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A big change

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Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
Meet the family	Character names	Personal descriptions review How old is she? She's five. He's got long hair.			
A day on the farm Mission: Make a daily routine poster	Countryside Daily routines Sounds and spelling: r	Present continuous review Are you sleeping? No, I'm not. I'm putting on my boots. Present simple for routines; o'clock What time do you get up? I get up at seven o'clock. What time does school finish? It finishes at four o'clock.	Look after our planet Learn about how to look after our planet Social Responsibilities	The race A comic Showing empathy and compassion	A1 Speaking
My week Mission: Make an activities timetable	Days of the week Free time activities Sounds and spelling: ay	How often? and adverbs of frequency How often do you play basketball? Do you ever play on Sundays? always, often, sometimes, never Present simple with always, often, sometimes, never He sometimes watches TV. They never play tennis. must/mustn't What must I do? You mustn't wear your skates in the house. You must put them in the cupboard.	Let's be healthy! Learn about being safe when doing exercise and sports Social Responsibilities	Stay safe Have fun! An infographic Social Responsibilities	A1 Reading and Writing
Party time! Mission: Plan a costume party	Jobs and parties Physical descriptions Sounds and spelling: /a:/	Present simple and present continuous My friend always sings as parties. He's singing songs today. Why? and Because Why are you asking a lot of questions? Because I love asking questions.	People who help us Learn about people who help us Collaboration	The costume party A story Collaboration	A1 Speaking
	Review Units 1–3				
The family at home Mission: Give a tour of your family's home	Extended family In and around the home Sounds and spelling:/n/	Comparative adjectives Amy's hair's curly. It's curlier than her mother's. Her singing's very bad. She's worse than Amy's dad. Possessive pronouns Our flat is older than my aunt's flat, but hers is smaller than ours.	Machines in our homes Learn about machines at home and how they work Social Responsibilities	Surprise! A science fiction story Emotional Development	A1 Listening

		Vocabulary	Grammar	Cross-curricular	Literature	Assessment		
5	Animal world Mission: Make an animal fact file	Wild and domestic animals Action verbs Sounds and spelling: <i>g</i>	Superlative adjectives This parrot's the prettiest. This park's the best! Prepositions: above, below, near, opposite The daddy's above the tree. The mummy's below the tree. Her daughter's opposite her. Their son's near the leaves.	The animal kingdom Learn about animals and their food Digital Literacy	Why the kangaroo has a pouch An Australian dreamtime story Emotional Development	A1 Reading and Writing		
6	Our weather Mission: Write a winter holiday diary	The weather Clothes Sounds and spelling: ee and y	Was/were Were they on holiday last weekend? Yes, they were. Were you in the mountains? No, I wasn't. There was/were Was there a coat? Yes, there was. Were there any boots? No, there weren't.	What's the weather like today? Learn about measuring the weather Thinking in systems	Fun in all types of weather! A poem Creative Thinking	A1 Listening		
		Review Units 4–6						
7	Let's cook! Mission: Make a class recipe book	Food and tableware Actions in the kitchen Sounds and spelling: <i>ch</i>	Past simple: irregular verbs Did you go shopping yesterday? Yes, I did. I went shopping yesterday. I didn't eat pasta yesterday. Past simple: regular verbs I liked washing the vegetables! I fried the onions. I stopped because you started asking me questions.	Plants are delicious! Learn about how we use plants in food Valuing the natural world	Fred's dream job A fantasy story Critical Thinking	A1 Speaking		
8	Around town Mission: Write about a family trip	A day trip Places in town Sounds and spelling: ow and oa	Past simple: more irregular verbs My cousin came to stay. I bought a big hat. have to / don't have to I have to go into town today. Do you have to get some new clothes? I don't have to get any clothes. He has to wear them for his swimming class.	Road safety Learn how to be safe in town Social Responsibilities	Zac's first day on the school bus A fantasy story Social Responsibilities	A1 Listening		
9	A big change Mission: Plan a tour round the world	Adjectives for opinions and feelings A new adventure Sounds and spelling: ing or in	Comparative adjectives with more It's more dangerous than milking a cow! They are more beautiful than our clothes now. Superlative adjectives with most I think the circus is the most exciting place in the world. He thought it was the most beautiful music in the world.	The wonders of the world Learn about natural and manmade wonders of the world Critical Thinking	The mystery picnic A counting poem Critical Thinking	A1 Reading and Writing		
		Review Units 7-9						
		Numbers 21–100						

Welcome to Power Up Second Edition

Confidence in learning. Confidence for life.

Power Up Second Edition is a fun, fast-paced course, designed to prepare young learners for their Cambridge English Qualifications and success beyond the classroom.

Join Jim and Jenny on exciting missions around the globe, as learners develop real-world skills to live more sustainably, become responsible citizens and play an active part in shaping our world. You'll also meet other vibrant characters who your learners will love!

Throughout each level of the course, learners are immersed in the English language as they build confidence and develop the skills they need to excel in the classroom and beyond.

Life competencies and values are nurtured, ensuring that learners develop the social and thinking skills essential for success in school, in their communities, and in the wider world.

The Power Up methodology helps teachers and learners to plan effectively, measure progress and identify areas for improvement. In practice, this means that learning and assessment are fully integrated throughout the course. Flexible exam preparation for paper and digital versions of the Cambridge English Qualifications prepare learners to take their exams when they're ready.

With Power Up Second Edition, you'll get the most out of every learning moment.

Power up your classroom

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

Power up your confidence

Memorable grammar and vocabulary are developed through communicative activities which have a clear purpose and encourage learners to use language naturally.

Power up your learners' success!

Missions give learners the opportunity to integrate life skills with language through collaboration, critical thinking and creativity. This ensures they feel well-equipped for both academic success and real-world challenges.





For the Second Edition, we asked teachers and learners what they love about the course and how to make it even better.

What teachers like best about Power Up

- A variety of activities to make grammar and vocabulary memorable, including songs, animated stories and videos.
- Fun, age-appropriate missions that help learners reflect on and evaluate their own learning.
- ✓ Tasks designed to encourage language practice both in the classroom and at home.
- A focus on developing the whole child through the inclusion of life competencies and values.

What's new?

New content for the Second Edition

- ✓ Sustainable activities that help bring real-world conversations into the classroom.
- Updated missions that provide learners with even more opportunities to use key language in collaborative, contextual and creative ways.
- Grammar activities with videos, songs, raps and dialogues to make learning grammar even more memorable.
- Cambridge English Qualifications Digital for young learners vocabulary lists and names.
- More audio and videos to support learners' confidence in vocabulary.

Digital support for teachers

- ✓ The Teacher's Digital Pack includes Presentation Plus, Practice Extra, downloadable resources and a test generator.
- Presentation Plus includes all print components, flashcards, games, video, audio and interactive practice activities.

Digital support for learners

New digital packs for learners include Practice Extra, videos, flashcards and the downloadable Home Booklet.

New integrated frameworks

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

- The Cambridge Life Competencies Framework
- The Sustainability Framework for ELT



Confidence in learning

Power Up Second Edition features a systematic approach to language learning which aims to develop the language and skills of the learner while helping them achieve life-long progress in learning.

Help your learners excel in English

For young learners, a second language is best learnt through an approach that mirrors how they learn their first language. Grammar and lexis are closely linked at this stage and learners are, therefore, exposed to both in context in each unit of *Power Up*. The course provides a multi-sensory approach and opportunities for social interaction to make learning the language more memorable.

Each unit starts with a video activity that invites learners to reflect on their experience of the unit topic. Eliciting recycled vocabulary and familiar concepts helps learners to create a shared context and learn from each other, as well as the teacher, from an early age.

Grammar and vocabulary are developed through real-world communicative activities which encourage learners to use language in age-appropriate contexts: stories, role plays, songs, chants, raps, games and collaborative interactions.

Scaffolded tasks support learners of all abilities. All new language is heard, read, written and spoken as learners acquire it, and clear examples help learners to understand and start to produce the language.

New grammar and lexis are presented and practised in context in the Story, Language practice and Vocabulary lessons. By providing input in multiple formats and asking learners to listen, watch and speak in the class and at home, *Power Up Second Edition* provides repetition and exposure to support retention of new language, developing confidence in learners' ability to communicate effectively in English.

New language is consolidated at each of the mission stages. Collaborative projects in the missions integrate spoken and written communication, support social interaction in the classroom, and foster creative and critical thinking skills.

The CEFR correlation charts for each unit can be found in the Teacher's Resources on Cambridge One, where you can also find mapping documents for each Cambridge English Qualification in *Power Up Second Edition*.



How assessment and learning work together

The course methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement. Using external assessments to check progress and performance is familiar to teachers; monitoring learners' progress and adapting teaching to support them is also routine. Power Up Second Edition combines these elements in a systematic way to integrate learning and assessment.

It is designed to easily allow the teacher to monitor for evidence, to measure progress and also includes tasks that are similar to those in formal summative tests, such as Cambridge English Qualifications.

Learners are given independence to understand their own strengths and weaknesses, both immediate (e.g. in a lesson) and longer term (e.g. over a school term).

- The Teacher's Book includes clear learning objectives at the beginning of each lesson.
- Once objectives are agreed upon, both the learner and the teacher think about how each activity can support a learning outcome.
- After the activity is finished, they reflect on performance in relation to that outcome and use this evidence to adjust what happens in later lessons – this might be reviewing and practising some language again or moving on more quickly.
- Learners' involvement in this process supports them to improve outcomes and gain confidence.
- When the activities and content are linked to the language and skills of more formal language tests, classroom activities can also be benchmarked against those tests.

Each unit is structured around a multi-step 'mission'. Missions provide engaging ways for learners to use the language in real-world contexts. Learners also reflect on and evaluate their own learning following each mission stage. They also serve as formative assessment tasks and a way for teachers to provide meaningful feedback.

More traditional summative assessment continues in parallel and external tests can be used alongside the classroom-focused formative assessment activities in the missions. In the Second Edition, the Teacher's Book includes detailed support for setting up, monitoring and feeding back on each stage, with new ideas on how to adapt the tasks for mixed-ability classes.





Visit for information on Cambridge English Qualifications, including handbooks, specifications and teacher support.



Visit our Integrated Learning and Assessment site for additional resources, background and support.

Confidence for life

The *Power Up* methodology includes activities underpinned by frameworks that build learners' confidence to meet future challenges.



Cambridge Life Competencies Framework (CLCF)

The CLCF maps out how behaviours can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The framework is made up of six Competencies.

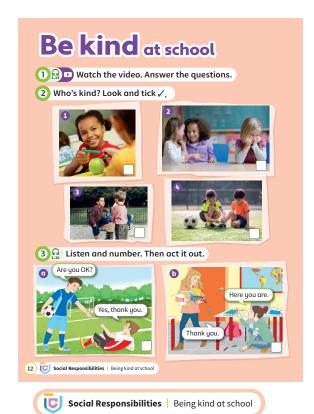
- Creative thinking is the ability to rapidly generate new ideas and alternative possibilities.
- Critical thinking enables learners to think effectively and rationally about what they want to do and what they believe is the best action.
- Learning to learn underpins our learners' success in all subjects. It is critical to building their autonomy and self-direction.
- Communication is an essential skill that enables us to share information and ideas, as well as express feelings and arguments.
- Collaboration offers advantages, including effective division of labour; use of information from multiple sources, perspectives and experiences; higher levels of creativity and better quality solutions.
- Social responsibilities helps learners gain awareness of how they engage with others and contribute effectively to the social groups they interact with.



Visit to explore the Life Competencies Framework and download detailed booklets for each competency.

How is the CLCF embedded throughout the course?

Each core unit of the Pupil's Book features one or more competencies that learners can identify and explore, making it relevant to their own contexts. These are featured in The Friendly Farm stories and the Crosscurricular and Skills lessons.



- Digital Literacy tasks are included in a range of interactive activities on Cambridge One, as well as print activities.
- Learning to learn is covered by self-evaluation activities, the mission diary in the Activity Book and the Review sections.

Sustainability Framework

Sustainability includes the knowledge, skills and attitudes we need to make a fairer, brighter future. A focus on sustainability can bring conversations of local and global interest into the classroom, helping even the youngest learners to use English to discuss real-world issues. Moreover, it can provide opportunities for learners to live more sustainably, become responsible citizens and play an active part in shaping our world.

Cambridge has developed the Sustainability Framework for ELT* to make it easier to integrate relevant skills development in language lessons. The framework maps sustainability skills into four dimensions, each focusing on three core areas:

- Knowledge: understanding sustainability concepts and sustainability more broadly, thinking in systems and appreciating interdependence.
- Values: understanding beliefs and values, valuing people and the natural world, and caring for oneself and others.
- Innovation: exploring different perspectives, generating ideas and developing solutions.
- Transformation: developing understanding of agency, working together and making positive change.

To make bringing sustainability into your classroom as easy as possible, you'll have access to Sustainability Activity Cards. Each card contains a face-to face activity which helps learners become informed, compassionate and innovative agents for positive change.

Supporting sustainability skills development

You can find activities that model sustainable alternatives and build sustainability skills throughout the Pupil's Book.



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



Thinking in

systems

Visit to learn more about the Sustainability Framework and to download the Activity Cards.

Knowledge

Finding connections within and between systems

PICTURE CONNECTIONS

When learners encounter an image of a plant or animal in the coursebook, ask them to draw a picture of it in the centre of a piece of paper. Ask them to think of connections between the plant or animal and other things (e.g. with a picture of an apple, learners might draw the inside of the apple, a worm eating the apple, the tree that the apple grew on, the rain going into the soil where the apple tree grows, and a carton of apple juice). Encourage learners to think about how these things and processes are connected to each



Component overview

For the Teacher

The Teacher's Book with Digital Pack includes

- Presentation Plus with the Pupil's Book, Activity Book, Teacher's Book, NEW! Grammar Workbook and Home Booklet eBooks with audio, video, interactive activities, flashcards and games.
- Practice Extra

- · Class audio
- Class videos, including two new grammar videos per unit
- Test Generator
- Teacher's Resources with downloadable resources, flashcards and more.



For Pupils

The Pupil's Book with eBook includes

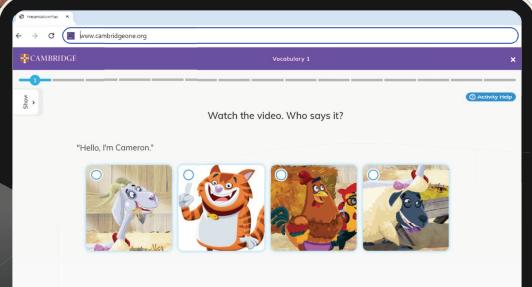
- Pupil's eBook
- All the class videos and class audio

The Activity Book with Digital Pack includes

- Practice Extra, our suite of online practice activities and games
- · All the class videos and class audio
- · Downloadable Learner Resource Bank

The digital components are delivered through our new-generation learning environment.

Cambridge **One**



Meet the team!



Jim and Jenny Friendly are twins who accompany the learners through the Vocabulary and Story lessons and provide an enjoyable, familiar context for practising the key language featured in each unit. They live on the Friendly Farm, the backdrop for the Story lessons and home to the animal characters.



Shelly is a sweet sheep who introduces Sounds and spelling in the Activity Book, activities that focus on particular sounds that learners often find challenging or spelling patterns that sometimes pose difficulties.



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



Gracie is a groovy and relatable rapping goat who introduces the grammar in the Language Practice lessons.



Rocky

Rocky is a rockstar rooster who helps with Vocabulary output and personalisation.

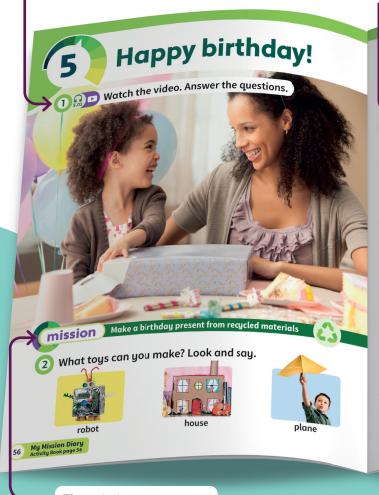
Unit walkthrough

This unit walkthrough reflects both Levels 1 and 2.

NEW! Videos with personalised questions to elicit recycled language and get the learners speaking and thinking about the unit topic.

NEW! Vocabulary stickers enhance memorisation.

Listening activities contextualise the language in real-world situations.





Watch the video and say the chant.

Listen and point. Then say yes or no.

Toys 57

The mission statement



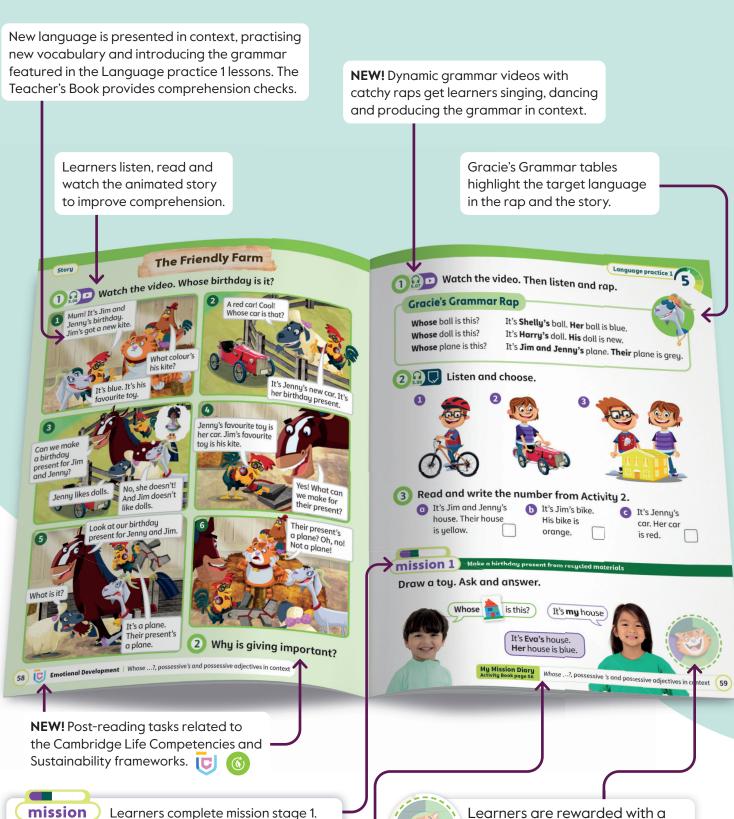
To build critical thinking skills, pupils find the hidden tractor in the Vocabulary 1 scene in each unit.

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



At multiple points throughout the unit, learners are asked to self-assess their progress. This is signposted in the Teacher's Notes with the SA icon.



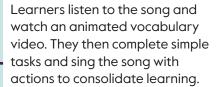


mission Learners complete mission stage 1. Each stage gives teachers the opportunity to monitor and assess learners' progress and understanding.

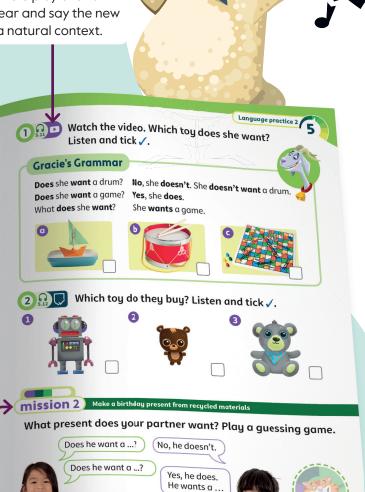
My Mission Diary Activity Book page 56 After each mission stage, learners complete a reflection and self-assessment in the Activity Book.

sticker after each mission stage

to track their own progress.



NEW! A grammar video, dialogue and role play allows learners to hear and say the new language in a natural context.



mission Learners use the new language to complete mission stage 2, which builds on mission stage 1 and includes listening and speaking collaboratively to complete a topic-focused task.

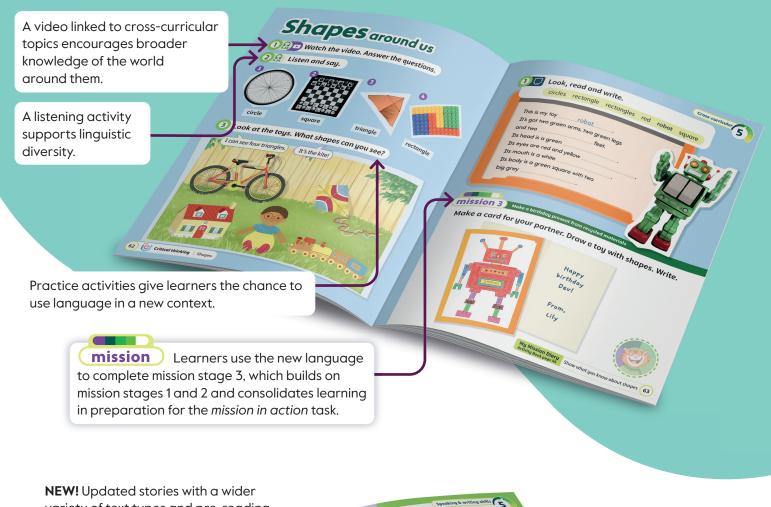


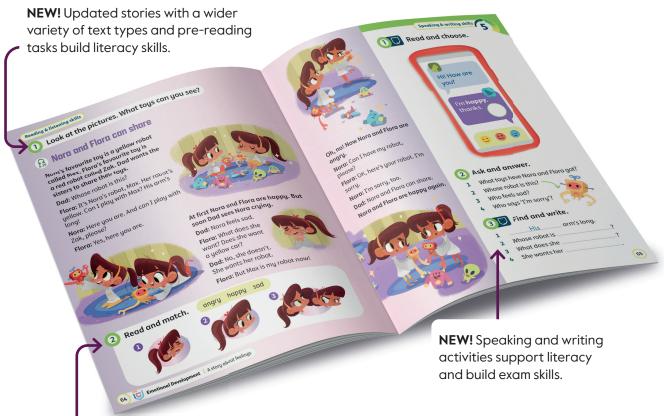
Vocabulary games provide further practice and help

develop listening, reading,

writing and speaking skills.

A personalisation question prompts learners to use the vocabulary in a meaningful context.





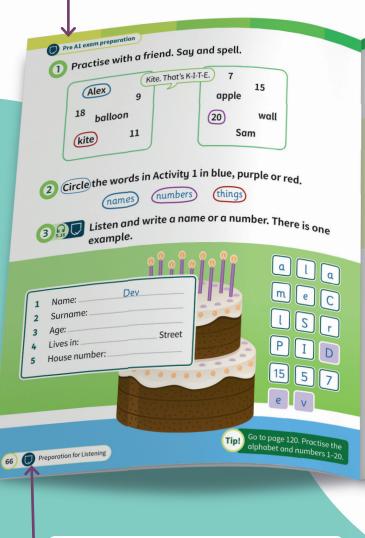
NEW! Post-reading activities related to the CLC and Sustainability frameworks help learners contextualize the themes of the readings while building life skills and social responsibilities.



Familiarisation with Cambridge Young Learners exams, including task types, rubrics and test strategies.

NEW! A creative task recycles the language and skills developed in the unit. This directly supports language production by helping learners organise their work from the previous mission stages and create a visual aid for their presentation or role play in the following activity.

mission The mission in action! reviews the language covered in the unit and brings together all the previous mission stages in a collaborative and practical task.





Preparation for listening, reading and writing alternates in each unit, covering all the sections of the Cambridge Young Learners exams.

The complete of the complete o

Learners are rewarded with a final *Mission complete!* sticker.

Learners act out a scenario and present their

and assess their progress and understanding.

work, giving teachers the opportunity to monitor



Exam tips give advice and build confidence. Additional notes on test building strategies are provided in the Teacher's Book.

After every three units, there's a Review lesson which recycles and consolidates the language from the preceding units. Topics and tasks are similar to those in the core units, but encourage the learners to use language and knowledge in new contexts.





Meet the family

1) Listen and stick. What's Jim and Jenny's mum doing?



- Watch the video and say the chant.
- Listen and answer. Then ask and answer.



Meet the family Unit learning outcomes

Learners learn to:

- introduce themselves
- talk about families and relationships
- ask and answer the question How are you?
- give personal information

New language cook (n), How are you? I'm fine, thank you. Nice to meet you.

Recycled language animals, character names, family, sports and hobbies, farm, tractor, What's your name? My name's (Jim). How old are you? I'm (seven). Where do you live? I live in (London). present continuous

Materials flashcards of Jenny and Jim, recycled paper, coloured pens and pencils, audio, video

Digital Classroom Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

Warm-up

- Say My name's (Mrs Green). Nice to meet you. Practise with the class. Repeat the greeting to different learners. Encourage them to respond My name's (Mario). Nice to meet you.
- Learners stand up and walk around. When you say Stop they introduce themselves to the nearest person.

Presentation

• Mime reading and say Look! I'm ... (reading a book). Repeat with mimes for playing piano/football, taking photos, riding a bike, swimming, watching TV and writing. **Stronger learners** Learners play the mime game in pairs.

Self-assessment

• SA Say Open your Pupil's Books at page 4. Where's this? (The Friendly Farm) Point to the characters and ask Who's this? (Jim) Have learners self-assess by drawing a face on recycled paper to reflect how they felt about their work. Say OK. Let's learn.

Pupil's Book, page 4

Listen and stick. What's Jim and Jenny's mum doing?

- Point to the characters and ask What's his/her name?
- Say Listen and stick. Play the audio and pause after happy in the kitchen. Learners point to the picture of Dad. They find the correct sticker and stick it in place. Repeat for the picture of Mum.
- Ask What's Jim and Jenny's mum doing?

Track 0.02

Jim and Jenny are on the Friendly Farm.

I'm Jenny. I'm seven. This is my brother Jim. Jenny: Hi. I'm seven, too. We're both seven!

We're twins! Jim and Jenny:

I like music and I love playing the piano. Jim: I like music too, but I don't like playing the Jenny:

piano. I love playing football and swimming. Look! This is a photo of our dad. He's a cook

and he loves making food. Here he's making a

cake. He's happy in the kitchen.

Jennu: And this is our mum. She loves music and she

enjoys playing the piano. Here she's writing

Jim and Jenny: We're the Friendly family!

... and we live on Friendly Farm. These are our Grandpa:

animals. Nice to meet you!

Key: She's writing a song.

Jim:

- Point to each character and ask Who's this? Is this Jenny's (dad)? No, it's her (grandpa). Say Jim and Jenny's dad is a cook. Mime cooking.
- Ask How old are Jim and Jenny? (Seven) Say They're both seven. They're ... (twins).
- Point to the tractor. Ask What's this? Ask Where's the small tractor? Learners find the hidden tractor in the picture.

- Ask a learner *How are you?* Help him/her reply *I'm fine*, thank you. Repeat with different learners.
- Stick flashcards of Jim and Jenny on the board. Play the audio or video, pointing to the flashcards. Hold up your fingers for seven and give a thumbs up for I'm fine. Learners chant and do the actions. Repeat.

Track 0.03

Jenny:	What's your name?	Jenny:	How are you? How
	What's your name?		are you?
Jim:	My name's Jim.	Jim:	I'm fine, thank you.
Jim:	What's your name?	Jenny:	How old are you?
	What's your name?		How old are you?
Jenny:	My name's Jenny.	Jim:	I'm seven.
Jim:	How are you? How	Jim:	How old are you?
	are you?		How old are you?
Jenny:	I'm fine, thank you.	Jenny:	I'm seven.

Listen and answer. Then ask and answer.

- Play the audio, pausing after each question. Learners repeat the questions.
- Play the audio again, pausing for learners to answer.
- Learners ask and answer in pairs.

Track 0.04

What's your name? Nice to meet you. How are you? Jenny: How old are you? Where do you live?

Key: Learners' own answers.

Ending the lesson

• Make a sentence about someone in the picture, e.g. He's Jenny's brother. (Jim) He's wearing a green hat. (Grandpa) Learners say the name.



Learning outcomes By the end of the lesson, learners will be able to understand basic personal descriptions.

New language asleep, good at ...-ing, model, show (n), singer Recycled language adjectives, animals, family, barn, book, ear, eat, fun, game, hair, paper, photo, sing, sleep, be + adjective (She's beautiful), Don't ..., He's got (long hair). *I like ...-ing*, present continuous, *You can't ...*

Materials Friendly Farm animal character flashcards, paper, coloured pens or pencils, audio, video

Digital Classroom Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

Warm-up

- Show the flashcard of Shelly and say *This is Shelly*. Repeat with the other flashcards.
- Display the flashcards, point and ask What's his/her name? Stress the pronoun his/her. Say Henrietta is Rocky's ... (mum/mother).
 - **Extra support** Write captions below the flashcards, e.g. She's Shelly. Point at random and learners say, e.g. She's Shelly. / He's Rocky. Once learners are familiar with the names and genders, erase the captions.
- Choose a flashcard, keeping it hidden. Make the appropriate animal noise and ask What's his/her name? Learners say It's (Rocky). Show the card and say Yes, it's (Rocky). Repeat with different flashcards. Call a learner to the front to lead the activity.
- Display all the flashcards again. Learners play the game in pairs.

Pupil's Book, page 5

The Friendly Farm song

• Play the song at the beginning of the cartoon story. Learners listen and sing. Mime a happy face on the first line, do a thumbs up on the second line, and wave at the animals on the third line. Learners listen again and copy.

The Friendly Farm, the Friendly | With the animals in the barn, Farm,

Fun and games on the Friendly Fun and games on the Friendly

• Say Open your Pupil's Books at page 5. Ask Who can you see in the pictures? Learners name the characters. Ask *What happens* in the story? Look at the pictures. Give learners time to look.

Watch the video. How old is Shelly's

• Learners listen and read. Ask Who's in Harry's photo? (his dad) And who's in Shelly's photo? (her sister) How old is her sister?

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

• Play the audio or video again. Pause after each picture and ask questions: 1: Who's in the photo? (Shelly's sister) 2: How old is Shelly's sister? (She's five.) 3: Has Harry's father got short hair? (No, long hair) Is he sad? (No, happy) 4: Is Shelly a model? (No) Say She can be a model. She thinks her family is beautiful. 5: Who's sleeping? (Rocky's mum/mother/ Henrietta) 6: Who's singing? (Shelly) Is her singing nice? (No) Say Point to your ears.

Extra support Say sentences for learners to complete, rather than asking questions, e.g. Shelly's got a picture of her ... (sister).

Extension Display the animal character flashcards and write their ages: Rocky 3, Shelly 3, Cameron 4, Henrietta 6, Harry 9, Gracie 11. Ask, e.g. How old is Harry? (He's nine.) Repeat for all the characters, making sure learners use He/She as appropriate. Learners ask and answer in pairs.

Key: five

2 $\Omega_{0.05}$ Who says it? Listen and say the name.

• Play the audio and pause for learners to say the name. **Extra support** Display the animal character flashcards with their names on the board.

Track 0.06

- 1 How old is she?
- 2 What ... is ... that?
- 4 That's a photo of Shelly's sister.
- 5 We're a beautiful family.
- 6 My ears, my ears ...
- 3 I like eating paper and books. 7 Look! This is an old photo of my father.
 - 8 You can't eat my sister!

Key: 1 Harry 2 Henrietta 3 Gracie 4 Rocky 5 Shelly 6 Cameron 7 Harry 8 Shelly

Collaboration

- Ask What do Shelly and Harry share with the other animals? (Photos of their family) Elicit examples of positive comments from the story e.g. She's beautiful!
- Learners draw a picture of someone in their family. They share their pictures with the class and talk about their family. Encourage the other learners to listen carefully and make positive comments.

Ending the lesson

- Divide the class into two teams. Teams line up. Display the animal character flashcards at a height learners can reach. Say Listen and touch the picture.
- Say a sentence, e.g. She's got a beautiful sister. The two learners at the front of the lines race to touch the correct flashcard and win a point for their team. These two learners go to the back of the lines.
- Continue in this way, revising colours, families, ages and adjectives.

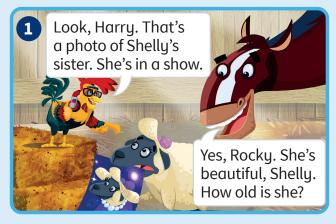
The Friendly Farm

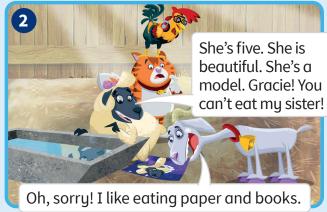






Watch the video. How old is Shelly's sister?











Rocky's mum, Rocky's mum ...



My ears, my ears ...!



Who says it? Listen and say the name.





A day on the farm

1 Watch the video. Answer the questions.



2 What can you see in the countryside? Look and say.



mountain



river



field



Unit 1 learning outcomes

In Unit 1, learners learn to:

- talk about the countryside
- use the present continuous to talk about activities and actions happening now
- talk about daily routines
- use the present simple and times (o'clock) to ask and answer about routines
- learn about how to look after our planet
- read a comic and think about caring for others

Materials recycled paper, coloured pens or pencils, audio, video

Digital Classroom Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

Self-assessment

• SA Say Open your Pupil's Books at page 6. Look at the photo. Ask, e.g. What can you see? Where is the boy? Are there any plants? What colour are the plants? What colour is the sky? Can you see a tree? Is it a sunny/rainy/cloudy day? Have learners self-assess by drawing a face on recycled paper to reflect how they felt about their work. Say OK. Let's learn.

Warm-up

- Point to the photo. Ask Are there lots of houses? (No) Are there lots of cars and people? (No) Say It's the countryside. It's quiet. It's beautiful.
- Ask What can we see in the countryside? In pairs, learners
 think of five things they know in English, e.g. bird, cow, sheep,
 flower, farm. The first pair to think of five things are the
 winners.

Pupil's Book, page 6



Watch the video. Answer the questions.

- Say *In this unit we're talking about the countryside. Let's watch the video.* To introduce the topic of the unit, play the video.
- Pause the video after the first question. Ask learners what they can see in the video. Elicit answers.

Key: Suggested answers: 1 a field, a farm, a tractor

• Play the rest of the video. Divide learners into small groups. They answer the questions.

Key: Suggested answers: 2 The girl is getting up.3 He's in a park/forest. 4 Learners' own answers.

Track 1.01
A day on the farm.
What can you see?
What's she doing?
Where's the boy?
Are you ready to go to the countryside?



Make a daily routine poster



- Explain that in this unit the mission is to make a daily routine poster. If learners completed level 1, remind them that they did a mission in every unit.
- Say A routine is something we do again and again. Every day. Mime getting up and say get up. Mime eating breakfast and say eat breakfast. Elicit other routines that learners already know.
- Explain that they will learn more routines for the poster. Say *This is our mission*.

2 What can you see in the countryside? Look and say.

- Focus on the photos at the bottom of the page. Explain that these are things in the countryside. Learners repeat.
- Tell learners the three photos are suggested answers for the question. Learners can also use their own ideas.
- In pairs, learners take turns to mime the places in the pictures. The other learner says the word.

Key: Learners' own answers.

Activity Book, page 6

My unit goals

- Go through the unit goals with the learners. You can read these aloud or display them using Presentation Plus.
- You can go back to these unit goals at the end of each mission stage during the unit and review them.
- Say This is our mission page.

Ending the lesson

- Say We have lots of routines in the classroom. What do we do in every lesson? Mime how you begin the class, encouraging learners to help describe what you are doing, e.g. I open the door. I write the date on the board. We get out our books. I say 'Good morning.' You say 'Good morning, (Mr Hill).'
- Say Let's act! You can be teachers! Describe familiar routines in the classroom. Learners stand up and mime being the teacher. They speak as necessary, e.g. I say 'Open your books!' (Learners mime giving an instruction and say Open your books!) I open my bag. (Learners mime opening a bag.) etc.