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# Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment			
Welcome to Diversicus	Main character names Describing people	Revision of Level 3						
This year's trip Mission: Plan a trip with a friend	Months and ordinal numbers Journeys Sounds and spelling: stress in months vocabulary	might/may It might be hot. You may need a strong pair of boots.  Indefinite pronouns everywhere, somewhere, anywhere, nowhere; everyone, someone, anyone, no-one; everything, something, anything, nothing	What's the climate like? Learn about climates and climate zones The Arabian Desert Cultural Awareness	The lion of the Seas A children's encyclopedia entry Cultural Awareness	A2 Reading and Writing			
Our beautiful planet Mission: Make an explorer's expedition diary	The natural world Animals Sounds and spelling: silent <i>e</i>	Past simple review: regular and irregular verbs; ago We got here three days ago. We didn't camp in the woods. Did you sleep in a tent? too and enough There's too much pollution. There isn't enough ice.	Save our world Learn about endangered animals Animals in Australia Appreciating Interdependence	When Dad lost his glasses A poem Thinking in systems	A2 Listening			
Let's celebrate! Mission: Have a quiz party	Competitions Music and festivals Sounds and spelling: <i>b</i> and <i>v</i>	Present perfect for experience Have you ever won a competition? Have you ever been in a race? Present perfect with just, already, yet I've already taken more than 100 photos. I haven't seen the pyramids yet. We've just finished in Brazil.	Making music history Learn about the history of musical instruments Brazilian carnival music Creative Thinking	The local football hero A real-life story Creative Thinking	A2 Listening			
	Review Units 1-3	teview Units 1-3						
Time of our lives Mission: Write a chain story	Verbs for offers, promises and requests Telling the time Sounds and spelling:	Past continuous We were waiting at the bus stop when it started to rain. While we were getting on the bus, I was looking for my ticket. Present perfect with since/ for	Time zones Learn about time zones New Year celebrations around the world Digital	The legend of Mother Mountain A legend Appreciating Interdependence	A2 Listening			
	alternative spellings for <i>ee</i>	I've worked in restaurants since I was a teenager. I've been a chef for 22 years.	Literacy					

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
Let it snow!  Mission: Prepare a TV weather repor	Seasons and weather In winter Sounds and spelling: revision of -er, -ar and -or endings	will/won't We won't go outside today. You'll stay at home. Conjunctions: so and because We didn't go skiing because it was foggy. We couldn't see very well, so it wasn't safe to ski.	Spring, summer, autumn, winter Learn about why we have seasons Climate in Argentina Critical Thinking	Tomás and the snowman A real-life story Critical Thinking	A2 Speaking
Working together Mission: Prepare for a job interview	Jobs World of work Sounds and spelling: stress in compound nouns	Question tags You're a mechanic, aren't you? You can't fix robots, can you? Short questions 'I've got a problem.' 'Have you?' 'I can't find my mobile phone.' 'Can't you?'	Inventions and robotics Learn about inventions and robotics South Korean inventions Digital Literacy	A science-fiction story  Emotional Development	A2 Reading and Writing
	Review Units 4-6	;			
7 Then and now Mission: Make a poster about a household object	Things in the home Adjectives to describe objects Sounds and spelling: j spelling	Past participles seen, found, driven, ridden, taken, broken, gone, left, tried, forgotten, put, stood, fallen, cut be used for/to They were used to bury the Egyptian kings. They 're used for teaching people about the Ancient Egyptians.	Time machines Learn about the evolution of objects The pyramids of Ancient Egypt Social Responsibilities	The boy king A historical fiction story  Social Responsibilities	A2 Reading and Writing
Space trave Mission: Write a space missio report	Adventure words	will and going to We 're going to have a special visitor. Some people think we'll live on Mars. Review of past tenses I finished my comic book. I was opening the wardrobe	Preparing for Mars Learn about space exploration The International Space Station Imagining alternative futures	My space blog A blog Imagining alternative futures	A2 Reading and Writing
Great bakers Mission: Invent a new recipe	Mealtimes and snacks Cooking Sounds and spelling: sh	door when a cat jumped out.  It smells/tastes/looks/feels/ sounds like  I wanted to know what it tasted like.  It felt like dry grass.  It smelt like carrot cake.  It looked like a nest.  make somebody + adjective The smell's making me hungry.	How chocolate is made Learn about chocolate production Traditional food in the UK Appreciating cultural diversity	The gingerbread girl's adventure A fairy tale adaptation Emotional Development	A2 Reading and Writing
	Review Units 7-9	)			
	Grammar refere				

### 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 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
- (6) 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*.





### 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.

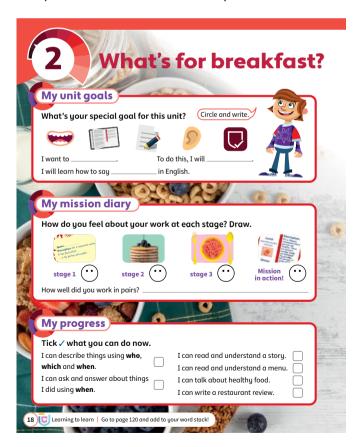
It is designed to easily allow the teacher to monitor for evidence, to measure progress and also includes tasks that are similar to those in formal summative tests, such as Cambridge English Qualifications.

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 guickly.
- 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.





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.



- 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.

#### informed, compassionate and innovative agents for positive change. Thinking in systems Knowledge 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). ncourage learners to think about how these

# Supporting sustainability skills development

You can find activities that model sustainable alternatives and build sustainability skills throughout the Pupil's Book.



\*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.

### Component overview

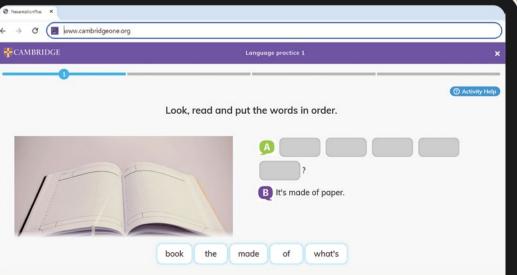
#### For the Teacher

#### 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.







# Meet the team!



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, 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 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, 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

#### This unit walkthrough reflects both Levels 3 and 4.

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

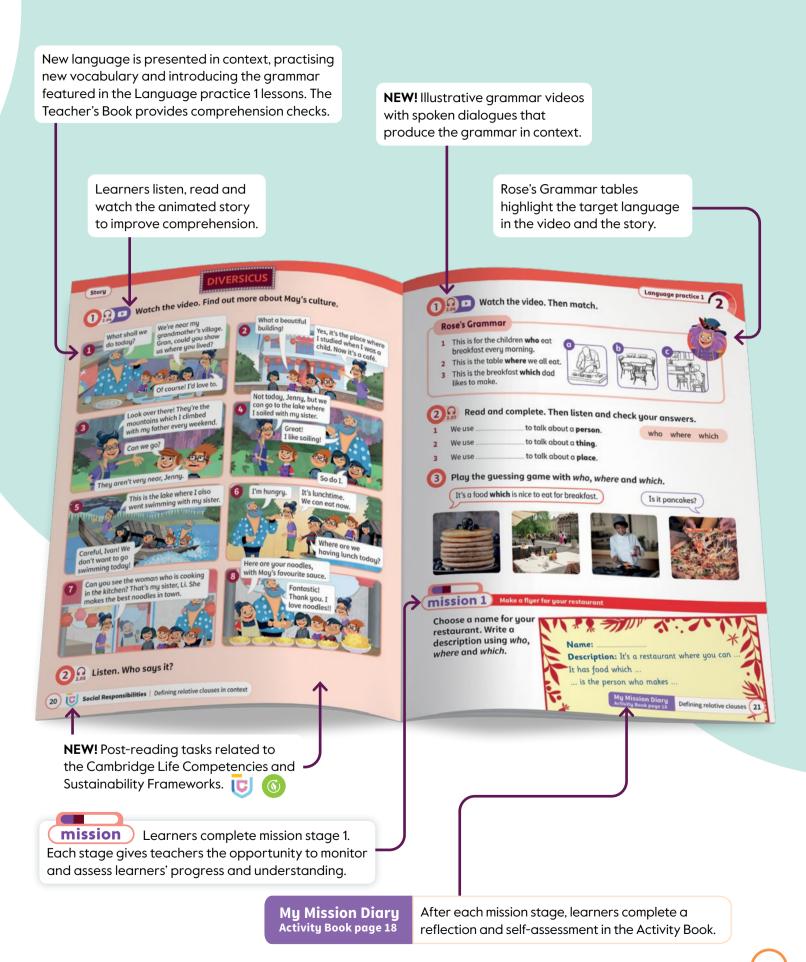
Listening activities contextualise the language in real-world situations.

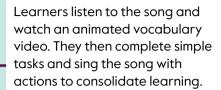




At multiple points throughout the unit, learners are asked to self-assess their progress. This is signposted in the Teacher's Notes with the SA icon.







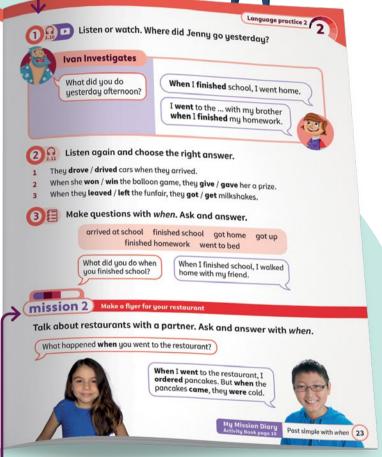
**NEW!** A grammar video comprising a conversation between course characters and a quick quiz allows learners to hear and say the new language in a natural context while testing their comprehension.





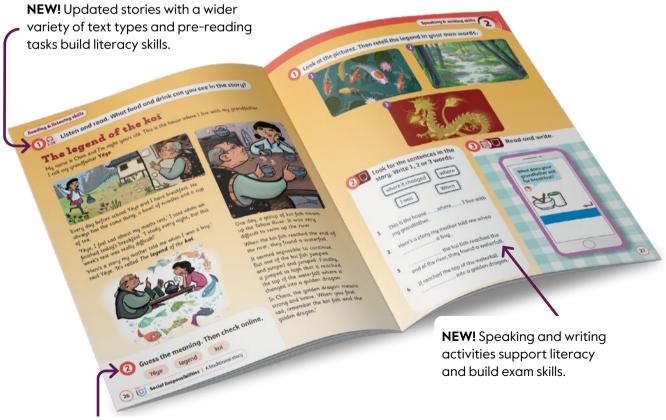
Vocabulary games provide further practice and help develop listening, reading, writing and speaking skills.

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



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.





**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.







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.





### **Welcome to Diversicus**



Listen. Who speaks in this part of the director's film?



- 2 Who says it? Listen and say the name.
- 3 Play the describing game.
  - Lily.

She's an acrobat. She's Pablo's mum. She's Marc's sister.



#### Welcome to Diversicus Unit learning outcomes

#### Learners learn to:

- review the course characters
- review describing people, family, jobs, likes and hobbies
- ask and answer Who's Jenny's mum? Mrs Friendly. Who's Marc? He's Pablo's uncle.

**New language** film director

Recycled language character names, describing people, family, introducing yourself and others, jobs, circus, tour, possessive 's, present continuous

**Materials** Audio

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

#### Warm-up

- Show a picture of a circus tent or draw one. Ask What's this? (A circus) What's the name of the circus in this book? (Diversicus)
- Revise the characters using the flashcards. Ask, e.g. What's his/her name? Who's Jenny's brother? What does Ivan do?
- Stick flashcards on the board and practise the names. Sau Close your eyes. Take away a flashcard. Say Open your eyes. Who's missing? Learners say the name.

#### Self-assessment

- SA Say Open your Pupil's Books at page 4. What can you see? Learners say as many things as they can, e.g. books, vegetables, costumes.
- Have learners self-assess by giving each other high fives (confident) or low fives (not confident). Say OK. Let's learn.

#### Pupil's Book, page 4



#### 1) 🔐 Listen. Who speaks in this part of the director's film?

- Check comprehension of world tour. Point to the director and say She's directing a film. A director tells the actors and the camera operators what to do.
- Ask Who speaks in this part of the film? Play the audio. Check answers.

Track 0.01

Diversicus is preparing to go on their new world tour. Today, a film director is asking about life in the circus.

Director: Action!

Jim: Hello, I'm Jim. I'm nine. I live in a circus called

Diversicus. My dad, Mr Friendly, is the cook and my mum, Mrs Friendly, is the musical director. And now here's my best friend, Pablo.

Pablo: Hi, I'm Pablo. My parents work in the circus, too. My dad, Miguel, is our teacher, and my

mum, Lily, is an acrobat and a dancer. My Uncle Marc's an acrobat, too. He also drives one of the big circus lorries. I'm ten. a year older than Jim. I like drawing and

computers.

Hello, I'm Jenny. I'm Jim's twin sister. Jim likes Jenny:

science and computers, but I like sport and taking photos. We're going to travel round the world again this year, but we're going to go to different places. And now here's my best friend. Hi, I'm Su-Lin and I'm ten. My grandparents,

Fred and May, are designers for the circus and my mum, Zoe, is a singer. I love travelling, so

I'm really excited about our next world tour!

Jim, Jenny, Pablo: And so are we!

Director: Wonderful! That's perfect! Thank you very

much, everyone!

#### Key: Jim, Pablo, Jenny, Su-Lin

- Say Look at the names. Say the names. Learners point and repeat.
- Ask, e.a. Who's Jennu's mum? (Mrs Friendly) Learners say the name and point. Then ask, e.g. Who's Marc? (He's Pablo's uncle.)
- Learners repeat the activity in pairs, pointing to the characters in their books.

### Who says it? Listen and say the name.

Stick the flashcards for the children on the board. Play the audio. Pause after each sentence for learners to answer.

#### Track 0.02

Su-Lin:

- 1 Pablo: I like drawing and computers.
- Jenny: We're going to travel round the world again this year, but we're going to go to different places.
- Jim: My dad, Mr Friendly, is the cook and my mum, Mrs Friendly, is the musical director.
- Jenny: Jim likes science and computers, but I like sport and taking photos.
- Pablo: My dad, Miguel, is our teacher, and my mum, Lily, is an acrobat and a dancer.
- Jim: I live in a circus called Diversicus.
- Su-Lin: I love travelling, so I'm really excited about our next world tour!
- 8 Jenny: I'm Jim's twin sister.
- Jim: And now here's my best friend, Pablo.
- Su-Lin: My grandparents, Fred and May, are designers for the circus and my mum, Zoe, is a singer.

Key: 1 Pablo 2 Jenny 3 Jim 4 Jenny 5 Pablo 6 Jim 7 Su-Lin 8 Jenny 9 Jim 10 Su-Lin

#### Play the describing game.

• Read the speech bubbles. Say more names. Learners make as many sentences as they can.

#### **Ending the lesson**

• Books closed. Say Name the girl who's ten. (Su-Lin) Say as many different sentence types as you can.



Learning outcomes By the end of the lesson, learners will have revised different tenses, grammar and auxiliary verbs.

**New language** husband, lift(v), pull, show (someone) around, wife

Recycled language jobs, bring, camera, children, costume, happy, important, kitchen, make a video, meal, strong, teeth, tractor, can, going to, Here's ... / Here are ... , Let's ..., past simple, should, superlatives

Materials character flashcards, word cards (optional), audio, video

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

#### Warm-up

- Show Pupil's Book, page 4. Point to Ivan (or show the flashcard). Ask Who's this? (Ivan) What does he do? Is he a singer? (No, he isn't. He's the strongman.) Repeat with Lily.
- In pairs, learners look at page 4 and ask and answer about the adult characters.

#### 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. Ask What's a Big Top? (A circus tent) Play the song again. Encourage learners to sing along.

Track 0.03

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? (Ivan, Rose and Mr Friendly) What's happening in picture 2? (A man is filming Mr Friendly and Ivan.) Who are the children talking to in pictures 4, 5, 6 and 7? (Ivan, May, Fred, Lily)
- Ask Why are the children talking to Ivan, May, Fred and Lily? Let's find out. Play the audio. Learners listen and read.
- Check answers. (*The children are making a film, too.*) Ask Is Pablo happy with the film at the end? (No, he isn't.) Check comprehension of show someone around, lift, pull, husband and wife.

Track 0.03

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

**Extra support** Play the story again. Pause after each picture and ask questions to check comprehension, e.g. picture 1: Some people are making a film about the circus.

Who's going to show them the different parts of the circus? (Rose) Picture 2: Ivan is in the kitchen with the cameraman. Who are they filming? (Mr Friendly)

**Extension** Write questions on the board and play the audio again.

- 1 Who's got a camera? (Pablo)
- 2 What can Ivan pull with his teeth? (A tractor)
- 3 What did Lily do in the shows last year? (She jumped and Marc caught her.)
- Now say sentences which are clearly false. Make these as funny as possible. Learners contradict you using the auxiliary verb, as in the story. Start with sentences such as We have breakfast at night. (No, we don't.) We went to the circus last week. (No, we didn't.) It's Christmas Day today. (No, it isn't.) This isn't an English class. (Yes, it is.) We should sleep in class. (No, we shouldn't.) Rafael Nadal can't play tennis. (Yes, he can.)

Stronger learners Say sentences which require learners to change the verb form or subject in their response, e.g. I live in a tent. (No, you don't.) I'm wearing green and orange trousers. (No, you aren't.) I'm not a teacher. (Yes, you are.) I could drive when I was ten. (No, you couldn't.)

#### Listen and say yes or no.

Read the instructions. Play the audio. Pause after each sentence for learners to answer.

Track 0.04

- 1 Ivan's going to show the film 5 May makes all the costumes people round Diversicus.
- 2 Ivan eats five big meals a day.
- 3 It's Jim's idea to make a video.
- 4 Ivan can pull a tractor with his teeth.
- with her husband.
- 6 Fred's wife makes him a very funny man.
- 7 Lily caught Marc in the show last year.
- 8 Pablo wants the director to use some of their film.

Key: 1 no 2 yes 3 no 4 yes 5 yes 6 no 7 no 8 no

**Stronger learners** Write the 'no' sentences on the board. Learners write the correct version in their notebooks.

#### **Ending the lesson**

- Ask learners to write three false sentences about themselves, one starting  $I'm \dots$ , one starting  $I've got \dots$ and one starting *I don't* ... Monitor as they write.
- In pairs, learners take turns to read their sentences. Their partner corrects them. (No, you're not. / No, you haven't. / Yes, you do.) Alternatively, learners read a sentence to the class and the class responds in chorus.

#### DIVERSICUS



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



Hello, I'm the circus strongman and I need to eat five big meals a day.

In Diversicus, food is very important. All the acrobats work very hard and they need to eat correctly.















2 0.04

Listen and say yes or no.

# This year's trip



2 When does your summer holiday begin?

-				ER			
	SUN	MON	TUE	WED	THU	FRI	SAT
13						1	2
19	3	4	5	6	7	8	9
50	10	11	12	13	14	15	16
51	17	18	19	20	21	22	23
0	24	25	26	27	28	29	30

December	D	e	ce	n	٦b	er
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	SUN	MON	TUE	WED	THI.	FRI	SAT
8		1	2	3	4	5	6
9	7	8	9	10	11	12	13
200	14	15	16	17	18	19	20
21	21	22	23	24	25	26	27
12	28	29	30	31			

May



June

#### Unit 1 learning outcomes

#### Learners learn to:

- say the months of the year and the date
- use might and may to speculate about the future
- talk about journeus
- use indefinite pronouns
- read and understand about climates and climate zones
- read an encyclopedia entry and think about self-confidence and bravery

**Materials** recycled paper, coloured pens or pencils, audio, video

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

#### Self-assessment

- Say Open your Pupil's Books at page 6. Read the title and explain the meaning of trip (a journey in which you visit a place for a short time). Ask Where can you go on a trip? (In your local area / In another country) Say Look at the photo. What are they doing? Say They're packing their suitcases. They're going on holiday. Ask Do you like going on holiday?
- SA Have learners self-assess by drawing a face on a piece of recycled paper to reflect how they felt about their work.
   Say OK. Let's learn.

#### Warm-up

 Say Imagine you're going on holiday. What do you pack in your suitcase? Learners talk in pairs. Write their ideas on the board (e.g. shorts, T-shirt, sunglasses).

#### Pupil's Book, page 6



### Watch the video. Answer the questions.

- Say In this unit, we're talking about planning holidays and trips. 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. clothes, train, etc).
- Discuss the questions, then learners ask and answer in pairs.

Track 1.01
This year's trip
What can you see?
Where do we go on holiday?
How do we travel?
Where would you like to go on a trip?

Key: Suggested answers: 1 Someone packing a suitcase, people travelling and doing activities on a trip 2 the beach 3 by (train/car/plane/etc) 4 Learners' own answers.



Plan a trip with a friend



- Explain that in this unit the mission is to plan a trip with a friend.
- Ask Do you have any plans for this weekend? Or for the holidays? Where do you plan to go? What do you plan to do? Discuss options for different holidays. Ask What places are good for holidays – the beach, the mountains or somewhere else? What do you want to do on holiday?
- Say You need to think about what to take on holiday. Do you need sunglasses and sun cream? Or a coat and a warm hat? What did you take on your last holiday? Learners discuss with a partner. Say This is our mission.

#### When does your summer holiday begin?

- Focus on the pictures on the page. Ask learners what they
  think the pictures are. Explain that the pictures show
  calendars for three months of the year. Learners repeat the
  words.
- Tell learners the three pictures are suggested answers for the question. They can think of different answers that are more personal to them also.

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 Have you planned a trip? When did you go? Learners talk in pairs about their trips.



**Learning outcomes** By the end of the lesson, learners will be able to talk about the months of the year and say the date.

New language dates (the fifth of October), months, ordinal numbers (21st–31st), Brazil, leave (left), South Korea, What's the date today?

**Recycled language** character names, clothes, ordinal numbers (1st–20th), weather, *qoing to*, past simple

**Materials** Diversicus character flashcards, Months flashcards, audio, video

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

#### Warm-up

 Hold up each character flashcard and say false information, e.g. This is Pablo, Jenny's brother. Learners correct you, e.g. It isn't Pablo. It's Jim.

Stronger learners

Learners come to the front to make the false sentences.

#### Presentation

- Ask Which month is it? Check which months learners know.
- Hold up each Month flashcard and say the words. Learners repeat.
- Put all the flashcards on the board in random order. Ask Which is the first month? Hold up one finger to remind learners of first. Call a learner to put the correct flashcard first. Continue with the rest of the months, asking Which is the (second) month? and so on.
- Once the flashcards are in order, learners ask and answer in pairs, e.g. Which is the (third) month?
- Ask What's the date today? Help learners to say today's date and write it on the board.
- Review thirteenth to twentieth and count from twenty-first to thirty-first as a whole class. Repeat until learners are confident.
- Write dates on the board, e.g. 09/04. Learners say, e.g. the ninth of April.

#### Pupil's Book, page 7



### Listen. Which countries do they talk about?

- Say Open your Pupil's Books at page 7. Who's in the picture? (Su-Lin, Pablo, Jenny, Jim and Miguel) Where are they? (In the classroom) What's the date? (The fifth of October) Explain that the characters are talking about the plan for their tour.
- Ask Which countries do they talk about? Let's listen. Play the audio.
   Tracks 1.02

Diversicus is in Dubai. The children are in the classroom. They're talking to Miguel about this year's tour.

Su-Lin: We left home on the twenty-eighth of September and it

was cold and cloudy.

Pablo: Yeah! And a week later, we're in Dubai and it's really hot

and sunny!

Jenny: So, what's the date today? Is it the fifth of October?

Jim: Shall I look at my tablet? ... Yeah, that's right.

Stellin: So, where are we going this year. Minuel?

Su-Lin: So, where are we going this year, Miguel?
Miguel: Well, we're here until the thirty-first of October, but we're

not going to tell you all the countries. It's a surprise! But I can tell you that we're going to arrive in our second

country on the fourth of November.

Su-Lin: And I think we're going to go to Brazil in December, the

last month of the year. Is that right?

Pablo: And is it South Korea in April, Dad? Miguel: You can all guess if you like, but ...!

Jim: We don't have to guess the ninth month. That's June, the end of the tour and we're going to be home again.

Su-Lin: Yeah, but we're going to do lots of brilliant things

between now and June.

Pablo: And the adventure starts today!

Key: The United Arab Emirates (Dubai), Brazil, South Korea

**Extension** Write questions on the board and play the audio again.

- 1 When did they leave? (28th September)
- 2 When does Su-Lin think they're going to go to Brazil? (In December)

#### 

Play the audio or video. Learners point and chant.

Track 1.03

Twelve months in the year. (x2) January, February, March, April, May, June, July, August, September, October, November, December. Twelve months in the year. (x2)

### Tell a partner about something that happens in each month.

- Read the speech bubbles. In pairs, learners make sentences about the months.
- Ask pairs for example sentences.

**Extra support** Write useful words on the board (e.g. weather, items of clothing, annual events).

**Key:** Suggested answers: In July, I go on holiday. In August, it is my birthday. In December, I visit my family.

#### **Ending the lesson**

• SA Show the Months flashcards again. Ask *Do you know the words?* 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).