

# TIME TRAVELLER 1

Alice Gibbons



AHEAD  
BOOKS

Teacher's  
Book



# TIME TRAVELLER



**Alice Gibbons**



# LANGUAGE SUMMARY



	Key Vocabulary	Grammar	CLIL Reading	Phonics
<b>WELCOME!</b> Page 4	Introducing yourself. Meeting the characters.	I am Max. (I'm Max.) I am Kim. (I'm Kim.) You are Zack. (You're Zack.)	Numbers 1-10 Colours	
<b>1</b> <b>HOORAY, ZACK!</b> Page 8	<i>alien, jacket, tree, big, small, boy, girl, friend, toy</i>	You are small. You aren't small. Are you an alien? Yes, I am. / No, I'm not.	<b>Children from around the world and their favourite toys:</b> football, doll, tablet	Learn the letters and their sounds: <b>Aa, Bb, Cc, Dd</b>
<b>2</b> <b>ZACK IS HUNGRY!</b> Page 16	<b>Feelings:</b> <i>happy, sad, hungry, angry</i> <b>Describing:</b> <i>thirsty, tall, short, ice cream</i>	He / She / It is ... (He's / She's / It's ...) Is he / she / it ...? He / She / It isn't ... Yes, he / she / it is. No, he / she / it isn't.	<b>The City:</b> <i>city, car, park, street, playground, building, dog, bird</i>	Learn the letters and their sounds: <b>Ee, Ff, Gg, Hh</b>
<b>3</b> <b>WE ARE CLEAN!</b> Page 24	<b>Describing:</b> <i>dirty, clean, wet, nice</i> <b>Animals:</b> <i>panda, bear, elephant, monkey, penguin</i>	We / You / They are ... (We're / You're / They're ...) Are we / you / they ...? We / You / They aren't ... Yes, we / you / they are. No, we / you / they aren't.	<b>Animals and the food they eat:</b> <i>banana, fish, honey</i>	Learn the letters and their sounds: <b>Ii, Jj, Kk, Ll</b>
<b>REVISION 1</b> Page 32	Units <b>1 2 3</b>			
<b>4</b> <b>I CAN FLY!</b> Page 34	<b>Actions:</b> <i>fly, bounce, kick, jump, swim, play, ride a bike, hit, run, catch, throw</i>	I / You / He / She / It can ... Can I / you / he / she / it ...? I / You / He / She / It can't ... Yes, I can. / No, I can't.	<b>Sports:</b> <i>champion, country, win, medal, want</i>	Learn the letters and their sounds: <b>Mm, Nn, Oo, Pp</b>
<b>5</b> <b>WHAT'S THIS, KIM?</b> Page 42	<b>School:</b> <i>pencil, computer, desk, book, school, classroom, old, new, read, chair, crayon, scissors</i> Numbers 11-20	a / an It's a / an ...	<b>The Classroom:</b> <i>live, see, whiteboard, game, watch (v), sing, student</i>	Learn the letters and their sounds: <b>Oq, Rr, Ss, Tt, Uu</b>
<b>6</b> <b>THIS IS MY HOUSE!</b> Page 50	<b>Rooms:</b> <i>house, kitchen, living room, bedroom, bathroom, garden</i> <b>Furniture:</b> <i>mirror, bed, window, lamp, table, TV, sofa</i>	this my / your / his / her	<b>Homes from around the world:</b> <i>flat, boat, igloo, tree house, people</i>	Learn the letters and their sounds: <b>Vv, Ww, Xx, Yy, Zz</b>
<b>REVISION 2</b> Page 58	Units <b>4 5 6</b>			



	Key Vocabulary	Grammar	CLIL Reading	Phonics
<b>7</b> <b>MMM! YUMMY!</b> Page 60	<b>Fruit:</b> <i>fruit, banana, pear, pineapple, watermelon, cherry</i> <b>Sweets:</b> <i>cookie, cake, chocolate</i>	this / these Regular plurals with -s	<b>Fruit and where it comes from:</b> <i>country, flower grow, plant, beautiful</i>	Short vowel sounds <b>a &amp; o</b> and long vowel sound <b>a</b> and <b>o</b>
<b>8</b> <b>MY BEDROOM!</b> Page 68	<b>The Home:</b> <i>floor, cupboard, shelf</i>	there is / there are How many? Plurals with -ies <b>Prepositions:</b> <i>in, on, under</i>	<b>Bedrooms from around the world:</b> <i>brother, sister, bunk bed, share, sleep, top</i>	Short vowel sounds <b>e</b> and <b>i</b>
<b>9</b> <b>I LIKE CHICKEN!</b> Page 76	<b>Food:</b> <i>chicken, salad, carrot, rice</i>	I like ... Do you like ...? I don't like ... Yes, I do. / No, I don't.	<b>Food from around the world:</b> <i>pizza, cheese, sausage, tomato, hamburger (burger), chips</i>	Short vowel sound <b>u</b> and contrast with short vowel sound <b>a</b>
<b>REVISION 3</b> Page 84	Units <b>7 8 9</b>			
<b>10</b> <b>WHERE ARE THEY?</b> Page 86	<b>Musical instruments:</b> <i>guitar, drums, piano, violin watch (n)</i>	Where is ...? Where are ...? <b>Prepositions:</b> <i>behind, in front of, next to</i>	<b>Children and Music:</b> <i>band, music, sing, teacher, play</i>	Consonant sound: <b>th</b>
<b>11</b> <b>YOU'RE FUNNY, ZACK!</b> Page 94	<b>The Body:</b> <i>nose, ear, hair, leg, foot, hand, arm, head, eye</i> <b>Describing:</b> <i>long (hair), short (hair)</i>	I / You have got ... I / You haven't got ... Have I / you got ...? Yes, I / you have. No, I / you haven't.	<b>Clothes:</b> <i>dress, jeans, shirt, shorts, t-shirt, wear</i>	Contrast between consonant sounds: <b>sh</b> and <b>s</b>
<b>12</b> <b>GOODBYE, ZACK!</b> Page 102	<b>Family:</b> <i>mum, dad pretty, future, goodbye (bye-bye), spaceship</i>	He / She / It has got ... He / She / It hasn't got ... Has he / she / it got ...? Yes, he / she has. No, he / she hasn't.	<b>A Space Station:</b> <i>space, star</i>	Consonant sound: <b>ch</b>
<b>REVISION 4</b> Page 110	Units <b>10 11 12</b>			
<b>END-OF-YEAR PLAY</b>	Page 112			
<b>CHRISTMAS FUN</b>	Page 114			
<b>GRAMMAR REFERENCE</b>	Page 116	<b>KEY VOCABULARY</b>	Page 118	<b>LISTENING AUDIO TRANSCRIPTS</b>
<b>WORKBOOK</b>	Page 131			
			Page 122	



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

<b>Components and Key Features .....</b>	<b>A1</b>
<b>Teaching Letters and their Sounds .....</b>	<b>A2</b>
<b>Teaching New Words.....</b>	<b>A3</b>
<b>Teaching Reading Texts .....</b>	<b>A4</b>
<b>Extra Classroom Games .....</b>	<b>A4</b>
<b>Teaching with the IWB software .....</b>	<b>A6</b>
<b>Teaching Tips .....</b>	<b>A6</b>
<b>Using the Virtual Playwork Gamified Environment .....</b>	<b>A8</b>

**Symbols used in this book:**



audio recording available



animation available



playwork available on [www.timetravellergames.com](http://www.timetravellergames.com)

# INTRODUCTION

## Components and Key Features of the *Time Traveller* Course

**Time Traveller** has been designed to assist teachers with the biggest issues they face in the modern ELT environment:

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

**Time Traveller** is a 6-level primary course for young learners of English. It has been created perfectly in step with students' development using different types of learning strategies to match children's different learning styles, while at the same time broadening their creativity, communication and collaboration skills. With fun characters, engaging tasks, and a captivating on-going story, the series is sure to delight pupils and lay strong foundations for a positive relationship with learning English. It is perfect for general use, CEFR level: Pre A1 or for preparation for the Cambridge English: Starter test, the INVALSI exam and the TOEFL Junior exam.

**Time Traveller** incorporates 21<sup>st</sup> century skills which help students master content while producing, synthesizing and evaluating information from a wide variety of subjects and sources.

## About the Student's Book

The **Student's Book** consists of 12 units. Each unit includes an episode of the on-going story which presents new vocabulary and grammar taught in context. It also includes special project pages, a large selection of fun songs, chants and games to make learning exciting.

**The Storyline:** The story has been specially written to engage students and make learning English more exciting. Students will follow Zack, our enigmatic visitor from the future, Max, Kim and their pets Maya & Scott in their exciting adventures! They will explore the world around them and learn that although people may be from different "worlds" they remain the same at heart.

## Key features of each unit:

- **Grammar** section – Each new grammar structure is introduced in the on-going story and then taught in the special grammar section feature through example sentences, charts and pictures.
- Strong **Skills focus** which provides ample practice of Listening, Speaking and Writing. Carefully-staged speaking and writing frameworks develop young learners' confidence. Special activities to personalise the information they have acquired throughout the unit have been included. The functional language taught will enable students to start speaking from day one. The course also includes YLE type tasks to familiarise students with the Cambridge English Young Learners exam.
- Special **CLIL Reading** (Content and Language Integrated Learning) section which combines language learning with learning other school subjects and skills through English.
- **Phonics** section which presents systematic, synthetic phonic work with the aim of helping young learners to decode print and become fluent readers and spellers.
- **Fun** projects, catchy songs and chants are included to help motivate students.

## Other features of the Student's Book:

- a Christmas section and an end-of-year play
- 4 Reviews – to review the key vocabulary and grammar points (1 review after every 3 units)
- fun cut-outs, stickers

# INTRODUCTION

## Other components of the course:

- **Workbook** with optional *Alphabet Starter* section, *My Projects* sections and *My Writing Corner* section
- **Language Assessments**
- **Extra online photocopiable materials available for teachers**
- **Teacher's Book**
- **2 Audio CDs included in both the Student's and Teacher's books**

## Digital components:

- **Cutting-edge IWB software** with animations for all the on-going story episodes.
- **Our unique *Time Traveller* online gamified learning environment:** a child-safe environment for all learners to play, learn and thrive. (See pages A8 - A9 for more details.)

## About this Teacher's Book

The Teacher's Book contains:

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

## Teaching ideas

### Teaching Letters and Their Sounds

Pupils are first introduced to the alphabet in the *Alphabet Starter* section in the Workbook component.

This section can be used before beginning the Student's Book or alongside the main units of the Student's Book before doing the *Phonics* section. The same images and words have been used as in the Phonics section in order for one section to support the other.

The *Alphabet Starter* section presents both capital and small letters - 3 letters are introduced at a time. Ample support for the pupil is provided through tracing exercises, pictures and fun activities.

This section associates each letter with a word which will help pupils remember the sound each letter makes. It is not suggested to teach spelling at this stage. These words help develop phonemic awareness. They also help pupils become familiar with the shape and length of the words so they may begin to recognize them as whole words.



## Teaching New Words

### 1 Introducing nouns, things, objects, animals etc.

Visual elements work best with concrete nouns, but try to go beyond pictures. Try to use real objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your pupils' senses!

### 2 Introducing adjectives

Opposites, like "big" and "small", "long" and "short", are usually illustrated with pictures, but here's another case where realia will help you teach new adjectives; the use of real life objects is wonderful for words like "soft" and "rough", adjectives that may take precious minutes of class time to explain. For more advanced adjectives, like "pretty", "nice", or "amazing", bring in photos of famous sights from around the world or everyday life like someone feeding a stray dog, the Egyptian pyramids, the Eiffel Tower, etc... then use these new adjectives to describe these places in ways that clearly illustrate their meaning.

### 3 Introducing abstracts

There are things you simply cannot teach with a picture. What works best in these cases are synonyms, definitions, substitutions, or simply placing students within a given context. Consider this simple example: To teach the difference between "early" and "late", remind students what time class begins, then state that those who arrive before this time are "early" while those that arrive after this time are "late".

### 4 Sketching and miming

Using sketching, gestures and miming to introduce new words is an important technique in the lesson plans. In this Teacher's Book, you will find many ideas for this.

### 5 The use of the mother tongue

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

### 6 The use of an interactive whiteboard

If an interactive whiteboard is available in the classroom, this is an important tool in showing the new vocabulary words as well as having easy access to the audio and animations of the class book.

**In the lesson plans in this Teacher's Book, we have devoted a section in each lesson giving suggestions as to how to introduce new words using ideas from the techniques mentioned above.**

# INTRODUCTION

## Teaching Reading Texts

In the lesson plans, you will find the following guidelines for teaching a reading text:

1. Introduce the new words and functional language.
2. Read the title, examine the pictures in the text and have pupils predict what they are going to read about. (Pre-reading questions are provided in the lesson plans.)
3. Play the audio recording and ask pupils to follow with their fingers in their books.
4. After pupils go over the text once, make sure that everyone has understood the text.
5. Practice reading the text sentence-by-sentence both chorally and individually.
6. Ask questions about the text. (Post-reading questions have been provided in the lesson plans.)
7. Do the comprehension activity that follows each reading text for further discussion. Further information on various texts is also provided to enhance classroom discussion.

## Extra Classroom Games

Children learn best when they are having fun. Below is a list of classroom games to provide either extra practice or to help you review materials learned in the units.

### 1 Clapping Game

1. Divide the class into two groups. Choose a subject that pupils have already learned e.g. numbers, colours, fruit etc. Assign a topic to each team.
2. Read out a list of words while pupils listen.
3. Pupils clap every time they hear a word that falls into the topic assigned to them.

Another suggestion is to have each group write down the words. The group that has written the most words wins.

### 2 Memory Chain Game

1. The teacher begins a chain by saying: *In the classroom, I see ...*
2. Pupil 1 says: *In the classroom, I see ... and ....* (adds another object).
3. Pupil 2 says: *In the classroom, I see ... and ... and ...* (adds another object).

The game continues until someone cannot remember the correct word order or word.

### 3 Miming Game

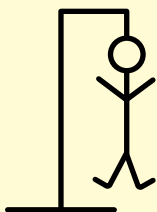
1. Ask a pupil to choose a word from the lesson and not to tell anyone what the word is.
2. Have the pupil write the word down on a piece of paper and give it to you.
3. Tell the pupil to begin miming the word.

The other pupils guess by asking: *Are you ...? / Is it ...?* etc.

## 4 Hangman Game

Decide who will be the “host” of the game. The “host” chooses a word from the unit. The other pupils will need to guess this word letter by letter.

- 1. Draw a blank line for each letter in the word.** For example, if you choose the word *apple*, you would draw five blanks, one for each letter ( \_ \_ \_ \_ \_ ).  
Once the word has been chosen and the pupils know how many letters are in the secret word, they begin guessing which letters are in the word by asking. For example, “is there an ‘e’ in your word?”
- 2. Fill the letter in the blanks if the players guess correctly.** Whenever the pupils guess a letter that is in the secret word, the “host” will fill it into the blank where it occurs. For example, if the word is “apple” and the players guess “e,” then the host will fill in the 5th blank with an “e:” ( \_ \_ \_ \_ e ).
- 3.** If the pupils guess a letter that repeats, the “host” will fill in both letters. If they guess “p,” you would have to fill in both “p’s. ( \_ p p \_ e ).



- 4. Draw part of the “hang man” when the players guess wrong.** Whenever the pupils guess a letter that is not in the secret word they get a strike that brings them closer to losing. To show this, the “host” draws a simple stick figure of a man being hung, adding a new part to the drawing with every wrong answer.

*If you are worried about exposing younger children to images of violence you can draw a snowman or a robot instead of a hang man.*

- 5. The pupils win when they guess the correct word.** If the pupils get every letter of the word before the “host” finishes drawing then they win. At any point a player can try to guess the entire word instead of a single letter, but if they guess the wrong word then the host should treat it as if they guessed a wrong letter.

## 5 Lost and Found

- 1.** Bring in a box or a bag into the classroom.
- 2.** Ask pupils to close their eyes as you go around the class, putting items belonging to the pupils (pencils, pens, crayons, notebooks, etc) into the bag or box. Please do not add any sharp objects such as scissors.
- 3.** Ask a pupil to put his/her hand into the bag or box and draw out an item. The pupil goes around the class to find the owner. The dialogus may be as follows, for example:

Pupil 1: *Is this you pencil?*

Pupil 2: *No it isn't.*

Pupil 1: *Is this your pencil?*

Pupil 3: *Yes, it is.*

Give each pupil 3-4 tries to find the owner.

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### 6 Where is it?

1. Write the prepositions on the board: *in, on, under, behind, next to, in front of* (as many as they have learned).
2. Write another list with the following objects: *desk, chair, shelf, book, cupboard, door*.
3. Explain to pupils that you will place a ball or any other item you choose somewhere in the class and they must guess where it is. It will be one of the objects from the list of objects you wrote on the board.
4. Ask pupils to close their eyes and hide the *ball*.
5. Pupils must ask questions using the prepositions on the board: *Is the ball in the cupboard?* You should answer: *Yes, it is. / No, it isn't.*

For more classroom game ideas, please check the Teacher's Resources section on our site  
[www.timetraveller/aheadbooks.com](http://www.timetraveller/aheadbooks.com)

## Teaching with the IWB software

If an interactive whiteboard is available in the classroom, this can be an important tool to use to make lessons come alive!

The IWB software that accompanies the *Time Traveller* Course makes teaching and learning fun. The IWB software enables teachers to show the Student's book pages on the board and enlarge any section on the page. It's an ideal way to present the new words and teach the reading texts. The songs, reading texts and listening tasks can all be heard at the click of a button, you do not need to use a CD Player. All on-going story episodes are animated and pupils will enjoy seeing the characters come to life.

You can also enlarge the exercises, show the answers and lots more. Using the IWB software helps pupils focus and learn in an engaging way.

## Teaching Tips

### Tips for the lesson

#### Teaching useful classroom language:

- In the beginning of the school year it might be a good idea to teach pupils words that are important for focusing their attention. Accompany these words with a corresponding action until pupils get used to the words/commands.

**Look:** when you use this word point two fingers held in a 'V' towards your eyes and then away from you.

**Listen:** when you use this word place a cupped hand behind one ear.

**Be quiet please:** when you use this word hold your finger to your mouth and make a *shhh* noise afterwards.

- Always insist that pupils raise their hand and wait for you to address them before they call out an answer. This helps pupils learn to wait their turn and avoids children all talking at once, meaning the answers can't be heard.
- Always make sure you have a supply of materials e.g. coloured pencils, pencils, rubbers, crayons, paper, sharpeners, as children often forget to bring theirs to class.
- Always allow young learners to be active. Use any opportunity to involve them by asking them to come up to the board to draw or write something, perform a dialogue, ask and answer questions with a partner or by performing actions to a song or chant as a class, etc.

- When marking pupil's work or responding to their oral answers in class be sure to always take a positive tone when correcting anything, especially in front of the rest of the class. Young learners need praise and reinforcement to help build their confidence. Mark their papers positively by using English phrases such as: *Well done!*, *Great work!*, *Keep up the good work!*, *Good effort!*, etc.
- When teaching new chants/songs always first explain what the chant/song is about. Then play it through once doing the actions yourself while the children watch and listen. Always be very encouraging and give lots of praise to children who make an effort to join in. Don't highlight any mistakes, it's supposed to be a fun activity.
- Always explain to pupils what they have to do for homework. Make sure there's time left at the end of the lesson to go through what they have to do in detail.  
It's a good idea to write everything on the board and tell pupils to copy it down in their notebooks.
- When ending a lesson always finish on a high note. Young learners should perceive learning as fun. They will be taught more formally in later years. Our main objective is to infuse them with a sense of happiness and fulfillment. Some ways to do this is to end the lesson with a game or a song.

## More Tips for Teachers

### Create routines

Young learners do best when they are following a similar routine for every lesson. This way you won't have to waste time explaining what you want them to do! Spending the first few lessons teaching the routine will save a lot of frustration and make your lesson pass smoothly. Make the rules, which should be fair and consistent, clear from the first day of class.

### Use interactive activities

Pupils will stay focused when activities are interactive. You can't deliver a lecture to these children, nor should you expect to sit and read them stories for an hour-you will lose them completely. Make story time interactive-have them act out the story and make sure every child gets a chance to be creative! If they all know they are getting a turn to perform, they will pay attention for their turn to come. Of course, this needs to be age appropriate-we can't expect Academy Awards to be handed out, but having them act like one of the animals or characters from a story will keep everyone entertained.

### Patience

The younger the child, the more patience you must muster. Children generally do not develop at the same pace or level. Some can tie their shoes while others can't yet get them on their feet. Some will start to find tracing letters boring while others seem slow to pick it up. This presents a challenge for even the most skilled teachers. Knowing which kids are stronger or weaker in any given activity will help you plan appropriate activities. Many of the children that start off slowly will later start to develop rapidly, so avoid judging one child as "slower" than the others! Be patient, ask your co-teachers to help you give more attention to the students who need it, and you may find that the turtle really does often win the race.

### Create a warm classroom environment

Remember pupils' names the first time you meet them. Encourage all pupils to remember their classmates' names. Use their names often when teaching (ie talking to them, constructing example sentences, making requests, TPR exercises, students passing back notebooks or workbooks, playing games, etc.) Nourish trust between you and the students with each class. Through your actions let them know that you will never embarrass them for making a mistake in English. Use eye contact to communicate your praise and disappointment. Always be pleasantly surprised when students interact with each other or you in English. Reassure your students that you understand their English and you approve of their attempts.

Show respect to the children and let them sometimes be the teacher.



## INTRODUCTION

### Time Traveller – Ahead Books®

**Learn while playing and Play while learning English!**



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

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

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

### What exactly is the *Time Traveller* virtual Playwork gamified environment?

#### It is Engagement

The *Time Traveller* teaching method comes with an innovative gamified learning environment ([www.timetravellergames.com](http://www.timetravellergames.com)) where students immerse themselves in a continuous learning journey that boosts their motivation to learn, featuring challenges, achievements, rewards, badges and much more.

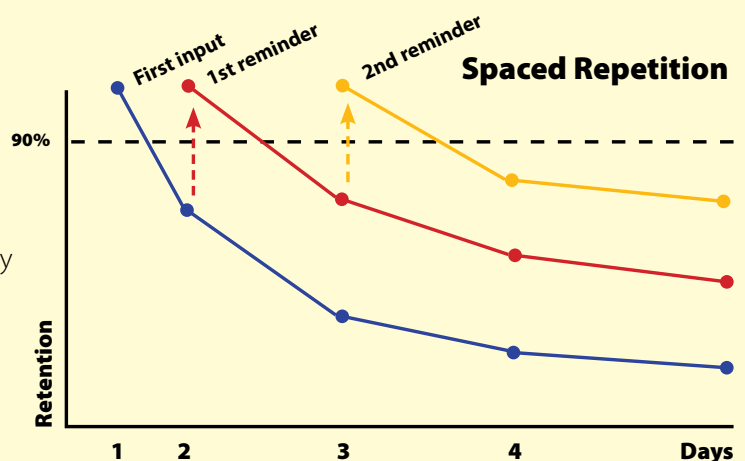
The *Time Traveller* virtual Playwork environment is a gamified learning world which features “cutting-edge” games that students will **want** to play, will keep them **engaged** and will better **help them recall and retain the knowledge** learnt in the classroom.



#### It assists in Long Term Retention

The *Time Traveller* games found in our *virtual Playwork environment* are designed to maximize students' knowledge retention in a fun and engaging way by utilizing *spaced repetition* - a highly effective learning technique for consolidating long-term memory. By practising key vocabulary and language points at gradually increasing intervals, students can improve retention up to 90%!

This is done by using individual engaging games, carefully developed, that sit **alongside normal homework**. Teachers do not need to be involved, unless they choose to be. This means that teachers go on teaching as usual while students supplement their learning with games at home, on their own time and at their own pace.



## About the Games

In today's world where there is a rush to create a generation of geniuses, our culture has forgotten about the importance of play, **real, engaging play**.

Years of developmental research indicates that the *right* kind of play has enormous benefits to offer learners. Play provides learners with the opportunity to:

- maximize their attention spans
- learn to get along with peers and cultivate creativity, and
- recycle materials learnt in the classroom and improve grades.



*Time Traveller* games:

- are visually stunning and fun. That gives us **enjoyment** and pleasure.
- have goals. That gives us **motivation**.
- have challenge and competition. That gives us **adrenaline**.
- are interactive. That gives us **doing**.
- have outcomes and feedback. That gives us **learning**.
- have win states. That gives us ego **gratification**.
- have representation and story. That gives us **emotion**.

Visit our site for more details on our games: [www.timetravellergames.com](http://www.timetravellergames.com).

## For the School Master & Director

- Use the *Time Traveller* teaching method to differentiate your school from others and become a model school.
- Motivate your students to study through play! Help students develop their cognitive, emotional and social skills.
- *Time Traveller* games are **free** to all users of the *Time Traveller* course. Students have access to our **virtual Playwork gamified environment** ([www.timetravellergames.com](http://www.timetravellergames.com)) by following simple instructions and using their unique access code found in their Workbook.

## For the Teachers:

- Receive reports on students' progress. These reports point out areas where students excel and highlight where more practice is needed.

We hope this section has been helpful.  
We would be very happy to hear your feedback and comments on our course.  
Please visit our site: [www.aheadbooks.com](http://www.aheadbooks.com)

## Unit Objectives

- To welcome pupils and introduce them to the Student's Book
- To introduce pupils to the characters in the story
- To introduce pupils to functional language used for getting to know each other
- To learn vocabulary related to colours and numbers 1-10

## Lesson 1 Objectives

- To learn how to introduce yourself
- To meet the main characters

## Materials

- Small pieces of card
- Coloured pencils or markers
- IWB software
- Audio CD1


## Introduction

- Say *Hello. I'm ... (your name)*. Point to a pupil and encourage them to say *Hello. I'm ... (pupil's name)*. Say *What's your name?* and encourage another pupil to answer *I'm ... (pupil's name)*. Go around the class asking each pupil: *What's your name?* and have them respond.
- Write *I'm ...* on the board so pupils can copy it down. Distribute small pieces of card and coloured pencils or markers. Tell pupils to fold the card in half. On one side of the card, encourage them to write *I'm ... (pupil's name)*. Help pupils write their names in English. Tell them to decorate the card as they wish and once they have finished to stand it on the desk in front of them.

## STORY

### Pre-reading

- Tell pupils to open their books and read the title. Ask them what they think *welcome* means (*to greet in a friendly way*).
- Point to the characters one at a time. Say their names: *Max, Kim, Zack*, as you




# WELCOME!

**STORY**

1


**Listen and read.** 🗣️ CD1, 2



1

2

**Listen and read.** 🗣️ CD1, 2




2

**GRAMMAR**

3

**Listen and point.** 🗣️ CD1, 3



I'm Kim.      You're Zack.      I'm Max.

3

4

**Listen and repeat.** 🗣️ CD1, 4

4

Ahead Books

point. Explain that Max and Kim are friends. Point to the cat and ask *What is it? (a cat)*. Tell pupils the cat's name is Maya and she belongs to Max. Point to Zack and explain that he is a visitor from the future who has come to this time to learn new things.

- Explain that Max and Kim are playing in the park when a flying object appears in the sky and crashes into the flowers. Maya, the cat, is scared and hides in the tree. It turns out the flying machine is actually a boy called Zack (a boy from the future) wearing an amazing jacket which can turn into almost anything! This jacket also enables the boy to do cool things like fly and bounce really high. Max and Kim introduce themselves to the new arrival.
- Say *Ouch!* and act as if you have hurt yourself. Explain when you might say *Ouch!*

### 1 Listen and read. 🗣️ CD1, track 2

- Play the recording/animation. Tell pupils to follow the words in the speech bubbles with their fingers as they listen.
- Play the recording/animation again, pausing after each speech bubble and have the pupils repeat it aloud.
- Pupils practice reading the story both chorally and individually.





- Play the recording and ask pupils to listen.
- Play the recording again and this time ask pupils to point to the correct character. Check where their fingers are during the task. Help if necessary.
- You can check their understanding by saying a character's name and then asking a volunteer to read the correct sentence from the book.

### 3 Listen and repeat.

CD1, track 4

- Tell pupils they are going to listen to the recording again and repeat the sentences.
- Play the recording pausing for pupils to repeat the sentences as a class.
- Play the recording again, this time when you pause ask them to read the corresponding sentence from under the picture too. Ask for volunteers to repeat individually.

### CHANT

#### 4 Listen and chant.

CD1, track 5

- Tell pupils they are going to learn a chant (*explain that "a chant" is a simple rhyme*) about introductions.
- Play the chant through and demonstrate any actions (*waving hello*).
- Ask pupils to read the chant to themselves and identify the characters mentioned in it. Tell them to circle the names in their books. Once they've finished ask *Who is in the chant?* (Kim, Max, Maya, Zack)
- Play the recording and tell pupils to listen and follow the words in their books.
- Then read the chant one line at a time and ask pupils to repeat.
- Play the recording again. Encourage pupils to chant along and do the actions.
- Practise a few times so pupils are familiar with the chant and actions.

### CHANT

#### 4 Listen and chant. CD1, 5

What's your name? What's your name?  
I'm Max and I'm Kim.  
I'm Zack and you're Maya.  
Hello Kim and hello Maya.  
Hello Zack and hello Max.  
Hello!



TIME TRAVELLER

5

### Post-reading

- Check pupils understanding of the story by asking: *Who are friends?* (Max and Kim), *Who is Maya?* (a cat), *Who says ouch?* (Zack).

### GRAMMAR

- Point to yourself and say *I'm ...* (*your name*). Write it on the board.
- Point to a student and say *You're ...* (*pupil's name*). Write it on the board.
- Tell pupils to split into pairs. They should take it in turns to say *I'm ...* then point at their partner and say *You're ...*
- Explain that *I'm* is the short form of *I am* and *You're* is the short form of *You are* and write them on the board. Ask the pupils to repeat both the short and long forms.

### 2 Listen and point. CD1, track 3

- Explain to pupils they will listen to three sentences. After each sentence they have to point to the character introducing him or herself.
- Point to the first picture and ask pupils to call out the character's name (Kim). Then read the sentence under the picture and ask pupils to repeat. Do the same for the other two characters.

### Homework

Tell pupils to:

- read the Welcome episode of the story.
- Optional: learn for dictation: *Hello, I'm, You're, What's your name?*

## Lesson 2 Objectives

- To learn the colours: *black, blue, brown, green, pink, purple, red, white, yellow*
- To learn the numbers: 1-10

## Materials

- 2 sets of coloured pencils: see above for colours needed
- 10 red balloons
- Audio CD1
- IWB software

## Review

- Ask pupils questions about the Welcome episode of the story. *What are the character's names? (Zack, Max, Kim), What's the cat's name? (Maya).*
- Review: *What's your name?* and *I'm...* in pairs.
- Repeat the chant from p. 5 as a class.
- Optional: Give dictation from Lesson 1. Check pupils' answers.


## COLOURS

### New words

- Take the red pencil. Hold it up and say *red*. *This is a red pencil*. Ask pupils to repeat the word *red*. after you. Then, ask them if they can see anything else in the classroom that is red and to point to it.
- Repeat the above process to teach colours: *black, blue, brown, green, pink, purple, white, yellow*.

### Optional activity

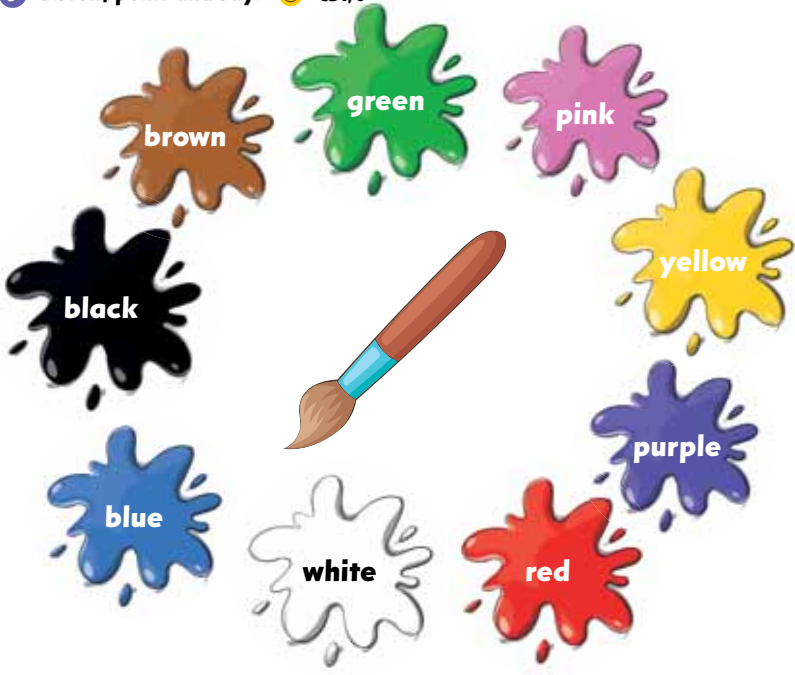
- If time allows split the class into two groups. Give each group a set of coloured pencils and have each group nominate a team leader.
- Explain that you will call out a colour and the first team leader to hold the correct coloured pencil in the air wins a point.
- Keep a tally of the points on the board. Play for five minutes and then announce the winners.


**WELCOME!**






**VOCABULARY**

### COLOURS

**5 Listen, point and say.** 😊 CD1, 6



**6 Match.**

1.		a. blue
2.		b. yellow
3.		c. green
4.		d. pink
5.		e. red

6
Ahead Books

### 5 Listen, point and say. 😊 CD1, track 6

- Explain to pupils that they are going to listen to the recording and point to the correct colours in their books.
- Play the recording and stop after each colour so the pupils can point and repeat the word. Check where their fingers are during the task and help if necessary.
- Point to a colour. Ask pupils at random what colour it is.

### 6 Match.

- Tell pupils they have to match the colour words a-e to their matching pictures 1-5 by drawing a line between them. Check they understand what they have to do.
- Allow pupils enough time to complete the task alone. Go round the class helping where necessary. Check answers as a class.



## NUMBERS

### 7 Listen and say. 🎧 CD1, 7

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten

### 8 Write the number.

1.



= three

2.



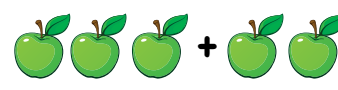
= four

3.



= six

4.



= five

## SONG

### 9 Listen and read. Then sing. 🎧 CD1, 8

One red, two red, three red balloons,  
Four red, five red, six red balloons,  
Seven red, eight red, nine red balloons,  
Hip, hip hooray!

TIME TRAVELLER



- Check pupils understanding by asking volunteers at random to count to ten.

### 8 Count. How many?

- Explain to pupils they have to count the items in each picture to find the answer.
- Tell pupils you will do question one together. Point and say *one red balloon*. Take a red balloon in your hand. Then, point to the picture and say *two red balloons*. Take two more red balloons. Say *How many?* and count aloud *one-two-three*. *Three red balloons*. Point out they should write three/3 as the answer.
- Check pupils have understood what they have to do.
- Allow them enough time to complete the task alone and go round the class helping where necessary.
- Check answers as a class.

## SONG

### 9 Listen and read. Then sing.

🎧 CD1, track 8

- Tell pupils they are going to sing a song about the numbers 1-10.
- Take out a balloon and blow it up. Then say *balloon* and ask pupils to repeat after you. Ask pupils for help in blowing up the other nine balloons.
- Hold a balloon in your hand and say *one red balloon*, then take another and say *two red balloons*, and so on. Ask for assistance from pupils in holding all the balloons.
- Write *Hip, hip, hooray!* on the board and then say it while looking happy. Explain that we say it when we're happy and/or excited.
- Play the recording and tell pupils to listen and follow the words in their books.
- Read the song aloud line-by-line and ask pupils to repeat the lines after you.
- Play the recording again, this time encouraging pupils to sing along. Repeat until pupils are familiar with the song.

## Homework

Tell pupils to:

- practise counting from 1-10 and the colours.
- do pages 4 & 5 in their Workbooks.
- Optional: learn for dictation: *red, blue, green, black, white*.

## NUMBERS

### New words

- Ask if anyone already knows how to count to 10 in English. If so, ask them to demonstrate.
- Write the numbers on the board. Say the numbers one by one, pointing to them as you speak. Ask pupils to repeat after you.
- Point to a number at random and ask pupils to call out the number.
- To introduce *How many?* you can take several pencils in your hand and say *How many?* Then encourage pupils to tell you the answer.

### 7 Listen and say. 🎧 CD1, track 7

- Tell pupils they are going to learn how to read the numbers 1-10.
- Point to 1 and say *one*. Ask pupils to point to the number and repeat. Repeat this process for 2-10.
- Play the recording and tell pupils to point to the numbers in their books as they listen.
- Play the recording again this time pausing so pupils can say the numbers aloud as a class.
- Play the recording a few more times until pupils become familiar with the numbers and the order they appear in.

## Unit Objectives

- To learn and use new vocabulary about countries and toys
- To learn and use new grammar: *to be - I / You* (affirmative, negative, questions and short answers)
- To learn and use functional language

## Lesson 1 Objectives

- To learn the new words: *an alien, big, small, a jacket, a tree*
- Functional language: *Great!, now, again, thank you*

## Materials

- A set of coloured pencils
- Audio CD1
- IWB software

## Review

- Sing the song from the Welcome unit, Lesson 2.
- Review counting from 1-10 by asking a pupil to start, then choosing another to say the next number, and so on until you reach 10.
- Review colours by holding up a coloured pencil and asking pupils to call out what it is.
- Check homework from Workbook, pp. 4-5.
- Optional: Give dictation from the Welcome unit, Lesson 2. Go around the class and check all pupils' answers.

## New words

- To teach *big* and *small* draw a small ball and a big ball on the board. Point to the small ball and say *small*. Then point to the big ball and say *big*. Ask pupils to repeat the words after you. You could then point to items in the classroom and encourage pupils to tell you if they are *big* or *small*.
- To teach *tree* draw one on the board and write the word next to it. Point to it and say *a tree*. Ask pupils to repeat after you.

# UNIT 1 HOORAY, ZACK!

**STORY**



Look!

No, I'm not.

Wow! You're big!

Great jacket! Are you an alien?

**1 Listen and read.** 🎧 CD1, 9

**VOCABULARY**



an alien



a jacket



a tree



big



small

**3 Listen and repeat.** 🎧 CD1, 11

Ahead Books

## STORY

### Storyline

Max and Kim are admiring Zack's amazing jacket which allows him to float up in the air. Kim notices Maya, the cat is stuck in a tree, so Zack uses the jacket's powers to rescue her.

### Pre-reading

- Tell pupils to read the unit title, look at the pictures in the story and predict what they are going to read about. Ask the class if they remember the word *Hooray* from the previous unit.
- Ask pupils to point out the following objects in the story: *a jacket, a tree, an alien*

**CHANT**

**4 Listen and chant.** 🗣️ CD1, 12

Are you small? Are you small?  
Yes, I am. Yes, I am.  
Are you big? Are you big?  
No, I'm not. No, I'm not.  
Are you Zack? Are you Zack?  
Yes, I am. Yes, I am! Hooray!

**TIME TRAVELLER**

## 1 Listen and read. 🗣️ CD1, track 9

- Play the recording/animation. Tell pupils to follow the words in the speech bubbles with their fingers as they listen.
- Play the recording/animation again. This time pause after each speech bubble and have the pupils repeat it.
- Pupils practice reading the story both chorally and individually.

## Post-reading

Check pupils have understood the story by asking: *Who has an amazing jacket? (Zack)* *Who is in the tree? (Maya)* *Who helps Maya? (Zack)* *Is Zack an alien? (No)*.

## VOCABULARY

### 2 Listen and point. 🗣️ CD1, track 10

- Ask pupils to look at the words. Point to the pictures one at a time and say the word. Ask them to repeat after you.
- Tell pupils they are going to listen to the recording and point to the vocabulary

items in the story.

- Play the recording, pausing after each word for the pupils to point. Check where their fingers are and help where necessary.

### 3 Listen and repeat.

🗣️ CD1, track 11

- Tell pupils they are going to listen to the recording again but this time repeat the words.
- Play the recording, pausing after each word for the pupils to repeat as a class.
- Ask for volunteers to listen and repeat individually.

## CHANT

### 4 Listen and chant.

🗣️ CD1, track 12

- Tell pupils they are going to learn a chant asking questions about a person.
- Play the chant through and demonstrate any actions while the pupils watch and listen. There are actions for the words *small* and *big*. When they chant *small*, pupils should show with their hands the word *small*, and then for *big* they should open their arms wide.
- Ask them to read the chant individually and identify any words from Exercise 3 on p. 8 they can see by circling them. (*small, big*)
- Play the recording and tell pupils to listen and follow the words in their books.
- Read the chant out line by line and ask pupils to repeat after you.
- Play the chant again. Encourage pupils to chant along.
- Practise until pupils are familiar with the chant and actions and then perform together as a class.

## Homework

Tell pupils to:

- read Episode 1 of the story.
- to learn the new words: *alien, jacket, tree, big and small*.
- do page 6 in their Workbooks.
- Optional: learn for dictation: *big, small, alien, jacket, tree*.



## Lesson 2 Objectives

- To learn and use new grammar: *to be* - you (affirmative, negative question and short answers)
- To learn the new words: *boy, girl, friend, toy*
- Functional language: *Let's play*

## Materials

- Audio CD1
- IWB software

## Review

- Ask pupils questions about Episode 1 of the story: *Where is Maya? (in the tree) Who has an amazing jacket? (Zack), Who helps Maya? (Zack).*
- Review the words *big* and *small* by asking pupils to point to big and small items in the classroom.
- Chant the chant from p. 9 chorally.
- Check homework from Workbook, p. 6.
- Optional: Give dictation from Lesson 1.

## New words

- Write *girl* and *boy* on the board. Point at the words and say them aloud. Ask pupils to repeat after you. Point at a male pupil and say *boy* and then a female pupil and say *girl*. Write *I'm a boy.* and *I'm a girl.* on the board and encourage volunteers to point at themselves and say *I'm a boy.* or *I'm a girl.* Write *I'm not a boy.* and *I'm not a girl.* on the board and repeat the previous process.

## GRAMMAR

- Write *You are a boy.* on the board then underneath it write *Are you a boy?* Say both sentences and ask pupils to repeat. Ask pupils to look at the board and tell you what has changed to turn the first sentence into a question. If they are having trouble point out that the verb moves to the beginning of the sentence and the full stop changes to a question mark.
- Write *You are a girl.* on the board and ask pupils if they can guess how to turn

**UNIT 1** **HOORAY, ZACK!**

**GRAMMAR**

<i>You are</i> a boy.	<i>Are you</i> a boy?	<i>You are not</i> a boy.
<i>You are</i> a girl.	<i>Are you</i> a girl?	<i>You are not</i> a girl.

**Short answers:** Are you an alien? **Yes, I am.** / **No, I'm not.**

*you are = you're*

*are not = aren't*

**5 Answer Yes, I am. / No, I'm not.**

**1.** Are you a boy?  
Yes, I am.

**2.** Are you a toy?  
No, I'm not.

**3.** Are you a girl?  
Yes, I am.

**4.** Are you an alien?  
No, I'm not.

**6 Ask and answer with a friend.**

**Word bank:** a girl, an alien, a tree, a boy

it into a question. If not, write *Are you a girl?* on the board underneath and ask them to say it aloud.

- For practice write *You are big.* and *You are small.* on the board. Ask for volunteers to come to the board and turn the sentences into questions.
- Explain that all questions have an answer. Write *Yes, I am.* and *No, I'm not.* on the board and explain that one has an affirmative and the other a negative meaning.
- Ask pupils one of the four questions you have written on the board at random and tell them to respond *Yes, I am.* or *No, I'm not.*
- To introduce the negative form write *You are not a boy.* on the board and read aloud. Ask pupils what extra word is included to form a negative sentence. (*not*)
- Write *you + are = you're* on the board and read aloud. Explain that *you're* is a contraction of *you are* and that they both mean the same thing. Then write *are + not* and write the contraction (*aren't*).

## 5 Answer Yes, I am. / No, I am not.

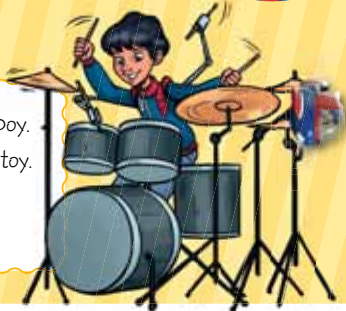
- Tell pupils they will read a question and then answer it using *Yes, I am.* or *No, I am not.* depending on what's in the picture.

## SONG

### 7 Listen and read. Then sing. 🎧 CD1, 13

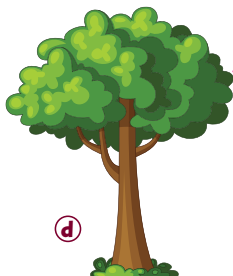
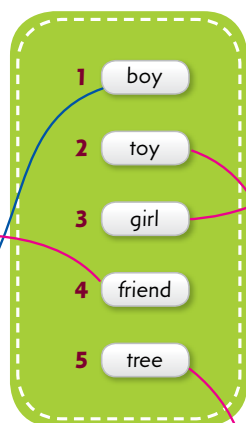
I'm a boy. I'm not a girl.  
I'm a girl. I'm not a boy.  
You're my friend.  
Let's play again!

I'm a girl. I'm not a boy.  
I'm a tree. I'm not a toy.  
You're my friend.  
Let's play again!



## WORDS

### 8 Match.



TIME TRAVELLER

11

## SONG

### 7 Listen and read. Then sing.

🎧 CD1, track 13

- Tell pupils they're going to sing a song about friends.
- Play the recording and ask pupils to listen and follow the words with their fingers in their books.
- Read out the song line by line and ask pupils to repeat after you.
- Play the recording again and encourage pupils to sing along.
- Practise until the pupils are familiar with the words.

## New words

- Draw a picture on the board of two people holding hands, stick people will do, point at them and say *friend*. Write *You're my friend*. on the board. Read it out and explain the meaning. Ask pupils to point to a friend and say *You're my friend*.
- Say the word *toy*, write it on the board and explain the meaning. Ask pupils to think of their favourite toy.
- Write *Let's play again!* on the board and read aloud. Explain the meaning and ask pupils to repeat.

## WORDS

### 8 Match.

- Ask pupils to read each word and find the matching picture.
- Tell pupils to look at the example and that for the remaining questions they have to draw a line between each word and its matching picture.
- Allow pupils enough time to complete the task. Go around the class helping where necessary. Check answers as a class.

## Homework

Tell pupils to:

- read the grammar chart.
- practise singing the song.
- to learn the new words: *boy, girl, friend* and *toy*.
- do page 7 in their Workbooks.
- Optional: learn for dictation: *boy, girl, friend, toy*.
- bring a picture of themselves to the next lesson for the project.

- Hold your book open, point to the first picture and read out the question.
- Allow them a moment to look over question 1. (*Yes, I am.*)
- Check the answer together and check that they understand what they have to do.
- Give pupils enough time to complete the task alone. Go around the class and help where necessary. Check answers as a class.

### 6 Ask and answer with a friend.

- Tell pupils to look at the word bank in their books. Read the words and ask the pupils to repeat them after you.
- Read out loud the mini-dialogue in the speech bubbles. Ask pupils to repeat after you.
- Ask pupils to work in pairs to ask and answer questions. Explain they have to choose one of the words from the word bank and form a sentence starting *Are you ... ?* Then their partner answers the question with the appropriate short form. Tell them to refer to the speech bubbles in the book if they need guidance.
- Go round the class and help where necessary.
- Ask for volunteer pairs to ask and answer in front of the class.



## Lesson 3 Objectives

- To teach vocabulary about cities, countries: *Sao Paulo, Brazil / Los Angeles, US / Rome, Italy* and toys: *football, doll, tablet, fan*
- To learn and use functional language: *I am from ... I like ... , My favourite toy is ...*
- To create a poster about you

## Materials

- A world map
- Coloured pencils or crayons
- A photo of each pupil
- Sticky tape or glue stick
- Audio CD1
- IWB software

## Review

- Review grammar by telling pupils to work in pairs to ask their partner a question starting *Are you ...?* Get pupils to answer *Yes, I am.* or *No, I am not.*
- Sing the song from p. 11 as a class.
- Check homework from Workbook, p. 7.
- Optional: Give dictation from Lesson 2. Go around the class and check all pupils' answers.

## New words

- Revise *What's your name?* by writing it on the board. Ask pupils to repeat after you. As they already know they can answer this question by saying *I'm ... (pupil's name)*
- Teach *doll, football* and *tablet* by pointing to the images in the Student's book. Point to the football and say *football. I like footballs.* Ask pupils to repeat after you. Then repeat the process for *tablet* and *doll*.
- Say *What is your favourite toy?* and write it on the board. Ask pupils to repeat after you. Then say *My favourite toy is my tablet.* Write the sentence on the board. Say it aloud again and ask pupils to repeat after you. Point to pupils at

UNIT 1
HOORAY, ZACK!

**CLIL READING**

**9 Listen and read.** 😊 CD1, 14

Hello! I'm Pedro. I'm from Sao Paulo, Brazil. I like football. I'm a fan of the Sao Paulo Football Club. My favourite toy is my football.

Hello! I'm Kathy. I'm from Los Angeles, USA. I like dolls. My favourite toy is my doll, Emily.

Hello! I'm Marco. I'm from Rome, Italy. I like computer games. My favourite toy is my tablet!

**10 Write Yes or No.**

1. Pedro is from Italy.	No
2. Kathy's favourite toy is her doll.	Yes
3. Marco likes his tablet.	Yes
4. Pedro is a girl.	No
5. Marco is a boy.	Yes

random and ask *What is your favourite toy?* and encourage them to answer. Help them with any toy vocabulary they don't know.

- Write *fan* on the board and then say it aloud. Pretend that you're watching a sports match and are encouraging the team by cheering. Then say *I am a fan.*

## CLIL READING

### 9 Listen and read. 😊 CD1, track 14

- Tell pupils to look at the reading text and explain that the three children are from different countries. Point to Pedro and explain he is from Brazil which is a country in South America. Take out the world map and point to Brazil. Further explain that Pablo lives in a big city called Sao Paulo. Point to it on the map and say *Sao Paulo is a city.* and ask pupils to repeat after you. Repeat the process for the other children in the text. (*Kathy: Los Angeles, USA / Marco: Rome, Italy*) You could follow up by asking pupils *Where are you from?* and encourage them to answer *I am from ... (city/country).*
- Write *doll, tablet* and *ball* on the board then ask pupils to look through the reading text to find and circle those words.
- Play the recording. Ask pupils to follow the text in their books as they listen.



- Play the recording again. Stop the audio after each sentence and have the pupils read each one aloud chorally.
- Ask for volunteers to read a sentence each to the class, or if any pupils are confident enough, a whole paragraph.

## 10 Write Yes or No.

- Read the first sentence to the pupils and tell them to look back into the text to find out if it is *true* or *false*. They should then write the answer on the line.
- Ask them to look back at the text and to underline the part that gives them the answer to question 1. (*I'm Pedro. I am from Sao Paulo, Brazil*)
- Check they understand what they have to do and allow enough time for them to complete the task. Go around the class helping where necessary. Check answers as a class.

## PROJECT

### 11 Write about you, in the Workbook, p. 76. Add a photo and draw your favourite toy.

- Hold up your book and point to the poster. Explain to pupils they are going to design a similar poster about themselves.
- Before starting they have to answer three questions about themselves. They will then use their answers on their posters.
- Write the following on the board:  
*What's your name? / Where are you from? / What's your favourite toy?* Say *What's your name?* and remind pupils the response is *I am ... (pupil's name)*. Say *Where are you from?* and remind them the response starts *I'm from ... (city or country or both)*. Finally, say *What's your favourite toy?* and remind them the response starts *My favourite toy is my ...*
- Allow pupils time to write their answers in their notebooks. Go around helping and making sure their sentences are correct.
- Once they're ready to start designing, ask pupils to open their Workbooks and go to the *My Projects* section, p. 76. Distribute colouring pencils and/or crayons. Also, help them to stick the picture of themselves they brought in to the paper.
- When pupils have finished their poster ask them to tidy away the coloured pencils and/or crayons.
- Encourage pupils to present their posters to the rest of the class.

## Homework

Tell pupils to:

- practise reading the text about children from different countries and their favourite toys.
- to learn the new words: *fan, football, doll* and *tablet*.
- do page 8 in their Workbooks.
- Optional: learn for dictation: *ball, doll, favourite, tablet, toy*.

## Lesson 4 Objectives

- To learn the letters and their sounds: *Aa, Bb, Cc, Dd*
- To learn the new words *apple* and *cat*
- To develop listening skills (YLE type task)
- To practise asking and answering questions
- To identify and spell new vocabulary words learnt so far

## Materials

- Audio CD1
- IWB software

## Review

- Revise the reading text by reading the following sentences aloud and asking pupils to say if they agree or not. *Marco is a boy. (Yes), Pedro is from Italy. (No), Kathy likes dolls. (Yes)*
- Review functional language by choosing pupils at random and asking *What's your name?* or *What's your favourite toy?* and have them respond correctly.
- Check homework from Workbook, p. 8.
- Optional: Give dictation from Lesson 3. Go round the class and check all pupils' answers.

## PHONICS

### 12 Listen and point. Then say.

😊 CD1, track 15

- Hold up your book (or use the IWB software) and point to the letters *Aa, Bb, Cc, Dd* while you read them out to the class. Read them again and ask the pupils to repeat after you.
- Check pupil's understanding by pointing to a letter at random and asking them to call out the letter.
- Now say the letter *Aa* and make the sound it makes. Then say the word *apple*, pointing to the picture. Ask pupils to repeat the word.
- Repeat the process for the words *boy, cat, doll*.

**UNIT 1** **HOORAY, ZACK!**

**PHONICS**

**12 Listen and point. Then say.** 😊 CD1, 15

**Aa**  
  
 apple

**Bb**  
  
 boy

**Cc**  
  
 cat

**Dd**  
  
 doll

**13 Listen and circle.** 😊 CD1, 16

1. d / c

2. d / c

3. a / b

4. a / b

**LISTENING**

**14 Listen and tick the correct box.** 😊 CD1, 17

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14

Ahead Books

- Play the recording. Tell pupils to listen and point to the item they hear. Check where their fingers are during the task.
- Play the recording again, this time pausing where appropriate for pupils to say the letter then the word.

### 13 Listen and circle. 😊 CD1, track 16

- Read out the letters and words and ask pupils to repeat them after you. You can repeat this a few times if you think it's necessary.
- To check pupils understanding point to letters at random and ask volunteers to tell you what it is. It's important to make sure pupils are familiar with the letters before attempting the listening task, so make sure you give them plenty of practice.
- Do the first question together. Play the recording and stop after the first word/letter combination. Ask pupils what letter they heard (*d*) and to circle it in their books.
- Check pupils understand what they have to do before resuming the recording to complete the task.
- Play the recording again to check answers.

14 UNIT 1

Ahead Books



## SPEAKING

15 Look. Then ask and answer with a friend.

Word bank: small, big, white, green, blue



I'm green.  
I'm big.

Are you a tree?

Yes, I am!



## WRITING

16 Complete.

1. b oy

4. s m all

7. fo o tball

2. d oll

5. fr i end

8. b i g

3. t r ee

6. jac k et

9. g i rl

TIME TRAVELLER

15

- Look at the first speech bubbles and read it out loud. Ask pupils if they can see anything that's green and big. (*a tree*) Ask what question they should ask to find out if *tree* is the correct answer. (*Are you a tree?*). Read out the third speech bubble and make sure they know the opposite answer to *Yes, I am!* is *No, I'm not!*
- Tell pupils they will now work in pairs and take turns to describe and guess. The pupil describing should pick one of the pictures, then use words from the word bank to say two short sentences about it. Their partner should guess starting with *Are you ...?*
- Allow pupils time to carry out the task and go round the class helping where necessary.
- Ask for volunteer pairs to ask and answer in front of the class.

## WRITING

16 Complete.

- Optional: Tell pupils this task is similar to the dictation they sometimes do at the beginning of lessons as they will be spelling words.
- Explain that one letter in each word is missing, so they have to work out what the word is in order to fill in the blank. If pupils can't guess the word immediately they can look back through their book to search for the answer.
- Go around the class helping where necessary.
- Check answers as a class by writing the blanked words on the board and inviting pupils up to come and complete the word.

## Homework

Tell pupils to:

- practise saying *Aa, Bb, Cc, Dd*.
- to learn the words *apple* and *cat*.
- do page 9 in their Workbooks.
- Optional: learn for dictation: *Are you a tree?, Yes, I am. / No, I am not.*

## LISTENING

14 Listen and tick the correct box. 🎧 CD1, track 17

- Tell pupils to look at the pictures. Explain they will listen to the recording and tick the words they hear. Explain that they will not hear all the words in the pictures.
- Do the first question together. Play the recording and pause after the first word. Ask for volunteers to point to the correct picture (*an alien*). Once someone guesses correctly tell them all to put a tick in the box. Repeat the recording and listen again so they can check the answer.
- Resume the recording so they can complete the rest of the task.
- Play the recording again to check answers as a class.

## SPEAKING

15 Look. Then ask and answer with a friend.

- Tell pupils to look at the pictures and ask for volunteers to identify what each one is. (*a tree, a doll, a cat*).
- Read out loud the word bank and ask pupils if they remember the words.

# TIME TRAVELLER

## The Teacher's Book contains:

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

## Level

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

## Print Components

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

## Digital components

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

**AHEAD**  
BOOKS

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