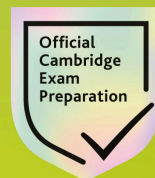




CAMBRIDGE



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Second Edition

POWER UP

Teacher's Book
with Digital Pack

Stephanie Dimond-Bayir
with Caroline Nixon & Michael Tomlinson

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Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
Hello	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 a classroom poster	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 Responsibilities	Pre A1 Reading and Writing
2 All about us Mission: Make an <i>All about me</i> book	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	Mo's friends A real-life story  Showing empathy	Pre A1 Reading and Writing
3 Fun on the farm Mission: Make a farm	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	Animal babies A webpage  Critical Thinking	Pre A1 Reading and Writing
Review units 1-3					
4 Food with friends Mission: Organise a picnic	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  Collaboration	Pre A1 Listening

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
5 Happy birthday! Mission: Make a birthday present from recycled materials	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 she want a drum?</i> <i>Yes, she does. / No, she doesn't.</i> <i>What does she want? She wants a game.</i>	Shapes around us Learn about shapes	Nora and Flora can share A real-life story  Emotional Development	Pre A1 Listening
6 A day out Mission: Plan a wildlife tour	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 wildlife park A poem  Exploring perspectives	Pre A1 Reading and Writing
Review units 4–6					
7 Let's play! Mission: Plan a sports day	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 Responsibilities	Pre A1 Listening
8 At home Mission: Invite a friend to your home	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  Understanding agency	Pre A1 Listening
9 Happy holidays Mission: Plan a holiday	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  Critical Thinking	Pre A1 Reading and Writing
Review units 7–9					

Welcome to Power Up Second Edition

Confidence in learning. Confidence for life.

Power Up Second Edition is a fun, fast-paced course, designed to prepare young learners for their Cambridge English Qualifications and success beyond the classroom.

Join Jim and Jenny on exciting missions around the globe, as learners develop real-world skills to live more sustainably, become responsible citizens and play an active part in shaping our world. You'll also meet other vibrant characters who your learners will love!

Throughout each level of the course, learners are immersed in the English language as they build confidence and develop the skills they need to excel in the classroom and beyond.

Life competencies and values are nurtured, ensuring that learners develop the social and thinking skills essential for success in school, in their communities, and in the wider world.

The *Power Up* methodology helps teachers and learners to plan effectively, measure progress and identify areas for improvement. In practice, this means that learning and assessment are fully integrated throughout the course. Flexible exam preparation for paper and digital versions of the Cambridge English Qualifications prepare learners to take their exams when they're ready.

With *Power Up Second Edition*, you'll get the most out of every learning moment.

Power up your classroom

Class activities are designed to enable the teacher to monitor the class for evidence of learning and measure progress.

Power up your confidence

Memorable grammar and vocabulary are developed through communicative activities which have a clear purpose and encourage learners to use language naturally.

Power up your learners' success!

Missions give learners the opportunity to integrate life skills with language through collaboration, critical thinking and creativity. This ensures they feel well-equipped for both academic success and real-world challenges.



For the Second Edition, we asked teachers and learners what they love about the course and how to make it even better.

What teachers like best about Power Up

- ✓ A variety of activities to make grammar and vocabulary memorable, including songs, animated stories and videos.
- ✓ Fun, age-appropriate missions that help learners reflect on and evaluate their own learning.
- ✓ Tasks designed to encourage language practice both in the classroom and at home.
- ✓ A focus on developing the whole child through the inclusion of life competencies and values.

What's new?

New content for the Second Edition

- ✓ **Sustainable activities** that help bring real-world conversations into the classroom.
- ✓ Updated **missions** that provide learners with even more opportunities to use key language in collaborative, contextual and creative ways.
- ✓ **Grammar activities** with videos, songs, raps and dialogues to make learning grammar even more memorable.
- ✓ **Cambridge English Qualifications Digital for young learners** vocabulary lists and names.
- ✓ **More audio and videos** to support learners' confidence in vocabulary.

Digital support for teachers

- ✓ The **Teacher's Digital Pack** includes Presentation Plus, Practice Extra, downloadable resources and a test generator.
- ✓ **Presentation Plus** includes all print components, flashcards, games, video, audio and interactive practice activities.

Digital support for learners

- ✓ New **digital packs for learners** include Practice Extra, videos, flashcards and the downloadable Home Booklet.

New integrated frameworks

A range of activities covering two integrated frameworks are now embedded into the course and clearly signposted with the icons below.



The Cambridge Life Competencies Framework



The Sustainability Framework for ELT



Confidence in learning

Power Up Second Edition features a systematic approach to language learning which aims to develop the language and skills of the learner while helping them achieve life-long progress in learning.

Help your learners excel in English

For young learners, a second language is best learnt through an approach that mirrors how they learn their first language. Grammar and lexis are closely linked at this stage and learners are, therefore, exposed to both in context in each unit of *Power Up*. The course provides a multi-sensory approach and opportunities for social interaction to make learning the language more memorable.

Each unit starts with a video activity that invites learners to reflect on their experience of the unit topic. Eliciting recycled vocabulary and familiar concepts helps learners to create a shared context and learn from each other, as well as the teacher, from an early age.

Grammar and vocabulary are developed through real-world communicative activities which encourage learners to use language in age-appropriate contexts: stories, role plays, songs, chants, raps, games and collaborative interactions.

Scaffolded tasks support learners of all abilities. All new language is heard, read, written and spoken as learners acquire it, and clear examples help learners to understand and start to produce the language.

New grammar and lexis are presented and practised in context in the Story, Language practice and Vocabulary lessons. By providing input in multiple formats and asking learners to listen, watch and speak in the class and at home, *Power Up Second Edition* provides repetition and exposure to support retention of new language, developing confidence in learners' ability to communicate effectively in English.

New language is consolidated at each of the mission stages. Collaborative projects in the missions integrate spoken and written communication, support social interaction in the classroom, and foster creative and critical thinking skills.

The CEFR correlation charts for each unit can be found in the Teacher's Resources on Cambridge One, where you can also find mapping documents for each Cambridge English Qualification in *Power Up Second Edition*.

The image displays three sample pages from the *Power Up Second Edition* textbook, illustrating the systematic approach to language learning.

- Page 1: Our new school**
 - Activity 1: Watch the video. Answer the questions.
 - Mission: Make a classroom poster.
 - Activity 2: What can you see in your classroom? Look and say.
 - Visuals: A group of children in a classroom, a bag, a pencil case, and a chair.
- Page 2: The Friendly Farm**
 - Activity 1: Watch the video. Where's Jenny's bag?
 - Activity 2: Ask and answer.
 - Visuals: A farm scene with various animals and objects like a door, window, playground, board, ruler, and bookcase.
- Page 3: Gracie's Grammar Rap**
 - Activity 1: Watch the video. Then listen and rap.
 - Activity 2: Listen and tick.
 - Activity 3: Look at Activity 2. Then read and write.
 - Mission 1: Make a classroom poster.
 - Visuals: Classroom objects like a bag, pencil case, and chair, and a child holding a paper.

How assessment and learning work together

The course methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement. Using external assessments to check progress and performance is familiar to teachers; monitoring learners' progress and adapting teaching to support them is also routine. *Power Up Second Edition* combines these elements in a systematic way to integrate learning and assessment.

It is designed to easily 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 Qualifications.

Learners are given independence to understand their own strengths and weaknesses, both immediate (e.g. in a lesson) and longer term (e.g. over a school term).

- The Teacher's Book includes clear learning objectives at the beginning of each lesson.
- Once objectives are agreed upon, 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.
- Learners' involvement in this process supports them to improve outcomes and gain confidence.
- When the activities and content are linked to the language and skills of more formal language tests, classroom activities can also be benchmarked against those tests.

Each unit is structured around a multi-step 'mission'. Missions provide engaging ways for learners to use the language in real-world contexts. Learners also reflect on and evaluate their own learning following each mission stage. They also serve as formative assessment tasks and a way for teachers to provide meaningful feedback.

More traditional summative assessment continues in parallel and external tests can be used alongside the classroom-focused formative assessment activities in the missions. In the Second Edition, the Teacher's Book includes detailed support for setting up, monitoring and feeding back on each stage, with new ideas on how to adapt the tasks for mixed-ability classes.

5 Happy birthday!

My unit goals

What's your special goal for this unit? Circle.

Learn to say **8 / 10 / 12** new words in English.

My mission diary

How do you feel about your work? Draw.

stage 1 stage 2 stage 3 Mission in action!

My progress

Tick ✓ what you can do now.

I can talk about toys.	<input type="checkbox"/>	I can read and listen to a story.	<input type="checkbox"/>
I can ask and answer with Whose and Does.	<input type="checkbox"/>	I can make a birthday card.	<input type="checkbox"/>

56 Learning to learn | Go to page 120 and add to your word stack!



Visit for information on Cambridge English Qualifications, including handbooks, specifications and teacher support.



Visit our Integrated Learning and Assessment site for additional resources, background and support.

Confidence for life

The *Power Up* methodology includes activities underpinned by frameworks that build learners' confidence to meet future challenges.



Cambridge Life Competencies Framework (CLCF)

The CLCF maps out how behaviours can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The framework is made up of six Competencies.

- **Creative thinking** is the ability to rapidly generate new ideas and alternative possibilities.
- **Critical thinking** enables learners to think effectively and rationally about what they want to do and what they believe is the best action.
- **Learning to learn** underpins our learners' success in all subjects. It is critical to building their autonomy and self-direction.
- **Communication** is an essential skill that enables us to share information and ideas, as well as express feelings and arguments.
- **Collaboration** offers advantages, including effective division of labour; use of information from multiple sources, perspectives and experiences; higher levels of creativity and better quality solutions.
- **Social responsibilities** helps learners gain awareness of how they engage with others and contribute effectively to the social groups they interact with.



Visit to explore the Life Competencies Framework and download detailed booklets for each competency.

How is the CLCF embedded throughout the course?

Each core unit of the Pupil's Book features one or more competencies that learners can identify and explore, making it relevant to their own contexts. These are featured in The Friendly Farm stories and the Cross-curricular and Skills lessons.

Be kind at school

1 Watch the video. Answer the questions.

2 Who's kind? Look and tick ✓.



3 Listen and number. Then act it out.



12 Social Responsibilities | Being kind at school

Social Responsibilities | Being kind at school

- **Digital Literacy** tasks are included in a range of interactive activities on Cambridge One, as well as print activities.
- **Learning to learn** is covered by self-evaluation activities, the mission diary in the Activity Book and the Review sections.



Sustainability Framework

Sustainability includes the knowledge, skills and attitudes we need to make a fairer, brighter future. A focus on sustainability can bring conversations of local and global interest into the classroom, helping even the youngest learners to use English to discuss real-world issues. Moreover, it can provide opportunities for learners to live more sustainably, become responsible citizens and play an active part in shaping our world.

Cambridge has developed the Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons. The framework maps sustainability skills into four dimensions, each focusing on three core areas:

- **Knowledge:** understanding sustainability concepts and sustainability more broadly, thinking in systems and appreciating interdependence.
- **Values:** understanding beliefs and values, valuing people and the natural world, and caring for oneself and others.
- **Innovation:** exploring different perspectives, generating ideas and developing solutions.
- **Transformation:** developing understanding of agency, working together and making positive change.

To make bringing sustainability into your classroom as easy as possible, you'll have access to Sustainability Activity Cards. Each card contains a face-to-face activity which helps learners become informed, compassionate and innovative agents for positive change.

Supporting sustainability skills development

You can find activities that model sustainable alternatives and build sustainability skills throughout the Pupil's Book.

What do animals give us?

1 Watch the video. Answer the questions.

2 Look and match. Then listen and check.

1 2 3 4

cow chicken sheep bee

a b c d

wool milk honey eggs

3 Tick ✓ the things that come from animals.

36 Sustainability: Interdependence | Animal products



Sustainability: Interdependence | Animal products

*The Sustainability Framework for ELT has been developed by Cambridge University Press & Assessment in collaboration with Jade Blue.

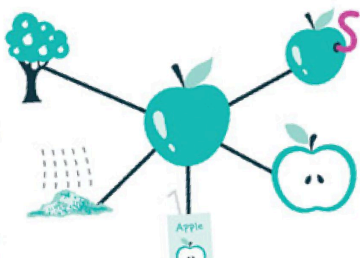
Knowledge

Thinking in systems

Finding connections within and between systems

PICTURE CONNECTIONS

When learners encounter an image of a plant or animal in the coursebook, ask them to draw a picture of it in the centre of a piece of paper. Ask them to think of connections between the plant or animal and other things (e.g. with a picture of an apple, learners might draw the inside of the apple, a worm eating the apple, the tree that the apple grew on, the rain going into the soil where the apple tree grows, and a carton of apple juice). Encourage learners to think about how these



Visit to learn more about the Sustainability Framework and to download the Activity Cards.

Component overview

For the Teacher

The Teacher's Book with Digital Pack includes

- Presentation Plus with the Pupil's Book, Activity Book, Teacher's Book, NEW! Grammar Workbook and Home Booklet eBooks with audio, video, interactive activities, flashcards and games.
- Practice Extra
- Class audio
- Class videos, including two new grammar videos per unit
- Test Generator
- Teacher's Resources with downloadable resources, flashcards and more.



For Pupils

The Pupil's Book with eBook includes

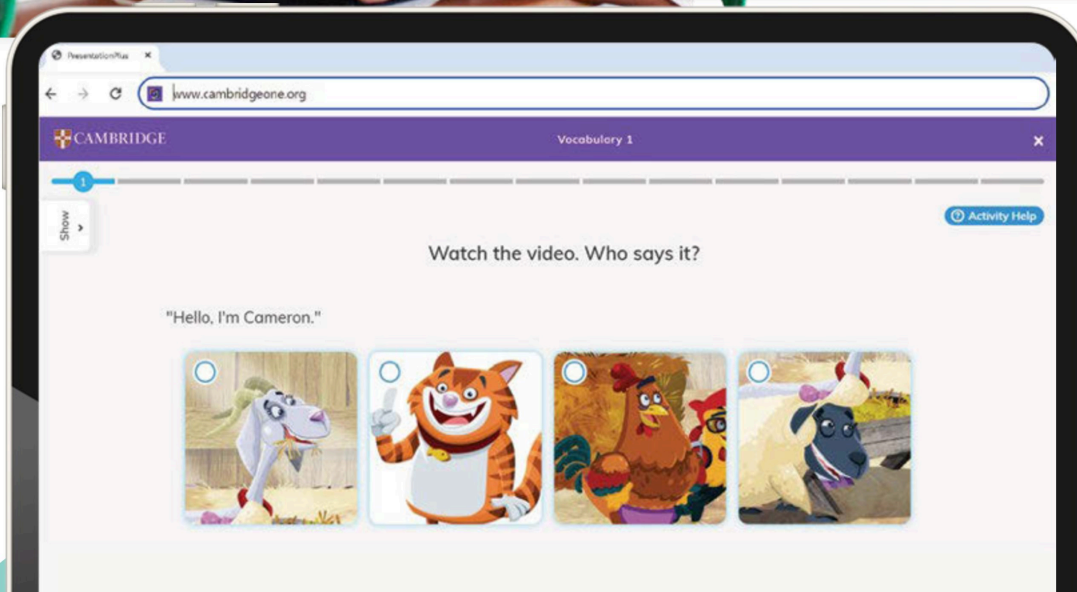
- Pupil's eBook
- All the class videos and class audio

The Activity Book with Digital Pack includes

- Practice Extra, our suite of online practice activities and games
- All the class videos and class audio
- Downloadable Learner Resource Bank

The digital components are delivered through our new-generation learning environment.

Cambridge One



Meet the team!



Jim

Jim and Jenny Friendly are twins who accompany the learners through the Vocabulary and Story lessons and provide an enjoyable, familiar context for practising the key language featured in each unit. They live on the Friendly Farm, the backdrop for the Story lessons and home to the animal characters.



Jenny



Shelly

Shelly is a sweet sheep who introduces Sounds and spelling in the Activity Book, activities that focus on particular sounds that learners often find challenging or spelling patterns that sometimes pose difficulties.



Cameron

Cameron is a cuddly cat who appears in the Vocabulary and Story lessons and each of the mission stages.



Gracie

Gracie is a groovy and relatable rapping goat who introduces the grammar in the Language Practice lessons.



Rocky

Rocky is a rockstar rooster who helps with Vocabulary output and personalisation.

Unit walkthrough

NEW! Videos with personalised questions to elicit recycled language and get the learners speaking and thinking about the unit topic.

NEW! Vocabulary stickers enhance memorisation.

Listening activities contextualise the language in real-world situations.



The mission statement



To build critical thinking skills, pupils find the hidden tractor in the Vocabulary 1 scene in each unit.

Vocabulary chants and animations give multi-sensory input for accurate language production.

SA

At multiple points throughout the unit, learners are asked to self-assess their progress. This is signposted in the Teacher's Notes with the SA icon.



New language is presented in context, practising new vocabulary and introducing the grammar featured in the Language practice 1 lessons. The Teacher's Book provides comprehension checks.

NEW! Dynamic grammar videos with catchy raps get learners singing, dancing and producing the grammar in context.

Learners listen, read and watch the animated story to improve comprehension.

Gracie's Grammar tables highlight the target language in the rap and the story.

The Friendly Farm

1 Watch the video. Whose birthday is it?

Mum! It's Jim and Jenny's birthday. Jim's got a new kite.

What colour's his kite?

It's blue. It's his favourite toy.

A red car! Cool! Whose car is that?

It's Jenny's new car. It's her birthday present.

Jenny's favourite toy is her car. Jim's favourite toy is his kite.

Can we make a birthday present for Jim and Jenny?

Jenny likes dolls. No, she doesn't! And Jim doesn't like dolls.

Look at our birthday present for Jenny and Jim.

What is it?

It's a plane. Their present's a plane.

Their present's a plane? Oh, no! Not a plane!

2 Why is giving important?

Emotional Development | Whose ..., possessive 's and possessive adjectives in context

Language practice 1

1 Watch the video. Then listen and rap.

Gracie's Grammar Rap

Whose ball is this? It's Shelly's ball. **Her** ball is blue.
 Whose doll is this? It's Harry's doll. **His** doll is new.
 Whose plane is this? It's Jim and Jenny's plane. **Their** plane is grey.

2 Listen and choose.

1 **2** **3**

3 Read and write the number from Activity 2.

a It's Jim and Jenny's house. Their house is yellow. ☐ **b** It's Jim's bike. His bike is orange. ☐ **c** It's Jenny's car. Her car is red. ☐

mission 1 Make a birthday present from recycled materials

Draw a toy. Ask and answer.

Whose is this? It's my house.
 It's Eva's house. Her house is blue.

My Mission Diary Activity Book page 56 | Whose ..., possessive 's and possessive adjectives in context

NEW! Post-reading tasks related to the Cambridge Life Competencies and Sustainability frameworks.

mission Learners complete mission stage 1. Each stage gives teachers the opportunity to monitor and assess learners' progress and understanding.

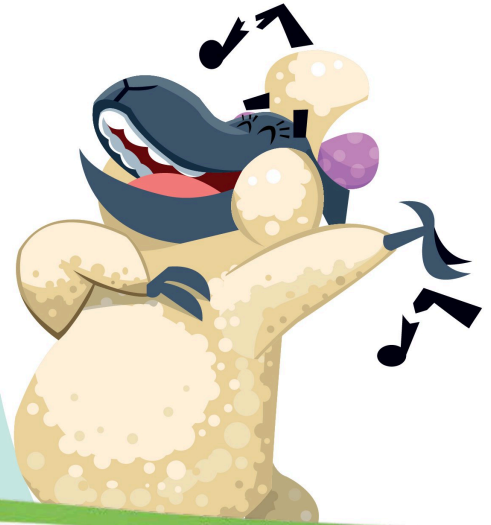
Learners are rewarded with a sticker after each mission stage to track their own progress.

My Mission Diary Activity Book page 56

After each mission stage, learners complete a reflection and self-assessment in the Activity Book.

Learners listen to the song and watch an animated vocabulary video. They then complete simple tasks and sing the song with actions to consolidate learning.

NEW! A grammar video, dialogue and role play allows learners to hear and say the new language in a natural context.



Vocabulary 2 and song

1 Listen and circle. Then sing the song.

The mouse is blue / orange.
Her drum is old / new.
His teddy's blue / green.
Our board game's big / new.

I love their board game! Which is your favourite toy from the song?

2 Listen again. Write the toys.

computer

60 Extension of toys

Language practice 2

1 Watch the video. Which toy does she want? Listen and tick ✓.

Gracie's Grammar

Does she **want** a drum? No, she **doesn't**. She **doesn't** want a drum.
Does she **want** a game? Yes, she **does**.
What does she **want**? She **wants** a game.

a b c

2 Which toy do they buy? Listen and tick ✓.

1 2 3

mission 2 Make a birthday present from recycled materials

What present does your partner want? Play a guessing game.

Does he want a ...? No, he doesn't.
Does he want a ...? Yes, he does. He wants a ...

My Mission Diary Activity Book page 55 want/wants 61

Vocabulary games provide further practice and help develop listening, reading, writing and speaking skills.

A personalisation question prompts learners to use the vocabulary in a meaningful context.

mission Learners use the new language to complete mission stage 2, which builds on mission stage 1 and includes listening and speaking collaboratively to complete a topic-focused task.

A video linked to cross-curricular topics encourages broader knowledge of the world around them.

A listening activity supports linguistic diversity.

Practice activities give learners the chance to use language in a new context.

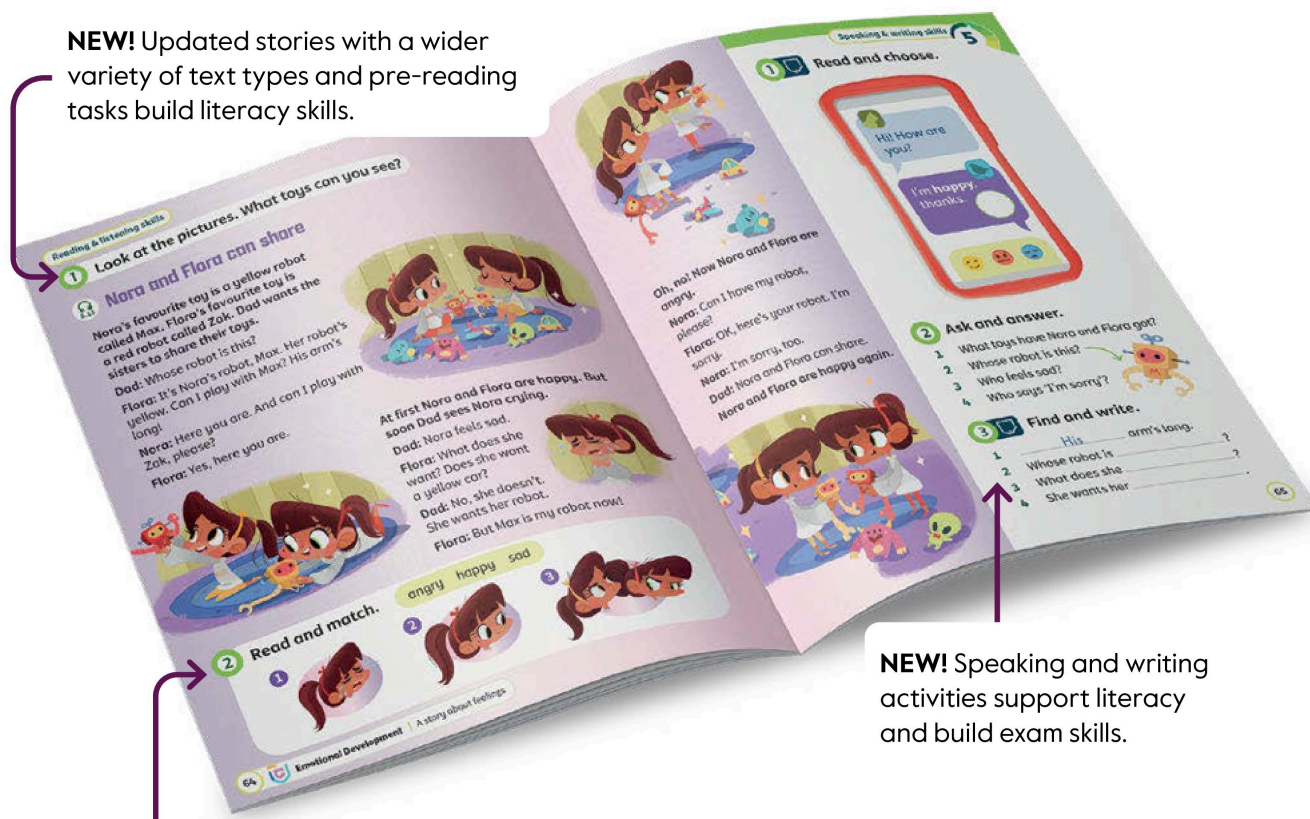
mission

Learners use the new language to complete mission stage 3, which builds on mission stages 1 and 2 and consolidates learning in preparation for the *mission in action* task.

NEW! Updated stories with a wider variety of text types and pre-reading tasks build literacy skills.

NEW! Speaking and writing activities support literacy and build exam skills.

NEW! Post-reading activities related to the CLC and Sustainability frameworks help learners contextualize the themes of the readings while building life skills and social responsibilities.



Familiarisation with Cambridge Young Learners exams, including task types, rubrics and test strategies.

NEW! A creative task recycles the language and skills developed in the unit. This directly supports language production by helping learners organise their work from the previous mission stages and create a visual aid for their presentation or role play in the following activity.

mission

The *mission in action!* reviews the language covered in the unit and brings together all the previous mission stages in a collaborative and practical task.

Pre A1 exam preparation

1 Practise with a friend. Say and spell.

Kite. That's K-I-T-E.

Alex	9	apple	15
18 balloon		20 wall	
kite	11	Sam	

2 Circle the words in Activity 1 in blue, purple or red.

names numbers things

3 Listen and write a name or a number. There is one example.

1 Name: Dev

2 Surname:

3 Age:

4 Lives in: Street

5 House number:

Tip! Go to page 120. Practise the alphabet and numbers 1-20.

66 Preparation for Listening

Preparation for listening, reading and writing alternates in each unit, covering all the sections of the Cambridge Young Learners exams.

Tip!

Exam tips give advice and build confidence. Additional notes on test building strategies are provided in the Teacher's Book.

Review 5

mission in action

1 Make a birthday present from recycled materials.

1 Think. 2 Find materials. 3 Make the present. 4 Wrap it.

2 Listen. Then have a present-giving party.

1 Give the present and the card to your partner.

Here you are, Carla. Thank you, Hugo. I can see two squares and seven circles on the card.

2 Play a guessing game.

Is it a ship? No, it isn't.

3 Open the present.

It's a kite. Thank you!

Mission complete!

My Mission Diary Activity Book page 56 Unit consolidation 67

Learners act out a scenario and present their work, giving teachers the opportunity to monitor and assess their progress and understanding.



Learners are rewarded with a final *Mission complete!* sticker.

After every three units, there's a Review lesson which recycles and consolidates the language from the preceding units. Topics and tasks are similar to those in the core units, but encourage the learners to use language and knowledge in new contexts.


The interactive quiz video can be used to measure progress.

Additional opportunities to build exam skills and recycle language.

Review
Units 4-6

1 Watch the video. Then do the quiz.


2 Listen and choose.

1   

3 Talk to a partner. Find eight differences.

In picture 1, there is an orange kite in the cupboard.

In picture 2, the kite is green.

1  2 

80

1 What do the children like? Listen and circle.

Hana Omar Nora Leo

2 Write about you. Ask and answer.

What's your name?
How old are you?
What's your teacher's name?
Have you got a bike?
Have you got a board game?
Do you like orange juice?
What's your favourite food?
What's your favourite toy?

Consolidation of units 4-6 81





Hello

1



Listen. How old are the children?



2



Watch the video and say the chant. Then stick.



3



Listen and say the colour.

4

Numbers and colours



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 of a tractor, audio, video

Digital Classroom Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

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?* 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*. Give learners a sticky dot or label. Ask them to write their name on it. They stick their name into one of the columns. 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. Learners repeat. Throw the balloon to different learners. If they catch it, they say 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)*. *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?

- 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.

Track 0.02

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 and point to it (on the roof of the barn).

Key: six

2 Watch the video and say the chant. Then stick.

- Play the audio. Learners chant.
- Repeat, holding up your fingers to show the numbers. Learners chant and show numbers using their fingers.
- Repeat and 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.

Track 0.03

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

- Say *Listen again and stick*. Play the audio again and pause after 1, 2. Learners point to the first two balloons. They find the correct sticker and stick it in place. Repeat for 5, 6.

3 Listen and say the colour.

- Show the balloons again. 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 balloons. Ask questions, e.g. *What colour is balloon 2? (Blue)* Repeat with two more balloons.
- Play the audio. Learners listen and say the colour.

Track 0.04

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

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

Ending the lesson

- Throw all the balloons to the learners. A learner throws one back and says the number and colour. Continue.
- 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

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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 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 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.

Track 0.05

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.



Watch the video. How old is Cameron?

- 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.

Track 0.05

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.

Key: three



Listen and correct.

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

Track 0.06

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

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

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. Learners guess who it is. Repeat.

The Friendly Farm

Story



1

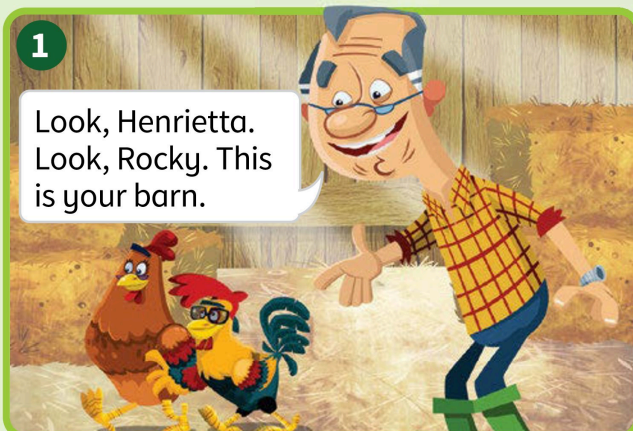


0.05

Watch the video. How old is Cameron?

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.



2



0.06

Listen and correct.

1

Our new school



Watch the video. Answer the questions.



mission

Make a classroom poster



2 What can you see in your classroom? Look and say.



bag



pencil case



chair

Unit 1 learning outcomes

In Unit 1, learners learn to:

- talk about school
- describe where objects are using prepositions
- ask questions using *Where's / Where are ... ?*
- ask and answer using *What's this? / What are these?* and *It's / They're ...*
- read for correct information
- be kind

Materials coloured pens or pencils, recycled drawing paper, audio, video

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Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Look at the photo. Ask Where are the children? (In a school) Where are we? (We're in school.)* Encourage learners to repeat. Point to different red, blue, yellow and green objects in the photo, e.g. circles on the floor, a shirt, the drawing of the sun and the chair. Ask *What colour is this?* Learners say the colour. Have learners self-assess by drawing a face on paper to reflect how they felt about their work. Say *OK. Let's learn.*

Warm-up

- Say *Close your books. Ask Can you remember? Say Hmm ... green.*
- Learners call out what they can remember from the photo.

Pupil's Book, page 6



Watch the video. Answer the questions.

- Say *In this unit, we're talking about school. Let's watch the video.* To introduce the topic, play the video.
- Pause the video after the first question. Ask learners what they can see in the classroom. Elicit answers.

Key: Suggested answers: art supplies, tables, chairs

- Play the rest of the video. Divide learners into groups. Have them tell their groups what their favourite thing at school is.

Key: Learners' own answers

- Say *Look at page 6. It's a school!* Learners repeat.
- Mime looking around the classroom, seeing something and deciding to draw it. Start to draw. Say *Find something in our 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.

Track 1.01

Our new school.

It's time to go to school.

What's in the classroom?

What's **your** favourite thing at school?



mission

Make a classroom poster



- Explain that, in this unit, the mission is to make a classroom poster. Say *We speak English in our classroom. Hello! We speak English!* Wave and encourage the learners to call out *Hello!* and wave back.
- Say *We use English to make our classroom poster.*
- Ask *What are some class rules we have?* Elicit ideas in the learners' own language. (e.g. *Raise your hand.*) Explain that learners will think of a new class rule. Say *This is our mission.*

2

What can you see in your classroom? Look and say.

- Focus on the objects on the page. Explain that these are things in a school. Learners repeat the words.
- Tell learners the three photos are suggested answers for the question. Learners can also use their own ideas.
- Ask *What classroom objects do you know in English?* Learners name as many classroom objects in English as they can. If they name an object in their own language, tell them the English names.
- Invite learners to the front of the class. Say *Run and touch a bag/pencil case/chair.* Learners run to touch the item and say the word as they do so. Repeat with other classroom items.

Key: Suggested answers: bag, pencil case, chair, desk, pencils, crayons

Activity Book, page 6

My unit goals

- Go through the unit goals with the learners. You can read these aloud or display them using Presentation Plus.
- 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

- Review the classroom objects from the lesson.
- Divide the class into two groups.
- Have a learner from each group come to the board and draw a classroom object.
- Learners guess the object. Give a point for each correct guess.
- The group with the most points wins.