



Kid's BOX

New Generation



Home Booklet

English for
Spanish Speakers

5



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About

Kid's Box

New Generation

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

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

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

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

Kid's Box New Generation at home

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

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

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

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

Cambridge English Qualifications

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

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



Letter to parents

Dear Parents,

Welcome to the *Home Booklet*! After completing each unit of *Kid's Box New Generation*, your child will bring this booklet home to show you the language that they have been learning in their English classroom. You don't need to have a good level of English in order to help your child. The important thing is for you to take an interest and offer support where necessary. This will have a beneficial effect on your child's learning.

Each unit of the *Home Booklet* contains the following activities:

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

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

Activity 5 provides an opportunity for children to use the language and values they have learned in a creative task through writing, drawing and investigating topics that relate to their own lives. After completing the task, ask your child to share their ideas with you. You can also complete the task yourself and compare your work with your child's drawings and written ideas.

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

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



Creative Thinking



Learning to Learn



Critical Thinking



Emotional Development



Social Responsibilities



Digital Literacy



Collaboration



Communication

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

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

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

Welcome to our blog

1 Complete the sentences.

- 1 In geography we learn about people and countries.
- 2 Sometimes children can win _____ in competitions.
- 3 We learn about plants and animals in _____.
- 4 _____ and _____ are languages.
- 5 We learn about the past in history _____.
- 6 In _____, we sing and play musical instruments.
- 7 We can use a _____ to learn new words.

prizes dictionary English
French **geography**
lessons music science



2 Write the names of the school subjects. Tell your family about your favourite subjects.



geography





3 4

Listen and sing the song. Tick (✓) the school subjects you and your family like.

What's your favourite school subject?

Name	history	science	music	computer studies	sport	English
Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 8

Listen or watch the story. Circle your favourite character. Ask and answer.



Who's your favourite character in the story?

My favourite character is ...

Why is ... your favourite character?

... is my favourite character because ...

5

Draw and write about yourself. Then talk to your family about your description.



My name is _____

6 My progress

Draw the mouths and colour the faces.

- I can talk about school and school subjects.
- I can answer personal information questions.
- I can talk about what I like and what I'd like to do.
- I can chat with my friends about school holidays.
- I can sing the song and read the story.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



1 Time for television

1 Read and write the times.

What time is it? It's four o'clock.
 It's five / quarter / twenty-five / half past six.
 It's ten / quarter / twenty to nine.

1



It's five to four.

2



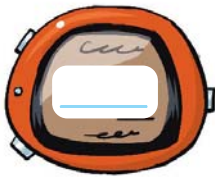
It's twenty past two.

3



It's quarter to five.

4



It's three o'clock.

5



It's quarter past six.

6



It's twenty to eleven.

2 Order and write the names of the TV programmes.

1



modcye

comedy

2



tamrudeynoc

3



prost

4



twaeerh

5



zuqi wohs

6



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7



smicu deivo

8



swne

3 11

Listen and sing the song. Ask and answer. Tick (✓) the TV programmes you and your family like.

What's your favourite TV programme? I like ... It's about ...
 Why do you like it? What's it about?

Name	documentaries	cartoons	action films	comedies	series	quiz shows
Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 14

Listen or watch the story. Write your opinions.

amazing bad boring exciting funny good interesting

I think this episode of Diggory Bones is _____
 because _____. My _____ thinks this episode
 of Diggory Bones is _____ because _____.



5

Values Look at the picture. What's wrong? Ask and answer.

- Which of the things in the picture do you never do?
- Which of the things in the picture do you sometimes do?
- What should you do to show respect at home?



6 **My progress**

Draw the mouths and colour the faces.

- I can talk about different types of TV programmes.
- I can say what the time is.
- I can express an opinion about TV programmes.
- I can make a joint decision with friends.
- I can sing the song and read the story.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



2 People at work

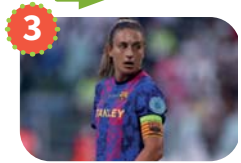
1 Complete the crossword.



1



2



3

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r



4



5



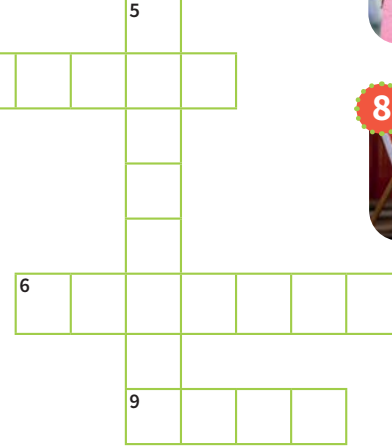
6



7



8



9



10

2 Create an advert for your dream job. Tell your family why you are going to choose this job in the future.

Affirmative	Negative	Question
I'm going to work hard.	I'm not going to work hard.	Am I going to work hard?
She's going to work hard.	She isn't going to work hard.	Is she going to work hard?
They're going to work hard.	They aren't going to work hard.	Are they going to work hard?

Remember
 We are looking for ...
 You must be ...
 Email: ...

3 16 Listen and sing the song. Act out the song with your family.

4 22 Listen or watch the story. Write one opinion and one prediction.



1 I think Brutus Grabbe was _____ because



2 In the next episode, I think Diggory Bones is going to _____

5 Ask a person in your family about their job. Draw, circle and write.

My _____ is a/an _____.

It's a/an interesting / exciting / boring job because _____.

When _____ was younger, he / she wanted to be a/an _____.

I'm going to do the same / a different job as my _____.











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

- 1 I can talk about different jobs.
- 2 I can talk about the future with *going to*.
- 3 I can describe what some people do at work.
- 4 I can sing the song and read the story.
- 5 I can talk about safety at home.
- 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*.










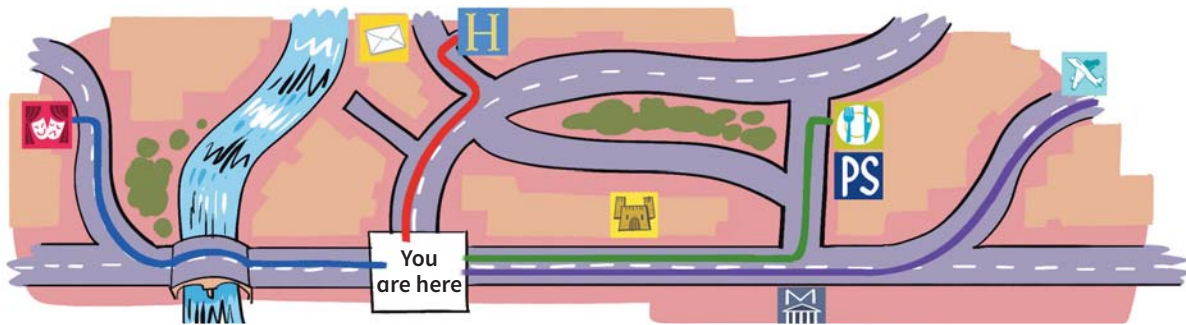
3 City life





1 Look, read and write.

-  A police officer works in a police station.
-  You can have dinner in a _____.
-  A _____ has lots of information about the past.
-  You can watch plays at a _____.
-  Lots of people travel by _____ in cities.
-  You go to an _____ if you want to fly to another country.
-  You go to a _____ if you want to post a letter.
-  Some people stay in a _____ when they go on holiday.
-  The Tower of London is a famous _____ in London.
-  You go over a _____ if you want to cross a river.

2 Complete the directions. Tell your family how to get to your favourite place.

	She turned right .		He drove straight on to the end of the road.
	They took the second street on the left .		I turned at the corner .
	They walked across the street.		You have to walk past the park.
	We walked along the street.		



-  Go along Long Street and take the _____ road on the _____. The hotel is on the _____. It's opposite the post office.
-  Go _____ the castle. Turn _____ and go _____ on. The restaurant is on the _____, next to the police station.
-  Walk _____ the bridge and turn _____. The theatre is on the _____.
-  Go _____ the museum. Turn _____ into Hampton Road. The airport is at the end of the road.

3 25

Listen and tick (✓) the places in the London song. Then think of a family trip and tick (✓) the places you visited together.



3

	bridge	castle	hospital	restaurant	hotel	museum	park	gym
London song	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 29

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



- 1 _____
- 2 _____
- 3 _____

5

Draw a map of your neighbourhood. Ask and answer.



- Where's the ... ?
- Go out of the door and turn ...
- Take the ... street on your ...
- Walk past ...

6 My progress

Draw the mouths and colour the faces.

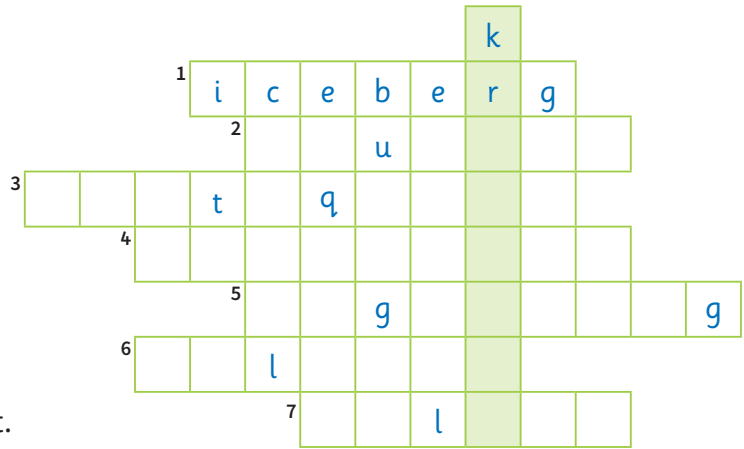
- 1 I can name some places in a city.
- 2 I can give and follow directions.
- 3 I can describe where things and places are.
- 4 I can sing the song and read the story.
- 5 I can talk about public transport in cities.
- 6 I can play games on *Practice Extra*.
- 7 I can use my *Picture dictionary*.
- 8 I can review my learning at home using my *Home Booklet*.



4 Disaster!

1 Read and complete. Find the hidden word.

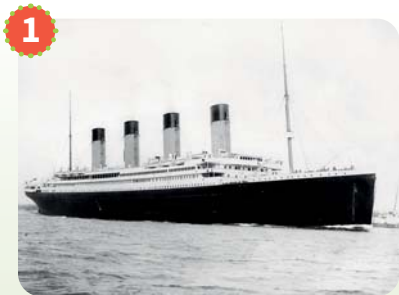
- 1 An ... is a big piece of ice in the sea.
- 2 A ... is a series of very big waves.
- 3 An ... is a sudden movement of the earth's surface.
- 4 A ... is a dangerous storm with strong winds.
- 5 ... can make trees catch fire.
- 6 A ... is a mountain with a hole in the top.
- 7 An ... is a piece of land with sea around it.



K _____ is a famous volcano in Indonesia.

2 Choose one of the disasters. Find out more information online and write a news report.

Affirmative	Negative	Question
I was reading a book.	I wasn't reading a book.	Was I reading a book?
We were reading a book.	We weren't reading a book.	Were we reading a book?



Titanic



Great Hurricane



Lisbon Earthquake



3 33

Listen and repeat the chant. Write your family's birthdays on the calendar.



4 37

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



1 Why didn't Diggory Bones feel afraid?



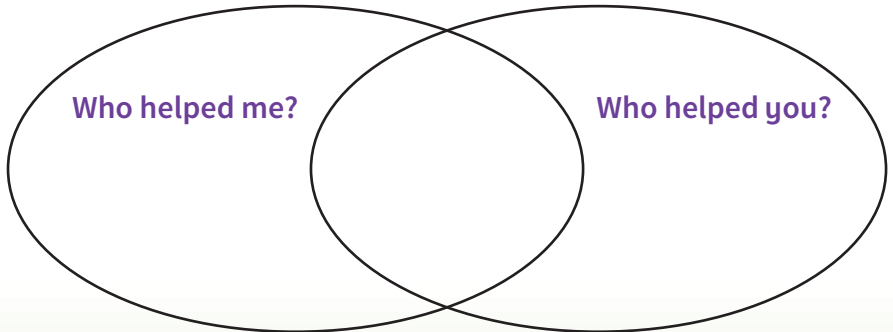
2 In the next episode, I think Brutus Grabbe is going to

5

Values Make a list of all the people who helped you in the last week. Ask someone in your family to write down all the people who helped them. Who helped both of you?

Who helped me?

Who helped you?



6

My progress Draw the mouths and colour the faces.

- 1 I can talk about some natural disasters.
- 2 I can talk about the past with the past simple and continuous.
- 3 I can think creatively and suggest solutions.
- 4 I can sing the song and read the story.
- 5 I can make a presentation about volcanoes.
- 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 Material things

1 Read and match.

Affirmative	Negative (n't = not)	Question
It's made of metal.	It isn't made of metal.	Is it made of metal?
They're made of metal.	They aren't made of metal.	Are they made of metal?

- | | |
|---|--|
| <p>1 A ball that bounces</p> <p>2 Paper and card</p> <p>3 Glass</p> <p>4 Shoes and boots</p> <p>5 Gold, silver and other metals</p> <p>6 Houses</p> <p>7 Wool</p> | <p>a is made of sand.</p> <p>b are made of wood.</p> <p>c is usually made of rubber or plastic.</p> <p>d are usually made of brick or stone.</p> <p>e come from the ground.</p> <p>f comes from animals.</p> <p>g are usually made of leather.</p> |
|---|--|

2 Talk to your family about the sculptures. Where are they? What are they made of?



3 41

Listen and sing. Then look around your house and find two things for each material. Write.

wood	metal	glass	plastic	paper

4 46

Listen or watch the story. Play the game.

The yes/no game



Useful language

Is it made of ... ?
 Yes, it is.
 No, it isn't.
 Do you use it to ... ?
 Yes, you do.
 No, you don't.

1 Is it made of glass?

2 Is it made of plastic?

3 Is it made of gold?

4 Do you use it to drink?

5 Do you use it to carry things?

5 Values

Discuss these questions with your family.

- 1 What is trust and why is it important?
- 2 Why is it important to tell the truth?
- 3 How can we tell our family the truth and not hurt their feelings?



6 My progress

Draw the mouths and colour the faces.

- 1 I can name some materials.
- 2 I can describe objects.
- 3 I can say what things are made of and where they come from.
- 4 I can sing the song and read the story.
- 5 I can talk about art made of recycled materials.
- 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 Senses

1 Match the words and the pictures. Then complete the text.

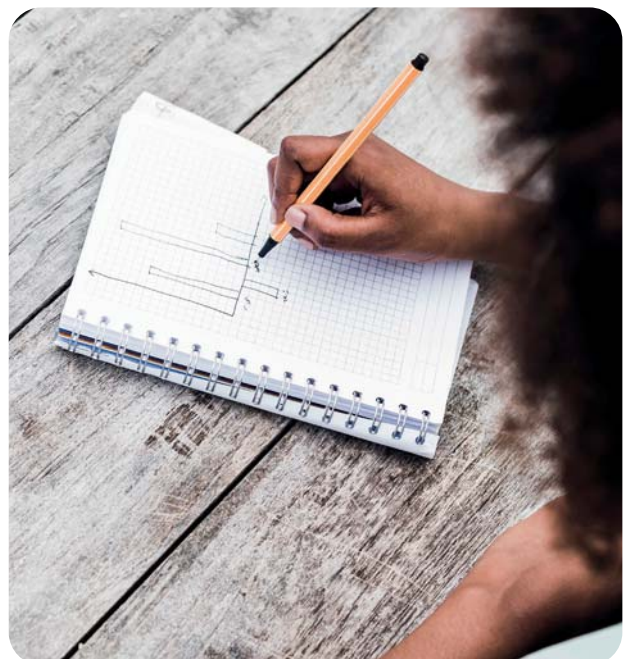
bowl flour fork knife ~~plate~~ pizza salt and pepper spoon



When you eat, you put your food on a (1) plate. Then you use a (2) _____ to cut it, and a (3) _____ to put it in your mouth. But you put your soup in a (4) _____ and use a (5) _____ to eat it. Some people put (6) _____ on their food to make it taste good. My favourite food is (7) _____. It is made with lots of (8) _____. I love it!

2 Do a sense test at home. Find five different foods. Can your family identify them? Make a bar chart.

Affirmative	Negative	Question
It smells like cheese.	It doesn't smell like cheese.	Does it smell like cheese?
They feel like sweets.	They don't feel like sweets.	Do they feel like sweets?



3 **49 Listen and sing. Write.**

Take _____, _____, _____ and _____.
Put them in a bowl, mix them all together,
And wait for it to _____.

Cook for _____ minutes,
Then put it on a plate.
Cut it with a knife and fork, Mmm.
Now that tastes great!

4 **55 Listen or watch the story. Write 'true' or 'false' sentences and quiz your family. Write the names of the winners.**

- 1 _____
- 2 _____
- 3 _____







5 **Write a haiku poem about senses and feelings. Then translate it into your home language and share it with your family.**

○ = a syllable	Haiku A	My haiku poem	Translation
5 syllables	I like these flowers. ○ ○ ○ ○ ○	_____	_____
7 syllables	They look like white butterflies. ○ ○ ○ ○ ○ ○ ○	_____	_____
5 syllables	They smell like ice cream! ○ ○ ○ ○ ○	_____	_____

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

- 1 I can say what things look/sound/smell/taste/feel like.
- 2 I can talk about my senses.
- 3 I can talk about cooking and recipes.
- 4 I can sing the song and read the story.
- 5 I can talk about sound and sound waves.
- 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 Natural world



1 Complete the sentences.

bodies extinct insect spots stripes wings

Zebras have got striped ⁽¹⁾ bodies . The ⁽²⁾ _____ are black and white. Dinosaurs became ⁽³⁾ _____ 65 million years ago. A butterfly is an ⁽⁴⁾ _____ . This butterfly has got spotted ⁽⁵⁾ _____ . The ⁽⁶⁾ _____ are black.

2 Talk to your family about the endangered animals in the photos below. Choose one and research online. Write.

Affirmative	Negative	Question
I should tell my teacher.	I shouldn't tell my teacher.	Should I tell my teacher?
He should tell his teacher.	He shouldn't tell his teacher.	Should he tell his teacher?



tiger



zebra



ladybird



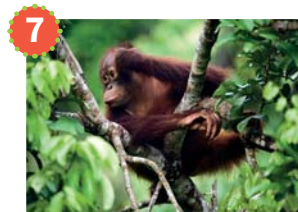
frog



butterfly



turtle



orangutan



hummingbird

Help endangered species

Animal: _____

_____ live in _____ .

_____ are endangered because _____ .

You can _____ to protect them.

You shouldn't _____ .

3 61

Listen and compare Queen Alexandra's butterfly to an endangered animal in your area. Look for information online and complete the table.

Animal	What is the problem?	How are people helping?
Queen Alexandra's Butterfly	_____	_____
_____	_____	_____

4 63

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

- _____
- _____
- _____







5

How do you take care of your community? Ask and answer. Write.

- Why is it important to take care of our community?
It's important because _____.
- What should we do?
We should _____.
- Who should we ask for help?
We should ask _____.

6 **My progress**

Draw the mouths and colour the faces.

- I can answer personal information questions.
- I can talk about nature and the environment.
- I can describe an animal's appearance.
- I can sing the song and read the story.
- I can talk about endangered species.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using my *Home Booklet*.



8 World of sport

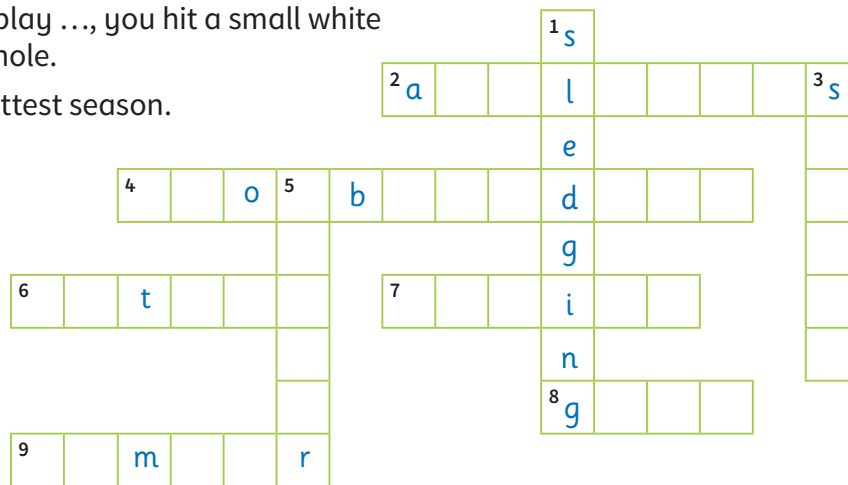
1 Complete the crossword.

Across →

- 2 In ..., you can run, jump and throw things.
- 4 ... is a popular winter sport. You stand on a special board.
- 6 ... is a season. It is before the winter.
- 7 ... is another popular winter sport. You wear skis on your feet.
- 8 When you play ..., you hit a small white ball into a hole.
- 9 ... is the hottest season.

Down ↓

- 1 Children often go ... when it snows.
- 3 ... is a season. It is after the winter.
- 5 ... is the coldest season.



2 Talk about the sports with your family. Have you ever seen these sports? Have you ever tried them? Would you like to?

Affirmative	Negative (n't = not)	Question
She's played basketball.	She hasn't run a race.	Has she ridden a horse?
They've played basketball.	They haven't run a race.	Have they ridden a horse?



basketball



running



horse riding

3 67

Listen and tick (✓) the sports in the song. Then answer for you and your family.

Name	chess	swimming	running	tennis	golf	football
Me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 71

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

- _____
- _____
- _____







5

Complete the teamwork challenge.

CHALLENGE: Make a game to play together



HOW:

Use materials you have around your house like paper, string or paint.



Useful language

Would you like ... ?
If you ... , I can ...
Let's ...

6

My progress

Draw the mouths and colour the faces.

- I can talk about experiences with the present perfect.
- I can talk about some sports and the seasons.
- I can work in a group.
- I can sing the song and read the story.
- I can describe aerobic and anaerobic exercise.
- I can play games on *Practice Extra*.
- I can use my *Picture dictionary*.
- I can review my learning at home using the *Home Booklet*.



Picture dictionary

1 Write the words in your home language.

Welcome to our blog



art



computer studies



English



French



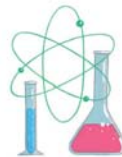
geography



history



maths



science



Spanish



sport

Time for television



It's two o'clock.



It's quarter past two.



It's half past two.



It's quarter to three.



cartoon



comedy



documentary



music video



news



quiz show



sport



weather

People at work

2



actor



artist



cook



dentist



doctor



football player



journalist



mechanic



pilot



video game designer

City life

3



airport



bridge



castle



hotel



museum



police station



post office



restaurant



theatre



taxi

Disaster!

4



earthquake



hurricane



iceberg



island



lightning



storm



tsunami



volcano

Material things

5



brick



card



fur



glass



gold



grass



leather



metal



paper



rubber



wood



wool

Senses

6



fork



knife



spoon



plate



bowl



pizza



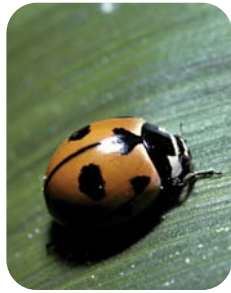
salt and pepper



flour

Natural world

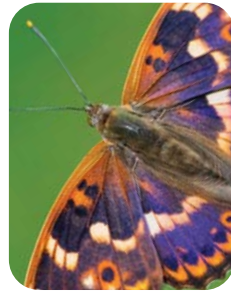
7



beetle



bin



butterfly



clean-up



endangered species



habitat



insect



rubbish



striped



tree

World of sport

8



athletics



golf



ice skating



skiing



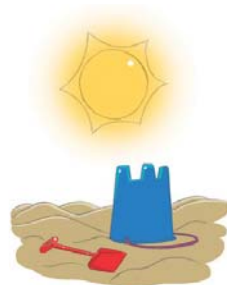
sledging



snowboarding



spring



summer



autumn



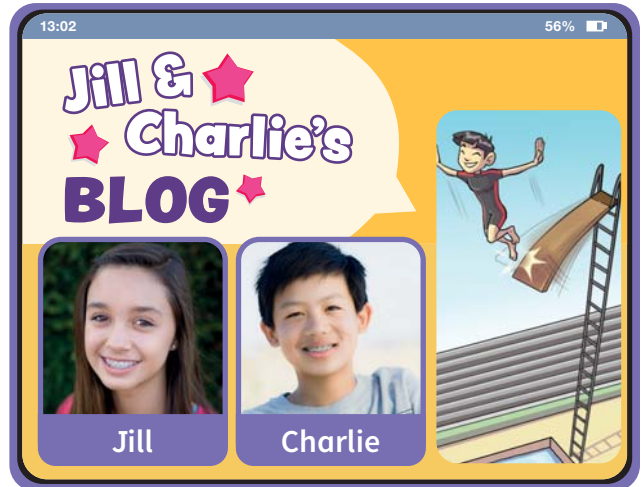
winter

Sounds and spelling

Welcome to our blog

1 Write *ch, j or g*.

J ill likes e o raphy and erman,
 Her favourite sub e cts at school;
 arlie likes Fren , eating lun ,
 And umping in the pool!



1 Time for television

1 Circle the letters that make the 'yoo' sound.

The stu dents usually use computers
 At the university on Tuesdays.
 But today they're at the museum,
 Playing beautiful music!



2 People at work

1 Write nouns ending with *er, or or ure*.



1 a dancer



2 a t _____ with a
p _____



3 an a _____



4 a f _____ with a
t _____



5 a d _____



6 a sports
c _____

3

City life

1

Write the missing letters: *s, sh, ch* or *t*.

Sally: I need some ock, Simon.

Simon: But there aren't any ops at the
bustaion, Sally.

Sally: Look! What'hat that?

Simon: Gosh! It's a sock maine!



2

Find and write the words.

- In this word, there are two 's' sounds: socks
- In these words, the letters 'sh' make the 'sh' sound: _____ and _____
- In this word, the letters 'ch' make the 'sh' sound: _____
- In this word, the letter 't' makes the 'sh' sound: _____

4

Disaster!

1

Write the missing letters in the stressed syllables.



There's a bad **st**orm with **th**under and
rain, an **aw**ful **ea**rthquake is
shaking a **tr**ain.



A volc**a**nic er**u**ption m**akes** a
t**er**rible s**ound**, while a d**anger**ous
h**ur**ricane bl**ows** all ar**ound**!

2

Find and write the words.

- This word means 'noise'. (It rhymes with 'ground'.) _____
- This word is a kind of weather. (It rhymes with 'under'.) _____
- This word means moving quickly or vibrating. (It rhymes with 'making'.) _____



5

Material things

1

Write the rhyming words.

Clare: It's time to take a break.

Dean: Let's sit on the chairs and eat our pears.

Clare: Great! But wait ... look behind that gate ...

Dean: Run, Clare! Those bears want our pears!



- 'chairs' rhymes with pears and _____ and _____
- 'take' rhymes with _____
- 'great' rhymes with _____ and _____

2

Read the clues and write the words.

- Lots of people have these in their houses.
You walk up them.
(It rhymes with 'pears'.) _____

- This is a long, thin animal.
It hasn't got any legs.
(It rhymes with 'break'.) _____

6

Senses

1

Say the words. Circle with red or blue.



'z' as in 'Daisy'



's' as in 'Lucy'

horse limes sport also plums science music
rice enjoys drums likes loves lemons salad

2


Think and write the letter.

- This letter can make the 's' sound or the 'z' sound: _____
- This letter makes the 's' sound when it is before 'e', 'i' or 'y': _____

7 Natural world

1 Unscramble and write the words. Use the clues to help you.

- (ptsos) spots and (espitrs) _____ - (acst) and (gospd) _____ ;
- (labkc) _____ and (iweht) _____ - (sfhi) and (srogrf) _____ .
- (kpni) _____ and (nerge) _____ - (ogds) and (stac) _____ ;
- (glse) _____ and (gwisn) _____ - (brsid) and (tsab) _____ !

1  - animals

2 colours - animals

3 colours - animals

4 parts of the body - animals



8 World of sport

1 Join the rhyming words. Complete the rhyme.

made dish bought played sea fish tea caught

made _____ played _____

Where have they played ?

They've played in the _____ .

What have they _____ ?

A cup for _____ !

What have they _____ ?

They've bought a _____ .

What have they _____ ?

They've caught a _____ !



2 Read the clues and write the words.

- This can be basketball, tennis, football or swimming. (It rhymes with 'caught'.) _____
- You do this with your eyes. (It rhymes with 'tea'.) _____

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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*.

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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Key: U = Unit

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