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# Kid's BOX

New Generation

 CAMBRIDGE

Home Booklet

English for  
Spanish Speakers

4



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## About

# Kid's Box

New Generation

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

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

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

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

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

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

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

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

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

### **Cambridge English Qualifications**

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

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



# Letter to parents

## Dear Parents,

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

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

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

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

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

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

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

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



Creative Thinking



Learning to Learn



Critical Thinking



Emotional Development



Social Responsibilities



Digital Literacy



Collaboration



Communication

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

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

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

# Hello there!

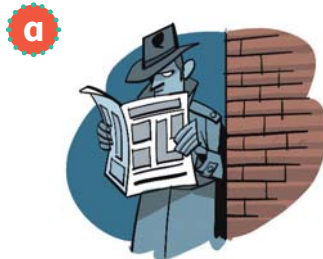
**1** Complete the words and match. Write the numbers.

1 farmer

2 dtctie

3 drv

4 dto










**2** Look and write.

## Grammar

young	My grandma is younger <b>than</b> my grandpa.
fat	The black cat is fatter <b>than</b> the white cat.
hungry	He's hungrier <b>than</b> 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** Listen or watch. Retell the story to your family in your home language.





## 4 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 Allie like music? \_\_\_\_\_
- 2 Are her glasses brown? \_\_\_\_\_
- 3 Does she live in a flat? \_\_\_\_\_
- 4 Does she walk to school? \_\_\_\_\_

## 5 Draw yourself and write some facts about you.



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

I'm \_\_\_\_\_

I always \_\_\_\_\_

\_\_\_\_\_

I sometimes \_\_\_\_\_

\_\_\_\_\_

I never \_\_\_\_\_

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

- 1 I can name some jobs.
- 2 I can compare people.
- 3 I can talk about how often I do things.
- 4 I can describe my daily routine.
- 5 I can sing the song and read the story.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 1 Back to school

## 1 Write the adjectives. Find the hidden word.

boring  
 busy  
 easy  
 terrible  
 difficult  
 quick  
 exciting

- 1 Q u i c k 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.

### Grammar

The boy **who's** smiling is called John.  
 The girls **who are** skipping are my friends.

Anna is the girl **who's got** brown hair.  
 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 boy (who / be)    wearing glasses is number   .
- e Number    is the girl (who / have got)    short hair.
- f The boy (who / be)    sad is number   .

## 3 Listen or watch. Who's your favourite character? Why? Ask and answer.





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

5 Write your opinions about lessons at school. Tell your family.

difficult easy exciting boring amazing

Sport English Maths Art

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6 My progress Draw the mouths and colour the faces.


- 1 I can describe what people are like.
- 2 I can talk about my opinion of school subjects.
- 3 I can say who people are with *who*.
- 4 I can sing the song and read the story.
- 5 I can talk about Art and paintings.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.





# 2 Good sports


## 1 Look, complete and circle.


1  A woman is swimming.  
 inside     outside

4  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.

### Grammar

A skatepark 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	a place where you	you can learn to cook.
2	A school is a	kitchen is a place where	learn to read and write.
3	A swimming pool	where you can read	you can learn to swim.
4	A library is a place	place where children	can learn to sail.
5	Your	is a place where	books.

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

## 3 23 Listen or watch. Ask your family true / false questions about the story.



**4** Read and tick (✓) or cross (X). What can you do at the activity centre?

**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.

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

**5** Look for information online about an activity centre in your area. Which sport would you and your family like to do there? Ask and answer.

What do you want to do at the activity centre? I want to ...

I don't want to ... What does ... want to learn to do?

He / She wants to learn to ...

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

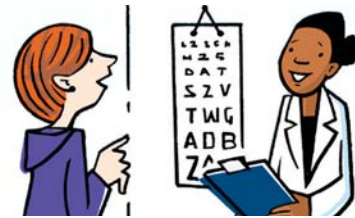
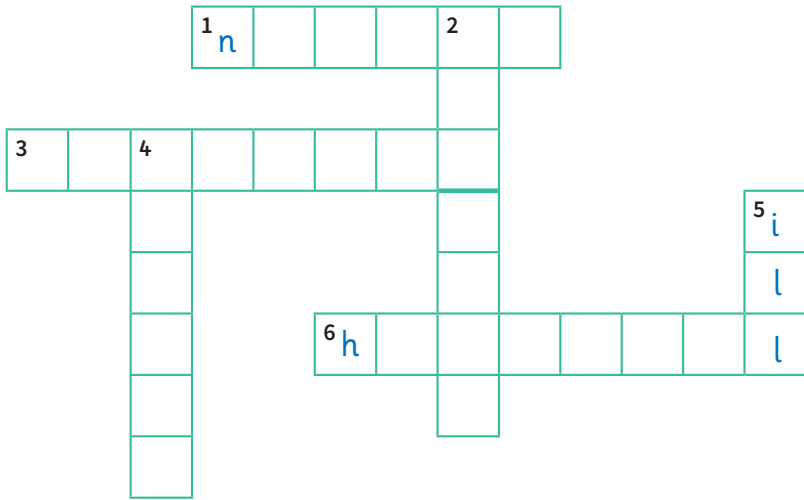
- 1 I can talk about sports that you do inside and outside.
- 2 I can describe places using *where*.
- 3 I can talk about how people do things.
- 4 I can sing the song and read the story.
- 5 I can talk about urban sports in other countries.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.

# 3 Health matters

## 1 Read and complete the crossword.

nurses eye test  
 doctor medicine  
 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.

### Grammar

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

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

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



4 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 she 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.

5 Interview a family member about their job. Write and circle.



Name: \_\_\_\_\_

Job: \_\_\_\_\_

He / She studied: \_\_\_\_\_

He / She thinks: \_\_\_\_\_ is exciting / hard work / boring / amazing.

What makes the job fun? \_\_\_\_\_

6 My progress Draw the mouths and colour the faces.

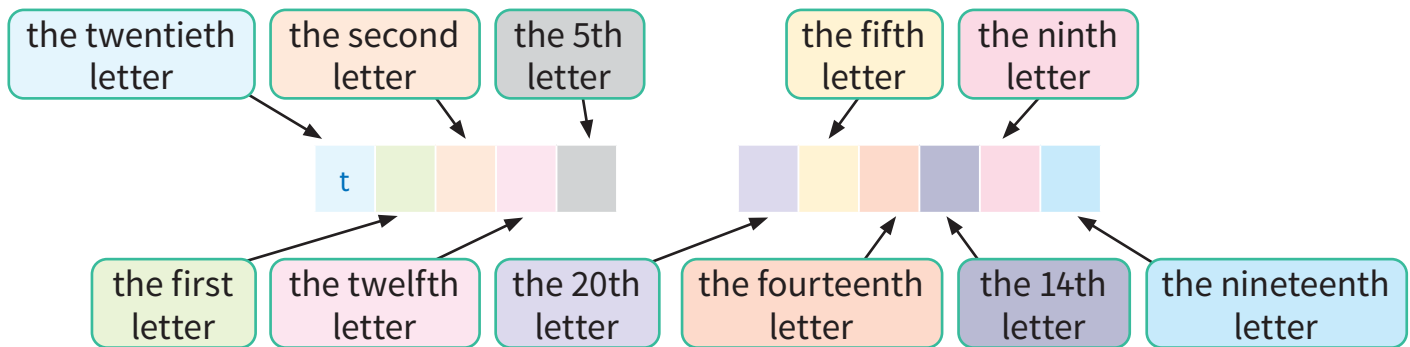
- 1 I can talk about talk about being ill.
- 2 I can explain why things happen with *because*.
- 3 I can talk about the past.
- 4 I can sing the song and read the story.
- 5 I can talk about dream jobs.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 4 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

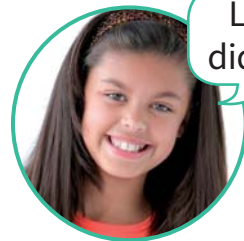


Did you play \_\_\_\_\_ at the weekend?  
\_\_\_\_\_, I \_\_\_\_\_.

## 2 Complete the sentences.

### Grammar

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



Look what I did yesterday.

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

Saturday  
visit friends    play sports in the park  
cook dinner    dance

## 3 Listen or watch. Is Lock your favourite person in the story? Why? Ask and answer.

I think Lock is ... because ...



4 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?

Emily 05 Jan 10:50  
What did you buy?

Emily 05 Jan 11:01  
We played some new computer games, and some people painted pictures. I played football with Tina.

Dan 05 Jan 10:49  
No, I didn't! I went shopping with my mum and dad.

Dan 05 Jan 10:54  
Some new trainers. But then we went to the cinema. What did you do at the club?

**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.

5 What did you and your family do last weekend? Ask and answer. Draw.

What did you do last weekend?    Where did you go?

I went to the ...    Who did you see?    I saw ...

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

- 1 I can talk about the order of things from *first* to *twentieth*.
- 2 I can ask and answer questions about the past.
- 3 I can talk about after school clubs.
- 4 I can sing the song and read the story.
- 5 I can do a survey and understand the results.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 5 Exploring our world

## 1 Complete the texts.

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

### Grammar

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



- a** Shackleton was a famous (1) explorer. He wanted to cross the continent of (2) Antarctica. He started the (3) expedition in 1914, but his ship couldn't move because there was lots of (4) ice around it. Shackleton made a (5) camp on the snow. Later they were very hungry (6) so they ate their dogs.
- b** Children sometimes go on (7) school trips to museums. Museums have special (8) exhibitions where we can learn about different times in history.

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

### Grammar

adjectives: easy → Her homework is **easier than** his.  
 difficult → German is **more difficult than** French.  
 adverbs: quickly → Simon talks **more quickly than** Stella.

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



- 1 I think climbing is more exciting than sailing.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## 3 Listen or watch. What's your opinion of Nick Motors? Why? Ask and answer.

I think Nick Motors ... because ...





## 4 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. \_\_\_\_\_

## 5 Look for information online about another famous explorer. Write a mini-biography and tell your family.

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

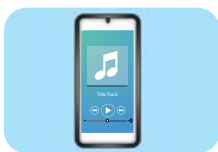
- 1 I can say some words related to exploring.
- 2 I can explain why things happen with so.
- 3 I can compare things using adjectives.
- 4 I can sing the song and read the story.
- 5 I can talk about staying safe outdoors.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 6 Technology

## 1 Read and write.

mobile phone emails mouse  
screen ~~laptop~~ app DVDs internet



My (1) laptop has got a big (2) \_\_\_\_\_, and a keyboard. I use 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 with an (7) \_\_\_\_\_ on my (8) \_\_\_\_\_.

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

### Grammar

Where **did** he **go**?  
What **did** she **buy**?  
Who **did** they **see**?

He **went** / **didn't go** to the shops.  
She **bought** / **didn't buy** a computer.  
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 Listen or watch. What happened to Miss Rich?



4

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

**An exciting invention**

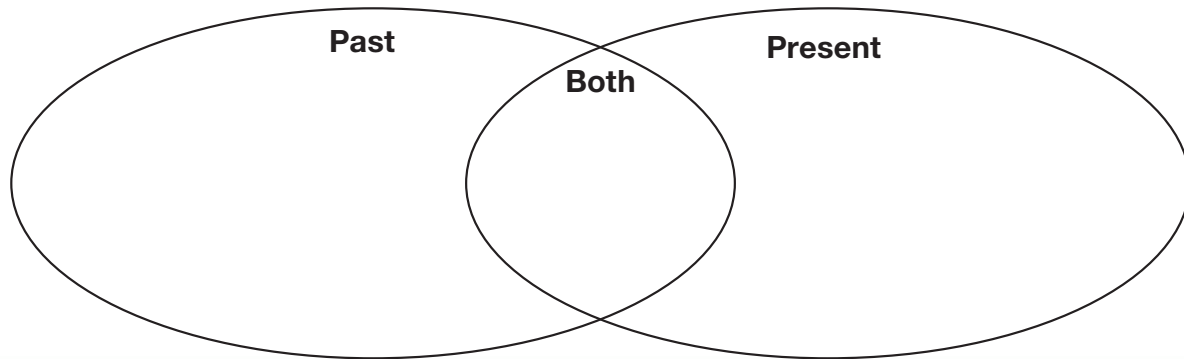


I invented this for the school's Science Fair. I called it the SuperDuper rocket plane. I used two wheels and gave it big purple wings. Inside, I put in lots of buttons and a computer screen. On the screen I added lots of maps. I used the screen to look at the internet, too. It moved very quickly and quietly. It was amazing!

the internet \_\_\_ a screen \_\_\_ buttons \_\_\_ a mouse \_\_\_

5

Ask the adults in your family about the technology they used in the past. What technology does your family use today? Complete the diagram.



6

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

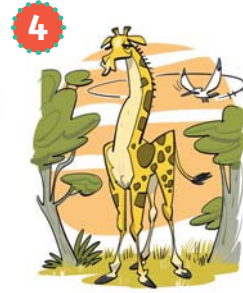
- 1 I can say some words related to computer technology.
- 2 I can identify some irregular verbs in the past.
- 3 I can talk about what time people did things.
- 4 I can sing the song and read the story.
- 5 I can talk about how technology helps us.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 7 At the zoo

## 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 in Activity 1. Write sentences with superlative adjectives.

### Grammar

	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) \_\_\_\_\_
- 3 (happy) \_\_\_\_\_
- 4 (intelligent) \_\_\_\_\_
- 5 (fat) \_\_\_\_\_

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



4 Read. Complete the notes.

The wildest animal



The Nile crocodile is the biggest crocodile in Africa, and one of the most dangerous animals. It eats lots of different animals. An adult Nile crocodile is five metres long – that’s longer than my mum’s car! It has 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 \_\_\_\_\_

5 Values What do you recycle at home? Draw and write.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6 My progress Draw the mouths and colour the faces.

- 1 I can name some animals.
- 2 I can talk about animals using superlative adjectives.
- 3 I can talk about where and how things are moving.
- 4 I can sing the song and read the story.
- 5 I can talk about animals’ life cycles.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# 8 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



## 2 Order the words.

### Grammar

loudly → The girls are talking **the most loudly**.  
 well → She's jumping **the best**.  
 badly → They're singing **the worst**.

1 most jumping My friend the quickly. is

My friend

2 carefully. man That riding is the most

3 are the My walking slowly. most parents

4 the The most boys loudly. are shouting

## 3 77

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



**4 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

**5 Imagine you are planning a family party. Complete the list and the invite.**

shopping list

---



---



---



---



---

Day:  
 Time:  
 Food:  
 Bring:

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

- 1 I can name some foods and containers.
- 2 I can talk about what people want other people to do.
- 3 I can talk about how people are doing things.
- 4 I can sing the song and read the story.
- 5 I can talk about poems and write a poem.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



# Picture dictionary

**1** Write the words in your home language.

Hello there!



detective



doctor



driver



farmer

Back to school



boring



busy



careful



difficult



easy



exciting



quick



slow



terrible

Good sports



climb



dance



ice skate



fish



roller skate



sail



skateboard



swim



inside



outside



# Picture dictionary

## Health matters

3



have a dream



have an eye test



ill



see the doctor



take some  
medicine

## After school club

4

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 my friend



play chess



start snowing

# Picture dictionary

## Exploring our world

5



Antarctica



continents



exhibition



expedition



explorer



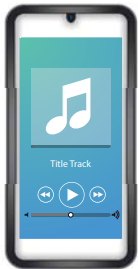
museum



school trip

## Technology

6



app



button



laptop



DVD



email



the internet



keyboard



mobile phone



mouse



screen



text message



video

# Picture dictionary

At the zoo

7



round



behind



between



in



in front of



into



out of



on



opposite



next to



under

Let's party!

8



a bag of vegetables



a bottle of lemonade



a bowl of fruit



a bowl of pasta



a bowl of salad



a bowl of soup



a box of chocolates



a cup of coffee



a cup of tea



a glass of milk



a cheese sandwich

# Sounds and 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 \_\_\_\_\_.

## ★ Back to school

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

S i x b \_\_\_\_\_ sy \_\_\_\_\_ sects.

A sm \_\_\_\_\_ ling crocod \_\_\_\_\_ le.

Sixt \_\_\_\_\_ n t \_\_\_\_\_ th.

\_\_\_\_\_ t's \_\_\_\_\_ sy to cl \_\_\_\_\_ n a sm \_\_\_\_\_ ling crocod \_\_\_\_\_ le's t \_\_\_\_\_ th.



## ★ 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 \_\_\_\_\_!

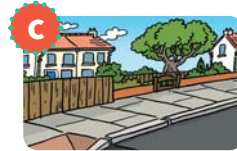


# Sounds and spelling

## 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!



# Sounds and spelling

## 5 Exploring the world

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

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



### 2 Think and complete the words.

- A nurse works in a hospital.
- A brother is a boy, and a sister is a   ir  .
- Some people have straight hair, and some people have   ur   hair.
- ir   have got wings and they can fly.
- Some girls sometimes wear   ir   in summer.

## 6 Technology

### 1 Complete. Circle the long 'or' sounds.

small water caught ball ball daughter short

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



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

a – ball, water, \_\_\_\_\_

# Sounds and spelling

## 7 At the zoo



### 1 Order the words and say.

~~cook~~      book  
~~pool~~      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.

- S \_\_\_\_'s a kangar \_\_\_\_ at the z \_\_\_\_.
- She's l \_\_\_\_ king in her c \_\_\_\_ kb \_\_\_\_ k.
- 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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The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

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Key: U = Unit

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