



Map of the book

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

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