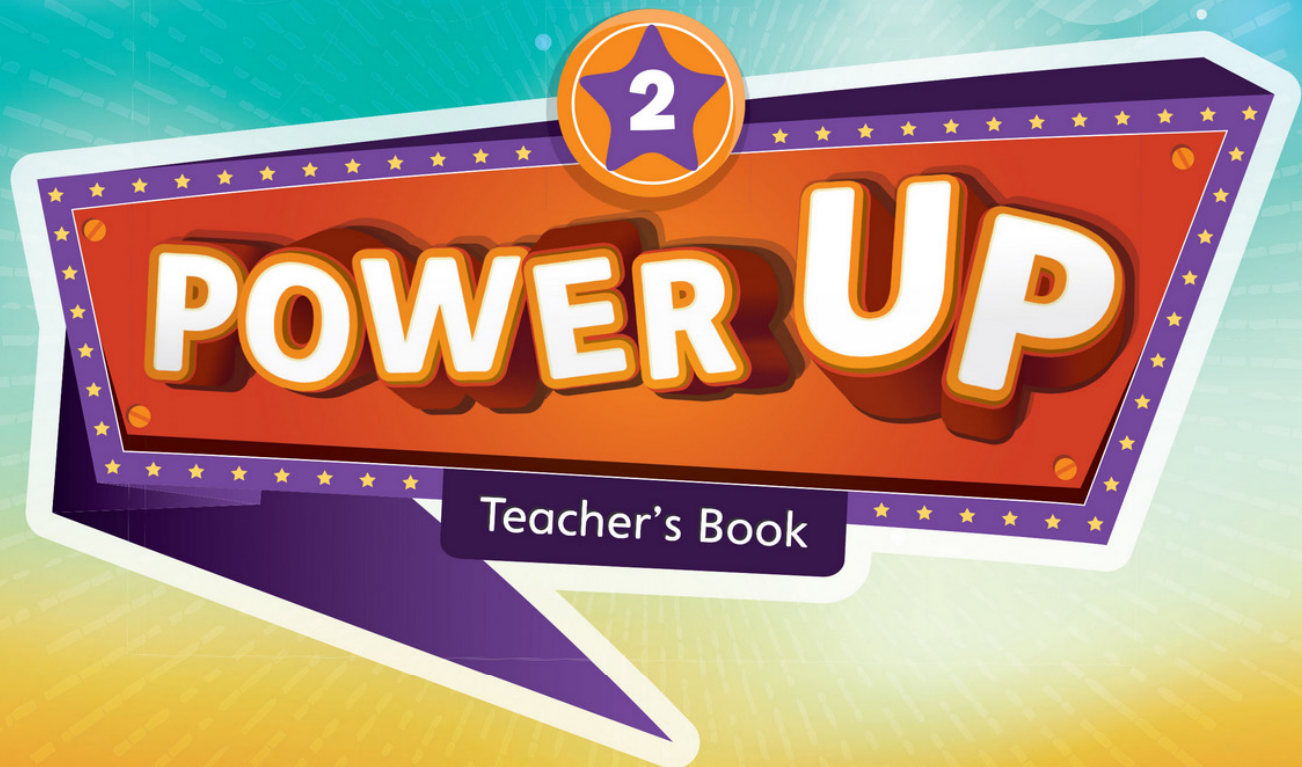




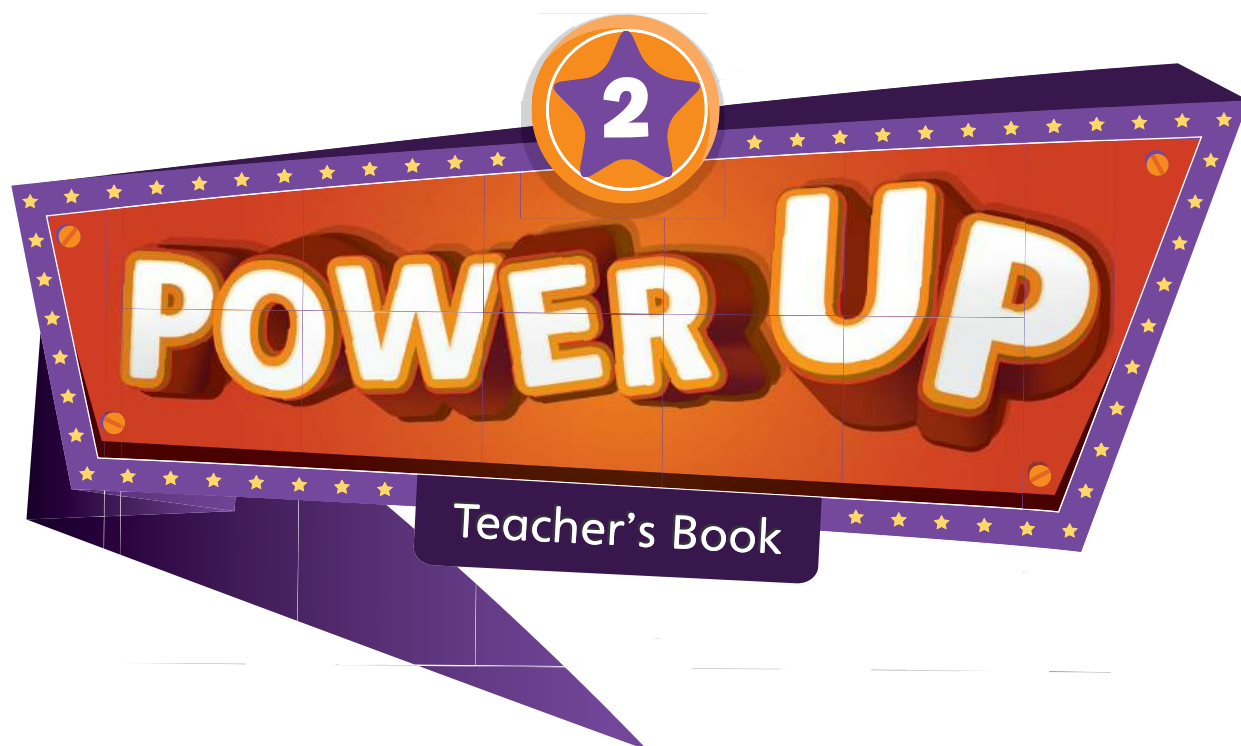
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Language Assessment  
Part of the University of Cambridge



**Lucy Frino**  
with Caroline Nixon and Michael Tomlinson



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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet the family</b> Page 4	Character names	<b>Personal descriptions review</b> <i>How old is she? She's five.</i> <i>He's got long hair.</i>			
<b>1 A day on the farm</b> Mission: Make a daily routine chart Page 6	Countryside Daily routines <b>Sounds and spelling: r</b>	<b>Present continuous review</b> <i>Are you reading a book?</i> <i>No, I'm not. I'm doing my homework.</i> <b>Present simple for routines; o'clock</b> <i>What time do you get up?</i> <i>I get up at seven o'clock.</i> <i>What time does school finish?</i> <i>It finishes at four o'clock.</i>	<b>Look after our planet</b> Learn about how to look after our planet	<b>The race</b> A poem Social and emotional skill: Being supportive	A1 Movers Speaking Part 1
<b>2 My week</b> Mission: Plan a fun activities timetable for two friends Page 18	Days of the week Free time activities <b>Sounds and spelling: ay</b>	<b>How often ... ? and adverbs of frequency</b> <i>How often do you clean your teeth?</i> <i>Do you ever get up late?</i> <i>always, often, sometimes, never</i> <b>Present simple with always, often, sometimes, never</b> <i>He sometimes watches TV.</i> <i>They never play tennis.</i> <b>must/mustn't</b> <i>What must I do?</i> <i>You mustn't wear your skates in the house.</i> <i>You must put them in the cupboard.</i>	<b>Let's be healthy!</b> Learn about being safe when doing exercise and sports	<b>A bad, bad Monday morning</b> A narrative Social and emotional skill: Thinking about the consequences of our actions	A1 Movers Reading and Writing Part 1
<b>3 Party time!</b> Mission: Plan and act out a scene Page 30	Jobs and parties Physical descriptions <b>Sounds and spelling: /a:/</b>	<b>Present simple and present continuous</b> <i>I don't often listen to the radio.</i> <i>I'm not listening to it now.</i> <b>Why ... ? and Because ...</b> <i>Why are you asking a lot of questions?</i> <i>Because I love asking questions.</i>	<b>People who help us</b> Learn about people who help us at home, at school and in the community	<b>The costume party</b> A story Social and emotional skill: Asking for and offering help	A1 Movers Speaking Part 2
<b>Review units 1-3</b>					
<b>4 The family at home</b> Mission: Act out a visit to my cousins' new home Page 44	Extended family In and around the home <b>Sounds and spelling: /ʌ/</b>	<b>Comparative adjectives with -er/-ier and better/worse</b> <i>My cousin's hair is longer/curlier than my uncle's.</i> <i>Shelly's singing is worse than Gracie's.</i> <b>Possessive pronouns</b> <i>Our car is smaller than my aunt and uncle's car, but ours is newer than theirs.</i>	<b>Machines in our homes</b> Learn about machines at home and how they work	<b>Surprise!</b> A story Social and emotional skill: Initiative and managing one's own emotions	A1 Movers Listening Part 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Animal world</b> <b>Mission: Plan an animal documentary</b> Page 56	Wild and domestic animals  Action verbs  <b>Sounds and spelling: g</b>	<b>Superlative adjectives</b> <i>This kitten's the prettiest/the fattest.</i> <i>These ice skates are the best.</i>  <b>Prepositions: above, below, near, opposite</b> <i>The bat's above the tree.</i> <i>The snail's below the flower.</i> <i>The parrot's near the cage.</i> <i>The bus stop's opposite the zoo.</i>	<b>The animal kingdom</b> Learn about animals and their food	<b>Why the kangaroo has a pouch</b> An Australian dreamtime story  Social and emotional skill: Helping others	A1 Movers Reading and Writing Part 2
<b>6 Our weather</b> <b>Mission: Make a weather map for a country</b> Page 68	The weather Clothes  <b>Sounds and spelling: ee and y</b>	<b>was/were</b> <i>Were your grandparents here last weekend? Yes, they were.</i> <i>Were you at school on Tuesday? No, I wasn't.</i>  <b>There was / There were</b> <i>Was there a scarf in the bedroom? Yes, there was.</i> <i>Were there any boots in the bedroom? No, there weren't.</i>	<b>What's the weather like today?</b> Learn about instruments to measure the weather	<b>Fun in all types of weather!</b> A poem  Social and emotional skill: Thinking positively	A1 Movers Listening Part 1 and Part 2
<b>Review units 4–6</b>					
<b>7 Let's cook!</b> <b>Mission: Make a class recipe book</b> Page 82	Food Actions in the kitchen  <b>Sounds and spelling: ch</b>	<b>Past simple: irregular verbs</b> <i>I went swimming last Saturday.</i> <i>I didn't go shopping yesterday.</i> <i>Did you go to the park? Yes, I did.</i>  <b>Past simple: regular verbs</b> <i>I liked cooking them!</i> <i>I fried the onions.</i> <i>I stopped because you started asking me questions.</i>	<b>Plants are delicious!</b> Learn about how we use plants in food	<b>Sonny's dream job</b> A fantasy story  Social and emotional skill: Perseverance	A1 Movers Speaking Part 3
<b>8 Around town</b> <b>Mission: Write a trip review</b> Page 94	A day trip Places in town  <b>Sounds and spelling: ow and oa</b>	<b>Past simple: more irregular verbs</b> <i>I found my old hat.</i> <i>He bought it last year.</i>  <b>have to / don't have to</b> <i>I have to see the eye doctor at the hospital.</i> <i>My brother has to wear glasses.</i> <i>Do you have to wear glasses? Yes, I do.</i>	<b>Road safety</b> Learn how to be safe in town	<b>Tom's first day on the school bus</b> A fantasy story  Social and emotional skill: Being optimistic	A1 Movers Listening Part 4
<b>9 A big change</b> <b>Mission: Plan a holiday world tour</b> Page 106	Adjectives for opinions and feelings A new adventure  <b>Sounds and spelling: ing or in</b>	<b>Comparative adjectives with more</b> <i>Circus clothes are more beautiful than these.</i> <i>The circus is more exciting than the farm!</i> <b>Superlative adjectives with most</b> <i>This city is one of the most beautiful in the world.</i> <i>In my family, my brother is the most frightened of spiders.</i>	<b>The wonders of the world</b> Learn about natural and manmade wonders of the world	<b>The mystery picnic</b> A counting poem  Social and emotional skill: Pride in your work	A1 Movers Reading and Writing Part 3
<b>Review units 7–9</b>					

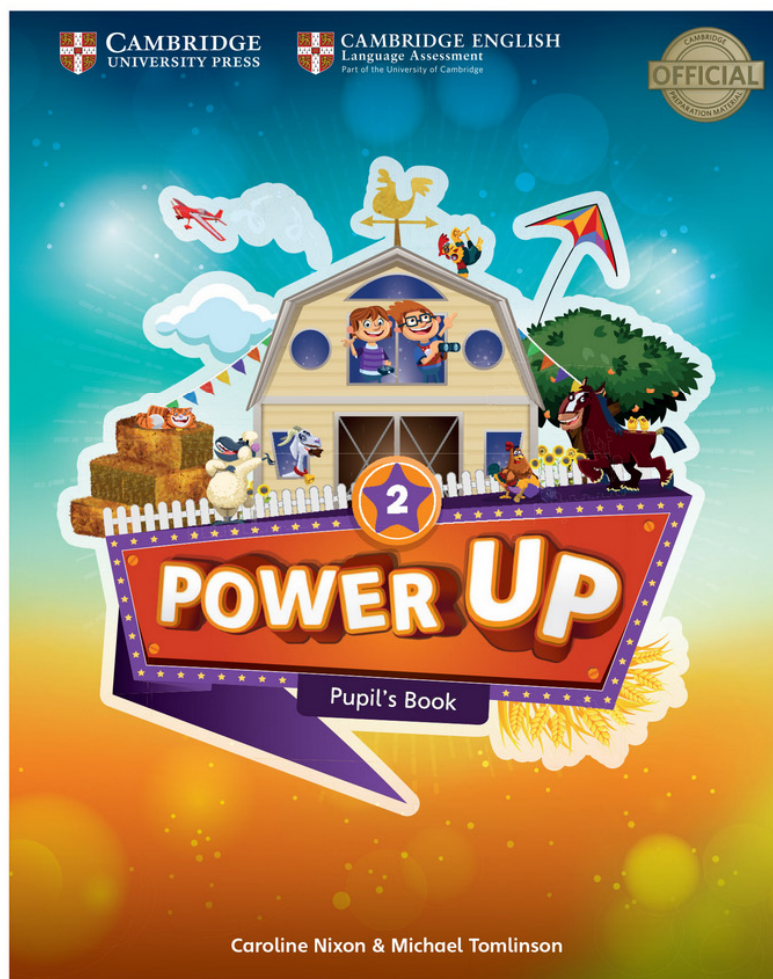


# Checklist for A1 Movers preparation

Paper	Part	Task	Practice
<b>Listening</b> 20 minutes	1	Draw lines to match names to people in a picture.	<i>Preparation:</i> Pupil's Book Unit 6 Page 78 <i>Practice:</i> Activity Book Unit 6 Page 78, Test Generator Unit 6 Movers Progress Test
	2	Write words or numbers in gaps.	<i>Preparation:</i> Pupil's Book Unit 6 Page 78 <i>Practice:</i> Activity Book Unit 6 Page 78, Test Generator Unit 6 Movers Progress Test
	3	Match pictures with illustrated words or names by writing letters in boxes.	<i>Preparation:</i> Pupil's Book Unit 4 Page 54 <i>Practice:</i> Activity Book Unit 4 Page 54, Test Generator Unit 4 Movers Progress Test
	4	Tick boxes under correct pictures.	<i>Preparation:</i> Pupil's Book Unit 8 Page 104 <i>Practice:</i> Activity Book Unit 8 Page 104, Test Generator Unit 8 Movers Progress Test
	5	Carry out instructions, locate objects, colour correctly and write.	See level 3
<b>Reading and Writing</b> 30 minutes	1	Match words to definitions.	<i>Preparation:</i> Pupil's Book Unit 2 Page 28 <i>Practice:</i> Activity Book Unit 2 Page 28, Test Generator Unit 2 Movers Progress Test
	2	Read a short dialogue and choose the correct responses from three options.	<i>Preparation:</i> Pupil's Book Unit 5 Page 66 <i>Practice:</i> Activity Book Unit 5 Page 66, Test Generator Unit 5 Movers Progress Test
	3	Read a gapped text, complete it with the correct words and choose the best title.	<i>Preparation:</i> Pupil's Book Unit 9 Page 116 <i>Practice:</i> Activity Book Unit 9 Page 116, Test Generator Unit 9 Movers Progress Test
	4	Read a gapped factual text and complete it with the correct words.	See level 3
	5	Read a story and complete sentences with one, two or three words.	See level 3
	6	Complete sentences, answer questions and write sentences about a picture.	See level 3
<b>Speaking</b> 5–7 minutes	1	Identify four differences between two pictures.	<i>Preparation:</i> Pupil's Book Unit 1 Page 16 <i>Practice:</i> Activity Book Unit 1 Page 16, Test Generator Unit 1 Movers Progress Test
	2	Describe a picture sequence.	<i>Preparation:</i> Pupil's Book Unit 3 Page 40 <i>Practice:</i> Activity Book Unit 3 Page 40, Test Generator Unit 3 Movers Progress Test
	3	Identify the odd one out in picture sets and give reasons.	<i>Preparation:</i> Pupil's Book Unit 7 Page 92 <i>Practice:</i> Activity Book Unit 7 Page 92, Test Generator Unit 7 Movers Progress Test
	4	Answer personal questions.	Embedded throughout the course and seen in full on the level 2 Test Generator

# About *Power Up*

## *Power Up*



### What is *Power Up*?

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

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

*Power Up* provides both general English and comprehensive preparation for Cambridge English Qualifications, jointly published with Cambridge Assessment English. Student-centred learning is a core part of the course, with ongoing unit tasks giving ample opportunity for collaborative learning.

### Key features of *Power Up*

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



## Power Up and the Cambridge Framework for Life Competencies

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

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

### Missions

**mission** Plan an animal documentary

**In this unit I will:**

- 1 Choose animals for a documentary.
- 2 Write about what animals can do.
- 3 Write about what animals eat.
- 4 Act out an animal documentary.

The Life Competencies Framework is a key feature of the unit Missions, where learners are building on social skills by practising collaboration and communication. The enquiry-led approach used in the Missions also builds on learners' thinking and learning skills, through the creativity, critical thinking, problem solving and decision making employed in each stage of the Mission.

Each unit is structured around a 'Mission' which helps learners to set objectives at the beginning and understand their end goal and learning outcomes. Outcomes are also clearly stated at the beginning of each lesson so that learners can understand and think about them. The teaching notes suggest creative ways to share these with the learners. The Missions are based on real-world contexts with a focus on real English. They give learners the opportunity to build up a portfolio of their work as evidence of their learning and help them to reflect and evaluate their own learning even at a young age. As part of this approach, there are frequent opportunities for learners to reflect on what they have learnt, which helps them plan for the next stage of learning, with practical tips on how teachers can help learners to do this.

## Literature

**5**

The kangaroo's kind to the old wombat all day. When it's late, she says goodbye to him and she looks for her baby. Where is he? She can't find him! 'Joey! Joey! Where are you?' the kangaroo shouts.

It's OK. He's asleep below the biggest tree. The kind kangaroo finds him and goes to sleep, too.

The next day she wakes up and sees a pouch. She puts her joey in the pouch. Then she sees the old wombat. 'Look! This pouch is brilliant, but where does it come from?' 'It's my present to you. You're the kindest kangaroo that I know,' the wombat says. And from that day, all mummy kangaroos have pouches to carry their babies.

**2 Talk about the questions.**

- 1 How does the wombat feel at the start of the story?
- 2 How does the wombat feel when the kangaroo helps him?
- 3 Why does the wombat give her the pouch?
- 4 How does the kangaroo feel when the wombat gives her the pouch?

**3 Who's kind to you? Are you kind to people? What do you do?**

Social and emotional skill: Helping others 65

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

### Cross-curricular learning

The **cross-curricular** sections also develop life competencies through critical thinking and wider world knowledge.

Cross-curricular learning is used in *Power Up* to refer to any teaching of a non-language subject through the medium of a second or foreign language. It suggests a balance between content and language learning. The non-language content such as Natural Science, Social Science or Arts and Crafts is developed through the second language, and the second language is developed through the non-language content. Cross-curricular learning can be seen as an educational approach which supports linguistic diversity and is a powerful tool that can have a strong impact on language learning.








## Why cross-curricular learning is important for language learning




**Cross-curricular**



### The animal kingdom

- 1 Watch the video.
- 2 What do you think these animals eat? Listen and check.

 dolphin  
 bear  
 lion

 meat  
 leaves

 penguin  
 panda  
 parrot

 fish  
 seeds

- 3 Listen and read. Then complete the table with the animals from Activity 2.

We can classify, or put animals into groups, when we know what they eat. There are three groups: carnivores, herbivores and omnivores.

- Carnivores only eat meat and fish. Tigers and sharks are carnivores.
- Herbivores only eat plants. Kangaroos and rabbits are herbivores.
- Omnivores eat meat and plants. People and chickens are omnivores.

Carnivore	Herbivore	Omnivore
tiger	dolphin	kangaroo
shark	rabbit	people
		chicken

62 Learn about animals and their food

Research on second language acquisition has shown that exposure to naturally occurring language is necessary to achieve a good level of competence in the language. Acquiring a second language is a long and natural process. Learners need to have access to spontaneous speech in an interactive context and the cross-curricular lessons in *Power Up* provide learners with this access. Learners have to expand their linguistic resources in order to deal with the demands of content learning. Using a second language to grasp non-language content requires a depth of processing which leads to improved language acquisition. Learning is a problem-solving activity and cross-curricular learning requires learners to solve problems through a second language.

### The benefits of using cross-curricular learning in the classroom

- Cross-curricular learning relies on intrinsic motivation, that is, the learners are involved in interesting and meaningful activities while using the language. Lessons provide opportunities for incidental language learning. Incidental learning has been shown to be effective and long lasting.
- Through exposure to interesting and authentic content, cross-curricular learning leads to greater involvement and helps increase learner motivation.
- Through the interactive and cooperational nature of the tasks, cross-curricular learning helps boost self-esteem, raise self-confidence, build learner independence and teach learner organisational skills.
- Through the integration of language and content, cross-curricular learning encourages creative thinking.

- Cross-curricular learning fosters learning to learn through the use of learning strategies and study skills.

### Cross-curricular learning in *Power Up* levels 1 and 2

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 levels 1 and 2 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.

### Preparation for Cambridge A1 Movers in *Power Up* 2

**A1 Movers**

- 1 Where are Mary and Jack? What are they doing?
- 2 Match the questions with the answers.

- 1 What do you want to see after this?
- 2 Are the bears near the lions?
- 3 Can you see the penguins?

- a No, I can't see them.
- b Let's go and see the bats.
- c Yes, they are.

- 3 Read what Mary says and Jack's three answers. Which two are wrong?

Mary: Bats are funny! I like them. Jack: a I think there are ten.  
 b Do you like bats?  
 c So do I.

Why are the two answers wrong? Write a letter in each box.

1 We know Mary likes them. ☐

2 Mary doesn't say 'How many'. ☐

- 4 Read and think. Choose the best answer.

- 1 Mary: Why don't we get a drink?  
 Jack: a Because we haven't got a drink.  
 b That's a good idea.  
 c We mustn't give drinks to the animals.
- 2 Mary: There's Mum! She's waving at us!  
 Jack: a Yes, she wants to go.  
 b Yes, let's tell Mum.  
 c Yes, that's Mum's.

Read all the answers before you choose. Then check your answers.

66 Preparation for Reading and Writing Part 2

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

*Power Up* contains a motivating 'test builder' stage in each unit which develops the skills needed for test success and test strategies for younger learners. It familiarises learners with Cambridge test formats in a positive context which prioritises progress in learning and develops confidence. Learners are fully prepared for A1 Movers by the end of level 3 of *Power Up*.



The unique partnership between Cambridge University Press and Cambridge Assessment English means that *Power Up* has been developed with a new, integrated approach to the Cambridge exams.

Throughout *Power Up*, learners are given practice in Cambridge exam-style tasks, introduced by the YLE monkey.

In each unit of level 2, the Pupil's Book Exam preparation page focuses on one part of the A1 Movers test. It breaks down the task and focuses on the skills needed to complete it step by step. The lesson trains learners and provides tips and insights into what learners can do to achieve their best.

The Activity Book follows on by giving learners an opportunity to practise the task in full, building on what they have learnt in the Pupil's Book.

As a final step, the *Power Up* Test Generator includes full A1 Movers practice tests.

This fully-scaffolded approach prepares learners and gives them confidence. It trains them to be adaptable and think actively. It supports teachers with real exam training and it gives you an invaluable measurement of your learners' progress. This approach also gives *Power Up* its OFFICIAL badge.

A full set of flashcards and colouring-in sheets, which can be integrated into lessons for all the new vocabulary items in the 2018 revised tests, is available here:  
[www.worldoffun.cambridge.org](http://www.worldoffun.cambridge.org)



### Audio visual material

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

*Power Up* level 2 features five videos per unit as well as video in each Review unit:

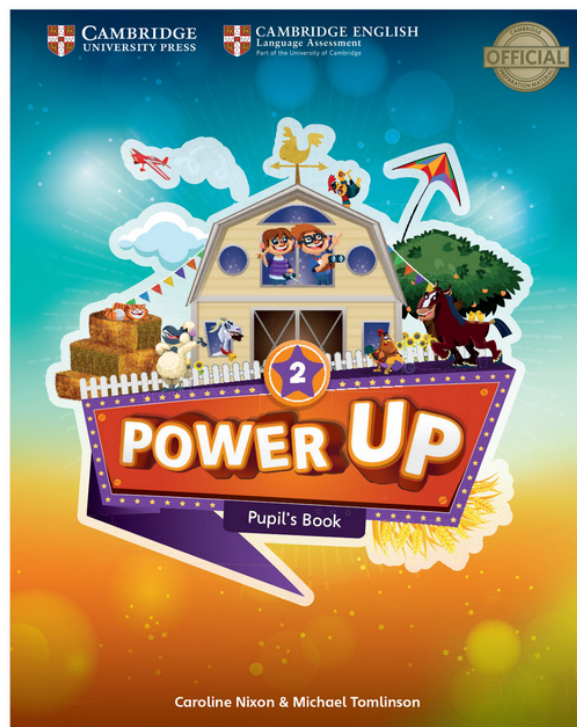
- A unit opener video to introduce the unit topic, activate prior knowledge and help establish both class and individual learning objectives
- An animated chant to consolidate the first set of unit vocabulary
- An animated story to preview the unit grammar
- An animated song, with optional karaoke, to consolidate the second set of unit vocabulary
- A presenter led documentary to facilitate cross-curricular learning
- There are also interactive review quizzes in our three Review units.

## Components

Pupil's Book  
Activity Book with online activities and Home Booklet  
Teacher's Book  
Teacher's Resource Book  
Test Generator  
Class Audio  
Presentation Plus  
Flashcards  
Online wordcards  
Posters

Visit [cambridge.org/powerup](http://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 unit opener page and sounds and spellings sections found in the Activity Book.

## The Pupil's Book



The Pupil's Book features:

- An introductory unit, 'Meet the family'
- 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* levels 1 and 2 are based around life on a farm where the Friendly family live alongside the farm animals. Jim and Jenny live with their parents, Mr and Mrs Friendly, and their grandparents, Grandma and Grandpa Friendly. The family have a cat called Cameron and many farm animals who are friends: Harry the horse, Shelly the sheep, Gracie the goat, Rocky the rooster, and Rocky's mother Henrietta.

*Power Up* level 2 begins with a two-page introductory unit which reintroduces the Friendly family and the animals on their farm.

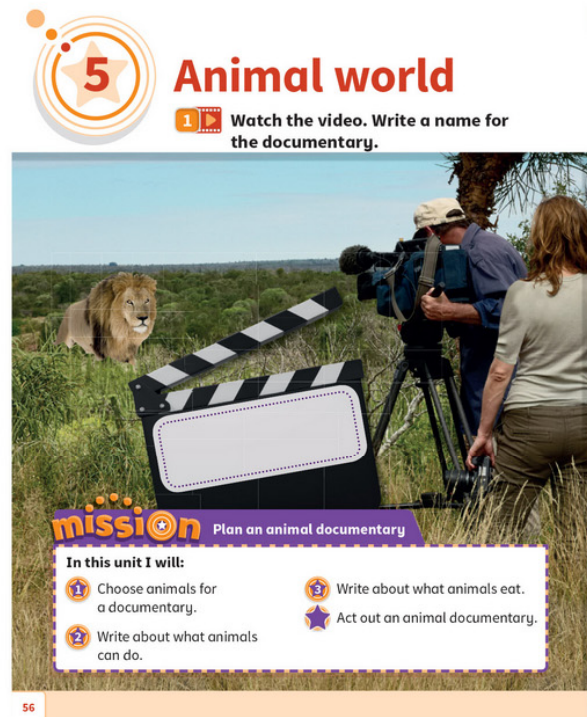
This is followed by nine core units, each with 12 lessons. The Teacher's Book contains a 'Warm-up' and an 'Ending the lesson' activity for each of the 12 lessons and the Review units. The 'Warm-up' is designed to prepare learners for the lesson and engage them fully. The 'Ending the lesson' activity is designed to consolidate what they have learnt in the lesson. The Review units appear after every three units.

The 12 lessons in each core unit are:

- Lesson 1 Unit opener and Mission set up
- Lesson 2 Vocabulary 1 presentation
- Lesson 3 Story with new language presented in context
- Lesson 4 Language practice 1 and Mission Stage 1
- Lesson 5 Vocabulary 2 presentation and song
- Lesson 6 Language practice 2 and Mission Stage 2
- Lesson 7 Cross-curricular presentation and video
- Lesson 8 Cross-curricular consolidation and Mission Stage 3
- Lesson 9 Literature – story focus
- Lesson 10 Literature – response to story and social and emotional skills
- Lesson 11 A1 Movers preparation
- Lesson 12 Unit review and Mission in action

## Lesson 1

### Unit opener and Mission set up



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

**SA** Learners are introduced to their first self-assessment in a self-assessment spot. They are invited to think about how much they can do at this stage of learning. This will allow them to see how much progress they have made by the end of the unit. At this stage:

- learners have a chance to think about the topic and what they already know about it
- they are asked to assess which language they know and what they can't say yet.
- Learners then complete a simple drawing or writing task to encourage them to think about what will follow in the rest of the unit. This task also personalises the learning and makes it relevant to their lives.
- The unit Mission is then set up. Three stages and a Mission completion activity are clearly outlined. The first page of each Activity Book unit includes a Mission diary section which is revisited as the learners progress through the Mission.



## Lesson 2

### Vocabulary 1 presentation

The first focus on vocabulary is presented and practised in Lesson 2 based on the topic of the unit and with a colourful cartoon illustration to contextualise the language. This shows the Friendly family and their friends and animals in typical real-world situations, and contextualises the vocabulary to present meaning.

- The learners see and hear the new language first of all and are required to give a simple response, e.g. pointing, colouring or numbering as they recognise the vocabulary.
- The learners are then encouraged to produce the language accurately in an engaging chant.
- This is followed by a consolidation task, usually requiring learners to respond to questions using the new vocabulary.
- **SA** Learners are then asked to self-assess their progress with the new language.

## Lesson 3

### Story with new language presented in context

Lesson 3 provides a song – the Friendly Farm – which is repeated in each unit so that learners can join in. The song is followed by a story or ‘sketch’ which practises the new vocabulary and introduces the language point to follow.

- Learners listen and read the language using the pictures to help them understand.
- The Teacher’s Book provides comprehension checks for the teacher to use to support and check understanding.
- The sketch provides exposure to the new language in context. The storyline and pictures help to establish the meaning.

## Lesson 4

### Language practice 1 and Mission Stage 1

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

- Gracie’s Grammar box highlights the target language which learners have heard in the sketch, and gives learners a chance to say and hear the language. It highlights key features of the language form in a simple, age-appropriate way. Pronunciation can also be corrected at this point.
- This is followed by a sticker activity using a picture. The picture helps the learners to understand the language through context. Learners listen to the language and give a response by choosing the correct stickers to add to the picture.
- The sticker activity is usually followed by a task requiring the learners to read and write using the new language.

- Learners then complete Mission Stage 1 using the language they have learnt so far in the unit. The Mission Stage 1 activities usually involve listening and speaking collaboratively to complete a topic-focused task. They require learners to make decisions and be creative in order to complete the task.
- **SA** Once Mission Stage 1 is completed, learners are directed to complete a reflection and self-assessment from the Mission diary section in the Activity Book.

## Lesson 5

### Vocabulary 2 presentation and song

This lesson uses a song to develop the topic and introduce further new vocabulary.

- Learners listen to the song and complete tasks such as numbering, colouring or choosing alternatives.
- Learners then sing the song with actions to consolidate the language.
- This is usually followed by an activity or game that provides further practice and develops one or more skills – listening, reading, writing or speaking.

## Lesson 6

### Language practice 2 and Mission Stage 2

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

- There is a second Gracie’s Grammar box which again highlights the target language and gives learners a chance to hear the language and say it correctly.
- The task that follows provides further practice of the new language.
- In the final part of the lesson, learners use the new language to complete Mission Stage 2. This builds on Mission Stage 1 and again activities usually involve listening and speaking collaboratively to complete a topic-focused task.
- **SA** Once Mission Stage 2 is completed, learners are directed to complete a reflection and self-assessment from the Mission diary section in the Activity Book.

## Lessons 7 and 8

### Cross-curricular and video / Cross-curricular consolidation and Mission Stage 3

These two lessons introduce a topic which relates to the main focus of the unit, but which is linked to other subjects in the school curriculum. This encourages learners to think about other learning areas using English and develops their vocabulary further. It also develops critical-thinking skills and encourages broader knowledge of the world around them.

- In the first lesson, learners watch a video which introduces the topic and provides a context to use it.
- A task is provided to help learners focus on the video and understand the topic.
- A variety of practice activities follow: these can involve listening, reading, writing and speaking, and a range of different tasks including choosing pictures, matching, ordering, or following instructions. These tasks give learners the chance to practise language, develop their skills and improve their critical thinking.
- The next lesson offers more skills-based activities, developing the knowledge of the learners further and providing more practice of the target language.
- Learners now complete Mission Stage 3 which is the final scaffolded stage of the Mission. This builds on the first two stages and again uses the language and skills that have been practised so far. The activity involves further collaboration to complete a task.
- **SA** Once Mission Stage 3 is completed, learners are directed to complete a reflection and self-assessment in the Activity Book.

## Lessons 9 and 10

### Literature – story focus / response to story and social and emotional skills

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

- Each story generally begins with an introductory speaking task which helps the learners to focus on the topic and encourages them to look at the title and pictures of the story before they read. Learners then listen to the story as they read, which helps bring it to life and aids understanding of the narrative.
- Teaching notes provide comprehension tasks to help support comprehension and to check understanding stage by stage as learners listen and read.
- In the second lesson learners complete follow-up activities using reading, speaking, writing and listening skills. Tasks include answering questions, talking about personal experience related to the topic, discussing ideas and identifying how characters feel. The activities help develop learners' emotional competences and encourage them to develop social and life skills such as kindness, sharing and politeness.

## Lesson 11

### A1 Movers skills builder

In Lesson 11 there is a focus on familiarising learners with the Cambridge A1 Movers test. Each lesson focuses on a part of the Listening, Speaking, or Reading and Writing test. It allows learners to develop test strategies and provides tips. It enables them to become familiar with the test rubrics and task types. It also allows both the learners and teacher to see how well they might perform in the A1 Movers test.

- Learners complete tasks typical of A1 Movers. These include matching words and pictures, reading and completing texts, and describing picture sequences.
- Notes in the Teacher's Book give advice on how to develop learners' test strategies, including confidence-building tips.

## Lesson 12

### Unit review and Mission in action

The final lesson reviews the language covered in the unit through the final Mission stage. This brings together all the previous stages in a collaborative and practical task. As such, it recycles all the language and skills developed in the unit.

- Learners are encouraged to follow all the stages of the Mission, which has a final outcome. This might be acting out a scenario, doing a presentation or showing a final piece of work.
- **SA** Once the Mission in action is completed, learners are directed to complete a final reflection and self-assessment from the Mission diary section in the Activity Book.

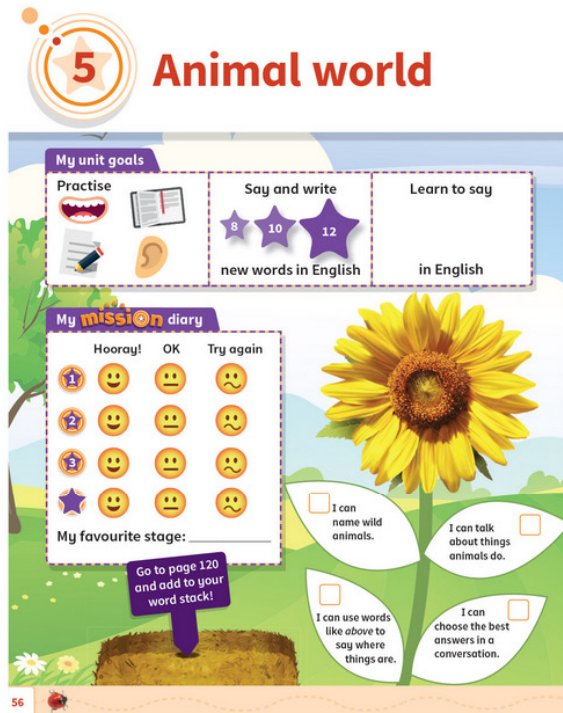
## Review units

A Review unit is included every three units and appears after Units 3, 6 and 9. Each Review is two pages and recycles and consolidates the language from the preceding units. The topics are similar to those in the core units but encourage the learners to apply their new language and knowledge to new contexts.

- Each Review begins with an interactive video quiz which learners can do to see how much they can remember. This quiz can be repeated after the Review is completed to measure progress.
- This is followed by listening tasks, tasks based on pictures to encourage speaking practice, and personalised writing tasks.



## Unit opener page in the Activity Book



The unit opener page in each unit of the Activity Book is actually a page for you and your learners to refer to *throughout* each unit. It has four key parts: My unit goals, a ‘can do’ statement sunflower, My mission diary and a page reference for the word stack. The following section provides you with the teaching notes for this page of the Activity Book, which you can return to as you progress through each unit.

### My unit goals

Go through the unit goals with the learners. They circle the skills they want to work on and the number of new words they want to learn, and they draw something that they want to learn to say in English. Remember to go back to these at the end of each Mission stage during the unit and review them.

### Sunflower

At the end of each unit ask learners to look at the sunflower leaves and read the ‘can do’ statements. Ask the learners to add a tick if they agree they have achieved the statement. They can colour the leaf green if they are very confident and orange if they think they need more practice. Quickly check what each learner is doing to get a sense of their own assessment.

### My Mission diary

Tell the learners to think very carefully about how they did on each Mission stage. Ask them to think about the questions they answered, how much they understood

and how confident they feel. Learners then choose an emoticon that shows how they feel about their work.

### Word stack

The word stack is a personal record for each learner. At the end of each unit ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. **Fast finishers and stronger learners** can choose more. Learners write the new words into their word stack with an example sentence. **Extra support** – learners can draw pictures of words they have learnt and check back in their text books to copy the words they have chosen.

### Practical techniques for using the word stack

#### 1. Test yourself

- Learners go through their word stack and write a selection of words onto small cards. They can draw a picture on the other side of the card. Put the learners into pairs. Their partner holds up the card to show the picture and the learner says the word.
- Pairs then swap roles.

#### 2. Test each other

- Learners choose a selection of words from their own word stack.
- Put the learners into pairs.
- Learners take it in turns to say a word to their partner. Their partner should draw, mime or give an example sentence of all the words they know. If they are asked a word they don’t know, their partner should explain or show it to them.

#### 3. K/M/F charts

- This is a play on the K/W/L chart. Learners go through their word stack and choose five words they feel confident about, three they think they know, and two they can’t remember.
- They create a poster with the letters *K*, *M*, *F* at the top. *K* is for words they **know**; *M* is for words they **might** know, and *F* is for words they have **forgotten**. They can write the words into the columns or add sticky notes to each column.
- Learners then work in small groups of three or four and present their K/M/F charts to the rest of the group. Other learners in the group should remind them of the two words in the *F* list. If no-one can remember the words, they should check in their books.



#### 4. Learner quiz

- Learners work in groups of four or five. They look at their word stacks and create three questions to ask the rest of the class about some of the words. The questions can be based on drawings (*What is this? / What are these?*) or on an action (*What do I feel?* – miming angry or happy) or a question (*Is Harry big or small?*).
- Once the learners have prepared their questions, they sit in their groups. Each group takes it in turns to ask one of their questions to the rest of the class.
- The first group to answer gains one point. If any group can ask a question the other learners don't know the answer to they get a bonus point.

## Sounds and spelling in the Activity Book



When learning another language, pronunciation and spelling are two of the most challenging aspects. English spelling can seem very complicated, but there are many patterns and rules which will help learners achieve success.

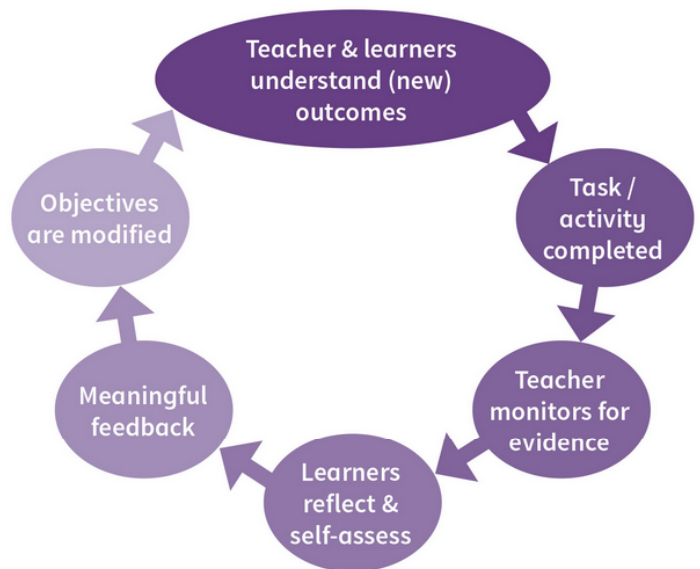
There are sounds and spelling practice activities in Lesson 2 of every unit in the Activity Book. The activities focus on particular sounds that learners often find challenging, or particular spelling patterns that sometimes pose difficulties, such as certain spelling patterns pronounced in different ways, as well as words pronounced the same but spelt differently.

The focus vocabulary used in these activities is drawn from the first vocabulary set of each unit, as well as any relevant revision vocabulary from prior units and levels where appropriate. The activities are designed to practise key sounds or spellings that occur in the words taught in the unit, so that the words and their meanings are already familiar to the learners, thereby making the focus more about sounds and spelling than reading and comprehension.

## Power Up and its methodology

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

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



**How does it work in the classroom?** In *Power Up* learners are given more independence to understand their own strengths and weaknesses, both immediate (e.g. in a lesson) and longer term (e.g. over a school term). In the classroom this begins with making sure learning objectives are clear to both learner and teacher. In *Power Up* these are identified by the outcomes at the beginning of each lesson. Once outcomes are established, both the learner and the teacher think about how each activity can support a learning outcome. After the activity is finished they reflect on performance in relation to that outcome and use this evidence to adjust what happens in later lessons – this might be reviewing and practising some



language again or moving on more quickly depending on the performance. Normal classroom activities therefore combine learning with assessment to provide meaningful feedback to learners. Being involved in the process helps learners improve outcomes and gain confidence. In addition, if the activities and content are linked to the language and skills of more formal language tests, classroom activities can also be benchmarked against formal tests.

No matter how young a learner might be, this process can help learners develop their skills and learn about the world around them. *Power Up* aims to develop skills such as collaboration and encourages learners to understand their own progress and think about how they can improve. Learners can begin to do this even when they are young. *Power Up* therefore includes multistage projects which encourage learners to collaborate and work together helping them develop better life skills, and regular self-assessment stages.

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

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

*Power Up* asks teachers and learners to **understand objectives**. Expected outcomes for each lesson are shown at the beginning of each lesson in *Power Up* and Mission statements are also provided in a learner-accessible style; these can be shared in creative ways with the learners. This helps learners understand what they are trying to achieve in each activity they complete.

Using *Power Up*, learners begin to **reflect on their own performance and measure progress** in achieving those outcomes. Learners complete multistage projects in *Power Up* and consider how well they have done at each stage of the project using suggested self-assessment techniques. This encourages **autonomy**. Learners are also given opportunities to make choices during their activities and Missions, which encourages self-confidence and independence.

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

Links can be made between classroom activities and some of the performance measures of formal tests so that **formative and summative assessment are linked** together.

## Self-assessment guide

It is important for learners to understand the purpose of lessons and to think about how well they achieve learning outcomes. They can begin to do this at a young age: their learning in all areas, not just language, will benefit. In this book, each unit of learning therefore includes stages:

- Asking learners to think about what they will learn – making the outcomes for each lesson clear to them
- Helping them to think about their progress – asking them to self-assess through simple activities.

### When

These stages are labelled **Self-assessment**. You can use any of the techniques explained below at these stages. Choose one of the techniques each time. You can do this at the beginning and end of each lesson and/or at the beginning and end of each unit.

When you do this at the beginning of learning, **encourage the learners to be honest** – the language will be new, so they should recognise this. They need to be reassured that if you can't do something, knowing this and showing you need more support is a positive way to help yourself. There is an added benefit: when you repeat this assessment at the end of activities, they will be able to recognise what they have learnt. They can also indicate if they are still not confident, which will help you, and them, to see which areas of learning will need more attention.

## Techniques for the classroom

### 1. Thumbs up

Tell the class to use their thumbs to demonstrate how they feel about what they are learning. They can use:

- Thumbs up (+ smiling) – 'I feel very confident'
- Thumbs mid position (+ neutral face) – 'I think I know this' (optional)
- Thumbs down (+ shaking head) – 'I'm not confident'.

### 2. Red and green cards

These cards can be prepared in advance. Although this takes preparation, these can be reused in class for a long time. Use thick green card and red card and cut these into squares approximately 12 cm x 12 cm. You will need one card of each colour per learner. If possible, laminate the cards. Punch a hole in the top left corner and tie together one red and one green card with string or a treasury tag.

Tell the class to use their cards to demonstrate how they feel about what they are learning. Hold up:

- Green for 'confident'
- Red for 'not sure'.

Learners can also leave these on their desks as they work, leaving red up if they want help from the teacher.



### Variation:

If you don't have red/green cards ask learners to draw an empty square on a card and put it on their desk at the beginning of the lesson. During the lesson, stop at an appropriate point and ask them to colour in the square: red for 'I don't understand'; green for 'I understand'.

### 3. High fives

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

- High five (holding the hand up high to slap) – 'I feel very confident'
- Low five (holding the hand lower near the waist) – 'I'm not confident'.

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

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

### 4. K/W/L charts

Before beginning work on new language, create a poster with the letters *K*, *W*, *L* at the top. *K* is for words they **know**; *W* is for words they **would** like to know. Give the learners different words from the activities they are about to do. Ask them which words go into the *K* column and which go into the *W* column. If learners choose to put the words into the *K* column, they should explain or give an example using the word. After the lesson or activity sequence, go back to the poster and review the words in the *W* column. Learners can move them to the *L* column if they are confident (*L* is for words they have **learnt**) or leave them in the *W* column if not. You can ask them for examples of all the words in the *K* and *L* columns. If any words are left in the *W* column, you may need to teach them again.

### Variations:

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

### 5. Self-assessment cards

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

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

Ask learners which outcomes they are trying to achieve and help them complete the sentences, e.g. *I understand words about clothes*. Then tell them to think about how close they feel to achieving the outcome and to choose a face that shows this.

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

### 6. Sticky notes

Put a large poster on one side of the room with *Hooray! It's OK.* 😊 at the top. Put another on the other side with a confused face (scratching its head) saying *Let's try again.* Learners write or draw something, e.g. a word or phrase they feel confident about and something they aren't sure about, on two different sticky notes. They add the first to the *Hooray* poster and the other to the *Let's try again* poster.

If many learners choose the same word to try again, you may need to revisit it with the whole class. You can ask learners to write their names on the sticky notes to help you identify individual learner's reactions.

### 7. Mini whiteboards

Give each learner a mini whiteboard if you have these.

### Variation:

- You can make them by using laminated card which can be reused a few times.

At appropriate points, stop and ask learners to draw on the card to show how they feel. You can ask them to draw a smiley or frowning face.

### Variation:

- Learners write *OK* / *Not OK* OR write a word/phrase they are confident about at the top and a word or phrase they don't fully understand at the bottom.

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



### 8. Jump up / Sit down

Call out some of the words or language learners have been learning, and ask learners to jump up if they are confident but sit down if they aren't sure. You can do this with more than one item.

### 9. Paper planes

When looking at the outcomes of a lesson, ask learners to copy some of them, e.g. words, word categories or phrases, onto a piece of paper. Collect these in. After you have finished the activities, give the papers out again. Ask learners to read the lesson outcomes they have worked on. Then show them how to fold the paper into a paper aeroplane shape. (Simple instructions can be found on the Internet.) Put a bin or large box at the front of the class. If they are confident about what they have learnt, they should throw their planes into the box. If they are not confident, they should throw their planes onto your desk.

#### Variations:

- Learners screw their papers up into a ball.
- Use ping pong balls and write on them with indelible marker pens.

### 10. Baskets

Put three plastic baskets or boxes on your desk (a red, a yellow and a green one).

Learners write their names onto pieces of paper and drop their name into the basket that shows how they feel: red – not confident, yellow – OK, but need more practice, green – very confident.

#### Variations:

- If learners have completed a piece of writing or homework task, they can hand this in by placing it into the baskets to show how they feel they have done on that particular task.
- Just have red and green, without yellow, to keep reflection simple.
- Paint or colour three paper plates in the three different colours.
- Have three boxes or baskets, one with a smiley face on the front, one with a frowning face and one with a neutral face on it. Learners drop their names/work into these.

### 11. Traffic flags

Get learners to make flags. Give each learner paper. They cut out three large rectangles or triangles of paper and colour or paint them red, green and yellow. Give each learner three drinking straws and sticky tape. Ask them to stick the rectangles/triangles to the straws to make flags. When you complete an activity, the learners wave a flag according to how they feel.

### 12. Washing lines

Give each child two pegs – preferably one red and one green. Ask them to write their name on both using indelible marker pens. Set up two string lines at the front of the classroom (e.g. across a display board). After an activity, ask the learners to put either their red peg ('I don't understand') or their green peg ('I understand') on the line. If you can't find coloured pegs, use simple wooden ones for learners to write on; have two lines (one with the sign *I understand* and one with the sign *Let's try again* next to them).

### 13. Balloons

Get three balloons: one red, one yellow and one green. If you have a large group, you may need two or three of each colour.

After completing an activity, ask learners to write their names using a soft felt tip pen on the balloon that shows how they feel about the activity. Put the balloons to one side. After you have done some follow-up, e.g. re-teaching any difficult areas, bring the balloons out again and throw them back and forth asking questions about the words or language covered. At the end the learners can chant *We learnt the words!* and burst the balloons.

#### Variation:

- Have just two balloons, one red and one green, with no yellow.

### 14. Sticky spots

Create a poster divided into three columns. In the column headings, write *Hooray, it's OK / I'm not sure / It's not OK – let's try again*. At the end of any activity, give learners a sticky dot or sticky label. Ask them to write their name on it. As they leave the class, they stick their name into one of the columns.

### 15. Scales

Create a long arrow from cardboard and stick it on the side of the board or on the wall. Inside the very top, draw a smiley face and write *100%*. At the bottom draw a frowning face and write *0%*. (This is re-usable so you only need to prepare it once.) Give out slips of paper and paper clips to the learners. They write their name on the paper. At the end of an activity, ask them to bring up their name and to paper-clip it to the edge of the arrow showing where they think they are on the scale.

## Teachers' classroom assessment

As we have seen, *Power Up* involves assessing learners during everyday activities along with more traditional types of assessment or test-type activities. This information will help the teacher adjust learning aims and lesson plans so that areas of difficulty can be reviewed and areas that are easy can be dealt with quickly. This responsive style of teaching allows better progress. The teacher will also take into account how the learners are feeling: even if a learner answers questions correctly, if they don't feel confident about a particular area they may still need some extra practice.

### The teacher's role

To use this approach successfully, during teaching you need to:

- a. identify language outcomes clearly at the start of lessons/tasks
- b. use 'closing language' regularly to highlight the achievements made
- c. monitor effectively during specific activities
- d. keep formative assessment notes on the group and individual learners
- e. alternatively use checklists to record assessment of skills and life skills (e.g. planning / collaborating / working autonomously / sharing)
- f. encourage learners to engage in self-assessment.

After teaching you need to:

- a. keep or update anecdotal records
- b. use scoring rubrics to measure achievement against external scales
- c. use 'portfolio' building / record keeping for individual learners.

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

### Practical techniques for the teacher's role: in class

#### a) Identifying outcomes

Each unit contains an opening stage which shows you how to set up the Mission clearly for learners. There is a Mission poster to help you track progress in the Activity Book. In this way setting outcomes and reviewing them are built into the materials.

You can:

- Tell learners what you will do at the beginning of the lesson
- Write the outcomes on the board
- Write the outcomes on a poster and stick it on the wall; at the end of the teaching cycle you can then return to this and tick the items, or encourage a learner to come up and tick them

- Put two posters on the wall: 'What we are learning', 'What we learnt'. Write each outcome for your lesson on a large card and stick it under the 'What we are learning' poster; at the end of the teaching cycle move the card or encourage a learner to move it to under the 'What we learnt' poster. All the outcomes from the term can gradually be added here giving a visual record for learners of what they have achieved.

#### b) Use 'closing language' regularly to highlight the achievement

- After the activity go back to the outcomes and use this to 'close' the task, e.g. *Well done. You have talked about school. You have listened and answered.*
- You can use the language from the outcomes to help close the task.
- If the learners have found something difficult make sure you praise their work even if you need to do more on this area, e.g. *Well done – you have worked hard. You talked about school. Let's try again later and do even better.*

#### c) Monitor effectively during specific activities

- Once you have set up an activity do a quick check around the room to make sure the learners are 'on task' and provide more guidance if any have not understood what to do. To keep the activity moving it might be necessary to use a little L1 to help them. Try to avoid doing this too much or you will find learners 'switch off' during English instructions as they know you will repeat in L1.
- Once all the learners are on task monitor the group, listening carefully to what they say and looking at their work especially if they are writing words. You may need to feed in words in English or answer questions if they ask you for help.
- If everything is going well you might want to praise their progress briefly in English, but don't step in too much. If you always step in, learners will stop doing tasks and expect you to be involved. This is fine sometimes but you want to see how they work and collaborate together and if you are involved all the time you can't do this. Learners will soon get used to you monitoring without intervening.
- Use this time to note how they are doing. If you have a large group make a list of all the learners and plan to monitor different members of the group closely during each activity, e.g. monitor learners 1–5 closely in Activity 1, monitor learners 6–10 closely in Activity 2 and so on. In this way over a few lessons you will have monitored each individual closely.



**d) Keep formative assessment notes on the group and individual learners**

- You can use monitoring, the activities learners complete and any classroom-based tasks and homework to gather evidence about learner progress.
- Keep a notebook and pen with you during lessons to make notes; alternatively use a mobile device, e.g. tablet.

- You can prepare your notebook in advance with a page or half page for each learner. This can be updated during and after activities. See below for examples of notes on language and the skills of speaking and writing (you could include listening and reading).

Example of notes:

Learner	Overall	Vocab	Grammar	Pron	Speaking	Writing
Maria	Good progress – motivated.	Fine. Good range. Tries new words quickly.	Good word order. Forgets ‘am/is/are’.	✗ Word stress	✓ Fluency ? Turn taking	✓ Spelling
Simone	Not doing homework. Progress limited.	? Uses a lot of L1.	✗ Tends to use single words not sentences.	✓ Accurate when using English. Uses L1 a lot.	? Lacks confidence.	✓ Strongest skill. Enjoys copying. Accurate.
Alex	Progress OK but not motivated.	Limited range but remembers.	Pres simp questions inaccurate.	? OK but problem with adding /ə/ before vowels.	✓ Fluent ? Turn taking	? OK – has to check text book a lot for words.

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

- Alternatively – or in addition to notes – checklists can help you to keep evidence of progress. The lists need to be prepared in advance and can be based on outcomes and/

or descriptors of level such as those in CEFR. See below for examples of a checklist for listening, reading and life skills. (You could include vocabulary, grammar, pronunciation, speaking and writing.) See the next section for information on CEFR.

Example of checklist:

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

#### **f) Encourage students to engage in self-assessment**

See notes on self-assessment.

### **Practical techniques for the teacher's role: after class**

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

#### **a) Keep or update anecdotal records**

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

#### **b) Use scoring rubrics**

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

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

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





# Meet the family

1 1.02

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

*Jim and Jenny are on the Friendly Farm.*



2 1.03

Say the chant.

3 1.04

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, audio, video

### 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) What animals can you see? (A goat, a horse, etc.)* Use self-assessment (see Introduction). Say *OK. Let's learn.*

## Pupil's Book, page 4

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

- Read the caption. Point to the characters and ask *What's his/her name?* Say *Listen. What's Jim and Jenny's mum doing?*

#### Track 1.02

Jim and Jenny are on the Friendly Farm.

Jenny: I'm Jenny. I'm seven. This is my brother Jim.

Jim: Hi. I'm seven too. We're both seven!

Jim and Jenny: We're twins!

Jim: I like music and I love playing the piano.

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

Jim: 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.

Jenny: And this is our mum. She loves music and she enjoys playing the piano. Here she's writing a song.

Jim and Jenny: We're the Friendly family!

Grandpa: ... and we live on Friendly Farm. These are our animals. Nice to meet you!

**Key:** She's writing a song.

- Point to each character and ask *Who's this? Is this Jenny's (dad)? No, it's her (grandpa). Is this Jim's (sister)? No, it's his (mum).* 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.

### 2 Say the chant.

- 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 in two groups (Jenny and Jim).

#### Track 1.03

Jenny: What's your name? What's your name?

Jim: My name's Jim.

Jim: What's your name? What's your name?

Jenny: My name's Jenny.

Jim: How are you? How are you?

Jenny: I'm fine, thank you.

Jenny: How are you? How are you?

Jim: I'm fine, thank you.

Jenny: How old are you? How old are you?

Jim: I'm seven.

Jim: How old are you? How old are you?

Jenny: I'm seven.

### 3 Listen and answer. Then ask and answer.

- Play the audio, pausing for learners to answer as a class.

#### Track 1.04

Jenny: What's your name?

Nice to meet you. How are you?

How old are you?

Where do you live?

- Learners ask and answer in pairs.

## Activity Book, page 4

See pages TB120–132

### 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.
- Learners repeat the activity in pairs.



**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, audio, video, coloured pens or pencils

## 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, choosing a card from the board.

## Pupil's Book, page 5



### The Friendly Farm song

- Play the song at the beginning of the cartoon story. Learners listen. Repeat. Learners listen and sing. Tap out the rhythm on the table. Learners copy and tap.

Track 1.05

The Friendly Farm, the Friendly Farm,  
Fun and games on the Friendly Farm,  
With the animals in the barn,  
Fun and games on the Friendly Farm.



### The Friendly Farm

- 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.
- Ask *Who's in Harry's picture?* Write the question on the board. Play the audio or video. Learners listen and read. Check answers. (*His father*)

Track 1.05

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.*) *Is she ugly?* (*No, beautiful*) Use mime to show the meaning of *model*. 3: *Has Harry's father got short hair?* (*No, long hair*) *Is he sad?* (*No, happy*) 4: *Is Shelly a model?* (*No*) Say *She wants to 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.



### 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 1.06

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

**Key:** See names in audioscript

## Activity Book, page 5

See pages TB120–132

## 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



1

Look, Harry. That's a photo of Shelly's sister. She's in a show.

Yes, Rocky. She's beautiful, Shelly. How old is she?

2

She's five. She is beautiful. She's a model. Gracie! You can't eat my sister!

Oh, sorry! I like eating paper and books.

3

Look! This is an old photo of my father. He's very big.

Yes, he is, Harry. And he's happy.

Yes, ... and he's got long hair. Gracie! Don't eat Harry's dad.

4

We're a beautiful family. I can be a model, too, Gracie.

Yes, Shelly, you can. You're good at singing. You can be a singer, too.

5

Shh, Shelly! My mother, Henrietta, is asleep.

Are you sleeping? Are you sleeping? Rocky's mum, Rocky's mum ...

6

What ... is ... that?

It's OK, Mum. It's OK, Cameron. It's only ... Shelly. Er, she's singing.

My ears, my ears ... !

4



Who says it? Listen and say the name.





# A day on the farm



Watch the video. Draw something you can see in the countryside.



**mission**

Make a daily routine chart

**In this unit I will:**



Make my chart.



Draw and write my personal daily routine.



Write 'Think' bubbles to help our planet.



Show my daily routine chart to the class.



## 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 poem and think about being supportive

**Materials** video, coloured pens or pencils, digital Mission poster, an example of a chart showing a plan for a day (optional), a copy of the Mission worksheet (Teacher's Resource Book page 14)

## Self-assessment

- **SA** Say *Open your Pupil's Books at page 6. Look at the picture. Ask, e.g. What can you do here? Can you go for a swim? What colour is the lake? Is there a boat? Where are the houses? Are there lots of trees? Can you see a forest / a mountain / some rocks / some grass? Are there leaves on the trees? Use self-assessment (see Introduction). Say OK. Let's learn.*

## Warm-up

- Hold up the picture. 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

### 1 Watch the video. Draw something you can see in the countryside.

- Say *In this unit we're talking about the countryside. Say Let's watch the video.* To introduce the topic of the unit, play the video.
- Say *Look at page 6. Point to the empty box. Ask What can you see in the countryside? Draw it here.* Learners draw. Monitor. Tell each learner the name of the item they have drawn.

## mission Make a daily routine chart

- Point to the Mission box or the digital Mission poster and say *This is our Mission*. If learners completed level 1, remind them that they did a Mission in every unit.
- Say *Our Mission is: Make a daily routine chart*. Show learners an example of a chart or draw one. 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*.

- Say *Point to number 1. Make my chart*. Show the Mission worksheet, if available. Say *You draw a picture of you*. Draw a picture of yourself. Say *You write 'My daily routine chart' and your name*. Write these next to your picture. Say *Then you cut out cards for your chart*. Mime cutting out.
- Say *Point to number 2. Draw and write my personal daily routine*. Mime drawing and say *We draw pictures of things we do every day and we write them on the cards*. Then we ask about the times. Point to a clock or watch and say *What time do you get up? What time do you have breakfast?*
- Say *Point to number 3. Write 'Think' bubbles to help our planet*. Draw Earth on the board and say *This is our planet*. Write *planet*. Say *In our daily routines we can help the planet*. Give an example, e.g. *I come to school on my bike. I don't come in the car*. Draw a stick figure with 'Think' bubbles on the board. Explain that learners are going to write their ideas.
- Say *The last stage is 'Show my daily routine chart to the class'*. Hold up a piece of paper and start to talk about a daily routine, e.g. *I get up at seven o'clock*.
- Say *This is our Mission*. Go through the stages of the Mission again.
- For ideas on monitoring and assessment, see Introduction.

## Activity Book, page 6

### My unit goals

- Help learners to complete the unit goals. They circle the skills they want to work on and the number of new words they want to learn, and they draw something that they want to learn to say in English.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.

### 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.*