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English for Spanish Speakers

**Updated  
Second Edition**

3



**My Home Booklet**

Kirstie Grainger

## 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.

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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# 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/yle/>

## 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 3 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 (IWB 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!

## 1 Look and write.

The camera is **next to / on / under / in front of / behind** the chair.  
The book is **between** the doll **and** the lorry.

computer ~~doll~~ helicopter kite lorry monster train



The (1) doll is on the table, next to the (2) \_\_\_\_\_.

The (3) \_\_\_\_\_ is under the bike. The camera is between the (4) \_\_\_\_\_ and the (5) \_\_\_\_\_. The (6) \_\_\_\_\_ is in front of the game. The (7) \_\_\_\_\_ is under the table.

## 2 Circle the correct words.

What **are** you **doing**?

I'm **dancing**.

What's he / she **doing**?

He's / She's **taking** a photograph.

What **are** they **doing**?

They're **swimming**.

Is he / she **reading** a book?

Yes, he / she **is**. No, he / she **isn't**.

- 1 What **is** **are** you doing? I'm **reading** **singing** a book.
- 2 What **is** **are** Anna doing? She's **bouncing** **flying** a kite.
- 3 What **is** **are** Ben and Abby doing? They're **singing** **playing** a game.
- 4 Is **Are** Kelly sleeping? No, she **isn't** **aren't**. She's **eating** **drinking** a burger.
- 5 What **is** **are** you doing? We're **riding** **playing** basketball.
- 6 What **is** **are** your brother doing? He's **painting** **writing** a picture.

### 3 Read and complete the text.

bike camera helicopter ~~picture~~ sitting taking

#### Describing a picture



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

### 4 Draw a picture of yourself with family or friends. Write.



This is a picture of me with my \_\_\_\_\_

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### 5 Read and colour.

#### Basic competences progress

I can ...

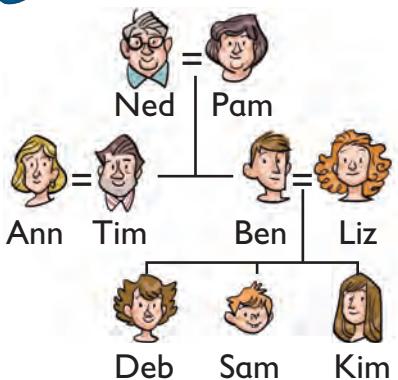
- 1 ... describe locations of objects.
- 2 ... read and say numbers up to 20.
- 3 ... say what people are doing.
- 4 ... talk and write about abilities and favourite things.
- 5 ... sing the song and read the story.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



## 1

# Family matters

## 1 Look, think and answer.



He's / She's Stella's brother / sister.  
They're Stella's grandparents.

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

## 2 Put the words in order.

I **love riding** my bike.

He **enjoys** going to school.

I **don't enjoy** reading about science.

She **doesn't like** playing hockey.

**Do** you **like** dancing? No, I **don't**.

**Does** she **enjoy** **writing**? Yes, she **does**.

I **want to** listen to music.

She **wants to** play basketball.

**Do** you **want to** take a photo? Yes, I **do**. **Does** he **want to** sing? No, he **doesn't**.

- 1 football want play I after school. to

I want to play football after school.

- 2 his homework! doesn't doing like My son

My son

- 3 enjoys My friend to the park. going

- 4 your aunt cooking Does dinner? enjoy

- 5 you about animals? like reading Do

- 6 to Does go on holiday? want your dad

### 3 Read the text and complete the sentence.

#### Description of a picture



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

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

### 4 Draw a sketch of two people in your family. Write.



This is a picture of \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... describe relationships and draw my family tree.
- 2 ... say what someone likes doing and wants to do.
- 3 ... describe people.
- 4 ... sing the song and read the story.
- 5 ... describe paintings.
- 6 ... use the *Kids' Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



## 2

# Home Sweet home

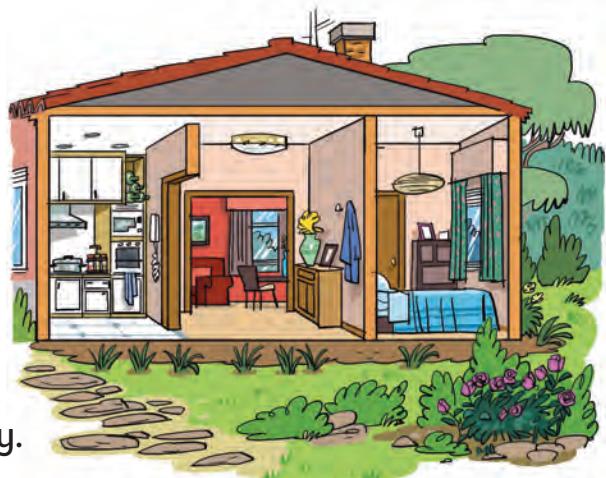
1 Look, read and circle.

My house **has got** / **hasn't got** a basement.  
**Has** your house **got** a balcony?

**Tom's house**



**Ella's house**



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

2

Look and write *above* or *below*.

61	62	63	64	65	66
51	52	53	54	55	56
41	42	43	44	45	46
31	32	33	34	35	36
21	22	23	24	25	26
11	12	13	14	15	16
1	2	3	4	5	6

Where's flat twenty-two?

It's **above** flat twelve.

Where's flat fifty-five?

It's **below** flat sixty-five.

- 1 Where's flat thirty-one? It's below flat forty-one.
- 2 Where's flat fifty-six? It's \_\_\_\_\_ flat forty-six.
- 3 Where's flat fourteen? It's \_\_\_\_\_ flat thirty-four.
- 4 Where's flat sixteen? It's \_\_\_\_\_ flat six.
- 5 Where's flat sixty-five? It's \_\_\_\_\_ fifty-five.
- 6 Where's flat twenty-two? It's \_\_\_\_\_ flat thirty-two.

### 3 Read. What has the house got? Put ✓, ✗ or ?.

#### Description of a house



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

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

a dining room ?

a garden   

a basement   

a bathroom downstairs   

stairs   

a balcony   

### 4

#### Write about someone's house or flat.

My \_\_\_\_\_

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### 5

#### Read and colour.

#### Basic competences progress

I can ...

- 1 ... talk about where people live and describe my home.
- 2 ... read and say numbers up to 100.
- 3 ... ask and answer personal information questions.
- 4 ... sing the song and read the story.
- 5 ... design my dream home.
- 6 ... use the Kid's Box CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using My Home Booklet.



## 3

# A day in the life

- 1 Look, read and write the answers.

## MY DAY by Archie Smith

Before school: 7.00 wake up

- get up - have a shower



- get dressed

8.00 have breakfast - go to school

After school: 3.00 catch the bus

- do homework



6.00 have dinner

- wash face - get undressed



9.00 go to bed

What **do you do before** school?

I **have** breakfast.

What **does he do after** school?

He **plays** in the park.

I **wake up at** eight o'clock.

- 1 What does Archie do at seven o'clock?

He wakes up.

- 2 What does he do after his shower?

- 3 What does he do at eight o'clock?

- 4 What does he do at three o'clock?

- 5 What does he do after dinner?

- 6 What does he do at nine o'clock?

- 2 Order the words.

**How often do** you **play** football?

I **never / sometimes / always** play football after school.

**How often does she play** football?

She **plays** football **every day**.

1 goes sometimes after lunch. She to the park

She

2 do catch How often the bus? you

3 at school. He takes off always his jacket

4 basketball day. plays She every

### 3 Read and circle the things he does.



### Interesting facts about me

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

### 4 Write about your habits. Use these words.

always    every day    never    sometimes

I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 5 Read and colour.

### Basic competences progress

I can ...

- 1 ... talk about daily routines and habits.
- 2 ... say when and how frequently people do things.
- 3 ... say the days of the week and times with o'clock.
- 4 ... sing the song and read the story.
- 5 ... talk about my heartbeats and take my pulse.
- 6 ... use the Kid's Box CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 4 In the city

## 1 Read and match.

- 1 You go to a bus station
- 2 You go to a bank
- 3 You go to a library
- 4 You go to a cinema
- 5 You go to a clothes shop
- 6 You go to a hospital
- 7 You go to a supermarket
- 8 You go to a sports centre

Where do you go **to buy** toys?  
You go to a toy shop **to buy** toys.

- to buy clothes.  
to swim.  
to buy food.  
to get books.  
to catch a bus.  
to watch films.  
to get some money.  
to see a doctor.

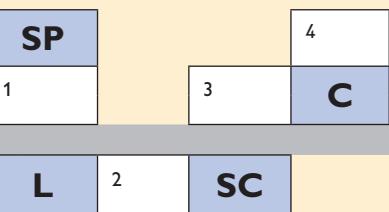
## 2 Look and match. Then write *must* or *can*.

**Must** I make my bed? Yes, you **must**. **Can** we go to the park? Yes, we **can**.  
You **must** go to school.

- 1 You must clean your bedroom now!
  - 2 Please \_\_\_\_\_ I play on the computer?
  - 3 \_\_\_\_\_ I do my homework now, Mum?
  - 4 Ssh! You \_\_\_\_\_ be quiet in the library!
  - 5 \_\_\_\_\_ we go to the cinema, please?
  - 6 I like buses! \_\_\_\_\_ we catch the bus?
- OK, Dad.  
Yes, you \_\_\_\_\_.  
Yes, you \_\_\_\_\_.  
Sorry.  
No. We \_\_\_\_\_ go home.  
Yes, we \_\_\_\_\_.



### 3 Read. Write the missing letters on the map.



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

#### Description of my town

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

### 4 Write about your town, village or city.

In my \_\_\_\_\_, the \_\_\_\_\_ is \_\_\_\_\_

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### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... say where things are in a town.
- 2 ... say where you go to do or buy something.
- 3 ... talk about obligation and permission using *must* and *can*.
- 4 ... sing the song and read the story.
- 5 ... count British money and say prices.
- 6 ... use the Kid's Box CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



# 5 Fit and well

## 1 Look, sort and write the words.



1 cakb



2 deha



3 hsmcato



4 rea



5 otoht

What's the matter?

My ear **hurts**.

I've got an **earache**.

My back hurts.

I've got a backache.

My \_\_\_\_\_ hurts.

I've got a \_\_\_\_\_.

My \_\_\_\_\_ hurts.

I've got a \_\_\_\_\_.

My \_\_\_\_\_ hurts.

I've got an \_\_\_\_\_.

My \_\_\_\_\_ hurts.

I've got a \_\_\_\_\_.

My \_\_\_\_\_ hurts.

I've got an \_\_\_\_\_.

## 2 Look and match. Write must, mustn't, can or can't.

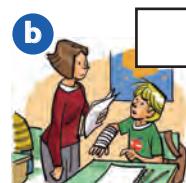
Her foot hurts. She **can't** play football.

You **must** go home now.

She **must** do her homework.

We **mustn't** eat in class.

They **mustn't** take off their coats.



- 1 It's hot. You must drink some water.
- 2 You \_\_\_\_\_ eat in the library.
- 3 You \_\_\_\_\_ kick a ball in the house.
- 4 You \_\_\_\_\_ go to school. It's eight o'clock!
- 5 Sorry, I \_\_\_\_\_ write. My hand hurts.
- 6 You \_\_\_\_\_ eat three cakes!

### 3 Read. Which things must you do? Put ✓ or ✗.

Giving advice

#### Preparing for a race

It is important to eat healthy food before the race – you must eat lots of fruit and vegetables. You can eat chocolate when you need energy. You must drink water when you run. Carry a water bottle.

Wear shorts, a T-shirt and trainers, and wear a cap if it's sunny to avoid headaches.

Before the race, you need to train every day. Train with a friend, and always tell your parents where you are going.

But it is important to rest too, and you mustn't run if your feet or knees hurt.



rest

train every day

train with your parents

drink water

run if your knees hurt

eat fruit and vegetables

wear jeans

wear trainers

eat chocolate

### 4

Think of advice for walking in the mountains. Write.

It is important to \_\_\_\_\_

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### 5

Read and colour.

#### Basic competences progress

I can ...

1 ... name some parts of the body.



2 ... say what's wrong with me.



3 ... talk about obligation using *must* and *mustn't*.



4 ... sing the song and read the story.



5 ... say what people need to be healthy.



6 ... use the Kid's Box CD-ROM.



7 ... use my picture dictionary.



8 ... review my learning at home using *My Home Booklet*.

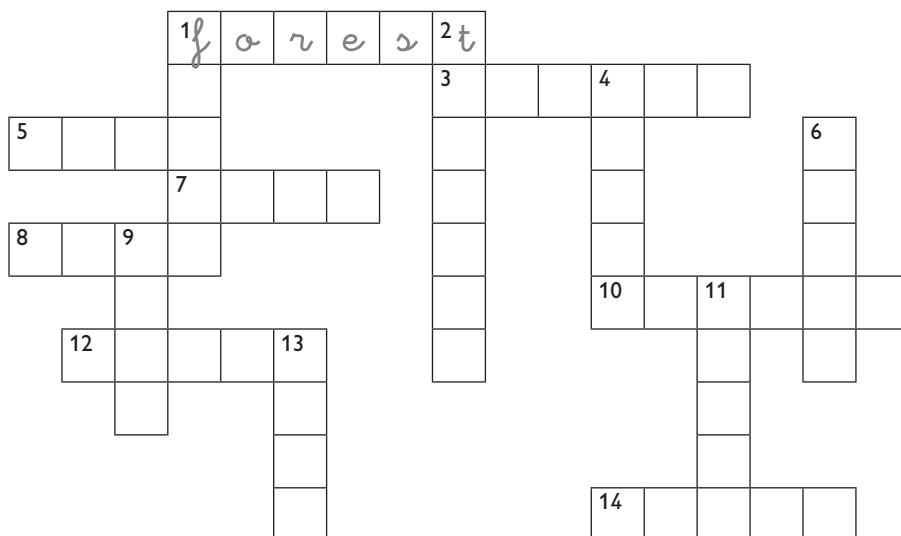


## 6

# A day in the country

1

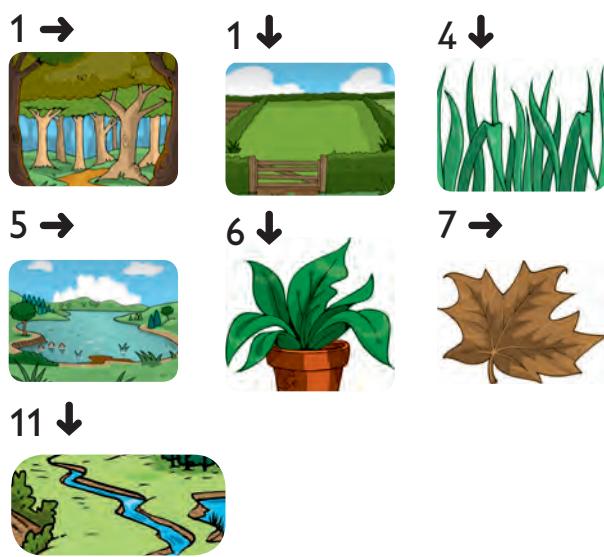
Look and complete the crossword.



## Adjectives



## The countryside



2

Read and match.

I'm hungry. **Shall** I make breakfast?

- 1 I'm tired.
- 2 I'm cold.
- 3 I'm hungry.
- 4 I'm thirsty.
- 5 I'm hot.

- Shall I get  
Shall I carry  
Shall I buy  
Shall I open  
Shall I cook

- a drink for you?  
the window?  
your bag?  
dinner now?  
your jacket?

### 3 Look, read and write.

forest fishing girl picnic sitting six

#### Description of scene



In this picture, there are (1) six people. They are in a field. A girl and a man are having a (2) \_\_\_\_\_. They're hungry! A woman is (3) \_\_\_\_\_ on the grass. She's hot and tired. A small boy and a thin (4) \_\_\_\_\_ are playing with a leaf next to the lake, and a boy is (5) \_\_\_\_\_. Behind the lake there is a (6) \_\_\_\_\_.

### 4 Draw a scene and write.



In this picture, there are \_\_\_\_\_ people.  
They are \_\_\_\_\_

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### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... say some places in the countryside.
- 2 ... say some adjectives to describe people.
- 3 ... offer to do something using *Shall I...?*
- 4 ... sing the song and read the story.
- 5 ... say some parts of a plant and say what they need to grow.
- 6 ... use the *Kid's Box* CD-ROM.
- 7 ... use my picture dictionary.
- 8 ... review my learning at home using *My Home Booklet*.



## 7

# World of animals

- 1 Write the comparative adjectives.

Bears are **fatter than** kangaroos. Parrots are **better** at flying **than** sharks!

weak      *weaker*  
 strong                 
 quick                 
 slow                

fat      *fatter*  
 big                 
 hot                 
 thin              

hungry    *hungrier*  
 thirsty               
 happy                
 dirty              

good                
 bad              

- 2 Look and think. Complete and write the sentences.

bats    bears    dolphins    kangaroos    lions  
 lizards    pandas    parrots    sharks    whales



strong

Lions are stronger than \_\_\_\_\_



good at swimming

\_\_\_\_\_ are better at swimming than \_\_\_\_\_



slow



big



bad at running

### 3 Look, read and write.

big drink eat forests hippos legs running yellow

#### Description of an animal



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

### 4 Invent and draw an animal. Write.



This is my imaginary animal. It is called a

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### 5 Read and colour.

#### Basic competences progress

I can ...

- 1 ... name some animals.  
- 2 ... talk about animals' features and abilities.  
- 3 ... compare animals using comparative adjectives.  
- 4 ... sing the song and read the story.  
- 5 ... talk about animals' habitats.  
- 6 ... use the Kid's Box CD-ROM.  
- 7 ... use my picture dictionary.  
- 8 ... review my learning at home using My Home Booklet.  

## 8

# Weather report

## 1 Look, read and circle.

What's the weather **like** today? It's sunny.



- 1 It's **sunny** **windy** and it's **snowing** **raining**.  
There's a rainbow!



- 4 It's **sunny** **cloudy**, but it isn't raining.  
It's **dry** **wet**.



- 2 It's **cold** **hot** and **sunny** **cloudy**.



- 5 It's very **windy** **cloudy**!



- 3 It's **snowing** **raining** and it's **cold** **hot**.



- 6 It's **snowing** **raining** a lot. It's **dry** **wet**!

## 2 Complete the questions with was or were. Write true answers.

I / He / She / It **was** / **wasn't** at home yesterday.

It **was** / **wasn't** raining on Friday.

You / We / They **were** / **weren't** at the sports centre.

Where **was** he / she on Sunday?

Where **were** you / they on Wednesday?

1 Where were you at two o'clock yesterday afternoon?

I was \_\_\_\_\_.

I wasn't \_\_\_\_\_.

2 Where \_\_\_\_\_ your best friend at ten o'clock on Saturday morning?

He / She was \_\_\_\_\_.

He / She wasn't \_\_\_\_\_.

3 What \_\_\_\_\_ the weather like yesterday?

It was \_\_\_\_\_.

It wasn't \_\_\_\_\_.

### 3 Look, read and circle.

My last holiday



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

### 4 Draw your family on holiday. Write.



This is me on holiday with \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5 Read and colour.

### Basic competences progress

I can ...

- 1 ... describe the weather.
- 2 ... talk about the past using was and were.
- 3 ... sing the song and read the story.
- 4 ... talk about four families of musical instruments.
- 5 ... make a percussion instrument.
- 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!



Mr \_\_\_\_\_



Mrs \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



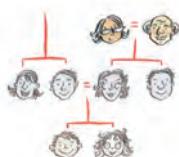
\_\_\_\_\_



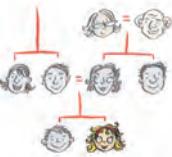
\_\_\_\_\_

1

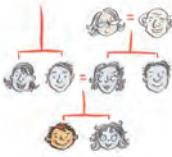
## Family matters



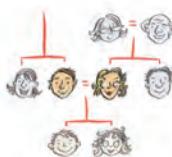
grandparents



granddaughter



grandson



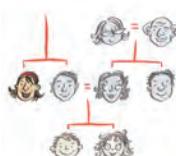
parents



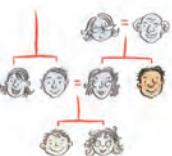
daughter



son



aunt



uncle



beard



moustache



curly hair



straight hair



fair hair

## 2

**Home Sweet home**

balcony



basement



lift



upstairs



downstairs



stairs



flat



city



town



village

## 3

**A day in the life**

wake up



get up



have a shower



wash



do homework

get dressed /  
put on

catch the bus

get undressed /  
take off

go to bed

## 4

**In the city**

bank



bus station



cinema



hospital



library



market



shop



sports centre



supermarket



swimming pool

## 5 Fit and well



a backache



a cold



a cough



a headache



a stomach-ache



a temperature



a toothache



an earache

## 6 A day in the country



field



forest



grass



lake



leaf / leaves



plant



river



picnic

## 7

## World of animals



bat



bear



dolphin



kangaroo



lion



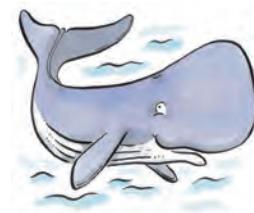
panda



parrot



shark



whale

## 8

## Weather report



scarf



coat



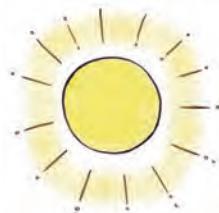
sweater



raining



snowing



sunny



cloudy



wet



windy



rainbow

# Spelling



Hello!

- 1 Say and write the rhyming words.

Jim playing same game \_\_\_\_\_ Kim \_\_\_\_\_ saying \_\_\_\_\_

- 2 Complete and say using words from Activity 1.



Jim and (1) \_\_\_\_\_ are playing a (2) \_\_\_\_\_.



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

## 1 Family matters

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



M\_\_\_k's p\_\_\_nting J\_\_\_ne in the g\_\_\_den.

## 2 Home Sweet home

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



1 A g\_\_\_t in a yell\_\_\_ c\_\_\_t ...



2 and a cl\_\_\_n with a fl\_\_\_er in his m\_\_\_th.

## 3

## A day in the life

- 1 Write the word with the same spelling pattern.

floor four horse

fourteen \_\_\_\_\_ forty \_\_\_\_\_ door \_\_\_\_\_

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



in the morning. A horse a story reading at four

A horse

## 4

## In the city

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



1 \_\_\_ndy and Lu\_\_\_  
are in the \_\_\_ty.



2 They buy an i\_\_\_  
cream at the \_\_\_nema.



3 'This film is ex\_\_\_ting!'  
says \_\_\_ndy.

- 2 Say. Complete the table.

~~balcony~~  
bounce  
camera  
curly  
Lucy  
pencil

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

## 5 Fit and well

- 1 Say and write the rhyming word.

bear snake zoo Sue \_\_\_\_\_ toothache \_\_\_\_\_ chair \_\_\_\_\_

- 2 Complete and say using the words from Activity 1.



1 \_\_\_\_\_ is at  
the \_\_\_\_\_.

2 There's a \_\_\_\_\_  
on a \_\_\_\_\_.

3 and a \_\_\_\_\_  
with a \_\_\_\_\_!

## 6 A day in the country

- 1 Complete the table.

bread	pen
eat	ready
feet	sleep
head	teeth
peas	ten

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

- 2 Complete and say using words from Activity 1.



1 Jen with \_\_\_\_\_  
on her \_\_\_\_\_.

2 Pete with \_\_\_\_\_  
on his \_\_\_\_\_.

3 Pete and Jen are  
\_\_\_\_\_ to \_\_\_\_\_.

## 7

## World of animals

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



a photo taking with his phone. elephant's

of the dolphin The

The

\_\_\_\_\_

\_\_\_\_\_

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

- 1 A \_\_armer works with animals. 3 You can talk to people on a \_\_one.  
2 I take \_\_otos with my camera. 4 Your nose and eyes are on your \_\_ace.

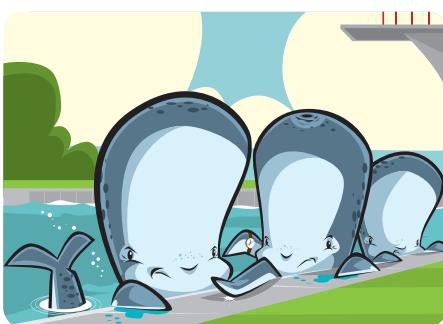
## 8

## Weather report

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

- |                                 |                 |
|---------------------------------|-----------------|
| 1 Question words:               | __y? __at? __o? |
| 2 A fruit:                      | __atermelons    |
| 3 A colour:                     | __ite           |
| 4 A mother or a grandmother:    | __oman          |
| 5 Seven days:                   | __eek           |
| 6 Animals that live in the sea: | __ales          |

- 2 Complete and say using words from Activity 1.



- 1 \_\_\_\_\_ are the \_\_\_\_\_ waiting?



- 2 They're waiting for the \_\_\_\_\_ with the \_\_\_\_\_!

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