



CAMBRIDGE

Official  
Cambridge  
Exam  
Preparation

**Start  
Smart**

**Second Edition**

# POWER UP

**Teacher's Book  
with Digital Pack**

**Stephanie Dimond-Bayir**  
with Caroline Nixon & Michael Tomlinson



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## Teaching Notes





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# Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>Hello</b>	<b>Main scene vocabulary</b> <i>bird, boat, book, bus, cat</i>  <b>Numbers</b> 1–6  <b>Colours</b> <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim).            What number's this?            What colour's this?</i>			
<b>1 Friends and family</b>	<b>Friends and family</b> <i>man, woman, boy, girl, family</i>  <b>More family</b> <i>dad, mum, brother, sister, pet</i>	<i>What's your name?            My name's ... / I'm ...            How old are you? I'm ...            He's/She's ...</i>	<b>Home time</b> A real-life story   <b>Creative Thinking</b>	Initial sounds: Introduction	Family trees
<b>2 At school</b>	<b>School</b> <i>bag, classroom, pencil, playground, teacher</i>  <b>More school</b> <i>board, bookcase, chair, cupboard, table</i>	<i>What are they? They're ...            Are they ...? Yes. / No.            Where's my ...? Where is it?            It's in/on/under ...</i>	<b>The bird and the cat</b> A cartoon story   <b>Critical Thinking</b>	Initial letter sound: b	Primary and secondary colours
<b>3 Food shopping</b>	<b>Food</b> <i>apple, banana, grapes, orange, watermelon</i>  <b>More food</b> <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ...            How many ... are there?            A lot.</i>	<b>In Mr Brown's garden</b> An animal story   <b>Emotional Development</b>	Initial letter sounds: b, c	Where food comes from
<b>Review Units 1–3</b>					
<b>4 At home</b>	<b>Home</b> <i>bed, clock, computer, lamp, mirror</i>  <b>Rooms</b> <i>bathroom, bedroom, garden, kitchen, living room</i>	<i>I've/You've got ...            Have you got ...?            Yes, I have.            No, I haven't.            I/We/They haven't got ...</i>	<b>The three wishes</b> A traditional story   <b>Communication</b>	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>5 My body</b>	<b>Body</b> <i>ears, eyes, hair, mouth, legs</i> <b>Describing appearance</b> <i>big, small, long, short, beautiful</i>	<i>He's/She's got ...  Has he/she got ...?  Yes, he's/she's got ...  He/She hasn't got ...</i>	<b>My best friend</b> A real-life story  <b>Emotional Development</b>	Initial letter sounds: b, c, l	Keeping clean
<b>6 My toys</b>	<b>Toys</b> <i>board game, camera, doll, teddy, train</i> <b>More toys</b> <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...?  I like/love ...  What's your favourite ...?  I like/don't like ...</i>	<b>My favourite toy</b> A real-life story  <b>Collaboration</b>	Initial letter sound: t	Materials
<b>Review Units 4–6</b>					
<b>7 Free time</b>	<b>Action verbs</b> <i>climb, jump, run, swim, walk</i> <b>Free time activities</b> <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ...?  Yes, I can.  No, I can't.  I can ...  What are you doing?  I'm ...ing.</i>	<b>The queen of the river</b> A traditional story  <b>Social Responsibilities</b>	Initial letter sounds: f, p	Emotions
<b>8 We're having fun!</b>	<b>More action verbs</b> <i>clean, drink, eat, sleep, take a photo</i> <b>Nature</b> <i>beach, flower, sea, sun, tree</i>	<i>He's/She's ...ing. He/She isn't ...ing. We're/They're ...ing. We/They aren't ...ing.  What's he/she doing? What are they doing?  Is he/she ...ing? Yes, he/she is. No, he/she isn't. Are they ...ing? Yes, they are. No, they aren't..</i>	<b>Clean the beach day</b> A fantasy story  <b>Sustainability</b>	Initial letter sounds: b, t, s	Weather
<b>9 Moving to the farm</b>	<b>Clothes</b> <i>jacket, jeans, shoes, socks, T-shirt</i> <b>Farm animals</b> <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ...  Do you want (your) ...?  Yes, I do.  No, I don't.  Let's ...  Yes, OK/great/please.  No, thank you</i>	<b>Five good friends</b> An animal story  <b>Creative Thinking</b>	Initial letter sounds: Review	Caring for animals
<b>Review Units 7–9</b>					

# 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 Jenny and Jim 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

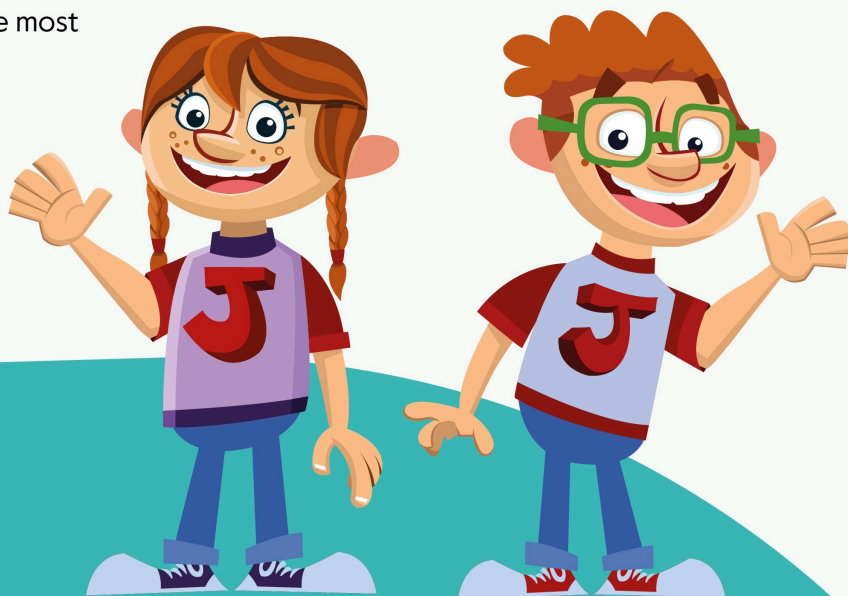
Class activities are designed to enable the teacher to monitor for evidence of learning and measure progress.

### 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!

Learners are given 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 activities which 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.
- ✓ More opportunities to use key language in collaborative, contextual and creative ways.
- ✓ Grammar activities with videos, songs and dialogues to help 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

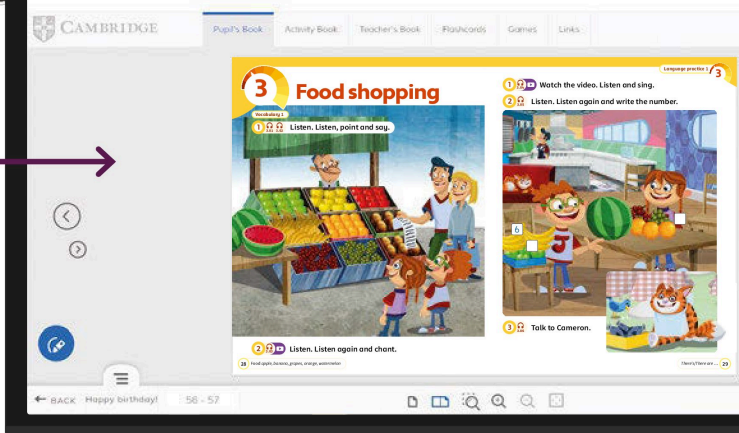
A range of activities covering two integrated frameworks are now embedded into the course and clearly signposted with the icons below.



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. The course provides a multi-sensory approach and opportunities for social interaction to make learning the language more memorable.

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.

In the Start Smart level, reading and writing are very gently introduced, step by step, through communicative activities which have a clear purpose and encourage learners to use language naturally. All new language is consolidated throughout, building as the units progress.

New grammar and lexis are presented and practised in context in the Vocabulary, Language practice and Story 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.

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*.



# 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, from Level 1 onwards, 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, 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.

In Start Smart, Mini-missions introduce the idea of working towards a real-life goal collaboratively. The Mini-missions work as standalone activities to round up each unit of Start Smart but also gradually familiarise learners with the concepts that are developed in the Missions in the main levels: identifying a simple outcome, working together to achieve it, and thinking about progress.

The Mini-missions build on the language and skills developed during the unit in a creative and playful way, allowing learners to practise their social skills alongside their language. They encourage learners to review their work together and introduce the idea of reflecting on it once they have finished.

At the end of each unit in the Activity Book there is a self-evaluation task. This links to the self-evaluation techniques used with the Pupil's Book. Learners circle a picture of Cameron to indicate how they feel about their achievement.

2 Self-evaluation. How do you feel? Circle Cameron.



Unit consolidation and self-evaluation 27



Visit for information on Cambridge English Qualifications, including handbooks, specifications and teacher 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. In *Start Smart*, these are featured in the Literature and Cross-curricular lessons.



- **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-assessment and self-evaluation activities 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.

**Where food comes from** Cross-curricular 3

1 Watch the video.

2 Listen and point. Listen again and say.

3 Look and colour. Say.

**Sustainability** | Learning about where food comes from **35**

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

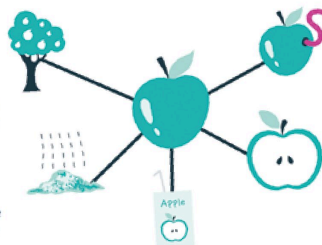
### Knowledge

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 things and processes are connected to each



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

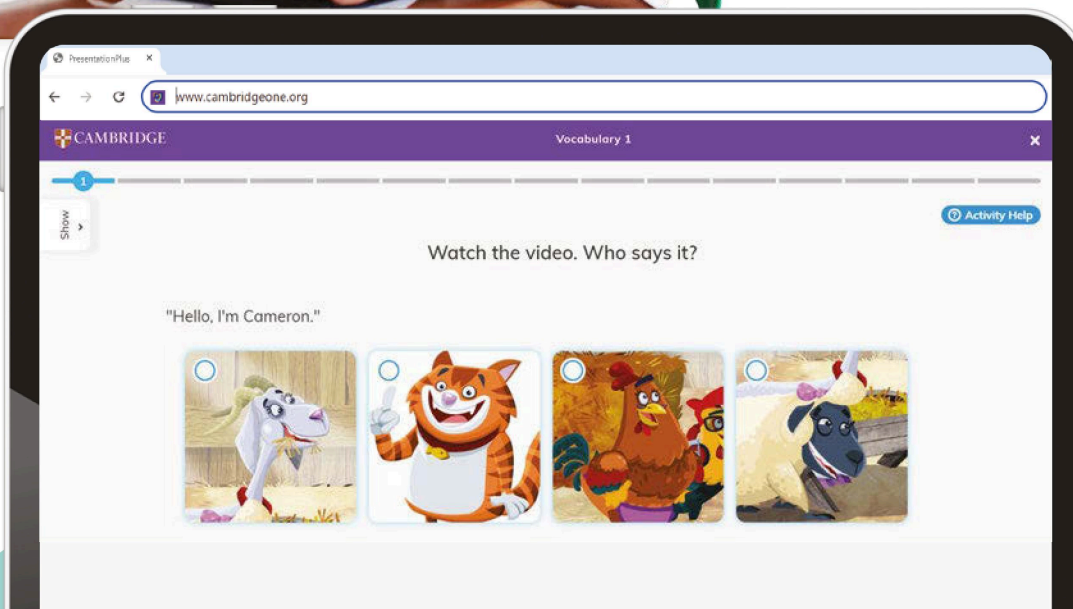
- Pupil's eBook
- All the class videos and class audio

### 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!



**Mrs Friendly**



**Mr Friendly**

*Power Up* is based around the Friendly family: Mrs and Mr Friendly, their children Jim and Jenny, and their cat, Cameron. In the *Start Smart* level, the Friendly family are living on a houseboat with its own café.



**Jim**



**Jenny**

Jim and Jenny Friendly are twins who accompany the learners through the Vocabulary, Language practice and Story lessons and provide an enjoyable, familiar context for practising the key language featured in each unit.



**Cameron**

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



**Frida**

Frida is a friendly bird and friend of Cameron's who appears in the Story lessons.



**Matt**



**Anna**

Jenny and Jim make friends with two other children, brother and sister Matt and Anna, who visit the café.

# Unit walkthrough

A colourful cartoon illustration shows the Friendly family, their friends and their pet in typical situations and contextualises the vocabulary to present meaning.

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

Learners hear the language and complete simple activities to demonstrate understanding.

**8 We're having fun!**

Vocabulary 1

1 Listen. Listen, point and say.

eat

clean

take a photo

sleep

drink

2 Listen. Listen again and chant. Do the actions.

82 More action verbs

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



In each opening visual, there is a bird hidden somewhere in the picture which learners have to locate and point to.

**SE** Learners are introduced to their first self-evaluation, provided in the Teacher's Notes. They think about how much they can do at this stage of learning. This will allow them to see how much progress they have made when they self-evaluate again at the end of the lesson and the unit.

Language practice 1

1 Watch the video. Listen and sing.

2 Listen. Listen again and colour.

3 Talk to Cameron.

He's/She's/We're/They're ...ing; ... isn't/aren't ...ing.

83

They then complete a 'Talk to Cameron' activity in which they answer questions using the new language.



More vocabulary related to the unit topic is introduced through another colourful illustration and a song with an animated video. Learners hear the new language, sing and point to help them understand.

**NEW!** A second grammar rhyme and video helps learners practise the language in a fun and engaging context.

Learners practise the language by understanding and responding.

**Vocabulary 2 and song**

1 Listen and point. Say the number. Sing.

2 What do you like? Draw a happy or sad face.

84 Nature

**Language practice 2**

1 Watch the video. Listen and sing.

2 Listen, point and write the number.

3 Listen and point. Listen again and match.

4 Look. Listen and answer the questions.

Is he/she ...ing? Yes, he/she is. No, he/she isn't. Are they ...ing? Yes, they are. No, they aren't.

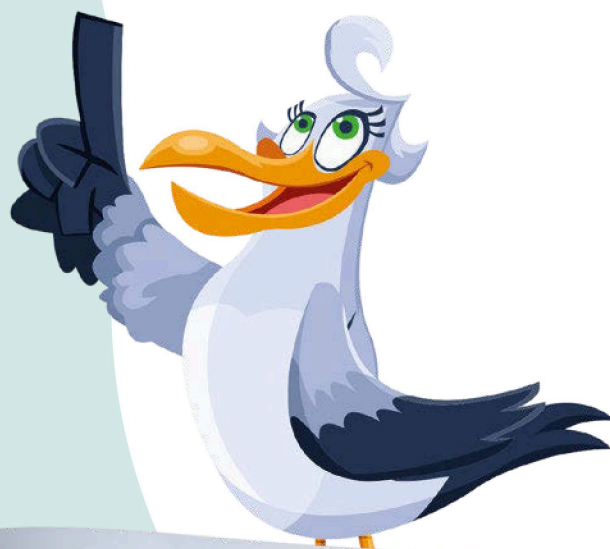
85

Tasks require the learners to listen and point or say numbers, colour parts of an illustration, or answer simple questions using the target language.





The **Literature** lessons develop the unit topic through a story using the key vocabulary and grammar from the unit in a new context.



**Literature**

1 Find these people in the story.

**Clean the beach day**

86 Text type: A fantasy story

**8**

CLEAN THE BEACH DAY! TODAY AT 3:00

1 Are they happy, sad or excited? Why? Look and match.

**Sustainability** | Understanding environmental responsibilities 87

Learners look at the pictures, listen to the story and complete simple tasks such as pointing, numbering or naming things. The tasks give learners the chance to practise language, develop their literacy and listening skills and improve their critical thinking. In later units they also read words and short phrases linked to the pictures as they listen.

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

**SE** Once the literature focus is complete, learners revisit the self-evaluation from the unit opener to help them see what they have learnt so far. At this stage they hear the language again, but this time respond or repeat.

In the **Phonics and Literacy** lessons, learners focus on phonics and early reading and writing skills. In the first three units learners recognise initial sounds as they listen. From Unit 4, learners begin to identify the letters that go with the sounds.

Learners listen to language from the unit and from earlier units to identify sounds and letter sounds. They complete simple tasks such as adding ticks or crosses, circling the correct letter sound, tracing or copying letters, and saying words.



The **Cross-curricular** lesson introduces a topic which relates to the main focus of the unit, but which is linked to other areas of the school curriculum. This encourages learners to think about other learning areas using English, develops critical thinking skills and encourages broader knowledge of the world around them.

Learners watch a video which introduces the topic and provides a context for the activities.



A task is provided to help learners focus on the video and understand the topic.

A variety of practice activities give learners the chance to practise language, develop their skills and improve their critical thinking.



The Story lesson begins with the Friendly family song which is repeated in each unit so that learners can join in. The song is followed by a cartoon story which practises the new language and vocabulary from the unit in context.

Learners listen and look at the pictures to help them understand. The Teacher's Book provides comprehension checks for the teacher to use to support and check understanding. From Unit 4, speech bubbles are introduced.

The **Review** lesson reviews the language covered in the unit through a sticker activity and the final **Mini-mission**.

Learners listen and respond by choosing the correct stickers to add to the picture. This is followed by a second activity such as circling pictures, writing numbers or ticking options.



Learners are encouraged to complete a **Mini-mission** in which the class collaboratively produce a poster of language for each unit. Detailed instructions for the Mini-missions are included in the notes of each Review lesson.

**SE** Once the Mini-mission poster is completed, learners are directed to review the language they have learnt using the poster as a prompt.

A Review unit is included after Units 3, 6 and 9. Each review is two pages and recycles and consolidates vocabulary and language from the preceding units.

Each Review unit begins with an interactive listening activity which enables learners to see how much of the vocabulary they can remember.

A picture-based activity encourages speaking practice.

The Review lesson ends with a personalised drawing and writing activity to consolidate language.

**Review Units 4-6**

**1** Listen and follow. Draw lines.

**2** Listen and tick ✓.

**1** **2** **3** **4**

70 Consolidation of Units 4-6

**Review 6**

**1** What do you like? Look and tick ✓ or cross X. Ask and answer.

Me						
My friend						

**2** Listen. Write, draw and colour.

1 \_\_\_\_\_  
2 \_\_\_\_\_

Consolidation of Units 4-6 71







# Hello

1



Listen. Listen again and point.



4

Hello. I'm (Jenny/Jim).



## Hello Unit learning outcomes

### In the Hello Unit, learners learn to:

- say *hello* and *goodbye* and introduce themselves
- talk about colours and everyday objects
- say numbers 1–6

**Lesson 1 learning outcomes** By the end of the lesson, learners will be able to say *hello* and *goodbye* and introduce themselves.

**New language** Friendly family character names; *dad*, *mum*; *Hello. I'm (Jenny/Jim). Goodbye.*

**Materials** Friendly family flashcards, Colours flashcards or crayons, Hello flashcards, audio, a soft ball

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher Resources

## Self-evaluation

- Smile and wave at the learners.
- Wave again, encouraging the learners to wave back. Say *Hello. I'm (name).* Repeat this several times.
- Say *Hello.* Point to the title on page 4 of the Pupil's Book. Show the flashcards of the Friendly family characters (Jenny, Jim, Mrs Friendly, Mr Friendly). Spread them out so learners can see them all and say *Hello, Friendly family!*
- Hold up six Colours flashcards or crayons (blue, red, green, yellow, orange, purple). Show them one by one, saying *One ... It's blue!* Learners clap. *Two ... It's red!* Learners clap. *Three ... It's green!* and so on.
- Show pages 4 and 5 of the Pupil's Book. Point and say *bus, boat, cat, bird, book.* Repeat using the flashcards.
- Draw smiley and sad faces on the board and ask learners to stand near the one that reflects their feelings about the activity.
- **Note:** This phase is a gentle introduction to the unit topic and language. The language is not formally presented and practised at this point, but will be throughout the unit.

## Warm-up

- Say *Hello! Hello!* and wave. Encourage learners to wave at you.

## Presentation

- Model *Hello. I'm (name).* As you do this, wave hello and point to yourself. Repeat several times.
- Repeat *Hello.* Encourage all the learners to wave back. Repeat several times.

- Say *Hello. I'm (name).* Gesture to yourself. Repeat and point to a confident learner. Encourage them to say *Hello. I'm (name).* If necessary, say *Listen and repeat, please,* and model the greeting with the learner's own name.
- Repeat with a second learner. Then encourage all the learners to repeat, using their own name.

## Pupil's Book, page 4



### Listen. Listen again and point.

- Learners open their books to pages 4 and 5. Point to the characters and say their names: *Jenny, Jim, Mrs Friendly, Mr Friendly.*
- Show the characters again, this time using the flashcards. Hold up each one and say the name. Point to Mrs Friendly and say *mum.* Point to Mr Friendly and say *dad.* Repeat.
- Explain in L1 that the Friendly family live on a boat. The boat is also a café and Mr Friendly is the chef.
- Say *Listen*, gesturing to your ear. Encourage learners to copy your mime. Play the audio.

#### Track 0.02

Bus driver:	Hello.
Mr and Mrs Friendly:	Hello.
Jim:	Hello, Mum.
Mrs Friendly:	Hello, Jim.
Jenny:	Hello, Dad.
Mr Friendly:	Hello, Jenny.
Cameron:	Miaow! Hello. I'm Cameron.

- Show Cameron's flashcard. Say *It's ...* Learners say *Cameron.*
- Say *Listen* (gesture listening) and *point* (demonstrate pointing). Play the audio again. Help learners to point to the characters as they hear the names.

## Activity Book, page 4

Refer to the Answer Key in the Teacher's Resources.

## Ending the lesson

- Learners stand in a circle. Throw a soft ball to a learner and gesture for them to throw it back to you. As you catch it, say *Hello. I'm (name).* Throw the ball to a confident learner and encourage them to say *Hello. I'm (name)* as they catch the ball. Repeat with another learner.
- Once learners understand, encourage them to throw the ball to each other, saying *Hello. I'm (name).*
- Wave and say *Goodbye!* Learners wave back and repeat.  
**Alternative** Stand in a circle. Offer your hand to the learner next to you. Shake it and say *Hello. I'm (name).* They reply *Hello. I'm (name).* Then they turn to the next learner, shake hands and repeat *Hello. I'm (name).*





**Learning outcomes** By the end of the lesson, learners will be able to understand and say words for everyday objects and animals and will be able to answer the question *What's this?*

**New language** *bird, boat, book, bus, cat; yes, no; What's this? It's a ... This is (a) ...*

**Recycled language** Friendly family character names; *Hello. I'm (Jenny/Jim). Goodbye.*

**Materials** Friendly family flashcards, Hello flashcards, audio, coloured pens or pencils

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher Resources

## Warm-up

- Wave at the learners. Encourage them to say *Hello!*
- Show the flashcard of Jenny. Learners wave and say *Hello, Jenny!*
- Repeat with Jim, Mrs Friendly, Mr Friendly and Cameron.

## Presentation

- Show the flashcard of a bird and say *bird*. Learners repeat. Make the noise of a bird. Learners copy.
- Point to individual learners and encourage them to repeat.
- Show learners the flashcard of a bus. Repeat the sequence, saying *bus* and making the noise of a bus.
- Show the flashcard of a bird again and encourage learners to say *bird*. Show the bus flashcard again and repeat.
- Continue with the flashcards and sounds for cat (miaowing), boat (water swishing) and book (the sound of pages turning). Each time you finish introducing a new flashcard, go back to the earlier ones quickly so the learners start to remember each one.

**Extra support** Show each flashcard again and do a mini-chant. For example, say *cat, cat, cat* and end with a 'miaow' cat noise. Learners chant and clap.

## Pupil's Book, page 5

### 1 Listen and point.

- Learners open their books to pages 4 and 5. Point to the characters and say their names: *Jenny, Jim, Mrs Friendly, Mr Friendly, Cameron*. Repeat, encouraging learners to say the names.
- Show the pictures at the top of page 5. Say *boat*. Encourage learners to point to the boat.
- Say *Listen* (gesture listening) and *point* (demonstrate pointing). Put learners into pairs. Play the first sound and pause the audio to check learners are pointing to the bus.

- Play the rest of the audio, pausing if necessary to check that learners are pointing.

Track 0.03

[sound of a bus]

[sound of a bird]

[sound of a cat]

[sound of a book]

[sound of a boat]

### 2 Listen. Listen again and chant.

- Show the flashcard of a cat. Say *This is a cat*. Nod your head and say *Yes*. Encourage learners to repeat *Yes*. Show the flashcard of a bird. Say *This is a cat*. Shake your head and say *No*. Encourage learners to repeat.
- Hold up a real book. Say *This is a boat*. When learners say *No*, look confused. Say *This is a bird*, then *This is a cat*. Finally, acting as though you are going to give up, ask *What's this?* Learners say *(A) book*.
- Say *Yes, it's a book*. As you say *It's a book*, count out the words using your thumb, index and middle finger.
- Show the flashcard of a cat and show your three fingers so learners say *It's a cat*. You can use your fingers to indicate a wrong word if you hear one.
- Do this with flashcards, using your fingers to prompt.
- Say *a cat, a cat, a cat*. Learners chant.
- Say *Listen*. Play the audio. Learners listen and point.
- Say *Listen again and chant*. Play the audio again. Learners chant.

Track 0.04

A bus, a bird, a boat, a book

A cat, a cat, a cat (x2)

## Activity Book, page 5

Refer to the Answer Key in the Teacher's Resources.

## Ending the lesson

- Put flashcards from the lesson on the board. As you put them up, learners say the word or name.
- Get learners to stand in front of the flashcards in two lines. Show that the two learners at the front of the lines will play. Call out a word. Encourage them to touch the correct flashcard. Say *Good!* when they choose the correct one.
- Continue with a different pair of learners each time. If you have a big class, learners can stay in their seats until it is their turn.
- When you finish the activity, wave at the learners and say *Goodbye!* Learners repeat.