

TIME TO FLY

ENGLISH FOR
SPANISH SPEAKERS



TIME

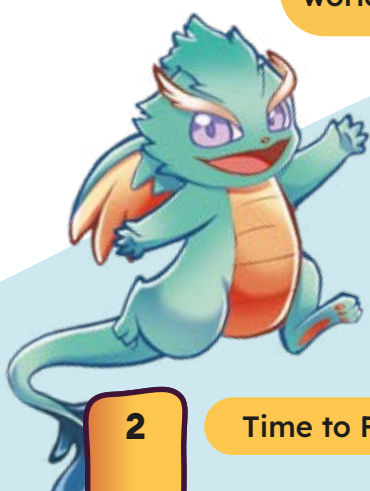


Inspired by real young learners

Stories are adapted from original writing and drawings by **real young learners of English** from around the world.

Clear and motivating models

Project and Talk Time videos feature **real multi-national young learners of English**.



TO FLY

Official
Cambridge
Exam
Preparation



Celebrates children around the world

Learners see their lives and those of children just like them, reflected in the course.

A focus on speaking

Speaking activities in every lesson, of every unit, of every level.



Time to Fly

3

Life Competencies

- **Time to Fly** is mapped to the **Cambridge Life Competencies Framework** and aligned to the LOMLOE's Key Competencies.
- They are integral to both **personal** and **educational development**.
- And key to developing both **communication and collaboration skills** ... both inside and outside the classroom.

Key competencies



Watch a video to identify where the cat is.



Say where people are in a home.



Draw and guess rooms in a home.

 **Learning to learn: Developing skills**

 **Critical thinking: Making decisions**

 **Collaboration: Working towards task completion**

Lesson 10 Learning situation 2

It's clothes recycling day at your school.

1 What do you do when you can't wear your clothes any more?

2 Plan your school's recycling day.

Step 1: Plan

- Think about clothes at home that can be recycled.

Step 2: Find

- What things can you make by recycling clothes?
- Who can you help by recycling clothes?
- What things can you donate?

Step 3: Create

- Make a plan for your school's clothes recycling day.

Time to Think

Where do clothes go?
Discuss what happens to clothes when you throw them away.

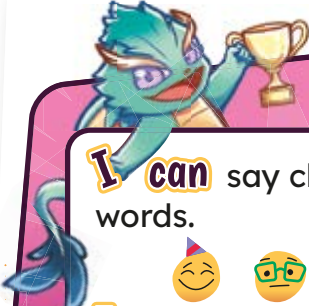
3 Watch and present.

This is the plan for my school's recycling day. You can recycle clothes or give them to a friend.

Learning situation 23

Integrated Learning and Assessment

- ILA means **getting the most out of every moment of learning**.
- Providing **evidence of progress** and **actionable feedback** is the best way to help learners succeed.
- Each unit features **review tasks** that practise core language and skills.
- There are additional **self-assessment** opportunities in Pupil's and Activity Book.
- This encourages learners to **reflect on their progress** and **feel proud of their achievements**.



I can say clothes words.

I can ask and answer about what I'm wearing.

Grammar **15**



2 Read and colour the stars.

- 1 I can talk about rooms and things at home.     
- 2 I can ask where things and people are.     



Now tell your family and friends what you can do.

Review and self-assessment

9



Learning Situations

- Each unit provides an opportunity to apply learning in a **practical, real-world context**.
- They develop and evaluate the **key competencies** and further **cross-curricular learning**.
- These lessons encourage **problem-solving and collaboration**.
- They provide **realistic objectives, stages to follow** and a **final presentation**.

Lesson 10 Learning situation 4

You want to join your school's sports club.

- 1 What after-school activities do you do?
- 2 Create a poster for your school sports club.

Time to Think
Why is it important to do sports?
Discuss why sports are good for you.

Step 1: Plan

- What sports do you like?
- What do you do every day / at the weekend?

Step 2: Find

- What sports do your friends like?
- What do they do every day / at the weekend?

Step 3: Create

- Make a school sports club poster.

My school sports club

3 Watch and present.

This is my poster. I'm playing baseball. My friend's kicking the ball. He likes football.

Learning situation 47

You need to organise your activities and routines for this school year.

- 1 What's a typical day for you?
- 2 Design and complete a daily routines planner.

Step 1: Plan

- Do you do the same thing every day?
- What do you do in the morning / afternoon / evening?
- What do you do at the weekend?

Step 2: Find

- What do you need to make a planner?

Step 3: Create

- Make your daily routines planner.

Time to Think

Why is it important to organise your activities and routines?
Have all children got the same routines?



- 3 Watch and present.

This is my daily planner morning, I wash my face my teeth and I go to



- 1 Imagine you visit a wildlife park with your class. Why is it important to have wildlife parks?

- 2 Create a brochure about a wildlife park.

Step 1: Think

- What information do you want in your brochure?
- Which animals do you want to include?

Step 2: Find out

- Can you find different facts about your animals?

Step 3: Create

- Make your wildlife park brochure.



This is an orangutan! It's from Borneo. These orangutans are endangered. Many are losing their homes, but we are trying to give them a safe place to live!

OPEN LAND Wildlife Park

Welcome to Open Land Wildlife Park! Our wildlife park protects wild animals and teaches people about them. It's a safe home for amazing animals from around the world. Come and learn about the world's most beautiful animals!



- 3 Watch. Then present your brochure.

The Learning Situations provide **realistic objectives, stages to follow** and a **final presentation**.

They develop and evaluate the **key competencies** and further **cross-curricular learning**.

Cambridge English Qualifications for Young Learners

- Time to Fly** is aligned to the syllabus of **Pre A1 Starters** and **A1 Movers** and beyond.
- Guarantees a rigorous English curriculum from Pre A1 through to A1+.
- Provides practice of some **Cambridge English Qualifications Digital for young learners** exam task-types (from Levels 3-6).



2 Choose the correct word for each sentence.

1 This small animal can hide inside its shell.

2 This animal stands on two legs and is very good at jumping.

3 This animal is big and strong and lives in the cold.

kangaroo

lion

otter

penguin

polar bear

snail



Time to Fly	CEFR
Level 1	Pre-A1
Level 2	Pre-A1
Level 3	A1
Level 4	A1
Level 5	A1+
Level 6	A1+

Sustainability Framework



Time to Fly has been designed in line with the **Cambridge Sustainability Framework for ELT**.

It encourages learners to engage with **environmental and sustainability** topics in an age-appropriate way.

Lesson 8 **Communication** **4**

Endangered animals where I live

- 1 Work in groups. Which wild animals can you protect where you live?
- 2 In pairs, choose an animal and make a poster.

Iberian Lynx

Where does it live?
España, Portugal

Why do we need to protect the Iberian Lynx?
pérdida de su hábitat natural

What does it eat?
conejos

What can we do?
proteger su hábitat natural

Flying phonics

- 3 Listen and say.
- 4 Can you find other words in the unit that have the same sound?

Tortoises can be small or enormous, and they are all important!

Communication Endangered animals where I live and /ɔ:/ **45**

Lesson 10 **Learning**

It's clothes recycling day at your school.

- 1 What do you do when you can't wear your clothes any more?
- 2 Plan your school's recycling day.

Time to Talk

Where do you throw away your clothes?

Step 1: Plan

- Think about clothes at home that can be recycled.

Step 2: Find

- What things can you make by recycling clothes?
- Who can you help by recycling clothes?
- What things can you donate?

Step 3: Create

- Make a plan for your school's clothes recycling day.

3 Watch and present.

This is the plan for my school's recycling day. You can recycle clothes or give them to a friend.

Learning situation **23**

While looking to inspire empathy and appreciation of **cultural diversity**.

Differentiation

- Pupils have different needs when learning English, with a mixture of levels in every classroom. Some learners will need more time or more **support** in order to complete an activity.

- Time to Fly** is full of suggestions on giving learners **extra support** as well as **extension** activities for pushing stronger learners further.

Extra support When you pause after each sound effect, act out the activities to help pupils find them in the picture.

Extension Divide the class into pairs or small groups (depending on the class size). Assign each pair one of the activities in the picture. Play the chant again. Encourage the whole class to chant the first line. Pairs then take it in turns chanting the lines that correspond to their activity while pointing to the picture. Finally, the whole class chants the last two lines.

My World 1 Let's go to the park! Pupil's Book pp.24-25

2 Listen and find. Say.

- Tell pupils they will hear some sound effects related to some of the activities in the picture. Ask *Can you find the activities?*
- Play the audio for pupils to listen and find. Pause after each example to give pupils a chance to find and point to the corresponding activity.

Answer key: (Pupils point to the following) 1 playing piano, 2 drawing pictures, 3 swimming, 4 playing guitar, 5 taking photos, 6 reading books

Extra support When you pause after each sound effect, act out the activities to help pupils find them in the picture.

Extension Divide the class into pairs or small groups (depending on the class size). Assign each pair one of the activities in the picture. Play the chant again. Encourage the whole class to chant the first line. Pairs then take it in turns chanting the lines that correspond to their activity while pointing to the picture. Finally, the whole class chants the last two lines.

- Sound effects of
- 1 [playing the piano]
 - 2 [drawing a picture]
 - 3 [swimming]
 - 4 [playing the guitar]
 - 5 [taking photos]
 - 6 [reading]

3 Mime and guess with a friend.

- MEDIATION** Divide the class into pairs. Tell them to take turns miming the activities for their partner to guess. The person miming the activity confirms if their partner is correct or not.

Extension Display the picture on the whiteboard. Invite volunteers to mime an activity for the class to point at on the picture.

Find 5 things that are funny.

Say *Some things in this picture are funny. Give an example. Look! This bird is drinking from a straw. It's taking the man's drink. Smile or laugh to show that it is funny.*

Ask *Can you find five more funny things?* Divide the class into pairs to find five funny things. Then check ideas as a class. Encourage pairs to say what the activity is and point to it in the picture. Ask questions to elicit information. *What is the fish doing? (jumping out of the water) Where are the glasses? (in the tree) What are the squirrels doing? (playing Frisbee / catch) Where are the dogs? (on a bike and in the water)*

Answer key: (Possible answers) The bird in the tree is listening to music. The squirrels are playing Frisbee. The dog is riding a bike. The fish is jumping out of the water. There is a pair of glasses in the tree. The man is painting a picture upside down. The boy has got a cat in his bag. A bird is sitting on a pram. The boy is slipping on a banana skin. The lady has dropped her phone in the water.

AB p.16 activities 1-2, p.17 activities 3-4. Answer key, see p.T150.

Ending the lesson

Divide the class into two teams. Invite a volunteer from one team to come to the front. Point to an activity on the list and have them mime it for their team to guess. Award a point for the correct answer. Teams take turns miming and guessing all of the activities.

Digital Classroom

Presentation Plus: My World 1 (PB and AB)
Audio 1 and 2
Digital flashcards and word cards

Extra Resources

Audio script (standard and accessible versions)

**Let's take a Look at
Unit 2 from**

TIME TO FLY

3

Unit Walkthrough

Each unit starts with a beautiful opening illustration to introduce learners to the target vocabulary.



Animation and vlog videos present vocabulary and grammar in an engaging and playful way.



Speaking activities feature in every lesson of the Pupil's Book.

Lesson 1 Vocabulary

Unit 2 What are you wearing?

a cap glasses
a coat a shirt
a bag jeans
a sweater
trainers

- Watch. What party is it?
- Watch again. Look and choose.

1 a shirt / a sweater	2 jeans / a bag	3 glasses / trainers	4 a cap / a coat

- Talk Time** Look at the pictures. Say and answer.

It's red.

It's a cap!

14
Vocabulary Clothes

1 Listen and **chant**. Count the clothes.

What are you wearing Adam?
I'm wearing a sweater and a shirt.

What are you wearing Hana?
I'm wearing a cap and a skirt.

What are you wearing Eva and Chen?
We're wearing jeans and trainers.

And we're wearing glasses.
We're all wearing glasses!

 Language focus

What are you wearing?
I'm wearing a sweater.
We're wearing glasses.

2 What are you wearing? Look and say.

a



 wearing trainers and a coat.

b



 wearing jeans and a shirt.

c



 glasses and a sweater.

3



Talk Time

Watch. Play **Guess Who**.
Ask, answer and guess.

What are you wearing?

I'm wearing a blue skirt and T-shirt.

You're Maya!



I **can** say clothes words.

I **can** ask and answer about what I'm wearing.

Grammar

15

Self-assessment activities help pupils assess their learning and boost confidence.

Talk Time videos feature real children giving pupils authentic models to follow.

All stories are inspired by the writing and drawings of real children from around the world

Story animation videos in Levels 1 - 3

Lesson 3 Our stories

1



Watch and point. What's Sally's favourite thing?

SALLY'S SNOW DAY

by Lucia and Marta aged 11 from Italy



1 It's cold today.

2 Can I play in the snow?

Yes, but it's very cold.

3 What are you wearing, Sally?

I'm wearing my favourite thing.

4 I'm wearing my sweater, my coat and my hat.

Great!

5 Oh, no!

Sally, are you OK? You're wearing my boots!

6 Look! It's wearing my cap!

2



Watch again. Imagine you're Sally. It's hot today. What are you wearing?

16

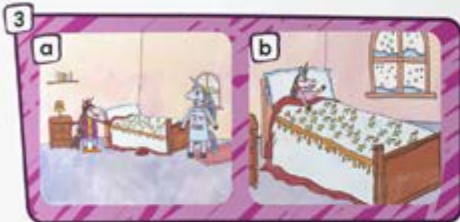
Story Critical thinking: Making decisions



Lesson 4 Story and skills

2

1 Listen to the story. Choose the correct picture.



2 Look at Sally's brother, Dev. Read and answer.

cap jeans red T-shirt umbrella

I'm wearing a blue ¹ , some green ² and some ³ boots. I've got an orange ⁴ and a black bag, too. Oh, no! My ⁵ is very big!



3 **Talk Time** Play **True or False** with a friend.

I'm wearing jeans, a shirt and a blue T-shirt.

False! Your T-shirt's red.

Ask a friend.
Sit in a circle and ask, 'How are you today?'
Listen to a friend.

Friend time draws on values from the story for pupils to reflect on together.

Skills

17

Lesson 5 Song and vocabulary

1 Listen and sing. Choose the words.

Are you wearing wellies?
 Yes! Yes! Yes, I am.
 I'm wearing yellow wellies
 On this rainy day.
 I've got a red , too.
 Let's go out and play!
 Are you wearing ² ?
 No! No! No, we aren't.
 We're wearing pink flip flops
 On this sunny day.
 And we've got a ball. Let's go out and play!
 What about you? What about you?



A song or a chant introduce the second set of vocabulary.

2 Read, look and choose.

flip flops slippers wellies



I'm wearing .



I'm wearing .



I'm wearing .

3 Talk Time Play the Chain Game with a friend.

I'm wearing blue trousers.

I'm wearing blue trousers and red flip flops.

18

Vocabulary Footwear

On-page examples provide pupils with clear, accessible explanations.

Lesson 6 Grammar

2

1  Listen and sing again. What colour's the umbrella?

2 Read, look and choose.

Are you wearing wellies?



Yes, I am. / No, I'm not.

Are you wearing flip flops?



Yes, I am. / No, I'm not.

Are you wearing slippers?



Yes, we are. / No, we aren't.

Are you wearing glasses?



Yes, we are. / No, we aren't.

Language focus

Are you wearing wellies?

Yes, I am. /

Yes, we are.

No, I'm not. /

No, we aren't.



Fun Time activities encourage pupils to engage with the topic in a playful way.

3  4  Watch. Draw, ask and answer.

Are you wearing a coat?

No, I'm not.

Are you wearing a shirt?

Yes, I am.



I can say what I'm wearing.



I can ask what my friends are wearing.



Grammar

19



Uniforms in South Korea

1 Watch. What's a gyobok?



2 Watch again. Read and answer **primary school** or **middle school**.



We start when we are 6 years old.



Some students wear a tie.



My friends aren't wearing school uniforms.



These students are wearing blazers.

3 **Talk Time** Imagine a new uniform for your school. Play **Pass the Picture** with a friend.

I'm wearing a blue blazer and trousers.

Fact Time

In South Korea, families can wear school uniforms to a theme park!

Culture videos show real children from around the world.

Fact time features a memorable fact from the country to share at home.

School uniforms

- 1 Find pictures of school uniforms. What are the children wearing?



- 2  Make a class collage of different uniforms. Write words in the languages you know.

mavi
elbise



white shirt



giày đen



Plurilingual activities draw on what children know and encourage communication with their classmates.

Flying phonics

- 3  Listen and say.

Jack and Vicky
think pink socks are
cool at school!



Communication School uniforms and /k/

21

Flying Phonics focuses on sounds and spellings that are directly connected to the lesson's theme



Lesson 9 is dedicated to a Review of the language in the unit.

Lesson 9 Review

1 Say the words. Which is the odd one out?

1 flip flops wellies a shirt slippers

2 glasses jeans a skirt a sweater

2 Listen. Choose the correct picture.



Quiz

3 Watch and play.

22

Review

A gamified quiz to review the unit hosted by Artis the dragon.



Each unit finishes with a Learning Situation that allows pupils to apply their learning in a creative way.

Lesson 10 Learning situation

2

It's clothes recycling day at your school.

- 1 What do you do when you can't wear your clothes any more?
- 2 Plan your school's recycling day.

Step 1: Plan

- Think about clothes at home that can be recycled.

Step 2: Find

- What things can you make by recycling clothes?
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Step 3: Create

- Make a plan for your school's clothes recycling day.

Time to Think

Where do clothes go?
Discuss what happens to clothes when you throw them away.



- 3 Watch and present.

This is the plan for my school's recycling day. You can recycle clothes or give them to a friend.



A Project Video showcases real English language learners presenting projects

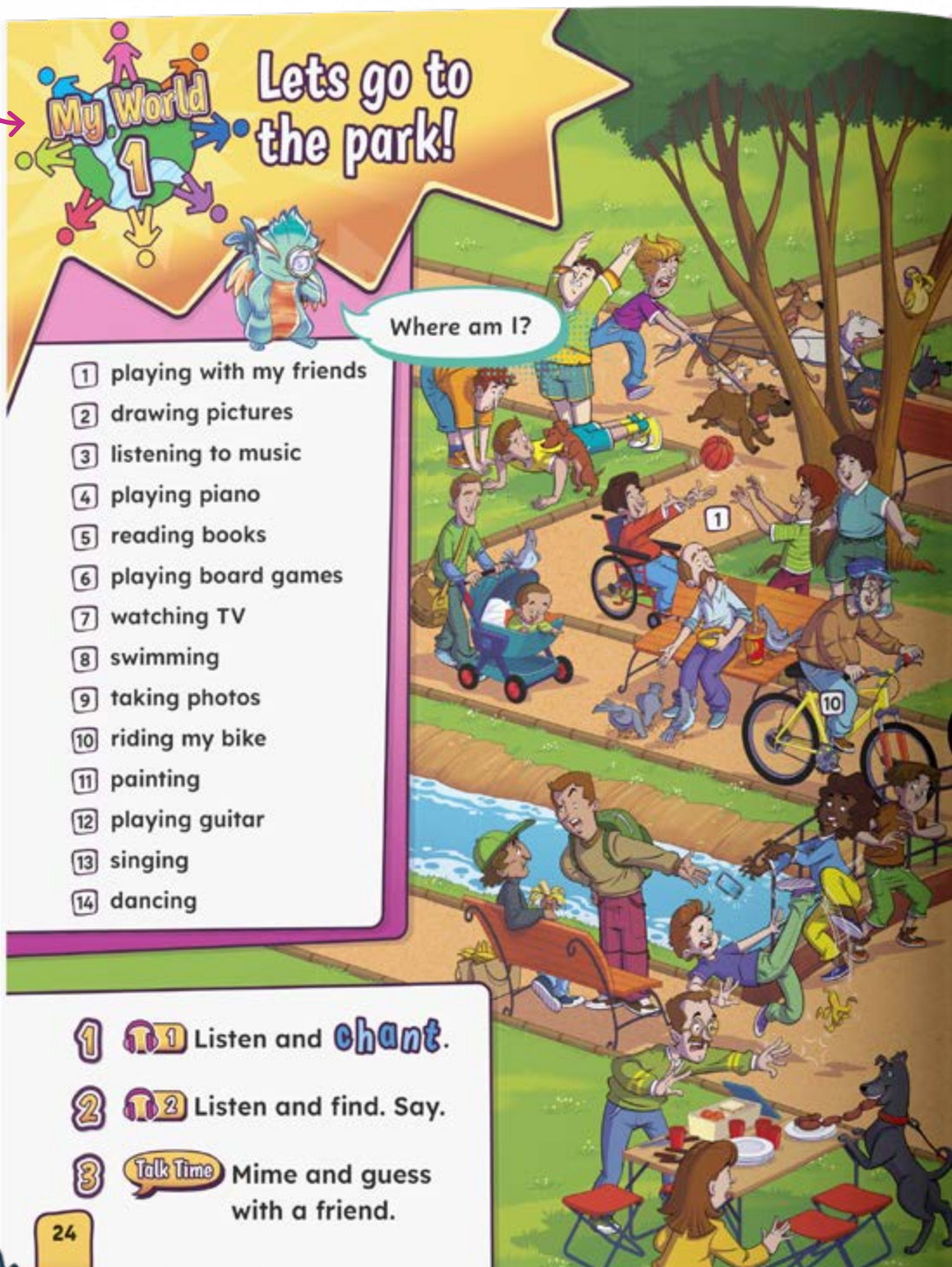
Learning situation

23



My World Sections

Three **My World** sections highlight having fun with and engaging content. These sections offer a shorter, end-of-term format ideal for busy teachers.



My World 1 Lets go to the park!

Where am I?

- 1 playing with my friends
- 2 drawing pictures
- 3 listening to music
- 4 playing piano
- 5 reading books
- 6 playing board games
- 7 watching TV
- 8 swimming
- 9 taking photos
- 10 riding my bike
- 11 painting
- 12 playing guitar
- 13 singing
- 14 dancing

1  Listen and chant.

2  Listen and find. Say.

3  **Talk Time** Mime and guess with a friend.

24

Find 
5 things
that are funny.

25

Presenting all your digital tools together in one place!

Time to Fly offers teachers and students a full range of digital support on **Cambridge One**.

Presentation Plus

Classroom presentation tool with:

- Pupil's Book eBook with interactive activities.
- Activity Book eBook with answer keys.
- Teacher's Book PDF.
- Embedded audios, animations and videos.
- Digital Flashcards.
- Games.

Tests

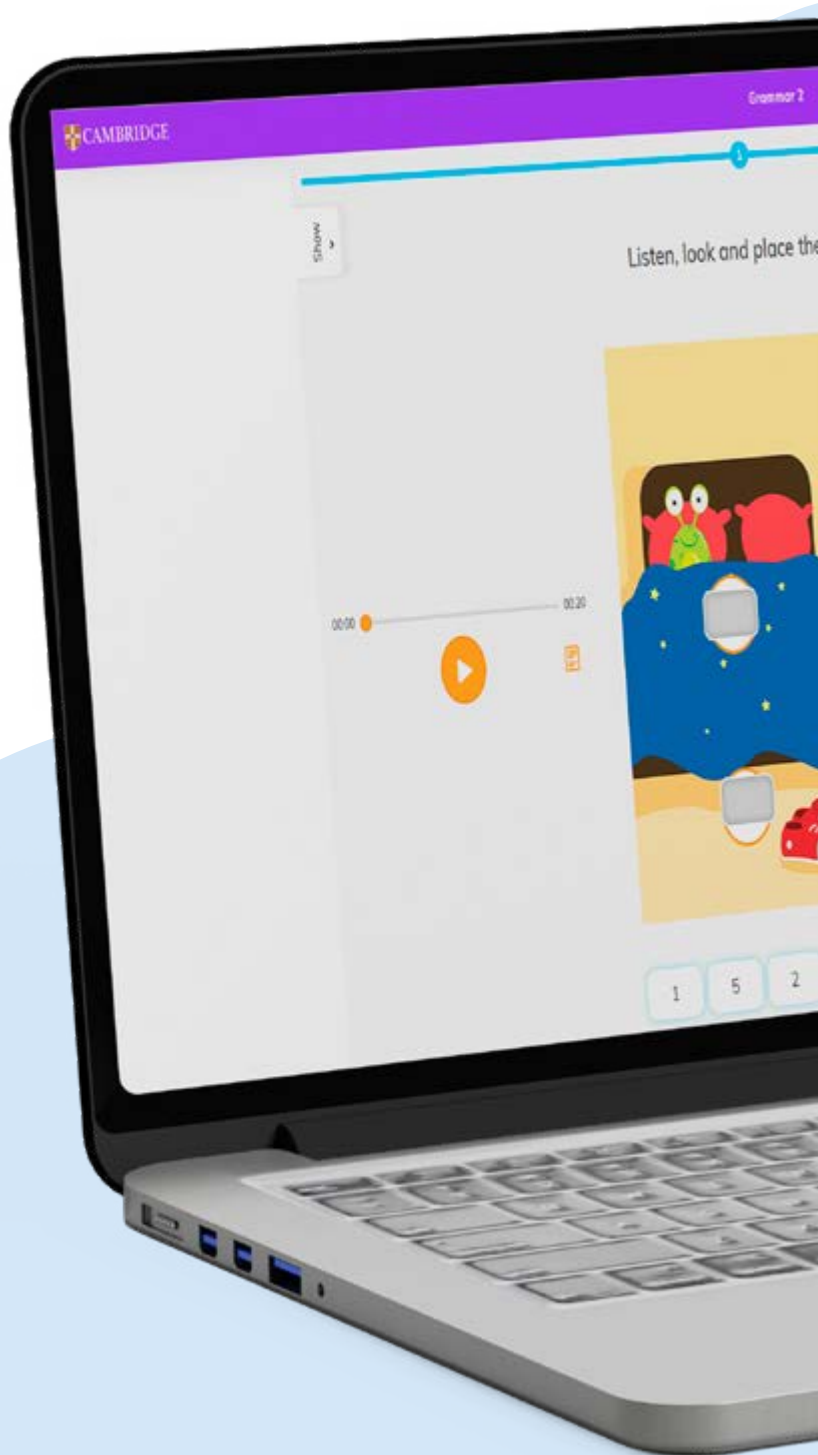
There are editable tests that allow teachers to evaluate pupil's progress:

- Placement test (standard).
- Unit tests at three levels of difficulty.
- End-of-Term tests at three levels of difficulty.
- End of year test (standard).
- Answer Keys and audioscripts.

Teacher's Resource Bank

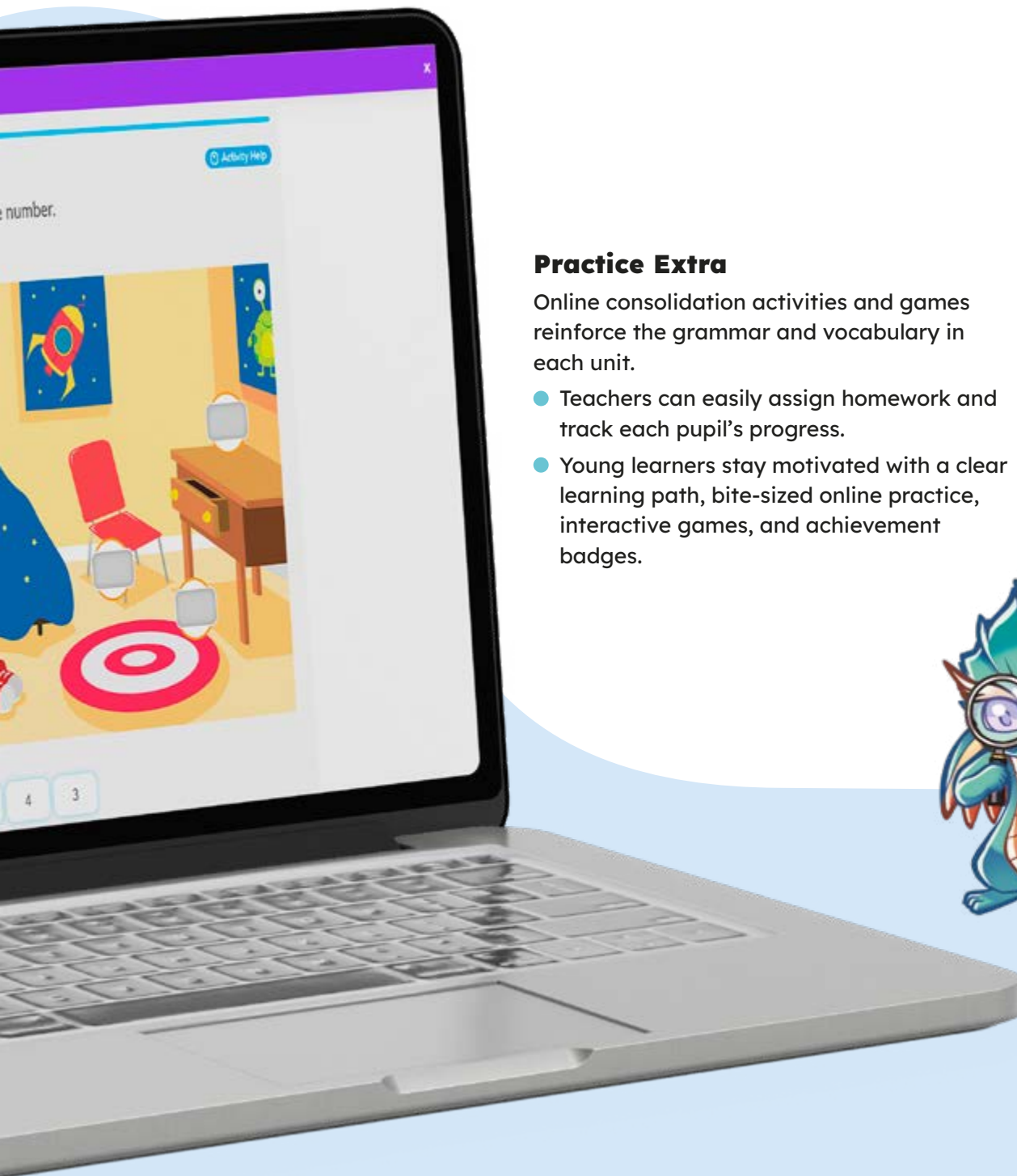
A complete package with all the classroom resources teachers need:

- Teacher's Book Intro pages.
- Extra worksheets.
- Character colouring-in (levels 1-2).
- Word cards (levels 1-4).
- Flashcards.
- Audios, videos and transcripts.
- Letter to families.
- Programaciones.



Pupil's eBook

The Pupil's Book comes with an activation code for the digital version of the book in Cambridge One, unlocking the Pupil's Book eBook which includes all the audio and videos.



Practice Extra

Online consolidation activities and games reinforce the grammar and vocabulary in each unit.

- Teachers can easily assign homework and track each pupil's progress.
- Young learners stay motivated with a clear learning path, bite-sized online practice, interactive games, and achievement badges.





Pupil's Book

The Pupil's Book features a fun, modern design to captivate young learners and includes:

- 6 units with engaging content and a modern design to captivate young learners.
- Stories adapted from the writing and drawings of real English language learners, offering an authentic and relatable reading experience.
- Every lesson builds towards a speaking activity, helping pupils gain confidence in communication.



Activity Book

The Activity Book complements the Pupil's Book by offering:

- 48 pages of fun and dynamic activities.
- Reinforcement of learning from the Pupil's Book.
- Essential writing practice and consolidation of vocabulary, grammar, stories, skills, and cultural topics.



Digital Pupil's Book and Activity Book

If you want to experience a fully digital class, Time to Fly also offers the possibility to use Digital Pupil's Books and Activity Books.

These books are hosted on **BlinkLearning**, can be used online and offline and are both multiplatform and multi-device.

Cambridge One

Digital Support

With *Time to Fly* everything you need is on **Cambridge one**.

Pupil's eBook

The Pupil's Book gives access to:

- **Pupil's eBook:** digital version of the printed book with integrated video and audio for easy access at home.

Pupil's Digital Pack

The Activity Book includes a code with access to:

- **Practice Extra:** online activities and games designed to reinforce the language in each unit.
- **Student Resources:** includes downloadable material.

Cambridge recommends the responsible use of technology.

Teachers



Teacher's Book

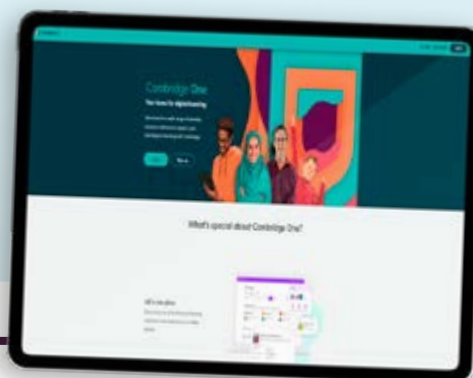
The Teacher's Book is designed for seamless lesson planning, with fully interleaved pages that provide one page of teaching notes for each corresponding page in the Pupil's Book. It includes:

- Clear, concise guidance for every lesson.
- Suggestions for effective lesson openers and closers.
- Essential answer keys and audio scripts.
- Extra support and extension activities for mixed-ability classrooms.



Posters and Flashcards

- The printed, full-colour **flashcards** (14 per unit) are a vibrant resource designed to support the teaching of key vocabulary. For creative classroom activities using the flashcards, teachers can find useful suggestions in the Teacher's Book.
- Each level has a set of nine colourful **posters**, which highlight essential language from the Pupil's Book and offer teachers an engaging and visually appealing resource for effective vocabulary practice in the classroom.



Teacher's Digital Pack

A code in the Teacher's Book gives access to everything that learners can see, plus:

- **Presentation Plus:** a classroom presentation tool featuring embedded audio, video, and interactive activities for every unit of the Pupil's Book. It also provides easy access to the Activity Book and Teacher's Book. This new version also allows teachers to create assignments directly from the screen.
- **Test Generator:** available for each unit at three levels of difficulty, allowing teachers to evaluate pupils' progress. In addition, a placement test, term tests, and an end-of-level test are included.
- **Teacher Resources:** includes downloadable, photocopiable materials to dip into depending on the needs of each class. These resources feature extra worksheets, letters to families, as well as audios, videos and transcripts.



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Where
your world
grows

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