



CAMBRIDGE



6

POWER UP

Teacher's Book

Stephanie Dimond-Bayir
with Caroline Nixon and Michael Tomlinson



Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
1 A song and a dance Mission: Write a concert review Page 4	Music Adjectives to describe personality Pronunciation: linking: consonants to vowels	Adjectives with prepositions <i>I'm interested in all kinds of music. It's perfect for people who are keen on music.</i> Short answers with so and nor <i>I've had lots of fun! So have we! I don't know. Nor do I.</i>	The Concert A diary Social and emotional skill: self-confidence	Eighteenth-century music Learn about Beethoven and Mozart.	Preliminary for Schools: Reading Part 1 Preliminary for Schools: Listening Part 1
2 Big wide world Mission: Create a class encyclopaedia Page 16	Continents, language and culture Places around us Pronunciation: stress in comparative structures	Relative clauses <i>My cousins who live in Portugal speak Portuguese. My grandma, who's 95 years old, lives with us too.</i> more ... than, fewer ... than, less ... than, the most, the fewest, the least <i>People can drink less water than camels. People can drink less water than camels.</i>	Festivals round the world A magazine article Social and emotional skill: embracing other cultures	Coral reefs Learn about coral reefs.	Preliminary for Schools: Speaking Part 1 Preliminary for Schools: Reading Part 4
3 Shopping around Mission: Present tips on shopping Page 28	Shopping words Shopping around Pronunciation: pronunciation of gerunds	verb + gerund, verb + infinitive <i>They need to sleep and play! Do I fancy buying one?</i> Gerunds as subjects and objects <i>Shopping is great! She's keen on learning about tea.</i>	Where's Wanda? A story Social and emotional skill: valuing gifts you receive	The history of money Learn about the history of money.	Preliminary for Schools: Speaking Part 3 Preliminary for Schools: Reading Part 6
Review units 1-3					
4 Getting about Mission: Write a travel guide Page 42	Travelling by plane Getting around Pronunciation: weak forms in the passive	Review of passive forms <i>Singapore Airport was built to be fun. It's been open since 2011.</i> Phrasal verbs and the object <i>He put on his swimming trunks. He put them on.</i>	How we got back from our holiday A science-fiction story Social and emotional skill: staying calm	Women aviators Learn about the pilot Amy Johnson.	Preliminary for Schools: Reading Part 2 Preliminary for Schools: Speaking Part 2
5 Study smarter Mission: Do a quiz Page 54	Education Personal feelings Pronunciation: sentence stress in the past perfect	Past simple and present perfect time phrases <i>Ten days ago, I borrowed some toys. I've never felt so great!</i> Past perfect <i>I'd thought that I could never get good marks. There were two essay questions that I hadn't seen!</i>	My first camping trip A story Social and emotional skill: dealing with fear	Education in the past Learn about what school was like 100 years ago.	Preliminary for Schools: Reading Part 5 Preliminary for Schools: Writing Part 2 (an article or a story)

- 6 Good job!**
Mission: Write about your dream job
Page 66

Vocabulary	Grammar	Literature	Cross-curricular	Exam
Occupations Work Pronunciation: linking groups of words	Modals of probability/ deduction <i>It must be an old printer. A postman may use this. I think it might be an old hairdryer. It could be something that scientists use. It can't be an ice-cream maker.</i> Present perfect continuous <i>I've been working full-time for the last four years. I've been studying hard.</i>	The daydreamer Social and emotional skill: taking the initiative	Economic sectors Learn about the chain of production for goods and services.	Preliminary for Schools: Listening Part 4 Preliminary for Schools: Reading Part 6

Review units 4–6

- 7 It's the law!**
Mission: Write a news report
Page 80

Reporting the news Reporting verbs Pronunciation: contrastive stress	Reported speech <i>He said she could walk in a circle or go to jail! He said that the man had to do a bike ride for charity.</i> Questions in reported speech <i>Luis asked Clara why her hair was wet. Luis asked Dan if he could tell him the answer.</i>	The hours A newspaper article Social and emotional skill: being honest	Forensic science Learn about how fingerprinting was invented.	Preliminary for Schools: Reading Part 3 Preliminary for Schools: Listening Part 2
--	--	--	---	--

- 8 Fantastic flavours**
Mission: Write a café review
Page 92

A three-course meal Describing food Pronunciation: intonation	Reflexive pronouns <i>We really enjoyed ourselves! I like things that I can cook myself. My mum makes them herself.</i> Too and enough <i>They're too messy to hold in your hands. It's too spicy for you to eat. Be careful that they're cool enough to not burn your tongue! It's not sweet enough for me to want to drink.</i>	The girl who turned blue A play Social and emotional skill: hard work brings success	Food labels Learn about how to read food labels.	Preliminary for Schools: Listening Part 3 Preliminary for Schools: Speaking Part 4
---	--	---	--	---

- 9 Raining cats and dogs**
Mission: Present a weather forecast
Page 104

The weather Weather adjectives Pronunciation: intonation in conditional sentences	Review first and second conditionals <i>If it's sunny this weekend, I'll play football and fly my kite. I'd be delighted if there was no more lightning!</i> I wish ... <i>I wish it was snowing today. I wish I could talk to animals. I wish I lived somewhere warmer.</i>	Lost in the hills A story Social and emotional skill: being aware your decisions can affect other people	Wild weather Learn about hurricanes and how they form.	Preliminary for Schools: Writing Part 1 (an email) Preliminary for Schools: Speaking Part 3
---	---	--	--	--

Review units 7–9

Pronunciation

Grammar look

Checklist for B1 Preliminary for Schools exam preparation

Paper	Part	Task	Practice
Listening 35 minutes	1	3-option multiple choice (visuals)	<i>Preparation:</i> Pupil's Book Unit 1 Page 14 <i>Practice:</i> Activity Book Unit 1 Page 14
	2	3-option multiple choice (gist)	<i>Preparation:</i> Pupil's Book Unit 7 Page 90 <i>Practice:</i> Activity Book Unit 7 Page 90
	3	Sentence completion	<i>Preparation:</i> Pupil's Book Unit 8 Page 101 <i>Practice:</i> Activity Book Unit 8 Page 101
	4	3-option multiple choice (long text)	<i>Preparation:</i> Pupil's Book Unit 6 Page 75 <i>Practice:</i> Activity Book Unit 6 Page 75
Reading 45 minutes	1	Discrete 3-option multiple choice	<i>Preparation:</i> Pupil's Book Unit 1 Page 13 <i>Practice:</i> Activity Book Unit 1 Page 13
	2	Multiple matching	<i>Preparation:</i> Pupil's Book Unit 4 Page 51 <i>Practice:</i> Activity Book Unit 4 Page 51
	3	4-option multiple choice	<i>Preparation:</i> Pupil's Book Unit 7 Page 89 <i>Practice:</i> Activity Book Unit 7 Page 89
	4	Gapped text	<i>Preparation:</i> Pupil's Book Unit 2 Page 26 <i>Practice:</i> Activity Book Unit 2 Page 26
	5	4-option multiple choice cloze	<i>Preparation:</i> Pupil's Book Unit 5 Page 63 <i>Practice:</i> Activity Book Unit 5 Page 63
	6	Open cloze	<i>Preparation:</i> Pupil's Book Unit 3 Page 38 <i>Practice:</i> Activity Book Unit 3 Page 38 <i>Preparation:</i> Pupil's Book Unit 6 Page 76 <i>Practice:</i> Activity Book Unit 6 Page 76
Speaking 10–12 minutes	1	Short conversation between the interlocutor and each candidate	<i>Preparation:</i> Pupil's Book Unit 2 Page 25 <i>Practice:</i> Activity Book Unit 2 Page 25
	2	Individual long turn	<i>Preparation:</i> Pupil's Book Unit 4 Page 52 <i>Practice:</i> Activity Book Unit 4 Page 52
	3	Collaborative task	<i>Preparation:</i> Pupil's Book Unit 3 Page 37 <i>Practice:</i> Activity Book Unit 3 Page 37 <i>Preparation:</i> Pupil's Book Unit 9 Page 114 <i>Practice:</i> Activity Book Unit 9 Page 114
	4	A discussion on topics related to the collaborative task in Part 3.	<i>Preparation:</i> Pupil's Book Unit 8 Page 102 <i>Practice:</i> Activity Book Unit 8 Page 102
Writing 45 minutes	1	Candidates write an email based on an annotated input task	<i>Preparation:</i> Pupil's Book Unit 9 Page 113 <i>Practice:</i> Activity Book Unit 9 Page 113
	2	Candidates write one from a choice of two specified text types.	<i>Preparation:</i> Pupil's Book Unit 5 Page 64 <i>Practice:</i> Activity Book Unit 5 Page 64

About Power Up

Power Up



Colin Sage

with Caroline Nixon and Michael Tomlinson

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 competences 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

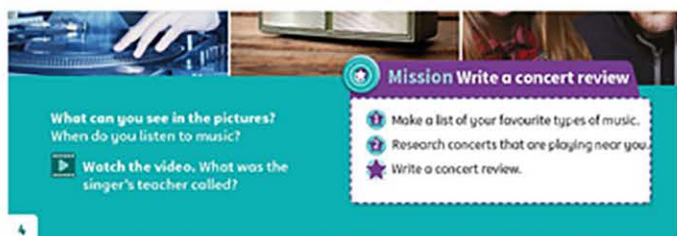
Activities are based on real-world skills and situations that learners find engaging and fun. All four skills – reading, writing, listening and speaking – are used to explore interesting topics. The activities scaffold the learning to support both stronger and weaker learners. Grammar and vocabulary 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 6, 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 Look at the pictures. What are three things you know about coral reefs?

2 Listen and read the text. Did you find your ideas? What new facts did you find?

What is happening in our oceans?

For many years scientists have been worried about our oceans. Oceans do an excellent job of controlling the temperature on Earth, but climate change means that the oceans are taking in the extra heat from the planet. So as the planet gets warmer, so do the oceans. If the oceans get too warm, many plants and animals that live in them might die.

An example of this is the coral reefs. Coral reef ecosystems are important for lots of reasons. They remove and recycle carbon dioxide and they also protect the land from bad weather. Lots of animals like sea turtles, sharks and many kinds of fish live on the reef and without it, many of these plants and animals would die.

Coral reefs get their amazing colours from tiny algae that live in them. The most important thing that algae do is make food for the coral and also for many animals living in the coral reef. But, when the water gets too warm (more than 29°C) the algae stop making food and die. This means that the coral loses its colour and turns white. This is called 'bleaching'. So, we need to look after our coral reefs.

3 Read the text again and say yes or no.

- The ocean helps control the Earth's temperature.
- The oceans are getting warmer because the Earth is getting warmer.
- Coral reefs produce carbon dioxide.
- Algae feed the reef and animals that live there.
- Algae die when it's colder than 29°C.
- Coral is usually white.

4 There are seven continents and five oceans. Find out the names of the five oceans. Order them from the largest to the smallest.

1 _____

2 _____

3 _____

4 _____

5 _____

Did you know?

The Great Barrier Reef, a coral reef which is off the coast of Australia, is the size of about 70 million football fields!

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 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.

Fact boxes: Did you know?

In each unit, a **Did you know?** spot is included. This gives an unusual or interesting fact from the real world, based on the topic of the unit. This can be used as a discussion point or to encourage learners to find research and develop their autonomy. The Teacher's Book includes ideas to help with this.

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, are 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 attune to hearing the British/American pronunciation.

Preparation for Cambridge B1 Preliminary for Schools in Power Up 6

B1 Preliminary for Schools

1 Look at the pictures and read the instructions.

You want to buy a present for a school friend. Here are some items in a department store which you could buy. Look at the pictures. What items are in each picture? Which do you think would be the best present?

2 Read Jo and Kathy's conversation about the pictures. Which ideas for presents do they talk about?

Jo So ... in this picture there's a cute teddy bear. It looks really soft. That could be something nice to have in their bedroom.

Kat I think it might be too big and maybe the friend has already got a few teddy bears. It looks quite expensive so maybe we should look at something else.

Jo (3) Maybe that's a good present if you listen to a lot of music. It would definitely be cheaper if we bought them during the sales.

Kat (4) You'd get lots of bargains in the sales.

Jo Oh, I don't think a pencil case is an interesting present because it'll remind you of school and homework!

Kat (6) I think pens are a boring present too.

3 Look at the phrases from the conversation. Are they positive or negative? Match phrases A-F to gaps 1-6.

A Let's talk about the pencil case and pens.
B What about some new headphones?
C I'm not sure.
D Mmm, that's true.
E What do you think?
F Yes, you're right!


4 In pairs, do the task in Activity 1. Include phrases that give your opinion.

EXAM TIP! Try to make your own suggestions and respond to what the other candidate says. You don't have to agree on the final choice.

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 B1 Preliminary for Schools during Level 6 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 6, learners experience test tasks in the style of B1 Preliminary for Schools.

In each unit of Level 6, the two Pupil's Book Exam preparation pages focus on two parts of B1 Preliminary for Schools test. 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 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* serves both as a learning aid and as a tool to increase learner motivation.

Power Up level 6 features 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 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

Class videos (video diaries, speaking videos, interactive quizzes)

Posters

Visit [cambridge.org/powerup](https://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 audiovisual content
- three Review units

Pupil's Book unit walk-through



In *Power Up* level 6, 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 in a listening activity and are required to answer a question to confirm understanding.
- 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 tasks which encourage them to produce the new language.
- This is usually followed by activities that provide further practice and develop one or more skills – listening, reading, writing or speaking.

Lesson 6

Language practice 2 and Mission Stage 2

This lesson begins with an activity requiring learners to focus on the grammar that has appeared in Lesson 5.

- 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.

Lesson 10 and 11

Preliminary for Schools Cambridge Exam skills builder

In lesson 10, there is a focus on familiarising learners with the Cambridge B1 Preliminary for Schools exam. Each lesson focuses on a part of the Listening, Speaking or Reading and Writing test. 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 PFS exam.

- Learners complete tasks typical of the PFS exam. 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 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 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.

Speaking and spelling in the Activity Book

Language practice 2

4

Grammar: phrasal verbs and the object

1 Write the words in the correct gap. Cross out the gap you don't need.

us / baking / his little sister / the dog / your seatbelt / taking

1 It was raining, so I kept the dog in the house. ~~us~~

2 I was late because my neighbour kept on. ~~us~~

3 Our son, Richard, checked in before we went to the airport. ~~us~~

4 Put on , We're going to take off. ~~us~~

5 At the weekend, James looks after . ~~us~~

6 Next year, I'm going to take up . ~~us~~

2 Order the words to make sentences. There are two possible answers but write one.

1 give / of / Please / end / back / the day / gloves / my / by / the

2 a / remember / very / can't / where / important thing / I / put / but / away / I

3 throw away / my / Don't / passport!

4 TV / you / off / bed / the / before / Turn / go to

Speaking **B1 Preliminary for Schools**

3 Watch Pablo and Ergi doing Part 4 of a speaking test. Complete the sentences.

1 I like travelling by plane.

2 There are lots of things to see in my country, interesting towns ...

3 ... beautiful landscapes, seaside, ...

4 ... er, Italy I think.

4 Now plan your answers to the questions.

How do you like to travel when you go on holiday?

Where would you like to go on holiday next?

What do you like to take with you when you travel?

5 Watch again and circle the stressed words.

1 Well, I like travelling by plane.

2 I think I would rather go to a different country.

3 I like to travel by boat or train. I'm scared of flying.

Pronunciation tip: When expressing your preferences, stress the noun.

Grammar: phrasal verbs and the object 47

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 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.

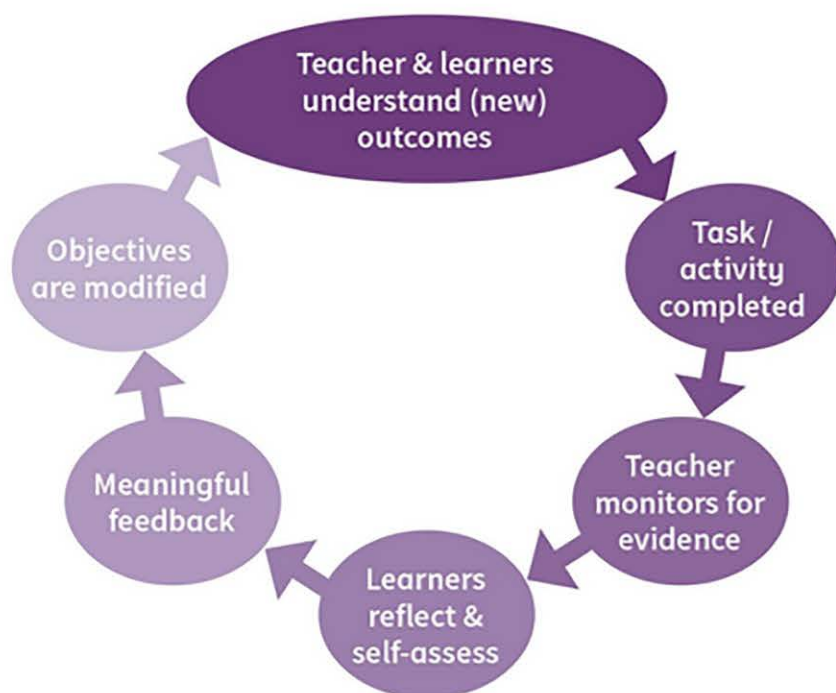
The focus vocabulary used in these activities is drawn from the first vocabulary set of each unit, as well as any relevant revision vocabulary from prior units and levels where appropriate. The activities are designed to practise key words and expressions taught in the unit, so that the words and their 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 Preliminary for Schools.



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 6, 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:

- 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

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 simp 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.

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

1

A song and a dance



What can you see in the pictures?
When do you listen to music?



Watch the video. What was the
singer's teacher called?



Mission Write a concert review

- 1 Make a list of your favourite types of music.
- 2 Research concerts that are playing near you.
- ★ Write a concert review.

Unit 1 learning outcomes

In Unit 1, learners learn to:

- use adjectives and adjectives with prepositions
- give short answers using *so* and *nor*
- understand more about composers and music in history
- write a review of an event
- use strategies for PfS Reading Part 1 and Listening Part 1

Materials video, 10 picture cards (musical notes, a piano, a guitar, a famous pop singer, a person dancing, a rock concert, a classical music concert, decks and a DJ, someone singing on a karaoke machine, a music festival).

Self-assessment

- **SA** Show learners the Mission for the unit. Put learners into groups of three and ask them to think about three things they will need to learn so they can do the Mission well, e.g. *learn new words about music*. Learners discuss their ideas. Share ideas.
- Show the unit outcomes on the board or in the book and ask learners to explain each one in their own words.
- Ask the learners to complete self-assessment (see Introduction). Say *OK. Let's learn*.

Pupil's Book, page 4

Warm-up

- Ask learners to stand up. Play a clip of music, e.g. classical and ask learners to move around the room until the music stops. When it stops, ask learners to talk to the person nearest them. (If you have odd numbers, have one group of three.) Learners name the type of music and say if they like it or not and why.
- Repeat the sequence with two more clips using different types of music, e.g. *jazz*, *hip-hop music*, so learners mingle into new pairs each time. After completing a few sequences, learners share ideas with the class.



What can you see in the pictures? When do you listen to music?

- Put learners into pairs and ask them to look at the pictures on page 4. Give them two minutes to list as many things as they can.
- Share ideas checking some words, e.g. *DJ*, *instrument*, *singer*.
- Put learners into groups of three. Tell them when you listen to music, e.g. *in my car when I'm travelling*. Tell them to discuss when they listen to music. Share ideas.

Key: Sample answers 1 girl listening to music on mp3 player/ipod 2 man singing in recording studio 3 boy playing a trumpet 4 man playing drums 5 rock singer on stage 6 collection of records and posters of musicians 7 boy playing record on a turntable 8 radio



Watch the video. What was the singer's teacher called?

- Tell learners to watch Jenny and Jim's vlog about meeting a famous singer. Ask them to watch and find out the name of the singer's teacher. Play the video.
- Put learners into pairs to check answers then check with the group.
- Ask learners to watch again to find out how Jim annoys Jenny and then how she annoys him at the end. (*He asks her for food and drink but won't share and talks about how great 'Jim' is; she makes him sing and dance.*)

Key: Mr Sandwich



Mission Write a concert review

- Ask learners to read the Mission. Check they understand *concert review*.
- Put learners into pairs. Ask them to explain the Mission to each other in their own words.
- Check with the whole group choosing a couple of confident learners to explain the Mission to the group.

Activity Book, page 4

Key: Learners' own answers

My unit goals

- Go through the unit goals with the learners. (See suggested techniques in 'Identifying outcomes' in the teacher's in-class guide in Introduction).
- 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

- Put learners into groups of four. Ask them if they would like to be famous singers and to say why or why not. Tell them to talk about the advantages and disadvantages of being a musician.
- Learners discuss in groups and make a list of advantages and disadvantages. Compare ideas with the class.

Learning outcomes By the end of the lesson, learners will be able to describe different types of music and listen for specific information.

New language *classical, DJ, disco, hip-hop, folk, jazz, recording, festival, opera, stage, studio*

Recycled language music

Materials audio clips of music (*classical, jazz, hip-hop*), pictures of music festivals, audio

Pupil's Book, page 5

Warm-up

- Ask learners to stand up and to move around the room until the music stops. Play a music clip, e.g. *classical*. When it stops, ask learners to talk to the person nearest them. Learners name the type of music and say if they like it or not and why.
- Repeat with two more clips using different types of music, e.g. *jazz, hip-hop* music, so learners mingle into new pairs each time. After a few rounds, learners share ideas with the class.

Presentation

- Put learners into pairs. Learners look at the pictures and discuss what they can see.
- Tell learners to point to a *DJ, a stage, a studio*. Ask what happens in a studio. (*People record music.*) Ask them to repeat: *DJ, stage, studio, record.*

1 Listen and number the pictures.

- Play the first speaker and ask which picture is correct. Play the rest of the audio.
- Learners check in pairs. Check answers.

Key: a 5 b 2 c 4 d 3 e 1 f 6

Track 1.02

- My name's May. I play the piano and I love classical music. My favourite piece of music is by Beethoven. It's called *Fur Elise*. Beethoven wrote it for one of his students, to help her learn the piano. Her name was Elise! Let me play it for you now ...
- I love discos. I love them. I'm a DJ, so I choose the music people listen to! When the disco starts, the lights are flashing and everyone's dancing, it's the best feeling in the world. Listen to this and see if you can stop your feet from moving!
- My favourite kind of music is hip-hop. I especially like rap music. At school, I often rap hip-hop songs with my friends. But we don't use real drums or a recording of drums on a CD or computer – we make the drum sounds ourselves. Like, we start by saying 'bouncing cats, bouncing cats, bouncing cats'. Then speed it up and start rapping ... S-C-H-O-O and L. If you wanna know hip-hop, I'll school you well.
- I love the opera. The first one I saw was called *Aida* and it was amazing – there was a horse on stage, and lots of circus tricks – and the music was beautiful too. When opera singers stand on stage, they act like the happiest or saddest people

in the world. It's amazing ... But shhh ... the opera's about to start ...

- My name's Brian and this is my band. We're a folk band, so we play traditional songs from our country, England. My favourite song's called *Scarborough Fair*, it's about someone who is remembering their old friends ...
Are you going to Scarborough Fair?
(Parsley Sage Rosemary and Thyme)
Remember me to one who lives there.
She once was a true love of mine.
- I play jazz saxophone and I'm in the studio at the moment, recording my new album. Our band's got a piano, the drums and my saxophone. I think Jazz is the most exciting music in the world. My favourite song? It's called *My Favourite Things*. Whenever I hear it, I feel happy!

2

Complete the sentences with the words in the box. Listen and check.

- Put learners into pairs to predict which words go into each gap.
- Tell them to listen again to check their predictions. Play the audio.
- Learners check in pairs. Check with the class.

Key: 1 classical music 2 hip-hop 3 recording 4 DJ
5 disco 6 opera, stage 7 folk 8 studio

Track 1.03

Repeat previous audio.

3

In pairs, use the words in Activity 2 to talk about music.

- Put learners into groups of four. Learners note their own answers to the questions, and then discuss answers with their group.
- Monitor and note errors.
- Share ideas with the group, identifying common errors made. Learners correct.

Key: Learners' own ideas.

Activity Book, page 5

See pages TB127–142.

Ending the lesson

- If possible, show images of music festivals. Ask what learners might do there, e.g. *type of music, food, activity, people to go with*. List these on the board.
- Put learners into groups and tell them to plan a school music festival. Ask them to think of a name for the festival and identify what kind of activities they would have to make a perfect music festival.
- Ask groups to present their festivals and describe the activities, food and music they would include. Ask the class to vote for the festival they like best.

Vocabulary 1

1

1



1.02

Listen and number the pictures.

A



B



C



D



E



F



2



1.03

Complete the sentences with the words in the box. Listen and check.

disco folk hip-hop classical music jazz opera DJ studio recording stage

- I love _____. I play the piano and my favourite piece is called *Fur Elise* by Beethoven.
- I'm a _____ so I choose the music people listen to!
- When the _____ starts, the lights are flashing and everyone's dancing, it's the best feeling in the world.
- My favourite kind of music is _____. I especially like rap music.
- We don't use a _____ of drums on a CD or computer – we make the drum sounds ourselves.
- When _____ singers stand on _____, they act like the happiest people in the world.
- We're a _____ band, so we play traditional songs from our country.
- I play _____ saxophone and I'm in the _____ at the moment, recording my new album.

3

In pairs, use the words in Activity 2 to talk about music.

- What's your favourite kind of music?
- Name a band or someone you know who plays:
hip-hop classical music folk music jazz
- Have you ever played an instrument on stage or in a music studio? When?

Jim's Big Blog



From hip-hop to opera, I'm interested in all kinds of music. It's so cool!!! But sometimes, I get tired of always listening to the same instruments, so this week I've been reading about (and listening to) some of the strangest musical inventions in the world. I hope you enjoy it!

The world's strangest musical instruments!

The Great Stalacpipe Organ

Inside most caves there are stalactites – they're the rocks that slowly grow down from the ceiling of caves. In one enormous cave in the U.S.A. there's an instrument that plays these spectacular stalactites. It's huge! It works by hitting the stalactites with soft hammers. It was invented by Leland W Sprinkle in 1956. Some people say that Leland had the idea when his son hit his head in the cave and it made a beautiful noise. I guess that his son wasn't happy about that!

Not good if you're afraid of caves!



Pikasso Guitar

This strange instrument was made when a jazz musician called Pat Metheny asked for a guitar with as many strings as possible. The Pikasso guitar is very different from a normal guitar: it has 42 strings (instead of six) and it's got four necks (instead of one)! The first Pikasso guitar was built in 1984 and was very difficult to make – in fact, it took around 1,000 hours. That's about two years!!!

Good for people who are bored of playing normal guitars!



Singing Ringing Tree

Some people say the Singing Ringing Tree is a musical instrument, others say that it's a piece of art, and some people think that it's a tree! It was designed by Mike Tonkin and Anna Liu, and when the wind blows through the tree, the pipes make a noise that can sound like someone singing. The tree is on a hill in Lancashire in the North of England. Jenny and I are excited about visiting it soon!

Good for people who are keen on listening to music when they go hiking.

Not good for birds that want a place to make their homes there!



1 Read Jim's blog. Complete the sentences.

1 Leland W Sprinkle invented _____

2 Pat Metheny is famous for playing _____

3 Mike Tonkin and Anna Liu designed _____

2 Read Jim's blog again. Correct the underlined part of each sentence.

1 Jim has been reading about strange musical instruments for a long time.

2 The Great Stalacpipe Organ makes music by dropping rocks into a lake.

3 Pat Metheny asked for a guitar with four necks and 42 strings.

4 The Singing Ringing Tree makes noise when people talk about it.

Learning outcomes By the end of the lesson, learners will be able to describe different types of music and listen for specific information.

New language *cave, hammer, instrument, (piano) keys, pipes, rock, strings*

Recycled language *hip-hop, jazz, opera*

Materials 5 pictures of instruments (piano, guitar, trumpet, drums, violin, organ), optional – picture of rocks and cave

Pupil's Book, page 6

Warm-up

- Put up pictures of a piano, a guitar, a trumpet, drums, an organ and a violin.
- Learners work in groups of four. Give them 4 minutes to name each instrument and any parts of the instrument they can, e.g. *strings, neck, keys*. Explain the group with the most words in the end is the winner.
- Learners make lists of words in their groups. After 4 minutes, stop them.
- Check ideas with the group. Find out which group has found the most words.

Presentation

- Write on the board: *keys, strings, neck, pipes*. Learners say which instrument each one is found in. Check answers. Point to *keys* on a piano, *strings* and *neck* on a guitar, *pipes* on an organ. Draw a hammer. Ask learners how it can create music (*by hitting pipes or strings*).
 - Ask learners to repeat the words: *keys, strings, neck, pipe, hammer*.
- Extra support** Give learners the words in a list and ask them to match with the pictures using a dictionary.

1 Read Jim's blog. Complete the sentences.

- Write the titles of each paragraph on the board (*The Great Stalacpipe Organ, the Pikasso Guitar, Singing Ringing Tree*).
- Put learners into pairs and ask them to think about what kind of instrument might be described. Share ideas.
- Learners open their books at page 6. They decide which picture fits each paragraph title. Check ideas.
- Tell learners to read the text through quickly and complete the sentences.
- Learners compare answers in pairs. Check answers with the class.
- Write on the board: *cave, rock, strings, neck, wind, hill*. Check understanding of *rock* and *cave*, using pictures if necessary.

- Put learners into pairs to remember which words are found with each instrument. Ask their ideas then encourage learners to read again quickly and check (*cave/rock – the organ; strings/neck – the guitar; wind/hill – the tree*).

Fast finishers Ask learners to explain the difference between *play, invent* and *design*. They can use dictionaries if necessary.

Key: 1 The Great Stalacpipe Organ 2 the guitar
3 the Singing Ringing Tree

2 Read Jim's blog again. Correct the underlined part of each sentence.

- Ask learners to look at the underlined parts of the sentences.
- Learners read again and correct the underlined sections. Ask the best way to read to find the answers. (*They will scan to find the correct part of the text then read that part only in detail.*)
- Learners scan and correct the sentences. Learners compare answers in pairs.
- Check answers with the class.

Key: 1 this week. 2 hitting stalactites with soft hammers 3 as many strings as possible
4 the wind blows through its pipes

Activity Book, page 6

See pages TB127–142.

Ending the lesson

- Ask learners which instrument they would like to see being played. (These are available on YouTube.) Show them a clip of the film they choose.
- Put learners into pairs. Ask them what they think would be difficult or easy about playing the instrument if they learnt it. Share ideas.

Extension Put learners into groups. Ask them to think of a new musical instrument that would be different from others. If there's time, they could make a drawing of this and label the parts of the instrument. Learners present their ideas to the rest of the group. The group choose the most interesting instrument.

Lesson outcomes By the end of the lesson, learners will be able understand how adjectives work with prepositions and practise using the correct adjective + preposition combinations.

New language adjectives + prepositions, e.g. *annoyed with/about, frightened/scared/afraid/terrified of, different to*

Recycled language *folk music, guitar, hip-hop, jazz, recording, rock*

Materials slips of paper for learners to write on, audio, copies of Mission worksheet (Teacher's Resource Book page 14), optional: large cards with word definitions & sticky tack

Pupil's Book, page 7

Warm-up

- Write four sentence stems on the board: *I'm interested in, I get excited about, I'm afraid of, I'm good at.*
- Learners complete each sentence so it is true for them.
- Put learners into groups of four to compare answers. Share ideas with the class.

Presentation

- Complete the four sentence stems used for the warmer by nominating a few learners and writing their sentence endings on the board. Alternatively, ask each one to come up and write their ending.
- Underline each adjective + preposition form (*interested in, excited about, afraid of, good at*). Ask learners what each has in common (*each is an adjective + preposition*).
- Underline the words that follow them (depending on learner sentences) and ask learners to say what each one is (*noun or infinitive/gerund*).

Grammar look: adjectives with prepositions

- Learners read the **Grammar look** box.
- Put learners into pairs and ask them to complete the sentences with the correct option. Check answers.

Key: 1 a gerund 2 the same 3 more than one

Complete the Grammar look on page 120.
See pages TB126–127.

1 PRONUNCIATION

1.04

Listen and repeat. **page 118**

- Play the audio. Learners listen and repeat.
- Tell them to go to page 118 and do the Activity. Play the audio again. They listen again circle words that end in a consonant and are followed by a vowel. (See page TB125).

Track 1.04

Jim: Jenny and I are excited about visiting it soon!
I'm interested in all kinds of music.
It's perfect for people who are keen on listening to music when they go hiking!

2 In pairs, complete the sentences with a preposition. Check your answers using a dictionary.

- Put learners into pairs to complete the sentences.
- Learners then use dictionaries to check their answers.

Key: 1 about 2 for 3 to 4 of 5 about 6 at

3 Play the game. What are the missing prepositions?

- Put learners into small teams of three to five. Give a large pile of pieces of paper to each team. Learners listen to a sentence and write the missing preposition on a piece of paper. Then they place the paper face down in the middle of their table.
- Teams receive one point for each correct answer in the middle of the table. Repeat steps 3 and 4 for the rest of the sentences on the recording. (See audioscripts on pages TB118–124.)

Key: 1 about 2 for 3 in 4 of 5 at 6 with/at

Did you know?

- Ask learners how old they think the oldest recorded song is. Share ideas.
- Ask learners to read the 'Did you know?' fact and check.
- If time, play them a clip online. Search for *The oldest song in the world* to find it. Learners say if they like it.

Mission Stage 1

- Put learners into groups of five. Give each group a copy of the Mission worksheet (see Teacher's Resource Book page 14) and ask them to think about the types of music they know and write the names in their worksheet.
- Give learners a few minutes to discuss opinions of the different types of music (e.g. *I'm not keen on jazz. What about dance? Hip hop is more fun!*) and vote for the type of music most people like to decide which concert to attend. They write the votes in their worksheets.
- Share ideas and ask learners why they made their choices.

Activity Book, page 7

See pages TB127–142.

Ending the lesson

- Learners work in groups of three. Each group writes down six words from the unit (e.g. *musician*) and a definition for each word.
- Groups take turns at giving each other clues. If another group guesses the word, the first team wins a point for their excellent definition.

★ Grammar look: adjectives with prepositions

'Good for people who are bored of playing normal guitars.'

'Jenny and I are excited about visiting it soon!'

'I'm interested in all kinds of music.'

'The Picasso guitar is very different from a normal guitar.'

'It's perfect for people who are keen on listening to music when they go hiking!'

'It's not good for birds that want a place to make their homes there!'

- 1 Some adjectives are often followed by prepositions. The preposition is followed by a noun or an infinitive / a gerund.
- 2 Adjectives with similar meanings are often followed by the same / a different preposition (e.g. *frightened of*, *scared of*, *afraid of*, *terrified of*).
- 3 Some adjectives can be followed by one / more than one preposition, or no preposition (e.g. *I'm annoyed with you.* / *I'm annoyed about the football result.* / *Yes, I am annoyed.*).

page 120



1 PRONUNCIATION Listen and repeat. page 118



2 In pairs, complete the sentences with a preposition. Check your answers using a dictionary.

- 1 I'm pleased _____ finishing recording my new album.
- 2 She's famous _____ being an opera singer.
- 3 I think folk music is similar _____ pop music – it's just a bit older.
- 4 He's proud _____ being able to play jazz so well.
- 5 I was upset _____ how the recording sounded.
- 6 She's good _____ playing the guitar.



3 Play the game. What are the missing prepositions?



Mission Stage 1

Make a list of your favourite types of music. Choose a type of music to listen to at a concert.

	jazz
	hip-hop
	rock

I'm not keen on jazz.
What about dance?

Hip-hop is more fun.



People have loved making music together for a long time. The oldest recorded song in the world was written on stone about 3,400 years ago!