



MARBLES



Teacher's Book



6

- 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

Marbles Teacher's Book 6

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with Herbert Puchta

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Contents

Map of the book	4
Introduction	6
Teaching notes	
Welcome	26
1 Unit 1	38
2 Unit 2	58
Round the world The United Kingdom	78
3 Unit 3	82
4 Unit 4	102
Round the world Brazil	122
5 Unit 5	126
6 Unit 6	146
Round the world The United States	166
7 Unit 7	170
8 Unit 8	190
Round the world Antarctica	210
Reviews	214
Exam practice	218
Video and audio scripts	
CLIL video and audio scripts	225
Round the world video and audio scripts	229

Map of the book

A2 Flyers

	Vocabulary	Language
Welcome Page 6	• Revision	• Past simple review • <i>going to</i> review
1 Lend a hand! Page 12	Jobs: designer, engineer, fire fighter, guitarist, journalist, mechanic, paramedic, photographer, pilot, waiter	• Present perfect for recent actions • Present perfect with <i>just</i> • Rap with Ronnie! 🎵 • Present perfect questions
Functional language Checking information with question tags Reading (and AB Writing) A news article CLIL Citizenship: Volunteering Learning for life Helping in the community Imagine, research and present A volunteering week Review Serkan's sounds g and j (AB)		
2 Save the planet! Page 22	Helping the environment: donate toys and clothes, go by bike, pick up rubbish, plant trees, recycle plastic, reuse paper, turn off the light, turn off the tap, use public transport, use renewable energy	• <i>will</i> / <i>won't</i> for promises • <i>will</i> / <i>won't</i> for predictions • Rap with Ronnie! 🎵 • Questions with <i>will</i>
Functional language Offers and suggestions Reading (and AB Writing) Poetry CLIL Social science: <i>Luna presents</i> Ethical tourism 🎵 Learning for life Being responsible tourists Imagine, research and present A creative environmental solution Review Serkan's sounds s and z (AB)		
Round the world Page 32 The United Kingdom 🎵 Story: <i>International Crime Fighters</i> Episode 5		
3 Let's all take part! Page 34	Group activities: chess, choir, match, orchestra, prize, puzzle, quiz, (egg and spoon) race, show, winner	• <i>going to</i> for plans • <i>going to</i> for predictions • Rap with Ronnie! 🎵 • <i>might</i> / <i>may</i> for possible plans
Functional language Encouraging Reading (and AB Writing) A blog entry CLIL PE: Sport for all Learning for life Being more inclusive Imagine, research and present A new inclusive sport Review Serkan's sounds ch (AB)		
4 From farm to plate Page 44	Food production: deliver, grow, pack, pick, plant, sell, transport, wrap factory, shelf / shelves	• Relative clause review • Other clauses with <i>where</i> • Rap with Ronnie! 🎵 • Present perfect with <i>for</i> and <i>since</i>
Functional language Talking about food Reading (and AB Writing) A cautionary tale Learning for life Sharing CLIL Social science: <i>Jamie presents</i> Chocolate and Fairtrade 🎵 Imagine, research and present An ethical chocolate bar Review Serkan's sounds c, ck and k (AB)		
Round the world Page 54 Brazil 🎵 Story: <i>International Crime Fighters</i> Episode 6		

Learning
for life



Imagination



Collaboration



Social and
emotional
learning



Global
learning



	Vocabulary	Language
5 Earth, wind, fire, water! Page 56	Wild weather and natural disasters: blizzard, drought, earthquake, flood, fog, forest fire, hail, ice, lightning, tornado	• Zero conditional • Commas with the zero conditional Rap with Ronnie! • enough and too
Functional language Talking about an experiment Reading (and AB Writing) An experiment CLIL Science: Earthquakes Learning for life Being prepared Imagine, research and present A drinking water invention Review Serkan's sounds oh and ow (AB)		
6 The lost world Page 66	Animal body parts: beak, claws, feathers, fossil, fur, horns, jaws, scales, tongue, tusks	• Past tense review with before and after • so Rap with Ronnie! • should / shouldn't
Functional language Talking about dinosaurs Reading (and AB Writing) A fact file CLIL Natural science: Luna presents Extinction of the dinosaurs Learning for life Protecting animals Imagine, research and present An animal protection plan Review Serkan's sounds or (AB)		
Round the world Page 76 The United States Story: International Crime Fighters Episode 7		
7 Stay in touch Page 78	Technology: attach, charge, chat, copy, delete, print, plug in, save, send, tap (on)	• used to • used to questions and short answers Rap with Ronnie! • Present perfect with yet
Functional language Talking about technology Reading (and AB Writing) An encyclopedia entry CLIL ICT: Staying in touch Learning for life Using technology to stay in touch Imagine, research and present An inter-school portal Review Serkan's sounds 1 or 2 consonants? (AB)		
8 Out of this world Page 88	Space: astronaut, comet, crater, Earth, Mars, rocket, solar system, space station, spacesuit, telescope	• Present perfect with already • already and yet Rap with Ronnie! • will and going to
Functional language Talking about science fiction Reading (and AB Writing) A book review CLIL Science: Jamie presents Space exploration Learning for life Being curious and asking questions Imagine, research and present A sci-fi sketch with a message Review Serkan's sounds e, i and y (AB)		
Round the world Page 98 Antarctica Story: International Crime Fighters Episode 8		
Language reference Page 100 Project Page 104 Irregular verbs Page 108		



Digital skills



Thinking skills



Communication skills



Research skills

1 Lend a hand!

I already know ...

1 What jobs do you know?
What do people do in these jobs?

Learn to ...

- talk about jobs.
- talk about things that people have just done.
- read and write a news article.
- talk about helping in the community.

Vocabulary

2 Listen and answer. What job does Rosie's aunt do?

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

designer	☐	mechanic	☐
engineer	☐	paramedic	☐
fire fighter	☐	photographer	☐
guitarist	☐	pilot	☐
journalist	☐	waiter	☐

4 Listen and number the pictures. Then listen again, say the word and write.

a He's a ... b She's a ...

c She's a ... d He's a ...

5 Take turns to imagine a day at work for your partner to guess.

I take food and drinks to people at tables.

Are you a ...?

Activity Book p.8

Unit objectives

Vocabulary:

Jobs

designer, engineer, fire fighter, guitarist, journalist, mechanic, paramedic, photographer, pilot, waiter

Language:

Language 1: Present perfect for recent actions

I've called the fire brigade.

He's brought the salad.

They haven't arrived.

She hasn't remembered the sandwiches.

Present perfect with just

He's just fixed the engine.

I've just eaten my last snack.

Language 2: Present perfect questions

Have you put out any fires today?

Yes, I have. / No, I haven't.

Has the restaurant been very busy?

Yes, it has. / No, it hasn't.

What have you designed today?

Pronunciation:

Rap with Ronnie!

-ed endings: /d/, /t/, /ɪd/

Serkan's sounds

g and j

Functional language:

Checking information with question tags

Reading and writing:

A news article

Learning for life:

Social and emotional learning:

Helping in the community

CLIL:

Citizenship

Volunteering

Imagine, research and present:

A volunteering week

Lesson objectives

To introduce the new unit topic and vocabulary

Vocabulary:

Jobs

designer, engineer, fire fighter, guitarist, journalist, mechanic, paramedic, photographer, pilot, waiter

Materials:

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

I already know ...

1 What jobs do you know? What do people do in these jobs?

- Ask children to name jobs they know the words for in English.
- Ask children to open their Pupil's Books to page 12 and look at the picture. Ask children to name what they can see (e.g. a town square, a café, a clothes shop).
- Ask: *What jobs can you see people doing?* Put children into pairs to discuss the question before asking the class for their answers.
- Elicit the jobs the children can see. Then ask them to discuss in pairs the following question: *What do people do in these jobs?* To give more support, you could write the question and sentence starter on the board: *A ... must / has to ...* Put children into pairs to discuss the question before asking the class for their answers.
- Elicit suggestions, writing up any useful recycled vocabulary on the board.
- Focus on the fire fighter. Point out that the fire service sometimes rescue cats and other animals trapped in high places using specialist equipment. In these cases, you should contact an animal rescue service first and they decide if the fire service is needed.

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 ...' box on page 13 of the Pupil's Book. Talk to the children about the different points in the box. Ask: *What newspapers do you read? What do you like reading about in newspapers? How do you help people? Why is it good to help people?* Translate any L1 words children may use into English.

2 13 Listen and answer. What job does Rosie's aunt do?

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

Audio script

Serkan: I was in town yesterday and I saw lots of people doing different jobs. A waiter was taking some drinks to a table.
I want to work in a café or a restaurant when I'm older, but I want to be the cook! What jobs are you interested in?

Kenji: My dad's a paramedic. He helps people who are sick. When I grow up, I want to look after sick animals. I want to be a vet.

Rosie: It's cool that your dad's a paramedic.
Kenji: What do you want to do, Rosie?
Rosie: I want to help people too. I want to be a nurse like my aunt. My mum's an engineer. She designs buildings and bridges.

Carla: I want to design things too. But I want to be a fashion designer because I love clothes.

Answer key

A nurse

3 14 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 (six)? (paramedic)* 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 pilot 2 engineer 3 fire fighter 4 designer
5 waiter 6 paramedic 7 guitarist
8 photographer 9 journalist 10 mechanic

1 Lend a hand!

I already know ...

1 What jobs do you know?
What do people do in these jobs?

Learn to ...

- talk about jobs.
- talk about things that people have just done.
- read and write a news article.
- talk about helping in the community.

Vocabulary

2 Listen and answer. What job does Rosie's aunt do?

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

designer	☐	mechanic	☐
engineer	☐	paramedic	☐
fire fighter	☐	photographer	☐
guitarist	☐	pilot	☐
journalist	☐	waiter	☐

4 Listen and number the pictures. Then listen again, say the word and write.

a He's a _____

b She's a _____

c She's a _____

d He's a _____

5 Take turns to imagine a day at work for your partner to guess.

I take food and drinks to people at tables.

Are you a ...?

Activity Book p.8

Lesson objectives

To practise the vocabulary from Lesson 1

Vocabulary:

Jobs

designer, engineer, fire fighter, guitarist, journalist, mechanic, paramedic, photographer, pilot, waiter

Materials:

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

Warmer

- Point at a picture of a job from Lesson 1 on page 12 of the Pupil's Book. Ask children to name the job. Repeat with different words.

Pupil's Book page 13

4 Listen and number the pictures. Then listen again, say the word and write.

- Ask children to look at the photos and say what job they think each person does. Ask children to give reasons for their guesses, e.g. *I think she's a photographer. She has got a camera.* Explain that they are going to listen to some people talk about their jobs.
- Play the first part of the recording for the children to do the activity, pausing before *Now listen again.*
- Continue playing the recording. The second time, the children hear *I'm a ...* at the end of each section. Pause the recording for the children to say and write the words.
- Check answers as a class by asking children to spell out the words that they have written.

Audio script

- 1 I like my job because I love music. It's exciting to play for thousands of people at a festival.
- 2 I design and make clothes. My job is creative and interesting, but I sometimes have to hurry to get ready for an important show.
- 3 I drive an ambulance and I help people who are sick in the community. I often have to take people to hospital. I like my job because I enjoy helping people.
- 4 My job is great! I take pictures of interesting things with my camera. My pictures are sometimes in newspapers or magazines.

Answer key

- 1 b, guitarist 2 d, designer 3 a, paramedic
4 c, photographer

3 Read and complete.

- Before children complete the texts with words for jobs, clarify any language they may not know.

Answer key

- 2 paramedic 3 photographer 4 engineer
5 designer 6 mechanic

Extra activity

- **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.

5 Take turns to imagine a day at work for your partner to guess.

- Ask a child to read the first example speech bubble. Read the second speech bubble and ask the class to complete the question with a job word. Elicit that the correct answer is *waiter*.
- Ask children to think of three jobs. Ask them to think of three sentences to describe some of the tasks related to each job. Less confident children can write down their sentences.
- Put children into pairs to do the activity. Encourage children to take it in turns to say and guess.
- Ask more confident children to say their sentences to the class. The other children identify the jobs.

Activity Book page 8

1 Complete the words. Then match.

- Children complete the words for jobs. Point out that each line represents a letter. Then children match each word with the correct photo.

Answer key

- 1 photographer (c) 2 designer (b) 3 engineer (a)
4 fire fighter (f) 5 mechanic (d) 6 journalist (e)

2 Read and write.

- Children complete the sentences with words for jobs.
- Check answers by asking individual children to spell out the words.

Answer key

- 2 pilot 3 waiter 4 paramedic 5 journalist
6 engineer

Lesson objectives

To present Language 1

Language:

I've called the fire brigade.

He's brought the salad.

They haven't arrived.

She hasn't remembered the sandwiches.

Materials:

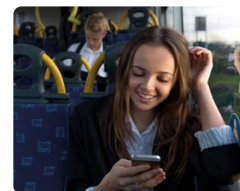
Pupil's Book page 14,

Activity Book page 9 (Activities 1–2)

Language 1

1 Read and listen. Who has arrived to help?

Hi, Mum, it's me. I'm on the school bus, but I'm going to be late home. Our bus has broken down! The mechanic has arrived. He's looked at the engine and he says that the problem isn't serious! He's got his tools from his van and he's started to fix the engine. Luckily, I've still got some of my lunch left! I've eaten my apple, but I haven't eaten my strawberries!



Present perfect for recent actions

I've called the fire brigade. They haven't arrived.
He's brought the salad. She hasn't remembered the sandwiches.

Find out more on page 100. Check irregular verbs on page 112.

2 Write sentences.

draw a bridge rescue a cat give a concert repair a car



1 They've rescued a cat.



2 _____



3 _____



4 _____



5 _____



6 _____

3 Make three sentences about what you've done or haven't done today.

see our head teacher have an art lesson use a computer
eat my lunch do my homework do a presentation

I haven't seen our head teacher.

14

Warmer

- Act out a job from Lessons 1 and 2 for the class to guess. Repeat with different jobs.

Pupil's Book page 14

1 Read and listen. Who has arrived to help?

- Tell children they are going to read and listen to a voicemail from a girl to her mum.
- Ensure that children understand the question.
- Play the recording for children to listen and read the message.
- Get class feedback. Elicit the meaning of *engine*, *tools*, *van* and *fix*.

Answer key

A mechanic

Language box

- Ask different children to read each sentence. Tell children that we use the present perfect for actions that have just happened. Elicit how to make positive and negative sentences in the present perfect. If necessary, revise how to

conjugate the verb *have* and remind about regular and irregular past participles. You can use the irregular verb list on page 112. (The illustrated list on pages 108–111 shows the past simple, but is also useful support for the meaning.)

- Ask children to find examples of the present perfect in the voicemail message in Activity 1. Write the examples on the board.
- Ask children to go to the Language reference section on page 100 of the Pupil's Book.
- If there's time, put children into pairs and ask them to write a positive and a negative sentence in the present perfect that is true for themselves.
- Feed back as a class.

2 Write sentences.

- Explain that children make sentences in the present perfect using the words in the box. Ask children to tell you the past participle of each verb.
- Children write the sentences under the correct pictures to say what each person has done.
- Check answers as a class.

Answer key

- 2 She's repaired a car.
- 3 He's given a concert.
- 4 She's drawn a bridge.

3 Make three sentences about what you've done or haven't done today.

- Point at the example speech bubble. Ask a child to read it out. Explain that children need to make three sentences using the present perfect and the words in the box that are true for themselves. The sentences can be positive or negative.
- Ask children to tell you the past participle of each verb before they make their sentences.
- Children say their sentences in pairs.
- Ask some confident children to demonstrate their sentences in front of the class.

Activity Book page 9

1 Read and circle.

- Ask children to read the sentences and circle the correct options.
- Check answers as a class.

Answer key

2 seen 3 worked 4 have 5 slept 6 stopped

2 Complete the message. Use the correct present perfect form of the verbs in brackets.

- Before children do the activity, elicit that they need to use positive and negative forms of the present perfect.

Answer key

2 hasn't fed 3 've looked 4 hasn't watched
5 has stopped 6 hasn't replied

Extra activity

- **True or false?** Ask children to write five true and false sentences about what they have done today. 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:

He's just fixed the engine.

I've just eaten my last snack.

Pronunciation:

Ronnie's rap: -ed sounds: /d/, /t/, /ɪd/

Serkan's sounds (Activity Book): g and j

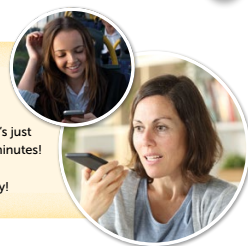
Materials:

Pupil's Book page 15,

Activity Book page 9 (Activity 3) and page 10

4 Read and listen. When is Tessa going to get home?

Mum: Hi, Tessa! I've just listened to your message.
What's happening now?
Tessa: Good news! The mechanic has just fixed the engine!
Mum: Great! So are you moving now?
Tessa: No, but the bus driver has just got back on the bus. He's just turned on the engine ... and we're off! See you in ten minutes!
Mum: OK, love – I'm putting the dinner on now!
Tessa: Yes, please. I've just eaten my last snack and I'm hungry!



Present perfect with just

He's **just** fixed the engine. I've **just** eaten my last snack.

Find out more on page 100. Check irregular verbs on page 112.

5 Find the differences. Make sentences with the present perfect and just.

The pilot has just landed the plane.

drop land take arrive put



Rap with Ronnie!

Language and pronunciation

Listen and look at the red, green and blue words.

Watch or listen and join in.

We've **helped** in the kitchen.
We've **washed** all the dishes.
Lending a hand at Grandma's house!

We've **cleaned** all the windows.
We've **repaired** a gate.
Lending a hand at Grandma's house!

We've **painted** the house.
We've **planted** some flowers.
Lending a hand at Grandma's house!

Activity Book pp.9–10

Online Practice 1

15

Pupil's Book page 15

4 Read and listen. When is Tessa going to get home?

- Tell children they are going to read and listen to the girl from the previous lesson and her mum talking about when the girl will get home.
- Before you play the recording, ensure that children understand the question.
- Play the recording for children to listen and read the dialogue.
- Get class feedback.

Answer key

In ten minutes

Language box

- Ask different children to read each sentence. Tell children that we use *just* when an action has happened very recently.
- Remind children how to make the present perfect. Elicit that *just* should go after *have / has* and before the past participle.

- Ask children to go to the Language reference section on page 100 of the Pupil's Book. Remind them about the list of irregular verbs on page 112. Ask children which past participle in the examples is irregular (*eaten*).
- If there's time, put children into pairs and ask them to write a sentence using the present perfect and *just*.
- Feed back as a class.

5 Find the differences. Make sentences with the present perfect and just.

- Explain that by comparing the two pictures and using the words in the box children can say what action has just happened. Ask a child to say the example sentence.
- In pairs, children say the sentences.
- Feed back as a class.

Answer key

Suggested answers:

2 The waiter has just dropped a bowl.

- 3 They've just arrived (for their flight/at the gate).
- 4 The paramedic has just put a bandage on the boy's elbow/arm.
- 5 The photographer has just taken a photo.

Activity Book page 9

3 Complete the sentences. Use *just* and the correct present perfect form of the verbs in brackets.

- Remind children that we place *just* between *have / has* and the past participle.

Answer key

- 2 has just answered 3 has just fallen
4 has just run

Pupil's Book page 15

Rap with Ronnie!

 **18** Point out the red, green and blue words and ask the children to listen carefully. Play the rap. Afterwards, highlight the pronunciation of *-ed* in the different coloured past participles: red /t/, green /d/ and blue /ɪd/.

 **19** Tell the children that they will hear the rap again, this time said by Mr Park'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 Ronnie's rap before writing their own verses. If the children didn't use *Marbles 5*, you may like them to work in pairs or groups of three or four this first time. 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. Use Ronnie's rap to point out that they don't need to worry about rhyme and that rhythm is more important.

Explain that they can use any combination of past participles, but encourage them to pay attention to their pronunciation when they perform their rap.

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 washed 3 cleaned 4 repaired 5 painted
6 planted

Serkan's sounds

As in *Marbles Activity Book 5*, this section has a sound and spelling focus. It usually targets two sounds (phonemes) spelled using the same letters (graphemes) or, as in this particular case, two different graphemes *g* and *j* for the same phoneme /dʒ/.

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

 **4** They then listen and complete the task. This activity also widens awareness by including examples of *g* pronounced /g/ and an example of the grapheme *dg* (*bridge*).

Ask children, in pairs, to write down as many words as they can with the key sound. Invite volunteers to spell out words for the rest of the class to check. Then write them on the board.

Answer key

- 1 Yes
- 2 The blue letters sound different in: 2 giant
3 garden 4 jacket 5 age 6 get
- 3 Suggested answers: geography, gym, orange, large, message, village, stage, vegetables, subject, January, June, July, enjoy, jellyfish, jeans, jungle, project, fridge,

Extra activity

- **1, 2, 3!** In groups children find more past participles ending in *-ed* with the sounds: /t/, /d/ and /ɪd/.
- In pairs, children say 1, 2, 3 and a participle ending in *-ed*. If the words have the same *-ed* sounds, both children do a high five. Children continue with more *-ed* words.

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:

Have you put out any fires today?

Yes, I have. / No, I haven't.

Has the restaurant been very busy?

Yes, it has. / No, it hasn't.

How many photos have you taken?

What have you designed today?

Materials:

Pupil's Book page 16, Activity Book page 11

Language 2

1 **Read and listen.** David interviewed people for a magazine. What are their jobs?

JOB FOR A DAY! Local boy David Robins wants to be a journalist when he grows up, so we gave him a camera and a microphone! He talked to people who were doing their jobs. Here are some of his interviews.

A journalist

David: Have you put out any fires today?
Maria: No, I haven't. But we've saved a man from a car accident.

David: How many photos have you taken today?
Lucy: Oh, I've taken hundreds of photos of different plants today!

David: Has the restaurant been very busy?
Ben: Yes, it has! I've been in and out of the kitchen lots of times.

David: What have you designed today?
Simon: This T-shirt and these shorts.

Present perfect questions

Have you put out any fires today?	Yes, I have . / No, I haven't .
Has the restaurant been very busy?	Yes, it has . / No, it hasn't .
How many photos have you taken?	What have you designed today?

Find out more on page 100. Check irregular verbs on page 112.

2 **Ask and answer.**

Has she ... today? No, she ...

she / drop / any plates / today / ?

he / help / anyone / today / ?

how many / cars / he / fix / today / ?

what / she / design / today / ?

3 **Take turns to interview the people in Activity 1. Invent new answers.** Have you ... today?

Train to think

Activity Book p.11

Warmer

- Do an action, e.g. cleaning a table. Say: *I've just cleaned a table*. The class say *Yes!* if the sentence matches the action or *No!* if the sentence doesn't match the action. Continue with different actions and sentences.

Pupil's Book page 16

- 1** **20 Read and listen.** David interviewed people for a magazine. What are their jobs?

 - Tell children they are going to read and listen to a boy interviewing people about their jobs.
 - Before you play the recording, ensure children understand the question.
 - Play the recording for children to listen and read.
 - Get class feedback. Ask children to give reasons for their answers. Point out that fire fighters not only put out fires, but also use specialist equipment to rescue people in dangerous situations.

Answer key

fire fighter, waiter, photographer, designer

Language box

- Pairs of children read out the questions and answers in the language box.
 - Elicit that to make present perfect questions a form of *have* goes before the subject, followed by the past participle. Elicit that we use the correct form of *have* in the short answers.
 - Ask children to go to the Language reference section on page 100 of the Pupil's Book. Remind children that the list of irregular past participles is on page 112.
 - If there's time, ask each child to write a question in the present perfect for their partner to answer.
 - Feed back as a class.
- 2** **Ask and answer.**

 - Tell children that they are going to form present perfect questions with the words under each photo. In pairs, they ask and answer questions using the pictures to the right of each photo.
 - Ask two children to complete the example speech bubbles. Tell them to use these as a model.
 - For extra support, pair strong pupils with those who need more support.

- Ask confident pairs to perform one or two question and answer exchanges for the rest of the class.

Answer key

- 1 Has she dropped any plates today? No, she hasn't.
- 2 Has he helped anyone today? Yes, he has.
- 3 How many cars has he fixed today? Three.
- 4 What has she designed today? A dress.

3 Take turns to interview the people in Activity 1. Invent new answers.

- Tell children that they are going to interview the people in Activity 1. In pairs, they ask and answer questions giving new answers.
- Invite volunteers to ask and answer across the class in open pairs.

Activity Book page 11

1 Read and match.

- Explain that children read the questions and number the responses. Point out the example.

Answer key

2 f 3 a 4 e 5 b 6 d

2 Complete the dialogue. Use the correct present perfect form of the verbs in brackets.

- Have children compare their answers before class feedback.

Answer key

2 haven't 3 've played 4 Has, asked 5 she has
6 have, been 7 Have, listened

3 Imagine and complete the questions. Then answer.

- **Imagination:** Ask the children to complete the questions with the present perfect and write their answers. If they need ideas, you could feed in the following prompts, leaving the children to form the present perfect verbs:
 - 1 listen to music, have maths, play football
 - 2 give you any homework, explain the present perfect
 - 3 go to the park, study together

Be creative!

Imagination: This is an opportunity for children to use the language creatively and imaginatively, pretending that they are interviewing a famous person. 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 would you like to know about him/her?* Invite ideas using *Have you ...?* e.g. *Have you met ...? Have you jumped out of a plane?* Write these examples on the board for children to use as a model. 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 activity

- **Have you ...?** Ask children to write five questions in the present perfect to ask their partner, e.g. *Have you swum in the sea? Have you read ten books this year?* The partner replies using short answers and the child who asked the questions has to say whether they think the answers are true or false.

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 checking information

Learning for life:

Collaboration

Social and emotional learning:

Showing interest in others

Functional language:

Checking information with question tags

She works ..., doesn't she?

He's ..., isn't he?

He hasn't got ..., has he?

You want ..., don't you?

You've got ..., haven't you?

Materials:

Pupil's Book page 17

Listening and Speaking

1 Listen to Emma talking to George about his family. Who does she want to meet and why?

2 What jobs do the people in George's family do? Listen again and write a letter in each box.

Mum ☐

Dad ☐

William ☐

Aunt Sarah ☐

Uncle Michael ☐

Katy ☐

3 What do you know about your partner? Check information with question tags. Use the ideas in the box or your own ideas.

age your birthday like / don't like
in the ... team / club favourite team / lesson
live near mum / dad / sister / brother / cousin

You're ..., aren't you?

You don't like ..., do you?

Your parents have got ..., haven't they?

Let's talk

Checking information with question tags

She works ..., doesn't she?
He's ..., isn't he?
He hasn't got ..., has he?
You want ..., don't you?
You've got ..., haven't you?

Warmer

- Point at different children and make a guess about their parents' jobs, e.g. *Your dad is a designer.* Children answer *Yes!* or *No!* Then rephrase your guesses by using questions with question tags, e.g. *Your dad is a designer, isn't he?* Tell children they will listen to some children talking about their family and their jobs.

Pupil's Book page 17

- 1** Listen to Emma talking to George about his family. Who does she want to meet and why?
- Play the recording for the children to listen to.
 - To check answers, play the recording again. Ask children to give reasons for their answers.

Audio script

Emma: Your parents have got really interesting jobs!

George: Er, I guess that's true, yeah!

Emma: Your mum works at the hospital, doesn't she?

George: Yes, that's right. She drives an ambulance. She's a paramedic.

Emma: That's a very important job. And your dad, he's a fire fighter, isn't he?

George: That's right. He's put out three fires this week.

Emma: Really?

George: Yes! He's just got home, but now he's in bed because he was working all night.

Emma: But your brother hasn't got a job, has he?

George: William? Actually, yes, he has! He's just got a job as a waiter at that café in the town square.

Emma: Oh, fantastic!

George: And my Aunt Sarah's got a cool job too. She's a photographer.

Emma: Oh, I love taking photos.

George: She takes photos of people at special events, such as weddings.

Emma: That job sounds fun, doesn't it?

George: Yes, it does!

Emma: You want to be a journalist, don't you?

George: Yes, that's right, like my Uncle Michael. He works at the newspaper in town. Maybe he can help me to get a job there in the future!

Emma: Oh yes! And you've got a cousin who's a singer, haven't you?

George: Ah, you're thinking of my cousin Katy, but she's a guitarist, not a singer. She travels all over the world. She's just come back from the USA.

Emma: That's the coolest job in the world. Can I meet her? I want to be a singer when I grow up!

George: Of course! You can meet her when you come to my house this weekend.

Answer key

Cousin Katy – she has a cool job.

2 22 What jobs do the people in George's family do? Listen again and write a letter in each box.

- Before children do the activity, ask them to read the names and look at the pictures. Elicit what job each picture depicts.
- Ask children to listen again and match the people with the jobs by writing letters in the boxes.
- Ask children to compare their answers in pairs.
- Elicit the answers from the class.

Answer key

Dad C, William G, Aunt Sarah D,
Uncle Michael H, Katy A

3 What do you know about your partner? Check information with question tags. Use the ideas in the box or your own ideas.

- Ask children to look at the 'Let's talk' box. Ask different children to read out the questions. Elicit that we use question tags at the end of each question to check information. Give some examples of how they are used: *She works in the hospital, doesn't she? He's eleven, isn't he?*
- **Collaboration:** Ask children to look at the activity. Explain that each child will ask questions about their partner relating to the information in the box. Ask children to read the example questions and elicit full example questions (*You're 12, aren't you? You like dogs, don't you? Your parents have got a blue car, haven't they?*) Write them on the board. Then elicit example questions for *in the ... team / club, favourite team / lesson, live near, mum / dad / sister / brother / cousin* and write them on the board. Children can use the questions on the board as models.

- **Social and emotional learning:** Before they begin, discuss with the class that by checking information like this, we're showing an interest in other people. Encourage them to show this in their faces and in their voices. In pairs, children ask their questions.
- Ask some pairs to model their questions to the class.

Extra activity

- **Jobs in my family** In pairs, children tell each other about their families' jobs with *My ... is a ... He/She ...*

Lesson objectives

To develop reading and writing skills: a news article

Learning for life:

Global learning: Caring for the environment

Thinking skills: Planning (AB)

Additional language:

take part, beach clean-up, volunteer, event, organiser

Materials:

Pupil's Book page 18, Activity Book page 12

Reading A news article

- 1 What do journalists write about in news articles?
- 2 Read the first paragraph of the article and tick (✓) the questions that it answers about the story.
 What? ☐ Who? ☐ Where? ☐ When? ☐ Why? ☐
- 3 Read and listen. Then answer.

Volunteers in huge beach clean-up

On Saturday, 21st September, thousands of people around Malaysia took part in beach clean-ups for World Clean-up Day. Nearly 12,000 people volunteered to clean up the beaches, which is 7,000 more than last year. They worked hard all day and picked up about 37,000 kilograms of rubbish from more than 100 beaches around Malaysia. The most common thing they found on the beach were plastic drinks bottles.

Ahmad Wan, one of the event organisers, told us, 'We've picked up 137,865 plastic bottles in total!' There were also lots of food wrappers, plastic shopping bags and plastic bottle tops.

Beach clean-ups are part of the country's campaign to stop rubbish going into the sea. Plastic pollution is dangerous for the animals and plants that live there.

Ahmad Wan said, 'We'd like to thank all the volunteers for helping their local community and the planet too.' He added, 'Together we can help to make the world a better place!'

You can volunteer at a similar event: visit the World Clean-up Day website to find out about what's happening in your local area.

- 1 When was the beach clean-up in Malaysia? on Saturday, 21st September
- 2 How many people volunteered last year? _____
- 3 How many beaches did they clean? _____
- 4 What item of rubbish was the most common? _____
- 5 Why are beach clean-ups important? _____
- 6 Where can you find local information about volunteering? _____

18
 Activity Book p.12

Pupil's Book page 18

1 What do journalists write about in news articles?

- Elicit that news articles are about real recent events that have happened. They can be happy or sad and they may have taken place locally, nationally or in another country. Compare with magazine articles about celebrity lifestyles or history, neither of which are news. Accept answers in L1 and translate where necessary.

2 Read the first paragraph of the article and tick (✓) the questions that it answers about the story.

- Ask children to read the first paragraph and tick the information that is included. Ask children to underline the corresponding words in the first paragraph. Point out that a news article commonly begins by answering several questions in its first sentence or short paragraph.
- Ask the class to feed back their answers.

- Looking ahead to the children's own article, you may like to focus on other features of a news article such as the headings (where articles *the* and *a* are often missing and the present tense is used even though the event happened in the past). It's also common to quote someone's exact words.

Answer key

Children tick:

What (beach clean-up)

Who (12,000 people)

Where (Malaysia)

When (Saturday, 21st September)

Why (World Clean-up Day)

3 23 Read and listen. Then answer.

- Play the recording for children to listen and read the full article.
- Ask children to read the questions and underline the important words.
- Ask children to find the information in the article and write their answers.
- For extra support, allow children to work in pairs.
- Feed back as a class.

Answer key

- 2 5,000
- 3 more than 100
- 4 plastic drinks bottles
- 5 They stop rubbish going into the sea.
- 6 on the World Clean-up Day website

Activity Book page 12

1 Read the news article. Tick (✓) the best headline.

- Point to the photo and the three possible headlines. Ask children to read the text to find which headline is correct.
- Children check their answers in pairs before they feed back as a class. Ask them to explain why the other headlines are wrong.

Answer key

- 1 Headline 2 (The teacher didn't visit the school; he's in a care home. He's 90, not 40.)

2 Read the first sentence. Colour the question words to match the information.

- Use the example to explain the activity. Ask children why *When?* is green (it matches *Last Saturday*). Focus on a group from *St Mary's School* and ask which question word they need to colour pink (*Who?*). If you feel they need more support, expand the questions with verbs: *Who went somewhere? What did they do?*, etc.
- Children can discuss their answers in pairs to feel sure before they colour. Then feed back as a class.

Answer key

What? – blue Who? – pink Where? – orange
Why? – purple

3 Plan. Think about a news article. Make notes.

- **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. Discuss with them the importance of this stage and how they feel their writing developed last year. Tell children they are going to plan a news article.
- Before you ask children to answer the questions, they need to think of a subject for their article. The texts in the Pupil's Book and on this page are about volunteering, but you may prefer to agree with the class that they can write about any recent event. Remind them that they can use the news article about Mr Anderson as a model.
- Put children into pairs to compare their notes.
- 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 news article. Use your ideas from Activity 3.

- The children can write their news articles on a 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 ask them to add a picture. They could produce their work digitally if you wish. You could also set this task for homework.

Extra activity

- **Headlines!** As a class, think of recent happy news stories and make up headlines for them. Encourage the children to make them dynamic and to use the present simple.

Lesson objectives

To learn about volunteering
To make a personal response to a text

Learning for life:

Social and emotional learning:

Helping in the community

New CLIL words:

charity shop, community, customer, neighbour, animal shelter, volunteer

Materials:

Pupil's Book page 19, Activity Book page 13

CLIL: Citizenship

Volunteering

1

1 **Read and listen. Then match the photos with the texts.**

Everyone can make a difference by volunteering in their community! Read on to find out about the jobs that these children do to help others.

1 I'm Lucas. I volunteer at a charity shop once a week. People bring us toys, clothes and other things in boxes and I help to put them in the right place in the shop. I help customers too. Money from the shop helps older people in our community.

2 Hello, I'm Francis. I do chores for Mr Harris, who lives next door. He's 87, so he finds it hard to do some jobs now. I get his shopping on Monday after school and I do some gardening for him on Saturday mornings.

3 I'm Hannah. I help out at an animal shelter near my house. There are lots of dogs and cats at the shelter. I wash and feed the animals. Last week, my little friend here escaped when I was giving him a bath, but he came back later!

4 I'm Tejal and I volunteer at my local sports centre after school on Fridays. My job is to teach young children how to play football. It's a good way to do some exercise and help people in the community.

2 **Read again and complete the sentences.**

neighbour animals shop sports

1 Lucas helps people in a shop.

2 Francis does jobs for his neighbour.

3 Hannah gives food to animals.

4 Tejal teaches children how to play sports.

Learning for life

How do you help other people in your family and your community?
Have you ever helped on a community project? What can you offer to do?

I always help ... with ... I like ..., so I can offer to ... I haven't volunteered at a ..., but one day I'd like to ...

Activity Book p.13

Online Practice 2

19

Warmer

- Give children examples of helping at home and not helping at home, e.g. *I walk the dog. I stay in bed.* Children say *Yes!* if it's an example of helping and *No!* if it isn't. Ask children what they think the unit title *Lend a hand* means. Elicit that it means to help someone.

Pupil's Book page 19

1 **24** Read and listen. Then match the photos with the texts.

- Play the recording for children to listen and read about volunteering. Clarify the meaning of *charity shop, customers, animal shelter, feed, community* and *chores*.
- Children match the photos with the texts by writing letters in the boxes.
- Feed back as a class.

Answer key

2 a 3 d 4 b

2 Read again and complete the sentences.

- Children complete the sentences with the words in the box.
- Check answers as a class.

Answer key

2 neighbour 3 animals 4 sports

Learning for life

Social and emotional learning: 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 always help my dad with the cooking. I like gardening, so I can offer to help with the gardening at the play centre. I haven't volunteered at an animal shelter, but one day I'd like to walk the dogs there.* Ask children to discuss the questions in pairs. Elicit some answers from different children.

Activity Book page 13

1 New CLIL words Read and write.

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

Answer key

2 neighbour 3 charity shop 4 volunteer
5 community 6 animal shelter

2 Read and answer the questions.

- Ask children to read the questions first and underline the key words. Children underline the answers in the text before writing their answers. They don't need to write full sentences.
- **Social and emotional learning:** You could continue the discussion from the Pupil's Book page, inviting children to consider the ideas in this text. Did they suggest any of these earlier? What other ideas can they think of?

Answer key

2 they give it to a children's hospital
3 they're older and they can't do these jobs
4 chocolate cake
5 at school
6 seeing the children excited about books

Extra activity

- **My community!** Ask children to list five ways in which they could help other people in their school or community. In small groups, they read out their ideas and choose the most popular suggestions. This is good preparation for the following lesson.

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 volunteering week

In small groups, the children discuss features of a volunteering week that they would like, and that would contribute to *Our Better World*. They plan, prepare and present a volunteering week.

Materials:

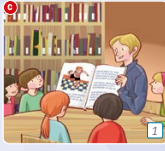
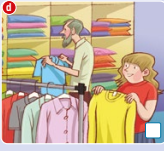
Pupil's Book page 20, Activity Book page 14 (Either in class or at home, the children will need access to the internet for research, and usual classroom materials to plan and prepare their presentation.)

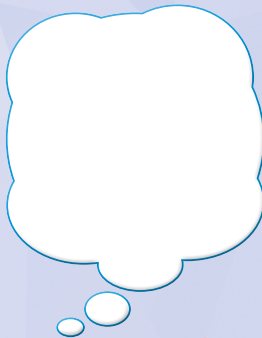
Imagine, research and present

PROJECT: A volunteering week

1 Listen and number the pictures. Then imagine the logo for your volunteering week. 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 Mr Park discussing presentations with his class. Then write a class presentation tip.

Mr Park: I've heard from Mrs Day that you did great presentations last year. What did you learn about planning them? Yes, Ella?

Ella: It's important to be clear about what you want to say.

Mr Park: True. Can someone explain that a bit more? Serkan?

Serkan: Well, in a group there are sometimes lots of ideas, but we can't talk about them all.

Mr Park: Exactly! And Poppy, what's your point?

Poppy: Don't tell the audience that you couldn't decide what to do – that isn't part of a presentation!

Mr Park: That's right! Plan around your group's best ideas.

4 Present your volunteering week to the class.

Project
Our Better World

Go to page 104.
Review your presentation.

Warmer

- If the class didn't use *Marbles 5*, explain that children will prepare and present a project, which will take more than one lesson.
- If they used *Marbles 5*, ask them to talk about their favourite projects and to reflect on how their projects developed over the year.
- Tell the children what class time they will have to spend on the project 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 to allocate roles.
- To save class time or for 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** **25** Listen and number the pictures. Then imagine the logo for your volunteering week. Draw and write in the bubble.

- Discuss with the class the types of volunteering shown in the pictures.

- Tell children they are going to listen to a group of children discussing their volunteering week. Play the recording. Children number the pictures.
- Check answers as a class.
- **Imagination:** Explain that children need to think of their own volunteering week. They draw any ideas for a logo 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

- Girl 1: OK, so we're imagining a week of volunteering ... but things like this really happen, so ... has anyone heard about any local volunteering projects?
- Serkan: I think I've seen an advert for volunteers at the local library.
- Girl 2: That's interesting. What do the volunteers do? Let's research that ...
- Girl 2: OK, I'm on their website now. It says that they need volunteers to read stories to younger children.
- Girl 1: Great! That can be one of our ideas.
- Boy: What other things can we have?

Girl 2: You know Frank, my older brother? He helps our neighbour. It's difficult for her to walk now, so Frank does her shopping and looks after her garden.

Boy: OK, helping people in our neighbourhood – that's a good idea.

Serkan: How about volunteering at a charity shop?

Girl 1: I'm not sure ... can people our age work in a shop?

Serkan: But we're imagining, aren't we? And volunteers could help to tidy things in the shop, for example.

Girl 2: Hey, I know! Let's have something with animals! Maybe a cat shelter?

Girl 1: Oh yes! OK, so we've got four ideas. We need to think of one more ...

Serkan: ... and then we need a name and a logo for our volunteering week. And maybe we can make a leaflet to tell everyone ...

Answer key

a 2 b 4 c 1 d 3

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 levels of English, creativity, leadership, etc. Tell them that the four characters work in different groups in each unit and that it's good to work in different groups for the unit projects.
- **Research skills:** Ask the class how the children on the recording found out about volunteering opportunities (an advert and a website). Discuss websites that children could use to research this project.

Activity Book page 14

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

Project planning

The children record the names of group members and discuss initial ideas for a volunteering week. 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

As in *Marbles 5*, 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 interesting 3 volunteer 4 read 5 help

Now prepare YOUR presentation.

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

Pupil's Book page 20

3 26 Read and listen to Mr Park discussing presentations with his class. Then write a class presentation tip.

- **Communication skills:** If the children used *Marbles 5*, ask them about presentation tips that they used last year.
- Explain that Mr Park (whom the children heard in the Welcome Unit) is talking about presentations with his class. Play the recording for children to listen and read.
- Elicit ideas for the presentation tip from the class. Write a version on the board for the children to copy.

Answer key

Suggested answer: Choose your group's best ideas to talk about.

4 Present your volunteering week to the class.

- Children take turns to present their projects.
- Remind children to use the presentation tip from Activity 3. Encourage the class to listen respectfully.

Go to page 104. Review your presentation.

- Children tick the sentences that relate to their experiences of planning and giving a presentation. The checklists 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 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 Complete the crossword.

Across

2 

4 

7 

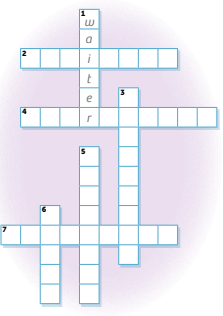
Down

1 

3 

5 

6 



2 Read and complete with the correct present perfect form of the verbs in brackets.

Kim: 1. *Have you finished* (you / finish) that project about jobs?

Mark: No, I 2. _____, I 3. _____ (just / start) it! What about you?

4. _____ (you / decide) what job you're going to write about?

Kim: Yes, I 5. _____, I'm writing about becoming a fire fighter.

I 6. _____ (interview) a fire fighter about her work and I 7. _____ (just / do) some research online.

But I 8. _____ (not / write) the project.



Now I can ...

- talk about jobs. ☐
- talk about things that people have just done. ☐

 Activity Book Exam practice p.80

 Progress Test 1

Ready for Unit 2?

21

Pupil's Book page 21

1 Complete the crossword.

- 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

Across: 2 designer 4 journalist 7 guitarist
Down: 3 paramedic 5 mechanic 6 pilot

2 Read and complete with the correct present perfect form of the verbs in brackets.

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

Answer key

2 haven't 3 've just started 4 Have you decided
5 have 6 've interviewed 7 've just done
8 haven't written

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 need to correct, or simply rub out and replace them with the correct version, as you prefer.

Answer key

2 engineer 3 fire fighter 4 guitarist 5 journalist
6 mechanic 7 paramedic 8 photographer
9 pilot 10 waiter

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

- **Simon says** Put children in groups. Children play 'Simon says' with job words. Ask one child to say *Simon says*, followed by *Be a/an ...* and a job word. The rest of the group act out the word. If the child doesn't say *Simon says*, the rest of the group should stay still. Children who act out the word are out. Children who do the wrong action when they are allowed to move are also out. The winner is the last child in. Children take turns to call out the words in their groups.

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, see Teacher's Book page 218.

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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.