



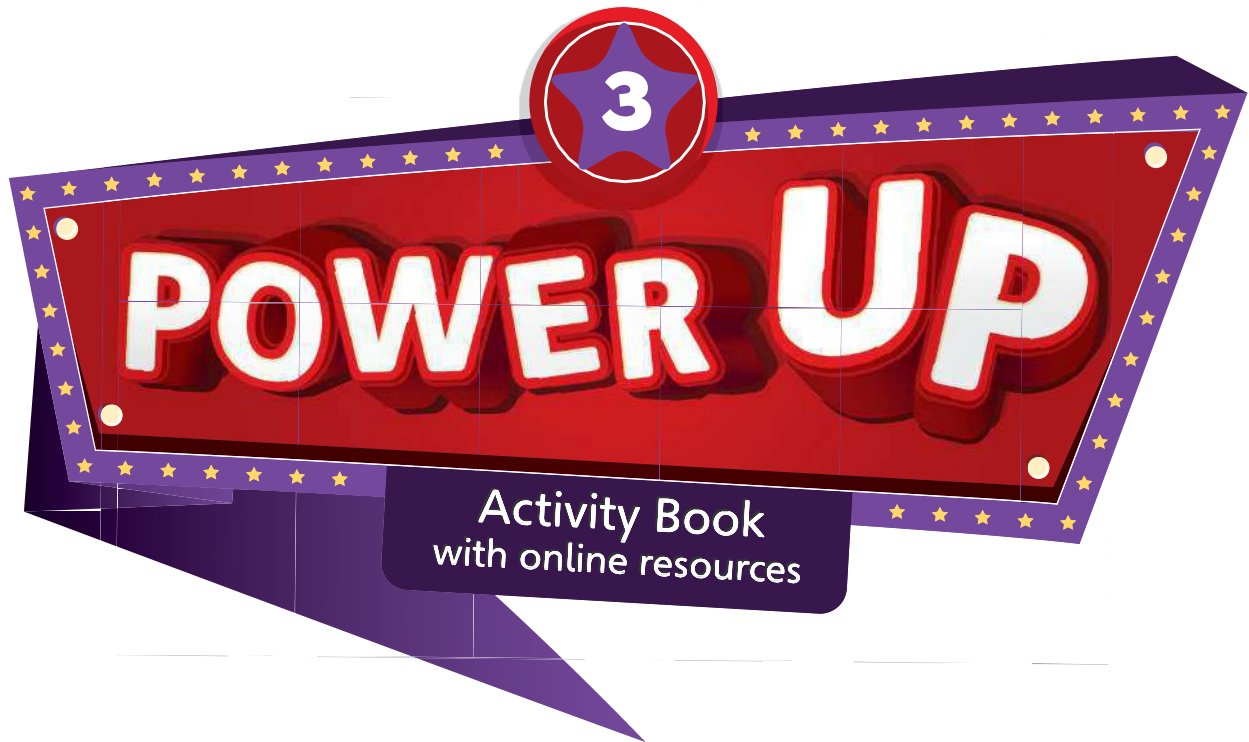
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CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



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Map of the book

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

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



Welcome to Diversicus

1 Read and match.



1 Ivan's a big

a on tour.



2 Jenny's one of

b strongman with a beard.



3 Kim Friendly's the

c the new cook for Diversicus.



4 Jim is Jenny's

d got purple hair.



5 Rose Quartz has

e Ben and Kim's two children.



6 Ben Friendly's

f new musical director.



7 Diversicus is going

g twin brother.

2 Read and answer.

1 What are the children's names? They're Jim and Jenny.

2 What's the circus called? _____

3 Who's the new cook? _____

4 Who's the strongman? _____

5 Who's the new musical director? _____

6 Who's wearing glasses? _____

7 Who's carrying the boxes? _____

3 Listen and complete.

1

Name: Jenny

Age:

Loves:

Dad's name: Ben

Dad's job:



2

Name:

Age: nine

Likes:

Loves:

Dad's name: Miguel

Dad's job:



3

Name:

Age: eight

Loves:

Mum's name:

Mum's job: musical director



4

Name: Su-Lin

Age:

Likes:

Grandpa's name: Fred

Grandma's name:



4 Read and complete.

tour circus names brother comic dancers cook sport love

Jenny's Diary


Rose Quartz has got a ¹ circus. It's a circus with acrobats, musicians, ² _____ and a strongman; his name's Ivan. The circus is called 'Diversicus'. Our family are going on ³ _____ with them. Mum's the new musical director and Dad's the new ⁴ _____. Today's our first day. Jim's my ⁵ _____ and we're twins. Now we've got two new friends. Our friends' ⁶ _____ are Pablo and Su-Lin and they're nine years old. Jim and Su-Lin both ⁷ _____ science, Pablo loves drawing and making ⁸ _____ books and I love ⁹ _____.





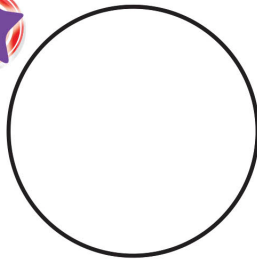
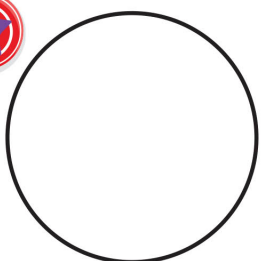
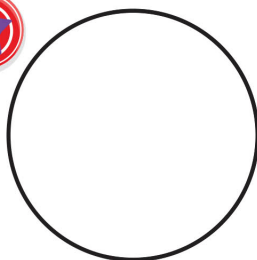
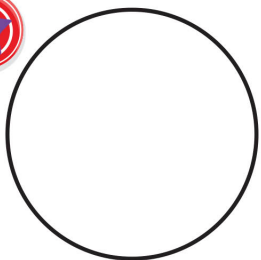
Practice time

My unit goals

- I want to _____
- To do this, I will _____
- I will say and write  new words.

My **mission** diary

How was it? Draw a face.



My favourite stage: _____



I can tell the time.

I can remember how to ask and answer questions.

I can talk about what I could/couldn't do when I was young.

I can write about what people are doing.

I completed Level 3 Unit 1.

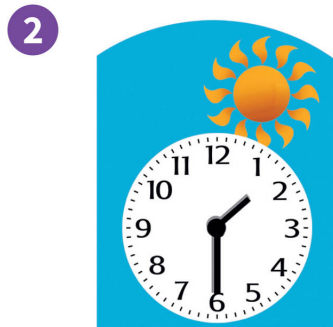
Go to page 120 and add to your word stack!

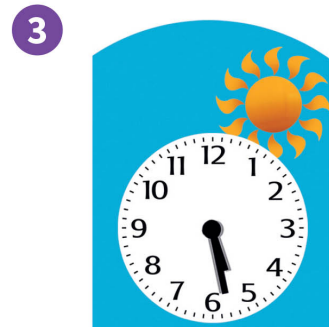


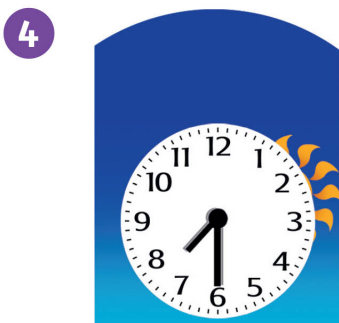
1 Look at the clocks and write the time.



It's eleven o'clock at night.











Sounds and spelling

2 Listen, repeat and point to the number.

50 13 18 16 30 80 40
14 19 15 17 90 60 70



3 Play bingo in groups.

1 Read and answer.

- 1 What time does school start? _____ *It starts at nine o'clock.*
- 2 Who do they meet on the way to school? _____
- 3 Do the children want to be late? _____
- 4 What day is it today? _____
- 5 Which country are they in? _____
- 6 Is it Jim's lunch on the table? _____
- 7 Why does Ivan have to eat a lot? _____

2 Read. Write the names.

Lily Pablo Rose Ivan ~~Su-Lin~~ Miguel Jenny Marc

Jim's Diary



At breakfast we were in the circus canteen. ¹ Su-Lin told us that lessons start at nine o'clock. ² _____ looked at the clock on the wall and she saw that it was almost nine. We ran outside because we didn't want to be late for school. We met ³ _____ outside and she said, 'It's Saturday!' There were no lessons, but we decided to go to the classroom. We talked to ⁴ _____ there. He's the teacher and he's ⁵ _____'s dad. Then we went to the circus tent and watched the acrobats. ⁶ _____ is a brilliant acrobat and she's Pablo's mum. ⁷ _____ is an acrobat, too, and he's Pablo's uncle. At lunchtime we saw ⁸ _____ in the canteen. His lunch was on the table. It was very big!



3 Review the story. Read, circle and complete.


I think the story is *great / good / OK / not very good*.
 My favourite character is _____

1 Read and match.

- | | |
|--|--|
| <p>1 Who helps Peter with his homework?</p> <p>2 What colour is Zoe's hair?</p> <p>3 Which sport does Jack like best?</p> <p>4 Where are her new jeans?</p> <p>5 Why do the children have breakfast at seven o'clock?</p> <p>6 When do Sally and Jane have dinner?</p> <p>7 How many sisters has Paul got?</p> | <p>a It's brown.</p> <p>b They're in the cupboard.</p> <p>c At half past six in the evening.</p> <p>d He's only got one.</p> <p>e He likes tennis.</p> <p>f Because they go to school at half past seven.</p> <p>g His older brother does.</p> |
|--|--|

2 Complete the questions. Then answer the questions for you.

When Where How Who ~~What~~ What time Which



1 What 's your name? My name's ...

2 _____ old are you? _____

3 _____ do you live? _____

4 _____ school do you go to? _____

5 _____ is your teacher? _____

6 _____ do you get up? _____

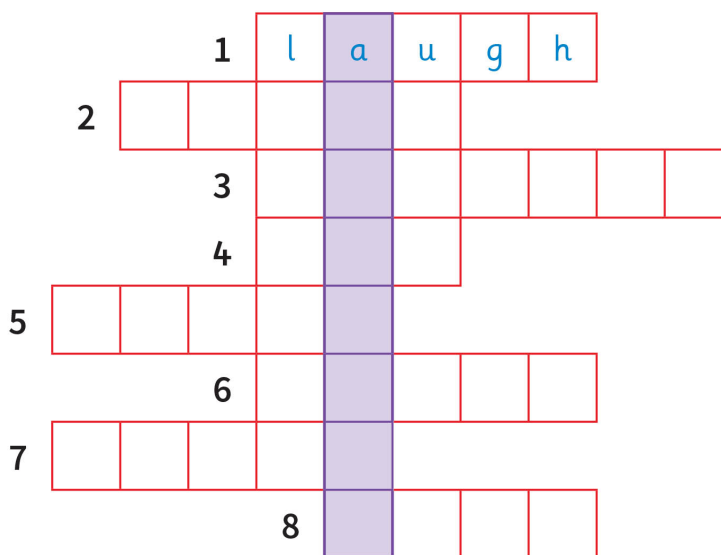
7 _____ do you do your homework? _____

3 Think of four different times of day. What do you do at those times?

At half past six, I ...

1 Complete the crossword.

- 1 laugh
- 2 candle
- 3 serdsup
- 4 photo
- 5 biscuit
- 6 attach
- 7 tooth
- 8 pick



What's the secret word? _____

2 Listen and draw lines.



1 Circle the words to make the sentences true for you.

- 1 I *could* / *couldn't* ride a bike when I was six.
- 2 I *could* / *couldn't* swim when I was three.
- 3 I *could* / *couldn't* read when I was four.
- 4 I *could* / *couldn't* catch a ball when I was five.
- 5 I *could* / *couldn't* skip when I was four.
- 6 I *could* / *couldn't* dance when I was three.
- 7 I *could* / *couldn't* walk when I was one.



2 Read the information and complete the chart.

Four children are sitting at a table. There are two boys and two girls. Peter is sitting between Vicky and Clare. Peter couldn't dance when he was three. Jack is sitting opposite a boy. Jack could play the piano when he was six. The boy sitting opposite Jack could read when he was five. Vicky could swim when she was four, but she couldn't skip when she was two. Clare couldn't ride a bike when she was five. She could hop when she was six. Jack couldn't walk when he was one.

