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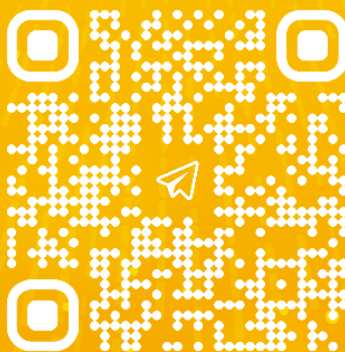
Official
Cambridge
Exam
Preparation

Start
Smart

Second Edition

POWER UP

Teacher's Book
with Digital Pack



Stephanie Dimond-Bayir
with Caroline Nixon & Michael Tomlinson



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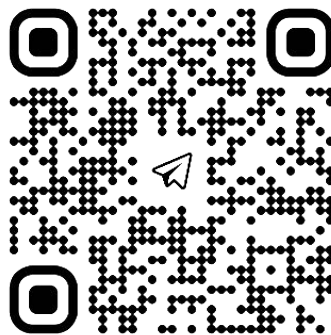


**Start
Smart**

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**Teacher's Book
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Map of the book

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

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
5 My body	Body <i>ears, eyes, hair, mouth, legs</i> Describing appearance <i>big, small, long, short, beautiful</i>	<i>He's/She's got ... Has he/she got ...? Yes, he's/she's got ... He/She hasn't got ...</i>	My best friend A real-life story  Emotional Development	Initial letter sounds: b, c, l	Keeping clean
6 My toys	Toys <i>board game, camera, doll, teddy, train</i> More toys <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...? I like/love ... What's your favourite ...? I like/don't like ...</i>	My favourite toy A real-life story  Collaboration	Initial letter sound: t	Materials
Review Units 4–6					
7 Free time	Action verbs <i>climb, jump, run, swim, walk</i> Free time activities <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ...? Yes, I can. No, I can't. I can ... What are you doing? I'm ...ing.</i>	The queen of the river A traditional story  Social Responsibilities	Initial letter sounds: f, p	Emotions
8 We're having fun!	More action verbs <i>clean, drink, eat, sleep, take a photo</i> Nature <i>beach, flower, sea, sun, tree</i>	<i>He's/She's ...ing. He/She isn't ...ing. We're/They're ...ing. We/They aren't ...ing. What's he/she doing? What are they doing? Is he/she ...ing? Yes, he/she is. No, he/she isn't. Are they ...ing? Yes, they are. No, they aren't..</i>	Clean the beach day A fantasy story  Sustainability	Initial letter sounds: b, t, s	Weather
9 Moving to the farm	Clothes <i>jacket, jeans, shoes, socks, T-shirt</i> Farm animals <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ... Do you want (your) ...? Yes, I do. No, I don't. Let's ... Yes, OK/great/please. No, thank you</i>	Five good friends An animal story  Creative Thinking	Initial letter sounds: Review	Caring for animals
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 Jenny and Jim 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 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!

Learners are given 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 activities which 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.
- ✓ More opportunities to use key language in collaborative, contextual and creative ways.
- ✓ Grammar activities with videos, songs and dialogues to help 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

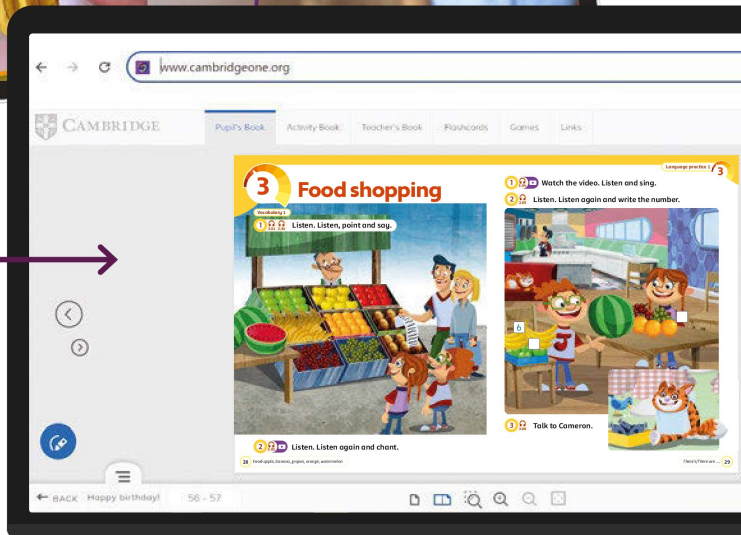
A range of activities covering two integrated frameworks are now embedded into the course and clearly signposted with the icons below.



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. The course provides a multi-sensory approach and opportunities for social interaction to make learning the language more memorable.

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.

In the Start Smart level, reading and writing are very gently introduced, step by step, through communicative activities which have a clear purpose and encourage learners to use language naturally. All new language is consolidated throughout, building as the units progress.

New grammar and lexis are presented and practised in context in the Vocabulary, Language practice and Story 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.

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



How assessment and learning work together

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

It is designed to easily allow the teacher to monitor for evidence, to measure progress and, from Level 1 onwards, 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, 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.

In Start Smart, Mini-missions introduce the idea of working towards a real-life goal collaboratively. The Mini-missions work as standalone activities to round up each unit of Start Smart but also gradually familiarise learners with the concepts that are developed in the Missions in the main levels: identifying a simple outcome, working together to achieve it, and thinking about progress.

The Mini-missions build on the language and skills developed during the unit in a creative and playful way, allowing learners to practise their social skills alongside their language. They encourage learners to review their work together and introduce the idea of reflecting on it once they have finished.

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

2 Self-evaluation. How do you feel? Circle Cameron.



Unit consolidation and self-evaluation 27



Visit for information on Cambridge English Qualifications, including handbooks, specifications and teacher 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. In *Start Smart*, these are featured in the Literature and Cross-curricular lessons.



- **Digital Literacy** tasks are included in a range of interactive activities on Cambridge One, as well as print activities.
- **Learning to learn** is covered by self-assessment and self-evaluation activities 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.

Where food comes from Cross-curricular 3

1 Watch the video.

2 Listen and point. Listen again and say.

3 Look and colour. Say.

Sustainability | Learning about where food comes from **35**

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

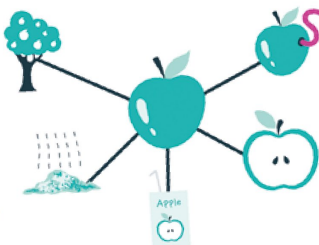
Knowledge

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 things and processes are connected to each



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

