



# MARBLES



**Teacher's Book**



- Map of the book
- Comprehensive introduction
- Guided unit tour
- Step-by-step teaching notes
- Clear lesson objectives
- Answer keys
- Video and audio scripts
- Warmer and Extra activity ideas
- Cultural Background information
- Reviews and Exam practice notes
- Full digital resources on App and **ezonekids**





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# Map of the book

A2 Flyers

|                                                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                                                                            | Language                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Welcome</b><br>Page 6                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Revision</li> <li>Months and seasons</li> </ul>                                                                                                                                                | <ul style="list-style-type: none"> <li>What's the date today?</li> <li>It's the seventh of September.</li> <li>When's your birthday?</li> <li>It's in July.</li> </ul>                                     |
| <b>1 Ready for school</b><br>Page 12                                                                                                                                                                                                                                                                                                               | <b>School objects:</b> backpack, calculator, cupboard, glue, highlighter, poster, scissors, screen, timetable, whiteboard                                                                                                             | <ul style="list-style-type: none"> <li>have to / has to</li> <li>had to / didn't have to</li> </ul> <b>Rap with Ronnie!</b> 🎵<br><ul style="list-style-type: none"> <li>Telling the time</li> </ul>        |
| <b>Functional language</b> Catching a bus or a train <i>The Twins</i> The train ride 🎵<br><b>Reading (and AB Writing)</b> Diary entries <b>Learning for life</b> Being brave <b>CLIL Geography:</b> Compasses<br><b>Imagine, research and present</b> A map of your ideal school <b>Review</b> <b>Serkan's sounds</b> igh and i-e (AB)             |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| <b>2 Amazing animals</b><br>Page 22                                                                                                                                                                                                                                                                                                                | <b>Animals:</b> bat, beetle, butterfly, eagle, fly, insects, snail, spider, squirrel, swan, tortoise, wolf                                                                                                                            | <ul style="list-style-type: none"> <li>Comparatives and superlatives</li> </ul> <b>Rap with Ronnie!</b> 🎵<br><ul style="list-style-type: none"> <li>Saying small and big numbers</li> </ul>                |
| <b>Functional language</b> Giving compliments <b>Reading (and AB Writing)</b> A fable<br><b>Learning for life</b> Helping people <b>CLIL Natural science:</b> Luna presents Animal partnerships 🎵<br><b>Imagine, research and present</b> A wildlife garden <b>Review</b> <b>Serkan's sounds</b> ee and ea (AB)                                    |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| <b>Round the world</b> Page 32 Indonesia 🌐 Story: <i>International Crime Fighters</i> Episode 1                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| <b>3 A forest walk</b><br>Page 34                                                                                                                                                                                                                                                                                                                  | <b>Countryside features:</b> branch, bridge, bud, forest, gate, hill, leaf / leaves, path, pond, sky, stone, stream                                                                                                                   | <ul style="list-style-type: none"> <li>Past simple review</li> <li>Talking about time</li> </ul> <b>Rap with Ronnie!</b> 🎵<br><ul style="list-style-type: none"> <li>Past continuous</li> </ul>            |
| <b>Functional language</b> Describing things <i>The Twins</i> The birthday present 🎵<br><b>Reading (and AB Writing)</b> Biographies <b>CLIL Art:</b> Landscapes <b>Learning for life</b> Enjoying nature<br><b>Imagine, research and present</b> A natural seasons calendar <b>Review</b> <b>Serkan's sounds</b> o and o-e (AB)                    |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| <b>4 What happened?</b><br>Page 44                                                                                                                                                                                                                                                                                                                 | <b>Parts of the body and accidents:</b><br>I banged my elbow / broke my toe /<br>bruised my knee / burned my finger /<br>called an ambulance / cut my leg / fell over.<br>I've got a bandage / a plaster /<br>some cotton wool on it. | <ul style="list-style-type: none"> <li>Past continuous and past simple</li> <li>when and while</li> </ul> <b>Rap with Ronnie!</b> 🎵<br><ul style="list-style-type: none"> <li>Giving directions</li> </ul> |
| <b>Functional language</b> Telling a story and reacting <b>Reading (and AB Writing)</b> A health leaflet<br><b>Learning for life</b> Staying healthy <b>CLIL Science:</b> Jamie presents Medicine through history 🎵<br><b>Imagine, research and present</b> An interview with an inventor <b>Review</b> <b>Serkan's sounds</b> Silent letters (AB) |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |
| <b>Round the world</b> Page 54 China 🌐 Story: <i>International Crime Fighters</i> Episode 2                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |

Learning  
for life



Imagination



Collaboration



Social and  
emotional  
learning



Global  
learning



## 5 Add lots of cheese!

Page 56

### Vocabulary

**Food and recipes:** bowl, courgette, flour, fork, frying pan, knife, pepper, salt, spoon  
add, fry, mix

### Language

- Talking about how much and how many
- Rap with Ronnie!** 🎵
- *something / anything / nothing*

**Functional language** Talking about what you liked best *The Twins* The pizza 🎵 **Reading (and AB Writing)** A recipe  
**CLIL Social science:** Food and culture **Learning for life** Showing interest in other cultures  
**Imagine, research and present** A cookery café **Review** **Serkan's sounds** f and gh (AB)

## 6 It's made of wool!

Page 66

**Clothes:** belt, bracelet, costume, gloves, leggings, necklace, pocket, ring, sweatshirt, tracksuit, trainers, wristband

- *going to*
- Questions with *going to*
- Rap with Ronnie!** 🎵
- *made of*

**Functional language** Talking about appearance **Reading (and AB Writing)** An e-zine article  
**Learning for life** Being a responsible consumer **CLIL Design technology:** *Luna presents Silk* 🎵  
**Imagine, research and present** An eco-friendly school uniform **Review** **Serkan's sounds** ai and a-e (AB)

**Round the world** Page 76 France 🎬 Story: *International Crime Fighters* Episode 3

## 7 How do you feel?

Page 78

**Feelings:** bored, calm, confident, excited, frightened, nervous, proud, surprised, unhappy, worried

- Object pronouns
- Indirect object pronouns
- Rap with Ronnie!** 🎵
- *could* for suggestions

**Functional language** Making and responding to suggestions *The Twins* Feeling bored 🎵  
**Reading (and AB Writing)** A problem page **CLIL Social science:** Friendship **Learning for life** Being good friends  
**Imagine, research and present** A friendship club **Review** **Serkan's sounds** o and u (AB)

## 8 At the festival!

Page 88

**Festivals and musical instruments:** cymbals, drums, flute, keyboard, microphone, singer, stage, stall, tent, trumpet, van, violin

- Talking about the past
- Talking about future plans
- Rap with Ronnie!** 🎵
- *Have you ever ...?*

**Functional language** Talking about preferences **Reading (and AB Writing)** A festival programme  
**Learning for life** Trying something new **CLIL Music:** *Jamie presents* Musical instrument families 🎵  
**Imagine, research and present** A music presentation **Review** **Serkan's sounds** oo and yoo (AB)

**Round the world** Page 98 Easter Island 🎬 Story: *International Crime Fighters* Episode 4

**Language reference** Page 100 **Project** Page 104 **Irregular verbs** Page 108



Digital skills



Thinking skills



Communication skills



Research skills

## 1 Ready for school

**I already know ...**

1 What's in your classroom?  
What do you bring to school?

### Learn to ...

- talk about school objects.
- talk about the things you have to or don't have to do.
- tell the time.
- read and write diary entries.
- talk about being brave.

**Vocabulary**

2 Listen and answer. What's Kenji's favourite subject?

3 Match the numbers with the words. Then listen, check and repeat.

|             |                          |            |                          |
|-------------|--------------------------|------------|--------------------------|
| backpack    | <input type="checkbox"/> | poster     | <input type="checkbox"/> |
| calculator  | <input type="checkbox"/> | scissors   | <input type="checkbox"/> |
| cupboard    | <input type="checkbox"/> | screen     | <input type="checkbox"/> |
| glue        | <input type="checkbox"/> | timetable  | <input type="checkbox"/> |
| highlighter | <input type="checkbox"/> | whiteboard | <input type="checkbox"/> |

4 Read and complete. Then listen and check.

I'm ready for school! Look at all my lovely things. I've got a new <sup>1</sup>... *backpack*... to carry my books and pencil case to school. The <sup>2</sup>... that I had last year doesn't stick things now, so this is new, too. Here's my <sup>3</sup>... We can use them in some maths lessons, but not always. These are my big sister's <sup>4</sup>... because she doesn't need them now. They're old, but I tried them and you can cut with them. And these are my <sup>5</sup>... in lots of different colours. I love using them to show important words. I'm really looking forward to seeing all my friends again.

5 Describe and guess.

The teacher writes on this in the classroom. Is it the ...?

**Activity Book p.8**

## Unit objectives

### Vocabulary:

#### School objects

backpack, calculator, cupboard, glue, highlighter, poster, scissors, screen, timetable, whiteboard

### Language:

#### Language 1: have to / has to

I have to check my timetable.

She has to wear school uniform every day.

We don't have to take exams this month. Luke doesn't have to take his calculator today.

Do we have to take a calculator?

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

#### had to / didn't have to

I had to finish my project yesterday.

I didn't have to tidy my room yesterday.

Did you have to take a backpack to school? Yes, I did. / No, I didn't.

#### Language 2: Telling the time

What time is it? It's half past seven.

What time do we ...?

What time is ...? It's at ...

### Pronunciation:

#### Rap with Ronnie!

The weak form of have to / has to

#### Serkan's sounds

igh and i-e

### Functional language:

Catching a bus or a train

The Twins: The train ride

### Reading and writing:

Diary entries

### Learning for life:

#### Social and emotional learning:

Being brave

### CLIL:

#### Geography

Compasses and maps

#### Imagine, research and present:

A map of your ideal school

## Lesson objectives

To introduce the new unit topic and vocabulary

### Vocabulary:

#### School objects

backpack, calculator, cupboard, glue, highlighter, poster, scissors, screen, timetable, whiteboard

### Materials:

Pupil's Book pages 12–13  
(Activities 1–3)

## I already know ...

### 1 What's in your classroom? What do you bring to school?

- Ask children to look around their classroom and name any school objects they know the words for in English.
- Ask children to open their Pupil's Books to page 12 and look at the picture. Point at each character and ask children to name them (*Carla, Rosie, Kenji, Serkan*). Ask children to tell you any facts they remember about each character. (e.g. *Carla loves making clothes. Rosie loves music. Kenji loves nature. Serkan loves cooking.*)
- Ask: *How is it like your classroom? What do you like about the classroom?* To give more support, you could write the questions and sentence starters on the board: *Our classroom has also got ... / There's also a ... in our classroom.* Put children into pairs to discuss the questions, before asking the class for their answers.
- Elicit known words relating to descriptions of people, clothes and rooms. Elicit known topic words: school objects (*book, pen, pencil, pencil case, rubber, ruler, bag, crayon, desk, laptop*).
- Check understanding of the questions in the Pupil's Book (*What's in your classroom? What do you bring to school?*) and allow children time to discuss in pairs.
- Elicit suggestions, writing up any useful recycled vocabulary on the board.
- Ask further questions to revise known language, e.g. *What subjects do you have on Tuesdays?* or *What have you got in your pencil case today?*

## Learn to ...

- After doing Activity 1, ask the children what they think they are going to learn in this unit.
- 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 school objects do you know?* Translate any L1 words children may use into English. Encourage them to talk about school rules.

### 2 16 Listen and answer. What's Kenji's favourite subject?

- Ask children to name the school subjects they know in English.
- Read the rubric. Elicit that children should listen out for the names of school subjects to answer the question.
- Play the recording as many times as the children need to answer the question.

## Audio script

Kenji: Hi, I'm Kenji. And I'm in the classroom with my classmates. Do you think our teacher looks friendly? And what about this lesson? Is this an interesting lesson for you? Mrs Day's got a map on the whiteboard. We're doing geography at the moment.

I've got my calculator on my desk because I thought we had maths! I didn't check the timetable. Look, it's on the wall.

We've got art this afternoon and we often use things from the cupboard at the back, like scissors and glue.

I don't mind art ... or maths, but this lesson is my favourite subject. What about you?

## Answer key

Geography

### 3 17 Match the numbers with the words. Then listen, check and repeat.

- In pairs, children read the words to see if they recognise any of them. Tell children that some of the words could have a similar or the same meaning in their own language. Ask children to find the items in the picture and number the words using a pencil, as in the example.
- Play the recording, pausing for children to check their answers and to repeat the words.
- Check answers as a class. Ask: *What's number (seven)? (scissors)* Correct any mispronunciation by modelling the correct pronunciation and encouraging the class to repeat after you. Play the recording again if the children need further practice.

## Audio script (Answers)

1 poster 2 timetable 3 highlighter 4 cupboard  
5 whiteboard 6 screen 7 scissors 8 calculator  
9 backpack 10 glue

### 1 Ready for school

**I already know ...**

1 What's in your classroom?  
What do you bring to school?

### Learn to ...

- talk about school objects.
- talk about the things you have to or don't have to do.
- tell the time.
- read and write diary entries.
- talk about being brave.

**Vocabulary**

2 Listen and answer. What's Kenji's favourite subject?

3 Match the numbers with the words. Then listen, check and repeat.

|             |                          |            |                          |
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| cupboard    | <input type="checkbox"/> | screen     | <input type="checkbox"/> |
| glue        | <input type="checkbox"/> | timetable  | <input type="checkbox"/> |
| highlighter | <input type="checkbox"/> | whiteboard | <input type="checkbox"/> |

4 Read and complete. Then listen and check.

I'm ready for school! Look at all my lovely things. I've got a new <sup>1</sup> *backpack* to carry my books and pencil case to school. The <sup>2</sup> that I had last year doesn't stick things now, so this is new, too. Here's my <sup>3</sup>. We can use them in some maths lessons, but not always. These are my big sister's <sup>4</sup> because she doesn't need them now. They're old, but I tried them and you can cut with them. And these are my <sup>5</sup> in lots of different colours. I love using them to show important words. I'm really looking forward to seeing all my friends again.

5 Describe and guess.

The teacher writes on this in the classroom. Is it the ...?

Activity Book p.8

### Lesson objectives

To practise the vocabulary from Lesson 1

#### Vocabulary:

##### School objects

*backpack, calculator, cupboard, glue, highlighter, poster, scissors, screen, timetable, whiteboard*

#### Materials:

Pupil's Book page 13 (Activities 4–5),  
Activity Book page 8

### Warmer

- Point at a school object from Lesson 1 in the classroom or on page 12 of the Pupil's Book. Say a school object word. If the word and the object correspond, children say: *Yes!* and repeat the word. If they don't, children say: *No!* and correct you. Repeat with different words.

### Pupil's Book page 13

#### 4 18 Read and complete. Then listen and check.

- Ask children to look at the photo and say what they can see (a girl, a backpack). Explain that they are going to read a text about a girl's school objects for her first day back at school.
- Explain that children need to complete the text with some words from Activity 3.
- Ask a child to read the first three sentences. Focus on the example and ask children which word would help lead them to the answer *backpack* (carry).

- Before checking answers as a class, ask children to compare their answers in pairs and identify the words that helped them to decide on the answers (2 stick, 3 maths, 4 cut, 5 different colours / show important words).

#### Answer key

2 glue 3 calculator 4 scissors 5 highlighter

### 5 Describe and guess.

- Ask two children to read the example speech bubbles. Elicit the answer (whiteboard). Elicit that children use the model to describe and guess key vocabulary.
- Describe one or two more words for the class to guess.
- Put children into pairs to do the activity. Encourage children to take it in turns to describe and guess.
- Ask confident pairs of children to demonstrate their dialogues.

### Activity Book page 8

#### 1 Look and complete.

- Children complete the words by looking at the numbered items in the picture.
- Check answers by asking individual children to spell out the words.

#### Answer key

2 whiteboard 3 timetable 4 screen 5 cupboard  
6 highlighter 7 scissors 8 calculator 9 glue  
10 backpack

#### 2 Read and circle.

- Children read the sentences and circle the correct words.
- Ask children to check their answers in pairs before they feed back as a class. Ask confident children to give reasons why each option is correct or incorrect.

#### Answer key

2 cupboard 3 poster 4 screen 5 timetable  
6 scissors

#### 3 The **red** words are in the wrong sentences. Read and correct them.

- Ask children to read the rubric, and ensure children understand that the word in red in the sentences is incorrect and needs to be corrected. Point out that the red words are in the wrong sentences and questions, and that these words are the answers to different items in the activity.

- Ask children to look at the example. They identify the words which lead them to the correct answer *timetable* (look, What time).
- After children have completed the task, ask them to compare their answers in pairs and name the words that helped them find the correct answers (2 maths problem, 3 cut, 4 show important words, 5 stick).

#### Answer key

2 calculator 3 scissors 4 highlighter 5 glue

#### Extra activities

- **Drawing** In small groups, children take turns to slowly draw a key word. The first child to guess correctly draws the next word. Continue in this way.
- **Anagrams** Ask each child to write five anagrams of the key words on a piece of paper. They swap papers with a partner to solve the anagrams.

### Lesson objectives

To present Language 1

#### Language:

*I have to check my timetable.*

*She has to wear school uniform every day.*

#### Materials:

Pupil's Book page 14,

Activity Book page 9 (Activities 1–3)

### Language 1

#### 1 Read and listen. What don't they need to take?

Aryan: Come on, Grace. We have to go. I don't want to be late!

Grace: Don't worry! There's lots of time! I have to check that I've got everything in my backpack!

Aryan: OK.

Grace: Highlighters. We have to take highlighters. Where are my highlighters?

Aryan: There they are!

Grace: Good. Do we have to take a calculator?

Aryan: No, we don't. I asked the teacher and we don't need them at the moment.

Grace: Right, but we've got art after lunch.

What do we have to take?

Aryan: It's OK. We don't have to take

things for art. Ready?

Come on! Let's go!

Grace: Oh, hang on! I have to

get my coat!

Aryan: Grace, you're wearing it!

Grace: Oh yes!



#### have to / has to

I **have to** check my timetable.

We **don't have to** take exams this month.

Do we **have to** take a calculator? Yes, we **do**. / No, we **don't**.

She **has to** wear school uniform every day.

Luke **doesn't have to** take his calculator today.

Why **do you have to** get up early? Because I **have to** go to school.

Find out more on page 100.

#### 2 Make sentences with the correct form of *have to*.

We have to do homework every evening.

1 We / do / homework every evening

4 Ian / tidy / his room every weekend

2 Maria / not / wear / school uniform

5 I / not / go / to school on Saturdays

3 Sara and Kostas / take / the school bus

6 Zaria / not / take / a packed lunch to school

#### 3 Look again at Activity 2. Ask and answer for you.

Do you have to do homework every evening?

14

### Warmer

- Point at a school object from Lesson 1 and ask the class to name it. Repeat with other key school object words.

### Pupil's Book page 14

#### 1 Read and listen. What don't they need to take?

- Tell children they are going to read and listen to a dialogue with two children getting ready to go to school.
- Ensure that children understand the question. Ask children to look at the dialogue and find a phrasal verb that means the same as *need* (have to).
- Play the recording for children to read and listen to the dialogue.
- Get class feedback.

#### Answer key

A calculator (and things for art)

### Language box

- Ask different children to read each sentence or question. Elicit how to make positive and negative sentences with *have to* in the first and third person. Elicit how to make a question with *have to*.
- Ask children to find examples of *have to* (first person singular and plural, and questions) in the dialogue. Write the examples on the board.
- Ask children to go to the Language reference section on page 100 of the Pupil's Book. Elicit the second and the third person forms.
- If there's time, put children into pairs and ask them to write a sentence using *have to* in the positive and negative, and a question.
- Feed back as a class.

## 2 Make sentences with the correct form of *have to*.

- Explain that children make sentences with *have to* or *has to* using the words given. Point at the words in question 1. Then point at the example speech bubble and say the sentence. You may want to ask children to write the sentences before they take turns to say the sentences in pairs.
- To support less able students, allow them to create the sentences in pairs. Encourage children to use the Language box or Language reference if they need to.
- Check answers as a class.

### Answer key

- 2 Maria doesn't have to wear school uniform.
- 3 Sara and Kostas have to take the school bus.
- 4 Ian has to tidy his room every weekend.
- 5 I don't have to go to school on Saturdays.
- 6 Zaria doesn't have to take a packed lunch to school.

## 3 Look again at Activity 2. Ask and answer for you.

- Point at the example speech bubble. Ask a child to read the speech bubble.
- Ask children to make a question for number 2. For extra support, point out the question form in the Language box.
- Ask children, in pairs, to write the six questions. Then they take it in turns to ask and answer the questions for themselves.
- Ask some confident pairs to demonstrate their questions and answers in front of the class.

## Activity Book page 9

### 1 Read and complete. Use the correct form of *have to*.

- Before children do the activity, elicit all the different forms of *have to*.

### Answer key

- 2 doesn't have to
- 3 don't have to
- 4 have to
- 5 doesn't have to
- 6 have to

### 2 Look and complete. Use the correct forms of *have to*.

- Before children do the activity, elicit all the question forms of *have to*.

### Answer key

- 1 doesn't
- 2 does / have to / have to
- 3 Do / have to / Yes, they do.
- 4 Do / have to / No, they don't.

### 3 Complete the questions and answer for you.

- Ask children to compare their answers in small groups, before class feedback.

### Answer key

- 1 Do / have to
- 2 Do / have to
- + children's own answers

### Extra activity

- **True or false?** Ask children to write five true and false sentences about what they have to / don't have to do that day. In small groups, they read out each sentence for the group to guess whether the sentences are true or false.

### Lesson objectives

To present the second focus of Language 1

#### Language:

*I had to finish my project yesterday.  
Grandad didn't have to take a calculator.*

#### Pronunciation:

Ronnie's rap: the weak form of *have to* / *has to* to Serkan's sounds (Activity Book): *igh* and *i-e*

#### Materials:

Pupil's Book page 15,  
Activity Book page 9 (Activity 4) and page 10

 **Rap with Ronnie! Unit 1**

#### 4 Read and listen. What's the difference between Simone's backpack and Grandad's?

**Grandad:** Are these crayons for school tomorrow?

**Simone:** No, I don't have to take crayons. Hey, Grandad, what did you have to take to school when you were young?

**Grandad:** I had to take my lunch box and my pencil case.

**Simone:** I don't have to take a lunch box because I have lunch at school. But I have to take my pencil case, like you! Oh, and I have to take my calculator, too.

**Grandad:** I didn't have to take a calculator. We didn't use them at primary school. And there weren't any computers at school!



#### had to / didn't have to

I had to finish my project yesterday.

I didn't have to tidy my room yesterday. Grandad didn't have to take a calculator.

Did you have to take a backpack to school? Yes, I did. / No, I didn't. What did you have to take? I had to take my lunch box.

[Find out more on page 100.](#)

#### 5 Read and complete.

What did you have to do at school when you were six?

We had to ..... We didn't have to .....

We ..... We .....

What do you have to do at school now?

We have to ..... We don't have to .....

We ..... We .....



#### Rap with Ronnie!

Language and pronunciation

 Listen and look at the blue words.

 Watch or listen and join in.

I have to take my backpack.  
I have to take my glue.  
I have to check my timetable  
To know what I have to do!

Sam has to take his highlighters.  
He has to pack his pens.  
He has to find his pencil case  
To be ready for school again!

We have to wear our uniform.  
We have to take the bus.  
We have to start our lessons now  
So come along with us!



Activity Book pp.9-10



Online Practice 1

15

### Pupil's Book page 15

#### 4 20 Read and listen. What's the difference between Simone's backpack and Grandad's?

- Tell children they are going to read and listen to a grandad and his granddaughter talking about school in the past. Elicit what they might be talking about.
- Before you play the recording, ensure that children understand the question.
- Play the recording for children to read and listen to the dialogue.
- Get class feedback.
- Ask children to look at the dialogue again and find the past of *have* (had) and *don't have* (didn't have).

#### Answer key

A lunchbox (Grandad) / A calculator (Simone)

### Language box

- Ask different children to read each sentence or question. Elicit how to make positive and negative sentences and questions with *have to* in the past. Point out that we don't need to change the form of the verbs for *I* or *Grandad*.
- Ask children to go to the Language reference section on page 100 of the Pupil's Book. Confirm again that the form is always the same in the past.
- If there's time, put children into pairs and ask them to write a sentence using *had to*.
- Feed back as a class.

#### 5 Read and complete.

- As a class, do an example. In pairs, children think of ideas to complete *We had to ...* and *We didn't have to ...* Write ideas on the board.
- Feed back as a class.
- You could ask the children to do the corresponding Activity Book activity in class now or for homework.

## Activity Book page 9

### 4 Read and complete.

- Children use the past forms in the box to complete the dialogue.

#### Answer key

2 have to 3 did 4 had to 5 Did 6 have to 7 did  
8 didn't have to

## Pupil's Book page 15

### Rap with Ronnie!

The children heard Rosie's cousin, Ronnie, saying the chants in the Welcome Unit. Remind them that he's a professional rap artist and that they will hear some extra words that aren't on the page.

 **21** Point out the blue words and ask the children to listen carefully. Play the rap. Afterwards, highlight the weak form of *have to* /'hæftə/ and *has to* /'hæstə/ and encourage the children to copy the pronunciation, making the word *to* very weak.

 **22** Tell the children that they will hear the rap again, this time said by Mrs Day's class, and ask them to join in.

 Play the animation and invite the children to join in.

## Activity Book page 10

### Can you remember my rap?

The children first complete part of Ronnie's rap before writing their own version. In this first unit, you may like children to work in pairs or groups of three or four. In subsequent units, they could do this activity as homework and share their version of the rap in the next lesson.

 **2** Children complete the rap. Play the recording for them to check their answers.

Explain to children that they have to complete the first line with an item of their choice from the new vocabulary, and then complete the rest of the verse. Tell them not to worry about rhyme and that rhythm is the most important. With stronger classes, you might like to focus on the rhyme of *glue/do*. Then they listen to the audio to check.

Once children have completed the activity, ask them to perform their rap while the class clap, click their fingers or tap the desk to keep the rhythm.

#### Answer key

1 2 glue 3 timetable 4 highlighters  
5 pens 6 pencil case

### Serkan's sounds

This feature builds on the phonics in the earlier levels of the course with a sound and spelling focus. The activity often targets two sounds (phonemes) spelled using the same letters (grapheme) or two different graphemes for the same phoneme. This one focuses on the two graphemes *igh* and *i-e* for the phoneme /aɪ/.

 **3** Children listen, repeat and answer to establish the sound and spelling focus.

 **4** They then complete the task before listening and checking.

In pairs, ask children to write down as many words as they can with the key sound. Ask pairs to call out the words and write them on the board.

#### Answer key

1 Yes  
2 2 five 3 crocodile 4 night  
3 Suggested answers: white, kite, nine, nineteen, ninety, bike/bicycle, frightened, I, my, try, why, pie, eyes

### Extra activity

- Tongue twisters** Write the following tongue twisters on the board:  
*We have to go home at half past five.*  
*She has to have six highlighters.*  
Ask the children to say the tongue twisters as fast as they can. Then, in pairs, they write a tongue twister with *have to* / *has to* and words that contain the key sound and spelling *igh* and *i-e*. They practise and then say their tongue twisters for the class.

### 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 Language 2

### Learning for life:

Imagination (AB)

### Language:

*What time is it? It's half past seven.*

### Materials:

Pupil's Book page 16, Activity Book page 11

## Language 2

1 Read and listen. Lucien is new today. What's his favourite subject?

Alex: Hi, I'm Alex. You're Lucien, right? Mr Park said you're in our class.  
Lucien: Yes, that's right. Hi, Alex. Hey ... can I ask you something?  
Alex: Of course!  
Lucien: I think I was early! What time do we have to be in school?  
Alex: Well, lessons start at quarter to nine, but we have to be in the classroom at half past eight. Our first lesson today is geography and then English.  
Lucien: Oh, English is my favourite subject. What time is English?  
Alex: It's at half past nine and then break time is at quarter past ten.  
Lucien: OK, thanks. And what time is it now? Do you know?  
Alex: Er ... oh, there's the bell! It's twenty-five past eight. Come on!



### Telling the time

|                                       |                                              |            |           |                         |             |                  |
|---------------------------------------|----------------------------------------------|------------|-----------|-------------------------|-------------|------------------|
| What time is it?                      | It's half past seven.                        | to         | five to   | o'clock                 | five past   | past             |
| What time do we have to be in school? | We have to be in school at quarter to eight. | ten to     | 10, 9, 8  | 12, 1, 2, 3, 4, 5, 6, 7 | ten past    | quarter past     |
| What time is maths?                   | Maths is at half past eight.                 | quarter to | twenty to | half past               | twenty past | twenty-five past |

Find out more on page 100.

2 Listen and draw the time.



3 Ask and answer. What time is maths? It's at quarter to nine.

|                  |                  |                |                   |                   |                |                  |                  |
|------------------|------------------|----------------|-------------------|-------------------|----------------|------------------|------------------|
| Lesson 1<br>8:45 | Lesson 2<br>9:30 | Break<br>10:15 | Lesson 3<br>10:30 | Lesson 4<br>11:15 | Lunch<br>12:00 | Lesson 5<br>1:00 | Lesson 6<br>1:45 |
|------------------|------------------|----------------|-------------------|-------------------|----------------|------------------|------------------|

16

Train to think Activity Book p.11

## Warmer

- Draw a clock on the board with hands pointing to one o'clock. Ask: *What time is it?* Answer: *One o'clock* for children to repeat. Continue with each hour on the clock. Then move the hands to show three o'clock, five o'clock, seven o'clock and eleven o'clock, asking: *What time is it?* Children say the times.

## Pupil's Book page 16

1 23 Read and listen. Lucien is new today. What's his favourite subject?

- Tell children they are going to read and listen to a dialogue with two boys. One boy is new at the school.
- Before you play the recording, ensure children understand the question.
- Play the recording for children to read and listen.
- Get class feedback.

## Answer key

English

## Language box

- Point at the picture of the clock. Elicit that it shows six o'clock. Point at each number on the clock and say: *It's (five past) six* for children to repeat. When you say *past* or *to*, point at the words in the picture.
- Pairs of children read out the questions and answers in the box.
- Ask children to find examples of times in the dialogue. Write them on the board.
- Ask children to go to the Language reference section on page 100 of the Pupil's Book for how to tell the time on digital clocks.
- If there's time, write some digital times on the board for the class to tell you the time.

2 24 Listen and draw the time.

- Play the recording for the children to listen and draw the hands on the clocks. Play the first question and answer and point at the example in picture 1.
- Get class feedback by pausing after each answer and eliciting the time. Draw the clocks and the correct times on the board.

### Audio script

- 1 Girl: What time does English start?  
Boy: It starts at half past two.
- 2 Girl: What time do we have to be at school?  
Boy: We have to be at school at quarter past eight.
- 3 Girl: What time is break?  
Boy: Break is at half past ten.
- 4 Girl: What time is science?  
Boy: Science is at quarter to eleven.
- 5 Amy: Dad ... are you awake?  
Dad: What time is it, Amy?  
Amy: It's quarter past six, Dad!
- 6 Dad: What time did you wake up?  
Amy: I woke up at six o'clock!

### Answer key

Children draw the hands correctly for these times:

2 quarter past eight 3 half past ten 4 quarter to eleven 5 quarter past six 6 six o'clock

### 3 Ask and answer.

- Point at the timetable and elicit the subjects (maths, music, art, English, geography, ICT). Write them on the board. Elicit what *break* means.
- Ask two children to read the speech bubbles.
- For extra support, pair strong pupils with those who need more support.
- Ask confident pairs to demonstrate their questions and answers.

### Answer key

- 2 What time is music? It's at half past nine.
- 3 What time is break? It's at quarter past ten.
- 4 What time is art? It's at half past ten.
- 5 What time is English? It's at quarter past eleven.
- 6 What time is lunch? It's at 12 o'clock.
- 7 What time is geography? It's at one o'clock.
- 8 What time is ICT? It's at quarter to two.

### Activity Book page 11

#### 1 Read and match.

- Explain that children read the sentences and number the clocks. Point at the example.

### Answer key

2 c 3 a 4 f 5 d 6 b

#### 2 Put the words in order and write questions. Then answer.

- Explain that children reorder the words to make questions. Then they look at the pictures to write the answers.

### Answer key

- 2 What time is it now? It's half past eight.
- 3 What time does Sara get up? She gets up at quarter to nine.
- 4 What time does she arrive at running club? She arrives at five past nine.

### Be creative!

**Imagination:** This is an opportunity for children to use the language creatively and imaginatively, e.g. imagining a famous person's day. Discuss this task in class to encourage a wide range of ideas and creativity. They could prepare their answer as homework and share ideas in the following lesson. Read the instruction and check understanding. Elicit the names of famous people. Ask: *What time do you think [famous person's name] gets up?* Invite other ideas of activities, using any language they know. Model the question with a confident student: *[Name], what time does [person's name] get up?* Accept any time, e.g. 12 o'clock (for a singer after a concert). Write the question and answer on the board. Make sure the children understand that they can have fun with this and there are no correct answers – you are interested in their ideas.

### Extra activities

- **Bingo!** Ask children to draw a grid with six squares on a piece of paper. In each square they draw a clock with a different time. Then play 'Bingo!' Say different times. When children hear a time in their grid, they cross it out. The first child to cross out all of their clocks says *Bingo!* and they are the winner.
- **What time ...?** Write on the board: *What time do you ...?* Children write five questions using the question starter. In pairs, children take turns asking and answering the questions.

### 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 practise listening and speaking skills  
To learn functional language for catching a bus or a train

### Learning for life:

#### Social and emotional learning:

Personal responsibility

#### Collaboration

### Functional language:

#### Catching a bus or a train

*What time is it now?*

*What time is the bus/train?*

*The bus/train leaves in ten minutes.*

*The bus/train leaves at twenty past three.*

*Come on! It's time to go! Hurry up!*

*Get a move on! Let's go!*

### Materials:

Pupil's Book page 17

 **The Twins: The train ride (Parts 1 and 2)**

## The Twins: The train ride

### Listening and Speaking

1  Watch or listen to Part 1. Read and complete.

First, Lucy can't find her <sup>1</sup> sweater.  
Hurry up, Lucy! The bus leaves in  
<sup>2</sup> \_\_\_\_\_ minutes. The time is quarter  
to <sup>3</sup> \_\_\_\_\_ now. Next, Lucy can't find  
her <sup>4</sup> \_\_\_\_\_. Get a move on, Lucy!  
The train leaves in <sup>5</sup> \_\_\_\_\_ minutes!



2 Do you think Lucy and Leo catch their train?

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

- 1 The bus arrives at the train station at five past three. T / F
- 2 The train leaves in 20 minutes. T / F
- 3 There isn't much traffic on the road. T / F
- 4 Lucy and Leo have to buy their train tickets at the station. T / F
- 5 Leo has got money for the tickets. T / F

4 Look at the clocks. Act out scenes like Lucy and Leo in the video.  
Use the phrases in the box.

### Let's talk

#### Catching a bus or a train

What time is it now?  
What time is the bus / train?  
The bus / train leaves in ten minutes!  
The bus / train leaves at twenty past three.  
Come on! It's time to go! Hurry up!  
Get a move on! Let's go!

Time now:

Bus leaves:

Train leaves:

Student A



Student B



17

## Warmer

- Ask: *How do you travel?* Say the names of forms of transport and have children put up their hands if they travel by that form of transport. Ask: *Are you often late, on time or early?*
- Children who worked with *Marbles 4* will have seen videos about Leo and Lucy, two British children who are twins. Explain the meaning of *twins*, if necessary.

## Pupil's Book page 17

### 1 The Twins: The train ride (Part 1)

 25 Watch or listen to Part 1.  
Read and complete.

### Background information

Brighton is a seaside town located in the south of England, approximately an hour and a half by train from London. It's popular for its independent shops and busy nightlife. It's known for The Royal Pavilion, a former royal palace, and its three piers.

- Play the video or the recording for the children to watch or listen. Tell children that the twins live in Brighton in the south of England.
- Then ask the children to read the text. Point at each gap and ask children to guess what kind of word they think will fill the gap (2 a number, 3 a number, 4 an item, 5 a number).
- Play the video or the recording again for children to complete the text.
- To check answers, play the video or the recording again and pause after each answer.
- Social and emotional learning:** Talk with the class about the importance of taking responsibility for being on time so that others aren't waiting for us. If the children are late for school, they might miss instructions and time is wasted while you or their friends explain what they have to do. Ask them to think of other examples, e.g. football practice or drama club, when it's unhelpful if others have to wait.

### Video and audio script

See TB page 224

### Answer key

2 ten 3 three 4 trainers 5 35

## 2 Do you think Lucy and Leo catch their train?

- Ask children the question.
- Put children in pairs to discuss the question. Encourage them to give reasons for their answers.
- Elicit some answers from the class.

## 3 The Twins: The train ride (Part 2)



26 Watch or listen to Part 2.

### Circle True (T) or False (F).

- Play the video or the recording for the children to watch or listen.
- Then ask the children to read the five True/False sentences.
- Play the video or the recording again for children to do the activity.
- To check answers, play the video or the recording again and pause after each answer.
- Lead a group discussion about the video: *What did the children like / not like about the video? How do the buses and trains in the video compare with the buses and trains in their country?*

### Video and audio script

See TB page 224

### Answer key

2 T 3 F 4 T 5 F

## 4 Look at the clocks. Act out scenes like Lucy and Leo in the video. Use the phrases in the box.

- Ask children to look at the 'Let's talk' box. Ask different children to read out the questions and sentences. Elicit that the language comes from the video. Ask: *Who says 'Come on! It's time to go! Hurry up! Get a move on! Let's go!'?* (Leo) Elicit that these phrases are used when you want someone to be faster or to leave.
- **Collaboration:** Ask children to look at the activity. Explain that, in pairs, children take it in turns to ask and answer questions. First, one child asks the questions and the other replies, taking the role of Student A. Then they swap so that the other child asks and the child replying is Student B. When A and B are answering, they use the times shown on the clocks in the table. Remind the class that you expect them to work well together as they choose their roles and work on their dialogues.
- You could write prompts on the board: *What time is it now? It's ... . Get a move on! What time is the bus? The bus leaves in ... . Hurry up! What time is the train? The train leaves at ... . Come on!*

- If the children need more support, model the dialogue. Ask a confident child to ask you the questions. Clarify for the class whether you are replying as Student A or Student B.
- Ask some pairs to say their dialogues to the class. Comment on how well everyone worked in pairs.

### Answer key

What time is it now?

Student A: It's half past ten.

Student B: It's ten past three.

What time is the bus?

Student A: The bus leaves in a quarter of an hour.

Student B: The bus leaves in half an hour.

What time is the train?

Student A: The train leaves at eleven o'clock.

Student B: The train leaves at four o'clock.

### Extra activity

- **Your journey to school** Ask children to write a dialogue. Ask them to put the functional phrases into a conversation about their own journey to and from school.

## Lesson objectives

To develop reading and writing skills:  
diary entries  
To make a personal response to a text

### Learning for life:

**Social and emotional learning:** Being brave

**Thinking skills:** Planning (AB)

### Additional language:

*secret, brave, frightened, scared, hard, kind, uniform*

### Materials:

Pupil's Book page 18

Activity Book page 12, examples of diaries and blogs (optional)

Reading
Diary entries

**1** What do we write in a diary? How's it different from a blog?

**2** **Read and listen.** What does Oliver want to write in his diary on Wednesday?

**Monday**  
Dear Diary,  
Can I tell you a secret? I'm not feeling very brave about starting my new school tomorrow. All those new faces and everyone has friends from last year! Well, I've got friends too, but not in this town, so I have to make some new friends now.  
I feel a bit frightened about walking into the playground by myself. But I have to be brave. I can close my eyes and count to five. I know I can do it!  
I wanted to be ready early, so I prepared my backpack yesterday. I've got a new calculator and **some colourful highlighters**.  
Mum said that my class teacher's name is Mr White!   
I promise to write tomorrow and tell you about my first day.  
Wish me luck!

**Tuesday**  
Dear Diary,  
Well, I was a bit scared, but ... guess what! I wasn't the only new person in my class. There was a girl who's new to the **COUNTRY** ... and she **doesn't** speak English. That's hard! Imagine how **SHE** felt this morning! People were kind to her and she smiled a lot.  
We had maths first, then it was break time. Before lunch we had English. In the afternoon, we had geography and the new girl pointed to her country on the map. The only problem is ... I can't remember her name! **I MUST** ask her and write it in my diary tomorrow. It's important to use names. I liked it when people remembered mine today!  
Good night!  
**PS.** Grandma wanted a picture of me in my new uniform.  
How about this?

**3** Read again. Answer the questions.

- What new things has Oliver got for school? *A new calculator and some colourful highlighters.*
- Who's Mr White? \_\_\_\_\_
- What was difficult for the new girl? \_\_\_\_\_
- Why did she have a nice first day? \_\_\_\_\_
- What subjects did they have on Tuesday? \_\_\_\_\_
- Did Oliver's new classmates use his name? \_\_\_\_\_

**Learning for life**

When do you need to be brave? What can you do to help yourself?  
Who can you ask for help when you aren't feeling very brave?

I need to be brave when ...

I try to ... That usually helps me!

We can ask ...

18
 Activity Book p.12

## Pupil's Book page 18

### 1 What do we write in a diary? How's it different from a blog?

- Elicit what a diary and a blog are. If possible, find a few examples and print them out from the internet to help illustrate what they are. Ask children how a diary is different from a blog. Accept suitable answers in L1 and translate where necessary.

#### Answer key

Suggested answers: What happened, what we want to do, how we feel. It's different from a blog because it's private and no one else sees it.

### 2 **Read and listen.** What does Oliver want to write in his diary on Wednesday?

- Ask children to read the question and ensure they understand it.
- Play the recording for children to read and listen to the diary entries.
- Put children into pairs to compare their answers.
- Ask the class to feed back their answers.

## Answer key

The name of the new girl

### 3 Read again. Answer the questions.

- Ask children to find the following words in the text: *secret, brave, frightened, scared, hard, kind, uniform*.
- Put children into pairs to discuss the meaning of each word. Ask children to use the context of the sentences the words are in to help with meaning.
- Feed back as a class. Translate any L1 explanations into English as necessary.
- Give children time to read and answer the questions.
- For extra support, allow children to work in pairs.
- Feed back as a class and ask children to give reasons for their answers.
- Lead a group discussion about the reading text: What did the children like / not like about reading a diary page? How is it different from reading a story?

50

Marbles 5 Teacher's Book

### Answer key

2 the class teacher 3 She doesn't speak English.  
4 People were kind to her. 5 maths, English, geography 6 Yes, they did.

### Learning for life

**Social and emotional learning:** Elicit the meaning of *brave*. Ask children if they think the new girl at Oliver's school is brave. (Yes, she doesn't speak English.)

Ask children to read the questions. Ensure they understand the meaning.

Ask a child to ask you the questions. Reply using the sentence starters, e.g. *I need to be brave when I go to the dentist. I don't like going to the dentist. I try to think of nice things. That usually helps me! We can ask the dentist to explain what he/she is doing.*

Ask children to discuss the questions in pairs.

Elicit some answers from different children. Ensure that any fears expressed by the children are met with empathy by the rest of the class.

### Activity Book page 12

#### 1 Read and complete the diary entries.

- Ask the children to read the text and check understanding of any words of which the children feel unsure.
- Ask children what type of words they would expect to use in each gap before they do the activity (2 name, 3 pronoun, 4 verb, 5 day, 6 adjective, 7 verb, 8 day).
- Children use the words in the box to complete the diary entries.
- Children check their answers in pairs before they feed back as a class.

### Answer key

2 Diary 3 I 4 have to 5 Saturday 6 Dear 7 See 8 Sunday

#### 2 Plan. Choose two days for your diary.

##### Make notes or circle.

- **Thinking skills:** As well as in the collaborative project at the end of each unit, the children develop planning skills through the writing task in each unit. The planning stage is now more detailed than in earlier levels of the course. You may want the children to complete this stage in class, but they should then have all the ideas that they need to do their writing for homework if you prefer.

- Tell children they are going to plan two diary entries.
- Ask children to answer the questions. Explain that they can invent information if they want and that they can use the diary entries in Activity 1 (and on Pupil's Book page 18) as a model.
- Put children into pairs to compare their answers.
- Ask some confident children to read out their answers to the questions.
- Write key words on the board to help less confident children.

#### Now write your diary entries. Use your ideas from Activity 2.

- The children can write their diary entry on a separate piece of paper or in a notebook, as you prefer. Depending on the time available and the level at which your children are working, you may like them to do a rough draft first or to add a picture. They could produce their work digitally if you wish. You could also set this task for homework.

### Extra activity

- **Brave people?** In pairs, ask children to think of people who are brave. (They can include people they know.) Ask them to give reasons. Each pair must agree on five brave people, e.g. A: *I think doctors are brave.* B: *Why?* A: *They have to help people who are ill. They see blood a lot.* B: *I agree.*

## Lesson objectives

To learn about compass points and how to say them in English  
To learn about basic features of maps and how to say them in English

### Learning for life:

#### Global learning:

Geographical knowledge (AB)

#### New CLIL words:

*scale, key, coordinates, compass, north, north-east, east, south-east, south, south-west, west, north-west*

#### Materials:

Pupil's Book page 19, Activity Book page 13

CLIL: Geography

Compasses and maps

1

**1** **Read and complete. Then listen and check.**

south-east
north-west
north-east
south-west

**Using a compass**

A **compass** tells us where to find north, south, east and west. You can use a compass to make sure that you're going in the right direction.

**2** **Read and listen. Then match the sentence halves.**

**Using maps**

A map is a drawing of a place, usually from above, as if you're looking down from a plane. Look at this map of a town centre. The **key** contains symbols to show different places on the map. The **scale** shows how big the distances are. For example, 1 cm equals 1 km. There are letters along the top of the map and numbers down the side. We use these to make **coordinates** for particular places on the map. For example, to find the coordinates of the swimming pool, read along the top of the map as far as the letter D.

Then look down the map as far as the number 2. The coordinates of the swimming pool are D2.

|   | A | B | C | D | E |
|---|---|---|---|---|---|
| 1 |   |   |   |   |   |
| 2 |   |   |   |   |   |
| 3 |   |   |   |   |   |
| 4 |   |   |   |   |   |
| 5 |   |   |   |   |   |

**Key:**

- train station
- bus station
- post office
- swimming pool
- cinema

Scale 1 cm: 1 km

**3** **Look again at Activity 2. Ask and answer.**

swimming pool
bus station
post office
cinema
train station

What are the coordinates of the swimming pool? D2.

## Warmer

- Ask: *How do you find a place when you don't know where it is?* Elicit that we can ask for directions, use a map (on our phone), etc. Accept any answers in L1 and translate where necessary.

## Pupil's Book page 19

### 1 28 Read and complete. Then listen and check.

- Point at the compass and ask children if they know the word for it in English. Say and point at the word in the text. Ask children to repeat after you. Do the same for *north, east, south* and *west*.
- Point out the example, and ask children to complete the labels.
- Play the recording. Children listen and check their answers.

#### Answer key

2 north-east 3 south-west 4 south-east

## Audio script

### As on PB page, followed by:

Look at the compass. Can you see north, south, east and west?

Between these points of the compass, there are four more. Between north and west, there's north-west. Between north and east, there's north-east. Then between south and west, there's south-west and between south and east, there's south-east.

### 2 29 Read and listen. Then match the sentence halves.

- Point at the map and elicit that it's a map.
- Play the recording. Children read and listen to the text.
- Say the words in bold and point at the relevant parts of the map. Ask children to repeat the words as you say them.
- Ask the children to read and match the sentence halves.
- Check answers as a class.

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Marbles 5 Teacher's Book

### Answer key

2 a 3 d 4 b

### 3 Look again at Activity 2. Ask and answer.

- Ask a child to read the question in the speech bubble. Ask the children to find the swimming pool on the map. Then read the coordinates (D2).
- In pairs, children ask and answer questions, using the words in the box, the model speech bubble and the map.
- For feedback, ask some pairs to demonstrate their questions and answers.

### Answer key

What are the coordinates of the bus station? E1.  
What are the coordinates of the post office? E4.  
What are the coordinates of the cinema? C5.  
What are the coordinates of the train station? A1.

## Activity Book page 13

### 1 New CLIL words Read and circle.

- Ask children to compare their answers in pairs before feeding back as a class.

### Answer key

2 coordinates 3 scale 4 north

### 2 Read and tick (✓) the correct sentences.

- Ask children to read the sentences. Explain any words they don't understand before they do the activity.

### Answer key

Tick: 3, 4, 6

### 3 Look and write. What's missing in each map?

- Before children do the activity, elicit what a map has (coordinates, key, scale, compass).

### Answer key

1 scale 2 coordinates 3 key

### 4 Where do you live? Write a compass point or the word *centre* and the name of the country.

- Elicit what *centre* means before children do the activity.
- **Global learning:** Discuss the activity to gauge how well the children know the geography of their immediate area and their country. If there are children from a different cultural background in the class, this may be an opportunity to tell their classmates more about where they or their parents are from originally, but only if they wish to.

## Extra activities

- **Where is it?** Ask children to add some more features to the map on page 19 of the Pupil's Book and ask and answer questions about the coordinates of those features.
- **Points of the compass** In pairs, ask children to think of towns and cities that are close by and write sentences about their position, using points of the compass, e.g. *(Town A) is north-west of here.*

### Helbling e-zone kids

#### Online Practice 2

**Learning for life:** Digital skills  
Children can now practise content from Lessons 5–8 in fun and interactive listening, vocabulary and language activities.

### Lesson objectives

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

#### Learning for life:

**Imagination, Collaboration, Research skills and Communication skills**

#### Imagine, research and present:

**Project: A map of our ideal school**  
In small groups, the children discuss features of a school that they would like and that would contribute to *Our Better World* by researching environmentally-friendly features. They plan, prepare and present a map of their school.

#### Materials:

Pupil's Book page 20, Activity Book page 14 (Either in class or at home, the children will need access to the internet for research, and usual classroom materials to plan and prepare their presentation.)

**Imagine, research and present**

**PROJECT: A map of your ideal school**

**1** Listen and number the pictures. Then imagine your ideal school. Draw and write in the bubble.

**2** Make groups. Then go to Activity Book page 14. Think, research and plan.

**3** Read and listen to Mrs Day discussing presentations with her class. Then write a class presentation tip.

**Mrs Day:** Let's think about where presenters look. Do we look down at the floor? Carla?

**Carla:** No, that's not a good idea.

**Mrs Day:** And why's that? Sam, what do you think?

**Sam:** It's better when presenters look at the audience.

**Mrs Day:** Yes, it's good to make eye contact. Yes, Holly?

**Holly:** But we can't look at everybody all the time.

**Mrs Day:** No, but we can move our eyes around the room. And smile, too! Everyone likes a friendly presenter.

**4** Present your ideal school to the class.

**Project**  
**Our Better World**

Go to page 104.  
Review your presentation.

### Warmer

- Explain that children will prepare and present a project, which will take more than one lesson.
- Tell the children what class time they will have to spend on it and when you are planning to see the presentations. Use the Activity Book planning page to point out that they need to organise themselves and allocate roles.
- To save class time or for use in evaluation, you could ask all the children to video themselves and then only see a few groups presenting 'live' in class.

### Pupil's Book page 20

- 1** **30** Listen and number the pictures. Then imagine your ideal school. Draw and write in the bubble.

- Elicit that the pictures are of a school. Point at each picture for children to name it (a playground, b cafeteria, c sports hall, d classroom, e science lab, f toilets).
- Tell children they are going to listen to a group of children discussing their ideal school. Play the recording. Children number the pictures.
- Check answers as a class.

- Play the recording again, pausing after each area of the school, to check understanding. Explain unfamiliar language, e.g. *water butt*.
- **Imagination:** Explain that children need to think of their own ideal school. Ask what areas they would like and how the school can be environmentally friendly. Write ideas on the board, e.g. *Plant a garden to grow food to sell in the cafeteria.*
- Children imagine their ideal school. They draw any ideas that spring to mind and write some words in the thought bubble.
- In pairs, children compare ideas. Remind them that all ideas are valid.

### Audio script

Carla: I love this project! It's fun to imagine our ideal school.

Boy 1: Yes, it is. OK, let's think about what's important in a school. We have to have lots of classrooms.

Girl 1: Yes, and we have to have a science lab.

Boy 1: But we need a playground, too. Hey, we can put some water butts in the playground to collect rain water. We can use that water for the plants around the school.

Carla: Good idea. I saw an article online about a school with a special roof which collects rain water. They recycled the water in the toilets.

Boy 2: Oh, that's clever! We can have a roof like that in our ideal school! Let's do some research for other ideas. And what else do we want to include?

Girl 1: What about a sports hall?

Boy 1: Oh, yes! And a big cafeteria!

Carla: Yes, of course! That's the most important place in the school!

Boy 2: Now let's ...

### Answer key

a 3 b 6 c 5 e 2 f 4

## 2 Make groups. Then go to Activity Book page 14. Think, research and plan.

- **Collaboration:** Organise the class into groups. You could put together children whose ideas for Activity 1 were similar. This could also be based on the children's English, creativity, leadership, etc. Tell them that the four characters work in different groups in each unit and that it's good to work with different people.
- Tell children that they will think, research and plan their ideal school in their groups.
- **Research skills:** Ask the class how the children on the recording found out about a special roof that collects rain (an online article). Discuss websites that children could use to research this project. Remind them to use only reliable websites and to check information on more than one website.

### Activity Book page 14

- Direct children to the Activity Book Project page for planning, and a piece of related writing work.

### Project planning

They record the names of group members and discuss ideas for an ideal school and the eco-friendly features it might have. They write their ideas in the 'What ideas did we talk about?' section.

Refer them to the 'What's my job for the research?' section, encouraging them to add a fourth idea.

They divide up the roles in their groups.

Each member of the group does their research and makes notes. Unless there is time to research in class, they will need to do this at home. If any children don't have internet access at home, they can ask parents/carers for ideas.

### Getting ready to present

This is a preparatory task that, once completed, gives the children a model for a part of their own presentation (usually the start). In this unit, you may

like to do this task in class to discuss how it will help them with their own presentation.

### Answer key

2 a 3 e 4 b 5 d

The classrooms are big and colourful. We have some lessons outside, too. We all love swimming! Outside there's a big swimming pool. There's also a gym. It's fun to climb and jump! Our school uses green energy! We have solar panels on the roof!

### Now prepare YOUR presentation.

Children record here the part that they will play in the presentation.

### Pupil's Book page 20

## 3 31 Read and listen to Mrs Day discussing presentations with her class. Then write a class presentation tip.

- **Communication skills:** Remind the class that Mrs Day is Carla, Kenji, Rosie and Serkan's teacher. Explain that she's talking about presentations with the class. Play the recording for children to read and listen.
- In pairs, children discuss what the presentation tip could be.
- Elicit ideas from the class. Write a tip on the board for the children to copy.

### Answer key

Suggested answer: Look at the audience and smile when you're presenting.

## 4 Present your ideal school to the class.

- Children take turns to present their project to the class.
- Remind presenters to use the tip from Activity 3 and the rest to listen respectfully.

### Go to page 104. Review your presentation.

- Ask children to read the sentences in 'Preparing your presentation' and 'Giving the group presentation'. Explain any unknown words. Children tick the sentences that relate to their experiences of planning and giving a presentation. The ticklists have been written with all levels of children in mind, e.g. a less able or confident child would still be able to tick *I planned with my group*, even if their involvement was minimal. This will help foster confidence and the wish to achieve more in subsequent units.
- The 'How did it go?' section is designed for children to reflect on their experiences and give their personal opinions. Monitor and help children with their comments, translating from L1 if necessary.

### Lesson objectives

To review the unit content and to reflect on learning

#### Review:

Unit vocabulary and language

#### Materials:

Pupil's Book page 21, Activity Book page 15

**Review**
1

**1** Look and complete the crossword. What's the hidden word?

|    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 1  | c | u | p | b | a | r | d |
| 2  |   |   |   |   |   |   |   |
| 3  |   |   |   |   |   |   |   |
| 4  |   |   |   |   |   |   |   |
| 5  |   |   |   |   |   |   |   |
| 6  |   |   |   |   |   |   |   |
| 7  |   |   |   |   |   |   |   |
| 8  |   |   |   |   |   |   |   |
| 9  |   |   |   |   |   |   |   |
| 10 |   |   |   |   |   |   |   |

**2** What have you got on your desk now? Tell a partner.

**3** Read and circle.

Emma: Come on Josh, we <sup>1</sup>have/ has to go.  
It's quarter <sup>2</sup>and / past eight!

Josh: What time <sup>3</sup>do / is the bus?

Emma: It leaves <sup>4</sup>at / in ten minutes.

Josh: OK. But I <sup>5</sup>have / has to check my backpack first. You <sup>6</sup>don't / doesn't have to wait for me.

Emma: It's OK. I don't mind.

Josh: Right, I've got my calculator and my pencil case.

Emma: So you're ready?

Josh: Yes, let's go! Hey, you didn't <sup>7</sup>have / has to wait for me, but thanks!

**Now I can ...**

- talk about school objects.
- talk about the things I have to or don't have to do.
- tell the time.

Activity Book Exam practice p.80
 Progress Test 1

**Ready  
for Unit 2?**

21

### Pupil's Book page 21

#### 1 Look and complete the crossword. What's the hidden word?

- Ask children to name the items in the picture.
- When you feed back as a class, ask individual children to spell out the words.

#### Answer key

2 glue 3 screen 4 backpack 5 highlighter  
6 calculator 7 scissors 8 timetable 9 poster  
10 whiteboard  
Hidden word: pencil case

#### 2 What have you got on your desk now? Tell a partner.

- In pairs, children say what they have got on their desk with *I have got ...*

#### 3 Read and circle.

- Before children do the activity, revise the unit grammar points with the class.
- Feed back as a class.

### Answer key

2 past 3 is 4 in 5 have 6 don't 7 have

### Activity Book page 15

#### My word file

- Children complete the activity individually and then compare answers. You may like to review answers before the children check their spelling with the relevant page in the Pupil's Book. They can either note any spellings that they needed to correct, or simply rub out and replace them with the correct version, as you prefer.

#### Answer key

2 whiteboard 3 screen 4 poster 5 cupboard  
6 calculator 7 backpack 8 highlighter 9 scissors  
10 glue

## My language file

- Having completed controlled tasks in the Pupil's Book, this part of the Review is a chance for children to show what they can do on their own with the language, following a model. Make sure they understand that there are no correct answers, but encourage them to use the new language accurately. You may like to elicit some ideas first.

## Pupil's Book page 21

### Now I can ...

- Ask children to turn back to page 21 of the Pupil's Book to assess their progress in the 'Now I can ...' section.
- Having completed the unit vocabulary and grammar activities in the Activity Book, the children can use the results to assess how well they can use the unit vocabulary and grammar. They colour part or all of the battery to show how well they feel they know the vocabulary and grammar.

## Activity Book page 15

### About this unit

- Ask children to turn back to page 15 of the Activity Book and the 'About this unit' section.
- This is an opportunity for children to give their opinion about the unit. Some may remember an activity as their favourite; some may want to say that they like a particular picture; others may have enjoyed a whole lesson. The children think and decide what they would like to record as their favourite thing in the unit (in either the Pupil's Book or the Activity Book). They circle the word *activity*, *picture* or *lesson* and then write the page number, e.g. page 18 (PB) or page 10 (AB), and their comment underneath. Children can use the speech bubbles as models for their comments, or they can provide their own comments. Elicit some examples from the class.

## Extra activity

- **At home** In pairs, children say what they have to do when they get home after school, e.g. *I have to do my homework at five o'clock. I have to help my mum in the kitchen at half past six.*

## Exam practice

- For further practice of the unit vocabulary and language using activity types from the YLE A2 Flyers 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 219.

## Helbling e-zone kids

### 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.