

Materials

Student's Book page 4

Cassette 4, Unit 1, Lesson 1

Workbook page 2

UNIT 1 Time Travel!

Grammar

going to (Affirmative):

I'm going to eat beefburgers. He's going to play football.

Questions and short answers:

*When are you going to have a picnic?
On Saturday.*

Question words:

How are you going to get there? By bus.

Vocabulary

Everyday items

Warmer

- Introduce yourself to children in English.
- Ask children to introduce themselves to you.
- Review names of classroom objects and prepositions of place. First you point to things and ask: *What's that?* Then children answer, e.g. *two pencils and a pen.* Ask, e.g. *Where are they?* Children answer, e.g. *On my desk.*
- Children continue the activity in pairs.

Activities

Listen and repeat.

- If children used *Jump Aboard 3* ask them the names of the characters in the picture. If not point to the characters and say their names: *Todd, Tara and Uncle Marvin.* Tell children they will be following these characters on their magical adventures.
- Tell children they are going to hear and learn words for everyday items.
- Play the cassette. Children listen and repeat each word.
- Play the cassette again. Children listen, repeat and point to each item in the picture.
- Say the numbers out of order and ask the class to chorus the words.

Read and complete. Then listen and check.

- Look again at the picture with the class.
- Then read the first two sentences aloud. Draw children's attention to the poster on the wall, and read, *There's a poster on the wall.*
- Ask children to find the bookcase and elicit the correct word to fill the blank (*comb*).
- Ask children to complete the remaining blanks by looking at the picture and finding the items.
- Play the cassette. Tell them that they must listen to the cassette to check their answers.

TAPESCRIPT

Todd and Tara are going to spend the weekend with Uncle Marvin. They're in his flat. There's a poster on the wall and there's a comb on the bookcase. There's a chess set on the small table and a camera on the chair. Uncle Marvin's laptop is on the big table, between the book and the calendar. His briefcase is next to the sofa and his hairbrush is on the sofa.

Optional

Give a simple picture dictation. You describe a scene, and children draw it.

WORKBOOK PAGE 2 ANSWER KEY

- 1 2 lamp, 3 chess set, 4 rug, 5 calendar, 6 poster, 7 briefcase, 8 camera, 9 mirror, 10 bookcase, 11 laptop, 12 hairbrush

Materials

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Workbook page 3

Warmer

- Look again at the picture on Student's Book page 4. Point to the characters to remind them of the names (Tara, Todd and Uncle Marvin), and ask: *Who's this?*
- Ask them to look at the text on page 4 and say: *Tara and Todd are going to spend the weekend with Uncle Marvin.*

Activities**Listen and read the story. Then act it out.**

- Say to children: *We're going to read about Todd and Tara.*
- Ask children to say in English what they think is happening in each frame of the story. This may be difficult, but encourage them to try.
- Play the cassette. Children read and listen to the story.
- Play the cassette again, pausing after each speech bubble. Children point to the speech bubble and repeat the words in chorus.

Complete the sentences.

- Draw children's attention to the opening sentences of the story. Then read the first sentence of the activity.
- Now look at the second sentence. Elicit the answer from the class. Make sure they understand that they should not answer with *I* but with the name of the speaker and a third person verb.
- Children complete the activity on their own.
- Check their work orally. Put children into pairs and ask them to check each other's work, using a different-coloured pencil.

ANSWERS

2 Uncle Marvin is going to 3 Tara is going to
4 Todd is going to 5 Todd is going to

**Complete the phrases from the story.**

- Children who have already used *Jump Aboard* will be familiar with this activity, but it is worth reminding them that they need a section in their notebooks for special phrases in English. There are two new phrases in each unit.
- Point to the first box and say *So ...!* Prompt children to find the phrase *So do I!* in the first story frame, and to read it in chorus.
- Do the same for the second phrase, *Good luck!* (*So do I!* is in the first picture, *Good luck!* is in the fourth picture.)
- Make sure children understand the two phrases, then ask them to write the phrases in their notebooks.
- You could ask two or three pairs to think of two or three situations for each phrase and demonstrate them to the class, e.g. *I like ice cream.* – *So do I!* (If they ask, tell them that the negative form is *I don't!*) *I have a test today.* – *Good luck!*

Optional

Have a 'memory chain'. Demonstrate this first with a group of children. Then play around the whole class. You make a sentence, e.g. *I'm going to buy a computer.* The first child repeats and adds, e.g. *I'm going to buy a computer and eat an ice cream.* They continue around the group. Each time they use a new verb. If they forget a sentence, they are 'out' and listen to and monitor the others.

WORKBOOK PAGE 3 ANSWER KEY

- 1** 2 picture B, 3 picture A, 4 picture A,
5 picture B, 6 picture A
Secret word = school

Materials

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Cassette 4, Unit 1, Lesson 3

Workbook page 4

Warmer

- Review *going to* future. Either use the 'memory chain' from Lesson 2 or play a mime game, in pairs. One child mimes an action, e.g. riding a bike. The other has to guess what he/she is doing by saying, e.g. *You're going to ride a horse.* – *No, wrong. You're going to ride a bike.* – *Yes. Well done!* The other child takes over the mime.
- Review telling the time. Draw simple clock faces on the board, for children to say what time it is.

Activities

 Look and say. Then listen and check.

- Look at the first picture with the class and say: *This is Tom.* Then point at the tennis racket and ask: *What's this?* When children reply, e.g. *It's a tennis racket,* say: *Yes. He's going to play tennis.*
- Now point at the football and ask again. This time when children reply, say: *Yes. But he isn't going to play football.*
- Do the same with other items in Tom's picture, and then with items in Kay's picture. Let them take over the questions and statements in pairs.
- Now tell them to listen to the cassette to hear all the things that Tom and Kay are and aren't going to do.
- Play the cassette. Children listen and check.

TAPESCRIPT

Voice: What are Tom and Kay going to do on holiday?

Tom: I'm going to take pictures. I'm going to play tennis. I'm going to phone my friends and I'm going to swim. I'm not going to play football and I'm not going to play the recorder.

Kay: I'm going to draw pictures. I'm going to play tennis. I'm going to swim and I'm going to listen to music. I'm not going to play football or chess and I'm not going to send e-mails.

 Now complete the sentences.

- Go through the first sentence with the class.
- If there are no problems, let them complete the blanks in the remaining sentences.
- Check the answers orally, by asking different children to read their answers aloud. They should also check their partner's work.

ANSWERS

1 are going to 2 aren't going to 3 isn't going to 4 's going to 5 isn't going to 6 's going to

 Listen and draw the times. Then listen and sing.

- Children look at the first three lines of the song and try to guess the times on the clocks.
- Tell them to listen carefully to the cassette to hear the correct times.
- Play the cassette. Children listen and draw the hands on the clocks.
- Check their answers orally.
- Ask children to listen again to learn the tune. Explain that *glad rags* are party clothes and *hon* is a term of affection.
- Encourage them to think of suitable actions to go with the song. Or they just clap in the rhythm of the song.
- Play it again as necessary for them to sing along and learn the song.

ANSWERS

three o'clock, seven o'clock, eleven o'clock

Optional

If children like the song, they could write new verses. They should only change the lines:

Put your glad rags on ... and We'll have some fun ...

WORKBOOK PAGE 4 ANSWER KEY

1 2 true, 3 true, 4 false, 5 true

Materials*Student's Book page 7**Workbook page 5**Paper cups, salt or sand (Optional)***Warmer**

- Children sing the song *Rock Around the Clock* from Lesson 3.
- Review times, with analogue (clocks with a face and hands) and digital clock faces. Draw clocks on the board and ask children to say what time it is. Then ask some children to come to the board and draw clocks for the rest of the class to say.
- If appropriate, ask children to show each other their watches, to see which kind they have, digital or analogue.

Activities**● Look. Which two clocks show the same time?**

- First children look at the pictures and say which clocks they recognise. They can guess what their names are, if they don't know. Then help them read the captions, to confirm the names.
- Next ask them to look closely at the pictures and see which two clocks show the same time.
- Finally, help them read the text about each clock. If they are interested, use their own language to explain how the different clocks work. (The shadow cast by the sun on a sundial moves around as the earth turns around the sun; the candle is marked in sections that take a set time to burn down, usually hours; a grandfather clock has a spring that is wound up with a key.)

ANSWER

Clocks a and d show seven o'clock.

● Choose. Then ask and answer.

- Point to the first picture and ask the class the time. Either they chorus the answer, or you choose a child to answer.
- They continue the activity in pairs.

ANSWERS

picture a – seven o'clock,
 picture b – eleven o'clock,
 picture c – nine o'clock,
 picture d – seven o'clock

● Read and write.

- Read the first sentence with the class. You could ask them to guess, telling them to shut their books and then asking them the question. When they guess or read the answer, see who can explain why. (A sundial needs the sun to cast a shadow for us to tell the time.)
- Now children work in pairs to find the answers to the other questions.
- Check the answers orally with the whole class. Make sure they understand and can say why in each case, even if the explanation is simple.

ANSWERS

2 a candle clock, 3 a digital clock,
 4 a grandfather clock

Optional

Divide the class into small groups, give each group two paper cups and some sand or salt. Ask children to carefully make a small hole in the bottom of the cup. Ask them to cover the hole with their finger and fill the cup with the salt or the sand. When everybody is ready tell children to take their finger off the hole and hold the full cup over the empty cup. When one minute has passed ask children to quickly cover the hole again. The amount of sand in the second cup is the equivalent to one minute. Children can measure this by repeating the process, using the sand/salt in the second cup and timing how long it takes for it to come through.

WORKBOOK PAGE 5 ANSWER KEY

A type of clock that's 3,500 years old
 = a candle clock
 A type of clock that uses sunlight
 = a sundial
 A type of clock that needs a key
 = a grandfather clock
 A type of clock that you can use at night
 = a digital clock

Materials

Student's Book page 8

Cassette 4, Unit 1, Lesson 5

Workbook page 6

Warmer

- Review question words that children have already encountered. Ask questions like: *What time do you get up / have your breakfast?* or *Where is your bag / pencil?* or *Who can ride a bike / swim?* or *When do you play football / go to the beach?*
- Give children a short time to write four questions each beginning with a question word. Then they work in pairs and take turns asking and answering their questions.

Activities

Complete the questions. Then listen and choose.

- Explain to the class that they have to look at the answers first to see what kind of question word is needed. If necessary, go over the first question with them. The answer is a day, so the question needs *When*.
- Ask them to continue the activity alone or in pairs, writing the question words in pencil.
- Tell them to listen to the cassette to check their answers.
- Play the cassette. Children check their answers.
- Now explain that they have to listen again to choose the correct answers to the questions.
- Play the cassette again. They listen and circle the correct answers.
- Check their answers orally.

Grammar

the future with *going to*

Page T-112

ANSWERS

1 When, 2 Why, 3 Where, 4 How, 5 What, 6 Who

TAPESCRIPT

Mum: Hi, Ned. Hi, Stan. What are you going to do this weekend?

Stan: On Saturday, we're going to stay at home. But on Sunday, we're going to have a picnic.

Mum: That's a good idea. Why are you going to have a picnic?

Ned: Because it's Stan's birthday!

Stan: Yes, that's right. It's my birthday on Sunday.

Mum: Of course. And where are you going to have the picnic? At the beach?

Ned: No, not at the beach. We're going to have the picnic at the park.

Stan: Yes, we love the park.

Mum: The park isn't very near to our house. How are you going to get there?

Ned: We're going to go by bike.

Mum: Oh, OK. And what are you going to eat?

Ned: Cheese, cheese, cheese, cheese, cheese!

Stan: Cheese, cheese, cheese, cheese, cheese!

Mum: Who's going to bring the food?

Stan: Ned's going to bring the food. An enormous piece of cheese. It's going to be my birthday present!

Plan a picnic with your friend.

- Ask children to work in pairs. If you like, first brainstorm ideas for picnics.
- Ask them to decide on the details of their picnic and complete the sentences.

Ask your friends about their picnic.

- First ask each pair of children one of the questions.
- Then put two of the pairs together to make a group of four. They ask about each other's picnics, using the questions in the speech bubbles. Choose other groups to demonstrate in the same way.

Optional

Ask children to draw pictures to illustrate the picnic they planned in Activity 2.

WORKBOOK PAGE 6 ANSWER KEY

- 1** 2 Where c, 3 How a, 4 Who f, 5 When e, 6 Why b
- 2** 2 Why-fly-my, 3 What-hot-not, 4 How-now-cow, 5 When-pen-then

Materials

Student's Book page 9

Workbook page 7

LESSON

6

Warmer

- Ask individual children some *wh-* (question word) questions, e.g. *What time is it? What's the weather like today? Who's going to clean the board?*
- Children work in pairs. They take turns asking and answering similar questions.

Activities

● Read Lucy's e-mail. Answer the questions.

- First find out how many children have access to computers. How many of them have sent e-mails?
- If necessary, explain that *e-mail* means *electronic mail*. Unlike text messages on mobile phones, e-mails use full words and sentences, but are usually short, so they are quick and efficient, and a good way of practising English.
- With a strong class, ask them to read the e-mail silently and work alone to answer the questions.
- With a weaker class, read through the text with children first, and, if necessary, go over the first question orally. Remind them to answer the questions in the third person (*she* or *they*), not *I* and *we*.
- Children write the answers to the questions.
- Check their answers orally. They should also check their partner's work.

ANSWERS

- 1 (She's going to stay with) her grandma and grandpa.
- 2 (She's going to go shopping) on Saturday.
- 3 (She's going to go shopping) because she needs some new trainers.
- 4 (They're going to have a barbecue) at the beach.
- 5 (They're going to cook) chicken and fish.

Tip!

Short answers are correct and the most usual spoken form, but if you want to give practice with the *going to* future, ask children to write full answers.

● Imagine you're going to stay with somebody this weekend. Answer the questions.

- First ask two or three children the three questions.
- Different children take turns to ask you the three questions, too.
- Choose some pairs to take turns asking and answering the questions. Or ask the children to work in pairs and go around monitoring.

● Complete the e-mail to Lucy.

- Children use their answers to Activity 2 and complete the blanks in the e-mail.
- Go around checking. Invite some children to read their e-mails to the class.

Optional

Children imagine they are going to do something special soon. You could brainstorm ideas on the board, e.g. party, sports match (watch or play), concert (listen or play), films, museum visit. They work alone or in pairs to decide what the event is, and note the answers to five of the *wh-* questions on page 8 of the Student's Book.

When they have written down all the details, they work with a (new) partner and take turns asking and answering questions to find out about his/her event.

Let several children tell the class about their partner's event.

WORKBOOK PAGE 7 ANSWER KEY

- 1 1–5 are you going
- 2 2 When, 3 Who, 4 What, Where

Materials

Student's Book page 10

Workbook page 8

Warmer

- Review *going to*. Ask two or three children: *What are you going to do after school?* Then they continue the activity in pairs.
- Invite some children to tell the class what they and their friends are going to do.

Activities

● Complete the chart. Then complete the sentences.

- Children complete the chart with simple pictures of what they are going to do, e.g. a football, a swimming costume (for going to the swimming pool).
- Make sure children remember the names of the items in the chart and the associated verbs, e.g. *watch a video, play tennis, listen to music*.
- Ask them to find Kirstie in the chart and then read the first sentence.
- Ask: *Who's going to watch a video? When?* to elicit: *Charlie's going to watch a video on Saturday.*
- Children complete the remaining sentences. The last two must reflect their own pictures.
- Check the answers orally. You may wish to go around checking their sentences about themselves.

ANSWERS

- 2 Charlie is going to watch a video on Saturday.
3 Charlie and Kirstie are going to play tennis on Sunday.
4 and 5 Children's answers

● Write the words.

- With a weaker class you may go through the pictures with them to check the words orally.
- Ask children to look at the pictures, then write the scrambled words correctly.
- Check their work by asking children to come to the board to write the words.

ANSWERS

2 laptop, 3 camera, 4 comb, 5 hairbrush

● Complete the conversation.

- Tell children the wizards are there to practise the phrases from Lesson 2.
- Give oral practice first with the two phrases.
- Children read the dialogue, alone or in pairs, and work out which phrase goes where. They complete the blanks.
- Check their answers by asking a pair to read the complete dialogue.

ANSWERS

"Good luck!" "So do I!"

Optional

Have a 'memory chain'. You make a sentence, e.g. *This weekend I'm going to watch TV.* The next person repeats your sentence and adds a new one.

WORKBOOK PAGE 8 ANSWER KEY

- 2** 2 gloves, 3 glasses, 4 clean, 5 close
3 1 true, 2 false, 3 true, 4 false

Materials

Student's Book page 11

Cassette 4, Unit 1, Lesson 8

Workbook page 9

Warmer

- Write the word *superhero* on the board. Ask children to tell you the names of any superheroes they know, for example, *Superman*, *Batman*, *Spider-Man*, *Catgirl*, *Superwoman*.
- Invite children to tell the class as much as they can in English about any of the superheroes.

Activities**Listen and read the story.**

- Show children the picture of Sabina. Tell them that they will be following her adventures on earth.
- Look at each picture in turn. Children guess what is happening in the pictures. They should use English where possible to describe the pictures.
- Tell children to listen to the cassette and to read the text under each picture.
- Play the story picture by picture. After each picture, pause the cassette and check understanding.
- Play the cassette again. Children listen again.
- Ask comprehension questions about the story, e.g. 1 *Who is Sabina? – A superhero. Where does she live? – The planet Mintax. Why is she going to live on the planet Earth? – Because a lot of people need her help.* 2 *Who is her best friend? – Sarah. What does Sarah give Sabina? – A helmet. What can they do when Sabina wears the helmet? – Talk to each other.* 3 *Who is Sabina going to live with? – The Baker family. Who is in the Baker family? – Mr and Mrs Baker and their son, Tyler. Where are they going to meet Sabina? – At the airport.* 4 *How do Sabina's suitcases look? – Heavy. What does Tyler say to Sabina? – "You're very strong!"*

Imagine that you are Sabina. Tell Sarah about the Baker family.

- Ask children: *Who's Sarah? – Sabina's friend at home. Then ask: How are they going to talk to each other? – They can talk to each other when Sabina wears the special helmet.*
- Read the example sentence. Then ask children to look at picture 4 and make notes about the Baker family's appearance.
- Invite different children to tell the class something about a member of the family.
- To end the lesson you can ask children: *What's going to happen next? They will suggest, e.g. They're going to go to the Bakers' home. Sabina's going to help the Bakers, etc.* Encourage children to talk about what special powers Sabina has.

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WORKBOOK PAGE 9 ANSWER KEY

- Sample marketing text © Macmillan Publishers Ltd
- The correct sentences are: 2, 4, 6, 7, 9, 10
- 3 It needs batteries.
5 They're going to sing a song.
8 He is sending an e-mail.
- 2** 2 visit, 3 climb, 4 have
2 When is she going to visit the museum?
3 How are you going to climb the mountain?
4 Where is he going to have his party?

WORKBOOK PAGES 10 & 11 ANSWER KEY: THE CHALLENGE

- 1** 2 eat, 3 playing, 4 laptop, 5 gloves, 6 go
2 I'm going to eat breakfast.
3 I like playing tennis.
4 I don't have a laptop at home.
5 I have gloves for the winter.
6 I'm going to go to the cinema.
- 2** What are you going to do after school?
- 3** 2 two, 3 glass, 4 no
Tara's message is: I have sixteen posters.
- 4** camera, calendar, comb, book, lamp, laptop, hairbrush