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Cambridge University Press
978-8-490-36653-0 — Kid's Box Level 1 Teacher's Resource Book with Audio CDs (2) Updated English for Spanish Speakers
Caroline Nixon , Michael Tomlinson
Excerpt
More Information



Introduction

This Teacher's Resource Book is designed to help you and your pupils make the most of *Kid's Box English for Spanish Speakers Updated Second Edition* as well as providing practice for the *Cambridge English:Young Learners* tests. There are four main sections in this book:

- Worksheets
- Festivals
- Playscripts
- Practice tests

On www.cambridgekidsbox.es there is a Diploma certificate that you can print out and complete for each child, to celebrate their completion of Kid's Box 1.

Worksheets

- There are two Reinforcement worksheets and two Extension worksheets per unit. The former are designed to help those pupils who need extra practice whilst 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 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 pupils are familiar with the song.
- The songs and stories are provided on the CD with the Teacher's Resource Book but you can also use the Class Audio CDs. Please note that the track numbers refer to the Teacher's Resource Book Audio 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 pupils.
- You may find, according to the particular interests of a pupil, that in one unit he/she needs a reinforcement worksheet whilst in other units the same pupil can more profitably do an Extension worksheet. Fast finishers may want/need to do both Reinforcement and Extension worksheets.
- You can also use the worksheets as gap-fillers or as alternative activities when, 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 unit worksheets each pupil has completed.

Festivals

- After the resources for each unit, there are four additional Festivals worksheets: two for Halloween and two for Easter. These festivals are different from the ones included at the end of the Pupil's Book and have been selected for their relevance and importance in British speaking countries. There are cultural teaching notes explaining the history behind these celebrations in the accompanying teaching notes which you can use to introduce the topics to the class.

Playscripts

- There are 12 playscripts in this book, one for each of the stories in *Kid's Box English for Spanish Speakers Updated Second Edition*. The playscripts provide an ideal opportunity to exploit the Pupil's Book stories in a fun and active way. While working with the playscripts, children will be reviewing vocabulary and grammar, and at the same time practising oral production skills. This drama work will also contribute to the development of basic competences.

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 1 English for Spanish Speakers Updated Second Edition*. Subsequent tests gradually introduce the assessment of pupils' literacy skills. The more practice pupils 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 Cambridge English: Starters exam confidently once they have completed *Kid's Box 2 English for Spanish Speakers Updated Second Edition*.

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Cambridge English: Young Learners Starters activity types in *Kid's Box 1 English for Spanish Speakers Updated Second Edition* tests

- **Listen and draw lines.**
  Demonstrate on the board and encourage pupils 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.
- **Listen and write a name or a number.**
  Remember that there are specific names on the *Cambridge English: Young Learners* Starters syllabus and it is important to familiarise pupils with them. Some of these names are used in the tests in *Kid's Box 1 English for Spanish Speakers Updated Second Edition*.
- **Listen and tick the box.**
  Pupils will be tempted to tick the relevant box for the first word they recognise. Check that pupils understand each question, then encourage them to listen carefully to the whole dialogue before ticking a box.
- **Listen and colour.**
  Make sure that pupils have all the colours they need. More distractors are built into this activity type through *Kid's Box 1 English for Spanish Speakers Updated Second Edition*, towards the exact test format in *Kid's Box 2 English for Spanish Speakers Updated Second Edition*, by which time pupils will have a greater range of supporting vocabulary. Encourage them to listen to the full description of the item and not just to colour the first one they see in the picture.
- **Look and read. Put a tick or a cross.**
  The literacy element in this activity type develops from word level to sentence level by the end of *Kid's Box 1 English for Spanish Speakers Updated Second Edition*. Encourage pupils 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 Activity Book also provide good practice for this part of the test.
- **Look and complete the words.**
  The 'Monty's phonics' and 'Say it with me' activities help pupils to 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 practise on the board with volunteers coming out 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 and write. Choose a word from the box.**
  Use the example to show that none of the other words are correct in the gap. Encourage pupils to use the pictures to guide them. You could also practise 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 enlarged to A3. Practising with your pupils individually is very important to help them feel confident in the *Cambridge English: Young Learners* Starters and to know what is expected.
  If you can arrange to swap classes with another English teaching colleague, it gives pupils the opportunity to work with someone whom they may not know as well, which also helps them prepare for the test.

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1 Teacher's notes

Reinforcement worksheet 1

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

Reinforcement worksheet 2

- Pupils look at the rainbow and try to remember the lyrics to the Rainbow song, then colour the numbered paint splashes across the top of their worksheet.
- Check pupils' answers before asking them to colour in the rainbow and colour 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 pupils into pairs.
- Pupils work in pairs, A and B. Pupil A mouths a colour of the rainbow to Pupil B. Pupil B names the colour aloud. Pupils A and B exchange roles.

Extension worksheet 1

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

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

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

Extension worksheet 2

- Pupils cut out the pictures from the story and place them in order.
- Pupils listen to the story (Track 1.1) and check their work. Then they number the pictures 1–6.

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

- ***Optional follow-up activity:*** Pupils make a zig-zag book. They fold a piece of A4 card 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 pupils the finished book.

Song worksheet

- Do a colour dictation. Say *Colour number one blue!* Pupils colour the paint splash on paintbrush number 1 in blue. Continue until pupils have coloured the paint splashes on each brush with all the colours from the Rainbow song.
- Pupils listen to the song (Track 1.2) and point to the corresponding paintbrush when they hear a colour. When pupils 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 pupils can join in.
- ***Optional follow-up activity:*** Pupils work in pairs, A and B. They both cut out their paintbrushes. Pupil A chooses a paintbrush in secret. He/She hides it behind his/her back. Pupil B can make three guesses in order to find out the colour. If Pupil B guesses correctly in three guesses, it's his/her turn. If not, Pupil A chooses another paintbrush and Pupil B tries again. Pupils A and B exchange roles.

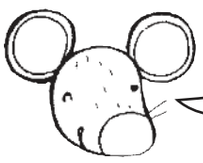
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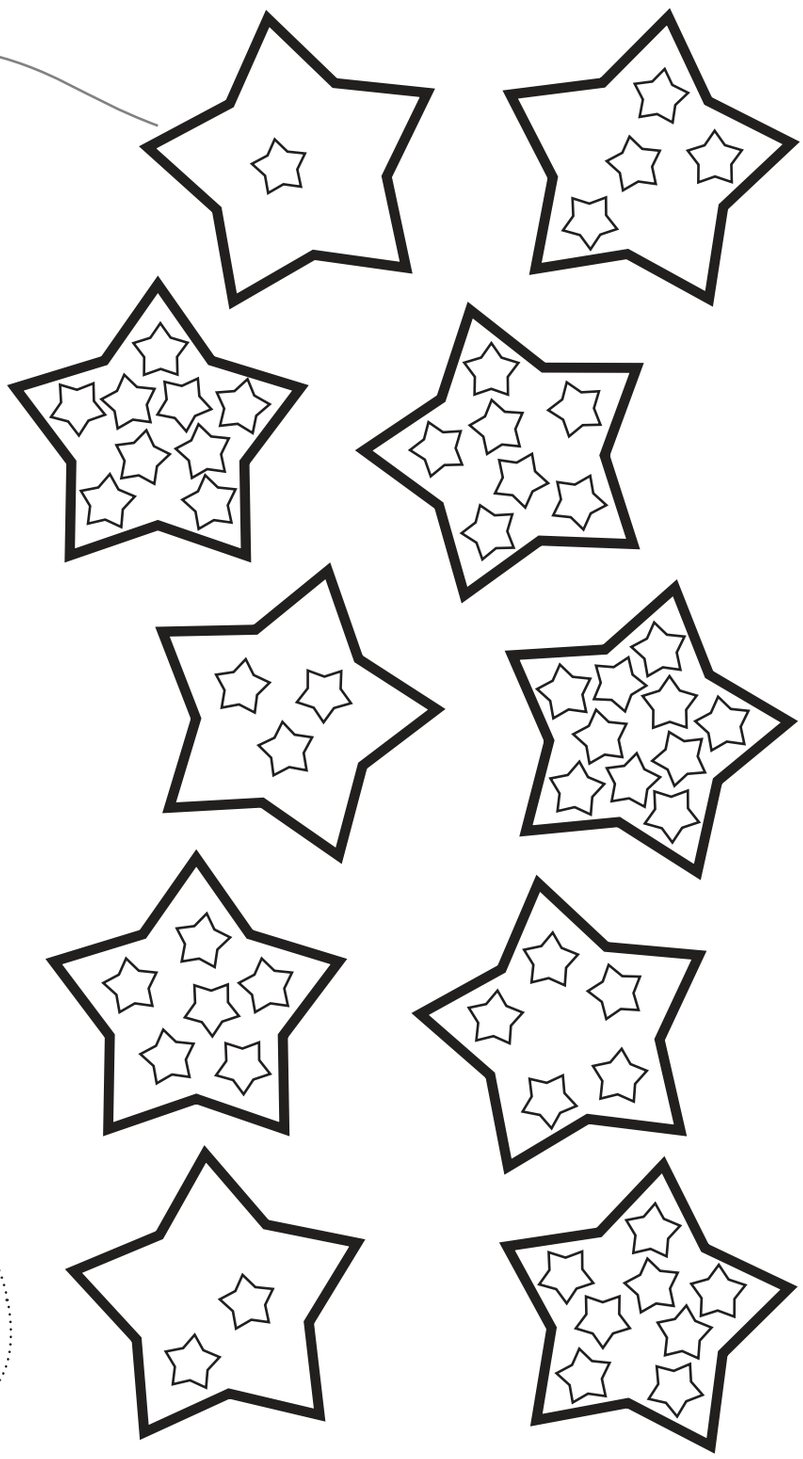
Unit 1

Reinforcement worksheet 1



Trace, count and match.

1 2 3 4 5 6 7 8 9 10



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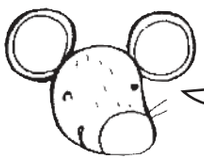
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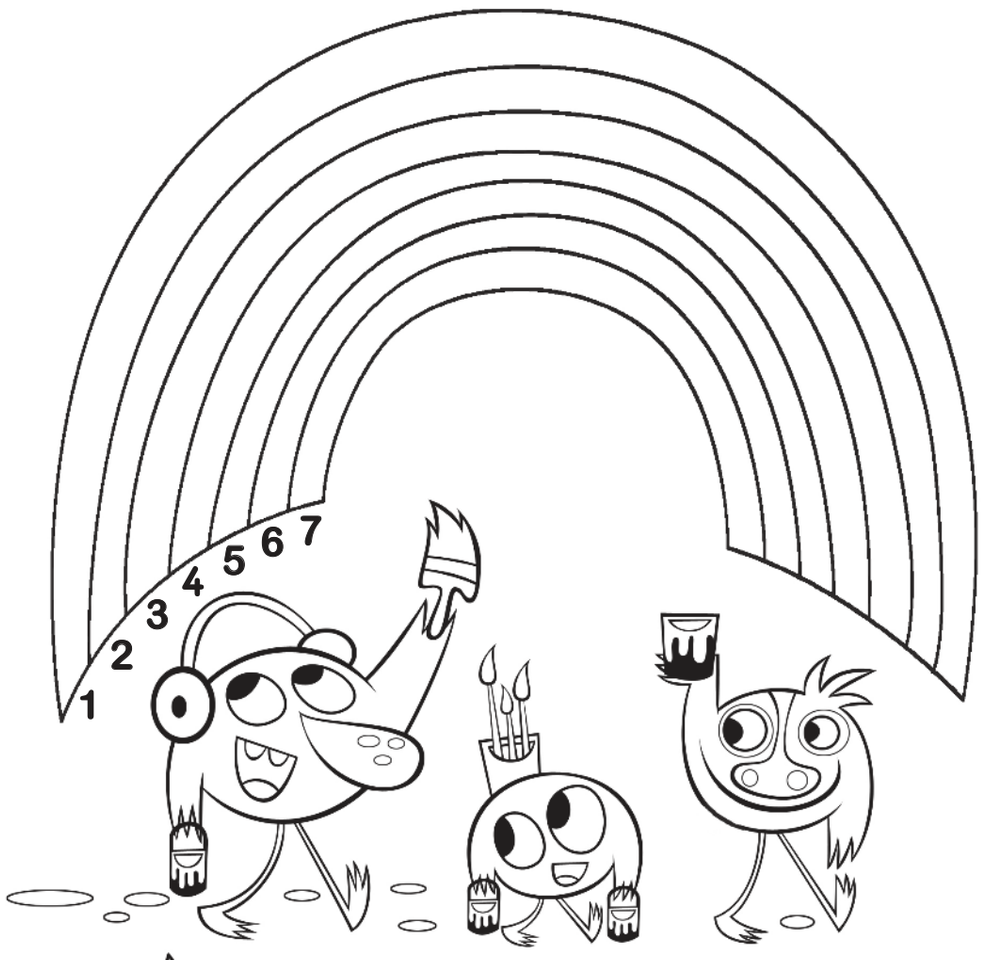
Unit 1

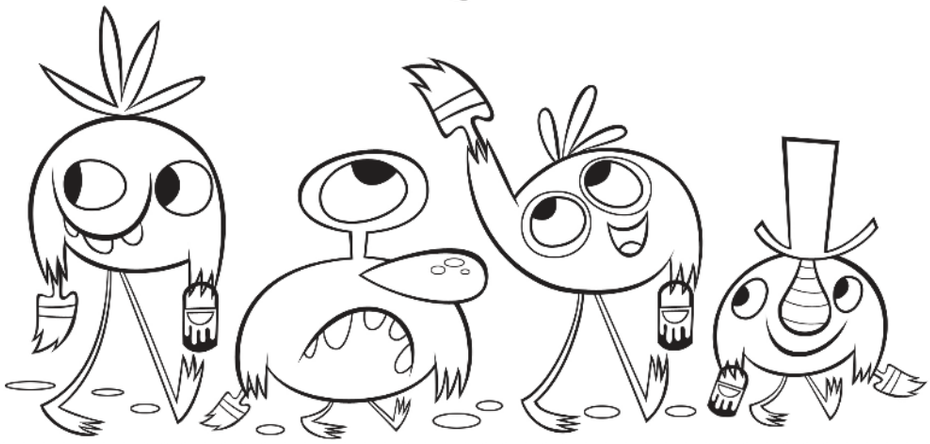
Reinforcement worksheet 2



Look, think and colour.

1 ◯ 2 ◯ 3 ◯ 4 ◯ 5 ◯ 6 ◯ 7 ◯





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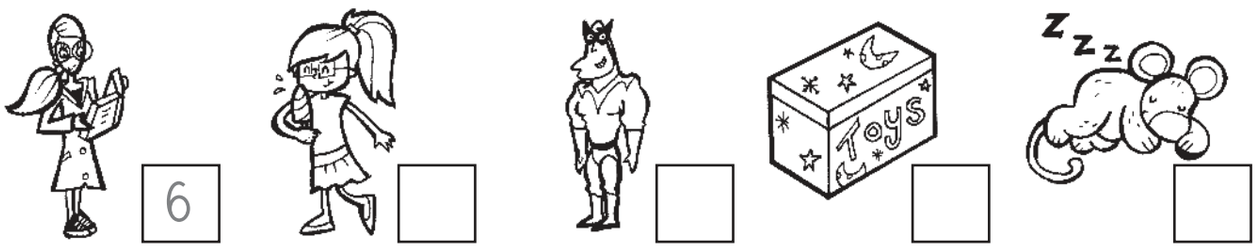
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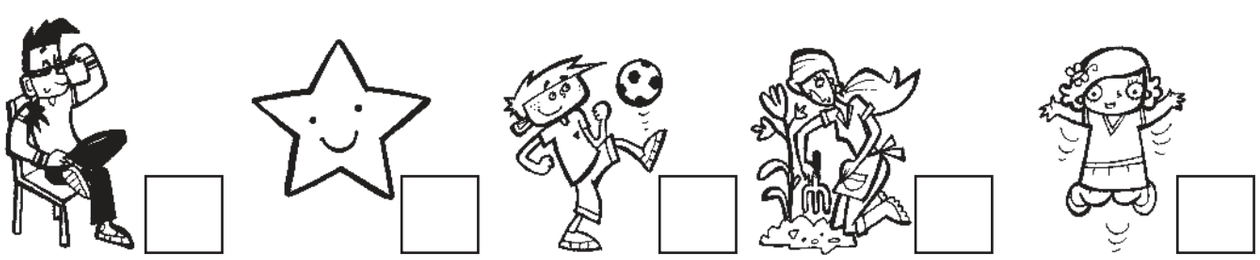
Unit 1

Extension worksheet 1

Look, count and write.







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Unit 1

Extension worksheet 2



Cut and order. Listen.

CD1



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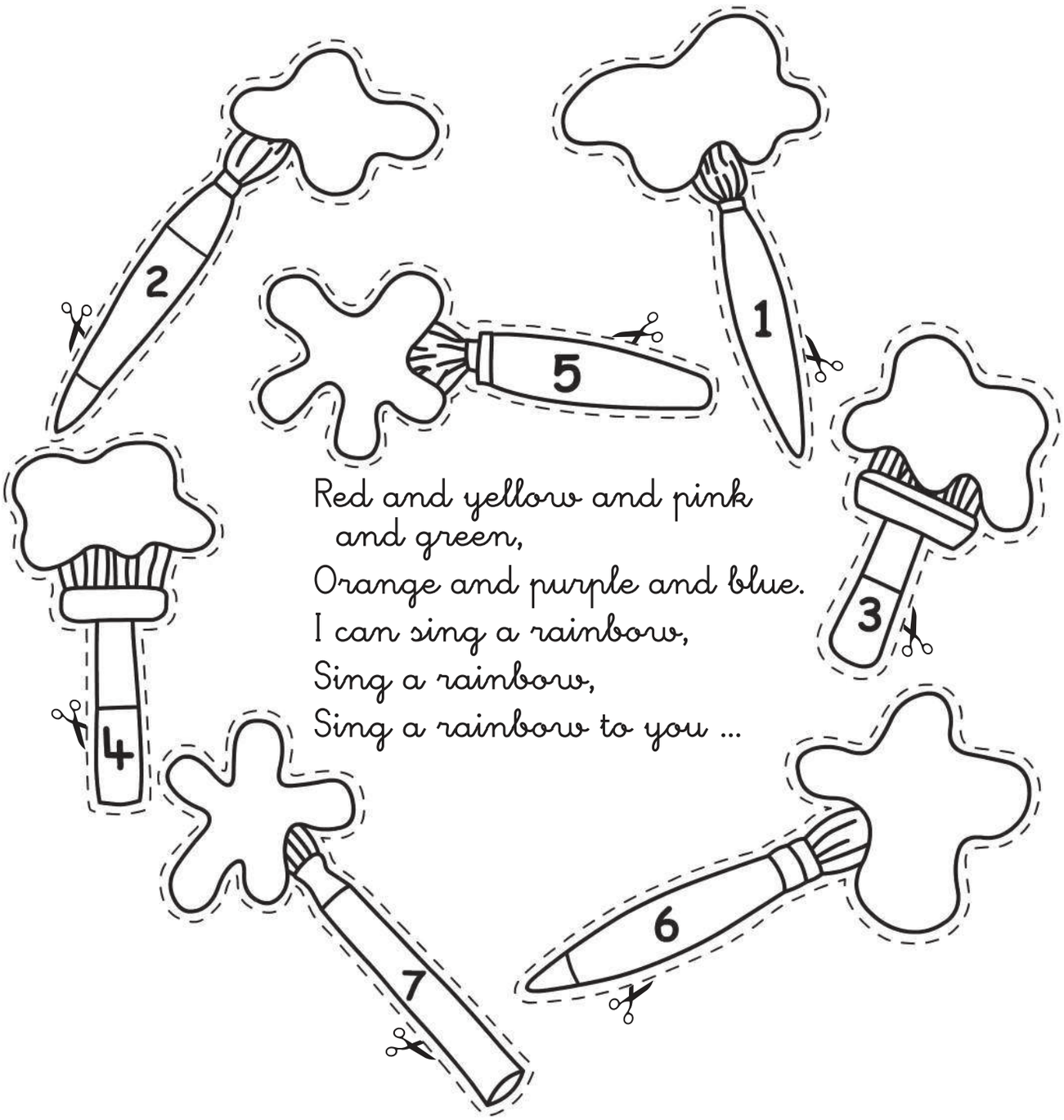
Unit 1

Song worksheet





2 CD1 Colour. 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 ...

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2 Teacher's notes

Reinforcement worksheet 1

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

Reinforcement worksheet 2

- Pupils 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: Pupils 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:*** Pupils work in pairs, A and B. Both pupils colour in the pictures using red, blue, pink, orange, yellow, purple or green. They colour the objects as they choose, but the same objects should be in the same colour.
- Pupil A shows Pupil B his/her picture and names an object, e.g. *book*. Pupil B identifies the correct object by pointing and says the correct number and colour, e.g. *Four red books*. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils 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:*** Pupils turn over their worksheet and make their own sequences with the classroom objects, then give them to their partner to complete.

Extension worksheet 2

- Pupils 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 beside it, then draw the picture in the correct place in the story.
- Pupils listen to the story (Track 1.3) 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 pupil to put their hand up and say which character says the line has the next go.

Song worksheet

- Pupils colour, cut out and mount the spinner on card. They make a hole at the centre of the spinner and place a pencil through it. They keep the strip of names in order to do the optional pairwork activity. As pupils are working, play the How are you? song (Track 1.4).
- Pupils work in groups of five: Mr Star, Mrs Star, Stella, Simon and Suzy. One of the players in the group spins the spinner. The group look at the character which the spinner indicates, e.g. Simon, and sing *Simon Star, Simon Star, how are you?* Simon sings *I'm fine, thank you!* Simon spins the spinner and the singing game continues.
- ***Optional follow-up activity:*** Pupils work in pairs, A and B. They look at their strip of Star family names. Pupil A spins the spinner. Pupil A looks at the character which the spinner indicates and asks e.g. *Simon Star, how are you?* Pupil B answers *I'm fine, thank you.* Pupil A ticks the name Simon off his/her list of names. Pupils A and B exchange roles. The first pupil to tick all five names off his/her strip is the winner.

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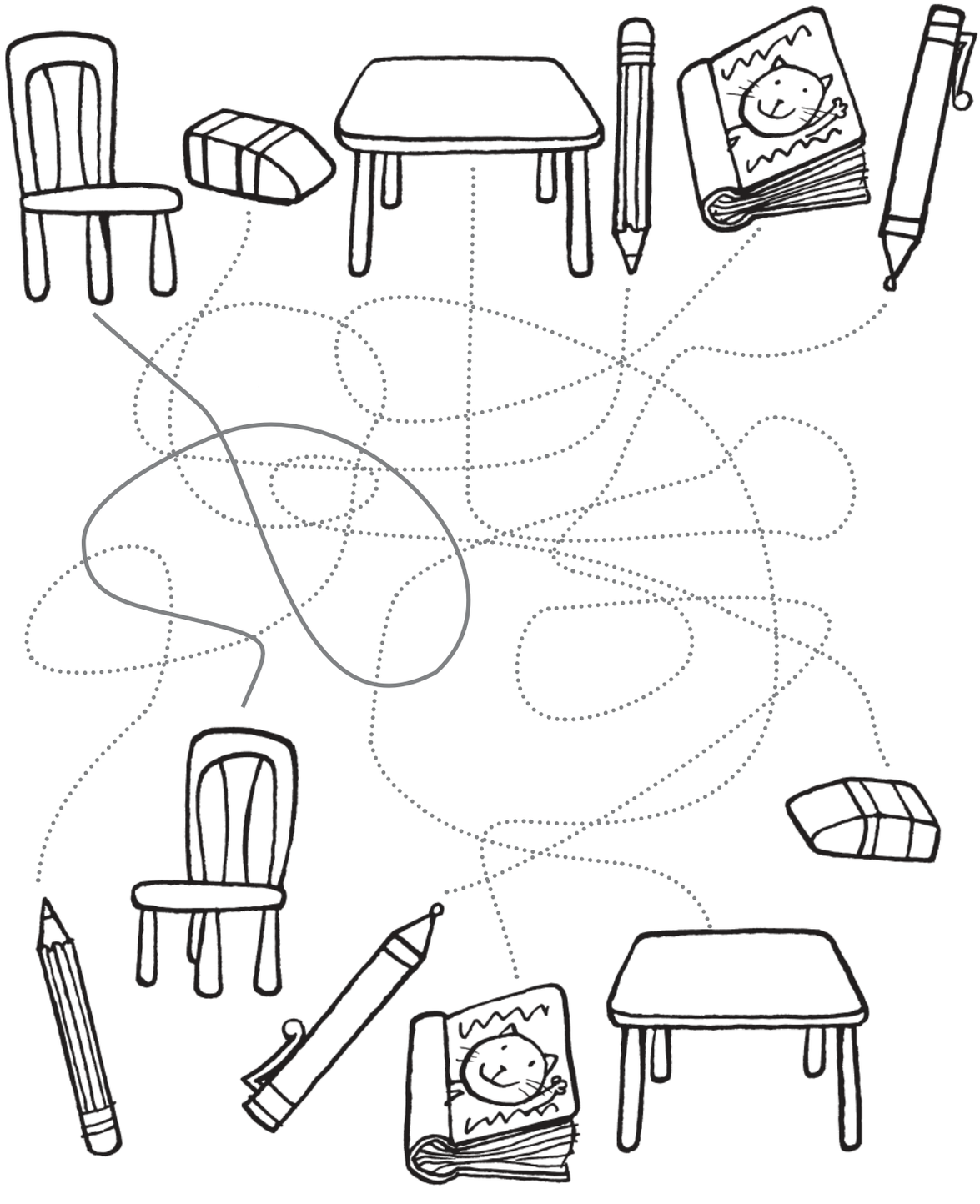
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Unit 2

Reinforcement worksheet 1

Look, match and colour.



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