

# Time travellers



## TEACHER'S GUIDE



*milton*  
education

BLUE

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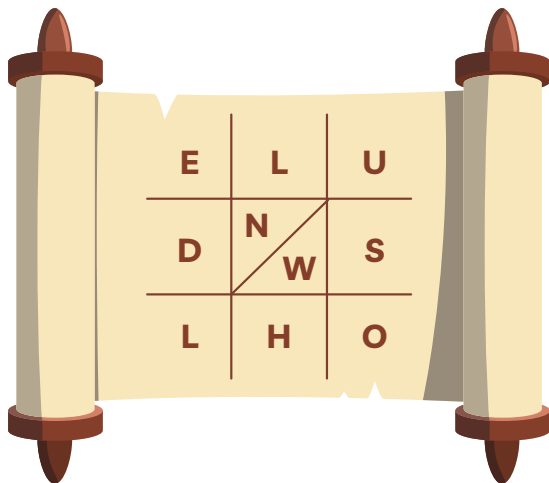
## Thank you for choosing Time Travellers!

**Time Travellers** is a general English course for primary students, which takes an active, gamified approach to teaching English. It is a comprehensive course that is fully compliant with the LOMLOE.

In this Teacher's guide we will provide you with a step-by-step guide of how to get the most out of the course, how to ensure all of your students' learning needs are met and how to make sure that your students - and you - have fun along the way!

Before we get started...

**Crack the code to reveal the mystery word and unlock the Teacher's guide!**



△ ∟ ∟ ∟ = WELL

∟ ∟ ∟ ∟ = ?

Did you crack the code?  
Now it's time to learn more about  
**Time Travellers!**  
(Answer is on page 71)

## Training, support and feedback

To help you get started, your sales representative will schedule a training session at your school for all the English department. Your sales representative will also be available to help you with any support you require throughout the academic year.

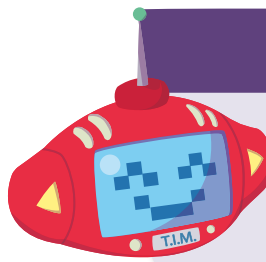
If you want to give us feedback on the Time Travellers course, please send an email to [support@miltoneeducation.com](mailto:support@miltoneeducation.com).

You can also report errors directly from the digital platform.

▶ **Watch the video tutorial on how to report errors.**



# MEET THE CHARACTERS



## TIM

This is TIM.  
He helps the children  
time travel and he can  
receive messages from  
Ms Diamond.



## Theo

I'm Theo.  
I love football and  
running around outside.  
My sister is Berry.



## Berry

I'm Berry.  
I love playing the piano  
and I'm really creative.  
My brother is Theo.



## Odi

I'm Odi.  
I like baking and doing  
quiet activities at home.



## Flo

I'm Flo.  
I like inventing things and I  
want to be Prime Minister  
when I'm older!



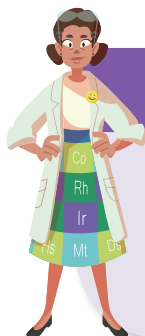
## Inca

I'm Inca.  
I love running and I want  
to run in the Paralympics  
one day!



## Coop

I'm Coop.  
I love computers and I  
love learning about new  
technology.



## Ms Diamond

This is Ms Diamond.  
She is a science teacher.  
She is stuck in the past but  
can send missions to TIM.



## Obsidian

This is Obsidian.  
He is a history teacher.  
He is changing the past  
and someone needs to stop  
him!



## Student's materials

### Student's book



#### Print

Full-colour **Student's book** with 6 units, integrating language practice with a gamified time travel mission, Social and Emotional Learning (SEL) sessions and learning situations based around the UN's 2030 Sustainable Development Goals (SDGs).

#### Digital

- All activities from the print version in a **gamified, auto-corrected digital format**.
- Access to an **interactive PDF** of every unit.

### Activity book



#### Print

Full-colour **Activity book** with 6 units, including activities to practise language and skills learned in the Student's book.

#### Digital

- All activities from the print version in a **gamified, auto-corrected digital format**.
- Access to an **interactive PDF** of every unit.

### Digital platform

- Individual student access to the **gamified Time Travellers digital platform**.
- Access to the **Bookroom**, a platform with 800+ follow-along audiobooks and videos with comprehension quizzes.
- Access to the **Trainer**, a platform with over 30,000 extra skills practice questions.

# Teacher's materials

## Teacher's kit

Printed classroom materials include:

- **Student's book.**
- **Activity book.**
- **15-20 flashcards** per unit.
- **1 poster** per unit.



## Teacher's panel

All the digital teacher's materials can be accessed from the Teacher's panel: [panel.miltoneducation.com](https://panel.miltoneducation.com).

- Access to the **digital Student's book** and **Activity book**.
- Fully **interactive PDF** of the Student's and Activity books with click-through to digital versions of all of the activities.
- Classroom tools including a **timer, random student picker, group organiser**.
- Detailed **student performance analytics**.

## Session plans

Unit **session plans** with detailed teaching notes help you implement the Time Travellers' teaching methodology in your classroom. Sessions combine content from the Student's book with additional classroom routines, games, learning situations and review sessions. Available online or as downloadable PDFs.

## Phonics unit

A **phonics unit** with a full set of digital teaching materials that can be taught alongside the main unit content. Available to download from the Teacher's panel.

## Teacher's guide

The **Teacher's guide** includes an overview of the Time Travellers' teaching methodology and how to use all the components to teach English in your classroom. Available as a downloadable PDF (this document).

## Answer key

All the answers, audioscripts and videoscripts for the Student's book and Activity book are included in the **Answer key**. Available as a downloadable PDF.

## Official curriculum programming

**Official Primary curriculum planning documents** compiled according to the LOMLOE. Available in Spanish in a Word document and downloadable PDF.

## Exams

Exams are available to track student level and progress. There are:

- **placement tests** for the beginning of the year.
- two editable **end-of-unit exams** per unit.
- 15 full **practice Cambridge exams** (3 of each exam: Starters, Movers, Flyers, Key and Preliminary).

All exams are available as downloadable PDFs and include downloadable audios for offline access.

## Evaluation rubrics

- **Evaluation rubrics** aligned with the Student exit profile requirements in the LOMLOE.
- **Self-evaluation rubrics** for students.

## Inclusive learning resources

- An **inclusive learning activity bank** that includes replacement activities covering a range of different learning styles so you can diversify and adapt your teaching to include every student in the classroom.
- The **inclusion videos** provide teachers with support on how to teach children with special educational needs.

## Mediation and plurilingualism

- **Mediation activity bank** to develop effective mediation skills.
- **Plurilingualism session plans** to develop a plurilingual approach to language learning.

# STUDENT'S BOOK SCOPE AND SEQUENCE

Unit	Page	Vocabulary	Story	Grammar	Listening & speaking	Reading & writing
<b>1</b> <b>Back to school</b>	5	school subjects daily routines	✓	What time do you (wake up)? I (wake up) at...	✓	Daily routine description Daily routine sentences
<b>2</b> <b>We are the best</b>	23	appearance personality	✓	She is the (smartest) girl in the class. She is (more confident) than I am.	✓	A nonfiction text Speed reading A personal description
<b>3</b> <b>Space explorers</b>	43	space	✓	Have you ever been to space? I have never been to space.	✓	A science text A short message A story
<b>4</b> <b>House and home</b>	61	appliances chores	✓	You (should / must) tidy up your room.	✓	An article A nonfiction description
<b>5</b> <b>Buying a present</b>	79	shopping places around town	✓	(How many) books has she got? (How much) does it cost? It costs...	✓	How-to instructions A story
<b>6</b> <b>Feelings</b>	97	describing feelings	✓	I feel (proud). I will (practise English) over the summer.	✓	Summarising Synonyms



British culture



Video



Reading skills



Writing skills

Review quiz	 <b>TIME TRAVEL MISSION</b> Comic & escape room	 <b>BETTER WORLD</b> Sustainable Development Goals	 <b>Watch me grow</b> Social & emotional learning
✓	Secrets of the sky <hr/> 1903: <i>The Wright Brothers and aviation</i>	Quality education (SDG 4) ▶ <hr/> <i>How what we learn at school helps us in the real world</i>	The power of supporting others
✓	Fun in the forest  <hr/> 1381: <i>The story of Robin Hood</i>	Sustainable cities and communities (SDG 11) ▶ <hr/> <i>Being a good neighbour</i>	The power of consideration
✓	News from the North  <hr/> 1060: <i>The Highland Games</i>	Partnerships for the goals (SDG 17) ▶ <hr/> <i>How knowledge grows throughout history</i>	The power of cooperation
✓	A wolf worry <hr/> 20,000 BC: <i>The domestication of wolves</i>	No poverty (SDG 1) ▶ <hr/> <i>Fuel poverty and the importance of decent housing</i>	The power of community
✓	A magnetic mess! <hr/> 1050: <i>The invention of the compass</i>	Responsible production and consumption (SDG 12) ▶ <hr/> <i>Linear and circular economies</i>	The power of critical thinking
✓	Manchester madness  <hr/> 1761: <i>Manchester and the Industrial Revolution</i>	Peace, justice and strong institutions (SDG 16) ▶ <hr/> <i>Creating a peaceful society</i>	The power of empathy



# TIME TRAVELLERS' METHODOLOGIES

Time Travellers combines a variety of methodologies that together create the perfect general English course for students studying in the world we live in today.

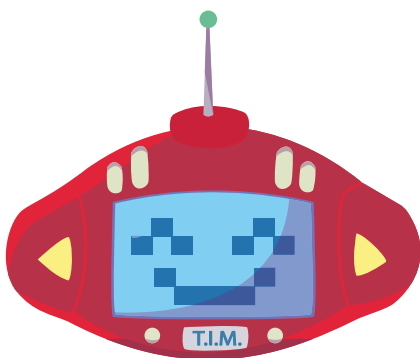
They are:

- A natural, communicative method
- Gamification
- A Universal Design for Learning
- Stories and reading
- Creating a global citizen
- Flexible evaluation

The next few pages provide a more detailed overview of each methodology and the tools available to help implement each one in your classroom.

## A natural, communicative method

Young students learn languages by first listening and then producing the language they hear. Time Travellers emulates this natural method, using extensive listening and speaking practice to introduce learners from the very beginning to what can be the most challenging parts of learning a language.



Milton Education puts gamification at the centre of its methodology. Children learn better when they feel engaged, and the best way to get them engaged is to play. When learning feels like a game, it becomes easy and rewarding.

Time Travellers offers students and teachers a wide variety of motivating content, interactive activities, videos, stories and online games to use both inside and outside of the classroom.



## The digital platform

Our gamified platform:

- turns traditional activities into games with lives and points.
- use badges, coins and collaborative and social components to increase student engagement.

## Travellers mission

In the **Travellers command centre**, students discover their mission. By completing activities in the Student's book and Trainer and winning points, students unlock different stages of the mission. They earn badges for reading books in the Bookroom and they can buy souvenirs with the coins they win.

## Time travel mission

In the **Time travel mission control**, students are set another mission. They must help a group of friends - Berry, Theo, Inca, Odi, Coop and Flo - to stop Obsidian. Obsidian is an evil history teacher who is going back in time and interfering with historical events. Some of the children's favourite things are at risk! Via the comics, students travel back in time and help the friends solve an escape room activity, for which they win a badge. They also must find secret objects hidden in the comic in order to unlock the final mission at the end of the book.


## Solve and save activities

The **Time travel mission** section of each unit includes escape room style Solve and save activities that pique students' curiosity, engage their lateral and critical thinking skills and get them having fun!

The activity styles include:

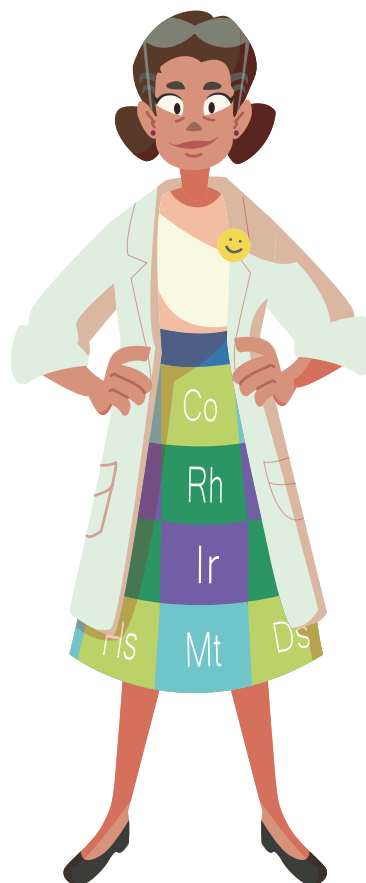
- basic maths puzzles
- missing letters
- crosswords
- hidden objects
- looking for clues
- visual perception puzzles
- logic puzzles
- sequencing puzzles
- code cracking puzzles
- language riddles

## Classroom games

The classroom games in the Time Travellers series are also designed to make learning engaging, as well as getting students thinking and moving. Total Physical Response (TPR) games are indicated with the icon .

The games range from adaptations of traditional favourites to more complex games requiring students to make decisions and cooperate with other students as they play and learn together.

The games can be found within the Student's book and Activity book, and there are more in the Session plans. Teachers can also award students with coins and points in the digital platform for these classroom games, which they can then use to unlock badges and buy souvenirs.




## Class games

The digital platform includes a Kahoot-style interactive games function which gets students competing against each other whilst practising their English skills. Using their mobile devices, a tablet or computer, students enter a code to take part in the whole-class quiz. At the end of each question, they see how many points they've won and where they are in the whole-class ranking. At the end of the quiz, students see who the winner was and receive more points.

The contents in Time Travellers has been designed with flexibility in mind and aims to cater for, represent and include all children in the classroom.

You decide how to teach the content: following the session plans available in the Teacher's panel or following the unit sections in order. The paper version of the Student's book and Activity book can be used in the classroom alongside the digital platform, with the teacher displaying activities on the digital whiteboard. Students can use the digital platform individually to complete homework tasks, practise skills on the Trainer or read and/or listen to books.

In the classroom, activities and projects can be completed in a variety of ways, for example, written, oral, visual or recorded, depending on the individual needs of the students.

The learn together icon  highlights activities which work well as group activities, but you decide which approach best suits which students, and whether the activities are to be completed individually, in pairs, in groups or as a class.

All activities are clearly explained and are broken down into easy-to-follow steps, helping students to become more independent learners.

## Inclusive learning activity bank

The inclusive learning activity bank can be found in the Teacher's panel and includes a range of different activity types that can be used to diversify the ways a task is completed. Assign different styles to those students who you know struggle with particular activity types.



## Inclusion videos

The Inclusion video bank available in the Teacher's panel includes videos with advice on how to make your classroom a more inclusive, student-centred environment and also provides information for teaching students with specific learning requirements. The videos include:

- Universal Design for Learning
- How to create an inclusive learning environment
- Promoting and celebrating diversity
- Multiple intelligences
- Creating a student-centred learning environment
- Managing a multi-level English class
- Mindfulness in the classroom
- Teaching digital natives
- Safeguarding children online
- Teaching children with dyslexia
- Teaching children with ADHD
- Teaching children with autism
- Teaching children with anxiety
- Teaching children with sensory & physical needs
- Teaching children with Spanish as their second language
- Teaching bilingual children (Spanish/English)

## Analytics

The extensive analytics function on the Teacher's panel allows you to track student progress in detail and see patterns in the types of activities or content they struggle with.

## Give students the level they require

The English classroom often includes students working at different levels of English. Milton Education gives you the option to have students working at different levels in the digital platform. For example, you can give children with a higher level of English access to activities from a higher level Student book or Activity book, or students who are struggling with the level of the class access to activities from a lower level Student's book or Activity book.



Cultivating a love of reading and learning through stories is a key part of Time Travellers. We believe students' learning benefits hugely from reading a little bit every day, and our materials help to support this practice.

## Stories

Every unit in the Time Travellers series has a story related to something relevant to students' everyday lives or their interests. The story is available in print and as an audiobook on the digital platform. Students can read or follow along.

Stories have a wide range of benefits. They:

- allow students to see authentic language and grammar structures in a meaningful context.
- provide excellent opportunities to practise reading or listening for gist.
- can help to improve students' pronunciation and intonation skills by reading out loud.
- can help to improve students' listening and storytelling skills as they listen to others read.
- stimulate students' imagination.
- give students access to information that they may not otherwise read in a non-fictional context.

## Comics

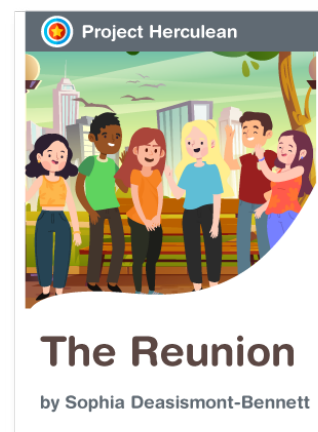
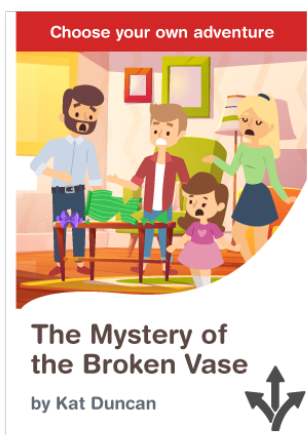
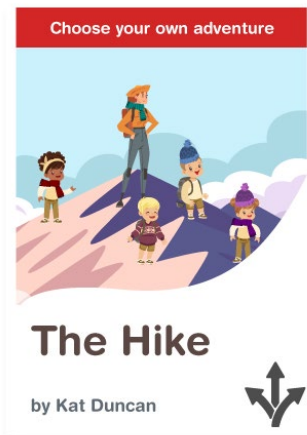
In the **Time travel mission** section of each unit, students travel back in time to help the group of friends protect an important historical event. These missions are presented in the form of comics.

Comics are also an extremely beneficial learning tool. They:

- motivate reluctant readers.
- offer visual support to aid understanding.
- give students access to sophisticated narrative elements (plot, characters, time periods, settings and event sequencing) without requiring high-level language decoding skills.
- can be used for role-plays, with students playing the parts of the characters.
- provide an excellent base for extension activities, such as writing alternative endings or answering the question *What happens next?*

# The Bookroom

The Bookroom offers over 800 graded audiobooks and videos, all with an associated comprehension quiz. Students will love reading an assortment of classic fairy tales and fables as well as cultural content, written and recorded by native English speakers. There are also non-fiction texts, videos, series of books featuring the same characters and choose your own adventure stories.



Global citizens understand that we are all part of the same international community and that our actions affect not only the people and places where we live but communities all around the world. They demonstrate a commitment to social justice and equality and actively participate in initiatives promoting the Sustainable Development Goals (SDGs).

The **Better world** section in each unit of Time Travellers introduces students to a real-world topic associated with one of the Sustainable Development Goals that has relevance to their life and interests, and explores some of the most important issues related to it through images, a video, activities and a project.

In the **Watch me grow** section, students are invited to get to know themselves better, reflect on how they interact with others and learn how to form the positive relationships the world needs to successfully achieve the SDGs.

## Sustainable development goals



## What are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs) are 17 interconnected goals, established by the United Nations (UN) in 2015. Although each goal has a different focus, the global objective is “...to achieve a more sustainable future for all people and the world by 2030.” (UN Mission statement)



## How does Time Travellers work with the Sustainable Development Goals?

The **Better world** section deals directly with one of the 17 Sustainable Development Goals, linking it to the unit topic. Each Better world section includes:

- An opening, image-based activity to detect previous knowledge.
- A video introducing a topic related to the unit SDG.
- A comprehension activity, testing general understanding of the video.
- A speaking and/or learn together activity based on a real-world situation.
- A **Real-life heroes** biography, highlighting an inspirational person or organisation working towards the unit SDG.
- A competence-based project, called **Take action**, encouraging students to directly address some of the issues related to the unit SDG.

## Learning situations

Every section of each unit has been linked to specific learning situations that encourage students to apply the skills that they have learned to real-life situations. These situations range from typical everyday situations that students may find themselves in, to more global situations, linked to the Sustainable Development Goals. The learning situations can be found in the session plans on the Teacher's panel and as a separate downloadable PDF.

## Social and Emotional Learning (SEL)

### What is Social and Emotional Learning?

Social and Emotional Learning refers to the process in which we learn to understand and manage our emotions, work towards our personal goals as well as wider societal goals, participate in positive relationships, make informed, responsible decisions and show empathy towards others. As we go on our SEL journey, we can help to tackle discrimination, and to create environments and communities where everyone feels safe and supported.

### The CASEL framework

CASEL - the Collaborative for Academic Social and Emotional Learning ([casel.org](https://casel.org)) - are an organisation that are working to make Social and Emotional Learning available for everyone. They provide research-informed teaching approaches for students of all ages. The Social and Emotional Learning syllabus in Time Travellers has been developed around the CASEL framework. Every unit is mapped to 1 or 2 of the CASEL competences. You can find this mapping in the "Teaching with Time Travellers" section of this guide.

# How does Time Travellers work with SEL?

The **Watch me grow** sections at the end of each unit work with one or various of the CASEL 5 competences.

## The CASEL 5 competences

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
Integrating personal and social identities	Managing one's emotions	Taking others' perspectives	Communicating effectively	Demonstrating curiosity and open-mindedness
Identifying personal, cultural and linguistic assets	Identifying and using stress-management strategies	Recognising strengths in others	Developing positive relationships	Identifying solutions for personal and social problems
Identifying one's emotions	Exhibiting self-discipline and self-motivation	Demonstrating empathy and compassion	Demonstrating cultural competency	Learning to make a reasoned judgement after analyzing information, data, facts
Demonstrating honesty and integrity	Setting personal and collective goals	Showing concern for the feelings of others	Practicing teamwork and collaborative problem-solving	Anticipating and evaluating the consequences of one's actions
Linking feelings, values and thoughts	Using planning and organisational skills	Understanding and expressing gratitude	Resolving conflicts constructively	Recognising how critical thinking skills are useful both inside and outside school
Examining prejudices and biases	Showing the courage to take initiative	Identifying diverse social norms, including unjust ones	Resisting negative social pressure	Reflecting on one's role to promote personal, family and community well-being
Experiencing self-efficacy		Understanding the influences of organisations/ systems on behaviour	Showing leadership in groups	Evaluating personal, interpersonal, community and institutional impacts
Having a growth mindset			Seeking or offering support and help when needed	
Developing interests and a sense of purpose			Standing up for the rights of others	

The **Watch me grow** section of Time Travellers uses a wide selection of effective strategies to encourage students to tap into their emotions, recognise their unique abilities and develop their creativity. More detailed information on working with SEL in the classroom is available in "Teaching with Time Travellers" the end of this guide and in the unit session plans.



# Flexible evaluation

Milton Education supports teachers by providing a wide range of evaluation tools that can be adapted and used to objectively assess students' progress in a variety of contexts. It encourages global and ongoing evaluation and takes into account key competences and students' progress in all areas of learning.

## ■ Placement tests

There are placement tests that can be used at the start of Primary 2 to determine students' current knowledge. They cover the most important content for the students to have mastered in order to continue with the current year's content, giving you valuable information about which areas might need to be developed further. The placement tests are designed to form part of a holistic student evaluation process, alongside other evaluation tools. Available on the digital platform and as downloadable PDFs.

## ■ Review sections

Each unit contains a **Review** section, testing students' understanding of the vocabulary and grammar presented. These sections can be done at the end of each unit or after every few units as part of a general overview of previous content.

## ■ Cambridge exams

The Trainer offers a complete set of over 30,000 questions similar to Cambridge exams Starters, Movers, Flyers, A2 Key and B1 Preliminary. The questions are organised into the 7 CEFR levels Pre-A1 to B1. Each level covers the 6 main skills areas of Vocabulary, Grammar, Listening, Reading, Writing and Speaking. Also available in the Teacher's panel are 3 complete Cambridge exams for 5 levels: Starters, Movers, Flyers, A2 Key and B1 Preliminary.

## ■ Unit exams

These tests can be used as exams or as a diagnostic tool to identify any gaps in knowledge and understanding. Available as downloadable PDF or editable document to be personalised for your students.

## ■ Evaluation rubrics

The evaluation rubrics allow teachers to continuously assess their students progress throughout the school year, and help to provide valuable insight into students' competence development. They evaluate the key competences specified in the LOMLOE. Available as a downloadable pdf.

## ■ Self-evaluation rubrics

The self-evaluation rubrics are designed to develop students' self-awareness of their language skills. They encourage them to reflect not only on their English skills, but on the skills involved in all the languages they speak, and to recognise their strengths and the challenges they face to help them improve. They also help you to adapt your teaching according to individual students' needs. Available as a downloadable pdf.

## Student's book

### Icon key



listening activity



learn together activity (pair or group)



watch the video



Total Physical Response (TPR) activity



pair speaking activity



write the answers in your notebook



### INTERNATIONAL ENGLISH



In the **UK**:  
I'm **ill**.



In the **USA**:  
I'm **sick**.

### International English

boxes highlight language differences between English speaking countries.



The opening page of the unit includes questions related to the new unit topic. Get students to answer the questions to introduce the new topic and to detect previous knowledge.

Students are given a clue as to where they will be going on their time travel mission.

Vocabulary items are introduced with photos and illustrations. Flashcards and posters are included in the Teacher's kit.

# Vocabulary

1 Listen and repeat.

2 Listen and point.

3 Plan a party with your partner.

I've got balloons. What have you got?

I've got a cake.

Vocabulary is practised with speaking activities.

4 Look and point. Ask and answer.

Unit 1

What number is this?

Twenty-five!

5 Think-pair-share. What do you do at birthday parties?

I eat crisps!

I give presents.

give

get

eat

wear

use

presents

cake

crisps

a party hat

a fork

a plate

a cup

More complimentary vocabulary items are introduced.

Each unit contains a story combining new vocabulary and new grammar structures.

# Story

Finn's birthday

by Beth McMann

6 Listen and read.

1 Eight pets live in this house. There are two dogs, a cat, a fish, a bird, a hamster, a turtle and a rabbit. A boy lives in the house with the pets and takes care of them.

2 One morning, the boy puts out a special treat for one of the dogs. "Finn! Here's a dog treat for you. Today is your birthday!" he says to the dog.

3 The bird hears the boy and tells the fish. "It's Finn's birthday today!" says the bird. "Let's have a party for Finn," says the fish.

4 The bird tells all of the pets about the party. Each animal helps plan the party.

5 "What is Finn's favourite place?" asks the bird. "His favourite place is the garden," answers the other dog, Roger. "Let's have the party in the garden," says the cat.

6 Roger takes some balloons and other things to the garden. He gets the garden ready for the party.

7 Read and answer.

A It's Roger's birthday.

B There are balloons at the party.

C The bird and the turtle make a cake for Finn.

D The birthday party is in the living room.

True

False

True

False

True

False

True

False

Every story is available in the Bookroom as an audiobook and includes extra quiz questions.

A comprehension activity follows the story.

22

Grammar reference boxes present new structures simply and clearly.

Grammar tips give extra help on tricky grammar points or highlight commonly made mistakes.

**Grammar**

**Present continuous**

We use the present continuous to talk about something that is happening right now. Present continuous is formed by to be and a verb with -ing.

I am  
You are  
He / She / It is  
We are  
They are

+ verb + -ing

**Grammar tip!**  
For verbs that end in silent -e, drop the e.  
make → making  
smile → smiling

**9 Say the sentences using present continuous.**

A Sam and I \_\_\_\_ (eat) dinner.  
B Dad \_\_\_\_ (put) sugar in his coffee.  
C I \_\_\_\_ (make) chicken in the oven.  
D Where \_\_\_\_ you \_\_\_\_ (take) the eggs?  
E We \_\_\_\_ (cook) pasta.  
F Mary and Ted \_\_\_\_ (cut) the tomatoes for a salad.  
G I \_\_\_\_ (mix) flour, eggs, sugar and butter.  
H She \_\_\_\_ (buy) butter at the supermarket.  
I Mum and her friend \_\_\_\_ (not/drink) tea.  
J Paul \_\_\_\_ (clean up) the kitchen.

**10 Present simple or present continuous?**  
Talk with a partner and decide.

1 We \_\_\_\_ (eat) dinner every evening at 8 o'clock.  
We \_\_\_\_ (eat) dinner now.  
2 Sam \_\_\_\_ (have) breakfast with his family every day.  
Sam \_\_\_\_ (have) breakfast with his family now.  
3 Bill and Nick \_\_\_\_ (make) lunch now.  
Bill and Nick \_\_\_\_ (make) lunch on Saturdays.  
4 Where \_\_\_\_ (be) the knife?  
Mum \_\_\_\_ (use) the knife to cut peppers right now.

**Grammar tip!**  
We use present simple for routines and present continuous for things that are happening now and that will end soon.  
Present simple: I drink milk every morning.  
Present continuous: I am drinking milk now.

**Listening and speaking**

**11 Listen and write the ingredients for each pizza.**

onions, sausages, mushrooms, tomato sauce, cheese, ham, bacon, peppers, pizza dough

**12 Ask and answer questions about making a pizza.**

What do you like on your pizza?  
I like cheese and ham on my pizza. What about you?  
I like cheese and peppers on my pizza.  
Let's make a pizza with cheese, peppers and ham.

Students practise grammar points with various exercise types. There is often extra grammar practice on the digital platform.

Grammar and vocabulary is practised in the Listening and speaking sections.

Students are introduced to a range of text types in the reading section.

Reading and writing tips include general advice for improving skills as well as specific exam tips.

**Reading skills**

**Reading tip!**  
In reading comprehension with multiple choice questions, read the choices carefully. A small difference can show you the right answer.

**13 Read and answer.**

**THE NEWS**

**JUNIOR CHEF**  
Channel 7's hit show, Junior Chef, starts today! Meet three of this season's contestants.

Simon is a 15-year-old from London. He loves cooking vegetables. His favourite vegetables are peppers, onions and cabbage. At home, he cooks with his mum and grandma. Can he cook without them? Watch the show and find out!

Anna is 10 years old and she's from Birmingham. She makes fantastic pasta and tomato sauce. She uses onions, garlic, tomatoes and a secret ingredient in her tomato sauce. Do you want to know what the secret ingredient is? Watch the show and find out!

Meet Mary! Mary is 19 years old and she's from Dublin. Mary makes roast chicken with potatoes and carrots every Saturday at home and she's making it on the first episode of Junior Chef. Is her roast chicken tasty? Watch the show and find out!

**1 Who loves cooking vegetables?**  
A Simon  
B Anna  
C Mary

**2 Who makes pasta and tomato sauce?**  
A Simon  
B Anna  
C Mary

**3 Who is from Birmingham?**  
A Simon  
B Anna  
C Mary

**4 What are Simon's favourite vegetables?**  
A onions, garlic and tomatoes  
B potatoes, onions and cabbage  
C peppers, onions and cabbage

**Writing skills**

**Writing tip!**  
When you write about something with steps, use words like first, next, then and last for the order of the steps.

**14 Read the recipe and find the words first, next, then and last.**

**Peanut Butter and Jelly Recipe**

Peanut butter and jelly sandwiches are a popular snack in the United States. Let's learn how to make a peanut butter and jelly sandwich.

**Ingredients:** 2 pieces of bread • peanut butter • jelly or jam

**You also need:** a plate • a knife • a spoon

1 First, put peanut butter on one piece of bread. Use the knife.  
2 Next, put your favourite jelly or jam on the other piece of bread. Use the spoon.  
3 Then, put the two slices of bread together.  
4 Last, cut the sandwich.  
5 Eat and enjoy!

**15 What's your favourite sandwich? Write the recipe.**

The writing section includes an example of the text students will be asked to write.

Comprehension activities test student's understanding of the text.



The unit content is extended with new words and additional open speaking practice is provided.

Students revise the content they have learned in the review quiz.

### Listening and speaking

**Grammar tip!**  
We use the question *How long?* when asking about a duration of time. We answer using the word *for* and the amount of time.

**16 Look, Ask and answer.**

What are you making?

I'm making an omelette.

How long do you cook it?

I cook it for six minutes.

A	B	C	D
omelette	hamburger	pie	toastie
6 minutes	8 minutes	50 minutes	7 minutes

E	F	G	H
chicken	cake	pizza	hot dog
one hour	40 minutes	35 minutes	5 minutes

**17 Read and match.**

**A** breakfast

**C** dinner

**B** lunch

**D** dessert

- 1 a sweet food, like ice cream or cake, that you eat right after a meal
- 2 the meal you eat when you wake up in the morning
- 3 the meal you eat at midday
- 4 the meal you eat in the evening

### Review quiz

**20 Say three pizza toppings.**      **21 Say three ingredients for making cookies.**

**22 Match.**

1

A oven

2

B spoon

3

C knife

4

D bowl

5

E pot

**23 Say the sentences using the present continuous.**

A She is making (make) pasta and tomato sauce now.  
 B We are cutting (cut) the onions now.  
 C Dan and Paul are eating (eat) breakfast now.  
 D I am drinking (drink) milk now.  
 E Are you cooking (cook) a chicken in the oven?  
 F Paul is cleaning up (clean up) the kitchen.

**24 Read. Choose the answer for each question.**

A How long do you cook a pizza?

B What do you need to make tomato sauce?

C How do you make cookies?

1 You need onions, tomatoes, olive oil and salt.

2 First you mix the ingredients and then you bake them in the oven.

3 You cook it for 20 minutes.

Students are given two clues to what Obsidian is trying to destroy. An image and a **Solve and Save** activity.

Students travel back in time through a comic, looking for Obsidian and learning about different periods in history and British culture along the way.

### TIME TRAVEL MISSION

**25 Read and listen. Look at picture 2. What are the people going to see?**

Obsidian has travelled to London, England, in the year 1600. What's he planning? Theo and Odi, it's your turn to time travel!

1

2 This is the Globe Theatre in London.

2

**26 How many differences can you spot to reveal a clue about Obsidian's plans?**

1 = books    2 = films    3 = dance    4 = plays    5 = actor

**27 Read and listen. Answer the questions in picture 8.**

**3**

What's the name of the most famous playwright in the world? He wrote 38 plays and 5 comedies!

**4**

Oh dear! I don't think that was a very good idea!

**5**

Shakespeare wrote about everything! Kings, queens, witches, magic, battles, love and even dragons!

**6**

Queen Elizabeth I was a big fan of Shakespeare. She invited him to take the plays to her palace.

**7**

Shakespeare wasn't school in Stratford-upon-Avon. He learned about drama from all the plays.

**8**

How many plays did William Shakespeare write?  
 Where was the Globe Theatre?  
 What historical figure was a big fan of Shakespeare?

**Find the object that doesn't fit!**

Students find an out of place object hidden in the comic.

Students solve a second escape room-style **Solve and save** activity to complete the mission.



**Better world** videos present the unit SDG in a context relevant to students' lives.

The **Take action** projects encourage students to make a positive contribution to the world around them.

## BETTER WORLD

**30** Look at the picture. What are the children doing?



**31** Watch the video and answer True or False.

**A** Going to bed at a sensible time is a good habit. ☐ True ☐ False

**B** You only need to brush your teeth once a day. ☐ True ☐ False

**C** Washing your hands helps to prevent illnesses. ☐ True ☐ False

**32** Learn the rap and say it together.

1

Healthy habits are happy habits,  
Something I always do.  
I'm going to exercise, eat well and wise.  
So tell me, what about you?

2

I'm going to do it right.  
I'm going to sleep at night.  
My teeth and my body are clean.  
Yeah, let's rap it!  
For healthy habits,  
Be the best! You know what I mean?

3

Healthy habits are happy habits,  
Something I always do.  
I'm going to exercise, eat well and wise.  
So tell me, what about you?

**33** Read and follow the instructions.

- Think of a healthy habit you have now.
- Think of an unhealthy habit you have now.
- Compare your ideas with a partner. How can you change your unhealthy habit?

**TAKE ACTION**

**34** Create a healthy habits plan. Follow the instructions.

- Think of three new healthy habits you want to have - one for home, one for school and one for your community.
- Copy the chart onto a piece of paper. Write a new healthy habit in each section.
- Put the chart on your fridge door so you can stick to your new habits every day!

New habit	
Home	Put my dirty clothes in the laundry basket
School	Always eat fruit at lunchtime
Community	Say hello to my neighbours

**REAL-LIFE HEROES**

**35** Read and answer. Who helped Alina create the lollipops?

Name: Alina Morse  
Country: USA

When Alina Morse was 7 years old someone offered her a lollipop, but she said no - lollipops are bad for your teeth! However, she decided to investigate and, with the help of health experts and dentists, in 2014 she launched a range of lollipops that are actually good for your teeth. She also founded the Million Smiles Initiative which educates children (and adults) all over the USA about healthy dental habits.

The **Real-life heroes** biography, highlights inspirational people working towards the unit SDG.

The **Watch me grow** section uses the same context as the previous Better world section, now with a SEL focus.

A short text putting the SEL focus into a context relevant to the students' lives opens the section.

Students record their SEL journey in their **MYSELF** portfolio.

## Watch me grow

The power of... self-discipline

**36** Read.

When you have self-discipline, you do something because you know it's the right thing to do, even if it's difficult. You can do great things if you have self-discipline! You can reach your full potential and help change the world around you. The best way to stay disciplined is to find motivation and there are lots of ways to do that!

**37** Look at the picture. What can you see? What do you think the woman is thinking?

**38** Think of something you want to do or be in the future. Write it at the top of a blank sheet of paper.

**39** Follow the instructions to create a self-discipline "to do" list.

- Think about the goal you wrote down in exercise 38.
- Now write what you will *always* do, *never* do and *sometimes* do to reach your goal. Add any other information you want to include.

- I want to...
- I will always...
- I will never...
- I will sometimes...
- I will... every day / week / month



MYSELF

Add your self-discipline "to do" list to your portfolio.

# Activity book

Practising new vocabulary is enjoyable with puzzles and fun exercises.

The content builds from unit to unit, refreshing concepts that students have previously learned.

**1 Look and write the words.**

**2 Read, look and write.**

oven   chairs   spoons   table   plates  
pots   bowls   knife   forks

In my kitchen there is a a) table and two b) chairs.  
There is an c) oven to cook food in. I have three d) pots.  
There are also a lot of e) spoons and f) forks.  
and g) knife. I have a big h) plate to cut meat. In my kitchen, there is a shelf where I have a lot of i) bowls for soup or cereal with milk.

**3 Read, find the letters and write the word.**

bowl   pot   knife   spoon   oven

A My first letter is s. My fourth letter is o. I am a spoon.  
B My second letter is o. My third letter is w. I am a pot.  
C My first letter is p. My third letter is t. I am a plate.  
D My third letter is e. My fourth letter is n. I am an oven.  
E My fourth letter is f. My fifth letter is e. I am a fork.

**4 Look and fill the gap.**

in   next to   between   behind   on

A The pasta is in the bowl.  
B The plate is between the fork and the knife.  
C The bowl is on the table.  
D The pepper is next to the tomatoes.  
E The butter is on the plate.

Exercises accompany the **Story** section of the Student's Book to do a deep dive into new vocabulary and grammar.

Additional grammar practice helps students master new structures.

**5 Read Sara learns to cook in your Student's Book. Match.**

1 A cook  
2 B mix  
3 C roll out  
4 D cut up  
5 E taste  
6 F clean up

**6 Fill the gap.**

over   in   out   for   up

A She is making a cake for dessert.  
B I have got flour all over my face.  
C My grandmother rolls out the cookies.  
D My mother and I are putting the chicken in the oven.  
E They cut up the peppers.

**7 Read and circle the right answer.**

A I make / am making a cake now.  
B You are cutting / cut tomatoes and lettuce every night.  
C Is he putting / Does he put vegetables in the oven now?  
D She buys / is buying milk at the shop now.  
E The dog is eating / eats a bone every day.  
F Do you cook / Are you cooking fish every Sunday?

**8 Look at the pictures and write the answers.**


making breakfast   eating chicken   riding bikes  
having a picnic   having lunch   cutting a carrot

A What is she doing? She is making breakfast.  
B What is he doing? He is eating chicken.  
C What are they doing? They are having a picnic.  
D What are you doing? I am riding a bike.  
E What are they doing? They are having lunch.  
F What is he doing? He is cutting a carrot.

There is at least one additional listening exercise in each unit.

Targeted spelling exercises allow students to practise tricky concepts one by one in each unit.

**16** Listen and colour and write.




**17** Read and write your answer. Then ask a friend and write.

	You	Your friend
<b>A</b> How long does it take you to get up?	It takes me .....	It takes me .....
<b>B</b> How long does it take you to have breakfast?	It takes me .....	It takes me .....
<b>C</b> How long does it take you to do homework?	It takes me .....	It takes me .....
<b>D</b> How long does it take you to go to school?	It takes me .....	It takes me .....
<b>E</b> How long does it take you to make a pizza?	It takes me .....	It takes me .....

**18** Look at the picture. Ask and answer.

What are they doing? They are preparing dinner.




is looking  
is mixing  
is cooking  
are preparing  
is cutting

**Plurals: Add es**

When a noun ends in s, -ss, -sh, -ch, -x, or -z you add **es** to form the plural.

**19** Fill the gaps with the plural of the correct noun from the box.

brush   beech   fox   box   dress   sandwich



Annie is an artist. She's got lots of **a) brushes** for painting. She keeps them in **b) .....** She wears jeans and a t-shirt to paint. She never wears **c) .....** because she doesn't want to get paint on them. She always eats two **d) .....** for lunch. She likes painting **e) .....**, but sometimes she paints animals, like **f) .....**

Pair speaking work is also included.

Exam practice is an integral part of the Activity Book.

Each unit ends with review.

**11** Read the texts and write the name.

**Jack**  
I like tomatoes and potatoes. They are good for me. I also love pizza, but I don't like cheese, so I never put cheese on my pizza. I like water a lot. My favourite dessert is chocolate cake.

**Linda**  
I usually eat pasta at home. My mother makes it with peppers, cheese and tomato sauce. I like it very much. I don't like butter or milk. My favourite drink is orange juice.

**Emma**  
My favourite drink is milk. I drink a lot of milk at breakfast. I don't like vegetables. I don't like peppers, tomatoes, onions or lettuce but I eat them when I have to. My favourite dessert is ice cream.

**A** He doesn't like cheese. Jack

**B** Orange juice is her favourite drink. ....

**C** She doesn't like vegetables. ....

**D** She drinks a lot of milk. ....

**E** His favourite dessert is chocolate cake. ....

**F** Her mother makes pasta at home. ....

**12** Put the sentences in order.

Recipe for Vegetable Soup

**A** Cut up the vegetables. **1** **D** Put the vegetables in the butter and cook for 5 minutes. ☐

**B** Put the soup in bowls and enjoy! ☐

**C** Heat some butter in a pot. ☐

**E** Add water and salt. Cook for 20 minutes. ☐

**20** Order the words and write sentences in the present continuous.

**A** she   making   a   is   pizza   big

**B** Grandma   putting   tomatoes   is   in the bowl   five

**C** making   a   are   you   cake   ?

**D** is   father   your   vegetables   buying   ?

**E** Bill   Mary   and   having   are   at a restaurant   lunch

**21** Fill in the mind map.

Food in fridge	Food in cupboard	Kitchen tools	Actions in the kitchen
butter	sugar	spoon	cook

Students learn how to learn by filling in a mind map to consolidate everything they've worked on in the unit.

# DIGITAL PLATFORM TOUR

The digital platform is the centrepiece of the Time Travellers methodology, offering digital natives a gamified learning experience to keep them engaged, curious and excited to learn English.

The Teacher's panel is an agile platform designed to make teaching, planning and student management easier.

## Student's resources

Every student has access to the digital platform via the following link:  
<https://travellers.miltoneducation.com>

When students log in, they'll see the dashboard.

▶ Watch the video tutorials on how to use the student's digital platform.

## Digital textbooks

In the Textbook section, students access the digital versions of the Student's book and Activity book that have been assigned to them by the teacher. They include all the activities from the print versions of the books in a gamified environment, as well as additional extra practice exercises.

They also have access to the interactive PDF. Students can click on the rubrics to link to a digital version of the activity. Videos and audios can be accessed directly from the interactive PDF.



# Time travel mission control

The **Time travel mission control** contains all the information about the student's time travel missions.

Students can watch the time travel mission video which introduces them to the characters and tells them what their mission will be.

As students complete each Solve and save activity in the **Time travel mission** section of the digital Student's book, the coloured version of their badge will appear in the mission control.

Students can also collect their objects in the mission control by finding them in the comics on the digital platform.

When students have collected all of the badges and objects, the final mission activity will become active. Once they've completed the final mission, an end-of-course video will be revealed.



## Bookroom

The Bookroom is a digital library of audiobooks and videos. Students have access to all the books in the highest level you have assigned them as well as all the levels below it.

Students can read along whilst they listen to the fully-illustrated audiobook. The spoken words are synchronised with the words on screen and they can pause at any time to stop the audio. They also have a dictionary to look up words in the story, which includes pronunciation of the word as well as the definition.

▶ Watch the video tutorial on how to use the Bookroom.



## Trainer

The Trainer is a bank of exercises and game-like activities that students can use to practise language skills and prepare for exams. They have access to all the activities in the level you have assigned them as well as all the levels below it.

 [Watch the video tutorial on how to use the Trainer.](#)

## Passport

In Passport, students have access to the Travellers mission video, the badges they've collected and the souvenirs they've bought using the virtual coins they earn for reading books and doing activities on the platform.

As a reward for reading books in the Bookroom and completing activities in the Trainer, new stages of the mission are unlocked. Once a stage is unlocked, it will appear in colour, and students can read more information about it and use the coins they've earned to buy souvenirs.

Students also receive badges for reading books in the Bookroom and posting messages on the Classwall. These badges appear in colour in Passport when they've been won alongside the souvenirs they've bought.

 [Watch the video tutorials on how to use Passport.](#)

## Assignments

Students have access to the assignments assigned to them by the teacher, which can be completed for homework. They'll see a completion date and can click on the assignment to complete it. Students can see which assignments have been completed, which have expired and which ones are not yet completed.

## Daily challenge

Students are set a daily challenge to encourage them to incorporate practising English into their daily routine. Every day a different challenge will appear in the Student's panel. All the activities can be completed on the digital platform.

## Class game

Class games are Kahoot-style interactive classroom games set up by the teacher. The teacher provides students with a code which students can input in their Student's panel to take part.

## Other functions

Students can use the platform to communicate with the teacher, check how many points and coins they have, see the class ranking and see their avatar. They can also take part in the Classwall and message one-on-one with the teacher.



Teachers can access all the student and teacher's resources from the Teacher's panel: [panel.miltoneducation.com](https://panel.miltoneducation.com)

The bar along the top of the page helps you navigate through the resources available.

▶ Watch the video tutorials on how to use the Teacher's panel.

## Classroom tools

The Teacher's panel includes digital tools that help with classroom organisation and management.

- **Class coins:** Award individual students or groups of students extra coins based on their classroom performance. This section also includes a history of how many coins each student has earned.
- **Student rewards:** Display all students' rewards on the digital whiteboard and give special rewards different to points and coins.
- **Manage groups:** Organise students into groups and display the groups on the digital whiteboard.
- **Timer:** Set and display on the digital whiteboard the amount of time students have to complete activities.
- **Pick a student:** Choose a student at random to complete a task.
- **Today:** Display the time and date on the digital whiteboard.

## Digital textbooks: student mode

Teachers can access the digital Student's book and Activity book in the **Student mode** section. You'll see the content just as the students see it and it can be used to display the answers on the digital whiteboard.

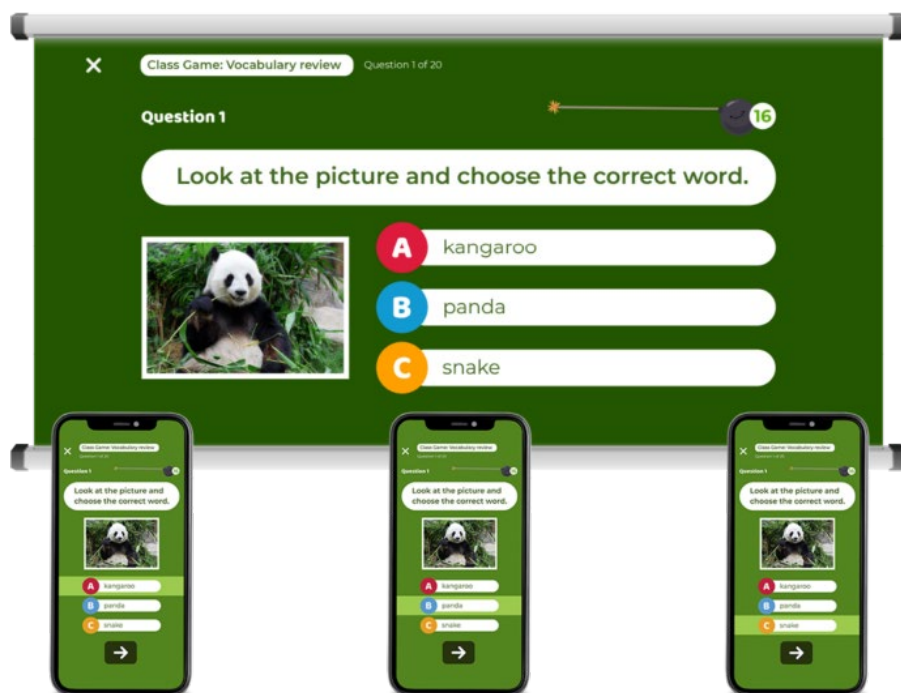
## Interactive PDF

Every unit of the Student's book and Activity book is also included on the digital platform as an interactive PDF. It is identical to the print book and has click-through links to all the digital activities, including the extra digital activities that do not appear in the print version. Videos can be played by simply clicking on the link.

## Class games

Set up Kahoot-style whole-class games to get students practising their English skills competitively.

Choose from the bank of skills-based activities what you want students to practise. For each one, you can see the answers and details of every question included in the quiz. Once you've set up the quiz, a code is generated for the game. Give this to students to put into their devices. As students answer you'll see if it's correct or incorrect, and you'll see when all students have answered the questions. You can reward students with coins and display results on the whiteboard.



[!\[\]\(0f848bbd71cef6b345273b16f905912a\_img.jpg\) Watch the video tutorial on how to use Class games.](#)

## Bookroom

You have access to all the books in the Bookroom. The Teacher's panel includes an overview of what each level means. You can see what level a book is, see a description of each book and whether the audio is British or American English. You can decide which books students have access to and turn them on and off here.

## Trainer

In the Teacher's panel view of the Trainer you can access all the Trainer exercises and turn them on and off, depending on what you want individual students to see.

## Session plans

The session plans for every unit can be found in the Teacher's panel and can be viewed online or downloaded as PDF. Each unit has between 12-14 session plans and they provide step-by-step instructions for how to run classroom sessions organised around the Student's book.

As well as activities from the Student's book the session plans include welcome routines, warmups, closing routines and homework activities, learning situations and extra activities which can be used for fast finishers, or set as homework tasks. There are more details on how to use the session plans in the "Teaching with Time Travellers" section of this document.

## Phonics

An optional Phonics section is provided on the digital platform. The PDF can be downloaded from the Teacher's panel to print out should you wish, or you can complete all of the activities on the digital platform.

## Student exams

All the student exams, including unit exams and Cambridge practice exams can be downloaded from the Teacher's panel. They are available in PDF and word so you can delete sections or add your own content.

## Audios

All Student's book, Activity book and exam audios can be downloaded from the Teacher's panel as MP3 files.

## Inclusive learning materials

The inclusive learning activity bank and the inclusion videos are accessed through the Teacher's panel. You can download the activities in a PDF. Use the activities to replace activities in the Student's book if they don't fit the learning styles of your students. Watch the videos to learn more about specific special educational needs.

## Mediation and plurilingualism

- A mediation activity bank with activities to practise the key skills needed for effective mediation can be downloaded as a PDF from the Teacher's panel.
- A set of session plans that support the plurilingual approach to language learning.

# Classroom curriculum programming

The curriculum programming document (*programación didáctica de aula*) for each unit is provided in Spanish in PDF format. Written in accordance with the Real Decreto 157/2022, 1st March 2022, it provides details of the teaching requirements for Primary education.

The title of the unit

A recommendation of when this unit could be taught in the school year. The full breakdown is included at the end of this guide.

The Time Travellers methodology is a combination of classroom activities and digital activities.

Time Travellers - 1º de Primaria - Unidad 1 - Welcome to school

**Unidad 1: Welcome to school**

Temporalización

septiembre				octubre			
semana 1	semana 2	semana 3	semana 4	semana 1	semana 2	semana 3	semana 4
Espacios y recursos				Herramientas analógicas y digitales utilizadas según el Diseño Universal para el aprendizaje, DUA.			
Actividades extra				Recursos digitales de la plataforma virtual de Milton. Actividades adaptadas a diferentes estilos de aprendizaje en la <i>Guía didáctica</i> .			

Situaciones de Aprendizaje

Vocabulary	Organiza tu estuche y tu escritorio.
Story	Comprende un relato sobre el colegio.
Song	Haz y responde preguntas sobre los materiales del aula.
Grammar	Haz y responde preguntas sobre los materiales del aula.
Listening and speaking	Juega al Bingo.
Reading and writing	Une los números en cifras con su escritura en letras.
Listening and speaking	Haz y responde preguntas sobre los materiales del aula.
Time travel mission / Solve and save	Ayuda a Flo y Coop a llevar a cabo su misión; viajar en el tiempo para asegurarse que el malvado Obsidian no impide el descubrimiento del Tiranosaurio Rex.
Better world	Crea un póster inclusivo dando la bienvenida a todos a tu colegio.
Watch me grow	Desarrolla tus capacidades afectivas.
Review quiz	Participa en un juego de memoria y repasa los números y los materiales del aula.

The session plans include extra activities and activities adapted to a wide range of learning styles.

A summary of the learning situations that appear in the unit. There is one for every section. The full activity can be found on the Teacher's panel as a downloadable PDF.



The teaching areas included in each unit.

In what section of the unit the content appears.

Time Travellers – 1º de Primaria – Unidad 1 – Welcome to school

Contenidos de la unidad

Área didáctica	Contenidos	Sección de la unidad
Léxico	Materiales de aula: <i>bag, blackboard, book, crayon, desk, pen, pencil, rubber, ruler</i> Profesión: <i>teacher</i> Lugares: <i>classroom, playground, school</i> Números cardinales: 1-10	Vocabulary Story Song Grammar
Estructuras gramaticales	<i>This: What is this? This is.../It's...</i> <i>These: What are these? These are.../They are...</i> Nombres en singular y plural: <i>How many pencils are there?</i>	Listening and speaking Reading and writing Review quiz
CLIL y el pensamiento crítico	Comic: <i>A Dinosaur Disaster!</i> 1902 A.C. El descubrimiento del Tiranosaurio Rex	Time travel mission Solve and save
Objetivos de Desarrollo Sostenible (ODS)	ODS 4: Educación de calidad Video: <i>The first day of school</i> - Igualdad para acceder a una educación de calidad para todos	Better world
Aprendizaje socioemocional (SEL)	Descriptor SEL: Conocerse a sí mismo: Identificar tus propias emociones Enfoque: Cómo me siento	Watch me grow

A detailed list of all the content covered in the unit, including a list of the vocabulary, the grammar and functional language, the Sustainable Development Goal and the Social and Emotional Learning descriptor.

The key competences that are covered in the section and the language skill.

The evaluation criteria of the specific competence covered in each section.

The basic content or skill that students will cover in the unit.

Time Travellers – 1º de Primaria – Unidad 1 – Welcome to school

Competencias, Destrezas, Criterios de Evaluación y Saberes Básicos

	Competencias Clave y Destrezas lingüísticas	Criterios de Evaluación por Competencias Específicas	Saberes Básicos
Vocabulary	CCL CP STEM Listening Speaking Reading	1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa, y en lengua estándar. 2.1. Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación. 3.1. Participar, de forma guiada, en situaciones interactivas elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía.	- Unidades lingüísticas elementales y significados asociados a dichas estructuras tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación. - Léxico elemental y de interés para el alumnado relativo a relaciones interpersonales básicas, vivienda, lugares y entorno cercano. - Iniciación a patrones sonoros y acentuales elementales. - Funciones comunicativas elementales adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse; identificar las características de personas, objetos y lugares; responder a preguntas concretas sobre cuestiones cotidianas; expresar el tiempo, la cantidad y el espacio.
Story	CCL CP Reading Listening	1.1. Reconocer e interpretar palabras y expresiones habituales en textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, expresados de forma comprensible, clara, sencilla y directa, y en lengua estándar.	- Iniciación a las estrategias elementales para la comprensión y la producción de textos orales, escritos y multimodales breves, sencillos y contextualizados. - Unidades lingüísticas elementales y significados asociados a dichas estructuras tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación. - Léxico elemental y de interés para el alumnado relativo a relaciones interpersonales básicas, vivienda, lugares y entorno cercano. - Iniciación a patrones sonoros y acentuales elementales. - Iniciación a convenciones ortográficas elementales.

Every section of the unit is included in this table, for every unit of the book.

# Answer key

The answer key includes answers to every print and digital question in Time Travellers and is available in PDF.

The Student's book page number.

The Student's book section.

The Student's book icons are included so you can see at a glance if an activity has an audio or video associated with it.

Extra activities only available on the digital platform appear in green.

All the audio scripts, video scripts and song lyrics are included.

**Time travellers**

English 1 Red • Student's Book  
Answer key and audio scripts

**PAGE 42**

**Story**

6. Read and listen..

*Audio script matches text in the Student's Book.*

6A. EXTRA: Match.

*These questions will appear in random order.*

Ball -

Camera -

Kite -

Plane -

**PAGE 43**

**Song**

7. Sing the song.

*The video is available on the digital platform.*

Song lyrics

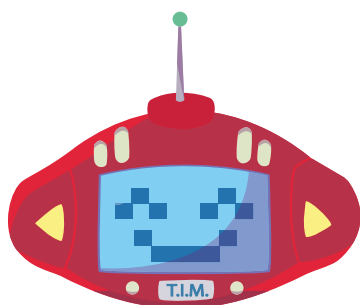
Look, it's a box! What's in the box?  
There is ONE scooter in the box!  
Look, it's a box! What's in the box?  
There are TWO drums in the box!  
Look, it's a box! What's in the box?  
There are THREE teddy bears in the box!  
Look, it's a box! What's in the box?  
There are FOUR balls in the box!  
Look, it's a box! What's in the box?  
There are FIVE dolls in the box!

Look, it's a bag! What's in the bag?  
There is ONE robot in the bag!  
Look, it's a bag! What's in the bag?  
There are TWO trains in the bag!  
Look, it's a bag! What's in the bag?  
There are THREE trucks in the bag!  
Look, it's a bag! What's in the bag?  
There are FOUR cars in the bag!  
Look, it's a bag! What's in the bag?  
There are FIVE blocks in the bag!

8. Listen and fill in the numbers.

A. **Four**  
B. **One**  
C. **Five**  
D. **Two**  
E. **Two**  
F. **Three**  
G. **One**  
H. **Four**

**23**





## Other resources and functions

- **My content:** In the content section you can create your own activities. You can upload content that you have created into simple templates for students to complete them in the same format they see the other Time Travellers exercises in, and you can also access resources that have been created by other teachers at your school.
- **Assignments:** Set any of the digital activities as homework tasks and set a deadline for them. You also have an overview of how many students have completed the assignment and how they did.
- **Analytics:** The analytics section offers an advanced and detailed analysis of how students are performing in different areas of the platform. It's divided into the different areas of the platform and analytics are provided in various different graphs and tables.  
  
▶ **Watch a video tutorial for on how to use Analytics.**
- **Settings:** Customise the digital platform for your students, choosing which font to see exercises in, whether you want to use the Classwall and Ranking functions, how you want your students to see the dictionary and more.
- **Students:** Manage your students' access by configuring the levels of Trainer and Bookroom, use the one-on-one messaging system and more.
- **Help:** The help section includes video tutorials on how to use all the different parts of the digital platform and the Time Travellers course.



# TIME TRAVELLERS AND THE LOMLOE

To support you with the implementation of the LOMLOE we've put together a breakdown of the key requirements of the new education law and an overview of how Time Travellers addresses these areas.

## The key concepts of the LOMLOE

The LOMLOE key concept	How it's covered in Time Travellers
<b>1 Educational equality</b>  All children have the right to an education, to be free from discrimination and to actively participate in the decisions that affect them.	The Time Travellers methodology puts students in the driving seat, offering clear, easy-to-follow instructions, real-world topics that students from all backgrounds can relate to and a flexible approach to classroom activities, making sure that students of all learning styles feel comfortable and confident as they learn.
<b>2 Gender equality</b>  All children should be treated equally, regardless of their gender and affective preferences.	These issues are specifically addressed in the <b>Better world</b> and <b>Watch me grow</b> sections of the units, where students will be asked to look critically at personal and societal prejudices and to examine and rethink ideas and behaviour that may contribute to inequality.
<b>3 An inclusive and personalised education</b>  Every student should feel represented and included in the classroom. All learning styles should be catered for and a flexible approach to teaching should provide alternative pedagogical methods to ensure every child can access the materials.	<p><u>Promoting diversity</u> The characters in the Time Travellers series reflect Milton Education's commitment to an inclusive education and the importance of representing diversity in its content. Special care has also been taken in the selection of images, to make sure that people of all backgrounds and abilities are represented. In the <b>Watch me grow</b> sections, teachers will find additional texts and exercises specifically highlighting how diversity enriches us and the society we live in.</p> <p><u>Flexible and inclusive pedagogy</u> Time Travellers uses a skill-based, self-driven, reflexive educational methodology to keep students motivated.</p> <p>Our <b>inclusive learning activity bank</b> provides teachers with suggestions as to how to adapt activities to different learning styles and abilities, and our <b>Inclusion videos</b> provides training on a wide range of special educational needs.</p> <p><b>Learning situations</b> contextualise learning in real-world situations.</p> <p><b>Class games, escape room activities</b> and <b>gamification</b> all ensure that learning is fun and effective for everyone.</p>

<p><b>4 Digitalisation</b></p> <p>Promote a safe, healthy, sustainable, critical and responsible use of digital technologies in education, at work and for societal participation. This includes digital literacy, communication and collaboration, creating digital content and an awareness of issues surrounding digital citizenship, including an awareness of privacy, intellectual property rights, computational and critical thinking.</p>	<p>Digital natives will feel at home when they learn with Time Travellers. Milton Education's digital offer includes a <b>gamified digital learning platform</b> and a <b>digital bookroom</b> with graded audiobooks and videos.</p> <p>A <b>Trainer</b> is also available to help students practise their language skills and prepare for Cambridge exams.</p> <p><b>Record yourself speaking activities</b> help students to increase their confidence and abilities when speaking.</p>
<p><b>5 Sustainable development and global citizenship</b></p> <p>An alignment with the UN's 2030 agenda of 17 sustainable development goals.</p>	<p>A global citizen has an awareness of the wider world and how they form part of it. They actively participate in their community and collaborate with others to make the world a better place to live for everyone. The <b>Watch me grow</b> section deals directly with the CASEL framework of Social and Emotional Learning (SEL) and guides students through a series of exercises designed to make them reflect on themselves as individuals and their role in wider society. Throughout each course, students will create a <b>MYSELF</b> portfolio charting their thoughts, ideas, and dreams for the future.</p> <p>To further support a global citizenship education, the <b>Better world</b> sections of Time Travellers offer comprehensive, cross-curricular coverage of all 17 of the Sustainable Development Goals, including being a responsible consumer and working towards a sustainable future for everyone.</p> <p>The images used in the activities and videos visually represent global diversity in all of its forms.</p>

## The key competences of the LOMLOE

The LOMLOE stipulates 8 key competences that students should develop across the Primary curriculum subjects. They are:

- Linguistic
- Plurilingual
- STEM
- Digital
- Learning to learn
- Citizenship
- Entrepreneurship
- Cultural and artistic

Some of these are fundamental to learning English and therefore are part of the foundations of the Time Travellers series. You can read more about this in the next section, "Specific competences". However, we believe that all 8 competences have a place in the English classroom so you'll therefore find all of them reflected in both our methodology and content.

# The specific competences for English learning

The LOMLOE stipulates 6 specific competences that students should develop when learning English at Primary.

General explanation of the specific competence	Evaluation criteria for cycle 3	How it's covered in Time Travellers
<b>1 Linguistic comprehension</b> Understand general meaning and specific details from simple texts (both oral and written), enabling participation in everyday communication.	<p>1.1 Recognise, interpret and analyse overall meaning, as well as words and sentences previously indicated, in brief, simple oral, written and multimodal texts related to common themes and everyday experiences relevant to students' lives, as well as literary texts appropriate to student's level, expressed in a clear, understandable manner using standard language in various formats.</p> <p>1.2 Select and apply, in a guided way, appropriate strategies in everyday communication situations and of relevance to the student, to gather overall meaning and process explicit information in diverse texts.</p>	<p>Time Travellers contains a wide variety of texts, stories, listening activities and videos to help students improve their comprehension as they learn new words and structures.</p> <p>As well as those provided in the Student's book, students have access to the Bookroom of audiobooks.</p> <p>The real-world topics and contexts are all relevant to students' everyday lives.</p> <p>The <b>inclusive learning activity bank</b> provides alternative comprehension activities types to provide students with multiple learning options.</p>
<b>2 Linguistic production</b> Produce simple, structured texts to express immediate needs and to participate in everyday communication.	<p>2.1 Orally express brief, previously prepared, simple texts about everyday topics, relevant to students' lives using, in a guided way, verbal and non-verbal resources and basic structures frequently used in the foreign language being spoken.</p> <p>2.2 Organise and write brief, previously prepared simple texts, appropriate to the communication situation in question, using analogue and digital tools, and basic language and structures about everyday topics, relevant to students' lives.</p> <p>2.3 Select, organise and apply, in a guided way, knowledge and strategies to prepare and produce texts appropriate to the communicative context, the contextual characteristics and textual typology, using, with help, analogue and digital tools depending on the task and requirements of the moment.</p>	<p>Throughout the units, students are asked to produce a variety of texts, both formal and informal. These texts are in response to everyday situations that students will be able to relate to and engage with. They practise all new language orally in everyday situations.</p> <p>The <b>inclusive learning activity bank</b> provides alternative production activity types to provide students with multiple learning options.</p>

<p><b>3 Interactions</b> Interact with others using everyday expressions, using cooperative strategies, digital and non-digital resources to express immediate needs in respectful, courteous exchanges.</p>	<p>3.1 Plan and participate in brief, simple interactions about everyday topics, relevant to students' lives, drawing from resources such as repetition and verbal and non-verbal language, showing empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas and motivations of the speaker(s). 3.2 Select, organise and use, in everyday situations, basic strategies to greet people, say goodbye and introduce yourself; formulate and answer simple questions; express messages and start and end a conversation.</p>	<p>The Time Travellers methodology encourages students to start speaking from the very beginning.</p> <p>Throughout the units, speaking activities get students interacting in a range of everyday, real-life situations.</p>
<p><b>4 Mediation</b> Mediate in predictable situations, using strategies and knowledge to process and transmit basic information, with the aim of facilitating communication.</p>	<p>4.1 Infer and explain texts, concepts and brief communications, in a guided way, showing empathy for and interest in those that are talking and interest for participating in the solution of the problems, understanding what's going on, using different resources. 4.2 Choose and apply, in a guided way, basic strategies that help to form bridges and ease understanding, production of information and communication, adequate for the context.</p>	<p>This Teacher's guide includes an overview of how to teach mediation in the classroom.</p> <p>There are extra activities in the <b>mediation activity bank</b>.</p> <p>In <b>Watch me grow</b>, students learn about how to relate empathically with others and understand that other people's experiences are different to their own.</p>
<p><b>5 Plurilingualism</b> Recognise and use linguistic skills and resources in different languages, reflecting on how they work and identifying personal strategies and knowledge to improve your response to specific communication needs in familiar situations.</p>	<p>5.1 Compare and contrast similarities and differences between different languages, reflecting, in progressively autonomous way, on the ways that they function. 5.2 Use and differentiate, in progressively autonomous way, knowledge and strategies to improve communication and learning of English. 5.3 Record and apply, in a guided way, progress and difficulties in their learning of English, recognising aspects they need to improve and participating in self-evaluation like those suggested in the European Language Portfolio (ELP).</p>	<p>This Teacher's guide includes an overview of the plurilingual methodology and how you can implement it in the classroom.</p> <p>Self-evaluation rubrics are included to help students become self-aware of the common strengths and weaknesses across the languages they speak.</p> <p>There are session plans for developing a plurilingual approach.</p>
<p><b>6 Interculturalism</b> Appreciate and respect linguistic, cultural and artistic diversity, identifying and valuing similarities and differences between languages and cultures, to better understand and manage intercultural situations.</p>	<p>6.1 Show appreciation and behave respectfully in intercultural situations, creating connections between different languages and cultures, and rejecting discrimination, prejudices and stereotypes. 6.2 Accept and respect linguistic, cultural and artistic diversity, in the countries where the foreign language is spoken, as a source of personal enrichment to encourage and support sustainability and democracy. 6.3 Select and apply, basic strategies to understand and appreciate linguistic, cultural and artistic diversity.</p>	<p>Throughout the Time Travellers series, students will be introduced to characters and topics from all around the world. In the <b>Time travel mission</b>, students travel with the time travellers to visit key moments in history and learn about how these events influenced the world we live in today. The <b>Better world</b> section directly addresses social and cultural issues, inviting students to reflect on the importance of diversity.</p>



# TEACHING WITH TIME TRAVELLERS

In this section we provide guidance for how you can teach English using Time Travellers. Time Travellers is a flexible course, designed to be adapted to your teaching needs and preferences.

The content can be adapted to however many hours of English you are teaching per week. At the end of this section you'll find "Curriculum planning" with a recommendation of how to split the units over the school year, depending on how many hours of English per week you teach.

The course can be taught using digital only, print only or digital and print together. The digital platform can be used by students in the classroom and at home for homework or revision. You can teach using the interactive PDF on the digital whiteboard whilst students follow along in their Student's book or Activity book.

The units are split into **Language skills**, **Time travel mission**, **Better world** and **Watch me grow** sections. You can teach the content following the order as it comes in the Student's book, or combine the sections so students practise multiple skills in one lesson. The **session plans** provide a recommendation for how you can do this.



**Listening activity:** the activity has an associated audio.



**Video icon:** the activity has an associated video.



**Speaking icon:** a pair speaking activity. Example audios are available on the digital platform for those speaking activities that have example exchanges.



**Learn together icon:** a group activity in which students need to work together in pairs or small groups.



**Total physical response icon:** an activity that gets students up on their feet and moving.



**Notebook icon:** the answers to the activity should be written in the students' notebook, not in the textbook.



The unit session plans provide teachers with classroom sessions based around the content in the Student's book, both in print and on the digital platform, adding opening and closing routines, classroom games and extra practice activities.

The session plans are organised round content from the Student's book, but do not necessarily follow the order of the sections in the unit. They have been written by experienced teachers to create engaging classroom sessions which offer students plenty of opportunities to practise vocabulary, grammar and language skills in a variety of ways.

The sessions have been planned in accordance with typical school calendars (excluding exam periods) and are based on 45-minute lessons. They incorporate:

- A welcome routine
- A warm-up activity
- Activities from the Student's book
- A learning situation
- A closing routine
- An extra activity (that can be used for fast finishers or as homework).

Throughout the session plans are a variety of games to engage students as they're learning.

The session plans include teacher's notes with advice on how to run each part of the session.



# Language skills sections

Every unit in the Student's book follows the same structure. You can teach the sections in order, or follow the session plans to mix practice of different skills in each session.

## Vocabulary

- The cover page of the unit includes an illustration related to the topic of the unit and some open questions related to the unit topic. Use this to elicit vocabulary items and find out students' previous knowledge. It also works as a useful springboard into the main topic of the unit.
- Vocabulary is then introduced using illustrations.
- Vocabulary flashcards and posters can be found in the Teacher's kit.
- There are digital flashcards on the digital platform.

## Story

- The story is linked in some way to the unit topic, and includes new vocabulary and grammar structures.
- You can play the audio whilst students follow along in their Student's book, or you can play the audiobook on the digital platform where students will be able to see the synced text as it is being read aloud.
- There is an extra comprehension activity after the text.

## Grammar

- New grammar structures are introduced and then practised.
- Extra practice activities can be found on the digital platform.

## Listening and speaking

- The first Listening and speaking section comes just after Grammar and provides simple practice of new vocabulary and grammar, such as listening for new vocabulary words and repeating a simple dialogue with a partner.
- The second Listening and speaking section comes after the Reading and writing section, and provides extension of unit vocabulary and more complex practice. The aim of the second section is for students to produce more original language and say what *they* want to say.
- Students can record their answers to speaking activities on the digital platform. You can listen to their answers on the Teacher's panel.

## Reading skills

- The Reading skills section presents a variety of texts such as emails, personal texts, recipes, articles and more.
- In Reading skills, students practise comprehension techniques such as decoding unfamiliar words, how to identify the sequence of a text and more.
- Some exercises mimic official exams for extra practice.

## Writing skills

- The Writing skills builds on the Reading skills section by encouraging students to produce a text that is similar to what they have read.
- In Writing skills, students learn techniques such as planning and revising that will help them produce clear writing in any language.
- A variety of texts are proposed such as emails, personal information, fiction and more, so that students can practise expressing what they want to communicate in writing.

## Review

- In the Review section, students complete activities to recall the unit content.

## Phonics

- An optional Phonics section is provided on the digital platform. The PDF can be downloaded from the Teacher's panel to print out should you wish, or you can complete all of the activities on the digital platform.
- We recommend teaching one Phonics session per month throughout the school year.
- Each session focuses on one Phonics concept. The last session of the year reviews all of the sounds the students have worked on.
- Each session begins by introducing the concept or sound using audio, followed by activities to practise, which also include audio.
- Students can record themselves on the digital platform to hear their pronunciation. You can listen to their answers on the Teacher's panel.

# Activity book

The Activity book provides language skills practice tied to the Student's book content. It can be used in class or for practice at home.

- The activities follow the order of the Student's book, with vocabulary practice, an activity related to the story and grammar practice.
- The activities can be used flexibly either as preparation for Student's book activities or as reinforcement after concepts have been taught in class.
- There is an increased emphasis on plurilingualism via activities that help students identify parts of speech or sort words according to different criteria.
- The activities are meant to be fun and motivating, including a variety of puzzles.
- There is at least one new listening activity in each Activity book unit, generally geared towards official exam preparation.
- The Activity book contains plenty of opportunities to draw, colour and practice handwriting.



There are further titles available in the Bookroom which complement the unit topic. Here is a list of recommended titles per unit.

Unit	Primary Year 5 extra reading recommendations	Primary Year 6 extra reading recommendations
1	Around the World in a Ship (Level 11) The Day a Man Flew (Level 11) Important Jobs (Level 11)	Bring Your Parents to School Day (Level 12) Emma's Exam (Level 13)
2	The Swan and the Duck (Level 9) What is that Sign (Level 10) Gabriel and the Busy Bumblebees (Level 11)	Tall, Taller, Tallest (in Student's Book)
3	Gabriel and the Swimming Sea Turtles (Level 11) Gabriel and the Playful Panthers (Level 11) Blue Whale (Level 11)	The Science of Sunsets (Level 12) The Dog Astronaut (Level 12) Space Team's Rocket Rescue (Level 13)
4	The Elves and the Shoemaker (Level 12) My First Job (Level 13)	Our Scary Summer Holiday (in Student's book)
5	Chess (Level 13) Archery (Level 14) Martial Arts (Level 14)	Anna Visits the Flea Market (in Student's book)
6	An Unexpected Trip (Level 12) Basketball (Level 13) Tennis (Level 13) Meet an Olympic Champion (Level 13) The Surf Lesson (Level 14)	June and the Junebugs (in Student's Book)

The session plans also contain recommended exercises from the Trainer for extra practice. For this cycle, we recommend using levels 2 to 4 in the Trainer, adapting your assignments to each student's needs. In the Trainer, you will find plenty of extra practice for vocabulary, grammar, listening, reading, writing and speaking.





# Time travel mission

In the **Time travel mission** section students will:

- learn about a historical period or element of British culture.
- listen and follow an exciting comic featuring the Time Travellers characters.
- solve escape room-style **Solve and save** activities.

At the beginning of the year, watch the Time Travel mission video as a whole class and look at the **Meet the characters** page in the Student's book. Make sure students understand their time travel mission!

## The story

A group of six friends live in a town in the UK and go to school there. They are all members of a science club run by their teacher, Ms Diamond. Their names are Theo, Berry, Odi, Inca, Coop and Flo.

Ms Diamond invented a time machine called TIM, which stands for Time Inversion Machine, to travel back in time and learn about the past. Obsidian, the evil history teacher, stole Ms Diamond's plans and created his own Time machine. He decided it wasn't enough to just see the past - he wants to change it too!

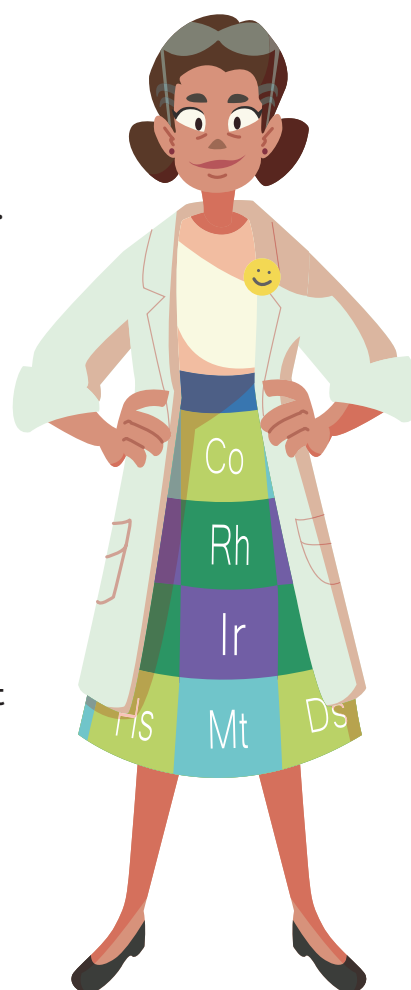
Ms Diamond tried to stop him so he kidnapped her and left her somewhere in the past. She can communicate with the children via TIM but they don't know where she is.

Obsidian is now travelling in time, interfering with important historical events. If he's successful, the present will be changed forever and some of the children's favourite things will disappear!

The problem is, the children don't know what his time machine looks like. If they did, they could destroy it and stop him once and for all!

But there is hope. With TIM's help, the friends must travel through time and stop Obsidian. In every comic, TIM sends a clue to what Obsidian is trying to destroy. Students must solve escape room-style Solve and save activities to stop Obsidian.

They also must find one secret object in every unit to complete the Final mission.



## The characters

The group of 6 friends in Time Travellers appear in all 6 courses of the series and they are the same age that students are at the time of studying a particular course. The student's names were given to them by Ms Diamond when they joined the science club. Their names all come from chemical elements on the periodic table.

### Berry (Beryllide)



Berry is the non-identical twin sister of Theo. She is very creative and likes drawing and designing things. She plays the piano and loves music. Berry is British. She and her family are from the south of England.

### Theo (Lithium)



Theo is the non-identical twin sister of Berry. He is very active and loves to play all types of sports. He can be quite competitive! Theo has a prosthetic left leg because he was born without the bottom part of his leg. Theo is British. He and his family are from the south of England.

### Inca (Zinc)



Inca loves going on adventures and doing sports. She is very good at running and wants to run in the Paralympics when she's older. Inca is blind and carries a cane with her. Inca is British Chinese. Her parents moved from Hong Kong to the UK in the 1990s before she was born.

### Odi (Iodine)



Odi loves cooking and especially likes baking cakes for his friends. He is quite a shy boy but he is very kind and his friends are very important to him. Odi is British Indian. His paternal grandparents were born in India and migrated to the UK in the 1950s. He lives with his British Indian parents.

### Flo (Flourine)



Flo likes to know how everything works! She likes inventing things and learning about the world. One day she wants to be Prime Minister. Flo is British Jamaican. Her maternal grandparents migrated from Jamaica in the 1970s. Her mum was born in the UK, where she met her dad who is white British. Flo lives with her mum.

### Coop (Copper)



Coop loves everything to do with computers. He likes programming and learning about new technology. Coop is Welsh. He came to live in England with his mum when he was a child.

**TIM**



TIM (which stands for Time Inversion Machine) helps the children to time travel. He also gives them information about the historical periods they travel to through an ear piece. TIM also wants to defeat Obsidian! He is the children's friend.

**Ms Diamond**



Ms Diamond is the children's science teacher. She set up the science club they are in. She loves science and inventing things. Five years ago she invented TIM and discovered she could time travel. She loves to learn about the past but thinks it's very important not to change anything when you time travel.

**Obsidian**



Obsidian was a history teacher at the children's school. He used to help out at science club. He wants to be famous and powerful and control all the events of the world. Obsidian wants to change things in the past to destroy things that the children love in the present!

## Teaching the Time travel mission

The session plans on the Teacher's panel include specific teacher's notes for each session, but below is some general guidance for teaching the Time travel session.

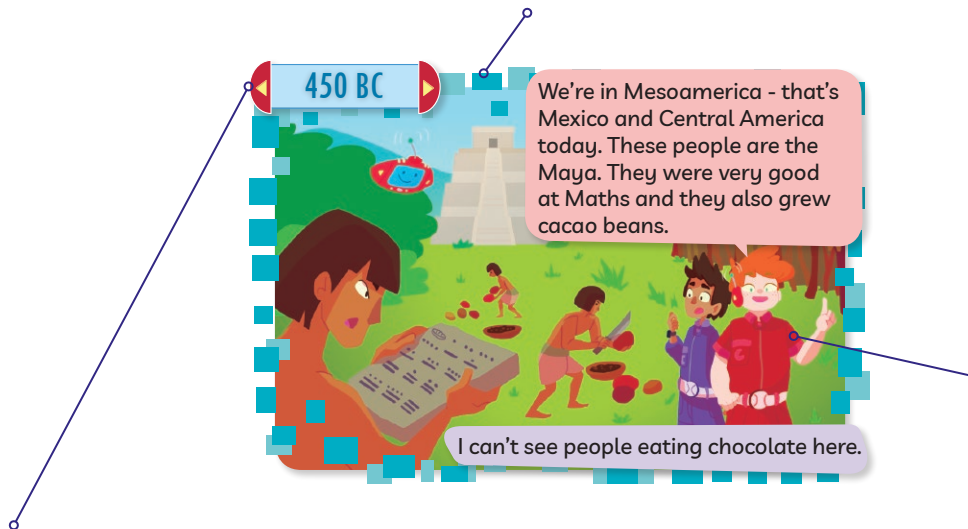
### Comic boxes 1-2

- The time travel mission starts with a warning from Ms Diamond that Obsidian is up to no good. On the first page of the **Time travel mission** section the students are given two clues to help them guess what Obsidian is trying to destroy in this unit.
- Comic box 2 is a picture which provides the first clue. Give students time to look at the picture and answer the question.
- Next, students answer the first **Solve and save** activity of the mission (there is more information on how to work with Solve and save activities on page 52). The answer is their second clue.
- Once students have the two clues, encourage them to guess what they will be trying to save in this mission without turning the page. There is an extra question on the digital platform: "What is Obsidian trying to destroy?" where students can put in their guess. If they don't guess correctly, you can either give them the answer or tell them to turn the page and read the next part of the comic to find out.

## Comic boxes 3-12

- Next, students listen to and follow the next part of the comic. You can play the audio whilst students follow along in their Student's book, or you can play the audiobook on the digital platform where students will be able to see the synced text as it is being read aloud.
- In the audio file, the change of frame is marked by a drum beat.

The <zap> sound effect marks when the children time travel. The frame where they arrive in the past is also marked with the time travel outline.



Every time students travel to a new time period the year is shown in the top left corner of the frame.

When the characters in the comic time travel they wear their time travel boiler suits. One of the characters acts as the narrator, telling us about the historical period. TIM is giving them this information through an earpiece which students will be able to spot in the comic.

Frames with a red border show information on TIM's screen.

At the end of the comic students are set a challenge. They have to do something to stop Obsidian from changing the past, which will affect the present time.



## Comic box 8

- Comic box 8 includes 3 comprehension questions to test students' understanding of the comic so far. They focus on information about the historical period or British culture element of the comic.
- The parts of the story required to answer these questions appears in comic boxes 3-7.

## Find the object

- Hidden in one of the comic boxes 3-7 is a object that doesn't fit. The object will be something that has nothing to do with the content of the comic and will look very out of place. Students will have to look carefully to find it because it has been carefully hidden so Obsidian can't find it!
- If students have difficulty finding the object you could start limiting the number of frames they have to look in by telling them where it isn't.
- Although students might find it easier to look at the pages in their Student's book to find the object, they should also complete the exercise on the digital platform. This will unlock the object in their Time travel mission control.

## Solve and save activities

- The **Time travel mission** starts and ends with with an escape room-style **Solve and save** activity. Solve and save activity 2 is directly linked to the mission students were set at the end of the comic.
- There are different ways to approach escape room-style activities, and you can offer varying levels of support at different times depending on how students progress. The session plan provides tips for solving the activity and the answer is in the answer key PDF.
- It is recommended that you get students to complete the Solve and save activity on the digital platform. The gamified format of the platform will make it more exciting for the students. Students can type in their answer; if they get it wrong, they are told to try again! The platform will never give them the correct answer for the Solve and save activity. If they get it right they'll see a congratulatory message and their badge. This badge will also now appear in colour in their **Time travel mission control**. At the end of the course, students should have earned 18 badges.





## Final mission

The Final mission can be found at the end of the Student's book and students should complete it at the end of the school year. On the digital platform, the Final mission will only appear once students have unlocked all of the badges and all the objects. It will then appear as a link at the bottom of the Time travel mission control.

To solve the Final mission, students need to use the digital version of the activity to find the pictorial alphabet. Each object they found corresponds to a word which forms a message from Ms Diamond. If they correctly decipher the message and input it to the digital platform, they'll unlock the final mission video. They've completed the mission!

### Primary 5 Final Mission

Students use the hidden objects to work out the secret message. It is:

**Ms Diamond is stuck in 1893**

The secret message has revealed what year Ms Diamond is stuck in! She is in Scotland 1893. Ms Diamond will have a chance to stop Obsidian when he arrives. Before that, the children need to find out what Obsidian's time machine looks like so Ms Diamond can stop him once and for all!

Ms Diamond congratulates the children. The past is safe for now, but for how long?

### Primary 6 Final Mission

Students use the hidden objects to work out the secret message. It is:

**Obsidian's time machine is his watch.**

The secret message revealed that Obsidian's time machine is his watch! Ms Diamond received the information just in time to find Obsidian in Scotland. Obsidian was so angry when the children saved the invention of the toaster that he ran around screaming and shouting. He must have been exhausted because he fell asleep in one of the bedrooms in MacMaster's house. Ms Diamond was able to steal the watch and time travel home.

Ms Diamond is safely back at Park Lane School with the children and Obsidian is stuck in 1893 Scotland. The past is safe!



## Better world

The **Better world** section is designed to be taught in one session. We recommend following the activities in the order that they are presented in the Student's book. In this section, students will:

- learn about one of the UN's Sustainable Development Goals (SDG) in a context relevant to their lives.
- watch a Better world video.
- complete a Take action task or project in a small group to actively participate towards achieving the SDG.

The Better world section deals directly with one of the UN's 17 Sustainable Goals, for example Gender equality, Sustainable cities and communities and Life below water. Every Better world section includes a Better world video in which an element of the SDG is explored and explained. This element will be something that students are familiar with and can relate to.

The idea of this section is to get students looking at the world around them in a more conscious way, making them aware of how their actions impact not only their immediate surroundings but also the wider global community. The section always ends with a **Take action** activity in which they take a step to actively participate towards achieving the SDG in focus. The activities are local, achievable tasks or projects, relevant to students' lives, usually completed in groups, and that often involve the wider school community of students' families or carers and friends.

## Teaching Better world

The session plans on the Teacher's panel include specific teacher's notes for each session, but below is some general guidance for teaching the Better world session.

The icon of the SDG being covered in the unit appears at the top of the page. More information about the SDGs and the UN's 2030 agenda, as well as further teaching resources can be found at <https://sdgs.un.org/goals>.

### Interpret an image

- Students are asked to look at an image and answer a question about it. This helps them to develop image interpretation skills. The image is usually taken from the Better world video and it is always something related to the topic of the video that follows.

### Better world video

- Students watch a video related to one of the Sustainable Development Goals.
- The Better World videos are between 2-3 minutes long and they explain an area of the SDG in a context that students can relate to.
- The videos can be accessed through the interactive PDF or directly in the digital platform. The audioscript is available in the Answer key.

### Comprehension activity

- Students check that they have understood the main theme(s) from the video.

### Speaking and/or Learn together activities

- Students work collaboratively in activities related to a theme from the section. The activities can be games, poems or chants, speaking activities or tasks in which they have to work together to create or solve something which has relevance to their everyday lives and the SDG focus of the unit.

### Real life heroes

- The **Real-life hero** biography highlights an inspirational person or organisation working towards the unit SDG. Students read the biography and answer a comprehension question.

### Take action

- Students complete a task or project encouraging active participation towards achieving the Sustainable Development Goal presented in the section. These activities are intended to be collaborative and, as a general rule, are designed to be completed in groups or as a whole class.



## Watch me grow

The **Watch me grow** section of the unit is designed to be taught together in one session. We recommend that it be taught after the **Better world** session as the topic is linked, but it also works as a standalone session. In this section students will:

- develop a social and emotional skill aligned with one of the CASEL descriptors.
- complete a task for their MYSELF portfolio.

The Watch me grow section proposes a series of thoughtful, exploratory activities designed to accompany students on their Social and Emotional Learning (SEL) journey. The topic of the section follows on from the Better world section; students will develop the SEL skill in the context of the SDG topic previously covered. In Watch me grow, students will learn to understand and manage their emotions, work towards their personal goals as well as wider societal goals, participate in positive relationships, make informed, responsible decisions and show empathy towards others. The title 'Watch me grow' reflects the personal development nature of these sessions, with the skills building on one another throughout the year.

Students learn about SEL concepts through a short text and complete individual or group reflection activities that help them better understand and recognise the concepts in themselves and others. Developing empathy is also one of the key objectives of this section which is a key skill for effective mediation.

Each session finishes with a task that students complete in their **MYSELF** portfolio which students will be able to look back on later in the year to reflect on their progress.

Every Watch me grow section is linked to a descriptor from the CASEL framework. The CASEL descriptor appears in child-friendly language at the top of the page in the Student's book. The full list for Primary 6 is available below.

Unit	SEL focus	CASEL descriptor
1	The power of supporting others	Relationship skills: Standing up for the rights of others
2	The power of consideration	Social awareness: Showing concern for the feelings of others
3	The power of cooperation	Self-management: Using planning and organisational skills
4	The power of community	Responsible decision making: Evaluating personal, interpersonal, community and institutional impacts
5	The power of critical thinking	Responsible decision making: Recognising how critical thinking skills are useful both inside and outside school
6	The power of empathy	Social awareness: Showing concern for the feelings of others

The session plans on the Teacher's panel include specific teacher's notes for each session, but below is some general guidance for teaching the Watch me grow session.

## The power of ... text

- Students start the section by learning about the power of an SEL concepts, for example teamwork, reflection or making responsible decisions. The text introduces the concept in a context relevant to the students' lives.

## Self-reflection and collaboration activities

- Next, students complete 1-3 activities which develop their self-awareness of the focus SEL concept. Tasks encourage them to reflect on and discuss how much they use the concept and how it is useful in different everyday situations.

## The MYSELF portfolio task

- The final task gets students to create something related to the SEL focus of the section which they then add into their MYSELF portfolio as a reminder of the "powerful" concept. It will be an individual task that get students thinking. Sometimes it is something creative, for example creating a poster or designing a mandala, whilst other times it is more practical, like writing a plan or a to-do list.
- The MYSELF portfolio is a visual record of the thoughts, feelings and ideas of students throughout the year. This portfolio is intended to be a record of individual work. It can be created on paper in a notebook or created digitally using an app, or using Word or Google docs.
- Decide if you'd like students to create their MYSELF portfolio online or on paper - or get students to choose. Have them create their portfolio by designing a cover page.
- Remind students at the end of each Watch me grow session to do the task in their MYSELF portfolio, instead of in their Student's book or notebook.
- At 2-3 points throughout the year, ask students to look back through their MYSELF portfolio to reflect on what they've done and what they've learned.

# MYSELF





## What is inclusion?

Inclusion in an education setting means making learning accessible to all students, regardless of their learning styles, abilities or background. It means taking into consideration the profile and needs of each student in your class and making sure that your teaching enables participation, adapting activities or methods when learning is blocked for anyone.

To create an inclusive environment a number of areas need to be considered:

- **Learning styles:** We all learn in different ways. For example, some students will take in information better by reading it silently by themselves, others will benefit from visual aids.
- **Level:** Although your English classroom might have an average level, there is always going to be a range within this, from those who come from a bilingual home and speak English fluently, to those who struggle with simple English.
- **Perspective:** Students' perspectives will differ depending on a number of things including their cultural background, religion, gender identity or socio-economic background.
- **Special educational needs:** Some students will have a specific condition that affects their learning in some way, for example dyslexia, autism, ADHD or a visual, sensory or physical need.

Inclusion recognises and celebrates diversity. As well as making learning accessible to everyone, having an inclusive and diverse classroom environment exposes students to a more realistic version of the world and teaches them to be open and accepting of all individuals.

## How to be inclusive

The best place to start with inclusion is to evaluate the needs of the students in your classroom. You may not know your students at the start of a new year but try to find out as much as you can about them before they start. You should be able to collect information about any special educational needs they have from their previous teachers or school.

In the first few weeks with a new class, be flexible in your teaching. Try out a variety of teaching methods and activities and see how different students react to them. As you try out different methods, collect information about students' learning styles, level, perspective and how any special educational needs affect their day-to-day learning. Get to know your students as people to find out what motivates them and what obstacles they may face. You'll slowly start to build up a picture of each child and how they learn best. You can then feed this into your lesson planning throughout the year.

## Learning styles

- You can find many learning style questionnaires online which you can give directly to the students to fill out if it is suitable for your class. These questionnaires also help students identify their own learning style.
- Present and practise vocabulary and grammar in a range of ways to suit the needs of different learners. Observe how students respond to each method and feed that information back into your lesson planning and classroom management.

## Level

- Use the placement tests at the beginning of each course to get a general picture of each student's level. (Primary 2 upwards)
- Put students in mixed-level groups for groupwork so they can help each other access tasks and learn from each other.
- Take advantage of the digital platform to assign different activities to different students. In addition to assigning different material from the Student's book and Activity book, you can calibrate Bookroom and Trainer levels individually for each student. You can also give students digital access to other years of the course if they need to revise or are ready for more advanced material.

## Perspective

- Use photos and content that expose students to people with a diverse range of body types, age, gender identity and cultural and religious backgrounds. Use stories and texts which give students a real picture of the international world that we live in today.
- Ask students about the festivals they celebrate at home and celebrate them in your classroom.

## Special educational needs

- Adapt your classroom to the needs of your students. For example if any of your students are wheelchair users, make sure there is enough space for them to move around.
- Consider students with particular needs in your seating plans, for example putting students with hearing impairments near the front of the class.
- Review the resources you create to make sure they are accessible to all your learners, for example not overcrowding the page with extra information helps dyslexic learners.



# Being inclusive with Time Travellers

Time Travellers provides a range of resources to help you to make your teaching more inclusive

A Universal Design for Learning is one of Time Travellers' methodologies. Care has been taken to represent a diverse mix of cultures, religions, backgrounds and physical abilities both in the visual elements of the textbooks and in the content.

In the **Better world** section students inclusion and diversity will be covered more directly.

## Inclusive learning activity bank

The **inclusive learning activity bank** provides you with activities that you can use with the whole-class or groups of students to replace activity types used in the unit or session plan which block learning for particular students.

You can find these activities on the digital platform, available to download in a PDF. Each one includes step-by-step instructions of how to run the activity. You'll find alternative ways to introduce and practise vocabulary and grammar structures, to access the stories and comics and to practise language skills.

## Inclusion videos

The **inclusion videos** can be found in the Teacher's panel in the Resources section. Each video is 15-20 minutes long. There are some videos on general areas like How to create an inclusive learning environment or How to promote diversity, as well as videos on specific special needs like dyslexia, ADHD or anxiety. The videos include explanations as well as practical tips and activities to use in the classroom. We encourage watching them at the start of the school year or dipping into them when you need support in a certain area.



## What is mediation?

Mediation is the act of facilitating the understanding of an individual or group of people. This can be in a conversation, helping two people to understand each other, or it can be helping someone understand a text, or a concept. The mediator creates a bridge of understanding; they help to convey meaning, something which would not take place without them.

Mediation can happen within the same language, or from one language to another. Mediation helps communication between people from different cultures, from different regions or working in different fields. In these cases understanding may be hindered because of the interlocutors' different points of view, life experiences or knowledge of a particular profession. Mediation therefore not only requires lexical understanding, but also empathy and emotional intelligence to understand different peoples' points of view and interpret and communicate how they feel.

A successful mediator puts their personal views, feelings or needs to one side, and focuses on communicating those of the people involved in the conversation or of the author of the text. The mediator needs the language and social and emotional skills to create the conditions required for successful communication. They need to collaborate to convey meaning, encourage others to communicate or understand meaning and to pass information in an appropriate form.



## A breakdown of mediation activities

The CEFR definition of mediation breaks mediation down into three areas:

- **Mediating a text:** passing on to another person the content of a text that they cannot access because of linguistic, cultural, semantic or technical barriers.
- **Mediating concepts:** facilitating access to knowledge and concepts for others, especially if they are unable to access this directly on their own.
- **Mediating communication:** to facilitate understanding between communicators who have individual, sociocultural, sociolinguistic or intellectual differences in a standpoint.

The CEFR further breaks down these three areas into competences.

### **Mediating a text**

- Relaying specific information - in speech and in writing
- Explaining data (e.g. in graphs, diagrams, charts etc.) - in speech and in writing
- Processing text - in speech and in writing
- Translating a written text - in speech and in writing
- Note-taking (lectures, seminars, meetings, etc.)
- Expressing a personal response to creative texts (including literature)
- Analysis and criticism of creative texts (including literature)

### **Mediating concepts**

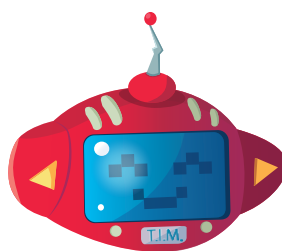
- Collaborating in a group
  - Facilitating collaborative interaction with peers
  - Collaborating to construct meaning
- Leading group work
  - Managing interaction
  - Encouraging conceptual talk

### **Mediating communication**

- Facilitating pluricultural space
- Acting as intermediary in informal situations (with friends and peers)
- Facilitating communication in delicate situations and disagreements

This breakdown has been taken from *The CEFR: Learning, Teaching, Assessment: Companion Volume with New Descriptors* published in 2018. In this guide you can find more information about each area of mediation. The LOMLOE mediation requirements are based on the CEFR guidelines.

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>





## Teaching Mediation with Time Travellers

You can teach students mediation skills using Time Travellers through skills activities in the main units or using the **mediation activity bank**.

### Mediation in the main units

Many of the skills required for successful mediation are skills that students will already be honing to improve their general reading, writing, listening and speaking skills. There are therefore activities within these sections of the unit which will help students to develop these key mediation skills. The sections where they appear are highlighted in the curriculum planning documents, available to download from the Teacher's panel.

Collaborative learning skills which are fundamental to being a good mediator are developed throughout the unit in the activities marked with the learn together icon.



The key Social and Emotional learning skills required to mediate successfully are covered in the **Watch me grow** section. For example, they develop empathy skills and learn how to relate with other students in a group.

Key socio-cultural skills required are covered in the **Better world** section.

### Mediation activity bank

The mediation activity bank which can be downloaded as a PDF from the digital platform provides scenarios in which students can put their mediation skills into practice. They are broken down by cycle, and cover the three main areas of mediation: mediating a text, mediating a concept and mediating communication. These activities can be slotted into language skills sessions or at the end of the Watch me grow session.

### Tips for running mediation activities in the primary classroom

- Make you use scenarios that are relevant to students' lives. Picking scenarios that are likely to happen to students gets them engaged and will encourage them to draw on their own experiences.
- Use visuals where you can. When you're explaining a scenario, show pictures of the key elements to aid understanding and to bring the scenario to life.
- Use authentic realia and recordings where possible. For example, if you're asking students to listen to an advert on a radio station, find a real advert to use.
- Get students to mediate using a variety of multimedia. For example, instead of just speaking or writing, get them to record a voice message or write a text message to make the scenario more true to real life.

## What is plurilingualism?

Plurilingualism refers to the developing linguistic repertoire of an individual. Being plurilingual doesn't just refer to the fact that an individual speaks more than one language (this is bilingual or multilingual), but that they can call upon elements of their linguistic repertoire in a flexible way in different situations. According to the CEFR competence breakdown, plurilingual learners can:

- switch from one language or dialect to another.
- express oneself in one language and understand a person speaking another.
- call upon the knowledge of a number of languages to make sense of a text.
- recognise words from a common international store.
- mediate between individuals with no common language, even with a slight knowledge oneself.
- bring the whole of one's linguistic equipment into play, experimenting with alternative forms of expression.
- exploit paralinguistics (mime, gesture, facial expression etc.).

The plurilingual competence is useful to learners because languages are interrelated. If, for example, an English learner is aware of the similarities and differences between their native language and English it will help them to learn English. What's more, if a learner is aware of their own strengths and weaknesses when it comes to language learning - for example, they remember and reproduce new vocabulary quickly but they struggle with reading long texts - they can apply this knowledge to the learning of a new language and develop strategies to help themselves.

Plurilingualism also groups language and culture together and recognises that they are not two separate things, but rather are closely linked together. A wide knowledge, understanding and empathy of other cultures is vital to plurilingualism. This encourages an attitude of openness and curiosity in learners.



## What does plurilingualism look like in the English classroom?

By simply learning another language, the plurilingualism competence is being developed. Making students aware of the key elements of the plurilingual approach will help them to employ these skills in their English learning. Some examples are, proactively using knowledge of their native language or the languages they speak to read a text in English, looking for cognates and internationalisms, or being aware of false friends to correctly navigate and interpret new vocabulary.

Helping students to understand their strengths and weaknesses in the linguistic and communicative terrain with self-evaluation exercises and progress logs is a key part of plurilingualism. It is also important to give students strategies to help them improve in these areas and digital tools they can use to support their learning.

## Teaching plurilingualism with Time Travellers

The plurilingualism methodology in Time Travellers includes lesson plans and self-evaluation rubrics and progress log.

### Plurilingualism session plans

In the Resources section of the Teacher's panel are session plans that develop key plurilingual skills, including developing an awareness of the similarities and differences between languages and the importance of understanding cultures when it comes to learning a new language. These short sessions can be run once or twice a term and link well with the Better world session.

### Self-evaluation rubrics and progress log

This resource is similar to the approach recommended by the Council of Europe - the creation of a European Language Portfolio (ELP). Using self-evaluation rubrics, available to download from the Teacher's panel, students reflect on their language learning in order to develop a self-awareness of their strengths and weaknesses.

You can read more information about plurilingualism in *The CEFR: Learning, Teaching, Assessment: Companion Volume with New Descriptors* published in 2018:

<https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>

## Flexible evaluation

Milton Education supports teachers by providing a wide range of evaluation tools that can be adapted and used to objectively assess students' progress in a variety of contexts. It encourages global and ongoing evaluation and takes into account key competences and students' progress in all areas of learning.

### ■ Placement tests

There are placement tests that can be used at the start of Primary 2 to determine students' current knowledge. They cover the most important content for the students to have mastered in order to continue with the current year's content, giving you valuable information about which areas might need to be developed further. The placement tests are designed to form part of a holistic student evaluation process, alongside other evaluation tools. Available on the digital platform and as downloadable PDFs.

### ■ Review sections

Each unit contains a **Review** section, testing students' understanding of the vocabulary and grammar presented. These sections can be done at the end of each unit or after every few units as part of a general overview of previous content.

### ■ Cambridge exams

The Trainer offers a complete set of over 30,000 questions similar to Cambridge exams Starters, Movers, Flyers, A2 Key and B1 Preliminary. The questions are organised into the 7 CEFR levels Pre-A1 to B1. Each level covers the 6 main skills areas of Vocabulary, Grammar, Listening, Reading, Writing and Speaking. Also available in the Teacher's panel are 3 complete Cambridge exams for 5 levels: Starters, Movers, Flyers, A2 Key and B1 Preliminary.

### ■ Unit exams

These tests can be used as exams or as a diagnostic tool to identify any gaps in knowledge and understanding. Available as downloadable PDF or editable document to be personalised for your students.

### ■ Evaluation rubrics

The evaluation rubrics allow teachers to continuously assess their students progress throughout the school year, and help to provide valuable insight into students' competence development. They evaluate the key competences specified in the LOMLOE. Available as a downloadable PDF.

### ■ Self-evaluation rubrics

The self-evaluation rubrics are designed to develop students' self-awareness of their language skills. They encourage them to reflect not only on their English skills, but on the skills involved in all the languages they speak, and to recognise their strengths and the challenges they face to help them improve. They also help you to adapt your teaching according to individual students' needs. Available as a downloadable pdf.

## Greetings

Good morning/afternoon, everyone.

Hello, everyone. / Hello, (Sara).

## Introductions

I'm (Sara). / My name is (Sara).

I'm your teacher, Miss/Ms/Mrs/Mr(Roberts).

## Asking how someone is

How are you? / How are things?  
How are you getting on?

## Getting started

It's time to start. / Let's begin.

## Finishing the lesson

Close your books.

Put your (books) away.

It's time to finish.

## Checking understanding

Are there any questions?

Does everyone understand (what they have to do)?

## Saying goodbye

See you (next week / on Monday)!

Have a nice (day / afternoon / weekend)!

## Instructions

Stop talking and be quiet.

Come in.

Stand up.

Sit down.

Come to the front of the class.

Put your hand up.

Show me your (answer).

Turn to page (fifteen).

Look at exercise (ten).

Listen to (the recording).

Watch the (video).

Pay attention.

Repeat after me.

Look at me.

Remember to bring (coloured pens) to the next class.

Do exercise (two).

Work in (pairs / groups).

Remember to do your homework!





Milton Education's **Masters in Innovative Language Teaching (MILT)** is a self-study, digital learning course designed to help you become a better English teacher. It provides professional development training in English teaching methodologies, theories and tools.

MILT is composed of 130 videos, each lasting 15-20 minutes. The course is split into 8 modules.

## 1 Teaching methods

Pedagogical theories and learning methodologies and how to apply them in your classroom. Videos include:

- Flipped classroom
- Multiple intelligences
- Universal Design for Learning

## 2 Classroom management

Useful ways for managing students, resources and your classroom environment. Videos include:

- Managing challenging behaviour
- Creating a student-centred learning environment
- Teaching digital natives

## 3 Teaching English

How to improve your English teaching, focusing on innovative ways of teaching the language and how to teach the more challenging areas of English. Videos include:

- Multiple literacies
- Using stories to teach English
- Effective correction and feedback sessions

## 4 Classroom tools

How to use a range of digital tools that are useful for teaching English. Videos include:

- How to use Kahoot
- How to use Google classroom
- How to use Class Dojo

## 5 Social and Emotional Learning

How to support students with their emotional well-being, following a Social and Emotional Learning curriculum. Videos include:

- Social awareness
- Growth mindset
- Safeguarding children online

## 6 Creating an inclusive classroom

How to manage mixed-ability classrooms and support students with special educational needs. Videos include:

- Promoting and celebrating diversity
- Teaching children with anxiety
- How to create an inclusive learning environment

## 7 Teacher organisation and well-being

Skills to support your own well-being as well as tools for organising yourself, time and work. Videos include:

- Managing workload
- Having difficult conversations
- Managing parents

## 8 Management and leadership

Areas that will help you develop a whole-school view and take on more senior roles. Videos include:

- How to lead
- Managing conflicts in your team
- How to coordinate the English department

At the end of the course you will receive a certificate showing the completion of the MILT course.

All videos have been written and are presented by experienced English teachers and the advice is practical and easy to implement in the classroom.

For more information go to [www.miltonteachers.com](http://www.miltonteachers.com).

# Curriculum planning

Time Travellers is designed to be taught in one school year. The official curriculum planning documents include a teaching plan which suggests teaching a unit every 5 weeks. Below is the whole year plan, including exam periods and holidays. You can follow this plan or adapt it to suit your needs.

September				October			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
	unit 1	unit 1	unit 1	unit 1	unit 1	unit 2	unit 2

November				December			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
unit 2	unit 2	unit 2	EXAMS	unit 3	unit 3	unit 3	HOLIDAY

January				February			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
HOLIDAY	unit 3	unit 3	unit 4	unit 4	unit 4	unit 4	unit 4

March				April			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
EXAMS	unit 5	unit 5	unit 5	HOLIDAY	HOLIDAY	unit 5	unit 5

May				June			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
unit 6	unit 6	unit 6	unit 6	unit 9	EXAMS		

## Hours of English teaching

The Time Travellers content can be adapted to suit your teaching needs. You can use the session plans to adapt the amount of content to the amount of hours of English you teach each week. There are 12-14 session plans in every unit.

### 5 hours of English per week

If you teach 5 hours of English per week, teach all 12-14 session plans for each unit.

### 4 hours of English per week

If you teach 4 hours of English per week, teach 10 session plans for each week.

### 3 hours of English per week

If you teach 3 hours of English per week, teach 8 session plans for each week.

In the session plans section of the Teacher's panel you can filter the session plans by how many hours of English you are teaching. A recommendation of which sessions to teach and which to skip, depending on whether you teach 5, 4 or 3 hours of English per week, is provided.

## Downloadable resources quick reference list

Below is a list of all the downloadable teacher's resources you'll find on the Teacher's panel.

- Answer key including audio scripts
- Audio files by unit
- Teacher's guide (this document)
- Official document planning (programaciones)
- Learning situations
- Session plans
- Phonics unit
- Andalusian culture unit
- Unit exams (including audio, editable)
- Placement tests (including audio, editable)
- Cambridge practice exams
- Evaluation rubrics
- Self-evaluation rubrics
- Inclusive learning activity bank
- Mediation activity bank
- Plurilingualism session plans

*Answer to Escape room activity on page 3: DONE*