

Stephanie Dimond-Bayir with Caroline Nixon and Michael Tomlinson



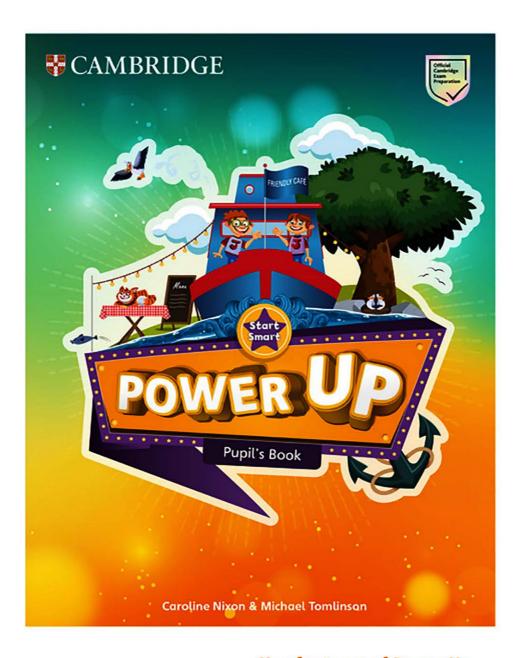
Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
Hello Page 4	Main scene vocabulary bird, boat, book, bus, cat Numbers 1-6	Hello. I'm (Jenny/Jim). What number's this? What colour's this?			
	Colours blue, green, orange, purple, red, yellow				
Friends and family Page 8	Friends and family man, woman, boy, girl, family More family mum, dad, brother, sister, pet	What's your name? My name's / I'm How old are you? I'm He's/She's	Home time A real-life story Social and emotional skill: Recognising the emotion happy	Initial sounds: introduction	Family trees
2 At school Page 18	School bag, classroom, pencil, playground, teacher More school board, bookcase, chair, cupboard, table	What are they? They're Are they? Yes. / No. Where's my? Where is it? It's in/on/under	The bird and the cat A cartoon story Social and emotional skill: Recognising the emotion happy	Initial letter sound: b	Primary and secondary colours
Food shopping Page 28	Food apple, banana, grapes, orange, watermelon More food beans, burger, carrot, egg, rice	There's/There are How many are there? A lot.	In Mr Brown's garden An animal story Social and emotional skill: Recognising the emotions happy and angry	Initial letter sounds: b, c	Where food comes from
	Review Units 1–3				
4 At home Page 40	Home bed, clock, computer, lamp, mirror Rooms	I've/You've got Have you got? Yes, I have. No, I haven't.	The three wishes A traditional story Social and emotional skill:	Initial letter sound: c	Shapes at home
	bathroom, bedroom, garden, kitchen, living room	I/We/They haven't got	Understanding the emotion angry		

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
My body Page 50	Body ears, eyes, hair, mouth, legs Describing appearance big, small, long, short, beautiful	He's/She's got Has he/she got? Yes, he's/she's got He/She hasn't got	My best friend A real-life story Social and emotional skill: Recognising the emotions surprised and excited	Initial letter sounds: b, c, l	Keeping clean
6 My toys Page 60	Toys board game, camera, doll, teddy, train More toys ball, balloon, bike, car, plane	Do you like? I like/love What's your favourite? I like/don't like	My favourite toy A real-life story Social and emotional skill: Understanding the emotions happy and sad	Initial letter sound: t	Materials
	Review Units 4-6				
Free time Page 72	Action verbs climb, jump, run, swim, walk	Can you? Yes, I can. / No, I can't. I can	The queen of the river A traditional story	Initial letter sounds: f, p	Emotions
	Free time activities catch a ball, fly a plane, play basketball, play football, play the piano	What are you doing? I'ming.	Social and emotional skill: Understanding the emotions happy, worried and excited		
We're having fun! Page 82	More action verbs clean, drink, eat, sleep, take a photo Nature beach, flower, sea, sun,	I'ming. What's he/sheing? What are you/theying? He's/She'sing. They're	Clean the beach day A fantasy story Social and	Initial letter sounds: b, t, s	Weather
	tree	ing.	emotional skill: Understanding the emotions happy, sad and excited		
9 Moving to the farm Page 92	Clothes jacket, jeans, shoes, socks, T-shirt Farm animals	I want/don't want Do you want (your)? Yes, I do. / No, I don't. Let's	Five good friends An animal story Social and	Initial letter sounds: review	Caring for animals
	dog, duck, goat, horse, sheep	Yes, OK/great/please. No, thank you.	emotional skill: Understanding the emotions angry and frightened		
	Review Units 7-9				

About Power Up

Power Up



What is Power Up?

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

- Lively activities with clear objectives
- Age-appropriate, engaging topics which support learner progress and collaborative learning
- Real-world contexts and language
- Development of life competencies and test skills
- Scaffolded tasks which support learners of all abilities
- A unifying learner-centred methodology which supports life-long learning.

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. In the Start Smart level, reading and writing are very gently introduced, step by step. Grammar and vocabulary are developed through communicative activities which have a clear purpose and encourage learners to use language naturally. All new language is 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.

Collaboration and social skills

Start Smart is the first stage in the series and introduces learners to life competencies step by step. It is a valuable foundation for learners and boosts their confidence as they learn. The content of Start Smart is designed to help learners explore their potential and develop their ability to collaborate and communicate effectively. Each unit encourages learners to understand how they can learn best themselves but also how to work together. The topics explore social skills and the benefits of collaboration in addition to other real-life topics. As well as familiarising learners with this type of learning, the approach develops their thinking and learning skills through creativity and simple, age-appropriate critical-thinking and problem-solving activities.



Missions

The Life Competencies Framework is a key feature of the unit Missions in the main levels of *Power Up*. The Missions and the related activities in *Power Up* are based on realworld contexts with a focus on real English. They give learners the opportunity to develop their learning skills and help them to reflect on and evaluate their own learning even at a young age. As part of this approach, there are frequent

opportunities for learners to reflect on what they have learnt and help them plan for the next stage of learning, with practical tips on how teachers can help learners to do this.

In Start Smart, learners are introduced to the concept in a shorter, age-appropriate format. Mini-missions introduce the idea of working towards a real-life goal collaboratively. The Mini-missions are short, achievable activities which guide learners as they work, using accessible and enjoyable tasks. They work as standalone activities to round up each unit of Start Smart but also gradually familiarise learners with the concepts that are developed in the Missions in the main levels: identifying a simple outcome, working together to achieve it, and thinking about progress. The Mini-missions build on the language and skills developed during the unit in a creative and playful way, allowing learners to practise their social skills alongside their language. They encourage learners to review their work together and introduce the idea of reflecting on it once they have finished.

Literature



The Life Competencies Framework also features in the Literature spread, where learners are building on emotional skills and social responsibilities. Each story holds a message that learners can identify and explore, making it relevant to their own contexts. They learn about emotions, empathy and how to respond to others appropriately through identifying with the characters in the stories.

Cross-curricular learning



The cross-curricular sections 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 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

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 and can be started at a young age. 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, crosscurricular learning encourages creative thinking.
- Cross-curricular learning fosters learning to learn through the use of learning strategies and study skills.

Cross-curricular learning in Power Up Start Smart

Every age has its own characteristics. In these first Primary stages, learners require longer input to be able to show production. The acquisition of the second language has to grow to allow them to understand and repeat the content. This can be achieved by following a communicative approach. In *Start Smart* we therefore mostly focus on oral skills in cross-curricular lessons in order to produce accurate reading and writing skills in the future. The topics covered in the cross-curricular lessons have been chosen to make the learners feel secure with the content in each lesson and to motivate them to use the English language.

About Power Up Start Smart

Start Smart provides the foundations for learners beginning on their Power Up journey. It covers the social and collaborative skills in the Life Competencies Framework. Additionally, Start Smart introduces core Cambridge English: Young Learners vocabulary using pictures, stories and characters that engage the learners. This vocabulary is developed further in Power Up level 1.

In Start Smart, language is first of all presented orally using cartoons, pictures, chants and games. Learners are introduced to the characters they will meet in later levels, providing them with continuity and recognisable contexts. These characters and stories help them to understand and actively use some of the core vocabulary in realistic ways. As learners progress through the book they develop this knowledge in achievable steps, providing them with the foundations they will build on in later levels.

Power Up is based around the Friendly family: Mr and Mrs Friendly, their children Jim and Jenny, and their cat, Cameron. In the Start Smart level, the Friendly family are living on a houseboat with its own café. Jenny and Jim make friends with two other children, Anna and Matt, who visit the café. Cameron makes friends with a seagull called Frida.

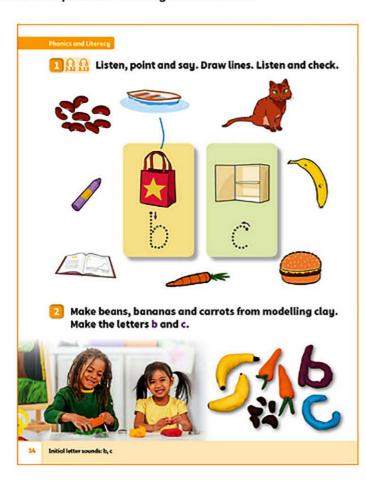


Phonics and literacy in Start Smart

Key language from each unit features again in the focus on phonics and literacy. This section helps learners understand the basics of phonics and is scaffolded to provide support.

Early units of *Start Smart* familiarise learners with identifying initial sounds and using a pen/pencil correctly. As learners progress through the units, they learn to identify single letter sounds and improve pencil control, writing the letter associated with each sound and copying or tracing words.

In the final units, learners distinguish between different letter sounds and practise writing short words.



Start Smart and Cambridge English: Young Learners tests

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 Start Smart does not include 'test builders' or an overt exam focus but does use simple formative assessment to equip learners with the first stages of reflection for their later learning. They will develop these skills further in levels 1 and 2, which introduce test formats in a positive context. Start Smart also provides a gentle introduction to some types of tasks that feature in Cambridge tests, such as 'Listen and colour'.

Flashcards, colouring in sheets and other Young Learners resources which can be integrated into lessons are available here: https://worldoffun.cambridge.org

Further information about Cambridge English: Young Learners tests (including the 2018 specifications) is available here: https://www.cambridgeenglish.org/in/exams-and-tests/young-learners-english/

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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 Start Smart* features four videos per unit:

- An animated chant to consolidate the first set of unit vocabulary
- An animated song to consolidate the second set of unit vocabulary
- A presenter led documentary to facilitate cross-curricular learning
- An animated cartoon story to consolidate language from the unit.

Components of Power Up Start Smart

Pupil's Book Extra Downloadable

Activity Book Resources

Teacher's Book Presentation Plus

Online Teacher's Resource Flashcards

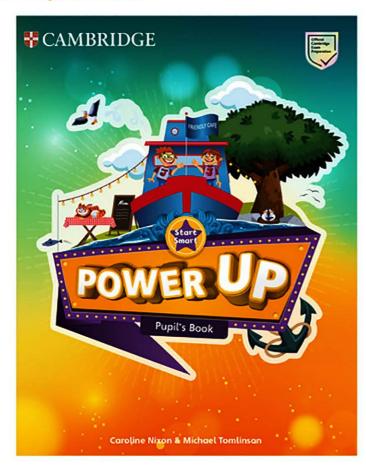
Book Downloadable tests

Class Audio Posters

Visit Cambridge.org/powerup to find all the information you need on the wide variety of *Power Up* components 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 Activity Book.

The Pupil's Book



The Pupil's Book features:

- an introductory unit, 'Hello'
- nine core units with audio and audio visual content
- sticker activities for each unit
- three Review units

Pupil's Book unit walk-through

Power Up Start Smart begins with a four-page introductory unit which introduces the Friendly family. It also presents basic greetings, numbers and colours.

This is followed by nine core units, each with ten lessons. The Teacher's Book contains a 'Warm-up' and an 'Ending the lesson' activity for each of the ten 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. The Review sections appear after every three units.

The ten lessons in each core unit are:

- Lesson 1 Unit opener and Vocabulary 1 presentation
- Lesson 2 Language presentation and practice 1
- Lesson 3 Vocabulary 2 presentation and song
- Lesson 4 Language presentation and practice 2
- Lesson 5 Literature story focus
- Lesson 6 Literature response to story and mid-unit evaluation
- Lesson 7 Phonics and Literacy

- Lesson 8 Cross-curricular and video
- Lesson 9 Cartoon story and consolidation of language in context
- Lesson 10 Unit review and Mini-mission

Lesson 1

Unit opener and Vocabulary 1 presentation



Lesson 1 opens the unit with a colourful illustrated page which sets up the context for the unit and introduces some of the core language that follows.

- SE Learners are introduced to their first self-evaluation. They are invited to think about how much they can do at this stage of learning. The teacher presents the new language from the upcoming unit through pictures or mime and invites the learners to look and listen. Learners may know a little of the language and offer ideas. Alternatively, they may not know any of the language at all. At this stage, they simply see what they are going to learn. This is an important stage in the self-evaluation process. Later, when they go back and self-evaluate again, they will quickly understand that they can now say some or all of the words they have seen in this first self-evaluation. This will allow them to see how much progress they have made.
- The lesson then presents some of the core vocabulary based on the topic of the unit. A colourful cartoon illustration shows the Friendly family and their friends and animals in typical situations and contextualises the vocabulary to present meaning.

- Learners are first encouraged to engage with the image closely through a 'find the bird' activity: in each opening visual, there is a bird hidden somewhere in the picture which learners have to locate and point to.
- Once they have looked at the picture carefully, learners hear the new language and are required to give a simple response, e.g. pointing or colouring as they recognise the vocabulary.
- Learners are then encouraged to produce the language accurately in an engaging chant.
- From Unit 4, the vocabulary items are labelled with the words.

Lesson 2

Language presentation and practice 1

Lesson 2 reuses some of the new vocabulary and provides another colourful illustration to introduce the grammar point.

- Learners hear the language first of all and complete simple activities to demonstrate understanding, such as joining pictures with lines.
- They then complete a 'Talk to Cameron' activity in which they answer questions using the new language.

Lesson 3

Vocabulary 2 presentation and song

Lesson 3 introduces further new vocabulary on the unit topic through another colourful illustration and a song with an animated video.

 Learners hear the new language, sing and point to help them understand.

Lesson 4

Language presentation and practice 2

In Lesson 4, the second grammar point is introduced and practised.

- Learners practise the language by understanding and responding.
- Tasks require the learners to listen and point or say numbers, colour parts of an illustration, or answer simple questions using the target language.

Lessons 5 and 6

Literature – story focus / response to story and mid-unit evaluation

The Literature lessons develop the topic through a story using some of the language in context, and introduce further new vocabulary.

 Learners look at the pictures and complete simple tasks such as pointing, numbering or naming things.

- Learners then listen to the story, which helps bring it to life so they can understand the narrative. In later units they also read words and short phrases linked to the pictures as they listen.
- The teaching notes provide comprehension tasks to help support and check understanding stage by stage as learners listen and read.
- The teaching notes also include suggestions for activities and tasks that encourage learners to think about the story and consolidate the language.
- In the second lesson, learners complete follow-up activities
 using speaking and listening skills. These activities
 encourage them to use their imagination or relate the
 story to their own experience. Tasks include answering
 questions, talking about personal experience related to the
 topic, and identifying how characters feel. The activities
 help develop learners' emotional competences and
 encourage them to develop social and life skills such as
 empathy, sharing and dealing with jealousy.
- SE Once the literature focus is complete, learners revisit
 the self-evaluation from the unit opener to help them see
 what they have learnt so far. At this stage they hear the
 language again but this time respond or repeat.

Lesson 7

Phonics and literacy

In this lesson learners focus on phonics and early reading and writing skills. In the first three units learners recognise initial sounds as they listen. From Unit 4, learners begin to identify the letters that go with the sounds. Learners distinguish between two and finally between three different letter sounds.

- Learners listen to language from the unit and from earlier units to identify sounds and letter sounds. They complete simple tasks such as adding ticks or crosses, circling the correct letter sound, tracing or copying letters, and saying words.
- Creative tasks such as making letter shapes from modelling clay or drawing help learners focus on letter formation and writing.

Lesson 8

Cross-curricular and video

This lesson introduces a topic which relates to the main focus of the unit, but which is linked to other areas of 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.

 Learners watch a video which introduces the topic and provides a context for the activities.

- A task is provided to help learners focus on the video and understand the topic.
- A variety of practice activities follow. Tasks include listening and choosing pictures and matching words to pictures. The tasks give learners the chance to practise language, develop their skills and improve their critical thinking.

Lesson 9

Cartoon story and consolidation of language in context

Lesson 9 begins with the Friendly family song which is repeated in each unit so that learners can join in. The song is followed by a cartoon story which practises the new language and vocabulary from the unit in context.

- Learners listen and look at the pictures to help them understand.
- The Teacher's Book provides comprehension checks for the teacher to use to support and check understanding.
- From Unit 4, speech bubbles are introduced.

Lesson 10

Unit review and Mini-mission

The final lesson reviews the language covered in the unit through a sticker activity and the final Mini-mission.

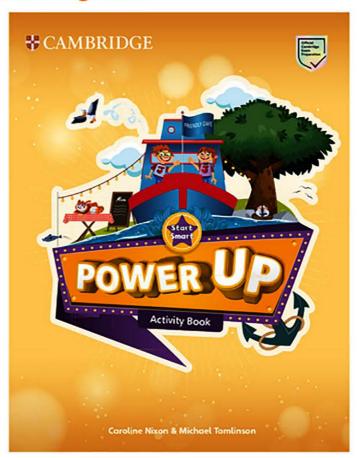
- Learners listen and respond by choosing the correct stickers to add to the picture. This is followed by a second activity such as circling pictures, writing numbers or ticking options.
- Learners are then encouraged to complete a Mini-mission in which the class collaboratively produce a poster of language for each unit.
- SE Once the Mini-mission poster is completed, learners are directed to review the language they have learnt using the poster as a prompt.

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 vocabulary and language from the preceding units.

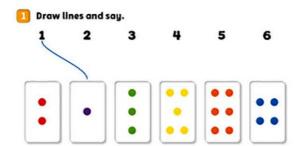
- Each Review unit begins with an interactive listening activity which enables learners to see how much of the vocabulary they can remember. This is followed by a listening activity where learners show that they have understood the vocabulary and language by choosing the correct picture.
- The second page of the Review unit provides a picturebased activity to encourage speaking practice and ends with a personalised drawing and writing activity.

The Activity Book



The Activity Book provides further practice of the language and skills covered in the Pupil's Book. There are ten pages in each unit of the Activity Book. Each page corresponds to a lesson in the Pupil's Book. Content is also scaffolded in the same way.

In the early units, learners recognise and repeat language. They draw simple lines and marks. For example, they may draw matching lines to demonstrate understanding.



In later units, learners speak to partners using simple questions and responses. They read single words or simple phrases and begin to trace or copy words as the writing content is integrated.

SE At the end of each unit in the Activity Book there is a self-evaluation task. This links to the self-evaluation techniques used with the Pupil's Book. Learners circle a picture of Cameron to indicate how they feel about their achievement.







Power Up and its methodology

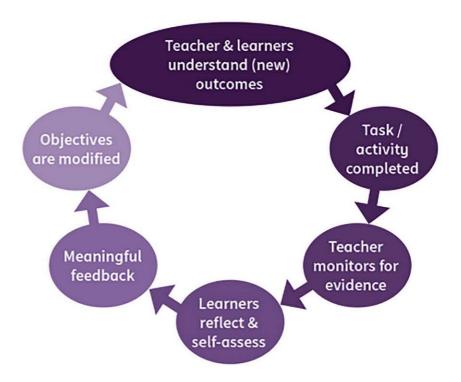
Confident in learning. Confidence for life.

Power Up features a systematic approach to language learning in which the learner and teacher are in a partnership. It aims to develop the language and skills of the learner, but also helps them achieve better life-long progress in learning.

What does it involve? The Power Up methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement in learning. In practice this means that all activity, inside and outside the classroom, can be integrated with assessment. More traditional summative assessment still continues. External 'tests' can be used alongside the classroom-focused formative assessment activities. For teachers this should not feel strange: using external assessments to check progress and performance is familiar; monitoring learners' progress and adapting teaching to support them is also routine. Power Up simply combines these elements in a systematic way. In Power Up you will see that classroom activity is designed to allow the teacher to monitor for evidence to measure progress and also (from level 1) includes tasks that are similar to those in formal summative tests such as Cambridge English Pre A1 Starters.

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. At *Start Smart* level this involves the learners hearing the new language receptively so they know what they will be learning.

Once outcomes are established, the teacher can think about how each activity supports a learning outcome. After the activity is finished the teacher can 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 evaluation to provide meaningful feedback to learners. Being involved in the process helps learners improve outcomes and gain confidence. Even very young learners can begin to think about their own progress and how they can improve.



What kind of activities are used in class? Power Up methodology can be integrated into everyday learning to support progress in different ways and these have been integrated into the course:

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

Power Up aims to develop social skills such as collaboration. It includes pair and group work activities that encourage learners to work together, helping them develop better life skills.

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 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 lesson they complete.

Using *Power Up*, learners begin to reflect on their own performance. At *Start Smart* level they are introduced to the concept of noticing how they are doing. Learners are encouraged to use simple suggested self-evaluation techniques. This encourages autonomy.

Teachers using *Power Up* can collect information about the learners through their classroom activities, completion of tasks and self-evaluation, and this allows teachers to **plan** learning more effectively as they work through the material.

In later levels, links can be made between classroom activities and some of the performance measures of formal tests so that formative and summative assessment are linked together.

Self-evaluation 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 introducing them to the idea of self-evaluation through very simple activities.

When

Start Smart introduces simple activities which help learners begin to think about their learning and how well they are progressing in small steps suitable for young learners. These sections are called Self-evaluation SE and are developed in later levels as Self-assessment SA.

The first stage at the beginning of each unit involves exposing learners to the language that will follow in the unit. At this point they just hear it. You then repeat the stage mid-unit, but this time encourage them to listen and respond if they can. This will make visible to them what they have learnt. At the end of the unit, learners look back on their overall progress and respond to the language.

You can also begin to use any of the techniques explained below at these stages if you have a confident class. 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 the first stage at the start of the unit, reassure learners if they don't know the language you are presenting. This is an opportunity for them to understand a key learning skill: not knowing something and showing you need more support is a positive way to learn.

There is an added benefit: when you repeat an evaluation at the end of activities, learners will be able to recognise that 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

You may need to use L1 to clarify some of the techniques the first time you use them. Once learners get used to the techniques and ideas you won't need to repeat this.

As you explain, reassure learners that it is good to say when they find something difficult, and praise them for doing this. Also reassure them that making mistakes is part of the learning process and not a problem. Helping learners begin to understand this is an important step in giving them confidence to try new language.

1. Emoticons

Draw two emoticon faces – a smiley face and a 'thinking – I'm not sure' face on each side of the board. Learners point to one of the faces after an activity to show how they feel, or if there is space, they can go and stand near the emoticon they have chosen.

Variation:

Put a large poster on one side of the room with *Hooray!*It's OK.

at the top. Put another on the other side with a confused face (scratching its head) saying Let's try again. When you finish an activity, ask the learners to stand on the side that shows how they feel.

2. Red and green cards

These cards can be prepared in advance. Although this takes preparation, these can be reused in class for a long time. Use thick green card and red card and cut these into squares approximately 12 cm x 12 cm. You will need one card of each colour per learner. If possible, laminate the cards. Punch a hole in the top left corner and tie together one red and one green card with string or a treasury tag. Tell the class to use their cards to show how they feel about what they are learning. Hold up:

- green for 'happy'
- 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:

Get learners to make flags. Give each learner paper. They cut out two large rectangles or triangles of paper and colour or paint them red and green. Give each learner two drinking straws and sticky tape. Show them how 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.

Extension: pair a 'red' with a 'green' learner and encourage them to look at the final Review unit again together.

3. High fives

Tell the class to show how they feel about the learning using 'high fives' (the learner holding out their hand and slapping hands with another learner or the teacher):

- high five (holding the hand up high to slap) 'I feel very happy'
- low five (holding the hand lower near the waist) 'I'm not sure'.

Even with a big class you can go around quite quickly to 'high five' or 'low five' each learner.

Alternatively, you can ask them to go to one side of the room to 'high five' and to the other side of the room to 'low five' each other, giving you a quick visual of how learners are feeling.

4. 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.

Teachers' classroom evaluation

As we have seen, *Power Up* involves evaluating learners during everyday activity 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
- use 'closing language' regularly to highlight the achievements made
- c. monitor effectively during specific activities
- keep formative assessment notes on the group and individual learners
- alternatively use check lists to record evaluation of skills and life skills (e.g. planning / collaborating / working autonomously / sharing, etc.)
- f. encourage learners to engage in self-evaluation step by step.

After teaching you need to:

- a. keep or update your own anecdotal records and notes
- b. use formal record keeping for individual learners.

This will give you a full record of assessment for each learner alongside any results from tests. This can help you when writing reports for learners, making them evidence based and more detailed. It will give you an idea of how well learners are doing against external measures.

Practical techniques for the teacher's role: in class

a) Identifying outcomes

Each unit contains an opening stage which shows you how to set up the unit work clearly for learners. In this way setting outcomes and reviewing them are built into the materials.

You can:

- use the unit opener to tell learners what you will do at the beginning of the lesson
- point to the title of the unit to identify outcomes.

Use 'closing language' regularly to highlight the achievement

- After the activity go back to the outcomes and use this
 to 'close' the task, e.g. Well done. You have talked about
 school. You have listened and answered. You may wish to do
 this in L1 to start with but as learners get used to hearing
 Well done, try to reduce this.
- 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 have worked hard. You talked about
 school. Let's try again later and do even better. Praise them
 if they comment on what they have found difficult or less
 enjoyable as this demonstrates that they are beginning to
 reflect.

c) Monitor effectively during specific activities

- Once you have set up an activity, do a quick check around the room to make sure 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 – use examples and pointing to make instructions clearer, or you will find learners 'switch off' during English instructions as they know you will repeat them 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 letters or 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. a 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 – engaged.	Tries new words quickly.	Beginning to say complete phrases.	X/t/sound difficult.	✓ Enjoys songs and chants. Willing to speak in pairs.	✓ Letter formation clear.
Simone	Some progress. Not speaking unless prompted.	? Uses a lot of L1.	X Tends to use single words and no sentences.	✓ Accurate on individual sounds. Uses L1 a lot.	? Lacks confidence. Joins in repetitions but finds speaking in group work difficult.	✓ Strongest skill. Enjoys copying. Can write full words.
Alex	Progress OK but not motivated.	Limited range but remembers new words.	Can repeat well but making new sentences challenging.	? OK but problem with /k/ and /g/ sounds.	X Tends to use L1 and doesn't produce sentences independently.	? OK when tracing but not strong at copying.

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

 Alternatively – or in addition to notes – check lists 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 check list for writing skills and life skills.

Example of check list for writing:

	Maria	Simone	Alex
Writing – pen control	✓	✓	? generally OK
Can form ticks and crosses	11	11	✓
Can trace letters	✓	1	✓
Can copy single letters	1	✓	? problems with 't' 'k'
Can trace words	1	11	✓
Collaborating for group work	1	1	X not motivated
Working autonomously	1	X tries but lacks confidence	X needs encouragement

f) Encourage learners to engage in self-evaluation

See notes on self-evaluation on pages xii and xiii.

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-evaluation, 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 results from tests, this will give you evidence and detailed information if you need to write reports for your learners.

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



11 🔐 Listen. Listen again and point.



Hello Unit learning outcomes

In the Hello Unit, learners learn to:

- say hello and goodbye and introduce themselves
- talk about colours and everyday objects
- say numbers 1-6

Lesson 1 learning outcomes By the end of the lesson, learners will be able to say hello and goodbye and introduce themselves.

New language Friendly family character names; Dad, Mum; Hello. I'm (Jenny/Jim). Goodbye.

Materials Friendly family flashcards, Colours flashcards or crayons, Hello flashcards, audio, a soft ball

Self-evaluation

- SE Smile and wave at the learners.
- Wave again, encouraging the learners to wave back. Say Hello. I'm (name). Repeat several times as learners wave back. At this point, learners don't need to speak unless they want to.
- Say Hello. Show the word by pointing to the title on page 4 of the Pupil's Book. Show the flashcards of the Friendly family characters (Jenny, Jim, Mrs Friendly, Mr Friendly). Fan them out so learners can see them all and say Hello, Friendly family!
- Hold up six Colours flashcards or crayons (blue, red, green, yellow, orange, purple). Then hold them up one by one, saying One ... It's blue! Learners clap. Two ... It's red! Learners clap. Three ... It's green! and so on.
- Show the picture on pages 4 and 5 of the Pupil's Book. Point and say bus, boat, cat, bird, book. Repeat using the flashcards.
- Use self-evaluation (see Introduction). Say OK. Let's learn.
- Note: This phase is a gentle introduction to the unit topic and language. The language is not formally presented and practised at this point. See Introduction.

Warm-up

- Encourage learners to get up. Say Hello! Hello! and wave. Encourage learners to wave at you.
- Stretch your hands up into the air. Encourage learners to copy. Stretch down as learners copy. They wave again, saying Hello! Repeat a few times.

Presentation

- Model Hello. I'm (name). As you do this, wave hello and point to yourself. Repeat several times.
- Repeat Hello. Encourage all the learners to wave back. Repeat several times.
- Say Hello. I'm (name). Gesture to yourself. Repeat and point to a confident learner. Encourage them to say Hello. I'm (name). If necessary, say Listen and repeat, please, and model the greeting with the learner's own name.

Repeat with a second learner. Then encourage all the learners to repeat, using their own name.

Extension Learners stand up and mingle around the room waving at each other and saying Hello. I'm (name).

Pupil's Book, page 4

🔟 🤬 Listen. Listen again and point.

- Show the picture on pages 4 and 5. Point to the characters and say their names: Jenny, Jim, Mrs Friendly, Mr Friendly.
- Show the characters again, this time using the flashcards. Hold up each one and say the name. Point to Mrs Friendly and say mum. Point to Mr Friendly and say dad. Repeat.
- Explain in L1 that the Friendly family live on a boat. The boat is also a café and Mr Friendly is the chef.
- Encourage learners to open their books at pages 4 and 5.
- Say Listen, gesturing to your ear. Encourage learners to copy your mime. Play the audio. Learners listen.

Track 0.02

Bus driver: Hello. Mr and Mrs Friendly: Hello. Hello, Mum. Mrs Friendly: Hello, Jim. Jenny: Hello, Dad. Mr Friendly: Hello, Jenny.

Miaow! Hello. I'm Cameron. Cameron:

- Show the flashcard of Cameron. Say It's ... Learners say Cameron.
- Say Listen (gesture listening) and point (demonstrate) pointing). Play the audio again. Help learners to point to the characters as they hear the names.

Activity Book, page 4

See pages TB104-TB121

Ending the lesson

- Learners stand in a circle. Throw a soft ball to a learner and gesture for them to throw it back to you. As you catch it, say *Hello. I'm (name)*. Throw the ball to a confident learner and encourage them to say Hello. I'm (name) as they catch the ball. Repeat with another learner.
- Once the group understand, encourage them to throw the ball to each other, saying Hello. I'm (name).
- If you have a large class, learners can do the activity in smaller groups. Monitor and gesture to make sure all the learners get the ball at different times.
- At the end of the activity, wave and say Goodbye! Learners wave back and repeat.

Alternative Stand in a circle. Turn and offer your hand to the learner next to you. Shake it very formally and say Hello. I'm (name). Encourage them to reply Hello. I'm (name). Then they turn to the next learner, shake hands and repeat Hello. I'm (name). Continue all the way around the circle. If you have a smaller class, go around the circle again, encouraging learners to do it faster and faster.

Learning outcomes By the end of the lesson, learners will be able to understand and say words for everyday objects and animals and will be able to answer the question *What's this?*

New language bird, boat, book, bus, cat; no, yes; What's this? It's a ... This is (a) ...

Recycled language Friendly family character names; Hello. I'm (Jenny/Jim). Goodbye.

Materials Friendly family flashcards, Hello flashcards, audio, coloured pens or pencils

Warm-up

- Wave at the learners. Encourage them to say Hello!
- Show the flashcard of Jenny. Encourage learners to wave and say Hello, Jenny!
- Repeat with Jim, Mrs Friendly, Mr Friendly and Cameron.

Presentation

- Show the flashcard of a bus and say bus. Learners repeat.
 Make the noise of a bus. Learners copy. Make the noise and say bus. Learners repeat. Do this several times.
- Point to individual learners and encourage them to repeat.
 Begin with confident learners, but encourage all learners to participate.
- Show learners the flashcard of a boat. Repeat the sequence, saying boat and making a boat-horn noise.
- Show the flashcard of a bus again and encourage learners to say bus. Then go back to the flashcard of a boat and repeat.
- Continue with the flashcards and sounds for cat (miaowing), bird (singing) and book (the sound of pages turning). Each time you finish introducing a new flashcard, go back to the earlier ones quickly so the learners start to remember each one.

Extra support Show each flashcard again and do a mini-chant. For example, say cat, cat, cat and end with a 'miaow' cat noise. Learners chant and clap.

Pupil's Book, page 5

🚺 🤬 Listen and point.

- Show the big picture on pages 4 and 5. Point to the characters and say their names: Jenny, Jim, Mrs Friendly, Mr Friendly, Cameron. Repeat, encouraging learners to say the names.
- Encourage learners to open their books at pages 4 and 5.
- Say Look. Show the small pictures of animals and objects at the top of page 5. Say boat. Encourage learners to point to the boat.
- Show that you will play the audio. Say Listen (gesture listening) and point (demonstrate pointing). Put learners into pairs. Play the first sound and pause the audio to check learners are pointing to the bus.

 Play the rest of the audio, pausing if necessary to check that learners are pointing.

Track 0.03

[sound of a bus]

[sound of a bird]

[sound of a cat]

(sound of a book)

[sound of a boat]

2 00

Listen. Listen again and chant.

- Show the flashcard of a cat. Say This is a cat. Nod your head and say Yes. Encourage learners to repeat Yes. Show the flashcard of a bird. Say This is a cat. Shake your head and say No. Encourage learners to repeat.
- Hold up a real book. Say This is a boat. When learners say No, look confused. Say This is a bird, then This is a cat. Finally, acting as though you are going to give up, ask What's this? Learners say (A) book.
- Say Yes, it's a book. As you say it's a book, count out the words using your thumb, index and middle finger.
- Show the flashcard of a cat and show your three fingers so learners say It's a cat. You can use your fingers to indicate a wrong word if you hear one.
- Repeat with all the flashcards, using your fingers to prompt.
- Say a cat, a cat, a cat. Learners chant.
- Say Listen. Play the audio. Learners listen and point.
- Say Listen again and chant. Play the audio again. Learners chant.

Track 0.04

A bus, a bird, a boat, a book

A cat, a cat, a cat (x2)

Activity Book, page 5

See pages TB104-TB121

Ending the lesson

- Put flashcards from the lesson on the board or on a wall.
 As you put them up, encourage learners to say the word or name.
- Get learners to stand in front of the flashcards in two lines.
 Show that the two learners at the front of the lines will play. Call out a word. Encourage them to touch the correct flashcard. Say Good! when they choose the correct one.
- Continue with a different pair of learners each time. If you have a big class, learners can stay in their seats until it is their turn.
- When you finish the activity, wave at the learners and say Goodbye! Learners repeat.

Alternative If you have a small group, put the flashcards on the table and have learners stand around it. Call out a word. Learners try to touch the correct picture, winning a point if they do it first.















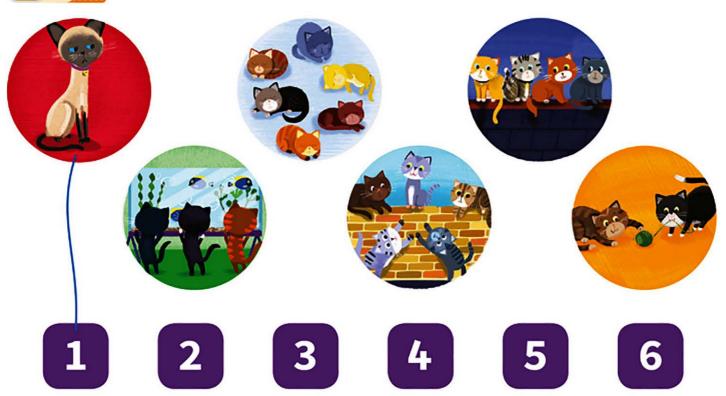


Listen. Listen again and chant.

11 listen and point. Say.



Listen. Listen again and chant. Draw lines.



Learning outcomes By the end of the lesson, learners will be able to understand and say numbers.

New language numbers 1-6, plurals (book, books); stand up

Recycled language animals, Friendly family character names, objects; It's (a) ...

Materials Friendly family flashcards, Hello flashcards, Numbers flashcards, audio

Warm-up

- Learners stand in a circle. Say Hello! and wave. Learners wave and say Hello!
- Show the flashcards from the previous lesson. Encourage learners to say It's a (book) or It's (Jim).
- Give a flashcard to a learner and encourage him/her to say It's (a) ... Then gesture for the learner to pass the flashcard to the next person in the circle, who repeats. Continue like this until the flashcard has gone around the circle.
- Repeat with another flashcard, but this time, learners must pass it as fast as possible. If you have a large class, demonstrate with one circle, then divide learners into two circles.

Extra support Move around the circle with the flashcard and whisper the word to learners who need extra support.

Extension Once the flashcard has moved around the circle a little, give a second flashcard for them to pass, then a third, until all the flashcards are circulating.

Presentation

- Hold up your finger and say one, then another and say two, and continue up to six. Repeat several times.
- Begin again. Encourage learners to hold up their fingers and repeat each word. Go through the numbers with the whole class repeating. Go through the numbers again, first encouraging the whole group to repeat, then pointing to individual learners. Tell them Good!
- Once you have done the numbers in order a few times, hold up fingers randomly. Learners say the number.
- Put learners into pairs. Encourage them to take it in turns holding up fingers for their partner to say the number.
- Encourage learners to say the numbers in order and write them on the board. When all six numbers are on the board, point to them out of order. Learners say the numbers.
- Show the flashcards of numbers 1-6. Hold each one up as learners say the numbers.

Stronger learners Mix up the flashcards. Learners say the numbers out of order.

Pupil's Book, page 6

💶 🔝 Listen and point. Say.

 Show the picture on page 6. Point to a few of the numbers and encourage learners to say them.

- Say Open your books. Encourage learners to open their books at page 6.
- Say Listen (mime listening), point (mime pointing), and say (mime speaking).
- Play the audio. Learners listen, point and say the numbers.
 If necessary, pause the audio for learners to point and repeat.

Track 0.05
one ... two ... three ... four ... five ... six



Listen. Listen again and chant. Draw lines.

- Hold up a real book. Say book. Then hold up two books.
 Say books. Exaggerate the plural ending. Say One book, two books. Learners repeat.
- Show the flashcard of a boat. Encourage learners to say boat. Then say One ... and encourage them to say boat.
 Say Two ... and encourage them to say boats. Continue with other flashcards (cat, cats; bird, birds). Correct pronunciation if you hear errors.
- Point to the cats in Activity 2. Say Two cats ... Learners point. Say Five cats ... Learners point.
- Say Now let's listen (mime listening). Play the audio.
 Learners listen and point to the pictures of cats.
- Say Listen again and chant. Play the audio again. Learners chant.

Track 0.06

One cat, two cats, three cats, four
Five cats, six cats, more, more, more! (x2)

Extension Encourage learners to hold up their fingers as they chant.

- Point to the numbers 1-6. Encourage learners to say the numbers
- Now show learners how they can join a number to the correct picture of cats. Point to the example.
- Say Now draw lines. Put learners into pairs to do the activity. Check answers.

Activity Book, page 6

See pages TB104-TB121

Ending the lesson

- Say Stand up! Use gesture to make the meaning clear. Say one and jump once. Repeat and encourage learners to jump. Repeat with two.
- Once learners have the idea, call out different numbers and encourage them to jump the correct number of times.
 If you are worried about noise or managing behaviour, get learners to bend their knees instead.

Stronger learners Choose learners to call out numbers to the rest of the group. If the class works well this way, divide them into groups and ask one confident learner to say the numbers.

Learning outcomes By the end of the lesson, learners will be able to understand and say colours and answer questions about colours and numbers.

New language blue, green, orange, purple, red, yellow; crayon; What colour's this? What number's this?; Bus number (3) is (purple).

Recycled language numbers 1-6, plurals, bus, no, yes; This is ... What's this? It's a ...

Materials Numbers flashcards, Colours flashcards, audio, a set of six coloured crayons or pens for each learner (optional)

Warm-up

- Revise numbers 1-6 using flashcards, or write the numbers on the board. Point and say This is number ... Encourage learners to say the numbers.
- Point to 5 and say This is number 5. Encourage learners to say Yes. Show another number, e.g. 3, and say This is number 5.
 Learners say No. Continue with all six numbers, giving correct and incorrect numbers. Learners say Yes or No.
- After a few examples, show 5 again and say This is number 4. When learners say No, pretend to be confused and say This is number 3. Look very confused and ask What number's this? (Five)
- Show the other numbers, asking What number's this?

Presentation

- Hold up a crayon and say crayon. Learners repeat several times. Correct any pronunciation problems. Hold up two or three crayons and encourage learners to guess the plural. Say crayons. Repeat the prompt from the previous lesson: One crayon, two ... (crayons). Learners repeat.
- Use flashcards to teach the colours. If you prefer and have the correct colours in crayons, you can use these instead. Show the colour, say the word and encourage learners to repeat. Correct any errors you hear with pronunciation. Then encourage learners to point to other things in the room which are that colour, saying the colour each time. Complete the sequence again with each colour.
- Show each one again, asking What colour's this? Learners respond. Repeat, but do it more quickly. Encourage learners to repeat the colours and clap, ensuring they clap on the stressed sound for the two-syllable words: <u>ye-llow</u>, <u>o-range</u>, <u>pur-ple</u>.
- Hold up flashcards or crayons in random order and choose learners to say the colour.

Extension Learners can work together, using crayons (or pens). They take it in turns to hold up a crayon and the other learner says the colour.

Pupil's Book, page 7



Listen and point. Chant.

Show the picture on page 7. Say Look at the crayons.

- Say Open your books. Say the names of colours at random, and encourage learners to point.
- Say Listen and point. Play the audio. Learners listen and follow the colours with their fingers from left to right as though reading.
- Say Listen and chant. Play the audio again. Learners chant the colours.

Track 0.07 Yellow, orange, purple Red, blue, green (x2)

$\mathbf{2}_{\Omega}$ Listen and say *yes* or *no*.

- Say Look at the picture. Point to a bus. Ask What's this? (It's a bus.)
- Demonstrate the activity. Say Bus number 4 is yellow. Yes or no? Encourage learners to answer together. (No) Repeat with a new example. Say Bus number 1 is orange. (Yes)
- Ask What colour's bus number 6? (Yellow) Continue for the other buses.
- Say Listen. Say yes or no. Play the audio. Pause after the first sentence and say Yes or no? (Yes)
- Play the rest of the audio. Pause for learners to respond.

Track 0.08

Bus number 3 is purple.

Bus number 6 is orange.

Bus number 2 is red.

Bus number 5 is green.

Bus number 4 is yellow.

Bus number 1 is blue.

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

Activity Book, page 7

See pages TB104-TB121

Ending the lesson

- Give each learner or pair of learners a set of six crayons (red, blue, green, yellow, orange, purple). Learners put the crayons on the desk in front of them.
- Say a colour, e.g. red. Demonstrate holding up a red crayon. Repeat. Learners hold up the red crayon. Continue saying the colours several times, occasionally repeating the same colour to try to catch the learners out.
- After you have been through all the colours once, repeat, but go faster.

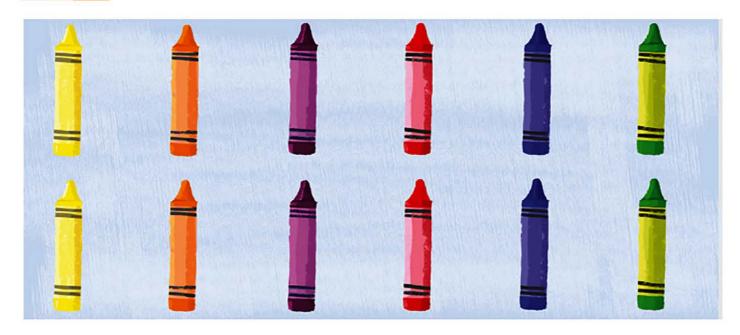
Stronger learners Invite learners to be the 'game master' and say the colours for the others.

Alternative Hold up six crayons one by one. Learners say the colours. Then put them in different places around the room. As you say the colours, learners move as quickly as possible to the crayon with that colour.

Mini-mission

 SE You may like to start the Mini-mission poster at this stage. Learners draw the Hello Unit words. See page TB17 for full instructions.

Listen and point. Chant.



Listen and say *yes* or *no*.





Friends and family



1 $\frac{\Omega}{1.01}$ $\frac{\Omega}{1.02}$ Listen. Listen, point and say.





Listen. Listen again and chant.