

Teacher's Notes



TIME JUMP BACK TO THE STONE AGE

Welcome to the Popcorn ELT Readers series, a graded readers series for low-level learners of English. These free teacher's notes will help you and your classes get the most from your Time Jump: Back to the Stone Age Popcorn ELT Reader.

Level 2

Popcorn ELT Readers level 2 is for students who are gaining confidence in reading in English, based on a 250 headword list. The simple past tense is introduced at this level.

Time Jump: Back to the Stone Age has a total story wordcount of 821 words.

Time Jump: Back to the Stone Age – synopsis

Tim is on a school trip to the museum, but he isn't very interested in history. There is a sudden flash of light and he is transported to a classroom of the future. He meets a girl called Emma and learns that her teacher has used a time machine to bring him here. However, this time machine does not always work very well: to everyone's surprise, it brings a boy from the Stone Age to the future too.

In the confusion that follows, the teacher tries to send Tim back to his own time. Instead she sends him back to the Stone Age. Emma wants to talk to Tim so she jumps into the beam of light from the time machine: she too is in the Stone Age with him.

The two meet and befriend some Stone Age humans, but soon a hungry cave lion appears. Thinking quickly, Tim frightens it away with some music from his mobile phone.

Emma reveals why she wanted to talk to him: he is her grandfather's grandfather! When Tim returns to the present day, he learns that while he was in the Stone Age, the Stone Age boy was in the museum. Now he is much more interested in the museum's Stone Age exhibition. He is especially interested in one cave painting when he realizes that it is a picture that the boy made of Tim!



Popcorn ELT Readers

Teacher's Notes

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Just choose the pages that you need and print!

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Meet ... everyone from *Time Jump: Back to the Stone Age*

The 'Meet ...' page introduces students to the main characters in the story.

This page is recorded on the CD.



- Before looking at the book, ask students in L1 if they know any books or films about time travel. Have students talk briefly in L1 about the stories. Who travels in time in them? From which time period and to which time period?
- Look together at the front cover of the book. Point to the main character Tim and say *This story is about Tim*. Ask questions about Tim: *Has he got glasses?* (Yes). *What is in his hand?* (A phone). Point to the lion and say *This is a lion*. Point to the lion and the other boy on the cover and say *The lion and this boy are from the Stone Age*. (Explain the term *the Stone Age* in L1). Then ask: *Is Tim from the Stone Age?*
- Look at the 'Meet ...' pages with your class. Ask about the characters in the pictures, for example: *Who has got a phone?* (Tim) *How many people are from the Stone Age?* (Three) *Who is wearing yellow clothes?* (Emma)
- Pre-teach the words *machine*, *museum* and *cave*. (*Museum* and *cave* also appear on the 'New Words' page.)
- Read the page out loud to the class or play the CD.
- Students close their books. Play a game of Who Am I? Here are some questions you could ask: *I live many years from now.* (Emma) *We lived a long time ago.* (The cave people) *I have got a time machine.* (the teacher/Emma's teacher) *The museum isn't interesting to me.* (Tim) *I don't understand things from other times.* (the cave boy) With stronger classes, you could ask two or three of these questions and then ask students to take over your role.
- Read the 'Before you read' question with your class. Ask any students to predict the answers. (They may need to give their answers in L1).



New Words



This page is recorded on the CD.

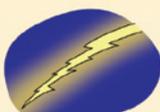


The words on this page are available as flashcards (see pages 13–18 of these notes).

The 'New Words' page presents up to ten new words that are included in the story, but are not on the headword list. There is usually a piece of conversational language at the end.

New Words

What do these new words mean? Ask your teacher or use your dictionary.

<p>flash</p>  <p>Suddenly there was a flash of light.</p>	<p>kick</p>  <p>She is kicking the ball.</p>	<p>tree</p>  <p>This is a tree.</p>									
<p>cave</p>  <p>It is dark in the cave.</p>	<p>glasses</p>  <p>Tim wears glasses.</p>	<p>museum</p>  <p>There are many interesting things in a museum.</p>									
<p>fire</p>  <p>This is a fire.</p>	<p>grandfather</p>  <p>This boy is with his grandfather.</p>	<p>wood</p>  <p>Wood is from trees.</p>									
		<p>'No way!'</p>  <p>No way!</p>									
		<p>picture</p>  <p>This is a picture of a man.</p>									
			<p>Verbs</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>make</td> <td>made</td> </tr> <tr> <td>take</td> <td>took</td> </tr> <tr> <td>think</td> <td>thought</td> </tr> </tbody> </table>	Present	Past	make	made	take	took	think	thought
Present	Past										
make	made										
take	took										
think	thought										

- 1 Look at the 'New Words' page with your class. Say *All these words are in the story. Which words do you know?* They should remember *museum* and *cave* from the 'Meet ...' page.
- 2  Read out each word and ask the students to repeat it. Then read out the example sentence. Alternatively, play the recording of the words and sentences on the CD. Elicit the meaning of each word in L1 or translate for the class.
- 3 The conversational language on this page is *No way!* We use this when we want to show people surprise and amazement about something. Say it several times and ask students to repeat.
- 4 Look at the 'Verbs' box. The irregular pasts of *make*, *take* and *think* occur in the story. Say the new past forms several times and students repeat. Elicit simple example sentences, e.g. *He made a cake.*
- 5 Ask students *What does the title mean?* Tell students that the title of the book is *Time Jump: Back to the Stone Age*. Explain that in English the Stone Age is the time in history when humans made tools and weapons from stone. Ask them *Who is going to jump in time?*
- 6 Do some vocabulary activities to practise the new words (see suggestions below).

Vocabulary Activities

- Stick the flashcards around the classroom. Say a word and students point to the correct flashcard.
- Play a game of charades or pictionary, in groups or as a whole class. One student chooses a word and mimes or draws it for the rest of the group. The first student to guess correctly has the next turn.



Using the story with your class

 The story is recorded on the CD.

The story can be read in a number of ways, depending on the size, age and language level of your students and the teaching time available. The following are some suggestions for ways of reading the story. You may want to combine several of these.

Teacher-led reading

This can work well with younger students. Read the story out loud to your class, or use the CD. If possible, allow your class to sit close together on a mat when you read the story to them. Remember to give the students plenty of time to process what they are hearing. As you read, emphasise the words which carry most meaning, and pause at the end of each sentence.

Children love to hear the same stories again and again, and repetition supports language learning. Reading the same story several times can be very useful.

Autonomous reading

It is important that students learn to read autonomously. Decide on a period of time each week when students can practise silent reading in class – or perhaps ten minutes at the start or end of every lesson. This will encourage the habit of reading and will motivate students to continue reading in their own time. Younger students can take their readers home and read a page or chapter to their family. This will give them a strong sense of ownership of the story.

Group or pair reading

Students take turns in reading a sentence, paragraph or page of the story to each other in small groups or pairs. Encourage them to help each other with pronunciation of new words. This can be a useful reinforcement task once students are familiar with the story.

Before reading a section of the story you could:

- Warm up with a vocabulary activity (see page 4).
- Discuss what has happened in the story so far.
- Show students a picture from the next part of the story and ask them in L1 to guess what is happening.
- Copy several pictures from the next part of the story. Give a set of the pictures to small groups of students. They guess the order in which the pictures will appear.

Tip Set up a class library of graded English readers and give students the opportunity to choose their own stories from time to time. This will encourage them to be more involved in their own reading.



After reading a section of the story you could:

- Point to a character in a picture and ask questions, e.g. *Who is this? Where is he/she? What is he/she doing?*
- Give students one of the chapter quizzes on pages 7–8 of these notes.
- Ask students to write their own quiz questions about the story. Give them some examples, e.g. *Tim meets Emma here. What is this place? (Emma's school).* They ask and answer their questions in groups or as a whole class.
- Predict what is going to happen next.

After finishing the story you could:

- Do the activities at the back of the reader.
- Ask students to make a list of words from a particular category used in the story, e.g. places or adjectives to describe people.
-  Divide the class into groups and give each group a word that is used regularly in the story. You might want to create an action for each word. Play the CD or read a section of the story aloud. Each time students hear their word, they stand up and sit down again, or do the action. For example, give groups the words *cave people*, *fire* and *phone* for Chapter 3.
- Ask students to draw a picture of the most exciting part of the story. Ask them to describe to a partner what is happening in their picture.
- Ask students to write captions for the pictures in the story.
- Ask students to write and draw a short comic strip of part of the story. Suggest a few different parts of the story that they could choose. Students will need to think about what the characters are saying to each other in each frame before they start drawing. Suggest a strip of about six frames.

- Put the students in groups and ask them to practise acting out a chapter of the book. Each group can have a different chapter. To support them, you can help them simplify some scenes, and you can allow the children to hold the books as they act. When the students are ready they can perform in front of the class.
- Ask students to write a short review of the reader. Write on the board:
I think the story of Time Jump: Back to the Future is ...
My favourite character is ... because ...
Ask students how they might complete these sentences and write their ideas on the board. They use this as a framework for writing their review. They could also give the story a score out of ten, depending on how much they enjoyed it. You might want students to have a readers folder where they keep reviews for all the readers they have read.



Chapter Quizzes (Answer key, page 11)

Chapter 1

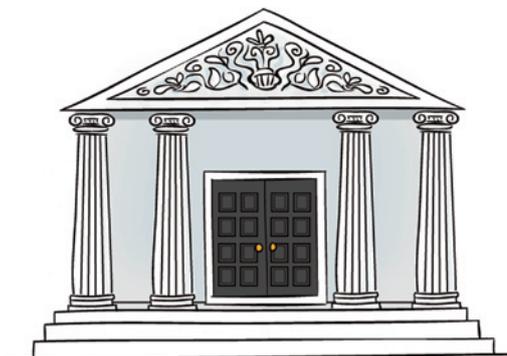
Circle the correct words.

- 1 Tim was at the *school* / *museum* with his friends.
 - 2 The horrible face in front of Tim was a *teacher* / *cave lion*.
 - 3 Tim came to the school in a *time machine* / *car*.
 - 4 *The teacher* / *Emma* started to kick the time machine.
 - 5 There was a *girl* / *boy* in the time machine.
-

Chapter 2

Put the sentences in the correct order.

- a The teacher kicks the time machine again.
 - b Tim goes back to a different time.
 - c A cave boy from the Stone Age comes to Emma's school.
 - d Emma wants to tell Tim something.
 - e Emma hears something behind them.
 - f The cave boy starts to run and jump around.
-





Chapter Quizzes (Answer key, page 11)

Chapter 3

Correct the mistakes.

- 1 Tim and Emma are back in ~~Tim's~~ ^{the cave boy's} time.
- 2 The cave people want to make a house with the wood.
- 3 Emma makes a fire with Tim's phone.
- 4 Tim looks at the cave people's food and says, 'Yes, please!'
- 5 After dinner the cave people start to dance.

Chapter 4

Answer the questions.

- 1 What are the cave people frightened of?
the cave lion.....
- 2 Who plays music?
.....
- 3 What does the cave boy draw?
.....
- 4 What did Emma want to say to Tim?
.....
- 5 What do Tim's friends tell him about?
.....



Real World

This page is recorded on the CD.

The **Real World** page provides students with cross-curricular or cross-cultural information linked to the content of the reader.

Real World

THE STONE AGE

The Stone Age started about 2,500,000 years ago. We use the name 'Stone Age' because people at that time made stone tools.

People in the Stone Age did not write anything, but sometimes they made pictures. We know about them because sometimes we find Stone Age things in the ground. You can see some of these things in museums.

Stone Age people cut food with this tool.

Where did people live?
Some Stone Age people lived in caves. Other people made homes with wood from trees. Sometimes they made homes with big animal bones. Often Stone Age people did not stay in one place.

These famous pictures are from a cave in the South of France. They are pictures of animals.

What did they eat?
They had food from trees. Also, some animals were food for Stone Age people. Stone Age people made fire and cooked some of their food.

How dangerous was the Stone Age?
Very! There were many big, dangerous animals at that time. Tim and Emma see a cave lion. Here are some other dangerous animals from the Stone Age!

cave lion
mammoth
woolly rhinoceros
smilodon

What do these words mean? Find out.
ground tool bone cook food

- 1 With books closed, ask *What time is the cave boy from?* (*The Stone Age*). Elicit in L1 what life was like for people in the Stone Age. Ask question such as: *Where did people live? What did they eat? What animals were there?* Write the questions on the board.
- 2 Tell students to open their books at page 26. In L1, ask which things they expected to see, and which were a surprise. Then students read each section, or read and listen to the CD, and write down the answers to the questions.
- 3 Look at the word box. Ask students if they know what these words mean. You might like students to use a dictionary to check meaning.
- 4 Give each student a copy of the 'Project' worksheet (see page 10 of these notes). Encourage them to research information about one of the animals from the Stone Age, either at home or in the school library, using books or the Internet. They then complete the text about their animal. For the second sentence you could teach the following phrases: *a long tail; long hair; big teeth; a horn*. Next students draw or stick a picture of the animal in the space provided, and perhaps draw a Stone Age scene in the background.
- 5 Display the projects around the classroom for other students to read. After this, you could tell students to keep their completed project worksheets in a 'Real World' section of their readers folder.



Real World: Project

Cross-curricular
content area:
Science

Stone Age Animal

Draw or stick a picture here.

This is a

It had legs and

It was about m long and m tall.

It liked to eat



Answer Key

After you read (page 28)

1 a X b ✓ c ✓ d ✓ e ✓ f X

2 a ii b iv c i d iii



Where's the popcorn?

Tell your class that the popcorn logo is hidden in the reader.
Can they find it? (Answer: page 8)

Multiple intelligence activities (pages 29–32)

The activities on pages 29–32 are designed to cater for students' multiple intelligences and learning styles.

Puzzle time! (pages 29–30)

1

Linguistic intelligence

- | | |
|----------------|-----------|
| 1 phone | 5 museum |
| 2 sing | 6 fire |
| 3 time machine | 7 glasses |
| 4 tree | |

The secret word is **picture**.

2

Inter-personal intelligence

Students' own answers.

3

Linguistic intelligence

- | | |
|----------------|----------------|
| a time machine | c a phone |
| b a problem | d the cave boy |

4

Spatial intelligence

Students' own answers.

Chapter Quiz Answer Key (Teacher's notes, pages 7 and 8)

Chapter 1

- 1 museum
- 2 teacher
- 3 time machine
- 4 The teacher
- 5 boy

Chapter 2

- | | |
|-----|-----|
| a 3 | d 4 |
| b 5 | e 6 |
| c 1 | f 2 |

Chapter 3

- 1 Tim's the cave boy's
- 2 house fire
- 3 phone glasses
- 4 'Yes, please!' 'No, thanks!'
- 5 dance sing

Chapter 4

- 1 the cave lion
- 2 Tim
- 3 a picture of Tim (with his phone)
- 4 He is her grandfather's grandfather.
- 5 the cave boy (at the museum)



Imagine ...

Inter-personal / Kinaesthetic intelligence

- 1 Say *Open your books at page 31*. Ask the students *What is different about Emma's school?* Elicit the following answers: *Emma's teacher* and *the time machine*.
- 2 Ask the students to imagine that someone from Emma's time is going to come to their school in the time machine. Have students suggest possible questions they could ask, for example: *Can cars in your time fly? Do people have holidays on the moon? What do you eat for dinner? What games do people play? What machines do people have in their houses? Can computers talk?* Write a list of the questions on the board.
- 3 Put the students in small groups of four or five. Ask them to imagine now that they are from Emma's time. Ask them to discuss possible answers to the list of questions on the board. Go from group to group and help with any tricky vocabulary.
- 4 Ask one student from each group to play the part of a visitor from Emma's time. He or she should go to one of the other groups, who are again students from the present. (Encourage the 'visitors' to mime arriving in the time machine and the other students to show shock and amazement.) The group should ask their visitor some questions about the future from the list.
- 5 Repeat this process so that a different person from each group plays the part of a visitor from the future and goes to a different group to answer questions. You could repeat this two or three more times, depending on the number of groups.
- 6 At the end of the activity, have the students discuss which answers were the best.

Chant

Musical intelligence

-  This page is recorded on the CD.
- 1  Say *Open your books at page 32*. Read the chant or play the CD. Ask students to read and listen carefully.
 - 2  Tell the students that they are going to clap to the chant. Play the CD or say the chant yourself while clapping on each syllable. Ask students to clap with you.
 - 3  Tell the students that they are now going to say the chant. Explain that they will say it five times, starting off slowly and getting faster each time. Play the CD or lead the chanting yourself.
 - 4 Divide the class into three groups. Say the chant again. This time Group 1 says the first two lines of verse 1, Group 2 says the first two lines of verse 2 and Group 3 says the first two lines of verse 3. Everybody says the last two lines of each verse together.

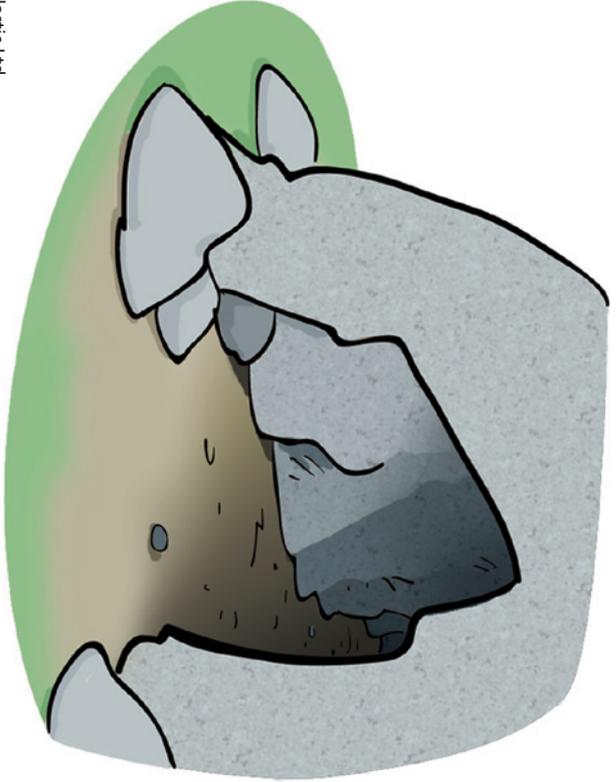


Flashcards



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fold

fold

fire
This is a **fire**.

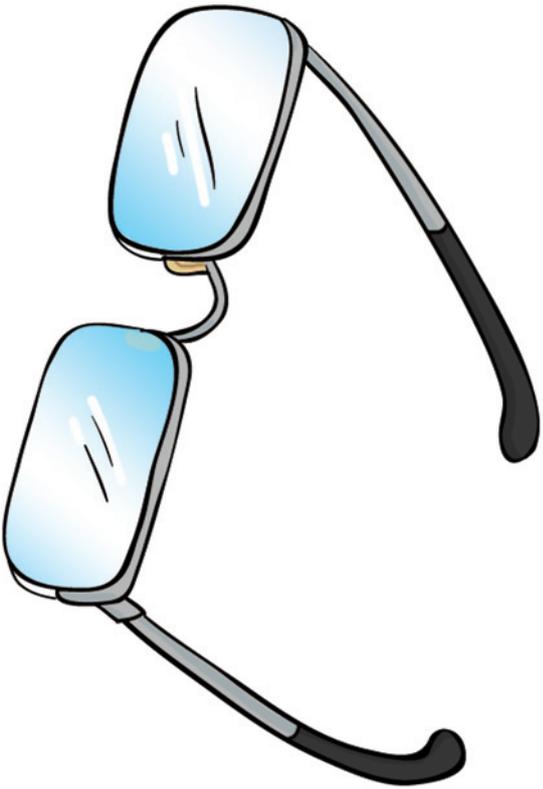
cave
It is dark in the **cave**.



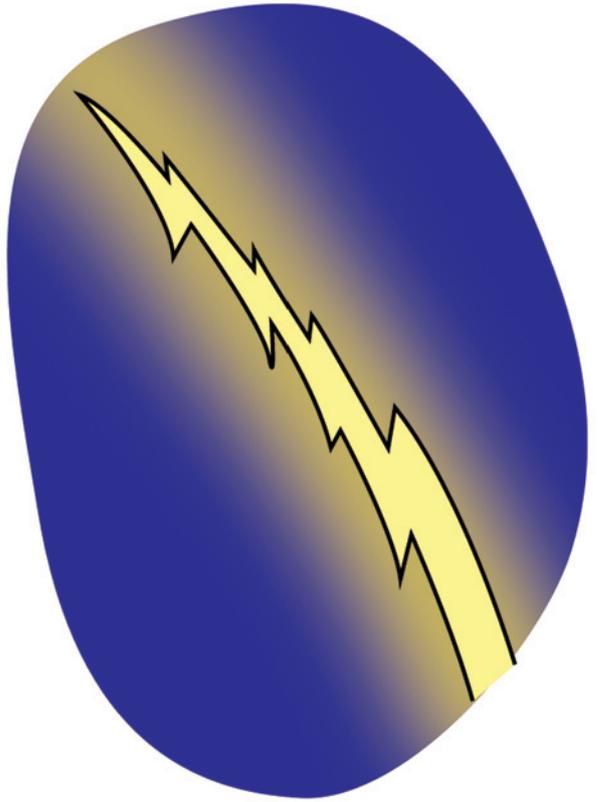
Flashcards



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fold

fold

flash

Suddenly there was
a **flash** of light.

glasses

Tim wears **glasses**.



Flashcards



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grandfather

The boy is with his
grandfather.

fold

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kick

She is **kicking** the
ball.

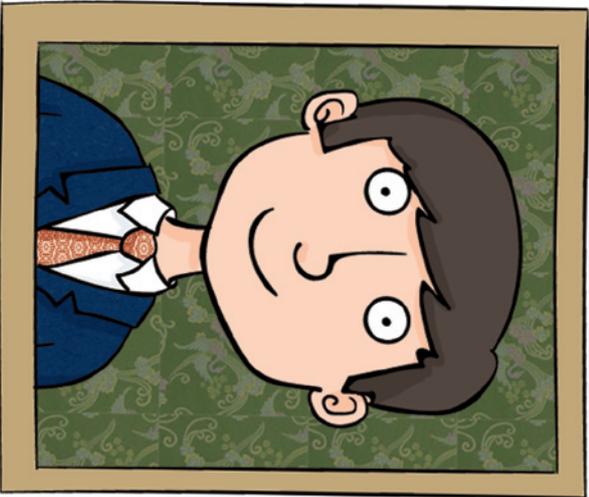
fold



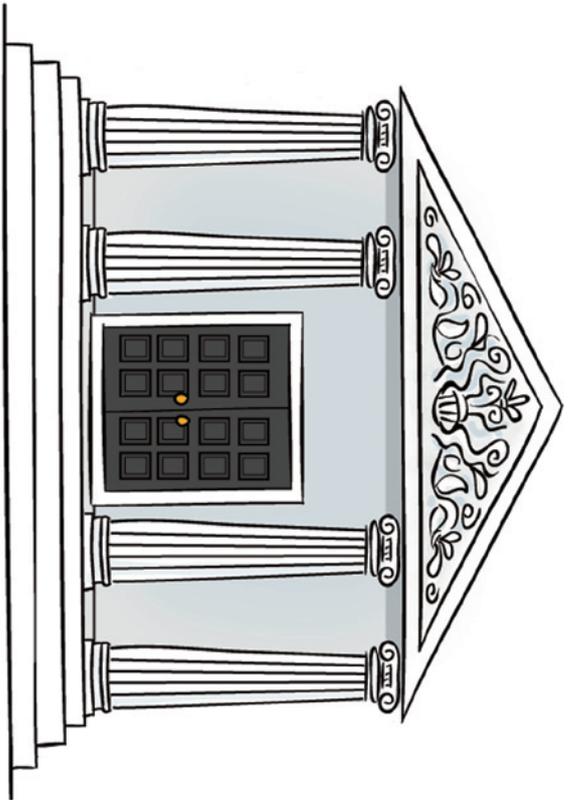
Flashcards



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fold

fold

museum

There are many
interesting things in
a **museum**.

picture

This is a **picture** of
a man.



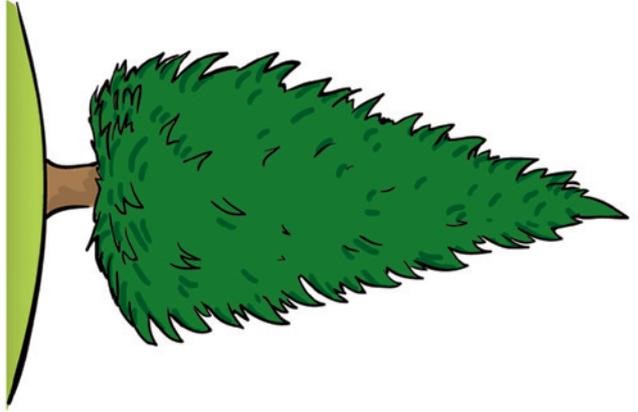
Flashcards



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fold

fold

tree

This is a tree.

wood

Wood is from trees.



Flashcards

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fold

'No way!'

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This flashcard is designed to be cut out and folded. It features an illustration of three young girls in colorful leotards dancing joyfully. To their right, a woman with a large black afro hairstyle and a colorful floral dress looks on with a speech bubble next to her, indicating she is speaking. The text "'No way!'" is printed in a large, bold font on the right side of the card. The card is marked with dashed lines for cutting and a vertical dashed line for folding. Scissors icons are placed at the top and bottom corners of the dashed border.