

# Unit 1 I live in Clifton.

## 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**  17, 18 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.

I'm Mrs Hill.

Say 'Hello!'. Say 'Hello!'

*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

**Teaching note** Allow the children some time to handle and look through the new book. They should be able to find and identify the characters.

- Pass out the books. Encourage the children to find the characters on various pages and name them aloud.

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### 4 Reading (1 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 (2 Listen and read.)

**Language note** Short forms are used in all spoken texts (in speech bubbles). You may like to remind the children how they are formed (e.g. **My name's = My name is; I'm = I am**).

- Point out Emma, Jill and Ned and their speech bubbles. Play Tape 1; children follow in their books.



#### Tape 1

*Ned:* Hello! My name's Ned. I'm eight. I live in Clifton. I live in the new town near the park. I go to Woodside School.

*Emma:* Hi! I'm Emma. I live in the new town, too. My flat is near the school. I'm nine.

*Jill:* Hello! My name's Jill and I'm nine. I live in the old town. My house is near the river.

- 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*.)



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### 1 Reading – writing (1 Read and write the words.)

Children read the speech bubbles and copy the words on the Noticeboard to fill in the blanks, crossing them out as they use them. You may wish to remind them that they should use capital letters for the names.

### 2 Reading (2 Read and ✓.)

Children read the statements, check the information in the completed speech bubbles above and tick Yes or No.

**Answers:** No, Yes, No, No, Yes, Yes

### 3 Writing (3 Draw and write.)

Children draw themselves and complete their own speech bubbles.

**Language focus** Introducing; present simple (facts)

**Language** My house/flat is near ... **(R)** Lesson 1

**Words** **(R)** Words from Lesson 1; sea, flat

**Teaching aids** Map of Clifton  pages 4, 5  
Cut-outs of the five characters

**Preparation** Make word cards for **bridge, castle, toy shop, flower shop, sweet shop; playground, school, river, hill.**

Make certain children have a notebook for writing practice.

### 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.

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### 3 Listening (1 Listen and read.)

- 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.

- 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).

### 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.



### Page 4

### 1 Words and pictures (1 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 (2 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 (3 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.

**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.

 **19** Make the clock.

### 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.

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### 3 Reading (1 Look at the pictures.)

**Teaching note** Reading pages with photographs or pictures occur in every other unit. Give the children plenty of time to look at them. Encourage them to use the photographs/pictures to help them read.

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.

- Individual children read out the sentences. Other children give the answers.

**Answers:** 1D, 2F, 3E, 4C, 5B, 6A

### 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.

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### 1 Writing the time (1 Look and write.)

Children look at the clocks and write the time.

**Answers:** quarter to five; half past eleven; It's twelve o'clock. It's quarter past seven. It's quarter to three.

### 2 Reading – writing (2 Look, read and write.)

Children look at the pictures first; then they match them with the times and complete the sentences.

**Answers:** I **have breakfast** at eight o'clock. I **go to school** at quarter past eight. I **do my homework** at half past four. I **watch TV** at quarter to seven. I **go to bed** at nine o'clock.

 Page 7

### Composition (1 Read Sue's letter to Becky.)

#### 2 Write Becky's letter to Sue.)

- 1 Children read Sue's letter. Ask questions about Sue.
- 2 Children arrange the sentences to write Becky's letter. You may wish to ask the children to read them out in order before they attempt to write them themselves.

**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).

 **20** Photocopy hexagons for personal information, one for each child.

**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.

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**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).

**Noticeboard**  **20** Use the hexagons to create your own classroom Noticeboard. Children fill in the information on the hexagon, draw and colour, as in Jill's example. They stick their hexagons on the board and ask and answer questions about themselves (like Sam and Jill in the book).

**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.

 **Tape 3**

The sun wakes up.	Yes, the sun wakes up.
The sun smiles.	Yes, the sun smiles.
The wind blows.	Yes, the wind blows.
The rain falls down.	Yes, the rain falls down.
The sun goes down.	Yes, the sun goes down.
The moon comes up.	Yes, the moon comes up.
The night lies still.	Yes, the night lies still.
Then the sun wakes up.	Yes, the sun wakes up.

- Play the tape again and encourage children to sing along. You may then wish to teach the song, using simple drawings on the blackboard as prompts. Make certain they are using the **-s** endings.

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**1 Reading – writing (1 Look and read. Find and write the questions. Write Sam's answers)**

- Children look at Sam's version of the hexagon and use the information to complete the answers under the bubbles.  
**Answers:** Sam, nine, Clifton, flat, Woodside School, Mrs Hill
- Children then match the questions in the bubbles with the answers below and write them in the blanks.

 Page 8

**Study skills (1 Spelling. 2 Write ? or .)**

- 1 Read the words to the children. Ask them to repeat the words, paying particular attention to the **ea** /**i**/ sound.
  - Ask the children to spell the words. Children complete the crossword using the picture clues.
- 2 Children write (**?** on the left, **.** on the right). They then draw lines to match the questions with the answers.
  - Children take turns reading aloud in pairs.

 **Reading for pleasure: The circus monkey**  page 12

- 1 Let children study the pictures for a few moments. Can they say what the story is about? Play the tape through once; children listen and follow. Briefly explain any new words. If you wish children to hear the whole piece again, play the tape a second time.
- 2 If your class are confident readers, choose individuals to read aloud a few lines each. Class follows. Alternatively, read the text a sentence at a time. Class follows and repeats.
- 3 Ask children to decide which the monkey prefers, circus or forest, and draw their own picture of him there. They write two or three sentences about the picture, adding new information that is not in the story, e.g. what else is in the place, what else the monkey does and sees. Brainstorm ideas on the board before they write.