



Introduction

- This Teacher's Resource Book is designed to help you and your pupils make the most of *Kid's Box 2* 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 2 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-fillers or as alternative activities when, for example, some other activity has interfered with the normal running of the class.
- They can be used as models for you or your pupils to develop more worksheets. 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:
 - Christmas
 - Pancake Day
 - 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 word cards 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 the word cards 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 two progress tests, each covering six units, and four additional speaking tests. The tests are suitable for all classes as they review the vocabulary and basic structures of the preceding units. In addition, they offer specific practice for the Starters level of the Cambridge Young Learners English (YLE) Tests. The more practice pupils have with the various activity types, and the more familiar they are with the test format, the more confidence they will have when they do the test having completed *Kid's Box 2*.

YLE activity types in Kid's Box 2 tests

| Task | Approximate duration | Expected response | Tips |
|--------------------------------------|----------------------|--|---|
| Listening | 20 minutes | | Ensure pupils know that each listening text is heard twice. Ensure pupils understand that there is an extra picture as a distractor in Parts 1 and 4. |
| Listen and draw lines. | | Carry out instructions and position things correctly on a picture. | Practise with pictures for recognition of nouns. Use puzzles and vocabulary games to reinforce knowledge. Encourage pupils to draw straight lines from objects to locations. Practise understanding and using prepositional phrases. |
| Listen and write a name or a number. | | Write names and numbers. | Explain to pupils that names will be spelt out. Practise the alphabet. Encourage pupils to write numbers as digits. Practise numbers 1–20. |
| Listen and tick the box. | | Tick the correct box under a picture (multiple choice). | Explain that pupils have time to look at the pictures before they hear the dialogues. Train pupils to listen to the whole of the dialogue before deciding on their response, as the answer may be provided in several parts of the dialogue. |
| Listen and colour. | | Identify which one of seven objects is being described and colour the object in the right way. | Practise colour vocabulary. |

| Task | Approximate duration | Expected response | Tips |
|--|-----------------------------|---|--|
| Reading and writing | 20 minutes | | Encourage pupils to write clearly. Set time limits when doing classroom tasks, to help pupils learn time management. Make sure pupils are familiar with the vocabulary, grammar and structures of the Starters syllabus. |
| Look and read. Put a tick or a cross in the box. | | Tick or cross to show if a sentence is true or false. | Encourage pupils to read the sentences and look at the pictures very carefully. Explain that the mark must be an unambiguous tick or cross. Give pupils practice in marking with ticks and crosses. |
| Look and read. Write 'yes' or 'no'. | | Write 'yes' or 'no'. | Give pupils practice in matching sentences to pictures. Ask pupils to read texts which describe scenes and to draw the pictures according to the information in the text. Compare and contrast structures and vocabulary related to pictures. Make sure pupils know that if any element of the sentence is false, then they must write 'no', even if there is an element which is true. |
| Look at the pictures. Look at the letters. Write the words. | | Write words. | Give pupils practice in writing words, using spelling exercises. Display words on the classroom walls. Practise doing anagrams. |
| Read this. Choose a word from the box. Write the correct word next to numbers 1–5. | | Choose and copy the correct words. | Encourage pupils to read holistically for a sense of the text before trying to answer the questions. Give practice in guessing which word could go into a gap. Explain that the answer is only one word and that it must make sense and fit grammatically. Practise matching pictures and words and identifying whether answers should be plural or not. |
| Look at the pictures and read the questions. Write one-word answers. | | Write one-word answers to questions. | Train pupils to spell correctly and read carefully. Encourage quick, accurate reading so that key question words are correctly identified and understood. |

| Task | Approximate duration | Expected response | Tips |
|---|----------------------|---|---|
| Speaking | 3–5 minutes | | <p>There are notes in the Test key and tapescript section on pages 138–141 explaining the use of the scene and object cards for each Speaking test.</p> <p>The mark is based on ratings for interactive listening ability, production of words and phrases, and pronunciation.</p> <p>Practise with pupils individually to help them feel confident in the YLE test.</p> <p>If you can, arrange to swap classes with another English teaching colleague, to give pupils the opportunity to work with someone who they may not know as well.</p> |
| Understand and follow spoken instructions. | | Point to the correct part of the picture and place object cards on the scene picture as directed. | <p>Give pupils practice in identifying people, animals and things in different pictures.</p> <p>Give pupils practice in placing smaller objects in different positions on a larger picture. It does not matter if the required position does not seem to be very appropriate!</p> |
| Understand and answer spoken questions. | | Answer questions with short answers. | <p>Use English to give everyday classroom instructions. Ask and encourage pupils to answer questions in English from the start of the course.</p> <p>Give pupils practice in answering simple questions about a picture.</p> <p>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>.</p> |
| Understand and respond to personal questions. | | Answer questions with short answers. | <p>Give pupils practice in giving basic information about themselves.</p> <p>As above, 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>.</p> |



Teacher's notes

Reinforcement worksheet 1

- Pupils look at the chart and cross out the letters which appear more than once. They write the remaining letters on the dashes and then unjumble them to discover the hidden colour.

Key: brown, black.

- **Optional follow-up activity:** Pupils prepare a similar puzzle. First they write the colour they have chosen, then they fill in the remaining squares. Pupils swap and complete the puzzles.

Reinforcement worksheet 2

- Pupils read the colours at the top of the page and follow the spaghetti lines to the pencils underneath. They colour each pencil accordingly and write the name of the colour on the dashes.

Key: 1 blue, 2 brown, 3 white, 4 green, 5 grey, 6 yellow, 7 pink, 8 orange, 9 purple, 10 red, 11 black.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A spells one of the colour words. Pupil B identifies the correct colour and finds an example of it in the classroom. Pupils A and B exchange roles.

Extension worksheet 1

- Pupils write the three numbers at the top of the page, putting one letter on each dash. They then use those same letters to fill in the gaps in the second part of the exercise. Finally, they write the words in the correct column in the table.

Key: Colours: red, purple, yellow, blue, grey, pink, green, orange, white, brown,
Numbers: fifteen, eleven, thirteen, seventeen, ten, nineteen, sixteen, fourteen, eighteen, twelve, twenty.

- **Optional follow-up activity:** Pupil A chooses a colour, writes it on a slip of paper and counts how many items there are of that colour in the classroom. He/she then says the number aloud and Pupil B has to guess the colour. Pupils then swap roles.

Extension worksheet 2

- This can be done as a listening exercise (Track 1) or a reading exercise. Pupils read each of the speech bubbles and decide which scene it belongs to. They write the scene number in the small accompanying box.

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

- **Optional follow-up activity:** Pupils work in groups. They take it in turns to read one of the speech bubbles. The first person to say the next line of the dialogue in the story has the next go.

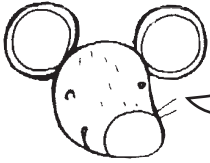
Song worksheet

- Explain that the letter *b* rhymes with another seven letters (the letters are best friends) while the letter *f* rhymes with another six letters.
- Pupils listen to the chant (Track 2) and circle the letters which rhyme with *b*. The second time, they circle the letters which rhyme with *f*. Ask pupils to write the rhyming letters on the dashes and to colour the letters which rhyme with *b* one colour and those which rhyme with *f* another.

Key: Letters rhyming with *b*: c, d, e, g, p, t, v.
Letters rhyming with *f*: l, m, n, s, x, z.

- **Optional follow-up activity:** Pupils work in groups. They create a chant for *b*'s or *f*'s best friends. Pupils perform their chants to the class.

Reinforcement worksheet 1



Find and write.

Example

| | | | | | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a | k | n | e | m | h | e | i | g |
| r | f | j | p | e | q | k | d | l |
| g | l | d | f | b | a | q | j | s |
| h | o | e | s | i | w | p | m | e |

The letters are r o n b w . The hidden colour is b r o w n .

Now it's your turn.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| d | l | h | f | g | e | m | p | o |
| r | s | n | o | k | q | i | s | t |
| a | g | e | h | m | j | d | n | b |
| q | j | c | i | p | f | t | r | g |

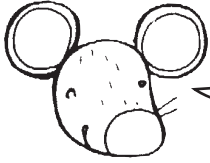
The letters are _ _ _ _ . The hidden colour is _ _ _ _ .

Now choose another colour and prepare a puzzle for your friend.

Choose from: grey red white blue pink orange

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Reinforcement worksheet 2



Match, colour and write.

grey

green

red

white

yellow

blue

brown

black

pink

orange

purple



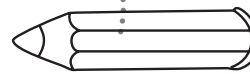
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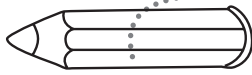


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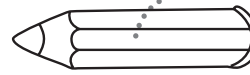
g r e y



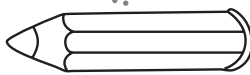
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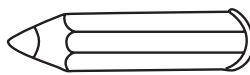
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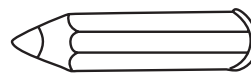
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9



10



11

Unit
1

Extension worksheet 1



Think and write.

12 t w e l v e

15 _ _ _ _ _

19 _ _ _ _ _

r _ e d

purpl _

fi _ teen

_ _ leven

yel _ ow

_ _ hirteen

blu _

se _ _ enteen

gr _ _ y

_ _ en

nine _ _ een

pi _ _ k

gree _

s _ _ xteen

_ _ ourteen

e _ _ ghteen

orang _

_ _ hite

brow _

tw _ _ lve

twe _ _ t y

| Colours | Numbers |
|---|---|
| <ul style="list-style-type: none"> • red • • • • • • • • • • | <ul style="list-style-type: none"> • • • • • • • • • • • |

Extension worksheet 2

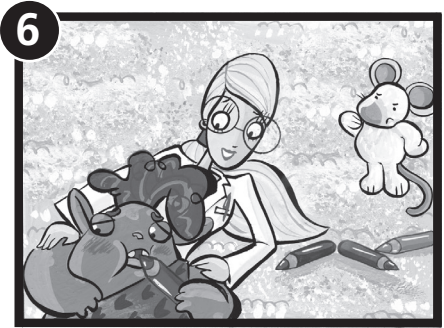
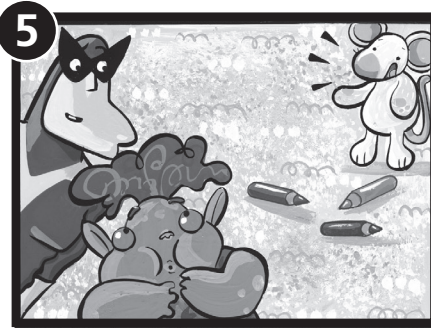
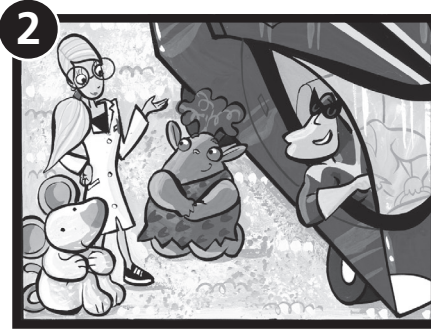


Read and match.

Let's play a game.
What's this colour?
B-l-u-e.

Three. I've only
got three pencils!

Are pencils
your favourite
food, Trevor?



I know. That's
four. Here are four
pencils! My turn.

a,b,c,d,e,f,g ...

No, Trevor. It's purple.
Your hair's purple.

Song worksheet



Listen and match. Sing.

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

Handwriting practice area with two rows of dashed lines. The first row contains a small letter 'c' on the left and a cartoon character shaped like the letter 'b' in the middle. The second row contains a cartoon character shaped like the letter 'r' in the middle.

Word cards: alphabet



a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Word cards: colours



pink

green

orange

purple

blue

black

brown

grey

white



Word cards: numbers



eleven

twelve

thirteen

fourteen

fifteen

sixteen

seventeen

eighteen

nineteen

twenty

