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3

Second Edition

POWER UP

Pupil's Book with eBook

Caroline Nixon & Michael Tomlinson

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Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
Welcome to Diversicus Page 4	Main character names Greetings and introductions	Language review Questions and answers Greetings			
1 Practice time Mission: Plan a week in the life of a circus artist Page 6	Telling the time Activity verbs Sounds and spelling: numbers	Review: question words <i>how, what, what time, when, where, which, who, why</i> was/were + could <i>I could dance when I was four. I couldn't skip.</i>	Balancing act Learn about balance and coordination Tangier Acrobatic Group Critical Thinking	The circus child An interview Digital Literacy	A1 Reading and Writing
2 What's for breakfast? Mission: Make a flyer for your restaurant Page 18	Food and drink Past simple irregular verbs Sounds and spelling: c spelling for 's' and 'k' sound	Defining relative clauses <i>This is for the children who eat breakfast every morning. That's the table where we all eat. This is the breakfast which dad likes to make.</i> Past simple + with/when <i>When I finished school, I went home.</i>	Food, glorious food Learn about food and nutrition Breakfast in China and around the world Social Responsibilities	The legend of the koi A traditional story Social Responsibilities	A1 Listening
3 A healthy body Mission: Make a health plan Page 30	Parts of the body Health problems Sounds and spelling: kn and n spelling for 'n' sound	Review of comparative and superlative adjectives, as ... as <i>I'm not as fast as her. Rose's taller than Jenny. Ivan's the strongest person here.</i> want/need + infinitive <i>I want to go to the party but I've got a headache. You need to rest.</i>	Work your body Learn about bones and joints Learn about ways to stay healthy Collaboration	Kancil's clever plan A fable play script Critical Thinking	A1 Reading and Writing
Review Units 1-3					
4 Fun in the jungle Mission: Make a brochure for a jungle adventure park Page 44	Natural features Past simple verbs Sounds and spelling: l, ll and le spelling for 'l' sound	Adverbs <i>well, badly, loudly, quietly, quickly, slowly, carefully, beautifully, hard, fast</i> Comparative adverbs <i>Tigers can run faster than lions. Tigers can swim better than monkeys.</i>	From the roots to the flower Learn about plants and how they grow Carnivorous plants Understanding environmental responsibilities	The story of Rama and Sita A traditional Indian story Understanding environmental responsibilities	A1 Reading and Writing

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
5 Behind the scenes Mission: Plan a play Page 56	Describing clothes Materials Sounds and spelling: -igh and i-e spelling	be made of <i>What's it made of?</i> <i>It's made of gold.</i> <i>What are the wings made of?</i> <i>The wings are made of paper.</i> shall, could and let's for suggestions <i>Shall we make the costumes?</i> <i>We could paint the set.</i> <i>Let's build a horse with boxes and card.</i>	Materials and properties Learn about the properties of different materials Greek masks Critical Thinking	The myth of Icarus A Greek myth Critical Thinking	A1 Speaking
6 Classroom stars Mission: Make prizes for your classmates Page 68	School subjects Extension of school vocabulary Sounds and spelling: f and ph spelling for 'f' sound	should/shouldn't <i>You should listen to your teacher.</i> <i>You shouldn't eat in class.</i> <i>Should you copy in exams?</i> <i>No, you shouldn't.</i> be good at + noun/gerund <i>Are you good at maths?</i> <i>Yes, I am. I'm very good at maths.</i> <i>I'm not very good at drawing.</i>	Where are we? Learn about maps and symbols Cappadocia in Türkiye Collaboration	The project A story with a song Collaboration	A1 Listening
Review Units 4–6					
7 When I grow up ... Mission: Make a poster for your dream job Page 82	Jobs Personality adjectives Sounds and spelling: -er, and -ar	have to/must and because <i>Cooks have to work late because people have dinner in restaurants.</i> <i>They don't have to work in an office.</i> <i>They mustn't forget to wash their hands.</i> <i>We must be very careful in the kitchen.</i> Using adjectives and adverbs <i>Teachers have to be kind. They must listen carefully to their students.</i>	Time detectives Learn about archaeology The Altamira Caves in Spain Digital Literacy	Don Quixote, Sancho and the windmills An adventure play script Digital Literacy	A1 Reading and Writing
8 City break Mission: Create a booklet for a city trip Page 94	Directions Places in town Sounds and spelling: revision of 'th' sound	Planning with be going to <i>What are we going to do tomorrow?</i> <i>Are we going to visit a museum?</i> <i>We're going to see a show at the theatre.</i> Prepositions of movement <i>along, around, between, in, into, next to, opposite, over, under</i>	Home, sweet home Learn about cities, towns and villages New York City Creative Thinking	The road to Hope A poem Social Responsibilities	A1 Speaking
9 Let's travel! Mission: Make a summer camp poster Page 106	Adjectives On holiday Sounds and spelling: ge spelling for 'j' sound	before, after, when clauses <i>Before we came to Mexico, I didn't know Mexico had pyramids.</i> <i>When we visited the pyramids, we climbed a lot of steps.</i> <i>After our tour, we're going to have a holiday.</i> -ed/-ing adjective endings <i>excited/exciting interested/interesting, bored/boring, dangerous, lost, loud, ready</i>	North, south, east, and west Learn about what to take on a hiking trip A hiking trip in Mexico Collaboration	The story of Popocatepetl and Iztaccihuatl A narration and legend Emotional Development	A1 Listening
Review Units 7–9					
Grammar reference page 120					



Welcome to Diversicus



Listen. What is Diversicus?

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



Listen. Who says it? Say the name.



Play the guessing game. Ask and answer.

Who's got purple hair?

Rose.

What's the name of the circus?

Diversicus.

1



Watch the video. Say the names of the characters in the story.

1

Hi, I'm Su-Lin.

I'm Jim and this is Jenny. We're twins.

We're eight. How old are you?

2

I'm nine. Look! Here's Pablo. He's nine too.

3

Pablo, these are our new friends, Jim and Jenny.

Hi, do you live in Diversicus, too?

Yes, this is our first day.

4

OK. Let's show you the school.

Great! I love science.

So do I.

5

That's our teacher, Miguel. He's my dad!

Hello. Are you my new pupils?

Yes, we are.

6

Pablo! There's Lily, your mum.

Does your mum teach too?

No, she doesn't. She's an acrobat, but today she's helping my dad.

7

Hi, Grandma! Hi, Grandpa! Meet my new friends.

Hello, children.

8

Jim, Jenny. Look! This is our new home.

Cool! A mobile home!

Come on, children. It's time to go.

2

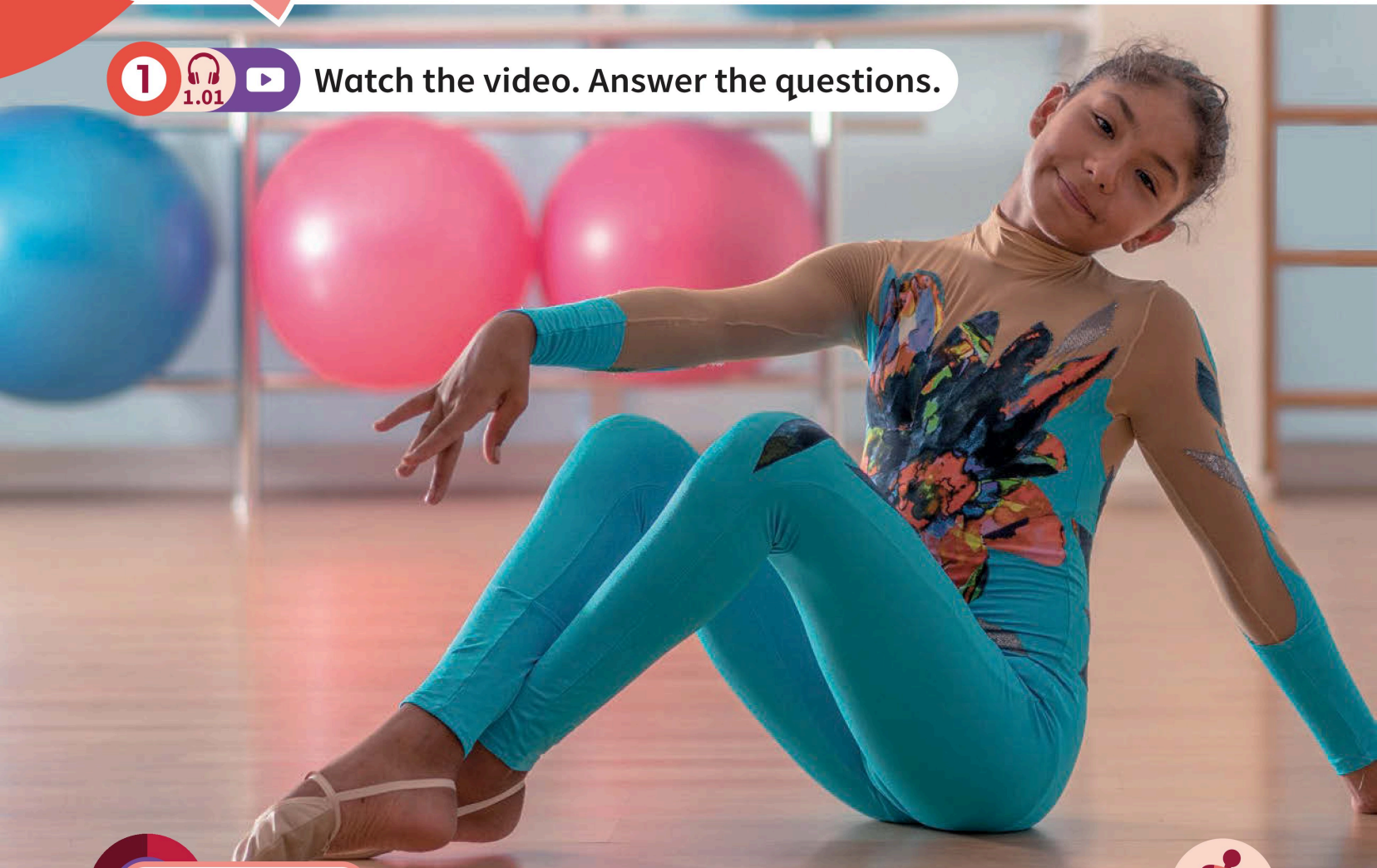
Act out the story.



Practice time



Watch the video. Answer the questions.



mission

Plan a week in the life of a circus artist



2

What activities does a circus acrobat do every day?



have breakfast



practise



have a snack

1



1.02

Listen. Then say the letter.

Diversicus is in Morocco. This morning, Mr Friendly and Rose are talking about meals and mealtimes.



a



half past twelve

e



seven o'clock

b



midnight

f



half past six

c



half past eight

g



eight o'clock

d



half past nine

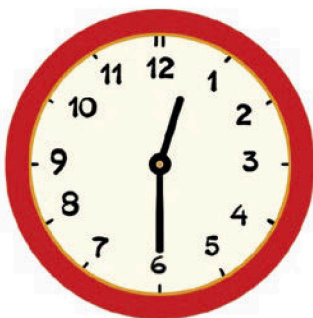
h



midday

2

What time is it? Ask and answer.



What time is it?

It's half past twelve.

a



c



e



b



d



f



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.

Telling the time

1 1.03

Watch the video. What time do the kids have lunch?

1 When do lessons start?



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

Look at the time!

2 Hello, children. Where are you going?



We're going to school.

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.

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?



Morocco! It's Morocco!

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!

2 1.04

Listen and say *yes* or *no*.

1



Watch the video. Then match.

Rose's Grammar

- | | |
|---------------------------------|---|
| 1 Which country are we in? | a They have lunch at half past twelve. |
| 2 Why are they running? | b We're in Morocco. |
| 3 What time do they have lunch? | c They're Mark and Lily. |
| 4 Who are the acrobats? | d Because school starts in ten minutes. |



2

Read. Then choose the correct word.

Diversicus is a circus. It has many acrobats and clowns, but there aren't any animals. The acrobats get up at half past six. They have breakfast early because they start practising at nine o'clock. They have lunch in the canteen. They perform in the afternoon. During the show, they climb, run and jump. The strong acrobats catch the others in the air. The shows are very exciting.



- | | |
|---|------------------------------------|
| 1 When/Who works at Diversicus? | Many acrobats and clowns |
| 2 What time/How do the acrobats get up? | At half past six |
| 3 When/Why do they have breakfast early? | Because they start at nine o'clock |
| 4 Which/Who acrobats catch others in the air? | The strong acrobats |

3

Make questions. Ask and answer.

Who do you play with at school?

Who / you play with / school?
What time / you get up?

Why / you practise / every day?
Which country / you live in?

mission 1

Plan a week in the life of a circus artist

Make a timetable of an acrobat's day. Compare it with a partner.

What time does your acrobat start practicing for the show?

My acrobat starts practicing at midday.

1



Listen and do the actions. Then sing the song.



**Hop, skip and dance, climb, climb, climb.
Jump to your places, it's practice time.**

Dress up, dress up. Put your costumes on.

We haven't got time, we haven't got long.

Hello, kids! Are you in or out?

You must be quiet, you mustn't shout!

Ivan, don't laugh. Stand in your place.

You must catch Marc with a smile
on your face.

Marc, catch Lily! Hold her legs!
She mustn't fall into the net.

Chorus

2

Describe the picture in Activity 1 to a partner. Use the words in the picture.

The people in purple clothes are dancing.

3



Write three sentences about the picture.

Let's talk about parties.
Do you like dressing up
for parties? What clothes
do you wear?





Listen or watch. What could Jim do when he was four? Write.



Ivan Investigates

Could you dance when you were four?

Yes, I **could**.

I **couldn't** skip when I **was** four.



When Jim was four, he could dance, _____ and _____.
He couldn't _____, _____ and _____.

2 What could / couldn't you do when you were four? Tell a partner.

When I **was** four, I **could** climb trees.

I **couldn't** climb trees when I **was** four but I **could** dance.

3 Make questions and answers with *could* and *couldn't*.



ride a bike



swim



skate



cook

When you **were** four, **could** you ride a bike?

No, I **couldn't**.

mission 2

Plan a week in the life of a circus artist

Write questions to ask Ivan. Take turns to act it out.

Ivan, could you ride a bike when you were four?

Yes, I could. And I could ride a bike with only one wheel!



What was your favourite food when you were three?

Could you ... when you were ...?