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English for Spanish Speakers

**Updated  
Second Edition**

# Kid's Box

# 4



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

The units are based around the Star family (Mr and Mrs Star, Simon, Stella, Suzy, their dog Dotty, Grandma, Grandpa, Uncle Fred and Aunt May), and their friends (Meera, Lenny and Alex). These characters provide fun, familiar and meaningful contexts for the language that children can easily relate to.

This level also features a funny cartoon-strip story of two detectives called Lock and Key. There is one story episode in each unit.

## Course components

Level 4 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
- Flashcards
- Wordcards
- 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** at school, your child will bring *My Home Booklet* home, to show you the language that they have been learning.

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 of the 9 units in *My 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 each activity independently. As your child finishes each activity, encourage them to read out their answers. 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.

**Activity 3** features 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 in the following activity.

**Activity 4** is a writing activity. Using the model in activity 3 as support, children write a similar text, using some of the language they have been learning in the unit. Encourage them to think carefully before they write, or perhaps to write a draft version of their text before copying it neatly into *My Home Booklet*.

**Activity 5** 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

# Hello there!

1 Complete the words and match. Write the numbers.

- 1 farmeru
- 2 d\_t\_cti\_e
- 3 dr\_v\_
- 4 d\_ti\_t
- 5 tea\_e\_
- 6 d\_to\_


☐

☐

☐

☐

☐

☐

2 Look and write.

young → My grandma is younger **than** my grandpa.  
 fat → The black cat is fatter **than** the white cat.  
 hungry → He's hungrier **than** you!



1 (big dog, small dog, dirty)

*The small dog is dirtier than the big dog.*



2 (red car, blue car, big)

\_\_\_\_\_



3 (man, woman, old)

\_\_\_\_\_



4 (girl, boy, happy)

\_\_\_\_\_

3 Order the words.

We **always** / **sometimes** / **never** have bread for breakfast.

1 always at My brothers breakfast seven o'clock. have

*My brothers*

2 to work in Our teacher the evenings. sometimes goes

3 early has to Sundays. get up She never on



Read. Answer *yes* or *no*.

Facts about me



My name is Allie. I've got long brown curly hair and brown eyes and I wear black glasses. I live in a house in Cambridge. I always walk to school, because my school is very near my house. I love music and sport. I sometimes go to the park after school and play football with my friends. I want to be a footballer!

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1 Does she like music? _____   | 3 Does she live in a flat? _____ |
| 2 Are her glasses brown? _____ | 4 Does she walk to school? _____ |



Draw yourself and write some facts about you.



My name is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Read and colour.

**Basic competences progress**

I can ...

- 1 ... name some jobs.
- 2 ... compare people, using comparative adjectives.
- 3 ... talk about obligation using *have/has to*.
- 4 ... describe my daily routine.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



1

Write the adjectives. Find the hidden word.

boring  
busy  
easy  
terrible  
difficult  
~~quick~~  
exciting

- 1 qick is the opposite of 'slow'.
- 2 For most adults, riding a bicycle is \_    \_.
- 3 If a film is \_    \_ , people don't want to watch it.
- 4 If a film is \_    \_ , everyone wants to watch it!
- 5 For very young children, riding a bike is \_    \_.
- 6 A \_    \_ person has lots to do!
- 7 \_    \_ means 'very bad'.

You must be \_\_\_\_\_ when  
you ride your bike to school.



2

Find and write the number.

The boy **who's** smiling is called John.

Anna is the girl **who's got** brown hair.

The girls **who are** skipping are my friends.

They are the boys **who've got** glasses.



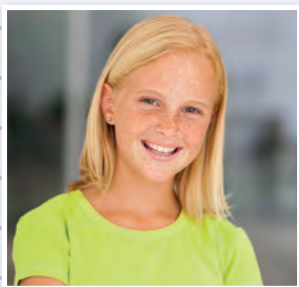
- a The girl (who / have got) who's got white socks is number 5.
- b Number \_\_\_\_\_ is the girl (who / be) \_\_\_\_\_ wearing glasses.
- c The boy (who / have got) \_\_\_\_\_ black hair is number \_\_\_\_\_.
- d The girls (who / have got) \_\_\_\_\_ brown hair are numbers \_\_\_\_\_ and \_\_\_\_\_.
- e The boy (who / be) \_\_\_\_\_ wearing glasses is number \_\_\_\_\_.
- f Number \_\_\_\_\_ is the girl (who / have got) \_\_\_\_\_ short hair.
- g The boy (who / be) \_\_\_\_\_ sad is number \_\_\_\_\_.
- h Numbers \_\_\_\_\_ and \_\_\_\_\_ are the boys (who / be) \_\_\_\_\_ wearing black shorts.



3

Read. Answer the questions.

My opinion



I like going to school. I think Maths is difficult but I enjoy it. My favourite subjects are Sport and Art. I think Art is fun and Sport is exciting. My favourite sport is basketball. I don't like Geography. I think the best time of the day is lunchtime! After lunch, I like playing basketball outside with my friends.

- 1 Does she think Maths is easy? \_\_\_\_\_
- 2 What sport does she like best? \_\_\_\_\_
- 3 Does she enjoy Art? \_\_\_\_\_
- 4 What is her favourite part of the day? \_\_\_\_\_

4

Write your opinions about school.

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5

Read and colour.

## Basic competences progress

I can ...

- 1 ... say some adjectives to describe people.
- 2 ... talk about people using longer sentences with *who*.
- 3 ... talk about measurements in millimetres, centimetres and metres.
- 4 ... do a class survey and draw a graph.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 2 Good sports

1 Look, complete and circle.

quick → quickly    bad → badly  
careful → carefully    good → well



1 A woman is swimming  
inside outside.



A man is \_\_\_\_\_  
inside outside.



2 Two girls are \_\_\_\_\_  
badly well.



5 A girl is \_\_\_\_\_  
quickly slowly.



3 A boy is \_\_\_\_\_  
loudly quietly.



6 Two boys are \_\_\_\_\_  
sadly happily.

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

A skate park is a place **where** you can **learn to skate**.  
A playground is a place **where** you can play with your friends.

1	A lake is	is a place where	you can learn to cook dinner!
2	A school is a	a place where you	you mustn't skate.
3	The road	kitchen is a place where	learn to read and write.
4	A swimming	where you can read	you can learn to swim.
5	A library is a place	place where children	can learn to sail.
6	Your	pool is a place where	books.

1 A lake is a place where you can learn to sail.  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

- 3 Read. What can you do at the activity centre? Put ✓, ✗ or ?.

Description of a place



There is an activity centre near my town where you can do lots of different activities. There is a big lake where you can fish and sail, but you can't swim in it. Inside, there is a big hall where you can skate, dance and play badminton, and there is a climbing wall too. Sailing is my favourite activity. I go sailing every Saturday.

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

skate ✓   fish \_\_\_\_   play football \_\_\_\_   dance \_\_\_\_   swim \_\_\_\_   climb \_\_\_\_

- 4 Write a description of a sports centre or activity centre near your home.

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- 5 Read and colour.

Basic competences progress

I can ...

- 1 ... say some sports that you do inside and outside.
- 2 ... talk about learning to do things.
- 3 ... describe how I do things, using adverbs (*quickly, slowly, etc.*).
- 4 ... make a ball.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box CD-ROM*.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 3

# Health matters

1

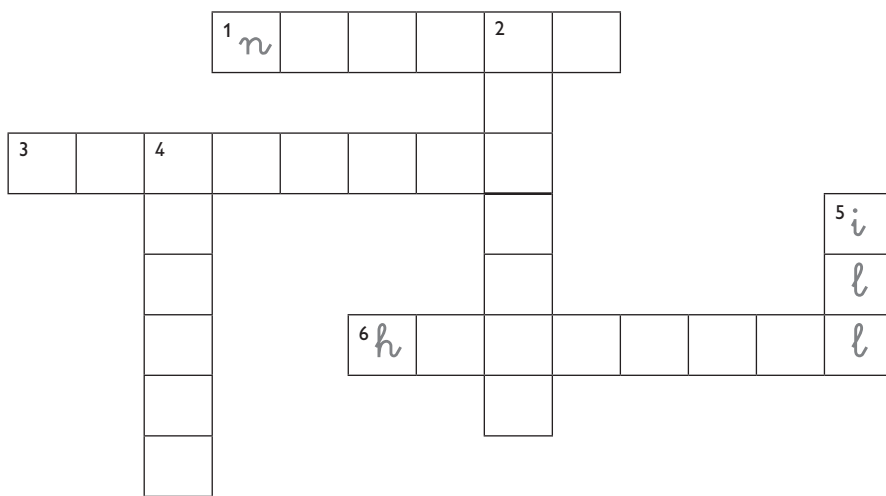
Read and complete the crossword.

nurses eye test  
doctor medicine  
~~ill~~ hospital

When you are 5, you sometimes need to see the 4,  
and you sometimes have to take some 3.

Lots of doctors and 1 work in a 6.

When you can't see well, you need to have an 2.



2

Read, choose and write the correct verb.

take → I **took** ... I **didn't take** ... Did you **take** ...?  
have → She **had** ... She **didn't have** ... Did she **have** ...?

go / went give / gave take / took see / saw ~~drink~~ / **drank** have / had

- 1 I drank the juice because I was thirsty.
- 2 The doctor \_\_\_\_\_ my sister some medicine.
- 3 She didn't \_\_\_\_\_ to school because she was ill.
- 4 Did he \_\_\_\_\_ an eye test yesterday?
- 5 How much medicine did you \_\_\_\_\_?
- 6 We \_\_\_\_\_ the dentist because we had a toothache.





## 3 Read and circle.

## An anecdote



One day, when I was seven, I didn't go to school because I was ill. I had a stomach-ache and a temperature. I went to bed. In the afternoon, I saw the doctor at the hospital and she gave me some medicine. At the hospital, I saw a poster about a drawing competition. I drew a picture of a boat and I won a prize! It was a computer game.

This is a story about a girl who was ill when he was (1) five seven. She went to see a (2) doctor dentist. She gave her some (3) medicine fruit. She (4) drew a picture took a photo and won a (5) book game in a competition.

## 4 Write an anecdote about something interesting that happened one day.

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## 5 Read and colour.

## Basic competences progress

I can ...

- 1 ... say some words related to illness.
- 2 ... talk about the past.
- 3 ... explain reasons with *because*.
- 4 ... make a drum.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



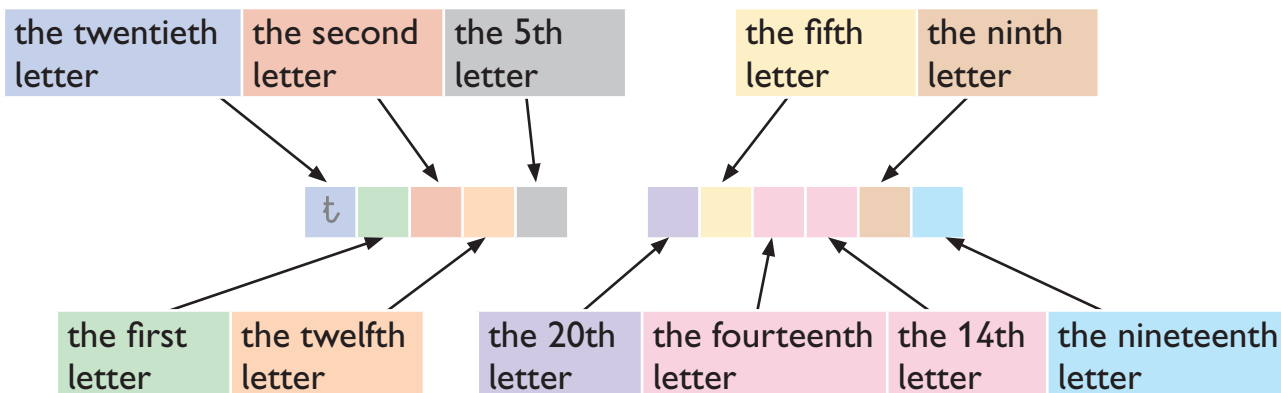
## 4

## After school club

1

Read and match.

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



Did you play \_\_\_\_\_ at the weekend?  
\_\_\_\_\_, I \_\_\_\_\_.

2

Complete the sentences.

talk → They <b>talked</b> .	They <b>didn't talk</b> .	<b>Did</b> they <b>talk</b> ?
skip → He <b>skipped</b> .	He <b>didn't skip</b> .	<b>Did</b> he <b>skip</b> ?
cry → I <b>cried</b> .	I <b>didn't cry</b> .	<b>Did</b> you <b>cry</b> ?



Look what I  
did yesterday.

Saturday

dance

play sports in the park

visit friends

watch 'Space Story'

cook dinner

- What sports did she play? She played football and tennis.
- What \_\_\_\_\_ she \_\_\_\_\_ for dinner? She \_\_\_\_\_ spaghetti.
- What film \_\_\_\_\_ she \_\_\_\_\_? She \_\_\_\_\_ 'Toy Story'. She \_\_\_\_\_ 'Space Story'.
- Who \_\_\_\_\_ she \_\_\_\_\_? She \_\_\_\_\_ her friends Elsa and Matt.
- Where \_\_\_\_\_ she \_\_\_\_\_? She \_\_\_\_\_ in the living room.

### 3 Read. Write *Emily* or *Dan*.

A chat on the internet

Emily 05 Jan 10:41



Hi Dan. You didn't go to the after school club yesterday. Where were you? Did you go somewhere interesting?

05 Jan 10:49

No, I didn't! I went shopping with my mum and dad.

Emily 05 Jan 10:50

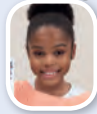


What did you buy?

05 Jan 10:54

Some new trainers. But then we went to the cinema. What did you do at the club?

Emily 05 Jan 11:01



We played some new computer games, and some people painted pictures. I played football with Tina.

Dan



Dan



On 4 January ...

- 1 Dan went to the cinema.
- 2 \_\_\_\_\_ went to after school club.
- 3 \_\_\_\_\_ bought some new trainers.
- 4 \_\_\_\_\_ didn't go to after school club.
- 5 \_\_\_\_\_ played football.

### 4 Write a chat between you and a friend about last weekend.

You

Your friend

---



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### 5 Read and colour.

### Basic competences progress

I can ...

- 1 ... say the ordinal numbers *first* to *twentieth*.
- 2 ... ask and answer questions about the past.
- 3 ... talk about after school clubs.
- 4 ... make a poster about my favourite book.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



1

Complete the texts.

We were tired **so** we went to bed.It was cold **so** they put on their coats.

exhibitions camp ice expedition  
~~explorer~~ so school trips Antarctica

**a** Shackleton was a famous (1) explorer. He wanted to cross the continent of (2) \_\_\_\_\_. He started the (3) \_\_\_\_\_ in 1914, but his ship couldn't move because there was lots of (4) \_\_\_\_\_ around it. Shackleton made a (5) \_\_\_\_\_ on the snow. Later they were very hungry (6) \_\_\_\_\_ they ate their dogs.

**b** Children sometimes go on (7) \_\_\_\_\_ to museums. Museums have special (8) \_\_\_\_\_ where we can learn about different times in history.

2

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

adjectives:	easy	→ Her homework is <b>easier than</b> hers.
	interesting	→ German is <b>more difficult than</b> French.
adverbs:	quickly	→ Simon talks <b>more quickly than</b> Stella.

1	I think climbing	is more exciting	him
2	My book is	her bike more	than yours.
3	I talk more	more quickly	than my friends.
4	Dogs move	quietly	carefully than my brother.
5	My sister rides	than	than sailing.
6	She's older	smaller	than cats.



1 I think climbing is more exciting than sailing.

2

3

4

5

6



3 Read. Write *true* or *false*.

A mini-biography



Edmund Hillary was born in 1919 in New Zealand. He loved climbing when he was a boy. He wanted to climb Mount Everest in Nepal, the highest mountain in the world. He went on two expeditions there in 1951 and 1953. On 29 May 1953, he and a Nepali climber called Tenzing were the first people to climb to the top of Everest. Hillary died in 2008.

- 1 Mount Everest is in New Zealand. \_\_\_\_\_
- 2 Hillary climbed Mount Everest with another climber. \_\_\_\_\_
- 3 Hillary was born in Nepal. \_\_\_\_\_
- 4 He liked climbing when he was young. \_\_\_\_\_

4 Write a mini-biography about another famous explorer.

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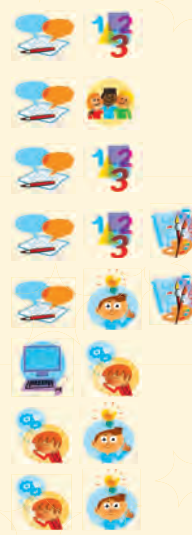
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5 Read and colour.

Basic competences progress

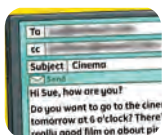
I can ...

- 1 ... say some words related to exploring.
- 2 ... talk about consequences using *so*.
- 3 ... compare two things using comparative adjectives.
- 4 ... make a poster about endangered animals.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 6 Technology

## 1 Read and write.



mobile phone emails mouse screen ~~computer~~  
MP3 player text messages DVDs internet

My (1) computer has got a big (2) \_\_\_\_\_, a keyboard and a (3) \_\_\_\_\_ to click on things or move them around. I can use it to look at the (4) \_\_\_\_\_, send (5) \_\_\_\_\_ or watch (6) \_\_\_\_\_, but I don't like listening to music on it. I think it is better to listen to music on a (7) \_\_\_\_\_. Some people use a (8) \_\_\_\_\_ to send emails, watch videos or look at the internet. You can also send (9) \_\_\_\_\_. The only problem is that the screen sometimes is too small.

## 2 Look. Complete the questions and write the answers.

Where **did** he **go**?

He **went** / **didn't go** to the shops.

What **did** she **buy**?

She **bought** / **didn't buy** a computer.

Who **did** they **see**?

They **saw** / **didn't see** their friends.

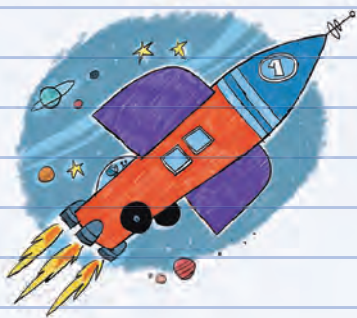
### Alice's day (yesterday)

- 8.00 get up
- 10.30 go to the shops
- 12.15 have lunch (sandwiches)
- 2.30 see her grandma
- 6.00 have dinner  
(chicken and chips)
- 9.00 go to bed

- 1 What time (she / get up) did she get up?  
She got up at eight o'clock.
- 2 What (she / eat) \_\_\_\_\_  
at quarter past twelve?  
\_\_\_\_\_
- 3 Who (she / see) \_\_\_\_\_  
at half past two?  
\_\_\_\_\_
- 4 Where (she / go) \_\_\_\_\_  
at nine o'clock?  
\_\_\_\_\_

3 Read. What has the invention got? Tick (✓) or cross (x).

An exciting invention



This is my invention. It is called the Super-Duper rocket plane. It has got two wheels and big purple wings. Inside, there are lots of buttons and a computer screen. On the screen I can see lots of maps. I can use the screen to look at the internet too. I travel to school in my rocket plane every day. It moves very quickly and quietly. My friends think it is amazing!

the internet ☒ a screen ☐ buttons ☐ a mouse ☐

4 Imagine a fantastic invention. Draw and write.



This is my invention. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 Read and colour.

## Basic competences progress

I can ...

- 1 ... say some words related to computer technology.
- 2 ... identify some irregular verbs in the past.
- 3 ... ask and answer questions about the past.
- 4 ... design a robot and write about it.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



1 Look, read and complete.

snake dolphin tiger elephant ~~shark~~ giraffe  
lion blue whale monkey lizard bird kangaroo



- 1 The shark is under the \_\_\_\_\_. They are swimming round the \_\_\_\_\_.
- 2 The \_\_\_\_\_ is under the tree, and the \_\_\_\_\_ is walking out of the water.
- 3 The \_\_\_\_\_ is running into the forest. The \_\_\_\_\_ is sitting under a tree.
- 4 The \_\_\_\_\_ is flying round the \_\_\_\_\_.
- 5 The \_\_\_\_\_ is under the \_\_\_\_\_ and the \_\_\_\_\_.

2 Look at the animals above. Write sentences with superlative adjectives.

	clever	→	the cleverest
1 or 2 syllables:	big	→	the biggest
	hungry	→	the hungriest
3 or more syllables:	interesting	→	the most interesting

- 1 (long) I think the snake is the longest animal.
- 2 (beautiful) I think \_\_\_\_\_
- 3 (happy) \_\_\_\_\_
- 4 (intelligent) \_\_\_\_\_
- 5 (quick) \_\_\_\_\_
- 6 (fat) \_\_\_\_\_



### 3 Read. Complete the notes.

#### The wildest animal



The Nile crocodile is the biggest crocodile in Africa, and one of the most dangerous animals in the world. It eats lots of different animals, and it sometimes eats people too! An adult Nile crocodile is five metres long – that is longer than my mum's car. It has got more than 60 teeth, and it is very strong. It is very good at running and swimming. The Nile crocodile can live for 45 years.

lives in \_\_\_\_\_

good at \_\_\_\_\_

can live for \_\_\_\_\_

more than 60 \_\_\_\_\_

### 4 Write a description of an animal.

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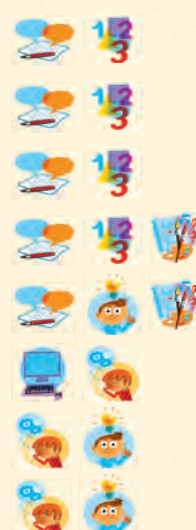
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### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... name some animals.
- 2 ... talk about animals using superlative adjectives.
- 3 ... talk about movement, using *into*, *out of* and *round*.
- 4 ... make a class comic of 'Super Animals'.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 8 Let's party!

1 Write and match.

glass ~~bowl~~ bottle box bowl cup plate bag



- 1 a bowl of salad
- 2 a \_\_\_\_\_ of vegetables
- 3 a \_\_\_\_\_ of lemonade
- 4 a \_\_\_\_\_ of milk
- 5 a \_\_\_\_\_ of cakes
- 6 a \_\_\_\_\_ of tea
- 7 a \_\_\_\_\_ of soup
- 8 a \_\_\_\_\_ of cheese sandwiches

loudly → The girls are talking **the most loudly**.

well → She's jumping **the best**.

badly → They're singing **the worst**.

2 Order the words.

1 most jumping My friend the quickly. is

My friend

2 dancing with The girls are black hair best. the

3 carefully. man That riding is the most

4 are the My walking slowly. most parents

5 the The most boys loudly. are shouting

### 3 Read. Write the numbers.

#### Party food



Here is the food for my birthday party. There are two bowls of salad, a plate of cheese sandwiches and a plate of chicken sandwiches. We've got three boxes of biscuits and two bottles of juice. In the middle of the table, there is a big birthday cake. My friends want me to cut the cake because it's my birthday!

2 plates of sandwiches  
 \_\_\_\_\_ birthday cake

\_\_\_\_\_ boxes of biscuits  
 \_\_\_\_\_ bowls of salad

### 4 Write a description of the food for your birthday party.

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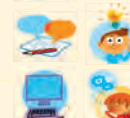
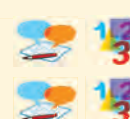
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### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... name some foods and containers.
- 2 ... say what people want other people to do.
- 3 ... compare how people are doing things, using *the most loudly*, etc.
- 4 ... write a recipe for my favourite lunch.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# Picture Dictionary



## Hello there!



dentist



detective



doctor



driver



farmer



teacher

## 1 Back to school



boring



busy



careful



difficult



easy



exciting



quick



slow



terrible

## 2 Good sports



climb



dance



fish



sail



skate



swim



inside



outside



3

## Health matters



have an eye test



ill



see the doctor



take some medicine

4

## After school club

1st

first

2nd

second

3rd

third

4th

fourth

5th

fifth

6th

sixth

7th

seventh

8th

eighth

9th

ninth

10th

tenth

11th

eleventh

12th

twelfth

13th

thirteenth

14th

fourteenth

15th

fifteenth

16th

sixteenth

17th

seventeenth

18th

eighteenth

19th

nineteenth

20th

twentieth



carry the chairs



climb the stairs



help a friend



play chess



start to snow

## 5 Exploring our world



Antarctica



continents



exhibition



expedition



explorer



ice



make a camp



museum



school trip



ship

## 6 Technology



button



computer



DVD



email



the internet



mobile phone



mouse



MP3 player



screen



text message

7

## At the zoo



blue whale



dolphin



elephant



giraffe



lion



snake



tiger

8

## Let's party!



bottle



bowl



box



cup



glass



cheese



pasta



sandwich



salad



soup



vegetables



# Spelling

## Hello there!

1 Complete and say. Circle the long 'ay' sound.

rain bag farmer taking snake today market ~~eat~~ car

- a A cat in a \_\_\_\_\_.
- b A \_\_\_\_\_ in the \_\_\_\_\_.
- c A \_\_\_\_\_ in his \_\_\_\_\_.



The farmer's \_\_\_\_\_ the cat and the snake to the \_\_\_\_\_.

## 1 Back to school

1 Write the missing letters i, ee, ea or u.

Six beesy eensects.

A smeeling crocodeele.

Sixteen teeth.

eet's eesy to cleen a smeeling crocodeele's teeth.



## 2 Good sports

1 Complete and say. Circle the silent letters.

mustn't listening island sandwich ~~scientist~~ climb daughter

- 1 A scientist is \_\_\_\_\_ to music.
- 2 His \_\_\_\_\_ is eating a \_\_\_\_\_.
- 3 They \_\_\_\_\_ on this \_\_\_\_\_!





### 3 Health matters

1 Match and complete the words with *b*, *v*, *f* or *ph*.

- 1 frog
- 2 one
- 3 olleyball
- 4 riends
- 5 each
- 6 illage
- 7 oat
- 8 oto



2 Complete with words from Activity 1.

The \_\_\_\_\_ and her \_\_\_\_\_  
are playing \_\_\_\_\_ at the  
\_\_\_\_\_.



### 4 After school club

1 Say and write the verbs.

~~wanted~~ danced  
played started  
stopped rained  
kicked snowed  
needed

't' – helped	'd' – called	'id' – invited
		wanted

2 Complete with verbs from Activity 1.

- 1 Yesterday, Sam and Pam \_\_\_\_\_ football.
- 2 Sam got the ball and \_\_\_\_\_ it to Pam.
- 3 Oh no! They \_\_\_\_\_ that goal!



## 5

## Exploring our world

1

Write the missing letters *er*, *ir*, or *ur*.

- 1 The n\_\_se got a sh\_\_t  
f\_\_ h\_\_ b\_\_thday.
- 2 On Th\_\_sday the  
sh\_\_t got d\_\_ty.
- 3 The n\_\_se w\_\_ked in  
h\_\_ p\_\_ple sh\_\_t.



2

Think and complete the words.

- 1 A nurse works in a hospital.
- 2 A brother is a boy, and a sister is a \_\_ir\_\_.
- 3 Some people have straight hair, and some people have \_\_ur\_\_ hair.
- 4 \_\_ir\_\_ have got wings and they can fly.
- 5 We \_\_ear about lots of different things at school.
- 6 Women and girls sometimes wear \_\_ir\_\_.

## 6

## Technology

1

Complete. Circle the long 'or' sounds.

small water ~~caught~~ ball ball daughter short

- 1 Paul caught a  
\_\_\_\_\_ fish.
- 2 His \_\_\_\_\_ bought a  
\_\_\_\_\_.
- 3 The fish played with  
the \_\_\_\_\_ in the  
\_\_\_\_\_.



2

Write example words with different spellings of the long 'or' sound.

a - ball, water,

## 7 At the zoo

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

~~cook~~    tooth  
~~poet~~    food  
good    took  
moon    balloon

short 'oo' sound	long 'oo' sound
cook	pool



2 Write the missing letters *oo*, *ui* or *ue*. Circle the long 'oo' sound.

- 1 S\_\_'s a kangar\_\_  
at the z\_\_.
- 2 She's l\_\_king in her  
c\_\_kb\_\_k.
- 3 L\_\_k! The animals  
at the z\_\_ love  
S\_\_'s bl\_\_ j\_\_ce!



## 8 Let's party!

1 Match and make words. Count the syllables and write the words.

par    k  
beaut    tle  
mil    ty  
bot    p  
sou    iful

lemon    ents  
wa    ass  
gl    ade  
care    ter  
pres    fully

One syllable	Two syllables	Three syllables
	party	



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