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# Kid's BOX

**Teacher's Resource Book 3**  
with Online Audio  
American English

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# Introduction

- This Teacher's Resource Book is designed to help you and your students make the most of *Kid's Box 3*, 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 review and to help those students who need extra practice, whereas the latter are designed to cater to 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 student 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 that varies from unit to unit. These worksheets are best done once students are familiar with the song. The songs are provided online on the *Kid's Box* website, but you can also use the Class CDs. Please note that the track numbers refer to *Kid's Box American English 3 Online Audio*.
- Finally, each unit has a content-based topic worksheet. As explained in the Teacher's Book, the content-based lessons in the Student's Book and Workbook aim to teach and reinforce understanding of subject topics that students learn in their other classes, through the medium of English. Therefore, there is a dual aim: that of learning subject content and learning language. The topic worksheets in this Book add to and go beyond the content-based pages in the Student's Book and Workbook.
- There is a page of teaching notes before the worksheets for each unit. These notes include optional follow-up activities that 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 student, that in one unit, he/she needs a reinforcement worksheet whereas in other units, or at other times, the same student 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 time-fillers or alternative activities when, for example, some other activity has interfered with the normal running of the class.
- They can also be used as models for you or your students to develop more worksheets. Creating exercises is an excellent way for students 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 student 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 that 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 and consolidation of literacy in English in the classroom. You may wish to mount the photocopied words on thin cardboard 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 students to make into dictionaries.
  - Use them for rhyme practice, asking students 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 students to spell out the word or guess it.
  - Make them into card games.
  - Use them as prompts when asking students 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 since they review the vocabulary and structures of the preceding units. In addition, they offer specific practice for Movers level of the *Cambridge Young Learners English Tests*. It should be remembered, however, that much of the YLE Movers Test uses texts in the past tense. Clearly, at this stage, the practice tests cannot reflect this reality. Therefore, the focus here is on the various activity types and the test format. The more familiar the students are with these, the more confidence they will have when they take Movers having completed *Kid's Box 4*.

## Movers activity types in *Kid's Box 3* tests

Task	Approximate duration	Expected response	Tips
<b>Listening</b>	25 minutes		Ensure students 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 students realize there is one extra name at the top or bottom of the page that will not be mentioned. Make sure the students know which first names are male and which are female, and which can be both: <i>Alex, Kim, Pat, and Sam</i> . Warn them not to jump to conclusions. They should listen to all the information.
Listen and write.		Write words or numbers in blanks.	Practice by doing similar productive tasks in the classroom. Encourage students to be as accurate as possible in their spelling, though some misspellings will be allowed for words not spelled out on the recording. Ensure that students realize they have to write responses that make sense, given the prompts.
Listen and write a letter in each box.		Match pictures and illustrated words.	Encourage students 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 check the box.		Check boxes under correct pictures.	Ensure that the students listen to the whole dialog before deciding on their answer. Recycle vocabulary throughout.
Listen and color and draw or write.		Carry out instructions to color and write.	Practice color vocabulary (black, blue, brown, green, gray, orange, pink, purple, red, yellow). Remind students that they will have to write something for one of the questions. Teach students to listen carefully for prepositional phrases that describe exactly where something is.

Task	Approximate duration	Expected response	Tips
<b>Reading and writing</b>	30 minutes		<p><b>Correct spelling is required in all parts of the Reading and Writing Test.</b></p> <p>Encourage students to write clearly. It is often better not to use joined-up writing.</p> <p>Teach students to write only as much as they need to. Give time limits when doing classroom tasks, to help students learn time management.</p> <p>Make sure students are familiar with the structures and words in the Starters and Movers syllabuses.</p>
Look and read. Choose the correct words and write them on the lines.		Copy correct words next to definitions.	<p>Give students practice in reading and writing definitions. Give students practice in accurate copying. Remind students to copy the whole option and not to add anything extra.</p> <p>Teach students to correct their spelling.</p>
Read the text and choose the best answer.		Choose the correct response by circling a letter.	<p>Remind students to read all the options before choosing the correct one.</p> <p>Practice appropriate responses, not just to questions, but also to statements.</p> <p>Give students practice with the use of set expressions and with short "yes/no" answers.</p> <p>Give students practice with multiple-choice questions.</p>
Read the story. Write one-word answers.		Choose and copy missing words correctly. Check a box to choose the best title for the story.	<p>Encourage students to read holistically for a sense of the text before trying to fill in the first blank.</p> <p>Teach students to read the text surrounding the question to be able to correctly fill in the blank.</p> <p>Give students practice in guessing which word could go into a blank. Practice choosing the right form of words within sentences and texts.</p> <p>Help students identify words or structures that indicate what form of word the answer should be.</p>
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 blanks.	<p>Practice choosing and forming the correct type of word to fit into sentences and texts.</p> <p>Remind students to choose from the three options given.</p> <p>Practice general reading skills.</p>
Look at the pictures and read the story. Answer the questions.		Complete sentences about a story by writing 1, 2, or 3 words.	<p><b>Students should not write more than three words.</b></p> <p>Teach students to predict an outline of the story from the three pictures and the title.</p> <p>Practice reading for gist.</p> <p>Practice understanding whole texts by selecting titles for paragraphs or complete stories.</p> <p>Practice 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.</p> <p>Ensure that words chosen to complete sentences are grammatically correct.</p>
Look and read and write.		Complete sentences, answer questions and write sentences about a picture.	<p>Practice identifying people and what they are doing.</p> <p>Practice writing about activities and describing places.</p> <p>Encourage students to look at pictures and describe them in detail</p>

Task	Approximate duration	Expected response	Tips
<b>Speaking</b>	5–7 minutes		The mark is based on ratings for interactive listening ability, production of extended responses, and pronunciation. Students are required to follow simple instructions and talk about different pictures, and to answer simple questions about themselves. Make sure students can introduce themselves and say their age.
Describe two pictures by using short responses.		Identify four differences between pictures.	Give students 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 students practice in telling simple picture stories. Practice using <i>There is/are</i> , the present tense of the verbs <i>be</i> and <i>have</i> , the modals <i>can/can't</i> , <i>should/shouldn't</i> , and <i>must/must not</i> , and the present progressive.
Suggest a picture that is different and explain why.		Identify the different picture and give a reason.	Practice identifying the different one in a set of four pictures.
Understand and respond to personal questions.		Answer personal questions.	Give students practice in answering questions about themselves, their families and friends, their homes, their school and free-time activities, and their likes and dislikes. Use English to give everyday classroom instructions. Make sure students 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

- Students use the international flag code to decipher the names of the characters. They then look at the pictures and complete the sentences.

**Key:** 1 Sam – comic books, 2 Jack – train, 3 Bill – soccer, 4 Jane – bike.

- **Optional follow-up activity:** Students use the code to write their own message. They then swap messages and decode them.

## Reinforcement worksheet 2

- Students use the pictures to help them follow the letter trail in the word mazes from *In* to *Out*. They write the words below the pictures.

**Key:** 1 kite, 2 train, 3 camera, 4 bike, 5 doll, 6 helicopter, 7 truck, 8 computer, 9 monster, 10 board game.

- **Optional follow-up activity:** Students draw an empty grid in their notebook to prepare a similar puzzle for a friend, using words they wish to review.

## Extension worksheet 1

- Students affix a picture of themselves (or draw themselves) and use the visual prompts to write sentences about what they can and can't do.
- **Optional follow-up activity:** In groups of four, each student asks the student on his/her left two *Can you ... ?* questions based on the visual prompts. When all the questions have been asked, they take turns recalling what their partner can and can't do.

## Extension worksheet 2

- This can be done as a listening exercise (Track 2) or a reading exercise. Students decide which sentence goes in each blank and then write the numbers in the boxes.

**Key:** See Student's Book, page 9.

- **Optional follow-up activity:** Students work in groups of four. Together they decide on four of the story frames and each student then cuts out these four frames. They then shuffle all the cards together and deal them out equally. They say *1, 2, 3, pass!* then discard one card face down in front of the player on their left. Each player picks up the new card and decides which card to discard next. The winner is the first player to end up with four cards the same.

## Song worksheet

- Students listen to the song (Track 3) twice. The first time they fill in the blanks over the dotted lines using words from the top box; the second time they fill in the blanks over the solid lines using words from the second box.

**Key:** See Student's Book, page 7.

- **Optional follow-up activity:** Students color the toys and write new lyrics for the song underneath.

## Topic worksheet

- Pre-teach words you think the students may find difficult. Students read the text then invent their own legend. They can draw a comic strip or draw a strange animal and write a text like the one about the "cabbit."
- **Optional follow-up activity:** Students use an atlas or world map to locate the Isle of Man.