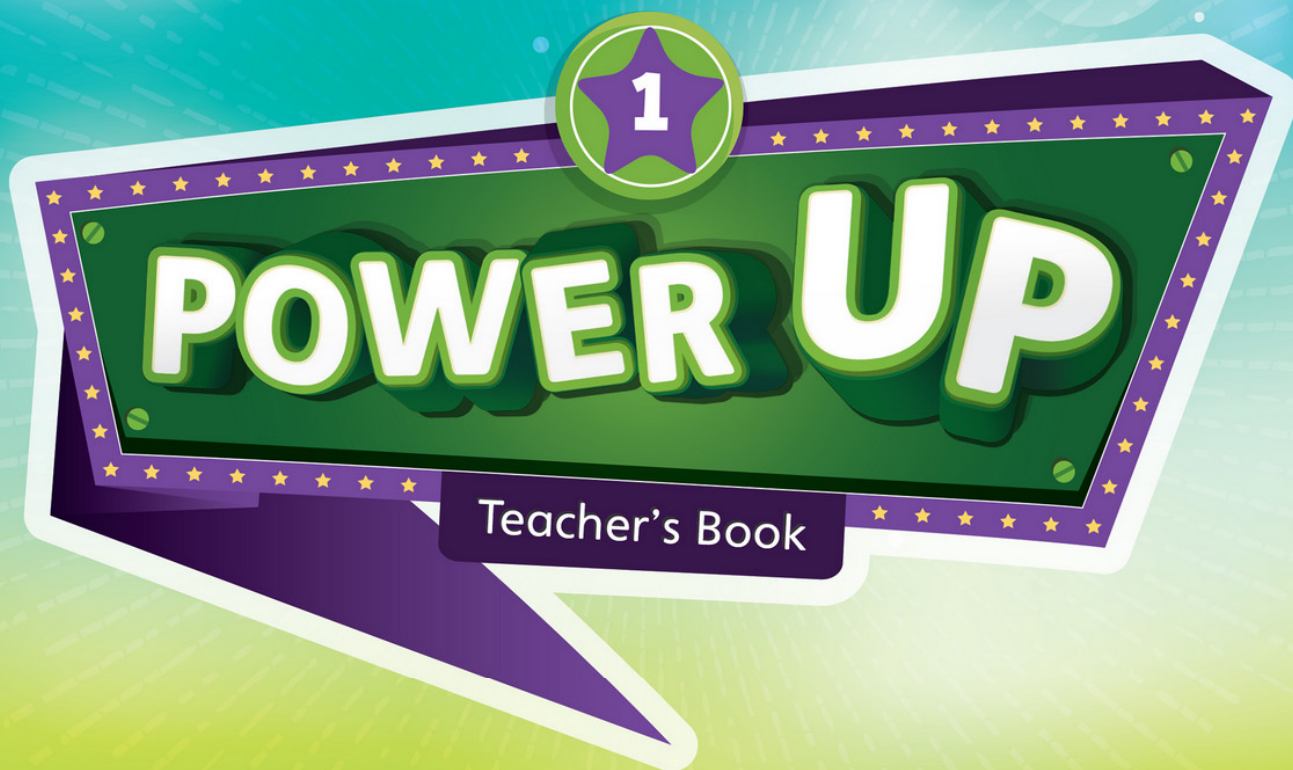




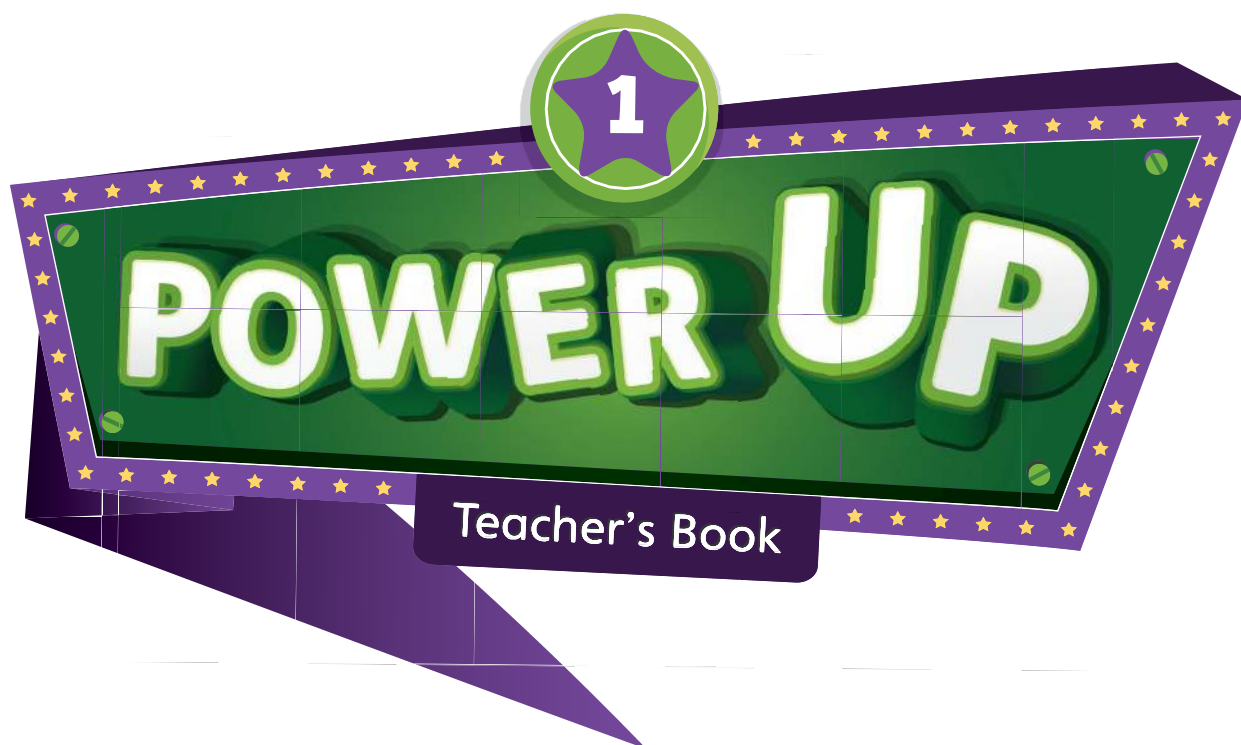
CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



Stephanie Dimond-Bayir
with Caroline Nixon and Michael Tomlinson



Stephanie Dimond-Bayir

With Caroline Nixon and Michael Tomlinson



Map of the book

| | Vocabulary | Grammar | Cross-curricular | Literature | Assessment |
|---|--|--|--|---|---|
| Hello Page 4 | Main character names Numbers Colours | Greetings and introductions <i>What's your name?</i> <i>I'm Henrietta.</i> <i>How old are you?</i> <i>I'm three.</i> | | | |
| 1 Our new school Mission: Make our classroom English Page 6 | Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i> | Where ...? Prepositions <i>in, on, under, next to</i> <i>Where's the crayon?</i> <i>It's on the desk.</i> Singular and plural nouns <i>this/these</i> <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i> | Be kind at school Learn about being kind to classmates | The first day A play script Social and emotional skill: Helping others | Pre A1 Starters Reading and Writing Part 1 Speaking Parts 1 and 2 |
| 2 All about us Mission: Make an <i>All about me</i> book Page 18 | Family Parts of the body Sounds and spelling: <i>th, t</i> | is/are <i>Who is she?</i> <i>She's Jenny. She's a girl.</i> <i>Who is he?</i> <i>He's Jim. He's a boy.</i> have/haven't got <i>I've got brown hair.</i> <i>They haven't got green eyes.</i> <i>Have you got red hair?</i> <i>Yes, I have. / No, I haven't.</i> | Using our senses Learn about the five senses and sense organs | Sara's favourite game A real-life story Social and emotional skill: Showing concern for others | Pre A1 Starters Reading and Writing Part 2 Speaking Part 2 |
| 3 Fun on the farm Mission: Make a farm Page 30 | Farm animals Adjectives Sounds and spelling: <i>c, k, ck</i> | is/are + adjective adjective + noun <i>He's a nice cat.</i> <i>They aren't old chickens.</i> has/hasn't got <i>It's got long ears.</i> <i>It hasn't got small feet.</i> <i>Has it got a long face?</i> <i>Yes, it has. / No, it hasn't.</i> | What do animals give us? Learn about animal products | How cows got their spots A fantasy story Social and emotional skill: Identifying the feelings of others | Pre A1 Starters Reading and Writing Part 3 Speaking Part 3 |
| Review units 1–3 | | | | | |
| 4 Food with friends Mission: Organise a picnic Page 44 | Food and drink Extension of food and drink Sounds and spelling: <i>a</i> | like / don't like <i>I like chocolate.</i> <i>Harry doesn't like chocolate.</i> <i>Do you like chocolate?</i> <i>Yes, I do. / No, I don't.</i> Making requests and offers <i>Can I have some chocolate, please?</i> <i>Here you are.</i> <i>Would you like some ice cream?</i> <i>Yes, please. / No, thank you.</i> | Making a recipe Learn about ingredients and methods of cooking | A picnic with friends A real-life story Social and emotional skill: Sharing | Pre A1 Starters Listening Part 3 Speaking Part 4 |

| | Vocabulary | Grammar | Cross-curricular | Literature | Assessment |
|---|--|--|--|---|---|
| 5 Happy birthday! Mission: Have a present-giving party Page 56 | Toys Extension of toys Sounds and spelling: <i>h</i> | Whose ...? Possessive 's Possessive adjectives <i>my, your, his, her, our, their</i> <i>Whose bike is this?</i> <i>It's Jim's bike. His bike's orange.</i> want/wants <i>Does he want a teddy?</i> <i>Yes, he does. / No, he doesn't.</i> <i>What does he want? He wants a helicopter.</i> | Shapes around us Learn about shapes | The twins and their robots A real-life story Social and emotional skill: Saying sorry | Pre A1 Starters Listening Part 2 Speaking Part 4 |
| 6 A day out Mission: Plan a wildlife tour Page 68 | Vehicles and places Zoo animals Sounds and spelling: <i>ai, a-e</i> | there is/are <i>There's a car.</i> <i>There aren't any shops.</i> <i>Are there any animals?</i> <i>Yes, there are. / No, there aren't.</i> let's ... <i>Let's play a game.</i> <i>That's a good idea.</i> | Animals in the wild Learn about animal habitats | When we go to the zoo A poem Social and emotional skill: Understanding and expressing feelings | Pre A1 Starters Reading and Writing Part 4 Speaking Parts 1 and 2 |
| Review units 4–6 | | | | | |
| 7 Let's play! Mission: Plan a sports day Page 82 | Sports and hobbies Sports verbs and extension of sports Sounds and spelling: <i>s</i> | Present continuous <i>What are you doing?</i> <i>I'm riding a horse.</i> <i>What's she doing?</i> <i>She's swimming.</i> <i>Are they cleaning the car?</i> <i>Yes, they are. / No, they're not.</i> can for permission <i>Can we play tennis?</i> <i>Yes, you can, but you can't play here.</i> | Look after your body! Learn about how we can keep our bodies strong | A good friend A real-life story Social and emotional skill: Identifying ways of being a good friend | Pre A1 Starters Listening Part 1 Speaking Part 3 |
| 8 At home Mission: Invite a friend to my house Page 94 | Rooms and objects in the house Extension of objects in the house Sounds and spelling: <i>i</i> | can for ability <i>I can swim.</i> <i>He can't sing.</i> <i>Can you ride a horse?</i> <i>Yes, I can. / No, I can't.</i> Prepositions in front of, between, behind <i>There's a small rug in front of the armchair.</i> | Houses around the world Learn about different kinds of houses around the world | The clock on the wall A poem Social and emotional skill: Comforting others | Pre A1 Starters Listening Part 4 Speaking Part 4 |
| 9 Happy holidays Mission: Go on holiday Page 106 | Clothes At the beach Sounds and spelling: <i>j, h</i> | Imperatives <i>Look at this T-shirt.</i> <i>Clean those shoes.</i> like/enjoy + gerund me too / so do I <i>I like flying my kite.</i> <i>So do I.</i> <i>I enjoy taking photos.</i> <i>Me too.</i> | What can we see on holiday? Learn about features of natural landscapes | The monkey and the shark A traditional story Social and emotional skill: Identifying friends | Pre A1 Starters Reading and Writing Part 5 Speaking Parts 3 and 4 |
| Review units 7–9 | | | | | |

Checklist for Pre A1 Starters preparation

| Paper | Part | Task | Practice |
|--|------|---|---|
| Listening 20 minutes | 1 | Draw lines between names and people inside a picture. | <i>Preparation:</i> Pupil's Book Unit 7 Page 92 <i>Practice:</i> Activity Book Unit 7 Page 92, Test Generator Unit 1 Starters Progress Test |
| | 2 | Write numbers and spellings of names | <i>Preparation:</i> Pupil's Book Unit 5 Page 66 <i>Practice:</i> Activity Book Unit 5 Page 66, Test Generator Unit 6 Starters Progress Test |
| | 3 | Multiple choice. Tick the correct picture. | <i>Preparation:</i> Pupil's Book Unit 4 Page 54 <i>Practice:</i> Activity Book Unit 4 Page 54, Test Generator Unit 4 Starters Progress Test |
| | 4 | Follow instructions and colour parts of a picture. | <i>Preparation:</i> Pupil's Book Unit 8 Page 104 <i>Practice:</i> Activity Book Unit 8 Page 104, Test Generator Unit 8 Starters Progress Test |
| Reading and Writing 20 minutes | 1 | Put a tick or cross to show whether the sentence is correct or not for a picture. | <i>Preparation:</i> Pupil's Book Unit 1 Page 16 <i>Practice:</i> Activity Book Unit 1 Page 16, Test Generator Unit 1 Starters Progress Test |
| | 2 | Write yes or no to show whether a sentence about a picture is true or false. | <i>Preparation:</i> Pupil's Book Unit 2 Page 28 <i>Practice:</i> Activity Book Unit 2 Page 28, Test Generator Unit 2 Starters Progress Test |
| | 3 | Write words, using given jumbled letters, next to a picture. | <i>Preparation:</i> Pupil's Book Unit 3 Page 40 <i>Practice:</i> Activity Book Unit 3 Page 40, Test Generator Unit 3 Starters Progress Test |
| | 4 | Gap fill about an illustrated subject. Write one noun in each gap. | <i>Preparation:</i> Pupil's Book Unit 6 Page 78 <i>Practice:</i> Activity Book Unit 6 Page 78, Test Generator Unit 6 Starters Progress Test |
| | 5 | Write one-word answers to questions about three scene pictures. | <i>Preparation:</i> Pupil's Book Unit 9 Page 116 <i>Practice:</i> Activity Book Unit 9 Page 116, Test Generator Unit 9 Starters Progress Test |
| Speaking 3–5 minutes | 1 | Point to parts of the picture and place object cards in the correct place. | <i>Preparation:</i> Activity Book Unit 1 Page 15, Activity Book Unit 6 Page 77 <i>Practice:</i> Test Generator Starters Practice Test |
| | 2 | Answer questions about the picture. | <i>Preparation:</i> Activity Book Unit 6 Page 77 <i>Practice:</i> Test Generator Starters Practice Test |
| | 3 | Answer questions about the remaining object cards. | <i>Preparation:</i> Activity Book Unit 9 Page 115 <i>Practice:</i> Test Generator Starters Practice Test |
| | 4 | Answer personal questions. | <i>Preparation:</i> Pupil's Book All Units Pages 15, 27, 39, 53, 65, 77, 91, 103 and 115 <i>Practice:</i> Test Generator Starters Practice Test |

About *Power Up*

Power Up



What is *Power Up*?

Power Up is an engaging and effective approach to learning which uses

- Lively activities with clear objectives
- Age-appropriate, engaging topics which support learner progress and collaborative learning
- Real-world contexts and language
- Development of life competences and test skills
- Scaffolded tasks which support learners of all abilities
- A unifying learner-centred methodology which supports life-long learning.

Key features of *Power Up*

Activities are based on real-world skills and situations that learners find engaging and fun. All four skills – reading, writing, listening and speaking – are used to explore interesting topics. The activities scaffold the learning to support both stronger and weaker learners. Grammar and vocabulary are developed through communicative activities which have a clear purpose and encourage learners to use language naturally. All new language is heard, read, written and spoken as learners acquire it and the language is then consolidated throughout, building as the units progress.

Power Up and the Cambridge Framework for Life Competencies

In addition to language learning, *Power Up* develops the life competencies of learners.

Power Up is one of the first generation of courses to integrate the Cambridge Framework for Life Competencies. This is an ongoing research initiative into how thinking and learning skills are developed over different life stages. Each unit of *Power Up* is mapped to a component within the Cambridge Framework for Life Competencies to ensure a wide range of skills are covered. This also provides opportunities for formative assessment and a broad view of each learner’s development.

Missions

mission

Organise a picnic

In this unit I will:

1

Find out what food my friends like.

2

Buy food for our picnic.

3

Write and share a recipe.

4

Have a picnic.

The Life Competencies Framework is a key feature of the unit Missions, where learners are building on social skills by practising collaboration and communication. The enquiry-led approach used in the Missions also builds on learners’ thinking and learning skills, through the creativity, critical thinking, problem solving and decision making employed in each stage of the Mission.

Each unit is structured around a ‘Mission’ which helps learners to set objectives at the beginning and understand their end goal and learning outcomes. Outcomes are also clearly stated at the beginning of each lesson so that learners can understand and think about them. The teacher’s notes suggest creative ways to share these with the learners. The Missions are based on real-world contexts with a focus on real English. They give learners the opportunity to build up a portfolio of their work as evidence of their learning and help them to reflect and evaluate their own learning even at a young age. As part of this approach, there are frequent opportunities for learners to reflect on what they have learnt and help them plan for the next stage of learning, with practical tips on how teachers can help learners to do this.

Literature



2

How do they feel? Read and circle.

1

When the children can't cook burgers in the woods, Matt feels:

😊

😞

2

When Matt sees the chocolate, he feels:

😊

😞

3

When the birds arrive, Matt feels:

😊

😞

4

At the end of the story, the children feel:

😊

😞

The Life Competencies Framework also features in the Literature spread, where learners are building on emotional skills and social responsibilities. Each story holds a message that learners can identify and explore, making it relevant to their own contexts. They learn about emotions, empathy and how to respond to others appropriately through identifying with the characters in the stories.

Cross-curricular learning

The **cross-curricular** sections also develop life competences through critical thinking and wider world knowledge.

Cross-curricular learning is used in *Power Up* to refer to any teaching of a non-language subject through the medium of a second or foreign language. It suggests a balance between content and language learning. The non-language content such as Natural Science, Social Science or Arts and Crafts is developed through the second language and the second language is developed through the non-language content. Cross-curricular learning can be seen as an educational approach which supports linguistic diversity and is a powerful tool that can have a strong impact on language learning.

Why cross-curricular learning is important for language learning

Cross-curricular

Making a recipe

- 1 Watch the video.
- 2 Tick ✓ the ingredients. Then listen and check.

pasta ☐ meat ☐ onions ☐
 rice ☐ potatoes ☐ cheese ☐
 carrots ☐ tomatoes ☐

- 3 Listen and number.

a ☐ b ☐ c ☐ d ☐

50 Learn about ingredients and methods of cooking

Research on second language acquisition has shown that exposure to naturally occurring language is necessary to achieve a good level of competence in the language. Acquiring a second language is a long and natural process. Learners need to have access to spontaneous speech in an interactive context and the cross-curricular lessons in Power Up provide learners with this access. Learners have to expand their linguistic resources in order to deal with the demands of content learning. Using a second language to grasp non-language content requires a depth of processing which leads to improved language acquisition. Learning is a problem-solving activity and cross-curricular learning requires learners to solve problems through a second language.

The benefits of using cross-curricular learning in the classroom

- Cross-curricular learning relies on intrinsic motivation, that is, the learners are involved in interesting and meaningful activities while using the language. Lessons provide opportunities for incidental language learning. Incidental learning has been shown to be effective and long lasting.
- Through exposure to interesting and authentic content, cross-curricular learning leads to greater involvement and helps increase learner motivation.
- Through the interactive and co-operational nature of the tasks, cross-curricular learning helps boost self-esteem, raise self-confidence, build learner independence and teach learner organisational skills.
- Through the integration of language and content, cross-curricular learning encourages creative thinking.

- Cross-curricular learning fosters learning to learn through the use of learning strategies and study skills.

Cross-curricular learning in Power Up levels 1 and 2

Every age has its own characteristics. In these first Primary stages, learners require longer input to be able to show production. The acquisition of the second language has to grow to allow them to understand and repeat the content. This can be achieved by following a communicative approach. In levels 1 and 2 we therefore mostly focus on oral skills in cross-curricular lessons in order to produce accurate reading and writing skills in the future. The topics covered in the cross-curricular lessons have been chosen to make the learners feel secure with the content in each lesson and to motivate them to use the English language.

Preparation for Cambridge Pre A1 Starters in Power Up 1

Pre A1 Starters

- 1 Look at the pictures in Activity 3. What can you see?
I can see ...
- 2 Look at Activity 3 and listen. Which picture is not correct?
It isn't picture ... because ...
- 3 Listen and tick (✓) the box. There is one example.
What food would Dan like?

A ☐ B ☒ C ☐

- 1 Where's Lucy's book?

A ☐ B ☐ C ☐

Think about what's different in pictures A, B and C.

54 Preparation for Listening Part 3

Through a unique partnership between Cambridge Assessment and Cambridge University Press, *Power Up* is the first course to naturally integrate test preparation and formative assessment in a fun and effective English course. This well-rounded formula equips learners with the skills and abilities to approach Cambridge English tests with real confidence.

Power Up contains a motivating 'test builder' stage in each unit which develops the skills needed for test success and test strategies for younger learners. It familiarises learners with Cambridge test formats in a positive context which prioritises progress in learning and develops confidence. Learners are fully prepared for Pre-A1 Starters by the end of level 1 of *Power Up*.

A full set of flashcards and colouring in sheets, which can be integrated into lessons for all the new vocabulary items in the 2018 spec is available here: www.worldoffun.cambridge.org



Audio visual material

The audio visual material in *Power Up* serves both as a learning aid and as a tool to increase learner motivation.

Power Up level 1 features five videos per unit as well as video in each review section:

- A unit opener video to introduce the unit topic, activate prior knowledge and help establish both class and individual learning objectives
- An animated chant to consolidate the first set of unit vocabulary
- An animated story to preview the unit grammar
- An animated song, with optional karaoke, to consolidate the second set of unit vocabulary
- A presenter led documentary to facilitate cross-curricular learning
- There are also interactive review quizzes in our three review sections.

Components

Pupil's Book

Activity Book with online activities and Home Booklet

Teacher's Book

Teacher's Resource Book

Test Generator

Class Audio

Presentation Plus

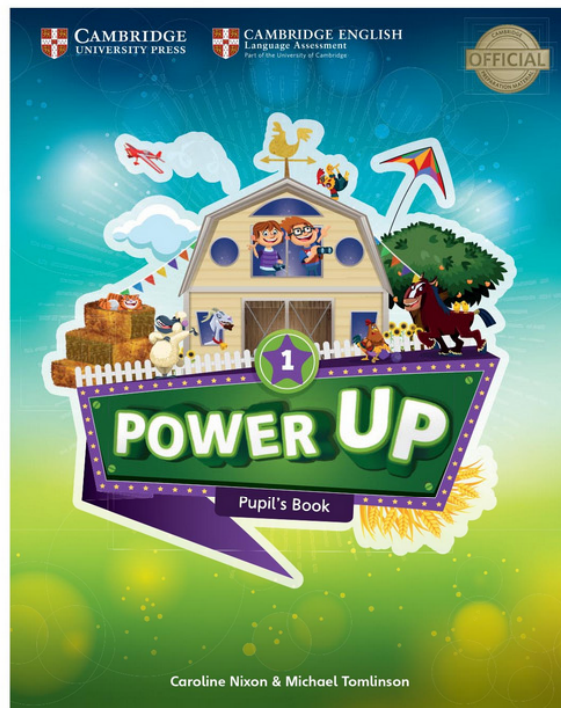
Flashcards

Online wordcards

Posters

Visit Cambridge.org/powerup to find all the information you need on the wide variety of *Power Up* components and how they can be combined to meet your needs. In the following section of this introduction we focus on the Pupil's Book followed by the unit opener page and sounds and spellings sections found in the Activity Book.

The Pupil's Book



The Pupil's Book features:

- an introductory unit, 'Hello'
- nine core units with audio and audio visual content
- sticker activities for each unit
- three Review units

Pupil's Book unit walk-through



Power Up is based around life on a farm where the Friendly family live alongside the farm animals. Grandma and Grandpa Friendly live in an older house there, and Mr and Mrs Friendly and their children Jim and Jenny live in a modern house. The family have a cat called Cameron and many farm animals who are friends.

Power Up begins with a two-page introductory unit which introduces the Friendly family and the animals on their farm. It also presents/reviews basic greetings, numbers and colours.

This is followed by nine core units, each with 12 lessons. The Teacher's Book contains a 'Warm-up' and an 'Ending the lesson' activity for each of the 12 lessons and the Review

units. The 'Warm-up' is designed to prepare learners for the lesson and engage them fully. The 'Ending the lesson' activity is designed to consolidate what they have learnt in the lesson. The Review sections appear after every three units.

The 12 lessons in each core unit are:

- Lesson 1 Unit opener and Mission set up
- Lesson 2 Vocabulary 1 presentation
- Lesson 3 Story with new language presented in context
- Lesson 4 Language Practice 1 and Mission Stage 1
- Lesson 5 Vocabulary 2 presentation and song
- Lesson 6 Language Practice 2 and Mission Stage 2
- Lesson 7 Cross-curricular presentation
- Lesson 8 Cross-curricular consolidation and Mission Stage 3
- Lesson 9 Literature – story focus
- Lesson 10 Literature – response to story and social and emotional skills
- Lesson 11 Pre A1 Starters skills builder
- Lesson 12 Unit review and Mission in action

Lesson 1

Unit opener and Mission set up

4 Food with friends

1 Watch the video. Draw your picnic food.

mission Organise a picnic

In this unit I will:

- 1 Find out what food my friends like.
- 2 Buy food for our picnic.
- 3 Write and share a recipe.
- 4 Have a picnic.

Lesson 1 opens the unit with a colourful illustrated page which sets up the context for the unit and introduces some of the core language that follows.

- **SA** Learners are introduced to their first self-assessment in a self-assessment spot. They are invited to think about how much they can do at this stage of learning. This will allow them to see how much progress they have made by the end of the unit. At this stage:
 - learners have a chance to think about the topic and what they already know about it
 - they are asked to assess which language they know and what they can't say yet.
- Learners then complete a simple drawing or writing task to encourage them to think about what will follow in the rest of the unit. This task also personalises the learning and makes it relevant to their lives.
- The unit Mission is then set up. Three stages and a Mission completion activity are clearly outlined. The Activity Book contains a corresponding Mission statement page which helps learners to understand the stages of the Mission and is then revisited as the learners progress through the Mission.

Lesson 2

Vocabulary 1 presentation

The first focus on vocabulary is presented and practised in Lesson 2 based on the topic of the unit and with a colourful cartoon illustration to contextualise the language. This shows the Friendly family and their friends and animals in typical real-world situations, and contextualises the vocabulary to present meaning.

- The learners see and hear the new language first of all and are required to give a simple response, e.g. pointing, colouring or numbering as they recognise the vocabulary.
- The learners are then encouraged to produce the language accurately in an engaging chant.
- This is followed by a consolidation task, usually requiring learners to respond to questions using the new vocabulary.
- **SA** Learners are then asked to self-assess their progress with the new language.

Lesson 3

Story with new language presented in context

Lesson 3 provides a song – the Friendly Farm – which is repeated in each unit so that learners can join in. The song is followed by a story or 'sketch' which practises the new vocabulary and introduces the grammar point to follow.

- Learners listen and read the language using the pictures to help them understand.
- The Teacher's Book provides comprehension checks for the teacher to use to support and check understanding.
- At this stage the learners are only exposed to new language. The sketch and pictures help to establish the meaning.

Lesson 4

Language Practice 1 and Mission Stage 1

In Lesson 4, the new grammar point is practised and Mission Stage 1 is completed.

- Gracie's Grammar box highlights the target language which learners have heard in the sketch, and gives learners a chance to say and hear the language. It highlights key features of the language form in a simple, age-appropriate way. Pronunciation can also be corrected at this point.
- This is followed by a sticker activity using a picture. The picture helps the learners to understand the language through context. Learners listen to the language and give a response by choosing the correct stickers to add to the picture.
- The sticker activity is usually followed by a task requiring the learners to read and write using the new language.
- Learners then complete Mission Stage 1 using the language they have learnt so far in the unit. The Mission Stage 1 activities usually involve listening and speaking collaboratively to complete a topic-focused task. It requires learners to make decisions and be creative in order to complete the task.
- **SA** Once Mission Stage 1 is completed, learners are directed to complete a reflection and self-assessment from the Mission statement page in the Activity Book.

Lesson 5

Vocabulary 2 and song

This lesson uses a song to develop the topic and introduce further new vocabulary.

- Learners listen to the song and complete simple tasks such as numbering, colouring, drawing or doing actions.
- Learners then sing the song with actions to consolidate the language.
- This is usually followed by an activity or game that provides further practice and develops one or more skills – listening, reading, writing or speaking.

Lesson 6

Grammar 2 and Mission Stage 2

This lesson begins with a listening task requiring learners to select a picture by understanding the new language.

- There is a second Gracie's Grammar box which again highlights the target language and gives learners a chance to hear the language and say it correctly.
- The task that follows is usually a dialogue and role play which brings all the new language together and allows learners to try the new language in a natural context.
- In the final part of the lesson, learners use the new language to complete Mission Stage 2. This builds on Mission Stage 1 and again activities usually involve

listening and speaking collaboratively to complete a topic-focused task.

- **SA** Once Mission Stage 2 is completed, learners are directed to complete a reflection and self-assessment from the Mission statement page in the Activity Book.

Lessons 7 and 8

Cross-curricular and video / Cross-curricular consolidation and Mission Stage 3

These two lessons introduce a topic which relates to the main focus of the unit, but which is linked to other subjects in the school curriculum. This encourages learners to think about other learning areas using English and develops their vocabulary further. It also develops critical-thinking skills and encourages broader knowledge of the world around them.

- In the first lesson, learners watch a video which introduces the topic and provides a context to use it.
- A task is provided to help learners focus on the video and understand the topic.
- A variety of practice activities follow: these can involve listening, reading, writing and speaking, and a range of different tasks including choosing pictures, matching, ordering or following instructions. These tasks give learners the chance to practise language, develop their skills and improve their critical thinking.
- The next lesson offers more skills-based activities, developing the knowledge of the learners further and providing more practice of the target language.
- Learners now complete Mission Stage 3 which is the final scaffolded stage of the Mission. This builds on the first two stages and again uses the language and skills that have been practised so far. The activity involves further collaboration to complete a task.
- **SA** Once Mission Stage 3 is completed, learners are directed to complete a reflection and self-assessment from the Mission statement page in the Activity Book.

Lessons 9 and 10

Literature – story focus / response to story and social and emotional skills

In this section learners read and listen to a story and then respond to it. The story uses language from the unit in a context which learners can relate to. The pictures and illustrations support understanding and help learners follow the story as they listen. It also helps them prepare for the activities that follow.

- Each story generally begins with an introductory speaking task which helps the learners to focus on the topic and encourages them to look at the titles and pictures of the story before they read.

- Learners then listen to the story as they read, which helps bring it to life and understand the narrative.
- Teacher's notes provide comprehension tasks to help support comprehension and to check understanding stage by stage as learners listen and read.
- In the second lesson learners complete follow-up activities using reading, speaking, writing and listening skills. Tasks include answering questions, talking about personal experience related to the topic, discussing ideas and identifying how characters feel. The activities help develop learners' emotional competencies and encourage them to develop social and life skills such as kindness, sharing and politeness.

Lesson 11

Pre A1 Starters skills builder

In Lesson 11 there is a focus on familiarising learners with the Cambridge Pre A1 Starters test. Each lesson focuses either on listening and speaking or reading and writing. It allows learners to develop test strategies and provides tips. It enables them to become familiar with the test rubrics and task types. It also allows both the learners and teacher to see how well they might perform in the Pre A1 Starters test.

- Learners complete tasks typical of Pre A1 Starters. These include writing words, numbers and names, selecting correct and incorrect pictures, colouring in according to instructions, and labelling and matching words and pictures.
- Notes in the Teacher's Book give advice on how to develop learners' test strategies including confidence-building tips.

Lesson 12

Unit review and Mission in action

The final lesson reviews the language covered in the unit through the final Mission stage. This brings together all the previous stages in a collaborative and practical task. As such, it recycles all the language and skills developed in the unit.

- Learners are encouraged to follow all the stages of the Mission, which has a final outcome. This might be acting out a scenario, doing a presentation or showing a final plan or piece of work.
- **SA** Once the Mission in action is completed, learners are directed to complete a final reflection and self-assessment from the Mission statement page in the Activity Book.

Review units

A Review unit is included every three units and appears after Units 3, 6 and 9. Each review is two pages and recycles and consolidates the language from the preceding units. The topics are similar to those in the core units but encourage the learners to apply their new language and knowledge to new contexts.

- Each review begins with an interactive video quiz which learners can do to see how much they can remember.

This quiz can be repeated after the review is completed to measure progress after the review activities are complete.

- This is followed by listening tasks, tasks based on pictures to encourage speaking practice and personalised writing tasks.

Unit opener page in the Activity Book



The unit opener page in each unit of the Activity Book is actually a page for you and your learners to refer to *throughout* each unit. It has four key parts: My unit goals, a 'can do' statement sunflower, My mission diary and a word stack. The following section provides you with the teaching notes for this page of the Activity Book which you can return to as you progress through each unit.

My unit goals

Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster. Remember to go back to these at the end of each Mission stage during the unit and review them.

Sunflower

At the end of each Mission stage ask learners to look at the sunflower leaves and read the 'can do' statement, e.g. start with the bottom left leaf after Mission Stage 1 is completed. Ask the learners to add a tick if they agree they have achieved the statement. They can colour the leaf green if they are very confident and orange if they think they need more practice. Quickly check what each learner is doing to get a sense of their own assessment.

My Mission diary

At the end of each Mission stage, use the sunflower to remind learners of the outcome for the Mission stage. Tell them to look at the emoticons in 1, 2 or 3, depending on the stage they have completed, or look at the final set if they have completed the Mission. Tell the learners to think very carefully about how they did on each Mission stage. Ask them to think about the questions they answered, how much they understood and how confident they feel. Learners then choose an emoticon that shows how they feel about their work.

Word stack

The word stack is a personal record for each learner. At the end of each unit ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. **Fast finishers and stronger learners** can choose more. Learners write the new words into their word stack with an example sentence. **Extra support** Learners can draw pictures of words they have learnt and check back in their text books to copy the words they have chosen.

Practical techniques for using the word stack

1. Test yourself

- Learners go through their word stack and write a selection of words onto small cards. They can draw a picture on the other side of the card. Put the learners into pairs. Their partner holds up the card to show the picture and the learner says the word.
- Pairs then swap roles.

2. Test each other

- Learners choose a selection of words from their own word stack.
- Put the learners into pairs.
- Learners take it in turns to say a word to their partner. Their partner should draw, mime or give an example sentence of all the words they know. If they are asked a word they don't know their partner should explain or show it to them.

3. K/M/F charts

- This is a play on the K/W/L chart. Learners go through their word stack and choose five words they feel confident about, three they think they know, and two they can't remember.
- They create a poster with the letters *K*, *M*, *F* at the top. *K* is for words they **know**; *M* is for words they **might** know, and *F* is for words they have **forgotten**. They can write the words into the columns or add sticky notes to each column.

- Learners then work in small groups of 3 or 4 and present their K/M/F charts to the rest of the group. Other learners in the group should remind them of the three words in the *F* list. If none can remember the words, they should check in their books.

4. Learner quiz

- Learners work in groups of 4 or 5. They look at their word stacks and create three questions to ask the rest of the class about some of the words. The questions can be based on drawings (*What is this?* / *What are these?*) or on an action (*What do I feel?* – miming angry or happy) or a question (*Is Harry big or small?*).
- Once the learners have prepared their questions, they sit in their groups. Each group takes it in turns to ask one of their questions to the rest of the class.
- The first group to answer gains one point. If any group can ask a question the other learners don't know they get a bonus point.

Sounds and spelling in the Activity Book



When learning another language, pronunciation and spelling are two of the most challenging aspects. English spelling can seem very complicated, but there are many patterns and rules which will help learners achieve success.

There are sounds and spelling practice activities in Lesson two of every unit in the Activity Book. The activities focus on particular sounds that learners often find challenging, or particular spelling patterns that sometimes pose difficulties, such as certain spelling patterns pronounced in different ways, as well as words pronounced the same but spelt differently.

The focus vocabulary used in these activities is drawn from the first vocabulary set of each unit, as well as any relevant revision vocabulary from prior units and levels where appropriate. The activities are designed to practise key sounds or spellings that occur in the words taught in the unit, so that the words and their meanings are already familiar to the learners, therefore making the focus more about sounds and spelling than reading and comprehension.

Power Up and its methodology

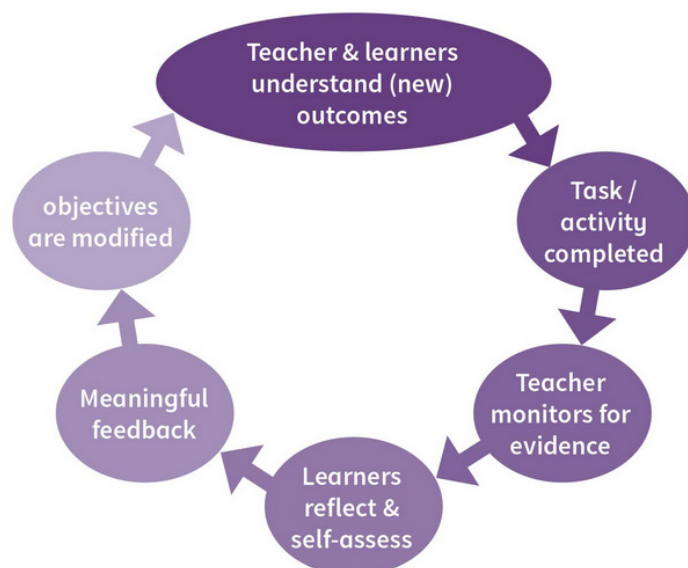
Confident in learning. Confidence for life.

Power Up features a systematic approach to language learning in which the learner and teacher are in a partnership. It aims to develop the language and skills of the learner, but also helps them achieve better life-long progress in learning.

What does it involve? The *Power Up* methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement in learning. In practice this means that all activity, inside and outside the classroom, can be integrated with assessment. More traditional summative assessment still continues. External ‘tests’ can be used alongside the classroom-focused formative assessment activities. For teachers this should not feel strange: using external assessments to check progress and performance is familiar; monitoring learners’ progress and adapting teaching to support them is also routine. *Power Up* simply combines these elements in a systematic way. In *Power Up* you will see that classroom activity is designed to allow the teacher to monitor for evidence to measure progress and also includes tasks that are similar to those in formal summative tests such as Cambridge English Pre A1 Starters.

How does it work in the classroom? In *Power Up* learners are given more independence to understand their own strengths and weaknesses, both immediate (e.g. in a lesson) and longer term (e.g. over a school term). In the classroom this begins with making sure learning objectives are clear to both learner and teacher. In *Power Up* these are identified by the outcomes at the beginning of each lesson. Once outcomes are established, both the learner and the teacher think about how each activity can support a learning outcome. After the activity is finished they reflect on performance in relation to that outcome and use this evidence to adjust what happens in later lessons – this might be reviewing and practising some language again or moving on more quickly depending on the performance. Normal classroom activities therefore combine learning with assessment to provide meaningful feedback to learners. Being involved in the process helps learners improve outcomes and gain confidence. In addition, if the activities and content are linked to the language and skills of more formal language tests, classroom activities can also be benchmarked against formal tests.

No matter how young a learner might be, this process can help learners develop their skills and learn about the world around them. *Power Up* aims to develop skills such as collaboration and encourages learners to understand their own progress and think about how they can improve. Learners can begin to do this even when they are young. *Power Up* therefore includes multistage projects which encourage learners to collaborate and work together helping



them develop better life skills, and regular self-assessment stages.

What kind of activities are used in class? *Power Up* methodology can be integrated into everyday learning to support progress in different ways and these have been integrated into the course:

Power Up prioritises real-life language and activity. It therefore includes learning activities which reflect **real-world tasks** and offer topics designed to engage the learners.

Power Up asks teachers and learners to **understand objectives**. Expected outcomes for each lesson are shown at the beginning of each lesson in *Power Up* and Mission statements are also provided in learner-accessible style; these can be shared in creative ways with the learners. This helps learners understand what they are trying to achieve in each activity they complete.

Using *Power Up*, learners begin to **reflect on their own performance and measure progress** in achieving those outcomes. Learners complete multistage projects in *Power Up* and consider how well they have done at each stage of the project using suggested self-assessment techniques. This encourages **autonomy**. Learners are also given opportunities to make choices during their activities and Missions, which encourages self-confidence and independence.

Teachers using *Power Up* can collect information about the learners through their classroom activities, completion of tasks and self-assessment, and this allows both teacher and learners to **plan learning** more effectively as they work through the material.

Links can be made between classroom activities and some of the performance measures of formal tests so that **formative and summative assessment is linked together**.

Self-assessment guide

It is important for learners to understand the purpose of lessons and to think about how well they achieve learning outcomes. They can begin to do this at a young age: their learning in all areas, not just language, will benefit. In this book, each unit of learning therefore includes stages:

- asking learners to think about what they will learn – making the outcomes for each lesson clear to them
- helping them to think about their progress – asking them to self-assess through simple activities.

When

These stages are labelled **Self-assessment**. You can use any of the techniques explained below at these stages. Choose one of the techniques each time. You can do this at the beginning and end of each lesson and/or at the beginning and end of each unit.

When you do this at the beginning of learning, **encourage the pupils to be honest** – the language will be new, so they should recognise this. They need to be reassured that if you can't do something, knowing this and showing you need more support is a positive way to help yourself. There is an added benefit: when you repeat this assessment at the end of activities, they will be able to recognise that they have learnt. They can also indicate if they are still not confident, which will help you, and them, to see which areas of learning will need more attention.

Techniques for the classroom

1. Thumbs up

Tell the class to use their thumbs to demonstrate how they feel about what they are learning. They can use:

- thumbs up (+ smiling) – 'I feel very confident'
- thumbs mid position (+ neutral face) – 'I think I know this' (optional)
- thumbs down (+ shaking head) – 'I'm not confident'.

2. Red and green cards

These cards can be prepared in advance. Although this takes preparation, these can be reused in class for a long time. Use thick green card and red card and cut these into squares approximately 12 cm x 12 cm. You will need one card of each colour per learner. If possible, laminate the cards. Punch a hole in the top left corner and tie together one red and one green card with string or a treasury tag.

Tell the class to use their cards to demonstrate how they feel about what they are learning. Hold up:

- green for 'confident'
- red for 'not sure'.

Learners can also leave these on their desks as they work, leaving red up if they want help from the teacher.

Variation:

If you don't have red/green cards ask learners to draw an empty square on a card and put it on their desk at the beginning of the lesson. During the lesson, stop at an appropriate point and ask them to colour in the square: red for 'I don't understand'; green for 'I understand'.

3. High fives

Tell the class to show how they feel about the learning using 'high fives' (the learner holding out their hand and slapping hands with another learner or the teacher):

- high five (holding the hand up high to slap) – 'I feel very confident'
- low five (holding the hand lower near the waist) – 'I'm not confident'.

Even with a big class you can go around quite quickly to 'high five' or 'low five' each learner.

Alternatively you can ask them to go to one side of the room to 'high five' and to the other side of the room to 'low five' each other, giving you a quick visual of how learners are feeling.

4. K/W/L charts

Before beginning work on new language, create a poster with the letters *K*, *W*, *L* at the top. *K* is for words they **know**; *W* is for words they **would** like to know. Give the learners different words from the activities they are about to do. Ask them which words go into the *K* column and which go into the *W* column. If learners choose to put the words into the *K* column, they should explain or give an example using the word. After the lesson or activity sequence, go back to the poster and review the words in the *W* column. Learners can move them to the *L* column if they are confident (*L* is for words they have **learnt**) or leave them in the *W* column if not. You can ask them for examples of all the words in the *K* and *L* columns. If any words are left in the *W* column, you may need to teach them again.

Variations:

- Have one large poster and the words on cards. Use sticky tack and select learners to come up and pin them into the columns.
- Have several large posters. Divide learners into groups – one poster per group. Choose a group leader to stick the words up for the group or, for a more dynamic activity, allow all the learners to stick up some words. Words can be written on cards with sticky tape on the backs or onto sticky notes – ask the learners to copy the new words out themselves.
- Have several large posters. Divide learners into groups – one poster per group. Give each group a marker pen to write the words into the columns. (They can cross out the words at the end when they change position.)

5. Self-assessment cards

Create a simple self-assessment card and make a 'post box' by using a cardboard box with a 'letter box' cut in the lid. Learners complete their self-assessment and put it into the post box.

An example (which can be adapted for different tasks and activities) is below:

Ask learners which outcomes they are trying to achieve and help them complete the sentences, e.g. *I understand words about clothes*. Then tell them to think about how close they feel to achieving the outcome and to choose a face that shows this.

| What we are doing. | How I feel |
|--------------------------------|------------|
| I understand words about | 😊 😐 😞 |
| I can say | 😊 😐 😞 |
| I know | 😊 😐 😞 |
| I don't know | 😊 😐 😞 |

6. Sticky notes

Put a large poster on one side of the room with *Hooray! It's OK.* 😊 at the top. Put another on the other side with a confused smiley face (scratching its head) saying *Let's try again*. Learners write or draw something, e.g. a word or phrase they feel confident about and something they aren't sure about, on two different sticky notes. They add the first to the *Hooray* poster and the other to the *Let's try again* poster.

If many learners choose the same word to try again, you may need to revisit it with the whole class. You can ask learners to write their names on the sticky notes to help you identify individual learner's reactions.

7. Mini whiteboards

Give each learner a mini whiteboard if you have these.

Alternatively you can make them by using laminated card which can be reused a few times.

At appropriate points, stop and ask learners to draw on the card to show how they feel. You can ask them to draw a smiley or frowning face. **Alternatively** learners write *OK / Not OK* OR write a word/phrase they are confident about at the top and a word or phrase they don't fully understand at the bottom.

They can either hold up their mini whiteboard or leave it on the desk as they work so you can see them as you monitor.

8. Jump up / Sit down

Call out some of the words or language learners have been learning, and ask learners to jump up if they are confident but sit down if they aren't sure. You can do this with more than one item.

9. Paper planes

When looking at the outcomes of a lesson, ask learners to copy some of them, e.g. words, word categories or phrases, onto a piece of paper. Collect these in. After you have finished the activities, give the papers out again. Ask learners to read the lesson outcomes they have worked on. Then show them how to fold the paper into a paper aeroplane shape. (Simple instructions can be found on the Internet.) Put a bin or large box at the front of the class. If they are confident about what they have learnt, they should throw their planes into the box. If they are not confident they should throw their planes onto your desk.

Variations:

- Learners screw their papers up into a ball.
- Use ping pong balls and write on them with indelible marker pens.

10. Baskets

Put three plastic baskets or boxes on your desk (a red, a yellow and a green one).

Learners write their names onto pieces of paper and drop their name into the basket that shows how they feel: red – not confident, yellow – OK but need more practice, green – very confident.

Variations:

- If learners have completed a piece of writing or homework task, they can hand this in by placing it into the baskets to show how they feel they have done on that particular task.
- Just have red and green, without yellow, to keep reflection simple.
- Paint or colour three paper plates in the three different colours.
- Have three boxes or baskets, one with a smiley face card on the front, one with a frowning face and one with a neutral face on it. Learners drop their names/work into these.

11. Traffic flags

Get learners to make flags. Give each learner paper. They cut out three large rectangles or triangles of paper and colour or paint them red, green and yellow. Give each learner three drinking straws and sticky tape. Ask them to stick the rectangles/triangles to the straws to make flags. When you complete an activity, the learners wave a flag according to how they feel.

12. Washing lines

Give each child two pegs – preferably one red and one green. Ask them to write their name on both using indelible marker pens. Set up two string lines at the front of the classroom (e.g. across a display board). After an activity, ask the learners to put either their red peg ('I don't understand') or their green peg ('I understand') on the line. If you can't find coloured pegs use simple wooden ones for learners to write on; have two lines (one with the sign *I understand* and one with the sign *Let's try again* next to them).

13. Balloons

Get three balloons: one red, one yellow and one green. If you have a large group, you may need two or three of each colour.

After completing an activity, ask learners to write their names using a soft felt tip pen on the balloon that shows how they feel about the activity. Put the balloons to one side. After you have done follow up, e.g. re-teaching any difficult areas, bring the balloons out again and throw them back and forth asking questions about the words or language covered. At the end the learners can chant *We learnt the words!* and burst the balloons.

Variation:

- Have just two balloons, one red and one green, with no yellow.

14. Sticky spots

Create a poster divided into three columns. In the column headings, write *Hooray, it's OK / I'm not sure / It's not OK – let's try again*. At the end of any activity, give learners a sticky dot or sticky label. Ask them to write their name on it. As they leave the class, they stick their name into one of the columns.

15. Scales

Create a long arrow from cardboard and stick it on the side of the board or on the wall. Inside the very top, draw a smiley face and write 100%. At the bottom draw a frowning face and write 0%. (This is re-usable so you only need to prepare it once.) Give out slips of paper and paper clips to the learners. They write their name on the paper. At the end of an activity, ask them to bring up their name and to paper clip it to the edge of the arrow showing where they think they are on the scale.

Teachers' classroom assessment:

As we have seen, *Power Up* involves assessing learners during everyday activity along with more traditional types of assessment or test-type activities. This information will help the teacher adjust learning aims and lesson plans so that areas of difficulty can be reviewed and areas that are easy can be dealt with quickly. This responsive style of teaching allows better progress. The teacher will also take into account how the learners are feeling: even if a learner answers questions correctly, if they don't feel confident about a particular area they may still need some extra practice.

The teacher's role

To use this approach successfully, during teaching you need to:

- identify language outcomes clearly at the start of lessons/tasks
- use 'closing language' regularly to highlight the achievements made
- monitor effectively during specific activities
- keep formative assessment notes on the group and individual learners
- alternatively use check lists to record assessment of skills and life skills (e.g. planning / collaborating / working autonomously / sharing, etc.)
- encourage students to engage in self-assessment.

After teaching you need to:

- keep or update anecdotal records
- use scoring rubrics to measure achievement against external scales
- use 'portfolio' building / record keeping for individual students.

This will give you a full record of assessment for each learner alongside any results from tests. This can help you when writing reports for learners, making them evidence based and more detailed. It will give you an idea of how well learners are doing against external measures.

Practical techniques for the teacher's role: in class

a) Identifying outcomes

Each unit contains an opening stage which shows you how to set up the Mission clearly for learners. There is a Mission poster to help you track progress in the Activity Book. In this way setting outcomes and reviewing them are built into the materials.

You can:

- tell learners what you will do at the beginning of the lesson
- write the outcomes on the board
- write the outcomes on a poster and stick it on the wall; at the end of the teaching cycle you can then return to this and tick, or encourage a learner to come up and tick the items
- put two posters on the wall: 'What we are learning' 'What we learnt': write each outcome for your lesson on a large card and stick it under the 'What we are learning' poster; at the end of the teaching cycle move or encourage a learner to move the card under the 'What we learnt' poster. All the outcomes from the term can gradually be added here giving a visual record for learners of what they have achieved.

b) Use ‘closing language’ regularly to highlight the achievement

- After the activity go back to the outcomes and use this to ‘close’ the task, e.g. *Well done. You have talked about school. You have listened and answered.*
- You can use the language from the outcomes to help close the task.
- If the learners have found something difficult make sure you praise their work even if you need to do more on this area, e.g. *Well done – you have worked hard. You talked about school. Let’s try again later and do even better.*

c) Monitor effectively during specific activities

- Once you have set up an activity do a quick check around the room to make sure the learners are ‘on task’ and provide more guidance if any have not understood what to do. To keep the activity moving it might be necessary to use a little L1 to help them. Try to avoid doing this too much or you will find learners ‘switch off’ during English instructions as they know you will repeat in L1.
- Once all the learners are on task monitor the group, listening carefully to what they say and looking at their work especially if they are writing words. You may need to feed in words in English or answer questions if they ask you for help.
- If everything is going well you might want to praise their

Example of notes:

| Learner | Overall | Vocab | Grammar | Pron | Speaking | Writing |
|---------|---------------------------------------|--|--|--|----------------------------|--|
| Maria | Good progress – motivated. | Fine. Good range. Tries new words quickly. | Good word order. Forgets ‘am/is/are’. | ✗ Word stress | ✓ Fluency ? Turn taking | ✓ Spelling |
| Simone | Not doing homework. Progress limited. | ? uses a lot of L1 | ✗ Tends to use single words not sentences. | ✓ Accurate when using English. Uses L1 a lot. | ? Lacks confidence. | ✓ Strongest skill. Enjoys copying. Accurate. |
| Alex | Progress OK but not motivated. | Limited range but remembers. | Pres simp. questions inaccurate. | ? OK but problem with adding /ə/ before vowels | ✓ Fluent ? Turn taking | ? OK – has to check text book a lot for words. |

progress briefly in English but don’t step in too much. If you always step in, learners will stop doing tasks and expect you to be involved. This is fine sometimes but you want to see how they work and collaborate together and if you are involved all the time you can’t do this. Learners will soon get used to you monitoring without intervening.

- Use this time to note how they are doing. If you have a large group make a list of all the learners and plan to monitor different members of the group closely during each activity, e.g. monitor learners 1–5 closely in Activity 1, monitor learners 6–10 closely in Activity 2 and so on. In this way over a few lessons you will have monitored each individual closely.

d) Keep formative assessment notes on the group and individual learners

- You can use monitoring, the activities learners complete and any classroom-based tasks and homework to gather evidence about learner progress.
- Keep a notebook and pen with you during lessons to make notes; alternatively use a mobile device, e.g. tablet.
- You can prepare your notebook in advance with a page or half page for each learner. This can be updated during and after activities. See below for examples of notes on language and the skills of speaking and writing (you could include listening and reading).

e) Use check lists for skills and life skills (planning / collaborating / working autonomously / sharing, etc.)

- Alternatively – or in addition to notes – check lists can help you to keep evidence of progress. The lists need to be prepared in advance and can be based on outcomes and/or descriptors of level such as those in CEFR. See below for

examples of a check list for listening, reading and life skills. (You could include vocabulary, grammar, pronunciation, speaking and writing.) See the next section for information on CEFR.

Example of check list:

| | Maria | Simone | Alex |
|---|---------------------------------|----------------------------------|-----------------------------------|
| <i>Listening – understanding gist</i> | ✓ | ✗ tries to understand everything | ✓ |
| <i>Listening – understanding details</i> | ✓ some errors | ? often incorrect | ✓ |
| <i>Listening for specific information</i> | ✓ good at predicting strategies | ? some errors | ✓ |
| <i>Reading for gist</i> | ✓ | ✓ slow but can manage | ✓ |
| <i>Reading for specific information</i> | | ✓ | ✓ |
| <i>Collaborating for group work</i> | ✓ | ✓ | ✗ not motivated – doesn't do much |
| <i>Sharing</i> | ✓ | ✓ | ✓ |
| <i>Working autonomously</i> | ✓ | ✗ tries but lacks confidence | ✗ needs encouragement |

f) Encourage students to engage in self-assessment

See notes on self-assessment.

Practical techniques for the teacher's role: after class

After teaching you can use the information and evidence you have collected to ensure you have full records for learners. This information can be reviewed, along with the learners' self-assessment, to decide on what kind of teaching and learning will follow as well as to produce reports.

a) Keep or update anecdotal records

You can use your notes to add to any records you keep for learners. If you used a digital device you can cut and paste the notes you made. Along with formal test results, this will give you evidence and detailed information if you need to write reports for your learners.

b) Use scoring rubrics

You can combine in-class assessments with results of class tests, e.g. percentage scores, and all this information can be matched against external standards to give you an idea of how well learners are doing overall. For example, you can look at the 'can do' statements for each skill in CEFR scales. Look here for more information about CEFR:

<http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>

We really hope you enjoy teaching with *Power Up* and look forward to supporting you throughout this journey with your learners.



Hello

1 1.02

Listen. How old are the children?



2 1.03

Say the chant.



3 1.04

Listen and say the colour.

Hello Unit learning outcomes

Learners learn to:

- say hello
- understand and use numbers
- ask and answer the question *How old are you?*
- understand and say colours

Materials ten balloons of different colours, blown up, with numbers 1–10 written on them in marker pen (optional), picture from Digital photo bank of a tractor


Self-assessment

- **SA** Say *Open your Pupil's Books at page 4*. Point to the numbers. Say *One, two, three ...* Learners continue. Point to the balloons. Ask *What colour is it?* Use self-assessment (see Introduction). Say *OK. Let's learn*.

Warm-up

- Wave. Say *Hello!* Learners wave and repeat. Say *I'm (name)*. Learners repeat.
- Learners mingle, waving and saying *Hello! I'm (name)*.

Presentation

- Show learners your balloons with numbers on them. Hold up one balloon and say the colour, e.g. *Red*. Point to other red objects. Learners repeat.
- Repeat with other balloons, e.g. pink, green, orange, yellow. Learners repeat. Throw the balloon to different learners. If they catch it, they repeat the colour.
- Take all the balloons back and point to the numbers. Say *One*. Learners repeat. Continue with numbers 2–10. Throw balloons to learners. If they catch it, they say the number.
-  Say *Look at Pupil's Book page 4*. Point to the farm building and the sign. Say *Look, it's a ... (farm)*. Say *It's the Friendly Farm. Here is Jim Friendly. Here is Jenny Friendly*.
- Say *Show me the numbers*. Learners point. Say the numbers one by one, pointing to each. Learners repeat. Go up from 1 to 10. Go down from 10 to 1. Learners repeat.


Pupil's Book, page 4

1 Listen. How old are the children?

- Say *Open your Pupil's Books at page 4. Look at the picture*.
- Ask a learner *How old are you?* The learner replies. Repeat.
- Point to Jim. Say *It's Jim. How old is he?* Learners guess. Repeat with Jenny. Write the words *Jim? Jenny?* on the board.
- Say *Let's find out. Listen*. Play the audio.

CD1 Track 02

Jim: Hello, I'm Jim. I'm six.
Jenny: Hello, I'm Jenny. I'm six.
Jim and Jenny: We're twins.
Jim: How old are you?


- Say *Look at Jim and Jenny. They are six. They are twins*.
-  Show a picture of a tractor. Ask *What is it?* Say *It's a tractor*. Learners repeat. Clap the stress (on *trac*). Learners repeat. Ask *Where's the tractor? Can you find it?* Learners find the hidden picture of the tractor in the picture on the Pupil's Book page and point to it (on the roof of the barn).

2 Say the chant.

- Say *Listen and say the chant*. Play the audio. Learners chant.
- Repeat, holding up your fingers to show the numbers. Learners chant and show numbers using their fingers.
- Repeat and this time point to the correct coloured balloon on page 4. Learners chant and point.
- Repeat. Learners use their fingers for numbers and point to the colours.

CD1 Track 03

1, 2, 3, 4, 5
6, 7, 8, 9, 10 (x2)
Red, blue, red and blue
Yellow, green and orange (x2)
Purple, pink, purple, pink
Purple, pink and grey (x2)
Black, white, black and white
Black and white and brown.

-  To practise numbers up to 20, use the chant on Pupil's Book page 120.

3 Listen and say the colour.

- Show the balloons you have. Hold up two of them, e.g. numbers 3 and 4. Ask *What colour is balloon 3?* Learners answer. Repeat with 4.
- Focus on the picture in the Pupil's Book. Ask questions, e.g. *What colour is balloon 2? (Blue)* Repeat with two more balloons.
- Play the audio. Learners listen and say the colour.

CD1 Track 04

1 What colour is balloon 6?
2 What colour is balloon 3?
3 What colour is balloon 5?
4 What colour is balloon 8?
5 What colour is balloon 7?

Key: 6 purple 3 yellow 5 orange 8 grey 7 pink

Activity Book, page 4

See pages TB120–132

Ending the lesson

- Say *This is our lesson. We learnt numbers and colours*.
- Throw all the balloons out to the learners. A learner throws back one and says the number and colour.
- Continue with other learners.
- Say *You can say numbers and colours. Good work*.

Learning outcomes By the end of the lesson, learners will understand when they hear a conversation about how old people are.

New language *How old are you? I'm ... This is ... What's your name? I'm ...*

Recycled language colours, family, names

Materials cards with numbers 1–20 on them (one per learner, repeating numbers if necessary), flashcards of the Friendly Farm characters, audio, video

Warm-up

- Give out a number card to each learner. Say the numbers. Each time you say a number, the learner with that number jumps up. Continue through the number sequence and then repeat, giving numbers randomly. (Keep a list and tick them off so that all the numbers are covered.)
- If there is time, a stronger learner can come and say the numbers to the rest of the class.

Presentation

- Show the learners the flashcard of Jenny. Point and say *This is Jenny*. Learners repeat. Show the flashcard of Jim. Say *This is Jim*. Learners repeat.
- Point to one learner, turn to a second and introduce them through gesture, saying *This is (Angela)*. *This is (Luis)*. Encourage them to say *Hello* and shake hands. Repeat the phrases so that learners can repeat. Repeat the sequence with new learners.
- Three learners come to the front. Ask the strongest learner to repeat and introduce the other two learners.
- Put learners into groups of three. They take it in turns to introduce each other.

Extra support Put these learners into threes together and monitor them first to give guidance.

Pupil's Book, page 5



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen. Repeat. Learners listen and sing. As they do, tap out the rhythm on the table. Learners copy and tap. Repeat the song. Learners sing and tap.


CD1 Track 05

The Friendly Farm,
The Friendly Farm,
Fun and games on the Friendly Farm,
With the animals in the barn,
Fun and games on the Friendly Farm.



The Friendly Farm

- Put the flashcards of the Friendly Farm animals on the board. Say *This is ...* (point to the hen) *Henrietta*. Learners repeat. Go through the other animals and repeat the sequence.

-  Say *Open your Pupil's Books at page 5*. Ask *Who can you see in the pictures?* Learners name the characters.
- Ask *How old is Rocky? How old is Cameron? Harry? Shelly?* Don't worry if the learners can't answer at this stage. Write the questions on the board. Say *Listen*. Play the audio or video. Learners listen and read.

CD1 Track 05

The Friendly Farm song + see cartoon on Pupil's Book page 5

- Learners answer the questions in pairs before the class check.
- Play the audio or video again. Pause after frames and check comprehension by asking learners to give the end of sentences:
Frame 2: *This is ...* (point to the cat) (*Cameron*). *And this is ...* (point to the hen and the rooster) (*Henrietta and Rocky*)
Frame 3: *Cameron is ...* (*three*) Frame 4: *This is ...* (point to the horse) (*Harry*) *He's ...* (*eight*)
Frame 5: *This is ...* (point to the goat) (*Gracie*) *... and ...* (point to the sheep) (*Shelly*). Frame 6: *Rocky is ...* (*two*) *How old is Shelly?* (*We don't know.*)
- Play the audio or video again. Put the learners into pairs. Give each pair a role: Cameron, Henrietta, Rocky, Harry, Gracie or Shelly. Learners repeat the speech bubbles for their character.



Listen and correct.

- Say *Listen* and *correct*. Pause for learners to correct each sentence.

CD1 Track 06

- 1 Cameron's blue and green.
- 2 Shelly's red.
- 3 Gracie's yellow.
- 4 Harry's black.
- 5 Rocky's pink and purple.
- 6 Henrietta's grey.

Key: 1 orange and white 2 white 3 grey 4 brown
5 yellow and red (and black/grey) 6 brown

Activity Book, page 5

See pages TB120–132

Ending the lesson

- Display the Friendly Farm animal flashcards on the board. Point and ask *Who is it? How old is he/she?* Learners answer.
- Take down the flashcards and mix them up face down. Hold one up. Show the flashcard with the back facing outwards so learners see the flashcard but not the picture on it. Learners guess who it is. Repeat.

The Friendly Farm



1

Look, Henrietta.
Look, Rocky. This
is your barn.



2

Hello, I'm Cameron. What's your name?

Hello, I'm Henrietta
and this is Rocky.

Hi, Cameron.



3

I'm two. How old
are you, Cameron?

I'm three.



4

This is Harry.

Hello, Harry. How
old are you?

I'm eight.



5

Hello. What's
your name?

I'm Gracie.

Hello, I'm Shelly.
What's your name?



6

I'm Rocky. I'm two.
How old are you?

I'm ... I
don't know.



4



Listen and correct.



Our new school



Watch the video. Write or draw a school word.



In this unit I will:



Make labels for the classroom.



Make a class poster.



Choose a new word to learn.



Be the teacher.

Unit 1 learning outcomes

In Unit 1, learners learn to:

- talk about school
- describe where objects are using prepositions
- ask questions using *Where is / Where are ... ?*
- ask and answer using *This is / These are*
- read for correct information
- be kind

Materials video, digital poster, coloured pens or pencils, drawing paper

Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Say Look at the picture. Ask Where is it? (A school) Say Where are we? We're in school.* Encourage learners to repeat. Say *Point to red/blue/yellow/green.* Learners point. Point to different objects in the picture, e.g. desks, chairs, clocks and board, and ask *What colour is this?* Use self-assessment (see Introduction). Say *OK. Let's learn.*

Warm-up

- Say *Close your books.* Mime closing your book. Learners copy. Ask *Can you remember?* Mime thinking. Say *Hmm ... a green chair.*
- Learners call out what they can remember from the picture.

Pupil's Book, page 6

1 Watch the video. Write or draw a school word.

- Say *In this unit we're talking about school. Say Let's watch the video.* To introduce the topic of the unit, play the video.
- Say *Look at page 6. Point to the chairs. Point to the desks. Now point to the board.* Show the empty board with space to write. Say *Let's draw on the board.*
- Mime looking around the classroom, seeing something and deciding to draw it. Start to draw. Tell learners *Find something in the school. Draw it and write the word.* Monitor as learners draw. If it is a word they don't know, you can tell them.

Fast finishers These learners can draw a second item and write the word.

mission Make our classroom English

- Show the digital Mission poster. Say *Let's make our classroom English. Say Hello! We speak English!* Wave and encourage the learners to call out *Hello!* and wave back.
- Say *Point to number 1.* Say *We label the classroom.* Act out putting labels on things. Learners copy the mime.
- Say *Point to number 2.* Say *We learn new words.* Act out turning pages in a dictionary. Learners copy.
- Say *Point to number 3.* Say *We make a poster.* Mime drawing a poster and sticking it on the wall. Learners copy.
- Say *Point to number 4.* Say *You'll be the teacher!* Point to yourself and encourage the learners to point to you.
- Say *This is our Mission. Show me the Mission.* Encourage the learners to mime the sequence by saying the words again and acting it out while they copy.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 6

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page.*

Ending the lesson

- Demonstrate the actions *stand up, sit down* and *shake hands*.
- Go around the class pointing and giving each learner a colour: *red, green, yellow* or *blue*. If you point and alternate between colours, you should end up with roughly equal groups of each colour.
- Say *Hello ... blues.* Learners who are blue wave to you. Repeat with *red/green/yellow*.
- Say *Reds stand up!* Red learners do this. Say *Reds sit down.* Repeat with the other colours.
- Say *Greens say hello.* Greens call out hello. Repeat with other colours.
- Say *Yellows shake hands.* Yellows shake hands with each other. Repeat with other colours. Say *Everyone shake hands.* All learners shake hands.
- If you have any very confident learners, invite them to the front to do the instructions. You can whisper these to help them if they need it.