



Kid's BOX

New Generation



CAMBRIDGE

Home Booklet

English for
Spanish Speakers

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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 **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

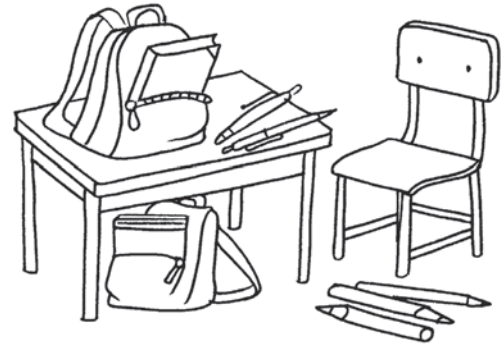
Lastly, there is an attractive visual **Picture dictionary** for children to revise all the course vocabulary at the end of the *Home Booklet*. Use the dictionary to check that your child understands and can spell the target words they are learning. Encourage them to include a written translation of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

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

1 Hello again!

1 Read, find and colour. Then say.

The bag under the table is grey.
 The bag on the table is blue.
 There's an orange book in the grey bag. There are two red pens on the table and three pink pencils next to the chair. The table is yellow and the chair is purple.



2 Look and write. Then say.

brother ~~he~~ He's is
 she She's sister This

Who's he ?
 _____ is my _____.
 _____ two.

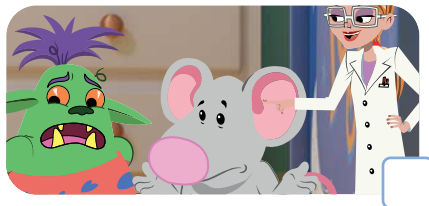
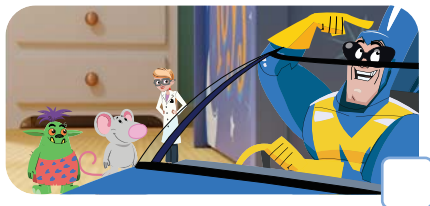
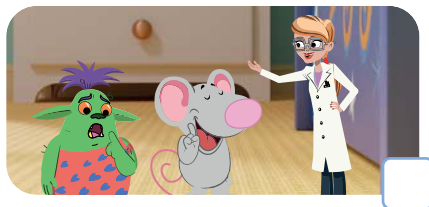
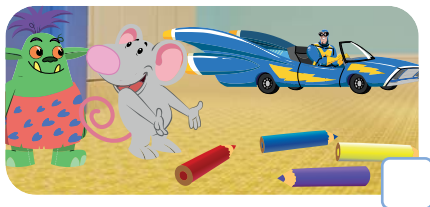


Who's _____ ?
 This _____ my _____.
 _____ six.



3 Listen and sing the song.

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



5 Draw a friend. Circle and write. Tell your family.

Who's he / she? _____ How old is he / she? _____

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

My progress

- 1 I can count and name the characters.
- 2 I can introduce people and say their ages.
- 3 I can say the alphabet and colours.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

2

Back to school

1 Add, write and match. Then say.

10 + 3 = 13

13 + 7 = _____

11 + 4 = _____

17 + 2 = _____



nineteen

thirteen

fifteen

twenty

rulers

desks

cupboards

erasers

2 Look and write 'There is', 'There isn't', 'There are' or 'There aren't'. Then say.

1 There is a bookcase.

2 _____ six desks.

3 _____ a cupboard.

4 _____ a whiteboard.

5 _____ two teachers.



3   15-16 **Read and circle. Then sing with your family.**

There are pencils / erasers in the classroom.

There's a computer / cupboard on the pencils.

There's a teacher / ruler on the cupboard,

There's a bookcase / whiteboard on the ruler,

There's a teacher / desk on the bookcase.



4  18 **Listen or watch. Retell the story in your home language.**

5

How are you polite at home? Draw and write. Tell your family.



I can _____

6

Draw the mouths. Colour the faces.

I can ...

My progress

- 1 I can name some characters and school objects.
- 2 I can count numbers 11-20.
- 3 I can describe a classroom with *There is / are*.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

3 Play time!

1 Look and write. Then say.



camera ~~board game~~ kites
lorry robots watch







Stella's toys



Simon's toys

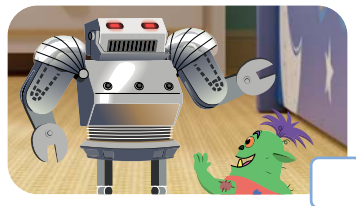
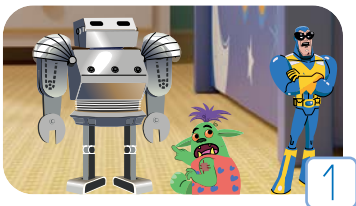
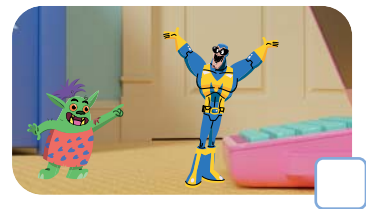
- 1 This is a  board game. 4 This is a  _____.
- 2 These are  _____. 5 This is a  _____.
- 3 This is a  _____. 6 These are  _____.

2 Look, circle and write. Then say.

- 1  Whose is / are these / this robots? They're / It's Simon's.
- 2  Whose is / are these / this camera? They're / It's _____.
- 3  Whose is / are these / this kites? They're / It's _____.
- 4  Whose is / are these / this lorry? They're / It's _____.

3   28-29 Listen and sing the song.

4  31  Listen or watch. Then order and tell the story.



**5 Draw your favourite toys.
Then write. Tell your family.**

These are my _____.
They're _____.

6 Draw the mouths. Colour the faces.

I can...

My progress

- 1 I can name some toys.
- 2 I can say what things are using *this / these / that / those*.
- 3 I can talk about possessions with *Whose?*
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

4 At home

1 Look and write. Then say.

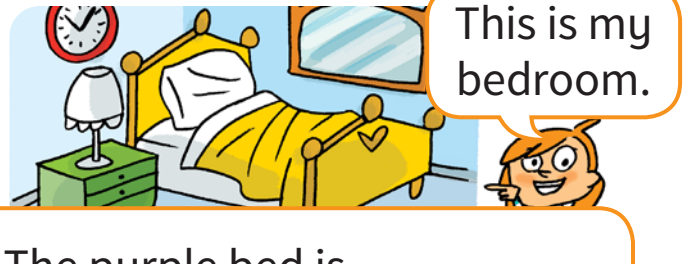
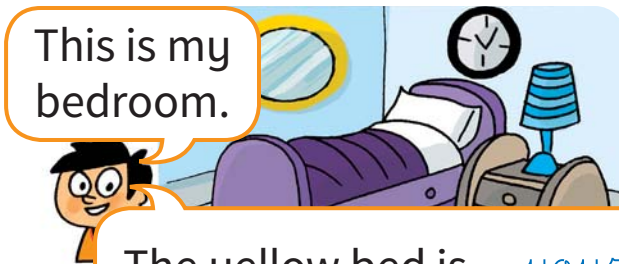
~~clock~~ lamp mat
mirror phone sofa



clock



2 Look, read and write 'mine' or 'yours'. Then say.



The yellow bed is yours. The purple bed is _____.
The black clock is _____. The red clock is _____.
The white lamp is _____. The blue lamp is _____.

3 38-39 **Read, circle and write. Then sing the song with your family.**

Look at this! Whose are these shoes?
Stella! Are they mine / yours? No, they aren't mine / yours!
Which shoes are _____? The grey ones are his / hers.
Which shoes are _____? The red ones are his / hers.
SO! Whose shoes are those? Those are _____!

4 41 **Listen or watch. Act out the story.**

5 What does your family reuse at home? Write and draw.



I reuse _____ at home.

It's a _____.

It's made from _____.

6 Draw the mouths. Colour the faces.

I can...

1



2



3



4



5



6



7



8



My progress

- 1 I can name some furniture.
- 2 I can talk about possessions with *mine* and *yours*.
- 3 I can say where things are in my house.
- 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 using my *Home Booklet*.

5 Meet my family





1 Look and write. Then say.

baby cousin dad
grandma grandpa mum



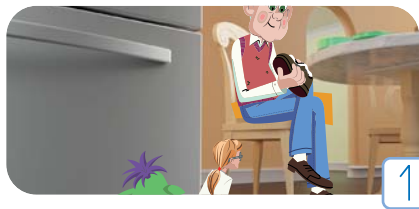
This is my family. My sister is a baby. She's sleeping! My _____ is running. My _____ is kicking a ball and my _____ is talking. My _____ is reading and my _____ is writing.

2 Look, read and circle. Then say.

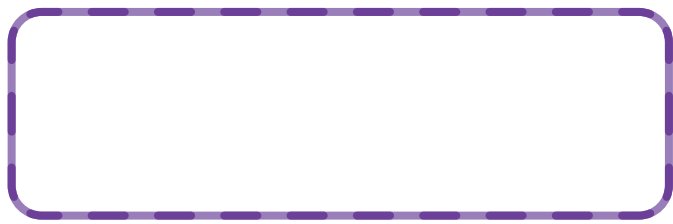
- 1  What's he / she doing? He's / She's swimming / sleeping.
- 2  What's he / she doing? He's / She's flying a kite / reading.
- 3  What's he / she doing? He's / She's running / cleaning.
- 4  What's he / she doing? He's / She's talking / jumping.

3   50-51 Listen and sing the song.

4  53  Listen or watch. Then order and tell the story.



5 Draw two people from your family. Then write.



What is he doing?

My _____ is _____.

What is she doing?

My _____ is _____.

6 Draw the mouths. Colour the faces.

I can...

My progress

- 1 I can name family members.
- 2 I can talk about what people are doing.
- 3 I can name some characters.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

6

Dinner time

1 Read, find and write '1' or '2'. Then say.

egg 2 chicken 1
 milk juice
 bread chips



2 Read and write. Then say.

1  *Can* I have a drink, please?



Milk, .

Which drink – water or milk?

Here are.



2  I some fruit, please?




An , please.

Which – an apple or a pear?

 you .



3   57-58 **Read and write. Then sing the song with your family.**

It's morning. We're having breakfast with our mum.

 bread and  .

It's lunchtime. We're having lunch with our friends.

 and  .

It's afternoon. We're having tea in the garden.  .

It's evening. We're having dinner with Mum and Dad.

 and  .

4  62 **Listen or watch. Retell the story in your home language.**

5

Draw your family's favourite food. Look online for information about where it comes from. Write.

My family's favourite food is

_____.

It comes from

_____.

6

6

Draw the mouths. Colour the faces.

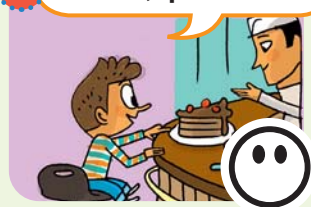
I can...

1



2

Can I have a cake, please?



3

Lemons are from trees.



4



5



6



7



8



My progress

- 1 I can name some foods.
- 2 I can ask for something with *Can I have?*
- 3 I can say where food comes from.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

7

At the farm

1 Write the letters and the numbers. Then say.

g l d sh e sp

c ow izard
 eep oat
 uck ider



2 Draw yourself. Write 'So do I' or 'I don't'. Then say.



I love giraffes.

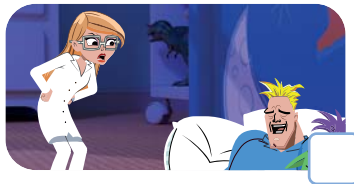
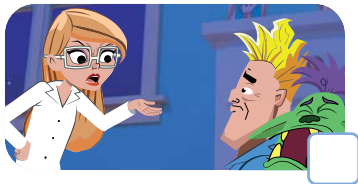
I love snakes.

I love monkeys.

I love fish.

3 67-68 Listen and sing the song.

4 73 Listen or watch. Then order and tell the story.



5 Draw farm animals with your family. Circle and write.

It's a / an _____ . It's in / on / under _____ !

6 Draw the mouths. Colour the faces.

I can...

My progress

- 1 I can name some animals.
- 2 I can agree and disagree.
- 3 I can draw farm animals.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

8

My town

1 Look and write. Then say.

café flats ~~hospital~~
park shop street



2 Look at Activity 1 and match. Then say.

- | | |
|---------------------|---------------------------------|
| 1 The dog is | next to the park. |
| 2 The toy shop is | in the park. |
| 3 The café is | behind the flats. |
| 4 The orange car is | in front of the hospital. |
| 5 The yellow car is | between the café and the flats. |

3 77-78 **Read, order and write. Then sing the song with your family.**

- Put two books (no) on the table ...
- Put a _____ (ewebtne) _____ the books ...
- Put a _____ (hdeibn) _____ your head ...
- Put a _____ (ni rtfno fo) _____ your nose ...
- Put a _____ (rudne) _____ your chair ...
- Put them all back on the table, and now, now, sit down.

4 80 **Listen or watch. Act out the story.**

5 How can you and your family be responsible in your town? Draw and write.



We can _____

6 Draw the mouths. Colour the faces.

I can...

The park is next to the café.

My progress

- 1 I can name some places in a town.
- 2 I can describe where something is.
- 3 I can draw a picture of a town.
- 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 using my *Home Booklet*.

9

Our clothes

1 Look, read and write.
Then say.

dress glasses handbag
hats jeans ~~shirt~~

He's wearing a red shirt, blue _____
and brown _____. She's wearing a purple
_____ and she's got a pink _____.
They're wearing yellow _____.

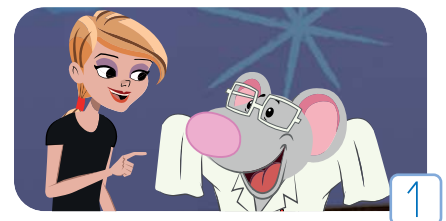
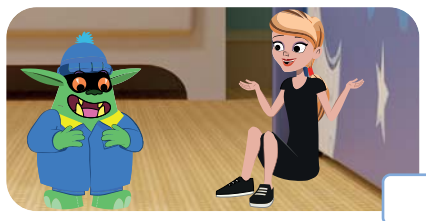


2 Look at Activity 1 and match. Then say.

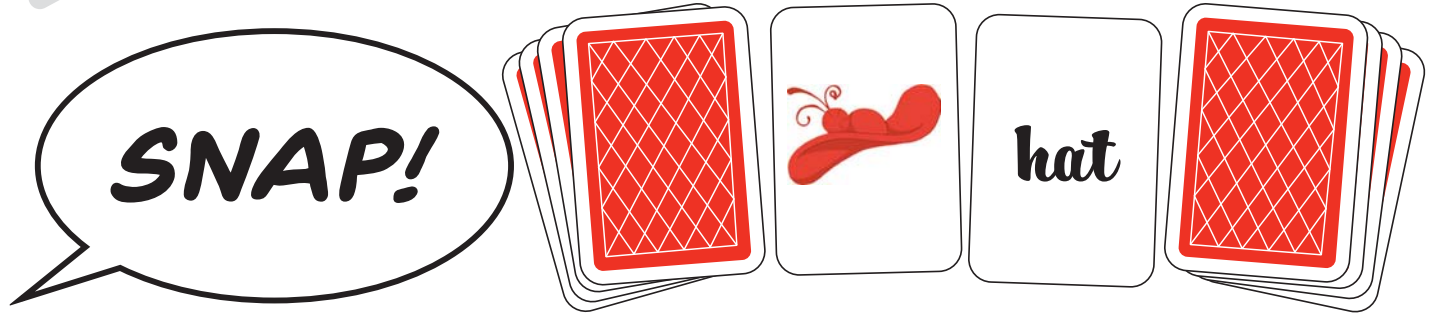
- | | |
|------------------------------|-------------------|
| 1 Has she got jeans? | Yes, she has. |
| 2 Have they got black shoes? | No, he hasn't. |
| 3 Has he got a blue bag? | No, they haven't. |
| 4 Have they got orange hats? | No, she hasn't. |
| 5 Has she got socks? | Yes, they have. |

3 90-91 Listen and sing the song.

4 93 Listen or watch. Then order and tell the story.



5 Make clothes cards. Play Snap.



6 Draw the mouths. Colour the faces.

I can ...

My progress

- 1 I can name some clothes items.
- 2 I can talk about what people are wearing.
- 3 I can ask and talk about what people have got.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

10 Our hobbies

1 Look, read and write the numbers. Then say.

He's playing badminton. 4
 She's painting. _____
 They're playing hockey. _____
 He's playing baseball. _____
 They're playing table tennis. _____



2 Read and write 'love', 'like' or 'don't like'. Then say.

- | | |
|-------------------------------|---------------------|
| 1 I _____ reading. | 4 I _____ singing. |
| 2 I _____ fishing. | 5 I _____ painting. |
| 3 I _____ playing the guitar. | 6 I _____ running. |
| | 7 I _____ sleeping. |

3 99-100 Read and write. Then sing the song with your family.

cleaning shoes driving ~~fishing~~
 flying in a plane flying kites taking photos

I love fishing, I don't like _____,

I love _____, I don't like _____,

I like _____, I don't like _____.

4 102 Listen or watch. Retell the story in your home language.

5

What sports does your family like doing together?
Draw and write.

We like _____.

We don't like _____.

6

Draw the mouths. Colour the faces.

I can...

1



2

I like
playing
the guitar.



3



4



5



6



7



8



My progress

- 1 I can name some hobbies.
- 2 I can say what I like and don't like doing.
- 3 I can draw and write information about myself.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

11 My birthday

1 Look and write. Then say.

burger ~~cake~~ lemonade
oranges sausage watermelon



cake

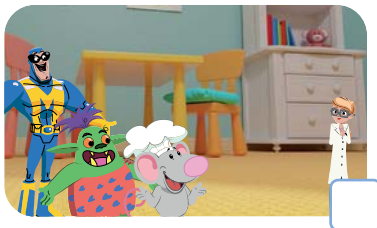


2 Read, write and match. Then say.

- | | | |
|---|---------------------------------|------------------------------|
| 1 | Would you <u>like</u> a burger? | Yes, please. Milk, please. |
| 2 | Can I _____ a cake? | No, thank you. |
| 3 | Would _____ like an orange? | Yes, please. I love burgers! |
| 4 | _____ you _____ a drink? | Here you are. |

3 110-111 Listen and sing the song.

4 113 Listen or watch. Then order and tell the story.



5

Imagine it's a family member's birthday today. Ask about food. Write and draw.

Happy birthday _____!
Would you like a _____
or a _____?

I'd like a _____,
please.

6

Draw the mouths. Colour the faces.

I can ...

1



2

Would you like an orange?



3

Can I have a burger, please?



4



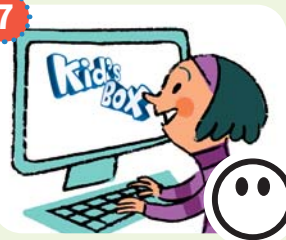
5



6



7



8



My progress

- 1 I can name some birthday foods.
- 2 I can offer people food and drinks.
- 3 I can ask for food and drinks.
- 4 I can sing the song.
- 5 I can retell the story in my home language.
- 6 I can use my *Picture dictionary*.
- 7 I can use *Practice Extra*.
- 8 I can review my learning at home using my *Home Booklet*.

12 On holiday!

1 Look, read and write. Then say.

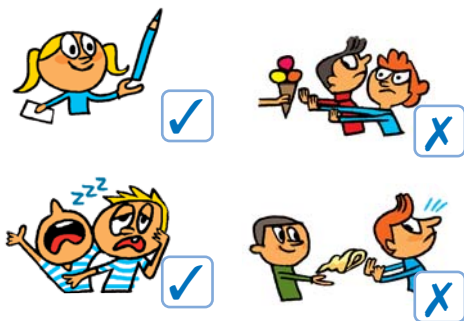
beach ~~mountains~~ sand
sea shell sun

There are big mountains behind the _____. The _____ is white and the _____ is yellow. A girl has got a _____. A boy is swimming in the _____.









2 Read, find and match. Then say.

- | | |
|-------------------|---------------|
| 1 She wants | to sleep. |
| 2 They don't want | the shell. |
| 3 They want | an ice cream. |
| 4 He doesn't want | to draw. |



3 116-117 Look, read and circle. Then sing the song with your family.

I'm writing a new  song / story,
 Suzy's getting lots of  shells / apples,
 Simon's swimming in the  sand / sea,
 Dad's walking on the  mountain / sand,
 Mum's reading in the  sun / house,
 At the beach, at the  shop / beach.

4 122 Listen or watch. Act out the story.

5

Plan an adventure for you and your family.
Write and draw.



In the _____



I need _____.



6

Draw the mouths. Colour the faces.

I can...

1



2



I want to swim.

3



She's swimming.

4



5



6



7



8



My progress

- 1 I can name some holiday places.
- 2 I can say what I want and don't want to do.
- 3 I can describe holiday pictures.
- 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 using my *Home Booklet*.

Picture dictionary

1 Write the words in your home language.

Hello again!

blue black green pink purple yellow

1

Back to school



whiteboard



bookcase



cupboard



desk



ruler



teacher

2

Play time!



camera



board game



kite



lorry



robot



watch

3

At home



clock



lamp



mat



mirror



phone



sofa

4

Meet my family



grandpa



granny



dad



mum



baby



cousin

5

Dinner time



bread



chicken



chips



egg



milk



rice

6

Picture dictionary

At the farm

7



cow



duck



frog



lizard



sheep



spider

My town

8



café



flat



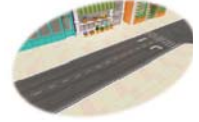
hospital



park



shop



street

Our clothes

9



dress



glasses



handbag



hat



jeans



shirt

Our hobbies

10



paint



play badminton



play baseball



play basketball



play hockey



play table tennis

My birthday

11



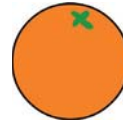
burger



cake



lemonade



orange



sausage



watermelon

On holiday!

12



beach



city



mountain



sea



shell



sun

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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