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English for Spanish Speakers

**Updated
Second Edition**

Kid's Box 2



My Home Booklet

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*.

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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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: www.cambridgeesol.org/yle

The characters

The units are based around 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.

Course components

Each of the six levels of **Kid's Box** consists of the following components:

Pupil's components:

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

Teacher's components:

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

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

Each of the 12 units in *My 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, encourage them to read out their answers, pointing to the pictures where appropriate. 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.

Activity 3 recaps on the story or the song from the unit. Children either order the pictures from the story then tell the story, or complete the words from the song then sing it. You can listen to all the stories and songs here: www.kidsboxapps.es or in the Activity Book CD-ROM.

Activity 4 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 colour the smiley face if it is. Make sure you offer lots of praise at this point: it is important for children to value their own progress.

Note: The numbers given in brackets in *My progress* at the bottom of the page indicate the relevant competences, as set out by the Council of Europe and the Spanish Primary curriculum (see Introduction on page 4).



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

Activity 5 provides an opportunity for children to personalise some of the language they have learned. They draw and write about something that relates to their own lives.

Lastly, there is an attractive Picture dictionary for children to revise all the course vocabulary at the end of the *My Home Booklet*.

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

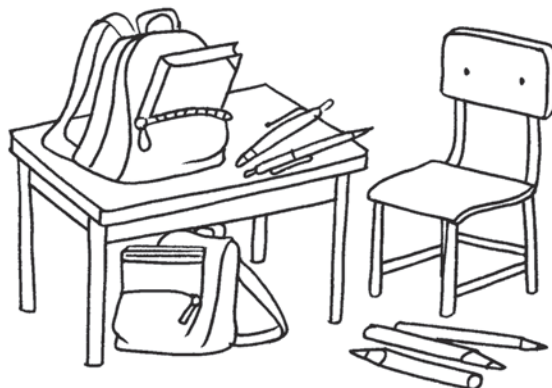
Your child's English teacher

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 Order the pictures. Then tell the story.



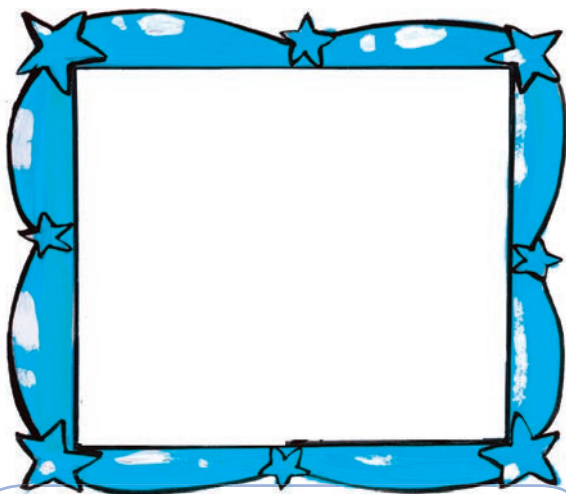
Say the Alphabet chant.

4 Look and colour the faces.

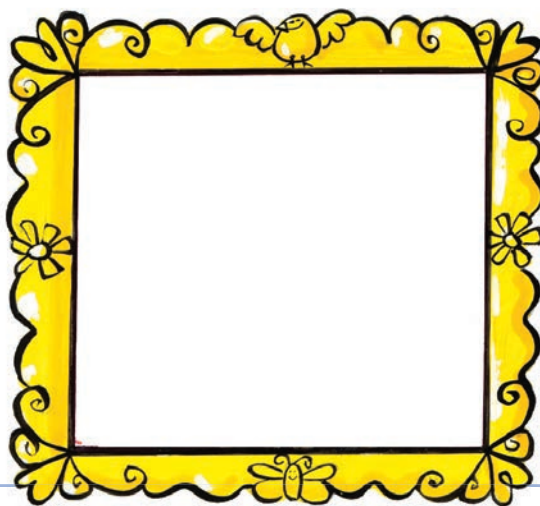
I can ...



5 Draw two friends. Then write.



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



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

My progress

- 1 I can say the alphabet, name some characters and colours. (1)
2 I can introduce people and say their ages. (1, 2, 5) 3 I can use the *Kid's Box* CD-ROM. (3, 4) 4 I can use my picture dictionary. (4, 6) 5 I can review my learning at home using *My Home Booklet*. (4, 6) 6 I can work in pairs and in groups. (5, 6) 7 I can sing the song and act out the story. (5, 6, 7) 8 I can make an origami jumping frog. (7)

2

Back to school

1 Add, write and match. Then say.

$10 + 3 = \underline{\hspace{2cm}}$

$13 + 7 = \underline{\hspace{2cm}}$

$11 + 4 = \underline{\hspace{2cm}}$

$12 + 2 = \underline{\hspace{2cm}}$

$17 + 2 = \underline{\hspace{2cm}}$

$15 + 3 = \underline{\hspace{2cm}}$



nineteen

fourteen

thirteen

fifteen

eighteen

twenty

whiteboards

bookcases

rulers

desks

cupboards

rubbers

2 Look and write *There is/isn't/are/aren't*. Then say.

1 There is a bookcase.

2 _____ six desks.

3 _____ a cupboard.

4 _____ a whiteboard.

5 _____ two teachers.



3 Read and circle. Then sing.

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,

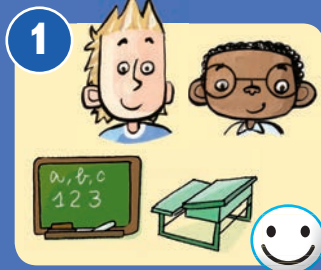
There's a teacher / desk on the bookcase.



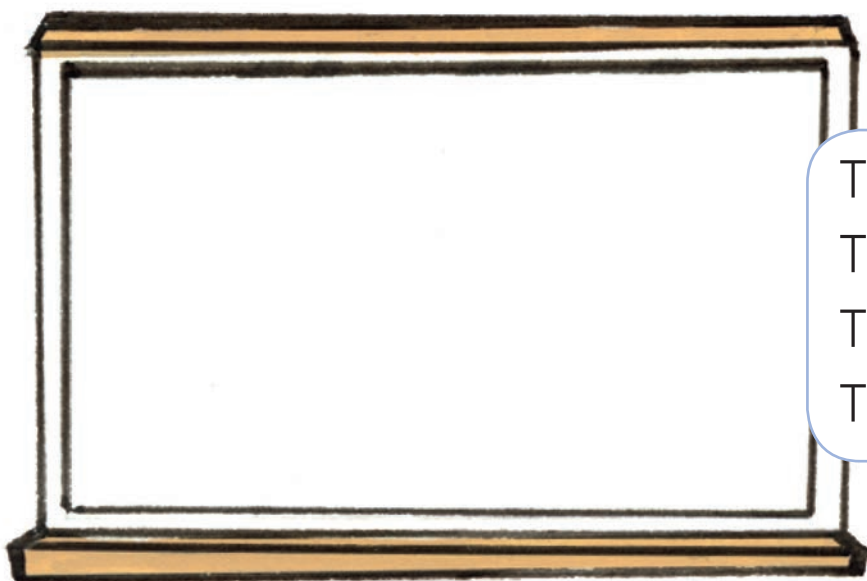
Listen to the story.

4 Look and colour the faces.

I can ...



5 Draw your classroom. Then write.



There's _____.

There are _____.

There isn't _____.

There aren't _____.

My progress

1 I can name some characters and school objects. (1) 2 I can describe a classroom with *There is / are*. (1) 3 I can count up to 20 objects in English. (1, 2) 4 I can use the *Kid's Box* CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

3 Play time!

1 Look and write. Then say.







camera ~~computer game~~ kites lorry robots watch





Stella's toys



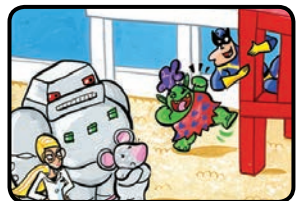
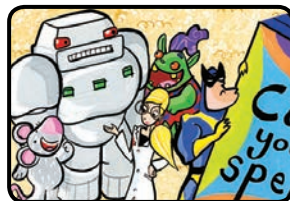
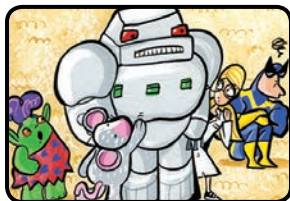
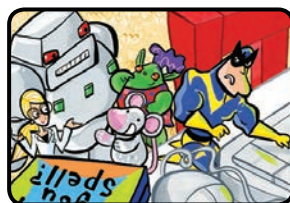
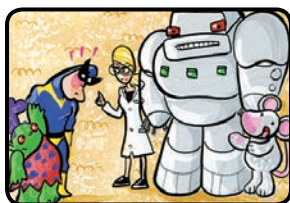
Simon's toys

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

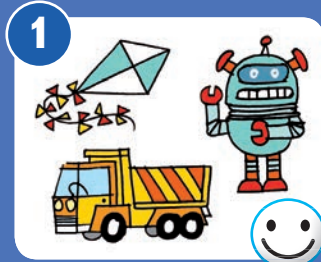
3 Order the pictures. Then tell the story.



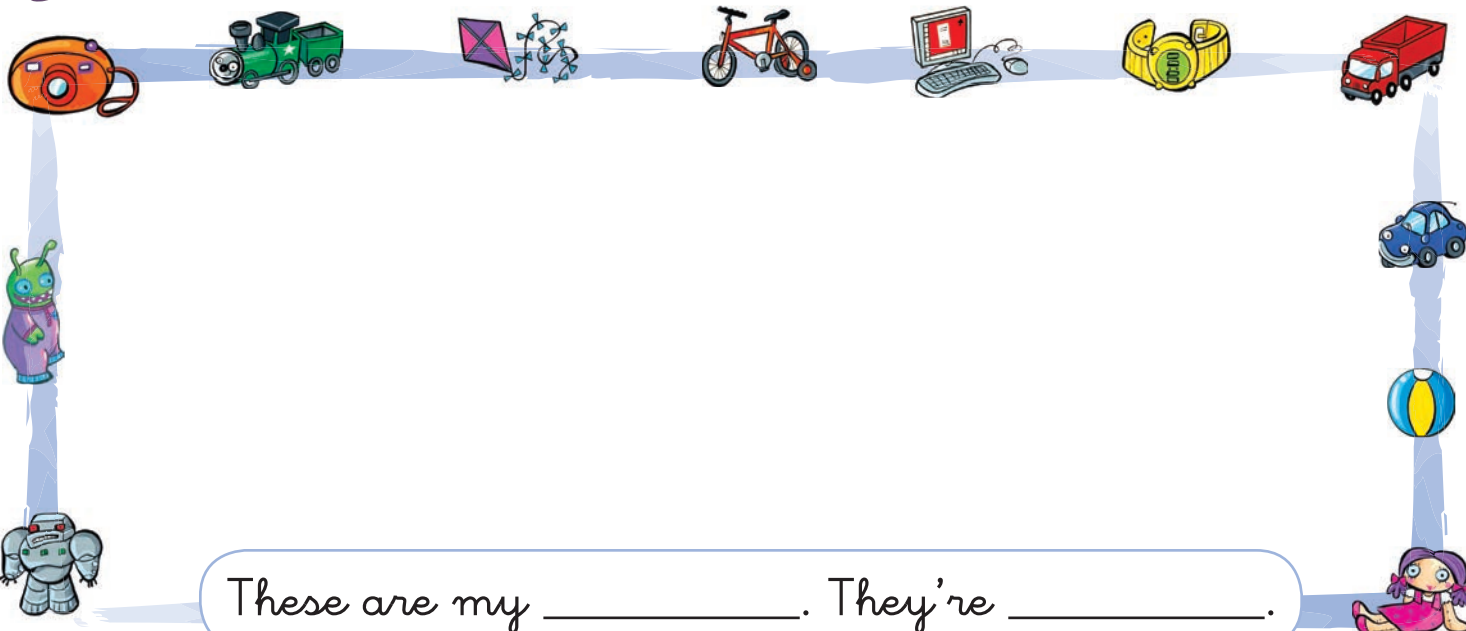
Sing the song: Whose is this jacket?

4 Look and colour the faces.

I can ...



5 Draw your favourite toys. Then write.



My progress

1 I can name some toys. (1, 7) 2 I can talk about possessions with Whose? (1, 5) 3 I can use and understand a block graph. (2) 4 I can use the Kid's Box CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using My Home Booklet. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

4 At home

1 Look and write. Then say.

~~clock~~ lamp mat mirror phone sofa

1



clock

2



3



4



5



6



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

This is my bedroom.



This is my bedroom.





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 Read, circle and write. Then sing.

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  _____!

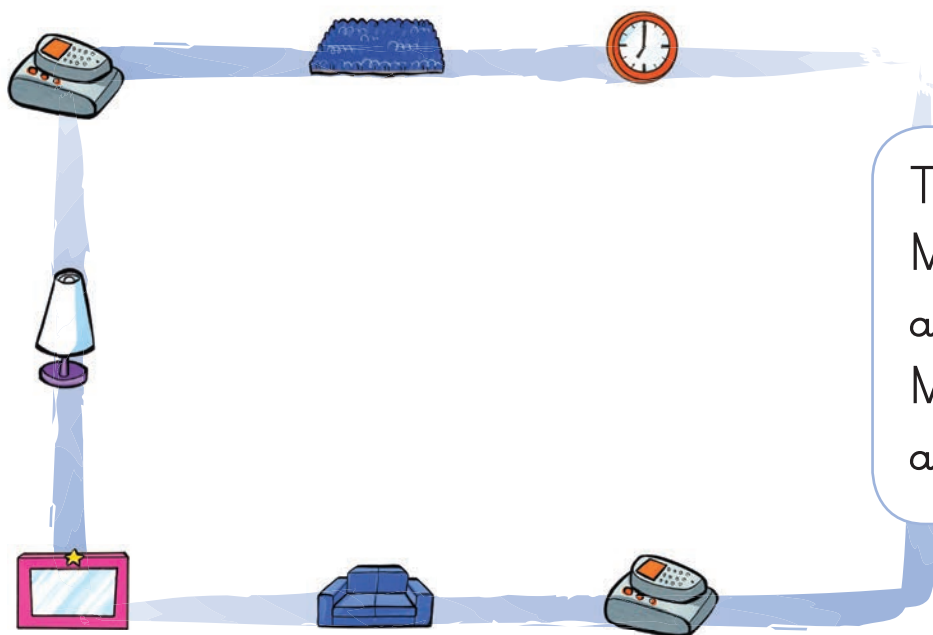


4 Look and colour the faces.

I can ...

<p>1</p>	<p>2</p> <p>This is mine.</p>	<p>3</p> <p>The sofa is next to...</p>	<p>4</p>
<p>5</p>	<p>6</p>	<p>7</p>	<p>8</p>

5 Draw your bedroom. Then write.



This is my bedroom.

My bed is _____
and _____.

My _____ is _____
and _____.

My progress

1 I can name some furniture. (1) 2 I can talk about possessions with *mine* and *yours*. (1, 5) 3 I can say where things are in my house. (1, 5) 4 I can use the *Kid's Box* CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

5 Meet my family

1 Look and write. Then say.

~~baby~~ cousin daddy grandma grandpa mummy



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 Order the pictures. Then tell the story.



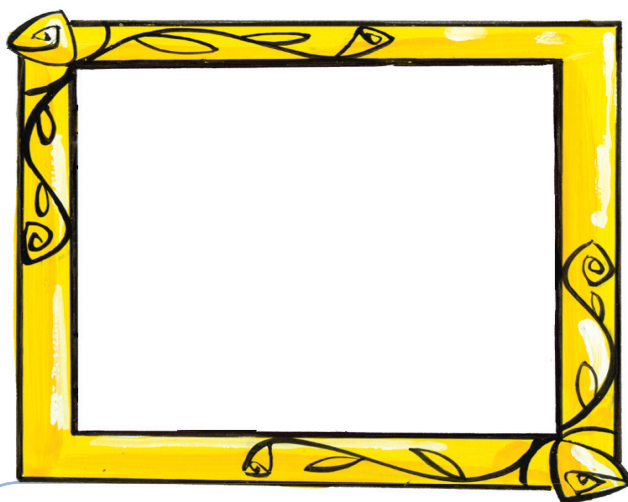
Sing the song: My grandpa isn't walking.

4 Look and colour the faces.

I can ...

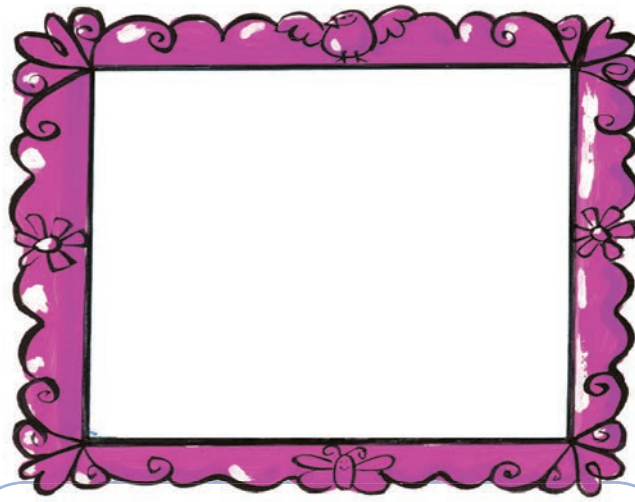


5 Draw two people from your family. Then write.



What is he doing?

My _____ is _____.



What is she doing?

My _____ is _____.

My progress

1 I can name some characters and family members. (1) 2 I can talk about what people are doing. (1, 5) 3 I can find things on a map. (2) 4 I can use the *Kid's Box* CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

6 Dinner time

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

egg 2 chicken
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, ?
An , please.

Which – an apple or a pear?

 you .



3 Read and write. Then sing.

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.

Chocolate .

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

 and .



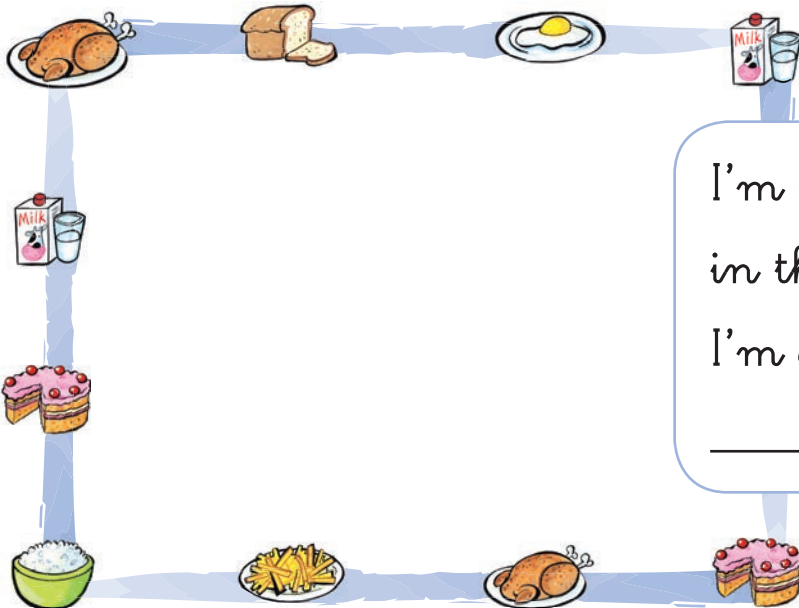
Listen to the story.

4 Look and colour the faces.

I can ...



5 Draw yourself eating a meal. Circle and write.



I'm having breakfast / dinner
in the morning / evening.

I'm eating _____
_____.

My progress

1 I can name some foods. (1) 2 I can draw and name my favourite food. (1, 2, 7) 3 I can ask for something with *Can I have?* (1, 5) 4 I can use the *Kid's Box* CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

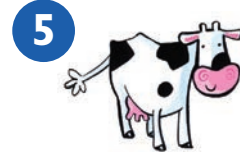
7

At the farm

1 Write the letters and the numbers. Then say.

g l d sh e sp

cow 5 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 Order the pictures. Then tell the story.



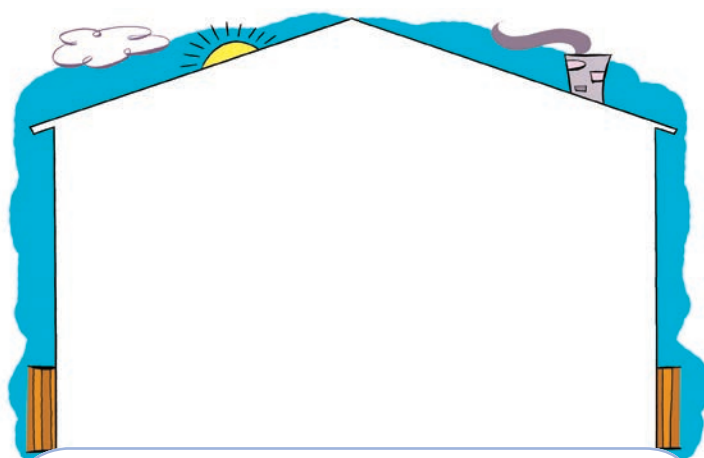
Sing the song: *Cows in the kitchen, moo moo moo!*

4 Look and colour the faces.

I can ...



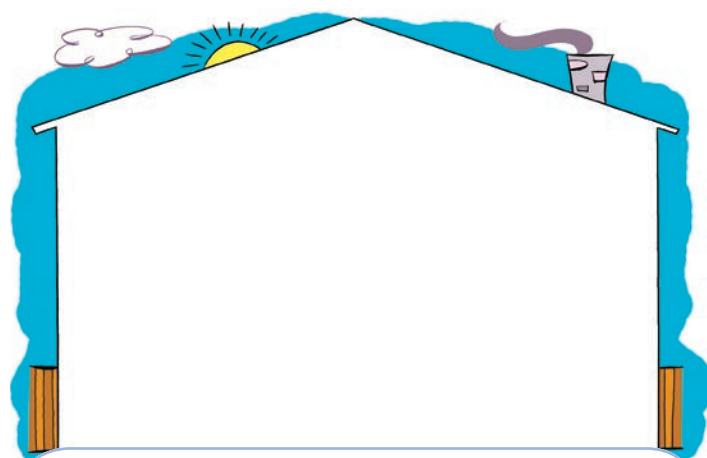
5 Draw one farm animal in each house! Circle and write.



It's a / an _____.

It's in / on / under _____.

_____!



It's a / an _____.

It's in / on / under _____.

_____!

My progress

- 1 I can name some animals. (1, 2) 2 I can agree and disagree. (1, 5) 3 I can use the *Kid's Box* CD-ROM. (3, 4) 4 I can use my picture dictionary. (4, 6) 5 I can review my learning at home using *My Home Booklet*. (4, 6) 6 I can work in pairs and in groups. (5, 6) 7 I can sing the song and act out the story. (5, 6, 7) 8 I can make a toy guitar. (7)

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 Read and write. Then sing.

Put two  books (no) on the table ...

Put a  _____ (erwebtn) _____ the books ...

Put a  _____ (hdeibn) _____ your head ...

Put a  _____ (ni rtfnof) _____ your nose ...

Put a  _____ (rudne) _____ your chair ...

Put them all back on the table, and now, now, sit down.



Listen to the story.

4 Look and colour the faces.

I can ...

1



2

The park is next to the café.



3



4



5



6



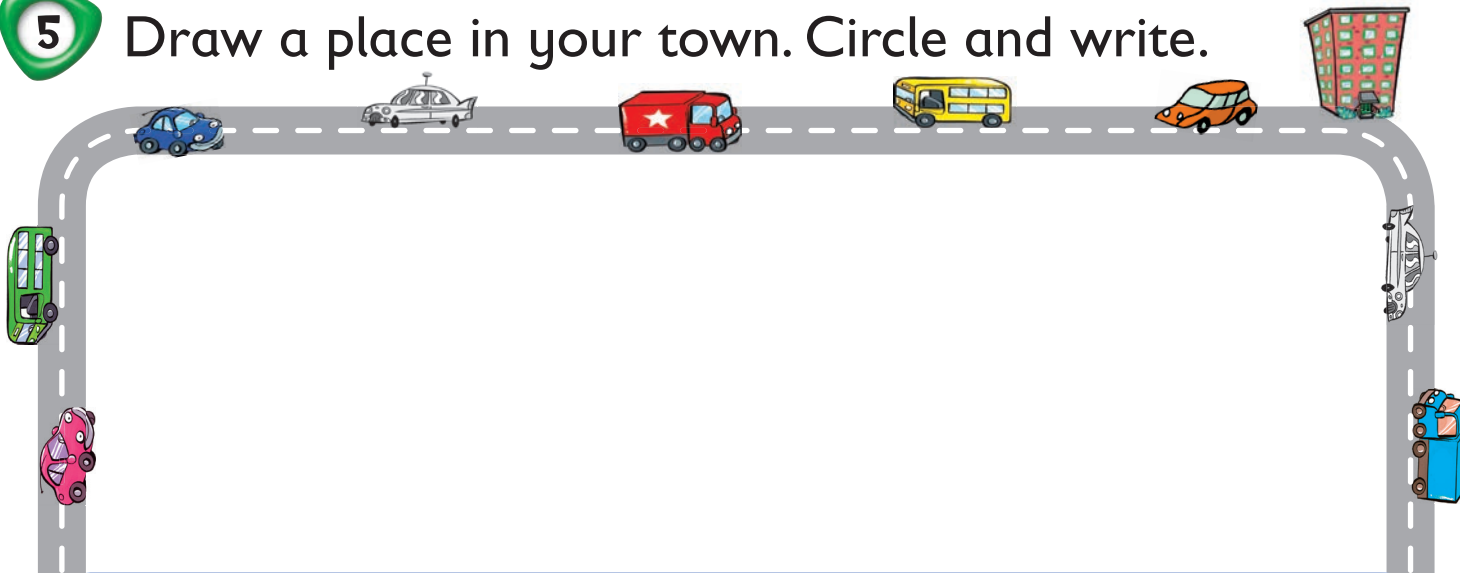
7



8



5 Draw a place in your town. Circle and write.



This is the _____.

It's next to / behind / in front of the _____.

My progress

- 1 I can name some places in a town. (1) 2 I can describe where something is. (1, 5) 3 I can use the *Kid's Box* CD-ROM. (3, 4) 4 I can use my picture dictionary. (4, 6) 5 I can review my learning at home using *My Home Booklet*. (4, 6) 6 I can work in pairs and in groups. (5, 6) 7 I can sing the song and act out the story. (5, 6, 7) 8 I can draw a picture of a town. (7)

9

Our clothes

1 Look, read and write. Then say.

dress glasses handbag hats jeans ~~shirt~~

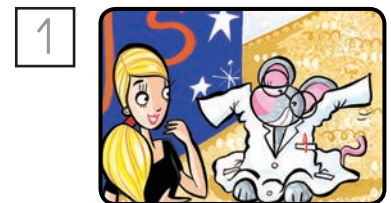
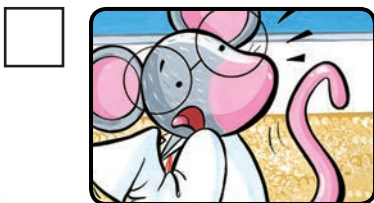
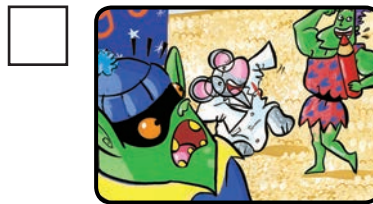
He's wearing a red shirt, blue _____
and brown _____. She's wearing a
purple _____ and she's got a pink
_____. They're wearing yellow _____.



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 Order the pictures. Then tell the story.



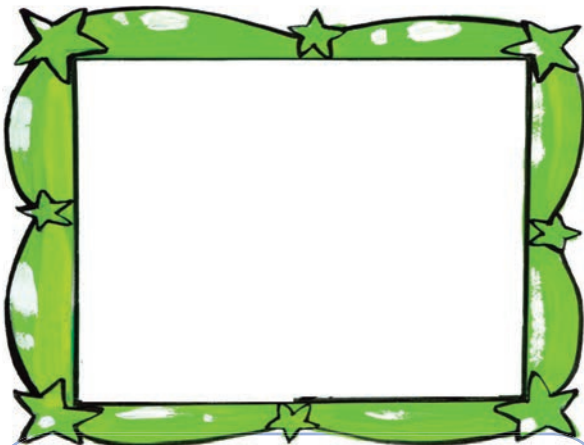
Sing the song: I've got a big garden.

4 Look and colour the faces.

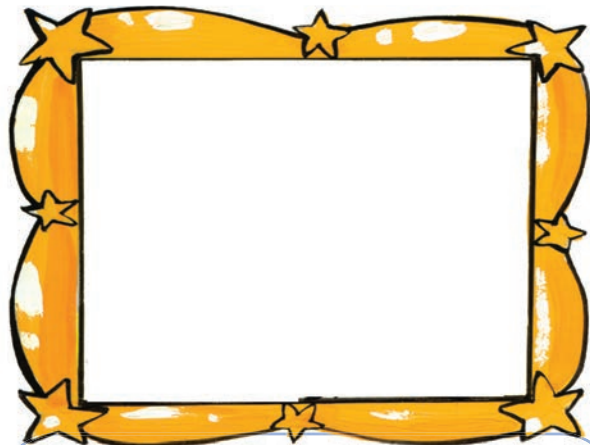
I can ...



5 Draw two children in your class. Then write.



This is _____.
He's wearing _____.



This is _____.
She's wearing _____.

My progress

1 I can name some clothes items. (1) 2 I can talk about what people are wearing and what they've got. (1, 5, 7) 3 I can use and understand a Venn diagram. (2) 4 I can use the Kid's Box CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using My Home Booklet. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

10 Our hobbies

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

He's playing badminton.

4

She's painting.

—

They're playing hockey.

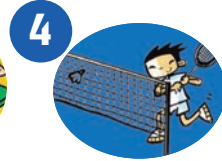
—

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 Read and write. Then sing.

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

I love  _____ *fishing* _____,

I love  _____,

I like  _____.

I don't like  _____,

Or  _____,

I don't like  _____.



Listen to the story.

4 Look and colour the faces.

I can ...



5 Draw yourself doing two activities. Then write.

I like _____.

I don't like _____.

My progress

- 1 I can name some hobbies. (1, 2) 2 I can say what I like and don't like doing. (1, 5) 3 I can draw myself and write information about myself. (1, 5, 7) 4 I can use the *Kid's Box* CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

11

My birthday

1 Look and write. Then say.

burger ~~cake~~ lemonade oranges sausage watermelon

1



cake

2



3



4



5



6



2 Read, write and match. Then say.

1 Would you like 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 Order the pictures. Then tell the story.

☐



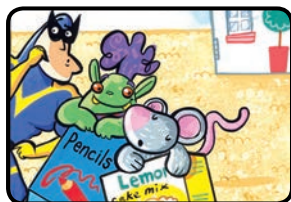
☐



☐



1



☐



☐



Sing the song: *I'd like a great big chocolate cake.*

4 Look and colour the faces.

I can ...

1



2

Would you like an orange?



3

Lemons are from trees.



4



5



6



7



8



5 Draw some birthday food. Then write.



On my birthday, I'd like
to eat _____
and _____.
I'd like to drink _____.
_____.

My progress

- 1 I can name some birthday foods. (1) 2 I can ask for food and drinks. (1, 5) 3 I can say where food comes from. (2) 4 I can use the Kid's Box CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

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 Look, read and circle. Then say.

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...

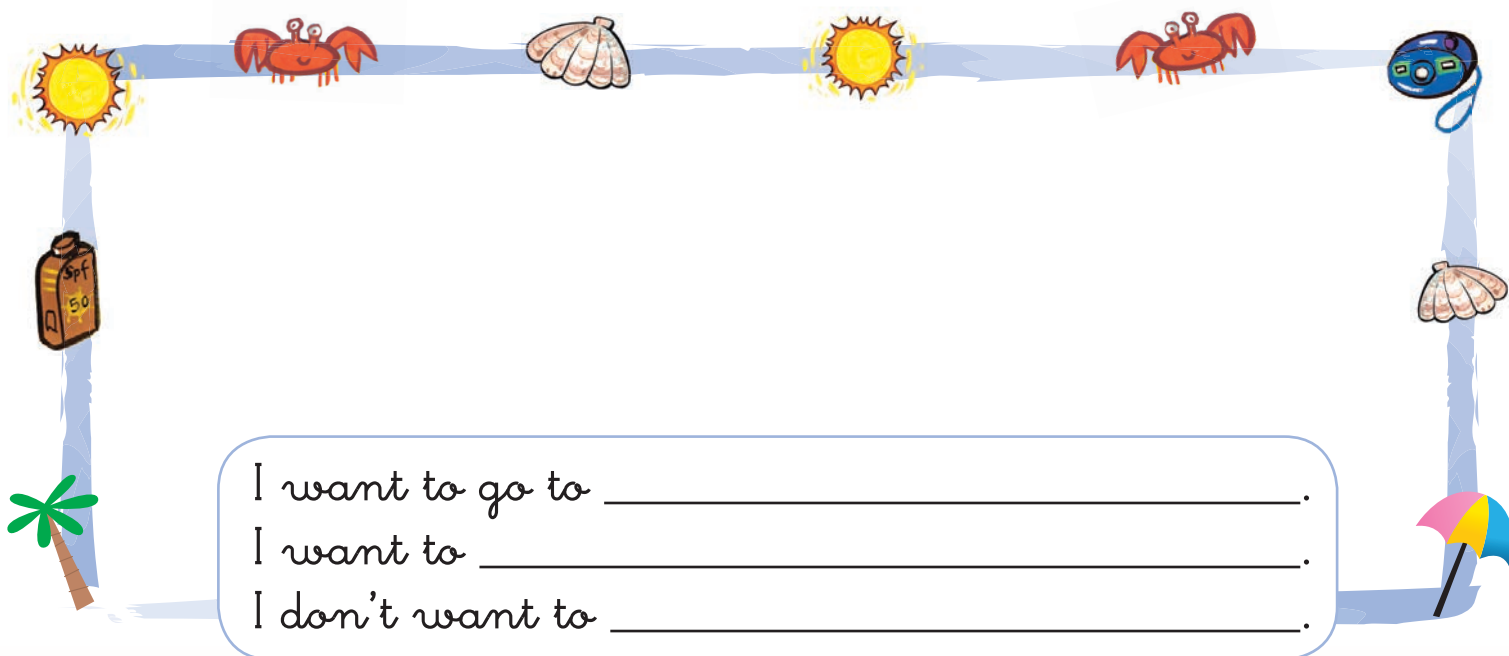


4 Look and colour the faces.

I can ...

1 	2 	3 	4 
5 	6 	7 	8 

5 Where do you want to go on holiday? Draw and write.



I want to go to _____.

I want to _____.

I don't want to _____.

My progress

1 I can name some holiday places. (1) 2 I can say what I want and don't want to do. (1, 5) 3 I can describe holiday pictures. (1, 5) 4 I can use the Kid's Box CD-ROM. (3, 4) 5 I can use my picture dictionary. (4, 6) 6 I can review my learning at home using *My Home Booklet*. (4, 6) 7 I can work in pairs and in groups. (5, 6) 8 I can sing the song and act out the story. (5, 6, 7)

Picture dictionary

1 Hello again!

blue

blue

black

black

green

green

pink

pink

purple

purple

yellow

yellow

2 Back to school



board



bookcase



cupboard



desk



ruler



teacher

3 Play time!



camera



computer game



kite



lorry



robot



watch

4 At home



clock



lamp



mat



mirror



phone



sofa

5 Meet my family



grandpa



granmy



daddy



mummy



baby



cousin

6 Dinner time



bread



chicken



chips



egg

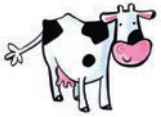


milk



rice

7 At the farm



cow



duck



goat



lizard



sheep



spider

8 My town



café



flat



hospital



park



shop



street

9 Our clothes



dress



glasses



handbag



hat



jeans

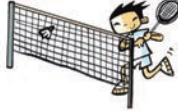


shirt

10 Our hobbies



paint



play
badminton



play
baseball



play
basketball



play
hockey



play table
tennis

11 My birthday



burger



cake



lemonade



orange



sausage



watermelon

12 On holiday!



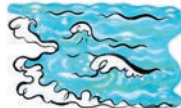
beach



city



mountain



sea



shell



sun

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