

# TIME TRAVELLER 6

Alice Gibbons



**AHEAD**  
BOOKS

**Student's  
Book**



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# LANGUAGE SUMMARY

	Vocabulary	Grammar	CLIL Magazine
<b>REMEMBER</b> Page 4	<b>Revision of vocabulary related to:</b> jobs, education, things in the home, gadgets, food, sports, clothes, animals, months and seasons	<b>Revision:</b> tenses, modals, adjectives, question tags	
<b>1</b> <b>MAX'S SCHOOL PROJECT</b> Page 9	<b>School:</b> win, competition, project, card, envelope, file, prize, end of term, notebook, science, geography, exams, student <b>Other:</b> nearly, by myself, bored, on my way	<b>Present Perfect Simple</b>	<b>Education:</b> according to, anthem, be seated, elementary, event, greet, main, mark, meeting, PE, plan (v), principal, recess, schoolyard, until, verse
<b>2</b> <b>BACK TO THE FUTURE</b> Page 19	<b>Art:</b> glue, cut (out), scissors, stick (v), magazine, picture frame, artist, artwork, exhibition, artistic, gallery, (piece of) art <b>Other:</b> information, the same as always, remind, hold onto your hat, seat belt, bumpy	<b>Where clauses</b>	<b>Art:</b> angel, blow away, clay, exhibit, forever, graffiti art, melt, priceless, sculpture, street artist, tree branch, work of art
<b>3</b> <b>A STEP BACK</b> Page 29	<b>Clothes:</b> outfit, teenager, fashion designer, top, striped, furry, feather, outfit, (fancy dress) costume, woolly jumper <b>Other:</b> ordinary, record (n), borrow, look like, exciting	<b>Could</b> possibility, past ability, suggestions and requests	<b>Clothes:</b> celebration, cloth, cotton, design, gakti, gonja, kente, kilt, leather, occasion, sari, sew, silk, tartan, traditional, waist, wool, wrap
<b>REVISION 1</b> Page 39	Units <b>1 2 3</b>		
<b>4</b> <b>THE FIRST COMPUTER</b> Page 41	<b>Science:</b> computer scientist, mathematician, how long, large, use, useful, sum, code, add up, subtract, laboratory, research, scientific <b>Other:</b> or, busy, broken, part, get the hang of, right (correct), search (n), no problem	<b>If clauses</b> (zero conditionals) <b>Ordinal numbers</b>	<b>History:</b> abacus, afford, apart from, bill, calculating machine, calculation, calculator, clockwork, dive, fisherman, invent, machine, movement, seabed, search for, simple, sink (sank)
<b>5</b> <b>EXPLORING SPACE AND FOOD</b> Page 51	<b>Food:</b> biscuits, oven, piece, prepare, ready, smell, sandwich, meal, onion, pepper, cucumber, gravy <b>Space:</b> space age, repair, gravity, yet, rocket, float away, zero, happen	<b>Conjunctions</b>	<b>Science:</b> bacteria, calcium, dessert, flask, illness, jar, meal, protein, turn into, wonderful, yak, yoghurt, yoghurt culture
<b>6</b> <b>ZACK THE WONDERKID</b> Page 61	<b>Music:</b> musical instrument, concert, composer, <b>Jobs:</b> rock musician, scientist, reporter, writer <b>Other:</b> Nobel prize, twice, wonderkids, engine, newspaper, lift off, I'm not sure, finish	<b>Shall / Should</b>	<b>Wonderkids:</b> activist, allow, ambition, area, campaign, can afford, climate change, cure, disease, even though, government, organise, (perform) surgery, poor, prime minister, promise, surgeon, talented, unusual, world-famous
<b>REVISION 2</b> Page 71	Units <b>4 5 6</b>		

	Key Vocabulary	Grammar	CLIL Magazine
<b>7</b> <b>LET'S GO CAMPING!</b> Page 73	<b>Exploring:</b> explore, camping equipment, sleeping bag, tent, torch, rucksack, wood, marshmallow, deserted, campfire, gear <b>Other:</b> anything else, the way, put up, stay, take-off, on board, spooky, burn, collect, seashell (shell)	<b>Before / After clauses</b>	<b>Music:</b> backing singer, bass guitar, boy band, break-up, career, complex, drummer, form, hit, lead guitarist, lead singer, record, release, single
<b>8</b> <b>THE FISH HOUSE</b> Page 83	<b>Sea animals:</b> glass tank (fish tank), sea horse, octopus, genius, sea animal, marine aquarium, seal, coral, sea lion <b>Other:</b> steam train, clap, maybe, (go) forwards, (go) backwards, the other way round	<b>Adjectives:</b> describing animals <b>Make somebody/something</b> (feel + adjective)	<b>Marine life:</b> blowhole, breathe, catch (fish), cousin, extinct, fin, fishing net, flipper, fur, furry, have a baby, hole, human, hunt, kill, life (lives), mammal, ocean warming, rest, species, spend time
<b>9</b> <b>THE TRAIN DRIVER</b> Page 93	<b>Transport:</b> platform, arrive, railway, rocket, steam train, hurry, underground railway, train driver, come on board, whistle <b>Other:</b> miss something, pie, busy, the opening	<b>Predictions:</b> will / be going to <b>What else/next?</b>	<b>Transport:</b> abroad, accept, add, bank card, card reader, choose, driverless, entrance, for example, journey, machine, passenger, price, public, size, special, swipe, ticket, tram, transportation, underground
<b>REVISION 3</b> Page 103	Units <b>7 8 9</b>		
<b>10</b> <b>THE NEW DREAM CITY</b> Page 105	<b>Environment:</b> solar-powered, grow, nature, smog, traffic <b>Other:</b> hard, wonder, concrete, totally, enormous, become, change, follow	<b>be made of</b>	<b>Plants:</b> carnivorous, deep, digest, ground, half full, lid, liquid, narrow, nectar, nutrient, root, soil, stalk, strange, sunshine, thick, trap, trick
<b>11</b> <b>DREAM CITY, A SUCCESS!</b> Page 115	<b>Environment and insects:</b> worm, beetle, prevent, climate change, ecosystem, pollinate, fuel, energy, waste, global warming, reduce, reuse <b>Other:</b> everywhere, invitation, trouble	<b>What time ...?</b> <b>Wh- questions</b>	<b>Environment:</b> ant, beekeeper, dig, fly swatter, hive, horrible, mosquito, nest, picnic, scavenger, swallow, termite, wasp, without
<b>12</b> <b>MAKE YOUR DREAMS COME TRUE</b> Page 125	<b>Home and family:</b> parents, husband, wife, relatives, member, wedding, get married <b>Other:</b> a bit, swimsuit, anyone, anything, everyone, view, stay, kind, worry, special, spend time together, comfortable, dream come true, make sure, it's up to us	<b>See you soon/ later/tomorrow, etc</b> <b>Irregular verbs</b>	<b>Homes:</b> check, connect, dish washer, electricity, entrance, exit, heat, light, piece, silently, smart watch, turn on/off, turn up/down, vacuum cleaner, washing machine
<b>REVISION 4</b> Page 135	Units <b>10 11 12</b>		

## VOCABULARY

Page 137

**Symbols used in this book:**



audio recording available on platform or scan QR code



animation available on platform



playwork available on [www.time-travelling-games.com](http://www.time-travelling-games.com)

## STORY



### 1 Listen and read.



1

**Kim** What are you doing, Max? Aren't you working on your project?

**Max** I was thinking about our last adventure with Zack and Jill. I love going on adventures. We went to so many exciting places. I love travelling through space and do you remember when we went to ancient Greece?

**Kim** Yes, I do. It was fantastic. Then we went to Dream City and met Pip. We discovered how the world might be one day, and that we should protect the environment. So, what project are you going to do, Max?

**Max** I don't know!

2

**Kim** Come on. Let's take Scott for a walk in the forest. Here are your trainers. Some fresh air will help you. We can decide together.

**Max** I know! Let's go camping! I'll get my tent.

**Kim** No adventures today, Max. You have work to do.

**Max** I hope Zack and Jill come back soon. They can help me with my project!



**Remember!**

3

**Jill** It's very quiet here today, isn't it?

**Zack** Dad's in his workshop. He is building a new computer for the spaceship. Mum, Grandma Grace and Grandpa Sam are going to the zoo.

**Jill** Really? Wow! I know, let's do something exciting, too. Come on, Zack!

4

**Zack** Didn't you tell me last time 'No more adventures!'?

**Jill** No, I didn't! That was Max. I love adventures!

**Zack** Ok, let me just finish this and we can go visit them. Bring my tools to the spaceship.

**Jill** You can finish it later! Come on!

**2 Listen again and circle the correct words. 😊 CD1, 2**

1. What are you doing, Max? Aren't you working on your **project** / song / painting?
2. Let's take Scott for a walk in the **lake** / mountains / forest.
3. Mum, Grandma Grace and Grandpa Sam are going to the **museum** / supermarket / zoo.
4. Wow! I know, let's do something **boring** / exciting / surprising, too.
5. Bring my **tools** / trainers / tent to the spaceship.

## VOCABULARY

3 Put the words in the box in the correct groups.

air conditioner, art, chemist, cooker, cushion, engineer, fridge, geography, history, journalist, lamp, maths, mechanic, photographer, science

### Jobs

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### Education

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### Things in the home

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4 Label each picture with a word from the box.

camera, headphones, smartphone, speakers, tablet, webcam

1




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2




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3




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4




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5




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6




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5 Look at the photo. Write which breakfast food items you know.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



## GRAMMAR

6 Read and complete the sentences with an adjective.

1



Snowboarding isn't easy. It's d \_\_\_\_\_.

This gold necklace isn't cheap. It's e \_\_\_\_\_.

Love

2

3



That thriller film was s \_\_\_\_\_.

The air in the countryside isn't polluted. It's c \_\_\_\_\_.



4

5



There are lots of people in this city. It's c \_\_\_\_\_.

7 Tick ✓ the sentences with future meaning.

1. a. I'm going to play football this afternoon.

☐

b. I'm playing football at the park.

☐

2. a. Is she going to go on holiday to Spain?

☐

b. She is flying to Spain on a plane now.

☐

3. a. Are they shopping?

☐

b. Are they going to go shopping?

☐

4. a. We're going to drive home.

☐

b. We're driving home.

☐




## GRAMMAR

8 Complete with the correct question tag.

1. She's in the living room, \_\_\_\_\_?
2. It isn't raining, \_\_\_\_\_?
3. The doctor didn't come, \_\_\_\_\_?

4. Jill loves olives, \_\_\_\_\_?
5. You should brush your teeth, \_\_\_\_\_?
6. We're very tired, \_\_\_\_\_?

9 Complete the table with the correct noun or verb.

person	verb
	dance
painter	
runner	
	swim
	drive

10 Look at the photos and write what they are made of.







11 Put the words in the box in the correct group.

bee, belt, butterfly, chopsticks, dolphin, eagle, fork, headband,  
knife, octopus, ring, sandals, shark, spoon, swan, whale

Marine animals	Animals/insects that can fly	Things we wear	Things we use to eat

## IN THIS UNIT YOU WILL ...

- learn new vocabulary about school and education.
- practise speaking using the present perfect tense.
- learn about education in the UK.
- practise talking about school and education.
- describe your school and schoolwork.

## VOCABULARY

- 1 Let's remember words about education. Look and label the pictures.**

art, dictionary, maths, science, student, subjects, university



1



2



3



4



5



6



7

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

- 2 Write. Then ask and answer with a friend.**

It's important to go to school because everyone needs to learn how to read and write.

1. Why is it important to go to school?

\_\_\_\_\_

2. What do you enjoy about school the most? Why?

\_\_\_\_\_

3. What are your favourite subjects at school? Why?

\_\_\_\_\_



## STORY



## 3 Listen and read.



CD1, 3



1

**Max** Oh my! I still haven't finished this project. The walk in the forest didn't help me. I need help or I won't win the competition. I'll call Kim. Hello? Kim! Where are you? Can you come to my house?

**Kim** Is that you Max? I'm shopping.

**Max** Yes, it's me. I need help with my school project, Kim. It's nearly the end of term and I haven't done anything! Come soon!

2

**Kim** I can't come yet. I need to buy a new diary. I also want to buy a card and an envelope too. It's my grandpa's birthday on Saturday, Max. Have you bought him a present?

**Max** Not yet! But I can't do this project by myself, Kim. I've entered a competition for the best environmental project at school. I want to win the first prize! Help!

**Kim** Hang on, Max! I'm coming. Write some ideas down in your notebook.





3

**Kim** You haven't even started it, Max.

**Max** Sorry. I was bored, so I watched some TV.

**Kim** Let me look at the file on your computer.

**Max** Can we call Zack and Jill?  
Zack knows all about science  
and geography and everything!  
He's a very good student.

**Kim** I'm sure they're too busy for you, Max!



4

**Max** Look! The Gadgee-O is ringing. Quick, Kim!  
Answer it.

**Kim** It's Zack and Jill! Hi!

**Zack** Hi, Kim. Hi, Max. How are you? Have you finished  
your school exams yet? Jill really wants to see  
you. So, we're on our way for a visit!

**Max** Hooray!

**4** Read the story again and complete the sentences.  
You can use 1, 2, 3 or 4 words in each gap.

1. Max needs help with his \_\_\_\_\_.
2. Max has entered a competition for the \_\_\_\_\_ at his school.
3. Kim wants Max to \_\_\_\_\_ in his notebook.
4. Max \_\_\_\_\_ because he was bored.
5. Zack and Jill call to say they are on their way for \_\_\_\_\_.



## GRAMMAR

## Present perfect

1. We use the **present perfect** to talk about events that:
  - started in the past and are still happening.  
I **have lived** in London since 2001.  
I **have just finished** my lunch. Shall I wash the dishes?
  - happened in the past but we don't say exactly when.  
He **has been** very busy this week.
  - happened in the past but have a result which affects the present.  
She **has broken** her arm and she cannot write.
2. We use **indefinite time adverbs** (never, ever, already, just, yet, etc.) with the **present perfect**.  
She **has never been** to Paris. (She hasn't been yet, but she could go one day!)
3. We form the **present perfect** with **has/have + past participle** of the verb.  
Max **hasn't finished** his project. **Have** the children **been** to the future?  
Zack and Jill **have made** a cake.
4. Short answers in the present perfect.  
Have you finished your homework? → Yes, I **have**.  
Have you walked the dog? → No, I **haven't**.

## NOTE:

1. We use **have been to** to talk about places we have visited before.  
I **have been** to London. (I have been to London and come back.)
2. We use **have gone to** to talk about places we went to and we are still there.  
She **has gone** to London. (She went to London and is still there.)

5 Complete the question and negative forms in the **present perfect**.

Affirmative	Question	Negative
Kim has bought Grandpa a card.		
The children have been to the future.		
We have eaten all the pie.		
You have watched the movie.		



**6 Complete the short answer forms in the *present perfect*.**

- |   |                    |           |
|---|--------------------|-----------|
| 1. Has Max done his project yet?        | Yes, he has. _____ | No, _____ |
| 2. Have grandma and grandpa called?     | Yes, _____         | No, _____ |
| 3. Have you invited them to the party?  | Yes, _____         | No, _____ |
| 4. Has Mrs Green built a new spaceship? | Yes, _____         | No, _____ |



**7 Complete the sentences using the *present perfect* of the verbs in brackets.**

- Kim \_\_\_\_\_ (meet) a famous pop star.
- Grandpa \_\_\_\_\_ (not / open) his birthday card yet.
- \_\_\_\_\_ (they/go) to the supermarket today?
- Zack and Max \_\_\_\_\_ (not/eat) all the pizza.
- Jill \_\_\_\_\_ (paint) a beautiful picture



**8 Circle the correct answer.**



- Have you **ever** / **never** eaten Indian food?
- They have **already** / **yet** finished their homework.
- Has he sent them a present **just** / **yet** ?
- Kim has **been** / **gone** to London before.
- Max **haven't** / **hasn't** started his project yet.
- Has Zack **used** / **use** this computer?

**for and since**

- We use **for** to show a period of time.  
We spoke to Grandpa Sam and Grandma Grace **for two hours** on the Gadgee-O.
- We use **since** to show when something started.  
John has had piano lessons **since July**.



**9 Circle the correct word.**

- I've known Katy **for** / **since** she was twelve.
- He's studied German **for** / **since** two years.
- Carla has been at school **for** / **since** this morning.
- They have gone to the park **for** / **since** two hours.





## A day in the life of an elementary school teacher

### 10 Listen and read.



CD1, 4



Elementary school in the U.S. starts at 8:30 am. At the school I work at, the day begins with a meeting. The schoolchildren are seated, according to class - the principal greets them, invites them to sing the first verse of the American anthem, and then tells us all the news, for example, what's for lunch, special events in the week, who has a birthday today. After the end of the meeting, the students and I go to our classroom. Each class has its own teacher. In elementary schools we have to do lessons from the State Curriculum. These are all the subjects that children must learn at school, like science, maths and English. At the beginning of the school day we usually start with two main subjects: Maths and English (writing, reading and speaking tasks). At 10:30 in the morning we usually have recess. Recess is a time for children to go outside, to the schoolyard to play. In my



school we have 20 minutes a day for recess. Students love it. During recess, I go outside with the class and watch the students. I make sure that nobody gets hurt. After recess, my class reads stories and we have a lunch break for half an hour. Some children bring their own lunch to school, but most children have a hot, cooked meal at school. In the afternoon we do art lessons, music lessons or PE. Sometimes we do some drama. At the moment, we are working on a musical show for Christmas. It's going to be fantastic! The school day ends at 3:30 pm. I give out homework and the children are picked up by their parents or go home on the school bus. I usually stay at school until about five o'clock in the afternoon. I tidy up the classroom, I mark the children's schoolwork and I plan the lessons for the next day. Then it's home time for me too!

according to, anthem, be seated, elementary, event, greet, main, mark, meeting, PE, plan (v), principal, recess, schoolyard, until, verse

### 11 Answer.

1. What is the first thing the students do when they arrive at school? \_\_\_\_\_
2. What lessons do the students do after the recess? \_\_\_\_\_
3. What lessons do the students do after lunch? \_\_\_\_\_
4. What time do students go home? \_\_\_\_\_
5. What does the teacher do after the children go home? \_\_\_\_\_

**12** Look at the picture and choose the correct word from the box.

classroom, lunch, meeting, PE, recess, schoolyard



1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

**13** Discuss the following questions.

1. What time do you finish school for the day?

3. How many subjects do you have at school?

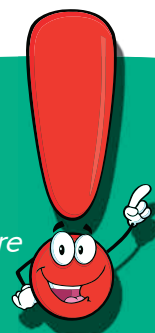
2. Do you have breaks at school? What do you do in the break?

4. Do you have lunch at school? Do you bring your own lunch or does the school make lunch for you?

## DID YOU KNOW...?

The earliest school was developed in Egypt's Middle Kingdom in 2061-2010 BC.

Can you find information about the first school in your country? Share the information with your class.





## LISTENING

14 Listen and tick ☒ the box. There is one example.

CD1, 5



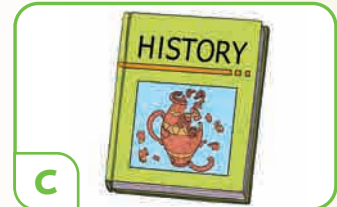
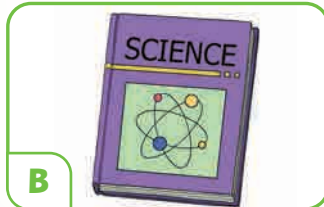
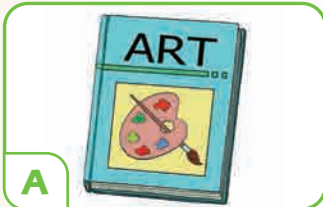
What did Auntie Betty win a prize for at school?



1. Where did Auntie Betty work when she was young?



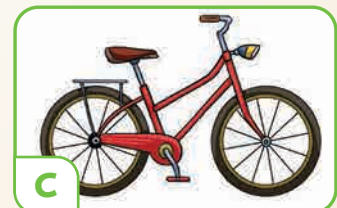
2. What does Auntie Betty teach at school now?



3. What job does Uncle Tom do?



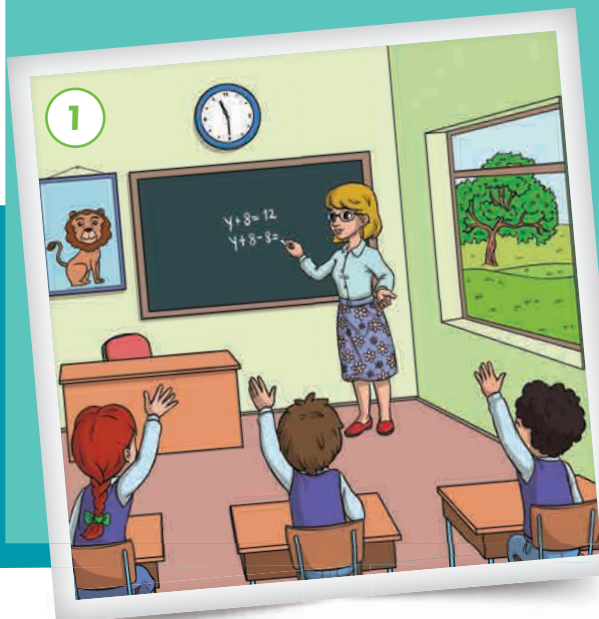
4. How does Auntie Betty get to work?



## SPEAKING

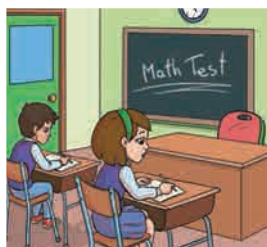
- 15 Look at the pictures and compare them. Talk about what is the same and what is different. Talk with a friend.

Student A: In picture 1, I can see a teacher in a classroom writing on a board.



Student B: In picture 2, I can see a student writing on the board.

- 16 Look at the three pictures. Tell a friend what you can see and then read the story.



## THE MATHS TEST

It was a beautiful sunny day, but Lucy didn't want to go to school.

They had a maths test in her class today. Lucy was very worried. The sums in the test were very difficult.

At the end of the day the teacher said Lucy was the best at maths in the class. The teacher gave Lucy a prize and all the children said 'Hurray, Lucy!' Lucy was very happy.



# My Writing CORNER

## A great day!



**17a** Look at the three pictures. Write notes for this story. Write 20 or more words.




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**17b** Now discuss these questions with your class.

What can you see in the three pictures?

What title can you give this story?

How does the boy feel in each picture?

**18** What could you write about in the story? Tick ✓.

1. The weather

☐

4. School lessons

☐

2. How the boy feels

☐

5. A school race

☐

3. A football match

☐

6. Winning a cup

☐

**19** What will you write about in each paragraph? Match.

Paragraph 1:

☐

Paragraph 2:

☐

Paragraph 3:

☐

a

Finish with what happened at the end of the story and how the boy feels.

b

Describe where the boy is going, what the weather is like and how the boy feels.

c

Write about what happened in the football match

**20**



Now you write the story in your Workbook, p. 76. Use your answers to exercises 17, 18 and 19 to help you.