

978-1-316-62945-1 — Kid's Box Level 3 Teacher's Resource Book with Online Audio Exam Update British English

Kathryn Escribano , With Caroline Nixon , Michael Tomlinson

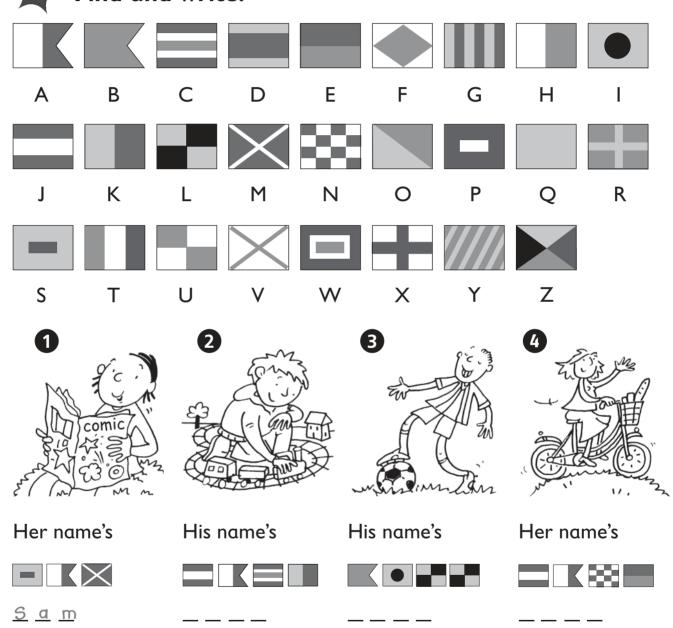
Excerpt

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Find and write.





Complete the sentences.

Number 1 is	called <u>Sam</u>	. She likes reading <u>comics</u> .
Number 2 is	called	He likes playing with his toy
Number 3 is	called	He likes playing
Number 4 is	called	She likes riding her

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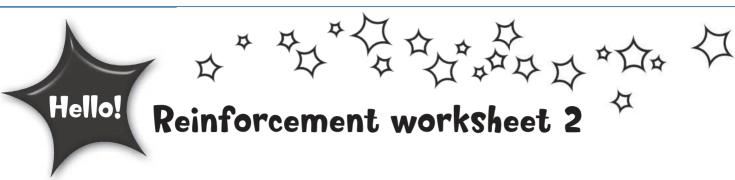


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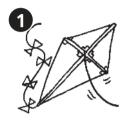
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Look, follow and write.











Kite.

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		٦	i	g	m	е	е	٧	
	е	e	u	b	α	r	u	b	
	l	t	r	n	С	α	d	0	
	s	l	α	i	h	b	е	l	
	α	m	f	w	Р	i	k	l	7
	b	i	j	Х	S	u	t	r	
	b	i	j	Х	S	u	t	r	













ln →

h	-	U	е	y	i	0	n
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е	t	Р	b	t	е	е	t
l	е	Z	n	u	α	r	b
l	r	α	m	Р	r	α	0
0	y	С	0	Р	d	m	е
r	r	j	x	S	g	α	r

→ Out



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Extension worksheet 1



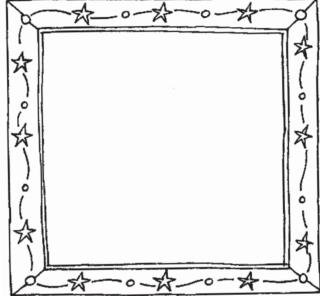




Think and write.

















I	can/can t.	
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I	····	
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Extension worksheet 2







Think and write.



Please	Questions	Have got	
Please find Clarence.	What are we looking for?	We've got work to do!	
Please help me!	Can I help you?	He hasn't got a tail.	
Please leave a message.		He's got long white fur and blue eyes.	

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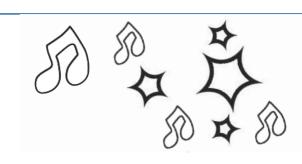
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Song worksheet





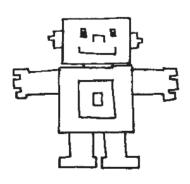


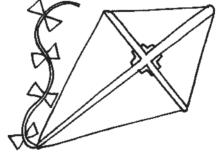
Listen and do. Sing.

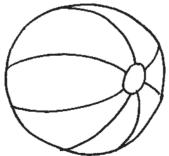
small fat	old big new
<u>driving</u> <u>talking</u> <u>rid</u> i	ing flying bouncing walking
I've got an <u>old</u> bike	I've got a doll
And I'm it.	And it's
He's got a kite	He's got a robot
And he's it.	And it's
She's got a car	She's got aball
And she's it.	And it's
We've got toys!	We've got toys!



She's got a black car And she's driving it.







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Topic worksheet







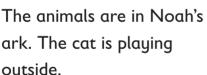
Read and write.

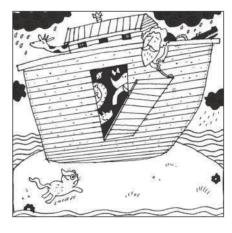
Lock and Key are looking for a cat called Clarence. Clarence hasn't got a tail. There is a kind of cat called a Manx cat which hasn't got a tail.



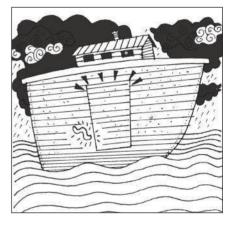
This is a legend about the Manx cat:







It is raining. Noah is closing the door. The cat is running.



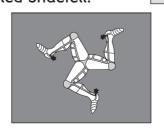
The door is closed. The cat is inside. His tail is outside. The cat hasn't got a tail.

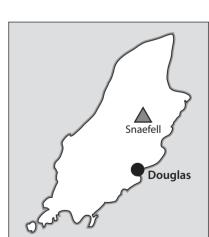
What are Manx cats and where are they from?

Manx cats have got long back legs and short front legs. Some people say the Manx cat is half cat and half rabbit. They call it a 'cabbit'!

Manx cats come from the Isle of Man. The Isle of Man is an island in the Irish Sea between England, Wales, Scotland and Ireland. The capital city is Douglas. There is a mountain on the island. It is called Snaefell.

The flag is red. On the flag there is a symbol called the Three Legs of Man. Can you see the legs running?







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Reinforcement worksheet I

 Pupils complete the two sentences, putting one letter on each dash. They then use these same letters to fill in the gaps in the second part of the exercise. Finally, they write the words in the correct columns. Make sure they understand the meaning of 'doing words/verbs' and 'describing words/adjectives'.

Key: granddaughter, grandson. Family: grandmother, uncle, aunt, grandparents, son, grandfather, brother, sister, daughter.

Doing words/verbs: shopping, going, reading, swimming, painting, riding.

Describing words/adjectives: clever, curly, quiet, straight, black, fair.

Optional follow-up activity: In groups, pupils
form sentences of their own using words from each
column. One pupil begins the sentence and the next
adds to it. When they cannot continue with the
sentence, they start another one.

Reinforcement worksheet 2

 Make sure the pupils understand the key and can name all the actions. Ask them to focus on Jane and the way all the other characters are related to her. They write five sentences of their own about the characters' likes and dislikes.

Key: Jane's grandpa doesn't like swimming.
Jane's grandma loves playing the piano.
Jane's dad doesn't like running.
Jane's mum likes driving.
Jane's uncle loves football.
Jane's aunt doesn't like badminton.
Jane loves reading.
Jane's brother loves reading.
Jane's sister likes riding her bike.

 Optional follow-up activity: Pupils draw their own family tree with the likes and dislikes of the different family members and then swap them so that they can write sentences about their classmates' families.

Extension worksheet I

 Pupils read the text and look at the picture to work out who each character is. They then describe each character's hair.

Key: Peter has got short black curly hair. Jane has got long black curly hair. Daisy has got long fair curly hair. Sally has got short straight black hair. Fred has got short straight black hair.

 Optional follow-up activity: Pupils count how many in the class have hair like Peter, Jane, etc. They then write sentences.

Extension worksheet 2

This can be done as a listening exercise (Track 4)
or a reading exercise. Pupils look at the negative
sentences and phrases at the bottom of the page
and make them affirmative. They then decide which
frame each affirmative sentence belongs to.

Key: See Pupil's Book, page 15.

• Optional follow-up activity: Pupils work in groups of four. Each pupil cuts out the six frames. They then shuffle all the cards together and deal them out equally. Working in a clockwise direction, pupils take it in turns to place a card on the table. The card must be frame one or the next frame in a line (frame two goes after frame one, frame three after frame two, and so on). If a pupil cannot place a card, he/she must pass. The winner is the first player to get rid of all his/her cards.

Song worksheet

 Pupils listen to the song (Track 5) twice and decide which pair of song lines goes where. The first time they listen, they write the letter and the second time they check their answers. They then copy the lyrics onto the lines in the correct order.

Key: See Pupil's Book, page 13.

Optional follow-up activity: Pupils work in groups.
 They take it in turns to sing/say one of the pairs of lines. The first person to sing/say the next pair of lines in the song has the next go.

Topic worksheet

 Pupils use the clues to help them re-write the three texts. Make sure they keep their Pupil's Books closed while they do this. They then choose one of the descriptions and draw their own version of the portrait. Encourage them to reflect the artist's style.

Key: See Pupil's Book, page 17.

Optional follow-up activity: Pupils work in groups.
They all put their pictures on the table and take it in
turns to describe one. The others must guess which
picture is being described.



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Think and write.



I am Grandpa Star's



I am Grandma Star's

clev_r	ri_ing
da_ghter	g_andmother
shoppin_	p_inting
gra_dparents	brot <u></u> er
f_ir	sn

cu_ly	_wimming
quie	gran_father
goin_	siste
rea_ing	strai_ht
u_cle	au_t

Family	Doing words	Describing words
grandmother		



bl_ck

Write sentences using words from each column.



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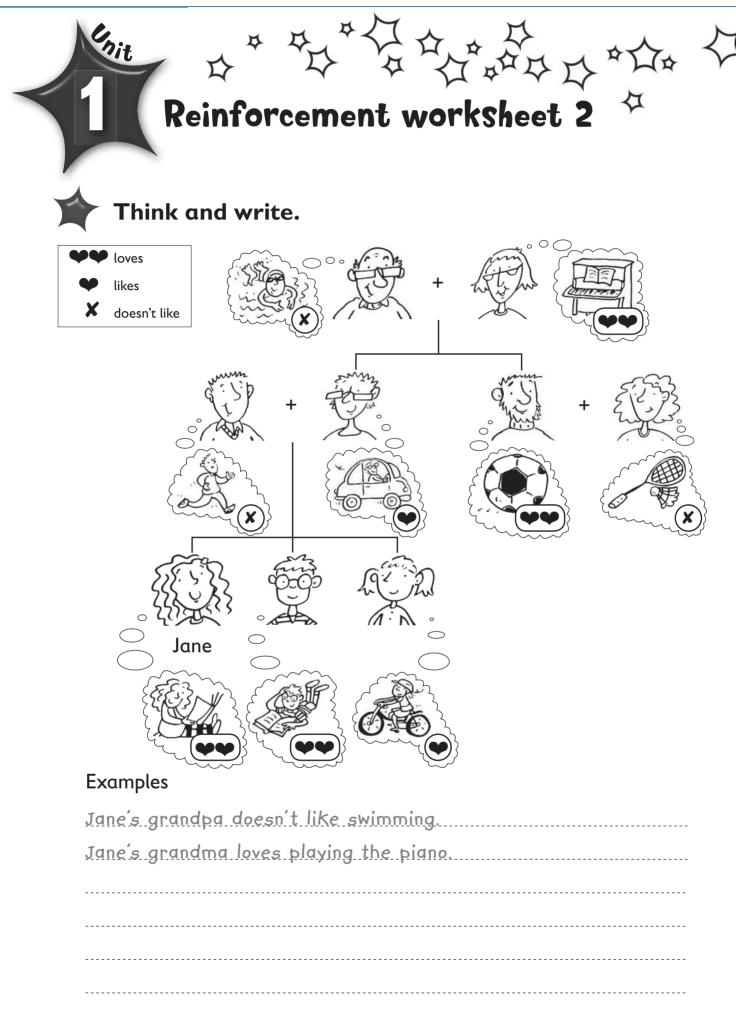


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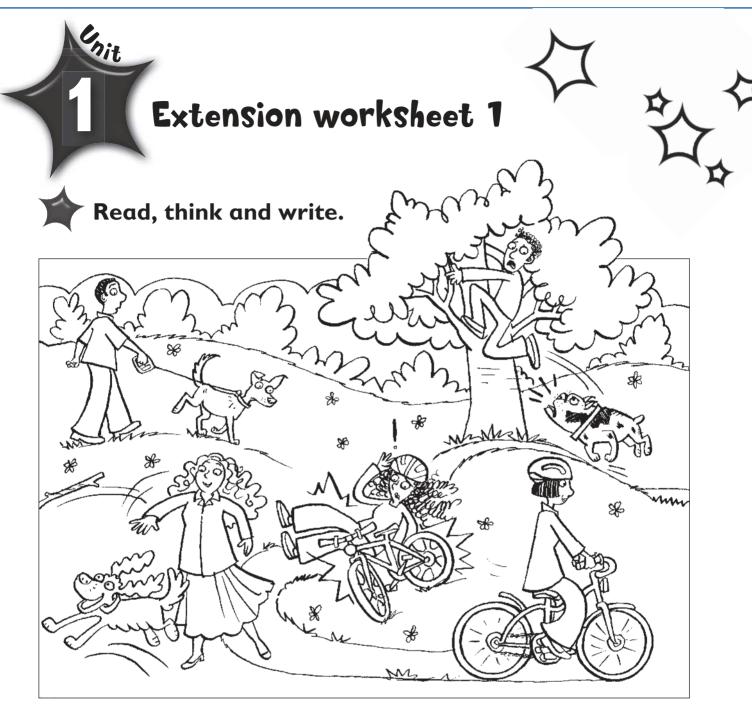
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Five people are in the park. Their names are Peter, Jane, Daisy, Sally and Fred. Sally and Jane are wearing helmets. They have got bikes but Jane can't ride her bike very well. Only Daisy and Fred like dogs.

Is their hair long or short, black or fair, curly or straight?

Peter has got short black curly hair	. •
Jane	- •
Daisy	
Sally	
Fred	



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