



Kid's BOX

New Generation



CAMBRIDGE

Home Booklet

English for
Spanish Speakers

3



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Contents



Introduction page 4

Letter to parents page 5

★ Hello! page 6

★ 1 Family matters page 8

★ 2 Home sweet home page 10

★ 3 A day in the life page 12

★ 4 In the city page 14

★ 5 Fit and well page 16

★ 6 In the countryside page 18

★ 7 World of animals page 20

★ 8 Weather report page 22

Picture dictionary page 24

Sounds and spelling page 28

About

Kid's Box

New Generation

Kid's Box New Generation is a new and enhanced edition of the trusted course that has inspired a whole generation of pupils all over the world to learn English.

Kid's Box New Generation combines contemporary, research-backed methodology with learner-friendly content. Our course characters take your children on an English-language learning journey, developing the language they need to succeed in the Cambridge English Qualifications for young learners, while also learning lessons on values, culture, maths, science, geography, sport and art.

In addition, *Kid's Box New Generation* promotes the key competencies that children should acquire in Primary Education, following the National curriculum for the teaching of English in Spanish Primary schools.

The Kid's Box characters. Meet the Star family (Mr and Mrs Star, Simon, Stella and Suzy), their friends (Meera, Lenny and Alex), and their toys (Maskman, Marie, Monty and Trevor). These characters provide fun, familiar and meaningful contexts for the language that children can easily relate to.

***Kid's Box New Generation* at home**

Kid's Box New Generation takes a blended approach to learning English and includes a wide variety of print and digital components. Your child may have the following books:

- **Pupil's Book with eBook.** The digital eBook includes all the Class Videos and embedded Class Audio.
- The **Activity Book with Digital Pack** includes Practice Extra, our suite of online practice activities, as well as the Class Audio and a downloadable Learner Resource Bank.

All digital content is delivered through our new-generation learning environment, **Cambridge One**. Access the complete **Digital Pack** via the code inside the front cover of the **Activity Book**.

Use the digital components at home with your child to watch the videos, listen to the audio, and to play the interactive activities and games. These resources provide a great way to support your child's learning and to have fun together.

Cambridge English Qualifications

Cambridge English's three exams for young learners, Pre A1 Starters, A1 Movers and A2 Flyers, are the first steps in a language learner's journey. The *Kid's Box New Generation* syllabus is built around the Cambridge English exams for young learners, which means your child will be well prepared for any exam they take.

Practice Extra features one exam preparation activity per unit. This allows your child to practise target language and exam techniques while working at home.



Letter to parents

Dear Parents,

Welcome to the *Home Booklet*! After completing each unit of *Kid's Box New Generation*, your child will bring this booklet home to show you the language that they have been learning in their English classroom.

You don't need to have a good level of English in order to help your child. The important thing is for you to take an interest and offer support where necessary. This will have a beneficial effect on your child's learning.

Each unit of the *Home Booklet* contains the following activities:

Activities 1 and 2 practise the main vocabulary and grammar from the unit. Make sure your child understands what to do, then encourage them to complete the activities independently. As your child finishes each activity, you can ask them to read out their answers, pointing to the pictures where appropriate. If you spot a mistake, don't point it out at this stage. Often in reading out their own answers, children will correct any mistakes themselves.

In **Activity 3**, you will watch or listen to the story episode from the unit with your child and then act it out or discuss it together. Explaining the story in their own words and considering different perspectives helps spark pupils' curiosity, creativity and emotional development. You can access all the stories and songs on the **digital eBook** or via **Practice Extra** on the **Cambridge One** learning environment. **Activity 4** features real-world texts and activities that foster reading, writing and critical thinking skills.

Activity 5 provides an opportunity for children to use the language they have learned in a creative or collaborative task. They draw or write about aspects of their own lives, families and communities. After completing the task, ask your child to share their ideas with you. You can also complete the task yourself and compare your work with your child's drawings and written ideas. In some units, **Activity 5** prompts children to look for information about a question or topic online. These activities provide a great opportunity for you to speak to your child about how to find information and be safe online.

Activity 6 is a self-evaluation activity. Look at the pictures with your child, and read out the 'I can...' statements from the bottom of the page. Ask your child to think about whether that statement is true for them, and to draw the mouth and colour the face to reflect their assessment. Make sure you offer lots of praise at this point: it is important for children to value their own progress.

Each unit of the *Home Booklet* is mapped to the key competencies set out by the Spanish Primary curriculum. You will see icons that correspond to the key competencies on each page.



Creative Thinking



Learning to Learn



Critical Thinking



Emotional Development



Social Responsibilities



Digital Literacy



Collaboration



Communication

In the **Sounds and spelling** section, pupils practise pronunciation and spelling sounds that are particularly relevant to Spanish-speaking learners of English.

Lastly, there is an attractive visual **Picture dictionary** for children to revise all the course vocabulary at the end of the *Home Booklet*. Use the dictionary to check that your child understands and can spell the target words they are learning. Encourage them to include a written translation of the words in their home language(s).

We hope you and your child enjoy working together with the *Home Booklet*!

Hello!

1 Look and write. computer ~~doll~~ helicopter kite lorry monster train

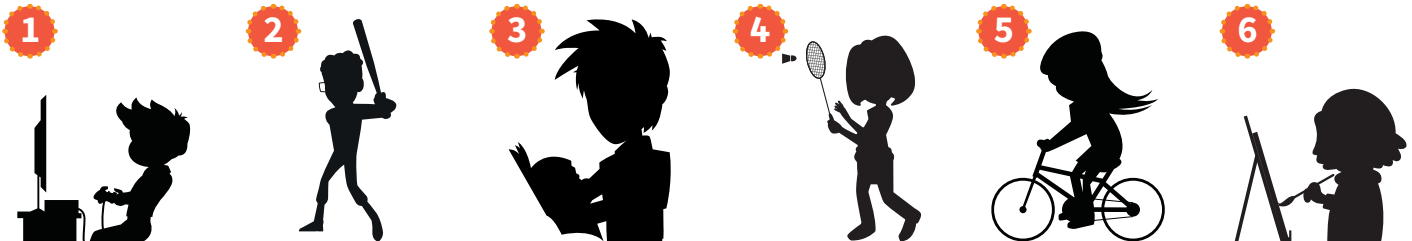


The (1) doll is on the table, next to the (2) _____.
 The (3) _____ is under the bike. The camera is between the
 (4) _____ and the (5) _____. The (6) _____ is in front of the
 game. The (7) _____ is under the table.

2 Study the box. Talk about the pictures.

Grammar

What are you doing?	I'm riding my bike.
What's Daisy doing?	She's reading .
What's Peter doing?	He's flying a kite.
What are Paul and Jane doing?	They're playing hockey.
Is Pete flying a kite?	Yes, he is. No, he isn't.



3 Listen or watch. Retell the story to your family in your home language.



4

Read and complete the text.

bike camera helicopter ~~picture~~ sitting taking

Describing a picture



This is a (1) picture of me with my brother
 Tim and my sister Helen. I've got a yellow
 (2) helicopter. Tim's riding his (3) bike.
 It's green. Helen's (4) sitting next to a tree.
 She's got a purple (5) camera and she's
 (6) taking a photo.

5

Look for information about your local park online. Draw and write.



This is a picture of _____

6

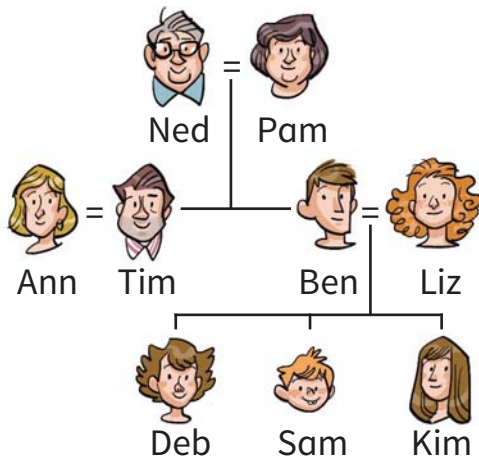
My progress Draw the mouths and colour the faces.

- 1 I can introduce myself to other people.
- 2 I can read and say numbers up to 20.
- 3 I can describe locations of objects.
- 4 I can say what people are doing.
- 5 I can sing the song and read the story.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



1 Family matters

1 Look, think and answer.



- 1 Who's Kim? She's Ned's granddaughter.
- 2 Who's Sam? He's Liz's _____.
- 3 Who's Tim? He's Deb's _____.
- 4 Who are Ben and Liz? They're Sam's _____.
- 5 Who's Ann? She's Kim's _____.
- 6 Who's Sam? He's Pam's _____.

2 Study the box. Talk about the children in the photos.

Grammar

I He/She	like / love / enjoy likes / loves / enjoys	don't like / love / enjoy doesn't like / love / enjoy	riding my bike. reading about science.
I He/She	want wants		to ride my bike. to read about science.

Do you **like** taking photos?
Do you **want to take** a photo?
Does he/she **enjoy** playing football?
Does he/she **want to play** football?

Yes, I **do**.
No, I **don't**.
Yes, he/she **does**.
No, he/she **doesn't**.



3 Listen or watch. Act out the story with your family.

4 Read the text and complete the sentence.

Understanding a description



This is a picture of my grandparents. They're sitting on sofas. My grandfather's name is Tom. He's got brown hair and a beard. He's playing his guitar. My grandmother is called Jenny. She's got curly grey hair. She's listening to my grandfather. She loves listening to music!

This is a text about a child's grandparents. Their names are _____ and _____. They _____ listening to music.

5 Draw two ways your family gives and shares. Write.

I share _____ with my _____.

_____ shares _____ with _____.

6 **My progress** Draw the mouths and colour the faces.

- 1 I can describe family relationships with possessive 's.
- 2 I can describe scenes.
- 3 I can say what someone likes doing and wants to do.
- 4 I can describe people.
- 5 I can sing the song and read the story.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



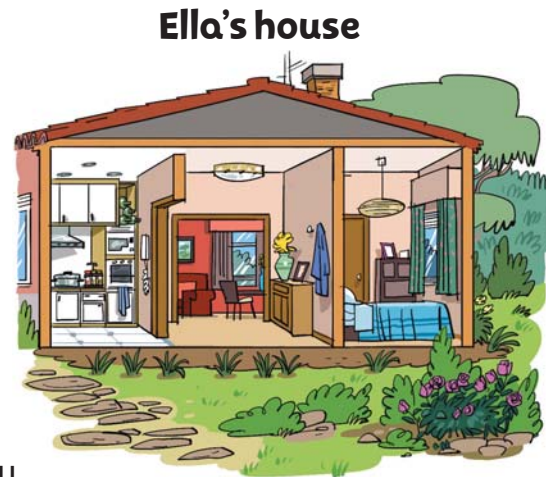
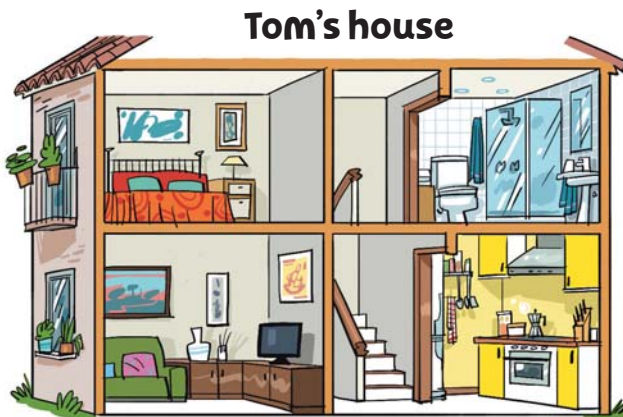
2 Home sweet home

Grammar

1 Look, read and circle.

Has your house
got a basement?

My house **hasn't got** a basement.
My house **has got** three bedrooms.



- 1 Tom's house **has got** / hasn't got a balcony.
- 2 Ella's house has got / hasn't got stairs.
- 3 Tom's house has got / hasn't got a basement.
- 4 Ella's house has got / hasn't got a garden.
- 5 Tom's house has got / hasn't got a bedroom downstairs.
- 6 Ella's house has got / hasn't got a white kitchen.
- 7 Tom's house has got / hasn't got a bathroom upstairs.
- 8 Ella's house has got / hasn't got a lift.

2 Look at the photos. Talk about the homes.



3 25 Listen or watch. Ask your family about their favourite character.

4

Read. What has the house got? Put ✓, X or ? .

✓ = yes X = no ? = the text doesn't say

Describing a home



My uncle and aunt live in a house in a town. Their house has got stairs. There are two bedrooms and a bathroom upstairs. The living room and the kitchen are downstairs. The house hasn't got a garden, but it has got a balcony. I like eating my lunch on their balcony!

a dining room ?

a basement ___

stairs ___

a garden ___

a bathroom downstairs ___

a balcony ___

5

Write about a house or flat. Describe it. Who lives there?

My _____

6

My progress Draw the mouths and colour the faces.

- 1 I can talk about where people live and describe my home.
- 2 I can use verbs in present simple and continuous.
- 3 I can read and say numbers up to 100.
- 4 I can sing the song and read the story.
- 5 I can design my dream bedroom.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



3 A day in the life

1 Look, read and write the answers.

MY DAY by Archie Smith

Before school: 7.00 wake up

- get up - have a shower
- get dressed



8.00 have breakfast - go to school

After school: 3.00 catch the bus

- do homework



6.00 have dinner

- wash face - get undressed

9.00 go to bed



1 What does Archie do at seven o'clock?
He wakes up.

2 What does he do after his shower?

3 What does he do at eight o'clock?

4 What does he do at three o'clock?

5 What does he do after dinner?

6 What does he do at nine o'clock?

2 Study the box. Talk about your day.

Grammar

How often do you play in the park?

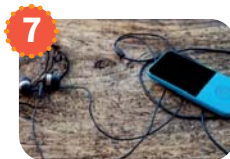
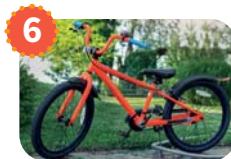
How often does he/she play in the park?

I **never** / **sometimes** / **always** play in the park.

I play in the park **every day**.

He/She **never** / **sometimes** / **always** plays in the park.

He/She plays in the park **every day**.



3 36 Listen or watch. Retell the story to your family in your home language.

4 Read and circle the things he does.



Interesting facts about me
 I don't like baths – I have a shower every day. I never eat bananas, but I eat an apple every day. I always wear glasses. I sometimes play hockey on Wednesdays, and I always play football at the weekend. I never do my homework on Fridays. I listen to music every day. I sometimes help to cook dinner on Saturdays.

5 Write about your habits. Compare with your family.

always every day never sometimes food home school sport

I _____

6 My progress Draw the mouths and colour the faces.

- 1 I can talk about daily routines and habits.
- 2 I can say the days of the week and times with o'clock.
- 3 I can say when and how frequently people do things.
- 4 I can sing the song and read the story.
- 5 I can talk about astronauts in space.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



4 In the city

1 Read and match.

- | | |
|-----------------------------|--------------------|
| 1 You go to a bus station | to buy clothes. |
| 2 You go to a bank | to swim. |
| 3 You go to a library | to buy food. |
| 4 You go to a cinema | to get books. |
| 5 You go to a clothes shop | to catch a bus. |
| 6 You go to a hospital | to watch films. |
| 7 You go to a supermarket | to get some money. |
| 8 You go to a sports centre | to see a doctor. |

2 Look at the places. Ask and answer using *must* and *can*.

Grammar

Must I / Simon / Suzy go to school?

Yes, you / he / she **must**.

Can I / Simon / Suzy play football here?

Yes, you / he / she **can**.



3 Listen or watch. Retell the story to your family in your home language.

4 Read. Write the missing letters on the map.

L = library **SP** = swimming pool
SC = sports centre **C** = cinema
BS = bus station **H** = hospital
SM = supermarket **P** = park









Describing my town

In my town, the park is in front of the swimming pool. The library is opposite the park. The supermarket is between the library and the sports centre. Opposite the sports centre there is a bus station, and next to the bus station there is a cinema. The cinema is in front of the hospital.

5 Make a list of rules at home with your family.

At home, I must _____

6 **My progress** Draw the mouths and colour the faces.

- 1 I can say where things are in a town or city. 
- 2 I can say where you go to do or buy something. 
- 3 I can talk about obligation and permission using *must* and *can*. 
- 4 I can sing the song and read the story. 
- 5 I can talk about shops and shopping. 
- 6 I can play games on *Practice Extra*. 
- 7 I can use my *Picture dictionary*. 
- 8 I can review my learning at home using my *Home Booklet*. 

5 Fit and well

1 Look, sort and write the words.



1 cakb

My back hurts.
I've got a backache.



2 deha

My _____ hurts.
I've got a _____.



3 hsmcato

My _____ hurts.
I've got a _____.



4 rea

My _____ hurts.
I've got an _____.



5 otoht

My _____ hurts.
I've got a _____.

2 Look at the photos. Talk about how to be healthy.

Grammar

He **must stay** in bed. We **mustn't eat** in the library.
You **can listen** to music. She **can't go** to school.



3 Listen or watch. Act out the story with your family.



4 Read. Which things must you do? Put ✓ or X.

Giving advice

Preparing for a race

It is important to eat healthy food before the race – you must eat lots of fruit and vegetables.

You can eat chocolate when you need energy.

You must drink water when you run. Carry a water bottle. Wear shorts, a T-shirt and trainers, and wear a cap if it's sunny to avoid headaches.

Before the race, you need to train every day. Train with a friend, and always tell your parents where you are going. But it is important to rest too, and you mustn't run if your feet or knees hurt.



- rest
- drink water
- wear jeans
- train every day
- run if your knees hurt
- wear trainers
- train with your parents
- eat fruit and vegetables
- eat chocolate

-
-
-
-
-
-
-
-
-



5 Choose a healthy activity for your family. Look for information online and write.

We want to _____



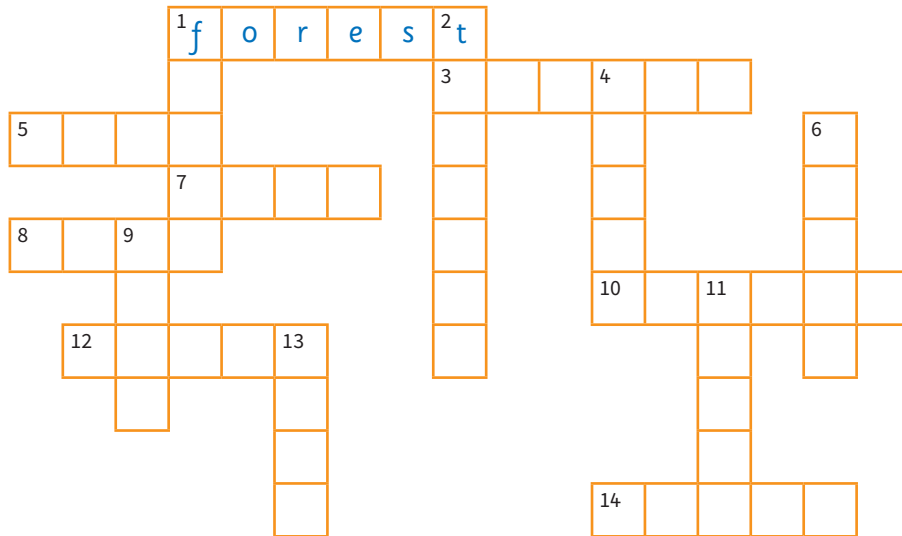
6 My progress Draw the mouths and colour the faces.

- 1 I can name some parts of the body.
- 2 I can say what's wrong with me.
- 3 I can talk about obligation using *must* and *mustn't*.
- 4 I can sing the song and read the story.
- 5 I can talk about home remedies and health.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



6 In the countryside

1 Look and complete the crossword.



Adjectives

2 ↓



3 →



8 →



9 ↓



10 →



12 →



13 ↓



14 →



The countryside

1 →



1 ↓



4 ↓



5 →



6 ↓



7 →



11 ↓



2 Read and match.

Grammar

I'm hungry.
I'm cold.

Shall I make breakfast?
Shall I close the window?

1 I'm tired.

2 I'm cold.

3 I'm hungry.

4 I'm thirsty.

5 I'm hot.

Shall I get

Shall I carry

Shall I buy

Shall I open

Shall I cook

a drink for you?

the window?

your bag?

dinner now?

your jacket?

3 Listen or watch. Ask your family about their favourite part of the story.

7 World of animals

1 Write the comparative adjectives.

Grammar

weak → weaker
 thin → thinner
 naughty → naughtier
 good → better
 bad → worse

Parrots are **weaker than** bears.
 Dolphins are **thinner than** whales.
 Monkeys are **naughtier than** lions.
 Sharks are **better** at swimming **than** elephants.
 Pandas are **worse** at jumping **than** kangaroos.

weak weaker
 strong _____
 quick _____
 slow _____

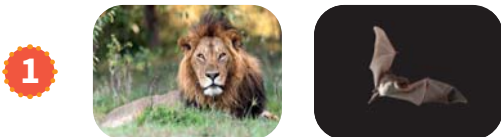
fat fatter
 big _____
 hot _____
 thin _____

hungry hungrier
 thirsty _____
 happy _____
 dirty _____

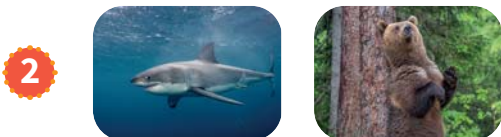
good _____
 bad _____

2 Look and compare the animals. Write the sentences.

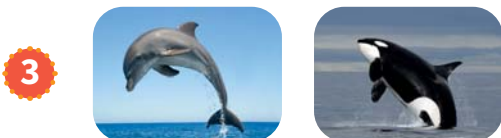
~~bats~~ bears dolphins ~~lions~~
 jellyfish parrots sharks whales



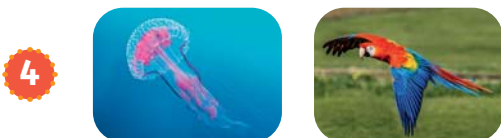
strong
 Lions are stronger than bats.



good at swimming



big



bad at flying

3 Listen or watch. Retell the story to your family in your home language.



Look, read and write.

big drink eat forests
hippos legs running yellow



Describing an animal



This is my imaginary animal. It is called a 'Shiffler'. Shifflers are purple and (1) yellow. They've got four short (2) _____, a long tail and (3) _____ ears. They're smaller than elephants but bigger than (4) _____. They can't climb, but they're better at (5) _____ than tigers! They live in (6) _____ in Africa. They (7) _____ plants, and sometimes they eat bananas. They (8) _____ a lot of water.



Choose an endangered animal. Look for information online and write.



This is my endangered animal. It's a _____



My progress Draw the mouths and colour the faces.

- 1 I can name some wild animals.
- 2 I can talk about animals' features and abilities.
- 3 I can compare animals using comparative adjectives.
- 4 I can sing the song and read the story.
- 5 I can talk about how animals stay safe.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



8 Weather report

1 Look, read and circle.



It's sunny / windy and
it's snowing / raining.
There's a rainbow!



It's sunny / cloudy
but it isn't raining.
It's dry / wet.



It's cold / hot and
sunny / cloudy.



It's very windy / cloudy.



It's snowing / raining
and it's cold / hot.



It's snowing / raining
a lot. It's dry / wet!

2 Look at the places. Talk about where you were at the weekend.

Grammar

I / He / She / It	was / wasn't	at the park yesterday .
You / We / They	were / weren't	at the beach yesterday .

Where **were** you / they on Saturday?
Where **was** he / she / it on Sunday?



3 85 Listen or watch. Play a comprehension game with your family. Ask yes / no questions about the story.

4 Look, read and circle.

My last holiday



This is me on holiday with my parents sisters .
 We weren't at the beach – we were in a city
in the mountains . There was lots of snow rain
 but it wasn't cold. There were a lot of trees
animals . I was in a red green coat and an
 orange scarf sweater . My mum and dad were
 in blue sweaters coats . We were happy!

5 Plan a holiday or day trip with your family. Draw and write.



This is my family on holiday _____

6 My progress Draw the mouths and colour the faces.

- 1 I can describe the weather.
- 2 I can talk about the past using *was* and *were*.
- 3 I can sing the song and read the story.
- 4 I can talk about wind and percussion instruments.
- 5 I can plan a musical event and make a poster.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



Picture dictionary

Hello!



Mr Star



Mrs Star



Grandma Star



Grandpa Star



Stella



Simon



Suzy



Lenny



Alex



Meera



Lock



Key

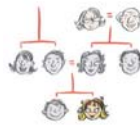
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Write the words in your home language.

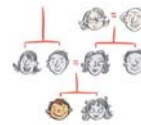
Family matters



grandparents



granddaughter



grandson



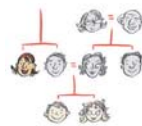
parents



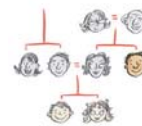
daughter



son



aunt



uncle



beard



moustache



curly hair



straight hair



fair hair

Picture dictionary

Home Sweet Home

2



balcony



basement



lift



upstairs



downstairs



stairs



flat



city



town



village

A day in the life

3



wake up



get up



have a shower



wash



do homework



get dressed



catch the bus



get undressed



go to bed

In the city

4



bank



bus station



cinema



hospital



library



market



shop



sports centre



supermarket



swimming pool



Picture dictionary

Fit and well

5



a backache



a cold



a cough



a headache



a stomach-ache



a temperature



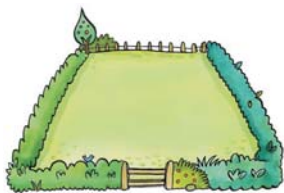
a toothache



an earache

In the countryside

6



field



forest



grass



lake



leaf / leaves



plant



river



picnic

Picture dictionary

World of animals

7



bat



bear



dolphin



kangaroo



lion



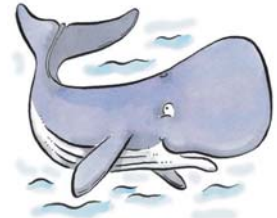
panda



parrot



shark



whale

Weather report

8



scarf



coat



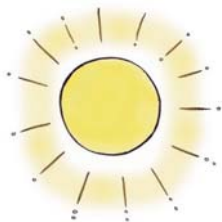
sweater



raining



snowing



sunny



cloudy



wet



windy



rainbow

Sounds and spelling

Hello!

1 Say and write the rhyming words.

Jim playing same game _____ Kim _____ saying _____

2 Complete and say using words from Activity 1.



Jim and (1) _____ are playing a (2) _____.



They're saying words that sound the (3) _____.

1 Family matters

1 Say. Write the missing letters *a*, *ar* or *ai*.



M _____ k's p _____ nting J _____ ne in the g _____ den.

2 Home sweet home

1 Say. Write the missing letters *oa*, *ow* or *ou*.



1 A g _____ t in a yell _____ c _____ t...



2 and a cl _____ n with a fl _____ er in his m _____ th.

Sounds and spelling

3 A day in the life

1 Write the word with the same spelling pattern.

floor four horse fourteen _____ forty _____ door _____

2 Order the words and say. Circle *or* and *our* in the sentence.



in the morning. A horse a story reading at four

A horse

4 In the city

1 Say. Write the missing letters *ce*, *ci* or *cy*.



1 _____ ndy and Lu _____
are in the _____ ty.



2 They buy an i _____
cream at the _____ nema.



3 'This film is ex _____ ting!'
says _____ ndy.

2 Say. Complete the table.

~~balcony~~ curly
bounce Lucy
camera pencil

ca, co, cu (The 'c' sounds like 'k')	ce, ci, cy (The 'c' sounds like 's')
balcony	

Sounds and spelling

5 Fit and well

1 Say and write the rhyming words.

bear snake zoo Sue _____ toothache _____ chair _____

2 Complete and say using words from Activity 1.



1 _____ is at the _____.



2 There's a _____ on a _____.



3 _____ and a _____ with a _____!

6 In the countryside

1 Complete the table.

bread	head
eat	peas
feet	pen

'e', 'ea' (short sound)	'ee', 'ea' (long sound)
bread	

2 Complete and say using words from Activity 1.



1 Jen with _____ on her _____.



2 Pete with _____ on his _____.



3 Pete and Jen are _____ to _____.

Sounds and spelling

7 World of animals

1 Order the words and say. Circle *ph* in four words.



a photo taking with its phone. elephant is
of the dolphin The

The _____

2 Read and write *f* or *ph*.

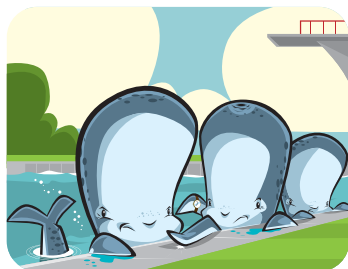
- 1 A _____ armer works with animals.
- 2 I take _____ otos with my camera.
- 3 You can talk to people on a _____ one.
- 4 Your nose and eyes are on your _____ ace.

8 Weather report

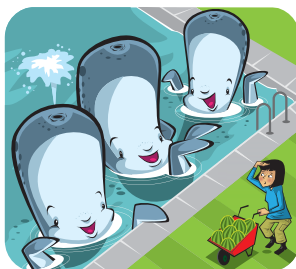
1 Read the clues. Write *w* or *wh*.

- 1 Question words: _____ y? _____ at? _____ o?
- 2 A fruit: _____ atermelons
- 3 A colour: _____ ite
- 4 A mother or a grandmother: _____ oman
- 5 Seven days: _____ eek
- 6 Animals that live in the sea: _____ ales

2 Complete and say using words from Activity 1.



1 _____ are the
_____ waiting?



2 They're waiting for the _____
with the _____!

ENGLISH FOR SPANISH SPEAKERS

The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

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Key: U = Unit

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