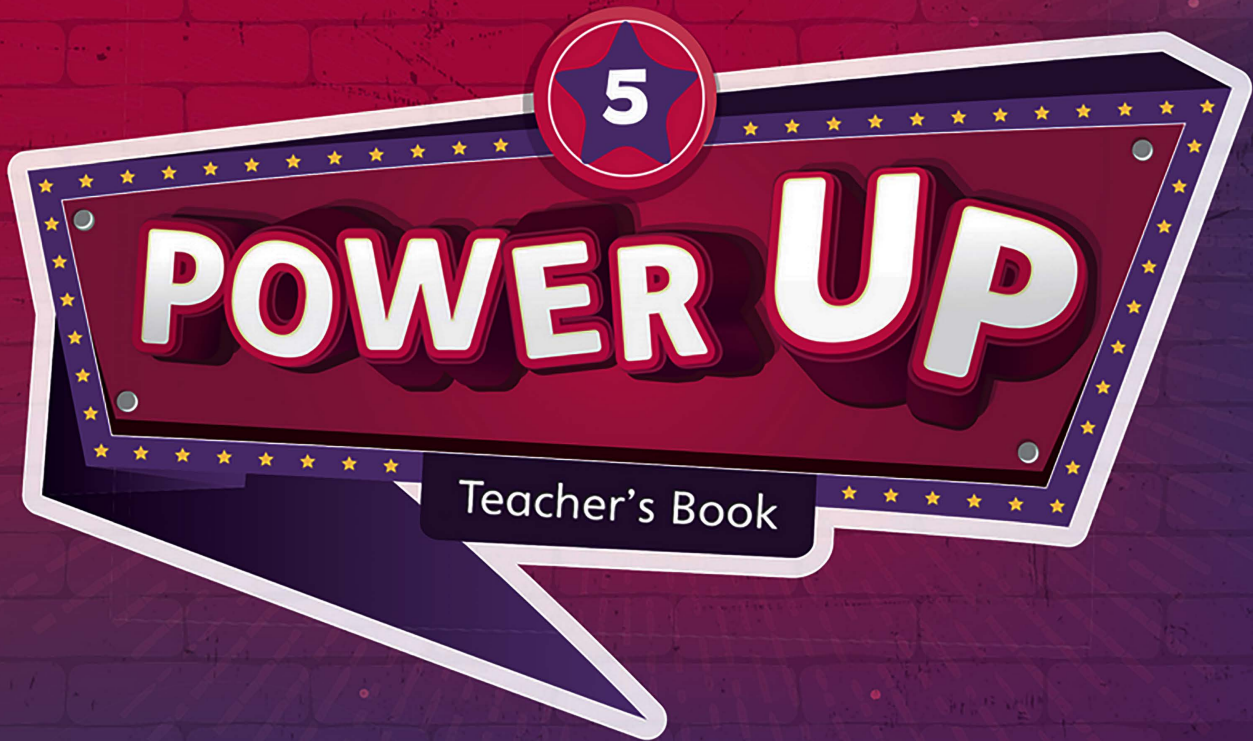




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Checklist for A2 Key for Schools Preparation

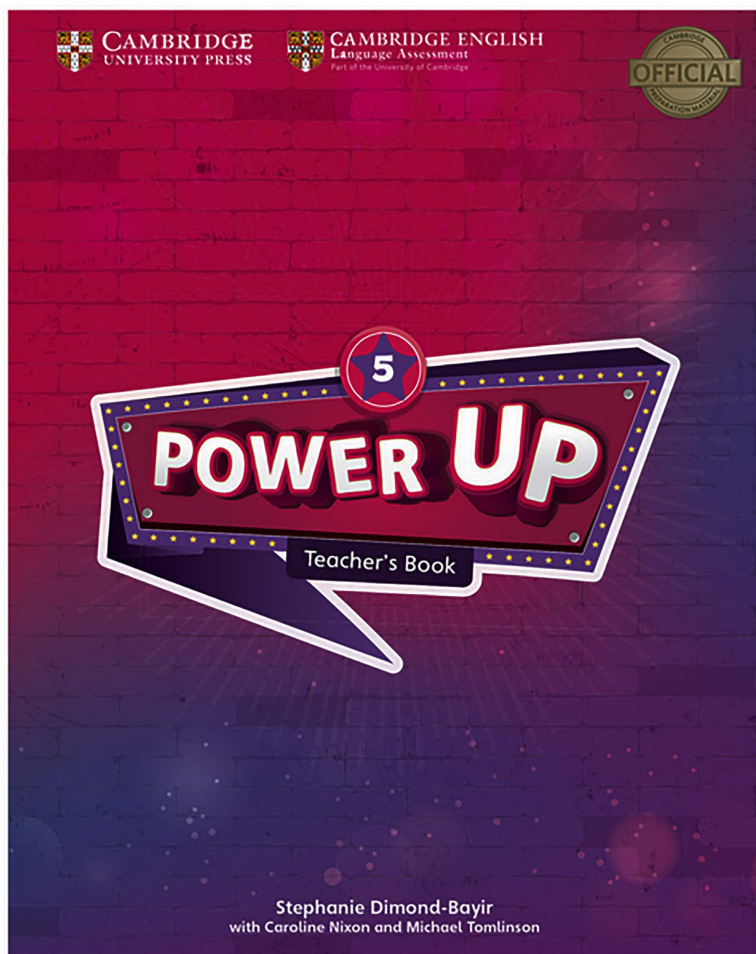
Paper	Part	Task	Practice
Listening 30 minutes	1	Discrete 3-option multiple choice (visuals)	<i>Preparation: Pupil's Book Unit 1 Page 14</i> <i>Practice: Activity Book Unit 1 Page 14</i>
	2	Gap fill	<i>Preparation: Pupil's Book Unit 3 Page 37</i> <i>Practice: Activity Book Unit 3 Page 37</i>
	3	3-option multiple choice	<i>Preparation: Pupil's Book Unit 7 Page 90</i> <i>Practice: Activity Book Unit 7 Page 90</i>
	4	3-option multiple choice (text)	<i>Preparation: Pupil's Book Unit 4 Page 52</i> <i>Practice: Activity Book Unit 4 Page 52</i>
	5	Matching	<i>Preparation: Pupil's Book Unit 5 Page 63</i> <i>Practice: Activity Book Unit 5 Page 63</i>
Reading and Writing 60 minutes	1	Discrete 3-option multiple choice	<i>Preparation: Pupil's Book Unit 1 Page 13</i> <i>Practice: Activity Book Unit 1 Page 13</i>
	2	Matching	<i>Preparation: Pupil's Book Unit 2 Page 26</i> <i>Practice: Activity Book Unit 2 Page 26</i>
	3	3-option multiple choice	<i>Preparation: Pupil's Book Unit 7 Page 89</i> <i>Practice: Activity Book Unit 7 Page 89</i>
	4	3-option multiple choice cloze	<i>Preparation: Pupil's Book Unit 4 Page 51</i> <i>Practice: Activity Book Unit 4 Page 51</i> <i>Preparation: Pupil's Book Unit 8 Page 101</i> <i>Practice: Activity Book Unit 8 Page 101</i>
	5	Open cloze	<i>Preparation: Pupil's Book Unit 3 Page 38</i> <i>Practice: Activity Book Unit 3 Page 38</i>
	6	Writing – Short message	<i>Preparation: Pupil's Book Unit 6 Page 76</i> <i>Practice: Activity Book Unit 6 Page 76</i>
	7	Writing – Story (35 words or more)	<i>Preparation: Pupil's Book Unit 5 Page 64</i> <i>Practice: Activity Book Unit 5 Page 64</i> <i>Preparation: Pupil's Book Unit 9 Page 113</i> <i>Practice: Activity Book Unit 9 Page 113</i>
Speaking 9–10 minutes	1	Interview	<i>Preparation: Pupil's Book Unit 2 Page 25</i> <i>Practice: Activity Book Unit 2 Page 25</i>
	2	Candidate discussion	<i>Preparation: Pupil's Book Unit 6 Page 75</i> <i>Practice: Activity Book Unit 6 Page 75</i>

Checklist for B1 Preliminary for Schools Preparation

Paper	Part	Task	Practice
Listening 35 minutes	1	3-option multiple choice (visuals)	See Level 6
	2	3-option multiple choice (gist)	See Level 6
	3	Sentence completion	See Level 6
	4	3-option multiple choice (long text)	See Level 6
Reading 45 minutes	1	Discrete 3-option multiple choice	See Level 6
	2	Multiple matching	See Level 6
	3	4-option multiple choice	See Level 6
	4	Gapped text	See Level 6
	5	4-option multiple choice cloze	See Level 6
	6	Open cloze	<i>Preparation:</i> Pupil's Book Unit 8 Page 102 <i>Practice:</i> Activity Book Unit 8 Page 102
Speaking 10–12 minutes	1	Short conversation between the interlocutor and each candidate	See Level 6
	2	Individual long turn	See Level 6
	3	Collaborative task	See Level 6
	4	A discussion on topics related to the collaborative task in Part 3.	See Level 6
Writing 45 minutes	1	Candidates write an email based on an annotated input task	<i>Preparation:</i> Pupil's Book Unit 9 Page 114 <i>Practice:</i> Activity Book Unit 9 Page 114
	2	Candidates write one from a choice of two specified text types.	See Level 6

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

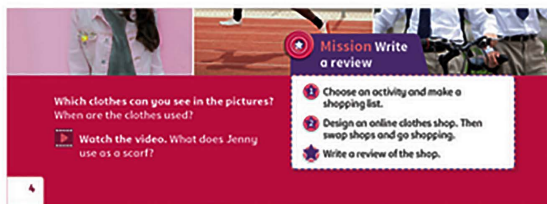
Activities are based on real-world skills and situations that learners find engaging and fun. All four skills – reading, writing, listening and speaking – are used to explore interesting topics. The activities scaffold the learning to support both stronger and weaker learners. Grammar and vocabulary 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. In Level 5, the Missions are flexible and open, allowing the teacher and learners to decide how much time to assign to their completion. Learners have increased autonomy in deciding how to achieve their goals. Each mission includes skills that students need for real-life activity. 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 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 with 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

- 1 Which apps do you use? What do they do?
- 2 Listen and read the text. What do these numbers mean?
2 million \$1 million 400 million

< What's an app? >

< There are lots of apps that you can download to a smartphone or laptop. The most popular are games, news, weather and social media apps. If you have an app on your phone, you just have to click on it. This means you don't need to search for a program or write the address of a website. One of the first apps was a game called 'Snake'. Players had to make a line of dots around the small screen. This might not sound very interesting, but 400 million people played this simple game. Now there are over 2 million apps to choose from. >

< How do you make an app? >

< Companies can spend between \$50,000–\$1 million on making apps. That's a lot of money! But if you have a good idea, you can make an app and create it for free. There are a few things to do if you want to make an app: >

- 1 Think about what your app is going to do, how it will be good for the people using it and how you will let people know about your app. Write your ideas on a piece of paper and draw pictures.
- 2 Go online and check if there are other apps like yours. If there are, how is yours better?
- 3 Wireframe your idea. A wireframe is like a storyboard. You draw your design ideas so that you can see what your app does. There are lots of different wireframing websites to help you do this.
- 4 Learn the language of app building. Lots of schools have coding clubs which teach you the languages you need to build apps. You need to choose a coding language and learn the rules. For example, when you are using HTML5, you need to use these symbols < > at the beginning and end of your codes. >

3 In pairs, talk about the sentences. Say yes or no and why.

- 1 I'd like to play 'Snake'.
- 2 I'd like a maths app.
- 3 I think making an app is easy.
- 4 I'd like to make my own app.

24 How to make an app

A mobile phone is more powerful than the computer that sent astronauts to the moon in 1969.

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 5 and 6, learners can move in a linguistic environment that promotes a complete development of the language. The difficulty now falls on the changes in the learner's maturity and their reluctance to stand out from their peers. This shyness affects the interactive nature of the CLIL classes, but it can be countered by the increased use of pair and group work. Throughout the learning process of children at this level, teachers are able to talk without paying special attention to the English language. Learners will have acquired a natural perception of the second language and a linguistic level that allows them to understand most of the language structures. There is however an increased demand for accurate reading and writing skills as they have to practise for the external language exams. The topics covered in the CLIL pages have been chosen to interest learners and to motivate them to extend their knowledge by further investigation.

Pronunciation and Spelling

When learning another language, pronunciation and spelling are two of the most challenging aspects. English, in particular, has a complicated spelling system, so learning and practising the rules and patterns, as well as any exceptions to those rules, is the key to success!

In *Power Up* levels 5 and 6, the focus is predominantly on pronunciation and stress patterns. There are pronunciation activities for every unit at the end of the Pupil's Book and within every unit in the Activity Book. The activities focus on a variety of potentially challenging pronunciation aspects of the English language. They focus on areas such as sounds non-native English speakers often find more challenging, or particular spelling patterns that sometimes pose more difficulties. In addition, they focus on stress patterns in words, sentences and questions, as well as intonation. The nuances of English pronunciation can affect the meaning of a statement or question, so it is important for students to familiarise themselves with these nuances and practise them as much as possible.

The Pupil's Book pronunciation 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 students, therefore making the focus more about pronunciation than on reading and comprehension. The Activity Book activities are based on the audio from Lesson 6 of each unit.


The teaching notes support the pronunciation focus along with the accompanying audio. Any key pronunciation points are outlined in the teaching notes for each unit and there's also a pronunciation tip for each of the Activity Book pronunciation activities, for the teacher to discuss with the children. Gradually, the children will learn the patterns for pronunciation and sentence stress through lots of practice and, over time, their pronunciation will become more and more accurate as their ear becomes attuned to hearing the British/American pronunciation.

Preparation for Cambridge A2 Key for Schools and B1 Preliminary for Schools in Level 5

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 complete their preparation for A2 Key for Schools and partially prepared for B1 Preliminary for Schools during Level 5 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, indicated by the . In Level 5 Units 1–4, learners experience test tasks in the style of A2 Key for Schools. Then in Units 5–9, they progress to Preliminary for Schools.

In each unit of Level 5, the two Pupil's Book Exam preparation pages focus on two parts of the A2 Key for Schools or B1 Preliminary for Schools tests. Each page breaks down a 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 Key for Schools and Preliminary for Schools practice tests.

The Cambridge exams provide colourful and motivating tasks which test real-life skills. All the exams help learners develop their everyday written and spoken English. This means that preparing for the exams also supports effective learning. Each exam tests the four skills: listening, reading, writing, speaking. *Power Up* bridges the gap between the topics of the exam and the lives of the learners in a humorous and inspiring way, presenting the topics in a fun and engaging style. Exam-style tasks therefore develop the skills of the learners effectively in a step-by-step progression, allowing learners to build on what they know and increase their confidence. B1 Preliminary for Schools now has practical language skills and the content is aimed at school-age learners so it continues to build on the knowledge learners have developed when preparing for Key for Schools. Information about the revised tests is available here: www.cambridgeenglish.org/exams-and-tests/

Audio visual material

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

Power Up Levels 5 and 6 feature two videos per unit, plus another interactive quiz video in each of the three review sections.

- A unit opener video introduces the unit topic, activates prior knowledge and helps establish both unit and individual learning objectives.
- Speaking test videos, designed to focus on one part of Cambridge Key for Schools or Preliminary for Schools Speaking Test, appear in Speaking practice. They feature two exam candidates answering questions in the style of the test. These serve as a model for learners to follow and also reduce anxiety by giving learners an idea of what to expect. There is also a still from the video on the Activity Book page, followed by an activity.

- The interactive review quizzes in the three review sections consolidate the learner's knowledge and assesses how they have progressed in relation to the learning objectives.

Components

Pupil's components

Pupil's Book
Activity Book with access to online activities
Home Booklet

Teacher's components

Teacher's Book
Teacher's Resource Book
Test Generator
Class audio CDs
Presentation Plus
Downloadable class videos (videos diaries, practice Speaking Test videos, interactive quizzes)
Posters
Visit www.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:

- nine core units with audio and audio visual content
- three Review units

Pupil's Book unit walk-through



In *Power Up* 5, Jim and Jenny Friendly are living in the city and produce funny vlogs (video diaries) about different subjects. They share their ideas and adventures with their friends Mark and Sam.

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 Language presentation 1
- Lesson 4 Language practice 1 & Mission Stage 1
- Lesson 5 Vocabulary 2
- Lesson 6 Language practice 2 & Mission Stage 2
- Lesson 7 Literature – text focus
- Lesson 8 Literature – response to text / social & emotional skills
- Lesson 9 Cross-curricular
- Lesson 10 Exam builder
- Lesson 11 Exam builder
- Lesson 12 Review & Mission in action

Lesson 1

Unit opener and Mission set up



Lesson 1 opens the unit with theme-related pictures which set 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 vlog (video diary) and complete a task which encourages 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 are clearly outlined. The Activity Book contains a corresponding Mission statement page 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 colourful images to contextualise the language. This shows typical real world situations and contextualises the vocabulary to present meaning.

- Learners see and hear the new language first of all and are required to give a response as they recognise the vocabulary.
- Learners are encouraged to produce the language accurately in an engaging activity.
- This is followed by a consolidation task, usually requiring learners to respond to questions using the new vocabulary.

Lesson 3

Language presentation 1

Lesson 3 provides a related context using pictures, audio or text which practices the new vocabulary and introduces the grammar point to follow.

- Learners listen and read the language using the pictures to help them understand.
- The teacher's book provides comprehension checks for the teacher to use to support and check understanding.
- At this stage, the learners are only exposed to new language. The activities and pictures help to establish the meaning and are often related to the types of task found in the exam.
- There may be an exam tip box which gives learners a technique to help them with exam questions.

Lesson 4

Language practice and Mission Stage 1

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

- The 'grammar look' box highlights the target language which learners have heard in the previous lesson 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.
- There is a further exam tip highlighting how the skills used in this lesson can be helpful in the exam.
- This is usually followed by a task requiring the learners to read and write using the new language.
- Learners are also directed to additional grammar tasks at the back of the book to provide further controlled practice of the 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.

Lesson 5

Vocabulary 2

This lesson uses a reading or listening text to develop the topic and introduce further new vocabulary.

- Learners complete simple tasks which encourage them to produce the new language.
- This is usually followed by an activity or game that provides further practice and develops one or more skills – listening, reading, writing or speaking.

Lesson 6

Language practice 2 and Mission Stage 2

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

- There is a second **Grammar look** box which again highlights the target language and gives learners a chance to hear the language and say it correctly.
- Learners are directed to further grammar practice and a pronunciation task at the back of the book which encourages them to practice a feature of pronunciation related to the target language.
- 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

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

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

- 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 titles and pictures of the story before they read.
- Learners then listen to the text as they read which helps bring it to life and understand the content.
- Teacher's notes provide comprehension tasks to help support comprehension and to check understanding stage by stage as learners listen and read.
- In the second lesson, learners complete follow up activities using reading, speaking, writing and listening. Tasks include answering questions, talking about

personal experience related to the topic, discussing ideas and identifying how people or characters feel about situations. The activities help develop learners' emotional competencies and encourage them to develop social and life skills such as kindness, sharing and politeness.

Lessons 9

Cross-curricular

This lesson introduces a topic which relates to the main focus on 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.

- Tasks and pictures are provided to help learners understand the topic and its relevance to them.
- A variety of practice activities follow: these can involve listening, reading, writing and speaking and give learners to the chance to practise language, develop their skills and improve their critical thinking.
- There is an exam tip which gives the learners useful strategies for the exam.

Lessons 10 and 11

Key for Schools and Preliminary for Schools Cambridge Exam skills builder

In lesson 10, there is a focus on familiarising learners with the Cambridge A2 Key for Schools and B1 Preliminary for Schools exams. Each lesson focuses either on listening, speaking, reading and writing. It allows learners to develop exam strategies and tips. It enables them to become familiar with the exam rubrics and task types of the exam. It also allows both the learners and teacher to see how well they might perform in the KfS or PfS exams.

- Learners complete tasks typical of the KfS or PfS exams. These include matching tasks, completing texts and writing about pictures.
- Notes in the teacher's book give advice on how to develop learners' exam strategies including confidence building tips. There are also more exam tip boxes.

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

Review units

A review unit is included every three units and appears after unit 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 into new contexts.

- Each review begins with a video quiz which learners can complete to see how much they can remember. This quiz can be repeated after the review is completed to measure progress after the review activities are complete.
- This is followed by listening tasks, tasks based on pictures to encourage speaking practice and personalised writing tasks.
- There is also a flowchart which provides learners with some techniques for learning and retaining vocabulary autonomously. This develops their study skills.

Unit opener page in the Activity Book



The unit opener in each unit of the Activity Book is actually a page for you and your learners to refer to throughout each unit. It has three key parts: the Mission Complete, a 'My unit goals' ladder and 'My mission diary'. 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.

Mission Complete

Go through the mission statements with the learners at the beginning of the unit. You can read these or if you prefer you can put them onto the board or a poster. Ask learners to think about how confident they are with each step. Learners can discuss in pairs and small groups or just think about what they can do on their own. Remember to go back to the mission complete sentences at the end of each Mission stage during

the unit and review them. Learners can tick the stars as they progress. Quickly check what each learner is doing at each stage to get a sense of their own assessment. **Fast finishers** and **stronger learners** can work in pairs and give examples of the language they have learnt that helped them complete each stage. **Extra support** – learners can go back to their books to copy words or language they have been learning.

My mission diary

At the start of each Mission stage, ask learners to think about what they already know about the main topic of the unit. Ask them to fill in the first part of the diary. They can do this alone or discuss in pairs or small groups and then complete the information for themselves. Go back to this at the end of each Mission stage and ask them to complete the second part of the diary highlighting what they know about the topic after completing the different parts of the unit.

My unit goals

This section is in four parts and forms a 'ladder'. After learners are familiar with the mission goals, 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 statements 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, e.g. *I want to practise describing a city so I can say if it is a good place to live. To do this, I will read about cities and I need new vocabulary.* Check the ideas that learners have and what they think they need to do.

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 the rest of the class one of their questions.
- 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.

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 words and expressions 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 activities, 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 Key for Schools and Preliminary for Schools.


Speaking and spelling in the Activity Book


Vocabulary 1


1 Order the letters and write the words.



 ceyergmene rado
 first aid kit



 entplia
 patient



 arhet
 back


 nfpuali
 broken leg


 kabur
 fell


 lakne
 cast


 tuc
 cast


 uljnerd
 broken leg

2 Use the words in the signs to make sentences.

Quick, quick! There's an emergency here! My friend has broken his ankle.

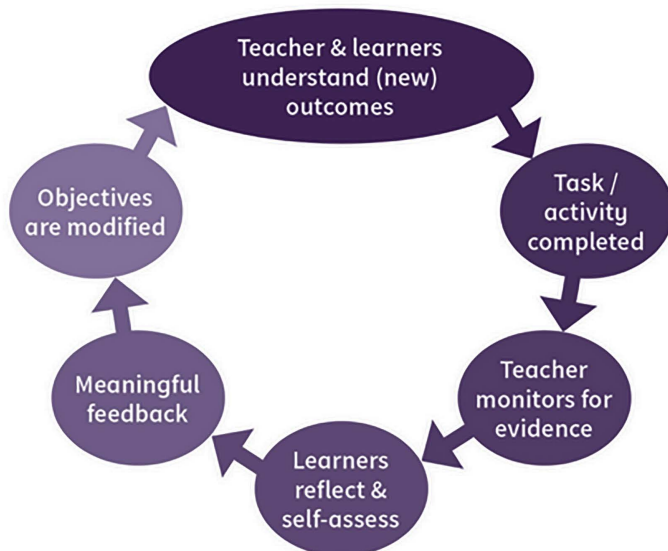
3 In pairs, say three sentences with the words in the signs. Your partner guesses if they are true.

I fell off my bike last year and broke my leg. No you didn't! You haven't got a bike!

Vocabulary: accidents and illnesses 43

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 speaking and spelling practice activities in every unit of the Activity Book. The activities focus on particular words



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*'s methodology can be integrated into everyday learning to support progress in different ways and these have been integrated into the course:

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

Power Up asks teachers and learners to understand objectives. Expected outcomes for each lesson are shown at the beginning of each lesson in *Power Up* and Mission statements are also provided in learner-accessible style; these can be shared in creative ways with the learners. This helps learners understand what they are trying to achieve in each activity they complete. In Level 5, the Missions are more flexible giving learners the opportunity to decide how much work they want to do to achieve each stage.

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 to use Self-assessment

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

Some of the techniques are suitable for the start, mid and end of lessons or units in the self-assessment spots. Other techniques are quick and preparation free (or need preparing once and are reusable) and could be used in the self-assessment spots but also for individual activities if it would be useful to include.

1 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 – you can direct them to the lesson outcomes to support, e.g. I understand words about computers. Then tell them to think about how close they feel to achieving the outcome and choose a phrase that describes this.

Lesson outcomes: what we want to achieve	How I feel
I understand words about	This is true. This is mostly true. This isn't true yet.
I can say	This is true. This is mostly true. This isn't true yet.
I know	This is true. This is mostly true. This isn't true yet.

Variation:

- Learners keep a notebook and write their self-assessment notes in this rather than cards.
- If learners have access to mobile devices or PCs, they can complete an online self-assessment using a tool such as *doodle* and send it to you.

2 Instant messaging

Use an instant messaging service for your group. At the end of an activity or lesson ask learners to message you their self-assessment choosing from appropriate phrases, e.g. *I'm confident I can .../I'm not sure about .../I can't*

3 Learner journals

Learners keep a journal. Spend five minutes at the end of each lesson encouraging the learners to fill in their journal. They can be provided with stem sentences (as in example 1) or they can write anything they feel about their performance with no input from you.

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 Scales reordered

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 do a frowning face and write 0%. (This is re-suable 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.

6 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'.

7 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: red – not confident, yellow – OK but need more practice, green – very confident.

8 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.

Variation:

- 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 or label three boxes with the different colours.

Quick 'on the spot' SA techniques

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 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.

3 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).

4 Sticky notes

Put a large poster on one side of the room with I can do this at the top. Put another on the other side with a saying I'm not confident yet. Learners write any words or grammar they feel confident about and something they aren't sure about, on two different sticky notes. They add one to each 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 learners' reactions.

5 Sticky spots

Create a poster divided into three columns. In the column headings, write I can do this / I'm not sure / I can't do this yet. 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.

6 Mini whiteboards

Give each learner a mini whiteboard if you have these. Alternatively you can make them by using laminated card which can be reused a few times.

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

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

7 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.

Teacher's 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

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.

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've used lots of new language to talk about cities and described them in detail. You could answer questions after you listened to the information.*
- You can use the language from the outcomes to help close the task.
- If 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've worked really hard and described cities. Let's try again later and we can start to add more detail and use more new words.*

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.

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 simple questions inaccurate.	? OK but problem with adding /ə/ before vowels.	✓ Fluent ? Turn taking	? OK – has to check text book a lot for words.

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

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.

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.

Use scoring rubrics

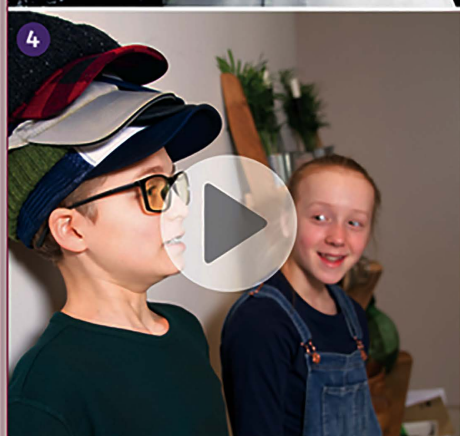
You can combine in-class assessments with results of class tests, e.g. percentage scores, and all this information can be matched against external standards to give you an idea of how well learners are doing overall. For example, you can

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.

1 In style



Mission Write a review

- 1 Choose an activity and make a shopping list.
- 2 Design an online clothes shop. Then swap shops and go shopping.
- 3 Write a review of the shop.

Which clothes can you see in the pictures?
When are the clothes used?



Watch the video. What does Jenny use as a scarf?

Unit 1 learning outcomes

In Unit 1, learners learn to:

- describe clothes
- use comparative adjectives and adverbs
- use present simple to talk about the future
- read and listen for general and specific information
- understand people all have similar feelings
- read and develop ideas about clothes in history

Materials video, two pictures (a rainy day, a raincoat) colouring pens and paper

Self-assessment

- **SA** Show pictures from the unit. Hold a copy up and point. Ask what they think they will learn about. Learners discuss in pairs then share.
- Ask learners to complete the self-assessment (see Introduction). Say *OK. Let's learn.*

Pupil's Book, page 4

Warm-up

- Ask learners to mingle around the room. If possible, play music (if not, clap a rhythm). Tell them when the music stops, they freeze. Tell them to stand back to back with the person nearest them so they can't see their partner. If there is a learner without a partner, pair with them.
- Say *What's your partner wearing? Don't look – can you remember? Tell each other.* Learners describe each other's clothes. Monitor as they speak.

Which clothes can you see in the pictures?

When are the clothes used?

- Say *Open your books at page 4.* Point to the picture of a wedding dress. Ask *What's this? (a wedding dress). When is it used? (for a wedding).* Learners repeat.
- Say *We wear different things for different activities. Which clothes can you see? When are the clothes used?*
- Put learners into groups of three. Tell them they have 2 minutes to name as many items as they can. Call out *Stop* after 2 minutes. The group with the most items wins.
- Point to each one. Ask the name and what it is for. Say the name of the clothes clearly. Highlight the stress. (It is often on the first syllable.) Learners repeat.

Key: 1 wedding dress – at a wedding 2 strange dress – at a fashion show 3 wetsuit – watersports 4 hats – sunny weather 5 gloves – cold weather 6 shirt/blouse – autumn 7 fancy dress – parties 8 (running) shorts – athletics 9 ties – school



Watch the video. What does Jenny use as a scarf?

- Show a picture of a rainy day. Ask *What's the weather like? (rainy and cold). What do you wear in this weather?* Learners suggest ideas. If not suggested, show a raincoat (or picture of a raincoat). Ask *What about this? Would this be OK? (Yes) What is it? (a raincoat).* Learners repeat.
- Tell learners they will watch Jenny's vlog about organising clothes. Ask *What does Jenny use as a scarf? Think about why.* Learners watch, and then compare ideas.
- Say *How many other clothes did you see? Let's make a list.* Learners call out ideas. Write a list on the board as they say them. Say *Watch and check. Did you miss any?*
- Play the video. Learners watch and tick off items or add them.

Key: Jenny uses a raincoat as a scarf. They are giving away any clothes they can't wear and she wants to keep her raincoat, but she is wearing too many clothes.

Possible items: T-shirt, blouse, jumper, raincoat, football T-shirt, hat, trousers.



Mission Write a review

- Say *We're going to review a shop. What is a review? (It tells us about a place and what is good or bad about it).*
- Learners suggest ideas. Ask learners to read the Mission Statement in pairs to see if their ideas are right.
- Ask *Why do we use shopping lists? What would you like in your favourite clothes shop?, e.g. types of clothes, big mirrors, free sweets.*
- Tell learners to close their books. Ask learners to try to remember the Mission. Check. Say *This is our Mission.*

Activity Book, page 4

See pages TB126–141.

My unit goals

- Go through the unit goals with learners. Read these or put them onto the board or a poster (see suggested techniques in 'Identifying outcomes' in Introduction).
- Go back to these unit goals at the end of each Mission stage and review them. Say *This is our Mission page.*

Ending the lesson

- Put learners into groups of four. Give them colouring pens and paper. They take turns to draw an item of clothing. They keep drawing until others guess the item.
- The learner able to draw the most clothes which their partners can guess is the winner.

Learning outcomes By the end of the lesson, learners will be able to describe clothes, pronounce /s/ and /z/ sounds, and listen for specific detail.

New language *handbag, trainers, tights, blouse, jewellery*

Recycled language *tracksuit, jumper, raincoat, suit, swimming costume, tie*

Materials audio; dice (one per pair of learners)

Warm-up

- Draw a stick figure or simple outline of a person on the board for learners to copy it. Next to the figure write: 1 *hat*, 2 *T-shirt*, 3 *trousers*, 4 *shoe*, 5 *scarf*, 6 *shoe*. Put learners into pairs. Give each pair a dice. Explain that if you throw 1, draw a hat. If you throw the same number twice, don't add anything.
- Tell learners to play in pairs and take turns throwing the dice. The first learner to dress their stick figure wins.

Fast finishers label their drawings and add additional words using a dictionary if they wish, e.g. jumper, coat.

Pupil's Book, page 5

1 Listen and point to the clothes. Then match the clothes (1–11) to the words in the box.

- Say *Do you ever choose clothes online? Why / Why not?* Learners offer ideas.
- Read the introductory sentence. Say *Let's see what she wants for her birthday.*
- Say *We are going to listen to some sentences. But is it helpful to think and look at all the information we have before we listen? (Yes, it helps us listen better.)*
- Ask learners to look at the pictures quickly for 15 seconds. Then they close their books. Put them in pairs. Learners try to remember any clothes they saw.
- Say *Well done! Let's listen now. Point to the clothes when you hear them. Let's do the first one together.* Play the first sentence from the audio (*The handbag is green*). Check learners are pointing at A. Say *Now do the rest.*
- Play the audio. Learners point and say the name of each item.

Track 1.02

The handbag is green.

The tracksuit is pink.

The jumper is red and striped.

The trainers are white.

The tights are light blue.

The raincoat is purple and white.

The suit is dark blue.

The swimming costume is pink and orange.

The blouse is yellow.

The tie is purple.

The jewellery is silver.

Extension Ask learners to look at the picture. Say *Find something yellow*. Learners call out *blouse*. Put learners into small groups. Learners take it in turns to say *find something (colour)*. Their group answer.

Key: A handbag B jumper C raincoat D suit
E swimming costume F tie G tights H tracksuit
I trainers J jewellery K blouse

2 In pairs, read the sentences. Are they true for you?

- Read out the example: *My teacher's wearing jewellery.* If you are wearing any jewellery, show them. Ask the learners *Is it true or false*
- Learners read the sentences and answer.
- Check answers.

Extension Learners stand in circles of six. They take it in turns describing the clothes of the learner to their right, e.g. *Alex is wearing red trainers. False making either a true or false statement 'Alex is wearing white trainers.* The group call out *True or False*.

3 PRONUNCIATION

Listen and repeat. **page 118**

- Write the three words on the board. Write /s/ and /z/. Ask *Which sound did you hear in each word? (suits /s/, jeans /z/, blouses /z/).*
- Tell learners to listen and repeat again paying attention to the sounds. Play the audio again.

Track 1.03

suits

jeans

blouses

- Tell learners to turn to page 118 to do Pronunciation Activity 1. (See page TB124.)

Activity Book, page 5

See pages TB126–141.

Ending the lesson

- Draw a Venn diagram on the board with *winter* in one circle and *summer* in the other.
- Ask learners what they wear at different times. Learners come to the board and write up words or work in small groups. Encourage them to explain their answers, e.g. *swimming costume – I wear this in summer at the beach.*



1

Listen and point to the clothes. Then match the clothes (1–11) to the words in the box.

handbag jumper raincoat suit swimming costume
tie tights tracksuit trainers jewellery blouse



I love looking at clothes online, and here are some of my favourites. I'd love to get some of them one day ... and it's my birthday soon!



I ❤️ this. It's warm and cosy!

+ make new board



You'll love ☔ if you wear this coat.



My favourite tennis player wears these!



You can put your phone in this.



Something for my brother (if he ever gets married!!!)



This is perfect to wear in spring.



This is beautiful – but more \$ than some cars!



These are cute! And they look really comfortable.



Great for riding my bike in the park.



My geography teacher wears this! It's awesome!!!!



This is more beautiful than a sunny day at the beach 🕶️.

2

In pairs, read the sentences. Are they true for you?

My teacher's wearing jewellery.

I've got a handbag at home.

I've got a swimming costume.

My teacher often wears a tie.

There's a raincoat in my bag.

I'm wearing a jumper.

My mum's got a tracksuit.

I'm wearing black tights.

My teacher's wearing jewellery.

No, she isn't.

I've got a yellow blouse.

There are trainers in my bag.

My dad's got a blue suit.



3

PRONUNCIATION Listen and repeat.

page 118

Language presentation 1

1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want? _____
- 2 What were the problems with the things they bought? _____
- 3 What is a shopping fail? _____

Online Shopping Fails

22nd March @12:25 pm

Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend is learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could then I left to go to the party. The T-shirt felt great – it wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started laughing. I was confused – but then he told me about the problem with my T-shirt. It didn't say 'Feliz cumpleaños' on the back. It said, 'Happy Birthday in Spanish'! 😱

At first, I was angry – but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better. 😊

22nd March @12:45 pm

Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive. But on the second site I saw a pair of shoes I loved – they were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! 🧸

What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- | | |
|---|--|
| 1 'My old ones are too small.' | 3 'Wow! This is really comfortable.' |
| 2 'Great! I love the colour and they're not expensive.' | 4 'This is awful! I look so silly.' |
| | 5 'That's strange. Why's this so small?' |
| | 6 'I'm happy it made you laugh.' |

Learning outcomes By the end of the lesson, learners will be able to read and understand comparatives in a text.

New language *online, blog*

Recycled language *clothes, angry, surprised, shocked, comparative adjectives*

Materials pictures of trainers, a T-shirt, a mobile phone and books; 2 cards and colouring pens for each pair of learners

Pupil's Book, page 6

Warm-up

- Write *keys* and *snacks* on the board. Ask *Which ends with the sound /s/ and which ends with /z/?* (*keys /z/; snacks /s/*).
- Put learners into pairs. Give each pair two cards and a colouring pen. Tell learners to write /s/ on one and /z/ on the other.
- Tell learners to decide which sound they hear, /s/ or /z/. When you say *Show me now*, learners hold up the correct card. Each pair gains a point for a correct answer.
- Do an example: say *keys*. Say *Show me now*. Check learners are doing the task correctly and gradually increase speed. (Words: days (z), trainers (z), suits (s), jobs (z), tights (s), jeans (z), shoes (z), ties (z), newspapers (s), cups (s). Add more if you wish.)

Presentation

- Say *We're going to read Jim's blog about buying clothes online on the Internet. Say online.* Learners repeat.
- Show pictures of trainers, a T-shirt, a mobile phone, a book.
- Say *Sometimes, when we buy things online, we don't get what we want. What problems could you have with these things online?* Discuss the picture of the trainers together, e.g. *they are the wrong size or colour.*
- Put learners into pairs to discuss the other items. Share their ideas. Ask *Which of these is expensive and which is cheap?* Check meaning if learners don't know the adjectives (*mobile phone is expensive; book or T-shirt is cheap*). Read the questions aloud.

1 Read Jim's blog and answer the questions.

- Ask *Can you read every word carefully in 2 minutes?* (No). Say *Can you find the information?* (Yes). Say *Let's find out.*
- Learners read the text alone. Monitor for progress and finish after 4 minutes.
- Put learners into pairs to check answers. Check with the class.

Key: 1 Jim wanted a T-shirt with 'Happy Birthday' written on it in Spanish, Jenny wanted a new pair of trainers.
2 Jim's T-shirt said 'Happy Birthday in Spanish' on it, Jenny's trainers were for a doll.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- Tell learners that they will read again to find out more.
- Look at number 1 together. Ask learners for their answer, and then the reason.
- Put learners into pairs. Learners read and answer numbers 2–6 together. Give up to 5 minutes, but monitor for progress.
- For each answer, ask learners what Jim or Jenny said the comment about and where they found the sentence.

Key: 1 Jenny (she needs a bigger pair of trainers)
2 Jenny (she sees a pair of shoes she loves, they're red and very cheap) 3 Jim (when he puts the T-shirt on, it feels great – not bigger or smaller than he wanted)
4 Jim (his friend laughs and laughs and Jim feels angry)
5 Jenny (she's surprised when she sees the box)
6 Jim (he feels better because he made his friend laugh on his birthday)

Activity Book, page 6

See pages TB126–141.

Ending the lesson

- Divide the class into two groups. Half the class look at Jim's blog, and the rest look at Jenny's. Pair learners with a learner reading the same blog.
- Tell them they will complete a reading race to find some information in the blog. They must write their answers quickly. Give an example, e.g. say *'What does Jenny buy?' (a T-shirt for Jim;)*. Say the pair that finish first will win.
- Reveal the questions. *When did they look at the website (Jim: last week; Jenny: last month); Was the size OK? (Jim: yes; Jenny: no); Did their shopping arrive quickly enough (Jim: no; Jenny: yes); Find an adjective that describes how Jim/Jenny felt (Jim: confused or angry; Jenny: shocked).*
- Learners work in pairs and answer the questions as fast as possible. Check answers with the class.

Lesson outcomes By the end of the lesson, learners will be able to use comparatives accurately in written and spoken English and make comparisons between clothes.

New language ...er than ..., more ... than, as ... as for comparisons, *vintage*

Recycled language adjectives, clothes

Materials colouring pens and outline picture of body, large paper

Pupil's Book, page 7

Warm-up

- Put learners into groups of five. Give out colouring pens and a body outline or ask them to copy one. Learners have 5 minutes to create an outfit for a fashion show and describe it.
- Hold the fashion show. Invite the groups to bring their picture to the front. They present their outfit, e.g. *He is wearing lovely black jeans and a bright red T-shirt. He's got red trainers.*
- Once all the groups have presented, ask one learner from each group to stand at the front with their designs.
- Choose two designs each time. Tell the class to vote. Ask *Which clothes are more colourful?* Learners vote. Repeat with other questions: *Which clothes are warmer/smaller/longer/more unusual?* Finish by asking *Which is the best?*

Presentation

- Ask *What did Jim get online? (a T-shirt). What did Jenny get? (trainers).* Ask them to look at Jenny's blog on page 6.
- Ask *How small were the trainers? (very small) Why? (Because they were for a doll).* Say *Can you find a sentence that shows how small they were?* Write onto the board *The trainers were smaller ...* invite learners to call out the rest of the sentence. (... *than my feet/toes*).
- Ask *Why didn't Jenny buy the trainers on the first website?* Write on the board *They were much more ... (expensive).*
- Say *These are comparatives we use them to show a difference between two things. Underline smaller than and more expensive. Say Which adjective is short? (small). Say If it is short, we add ...(-er) and than. Ask What do we do with expensive? (add more ... than).*
- Ask *Does Jenny think her mistake was worse? (No). Does she think the mistakes were similar? (Yes).* Write on the board *I made a mistake that was as ... (bad as Jim's).* Ask *Are the mistakes similar or different? (similar). Say If we are comparing two similar things, we can use as... as.*

Grammar look: comparative adjectives, adverbs and as ... as

- Put learners into pairs. Show the sentences in the left of the grammar look box. Invite a learner to read them out. Tell learners to read the questions on the right and choose the correct option in pairs. Monitor and check.

- Ask learners to complete the rules 4-7 at the bottom of the grammar box in their pairs. Check answers with the class.

Key: 1 Jenny's feet, 2 on the first site, 3 they were similar, 4 -er than, 5 more than, 6 similar, 7 different

1 Make sentences to compare the pictures.

- Ask learn *Are 'vintage' clothes old or new? (old).* Ask *What kind of clothes can you see? (a tracksuit, a dress, trousers).* Ask *When were they made? (1860s, 1970s, 1990s)*
 - Read the fact box about dresses aloud. Ask which picture shows that type of dress (the first). Ask *Is the dress older than the tracksuit? (Yes)* Put an example sentence on the board. *The dress is older than the tracksuit.*
 - Put learners into threes. Check answers with the class.
- Extra support** Give learners a list of adjectives changed into comparative, e.g. *wider, newer, older, more interesting.*

Key: Sample answers The dress is wider than the trousers. The tracksuit is newer than the trousers.

Complete the Grammar look on page 120.
(See pages TB125-126.)

Mission Stage 1

- Put learners into groups of four. Give each group paper. Ask them to write a list of at least six activities they could do in their free time. Show them the example (*hiking*).
 - Tell learners to choose one of the activities on their list and think about what they need to wear. Say *Make a shopping list.*
 - Invite each group to explain their activity and their list.
- Extension** Use a picture or learner dictionary. Learners find one new word to add to their list.
- Keep a note of the activities and group members for the rest of the Mission.

Activity Book, page 7

See pages TB126-141.

Ending the lesson

- Keep learners in groups. Ask them to compare online shopping and buying things in a market or shop, e.g. *You can try clothes on in a shop. You can find cheaper things online.*

★ Grammar look: comparative adjectives, adverbs and *as ... as*

'The trainers were a lot smaller than my feet.'

'On the first site, the shoes were much more expensive.'

'Last month, I made an online-shopping mistake that was as bad as Jim's.'

1 What is bigger? **the trainers / Jenny's feet**

2 Where did the shoes cost more?
on the first site / on the second site

3 Whose mistake was worse?
Jim's / they were similar

4 With short adjectives (one or two syllables long), we make comparisons with **-er than / more ... than**.

5 With long adjectives (three or more syllables long), we make comparisons with **-er than / more ... than**.

6 We use *as ... as* to say something is the same or **similar / different** to something else. For example: 'I took the T-shirt out of the box **as quickly as** I could.'

7 We use *not as ... as* to say something is **similar / different** to (and usually less than) something else. For example: 'The T-shirts weren't **as expensive as** on other sites.'

page 120

1 Make sentences to compare the pictures.

The tracksuit isn't as old as the trousers.

Did you know?



In the 1860s, some dresses were as wide as doors. Women often got stuck when they walked between rooms!



Mission Stage 1

Choose an activity and make a shopping list.

Hiking

a warm jumper, a cosy hat, trainers, a raincoat, trousers

My bag: 0 items Register/Log in Search

Vintage Online

Look cool fast with clothes from the past!

Search by year > Search by item >

Price: £295
Size: medium; made in the 1860s

Price: £25
Size: extra large; made in the 1990s

Price: £295
Size: small; made in the 1970s

Vocabulary 2

1  1.05 Match the sentences (1-7) to the clothes (A-G). Then listen and check.



1 It's made of cotton. It's got a picture of the sun on it.

2 It's made of leather. It looks good for cold weather.

3 It's got a blue collar and it's made of silk. It's got gold buttons, too.

4 It's got a parrot pattern. You wear it round your neck.

5 There's a small size and a large size. You use them when you go walking.

6 It's got long sleeves and it's got a price label. It costs £25.

7 It's got a chain. There's a crocodile on it, too.

A The dress.

B It's got gold buttons.

C It's got a picture of the sun on it.

D It's made of leather. It looks good for cold weather.

E It's got a blue collar and it's made of silk. It's got gold buttons, too.

F It's got a parrot pattern. You wear it round your neck.

G There's a small size and a large size. You use them when you go walking.

2  In pairs, talk about what you like wearing at the weekend.

3  1.06 Listen to Safi and Rav packing. Do they need winter or summer clothes?



EXAM TIP! Write times as numbers (for example, 12:15) not words (for example, quarter past twelve).

4  1.07  Listen again. Complete the timetable.

School trip timetable

Tuesday:	Airport bus leaves at: (1) 6:15
Flight:	10 am–9 pm
Wednesday:	go to the (2) _____
Thursday morning:	shopping
afternoon:	(3) _____ at the hotel
Friday:	go (4) _____
Saturday:	whale watching at (5) _____

Learning outcomes By the end of the lesson, learners will be able to describe clothes and what they are made of, and listen to hear general and detailed information.

New language *buttons, collar, cotton, leather, pattern, price label, silk, sleeves, it's made of*

Recycled language clothes, comparative adjectives

Materials audio; a leather belt, a silk scarf, a cotton blouse with buttons and a collar (or use pictures)

Pupil's book, page 8

Warm-up

- Put learners into groups of four. Give each group a word card with three objects. Duplicate the cards if you have a large class. (*bike/car/plane; giraffe/elephant/ant; laptop/smartphone/tablet; big house/flat/tent; beach/city/village*).
- Give learners 3 minutes to make comparisons.
- The winners are the group with most correct sentences.

Presentation

- Show learners items made of different materials, e.g. a leather belt, a silk scarf, a cotton blouse with buttons and a collar (or use pictures). Show the scarf. Ask *What is it?* (*A scarf*). Ask *What's it made of?* Let some learners feel the material. (*It's made of silk.*) Learners repeat. Repeat with the leather belt. Say *leather* and ask learners which part/syllable is stressed (*the first syllable*). Learners repeat.
- Repeat with *cotton blouse, sleeve, collar, buttons*.
- Put the items into a bag. Tell a learner to put their hand into the bag without looking and say what they can feel, e.g. *It's the belt. I can feel it's made of leather...* Repeat with a few learners.

1 Match the sentences (1-7) to the clothes (A-G). Then listen and check.

- Say *Look at the pictures. What can you see?* Learners give ideas. Ask *Can you see any pictures?* Learners point to the scarf. Say *Yes it's a... (parrot). But it has lots of parrots. This is a pattern. Pattern.* Learners repeat.
- Put learners into pairs. Ask them to say the sentence and point to the clothes. Monitor and check.

Track 1.05

- Boy: It's got a blue collar and it is made of silk. It has got gold buttons, too.
 Girl: The dress.
 Boy: It's got long sleeves and it has got a price label. It cost £25.
 Girl: The shirt.
 Boy: It's made of cotton. It has got a picture of the sun on it.
 Girl: The T-shirt
 Boy: It's made of leather. It looks good for cold weather.
 Girl: The jacket
 Boy: There's a small size and a large size. You use them when you go walking.

- Girl: The bags
 Boy: It's got a chain. There is a crocodile on it, too.
 Girl: The necklace.
 Boy: It's got a parrot pattern. You wear it round your neck.
 Girl: The scarf.

Key: dress, shirt, T-shirt, jacket, bags, necklace, scarf

EXAM TIP! Say *In the exam, write times and prices and dates as numbers not words. Can you see a sentence with numbers? (£25). So in the exam, write ... put £25 on the board. Don't write ... put twenty-five pounds on the board.*

- Learners copy the sentences. Check they write numbers.

2 In pairs, talk about what you like wearing at the weekend.

- Put learners into pairs to talk.
- Ask learners to tell the class what their partner likes wearing.

3 Listen to Safi and Rav packing. Do they need winter or summer clothes?

- Read the instructions. Play the audio.
- Put learners into pairs to check answers.

Key: winter clothes (*It's winter in South Africa in July.*)

See audioscripts on pages TB118-123.

4 Listen again. Complete the timetable.

- Ask *What does this show? (a timetable).*
- Ask *What kind of information is missing? Look at the gaps.* Learners suggest ideas, e.g. places, activities, times. Say *Now listen again to fill them.*
- Play the audio again. Check answers with the class.

Key: 2 forest 3 party 4 camping 5 2.30

Activity Book, page 8

See pages TB126-141.

Ending the lesson

- Put learners into pairs to describe their clothes to each other. Put pairs together into fours. Each pair tells the other a sentence, e.g. *Nothing I'm wearing has a collar.* Their partners say which person is being described, e.g. *That's Jane because Sam has a collar.*