



# MARBLES

Teacher's Book



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

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# Contents

Map of the book .....	4
Introduction .....	6
<b>Teaching notes</b>	
Welcome .....	26
<b>1</b> Unit 1 .....	38
<b>2</b> Unit 2 .....	58
<b>3</b> Unit 3 .....	78
<b>4</b> Unit 4 .....	98
<b>5</b> Unit 5 .....	118
<b>6</b> Unit 6 .....	138
<b>7</b> Unit 7 .....	158
<b>8</b> Unit 8 .....	178
Look and find .....	198
Review 1 .....	200
Review 2 .....	201
Review 3 .....	202
<b>Video and audio scripts</b>	
Whatsit and friends! video and audio scripts .....	203
Our world video and audio scripts .....	207

# Map of the book

Pre-A1 Starters

## Vocabulary

## Language

### Welcome



#### Whatsit and friends!

The magic box  
What's a Whatsit? Page 6

- Colours
- Numbers

- *Hi! I'm ...*
- *What's your name?*
- *Hello! My name's ...*
- *How old are you?*



### 1 Where's my bike?



#### Our world

James > Toys

Page 12

- Toys

- *What's your favourite toy?*
- *It's my ...*
- *Where's my ... ?*
- *It's in, on, next to, under ...*

**Phonics 'b'** **Our world** Toys and shapes **Value** Take turns!  
**Imagine, create and play** My toy **Review**



### 2 My school is cool!



#### Whatsit and friends!

Show and tell

Page 22

- Classroom objects

- *What's this?*
- *It's a/an ...*
- *Is it a ... ? Yes, it is. / No, it isn't.*

**Phonics 'p'** **CLIL Art** Colours **Value** Help your friends!  
**Imagine, create and play** My classroom **Review**



### 3 That's my family



#### Our world

James > Holidays

Page 32

- Family members

- *Who's that?*
- *That's my ...*
- *He's/She's ...*
- *He/She isn't ...*
- *old, young, tall, short*

**Phonics 'm'** **Our world** Family holidays **Value** We're all different!  
**Imagine, create and play** I'm a toy **Review**



### 4 They're my pets



#### Whatsit and friends!

Cat in a tree

Page 42

- Pets

- *It's ... / It isn't ...*
- *big, small, happy, sad*
- *What is it? It's a cat.*
- *What are they? They're fish.*

**Phonics 'd'** **CLIL Natural science** Animal families  
**Value** Help animals  
**Imagine, create and play** My favourite animal **Review**

Learning for life



Imagination



Creativity



Collaboration



Social and emotional learning



## Vocabulary

## Language

### 5 You can do it!

 **Our world**  
Jenny > Pets

Page 52

- Activities

- *I can draw.*
- *I can't paint.*
- *Can you sing? Yes, I can. / No, I can't.*

**Phonics 's'** **Our world** A cool pet **Value** You can do it!  
**Imagine, create and play** I'm a robot **Review**

### 6 I've got a monster!

 **Whatsit and friends!**  
Puzzle trouble

Page 62

- Face and body parts

- *I've got blue eyes.*
- *Have you got green eyes?*
- *Yes, I have. / No, I haven't.*
- *He's/She's/It's got black hair.*
- *He/She/It hasn't got black hair.*
- *Has she got purple hair?*
- *Yes, she has. / No, she hasn't.*

**Phonics 'f'** **CLIL Natural science** The senses  
**Value** Play together  
**Imagine, create and play** My monster **Review**

### 7 I like apples!

 **Our world**  
Jenny > Food

Page 72

- Food and drink

- *I like apples. • I don't like apples.*
- *Do you like apples?*
- *Yes, I do. / No, I don't.*

**Phonics 'e'** **Our world** Favourite foods  
**Value** Share with friends  
**Imagine, create and play** My super cake **Review**

### 8 In the wild world

 **Whatsit and friends!**  
Beach adventure

Page 82

- Wild animals

- *Tigers have got fur.*
- *They've got long tails.*
- *Hippos haven't got fur.*
- *They haven't got long tails.*
- *Have bears got tails?*
- *Yes, they have. / No, they haven't.*

**Phonics 'j'** **CLIL Art** Animals in paintings  
**Value** Help nature  
**Imagine, create and play** My super animal **Review**

**Look and find** Page 92 **Picture dictionary** Page 94 **Language reference** Page 102



Global learning



Digital skills



Thinking skills

### 1 Where's my bike?

**1** Look, listen and point.

**Find Whatsit!**

### Vocabulary

**2** Watch or listen. Then point and say.

- 1 ball
- 2 bike
- 3 car
- 4 computer game
- 5 doll
- 6 kite
- 7 plane
- 8 puzzle
- 9 robot
- 10 teddy

**3** Listen, point and remember. Chant.

Come on, join us all!

### Unit objectives

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

##### Language 1:

What's your favourite toy?  
It's my plane.

##### Language 2:

Where's my ball?  
It's in/on/next to/under the box.

##### Phonics and spelling:

##### Sound b

ball, bike, black, blue

#### Song and video:

My toy box

#### Our world:

Toys and shapes

##### Value:

Take turns!

##### Writing:

A photo caption

##### Listening and speaking:

##### Borrowing things

Can I play with your robot?  
Yes! Here you are.  
Thank you.

##### Imagine, create and play:

Think, draw and talk about my toy

##### Project:

A robot

##### Review:

Review  
My Marbles file and self-assessment

### Lesson objectives

To introduce the new unit topic

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

#### Receptive language:

Let's play!

#### Materials:

Pupil's Book page 12, Flashcards Unit 1

## Warmer

- Ensure each child has colour pencils in the colours practised in the Welcome Unit. Play *Whatsit Says*, a version of *Simon Says*, with colours. Say: *Whatsit says (blue)*. The class hold up the corresponding colour pencil. If a child holds up the wrong colour pencil, they are out of the game. If you don't say *Whatsit says* before saying the colour, the class do nothing. If a child does hold up a pencil, they are out of the game.

## Pupil's Book page 12

### 1 10 Look, listen and point.

- Ask children to open their Pupil's Book to page 12. Ask questions about the picture. Ask: *Where are the children?* (in a bedroom). Review colours by pointing to different items and asking: *What colour is this?* Then tell children they are going to listen to Emma, Sally and Sam talking about their toys.
- Tell children to point to the objects in the colours they hear. Play the first part of the recording, pause and point to Sally's computer game. Play the rest of the recording for children to listen and point to the toys.
- Say: *Where's Whatsit?* Remind children that *Whatsit* changes colour and say that it is hiding in the picture. Elicit that it is on the bed frame, and point to its eyes.

### Audio script

Emma: Look! Toys!  
Sally: My pink and purple computer game!  
Sam: My green and yellow robot!  
Emma: My blue kite!  
All: Let's play!

## Ending the lesson

Point to the computer game, the robot and the kite on Pupil's Book page 12 and ask: *What's this?* Alternatively, point to the toys in the Picture dictionary (page 94), or show those items using the Flashcards for Unit 1. Encourage different children to say the toy. You may also ask: *What colour is it?* and invite children to answer *It's (blue)*.

## Extra activities

### Reinforcement activity

- Review numbers from the Welcome Unit. Then point to items in the main picture on Pupil's Book page 12 and ask: *How many planes / balls?* (two) *How many cars?* (four) *How many dolls?* (one).

### Extension activity

- Say the words for colours and encourage children to point to a toy of the same colour in the picture. Say: *It's pink and purple*. Children respond by pointing to the computer game that Sally is holding. Continue with green and yellow (robot), and blue (kite).

### Lesson objectives

To present new vocabulary

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

##### Receptive language:

Come on, join us all!  
Let's play!

##### Materials:

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

**Vocabulary**

2 Watch or listen. Then point and say.

1 ball 2 bike 3 car 4 computer game 5 doll

6 kite 7 plane 8 puzzle 9 robot 10 teddy

3 Listen, point and remember. Chant.

Come on, join us all!

Activity Book p.6 13

### Warmer

- Point to the computer game, the robot or the kite on Pupil's Book page 12 and say one of the three words. If the picture and your word match, children say *Yes!* If the picture and your word don't match, children say *No!* Do the same with colours. Point to a toy in the scene or an object in the classroom and say a colour, for example: *Blue!* Children say *Yes!* or *No!*

### Pupil's Book page 13

2 Watch or listen. Then point and say.

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

word. Play the video/recording one more time. Children say the words as they hear them.

#### Video and audio script

- ball
- bike
- car
- computer game
- doll
- kite
- plane
- puzzle
- robot
- teddy

3 Listen, point and remember. Chant.

- Say: *Look and say.* Encourage the class to say the toys they see in the pictograms.
- Say: *Listen and point.* Play the chant. Children point to the toys in the pictograms as they hear them.
- Play the chant again and pause after each line. Children say the line and try to remember it.



- Play the recording in full. Children say the chant along with it.
- Ask individual children to read the lyrics of the chant by pointing at the pictograms and words and saying the lyrics aloud.

#### Audio script

Ball, bike, computer game.  
Puzzle, kite, car and plane.  
Robot, teddy and doll.  
Come on, join us all!

### Activity Book page 6

#### 1 Trace and match.

- Before children do the task, demonstrate how to trace letters. Draw a large letter using dots on the board. Start with the first letter (b) from the first word in the activity (bike). Use your finger to trace the letter. Trace the letter with a board pen or piece of chalk. Demonstrate with other letters from the activity: b, i, k, e, d, o, l, etc.
- Draw more dotted letters on the board low down enough so the children can reach them when they approach the board. Ask volunteers to come to the board one at a time and trace the letters. Continue until all the children have had a turn at tracing a letter.
- Children trace the words. Then they match them to the toys.

#### Answer key

1 kite, 2 bike, 3 doll, 4 puzzle, 5 teddy, 6 robot, 7 ball, 8 plane, 9 computer game, 10 car

#### 2 Listen and circle.

- Elicit the toys in the close-ups. Then play number 1 and ask: *Teddy or robot?* Ensure children understand the example. Play the rest of the recording and check answers.

#### Audio script

1 A teddy! Let's play!  
2 A ball! Let's play!  
3 A puzzle! Let's play!  
4 A bike! Let's play!

#### Answer key

1 a, 2 b, 3 b, 4 a

### Ending the lesson

- Point to a toy on page 12 of the Pupil's Book. Prompt children to say the name of the toy. Do the same with the other toys.

### Extra activities

#### Reinforcement activity

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

#### Extension activity

- Children draw and colour their favourite toy. Then they present their picture to the class and say the name of the toy. Help them with vocabulary as necessary.

### Lesson objectives

To present new Language 1

#### Language:

*What's your favourite toy?  
It's my plane!*

#### Receptive language:

*Let's play!*

#### Materials:

Pupil's Book page 14, Activity Book page 7

**Language 1**

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

**1**

**2**

**2** Listen and match. Then ask and answer.

**1**

Alex

**2**

Eva

**3**

Nick

**4**

May

**a**

**b**

**c**

**d**

14  Activity Book p.7

### Warmer

- Act out playing with or being a toy. For example, move your arms and legs stiffly like a robot, sit on a chair and mime pedalling a bike, mime playing a computer game by holding the console and pressing buttons, etc. Ask children to guess the toy. Repeat with other toys. If there is time, children can play the game in pairs.

### Pupil's Book page 14

#### 1 Listen and read. Then say.

- Ask children to open their Pupil's Book to page 14. Ask: *What toys can you see?* (a plane and a robot).
- Tell children that they are going to listen to and read the dialogues as they hear them. Play the recording. Children listen and read. Play the recording again and pause after each speaker. Children repeat what they hear.

- Divide the class into two groups. One group says the boy's part and the other group says the girl's. Then groups swap roles.
- Children say the dialogues in pairs. Monitor and help as necessary.

### Audio script

1  
 Boy: What's your favourite toy?  
 Girl: It's my plane!

2  
 Girl: What's your favourite toy?  
 Boy: It's my robot! Let's play!

#### 2 Listen and match. Then ask and answer.

- Elicit the toys, then say: *Listen and match.* Play the recording. Children do the task. Check answers. Say the name of a child on the page and ask the class to name the toy.

- Put children into pairs. One child asks: *What's your favourite toy, (Alex)?* The other child pretends to be (Alex), and answers: *It's my (puzzle).*
- In their pairs, children take turns at pretending to be Alex, Eva, Nick or May. They ask and answer the question.

### Audio script

1  
 Woman: What's your favourite toy, Alex?  
 Alex: It's my puzzle.

2  
 Woman: What's your favourite toy, Eva?  
 Eva: It's my kite.

3  
 Woman: What's your favourite toy, Nick?  
 Nick: It's my bike.

4  
 Woman: What's your favourite toy, May?  
 May: It's my ball.

### Answer key

1 c, 2 b, 3 d, 4 a

### Activity Book page 7

#### 1 Listen and ✓.

- Children listen to the dialogues. They tick the toy they hear.

### Audio script

1  
 Woman: What's your favourite toy?  
 Girl: It's my plane.

2  
 Woman: What's your favourite toy?  
 Boy: It's my doll.

3  
 Woman: What's your favourite toy?  
 Girl: It's my kite.

4  
 Woman: What's your favourite toy?  
 Boy: It's my car.

### Answer key

1 a, 2 b, 3 b, 4 a

#### 2 Read, look and circle.

- Before children do the task, elicit the toys in the photos and read the sentences with the class.

### Answer key

1 ball, 2 computer game, 3 robot, 4 kite

### Ending the lesson

- Ask individual children: *What's your favourite toy?* Encourage them to answer: *It's my (kite).*

### Extra activities

#### Reinforcement activity

- Children walk around the classroom, asking: *What's your favourite toy?* and answering the question. Alternatively, if you have a big class, children can work in small groups.

#### Extension activity

- Ask children to bring their favourite toy to the class. In class, ask each child: *What's your favourite toy?* Encourage them to show their toy to their classmates as they answer *It's my (red) (teddy).*

### Lesson objectives

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

### Phonics and spelling:

#### Sound *b*

*ball, bike, black, blue*

### Song and video:

*My toy box*

### Receptive language:

*big, fun, toy box*

*One for you and one for me.*

*Look, my room is in a mess.*

*I can help you tidy up!*

### Materials:

Pupil's Book page 15, *My toy box* video, Activity Book page 8


Emma's phonics
b

**1**   **Listen and say.**



**bike**



**ball**



**blue**



**black**



A **black ball!**



A **blue bike!**

**2**    **Watch, listen and sing.**



### My toy box

*Toys in the toy box, 1, 2, 3,  
One for you and one for me.  
Bikes and kites and cars and planes!  
Balls and dolls, computer games!*

One red car and two blue kites,  
Three puzzles and four bikes!  
Five big balls and six white planes,  
Seven dolls and eight fun games!



Give me a car and one red bike,  
Three green robots and a kite.  
Look, my room is in a mess.  
I can help you tidy up! Oh, yes!



 Activity Book p.8
 Online Practice 1
 

### Warmer

- Ask individual children: *What's your favourite toy / colour?* Encourage them to answer *It's (my ball) / (red)*. If they say a colour, encourage them to point to an object of that colour in the classroom.

### Pupil's Book page 15

#### 1 Listen and say.

- Elicit the toys and colours in the pictures.
- Play the first part of the recording. Children listen and point to the pictures. Play the first part of the recording again. Pause after each line for children to repeat. Children say the sound and words as they hear them.
- Ask children to listen and read the text about the ball and the bike. Play the second part of the recording. Play the full recording again. Children listen and repeat.

### Audio script

b, b, b, bike  
b, b, b, ball  
b, b, b, blue  
b, b, b, black

A black ball!  
A blue bike!

#### 2 Watch, listen and sing.

- Elicit the toys in the picture (kites, robots, bike). Then point to the title and say: *toy box*. Children repeat. Explain that this is a box you put toys in. Take some toys out of a box and put them in a mess on your desk. Say: *It's a mess!* Children repeat. Then say: *Tidy up!* and put the toys back in the box. Children repeat the sentence. If you haven't got toys or a box to hand, you can use a pencil case and pencils.

- Invite pairs of children to the front. Say: *It's a mess!* and have the children take the toys out of the box and scatter them on a desk. Say: *Tidy up!* and have the children put the toys back in the box.
- Play the video or the recording of the song. Children watch and/or listen and point to the toys as they hear the words. Play the song again and pause after each line for children to repeat. Play the song one more time and pause after each verse for children to repeat. Finally, play the recording or the karaoke version of the video in full for children to sing along with.

### Video and audio script

#### My toy box

*Toys in the toy box, 1, 2, 3,  
One for you and one for me.  
Bikes and kites and cars and planes!  
Balls and dolls, computer games!*

One red car and two blue kites,  
Three puzzles and four bikes!  
Five big balls and six white planes,  
Seven dolls and eight fun games!

#### Chorus

Give me a car and one red bike,  
Three green robots and a kite.  
Look, my room is in a mess.  
I can help you tidy up! Oh, yes!

#### Chorus

### Activity Book page 8

#### 1 Trace and match.

- Before children do the task, demonstrate tracing letters on the board. Draw a dotted letter *b* on the board and demonstrate tracing it. Draw more dotted letters on the board low down enough so the children can reach them. Ask volunteers to come to the board one at a time and trace the letters.
- Children trace the *b* and match the sentences to the pictures.

#### Answer key

1 b, 2 a

#### 2 Listen, trace and sing.

- After children trace the words, encourage them to read the verse out loud before they sing.

#### Audio script

See Pupil's Book page 15, Activity 2.

#### Ending the lesson

- Encourage children to tidy up. Say: *The classroom is in a mess!* and gesture to the classroom and your children's desks. Say: *Tidy up!* Invite children to put away their pencils, books and other objects in the classroom.

#### Extra activities

#### Reinforcement activity

- Put children into pairs. One child says: *a blue bike, a blue ball, a black bike or a black ball.* The other child draws the toy with the correct colour pencil. Children take it in turns to say and draw.

#### Extension activity

- Ask each child to draw and colour a toy box with three of their favourite toys inside. In pairs, children describe their toys to each other, saying: *It's my (red) (plane).*

#### Helbling e-zone kids

#### Online Practice 1

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

### Lesson objectives

To present new Language 2

#### Language:

Where's my ball?

It's in/on/next to/under the box.

#### Materials:

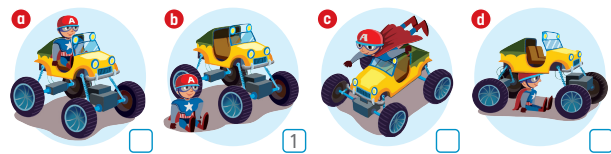
Pupil's Book page 16, Activity Book page 9

### Language 2

1 Listen and read. Then say.



2 Listen and number. Then point, ask and answer.



16

Train to think Activity Book p.9

### Warmer

- Ensure children have a blue and a black crayon or colour pencil at hand. Say: *b, b, b ... blue.* Children hold up the blue crayon. Repeat with *black.* Alternate your instructions and increase the speed as children get more confident.

### Pupil's Book page 16

1 Listen and read. Then say.

- Hold up a box or point to the picture of the box in the activity. Say: *box.* Children repeat.
- Play the recording. Children listen and read. Say the dialogue line by line. Children repeat after you.
- Put children into pairs. Partners say the dialogue, swapping roles.
- Demonstrate the language with two objects, e.g., a box and a ball. Place the (ball) in, on, next to and under the (box) in turn and say: *It's in/on/next to/under the (box).* Have children repeat each sentence.

- Ask pairs to come to the front and act out the dialogue. They use the objects you used as props.

### Audio script

1  
Boy: Where's my ball?  
Girl: It's in the box!  
2  
Boy: No! It's on the box!  
3  
Boy: No! It's next to the box!  
4  
Boy: No! It's under the box!

2 Listen and number. Then point, ask and answer.

- Point to the car and the doll and elicit the words. Elicit where the doll is before playing the recording. Point to the pictures as you ask: *Where's my doll?* (It's in/next to/on/under the car.).

- Play the recording for children to do the task. Then put children into pairs. Children take it in turns to point to a picture and ask and answer: *Where's my doll?* Monitor and help as necessary.

### Audio script

1  
 Girl: Where's my doll?  
 Boy: It's next to the car.  
 2  
 Girl: Where's my doll?  
 Boy: It's on the car.  
 3  
 Girl: Where's my doll?  
 Boy: It's under the car.  
 4  
 Girl: Where's my doll?  
 Boy: It's in the car.

### Answer key

a 4, b 1, c 2, d 3

## Activity Book page 9

### 1 Listen and circle.

- Before children do the task, point to the pictures and ask: *Where's my (kite)?* Elicit where the toys are, encouraging children to use *It's* and the correct preposition.

### Audio script

1  
 Girl: Where's my robot?  
 Boy: It's on the kite.  
 2  
 Girl: Where's my doll?  
 Boy: It's next to the ball.  
 3  
 Girl: Where's my plane?  
 Boy: It's in the box.  
 4  
 Girl: Where's my car?  
 Boy: It's under the teddy.

### Answer key

1 b, 2 a, 3 a, 4 b

### 2 Read, look and colour.

- Before children do the task, ensure they have the necessary colour pencils: blue, red, black and green. After checking answers, children can practise the dialogues in pairs.

### Answer key

a black, b blue, c green, d red

### Ending the lesson

- Ensure children know the words *table* and *chair*. Take a toy or an object that children are familiar with in English and put it in, on, under or next to a table or chair. Ask: *Where's my (plane)?* Children answer: *It's in/on/under/next to the table/chair.*

### Extra activities

#### Reinforcement activity

- Put children into pairs. One child takes a colour pencil and puts it in, on, under or next to their book. The child asks: *Where's my (blue) pencil?* Their partner replies: *It's in/on/under/next to the book.* Children take it in turns to ask and answer.

#### Extension activity

- Children draw a picture of their bedroom with some toys in it. In pairs, they ask and answer questions about their pictures. They say: *Where's my (robot)? It's in/on/under/next to (the teddy).* Monitor and help with vocabulary as necessary (e.g., *bed, desk, floor*).

### Helbling e-zone kids

#### Train to think

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

### Lesson objectives

To learn about toys and shapes

#### Learning for life:

**Social and emotional learning:** Identifying favourites

#### Our world:

Toys and shapes

#### Our world video:

James - Toys

#### Language:

helicopter, circle, rectangle, triangle, square

#### Materials:

Pupil's Book page 17, *Our world* video *Toys*, Activity Book page 10

### OUR WORLD: Toys and shapes


**1** **Watch the video.**  
Then listen and number.

cars

ball **1**

helicopter

planes



**My word box**

helicopter • circle • rectangle

square • triangle

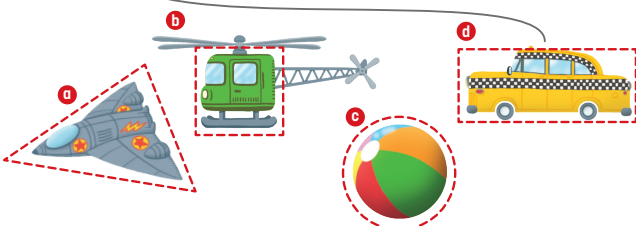
**2** **Listen and match. Then say.**

1  
It's a rectangle.

2  
It's a circle.

3  
It's a triangle.

4  
It's a square.



Activity Book p.10

17

### Warmer

- Take a colour pencil and put it in, on, under or next to a table or chair. Say: *My (blue) pencil is in/on/under/next to the table/chair.* If your sentence matches where the pencil is, children say *Yes!* If it doesn't, they say *No!* Repeat with different colour pencils or other objects.

### Pupil's Book page 17

#### 1 **Watch the video. Then listen and number.**

- Revise numbers 1–10 by holding up your fingers for children to say the correct number.
- Draw a helicopter on the board and write *helicopter* below it. Point to the picture and say the word. Children repeat.
- Tell children that they are going to watch a video. Point to the photo of James and remind children that they met him in the Welcome Unit. Ask children to guess what the video is about (toys).

- Ask children to read the toy words. Say that they have to watch the video and write the number of toys James has got in each box. Play the video.
- Check answers by playing the video again. Pause the video each time James mentions a number/toy.
- **Social and emotional learning:** Encourage the children to develop confidence in expressing their preferences, like James in the video, but also to respect the opinions of others.

#### Video and audio script

See Teacher's Book page 207

#### Answer key

cars – 9, ball – 1, helicopter – 1, planes – 2



## 2 Listen and match. Then say.

- Point to each shape in the *My word box*. Say the word and have children repeat. Point to different objects in the classroom and ask children to say the shapes. Encourage them to say: *It's a (circle)*.
- Point to each toy and elicit its shape. Then read each sentence with the class.
- Play the recording. Children listen and match the sentences to the shapes. When they finish, they read and say each sentence. They can also say: *It's a (rectangle)*. *It's a (yellow car)*.

### Audio script

- 1 It's a rectangle.
- 2 It's a circle.
- 3 It's a triangle.
- 4 It's a square.

### Answer key

- 1 d, 2 c, 3 a, 4 b

## Activity Book page 10

### 1 Read, look and match.

- Elicit the toys in the photos. Then children read the sentences and match them to the photos.

### Answer key

- 1 b, 2 a, 3 c, 4 d

### 2 Trace and draw.

- Before children do the task, demonstrate tracing letters on the board. Draw a dotted letter *s* on the board and demonstrate tracing it. Draw more dotted letters from the exercise on the board: *q, u, a, r, e*, etc. Make sure they are low down enough so the children can reach them. Ask volunteers to come to the board one at a time and trace the letters.
- Children trace the words and draw the shapes. To check answers, different children can come to the board to draw.

### Answer key

- 1 circle, 2 square, 3 triangle, 4 rectangle

## Ending the lesson

- Draw a shape with your finger in the air and elicit: *It's a (square)*. Repeat with different shapes. Then ask a child to come to the front and to make shapes in the air for the class to call out. Repeat with different children.

## Extra activities

### Reinforcement activity

- Children draw their favourite toy and a shape around the toy, as per Pupil's Book page 17, Activity 2. Children show their picture to another child and say: *It's a (rectangle)*.

### Extension activity

- On the board, draw a picture of circles, rectangles, triangles and squares. The shapes could be overlapping. Draw a circle, rectangle, triangle and square at the top of the board, with a blank number box next to each. Point to each circle in your picture. Have children count along with you, then write the number of circles in the box next to the circle at the top of the board. Do the same with the rectangles, triangles and squares. After you write the number of each shape, encourage children to say, for example: *Five (circles)!*

### Lesson objectives

To learn that it is good to take turns

#### Learning for life:

#### Value

**Social and emotional learning:** Take turns!

#### Language:

*That's good!*

*That's not good!*

#### Receptive language:

*Let's play together!*

*Let's take turns!*

*Give it to me!*

#### Materials:

Pupil's Book page 18, Activity Book page 11

**Value**  
Take turns!

**1** **Listen and read. Then point and say.** That's good! That's not good!

1

Toys! Let's play!

2

It's my teddy! No! It's my teddy!  
No, children!

3

Take turns, children!  
Sorry, teacher.

4

Let's play together!  
Yes, let's take turns!

**2** **Look and ✓ or X. Then say.** That's good! That's not good!

a

Give it to me! No!

b

Thank you!

18  Activity Book p.11

### Warmer

- Say a shape from Lesson 6 and ask children to draw the shape in the air with their finger. Repeat with all four shapes, and make your instructions faster and faster as children get more confident.

### Pupil's Book page 18

#### 1 Listen and read. Then point and say.

- Point to the teddy in frame 1. Elicit: *teddy*. Ask children to find and point to the teddy in frames 2–4.
- Ask children to look at the pictures again. Elicit that the children aren't playing together. Play the recording. Children listen and read.
- Point to each frame and say the dialogue line by line. Children repeat after you.

- Put the class into three groups and give each group a character: girl, boy, teacher. The class say the dialogues, with each group saying their part. Repeat two more times, assigning each group a different character each time.

#### Audio script

1  
 Boy: Toys!  
 Girl: Let's play!

2  
 Boy: It's my teddy!  
 Girl: No! It's my teddy!  
 Teacher: No, children!

3  
 Teacher: Take turns, children!  
 Boy + Girl: Sorry, teacher.

4  
 Girl: Let's play together!  
 Boy: Yes, let's take turns!

## 2 Look and ✓ or X. Then say.

- Ask children to put a tick for the picture of the children taking turns, and a cross for the picture of the children not taking turns.
- Point to the speech bubble *That's good!* Say the phrase and smile. Children repeat. Point to the speech bubble *That's not good!* Say the phrase and frown. Children repeat.
- Point to each picture and encourage the class to say: *That's good!* or *That's not good!*
- **Social and emotional learning:** Talk to the children about the unit value. Ask them how they feel if someone doesn't let them play with something or if someone keeps classroom materials such as glue and doesn't allow anyone else to use it. Encourage them to think of times when a friend has allowed them to take turns playing with something special.

### Answer key

a X, b ✓

## Activity Book page 11

### 1 Read, look and match.

- Children read the speech bubbles and match them to the correct characters. They can look back at Activity 1 on Pupil's Book page 18 for help.

### Answer key

1 a, 2 c, 3 d, 4 b

### 2 Trace and colour.

- Before children do the task, draw dotted letters from the exercise on the board: *t, a, k, e*, etc. Make sure they are low down enough so the children can reach them. Ask volunteers to come to the board one at a time and trace the letters.
- Children trace the sentence and colour the picture.

### Answer key

Children's own answers

## Ending the lesson

- Point to each frame of the story on page 18 of the Pupil's Book. Encourage children to say: *That's good!* or *That's not good!*

## Extra activities

### Reinforcement activity

- Put children into pairs and give them a set of crayons to share. Ask each child to do a drawing of their choice. Say: *Take turns with the crayons!* Monitor and praise examples of sharing, saying: *That's good.* If you see any behaviour of not sharing, say: *Remember to take turns!*

### Extension activity

- Children draw a picture of themselves taking turns with a friend to play with their favourite toy. They present their picture to the class, saying: *We play together. We take turns.*

### Lesson objectives

To practise the skills of listening and speaking  
 To learn some functional language  
 To learn how to write a photo caption

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

#### Functional language:

##### Borrowing things

Can I play with your robot?  
 Yes! Here you are.  
 Thank you.

#### Writing:


A photo caption


#### Materials:

Pupil's Book page 19, Activity Book page 12



### Listening and Speaking






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



**2**  Point and act it out.




Activity Book p.12

Online Practice 2

19

### Warmer

- Review shapes. Point to an object or picture in the classroom and say: *It's a (rectangle)*. If the shape of the object corresponds with your sentence, children say *Yes!* If it doesn't, children say *No!* *It's a (square)*. Continue with different objects.

### Pupil's Book page 19

#### 1 Listen and read. Then say.

- Ask children what they can see in the photo (a girl, a boy, a robot).
- Play the recording. Children listen and read. Play the recording again. Pause after each line for children to repeat.
- Demonstrate the dialogue with a child. Ask: *Can I play with your robot?* Prompt the child to respond: *Yes! Here you are.* Encourage them to pretend to give you a robot. Say: *Thank you.*
- Put children into pairs to say the dialogue. Monitor and help as necessary.

### Audio script

Girl: Can I play with your robot?  
 Boy: Yes! Here you are.  
 Girl: Thank you.

#### 2 Point and act it out.

- Point to the photo of the computer game. Ask a child: *Can I play with your computer game?* Encourage them to mime and answer: *Yes! Here you are.* Reply: *Thank you.* Repeat with other photos and children.
- Put children into pairs. They act out dialogues using the different photos. Monitor and help as necessary.

### Answer key

Suggested answers:

Child A: 1 Can I play with your computer game? 2 Can I play with your teddy? 3 Can I play with your puzzle? 4 Can I play with your doll?

Child B: Yes! Here you are.

Child A: Thank you.

## Activity Book page 12

### 1 Read, look and circle.

- Children read the speech bubbles and find the toys in the photos. Then they circle the correct word in the sentences.

#### Answer key

1 puzzle, 2 kite

### 2 Draw and write.

- Children draw their favourite toy from the list in, on, under or next to the box. Then they complete the sentences.

#### Answer key

Children's own answers

## Ending the lesson

- Ask different children: *Can I play with your (computer game)?* Name different toys. Encourage children to mime and reply: *Yes! Here you are.* Then say: *Thank you.*

## Extra activities

### Reinforcement activity

- Children draw a toy on, next to or under a table. Underneath, they write: *It's my (doll). It's (on) the table.* They swap pictures with another child for them to read the sentences.

### Extension activity

- Children work in pairs. Child A chooses an object in the classroom and says where it is. Child B guesses the object. For example, Child A says: *It's under the table.* Child B says: *It's my bag.* Child A says: *Yes!* Partners take it in turns to say and guess. Monitor and help with vocabulary as necessary.

### Helbling e-zone kids

#### Online Practice 2

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

### Lesson objectives

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

#### Learning for life:

**Imagination, Creativity and Collaboration**

#### Imagine, create and play:

Think, draw and talk about my toy.

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

##### Shapes

circle, rectangle, square, triangle

#### Language:

*My toy is a rectangle. It's red.*

#### Project:

A robot

#### Materials:

Pupil's Book page 20, Activity Book page 73, scissors, glue

**Imagine, create and play**  
My toy

1 Look, listen and match.

2 Close your eyes, listen and imagine. Then draw your toy in the picture and say.

My toy is a rectangle. It's red.

20 **Project** Activity Book p.73

### Warmer

- Review colours by pointing to different coloured objects in the classroom. Point to the object and ask: *What colour is it?* Encourage children to say: *It's (yellow).*

### Pupil's Book page 20

#### 1 Look, listen and match.

- Elicit that the picture shows Emma, Sam and Sally playing with toys. Ask children to name the toys and shapes they see.
- Play the recording and pause after Emma's first sentence. Point to the matching line between Emma and the car. Play the rest of the recording. Children listen and match Sam and Sally to their toys.

### Audio script

- Sally: What's your toy, Emma?  
 Emma: My toy is a rectangle. It's a red rectangle! And it's a square and two circles.  
 Sally: It's a car!  
 Emma: Yes! What's your toy, Sam?  
 Sam: My toy is red, too. It's a red triangle.  
 Emma: It's a plane!  
 Sam: Yes, it's a plane! What's your toy, Sally?  
 Sally: My toy is purple and green. It's a ... square ... and it's a rectangle and two green circles.  
 Emma: It's the robot! Cool!

### Answer key

a Sally, b Sam, c Emma

## 2 Close your eyes, listen and imagine. Then draw your toy in the picture and say.

- **Imagination:** Ask children to listen and imagine their toy. Play the recording. Ask some children to talk about their toy.
- Children draw and colour their toy in the blank frame. Monitor and help as necessary. When children finish drawing their toy, encourage them to show and talk about it, making sentences as in the example.

### Audio script

Close your eyes. Imagine ... You see a toy. What toy is it? What shape is it? Is it a triangle? Is it a circle? Is it a square? What colour is your toy? Is it red? Is it green? Is it purple? Now open your eyes and draw your toy!

### Answer key

Children's own answers

## Activity Book page 73

### Project: A robot

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

#### 1 Colour

- Focus on the robot's parts. Say that together, they make a robot. Elicit different shapes.
- Children colour the robot's parts. They can use a different colour for each shape.

#### 2 Cut

- Children cut out the robot's parts. Draw their attention to the cut-out lines and tell them to cut the shapes along these. Tell them not to cut across the *stick* labels. Demonstrate an example by cutting out a part from your cut-out page.

#### 3 Stick

- Have your own robot parts cut out. Show an arm or a leg and apply glue on the *stick* label. Stick the item onto the back of the robot's body. Repeat with another item.
- Children stick their robot parts. Ensure they stick the arms and legs onto the back of the robot's body, and the eyes and mouth onto the robot's face.

#### 4 Play

- Put children into pairs. Demonstrate an example dialogue with a child. Show your finished robot and say: *It's my robot.* Point to the legs and say: *Look. Two rectangles!* Ask the child: *What about your robot?* Prompt them to point to a part of their robot's body and say which shape it is, for example: *It's my robot. Look.* (pointing to the robot's eyes) *Two circles!*
- Before children work in pairs, talk with the class about the importance of listening to each other and taking turns politely. In pairs, children talk about their robots as in your example. Monitor to ensure that children are working well together and focus on the collaborative aspect of the activity in your class feedback.

### Ending the lesson

- Ask individual children: *Can I play with your robot?* Elicit: *Yes! Here you are.* Say: *Thank you.* Ask children to bring their favourite toy to next lesson.

### Lesson objectives

To review unit content and to reflect on learning

#### Learning for life:

**Thinking skills:** reflection for learning

#### Vocabulary:

##### Toys

ball, bike, car, computer game, doll, kite, plane, puzzle, robot, teddy

##### Shapes

circle, rectangle, triangle, square

#### Language:

Where's my ball?

It's in/on/next to/under the box.

#### Materials:

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

1

**Review**

**1** **Look and find. Then play.**

kite	plane	robot	doll	teddy	car	in	on
ball	bike	puzzle	computer game			next to	under

It's on the wall!
Number 1. A bike!

**2** **Read and match the shapes.**

1 It's a circle.

2 It's a rectangle.

3 It's a triangle.

4 It's a square.

**Now I know ...**

**Look and ✓.**

Are you ready for Unit 2?

Activity Book p.13

Progress Test 1

21

### Warmer

- Open your Pupil's Book to page 21. Point to a toy in Activity 1 and say an incorrect sentence. For example, point to the bike and say: *It's a (teddy)*. Encourage children to correct you, saying: *No! It's a bike*. Repeat with other toys.

### Pupil's Book page 21

#### 1 Look and find. Then play.

- Children name the toys in the picture using the words in the box.
- Demonstrate how the game works by reading out the example. Then in pairs, children take it in turns to say where the toy is and guess it. Monitor and help as necessary.

#### Answer key

1 bike, 2 teddy, 3 plane, 4 ball, 5 kite, 6 computer game, 7 robot, 8 puzzle, 9 car, 10 doll; Children's own answers

#### 2 Read and match the shapes.

- Tell children that they need to read the sentences and number the pictures.
- After checking answers, you may say: *It's (red)!* and elicit: *It's a (square)!*

#### Answer key

1 b, 2 d, 3 a, 4 c

#### Now I know ... Look and ✓.

- **Thinking skills:** Ask: *What's this?* and point to each picture. Elicit the toys (ball, doll, car) and shapes (circle, triangle, rectangle, square). If children feel confident with the vocabulary they have learned, they put a tick for each circle.



## Activity Book page 13

### My Marbles file

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#### My word file

##### 1 Find, circle and match.

- Children circle the toy words in the wordsnake. Then they match the pictures to the words.

#### Answer key

Wordsnake: plane, computer game, teddy, puzzle, car, ball, bike, doll, kite, robot  
1 plane, 2 kite, 3 doll, 4 robot, 5 car,  
6 computer game, 7 ball, 8 puzzle, 9 teddy,  
10 bike

#### My language file

##### 2 Read, look and circle.

- Children read each question and answer. They look at the relevant picture to circle the correct word in the answer.

#### Answer key

1 plane, 2 computer game, 3 in, 4 on

#### My learning file

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##### Now I can ...

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

## Ending the lesson

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

## Extra activities

### Reinforcement activity

- Divide the class into two teams. Children from each team take it in turns to come to the front and mime playing with or being a toy to their own team. If their team guess correctly, they get a point. After three incorrect guesses, the point goes to the other team.

### Extension activity

- Ask children to take out the toy you asked them to bring in the previous lesson. In pairs, children describe their toy to each other. They say: *It's my (plane). It's (blue).* They may share and take turns playing with each other's toys, saying: *Can I play with your (robot)? Yes! Here you are. Thank you.* Monitor and help as necessary.

### 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.