

Kid's Box



Teacher's Resource Pack 2

Kathryn Escribano with Caroline Nixon & Michael Tomlinson



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-17778-8 - Kid's Box American English Teacher's Resource Pack 2
Kathryn Escribano
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,
São Paulo, Delhi, Dubai, Tokyo, Mexico City

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521177788

©Cambridge University Press 2010

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, word cards and tests in this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording “©Cambridge University Press” may be copied.

First Published 2010

Printed in China by Golden Cup Printing Co. Ltd

A catalog record for this publication is available from the British Library

- ISBN 978-0-521-17778-8 Teacher's Resource Pack 2
- ISBN 978-0-521-17774-0 Student's Book 2
- ISBN 978-0-521-17776-4 Workbook 2 (with CD-ROM & Language Portfolio)
- ISBN 978-0-521-17777-1 Teacher's Edition 2
- ISBN 978-0-521-17779-5 Audio CDs (4) 2
- ISBN 978-0-521-17780-1 Flashcards 2 (pack of 109)
- ISBN 978-0-521-73606-0 Interactive DVD (NTSC) with Teacher's Booklet 2
- ISBN 978-0-521-68836-9 Interactive DVD (PAL) with Teacher's Booklet 2

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.



Contents

Introduction	4
Teacher's notes and worksheets	
Unit 1: Hi again!	8
Unit 2: Back to school	14
Unit 3: Play time!	20
Unit 4: At home	26
Unit 5: Meet my family	32
Unit 6: Dinner time	38
Unit 7: On the farm	44
Unit 8: My town	50
Unit 9: Our clothes	56
Unit 10: Our hobbies	62
Unit 11: My birthday!	68
Unit 12: On vacation!	74
Festivals	80
Word cards	86
Tests	
Test Units 1–6	100
Test Units 7–12	115
Extra speaking practice	130
Test key and audioscript	138
Diploma	143



Introduction

- This Teacher's Resource Pack is designed to help you and your students make the most of *Kid's Box 2*, as well as providing practice for the Cambridge ESOL Young Learners English (YLE) Tests. There are three main sections in this Pack:
 - Worksheets
 - Word cards
 - Practice tests

Worksheets

- There are two reinforcement worksheets and two extension worksheets per unit. The former are designed to help those students who need extra practice, whereas the latter are designed to cater to the needs of fast finishers. However, these worksheets not only provide a resource for mixed-ability classes, but also offer material to set as homework or for the rest of the class to use while you work individually with a student on a speaking test.
- Reinforcement worksheets 1 and 2 for each unit focus on key vocabulary, as does Extension worksheet 1. Extension worksheet 2 offers further exploitation of the unit story.
- There is also a song worksheet for each unit. These always give the song lyrics and a song-based activity which varies from unit to unit. These worksheets are best done once students are familiar with the song. The songs are provided on the CD with the Teacher's Resource Pack, but you can also use the Class CD.
- There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities which encourage interaction between students and add a useful dimension to the worksheet. You may find that one type of follow-up activity works better than another with your particular class, in which case you can use the suggestions as a springboard for adapting other worksheets.
- You may find, according to the particular interests of a student, that in one unit, he/she needs a reinforcement worksheet, whereas in other units the same student can more profitably do an extension worksheet. Fast finishers may want/need to do reinforcement and extension worksheets.
- You can also use the worksheets as time-fillers or as alternative activities when, for example, some other activity has interfered with the normal running of the class.
- They can be used as models for you or your students to develop more worksheets. Creating exercises is an excellent way for students to consolidate their learning, and they will enjoy swapping them with their friends.
- You may find it useful to keep a record of the unit worksheets each student has completed.
- After the resources for each unit, there are two worksheets for each of the following festivals:
 - Christmas
 - Mardi Gras
- The teaching notes for this section contain cultural notes on the festivals which you can use to introduce the topics to the class.

Word cards

- For each unit, there are photocopiable word cards with the key vocabulary items of each unit. These are to support you in the introduction of literacy in English in the classroom. The set includes the vocabulary of the early units for those teaching situations where literacy in English begins at the start of the year, but you may prefer to wait until later units with your class. You may wish to mount the photocopied words on thin cardboard and laminate them so that they can be used over and over again. You may also like to enlarge them on a photocopier before doing so.
- Some ideas for using the word cards:
 - Display them in the classroom and then, when checking answers, you can ask students to point to the corresponding word card or to select it from cards laid out on the table.
 - Do "word trails" by asking students to point to a series of words in succession as you name them.
 - Ask students to match word cards with picture flashcards.
 - Reveal one letter at a time, asking students to spell out the word or guess it.
 - If you can use a larger space, you could put the word cards around the walls of a gymnasium or a hallway and ask students to run, hop, jump, etc. from one to another.
 - Alternatively, they can follow a trail of letters to reach the complete word card at the end.
- It is easy to put away one set of word cards as you move on to a new unit, but remember that it is very useful to mix them in with subsequent vocabulary sets. You can then use them to recycle and test vocabulary throughout the year.

Practice tests

- There are two progress tests, each covering six units, and four additional speaking tests. The tests are suitable for all classes as they review the vocabulary and basic structures of the preceding units. In addition, they offer specific practice for the Starters level of the Cambridge Young Learners English (YLE) Tests. The more practice students have with the various activity types, and the more familiar they are with the test format, the more confidence they will have when they do the test having completed *Kid’s Box 2*.

YLE activity types in Kid’s Box 2 tests

Task	Approximate duration	Expected response	Tips
Listening	20 minutes		Ensure students know that each listening text is heard twice. Ensure students understand that there is an extra picture as a distractor in Parts 1 and 4.
Listen and draw lines.		Carry out instructions and position things correctly on a picture.	Practice with pictures for recognition of nouns. Use puzzles and vocabulary games to reinforce knowledge. Encourage students to draw straight lines from objects to locations. Practice understanding and using prepositional phrases.
Listen and write a name or a number.		Write names and numbers.	Explain to students that names will be spelled out. Practice the alphabet. Encourage students to write numbers as digits. Practice numbers 1–20.
Listen and check the box.		Check the correct box under a picture (multiple choice).	Explain that students have time to look at the pictures before they hear the dialogs. Train students to listen to the whole dialog before deciding on their response, as the answer may be provided in several parts of the dialog.
Listen and color.		Identify which one of seven objects is being described and color the object in the right way.	Practice color vocabulary.

Task	Approximate duration	Expected response	Tips
Reading and writing	20 minutes		Encourage students to write clearly. Set time limits when doing classroom tasks, to help students learn time management. Make sure students are familiar with the vocabulary, grammar and structures of the Starters syllabus.
Look and read. Check (✓) or cross (X) the box.		Check or cross to show if a sentence is true or false.	Encourage students to read the sentences and look at the pictures very carefully. Explain that the mark should be an unambiguous check mark or cross. Give students practice in marking with check marks and crosses.
Look and read. Write <i>yes</i> or <i>no</i> .		Write <i>yes</i> or <i>no</i> .	Give students practice in matching sentences to pictures. Ask students to read texts which describe scenes and to draw the pictures according to the information in the text. Compare and contrast structures and vocabulary related to pictures. Make sure students know that if any element of the sentence is false, then they should write <i>no</i> , even if there is an element which is true.
Look at the pictures. Look at the letters. Write the words.		Write words.	Give students practice in writing words, using spelling exercises. Display words on the classroom walls. Practice doing anagrams.
Read this. Choose a word from the box. Write the correct word next to numbers 1–5.		Choose and copy the correct words.	Encourage students to read holistically for a sense of the text before trying to answer the questions. Give practice in guessing which word could go into a blank. Explain that the answer is only one word and that it has to make sense and fit grammatically. Practice matching pictures and words and identifying whether answers should be plural or not.
Look at the pictures and read the questions. Write one-word answers.		Write one-word answers to questions.	Train students to spell correctly and read carefully. Encourage quick, accurate reading so that key question words are correctly identified and understood.

Task	Approximate duration	Expected response	Tips
Speaking	3–5 minutes		There are notes in the Test key and audioscript section on pages 138–141 explaining the use of the scene and object cards for each Speaking test. The mark is based on ratings for interactive listening ability, production of words and phrases, and pronunciation. Practice with students individually to help them feel confident in the YLE test. If you can, arrange to swap classes with another English teaching co-worker, to give students the opportunity to work with someone who they may not know as well.
Understand and follow spoken instructions.		Point to the correct part of the picture and place object cards on the scene picture as directed.	Give students practice in identifying people, animals, and things in different pictures. Give students practice in placing smaller objects in different positions on a larger picture. It does not matter if the required position does not seem to be very appropriate!
Understand and answer spoken questions.		Answer questions with short answers.	Use English to give everyday classroom instructions. Ask and encourage students to answer questions in English from the start of the course. Give students practice in answering simple questions about a picture. Make sure students are happy using <i>Hi</i>, <i>Goodbye</i> and <i>Thank you</i>, and that they have plenty of practice using <i>Sorry</i> or <i>I don’t understand</i>.
Understand and respond to personal questions.		Answer questions with short answers.	Give students practice in giving basic information about themselves. As above, make sure students are happy using <i>Hi</i>, <i>Goodbye</i> and <i>Thank you</i>, and that they have plenty of practice using <i>Sorry</i> or <i>I don’t understand</i>.