



CAMBRIDGE  
UNIVERSITY PRESS



CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge



# Life adventures

Going places

3

Pupil's Book  
with eBook

**UPDATED EDITION**

Caroline Nixon | Michael Tomlinson





**CAMBRIDGE**  
UNIVERSITY PRESS



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge



# Life adventures

Going places

3

Pupil's Book

Caroline Nixon | Michael Tomlinson





# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Welcome to Diversicus</b> Page 4	Main character names Greetings and introductions	<b>Language review</b> Questions and answers Greetings			
<b>1 Practice time</b> Mission: Plan a week in the life of a circus artist Page 6	Telling the time Activity verbs <b>Sounds and spelling:</b> numbers	<b>Review: question words</b> <i>how, what, when, where, which, who, why</i> <b>was/were + could</b> <i>I could hop on one leg when I was four. I couldn't skip.</i>	<b>Balancing act</b> Learn about balance and coordination A Russian Olympic athlete	<b>The circus child</b> A real-life story Social and emotional skill: perseverance	A1 Movers Reading and Writing Part 6
<b>2 What's for breakfast?</b> Mission: Become a restaurant owner Page 18	Food and drink Past simple irregular verbs <b>Sounds and spelling:</b> c spelling for 's' and 'k' sound	<b>Defining relative clauses</b> <i>It's the place where I studied. Can you see the woman who is cooking in the kitchen? They're the mountains which I climbed with my father.</i> <b>Past simple + with/when</b> <i>When we finished lunch we went to the funfair.</i>	<b>Food, glorious food</b> Learn about food and nutrition Breakfast in China and around the world	<b>The old man and the small fish</b> A real-life story Social and emotional skill: showing respect for decisions of others	A1 Movers Listening Part 5
<b>3 A healthy body</b> Mission: Become a health expert Page 30	Parts of the body Health problems <b>Sounds and spelling:</b> kn and n spelling for 'n' sound	<b>Review of comparative and superlative adjectives, as ... as</b> <i>I'm not as strong as you. Jenny is taller than you. Ivan is the strongest man here.</i> <b>want/need + infinitive</b> <i>I want to go to the party. You need to drink. I don't want to drink.</i>	<b>Work your body</b> Learn about bones and joints Yoga in Indonesia	<b>Too-too-moo and the Komodo dragon</b> A fantasy play script Social and emotional skill: showing empathy for others	A1 Movers Reading and Writing Part 4
<b>Review Units 1-3</b>					
<b>4 Fun in the jungle</b> Mission: Create a jungle adventure park Page 44	Natural features Past simple verbs <b>Sounds and spelling:</b> l, ll and le spelling for 'l' sound	<b>Adverbs</b> <i>well, badly, loudly, quietly, quickly, slowly, carefully, beautifully, hard, fast</i> <b>Comparative adverbs</b> <i>Elephants can move faster than snakes. Monkeys can climb better than tigers. Bears can run more quickly than monkeys.</i>	<b>From the roots to the flower</b> Learn about plants and how they grow Carnivorous plants in India and around the world	<b>The story of Rama and Sita</b> An Indian myth Social and emotional skill: helping others	A1 Movers Reading and Writing Part 5



	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Behind the scenes</b> Mission: Prepare a performance Page 56	Describing clothes Materials <b>Sounds and spelling:</b> -igh and -i-e spelling	<b>be made of</b> <i>What's it made of?</i> <i>It's made of gold.</i> <i>What are the wings made of?</i> <i>They're made of paper.</i> <b>shall, could and let's for suggestions</b> <i>Shall we design some props?</i> <i>Let's design the sea.</i> <i>We could use blue paper.</i>	<b>Materials and properties</b> Learn about the properties of different materials Greek masks	<b>The myth of Icarus</b> A Greek myth Social and emotional skill: Listening to others	A2 Flyers Speaking Part 3
<b>6 Classroom stars</b> Mission: Have a school prize-giving ceremony Page 68	School subjects Extension of school vocabulary <b>Sounds and spelling:</b> f and ph spelling for 'f' sound	<b>should/shouldn't</b> <i>You should listen to your teacher.</i> <i>You shouldn't talk when your teacher's giving the lesson.</i> <i>Should you copy in exams?</i> <i>No, you shouldn't.</i> <b>be good at + noun/gerund</b> <i>I'm good at maths.</i> <i>Are you good at sport?</i> <i>I'm not very good at drawing.</i>	<b>Where are we?</b> Learn about maps and symbols Cappadocia in Turkey	<b>The project</b> A narration and poem Social and emotional skill: team work and respecting the ideas of others	A2 Flyers Listening Part 1
<b>Review Units 4–6</b>					
<b>7 When I grow up ...</b> Mission: Choose your dream job Page 82	Jobs Personality adjectives <b>Sounds and spelling:</b> -er, -ar and -or endings	<b>when and if clauses (zero conditionals)</b> <i>When you dance, you look in the mirror.</i> <i>If you win, you get a big prize.</i> <i>If William wins, he wants to buy a fantastic new camera.</i> <b>look like, be like</b> <i>What does your grandad look like?</i> <i>He's very tall and he's got short, grey hair.</i> <i>What's your uncle like?</i> <i>He's very friendly.</i>	<b>Time detectives</b> Learn about archaeology The Altamira Caves in Spain	<b>Don Quixote, Sancho and the windmills</b> An adventure play script Social and emotional skill: responding appropriately to other people's emotional state	A2 Flyers Reading and Writing Part 1
<b>8 City break</b> Mission: Create a guide to a town Page 94	Directions Places in town <b>Sounds and spelling:</b> revision of the 'th' sound	<b>Future with be going to</b> <i>I'm going to take my umbrella.</i> <i>It isn't going to rain.</i> <i>What are we going to see first?</i> <b>Prepositions of movement</b> <i>across, into, out of, over, past, round, through</i>	<b>Home, sweet home</b> Learn about cities, towns and villages New York City	<b>The road to Hope</b> A poem Social and emotional skill: managing own emotions	A2 Flyers Speaking Part 1
<b>9 Let's travel!</b> Mission: Organise a summer camp Page 106	Adjectives On holiday <b>Sounds and spelling:</b> ge spelling for 'j' sound	<b>before, after, when clauses</b> <i>Rose got really wet before I gave her my umbrella.</i> <i>He ran really fast when Fred came out of the trees.</i> <i>After we met Grandma's sister in China, we ate the fantastic noodles.</i> <b>-ed/-ing adjective endings</b> <i>excited/exciting</i> <i>interested/interesting</i>	<b>North, south, east and west</b> Learn about what to take on a hiking trip A hiking trip in Mexico	<b>The story of Popocatepetl and Iztacihuatl</b> A narration and legend Social and emotional skill: showing respect for other cultures	A2 Flyers Reading and Writing Part 7
<b>Review Units 7–9</b>					
<b>Grammar reference page 120</b>					



# Welcome to Diversicus



**Listen. What is Diversicus?**

*The Friendly family are going on tour with Diversicus. Today is their first day.*



**2 Who says it? Say the name.**



**3 Play the game. Ask and answer.**

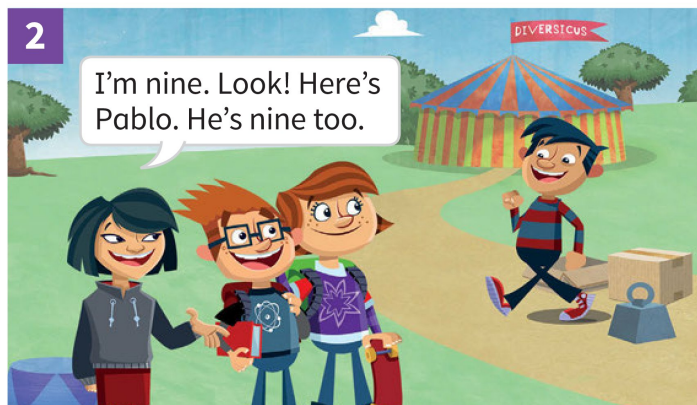
Who's got purple hair?

Rose.

What's the name of the circus?

Diversicus.





## 4 Act out the story.





# Practice time



**Watch the video. Ask and answer.**

What are your hobbies?

Do you practise your hobbies every day?



**Plan a week in the life of a circus artist**

**In this unit I will:**



Prepare a weekly schedule.



Add practice time to the schedule.



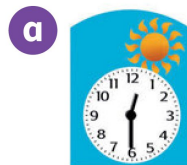
Add a warm-up activity to the schedule.



Present a schedule to the class.

1  1.01**Listen. Then say the letter.**

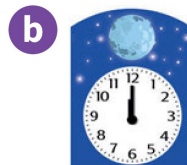
*Diversicus is in Russia. This morning, Mr Friendly and Rose are talking about meals and meal times.*



half past twelve



seven o'clock



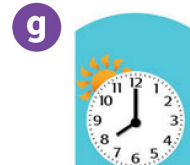
midnight



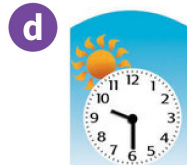
half past six



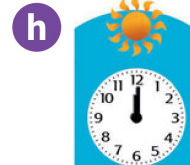
half past eight



eight o'clock



half past nine



midday

2

**What time is it? Ask and answer.**

What time is it?

It's half past twelve.



3

**Ask and answer.**

breakfast a snack lunch dinner wake up go to bed

What time do you have breakfast?

I have breakfast at half past seven.



1

When do lessons start?

At nine o'clock, but we have to be at school five minutes before.

Look at the time!

3

You mustn't run in the circus. Why are you running?

Because school starts in ten minutes. We don't want to be late.

2

Hello, children. Where are you going?

We're going to school.

4

It's Saturday today. There is no school.

Oh, she's right! What can we do?

Let's look round the circus. We can look at our new classroom first.

5

Hello, kids! There's no class today, but who can tell me? Which country are we in today?

Russia! It's Russia!

6

Later ...

The acrobats are brilliant!

Who are they?

They're Lily and Marc. Marc's Pablo's uncle.

7

I'm hungry. When's lunch?

We have lunch at half past twelve. What time is it now?

It's lunchtime. Let's go.

8

Whose lunch is that?

It's mine! I do a lot of exercise. I have to eat a lot.

And you're very strong, Ivan!

1

1.03

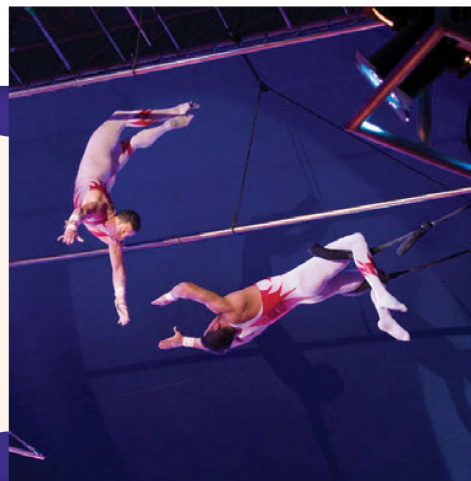
**Listen and say yes or no.**



**1 Describe the picture. What are they doing?**

**2 Read. Answer the questions.**

**D**iversicus is a circus. There are acrobats and clowns, but there aren't any animals. The acrobats get up at half past six and they have breakfast early because they start practising at nine o'clock. Acrobats have to climb, run and jump. The strong acrobats catch the others in the air. It's very exciting. Their job is beautiful, but it's dangerous, too.



- |  |  |
|--|--|
| <b>1</b> What is Diversicus?               | <b>4</b> What time do they start practising?         |
| <b>2</b> What time do the acrobats get up? | <b>5</b> Which acrobats catch the others in the air? |
| <b>3</b> Why do they have breakfast early? |  |



### Grammar spotlight

**Which** country are we in?

We're in **Russia**.

**Why** are you running?

**Because** school starts in ten minutes.

**What time** do they have lunch?

They have lunch at **half past twelve**.

**3 Imagine you meet an acrobat from Diversicus. What do you want to know about him/her? Write three questions.**

**mission**

**STAGE 1**

**Prepare your schedule.**

- Choose which circus artist you'd like to be.
- Work with a partner.
- Ask and answer to complete your partner's weekly schedule.

What time do you have breakfast?

I have breakfast at eight o'clock.

What time do you go to bed on Mondays?

At nine o'clock.

**My  
mission  
diary**

Activity Book  
page 6







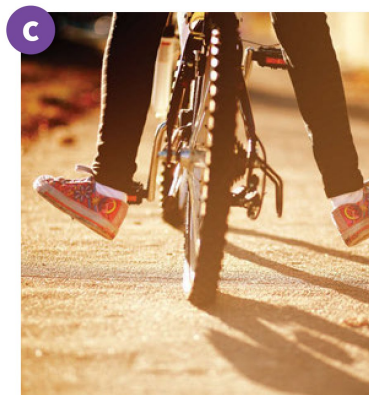
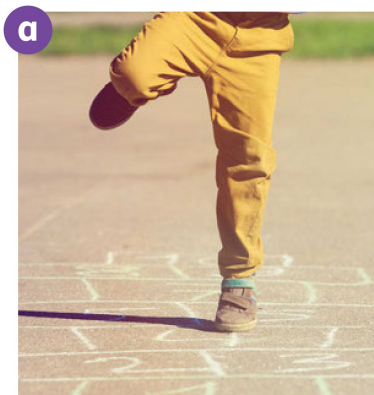
**Listen and match Daisy and Peter to a picture.**



Daisy



Peter



### Grammar spotlight

I **could hop** on one leg when I **was** four.

I **couldn't skip**.



**Think about when you were four. Write three sentences about what you could and couldn't do.**



**Ask and answer.**

ride a bike swim climb trees play the guitar ride a skateboard  
skate sing dance hop skip cook

Could you ride a bike when you were three?

No, I couldn't.



### STAGE 2

**Add a practice time to the schedule.**

- Ask your partner about when they practise.
- Add this information to their weekly schedule.

When do you do practise?

I practise on Tuesdays at five o'clock. I jump and skip.

My  
**mission**  
diary

Activity Book  
page 6