

Time travellers



for Primary

WELCOME!

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.

The materials in this pack are from a unit in our series for Primary, *Time Travellers*. This unit is in **Year 4** in our **Red** series for schools that reach B1 by the end of Primary or **Year 5** in our **Blue** series for schools that reach A2 by the end of Primary.

This pack contains the following:

- The pages from the Student's Book corresponding to the Time Travel Mission section of the unit. You can see the full units on our website.
- Teacher's notes about how to teach a Time Travel Mission session in the classroom.
- The session plan for this Time Travel Mission and the answers to the activities.

The escape room experience is greatly enhanced by using our digital platform. With the information you provided in the contact form to access this pack, we will provide you with free trial licenses for you and your students for our digital platform. We're sure you'll find the activities to be engaging and fun with or without the digital platform.

For more information visit

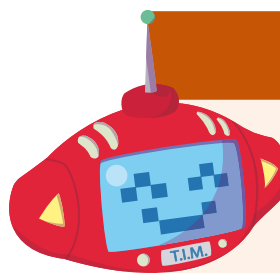
www.miltoneducation.com/timetravellers.

Call us: +34 910867503

Email us: comercial@miltoneducation.com

Meet the characters

TIM



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

Theo



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

Berry



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

Odi



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

Flo



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

Inca



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

Coop



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

Ms Diamond



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

Obsidian



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

YOUR TIME TRAVEL MISSIONS

Obsidian is destroying some of our favourite things.
We need to solve puzzles to stop him. We need your help!

▶ Watch the video to find out more.



SOUNDS LIKE TROUBLE!

1



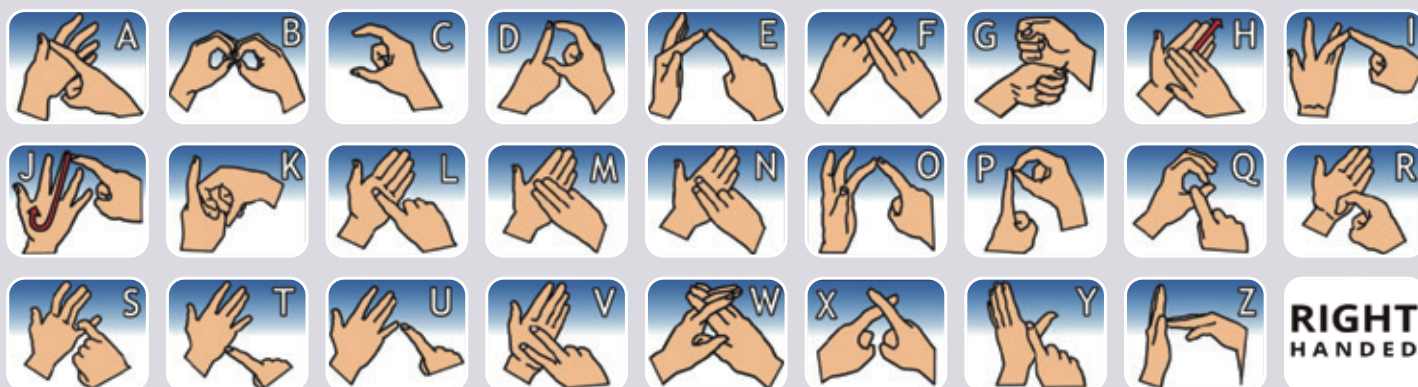
Read and listen. Look at picture 2. What do the mouths on the blackboard show?



2

Learn to spell your name in British Sign Language. Then find the mystery word.

www.british-sign.co.uk



Mystery word:





1850

That looks like a toy I played with when I was small!

3

Before the modern telephone, people communicated over short distances using two tin cans and a piece of string. Then came the Scottish inventor Alexander Graham Bell!

Alexander did lots of experiments. He tried to teach his dog to speak and ask the question, 'How are you grandmama?'

5

The dog probably wanted to learn how to ask for biscuits!

Alexander worked on other inventions as well. He helped create a music player called a graphophone and a machine called an audiometer to help detect hearing problems.

7

It sounds like he helped a lot of people.

Boston, USA, 1872

We should learn this at school!

4

Alexander's mother and future wife were both deaf. Alexander worked in schools for the deaf to create and teach methods of speaking and lip reading.

Canada, 10 March, 1876

The other men observing look so serious.

6

After many years of work, Alexander made the first ever telephone call. He called his assistant Thomas Watson who was in the next room. He said, 'Mr Watson, come here – I want to see you!'

- 1 Where was Alexander Graham Bell from?
- 2 What inspired Alexander to experiment with sound and speech?
- 3 What else did Alexander invent?

8

T.I.M.

Find the object that doesn't fit!



Boston, USA, 1872

Why are we here again?
Is Obsidian trying to stop
the dog from speaking?

9

No, look! He's in the house!

Oh no! Obsidian has put mice in
Alexander's office! They've chewed
all of his plans and drawings!

10

Without the plans, so many
inventions may be lost!

Life without the telephone is so
lonely! We have to stop Obsidian!

11

Put the plan
back together
to save the
telephone!

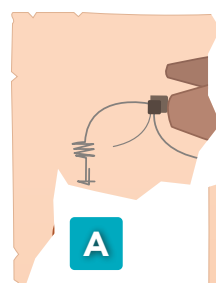
12

T.I.M.

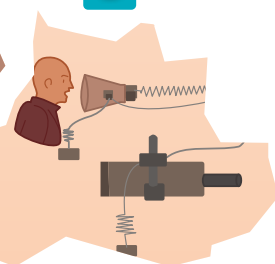
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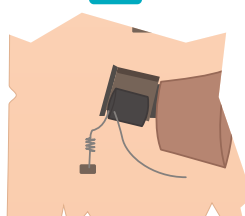
Put the pieces of the plan back together.



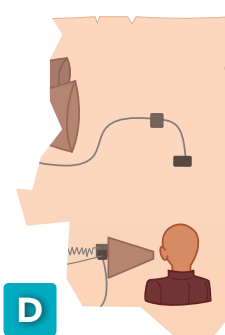
B



C



D



E



WELL DONE! YOU STOPPED OBSIDIAN!

Teacher's notes on the Time travel mission

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

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

Below is some general guidance for teaching the **Time travel mission**. Detailed information for the session is in the next section of this document.

Comic boxes 1-2

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

Comic boxes 3-12

- Next, students listen to and follow the next part of the comic. You can play the audio whilst students follow along in their Student's book, or you can play the audiobook on the digital platform where students will be able to see the synced text as it is being read aloud.
- In the audio file, the change of frame is marked by a drum beat. The <zap> sound effect marks when the children time travel.
- At the end of the comic students are set a challenge. They have to do something to stop Obsidian from changing the past, which will affect the present time.

Comic box 8

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

Find the object

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

Solve and save activities

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

Session plan and answers for *Sounds like trouble!*

0. Meet the characters - Read and listen.
Play the audio for the Meet the characters page with students following along in their books. Students are introduced to the main characters of the book.

1. Read and listen.

Play the audio for frames 1 and 2 of the comic, with students following along in their books. Ask students the question and direct them to the clue in the speech bubble in frame 2. Can they guess what the comic is about? What is Obsidian planning? Even if someone guesses correctly, don't tell them the correct answer just yet. Tell them that they will receive another clue if they successfully complete the next escape room task.

Speech/Letters and mouths.

2. Learn, spell and find.

Go through the alphabet letter by letter with students first, demonstrating the hand signs, or show them a video that demonstrates how to make the hand signs from the signers' viewpoint. For example:

<https://www.youtube.com/watch?v=mkTegA4kwUQ>

Video for left-handed students:

https://www.youtube.com/watch?v=nC-x42rmp_Q

Then, ask students to sign their first name. Finally, ask them to look at the hand signs representing the mystery word and say what they spell out.

BELL

3. Read and listen.

Play the audio for students to listen to and follow along. Look at the questions in frame 8 and ask students to answer them. Play the audio again if necessary, or ask for volunteers to role-play frames 3-8 for the class.

1. **Scotland**
2. **His mother and his wife were deaf**
3. **The graphophone and the audiometer**

3A. Find the object that doesn't fit.

Tell students that in one of the frames 3-8 there is an object that is out of place. Can they find it? If they have difficulty you could start limiting the number of frames they have to look in by telling them where it isn't. Ask them why it is out of place (Skateboards didn't exist in 1872. The first commercial skateboards appeared in the 1950s). Reinforce the word 'skateboard' which was learned in the Vocabulary section of the unit.

A skateboard in Frame number 4.



4. Read and listen.

Play the audio for students to listen to and follow along to finish the story. Frame 12 explains what the mission is to stop Obsidian. This mission is then developed as an activity below.

5. Solve.

The plan that students have to piece together appears complete in comic frame 6. Zoom in on this image on the IWB and ask different students to come to the board and indicate where each section (A-E) belongs on the original plan.

Answer: