



MARBLES



Teacher's Book



3

- 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
- Reviews and Exam practice notes
- Full digital resources on App and ezonekids

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Map of the book

A1 Movers

Vocabulary

Language

Welcome



Space Time Adventures

The planet of the good people

Page 6

- Numbers • Colours
- Animals • Food
- Hobbies • Toys
- Clothes
- Places in a town

- *He's eating Cota's homework.*
- *Cota loves jumping.*
- *like / don't like • Who likes ...?*
- *I can climb. • How old are you?*
- *What's your favourite ...? • Where is/are the ...?*
- *What's this? • What are these?*

1

Look at the stars!



Mia and Mike

Mia and Mike in London

Page 12

- Nature

Prepositions

- *by, above, below, up, down (on, behind)*

Present continuous

- *I'm sleeping. • I'm not playing. • Is she swimming?*
- *They're writing.*

Phonics 'a_e' 'ar' **CLIL Art** Art in nature
Act Smart! value Use natural resources with care
Imagine, create and share My planet **Review**

2

Is it a lion?



Space Time Adventures

At the wildlife park

Page 22

- Wild animals

Questions and short answers: *Is it a/an ...?*

- *Is it a lion? • Yes, it is. / No, it isn't.*

How many ...?

- *How many lions are there? • There's one.*
- *There are four.*

Phonics 'a_e' 'ar' **CLIL Natural science** Endangered animals
Act Smart! value Don't throw plastic in the sea
Imagine, create and share My planet animal **Review**

3

My day at home



Mia and Mike

Houses and homes

Page 32

- Daily routines
- Parts of the day

Present simple

- *I brush / don't brush my teeth. • Do you brush your teeth? • Yes I do. / No, I don't. • He brushes / doesn't brush his teeth. • Does he brush his teeth? • Yes he does. / No, he doesn't.*

Present simple and Present Continuous

- *I have a shower every day / morning / evening. • I'm reading a book now / at the moment.*

Phonics 'oo' 'ow' **CLIL Social science** Sources of energy
Act Smart! value Look after our planet
Imagine, create and share My robot helper **Review**

4

This is my family



Space Time Adventures

Mona's family

Page 42

- Family
- Physical appearance

Possessive 's

- *My auntie's name is Jane. • My parents' names are Emma and Mike.*

Comparatives

- *He's taller than my dad. • She's funnier than me.*
- *My dog is bigger than my kitten.*

Phonics 'oo' 'ow' **CLIL Natural science** Farm animals
Act Smart! value Be kind to all animals
Imagine, create and share My planet people **Review**

Learning
for life



Imagination



Creativity



Collaboration



Social and
emotional
learning



5

I like cheese



Mia and Mike
What's for lunch?

Page 52

Vocabulary

- Food
- Meals

Language

Countable and Uncountable nouns

- There's some cheese. • There are three eggs.
- How much/many ...? • There isn't much ...
- There's a lot of • There aren't many
- There are a lot of • Is/Are there any ...?
- There isn't/aren't any ...

Phonics 'ee' 'ea' **CLIL Maths** Measuring

Act Smart! value Use what you need

Imagine, create and share My planet food **Review**

6

I was in town



Space Time Adventures
The trap

Page 62

- Places in town

was / were

- I was at the supermarket yesterday.
- I wasn't at the library. • Were you at the market?
- Yes, I was. / No, I wasn't. • There was a market.
- There was ... / There were ...**
- There wasn't a supermarket.
- Were there any cars?
- Yes, there were. / No, there weren't.

Phonics 'ee' 'ea' **CLIL History** Cities in the past

Act Smart! value Learn about local history

Imagine, create and share My planet town **Review**

7

Let's go roller skating!



Mia and Mike
Hobbies

Page 72

- Sports and leisure
- Days of the week
- Times

Prepositions of time

- on Mondays • in the mornings / afternoons
- at four o'clock / weekends • I played football.
- Past simple**
- She didn't enjoy the film. • Did they dance?
- Yes, they did. / No, they didn't.

Phonics 'oo' 'th' **CLIL Art** Manga comic books

Act Smart! value Be creative and draw a manga character!

Imagine, create and share My planet week **Review**

8

It's a sunny day!



Space Time Adventures
On Fruit Island

Page 82

- Weather
- Clothes
- Adjectives

Time expressions with was / were

- It was windy yesterday. • I was cold last night.
- There was a rainbow last week.
- There was a storm last month.

Superlatives

- It was the coldest city. • It was the sunniest city. • It was the hottest city. • It was the best weather. • It was the worst weather.

Phonics 'oo' 'th' **CLIL Geography** Temperature in cities

Act Smart! value Let's make our cities cooler

Imagine, create and share My planet weather **Review**

Language reference Page 92

Picture dictionary Page 96

Project Page 100



Global learning



Digital skills



Thinking skills



Communication skills

Unit objectives

Vocabulary:

Introductions, Numbers, Colours, School objects, Animals, Food, Hobbies, Toys, Clothes, Places in a town

Language:

He's eating Cota's homework.
Cota loves jumping.
like / don't like
Who likes ...?
I can climb.
How old are you?
What's your favourite ...?
What's this?
Where is / are the ...?

Song and video:

Fun in town!

Space Time Adventures video and story:

Space Time Adventures Episode 1:
The planet of the good people



Lesson objectives

To introduce the main characters of *Marbles 3* and review vocabulary and grammar

Vocabulary:

Introductions Hello! Welcome! My name is How are you?
What's your name? Nice to meet you!

Language:

Present continuous What are you doing? He's eating my homework!
Present simple like / don't like

Receptive language:

He's hungry.

Materials:

Pupil's Book page 6

Warmer

- Introduce yourself to the class and ask the children to introduce themselves. Say: *Hello, my name's* Encourage the class to say: *Hello*. Invite a confident child to the front of the class. Repeat your introduction and ask: *What's your name?* Encourage the child to say: *Hello, my name's* Repeat with more children. Then

invite pairs of children to come to the front of the class and introduce themselves, asking and answering the same question. Then introduce the new characters in Level 3 of *Marbles*. Point at each of the characters on page 6 of the Pupil's Book and say each of their names: *Tana* (the teacher), *Alto* (red character), *Beta* (blue character in the front row), *Cota* (green

- character in the front row) and *Teddy* (grey animal). Then point at the characters again and encourage the children to repeat their names.
- Revise numbers and colours from Levels 1 and 2. Count the numbers 1–10 slowly using your fingers. Repeat and encourage the children to say the numbers with you. Hold up a different number of fingers and encourage children to say the number. Write the numbers on the board in order. Encourage the children to say the numbers in order. Then point at different numbers. Children say the number. Ask a confident child to the front of the class. Hold up a number of fingers and encourage the child to say the number and point at the correct figure on the board. Repeat with different children.
 - Point at different coloured items for the children to say the colour with you: *black, blue, brown, grey, green, orange, pink, purple, red, white, yellow*. Point at a colour and ask individual children to say the colour.

Pupil's Book page 6

1 2 Look and listen. What's the name of the teacher?

- Ask the children to open their Pupil's Book to page 6 and look at the picture. Talk to them about what they can see in the picture. Ask: *Where do you think they are?* Talk to them about the setting of a space school. Ask them what similarities and differences they notice in comparison with their own classroom.
- Take this opportunity to revise words and structures they will hear in the recording. Ask the children to identify as many classroom words as they can in the picture, in English (*door, window, ruler, rubber, computer, crayon, desk, book, pen, pencil*). To reinforce this language, point at the items in your classroom and encourage them to say the names of the objects.
- Then mime an action, for example, *jumping*. Encourage children to name the action. Then repeat, saying: *I like (jumping)*. Repeat with different actions. Then ask confident children to come to the front and mime an action. Ask the class: *What's he/she doing?* Encourage the children to respond: *He's/She's ...ing*.
- Explain to the children that they are going to listen to a recording. Say: *Listen to the conversation and listen for the teacher's name*.

- After listening, ask: *What is the teacher's name?* Encourage them to put their hand up to answer. Play the recording again and ask: *Who is Teddy?* (Tana's friend).
- Point at the true or false question at the bottom of the page. Elicit the answer. Then ask: *What do Alto, Beta and Cota like doing?* (playing with friends, making things, jumping). Ask individual children what they like doing.

Audio script

Tana: Hello! Welcome! My name is Tana, I am a teacher. How are you? Good! What's your name? Nice to meet you! These are my students. Do you want to meet them? OK!

Alto: Hi! I'm Alto! I like playing with my friends! And I like cool cities. But I don't like milk!

Beta: Hello! I'm Beta ... I like making things. And I love swimming in the sea!

Cota: Hello! I'm Cota. I like jumping! But I don't like homework.

Tana: Thank you, children! Do you like animals? This is my friend, Teddy. Teddy? What are you doing?

Beta: Look! He's eating! He's hungry!

Teddy: *[Grrrr-crunch-slurp – eating noises]*

Cota: He's eating my homework!

All: TEDDY!

Answer key

1 Tana
True or False: T

Ending the lesson

- Do a drawing game. Name a classroom object and ask the children to draw it as accurately as possible in the time available. Set a timer to one minute and say: *On your marks, get set, go!* Name five objects and then check their answers.

Helbling e-zone kids

Diagnostic Test

At any time in the Welcome Unit, you can use the Diagnostic Test to gauge the level of each child and of the class as a whole. Encourage the children to view this simply as an opportunity to show you what they already know.

Lesson objectives

To introduce new characters and review known vocabulary and grammar

Learning for life:

Social and emotional learning:

Expressing preferences and awareness of skills

Vocabulary:

Characters' names

Tana, Teddy, Alto, Beta, Cota

Review

Food, Hobbies

Language:

Present simple

Present continuous

What are you doing?

He's eating my homework!

like / don't like

can

Receptive language:

turn her head, breathe underwater, see in the dark, skill

Materials:

Pupil's Book page 7, Activity Book page 4

2 Listen again. Read and write the names.

Teddy Cota Beta Alto Tana



Name: Tana
Likes: all children, Teddy
Doesn't like: spiders
Skill: She can turn her head to see what is happening behind her.



Name: Beta
Likes: making things, swimming in the sea
Doesn't like: busy places
Skill: She can breathe underwater.



Name: Cota
Likes: jumping, having adventures
Doesn't like: homework
Skill: She can see in the dark.



Name: Alto
Likes: eating, sleeping, Tana
Doesn't like: having a bath
Skill: He eats everything!



Name: Teddy
Likes: playing with friends, cool cities
Doesn't like: milk
Skill: He can climb tall buildings quickly.

3 Read and circle True (T) or False (F).

- | | | | |
|---------------------------|--------------------------------------|-------------------------|---------------------------|
| 1 Tana likes spiders. | T ☒ F | 2 Beta likes swimming. | T ☐ F |
| 3 Cota loves homework. | T ☐ F | 4 Teddy likes sleeping. | T ☐ F |
| 5 Alto can climb quickly. | T ☐ F | 6 Teddy likes Tana. | T ☐ F |



4 Complete the fact file about you. Tell a friend.

Name: _____
Like: _____
Don't like: _____
Skill: _____

My name is ... I like ...

I don't like ... I can ...

Activity Book p.4

7

Warmer

- Explain to the children that you are going to mime something that you like and something you don't like and they need to guess what they are, for example, *swimming, spiders, jumping, eating, sleeping*. Before you do the action, say: *I like ... or I don't like ...*. Children say the action and then repeat the whole phrase.

Pupil's Book page 7

2 Listen again. Read and write the names.

- Tell the children that they are going to listen to the recording again and they should write the names of the characters in the correct place in the fact files. After they have listened, encourage them to read the fact files aloud to their friend so they can check their answers. Check their understanding of *skill* by eliciting an example, e.g. *I can sing*.

Answer key

2 Beta 3 Cota 4 Teddy 5 Alto

3 Read and circle True (T) or False (F).

- Ask the children to read the fact files again. Then ask them to read the statements in Activity 3 and decide whether they are true or false. Ask them to circle T for True and F for False.

Answer key

2 T 3 F 4 T 5 T 6 T

4 Complete the fact file about you. Tell a friend.

- Encourage the children to complete their own fact file in their Pupil's Book. Then ask them to tell their friend about themselves, using the phrases on page 7 to help them.

- **Social and emotional learning:** Monitor to see how children interact with each other to give you an insight into their personalities and their level of self-confidence at this early stage of the year. If any children aren't sure about a skill, you can encourage them to say, e.g. *I can speak English / read in English or I'm a good friend.*

Answer key

Children's own answers

Activity Book page 4

1 Read, look and write.

- Ask the class to look at the pictures and write the words. They can look back at Pupil's Book page 7 if they need to.

Answer key

a teacher
b Teddy, bath
c Alto, climb
d Cota, love
e Beta, swimming, sea

2 Write the words in the correct order. Then match with the characters (a–e) in Activity 1.

- Explain that Tana, the teacher, has written a class blog about her pupils. Ask the children to read the words and phrases in sentences 1–5 and to put them in the correct order. Then they match the sentences to each character. They can look back at Pupil's Book page 7 if they need to.

Answer key

2 I like cool cities and playing with friends.
3 I like Tana, sleeping and eating everything.
4 I like my teacher, but I don't like homework.
5 I like Teddy, but I don't like spiders.
2 c 3 b 4 d 5 a

Ending the lesson

- Encourage the children to take it in turns to act out an activity they like or don't like doing. When the class has identified the activity correctly, ask the child to make a happy or a sad face. If it's a happy face, ask children to say: *I like ...*. If it's a sad face, ask children to say: *I don't like ...*.

Extra activities

Reinforcement activity

- Encourage the children to write a fact file about one or two people in their family. Once they've finished, they get into pairs. They should make a statement about one of the fact files, for example: *My mum likes jumping.* Then they ask their friend to say whether they think it's true or false. They should take it in turns to give statements about their fact files.

Extension activity

- Encourage the children to write a short rhyme or rap about the characters' likes and dislikes. They can work in pairs.

Lesson objectives

To introduce new characters and review known vocabulary and language

Learning for life:

Social and emotional learning:

Expressing preferences

Vocabulary:

Characters' names

Mia, Mike

Review

Colours, School objects, Animals, Food, Hobbies, Toys, Clothes, Places in town

Language:

Present simple

Who likes ...? How old are you?

What's your favourite ...?

Receptive language:

The (teddy) is for (Sarah).

Materials:

Pupil's Book page 8, Activity Book page 5



Getting to know you

1 Look, read and write. Then ask and answer.

Hi, I'm Mia and this is my friend, Mike. We like making films.

You can watch some of our films in this book!

Mia and Mike

	Mia	Mike
age	8	8
favourite colour		
favourite animal		
favourite food		
favourite hobby		
favourite toy		

- How old is Mia? 8
- What's Mike's favourite colour?
- Who likes horses?
- Who likes burgers?
- Who likes taking photos?
- What's Mia's favourite toy?

Who likes cats? Mia.

What's Mike's favourite toy?

A kite.



2 Complete the table about you. Then ask and answer.

How old are you? What's your favourite ...?

	age	favourite colour	favourite animal	favourite food	favourite hobby	favourite toy
me						

Warmer

- Ask the children what their favourite colour is, what their favourite toy is, and what their favourite food is. Then see if they can guess what yours might be. Encourage them to ask, for example: *Is it blue? Is it red?*

Pupil's Book page 8

1 Look, read and write. Then ask and answer.

- Ask the children to turn to page 8 in their Pupil's Book and look at the table about Mia and Mike. Elicit and revise the words shown in this table from topics covered in Levels 1 and 2: colours: *green, blue*; animals: *cat, horse*; food: *burger, apple*; hobbies: *painting, taking photos*; toys: *robot, kite*.
- Encourage the children to answer the six questions in Activity 1. The first answer has been done for them.
- Elicit other words from each of these word sets to review and prepare children for Activity 2.

Answer key

2 blue 3 Mike 4 Mia 5 Mike 6 a robot

2 Complete the table about you. Then ask and answer.

- Elicit the question forms that children need to complete this activity: *How old are you? What's your favourite ...?* The children can either draw or write the answers in the boxes.
- Then put the children in pairs to ask and answer the questions. Depending on the time available, you might want to suggest that they each ask a question in turn. It may be useful to pair children with different partners from the previous lesson in order to observe any change in dynamic.
- Social and emotional learning:** Monitor to ensure that children are contributing and that their partner is listening respectfully. Make a note of any unusual answers and then (with the child's permission) share them with the class, encouraging everyone to respect the opinions of others.

Answer key

Children's own answers

Activity Book page 5

1 Look and choose your three favourite activities. Colour their marbles green.

- Ask the children to look at the pictures of different activities and choose their three favourites. They should then colour the marbles for their favourite activities green.

Answer key

Children's own answers

2 Talk to a friend about your favourite activities. Are your ideas the same?

- Put children into pairs to discuss and compare their favourite activities. They can work with more than one friend if they have time, as some children may be quicker than others.
- **Social and emotional learning:** Remind the children that they should respect the opinions of others. You could work with the class to show them how to respond if the model answer *Me too!* isn't relevant. For example, they can say politely *Oh, I like (...)* or they could agree about one activity, e.g. *I like (...), but I don't like (...)*.

Answer key

Children's own answers

3 Read, look and tick (✓).

- Encourage the children to complete the table according to their own likes and dislikes.
- **Social and emotional learning:** Monitor to gain an insight into how readily children respond with an opinion about these different classroom activities and how strongly they feel. As they move onto Activity 4, remind them about taking turns and respecting the opinions of others.

Answer key

Children's own answers

4 Ask and answer questions about the things in Activity 3.

- Ask the children to work in pairs to ask and answer questions about their answers in Activity 3. Encourage them to ask: *What about you?* after they have answered a question.

Answer key

Children's own answers

Ending the lesson

- Elicit toy words and ask children to choose one they'd like for themselves, one they would give to their friend, and one they would give to a brother or sister they like. Children can be creative with the selection so it makes the game quite funny. When they reveal their selection, encourage them to say: *The (teddy) is for (Sarah)*.

Extra activities

Reinforcement activity

- In pairs, ask children to brainstorm as many items as they can think of for each category in Activity 2 (colours, food, animals, hobbies, toys). Then as a class make a large mind map on the board with all the words the children have thought of.

Extension activity

- Ask the children to think of five other activities. They can then ask their parents and family whether they love, like or don't like those things.

Lesson objectives

To review known vocabulary and language and sing a new song

Vocabulary:

Review

Colours, School objects, Animals, Food, Hobbies, Toys, Clothes, Places in town

Language:

Where is/are the ...?

What's this? / What are these?

There is / There are

Song and video:

Fun in town!

Receptive language:

We have lots of fun in town all day!

Come on and play!

Materials:

Pupil's Book page 9, *Fun in town!* video, Activity Book page 6

Welcome

Vocabulary

1 Find and write.

1 three toys: _____ ball _____
 2 three things to eat: _____
 3 three things to wear: _____
 4 three animals: _____

2 Ask and answer about the picture.

Where is/are the ...? What's this? / What are these?

3 Watch, listen and sing. What things can you find in Activity 1?

Fun in town!

We have lots of fun in town all day!
 We have lots of fun, come on and play!
 We have lots of fun in town all day!
 We have lots of fun! Hooray, hooray!

I can see a taxi, I can see a train,
 I can see a ball and I can see a plane!
 Helicopters, motorbikes,
 Lots of houses that I like.

There's a girl and there's a boy,
 There are shops and there are toys!
 Here's the bookshop, here's the kite,
 Here's the skateboard, here's the bike.

Activity Book p.6

Warmer

- Ask the children to look at the picture at the top of Pupil's Book page 9 for 30 seconds. Write the following categories on the board: *toys, hobbies, things to eat, things to wear, places in a town, animals*. The children then write as many words as they can remember in the different categories. If you have time, elicit one or two answers from the class.

Pupil's Book page 9

1 Find and write.

- Encourage the children to look for what is listed below the picture. Ask them to write the words in the gaps.
- Elicit other words from each of these word sets. You could also elicit words for body parts, and repeat colours and numbers.

Answer key

Suggested answers, but accept any correct answers:

- plane, train, skateboard, bike, robot
- cake, chocolate, ice cream
- baseball cap, dress, shorts, trousers, T-shirt
- sheep, chicken, cow

2 Ask and answer about the picture.

- Ask the children to work in pairs. Encourage them to use the questions in the speech bubbles: *Where is/are the ...? What's this? / What are these?* Practise the question forms with the children by asking questions about the classroom.
- Encourage them to ask and answer questions about the picture.

Answer key

Children's own answers

3 4 Watch, listen and sing. What things can you find in Activity 1?

- Review the following structures from earlier levels: *We have ... There's a ... / There are ... / I can ...*. Children watch and/or listen to the song. Ask the children to point at items in the picture in Activity 1 when they hear them mentioned. If they can't find an item in the picture, ask them to circle the word in the song.

Audio script

We have lots of fun in town all day!
We have lots of fun, come on and play!
We have lots of fun in town all day!
We have lots of fun! Hooray, hooray!

There's a girl and there's a boy,
There are shops and there are toys!
Here's the bookshop, here's the kite,
Here's the skateboard, here's the bike.

I can see a taxi, I can see a train,
I can see a ball and I can see a plane!
Helicopters, motorbikes,
Lots of houses that I like.

Answer key

girl, boy, shops, toys, bookshop, skateboard, bike, train, ball, plane

Activity Book page 6

1 Read, look and write.

- Ask children to look at page 6 of the Activity Book. Explain that the pictures show objects that are sold in an online shop in a catalogue. Ask them to look at the pictures and to choose the correct word from the box for each of the gaps.

Answer key

1 horse, sheep
2 book, skateboards
3 bag, sweets
4 T-shirt, kite
5 computer, bikes

2 Match the children with the objects from Activity 1.

- Ask the children to look again at the picture in Activity 1 and to choose which of the objects they would like. Then ask them to read the sentences in Activity 2 and to work out which object belongs to which child.

Answer key

Sam 2, Tom 1, Kate 3, Nick 5

3 Draw one more object for Activity 1.

Write about your object.

- Ask children to draw another object in the box and to write about it, using the phrases in the box to help them.

Answer key

Children's own answers

Ending the lesson

- Sing the song again. Then encourage the children to think of replacement words for *bookshop*, *skateboard*, *taxi* and *ball*. They sing the song again with the new words.

Extra activities

Reinforcement activity

- Ask children to think of an object and write about it using the phrases in the box on page 6 of the Activity Book. They then describe their object to their partner without saying what it is. Their partner has three attempts to guess what it is. You could also ask the children to draw their object on a poster and stick them around the classroom.

Extension activity

- Have children copy the table from Activity 3 into their notebooks and add an extra column at the start with the title 'name'. Children conduct a class survey and circulate around the class to collect the information from ten classmates. When they have finished, discuss the children's results as a class. Ask: *How many children like blue?* etc.

Lesson objectives

To watch, read and listen to Episode 1 of *Space Time Adventures* story: *The planet of the good people* and answer some comprehension questions to consolidate language presented in the story

Space Time Adventures video and story:

Episode 1: *The planet of the good people*

Receptive language:

Be careful, Cota.
Don't worry, Beta.
Let's hide and watch.
That's amazing.
That's good to hear.

Materials:

Pupil's Book pages 10 and 11,
 Activity Book page 7,
Space Time Adventures video
 Episode 1

SPACE TIME ADVENTURES: The planet of the good people

1 Watch the story. Read and listen.

10

Welcome

11

2 Look at the story. Point and say the names of all the characters.

3 Number the sentences in the correct order.

☐ Mona tells her new friends about Wiza.	☐ The friends see a spaceship in the sky and meet Mona.
☐ Wiza is watching Mona.	☐ Alto, Beta and Cota are going for a walk.
☐ Cota tells Mona about the good people on their planet.	

4 Look, read and match.

1	2	3	4
5	6	7	8

Activity Book p.7

Space Time Adventures video and story:

Episode 1: *The planet of the good people*

Three space friends (Alto, Beta and Cota) are on their planet, walking through an alien wood. Suddenly there's a line of fire from the sky, and a spaceship lands in a cloud of fire and smoke nearby. The three friends run over and are astonished to see a strange yellow robot climbing out of the crater. They introduce each other, and it turns out that the yellow robot, called Mona, can turn into any vehicle. She tells them she is scared of Wiza, the Queen of Evil. They tell her she doesn't need to worry as this is the planet of the good people.

Lesson 6 Video extra: If you want to spend another lesson on the video, see the additional teaching ideas on pages 36 and 37. These include prediction, personalisation, character study, key moments, target language and vocabulary and acting. The Activity Book page is suitable for use in Lesson 5 or 6.

Warmer

- Ask the children if they like stories. Encourage them to talk about what type of stories they like and who their favourite characters are.

Pupil's Book pages 10 and 11

1 Episode 1 Watch the story. Read and listen.

- Explain to the children that they are about to watch the first episode of *Space Time Adventures: The planet of the good people*. Alto, Beta and Cota are going for a walk in the woods, but they meet someone unexpected and make a new friend.
- Then encourage children to watch and/or listen to the story and follow the text and pictures as they do so, using the story in their Pupil's Book.

Video and audio script

See Teacher's Book page 207

Pupil's Book page 11

2 Look the story. Point and say the names of all the characters.

- Ask the children to look back at the story and point at each character and say their name.

Answer key

Children point and say: Alto, Beta, Cota, Mona, Wiza and Spike.

3 Number the sentences in the correct order.

- Ask the children to read the sentences in Activity 3 and to put them in the correct order, as they appear in the story.

Answer key

2 The friends see a spaceship in the sky and meet Mona.
3 Mona tells her new friends about Wiza.
4 Cota tells Mona about the good people on their planet.
5 Wiza is watching watching Mona.

4 Look, read and match.

- Ask the children to look at pictures 1–4 of the characters and match them to sentences a–d in the speech bubbles. Encourage children to look at the story on pages 10–11 of the Pupil's Book if they need further help.

Answer key

2 c 3 a 4 b

Activity Book page 7

1 Read the story again.

- Ask the children to read the story on pages 10–11 of their Pupil's Books again and talk about what happened.

2 Number the pictures 1 to 4. Then look and write.

- Ask the children to look at the pictures and number them in order. Then ask them to complete the speech bubbles in the story.

Answer key

The picture numbers from left to right and top to bottom are: 4, 3, 1, 2

The words in the speech bubbles are:

1 coming
2 Wiza
4 name
5 what's
6 meet

3 Read and circle True (T) or False (F).

- Encourage the children to read and answer the statements by circling T or F.

Answer key

2 T 3 F 4 F 5 T

4 Look and circle.

- Ask children to look at the two statements and the two pictures. They then circle the correct answer in the statements.

Answer key

1 a spaceship 2 a robot

Ending the lesson

Ask the children what they liked about the pictures of the story and elicit their ideas. Encourage them to use vocabulary from the story.

Episode 1 **SPACE TIME ADVENTURES: The planet of the good people**

1 Watch the story. Read and listen.

10

Welcome

2 Look at the story. Point and say the names of all the characters.

3 Number the sentences in the correct order.

☐ Mona tells her new friends about Wiza.	☐ The friends see a spaceship in the sky and meet Mona.
☐ Wiza is watching Mona.	☐ Cota tells Mona about the good people on their planet.
☒ 1 Alto, Beta and Cota are going for a walk.	

4 Look, read and match.

1 	2 	a  Nice to meet you.
3 	4 	b  I'm coming to get you, Mona!
		c  Let's explore!
		d  This is the planet of the good people.

Activity Book p.7

11

Lesson objectives

To do extra / optional video activities for Episode 1 of *Space Time Adventures* story: *The planet of the good people*

Space Time Adventures video and story:

Episode 1: *The planet of the good people*

Receptive language:

Be careful, Cota.
Don't worry, Beta.
Let's hide and watch.
That's amazing.
That's good to hear.

Materials:

Pupil's Book pages 10 and 11, *Space Time Adventures* video Episode 1

Warmer

- Ask the children what they remember about the story they read last lesson. Talk about the characters, what happened and who they met.

Before you watch

Prediction activity

- Pause on the title screen at 0:06. Ask: *What do you think the planet of the good people looks like?*
- Pause the video at the landscape shot of the planet: 0:12. Ask: *Does the planet look the same or different to your imaginary planet? Who do you think lives here?*

Personalisation activity

- Ask: *Do you want to live on the planet of the good people?*

While you watch

Key moment activity

- Play the video. Pause at 1:27. Ask: *Who do you think that is? Why is she on the planet of the good people? What do you think the space friends are going to do when they see her?*
- Play the whole video so children can compare their predictions with the actual story.

Character study activity

- Ask children to choose their favourite character. They can watch the video from this character's point of view, then share what they learned about their character in this episode.

After you watch

Target vocabulary practice

- Ask questions to elicit the vocabulary recycled in the Welcome Unit: *How many space friends are there?* (three) *What colour is Alto?* (red) *What colour is Beta?* (blue) *What colour is Cota?* (green) *What colour is Mona?* (yellow) *What are the space friends wearing?* (Alto is wearing a red T-shirt and red trousers, Beta is wearing a blue dress, Cota is wearing a green skirt.)

Target language practice

- Ask questions to elicit the language recycled in the Welcome unit:
- **Present continuous:**
Pause the video on a still that shows a character or characters doing something and ask questions to elicit the present continuous, for example at 1:13. Ask: *Are the space friends eating?* (No, they aren't. They're hiding.)
- **like + ing**
Pause the video on a still that shows a character doing something they like, for example at 0:20. Ask: *What does Cota like doing?* (She likes walking in the woods.)
- **can**
Pause the video on a still that shows a character's ability to do something, for example at 2:10. Ask: *What can Mona be?* (She can be a car, a boat or a plane.)

Acting activities

- Ask children to take on the roles of different characters and act out the story. They can learn their lines and then film each other acting it out to make their own videos.
- What happens next? Ask children to continue acting the story.
- Ask children to think of a different ending to the story.

Ending the lesson

- Ask the children who their favourite new character is and why. Ask them what they like about the story and if they can imagine what might happen next.

Extra video activities

If you want to spend more time on the video before you move on, then do some or all of the following activities.

1 Look at the stars!

1 Look and listen.
Does Teddy like water?

True (T) or False (F)?
Tana likes the woods near her home. ☐

Learn to ...

- talk about nature.
- talk about where things are.
- say what we are doing now.
- talk about the use of natural resources.

2 Watch or listen.
Then point and say.

1  field

2  grass

3  island

4  lake

5  moon

6  mountain

7  rock

8  star

9  waterfall

10  woods

Vocabulary

3 Point, ask and answer.

1 

2 

3 

4 

What is it? It's a field.

4 Look, ask and answer.



Can you see a lake? Yes, I can.
Can you see a waterfall? No, I can't.

Activity Book p.8

Unit objectives



Vocabulary:

Nature

field, grass, island, lake, moon, mountain, rock, star, waterfall, woods

Language:

Language 1: Prepositions

by, above, below, up, down, (on, behind)

Language 2: Present continuous

I'm sleeping.
I'm not playing.
Is she swimming?
They're writing.

Phonics and spelling:

Sound 'a_e'

snake, lake, cake

Sound 'ar'

stars, car, dark



Song and video:

A party by the lake

CLIL & Act Smart! value:

Art

Art in nature

Act Smart! value

Use natural resources with care.

Reading:

An email describing someone's day

Writing:

A diary entry



Mia and Mike video:

Mia and Mike in London

Functional language:

Talking about your photo

Imagine, create and share:

My planet project

Review:

Review
My Marbles File and self-assessment

Lesson objectives

To introduce the new unit topic

Vocabulary:

Nature

field, grass, island, lake, moon, mountain, rock, star, waterfall, woods

Receptive language:

Do you want to see? Let's go.

Materials:

Pupil's Book page 12

Warmer

- Encourage the children to talk about their world: first, their immediate world (family, home, etc.), then the slightly wider world (their street, their town/village), then further afield, if they know much about their country and the rest of the world. Model the language the children need by talking about yourself, for example: *I have got a mum, a dad, two sisters and a brother. I have got lots of aunts, uncles and cousins, too. We live in Madrid. I live in an apartment. It's got a kitchen, a living room, a bathroom and two bedrooms. There's a park next to my apartment. I live in Spain, in Europe. It's next to France and Portugal.*
- Then ask the class questions, for example: *Have you got any sisters or brothers? Where do you live? What's your apartment/house like? What are the names of the big cities in your country?*

Pupil's Book page 12

1 Look and listen. Does Teddy like water?

- Ask the children to open their Pupil's Books at page 12 and look at the picture. Introduce the context of the picture, for example, say: *Today, Tana and Teddy are walking in the woods near her home. Tana thinks the world is beautiful!*
- Ask questions to elicit a personal response from children. *What can you see? Which characters can you see? What's your favourite thing in the picture? Who's your favourite character in the picture?*
- Check understanding of the unit title. Ask: *What's a 'star'? / Where do we usually see stars?*
- Tell children they're going to listen to the recording. Ask them to listen for whether Teddy likes water or not. They can listen as many times as they need.
- Point at the True or False section at the bottom of the page. Elicit the answer.

Audio script

Tana: Hello! How are you? Great! Ah ... my world is beautiful! Do you want to see? Let's go! Come on, Teddy!

Teddy: Arr!

Tana: These woods are near my home. I love it here! The flowers are very big. The mountain is above the woods. There is a waterfall and a lake, too. Look! Teddy doesn't like the water, but he likes fish!

Teddy: Ah!

Tana: Teddy! Don't eat the fish!

Answer key

1 No

True or False: T

Learn to ...

- Ask the children what they think they are going to learn in this unit. After looking at the picture and listening to the recording in Activity 1, what do they think the unit topic is? They can activate existing knowledge and think about the topic if they already know something about it.
- Then encourage the children to look at the 'Learn to ...' section on page 13 of the Pupil's Book. Talk to the children about the different points. Ask: *What nature words do you know?* Translate any L1 words children may use into English. Encourage them to talk about activities they do outside and how they explore and protect nature.

Ending the lesson

- Invite a child to the front of the class. He/She chooses an item of vocabulary from the page and draws it on the board. The rest of the class guesses what the word is. You or the child can write the word on the board to reinforce the learning of the word. Repeat with other children.

Extra activities

Reinforcement activity

- Elicit words from other known vocabulary sets, for example, colours, numbers or clothes. Ask: *What colour are the butterflies?* (one is purple and yellow and the other is pink) *How many fish are there?* (one) *Describe Tana's clothes.* (a pink dress)

Extension activity

- Ask children to find more words that belong to this vocabulary set (nature), for example: *sun, tree, river, forest, plant, leaf/leaves, cave, pond* and draw their own poster with the extra words.

Lesson objectives

To present new vocabulary

Vocabulary:

Nature

field, grass, island, lake, moon, mountain, rock, star, waterfall, woods

Receptive language:

You must be careful near water.

How can you be careful?

Materials:

Pupil's Book page 13, Vocabulary video
Unit 1, Activity Book page 8, Flashcards
Unit 1

Learn to ...

- talk about nature.
- talk about where things are.
- say what we are doing now.
- talk about the use of natural resources.

2 Watch or listen. Then point and say.

1

field

2

grass

3

island

4

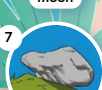
lake

5

moon

6

mountain

7

rock

8

star

9

waterfall

10

woods

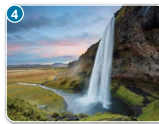
Vocabulary

3 Point, ask and answer.

1


2


3


4


What is it?

It's a field.

4 Look, ask and answer.



Can you see a lake? Yes, I can.

Can you see a waterfall? No, I can't.

Activity Book p.8
13

Warmer

- Ask the children if they can remember if Teddy likes water or not (*He doesn't like water.*). Ask them if they like water and talk about all the fun things you can do in water or with water, for example: *swim, sail boats, play water sports.* Also talk about water safety. Say: *You must be careful near water. How can you be careful?* Translate any L1 language into English.

Pupil's Book page 13

2 Watch or listen. Then point and say.

- Look again at page 13 of the Pupil's Book and ask the children to watch the video or listen to the recording. They point at the relevant pictures as they hear the words. Then ask them to say the words aloud. Talk about what the words mean and clarify anything unfamiliar.

Video and audio script

- 1 field
- 2 grass
- 3 island
- 4 lake
- 5 moon
- 6 mountain
- 7 rock
- 8 star
- 9 waterfall
- 10 woods

3 Point, ask and answer.

- Ask children to look at photo 1 and ask: *What is it?* Elicit the word field. Encourage children to provide you with a full answer and model the answer: *It's a field.* Repeat the exercise with photo 2.
- Put children into pairs to practise the dialogue with the rest of the photos.

Answer key

1 It's a field 2 It's a rock 3 It's an island
4 It's a waterfall

4 Look, ask and answer.

- Encourage the children to look at the photo of the lake and choose another three words they have learned and to draw a picture of them in their books. Put the children into pairs and encourage them to ask and answer about their pictures, using the prompts in the speech bubbles.

Answer key

Children's own answers

Activity Book page 8

1 Find and circle ten nature words. Then look and write.

- Ask the children to find and circle the words in the word snake.
- Then encourage the children to look at the picture and write the words that they found in the word snake.

Answer key

mountain, lake, rocks, field, grass, island,
waterfall, woods, moon
2 moon 3 mountain 4 woods 5 waterfall
6 grass 7 lake 8 island 9 rocks 10 field

2 Look at the picture in Activity 1 and write.

- Ask the children to look at the picture in Activity 1 and complete the sentences with the correct nature words.

Answer key

2 island 3 moon

Ending the lesson

- Show some of the nature flashcards and write the corresponding words as a gap fill exercise on the board. Ask the children to complete the gaps.

Extra activities

Reinforcement activity

- Play the game 'Race Teddy' in pairs or groups. One child chooses one of the words they've learned and writes the number of letter spaces on a piece of paper and the other children take it in turns to guess a letter. If the letter is in the word, it's written on the letter space; if not, it's written to the side of the word and a drawing of Teddy is started, body part by body part. Continue the game until the word is guessed correctly or the Teddy picture is complete.

Extension activity

- Ask the children if they know any other words related to nature. Write any new words on the board. Encourage the children to draw a picture, using as many new words as possible, and label the picture. They could give the picture a title.

Lesson objectives

To present new Language 1

Language:

Prepositions

by, above, below, up, down, (on, behind)

Receptive language:

You walk on it.

Materials:

Pupil's Book page 14, Activity Book page 9



Language 1

1 Read and circle. Then listen and check.

Remember!



Find out more on page 92.

2 Look and say with a friend. Play True or False.



The rock is above the waterfall.

False. The rock is below the waterfall.

14

Activity Book p.9

Warmer

- Describe a word to the class and ask them to guess what it is you're describing. Use the vocabulary learned in the last lesson, for example: *It's green. You walk on it. (grass)* Then ask the children to choose a word to describe for the rest of the class to guess.

Pupil's Book page 14

1 Read and circle. Then listen and check.

- Ask the children to turn to page 14 in their Pupil's Book. Explain that there are five sentences where there is a choice between two prepositions, and they must choose the correct ones according to what they see in the pictures.
- Point out the five prepositions in the Remember! box and make sure the children understand their meaning before they start the activity. Remind them also about the meaning of *behind* and *on* demonstrating with objects in the class or a drawing on the board.

Audio script

- Boy: Oh, look, Lucy! There's a butterfly!
Girl: I can't see it. Where is it?
Boy: It's on the rock.
Girl: Where's the rock?
Boy: It's below the waterfall.
- Boy: And now the butterfly's behind the tree.
Girl: Which tree?
Boy: This tree! It's going up the tree.
Girl: And where is it now?
Boy: It's above your head!
Girl: Oh, no!

Answer key

2 below 3 behind 4 up 5 above

2 Look and say with a friend. Play True or False.

- Ask the children to look at the preposition pictures in the Remember! box and answer any questions they might have.
- Encourage the children to work in pairs and to take it in turns to make up a sentence describing the picture in Activity 2. The friend should say whether the sentence is true or false. Encourage them to use the prepositions in Activity 1. Ask children to read the prompts in the speech bubbles on the page before they start.

Answer key

Children's own answers

Activity Book page 9

1 2 Where is the monkey? Look and write. Then listen and check.

- Encourage the children to look at the pictures and label them with the prepositions in the box.
- Play the recording for the children to check their answers.

Audio script

- 1 The monkey is behind the rock.
- 2 The monkey is climbing up the rock.
- 3 The monkey is climbing down the rock.
- 4 The monkey is above the rock.
- 5 The monkey is by the rock.
- 6 The monkey is below the moon.

Answer key

2 up 3 down 4 above 5 by 6 below

2 Read the sentences. Write a or b.

- Ask the children to read the sentences and look at the two pictures. They then decide which picture each sentence goes with.

Answer key

2 b 3 a 4 b 5 a 6 a

Ending the lesson

- Divide the class into four. Write the letters of a word from the vocabulary set you are focusing on, jumbled up in a circle. The first team to guess the word wins a point. Continue with other words from the set. The team with the most points at the end of the game is the winner.
- Ask children to look at the picture on page 12 of their Pupil's Book again and describe where the things/characters are in the picture using the prepositions they have learnt in this lesson, for example: *Tana is by the lake. The moon is below Wiza. The butterfly is above the flower.*

Extra activities

Reinforcement activity

- Ask the children to draw a picture with marbles positioned in different places: *by, above, below, behind, up or down*, so that they can be described using the prepositions. Then children work in pairs. Each child describes their friend's picture, using the language from the lesson.

Extension activity

- Ask children to work in pairs and to describe their own bedroom as much as they can, using the prepositions they have learned. Remind them of the language they already know, such as classroom items, for example: *My pen is on my desk. My bin is under my desk. My teddy is on my bed.*

Lesson objectives

To present new phonics sounds and to practise their spelling
To sing a new song

Phonics and spelling:

Sound 'a_e'

snake, lake, cake

Sound 'ar'

stars, car, dark



Song and video:

A party by the lake

Materials:

Pupil's Book page 15, *A party by the lake* video, Activity Book page 10

Mona's Phonics BeatBox
'a_e' and 'ar'

1

1 **Read and listen. Then listen and repeat.**

Kate and Jake are catching stars in their purple flying car.
 The big snake by the dark lake is eating cake and playing his guitar.

2 **Watch, listen and sing. Circle the 'a_e' words and underline the 'ar' words.**

A party by the lake

We're having a party by the lake.
 There are lots of games and things to do.
 We're having a party by the lake.
 We're having fun and so can you!

Pat is climbing up a tree.
 And Max is sitting here with me.
 Jake is swimming in the lake.
 And Kate is eating lemon cake.

Jo is playing the guitar,
 And she is singing like a star!
 Matt is looking into space.
 And Tom is making a funny face!

Activity Book p.10
 Online Practice 1

15

Warmer

- Draw a picture of a cake and a star on the board. Point at each and say each word followed by the focus sounds for this lesson, 'a_e' as in *cake*, and 'ar' as in *star*. Encourage the children to copy you. Say the sounds quietly, then loudly, then slowly, then quickly. Children repeat the sounds and words.

Pupil's Book page 15

1 **Read and listen. Then listen and repeat.**

- Say the focus sounds 'a_e' and 'ar' clearly and write the focus spelling for each of the new sounds on the board. Explain that an a and an e separated by another letter, makes the sound /eɪ/. Give the examples *cake*, *game*, *snake*. Write the examples on the board and draw a curved line from the e back to the a for clarity.
- Play the recording for the children and encourage them to listen and read the rhyme at the same time. Explain that the focus sounds and spellings are shown in colour on Pupil's

Book page 15. Ask them to listen again and encourage the children to say the rhyme along with the recording. Then repeat it without the recording. Check their pronunciation. Draw attention to the 'a_e' spelling for the /eɪ/ sound. As it is divided by another letter like a 't' or a 'k', children need to look for both the a and the e to know if they have to pronounce it as /eɪ/.

Audio script

Kate and Jake are catching stars in their purple flying car.
The big snake by the dark lake is eating cake and playing his guitar.

2 **Watch, listen and sing. Circle the 'a_e' words and underline the 'ar' words.**

Ask the children to watch and/or listen and sing the song. Then they watch and/or listen again and circle the 'a_e' words. Then they underline the 'ar' words.

Video and audio script

See Pupil's Book, page 15

Answer key

'a_e' words: lake, games, Jake, Kate, cake, space, face
'ar' words: party, guitar, star

Activity Book page 10

1 Listen and write. Then listen again and repeat.

- Ask the children to turn to page 10 of the Activity Book. Play the recording and ask them to use the words in the box to complete each gap in the text.
- Play the recording again for them to repeat and check their answers.

Audio script

Kate and Jake are catching stars in their purple flying car.
The big snake by the dark lake is eating cake and playing his guitar.

Answer key

2 Jake 3 stars 4 car 5 snake 6 dark 7 lake
8 cake 9 guitar

2 Look and write 'a_e' or 'ar'. Then listen, check and repeat.

- Ask the children to look at the pictures and to complete the words with the correct letter sounds: 'a_e' or 'ar'.
- Play the recording for them to check their answers.

Audio script

1 cake 2 lake 3 star 4 snake 5 guitar 6 car

Answer key

2 a_e 3 ar 4 a_e 5 ar 6 ar

3 Look at the pictures in Activity 2 and write. Then listen, check and repeat.

- Ask children to write the words for the pictures in Activity 2 in the correct box according to their sound, 'a_e' or 'ar'.
- Play the recording for them to check their answers.

Audio script

Narrator: 'a_e' [/eɪ/] words
Woman: cake = C-A-K-E
lake = L-A-K-E
snake = S-N-A-K-E
Narrator: 'ar' [/ɑː/] words
Man: star = S-T-A-R
guitar = G-U-I-T-A-R
car = C-A-R

Answer key

a_e: lake, snake
ar: star, guitar, car

Ending the lesson

- Encourage the children to think of all the 'a_e' and 'ar' words that they can. Write them on the board. Then ask them to come up with a silly phonics rhyme in pairs.

Extra activities

Reinforcement activity

- Working in pairs, the children say one of the words from the lesson using one of the focus sounds, and their friend writes it down. This will help them with their pronunciation and their spelling.

Extension activity

- Encourage the children to work in pairs or groups to write another new verse for the song, using the focus sounds.

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.

Lesson objectives

To present new Language 2

Learning for life:

Social and emotional learning:

Awareness of our emotions (AB)

Language:

Present continuous

I'm sleeping.

I'm not playing.

Is she swimming?

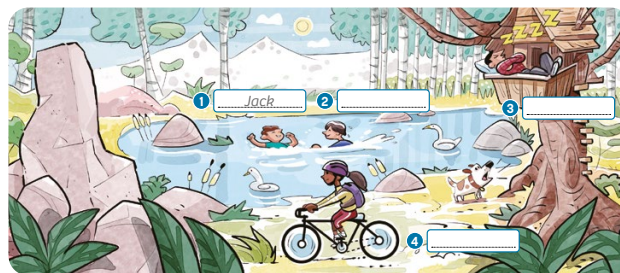
They're riding.

Materials:

Pupil's Book page 16, Activity Book page 11

Language 2

1 Read and listen. Then write the names.



Mum: What's Kate doing now?

Jane: She's riding her bike.

Mum: And what are Jack and Fred doing?

Jane: They're swimming in the lake.

Mum: And what's Dad doing?

Jane: He's sleeping in the tree house.

Dog: Woof-woof!

Mum: Well ... he isn't sleeping now!

Remember!

sleep + **ing**
I'm sleeping.

play + **ing**
I'm **not** playing.

swim + **m + ing**
Is she swimming?

ride + **ing**
They're riding.

► Find out more on page 92.

2 Read again and circle True (T) or False (F).

- 1 Kate is riding a bike. T F
- 2 Jack is climbing a rock. T F
- 3 Jack and Fred are swimming in the lake. T F
- 4 Dad's running by the lake. T F



3 Act and guess.

Are you riding a bike?

Yes, I am.

No, I'm not.

16

Train to think

Activity Book p.11

Warmer

- Mime different actions and ask the children what you're doing. Model a number of present continuous actions to prepare them for Activity 1.

Pupil's Book page 16

1 Read and listen. Then write the names.

- Ask the children to read the text and write the correct names in the labels on the picture.

Audio script

Mum: What's Kate doing now?
Jane: She's riding her bike.
Mum: And what are Jack and Fred doing?
Jane: They're swimming in the lake.
Mum: And what's Dad doing?
Jane: He's sleeping in the tree house.
Dog: Woof-woof!
Mum: Well ... he isn't sleeping now!

Answer key

2 Fred 3 Dad 4 Kate

2 Read again and circle True (T) or False (F).

- Draw attention to the present continuous in Activity 1 and refer children to the Remember! box. Remind them of how the present continuous is formed, and when to use it (when an action is happening now). Ask them to read the sentences in Activity 2 and circle T or F.

Answer key

2 F 3 T 4 F

3 Act and guess.

- Ask children to look at the picture on page 12 of their Pupil's Books again and say what is happening. If needed, give children some model sentences to start them off, for example: *Tana is walking (next to the lake). Teddy is playing with the fish (in the lake.)*
- Show the children how to play the game Charades by pretending to be Tana in the picture. Children ask you *Are you walking?* and you answer *Yes, I am.* In pairs, one child mimes an action while their friend guesses what

they're doing. Ask children to read the prompts on the page before starting.

Activity Book page 11

1 Look and write.

- Ask the children to look at the pictures and complete the sentences with the verbs in the box in the present continuous tense.

Answer key

2 is swimming 3 is riding 4 are running
5 is hiding 6 are eating

2 Look at Activity 1, read and write.

- Ask the children to look at the pictures in Activity 1 and read the sentences. Explain that the sentences are wrong so they need to correct them as in the example.

Answer key

2 isn't sitting / 's swimming
3 isn't writing / 's reading
4 aren't eating / 're eating

3 Imagine you're spending a happy day in the countryside. Write three things you're doing.

- Ask the children to close their eyes and imagine themselves spending a happy day in the countryside. Then they open their eyes and write sentences about what they are doing. Help them with appropriate verbs to use and with spelling.
- **Social and emotional learning:** Encourage children to express what makes them happy and to appreciate that their classmates may have other ideas.

Answer key

Children's own answers

Ending the lesson

- Encourage the children to play Charades again, using the present continuous. Draw or stick some pictures on little cards for children to pick out of a hat and act out for their classmates to guess what they're doing.

Extra activities

Reinforcement activity

- Encourage the children to write sentences in the present continuous, but, instead of writing the verb, they draw a picture of the activity, for example, *She's [picture of a girl swimming]*. In pairs, they have to guess what the picture shows and say the full sentence.

Extension activity

- Encourage the children to draw a picture of someone doing an activity. Ask them to write a sentence or two about their picture, using a preposition and the present continuous.

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 about art in nature
To learn how to use natural resources

CLIL

Art

Art in nature

Learning for life:

Act Smart! value

Global learning:

Use natural resources with care

Vocabulary:

leaves, butterflies, sculpture

Receptive language:

It's made from ...

Materials:

Pupil's Book page 17, Activity Book page 12

CLIL: Art
Art in nature

1

1 **Read, listen and write.**

Work of art a is made from ¹
 Work of art b is made from ²

2 **Look and match with the works of art in Activity 1. Write a or b.**

- 1 This work of art is very big.
- 2 There's a flower in this picture.
- 3 There's a bird in this picture.
- 4 This work of art looks like a person.

☐ a
☐
☐
☐

3 **Say how to use natural resources with care.** Don't walk on the flowers.

Activity Book p.12

17

Warmer

- Ask the children if they have ever seen any sculptures or art made from objects taken from nature, for example, a picture made from leaves or a tower of stones. Ask them if they have ever made anything out of leaves, rocks, sand, snow, etc. Elicit examples.

Pupil's Book page 17

1 12 Read, listen and write.

- Ask the children to look at the pictures and read the text while listening to the recording. The two pictures show the use of nature in a work of art. Ask children what they can see. They write the name of the material in the two gaps in the sentences.

Audio script

Narrator: Nature makes beautiful art.

Boy: This is a photo of a sculpture made from rocks. The sculpture looks like a person, with legs, a body, arms and a head. It's very big.

Boy: In this picture, I can see an owl. It's sitting on a flower. I can see a butterfly too. They are made from leaves. The leaves are red, green, yellow and brown.

Answer key

1 rocks 2 leaves

2 Look and match with the works of art in Activity 1. Write a or b.

- Ask the children to read the sentences then match them to the works of art, a or b, in Activity 1.

Answer key

2b 3b 4a

Act Smart!: Use natural resources with care.

- **Global learning:** Talk to the children about the unit value. Ask them what natural resources they can think of, for example, water (the sea, rivers, lakes), and nature (leaves, rocks, trees, flowers). Then ask them if and how they can look after them, for example, turn off the tap, take a shower instead of a bath, pick up litter, recycle paper, etc. Encourage them to think of ways big companies and governments or countries can help, too (for example, using green energy or factories not polluting the water). Translate L1 into English where necessary.

3 Say how to use natural resources with care.

- Encourage the children to talk about how to use our natural resources with care and respect. For example, how to throw away their rubbish in the bins, learn about what can be recycled so that they can recycle as much as possible, reduce the amount of plastic they use, and not walk on flowers or damage trees. Discuss how we need to protect our environment for ourselves and for all the animals and insects that live in this environment: if we don't protect it, no one will.

Activity Book page 12

1 After you read (see Pupil's Book, page 17, Activity 1). Look and match.

- Ask the children to read the text on page 17 of the Pupil's Book again. Then they look at the photos and read the sentences. They decide which photo belongs to which sentence and write the corresponding letter in each box.

Answer key

2 b 3 b 4 a

2 Look at the leaflet. Read and write.

- Ask children to read the leaflet and complete the sentences with the words in the box.

Answer key

(in order) You can use leaves..., Don't walk on the flowers. Use leaves on the ground. Don't cut flowers.

Ending the lesson

- Ask the children to design their own nature sculpture or picture when they find the right materials, for example, pebbles, leaves and sand. Encourage them to think about how they would make it.

Extra activities

Reinforcement activity

- Encourage the children to talk about their nature work of art, using the language from Pupil's Book Activity 1.

Extension activity

- Ask the children to work, in pairs or groups, to create a poster to encourage people to look after nature. It could be to help them recycle more, use less plastic, or throw away their rubbish. They could create their poster using leaves and twigs, or bits of recycling or rubbish (cleaned), to demonstrate their point better.

Lesson objectives

To practise the skills of reading and writing with vocabulary and language learned

Learning for life:

Thinking skills: Planning (AB)

Social and emotional learning: Spending time with the family (AB)

Reading:

An email describing someone's day

Writing:

A diary entry

Receptive language:

picnic

It's a lovely day.

Materials:

Pupil's Book page 18, Activity Book page 13

Reading

1 **Read, listen and tick (✓) or cross (X).**

To: Ann **From:** May

Hi Ann,

What are you doing today? We're having a picnic by the lake. I'm sitting in a tree house. And I'm writing this email to you. My brother's swimming in the lake. My sister and my dad are riding their bikes. My mum's having a cup of tea. It's a lovely day. And we're all having fun.

Bye for now,
May

1 ☒

2 ☐

3 ☐

4 ☐

2 **Read and match.**

1 May

2 Her brother

3 Her mum

4 Her sister

5 They

a is swimming in the lake.

b and dad are riding their bikes.

c is having a cup of tea.

d are all having fun.

e is sitting in a tree house.

18
 Activity Book p.13

Warmer

- Elicit different types of texts children read (for example, emails, text messages, greetings cards, letters, diaries, stories, schoolwork). Talk to the children about which forms of texts they all read.

Pupil's Book page 18

1 **Read, listen and tick (✓) or cross (X).**

- Ask children to read the email. Then they listen to the recording of it and tick or cross the pictures.

Audio script

Hi Ann,

What are you doing today? We're having a picnic by the lake. I'm sitting in a tree house. And I'm writing this email to you. My brother's swimming in the lake. My sister and my dad are riding their bikes. My mum's having a cup of tea. It's a lovely day. And we're all having fun.

Bye for now,
May

Answer key

2 X 3 ✓ 4 X

2 Read and match.

- Ask children to read the email again and match the people with the activities. You could encourage them to say the sentences out loud.

Answer key

2 a 3 c 4 b 5 d

Activity Book page 13

1 Read Lily's diary entry. Then answer the questions.

- Ask the children to read Lily's diary and answer the questions about it.

Answer key

- 2 She is at Lake Windermere.
- 3 She is with her family.
- 4 Her sister is riding her bike.
- 5 Her brothers are climbing trees.
- 6 Her mum is painting a picture.

2 Plan your diary entry. Read and circle.

- **Thinking skills:** All the Activity Book writing tasks in *Marbles* have a planning stage. Explain to the children that it's very helpful to think and plan before we write. In this first unit, you may find it useful to work with the class on how to use the plan to complete Activity 3. Once the children have completed the planning stage in future units, you may want them to do the main writing for homework.
- Encourage children to plan their own diary entry. They choose a day they would like to write about, and think about how they are, who they are with, what they are doing and what the rest of the people are doing. Children read the questions and circle the answers.

Answer key

Children's own answers

3 Write your diary entry. Use your plan from Activity 2.

- Encourage and support the children to write their diary entry using their answers to Activity 2 and the prompts on the page.
- **Social and emotional learning:** Being sensitive to any difficult home situations, talk with the children about spending free time with their family and activities that they can all do together.

Answer key

Children's own answers

Ending the lesson

- Ask for volunteers to read their diary entries aloud to the class and encourage others to ask them questions about it.

Extra activities

Reinforcement activity

- Encourage children to choose their favourite memory and to write a diary entry for that day. Use the present tense, as if writing it that same day.

Extension activity

- Now ask the children to write a postcard from an imaginary holiday. We often use the present continuous on postcards, so the language is similar to the one used when writing a diary. Encourage them to think about how a postcard might be a bit different from a diary, and help them to write their postcards.

Lesson objectives

To practise skills of listening and speaking with vocabulary and language learned
To learn some functional language

Learning for life:

Global learning: Cultural focus on visiting London

Collaboration

Mia and Mike video:

Mia and Mike in London

Functional language:

Talking about your photo

I'm in ... I'm with ... I'm (-ing) ...

My mum is (-ing) ...

Receptive language:

Lucky you!

Materials:

Pupil's Book page 19, Mia and Mike video
Episode: *Mia and Mike in London*

MIA AND MIKE: Mia and Mike in London

Listening and Speaking

1 Where does Ella go? Listen and tick (✓) or cross (X).



2 Watch and listen to Mia and Mike. Circle True (T) or False (F).

- Mia and Mike are visiting London. ☐ T ☐ F
- They are riding on the London Eye. ☐ T ☐ F
- They can see a lake from the London Eye. ☐ T ☐ F
- The Houses of Parliament are by the river. ☐ T ☐ F
- They can see Hyde Park from the London Eye. ☐ T ☐ F



3 Show and tell. Talk about a photo.

- Where are you?
- Who are you with?
- What are you doing?
- What's your family doing?
- What can you see?



Let's talk

Talking about your photo

I'm in ...
I'm with ...
I'm (-ing) ...
My mum / dad / sister / brother is (-ing) ...

Online Practice 2

19

Warmer

- Ask the children to think of a day trip or holiday they have been on or would like to go on. Tell them to imagine they are on the day trip or holiday. Ask: *Where are you? Who are you with? What are you doing? What's he/she doing?*

Pupil's Book page 19

1 14 Where does Ella go? Listen and tick (✓) or cross (X).

- Ask the children to look at pictures 1–3 and explain that picture 1 is the London Eye, picture 2 is the building called the Shard, and picture 3 is the lake in Hyde Park.
- Then ask them to listen to the recording and tick or cross the pictures of places Ella goes to.

Audio script

Ella: Hi, Jack.
Jack: Hi, Ella. Where are you?
Ella: I'm in London.
Jack: Really?
Ella: Yes, I'm on the London Eye. We're high above the city of London. There's the river below us.
Jack: Do you know the name of the river?
Ella: Yes, it's the River Thames.
Jack: And, where are you now?
Ella: I'm in Hyde Park. It's a very big park in London.
Jack: Oh, and what are you doing now?
Ella: I'm with my friends. We're by the lake. We're eating ice creams.
Jack: Lucky you!

Answer key

1 ✓ 2 X 3 ✓

2 Watch and listen to Mia and Mike. Circle True (T) or False (F) .

- Explain to the children that they're going to watch a video about Mia and Mike in London. Ask the children to watch the video and circle T or F next to the sentences.
- **Global learning:** You could replay the video pausing to talk about famous London sights. Ask if any of the children recognise them. Encourage them to compare what Mia and Mike see in London with famous places in the capital city of their own country.

Video and audio script

See Teacher's Book page 210

Answer key

2 T 3 F 4 T 5 T

3 Show and tell. Talk about a photo.

- **Collaboration:** Ask children to show a photo of themselves somewhere and to talk about it. If they can't bring photos, they can imagine and draw a picture or use the photo on page 19. Tell them to use the language in the 'Let's talk' box to help them talk about their photo. Encourage them to listen to each other and to show interest. Comment on these aspects of collaboration in your class feedback.

Ending the lesson

- Ask the children to write a sentence about their photo and to read it to the class or a friend.

Extra activities

Reinforcement activity

- Play Charades, using places that the children need to describe. You can have ideas on cards for children to pick out of a hat, saying where they are. The children have to act out clues to where they are, for other children to guess.

Extension activity

- Encourage children to work in groups or pairs. They take it in turns to think of a place they all know and describe it, using the present continuous, for example: *Children are swimming. (Is it the swimming pool?) I can see a cable car. (Is it the mountains?)*

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Online Practice 2

Learning for life: Digital skills
Children can now practise content from Lessons 5-7 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, Collaboration and Communication skills

Imagine, create and share:

Think, draw and talk about your planet

Vocabulary:

field, grass, island, lake, moon, mountain, rock, star, waterfall, woods, big, small, rings, birds, people

Language:

by, above, below, up, down, on, behind
There is/isn't ..., There are/aren't ...
It's got ...
It's ...

Receptive language:

What shall we do today?
What's your planet like?

Materials:

Pupil's Book page 20, Pupil's Book page 102, Activity Book page 14

Imagine, create and share
My planet

1 Listen and write.

rings
lake
brown
above

My planet is very big. It's ¹ *brown* and green and it's got beautiful ² *...*. There are lots of birds ³ *...* the rings. And there is a ⁴ *...* on my planet, too.

2 Close your eyes, listen and imagine your new planet. Then go to page 102 and draw.

3 Tell a friend about your new planet.

My planet is	very big. small.	It's got beautiful rings. They are (pink) and ... Above the rings you can see ...
On my planet there is a	big lake ...	There are lots of birds above the ... There aren't any people, only ...

4 Write about your new planet. Present to the class.

My planet
 My planet is called Dog Land!
 It's very big. It's very hot, too.
 There are lots of green trees. There's a blue lake and a waterfall. There aren't any cities or people, but there are dogs.

20 Activity Book p.14

Warmer

- Ask the children to close their eyes and to imagine where they would like to go on holiday. Encourage them to describe what they imagine.

Pupil's Book page 20

1 Listen and write.

- Ask the children to look at the pictures of the space friends in Activity 1 and remind them of the *Space Times Adventures* story they saw in the Welcome Unit. Ask the children who the characters are (Alto and Beta) and where they live (on the planet of the good people).
- Ask the children to listen to the recording of Alto, Beta and Cota describing their planet and to look at the picture. Then they complete the gaps in the speech bubbles with the words from the box.
- Ask children to turn to pages 100–101 of their Pupil's Book. Read out the text at the top of the page and ask a volunteer to read out the name

of the planet on the red marble (Zorb). Do they like the name? Focus on the illustration of the planet from page 20 and encourage the children to tell you what the planet is like using the prompts (*It's big and brown. It's got ...*, etc.)

- Now ask the children to turn to pages 102–103. Explain that in every unit they will use their imagination and creativity to create their own imaginary world. Give them a few minutes to think about a name for their new planet and to write it down in their notebooks. Later, they will share their ideas, but for now they should do this in secret.

Audio script

Beta: Hi, Cota! Hi, Alto! Welcome to the workshop! What shall we do today?
 Cota: Hi, Beta! Can we make a new world?
 Alto: Great idea, Cota!
 Beta: Yes, that's a great idea! Now, close your eyes ... imagine ... we are in a spaceship!

We are going to a new planet. Can you see it?

Cota: Yes, I can see it!

Beta: What does it look like? Is it hot? Or cold? Is it big? Or small? What colour is it? Are there lakes and woods? Can you see fish in the lake? Are there birds above the trees?

Cota: My planet is very big. It's brown and green and it's got beautiful rings. There are lots of birds above the rings. And there is a lake on my planet, too.

Beta: Mmm ... I think I know that planet!

Answer key

2 rings 3 above 4 lake

2 17 Close your eyes, listen and imagine your new planet. Then go to page 102 and draw.

- **Imagination:** Explain that now it's the children's chance to imagine their own planet. They close their eyes and listen to Beta.
- **Creativity:** Children turn to page 102 and write the name of their new planet in the space provided. Then they draw their new planet in the space for 'What's your planet like?', starting to build up the project *My Imaginary World*.

Audio script

Beta: Imagine you are on a new planet. Can you see it? What's your planet called? Is it big? Or is it small? Is it hot or cold? What can you see on your planet? Are there lakes? Trees? Animals? Imagine your planet!

3 Tell a friend about your new planet.

- **Collaboration:** Encourage children to use some of the language in the prompts below Activity 3 when they write about their planet. They then tell a friend about their planet. Tell them to ask and answer questions about their planet. Encourage them to show interest by asking questions and to compliment each other's work. Monitor to ensure that pairs are taking turns politely. Talk about all these aspects of collaboration in your class feedback.

Answer key

Children's own answers

4 Write about your new planet. Present to the class.

- Ask the children to write about the people on their planet and support them as necessary. If time allows, they can also draw new pictures (developing their ideas from page 102), following the example in the Pupil's Book.
- **Communication skills:** It is a useful life skill for children to be able to speak in public and talking about their own work helps to give them confidence. Encourage the rest of the class to listen quietly and to show interest. More confident children may be ready to answer questions from the class, but you may need to mediate by simplifying the question or helping children to answer.

Answer key

Children's own answers

Activity Book page 14

1 Make sentences. Look, read and match. Write four sentences.

- Ask the children to look at the picture of the nighttime scene. They make sentences about the picture using the phrases in the jigsaw puzzle pieces and write them on the lines.

Answer key

The girl is sleeping by the lake.
The boy is swimming in the lake.
The robot is climbing up the rock.

2 Imagine you and your family are on the planet Dog Land. What are you doing? Draw a picture and write two sentences.

- Encourage the children to imagine themselves on the planet Dog Land with their family. Ask them to draw a picture. Then they write two sentences to describe what they and their family are doing.

Answer key

Children's own answers

Ending the lesson

- Encourage the children to think of some different characters they might have on their new planet.

Lesson objectives

To review the unit content and to reflect on learning

Learning for life:

Thinking skills: reflection for learning

Vocabulary:

Nature field, grass, island, lake, moon, mountain, rock, star, waterfall, woods

Language:

Prepositions

by, above, below, up, down
on, in, behind

Present continuous

I'm sleeping. I'm not playing.
Is she sitting? They're writing

Materials:

Pupil's Book page 21, Activity Book page 15,
Exam practice Activity Book page 80,
Flashcards Unit 1



Review

1

1 Look and write.



2 Look, read and circle.

- The moon is **above** / below / on the mountain.
- The waterfall is **above** / below / on the mountain.
- The woods are **up** / by / down the lake.



3 Read and write.

- The cat is climbing (climb) up the tree, but Sue (not look) at it.
- My parents (ride) their bikes and we (swim) in the lake.
- Ben (sit) in the tree house. he (write) an email?

Now I can ...

- talk about nature. ○ ○ ○
- talk about where things are. ○ ○ ○
- say what I'm doing now. ○ ○ ○

Are you ready for Unit 2?



Activity Book p.15 • Exam practice p.80

Progress Test 1

21

Warmer

- Draw pictures on the board of the unit vocabulary or use the Flashcards for Unit 1 and elicit the language learned. Encourage individual children to help you draw the pictures while the class name them.

Pupil's Book page 21

1 Look and write.

- Explain to children that they are going to review the vocabulary from the unit. Ask them to look at the pictures and complete the words beneath the pictures.

Answer key

2 mountain 3 stars 4 waterfall 5 woods
6 island 7 lake 8 rock 9 grass 10 field

2 Look, read and circle.

- Now ask the children to read the sentences about the picture and circle the correct preposition in each sentence.

Answer key

1 above 2 on 3 by

3 Read and write.

- Encourage the children to remember the present continuous tense and ask them to read the sentences and complete the gaps with the present continuous form of the verbs in brackets.

Answer key

1 isn't looking 2 are riding, are swimming
3 is sitting, Is (he) writing

Now I can ...

- **Thinking skills:** Encourage the children to look at this section at the bottom of page 21 of the Pupil's Book and to reflect on the unit. They can tick as many circles as they wish, depending on how well they think they have achieved the different objectives. Then they go to the Activity Book for further self-assessment.

Activity Book page 15

My Marbles file

My word file – Look and write the nature words.

- Encourage the children to look at the picture and write the words in the gaps.

Answer key

2 star 3 mountain 4 forest 5 waterfall 6 field
7 grass 8 lake 9 rock 10 island

My language file – Read and write.

- Encourage the children to read the sentences and to write the correct form of the verb in brackets using the present continuous.

Answer key

2 'm sitting 3 are swimming 4 's climbing
5 's riding 6 's coming

My learning file – Now I can ...

- Encourage the children to think about what they have learned in this unit. They have to colour in the number of circles that reflect 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 it fairly well; three circles if they know the language very well.
- Finally, ask the children to decide which page, activity and picture in Unit 1 were their favourites and to write the page numbers at the bottom of page 15 of the Activity Book. Encourage them to develop their thinking skills by explaining their preferences.

Ending the lesson

- Play a game of 'Race Teddy'. 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 Teddy, one body part each time. Continue until the word is complete or the picture is complete.

Extra activities

Reinforcement activity

- In teams of two or more, ask the children to think of a present continuous sentence and to mime it to their own team. If their team guesses correctly, they get a point. If they get it wrong, the point goes to the other team. Then it's the other team's turn to mime an action for their team to guess.

Extension activity

- Encourage the children to think of three sentences that include a verb in the present continuous, a preposition and a nature word, and work in pairs to check they are all correct.

Exam practice

- For further practice of the unit vocabulary and language using activity types from the YLE A1 Movers exams, children can now do Unit 1 Exam practice on page 80 of the Activity Book. For the teaching notes and audio script, see Teacher's Book page 202.

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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.