

Life adventures

Live, learn, feel.

Life is a journey.



UPDATED EDITION

LOMLOE
✓ Ready



Join us
on an inspiring
educational
adventure!

Learning is an exciting experience
and every step prepares us
to advance throughout our lives.
Why don't we take a big step
together?



NEW!

Life Adventures and the Key Competencies

Life Adventures Updated Edition provides full coverage and evaluation of the Key Competencies in the new LOMLOE law.

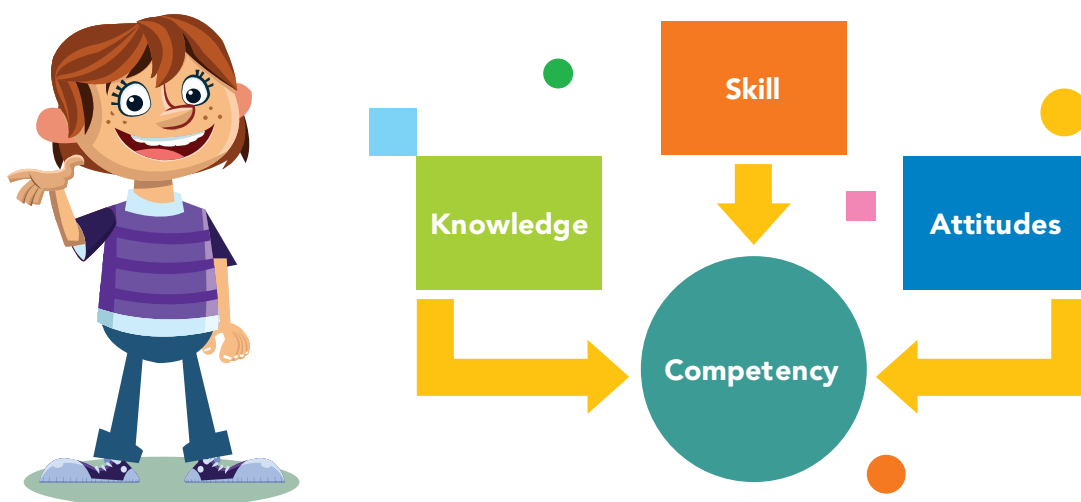
Key Competencies are a combination of knowledge, skills and attitudes designed to help learners develop tools which they can use both academically and in a wider social context. A **Key Competencies Activity Bank** has been added to the Pupil's Book in the updated edition.

Life Adventures, however, offers numerous opportunities for the development of all the eight competencies throughout the course, and they have been mapped:

	C1 Competence in linguistic communication
	C2 Multilingual competence
	C3 Mathematics, science and technology competence
	C4 Digital competence
	C5 Personal, social and learning to learn competence
	C6 Citizenship competence
	C7 Entrepreneurship competence
	C8 Competence in cultural awareness and expression

Life Adventures and The Cambridge Life Competencies Framework

There have been many initiatives over the years to address the skills and competencies our students need for the 21st century. At Cambridge, we have developed a way to evaluate life competencies in the context of English language programmes: **The Cambridge Life Competencies Framework**. Competencies are a combination of knowledge, skill and attitudes:



The Cambridge Life Competencies Framework groups competencies into six core areas: Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration and Social Responsibilities. There are three foundational layers that span the six core areas: Emotional Development, Digital Literacy and Discipline Knowledge. The six core areas and three foundational layers correlate to the key competencies set out by the LOMLOE law in Spain.

The Cambridge Life Competencies	LOMLOE Key Competencies NEW!
CREATIVE THINKING	C7
CRITICAL THINKING	C3 C7
LEARNING TO LEARN	C3 C5
COMMUNICATION	C1 C2
COLLABORATION	C5 C6 C7
SOCIAL RESPONSIBILITIES	C5 C6 C8
Emotional Development	C5
Digital Literacy	C4
Discipline Knowledge	C3

NEW! The Key Competencies Activity Bank

The Key Competencies Activity Bank at the back of the Pupil's Book is related to each unit topic and the eight Key Competencies. These can be used to build around the Missions, (Unit projects), or simply reinforce the competencies through class and home activities.



C6 Citizenship competence

Life Adventures Pupil's Book 3

The Key Competencies Activity Bank

C1 Competence in linguistic communication



C3 Mathematics, science and technology competence

C2 Multilingual competence



C4 Digital competence

C5 Personal, social and learning to learn competence



C6 Citizenship competence

C7 Entrepreneurship competence



C8 Competence in cultural awareness and expression

Let's advance together

Life Adventures provides you with classroom tools which will naturally lead your pupils to become more autonomous learners, more creative and with increased empathy towards others. How?

- A** Through tasks that lead to collaborative learning.
- B** Providing opportunities to learn how to identify and control their emotions.
- C** With a natural integration of exam preparation throughout the course.

These three essential pillars motivate the children and make them the owners of their own learning, guided by the teacher. They move through the lessons knowing **what** they are learning, **why** and **how**, giving meaning to their efforts and helping them see their progress.



COLLABORATIVE LEARNING

This is developed in the Mission sections which first appear at the start of the unit.

Unit opener

The unit starts with a striking real-world image and a video to create interest in the unit topic.



The **Mission** is also introduced. This is a task that will be prepared throughout the unit. From the first lesson the children know what they will be doing and why. This makes learning more meaningful and motivating.

1 Our new school

1 Watch the video. Write or draw a school word.

mission Make our classroom English

In this unit I will:

- 1 Make labels for the classroom.
- 2 Choose a new word to learn.
- 3 Make a class poster.
- ★ Be the teacher.

6 PUPIL'S BOOK 1



Mission



The **Missions** are prepared in stages as a natural part of the learning process. In each task the children are invited to reflect on what they have learnt and do a self-evaluation activity.

Review

mission in action!

1

Be the teacher.

★ Say hello to your class.
Hello. I'm Marcus. Today I'm the teacher.

★ Teach the class your word.
Look! It's a television.

★ Put your picture in the classroom.

★ Ask the class a question.
Where's the television?
It's on the desk.

My mission diary
Activity Book
page 6

What's this?
television

COMPLETE

PUPIL'S BOOK 1

Unit consolidation 17

Missions are based on real-world **learning situations** with a focus on real English. They give learners the opportunity to build up a portfolio of their work. They are also the ideal way to evaluate the Key Competencies.



EMOTIONAL COMPETENCES

B

Life Adventures is the first English course to integrate emotional competences as a fundamental part of the learning process, offering different opportunities to work on them with the children.

Literature

1 Talk to a friend. What food do you like to eat on picnics?



4.14

A picnic with friends

Mia and Matt want to go on a picnic.

'Can we cook burgers in the woods, Mum?'

'No, but you can take sandwiches and fruit.'



Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade too.

'Would you like a banana or a watermelon?'

'A banana, please,' says Mia.

'A banana and a watermelon, please,' says Matt.

Now they're in the woods. They've got sandwiches, fruit, lemonade and ... chocolate!

'Would you like some chocolate, Matt?'

'Yes, please!' Matt likes chocolate.

'Here you are.'



52

Text type: A real-life story

PUPIL'S BOOK
1



Literature and Emotional skills



Emotions

Emotional competences are treated in this section.

The children identify the emotions the protagonists feel in the story and their own emotional response.



But what's this? Birds!

'Hey! Go away!'

'We need a scarecrow,' says Mia. They put the watermelon and some clothes on a stick. The birds don't like the scarecrow. They fly away! Mia and Matt finish eating.

But what about the crumbs?
'We don't need the scarecrow now,' says Matt. So Mia takes the scarecrow

'Come on, big
'Come and eat
It's good to share
with friends!

2 How do they feel? Read and circle.

- 1 When the children can't cook burgers in the woods, Matt feels:
- 2 When Matt sees the chocolate, he feels:
- 3 When the birds arrive, Matt feels:
- 4 At the end of the story, the children feel:



3 Ask and answer.

Where do you have lunch?

At home.

Who do you have lunch with?

With my family.

Where do you have lunch?

At home.

With my family.





A NATURAL INTEGRATION OF EXAM PREPARATION

EXAMS WITHOUT FEAR OR STRESS:
HOW DOES LIFE ADVENTURES HELP?





CAMBRIDGE
UNIVERSITY PRESS



Cambridge Assessment
English

A

As the only official publisher for Cambridge exams, we guarantee children have access to genuine examples and practice tests.

B

Learners' self-efficacy and resilience are increased.

C

The Learner Oriented Assessment that *Life Adventures* employs through the unit missions ensures children are constantly encouraged to stop, think and reflect on their progress towards the learning outcomes of *Life Adventures*.

D

The exam preparation in *Life Adventures* takes the children from Pre A1 Starters through to the A2 Key and B1 Preliminary for Schools exams.



A NATURAL INTEGRATION OF EXAM PREPARATION

Life Adventures seamlessly moves children through the Cambridge English Qualifications, from Pre A1 Starters right through to B1 Preliminary for Schools.

Levels	Cambridge English Qualifications	CEFR
1	Pre A1 Starters	A1
2	A1 Movers	A1
3		A1+
4	A2 Flyers	A2
5	A2 Key for Schools	A2+
6	B1 Preliminary for Schools	B1

Why are English qualifications important?

A

They help pupils develop a good blend of speaking, listening, reading and writing.

B

They identify stronger and weaker areas to focus on.

C

They are a part of the learning journey, they prepare children for future study, exams, work, travel and life.

D

Children are motivated seeing the progress they are making.

A gentle integration of skills, **language and tips help children build their self-confidence with exams.**

Exam-type tasks and tips are spread throughout the units, gradually familiarising children with the formats of Cambridge English Qualifications, from Pre A1 Starters through to B1 Preliminary for Schools.

EXAM TIP!

Most of the gaps in Reading part 7 are for 'grammar' words. These might be:

- pronouns (e.g. he, her);
- auxiliary verbs (e.g. be, do);
- prepositions (e.g. in, at); or,
- conjunctions (e.g. if, and).



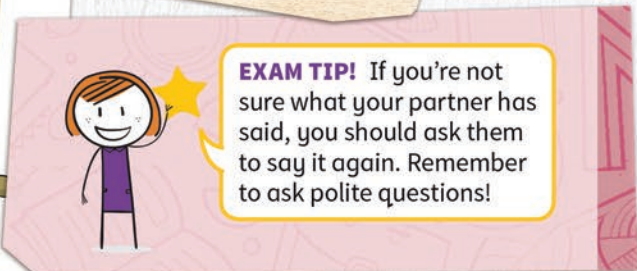
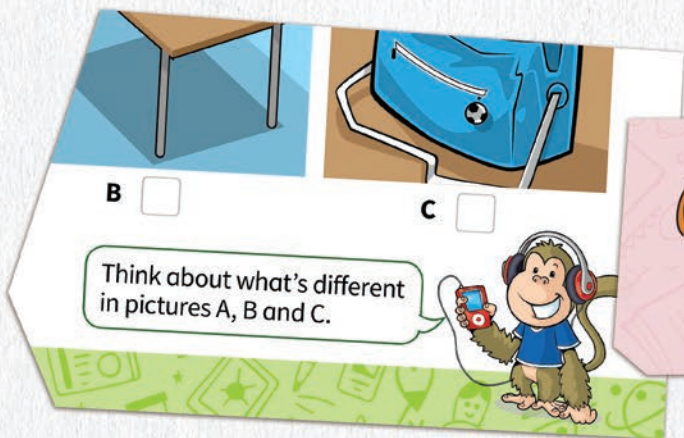
B

C

Think about what's different in pictures A, B and C.



EXAM TIP! If you're not sure what your partner has said, you should ask them to say it again. Remember to ask polite questions!





A NATURAL INTEGRATION OF EXAM PREPARATION

Life Adventures provides lots of exposure to authentic exam practice in a natural way:

1 Pupil's Book

In every unit of the Pupil's Book there are exam preparation tasks which take learners step-by-step through the language, skills and strategies needed for exam success.

2 Activity Book

These tasks then lead to actual exam practice questions in the Activity Books.

Cambridge English: Starters

1 Look at the pictures in Activity 3. What can you see?
I can see ...

2 Look at Activity 3 and listen. Which picture is **not** correct?
It isn't picture ... because ...

3 Listen and tick (✓) the box. There is one example.
What would Dan like?

A B C

1 Where's Lucy's book?

PUPIL'S BOOK 1

Pre A1 Starters

1 Look at the pictures. Listen and tick (✓) the box. There is one example.
Which is Bill's sister?

1 How old is Anna?
A 6 B 7 C 8

2 Where's Matt's rubber?
A (table) B (under table) C (open book)

3 What are the new animals on the farm?
A (dog) B (horses) C (horses and dog)

4 What would Sam like for lunch?
A (apple, glass) B (apple, glass) C (apple, glass)

5 Which is Lucy's brother?
A (boy) B (boy) C (boy)

54 Listening Part 3

PUPIL'S BOOK 3

A2 Flyers

1 Finish these sentences.
I like reading/listening to stories about ...
My favourite kind of costume is ...
I don't like costumes made of ...
The best objects to make are ...
I'd like to have a ... made of ...

2 Look at these pictures. They tell a story. Read and say yes or no.

- A boy is putting on a robot costume with his mum. His name is Charlie.
- Charlie is at a competition. It's four o'clock.
- Charlie is buying his favourite toy monster. His mum is reading a comic.
- Charlie is standing next to two people in costumes. He's crying.
- Charlie is the winner! He's got some DVDs and he's happy. A man is taking a photo.

A2 Key for Schools

1 Watch the video to see an example of Speaking Part 2.

2 Read the question and two answers. Which answer is better? Why?
Do you like these different homes?
Yes, I do. No, I don't because this one is very small and this one hasn't got any curtains.

3 Look at these pictures. Think of one thing to say about each home.

4 Choose an adjective and make a question. Ask and answer the questions.
Do you think a beach house is ...?
Do you think a castle is ...?
Do you think a beach house is fun?
Do you think a tree house is ...?
Do you think a flat is ...?
Yes, I do. It's fun because ...

5 Look at the pictures in Activity 3 again. Ask and answer.
Which of these homes do you like best? Why?
I like the beach houses best because ...

6 Look at the questions. Choose an answer and finish with your own ideas.

EXAM TIP! Practise giving your opinion to a friend. Remember to use full sentences.

PUPIL'S BOOK 5

3

Test Generator

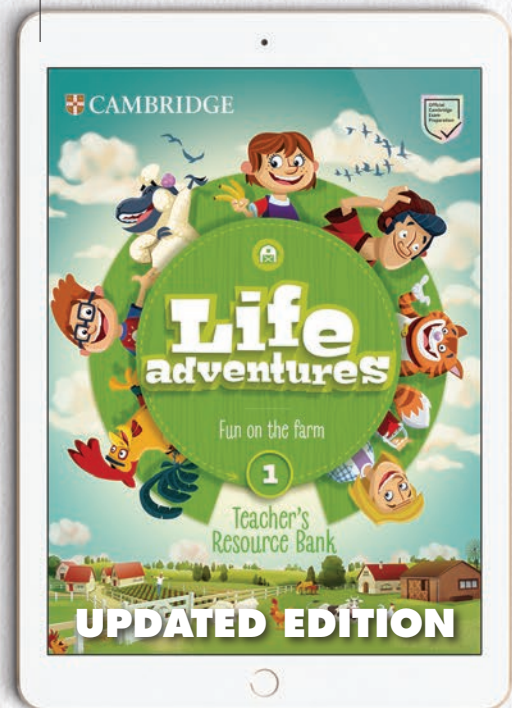
The Test Generator includes practice tests for Pre A1 Starters, A1 Movers, A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools.



4

Teacher's Resources

Even more practice tests are available in the Teacher's Digital Pack.



Cambridge Assessment English

check all the exam tasks, tips and references for accuracy and level. That's why we stamp our books as OFFICIAL Preparation Material.



Let's take a look at some of the other sections

Vocabulary 1



The first vocabulary section is presented through a clear visual image and a listening task, backed up with a chant and a pairwork game.

The chant is also accompanied by a video animation.

Vocabulary 1

1 **Listen and point. Then listen and number.**
4.01 4.02

This afternoon the Friendly family are having lunch in the garden.

chicken burger 1 cake chocolate
bread lemonade water
banana mango salad

2 **Say the chant.**
4.03

3 **Listen and say yes or no.**
4.04

PUPIL'S BOOK 1

Food and drink 45

Vocabulary 2



The second vocabulary section extends the unit topic vocabulary through a song.

The songs are also accompanied by a video animation.

Vocabulary 2 and song

1 Listen and draw. Then sing the song.

Do you like fruit?
Yes, I do.

Do you like juice?
No, I don't ...

I like apples.
I like oranges.
I like grapes
but I don't like juice ...

Do you like salad?
Yes, I do.

Do you like meat?
No, I don't ...

I don't like burgers.
I don't like sausages.
I don't like meatballs
but I like beans ...

fruit

grapes

apple

orange

juice

meat

meatballs

beans

sausage

2 Read, think and say. Compare with your classmates.

Think of ...

- one thing you eat or drink for breakfast.
- two things you eat or drink for lunch.
- three things you eat or drink for dinner.

I like grapes. What fruit do you like?

48 Extension of food and drink

PUPIL'S BOOK 1



Story



The story helps expose the children to the new language in a fun way.

In Levels 1 & 2 these are based on the adventures of the animals on *The Friendly Farm*. In Levels 3 & 4 these are based on the adventures of a circus family, *Diversicus*.

1 **DIVERSICUS** This show's called Icaria. It's an island in Greece. Do you like the new tree?
Yes! What's it made of?
It's made of brown and green rubber.

2 Rubber? My eraser's made of rubber.
Yes, rubber is one of the safest materials for acrobats.

3 Here are Lily's wings.
Can I put them on?
OK, but please be careful, they aren't very strong. They aren't made of rubber.

4 That's clever. The wings are made of paper. Are these the wings for the show?
No, Jim. They're only for the practice.

5 Look at that helmet. It's made of gold!
No, Jenny, it isn't. We painted it gold.

6 These are the wings for the show. What do you think they're made of?
Wow! They're made of old T-shirts!

7 We always recycle things to make the costumes. We painted the old T-shirts gold and now we have to cut them up. Would you like to help us?

8 I'd really like to help, but ... it's time for me to fly.

Listen to the sentences and say the answers.

58 Story: *be made of* in context

PUPIL'S BOOK 3

The examples of the grammar are taken from the story and highlighted in the Grammar Spotlight box. There are two Language Practice sections in every unit.



Language practice 1

5

1 Read the text. What clothes does Robin describe?

These are the **clothes** for my costume. The trousers are **made of** paper. They're **purple** with yellow **spots**. I've got yellow and purple **shoes**. They're made of **rubber**. My helmet **is made of** gold.

Robin

Grammar spotlight

What's it made of? It's **made of** gold.
 What are the wings **made of**? The wings **are made of** paper.

2 Read again and choose the correct answer. Use the words in the box.

clothes striped bright made rubber is spots

3 Describe the costume in the picture.

He's wearing a black hat.
It's made of ...



mission STAGE 1

Now you! Design a costume.

- Choose a character from a play, film or book.
- Design a costume for the character. Think about what it's made of.
- Write a description of your costume.
- In groups, talk about your costume.

This is my design for a Peter Pan costume. He's wearing a hat. It's made of green paper ...

My mission diary



Activity Book page 56

be made of



Language practice





Levels 5 & 6 have a more mature approach. The new language is contextualised in a Reading and then presented and practised in the Language Practice section.





Language presentation 1

PHOTOS BLOG LINKS CHATS

A  **Question from: Eiffel_64**
Hey guys,
You're all coming to my birthday party next weekend, aren't you? I'm really excited about it. Mum's having a special superhero cake made for me and we're going to watch a film. But I want to ask you something. Can you all dress up as your favourite film character? I think that would be so cool! I'm going to dress up as Batman, of course.

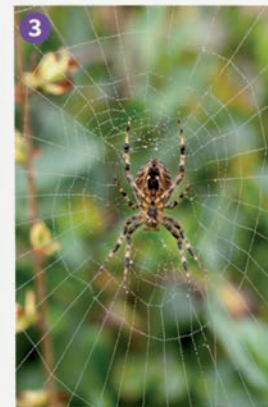
B  **CatGirl_22**
Hey Eiffel_64. Cool! I'd LOVE to dress up as my favourite film character. Can you guess who it is? Spiderman, of course! I think Spiderman's cooler than Batman because he's part spider and part man. My dad has had a spider costume made for me so I'll wear that.

C  **FriendlyJ**
Hey, that's such a great idea! My favourite film is *Finding Nemo*. Have you seen it? It's a cartoon and a comedy about a fish called Nemo and his dad. One day Nemo gets caught by a boat and is sent to live in a dentist's office. I'd like to dress as Nemo but I don't have time to make a fish costume. So I think I'll come as a clown instead because Nemo's a clown fish! Do you think that's OK? I could have my face painted too!

 **Sharky_McMarky**
Can I dress up as a penguin? My favourite film is a documentary called *March of the Penguins* – you should watch it. I love it so much that last year I had penguin-shaped ice creams made for my birthday. Did you know that father penguins look after the eggs while the mothers are looking for food? When the eggs become baby penguins, they have to wait a long time for their mothers to feed them. Will there be lots of food at your party?


106 Integrate new vocabulary and grammar

1 Read the posts quickly. Who will each child dress as? Match the posts (A–D) to pictures (1–4).



2 Read Eiffel_64's post again. Say *yes* or *no*.

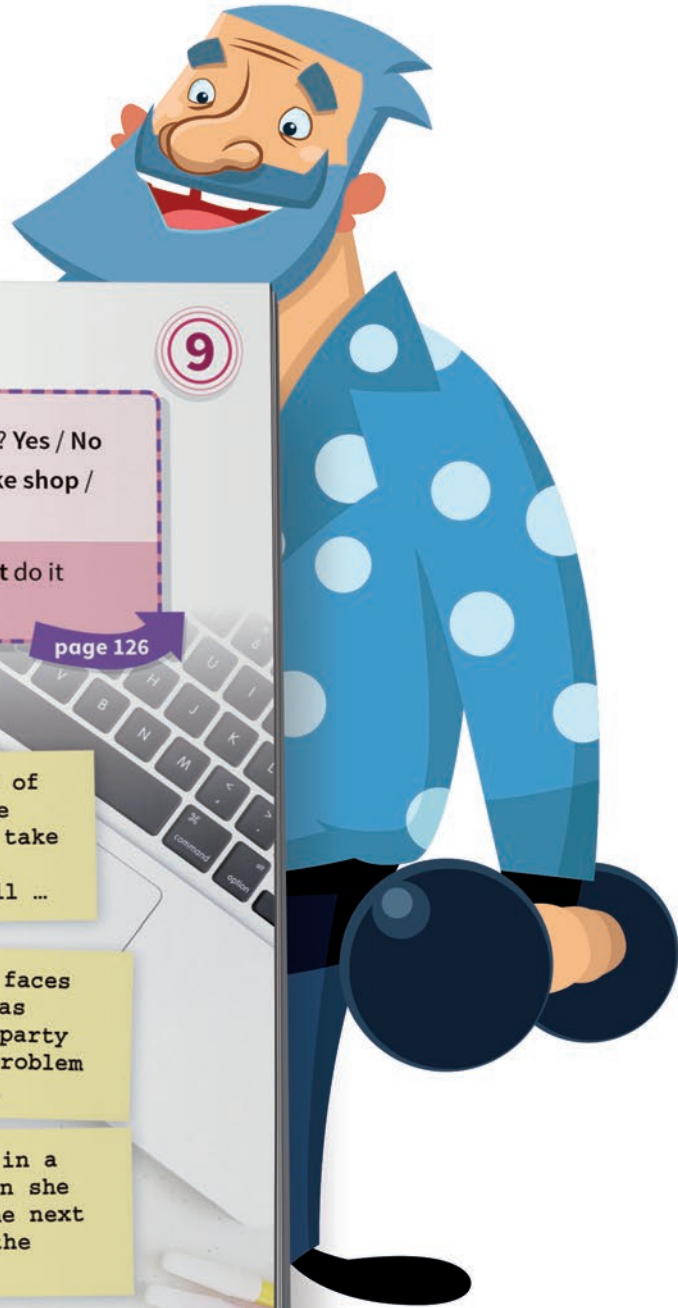
- 1 Eiffel_64's birthday party is next Monday. No!
- 2 Eiffel_64 will watch a film at the party.
- 3 Eiffel_64 thinks his friends should all wear suits to the party.
- 4 Batman is Eiffel_64's favourite film character.

3  Write two *yes/no* sentences about one of the posts. In pairs, say your sentences.

Catgirl_22 wants to dress up as Batman.

No, she wants to dress up as Spiderman.

The new language is analysed by the children so they can formulate the grammar rules themselves. This is an essential part of learner autonomy and helps them think about how the new language works.



Language practice 1

9

★ Grammar look: causative *have/get*

- 'Mum's having a special superhero cake made for me.'
- 1 Will Eiffel_64's mum make the cake herself? Yes / No
- 2 Who will make the cake? **someone at a cake shop / the boy**

3 We use *have* when we have asked someone to do something for us. We **do / don't** do it ourselves. In informal situations, we can use *get* instead of *have*.

page 126

1 3.04 Read and match the script ideas (1-4) to A-D. Listen and check.

1 Sarah moves to a dark, old house a long way from the town. One day she ...

A his hair dyed pink. Lots of people start visiting the mountain to see him and take his photo. He's the most famous animal on the hill ...

2 A grey goat lives on a mountain and feels very lonely. But one day, he gets ...

B a cool cake made, their faces painted and lots of pizzas delivered. But when the party started, there was one problem they hadn't thought of ...

3 A farmer lives in a quiet village in a little old spaceship. One day he has his ...

C has the walls repainted in a beautiful green. But when she goes to eat breakfast the next morning, the colour of the paint is different.

4 Two brothers were organising a birthday party. They had ...

D lights fixed by a strange old woman. 'Your lights turn on and off now, but don't press that big red button,' she warns.

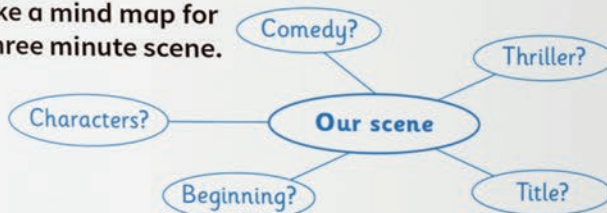
2 Choose one script idea from Activity 1 and finish it.



At first, the goat loves seeing so many people. But the cars coming to see him are noisy, and some people leave litter on the hill.

★ Mission Stage 1

Make a mind map for a three minute scene.



A complete Grammar Reference in the Pupil's Book provides the full definitions as a back-up.



Every unit has a Literature section. This exposes children to different literary genres and encourages reading for pleasure. This section also works on emotional competence.

Literature



Literature

1 Look at the pictures. What do you think the story is about? Discuss with a partner.



THE MYTH OF ICARUS

One morning on the island of Crete, Icarus and his father Daedalus were in their workshop. Daedalus was an inventor. Suddenly, King Minos arrived and he spoke to Daedalus.

'I'd like you to build me a labyrinth,' he said. 'I want to put that Minotaur inside it.' The Minotaur was a terrible monster. He had the head of a bull and the body of a man.

King Minos was pleased when he saw Daedalus's work. He put the Minotaur inside the labyrinth. Then he locked Daedalus and Icarus inside a tower. 'What are you doing?' said Daedalus. 'Well,' said the King, 'you know the secret of how to get out of the labyrinth. And I don't want anyone else to know it.'



Daedalus and his son felt sad. Days passed, then Daedalus had an idea. He collected feathers from the birds that flew to the window of the tower. Then he made wings with the feathers. He used wax from a candle to stick the feathers together.

All the texts are recorded.

Different literary genres are offered to develop literacy skills.

The literature pages are beautifully illustrated and imitate authentic children's literature.

5

Daedalus told Icarus what to do. 'Follow me. Don't go too high because the sun will melt the wax in your wings. Don't go too low because the sea will make the feathers in your wings wet. Are you ready? Go!' Daedalus and Icarus jumped out of the window. They flew away from the island, and away from King Minos.



4

Daedalus flew in front, Icarus followed behind. Icarus loved flying. He was just like a bird! He forgot his father's words and he flew higher and higher. But as he got nearer to the sun, the wax between the feathers began to melt.



5

When Daedalus looked behind him, he couldn't see his son. 'Icarus!' he shouted. 'Icarus! Where are you?' Daedalus looked down. There were feathers in the sea. Daedalus went to the nearest island. He sat and looked at the sea for a long time, and he felt sad for his son. That island is now called Icaria, and the sea around it is called the Icarian Sea.

2 Read and answer.

- 1 Do you like the story?
- 2 What is the most exciting part?
- 3 What is the saddest part?

- 4 Do you know any other Greek myths? Who are the characters? What happens?

3 Act out with a partner.

Imagine you are Icarus and Daedalus in the tower. Talk about how to escape.

How can we get out of here?

We could ...

OK, let's try to...



Cross-curricular and Culture lessons



The Cross-curricular lessons are related to The Natural Science and Social courses, including content common to both, but concentrating on the language needed to learn this content.



Documentary videos based on the cross-curricular topic.

Cross-curricular

Materials and properties

- 1  Watch the video.
- 2  Listen and read. Say the opposites.



This crown is made of gold. Gold is **heavy**.



This table is made of wood. Wood is **rigid**.



This ruler is made of plastic. Plastic is **flexible**.



This house is made of bricks. Bricks are **rough**.



This newspaper is made of paper. Paper is **light**.



This slide is made of metal. Metal is **smooth**.

The opposite of heavy is ...

3 Read and say.

- 1 Find something flexible and something rigid in the classroom.
- 2 Think of something heavy and something light at home.
- 3 Think of something rough and something smooth outside.

4 Choose and say.



Plastic is a good material for this because it's light and rigid.



Is it a cup?

Yes!



PUPIL'S BOOK 3

Life Adventures is a part of the Cambridge Bilingual Programme

(Life Adventures
+
Natural Science
+
Social Science)



A method which unites
different strengths to improve
the learning experience.

Three integrated courses which
mutually support each other.
What is learnt in English helps
understand the Science content,
while at the same time the
Science courses
reinforce language
learning.



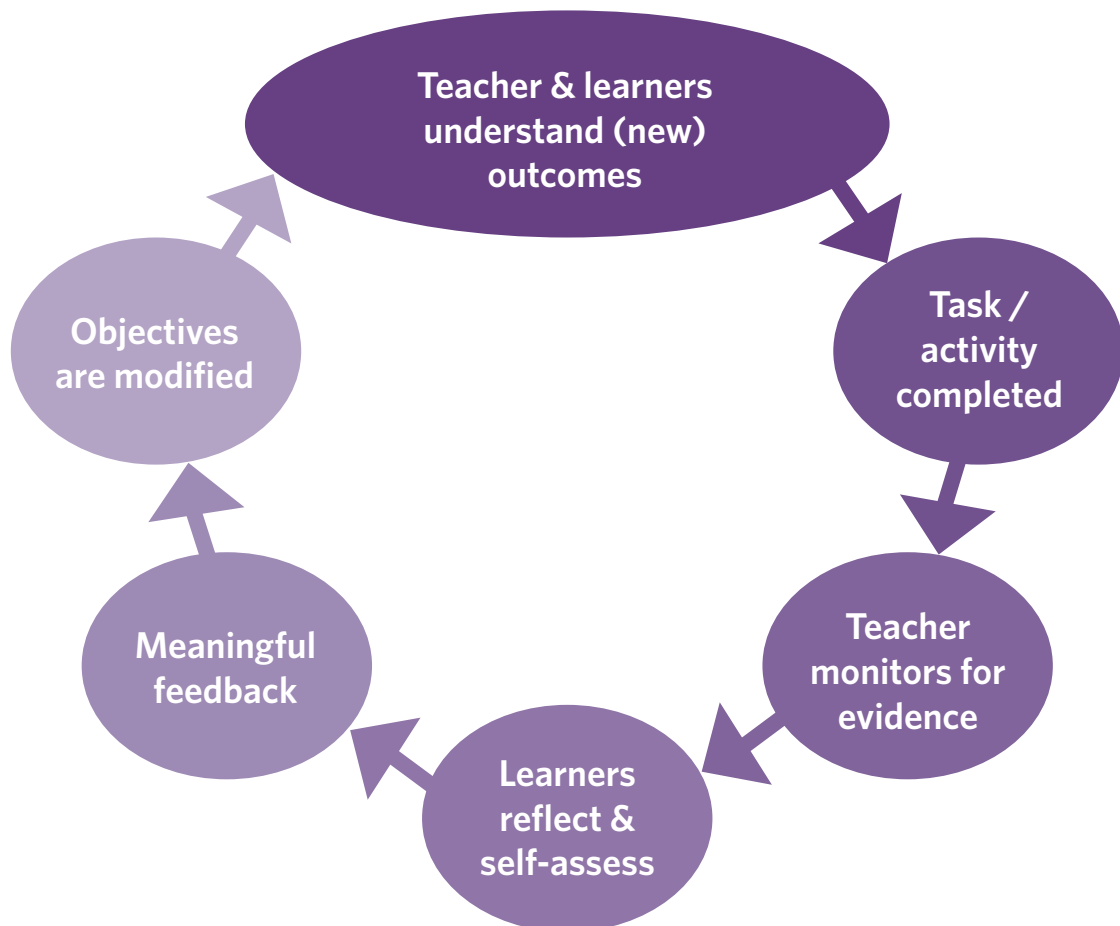
www.bilingualprogramme.cambridge.es



Formative assessment and assessment through competencies

Life Adventures features a systematic approach to language learning in which the **learner and teacher are in a partnership**. It aims to develop the language and skills of the learner, but also helps them achieve **better life-long progress in learning**.

This achieved through a mix of more traditional summative assessment and formative assessment. Self-assessment is also key to the children's understanding of objectives and their progress.



Self-assessment



The Activity book starts each unit with a self-assessment page. The children set their own goals and as they work through the unit can go back, reflect and assess their own learning.



	Maria	Simone	Alex
Listening – understanding gist	✓	X tries to understand everything	✓
Listening – understanding details	✓ some errors	? often incorrect	✓
Listening for specific information	✓ good at predicting strategies	? some errors	✓
Reading for gist	✓	✓ slow but can manage	✓
Reading for specific information		✓	✓
Collaborating for group work	✓	✓	X not motivated – doesn't do much
Sharing	✓	✓	✓
Working autonomously	✓	X tries but lacks confidence	X needs encouragement

Formative assessment

The Teacher's Book provides extensive tips on how to implement formative assessment in the classroom.



Assessment of the Key Competencies

NEW!

Formative assessment: learner and teacher facing evaluation templates with descriptors to help assess the key competencies are available to help you adapt to the new LOMLOE education law.

PUPIL'S COMPONENTS



→ Pupil's Book with eBook

The Pupil's Book presents and practises new language through stories, songs and language practice activities, all within the framework of a unit task called the mission, with exam preparation fully integrated.

NEW! It provides a 16-page Key Competencies Activity Bank - project and exploratory based ideas for every unit to cover all the Competencies in the LOMLOE.

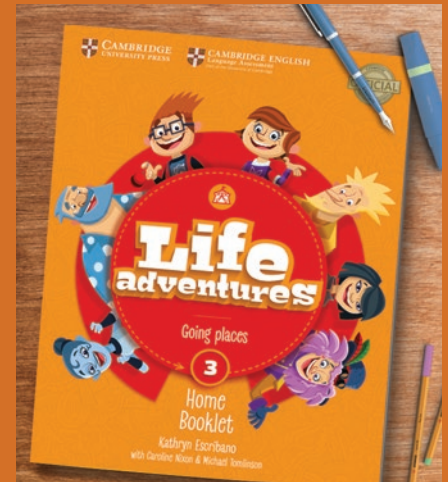
NEW! The Pupil's Book now includes an access code to an eBook with integrated audio and video.



→ Activity Book with Digital Pack

The full-colour Activity Book provides further consolidation of all the language and topics presented in the Pupil's Book. The children can keep a record of their learning and see their progress through self-evaluation activities. A complete pronunciation and phonics syllabus is also included.

The Activity Book comes packaged with the Home Booklet and also includes an access code to the Digital Pack.



→ Home Booklet (free with the Activity Book)

The Home Booklet is a fun games magazine for children to take home, revise what they have learnt in an enjoyable way and share it with their parents. The children will have fun at home with puzzles, tongue twisters, fun facts and a Home mission project. It includes a letter to parents explaining how the course works and how to take part in their child's learning. A Picture Dictionary is also provided.

Digital components



NEW! eBook

Digital version of the Pupil's Book with integrated video and audio.



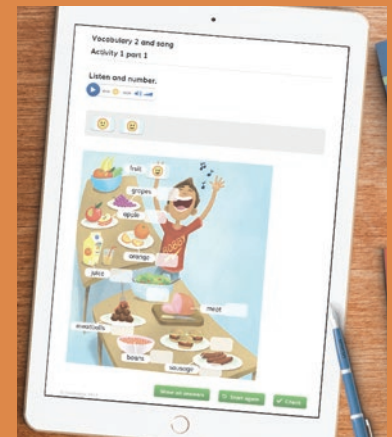
NEW! Digital Pack

The Digital Pack for learners includes:

→ Practice Extra, packed with consolidation activities for vocabulary, grammar and skills. Games, completion rewards with 'try again' prompts and medals celebrate success and aid motivation, while Brain Breaks encourage children to take a break.

→ Learner Resources, with all the audio and video content.

→ For levels 5 and 6 there are brand new CLIL videos; and also Collaboration Plus, an online collaboration tool to help students design and share creative work.



→ Digital Pupil's Books and Activity Books

Fully-interactive books with extra interactive activities are available both online and offline. These are both multiplatform and multidevice.

TEACHER'S COMPONENTS



→ Teacher's Book with Digital Pack

The full-colour Teacher's Book is interleaved with the Pupil's Book.

It offers:

→ Step-by-step guidance for each lesson, including a summary of lesson learning outcomes and materials needed.

NEW! LOMLOE Introduction with Key Competencies mapping.

→ Simple warmers and end of lesson activities.

→ Self-assessment notes to guide the children in this important process.

→ Recommendations for extension and reinforcement.

→ Audio scripts and answer keys.



→ Posters and Flashcards

A complete pack of 10 posters with key vocabulary sets are available for each level.

Flashcards are available for levels 1 to 4.

Photocopiable **Wordcards** are also available for each unit to match the flashcards.

Digital components



→ Presentation Plus

Classroom presentation tool with the Pupil's Book and Activity Book with interactive activities and answers, integrated audio and video and teacher's book; animated stories; games; digital flashcards and the digital mission posters.

→ Teacher's Resources

Vocabulary & Grammar worksheets, Skills worksheets, Culture worksheets, project evaluation templates for the missions and a complete Cambridge English practice test in each level.

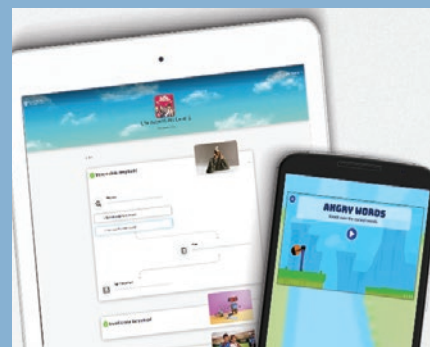
NEW! Learner and teacher facing evaluation templates with descriptors to help assess the key competencies in the LOMLOE.



→ Test generator

Editable unit, mid-year and final tests at three levels. Young Learners, A2 Key for Schools and B1 Preliminary for Schools practice tests are also included.

Digital support on Cambridge One



NEW! Practice Extra

Encourage learner autonomy with bite-sized learning activities, online speaking tasks with audio and video, and gamification. See student progress at a glance with easy-to-use tracking!

NEW! Collaboration Plus

A flexible way for your students to work together on projects and allows you to organise the students into groups, then review and grade their work in the online gradebook.

Life adventures

www.lifeadventures.es

Levels 1, 2, 3 and 5 coming out in 2022.

Levels 4 and 6 coming out in 2023.



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Our aim is to deliver the materials you tell us you need. Exclusive insights from test development and candidate performance guarantee expert content. The result is a unique Exam Journey in each course, ensuring every student is ready on exam day. From skills development to exam tasks, language discovery to real-world usage, we create better learning experiences, together.

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