

LOMLOE
✓ Ready



UPDATED EDITION

Be Curious is an adaptation of *Life Adventures* with lower start and exit levels, going from Pre A1 Starters up to A2 Key for Schools level.

Learning, like life, is an exciting adventure filled with challenges and triumphs.

It provides comprehensive official preparation for Cambridge English Qualifications and is jointly published with Cambridge Assessment English.



The updated edition provides full coverage and evaluation of the Key Competencies in the new LOMLOE law.

NEW!

Be Curious and the Key Competencies

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

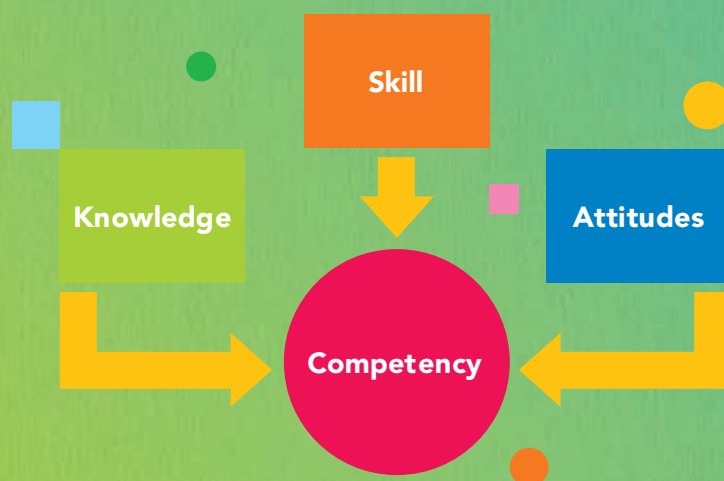
Key Competencies are a combination of knowledge, skills and attitudes designed to help learners develop tools which they can use both academically and in a wider social context. A **Key Competencies Activity Bank** has been added to the Pupil's Book in the updated edition.

Be Curious, however, offers numerous opportunities for the development of all the eight competencies throughout the course, and they have been mapped in the Teacher's Book:

	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

Be Curious 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.

NEW!

The Cambridge Life Competencies	LOMLOE Key Competencies
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

Be Curious is the perfect start to this great adventure, developing natural curiosity in the learning journey and gently building confidence towards exam success.



How?

- A — By motivating children and arousing their curiosity of the world around them.
- B — Through collaborative learning and life skills: the Key Competencies.
- 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.

Through assessment for learning, lesson by lesson they know what they are learning, why and how, giving meaning to their efforts and motivating them as they track their progress.

A — Curiosity

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



7 Feeling it

How would you feel in each picture? When have you felt like this?

Watch the video. What makes Jim feel annoyed?

Mission Make a 'feelings wheel'

- 1 Brainstorm different emotions you feel.
- 2 Make a list of tips for feeling better.
- 3 Make a feelings wheel with real suggestions.

The jungle

1. Ask and answer.
2. What do you do outside?
3. Write about a natural place?



Home

Watch the video. Write about your home.



mission Create a jungle adventure park

In this unit I will:

- 1 Design a map for a jungle adventure park.
- 2 Invent a jungle activity.
- 3 Add a nature area in the park.
- 4 Present the jungle adventure park to the class.



Real-world video documentaries give the children insights into other countries and the world around us.

mission Invite a friend to my house

In this unit I will:

- 1 Ask when my friend can come.
- 2 Tidy my bedroom.
- 3 Make a list of things to do.
- 4 Have my friend to visit.

Be Curious motivates children by arousing their curiosity of the world around them and also encourages them to learn about other cultures and countries.



The wonders of the world

- 1 Watch the video.
- 2 Find the continents on the map.

Our planet, Earth, has seven continents. Here they are in order, from the biggest to the smallest:

- 1 Asia
- 2 Africa
- 3 North America
- 4 South America
- 5 Antarctica
- 6 Europe
- 7 Australia



- 3 Match the places with the continents. Listen and check.



the Grand Canyon



the Taj Mahal



the Great Barrier Reef

The grand canyon is in North America.

- a Africa
- b Europe
- c South America
- d North America
- e Asia
- f Australia



Machu Picchu



the Victoria Falls



Stonehenge

Learn about natural and manmade wonders of the world

Literature

- 1 Look at the picture. Discuss with a partner.

THE STORY

Long ago a king lived in Ayodhya. He had four sons. One day he said, 'I am old and I want my oldest son to be king!' Rama's stepmother told his oldest son to leave and return to Ayodhya for



One day, Sita saw a monkey catch it for me,' she said. When Rama left to go to the house dressed in a monkey and took her back to

When Rama returned and saw that Sita wasn't there, he searched but he couldn't find her. He decided to ask Hanuman for help. Hanuman was the great leader of the monkeys. He could fly over mountains, change size and he was very strong. 'Don't worry. I can find her quickly,' he said to Rama.

52 Text type: An Indian myth



Time detective

- 1 Watch the video.

Do you like inventing things? Archaeologists find out how people lived long ago.

- 2 Talk to a partner. How old do you think these objects are?



- 3 Look at the picture. How old do you think these objects are?



- 4 What do these objects tell us about this time in history?

Learn about archaeology

- 5 Listen and read the fact file from where you live.



Fact file: New York City

Location	North-east coast
Size	789 square kilometres
Population	Around 8.5 million
Climate	Very hot in summer
City characteristics	City of skyscrapers Very busy city People from all over the world
Places of interest	Manhattan The Statue of Liberty Brooklyn Bridge The Empire State Building

- 6 Write a fact file about a city, town or village in your own country. Use the headings in Activity 5 to help you.

MISSION STAGE 3

- Add some green spaces to your town.
- In groups, choose some green spaces to include in your town.
- Use symbols to add them to your map and create a key.

My mission diary

Learn about New York City

Culture and cross-curricular lessons cover fascinating topics and countries from India to Australia, carnivorous plants to robotics.



B — Collaborative learning and life skills

Be Curious develops social skills and empathy through on-going project tasks in every unit. These *Missions* put the children at the centre of their learning and make it more motivating and meaningful.



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

PUPIL'S BOOK 4

PUPIL'S BOOK 2



Life skills, including critical thinking and emotional intelligence, are an essential part of the learning journey and are based on the Cambridge Life Competencies Framework.



At the end of the unit we find the final *Mission*. The project has already been prepared in stages, so all the children have to do is put it together and practise everything they have learnt.

mission in action! 8

Give a presentation about your town.

- Describe the buildings and their location in the town using the map.
- Explain how to get to different places in the town.
- Describe all the green spaces in the town.
- As a class, vote to choose the best town.

My mission diary
Activity Book Page 94

Can you remember?

- Where did the Friendly family need to get to?
- Where were Rose and the children when it started to rain?
- Where can you buy some stamps?
- Name three buildings you don't usually see in a village.
- What's the population of New York City?
- What did Yvonne use to find directions?

PUPIL'S BOOK 4 Unit consolidation 105

Be Curious integrates emotional competences as a fundamental part of the learning process, offering different opportunities to work on them with the children.



Emotions

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

When Cathy stands up, her beautiful white coat is very shiny. "Look!" the young cows laugh. "Cathy's got big black spots!" Suddenly lots of flies come from behind the house. "Rude!" says Cathy's mum. "Hush!" about the young cows.

When the flies bite Cathy, she feels:

When Little Horse helps Cathy, she feels:

When the young cows laugh at Cathy, she feels:

When Cathy sees that she hasn't got any bites, she feels:

2 How do they feel? Read and circle.

- When the flies bite Cathy, she feels:
- When Little Horse helps Cathy, she feels:
- When the young cows laugh at Cathy, she feels:
- When Cathy sees that she hasn't got any bites, she feels:

3 Ask and answer

What's your favourite animal?

It's a donkey.

1 haven't got any bites! laughs Cathy. "Thank you, Little Horse." Now lots of white cows have black spots so flies don't bite them.

Identifying the feelings of others

PUPIL'S BOOK 2



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.



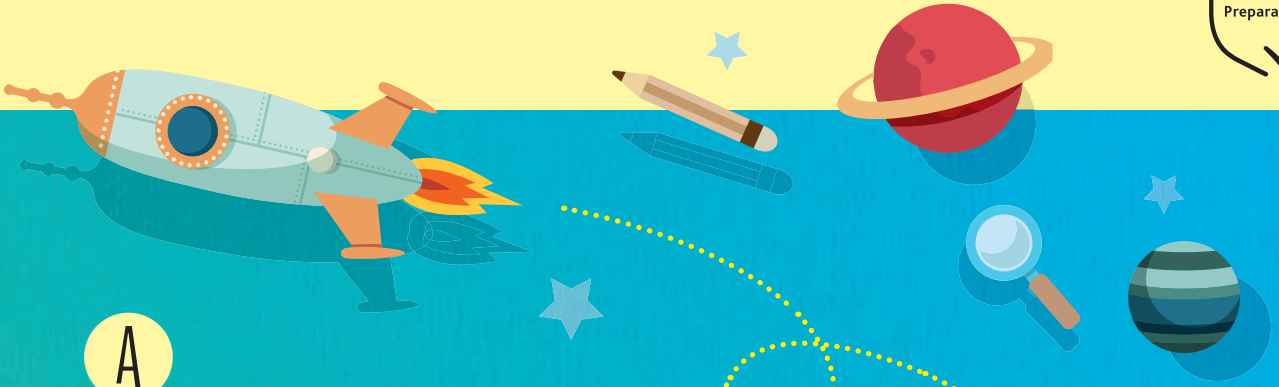
C6 Citizenship competence

Be Curious Pupil's Book 4

C — A natural integration of exam preparation

Exams without fear or stress:
how does Be Curious help?




A

As the only official publisher for Cambridge exams, children have access to genuine examples and practice tests, checked for level and accuracy by the teams who create the exams.

B

The course offers a gentle integration of skills, language and exam-type tasks, helping children build their confidence and resilience, and take the stress out of taking exams.

C

The exam journey in **Be Curious** takes the children from Pre A1 Starters through to the A2 Key for Schools exams.



C — A natural integration of exam preparation

Be Curious seamlessly moves children through the Cambridge English Qualifications, from Pre A1 Starters right through to A2 Key for Schools.



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

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.

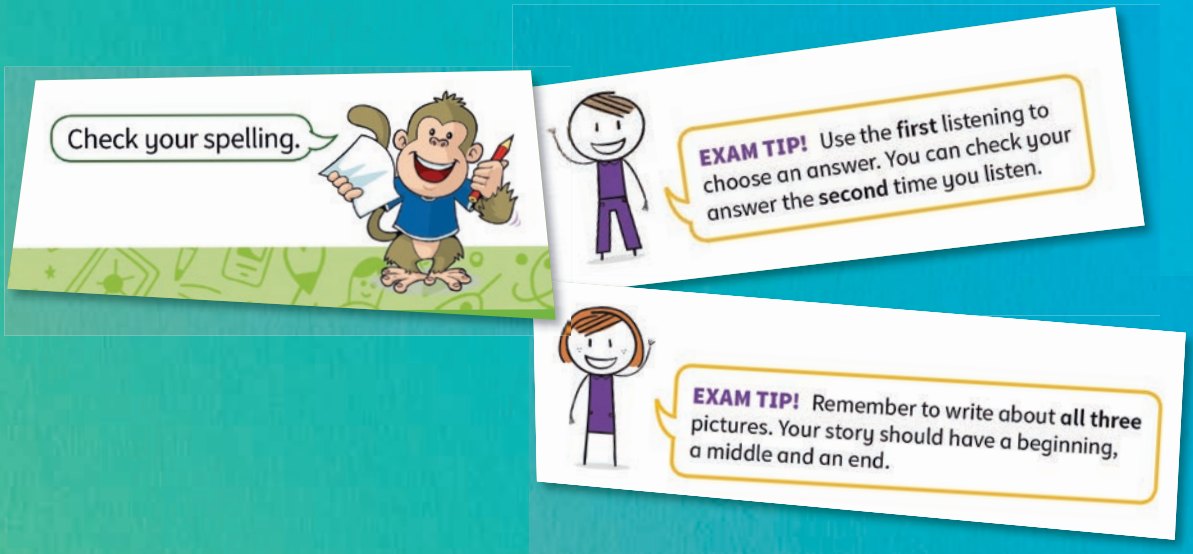
D

Children are motivated seeing the progress they are making.

The exam journey

The **Be Curious** exam journey integrates skills and language learning with exam practice and strategies, ensuring the children are ready on the exam day.

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 A2 Key for Schools



Check your spelling.

EXAM TIP! Use the first listening to choose an answer. You can check your answer the second time you listen.

EXAM TIP! Remember to write about all three pictures. Your story should have a beginning, a middle and an end.



C — A natural integration of exam preparation

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.

PUPIL'S BOOK
1

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

4 Where's Lucy's book?



A B C

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



A B C

2 How old is Anna?



A B C

3 Where's Matt's rubber?



A B C

4 What are the new animals on the farm?



A B C

5 What would Sam like for lunch?



A B C

6 Which is Lucy's brother?



A B C

34 Listening Part 3

PUPIL'S BOOK
3

1 Finish these sentences.

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

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 windows.

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 tree house is best?
Yes, I do. It's fun because ...

Do you think a flat is ...?
Do you think a tree house is ...?
Do you think a castle 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 your own ideas.

EXAM TIP: Practice giving your opinion to a friend. Remember to use full ...

PUPIL'S BOOK
5

3

Test Generator

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

A perfect start to the learning journey

Be Curious 1 provides a gentle start to learning English and is ideal for children with little or no prior knowledge of English.

4 **At home**

1 Listen. Listen, point and say.

Vocabulary 1



2 Listen. Listen again and chant.

40 Home PUPIL'S BOOK 1

Literature

1 Listen and point to the correct picture.

The three wishes



a magic fish



a big house



a lot of food

Text type: A traditional story 44

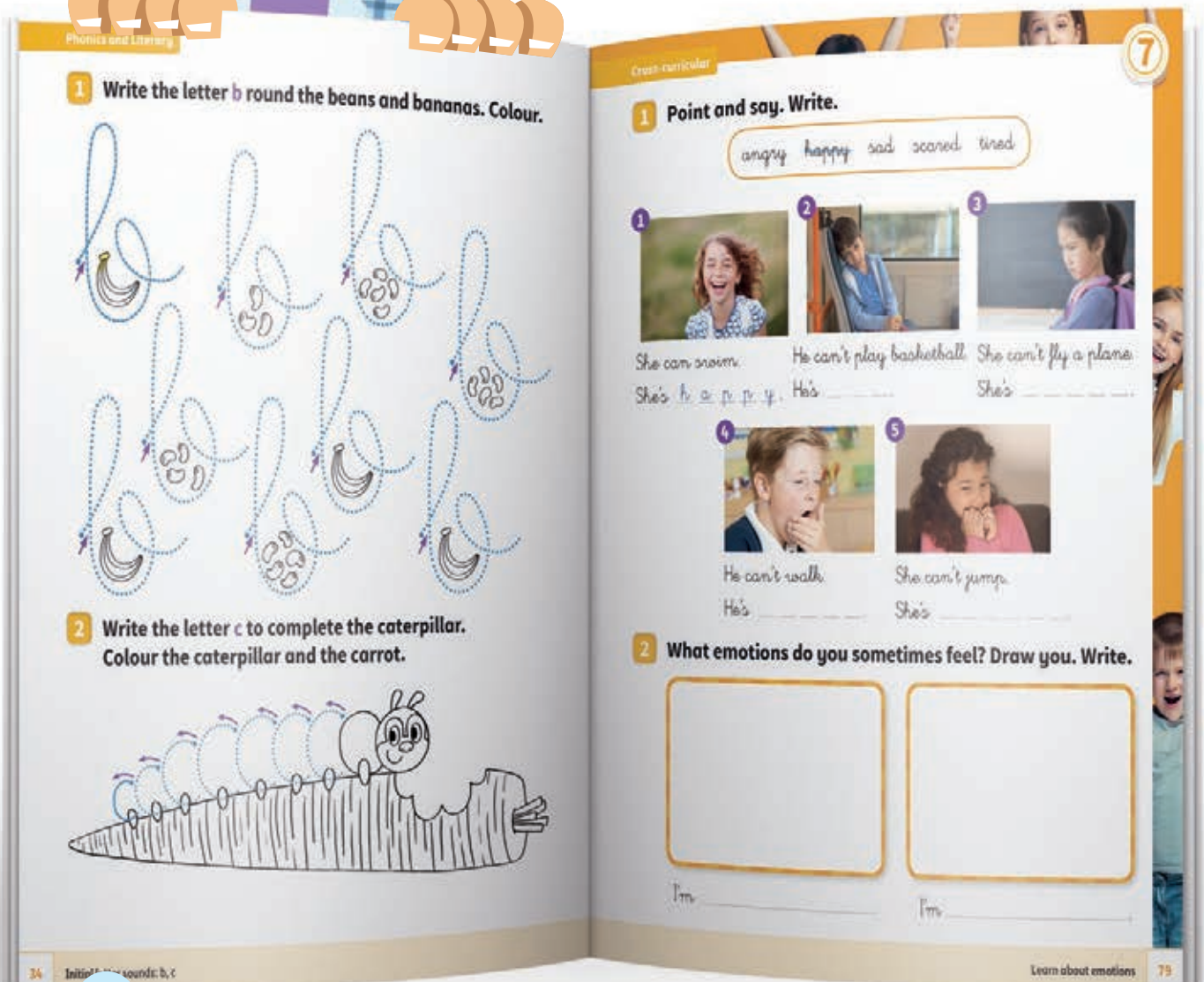
The level of reading and writing is carefully controlled. The written word does not appear until the second term.



On the **Literature** pages the children enjoy different types of stories – traditional, cartoons, real-life and fantasy.



A special Phonics and Literacy lesson introduces the children to the sounds of spelling of English in a controlled and accessible way.



ACTIVITY BOOK 1



The full-colour **Activity Book** provides Spanish handwriting font with simple trace and single letter and word writing activities.

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.



Vocabulary 1

4

1 Listen. What did May and Fred make last week?



2 Say the chant.

3 Listen. Who says it? Say the name.

Rose Mrs Friendly
May Fred Pablo

Be Curious about India

In India it rains a lot every day in the summer, from June to September - that's about 120 days! This time of the year is called the monsoon season.

Natural features 45

PUPIL'S BOOK 4

The chant is also accompanied by a video animation.



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

Vocabulary 2



The songs are also accompanied by a video animation.



Vocabulary 2 and song

1 **4.08** Listen and match. Then sing the song.

Carefully, carefully, carefully, carefully
We flew to the jungle.
Carefully ...
We drove to the beach
And we sailed on the sea.
Yes, we did ...

Slowly, slowly, slowly, slowly
We fished in a river.
Slowly ...
We threw our nets
And we caught some fish.
Yes, we did ...

Quickly, quickly, quickly, quickly
We learnt to dance.
Quickly ...
We bounced and hopped.
And we skipped and kicked.
Yes, we did ...

2 Find the past simple verbs in the song. Are they regular or irregular? Write two lists.

3 Play the memory game. Cover the song. Look at the pictures and say what the people did.

Let's talk about weekends.
What did you do last weekend?

Story and Language practice



In Level 1 the stories are based on a family on a Café Boat. In Levels 2 & 3 we have the family and animals on The Friendly Farm. In Levels 4 & 5 these are based on the adventures of a circus family, Diversicus, travelling around the world.

1 Listen and say *yes* or *no*.



8 Story: Question words in context

PUPIL'S BOOK
4



Language practice 1

1

1 Describe the picture. What are they doing?

2 Read. Answer the questions.

Diversicus is a circus. There are acrobats and clowns, but there aren't any animals. The acrobats get up at half past six and they have breakfast early because they start practising at nine o'clock. Acrobats have to climb, run and jump. The strong acrobats catch the others in the air. It's very exciting. Their job is beautiful, but it's dangerous, too.



- 1 What is Diversicus?
- 2 What time do the acrobats get up?
- 3 Why do they have breakfast early?
- 4 What time do they start practising?
- 5 Which acrobats catch the others in the air?

Grammar spotlight

Which country are we in? We're in **Russia**.

Why are you running? **Because** school starts in ten minutes.

What time do they have lunch? They have lunch at **half past twelve**.

3 Imagine you meet an acrobat from Diversicus. What do you want to know about him/her? Write three questions.

mission STAGE 1

Prepare your schedule.

- Choose which circus artist you'd like to be.
- Work with a partner.
- Ask and answer to complete your partner's weekly schedule.

What time do you have breakfast? I have breakfast at eight o'clock.

What time do you go to bed on Mondays? At nine o'clock.

My mission diary Activity Book page 6

Review question words 9

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.



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



Language practice



Level 6 takes more of a mature approach, more in line with Secondary. The new language is contextualised in a Reading text and then presented and practised.



Language presentation 1

1 Read Jim's blog and answer the questions.

- 1 What did Jim and Jenny want?
- 2 What were the problems with the things they bought?
- 3 What is a shopping fail?

Jim's Big Blog

Online Shopping Fails

22nd March @12:25 pm

Last week, I bought a T-shirt online to wear at my friend's birthday party. I found a few websites where you can write on T-shirts. On one site, the T-shirts weren't as expensive as on other sites, and they looked nicer too. My friend is learning Spanish with me so I asked for 'Happy Birthday' in Spanish on the T-shirt.

The T-shirt arrived more slowly than I hoped. In fact, it arrived a few minutes before my friend's party. I put it on as quickly as I could then I left to go to the party. The T-shirt felt great – it wasn't bigger or smaller than I wanted.

When I arrived, I showed the T-shirt to my friend and he started to laugh. I was confused – but then he told me that he had bought me a T-shirt. I looked at it and it said 'Happy Birthday' in Spanish. I was so embarrassed!

At first, I was angry but my friend said that the T-shirt made him happy on his birthday. Then I felt a lot better. 😊

22nd March @12:45 pm

SHOPPING FAIL

Last month, I made an online shopping mistake that was as bad as Jim's.

My feet are growing quickly so I needed a bigger pair of trainers for tennis club. I looked at two different websites. On the first site, the shoes were much more expensive. But on the second site I saw a pair of shoes I loved – they were bright red and they were very cheap.

My mum ordered the trainers for me but when they arrived I was surprised. The box was very small. Then, when I opened the box, I was shocked. The trainers were a lot smaller than my feet. And they were smaller than my toes too! In fact, they were trainers for a doll! 🐼

What a mistake!

Now, I always check the size of the things I buy online.

2 Read the blog again. Who says each sentence – Jim or Jenny?

- 1 'My old ones are too small.'
- 2 'Great! I love the colour and they're not expensive.'
- 3 'Wow! This is really comfortable.'
- 4 'This is awful! I look so silly.'
- 5 'That's strange. Why's this so small?'
- 6 'I'm happy it made you laugh.'

6 Integrate new vocabulary and grammar

PUPIL'S BOOK 6



Grammar look: comparative adjectives, adverbs and as ... as

- 'The trainers were a lot smaller than my feet.'
 - 'On the first site, the shoes were much more expensive.'
 - 'Last month, I made an online shopping mistake that was as bad as Jim's.'
- 1 What is bigger? **the trainers / Jenny's feet**
 - 2 Where did the shoes cost more? **on the first site / on the second site**
 - 3 Whose mistake was worse? **Jim's / they were similar**

- 4 With short adjectives (one or two syllables long), we make comparisons with **-er than / more ... than**.
- 5 With long adjectives (three or more syllables long), we make comparisons with **-er than / more ... than**.
- 6 We use **as ... as** to say something is the same or similar / different to something else. For example: 'I took the T-shirt out of the box as quickly as I could.'
- 7 We use **not as ... as** to say something is similar / different to (and usually less than) something else. For example: 'The T-shirts weren't as expensive as an other sites.'

page 120

1 Make sentences to compare the pictures.

The tracksuit isn't as old as the trousers.

Did you know?



In the 1860s, some dresses were as wide as doors. Women often got stuck when they walked between rooms!

Mission Stage 1

Choose an activity and make a shopping list.

Hiking
a warm jumper, a cosy hat,
trainers, a raincoat, trousers

My bag: 0 items Register/Log in Search

Vintage Online
Look cool fast with clothes from the past!

Search by year >
Search by item >

-  Price: £295
Size: medium;
made in the 1860s
-  Price: £25
Size: extra large;
made in the 1990s
-  Price: £295
Size: small;
made in the 1970s

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.



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

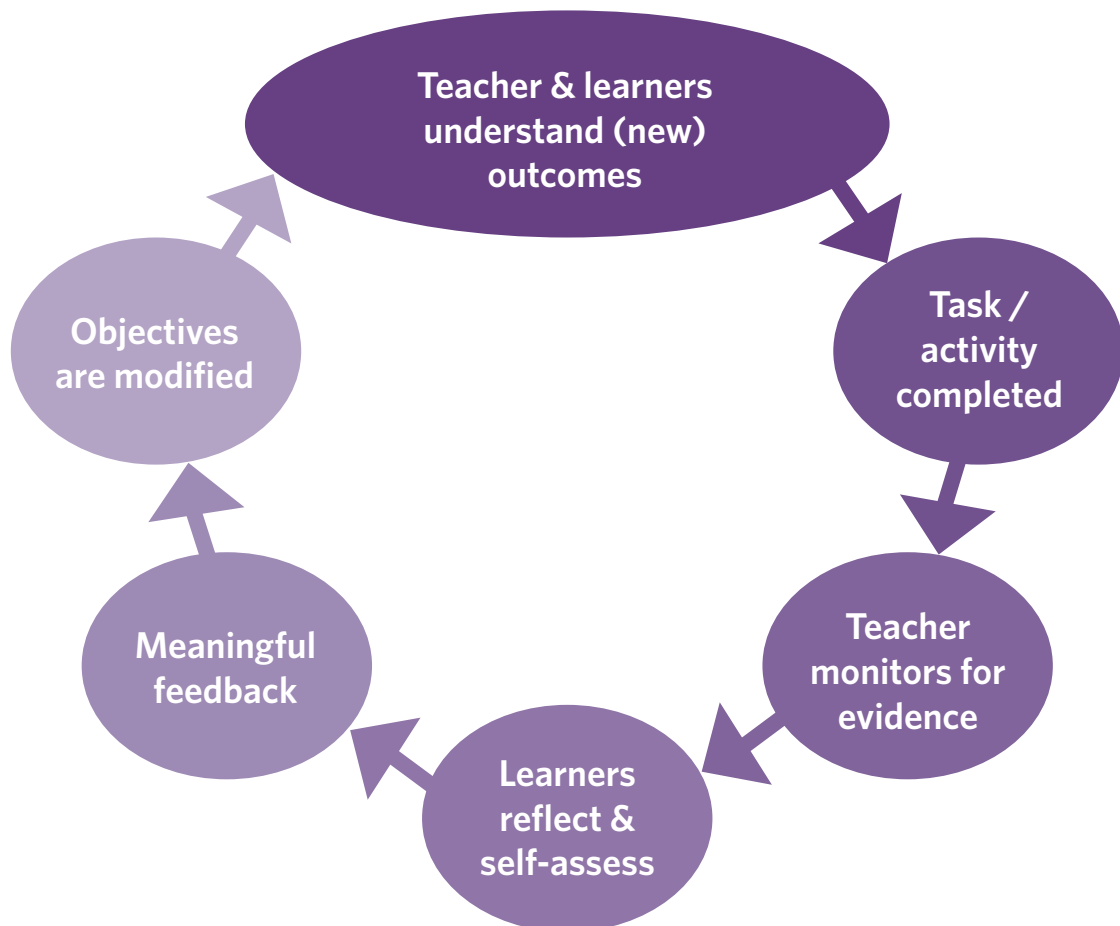




Formative assessment and assessment through competencies

Be Curious 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	✓	✗ 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	✓	✓	✗ not motivated – doesn't do much
Sharing	✓	✓	✓
Working autonomously	✓	✗ tries but lacks confidence	✗ 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 as well as Cambridge Exams practice. 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 also comes packaged with the Home Booklet and also includes a code for access to the Digital Pack.



→ Home Booklet (free with the Activity Book)

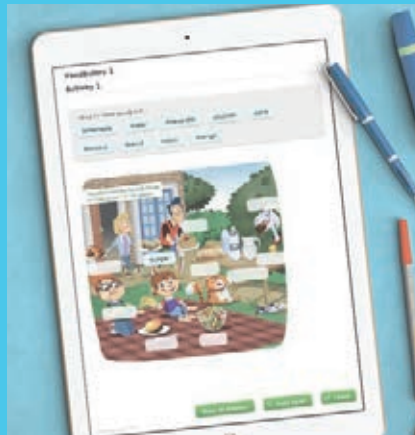
The Home Booklet is a fun games magazine for children to take home, revise what they have learnt in an enjoyable way and share it with their parents. The children will have fun at home with puzzles, tongue twisters, fun facts and a Home mission project. It includes a letter to parents explaining how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

Digital components



NEW! eBook

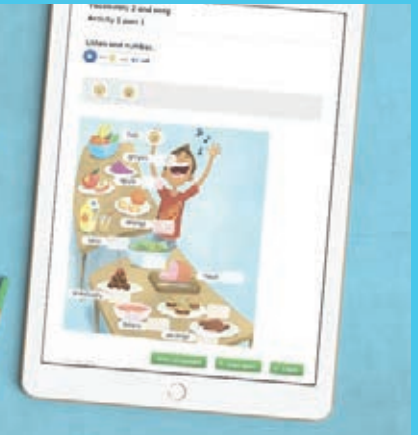
Digital version of the Pupil's Book with integrated video and audio.



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 level 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.



Choose the ideal route for your pupils and your school

A customised learning journey

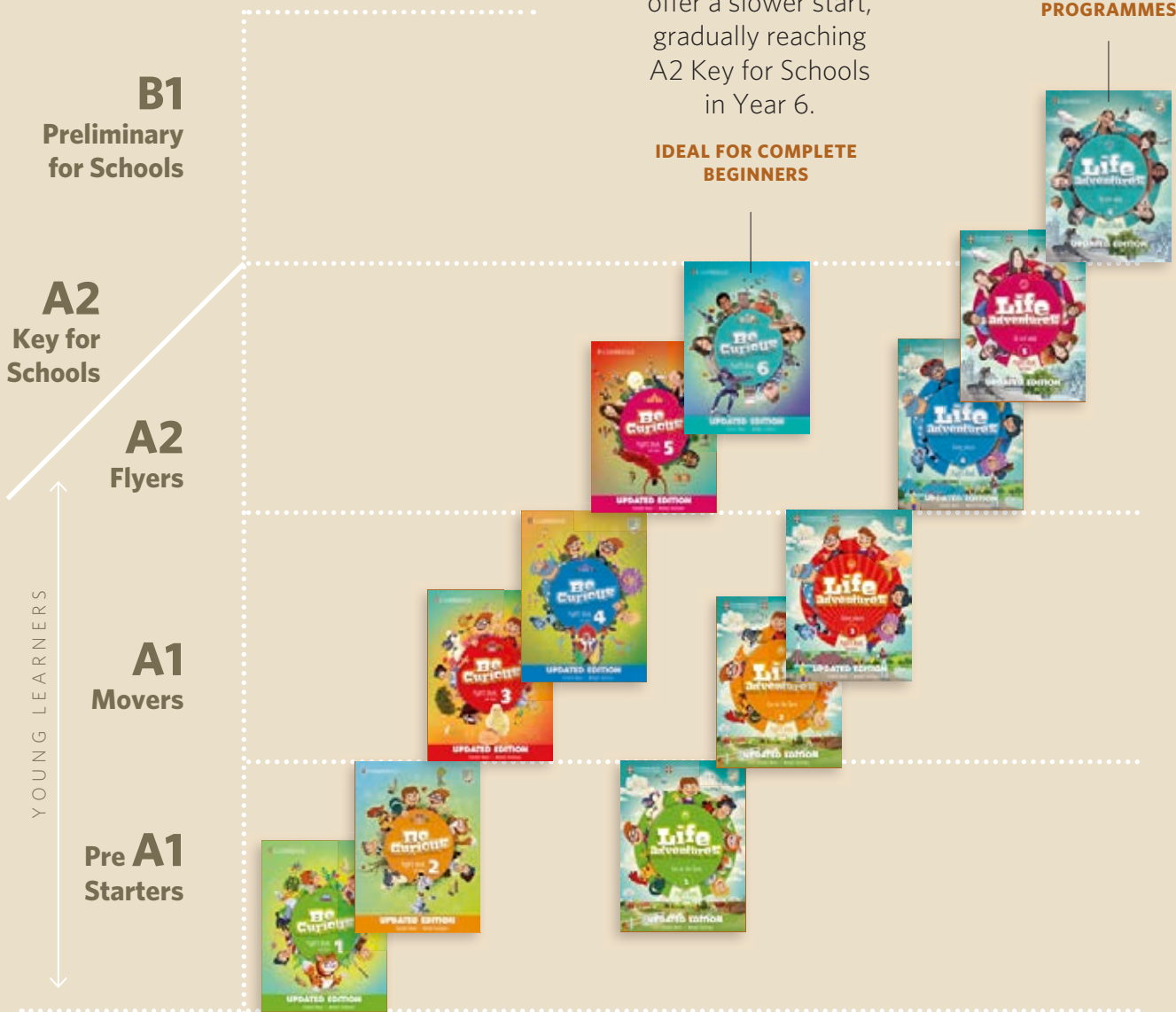
Life Adventures starts at a higher level and reaches B1 Preliminary for Schools by Year 6.

IDEAL FOR BILINGUAL PROGRAMMES

Be Curious

has been adapted to offer a slower start, gradually reaching A2 Key for Schools in Year 6.

IDEAL FOR COMPLETE BEGINNERS



The perfect match for Be Curious:



FUN SKILLS

Fun Skills covers all the skills your students need to be ready on exam day, offering practice of the exam tasks and self-assessment exercises.



MINI TRAINERS

With two full-colour practice tests, the Mini Trainers provide complete guidance on how to tackle the exam, and include friendly online character animations.



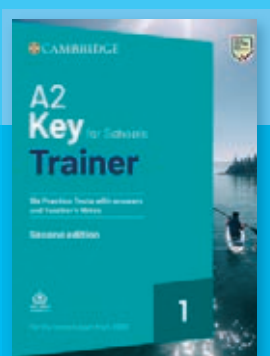
STORYFUN

Enjoyable stories, songs, fun activities and exam-style questions that practise the grammar, vocabulary and skills needed for Pre A1 Starters, A1 Movers and A2 Flyers.



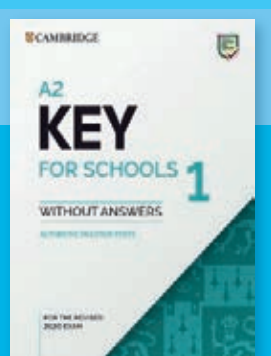
PRACTICE TESTS FOR PRE-A1 STARTERS, A1 MOVERS AND A2 FLYERS

Designed to evaluate the English level of primary learners aged 7-12, these authentic practice tests provide the first step towards General English Exams.



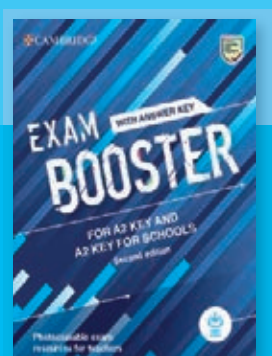
A2 KEY FOR SCHOOLS TRAINER

Six full practice tests for A2 Key for Schools, plus easy-to-follow expert guidance and exam tips designed to guarantee exam success.



PRACTICE TESTS FOR A2 KEY FOR SCHOOLS

This collection of authentic tests for A2 Key for Schools follows the specifications of the revised 2020 exam and offers four complete official practice tests.



EXAM BOOSTER FOR KEY AND KEY FOR SCHOOLS

Focus on essential exam practice for the revised 2020 A2 Key and A2 Key for Schools. The Exam Boosters offer essential exam task practice for class or home study for use alongside a coursebook or intensively before the exam.





CAMBRIDGE

Be Curious

www.becurious.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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