

Official
Cambridge
Exam
Preparation

Second Edition

POWER UP



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

POWER



Confidence in learning.

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.

Second Edition

Official
Cambridge
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Preparation

POWER UP



Confidence for life.

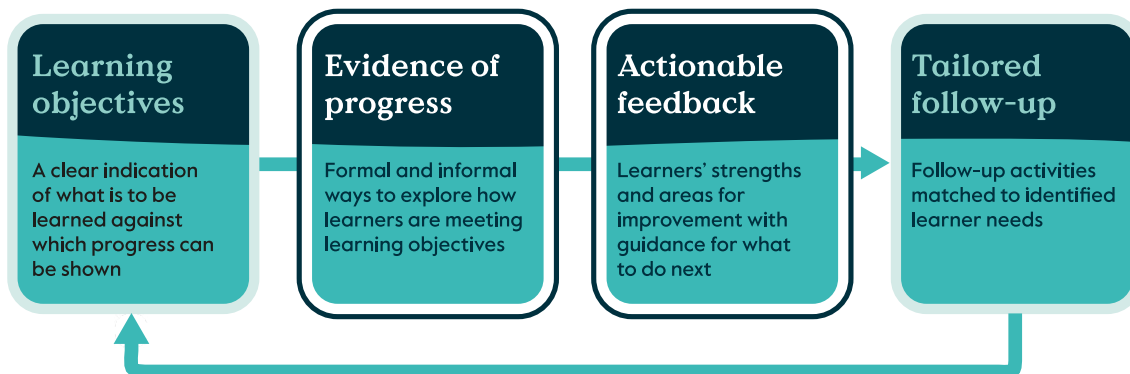
Power up your learners' success!

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.



What is Integrated Learning and Assessment?

- The course methodology helps teachers and learners to plan learning effectively, measure progress and identify areas for improvement.
- It helps teachers and learners get the most out of every moment of learning as they progress.
- This **Integrated Learning and Assessment** approach is built into the foundations of Power Up Second Edition by including formative assessment tasks alongside more traditional summative assessment.



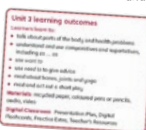
ILA in Power Up Second Edition

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

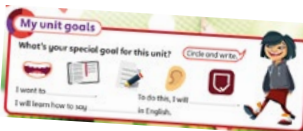
The Power Up methodology helps teachers and learners to plan effectively, measure progress and identify areas for improvement. In practice, this means that learning and assessment are fully integrated throughout the course. Flexible exam preparation for paper and digital versions of Cambridge English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

Learning objectives

The Teacher's Book includes clear learning objectives at the beginning of each unit and at the start of each lesson.



Additionally, learners can create their own learning goals for each unit in their Activity Book.



A Mission statement at the start of each unit shows learners what real-world task they are building towards in the unit.

These objectives help learners understand what they are working towards and allow you to judge whether progress has been made.

When you plan your lessons, it's a good idea to think about how the activities within the book, and any others you choose to include, support the achievement of the learning objectives.

Teacher tip: Support learners to create their own goals. Use the first page of each unit in the Activity Book to help you. You can give them options to complete the goals in their own

Evidence of progress

Power Up includes activities that provide teachers with evidence of progress as a basis for meaningful feedback for learners.

For example:

- Practice tasks
- Exam familiarisation
- Review checks
- Reflection

Practice Tasks

Each unit is structured around a multi-step mission which provides an engaging way for learners to use the language they are learning in real-world contexts. Tasks and activities within both the Pupil's Book and the Activity Book help support each step of the mission with each one being an opportunity for teachers to assess and for learners to reflect on and evaluate their learning.

New language is presented in real-life situations and then consolidated through stories, songs and games. Speaking and writing activities in both the Pupil's Book and Activity Book support literacy and provide opportunities for valuable skills development.

Finally, the *Mission in action!* reviews language from the unit and brings together the previous mission stages in a collaborative and practical task.



Official Cambridge Exam preparation

- Power Up Second Edition follows the syllabus for Cambridge English Qualifications from **Pre A1 Starters** (Level 1) to **B1 Preliminary for Schools** (Level 6).
- It is official preparation for both digital and paper-based **Cambridge English Qualifications**.
- The course builds learners' familiarity with exam tasks and grows their confidence with carefully integrated exam-style activities throughout the course.

Power Up	Cambridge English Qualifications	Cambridge English Scale score
Level 6	B1 Preliminary for Schools	140–160
Level 5	A2 Key for Schools	120–140
Level 4	A2 Flyers	
Level 3	A1 Movers, A1 Movers Digital	
Level 2		
Level 1	Pre A1 Starters, Pre A1 Starters Digital	

Pre A1 exam preparation

1 Read and write the names of the animals.


mouse


snake


bird


monkey


frog

- It's green and it likes water. — frog
- It's got a long body and it hasn't got legs. _____
- It lives in the trees and it's got a long tail. _____
- It's small and it's got a long tail. _____
- It's small and it can fly. _____

2 Look at the picture. Say three things about the animals.

3 Read. Choose and write the correct word next to numbers 1–3. There is one example.

Tigers are very big cats!
Tigers see with their two eyes.
A tiger's body and tail are orange and (1) _____.
A tiger walks or runs on four (2) _____.
Tigers drink water and eat (3) _____.

eyes
legs
meat

78 Preparation for Reading and Writing

A1 exam preparation

1 Complete the table. Then add more words to the list.

Singular words	Plural words	Description words	Action words
an arm	arms	strong	
	boots	tall	jump
a mouse	mice		run

2 Choose the correct words to complete the sentences.

- I had a headache this morning, but it doesn't hurt now.
- I look after my body / bodies by exercising every day.
- Our shoes are between / in the cupboard.
- My mum has / have got a backache.
- We went to their / they're house for breakfast.
- My friend has got longer arms then / than me.

3 Read. Then choose the right words to complete the sentences.

Legs

to move around on in at

got have haven't had

for ran running run

your knee a because and but

Tip! In the exam, pick the correct word from the options given.

A2 Key for Schools

1 Watch and listen. What's wrong with Jim?

A He's hurt his ankle.
B He's got the flu.
C He's got a stomach ache.

2 Read Jenny's video diary. What's it about?

Jenny's video diary

Jenny's ¹ _____ about Jim because he's been ill for three days. Jim's lying down, and he's ² _____. Jenny wants to help him feel better, so she uses her laptop to find some ³ _____. Firstly, Jenny gives Jim some flowers. When she gives him the flowers, he starts coughing! Next, Jenny gives Jim a glass of water, but he's sleeping. Jenny wakes him up, ⁴ _____ Jim feels a little annoyed. Jim was ⁵ _____, so it has helped a little. Lastly, Jenny gives Jim a card. Their friends from their class have signed it. Jim hasn't ⁶ _____ his friends for days, so he really likes the card.

3 Look at the options A, B and C in Activity 4. Discuss the differences between the words.

4 For each question, choose the correct answer.

1 A worried	B tired	C bored
2 A rest	B resting	C rested
3 A plans	B ideas	C uses
4 A because	B so	C why
5 A angry	B hungry	C thirsty
6 A watched	B seen	C looked

Exam Tip! Read the text once to understand what it's about. Read it again to choose the best answer. Then, read it again to check your answers.

5 Watch again and check your answers.

Reading and Writing Part 4 **51**

Missions for real-world skills

- The engaging multi-stage Missions, set in real-world contexts, allow all learners to participate in collaborative and creative ways.
- They allow learners to practise key language in a meaningful, age-appropriate context.
- While building towards a final presentation at the end of every unit.

6

A day out

1

Watch the video. Answer the questions.

mission

Plan a wildlife tour

2

Choose the transport for your wildlife tour. Look and say.

bus

train

car

68

My Mission Diary
Activity Book page 68

Review

6

mission

in action!

1

Plan a wildlife tour.

1

Talk together.

2

Investigate.

3

Make notes.

4

Design your tour.

2

Listen. Then prepare and present your wildlife tour.

1

Plan what to say.

Let's talk about the monkeys.

Yes. Let's talk about their food.

2

Present your tour. Ask and answer questions.

Let's start our wildlife tour. Let's go to the jungle!

Yes, there are.

Are there any penguins on your tour?

Mission complete!

My Mission Diary
Activity Book page 68

Unit consolidation

79

mission 1

Plan a wildlife tour

Play a memory game.

There's a motorbike.

There's a motorbike, there are two cars and there's a shop!

There's a motorbike and there are two cars.

My Mission Diary
Activity Book page 68

There is / There are

71

mission 2

Plan a wildlife tour

Choose animals to see on your wildlife tour.

Let's see the elephants.

OK. Let's see the zebras too.

My Mission Diary
Activity Book page 68

Let's ...

73



Cross-curricular learning

- Cross-curricular content encourages learners to use English to explore the world around them, look at it from a fresh perspective and practise other subjects through the medium of English.



Sustainability Framework

Cross-curricular

From the roots to the flower

1 Watch the video. Answer the question.

2 Listen and read. Then answer the questions.

Plants are living things and grow almost everywhere – from the bottom of the sea to the highest mountain. What plants grow near you?

Most plants make food using sunlight. They also need water to survive, just like us!

Plants usually have three parts to them: roots, a stem and leaves. The roots take up water from the ground and the leaves take in sunlight and air around them for food. Some plants also have flowers or fruit.

- Where do plants grow?
- What do plants need to survive?
- What three parts do plants usually have?
- What other parts do plants sometimes have?
- What's your favourite plant?

3 Look at the diagram of the plant. Find each part in the photo.

4 Draw a plant and label it. Tell your partner about your plant.

My favourite plant is a sunflower. This is its flower ...

50 Learn about plants and how they grow

1 Listen and read. Then answer the questions.

Carnivorous plants

Like most other plants, carnivorous plants need sun, air and water to make their own food. But they also get extra nutrients by eating small animals! Here are two examples:

The Venus flytrap

Venus flytraps grow naturally in the USA but are used as house plants all over the world. They use their leaves to catch insects, like flies. The leaves close when an insect touches the tiny hairs that grow on them. The plant can then slowly eat the insect.

The Sundew plant

Sundew plants are found in the Indian rainforests. They can grow in soil that is underwater. Their leaves have sticky hairs and when an insect lands on the leaves, the sticky hairs trap them. Large sundew plants can trap and eat spiders.

Which plant ...

- ... is from India?
- ... is from the USA?
- ... eats flies?
- ... sometimes eats spiders?
- ... has got sticky hairs?
- ... has got tiny hairs?

2 Create your own carnivorous plant. Present. Write where it grows, how it catches its food and what it needs to survive. Then write the name.

The Funny flower

mission 3 Make a brochure for a jungle adventure park

Talk about the plants in the park.

Shall we have some carnivorous plants in the park?

Good idea. Let's also have plants with beautiful flowers and lots of fruit.

My Mission Diary Activity Book page 44

51 Sustainability: Understanding environmental responsibilities | Learn about carnivorous plants

- Topics are engaging for young learners and linked to areas they are studying in their native language.

- The addition of activities mapped to the **Cambridge Sustainability Framework** helps to bring real-world conversations into the classroom.



Sustainability: Understanding environmental responsibilities

- Sustainability includes the knowledge, skills and attitudes we need to make a fairer, brighter future. Cambridge has developed the Sustainability Framework for ELT to make it easier to integrate relevant skills development in language lessons.
- Activities that model sustainable alternatives and build sustainability skills are embedded throughout the course.



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

Literature and Skills pages

- Updated stories with a wider variety of text types and pre-reading tasks build literacy skills. Listening skills practise is provided by the recording of the text.

Reading & listening skills

1 Look at the pictures. What animals can you see? Which is your favourite animal?

When we go to the wildlife park

When we go to the wildlife park,
There are lots of things to see.
Tall giraffes with long thin necks,
Eating leaves from a tree.



Big grey elephants, swinging their trunks,
Looking for something to do.
But I really like the monkeys,
How about you?



When we go to the wildlife park,
We watch the animals play.
Penguins jumping in the water,
Eating fish all day.



Tigers sleeping, crocodiles swimming,
And scary lions roaring too.
But I really like the monkeys,
How about you?



2 What animals does the speaker like? What animals do you like?

76 Sustainability: Exploring perspectives | A poem about animals

Speaking & writing skills

1 Look and match.

1

The monkeys are in the jungle!

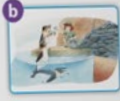
a



2

Come and see the elephants!

b



3

Watch the penguins eating fish!

c



2 Point to the pictures in the poem. Ask and answer.

What are these?
They're pandas.

3 Play a guessing game.

It's black and white.
Is it a penguin?
No, it isn't. It's big.
Oh, it's a panda!

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- All the Skills spreads are mapped to the Life Competencies or Sustainability Frameworks.



- The Literature pages are followed by more opportunities to practise productive skills: Speaking and Writing.

Speaking & writing skills

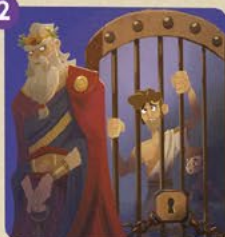
5

- 1 Look at the pictures. Retell the myth in your own words.

1



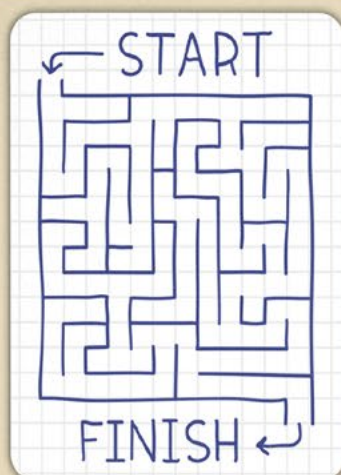
2



3



- 2 Draw a labyrinth and give it to a partner. Try to escape.



How can we get out of here?

We could ...

OK, let's ...

- 3 Look for the sentences in the story. Write 1, 2 or 3 words.

- 1 He used wax from a candle to stick the feathers together.
- 2 And remember this: your wings are _____ wax and feather.
- 3 The sea will make the feathers in your wings _____.
- 4 Icarus forgot his father's _____.
- 5 The story teaches us to listen to _____ and understand _____.

65

- All literature and Skills pages are mapped to the Life Competencies or Sustainability Frameworks.

Focus on whole-child development

Life Competencies

- The **Cambridge Life Competencies Framework** is embedded throughout the course, focusing on developing the whole child while encouraging life-long learning habits, and helping them build the skills they need to succeed as global citizens.

- Each core unit features multiple competencies that learners can explore, making it relevant to their own contexts.

Story

DIVERSICUS

1 Watch the video. Find out more about May's culture.

1 What shall we do today? We're near my grandmother's village. Gran, could you show us where you lived? Of course! I'd love to.

2 What a beautiful building! Yes, it's the place where I studied when I was a child. Now it's a café.

3 Look over there! They're the mountains which I climbed with my father every weekend. Can we go? They aren't very near, Jenny.

4 Not today, Jenny, but we can go to the lake where I sailed with my sister. Great! I like sailing! So do I.

5 This is the lake where I also went swimming with my sister. Careful, Ivan! We don't want to go swimming today!

6 I'm hungry. It's lunchtime. We can eat now. Where are we having lunch today? Here are your noodles, with May's favourite sauce. Fantastic! Thank you. I love noodles!!

7 Can you see the woman who is cooking in the kitchen? That's my sister, Li. She makes the best noodles in town.

8

2 Listen. Who says it?

20 Social Responsibilities | Defining relative clauses in context

Rose's G

1 This is a breakfast
2 This is a
3 This is a likes to

2 We use
2 We use
3 We use

3 Play the
It's a to

mission

Choose a restaurant description where and





- Power Up Second Edition covers the full range of Life Competencies: Creative thinking; Collaboration; Communication; Learning to Learn; Social responsibilities; Critical thinking.

1 What exercises can make our body and joints stronger? Talk to a partner. Culture **3**

2 Listen and read. Then follow the instructions with a partner.

YOGA Welcome to Bali, Indonesia!

On this beautiful island, yoga is very important. The people here use it to exercise and stay healthy. It's a great way to stretch your body and make your joints and muscles strong. At our centre, you can do yoga in our relaxing rooms, in the sunny garden, or on the beach! Here are a few moves we practise. Why don't you try them?

TREE POSE

Stand on one leg. Bend the other knee and put your foot on your other leg. Put your hands together above your head. Hold the position for ten seconds and breathe.

FLOWER POSE

Sit on the floor. Bend your legs. Put one foot on top of the other. Put your hands on your knees and close your eyes. Hold the position for ten seconds and breathe.

CHILD'S POSE

Kneel on the floor and sit back on your feet. Bring your head down to rest on the floor. Stretch your arms out in front of you. Hold the position for ten seconds and breathe.

3 Look at the picture. Tell your partner how to do the pose using the words in the box.

stand turn raise bend stretch

Let's do the warrior pose.

Yes! First, **stand** with one leg in front of the other.

mission 3 Make a health plan

Think about ways to relax. Add them to your health plan.

Breathe slowly to keep calm.

Get lots of rest to have energy the next day.

My Mission Diary
Activity Book page 30

Collaboration | Learn about ways to stay healthy **37**

The Cambridge Life Competencies	LOMLOE Key Competencies
CREATIVE THINKING	C7
CRITICAL THINKING	C3 C7
LEARNING TO LEARN	C3 C5
COMMUNICACIÓN	C1 C2
COLLABORATION	C5 C6 C7
SOCIAL RESPONSIBILITIES	C5 C6 C8
Emotional Development	C5
Digital Literacy	C4
Discipline Knowledge	C3

- The **six core areas** and **three foundational layers** correlate to the key competencies set out by the LOMLOE law.

Unit Walkthrough

2

What's for breakfast?

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

1 2.01

Watch the video. Answer the questions.



mission

Make a flyer for your restaurant



2

What food do you want at your restaurant?



cereal



noodles



milkshake

18 My Mission Diary
Activity Book page 18

The mission statement gets learners thinking about the main project of the unit.



SA

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

Listening activities contextualise the language in real-world situations.

Vocabulary 1

2

1  2.02

Listen. What do Rose and Ivan like for breakfast?

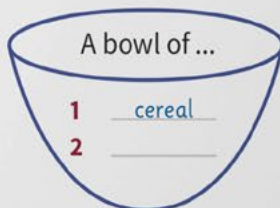
Diversicus is in China. Today, Mr Friendly, Ivan and the children are in the supermarket, shopping for food.



2  2.03

Watch the video. Say the chant.

3 Look and write.



Food and drink 19

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

Learners listen, read and watch the animated story to improve comprehension.

New language is presented in context, practising new vocabulary and introducing the grammar featured in the Language practice 1 lessons. The Teacher's Book provides comprehension checks.

Story

DIVERSICUS



Watch the video. Find out more about May's culture.



Listen. Who says it?

20

Social Responsibilities | Defining relative clauses in context

NEW! Post-reading tasks related to the Cambridge Life Competencies and Sustainability Frameworks.



NEW! Illustrative grammar videos with spoken dialogues that produce the grammar in context.

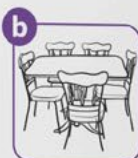
Language practice 1

2

1 Watch the video. Then match.

Rose's Grammar

- 1 This is for the children **who** eat breakfast every morning.
- 2 This is the table **where** we all eat.
- 3 This is the breakfast **which** dad likes to make.



Rose's Grammar tables highlight the target language in the video and the story.

2 Read and complete. Then listen and check your answers.

- 1 We use _____ to talk about a **person**. who where which
- 2 We use _____ to talk about a **thing**.
- 3 We use _____ to talk about a **place**.

3 Play the guessing game with *who*, *where* and *which*.

It's a food **which** is nice to eat for breakfast.

Is it pancakes?



mission 1

Make a flyer for your restaurant

Choose a name for your restaurant. Write a description using *who*, *where* and *which*.

Name: _____

Description: It's a restaurant *where* you can ...

It has food *which* ...

... is the person *who* makes ...

My Mission Diary
Activity Book page 18

Defining relative clauses 21

mission

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

My Mission Diary
Activity Book page 18

After each mission stage, learners complete a reflection and self-assessment in the Activiy Book.

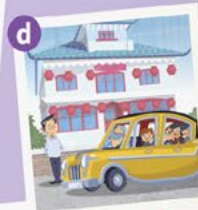
Learners listen to the song and watch an animated vocabulary video. They then complete simple tasks and sing the song with actions to consolidate learning.

Vocabulary 2 and song



Listen and match.
Then sing the song.

Yesterday we **drove** to town.
We saw the place where May grew up.
She told us all about her school,
And the teacher who taught her there.
Oh, we **got dressed up**.
Oh, we had a great day.
Oh, we **wrote** this song.
Oh, we took some photos of it all.
Yesterday we saw May's sister.
She **gave** us all a bowl of noodles.
After lunch we **climbed** the Great Wall,
Which they built years before.



Vocabulary games provide mission further practice and help develop listening, reading, writing and speaking skills.

2 Find the past forms of these words in the song.

see write tell build take drive
teach give have grow get climb

3 Ask and answer questions about the song.

Did they drive to the beach?

No, they didn't.
They drove to town.

22 Past simple irregular verbs

What did you do yesterday afternoon?



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

NEW! A grammar video comprising a conversation between course characters and a quick quiz allows learners to hear and say the new language in a natural context while testing their comprehension.

Language practice 2

2

1 Listen or watch. Where did Jenny go yesterday?



Ivan Investigates

What did you do yesterday afternoon?

When I **finished** school, I went home.

I **went** to the ... with my brother when I **finished** my homework.



2 Listen again and choose the right answer.

- 1 They **drove** / **drived** cars when they arrived.
- 2 When she **won** / **win** the balloon game, they **give** / **gave** her a prize.
- 3 When they **leaved** / **left** the funfair, they **got** / **get** milkshakes.

3 Make questions with *when*. Ask and answer.

arrived at school finished school got home got up
finished homework went to bed

What did you do when you finished school?

When I finished school, I walked home with my friend.

mission 2 Make a flyer for your restaurant

Talk about restaurants with a partner. Ask and answer with *when*.

What happened **when** you went to the restaurant?



When I **went** to the restaurant, I **ordered** pancakes. But **when** the pancakes **came**, they **were** cold.



My Mission Diary
Activity Book page 18

Past simple with *when*

23

mission

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



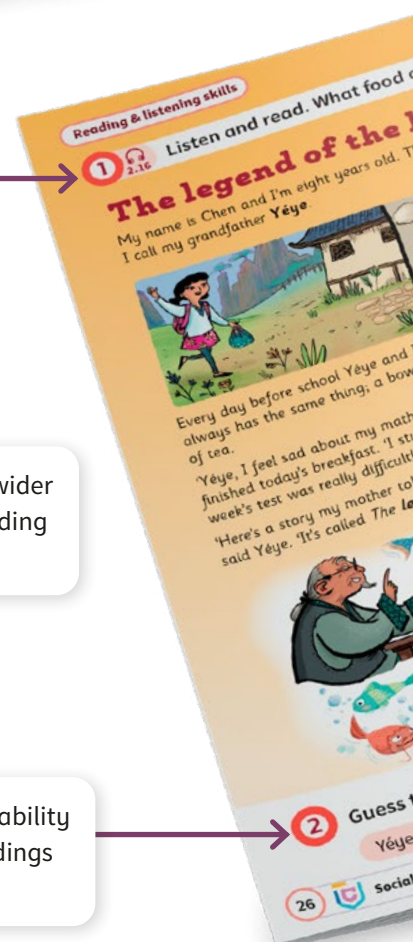
A video linked to cross-curricular topics encourages broader knowledge of the world around them.



A listening activity supports linguistic diversity.

Practice activities give learners the chance to use language in a new context.

NEW! Updated stories with a wider variety of text types and pre-reading tasks build literacy skills.



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



mission

Learners use the new language to complete mission stage 3, which builds on mission stages 1 and 2 and consolidates learning in preparation for the mission in action task.

NEW! Speaking and writing activities support literacy and build exam skills.

Activities | Learn about breakfasts around the world 25

and drink can you see in the story?

koi

This is the house where I live with my grandfather.



I have breakfast. He has a bowl of noodles and a cup of tea.

'I said when we were young every night, but this morning I was a boy.'

Legend of the koi.



the meaning. Then check online.

legend

koi

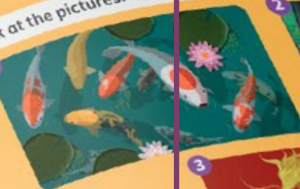
Responsibilities | A traditional story

Speaking & writing skills

2

1 Look at the pictures. Then retell the legend in your own words.

1



2



2 Look for the sentences in the story. Write 1, 2 or 3 words.

where it changed where
I was When

1 This is the house where I live with my grandfather.

2 Here's a story my mother told me when I was a boy.

3 the koi fish reached the end of the river, they found a waterfall.

4 It reached the top of the waterfall into a golden dragon.

3

Read and write.



27

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

A1 exam preparation

1 Listen. Are the pictures correct? Say *yes* or *no*.



2 Look at the picture in Activity 3. Listen and finish the sentences.

The man is between an armchair and a plant.

3 Listen and write. What is the name of Abdul's café? Where do you have to write it?



28

Preparation for Listening

Tip!

Listen carefully. In the exam, you must write the correct word in the correct place.

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

Tip!

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

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

Review

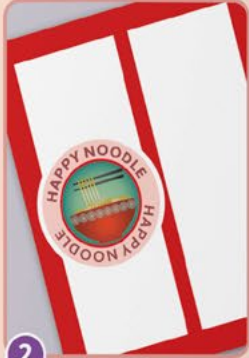
2

mission in action!

1 Make a flyer for your restaurant.



1 Fold a paper in three.



2 Add your logo.



3 Add your menu and description.



4 Present to the class.

mission

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

2 Visit your friend's restaurant. Then write a review.



Can I try the sushi, please?

Yes, of course.



Customer Reviews

This is a restaurant **where** ...
This is a restaurant **which** ...
I really liked it **when** ...
I didn't like it **when** ...

Learners act out a scenario and present their work, giving teachers the opportunity to monitor and assess their progress and understanding.

» Go to page 121
Remember the grammar from Unit 2

My Mission Diary
Activity Book page 18

Unit consolidation

29



Learners are directed to the grammar reference section containing grammar rules and additional examples for revision.

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

The interactive quiz video can be used to measure progress.

Vocabulary review

Units 1 – 3

1 Watch the video and do the quiz.

2 What do they need? Listen and choose.

1



a



b



c

3



a



b



c

2



a



b



c

4



a



b



c

3 Play the game with a partner. Choose a square. Your partner makes a sentence with that word and language from the box.

highest biggest longest strongest best clever as...as more exciting

Number 2 – mountain.

Mount Teide is the highest mountain in Spain.

1 me	4 cinema	7 dancer	10 river
2 mountain	5 a shop	8 English	11 lake
3 kangaroo	6 milkshake	9 jump	12 my friend



42

1 Look, read and match.



- a** At eight o'clock we woke up.
- b** At half past nine Dad arrived home.
- c** At ten o'clock Mum drove to the countryside.
- d** At twelve o'clock, Dad made noodles with sauce.

2 Make a list of things you *could* and *couldn't* do in the past. Ask and answer.

When I was two, I could dance.
When I was five, I could ride a bike.

Could you skate when you were four?

No, I couldn't skate when I was four. But I could dance!

3 Can you remember? Ask and answer.

- 1 What couldn't Jim do when he was four?
- 2 Name three dairy foods.
- 3 What protective equipment do you need to wear when you ride a bike?

Consolidation of units 1-3 43

Additional opportunities to build exam skills and recycle language.



Digital tools

Presenting all your digital tools together in one place!

Power Up Second Edition offers teachers and students a full range of digital support on **Cambridge One**.

Presentation Plus

Classroom presentation tool with the Pupil's Book and Activity Book with interactive activities and answers, integrated audio and video and Teacher's Book. It also contains:

- Home Booklet eBook.
- Grammar Booklet.
- Flashcards and games.

Test Generator

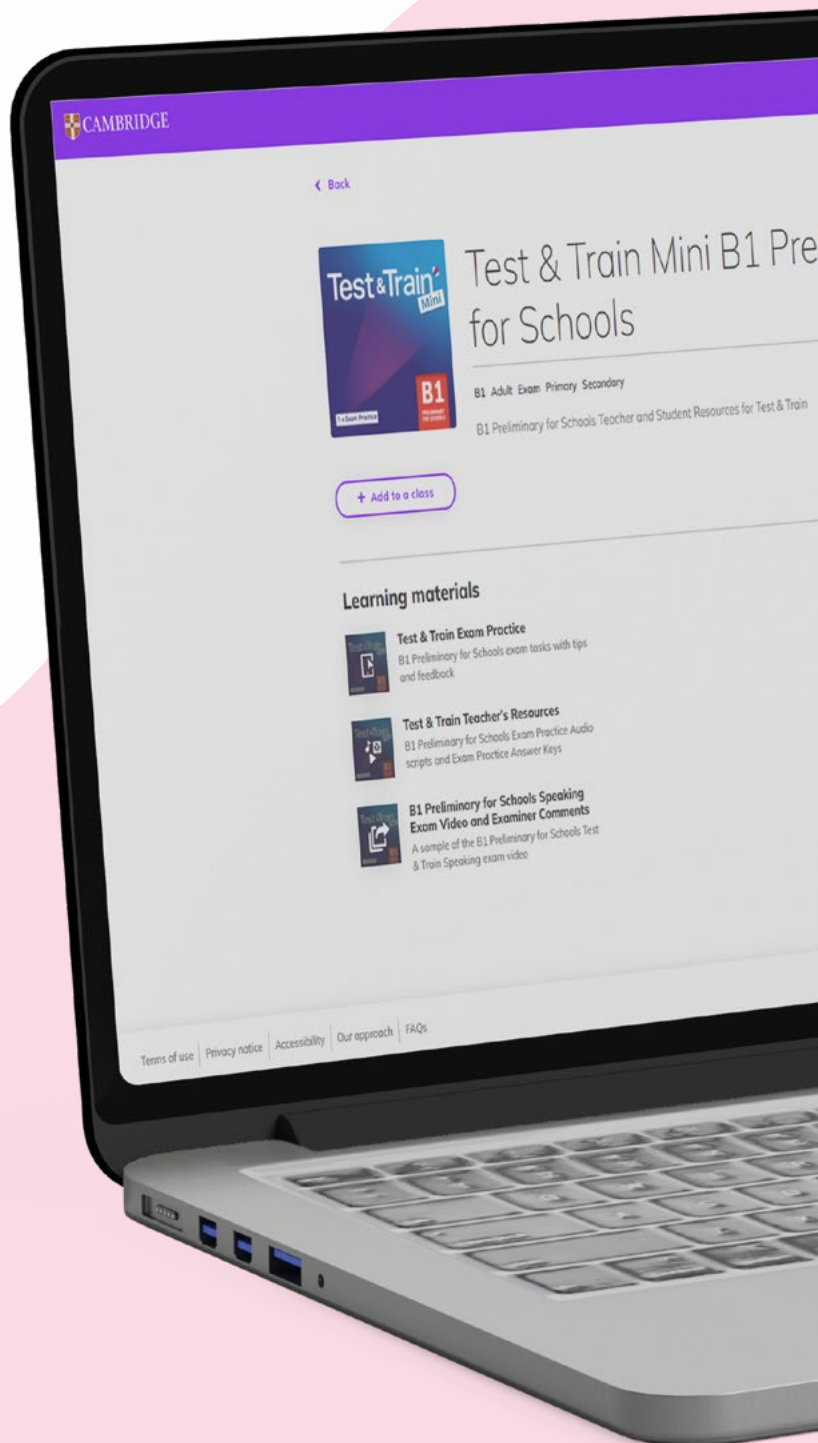
An easy- to-use tool to customize and create end of unit, end of term test at three levels of difficulty. It also provides:

- Cambridge English Qualifications practice, there is one ready-made task per unit and the end-of-year tests double as a Practice test at the appropriate levels

Teacher's Resource Bank

A complete package with all the classroom resources teachers need:

- Grammar Booklet
- Home booklet
- Grammar Worksheets
- Vocabulary Worksheets
- Mission Worksheets
- Skills Worksheets
- Festival Worksheets
- Mission Worksheets
- Extended Reading Lessons
- Language Practice Worksheets
- Letters to families
- Programaciones



Pupil's eBook

Digital version of the Pupil's Book with integrated video and audio for easy access to learners at home.

Practice Extra

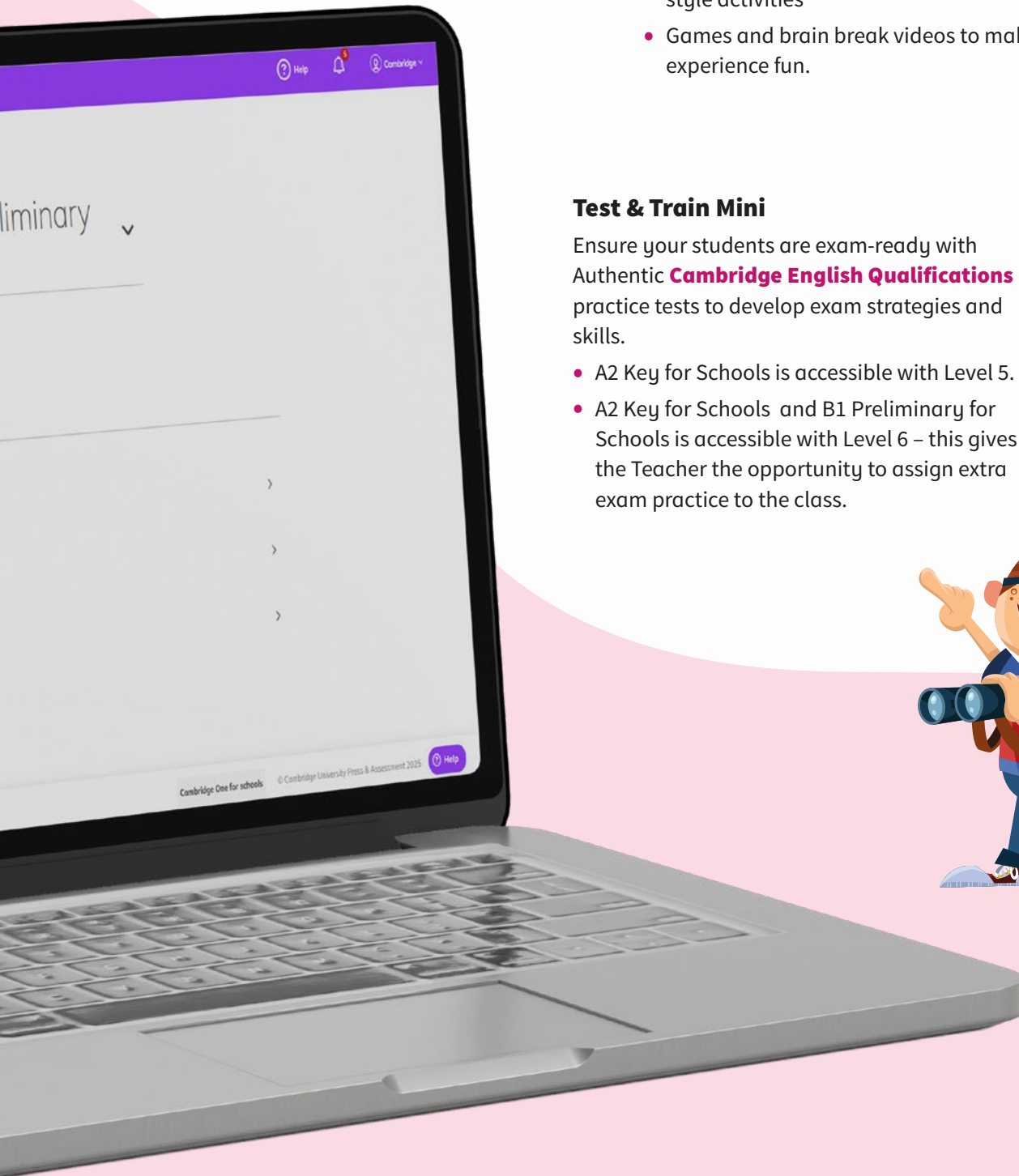
Online consolidation activities for vocabulary, grammar and skills for homework or the lab at school. It includes:

- Extra practice across the whole unit, including exam style activities
- Games and brain break videos to make the experience fun.

Test & Train Mini

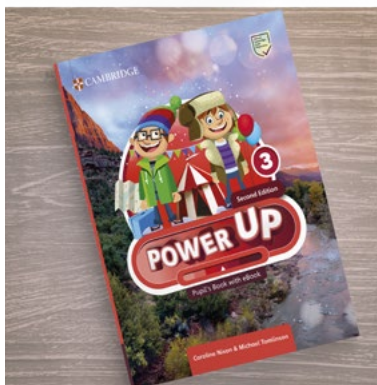
Ensure your students are exam-ready with Authentic **Cambridge English Qualifications** practice tests to develop exam strategies and skills.

- A2 Key for Schools is accessible with Level 5.
- A2 Key for Schools and B1 Preliminary for Schools is accessible with Level 6 – this gives the Teacher the opportunity to assign extra exam practice to the class.



Course components

Students

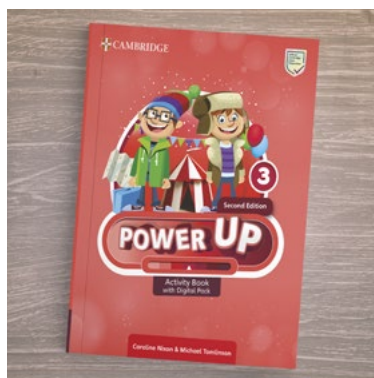


Pupil's Book with eBook

The Pupil's Book is built around the characters for language presentation and practice, and missions to put it into practice.

Cross-curricular and skills lessons in every unit complement the language and add real-world interest.

Exam preparation is included for those learners who will be taking Cambridge English Qualifications.



Activity Book with Digital Pack

The full-colour Activity Book provides different activities and materials to be used alongside the Pupil's Book.

In every unit there is a mission diary which helps learners reflect on and evaluate their own learning. After each mission stage, learners complete a reflection and self-assessment in the Activity Book.



Digital Pupil's Book and Activity Book

If you want to experience a fully digital class with complete tracking, *Power Up Second Edition* also offers the possibility to use Digital Pupil's Books and Activity Books.

These books are hosted on **BlinkLearning**, can be used online and offline and are both multiplatform and multi-device.

Cambridge One

Digital Support

With *Power Up Second Edition* everything you need is on **Cambridge one**.

Pupil's eBook

The Pupil's Book gives access to:

- **Pupil's eBook:** digital version of the printed book with integrated video and audio for easy access at home.

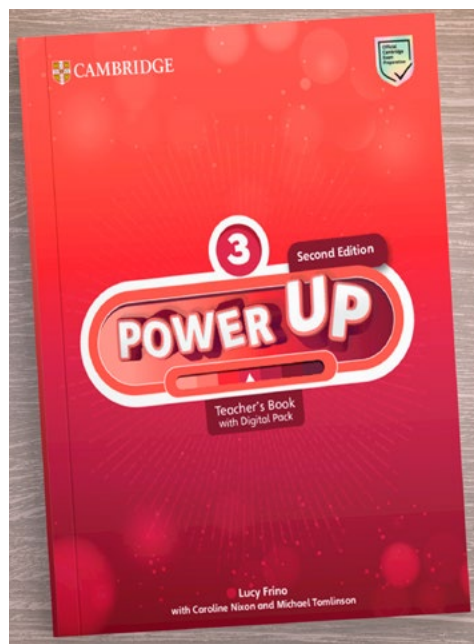
Cambridge recommends the responsible use of technology.

Pupil's Digital Pack

The Activity Book includes a code with access to:

- **Practice Extra:** motivate your learners with a learning path, bite-sized practice, games and achievement badges.
- **Test & Train Mini (levels 5 and 6):** offers guided exam practice and assesses exam-readiness for Cambridge English Qualifications.
- **Student Resources:** includes downloadable Home Booklet, audio, and video.

Teachers



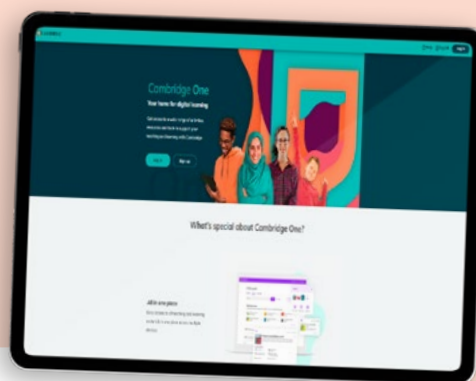
Teacher's Book with Digital Pack

The full-colour Teacher's Book is interleaved with the Pupil's Book. It provides detailed teaching notes for every unit, with helpful prompts for teachers to adapt the material to their own classes.



Posters and Flashcards

- The **Flashcards** present the key vocabulary for each unit, helping learners connect new words visually and verbally. They also support fun review activities and games. Available for levels 1-4.
- The **Poster** packs include lively and colourful posters that aid revision by giving learners the chance to practise the unit language in a different context.



Teacher's Digital Pack

A code in the Teacher's Book gives access to everything that learners can see, plus:

- **Presentation Plus:** includes all print components, as well as Home Booklet and Grammar Booklet, games, video, audio and interactive practice activities, everything in one place. This new version also allows teachers to create assignments directly from the screen.
- **Test Generator:** an evaluation tool that allows teachers to create ready-made and fully customisable tests at three levels of difficulty. Cambridge English Qualifications practice is also included.
- **Teacher Resources:** includes downloadable, photocopiable materials to dip into depending on the needs of each class. These resources feature Home Booklet, Grammar Booklet, extra worksheets, letters to families, as well as audios, videos and transcripts.



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