buy an ice cream LESSON 7

- Look, read and find.

mint

chocolate

blackberry

strawberry

vanilla

ICE CREAM!

chocolate

mint

blackberry

vanilla

strawberry

NEW

tomato

mushroom

cheese

WOW!

- Look and listen. Circle.

1

2

3

4

- Point and say.

I like mint ice cream.

45 Key learning outcome: buy an ice cream
Language: I like (mint) ice cream.

More **real-world** content stimulates pupils' interest in the world around them.

The new vocabulary is set in a real-world context using **realia**, such as a menu. This is then used in the follow-up activities to work on **functional language**.

Unit Walkthrough



Stages 1 and 2 allow pupils to *Show what you know* by revising both the vocabulary and language learnt throughout the unit.

Food

Show what you know

Stage 1 Think and stick. Write.

tomatoes chicken tuna peppers
meatballs olives cheese pineapple

	tomatoes		

Stage 2 Look and write.

1 | don't like cheese. 😞

2 | _____ tomatoes. 😊

3 | _____ 😞

4 | _____ 😊

Unit review: preparation for final unit outcome

Stage 3 Watch the video *It's pizza time!* Number.

Stage 4 Watch again and check.

Show what you can do

Stage 5 Order your pizza.

Do you like tomatoes on your pizza?

peppers

pineapple

Yes, I do.

H Tip
Say 'please' and 'thank you'.

Final unit outcome: order a pizza
Teacher's Resources: make your own pizza

Stages 3 and 4 *Show what you can do* encourage pupils to show how they can use the vocabulary and language learnt in a real world context. Pupils use the Communication kit prompts to support them with this end of unit task.

