

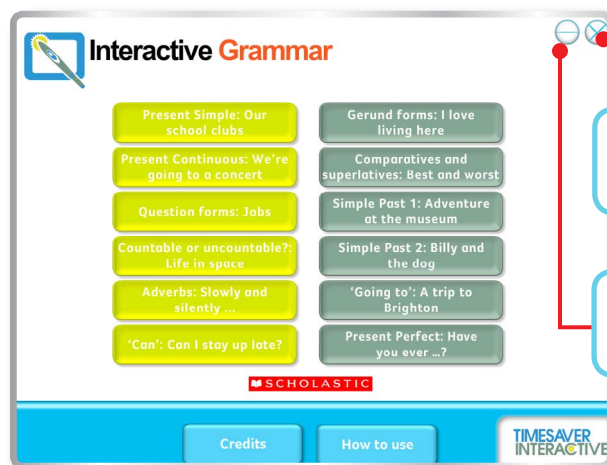
How to use your Timesaver Interactive

1. Insert the disc into your computer. You can either run the programme from the disc or install it onto your computer.
2. Choose a lesson.
3. Read the Teacher's Notes.
4. Print or photocopy the worksheets for your students.
5. Start the lesson!



Contents menu

Select the lesson you want.

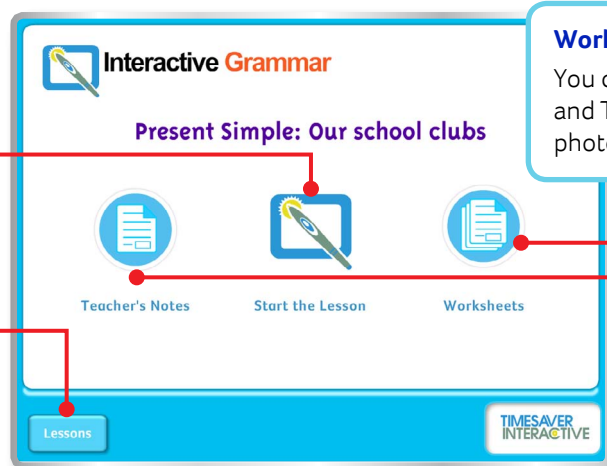


Quit button
Click to close the programme.

Minimise button
Click to minimise the screen.

Lesson Menu

Open the worksheets and Teacher's Notes if required. Then start the lesson.



Worksheets and Teacher's Notes
You can print the worksheets and Teacher's Notes from here or photocopy them from the book.

Start button
Click to start the lesson.

Lessons button
Click here to return to the contents menu screen.

Lesson screens

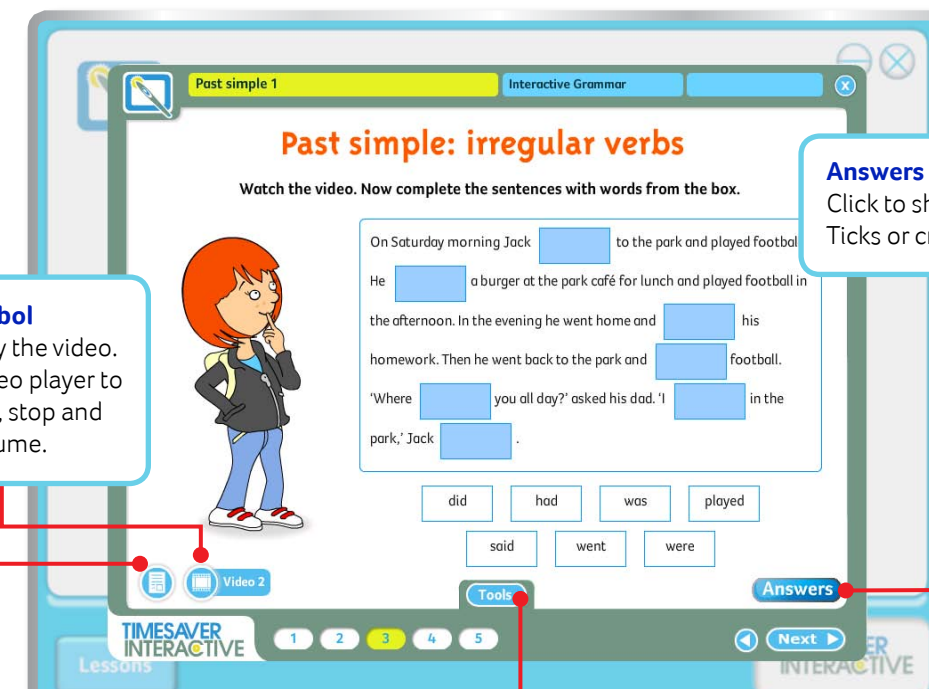
Follow the instructions on screen and in the Teacher's Notes for each lesson.

Screen instructions

Audio symbol
Click the audio symbol to play the audio

Next button
Click to move to the next screen.

Screen number
This shows what screen you are on.



Video symbol
Click to play the video. Use the video player to play, pause, stop and control volume.

Answers button
Click to show the answers. Ticks or crosses will appear.

Worksheet symbol
Click the worksheet symbol to open the worksheet activity for this screen.

Tools button
Click the tools button to maximise the toolbar.

Close button
Click to close the lesson window and return to the menu screen.

Reset button
Click to reset the screen.

Toolbar
To minimise the toolbar click the button at the bottom.

Toolbar
Use the toolbar to brainstorm, annotate text or write students' answers and ideas on the whiteboard.

NOTE: The toolbar creates a transparent layer over the screen so when the toolbar is open it is not possible to interact with the content on screen. You must close the toolbar by clicking the 'minimise' button to complete the activity on screen.

Teacher's Notes

The Teacher's Notes give you step-by-step instructions for each screen in the lesson. They also include the answer key and audio and video transcripts.

SCREEN 2
WHAT ARE THEY DOING?
5 mins
1. This activity focuses on the third person affirmative form of the present continuous. Play Audio 1 again. Students complete the matching activity on their worksheet.
2. Check the answers on the whiteboard with the class.
Answers: 1 – Elsa is talking on the phone. 2 – Elsa's mum is reading a book. 3 – Harry and Luke are eating sandwiches. 4 – Grandma and Grandpa are playing cards. 5 – Sophie is doing her homework. 6 – Elsa's dad is watching football on TV.
3. Say: *Elsa's grandma is playing cards. Think about your family. What is your grandma / father / brother doing now?* Elicit some responses from students.

SCREEN 3
PRESENT CONTINUOUS: FORM
5 mins
1. Play Video 1, which presents the present continuous affirmative forms in all persons with six common verbs. Use the control bar to pause / play.
2. Close the video. Students look at the three images on the whiteboard. Explain that the boy with the apple represents "I" in the task. Complete the sequencing activity with the class.
3. Mime each of the three activities. After each mime, ask: *What am I doing?* Students call out: *You are eating / reading / sleeping.* Say: *When I clap my hands, each mime one of the three activities.* While they are miming, ask:

Worksheets

Each lesson comes with two pages of printable worksheets which can be photocopied from the book or printed from the CD-ROM. The worksheets can also be viewed within each lesson by clicking on the worksheet button. You can annotate the worksheet on screen using the tools provided.

Jobs!
1. Listen to Martha and Billy. Number adverts in the order that you hear about them.
2. Check your answers on the whiteboard.

The interview
1. Listen to Martha's interview. Which questions do you hear?
2. Check your answers on the whiteboard.

How to count uncountable nouns
1. Write the phrases.
2. Check your answers on the whiteboard.

The weather room
1. Answer the questions.
2. Check your answers on the whiteboard.

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Introduction

Welcome to the Timesaver Interactive series! This collection of interactive whiteboard resources, aimed directly at teenage classes, is packed with video, audio and interactive activities that will motivate students and save teacher preparation time. Each Timesaver Interactive resource comprises twelve ready-to-use lessons, with integrated printable / photocopyable student worksheets and step-by-step teacher’s notes. Ideal for revision and extension work.

Interactive Grammar provides presentation and practice of the key grammatical structures taught at CEF level A1, with motivating contexts and a variety of activities. Each of the twelve lessons includes animated videos in which the ‘Grammar Girl’ character presents the rules for each structure in a fun and deductive way. The lessons fully exploit the potential of the interactive whiteboard through listening activities, animations, memory games, interactive answer key and a fully integrated toolbar.

Microsoft Windows™ installation instructions

- Step 1
- When you insert the CD-ROM, the installer will open automatically. If it does not, locate the CD-ROM on your computer and double click on the *TimesaverInstaller.exe* file to open the installer.
- Step 2
- Follow the installer instructions on-screen. You may be asked for an administrator password as the installation progresses.
- Step 3
- Unless you specified otherwise, the application will have been installed to your Program Files folder in a folder called ‘Scholastic’. If requested a shortcut will have been created on your desktop. Double click on the *Interactive Grammar* application to launch.

Mac installation instructions

- Step 1
- From the CD-ROM, find the *TimesaverInteractive.dmg* file and drag it to the desktop. This may take a few minutes to copy. When it has finished copying, open the file on the desktop to mount it.
- Step 2
- Open the mounted image on your desktop. Double click on the *TimesaverInstaller* file and follow the on-screen instructions.
- Step 3
- Unless you specified otherwise, the application will have been installed to your Applications folder in a file called ‘Scholastic’. Open the *Interactive Grammar* application to launch. You can delete the installation files from your desktop if you wish.

Minimum system requirements

Windows

Microsoft® Windows® XP with Service Pack 3; Windows Vista® with Service Pack 2; Windows 7; Windows 8
2.33GHz processor*
1GB of RAM*
1024 x 768 Screen resolution
24x Speed CD-ROM drive
16 bit sound card

Mac

OSX 10.6, 10.7 or 10.8
Intel Core™ Duo processor
1GB of RAM*
1024 x 768 Screen resolution
24x Speed CD-ROM drive
Standard audio

*This CD will also work on many computers with less memory and slower processors but we recommend the above for best performance.

You will need Adobe Reader version 8 or later to open the PDFs contained on the CD. You can download this for free from the following website: <http://get.adobe.com/uk/reader/>
Mac users may find that newer versions of Adobe Reader will not work with the Timesavers software. We recommend version 9 or 10 if your installed version will not display the PDFs.

Best and worst

A1

Lesson Objectives

Cultural content: Facts about Scotland and New Zealand; general knowledge; the solar system

Language: Form and function of comparative and superlative adjectives, vocabulary relating to facts about countries and for the planets of the solar system

Skills: Listening comprehension, carrying out and creating quizzes

Remember! Print or photocopy the worksheets for your students.

SCREEN 1



10 mins

SCOTLAND VS NEW ZEALAND

Overview: This lesson consolidates and revises key grammar points relating to comparative and superlative adjectives. The activities focus on the form of regular comparatives and superlative adjectives, e.g. *Ben Nevis is higher than Mount Cook*; *more than / the most* and *less than / the least*, e.g. *Bikes are less noisy than cars*; Common irregular forms, e.g. *The worst thing about Scotland is the rain*.

- Students work in pairs. They have 30 seconds to write down three things related to Scotland. Compare ideas across the class. Repeat with New Zealand.
- Check the meaning of these vocabulary items: ask students to name *a mountain (n)*, *a lake (n)* and *a river (n)* in their country. Check the meaning of *location (n)* – a place.
- Look at Screen 1 and explain to the students that they are going to hear two children talking about their countries, Scotland and New Zealand. Hand out the worksheets and look through the sentences if you wish. Play Audio 1. Students listen and choose the correct options to complete the sentences.
- Play Audio 1 again. With the class, select the answers from the drop-down options. Click the Answers button.
Answers: 1 – higher, 2 – shorter, 3 – best, 4 – most exciting, 5 – worst, rain, 6 – worst, location
- Go through the images on screen used to represent each country. Did students suggest any of these in at the beginning of the class? Scotland: flag (called the 'saltire'), thistle, bagpipes; New Zealand: flag, kiwi, bungee jumping.

TRANSCRIPT Audio 1

- DJ:** I've got two teenagers in the studio today – Ewan from Scotland and Rebecca from New Zealand. Ewan, tell us about Scotland.
- Ewan:** Scotland is awesome. We have beautiful mountains. Our highest mountain is called Ben Nevis and it's over 1,000 metres high.
- DJ:** Rebecca, do you have high mountains in New Zealand?
- Rebecca:** Yeah, we do. Our highest mountain is Mount Cook – that's over 3,000 metres high.
- Ewan:** We have hundreds of lakes – called lochs – and rivers too. Our longest river is the River Tay, which is nearly 200 kilometres long.
- Rebecca:** I think our longest river is the Waikato river – it's about 450 kilometres long.
- DJ:** So, Ewan, what's your favourite thing about Scotland?
- Ewan:** We have the world's best New Year's Eve party in Edinburgh. It's called Hogmanay!
- DJ:** That sounds fun. And Rebecca – What's the best thing about New Zealand?
- Rebecca:** Sport! We have the most exciting sports in the world – like bungee jumping!
- DJ:** Ewan, what's your least favourite thing about Scotland?
- Ewan:** The worst thing is the rain – it rains too much!
- DJ:** Rebecca, what's your least favourite thing about New Zealand?
- Rebecca:** The worst thing is the location. It's too far away from the rest of the world.

SCREEN 2



6 mins

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- Play Video 1, which presents how to form comparative and superlative adjectives. Use the control bar to pause / play.

- Close the video and ask students to look at their worksheet and complete the adjectives in the first five rows only. Go through with the class on the whiteboard and check the answers.

Answers: horrible – more horrible, most horrible; angry – angrier, angriest; warm – warmer, warmest; long – longer, longest; thin – thinner, thinnest

TRANSCRIPT Video 1

Hi. I'm Grammar Girl. I love grammar. Yes, I LOVE grammar. So – what are comparative adjectives? Comparative adjectives compare two things – Mars is smaller than Earth. Earth is bigger than Mars. Comparative adjectives end in -er. For example: faster, higher, stronger. Superlative adjectives choose one thing from a group – so... Jupiter is the biggest planet in our solar system. Superlative adjectives end in -est. For example: fastest, highest, strongest. When the adjective is long and has three or more syllables, for example, dangerous – DAN-GER-OUS, we use more or the most – Sharks are more dangerous than whales. The most dangerous ants are called fire ants. For words with two syllables you can sometimes use either. You can say cleverer or more clever. With others you have to use more or most: more boring, the most boring. Many adjectives with two syllables end in a -y. For these we take away the y and add -ier or -iest: happier, happiest.

SCREENS 3-5



12 mins

QUICK QUIZ

- Students look at the Quick quiz on their worksheets. They work in pairs and decide if each sentence is true or false.
- Each pair exchanges their answers with another pair. They mark each other's answers. Go through the questions on Screens 3, 4 and 5. Click the numbers to reveal the questions each time. Students say True or False. If they say False, they also give the correct answer. Show the answers and see which pair got the most answers correct out of nine.
Answers: 1 – False! The Empire State Building is taller than the Shard. 2 – False! Montreal is wetter than Beijing. 3 – True! 4 – True! 5 – False! Humans can run faster than crocodiles. 6 – True! 7 – False! Cricket is older than basketball. 8 – True! 9 – True!

SCREEN 6



5 mins

LESS THAN AND IRREGULAR ADJECTIVES

- Play Video 2, which presents *less than* + comparative adjective and *the least* + superlative adjective, and common irregular forms. Use the control bar to pause / play.
- Close the video and ask students to complete rows 6-8 on their grid of adjectives on their worksheet using the correct comparative and superlative forms of the three adjectives. Go through on the whiteboard with the class.

Answers: good – better, best; bad – worse, worst; far – further, furthest

TRANSCRIPT Video 2

Hello again! How are you? Now you know how to compare things like this: *Cars are noisier than bikes*. But we can also use 'less' to say the same thing, like this: *Bikes are less noisy than cars*. We use 'less' in this way for all adjectives – long or short. For superlatives we use 'the least'. So: *Maths is my least favourite subject*. One more thing to say! There are some irregular adjectives – do you know them?

SCREENS 7-9



12 mins

THE SOLAR SYSTEM

- Ask: Who can name the nine planets in our solar system? Elicit: *Mercury* (closest to the sun), *Venus*, *Earth*, *Mars*, *Jupiter*, *Saturn*, *Uranus*, *Neptune*, *Pluto* (furthest from the sun). Some people say Pluto is not a planet, but a "dwarf planet", and that there are in fact eight planets in our solar system.
- Students look at the worksheet and write the eight sentences, focusing on getting the comparative and superlative forms correct.
- Reveal Screen 7. Click on the first question. Ask students to provide the correct full sentence. Click on the answer.
- Continue on Screens 8 and 9.
Answers: 1 – Earth is smaller than Jupiter. 2 – Earth is closer to the sun than Neptune. 3 – Venus is hotter than Earth. 4 – Saturn is the least heavy planet. 5 – Neptune is the bluest planet. 6 – Uranus is further from the sun than Mars. 7 – Neptune is the windiest planet. 8 – Mercury is the most difficult planet to see.

EARLY FINISHER / HOMEWORK

Give students these categories: cities, computer games, football teams, pop stars, animals, countries, gadgets (mobile phones, tablets, etc.)

Students choose three categories and write two sentences for each category – one sentence compares two things and the other compares more than two things.

Example: category – pop stars

Sentence 1 (comparative) *Lady Gaga wears more interesting clothes than Adele*.

Sentence 2 (superlative) *One Direction are the best boy band in the world!*

Screen 1

Scotland vs New Zealand



1. Listen to the interview. Complete the sentences with the correct words.
- 1 Mount Cook is higher / lower than Ben Nevis.
 - 2 The River Tay is longer / shorter than the Waikato River.
 - 3 Scotland has the world's best / worst New Year's Eve Party.
 - 4 New Zealand has the world's most exciting / most dangerous sports.
 - 5 The best / worst thing about Scotland is the rain / snow.
 - 6 The best / worst thing about New Zealand is the weather / location.

2. Check your answers on the whiteboard.



Screens 2 and 6

Comparative and superlative adjectives

What are the correct forms of the adjectives?

	comparative	superlative
1 horrible	more horrible	
2 angry		
3 warm		
4 long		
5 thin		
6 good		
7 bad		
8 far		

Screens 3-5

Quick quiz

1. Are the sentences true or false?

In the city ...

- 1 The Shard in London is taller than the Empire State Building in New York.
☐ True ☒ False
- 2 Beijing is wetter than Montreal.
☐ True ☐ False
- 3 Quito in Ecuador is the highest capital city in the world.
☐ True ☐ False

In the animal world ...

- 4 Elephants are cleverer than rats.
☐ True ☐ False
- 5 Crocodiles can run faster than humans.
☐ True ☐ False
- 6 Box jellyfish are the most dangerous animals in the sea.
☐ True ☐ False

2. Check your answers on the whiteboard.

In sport ...

- 7 Basketball is older than cricket.
☐ True ☐ False
- 8 Manchester United is the most popular sports team in the world.
☐ True ☐ False
- 9 The world's longest cycle road race is the Tour de France
☐ True ☐ False



Screens 7-9

The solar system

1. Write sentences about the planets using comparative or superlative adjectives.

- 1 Earth / small / Jupiter Earth is smaller than Jupiter.
- 2 Earth / close to the sun / Neptune _____
- 3 Venus / hot / Earth _____
- 4 Saturn / not heavy planet _____
- 5 Neptune / blue _____
- 6 Uranus / far from the sun / Mars _____
- 7 Neptune / windy _____
- 8 Mercury / difficult to see _____

2. Check your answers on the whiteboard.

