

Official
Cambridge
Exam
Preparation

Kid's BOX

New Generation

 CAMBRIDGE

Home Booklet

English for
Spanish Speakers

1



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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 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:

Activity 1 practises the main vocabulary from the unit, and **Activity 2** practises the main grammar. 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** review the song and story from the unit. Children complete listening and literary comprehension activities and act out the songs and stories. 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 they have learned in a creative task. They draw and write about something that relates 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.

In some units, **Activity 5** is a game to play together. To play *Snap*, make a series of cards with pictures and words on them. To play the game with two players, divide the cards into two piles and take turns to turn cards over. If the cards match, say "Snap!" and collect the cards.

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 a 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

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.

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



Hello!



What colour is it? Follow and colour. Then say.

6 10 4 9 1 3 8

yellow purple green blue orange red pink



How old are you? Read and draw the candles. Then say.



I'm two.



I'm five.



I'm three.



I'm seven.



Listen and colour. Then listen and sing the song.

Red and yellow and pink and green ,
orange and purple and blue .



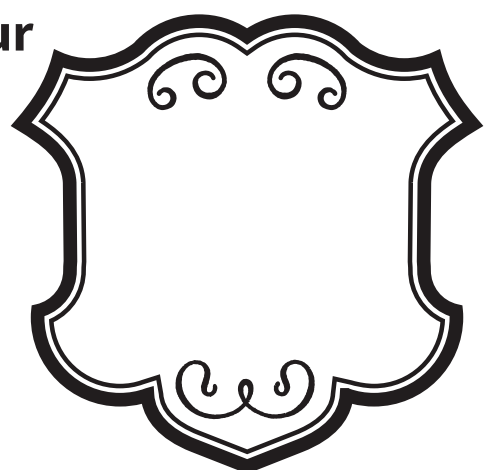
Listen or watch. Act out the story.

5

Look for information about your family's coat of arms online. Draw and write the colours.

Four horizontal blue lines for writing.

1



6

Draw the mouths. Colour the faces.

I can ...

A large rounded rectangular area with a yellow border containing eight numbered illustrations, each with a blank smiley face for drawing a mouth:

- 1. A woman with glasses and a man with sunglasses next to several colored pencils.
- 2. Two children talking, with a speech bubble saying "Hello!".
- 3. A boy counting on his fingers, with a speech bubble saying "1, 2, 3..." and a tray of colored pencils.
- 4. A girl singing into a microphone with musical notes.
- 5. A girl in a pink dress acting out a story with a boy in a blue cat costume.
- 6. A boy looking at a "Picture dictionary" with a pencil.
- 7. A girl using a computer with "Kid's Box" on the screen.
- 8. A girl and a woman reading a "Kid's Box" book together.

My progress

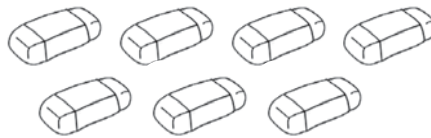
- 1 I can name some characters and some colours.
- 2 I can say hello, goodbye, and my name.
- 3 I can count from 1-10 and say my age.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

2 My school

1 Look, read and colour. Then say.



two blue chairs



six pink erasers



seven yellow pencils

2 How old is he/she? Count and write. Then say.



She's
eight.



He's
_____.



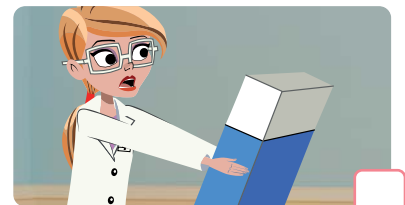
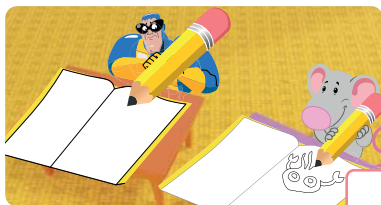
He's
_____.



She's
_____.

3 19 Listen and sing the song.

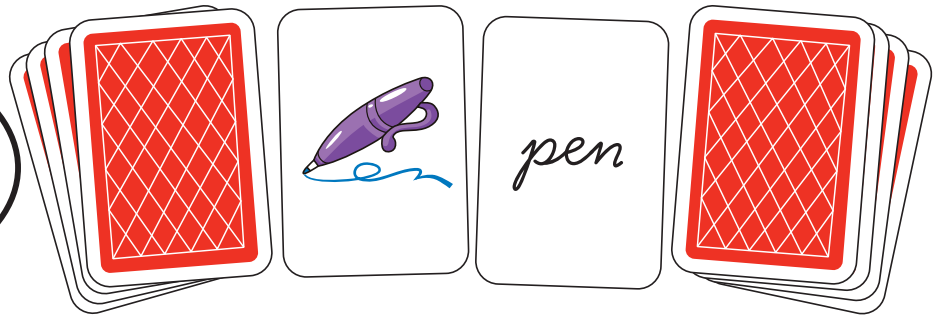
4 22 Listen or watch. Then order and tell the story.



5

Make classroom object cards. Play Snap.



2







6



Draw the mouths. Colour the faces.



I can ...

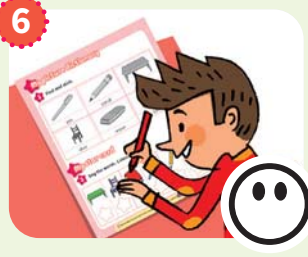

1  



2  



3  

4  

5  

6  

7  

8  

My progress

- 1 I can name some school objects and characters.
- 2 I can say my friends' names and ages.
- 3 I can talk about primary and secondary colours.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.



3

Favourite toys

1 Look, read and circle. Then say.



a red doll

a red bike



a brown train

a yellow train



a green computer

a black computer



a grey computer

a grey bike

2 Where is it? Look and match. Then say.



a



b



c



d



in the bag
next to the bag
under the table
on the table

3 32 **Read and write. Listen and sing the song.**

book chair computer table

Monty isn't here, Monty isn't there. He isn't on the table.
He isn't under the _____. Oh, where is Monty? Is he in
the toybox? Is he under the _____? Is he next to the
 _____? Look! Look! Look! Oh, where is Monty?

4 35 **Listen or watch. Say your favourite part of the story.**

5

Draw your favourite toy. Play 10 Questions.



6

Draw the mouths. Colour the faces.

I can ...

My progress

- 1 I can name some toys and colours.
- 2 I can say where things are.
- 3 I can ask and answer.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

4 my family

This is my family.



1 Look and write the words. Then say.

~~brother~~ father grandfather grandmother mother sister

my brother
my _____
my _____



my _____
my _____
my _____

2 Look, read and circle. Then say.



He's beautiful.
He's ugly.



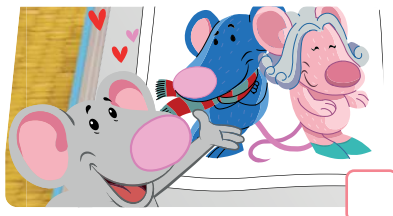
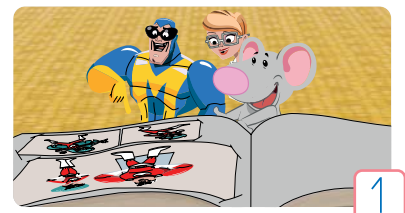
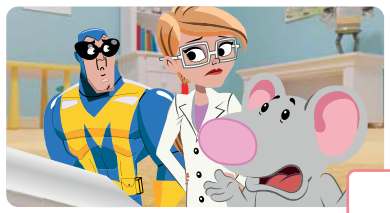
He's young.
He's old.



She's happy.
She's sad.

3 43 Listen and sing the song.

4 47 Listen or watch. Then order and tell the story.



5

Draw a family member.
Then ask a family member to draw you. Write.

I'm _____. I'm _____.

I'm _____. I'm _____.

6

Draw the mouths. Colour the faces.

I can ...

My progress

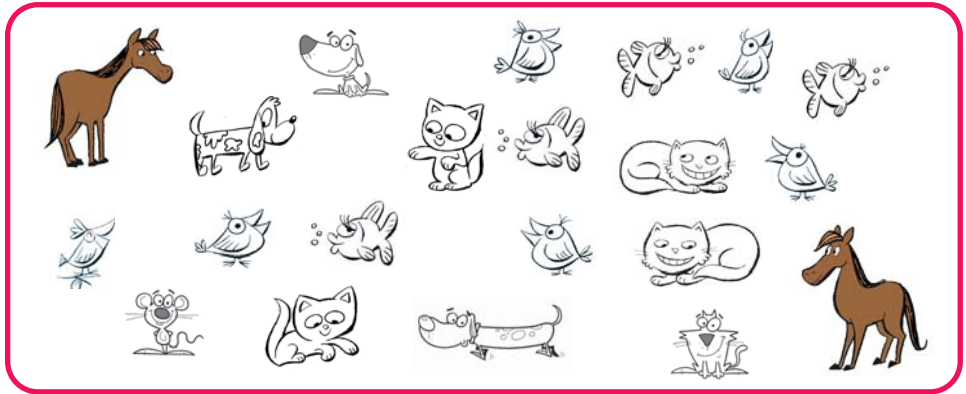
- 1 I can name some members of my family.
- 2 I can describe people and talk about feelings.
- 3 I can draw my family.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

5

Our pets

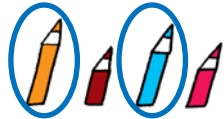
1 Read and colour. Count and write. Then say.

- 2 brown horses
- orange dogs
- yellow birds
- purple fish
- black cats
- grey mouse



2 Read, find and circle. Then say.

1 They're long.



3 They're small.



2 It's big.



4 They're short.



3 61 Read and complete. Listen and sing the song.

My name's , and this is my . It's a long f i s h .

My name's , and this is my . It's a happy i r .

My name's , and this is my . It's a clean a .

My name's , and this is my . It's a beautiful o r s .

My name's , and this is my . It's a small o u s .

4 64 Listen or watch. Then say your favourite part of the story.

5 How can you look after your favourite pet?
Draw and say.

It's a _____. I can _____.

6 Draw the mouths. Colour the faces. **I can ...**

My progress

- 1 I can name some pets.
- 2 I can describe animals and objects.
- 3 I can talk about where things are.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

6 My face

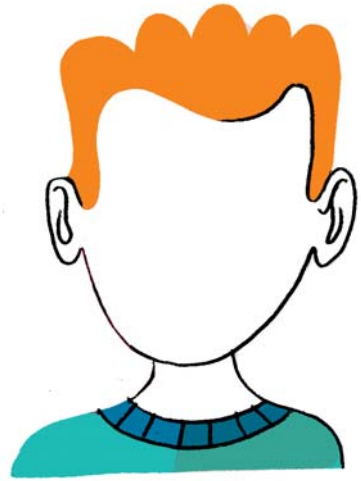
1 Write the words, draw and colour.

I've got orange  hair.

I've got yellow  _____.

I've got a red  _____.

I've got a purple  _____.

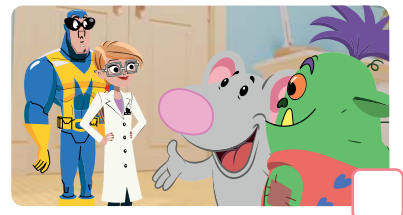


2 Read and circle true answers.

- | | | | |
|---|----------------------------|--------------|-----------------------|
| 1 | Have you got green hair? | Yes, I have. | <u>No, I haven't.</u> |
| 2 | Have you got a pink mouth? | Yes, I have. | No, I haven't. |
| 3 | Have you got blue eyes? | Yes, I have. | No, I haven't. |
| 4 | Have you got a dirty face? | Yes, I have. | No, I haven't. |

3 71 Listen and sing the song.

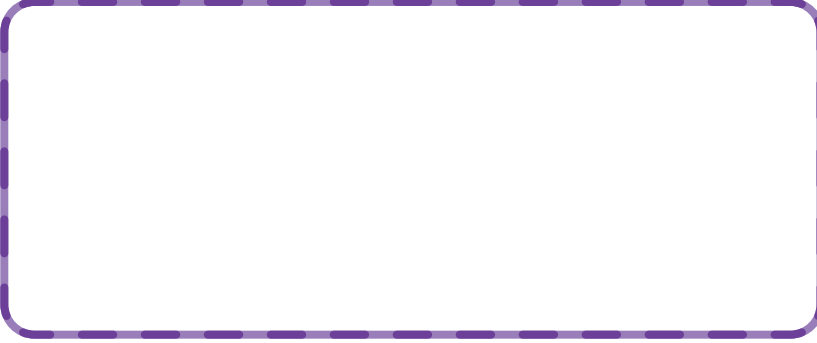
4 74 Listen or watch. Then order and tell the story.



5

Draw your face. Then write. Tell your family.

6



I've got _____ eyes.
I've got _____ hair.
I've got _____

6

Draw the mouths. Colour the faces.

I can ...

My progress

- 1 I can name some parts of my face.
- 2 I can describe and draw my face.
- 3 I can talk about my senses.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

7

wild animals

1 Look and write. Then say.


elephant ~~giraffe~~ hippo monkey snake tiger





2 Look, read and circle. Then say.


- | | | |
|--------------------------------|-----------|------------|
| 1 They've got four legs. | snakes | tigers |
| 2 They haven't got long tails. | hippos | monkeys |
| 3 They've got big mouths. | giraffes | crocodiles |
| 4 They haven't got big ears. | elephants | snakes |


3   84 Read and complete. Listen and sing the song.

Let's all do the  show. Move your h a n d s and f e t.

Let's all do the  dance. Move your a m and l g!

Let's all do the  shake. Move your h a and t i!

Let's all do the  smile. Show your big white t e h!

Let's all do the  laugh, and open your big clean m u h!

4  87 Listen or watch. Then say your favourite part of the story.

5

Draw wild animals with a family member. Compare.

7

My animal is _____.

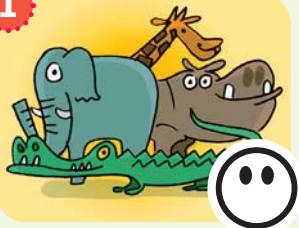
Your animal is _____.

6

Draw the mouths. Colour the faces.

I can ...

1



2

Tail



3

Jungle



4



5



6



7



8



My progress

- 1 I can name some wild animals.
- 2 I can describe animals' bodies.
- 3 I can talk about where animals live.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.



8 My clothes

1 Look and write. Then say.

jacket shoes ~~shoes~~ skirt socks trousers T-shirt



red shoes
 white _____
 blue _____
 orange _____



grey _____
 white _____
 green _____

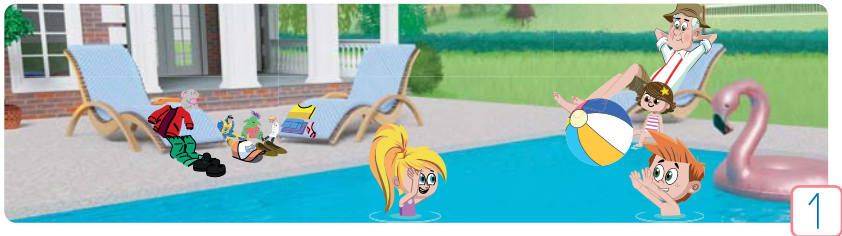
2 Look at the pictures, read and circle. Then say.

- 1 She's got / He's got a blue skirt.
- 2 She's got / He's got white shoes.
- 3 She's got / She hasn't got socks.



3 95 Listen and sing the song.

4 98 Listen or watch. Then order and tell the story.



5 Draw your favourite clothes. Tell your family.



I've got _____

6 Draw the mouths. Colour the faces.

I can...

My progress

- 1 I can name some clothes.
- 2 I can say what someone is wearing.
- 3 I can draw my favourite clothes.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

9

Fun time!

1 Read, find and write the numbers. Then say.

- 1 play the piano
- 2 ride a bike
- 3 swim
- 4 play tennis
- 5 ride a horse
- 6 play the guitar













2 Read, find and write *can* or *can't*. Then say.

- 1 He can fish.
- 2 They _____ play basketball.
- 3 She _____ ride a horse.
- 4 He _____ sing.









3 106 Read and write. Listen and sing the song.

Do the Maskman song, let's all do the Maskman song.
 Ride a b _____. Play t _____,
 b _____. Play, play, play.
 Now let's s _____. Play f _____,
 the g _____. Play, play, play.

4 112 Listen or watch. Then say your favourite part of the story.

5 Draw two people. Then write. Tell your family.

My _____ can _____.

My _____ can _____.

6 Draw the mouths. Colour the faces.

I can ...

1 He can ride a bike. 2 Play football. 3 4 5 6 7 8

My progress

- 1 I can name some fun activities.
- 2 I can say what people can and can't do.
- 3 I can talk about exercise and working in teams.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

10 At the funfair

1 Read, find and colour. Then say.

a black lorry
 an orange plane
 a blue boat



2 Look and complete the sentences. Then say.

driving flying riding walking



I'm driving a car.



I'm _____ a plane.



I'm _____.



I'm _____ a horse.

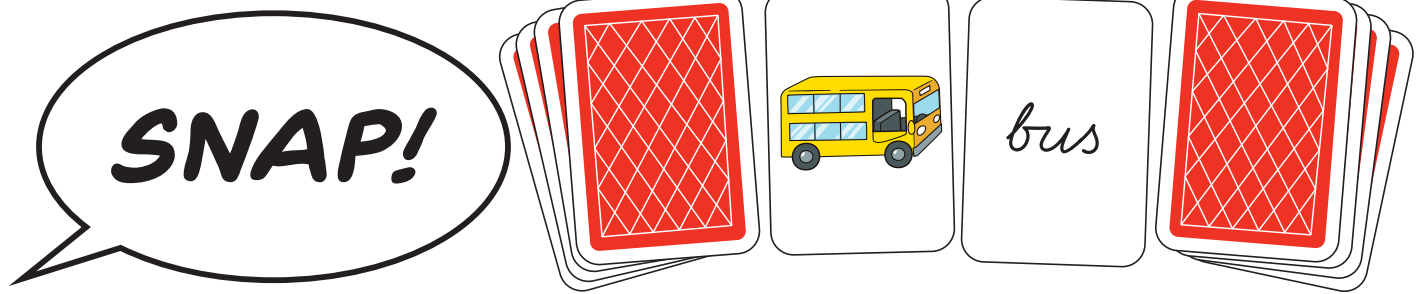
3 119 Listen and sing the song.

4 122 Listen or watch. Then order and tell the story.



5

Make transport cards. Play Snap.



6

Draw the mouths. Colour the faces.

I can ...

My progress

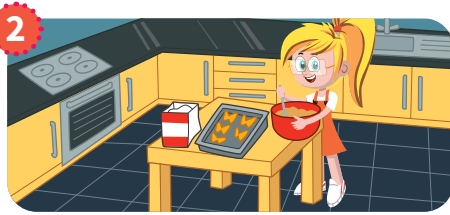
- 1 I can name some vehicles.
- 2 I can say how I'm travelling.
- 3 I can play a pairwork game.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

11 Our house

1 Look and write the words. Then say.



b _ t _ r _ o _



k _ t _ h _ _ _



b _ d _ o _ m

2 What are they doing? Look, read and match. Then say.

They're

eating fish.

He's

reading a book.

She's

drawing a picture.

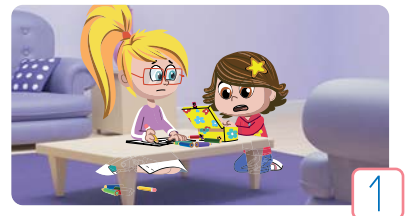
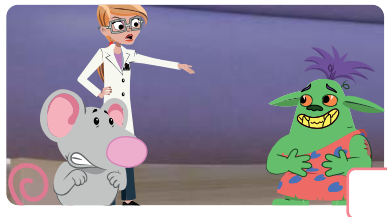
It's

listening to music.



3  **134** Listen and sing the song.

4  **137** Listen or watch. Then order and tell the story.



5

Draw your favourite room at home. Then write.

My favourite room is the _____.

6

Draw the mouths. Colour the faces.

I can ...

1



2

He's listening to music.



3

Where's the apple?



4



5



6



7



8



My progress

- 1 I can name some rooms in my house.
- 2 I can say what someone is doing.
- 3 I can ask and answer.
- 4 I can sing the song.
- 5 I can talk about the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

12

Party time!

1 Write the letters and match. Then say.

t m a n g o c b k p l



b u r g e r

ch o c o l a t e

b a n a n a

a p p l e

c a k e

i c e c r e a m



2 Read, find and circle. Say what you like / don't like.

- I like / don't like apples.
- I like / don't like ice cream.
- I like / don't like chocolate.
- I like / don't like fish.



3 145 Read and write. Listen and sing the song.

Do you like bananas ? Yes, yes, yes.
 Do you like _____ ? Yes, yes, yes.
 Do you like _____ ? Yes, yes, yes.
 Do you like _____ ? Yes, yes, yes.
 Do you like _____ ? Yes, yes, yes.
 Do you like _____ ? No, no, no.

4 148 Listen or watch. Say your favourite part of the story.

5

Make a shopping list with your family.
Draw and write.



6

Draw the mouths. Colour the faces.

I can ...

I like apples.

My progress

- 1 I can name some food.
- 2 I can say what I like and don't like.
- 3 I can read and use information in tables.
- 4 I can sing the song.
- 5 I can act out the story.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home in my *Home Booklet*.

Picture dictionary

1 Write the words in your home language.

Hello!

1

1

one

2

two

3

three

4

four

5

five

6

six

My school

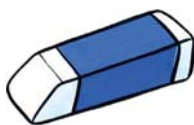
2



book



chair



eraser



pen



pencil



table

Favourite toys

3



ball



bike



car



computer



doll



train

My family

4



grandfather



grandmother



father



mother



brother



sister

Our pets

5



bird



cat



dog



fish



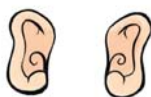
horse



mouse

My face

6



ears



eyes



hair



mouth



nose



teeth

Picture dictionary

Wild animals

7



crocodile



elephant



giraffe



hippo



snake



tiger

My clothes

8



jacket



shoes



skirt



socks



trousers



T-shirt

Fun time!

9



play basketball



play football



play tennis



play the guitar



ride a bike



swim

At the funfair

10



boat



bus



helicopter



lorry



motorbike



plane

Our house

11



bathroom



bedroom



dining room



hall



kitchen



living room

Party time!

12



apple



banana



burger



cake



chocolate



ice cream

ENGLISH FOR SPANISH SPEAKERS

The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

Our in-depth understanding of Spanish-speaking learners is the result of extensive research carried out by our locally-based editorial team and is clearly evident in our ENGLISH FOR SPANISH SPEAKERS editions. This guarantees that the topics and activity types are relevant to Spanish-speaking learners of English, with a focus on areas of language which are typically problematic. Extra support is also provided for teachers of Spanish speakers through detailed teaching notes and specifically-designed ideas for the classroom.

The *Cambridge English Corpus* is a multi-billion word collection of written and spoken English. It includes the *Cambridge Learner Corpus*, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. We use this system to identify which words, grammar patterns or language structures cause the most problems for Spanish-speaking students learning English. As a result, ENGLISH FOR SPANISH SPEAKERS editions are able to confidently address the common mistakes that Spanish-speaking learners make, and give extra practice and tips to avoid these typical errors.

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Key: U = Unit

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