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3

# POWER UP

Teacher's Book

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# Checklist for A1 Movers Preparation

Paper	Part	Task	Practice
<b>Listening</b> 20 minutes	1	Draw lines to match names to people in a picture.	See level 2
	2	Write words or numbers in gaps.	See level 2
	3	Match pictures with illustrated words or names by writing letters in boxes.	See level 2
	4	Tick boxes under correct pictures.	See level 2
	5	Carry out instructions, locate objects, colour correctly and write.	<i>Preparation:</i> Pupil's Book Unit 2 Page 28 <i>Practice:</i> Activity Book Unit 2 Page 28, Test Generator Unit 2 Movers Progress Test
<b>Reading and Writing</b> 30 minutes	1	Match words to definitions.	See level 2
	2	Read a short dialogue and choose the correct responses from three options.	See level 2
	3	Read a gapped text, complete it with the correct words and choose the best title.	See level 2
	4	Read a gapped factual text and complete it with the correct words.	<i>Preparation:</i> Pupil's Book Unit 3 Page 40 <i>Practice:</i> Activity Book Unit 3 Page 40, Test Generator Unit 3 Movers Progress Test
	5	Read a story and complete sentences with one, two or three words.	<i>Preparation:</i> Pupil's Book Unit 4 Page 54 <i>Practice:</i> Activity Book Unit 4 Page 54, Test Generator Unit 4 Movers Progress Test
	6	Complete sentences, answer questions and write sentences about 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 Movers Progress Test
<b>Speaking</b> 5–7 minutes	1	Identify four differences between two pictures.	See level 2
	2	Describe a picture sequence.	See level 2
	3	Identify the odd one out in picture sets and give reasons.	See level 2
	4	Answer personal questions.	Embedded throughout the course and seen in full on the level 3 Test Generator

# Checklist for A2 Flyers Preparation

Paper	Part	Task	Practice
<b>Listening</b> 25 minutes	1	Draw lines to match names to people in a picture.	<i>Preparation:</i> Pupil's Book Unit 6 Page 78 <i>Practice:</i> Activity Book Unit 6 Page 78, Test Generator Unit 6 Flyers Progress Test
	2	Write words or numbers in gaps.	See level 4
	3	Match pictures with illustrated words or names by writing letters in boxes.	See level 4
	4	Tick boxes under correct pictures.	See level 4
	5	Carry out instructions, locate objects, colour correctly and write.	See level 4
<b>Reading and Writing</b> 40 minutes	1	Match words to definitions.	<i>Preparation:</i> Pupil's Book Unit 7 Page 92 <i>Practice:</i> Activity Book Unit 7 Page 92, Test Generator Unit 7 Flyers Progress Test
	2	Read a continuous dialogue and choose the correct responses.	See level 4
	3	Read a gapped text, complete it with the correct words and choose the best title.	See level 4
	4	Read a gapped factual text and complete it with the correct words.	See level 4
	5	Read a story and complete sentences with one, two, three or four words.	See level 4
	6	Read a short text and complete gaps with own words.	See level 4
	7	Write a short story based on three pictures.	<i>Preparation:</i> Pupil's Book Unit 9 Page 116 <i>Practice:</i> Activity Book Unit 9 Page 116, Test Generator Unit 9 Flyers Progress Test
<b>Speaking</b> 7–9 minutes	1	Identify six differences in a picture from statements about another picture.	<i>Preparation:</i> Pupil's Book Unit 8 Page 104 <i>Practice:</i> Activity Book Unit 8 Page 104, Test Generator Unit 8 Flyers Progress Test
	2	Ask and answer questions about two people, objects or situations.	See level 4
	3	Describe a picture sequence.	<i>Preparation:</i> Pupil's Book Unit 5 Page 66 <i>Practice:</i> Activity Book Unit 5 Page 66, Test Generator Unit 5 Flyers Progress Test
	4	Answer personal questions.	Embedded throughout the course and seen in full on the level 4 Test Generator



# About Power Up

## Power Up



## 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.

## 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 competencies and test skills
- Scaffolded tasks which support learners of all abilities
- A unifying learner-centred methodology which supports life-long learning.

*Power Up* provides both general English and comprehensive preparation for Cambridge English Qualifications, jointly published with Cambridge Assessment English. Student-centred learning is a core part of the course, with ongoing unit tasks giving ample opportunity for collaborative learning.

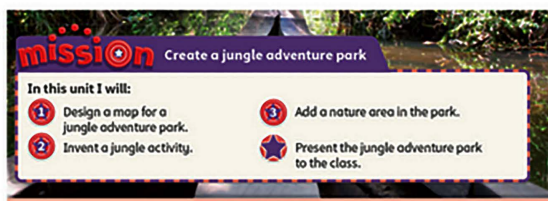


## Power Up and the Cambridge Framework for Life Competencies

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



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

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 competencies 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 and social sciences, arts and history 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**

### From the roots to the flower

1 Watch the video.

2 Listen and read. Then answer the questions.

Plants are living things and grow almost everywhere – from the bottom of the sea to the highest mountain. What plants grow near you?

Most plants make food using sunlight. They also need water to survive, just like us!

Plants usually have three parts to them: roots, a stem and leaves. The roots take up water from the ground and the leaves take in sunlight and air around them for food. Some plants also have flowers or fruit.

1 Where do plants grow? \_\_\_\_\_

2 What do plants need to survive? \_\_\_\_\_

3 What three parts do plants usually have? \_\_\_\_\_

4 What other parts do plants sometimes have? \_\_\_\_\_

5 What's your favourite plant? \_\_\_\_\_

3 Look at the diagram of the plant. Find each part in the photo.

4 Draw a plant and label it. Tell your partner about your plant.

My favourite plant is a sunflower. This is its flower ...

50 Learn about plants and how they grow

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.

In Primary 3 and 4, learners have developed a linguistic base that allows them to receive input more easily and quickly. At the same time, they are more capable of producing oral output than they could in Primary 1 and 2. Their language production is also more accurate. At this stage the learners have also improved their reading skills and the main objective for reading is now focused on good comprehension. The acquisition of the second language has to develop continuously. At these levels the communicative approach must be kept and the learners need to maintain their reading skills in order to promote accurate writing in the future. The topics covered in the CLIL pages have been chosen to stimulate the learners' natural curiosity and to encourage them to learn more about the topics.

## Preparation for Cambridge A1 Movers and A2 Flyers in Power Up 3

**A1 Movers**

**1 Look at the first picture and the title. Describe the picture.**

**2 Look at the next two pictures and tell the story.**

**3 Read the sentences. Match them to the correct picture in Activity 2.**

**4 Read the text for the first picture in Activity 1. Then choose the correct answer to complete the sentences.**

Vicky and Zoe's uncle lives on a mountain next to a forest. Yesterday, the girls and their parents went there by train. When they arrived it was windy.

"Hi, Paul. It's colder here than at home!" said Vicky. "I haven't got a scarf. I don't want a sore throat!"

"Here, take my scarf," said Paul.

They played with the dog and then they all went quickly inside for lunch.

1 Vicky said the weather was \_\_\_\_\_ than at her home. (windy / cold / colder)

2 Paul gave Vicky \_\_\_\_\_ (her scarf / his scarf / scarf)

The answers can be one, two or three words.

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 A1 Movers and partially prepared for A2 Flyers during level 3 of *Power Up*.

The unique partnership between Cambridge University Press and Cambridge English Assessment means that *Power Up* has been developed with a new, integrated approach to the Cambridge Exams.

Throughout *Power Up*, learners are given practice in Cambridge exam-style tasks, introduced by the YLE monkey. In level 3 Units 1–4 learners experience test tasks in the style of A1 Movers, and then in Units 5–9 they progress to A2 Flyers.

In each unit of level 3, the Pupil's Book Exam preparation page focuses on one part of the A1 Movers or A2 Flyers test. It breaks down the task and focuses on the skills needed to complete it step-by-step. The lesson trains learners and provides tips and insights into what learners can do to achieve their best.

The Activity Book follows on by giving learners an opportunity to practise the task in full, building on what they have learnt in the Pupil's Book.

As a final step, the *Power Up Test Generator* includes full A1 Movers and A2 Flyers practice tests.

This fully-scaffolded approach prepares learners and gives them confidence. It trains them to be adaptable and think actively. It supports teachers with real exam training and it gives you an invaluable measurement of your learners' progress. This approach also gives *Power Up* its OFFICIAL badge.

A full set of flashcards which can be integrated into lessons for all the new vocabulary items in the 2018 revised tests is available here: [worldoffun.cambridge.org](http://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 3 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 components

Pupil's Book

Activity Book with access to online activities and Home Booklet

### Teacher's components

Teacher's Book

Teacher's Resource Book

Test Generator

Class audio

Presentation Plus

Flashcards

Online word cards

Posters

Visit [cambridge.org/powerup](http://cambridge.org/powerup) to find all the information you need on the wide variety of components of *Power Up* 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, 'Welcome to Diversicus'
- nine core units with audio and audio visual content
- three Review units

### Pupil's Book unit walk-through



In *Power Up* level 3, the Friendly family join a touring circus: Diversicus. They go on a world tour, visiting Russia, China, Indonesia, India, Greece, Turkey, Spain, the USA and Mexico.

*Power Up* 3 begins with a two-page introductory unit which introduces the members of Diversicus. The twins Jim and Jenny Friendly make friends with Su-Lin and Pablo and meet the teacher Miguel and the acrobat Lily. It also reviews greetings and introductions, and practises questions and answers.

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 and video
- 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 A1 Movers / A2 Flyers preparation
- Lesson 12 Unit review and Mission in action

## Lesson 1

### Unit opener and Mission set up



## Fun in the jungle

**1** Watch the video. Ask and answer.  
What do you like to do outside?  
Where's your favourite natural place?



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 watch a video and answer a couple of questions 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 diary which is 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 circus friends in typical real-world situations, and contextualises the vocabulary to present meaning.

- The learners see and hear the new language in a listening activity and are required to answer a question to confirm understanding.
- 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 Diversicus song – 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 language 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 language point is practised and Mission Stage 1 is completed.

- The Grammar spotlight 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 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 diary section 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 tasks such as matching.
- Learners then sing the song to consolidate the language.
- This is usually followed by two activities or games that provide further practice and develop one or more skills – listening, reading, writing or speaking.

## Lesson 6

### Language practice 2 and Mission Stage 2

This lesson begins with a listening task requiring learners to answer a question(s) by understanding the new language.

- There is a second Grammar spotlight box which again highlights the target language and gives learners a chance to hear the language and say it correctly.
- The task(s) that follows 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 / Culture 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 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 focuses on a cultural aspect of the cross-curricular topic, usually concentrating on traditions and facts about the country being studied in the unit.
- 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 diary section 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 support understanding and help learners follow the story as they listen.

- 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 title and pictures of the story before they read. Learners then listen to the story as they read, which helps bring it to life and aids understanding of the narrative.
- Teacher's notes provide 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

### A1 Movers and A2 Flyers skills builder

In Lesson 11 there is a focus on familiarising learners with the Cambridge A1 Movers and A2 Flyers test. Each lesson focuses on a part of the Listening, Speaking or Reading and Writing test. 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 A1 Movers and A2 Flyers.

- Learners complete tasks typical of A1 Movers and A2 Flyers. These include matching words and pictures, reading and completing texts, and describing picture sequences.
- 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 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

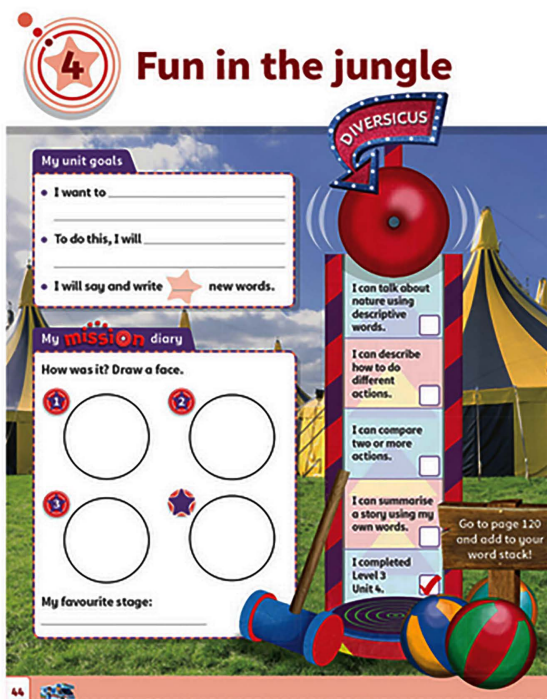
A Review unit is included every three units and appears after Units 3, 6 and 9. Each review is two pages and recycles and consolidates the language from the preceding units. The topics are similar to those in the core units but encourage the learners to apply their new language and knowledge to new contexts.

- 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.



- 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 Diversicus game, My mission diary and a page reference for the 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

After learners are familiar with the Mission stages and have finished the first part of the unit, e.g. after the unit opener, ask learners to think what they would like to do by the end of the unit. Stronger learners might come up with their own ideas. **Extra support** – some learners might need to use the Mission stages to think about something they want to learn. Tell them to think about what they need to learn and do in order to achieve this. You can give an example if you like. Check the ideas that learners have and what they think they need to do. Remember to go back to these at the end of each Mission stage during the unit and review them.

### Diversicus game

At the end of each unit ask learners to look at the Diversicus game and read the 'can do' statements, e.g. start with the bottom square. Ask the learners to add a tick if they agree they have achieved the statement. Quickly check what each learner is doing to get a sense of their own assessment.

### My Mission diary

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 draw a face 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 three or four 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 no-one can remember the words, they should check in their books.



#### 4. Learner quiz

- Learners work in groups of four or five. 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

**Vocabulary 1**

1 Circle the different word.

- stomach world shoulder elbow
- lion island puppy bat
- plant coffee milkshake tea
- cold cough wave headache
- star cinema square market
- difficult afraid forest tired
- coat sweater scarf mountain
- moon star sky lake
- shout sing jungle laugh
- lake river sky sea

2 Write the different words from Activity 1.

1 w o r l d

2

3

4

5

6

7

8

9

10

What's the secret word?

**Sounds and spelling**

3 Listen, repeat and point.

I II le

plant waterfall jungle

4 Complete the table with the words. Then listen and check.

doll apple waterfall plant ball purple bottle

I	II	le

Natural features 45

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.

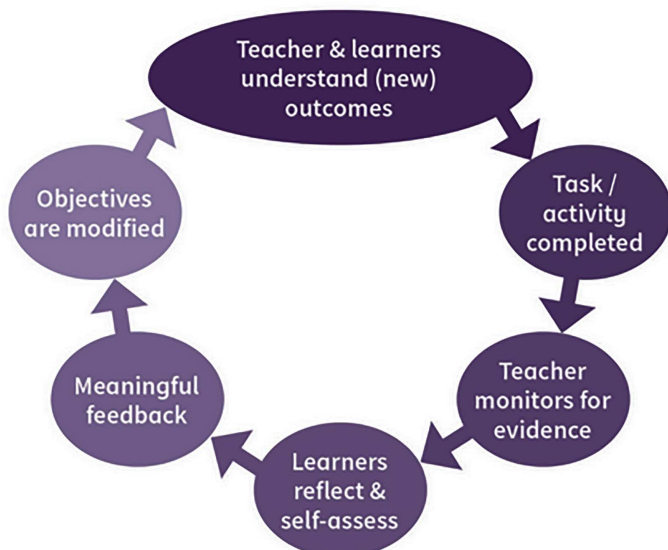
There are sounds and spelling practice activities in Lesson two of every unit in the Activity Book. The activities focus on particular sounds that learners often find challenging, or particular spelling patterns that sometimes pose difficulties, such as certain spelling patterns pronounced in different 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, thereby making the focus more about sounds and spelling than reading and comprehension.

### Power Up and its methodology

*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 A1 Movers and A2 Flyers.





**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 a 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 learners 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 what 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 **learned**) 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 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.

#### Variation:

- 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.

#### Variation:

- 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 some 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 activities 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 checklists to record assessment of skills and life skills (e.g. planning / collaborating / working autonomously / sharing.)
- encourage learners 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 learners.

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 the items, or encourage a learner to come up and tick them
- 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 the card or encourage a learner to move it to 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 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).

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'.	X Word stress	✓ Fluency ? Turn taking	✓ Spelling
Simone	Not doing homework. Progress limited.	? uses a lot of L1	X 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.

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

- Alternatively – or in addition to notes – checklists 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 checklist 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 checklist:

	Maria	Simone	Alex
<i>Listening – understanding gist</i>	✓	X 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>	✓	✓	X not motivated – doesn't do much
<i>Sharing</i>	✓	✓	✓
<i>Working autonomously</i>	✓	X tries but lacks confidence	X 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.



# Welcome to Diversicus



1 Listen. What is Diversicus? \_\_\_\_\_

The Friendly family are going on tour with Diversicus. Today is their first day.



2 Who says it? Say the name.



3 Play the game. Ask and answer.

Who's got purple hair?

Rose.

What's the name of the circus?

Diversicus.



## Welcome Unit learning outcomes

### Learners learn to:

- recognise and name the course characters
- greet people and introduce others
- describe people
- ask and answer *Who's got (pink hair)?*

**New language** character names, *circus*, *tour*, *Nice to meet you*, *This is ... / These are ...*

**Recycled language** colours, describing people, introducing yourself, present tense questions

**Materials** pictures from Digital photo bank of a circus tent and circus performers (optional), flashcards of characters, word cards (optional), audio, video

### Self-assessment

- **SA** Say *Open your Pupil's Books at page 4. Look at the picture. What can you see?* Encourage learners to say as many things as they can, e.g. *A lorry, boxes, a skateboard, a boy, a girl, a family.*
- Use self-assessment (see Introduction). Say *OK. Let's learn.*

### Warm-up

- Show a picture of a circus tent or draw on the board. Say *Look! A circus!* Write the word on the board. Learners repeat.
- Ask *What can you see at the circus?* Use pictures or mime (e.g. tight rope walkers, clowns, jugglers). Write suggestions on the board. Say *We are going to learn more about the circus.*

## Pupil's Book, page 4

### 1 Listen. What is Diversicus?

- Say *Listen. What is Diversicus?* Play the audio or video. Check answers. (*It's a circus.*)
- Read the caption. Check comprehension of *tour*. Explain that people who work with a circus travel to different towns. They *go on tour*. Point to the strongman and the women who are pushing the clothes rack. Ask *What are these people doing?* (*Putting things in the lorry / Getting ready to leave*)
- Say *Look at the names. Let's listen and point.* Play the audio. Learners point to the characters. Show each character flashcard in turn and ask *Who's this?*
- Practise introductions by showing the flashcards and pretending to introduce the characters to different learners, e.g. *Emilia, this is Rose Quartz.* Encourage the learners to respond *Nice to meet you.* Use two flashcards at a time, e.g. *Antonio, these are Jim and Jenny's parents.*
- Learners repeat the activity in pairs, pointing to the characters in their books.
- Ask *What's Rose's job?* (*She's the circus manager.*) *What's Mrs Friendly's job?* (*She's the musical director.*) *What's Mr Friendly's job?* (*He's the cook.*) *What's Ivan's job?* (*He's the strongman.*) *What can a strongman do?* (*Lift/Pull heavy things*)

### Track 1.02

The Friendly family are going on tour with Diversicus. Today is their first day.

- Rose: Hi! I'm Rose Quartz and this is my circus. Welcome to Diversicus.
- Mrs Friendly: Nice to meet you, Rose. I'm Kim Friendly, your new musical director.
- Mr Friendly: And I'm Ben Friendly, your new cook. And these are our two children, Jim and Jenny.
- Rose: Hello, everybody.
- Jim and Jenny: Hello.
- Mrs Friendly: This is a great circus. It's very exciting for us to be here!
- Jim and Jenny: Yeah. Mmm.
- Jim: Who's that big man with the beard?
- Jenny: Wow! He's really strong!
- Rose: Yes, he is. His name's Ivan. He's our strongman. ... Ivan! Put those in the lorry, please, and come and meet the Friendly family.
- Ivan: OK, Rose.

### 2 Who says it? Say the name.

- Stick the character flashcards on the board. Read the instructions. Play the first sentence on the audio. Pause for learners to say the name.
- Repeat for the rest of the sentences.

### Track 1.03

- 1 Rose: Hi! Welcome to Diversicus.
- 2 Mrs Friendly: Nice to meet you, Rose.
- 3 Mr Friendly: These are our two children, Jim and Jenny.
- 4 Mrs Friendly: This is a great circus.
- 5 Jim: Who's that big man with the beard?
- 6 Jenny: Wow! He's really strong!
- 7 Rose: Come and meet the Friendly family.
- 8 Ivan: OK, Rose.

**Key:** 1 Rose 2 Mrs Friendly 3 Mr Friendly  
4 Mrs Friendly 5 Jim 6 Jenny 7 Rose 8 Ivan

### 3 Play the game. Ask and answer.

- Choose two learners to read the speech bubbles. Ask more questions, e.g. *Who's got glasses? What is Ivan carrying?*
- Learners continue the quiz game in pairs.

## Activity Book, page 4

See pages TB128–140

### Ending the lesson

- With books closed, describe a character from the picture, e.g. *She isn't wearing a hat. She likes skateboarding. She's got a brother.* Learners say the name (*Jenny*). Show the character flashcard to confirm.
- Learners repeat the activity in pairs. One learner has their book open and describes a character, and the other guesses. Then they swap roles.



**Learning outcomes** By the end of the lesson, learners will have encountered greetings and introductions in context.

**New language** *acrobat, mobile home, pupil, science*

**Recycled language** *family members, help, school, show, teacher, twins, How old are you? I love ... So do I. What are your names? I'm ...*

**Materials** flashcards of characters, word cards (optional), audio, video, books, a cardboard box and two scarves or pieces of material for each group of eight learners (optional)

## Warm-up

- Hold up each character flashcard and ask *Who's this?* Learners say the name. Then say *Remember the names!* Turn the flashcards over. Point to the back of each flashcard and ask *Who's this?* Learners say the name. Reveal the picture.
- Display all the flashcards and ask, e.g. *Who's got a (moustache)? Who's wearing (red trousers)? Who's wearing a (blue hat)? Who's got red/black/grey hair? Who's the (circus manager)?*
- SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

## Pupil's Book, page 5



### The Diversicus song

- Play the song at the beginning of the story. Learners listen. Write the words on the board and check comprehension. Explain that *Big Top* is another name for the circus tent. Play the song again. Encourage the learners to sing along.

Track 1.04

Diversicus, Diversicus,  
We're harmony in a circus, us,  
Where music, art and beauty don't stop,  
Acrobats and dancers under one Big Top.



### Diversicus

- Say *Open your Pupil's Books at page 5. Ask Who can you see in picture 1? (Jim and Jenny) Say Jim and Jenny are new. Who do they meet? What do they see? Look at the pictures. Give learners time to look.*
- Ask *What are the names of the children's new friends?* Play the audio or video. Learners listen and read. Check answers (*Su-Lin and Pablo*).

Track 1.04

Diversicus song + see cartoon on Pupil's Book page 5.

- Write questions on the board and play the audio or video again. Check answers and comprehension of *science, pupil and mobile home*.

- How old are Jim and Jenny? (They're eight.)
- How old are Su-Lin and Pablo? (They're nine.)
- Who is Miguel? (Pablo's dad)
- What is Pablo's mum doing today? (She's helping his dad.)
- Who do Jim and Jenny meet after Lily? (Su-Lin's grandparents)
- What is the Friendly's new home? (A mobile home)

## 4

### Act out the story.

- Write the names on the board: *Jim, Jenny, Miguel, Pablo, Lily, Su-Lin, Grandma, Grandpa*. Ask *Who do Jim and Jenny meet first? (Su-Lin) What do the twins ask? (How old are you?)* Choose three learners to act out this part of the story. Encourage them to use gesture (they wave 'hello' when they meet, 'Jim' points to himself when he says *I'm Jim* and then points to 'Jenny' for *This is Jenny*.)
- Ask *What happens next? (The children meet Pablo.)* Ask questions about the rest of the story in the same way. Get groups of learners to act out each picture.
- Put the class into groups of eight. Learners choose their roles from the list on the board. Monitor and help.
- Groups practise acting out the story, using gesture and movement. Hand out props for each group if possible: books for 'Miguel', a box for 'Lily' and a scarf for each of the 'grandparents'. Ask different groups to act out part of the story for the whole class.

### Extension

Point to picture 4. Ask two learners to read Jim's speech bubble and Su-Lin's reply. Ask *Does Su-Lin like science? (Yes) Write I love science. ... So do I* on the board. Explain that we use *So do I* to agree with someone. Present *I don't* and write it next to *So do I*. Write on the board: *big cities, the countryside, kittens, clowns, rain, snow, pasta, picnics, cheese*. Learners work in pairs. One learner says a sentence with *I like/love ...*, e.g. *I like big cities*, and the other responds *So do I* or *I don't*.

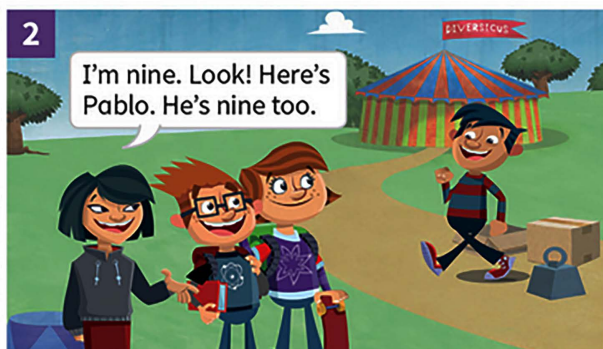
## Activity Book, page 5

See pages TB128-140

### Ending the lesson

- Stand next to a learner and say *Hi! I'm (name). What's your name?* Encourage the learner to respond. Point to a nearby learner and introduce him/her to the first learner. Say *Meet (name). He's/She's my friend*. Encourage the two learners to say *Hi, (name)!* and get them to shake hands. All the learners greet each other and shake hands.
- Write *I'm ... Meet ... This is ...* on the board. Practise pronunciation.
- Learners walk around the class in pairs, introducing themselves to other pairs of learners.





4 Act out the story.



# Practice time



**Watch the video. Ask and answer.**

What are your hobbies?

Do you practise your hobbies every day?



**Plan a week in the life of a circus artist**

**In this unit I will:**



Prepare a weekly schedule.



Add practice time to the schedule.



Add a warm-up activity to the schedule.



Present a schedule to the class.



## Unit learning outcomes

### Learners learn to:

- tell the time
- understand and make questions in the present tense
- use action verbs
- use *could* and *couldn't* to describe abilities in the past
- extract specific information from a reading text
- read about the life of a child who is part of a circus
- compare and contrast what they read with their own lives

**Materials** video, globe / world map (optional), pictures from Digital photo bank of acrobats and Russia, including the Russia stamp image (optional), a schedule or weekly planner completed with daily events (optional)

### Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Look at the picture. Is he a strongman? (No) Is he a dancer? (No) He's ... (an acrobat.) Think of words to describe him. Write ideas on the board (e.g. strong, brave, amazing, careful). Show a picture of acrobats, if possible.*
- Read the title and ask *What do you practise? Music, dancing, football? Acrobats practise a lot. They need lots of time to practise. They need practice time.*
- Use self-assessment (see Introduction). Say *OK. Let's learn.*

### Warm-up

- Point to the stamp of the Kremlin. Explain what the Kremlin is and ask *How old is it?* Learners guess (*The Kremlin was built in 1482 to 1495*). If possible, show photos of Russia and show where it is on a globe / world map.
- Point to the picture of the acrobat again. Say *He practises every day. He practises on Monday, Tuesday ...* Learners join in as you say the days of the week.
- Write the days of the week on the board in random order. Choose learners to come to the board and number the days. Pupils copy the days in the correct order.
- Put the class in pairs. One learner says a day of the week. The other learner says the next day and so on. See how quickly learners can say the days. Choose pairs to say the days of the week.

## Pupil's Book, page 6

### 1 Watch the video. Ask and answer.

- Say *In this unit we're talking about daily routines and practising to become good at something. Say Let's watch the video.* To introduce the topic of the unit, play the video.
- Pause the video while you watch to ask learners for any vocabulary they know and to say what they can see and what they think is happening.
- Discuss with a few learners the questions on the Pupil's Book page and then learners ask and answer in pairs.

### mission Plan a week in the life of a circus artist

- Point to the Mission box or the digital Mission poster and say *This is our Mission.*
- Say *Our Mission is: Let's plan a week in the life of a circus artist. When we plan, we think about a week before it happens. What happens on Monday morning? And in the afternoon? What about Tuesday? Ask What do you and your parents plan? Is there something you do every week? Maybe a class or a sport? Which day do you do it?*
- Say *Let's look at the Mission stages: 1 Prepare a weekly schedule. Show a real weekly schedule or draw one on the board. Say Imagine you are in the circus! You need to plan your week.*
- Say *2. Add practice time to the schedule.* Point to a clock or watch. Explain that learners will add times.
- Say *3. Add a warm-up activity to the schedule.* Mime warming up (stretching arms, breathing deeply) and say *Look! I'm warming up. You need to warm up before you do sport or dance or acrobatics. Why? Talk about how warming up prevents injury. Say Circus performers need to warm up before they practise. Let's warm up now! Repeat the mime and encourage learners to join in.*
- Ask *What's the last stage of the Mission? (Present a schedule to the class.) Say You need to show your schedule and talk about it. Show the example schedule.*
- Ask learners to cover the page. See if they can remember the stages of the Mission. Say *This is our Mission.*
- For ideas on monitoring and assessment, see Introduction.

## Activity Book, page 6

### My unit goals

- Encourage learners to set their unit goals (See Introduction page xii).
- 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

- Ask *What's your favourite day of the week?* Write the days on the board and learners vote for each day.



**Learning outcomes** By the end of the lesson, learners will be able to tell the time.

**New language** *half past, midday, midnight, o'clock*

**Recycled language** character names, daily routines, meals, *o'clock, snack, wake up*

**Materials** character flashcards, Telling the time flashcards, word cards (optional), teaching clock(s) (optional), pencil case, audio, video

## Warm-up

- Hold up each character flashcard and ask *Who's this?* Learners say the name.
- Put the flashcards on the board. Say *Look and remember!* Give learners 20 seconds. Say *Close your eyes.* Learners close their eyes. Remove a flashcard. Say *Open your eyes.* *Who's missing?* (e.g. *Mrs Friendly*) Repeat.

## Presentation

- Hold up each Telling the time flashcard and say the words. Learners repeat. Display the flashcards in turn. Learners say the times.
- Show a teaching clock, set at 'o'clock' (or draw on the board). Ask *What time is it?* Learners say *It's (seven) o'clock.* Repeat with different 'o'clock' times. Practise *half past* in the same way.

**Extension** Put the class in pairs. Give a teaching clock to each pair. One learner positions the hands (always on the hour) and the other learner says the time, e.g. *It's five o'clock.* Then they swap roles.

## Pupil's Book, page 7

### 1 Listen. Then say the letter.

- Say *Open your Pupil's Books at page 7. Who is in the picture? (Mr Friendly and Rose) Where are they? (In the kitchen) What time is it? (Six o'clock) What's Mr Friendly doing? (He's writing.)*
- Ask *Which meal is in the morning? (Breakfast) Which meal is next? (Lunch) Which meal is after lunch? (Dinner)* Write the meals on the board.
- Mime getting up and say *I get up.* Learners copy. Mime having breakfast (e.g. eating cereal sleepily) and say *I have breakfast.* Learners copy. Continue with mimes for *I go to school, I have lunch, I go home and I have dinner.* Say each phrase. Learners do the correct mime.
- Ask *Who eats lots of meals and snacks at Diversicus? Let's listen.* Play the audio. Check answers (*Ivan*).

### Track 1.05

Diversicus is in Russia. This morning, Mr Friendly and Rose are talking about meals and meal times.

Mr Friendly: Good morning, Rose.

Rose: Good morning, Ben! It's very early. It's only six o'clock. What are you doing?

Mr Friendly: I'm looking at the meals for today. Breakfast for the artists is at seven o'clock, because they have to practise.

Rose: ... And the children have breakfast at eight o'clock, because school starts at nine.

Mr Friendly: Good. And what about lunch? What time do they have lunch?

Rose: We all have lunch at half past 12, but Ivan has his first lunch at midday.

Mr Friendly: His first lunch at 12 o'clock?

Rose: Yes, Ivan has two lunches because he has to eat a lot.

Mr Friendly: OK ... Does he have a snack between breakfast and lunch?

Rose: Ha ha. A snack! Yes, he does. He has a really big sandwich, a salad and a big bottle of milk at half past nine.

Mr Friendly: Fine. And what about dinner? What time is dinner?

Rose: The children have dinner at half past six, and the artists have dinner at half past eight. Ivan has his first dinner with the children and his second dinner with the artists.

Mr Friendly: OK. Is that the last meal of the day?

Rose: Well, no. Ivan always has a big snack at midnight.

Mr Friendly: At midnight! Do I have to cook at midnight?

Rose: No, Ben. It's OK. Ivan makes his bedtime snack.

Mr Friendly: Phew!

**Key:** children have breakfast – g lunch – a Ivan has first lunch – h Ivan has a snack – d children and Ivan have dinner – f artists and Ivan have dinner – c Ivan has bedtime snack – b

### 2 What time is it? Ask and answer.

- In pairs, learners take turns to ask and answer, pointing to the clocks in order and then randomly.

### 3 Ask and answer.

- Ask a learner *What time do you have breakfast? (I have breakfast at ...)*
- Learners ask and answer in pairs.

## Activity Book, page 7

See pages TB128–140

## Ending the lesson

- Say *We learnt about time.* Show the flashcards. Ask *Do you know the words?* Use the self-assessment (see Introduction). Learners show how they feel.



**1** Listen. Then say the letter.

Diversicus is in Russia. This morning, Mr Friendly and Rose are talking about meals and meal times.



half past twelve



seven o'clock



midnight



half past six



half past eight



eight o'clock



half past nine



midday

**2** What time is it? Ask and answer.



What time is it?

It's half past twelve.



**3** Ask and answer.

breakfast a snack lunch dinner wake up go to bed

What time do you have breakfast?

I have breakfast at half past seven.

## DIVERSICUS



1

When do lessons start?

At nine o'clock, but we have to be at school five minutes before.

Look at the time!

3

You mustn't run in the circus. Why are you running?

Because school starts in ten minutes. We don't want to be late.

2

Hello, children. Where are you going?

We're going to school.

4

It's Saturday today. There is no school.

Oh, she's right! What can we do?

Let's look round the circus. We can look at our new classroom first.

5

Hello, kids! There's no class today, but who can tell me? Which country are we in today?

Russia! It's Russia!

6

Later ...

The acrobats are brilliant!

Who are they?

They're Lily and Marc. Marc's Pablo's uncle.

7

I'm hungry. When's lunch?

We have lunch at half past twelve. What time is it now?

It's lunchtime. Let's go.

8

Whose lunch is that?

It's mine! I do a lot of exercise. I have to eat a lot.

And you're very strong, Ivan!

1

1.07

Listen and say *yes* or *no*.



**Learning outcomes** By the end of the lesson, learners will have encountered question words in context.

**New language** *after, before, brilliant, do exercise, in ten minutes, late*

**Recycled language** character names, days of the week, meals, routines, telling the time, *acrobat, beautiful, country, hungry, run, uncle, have to, mustn't*, present simple and continuous, question words

**Materials** Telling the time flashcards, word cards (optional), audio

## Warm-up

- Practise times with the Telling the time flashcards.
- Draw clocks on the board: half past seven, ten o'clock, 12 o'clock, half past 12, the time learners leave school, seven o'clock and half past eight. Point to the first clock and ask *What time is it?* (*Half past seven.*) Say *Yes. It's half past seven. It's breakfast time!* Write *breakfast time* below the picture. Ask about the other clocks and write phrases below them as follows: *snack time, midday, lunchtime, home time, dinner time, bed time*. Practise the phrases.
- Say one of the times, e.g. *It's twelve o'clock*. Learners say the matching phrase, e.g. *It's midday*. Repeat.
- Erase the phrases. Point to each clock and ask *What time is it?* (*It's half past eight. It's bed time!*)
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

## Pupil's Book, page 8



### The Diversicus song

- Play the song. Learners listen and sing.

Track 1.06

See the Diversicus song on page TB5



### Diversicus

- Say *Open your Pupil's Books at page 8*. Ask *Who can you see?* Learners name characters. Say *Point to a teacher. Point to the circus manager. Point to the acrobats. Point to the strongman*. Learners point.
- Point to picture 1 and ask *What are the children doing?* (*Having breakfast*) Say *Look at the other pictures. What's happening?*
- Ask *Do they go to school on Saturday?* Write the question on the board. Say *Let's find out*. Play the audio or video. Learners listen and read. Check answers to the gist question (*No, they don't.*)

Track 1.06

The Diversicus song + see cartoon on Pupil's Book page 8

- With books closed, write questions from the story on the board, without question words, e.g.

\_\_\_\_\_ *do lessons start?*

\_\_\_\_\_ *are you going?*

\_\_\_\_\_ *are you running?*

\_\_\_\_\_ *can we do?*

\_\_\_\_\_ *can tell me?*

\_\_\_\_\_ *country are we in today?*

\_\_\_\_\_ *lunch is that?*

- Learners copy and complete.

**Extra support** Write the missing words in random order.

- Play the audio or video for learners to check (Answers: *When, Where, Why, What, Who, Which, Whose*). Ask *Who says it?*

**Extension** Ask *Who's the teacher? Where are the children? When does school start? Which country are they in? What day is it? Whose uncle is Marc? Why are the children running?*



### 1 Listen and say yes or no.

- Read the instructions. Play the audio. Pause after each sentence for learners to answer.

Track 1.07

- 1 School starts at half past nine.
- 2 The children are running to the swimming pool.
- 3 It's Saturday.
- 4 There's no school today.
- 5 They're in Russia.
- 6 Pablo's mum's an acrobat.
- 7 Marc is Pablo's brother.
- 8 Ivan has to eat a lot.

Key: 1 no 2 no 3 yes 4 yes 5 yes  
6 yes 7 no 8 yes

## Activity Book, page 8

See pages TB128–140

### Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Clear a space or move to the playground. Learners stand at one side. Stand at the other side and say *I'm Mr Wolf. I want to catch you. I turn my back and you walk very quietly to me. I tell you how many steps.*
- Learners ask *What time is it, Mr Wolf?* when you turn your back to them. This starts the game. Say a time with *o'clock*, e.g. *It's three o'clock*. The learners take three steps towards you. They ask *What time is it, Mr Wolf?* Say a time, e.g. *It's six o'clock*. The learners take six steps.
- Continue, with the learners getting closer. At a certain point, when they ask *What time is it, Mr Wolf?*, say *It's dinner time!* and turn around. Run after the learners and try to 'catch' one. If you catch a learner, he/she becomes 'Mr Wolf' and the game starts again.