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English for Spanish Speakers

**Updated  
Second Edition**

# Kid's Box 6



Kirstie Grainger

**My Home Booklet**

## 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*.

Our in-depth understanding of Spanish-speaking learners is the result of extensive research carried out by our locally-based editorial team and is clearly evident in our ENGLISH FOR SPANISH SPEAKERS editions. This guarantees that the topics and activity types are relevant to Spanish-speaking learners of English, with a focus on areas of language which are typically problematic. Extra support is also provided for teachers of Spanish speakers through detailed teaching notes and specifically-designed ideas for the classroom.

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# Introduction



## About Kid's Box

**Kid's Box** is a six-level English course for primary school children, full of interesting and fun activities which are designed to get children understanding, enjoying, and communicating in English. During the course, children will develop their abilities in the skills of listening, speaking, reading and writing, and in the necessary basic competences that children should acquire in Primary Education, following the National curriculum for the teaching of English in Spanish Primary schools.

**Kid's Box** has been written to coincide with the Common Reference Levels of the Common European Framework (CEF), and with the three levels of Cambridge English: Young Learners.

Kid's Box levels	Common European Framework Common Reference Levels	Cambridge English: Young Learners
Kid's Box 1 and 2	towards Level A1	Cambridge English: Starters
Kid's Box 3 and 4	Level A1	Cambridge English: Movers
Kid's Box 5 and 6	Level A2	Cambridge English: Flyers

For further information, please see: <http://www.cambridgeenglish.org/exams/young-learners-english/>

## The characters

Each unit starts with a situation involving three children: Alvin, Dan and Shari. These children collaborate to write an 'ezine' (an online magazine). Each unit of **Kid's Box 6** features a page from the ezine on a different topic.

This level also features an episodic cartoon-strip story about the adventures of an archaeologist called Diggory Bones. There is one episode in each unit.

## Course components

Level 6 of **Kid's Box** consists of the following components:

### Pupil's components:

- Pupil's Book
- Activity Book with Online Resources and CD-ROM and My Home Booklet

### Teacher's components:

- Teacher's Book
- Teacher's Resource Book with Audio CD
- Class Audio CDs
- Posters
- Digital Box (Interactive Whiteboard component)
- Interactive DVD (with Teacher's Booklet)
- Online Tests

# Letter to parents



## Dear Parents,

Welcome to *My Home Booklet*! After completing each unit of **Kid's Box 6** at school, your child will bring *My Home Booklet* home, to show you the language that they have been learning.

Each of the 9 units in *My Home Booklet* contains the following activities:

**The activities on the first page practise the main vocabulary and grammar from the unit.**

Make sure your child understands what to do, then encourage them to complete each activity independently. If you spot a mistake, don't point it out yet. Often in reading out their own answers, children will spot any mistakes themselves. You might also like to ask them questions in English, or to encourage them to say sentences about themselves, as appropriate.

**The activities at the beginning of the second page focus on reading and writing.** Each unit focuses on a different type of text. First there is a short reading text, using language from the unit, and a simple comprehension activity. This text will provide a model for the children's own writing. The reading activity is usually followed by an activity that draws attention to a particular feature of the text already practised in the Activity Book, such as abbreviations, adjectives or connectors. Finally, children write a text using the model in the reading activity and some of the language they have been learning in the unit. Encourage them to think carefully before they write, or preferably to write a draft version of their text before copying it neatly into *My Home Booklet*.

**The last activity is a self-evaluation activity.** Ask your child to read the 'I can...' statements, and to think about whether each statement is true for them. They should colour the appropriate face to indicate how well they think they can do each thing.

Note: The picture icons next to the faces in *Basic competences progress* at the bottom of the page indicate the relevant competences, as set out by the Council of Europe and the Spanish Primary curriculum.

1



Language competence

3



Digital competence

6



Sense of initiative and entrepreneurship

2



Mathematical competence and basic competences in science and technology

4



Learning to learn

7



Cultural awareness and expression

5



Social and civic competences

At the end of the book, you will also find a Picture dictionary for your child to translate the key words into their own language. There is also a special section entitled 'Spelling' to review and practise the key sounds and spellings that were worked on in the Pupil's Book.

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

Your child's English teacher

# High 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	O	B	I	L	E	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	G	L	Q	O
C	D	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	V	I	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.
- You can use a                      to send images through the internet.
- If you want to write on the computer, you need a                     .
- 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 on your computer, you need a                     .
- You can put information on your computer, or on a small                     .

2 Read, complete and match.

## Grammar

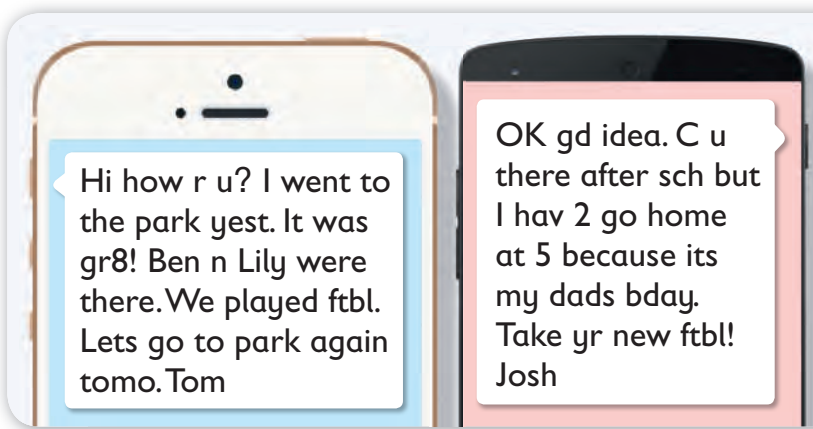
<b>Do</b> you / <b>Does</b> he <b>like</b> watching TV?	Yes, I <b>do</b> / he <b>does</b> .	No, I <b>don't</b> / he <b>doesn't</b> .
<b>Has</b> she / <b>Have</b> we <b>got</b> a laptop?	Yes, she <b>has</b> / we <b>have</b> .	No, she <b>hasn't</b> / we <b>haven't</b> .
<b>Can</b> they <b>use</b> a webcam?	Yes, they <b>can</b> .	No, they <b>can't</b> .

- Can I see your photos, please?  
Yes, you can.
  - Have they got any speakers?  
No, they                     .
  - Hello! Do you like chatting online?  
Yes, I                     .
  - Does she want to watch this film?  
No, she                     .
  - Can you help me, please?  
Yes, I                     .
  - Has she got a webcam?  
Yes, she                     .
- It's in the cupboard.
  - What are you trying to do?
  - But they've got some headphones.
  - They're on this pen drive.
  - It's fun!
  - She's going to go home now.



**3** Read and answer the questions.

A text message



- 1 When did Tom go to the park? \_\_\_\_\_
- 2 Who is going to go to the park tomorrow? \_\_\_\_\_
- 3 Whose birthday is it tomorrow? \_\_\_\_\_

**4** How many abbreviations can you find? Write.

*r = are; u = you; yest = yesterday;*

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**5** Write a text message to a friend about a day at school.

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**Remember** When you write a text message you can use abbreviations and you don't need to use all the correct punctuation. But make sure your friend can understand your message!

**6** Read and colour.

**Basic competences progress**

- 1 I can name some technology items.
- 2 I can say what we use some things for.
- 3 I can understand some abbreviations in text messages.
- 4 I can decipher a message written in code.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.


1

Look and write.

centaur

dragon

griffin

harpy

mermaid

siren

~~unicorn~~

a



unicorn

b



c



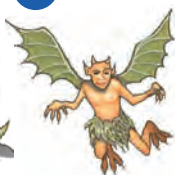
d



e



f



g



2

Read and do the quiz about mythical beasts.

- 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 \_\_\_\_\_

3

Order the words.

## Grammar

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?

- 1 going She's go the audition. to to

She's going

- 2 to the film. not watch I'm going

- 3 you Are to going my story? read

- 4 be going They are to the play. in

- 5 write Is a dragon? going about to he

4 Read and answer the question.

A myth



Zeus

Prometheus

This is a myth about two Greek gods who were called Zeus and Prometheus. Zeus made the humans but he was angry with them. He decided not to give them fire, which was necessary for cooking and keeping warm. But Prometheus was a god who liked the humans. He stole some lightning and gave it to them, and they used it to make fire. Zeus was very angry and put Prometheus on a rock in the sea, where the sun was very hot and there were enormous waves.

How did humans get the fire? \_\_\_\_\_

5 Read. Underline the phrases that contain *who*, *where* or *which*.

**Remember** You can join some sentences with who, which and where to make longer sentences.

6 Write a real myth or invent your own.

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7 Read and colour.

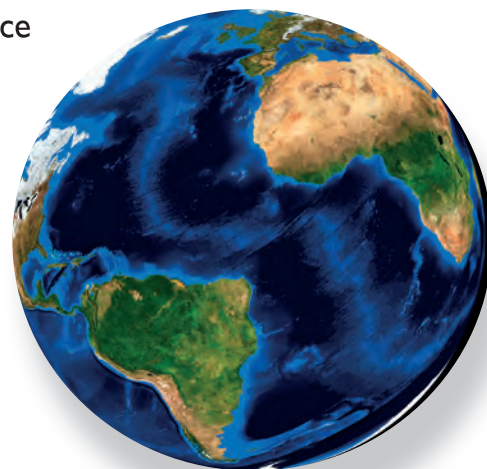
Basic competences progress

- 1 I can name and describe some mythical creatures.
- 2 I can say some words related to plays and acting.
- 3 I can talk about plans and intentions with *going to*.
- 4 I can write a myth and make a book.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 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 t 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 \_ \_ \_ \_ \_ is a man who works in commerce and industry.
- 4 Neil Armstrong was an American \_ \_ t \_ \_ r \_ \_ \_.
- 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 What do you think? Write sentences with *will* or *won't*.

## Grammar

He'll **travel** by car.

He **won't travel** by boat.

**Will** he **travel** by plane?

They'll **be** happy.

They **won't be** hungry.

**Will** they **be** thirsty?

be  
eat  
live  
snow  
~~travel~~  
watch

1 My parents / to the moon

*My parents won't travel to the moon.*

2 I / TV / this evening

3 On my next birthday / I / thirteen

4 I / some bread / tomorrow

5 It / tomorrow

6 I / in a castle / when I'm older

3 Write two questions to ask a family member about future plans. Write their answers.

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4 Read. Order the events.

A travel plan



An amazing day out  
 I'll fly to Australia in a super-fast rocket plane with my friends. We'll have breakfast in Sydney and go to the beach. When we're hungry, we'll go by super-turbo boat to China. We'll have some delicious Chinese food for lunch, then visit the Great Wall of China. After lunch, we'll fly to Canada and go skiing and snowboarding. Before dinner, we'll fly to Brazil because I love football! We'll play in a match in the Maracana stadium, then fly home. We'll have dinner in the rocket plane. We'll arrive at home at midnight!

fly to Australia 1    eat Chinese food \_\_\_\_    go to the beach \_\_\_\_    travel to China \_\_\_\_  
 fly to Brazil \_\_\_\_    play football \_\_\_\_    go skiing \_\_\_\_    fly to Canada \_\_\_\_

5 Read. Circle the connectors in the text.

6 Think and write a travel plan for a day out in the future.

**Remember** Use some of these connectors: *when, then, after (that), because, before.*

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7 Read and colour.

Basic competences progress

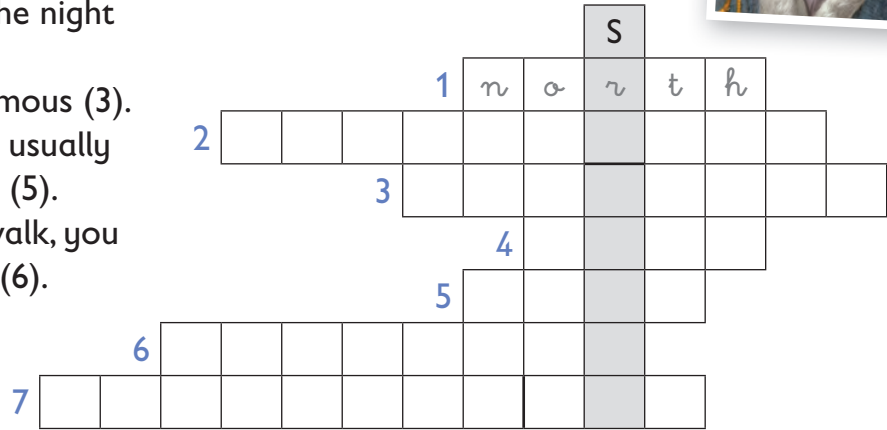
- 1 I can say some words related to space travel.
- 2 I can talk about the future with *will*.
- 3 I can make predictions about technology in the future.
- 4 I can make a solar system mobile.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 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).
- To be able to see in the night you need a (2).
- Marco Polo was a famous (3).
- When you camp, you usually sleep in a (7), inside a (5).
- When you go for a walk, you can carry things in a (6).



\_\_\_\_\_ is a country in Asia that Marco Polo visited.

2 Write past continuous and past simple sentences and questions.

## Grammar

I / He / She **was playing** football when it **started** to rain.

I / He / She **wasn't playing** football when it **started** to rain.

**Was** I / he / she **playing** football when it **started** to rain?

You / We / They **were talking** when the bus **arrived**.

You / We / They **weren't talking** when the bus **arrived**.

**Were** you / we / they **talking** when the bus **arrived**?

1 we / walk up the hill / when / I / fall over

*We were walking up the hill when I fell over.*

2 he / talk to me / when / his phone break?

3 I / swim / when / it start to rain

4 we / not have breakfast / when / our friends arrive

5 you / sleep / when / the plane arrive?

6 they / not play / when / the house catch fire

3 Read. What does Martha want to do? Tick (✓).

A polite letter

46 Bolton Lane  
Farnham  
ML14 6FV  
3 May

Sandycove Sailing Club  
Farnham

Dear Sir or Madam,  
I saw a leaflet about your club, and I would like to go sailing. Please could you send me some information about hiring a boat? I would like to know how much it costs. Also, please could you tell me if it's possible to swim in the lake?

Yours faithfully,  
Martha Simpson

- hire a tent \_\_\_\_
- swim \_\_\_\_
- sail \_\_\_\_
- hire a sailing boat \_\_\_\_
- have a picnic \_\_\_\_

4 Underline four phrases that begin with these words.

Please could you ... I would like ...

**Remember** Use expressions like these when asking for information in a letter.

5 Write a polite letter to a ski centre, asking for information.

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---

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6 Read and colour.

Basic competences progress

- 1 I can say some words related to exploring.
- 2 I can say what was happening when something else happened.
- 3 I can describe locations using north, south, east and west.
- 4 I can draw and write about a landscape picture.
- 5 I can sing the song and read the story.
- 6 I can use the Kid's Box CD-ROM.
- 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 recipe sauce



- 1 We put this yellow food on our bread. There is salt in it. butter
- 2 When you cook a new dish, this tells you what to buy and what to do. \_\_\_\_\_
- 3 You buy this in a bottle. Lots of people eat it with burgers or chips. \_\_\_\_\_
- 4 This food has fruit in it. We put it on our bread, and sometimes we put it in the middle of a cake. \_\_\_\_\_
- 5 You can buy this at the cinema and eat it during the film. \_\_\_\_\_
- 6 If you want to cook potatoes in water, you need to put them in this. \_\_\_\_\_
- 7 Adults often eat these small, sweet things when they drink tea or coffee. \_\_\_\_\_
- 8 People use these long, wooden things to eat Chinese and Japanese food. \_\_\_\_\_

2 Look and write.

We've got:

3 bags of popcorn,  
4 bananas,  
2 bags of peas,  
2 bottles of sauce,  
1 bag of peanuts,  
and 1 bottle of milk!

## Grammar

### Countable nouns

There **are too many** hot dogs.

There **aren't enough** sweets.

### Uncountable nouns

There's **too much** fruit.

There **isn't enough** popcorn.

The children need:

2 bags of popcorn	1 bag of peas	3 bags of peanuts
6 bananas	1 bottle of sauce	2 bottles of milk

There's	There are	There isn't	There aren't
too many	too much	enough	

- 1 There's too much popcorn.
- 2 There aren't bananas.
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



3 Read and write the name of the recipe.

A recipe

\_\_\_\_\_



Ingredients

- 150 g butter
- 150 g sugar
- 1 egg
- 2 teaspoons vanilla extract
- 225 g flour
- 1/2 teaspoon bicarbonate of soda
- 200 g chocolate chips

Instructions

- 1 Turn on the oven at 170°C.
- 2 Mix the butter and sugar. Mix in the vanilla extract and the egg.
- 3 Mix in the flour and the bicarbonate of soda.
- 4 Add the chocolate chips and mix.
- 5 Put spoonfuls of mixture on two metal trays.
- 6 Cook for 8-10 minutes in the oven.

4 Write a recipe for your favourite sandwich or other meal.

**Remember**

First write the **ingredients**, then clear numbered **instructions**.

<u>Ingredients</u>	<u>Instructions</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5 Read and colour.

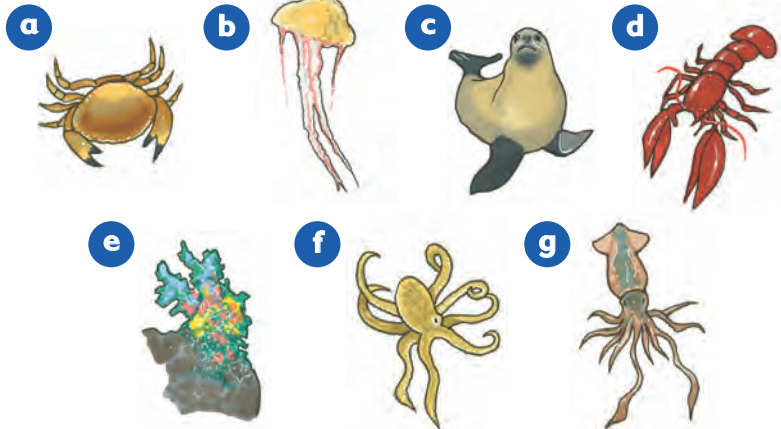
**Basic competences progress**

- 1 I can say some words related to food and cooking.
- 2 I can talk about quantities with *too much / many* and *not enough*.
- 3 I can ask and answer about eating habits with *How often ...?*
- 4 I can make some soft cheese.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.

☹️ 😊 😊		
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☹️ 😊 😊		

1 Write the words. Then look and match.

- |   |           |             |                                     |
|---|-----------|-------------|-------------------------------------|
| 1 | lase      | <u>seal</u> | <input checked="" type="checkbox"/> |
| 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.

### Grammar

I've had this book **for** ten years. (= for a number of minutes, hours, days, week, years, etc.)

I've had this book **since** 2005. (= since a particular time, date, day, etc.)

They **still** haven't arrived. (= but they will arrive soon.)

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

3 Order the words.

- 1 a long time. been Jellyfish in our oceans have for

Jellyfish have

- 2 the aquarium. been We haven't to still

- 3 since in five o'clock! been I've the sea

- 4 here The seals five minutes. been for have

- 5 taken My any still photos. sister hasn't

- 6 toy shark my birthday. had since I've this

4 Read and complete the factfile.

A report

Body: spots.

Where: \_\_\_\_\_

How move: \_\_\_\_\_

Food: \_\_\_\_\_

Other info: \_\_\_\_\_



The Leopard seal is the most dangerous of all the animals in Antarctica.

Leopard seals have got spots like leopards, and they can be 3 to 3.5 metres long. They have got big, sharp teeth and they can swim fast.

They are good at catching animals to eat. They eat fish, squid and smaller seals. They sometimes eat seabirds and penguins, too. They can live for 12 to 15 years. I think Leopard seals are very interesting and impressive animals.

5 Write a report about an animal.

**Remember**

Give your report a structure: Introduction – Body – Conclusion.

Body: \_\_\_\_\_

Where: \_\_\_\_\_

How move: \_\_\_\_\_

Food: \_\_\_\_\_

Other info: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

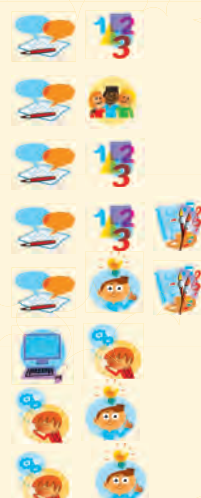
\_\_\_\_\_

\_\_\_\_\_

6 Read and colour.

Basic competences progress

- 1 I can name some sea animals.
- 2 I can talk about experiences with the present perfect.
- 3 I can talk about time periods with *for* and *since*.
- 4 I can make a food web poster.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 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.

beatbox board game ~~chess~~  
clothes design free running  
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) \_\_\_\_\_.  
Helen has got a microphone. She's  
doing (3) \_\_\_\_\_. Leo and  
Jane are playing instruments  
– a guitar and a piano. Kate likes  
(4) \_\_\_\_\_. She's sewing.  
Outside, Alfie is riding a blue  
(5) \_\_\_\_\_, and Jenny is doing  
(6) \_\_\_\_\_. Amy is holding a  
red and white (7) \_\_\_\_\_.



2 Complete the sentences.

## Grammar

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



- Does anyone want to play chess with me?
- Where's my skateboard? I think \_\_\_\_\_ **one** has taken it!
- I love cycling. I ride my bike **every** \_\_\_\_\_!
- I don't want \_\_\_\_\_ **thing** to drink, thank you.
- Every** \_\_\_\_\_ in my family enjoys sport.
- There's **some** \_\_\_\_\_ in my eye. It hurts.
- Where's my book? I can't find it \_\_\_\_\_ **where**!
- There's **no** \_\_\_\_\_ in the cupboard. It's completely empty!

### 3 Read. Tick (✓) or cross (X).

#### A music album review



This is a review of the music album 'Time to think' by The Wild Boys. They made it in 2014, and in my opinion it is the best album they have made. I like listening to it on my MP3 player. There are nine songs on the album. My favourite one is 'Sing the blues' because it makes me feel relaxed. I love the fast, loud sound of the drums in 'Magic' and the energetic guitar sounds in 'Dance'. I don't like the song 'Let's wander' because I think it's too slow.

- 1 The album is called 'The Wild Boys'. \_\_\_\_
- 2 The band made the album in 2014. \_\_\_\_
- 3 She likes the drum sounds in one of the songs. \_\_\_\_
- 4 Jenny likes all of the songs on the album. \_\_\_\_

#### Remember

You can use these phrases to express your opinions:

*In my opinion ... I like / love ...*

*I think / don't think ...*

*I prefer ... My favourite ...*

### 4 Read. Underline the phrases that express Jenny's opinions.

### 5 Write a review of a music album that you like or don't like.

---



---



---



---

### 6 Read and colour.

#### Basic competences progress

- 1 I can name some hobbies.
- 2 I can use indefinite pronouns (*someone, everywhere, nothing, etc.*).
- 3 I can ask and answer about hobbies and free time.
- 4 I can make and play a musical bottle.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.



# 7 Dress sense

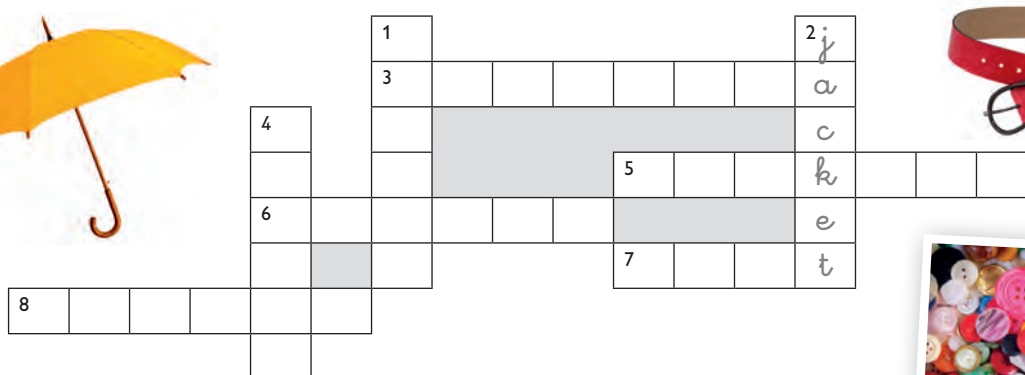
1 Complete the crossword.

**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.



2 Colour and write. Use a different colour for each sentence.

## Grammar

She **may be** at home.

She **may not be** at home.

Where **might** you **go** swimming?

We **might go** swimming.

We **might not go** swimming.

1	We may	might they	wear to	my camera.
2	She	take some	might	tonight.
3	What might	might wear	to the disco	the party?
4	When	not go	go	rain later.
5	I think	you	photos with	red trousers.
6	I might	it	her	shopping?

1 *We may not go to the disco tonight.*

2

3

4

5

6

### 3 Read and draw the people.

#### A description of a person

This is a picture of a woman and a man. The woman is very tall and thin. She's got short black straight hair and a small nose. She's wearing a long, purple dress, with black tights and black shoes. She's smiling and she looks like a film star. The man is older and shorter than the woman. He's got grey hair and a moustache and a beard, and he's wearing glasses. He isn't wearing a coat. He's got a white cotton shirt, blue jeans and brown shoes. He looks like a teacher.



### 4 Underline the information in the text. Use these three colours.

#### Remember

Describe their face and body.

Describe their clothes.

Say what they look like.

### 5 Find a picture of two people and write a description.

*This is a picture of*

---

---

---

---

---

### 6 Read and colour.

#### Basic competences progress

- 1 I can name some items of clothing.
- 2 I can describe some items of clothing.
- 3 I can talk about possibilities with *might* and *may*.
- 4 I can design and write about a uniform.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.



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



Brazil	<u>B r a z i l i a n</u>	India	_ _ d _ _
France	_ _ e _ _	Mexico	_ _ x _ _ n
Germany	_ _ r _ _	Portugal	_ _ _ _ g _ _ _
Greece	_ _ _ _ k	Spain	_ _ _ _ _ h

- 1 Brazil is in South America. It is the fifth biggest country in the world.
- 2 *Fajitas* are a kind of \_\_\_\_\_ food.
- 3 Hindi and English are the two most important languages in \_\_\_\_\_.
- 4 Lisbon is in \_\_\_\_\_.
- 5 Madrid is the capital of \_\_\_\_\_.
- 6 Beethoven, the famous composer, was \_\_\_\_\_.
- 7 In Paris, most people speak \_\_\_\_\_.
- 8 The word *telephone* comes from \_\_\_\_\_.

2 Write the past participles. Circle the irregular ones.

have had  
 speak \_\_\_\_\_  
 send \_\_\_\_\_  
 arrive \_\_\_\_\_  
 play \_\_\_\_\_  
 make \_\_\_\_\_  
 listen \_\_\_\_\_  
 do \_\_\_\_\_

#### Grammar

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

3 Write present perfect sentences and questions.

- 1 we / speak to the teacher (yet X)  
We haven't spoken to the teacher yet.
- 2 I / do my homework (already ✓)  
 \_\_\_\_\_
- 3 she / send an email (just ✓)  
 \_\_\_\_\_
- 4 they / arrive at school (yet ?)  
 \_\_\_\_\_
- 5 I / make a cake (just ✓)  
 \_\_\_\_\_
- 6 he / have dinner (yet X)  
 \_\_\_\_\_

4 Read and complete the sentences.

A form

- 1 Adam is from \_\_\_\_\_  
He's \_\_\_\_\_
- 2 His birthday is on \_\_\_\_\_
- 3 He lives in \_\_\_\_\_  
Road in \_\_\_\_\_

**Swimming lessons application form**

Today's date: 6 April 2015  
 First name and surname: Adam Simpson  
 Address (including postcode): 44 Turnpike Road, Hillbrook NL14 9FJ  
 Telephone number: +44 1741 802655  
 Date of birth: 30 January 2004  
 Country of birth: England  
 Nationality: British

5 What kinds of words are on the form? Tick (✓).

- |                      |   |
|----------------------|---|
| nationality ____     | months ____                               |
| a person's name ____ | days of the week ____                     |
| school subjects ____ | names of streets / towns / countries ____ |

**Remember**  
 All of these kinds of words must start with a capital letter.

6 Fill in the form for yourself.

Today's date: _____	Telephone number: _____
First name: _____	Date of birth: _____
Surname: _____	Country of birth: _____
Address: _____	Nationality: _____

7 Read and colour.

**Basic competences progress**

- 1 I can name some countries and nationalities.
- 2 I can talk about capital cities and locations on a map.
- 3 I can say what I have and haven't done with *yet*, *already* and *just*.
- 4 I can make a poster about my language.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.

☹️ 😊 😄	
☹️ 😊 😄	
☹️ 😊 😄	
☹️ 😊 😄	
☹️ 😊 😄	
☹️ 😊 😄	
☹️ 😊 😄	

# Picture Dictionary

## High technology



chat



headphones



keyboard



laptop



microphone



pen drive



speakers



webcam

## 1 Beastly tales



claws



dragon



eagle



feathers



horn



mermaid



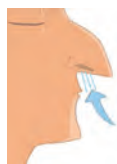
nest



scales

2

## Tomorrow's world



air



astronaut



businessman



Earth



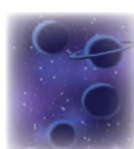
engineer



Moon



rocket



space



tourist

3

## The great outdoors



north



south



east



west



camp



explorer



rucksack



sleeping bag



tent



torch

4

## Food, glorious food!



biscuit



butter



chopsticks



jam



pan



popcorn



sauce



snack

## 5 Under the sea



coral



crab



jellyfish



lobster



octopus



seal



squid

## 6 Free time



beatbox



board game



chess



clothes design



free running



mountain bike



skateboard

7

## Dress sense



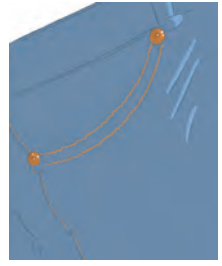
belt



button



gloves



pocket



shorts



tights



umbrella

8

## Around the world



Brazil / Brazilian



France / French



Germany / German



Greece / Greek



India / Indian



Mexico / Mexican



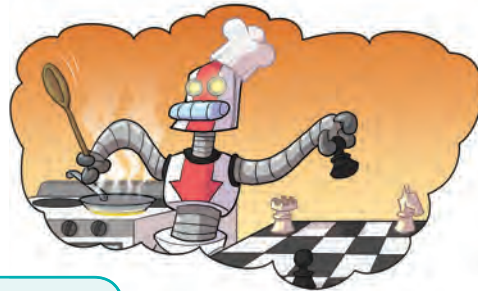
Portugal / Portuguese



Spain / Spanish

# Spelling

## High technology



1 Look, make words and complete.

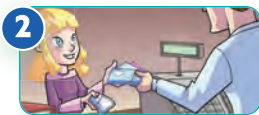
book tooth arm air ~~birth~~ post suit lap

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:

\_\_ t h \_\_

3 Not real (a dragon, for example):

\_\_ t h \_\_

4 A school subject:

\_\_ t h \_

5 A day of the week:

T h \_ \_ \_ \_

6 Rain, sun, snow and wind:

\_\_ t h \_\_

7 A part of your face that you use for talking and eating:

\_\_ t h

8 Things that we wear:

\_\_ t h \_\_

## 2 Tomorrow's world

1 Complete.

they're = they are  
\_\_\_\_\_ = he has

she'll = \_\_\_\_\_  
\_\_\_\_\_ = she is

isn't = \_\_\_\_\_  
\_\_\_\_\_ = 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!

### 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 could count but Greg forgot;  
The cat was clever but the goat was not.



3 Match and write g or c.

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

### 4 Food, glorious food!

1 Say and write.



half light off puff ~~tights~~  
through 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.

- |   |                 |
|---|-----------------|
| 1 This word can mean 'not curly'. (It rhymes with 'wait'.)      | _ _ _ _ _ g h _ |
| 2 This word is the opposite of 'day'. (It rhymes with 'write'.) | _ _ g h _       |
| 3 This is a number. (It rhymes with 'date'.)                    | _ _ g h _       |
| 4 This word is the opposite of 'low'. (It rhymes with 'buy'.)   | _ _ g h         |

## 5 Under the sea

1 Complete the stressed syllables.

b <u>o</u> ttle	__ephant
w__dow	j__yfish
m__key	f__ily
tod__	kangar__
gir__fe	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	→	under <u>stand</u>
oct	plor	ma	→	_____

## 6 Free time

1 Write *u*, *ou* or *o*.

I went to London 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.

- |  |             |
|--|-------------|
| 1 This is in the sky. It gives us light.                   | _u_         |
| 2 This word is the opposite of 'something'.                | _o_ _ _ _ _ |
| 3 This person is a female parent.                          | _o_ _ _ _   |
| 4 This is bigger than a city but smaller than a continent. | _ou_ _ _ _  |

## 7

## Dress Sense

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

1 I'm (pahyp) happy.

f

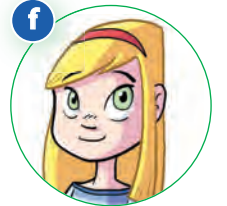
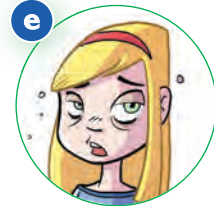
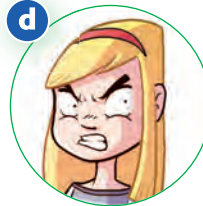
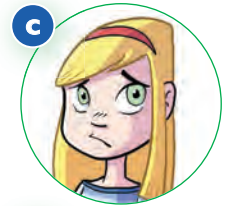
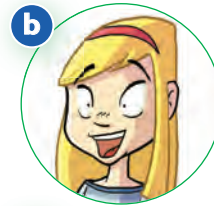
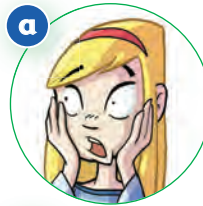
2 I'm (gyarn) \_\_\_\_\_.

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	dad	P.E.
French	Geography	German	Greek	jam	Madrid	
Maths	milk	mum	Paris	Rome	sister	Spanish

1 In what languages can you say 'hello'?

French, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

2 What countries 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.

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