



Kids' BOX

New Generation



Home Booklet

English for
Spanish Speakers





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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. In this level, the Kid's Box characters come to life. Meera, Lenny and Stella provide fun, familiar and meaningful contexts for the language that children can easily relate to. And through the Diggory Bones stories, pupils will have fun while developing their literacy skills.

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 exams 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 target vocabulary and grammar from the unit. Make sure your child understands what to do, then encourage them to complete the activity 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.

Activities 3 and 4 recap on the song and Diggory Bones story episode from the unit. These activities give you a chance to directly get involved in your child's learning with tasks where you and your child sing together, ask and answer questions, talk about the story, and play games which foster communication, collaboration and literacy skills. You can access all the stories and songs on the **digital eBook** or via **Practice Extra** on the **Cambridge One** learning environment.

Activity 5 provides an opportunity for children to use the language and values they have learned in a creative task through writing, drawing and investigating topics that relate to their own lives. 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.

Activity 6 is a self-evaluation activity. 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*!



Smart technology

1

Find eleven technology words. Choose and complete the sentences.

H	O	C	M	G	X	E	R	P	J	G	D	K	L	M
N	E	H	M	S	M	A	R	T	P	H	O	N	E	I
E	S	A	Z	D	L	A	P	T	O	P	S	G	A	C
E	E	T	D	R	R	P	C	U	N	P	F	E	X	R
R	Q	P	W	P	M	A	O	Z	E	S	P	P	A	O
C	F	C	Y	A	H	L	O	A	E	M	Z	P	U	P
S	L	O	C	U	R	O	K	B	S	H	O	N	D	H
S	H	B	P	S	Q	E	N	R	Y	C	J	U	N	O
Y	E	E	Z	O	R	D	N	E	P	E	X	L	S	N
W	A	P	R	S	C	L	H	X	S	W	K	B	V	E



- Lots of children chat to their friends on the internet.
- A _____ is a small computer that you can carry in a bag.
- If other people don't want to hear your music, you can use _____.
If they do, you can use _____!
- To talk to people online, you need a _____ in your laptop.
- I've got a lot of _____ on my _____, like games. My favourite one is for music.

2

Write the words.

1



2



3



4



5



6



7



8







3 **3** Listen and sing. Ask your family if they use these things. Circle the thing they use the most.



4 **7** Listen or watch the story. Write 'true' or 'false' sentences and quiz your family. Write the names of the winners.

- 1 _____
- 2 _____
- 3 _____







5 Think of a fun competition you can have with your family. What do you have to do to win? Write about your competition and draw the prize.

To win this competition, you have to

You can't

You can



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

- 1 I can work in a group to plan and write a blog post.
- 2 I can name some technology items.
- 3 I can talk and write about how I use technology.
- 4 I can talk about how to be a good school citizen.
- 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*.



Creative Thinking



Collaboration



Learning to Learn

1 Beastly tales

1 Look and write. Then read and do the quiz about mythical beasts.

centaur dragon griffin harpy mermaid siren unicorn



unicorn

- 1 Which creature has got one horn? unicorn
- 2 Which creature is half eagle, half lion? _____
- 3 Which creature has got the tail of a fish? _____
- 4 Which creatures have got feathers? _____ and _____
- 5 Which creature lives in a nest and steals food? _____
- 6 Which creatures have got claws? _____ and _____
- 7 Which creature is half man, half horse? _____
- 8 Which creatures have got scales? _____ and _____

2 Think about a friend or family member who is worried about something. Talk about how you're going to support them.

Affirmative	Negative	Question
I'm going to draw a griffin.	I'm not going to draw a griffin.	Am I going to draw a griffin?
He's going to write a myth.	He isn't going to write a myth.	Is he going to write a myth?
We're going to see a play.	We aren't going to see a play.	Are we going to see a play?

My friend is worried because ...

I'm going to ...

I'm not going to ...



3 9

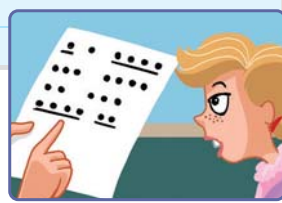
Listen and sing. What do you know about Jason and the Argonauts? Make notes and tell your family about the story.

Jason was a hero from Ancient Greece.




4 14

Listen or watch the story. Write a secret message using the code. See if your family can solve it.



H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

5 **Ask and answer.**

What toys or games did you like when you were young?

What's your favourite game to play today?

How do you play the game?
How many players do you need?

How do you win?

Why do you like the game?

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

- I can talk about plans and intentions with *going to*.
- I can name and talk about some mythical creatures.
- I can support my friends when they are worried.
- I can sing the song and read the story.
- I can talk about how toys and games have changed.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



2 Tomorrow's world

1 Read and write. Use the letters in the boxes to find the name of a planet.

- 1 A o u r i s t is a person who is on holiday.
- 2 An ___ g ___ r is someone who works with machines.
- 3 A ___ s ___ p ___ is a person who works in commerce and industry.
- 4 Neil Armstrong was an American ___ t ___ .
- 5 ___ h is the name of our planet.
- 6 Saturn has got eighteen ___ s, but our planet has only got one.
- 7 Planes travel through the air, but rockets travel through ___ c ___ .



The planet is _____.

2 Talk to your family about life in the future. Where will people live? What job will they do? How will we travel?

Affirmative	Negative	Question
I'll travel to the moon.	I won't travel by car.	Will you travel by plane?
She's going to work hard.	She isn't going to work hard.	Is she going to work hard?
We'll live in flats.	We won't live in big houses.	Will we live in cities?



Where will people live?

What jobs will we do?

What will our homes be like?

How will we travel?

3 16

Listen and sing. Think about transport of the future. Read and complete for you.



- 1 It'll be a _____, not a _____ . It'll pick up kids for school.
- 2 There won't be _____ or _____ .
- 3 We'll have wings on all our _____ .
- 4 We'll take a _____ to the moon.

4 22

Listen or watch the story. Write one opinion and one prediction.



- 1 I think Diggory Bones is _____



- 2 In the next episode, I think _____

5

Values Ask and answer.

- 1 How many hours a day do you spend online?
- 2 Do you think it's too much or not enough time? Why?
- 3 What are some pros and cons of living with technology?

6

My progress Draw the mouths and colour the faces.

- 1 I can make predictions about the future with *will*.
- 2 I can talk about space travel.
- 3 I can predict how technology will change our lives in the future.
- 4 I can sing the song and read the story.
- 5 I can talk about robots.
- 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*.

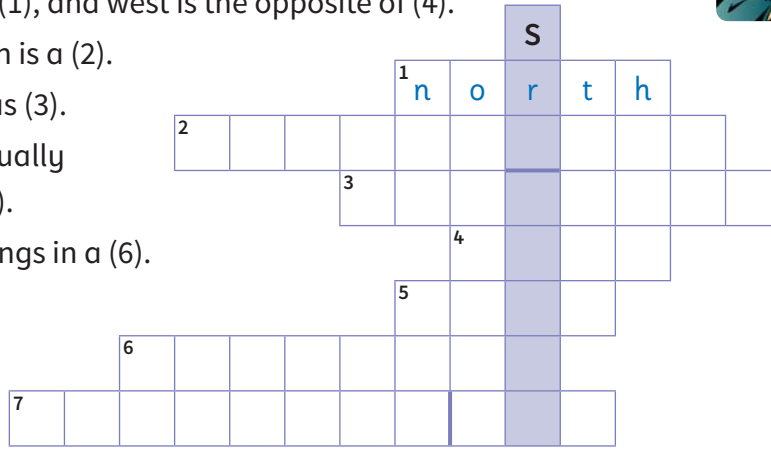


3 The great outdoors



1 Read and complete. Find the hidden country name.

- South is the opposite of (1), and west is the opposite of (4).
- Another name for a torch is a (2).
- Marco Polo was a famous (3).
- When you camp, you usually sleep in a (7), inside a (5).
- Explorers often carry things in a (6).



_____ is a country in Asia that Marco Polo visited.

2 Tell your family about something funny that happened at school this week.

Affirmative	Negative	Question
I was playing football when it started to rain.	He wasn't playing football when it started to rain.	Was she playing football when it started to rain?
You were talking when the bus arrived .	We weren't talking when the bus arrived .	Were they talking when the bus arrived ?



What were you doing when it happened?

What happened?

Why was it funny?

What happened afterwards?

3 25

Listen and sing. Order the pictures then act out the song with your family.



4 30

Listen or watch the story. Find out more about the history of Mexico City and the Aztecs online. Make notes and tell your family.

5

Ask and answer.

Which country would you like to visit? Why?

I would like to explore ... because ... and ...

What can you see there?

You can see ...

6 **My progress**

Draw the mouths and colour the faces.

- 1 I can tell stories with the past continuous and past simple.
- 2 I can talk about exploration and explorers.
- 3 I can tell a story of how something happened.
- 4 I can sing the song and read the story.
- 5 I can talk about mountains.
- 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 Food, glorious food!

1 Read, choose and write.

biscuits ~~butter~~ chopsticks
jam pan popcorn sauce



- 1 This is yellow and made from milk. We put it on bread. butter
- 2 You buy this in a bottle. Lots of people eat it with burgers or chips. _____
- 3 We make this with fruit and sugar, and we eat it on bread. _____
- 4 You can buy this at the cinema and eat it during the film. _____
- 5 You put food in this to cook it in water. _____
- 6 These are a sweet snack. They can have chocolate or jam in them. _____
- 7 These are long and thin. We use them to eat Chinese and Japanese food. _____

2 Choose a food and find a recipe online. Look in your kitchen and write the ingredients you've got and the ones you need.

Countable nouns	Uncountable nouns
How many apples are there?	How much sugar is there?
There are too many apples.	There's too much sugar.
There aren't many apples.	There isn't much sugar.
There aren't enough apples.	There isn't enough sugar.



cookies



carrot cakes



spaghetti bolognese



chicken fajitas

3 33

Listen and sing. Tick the foods from the song. Then tick the foods you and your family eat at home.

	paella	cheese	fish	meat	pizza	doughnuts	sushi
foods in the song	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
foods we eat at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 37

Listen or watch the story. Write 'true' or 'false' sentences and quiz your family. Write the names of the winners.

- _____
- _____
- _____



5 Values

Look at the photos. What's wrong? What do you think is going to happen? Talk to your family. Write.



How can we be safe at home?
 We should _____.
 We shouldn't _____.

Look at 'a'. She isn't sitting safely.

Yes, she's going to ...

6 My progress

Draw the mouths and colour the faces.

- I can talk about food and cooking.
- I can talk about quantities with *too much / many* and *not enough*.
- I can talk about food from different countries.
- I can sing the song and read the story.
- I can talk about how apples are produced.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



5 Under the sea

1 Write the words. Then look and match.

- | | | | |
|---|-----------|-------------|----------------------------|
| 1 | lase | <u>seal</u> | <input type="checkbox"/> c |
| 2 | flesihyjl | _____ | <input type="checkbox"/> |
| 3 | rolca | _____ | <input type="checkbox"/> |
| 4 | blosret | _____ | <input type="checkbox"/> |
| 5 | qudsi | _____ | <input type="checkbox"/> |
| 6 | ustopoc | _____ | <input type="checkbox"/> |
| 7 | brac | _____ | <input type="checkbox"/> |



2 Write *for*, *since* or *still*. Look at the photos and make a sentence that is true for you about each one.

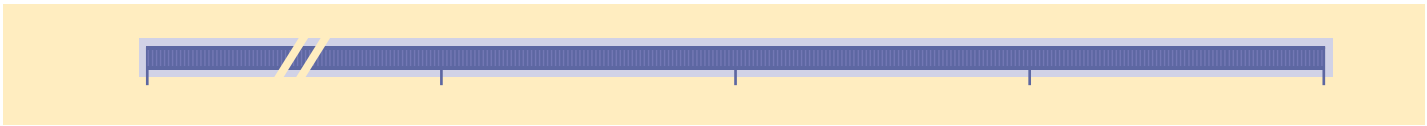
- I **still** haven't done my homework. (= But I have to do it soon.)
- She's been ill **since** Monday. (= When? A point in time: time, date, day, etc.)
- They've been ill **for** two days. (= How long? How many minutes, hours, days, weeks, etc.)
- Have you **ever** had a fish for a pet? (= At any time in your life)
- I've **never** seen a dolphin. (= Not at any time in my life)

- 1 I've lived in London for three years.
- 2 She hasn't eaten _____ six hours.
- 3 They _____ haven't been to London, but they'll go this summer.
- 4 He's been at the beach _____ two o'clock.
- 5 We _____ haven't seen her, but we'll see her tonight.
- 6 I haven't eaten _____ yesterday.



3 40

Listen and sing. Make a lifeline for your family. Write sentences with 'since' and 'for'.



- 1 We've been _____ since _____.
- 2 We've been _____ for _____.
- 3 _____.
- 4 _____.
- 5 _____.

4 45

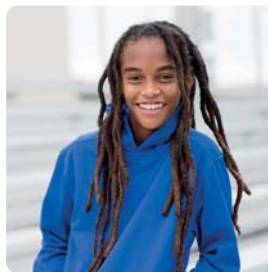
Listen or watch the story. Retell the story in your home language.

5

Talk to your family. Have they done these things? Find out more information.



swim with dolphins



have long hair



climb a tree



visit London



travel in an electric car

6 **My progress**

Draw the mouths and colour the faces.

- 1 I can talk about time periods with *for* and *since*.
- 2 I can talk about sea animals.
- 3 I can talk about my experiences with the present perfect.
- 4 I can sing the song and read the story.
- 5 I can talk about renewable energy.
- 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*.

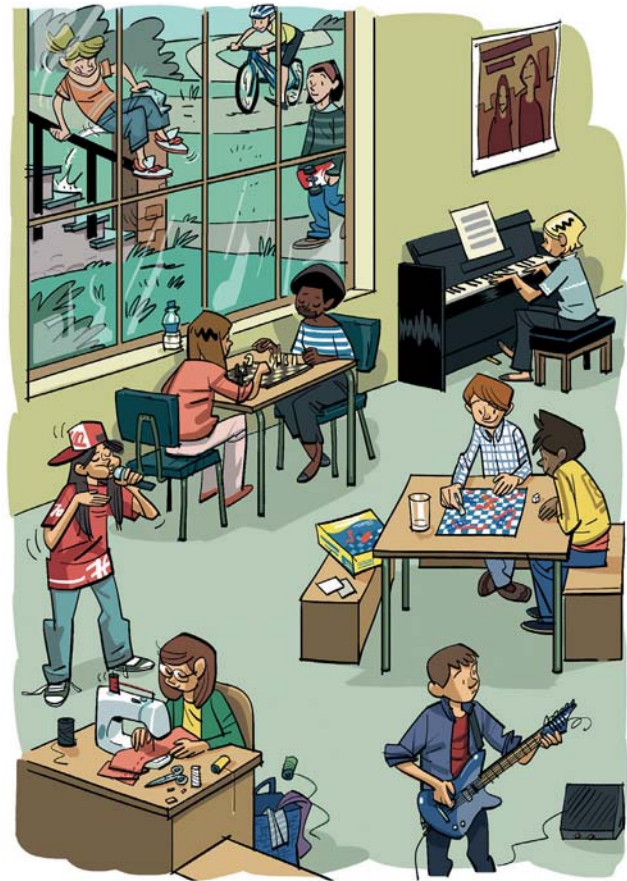


6 Free time

1 Look and complete.

beatboxing board game chess
clothes design mountain bike skateboard

Carly and Sarah are playing ⁽¹⁾ chess next to the window. Jim and Matt are sitting at a table, playing a different ⁽²⁾ board game. Helen has got a microphone. She's ⁽³⁾ beatboxing. Leo and Jane are playing instruments – a guitar and a piano. Kate likes ⁽⁴⁾ clothes design. She's sewing. Outside, Alfie is riding a blue ⁽⁵⁾ mountain bike, and Amy is holding a red and white ⁽⁶⁾ skateboard.



2 Think of a person, thing or place. Play Ten questions with your family. Can they guess?

✓	X and ?	X	✓
someone	anyone	no one	everyone
something	anything	nothing	everything
somewhere	anywhere	nowhere	everywhere



It's a person.

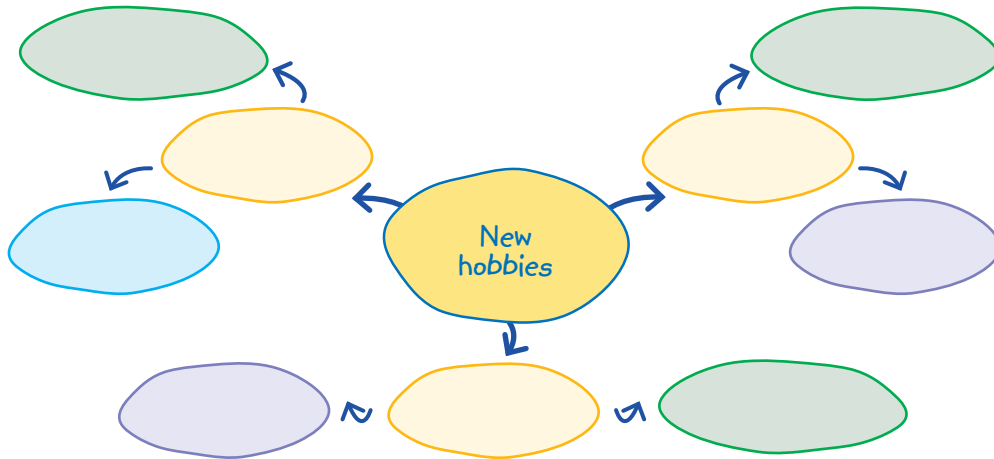


Is it someone I know?



No, it isn't anyone we know. It's someone famous.

3 **48** Listen and sing. As a family, discuss new hobbies you can do together. Make notes.



4 **52** Listen or watch the story. Write 'true' or 'false' sentences and quiz your family. Write the names of the winners.

- 1 _____
- 2 _____
- 3 _____







5 **Values** Ask and answer.

- 1 What do you do to help at home?
- 2 How can you help more at home?



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

- 1 I can use indefinite pronouns (*someone, everywhere, nothing*, etc.).
- 2 I can talk about hobbies.
- 3 I can talk about new ways to use old things.
- 4 I can sing the song and read the story.
- 5 I can talk about rollercoasters.
- 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*.



7 Fashion sense

1 Complete the crossword.

Down ↓

- 1 This small thing can decorate your clothes and hold them together.
- 2 You can wear this in cold weather. It is usually lighter than a coat.
- 4 Girls and women sometimes wear these on their legs when it is cold.

Across →

- 3 You carry this over your head, to protect you from the rain.
- 5 You find these in lots of clothes. You can put small things in them.
- 6 If your hands are cold, you can wear these.
- 7 You wear this around your trousers.
- 8 We wear these for sport and in hot weather.

The crossword puzzle grid is shown with the following letters filled in:

- 1 j
- 2 a
- 3 c
- 4 k
- 5 e
- 6 t

Images provided for clues:

- Yellow umbrella (Clue 3)
- Red belt (Clue 7)
- Pile of colorful buttons (Clue 5)

2 Read the box and think about next weekend. Ask and answer.

I may wear the skirt.

It might rain.

I may not wear the skirt.

It might not rain.

What might you do?

Who might you see?

What might you wear?



3 **54**

Listen and sing. Do the dance with your family.

7



Turn to the .
 Turn to the .
 Turn round and round.
 Dance and .
 School disco!



4 **59**

Listen or watch the story. Write predictions about the next episode of Diggory Bones using 'may' and 'might'.

- 1 I think Iyam Greedy may _____ .
- 2 I think Diggory Bones _____ .
- 3 _____ .
- 4 _____ .

5 Ask and answer.

- Have you got a favourite pair of trainers? Why do you like them?
- I love my trainers because ... How can you make your trainers last longer?
- You could ...



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

- 1 I can talk about possibilities with *might* and *may*.
- 2 I can name and describe some items of clothing.
- 3 I can plan a school disco.
- 4 I can sing the song and read the story.
- 5 I can talk about sustainable trainers.
- 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 Around the world

1 Write the nationality for each country. Then choose and complete.



Brazil B r a z i l i a n

India d

France F r e n c h

Mexico x n

China i

Portugal g

Greece k

Spain h

- Brazil is in South America. It is the fifth biggest country in the world.
- Fajitas* are a kind of _____ food.
- Hindi and English are the two most important languages in _____.
- Lisbon is in _____.
- Madrid is the capital of _____.
- _____ has the biggest population in the world.
- In Paris, most people speak _____.
- The word 'telephone' comes from _____.

2 Write the past participles. Circle the irregular ones. Then ask your family about the things in the photos. Find out if they have done them yet today.

- have had
- speak _____
- send _____
- arrive _____
- play _____
- make _____
- listen _____
- do _____

✓	X	?
I've already had breakfast.	I haven't had breakfast yet.	Have you had breakfast yet?
She's just seen her friend.	She hasn't seen her friend yet.	Has she seen her friend yet?



3 **61** Listen and sing. Act out the song with your family.

4 **67** Listen or watch the story. Complete the sentences.



1 I've just _____ the corn symbol!



2 I've _____ plans for your daughter, Bones.



3 Have you _____ Interpol yet?



4 They've _____ mine to follow us here too!

5 Values Read the post and talk to your family about online bullying. Write a reply to TheUnicorn's post using the words in the box.

might
should / shouldn't
need to
must / mustn't

www.reachout-helpline.com

REACH OUT - HELPLINE

Username: TheUnicorn | **Topic:** Online Bullying

Last week I found my 11-year-old sister, Kim, crying in her bedroom. She told me that some other children at school have posted some horrible things about her online. She said this isn't the first time it's happened and that she's been worried about it for three weeks. She says the children who are doing it think it's funny and that it's only a joke, but she's very unhappy so she doesn't want to go to school. She's asked me not to tell my parents. What should I do?

www.reachout-helpline.com

REACH OUT - HELPLINE

Username: HeretoHelp | **Topic:** Online Bullying

6 My progress Draw the mouths and colour the faces.

- I can say what I have and haven't done with *yet*, *already* and *just*.
- I can talk about some countries and nationalities.
- I can talk about responsibilities.
- I can sing the song and read the story.
- I can talk about holiday destinations and activities.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



Picture dictionary

1 Write the words in your home language.

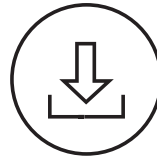
Smart technology



app



chat



download



headphones



laptop



microphone



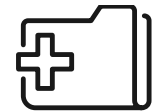
smartphone



smart speaker



touch screen



upload

Beastly tales



centaur



dragon



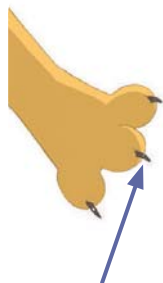
eagle



griffin



mermaid



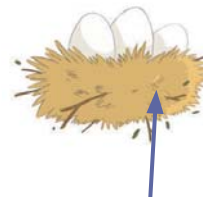
claws



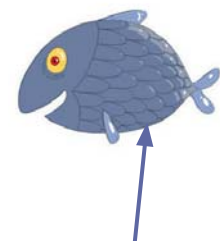
feathers



horn



nest



scales

Picture dictionary

Tomorrow's world

2



air



astronaut



business person



Earth



engineer



float



moon



rocket



space



tourist

The great outdoors

3



north



south



east



west



camp



explorer



rucksack



sleeping bag



tent



torch

Food, glorious food!

4



biscuit



butter



chopsticks



fruit



jam



pan



pizza



popcorn



sauce



snack

Picture dictionary

Under the sea

5



claw



coral (reef)



crab



jellyfish



lobster



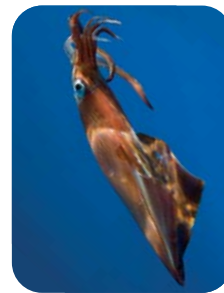
octopus



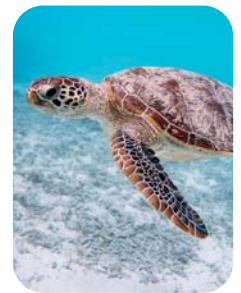
seal



shells



squid



turtle

Free time

6



ballet dancer



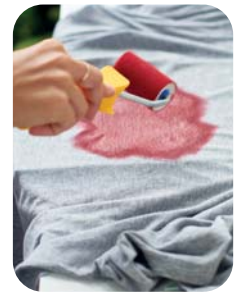
beatbox



board game



chess



clothes design



mountain bike



play an instrument



sew



skateboard



tricks

Picture dictionary

Fashion sense

7



belt



button



gloves



jacket



pocket



shorts



thick



thin



tights



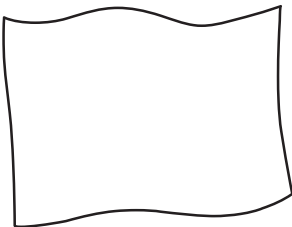
umbrella

2

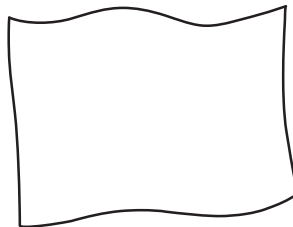
Look for the flags online. Colour and draw.

Around the world

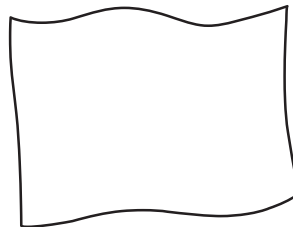
8



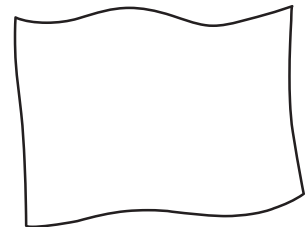
Brazil / Brazilian



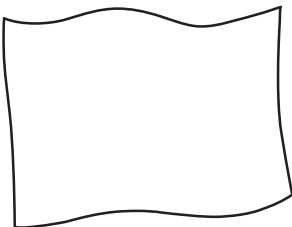
China / Chinese



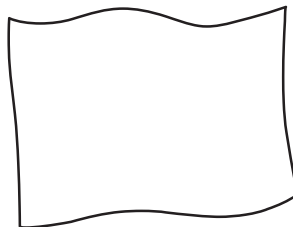
France / French



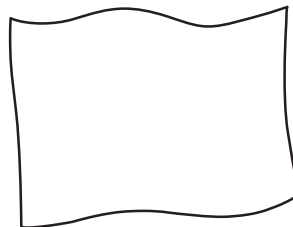
Greece / Greek



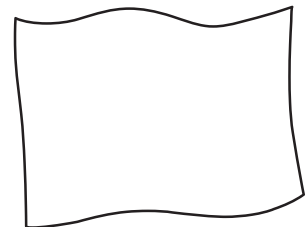
India / Indian



Mexico / Mexican



Portugal / Portuguese

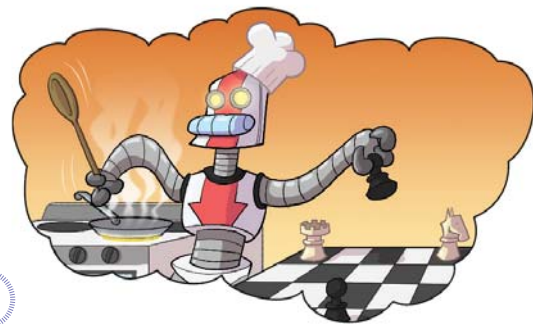


Spain / Spanish



Sounds and spelling

Smart technology



1 Look, make words and complete.

book tooth arm air ~~birth~~ post suit lap

chair top shop ~~day~~ case brush port cards



1 It's her birthday today. She's got an _____!
 2 She's in a _____. She's buying _____.



3 There's a _____ in the _____.
 4 He's at the _____ with his _____.



1 Beastly tales

1 Write the words. Then circle the words with a voiced 'th' sound.

- 1 Field sports: running, jumping and throwing: a t h l e t i c s
- 2 Something that birds have on their bodies: f e a t h e r s
- 3 Not real (a dragon, for example): _____ th _____
- 4 A school subject: _____ th _____
- 5 A day of the week: Th _____
- 6 Rain, sun, snow and wind: _____ th _____
- 7 A part of your face that you use for talking and eating: _____ th _____
- 8 Things that we wear: _____ th _____

2 Tomorrow's world

1 Complete.

they're = they are she'll = _____ isn't = _____
 _____ = he has _____ = she is _____ = have not

2 Complete the rhyme.

- 1 In the future (we / will) _____ live on Mars,
- 2 (We / will) _____ drive around in flying cars.
- 3 (I / will) _____ have a robot that cooks and plays;
- 4 (I / am) _____ sad I (do not) _____ have that robot today!

Sounds and spelling

3 The great outdoors

1 Write g or c.



Kate was a cat and Greg was a goat.
 The cat had a hat; the goat had a goat.
 Kate gould gount but Greg for got;
 The cat was clever but the goat was not.



2 Match. Write g or c.

- | | |
|--|---------------------|
| 1 A big, strong, very old kind of house. | a <u>g</u> lassroom |
| 2 Something that often grows in fields. | b <u>g</u> ar |
| 3 A room in a school where children learn. | c <u>c</u> astle |
| 4 A machine that we drive. | d <u>c</u> lasses |
| 5 A very expensive metal. | e <u>g</u> rass |
| 6 Something you wear to help you to see. | f <u>c</u> old |

4 Food, glorious food!

1 Say and write.



half light off puff
 tights who you

Night rhymes with tights and _____,
 Laugh with _____ and cough with _____.
 But enough rhymes with _____,
 And through with _____ and _____!

2 Think and write the words.

- This word can mean 'not curly'. (It rhymes with 'wait'.) _____gh__
- This word is the opposite of 'day'. (It rhymes with 'write'.) _____gh__
- This is a number. (It rhymes with 'date'.) _____gh__
- This word is the opposite of 'low'. (It rhymes with 'buy'.) _____gh__

Sounds and spelling

5 Under the sea

1 Complete the stressed syllables.

b o _ t tle _ _ _ ephant
 w _ _ _ dow j _ _ _ _ yfish
 m _ _ _ key f _ _ _ ily
 tod _ _ _ kangar _ _ _
 gir _ _ ffe magaz _ _ ne
 bel _ _ w engin _ _ _ r
 ag _ _ _ n



2 Match the syllables to make a word. Then circle the stressed syllables.

un	ne	ant	→	_____
im	der	er	→	_____
ex	o	pus	→	_____
ci	port	stand	→	_____
oct	plor	ma	→	_____

under stand

6 Free time

1 Write u, ou or o.

I went to L o ndon with my c _ _ sin, G _ _ s.
 It was lots of f _ _ n - j _ _ st the two of _ _ s.
 We had a really l _ _ vely l _ _ nch,
 Then caught a d _ _ ble-decker b _ _ s!



2 Think and write the words.

- This is in the sky. It gives us light. _ _ u _ _
- This word is the opposite of 'something'. _ _ o _ _ _ _ _
- This person is a female parent. _ _ o _ _ _ _ _
- This is bigger than a city but smaller than a continent. _ _ ou _ _ _ _ _

Sounds and spelling

7

Fashion sense

1

Unscramble, write the words and match them with the pictures.

1 I'm (pahyp) happy .

f

2 I'm (gyarn) _____ .

3 I'm (dsa) _____ .

4 I'm (tixeedc) _____ .

5 I'm (ipsdusrer) _____ .

6 I'm (retdi) _____ .



2

Say the sentences, showing the feelings with your voice.

8

Around the world

1

Answer the questions with the words in the box.

Art Berlin bread brother butter Chinese dad **French** Geography
Greek jam Madrid Maths milk mum Paris P.E. Rome sister Spanish

1 In what languages can you say 'hello'?

French , _____ , _____ and _____ .

2 What cities have you visited?

_____ , _____ , _____ and _____ .

3 What have you had for breakfast today?

_____ , _____ , _____ and _____ .

4 Who did you talk to at home, before you went to school?

_____ , _____ , _____ and _____ .

5 What are your favourite subjects at school?

_____ , _____ , _____ and _____ .



2

Read the lists, using the correct intonation.

3

Now answer the questions for yourself. Use the correct intonation.



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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The *Cambridge English Corpus* is a multi-billion word collection of written and spoken English. It includes the *Cambridge Learner Corpus*, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. We use this system to identify which words, grammar patterns or language structures cause the most problems for Spanish-speaking students learning English. As a result, ENGLISH FOR SPANISH SPEAKERS editions are able to confidently address the common mistakes that Spanish-speaking learners make, and give extra practice and tips to avoid these typical errors.

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Key: U = Unit

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