

# MARBLES

Ready to roll!



The new six-level course for young learners  
by **Herbert Puchta** and **Gavin Biggs**  
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# 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.





# Topics 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.



Look at the vocabulary video

## Activity Book

**3 My day at home**

**Vocabulary**

1 Look and complete the words.

- g \_ \_ t    u \_ \_ p
- h \_ \_ y    a    \_ \_ \_ et
- s \_ \_ ow \_ \_ r    d \_ \_ es \_ \_ e \_ \_
- h \_ \_ v \_ \_    br \_ \_ ak \_ \_ a \_ \_ t
- br \_ \_ s \_ \_ m    t \_ \_ e \_ \_ h
- g \_ \_ t    \_ \_ \_ av \_ \_
- sc \_ \_ o \_ \_ t    l \_ \_ nc \_ \_
- h \_ \_ m \_ \_
- g \_ \_ a \_ \_ e    g \_ \_ t \_ \_
- d \_ \_ n \_ \_ er    b \_ \_ d

2 Read and write words from Activity 1.

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

Hi, I'm Rachel. In the afternoon, I go <sup>5</sup> home at 4 p.m. I do my homework. Then, I have <sup>6</sup> dinner with my family. We always eat together. I go to <sup>7</sup> 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.



# Language

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.

I don't go to bed in the morning.

Do you have a shower in the morning?

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

Matt brushes his teeth in the evening.

Matt doesn't have breakfast in the evening.

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.

1 Emma / in the morning



2 Ben / in the evening



3 Sam and Mark / in the afternoon



4 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!

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Activity Book p.25

Clear language box.

Communicative activities to practise language.

Language presentation through a reading and listening activity.

### Language 2

1 Read and listen. Then match.

1 What do you do every day?

I get up  and I have a shower.  Then I get dressed and I brush my teeth.

2 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 brush my teeth every morning.

I'm reading a book now.

I'm eating an ice cream at the moment.



2 Look and say.

1 ... every morning.

1 I ... every morning.

2 I ... every morning.

3 I ... every morning.

1 ... at the moment.

1 I ... at the moment.

2 I ... at the moment.

3 I ... at the moment.

3 Ask and answer.

What do you do every morning?

What are you doing at the moment?

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Train to think

Activity Book p.27

## 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?

1  brush his teeth  have a shower

2  have breakfast  play video games

3  watch TV  have dinner

4  play video games  have dinner

5  have breakfast  play video games

6  watch TV  have dinner

7  have breakfast  play video games

8  watch TV  have dinner

9  have breakfast  play video games

10  watch TV  have dinner

11  have breakfast  play video games

12  watch TV  have dinner

13  have breakfast  play video games

14  watch TV  have dinner

15  have breakfast  play video games

16  watch TV  have dinner

17  have breakfast  play video games

18  watch TV  have dinner

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The language point is practised through a range of activities.

### 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?

1  have a shower  brush her teeth

2  have breakfast  eat ice cream

3  watch TV  have dinner

4  play video games  have dinner

5  have breakfast  play video games

6  watch TV  have dinner

7  have breakfast  play video games

8  watch TV  have dinner

9  have breakfast  play video games

10  watch TV  have dinner

11  have breakfast  play video games

12  watch TV  have dinner

13  have breakfast  play video games

14  watch TV  have dinner

15  have breakfast  play video games

16  watch TV  have dinner

17  have breakfast  play video games

18  watch TV  have dinner

What is Ann doing now?

1  have a shower  brush her teeth

2  have breakfast  eat an ice cream

3  watch TV  have dinner

4  play video games  have dinner

5  have breakfast  play video games

6  watch TV  have dinner

7  have breakfast  play video games

8  watch TV  have dinner

9  have breakfast  play video games

10  watch TV  have dinner

11  have breakfast  play video games

12  watch TV  have dinner

13  have breakfast  play video games

14  watch TV  have dinner

15  have breakfast  play video games

16  watch TV  have dinner

17  have breakfast  play video games

18  watch TV  have dinner

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# 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.  
Jake 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

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

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.

**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?  
If 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?  
If 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?  
If 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

Listen to the Song

**Activity Book**

**Spelling**  
'oo' and 'ow'

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

The c\_o\_o\_k\_e takes her b\_r\_u\_s\_h to the b\_a\_t\_h\_r\_o\_o\_m and her b\_r\_o\_w\_n c\_a\_t to the s\_h\_o\_o\_r, t\_h\_e m\_o\_u\_s\_e

2 Look, listen and match.

1 2 3 4 5 6

oo ow

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

oo school

ow

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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.

Watch the Song Video

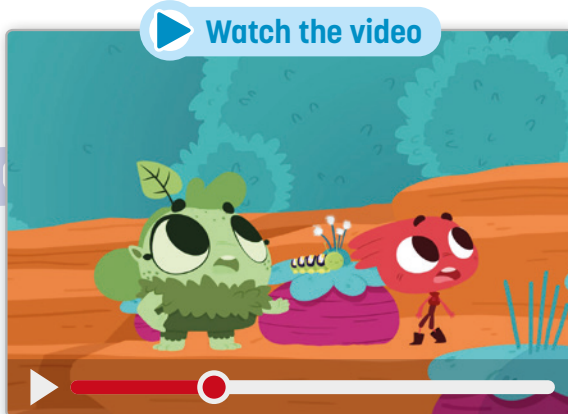


# Video

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.

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



Animated comic story *Space Time Adventures*



*Mia & Mike* real-life videos



CLIL videos



*Round the world* video



# 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. What about you? Yes? What do you mean? Have you got a family, too? Oh, yes. Wait a minute. Alto's family are very nice! Yes, it is. We often come here. 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! Yes, he's very tall! Haha, yes, he is! And what about Wiza? Does she want to catch your family, too? 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.

Listen to the audio

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

4 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 \_\_\_\_\_ house, and this is \_\_\_\_\_ garden. Spike? Who's Spike? Spike is \_\_\_\_\_ helper.

\_\_\_\_\_ family are very nice!

Watch the video

## Pupil's Book

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 Mei, 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.

3  
4  
5  
6

2 Read again and write the names.

1 Who eats cheese for breakfast? \_\_\_\_\_  
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? \_\_\_\_\_

## Pupil's Book

**MIA AND MIKE: Houses and homes**

Listening and Speaking

1 Listen and number.

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.

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

## Activity Book

Writing

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

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.

Writing practice is provided in the Activity Book.



# 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. 2  Go by bike and not by car.

3  Turn off the lights. 4  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

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 ...

Activity Book p.20

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

Children also 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's the planet like? brown birds, jake rings

What are the animals like? lion, forest, big, six legs

What's the robot helper like? four arms, funny, one leg, brush my teeth

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

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

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

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

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

**Imagine, create and share**

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

1 2 3 4 5 6

a scooter, b camera, c spoon, d toothbrush, e fork, f shower

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

In the morning, my robot helper \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

Example (have) do make  
1 get gets getting  
2 have go brush  
3 have 'm having 're having  
4 play plays 're playing

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

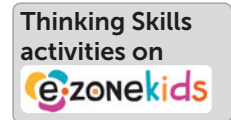
Ben: What are you doing at the moment Emma?  
Emma: I'm having breakfast!  
Ben: What are you eating for breakfast today?  
Emma: I am eating chocolate!  
Ben: Really? Do you have chocolate for breakfast every day?  
Emma: No, I don't have it every day and fruit every morning. But today is my birthday!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

**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. ○○○

**All about me**

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



## 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					

13 M are sleeping. 14 I am eating. 15 W are swimming.  
16 I am reading. 17 S are having lunch. 18 F are playing.

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

Beta: Do you want to see the pandas? Look – they're walking up that field.  
Cota: OK. Then I want to see snakes. Where are they?  
Beta: I can see a snake here. It's behind the rock. Oh, and there's a mouse under the rock.  
Alto: Hey, we can see kangaroos, too! There are two near 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 in 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 eating (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 Are they stars?  
3 Is it a shark?  
4 Are they rocks?  
5 Are they 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.

Mary Kim Ben Nick  
Jane Peter Paul

**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.

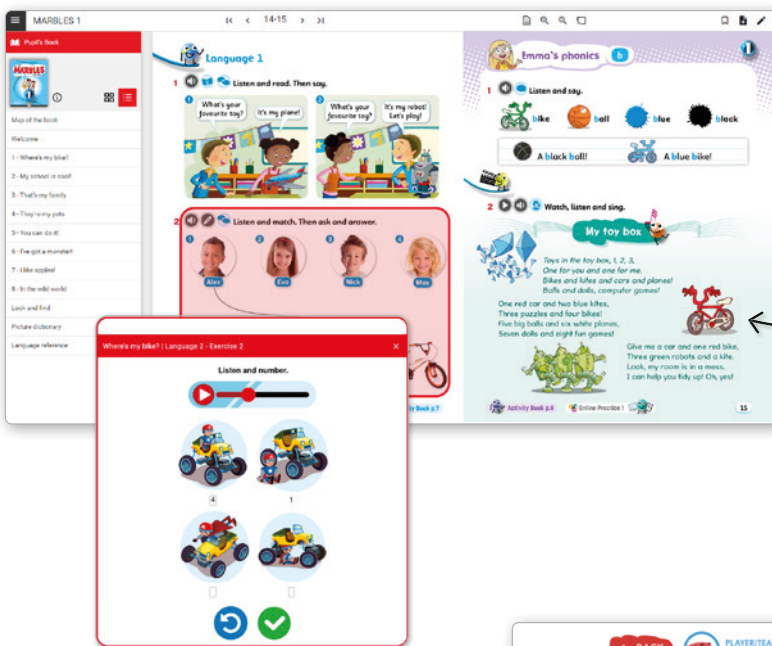
4 Nick: Oh, I don't like that lake. It's very cold!  
Kim: A Yes, that's great.  
B Yes, you do.  
C No, it isn't. It's very nice!  
5 Nick: OK! Look at Fred – what is he doing behind the rock?  
Kim: A He's hiding from you!  
B Yes, he's behind the rock.  
C He can't hide.



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

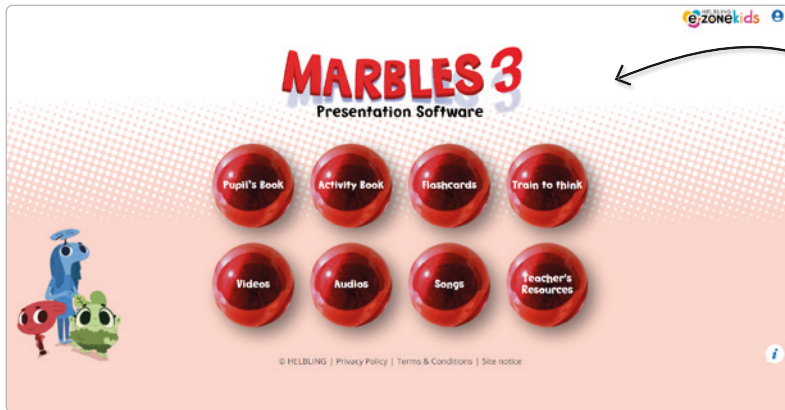
Fun online games for individual or team challenges, and specially developed *Train to think* activities for further practice.





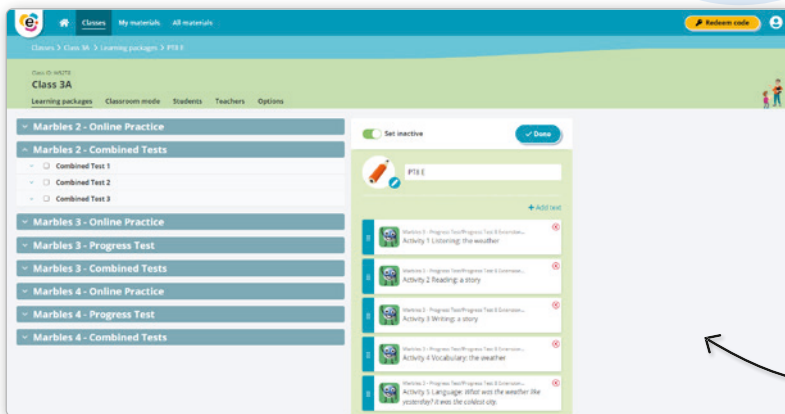
### Online practice

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.



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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



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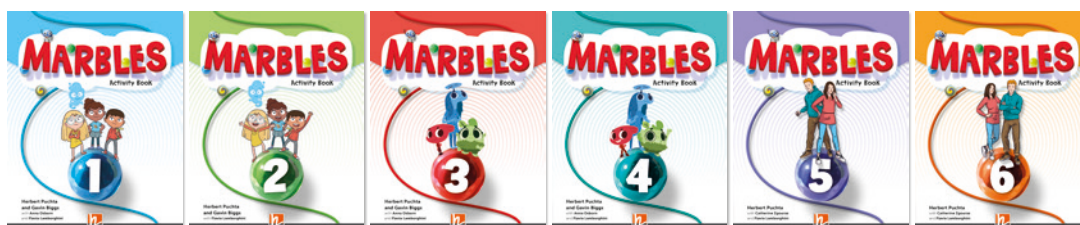
- e-book+
- Online Practice



### Activity Book

with access code to:

- e-book+
- Online Games



## FOR THE TEACHER

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

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A1	Marbles 3	Movers
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