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English for Spanish Speakers

**Updated  
Second Edition**

# Kid's Box 5



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*.

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## CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

José Abascal, 56 – 1º, 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Information on this title: [www.cambridge.org](http://www.cambridge.org)

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First published 2009

Second edition 2014

Updated second edition 2017

20 19 18 17 16 15 14 13 12 11 10 9 8 7

Printed in Spain by GraphyCems

Legal deposit: M-37753-2016

978-84-9036-969-2 Activity Book 5 (with CD-ROM and My Home Booklet)

978-84-9036-655-4 Pupil's Book 5

978-84-9036-973-9 Language Portfolio 5 (online)

978-84-9036-159-7 Teacher's Book 5

978-84-9036-062-0 Teacher's Resource Book 5 (with Audio CD)

978-84-9036-439-0 Posters 5

978-84-9036-157-3 Class audio CDs 5

978-84-9036-596-0 Digital Box 5 Online

978-84-9036-123-8 Digital Box 5 DVD-ROM

978-84-9036-262-4 Digital Pupil's Book 5 (Enhanced PDF)

978-84-9036-980-7 Digital Activity Book 5 (Enhanced PDF)

Information and additional resources for this title at [www.cambridge.es/kidsbox](http://www.cambridge.es/kidsbox)

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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

Each unit starts with a situation involving three children: Alvin, Dan and Shari. These children collaborate to write an 'ezine' (an online magazine). Each unit of **Kid's Box 5** features a page from the ezine on a different topic.

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

## Course components

Level 5 of **Kid's Box** consists of the following components:

### Pupil's components:

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

### Teacher's components:

- Teacher's Book
- Teacher's Resource Book with Audio CD
- Class Audio CDs
- Posters
- Digital Box (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 5** at school, your child will bring *My Home Booklet* home, to show you the language that they have been learning.

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

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

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

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

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

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



1 Language competence



3 Digital competence



6 Sense of initiative and entrepreneurship



2 Mathematical competence and basic competences in science and technology



4 Learning to learn



5 Social and civic competences



7 Cultural awareness and expression

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*!

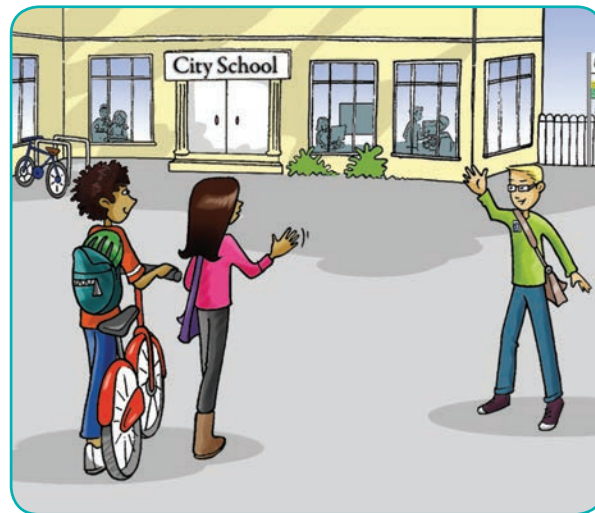
Your child's English teacher

# Welcome to our ezone

1 Complete the sentences.

prizes dictionary English French ~~Geography~~  
lessons Music Science timetable

- 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 The \_\_\_\_\_ shows the lessons that we have each week.
- 8 We can use a \_\_\_\_\_ to learn new words.



2 Order the words and match.

## Grammar

**Do** you / they **like** studying History? No, I / they **don't**.

**Does** he / she **live** in a town? Yes, he / she **does**.

- 1 near you your school? live Do \_\_\_\_\_
- 2 you to the park Do like after school? going \_\_\_\_\_
- 3 Does English teacher your music? like \_\_\_\_\_
- 4 study at school? Do Science you \_\_\_\_\_
- 5 like and painting? your brother drawing Does \_\_\_\_\_
- 6 History start Does your nine o'clock? lesson at \_\_\_\_\_

- |  |   |
|--|---|
| a Yes, we do. On Tuesdays and Fridays. | d No, it doesn't. It starts at ten.           |
| b Yes, she does. She loves singing!    | e Yes, I do. I like playing football.         |
| c No, I don't. I go by bus.            | f Yes, he does. Art is his favourite subject. |



3 Read. Put ✓, X or ?.

My life



My name is Kelly and I'm ten years old. I live in a town called Hillington. I live near my school, so I sometimes ride my bike to school and I sometimes walk. I love playing tennis and football. I like music too, and I'd like to learn to play the guitar. My brother has guitar lessons at school on Tuesdays. My favourite school subject is Maths. I speak Spanish and I am learning English and French. I'd like to learn Italian too!

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

- |                           |     |                        |     |
|---------------------------|-----|------------------------|-----|
| 1 She likes music.        | ✓   | 4 She's got a bike.    | ___ |
| 2 She likes Art.          | ___ | 5 She's got a brother. | ___ |
| 3 She lives in a village. | ___ | 6 She's got a sister.  | ___ |

4 Circle the capital letters in the text above. Use these colours.

**Remember**

We use capital letters for: the start of a sentence and the word 'I'; names of people and places; days of the week; languages and school subjects

5 Draw and write about yourself.



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

6 Read and colour.

**Basic competences progress**

- 1 I can say some words related to school.
- 2 I can read messages written in code.
- 3 I can talk about what I like and what I'd like to do.
- 4 I can answer personal information questions.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.



1 Read and write the times.

### Grammar

What's the time?

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 Look, write and circle.

### First Channel

4.20 Quiz time!  
5.55 Weather  
6.00 News  
6.15 Music mania

### Star Channel

4.45 Sport special –  
football  
6.30 All about India  
7.35 Harry and Hetty

### The Kids' Channel

5.00 Laugh out loud  
6.00 The life of the  
Queen  
7.15 Athletics

- There's a (modcye) comedy at five six o'clock on The Kids' Channel.
- There's a (tamrudeynoc) \_\_\_\_\_ about India at quarter half past six on Star Channel.
- You can watch (prost) \_\_\_\_\_ at quarter to four five on Star Channel and at quarter **to** / **past** seven on The Kids' Channel.
- The (twarerh) \_\_\_\_\_ is at five to past six on First Channel.
- There's a (zuqi wohs) \_\_\_\_\_ at quarter twenty past four on First Channel.
- There's a (nracoto) \_\_\_\_\_ at twenty-five to seven eight on Star Channel.
- You can watch (smicu dseivo) \_\_\_\_\_ at quarter half past six on First Channel.
- The (swne) \_\_\_\_\_ is after the weather, at five six o'clock.

3 Read and answer the question.

A book review



A book review by Lara Jennings Book title: The Race Author: Harry Ogden

The story takes place in Ireland, about ten years ago. The main character is a boy called Brian. Brian loves running, and he decides to compete in a big race in Dublin. He doesn't tell his parents, because he wants to surprise them. I like all the characters in the story, but Brian is my favourite character, because he always tries hard and always laughs. I love this book because it is funny and exciting.

Why doesn't Brian tell his parents about the race? \_\_\_\_\_

4 Read. Underline the answers to these questions in the text above. Use these colours.

Remember

A good book review answers these questions:

Where does the story take place?

When does the story take place?

What happens?

Who is the main character?

Why do you like the book?

5 Write a review of a book. Use the questions above to help you.

Book title: \_\_\_\_\_

Author: \_\_\_\_\_

The story takes place \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Read and colour.

Basic competences progress

- 1 I can name some types of TV programmes.
- 2 I can say what the time is.
- 3 I can express an opinion about TV programmes.
- 4 I can make a flipbook cartoon book.
- 5 I can sing the song and read the story.
- 6 I can use the Kid's Box CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using My Home Booklet.







# 2 People at work

1 Complete the crossword.


13 ↓




12 →




11 →




10 →




1 ↓




2 ↓




3 →




4 ↓




5 ↓




8 →




9 ↓



7 →



6 ↓



1 p  
2 i  
3 l  
4 o  
5 t  
6  
7  
8  
9  
10  
11  
12  
13

2 Write sentences and questions with *going to*.

Grammar		
I'm <b>going to</b> dance.	I'm <b>not going to</b> dance.	<b>Are</b> you <b>going to</b> dance?
He's <b>going to</b> dance.	He <b>isn't going to</b> dance.	<b>Is</b> he <b>going to</b> dance?
They're <b>going to</b> dance.	They <b>aren't going to</b> dance.	<b>Are</b> they <b>going to</b> dance?

- |   |   |                          |  |
|---|---|--------------------------|--|
| 1 | x | they / fly to New York   | <u>They aren't going to fly to New York.</u> |
| 2 | ✓ | she / wash her clothes   | <u>She's</u>                                 |
| 3 | ? | you / win the prize      |  |
| 4 | ✓ | they / visit the dentist |  |
| 5 | ? | she / make a lemon cake  |  |
| 6 | ✓ | I / have lunch now       |  |
| 7 | ? | they / do their homework |  |
| 8 | x | he / be a teacher        |  |

3 Read the texts and tick or cross.

My job



Mark

I'm a doctor and I work in a hospital in London. There are lots of nurses and doctors in the hospital. I sometimes work at night, and I sometimes work in the daytime. I don't work with adults, I work with children. Today I'm going to help a little boy. He's got a stomach-ache.



Lily

I'm a sports commentator. It's a very exciting job. I travel to lots of places and go to lots of basketball matches. I describe what happens and you can hear me on TV. Today I'm going to go to a match in Madrid.

Mark is a nurse. X He works in a hospital. \_\_\_\_ He always works in the daytime. \_\_\_\_  
Lily travels a lot. \_\_\_\_ She's going to go to London today. \_\_\_\_ She likes her job. \_\_\_\_

4 Circle the apostrophes in the texts above.

Remember

We use an apostrophe to show when letters are missing: I've = I have They're = They are

5 Imagine you've got a job. Draw and write.



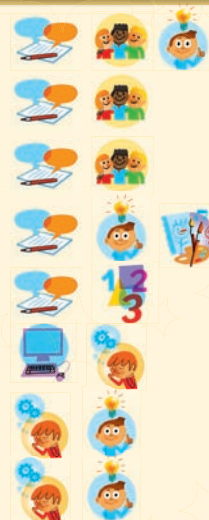
I'm \_\_\_\_\_

Today I'm going to \_\_\_\_\_

6 Read and colour.

Basic competences progress

- 1 I can name some 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 teeth.
- 6 I can use the *Kids' Box* DVD-ROM.
- 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.

- 1 **PS** A police officer works in a police station.
- 2 **🍽️** You can have dinner in a \_\_\_\_\_.
- 3 **🏛️** A \_\_\_\_\_ has lots of information about the past.
- 4 **🎭** You can watch plays at a \_\_\_\_\_.
- 5 **🚗** Lots of people travel by \_\_\_\_\_ in cities.
- 6 **✈️** You go to an \_\_\_\_\_ if you want to fly to another country.
- 7 **✉️** You go to a \_\_\_\_\_ if you want to post a letter.
- 8 **H** Some people stay in a \_\_\_\_\_ when they go on holiday.
- 9 **🏰** The Tower of London is a famous \_\_\_\_\_ in London.
- 10 **🌉** You go over a \_\_\_\_\_ if you want to cross a river.

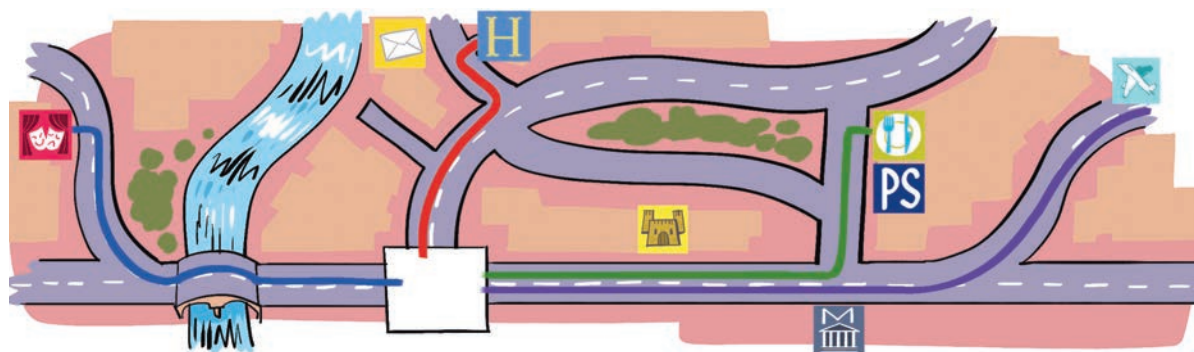
## 2 Look and complete the directions.

### Grammar

Turn **left** / **right**.    Go **straight on**.    Take the second street **on the left** / **right**.

Walk **across** the bridge / **along** the street / **past** the supermarket.

The museum is **on the corner** / **at the end of the road**.



- 1 **—** Go along Long Street and take the \_\_\_\_\_ road on the \_\_\_\_\_.  
The hotel is on the \_\_\_\_\_. It's \_\_\_\_\_ the post office.
- 2 **—** Go \_\_\_\_\_ the castle. Turn \_\_\_\_\_ and go \_\_\_\_\_ on.  
The restaurant is on the \_\_\_\_\_, next to the police station.
- 3 **—** Walk across the bridge and turn \_\_\_\_\_.  
The theatre is on the \_\_\_\_\_.
- 4 **—** Go \_\_\_\_\_ the museum. Turn \_\_\_\_\_ into Hampton Road.  
The airport is at the \_\_\_\_\_ of the road.

3 Read. Circle the correct words.

Where I live

I live in a flat near the centre of the town. Our flat has got two balconies. From our balconies, I can see lots of cars, buses and lorries. My dad drives to work, and my mum catches a bus. There are two shops, a library and a park near my home. My brother sometimes studies in the library. Lots of families go to the park, and there are football matches there on Sundays. There is a castle near my flat, too.

This text is about a boy who lives in a (1) house flat with his (2) parents grandparents. He lives near a (3) park museum in a (4) village town city. There (5) is isn't a library near his home.

4 Read. Circle the plural nouns and the *he/she/it* verb forms in the text above.

**Remember** To make plural nouns and *he/she/it* verb forms, we usually **add s, es or ies**

5 Write about the area where you live. Answer the questions.

- 1 Where is your home?
- 2 What can you see from your balcony/window?
- 3 What places are near your home?

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6 Read and colour.

Basic competences progress

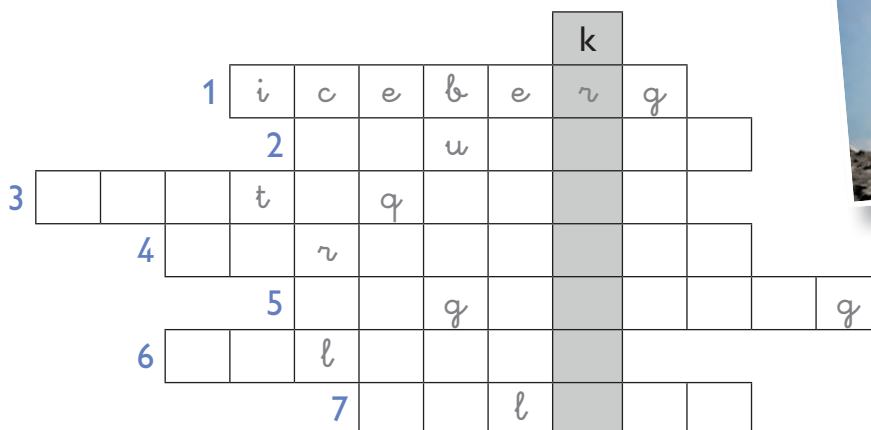
- 1 I can name some places in a city.
- 2 I can give and follow directions.
- 3 I can describe where things and places are.
- 4 I can talk about cities and design a city.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.



# 4 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 Write past continuous sentences and questions.

## Grammar

✓	✗	?
I / He / She <b>was writing</b> .	I / He / She <b>wasn't writing</b> .	<b>Was</b> I / he / she <b>writing</b> ?
It <b>was snowing</b> .	It <b>wasn't snowing</b> .	<b>Was</b> it <b>snowing</b> ?
You / We / They <b>were eating</b> .	You / We / They <b>weren't eating</b> .	<b>Were</b> you / we / they <b>eating</b> ?

1 ✗ she / wear trousers

*She wasn't wearing trousers.*

2 ? they / dance

*Were*

3 ✓ we / play football

4 ? you / listen to music

5 ✗ I / have a shower

6 ? he / do his homework

7 ✓ it / rain

8 ✗ they / sleep



3 Read the story. Order the notes.

A short story



Once upon a time there was a girl called Lisa who lived in Australia. One day, she was sailing with her uncle, when there was a big storm and lightning hit the boat. The sails didn't catch fire because it was raining, but there was a lot of water in the boat. They were very scared. Then they saw a helicopter. They shouted and waved, and the people in the helicopter saw them. After that the helicopter took them home. The next day, the story was in the newspaper!

water in boat! \_\_\_\_  
sailing with uncle 1  
newspaper \_\_\_\_  
storm, lightning \_\_\_\_  
helicopter \_\_\_\_

Remember

In stories, we use connecting words (*and, but, because, or*) and sequencing words (*then, next, after that*).

4 Circle the connecting and sequencing words in the story. Use blue and red colours.

5 Write notes. Then write a short story.

Notes \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Once upon a time \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 Read and colour.

Basic competences progress

- 1 I can name some natural disasters.
- 2 I can talk about the past with the past simple and continuous.
- 3 I can sequence events in a story.
- 4 I can make a volcano.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.



1

Read and match.

## Grammar

What <b>is</b> your sweater <b>made of</b> ?	My sweater <b>is made of</b> wool.
<b>Are</b> those chairs <b>made of</b> wood?	Yes, they <b>are</b> .
Where <b>does</b> milk <b>come from</b> ?	Milk <b>comes from</b> cows.
<b>Does</b> gold <b>come from</b> the ground?	Yes, it <b>does</b> .

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

2

Complete the sentences.

- Is your pen made of silver? No, it isn't.
- Where \_\_\_\_\_ wool come \_\_\_\_\_? It \_\_\_\_\_ from sheep.
- \_\_\_\_\_ that handbag \_\_\_\_\_ of plastic? No, \_\_\_\_\_ made of leather.
- \_\_\_\_\_ rubber come \_\_\_\_\_ the ground? No, it \_\_\_\_\_. It \_\_\_\_\_ from trees.
- This table \_\_\_\_\_ made \_\_\_\_\_ wood. Yes, but the chairs \_\_\_\_\_ of metal.
- What \_\_\_\_\_ that hat made of? \_\_\_\_\_ made \_\_\_\_\_ fur.
- \_\_\_\_\_ does sugar come from? It \_\_\_\_\_ plants.
- \_\_\_\_\_ your shoes made of? \_\_\_\_\_ made of plastic.



3

Answer the questions.

- Is your pencil made of plastic? \_\_\_\_\_
- What's your notebook made of? \_\_\_\_\_
- What's your desk made of? \_\_\_\_\_

4

Read. Circle the correct pictures.

Describing objects



This clock is in our kitchen. It's made of metal and glass. It's got big black numbers. The outside is green and the inside is white. I think it's ugly!



This is my new pencil box. It's long and thin, and it's made of blue plastic. On the front, there are some pictures of birds.



In my living room, there's table. It's made of wood, and it's very old. It's small and it's got short, fat legs. I think it's beautiful.

by Tom

5

Find and complete the adjectives from the texts above.

- 1 b i g is the opposite of s m a l l
- 2 l \_ \_ \_ is the opposite of sh \_ \_ \_
- 3 n \_ \_ is the opposite of o \_ \_
- 4 b \_ \_ \_ \_ \_ is the opposite of u \_ \_ \_
- 5 th \_ \_ is the opposite of f \_ \_
- 6 Colours: b \_ \_ \_ , b \_ \_ \_ \_ , w \_ \_ \_ \_ and g \_ \_ \_ \_ .

**Remember**

We use adjectives to give information and to make descriptions interesting.

6

Draw and write about two objects. Use some adjectives.



This is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7

Read and colour.

**Basic competences progress**

- 1 I can name some materials.
- 2 I can say what things are made of and where they come from.
- 3 I can describe objects.
- 4 I can make a recycled plastic photo frame.
- 5 I can sing the song and read the story.
- 6 I can use the Kid's Box CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using My Home Booklet.



1

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 of

lots of (8) \_\_\_\_\_. I love it!

2

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

## Grammar

✓	✗	?
It <b>sounds</b> like a dog.	It <b>doesn't look like</b> ice cream.	What <b>does</b> it <b>smell like</b> ?
It <b>tastes like</b> chocolate!	It <b>doesn't feel like</b> wood.	What <b>does</b> it <b>look like</b> ?



1	That car	pencil	cheese!
2	Do those	sounds	like?
3	Does your	those cakes	like wool?
4	What do	it sound	look like a pen?
5	This doesn't	socks feel	like a lorry.
6	What does	smell like	taste like?

1 That car sounds like a lorry.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



3 Read these two *haiku* poems. Count the number of syllables.

**Remember** In a poem the number of syllables in each verse is important.

A *haiku* poem

**Lines**

Line 1: syllables 5

Line 2: syllables \_\_\_\_

Line 3: syllables \_\_\_\_

**Haiku A**

I like these flowers

○ ○ ○ ○ ○

They look like white butterflies

They smell like ice cream!



**Haiku B**

It's sunny today.

○ ○ ○ ○ ○

It's cloudy and rainy too.

Look, there's a rainbow!



○ = a syllable

4 Look at the *haiku* poem A. Count and answer the questions.

- 1 Which word has got **two** syllables? \_\_\_\_\_
- 2 Which word has got **three** syllables? \_\_\_\_\_

5 Write a *haiku* poem. Here are some ideas to help you.

animals plants a snowy day  
bad weather playing outside  
a beautiful place a picnic

---

---

---

6 Read and colour.

**Basic competences progress**

- 1 I can name some things in the kitchen.
- 2 I can say what things look/sound/smell/taste/feel like.
- 3 I can talk about my senses.
- 4 I can make an optical illusion.
- 5 I can sing the song and read the story.
- 6 I can use the Kid's Box CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using My Home Booklet.





1

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 white.



2

Write advice with *should* or *shouldn't* and the words in A and B.

## Grammar

✓	✗	?
She <b>should drink</b> some water.	I <b>shouldn't go</b> to the party.	<b>Should</b> we <b>tell</b> our parents?
They <b>should use</b> sun cream.	He <b>shouldn't eat</b> that cake.	<b>Should</b> I <b>go</b> to bed?

A

drink ~~eat~~ go study take watch

B

~~a lot of chocolate~~ some shopping bags  
some water this evening to the library TV

- |                                      |   |  |
|--------------------------------------|---|--|
| 1 My sister's got a stomach-ache.    | ✗ | <u>She shouldn't eat a lot of chocolate.</u> |
| 2 I'm hot!                           | ✓ | <u>You</u>                                   |
| 3 They've got an exam tomorrow.      | ✓ | _____  |
| 4 My dad's going to the supermarket. | ✓ | _____  |
| 5 My eyes hurt.                      | ✗ | _____  |
| 6 We want to get some books.         | ✓ | _____  |

3

Order the words. Make questions and write answers.

1 we Should our homework? do

2 on the ground? drop rubbish we Should

3 use sun cream Should in the summer? we

4

Read. Circle the correct option.

- Ella went to a **museum** **castle**  
on **Monday** **Sunday**.
- Ella liked the **butterflies** **frogs**  
and the **birds** **dinosaurs**.
- After the visit they made  
**cardbox** **paper**  
**dinosaurs** **butterflies**.

**Remember**

In a polite letter, we write the address like this:

house number street 19 Jennings Street  
town Hightown

Then we write the date, like this:

24 October 2015

## Writing a polite letter

34 Apple Road  
Cattersbury  
24 October 2015

Dear Mr Brown

I visited your museum on Monday with my class. I am writing to thank you for inviting us. We had a great time. I really enjoyed looking at the butterflies and the dinosaurs. My favourite dinosaur was the Tyrannosaurus Rex. After our visit, we made paper butterflies and put them on the wall in the classroom.

I'd like to visit your museum again one day.

Yours sincerely

Ella Hunt

5

Write a polite letter thanking someone for inviting your class to a zoo.

---



---



---



---

6

Read and colour.

## Basic competences progress

- I can say some words related to the environment.
- I can give advice with *should* and *shouldn't*.
- I can describe an animal's appearance.
- I can make a fossil print with dough.
- I can sing the song and read the story.
- I can use the *Kid's Box* CD-ROM.
- I can use my picture dictionary.
- I can review my learning at home using *My Home Booklet*.



# 8 World of sport

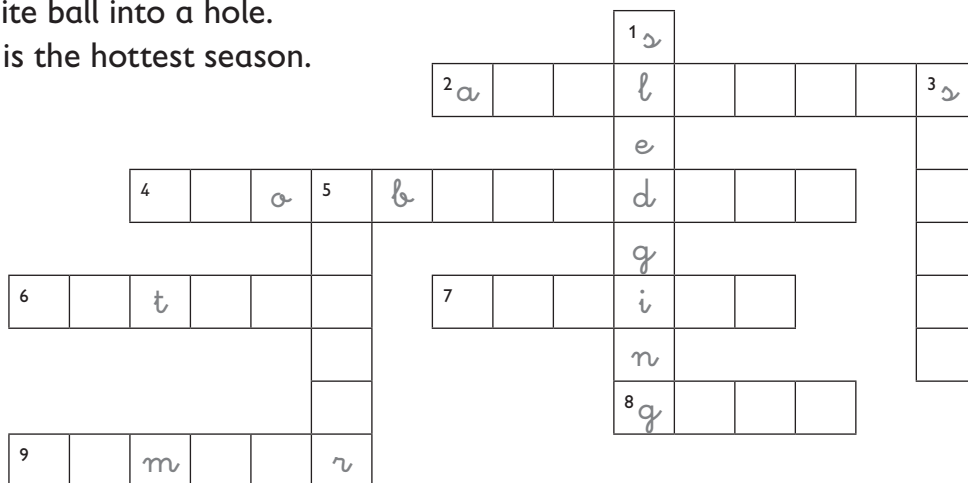
1 Complete the crossword.

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 Write present perfect sentences and questions.

## Grammar

✓	✗	?
I've watched that film.	We haven't been to Italy.	Have you eaten papaya?
He's watched that film.	She has never been to Italy.	Have you ever eaten snails?
You / We / They were eating.	You / We / They weren't eating.	Were you / we / they eating?

- 1 ✓ they wash the car  
 2 ? she ever/ break her leg  
 3 ✗ we write a story  
 4 ? you finish your homework  
 5 ✗ he never win a prize  
 6 ✓ I finish my homework

They've washed the car.  
 Has she  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3 Read. Write the best subject for the email.

An informal email

To: ben.taylor6791@englishemail.co.uk  
 Subject: \_\_\_\_\_

Hi Ben  
 Have you ever been to the Science Museum in London? I went there last year, and it was brilliant. Dad says we can go again on Saturday. Do you want to come with us? We're going to visit the museum in the morning, then have a picnic in Regents Park. Ask your parents if you can come, and send me an email!  
 Bye for now,  
 Matt

From Matt   London on Saturday   London last year   It was brilliant

4 Write an email inviting a friend for a day out.

Remember

- 1 Write the email address and a subject.
- 2 Start your email like this: *Hi / Hello.*
- 3 Finish your email like this: *Bye / Bye for now / See you soon.*

To: \_\_\_\_\_  
 Subject: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Read and colour.

Basic competences progress

- 1 I can name some sports and the seasons.
- 2 I can talk about experiences with the present perfect.
- 3 I can identify irregular verbs.
- 4 I can design an Olympic logo.
- 5 I can sing the song and read the story.
- 6 I can use the *Kid's Box* CD-ROM.
- 7 I can use my picture dictionary.
- 8 I can review my learning at home using *My Home Booklet*.


# Picture Dictionary

## Welcome to our ezine



Art



Computer studies



English



French



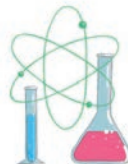
Geography



History



Maths



Science



Spanish



Sport

## 1 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



## 2 People at work



actor



cook



dancer



footballer



journalist



mechanic



pilot



secretary



writer



nurse



teacher

## 3 City life



airport



castle



hotel



museum



police station



post office



restaurant



theatre



taxi



bridge

## 4 Disaster!



earthquake



hurricane



iceberg



island



lightning



storm



tsunami



volcano

5

## Material things



a card box



a fur hat



a glass bottle



a gold watch



a grass roof



a leather bag



a plastic chair



a stone wall



a paper plane



a metal bike

6

## Senses



fork



knife



spoon



plate



bowl



pizza



salt and pepper



flour

## 7

## Natural world



butterfly



insects



extinct



wings



spots / a spotted skirt



stripes / a striped shirt

## 8

## World of sport



athletics



golf



skiing



sledding



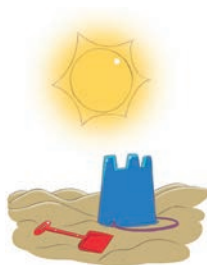
snowboarding



ice skating



spring



summer



autumn



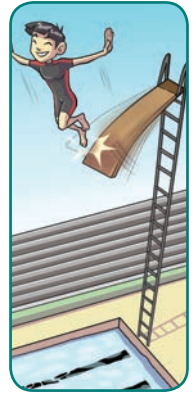
winter

# Spelling

## Welcome to our ezine

1 Write ch, j or g.

Jill likes \_\_eo\_\_raphy and \_\_erman,  
Her favourite sub\_\_ects 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 studonts 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 p\_\_\_\_\_



### 3 City life

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

**Sally:** I need some shock\_\_, Simon.

**Simon:** But there aren't any stops at the bu\_\_ sta\_\_ion, Sally.

**Sally:** Look! What'\_\_ that?

**Simon:** Gosh! It's a sock ma\_\_ine!



2 Find and write the words.

1 In this word, there are two 's' sounds: socks

2 In these words, the letters 'sh' make the 'sh' sound: \_\_\_\_\_ and \_\_\_\_\_

3 In this word, the letters 'ch' make the 'sh' sound: \_\_\_\_\_

4 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**\_ \_**m** with **th**\_ \_**n**der and **r**\_ \_**n**,  
An \_ \_ful \_ \_ \_**th**quake is **sh**\_ \_**k**ing a **tr**\_ \_**n**.

A vol**c**anic er\_**p**tion **m**\_ \_ \_**s** a **t**\_ \_**r**rible **s**\_ \_**nd**,  
While a **d**\_ \_**n**gerous **h**\_ \_**r**ricane **bl**\_ \_**s** all ar\_ \_**nd**!



2 Find and write the words.

1 This word means 'noise'. (It rhymes with 'ground'.) \_\_\_\_\_

2 This word is a kind of weather. (It rhymes with 'under'.) \_\_\_\_\_

3 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!1 'chairs' rhymes with pears and \_\_\_\_\_ and \_\_\_\_\_

2 'take' rhymes with \_\_\_\_\_

3 'great' rhymes with \_\_\_\_\_ and \_\_\_\_\_

2

Read the clues and write the words.

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

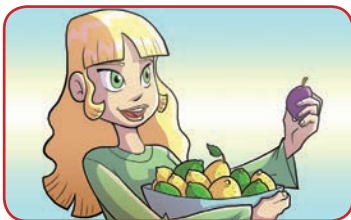
2 This is a long, thin animal.  
It hasn't got any legs.  
(It rhymes with 'break'.) \_\_\_\_\_

## 6

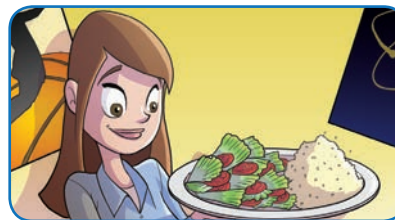
## Senses

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.

1 This letter can make the 's' sound or the 'z' sound: \_\_\_\_\_

2 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.

- 1 (ptsos) spots and (espitr) \_\_\_\_\_ – (acst) \_\_\_\_\_ and (gods) \_\_\_\_\_;  
 2 (labkc) \_\_\_\_\_ and (iweht) \_\_\_\_\_ – (sfhi) \_\_\_\_\_ and (srofg) \_\_\_\_\_.  
 3 (kpni) \_\_\_\_\_ and (nerge) \_\_\_\_\_ – (ogds) and (stac) \_\_\_\_\_;  
 4 (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.

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

# Thanks and Acknowledgements

The publishers would like to thank Kirstie Grainger for her enthusiasm in the writing of *My Home Booklet*.

## **Author's thanks**

Many thanks to everyone at Cambridge University Press and in particular to Julieta Hernández for supervising the ESS Second Edition and Pablo Fernández de Córdoba and Ester Ribera for his editorial contribution to the ESS Second Edition. A special thank you goes to Juan González Cué, our Production Controller for the ESS Second Edition.

## **The publishers are grateful to the following contributors:**

Chefer and Eduardo Bertone: cover art and illustration  
Inés Avello: freelance editor  
Lanchuela: additional design and page make-up  
John Green and Tim Woolf, TEFL Audio  
Craig Stevenson, BraveArts Studio: audio recordings  
Robert Lee: song writing

## **The publishers are grateful to the following illustrators:**

Jesús Alonso, Dani Jiménez, Pablo Rosendo, Jo Taylor, Gwyneth Williamson y Christian Cornia, c/o Advocate Art

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