

# Introduction

- This Teacher's Resource Book is designed to help you and your pupils make the most of *Kid's Box 1* as well as providing practice for the Cambridge ESOL Young Learners English (YLE) Tests. There are three main sections in this Pack:
  - Worksheets
  - Word cards
  - Practice tests

## 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 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 1 Online Audio*.
- 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 whilst in other units 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-filers 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 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.
- 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 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 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 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 and then, when checking answers, you can ask pupils to point to the corresponding word card or to select it from cards laid out on the table.
  - Do 'word trails' by asking pupils to point to a series of words in succession as you name them.
  - Ask pupils to match them with picture flashcards.
  - Reveal one letter at a time, asking pupils 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 hall and ask pupils 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 Young Learners English (YLE) Tests. 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 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 YLE Starters Test confidently once they have completed *Kid's Box 2*.

## YLE activity types in *Kid's Box 1* Tests

- Listen and draw lines.** Demonstrate on the board and encourage pupils to draw the line very exactly to be e.g. in, on, next to or under the correct object. Make sure they understand that there is one extra picture 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 YLE syllabus and it is important to familiarise pupils with them. Some of these names are used in the tests in *Kid's Box 1*.
- 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*, towards the exact test format in *Kid's Box 2*, 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 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 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 at the pictures. Look at the letters.**

**Write the words.** The 'Say it with Monty' 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 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 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 tapescript 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 YLE Test 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.



# 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 Suzy's 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) 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.

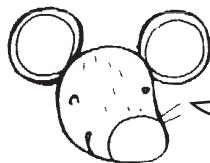
## Song worksheet

- 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 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.

**1**

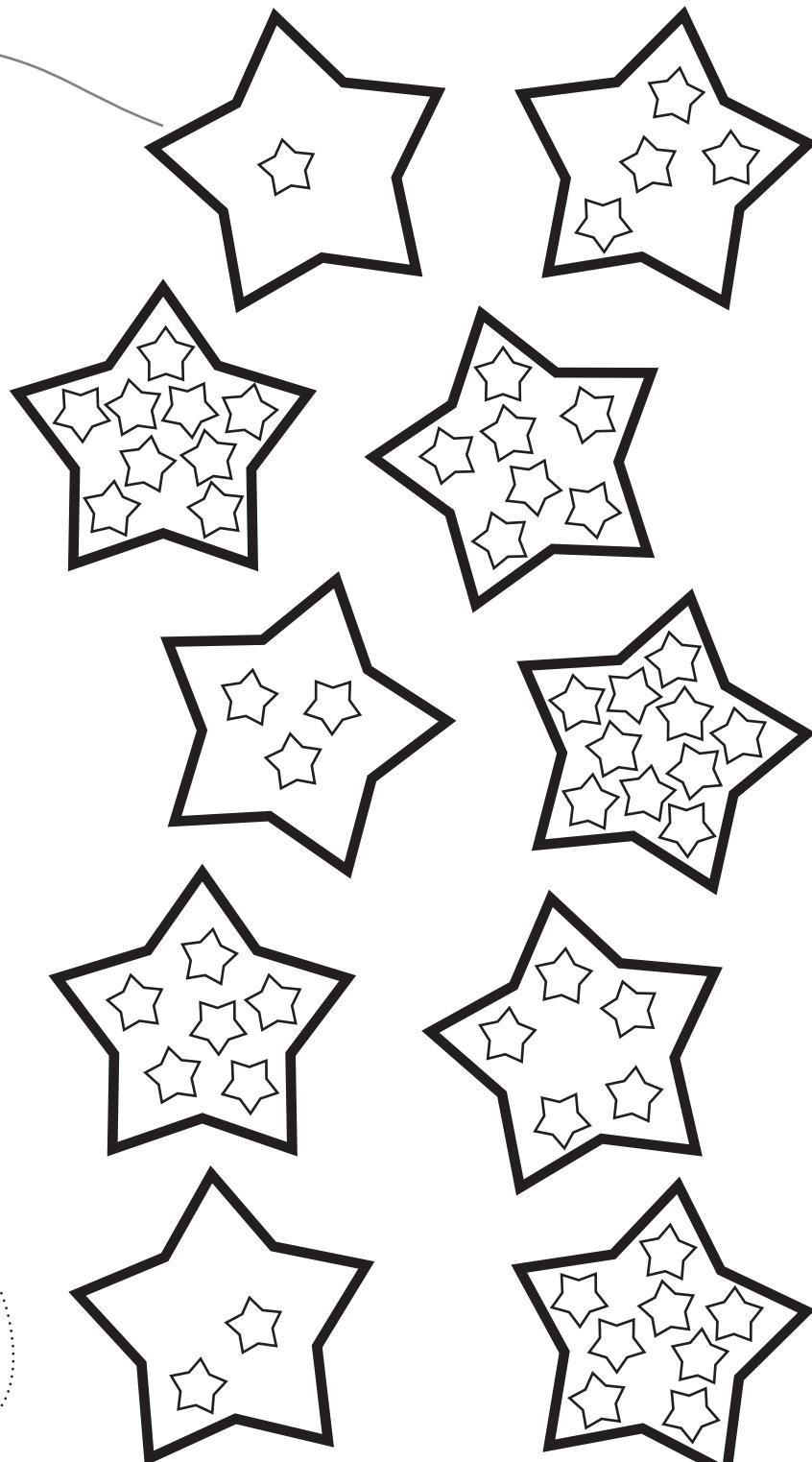
**Unit**

# Reinforcement worksheet 1

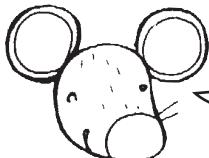


Trace, count and match.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10

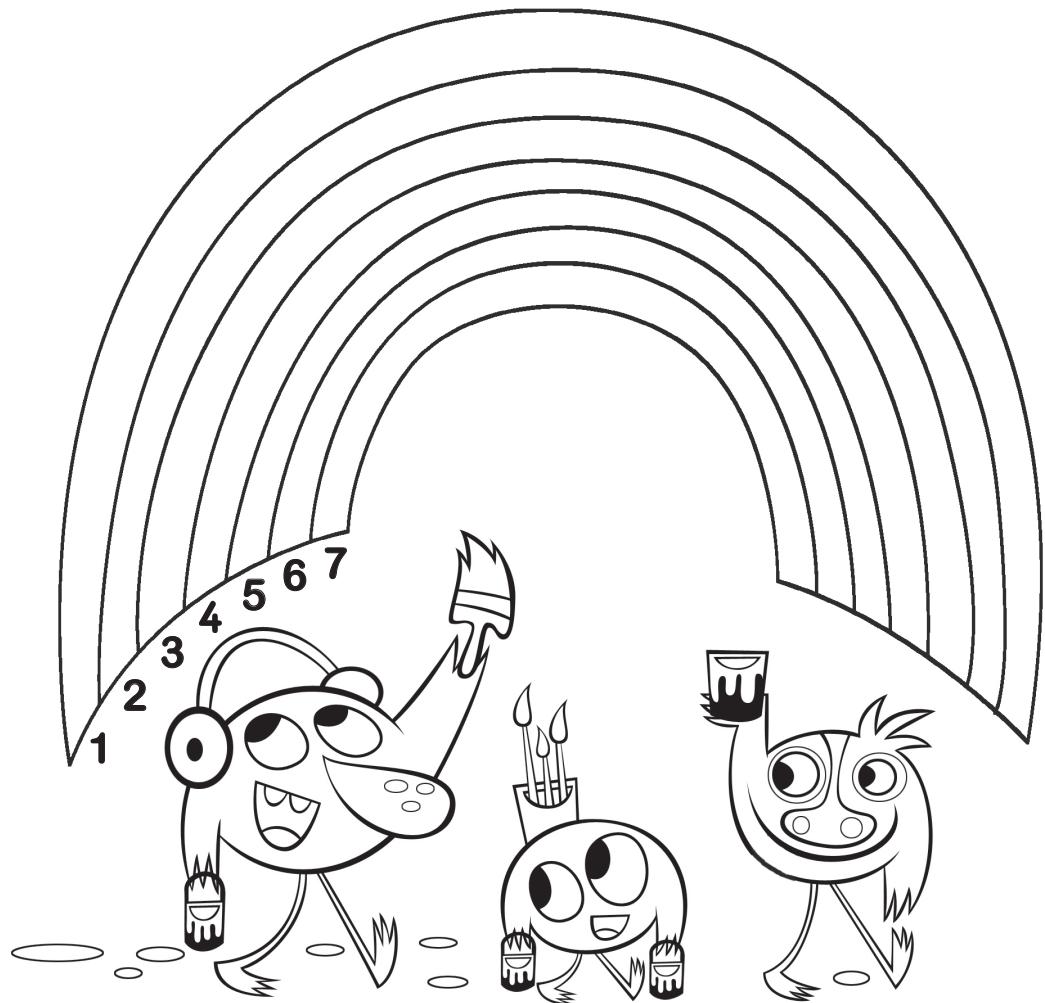


# Reinforcement worksheet 2



Think and colour.

1  2  3  4  5  6  7



## 1

Unit

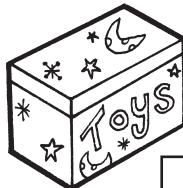
## Extension worksheet 1



Count. Write the number.


 6















# Extension worksheet 2



Cut and order. Listen.



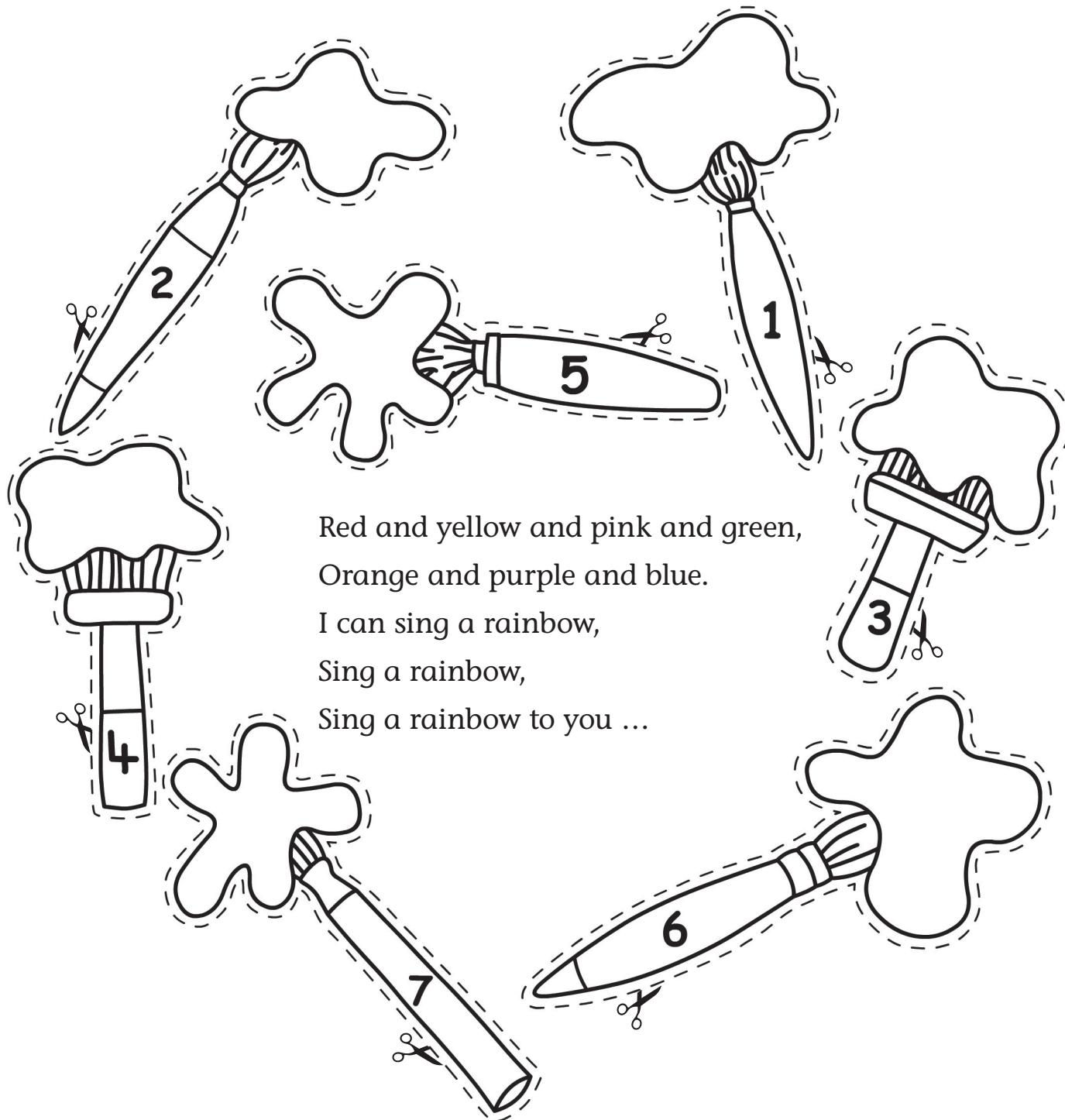
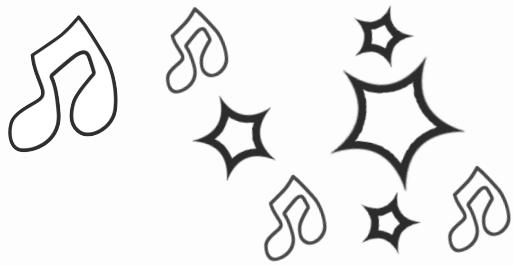
1



# Song worksheet



Colour. Listen  
and point. Sing.



## Word cards: numbers



**one**

**two**

**three**

**four**

**five**

**six**

**seven**



## Word cards: numbers / colours



**eight**

**nine**

**ten**

**red**

**pink**

**green**

**orange**



## Word cards: colours



**purple**

**blue**

**black**

**brown**

**white**

**grey**

**yellow**