

# Teaching notes for Photocopiables

## Photocopiable 1 (Unit 1 page 6)

- Hand out copies of Photocopiable 1 (page T100), one for each student.
- Students cut the 26 letter cards and spread them on their desks.
- Spell out some simple words for students to spell using the letters, e.g., say *C-a-t*. Students find the letters and make the word. Elicit the word *Cat*.
- Continue with other short, known words, e.g., *pen, dog, chair, eight*. Avoid words that have the same letter twice, e.g., *book*.

## Photocopiable 2 (Unit 2 page 11)

- Hand out copies of Photocopiable 2 (page T101), one for each student.
- Hold up your copy and show students where to fold the paper. Fold back the section where they write the numbers (they will do this in another lesson).
- Show students what they have to do. Each student decides on the colors for the objects and writes the name of the different colors on each line. The students then color the objects in the right color. Note: There are 12 colors. One of the colors can be, e.g., dark blue / dark brown / dark red.  
In pairs, students then take turns asking each other how many of each item their partner can see. Start them off with an example, e.g., *How many desks are there?*  
Students write their names at the top of the photocopies.
- Collect the photocopies to hand out in the next lesson.

## Photocopiable 3 (Unit 3 page 19)

- Hand out copies of Photocopiable 3 (page T102) on thin cardboard, one for each student.
- Students cut out and color the cards. Make pairs. Students put the cards face down on the desk. They take turns turning over two cards at random. If the cards are different, they say, e.g., *This is a brown truck. This is an orange kite*. If the cards are the same, they say, e.g., *These are watches. This is blue and this is yellow*.
- If the two cards show the same object, the student keeps them. If not, the student turns them face down again, and it's the other student's turn. Play continues until all the cards have been matched. The winner is the student with the most pairs at the end of the game.
- When they have finished playing, students take their own cards and put them in an envelope with their name on.

## Photocopiable 4 (Unit 4 page 25) **S**

- Hand out copies of Photocopiable 4 (see page T103), one for each student.
- Students cut along the dotted line to separate the two sections. They color the objects at the bottom of the page and then cut out the six cards.
- They work in pairs, facing one another. Student A places the cards anywhere in the house without Student B seeing. Student A gives instructions to Student B, e.g., *Put the lamp in the living room next to the TV*. When Student B has placed all the cards in his/her house, they look and check that the items are in the same positions. They swap roles.
- When they have finished playing, students take their materials and put them in an envelope with their name on.

## Photocopiable 5 (Unit 5 page 35)

- Hand out copies of Photocopiable 5 (see page T104), one for each

student. Elicit what the diagram at the top is (a family tree) and what the faces are (the people to put on the tree).

- Students cut out the faces and color them in as they wish.
- Make pairs. Students position the faces as follows: Top line: Alice, Tony. Middle line: Nick, Kim, Hugo, Lucy. Bottom line: May, Robert, Sam, Frank. Looking at the family trees together the children ask each other questions, e.g., *Who is Robert's sister? Who is May's grandma?*
- Collect the materials and put them in named envelopes at the end of the activity.

## Photocopiable 6a (Unit 6 page 41)

Note: You will need a large bucket half full of water and six real foods, e.g., an egg, a banana, a pear, a lemon, a tomato, and a carrot.

- Hand out copies of Photocopiable 6a (see page T105), one for each student.
- Show the class the foods you have, one at a time, and elicit the word. Say, e.g., *Number 1. An egg*. Students write *egg* in the top left of the chart, marked 1, on the writing line. Repeat for the other five foods. Students write the words in each of the numbered squares in the left column (Foods). Make sure all the students write the same word for each number. Students draw a picture of each food in the square and color it.
- Show students the bucket of water. Demonstrate *float* and *sink*, using a ruler and an eraser.
- Students predict what will happen to each of the six foods. They write Yes or No in the middle column (Guesses: Yes or no?) for each food.
- Invite students in turn to come and place one of the food objects in the water. Elicit what happens each time. Students write the result (floats/sinks) in the right-hand column (What happens?).
- Students complete the sentences at the bottom of the page. Do the first one as an example (e.g., *When you put an egg in water, it floats*).

## Photocopiable 6b (Unit 6 page 44 – see also page T44)

- Write six food words on the board. Review asking politely for food and drink. Point to, e.g., *apples* and prompt a student (1) to ask another student (2) *Can I have some apples, please?* Make a thumbs-up gesture to Student 2. The student responds *Here you are* and mimes handing over the apples. Repeat with another two students, but pointing to a different food word. After Student 1 asks the question, make a thumbs-down gesture to Student 2 who replies *No, (name). I'm sorry*. Repeat for the other food words for practice.
- Hand out copies of Photocopiable 6b (see page T106); part A to half the class, and part B to the other half. Make sure students know if they are A or B. Teach/Check the words *customer* and *store owner*. Say *Student A, you are the customer. Student B, you are the store owner*. All the students who are "A" look at the items on their shopping list, and all the students who are "B" look at the items on sale in their store. Monitor this reading stage and answer any questions.
- Point out the target language in the speech bubbles at the top of each worksheet. Check students know which lines are for the customer and which are for the store owner. Drill the target language.
- Students work in pairs, A and B. Student A asks for the items on his/her shopping list. Student B looks at the items on sale in his/her store. If the item is available, it should be sold. Student A checks or crosses out the items on his/her shopping list when he/she knows whether they are available at the store.

- Students exchange roles (Student A becomes the store owner, and Student B is the customer). Students compare their worksheets at the end of the activity to check that their answers are correct.
- You could extend the activity by asking students in their pairs to think of a store of their choice. The customer writes their shopping list, and the store owner decides what's available. Help with vocabulary as necessary. Students could perform their dialogs to the rest of the class, who listen and guess the type of store that the dialog is happening in.

### **Photocopiable 7 (Unit 7 page 50)**

- Write the dialog below on the board, with words and phrases underlined as shown (these are the parts of the dialog that students can change).

A: Can I have the sheep, please? Let's put them here, next to the cows.

B: Here you are.

A: I love sheep. Baa baa.

B: So do I. / I don't.

B: Can I have the ducks, please? Let's put them here, next to the lizards.

A: Here you are.

B: I love ducks. Quack quack.

A: So do I. / I don't.

Do one or two practice dialogs in open pairs, with students changing the underlined words and phrases. Leave the dialog on the board.

- Hand out copies of Photocopiable 7 (see page T107), one to each pair of students. They cut along the dotted line to separate the page into two sections. They also cut out the pictures at the bottom of the page and color them.
- Students put the cards and the plan face up in front of them. Remind them of the dialog on the board. They take turns picking up an animal card and starting the dialog (e.g., *Can I have the frogs, please?*). Stress that they can make true responses/sentences about likes/dislikes (e.g., A: I love frogs. B: I don't.)
- Pairs can perform dialogs to the class.
- Collect the materials at the end of the activity.

### **Photocopiable 8 (Unit 8, page 56)**

- Hand out copies of Photocopiable 8 (see page T108), one for each student. They cut along the dotted lines to separate the three sections. They cut out the small pictures at the bottom of the page and color them.
- Elicit the names of the items in the pictures. Students point.
- Students put the town map on their desks. Say *Listen and put the places in the right position*. Read aloud the eight sentences on the worksheet.
- Students check in pairs. Read the sentences again. Check with the class by drawing the answer key quickly on the board:

Apartments				
Shoe store	Furniture store	Hospital	Toy store	Park
Bus				
Pet store	Café	Fruit store	Flower store	Café
		Apartments		Grandpa's apartment

### **Photocopiable 9 (Unit 9, page 65)**

- Hand out copies of Photocopiable 9 (see page T109), one for each student. They cut the page into two. Then they carefully cut out the boy and the girl and put them to one side.
- Students take out their crayons. Say *Listen*. Read the instructions to the class:

Color the dress pink. Color the shirt yellow.

Color the skirt purple. Color the T-shirt orange.

Color the jeans blue. Color the hat white.

Color the pants green. Color one jacket red.

Color two shoes brown. Color one jacket gray.

Color two shoes black.

Give students time to finish the coloring. They cut out the clothes, including the tabs. They dress the girl and the boy as they wish.

- In pairs, students take turns describing what the boy and girl are wearing, e.g., *Look! She's wearing a purple skirt, brown shoes, a yellow shirt, and a gray jacket*.

### **Photocopiable 10 (Unit 10, page 72)**

- Hand out copies of Photocopiable 10 (see page T110), one for each student. They cut to separate parts A and B.
- Focus students on A. Elicit the three questions at the bottom: *What's your name?* etc. Students work in pairs. They take turns asking each other the questions and completing the information in the chart.
- Students then cut out the ID card in B and make one for their friend. They write the information (as on Student's Book page 72) and decorate it as they wish. They hand the ID card to the student they have written about. Students display their ID cards on their desks.

### **Photocopiable 11 (Unit 11, page 79)**

- Hand out a copies of Photocopiable 11 (see page T111), one for each student. They make a card either for Scott's birthday, for someone in the class (if you have students with birthdays that week/month), or for someone in their family.
- Students cut out the birthday card. They complete the text (*To (name) Love from (name)*) and then fold the card along the dotted line at the center. They decorate the outside of the card, using colored tissue paper, glitter, etc. More confident students can write on the front of the card as well.
- Display the birthday cards. If appropriate, students give their card to the person they made it for.

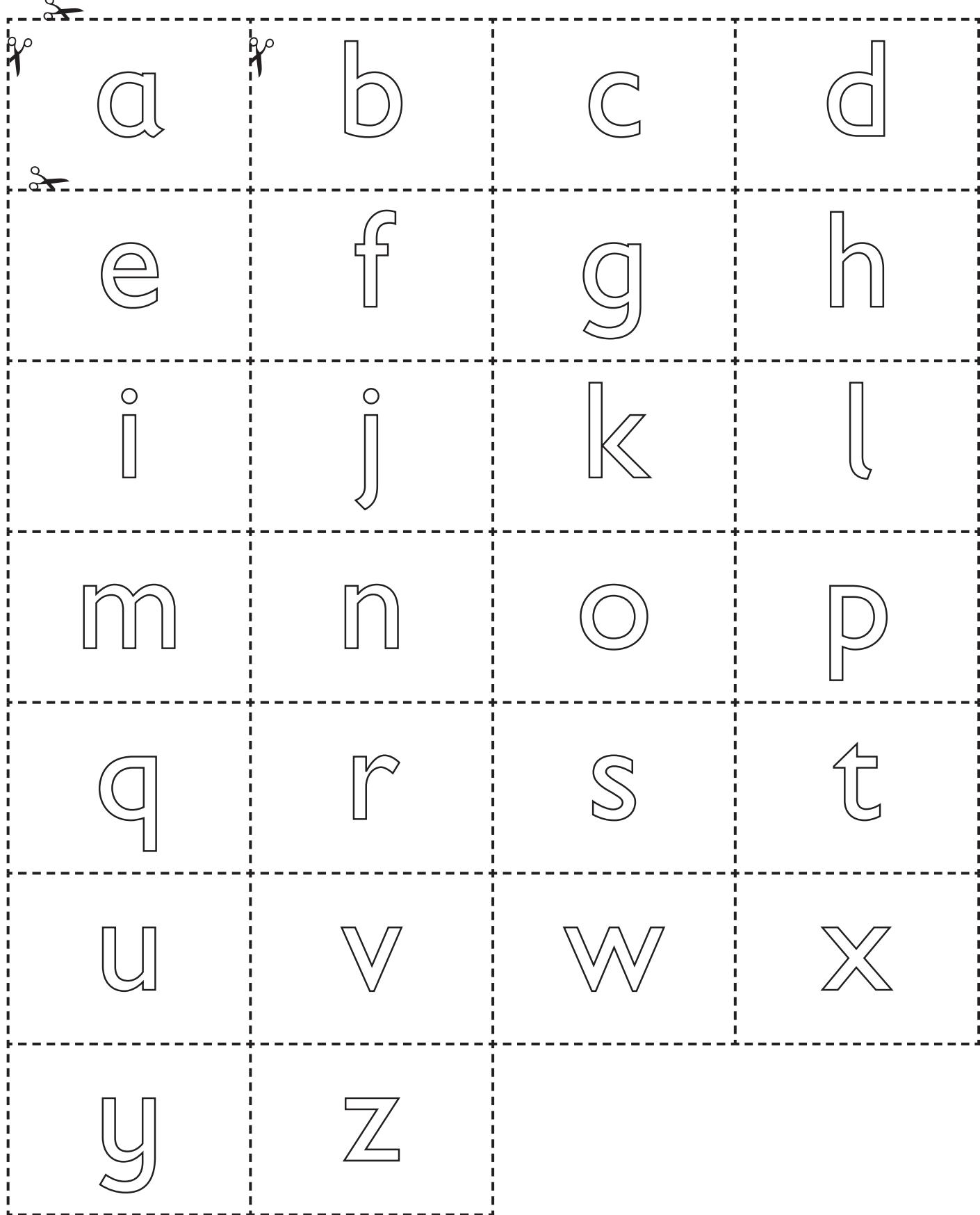
### **Photocopiable 12a (Unit 12, page 86)**

- Make groups of four. Hand out copies of Photocopiable 12a (see page T112), one for each group, plus four different colored game pieces and a coin.
- Explain the game. Students take turns spinning the coin. If the coin lands on "heads," they move one space, if it is "tails," they move two. They do what the prompts require on the square on the game board: spell / make a question (on the squares with a question mark and a reply) / make a sentence (on the squares with words and picture clues) / complete a sentence or phrase (on the squares with dotted lines). Check understanding of *Miss a turn, Go forward two spaces*.
- Students play the game in their groups. They decide if their friends' answers are correct. Monitor and help check answers and resolve any disputes. The first student in each group to reach the Finish square is the winner. If they have time, students can color the game board.

### **Photocopiable 12b (Unit 12, page 88 – see also page T88)**

- Tell the class that they are going to play dominoes. Ask students to gather around one table and teach/check the rules with a set of cards from Photocopiable 12b (page T113). Each player has an equal number of dominoes. One domino is placed facing upward on the table. The first player matches the picture or word(s) on one of their dominoes with the same word(s) or picture already placed on the table. Play continues around the table in this way until one player uses all his/her dominoes. He/She is the winner.
- Divide the class into groups of three or four students. Hand out a set of domino cards from Photocopiable 12b to each group. Teach the verb *to deal*. Ask one member of each group to deal the cards. Students take turns laying a card face up on the table. The player to the left asks, e.g., *Do you like fishing?* The player answers truthfully *Yes, I do.* / *No, I don't*. Play continues. The first player to get rid of all his/her cards is the winner.
- You could extend the activity by asking each group to prepare a set of domino cards based on their favorite words from Kid's Box AE 2.

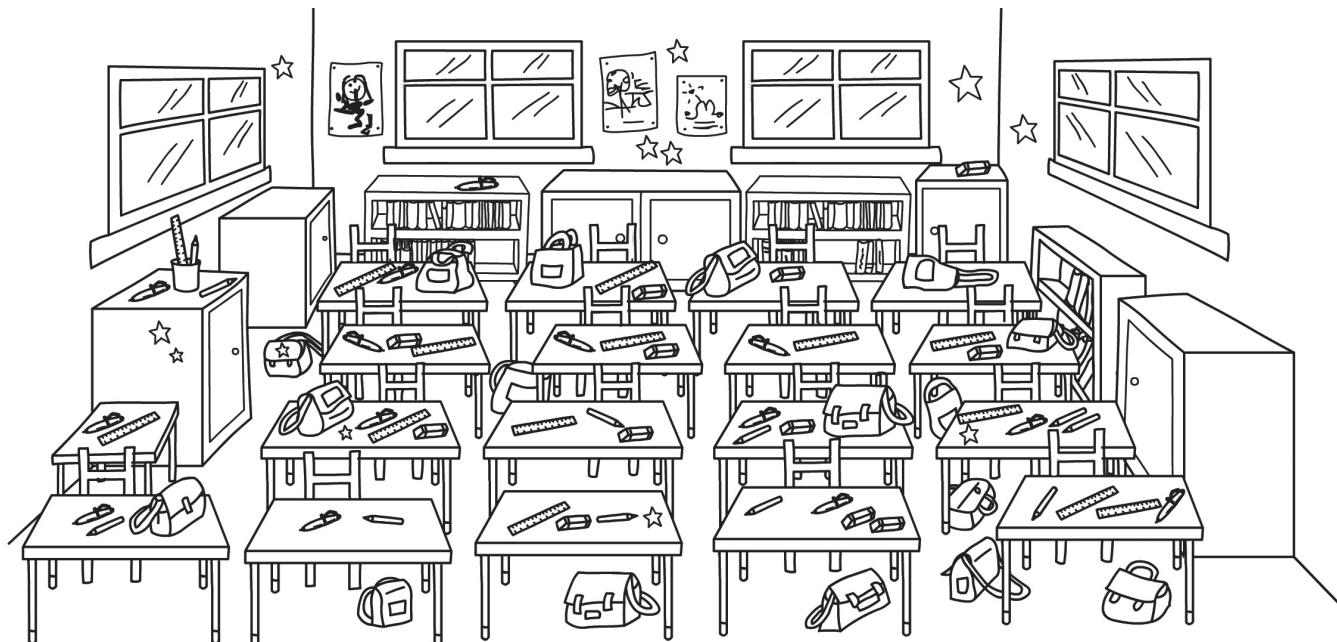
# Photocopiable 1



**Photocopiable 2**

Name: \_\_\_\_\_

Choose, write, and color.



Color the desks \_\_\_\_\_.

Color the chairs \_\_\_\_\_.

Color the windows \_\_\_\_\_.

Color the rulers \_\_\_\_\_.

Color the bags \_\_\_\_\_.

Color the cupboards \_\_\_\_\_.

Color the pictures \_\_\_\_\_.

Color the bookcases \_\_\_\_\_.

Color the erasers \_\_\_\_\_.

Color the pens \_\_\_\_\_.

Color the pencils \_\_\_\_\_.

Color the stars \_\_\_\_\_.

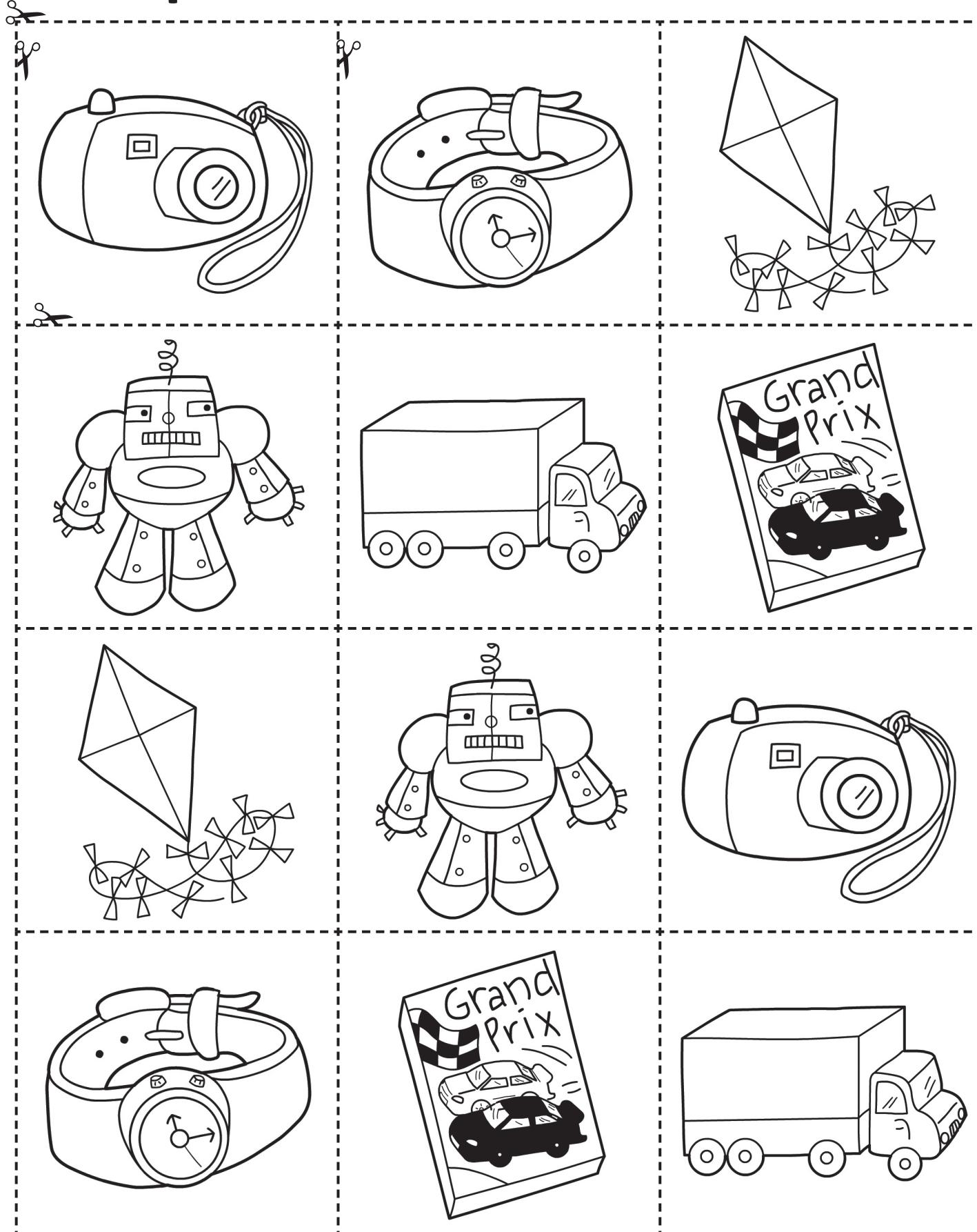
Fold  
hereFold  
here**Now ask and write. How many?**

eighteen desks  
 ----- chairs  
 ----- windows  
 ----- rulers  
 ----- bags  
 ----- cupboards

----- pictures  
 ----- bookcases  
 ----- erasers  
 ----- pens  
 ----- pencils  
 ----- stars

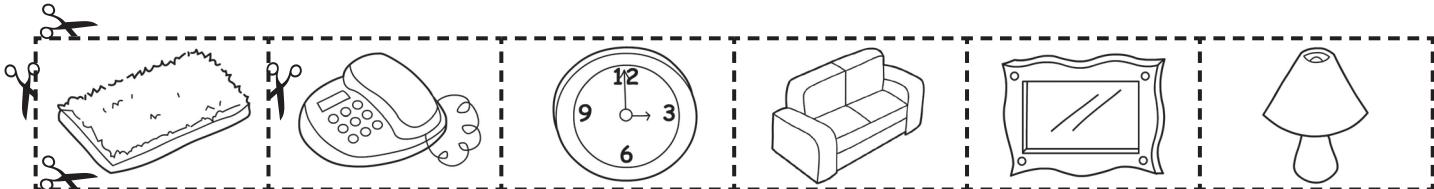
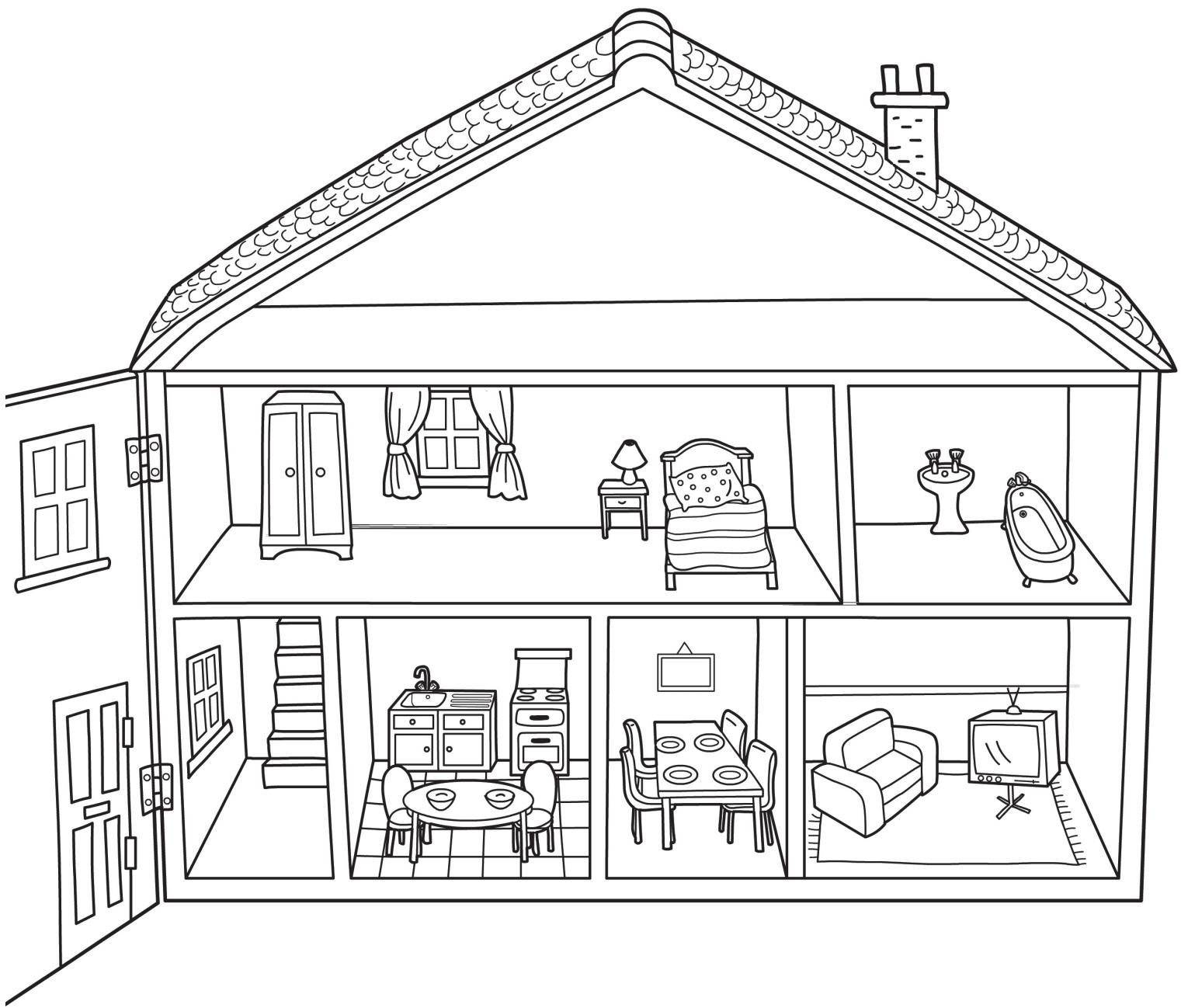
**Photocopiable 3**

Name: \_\_\_\_\_



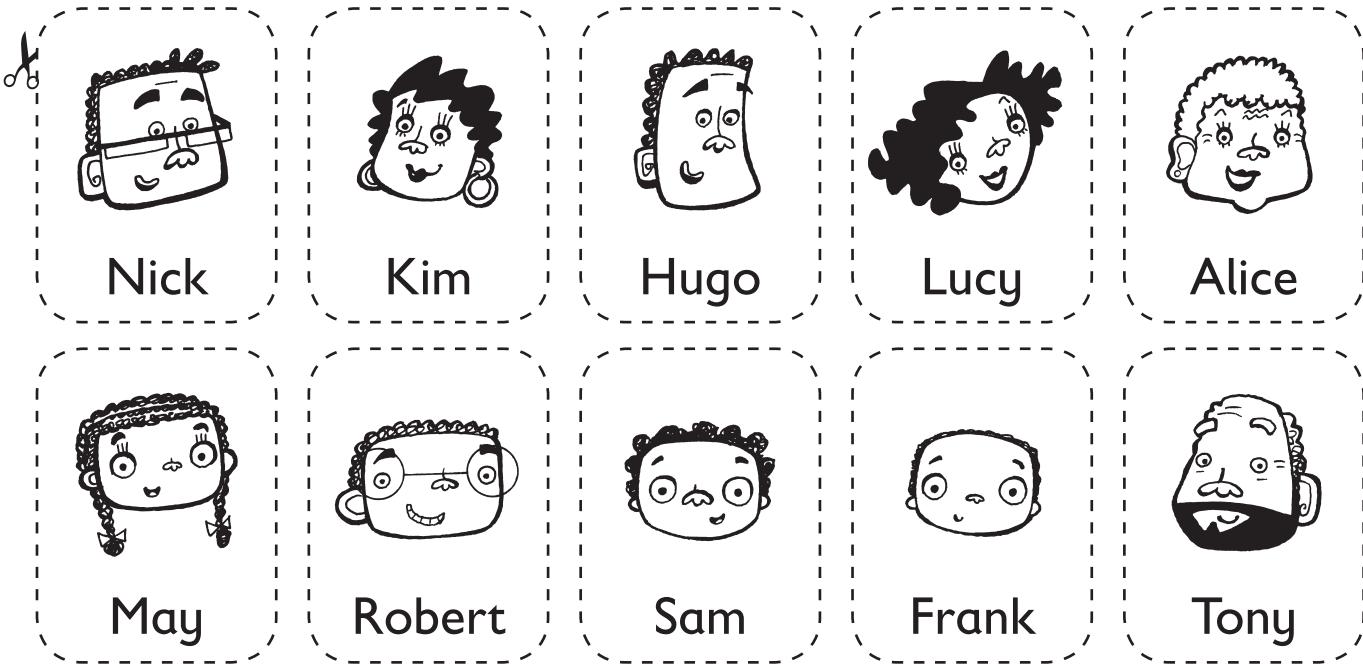
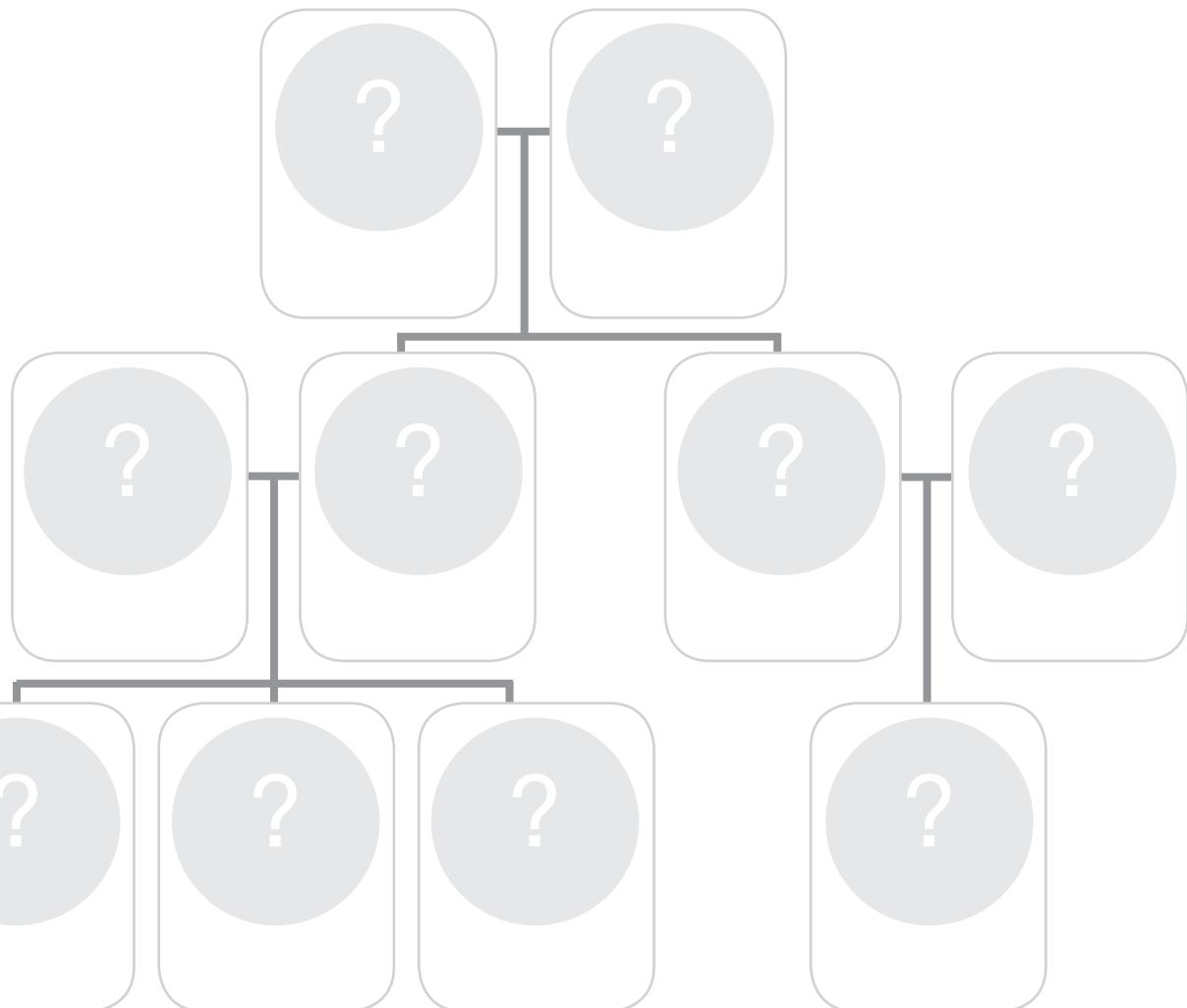
**Photocopiable 4**

Name: \_\_\_\_\_



**Photocopiable 5**

Name: \_\_\_\_\_



**Photocopiable 6a**

Name: \_\_\_\_\_

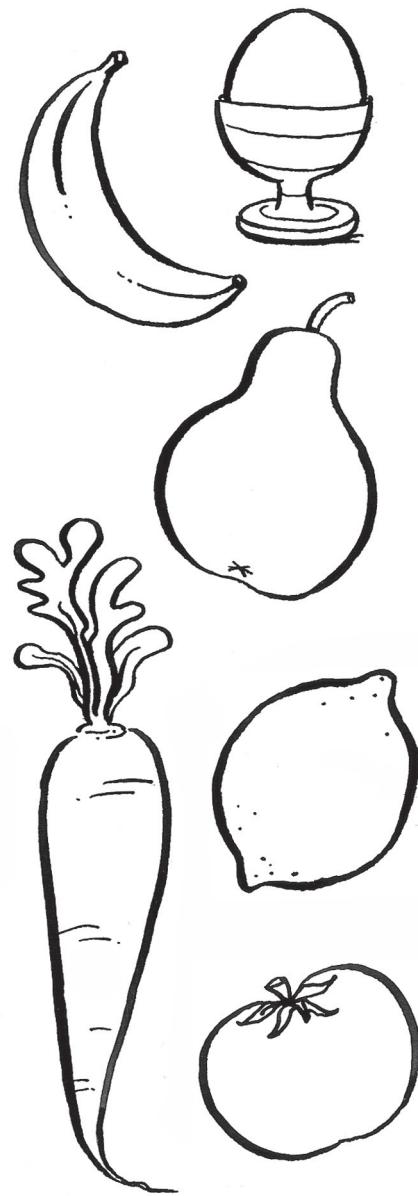
**Floating and sinking**

Foods

Guesses: \_\_\_\_\_  
Yes or no?

What happens?

1		
2		
3		
4		
5		
6		

**Floats or sinks?**

- When you put ..... in water, it ..... .
- When you put ..... in water, it ..... .
- When you put ..... in water, it ..... .
- When you put ..... in water, it ..... .
- When you put ..... in water, it ..... .
- When you put ..... in water, it ..... .

**Photocopiable 6b**

Name: \_\_\_\_\_

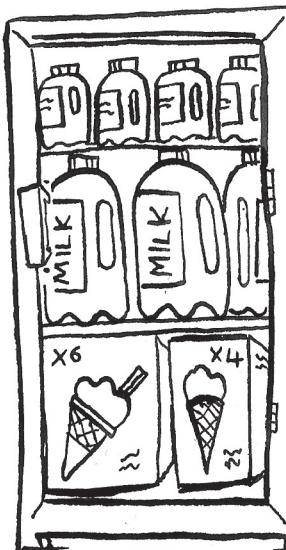
**A**

Can I have some bread, please?

Here you are.

Can I have some lemons, please?

No, I'm sorry.

Your shopping listbread lemons apples meat oranges potatoes carrots Your store**B**

Can I have some bread, please?

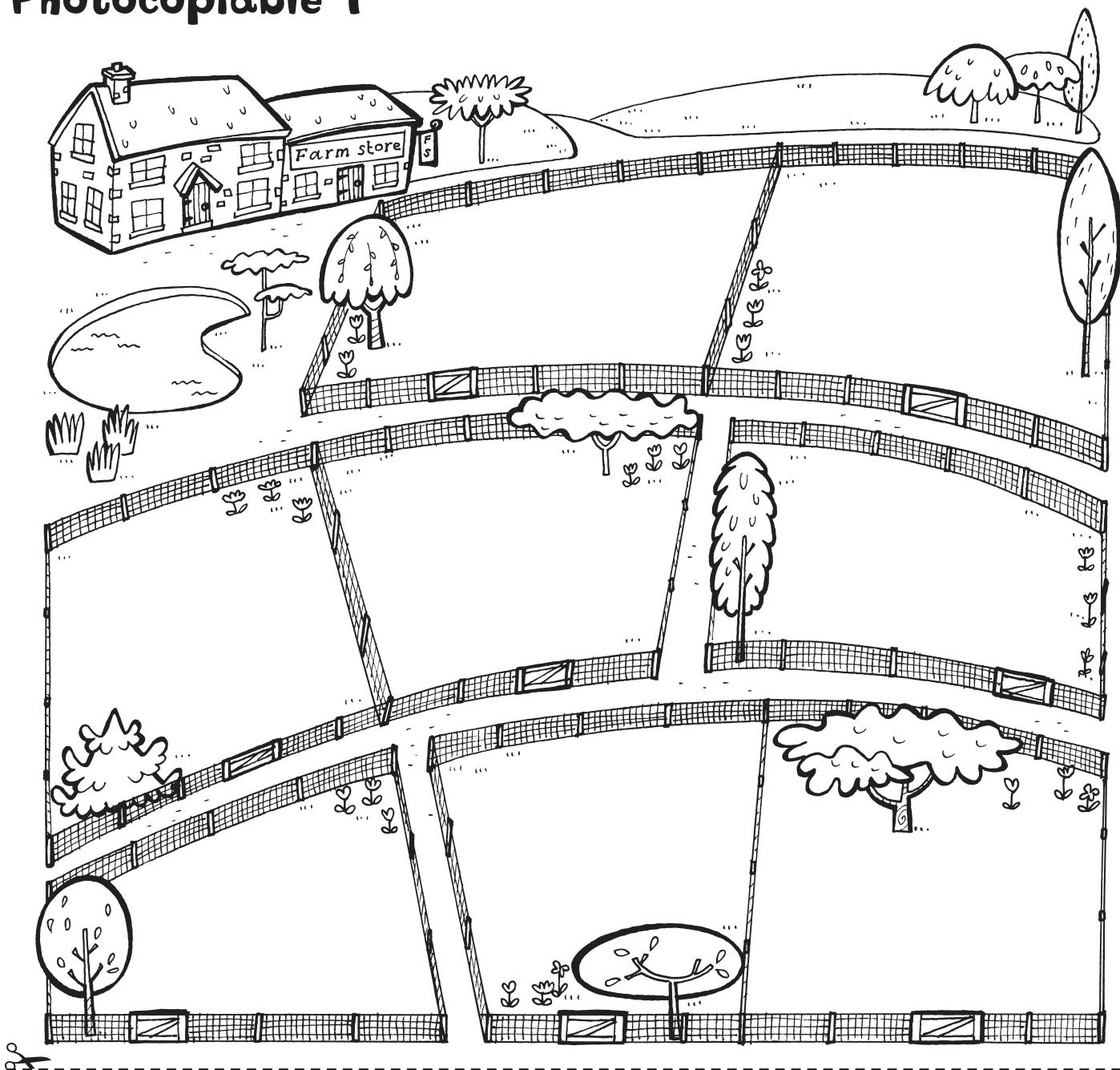
Here you are.

Can I have some lemons, please?

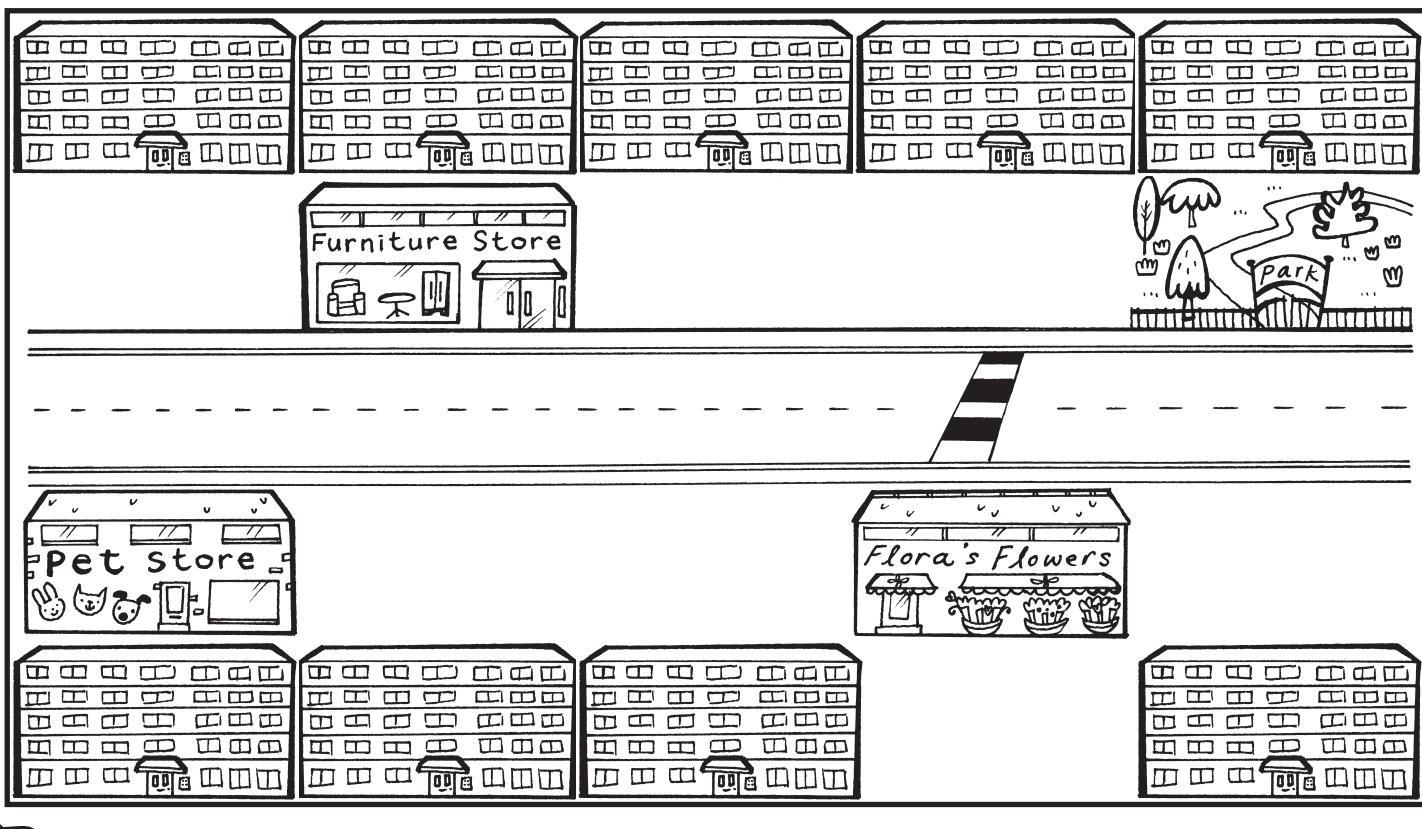
No, I'm sorry.

Your storeYour shopping listbread lemons milk egg pears chicken rice

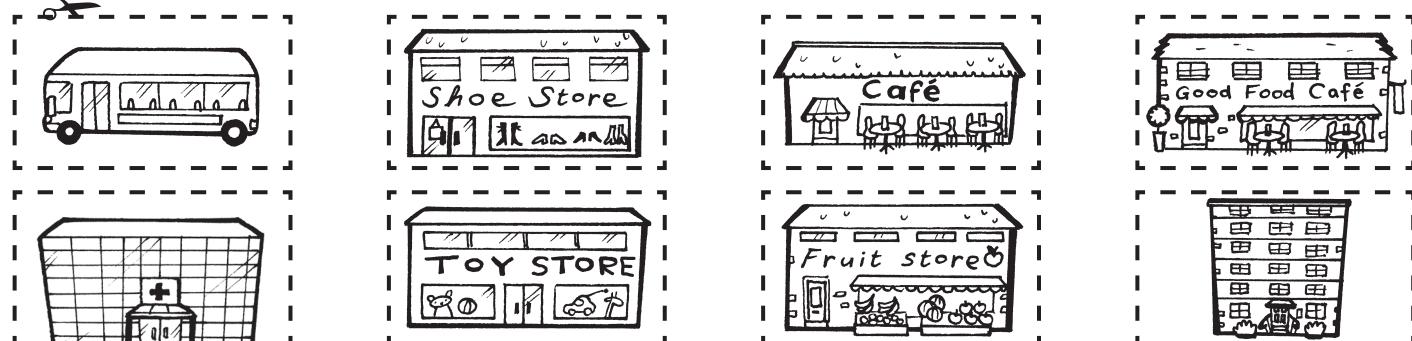
# Photocopiable 7



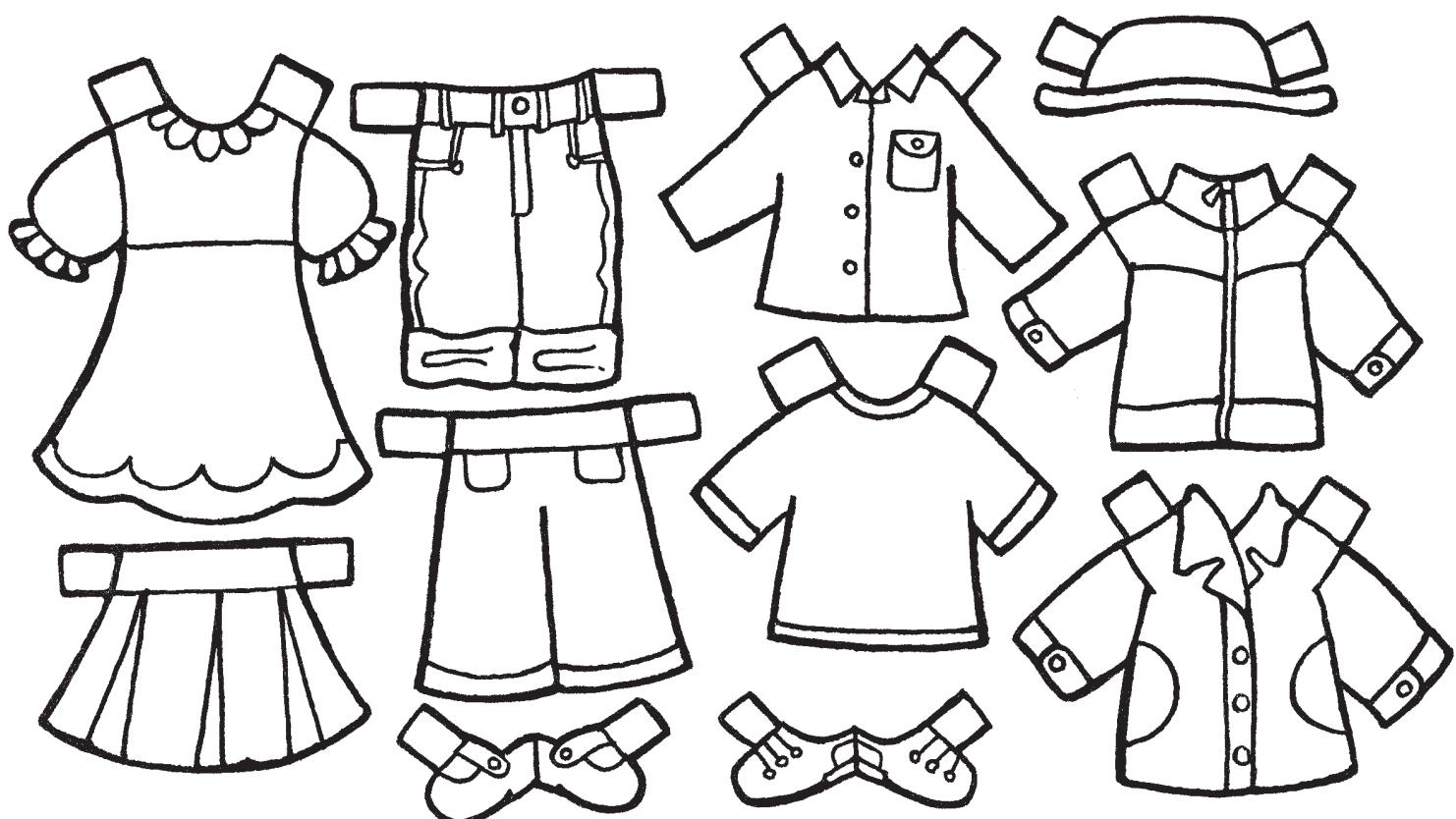
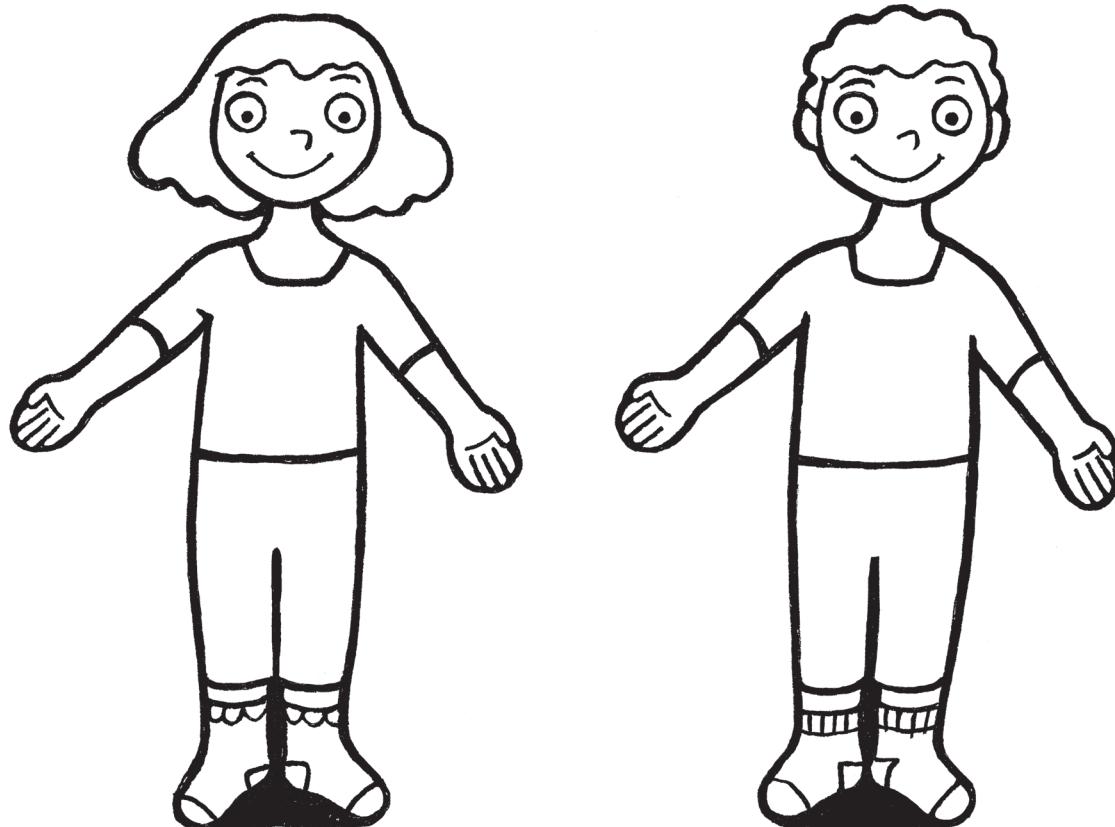
# Photocopiable 8



- 1 The toy store is next to the park.
- 2 The hospital is between the furniture store and the toy store.
- 3 There is one café next to the pet store.
- 4 The fruit store is between the café and the flower store.
- 5 There is a café next to the flower store.
- 6 There is a shoe store next to the furniture store.
- 7 There is a bus in front of the hospital.
- 8 Grandpa's apartment is behind the flower store.



## Photocopiable 9



# Photocopiable 10

**A**

Name	Likes	Dislikes

What's your name?

What do you like doing?

What don't you like doing?



**B**

	<b>Name:</b> _____ <b>Likes:</b> _____    <b>Dislikes:</b> _____    
--	---

# Photocopiable 11



To

Happy Birthday

Love from

Fold here

## Photocopiable 12a

20  
Finish

19  
On vacation.  
Miss a turn.

18  
Spell

17  
?  
They're in  
the bag.

16  
I



15  
Go forward  
two spaces.

14  
  
The girl is -----  
the boy.

13  
  
Spell

8  
  
The doll is -----  
the boxes.

9  
  
Spell

10  
?  
I have two  
brothers.

11  
I

12  
1 woman,  
2 -----

7  
On vacation.  
Miss a turn.

6  
I

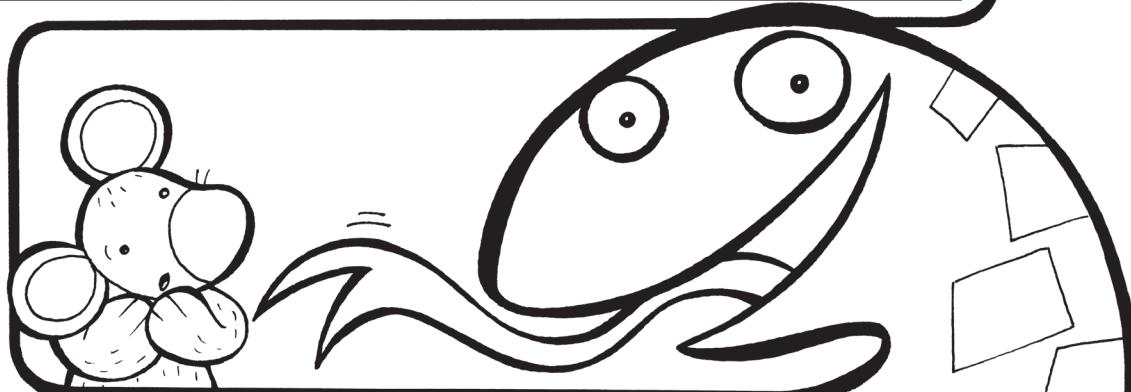
5  
?  
Yes, here  
you are.

4  
Go forward  
two spaces.

3  
1 child,  
2 -----

2  
  
Spell

1  
Start here



# Photocopiable 12b



milk	taking pictures	taking a picture	riding a horse	riding a horse	painting
painting	playing the guitar	playing the guitar	fishing	fishing	playing baseball
playing baseball	mountains	mountains	the ocean	the ocean	the sun
the sun	beaches	beaches	shells	shells	cities
cities	sausages	sausages	fries	fries	burgers
burgers	lemonade	lemonade	water	water	milk