

Cambridge University Press & Assessment  
978-1-108-88245-3 — Kid's Box New Generation Starter Teacher's Book  
with Digital Pack American English  
Sue Parminter with Caroline Nixon & Michael Tomlinson  
Frontmatter  
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# Kid's BOX

New Generation

Sue Parminter with  
Caroline Nixon &  
Michael Tomlinson



CAMBRIDGE

**Teacher's Book**  
with Digital Pack  
American English



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Cambridge University Press & Assessment is a department of the University of Cambridge.  
We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9781108882453](http://www.cambridge.org/9781108882453)  
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First published 2008  
Second edition 2014  
Updated second edition 2017  
Third edition 2024  
20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in XXXX  
*A catalogue record for this publication is available from the British Library*  
ISBN 978-1-108-88245-3 Teacher's Book with Digital Pack

Additional resources for this publication at [www.cambridge.org/kidsboxng-ame](http://www.cambridge.org/kidsboxng-ame)  
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# Language summary

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

|                                                       | Key vocabulary                                                                               | Key language and functions                                           | Sounds                                                                                                            |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <div>5</div> <div>My house</div> <div>page 48</div>   | <b>Home:</b> bedroom, kitchen, living room; bed, door, couch                                 | He's (in) the (kitchen).<br>She's (on) the (couch).<br>in, on, under | <u>d</u> og, under, be <u>d</u> , <u>d</u> uck<br>page 54                                                         |
| <div>6</div> <div>My body</div> <div>page 56</div>    | <b>The body:</b> arm, eye, hand, head, leg, mouth                                            | I have (two) (arms).<br>I don't have (blue) (hands).                 | egg, be <u>d</u> , le <u>g</u> , hea <u>d</u><br>page 62                                                          |
| page 64                                               | <b>Marie's art</b><br>How can we make art?<br>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><br>Taking turns                                                       | Let's play pairs.<br>OK.<br>You start.<br>It's my turn.              |                                                                                                                   |
| page 69                                               | <b>Review</b> units 5 and 6                                                                  |                                                                      |                                                                                                                   |
| <div>7</div> <div>My animals</div> <div>page 70</div> | <b>Animals:</b> bird, dog, duck, fish, frog, tiger                                           | I can (walk).<br>I can't (fly).<br>fly, jump, swim, talk             | <u>t</u> wo, <u>t</u> igers, ca <u>t</u> ,<br><u>t</u> oys, no <u>t</u><br>page 76                                |
| <div>8</div> <div>My food</div> <div>page 78</div>    | <b>Food:</b> cake, fries, egg, fruit, milk, tomato                                           | I like (cake).<br>I don't like (fries).                              | <u>c</u> ake, ta <u>b</u> le, <u>g</u> ray;<br>mi <u>l</u> k, <u>p</u> ink; <u>s</u> oup, <u>b</u> lue<br>page 84 |
| page 86                                               | <b>Marie's science</b><br>Is it sweet or savory?<br>pasta, ice cream, bread, rice, chocolate |                                                                      |                                                                                                                   |
| page 88                                               | <b>Maskman's practice</b> units 7 and 8                                                      |                                                                      |                                                                                                                   |
| page 90                                               | <b>Trevor's values</b><br>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                                                                 |                                                                      |                                                                                                                   |

# Welcome to

# Kid's Box

New Generation

*Kid's Box New Generation* is a new and enhanced edition of the trusted course that has inspired thousands of teachers and a whole generation of pupils all over the world to teach and learn English.

*Kid's Box New Generation* represents the ideal combination of contemporary research-backed methodology with learner-friendly content. Our course characters will take your students on an English-language learning journey with lessons on values, such as taking turns and sharing, and CLIL lessons about math, science, and art, all the while developing the language they need to succeed in the Cambridge English Qualifications for young learners.

*Kid's Box New Generation* takes a blended approach to learning English and includes a wide variety of print and digital components:

- The **Class Book with Digital Pack including eBook** features all the Class Videos and embedded Class Audio. Practice Extra, our suite of online practice activities, the Class Audio, and the downloadable Learner Resource Bank are also included in the Digital Pack.
- The **Teacher's Book with Digital Pack** includes a host of resources, such as Presentation Plus, Test Generator, and an extensive Teacher Resource Bank.

The digital components are delivered through our new-generation learning environment Cambridge One.



Hi! We're Maskman, Monty, and Marie. We'll take your students on a learning journey!



I'm Monty. Your students will practice sounds with me!



I'm Marie. I'll help your students with math, science and art!



I'm Maskman. Through our stories, your students will have fun and learn.



I'm Trevor. I try to be nice and help people. Your students can do that, too!

We asked teachers from around the world to tell us what they like about *Kid's Box*, as well as what they would like to see in *Kid's Box New Generation*.

Course characters and design

“From the start, students seem to identify with the characters and the topics.”

So, Monty, Maskman, and Marie are back again to continue inspiring learners. Although the same course characters are back, the artwork and page design have been completely updated.

Resources

“What I would highlight most about *Kid's Box* is the quality of the material that complements the book”

There are now even more resources available. See pages IO and II of this introduction for a full overview of the course components.

Language focus

“The grammar topics are exactly what we want to teach our students.”

The language focus of each lesson is clearly indicated both in the Teacher's Book, as it was previously, and now at the bottom of each page in the Class Book.

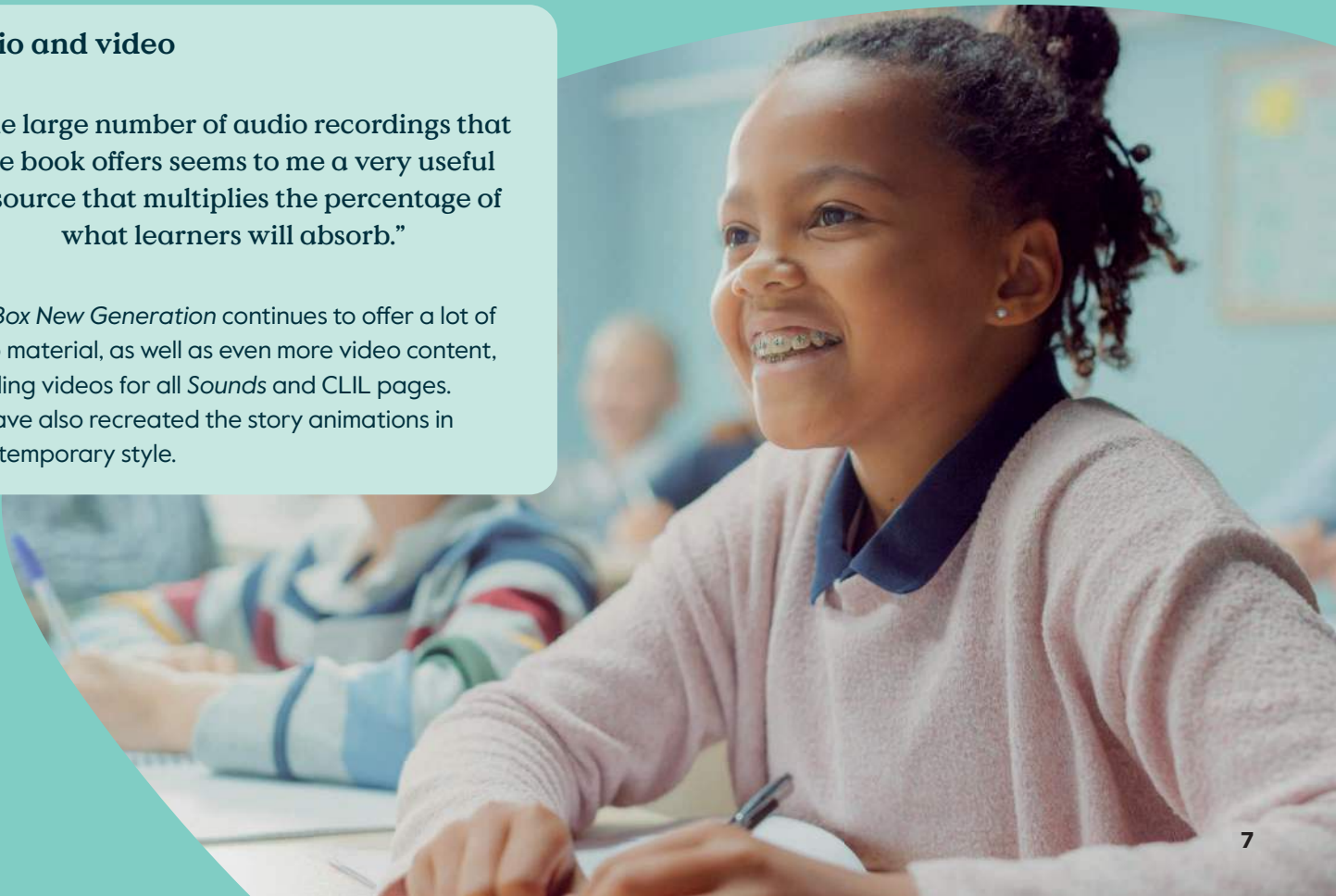
Enhanced Teacher's Book

From the outset, our aim has been to provide even more support to teachers through the new and enhanced Teacher's Book, ranging from how to structure a lesson to different ways of providing extra support and challenges to students. Each page clearly specifies the objectives, target language, and materials needed. Digital Classroom components and Extra Resources for each lesson are indicated at the end of each page.

Audio and video

“The large number of audio recordings that the book offers seems to me a very useful resource that multiplies the percentage of what learners will absorb.”

*Kid's Box New Generation* continues to offer a lot of audio material, as well as even more video content, including videos for all *Sounds* and CLIL pages. We have also recreated the story animations in a contemporary style.





# Unit walkthrough

## Presentation

Introduces the unit topic and the key vocabulary through the toys Monty, Maskman, and Marie.

## Key language

Presented in a fun and engaging way.

## Videos

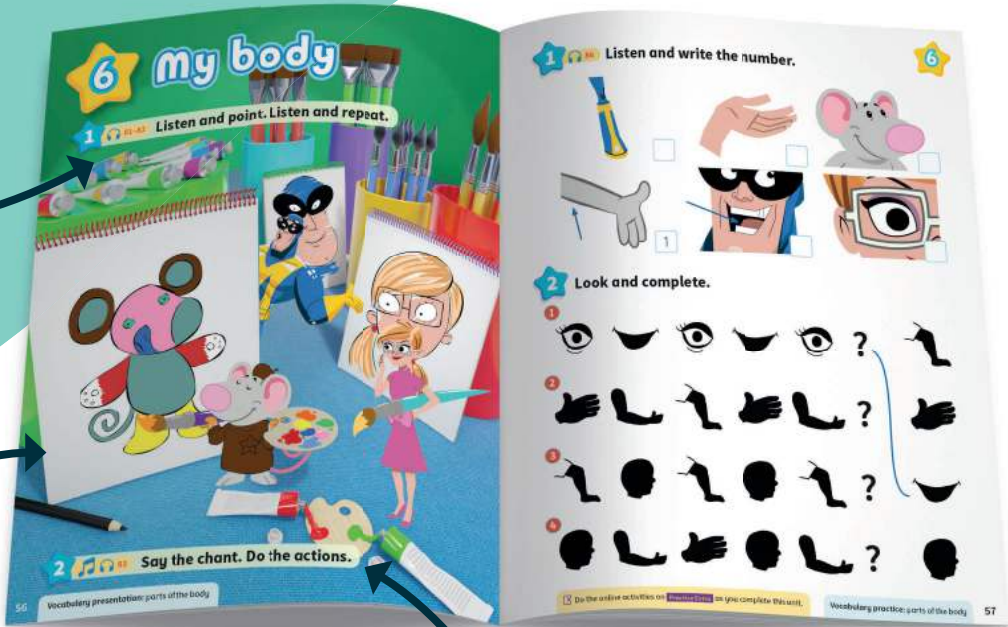
A wide variety of content presents and reviews key vocabulary and language. This page includes a song video.

## Chant

Encourages students to listen, point to and repeat the vocabulary in context.

## Songs

Practice and extend the unit vocabulary and language. Song animations and karaoke versions are available in Presentation Plus and Practice Extra on Cambridge One.





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Monty's Sounds

Students practice pronunciation with Monty in a step-by-step video lesson.

CLIL

Learn about math, art, and science with new audio and video.

Story

New video animations recycle and reinforce the vocabulary and language from the unit.



Review

Review the language and vocabulary covered in the preceding four units through Cambridge exam-style questions and games.

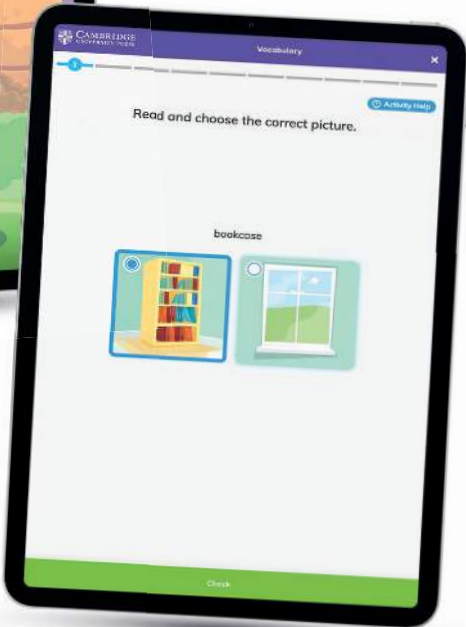
Values

The course characters explore the Cambridge Life Competencies Framework and universal values.



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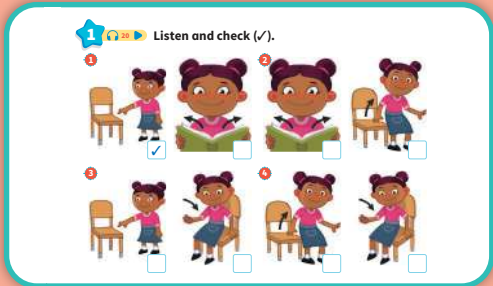
# Kid's Box New Generation for Learners



## Class Book with Digital Pack including eBook

Learners can listen to all the audio and watch all the videos from the course in their eBook. The Class Book practices the target language and vocabulary and includes colorful stickers to add enjoyment to vocabulary practice.

Accessing the Digital Pack via the code inside the front cover, learners have a further chance to practice the language and exams skills online. Practice Extra includes a selection of activities and games designed to reinforce the language in each unit.





# Kid's Box New Generation for Teachers

## Teacher's Book with Digital Pack

The interleaved Teacher's Book makes your lesson planning and teaching experience as straightforward as possible. Lessons are structured logically and provide instructions for warmers, presentation, activities and class games, groupwork and pairwork, and ending lessons. You can find what's in the Digital Pack for each unit by looking at the end of each unit for links.

**Digital Classroom**

- Presentation Plus Unit 3
- Audio 22-23

**Extra Resources**

- Digital Flashcards
- Practice Extra
- Teacher Resources: Unit 3, Downloadable Workbook Teaching Notes
- Teacher Resources: Unit 3, Downloadable Workbook Audio Script
- SBP8 - Pre A1 Starters Exam folder: Listening Part 3
- Teacher Resources: Unit 3, Reinforcement worksheet 7
- T112 - Consolidation activity: Board stop
- T112 - Extension activity: Toy chest

## Presentation Plus

The software includes interactive activities from the Class Book and all the course videos.

## Teacher Resources

All the Audio, worksheets, and additional photocopiable activities to supplement your classes.

## The Digital Pack includes:

- Presentation Plus
- Practice Extra
- Class Audio
- Class Video
- Digital Flashcards
- Teacher Resource Bank
- Test Generator



## Flashcards and Posters

Flashcards are a fun way to help learners practice the unit vocabulary. See the Teacher's Book for suggestions on how to use them in class.

There are 8 colorful posters that focus on key language from the Class Book, providing teachers with an eye-catching, engaging resource for language practice.

# Learner preferences

Research and experience show that students have different needs when it comes to learning English. There will probably be a mixture of levels in your classroom, with some learners needing more support or perhaps more time to complete an activity.

## Extra support and challenges

The Teacher's Book is full of suggestions on how to give learners extra support. There are also extra challenges for pushing stronger learners further. The *Extra support* and *Extra challenge* features are highlighted in yellow in the Teacher's Book to make them easy to spot.

- Extra support** Pupils can write key words from their lines in their notebooks.
- Extra challenge** The groups can change some words from the story, e.g. ugly, walk, talk, fly.

## Catering for diversity

Classes also display differences in the way they like to learn. Some students are quieter and might prefer sitting down and reading. Others may enjoy more action and movement. All students need to have opportunities to practice and review new language and vocabulary. *Kid's Box New Generation* features a variety of activities and skills work, so all students will find things to enjoy and help them learn.

**2 Read and choose. Say and play.**

I like cats. So do I. I like spiders. I don't.

1 I like

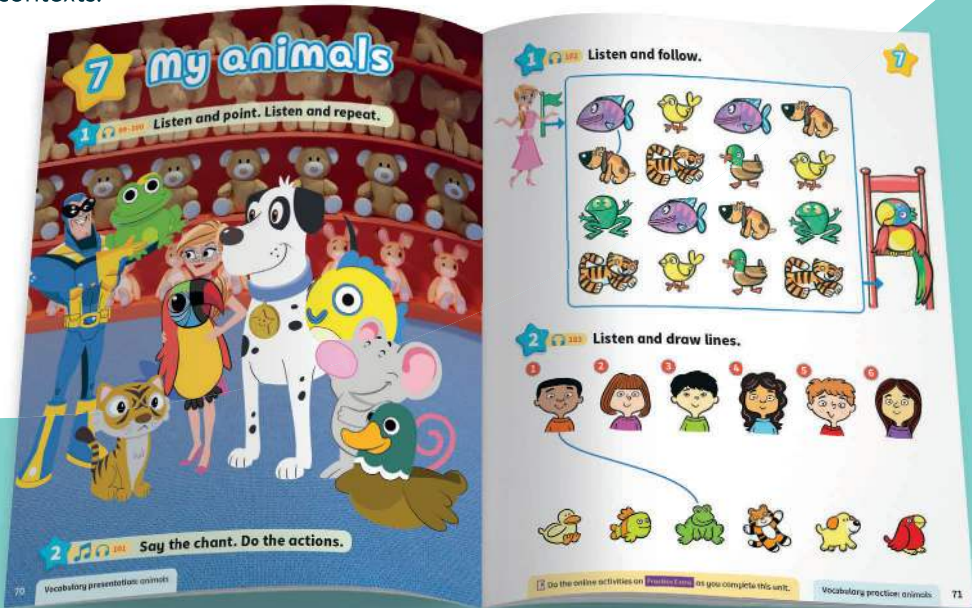
2 I love

3 I like

4 I love

## Recycling and reinforcing

Vocabulary and language are reinforced and recycled: students have multiple opportunities to put them into practice through songs, chants, and games, as well as through traditional activities. This approach also helps improve memory and retention since content is presented and practiced in different modes and contexts.



# Kid's Box New Generation Online Teacher Training on Cambridge One

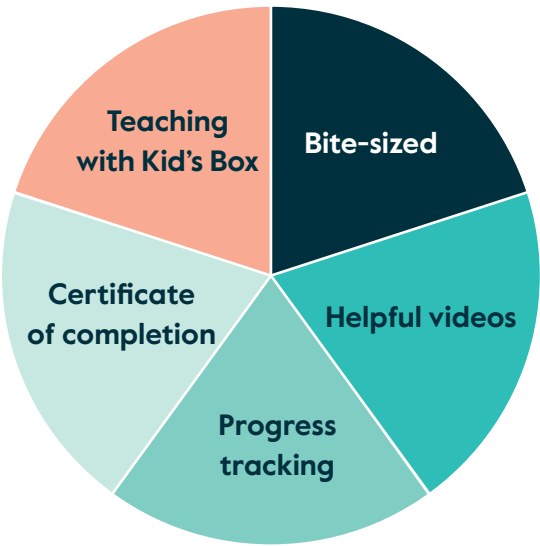


We live in an ever-changing world with disruptions to teaching becoming more and more frequent. We have worked hard to provide support for these new challenges by updating the teaching scenarios in the enhanced Teacher's Book.

These updated scenarios include:

- in-person classes with emergency remote teaching plans, if needed
- in-person classes with social distancing and measures such as mask wearing
- “simultaneous teaching,” i.e., classes that alternate between in-person and remote learning
- a permanent mix of in-person and remote classes
- remote teaching as the norm.

In addition, we've developed an online training course for teachers in our learning environment, Cambridge One.



## A final word

Dear teachers,

We are honored and excited to be presenting *Kid's Box New Generation*.

We are deeply grateful to all the schools and teachers worldwide who have continued to put their faith in the efficiency of our teaching method throughout the years – this new version is for you. We hope you have as much fun teaching it as we had writing it.

Caroline Nixon and Michael Tomlinson



**The classic course for a New Generation**



# Classroom language

Marie, Maskman, Trevor, and Monty have shared some useful phrases and expressions for use in different teaching contexts. Whatever the scenario, always start each class by smiling and saying hi to everyone.

## When teaching from the page



Open your books  
to page ...

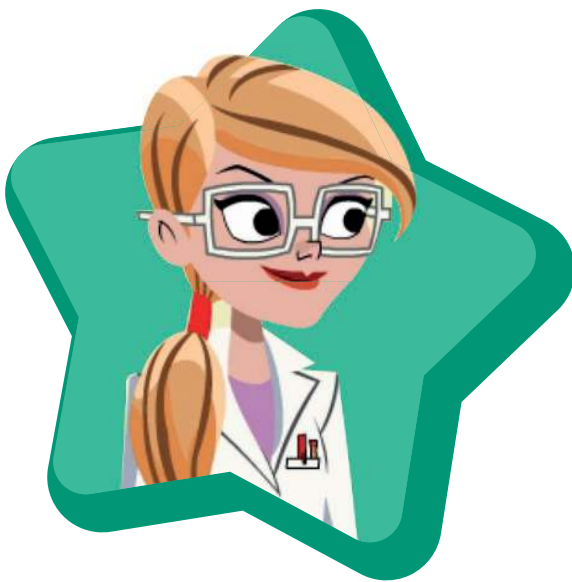
Look at the picture.

Listen and point.

Listen and repeat /  
say / answer.

Work in pairs / groups.

What do you  
remember about ... ?



Ask and answer.

Sing the song.

Do the actions.

Say the chant.

Do you have a pen /  
pencil / colored pencils?

Close your books.



Put your hand up if you know the answer.

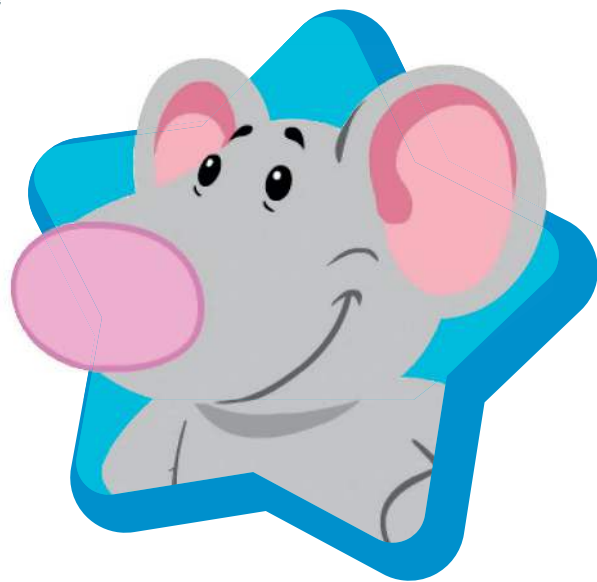


When teaching online

Turn on / off  
your camera.

Mute / Unmute  
your microphone.

Look at the screen.



Put up your hands.

Type (your answer)  
into the chat.

It's your turn.

It's at the top / at the bottom / on the left / on the right of the screen.

Other useful language

Quietly, please.

One at a time, please.

Much better.



Good job!

I'm very happy  
with you today.

Thank you. Goodbye.

See you next class!