

Lucy Frino
with Caroline Nixon and Michael Tomlinson



Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
Meet Diversicus Page 4	Main character names Describing people	Revision of Level 3			
1 This year's trip Mission: Prepare a holiday planner for this school year Page 6	Months and ordinal numbers Journeys Sounds and spelling: stress in months vocabulary	might/may <i>It might be hot.</i> <i>You may need a strong pair of boots.</i> Indefinite pronouns <i>everywhere, somewhere, anywhere, nowhere; everyone, someone, anyone, no-one; everything, something, anything, nothing</i>	What's the climate like? Learn about climates and climate zones The Arabian Desert	The lion of the seas A children's encyclopedia entry Social and emotional skill: Self-confidence and bravery	A2 Flyers Reading and Writing Part 2
2 Our beautiful planet Mission: Write an explorer's expedition diary Page 18	The natural world Animals Sounds and spelling: silent e	Past simple review: regular and irregular verbs; ago <i>We got here a week ago.</i> <i>We didn't visit Uluru.</i> <i>Did you go away last month?</i> too and enough <i>There's too much plastic.</i> <i>There isn't enough water.</i>	Save our world Learn about endangered animals Animals in Australia	When Dad lost his glasses A poem Social and emotional skill: Showing awareness of how others feel	A2 Flyers Listening Part 2
3 Let's celebrate! Mission: Have a class quiz in teams Page 30	Competitions Music and festivals Sounds and spelling: <i>b</i> and <i>v</i>	Present perfect for experience <i>Have you ever eaten black beans?</i> <i>Have you ever danced samba?</i> Present perfect with just, already, yet <i>I've already taken more than 100 photos.</i> <i>I haven't seen the pyramids yet.</i> <i>We've just finished in Brazil.</i>	Making music history Learn about the history of musical instruments Brazilian carnival music	The local football hero A real-life story Social and emotional skill: Resilience and perseverance	A2 Flyers Listening Part 3
Review Units 1-3					
4 Time of our lives Mission: Write a chain story about a mystery Page 44	Verbs for offers, promises and requests Telling the time Sounds and spelling: alternative spellings for <i>ee</i>	Past continuous <i>While I was cleaning my bike, my sister was watching TV.</i> <i>I was getting hot when Mum came out.</i> Present perfect with since/for <i>We've been here since five past four.</i> <i>We've been here for a quarter of an hour.</i>	Time zones Learn about time zones New Year celebrations around the world	The legend of Mother Mountain A legend Social and emotional skill: Understanding how actions can affect the environment	A2 Flyers Listening Part 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
5 Let it snow! Mission: Prepare a TV weather report Page 56	Seasons and weather In winter Sounds and spelling: revision of -er, -ar and -or endings	will/won't <i>I'll water their garden. We won't talk about football.</i> Conjunctions: so and because <i>The weather's really cold, so we have to wear warm clothes. Today we couldn't go skiing because it was foggy.</i>	Spring, summer, autumn, winter Learn about why we have seasons Climate in Argentina	Tomás and the snowman A real-life story Social and emotional skill: Showing remorse	A2 Flyers Speaking Part 2
6 Working together Mission: Invent something to help with a job Page 68	Jobs World of work Sounds and spelling: stress in compound nouns	Tag questions <i>You eat everything, don't you? You can cycle, can't you?</i> Short questions <i>'I didn't go to the bank on Friday morning.' 'Didn't you?' 'It was my twin brother.' 'Was it?'</i>	Inventions and robotics Learn about inventions and robotics South Korean inventions	Buddie and Seo-joon's adventure A science-fiction script Social and emotional skill: Friendship	A2 Flyers Reading and Writing Part 4
Review Units 4–6					
7 Then and now Mission: Create an encyclopedia entry Page 82	Things in the home Adjectives to describe objects Sounds and spelling: <i>j</i> spelling	Past participles <i>seen, found, driven, ridden, taken, broken, gone, left, tried, forgotten, put, stood, fallen, cut</i> be used for/to <i>It was used for cooking food. It was used to cook food.</i>	Time machines Learn about the evolution of objects The pyramids of Ancient Egypt	The boy king A historical fiction story Social and emotional skill: Taking a different perspective	A2 Flyers Reading and Writing Part 5
8 Space travel Mission: Plan a space mission Page 94	In space Adventure words Sounds and spelling: <i>s</i> + consonant(s)	will and going to <i>Spaceships will improve. Are you going to watch space films?</i> Review of past tenses <i>Ivan landed his rocket on the new planet. He was turning off his engine when he heard a strange noise.</i>	Preparing for Mars Learn about space exploration An Italian astronaut at the ISS	The space blog A science-fiction story Social and emotional skill: Managing own emotions	A2 Flyers Reading and Writing Part 3
9 Great bakers Mission: Take part in a cooking competition Page 106	Mealtimes and snacks Cooking Sounds and spelling: <i>sh</i>	It smells/tastes/looks/feels/sounds like ... <i>I wanted to know what it tasted like. It felt like dry grass. It smelt like carrot cake. It looked like a nest. It sounded like someone playing an electric guitar.</i> make somebody + adjective <i>The smell's making me hungry.</i>	How chocolate is made Learn about chocolate production Traditional food in the UK	The gingerbread girl's adventure A fairy tale adaptation Social and emotional skill: Being passionate about what you do	A2 Flyers Reading and Writing Part 6
Review Units 7–9					
Grammar reference page 120					

Checklist for A2 Flyers Preparation

Paper	Part	Task	Practice
Listening 25 minutes	1	Draw lines to match names to people in a picture.	see Level 3
	2	Write words or numbers in gaps.	<i>Preparation:</i> Pupil's Book Unit 2 Page 28 <i>Practice:</i> Activity Book Unit 2 Page 28, Test Generator Unit 2 Flyers Progress Test
	3	Match pictures with illustrated words or names by writing letters in boxes.	<i>Preparation:</i> Pupil's Book Unit 3 Page 40 <i>Practice:</i> Activity Book Unit 3 Page 40, Test Generator Unit 3 Flyers Progress Test
	4	Tick boxes under correct pictures.	<i>Preparation:</i> Pupil's Book Unit 4 Page 54 <i>Practice:</i> Activity Book Unit 4 Page 54, Test Generator Unit 4 Flyers Progress Test
	5	Carry out instructions, locate objects, colour correctly and write.	<i>Practice:</i> Activity Book Unit 4 Page 53, Test Generator Unit 4 Flyers Progress Test 2
Reading and Writing 40 minutes	1	Match words to definitions.	see Level 3
	2	Read a continuous dialogue and choose the correct responses.	<i>Preparation:</i> Pupil's Book Unit 1 Page 16 <i>Practice:</i> Activity Book Unit 1 Page 16, Test Generator Unit 1 Flyers Progress Test
	3	Read a gapped text, complete it with the correct words and choose the best title.	<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
	4	Read a gapped factual text and complete it with the correct words.	<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
	5	Read a story and complete sentences with one, two, three or four words.	<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
	6	Read a short text and complete gaps with own words.	<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
	7	Write a short story based on three pictures.	see Level 3
Speaking 7–9 minutes	1	Identify six differences in a picture from statements about another picture.	see Level 3
	2	Ask and answer questions about two people, objects or situations.	<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
	3	Describe a picture sequence.	see Level 3
	4	Answer personal questions.	Embedded throughout the course and seen in full on the Level 4 Test Generator

About Power Up

Power Up



What is Power Up?

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

- Lively activities with clear objectives
- Age-appropriate, engaging topics which support learner progress and collaborative learning
- Real-world contexts and language
- Development of life 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.

Key features of Power Up

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

Power Up and the Cambridge Framework for Life Competencies

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

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

Missions



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

8

BLOG POST 4: DAY SEVEN

Something in the rocket is making a strange noise. Melita says everything is OK, but I saw her talking to Leo earlier. They both looked worried.

BLOG POST 5: DAY EIGHT (morning)

This morning Luca and I were looking out of the window when Leo appeared. 'Bad news,' he said. 'The engine isn't working very well.' Luca asked, 'What's going to happen?' Leo didn't answer for a long, long time. Finally, he said, 'I don't know.'

BLOG POST 6: DAY EIGHT (afternoon)

This is getting frightening. The lights on the spaceship are turning on and off. Leo and Melita are going from place to place, fetching things to try to fix the engine. They've told us not to worry, but we don't know what's going to happen. Luca thinks we'll be lost in space forever. Will we ever get home?

BLOG POST 7: DAY EIGHT (evening)

We're nearly home! Leo and Melita asked us to fly the spaceship for them while they fixed the engine. Well, the spaceship's computer flies the spaceship, but we had to watch the screen and make sure that the blue light was on and that we were moving from left to right on the screen! 'You've been brilliant!' Melita said. 'We've fixed the engine. You two can have a rest now while Leo and I take us home. Why don't you have some space food while we slowly go back to Earth?'

2 Work with a partner. Role play a conversation.

A You are Luca. You're very worried about the spaceship's engine. You think you might not get back to Earth. Tell Elena how you feel.

B You are Elena. You're also worried about the spaceship's engine, but you think the astronauts can fix it. Tell Luca how you feel.

I'm worried about the engine. Do you think we'll get back to Earth? *Well, it's a strange noise, but Leo and Melita are very clever. I'm sure ...*

3 What do you do when you feel worried or frightened?

94

Social and emotional skill: Managing own emotions 103

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, technology, 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

Preparing for Mars

- 1 Watch the video.
- 2 Match the words to the photos.

1 moon landing 2 spacewalk 3 Mars 4 rusty iron
- 3 Listen and read. Answer the questions.

Mars is the fourth planet from the sun. It's called 'the red planet' because iron oxide (rusty iron) gives the surface this colour. Mars is a cold, desert world and, like Earth, it has seasons and weather. Scientists want to know if Mars had living things in the past. They think that in the past there was liquid water on the planet.

NASA believes that it will be possible to send astronauts to Mars by 2030. We have to know what dangers there are and find a way to protect the astronauts. This is why there have been robots on Mars for many years.

The robots send information back to Earth about the rocks and atmosphere on Mars and scientists design materials to help astronauts to survive there.

How can we prepare people on Earth for a Mars mission? Different groups of six scientists have spent eight months in a special dome. Could people live in a small group out of contact with their friends and families, with no phones or messages? Yes! The experiments have worked and the mission plans continue.

- 1 Why have we sent robots to Mars?
- 2 What do these robots do?
- 3 Would you like to go to Mars? Why? / Why not?

4 Look at the table. Compare Earth and Mars.

	Size (diameter)	Days in a year	Hours in a day	Moons	Name and surface information
Earth	12,742 km	365	24	1	'the blue planet' (water)
Mars	6,779 km	687	25	2	'the red planet' (iron oxide)

100 Learn about space exploration

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 were 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 A2 Flyers in Power Up 4

A2 Flyers

- 1 Read these sentences from a story about a trip to a cinema. Where didn't people want to live in the film?

1 Yesterday, William and his cousin Katy watched a film about a red planet at the cinema.
(1 adjective and 1 verb in the past)

2 'I really want to be an astronaut.'
(1 present simple and 1 singular noun)

3 'I think it'll be frightening because space is enormous. I don't really like adventures!'
(1 plural noun and 1 future verb)

4 At the end of the film people were living in strange, new cities on the red planet because no-one wanted to live on Earth.
(3 adjectives)
- 2 Find examples of the words in brackets () for each sentence.
- 3 Read the end of the story. What's missing: an adjective, a noun or a verb?

'That was (1) _____,' said Katy's dad, 'but I like living on our (2) _____, I hope we can stay here!'

'Me too!' (3) _____ William. 'Will children go to school on that planet?'

'Perhaps there'll be schools for aliens and people in the future!' said Katy's dad. 'But now let's go and have some (4) _____.'

'That's a great (5) _____,' said William and everyone agreed.
- 4 Choose the best word for each space.

☐ interesting ☐ ice cream ☐ said ☐ idea ☐ cinema
☐ interested ☐ homework ☐ spoke ☐ planet

Remember to read all of the story once before you start completing the spaces. This will help you understand what the story is about.

104 Preparation for Reading and Writing Part 3

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

Power Up contains a motivating 'test builder' stage in each unit which develops the skills needed for test success and

test strategies for younger learners. It familiarises learners with Cambridge test formats in a positive context which prioritises progress in learning and develops confidence. Learners are fully prepared for A2 Flyers by the end of Level 4 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 5–9 and throughout Level 4, learners experience test tasks in the style of A2 Flyers.

In each unit of Level 4, the Pupil's Book Exam preparation page focuses on one part of the 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 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



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 4 features five videos per unit as well as a 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 CDs

Presentation Plus

Flashcards

Online word cards

Posters

Visit 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, 'Meet Diversicus'
- nine core units with audio and audio-visual content
- three Review units

Pupil's Book unit walk-through



In *Power Up* Level 4, the Friendly family continue their adventures with a touring circus: Diversicus. They go on a world tour, visiting Dubai, Australia, Brazil, Colombia, Argentina, South Korea, Egypt and Italy, before returning to the UK. Jim and Jenny Friendly's friends, Su-Lin and Pablo, are also travelling with the circus. Miguel, Pablo's father, is the children's teacher, and Lily, his mother, is an acrobat. Su-Lin's mother, Zoe, is a singer. Learners will also remember circus performer Ivan the strongman from Level 3.

Power Up 4 begins with a two-page introductory unit which reintroduces the members of Diversicus from Level 3.

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 Culture and Mission Stage 3
- Lesson 9 Literature – a variety of text types
- Lesson 10 Literature – response to literature text and social and emotional skills
- Lesson 11 A2 Flyers preparation
- Lesson 12 Unit review and Mission in action

Lesson 1

Unit opener and Mission set up



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 section 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. They require 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 presentation 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 which 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 follow bring all the new language together and allow 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 diary section 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 – variety of text types / response to literature text and social and emotional skills

In this section learners read and listen to a literature text and then respond to it. The texts use language from the unit in a context which learners can relate to. The pictures support understanding and help learners follow the text as they listen.

- Each text 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 text before they read. Learners then listen to the text 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

A2 Flyers skills builder

In Lesson 11 there is a focus on familiarising learners with the Cambridge 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 A2 Flyers test.

- Learners complete tasks typical of 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.

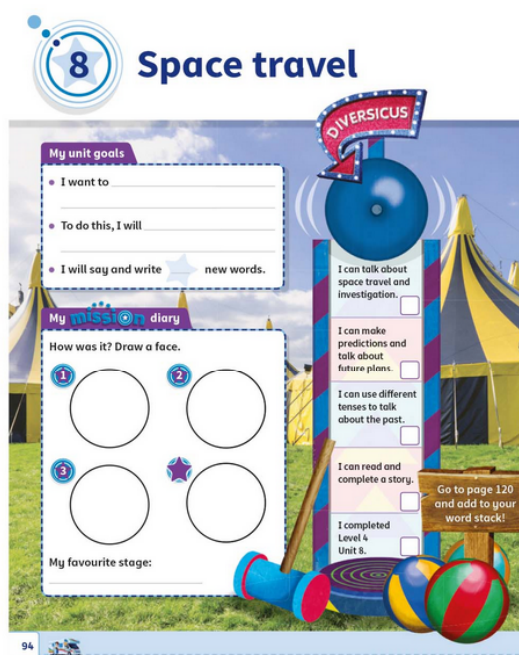
- Learners are encouraged to follow all the stages of the Mission, which has a final outcome. This might be acting out a scenario, doing a presentation or showing a final piece of work.
- **SA** Once the Mission in action is completed, learners are directed to complete a final reflection and self-assessment 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 about 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, starting 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 two 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 can't answer, they get a bonus point.

Sounds and spelling in the Activity Book

Vocabulary 1

1 Read the sentences. Complete the puzzle.

- An ... travels in space.
- The sun, the moon, stars and planets are in ...
- Earth, Jupiter and Mars are all ...
- ... is another word for spaceship.
- We look at the stars with a ...
- ... is another word for huge.
- When something frightens you, it's ...
- An ... makes a car, lorry or bus move and rockets have very big ones.
- Pablo's astronaut is going to go into ... space.

Write a sentence using the secret word.

2 Read the times. Look at the clock and write the words.

- It's half past five. ... enormous
- It's quarter past eight. ...
- It's ten to nine. ...
- It's ten past twelve. ...
- It's twenty-five to ten. ...
- It's five past eight. ...

Sounds and spelling

3 Listen and repeat. Listen again and complete.

- s p ace 2 ar 3 one 4 omach 5 ip
- ipe 7 ot 8 eam 9 i 10 ange

4 Listen and repeat.

Stars are special strange spots in the sky.

In space 95

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 2 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.

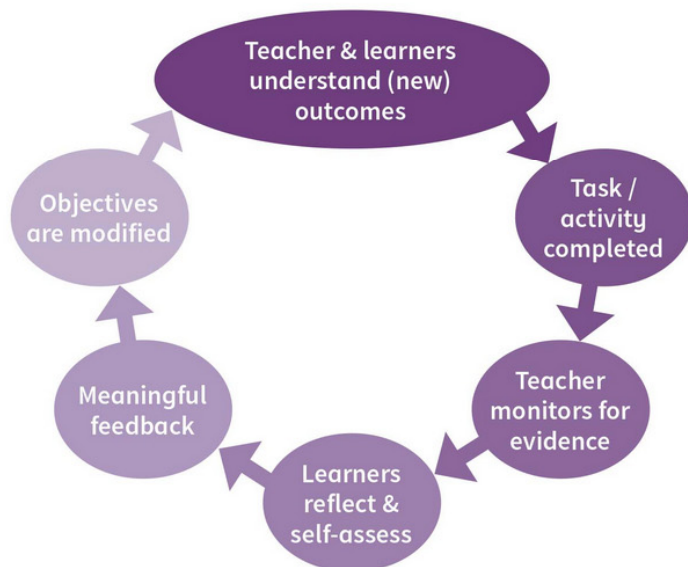
The focus vocabulary used in these activities is drawn from the first vocabulary set of each unit, as well as any relevant revision vocabulary from prior units and levels where appropriate. The activities are designed to practise key sounds or spellings that occur in the words taught in the unit, so 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 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** are 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 **learnt**) or leave them in the *W* column if not. You can ask them for examples of all the words in the *K* and *L* columns. If any words are left in the *W* column, you may need to teach them again.

Variations:

Have one large poster and the words on cards. Use sticky tack and select learners to come up and pin them into the columns.

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

5. Self-assessment cards

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

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

Ask learners which outcomes they are trying to achieve and help them complete the sentences, e.g. *I understand words about clothes*. Then tell them to think about how close they

feel to achieving the outcome and to choose a face that shows this.

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

6. Sticky notes

Put a large poster on one side of the room with *Hooray! It’s OK.* 😊 at the top. Put another on the other side with a confused 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 or 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:

- a. identify language outcomes clearly at the start of lessons/tasks
- b. use 'closing language' regularly to highlight the achievements made
- c. monitor effectively during specific activities
- d. keep formative assessment notes on the group and individual learners

- e. alternatively use checklists to record assessment of skills and life skills (e.g. planning / collaborating / working autonomously / sharing)
- f. encourage learners to engage in self-assessment.

After teaching you need to:

- a. keep or update anecdotal records
- b. use scoring rubrics to measure achievement against external scales
- c. 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 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 the next page 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’.	✗ Word stress	✓ Fluency ? Turn taking	✓ Spelling
Simone	Not doing homework. Progress limited.	? uses a lot of L1	✗ Tends to use single words not sentences.	✓ Accurate when using English. Uses L1 a lot.	? Lacks confidence.	✓ Strongest skill. Enjoys copying. Accurate.
Alex	Progress OK but not motivated.	Limited range but remembers.	Pres simp questions inaccurate.	? OK but problem with adding /ə/ before vowels.	✓ Fluent ? Turn taking	? OK – has to check text book a lot for words.

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

f) Encourage students to engage in self-assessment

See notes on self-assessment.

Practical techniques for the teacher's role: after class

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

a) Keep or update anecdotal records

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

b) Use scoring rubrics

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

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

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



Meet Diversicus

1 1.02

Listen. Who speaks in this part of the director's film?

Diversicus is preparing to go on their new world tour. Today a film director is asking about life in the circus.



2 1.03

Who says it? Listen and say the name.

3 Play the describing game.

Lily.

She's an acrobat. She's Pablo's mum. She's Marc's sister.

Meet Diversicus Unit learning outcomes

Learners:

- review the course characters
- review describing people, family, jobs, likes and hobbies
- ask and answer *Who's Jenny's mum? Mrs Friendly. Who's Marc? He's Pablo's uncle.*

New language film director

Recycled language character names, describing people, family, introducing yourself and others, jobs, *circus, tour*, possessive 's, present continuous

Materials picture from Digital photo bank of a circus tent (optional), flashcards of the main Diversicus characters (including Mr and Mrs Friendly from Level 2), word cards (optional), audio

Warm-up

- Show a picture of a circus tent or draw one. Ask *What's this? (A circus)* Ask *What's the name of the circus in this book? (Diversicus)*
- Revise the characters using the flashcards. Ask, e.g. *What's his/her name? Who's Jenny's brother? What does Ivan do?* If learners are new to the course, introduce the characters. (See TB page ix.)
- Stick flashcards on the board and practise the names. Say *Close your eyes.* Take away a flashcard. Say *Open your eyes. Who's missing?* Learners say the name.

Self-assessment

- **SA** Say *Open your Pupil's Books at page 4. What can you see?* Learners say as many things as they can, e.g. *books, vegetables, costumes.* Use self-assessment (see Introduction). Say *OK. Let's learn.*

Pupil's Book, page 4

1 Listen. Who speaks in this part of the director's film?

- Read the caption. Check comprehension of *world tour*. Point to the director and say *She's directing a film.* Mime being a director. Say *Action!* Explain *A director tells the actors and the camera operators what to do.*
- Say *Listen. Who speaks in this part of the film?* Play the audio. Check answers.

Track 1.02

Diversicus is preparing to go on their new world tour. Today a film director is asking about life in the circus.

Director: Action!

Jim: Hello, I'm Jim. I'm nine. I live in a circus called Diversicus. My dad, Mr Friendly, is the cook and my mum, Mrs Friendly, is the musical director. And now here's my best friend, Pablo.

Pablo: Hi, I'm Pablo. My parents work in the circus too. My dad, Miguel, is our teacher, and my mum, Lily, is an acrobat and a dancer. My

Jenny:

Uncle Marc's an acrobat too. He also drives one of the big circus lorries. I'm ten, a year older than Jim. I like drawing and computers. Hello, I'm Jenny. I'm Jim's twin sister. Jim likes science and computers, but I like sport and taking photos. We're going to travel round the world again this year, but we're going to go to different places. And now here's *my* best friend.

Su-Lin:

Hi, I'm Su-Lin and I'm ten. My grandparents, Fred and May, are designers for the circus and my mum, Zoe, is a singer. I love travelling, so I'm really excited about our next world tour!

Jim, Jenny, Pablo: And so are we!

Director: Wonderful! That's perfect! Thank you very much, everyone!

Key: Jim, Pablo, Jenny, Su-Lin

- Say *Look at the names.* Say the names. Learners point and repeat.
- Ask, e.g. *Who's Jenny's mum?* Learners say the name and point. Then ask, e.g. *Who's Marc? (He's Pablo's uncle.)*
- Learners repeat the activity in pairs, pointing to the characters in their books.

Extra support Write the family words on the board and practise.

2 Who says it? Listen and say the name.

- Stick the flashcards for the children on the board. Read the instructions. Play the audio. Pause after each sentence for learners to answer.

Track 1.03

- Pablo: I like drawing and computers.
- Jenny: We're going to travel round the world again this year, but we're going to go to different places.
- Jim: My dad, Mr Friendly, is the cook and my mum, Mrs Friendly, is the musical director.
- Jenny: Jim likes science and computers, but I like sport and taking photos.
- Pablo: My dad, Miguel, is our teacher, and my mum, Lily, is an acrobat and a dancer.
- Jim: I live in a circus called Diversicus.
- Su-Lin: I love travelling, so I'm really excited about our next world tour!
- Jenny: I'm Jim's twin sister.
- Jim: And now here's my best friend, Pablo.
- Su-Lin: My grandparents, Fred and May, are designers for the circus and my mum, Zoe, is a singer.

3 Play the describing game.

- Choose two learners to read the speech bubbles. Say more names, and learners make as many sentences as they can.

Activity Book, page 4

See pages TB128–140

Ending the lesson

- Books closed. Say *Name the girl who's ten. (Su-Lin) Name the cook. (Mr Friendly)* Continue, saying as many different sentence types as you can.

Learning outcomes By the end of the lesson, learners will have revised different tenses, grammar and auxiliary verbs.

New language husband, lift (v), pull, show (someone) around, wife

Recycled language jobs, bring, camera, children, costume, happy, important, kitchen, make a video, meal, strong, teeth, tractor, can, going to, Here's ... / Here are ..., Let's ..., past simple, should, superlatives

Materials flashcards of the characters, word cards (optional), audio, video

Warm-up

- Show Pupil's Book page 4 and point to Ivan (or show the flashcard). Ask *Who's this? (Ivan) What does he do? Is he a singer? (No, he isn't. He's the strongman.)* Repeat with Lily.
- In pairs, learners look at page 4 and ask and answer about the adult characters.

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. Ask *What's a Big Top? (A circus tent)* Play the song again. Encourage 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? (Ivan, Rose and Mr Friendly) What's happening in picture 2? (A man is filming Mr Friendly and Ivan.) Ask Who are the children talking to in pictures 4, 5, 6 and 7? (Ivan, May, Fred, Lily)*
- Ask *Why are the children talking to Ivan, May, Fred and Lily? Let's find out.* Play the audio. Learners listen and read. Check answers (*The children are making a film too.*). Ask *Is Pablo happy with the film at the end? (No, he isn't.)* Check comprehension of *show someone around, lift, pull, husband and wife.*

Track 1.04

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

Extra support Play the story again. Pause after each picture and ask questions to check comprehension, e.g. picture 1: *Some people are making a film about the circus. Who's going to show them the different parts of the circus? (Rose)* Picture 2: *Ivan is in the kitchen with the cameraman. Who are they filming? (Mr Friendly)*

Extension Write questions on the board and play the audio again.

- 1 *How many meals does Ivan eat every day? (Five)*
- 2 *Who's got a camera? (Pablo)*
- 3 *What can Ivan pull with his teeth? (A tractor)*
- 4 *Who makes all the costumes? (May and Fred)*
- 5 *What did Lily do in the shows last year? (She jumped and Marc caught her.)*

- Now say sentences which are clearly false. Make these as funny as possible. Learners contradict you using the auxiliary verb, as in the story. Start with sentences such as *We have breakfast at night. (No, we don't.) We went to the circus last week. (No, we didn't.) It's Christmas Day today. (No, it isn't.) This isn't an English class. (Yes, it is.) We should sleep in class. (No, we shouldn't.) Rafael Nadal can't play tennis. (Yes, he can.)*

Stronger learners Say sentences which require learners to change the verb form or subject in their response, e.g. *I live in a tent. (No, you don't.) I'm wearing green and orange trousers. (No, you aren't.) I'm not a teacher. (Yes, you are.) I could drive when I was ten. (No, you couldn't.)*



4 Listen and say yes or no.

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

Track 1.05

- 1 Ivan's going to show the film people round Diversicus.
- 2 Ivan eats five big meals a day.
- 3 It's Jim's idea to make a video.
- 4 Ivan can pull a tractor with his teeth.
- 5 May makes all the costumes with her husband.
- 6 Fred's wife makes him a very funny man.
- 7 Lily caught Marc in the show last year.
- 8 Pablo wants the director to use some of their film.

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

Stronger learners Write the 'no' sentences on the board. Learners write the correct version in their notebooks.

Activity Book, page 5

See pages TB128–140

Ending the lesson

- Ask learners to write three false sentences about themselves, one starting *I'm ...*, one starting *I've got ...* and one starting *I don't ...* Monitor as they write.
- In pairs, learners take turns to read their sentences. Their partner corrects them (*No, you're not. / No, you haven't. / Yes, you do.*) Alternatively, learners read a sentence to the class and the class respond in chorus.

DIVERSICUS



1

What are you going to do today?

I'm going to show the people making the film around Diversicus. Can I bring them to your kitchen first, Ben?

Yes, OK.

2

Hello, I'm the circus strongman and I need to eat five big meals a day.

In Diversicus, food is very important. All the acrobats work very hard and they need to eat correctly.

3

I've got an idea. Why don't we make a video, too?

Yeah, it looks fun. Let's go and get your camera and tell the girls.

4

Here's Ivan. He's the strongest man in the circus. He can lift a tractor.

No, I can't, actually ... I can pull a tractor with my teeth!

5

Here are May and Fred, the designers. May makes all the amazing costumes.

No, I don't. My husband and I make all the costumes together.

6

And my wife makes ... me a very happy man.

Excellent, Grandpa! Now let's go and see the acrobats.

7

And here are our amazing acrobats. Last year, Lily flew in the shows!

No, I didn't, actually. I jumped and Marc caught me.

8

Here we have four of the most brilliant children in the world. You should use some of their film.

Er, no, actually. You really shouldn't.

4



Listen and say *yes* or *no*.



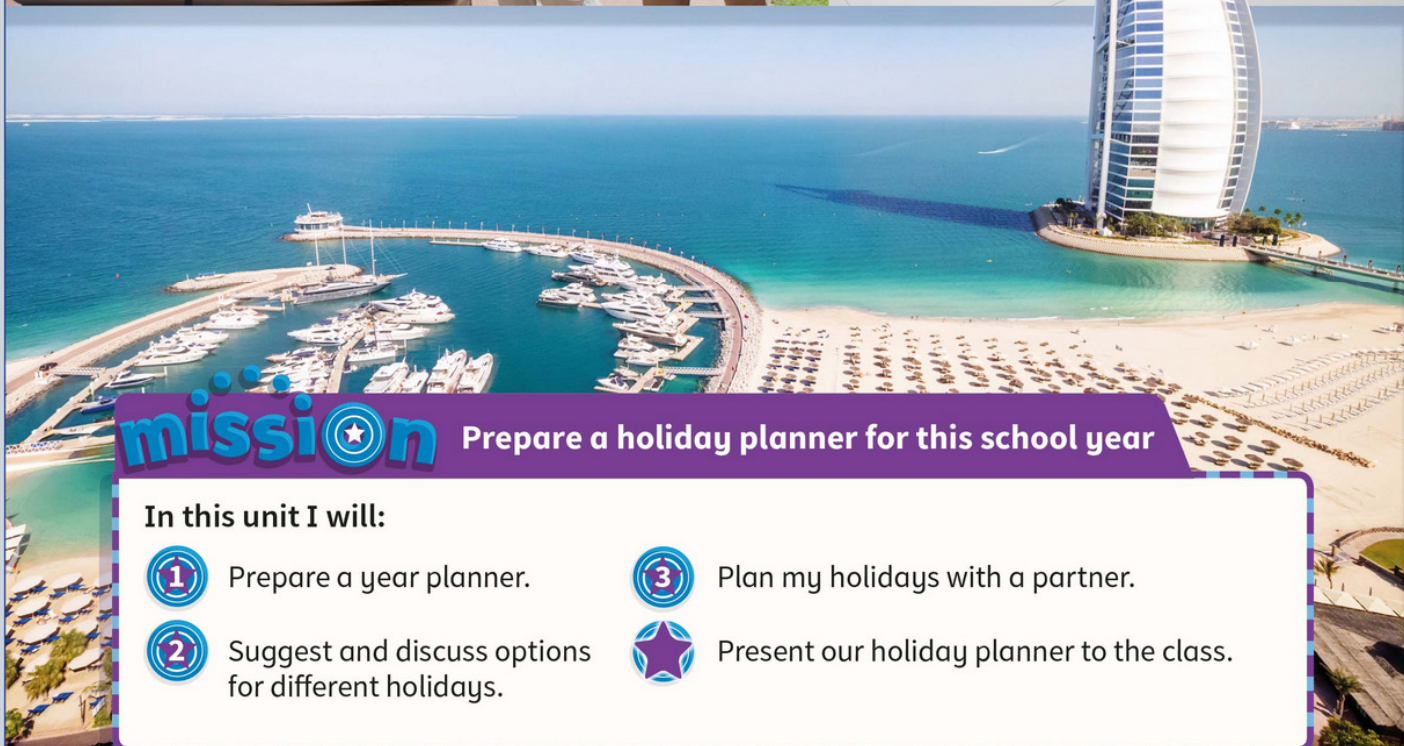
This year's trip



Watch the video. Ask and answer.

What do you do in the school holidays?

Where would you like to go on a trip?



Prepare a holiday planner for this school year

In this unit I will:



Prepare a year planner.



Plan my holidays with a partner.



Suggest and discuss options for different holidays.



Present our holiday planner to the class.

Unit 1 learning outcomes

In Unit 1, learners learn to:

- say the months of the year and the date
- use *might* and *may* to speculate about the future
- talk about journeys
- use indefinite pronouns
- read and understand about climates and climate zones
- read an encyclopedia entry and think about self-confidence and bravery

Materials globe / world map (optional), photos from Digital photo bank of Dubai including the Burj Al Arab hotel (optional), video, a year calendar or planner in English (optional), copy of the Mission worksheet (Teacher's Resource Book page 14), digital Mission poster

Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Look at the first picture. Ask What's in the car? (A suitcase and a rucksack) What's happening? (They're going on holiday / on a trip.) Where do you think they're going?* Learners suggest places, e.g. *the beach, the mountains.*
- Read the title and ask *How many months are there in a year?* Point to the picture of the calendar and say *What are the numbers? (They're dates.) What's this for? (To help plan / remember things / find out the date) What are the names of the months in English?*
- Use self-assessment (see Introduction). Say *OK. Let's learn.*

Warm-up

- Point to the stamp of the Burj Al Arab hotel and the picture on page 6. Ask *What's this building?* Learners guess. Say *It's a hotel. It opened in 1999. It's in Dubai. What does the hotel look like? (A boat)* If possible, show photos of Dubai and show where it is on a globe/map. Explain that Dubai is one of the emirates in the country of the United Arab Emirates.
- Say *Imagine you're staying at the hotel. What can you see from your room?* Learners talk in pairs. Write their ideas on the board (e.g. *the beach, boats, palm trees, beach umbrellas*).

Pupil's Book, page 6

1 Watch the video. Ask and answer.

- Say *In this unit we're talking about planning holidays and trips. Say Let's watch 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 Prepare a holiday planner for this school year

- Point to the Mission box or the digital Mission poster. Remind learners about the Missions they do in every unit (as in previous levels).
- Say *Our Mission is: Prepare a holiday planner for this school year. Ask Do you have any plans for this weekend? Or for the holidays? Where do you plan to go? What do you plan to do?*
- Say *Let's look at Stage 1. Prepare a year planner. Show the Mission worksheet or a calendar/planner. Say This planner is for a year. Each page is for one month. It has the days marked and I can add the names of the months and my plans. Mime adding a month name and an event to the planner.*
- Say *2 Suggest and discuss options for different holidays. Ask What places are good for holidays – the beach, the mountains or somewhere else?*
- Say *3 Plan my holidays with a partner. Say How can you travel on holiday? Learners list methods of transport they know in pairs. Write them on the board (e.g. bus, train, car, plane). Say You need to think about what to take on holiday. Do you need sunglasses and sun cream? Or a coat and a warm hat? Ask What did you take on your last holiday? Learners tell a partner.*
- Say *The last stage is 'Present our holiday planner to the class.' Say You need to show the class your planner and talk about it. Hold up a planner and start to talk about what is going to happen on particular dates.*
- Learners cover the page. See if they can remember the stages of the 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 the weather like in the picture of Dubai? (Hot and sunny) What other weather words do you know?*
- Make a weather spidergram on the board with the learners' help. Include *sunny, rain, windy, wind, snow, cloud, cloudy, rainbow, hot and cold*. Learners copy the spidergram in their notebooks. Ask *What's your favourite type of weather?*

Stronger learners Make a spidergram in pairs. Monitor and help. Pairs compare spidergrams with other pairs.

Learning outcomes By the end of the lesson, learners will be able to talk about the months of the year and say the date.

New language dates (*the fifth of October*), months, ordinal numbers (21st–31st), *Brazil, leave (left), South Korea, What's the date today?*

Recycled language character names, clothes, ordinal numbers (1st–20th), weather, *going to*, past simple

Materials flashcards of Diversicus characters, Months flashcards, word cards (optional), audio, video

Warm-up

- Hold up each character flashcard and say false information, e.g. *This is Pablo, Jenny's brother*. Learners correct you, e.g. *It isn't Pablo. It's Jim*.
- Stronger learners** Come to the front to make the false sentences.

Presentation

- Ask *Which month is it?* Check which months learners already know.
- Hold up each month flashcard and say the words. Learners repeat. Display the flashcards in turn. Learners say the months.
- Put all the flashcards on the board in random order. Ask *Which is the first month?* Hold up one finger to remind learners of *first*. Call a learner to put the correct flashcard first. Continue with the rest of the months, asking *Which is the (second) month?* and so on.
- Once the flashcards are in order, learners ask and answer in pairs, e.g. *Which is the (third) month?*
- Ask *What's the date today?* Help learners to say today's date and write it on the board.
- Review *thirteenth* to *twentieth* and count from *twenty-first* to *thirty-first* as a whole class. Repeat until learners are confident.
- Write dates on the board, e.g. 09/04. Learners say, e.g. *the ninth of April*.

Pupil's Book, page 7

1 Listen. Which countries do they talk about?

- Say *Open your Pupil's Books at page 7. Who is in the picture? (Su-Lin, Pablo, Jenny, Jim and Miguel) Where are they? (In the classroom) What's the date? (The fifth of October)* Explain that the characters are talking about the plan for their tour.
- Read the caption. Ask *Which countries do they talk about? Let's listen*. Play the audio. Check answers.

Track 1.06

Diversicus is in Dubai. The children are in the classroom. They're talking to Miguel about this year's tour.

Su-Lin: We left home on the twenty-eighth of September and it was cold and cloudy ...

Pablo: Yeah! And a week later, we're in Dubai and it's really hot and sunny!

Jenny: So, what's the date today? Is it the fifth of October?

Jim: Shall I look at my tablet? ... Yeah, that's right.

Su-Lin: So where are we going this year, Miguel?

Miguel: Well, we're here until the thirty-first of October, but we're not going to tell you all the countries. It's a surprise! But I can tell you that we're going to arrive in our second country on the fourth of November.

Su-Lin: And I think we're going to go to Brazil in December, the last month of the year. Is that right?

Pablo: And is it South Korea in April, Dad?

Miguel: You can all guess if you like, but ...!

Jim: We don't have to guess the ninth month. That's June, the end of the tour and we're going to be home again.

Su-Lin: Yeah, but we're going to do lots of brilliant things between now and June.

Pablo: And the adventure starts today!

Key: The United Arab Emirates (Dubai), Brazil, South Korea

Extension Write questions on the board and play the audio again.

- When did they leave? (28th September)*
- When are they going to arrive in the second country? (4th November)*
- When does Su-Lin think they're going to go to Brazil? (In December)*
- Why isn't Miguel telling them the plan? (It's a surprise.)*

2 Say the chant.

- Say *Listen and say the chant*. Play the audio or video. Learners point and chant.

Track 1.07

Twelve months in the year. [x2]

January, February, March,

April, May, June,

July, August, September,

October, November, December.

Twelve months in the year. [x2]

3 Tell your friend about something that happens in each month.

- Choose two learners to read the speech bubbles. In pairs, learners make sentences about the months.
- Ask pairs for example sentences.

Extra support Write useful words on the board (e.g. weather, items of clothing, annual events).

Activity Book, page 7

See pages TB128–140

Ending the lesson

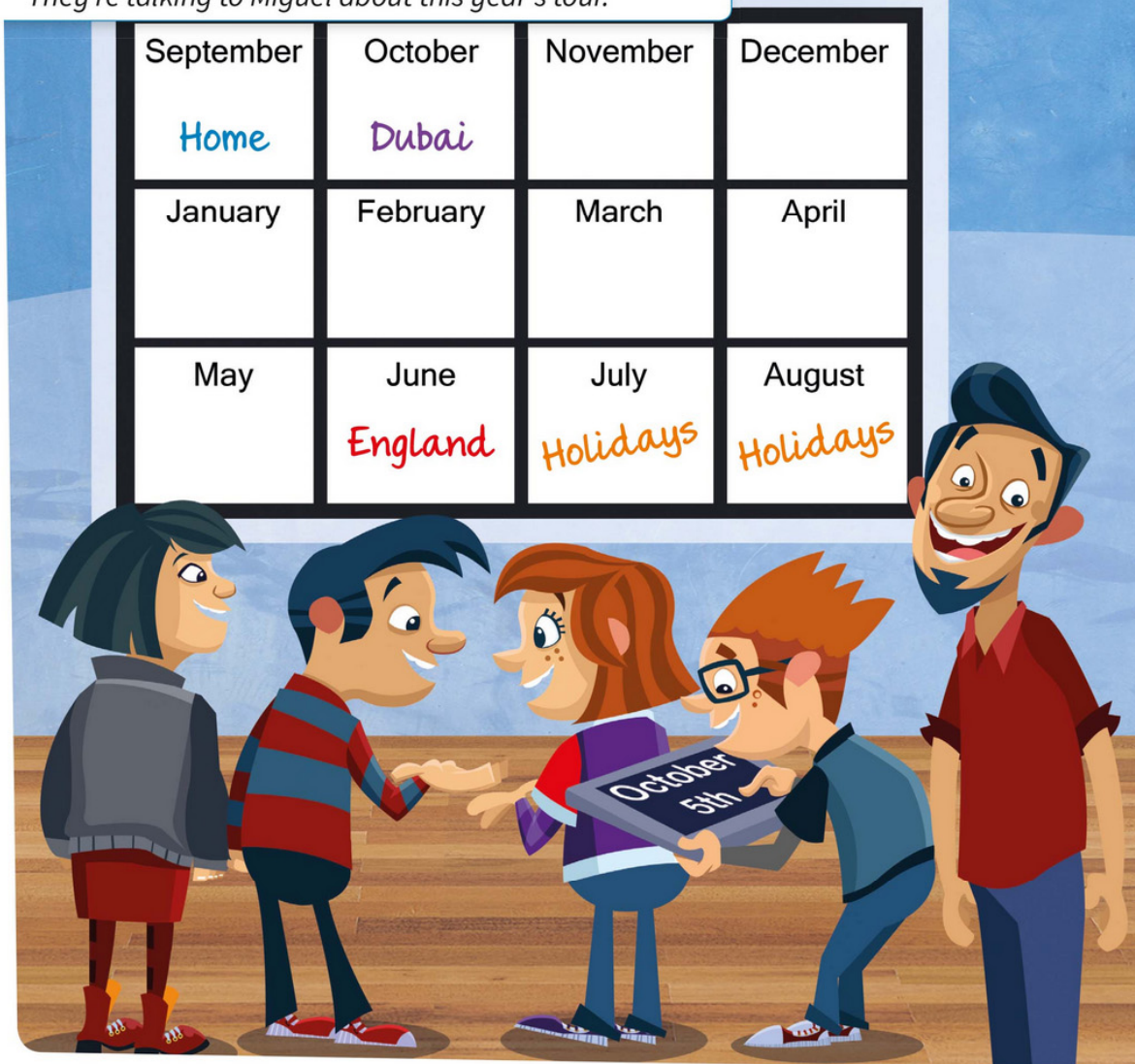
- SA** Say *We learnt about months and dates*. Show the flashcards. Ask *Do you know the words?* Use self-assessment (see Introduction).

1



Listen. Which countries do they talk about?

Diversicus is in Dubai. The children are in the classroom.
They're talking to Miguel about this year's tour.



2



Say the chant.

3

Tell your friend about something that happens in each month.

In January, it's cold. I wear a coat.

In February, it's my sister's birthday.