



MARBLES



Teacher's Book



4

- 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 story so far ... Page 6

- Hobbies
- Food
- Animals
- Clothes
- Places
- The weather

- *He's eating Tana's lunch.*
- *Cota enjoys reading comic books.*
- *My hobbies are ...*
- *What's your favourite place?*
- *What do you do there?*
- *Why do you like it?*

Get to work!

The Twins
Leo's watch

Page 12

- Jobs

Relative clauses

- *She's the person who makes all the cakes.*
- *That's the job which/that I want to do.*

Comparative adjectives

- *Matt is taller than Lily.*
- *Acting is easier than singing.*
- *Lily's book is bigger than Matt's book.*

Phonics 'ar' 'ur' **CLIL Social studies** Jobs

Act Smart value Help others!

Imagine, create and share My new job **Review**

I feel better!

Space Time Adventures
In trouble

Page 22

- Illnesses

Past simple regular and irregular verbs

- *We visited my grandmother.*
- *We didn't visit my grandmother.*
- *Did you visit your grandmother?*
- *She went to the doctor.*
- *She didn't go to the doctor.*
- *Did she go to the doctor?*

must/mustn't

- *They must go to hospital.*
- *You mustn't go by bus.*

Phonics 'ar' 'ur' **CLIL Natural science** Digestion

Act Smart value Eat healthy food!

Imagine, create and share My new hospital **Review**

Let's go to town

The Twins
The way to the station

Page 32

- Places in town

Relative clauses with where

- *We went to a place where we had a lot of fun.*
- *This is the place where you catch a train.*

Infinitive of purpose

- *I'm going to town to buy a present.*
- *I want someone to help me!*

Phonics 's' + consonant and 'ci' 'ce' **CLIL Social studies** Eco-friendly cities

Act Smart value Keep your town clean and green!

Imagine, create and share My new shopping centre **Review**

Art's the best!

Space Time Adventures
Wiza's visit

Page 42

- School subjects

Superlative adjectives

- *Vicky is the tallest girl in the class.*
- *Maths is the most boring subject at school.*
- *Spanish is the best subject at school.*
- *I could sing really well.*

could/couldn't

- *I couldn't remember the dates.*
- *We couldn't study ICT like you can.*
- *What subject could you do best?*

Phonics 's' + consonant and 'ci' 'ce' **CLIL Literature** Different texts

Act Smart value Enjoy reading!

Imagine, create and share My new school day **Review**

Learning
for life



Imagination



Creativity



Collaboration



Social and
emotional
learning



5 Who invented it?



The Twins
The blue T-shirt

Page 52

Vocabulary

- Inventions

Language

Question words with the past simple

- *Who invented roller skates?*
- *Where did he invent them?*
- *Why did he invent them?*

Adverbs of frequency

- *We always use the dishwasher.*
- *My grandpa often calls me on his smartphone.*
- *I sometimes do my homework on my laptop.*
- *My dad never reads e-books.*

Phonics 'oa' 'er' **CLIL Social science** Inventions

Act Smart value Appreciate inventions

Imagine, create and share My new invention **Review**

6 Cool technology



Space Time Adventures
The hill near the Red Mountain

Page 62

- Technology

Adverbs

- *Our teacher clapped loudly.*
- *I sang the song badly.*

Comparative of adverbs

- *I can play music more loudly than before.*
- *I can stream music better on my new laptop.*
- *I like the small laptop best.*

Phonics 'oa' 'er' **CLIL History** A technology timeline

Act Smart value Use technology in a responsible way

Imagine, create and share My world without technology **Review**

7 I like free time



The Twins
Kitty isn't here

Page 72

- Free time

Verb + -ing

- *I love sailing.* • *I don't like swimming.*
- *Do you enjoy sailing?* • *I go sailing.*

Conjunction when

- *Mark played basketball when he was seven.*
- *He was hungry when he got home.*
- *We were happy when we won.*

Phonics 't' 'd' 'id' **CLIL History** Having fun in the past

Act Smart value Enjoy being active

Imagine, create and share My perfect day out **Review**

8 We're going on holiday



Space Time Adventures
Thank you, Spike

Page 82

- Holidays

Verbs + to + infinitive

- *I want to go to the beach.*
- *We need to buy a ticket.*
- *They learned to swim.* • *It's starting to rain.*

Indirect objects

- *Mum bought me an ice cream.*
- *I bought mum a present.*
- *I sent Sam a text message.*

Phonics 't' 'd' 'id' **CLIL Geography** Volcanoes

Act Smart value Be a responsible tourist

Imagine, create and share My big adventure **Review**

Language reference Page 92

Picture dictionary Page 96

Project Page 100



Global learning



Digital skills



Thinking skills



Communication skills

1 Get to work!

1 Look and listen. How many people can you see?

True (T) or False (F)?
Teddy's wearing a hat. ☐

Learn to ...

- talk about jobs.
- link ideas with *who*, *which* and *that*.
- compare two things.
- say how we help others.

2 Watch or listen. Then point and say.

1 bus driver

2 cook

3 dentist

4 doctor

5 farmer

6 film star

7 nurse

8 police officer

9 pop star

10 vet

Vocabulary

3 Listen and tick (✓). Then say.

1 What job does Sam's dad do?

2 What job does Emma want to do when she grows up?

4 Ask and answer with a friend.

What job do you want to do when you grow up?

What does your mum/dad do?

I want to be a pop star because I like singing.

My mum's a cook.

Activity Book p.8

Unit objectives

Vocabulary:

Jobs

bus driver, cook, dentist, doctor, farmer, film star, nurse, police officer, pop star, vet

Language:

Language 1: Relative clauses *who*, *which*, *that*

She's the person who makes all the cakes.

That's the job that I want to do.

It's the only show which I watch every week.

Language 2: Comparative adjectives

Matt is taller than Lily.

Acting is more exciting than singing. Lily's book is bigger than Matt's book.

Phonics and spelling:

Sound 'ar'

art, arm, park, star, farmer, shark

Sound 'ur'

nurse, burger

Song and video:

It's fun to be a teacher

CLIL & Act Smart! value:

Social studies Jobs

Act Smart! value

Help others!

Reading:

Job adverts

Writing:

A description of a job

The Twins video:

Leo's watch

Functional language:

Looking for things

Imagine, create and share:

My new job project

Review:

Review

My Marbles File and self-assessment

Lesson objectives

To introduce the new unit topic

Vocabulary:

Jobs

bus driver, cook, dentist, doctor, farmer, film star, nurse, police officer, pop star, vet

Receptive language:

lovely day, market, park, magazine, ice cream, hat

Materials:

Pupil's Book page 12

Warmer

- Encourage the children to talk about the jobs they know. Translate any L1 words into English if necessary. Ask: *What jobs do your mum, dad, aunt, uncle, etc. do?* Take this opportunity to revise the names of family members. Act out the jobs as you say them. For example, a *bus driver* (mime sitting and holding a wheel as you drive), a *film star* (mime posing for a photo), a *doctor* (mime using a stethoscope on someone's chest), a *vet* (mime stroking an animal), a *dentist* (mime pulling out a tooth), etc.

Pupil's Book page 12

1 Look and listen. How many people can you see?

- Ask the children to open their Pupil's Books to page 12 and look at the picture. Encourage them to talk about what they can see. Then tell them they're going to listen to the recording. Let them listen as many times as they need to. Point at the True or False question and elicit the answer.

Audio script

Tana: Hello! How are you? Great! Ah ... It's a lovely day in the park! Isn't that right? There's a market today! And a pop star singing!

Teddy: Ruffff!

Tana: The park is near a school. I love it here! I can sit and read a magazine and eat an ice cream. I can buy fruit from the farmer and ...

Policewoman: Excuse me! Your friend has got my hat!

Tana: Your hat? Oh, no ... TEDDY!

Teddy: Grrrrr-aha!

Answer key

1 32

True or False: F

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?

- 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 in the box. Ask: *Can you remember any job words?* Encourage children to mime the jobs as they say them. If they can't remember the words, ask them to mime a job and you say the word, asking the children to repeat the word with you. Ask: *How can we help others?* Examples could include helping a classmate with their work, telling them what the homework is if they have been off school, being a helper in the classroom, etc. Then ask: *Which jobs do you think help people?* Elicit answers from the jobs you have spoken about.

Ending the lesson

- Invite a child to the front of the class. Ask: *What do you do in the park?* He/She chooses and mimes an action. The rest of the class guesses what the action is. Repeat with other children. Examples could include play football, read comics, go skating, eat sandwiches, etc. Encourage children to use language from previous levels.

Extra activities

Reinforcement activity

- Have children look at the main illustration again. Say: *Tana and Teddy are in the park today. Lots of people are doing their jobs! Oh dear! Teddy has got the police officer's hat!*
- Ask questions to elicit a personal response from the 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? What is he/she doing?*

Extension activity

- Ask children to find more words that belong to this vocabulary set (for example, *teacher, actor, businessman, businesswoman, photographer, pilot, journalist, engineer, mechanic*) and draw their own picture with the extra words.

Lesson objectives

To present new vocabulary

Learning for life:

Social and emotional learning:

Expressing preferences

Vocabulary:

Jobs

bus driver, cook, dentist, doctor, farmer, film star, nurse, police officer, pop star, vet

Receptive language:

What job does your brother do?

I want to be a pop star.

grow up

Materials:

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

Learn to ...

- talk about jobs.
- link ideas with *who, which* and *that*.
- compare two things.
- say how we help others.

2 Watch or listen. Then point and say.

1 
bus driver

2 
cook

3 
dentist

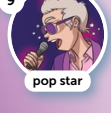
4 
doctor

5 
farmer

6 
film star

7 
nurse

8 
police officer

9 
pop star

10 
vet

Vocabulary

3 Listen and tick (✓). Then say.

1 What job does Sam's dad do?

a 
☐

b 
☐

c 
☐

2 What job does Emma want to do when she grows up?

a 
☐

b 
☐

c 
☐

4 Ask and answer with a friend.

What job do you want to do when you grow up?



What does your mum/dad do?

I want to be a pop star because I like singing.



My mum's a cook.

Activity Book p.8

Warmer

- Ask the children if they can remember where Teddy and Tana are (*the park*). Ask them if they can remember what Tana, Teddy and the rest of the people are doing. Ask children to open their Pupil's Book at pages 12 and 13 to see if they are correct.

Pupil's Book page 13

- 2 Watch or listen. Then point and say.**
- Ask children what job words they remember from the previous lesson. 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.

Audio script

- 1 bus driver
- 2 cook
- 3 dentist
- 4 doctor
- 5 farmer
- 6 film star
- 7 nurse
- 8 police officer
- 9 pop star
- 10 vet

3 Listen and tick (✓). Then say.

- Ask children to look at the photos under question one. Encourage them to name the jobs. Repeat with the photos under question two. Check the children understand *grow up*. Play the recording. Children listen and tick the photos. Pause the recording between each question. Play the recording as many times as possible. This activity provides practice for Movers Listening, Part 4.

Audio script

Narrator: One. What job does Sam's dad do?

Girl: What job does your dad do, Sam? Is he a vet like your mum?

Boy: No, he isn't. He doesn't look after sick animals. He looks after sick people! He's a doctor.

Girl: Cool! My mum's a dentist! They all help people and animals.

Narrator: Two. What job does Emma want to do when she grows up?

Boy: What job do you want to do, Emma? Do you want to be a farmer like your dad?

Girl: No, I don't. I like our farm but I don't want to be a farmer. I like helping people. I like the job of a police officer but my favourite job is a bus driver.

Answer key

1 b 2 c

4 Ask and answer with a friend.

- Put the children into pairs. Read the questions and answers in the speech bubbles as a class. Model the dialogue by asking the questions to confident children in the class and encourage them to respond. This exercise uses the Movers structure *want to be*. Ensure children understand that using *because* gives a reason for something. Take this opportunity to revise the names of family members.
- Put the children into pairs. Children ask the questions and answer for themselves. If there is time, children could move around the classroom to ask different children the questions.
- **Social and emotional learning:** Encourage the children to express their preferences with confidence and to listen to the ideas of others respectfully.

Answer key

Children's own answers

Activity Book page 8

1 Look and complete the jobs.

- Ask the children to look at the pictures and complete the names of the jobs.

Answer key

1 dentist 2 nurse 3 bus driver 4 cook
5 film star 6 doctor 7 pop star 8 farmer
9 vet 10 police officer

2 Read and write jobs from Activity 1.

- Encourage the children to read the sentences and write the words in the gaps. Help children with any words they may not know.

Answer key

2 pop star 3 cook 4 farmer 5 nurse 6 vet

Ending the lesson

- Use the Jobs flashcards for Unit 1 to show some of the words the children have learned 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 jobs. Write any new words on the board. Encourage the children to draw a picture of the job they would like to do when they are older. Encourage them to complete a short sentence to accompany their picture: *I want to be a ... because I like ...*

Lesson objectives

To present new language 1

Language:

Relative clauses

who, which/that

Receptive language:

grow up, TV show

Materials:

Pupil's Book page 14, Activity Book page 9



Language 1



1 **Read and listen. Then answer.**

- What's Sophia's favourite TV show?
- What job does Claire do?
- What job does Sophia want to do when she grows up?

Alex: What's your favourite TV show, Sophia?

Sophia: It's *Cook Cakes with Claire*, of course! It's the only show which I watch every week.

Alex: Cool! Tell me about it.

Sophia: Well, Claire's a cook. She's the person who makes all the cakes on the show. And that's the job that I want to do when I grow up.

Alex: OK, you can start practising now! You can show me how to make one of Claire's cakes!

Sophia: OK!

Remember!

She's the person **who** makes all the cakes.

They're the children **who** watch the TV show.

It's the only show **which/that** I watch every week.

That's the job **which/that** I want to do.

▶ Find out more on page 92

2 **Write who or which/that. Then match and say.**

- This is a person who takes care of sick animals.
- This is something you can use to write.
- This is a person looks after our teeth.
- This is something you read.
- This is a person gives us our lessons at school.
- This is something you watch programmes on.








14
 Activity Book p.9

Warmer

- Describe a word from the last lesson to the class and ask them to guess what it is you're describing. For example, *I work in a hospital. I look after sick people. I help doctors.* (nurse). Then ask the children to choose a word to describe for the class to guess. Translate any L1 words into English if necessary.

Pupil's Book page 14

1 Read and listen. Then answer.

- Ask the children to turn to page 14 in their Pupil's Book. Encourage children to read the questions and check they understand them before they read the text.

Audio script

Alex: What's your favourite TV show, Sophia?

Sophia: It's *Cook Cakes with Claire*, of course! It's the only show which I watch every week.

Alex: Cool! Tell me about it.

Sophia: Well, Claire's a cook. She's the person who makes all the cakes on the show. And that's the job that I want to do when I grow up.

Alex: OK, you can start practising now! You can show me how to make one of Claire's cakes!

Sophia: OK!

Answer key

1 *Cook Cakes with Claire* 2 a cook 3 a cook

2 Write who or which/that. Then match and say.

- Point at the Remember! box on the page. Explain when to use *who* (with people) and *which/that* (with things). Write some gapped

sentences on the board and ask children to fill the correct relative clause. For example, *Lucy is the girl (who) is wearing a blue dress. Football is the sport (that/which) I play on Saturdays.*

- Encourage children to refer to the Language reference on page 92 in their Pupil's Book if they need more help. Then encourage them to read Activity 2 and complete the descriptions with the correct relative clause.
- Children match the descriptions with pictures a–f. Go round the class and encourage the children to read out their completed sentences and say which jobs they define.

Answer key

1 c vet 2 which/that b pen 3 who a dentist
4 which/that d book 5 who f teacher
6 which/that e TV

Activity Book page 9

1 Look, read and match. Then circle.

- Remind children how to use relative clauses. Encourage them to look at the pictures and match them with the sentences. They then circle the correct relative clause.

Answer key

b 6 c 5 d 4 e 2 f 1
2 that 3 who 4 who 5 which 6 that

2 Write the words in the correct order. Then listen and check.

- Ask the children to write the words in the correct order. Play the recording for the children to listen and check their answers.

Audio script

1 He's the cook who makes great cakes.
2 She's the vet who looks after our dog.
3 This is the TV show which I watch every week.
4 This is the teacher who teaches us English.
5 This is the pencil that I use to do my homework.

Answer key

1 He's the cook who makes great cakes.
2 She's the vet who looks after our dog.
3 This is the TV show which I watch every week.
4 This is the teacher who teaches us English.
5 This the pencil that I use to do my homework.

Ending the lesson

- Write the following words on the board: *bag, friend, pop star, book, film, film star*. Encourage children to write sentences using the words and *who, which* or *that*. Ask children to follow the examples set in their answers to Activity 2 of the Activity Book.

Extra activities

Reinforcement activity

- Ask children to write five true and false sentences using *who, which* or *that*. In pairs, children say their sentences and their partner says whether they are true or false.

Extension activity

- Ask children to make a quiz. Put the children in pairs. Give each pair four different words they don't know. For example, *clown, steering wheel, journalist, microphone*. In pairs, children look up the words in a dictionary and write three definitions for each, two false and one true, including relative clauses. Each pair swaps their definitions with another pair and chooses the correct definition. They look up the words in dictionary to check if they are correct.

Lesson objectives

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

Phonics and spelling:

Sound 'ar'

art, star, farmer, shark

Sound 'ur'

nurse, burger

Song and video:

It's fun to be a teacher

Receptive language:

Magic up, tasty dish, join in, it's fun, put back, alphabet

Materials:

Pupil's Book page 15, *It's fun to be a teacher* video, Activity Book page 10

1


Mona's Phonics BeatBox
 'ar' and 'ur'

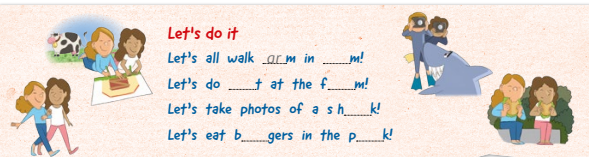
1  **Read and listen. Then listen again and repeat.**

On Monday, I'm a pop star,
On Tuesday, I'm a nurse,
On Wednesday, I'm a farmer,

On Thursday, I'm a cook,
On Friday, I'm a film star,
And at weekends, I read my book!

2  **Read and write 'ar' or 'ur'. Listen, check and repeat.**

Let's do it
 Let's all walk arm in urm!
 Let's do art at the furm!
 Let's take photos of a shark!
 Let's eat burgers in the park!



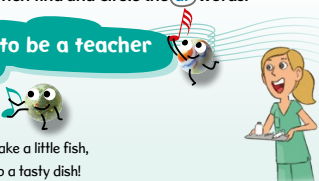
3  **Watch, listen and sing. Then find and circle the 'ar' words.**

It's fun to be a teacher

Oh, it's fun to be a teacher,
A teacher just like me!
I'm a teacher and that's fun.
Come on, join in, everyone.



A cook can take a little fish,
And magic up a tasty dish!
A doctor gives you medicine,
A dentist puts your teeth back in!



A film star acts, a pop star sings,
But I can show you many things!
I'm not a farmer or a vet,
But I can teach the alphabet!



 Activity Book p.10
 Online Practice 1


Warmer

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

Pupil's Book page 15

- 1**  **Read and listen. Then listen again and repeat.**
 - Say the focus sounds 'ar' and 'ur' clearly and write the focus spelling for each of the new sounds on the board. Elicit more examples of words with the key sounds or give examples *farmer*, *Thursday*. Write the examples on the board.
 - 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. Then ask them to listen again and encourage the children to say the rhyme along

with the recording. Then repeat it again without the recording. Check their pronunciation.

Audio script

On Monday, I'm a pop star,
On Tuesday, I'm a nurse,
On Wednesday, I'm a farmer,
On Thursday, I'm a cook,
On Friday, I'm a film star,
And at weekends, I read my book!

- 2**  **Read and write 'ar' or 'ur'. Listen, check and repeat.**

- Ask the children to look at the pictures and ask them to say what they see. Then ask them to complete the text with 'ar' or 'ur', using the pictures as clues.

Audio script

Let's do it

Let's all walk arm in urm!
Let's do art at the furm!
Let's take photos of a shark!
Let's eat burgers in the park!

Answer key

Let's all walk arm in arm!
Let's do art at the farm!
Let's take photos of a shark!
Let's eat burgers in the park!

3 Watch, listen and sing. Then find and circle the 'ar' words.

- Ask the children to watch, listen and sing the song. Then they listen again and circle the 'ar' words.

Audio script

See Pupil's Book page 15

Answer key

'ar' words: star, farmer

Activity Book page 10

1 Look, read and write. Then listen, check and repeat.

- Ask the children to turn to page 10 of the Activity Book and to read the words of the song. Using the words at the top of the activity, ask them to complete each gap.

Audio script

See Pupil's Book page 15

Answer key

2 nurse 3 farmer 4 Thursday 5 star

2 Complete the words with 'ar' or 'ur'. Then listen, check and repeat.

- Ask the children to look at the pictures and to complete the words with the correct letter sounds: 'ar' or 'ur'. Play the recording for the children to listen, check and repeat the words.

Audio script

1 pop star 2 farmer 3 nurse 4 burger 5 shark
6 park 7 market 8 curly hair

Answer key

2 ar 3 ur 4 ur 5 ar 6 ar 7 ar 8 ur

3 Write a sentence using an 'ar' word and an 'ur' word. Then draw a picture.

- Encourage the children to write a sentence with an 'ar' and an 'ur' word from the page. Ask children to draw a picture to illustrate it. Children read their sentences to the class.

Ending the lesson

- Encourage the children to think of all the 'ar' and 'ur' 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, ask the children to say one of the words from the lesson that contains one of the focus sounds and their partner should write it down. This will help them with their pronunciation and their spelling.

Extension activity

- Ask the children to make ten cards, five with 'ar' and five with 'ur' on them. Children play 'snap' in pairs.

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

Language:

Comparative adjectives

Matt is taller than Lily.

Acting is easier than singing.

Lily's book is bigger than Matt's book.

Receptive language:

grow up, easy, exciting, boring, difficult, better, worse,

Materials:

Pupil's Book page 16, Activity Book page 11

Language 2

1 Read and listen. Then circle True (T) or False (F).

Matt wants to be a cook. **T F**

Lily wants to be a film star. **T F**

Matt: What do you want to be when you grow up?

Do you want to be a pop star?

Lily: No, I don't. Singing is boring! Acting is more exciting than singing! I want to be a film star.

Matt: Really? I think singing is better than acting! I want to be a pop star!

Lily: But you love cooking. Don't you want to be a cook?

Matt: No, I don't. Singing is easier than cooking. And pop stars always look happier than cooks!

Lily: Really? I think a cook's job is better than a pop star's job. Cooks always have lots of delicious food to eat!



Remember!

Matt is taller than Lily.	tall	tall + er
Lily's book is bigger than Matt's book.	big	big + g + er
Singing is easier than acting.	easy	eas + ier
Acting is more exciting than singing.	exciting	more + exciting
A cook's job is better than a pop star's job.	good	better
His job is worse than her job.	bad	worse

Find out more on page 92

2 Look and make sentences about Jane. Tell a friend.

- cooking / exciting / acting
- cooking / good / acting
- cooking / easy / singing
- acting / difficult / cooking
- acting / bad / singing
- acting / boring / singing



Jane thinks that cooking is more exciting than acting.

3 Make sentences for you about the jobs in Activity 2. Tell a friend.

I think that cooking is easier than acting. What about you?

I think that acting is easier than cooking.

16

Train to think

Activity Book p.11

Warmer

- Put children into groups. Give them 30 seconds to write as many words with 'ar' and 'ur' as they can. The group with the most words wins.

Pupil's Book page 16

1 Read and listen. Then circle True (T) or False (F).

- Encourage the children to read the dialogue and then decide if the statements are true or false.

Audio script

Matt: What do you want to be when you grow up? Do you want to be a pop star?

Lily: No, I don't. Singing is boring! Acting is more exciting than singing! I want to be a film star!

Matt: Really? I think singing is better than acting. I want to be a pop star!

Lily: But you love cooking. Don't you want to be a cook?

Matt: No, I don't. Singing is easier than cooking. And pop stars always look happier than cooks!

Lily: Really? I think a cook's job is better than a pop star's job. Cooks always have lots of delicious food to eat!

Answer key

1 F 2 T

2 Look and make sentences about Jane. Tell a friend.

- Draw attention to the comparatives in Activity 1 and to the Remember! box. Remind children of how comparatives are formed. Ask them to read the speech bubble and then the word prompts in items 1-6. Before children do the activity, ask them to identify the adjectives in 1-6 and encourage them to tell you how to form their comparatives. Encourage them to refer to the Language reference on page 92 in their Pupil's Book if they need more help.

Answer key

- 2 Jane thinks cooking is better than acting.
- 3 Jane thinks cooking is easier than singing.
- 4 Jane thinks acting is more difficult than cooking.
- 5 Jane thinks acting is worse than singing.
- 6 Jane thinks acting is more boring than singing.

3 Make sentences for you about the jobs in Activity 2. Tell a friend.

- Ask children to read the speech bubbles. Encourage children to use them as a model for their dialogue.

Answer key

Children's own answers

Activity Book page 11

1 Write the comparative form. Then circle the correct picture.

- Remind children how to form the comparative with adjectives ending in y. Then ask children to write the comparative form of each adjective in brackets. Finally, children circle the pictures that represent each sentence.

Answer key

2 easier b 3 bigger a 4 more exciting a

2 Look, read and write.

- Ask the children to read the speech bubbles and complete the sentences about Amy and Sue.

Answer key

1 easier 2 more difficult 3 better 4 worse

Ending the lesson

- In pairs, ask the children to write three sentences using comparatives that they can act out. For example, *Sam is happier than Kate*. (Sam smiles and Kate frowns). *Running is easier than dancing*. (Child running easily and dancing badly.) They act out the sentences and the rest of the class guesses the sentence.

Extra activities

Reinforcement activity

- Encourage the children to write sentences using comparatives that are true for them. For example, *cooking is more boring than acting*. They draw pictures to illustrate their sentences. They present their sentences and pictures to the class.

Extension activity

- Give the children more adjectives. For example, *small, beautiful, cold, angry, far*, etc. Ask them to use dictionaries to understand their meanings, if necessary. Ask the children to make comparatives using the Remember! box on page 16 of the Pupil's Book. Children make sentences with these comparatives.

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 jobs and to help others

CLIL:

Personal, Social and Health Education
Jobs

Learning for life:

Act Smart! value

Social and emotional learning: Help others!

Vocabulary:

part-time, calm, safe, full-time, kind

Receptive language:

dangerous, brave, volunteer

Materials:

Pupil's Book page 17, Activity Book page 12

CLIL: Social studies
Jobs

1

1 **Read, listen and match.**

1 Hi, my name is Valerie and I'm a part-time police officer. This means that I only work three days a week. I think you need to be calm to be a police officer. My job is important because I help to keep people safe. ☐

2 Hello, I'm James and I'm a full-time nurse. I work 35 hours a week. You need to be kind to be a nurse. My job is important because I help to make people feel better. ☐

My word box
 part-time • calm • safe • full-time • kind

2 **Read again and complete the table. Then say.**

	Valerie	James
hours / days of work?		
skills?		
importance of job?		

3 **Listen and number.**

Act Smart!
Help others!

Activity Book p.12

17

Warmer

- Say a job from the unit. Ask children to say why a person likes doing that job. For example, bus driver – *A bus driver likes driving, people, etc.*
Nurse – *A nurse likes helping people, etc.*

Pupil's Book page 17

1 14 Read, listen and match.

- Ask the children to look at the pictures and read the text whilst listening to the recording. Ask children what they can see in the pictures and to match them with the text. They write the letter in the box next to the text. Ask the children to read the words in 'My word box'. Elicit the meaning of the words by asking children to find them in the text.

Audio script

- 1 Hi, my name is Valerie and I'm a part-time police officer. This means that I only work three days a week. I think you need to be calm to be a police officer. My job is important because I help to keep people safe.
- 2 Hello, I'm James and I'm a full-time nurse. I work 35 hours a week. You need to be kind to be a nurse. My job is important because I help to make people feel better.

Answer key

1 b 2 c

2 Read again and complete the table. Then say.

- Ask the children to look at the prompts in the table and ensure children understand their meaning. Ask children to read the texts and fill in the table.

Answer key

Valerie
1 three days a week
2 calm
3 she helps to keep people safe
James
1 35 hours a week
2 kind
3 he helps people to feel better

Act Smart! value: Help others!

- Talk to the children about the unit value. Elicit that what the jobs in Activity 1 have in common is the fact that they all help people. Encourage children to think of ways they can help at school, at home and in the community. For example, give out books, lay the table, pick up rubbish, etc. Translate L1 into English where necessary.

3 15 Listen and number.

- **Social and emotional learning:** Encourage the children to look at the pictures and say what the children are doing. Translate any L1 words into English, if necessary. Children listen to the recording and number the photos.

Audio script

1 I help my mum with my baby sister.
2 I pick up rubbish with my brothers.
3 I help my neighbour in the garden.

Answer key

a 3 b 1 c 2

Activity Book page 12

1 Write the correct words for each definition.

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

Answer key

2 full-time 3 part-time 4 Safe

2 After you read. Circle True (T) or False (F).

- Ask children to read the sentences and circle T or F. Remind children to read the text on page 17 of their Pupil's Book again if they need to.

Answer key

2 T 3 T 4 F

3 Read, look and match.

- Ask children to read the sentences and match them to the pictures.

Answer key

2 f 3 a 4 b 5 d 6 c

Ending the lesson

- Ask the children to discuss in pairs how they help at school, at home and in the community. For example, A: *I tidy my room.* B: *So do I.* A: *I walk the dog.* B: *I don't, but I wash the dishes.* Translate any L1 words into English if necessary or ask children to use dictionaries for words they don't know.

Extra activities

Reinforcement activity

- In pairs, make a poster to illustrate what children can do to help at school. Ask children to present their posters to the class.

Extension activity

- Ask children to do three things to help people and report back to the class in the next lesson. Children can get ideas from the lesson. Ask: *How does it feel to help people?* Elicit that it makes people feel good to help others.

Lesson objectives

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

Learning for life:

Social and emotional learning:

Expressing interest (jobs) and respecting the interests of others

Thinking skills: Planning (AB)

Reading:

Job adverts

Writing:

A description of a job

Receptive language:

look for, friendly, skill, local market, adverts, look after

Materials:

Pupil's Book page 18, Activity Book page 13

Reading

1 **Read, listen and tick (✓).**

JOBS

1 Vet wanted

We're looking for a part-time vet. Mondays and Wednesdays, afternoons only. We need someone who is kind and very good with animals.

Email: vetsforcats@hmail. Reply before 14 June.

2 COOK NEEDED

Can you cook? Do you like working with people? We need a cook to work in our friendly café at lunchtimes. Monday – Friday.

Call Sue on 07228 282 828 for more information.

3 Calling all farmers!

Local market is looking for farmers to sell their fruit and vegetables. The market is in front of the library every Tuesday from 9am to 12pm.

Come along to the market next week to find out more.

1 What type of texts are these? **2** Where do you usually see them?

adverts ☐

blogs ☐

stories ☐

in a book ☐

on the internet ☐

on a café menu ☐

2 **Read and match the people with the jobs in Activity 1.**

a

I have a farm and I'm free on Tuesday mornings.

b

I want to look after animals.

c

I love food and working with people.

3 **Tell a friend about the jobs in Activity 1 you want/don't want to do.**

I want to be a cook because I love cooking.

18
 Activity Book p.13

Warmer

- Show children different types of job adverts. Elicit that people read job adverts to find a job. Elicit what type of information you might find in a job advert. For example, the job, skills, location, contact details. Translate any L1 language into English.

Pupil's Book page 18

1 16 Read, listen and tick (✓).

- Ask children to read the texts. Then ask them to listen to the recording of them and to tick the answers to the two questions.

Audio script

1 Vet wanted
We're looking for a part-time vet, Mondays and Wednesdays, afternoons only.
We need someone who is kind and very good with animals.

Email: vetsforcats@hmail. Reply before 14 June.

2 Cook needed

Can you cook? Do you like working with people?

We need a cook to work in our friendly café at lunchtimes. Monday – Friday.

Call Sue on 07228 282 828 for more information.

3 Calling all farmers!

Local market is looking for farmers to sell their fruit and vegetables. The market is in front of the library every Tuesday from 9am to 12pm.

Come along to the market next week to find out more.

Answer key

1 adverts 2 on the internet

2 Read and match the people with the jobs in Activity 1.

- Ask the children to read the adverts again and underline the key words. Use this information

to match the people to the adverts. Ask the children to say the words.

Answer key

a 3 b 1 c 2

3 Tell a friend about the jobs in Activity 1 you want/don't want to do.

- **Social and emotional learning:** Before they work in pairs, encourage the children to express their choices openly. Talk with the class about the importance of respecting other people's opinions.
- Ask the children to read the speech bubble and use it to talk about the three jobs for themselves.

Answer key

Children's own answers

Activity Book page 13

1 Read the blog posts. Then answer the questions.

- Ask the children to read the blog posts and the questions. Children answer the questions.

Answer key

2 He looks after the animals on his farm.
3 He loves his job because he likes looking after his animals.
4 She's a bus driver.
5 She takes people on her bus.
6 She likes her job because she drives people to school and to work.

2 Plan a job description. Answer the questions.

- **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.
- Ask children to answer the questions to help them plan their job description.

Answer key

Children's own answers

3 Write your job description. Use your plan from Activity 2.

- Encourage and support the children to write their job description using their answers to Activity 2 and the blog posts in Activity 1. Ask children to find *because* in the blog posts and elicit the reasons for why they love their jobs.

Answer key

Children's own answers

Ending the lesson

- Ask for volunteers to read their job descriptions aloud.

Extra activities

Reinforcement activity

- Ask children to walk around the class and do a survey of what jobs children want to do in the future. Model the question and answer before the children start: *What do you want to be in the future? I want to be a/an ...*. Draw a table on the board with all the job words the children know and space for the children to make marks next to each job word when a classmate answers positively. Ask children to draw a bar chart to illustrate the findings and put it on a poster.

Extension activity

- Ask children to think about the reasons why people love doing different jobs. Then children make a poster. Children draw a picture of each job with a speech bubble about why they love their job. For example, *I'm a vet. I love my job because I love animals. I want to make them better.*

Lesson objectives

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

Learning for life:

Social and emotional learning: Helping others and taking responsibility for your possessions

Collaboration

The Twins:

Leo's watch

Functional language:

Looking for things

Excuse me, I'm looking for my ...

I can't find my ... Please help me find it.

I was in ...

What's it like?

It's (white/orange/plastic/metal).

Let's see. How about this one?

I'm sorry, there was no ... left (in the library) this morning.

Materials:

Pupil's Book page 19, The Twins video Episode: Leo's watch

THE TWINS: Leo's watch

Listening and Speaking

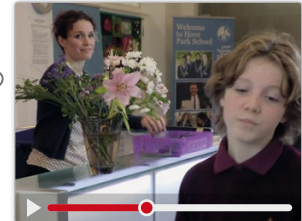
1 Watch or listen to Part 1 and circle.

- Leo goes to the school reception / kitchen.
- He can't find his watch / mobile phone.
- He doesn't think it's at home / school.
- Leo's watch is plastic / metal.
- Some of his watch is white and orange. The rest of it is orange, green, pink / purple and red.

2 Do you think the receptionist has got Leo's watch?

3 Watch or listen to Part 2 and circle True (T) or False (F).

- The secretary hasn't got any watches. T F
- Leo was in the gym in the morning. T F
- The librarian has got Leo's watch. T F
- Leo's friends don't want to help Leo find his watch. T F
- Lucy is wearing Leo's watch. T F



Let's talk

Looking for things

Excuse me, I'm looking for my ...
I can't find my ... Please help me find it.
I was in ...
What's it like?
It's (white/orange/plastic/metal).
Let's see. How about this one?
I'm sorry, there was no ... left (in the library) this morning.

4 Imagine you are looking for something at school and you can't find it. Use the phrases in the box.

Online Practice 2

19

Warmer

- Ask the children to think about the different jobs that adults do at their school (for example, teacher, headteacher, cook, cleaner, gardener, nurse). Translate any L1 words into English.

Pupil's Book page 19

1 The Twins: Leo's watch (Part 1) Watch or listen to Part 1 and circle.

- Remind children that they met Lucy and Leo in the Welcome Unit. Explain that they're going to watch the first part of a video about them. Play the video or recording and ask children to circle the correct answers.

Answer key

2 watch 3 home 4 plastic 5 purple

Video and audio script

See Teacher's Book page 210

2 Do you think the receptionist has got Leo's watch?

- Ask children comprehension questions to check understanding of what happened in the first part of the video. Ask: *What is Leo looking for? Where does he think it is? What does it look like?*
- In pairs, ask children to predict if the receptionist has Leo's watch or not. *Say Hands up: who thinks Yes? Now, who thinks No?* so children can compare with what the rest of the class think.

3 The Twins: Leo's watch (Part 2) Watch or listen to Part 2 and circle True (T) or False (F).

- Ask the children to watch the second part of the video and circle T or F next to the sentences. Check the answer to the prediction task.

- **Social and emotional learning:** There are two useful messages to draw out from the video. Discuss with the class that it's kind to help others to find things and that they should empathise with their classmates because they would be sad and worried if they lost things. At the same time, ask the class to agree that they should try to be responsible with their possessions, especially if they move from their main classroom to other places in school during the day.

Video and audio script

See Teacher's Book page 210

Answer key

2 T 3 F 4 F 5 T

4 Imagine you are looking for something at school and you can't find it. Use the phrases in the box.

- **Collaboration:** Put children in pairs. Ask them to imagine that one of them is looking for something at school and they can't find it. Children act out a dialogue using the phrases in the 'Let's talk' box. Encourage them to work well together as they agree who takes each role and then to swap roles. Remind them to listen to each other and to be polite when they ask

for help and to sound concerned when it's their turn to help. Comment on these aspects of collaboration in your feedback.

Ending the lesson

- Ask children to act out one of their dialogues for the class.

Extra activities

Reinforcement activity

- Ask children to write the dialogue in which they had lost something on a poster and to decorate it.

Extension activity

- Ask children to write a dialogue about looking for things, but in a different place (for example, a supermarket, their house, a cinema, etc.).

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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, Collaboration and Communication skills

Imagine, create and share:

Think, draw and talk about your new job

Vocabulary:

bus driver, cook, dentist, doctor, farmer, film star, nurse, police officer, pop star, vet

Language:

*I like ...ing
I'm a.../I'm not a ...
I dance/grow food
It's special because ...*

Receptive language:

grow, special, awesome, useful, perfect

Materials:

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

Imagine, create and share

My new job

1 Look and listen. Then complete.

farmer plants pop star special food dancing

This is my new job.
I like ¹ *dancing*. I like growing
² _____, I'm not a ³ _____.
I'm a dancing ⁴ _____. I dance
and my ⁵ _____ grow. It's
⁶ _____ because I help
plants grow.

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

3 Tell a friend about your new job.

I like
dancing.
singing.
growing food.

I
dance and ...
grow food and ...

I'm / I'm not a
dancing farmer.
pop star.

It's special because ...

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

My new job

This is my new job. I like cooking. I like
teaching. I'm a magic teacher cook.
I give my students food and they can
speak perfect English. It's special
because my students speak English!

20

Activity Book p.14

Warmer

- Play a game to revise jobs. Give a description of a job and children have to guess what it is. For example, *I love my job because I love singing* (pop star). *Every day, I look after animals on my farm* (farmer). You could ask confident children to give descriptions for the class to guess.

Pupil's Book page 20

1 19 Look and listen. Then complete.

- Ask the children to listen to the recording of Alto, Beta and Cota describing jobs and look at the picture. Children read the descriptions and complete them with the words in the box.

Audio script

Beta: Hi, Cota. Hello Alto! Welcome to the workshop! What shall we do today?
Cota: Hi, Beta! I want to make a new job!
Beta: A new job? Well, OK, what do you want to do?
Cota: Well ... I don't want to do *one* job!

Beta: Hmm ... OK! Close your eyes ... imagine ... what are your favourite jobs?
Cota: My favourite job is ... a dancing pop star!
Alto: I want to be a pop star too! I love singing.
Cota: But I want to grow food too. ... OK, so this is my new job. I like dancing. I like growing food. I'm not a pop star! I'm a dancing farmer! I dance and my plants grow!
Alto: And it's special because you help plants grow!
Cota: Yes!
Beta: Haha! That's awesome!

Answer key

2 food 3 pop star 4 farmer 5 plants 6 special

2 20 Close your eyes, listen and imagine your new job. Then go to page 102 and draw.

- Imagination:** Explain that now it's the children's chance to imagine their new job. Play the recording. Children close their eyes and listen to Beta.

- **Creativity:** Then ask the children to turn to page 100 of the Pupil's Book. Children look and read what Cota has imagined for his new job.
- Then children turn to page 102 and draw their own new job, starting to build up the project *My Imaginary World*.

Audio script

Beta: Now you do it! Close your eyes, listen, imagine and explore your ideas. You are going to create a new job. Do you like singing and dancing? Or food? Do you want to help sick people or drive around town? Think of two things you want to do.

3 Tell a friend about your new job.

- **Collaboration:** In pairs, children tell each other about their new jobs, using the phrases given. 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 job. Present to the class.

- Encourage the children to write about their new job using their ideas from Activity 3. 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:** Children who worked with *Marbles 3* and who gained experience of presenting their project work will already be developing the useful life skill of speaking in public. They can continue with this in *Marbles 4*. The rest of the class should also now be getting used to listening quietly and showing interest. More confident children may be ready to answer questions from the class, but you may still need to mediate by simplifying the question or helping children to answer.

Answer key

Children's own answers

Activity Book page 14

1 I spy ... Read and write the job. Then find the people.

- Ask the children to read the descriptions and write the names of the jobs. Then they look at the picture, find and count the different jobs. Suggest that when counting, children use a different coloured pencil to circle each profession.

Answer key

2 dentists 3 pop stars 4 bus drivers 5 cooks
6 farmers

2 Secret message! Read, find and write the message.

- Point to the grid. Explain to children that they have to make sentences using the grid and that each sentence is made up of cells of the same colour. Write *I've got* on the board. Ask: *What word goes next?* Go through all the options in the grid and elicit that the only logical option is *a*. Ask the children to follow this thinking as they try to find the message.

Answer key

I've got a superpower. I can talk to animals. The animals tell me their problems. What is my job?

Ending the lesson

- Encourage children to think of a job and invent a superpower. Support them as necessary. Children then tell the class.

Lesson objectives

To review the unit content and to reflect on learning

Learning for life:

Thinking skills: reflection for learning

Vocabulary:

Jobs

bus driver, cook, dentist,
doctor, farmer, film star, nurse,
police officer, pop star, vet

Language:

Relative clauses

who, which/that

She's the person who makes all the cakes.

That's the job that I want to do.

It's the only show which I watch every week.

Comparative adjectives

Matt is taller than Lily.

Acting is more exciting than singing.

Lily's book is bigger than Matt's book.

Materials:

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

1 Review

1 Complete the crossword. Compare two jobs using the hidden word.

2 Read and circle. Then listen and check.

Tom: The film was great! I think that film star is brilliant. That's the job ¹**who** / **that** I want to do when I grow up. Acting is ²**more** / **too** exciting than any other job! What job do you want to do?

Grace: I want to be a cook. I want to be the person ³**who** / **which** cooks amazing food all the time. I don't care how difficult it is.

Tom: Hmm, I think that cooking is ⁴**easy** / **easier** than acting.

Grace: No way! Cooking is more difficult ⁵**that** / **than** acting! But if you think that, you can make dinner.

Tom: OK. Mum ... can you help me?

Now I can ...

- talk about jobs. ○○○
- link ideas with *who, which* and *that*. ○○○
- compare two things. ○○○

Are you ready for Unit 2?

Activity Book p.15 • Exam practice p.80
Progress Test 1
21

Warmer

- Use the flashcards for Unit 1 to elicit the language learned in this unit.

Pupil's Book page 21

1 Complete the crossword. Compare two jobs using the hidden word.

- Explain to children that they are going to review the vocabulary from the unit. Ask them to look at the pictures and complete the crossword. Explain that the orange boxes make a word that they are going to use to compare two jobs. Remind children how to use comparatives with adjectives of two or more syllables (use *more*) before they make their sentences.

Answer key

- 2 film star
- 3 pop star
- 4 cook
- 5 doctor
- 6 dentist
- 7 farmer
- 8 nurse
- 9 vet

Hidden word: important

Children's own answers comparing two jobs using the comparative *more important*.

2 Read and circle. Then listen and check.

- Now ask the children to read the text and circle the correct words. Explain that sometimes the answer is a relative clause and sometimes a comparative. Then children listen and check their answers.

Answer key

2 more 3 who 4 easier 5 than

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 should colour as many marbles 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 jobs.

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

Answer key

2 vet 3 bus driver 4 film star 5 dentist 6 cook
7 singer 8 farmer 9 police officer 10 nurse

My language file – Read and circle.

- Encourage the children to read the dialogue and to circle the correct relative clauses.

Answer key

2 better 3 more 4 that 5 than

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 marbles that reflects how confident they are in these objectives: one marble if they think they need to practise a bit more, two marbles if they think they know it pretty well, three marbles 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 number at the bottom of page 15 of the Activity Book.

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, body part by body part. 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 job 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 about jobs that include a relative clause, a comparative adjective or *because* 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.