



MARBLES



Teacher's Book



- Map of the book
- Comprehensive introduction
- Guided unit tour
- Step-by-step teaching notes
- Clear lesson objectives
- Answer keys
- Video and audio scripts
- Warmer activity ideas
- Extra Reinforcement and Extension activities
- Full digital resources on App and eZONEkids

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Map of the book

Pre-A1 Starters

Vocabulary

Language

Welcome



Whatsit and friends!

Bike ride

Page 6

• Revision

- I've got / haven't got black hair.
- I like / don't like apples.
- I can / can't draw.
- What's your favourite toy? • It's ...



I like pizza



Our world

James > I'm healthy

Page 12

• Food

- I want / don't want ... • He/She wants / doesn't want ... • Do you want (a) ... ? Yes, I do. / No, I don't. • Does he/she want ... ? • Yes, he/she does. / No, he/she doesn't.

Phonics 'g' **Our world** How to be healthy

Value Share what you like!

Imagine, create and play My super restaurant **Review**



Let's go to the farm



Whatsit and friends!

Picnic scare

Page 22

• Farm animals

- I'm (not) a ... • You 're / aren't a ...
- He/She 's / isn't a ...
- Are you ... ? Yes, I am. / No, I'm not.
- Are they ... ? Yes, they are. / No, they aren't.

Phonics 'l' **CLIL Natural science** Food science

Value Stay safe around animals!

Imagine, create and play My animal mask **Review**



It's my house



Our world

Jenny > In the house

Page 32

• In the house

- There 's / isn't a ... • There are / aren't...
- Is there a / Are there any ... ?
- Yes, there is / are. / No, there isn't / aren't.
- It's my / your / his / her ...

Phonics 'r' **Our world** A cosy home **Value** Help at home!

Imagine, create and play My super bedroom **Review**



I can play sports



Whatsit and friends!

The skatepark

Page 42

• Sports

- I'm (not) playing ...
- Are you playing ... ? Yes, I am. / No, I'm not.
- What are you doing? I'm ...

Phonics 't' **CLIL Maths** Favourite sports chart

Value Keep trying!

Imagine, create and play A sport for my favourite toy **Review**

Learning
for life



Imagination



Creativity



Collaboration



Social and
emotional
learning



Vocabulary

Language

5

Your T-shirt's cool



Our world

Jenny > Weather

Page 52

• Clothes

• He/She 's / isn't wearing a ...

• Whose is the blue ... ?

• It's yours / mine / hers / his.

Phonics 'h' **Our world** Hot and cold days

Value Wear the right clothes!

Imagine, create and play My snowman **Review**

6

Where's the bookshop?



Whatsit and friends!

Yoyo!

Page 62

• Places in town

• Where's the ?

• It's behind / in front of / between ...

• Is the school behind the playground?

• Yes, it is. / No, it isn't.

Phonics 'sh' **CLIL Maths** Adding / Money

Value Stay safe in traffic

Imagine, create and play My cool town **Review**

7

That's her balloon!



Our world

James > Travelling

Page 72

• Transport

• This / That is his ... • These / Those are her ...

• Is this / that his ... ? • Yes, it is. / No, it isn't.

• Are these / those her ... ?

• Yes, they are. / No, they aren't.

• It's his / her / our / their ...

Phonics 'c' **Our world** Our way to school **Value** Be kind

Imagine, create and play My super car **Review**

8

Let's go on the merry-go-round



Whatsit and friends!

Funfair!

Page 82

• Funfair

• Would you like a / some ... ? Would you like to go ... ? • Yes, please. / No, thank you.

• Is she having fun?

• Is he eating candy floss?

• Yes, she is. / No, he isn't.

Phonics 'k' **CLIL Geography** Maps **Value** Say thank you!

Imagine, create and play Have fun at the funfair **Review**

Look and find Page 92

Picture dictionary Page 94

Language reference Page 102



Global learning



Digital skills



Thinking skills

1 I like pizza

1 Look and listen.

Find Whatsit!

Vocabulary

2 Watch or listen. Then point and say.

burger

chicken

chips

chocolate

grapes

lemonade

pie

pizza

rice

sweets

3 Listen, point and remember. Chant.

I want , , and .

I want , and .

And I want , , .

And a glass of .

But now I'm full, I'm afraid.

Me too. Phew!

Unit objectives

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets

Language:

Language 1

*I want / don't want (pizza).
He/She wants / doesn't want (pie).*

Language 2

*Do you want (a burger)?
Yes, I do. / No, I don't.
Does he/she want (chips)?
Yes, he/she does. / No, he/she doesn't.*

Phonics and spelling:

Sound g

grapes, green, goose

Song and video:

Pizza is my favourite thing!

Our world:

How to be healthy

Value:

Share what you like!

Writing:

A birthday party

Listening and speaking:

Asking for things

*Can I have (a burger)?
Yes! Here you are.
Thank you.*

Imagine, create and play:

Think, draw and talk about my super restaurant

Project:

A menu

Review:

Review
My Marbles file and self-assessment

Lesson objectives

To introduce the new unit topic

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets

Receptive language:

Yum! Let's eat!

Materials:

Pupil's Book page 12,
Flashcards Marbles 1 Unit 7

Warmer

- Show flashcards of the food items from *Marbles 1*, Unit 7 (*bread, milk, apple, orange, banana, egg, potato, juice, cake, ice cream*). Children say the name of the food. Repeat with different food items.

Pupil's Book page 12

1 Look and listen.

- Ask children to open their Pupil's Book at page 12. Ask questions about the picture. Ask: *Where are the children?* (at the beach). *Who are they with?* (Sally's mum and dad). *What food do you know in English?* (juice and cake). Then tell children they are going to listen to Emma, Sally and Sam talking about their food.
- Play the recording. Children listen and look at the picture to find the food.
- Say: *Where's Whatsit?* Remind children that Whatsit changes shape and say that he is hiding in the picture. Elicit that he is on the picnic basket, and point to his eyes.

Audio script

Sam: I've got a pie! I like pies! Have you got a pie, Sally?

Sally: No, I haven't. I've got pizza! I like pizza!

Emma: I've got chicken! Has your dad got a burger?

Sam: Yes, he has! And my mum's got some grapes!

All children: Yum! Let's eat!

Ending the lesson

- Point to each food item in the picture that is on the audio. Ask individual children: *Do you like (pizza)?* Encourage children to say *Yes, I do.* / *No, I don't.*

Extra activities

Reinforcement activity

- Describe the food for the children to guess, e.g. *It is a circle shape. It has got cheese and tomato.* (pizza) *They are green and they are good for you.* (grapes) *It's also an animal.* (chicken)

Extension activity

- Ask children to name other food words in L1. Translate the words. Draw a picture of each food and label it on the board.

Lesson objectives

To present new vocabulary

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets

Receptive language:

I'm full, I'm afraid!

Me too.

Materials:

Pupil's Book page 13, Vocabulary video
Unit 1, Activity Book page 6, Flashcards
Unit 1

Vocabulary

2 Watch or listen. Then point and say.

1 burger 2 chicken 3 chips 4 chocolate 5 grapes

6 lemonade 7 pie 8 pizza 9 rice 10 sweets

3 Listen, point and remember. Chant.

I want , and .

I want , and .

And I want , , .

And a glass of .

But now I'm full, I'm afraid.

Me too. Phew!

Activity Book p.6

13

Warmer

- Point to the pizza, pie, chicken and burger on Pupil's Book page 12 and say the name of a food item. If the picture and your word match, children say *Yes!* If the picture and your word don't match, children say *No!*

Pupil's Book page 13

2 Watch or listen. Then point and say.

- Ask children to open their Pupil's Book to page 13. Tell them to point to the pizza, pie, chicken and burger. You may also ask: *What number's (the pizza)?* (eight).
- Ask the children to watch and/or listen and point. Play the video or the recording. Children point to the pictures as they hear the words. Play the video or the recording again and pause after each word. Encourage children to say the word. Play the video or the recording one more

time. Ask children to say the words as they hear them.

Video and audio script

- burger
- chicken
- chips
- chocolate
- grapes
- lemonade
- pie
- pizza
- rice
- sweets

3 Listen, point and remember. Chant.

- Say: *Look and say.* Encourage the class to say the food they see in the pictograms.
- Say: *Listen and point.* Play the chant. Children point to the food items in the pictograms as they hear them.

- Play the chant again and pause after each line. Children say the line and try to remember it.
- Play the recording in full. Children say the chant along with it.
- Ask individual children to read the lyrics of the chant aloud, pointing at the words and pictograms.

Audio script

I want burgers, pies, chicken and rice.
I want chips, chocolate, grapes and sweets.
And I want pizza, pizza, pizza.
And a glass of lemonade.
But now I'm full, I'm afraid.
Me too. Phew!

Activity Book page 6

1 Look, read and number.

- Ask children to name the food in the picture before they read and number the food items.

Answer key

1 rice, 2 chicken, 3 lemonade, 4 chips,
5 burger, 6 pie, 7 grapes, 8 sweets, 9 pizza,
10 chocolate

2 Listen and number. Then write.

- Elicit the food. Then play number 1 and point to the example 1 and the word *chocolate*. Ensure children understand the example. Play the rest of the recording and check answers.

Audio script

1 I like chocolate.
2 I like pie.
3 I like rice.
4 I like chicken.

Answer key

a 3 rice, b 4 chicken, c 1 chocolate, d 2 pie

Ending the lesson

- Show the food flashcards. Prompt children to say the name of the food item.

Extra activities

Reinforcement activity

- Slowly draw a food item on the board. When children recognise the food item, they say the word. Repeat with other food items. Then ask different children to come to the front one at a time and draw a food item on the board for the class to guess.

Extension activity

- Children draw and colour food items they like. Underneath they write *I like (chicken and chips)*. Then they present their picture to the class.

Lesson objectives

To present new Language 1

Language:

I want (pizza), please.

I don't want chicken.

He/She wants (chicken), please.

He/She doesn't want (a burger).

Materials:

Pupil's Book page 14, Activity Book page 7, Flashcards Unit 1

Language 1

1 Listen and read. Then say.

1

2

2 Look and circle. Then listen and check.

1

I want / don't want grapes.

2

I want / don't want sweets.

3

He wants / doesn't want rice.

4

She wants / doesn't want lemonade.

Activity Book p.7

Warmer

- Write a letter on the board. Encourage children to say the name of a food item that begins with the letter. Repeat with different food words.

Pupil's Book page 14

1 Listen and read. Then say.

- Ask children to open their Pupil's Book at page 14. Ask: *Where are the mum and the girl and boy?* (in a restaurant/café) *What has the girl got?* (a teddy).
- Tell children that they are going to listen to and read the dialogues as they hear them. Play the recording. Children listen and read.
- Play the recording again and pause after each speaker. Children repeat what they hear.
- Divide the class into two groups. One group says the boy's part and the other group says the girl's. Then groups swap roles.
- Children say the dialogues in pairs. Monitor and help as necessary.

- Elicit that *want* / *wants* is positive, and *don't want* / *doesn't want* is negative. Elicit that we use *want* and *don't want* with *I*, and *wants* and *doesn't want* with *he/she*. Remind children that it is always polite to use *please* and *thank you* when making requests with *want*.

Audio script

1

Boy: I want chicken, please.

Girl: I don't want chicken. I want pizza, please.

2

Girl: Teddy doesn't want chicken. He wants a burger, please.

2 Look and circle. Then listen and check.

- Elicit the food in each picture and whether the child wants or doesn't want the food. (1 grapes – yes, 2 sweets – no, 3 rice – no, 4 lemonade – yes).

- Then ask children to read the sentences and circle the correct verb.
- Play the recording. Children check answers.

Audio script

1
Girl: I want grapes.
2
Boy: I don't want sweets.
3
Girl: He doesn't want rice.
4
Boy: She wants lemonade.

Answer key

1 want, 2 don't want, 3 doesn't want, 4 wants

Activity Book page 7

1 Read and write.

- Before children do the exercise, elicit that ✓ is positive (want / wants) and ✗ is negative (don't want / doesn't want).

Answer key

1 want, wants, 2 don't want, doesn't want

2 Draw and write.

- Children draw food items and complete the sentences with *want / don't want* and the food.

Answer key

Children's own answers.

Ending the lesson

- Show flashcards of food. Encourage individual children to say *I want (a burger) please*, or *I don't want (a pie)*.

Extra activities

Reinforcement activity

- Ask children to think about what food item they want. They walk around the class and say *I want (a pizza)*. When they find someone who wants the same food item, they stay together. Each group collects more children who want the same thing, so that at the end of the exercise there are groups of children who want the same food item. If the class is very big, put the children into smaller groups to do the exercise.

Extension activity

- Ask children to draw what they want for lunch. Underneath they write *I want (a pie and rice)*. Children compare their pictures in small groups.

Lesson objectives

To present a new phonics sound and to practise its spelling
To sing a new song

Phonics and spelling:

Sound g

grapes, green, goose

Song and video:

Pizza is my favourite thing!

Receptive language:

*Let's go to the shops.
My mother wants a lot of fruit.
There's lots of food to see.
Pizza's really good!*

Materials:

Pupil's Book page 15, *Pizza is my favourite thing!* video, Activity Book page 8, Flashcards Unit 1



Emma's phonics
9

1

1   **Listen and say.**



grapes



green



goose

Gus the good goose eats green grapes!

2    **Watch, listen and sing.**

Pizza is my favourite thing!

Oh! Let's go to the shops.
There's lots of food to buy.
My mother wants a lot of fruit,
And one chicken pie.

Oh! Let's go to the shops.
There's lots of food to see,
My dad wants two big burgers,
And a cup of tea.

*BUT ... pizza, pizza is my favourite thing!
Pizza, pizza! Come on now, let's sing!
Pizza, pizza is my favourite thing!
Pizza, pizza! Come on now, let's sing!*

Oh! Let's go to the shops.
There's lots and lots of food.
My friends want lots of burgers.
They say they are good!

Oh! Let's go to the shops.
There's lots and lots of food,
But pizza is my favourite,
Pizza's really good!





Activity Book p.8



Online Practice 1



15

Warmer

- Show a flashcard of a food item. Encourage a child to say *I want / don't want (a pizza)*. If the child says *want*, the rest of the class nods their head. If the child says *doesn't want*, the rest of the class shakes their head. Repeat with other flashcards and children.

Pupil's Book page 15

1 Listen and say.

- Play the first part of the recording. Children listen and point to the pictures.
- Play the first part of the recording again. Pause after each line for children to repeat.
- Play the recording one more time. Children say the sound and words as they hear them.
- Ask children to listen to the second part of the recording and point to the goose in the picture.
- Play the second part of the recording again. Children listen and repeat.
- Ask children to read the sentence out loud.

Audio script

g, g, g, grapes
g, g, g, green
g, g, g, goose

Gus the good goose eats green grapes!

2 Watch, listen and sing.

- Elicit the food in the picture (pizza). Ask, *Do the children like pizza?*
- Play the video or the recording of the song. Children watch and/or listen and read the words in their books at the same time. Play the song again and pause after each line for children to repeat. Then play the song one more time and pause after each verse for children to repeat. Finally, play the recording or the karaoke version of the video in full for children to sing along with.

Video and audio script

Pizza is my favourite thing!

Oh! Let's go to the shops.
There's lots of food to buy.
My mother wants a lot of fruit,
And one chicken pie.

Oh! Let's go to the shops.
There's lots of food to see,
My dad wants two big burgers,
And a cup of tea.

*BUT ... pizza, pizza is my favourite thing!
Pizza, pizza! Come on now, let's sing!
Pizza, pizza is my favourite thing!
Pizza, pizza! Come on now, let's sing!*

Oh! Let's go the shops.
There's lots and lots of food.
My friends want lots of burgers.
They say they are good!

Oh! Let's go to the shops.
There's lots and lots of food,
But pizza is my favourite,
Pizza's really good!

Chorus

Ending the lesson

- Say the sound *g*. Put the children into pairs. Encourage the children to think of as many words as they can that begin with the sound *g* (grapes, green, goose, grey, grandma, grandpa).

Extra activities

Reinforcement activity

- Ask children to draw and colour green grapes and a grey goose. Ask children to label the pictures.

Extension activity

- Say: *It's your party. Write or draw the food you want to buy.* In pairs, children make a list. Then, they compare their list with another pair. Remind them that they can include the *Marbles 1* food vocabulary.

Helbling e-zone kids

Online Practice 1

Learning for life: Digital skills
Children can now practise content from Lessons 1-4 in fun and interactive listening, vocabulary and language activities.

Activity Book page 8

1 Write and match.

- Children read the words, write the *g* and match the words to the pictures.

Answer key

1 c grapes, 2 b green, 3 a goose

2 Listen, write and sing.

- Children listen to the song and write the missing words.
- Then encourage the children to sing the song. Put children into groups and give them each a verse to sing.

Audio script

See Pupil's Book page 15, Activity 2

Answer key

1 food, 2 pie

Lesson objectives

To present new Language 2

Language:

Do you want (a burger)?

Yes, I do. / No, I don't.

Does he/she want (chips)?

Yes, he/she does. / No, he/she doesn't.

Materials:

Pupil's Book page 16, Activity Book page 9


Language 2

1   **Listen and read. Then say.**

1 Do you want chocolate?
No, I don't.



2 Do you want a sweet?
Yes, I do. Thanks!



3 Does Teddy want chocolate?
No, he doesn't.



4 Does Teddy want a sweet?
Yes, he does. Thanks!



2   **Listen and number.**

a


☐

b


☐

c


☐

d


☐

3  **Ask and answer.** Do you want chicken? Yes, I do. Thanks!

16




Warmer

- Say: *g, g, g* ... Encourage children to say words that begin with the sound (grapes, green, goose, grey, grandma, grandpa).

Pupil's Book page 16

1 Listen and read. Then say.

- Play the recording. Children listen and read.
- Say the dialogues line by line. Children repeat after you. Elicit which frames show a positive response (2, 4) and a negative response (1, 3).
- Put children into pairs. Partners say the dialogue, swapping roles.
- Ask pairs to act out the dialogue.

Audio script

- 1 Boy: Do you want chocolate?
Girl: No, I don't!
- 2 Boy: Do you want a sweet?
Girl: Yes, I do. Thanks!

- 3 Boy: Does Teddy want chocolate?
Girl: No, he doesn't.
- 4 Boy: Does Teddy want a sweet?
Girl: Yes, he does. Thanks!

2 Listen and number.

- Point to the food in each picture, and elicit the words (lemonade, chips). Elicit which pictures show a positive response (a, b) and a negative response (c, d).
- Play the recording for children to do the task.

Audio script

- 1 Boy: Do you want lemonade?
Girl: Yes, I do!
- 2 Girl: Do you want lemonade?
Boy: No, I don't!
- 3 Girl: Does he want chips?
Boy: No, he doesn't!
- 4 Girl: Does she want chips?
Boy: Yes, she does.

Answer key

a 4, b 1, c 3, d 2

3 Ask and answer.

- Ask two children to say the example dialogue on the page.
- Encourage children to ask and answer the question in pairs, replacing the food item with different food items.
- Children take turns asking and answering.

Answer key

Children's own answers.

Activity Book page 9

1 4 Listen and circle.

- Before children do the task, ask them to name the food items (1 chicken and rice, 2 burger and chips, 3 ice cream, 4 lemonade).
- Children listen and circle the correct response.

Audio script

- 1 Boy: Do you want chicken and rice?
Girl: No, I don't.
- 2 Girl: Do you want burger and chips?
Boy: Yes, I do.
- 3 Boy: Do you want ice cream?
Girl: Yes, I do.
- 4 Girl: Do you want lemonade?
Boy: No, I don't.

Answer key

1 No, I don't. 2 Yes, I do. 3 Yes, I do. 4 No, I don't.

2 5 Listen and ✓ or X.

- Before children do the task, ask them to name the robot and the food in 1-5 (chocolate, grapes, sweets, chips, pizza).

Audio script

- 1 Boy: Does Robot want chocolate?
Girl: Yes, he does. Thanks!
- 2 Boy: Does Robot want grapes?
Girl: Yes, he does. Thanks!
- 3 Boy: Does Robot want sweets?
Girl: No, he doesn't.
- 4 Boy: Does Robot want chips?
Girl: No, he doesn't.

5 Boy: Does Robot want pizza?

Girl: Yes, he does. Thanks!

Answer key

1 ✓, 2 ✓, 3 X, 4 X, 5 ✓

Ending the lesson

- Ask a child: *Do you want (chips)?* Encourage the child to respond: *Yes, I do. / No, I don't.* Then ask another child a question about the first child. Ask: *Does he/she want (chips)?* Encourage the child to respond: *Yes, he/she does. / No, he/she doesn't.* Repeat the procedure with two more children.

Extra activities

Reinforcement activity

- Put children into pairs. Children take turns to ask and answer the question *Do you want (sweets)?* Ask children to make a note of their partners answers. Circulate and ask each pair questions with *Does he/she want (sweets)?* Encourage children to reply *Yes, he/she does. / No, he/she doesn't.*

Extension activity

- Ask each child to draw a simple food item on a piece of paper. Invite five children to come to the front of the class and display their pictures. Point to each child and ask the class *Does he/she want (sweets)?* Encourage them to reply *Yes, he/she does. / No, he/she doesn't.*

Helbling e-zone kids

Train to think

Learning for life: Thinking skills
Children can develop a range of thinking skills through engaging activities.

Lesson objectives

To learn how to be healthy

Our world:

How to be healthy

Learning for life:

Social and emotional learning: Making good decisions

Our world video:

James - I'm healthy

Vocabulary:

healthy, unhealthy
carrots, red peppers
football, swimming, table tennis

Materials:

Pupil's Book page 17, Activity Book page 10,
Our world video James - I'm healthy,
Flashcards Unit 1

OUR WORLD: How to be healthy

1 Watch the video. Then listen and match.

1 I like carrots and red peppers.
2 I play sports.
3 I've got lots of friends.

2 Look, match and draw. Then say.

I eat carrots. They are healthy.

My word box
healthy • unhealthy

healthy food

carrots

chocolate

peppers

sweets

apples

ice cream

unhealthy food

cake

grapes

Activity Book p.10

17

Warmer

- Say: *I'm healthy. I eat lots of fruit. I eat grapes, apples, bananas and oranges. I drink milk and juice. I don't eat chips and sweets.* Elicit that *healthy* means *good for you*. Say a food item. Encourage children to say *Yes!* if it's healthy, and *No!* if it isn't.

Pupil's Book page 17

- 1 I'm healthy 15 Watch the video. Then listen and match.

- Pre-teach *carrot* and *red pepper* by drawing them on the board and saying the words for children to repeat. Then pre-teach *football*, *swimming* and *table tennis*. Mime the actions as you say the words for children to repeat.
- Tell children that they are going to watch a video. Point to the photo of James. Elicit that the video is of Jenny and James who they saw in the Welcome Unit. Ask the children to guess what it's about (how to be healthy).

- Ask children to read the sentences. Say that they have to watch the video and match the sentences to the photos.
- Check answers by playing the video again.
- Social and emotional learning:** Encourage children to think about the decisions they can make when deciding what to eat and what to do in their free time. Ask them to think of three things they do that help them to stay healthy. Remind children what James said in the video and encourage them to say what healthy foods they like, what sports they do and if they spend time playing with friends. Ask children what they could do to make their life healthier, for example, they could choose a healthier snack to eat at break time or play a sport outside after school instead of watching TV.

Answer key

1 c, 2 b, 3 a

Video and audio script

See Teacher's Book page 207

2 Look, match and draw. Then say.

- Point to the words in the *My word box*. Elicit that the opposite of *healthy* is *unhealthy*.
- Encourage the children to draw the food on the correct plate.
- Read out the example speech bubble, and point to the carrots. Say *They are healthy* and ask children to repeat. Point to the sweets and say *They are unhealthy* and ask children to repeat. Point out that we use *They are* for plural things. Then point to the cake and say *It's unhealthy*. Repeat for and ask children to repeat. Do the same with ice cream and chocolate. Point out that we use *It's* for singular things.
- Now ask children in pairs to talk about the food in the photos, using the example speech bubble for support.
- Check answers as a class.

Answer key

healthy food: carrots, peppers, apples, grapes
unhealthy food: chocolate, ice cream, cake, sweets

Activity Book page 10

1 Look, read and circle.

- Elicit what children can see in each photo, or what each photo represents.

Answer key

1 apples, 2 football, 3 swimming

2 Say the words. Then colour the healthy food.

- Ask children to name all the food items that they can see in the picture.
- Children then colour only the healthy food items.
- To check answers, call out a word for the class to say *healthy* or *unhealthy*.

Answer key

Children colour: grapes, apples, pepper, carrots, bananas, oranges

Ending the lesson

- Show each food flashcard for the class to say *healthy* or *unhealthy*.

Extra activities

Reinforcement activity

- Ask children to draw a healthy meal. Children present their picture to their partner with *This is my healthy meal. It's got (chicken, rice and red peppers)*.

Extension activity

- Ask children to draw their favourite meal and pictures to represent the sports they play. Children write the words under the pictures. Then, they swap their pictures with a partner. The child assesses how healthy their partner's food is and draws 😊 for very, 😐 for OK, and ☹ for not very.

Lesson objectives

To learn that it's good to share

Learning for life:

Value

Social and emotional learning: Share what you like!

Language:

That's good!

That's not good!

Receptive language:

I like fish pie!

I like fish pie, too.

It's so good.

I love fish pie.

Finished!

Materials:

Pupil's Book page 18, Activity Book page 11

Value
Share what you like!

Listen and read. Then say.

1

2

3

2

Listen, look and ✓ or X. Then point and say.

a

b

3 Act out the good behaviour.

18
 Activity Book p.11

Warmer

- Describe a food item for children to name. For example: *You can eat it with chicken. It's white. It's healthy. (rice) They're fruit. They're green or black. (grapes)*

Pupil's Book page 18

1 Listen and read. Then say.

- Draw a fish on the board and say *fish*. Children repeat. Point to the pie in the first frame and say: *fish pie*.
- Play the recording. Children listen and read.
- Point to each frame and say the dialogue line by line. Children repeat after you.
- Put the class into two groups and give each group a character: girl, boy. The class say the dialogue, with each group saying only their part. Repeat two more times, assigning each group a different character each time.
- Elicit that what happens isn't good; the girl isn't sharing.

Audio script

1
Girl: I like fish pie!
Boy: I like fish pie, too.
2
Girl: It's so good.
Boy: Oh.
3
Girl: I love fish pie! Finished!

2 Listen, look and ✓ or X. Then point and say.

- Ask children to put a tick for the picture of the children sharing, and a cross for the picture of the children not sharing.
- Point to *That's good!* Say the phrase and smile. Children repeat.
- Point to *That's not good!* Say the phrase and frown. Children repeat.
- Point to each picture and encourage the class to say: *That's good!* or *That's not good!*
- Social and emotional learning:** Talk to the children about the unit value. Encourage

children to think about how they feel when they share something they really like with someone else. Do they feel good about themselves or do they feel frustrated? Explain to children that it can be hard to share, but there are lots of positive things about sharing too. For example: it can show that you are great friend; it can make others feel good and that makes you feel good too; if you share, your friends will want to share their things with you.

Audio script

a
 Girl: Do you want an apple?
 Boy: Oh, yes, please. I love apples.
 Girl: Here you are.
 Boy: Thank you.
 b
 Boy: I love chocolate.
 Girl: I like chocolate too.
 Boy: It's so good. Yummy!

Answer key

a ✓, b ✗

3 Act out the good behaviour.

- Put children into pairs. Say a food item and encourage children to act out sharing the item of food using the dialogue in Activity 2.
- Repeat with different food items.

Activity Book page 11

1 Look and ✓ or ✗. Who shares?

- Children look at the pictures and read the speech bubbles. Children tick the pictures if they show sharing, and cross if they don't.

Answer key

1 ✗, 2 ✗, 3 ✓, 4 ✓

2 Write and colour.

- Children complete the sentence and colour the picture.

Answer key

Share

Ending the lesson

- Ask a child: *Do you want pizza?* Encourage the child to say *Yes, please I love pizza.* Encourage the class to say: *That's good!* Repeat with other children and food items.

Extra activities

Reinforcement activity

- Elicit from the class what other things they share, e.g. books, pens, toys, etc. Ask children to draw and label the things they share.

Extension activity

- Put children into pairs. Encourage children to act out a dialogue from Pupil's Book page 18. Ask confident pairs to come to the front of the class and act out their dialogue for the class to say *That's good!* or *That's not good!*

Lesson objectives

- To practise the skills of listening and speaking
- To learn some functional language
- To learn how to write about a birthday party

Learning for life:

Value

Social and emotional learning: Being polite

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets

Functional language:

Asking for things

Can I have (a sweet)?

Yes! Here you are.

Thank you.

Materials:

Pupil's Book page 19, Activity Book page 12

1

Listening and Speaking

1 Listen, read and say.

2 Act it out.

1

2

3

4

Can I have ... ?

Yes! Here you are.

Thank you.

Activity Book p.12
 Online Practice 2

19

Warmer

- Say: *I love chocolate* and pretend to eat it without offering any of it to the class. Encourage the class to say: *That's not good!* Continue to say different foods you like and encourage the children to say: *That's good!* or *That's not good!*

Pupil's Book page 19

1 Listen, read and say.

- Point to the picture in the Pupil's Book, and ask what children can see (girl, boy, burgers).
- Ask children to listen to the recording and read.
- Play the recording again. Pause after each line for children to repeat.
- Ask a confident child to come out to the front of the class. Demonstrate the dialogue with the child. Ask: *Can I have a burger?* Encourage the child to respond: *Yes! Here you are.* and pretend to hand over a plate of burgers. Say: *Thank you.*

- Put children into pairs and ask them to say the dialogue. Monitor and help as necessary.

Audio script

Girl: Can I have a burger?

Boy: Yes! Here you are.

Girl: Thank you.

2 Act it out.

- Point to the photo of the cakes. Ask a child: *Can I have a cake?* Encourage them to mime and answer: *Yes! Here you are.* Reply: *Thank you.* Repeat with a few other children and photos.
- Put children into pairs. They act out the dialogue using the different photos. Monitor and help as necessary.
- Ask a few pairs to come to the front and act out their dialogues.
- Social and emotional learning:** Ask children if they think the girl and boy in Activity 1 were polite in their exchange with each other. Encourage them to say why. (a polite request

and response). Explain to children that having good manners is important. It shows others that we respect them and that we care about their feelings.

Activity Book page 12

1 Read and circle the food at her party.

- Children read the text and circle the food items that the girl wants at her birthday party.

Answer key

Children circle pictures: pizza, grapes, lemonade, cake, ice cream

2 Draw and write the food at your party.

- Children draw the food for their birthday party and use the words to complete the sentences. Encourage children to use the example text in Activity 1 to help them.

Answer key

Children's own answers.

Ending the lesson

- Ask different children: *Can I have a (burger)?* naming different food items. Encourage children to mime and reply: *Yes! Here you are.* Then say: *Thank you.*

Extra activities

Reinforcement activity

- Ask each child to draw simple drawings of the food items from the unit on separate pieces of paper. Ask each pair to play *Snap!* with their drawings. As they put their drawing down, encourage them to say the name of the food item. The child with the most food items wins.

Extension activity

- In pairs, children ask for different food items with *Can I have (a pie)?* Their partner finds their drawing of the food item, hands it over (or pretends to hand over the food if they do not have pictures of food to hand) and says *Yes! Here you are!* Children continue taking it in turns to ask and answer questions.

Helbling e-zone kids

Online Practice 2

Learning for life: Digital skills

Children can now practise content from Lessons 5-8 in fun and interactive listening, language and reading activities.

Lesson objectives

To develop Learning for life skills in a topic-based unit project

Learning for life:

Imagination, Creativity and Collaboration

Imagine, create and play:

Think, draw and talk about my super restaurant

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets

Language:

Can I have (a burger)?

Yes. Here you are!

Do you want (lemonade)?

Project:

A menu

Materials:

Pupil's Book page 20, Activity Book page 73, paper/card, scissors, coloured pencils



Warmer

- Ask two children to come to the front and sit at a table. Say: *Welcome to my restaurant!* Encourage each child to say: *Can I have (chips)?* Say: *Here you are.* The child replies: *Thank you!* Repeat with the other child. Ask different sets of children to do the same.

Pupil's Book page 20

1 Look and listen. Find and match.

- Point to the picture. Ask children to name the characters and the food they can see.
- Play the first part of the recording and pause after *Can I have a burger, please?* Ask children if they can identify the food item in the picture. Point to the matching line between Sam and the burger.
- Ask the children to listen and match Sam and Sally with the rest of the food items they order.

Audio script

Emma: Hello Sam! Hello Sally! Welcome to my restaurant!

Sam: Hi!
Emma: Hello! Can I have a burger, please?
Sam: Yes, Sam. Here you are!
Sally: Thank you.
Emma: Can I have pizza, please?
Sally: Yes, Sally. Here you are!
Emma: Sam, do you want lemonade or juice?
Sam: Lemonade, please.
Sally: We want two lemonades, please.
Emma: I want lemonade, too.
Sally: OK, Sally. Here you are.
Sam & Sally: Thank you!

Answer key

Sam – a and b (a burger and lemonade),
Sally – f and b (pizza and lemonade)

2 Close your eyes, listen and imagine. Draw your super restaurant in the picture and say.

- Imagination:** Ask children to listen and imagine their super restaurant. Play the recording.

- Ask confident children to tell you about the super restaurant they imagine.
- Children draw and colour a table of food at their super restaurant on the blank frame on the easel. If children want to draw their whole restaurant, encourage them to do so on a separate piece of paper.
- When children finish drawing their super restaurant, encourage them to show and talk about it, making sentences as in the example.

Audio script

Close your eyes. Imagine ... you've got a restaurant ... It's a super restaurant ... What have you got? Have you got chicken? ... Have you got chips? ... Have you got rice? ... Have you got pizza? ... Have you got burgers? ... What have you got? And what's your favourite food? Now open your eyes and draw your super restaurant.

Answer key

Children's own answers.

Activity Book page 73

Project: A menu

- **Creativity** and **Collaboration**: In this activity, children make a menu and then play in pairs, using new language from the unit.

1 Colour

- Draw pupils' attention to the menu and elicit the food and drink items in it. Ask, *What can you eat at this restaurant? What can you drink? What sweet things can you have?*
- Pupils colour the food and drink.

2 Write

- Draw pupils' attention to the incomplete words, elicit some and write them on the board, e.g. *burger* and *chips*. Pupils complete the rest of the words. They can look at Unit 1 Picture dictionary page 94 of their Pupil's Book to help them with spelling.
- When pupils finish writing the words, point to the pound symbols and say, *Now, let's write the prices. Look, this means pounds. People in the UK use pounds.* Give some examples of prices and write them on the board. Say, e.g. *At my restaurant, the burger and chips is five*

pounds. Elicit ideas from individual pupils. Ask, *How much is the (pizza) at your restaurant? How much are the (grapes)?* Prompt pupils to say, *It's/They're (four) pounds.* Pupils write the prices on their menus.

3 Cut, fold, write and draw

- Point to the cut-out border and tell pupils to cut out their menus. When they finish, tell them to fold their menus in half and draw their attention to the menu cover. Point to the writing line and say, *Think of a name for your restaurant and write it here.* Then point to the empty frame and say, *Draw a picture of your restaurant here.* Provide your own examples on the board.

4 Play

- Put pupils into pairs. Demonstrate an example dialogue with a pupil. Act the part of the customer and have the pupil be the waiter/waitress. Show your finished menu (or use a pupil's finished menu) and say, e.g. *Can I have a pizza?* Prompt the pupil to say, *Yes! Here you are,* then respond *Thank you.* Swap roles. You may extend the dialogue by introducing and practising the following structures: *How much is the (pizza)? It's (eight) pounds. How much are the (grapes)? They're (three) pounds. What do you want to eat/drink?*
- Before children work in pairs, talk with the class about the importance of listening to each other and taking turns politely. In their pairs, pupils swap menus. Then they act out two dialogues, taking it in turns to be the customer and the waiter/waitress. Monitor to ensure that children are working well together and focus on the collaborative aspect of the activity in your class feedback.

Ending the lesson

- Get a ball or a piece of paper. Throw it to a child and ask: *Can I have (a lemonade)?* Encourage the child to say: *Yes, here you are.* The child then throws the ball to another child as they ask a question. Continue until all the children have had a turn.

Lesson objectives

To review unit content and to reflect on learning

Learning for life:

Thinking skills: reflection for learning

Vocabulary:

Food

burger, chicken, chips, chocolate, grapes, lemonade, pie, pizza, rice, sweets healthy, unhealthy

Language:

*Do you want (a burger)?
Yes, I do. / No, I don't.
I eat (chicken).
It's healthy.*

Materials:

Pupil's Book page 21, Activity Book page 13, Flashcards Unit 1

1

Review

1 **Look and find. Then ask and answer.**

burger chips pie pizza chicken
 chocolate sweets grapes rice lemonade

Number 3.
 Burger! Do you want a burger?
 Yes, I do!

2 **Draw healthy and unhealthy food. Then say.**

healthy

unhealthy

I eat chicken.
 It's healthy.

Now I know ...

Look and ✓.

☐
☐

Are you ready for Unit 2?

Activity Book p.13
 Progress Test 1
21

Warmer

- Show a food flashcard and say an incorrect sentence: *It's (rice)*. Encourage the children to correct you with *No! It's (lemonade)*. Repeat with different food items.

Pupil's Book page 21

1 Look and find. Then ask and answer.

- Children name the food in the picture using the words in the box.
- Ask two children to read the example. Then in pairs, children take it in turns to say a number and ask and answer questions. Monitor and help as necessary.

Answer key

1 chicken, 2 rice, 3 burger, 4 lemonade, 5 chips, 6 pie, 7 pizza, 8 sweets, 9 chocolate, 10 grapes

2 Draw healthy and unhealthy food. Then say.

- Tell children they need to draw healthy and unhealthy food on the plates.
- Ask a child to read the speech bubble. Children use it as an example. In pairs, they talk about their pictures.

Answer key

Children's own answers.

Now I know ... Look and ✓.

- **Thinking skills:** Ask: *What's this?* and point to each picture. Elicit the food items (lemonade, chicken, burger, chips) and healthy food (pepper, carrot, apple).
- If children feel confident with the vocabulary they have learned, they put a tick for each picture.

56

Marbles 2 Teacher's Book

Activity Book page 13

My Marbles file

My word file

1 Look and write.

- Children look and write the words.

Answer key

1 rice, 2 lemonade, 3 pie, 4 chicken, 5 burger,
6 chocolate, 7 chips, 8 pizza, 9 grapes,
10 sweets

My language file

2 Read and write.

- Children complete the dialogue with the words in the box.

Answer key

1 don't, want, 2 do, 3 doesn't, wants

My learning file

Now I can ...

- Encourage children to think about what they have learned in this unit. They have to colour in the number of circles that reflects how confident they are in these objectives: one circle if they think they need to practise a bit more; two circles if they think they know the language fairly well; three circles if they know the language very well.

Ending the lesson

- Play a game of 'Race Sam'. Think of a word from the unit. Write a number of dashes on the board to represent letters. Children take it in turns to guess a letter. If they get it right, write the letter on the dashes, but if they get it wrong, start drawing Sam, one body part each time. Continue until the word is complete or the picture is complete.

Extra activities

Reinforcement activity

- Divide the class into two teams. Children from each team take it in turns to come to the front and slowly draw a food item. If their team guesses correctly, they get a point. After three incorrect guesses, the point goes to the other team.

Extension activity

- Divide the class into two teams. Ask a team member of one team to come to the front and face the class. Write a food item on the board. Their teammates have to describe the food item for the child to guess. If they get it right, the team gets a point. If they don't, the point goes to the other team. The teams take it in turns to come to the front. The team with the most points wins.

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Progress Test 1

You can now check children's progress with Progress Test 1. The tests cover vocabulary and language presented in Unit 1, as well as testing the four skills of reading, writing, listening and speaking. The tests are available in two levels of difficulty: Standard and Extension. You can assign the tests to the children to complete online, allowing you to see their results directly and obtain an overview of the progress of the whole class.

Testbuilder

You can also check children's progress by downloading and printing unit tests from the Testbuilder.