

TIME TRAVELLER 4

Alice Gibbons - Chris Spring



AHEAD
BOOKS

**Teacher's
Book**

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TIME TRAVELLER



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LANGUAGE SUMMARY

	Key Vocabulary	Grammar	CLIL Reading
HELLO, AGAIN Page 4	Revision: <i>animals, the weather, the city, sports, action verbs</i>	Revision: Countable nouns, Wh-questions, Present simple / continuous, Past simple	
1 MR GREEN'S NEW IDEA Page 9	Recycling: <i>recycle, glass, metal</i> Other: <i>the world, app, message, clever</i>	Present simple Adverbs of frequency Prepositions of time	Technology: Gadgets <i>machine, useful, smartphone, MP3 player, download, DVD, CD, headphones, use, text (v)</i>
2 STAN'S BACK Page 19	Days of the week: <i>week, weekend, Monday, Tuesday, Wednesday, Thursday, Friday</i> Other: <i>wait, town centre, dot</i>	Present continuous Stative verbs / Spelling like / love / enjoy + -ing	Math: Shapes and numbers <i>circle, square, triangle, nature, moon, numbers: 51-100</i>
3 THE SPORTS CENTRE Page 29	Animals: <i>kitten, squirrel</i> Describing: <i>naughty, little, sweet, loud</i> Other: <i>sports centre, car park, fall, make a mess</i>	Conjunctions Indefinite pronouns with -body / -one, -thing, -where	Animals: Animals and their babies <i>puppy, cub, chick, calf, foal, duckling, spring, perfect, cute, be born</i>
REVISION 1 Page 39	Units 1 2 3		
4 WHEN I GROW UP Page 41	Jobs: <i>vet, farmer</i> Sports: <i>roller skates, helmet</i> Other: <i>gift, ill, funfair, hurry</i>	Relative clauses	Work: <i>nurse, bus driver, dentist, sick, truck, grow</i>
5 NO FUN AT THE FUNFAIR Page 51	Technology: <i>remote control, password, call (v)</i> Other: <i>gate, clean (v), closed, help (v), control (v), have fun, easy, don't worry</i>	Subject / Object / Indirect object / Subject pronouns / Object pronouns	Geography: Cities around the world <i>San Francisco, Barcelona, Bangkok, the Pacific Ocean, the Mediterranean Sea, colorful, hill, cable car, famous, artist, tourist, local, café, noisy, temple, pollution</i>
6 POLICE AT THE FUNFAIR Page 61	Describing people: <i>moustache, beard, straight hair, blond(e) hair, red hair, fair hair, curly hair</i> Other: <i>brilliant, change, describe</i>	Past simple - to be Past simple - Regular verbs	Science: The body <i>forehead, shoulder, knee, eyebrow, chest, stomach, finger, neck, lift (v), carry, connect</i>
REVISION 2 Page 71	Units 4 5 6		

	Key Vocabulary	Grammar	CLIL Reading
7 I LOVE ICE SKATING Page 73	Sports: ice skating, ice skates, roller skating Other: over there, hot chocolate, temperature, ice	Past simple - irregular verbs	Athletics: Sports you can do inside and outside soccer field, team, score, goal, tennis court, basketball court, ice skating rink, net, swimming, racket, hockey stick
8 WHAT'S THE MATTER? Page 83	Health: what's the matter?, cough (v & n), earache, headache, stomach-ache, throat, have a temperature, vitamin C, hurt	Obligation: must / have to / had to	Health: Going to see the dentist toothbrush, toothpaste, milkshake, two times, smile, fix, brush, keep
9 IN THE FOREST Page 93	Nature: daisy, grass, rock, waterfall, pool, cut down Other: move, snail	Adjective / Adverbs: Comparative and Superlative	Science: Our solar system Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, dwarf, cover (v), year
REVISION 3 Page 103	Units 7 8 9		
10 SAVE THE FOREST Page 105	Nature: destroy, safe, save, terrible, work together Other: any more, time to go, this time, afraid, scared	Infinitive of purpose How / What about + verb + -ing?	Geography: Rainforests of the world kind, South America, Africa, Asia, Australia, the Amazon, breathe, scientist, nut, in danger, medicine
11 WE CAN ALL HELP Page 115	Other: towel, blanket, noodles, go away, make angry, tired, tasty, be quiet	Modal verbs for permission and offers: can / could / shall	The world: Food around the world pancake, meatball, tomato sauce, flour, frying pan, mix (v), roll (v), fry, chop, onion, delicious, spaghetti mayonnaise, boiled, mixture, half
12 GOODBYE Page 125	Other: strong, difficult, magnet, pick up, it's made of, possible	Want / Ask somebody to do something	Science: Robots and robotics in trouble, work (v), build, company, alone, job
REVISION 4 Page 135	Units 10 11 12		
GRAMMAR REFERENCE	Page 137 KEY VOCABULARY	Page 143 AUDIO TRANSCRIPTS	Page 146 WORKBOOK
	Page 157		

Symbols used in this book:



audio recording available on platform or scan QR code



animation available on platform



playwork available on www.timetravellergames.com

INTRODUCTION



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

Components and key features of *Time Traveller* A1

Using the CLIL and Project sections A3

**Teaching tips for using the activities
in *Time Traveller* A5**

Tips for teaching online (virtual classes) A6

Fun classroom activities A7

Teaching tips A8

Virtual Playwork Gamified Environment A10

The Games A11

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 4 is the fourth 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, and their communication and collaboration skills. With fun characters, engaging tasks, and a captivating continuing story, the course is sure to delight pupils and lay a strong foundation for a positive attitude towards learning English. *Time Traveller 4* is designed for CEFR level A1, or for preparation for the Cambridge A1 Movers exam, the INVALSI exam, or the TOEFL Junior exam.

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

Student's Book:

Features of the Student's Book

- 1 an introductory unit (*Remember*).** This unit revises language from *Time Traveller* 1 to 3. Further extension of language revision can be found in the *Remember* unit in the Workbook.
- 2 twelve core units. Each core unit consists of:**
 - four Lessons: These are shown in the Teacher's Book, not in the Student's Book itself, and make a total of 48 core lessons.
 - a *Let's go!* warm-up page: this page introduces key vocabulary presented in the story and provide practice activities for this key vocabulary.
 - an exciting two-page, adventure story with an episode of the series' ongoing story, with the characters Zack, Jill, Kim, and Max. Each episode introduces new vocabulary and presents a new language structure/new language structures, which is/are then explained in the Grammar section that follows. Each story episode is followed by a reading comprehension activity which promotes classroom discussion about the episode, giving learners the chance to practise the new vocabulary and language structure(s), while testing their comprehension skills.
 - a two-page Grammar section, with clear grammar charts/tables and simple explanations. Each new language structure presented is followed by activities which practice each structure.
 - a CLIL section followed by a fun Project, which provides American English practice. Each CLIL section contains a reading text followed by a reading comprehension activity. New vocabulary is presented in the CLIL text, while vocabulary from previous units is also recycled. The Project topic is related to the CLIL text and provides extended practice of the topic, through associated tasks. The Project is intended to be presented in class. The Student's Book contains a complete model with discussion questions, and a full page is provided in the *My Projects* section of the Workbook for pupils to create their own project.
 - a skills section with:
 - onepage of YLE Listening practice. Each parts of the YLE Listening exam is presented, together with examples. All parts of the YLE Listening exam, are covered in the Student's Book, familiarising students with the various task types. Audio QR codes have also been included for instant download on a mobile/tablet, with a quick scan. Audio is also available through the Platform and on an Audio CD.
 - onepage of YLE Speaking practice. Each parts of the YLE Speaking exam is presented, together with examples. All parts of the YLE Speaking exam, are covered in the Student's Book, familiarising 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.
 - onepage of Writing, containing a model text and helpful writing tips and activities. The Writing task is intended to be presented in class. The Student's Book contains a complete model text with discussion questions, and a full page is provided in the *My Writing Corner* section of the Workbook for pupils to create their own text.

3 four *Revision* units with songs.

- each *Revision* unit revises language presented in the preceding three units, and features key language items from previous levels. Each *Revision* unit ends with a fun song which revises vocabulary and language structures.

The storyline in *Time Traveller 4*

The story in Level 4 has been specially written to engage pupils and make learning English more exciting. The story episodes are ongoing, which gives pupils a continuing adventure throughout the Student's Book. The story can be found in the Student's Book as well as in the reduced Student's Book pages in the Teacher's Book. Animations of the story episodes are available on the platform www.timetravellergames.com. They are included in *Time Traveller's* IWB (interactive whiteboard) software as well, from which they can be downloaded individually.

In *Time Traveller 4*, pupils follow Zack and his sister, Jill, from the future, as well as Max and Kim from the present, as they save the present! Stan Slob appears and wreaks mayhem again - this time he has a new plan. He wants to destroy the environment of present-day Earth. He has created the Slobbies, his faithful but not very clever, robots. Stan's plan is to pollute the environment, create rubbish and destroy the forests. Will Zack and his friends help save the planet? Will Stan and his Slobbies 'win' this time?

Workbook:

Features of the Workbook

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

Each core 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 practise the language structure(s) taught in the Grammar section of the Student's Book.
- one page of activities related to the CLIL and Project sections (American English).
- one page of skills activities.

The *My Projects* section, *My Writing Corner*, and the *Literature* section can be found towards the end of the Workbook. The *My Project* and *My Writing Corner* sections are directly linked to the corresponding activities in the Student's Book. These sections provide a creative outlet for learners to expand on the topics covered 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-sensory classroom experiences, and can appeal to learners with different learning styles. The story in *Time Traveller* Workbook 4, *Jack and the Beanstalk*, is fully illustrated, accompanied by audio, and is level-appropriate.

Teacher's Book:

Features of the Teacher's Book

- an Introduction with teaching tips, ideas, and suggestions for extra classroom games.
- reduced, full-colour versions 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 – these divisions are visible in the Teacher's Book.
- audio CDs with recordings of all the reading texts, listening activities and songs. Audio QR codes have also been included for instant download on a mobile/tablet, with a quick scan.
- reduced, full-colour versions of the Workbook pages with overprinted answers to all exercises; each Workbook page corresponds to one Student's Book Lesson.
- step-by-step guidance for each Lesson.
- clear unit and lesson objectives.
- unit-by-unit Grammar Reference.

- a unit-by-unit wordlist with key vocabulary and functional vocabulary expressions.
- a section with homework suggestions, including e.g. optional dictation homework, Workbook activities and extra suggestions for tasks, given after each lesson.
- extra teaching tips and suggestions in lesson guidance.
- audio transcripts for the listening activities.

Supplementary material available:

An Assessment Booklet, containing an Entry test and six full tests covering all four skills. This booklet is in colour and is available in downloadable form on the online platform www.timetravellergames.com.

Digital components:

Teacher's Platform

Materials available for teachers on the Teacher's Platform

- IWB software (for the Student's Book)
- Interactive Workbook
- downloadable audio files for *Time Traveller 4*
- animations of the story episodes for streaming
- interactive posters, end-of-year certificates, etc.
- online access to student and class progress and performance reports (from playing the games on www.timetravellergames.com) through LMS
- management of classes

Game-based learning app for pupils

An app for pupils to download and use to play games: www.timetravellergames.com. 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, the CLIL section of each Student's Book unit and the Let's go! warm-up page. At the end of the Student's Book 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 used within the lessons is the vocabulary closely related to everyday language, which the teacher may choose to teach also. In the *Revision* units and the Workbook activities, only key vocabulary is practised.

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* units, the songs and, of course, the Workbook.

Teaching hours for *Time Traveller* Student's Book 4

Time Traveller 4 includes the Student's Book, Workbook, Assessment Booklet and a game-based learning app. The Student's Book and Workbook together provide around 120 to 180 teaching hours. With the game-based learning app, the teacher can extend the classroom teaching hours. If no computers are available in the classroom, pupils can play the games 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. Interesting content and its relevance to other subject areas has a motivational effect.

In all levels of *Time Traveller*, there is a CLIL lesson in each core Student's Book unit. CLIL is important, because many teachers struggle to find texts and activities suitable for the language level of their pupils. Much time is usually spent looking for interesting, relevant topics, while also tailoring materials to pupils' needs. The CLIL lesson in each core Student's Book of *Time Traveller* unit, is followed by 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 acquired through the CLIL text.

CLIL also promotes a holistic approach to teaching and learning. Rather than using a 'bottom-up' approach (i.e. starting with the small and building up to the large), it works the other way round. This 'top-down' approach, using existing knowledge, contextual clues and overall meaning, is almost certainly a faster, and possibly more useful, way of learning than a 'bottom-up' approach. It can be extended to enable further discussion of the topic presented and personalised to each pupils' experiences.

Project sections

As previously mentioned, an extension to the CLIL reading section, *Time Traveller* provides learners with a creative theme-related Project. The purpose of having a full page devoted to a Project in each core unit is to enhance learners' creativity. Creativity involves flexible thinking, generation of new ideas, and creative expression. For pupils to actually create something of their own based on the CLIL input and their own preferences and ideas is the goal of this section. Using creativity, a pupil can produce his/her own responses to a topic or issue, while learning something new about the world around him/her.

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 think they might not have sufficient background knowledge of the subject in question. It is important to remember that CLIL material is simply a 'vehicle' for the language.

In *Time Traveller* series, teaching tips for the CLIL section are provided in the Teacher's Book and in many cases, background information on the topic is provided. The CLIL lesson is designed to be teacher-friendly.

- 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 his/her English class. There is no need to change the classroom layout; pairwork and groupwork can still be used; pupils should still speak as much English as possible; and the need to check pupils' answers after 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 on a skill, such as reading or writing. In fact, there are texts there, simply as a vehicle for the content (i.e. to present information). The *Time Traveller* CLIL texts are accompanied by photos and other visuals which can be used to explain new vocabulary to pupils. Teachers are certainly not focusing on grammar in a CLIL lesson, as this would take the lesson into the realms of an English language lesson as opposed to a cross-curricular lesson. In *Time Traveller*, the texts and activities have been carefully graded, as all texts and activities throughout the book are.

Teachers might, on occasion, focus on vocabulary, but only insofar as the vocabulary is key to the subject/topic being taught (for example, a lesson on shapes or jobs).

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

The CLIL lesson is part of each core unit in *Time Traveller* Student's Books. It follows the Grammar section in each core unit.

- 5 **What types of CLIL topics appear in *Time Traveller* Student's Book 4?**

Time Traveller Student's Book 4 offers a range of CLIL topics relating to science, geography, technology, literature, music, the home, and the family.

Teaching tips for using the activities in *Time Traveller*

Teaching new words

1 Introducing nouns: objects, animals etc.

Visual elements work best with concrete nouns, but the teacher has to go beyond pictures showing concrete nouns. Trying to use real objects whenever possible, or even sounds, smells, and tastes, will appeal to all the pupils' senses!

2 Introducing adjectives

Adjectival opposites, such as 'big' and 'small', 'long' and 'short', are usually illustrated through pictures and flashcards. Using realia can help teach new adjectives. The use of real-life objects is wonderful for words like 'soft' and 'rough', adjectives that may take a lot of classroom time to explain can take just minutes using realia. For less tangible adjectives, like 'pretty', 'nice', or 'amazing', in bringing photos of e.g. a fairy doll, famous sights from around the world or everyday life, such as the Egyptian pyramids, the Eiffel Tower, or someone feeding a stray dog. The adjectives can be used to describe the places/activities in ways that clearly illustrate their meaning.

3 Introducing abstracts

There are things you simply cannot teach by means of 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 Acting out and miming

Acting out, gestures and miming to introduce new words is an important technique for the classroom, and even for distance-learning situations. In this Teacher's Book, the teacher will find ideas for this.

5 The use of the mother tongue (where applicable)

Sometimes, particularly at the beginning of an early primary course, the use of the mother tongue (L1) in the language classroom may be unavoidable, for several reasons. First, young learners feel that they have 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. Of course, the L1 language can be avoided entirely, depending on the teaching methods of each teacher/school. L1 language use is certainly not necessary, but it can be helpful for young learners.

6 The use of the interactive whiteboard (IWB)

If an interactive whiteboard is available in the classroom, it can function as an important tool for showing new vocabulary, activities with their answers, and providing easy access to the audio and animations of *Time Traveller* Student's Books.

Using reading texts

In the lesson guidance within the Teacher's Book, the teacher will find the following guidelines for introducing a reading text in class:

- 1 Introduction of new vocabulary and functional language.
- 2 Reading the title, examining the pictures/photos/flashcards accompanying the text, and having pupils predict what they are going to read about. (Pre-reading questions are provided in the lesson guidance.)
- 3 Playing the audio recording or animation, and asking 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 can practise reading out the text sentence-by-sentence, both chorally and individually.
- 6 Asking questions about the text. (Post-reading questions are provided in the lesson guidance).
- 7 Doing the comprehension activity that follows each reading text for further discussion. Background information on various texts is also provided to enhance classroom discussion.

Tips for teaching online (virtual classes)

Time Traveller is ideal for teachers 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 the teacher can use for online/virtual classes. The games platform is an additional component to be used by pupils for extra practice and fun and is, also available through the platform. Below are some useful tips on teaching online/virtual classes.

1 Training pupils

The teacher should dedicate a portion of their first classroom lesson to helping pupils understand the technology needed for the use of the online tools. Even if the teacher spends half of the first lesson doing this, it will help avoid having to explain things to individual pupils over and over again.

2 Space and resources

Where possible, the teacher 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 pupils feel that they are in a classroom, and will help with spontaneity and creativity during the lessons. This is especially important in young-learner classes, where a teacher might need to change the pace of the class by using flashcards, or the interactive exercises and animations on the platform. The teacher should encourage pupils to set up a designated study area. If pupils are very young, parental assistance will probably be needed.

3 Learning objectives

It can be difficult for pupils to adjust to online learning, especially when they are joining the class from home. They can be brought into lessons by starting all classes with learning objectives. These can be found in the lesson guidance in the *Time Traveller* Teacher's Books. Thorough explanation should be given at the beginning of the lesson, making sure all pupils have all the materials needed for the lesson.

The teacher can use the chat box feature available in *Zoom* software (or any other software of their choice), to share what will be covered during the class, and other explanations of what is expected from the pupils are ideal. This will help pupils focus and feel as if they are in a regular classroom. At the end of the class, the teacher can go over what the pupils have covered together with them, and whether they have achieved the Lesson Objectives that the Teacher's Book sets for each lesson.

4 Create a routine

The teacher 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.

The teacher 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), and then go into the lesson objectives and review homework and/or project work. The teacher should make sure they mix quiet study with energising games.

5 Confirm pupils' understanding

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

6 Teaching with the IWB software

If an interactive whiteboard (IWB) is available in the classroom, this can be an important tool for making lessons come alive. The IWB software accompanying *Time Traveller* makes teaching and learning fun. The IWB software enables the teacher to show the Student's Book pages on the board or the virtual screen and enlarge any section of a page. It is an ideal way to present new vocabulary and go over reading texts. The songs, recording of the reading texts and listening passages can all be heard at the click of a button. The teacher does not need to use a CD player. All story episodes are animated and can be projected on the IWB, and pupils will enjoy seeing the characters come to life. The teacher 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

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

Fun classroom activities

1 Verb races

Aim: To revise grammar.

A fun grammar game for practising or reviewing verb conjugations.

Divide the pupils 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 according to the subject pronoun assigned to him/her, and writes it on the piece of paper, i.e. 'I walk.'

The pupil then passes the paper to the pupil behind him/her. The second pupil writes his/her 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. 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 or board, and five to ten commonplace items from around the classroom, flashcards (available on the platform), or objects the teacher or pupils have brought from home (the teacher having previously asked each pupil to bring to class a specific item e.g. fruit, a vegetable, a toy).

The teacher arranges the objects on his/her desk, displays the pictures on the board and lets pupils gather around to look at them. Then he/she 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 pupils working together and using English.

The teacher divides the students into teams of three or four, and gives 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 category which the teacher has written down on a piece of paper on his/her desk, e.g. If they are practising the present simple, the teacher 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 which fit 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 all the pupils stop writing. The first team then calls out their answers. If their answers are correct, they score one point for each sentence they have written down.

The teacher then writes down another category on a piece of paper and places it on his/her desk, and a new round begins. As many rounds as desired can be held. The team with the highest score at the end of the game wins.

5 Read and write

Aim: To practise 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. The chosen pupils are 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 previously and is being revised. After the pupils write it, the chosen pupils say it. The first of the chosen pupils 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 chosen pupils must correct any mistakes before returning to their team.

To make the game more challenging, the teacher can also have the chosen pupils draw pictures of the word as well as write them. It is a good idea to choose different pupils until everyone has had a chance to come up to the board.

Teaching tips

Pairwork / Role playing

When assigning pairwork, the teacher needs 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 is often better to assess each pupil's strengths and weaknesses by putting him/her with someone he/she can work productively with. In other words, **the teacher should decide on the pairs**. Each time there is pairwork /role-playing activity, it is a good idea to rotate the pupils. 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, the teacher should not 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/pairwork 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 to decide 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 pairwork. This can be done by the teacher going round the classroom, listening out for errors, and gently reminding pupils how to properly use the language in question. However, teachers should resist any temptation to over-correct as this is likely to make pupils feel inhibited about expressing themselves. While most pairwork/role-playing activity 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. Monitoring in the way suggested serves two purposes: it reinforces correct use of English, and ensure that pupils know that the teacher is listening and paying attention. This way, they are likely to engage fully in any pairwork /role-playing 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 help them to enjoy these tasks, the teacher should have a look at these tips, which have been incorporated into the Student's Book:

Using the model texts as examples

Time Traveller 4 Student's Book provides speaking and writing models. It is very important for pupils to be provided with examples to work with. The teacher can read out the models for speaking and writing to pupils, or ask for volunteers to read the models out loud. The teacher and the pupils should discuss the text together in pupils' L1 language, and ask them to go over any word banks provided with the task in question. 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.

The teacher should 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. It is also a good idea to include a colouring/drawing activity to accompany a writing task. The *My Writing Corner* section towards the end of the Workbook provides a separate page for each writing task.

Using the *My Projects* section and *My Writing Corner* section - creating learner portfolios

Both sections can be found towards the end of the Workbook. The purpose of these sections is to allow each pupil to produce a collection of his/her creative work. The topics are provided in the Student's Book, and pupils produce their own Projects and Writing activities in these sections of the Workbook, thus creating a learner portfolio. This provides evidence to the learner and his/her parents of what he/she has learnt and created throughout the year.

Use interactive activities

Pupils generally stay focused when activities are interactive. To make the comic story section of the core units interactive, have pupils act out the story, and make sure everyone gets a chance to be creative. If all the pupils know that they will get 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 pupils act as e.g. one of the animals or characters from a story will also keep everyone entertained.

Global, 21st century skills taught in *Time Traveller*

In *Time Traveller* there are many different types of reading texts and activities which help learners develop and reinforce their global skills. Global skills are skills needed by learners in today's rapidly changing 21st-century society, which equip pupils with lifelong learning and give them a sense of success. Such skills include communication and collaboration skills, critical and creative thinking skills, emotional self-regulation and wellbeing.

Activities for acquiring Global, 21st century skills

- 1 Describing images - Through the images/flashcards provided, within the platform, pupils can reflect on the language taught in the unit, allowing them to focus and giving them extra practice. Some of the images included in *Time Traveller 4* are of animals, cities around the world, sports, nature, and the universe.

- 2 Use of open-ended questions to expand on classroom topics. These questions have been provided in the Student's Book and in the Teacher's Book.
- 3 Providing carefully selected global issues - The stories and reading texts help provide a forum for pupils to discuss sensitive topics and express and manage their feelings about these topics, whether positive or negative. Such topics help develop creative thinking and problem-solving skills. Pupils participate in giving their own solutions to the problems presented in these topics. For example, in *Time Traveller 4*, protecting the environment, animals and nature are dealt with.
- 4 Digital literacy - The *Time Traveller* games platform provides pupils with the skills needed to navigate today's digital world.

Time Traveller – Ahead Books©

Learn while playing and play while learning English!

Time Traveller is much more than a primary English course. It reflects a teaching method that leads to improved learning results by:

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

Such a 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 offers a **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

Time Traveller comes with a gamified environment or 'game app', which is available for student's to download onto their desktops/laptops/tablets, from www.timetravellergames.com. It allows pupils to 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 featuring games that pupils will want to play, that keep them engaged, and help them recall and retain the knowledge acquired in the classroom.

It supports long-term learning retention

The *Time Traveller* games found in the *Virtual Playwork Gamified Environment* are designed to maximise pupils' learning retention in a fun and engaging way, by utilising 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 regular homework. The teacher does not need to become involved unless he/she chooses to. 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' session can be offered.

The Virtual Playwork Gamified Environment, is available on 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 free of charge on the first page of their Workbook and is valid for 12 months.

The Games

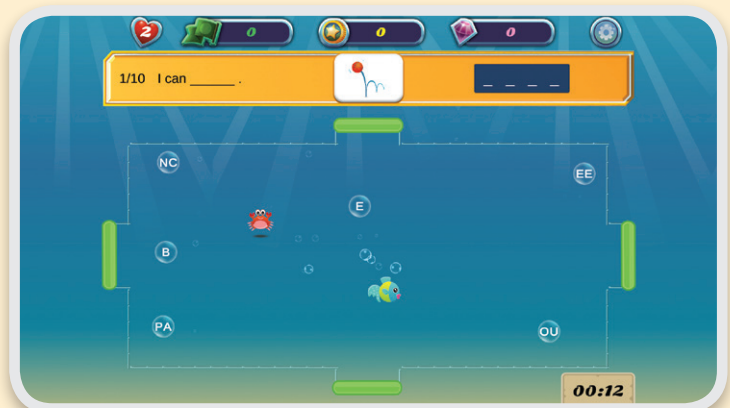
Cake Bomb



River Crossing



Underwater



Super Match-up



Unit Objectives

- To welcome pupils back.
- To remind pupils about the characters and the story so far.
- To revise functional language used for greetings and introductions.
- To revise vocabulary and grammar from *Time Traveller 3*.

Lesson 1 Objectives

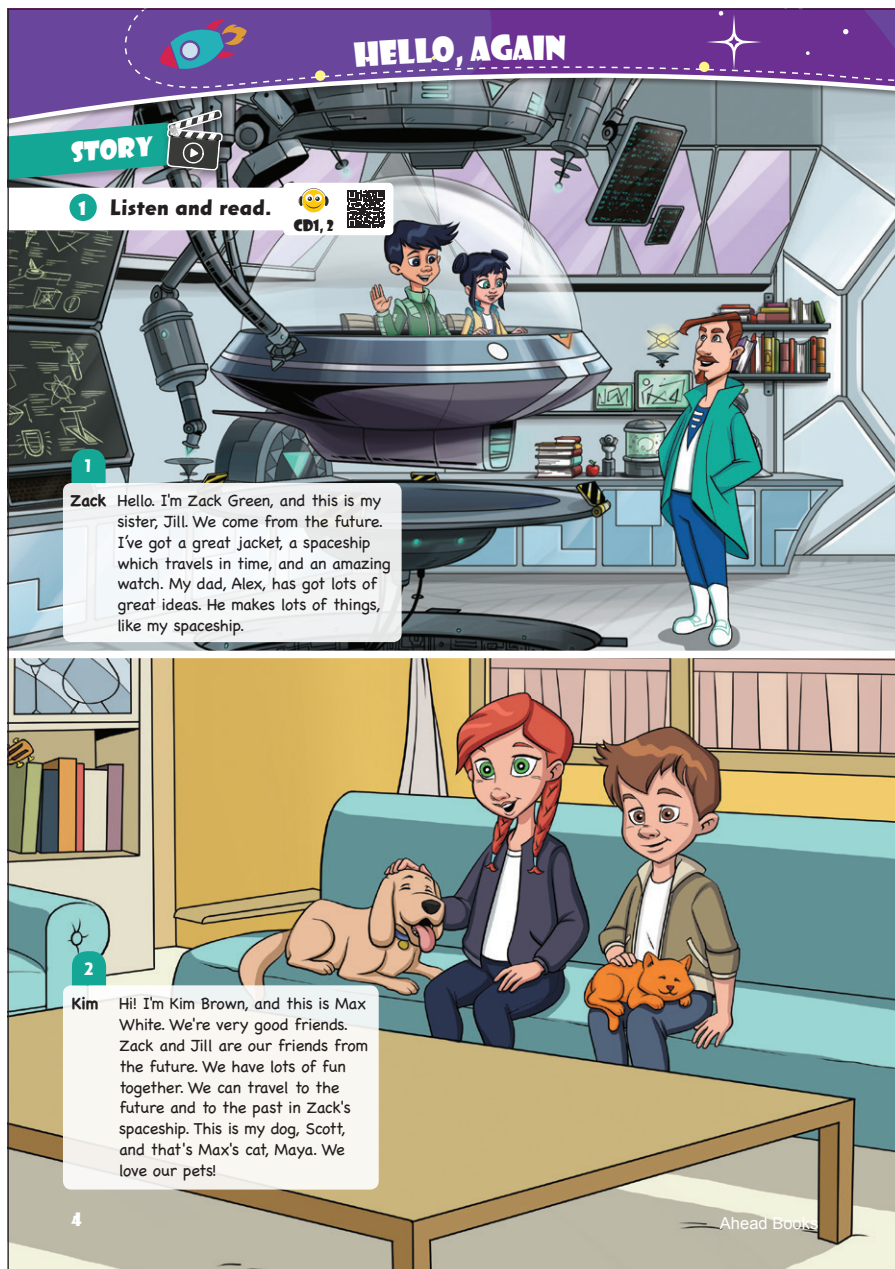
- To read for detail.
- To identify characters in a story.
- Functional language: *Who is ...?/Who are ...?*

Materials Needed

- Sticky notes
- Coloured pencils/Crayons
- Photos/Pictures of place/s e.g. *market, library, theatre, cinema, museum* (optional)
- 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 *I'm very well./I'm great*. Write these expressions on the board. Ask the same pupil *How are you?* and encourage the pupil to answer *I'm very well./I'm great*. Go round the class, exchanging introductions and greetings.
- Now write *I'm ...* on the board so that pupils can copy it down. Give a sticky note and some coloured pencils to each pupil. Tell pupils to write *I'm ...* [pupil's name]. Help pupils to write their name in English on their sticky note. Encourage pupils to decorate their sticky note and, once they have finished, to stick their note on their chest.
- Encourage pupils to exchange introductions and greetings with each other.



STORY

Pre-reading

- Tell pupils to open their book, read the unit title, and look at the pictures. Ask them what they think the story will be about. (*Sam Slob and his robots making trouble. The children stopping them.*)
- Point to the main characters in pictures 1, 2, and 3, one by one. Say their names: *Zack Green, Jill Green, Alex/Mr Green, Kim Brown, Max White, Stan Slob* as you point. Remind pupils that the characters Zack, Jill, Kim, and Max are friends, and that Zack and Jill live in the future.
- Explain that Zack, Jill, Max, and Kim think that Sam Slob is in 1870, where they left him, but he isn't. He's in the present.

1 Listen and read.



CD1, track 2



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



2 Read and answer.

1. Where do Zack and Jill come from?
the future
2. What does Zack's spaceship do?
(It) travels in time(.)
3. Where can Max and Kim travel to in Zack's spaceship?
(to) the future and (to) the past
4. What did Stan make?
robots/the Slobbies
5. What do the Slobbies like?
rubbish

Post-reading

Check pupils' understanding of the story by asking: Which children are brother and sister? (Zack and Jill); Who is Alex? (Zack and Jill's dad); Who are Kim and Max? (Zack and Jill's friends); Who are Scott and Maya? (Kim's dog and Max's cat); Is Stan Slob Zack and Jill's friend? (no); Why is Stan Slob in the present, and not in the past? (He had two keys to the spaceship (and travelled to the present).); Who are the Slobbies? (Stan Slob's robots).

2 Read and answer.

- Hold up your 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. Elicit the answer from a pupil (the future). Ask another pupil to point out where this information is given in the story text (in picture 1).
- Allow pupils time to answer the other questions.
- Check answers as a class.

Lesson 2 Objectives

- To revise and practise vocabulary and grammar from previous levels.

Materials needed

- IWB software

VOCABULARY

3 Look and write the names of the animals.

- Tell pupils that they are going to revise vocabulary connected with animals.
- Point to the first picture, and read out the description. Emphasise the *can't* in *can't fly*. Elicit the answer (*penguin*). If pupils are struggling, write the first letter (on the board) and the number of letters (which you can represent with underscore dashes). If they still can't get it, allow them to guess the other letters, and write the correct ones on the board.
- Allow pupils time to complete the other items alone. Go round the class, helping where necessary.
- Check answers as a class.

4 Write. What's the weather like today?

- Tell pupils that they are going to revise vocabulary connected with the weather.
- Point to the example (item 1), and read out the question in the rubric (*What's the weather like today?*). Point to the symbol, and make the noise of the wind. Have a pupil read the example answer out loud (*It's windy.*) Tell pupils to write the answers for the other symbols. 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 each time (as written in the answers).
- Go to the window, and point outside. Ask *What's the weather like today?* Elicit answers for the kind of weather and the temperature.

VOCABULARY

Remember!

3 Look and write the names of the animals.



1. It's a bird. It's black and white, and it can't fly.
It's a penguin.



4. It's a bird. It can't fly very far, but it gives us eggs to eat. It lives on a farm.
It's a chicken.



2. This animal's very big. It's grey, with a long nose and big ears.
It's an elephant.



5. This animal's got a very long tail, and it likes jumping.
It's a kangaroo.



3. This animal's got a very long neck, and it comes from Africa.
It's a giraffe.

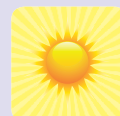


6. This animal's big. It's sometimes black and white. It lives on a farm, and it gives us milk.
It's a cow.

4 Write. What's the weather like today?



1. It's windy.



4. It's sunny.



2. It's rainy.



5. It's cold.



3. It's snowy.



6. It's hot.

VOCABULARY

Remember!

5 Match the pictures with the words.

1. a field

2. a shopping centre

3. a garden



4. a town



5. a bookshop



6. a supermarket



GRAMMAR

6 Look and answer. What are they doing?

jump, play baseball, read, run, sleep, paint

1. She's / She is reading.



2. He's / He is playing baseball.

3. She's / She is jumping.



4. She's / She is running.

5. He's / He is sleeping.



6. She's / She is painting.

TIME TRAVELLER

7

5 Match the pictures with the words.

- Tell pupils that they are going to revise vocabulary about places.
- Point to the example (item 1), and say the word *field*. Point to picture c.
- Allow pupils time to complete the task alone.
- Check answers as a class. As an optional extension to this, you can show pupils the photos/pictures you have brought in of other places, and elicit the names for them.

GRAMMAR

6 Look and answer. What are they doing?

- Point to the example (item 1). Point first to the picture, and then the verb *read* in the box. Write the verb *read* on the board. Read out the sentence *She's/She is reading*. Add *-ing* to the end of *read* on the board (to read as *reading*). Write *She's/She is* before *reading*. Point to the picture, and repeat the sentence.
- Point to the second item (item 2). Elicit the phrase *play baseball* from the box, and write it on the board. Elicit *He's/He is* and write it before *play baseball*. Have a pupil come up to the board and write *-ing* after *play* (to read as *playing*). Read out the complete sentence.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class. As an optional extension, mime other activities, and ask *What am I doing?* Pupils answer in full sentences (*You're/You are ...ing.*).

7 Complete. Use: *bottle, bowl, box, carton, cup, loaf*.

- Point to the pictures one at a time and elicit the words (1 *water*, 2 *bread*, 3 *chocolates*, 4 *milk*, 5 *salad*, 6 *tea*).
- Point to the first (item 1). Elicit the correct answer (*bottle*), and read out the complete phrase: *a bottle of water*.
- Allow pupils time to complete the task alone.
- Check answers as a class.

8 Complete the questions with *Who, Where, What* or *When*.


- Write *Who, Where, What*, and *When* on the board. Explain to pupils that they are going to revise question words.
- Point to *Who in the rubric*. Ask a pupil *Who are you?* Elicit his/her name. Ask another pupil *Who is he/she?*, pointing to another pupil. Elicit his/her name. Do this once or twice more.
- Point to *Where*, and ask the class *Where is ...?*, using the name of one of the pupils. Pupils point to the relevant classmate. Do this once or twice more.
- Point to *What*. Pick up an item from your desk, such as a pen, and ask *What's this?* Elicit the answer.
- Point to *When*, and ask various pupils *When is your birthday?* Pupils say their birthday date.
- Point to the example, and read out the question. Elicit the answer to the question by opening the book at p. 5 and having a pupil point to Stan Slob in picture 3.
- Allow pupils time to complete the task alone.
- Check answers as a class. For each question, elicit the answer.

9 Write the verbs in the past simple.


- Explain to pupils that they are going to revise the past simple. Remind pupils that we use the past simple to talk about things that happened in the past in English. Write on the board an example of a regular verb, *rain*. Add the ending *-ed*, and say *rained*. Write the heading *Regular verbs* above the verb on the board. Elicit further examples, and write them in a column on the board (e.g. *want, stop, like*). Point out that, when there is a vowel and a consonant at the end of a verb (as in the case of *stop*), we double the consonant before adding *-ed*. Point out that, if the verb ends in *-e*, we just add *-d* (as in the case of *like*).
- Write the heading *Irregular verbs* on the board. Remind pupils that many of the simplest and most useful verbs in English are irregular in the past simple. Write the examples of *go – went* and *be – was/were*.

GRAMMAR


7 Complete. Use: *bottle, bowl, box, carton, cup, loaf*.




1. a bottle of water




2. a loaf of bread




3. a box of chocolates



4. a carton of milk



5. a bowl of salad



6. a cup of tea

8 Complete the questions with *Who, Where, What* or *When*.

1. Who is Stan Slob?

2. When is Grandpa Sam's birthday?

3. Where do Zack and Jill live?

4. What do the Slobbies eat?

9 Write the verbs in the past simple.

1. come came

2. shop shopped





3. sing sang

4. learn learnt/learned

5. walk walked

6. make made

10 Complete. Put the verbs 1 – 5 in brackets in the past simple. Look at pictures a – d and write the words.

Yesterday, I 1) went (go) to the  (a) zoo with my parents. We 2) saw (see) lots of  (b) animals. There 3) where (are) lots of  (c) rabbits, bats, and sharks. It 4) was (is) fun! Then, we 5) had (have) dinner at a  (d) restaurant.

Ahead Books

- Point to the example (item 1). Read out the verb *come*, and the past simple *came*. Elicit a sentence with *came* from the class.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class. Point out that *learn* has two possible past simple forms, one regular (*learned*) and the other irregular (*learnt*). Elicit an example sentence for each past simple form of *learn*.

10 Complete. Put the verbs 1 – 5 in brackets in the past simple. Look at pictures a – d and write the words.

- Explain to pupils that they are going to fill in the gaps with irregular verbs in the past simple (1 – 5) and nouns (a – d) in the pictures.

- Elicit the past simple of the first verb (*go – went*). Elicit the first noun (*zoo*). Read out the complete first sentence to the class.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

Homework

Tell pupils to:

- read the episode of the story again.
- do pp 4 – 7 in their Workbook. (If time permits, they can begin in class.)

UNIT 1 MR GREEN'S NEW IDEA

LET'S GO!

VOCABULARY

1 Listen and say. CD1, 3

recycle

glass

the world

an app

a message

clever

2 Circle the different word.

- glass paper app metal
- screen keyboard mouse grandfather
- school message library museum
- tablet bus laptop computer
- morning building night evening

3 Read and answer.

- Do you think recycling is good for the world?

Yes.
- What kinds of things can people recycle?

Metal, glass and paper.
- What do you recycle?

Student's own answer.

TIME TRAVELLER
9

Review

- Review weather expressions by asking *What's the weather like today?* Show pupils the weather in other places by writing names of towns, cities etc., and weather symbols on the board. Elicit the weather in each place by asking e.g. *What's the weather like in London?*
- Review expressions connected with animals by drawing parts of an animal on the board. Pupils try to guess as quickly as possible what you are drawing.
- Review actions by holding up one by one the flashcards you have brought in and asking *What is he/she/they doing?* Pupils answer e.g. *She is running.*
- Check homework from Workbook pp 4 & 5.

LET'S GO!

VOCABULARY

1 Listen and say.



CD1, track 3



- Tell pupils to look at the pictures and words. Tell them to follow the words with their fingers as they listen to the recording and repeat the words out loud.
- Play the recording. Point to the pictures. Encourage pupils to say the words out loud.
- Play the recording again, pausing after each item. Pupils repeat the words chorally and individually. Make sure all pupils understand the meaning of the words.

2 Circle the different word.

- Explain to pupils that they are going to find the word in each set that doesn't fit.
- Read out the words in the first item. Say the word *glass*, and ask pupils to point out some glass around the classroom. Have them do the same for *paper*. Ask them if *app* is the same as or different from *glass* and *paper* (*different*). Tell them to circle *app*. Elicit an example(s) of something(s) made of *metal* from around the classroom.
- Allow pupils time to complete the task alone.
- Check answers as a class. Ask pupils why each word is different and how the other three words are related.

3 Read and answer.

- Read out the first item. Explain to pupils that *recycling* is the noun from the verb *recycle* in Ex. 1.
- Ask various pupils the first question (the answers will probably all be *Yes.*).
- Allow pupils time to complete the task alone.
- Check answers as a class. Make a list of materials and things for item 2.

Unit Objectives

- To learn and use new vocabulary about the environment and technology.
- To learn and use grammar: present simple, adverbs of frequency, prepositions of time.

Lesson 1 Objectives

- To read for detail (answering questions).
- To learn the new words: *recycle, glass, metal, the world, app, message, clever.*
- To learn to ask and answer about recycling.
- Functional language: *climate, daily routine, information, tell, send, do, noise.*

Materials needed

- Audio CD 1
- IWB software
- Photos/flashcards of places from the previous unit, Ex. 5 (optional: with additional places)
- Optional: Photos/flashcards of various activities (someone running, doing a sport, reading, sleeping, painting)

STORY

Storyline

Kim and Max are in Max's garden. They are recycling glass and paper. They are talking about how they miss Zack and Jill. Just then, they hear a noise. It's Zack and Jill in the spaceship. They show Kim and Max their dad's new idea, the Gadgee-O. It's like a tablet, but its apps can do amazing things. Zack uses it to find out where Stan Slob is. He isn't in 1870 any more – he's in the present. Zack uses the Gadgee-O to find out what Stan does every day. The children find out, for example, that he visits a barn in the countryside every day.

Pre-reading

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

MR GREEN'S NEW IDEA

UNIT 1
STORY

CD1, 4

4 Listen and read.

1

Kim We learn a lot about our world and its climate at school. We can all help to have a cleaner planet. We can recycle paper and glass.

Max Yes, we can. People can use these things again and again. We can all help. Thank you for helping me recycle. Let's help keep our world clean.

Kim You know, Max, I miss Zack and Jill. I really want to see them again.

Max Me, too!

Kim What's that noise? Scott and Maya can hear it, too.

Max Look up there! It's Zack and Jill!

2

Zack Hello!

Kim & Max Hi, Zack and Jill!

Jill Hi! How are you? And what are you doing?

Kim We're fine. We're recycling. We're helping the planet, you see.

Jill Good idea!

Zack We're here to show you Dad's new idea. It's the Gadgee-O!

Max The Gadgee what?

Jill The Gadgee-O. It looks like a tablet, but it can do lots of different things.

Kim That's cool! Mr Green's very clever!

Ahead Books

4 Listen and read.



CD1, track 4



- Play the recording/animation. Tell pupils to follow 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: *Who can you see in picture 1? (Kim, Max, Scott, Maya, Zack, and Jill); Where are they? (in Max's garden); Who made the Gadgee-O? (Mr Green/Zack and Jill's dad); Who do the children look for with the app? (Stan Slob); Is Stan Slob in 1870? (No – he's in the present.); What does he do in the morning? (He goes to the shopping mall.)*



5 Read and answer.

- What are Kim and Max doing in picture 1? They are recycling.
- Why are Kim and Max recycling? (They are recycling) to have a cleaner planet.
- What do Zack and Jill show to Kim and Max? (They show them) their dad's new idea/ the Gadgee-O.
- What has the Gadgee-O got? (The Gadgee-O/It has got) lots of apps.
- What does Stan do at five o'clock in the afternoon? Stan/He leaves his flat at 5.00.

TIME TRAVELLER

11

5 Read and answer.

- Explain to pupils that they are going to answer questions about the story.
- Point to the first item. Read it out, and elicit the answer (*They are/They're recycling.*).
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

Optional activities

- Use photos/flashcards of various activities (someone running, doing a sport, reading, sleeping, painting). Review the present continuous by miming an action and asking *What am I doing?* The first pupil to get the sentence right now mimes an action. Continue with the rest of the photos/flashcards.

Homework

Tell pupils to:

- read the episode of the story again.
- learn the new vocabulary.
- do p. 8 in their Workbook. (If time permits, they can begin in class.)
- Optional dictation homework: *recycle, glass, world, app, message, clever.*

Lesson 2 Objectives

- To revise the present simple, adverbs of frequency and prepositions of time.

Materials needed

- IWB software
- Various objects made of glass, metal and paper
- Ten flashcards cards with Yes, and ten with No

Review

- Review expressions connected with materials and recycling by holding up the various objects you have brought in and asking *What's this made of – glass, metal or paper?* And *Can we recycle it?*
- Check homework from Workbook p. 8.
- Optional: Give dictation from Lesson 1. Go round the class, checking all pupils' answers.

GRAMMAR

Revising the Present simple

- Write *I / You / We / They eat fruit.* on the board, then the question (*Do I / you / we / they eat fruit?*), the negative form (*I / you / we / they don't eat fruit.*) and the short answers (*Yes, I / you / we / they do.* and *No, I / you / we / they don't.*) Point to *don't*, and tell pupils that it is short for *do not*. Write *He / She / It eats fruit.* on the board, then the question (*Does he / she / it eat fruit?*), the negative form (*He / She / It doesn't eat fruit.*) and the short answers *Yes, he / she / it does.* and *No, he / she / it doesn't.* Point to *doesn't*, and tell pupils that it is short for *does not*.
- Say *I eat fruit.* Point to yourself and nod several times, then hold up one of the Yes flashcards, and put it on your desk. Ask pupils *Do I eat fruit?* Elicit *Yes, you do.* from a pupil. Say *I don't eat pasta.* Shake your head several times, then hold up one of the No cards. Ask *Do I eat pasta?* Elicit *No, you don't.*
- Ask the following questions of individual pupils: *Do you eat fruit / pasta / salad? Do you drink milk / water / tea?* Pupils answer (*Yes, I do.*) or (*No, I don't.*) Give them a Yes or No card, according to their answer, face down. Then put the same questions about the individual pupils to the class, in the third person: *Does he / she eat fruit?* etc. Pupils must remember and say *Yes, he / she does.* or *No, he / she doesn't.*
- Revise the third person singular of the present simple. Remind pupils that most verbs take *-s*. Write *eat – eats* on the board.

UNIT 1 1 **MR GREEN'S NEW IDEA**

GRAMMAR

Present simple

Affirmative	Questions	Negative
I / You eat fruit.	Do I / you eat fruit?	I / You don't eat fruit.
He / She / It eats fruit.	Does he / she / it eat fruit?	He / She / It doesn't eat fruit.
We / You / They eat fruit.	Do we / you / they eat fruit?	We / You / They don't eat fruit.

Spelling when adding -s for he / she / it (third person singular)
 We add *-s* to most verbs. → eat – eats, find – finds

When a verb ends in:

1. consonant plus *-y*, change *-y* to *-ies*; vowel plus *-y*, just add *-s*.
 fly – **flies** but play – plays

2. *-s, -ch, -sh, -x, -o*, add *-es*.
 miss – **misses** fix – **fixes**
 watch – **watches** do – **does**
 wash – **washes**

Adverbs of frequency	Prepositions of time
always, usually, often, sometimes, never	at: at night at four o'clock at the weekend at Christmas
I always go to bed at 9:00 at night. He usually goes to work by bus. Zack often goes shopping with his mum. Jill sometimes plays baseball. Sarah never eats pizza.	on: on Saturday(s) on Sunday morning(s) in: in 1870 in the morning(s) / afternoon(s) / evening(s) before: I have a shower before breakfast. after: I brush my teeth after lunch.

6 Complete the question and negative forms.

	Affirmative	Questions	Negative
1.	I play basketball on Sundays.	Do I play basketball on Sundays?	I don't play basketball on Sundays.
2.	They wash the plates after lunch.	Do they wash the plates after lunch?	They don't wash the plates after lunch.
3.	He goes to school.	Does he go to school?	He doesn't go to school.
4.	We help the planet.	Do we help the planet?	We don't help the planet.
5.	She works in a library.	Does she work in a library?	She doesn't work in a library.

12
Ahead Books

- Remind pupils that, when a verb ends in a consonant plus *-y*, the *-y* becomes *-ies* in the third person singular, but when a verb ends in a vowel and *-y*, it simply takes *-s*. Write *fly – flies* and *play – plays* as respective examples on the board. Tell pupils that, when a verb ends in *-s, -ch, -sh, -x* or *-o*, we add *-es*. Write *miss – misses, watch – watches, wash – washes, fix – fixes* and *do – does* on the board. Point out the pronunciation change between *do* and *does*.
- Write *always, usually, often, sometimes, never* on the board. Point to each item, and read it out. Ask pupils to repeat each item as you point to it. Remind pupils that these are ways to talk about how often people do something in English. Write sentences containing adverbs of frequency on the board and read them out. Pupils repeat. After each sentence (the following are examples), write a percentage: *I always go to bed at 9:00 at night. (100%); He usually goes to work by bus. (75%); Zack often goes shopping with his mum. (50%); Jill sometimes plays baseball. (25%); Sarah never eats pizza. (0%).*

Teaching prepositions

- Write the prepositions *in, at* and *on*, as column headings on the board. Say *Saturday – on Saturday*, and write *Saturday* in the *on* column. Say *night*, and elicit *at night*. Write *night* in the *at* column. Do the same for *the weekend* (under *at*), *Sunday morning* (under *on*), *the morning* (under *in*), *1870* (under *in*), *four o'clock* (under *at*), *the afternoon* (under *in*), *Christmas* (under *at*), *the evening* (under *in*).

7 Complete the sentences, using the present simple of the verbs in brackets.

1. Mike watches (watch) TV in the evenings.
2. John and Alice live (live) in London.
3. Jim and his friends play (play) computer games.
4. Kim and Max recycle (recycle) paper and glass.
5. The Gadgee-O sends (send) messages.
6. Mary has (have) a shower in the mornings.

8 Complete the sentences about you. Use *always, usually, often, sometimes* or *never*.

1. I Students' own answers tidy my bedroom.
2. I wash the dishes.
3. I get up at six o'clock in the morning.
4. I walk to school.

9 Match.



1. Peter gets dressed at eight o'clock.
2. John has a shower at ten o'clock.
3. Mr Brown drives fast.
4. Karen goes to bed at half past nine.
5. Mark has lunch at school every day.

e
d
c
b
a

10 Make questions, using the sentences in Ex. 9.

1. Does Peter get dressed at eight o'clock?
2. Does John have a shower at ten o'clock?
3. Does Mr Brown drive fast?
4. Does Karen go to bed at half past nine?

TIME TRAVELLER

13

7 Complete the sentences, using the present simple of the verbs in brackets.

- Read out the rubric. Make sure that pupils understand what they have to do. Ask one pupil to point to the verbs in brackets.
- Give pupils time to complete the task alone.
- Check answers as a class.

8 Complete the sentences about you. Use *always, usually, often, sometimes* or *never*.

- Tell pupils that they are going to complete some sentences about themselves. Elicit the frequency of each of the adverbs and write it on the board (*always* - 100%, *usually* - 75%, *often* - 50%, *sometimes* - 25%, *never* - 0%).
- Allow pupils time to complete the task alone.
- Check answers as a class by asking pupils to put up their hands, and ask them to read out loud the sentences with each adverb in it. Count how many pupils, for example, *always* tidy their bedroom, *usually* tidy their room, *often* tidy their bedroom, *sometimes* tidy their bedroom, and *never* tidy their bedroom.

9 Match.

- Explain to pupils that they are going to match sentences 1 – 5 with pictures a – e.
- Give pupils time to complete the task alone.
- Check answers as a class. As an extension, ask pupils *When do you get dressed?*, *When do you have a shower?*, *When do you go to bed?*, and *Where do you have lunch?*

10 Make questions, using the sentences in Ex. 9.

- Read out the rubric. Make sure that pupils understand what they have to do.
- Give pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

Homework

Tell pupils to:

- do p. 9 in their Workbook (if time permits, they can begin in class).
- read through the grammar table at home.

Teaching before/after

- Draw on the board a picture of a shower, a plate with an egg on it, and a toothbrush, in that order. Write *before* and *after* on the board. Say *I have a shower before breakfast. I brush my teeth after breakfast.*

6 Complete the question and negative forms.

- Read out the rubric, then direct pupils' attention to the columns of the table entitled *Affirmative*, *Questions* and *Negative*. Point to the first item. Say *Affirmative*, and read the sentence out. Point to the second column, and say *Questions*. Elicit the question *Do I play basketball on Sundays?* Write it on the board. Point to the third column, and say *Negative*. Elicit *I don't play basketball on Sundays.* Write it on the board.
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

Lesson 3 Objectives

- To learn technology vocabulary: *gadget, machine, useful, smartphone, MP3 player, download, DVD, CD, headphones, use (v), text (v).*
- To practise functional language, using *use + noun + to-infinitive*.
- To write about a gadget.

Materials needed

- Flashcards with the following verbs written on them: *eat, want, fly, cry, play, buy, miss, watch, wash, fix, do, make, take, like*
- A smartphone
- Audio CD 1
- IWB software

Review

- Review grammar by dividing the class into two teams. Hand the flashcards out so that each team has seven. The teams take turns to say sentences in the present simple, using an adverb of frequency (e.g. *I never eat salad.*). Each correct sentence gets two points. Once all pupils in a team have said a sentence, the competing team has to remember what the other team has said and turn what they have said into sentences in the third person singular, writing the sentences on the board (e.g. *He/She never eats salad*). One point is given for remembering a sentence, one for spelling the third person singular correctly.
- Check homework from Workbook, p. 9.

New words

- Make sure that pupils understand what *technology* means. Point to the pictures on p. 14, and say *smartphone, MP3 player, DVD player*. Pupils repeat after you. For the last one, say *or CD player*. For *movies, or films*, – *DVD*. For *music* – *CD*. Point to each of the pictures and say *gadget - gadget - gadget*. Pupils repeat each word after you. Say *a gadget is a machine. Machine*. Pupils repeat after you. Point to the headphones on p. 15 of the Student's Book, and say *headphones*. Pupils repeat after you.
- Take out the smartphone you have brought in. Say *I use a smartphone. I make calls. I text messages to people. I download apps and information from the internet. My smartphone is very useful. Useful*. Pupils repeat after you.

UNIT 1

MR GREEN'S NEW IDEA

CLIL TECHNOLOGY

11 Listen and read. 🎧 CD 1, 5

GADGETS

Gadgets are machines that do something useful. They aren't usually very big. Most gadgets are fun. Some gadgets are: smartphones, MP3 players, headphones and DVD players. Many people use these every day.

A. Smartphones

These gadgets are very useful in everyday life. A smartphone is a small phone, but it can do much more. A smartphone has many apps to use. It has apps for music, for texting friends, for using the internet, for taking photos, and for watching videos. It also has apps for games. They look like small tablets.



B. MP3 players and headphones

MP3 players are small gadgets. People use them to listen to music. They can listen to the music they like, anytime. They download the music onto the MP3 player, and listen to it with headphones.



C. DVD player

People use DVD players to watch movies. A DVD player is connected to a TV. The movies are on a DVD disk. People put the disk in the DVD player, and watch a movie on the TV. Some laptops also have DVD players. People can play CDs on DVD players, too.



12 What can you do with these gadgets? Tick ✓ the correct boxes.

Gadget	send messages	take photos	listen to music	watch movies	play games
smartphone	✓	✓	✓	✓	✓
MP3 player			✓		
headphones			✓		
DVD player				✓	✓

14
Ahead Books

CLIL READING

11 Listen and read.

🎧 CD 1, track 5

- Tell pupils to look at the CLIL text, and explain that they are going to read about gadgets.
- 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 one sentence each out loud, individually.

12 What can you do with these gadgets? Tick ✓ the correct boxes.

- Tell pupils to look at the CLIL text again and find the information to complete the table by ticking the relevant cells.
- Allow pupils time to complete the task alone.
- Check answers as a class.

PROJECT

13 Write about these gadgets. Then write about your favorite gadget in your Workbook, p. 71.

tablet

People use a tablet to play games, watch videos, and text friends.

smartphone

(People use a smartphone) to call and text friends, for using the internet, for taking photos.

headphones

(People use headphones) to listen to music.

MP3 player

(People use an MP3 player) to listen to music.

TIME TRAVELLER

15

PROJECT

13 Write about these gadgets. Then write about your favourite gadget in your Workbook, in the Projects section.

- Hold up your book, and point to the headings on the page. Read out each one. Then read out the first description. Ask pupils how many of them have a tablet. Ask them if they use theirs as described in the yellow speech bubble.
- Give pupils time to complete the other descriptions. Go round the class, helping where necessary.
- Ask various pupils to read out their descriptions.
- Ask pupils to open their Workbook and go to the *My Projects* section, p. 71.
- Explain to pupils that they are going to write about their favourite gadget.
- Give pupils time to complete their text. Alternatively, you can set the writing task for homework.

Homework

Tell pupils to:

- practise reading the CLIL text, **GADGETS**.
- learn the new words *technology, gadget, machine, useful, smartphone, MP3 player, download, DVD, CD, headphones, use (v), text (v)*.
- do p. 10 in their Workbook. (If time permits, they can begin in class.)
- Optional dictation homework: *technology, gadget, machine, useful, smartphone, MP3 player, download, DVD player, CD player, headphones, use, text*.

Lesson 4 Objectives

- To listen for detail (multiple matching).
- To revise vocabulary for technology expressions and activities connected with technology.
- To talk about daily routines.
- To write about your daily routine.

Materials needed

- Coloured pencils/crayons
- Yes/No flashcards
- Audio CD 1
- IWB software

Review

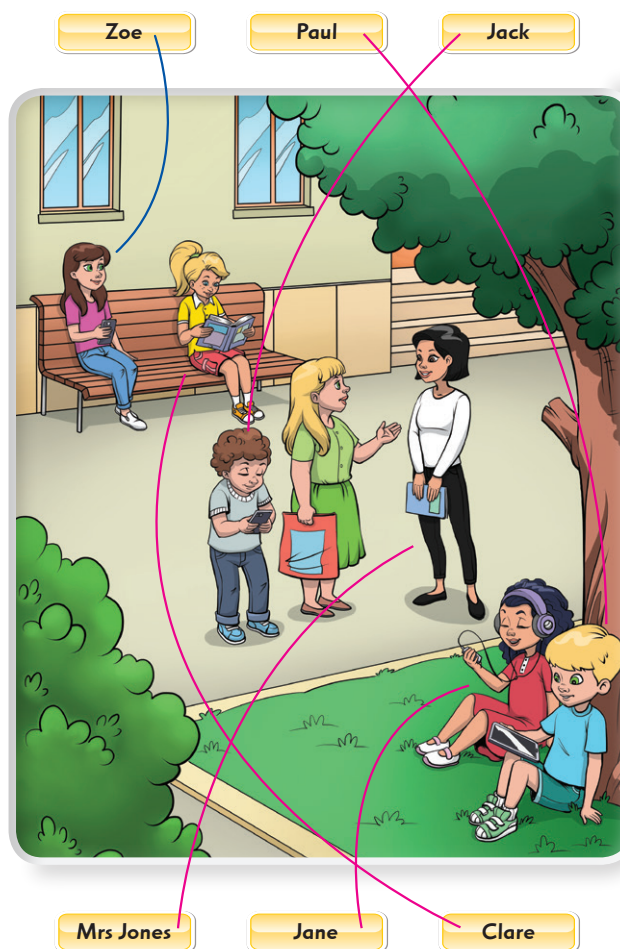
- Revise technology expressions, writing the following on the board: G _____, S _____, M _____, P _____, D _____, H _____. Then give the following clue for each. Ask students to guess what you are describing.
- *This is a small, useful machine. (GADGET)*
- *You can text your friends on this. (SMARTPHONE)*
- *This can hold the music that you download. (MP3 PLAYER)*
- *You can play DVDs and CDs on this. (DVD PLAYER)*
- *You put these on your head to listen to music. (HEADPHONES)*
- If pupils can't guess straight away, allow them to guess letters to fill in the blanks until they can guess the whole words.
- Check homework from Workbook, p. 10
- Optional: Give dictation from Lesson 3. Go round the class, checking all pupils' answers.

UNIT 1

MR GREEN'S NEW IDEA

LISTENING

14 Listen and draw lines. There is one example.



16

Ahead Books

LISTENING

14 Listen and draw lines.

There is one example. 🗣️ CD 1, track 6



- Hold up your book. Revise expressions connected with appearance, technology and activities by asking what the people in the picture look like, are wearing, have got, and are doing.
- Explain to pupils that they are going to hear a dialogue in which a girl is telling her father who the people in the picture are. Pupils have to draw lines between the names and the people in the pictures. Point out the example (Zoe) and ask what she looks like and what she's got. Play the example, and ask pupils what they heard about Zoe. Point out to them that there is always more than one clue to each answer.
- Go through all the other names, saying them so that pupils can hear the pronunciation. Pupils repeat after 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 finish.
- Play any section again, as required. Elicit from pupils how they knew which names / people to connect by lines (i.e. what they heard regarding where the people are and what they are doing).

SPEAKING



15 Look at the picture in Ex. 14 and answer **yes** or **no**.

1.	Zoe's talking on her smartphone.	no
2.	Paul isn't playing basketball.	yes
3.	Clare's watching a video on her tablet.	no
4.	Jack's listening to music.	no
5.	Jane isn't talking to Clare.	yes
6.	Mrs Jones isn't sad.	yes



16 Answer about you. Then ask and answer with a friend.

1. What time do you usually get up in the morning?
Students' own answers.

2. What time do you usually go to school?

3. What time do you have dinner?

4. Do you brush your teeth before lunch?

5. Do you have your shower in the morning?

6. Do you go to the park with your friends?

What time do you **usually get up** in the morning?



I usually **get up at** half past seven.



TIME TRAVELLER

17

SPEAKING

15 Look at the picture in Ex. 14 and answer **yes** or **no**.

- Tell pupils to look at the picture in Ex. 14. Explain to them that they are going to decide if the sentences are right or wrong. Read out the first sentence. Elicit that this sentence is wrong, and point to **no** in the rubric or use the Yes/No flashcards.
- Give pupils time to do the activity alone.
- Check answers as a class.

16 Answer about you. Then ask and answer with a friend.

- Tell pupils to look at the questions. Tell them that they are going to write answers to the questions, then ask their partner the same questions.
- To demonstrate, have different pupils read the questions out loud to you, and answer for yourself.
- Give pupils time to answer the questions about themselves. Go round the class, helping where necessary.
- Give pairs time to ask and answer the questions in closed pairs. Then have pairs ask and answer one question each in open pairs.

WRITING CORNER

17 Read.

- Hold your book up and point to the photo. Explain to pupils that they are going to read about someone's daily routine. Tell pupils to follow the text with their fingers in their book as you read. Read out the sentences.
- Ask pupils to repeat the sentences chorally and individually.


18 Put the words in order to make sentences.


- Tell pupils that they are going to make sentences like the ones in the text in Ex. 17. Explain that all the words they need are there, but in the wrong order. Elicit the right order for the first item and write it on the board (*I usually get up at seven o'clock.*).
- Allow pupils time to complete the task alone. Go round the class, helping where necessary.
- Check answers as a class.

19 Write about your daily routine in your Workbook, in the Writing Corner section.

- Tell pupils that they are going to write about their daily routine 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 daily routine.*
- Explain that they are going to use the text, in Ex. 17 as a model. Ask pupils what their first sentence will be. Elicit the answer *I usually get up at ...*, and write it on the board.
- Elicit from pupils 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.
- Tell pupils to write their text in their Workbook. Depending on the amount of time you have available in class, you can choose to have pupils do this exercise in class or for homework.

My Writing CORNER





17
Read.

- ✓ I usually get up at half past seven every day.
- ✓ I get dressed and have breakfast. Then I brush my teeth.
- ✓ I leave for school at eight o'clock. I walk to school with my friends. I don't go by bus.
- ✓ I have lunch at half past two.
- ✓ I do my homework after lunch.
- ✓ In the evening, I have free time. I usually chat with my friends on my smartphone. I play games, too. I've got a great game-app!
- ✓ I go to bed at half past nine.

18 Put the words in order to make sentences.

1. usually / I / get up / at seven o'clock

I usually get up at seven o'clock.
2. get dressed / I / my shower / after

I get dressed after my shower.
3. go to school / by bus / usually / I

I usually go to school by bus.
4. often / chat / I / in the evenings / with my friends

I often chat with my friends in the evening.
5. I / at / get undressed / bedtime

I get undressed at bedtime.

19 **Write about your daily routine in your Workbook, p. 84.**

18
Ahead Books

Homework

Tell pupils to:

- write about their daily routine in their Workbook (if they haven't done it in class).
- do p. 11 in their Workbook.

TIME TRAVELLER 4

Time Traveller 4 is part of a multi-level primary course for young learners of English. With fun characters, engaging tasks and a captivating on-going story, the series is sure to delight learners and lay strong foundations for learning English. It is perfect for general use or preparation for the Young Learners (YLE): A1 Movers.

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