



Cambridge University Press  
978-0-521-17764-1 - Kid's Box American English Teacher's Edition 1  
Melanie Williams  
Frontmatter  
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CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore,  
São Paulo, Delhi, Dubai, Tokyo, Mexico City

Cambridge University Press  
The Edinburgh Building, Cambridge, CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

For further information on this title, visit [www.cambridge.org/9780521177641](http://www.cambridge.org/9780521177641)

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First published 2010

Printed in China by Golden Cup Printing Co. Ltd

*A catalog record for this publication is available from the British Library*

ISBN 978-0-521-17764-1 Teacher's Edition 1

ISBN 978-0-521-17762-7 Student's Book 1

ISBN 978-0-521-17763-4 Workbook 1 (with CD-ROM & Language Portfolio)

ISBN 978-0-521-17765-8 Teacher's Resource Pack 1

ISBN 978-0-521-17766-5 Audio CDs 1

ISBN 978-0-521-17768-9 Flashcards 1

ISBN 978-0-521-73605-3 Interactive DVD (NTSC) with Teacher's Booklet 1

ISBN 978-0-521-68833-8 Interactive DVD (PAL) with Teacher's Booklet 1

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# Map of the course

Unit	Key language	Key vocabulary	Pronunciation Review
<b>1</b> <b>Hi!</b>	<i>Hi, I'm ... , Goodbye, What's your name? How old are you? What color's (the crayon)? It's (red), numbers 1–10</i> Making friends	<i>red, yellow, pink, green, orange, purple, blue, monster, rainbow, and, dark, light, staring, spying, Sid snake</i>	The phoneme /s/
<b>2</b> <b>My school</b>	<i>Is this a (pen)? Yes / No, Who's that? Who's he/she? How old are you? How old is he/she? He/She is (7). How are you? I'm fine, thank you.</i>	<i>table, book, chair, eraser, pen, pencil, your, puppet, monkey, mouse, bookcase, pencil case, hooks, recycling bin, Michael monkey</i>	The phoneme /m/ colors, numbers 1–10, classroom language, character and toy names
<b>3</b> <b>Favorite toys</b>	<i>What's your favorite toy? My favorite toy is ... , in, on, under, next to, Where's your ... ? Is your (bag) under your (chair)? Two and two is four.</i> Keeping the classroom neat	<i>car, ball, doll, computer, bike, train, black, brown, white, gray, turtle, two, toys, bookcase, pencil case, hook, recycling bin, Tommy turtle</i>	The phoneme /t/ classroom objects, colors, numbers, character and toy names, classroom language <i>What's this? It's a ... , Is he/she ... ? No, he/she isn't, Yes, he/she is, monster</i>
<b>4</b> <b>My family</b>	<i>Who's that? We're (young).</i>	<i>family, mother, father, brother, sister, grandmother, grandfather, box, old, young, ugly, beautiful, happy, sad, Bertie bat</i>	The phoneme /b/ toys, classroom objects, colors, numbers, character and toy names, classroom language <i>in, on, under, next to, he/she, his/her, He isn't, She isn't, Is this a ... ?</i>
<b>Review</b> <b>Units 1–4</b> <b>Our world</b>	family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language to be, question words Sounds: /s/, /m/, /t/, /b/		
<b>5</b> <b>Our pets</b>	<i>They're (ugly/big), plurals</i> Animal care	<i>cat, dog, fish, horse, mouse, bird, (red) and (blue), long, short, big, small, clean, dirty, mice, swim, fly, walk, run, Penny penguin</i>	The phoneme /p/ family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>What's your favorite (pet)? My favorite (pet) is a ... , Where's ... ? Who ... ? What ... ?</i>
<b>6</b> <b>My face</b>	<i>Do you have (a small mouth)? Yes, (I do). No, (I don't). I have (purple hair). We have (six dirty ears).</i>	<i>face, ear, eye, mouth, nose, teeth/tooth, hair, head, shoulders, knees, toes, body, Henry horse, Herbert hamster</i>	The phoneme /h/ pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>TV show, different, boy, friends, happy, How are you?</i>
<b>7</b> <b>Wild animals</b>	<i>They have (big mouths). They don't have (tails). Do they have (long legs)? How many (teeth) do they have?</i> Save the Earth	<i>crocodile, elephant, hippo, giraffe, snake, tiger, animal, arm, leg, tail, foot/feet, hand, fur, scales, feathers, skin, forest, river, trees, Cassandra cat</i>	The phoneme /k/ face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>game, funny, I don't know, monkey, big, small, clean, dirty, happy, sad</i>
<b>8</b> <b>My clothes</b>	<i>He/She has ... , He/She doesn't have ...</i>	<i>jacket, shoes, skirt, socks, (pair of) pants, T-shirt, Daisy dog</i>	The phoneme /d/ wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>Where ... ? How many ... ? I have ... , I don't have ... , I don't know.</i>

Unit	Key language	Key vocabulary	Pronunciation Review	
<b>Review</b> <b>Units 5–8</b> <b>Our world</b>	clothes, wild animals, face and body, pets, family, adjectives, prepositions, colors, numbers, character and toy names, classroom language <i>to be</i> , question words, <i>have</i> Sounds: /p/, /h/, /k/, /d/			
<b>9</b> <b>Fun time!</b>	<i>I, You, She, He can/can't ...</i> <i>What can you do? Can you</i> <i>(fish)? I need a ball to play ...</i> Clothes we wear	<i>play soccer, play basketball,</i> <i>play tennis, play the guitar,</i> <i>swim, ride a bike, play the</i> <i>piano, ride a horse, sing,</i> <i>fish, drive a car, school, park,</i> <i>sneakers, shirt, hat, bathing</i> <i>suit, pajamas, Freddy frog</i>	The phoneme /f/	clothes, wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>What's (number 1)?, and, but</i>
<b>10</b> <b>At the amusement park</b>	present progressive for present actions: <i>What are you doing? I'm (flying).</i>	<i>bus, truck, motorcycle, helicopter, plane, boat, amusement park</i>	The phoneme /n/	activities, clothes, wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>don't have, favorite, hero</i>
<b>11</b> <b>Our house</b>	present progressive for present actions: <i>What's he/she doing? What are they doing? He's/She's (listening to music). They're (sitting on the couch). Is he/she (reading)? Yes, he/she is. No, he/she isn't.</i> Spelling of present progressive, e.g., <i>coloring, playing</i> Keeping your room neat	<i>bathroom, bedroom, dining room, hallway, kitchen, living room, house, eat fish, watch TV, take a bath, Gertie goat, grapes, wood, metal, plastic, glass, TV, lamp, window, door, closet</i>	The phoneme /g/	amusement park, activities, clothes, wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language present progressive for present actions, <i>have, to be, can, can't, Where ... ?, We're (in the hallway), Hi, mom, dad, here, come in, sit down, her</i>
<b>12</b> <b>Party time!</b>	<i>I like (cake), I don't like (chocolate). Do you like (snakes)? Yes, I do. No, I don't.</i>	<i>food, a/an, apple, banana, burger, ice cream, some cake, make a cake, chocolate, fish, party time, Larry llama, or</i>	The phoneme /l/	house, amusement park, activities, clothes, wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language present progressive for present actions, <i>have, to be, can, can't but, these</i>
<b>Review</b> <b>Units 9–12</b> <b>Our world</b>	<i>children, road safety class, traffic lights, crosswalk, pedestrian light, policeman, stop</i> food, house, amusement park, activities, clothes, wild animals, face and body, pets, family, adjectives, prepositions, toys, classroom objects, colors, numbers, character and toy names, classroom language <i>to be</i> , question words, <i>have, can, can't</i> , present progressive for present actions, <i>like, don't like</i> Sounds /f/, /n/, /g/, /l/			

# Classroom language audioscript

CD 3, 65

## 1 Greetings

Hi.  
 Good morning.  
 Good afternoon.  
 Goodbye.  
 See you tomorrow.

CD 3, 66

## 2 Classroom activities

Open your Student's Book.  
 Close your Workbook.  
 Look at page 1.  
 Look at the picture.  
 Look at the flashcard.  
 Look at the board.  
 What can you see?  
 Look at me.  
 Look at your partner.  
 Listen to the CD.  
 Listen to me.  
 Listen to your partner.

CD 3, 67

## 3 Songs and chants

Let's sing a song.  
 Let's say a chant.  
 Clap your hands.  
 Snap your fingers.  
 Stamp your feet.  
 Make a circle.  
 Watch me, please.  
 Do the actions.  
 All together.

CD 3, 68

## 4 Stories

Let's listen to a story.  
 Listen to the next part.  
 Who wants to act out the story?  
 Who wants to be Maskman?  
 Can you remember the story?  
 What happens?

CD 3, 69

## 5 Crafts and projects

Find your markers.  
 Do you have some paper?  
 Do you have some glue?  
 Fold here.  
 Cut out the picture.  
 Cut here.  
 Stick the pictures on the paper.

CD 3, 70

## 6 Classroom management

Sit down, please.  
 Stand up, please.  
 Come here, please.  
 Work in pairs.  
 Hands up!  
 Open your books.  
 Close your books.  
 Do you have a pen?  
 Do you have a pencil?  
 Do you have an eraser?  
 Do you have a sharpener?  
 Do you have a ruler?

CD 3, 71

## 7 Praise

Good.  
 Very nice.  
 Good job.  
 That's great.  
 That's very good.  
 I'm pleased with you today.  
 Much better.

CD 3, 72

## 8 Taking turns

Take turns.  
 It's your turn.  
 Wait a minute. It isn't your turn.  
 One at a time.

CD 3, 73

## 9 Discipline

Quietly, please  
 Shhhh.  
 There's a lot of noise today.  
 Be quiet, please.

# Spinner template

Students make this spinner in Our world Review Units 1–4.  
It can then be used for games throughout the course.

