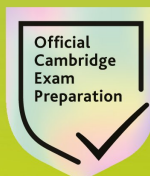




CAMBRIDGE



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Second Edition

POWER UP

Teacher's Book
with Digital Pack



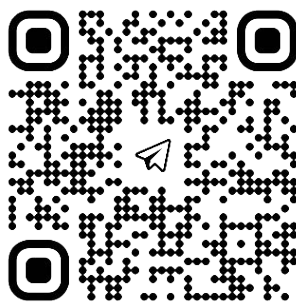
Stephanie Dimond-Bayir
with Caroline Nixon & Michael Tomlinson

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Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
Hello	Main character names Numbers Colours	Greetings and introductions <i>What's your name?</i> <i>I'm Henrietta.</i> <i>How old are you?</i> <i>I'm three.</i>			
1 Our new school Mission: Make a classroom poster	Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i>	Where ...? Prepositions <i>in, on, under, next to</i> <i>Where's the crayon?</i> <i>It's on the desk.</i> Singular and plural nouns <i>this/these</i> <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i>	Be kind at school Learn about being kind to classmates	The first day A play script  Social Responsibilities	Pre A1 Reading and Writing
2 All about us Mission: Make an <i>All about me</i> book	Family Parts of the body Sounds and spelling: <i>th, t</i>	is/are <i>Who is she?</i> <i>She's Jenny. She's a girl.</i> <i>Who is he?</i> <i>He's Jim. He's a boy.</i> have/haven't got <i>I've got brown hair.</i> <i>They haven't got green eyes.</i> <i>Have you got red hair?</i> <i>Yes, I have. / No, I haven't.</i>	Using our senses Learn about the five senses and sense organs	Mo's friends A real-life story  Showing empathy	Pre A1 Reading and Writing
3 Fun on the farm Mission: Make a farm	Farm animals Adjectives Sounds and spelling: <i>c, k, ck</i>	is/are + adjective adjective + noun <i>He's a nice cat.</i> <i>They aren't old chickens.</i> has/hasn't got <i>It's got long ears.</i> <i>It hasn't got small feet.</i> <i>Has it got a long face?</i> <i>Yes, it has. / No, it hasn't.</i>	What do animals give us? Learn about animal products	Animal babies A webpage  Critical Thinking	Pre A1 Reading and Writing
Review units 1-3					
4 Food with friends Mission: Organise a picnic	Food and drink Extension of food and drink Sounds and spelling: <i>a</i>	like / don't like <i>I like chocolate.</i> <i>Harry doesn't like chocolate.</i> <i>Do you like chocolate?</i> <i>Yes, I do. / No, I don't.</i> Making requests and offers <i>Can I have some chocolate, please?</i> <i>Here you are.</i> <i>Would you like some ice cream?</i> <i>Yes, please. / No, thank you.</i>	Making a recipe Learn about ingredients and methods of cooking	A picnic with friends A real-life story  Collaboration	Pre A1 Listening

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
5 Happy birthday! Mission: Make a birthday present from recycled materials	Toys Extension of toys Sounds and spelling: <i>h</i>	Whose ...? Possessive 's Possessive adjectives <i>my, your, his, her, our, their</i> <i>Whose bike is this?</i> <i>It's Jim's bike. His bike's orange.</i> want/wants <i>Does she want a drum?</i> <i>Yes, she does. / No, she doesn't.</i> <i>What does she want? She wants a game.</i>	Shapes around us Learn about shapes	Nora and Flora can share A real-life story  Emotional Development	Pre A1 Listening
6 A day out Mission: Plan a wildlife tour	Vehicles and places Zoo animals Sounds and spelling: <i>ai, a-e</i>	there is/are <i>There's a car.</i> <i>There aren't any shops.</i> <i>Are there any animals?</i> <i>Yes, there are. / No, there aren't.</i> let's ... <i>Let's play a game.</i> <i>That's a good idea.</i>	Animals in the wild Learn about animal habitats	When we go to the wildlife park A poem  Exploring perspectives	Pre A1 Reading and Writing
Review units 4–6					
7 Let's play! Mission: Plan a sports day	Sports and hobbies Sports verbs and extension of sports Sounds and spelling: <i>s</i>	Present continuous <i>What are you doing?</i> <i>I'm riding a horse.</i> <i>What's she doing?</i> <i>She's swimming.</i> <i>Are they cleaning the car?</i> <i>Yes, they are. / No, they're not.</i> can for permission <i>Can we play tennis?</i> <i>Yes, you can, but you can't play here.</i>	Look after your body! Learn about how we can keep our bodies strong	A good friend A real-life story  Social Responsibilities	Pre A1 Listening
8 At home Mission: Invite a friend to your home	Rooms and objects in the house Extension of objects in the house Sounds and spelling: <i>i</i>	can for ability <i>I can swim.</i> <i>He can't sing.</i> <i>Can you ride a horse?</i> <i>Yes, I can. / No, I can't.</i> Prepositions in front of, between, behind <i>There's a small rug in front of the armchair.</i>	Houses around the world Learn about different kinds of houses around the world	The clock on the wall A poem  Understanding agency	Pre A1 Listening
9 Happy holidays Mission: Plan a holiday	Clothes At the beach Sounds and spelling: <i>j, h</i>	Imperatives <i>Look at this T-shirt.</i> <i>Clean those shoes.</i> like/enjoy + gerund me too / so do I <i>I like flying my kite.</i> <i>So do I.</i> <i>I enjoy taking photos.</i> <i>Me too.</i>	What can we see on holiday? Learn about features of natural landscapes	The monkey and the shark A traditional story  Critical Thinking	Pre A1 Reading and Writing
Review units 7–9					

Welcome to Power Up Second Edition

Confidence in learning. Confidence for life.

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

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

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

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

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

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

Power up your classroom

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

Power up your confidence

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

Power up your learners' success!

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



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

What teachers like best about Power Up

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

What's new?

New content for the Second Edition

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

Digital support for teachers

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

Digital support for learners

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

New integrated frameworks

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



The Cambridge Life Competencies Framework



The Sustainability Framework for ELT



Confidence in learning

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

Help your learners excel in English

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

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

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

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

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

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

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

1 Our new school

1 Watch the video. Answer the questions.

mission Make a classroom poster

2 What can you see in your classroom? Look and say.

bag pencil case chair

6 My Mission Diary

Vocabulary 2 and song

1 Listen and colour. Then sing the song.

Jim is in the classroom. Jenny's in the classroom. The yellow book is on the bookcase. The teacher's ruler is on the board. The white paper's in the cupboard and the ruler's under the desk. The red bag is on the board. Yes, it is.

2 Ask and answer.

Where's the ruler? It's under the desk.

30 Extension of classroom objects

The Friendly Farm

1 Watch the video. Where's Jenny's bag?

Look at the bag! Yes, I'm the teacher!

Now, this is my classroom. Rocky, where's the pencil?

Now you, Shelly. Where's the crayon?

It's on the desk.

Now you, Harry. Where's the bag?

No, it isn't, Harry. It's next to the desk!

Where's my bag, Jim?

It's in the barn.

Yes, Gracie! Where's the book?

Oops! Where's the book?

Be quiet! It's Jim and Jenny!

2 Is it important after classroom

1 Language practice 1

Gracie's Grammar Rap

Where's the crayon? It isn't on the desk. It's under the chair. The crayon's under the chair.

Where's the pen? It isn't in the pencil case. It's next to the bag. The pen's next to the bag.

2 Listen and tick ✓.

1 The bag's under the chair. 2 The pencils are in the pencil case. 3 The rubber's next to the book. 4 The book's on the desk.

mission 1 Make a classroom poster

Move classroom objects. Ask and answer.

Where's the pencil case? It's next to the rubber.

My Mission Diary

Where ...? and prepositions on, in, under, next to

How assessment and learning work together

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

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

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

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

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

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

5

Happy birthday!

My unit goals

What's your special goal for this unit? Circle.

Learn to say **8 / 10 / 12** new words in English.

My mission diary

How do you feel about your work? Draw.

stage 1

stage 2

stage 3

Mission in action!

My progress

Tick ✓ what you can do now.

I can talk about toys.	☐	I can read and listen to a story.	☐
I can ask and answer with Whose and Does.	☐	I can make a birthday card.	☐

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 Learning to learn | Go to page 120 and add to your word stack!



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



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

Confidence for life

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



Cambridge Life Competencies Framework (CLCF)

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

The framework is made up of six Competencies.

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



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

How is the CLCF embedded throughout the course?

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

Be kind at school

1 Watch the video. Answer the questions.

2 Who's kind? Look and tick ✓.



3 Listen and number. Then act it out.



12 Social Responsibilities | Being kind at school

Social Responsibilities | Being kind at school

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



Sustainability Framework

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

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

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

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

Supporting sustainability skills development

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

What do animals give us?

1 Watch the video. Answer the questions.

2 Look and match. Then listen and check.

1 2 3 4

cow chicken sheep bee

a wool b milk c honey d eggs

3 Tick ✓ the things that come from animals.

36 Sustainability: Interdependence | Animal products



Sustainability: Interdependence | Animal products

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

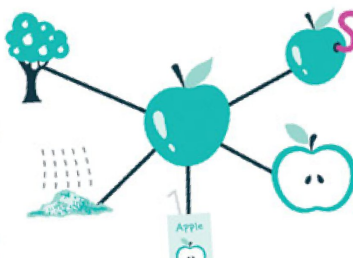
Knowledge

Thinking in systems

Finding connections within and between systems

PICTURE CONNECTIONS

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



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

Component overview

For the Teacher

The Teacher's Book with Digital Pack includes

- Presentation Plus with the Pupil's Book, Activity Book, Teacher's Book, NEW! Grammar Workbook and Home Booklet eBooks with audio, video, interactive activities, flashcards and games.
- Practice Extra
- Class audio
- Class videos, including two new grammar videos per unit
- Test Generator
- Teacher's Resources with downloadable resources, flashcards and more.



For Pupils

The Pupil's Book with eBook includes

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

The Activity Book with Digital Pack includes

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

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

Cambridge One

