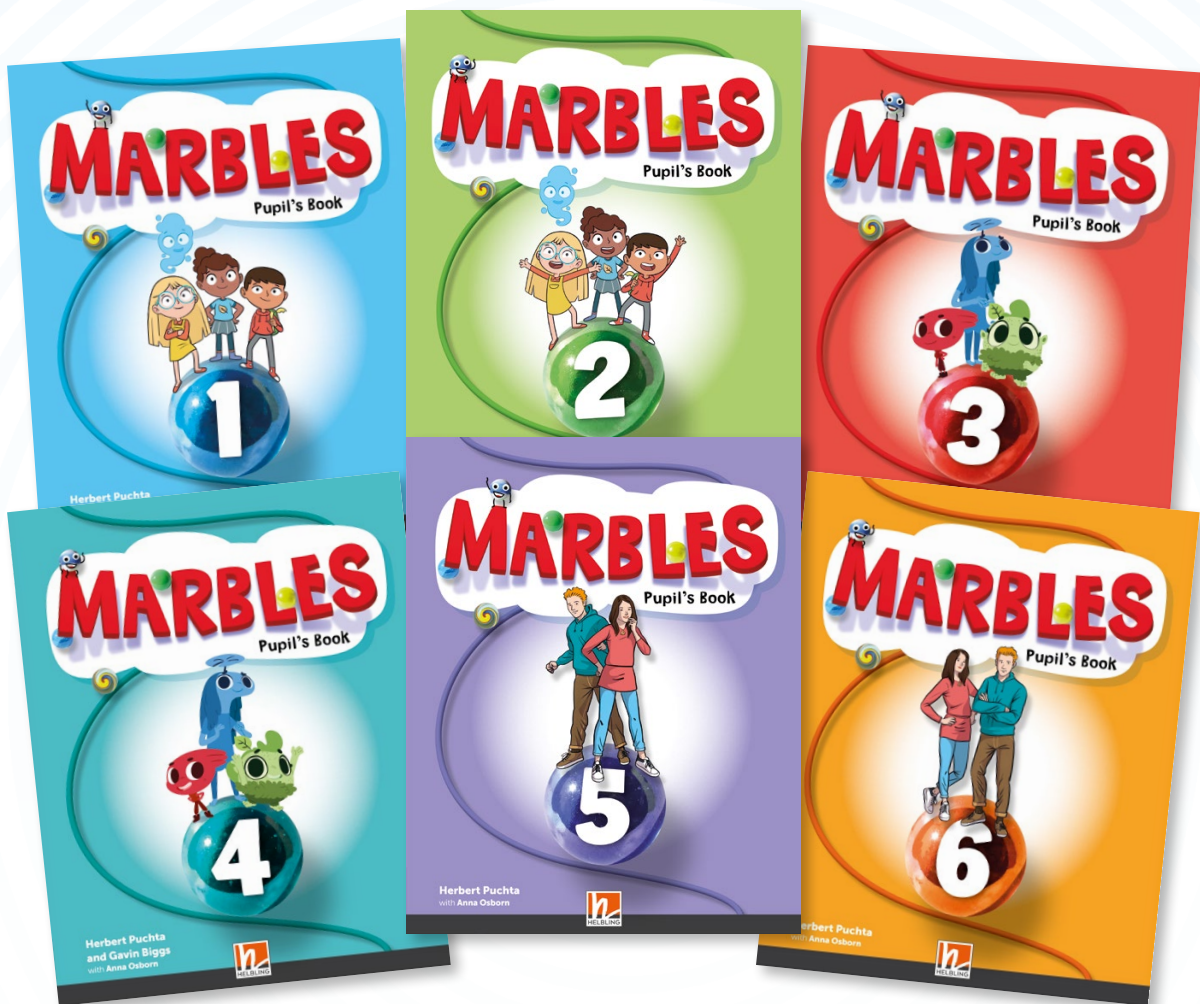


MARBLES

Ready to roll!



The new six-level course for young learners
by **Herbert Puchta** and **Gavin Biggs**
with **Anna Osborn**



About Marbles

Marbles is a six-level course for young learners of English.

Marbles whole-child approach takes lessons from the classroom to the outside world.

Marbles blends real-life topics with exciting storylines and videos to keep interest and motivation levels high.

Pupils develop language competence and Learning for life skills while they have fun and grow in confidence.

Learning for life

Learning for life skills nurture the children into rounded individuals and responsible global citizens.

Imagination

is the foundation for both artistic expression and scientific research.



Collaboration

is the way in which we can combine our talents to reach a common goal.



Global learning

is important to nurture children as global citizens, respecting other cultures and caring for the environment.



Thinking skills

help us to navigate through life, reflecting on past experience, planning and problem-solving for the way forward.



Creativity

is the practical expression of imagination.



Social and emotional learning (SEL)

is essential for children to blossom into rounded adults.



Digital skills

are necessary in today's world and children need to develop the flexibility to embrace new technology as it develops.



Communication skills

The specific focus of the Communication skills activities in *Marbles* is an introduction to communicating ideas to an audience.





Real world content (CLIL) and Values

Every unit features **real-world content with CLIL** pages related to the unit topic. Themes span **Art, Natural science, Social science, Maths, History** and **Geography**. Children can apply the knowledge they gain from these lessons to other subjects they are learning. Positive **values** and **Learning for life skills** are reinforced throughout the course in different ways, while highlighting aspects of **Social and emotional learning (SEL)** and **Global learning**.

Pupil's Book

CLIL: Social science
Sources of energy

1 Read, listen and write the names.
1 _____ saves energy. 2 _____ saves water.

MY DAY How can you help the planet at home?

I'm Pat. I have a shower every day. I don't have baths. They use a lot of water. I turn the tap off when I brush my teeth. I save water!

My name is Bill. I turn off the lights when I leave a room. I also turn off my computer when I'm not using it. I save energy!

My word box
baths • turn off
tap • save • energy

2 How can you save energy? Look and tick (✓) or cross (X).

1 Have a lot of lights on. Go by bike and not by car.

2 Turn off the lights. Have a bath with a lot of water.

3 Talk about how you save energy at home. I have a shower.

Act Smart! Look after our planet.

Activity Book p.28 37

Real-world content related to the unit topic.

Children are invited to reflect on a value related to the CLIL content through the **Act Smart!** feature, highlighting **Learning for Life** skills such as **Global learning** or **Social and emotional learning (SEL)**.

Act Smart!

Look after our planet.

Reading A fable

1 A fable is a traditional story with a message. What fables about animals do you know in your language(s)?

2 Read and listen. How does the mouse help the lion?

The lion and the mouse

It was a beautiful, sunny day in the forest and there was an enormous lion asleep under a tree. A little mouse ran past him and the lion woke up. He put his large paw on the mouse.

"Please don't hurt me," said the mouse. "Let me go! One day I promise to help you!"

The lion laughed, "YOU, a tiny mouse help ME, a huge lion? But you made me laugh, so you can go."

"Thank you, lion," said the mouse. "And wait and see. I'm small, but I'm clever! Small friends can help big friends... sometimes!"

The mouse ran away quickly before the lion changed his mind.

A few days later, the lion walked through the forest. Suddenly a trap caught him. So now he was in a net and he couldn't get out! He roared and roared - more loudly than all the other animals in the forest - but they were all too frightened to help him.

Then the mouse came along, but she wasn't frightened.

"Hello, lion," she said. "I'm here to help you!"

"It's no good," said the lion. "How can YOU, a tiny mouse, help ME, a huge lion escape from this net?"

"Lie still and watch!" replied the mouse.

She started to eat through the thick ropes of the net. She had sharp teeth and soon the net broke and the lion escaped!

"Well done! That was amazing!" said the lion.

"So, you see, small friends can sometimes help big friends," said the mouse.

"You're right," said the lion. "You're my smallest friend and my best friend, too!"

3 Read again. Complete the summary with he, she, mouse and lion.

The _____ wakes the _____, _____ catches the mouse, but _____ promises to help him one day. The _____ lets the _____ go. Another day, the _____ hears the lion, _____ is roaring loudly because _____ is in a net. The _____ goes to help. _____ eats through the net and the _____ escapes.

Learning for life How can you help your friends? How can you help at home? What can you do in your community?

I sometimes ... I helped ... I helped ... I helped ... I helped ...

Activity Book p.20 28

Specific **Learning for Life** feature can be found in levels 5 and 6.

CLIL: Maths
Measuring

1 Read, listen and tick (✓) what Grace needs to make lemonade for her family.

Grace: I've got one 500 millilitre bottle of water. How much do I need?
Mum: For all the family, you need to make 1 litre of lemonade, so use two bottles. Let's read this recipe.

Grace: OK. How many lemons do I need?
Mum: It says three lemons. Look at the scales. That's less than 1 kilogram.

Grace: And how much sugar do I need?
Mum: 100 grams of sugar.
Grace: Thanks, Mum!

My word box
recipe • scales • weight • volume
1 kilogram = 1,000 grams
1 litre = 1,000 millilitres

2 Read again and write.

millilitres grams kilograms litres

1 We use _____ and _____ to measure weight.

2 We use _____ and _____ to measure volume.

3 Look and write. Then listen and check. What's the recipe for?

200 millilitres _____ of sugar
250 millilitres _____ of chocolate
350 grams _____ of milk
85 grams _____ of hot water
225 grams of flour
125 millilitres of oil

Act Smart! Use what you need.

Activity Book p.44 57

Tips in the **Teacher's Book** offer support for reinforcement and extension activities.

CLIL: Maths
Measuring

1 After you read (see Pupil's Book, page 57, Activity 1). Match the questions and answers.

1 How much water is in Grace's bottle? a 100 grams
2 How much lemonade is Grace making? b 1 litre
3 How many lemons does Grace need? c three
4 How much sugar does Grace need? d 500 millilitres

2 Match measurements a-d in Activity 1 with the pictures. There are two extra pictures.

1 2 3

4 5 6

3 Look and write.

Use what you need.

recipe litre scales
volume weight

Act Smart!

1 We use grams and kilograms to measure _____ weight _____
2 We use millilitres and litres to measure _____
3 We use _____ to measure the ingredients for a _____
4 We need three lemons to make a _____ of lemonade.

44



Video

Marbles offers a wide **range of video content** as a highly effective and motivating learning tool at different stages of the unit. Subjects are brought to life and children look forward to watching the next instalment of the animated videos or are curious to learn more about real life subjects presented by children of their own age.

In Marbles 1 – 6 you can find the following videos per level.

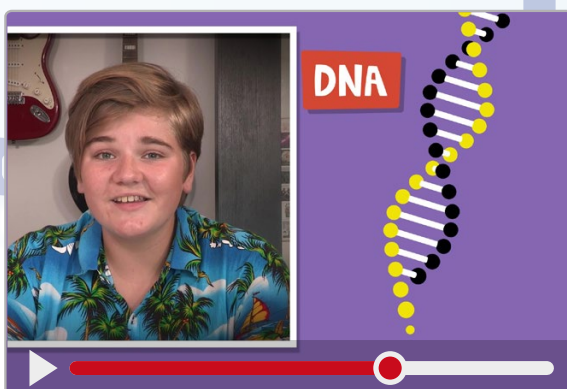
Marbles 1	Animated comic story <i>Whatsit and friends!</i>	<i>Our world</i> real-life videos with Jenny and James	Animated <i>song</i> videos	<i>Vocabulary</i> videos
Marbles 2	Animated comic story <i>Whatsit and friends!</i>	<i>Our world</i> real-life videos with Jenny and James	Animated <i>song</i> videos	<i>Vocabulary</i> videos
Marbles 3	Animated comic story <i>Space Time Adventures</i>	<i>Mia & Mike</i> real-life videos	Animated <i>song</i> videos	<i>Vocabulary</i> videos
Marbles 4	Animated comic story <i>Space Time Adventures</i>	<i>The Twins</i> real-life videos with Lucy and Leo	Animated <i>song</i> videos	<i>Vocabulary</i> videos
Marbles 5	<i>The Twins</i> real-life videos with Lucy and Leo	<i>CLIL videos</i> with Luna and Jamie	<i>Round the world</i> videos	Animated videos <i>Rap with Ronnie!</i>
Marbles 6	<i>CLIL videos</i> with Luna and Jamie	<i>Round the world</i> videos		Animated videos <i>Rap with Ronnie!</i>



Animated comic story *Space Time Adventures*



Mia & Mike real-life videos











CLIL videos



Round the world video

How can Marbles help teachers solve their common issues?

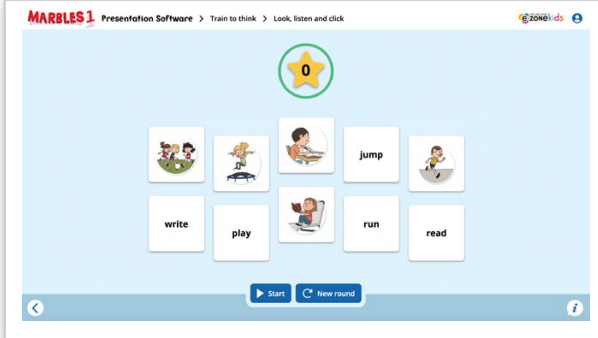
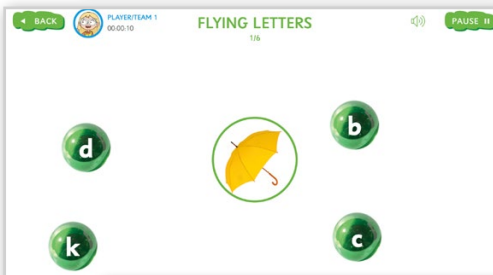
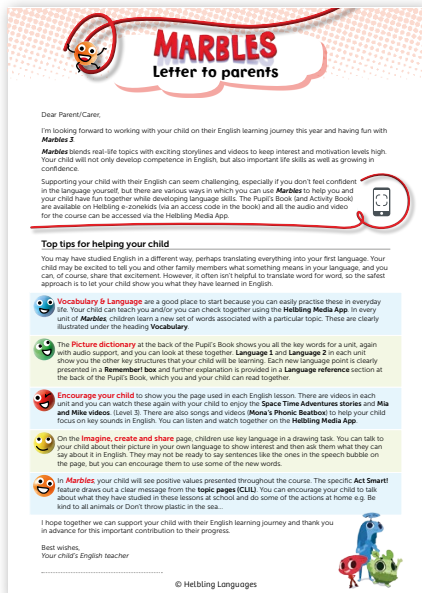
Common issues	Solutions
<p>Problems with pronunciation and spelling! <i>"My students often struggle with spelling... as we all know, there are 44 sounds in English but only 26 letters in the alphabet!"</i></p> 	<p>MARBLES offers a fun and engaging way to teach Phonics. Rhythm, rhyme and animation help learners to retain important new language in their long-term memory while having fun! The Activity Book provides a specific focus on spelling.</p> <p>Each unit has a phonics/pronunciation focus, where students can read, listen and watch videos that further support their speaking and spelling skills.</p> <p>In addition, Online games + Train to Think tasks and digital Flashcards, reinforce the unit's vocabulary in a variety of ways.</p>
<p>Students are often distracted and don't pay attention</p> <p><i>"I have some students that need extra support and other students start to become distracted – I wish I knew how to keep the whole class engaged."</i></p>	<p>MARBLES provides a wealth of materials (at different levels) to keep students engaged and entertained:</p> <ul style="list-style-type: none"> • Video content in every unit, including Karaoke options, so students can sing and dance as they learn English. • A project in every unit, allows students to use their imagination to the maximum with multiple options to draw, paint and get creative! • Teaching tips in the Teacher's Book provide support for reinforcement activities and Extension tasks for fast finishers.
<p>Not enough time in the day to prepare extra assessment activities</p> <p><i>"I'm already working a full day teaching and don't have time afterwards to start looking for extra activities or to prepare a quick review of what we've just done in class."</i></p>	<p>MARBLES offers a full and flexible assessment package, meaning teachers can quickly and easily generate extra worksheets, assign tasks online (which are automatically marked) and many more resources to save teachers time!</p> <ul style="list-style-type: none"> • Extra reviews in Activity Book which include a Self-assessment feature for students to review the learning objectives • Testbuilder generate extra worksheets at a click of a button • Online practice assignable on e-zonekids and scores automatically saved • Exam practice for each unit • Progress Test at the end of each unit offered in both Standard and Extension version

 Diagnostic Test	Children can be assessed on their prior English learning.
Lesson 4	 Online Practice 1 Children practise content from Lessons 1-4 and develop digital skills in fun and interactive listening, vocabulary and language activities.
Lesson 5	 Train to think Children develop thinking skills through interactive activities.
Lesson 8	 Online Practice 2 Children practise content from Lessons 5-8 and develop digital skills in fun and interactive listening, vocabulary and language activities.
Lesson 10  Progress Tests 1-8	Children are tested on the unit content through interactive vocabulary and language activities as well as listening, reading and writing activities. Speaking Tests are also available separately.
 Combined Tests 1-3	Children are tested on the combined content of every three units.
 Testbuilder	Tests are also available to download and print.

Common issues

School-home connection.

"Parents often want to see what we are covering in class and want to know how they can support their children at home."



Solutions

MARBLES offers plenty of ways for parents and carers to support their learners at home:

- At each level there is a **"Letter to parents/carers"** explaining the types of tasks their child will cover during the course and how they can help them.
- **The Helbling Media App** allows students to watch the videos and listen to the audios as many times as they want.
- **Helbling e-zonekids** allows parents and students to easily access the e-book+ to review content together and continue to practice at home.
- **The language reference section** at the back of the Pupil Book provides a full explanation for each **grammar point** covered.
- **Parents/carers and students** can access the **online games** together at home. They include a team challenge feature, where multiple players can play, adding an element of fun competition.
- **Online practice** allows parents/carers to see clearly and help with homework assigned to the student.
- **Helbling Graded Readers** provide the perfect way for children to continue to read for pleasure at home and share their language learning journey with other family members.

The Thinking Train

This unique series, available at six levels A–F, focuses on the development of **thinking skills** through the use of **stories**. In addition, the books offer language practice activities and exam preparation for the Cambridge A1 Starters, A1 Movers and A2 Flyers as well as the Trinity Graded Examinations in Spoken English (1–4), together with online audio, games and teacher's resources on **ezonekids.com**. Of the titles available, the two stories below are recommended as a close fit with the topics and language in **Marbles 3**.

	<p>Paul learns to plan ezonekids Authors: Herbert Puchta and Gavin Biggs For pupils: • Online Games • Audio For teachers: • Teacher's Guide • Flashcards and Flashcards Guide • Big Book and Big Books Guide • Free online worksheets with Cambridge Young Learners exam practice (A1 Movers)</p>	<p>Paul needs to study for his tests in school, but he also needs to finish his online space game before the aliens take over. Paul finds tests very difficult: the more he tries to remember, the more he seems to forget! It's terrible! How can Paul's parents and friends help him to find time to study and time to relax?</p>
	<p>The desert race ezonekids Authors: Herbert Puchta and Gavin Biggs For pupils: • Online Games • Audio For teachers: • Teacher's Guide • Flashcards and Flashcards Guide • Big Book and Big Books Guide • Free online worksheets with Cambridge Young Learners exam practice (A1 Movers)</p>	<p>Once upon a time, in a kingdom far away, four brave girls take part in a dangerous race across the desert to the Oasis of Hope. Who will win? Irida and her black horse, Alya and her beautiful hippogriff, Nour and her strong dire wolf or Mayar and her old camel?</p>



Unit walkthrough - Lesson 1 & 2

Unit Opener, topic presentation and vocabulary

Each new topic is presented through an engaging composite illustration at the start of the unit, with accompanying audio. These illustrations follow the everyday lives or adventures of the characters.

New vocabulary is presented using combined media: **photographic video animation** and individual illustrations with **flashcards**. Throughout the unit, there are many opportunities to use the new words, as well as a **Picture dictionary** for reference.

Illustrated scene with characters from the stories to present the unit topic.

Children read the *Learn to ...* box to find out about the learning objectives for the unit.

Pupil's Book

3 My day at home

1 Look and listen. What part of the day is it?

Learn to ...

- talk about our day.
- say things we do every day.
- say things we're doing now.
- say things we can do to help the planet.

2 Watch or listen. Then point and say.

- get up
- have a shower
- get dressed
- have breakfast
- brush my teeth
- go to school
- have lunch
- go home
- have dinner
- go to bed

Vocabulary

3 Look and write the part of the day.

at night in the afternoon
in the evening in-the-morning

- in the morning
-
-
-

4 Act and guess.

What do you do in the morning? Look!

You brush your teeth! Yes! I brush my teeth in the morning.

Activity Book p.24

Flashcards are also available to reinforce the vocabulary of each unit opener.



Clear vocabulary presentation with audio and video.



Activity Book

3 My day at home

Vocabulary

1 Look and complete the words.

- g _ e _ t _ u _ p
- h _ a _ v _ e _ a _ s _ h _ o _ w _ e _ r
- d _ e _ s _ s _ e _ s
- h _ a _ v _ e _ b _ r _ a _ k _ e _ a _ t
- b _ r _ u _ s _ h _ m _ y _ t _ e _ e _ t _ h
- g _ o _ t _ o _ s _ c _ h _ o _ o _ l
- h _ a _ v _ e _ l _ u _ n _ c _ h
- g _ o _ h _ o _ m _ e
- h _ a _ v _ e _ d _ i _ n _ n _ e _ r
- g _ o _ t _ o _ b _ e _ d

2 Read and write words from Activity 1.

Hi, I'm John. In the morning, I ¹ get up at 7 a.m. I ² have a shower in the bathroom and then I have ³ breakfast with my family. We eat eggs and bread. I ⁴ go to school at 7.45 a.m. I ride my bike.

Hi, I'm Rachel. In the afternoon, I go ⁵ to school at 4 p.m. I do my homework. Then, I have ⁶ lunch with my family. We always eat together. I go to ⁷ bed at 9 p.m. I read a book and go to sleep.

The new unit vocabulary is practised through a variety of activities, often writing at word or phrase level.



Unit Walkthrough - Lesson 3 & 5

Language 1 & 2

Each unit presents **two language points in context** using a variety of reading and listening activities. A comprehension task guides the children to focus first on meaning. There is then the opportunity to focus actively on the new forms in a **Remember!** box and in a **Language reference** section.

Pupil's Book

Language 1

1 Read and listen. Then write the names.

- _____ has a shower in the morning.
- _____ has a shower in the evening.
- _____ doesn't have showers.

Matt: Do you have a shower every morning?
Sue: Yes, I do.
Matt: Oh, I don't have a shower in the morning. I have a shower in the evening.
Sue: Tom doesn't have a shower in the morning or the evening.
Matt: Yuck! Why doesn't your brother have showers?
Sue: Haha! Tom isn't my brother. Tom is my dog!

Remember!

I brush my teeth in the morning.	Matt brushes his teeth in the evening.
I don't go to bed in the morning.	Matt doesn't have breakfast in the evening.
Do you have a shower in the morning? Yes, I do. / No, I don't.	Does Matt have a shower in the evening? Yes, he does. / No, he doesn't.

Find out more on page 93.

2 Look, ask and answer.

Does Emma brush her teeth in the morning? Yes, she does.

- Emma / in the morning
- Ben / in the evening
- Sam and Mark / in the afternoon
- May and Grace / in the evening

3 Talk to a friend about your day. Find things that are the same.

I have a shower in the morning. Do you have a shower in the morning?
Yes, I do. I have a shower in the morning, too!

34 Activity Book p.25

Language 2

1 Read and listen. Then match.

What do you do every day?
I get up and I have a shower. Then I get dressed and I brush my teeth.

What are you doing at the moment?
I'm sitting on the beach! I'm eating an ice cream and I'm reading a book now!

Remember!

I get up and I have a shower every day.	I'm reading a book now.
I brush my teeth every morning.	I'm eating an ice cream at the moment.

Find out more on page 93.

2 Look and say.

I ... every morning.

I ... at the moment.

3 Ask and answer.

What do you do every morning? What are you doing at the moment?

36 Train to think Activity Book p.27

Clear language box.

Communicative activities to practise language.

Language presentation through a reading and listening activity.

Activity Book

Language 1

1 Read and circle.

- Sue **get up / gets up** at 7 o'clock in the morning.
- The boys **brush / brushes** their teeth in the morning and in the evening.
- We **doesn't / don't** have lunch at school on Saturdays and Sundays.
- Matt **doesn't / don't** go to school by bus.
- Do / Does** you have a shower in the morning?
- Do / Does** Sam get home before Mark every day?

2 Look and write questions and answers.

What does Matt do in the morning?

- brush his teeth
- have a shower
- have breakfast

What does Jo and Tim do in the evening?

- watch TV
- have dinner
- play video games

- Does Matt brush his teeth in the morning? Yes, he does.
- _____?
- _____?
- Does Jo and Tim watch TV in the evening? No, they don't.
- _____?
- _____?

25

Language 2

1 Read and circle.

- Laura **has / is having** a shower at the moment.
- Kim and Jane **don't have / aren't having** breakfast now.
- Mark **brushes / is brushing** his teeth every day.
- Does Jane eat / is Jane eating** an ice cream now?
- Do you have / Are you having** dinner together every evening?
- Peter **doesn't ride / isn't riding** his bike to school every morning.

2 Look and write. Then listen and check.

What does Ann do every day?

- have a shower
- brush her teeth
- have breakfast
- eat ice cream

What is Ann doing now?

- read a book
- eat an ice cream
- drink lemonade
- do her homework

- Ann has a shower every day.
- She _____.
- _____.
- _____.
- Ann is reading a book now.
- She _____.
- _____.
- _____.

27

The language point is practised through a range of activities.

Unit Walkthrough - Lesson 4

Phonics and Song videos

In each unit, children practise key sounds that may be difficult for non-native speakers to identify and produce. The target sounds are presented via age-appropriate language in a fun rhyme.

They are then consolidated in **animated song videos** - Each phonics page features a song practising the target sounds of the unit. Fun animated audios and videos (**chants**, **songs** and **raps**) are provided to motivate and encourage children to participate, thereby reinforcing language.

Pupil's Book

Mona's Phonic BeatBox
'a_e' and 'ar'

1 Read and listen. Then listen and repeat.

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

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

A party by the lake

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

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

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

Activity Book p.10 Online Practice 1 15

Two sounds are presented through a fun rhyme.

Sounds are practised through a listening and reading activity, before pupils watch and listen to an engaging song with video animation.

The same sounds are presented in two successive units, using different words so that the sounds are reinforced.

Mona's Phonic BeatBox
'a_e' and 'ar'

1 Read, listen and repeat.

My name is Jane and I'm a whale,
My name is Jake and I'm a snake,
My name is Mark and I'm a shark,
We like playing in the park!

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

What's that animal?

Is it a fish, there in the lake?
Is it a fish or is it a snake?
It isn't a fish, it isn't a snake,
It's an octopus making a cake!

What's that animal? Come and see.
What's that animal? Please tell me.
I really don't know what this could be.
I so want to know so please tell me!

Is it a panda over there?
Is it a panda or is it a bear?
It isn't a panda, it isn't a bear,
It's a beautiful lion brushing its hair!

Is it a parrot, there in the park?
Is it a parrot or is it a shark?
It isn't a parrot, it isn't a shark,
It's a dog! Listen to it bark!

Activity Book p.18 Online Practice 1 25

song audio

Activity Book

Spelling
'oo' and 'ow'

1 Read and write 'oo' or 'ow'. Then listen and repeat.

The 'c' takes her 't' brush to the 'bath' and her 'br' to the 'sh'.

2 Look, listen and match.

1 2 3
4 5

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

oo school

ow

26

The spelling of the sounds presented in the Pupil's Book is practised through a variety of engaging activities.

Animated song videos

English is a fun game, lots of words to play.



Unit walkthrough - Lesson 6

Real world content (CLIL) and Values

Every unit features **real-world content with CLIL** pages related to the unit topic. Themes span **Art, Natural science, Social science, Maths, History and Geography**. Children can apply the knowledge they gain from these lessons to other subjects they are learning. Positive **values** and **Learning for life skills** are reinforced throughout the course in different ways, while highlighting aspects of **Social and emotional learning (SEL)** and **Global learning**.

Pupil's Book

CLIL: Social science
Sources of energy

1 Read, listen and write the names.

1 _____ saves energy. 2 _____ saves water.

MY DAY How can you help the planet at home?

I'm Pat. I have a shower every day. I don't have baths. They use a lot of water. I turn the tap off when I brush my teeth. I save water!

My name is Bill. I turn off the lights when I leave a room. I also turn off my computer when I'm not using it. I save energy!

My word box
baths • turn off tap • save • energy

2 How can you save energy? Look and tick (✓) or cross (X).

1 Have a lot of lights on. Go by bike and not by car.

2 Turn off the lights. Have a bath with a lot of water.

Act Smart! Look after our planet.

3 Talk about how you save energy at home. I have a shower.

Activity Book p.28 37

Real-world content related to the unit topic.

Children are invited to reflect on a value related to the CLIL content through the **Act Smart!** feature, highlighting **Learning for Life** skills such as **Global learning** or **Social and emotional learning (SEL)**.

Reading A fable

1 A fable is a traditional story with a message. What fables about animals do you know in your language(s)?

2 Read and listen. How does the mouse help the lion?

The lion and the mouse

It was a beautiful, sunny day in the forest and there was an enormous lion asleep under a tree. A little mouse ran past him and the lion woke up. He put his large paw on the mouse.

"Please don't hurt me," said the mouse. "Let me go! One day I promise to help you!"

The lion laughed. "YOU, a tiny mouse, help ME, a huge lion? But you made me laugh, so you can go."

"Thank you, lion," said the mouse. "And wait and see. I'm small, but I'm clever! Small friends can help big friends... sometimes!"

The mouse ran away quickly before the lion changed his mind.

A few days later, the lion walked through the forest. Suddenly a trap caught him. So now he was in a net and he couldn't get out! He roared and roared - more loudly than all the other animals in the forest - but they were all too frightened to help him.

Then the mouse came along, but she wasn't frightened.

"Hello, lion," she said. "I'm here to help you!"

"It's no good," said the lion. "How can YOU, a tiny mouse, help ME, a huge lion escape from this net?"

"I'm still and watch!" replied the mouse.

She started to eat through the thick ropes of the net. She had sharp teeth and soon the net broke and the lion escaped!

"Well done! That was amazing!" said the lion.

"So, you see, small friends can sometimes help big friends," said the mouse.

"You're right," said the lion. "You're my smallest friend and my best friend, too!"

3 Read again. Complete the summary with **he, she, mouse and lion**.

The _____ wakes the _____, _____ catches the mouse, but _____ promises to help him one day. The _____ lets the _____ go. Another day, the _____ hears the lion _____ roaring loudly because _____ is in a net. The _____ goes to help. _____ eats through the net and the _____ escapes.

Learning for life How can you help your friends? How can you help at home? What can you do in your community?

I sometimes ... I helped ... last week with ... One of our neighbours ...

28 Activity Book p.20

Specific **Learning for Life** feature can be found in levels 5 and 6.

CLIL: Maths
Measuring

1 Read, listen and tick (✓) what Grace needs to make lemonade for her family.

Grace: I've got one 500 millilitre bottle of water. How much do I need?
Mum: For all the family, you need to make 1 litre of lemonade, so use two bottles. Let's read this recipe.

Grace: OK. How many lemons do I need?
Mum: It says three lemons. Look at the scales. That's less than 1 kilogram.

Grace: And how much sugar do I need?
Mum: 100 grams of sugar.
Grace: Thank you, Mum!

My word box
recipe • scales • weight • volume
1 kilogram = 1,000 grams
1 litre = 1,000 millilitres

2 Read again and write.

millilitres grams kilograms litres

1 We use _____ and _____ to measure weight.

2 We use _____ and _____ to measure volume.

3 Look and write. Then listen and check. What's the recipe for?

200 millilitres
250 millilitres
350 grams
85 grams

1 _____ of sugar
2 _____ of chocolate
3 _____ of milk
4 _____ of hot water

225 grams of flour
125 millilitres of oil

Act Smart! Use what you need.

Activity Book p.44 57

Tips in the **Teacher's Book** offer support for reinforcement and extension activities.

CLIL: Maths
Measuring

1 After you read (see Pupil's Book, page 57, Activity 1). Match the questions and answers.

1 How much water is in Grace's bottle?
2 How much lemonade is Grace making?
3 How many lemons does Grace need?
4 How much sugar does Grace need?

a 100 grams
b 1 litre
c three
d 500 millilitres

2 Match measurements a-d in Activity 1 with the pictures. There are two extra pictures.

1 2 3

4 5 6

3 Look and write.

recipe litre scales volume weight

Use what you need.

Act Smart!

1 We use grams and kilograms to measure _____ weight _____
2 We use millilitres and litres to measure _____
3 We use _____ to measure the ingredients for a _____
4 We need three lemons to make a _____ of lemonade.

44

Unit walkthrough - Lesson 7 & 8

Stories and Skills

Animated stories and videos throughout the course allow children to follow the episodic stories of the characters and get engaged. Stories provide motivating entertainment, consolidate the unit language and vocabulary and allow skills practice. They can be followed in the **Pupil's Book comics** and also in the **video animations**.

The **Skills pages** in the Pupil's Book and Activity Book integrate the stories and help children practise and consolidate the language and the four skills of the unit. They also learn functional language in useful **Let's talk** boxes that present everyday language in familiar situations.

In Units 2, 4, 6 and 8, stories with animated videos.

Children first watch and/or listen to a summary of the story so far before they work with the new episode.

In Units 1, 3, 5 and 7, reading skills.

Pupil's Book

SPACE TIME ADVENTURES: Mona's family

1 Listen. Can you remember? 2 Watch the story. Read and listen.

So here we are, Mona. That's my family's house, and this is our garden.

It's a beautiful garden.

Mona? What about you? Have you got a family, too?

Yes, it is. We often come here.

Oh, yes. Wait a minute.

Yes? What do you mean?

Oh, yes. Wait a minute.

Look. We're a family of five.

Wow!

This is my dad. This is my brother. And here's a photo of my grandparents. And there's me, of course.

Your dad is tall!

And your brother looks naughty, haha!

And what about Wiza? Does she want to catch your family, too?

Yes, he's very tall!

Haha, yes, he is!

Oh, yes, she does. But she has no idea where they are. They are exploring new planets! They are explorers.

What's that?

That's Spike!

I don't know. It's very strange.

48

Spike? Who's Spike?

Spike is Wiza's helper!

Oh, no!

SQUAWK

Hahahaha! You have no idea! Your family are not on their home planet.

Your family are not safe. Your family are ...with ME!

3 Look at the story. How many people are in Mona's family?

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

1 Cota likes Alto's family. T F

2 Mona's got two sisters. T F

3 Mona's father is tall. T F

4 Mona's got a naughty brother. T F

5 Mona's grandpa's name is Spike. T F

6 Mona's family are safe. T F

5 Read, find and write.

That's my t... house, and this is t... garden.

Spike? Who's Spike?

Spike is t... helper.

t... family are very nice!

Activity Book p.37 Online Practice 2 49

Pupil's Book

Reading

1 Read, listen and match.

My morning

1 **Eva, Brazil**
I come from a small village in Brazil. I get up and I have a shower every day. We eat cheese balls for breakfast. I walk to school. My house is five minutes from my school!

2 **Mel, Japan**
I live in Tokyo, a very big city in Japan. I live in a flat. I have a shower every day. I don't waste water! I eat rice and eggs for breakfast. I go to school by train.

2 Read again and write the names.

1 Who eats cheese for breakfast? Eva

2 Who lives in a big city? _____

3 Who lives in a village? _____

4 Who has a shower every day? _____

5 Who walks to school? _____

6 Who goes to school by train? _____

38 Activity Book p.29

Pupil's Book

MIA AND MIKE: Houses and homes

3

Listening and Speaking

1 Listen and number.

Seashell Home, Mexico

Rock Homes, Turkey

Green Flats, Australia

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

1 Mike lives in a flat. T F

2 There are a lot of semi-detached houses in England. T F

3 There are blocks of flats in the centre of Brighton. T F

4 It's always quiet in the centre of Brighton. T F

5 It's sometimes noisy in the countryside. T F

3 Answer the questions. Then say.

- Where's your home?
- Do you live in a house or a flat?
- How many rooms are there?
- Describe your bedroom.
- What do you do every day at home?
- What makes you happy?

Let's talk

Talking about your home

My home is in ...

I live in a ...

There are ... bedrooms, a ... and a ...

My bedroom is (very) ...

I ... in the morning.

I ... in the evening.

Online Practice 2 39

In Units 1, 3, 5 and 7, listening and speaking skills.

Writing practice is provided in the Activity Book.

Activity Book

Writing

3 **An email**

1 Read Sam's email. Underline the things he does every morning.

Hi Sam,

The morning is my favourite time of day! Every morning, I get up and I have a shower. I don't have baths because I want to save water. After that, I have breakfast with my family. We have milk and cereal and toast. Then I brush my teeth and I go to school with my sister. We go by bike. What do you do every morning?

From, Sam

2 Plan your reply to Sam. Answer the questions.

1 What do you do when you get up? _____

2 What do you have for breakfast? _____

3 How do you go to school? _____

3 Write an email to Sam about your morning. Use your plan from Activity 2.

Hi Sam,

From: _____

29



Unit walkthrough - Lesson 9

Imagine & create Projects

Children have the opportunity to review and consolidate what they have learned in a **practical project tasks** that develop **imagination** and **creativity** and then fosters **collaboration and communication** skills as children **share** their ideas.

Pupil's Book

Project Our Imaginary World

Do you like our planet?

ZORB

This is the name of our planet. What's the name of your planet?

What new food can people eat? pizza fruit pineapple grapes mango

What's the planet like? brown birds lake rings

What are the animals like? lion forest big six legs

What does the robot helper like? four arms funny one leg brush my teeth

What's the planet people's new week? eat chocolate play games sleep fly

What do the people look like? short dark hair long red hair glasses

What does the new town look like? trees forest small swings people market monkeys

What's the weather like? orange clouds rainbow talk dance pink sky

100 101

Imagine, create and share

1 **What's missing?** Look and match the robots with the missing things.

1 2 3 4 5 6

7 8 9 10 11 12

scooter camera spoon toothbrush fork shower

2 **Imagine you've got a robot helper. What does it do for you? Write three sentences.**

In the morning, my robot helper...

30

At lower levels the **Imagine, create and play** page in each unit engages children in an inspiring activity that develops imagination as they draw, creativity as they choose their colours for the cut-outs (provided in the Activity Book) and collaboration as they play together.

Pupil's Book

Imagine, create and play

My monster

Emma Sam Sally

1 Look, listen and match.

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

My monster has got four legs and three arms. He's got red eyes.

70 Project Activity Book p.83

Activity Book

Project A monster

1 Colour 2 Cut 3 Stick 4 Play

Materials: coloured pencils, scissors, a toilet roll, glue

stick

83



Unit walkthrough - Lesson 10

Learning to learn: review and exams

Review pages in the Pupil's Book and **My Marbles** file pages in the Activity Book encourage metacognitive **thinking skills**. Children review the language and learning objectives of the unit and reflect on their progress. They are invited to reflect on their progress by thinking about what they can now do and what they have learned by doing reflection and self-assessment activities in the Pupil's Book and Activity Book review pages.

Pupil's Book

Review

1 Listen and tick (✓).

2 Read, circle and write.

I get up and I have a shower every day.
I is dressed, I have breakfast and then I go to school. When I get home, I do my homework. In the evening, I is dinner and then I go to bed. Today is a special day! It's a holiday. We is lunch on the beach and we is in the sun at the moment! Bye!

Example

1	get	do	make
2	gets	getting	
3	have	'm having	brush
4	play	plays	're having

Are you ready for Unit 1?

Now I can ...

- talk about my day. ○○○
- say things I do every day. ○○○
- say things we're doing now. ○○○

Activity Book p.31 • Exam practice p.82 • Progress Test 3

Activity Book

My Marbles file

My word file Look and write the activities.

1 get up
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

My language file Read and write.

every day at the moment 'm eating have are you eating don't

Ben: What are you doing at the moment? Emma?
Emma: I'm having breakfast!
Ben: What are you eating for breakfast today?
Emma: I am eating chocolate!
Ben: Really? Do you have chocolate for breakfast every day?
Emma: No, I don't have it! I eat eggs and fruit every morning. But today is my birthday!
Ben: Oh, happy birthday!

All about me

My learning file Now I can ...

- write and say my daily routine.
- write about what I do every day.
- say and spell words with 'oo' and 'ow'.
- write about when people do things.
- write an email to a friend.

My favourite page is _____.
My favourite activity is on page _____.
My favourite picture is on page _____.
My favourite picture is on page _____.

Thinking Skills activities on **eZONEkids**

Assessment and Exam preparation

This course is designed so that by the end of Level 4, children will be ready to take **Cambridge English A1 Movers** test and the **Cambridge English A2 Flyers** test by the end of Level 6. External exam activity types are practised in the **Exam practice section** at the end of the Activity Book.

Activity Book

Review 1

1 Look at the map and complete the places.

Marbles Nature Park

	1	2	3	4	5
A					
B					
C					
D					
E					

1 m... .. 2 l... .. 3 w... ..
4 i... .. 5 wa... .. 6 r... ..

2 Look at the map in Activity 1. Read and write. Then listen and check.

behind above up on down by

Beta: Do you want to see the pandas? Look - they're walking behind that field.
Cota: OK. Then I want to see snakes. Where are they?
Beta: I can see a snake here. It's under the rock. Oh, and there's a mouse on the rock.
Alto: Hey, we can see kangaroos, too! There are two in the lake, here. Look at them - they're jumping up and down. And then let's go to the waterfall.
Cota: Good idea. What animals are there?
Alto: Parrots. Look - there are parrots near the waterfall.
Cota: Great!

Welcome

3 Complete the leaflet. Use the present continuous.

Welcome to Marbles Nature Park!

Enjoy our beautiful places and animals.

- Can you see the lions on the map? They are sleeping (sleep) now.
- Visit the pandas. Look on the map - the pandas are having (have) their lunch at the moment. They are eating (eat) bamboo - a type of plant.
- Watch the penguins in the lake. These penguins are swimming (swim) today!
- Do you like kangaroos? This kangaroo is jumping (jump).
- There are parrots in our park, too. Can you find them? They are flying (fly)!

4 Complete Teddy's questions with Is it or Are they.

1 Is it an octopus?
2 _____ stars?
3 _____ a shark?
4 _____ rocks?
5 _____ penguins?

5 Follow the lines in Activity 4 and answer Teddy's questions.

Is it an octopus? No, it isn't. It's a snake.

Unit 1 Exam practice

Listening Part 1

1 Listen and draw lines. There is one example.

Reading and Writing Part 2

2 Kim and Nick are talking about the picture in Activity 1. Read and circle the best answer.

1 Nick: I like the mountains and the woods.
Kim: A Me too.
B You too.
C Do I?

2 Nick: Is Paul in the photo? I can't see Paul.
Kim: A Yes, he does.
B He's got a photo.
C Yes, he is.

3 Nick: Where is he?
Kim: A Look, Paul swims in the lake.
B Look, Paul is swimming in the lake.
C Yes, that's right.

4 Nick: Oh, I don't like that lake. It's very cold!
Kim: A Yes, that's great.
B Yes, you do.
C No, it isn't. It's very nice!

5 Nick: OK! Look at Fred - what is he doing behind the rock?
Kim: A He's hiding from you!
B Yes, he's behind the rock.
C He can't hide.



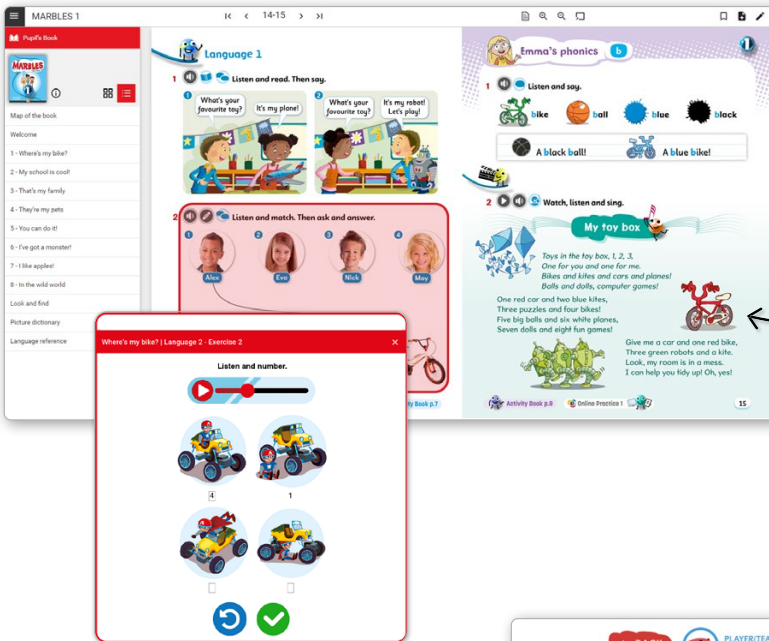
Marbles Digital



Whether you teach online or face-to-face, or a blend of both, *Marbles* offers a wealth of digital materials and resources, available on **Helbling e-zone kids**.

Helbling e-zone kids enable teachers to deliver content, assign tasks and homework, and to monitor children's progress.

All the audio and video content is also available on the **Helbling Media App**.



e-book+

Interactive Pupil's Book and Activity Book, with embedded audio and video, also including self-correcting tasks. *Marbles* e-books+ are also accessible on mobile devices.

Online Games

Fun online games for individual or team challenges, and specially developed *Train to think* activities for further practice.





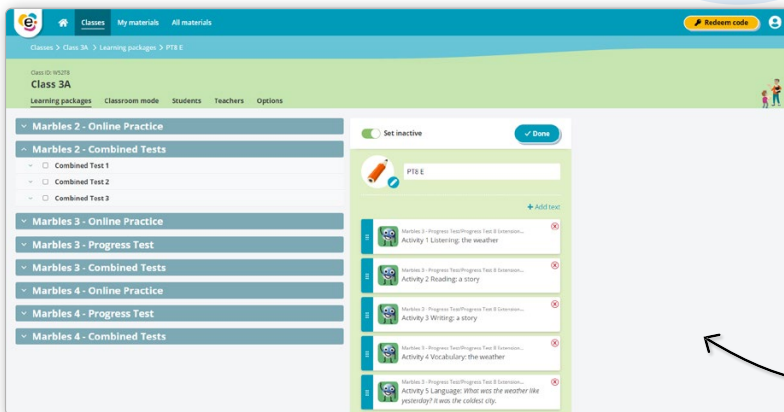
Online practice

A range of online interactive tasks covering vocabulary, language and skills work. Select and assign tasks, set a deadline and receive a report detailing children's results.



Presentation Software (IWB)

Teacher's e-book+ version of the Pupil's Book and Activity Book: all the pupil's material for presentation on an interactive whiteboard. The software can be used on a smartboard for face-to-face classes or sharing the screen with students in virtual classrooms.



Assessment package with audio

Specially designed Diagnostic Tests and Progress Tests allow teachers to effectively evaluate pupils' level and progress. You can use ready-to-print tests or edit and generate your own versions for face-to-face teaching, or assign tests directly to your students.

Helbing Media App

Audio and video available for mobile devices.



MARBLES



FOR THE PUPIL

Pupil's Book

with access code to:

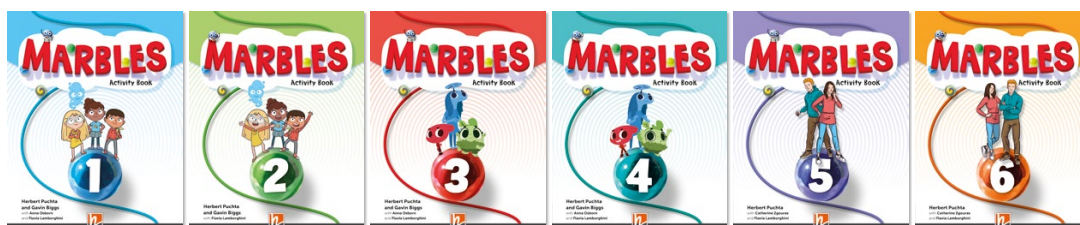
- e-book+
- Online Practice



Activity Book

with access code to:

- e-book+
- Online Games



FOR THE TEACHER

Teacher's Book with access code to **Presentation Software** including:

- Pupil's e-book+
- Activity e-book+
- Digital flashcards
- *Train to think* activities
- Teacher's Resources
- **Full assessment package with audio**
- **Online Practice**

Flashcards



Helbling Media App

with Audio & Video
for both pupil and teacher

CEFR level:	Cambridge English exam:	
Pre-A1	Marbles 1	Starters
	Marbles 2	
A1	Marbles 3	Movers
	Marbles 4	
A2	Marbles 5	Flyers
	Marbles 6	

Marbles	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Pupil's Book	978-3-99089-755-3	978-3-99089-756-0	978-3-99089-757-7	978-3-99089-758-4	978-3-99089-759-1	978-3-99089-760-7
Activity Book	978-3-99089-761-4	978-3-99089-762-1	978-3-99089-763-8	978-3-99089-764-5	978-3-99089-765-2	978-3-99089-766-9
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