



Introduction

- This Teacher's Resource Book is designed to help you and your students make the most of *Kid's Box 1*, as well as providing practice for the *Cambridge English: Young Learners Tests*. There are three main sections in this Book:
 - 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 that varies from unit to unit. These worksheets are best done once students are familiar with the song. The songs are provided online on the *Kid's Box* website, but you can also use the Class Audio CDs. Please note that the track numbers refer to *Kid's Box American English 1 Online Audio*.
 - There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities that 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.
- The worksheets can also be used as models for you or your students to develop further practice activities. 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:
 - Halloween
 - Easter
 - The teaching notes for this section contain cultural notes on the festivals that 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 them 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 them 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 three progress tests, each covering four units, and one End of Year test. These are suitable for all classes as they review the vocabulary and basic structures of the preceding units and, in addition, they offer specific practice for the Starters level of the *Cambridge English: Young Learners*. The first test reflects the focus on oral–aural work in Units 1–4 of *Kid's Box*. Subsequent tests gradually introduce the assessment of students' literacy skills. The more practice students have with the various activity types, and the more familiar they are with the test format, the easier it will be for them to do the Starters Test confidently once they have completed *Kid's Box 2*.

Cambridge English: Young Learners activity types in *Kid's Box 1* Tests

- **Listen and draw lines.** Demonstrate on the board and encourage students to draw the line very exactly to the correct person. Make sure they understand that there is one extra name that is not mentioned in the recording.
- **Read the question. Listen and write a name or a number.** Remember that there are specific names on the *Cambridge English: Young Learners* syllabus, and it is important to familiarize students with them. Some of these names are used in the tests in *Kid's Box 1*.
- **Listen and check (✓) the box.** Students will be tempted to check the relevant box for the first word they recognize. Check that students understand each question, then encourage them to listen carefully to the whole dialog before checking a box.
- **Listen and color.** Make sure that students have all the colors they need. More distractors are built into this activity type through *Kid's Box 1*, toward the exact test format in *Kid's Box 2*, by which time students will have a greater range of supporting vocabulary. Encourage them to listen to the full description of the item and not just to color the first one they see in the picture.
- **Look and read. Check (✓) or put an X in the box.** The literacy element in this activity type develops from word level to sentence level by the end of *Kid's Box 1*. Encourage students to look carefully and to say the word in their head to help them decide whether it is correct or not. The word shape activities in the Workbook also provide good practice for this part of the test.
- **Look at the pictures. Look at the letters. Write the words.** The “Monty's phonics” activities help students think about the initial sound of the words that they know, and this will give them a head start with this activity. You can also practice on the board with volunteers coming up to write the next letter, or by turning it into a race with two teams writing the word letter by letter on the board.
- **Read this. Choose a word from the box. Write the correct word next to numbers 1–5.** Use the example to show that none of the other words are correct in the blank. Encourage students to use the pictures to guide them. You could also practice on the board using flashcards and the word cards.
- **Speaking.** There are notes in the Test key and audioscript section on pages 138–144 explaining the use of the scene and object cards for each Speaking test. The scene cards are designed to be photocopied and enlarged. Practicing with your students individually is very important to help them feel confident in the *Cambridge English: Young Learners* Starters Test and to know what is expected. If you can arrange to swap classes with another English teaching co-worker, it gives students the opportunity to work with someone whom they may not know as well, which also helps them prepare for the test.



Teacher's notes

Reinforcement worksheet 1

- Students trace over the numbers, count the number of stars inside each star, then match the numbers to the correct star.
- **Optional follow-up activity:** Students work in pairs, A and B. Student A holds up his/her hands and shows Student B a number of fingers. Student B points to the corresponding number on the worksheet and names it. Students A and B exchange roles.

Reinforcement worksheet 2

- Students look at the rainbow and try to remember the lyrics to the "Rainbow song," then color the numbered paint splashes across the top of their worksheet.
- Check students' answers before asking them to color in the rainbow and color monsters.

Key: 1 red, 2 yellow, 3 pink, 4 green, 5 orange, 6 purple, 7 blue.

- **Optional follow-up activity:** Demonstrate the following activity using exaggerated mouth shapes before putting students into pairs.
- Students work in pairs, A and B. Student A mouths a color of the rainbow to Student B. Student B names the color aloud. Students A and B exchange roles.

Extension worksheet 1

- Students count how many pictures there are of each character/object and write the number in the answer box. Guide students through the example by getting them to find and circle all 6 Maries. Then ask them to color all the Sallys with a pencil. Students can then use the 7 rainbow colors and finally count the Suzys left in white.

Key: Marie 6, Sally 9, Maskman 4, toy box 1, Monty 8, Mr. Star 3, star 10, Scott 7, Mrs. Star 5, Suzy 2.

- **Optional follow-up activity:** Students work in pairs, A and B. Student A says a number from 1 to 10. Student B names the correct character/object from the worksheet. Students A and B exchange roles.
- This activity can be made more challenging by playing it as a memory game with students' worksheets face down on the table.

Extension worksheet 2

- Students cut out the pictures from the story and place them in order.
- Students listen to the story (Track 2) and check their work. Then they number the pictures 1–6.

Key: 4, 5,
6, 1,
2, 3.

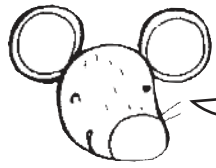
- **Optional follow-up activity:** Students make a zig-zag book. They fold a piece of letter size thin cardboard in half lengthwise, then fold it again into three sections. They stick the pictures on each side in order.
- You may like to prepare a model in advance to show students the finished book.

Song worksheet

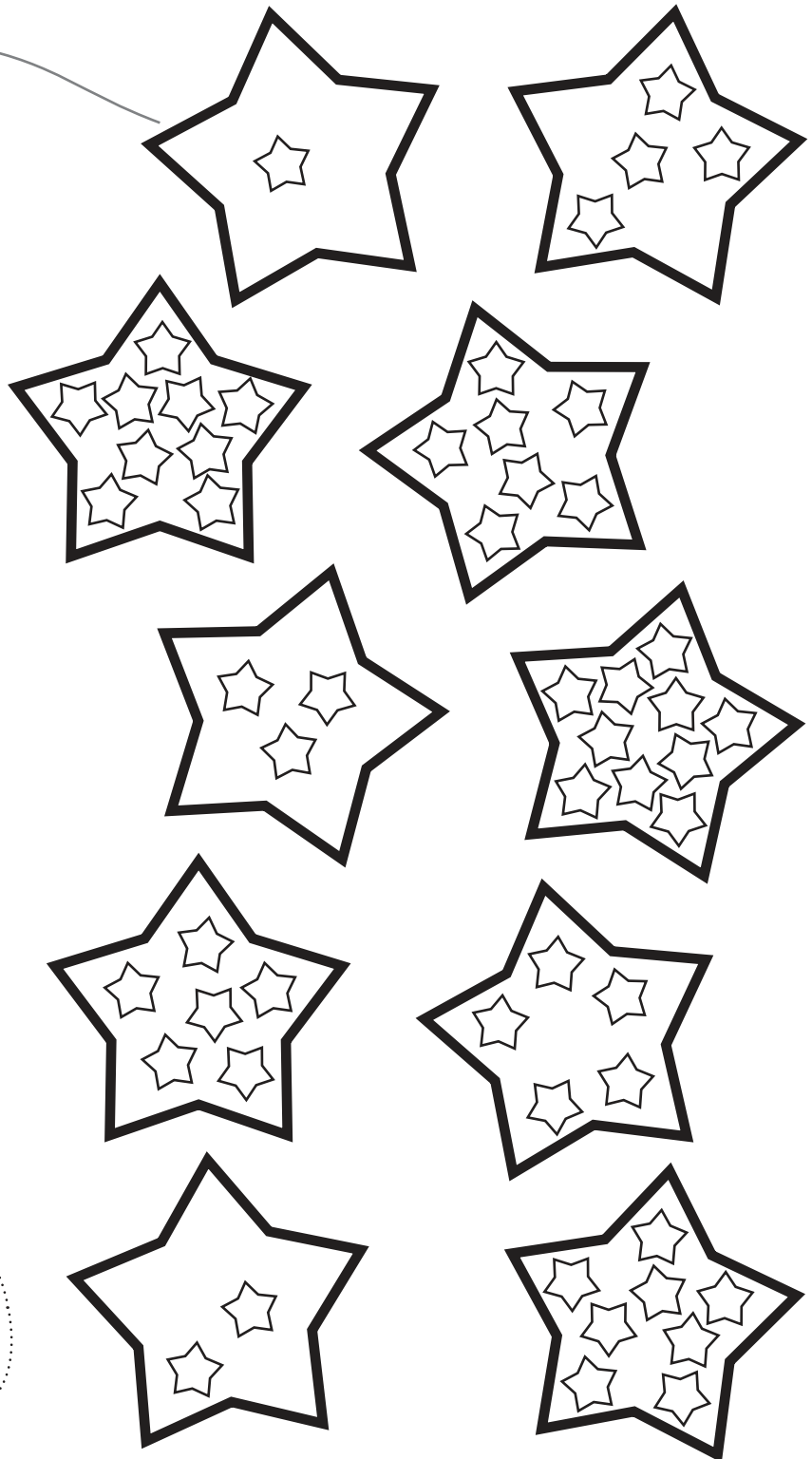
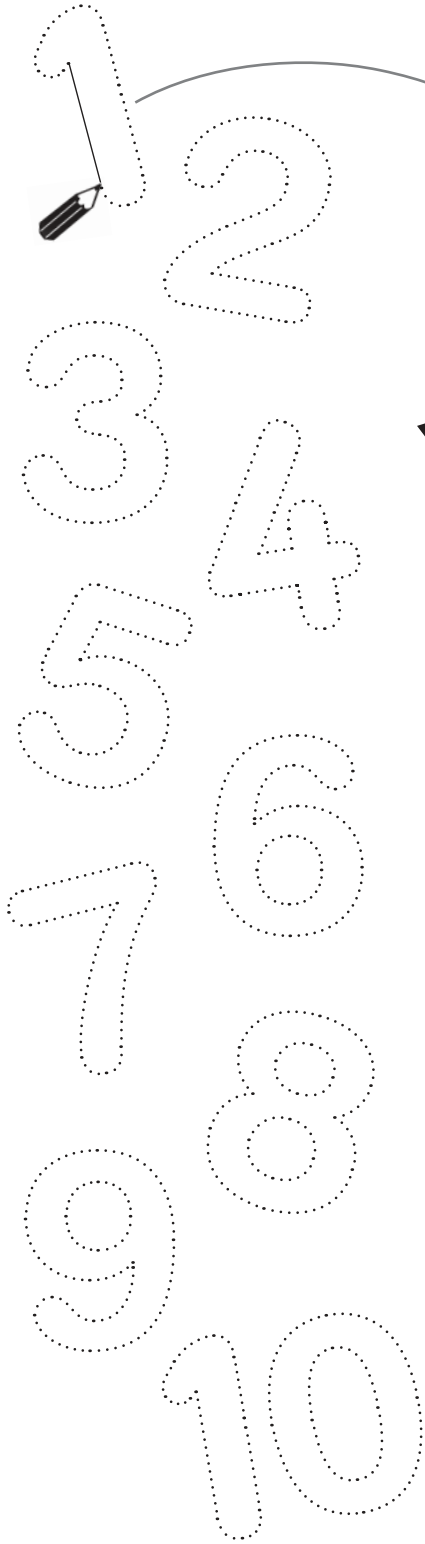
- Do a color dictation. Say *Color number one blue!* Students color the paint splash on paintbrush number 1 in blue. Continue until students have colored the paint splashes on each brush with all the colors from the "Rainbow song."
- Students listen to the song (Track 3) and point to the corresponding paintbrush when they hear a color. When students hear *I can sing a rainbow, sing a rainbow, sing a rainbow*, they make a large rainbow arch with both arms. When they hear *to you*, they point to a classmate. Play the song again so that students can join in.
- **Optional follow-up activity:** Students work in pairs, A and B. They both cut out their paintbrushes. Student A chooses a paintbrush in secret. He/She hides it behind his/her back. Student B can make three guesses in order to find out the color. If Student B guesses correctly in three guesses, it's his/her turn. If not, Student A chooses another paintbrush and Student B tries again. Students A and B exchange roles.

Unit
1

Reinforcement worksheet 1

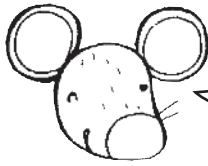


Trace, count, and match.



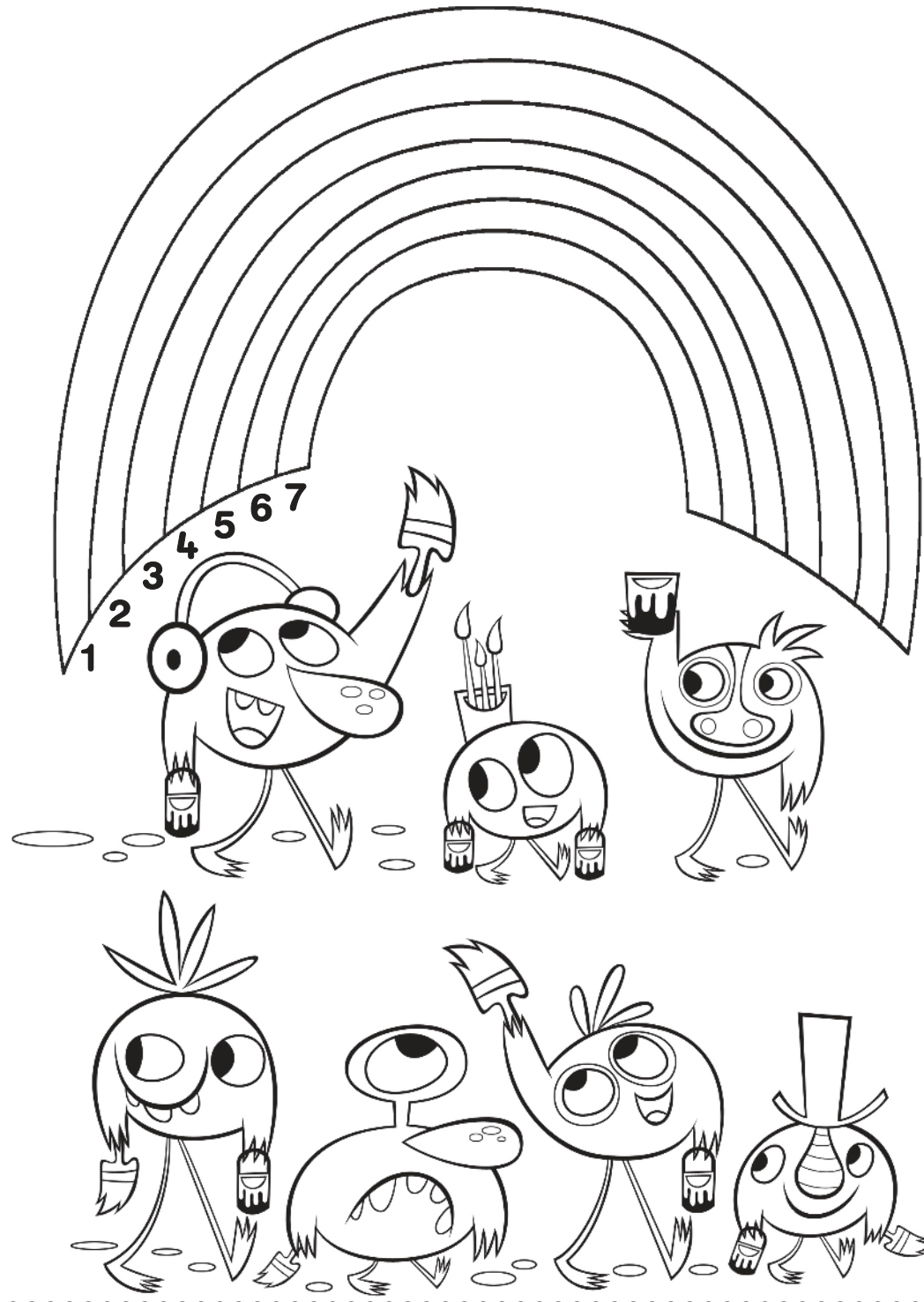
Unit
1

Reinforcement worksheet 2



Think and color.

- 1 ○
- 2 ○
- 3 ○
- 4 ○
- 5 ○
- 6 ○
- 7 ○

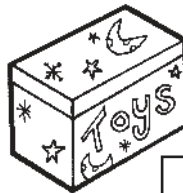


Unit
1

Extension worksheet 1



 **Count. Write the number.**

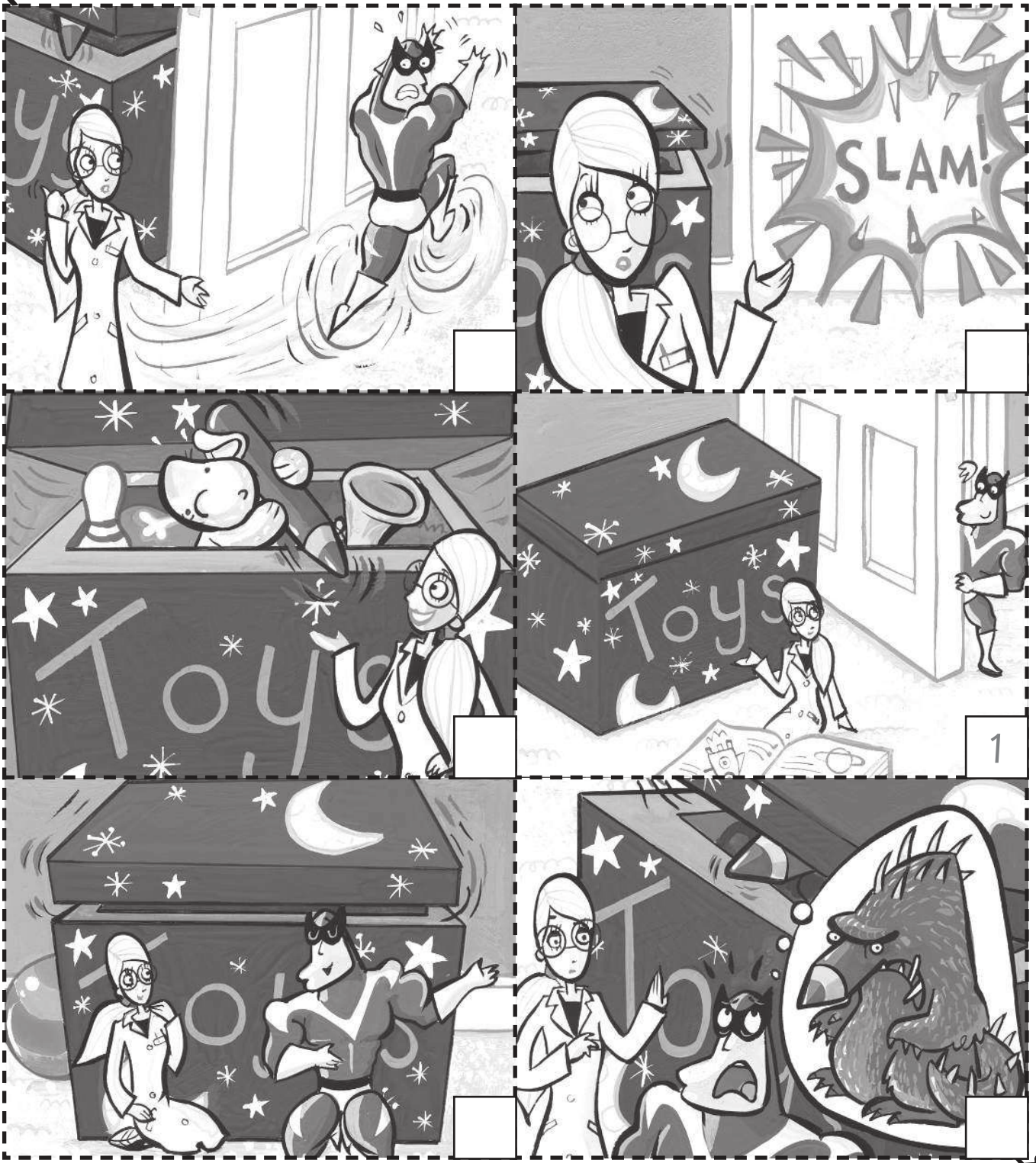


Unit
1

Extension worksheet 2



  **Cut and order. Listen.**

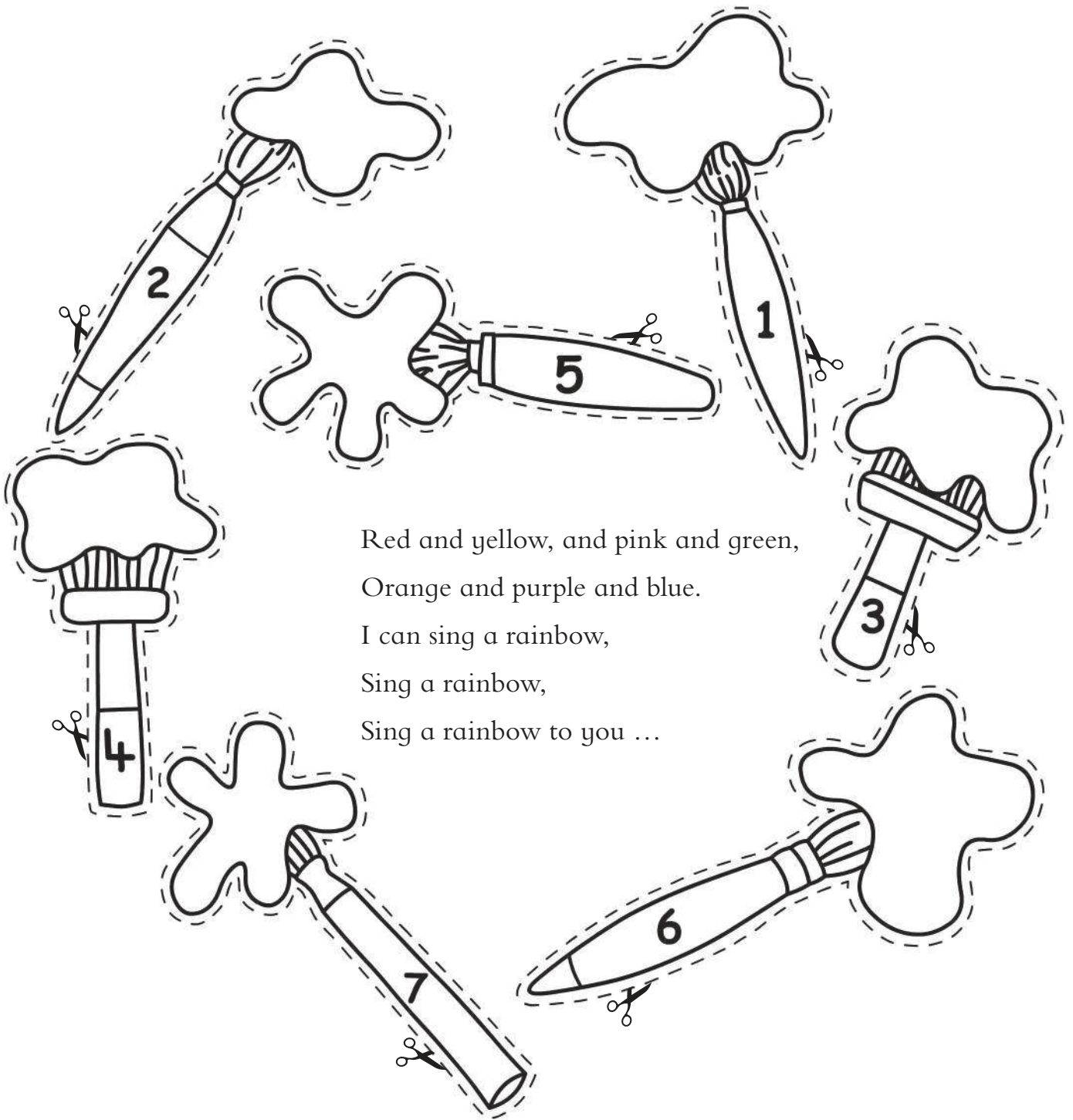


Unit
1

Song worksheet



Color. Listen and point. Sing.



Red and yellow, and pink and green,
 Orange and purple and blue.
 I can sing a rainbow,
 Sing a rainbow,
 Sing a rainbow to you ...



Teacher's notes

Reinforcement worksheet 1

- Ask students to vote on the color of each classroom object at the top of the worksheet. Say *What color is the chair?* The color with the most votes is used to color the chair. Continue until students have voted on the color of all the other classroom objects.
- Students then use a pencil to follow the dotted lines going from each object to its partner at the bottom of the page. When students finish, they color the second object to match the first, then they go over the path they took to reach it in the same color.
- **Optional follow-up activity:** Students work in pairs, A and B. Student A points to a real object in the classroom, e.g., table, chair, book, pen, pencil, eraser. Student B names it. Students A and B exchange roles.

Reinforcement worksheet 2

- Students look at the number to the left of each series of illustrations, count the number of objects they can see, then draw the correct number of missing objects to make up to the total on the left.
- Key:** Students draw the following: 1 two books, 2 five pencils, 3 six chairs, 4 three tables, 5 three erasers, 6 four pencils.
- **Optional follow-up activity:** Students work in pairs, A and B. Both students color in the pictures using red, blue, pink, orange, yellow, purple, or green. They color the objects as they choose, but the same objects should be in the same color.
 - Student A shows Student B his/her picture and names an object, e.g., *book*. Student B identifies the correct object by pointing and says the correct number and color, e.g., *Four red books*. Students A and B exchange roles.

Extension worksheet 1

- Students draw the next item in each row of pictures.

Key: 1 pencil, 2 book, 3 pen, 4 eraser, 5 chair, 6 table.

- **Optional follow-up activity:** Students turn over their worksheet and make their own sequences with the classroom objects, then give them to their partner to complete.

Extension worksheet 2

- Students look at the story and identify where the missing pictures should go. They write the number of the frame each missing picture belongs to in the answer box next to it, then draw the picture in the correct place in the story.
- Students listen to the story (Track 4) and check their work.

Key: 5, 4, 6, 1, 2, 3.

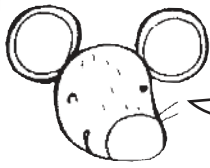
- **Optional follow-up activity:** Say a line from the story to the class. Ask *Monty? Marie? Maskman?* The first student to raise their hand and say which character says the line takes the next turn.

Song worksheet

- Students color, cut out, and mount the spinner on thin cardboard. They make a hole at the center of the spinner and place a pencil through it. They keep the strip of names in order to do the optional pairwork activity. As students are working, play the "How are you?" song (Track 5).
- Students work in groups of five: Mr. Star, Mrs. Star, Sally, Scott, and Suzy. One of the players in the group spins the spinner. The group looks at the character that the spinner indicates, e.g., Scott, and sing *Scott Star, Scott Star, how are you? Scott sings I'm fine, thank you!* Scott spins the spinner and the singing game continues.
- **Optional follow-up activity:** Students work in pairs, A and B. They look at their strip of Star family names. Student A spins the spinner. Student A looks at the character that the spinner indicates and asks, e.g., *Scott Star, how are you?* Student B answers *I'm fine, thank you.* Student A checks the name Scott off his/her list of names. Students A and B exchange roles. The first student to check all five names off his/her strip is the winner.

Unit
2

Reinforcement worksheet 1



Follow the lines and color.

