

TIME TRAVELLER 2

Alice Gibbons



AHEAD
BOOKS

**Teacher's
Book**



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LANGUAGE SUMMARY



	Key Vocabulary	Grammar	CLIL Reading	Phonics
ZACK IS BACK! Page 4	Revision: Greetings, Family, Colours, Numbers, The Home, The Body	Revision: <i>am / is / are, have got, a / an</i>		
1 UP, UP AND AWAY! Page 9	Parts of the day and time: <i>morning, afternoon, evening, night, o'clock, half past, have breakfast / lunch / dinner, Saturday, Sunday</i>	Affirmative / Questions / Negative <i>I am ... (I'm ...) You are ... (You're ...) He / She / It is ... (He's / She's / It's ...)</i>	Daily Routines: My Day <i>get up, brush (teeth), wash</i>	Long vowel sound: ay
2 MUM, WE'RE HOME! Page 19	The home: <i>door, hall, armchair</i> Other: <i>sky, robot, orange juice</i>	Affirmative / Questions / Negative <i>We are ... (We're ...) You are ... (You're ...) They are ... (They're ...) our / your / their</i>	Transportation: <i>bus, lorry, bike, motorbike, plane, train</i>	Consonant sounds: ck
3 STAR CITY Page 29	Giving directions: <i>between, right, left, cross (the street)</i> Parts of the city: <i>shop, zoo</i> Other: <i>bin, rubbish</i>	Affirmative / Questions / Negative <i>We have got ... (We've got) You have got ... (You've got) They have got ... (They've got)</i>	Recycling: <i>recycle, can, bottle, paper, glass, planet, put, use</i>	Long vowel sound: oy
REVISION 1 Page 39	Units 1 2 3			
4 FROGS LIKE STAN! Page 41	Animals: <i>crocodile, giraffe, frog, lizard, spider</i> Other: <i>idea, bad, Would you like..? I would like ...</i>	Affirmative / Questions / Negative <i>We can ... You can ... They can ...</i>	Animals can sing, too! <i>people, bark, show, hear, far away, mouth</i>	Letter blend: er
5 AT THE MALL Page 51	At the bookshop: <i>Can I have ..., please? Here you are. / Pardon. Miss, bookshop, paint, rubber, ruler</i> Other: <i>mall, supermarket</i>	Plurals: <i>-s / -ies / -es</i>	The Body: <i>neck, finger, toe, smell</i>	Letter blends with 'r': gr, tr, br, dr
6 JILL'S BIRTHDAY Page 61	Food and drink: <i>lemon, lemonade, coconut, mango, grapes, juice</i> Other: <i>party Me too. / So do I.</i>	<i>How much ...? How many ...? much / many / a lot of</i>	At the farm: <i>bread, cow, goat, horse, corn, feed, take care, hay</i>	Letter blend: ing
REVISION 2 Page 71	Units 4 5 6			

	Key Vocabulary	Grammar	CLIL Reading	Phonics			
7 PARTY TIME! Page 73	Activities (with -ing): <i>running, painting, riding, playing (the piano)</i> People: <i>cousin, Mr, Mrs</i>	Affirmative / Questions / Negative I like + verb + ing You like + verb + ing He / She / It likes + verb + ing We / You / They like + verb + ing	The Weather: <i>sunny, rainy, cloudy, snowy, cold, hot, warm, snow</i>	Contrast between the consonant sounds: z and s			
8 I LOVE PAINTING! Page 83	Activities (with -ing): <i>drawing, singing, cleaning</i> Other: <i>plate, camera, painting (n), photograph (photo), love (v)</i>	Giving Instructions: <i>put, open, be clean</i>	Hobbies: <i>taking photos, dancing, dancer, ballet, poster, hobby, free time</i>	Consonant sounds: wh and w			
9 GRANDMA'S CUPBOARD Page 93	Clothes: <i>glasses, shoes, skirt, socks, handbag</i> Describing: <i>ugly, beautiful</i> Other: <i>man, woman</i>	this / these that / those irregular plurals	Carnivals: <i>costume, clown, pirate, mask, scary, strong, boots, superhero, wear</i>	Consonant sound: th			
REVISION 3 Page 103	Units 7 8 9						
10 DAD'S IDEAS! Page 105	Actions: <i>make, enjoy, travel</i> Other: <i>laptop, bookcase, notebook, time</i>	Possessive pronouns: mine, yours, his, hers, its, ours, yours, theirs Whose is it?	Computers: <i>mouse, keyboard, screen</i>	Long vowel sound: ee			
11 OH, STAN! Page 115	Opposites: <i>dirty - clean, good - bad, tall - short, big - small, happy - sad, ugly - pretty, wet</i> Other: <i>tell, close, Well done!, What is he doing?</i>	Affirmative / Questions / Negative (Singular) I am sitting. (I'm sitting.) You are sitting. (You're sitting.) He / She / It is sitting. (He's / She's / It's sitting.)	Helping stray animals: <i>animal shelter, stray, need, money, sell, find, student, buy</i>	Long vowel sound: oo			
12 SEE YOU, KIM AND MAX! Page 125	Sports: <i>badminton, baseball, basketball, hockey, long jump, win, game</i>	Affirmative / Questions / Negative (Plural) We are sitting. (We're sitting.) You are sitting. (You're sitting.) They are sitting. (They're sitting.)	Are you fit? <i>vegetables, strong, healthy, keep fit, It's good for you. / It's not good for you.</i>	Long vowel sound: ey			
REVISION 4 Page 135	Units 10 11 12						
GRAMMAR REFERENCE	Page 137	KEY VOCABULARY	Page 141	AUDIO TRANSCRIPTS	Page 144	WORKBOOK	Page 158



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

Components and Key Features	A1
Teaching New Words	A2
Using Reading Texts	A3
Fun Classroom Activities	A4
Teaching with the IWB software	A6
Teaching Tips	A6
Using the <i>Virtual Playwork Gamified Environment</i>	A8

Symbols used in this book:



audio recording available



animation available



playwork available on 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 pupils.
- how to broaden pupils' empathy, imagination, and cultural outlook.

Time Traveller is a 6-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 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 Pre A1 Starter test, the INVALSI exam and the TOEFL Junior exam.

Time Traveller incorporates 21st century skills which help pupils 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 an introductory (Remember) unit and 12 main units. Each main unit includes an episode of the on-going story which presents new vocabulary and grammar structures, taught in context. *Time Traveller 2* has an extensive skills focus for pupils to improve their speaking, listening and writing skills. It also includes special project pages, fun songs and games to make learning exciting.

The Storyline – The story has been specially written to engage pupils and make learning English more exciting. In Book 2 pupils will follow Zack – our enigmatic visitor from the future – Max and Kim back ... to the future! They will explore Zack's world, have a fun adventure and learn that although people may be from different 'worlds' they remain the same at heart.

Key features of each unit:

- **Let's Go!** section – found at the beginning of each unit. It presents the main vocabulary taught in the story that follows and provides helpful, fun activities for pupils to practise.
- **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, pictures and exercises.
- **Extensive Skills focus** section – 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 pupils to start speaking from day one. The course also includes YLE type tasks to familiarise pupils with the Cambridge English Young Learners exam.
- **CLIL Reading** section (Content and Language Integrated Learning) – combines language learning with learning other school subjects and skills through English.
- **Phonics** section – presents systematic, synthetic phonic work with the aim of helping young learners to decode print and become fluent readers and spellers.
- **Fun projects** and **catchy songs** – included to help motivate pupils and develop their creativity.

INTRODUCTION

Other features of the Student's Book:

- 4 Revision sections – which recycle and practise key vocabulary and grammar structures.
- fun cut-outs and stickers

Other components of the course:

- **Workbook** with *Mini Picture Dictionary* section, *My Projects* section, *My Writing Corner* section and *Festivals* section.
- **Teacher's Book**
- **Language Assessments**
- **Extra online photocopiable materials available for teachers**
- **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

This 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 functional language.
- unit-by-unit grammar reference.
- Audio transcripts for listening activities.

Teaching ideas

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 your pupils' senses!

2 Introducing adjectives

Opposites, like 'big' and 'small', 'long' and 'short', are usually illustrated with pictures, but this is 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 classroom 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 the 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 pupils within a given context. Consider this simple example:

To teach the difference between 'early' and 'late', remind pupils what time the lesson begins, then state that those who arrive before this time are 'early' while those that arrive after this time are 'late'.

4 Sketching 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 several reasons. First, young learners feel that they are given some time to adjust to their new environment – the language classroom. Furthermore, instructions for games and other activities, as well as extension of the reading topics, are easier and faster to explain in L1.

6 The use of an interactive whiteboard

If an interactive whiteboard is available in the classroom, this is an important tool in showing the new vocabulary, as well as having easy access to the audio and animations of the Student's Book.

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

Using 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 or animation 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.

INTRODUCTION

5. Practise 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.

Fun Classroom Activities

1 Who has got ...?

Aim: To revise grammar.

This is an ideal game to build confidence even in the shyest of pupils. There is little speaking involved, but everyone will have to pay attention, understand what is being said, and interact with the class. Have everybody begin in a big circle. Choose a pupil to ask questions. The pupil will stand in the middle of the circle and say: 'Who has got long hair?'

Whoever knows the answer raises their hand and the teacher calls upon them to answer.

Other ideas for questions are:

Who: has got black hair?
has got green eyes?
can play the piano?

The teacher can have a prepared list of questions or can ask the pupils to make up their own before beginning the game.

2 Remember the objects

Aim: To revise vocabulary.

Test pupils' memories and vocabulary at the same time with this fun game. It is simple and easy to prepare. All that is needed is a clear desk and 5-10 common items from around the classroom, pictures of the lesson's vocabulary items or objects the teacher or pupils will have brought from home (you can ask each pupil to bring to class a specific item eg a fruit, a vegetable, a toy etc).

The teacher arranges the objects on the desk and let pupils gather around to look at them. The teacher then covers everything with a cloth (or with a box) after one minute, the teacher sends everyone back to their seats. Each pupil should write out as many items as they can remember on a piece of paper, all in English.

When everyone is done, the teacher writes a list of the items on the chalkboard 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 Go and stop

Aim: To revise numbers, the alphabet and categories of words.

The teacher chooses one pupil to come to the front of the class and be the announcer.

The announcer's job is to say, 'Go' and 'Stop'.

The other pupils are players. The teacher has the players come up to the board and gives each pupil a board marker or a piece of chalk. If there is limited space, the pupils can play in rounds or write in their notebooks.

The players at the board are given certain things to write, e.g. the alphabet, numbers 1 to 20, 5 colours, 8 animals, etc.

When the announcer says, 'Go' the players start writing as quickly as they can. When the announcer says, 'Stop' the players must freeze and stop writing.

Any player who is caught writing after the 'Stop' announcement is out of the game and must sit down.

The first player to complete the task on the board correctly wins and becomes the new announcer.

5 Write and read.

Aim: To practise writing and reading 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. They are each given a board marker or a piece of chalk to write with.

The teacher says a vocabulary word from the lesson or from a lesson that is being revised. After they write it, they say it. The first pupil to say it and write it correctly gets a point for their team. The other pupils seated can help them spell it correctly.

- The pupils must correct any mistakes before sitting down.

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

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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 go over the reading texts. The songs, reading texts and listening tasks can all be heard at the click of a button, you do not need to use a CD Player. All ongoing 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

Pair work – Role playing

When assigning pair work teachers need to be in control of choosing the pairs that will work together.

Although it may be fun for pupils who are already friends to be assigned together, it would be better to assess each pupil's strengths and weaknesses and put them with someone they can work with well. In other words: **you make the pairs**. Each time you have a role play activity, it is a good idea to rotate the pupils. In this way, shyer pupils will not feel left out.

If you know that two pupils are good at conjugation, it might be interesting to put them together so that they have a real challenge. If one pupil is exceptionally shy, don't stick them with a pupil who is more extrovert, they might be overshadowed and feel uncomfortable.

The best way to set up pair work in the classroom is to allow no expectations amongst pupils that they'll be picking their own partners. 'We're going to go about this activity in pairs! Dan with May. Ann with Julio.' By making it obvious that you'll be the one deciding who works with whom, no one will get upset.

Once the pairs have been selected, it's time to monitor pair work. While most pair work should finish with a group discussion or individual evaluation, the purpose of the pair work is lost if you aren't listening and gently correcting. While you should be wary of over-correcting and silencing a pupil, go around the room, listen for errors and gently remind the pupil how to properly use the language being practised. This serves two purposes: to reinforce correct use of English, and to ensure that pupils know you're listening. This way, they're sure to engage in the pair work activity.

Teaching speaking and writing skills

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

Using model texts as examples

We have provided you with speaking and writing models. It is very important that pupils are provided with examples to work with. Read the models for speaking and writing in the Student's Book to the pupils or ask for volunteers to read. Discuss the text together in their L1 language and ask them to go over any word banks that may be provided with the task. In this way, the speaking and writing tasks do not feel so daunting, pupils will know what is expected of them and this will help build their confidence and they will be able to tackle the tasks on their own.

Always give pupils step-by-step guidance and use the pre-speaking and pre-writing activities provided to revise and reinforce the language needed for the task.

For beginners, it is also a good idea to include a colouring, drawing activity to accompany the writing task. We have provided these tasks for you in the Student's Book.

Exploring other cultures

The CLIL section has been especially written to teach pupils about different cultures, to help create awareness of sensitive issues and to help them get information about the world around them. Pupils can share their own cultural perspectives while learning about children from all over the world. Take the opportunities given within the CLIL reading texts to examine global cultures, including topics such as daily routines, hobbies, the weather, helping the planet, keeping fit. These topics have been carefully selected to lead to discussions regarding similarities and differences in the pupils own daily lives with the lives of children from other parts of the world.

More Tips for Teachers

Create routines

Young learners do best when they follow 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 run more 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. 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 - and 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 all develop at the same pace or level. Some can tie their shoes while others can't even put their shoes on their feet. 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!

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, pupils passing back notebooks or workbooks, playing games, etc.) Nurture trust between you and the pupils with each lesson. Through your actions, let them know that you will never embarrass them for making a mistake in English. Use eye contact to communicate your praise and/or disappointment. Always be pleasantly surprised when they interact with each other or you in English. Reassure them that you understand their English and approve of their attempts.

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. It is part of a new teaching method that leads to improved learning results by:

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

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

What exactly is the *Time Traveller Virtual Playwork Gamified Environment*?

It is Engagement

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

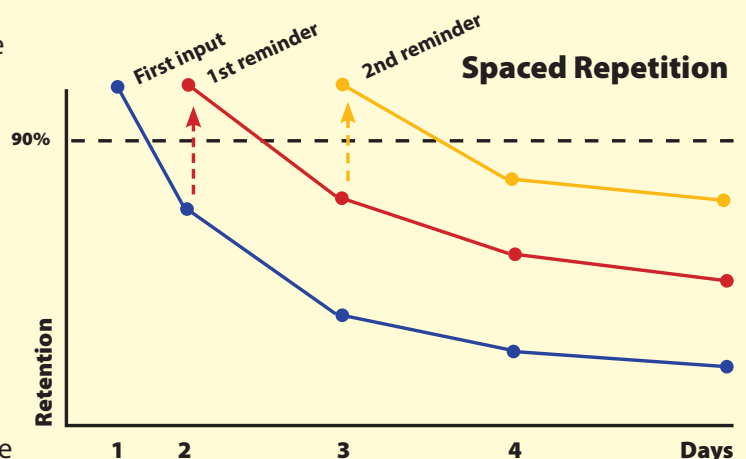
The *Time Traveller Virtual Playwork Environment* is a gamified learning world which features 'cutting-edge' games that pupils will **want** to play, will keep them **engaged** and will better **help them recall and retain the knowledge** learnt in the classroom.



It supports in Long Term Retention

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

This is done by using individual engaging games, carefully developed, that supplement **normal homework**. You do not need to be involved, unless you choose to be. This means that you, as a teacher goes on teaching as usual while pupils supplement their learning with games at home, in their own time and at their own pace.



About the games

In today's world, where there is often 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 for pupils. Play provides them with the opportunity to:

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



Time Traveller games:

- are visually stunning and fun. This gives **enjoyment** and pleasure.
- have goals. This gives **motivation**.
- have challenge and competition. This gives **adrenaline**.
- are interactive. This gives **activity**.
- have outcomes and feedback. This gives **learning**.
- have win states. This gives a **sense of success**.
- have representation and story. This gives **emotion**.

Visit our site for more details on our games: www.timetravellergames.com.

For the principal & director of the school

- Use the *Time Traveller* teaching method to differentiate your school from others and become a model school.
- Motivate your pupils to study through play! Help pupils develop their cognitive, emotional and social skills.
- *Time Traveller* games are **free** to all users of the *Time Traveller* course. Pupils have access to our **Virtual Playwork Gamified Environment** (www.timetravellergames.com) by following simple instructions and using their unique access code found in their Workbook.

For the teachers:

- Receive reports on pupils' progress. These reports point out areas where pupils 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

Lesson 1 Objectives

- To revise introductions, greetings and the alphabet
- To re-introduce the main characters and revise the story
- To learn the new words: *sister, grandma, grandpa, brother*
- To practise listening and reading a new episode of the story

Materials

- Sticky notes
- Coloured pencils
- IWB software
- Audio CD1

Introduction

- Say *Hello. I'm ... (your name)* and write it on the board. Point to a pupil and encourage them to say *Hello. I'm ... (pupil's name)*. Ask *How are you?* and encourage the pupil to answer *I'm very well. / I'm great.* and write these on the board. Go around the class exchanging introductions and greetings.
- Now write *I'm ...* on the board so pupils can copy it. Distribute sticky notes and coloured pencils. Tell pupils to write *I'm ... (pupil's name)*. Help pupils to write their name in English. Encourage pupils to decorate the notes and, once they have finished, to stick the note on their shirts.
- Encourage pupils to exchange introductions and greetings with each other.

STORY

Pre-reading

- Tell pupils to open their books and read the title. Ask them what they think the story will be about. (*Zack returning from the future for a visit*).
- Point to the main characters, one at a time. Say their names: *Max, Kim, Zack, Scott (the dog)*, as you point.

ZACK IS BACK!

1 STORY

1

Max This is my favourite game!
Kim Yes, it's fun.
Max I miss Zack. Where is he now?
Kim I don't know. Zack's nice.
Max Yes, and he's fun!

1 Listen and read. 😊 CD1, 2

Max & Kim What is it?

2 VOCABULARY

2 Listen, point and say. 😊 CD1, 3

4

I'm Zack Green!
 This is my sister Jill,
 my grandma, Grace,
 and my grandpa, Sam.

Jill Grandma Grace Grandpa Sam

Ahead Books

Remind pupils that the characters are friends and that Zack lives in the future.

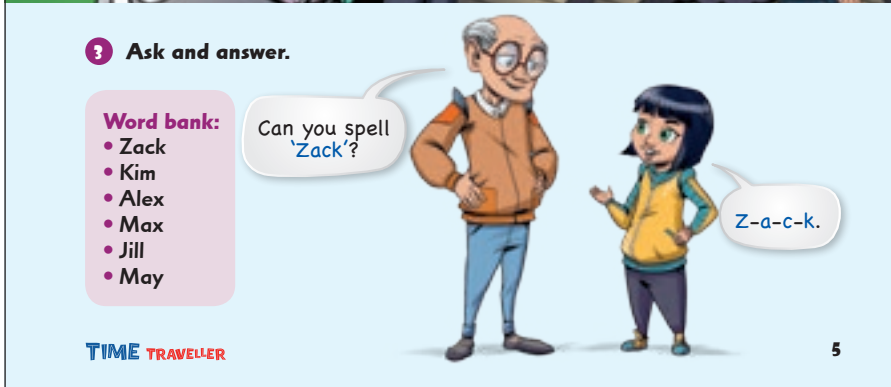
- Explain that Max and Kim are playing a computer game and talking about Zack. They miss him. Then their dog hears the spaceship coming and they go outside to greet Zack.
- Explain that Zack wants to invite his friends to come to the future with him to meet his family.

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 again, pausing after each part of the story and have pupils repeat aloud.
- Pupils practise reading the story chorally and individually.

Post-reading

Check pupils' understanding of the story by asking: *Who are the friends? (Max, Kim and Zack), Where does Zack live? (in the future), Where are Max and Kim going? (to the future), Has Zack got a big family? (Yes, he has.)*



3 Ask and answer.

- Explain to pupils that you are going to spell the characters' names.
- You may need to revise the alphabet with the pupils before beginning this exercise.
- Ask pupils to look at the names in the word bank and then read out the exchange between Grandpa and Jill.
- Ask pupils to read out the exchange chorally and individually asking for volunteers.
- Ask for volunteer pairs to go through the rest of the names.

VOCABULARY

- Point to yourself and say *I'm ... (your name)*.
- Point to a pupil and say *This is ... (pupil's name)*. Write it on the board.
- Put pupils into pairs. Ask them to take turns to say *I'm ...* then point at their partner and say *This is ...*
- If time allows, ask pairs to come to the front of the class to demonstrate introducing each other.

2 Listen, point and say. 😊 CD1, track 3

- Explain to pupils they will listen to Zack introducing himself and his family. Ask pupils to point to the characters in the book as they are introduced.
- Point to the first picture and ask the pupils to call out the character's name (*Zack*) then read the sentences in the speech bubble and ask pupils to repeat them chorally and individually.
- Play the recording and ask pupils to repeat chorally.
- Point to the members of Zack's family and say their name: *This is ... (name of family member)*, *Zack's ... (relationship to Zack)*.

Homework

Tell pupils to:

- read/listen/watch the Remember episode of the story.
- learn the new words from the lesson.
- do pp 4 & 5 in their Workbooks.
- Optional: Learn for dictation: *I'm ... , This is ... , grandma, grandpa, sister, brother.*

Lesson 2 Objectives

- Revise colours and numbers
- Revise vocabulary about the body, rooms and furniture
- Revise grammar:
Yes, I have. /No, I haven't., a/an

Materials

- Two sets of coloured pens or markers
- a box containing a number of everyday objects (optional)
- Blu tack
- IWB software

Review

- Ask pupils questions about the Remember episode of the story.
What are the main characters names? (Zack, Max and Kim), Where does Zack come from? (the future) Where are they going? (to the future, Zack's home), Has Zack got a sister? (Yes, Jill).
- Review: *I'm ..., How are you?, I'm great, and I'm ..., This is ...* in pairs.
- Review: Ask pupils to spell the names of the characters. Ask: *Can you spell ... (character's name).*
- Check Workbook pp 4 & 5.
- Optional: Give dictation from Lesson 1. Check pupils' answers.

COLOURS & NUMBERS

Review

- Hold up a blue marker/pencil and say *What colour is it?* Then ask pupils if there is anything else blue they can see in the classroom and to point to it.
- Repeat the process to revise colours: *red, yellow, green, purple, pink, blue, brown, black, white.*

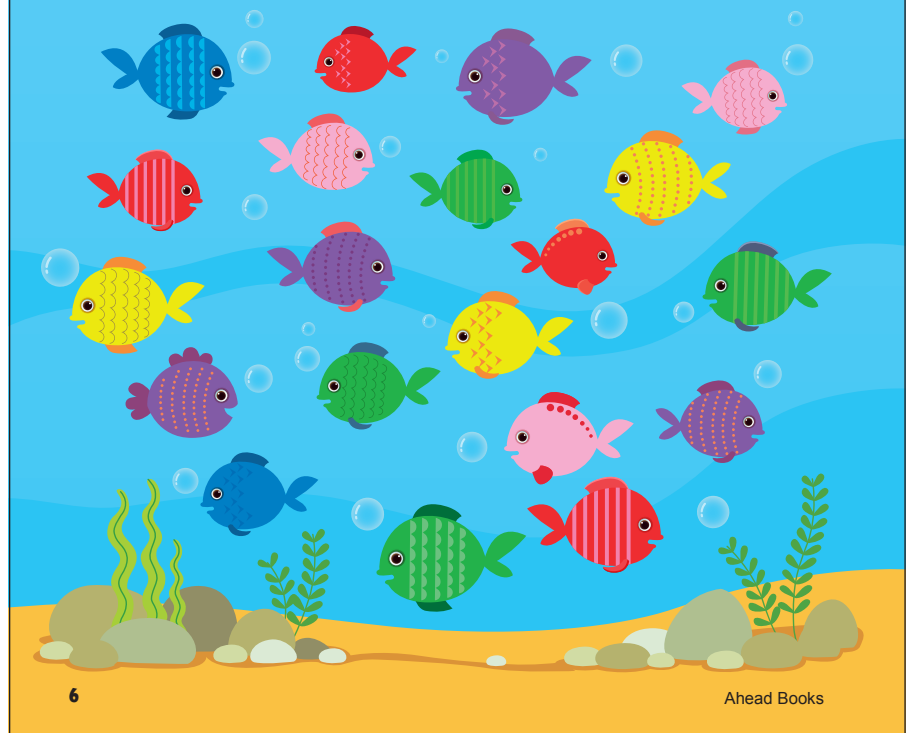
Optional activity

- If time allows, split the class into two groups. Give each group a set of coloured markers/pencils. If you do not have a whiteboard in your classroom you can add a large piece of paper to the board and attach it with Blu tack.

COLOURS & NUMBERS

4 How many fish? Count and write.

1. How many red fish are there? four
2. How many yellow fish are there? three
3. How many blue fish are there? two
4. How many green fish are there? four
5. How many purple fish are there? four
6. How many pink fish are there? three



- Explain that you will draw two circles on the board. One for each team, labelled A and B. A member of each team will come up to the board. When you call out a colour, they must colour the circle in the correct colour. A team scores a point for being the fastest to colour the circle in the correct colour.
- Keep a tally of the score on the board. Play the game until all pupils have had a go and then announce the winners.

4 How many fish? Count and write.

- Review the numbers 1–20 with the class.
- Tell pupils to look at Ex 4 and say *What colours are the fish?* Point to a fish and say *What colour is it?* Elicit all the colours from pupils.
- Explain to pupils that they have to count the different coloured fish. Read out the example sentence. Ask pupils to count the red fish and to read the answer. Make sure they understand the task.
- Allow pupils enough time to complete the task alone. Go round the class helping where necessary.
- Check answers as a class.

VOCABULARY

5 Complete.

1. e y e _____

2. n o s e _____

3. l e g _____

4. e a r _____

5. h a n d _____

6. f o o t _____

Remember!







6 Look at the pictures. Look at the letters. Write the words.

1. **chenkit**
kitchen

2. **romodeb**
bedroom

3. **boomrath**
bathroom

7 Look, read and tick ✓ Yes or No.

	Yes	No		Yes	No
 1. a TV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	 4. a table	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 2. a bed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	 5. a lamp	<input checked="" type="checkbox"/>	<input type="checkbox"/>
 3. a mirror	<input checked="" type="checkbox"/>	<input type="checkbox"/>	 6. a sofa	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TIME TRAVELLER **7**

answers in their books. Write the answers on the board and make sure all pupils have written the words correctly.

7 Look, read and tick ✓ Yes or No.

- Explain to pupils they are going to revise vocabulary for things you can find in rooms.
- Point to the example. Read the example out.
- Explain that they will tick the **Yes** box if the word matches the picture and the **No** box if it doesn't. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check the answers as a class.

VOCABULARY

5 Complete.

- Tell pupils they are going to revise vocabulary for different parts of the body.
- Point to your head and ask the children to call out the word. Repeat this process for different parts of the body.
- Point to the example and read out the word. Tell pupils to complete the vocabulary for the other parts of the body. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class helping where necessary.
- Check answers as a class.

6 Look at the pictures. Look at the letters. Write the words.

- Explain to pupils that they are going to revise vocabulary for rooms.
- Point to the first picture and tell the children the word begins with *k*. Ask pupils to call out the answer.
- Repeat the process with the other two pictures. Then tell pupils to write the

GRAMMAR

8 Answer about you. Use *Yes, I have.* / *No, I haven't.*

- Explain to pupils they are going to revise *Yes, I have.* and *No, I haven't.*
- Go around the class asking pupils questions about themselves such as *Have you got long/short hair? Have you got blue/brown eyes?.* Make sure that you elicit both *Yes, I have.* and *No, I haven't.* from pupils.
- Ask a pupil to read out the first sentence and ask another pupil to answer the question with *Yes, I have.* or *No, I haven't.* Tell pupils to answer the questions about themselves. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Read out all the questions and ask different pupils to answer them.

9 Complete with *a/an*.

- Write *a* and *an* on the board. Remind pupils that we use *a* before a word beginning with a consonant sound. Write some examples on the board, such as *a book, a pen, etc.* Tell pupils that we use *an* for words that begin with a vowel sound. Write some examples on the board, such as *an apple, an elephant, an orange etc.*
- Repeat the process with different pupils.
- Point to the example and read out the sentence. Ask pupils to repeat the sentence. Tell pupils to complete the sentences with *a* or *an*. Make sure they understand the task.
- Do the task together as a class.
- If time allows, have some real-world items in a box such as: an apple, a book, a pen etc ... Pull an item out of the box and say *It's a/an ...* (name of item). Ask a pupil to come to the front of the class to pull out an item and say *It's a ...* or *It's an ...* (name of item).

GRAMMAR

Remember!

8 Answer about you. Use *Yes, I have.* / *No, I haven't.*

1. Have you got long hair? _____
2. Have you got brown eyes? _____
3. Have you got green hair? _____
4. Have you got a sister? _____
5. Have you got a brother? _____

9 Complete with *a / an*.



1. It's a watermelon.



4. It's an umbrella.



2. It's a carrot.



5. It's an alien.



3. It's an egg.



6. It's a banana.

10 Count and write. Word bank: bird, apple, star, dog, pen, pear



1. three birds



4. ten stars



2. two pears



5. five dogs



3. five apples



6. seven pens

8

Ahead Books

10 Count and write.

- Ask pupils to read out the words in the word bank chorally and individually.
- Revise how we create the plural form of nouns (by adding an *-s* to the end of the noun). Point to the picture in the example. Count out the items aloud. Say *one bird, two birds, three birds.* Write *three birds* on the board. Make sure they understand the task.
- Explain to pupils they are going to count the items in each picture and write the correct vocabulary item from the word bank, in the plural form.
- Do the activity together as a class, asking for volunteers.

Homework

Tell pupils to:

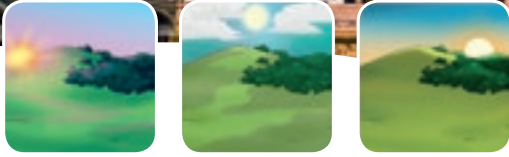
- practise counting and saying the colours.
- do pp 6 & 7 in their Workbooks.
- Optional: learn for dictation: *red, yellow, blue, green, purple, pink, brown, black and white.*

UNIT 1 **UP, UP AND AWAY!**


LET'S GO!

VOCABULARY

1 Listen, point and say. 😊 CD1, 4




morning afternoon evening




night have breakfast have lunch have dinner

2 Look, listen and say. 😊 CD1, 5



3 Match.

1. have breakfast 2. have lunch 3. have dinner



TIME TRAVELLER 9

LET'S GO!

VOCABULARY

1 Listen, point and say.

😊 CD1, track 4

- Point to the images and say the words. Ask pupils to repeat.
- Write on the board: *in the morning / afternoon / evening, at night, at ... o'clock, at half past ... , on Saturdays, on Sundays.* Explain that we use different phrases for different parts of the day, days of the week and time. Say the phrases one at a time and ask pupils to repeat.
- Write on the board: *have breakfast, have lunch, have dinner.* Point to each phrase and say it. Ask pupils to repeat. Ask pupils *When do we have breakfast?* Elicit *in the morning.* Repeat the process for the other phrases.
- Tell pupils that they will now hear the words. Ask them to follow the words as they listen and repeat.
- Play the recording.
- Play the recording again pausing after each item. Tell pupils to repeat the words chorally and individually.

2 Look, listen and say.

😊 CD1, track 5

- Ask if pupils know how to tell the time for on the hour and for half past the hour. If some pupils are not familiar with telling the time, go to the Teaching Tip on p. 11 of this book.
- Explain to pupils that each clock has a different time on it. Elicit the time for each before playing the recording.
- Play the recording. Encourage pupils to say the words out loud chorally.
- Play the recording again pausing after each item.

3 Match.

- Tell pupils to look at the images and ask what time of day it shows in each image.
- Read out the phrases. Ask pupils to match the phrases to the images by drawing a line from the images (a, b, c) to the correct phrase (1, 2 or 3).
- Do this exercise together as a class.

Lesson 1 Objectives

- To learn the new words: *morning, afternoon, evening, night, have breakfast / lunch / dinner, Saturday, Sunday*
- To learn to tell the time for on the hour and at half past the hour (*o'clock, half past*)
- To practise listening and reading a new episode of the story

Materials

- Audio CD 1
- IWB software

Review

- Review counting from 1-20 and the colours.
- Check homework from Workbook pp 6 & 7.
- Optional: Give dictation from the previous lesson. Check answers.

STORY

Storyline

Zack, Kim and Max are travelling to the future in Zack's spaceship. Max and Kim ask Zack questions about what it is like in the future and what he does every day and on Saturdays and Sundays.

Pre-reading

- Ask pupils to read the title and look at the images. Explain to pupils what the title means (they are going up and travelling far away).
- Point to the first picture and ask the pupils to tell you where the children are (*in Zack's spaceship, in space*), and where they are going (*to the future*). Go through all the story images asking questions about what they see in each picture.
- Ask pupils to predict what the story is about.

UNIT 1 UP, UP AND AWAY!

STORY

1

Max Wow! Look at the stars!

Zack They are cool!

Kim Zack, what do you do every day?

Zack I go to school at nine o'clock.
I play football at four o'clock.
I have dinner with my family at six o'clock.

4 Listen and read. 🎧 CD1, 6

2

Kim Very nice. What do you do on Saturday?

Zack I go shopping with my mum and dad. My sister, Jill, goes to the park with my grandfather. They play table tennis.

Max Table tennis! I love table tennis!

Zack You can play with Jill. I don't like table tennis!

10 Ahead Books

4 Listen and read. 🎧 CD1, track 6

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

Post-reading

Check pupils have understood the story by asking: *What time does Zack have dinner every day? (at 6 o'clock), What does Zack do on Saturdays? (He goes shopping with his mum and dad.), What do Zack and Jill do on Sunday evenings? (They watch TV or play games).*



3

Max What do you do on Sunday?
Zack We have breakfast at nine o'clock. Then, we go on a picnic in the park. We have lunch in the park! In the evenings, we watch TV or play games.
Kim What fun!
Zack Yes, it is! At night, Jill and I go to bed at ten o'clock.
Max I go to bed at half past nine on Sunday!
Kim & Zack Oh Max!

5 Answer with yes or no.

- | | |
|--|------------|
| 1. Zack goes to school at nine o'clock. | <u>yes</u> |
| 2. Zack plays football at five o'clock. | <u>no</u> |
| 3. Jill plays table tennis with her grandfather. | <u>yes</u> |
| 4. Zack likes table tennis. | <u>no</u> |
| 5. Zack and Jill go to bed at ten o'clock on Sunday. | <u>yes</u> |

TEACHING TIP
How to teach telling the time.

- Explain to pupils they are going to learn to tell the time with time phrases for on the hour and for half past the hour.
- To teach the time for the hour, draw a clock face on the board. Explain to pupils that to tell the time on the hour, the long hand is always on twelve. Draw the long hand at 12.
- Explain that the short hand shows what time it is. Draw the short hand on 1 and write *It's ... o'clock.* underneath. Elicit from the pupils that the time is one o'clock.
- Repeat the process by drawing the short hand on different numbers on the clock face and asking pupils chorally and individually to tell you the time.
- To teach the time for half past the hour explain to pupils that the long hand is always on six. Draw the long hand on six and the short hand on one. Write *It's half past ...* underneath and elicit from the class *It's half past one.*
- Repeat the process by drawing the short hand on different numbers on the clock face and asking pupils chorally and individually to tell you the time.

Homework

- Tell pupils to:
- read/listen/watch the episode of the story.
 - to learn the new words and phrases from the lesson.
 - do p. 8 in their Workbooks.
 - Optional: learn for dictation: *morning, evening, night, o'clock, half past, have breakfast / have lunch / have dinner.*

Lesson 2 Objectives

- To revise the verb *to be* singular form (affirmative, negative, questions)
- To identify detail in a listening task
- To practise telling the time (*o'clock / half past*)

Materials

- Audio CD 1
- IWB software

Review

- Ask pupils questions about the story episode. *What time does Zack go to school every day? (at 9 o'clock), What does Zack do on Saturdays? (He goes shopping with his mum and dad.), What does Jill do on Saturdays? (She plays table tennis with her grandpa.), What time do Zack and Jill go to bed on Sundays? (at 10 o'clock).*
- Review the vocabulary and functional language from Lesson 1.
- Review *o'clock* and *half past* for telling the time. Draw a clock face on the board and underneath write *It's ...*. Draw a time on the clock face showing either on the hour or half past and ask pupils to call out the time. Repeat the process 3 or 4 times.
- Check homework from Workbook, p. 8.
- Optional: Give dictation from Lesson 1. Check answers.

GRAMMAR

- Write *I am ...* (your name), *You are ...* (a pupil's name), *He is Zack. / She is Jill. / He is Mr Tom.* Say the sentences and ask pupils to repeat. Then write the sentences in contracted form. Tell pupils that the short form means the same thing. Say the sentences and ask pupils to repeat.
- Ask pupils to say: *I am / I'm ...* (pupil's name) and then point to another

UNIT 1
UP, UP AND AWAY!

The Green Family

6 Look at the picture of Zack's family and write.

1. Look at number 1.	He is Mr Tom.
2. Look at number 2.	He is Grandpa Sam.
3. Look at number 3.	She is Jill.
4. Look at number 4.	She is Zack's mum, May. / She is May.
5. Look at number 5.	He is Zack's dad, Alex. / He is Alex.
6. Look at number 6.	He is Zack.
7. Look at number 7.	She is Grandma Grace.

7 Circle.

<p>1. Are you Zack's mum? <u>Yes, I am.</u> / No, I'm not.</p>	<p>2. Are you Zack's sister? Yes, I am. / <u>No, I'm not.</u></p>
<p>3. Is he Zack's dad? <u>Yes, he is.</u> / No, he isn't.</p>	<p>4. Is she Zack's sister? <u>Yes, she is.</u> / No, she isn't.</p>

12
Ahead Books

pupil and say *He is ... / She is ... / He's ... / She's ...* (pupil's name).

- Now write the question forms on the board: *Are you ...* (pupil's name)? / *Is he ... / Is she ...* (pupil's name)? and the answer *Yes, he is. / Yes, she is. / No, he isn't. / No, she isn't.* Remind pupils of the word order for questions and that a question ends in a question mark, not a full stop.
- Ask different pupils the question *Are you ...* (pupil's name) with the right or the wrong name so that they can practise answering in both the affirmative and the negative.

6 Look at the picture of Zack's family and write.

- Ask pupils to look at the picture of Zack's family and then point at the first example. Read the sentence out and point out that picture number 1 shows Mr Tom, so the answer is: *He is Mr Tom.*
- Read out the second example. Point out that picture number 2 shows Zack's grandpa. Read out the answer. Make sure they understand the task.
- Complete the task together, asking for volunteers. Write the answers on the board.

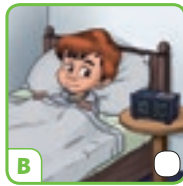
LISTENING

8 Listen and tick ✓ the box. There is one example. 🎧 CD1, 7

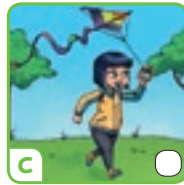
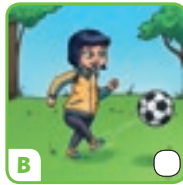
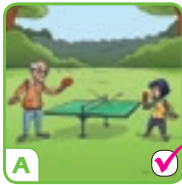
1. What time is it?



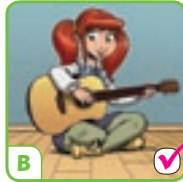
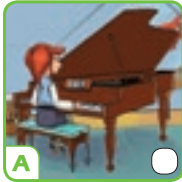
2. What time does Max go to bed?



3. What does Jill do on Saturdays?



4. What does Kim do on Thursday afternoons?



TIME TRAVELLER

13

LISTENING

8 Listen and tick ✓ the box. There is one example.

🎧 CD1, track 7

- Tell pupils they are going to do a listening exercise. Point to the first question and read it out. Ask pupils to describe what they can see in the three different pictures and what time it shows on the clocks. Play the first example. Stop the recording and point out that the correct answer is A because Zack says it is 9 o'clock. It isn't 8.30, so the answer is not B. The answer is not C because it isn't 12 o'clock.
- Ask pupils to read out the questions and look at the pictures underneath each one. Tell them you are going to play the recording from the beginning and to listen carefully. Tell them to tick the box under the picture with the correct answer. Make sure they understand the task.
- Play the recording once through from the beginning. Then play the recording again from the beginning but pause after each section. Ask pupils to call out the answers.

7 Circle.

- Tell pupils they are going to look at the pictures, read the question and then circle the correct answer.
- Point to the first picture and ask pupils to tell you who it is. Read out the question and get pupils to call out the answer. Ask pupils to circle the correct answer. Tell them to complete the other questions. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check answers as a class.

Homework

Tell pupils to:

- do p. 9 in their Workbooks.
- Optional: learn for dictation:
*I'm Zack. / You're Jill. /
He's grandpa. / She's grandma. /
It's a dog.*
- bring photos of themselves doing three activities during the weekend to the next lesson for the project. If pupils do not have any photos, they can cut some out from a magazine or draw their own.

Lesson 3 Objectives

- To teach vocabulary about everyday routines: *get up, brush (teeth), wash (my face)*
- To create a poster about what you like to do on Saturdays

Materials

- Coloured pencils or crayons
- Sticky tape or glue stick
- Photos/drawings of weekend activities
- Audio CD 1
- IWB software

Review

- Review grammar by asking pupils questions starting *Am I ... ? / Are you ... ? / Is he/she ... ?* Get pupils to answer *Yes, I am.* or *No, I'm not.*
- Check homework form Workbook, p. 9.
- Optional: Give dictation from Lesson 2. Check answers.

New words

- Write on the board: *get up, brush (teeth), wash (my face).* Revise *go to the park, playground, ride a bike, play football etc.*
- Teach new words by miming the actions or pointing to the various photos on both pages. Pretend to be getting up by stretching your arms in the air while yawning. Point to the phrase *get up* on the board and say it aloud.
- Repeat this process for all the other vocabulary items.
- Then do one of the miming actions and ask the pupils to copy it, and call out the vocabulary item while they mime the action. Repeat the process for all the vocabulary items.

UNIT 1
UP, UP AND AWAY!

CLIL READING

9 Listen and read. 😊 CD 1, 8

I'm Ann and I'm seven. I get up at seven o'clock in the morning. I wash my face and I brush my teeth. Then, I have breakfast. I drink milk for breakfast.

At half past seven, I walk to school with my sister. I have lunch at half past one. We eat at school.

We have dinner at six o'clock. After dinner, I watch TV. I go to bed at nine o'clock.

What a day!

MY DAY

10 Put a tick ✓ or a cross ✗.

1. Ann wakes up. 🕒 07:30 ✗

2. Ann has lunch. 🕒 04:30 ✗

3. Ann has dinner. 🕒 06:00 ✓

4. Ann goes to bed. 🕒 09:00 ✓

14
Ahead Books

CLIL READING

9 Listen and read. 😊 CD 1, track 8

- Tell pupils to look at the reading text and images and explain that they are going to read about Ann and what she does every day. Point to the first picture and ask pupils to describe what Ann is doing. Repeat the process for the other images.
- Write *get up, wash* and *brush* on the board. Then ask pupils to look through the reading text to find and circle the words.
- Play the recording. Ask pupils to follow the text with their fingers in the book as they listen.
- Play the recording again. Stop the audio after each sentence and get pupils to read each one aloud chorally.
- Have volunteers read out one sentence each individually.

10 Put a tick ✓ or a cross ✗.

- Tell pupils to look at the text and find the information about what time Ann gets up and to underline this information. Ask a pupil to read out the sentence that gives the information.



- Read out the text on the project poster. Write *On Saturday ...* and *In the evening ...* on the board and tell pupils to write two sentences of their own beginning with these phrases in their notebooks. Go round the class giving help where necessary and making sure the sentences are correct.
- Ask pupils to open their Workbooks and go to the *My Projects* section, p. 70.
- Explain to pupils that they can decorate their poster with their photos and drawings of their favourite activity.
- Distribute coloured pencils or crayons/glue/sticky tape. Help them to glue their picture onto their poster. Ask pupils to help tidy up once they finish making the poster.
- If there is not enough time to complete the task in class, ask pupils to finish it for homework.
- Ask pupils to tidy up before they go.

- Ask pupils to look at the example sentence. Read the sentence out loud. Ask a volunteer to tell you what time the clock says in the example. Elicit from pupils that the example box has a cross because Ann gets up at 7 o'clock not 7.30. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check answers as a class.

PROJECT

11 Make a poster about what you do on Saturday, in your Workbook, p 70.

- Point to the poster. Explain to pupils that they are going to make a similar poster about themselves. Point to the first image and ask the pupils to describe what they can see (*children riding bikes*). Ask pupils to describe the activities in the other images (*playing football, playing at the park*).
- Ask different pupils around the class what activities they like doing on Saturday. Write the activities on the board so pupils can see a list of activities.

Homework

Tell pupils to:

- practise reading the CLIL text.
- learn the new words and phrases from the lesson.
- do p.10 in their Workbooks.
- Optional: Learn for dictation: *get up, brush (teeth), wash (my face)*.

Lesson 4 Objectives

- To learn the long vowel sound *ay*
- To revise vocabulary: *go to the park, play football, read a book, watch TV, have lunch/dinner*
- To revise telling the time
- To use functional language to talk about activities
- To write about yourself and family

Materials

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

Review

- Revise the reading text by reading the following sentences aloud and asking pupils to say *yes* or *no*. *Ann gets up at 7 o'clock in the morning. (Yes), Ann has lunch at school at half past one. (Yes), Ann has dinner at half past six. (No), Ann goes to bed at half past nine. (No).*
- Review functional language by asking different pupils *What do you do on Saturday, in the morning?* and *What do you do on Saturday, in the evening?*
- Check homework from Workbook, p. 10.
- Check pupils' project posters. Have volunteer pupils present them to the class.
- Optional: Give dictation from Lesson 3. Check answers.

PHONICS

12 Listen and point. Then say.

 CD 1, track 9

- Point to the highlighted part of the words and say *ay*. Explain to pupils that this is a long vowel sound. Point to each of the three images in turn and say the words *play, gray, My cat, May* making sure to emphasise the *ay* sound.
- Check pupils' understanding by

UNIT 1 UP, UP AND AWAY!


PHONICS



FOCUS
ay



play





gray




My cat, May

Every **day**, I **play** with my **gray** cat, **May**!

13 A. Listen, point and say.  CD1, 10



1.



2.



3.




4.

B. Tick the words with *ay*.

SPEAKING


14 What time is it? Write and say with a friend.



1. two o'clock



2. half past nine



3. five o'clock



4. half past eleven

What time is it?
It's **two o'clock**.

16
Ahead Books

choosing different pupils at random to read the words.

- Read out the sentence *Every day, I play with my cat May*. Ask pupils to repeat the sentence chorally and individually.
- 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 pausing where appropriate for pupils to repeat.

13 A. Listen, point and say. CD 1, track 10

- Tell pupils to look at the images. Ask them to try to guess what words they will hear. Pick different pupils at random to guess one of the words.
- Play the recording and pause after the first word. Repeat the word emphasising the *ay* sound. Have pupils repeat the word chorally and individually. Repeat the process with the rest of the recording.

B. Tick the words with *ay*.

- Explain to pupils that they are going to listen to the recording again and this time they are going to put a tick in the box with any words that have a long vowel *ay* sound.

15 Talk with a friend about your day.



Word bank: go to the park, play football with my friends, read a book, watch TV, have lunch / dinner

Student A Hi Bob!

Student B Hi Mark!

Student A What do you do on Sunday?

Student B I get up at half past nine.
I have breakfast. Then, I play football with my friends.
I have lunch at two o'clock. I go to bed at nine o'clock.

- Allow pupils time to carry out the task and go round the class helping where necessary.
- If time allows, ask for volunteer pairs to ask and answer in front of the class.

15 Talk with a friend about your day.

- Write the phrases from the word bank on the board *go to the park, play football with my friends, read a book, watch TV, have lunch / dinner*. Read them out and mime them one at a time to make sure pupils understand the phrases.
- Point to the picture. Elicit descriptions of what is happening in the image from pupils. Point to the first exchange. Read it out loud and have pupils repeat it chorally. Continue with the rest of the exchange.
- Explain to pupils that they are going to have a similar conversation with their friend. Tell them to use phrases from the word bank and to base their conversation on the exchanges in the book.
- Allow pupils time to practise their conversation. Go around the class giving help where necessary.
- Ask for volunteer pairs to ask and answer in front of the class.

- Start the recording and pause after the first word. Say the word *play*. Ask pupils to repeat the word chorally and individually. Ask pupils whether the word contains an *ay* sound. When you have elicited an affirmative answer tell pupils to tick the box. Make sure they understand the task.
- Play the recording, pausing after each word to allow pupils time to do their answers.
- Check answers as a class.

SPEAKING

14 What time is it? Write and say with a friend.

- Tell pupils to look at the clock in the first example. Elicit the time from pupils. Point to the first speech bubble and say *What time is it?* Ask the pupils to repeat the words chorally and individually. Point to the second speech bubble and say *It's two o'clock*. Repeat the process for the second example.
- Do items 3 and 4 together as a class.
- Tell pupils they will now work in pairs and take turns to ask and tell the time about the clocks in the images.

WRITING CORNER

16 Read.


- Point to the picture. Explain to pupils that they are going to read about Lisa and her family. Tell pupils to follow the text with their fingers in their book. Read the sentences aloud.
- Get pupils to repeat the sentences chorally and individually.
- Make sure that everyone has understood the text.

17 Look at Exercise 16 and complete.

- Tell pupils they will complete the missing information about Lisa and her family. Read out the title and the example sentence. Tell pupils to look back at the first sentence in the original text to see why *name* is the correct answer. Tell pupils they will complete the missing information in the rest of the sentences by finding it and underlining it in the original text. Make sure they understand the task.
- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check answers as a class.


18 Now draw and write about you and your family in your Workbook, p 80.

- Tell pupils they are going to write about themselves and draw a picture in their Workbooks, but first they will practise the writing in their notebooks.
- Ask pupils what they are going to write about. Elicit the answer *about me and my family*.
- Explain they are going to use the text about Lisa as a model. Ask pupils what the first sentence will be. Elicit the answer *My name is ...* (pupil's name) 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 notebooks. Make sure they understand the task.



Writing CORNER

16 Read.



My family

My name is Lisa. I am eight.
I've got a big family.
I've got two sisters and a brother.
I've got a dog. His name is Peter.

17 Look at Exercise 16 and complete.

My family

My 1) name is Lisa.
I 2) am eight.
I've got a big 3) family.
I've got two 4) sisters and a brother.
I've got a dog. His name 5) is Peter.

18 Now draw and write about you and your family in your Workbook, p. 80.

Ahead Books

- Allow pupils time to complete the task alone. Go round the class giving help where necessary.
- Check answers as a class.
- Tell pupils they will copy their text in their Workbook and decorate it for homework.

Homework

Tell pupils to:

- practise the long *ay* vowel sound in words such as *play, gray, day, crayon*.
- complete their writing task and to decorate it in their Workbook.
- do p. 11 in their Workbooks.