Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino , Melanie Williams , With Caroline Nixon , Michael Tomlinson Frontmatter <u>More Information</u>

CAMBRIDGE

English for Spanish Speakers

Second Edition

Teacher's Book

> Lucy Frino Melanie Williams with Caroline Nixon & Michael Tomlinson



Cambridge University Press 978-8-490-36753-7 - Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino, Melanie Williams, With Caroline Nixon, Michael Tomlinson Frontmatter More Information

> CAMBRIDGE UNIVERSITY PRESS

c/ Orense, 4 - 13°, 28020 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.

www.cambridge.org © Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2009

Second edition 2015 Printed in Spain Legal deposit: M-772-2015 978-84-9036-753-7 Teacher's Book 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN ISBN 978-84-9036-751-3 Pupil's Book 4 (ENGLISH FOR SPANISH SPEAKERS Second edition) ISBN 978-84-9036-752-0 Activity Book 4 (CD-ROM and My Home Booklet) (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-757-5 Teacher's Resource Book 4 (with Audio CDs) (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-758-2 Posters 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-759-9 Flashcards 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-760-5 Wordcards 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-754-4 Class Audio CDs 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-755-1 Digital Box DVD 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN 978-84-9036-756-8 Digital Box online 4 (ENGLISH FOR SPANISH SPEAKERS second edition) 978-84-9036-761-2 Digital Pupil's Book 4 (ENGLISH FOR SPANISH SPEAKERS second edition) ISBN ISBN 978-84-9036-762-9 Digital Activity Book 4 (ENGLISH FOR SPANISH SPEAKERS second edition) Interactive DVD 4 (with Teacher's Booklet) ISBN 978-11-0765-564-5 978-11-0761-806-0 Tests CD-ROM and Audio CD (Levels 3-4) ISBN

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work are correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino , Melanie Williams , With Caroline Nixon , Michael Tomlinson Frontmatter <u>More Information</u>

Contents

Language summary	4
Introduction	6
Hello there!	14
1 Back to school	26
Maths: Measuring	38
2 Good sports	42
Sport: Ball games	54
Review 1 and 2	58
3 Health matters	62
Music: Body percussion	74
4 After school club	78
English literature: Poems, plays and novels	90
Review 3 and 4	94
5 Exploring our world	98
Science: Endangered animals	110
6 Technology	114
Technology: Robots	126
Review 5 and 6	130
7 At the zoo	134
Science: Skeletons	146
8 Let's party!	150
Science: Food	162
Review 7 and 8	166
Values 1 & 2 Value others	170
Values 3 & 4 Be kind	172
Values 5 & 6 Be safe	174
Values 7 & 8 Recycle	176
Say it with me	178
Festivals	186
Grammar reference	194
Movers practice test audioscript and key	196
Photocopiable texts and activities	198
Extra activities	214
Extra project ideas	227
Evaluations	231

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino , Melanie Williams , With Caroline Nixon , Michael Tomlinson Frontmatter

More Information

Language summary

	Key vocabulary	Key grammar and functions	Phonics	Revision
Hello there!	Character names Personal descriptions Jobs: farmer, dentist, detective, driver, doctor, teacher	Comparative adjectives Frequency adverbs: <i>always,</i> <i>sometimes, never</i> <i>have to</i> <i>like love</i> + <i>-ing</i> Imperatives	Short vowel sound 'a' (man) and long vowel sounds 'ai' and 'ar' (say and car)	adjectives, numbers, personal information, hobbies, comparative adjectives, character names, actions, jobs, days of the week, daily routines, <i>was / were</i>
Back to school	Adjectives: boring, busy, careful, difficult, easy, exciting, quick, slow, terrible	Relative clauses with <i>who</i>	Short vowel sound 'i' (qu <u>i</u> ck) and long vowel sounds 'ee' and 'ie' (<u>ea</u> sy and fly)	school, school subjects, comparative adjectives, colours, <i>like, have got</i> , prepositions, relative clauses with <i>who</i> , present continuous, actions and activities, clothes, food and drink, question forms, numbers, classroom objects measurements
Maths Measurin	g			
2 Good sports	inside, outside Activities: climb, dance, fish, sail, skate, swim	<i>learn to do</i> (something) Relative clauses with <i>where</i> Adverbs of manner: <i>badly,</i> <i>carefully, easily, happily, quickly,</i> <i>quietly, slowly, well</i>	Silent consonants (i <u>s</u> land)	weather, prepositions, present continuous, adjectives, <i>can</i> , <i>have</i> <i>got</i> , sports and activities, jobs, sports equipment, <i>want to</i> , <i>must</i> , <i>have to</i> , <i>need</i> , question forms, present simple, action verbs, impersonal <i>you</i> , adverbs
Sport Ball gam	es		Review	and 🙀
3 Health matters	Health: eye test, have a test, ill, see the doctor, take some medicine have a dream	Past simple irregular verbs Clauses with <i>because</i>	Consonant sounds 'b', 'f' and 'v' (<u>b</u> all, <u>ph</u> one and <u>v</u> illage)	days of the week, <i>was / were</i> , schoo subjects, illnesses, food, time, town, family, prepositions, adjectives, countable and uncountable nouns, sports and activities, past simple, <i>have got</i> , physical descriptions, part of the body
Music Body po	ercussion			
4 After school club	Activities: carry the chairs, do a musical, help a friend, play chess start to snow Ordinal numbers: first-twentieth	Endings Past simple regular verbs	-ed endings 'd', 'id' and 't' (call <u>ed</u> , want <u>ed</u> , kick <u>ed</u>)	<i>can / can't, have to, want,</i> activities and actions, houses and flats, adjectives, sports, past simple, animals, food, clothes, prepositions weather, descriptions
English literature	Poems, plays and	novels	Review 3	and 4
				2 (F 2)

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino, Melanie Williams, With Caroline Nixon, Michael Tomlinson Frontmatter <u>More Information</u>



Language summary 5

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino , Melanie Williams , With Caroline Nixon , Michael Tomlinson Frontmatter

More Information

Introduction

Kid's Box English for Spanish Speakers Second Edition introduces pupils to the pleasures of learning English and enables them to consistently improve throughout the six books in the series. All six levels develop pupils' abilities in the four skills – listening, speaking, reading and writing – as well as challenging them cognitively and helping them to feel a real sense of achievement in learning. As experienced teachers ourselves, we are aware of the demands and difficulties involved in managing a diverse and mixed ability classroom. Teaching younger learners can be at once the most rewarding and the most soul-destroying of pursuits! Sometimes we can have very bad days, but it's the good days that give us an exhilarating sense of achievement, a sense of being part of a child's future development.

Plutarch reminds us that '**The mind is not a vessel to be filled**, **but a fire to be ignited**' and this concept of learning underpins *Kid's Box English for Spanish Speakers Second Edition*. Pupils learn when they are interested and involved: when they want to find something out, when they are playing a game, when they are listening to a story, when they are doing craft activities. Learning is an active process in every way and *Kid's Box English for Spanish Speakers Second Edition* makes sure that pupils are physically and mentally active and that they are encouraged to make sense of the language themselves. '**The art of teaching is the art of assisting discovery**', Mark Van Doren.

The language syllabus of *Kid's Box English for Spanish Speakers Second Edition* has been carefully selected and graded to suit the age and level of the pupils. Language is introduced in context and in manageable chunks, giving pupils plenty of opportunities to practise and become familiar with the meanings and the sounds. Language is recycled throughout the units and pupils can practise the language in different contexts. They can also personalise it. Recycling is particularly important for young learners, who tend to forget quite quickly and who do not have the study skills of older learners. For this reason, there is constant revision and recycling throughout the units and course.

The units are based around the Star family and their friends. Characters give pupils a way of contextualising the language and help them to make it meaningful and purposeful. The characters develop throughout the books so as to sustain the pupils' interest and motivation.

Cambridge English: Young Learners

In *Kid's Box English for Spanish Speakers Second Edition* we have followed the syllabus for the Cambridge English: Young Learners exams so that each cycle of two levels correspond to one of the exams. Thus the material covered in levels 1 and 2 coincides with that which is required for the Starters exam, levels 3 and 4 with the Movers exam, and levels 5 and 6 with Flyers. *Kid's Box English for Spanish Speakers Second Edition* covers all the relevant language structures, presents and practises the vocabulary and includes examples of the task-types from the exams. Where certain topics include a vocabulary list which is too comprehensive to include all of the lexical items in the Pupil's Book, additional activities have been offered in the Teacher's Resource Book.

Each Cambridge English: Young Learners exam consists of three papers: Listening, Reading and Writing, and Speaking. These tests are child-friendly and motivating and have been specially written for primary learners. They are taken by pupils all over the world, have international recognition and are backed by the reputation and research of Cambridge Assessment. They provide a gentle

6 Kid's Box Teacher's Book 4

introduction to public exams and research shows that children find the tests highly motivating. The exams can act as a stepping stone to other Cambridge English exams, as the highest level exam, Flyers, is roughly equivalent in language level to Key (KET) for Schools. The Cambridge English: Young Learners exams are an incentive; however, they should at no stage be seen as obligatory. For further information on the component papers for each test, visit: http:// www.cambridgeenglish.org/younglearners/

Common European Framework of Reference for Languages – Learning, Teaching, Assessment

Kid's Box English for Spanish Speakers Second Edition has been written taking into account the proposals included in the Common European Framework of Reference (CEFR). The CEFR has been designed for language teachers and material developers to be able to define different levels of competence and performance. These objectives coincide with those of Cambridge English: Young Learners exams.

Starters (towards Level A1) Movers (Level A1) Flyers (Level A2)

The framework places emphasis on values such as pupil autonomy, proposing a task-based methodology with functional evaluation criteria. Although large parts of the CEFR are more relevant to older learners and have not been designed specifically for the primary classroom, it includes two particularly useful parts which are the Common Reference Levels and the English Language Portfolio.

The Common Reference Levels offer a description of what a language learner 'can do' at different stages of the learning process. These levels can be consulted separately, but they have been mirrored here in the Self-evaluation sections.

The Language Portfolio is designed as a compendium of skills acquired and work done which incorporates the 'can do' checklists for self-assessment. This is important for pupil motivation and can also be shown to parents to inform them of the syllabus and objectives set for their children.

Course components

Level 4 of *Kid's Box English for Spanish Speakers Second Edition* consists of:

- Pupil's Book
- Activity Book (with My Home Booklet and CD-ROM)
- Teacher's Book
- Teacher's Resource Book (with Audio CDs)
- Posters
- Class Audio CDs
- Language Portfolio (online)
- Interactive DVD (with Teacher's Booklet)
- Digital Box (IWB component)
- Online resources

There are also Flashcards and Wordcards, and a Tests CD-ROM (with Audio CD) for every two levels.

Pupil's Book

This 112-page full-colour book consists of eight main units, plus an introductory unit. Each main unit is eight pages, with each page providing sufficient material for one lesson. At the end of each main unit there is a Content and Language Integrated Learning (CLIL) spread where pupils can learn about other subjects through English. Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino , Melanie Williams , With Caroline Nixon , Michael Tomlinson Frontmatter <u>More Information</u>

There is also a phonics section within every unit. After every second unit, there is a Review section, which reviews the language from the two previous units. At the end of the book, there are four Values pages to develop pupils' social awareness, four Say it with me pages, four Festivals pages and two Grammar Reference pages. The festivals covered in level 4 are Thanksgiving, Pancake Day, Father's Day and International Children's Book Day. Lessons include a variety of interesting and motivating activities. The series' strong cast of characters appears throughout the book. The antics of the popular Lock and Key are played out in a picture story at the end of each unit.

Activity Book

This 96-page book is designed to give pupils further practice with the new language and to help them consolidate their understanding. As the pupils gain more confidence in reading and writing, more activities to practise these skills are provided. The Activity Book materials are designed to be integrated into the lessons and there is guidance in the Teacher's Book as to how this works. This edition also features a full-page Cambridge English: Young Learners exam practice activity for each unit (Movers level).

CD-ROM (see page 12)

The CD-ROM comes with the Activity Book. It covers the main content of the course through different games that work on the vocabulary, structures, pronunciation, story and cross-curricular sections of each of the units. It can be used in class or at home.

My Home Booklet (see page 12)

This 32-page full-colour booklet comes with the Activity Book. Pupils can do the activities in the book at home with their parents. As well as reviewing grammar and vocabulary, they can evaluate their own progress by reflecting on a range of competences they are developing through their learning of English.

Teacher's Book

This 240-page book (with Pupil's Book and Activity Book pages interleaved) provides teaching notes for each lesson, which include recording scripts for all listening activities and answer keys for all activities, an overview of the syllabus for each level, photocopiable pages, extra activities, extra projects ideas and evaluation activities.

Teaching notes

The teaching notes provide step-by-step guidelines for each page. Lesson objectives are clearly described and the materials needed for each lesson are specified. Each lesson starts with a Warmer and finishes with an Ending the lesson activity. Activities from the Activity Book are integrated with the Pupil's Book activities. Activities which are similar to the task-types in Cambridge English: Young Learners exams have the icon 'YLE'. After the teaching notes for the nine units, you will find teaching notes for the Values, Say it with me and Festivals pages, transcript and answer key for the Grammar Reference pages and the Movers practice test audioscript and answer key.

Photocopiable activities

There is a photocopiable page for each unit on pages 198-213 of the Teacher's Book. These pages provide you with a range of activities: word cards, a survey and an information gap activity.

Extra activities & Extra project ideas

There are one or two Extra activities provided for each lesson. They only appear in the Teacher's Book (on pages 214-226) and there are suggestions in the teaching notes as to when each activity should be used in the lesson. This section is followed by some Extra project ideas, on pages 227-230.

Evaluation pages

At the end of the book there are seven Evaluation pages, one page to be used after each main unit or Review. The format and design of the Evaluation pages is similar to the tasks in the Cambridge English: Young Learners exams (Movers level). The teaching notes for the Evaluation pages can be found on pages 231 and 232 of this book.

Teacher's Resource Book with Audio CDs

The Teacher's Resource Book contains a wealth of photocopiable activities to help with mixed ability classes. There are two Reinforcement and two Extension worksheets for every unit, as well as Playscripts and Song, Story and Topic worksheets for further exploitation. The Teacher's Resource Book also includes extra Cambridge English: Young Learners type exams with listening content on the bonus Audio CDs.

Posters

These colourful posters aid revision by giving pupils the chance to practise unit language in a different and fun context. There are eight posters with clear teaching notes available online.

Flashcards and Wordcards

There are 108 flashcards and 108 wordcards to accompany level 4. The full-colour flashcards illustrate the key vocabulary items of each unit, and the wordcards cover the same vocabulary. The cards are large enough for all pupils to see and there are numerous ideas of how to use them in the Teacher's Book for each lesson.

Class Audio CDs

The Class Audio CDs contain all of the listening material for the Pupil's Book and Activity Book, including all of the songs and stories. The songs are available in both sung and karaoke versions.

Language Portfolio (online)

In accordance with CEFR guidelines, there is a Language Portfolio of individual competencies to lead the pupil to self-evaluation and to record the learning experience of each pupil throughout the primary school years. The Language Portfolio is provided online.

Kid's Box At Home

The website www.kidsboxapps.es includes songs with karaoke version and animations of the stories. These materials will allow parents to continue practising English with their children at home in a fun way. The texts of the songs and the scripts of the stories can also be downloaded directly from this website.

Cambridge Kid's Box website

The dedicated website www.cambridgekidsbox.es offers information to the teachers about the course and all its components. It also includes access to all the teaching and learning resources available for this course, including programaciones, tests, letters to parents, language portfolios, character masks, and many more..

Interactive DVD

As you navigate your way through the Star family house on our interactive DVD, you will find video documentaries in The living room, the songs with animation and video in The music room, interactive games in Simon's room, four quizzes in Stella's room and animated versions of the stories in Suzy's room.

Digital Box

The interactive whiteboard software, available online and in DVD-ROM, includes all the resources you need to make your class a dynamic, fun and engaging experience: **Digital Pupil's Book** and **Digital Activity Book** with answers, plenty of extra interactive activities, integrated audios and animated stories, flashcards, wordcards, posters and teacher's notes.

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino, Melanie Williams, With Caroline Nixon, Michael Tomlinson Frontmatter <u>More Information</u>

Tests CD-ROM

The Levels 3 and 4 Tests CD-ROM and Audio CD allows you to regularly assess your pupils in different ways. You can choose the unit tests, review tests and end-of-level tests, as customisable Microsoft Word documents. If you are preparing pupils for the Cambridge English: Young Learners exams, you can additionally select the Cambridge English: Young Learners (YLE) style unit tests, review tests and end of-level tests, as Adobe PDFs.

What does *Kid's Box English for Spanish Speakers Second Edition* offer?

'To awaken interest and kindle enthusiasm is the sure way to teach easily and successfully', Tyron Edwards.

Once pupils are interested, and ready and eager to learn, then the job of teaching them becomes so much easier. The materials in *Kid's Box English for Spanish Speakers Second Edition* have been designed to do just that. Here's how and why it works:

• Humour through the characters and the stories 'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn', John Lubbock.

For younger pupils, motivation is vital if the language acquisition process is to be successful. We have tried to include an element of humour in the presentations and, more particularly, in the story which rounds off each of the units. This story is designed to revise what pupils have been studying and galvanise them to study more because they want to follow the adventures of the characters.

• Creativity and learning through action and activity 'I hear and I forget. I see and I remember. I do and I understand', Chinese proverb.

Young learners need a lot of meaningful, contextualised practice if they are to become successful language learners. In *Kid's Box English for Spanish Speakers Second Edition* there is plenty of 'hands on' practice. Drawing, colouring, 'make and do', songs, games and chants are all activities types which form an integral part of the learning process. These enable pupils to be creative and they help to anchor knowledge more effectively. It's only through repeated practice that skills, awareness and understanding can be developed.

• Connecting to the world outside the classroom 'A child educated only at school is an uneducated child', George Santayana.

The CLIL sections bring the outside world into the classroom so that pupils learn about the world around them as they learn English. This helps them understand that English is more than a classroom subject and lets them realise ways in which English can be used as a tool for knowledge.

• Discovery and the development of learner autonomy 'The object of teaching a child is to enable him to get along without his teacher', Elbert Hubbard.

For pupils to be able to learn effectively and to continue to learn, they need to be encouraged and enabled to find things out for themselves. *Kid's Box English for Spanish Speakers Second Edition* includes self-correction and other activities to develop learner autonomy. Communicative activities, such as pair work, group work and role play, give pupils the opportunity to work independently of the teacher. In these types of activities, the teacher's role is as a guide and facilitator. In this instance we should stand back a little from the activity and monitor and assist when necessary.

Promoting tolerance and respect

'The highest result of Education is tolerance', Helen Keller. The material and activities in the book help pupils to appreciate cultural diversity, respect differences and develop human values. Respect for and protection of the natural environment goes hand in hand with the respecting of other human beings. This theme runs throughout the whole of *Kid's Box English for Spanish Speakers Second Edition* and in particular in the Values sections of the Pupil's Book and the Activity Book.

Learning styles / Multiple intelligences

'If a child can't learn the way we teach, maybe we should teach the way they learn', Ignacio Estrada.

We now understand that people learn in different ways. We don't talk about 'intelligence' any more, we talk about 'intelligences'. The activities in *Kid's Box English for Spanish Speakers Second Edition* are designed to stimulate these different intelligences. This means there will always be something to appeal to every learner.

- Linguistic intelligence: sensitivity to the written and spoken word and the ability to learn languages. It is a core element of any language course, and in *Kid's Box English for Spanish Speakers Second Edition* this is exploited in combination with the other intelligences.
- Interpersonal intelligence: effective communication with others. Communication activities have been incorporated from Level 1 onwards. It is a vital aspect of language learning and is essential in making younger learners aware that language is a tool for communication and not just another school subject. Communication activities help interpersonal skills, encouraging children to work together and develop communication strategies.
- Intrapersonal intelligence: expression of inner thoughts and feelings. Throughout the course there are various reflective activities, for example 'My star card' and the personalisation activities, which help pupils become more aware of themselves.
- Musical intelligence: appreciation of rhythm and music. This intelligence runs almost parallel to linguistic intelligence. Each unit of *Kid's Box English for Spanish Speakers Second Edition* includes a song as well as occasional raps, rhymes and chants.
- Bodily-kinaesthetic intelligence: coordination and connection with the whole body. This is extremely important for the developing minds and bodies of younger learners, as there is a significant relation between mental and physical activity. In *Kid's Box English for Spanish Speakers Second Edition* there are plenty of action songs and rhymes, which can help develop bodily-kinaesthetic intelligence at the same time as offering a change of rhythm and activity to the ever-restless young learner.
- Logical-mathematical intelligence: problem solving and logical thought. There is a range of different activity types for this intelligence in *Kid's Box English for Spanish Speakers Second Edition*. These activities help develop logical reasoning, problem solving and the detection of patterns.
- Visual-spatial intelligence: expression and understanding through the visual world. This intelligence is one of the key ways that children learn. In *Kid's Box English for Spanish Speakers Second Edition* there is a range of ways in which pupils' visual-spatial intelligence is supported and developed, such as the full colour illustrations in the Pupil's Books, the flashcards and the drawing and colouring activities.

Cross-curricular lessons

After each unit of the Pupil's Book, there are two pages of Content and language integrated learning (CLIL).

8 Kid's Box Teacher's Book 4

CAMBRIDGE

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino, Melanie Williams, With Caroline Nixon, Michael Tomlinson Frontmatter <u>More Information</u>

• These lessons are designed to teach aspects of subject topics which the pupils would be learning in their other school classes, such as Science, Maths, Sport, English literature, Technology and Music, using English as the medium of instruction. The focus during these lessons is on learning the content matter of the subject. Pupils often find it very motivating to learn new things related to other subjects they study at school through English. The lessons are carefuly granded to the language level of the pupils, with activities designed to structure and support the pupils' spoken and written output. The role of language in these lessons is to function as a tool to enable children to learn about other things.

Tips for teachers

Preparation

- In order to guarantee a positive learning experience, pupils need to be properly prepared before doing any task. Ensure they have the language they need to carry out an activity and that they know exactly how to do it.
- Before starting an activity, demonstrate it. For pair-work activities, choose an individual pupil to help you. Do the first question of the pair-work task with the pupil for the class to get an idea. You can follow this up with an open pair demonstration, choosing two pupils from the class to do another question.
- When you divide the class into pairs or groups, point to each pupil and say, for example, *A*–*B*, *A*–*B*, *A*–*B* and so on, so they are in no doubt what their role is. You can follow this up with *As, put up your hands*. *Bs, put up your hands* as a further check. Try to give simple, clear instructions in English. Say, for example, *As ask the question and Bs answer the question: A*–*B*, *A*–*B*, *A*–*B*. *Then Bs ask the question and As answer the question: B*–*A*, *B*–*A*.
- Always bring a few extra copies of the photocopiable worksheets to avoid tears if any pupils do it wrong and want to start again.

Classroom dynamics

- Try to move around the classroom while explaining or doing the activities. Circulating among the pupils enables you more effectively to supervise and monitor those who may need more attention at times.
- It is also advisable to move the pupils themselves around occasionally. By periodically changing seating arrangements, you can help group dynamics and break up potentially disruptive pupils. For example, weaker pupils could be put next to stronger ones, and more hard-working pupils next to disruptive ones. Pupils might benefit from working with learners they may not usually associate with.
- When forming pairs or groups, we suggest that, whenever possible, pupils just move their chairs. For group work, they can bring chairs around one or two tables, allowing them an easy environment for discussion and written work. For pair work, they can position their two chairs to face each other. This change of seating prepares them for the oral work they are about to begin.

Noise

• While speaking activities which involve movement around the classroom can make the class more lively and dynamic, they will also generate a lot of excitement. When pupils are excited, they can become noisy and may even use their first language to talk about or discuss some aspect of the activity. Noise in the classroom is tolerable if it is related directly to the activity and is an expression of interest or enthusiasm for the task in hand. You should ensure, however, that only English is used for the completion of tasks and for correction.

Teaching and learning

- Making mistakes is a vital part of the learning process, so when pupils are asked to invent their own sentences, stories, chants, etc. we should not expect these to be perfect. Sometimes accuracy should be forfeited for the sake of creativity, enthusiastic participation and learning.
- Activities that pupils traditionally find engaging include: moving about, singing, playing games, doing puzzles and colouring in. Wherever possible, use these as effective teaching tools. In this way, young learners can use language to practise English, and work very hard, without being conscious of it. By setting them in meaningful contexts, the diverse disciplines of language learning such as grammar, reading, pronunciation and communication can be taught with a dynamic and child-friendly approach.
- The Extra activities for each lesson can be used when you feel that pupils need more practice with some of the language, or when you think you will finish the lesson material before the end of the lesson.
- Try to avoid the immediate repetition of an activity simply because it has worked well in class and your pupils have enjoyed it. If you do this, the novelty will quickly wear off and pupils will become bored. Save it for a later occasion and they will come back to it with fresh enthusiasm.
- When pupils are doing listening activities, it is usual for them to listen to the material twice. After the first listening, it is a good idea for pupils to check their answers with each other. This makes them feel more confident if they have the same answers, and is less intimidating if they don't. This approach also gives them a purpose for listening the second time: to confirm or to check again. When checking answers with the whole class, try to include as many pupils as you can and encourage them to say longer phrases rather than single words.
- Pupils are sometimes shy to speak out. They say the answer quietly to the teacher and then the teacher repeats it for the class. This is effective but it does not help the pupils develop their speaking or listening skills. Whenever possible, you should encourage pupils to speak loudly and clearly and, if the rest of the class didn't hear what the pupil said, you should ask the pupil to repeat, rather than repeat it yourself.
- Recycling is an important part of the learning process. Don't expect pupils to remember everything from a previous lesson in the next one. They will only absorb what attracts or interests them, and what they are ready to learn. *Kid's Box English for Spanish Speakers Second Edition* builds in regular recycling and, as the pupils get older, they will come to realise that they can investigate something further by themselves.
- Be flexible within teaching. It is important to take time to listen to pupils and to connect with them. You should try to familiarise yourself with their likes and dislikes and identify both their learning and their emotional needs.

Assessment and evaluation

- At this age, it is best to use continuous assessment. This means we monitor their progress in the classroom and use this information to help us with our teaching. For example, we may find that we need to review language previously taught, or that we can add more challenging activities because pupils are ready for these.
- Children do not develop at the same rate and they do not learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.
- With young children, we should assess and monitor their social and emotional development, as well as their learning of English. We should praise effort, and encourage them to share and to work in pairs and groups, and give them feedback on their English.

Cambridge University Press 978-8-490-36753-7 — Kid's Box for Spanish Speakers Level 4 Teacher's Book Lucy Frino, Melanie Williams, With Caroline Nixon, Michael Tomlinson Frontmatter <u>More Information</u>

Discipline

- By channelling pupils' innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are underchallenged and bored, or when activities are too repetitive. *Kid's Box English for Spanish Speakers Second Edition* has been written by experienced teachers who at all times have borne in mind the needs and requirements of pupils and have included a variety of activities for them to enjoy.
- However, it is important that you establish a context of discipline in your class. Make sure pupils know what is acceptable and what is not and make sure you treat all pupils in the same way. Pupils are very aware when we are not 'fair'. Clear and fair discipline parameters create a 'safe' classroom environment in which pupils can work confidently and freely.

Songs, rhymes and chants

- For the activities based around songs, rhymes and chants, it is not always necessary for pupils to understand every word outside the key words being practised. In these activities, we are more interested in pupils understanding the gist, and we are using the rhyme as a means with which to practise language, rhythm and pronunciation. The visuals that accompany the rhymes, songs and chants, and the actions included in some, should provide pupils with sufficient information to be able to understand the overall concept.
- Get pupils to stand up when performing the songs, rhymes or chants. It can make a tremendous difference to their performance and enjoyment.
- Songs, rhymes and chants can be presented in different ways to make them more interesting and challenging. These techniques are especially useful if you want to go back to previously-used material for revision or further exploitation and want to avoid your pupils' reaction of 'We've already done this!'.
 - Whisper the rhyme or phrase while clicking your fingers.
 Repeat the rhyme, getting gradually louder each time and then reverse the process.
 - Say a rhyme or chant whilst clapping hands and tapping your foot in time to the rhythm.
 - Divide the class into groups and ask them to repeat the rhyme or chant in rounds. The first group starts to say the rhyme and then, at a suitable point, usually one or two lines into it, the second group starts to say the rhyme from the beginning.
 - With your class audio or video recorder, record the class performing. Be sure to give them a round of applause and encourage the rest of the class to do the same. Let your pupils listen to themselves. If they feel that they could improve on a second attempt, record them again. It can be extremely motivating for children to watch their own performances on video, but if you video or photograph your pupils, make sure you get written permission from parents or guardians first.

Competition

• An element of competition can make many pupils try harder. Before playing a competitive game, it may be useful to explain to pupils that this is only a means of learning. Although they may not win the game, all pupils are 'winners' if they know more English at the end than they knew at the beginning. Help pupils to understand that when they play a game they can practise and learn more English, so they each win a prize and that prize is knowledge. Nonetheless, it is always a good idea to balance competitive games with cooperative ones and to include other activities so that you can reward and praise individuals according to their own needs and performance.

Display

• Pupils find it extremely motivating to have their work displayed. So try to arrange to display pupils' work around the classroom or school whenever possible. Don't forget to include work by all the pupils and to change the displays regularly.

Craft activities: storage of material

- It is useful to keep supplies for craft activities, for example scissors, glue, wool, crayons, in a large box in the classroom. Then when it is time for craft activities, you can put the box on a table and pupils can come and collect what they need.
- Make sure pupils always clear up at the end of craft activities; that they put materials back in the box and that they put rubbish in the bin. You will need to supply each pupil with an envelope for photocopiable activities, such as game cards. At the end of the activity, pupils write their name on their envelope and put their cards inside. With younger pupils, it is best if you look after the envelopes until the next time you want to use the cards.

Evaluation pages

The Evaluation pages in *Kid's Box 4 English for Spanish Speakers Second Edition* are designed to be used after each unit or Review: Evaluation 1 after Unit 1, Evaluation 2 after Review Units 1–2, Evaluation 3 after Unit 3, Evaluation 4 after Review Units 3–4, Evaluation 5 after Unit 5, Evaluation 6 after Review Units 5–6 and Evaluation 7 after Unit 7.

You will notice that the Evaluation pages use similar task-types to those in the Cambridge English: Young Learners Movers exam. This is so that the pupils will have practice with these types of evaluation task and because the tasks themselves are communicative and appropriate for children of this age and level. Over the eight evaluation pages, pupils will be evaluated on their reading, writing, listening and speaking.

You should tell the pupils that you are going to give them an evaluation activity, but make sure they don't become anxious about it. It's important that they come to the activity feeling relaxed and positive, believing that they can do it and that they will be successful.

General instructions

- Hand out the copy to each pupil and make sure they have the relevant materials (crayons, pencils, etc.).
- You should allow about 10 minutes for each Evaluation activity.Give the instructions in English.
- Monitor pupils as they do the activity and give general encouragement.
- At the end of the activity, collect their work.
- Give each pupil feedback on their work, by colouring in the stars at the end of the sheet and drawing a smiley face. The smiley face is important for encouragement: the stars give pupils an idea of how they have done. You should always focus on what they can do and what they have done, rather than on what they can't do.
- For teaching notes on each Evaluation sheet, see pages 231 and 232.

A final word

We've had a lot of fun writing this course and sincerely hope that you and your pupils have as much fun using it. Caroline Nixon and Michael Tomlinson, Murcia 2015.

10 Kid's Box Teacher's Book 4