

# Time travellers



## TEACHER'S GUIDE

RED

milton  
education



# TABLE OF CONTENTS

Contents	Page number
<b>Welcome!</b>	3
<b>Meet the characters</b>	4
<b>Series components</b>	5
Student's materials	5
Teacher's materials	6
<b>Student's book scope and sequence</b>	8
<b>Time Travellers' methodologies</b>	10
A natural, communicative approach	10
Gamification	11
A Universal Design for Learning	13
Stories and reading	15
Creating a global citizen	17
Flexible evaluation	20
<b>Unit tours</b>	21
Student's book	21
Activity book	26
<b>Digital platform tour</b>	28
Student's resources	28
Teacher's resources	31
<b>Time Travellers and the LOMLOE</b>	38
The key concepts of the LOMLOE	38
The key competences of the LOMLOE	39
The specific competences for English learning	40
<b>Teaching with Time Travellers</b>	42
Session plans	43
Language skills sections	44
Activity book	46
Read&Play	47
Time travel mission	48
Better world, Better me	54
Inclusion	58
Mediation	61
Plurilingualism	64
Evaluation	66
Useful classroom language	67
MILT	68
Curriculum planning	70
Downloadable resources quick reference list	71

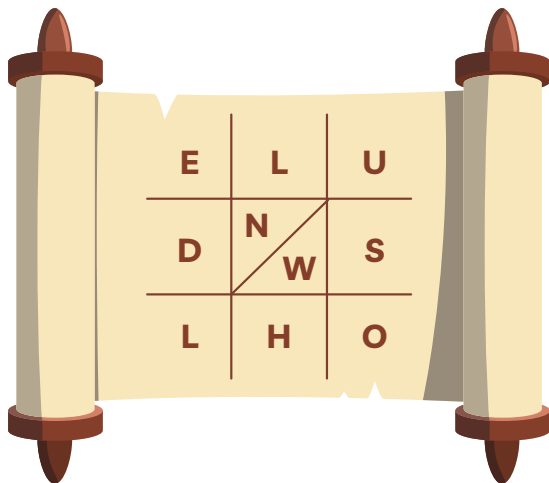
## Thank you for choosing Time Travellers!

**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.

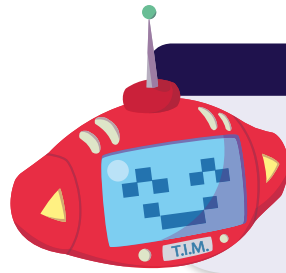
If you want to give us feedback on the Time Travellers course, please send an email to [support@miltoneeducation.com](mailto:support@miltoneeducation.com).

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  
travel in time!



**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  
learning about new  
technology.



## Student's materials

### Student's book



#### Print

Full-colour **Student's book** with 9 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 9 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.**
- **9 language posters.**



## 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	The long read	Grammar	Listening & speaking	Reading & writing
1 Let's go!	5	tourism	✓	I (planned) a trip. I (didn't plan) a trip. (Did you plan) a trip?	✓	Train reservations A story
2 Flying	23	airports travel verbs	✓	We (are flying) to India on Sunday. We (are going) to be late. The aeroplane (was invented) in 1903.	✓	An article A travel itinerary A letter
3 No more chores	43	chores frequency words	✓	We (were going) to the shop when she (called). He (hasn't done) the laundry yet.	✓	An article Short messages Instructions
4 The best city	61	city places describing cities transport	✓	It's the (tallest) building. This city is less (crowded) than my city. I run as (fast) as you.	✓	An article A story
5 Festival time	79	celebrations countries nationalities languages	✓	She's got (a lot of) pencils. We drink (some) water. When we arrived, the parade (had) already (started).	✓	An article A letter
6 Staying healthy	101	symptoms and illnesses	✓	I (have to / must / should / could / might / would) take some medicine.	✓	Medical advice A story
7 Connected	121	online technology	✓	(You) should call (me). She told me to call her.	✓	An article A flyer A pro/con essay
8 The environment	141	extreme weather environment	✓	If we aren't careful, we will destroy the environment.	✓	An article A persuasive letter
9 Living your dreams	161	sports jobs	✓	If I won the lottery, I would travel the world. If I had won the lottery, I would have travelled the world.	✓	A biography A biography



Verb practice	TIME TRAVEL MISSION Comic & escape room		BETTER WORLD, BETTER ME 		Review quiz
			Sustainable Development Goals	Social & emotional learning	
✓	Mayhem in Mesopotamia ~~~~~ 3100 BC: Cuneiform and the history of writing	Responsible consumption and production (SDG 12)  ~~~~~ Sustainable tourism	Making responsible decisions	✓	
✓	Trouble at the temple ~~~~~ 1465 BC: Pharaoh Hatshepsut and Ancient Egypt	Affordable and clean energy (SDG 7)  ~~~~~ Reducing our carbon footprint	Understanding how individual actions can have global consequences	✓	
✓	A mess at the press ~~~~~ 1436: Gutenberg and the printing press	Reduced inequalities (SDG 10)  ~~~~~ Female inventors	Discussing gender roles at home	✓	
✓	A suspicious proposal  ~~~~~ 1802: Jane Austen	Clean water and sanitation (SDG 6)  ~~~~~ Water as a precious resource	Being aware of the unequal distribution of resources	✓	
✓	A haunting tale  ~~~~~ 1843: Charles Dickens	Zero hunger (SDG 2)  ~~~~~ Food security	Learning new skills	✓	
✓	The Capitol codes ~~~~~ 1844: The telegraph and Morse code	Good health and well-being (SDG 3)  ~~~~~ Holiday healthcare tips	Learning to look after yourself	✓	
✓	The equation invasion ~~~~~ 1905: Einstein and the Special Theory of Relativity	Industry, innovation and infrastructure (SDG 9)  ~~~~~ How mobile phones have changed our lives	Using technology responsibly	✓	
✓	A shock at the dock  ~~~~~ 1909: The history of shipbuilding	Climate action (SDG 13)  ~~~~~ Rising sea levels	Problem-solving	✓	
✓	The Jubilee catastrophe  ~~~~~ 2022: The Queen's Platinum Jubilee	Peace and justice (SDG 16)  ~~~~~ Dealing with conflict	Resolving conflicts peacefully	✓	



# 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.

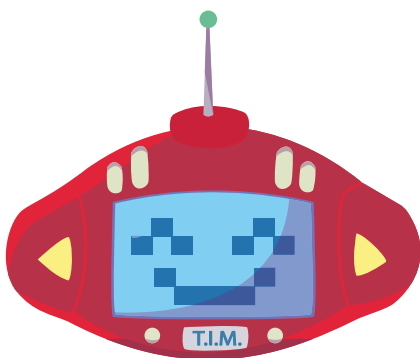
They are:

- 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 save the past. Obsidian, the evil CEO of TimeCorps, is sending Time Tourists to the past and they are interfering with important historical events which is having drastic consequences in the present! Via stories, students travel back in time and help the friends solve escape room-style Solve and save activities to save the past and send the Time tourists home.


## 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:

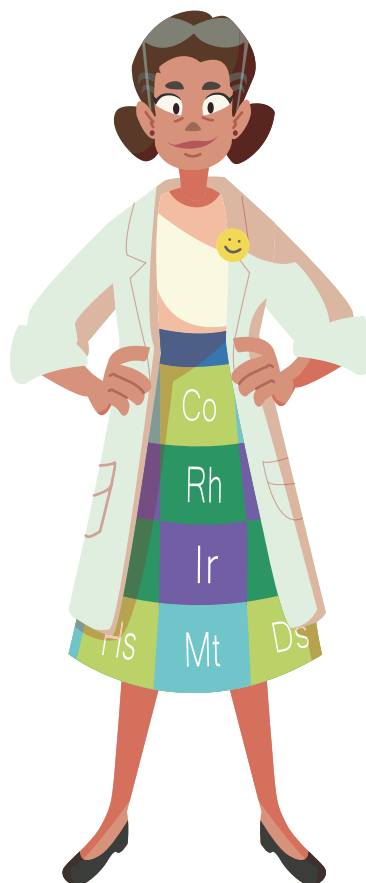
- basic maths puzzles
- missing letters
- crosswords
- hidden objects
- looking for clues
- visual perception puzzles
- logic puzzles
- sequencing puzzles
- code cracking puzzles
- language riddles

## 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. There is also a story in the **Time travel mission** in which students travel back in time to help the group of friends protect a historical event. The story is available in print and as an audiobook on the digital platform. Students can read or follow along.

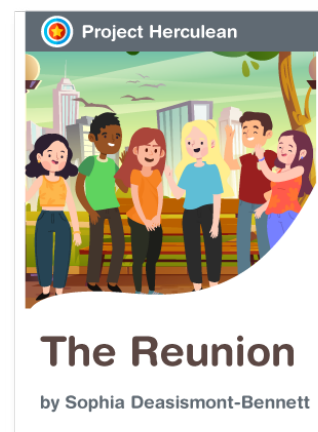
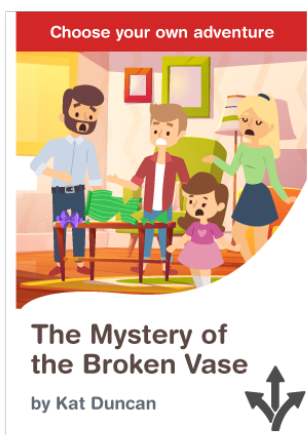
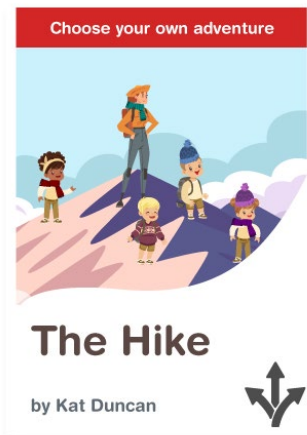
Stories have a wide range of benefits. They:

- 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.



# 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, Better me** 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.

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

- An opening, image-based activity to detect previous knowledge.
- A video introducing a topic related to the unit SDG, split into two parts.
- Comprehension activities to test general understanding of the video and to get students to start thinking critically about the SDG focus.
- A speaking or Learn together activity based on a real-world situation.
- A competence-based project, called **Take action**, encouraging students to directly address some of the issues related to the unit SDG.
- A **Real-life heroes** biography, highlighting an inspirational person or organisation working towards 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 **Better world, Better me** 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 **Better world, Better me** section of Time Travellers uses a wide selection of effective strategies to build up students' self-awareness and develop their social awareness, relationship and responsible decision-making skills on the way to being a more rounded global citizen. More detailed information on working with SEL in the classroom is available in "Teaching with Time Travellers" at 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



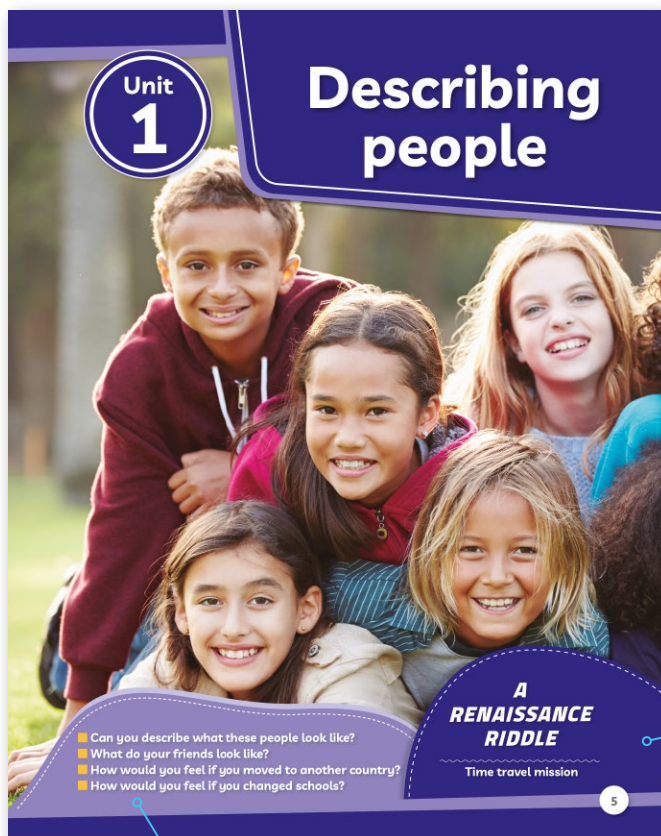
Total Physical Response (TPR) activity



pair speaking activity



write the answers in your notebook



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


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.

# Vocabulary

**1 Read and listen.**


My name is Jorge and I have moved to England from Spain. This week has been my first week in my new school.

**friendly**




My teacher's name is Miss Brown and she's very friendly.

**intelligent • bossy**




I sit next to Jenny who is very intelligent. She helps me when I don't know the answer, mostly in Maths class. Jenny loves to tell everyone in our group what to do when we are working together. She can be very bossy.

**untidy • rude**




Opposite me sits Marcus, who loves to talk about his pet rabbit Rufly and about how untidy he is. Sometimes he talks when the teacher is talking, which is rude.

**cheerful • noisy**



Sammy sits next to Marcus, and is always very cheerful. He makes everyone sitting at my table laugh by making silly jokes. I think we can all be quite noisy when he is making jokes.

**nervous**



Amy also sits at our table, and loves to read, so we have something in common. But when the teacher asks her to read out loud in class she gets really nervous so she asks me or Sammy to read for her.

**2 Read the definitions and write the word.**

A Someone who is happy and easy to talk to is \_\_\_\_\_.  
 B Someone who knows a lot is \_\_\_\_\_.  
 C Someone who likes to tell people what to do is \_\_\_\_\_.  
 D Someone who doesn't think about a person's feelings is \_\_\_\_\_.  
 E Someone who is always happy is \_\_\_\_\_.  
 F Someone who makes a lot of noise is \_\_\_\_\_.  
 G Someone who gets scared before doing something is \_\_\_\_\_.  
 H Someone who leaves their things everywhere is \_\_\_\_\_.


**3 Read the rest of Jorge's blog post.**

Yesterday our teacher Miss Brown was ill so we had a supply teacher. The new teacher was not like Miss Brown at all. He was much taller. He had short brown hair, a moustache and really thick eyebrows. His name was Mr Peters and he looked a bit like my uncle. He was really nice because he let us play outside for five minutes as a treat for finishing all our work quickly and quietly.

A Who is Mr Peters?  
 B Does Jorge like Mr Peters? Why?  
 C Who does Mr Peters look like?

**4 In pairs, use the words (A-H) to label the parts of the face (1-8).**

A beard B forehead  
 C chin D eyelashes  
 E moustache F eyebrow  
 G cheek H teeth



Vocabulary items are introduced in a short text with photographs. Year 5 follows a boy called Jorge who has recently moved to England and Year 6 is about a family travelling around the world.

Vocabulary is practised and complimentary vocabulary items are introduced.

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

# Story

## The ugly duckling

by Rachel Weiss

Adapted from Hans Christian Andersen

It was a fine summer, sunny and warm. Little birds sang, butterflies flew and flowers danced in the breeze. A mother duck was sitting on her eggs. She was waiting for them to hatch. She had been waiting for quite a long time. Sometimes a friend or two came to talk to the mother duck while she sat. All the while, the mother duck thought, "When will the little ducks be here?"

The mother duck sat and sat until finally she heard a cracking noise. One crack, two cracks, three cracks and the ducklings began to come out of the eggs. "Peep, peep!" said one. "Quack, quack!" said another. The mother duck was very happy to meet her baby ducklings, but there was still one egg left.

The last egg was bigger than the others. A friend came to visit the baby ducklings and saw the last, big egg. "This last egg isn't hatching," said the mother duck. "I suppose it's because it's bigger and needs more time." "Are you sure that egg is yours? I saw a turkey egg once and it was about that size," said the friend. "Maybe it's not a duck." Finally, the last, big egg began to crack. One crack, two cracks and out came the last duckling. This duckling was very ugly.

"Maybe my friend was right!" said the mother duck. "Maybe this ugly duckling is not a duck at all." The mother duck took her ducklings to the water for their first swim. "If this ugly duckling can't swim then he's not a duck," thought the mother duck.

The little ducklings walked into the water and began to swim. The ugly one swam just fine, holding his head very straight. The mother watched the ugly duckling swimming and thought, "He swims quite well after all. He is a little bit ugly, but he will do just fine in the world. I quite like him."

The mother duck wasn't sure where to go. He flew around until he was tired. He decided to rest in the grass near a lake. Two geese saw the ugly duckling and stopped to talk to him. "You are quite small to be alone, aren't you?" they said. "I am too ugly to stay with my family," the ugly duckling said. "That's too bad," they said. "You should come with us. We are flying south now." The two geese began to fly when two loud shots were heard. Pow, pow! Some men were hunting the geese. The ugly duckling was scared. He hid in the woods and watched the geese fly away.

By now, it was winter and it was very cold. The ugly duckling moved his legs in the lake to keep from freezing. The lake began to turn into ice little by little until finally the ugly duckling was nearly frozen. A farmer passing by saw the duckling, nearly frozen in the lake, and cut him out. He took the duckling home to get warm. The farmer's children wanted to play with the duckling, but they scared him. He thought the children wanted to hurt him because he was so ugly. The scared duckling flapped his wings and broke a bottle of milk. The farmer's wife began to clean up the milk when the duckling tried to fly out the window and broke the dinner plates. With that, the farmer put the duckling out in the cold. The ugly duckling spent winter all alone.

To be continued...

**5 Read and answer True or False.**

A The ugly duckling could not swim.  
 B The mother duck liked the ugly duckling.  
 C The ugly duckling had to be rescued from the ice.  
 D The farmer's children loved the ugly duckling.  
 E The ugly duckling flew away with the geese.

True False  
 True False  
 True False  
 True False  
 True False

Read this story again and take a quiz online!

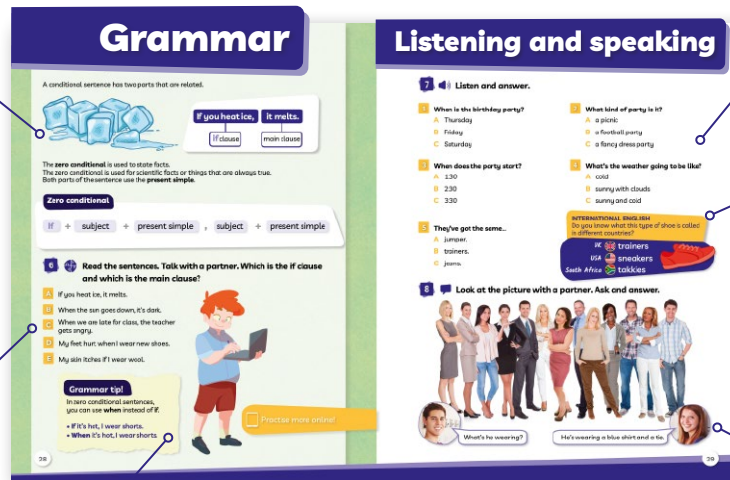
Each unit contains a story or non-fiction "long read" combining new vocabulary and new grammar structures.

A comprehension activity follows the story.



Grammar reference boxes present new structures simply and clearly.

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



Vocabulary and grammar is practised in the two Listening and speaking sections.

International English boxes highlight language differences between English speaking countries.

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

Students can record their answers to the speaking exercises on the digital platform.

Comprehension activities test student's understanding and are often exam style questions.



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

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



The writing section builds on the reading section asking students to recreate the text themselves.

Students travel back in time through a story, looking for the “time tourists” and learning about different periods in history and British culture along the way.

**TIME TRAVEL MISSION**

**22** Do you recognise this painting? Why is it so famous?

**23** Read the story.

**A RENAISSANCE RIDDLE**

"I think the painting is so famous because it looks so realistic," said Flo.

"I think it's because of the expression on her face. I wonder why she's smiling," added Berry.

The friends were watching a man painting on the pavement in the town square. Suddenly, Flo noticed something strange. "The painting has disappeared!" she shouted. "She was right. There was no sign of the Mona Lisa!"

"Excuse me Sir. What happened to the Mona Lisa?" asked Flo.

"The Mona Lisa?" replied the man.

Children! Three time tourists have crossed into Renaissance Italy. Find the tourists, crack the code to the timeport and take them back to their time!

The friends rushed over to where the man was sitting.

"Are you the painter Leonardo da Vinci?" Flo asked.

"I was a painter, yes. I painted the Mona Lisa and The Last Supper and I also invented lots of things. I even invented my own way of writing backwards! But not any more," said the man sadly.

"But why? You're one of the greatest artists of the Renaissance!" asked Berry in alarm.

"Some people think so, but there are many other great artists in my time. Michelangelo made an amazing sculpture of David, and he painted the roof of the Sistine Chapel. Raphael and Botticelli are great artists too. They took inspiration from ancient Rome and Greece to create their paintings," said Leonardo.

"So, what happened?" insisted Berry.

"I was those tourists!" said Leonardo angrily, pointing accusingly at the time tourists who were giggling and taking silly photos behind the column. "Look! They showed me an instant picture called a 'selfie' and now everything seems pointless. I spent years painting the Mona Lisa. I will destroy all of my art!"

**24** Solve Leonardo's riddle.

Unit 4

"No please Mr da Vinci! Don't destroy your art. In the future it will inspire millions of people!" shouted Berry.

"Can I trust you?" asked Leonardo suspiciously.

"Yes you can! Please believe us!" said Flo and Berry at the same time.

"Did you know that I solved an astronomical riddle called the mystery of the triangle? Please I can trust you by solving this astronomical riddle," challenged Leonardo.

**25** Continue reading the story.

"You are very intelligent children! I will believe you and not destroy my art!" said Leonardo, smiling.

"But art is not the only contribution my time made to humanity. People in my time rediscovered the teachings of ancient Greece and Rome. Through the work of writers like Dante and philosophers like Machiavelli, people began to believe that humans could understand their world through logic. Scientists like Copernicus and Galileo taught us that the Earth rotates around the Sun," continued Leonardo.

"All the great achievements of the Renaissance!" said Flo.

"Renaissance? That means 'rebirth'. Is that what you call my time period? What a great name!" said Leonardo.

How did it start?" asked Berry.

"Well, Italy is very rich in my time. Families like the Medici have lots of money to pay for art. There's also a lot of trade with other countries and new ideas spread around the world," said Leonardo.

"Mr da Vinci, do you know where the timeport is? I think it's time the tourists were home!" said Flo.

"I think it might be under one of the tiles in the corridor. I noticed something strange there earlier," replied Leonardo.

**26** Which tile has been moved?

Amor with a long beard was sitting in a corner. "I recognise that man from my art class!" said Flo excitedly.

"Let's go over and talk to him. He looks upset!" said Berry.

**27** Name the capital of Italy and crack the code to the timeport.

**WELL DONE! YOU SENT THE TIME TOURISTS HOME!**

Students solve three escape room-style **Solve and save** activities to complete the mission.

A true or false comprehension activity tests students' understanding of the story.

**28** Read the story again and answer True or False.

**29** Galileo said that "Where the senses fail us, reason must step in". What did he mean?

**30** Are old art forms pointless now that we have technology like the camera?

**31** Read and answer. Where can you see the Mona Lisa?

**32** Find another Renaissance work of art that you like. Explain what is interesting about it and why you like it.

Unit 4

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Students learn more about the historical period or British culture element through individual and Learn together activities.



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

**BETTER WORLD, BETTER ME**

33 Look at the picture. What can you see? Discuss with a partner.

34 Watch part 1 of the video. What different types of schools does it mention?

35 Watch part 2 of the video and answer the questions.

A How do students benefit from smaller class sizes?

B Why are extra-curricular activities important?

C The video mentions three reasons that children can't attend school. What are they?

36 Look at the list of factors that can contribute to a quality education. Which ones are mentioned in the video?

Safe spaces	Zero tolerance policy against bullying
Facilities and resources	School counsellors
Career guidance	More teachers
Study / Special needs support groups	Work experience opportunities
Extra-curricular activities	Smaller class sizes

37 Look at the table again in exercise 36. How can the factors not mentioned in the video positively affect the education you receive? Make notes and share your ideas with the class.

*School counsellors - If you have a personal problem, you can't concentrate at school. A school counsellor can support you and help you find a solution to problems at school or at home.*

**TAKE ACTION**

38 Read the profiles of the students. Follow the instructions.

Adarsh (12)

- Lives in a small village in India
- Walks two kilometres to a school with electricity but no computers
- Favourite subjects are Science and History
- Helps on his parents' farm

Hgerl (14)

- Lives in Seoul, South Korea
- Goes to a bilingual school to learn English with her other subjects
- Favourite subject is IT
- Is visually impaired

Think about the challenges these students face and how they might affect their education. Choose one student and write 100 words about a typical day from their perspective.

39 Work in small groups and follow the instructions.

1 Make a list of the things you like about your school. Think about how the people and facilities help students in different circumstances.

2 Now make a list of ideas of ways to improve some things. What new resources or services could your school offer to help people learn?

3 Share your ideas with the class.

**REAL-LIFE HEROES**

Name: Malala Yousafzai Country: Pakistan

40 Read Malala's story. How did Malala tell people about her experience when she couldn't attend school?

Malala Yousafzai was born on July 12, 1997. She loved school and was an excellent student. However, in 2008, the Taliban, a religious and political group, took control of Malala's village and stopped girls from attending school. Malala wrote an anonymous blog about her experience.

When the Taliban lost control and Malala returned to school, she began to speak publicly in favour of education for girls. But, when she was 15 years old she was shot while riding the bus home from school. Some people didn't believe that girls had the right to an education.

Incredibly, Malala survived. In 2014, for her bravery and dedication, she became the youngest person ever to receive the Nobel Peace Prize. Now, she lives in England and in 2020 she graduated from Oxford University. The Malala Fund, an organisation started by Malala and her father, promotes girls' right to education around the world.

Activities help students develop an SEL skill in the context of the SDG, developing them into rounded global citizens.

The **Real-life heroes** biography highlights an inspirational person or organisation working towards the unit SDG.

In every unit, students practise 5 of the most commonly used irregular verbs in the past tense

Some review activities are open to accommodate additional language that may have come up in the course of the unit.

**Verb practice**

17 Listen and chant.

Infinitive	Past simple	Past participle
be	was	been
go	went	gone
have	had	had
take	took	taken
make	made	made

18 Look at the table. Which verbs have different past simple and past participle?

19 Look at the table. Which verbs have the same past simple and past participles?

20 Fill the gaps with the past simple.

A I ... (go) to Portugal over the summer holidays with my cousins.

B Have you finished the homework? It ... (take) me such a long time.

C Last Christmas I surprised my uncle and ... (make) him a cake.

D When I was little I ... (be) the angel in the school play.

E Last weekend we went to the museum and saw the dinosaurs. We ... (have) a great time.

21 Fill the gaps with the present perfect.

A ... you ... (be) to the cinema to see that new comedy?

B The dog looks really tired. ... you ... (take) him for a walk?

C Today I played football and our team won. I ... (have) such a good day.

D ... you ever ... (make) pancakes? They are so delicious and easy to make.

E Uncle Jim is not in the garden. ... he ... (go) to the shops?

**Review quiz**

41 Say six parts of the face. 42 Say six words to describe personality.

43 Work with a partner. Use the numbers to make a long number. Say it and your partner writes it. Take turns.

7 9 3

1 4 2

One hundred twenty-four thousand nine hundred and thirty seven.

124,937

44 Complete the table.

Verb	Past simple	Past participle
be	?	?
go	?	?
have	?	?
make	?	?
take	?	?

45 Complete the sentence with the correct comparative or superlative.

A China has the ... (long) wall in the world.

B Who is the ... (intelligent) person in your class?

C My picture is a lot ... (good) than yours.

D In summer, the weather is ... (hot) than in winter.

E The weather is ... (sunny) than in England.

In the review quiz, students revise the content they have learned.

# Activity book

New vocabulary is reinforced with additional practice.

Exam practice is an integral part of the Activity Book.

**1 Read Underwater life in your Student's Book. Fill the gaps.**

A Last week they visited an aquarium.

B They saw \_\_\_\_\_, which are birds that can't fly.

C They also saw \_\_\_\_\_, which have flippers to help them swim.

D They saw \_\_\_\_\_, which have many sharp teeth.

E There were also many \_\_\_\_\_. They have two claws called pincers.

**2 Write the words under the correct animals.**

beak scales	pincers gills	flippers suckers	tentacles shell	fin fangs	wings whiskers
Octopus	Snake	Penguin			
A _____	C _____	E _____			
B _____	D _____	F _____			
Crab	Seal	Shark			
G _____	I _____	K _____			
H _____	J _____	L _____			

**3 What is your favourite sea animal? What body parts has it got?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 Match the words (A-E) to their definitions (1-5).**

A aquarium (n) 1 a long hair that grows from the face

B whisker (n) 2 to take air into the lungs and then expel it

C invertebrates (n) 3 rivers, lakes and ponds

D fresh water (n) 4 animals without backbones

E breathe (v) 5 a building with tanks of live fish of different species

**5 Read and write the letter of the best place for each young person.**

**1** Jack has watched several television programmes about sharks and is really into them. He is looking for an aquarium where he can see lots of sharks as well as other species, as he is thinking about studying marine biology. He's not keen on dolphin shows and things like that.

**2** Cathy is worried about the contamination of the seas and oceans. She wants to learn more about what's happening to the marine environment, especially in her area. She would like to be more active and wants to join an organisation as a volunteer.

**3** Sally's birthday is soon and she wants to amaze her friends with a really special party that they'll never forget. She will invite 11 people, plus her parents and herself. She has already celebrated other birthdays at the cinema and the amusement park.

**A National Marine Rescue Centre** is a charity that rescues local marine animals. You won't see spectacular sharks here, but with your visit, you contribute to our conservation programmes. Visit us to learn more about the risks to our ocean environment. Make a donation or apply to volunteer with us!

**B The Deep** is one of the most spectacular aquariums in the world. In the Lagoon of Light, you can watch colourful tropical fish swim through amazing coral reefs. In Endless Ocean, courtesy of sharks, seafish and rays, share the largest tank in the area. Come and visit us today!

**C Blue Planet Aquarium** is available for birthday parties. See amazing dolphin tricks at the Aquathreat Show and feed the sharks if you dare! You can bring from 10 to 20 friends. You will also have private access to the Venom Cave where you can see our spiders and snakes. Make your reservation today!

Short, personal writing is encouraged throughout the course.

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.

**6 Find these words in Humpback whales in your Student's Book. Fill the gaps.**

bubble net feeding pod calf migrate tail fins flippers

A Humpback whales have the longest flippers.

B Humpback whales can be recognised by their \_\_\_\_\_ as each is unique.

C With the \_\_\_\_\_ technique one whale eats thousands of fish at once.

D Humpback whales live in a group called a \_\_\_\_\_.

E Pregnant humpback whales \_\_\_\_\_ to warmer waters to give birth.

F The baby humpback whale, called a \_\_\_\_\_, stays with its mother for a few years.

**7 Read the text again and match the numbers (A-E) to what they measure (1-5).**

A 36,000 kg	1 the amount of krill and small fish they eat
B 12 to 16 metres	2 how much they can weigh
C 200 kg	3 how long their feeding season lasts
D 2,500 kg	4 the weight of the heart
E 120 days	5 how long their bodies can be

**8 Read and fill the gap with a reflexive pronoun.**

myself themselves yourself herself ourselves

A Humpback whales stay by themselves most of the time.

B We enjoyed \_\_\_\_\_ at the party.

C Mary does her hair \_\_\_\_\_.

D I was able to teach \_\_\_\_\_ to play the piano.

F You are old enough to do it \_\_\_\_\_.

**9 Read and practise the grammar from the lesson.**

**Present simple**

Affirmative	Negative	Interrogative
I You We They + verb	I You We They + don't + verb	Do I you we they + verb ?
He She It + verb + s / es	He She It + doesn't + verb	Does he she it + verb ?

**10 Write the verb correctly.**

A Humpback whales \_\_\_\_\_ (eat) thousands of small fish.

B The pod \_\_\_\_\_ (form) to hunt for fish.

C The "bubble net" \_\_\_\_\_ (push) the fish upwards.

D Humpback whales \_\_\_\_\_ (not / chew) their food.

E A calf \_\_\_\_\_ (not / stay) with its mother for more than three years.

**11 Write the questions. Then write the correct answer.**

A seals / have / sharp teeth? Do seals have sharp teeth?

No, sharks have sharp teeth.

B crabs / migrate / to give birth? \_\_\_\_\_

No, humpback whales \_\_\_\_\_

C a penguin / carry / food with pincers? \_\_\_\_\_

No, a crab \_\_\_\_\_

D snakes / stick / to rocks with suckers? \_\_\_\_\_

No, octopuses \_\_\_\_\_

E a seahorse / have / a break? \_\_\_\_\_

No, a penguin \_\_\_\_\_

Pair speaking work is included.

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

**22** Read Humpback whales again and fill in the information. Ask and answer with a partner.

A Weight: 36,000 kg  
 B Length: \_\_\_\_\_  
 C Distance travelled per month during migration: \_\_\_\_\_  
 D Amount of krill eaten every day: \_\_\_\_\_

How much do humpback whales weigh? They can weigh up to 36,000 kg.

**23** Listen and choose the correct answer for each question. You will hear Tony talking about his weekend.


**1** Tony went  
 A to school.  
 B on a family trip.  
 C to visit his grandparents.

**3** The experience was  
 A childish.  
 B boring.  
 C exciting.

**5** Tony's family spent a lot of time  
 A in the city of Brighton.  
 B at the beach.  
 C at Brighton Pier.

**2** Tony left London  
 A at two.  
 B at quarter past seven.  
 C at ten.

**4** The best thing Tony did was  
 A touch a starfish.  
 B ride on a boat.  
 C feed the fish.



**24** Read and fill the gaps with the past simple. Unit 5

get leave swim bring dive

I a) left home early this morning and b) \_\_\_\_\_ to the swimming pool 15 minutes before my class started. I c) \_\_\_\_\_ my new goggles that I bought on the internet. I d) \_\_\_\_\_ into the swimming pool and e) \_\_\_\_\_ for a while because I wanted to try them before the class started.

**25** Read and fill the gaps with the present perfect.

got leave swim bring dive

She a) has just got a new camera and she b) \_\_\_\_\_ it to the beach to take some photos. There is a group of divers getting into a boat. Paula c) \_\_\_\_\_ never before, but she d) \_\_\_\_\_ at this beach many times. After the boat of divers e) \_\_\_\_\_, Paula will get some great pictures of seagulls.

**Suffixes: -ful** The suffix -ful means 'full of'.

**26** Add -ful after these words and write them in the correct gap.

care pain hope colour help

A You have to be very careful with this vase. It's mum's favourite.  
 B I went to the doctor and got an injection. It was \_\_\_\_\_.  
 C I am \_\_\_\_\_ that I will pass my exam.  
 D You were very \_\_\_\_\_. I finished an hour early thanks to you.  
 E Your drawing is very \_\_\_\_\_. It makes me feel happy.

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.

Writing plans and revision activities support longer writing in the Student's book.

Review is enjoyable with puzzles and fun exercises.

**16** Read about the parts of a paragraph.

**Writing tip!**

A paragraph has three parts:

- The topic sentence is the first sentence of the paragraph that introduces the reader to your topic.
- The body contains details and supporting information about your topic.
- The closing sentence restates the main idea of the paragraph using different words.

**Plan your writing**

**17** Read the sentences. Write 'T' for topic sentence, 'B' for body and 'C' for closing sentence.

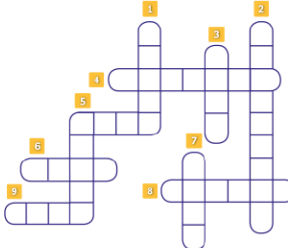
A Over 220 tonnes of plastic are produced each year and much of it ends up in the ocean. B  
 B Marine pollution is one of the biggest environmental challenges today. \_\_\_\_\_  
 C Each square mile of ocean contains 46,000 pieces of floating plastic. \_\_\_\_\_  
 D There are hundreds of 'dead zones' in the ocean where there isn't enough oxygen for any marine life to survive. \_\_\_\_\_  
 E In our daily lives, we throw away a lot of plastic, such as plastic bags and bottles. \_\_\_\_\_  
 F To sum up, reducing plastic waste is very important to save our oceans. \_\_\_\_\_

**Revise your writing**

**18** Read your text to a new partner. Check each other's work.

A I brainstormed before writing.	Yes	No
B My text contains a topic sentence.	Yes	No
C There are relevant details in the body of my text.	Yes	No
D I made useful suggestions.	Yes	No
E Extra mark! My text ends with a strong closing sentence.	Yes	No

**27** Complete the crossword puzzle.



**Down**

- A hard covering that some animals have.
- An octopus has eight of these.
- Very big.
- An animal that has sharp teeth and swims very fast.
- Very small.

**Across**

- A black and white animal that can't fly.
- A sea mammal with flippers instead of feet.
- An animal with two pinners that walks sideways.
- Crocs use this for holding food.
- The pointed part of a bird's mouth.

**28** Write sentences with the words in the previous exercise. Use the present simple.

A \_\_\_\_\_  
 B \_\_\_\_\_  
 C \_\_\_\_\_  
 D \_\_\_\_\_

**29** Unscramble.

A acsyrr	scary	B kesna	_____
C bsloert	_____	D kucser	_____
E ruttel	_____	F yeljsihfi	_____
G leccas	_____	H glitrbh	_____
I eriac	_____	J poldhni	_____

# 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 also collect their timeport codes in the mission control by completing the final Solve and save activity of each unit on the digital platform.

When students have collected all of the timeport codes, 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.

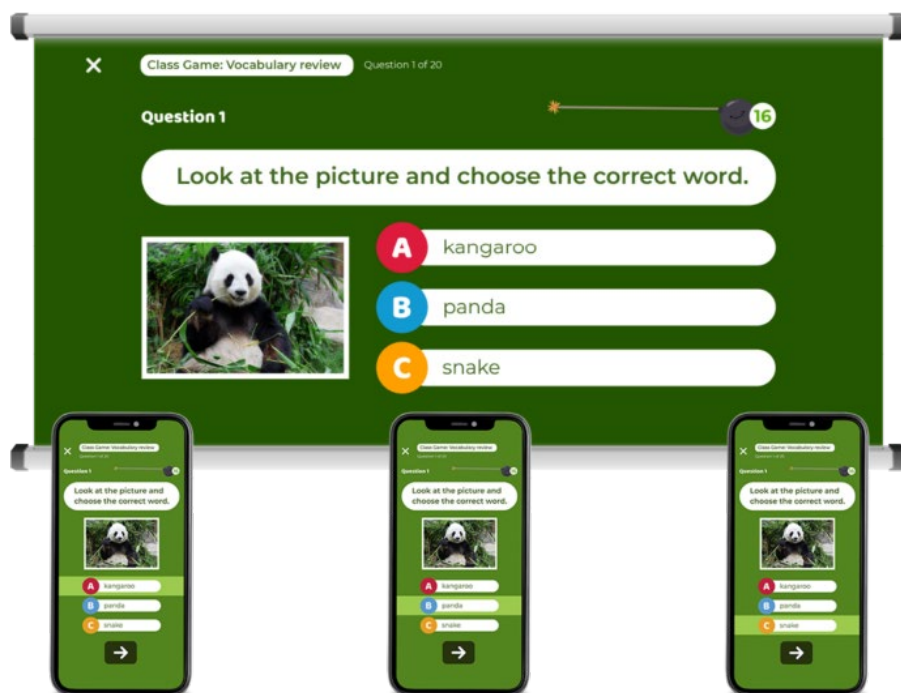
## Interactive PDF

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
<b>Espacios y recursos</b>				Herramientas analógicas y digitales utilizadas según el Diseño Universal para el aprendizaje, DUA.			
<b>Actividades extra</b>				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

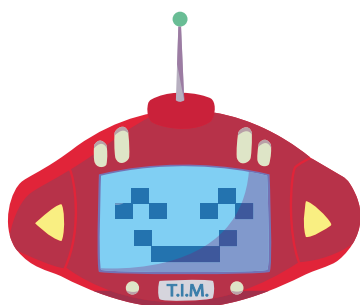
Look, it's a box! What's in the box?  
There is ONE scooter in the box!  
Look, it's a box! What's in the box?  
There are TWO drums in the box!  
Look, it's a box! What's in the box?  
There are THREE teddy bears in the box!  
Look, it's a box! What's in the box?  
There are FOUR balls in the box!  
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, Better me</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>Better world, Better me</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>Better world, Better me</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.</p> <p>To further support a global citizenship education, the <b>Better world, Better me</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 1	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. 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. 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>Better world, Better me</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, Better me</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** and **Better world, Better me** 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 classroom session.

In English 5, the language skills sections follow a Spanish boy Jorge who has moved to England. In English 6, the language skills sections follow a family that are travelling around the world together.

## Vocabulary

- The cover page of the unit includes a photograph 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 a short text with photographs.
- There are digital flashcards on the digital platform.

## Story or The long read

- The story or non-fiction "long read" 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.

## Verb practice

- In each unit, students practise five irregular verbs in the past tense (past simple and past participle).
- The students chant the verbs, then identify patterns among the unit's verbs and finally complete fill gap exercises to use the verbs in context.



## 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.
- The Phonics activities in cycle 3 aim to help students understand how they make sounds using different parts of their mouths and make extensive use of the International Phonetic Alphabet (IPA) to help students learn the difference between sounds and give them the tools to decode pronunciation as they continue their studies.
- 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 produce original language so that students can use what they are learning creatively.

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	The Life of Leonardo da Vinci (Level 16)	Toby on the Beach (Level 20)
2	A Mystery on the Train (Level 15)	The Future of Energy (Level 19)
3	Postcards from my Daughter (Level 15)	A Luxury Hotel (in Student's book)
4	Four Jobs, Four Lives (Level 17)	Things to Do in New York (in Student's book)
5	Humpback Whales (in Student's book)	International Food (Level 19)
6	My First Skydive (Level 17)	The History of Penicillin (Level 18)
7	Apollo 13 (Level 16)	Bill Gates (Level 19) Should Children have Mobile Phones? (Level 19) Google it (Level 19)
8	Lang Lang (in Student's book)	Yellowstone National Park (in Student's book)
9	International Manners (in Student's book)	Who Wants to be a Millionaire (Level 18) The History of Money (Level 20)

The session plans also contain recommended exercises from the Trainer for extra practice. For this cycle, we recommend using levels 4 to 6 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

The **Time travel mission** sections of the unit are designed to be taught together in one session. In these sections students will:

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

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

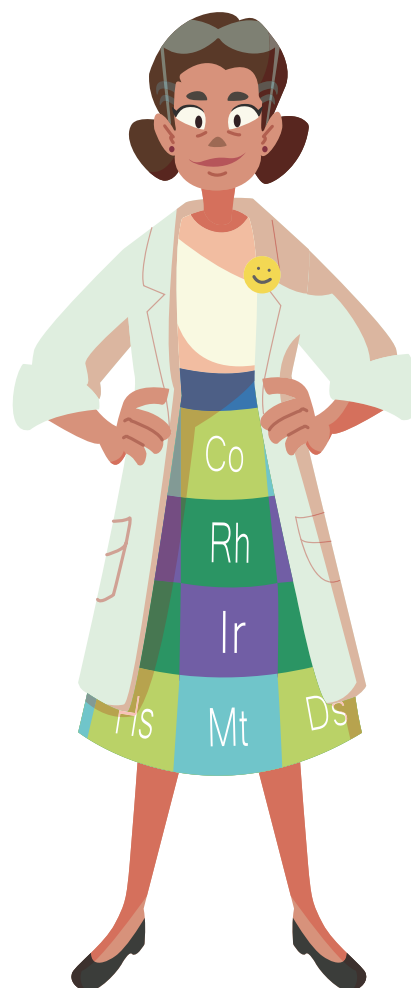
A group of six friends live in a town in the UK and go to school there. They are all members of a science club run by their teacher, Ms Diamond. Their names are Theo, Berry, Odi, Inca, Coop and Flo.

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

Obsidian is in the future, in the year 2125. He has started a company called TimeCorp. In English 5, TimeCorp is a travel agency. It sends tourists to the past! The Time tourists are causing lots of problems. They are changing important historical events and upsetting some important historical figures. In English 6 it is Obsidian himself who is travelling through the past and upsetting historical figures.

The Time tourists and Obsidian are travelling using timeports. With TIM's help, the children must travel in time and help the historical figures stop the time tourists. They then need to send the time tourists home and close the timeports so they never come back!

In every story there are 3 Save and solve puzzles to solve: 1 to undo the change the Time tourists or Obsidian has made, 1 to find the timeport and 1 to get the code to close the timeport. The 9 timeport codes will also reveal a secret message in 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.

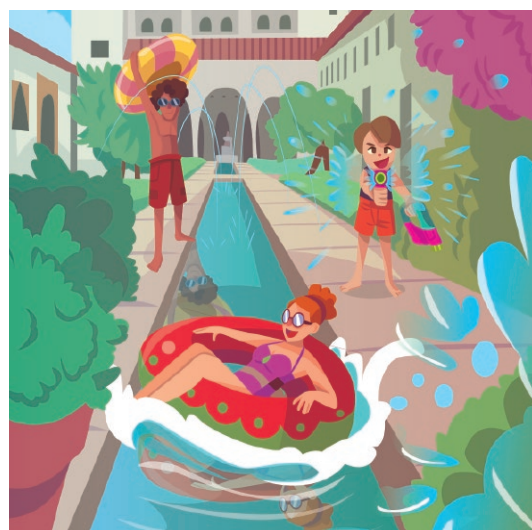
**Obsidian**



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!

### **The Time tourists (English 5)**

The Time tourists are people from 2125 who are on their holidays - in the past! Just like any other tourists, they want to enjoy their holidays, take selfies, see the sights and get some souvenirs.





## 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.

### Pre-reading activity

- The first activity is a pre-reading activity. Students look at a picture and answer a question. The picture is linked to the start of the story. The activity gets students discussing the main topic of the story that follows.

### Story (part 1)

- Next, students read the first part of the story. The story is split up into numbered boxes and students should read them in numerical order.
- The words highlighted in purple appear in the glossary. You can download the glossary from the Teacher's panel (it's at the end of the Answer key) to give to students, or they can use the flashcards on the digital platform.
- There is also an audiobook version of the book on the digital platform. The <zap> sound effect marks when the children time travel.
- The first part of the story ends with the historical figure telling the children what the Time tourists have done.

### Solve and save activity 1

- The students complete the first Solve and save activity to undo what the Time tourists have done.
- There are different ways to approach the escape room-style Solve and save 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**.

### Story (part 2)

- Students continue reading the story.

### Solve and save activities 2 and 3

- The students complete the second and third Solve and save activities (see the general guidance for teaching Solve and save activities above).
- In the second Solve and save activity the students find the location of the timeport.
- In the third Solve and save activity the students discover the code for the timeport.
- The timeport codes will be what the students need in their Final mission at the end of the course.

## Reading comprehension

- The comprehension activity tests students' understanding of the story. The questions focus on facts about the historical period or the British culture element.

### Historical period or British culture questions

- The final four questions focus on the historical period or British culture element of the story.
- First, students are encouraged to give more thought to some of the themes in the story through individual activities, speaking activities and Learn together activities.
- Then, the **Did you know?** box includes a short text with interesting extra information about something from the story. Students answer a comprehension question.
- Finally, students are asked to do some research linked to the facts in the Did you know box and either do a short presentation or complete a short writing task.



## 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 timeport code they collected 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!

### English 5 Final Mission

Students use the timeport codes to work out the secret message. It is:

**Burning hot with liquid tongues. Erupting under the Sun.**

It's a riddle. The answer is: **volcano**. (this is relevant to Obsidian as Obsidian is a type of volcanic glass)

The password has shut down the TimeCorp time travel network so time tourism is over forever. There will be no more Time tourists causing problems in the past. The past is safe for now, but what will Obsidian do next?

### English 6 Final Mission

Students use the timeport codes to work out the secret message. It is:

**Make Obsidian stop, with these tiny trees in pots.**

It's a riddle. The answer is: **bonsai**. (it uses 7 of the letters in Obsidian's name).

The password has shut down the timeport network. Obsidian's time travel days are over! Ms Diamond has decided it's time to stop time travel once and for all so she has disabled TIM's time travelling abilities. He can still teach the children about history but he can no longer take them there!

And Obsidian? Once the children stopped his plan to destroy the Queen's Platinum Jubilee and shut down the timeport network he was stuck in June of 2022.

So you know what he did? He waited. The months passed and finally he arrived in our present. And, you won't believe it, but he's gone back to his job as a history teacher at Park Lane Primary! Luckily, TIM is going to plan his history lessons to make sure he doesn't try to change the past in class!

## Better world, Better me

The **Better world, Better me** 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, Better me video.
- develop a Social and Emotional Learning skill aligned with one of the CASEL descriptors.
- complete a **Take action** task or project in a small group to actively participate towards achieving the SDG.
- read about a **Real-life hero**.

The Better world, Better me section deals directly with one of the UN's 17 Sustainable Goals, for example Gender equality, Sustainable cities and communities and Life below water. All 17 SDGs are dealt with at least once across the cycle. Every Better world, Better me section includes a Better world, Better me 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.



The Better world, Better me section is also designed to accompany students on their Social and Emotional Learning (SEL) journey. Students will develop a SEL skill in the context of the SDG topic.

Better world, Better me focuses on those skills that help to develop students into global citizens, like social awareness, responsible decision making and relationship skills. Developing empathy is also one of the key objectives of this section which is a key skill for effective mediation.

Every Better world, Better me section is linked to a descriptor from the CASEL framework. The full lists for English 5 and English 6 are below (and on the following page).



## English 5 CASEL descriptors per unit

Unit	SEL focus	CASEL descriptor
1	Identifying the challenges others face when accessing education	Social awareness: Demonstrating empathy and compassion
2	Being aware of the challenges of homelessness and how to address them	Responsible decision making: Identifying solutions for personal and social problems
3	Debating what community services a place needs	Relationship skills: Practising teamwork and collaborative problem-solving
4	Making school a nice place to work	Social awareness: Responsible decision making
5	Predicting outcomes to actions	Responsible decision making: Anticipating and evaluating the consequences of one's actions
6	Separating myths from facts	Social awareness: Identifying diverse social norms, including unjust ones
7	Creating an instructional video	Relationship skills: Communicating effectively
8	Thinking about measures to reduce inequality	Responsible decision making: Identifying solutions for personal and social problems
9	Understanding cultural differences	Social awareness: Taking others' perspectives



## English 6 CASEL descriptors per unit

Unit	SEL focus	CASEL descriptor
1	Sustainable tourism	Responsible decision making: Anticipating and evaluating the consequences of one's actions
2	Reducing our carbon footprint	Responsible decision making: Evaluating personal, interpersonal, community and institutional impacts
3	Female inventors	Social awareness: Identifying diverse social norms, including unjust ones
4	Water as a precious resource	Responsible decision making: Evaluating personal, interpersonal, community and institutional impacts
5	Food insecurity	Self-awareness: Developing interests and a sense of purpose
6	Holiday healthcare tips	Responsible decision making: Reflecting on one's role to promote personal, family and community well-being
7	How mobile phones have changed our lives	Responsible decision making: Learning to make a reasoned judgement after analysing information, data, facts
8	Rising sea levels	Responsible decision making: Identifying solutions for personal and social problems
9	Life in a conflict zone	Relationship skills: Resolving conflicts constructively



## Teaching Better world, Better me

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, Better me 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>.

The SEL focus of the unit appears at the top of the page, next to the SDG icon, in a red heart.

### 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, Better me video and it is always something related to the topic of the video that follows.

### Better world, Better me video

- The Better world, Better me videos are related to one of the Sustainable Development Goals. They are between 3-4 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.
- The video is split into two parts.
- Students watch part 1 of the Better world, Better me video and answer the questions.
- Next, students watch part 2 of the video. It is followed by a comprehension task to check students' understanding of the video and also to get them focused on the key themes that will be explored further later on in the session.

### Speaking and/or Learn together activity

- Students work collaboratively in an oral activity related to a theme from the section. The SEL focus may also be brought in at this stage.

### Take action

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

### 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.

## 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, Better me** 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**

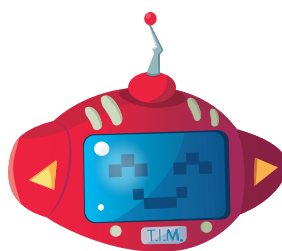
- Collaborating in a group
  - Facilitating collaborative interaction with peers
  - Collaborating to construct meaning
- Leading group work
  - Managing interaction
  - Encouraging conceptual talk

### **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 [Better world, Better me](#) 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, Better me](#) 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 Better world, Better me 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, Better me 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 3-4 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 2	unit 2	unit 2

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

January				February			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
HOLIDAY	unit 5	unit 5	unit 5	unit 5	unit 6	unit 6	unit 6

March				April			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
EXAMS	unit 7	unit 7	unit 7	HOLIDAY	HOLIDAY	unit 8	unit 8

May				June			
week 1	week 2	week 3	week 4	week 1	week 2	week 3	week 4
unit 8	unit 9	unit 9	unit 9	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
- Time travel story glossary
- 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*