

Cambridge University Press

978-0-521-68834-5 - Kid's Box Teacher's Booklet 3 for the Interactive DVD

Karen Elliott

Excerpt

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## Introduction

The *Kid's Box* interactive DVDs have been designed to complement the *Kid's Box* English course. Although they correspond to the language and topic areas covered in *Kid's Box*, teachers of Primary school pupils in general will find the DVDs fun and stimulating to use.

The material has been created for whole class participation, and will provide hours of educational entertainment. It revises and extends the concepts and language found in the *Kid's Box* course through documentaries, songs, games and animated stories. Pupils are encouraged to cooperate and learn together through class quizzes and matching and spotting activities, and to work independently when completing worksheets.

### Using the interactive DVD

The interactive DVD can be used with a television and DVD player, on the computer or on an interactive whiteboard (IWB).

Use the remote control just as you would when playing a conventional DVD. Select an item using the four directional arrow buttons. Simply press *play* to activate your choice. With a computer or IWB, use the mouse in the same way.

After the title sequence has finished, the Star mansion appears on the screen. You are taken down the driveway and through the front door to the downstairs hall. From here you can navigate your way through the mansion to the different rooms in the house by clicking on the arrows or room titles.

Alternatively, to view all the rooms on one screen, select the *Map* button in the top left hand corner of the screen. This gives immediate access to the contents of the entire DVD.



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## **The living room**

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The living room contains four documentaries related to the *Kid's Box* course contents. Pupils are given an insight into life outside the classroom while following a group of children on visits to places of interest.

### **Worksheets**

**For A4 size worksheets, photocopy at 120% of the original size.**

The worksheet which accompanies each of the documentaries provides pupils with a basis for listening selectively for specific information. They contain a variety of tasks to develop the comprehension and language skills of the pupils. They are divided into the following sections:

#### **Before you watch**

The tasks in this section are aimed at introducing the topic area and key language to your pupils.

#### **While you watch**

The 'While you watch' tasks require a more detailed comprehension. First let your pupils watch the documentary right through without filling in this section. Then go through the questions as a class. Pupils work alone or in pairs to answer the questions, checking their answers on the second viewing.

#### **After you watch**

This task extends the topic and allows for personalisation. We recommend you complete this section together, although some activities may be set for homework.

#### **After you watch: Extension activity worksheet**

The 'Extension' worksheet on page 26 provides the option of using the documentary as the basis for a whole lesson. The worksheet can be used with any of the documentaries on the DVD and gives pupils the opportunity to reflect on what they have learned, how well they were able to do the tasks and to assess their understanding of the documentary. This type of self-assessment encourages pupils to think about their progress on a personal level and to use their own initiative, for example, by watching English films and documentaries in their own time. The worksheet makes an ideal addition to the pupils' dossier section in the *Kid's Box* English portfolios.

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### Follow-up activities on the DVD

After each documentary there are four interactive follow-up activities for pupils to do as a class.

**Where's Clarence?** Pupils find the hidden Lock and Key character in the picture. Ask pupils to tell you where they think he is, and then select the *Next* button.

**What's this?** Pupils are gradually shown parts of an object relating to the documentary. They must try to guess what it is as quickly as possible.

**Choose.** Pupils are asked multiple choice questions and provided with visual options to help them find the answers. Click *Next* to see the answer.

**Which picture?** Two pictures are shown with a sentence; pupils have to choose the correct picture.

### The music room

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All of the songs from the Pupil's Book are found in this room. On the DVD they are animated and presented in both original and karaoke versions, with the words highlighted on the screen. Once in the music room, select from the units to find the song menus. Here you are given the option to turn on the karaoke if you wish. The DVD version can be used to present the song in place of the book or for revision and group work.

On page 28 of this guide you will find suggestions for singing songs in class and ideas for extra activities to use with the songs found on the DVD.

Once pupils have mastered the song, you can progress to the karaoke version, which adds interest by giving children the experience of being performers. If you wish to have a karaoke concert, a worksheet for your pupils to complete as part of their performance is provided on page 32.

### Simon's room

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There are two interactive games in Simon's room.

**Where's the painting?** follows the detectives, Lock and Key, in their search for a stolen painting. Pupils answer a series of questions by choosing from the given options until they find the painting and the art thief.

In **Word Snap** children press the *Snap* button when the word and picture cards shown on the screen are the same.

For more ideas on how to use the games in the classroom, see page 34.

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### **Stella's room**

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Stella's room contains four quizzes based on the contents of *Kid's Box 3*. The quizzes correspond to the revision sections found after every two units. The questions have multiple choice answers and are ideal for revising the language in an entertaining and memorable way.

For ideas on how to use the quizzes in the classroom, see page 36.

### **Suzy's room**

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All 9 stories found in the *Kid's Box 3 Pupil's Book* are presented here in animated form. Each story is followed by two interactive activities. For ideas on using stories and activities with your pupils, see page 38 in this guide.

If you wish to extend the lesson time when using the animated stories, an optional worksheet for the pupils to complete after they watch the DVD is included on page 44 of this guide.

### **DVD documentary scripts**

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Turn to page 46 of this guide for the scripts to the documentaries found in the Living room.

The song lyrics and story scripts can be found in the *Kid's Box 3 Pupil's* and *Teacher's Books*.

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## Kid's Box Art Show

This documentary can be used anytime but follows on well from *Kid's Box 3 Unit 1 Family matters* (see Pupil's Book pages 14–15)

**Summary:** Nick and Luke present the Kid's Box Art Show. Nick shows Luke how to make different kinds of self portraits. He takes a photo of Luke to use as the basis for the different activities. First Luke makes a pop art self portrait. Then he designs a mask and finally he cuts his photograph in half to create a funny face.

**Objectives:** To practise the language of making things using craft materials and to listen to the language of instructions when doing craft activities. To learn how to use a photograph to create different kinds of self portraits.

**Key language:** *picture, photo, draw, colour, cut, face, hair, eyes, mouth, chin, pop art, mask, funny face, pens, crayons, pencils, paper, stickers, glue, draw, stick, paper, cut, different, fun*

**Follow-up activities:** *Where's Clarence? What's this? Choose and Which picture?* See page 6 for an explanation of the activities.

### Before you watch

#### 1. Look and write the words.

Show the paintings on page 15 of the *Kid's Box Pupil's Book 3* or bring some pictures of self portraits to class. Ask pupils to describe the pictures and tell you which ones they like best. Ask: *What's the same in all of the paintings?* Go through the features of the head and face. Pupils then fill in the gaps below.

**Answer:** a) hair, b) mouth, c) chin, d) eyes, e) nose, f) face

#### 2. What's missing?

Check the answers as a class and ask pupils to tell you which word is missing.

**Answer:** Luke hasn't got a beard.

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### While you watch

**3. Tick (✓). Picture 1: Pop art portrait. What does Luke use to make his picture?**

Before viewing the documentary for a second time, ask pupils if they can remember what Luke used to make his pop art portrait. They tick the boxes and watch this section again (00:35 – 2:00) to check their answers.

**Answer:** Luke uses paper, pencils and pens.

**4. Tick (✓). Picture 2: Mask. What does Luke use to make his picture?**

Pause the documentary at 2:00 and ask what Luke uses to make his mask. Pupils tick the boxes and watch this section again (2:00 – 2:35) to check their answers.

**Answer:** Luke uses everything: scissors, paper, glue, pencils, pens and stickers.

**5. Tick (✓). Picture 3: Funny face. What does Luke use to make his picture?**

Before viewing this section of the documentary for a second time, ask what Luke uses to make his funny face. Pupils tick the boxes and check their answers while watching the documentary to the end.

**Answer:** Luke uses scissors, paper and pencils.

### After you watch

**6. Say. What's your favourite picture? What picture do you want to make?**

Ask pupils for a show of hands to find out which are their favourite portraits, and which one they would most like to make.

### Extension activities:

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- Make an *Our self portraits* exhibition using the methods shown in the documentary to make the pictures. Have pupils frame their portraits by gluing them to different coloured card to make an attractive display. They can write about what kind of portrait they created (pop art, a mask or funny face), the materials they used and add short descriptions of themselves.
- *Blind portraits game.* Draw a circle and lines to represent a face and neck on the board. Pupils cut eyes, noses, ears, mouths and hair out of cardboard and colour them. They take turns being blindfolded and turned, and facing in the direction of the face, they stick one of their pieces on the board using sticky tack. When two eyes, a nose, mouth, ears and hair have been added, decide how much you like the portrait, and then start again with another group of pupils and their pieces.
- Use all or any of the follow up activities on the DVD.

# Kid's Box Art Show

The Living Room

Name \_\_\_\_\_

Date \_\_\_\_\_

**Before you watch**

**1** Look and write the words.

face hair eyes nose mouth chin beard



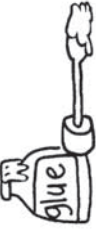
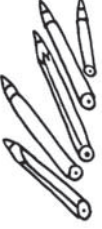




Luke

**2** What's missing? Luke hasn't got a \_\_\_\_\_.

**While you watch**

**3** Tick (✓). Picture 1: Pop art portrait. What does Luke use to make his picture?

	
scissors	paper
	
glue	pencils
	
pens	stickers

**4** Tick (✓). Picture 2: Mask. What does Luke use to make his picture?

scissors	paper
glue	pencils
pens	stickers

**5** Tick (✓). Picture 3: Funny face. What does Luke use to make his picture?

scissors	paper
glue	pencils
pens	stickers

**After you watch**

**6** Say. What's your favourite picture? What picture do you want to make?