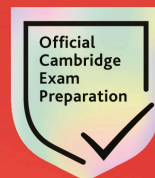




CAMBRIDGE



3

Second Edition

# POWER UP

Teacher's Book  
with Digital Pack

● Lucy Frino  
with Caroline Nixon and Michael Tomlinson

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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Skills	Assessment
<b>Welcome to Diversicus</b>	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	Telling the time Activity verbs <b>Sounds and spelling:</b> numbers	<b>Review: question words</b> <i>how, what, what time, when, where, which, who, why</i> <b>was/were + could</b> <i>I could dance when I was four. I couldn't skip.</i>	<b>Balancing act</b> Learn about balance and coordination Tangier Acrobatic Group <b>Critical Thinking</b>	<b>The circus child</b> An interview <b>Digital Literacy</b>	A1 Reading and Writing
<b>2 What's for breakfast?</b> Mission: Make a flyer for your restaurant	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>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> <b>Past simple + with/when</b> <i>When I finished school, I went home.</i>	<b>Food, glorious food</b> Learn about food and nutrition Breakfast in China and around the world <b>Social Responsibilities</b>	<b>The legend of the koi</b> A traditional story <b>Social Responsibilities</b>	A1 Listening
<b>3 A healthy body</b> Mission: Make a health plan	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 fast as her. Rose's taller than Jenny. Ivan's the strongest person here.</i> <b>want/need + infinitive</b> <i>I want to go to the party but I've got a headache. You need to rest.</i>	<b>Work your body</b> Learn about bones and joints Learn about ways to stay healthy <b>Collaboration</b>	<b>Kancil's clever plan</b> A fable play script <b>Critical Thinking</b>	A1 Reading and Writing
<b>Review Units 1-3</b>					
<b>4 Fun in the jungle</b> Mission: Make a brochure for a jungle adventure park	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>Tigers can run faster than lions. Tigers can swim better than monkeys.</i>	<b>From the roots to the flower</b> Learn about plants and how they grow Carnivorous plants <b>Understanding environmental responsibilities</b>	<b>The story of Rama and Sita</b> A traditional Indian story <b>Understanding environmental responsibilities</b>	A1 Reading and Writing

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Behind the scenes</b> Mission: Plan a play	Describing clothes Materials <b>Sounds and spelling:</b> -igh and -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>The wings are made of paper.</i> <b>shall, could and let's for suggestions</b> <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>	<b>Materials and properties</b> Learn about the properties of different materials Greek masks Critical Thinking	<b>The myth of Icarus</b> A Greek myth Critical Thinking	A1 Speaking
<b>6 Classroom stars</b> Mission: Make prizes for your classmates	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 eat in class.</i> <i>Should you copy in exams?</i> <i>No, you shouldn't.</i> <b>be good at + noun/gerund</b> <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>	<b>Where are we?</b> Learn about maps and symbols Cappadocia in Türkiye Collaboration	<b>The project</b> A story with a song Collaboration	A1 Listening
<b>Review Units 4–6</b>					
<b>7 When I grow up ...</b> Mission: Make a poster for your dream job	Jobs Personality adjectives <b>Sounds and spelling:</b> -er and -ar	<b>have to/must and because</b> <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> <b>Using adjectives and adverbs</b> <i>Teachers have to be kind. They must listen carefully to their students.</i>	<b>Time detectives</b> Learn about archaeology The Altamira Caves in Spain Digital Literacy	<b>Don Quixote, Sancho and the windmills</b> An adventure play script Digital Literacy	A1 Reading and Writing
<b>8 City break</b> Mission: Create a booklet for a city trip	Directions Places in town <b>Sounds and spelling:</b> revision of 'th' sound	<b>Planning with be going to</b> <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> <b>Prepositions of movement</b> <i>along, around, between, in, into, next to, opposite, over, under</i>	<b>Home, sweet home</b> Learn about cities, towns and villages New York City Creative Thinking	<b>The road to Hope</b> A poem Social Responsibilities	A1 Speaking
<b>9 Let's travel!</b> Mission: Make a summer camp poster	Adjectives On holiday <b>Sounds and spelling:</b> ge spelling for 'j' sound	<b>before, after, when clauses</b> <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> <b>-ed/-ing adjective endings</b> <i>excited/exciting interested/interesting, bored/boring, dangerous, lost, loud, ready</i>	<b>North, south, east, and west</b> Learn about what to take on a hiking trip A hiking trip in Mexico Collaboration	<b>The story of Popocatepetl and Iztaccihuatl</b> A narration and legend Emotional Development	A1 Listening
<b>Review Units 7–9</b>					
<b>Grammar reference</b>					

# 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, quizzes 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 speech recognition activities.

### 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*.

The collage displays four pages from the *Power Up Second Edition* textbook, illustrating different types of learning activities:

- Practice time:** A page featuring a video of a circus acrobat and a 'mission' task where students plan a week in the life of a circus artist.
- Vocabulary 2 and song:** A page with a song about a circus, including actions like 'Hop, skip and dance, climb, climb' and a 'mission' task to describe a picture.
- Story:** A page titled 'DIVERSICUS' with a story about a circus and a 'mission' task to write three sentences about the picture.
- Language practice 1:** A page with a video of a circus acrobat and a 'mission' task to make questions and answer them.

# 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.

**2 What's for breakfast?**

**My unit goals**

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

I want to \_\_\_\_\_ To do this, I will \_\_\_\_\_  
I will learn how to say \_\_\_\_\_ in English.

**My mission diary**

How do you feel about your work at each stage? Draw.

stage 1 stage 2 stage 3 Mission in action!

How well did you work in pairs? \_\_\_\_\_

**My progress**

Tick what you can do now.

I can describe things using <b>who</b> , <b>which</b> and <b>when</b> .	<input type="checkbox"/>	I can read and understand a story.	<input type="checkbox"/>
I can ask and answer about things I did using <b>when</b> .	<input type="checkbox"/>	I can read and understand a menu.	<input type="checkbox"/>
		I can talk about healthy food.	<input type="checkbox"/>
		I can write a restaurant review.	<input type="checkbox"/>

18 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 Diversicus stories and the Culture and Skills lessons.

**Culture 5**

**1** Listen and read. Then read the sentences and say *yes* or *no*.

**A theatre workshop**

In our theatre group, we use different materials to make our costumes, props and sets. We use materials with different **properties**. Some materials are flexible and light. Some materials are rigid and strong. It's important to use materials that are safe.

We make masks with papier-mâché. It's flexible and light because it is made of paper, glue and water. You can paint the masks and decorate them with lots of different things.

Today we're making Greek masks. Theatre was very important in Ancient Greece. Most cities had a theatre and people went there to watch comedies (funny shows) or tragedies (sad or serious shows). The actors used masks to show different emotions more clearly. Some masks were double-sided, which means they could have one face on one side and a different one on the other side. Let's make happy and sad double-sided masks!

**1** All materials are flexible and soft.  
**2** Papier-mâché is made with paper, glue and water.  
**3** You can't paint papier-mâché.

**4** People in Ancient Greece didn't like the theatre.  
**5** Tragedies were usually serious shows.  
**6** You can have two different emotions on double-sided masks.

**mission 3 Plan a play**

Make a mask. Show and tell with a partner.

Look at my mask. It's a brown bear. It's made of paper plates.

**My Mission Diary**  
Activity Book page 56

**Creative Thinking** | Learn about Greek masks **63**

- **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.

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 ...

1 ... is from India?	4 ... sometimes eats spiders?
2 ... is from the USA?	5 ... has got sticky hairs?
3 ... eats flies?	6 ... 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




3 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 16.

Sustainability: Understanding environmental responsibilities | Learn about carnivorous plants

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

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

## 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

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# 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

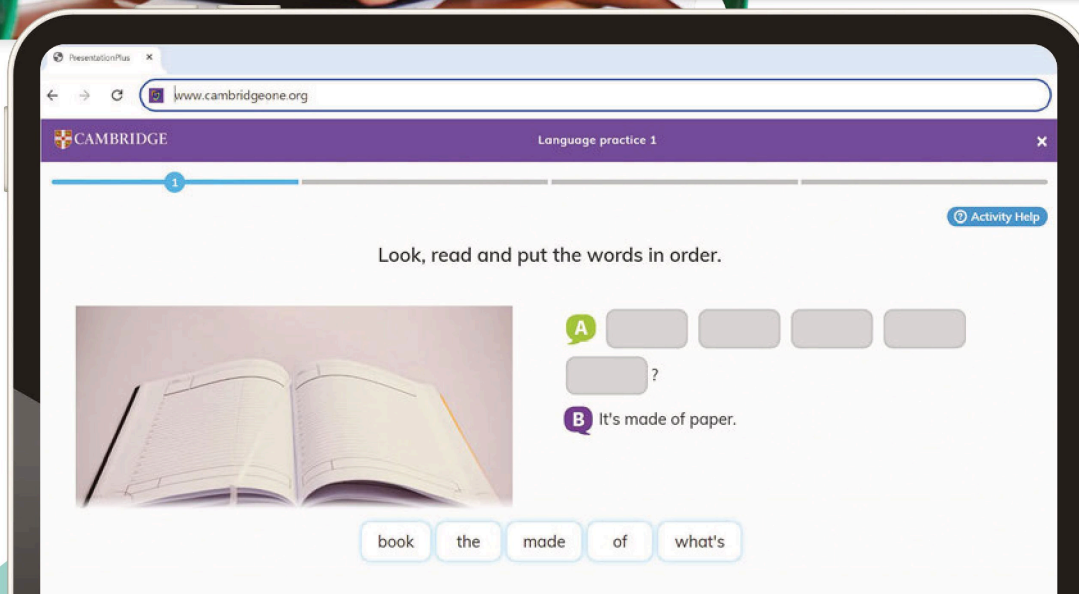
- Pupil's eBook
- All the class videos and class audio

### 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



# Meet the team!



**Jim**



**Jenny**

Jim and Jenny Friendly are twins who accompany the learners through the Vocabulary and Language practice lessons and provide an enjoyable, familiar context for practising the key language featured in each unit. Their travels form the backdrop for the Story lessons and help contextualise the vocabulary and grammar in each unit.

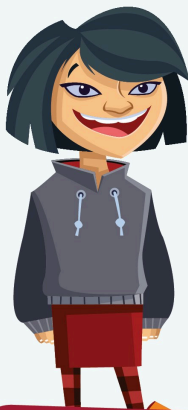


**Rose Quartz**



**Ivan**

Rose Quartz, the mischievous manager of Diversicus, and Ivan, the circus strongman, introduce and guide learners through the Language practice lessons. Rose also helps with Vocabulary output and personalisation, and Ivan introduces Sounds and spelling exercises in the Activity Book that support learners with difficult spelling patterns and pronunciations.



**Su-lin**



**Pablo**

Su-lin and Pablo are firm friends of Jim and Jenny who also live and travel with Diversicus. They appear in the Story and Vocabulary lessons.



**Miguel**



**Lily**

Miguel, a teacher, and Lily, an acrobat, are Pablo's parents. They appear in the the Story lessons, and through dialogue and interaction, help to put the unit grammar in context.

# Unit walkthrough

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

Listening activities contextualise the language in real-world situations.

**2 What's for breakfast?**

1 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.

Vocabulary 1

1 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 Watch the video. Say the chant.

3 Look and write.

A bowl of ...

1 cereal

2

A cup of ...

3

4

Food and drink 19

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

**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.



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.

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

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

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

**Story**

**DIVERSICUS**

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. (No dialogue)

2. Listen. Who says it?

**20 Social Responsibilities** | Defining relative clauses in context

**Language practice 1**

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.

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**

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

### 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 Activity 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.

**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.



**Vocabulary 2 and song**

**1** 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.

**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

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

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

**Language practice 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.

- They **drove** / **drived** cars when they arrived.
- When she **won** / **win** the balloon game, they **give** / **gave** her a prize.
- 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 28

**23** Past simple with **when**

**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.

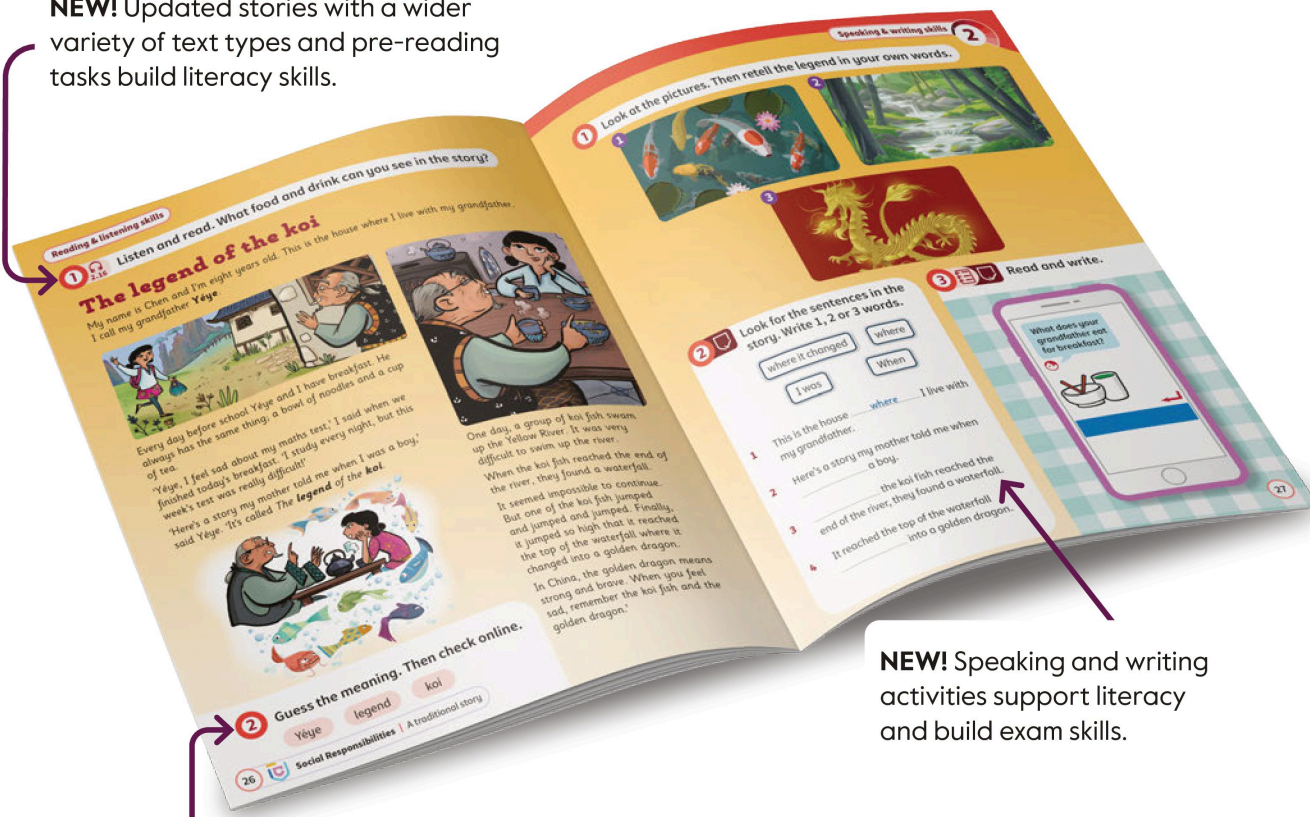
A listening activity supports linguistic diversity.



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

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



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



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

**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.

### 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.

#### 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?



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

28 Preparation for Listening

### mission in action!

Review 2

1 Make a flyer for your restaurant.

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

>> Go to page 121  
Remember the grammar from Unit 2

My Mission Diary  
Activity Book page 15 Unit consolidation 29

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.

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



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.





Additional opportunities to build exam skills and recycle language.





**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

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


Number 2 – mountain.  
Mount Teide is the highest mountain in Spain.

**Grammar review**

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.

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





# Welcome to Diversicus

1



Listen. What is Diversicus?

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



2



Listen. Who says it? Say the name.

3

Play the guessing game. Ask and answer.

Who's got purple hair?

Rose.

What's the name of the circus?

Diversicus.

4

Greetings and introductions



## Welcome Unit learning outcomes

### Learners learn to:

- recognise and name the course characters
- greet people and introduce others
- describe people
- ask and answer *Who's got (purple hair)?*

**New language** character names, *circus*, *tour*, *Nice to meet you*, *This is ... / These are ...*

**Recycled language** colours, describing people, introducing yourself, present tense questions

**Materials** flashcards of Power Up Level 3 characters, recycled paper, coloured pens or pencils, pictures of a circus tent and circus performers (optional), audio, video

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

## Self-assessment

- **SA** Say *Open your Pupil's Books at page 4. Look at the picture. What can you see?* Encourage learners to say as many things as they can, e.g. *A lorry, boxes, a skateboard.*
- Have learners self-assess by drawing a face on recycled paper to reflect how they felt about their work. Say *OK. Let's learn.*

## Warm-up

- Show or draw a picture of a circus tent. Say *Look! A circus!* Write the word *circus* on the board. Learners repeat.
- Ask *What can you see at the circus?* Use pictures of circus performers or mime (e.g. tight rope walkers, clowns, jugglers). Write suggestions on the board. Say *We are going to learn more about the circus.*

## Pupil's Book, page 4



### Listen. What is Diversicus?

- Play the audio or video. Check answers.
- Read the caption. Check comprehension of *tour*. Explain that people who work with a circus travel to different towns. They *go on tour*. Point to the strongman and the women who are pushing the clothes rack. Ask *What are these people doing?* (*Putting things in the lorry / Getting ready to leave*)
- Say *Look at the names. Let's listen and point.* Play the audio. Learners point to the characters. Show each character flashcard in turn and ask *Who's this?*
- Practise introductions by showing the character flashcards and pretending to introduce the characters to different learners, e.g. *Emilia, this is Rose Quartz.* Encourage the learners to respond *Nice to meet you.* Use two character flashcards at a time, e.g. *Antonio, these are Jim and Jenny's parents.*

- Learners repeat the activity in pairs, pointing to the characters in their books.

### Track 0.02

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

- Rose: Hi! I'm Rose Quartz and this is my circus. Welcome to Diversicus.
- Mrs Friendly: Nice to meet you, Rose. I'm Kim Friendly, your new musical director.
- Mr Friendly: And I'm Ben Friendly, your new cook. And these are our two children, Jim and Jenny.
- Rose: Hello, everybody.
- Jim and Jenny: Hello.
- Mrs Friendly: This is a great circus. It's very exciting for us to be here!
- Jim and Jenny: Yeah. Mmm.
- Jim: Who's that big man with the beard?
- Jenny: Wow! He's really strong!
- Rose: Yes, he is. His name's Ivan. He's our strongman. ... Ivan! Put those in the lorry, please, and come and meet the Friendly family.
- Ivan: OK, Rose.

**Key:** It's a circus.



### Listen. Who says it? Say the name.

- Stick the character flashcards on the board. Read the instructions. Play the first sentence on the audio. Pause for learners to say the name.
- Repeat for the rest of the sentences.

### Track 0.03

- 1 Rose: Hi! Welcome to Diversicus.
- 2 Mrs Friendly: Nice to meet you, Rose.
- 3 Mr Friendly: These are our two children, Jim and Jenny.
- 4 Mrs Friendly: This is a great circus.
- 5 Jim: Who's that big man with the beard?
- 6 Jenny: Wow! He's really strong!
- 7 Rose: Come and meet the Friendly family.
- 8 Ivan: OK, Rose.

**Key:** 1 Rose 2 Mrs Friendly 3 Mr Friendly  
4 Mrs Friendly 5 Jim 6 Jenny 7 Rose 8 Ivan



### Play the guessing game. Ask and answer.

- Read the speech bubbles. Ask more questions, e.g. *Who's got glasses? (Jim) What is Ivan carrying? (Boxes)*
- Learners continue the quiz game in pairs.

## Ending the lesson

- With books closed, describe a character from the picture, e.g. *She likes skateboarding. She's got a brother.* Learners say the name (*Jenny*). Show the character flashcard to confirm.



**Learning outcomes** By the end of the lesson, learners will have encountered greetings and introductions in context.

**New language** *acrobat, mobile home, pupil, science*

**Recycled language** *family members, help, school, show, teacher, twins, How old are you? I love ... So do I. What are your names? I'm ...*

**Materials** character flashcards, books, a recycled cardboard box and two scarves or pieces of scrap material for each group of eight learners (optional), audio, video

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

## Warm-up

- Hold up each character flashcard. Ask *Who's this?* Learners say the name. Then say *Remember the names!* Turn the flashcards over. Point to the back of each flashcard. Ask *Who's this?* Learners say the name. Reveal the picture.
- Display all the flashcards and ask, e.g. *Who's got a (moustache)? Who's wearing (red trousers)? Who's wearing a (blue hat)? Who's got red/black/grey hair? Who's the (circus manager)?*
- **SA** Have learners self-assess by showing a thumbs up (I feel very confident), a thumbs in mid position (I think I know this) or a thumbs down (I'm not confident).

## Pupil's Book, page 5

### The Diversicus song

- Play the song at the beginning of the story. Learners listen. Write the words on the board and check comprehension. Explain that *Big Top* is another name for the circus tent. Play the song again. Encourage the learners to sing along.

Track 0.04

Diversicus

Diversicus, Diversicus,

We're harmony in a circus, us,

Where music, art and beauty don't stop,

Acrobats and dancers under one Big Top.



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

- Say *Open your Pupil's Books at page 5. Ask Who can you see in picture 1? (Jim and Jenny) Say Jim and Jenny are new. Who do they meet? What do they see? Look at the pictures. Give learners time to look.*
- Ask *What are the names of the children's new friends?* Play the audio or video. Learners listen and read. Check answers (*Su-Lin and Pablo*).

Track 0.04

Diversicus song + see cartoon on Pupil's Book page 5.

- Write questions on the board. Play the audio or video again. Check answers and comprehension of *science, pupil and mobile home*.

1 *How old are Jim and Jenny? (They're eight.)*

2 *How old are Su-Lin and Pablo? (They're nine.)*

3 *Who is Miguel? (Pablo's dad)*

4 *What is Pablo's mum doing today? (She's helping his dad.)*

5 *Who do Jim and Jenny meet after Lily? (Su-Lin's grandparents)*

6 *What is the Friendly's new home? (A mobile home)*

**Key:** Su-Lin, Jim, Jenny, Pablo, Miguel, Lily, Grandma, Grandpa, Mrs Friendly, Mr Friendly

## 2 Act out the story.

- Write on the board: *Jim, Jenny, Miguel, Pablo, Lily, Su-Lin, Grandma, Grandpa*. Ask *Who do Jim and Jenny meet first? (Su-Lin) What do the twins ask? (How old are you?)* Choose three learners to act out this part of the story. Encourage them to use gesture (they wave 'hello' when they meet, 'Jim' points to himself when he says *I'm Jim* and then points to 'Jenny' for *This is Jenny*.)
- Ask *What happens next? (The children meet Pablo.)* Ask questions about the rest of the story in the same way. Get groups of learners to act out each picture.
- Put the class into groups of eight. Learners choose their roles from the list on the board. Monitor and help.
- Groups practise acting out the story, using gesture and movement. Hand out props for each group if possible: books for 'Miguel', a box for 'Lily' and a scarf for each of the 'grandparents'. Ask different groups to act out part of the story for the whole class.

**Extension** Point to picture 4. Ask two learners to read Jim's speech bubble and Su-Lin's reply. Ask *Does Su-Lin like science? (Yes) Write I love science. ... So do I* on the board. Explain that we use *So do I* to agree with someone. Present *I don't* and write it next to *So do I*. Write on the board: *big cities, the countryside, kittens, clowns, rain, snow, pasta, picnics, cheese*. Learners work in pairs. One learner says a sentence with *I like/love ...* e.g. *I like big cities*, and the other responds *So do I* or *I don't*.

## Ending the lesson

- Stand next to a learner and say *Hi! I'm (name). What's your name?* Encourage the learner to respond. Point to a nearby learner and introduce him/her to the first learner. Say *Meet (name). He's/She's my friend*. Encourage the two learners to say *Hi, (name)!* and get them to shake hands. All the learners greet each other and shake hands.
- Write *I'm ... Meet ... This is ...* on the board. Practise pronunciation.
- Learners walk around the class in pairs, introducing themselves to other pairs of learners.

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.

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

2

Act out the story.

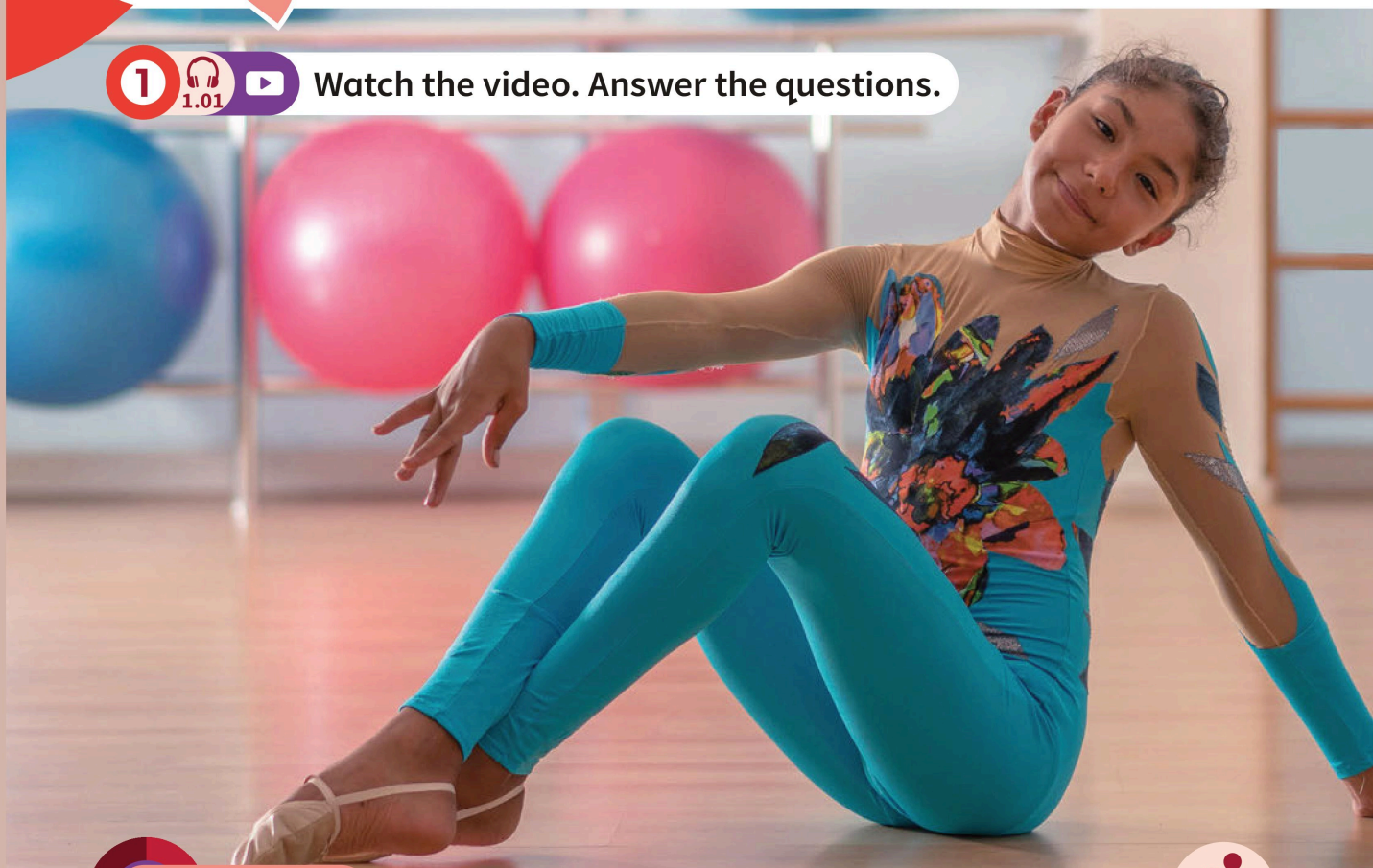


# 1

## 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

## Unit 1 learning outcomes

### Learners learn to:

- tell the time
- understand and make questions in the present tense
- use action verbs
- use *could* and *couldn't* to describe abilities in the past
- extract specific information from a reading text
- read about the life of a child who is part of a circus
- compare and contrast what they read with their own lives

**Materials** recycled paper, coloured pens or pencils, a schedule or weekly planner completed with daily events (optional), audio, video

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

### Self-assessment

- Say *Open your Pupil's Books at page 6. Look at the photo. Is she a strongman? (No) Is she a dancer? (Yes, she is.) Think of words to describe her. Write ideas on the board (e.g. flexible, careful).*
- Ask *What do you practise? Music, dancing, football? Acrobats practise a lot. They need lots of time to practise. They need practice time.*
- **SA** Have learners self-assess by drawing a face on some recycled paper to reflect how they felt about their work. Say *OK. Let's learn.*

### Warm-up

- Point to the photo of the dancer again. Say *She practises every day. She practises on Monday, Tuesday ...* Learners repeat the days of the week.
- Write the days of the week on the board in random order. Choose learners to come to the board and number the days in the correct order.

## Pupil's Book, page 6



**Watch the video. Answer the questions.**

- Say *In this unit we're talking about daily routines and practising to become good at something. Say Let's watch the video.* To introduce the topic, play the video.
- Pause the video while you watch to ask learners for any vocabulary they know and to say what they can see and what they think is happening. (e.g. *exercising, climbing*)
- Discuss the questions in the video. Then learners ask and answer in pairs.

### Track 1.01

Practice Time

Let's talk about practice time.

What can you see?

Do you practise any of these activities?

**Key:** Suggested answers: 1 a girl jumping, people doing exercises, children skipping rope, a boy climbing, girls dancing, a child stretching 2 Learners' own answers.



## mission

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

- Explain that in this unit the mission is to plan a week in the life of a circus artist.
- Say *When we plan, we think about a week before it happens. What happens on Monday morning? And in the afternoon? What about Tuesday? Ask What do you and your parents plan? Is there something you do every week? Maybe a class or a sport? Which day do you do it? Show a real weekly schedule or draw one on the board. Say Imagine you are in the circus! You need to plan your week.*
- Mime warming up (stretching arms, breathing deeply) and say *Look! I'm warming up. You need to warm up before you do sport or dance or acrobatics. Why? Talk about how warming up prevents injury. Say Circus performers need to warm up before they practise. Let's warm up now! Repeat the mime and encourage learners to join in. Say This is our mission.*

## 2 What activities does a circus acrobat do every day?

- Focus on the activities on the page. Explain that these are things a circus acrobat does every day. Learners repeat the words.
- Tell learners the three photos are suggested answers for the question. Learners can also use their own ideas.
- Ask *What other daily activities do you know in English?* Learners name as many daily activities as they can. If they name a daily activity in their own language, tell them the English names.

**Key:** Learners' own answers.

## Activity Book, page 6

### My unit goals

- Go through the unit goals with the learners. You can read these aloud or display them using Presentation Plus.
- You can go back to these unit goals at the end of each mission stage during the unit and review them. Say *This is our mission page.*

### Ending the lesson

- Ask *What's your favourite day of the week?* Write the days on the board. Have learners vote for their favourite day.

**Learning outcomes** By the end of the lesson, learners will be able to tell the time.

**New language** *half past, midday, midnight, o'clock*

**Recycled language** character names, daily routines, meals, *o'clock, snack, wake up*

**Materials** Character flashcards, Telling the time flashcards, teaching clock(s) (optional), pencil case, audio, video

**Digital Classroom** Presentation Plus, Digital Flashcards, Practice Extra, Teacher's Resources

## Warm-up

- Hold up each character flashcard and ask *Who's this?* Learners say the name.
- Put the flashcards on the board. Say *Look and remember!* Give learners 20 seconds. Say *Close your eyes.* Remove a flashcard. Say *Open your eyes. Who's missing?* (e.g. *Mrs Friendly*) Repeat with other character flashcards.

## Presentation

- Hold up each Telling the time flashcard and say the words. Learners repeat.
- Show a teaching clock, set at 'o'clock' (or draw on the board). Ask *What time is it?* Learners say *It's (seven) o'clock.* Repeat with different 'o'clock' times. Practise *half past, midday and midnight* in the same way.

## Pupil's Book, page 7

### 1 Listen. Then say the letter.

- Say *Open your Pupil's Books at page 7. Who is in the picture? (Mr Friendly and Rose) Where are they? (In the kitchen) What time is it? (Six o'clock)*
- Ask *Which meal is in the morning? (Breakfast) Which meal is next? (Lunch) Which meal is after lunch? (Dinner)* Write the meals on the board.
- Mime getting up and say *I get up.* Learners copy. Mime having breakfast (e.g. eating cereal) and say *I have breakfast.* Learners copy. Continue with *I go to school, I have lunch, I go home and I have dinner.* Say each phrase. Learners do the correct mime.
- Ask *Who eats lots of meals and snacks at Diversicus? Let's listen.* Play the audio. Check answers (*Ivan*).

#### Track 1.02

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

Mr Friendly: Good morning, Rose.

Rose: Good morning, Ben! It's very early. It's only six o'clock. What are you doing?

Mr Friendly: I'm looking at the meals for today. Breakfast for the artists is at seven o'clock, because they have to practise.

- Rose: ... And the children have breakfast at eight o'clock, because school starts at nine.
- Mr Friendly: Good. And what about lunch? What time do they have lunch?
- Rose: We all have lunch at half past 12, but Ivan has his first lunch at midday.
- Mr Friendly: His *first* lunch at 12 o'clock?
- Rose: Yes, Ivan has two lunches because he has to eat a lot.
- Mr Friendly: OK ... Does he have a snack between breakfast and lunch?
- Rose: Ha ha. A snack! Yes, he does. He has a really big sandwich, a salad and a big bottle of milk at half past nine.
- Mr Friendly: Fine. And what about dinner? What time is dinner?
- Rose: The children have dinner at half past six, and the artists have dinner at half past eight. Ivan has his first dinner with the children and his second dinner with the artists.
- Mr Friendly: OK. Is that the last meal of the day?
- Rose: Well, no. Ivan always has a big snack at midnight.
- Mr Friendly: At midnight! Do I have to cook at midnight?
- Rose: No, Ben. It's OK. Ivan makes his bedtime snack.
- Mr Friendly: Phew!

**Key:** children have breakfast – g lunch – a Ivan has first lunch – h Ivan has a snack – d children and Ivan have dinner – f artists and Ivan have dinner – c Ivan has bedtime snack – b

### 2 What time is it? Ask and answer.

- In pairs, learners take turns to ask and answer, pointing to the clocks in order and then randomly.

**Key:** a It's half past eleven. b It's half past four. c It's two o'clock. d It's three o'clock. e It's half past ten. f It's half past one.

### 3 Ask and answer.

- Ask a learner *What time do you have breakfast?*
- Learners ask and answer in pairs.

**Key:** Example questions and answers: What time do you (have a snack/lunch/dinner / wake up / go to bed)? I (have lunch) at (two o'clock). I (wake up) at (seven o'clock).

## Ending the lesson

- **SA** Show the flashcards. Ask *Do you know the words?* Have learners self-assess by giving each other high fives (confident) or low fives (not confident).