



Introduction

- This Teacher's Resource Book is designed to help you and your pupils make the most of *Kid's Box 4* as well as providing practice for 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 for revision and to help those pupils who need extra practice while the latter are designed to cater for 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 pupil on a speaking test.
- Reinforcement worksheet 1 for each unit focuses on key vocabulary, while reinforcement worksheet 2 provides further practice of the structures. Extension worksheet 1 is more challenging. It is designed for fast finishers who need a more cognitively demanding type of activity. 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 pupils 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 4 Online Audio*.
- Finally, each unit has a content-based topic worksheet. As explained in the Teacher's Book, the content-based lessons in the Pupil's Book and Activity Book aim to teach and reinforce understanding of subject topics which pupils learn in their other classes, through the medium of English. Thus, there is a dual aim: that of learning subject content and learning language. The topic worksheets in this Resource Book add to, and go beyond, the content-based pages in the Pupil's Book and Activity Book.
- There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities which encourage interaction between pupils 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 pupil, that in one unit, he/she needs a reinforcement worksheet while in other units, or at other times, the same pupil 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 gap-fillers or 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 pupils to develop further practice activities. Creating exercises is an excellent way for pupils to consolidate their learning and they will enjoy swapping them with their friends.
- You may find it useful to keep a record of the worksheets each pupil has completed.
- After the resources for each unit, there are two worksheets for each of the following festivals:
 - Halloween
 - Christmas
 - Easter
- 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 consolidation of literacy in English in the classroom. You may wish to mount the photocopied words on card 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 so that the 'walls talk'.
 - Give photocopies to the pupils to make into dictionaries.
 - Use them for rhyme practice, asking pupils to select two that sound the same or one that has the same sound as the word you say.
 - Reveal one letter at a time, asking pupils to spell out the word or guess it.
 - Make them into card games.
 - Use them as prompts when asking pupils to write and speak.
- 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 use them to recycle and test vocabulary throughout the year.

Practice tests

- There are two progress tests, each covering four units. The tests are suitable for all classes as they review the vocabulary and structures of the preceding units. In addition, they offer specific practice for the Movers level of *Cambridge English: Young Learners Tests*. The more familiar the pupils are with the various activity types and the test format, the more confidence they will have when they take the Movers Test having completed *Kid's Box 4*.

Movers activity types in *Kid's Box 4* tests

Task	Approximate duration	Expected response	Tips
Listening	25 minutes		Ensure pupils know that each listening text is heard twice. Encourage them to listen to the complete recording before answering questions.
Listen and draw lines.		Draw lines to match names to people in a picture.	Ensure that pupils realise there is one extra name at the top or bottom of the page which will not be mentioned. Make sure the pupils know which first names are male and which are female and which can be both: <i>Alex, Kim, Pat</i> and <i>Sam</i> . Use the Name cards on page 142. Warn them not to jump to conclusions. They must listen to all the information.
Listen and write.		Write words or numbers in gaps.	Practise by doing similar productive tasks in the classroom. Encourage pupils to be as accurate as possible in their spelling, though some misspellings will be allowed for words not spelt out on the recording. Ensure that pupils realise they have to write responses which make sense, given the prompts.
Listen and write a letter in each box.		Match pictures and illustrated words.	Encourage pupils not to leave questions unanswered. Once they have matched the information they are sure about, they should make an intelligent guess about the remaining pictures.
Listen and tick the box.		Tick boxes under correct pictures.	Ensure that the pupils listen to the whole dialogue before deciding on their answer. Recycle the exam vocabulary constantly.
Listen and colour and write.		Carry out instructions to colour and write.	Practise colour vocabulary (black, blue, brown, green, grey, orange, pink, purple, red, yellow). Remind pupils that they will have to write something for one of the questions. Train pupils to listen carefully for prepositional phrases which describe exactly where something is.

Task	Approximate duration	Expected response	Tips
Reading & Writing	30 minutes		Correct spelling is required in all parts of the Reading & Writing Test. Encourage pupils to write clearly. It is often better not to use joined-up writing. Train pupils to write only as much as they need to. Give time limits when doing classroom tasks, to help pupils learn time management. Make sure pupils are familiar with the structures and words in the Starters and Movers syllabuses.
Look and read. Choose the correct words and write them on the lines.		Copy correct words next to definitions.	Give pupils practice in reading and writing definitions. Give pupils practice in accurate copying. Remind pupils to copy the whole option and not to add anything extra. Train pupils to correct their spelling.
Read the text and choose the best answer.		Choose the correct response by circling a letter.	Remind pupils to read all the options before choosing the correct one. Practise appropriate responses, not just to questions, but also to statements. Give practice with the use of set expressions and with short 'yes'/'no' answers. Give practice with multiple-choice questions.
Read the story. Write one-word answers.		Choose and copy missing words correctly. Tick a box to choose the best title for the story.	Encourage pupils to read holistically for a sense of the text before trying to fill the first gap. Train pupils to read the text surrounding the question to be able to fill the gap correctly. Give practice in guessing which word could go into a gap. Practise choosing the right form of words within sentences and texts. Help pupils to identify words or structures that indicate what form of word the answer should be.
Read the text. Choose the right words and write them on the lines.		Complete a text by selecting the correct words and copying them in the corresponding gaps.	Practise choosing and forming the correct type of word to fit into sentences and texts. Remind pupils to choose from the three options given. Practise general reading skills.
Look at the pictures and read the story. Complete the sentences.		Complete sentences about a story by writing 1, 2 or 3 words.	Pupils must not write more than three words. Train pupils to predict an outline of the story from the three pictures and the title. Practise reading for gist. Practise understanding whole texts by selecting titles for paragraphs or complete stories. Practise finding synonyms for nouns, identifying what is being referred to in a text, using pronouns to replace nouns and turning sentences around without altering the meaning. Ensure that the words chosen to complete the sentences are grammatically correct.
Look and read and write.		Complete sentences, answer questions and write sentences about a picture.	Practise identifying people and what they are doing. Practise writing about activities and describing places. Encourage pupils to look at pictures and describe them in detail.

Task	Approximate duration	Expected response	Tips
Speaking	5–7 minutes		The mark is based on ratings for interactive listening ability, production of extended responses and pronunciation. Pupils are required to follow simple instructions and talk about different pictures, and to answer simple questions about themselves. Make sure pupils can introduce themselves and say their age.
Describe two pictures by using short responses.		Identify four differences between pictures.	Give pupils practice in describing differences between two similar pictures.
Understand the beginning of a story and then continue it based on a series of pictures.		Describe each picture in turn.	Give pupils practice in telling simple picture stories. Practise using <i>There is/are</i> , the present tense of the verbs <i>be</i> and <i>have (got)</i> , the modals <i>can/can't</i> and <i>must/mustn't</i> and the present continuous.
Suggest a picture which is different and explain why.		Identify the odd one out and give a reason.	Practise identifying the different one in a set of four pictures.
Understand and respond to personal questions.		Answer personal questions.	Give the pupils practice in answering questions about themselves, their families and friends, their homes, their school and free-time activities, their likes and dislikes. Use English to give everyday classroom instructions. Make sure pupils are happy using <i>Hello</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> .



Teacher's notes

Reinforcement worksheet 1

- Pupils count forwards and backwards along the alphabet to find the words. They transfer the information to the form below and complete it about a favourite singer, sports personality or other famous person. Pre-teach/Check the meaning of *job*. The pupils stick a picture of the person into the frame

Key: 2 age, 3 job, 4 hair, 5 wears, 6 likes, 7 can.

- **Optional follow-up activity:** Pupils take it in turns to read the information about their chosen personality (omitting the name and not showing the picture).
The first pupil who guesses who it is gets a point.
The winner is the pupil with the most points.

Reinforcement worksheet 2

- Pupils find and circle the job word, as in the model, and then use the words in the crossword to write a description of the teacher. They draw a picture to match the description.

Key: pupils circle *teacher* in the crossword.
 Descriptions may vary slightly. A possible answer is
The teacher's got straight black hair. She's wearing a skirt and glasses. She's happy.

- **Optional follow-up activity:** Pupils write another similar description and swap it with a friend.
They draw a picture to match their friend's text.

Extension worksheet 1

- Pupils read the text about Aunt May on page 6 of the Pupil's Book and use the information to choose the right answers. They then read the text about Uncle Fred and prepare a similar multiple-choice quiz.

Key: 2 A, 3 B, 4 C.

- **Optional follow-up activity:** After you have checked the pupils' work, they swap quizzes and answer them.

Extension worksheet 2

- This can be done as a listening exercise (Track 2) or a reading exercise. If you use the audio recording, pause after each frame while the pupils write. Pupils insert the missing vowels. Ask them to count the number of times they have written each letter to see which vowel appears most often in the text. Use the activity to show the children that *e* is the most common vowel in English and remind them that this is useful for playing *Hangman*. (Generally, exclamations such as *Ooohooo!* and proper names do not count towards vowel frequency because they are not found in dictionaries, but in this activity it is easier if the children count everything.)

Key: See Pupil's Book, page 9.
 A 28, E 71, I 42, O 40, U 12.

- **Optional follow-up activity:** Give pupils two minutes to write as many words as possible beginning with *e*. The winner is the pupil with the most words.

Song worksheet

- Pupils colour the pictures to remind themselves of the sounds in these words. They then look at the underlined parts of the words in the box and decide which colour they rhyme with. They colour them accordingly and then complete the song with the words, using the colour words to guide them. They listen to the song (Track 3) to check their answers.

Key: See Pupil's Book, page 7.

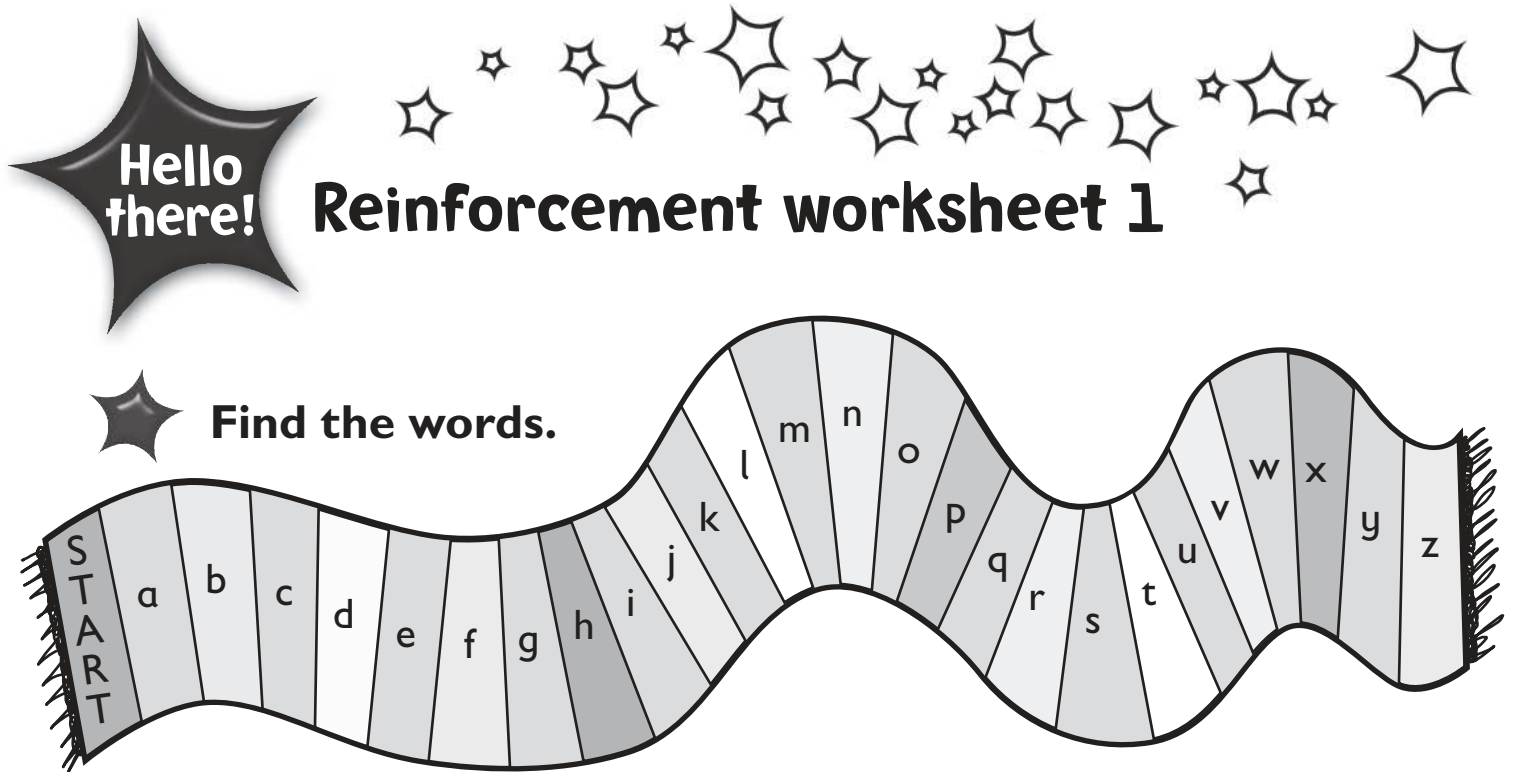
- **Optional follow-up activity:** Ask pupils to find words which rhyme with *brown*, *green* and *red*.

Topic worksheet

- Pupils read about time zones. They count backwards and forwards to draw the times on all the clocks to show what time it is in four other world cities when the boy is doing these four different activities. They use the times on the clocks to help them complete the sentences.

Key: 2 is having lunch, 3 is watching TV, 4 is going to bed.

- **Optional follow-up activity:** Pupils think of five activities that they do in a day and decide what children in the other cities on the worksheet would be doing at that time.

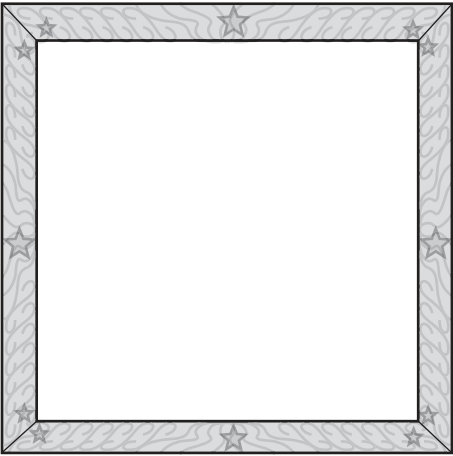


Find the words.

- 1 Count 14 from the start. Go back 13. Go forward 12.
Go back 8. n a m e
- 2 Count 1 from the start. Go forward 6. Go back 2.
- 3 Count 10 from the start. Go forward 5. Go back 13.
- 4 Count 8 from the start. Go back 7. Go forward 8.
Go forward 9.
- 5 Count 23 from the start. Go back 18. Go back 4. Go forward 17.
Go forward 1.
- 6 Count 12 from the start. Go back 3. Go forward 2. Go back 6.
Go forward 14.
- 7 Count 3 from the start. Go back 2. Go forward 13.

Complete the table. Write about someone famous.

1	Name	
2		
3		
4		
5		
6		
7		



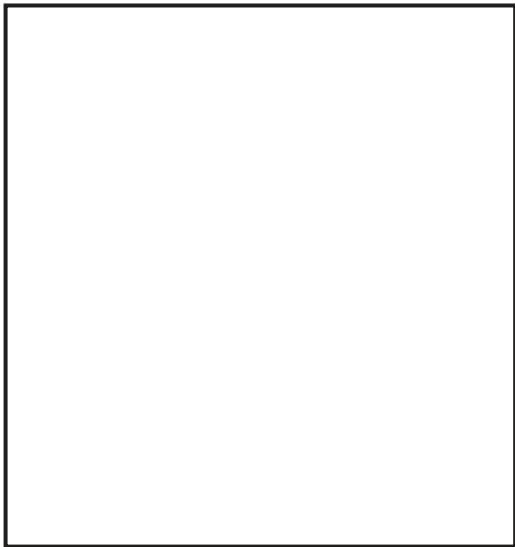
Hello there!

Reinforcement worksheet 2

Find the jobs. Write and draw.



1 The farmer's got curly hair
and a moustache. He's wearing
trousers. He's funny.



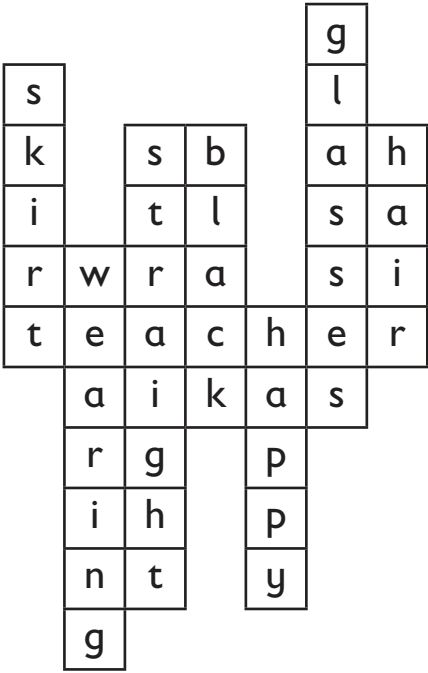
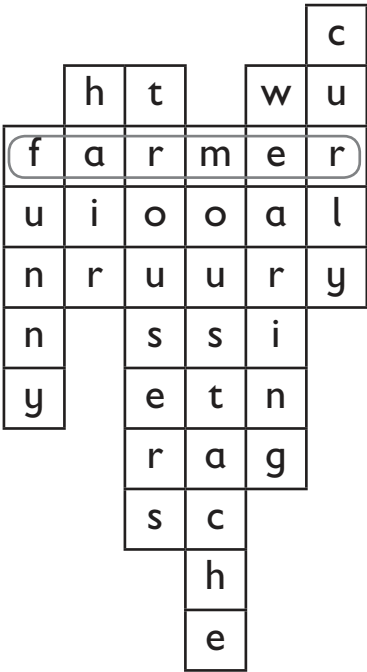
2

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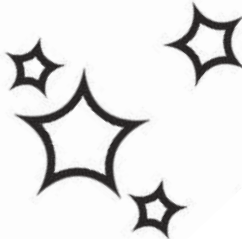
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Extension worksheet 1



Read the text about Aunt May on page 6 of the Pupil's Book. Choose the right answer.

- 1** Is Aunt May a doctor?

☒ A Yes, she is.

B No, she isn't.

C Yes, she has.
- 2** Does she work in a little hospital?

A No, she doesn't.

B No, she isn't.

C Yes, she does.
- 3** Does she always work at night?

A Yes, she does.

B No, she doesn't.

C Yes, she is.
- 4** Does she like listening to music?

A Yes, she is.

B No, she doesn't.

C Yes, she does.



Read the text about Uncle Fred on page 6 of the Pupil's Book. Write questions. Ask your friend.

- 1** _____
_____ ?

A No, he hasn't.

B Yes, he is.

C No, he isn't.
- 2** _____
_____ ?

A No, he doesn't.

B Yes, he does.

C Yes, he is.
- 3** _____
_____ ?

A Yes, he has.

B No, he hasn't.

C No, he doesn't.
- 4** _____
_____ ?

A Yes, he does.

B Yes, he has.

C No, he doesn't.



Extension worksheet 2

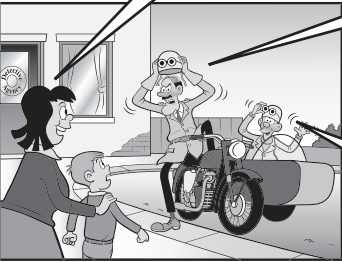


Complete the story.

O _ o _ o h _ o _ o _ o _ !
Mr L _ ck! Th _ s _ s
my s _ st _ r's s _ n,
P _ t _ r. H _ n _ ds
y _ _ r h _ lp.

H _ ll _ ,
P _ t _ r.
W _ ll, _ _
d _ n't ...

N _ pr _ bl _ m,
P _ t _ r. Wh _ t's
th _ m _ tt _ r?



W _ ll, th _ r _ 's
_ _ p _ cn _ c
th _ _ f _ n
B _ k _ r's P _ rk.

B _ h! _ _
p _ cn _ c
th _ _ f ...

L _ t's g _
_ nd s _ _ !



R _ ght h _ r _ , n _ xt t _ th _
l _ k _ . _ v _ ry t _ m _ _ pl _ y
w _ th my fr _ nds s _ m _ b _ dy
t _ k _ s _ _ r p _ cn _ c.

G _ _ nd pl _ y.
P _ t _ r. P _ t
y _ _ r f _ _ d
_ n th _
bl _ nk _ t. _ t's
s _ f _ w _ th _ s.



_ xc _ s _ m _ ,
s _ r. Wh _ t _ c _ n
y _ _ t _ ll m _
_ b _ t th _
p _ cn _ c th _ _ f?

y _ _ h,
wh _ r _ w _ r _
y _ _ _ t
th _ s t _ m _
y _ st _ rd _ y?

_ _ _ h! _ _
w _ s _ t _
p _ cn _ c. H _ r _
_ n th _ p _ rk.



_ h _ ! S _ , y _ _
l _ k _ p _ cn _ cs.

L _ ck, _ _ v _
g _ t th _
p _ cn _ c
th _ _ f _ _ _ r,
_ r, _ t's g _ t
m _ ! H _ lp!



_ t's _ K, P _ t _ r. _ _ v _ g _ t
y _ _ r p _ cn _ c.

_ h, _ r,
th _ nk _ y _ _ ,
Mr K _ y.



Hello there!

Song worksheet



Colour the pictures.

blue shoe

grey train

yellow boat

white kite



Colour the words.

clo <u>th</u> es	Goodbye	sho <u>e</u> s	to	W <u>a</u> ke	So	to	go	I <u>’</u> m
Goodbye	w <u>a</u> ke	lo <u>s</u> e	rou <u>t</u> ine	No	to	da <u>y</u>	ti <u>m</u> e	
Co <u>m</u> b	to	ti <u>m</u> e	do	My	sa <u>m</u> e	to	Yo <u>u</u>	sa <u>y</u>

Read and write. Listen and check. Sing.

The morning rap,
We **blue** do it every **grey**
The **grey** **blue**
Now listen and **grey**
It’s seven o’clock,
grey up, **grey** up!
blue must get up
And have a wash.

Come on, come on,
It’s **white** **blue**
yellow
Get dressed, get dressed!
Put on your **yellow**

Run **blue** the kitchen,
Sit on a chair.
Eat your breakfast,
yellow your hair.
The morning rap ...
Clean your teeth.
yellow **white**
blue **blue**
Get your bag,
Put on your **blue**
white **blue** Mum,
white **blue** Dad.
white friends are at school,
yellow **white** not sad.
The morning rap. The morning rap.