Lesson 1  Page 8  Page 3

Language focus  Introducing; present simple (facts)
New language  I live in …; I go to …; (R) My name’s …;
I’m (+ age)
New words  toy shop, flower shop, sweet shop; near;
(R) bridge, castle, river, house, school, town, playground, hill
Teaching aids  Map of Clifton,  pages 4, 5
Preparation  Make the cut-outs of five characters.

1 Warm-up
- Introduce yourself and ask individual children their names. Encourage them to answer with Hello! My name’s …
- Sing an English song they all know or sing this song with your name (to the tune of Frere Jacques).
  Teacher:  I’m Mrs Hill.
  Children:  Hello, Mrs Hill. Hello, Mrs Hill.
  Teacher:  Hello. Hello.

2 Presenting the new characters
- Use the cut-outs to introduce the new characters. Put them on a table or desk. Then point to and speak for them:
  Hello! My name’s Sam/Hi! I’m Becky. Ask the children to greet the characters.
- Write the characters’ names on the board. Children come forward, choose one of the cut-outs and hold it next to the name of the character. The class greets him/her.

3 Introducing the Pupil’s Book
- Pass out the books. Encourage the children to find the characters on various pages and name them aloud.

4 Reading  Read and find.
- Make certain the children understand that the characters live in a town called Clifton, and that the two pages (8 and 9) show a map of the town.
- Read the short text aloud while children follow in their books. Stop at the pictures to allow children to find the equivalent on the map.
- Hold up your book and drill the new words quickly: Point to a river, etc.
- Ask children to turn to pages 4 and 5 of the book where they will find the map only. Read the text again, slowly, while children listen and point in their books.

5 Listening  Listen and read.
- Point out Emma, Jill and Ned and their speech bubbles. Play Tape 1; children follow in their books.
- Play the tape again. Then write Ned’s speech bubble on the board; children read. Erase Ned, eight, Clifton and Woodside School. Hold up the Ned cut-out; individual children read and complete the text. Repeat with Emma and Jill. (Make certain they understand the word flat.)
1 Warm-up

- Use the cut-outs of the characters to talk to the children: Hello/Hi! My name’s Emma. What’s your name? Children return the greeting and answer.
- Hold up the map of Clifton. Use the word cards to drill the words. Children come forward and choose a card. They hold it up, say the word and point to the place on the map.

2 Introducing present simple as fact

- Use the cut-outs of Emma, Jill and Ned. See how much information you can elicit about each one.
- Write a speech bubble on the board with blanks (see Workbook page 3). Ask children to read it out with their own names, ages, etc. Ask one or two to come forward and write their details in the bubble. The class reads.

3 Listening

- Focus attention on the two characters and their speech bubbles. Play Tape 2. Children listen and follow in their books.

Tape 2

Sam: Hi! My name’s Sam. I go to Woodside school. I live in a flat in the old town. I’m nine.

Becky: Hello! I’m Becky. I’m eight. I live in a house near the sea. I go to Woodside school, too.

- Play the tape again; then ask questions about the five characters. Who lives near the sea/park/river/school? etc.

4 Writing

Write four sentences about Clifton.

Teaching note

These short writing exercises are a feature of Way Ahead 3. Make certain children have a notebook to keep all of their writing together. Always give them a clear model first so that they can do the task successfully.

- Give out the notebooks for writing practice if you have not already done so.
- Write the sentence prompt on the board and complete it as an example, e.g. In Clifton there is a river. Erase the word river and get children to suggest (and write) other words in the blank. You may wish to put the word cards on the board for children to copy. Encourage children to draw pictures of the places they have chosen.

- Put the cut-outs of Becky, Sam and Jill on a table. See how much information you can elicit about each one.
- Children choose a cut-out and act out an introduction (it doesn’t have to be identical to the book).

1 Words and pictures

Find and write the numbers.

Children write the number of each place illustrated in the box next to the correct word.

Answers: hill 3, bridge 6, castle 2, playground 5, school 1, river 8, sea 7, park 4

2 Word search

Find seven words.

Children find the words for places in a word puzzle. They then match them with the pictures on the right to find the missing word: playground.

3 Writing

Match and write the names.

Children match the named objects to the characters and copy the names under the appropriate pictures. Remind them to use capital letters at the beginning of names.
Lesson 3  Page 10  Pages 5, 7

Language focus     Present simple (routine)
New language       I (always) get up at seven o’clock.
New words          always, family; (R) breakfast, kitchen, half past, watch (v.), homework
Teaching aids      Cut-outs of the five characters
Preparation        Make word cards for: get up, have breakfast, go to school, come home, watch TV, do my homework, go to bed.
                     Bring in pieces of paper for children to draw on.

1 Warm-up
- Remind the children of the characters and their ages. Use the cut-outs and say, e.g. My name’s Ned. I’m eight. Go around the class asking children What’s your name? How old are you?
- Use the clock you have made (or draw one on the board) to remind the children of the numbers 1–12 and telling the time.

2 Introducing present simple as routine
- Use the clock to remind children of the use of the present simple to describe daily routine.
- Move the hands of the clock, hold up the word cards and make statements about your day, e.g. I always get up at half past seven. Mime or draw anything they don’t understand.
- Drill verbs using the cards. Then ask children to choose a card, make a statement about their day and set the hands of the clock.

3 Reading (1 Look at the pictures.)

Children look at the pictures.

4 Reading (2 Read and find.)
- Children read sentences, find the correct picture and write the letter in the blank. Do the first one as an example.

5 Writing (3 Write.)
- Tell the children to write in their notebooks. Write some example sentences on the board, e.g. I always get up at 7 o’clock. etc. Underline the words they are to copy. Explain that they should write in times for themselves (they may like to draw a clock next to each sentence).
- Children write three sentences about their day.
Lesson 4  Page 11  Pages 6, 8

Language focus  Consolidation
New language  Where do you live? Do you live in a house or a flat? Which school do you go to? Who’s your teacher? (R) What’s your name? How old are you?
New words  falls, smiles (v.), lies (v.), blows (v.); (R) words from Lesson 1
Teaching aid  Cut-outs of the five characters
Preparation  Make large speech bubbles for the six questions above (or write them on the board).

1 Warm-up
- Play Tapes 1 and 2 again, holding up the character cut-outs as each child speaks.
- Walk around the class asking questions about the characters’ names, ages and where they live.

2 Presenting the question forms
- Hold up the speech bubbles you have prepared. Ask the questions and invite a child to answer.
- Use the bubbles to drill the questions, then ask individuals to carry them around and ask one or two children.

3 Grammar (1 Look and read. 2 Now you!)
- Children look at the Noticeboard in the book. Read the questions and answers while they listen and follow.
- Prompt the questions by reading the first words; children ask the complete question.
- Ask individual children the questions (one per child).
- Children stand up in pairs, one reads the questions, the other answers (without using the book if possible).

4 Listening – singing (3 Listen and sing.)
- Focus attention on the illustration. How many things can they name? Point to the pictures to introduce and practise the words (sun, wind, rain, etc.).
- Play Tape 3. Children listen and follow in their books.