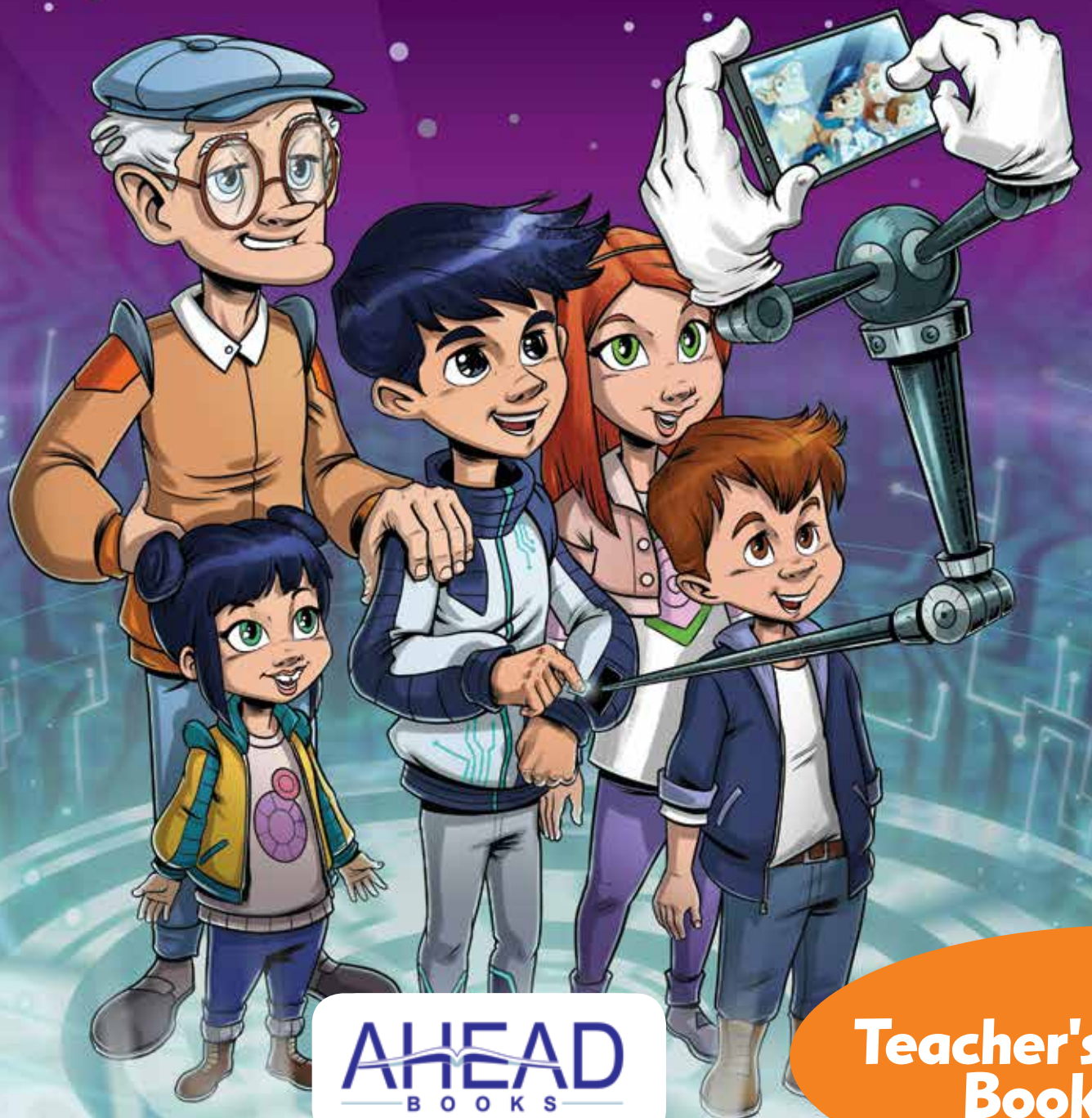


TIME TRAVELLER 3

Alice Gibbons



AHEAD
BOOKS

Teacher's
Book


Go to www.timetravellergames.com and do your Playwork!

You can find your access
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TT1 - GH57FHI

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TIME TRAVELLER



Alice Gibbons - Chris Spring



LANGUAGE SUMMARY



	Key Vocabulary	Grammar	CLIL Reading
KIM AND MAX Page 4	Revision: actions, clothes, telling the time	Revision: to be, possessive pronouns, present continuous, numbers	
1 MAX'S HOUSE Page 9	Parts of a house: <i>basement, roof, go upstairs/ downstairs, upstairs, downstairs, shower, sleep, stairs</i>	Present continuous Affirmative/Questions/ Negative have/has got	Geography: <i>My building apartment (flat), elevator (lift), floor (second), balcony, pool, UK, address, Boston, inside, summer, winter</i>
2 THE OLD DIARY Page 19	Family and routines: <i>diary, market, pasta, get, dressed/undressed, have, a shower, go to bed, daughter, son, great grandpa/grandma</i>	Present simple Affirmative/Questions/ Negative Adverbs of frequency/ Time expressions	Family: <i>My family aunt, uncle, granddaughter, grandson, parents, grandparents, tell, work</i>
3 THE TREASURE Page 29	Food and drink: <i>tea, a cup of tea, carton</i> Revision: <i>treasure, library, theatre</i>	Plural nouns Uncountable nouns Expressions of quantity	Geography: <i>Breakfast at a hotel vacation, famous, top, bowl, hotel, coffee, pancake</i>
REVISION 1 Page 39	Units 1 2 3		
4 THE TOWN Page 41	Parts of a city/town: <i>town, museum, shopping centre/mall, cinema</i> Revision: <i>building, film, animal</i>	Relative pronouns and clauses Object pronouns	Science: <i>A trip to the countryside village, countryside, a walk, sun, grass, leaf, peach</i>
5 THE MUSEUM Page 51	Animals: <i>dolphin, shark, whale, lion, bat, parrot, rabbit</i> Numbers: 21-50 Directions: <i>go straight, turn</i>	Adjectives Adverbs of manner	Geography: <i>Animals and where they live jungle, mountain, forest, lake, river, ground, ocean, habitat, need</i>
6 BAD WEATHER Page 61	Weather: <i>rain, wind, cloud, storm</i> Revision: <i>field, barn</i>	Past simple - to be Affirmative/Questions/ Negative	Science: <i>The weather Revision of weather words Revision: today, be closed</i>
REVISION 2 Page 71	Units 4 5 6		

	Key Vocabulary	Grammar	CLIL Reading
7 THE OLD TOWN Page 73	City/town: road, hospital, office Revision: mobile phone, doctor, letter	Past simple - regular verbs Affirmative Past simple: there was/were	Technology: connect, send, receive, text, email, video, information, communicate, website, safe
8 AT THE THEATRE Page 83	Theatre/Films: boring, surprising, film star, actor, terrible, seat, play (n), show (v)	Past simple - irregular verbs Affirmative	Literature: Books and plays choose, together, wolf, panther, teach, teacher, adventure (n & adj)
9 THE TRAIN STATION Page 93	Transportation: train station, bus stop, bus Clothes: sweater, coat, scarf Revision: restaurant	Past simple - regular/irregular verbs Questions/Negative Short form Short answers	Geography: Trains around the world China, Shanghai, Venice, Paris, France, Istanbul, Turkey, Switzerland, the Alps, airport, minute, other side
REVISION 3 Page 103	Units 7 8 9		
10 I LOVE PASTA Page 105	Food: soup, cheese, bread Revision: quick, quickly, better Revision: food and adjectives	Adjectives Comparative/Superlative	Science: The five senses taste (v & n), tongue, touch (v & n), feel, smell (v & n), hear, hearing, see, sight, brain, knife, fork, spoon
11 GRANDPA JIM'S TREASURE Page 115	Revision: key, coffee, festival, dance (v), take, quiet	Requests and permission can/could	Music: Musical instruments string, viola, violoncello (cello), contrabass (bass) woodwind, blow, flute, clarinet, brass trumpet, tuba, percussion, drum, bongo drum
12 BACK HOME Page 125	Actions: teach, talk, cry, skate, fish, climb	Present continuous Affirmative/ Questions/ Negative Some/any/no Want + to	Literature: Comic books become, popular, strong, adventure story, everyone, superhero, superpower
REVISION 4 Page 135	Units 10 11 12		
GRAMMAR REFERENCE	Page 137 KEY VOCABULARY	Page 142 AUDIO TRANSCRIPTS	Page 145 WORKBOOK
			Page 156

INTRODUCTION



The Introduction to this Teacher's Book contains information on the following:

Components and Key Features of <i>Time Traveller</i>	A1
Using the CLIL and Project Section	A4
Teaching ideas	A5
Teaching tips for teaching learners online	A6
Fun Classroom Activities	A7
Teaching Tips	A8
Virtual Playwork Gamified Environment	A10
The Games	A11

Icons used in this book:



multimedia (audio/animation for the story episodes)



games available on www.timetravellergames.com

INTRODUCTION

Components and key features of *Time Traveller*

Time Traveller has been designed to assist teachers with the biggest issues they face in today's ELT environment:

- how to make the lesson interactive and fun for all pupils.
- how to broaden pupils' empathy, imagination, and cultural outlook.

Time Traveller 3 is the third level in a six-level primary course for young learners of English. It has been created to be perfectly in step with pupils' development, using different types of learning strategies to match children's different learning styles, while expanding their creativity, communication and collaboration skills. With fun characters, engaging tasks, and a captivating continuing story, the series is sure to delight pupils and lay a strong foundation for a positive attitude towards learning English. It is for CEFR level: A1, or for preparation for the Cambridge A1 Movers test, the INVALSI exam and the TOEFL Junior exam.

Time Traveller incorporates 21st century skills which help pupils master content while producing, synthesising and evaluating information from a wide variety of subjects and sources.

Student's Book structure:

Features of the Student's Book

- 1 an introductory unit (Remember unit).** This unit revises language from levels 1 and 2. Further extension of revision of language is found in the Remember unit in the Workbook.
- 2 twelve core units. Each unit consists of:**
 - four Lessons. This is indicated only in the Teacher's Book not in the Student's Book. Making for a total of 48 core lessons.
 - a *Let's go!* warm-up page: this page introduces key vocabulary presented in the story as well as practice activities for this key vocabulary.
 - a two-page, exciting adventure story which consists of an episode of the series ongoing story, with our characters Zack, Jill, Kim, Max and Grandpa Sam. Each episode introduces new vocabulary and presents new language structure, which is then explained in the Grammar section that follows. Each episode is followed by a reading comprehension activity, which promotes classroom discussion about the episode, giving learners the chance to practice the new vocabulary and language structure(s) while testing their comprehension skills.
 - a two-page, Grammar section, with clear grammar charts and simple explanations. Each new language structure presented is followed by activities for practising each structure.
 - a CLIL section followed by a fun project, which introduces American English practice. Each CLIL section contains a reading text followed by a reading comprehension activity. New vocabulary is presented in this text while also recycling vocabulary from previous units. The project topic is related to the CLIL text and provides extended practice on the topic, with fun activities. The project is presented in class. The Student's Book contains a complete model with discussion questions, and a full page is provided in the *My Workbook Projects* section of the Workbook for the pupil to create their own project.
 - a full skills section with:
 - one-page of YLE Listening practice. Each part of the YLE listening exam is presented with examples. All parts of the listening exam (YLE), are covered in the Student's Book, familiarizing students with the various task types.
 - one-page YLE Speaking practice. Each part of the YLE speaking exam is presented with examples. All parts of the speaking exam (YLE), are covered in the Student's Book, familiarizing students with the various task types. General speaking activities are also included to promote communication using the vocabulary and language taught in the Student's Book.
 - one-page Writing model text with helpful writing tips and activities. The writing task is presented in class. The Student's Book contains a complete model with discussion questions, and a full page is provided in the *My Writing Corner* section of the Workbook for the pupil to create their own text.

3 four Revision units with songs.

- each Revision unit revises language presented from preceding three units, or even highlighting key language items from previous levels. The Revision unit always ends with a fun song which revises vocabulary and language structures.

The storyline for Level 3

The story in Level 3 has been specially written to engage pupils and make learning English more exciting. The story episodes are on-going, which gives pupils a continued adventure throughout the Student's Book. The storyline can be found in the Student's Book as well as in the reduced size Student's Book pages, of the Teacher's Book. Animation episodes have also been developed for the story episodes, and are available on our platform (www.timetravellergames.com). They are included in the IWB software (interactive whiteboard) as well, where they can be downloaded individually.

In Level 3, pupils follow Zack, his Grandpa, Sam, his sister, Jill, from the future, as well as Max and Kim back ... to the past! Stan Slob appears to wreak mayhem. He has stolen one of Mr Green's spaceships and travelled to the past. Only Zack and his friends can stop him from changing the past and consequently changing the world as we know it! The friends explore the world as it was in 1870, have a fun adventure, and learn that, although people may be from different 'worlds', they remain the same at heart.

Workbook structure:

Features of the Workbook

The *My Projects* section, *My Writing Corner*, and the *Literature* section may be found towards the end of the Workbook. The *My Project* and *My Writing Corner* sections are directly linked to the activities in the Student's Book. These sections provide a creative outlet for learners to expand on the topics presented in the Student's Book. They also form a portfolio which can be presented to parents at the end of the school year.

The role of literature in the ELT classroom is to provide rich linguistic input and effective stimuli for pupils to express themselves in, and a potential source of learner motivation. Literature provides opportunities for multi-sensorial classroom experiences, and can appeal to learners with different learning styles. The story in *Time Traveller Workbook 3, Peter Rabbit*, is fully illustrated, accompanied by audio, and is level-appropriate.

Purpose and structure of the Workbook: The Workbook can be used at home for self-study / homework following the lesson. Teachers may also choose to do some of the Workbook activities in class, if they have time to do so.

Each Workbook unit consists of four pages:

- one page of vocabulary activities related to the story episode in the Student's Book.
- one page of grammar activities to practice the language structure(s) taught in the Student's Book.
- one page of activities related to the CLIL and project section (American English).
- one page of skills activities.

Teacher's Book structure:

Features of the Teacher's Book

- an introduction with teaching tips, ideas, and suggestions for extra classroom games.
- reduced-size, full-colour version of the corresponding pages of the **Student's Book**, with overprinted answers to all exercises; each core Student Book unit, is divided into four Lessons.
- audio CDs with all the reading texts, listening activities and songs.
- reduced-size, full-colour version of the Workbook pages with overprinted answers to all exercises; each Workbook page, corresponds to one Student Book lesson.
- step-by-step guidance for each lesson, with suggested lesson plans.
- clear unit aims and lesson objectives.

- unit-by-unit grammar reference.
- unit-by-unit wordlist with key vocabulary and functional vocabulary.
- suggested homework sections, which include e.g. optional dictation homework, Workbook activities and extra suggestions for tasks, is given after each lesson.
- extra teaching tips and suggestions.
- audio transcripts for listening activities.

Supplementary material available:

A Test Booklet, which contains 6 full exams for all four skills. This Booklet is in colour and is available in both printed format, and on the on-line platform (www.timetravellergames.com) to download.

Digital components:

Teacher's Platform

Features available for teachers on the platform

- IWB software (for the Student's Book)
- a digital on-line version of the Workbook
- all audio files for level 3 are available for download
- all animations of the story episodes are available for streaming
- interactive posters, end of year certificates, etc
- on-line access to student and class progress and performance reports (from playing the games)
- management of classes through LMS

Game-based learning app

A downloadable app for pupils to download and use to play games. The games are designed to help with the revision and retention of the language taught in each unit and in previous levels.

Key features of *Time Traveller*:

How *Time Traveller* introduces new vocabulary

Key vocabulary is introduced in the story episodes and the CLIL section of each Student's Book unit. In the back of the Student's and Teacher's Book, a lesson-by-lesson wordlist is provided. Key vocabulary is vocabulary that is essential for pupils to learn at this level. Functional vocabulary is also highlighted in the word list. The functional vocabulary, is vocabulary more related to everyday language, which teachers may choose to teach as extra. In the Revision sections and the Workbook activities, only key vocabulary is practiced.

Time Traveller also provides ample recycling of vocabulary throughout. Pupils require recycling of vocabulary in order to retain as much as possible. The course provides recycling through the reading texts in the Student's Book, the listening and speaking activities in the Student's Book, the Revision sections, the songs and, of course, the Workbook.

The importance of songs

Time Traveller Student's Book 3 includes a song in each Revision section. These songs can be used in the classroom in a multitude of ways. Here are a few suggestions on how to use the songs.

- 1 the *Time Traveller* songs contain recurrent vocabulary and grammar patterns which are useful for pupils' language retention. There is a theme or story underlying the songs, which students can discuss.
- 2 using songs, teachers can provide a break from regular classroom activity. They provide a great opportunity for young learners to move around. Clapping, dancing, and playing instruments stimulates memory, which makes it possible for pupils to hear and remember chunks of language as they sing, and use them in different situations. Shyer pupils can listen to the songs and read the lyrics.

- 3 songs help create a happy learning environment. If a song is playing as pupils enter the classroom, it can be a good way to settle the group. Give the class a few minutes to settle down, and then turn the volume down slowly and use the end of the song as an indicator to the pupils that the class is about to begin.
- 4 teachers can use the songs to set time limits. Instead of telling pupils they have two minutes to finish a task, or telling very young learners they have a minute to tidy the classroom after a craft activity, tell them they have until the end of the song. Play the song, and when it ends, pupils should be paying attention, ready to hear instructions to change tasks.

Teaching hours for *Time Traveller* Student's Book 3

Time Traveller 3 includes the Student's Book, Workbook and game-based learning app. The Student's Book and Workbook together provide around 100 to 120 teaching hours. If using the game app during class time, you can add to the teaching hours. If no computers are available in class, then games can be played at home.

Using the CLIL and Project sections in the core Student's Book units

What are the advantages of using CLIL materials?

The main idea behind CLIL materials is that the approach is topic-focused, and that pupils learn the language through the content. When the content is interesting and relevant to their other studies, pupils may be more motivated than when the focus is not on i.e. grammar.

CLIL also promotes a holistic approach to teaching and learning. Rather than starting with the small and building to the large, it works the other way around. This 'top-down' approach, using existing knowledge, contextual clues and overall meaning is almost certainly a faster, and probably more useful, way of learning than a 'bottom-up' approach. It can be extended to enable further discussion of the topic presented and be personalised to each pupils' experiences. In the *Time Traveller* series, there has been a CLIL lesson since Level 1. Ready-to-use CLIL materials for the classroom. This is important, because many teachers struggle to find texts and activities suitable for the language level of their pupils. Otherwise, much time would need to be spent looking for interesting, relevant topics, while also levelling material found to their pupils' needs. The CLIL lesson is followed up, in each Student's Book unit, with a relevant project to make learning more fun and expand upon the topic introduced in the CLIL text. This gives pupils the chance to put into practice the vocabulary and knowledge taught in the CLIL text.

What are some of the concerns teachers may have about using CLIL materials and our suggestions?

- 1 Many English language teachers have concerns about using CLIL materials because they might not have the background knowledge of the subject. Although this may well be the case to some extent, it is important to remember that the material is simply a 'vehicle' for the language.
In the *Time Traveller* series, The necessary materials have been provided as teaching tips in the Teacher's Book on how to teach the lesson and, in many cases, background information on the topic presented. The CLIL lesson is designed to be teacher-friendly. Teachers don't need to be experts in a particular subject or topic to be able to use it.
- 2 **Do teachers need to teach differently?**
No. Teaching using CLIL materials doesn't really differ very much from what a teacher would normally do in their English class. There is no need to change the classroom layout; pairwork and groupwork can still be used, the pupils should still speak as much English as possible, and the need to check answers at the end of each activity is expected.
- 3 **What is different about the CLIL lessons?**
For one thing, it is the focus. Unlike many language lessons the focus is not really on a skill such as reading or writing. In fact, there are texts there to read; they are there as a vehicle for the content (i.e. to present information). The texts are accompanied by photos and visuals which can be used to explain new vocabulary to pupils. Teacher's are certainly not focusing on grammar, as this would take the lesson into the realms of an English language lesson as opposed to a cross-curricular lesson. In the *Time Traveller* series, the texts and activities have been carefully graded.

The idea of a CLIL lesson is that English is simply used as the medium for expressing the ideas and information. The focus of the lesson is very much on the content. Teachers might, on occasion, focus on vocabulary, but only as far as the vocabulary is key to the subject/topic being taught (for example, a lesson on shapes or careers).

4 **When can I use CLIL materials?**

The CLIL lesson is part of each core unit. It follows the Grammar section.

5 **What types of CLIL topics appear in *Time Traveller Student's Book 3*?**

There is a wide range of CLIL topics relating to science, geography, technology, literature, music, the home, and the family.

Teaching ideas

Teaching new words

1 **Introducing nouns: objects, animals etc.**

Visual elements work best with concrete nouns, but try to go beyond pictures.

Trying to use real objects whenever possible, or even sounds, smells, and tastes, appeal to all your pupils' senses!

2 **Introducing adjectives**

Opposites, such as 'big' and 'small', 'long' and 'short', are usually illustrated through pictures and flashcards. This is another use of realia to help teach new adjectives. The use of real-life objects is wonderful for words like 'soft' and 'rough', adjectives that may take precious minutes of classroom time to explain. For more advanced adjectives, like 'pretty', 'nice', or 'amazing', bring in photos of e.g. famous sights from around the world or everyday life, such as the Egyptian pyramids, the Eiffel Tower, someone feeding a stray dog, then use the new adjectives to describe the places/activities in ways that clearly illustrate their meaning.

3 **Introducing abstracts**

There are things you simply cannot teach through a picture or photo. What works best in such cases is synonyms, definitions, substitutions, or simply 'situating' pupils within a particular context. Consider this simple example: To teach the difference between 'early' and 'late', remind pupils what time the lesson begins, then state that those who arrive before this time are 'early' while those that arrive after this time are 'late'.

4 **Sketching (acting out) and miming**

Using sketching, gestures and miming to introduce new words is an important technique in the class or even in distance learning situations. In this Teacher's Book, you will find ideas for this.

5 **The use of the mother tongue**

Sometimes, particularly at the beginning of an early primary course, the use of the mother tongue (L1) in the language classroom is unavoidable, for several reasons. First, young learners feel that they are given some time to adjust to their new environment – the language classroom. Furthermore, instructions for games and other activities, as well as extension of the reading topics, are easier and faster to explain in L1.

6 **The use of the interactive whiteboard (IWB)**

If an interactive whiteboard is available in the classroom, it is an important tool for showing new vocabulary, activities and their answers, as well as providing easy access to the audio and animations of the Student's Book.

***In the lesson guide of this Teacher's Book, a section in each lesson is devoted to suggestions on how to introduce new words, using ideas from the ideas mentioned above.**

Using reading texts

In the lesson guide, you will find the following guidelines for introducing a reading text in the class:

- 1 Introduce the new vocabulary and functional language.
- 2 Read the title, examine the pictures accompanying the text, and have pupils predict what they are going to read about. (Pre-reading questions are provided in the lesson guide.)
- 3 Play the audio recording or animation, and ask pupils to follow with their fingers in their Student's Book.
- 4 After pupils go over the text once, make sure that they have all understood the text.
- 5 Pupils practice reading out the text sentence-by-sentence, both chorally and individually.
- 6 Ask questions about the text. (Post-reading questions are provided in the lesson guide.)
- 7 Do the comprehension activity that follows each reading text for further discussion. Background information on various texts is also provided to enhance classroom discussion.

Teaching tips for teaching learners online (virtual classes)

The *Time Traveller* series is ideal for those who also wish to use it for online teaching. The Student's Book and Workbook are available in digital form on the platform (www.timetravellergames.com), which teachers can use for online/ virtual classes. The games platform is an additional component to be used by pupils for extra practice and fun, also available through the platform. Below are some useful tips on teaching online/virtual classes.

1 Training pupils

Teachers should dedicate a portion of their first class to helping pupils understand the technology needed. Even if teachers spend half of the first class doing so, it will save time explaining things to individuals over and over again.

2 Space and resources

Where possible, teachers should set aside a dedicated area in their home or office to teach from. Teachers should have all the visual aids and materials needed on hand. This will help them feel that they are in a classroom, and will help spontaneity and creativity during the lessons. This is especially important in young-learner classes, where teachers might need to change the pace of the class using flashcards, or the interactive exercises and animations, on the platform. Teachers should encourage pupils to do the same, and set up a designated study area. If pupils are very young, parental assistance is needed.

3 Learning objectives

It can be difficult for pupils to adjust to online learning, especially when they are joining the class from their home. Bring them into lessons by starting all classes with learning objectives. These can be found in the lesson guide in the *Time Traveller* Teacher's Book. Thorough explanation should be done at the beginning of the lesson. Making sure all pupils have all the materials needed for the lesson.

Teachers can use the chat box feature available in the Zoom software (or any other software of your choice), to share what will be covered during the class, and other explanations of what is expected from the pupils is ideal. This will help pupils focus and feel as if they are in a regular classroom. At the end of the class, teachers can go over what the pupils have covered together with them and whether they have achieved the goals that were set.

4 Create a routine

Teachers should do their best to develop a routine in the virtual classroom. This will help pupils feel that they are in a safe learning environment, and should make giving instructions faster and more efficient.

Teachers should start with a revision activity from the previous lesson that involves all the pupils (for example, a game, a song or a few student-centred discussion questions), then go into the lesson objectives and review homework and/or project work. Teachers should make sure they mix study with energising games.

5 Confirm pupils' understanding

It is important that teachers take the time during class to confirm pupils' understanding by directly speaking to individual.

6 Teaching with the IWB software

If an interactive whiteboard (IWB) is available in the classroom, this can be an important tool to make lessons come alive! The IWB software that accompanies the *Time Traveller* course makes teaching and learning fun. The IWB software enables teachers to show the Student's Book pages on the board or in the virtual screen and enlarge any section on a page. It is an ideal way to present new vocabulary and go over the reading texts. The songs, reading texts and listening tasks can all be heard at the click of a button. You do not need to use a CD player. All continuing story episodes are animated and can be projected on to the IWB, and pupils will enjoy seeing the characters come to life. You can also enlarge the exercises to make them easier to read/refer to, show the answers, and lots more. Using the IWB software helps pupils focus and learn in an engaging way.

7 Homework

Teachers may have pupils submit homework via email. If email is used to collect assignments and support pupils, it is recommended that school-assigned accounts be used, or personal if no school accounts are available. For projects, teachers can have pupils take photos of their projects, email them and share them during the virtual lesson.

Fun classroom activities

1 Verb races

Aim: To revise grammar.

'A fun grammar game for practising or reviewing verb conjugations.'

Students need to be divided into teams of equal size, and ask the pupils in each team to line up, one behind the other. Assign a subject pronoun to every pupil in each team. For example, the first pupil in each line is 'I'. The second student is 'you', etc. Give the first student in each line a blank piece of paper. Pick a present tense form and a verb, e.g. present simple and 'walk'. The first pupil conjugates the verb using the subject pronoun assigned to him/her, and writes it on the paper, i.e. 'I walk.'

The pupil then passes the paper to the pupil behind him/her. The second pupil writes his/her verb conjugation (i.e. 'You walk.') and passes the same piece of paper to the person behind him/her, and so on along the line. When the pupil at the end of the line has written his/her conjugation on the piece of paper, that pupil goes up to the board and writes all his/her team's answers for everyone to see. The first team to correctly write all the verb conjugations on the board in the right order scores a point.

The pupil originally at the end of each line then moves to the front, and everyone else moves back one place, changing to a different subject pronoun as they go. The game can then be repeated with a different tense and verb, question and negative forms, and so on. The team with the most points at the end of the game wins.

2 Remember the objects

Aim: To revise vocabulary.

'Test pupils' memories and vocabulary at the same time with this fun game.'

All that is needed is a clear desk and five to ten commonplace items from around the classroom, pictures of the lesson's vocabulary items, or objects the teacher or pupils have brought from home (asking each pupil to bring to class a specific item e.g. fruit, a vegetable, a toy).

The teacher arranges the objects on the desk and lets pupils gather around to look at them. Then covers everything with a cloth (or with a box) after one minute. Then the teacher sends everyone back to their seats. Each pupil should write out as many items as he/she can remember on a piece of paper, all in English. When everyone has finished, the teacher writes a list of the items on the board and allows pupils to self-correct. Alternatively, the teacher can call out the objects and give a point for each one that is correctly written.

3 Write a word

Aim: To revise vocabulary and spelling.

The teacher writes a word vertically on the board and then has pupils come up, one at a time, to write a word starting with each letter of the vertical word. For example:

Cat

Umbrella

Pink

The teacher gives every pupil a chance to come up to the board to write, or asks for volunteers each time.

4 The Brainstorming game

Aim: To revise verb tenses and categories of words.

'This is a fun brainstorming game to get your pupils working together and using English.'

Divide the students into teams of three or four, and give each team a piece of paper. Each team chooses one pupil to be the 'runner'. The runners go up to the teacher's desk and read a given category, e.g. If they are practising the present simple, teachers can ask for: 'Five things you do before you go to bed' as a category.'

The runners then go back to their teams and tell their team members the category. Each team then brainstorms sentences from that category and writes them down on their piece of paper, e.g. I brush my teeth.

The first team to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each sentence in the category, e.g. five.

Another category is then placed on the desk, and a new round begins, and so on. The team with the highest score at the end of the game wins.

5 Read and Write

Aim: To practice reading and writing skills.

The teacher divides the class into two or more teams, depending on the size of the class. The teacher asks a pupil from each team to come up to the board. He/She is each given a board marker or a piece of chalk to write with.

The teacher says a vocabulary item from the lesson being taught, or from a lesson that has been taught already and is being revised. After he/she writes it, they say it. The first pupil to say and write it correctly gets a point for his/her team. The other pupils in his/her team can help him/her spell it correctly.

- The pupil must correct any mistakes before returning to his/her team.

To make the game more challenging, the teacher can also have the chosen pupil draw a picture of the word as well as write it. It is a good idea to alternate between teams until everyone has had a chance to come up to the board.

Teaching tips

Pair work / Role playing

When assigning pair work, teachers need to be in control of choosing pairs that will work well together. Although it may be fun for pupils who are already friends to be assigned to work with each other, it would be better to assess each pupil's strengths and weaknesses by putting him/her with someone he/she can work well with. In other words, **the teacher should decide on the pairs**. Each time there is a role-play/play work activity, it is a good idea to rotate the pupils. In this way, shyer pupils will not feel left out.

If two pupils are good at conjugation for example, it might be interesting to put them together so that they have a real challenge. If one pupil is exceptionally shy, don't place him/her with a pupil who is more extrovert, as he/she might be overshadowed and feel uncomfortable. The best way to set up role playing/pair work in the classroom is to allow no expectations amongst pupils that they will be choosing their own partners. *'We're going to go about this activity in pairs. Dan with May. Ann with Julio.'* etc. By making it obvious that the teacher will be the one deciding who works with whom, no one should get upset.

Once the pairs have been selected and the pupils have begun their conversations, it is time to monitor the role play/pair work. While most role play/pair work should finish with a group discussion or individual evaluation, the purpose of this type of exercise is lost if the teacher is not listening and gently correcting. While also being wary of over-correcting and silencing a pupil, go round the room, listening for errors, and gently remind pupils how to properly use the language in question. This serves two purposes: to reinforce correct use of English, and to ensure that pupils know that the teacher is listening. This way, they are likely to engage fully in any role playing/pair work activity.

Teaching speaking and writing skills

Teaching speaking and writing skills to beginners may seem a daunting task. To tackle the difficulty of getting pupils to speak and write and helping them to enjoy these tasks, look at these valuable tips which have been incorporated in the Student's Book:

Using model texts as examples

Time Traveller 3 provides speaking and writing models. It is very important for pupils to be provided with examples to work with. Read the models for speaking and writing in the Student's Book to the pupils or ask for volunteers to read. Discuss the text together in their L1 language and ask them to go over any Word banks that may be provided with the task. As a result, the speaking and writing tasks should not feel so daunting. Pupils will know what is expected of them, and this will help build their confidence and allow them to tackle the tasks on their own.

Always give pupils step-by-step guidance, and use the pre-speaking and pre-writing activities provided to reinforce the language needed for each task. For beginners, it is also a good idea to include a colouring/ drawing activity to accompany a writing task. The My Writing Corner at the back of the Workbook provides a separate page for each writing task.

Create routines

Pupils do best when they follow a similar routine for every lesson. With similar routines, teachers' should not have to use-up time explaining what you want pupils to do. Spending the first few lessons introducing the standard routine should save a lot of frustration and make the lesson run more smoothly. Making the rules, which should be fair, consistent, and clear from the first day of class.

Use interactive activities

Pupils generally stay focused when activities are interactive. Making story time interactive - have pupils act out the story, and make sure everyone gets a chance to be creative. If all the pupils know that they are getting a chance to perform, they are likely to pay attention while they wait for their turn to come. Of course, interactive activities need to be age-appropriate - and having them act as e.g. one of the animals or characters from a story will also keep everyone entertained.

Patience

The younger the child, the more patience one must muster. Children generally do not all develop at the same pace or level. Some can tie their shoelaces, while others cannot even put their shoes on their feet. This presents a challenge for even the most skilled of teachers. Knowing which pupils are stronger or weaker while engaged in any activity will help plan appropriate activities. Many of the pupils who start off slowly will later start to develop rapidly, so avoid judging one child as 'slower' than the others.

Create a warm classroom environment

Ask pupils' names the first time you meet them, and remember them thereafter. Encourage all pupils to remember their classmates' names. Teachers need to use their names often when teaching (i.e. when talking to them, constructing example sentences, making requests, TPR exercises, collecting pupils' notebooks or Workbooks, playing games, etc.). Nurture trust between you and the pupils in each lesson. Through your actions, let them know that

you will never embarrass them for making a mistake in English. Use eye contact to communicate your praise and/or disappointment. Always show to be pleasantly surprised, when they interact with each other or you in English. Reassure them that you understand their English and welcome their attempts.

Time Traveller – Ahead Books©

Learn while playing and play while learning English!

The *Time Traveller* series is much more than a primary English course. It is part of a teaching method **that leads to improved learning results by:**

- maximizing pupils' engagement and exposure to learning.
- increasing long-term retention of knowledge acquired in the classroom.

This method helps pupils learn and retain more, while providing them with a **truly engaging gamified learning experience**. *Time Traveller* does this by combining play and homework and has created the ***Virtual Playwork Gamified Learning Environment*** where pupils can learn while playing and play while learning!

What exactly is the Time Traveller Virtual Playwork Gamified Environment?

It is an engaging environment

The *Time Traveller* series comes with a gamified learning environment (www.timetravellergames.com)... or the 'Game app', where pupils can immerse themselves in a continuous learning journey that boosts their motivation to learn. It features challenges, achievements, rewards, badges, and much more. The *Time Traveller Virtual Playwork Gamified Environment* is a gamified learning world which features games that pupils will want to play, that keep them engaged and help them recall and retain the knowledge learnt in the classroom.

It supports long term learning retention

The *Time Traveller* games found in the *Virtual Playwork Gamified Environment* are designed to maximize pupils' learning retention in a fun and engaging way, by utilizing spaced repetition - a highly effective learning technique for supporting long-term memory. By practising key vocabulary and language points at gradually increasing intervals through engagement, with the Virtual Playwork Gamified Environment, pupils can improve their learning retention by up to 90%! This is done through the use of carefully developed engaging games that supplement normal homework. Teachers do not need to become involved, unless they choose to do so. This means that the teacher, teaches as usual, while pupils supplement their learning with games at home, in their own time and at their own pace. Of course, if computers are available within the school or classroom, a special 'game time' can be allotted.

The virtual Playwork Gamified Environment, is available through the platform www.timetravellergames.com. Here, after the pupils have registered with basic information, they are asked to enter their Access code, which is available to them for free, on the first page of their Workbooks.

The Games

Cake Bomb



River Crossing

Underwater



Super Match-up

Unit Objectives

- To welcome pupils back.
- To remind pupils about the characters and the story.
- To revise functional language used for greetings.
- To revise vocabulary and grammar from Level 2.

Lesson 1 Objectives

- To welcome pupils back.
- To practise introductions and greetings.
- To recall names of story characters.

Materials needed

- Sticky notes
- Crayons or coloured pencils
- IWB software
- Audio CD1

Introduction

- Say: *Hello. I'm ...* [your name], and write it on the board. Point to a pupil, and encourage him/her to say *Hello. I'm ...* [pupil's name]. Say: *Welcome back! How are you?*, and encourage the pupil to answer *I'm very well. / I'm great.*, and write these expressions on the board. Go round the class, exchanging introductions and greetings with individual pupils.
- Now write *I'm ...* on the board for pupils to copy. Distribute sticky notes (one per pupil) and crayons/coloured pencils. Tell pupils to write *I'm ...* [pupil's name] on a sticky note. Help pupils to write their name in English. Encourage pupils to decorate the note and, once they have finished, to stick their note on their chest.
- Encourage pupils to exchange introductions and greetings with each other.

KIM AND MAX

STORY

1 Listen and read. 🎧 CD1, 2

1

Grandpa Sam Hello, Zack and Jill. What are you doing?

Zack & Jill Hi, Grandpa Sam.

Zack We're thinking about Kim and Max. We want to see Kim and Max.

Grandpa Sam Yes, they're very nice. Let's go and see the children.

Zack & Jill Yes! Cool! Let's go to the spaceship.

2

Grandpa Sam Grace, we're going to see Kim and Max. Zack and Jill are coming with me.

Grandma Grace You're going to see Kim and Max? How nice! Are you going in the spaceship?

Grandpa Sam Yes. We're going for one day.

Grandma Grace OK, Sam. Be careful!

Grandpa Sam Yes, Grace.

4

Ahead Books

STORY

Pre-reading

- Tell pupils to open their Student's Book. Read out the unit title. Ask pupils to predict what the story will be about. (ex: *Zack and Jill visiting Kim and Max.*)
- Point to the main characters one at a time. Say their names: *Max, Kim, Zack, Jill, Grandpa Sam*, as you point. Remind pupils that the characters Kim and Max are friends, that Zack and Jill are brother and sister, and that Zack, Jill, and Grandpa Sam live in the future.
- Explain that Zack and Jill are thinking about Max and Kim. They miss them. They tell Grandpa Sam this, and he says that they can go and visit Max and Kim.

1 Listen and read. 🎧 CD1, track 2

- Play the recording/animation and ask pupils to follow the story with their fingers as they listen.
- Play the recording/animation again, pausing after each section of the story, and have pupils repeat the words out loud.
- Pupils practise reading the story out loud, chorally and individually.

Post-reading

Check that pupils have understood the story by asking: *Who are the friends? (Max, Kim, Zack, Jill, and Grandpa Sam), What do Zack and Jill want to do (to see Kim and Max), How long are they going for? (one day), How do Kim and Max feel? (happy) Does Grandpa Sam like Max's house? (yes).*



2 Answer.

1. Who are Zack and Jill's friends?

Kim and Max

2. In picture 2, where are Zack, Jill and Grandpa Sam going?

to see Kim and Max

3. Where are they in picture 3?

at Max's house

4. Are Kim and Max happy to see Zack, Jill and Grandpa Sam?

yes

5. What does Zack want to eat?

sweets

2 Answer.

- Hold up your Teacher's Book, and point to the exercise (or use the IWB software). Explain to pupils that they are going to listen to the story again, and answer questions.
- Point to the first question and read it out slowly. Ask pupils the meaning of the individual words *Who* and *friends*. Do the same for the other questions. Do not allow pupils to give answers to the questions at this point.
- Allow pupils time to answer the questions alone.
- Check answers as a class.

Homework

Tell pupils to:

- do the tasks on p. 4-5 of their Workbook. If time permits, they can begin in class.

Lesson 2 Objectives

- To revise the verb *have got* (affirmative), and the present continuous (affirmative, questions, short answers)

Materials needed

- Audio CD 1
- IWB software

Review

- Check homework from Workbook, p. 4-5.

VOCABULARY

3 What do they like doing?

- Tell pupils that they are going to revise vocabulary for the activities shown in the pictures.
- Mime the first activity (item 1) in the exercise, and ask pupils to call out the word. Repeat this process for the other activities pictured. Make sure that they understand the task.
- Point to the example (item 1), and read out the word. Tell pupils that they should write similar sentences for the other activities pictured. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class. Ask for each item: *What does he/she like doing?* Pupils answer by calling out.

4 Look and write the names of the clothes. Then ask and answer with a friend.

- Tell pupils that they are going to revise the names of clothes.
- Point to different items of clothing you are wearing and say: *What's this?* Elicit answers from various pupils around the class.
- Point to the example (item 1), and read out the question: *What's picture 'a'?* and the answer in the speech bubble: *Picture 'a' is a dress.* Put the question to several pupils around the class for them to repeat the answer. Tell pupils to write the names of the other clothes. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class by asking the full question in each case. Make sure that pupils give you the complete answer (*Picture X is ...*).
- Tell pupils that they are going to ask and answer with a friend. Pupils form pairs.

VOCABULARY

3 What do they like doing?



1 She likes running.



2 She likes painting.



3 He likes riding.



4 She likes playing the piano.



5 She likes playing badminton.



6 He likes playing baseball.

4 Look and write the names of the clothes. Then ask and answer with a friend.



Picture a is a dress.

- What's picture a? a dress
- What's picture b? a skirt
- What's picture c? socks
- What's picture d? a handbag
- What's picture e? glasses
- What's picture f? a T-shirt

Point to a pupil in one pair and ask the question: *What's this?* Point to the other pupil in the pair, and say the answer: *It is/It's a ...*

- Allow pupils time to practise their exchanges. Go round the class, helping where necessary.
- As an optional activity, in pairs or as a class, pupils can point to items of clothing they are wearing, and ask: *What's this?* The other pupil in the pair/other pupils tries/try to answer:

5 What time is it?

- Tell pupils that they are going to revise vocabulary and expressions for telling the time.
- Draw an analogue clock face on the board. As you write the numbers on the clock face, have pupils call them out as a class.
- Draw the big hand pointing to 12. Say *twelve o'clock*. Draw the little hand pointing to 1. Say *one o'clock*. Draw the little hand pointing to 2 and elicit: *two o'clock*. Do the same for the other numbers.
- Draw the big hand pointing to 6. Say *half past*. Draw the little hand pointing to between 1 and 2. Say *half past one*. Draw the little hand pointing to between 2 and 3, and elicit *half past two*. Do the same for the other numbers indicating the hour (4, 5, 6 etc).
- Point to the example (item 1), and read out the sentence. Tell pupils to write similar sentences for the other clocks in the exercise. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class. Ask: *What time is it?* for each item, for pupils to answer the question each time by calling out. Pupils should answer in complete sentences.

VOCABULARY

5 What time is it?



1. It's twelve o'clock.



4. It's eleven o'clock.



2. It's half past six.



5. It's half past nine.



3. It's four o'clock.



6. It's half past eight.

Remember!

GRAMMAR

6 Complete. Use *is, are, isn't, aren't*.

- They are playing basketball. ✓
- She isn't eating. ✗
- Mr Green is watching TV. ✓
- John and I aren't going to the cinema. ✗
- May is cooking. ✓
- Tom and Max are playing badminton. ✓

7 Write. Use *mine, yours, his, hers, ours, theirs*.

- This is my umbrella. It's mine.
- These are their books. They're theirs.
- That's her dog. It's hers.
- Those are your glasses. They're yours.
- This is our house. It's ours.
- That's my bedroom. It's mine.

TIME TRAVELLER

7

7 Write. Use *mine, yours, his, hers, ours, theirs*.

- Write *mine, yours, his, hers, ours, theirs* on the board. Explain to pupils that they are going to revise possessive pronouns.
- Point to your bag. Say: *This is my bag.* Point to *mine* on the board. Say *It's mine.* Point to a pupil's shoes. Say: *Those are your shoes.* Point to *yours* on the board. Say: *They're yours.*
- Point to a pencil belonging to a male pupil. Say: *That's his pencil.* Elicit: *It's his.* from the class. Point to pencils belonging to a female pupil. Say: *Those are her pencils.* Elicit: *They're hers.* from the class.
- Point to the two examples on the right (for items 1 and 2), and read out the sentences. Point out how *That is* becomes *It's*, and *These are* becomes *They're*. Give other examples; Give other examples; how *my umbrella* becomes *mine* and *their books* becomes *theirs*.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

GRAMMAR

6 Complete. Use *is, are, isn't, aren't*.

- Write *is, are, isn't, aren't* on the board. Explain to pupils that they are going to revise the present continuous.
- Invite two volunteers to come to the front of the class to help you. Write the names of the activities in Exercise 3 on the board: *running* etc. Ask one the first volunteer to mime the first activity (*running*), while the second volunteer simply remains still. Say *He/She is running*. Point to the second volunteer and say: *He/She isn't running*. Do the same for the activities shown in items 2 and 3 of Ex. 3, eliciting answers from the class.
- Invite two more volunteers to join the first two at the front of the class. Divide the four volunteers into two pairs. Ask one pair to mime the activity shown in item 4, while the other pair simply remains still. Say: *They are / They're playing the piano*. Point to the other pair. Say *They are not / aren't playing the piano*. Do the same for the activities shown in items 5 and 6, eliciting answers from the class.
- Point to the example in Ex. 6 (item 1), and read out the sentence. Point out the tick after the sentence, indicating that the people are performing the activity. Point to the cross after the second sentence. Mime eating, shake your head, and elicit the answer: *She isn't eating*.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

8 Count and write.

- Write -s, -es, -ies on the board. Explain to pupils that they are going to revise plurals.
- Remind pupils that the usual way to turn a noun into a plural in English is to add -s to the end of the word. Explain that nouns ending in -s, -ss, -ch, -x, or -z add -es to form the plural, and nouns that end in -y use -ies to form the plural, unless there is a vowel before the -y, in which case, they simply add -s.
- Write the following words on the board: *pen, door, crocodile, dress, cherry, desk, box, boy, bus, lizard*. Elicit the correct plural endings by saying a word and pointing to -s, -es, -ies on the board. Pupils say Yes or No.
- Point to the example (item 1), and read out the answer. Count the dresses in the picture. Point to each of the other pictures in turn, and elicit the number and the noun.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

9 Match the questions and answers.

- Explain to pupils that they are going to revise common questions.
- Pick up an item from one of the pupils' desks and ask another pupil: *Whose is this pen/ruler/rubber, etc.?* Elicit the answer: *It's John's, etc.*
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

10 Circle the question and the answer. Then write.

- Explain to pupils that they are going to look at the word snake and find a question and an answer.
- Elicit the first word in the question (*DO*).
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

GRAMMAR

8 Count and write.




1. two dresses



4. eleven cherries



2. three lizards



5. two crocodiles



3. five boys




6. three doors

9 Match the questions and answers.

1. Whose is that blue jacket?
2. Are those socks his?
3. Can I have a ruler, please?
4. How are you?
5. Whose are these jeans?

- a. They're Jill's.
- b. I'm fine, thank you.
- c. No, they aren't.
- d. Here you are.
- e. It's mine.

10 Circle the question and the answer. Then write.



Do you like wearing jeans to school? Yes, I do.

Ahead Books

Homework

Tell pupils to:

- read the episode of the story.
- do the tasks on p. 6-7 of their Workbook. If time permits, they can begin in class.

UNIT 1 1 **MAX'S HOUSE**

LET'S GO!

VOCABULARY

1 Listen, point and say. 🗣️ CD1, 3



upstairs
downstairs



a roof



a shower



sleep



go upstairs



go downstairs

2 Label the parts of the house.



3. hall

1. bathroom

2. living room

4. bedroom

5. kitchen

6. garden

TIME TRAVELLER
9

mine/his/hers/yours (while pointing to the wrong person). Pupils respond with (No, it's/they're mine/his/hers/yours.).

- Revise activities by holding up the photos you brought in and asking *What is / What's he/she/it doing?* or *What are they doing?* Elicit *He's/She's running.* etc.
- Check homework from Workbook, p. 6-7.
- Optional: Give dictation from the previous unit. Go round the class, checking all pupils' answers.

New words

- Write the new vocabulary on the board: *upstairs, downstairs, a basement, a roof, a shower, sleep, go upstairs, go downstairs, stairs*
- To teach each vocabulary item, point to the relevant picture in the Student's Book (Ex. 1) and say the word(s). Ask pupils to repeat the words.
- Write on the board *bathroom, bedroom, hall, living room, kitchen, garden.*
- Mime the following actions and ask pupils *Where am I?:* brushing your teeth, making dinner, watching TV (e.g. by looking, and tapping a remote control), sleeping, digging, walking upstairs / downstairs.

LET'S GO!

VOCABULARY

1 Listen, point and say.

🗣️ CD1, track 3

- Tell pupils to look at the pictures and words in their Student's Book. Tell them that they are going to follow the words with their fingers as they listen to the recording, and that they will need to repeat the words out loud.
- Play the recording. Point to the relevant pictures in the Student's Book.
- Encourage pupils to say the words out loud.
- Play the recording again, pausing after each item. Tell pupils to repeat the words chorally and individually.

2 Label the parts of the house.

- Hold up your Teacher's Book and point to the house, or use the IWB software. Explain to pupils that they are going to fill in the gaps, as in the example.
- Hold up your Teacher's Book and point to the example (item 1). Say the word *bathroom*, and ask pupils to repeat it. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary. If anyone is having difficulty with an item, give him/her the first letter.
- Check answers as a class.

Unit Objectives

- To learn and use new vocabulary about parts of a house and for describing a home.
- To learn and use grammar: *have got*; present continuous (affirmative, negative, questions).
- To learn and use functional language: *where, come, thing*.

Lesson 1 Objectives

- To read for detail (answering questions).
- To learn the new words: *upstairs, downstairs, a basement (American English), a roof, a shower, sleep, go upstairs, go downstairs, stairs*.
- To ask and answer about where people are.
- Functional language: *where, come, thing*.

Materials needed

- Audio CD 1
- IWB software
- Photos of people doing activities from Remember unit Ex. 3

Review

- Revise clothing by pointing to various items of clothing worn by pupils and saying *What's that? What are those?* Revise possessive *adjectives* and pronouns simultaneously by asking *Is it/ Are they mine/his/hers/yours?* or *Are they*

STORY

Storyline

Zack, Jill, and Grandpa Sam are visiting Kim and Max. They hide the spaceship, and go into Max's house. Zack's watch shows a plan of the whole house. Max tells them about the different parts of his house and where Kim's dog, Scott, and his cat, Maya, are. Scott leaves the living room and goes downstairs, into the basement. There is a big box there.

Pre-reading

- Ask pupils to read the unit title and look at the pictures.
- Point to the first picture in the comic story, and ask pupils to tell you what the characters are doing. Do the same for all the pictures.
- Ask pupils to predict what the story will be about.

UNIT 1
MAX'S HOUSE

STORY

1
Listen and read. 🗣️ CD1, 4



Grandpa Sam Oh! What a nice house!

Jill Yes, it's very nice.

Max Thank you. It's old, and I know you like old things, Grandpa Sam. Come in!

Grandpa Sam Let's put the spaceship behind the trees.

Zack What a good idea! Please help.

Kim OK, Zack. Then we can eat cookies and drink orange juice.

Zack Cookies! Hooray!

2



Max This is the kitchen. We have breakfast, lunch and dinner here every day.

Zack Look, this is Max's house on my watch.

Max Wow! I love your watch! The living room is there. That's Kim's dog, Scott. He's sitting in the armchair. He likes sitting in that armchair.

Jill I love dogs!

Max My bedroom is upstairs. My cat, Maya, is sleeping on my bed.

Kim She likes sleeping.



Ahead Books

3 Listen and read. 🗣️ CD1, track 4

- Play the recording or animation on IWB. Tell pupils to follow the words in the story with their fingers as they listen.
- Play the recording/animation again. This time, pause after each section of the story, and have pupils repeat it.
- Pupils practise reading the story out loud, chorally and individually.

Post-reading

Check that pupils have understood the story by asking *Where do they put the spaceship? (behind the trees). What are they going to eat and drink? (cookies and orange juice). What does Zack's watch show? (Max's house). How many pets have Max and Kim got? (Kim has got one pet. Max has got one pet.) What is Maya doing? (sleeping) What's in the basement? (a big box).*



4 Look and answer.

1. In picture 1, who can you see? I can see Grandpa Sam, Jill, Zack, Kim and Max.
2. In picture 1, where are they? They are in the garden.
3. In picture 2, where are the children? They are in the kitchen.
4. In picture 3, what's Scott doing? Scott's going downstairs (into the basement).
5. Has the bathroom got a shower? Yes, it has.
6. Has the house got stairs? Yes, it has.

TIME TRAVELLER

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4 Look and answer.

- Explain to pupils that they are going to answer questions about the story, using full sentences (including short answers, where appropriate).
- Point to item 1, and read out the question and the example answer.
- Ask pupils to point to the different people in picture 1 by asking *Where's Grandpa Sam?* etc.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class.

Homework

Tell pupils to:

- read the episode of the story again.
- learn the new vocabulary from the unit (page 9).
- do the tasks on p. 8 in their Workbook. If time permits, they can begin in class.
- Optional dictation homework: *upstairs, downstairs, a basement, a roof, a shower, sleep, go upstairs, go downstairs, stairs.*

Lesson 2 Objectives

- To revise the verb *have got* (affirmative), and the present continuous (affirmative, questions, short answers) in affirmative and negative.

Materials needed

- Audio CD 1
- IWB software

Review

- Revise the parts of a house. Draw a house on the board, like the one on p. 9 of the Student's Book, but with a basement underneath. Point to the following areas belonging to the house and have pupils say what they are (*living room, garden, kitchen, hall, bedroom, bathroom, roof, stairs, basement, downstairs, upstairs*). Have individual pupils come to the board to write the words, with the class helping if necessary. Next, mime sleeping, going upstairs, and going downstairs. Ask pupils *What am I doing?* (*You are/You're sleeping; You are/You're going upstairs; You are/You're going downstairs.*)
- Check homework from Workbook, p. 8.
- Optional: Give dictation from Lesson 1. Go round the class, checking all pupils' answers.

GRAMMAR

- Write *I am, You are, He is, She is, It is*, on the board. Then write the contracted forms next to them. Finally, write *sitting*. Sit down. Say the sentences, pointing to the relevant person/people in the class, and ask pupils to repeat. Now write the negative full forms, as well as their short forms, and the verb *standing*. Say the sentences, pointing to the relevant person/people in the class, and ask pupils to repeat, i.e. *I'm not standing, you're not standing, he's not standing*, etc.
- Now write the question forms on the board: *Are you sitting? / Is he sitting? / Is she sitting?*, etc., and the short answers *Yes, I am. / Yes, he is. / Yes, she is.*, etc. and *No, I'm not. / No, he isn't. / No, she isn't*, etc. Remind pupils of the word order for questions, and that a question ends with a question mark, not a full stop.
- Point to various characters from the Remember unit and Lesson 1, and ask *What is #/ # are he/she/it#/# they doing?* Elicit answers around the class. Make sure that some of your questions require a negative short answer (e.g. *Is he going upstairs? No, he isn't.*).
- Write *I have got, you have got, he/she/it has got*, etc. on the board. Then write the

UNIT 1 1 MAX'S HOUSE

GRAMMAR Present continuous
have/has got

5 Read. Then write the names.

Word bank: Jim, Daisy, Peter, Tom, Fred, Paul

I'm Jim. I've got a dog. I'm walking it.
 Daisy has got a kite. She's flying it.
 Peter has got a small car. He's playing with it.
 Tom, Fred and Paul have got a ball. They're playing basketball.
 We're having fun. We're playing!
 It's a great day!

6 Look at the picture in Ex. 5 and answer.

1. Is Jim flying a kite?	No, he isn't.
2. Are the boys playing tennis?	No, they aren't.
3. Is Tom playing basketball?	Yes, he is.
4. Is Peter playing with his car?	Yes, he is.
5. Is Daisy flying a kite?	Yes, she is.
6. Are the children playing at school?	No, they aren't.

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Ahead Books

short forms: *I've got, you've got, he's/she's/it's, got* etc. next to them. Remind pupils that we use *have got* to talk about things that are ours. Give some examples about yourself, e.g. *I've got a phone; I've got a car*. Encourage pupils to give examples about themselves. Write them on the board. Show them how it works for *he/she/it* by telling the class about each pupil, e.g. *Jan has got (Jan's got) a bike*. Encourage pupils to respond with *Yes*, unless a statement contains an obvious mistake, in which case pupils should respond with *No*.

New words

- Write the new vocabulary (names, in this case) on the board *Jim, Daisy, Peter, Tom, Fred, Paul*.
- Explain that these are all English names.
- To teach each name, point to it, and say it. Ask pupils to repeat the names.


5 Read. Then write the names.

- Ask pupils to look at the picture of the children in the park. Point to: *tree, car, ball, dog, kite* in the picture. Elicit from pupils what the items are, by asking *What's this?*
- Read out the first three sentences: *I'm Jim. I've got a dog. I'm walking it*. Ask pupils to point to Jim in the picture. Tell them to write *Jim* in the gap next to him.
- Tell pupils to read the rest of the text and write the other names in the gaps.
- Allow pupils time to complete the task alone.
- Check answers as a class. Note that *Tom, Fred, Paul, Daisy* and *Peter* can be read out in any order as answers.


7

Look and answer. What are they doing?


Word bank: ~~eat~~, play baseball, sing, read, jump, cook




1. He's eating.




2. She's singing.




3. He's cooking.



4. She's reading.



5. He's jumping.



6. They're playing baseball.

8 Look at the picture in Ex. 5 and write *yes* or *no*.

1. Jim has got a dog.	yes
2. Daisy has got a toy car.	no
3. Peter has got a ball.	no
4. Fred, Tom and Paul have got a ball.	yes
5. Daisy has got a kite.	yes

TIME TRAVELLER
13

- Tell pupils that they will need to answer the same question for all the pictures (using *He's* or *She's*, as appropriate). Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class.

8 Look at the picture in Ex. 5 and write *yes* or *no*.

- Tell pupils that they are going to look at the picture on p. 12, Ex. 5, again, read the sentences, and write *yes* if the sentence is true, or *no* if the sentence is not true (false).
- Point to the first item. Read out the item and say *Who is/Who's Jim?* Pupils point to Jim in the picture. Read out *Jim has got a dog*. When pupils say *yes*, ask *Where is Jim's dog?* Pupils point to the dog, and write *yes*.
- Tell pupils to read the other sentences and write *yes* or *no*. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class.

6 Look at the picture in Ex. 5 and answer.

- Tell pupils that they are going to look at the picture, read the questions, and then write the answers. On the board, write *Yes, he is/she is/they are.* or *No, he isn't/she isn't/they aren't.* Tell pupils that the answer will be one of these each time.
- Point to the first question. Read out the question and point to Jim. Read out the example answer. Elicit what he is doing (*He's walking a/his dog.*).
- Tell pupils to answer the other questions. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class. Optionally and additionally, you can ask the class what the characters are actually doing in item 2 and item 6 (*They're playing basketball.; They're playing in the park.*)

7 Look and answer. What are they doing?

- Read out the words in the Word bank one by one. Pupils repeat chorally, after you.
- Read out the first word in the Word bank, *eat*, and point to the first picture. Read out the second expression in the Word bank, *play baseball*, and ask pupils to point to picture 6. Do the same for the other words/expressions in the Word bank.
- Read out the example answer to 1 (*He's eating*). Ask pupils to tell you what is happening in the second picture by asking *What's she doing?* (*She's singing.*).

Homework

Tell pupils to:

- do the tasks on p. 9 in their Workbook. If time permits, they can begin in class.
- Optional dictation homework: *Jim, Daisy, Peter, Tom, Fred, Paul.*

Lesson 3 Objectives

- To teach/revise vocabulary for describing homes; to teach different words for the same thing in British and American English: *geography*, *building*, (American English) *apartment* / (British English) *flat*, *UK*, *address*, *Boston*, (American English) *elevator* / (British English) *lift*, *dining room*, *balcony*, *summer*, *floor*, *pool*, *inside*, *winter*.
- To revise and practise functional language for preferences, using the verb *like* + *-ing*.
- To carry out a survey.

Materials needed

- Photos / Pictures of various activities (including basketball), buildings (including a block of flats and a house), enough for one per pupil
- Audio CD 1
- IWB software

Review

- Revise grammar by handing out the photos / pictures of activities and buildings that you brought in to the class, one per pupil. Pupils need to mime the activity in their photo / picture (not allowing the photo to be seen), while other pupils guess. Ask *What is he/she doing?* for each pupil.
- Check homework from Workbook p. 9.
- Optional: Give dictation from Lesson 2. Go round the class, checking all pupils' answers.

New words

- Make sure that pupils understand what *geography* is. Show them photos of various buildings, including a block of flats and a house, and say *building* for each. Pupils repeat after you.
- Draw a two-column table on the board. Give one column the title *USA*, and the other the title *UK*. Explain to pupils that American English and British English are very similar, but that they sometimes have different words/pronunciation for the same thing. Write *apartment* in the USA column, and *flat* in the UK column. Point to the door of the flat (not to the lift doors) in the second photo accompanying the CLIL text, then the living room in the first photo, and say both expressions. Pupils repeat the expressions after you. Write *address* in both columns. Write *21 Apple Street* on the board. Point to it, then to the UK column, and say the word *address* with British English stress (*ad*RESS).

UNIT 1



MAX'S HOUSE

CLIL GEOGRAPHY

9 Listen and read. 🎧 CD1, 5

My name is Sonya. I live in an apartment with my family. We live in the USA. In the UK, people call apartments *flats*. My address is 21 Apple Street, Boston.

We live in an apartment building. Our apartment isn't very big. It has a kitchen, three bedrooms, a bathroom, a living room and a hall. It doesn't have a dining room. We also have a balcony. It's small. We sit on the balcony in the summer.

Our building is great. It has an elevator. In the UK, an elevator is called a *lift*. The elevator takes us to our floor. I live on the second floor. The building has eight floors! It's tall! The building has a pool, too. It's big. It's inside! We can swim in the pool in the winter. The water is warm. We usually swim in the pool on Saturdays. I love my building.

MY BUILDING



10 Read and complete.

- Sonya lives in an apartment with her family.
- Sonya and her family live in (Boston) the USA.
- There is an elevator in Sonya's building. It takes her to the second floor.
- The building has eight floors.
- The pool is big. It's inside.
- Sonya loves her building.

Ahead Books

Pupils repeat. Point to the USA column, and say the word with American English stress (*Ad*dress). Don't ask pupils to repeat. Write *elevator* in the USA column, and *lift* in the UK column. Point to the lift doors in the second photo accompanying the CLIL text and say both words, *elevator* and *lift*. Pupils repeat the words after you. Write *have* in the USA column and *have got* in the UK column. Explain to pupils that American English usually uses *have* rather than *have got* to indicate possession.

- Point to the first photo again, and ask pupils *Is this a dining room?* (*No, it isn't.*). (Remind them if they cannot remember.) *Is this a living room?* (*Yes, it is.*). (Remind them of living room if they cannot remember.) Point to the third photo, and ask pupils *Is this a balcony?* If they cannot remember balcony, say *No, it isn't. It's a pool.* Point to the fourth photo and say *This is a balcony.*

CLIL READING

9 Listen and read. 🎧 CD 1, track 5

- Tell pupils to look at the CLIL reading text and accompanying photos, and explain that they are going to read about Sonya and her building. Point to the first photo, and ask pupils to describe what is in the photo. Ask them what the different members of the family are doing, starting with Sonya, by asking *What's Sonya doing?* etc. Point to the *elevator/lift* in the second photo, and ask pupils what it is (*lift/flat*). Point to the stairs and the door of the flat (not to the lift doors), and elicit *stairs* and *apartment/flat*. Repeat the process for the other photos.
- Write *has/have* and *doesn't have/don't have* on the board. Then ask pupils to look

PROJECT

11 A. Read the survey.

Name	Home	What do the children like doing in their free time?
Charlie	a house	He likes playing basketball.
Lily	an apartment	She likes painting.
Jane	a house	She likes taking photos.
Mary	an apartment	She likes cooking.
Sally	a house	She likes playing the guitar.
John	a flat	He likes riding his bike.

B. Look at the survey. Ask and answer with a friend.

Student A Charlie, where do you live?

Student B I live in a house.

Student A What do you like doing in your free time?

Student B I like playing basketball.

C. Now go to your Workbook, p. 70, and complete your own survey.

row, and read it to the class as follows, pointing to the relevant part of the survey each time: *Name? Charlie.; Home? A house.; What do the children like doing in their free time? Charlie likes playing basketball.*

- Ask different pupils around the class what activities they like doing. If they get stuck, hold up the photos / pictures of activities that you brought in.
- Give pupils time to read the survey. Ask questions to check their understanding: *Where does Lily live? / What does she like doing in her free time?*, etc.

11 B. Look at the survey. Ask and answer with a friend.

- Explain to pupils that they are going to do a survey with a friend. Read out the example dialogue. Make sure that they understand what to do.
- Give pupils time to do the activity in closed pairs. Go round the class, helping where necessary.
- Ask various pupils to repeat their dialogues in open pairs.

11 C. Complete your own survey.

- Ask pupils to go to p. 70 of the their Workbook and *My Projects* section in their Workbook
- Explain to pupils that they have to complete their own survey with the information they found out from their friend in class.
- Draw a big table on the board, and complete it for the whole class, asking pupils individually to tell you about their friend. Ask pupils *How many of you live in a house? How many of you live in a flat? How many of you like playing basketball?* Show the photos of various activities that you brought in to the class and continue until all the activities are exhausted.

Homework

Tell pupils to:

- practise reading the *MY BUILDING CLIL* text on p. 14 of the Student's Book.
- learn the new words *geography, building, (American English) apartment / (British English) flat, address, (American English) elevator / (British English) lift, balcony, floor.*
- do the tasks on p. 10 in their Workbook. If time permits, they can begin in class.
- Optional dictation homework: *geography, building, (American English) apartment / (British English) flat, address, (American English) elevator / (British English) lift, balcony, floor.*

through the reading text to find and circle the verb *have* (in whatever form, affirmative or negative), wherever it occurs.

- Play the recording. Ask pupils to follow the text with their fingers as they listen.
- Play the recording again. Pause the recording after each sentence, and ask pupils to read each one out loud, chorally.
- Have different pupils read sentence each out loud, individually.

10 Read and complete.

- Tell pupils to look at the text and find the information to complete the sentences.
- Ask pupils to look at the example sentence (item 1). Read out the sentence. Ask pupils to point to the sentence in the text where Sonya gives this information. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class.

PROJECT

11 A. Read the survey.

- Hold up your Teacher's Book, and point to the headings in the survey, or use the IWB software. Make sure that pupils understand what they mean. Explain to pupils that they are going to do a similar survey about their friends. Point to the headings and the first

Lesson 4 Objectives

- To listen for detail (multiple matching).
- To revise vocabulary: *bedroom, hall, bathroom, kitchen, living room, basement, stairs, garden, roof, attic* and activities vocabulary.
- To talk about activities.
- To write about one's home.

Materials needed

- Coloured pencils or crayons
- Audio CD 1
- IWB software

Review

- Revise parts of a house by pointing to them in the Student's Book (p. 16) and eliciting them from pupils.
- Revise functional language by giving an address in the area where you live, then asking different pupils *Where do you live?*
- Check homework from Workbook, p.10.
- Optional: Give dictation from Lesson 3. Go round the class, checking all pupils' answers.

UNIT 1
MAX'S HOUSE

LISTENING

12 Listen and draw lines. There is one example. 🗣️ CD1, 6

Peter

Charlie

Daisy

Jane

Lily

Sally

16
Ahead Books

LISTENING

12 Listen and draw lines. There is one example. 🗣️ CD 1, track 6

- Hold up your Teacher's Book, or use the IWB software. Revise parts of a house by pointing to them in the Student's Book (p. 16) and eliciting the names of them from pupils (*bedroom, hall, bathroom, kitchen, living room, basement, stairs, garden, roof, attic*). Give them the first letter if they cannot remember, then the second, etc.
- Revise activities by pointing to each person in the Student's Book and asking: *What is/ What's he/she doing?*
- Explain to pupils that they are going to hear a dialogue in which one of the people is describing who is where in a house, and what the different people are doing. Pupils will have to draw lines between the names and the people in the picture. Point out the example: *Peter*, and ask *Where is he?: (in the living room)* and *What's he doing. (watching TV).*
- Go through the other names, reading them out so that pupils can hear the pronunciation. Pupils repeat each name.
- Make sure that pupils understand what they need to do. Explain to them that they will hear the recording twice.
- Play the recording. Pupils draw lines between the names and the people in the picture that correspond to them.
- Play the recording again, pausing after each section for pupils to answer the question.
- Play any section again, as required. Elicit from pupils how they know (i.e. what they heard regarding where the people are and what they are doing).

SPEAKING

- 13 Look at the picture on p. 16. Ask and answer with a friend.

What is Peter doing?

He's watching TV.

- 14 Look at the pictures. Find six differences.



TIME TRAVELLER

17

SPEAKING

- 13 Look at the picture on p. 16. Ask and answer with a friend.

- Tell pupils to look at the picture. Explain to them that they are going to work with a friend. Point to one pupil in a pair and read out the question *What is /What's Peter doing?* Selected pupil repeats. Point to the other pupil in the pair and say *He's watching TV.* Pupil repeats.
- Give pupils time to do the activity in closed pairs, then ask various pupils to ask and answer in open pairs. Allow pupils time to carry out the task, and go round the class, helping where necessary.
- If time allows, ask for volunteer pairs to ask and answer in front of the class.

- 14 Look at the pictures. Find six differences.

- Tell pupils to look at the pictures. Tell them that they are going to find differences between the two pictures. Explain that there are six differences.
- Read out the example in the speech bubble at bottom left. Give pupils time to find the other differences. They can do so individually, and can then compare their answers with their partner. Allow a maximum of five minutes for the task.
- Check answers as a class.

WRITING CORNER

15 Read.


- Hold up your Teacher's Book, and point to the photo accompanying the text, or use the IWB software. Explain to pupils that they are going to read about Zan (the young boy in the photo) and his home. Tell pupils that they are going to follow the text with their fingers as you read.
- Read out the text, sentence by sentence.
- Ask pupils to repeat the sentences chorally and individually.

16 Answer about you.

- Hold up your Teacher's Book, and point to the exercise, or use the IWB software. Tell pupils they are going to complete the missing information about themselves. Read out the first question, and go round the class, eliciting answers. Make sure that pupils understand the task.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Ask each question from various pupils around the class.

17 Now draw and write about your home in your Workbook, p. 82.


- Tell pupils that they are going to write about themselves and draw a picture in their Workbook, but first they will practise writing in their notebook.
- Ask pupils what they are going to write about. Elicit the answer (*about my home*).
- Explain that they are going to use the text by Zan as a model. Ask pupils what their first sentence will be. Elicit the answer *My name is ...* [pupil's name], and write it on the board.
- Elicit the rest of the text and write the sentences on the board. Tell pupils to write their sentences in their notebook. Make sure that they understand the task.
- Allow pupils time to complete the task alone. Go round the class, giving help where necessary.
- Check answers as a class.
- Tell pupils to write their text and draw in their Workbook. Depending on the amount of time you have available, choose to have them do this exercise either in class or for homework.



Writing CORNER

15 Read.

My name is Zan. I live in a house with my family. We live at 37 Green Street, Marazion, Cornwall, England. Our house isn't very big, but it's very nice. It hasn't got a lift, but it's got stairs. We haven't got a basement or a balcony. We've got a beautiful garden.



16 Answer about you.

1. What's your name?


2. Do you live in a house or a flat?

3. Where do you live?

4. Is your home big or small?

5. Has your home got a balcony?

17

 **Now draw and write about your home in your Workbook, p. 82.**

18

Ahead Books

Homework

Tell pupils to:

- write about their home in their Workbook, p. 82 (if they haven't done so in class).
- do the tasks on p. 11 in their Workbook.

TIME TRAVELLER 3

The Teacher's Book contains:

- an introduction section with teaching tips, ideas and extra classroom games
- a reduced-size, full-colour version of the corresponding pages of the Student's Book and Workbook with overprinted answers to all exercises
- step-by-step guide for each lesson with suggested lesson plan
- unit-by-unit wordlist with key vocabulary and the functional language taught
- unit-by-unit grammar reference
- audio transcripts for the listening activities

Level

- Levels 1 & 2 cover the Cambridge English: Starters test syllabus
- CEFR Level: Pre A1

Print Components

- **Student's Book**
- **Workbook** with **Alphabet Starter** section, **My Projects** section and **My Writing Corner** section
- **Teacher's Book** with step-by-step lesson plans and many tips & ideas for teachers to use in class
- **2 Audio CDs**
- **Language Assessments**
- **Extra online photocopiable materials** - available for teachers to download

Digital components

- **Cutting-edge IWB software** with animations for all the on-going story episodes, audio for all exercises, songs and chants
- **Our unique Time Traveller online gamified learning environment:** a child-safe environment for all learners to play, learn and thrive

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