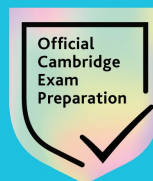


# Kid's BOX

New Generation



Caroline Nixon &  
Michael Tomlinson



CAMBRIDGE

**Class Book**  
with Digital Pack  
American English

Starter  
**S**

# Language summary

	Key vocabulary	Key language and functions	Sounds
<div>1</div> <div>Hi!</div> <div>page 4</div>	<div>Character names: Marie, Maskman, Monty</div> <div>Numbers: one, two, three, four, five, six</div>	<div>Hi!</div> <div>Goodbye.</div> <div>What's your name?</div> <div>I'm (Marie).</div> <div>How old are you?</div> <div>I'm (six).</div>	<div>May, mouse,</div> <div>Matt, Monty,</div> <div>Maskman, Marie</div> <div>page 10</div>
<div>2</div> <div>my class</div> <div>page 12</div>	<div>Classroom objects: bag, book, chair, eraser, pencil, table</div>	<div>Classroom language: open your books, close your books, stand up, sit down, listen, look, point</div> <div>What's this?</div> <div>It's a (pencil).</div>	<div>cat, black, bag</div> <div>page 18</div>
<div>page 20</div>	<div>Marie's math</div> <div>What shapes can I see?</div> <div>Shapes: circle, triangle, square</div>		
<div>page 22</div>	<div>Maskman's practice</div> units 1 and 2		
<div>page 24</div>	<div>Trevor's values</div> <div>Asking nicely</div>	<div>Pass me the (pencil), please.</div> <div>Here you are.</div> <div>Thank you.</div>	
<div>page 25</div>	<div>Review</div> units 1 and 2		
<div>3</div> <div>my colors</div> <div>page 26</div>	<div>Colors: black, blue, brown, red, white, yellow</div>	<div>It's (red).</div> <div>It's a (red) (pencil).</div> <div>What's your favorite color?</div> <div>It's (yellow).</div>	<div>brown, bear, blue,</div> <div>bag, black, book</div> <div>page 32</div>
<div>4</div> <div>my toys</div> <div>page 34</div>	<div>Toys: ball, bike, car, doll, kite, robot</div>	<div>Where's the (car)?</div> <div>It's here.</div>	<div>cat, black, bike, cow,</div> <div>car, kite</div> <div>page 40</div>
<div>page 42</div>	<div>Marie's art</div> <div>What is symmetry?</div> <div>Colors: orange, green, pink</div> <div>Objects: butterfly, flower, train</div>	<div>Is it symmetrical?</div> <div>Yes, it is.</div> <div>No, it isn't.</div>	
<div>page 44</div>	<div>Maskman's practice</div> units 3 and 4		
<div>page 46</div>	<div>Trevor's values</div> <div>Giving</div> <div>Mommy, Daddy</div>	<div>Here's a (kite) for you.</div>	
<div>page 47</div>	<div>Review</div> units 3 and 4		

	Key vocabulary	Key language and functions	Sounds
<b>5</b> <b>My house</b> page 48	<b>Home:</b> bedroom, kitchen, living room; bed, door, couch	He's (in) the (kitchen). She's (on) the (couch). in, on, under	<u>d</u> og, <u>u</u> nder, <u>b</u> ed, <u>u</u> ck page 54
<b>6</b> <b>My body</b> page 56	<b>The body:</b> arm, eye, hand, head, leg, mouth	I have (two) (arms). I don't have (blue) (hands).	<u>e</u> gg, <u>b</u> ed, <u>l</u> eg, <u>h</u> ead page 62
page 64	<b>Marie's art</b> How can we make art? feet	I make art with my (feet).	
page 66	<b>Maskman's practice</b> units 5 and 6		
page 68	<b>Trevor's values</b> Taking turns	Let's play pairs. OK. You start. It's my turn.	
page 69	<b>Review</b> units 5 and 6		
<b>7</b> <b>My animals</b> page 70	<b>Animals:</b> bird, dog, duck, fish, frog, tiger	I can (walk). I can't (fly). fly, jump, swim, talk	<u>t</u> wo, <u>t</u> igers, <u>c</u> at, <u>t</u> oys, <u>n</u> ot page 76
<b>8</b> <b>My food</b> page 78	<b>Food:</b> cake, fries, egg, fruit, milk, tomato	I like (cake). I don't like (fries).	<u>c</u> ake, <u>t</u> able, <u>g</u> ray; <u>m</u> ilk, <u>p</u> ink; <u>s</u> oup, <u>b</u> lue page 84
page 86	<b>Marie's science</b> Is it sweet or savory? pasta, ice cream, bread, rice, chocolate		
page 88	<b>Maskman's practice</b> units 7 and 8		
page 90	<b>Trevor's values</b> Sharing	Let's share.	
page 91	<b>Review</b> units 7 and 8		
page 92	<b>Review puzzle</b> units 1–8		
page 94	<b>Review game</b> units 1–8		



1

Hi!

1



2-3

Listen and point. Listen and repeat.



2



4

Say the chant. Do the actions.

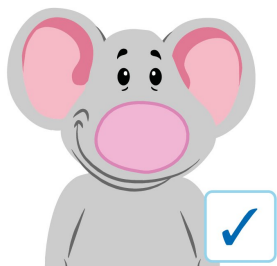




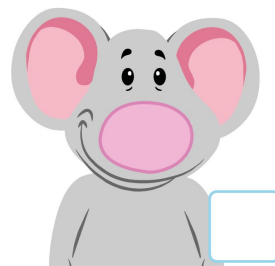
Listen and check (✓).



1



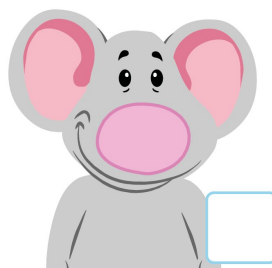
2



3



4



Look and draw. Say the number.

1

3	1	2
3	3	1
2	1	3

2

1	3	2
3	2	2
3	1	2

3

2	3	1
3	1	2
1	1	3

4

2	1	1
1	3	2
3	3	3

1



6-7



Listen and point. Sing the song.



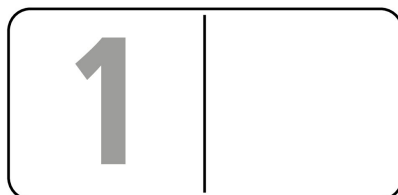
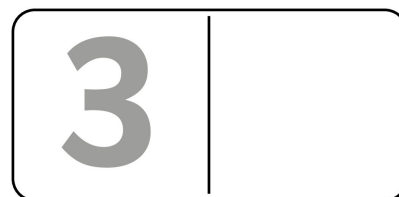
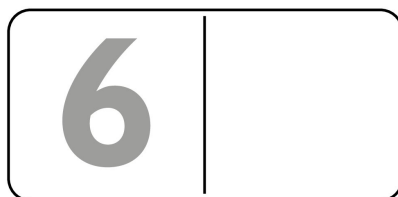
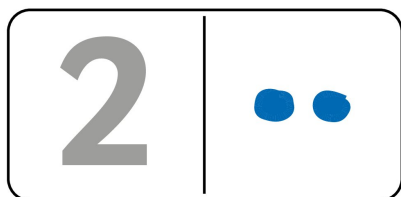
2

Ask and answer.





**1 Look and draw. Say the numbers.**



**Listen and circle.**

1



2



3



4



1



Watch the video. Listen and act out the story.



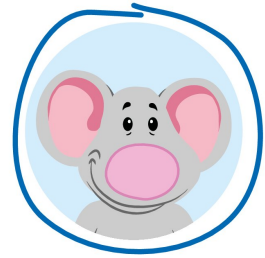




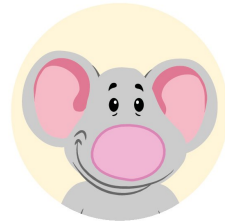
**Listen and circle. Who says it?**



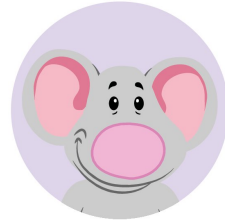
1



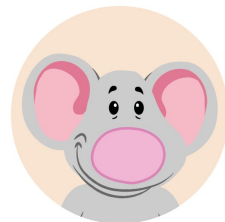
2



3



4



**Play and draw.**

How old are you?

I'm four.

