What is the policeman doing?

Lesson 1  Pages 8, 9  Page 3

Language focus  Present simple; present continuous; going to future

New language  Emma’s father is a policeman. He’s driving a police car. He’s going to go to the bank.

New words  bank, corner shop, police station, thief, newspaper office, (R) library, museum, dentist, reporter, policeman

Preparation  Bring in sheets of A4 paper or card, one for each child.

1 Warm-up
- Write information about yourself on the board, e.g. your name, occupation, where you live/work, how you get to work. Then ask the class questions, What’s my name? etc. Children answer using the information on the board: Your name is Miss (… /Mr/Mrs) etc.
- Children write information about themselves on pieces of paper or card (very large so the class can see). This can include age, as well as name, where they live/go to school etc. Ask children to hold their cards up. Walk around the room asking one question about each child, e.g. How old is John? Other children answer.

2 Introducing the Pupil’s Book
- Teaching note  Allow the children to handle and look through the new book for a few minutes. Let them see how many characters they can remember and name. Then children look at the families on pages 6 and 7.
- Then children look at the map of Clifton on pages 4 and 5. Give them time to study it, then ask Is anything different? (There is a new building in front of the school.) What is it? (It is a Fun Palace.)

3 Reading (1 Read and find)
- Children look at the map of Clifton. Then they read silently and use the picture clues to try to find the people and places on the map.
- Read the text aloud and ask children to describe where the bank, etc. is located. Children answer It’s next to the …; It’s between the …; It’s near the …, etc.

4 Listening – reading (2 Listen, read and find)
- Play Tape 1; children listen and read in their books.

Tape 1
Voice:  It is morning in Clifton and people are working. Can you see the bank and the library? Can you find the corner shop and the museum? Can you see the dentist and the reporter? Where is the policeman?
Telephone:  There’s a fire in the museum!
Jill’s father is a reporter. He works in the newspaper office. There’s a fire in the museum. He’s going to write about the fire.
Police radio:  Go to the bank!
Emma’s father is a policeman. He’s driving a police car. He’s talking to the police station. There is a thief in the bank. He’s going to go to the bank.
- Play the tape again; children listen and point to the pictures which show what is happening.
- Read the texts aloud again. Then draw two arrows on the board: → ←. Read out a sentence at random and point to one of the arrows, e.g. ←. Children have to read the sentence before the one you have read. Read another sentence, point to →. Children read the sentence after the one you read. Repeat a few times.
- Bring a child to the board. Ask another child to read the first question and find the answer. The first child writes the answer on the board (with help from the class).

5 Introducing the Workbook
- Pass out the new Workbooks and give the children time to have a look. Ask them to find pages they like.

Page 3

1 Words (1 Write the words in the puzzle)
Children complete the crossword puzzle, using the picture clues.
Answers: 1 office, 2 fire, 3 dentist, 4 shop, 5 policeman, 6 museum, 7 bank, 8 newspaper

2 Writing (2 Write answers to the questions)
Children look at the pictures and write the answers to the questions.
Answers: 1 He is a policeman. 2 He is in a police car. 3 There is a thief in the bank. 4 He’s a reporter. 5 He’s going to the museum. 6 He’s going to write a story (about the fire).
Lesson 2  Pages 8, 9  Page 4

Language focus  Present simple; present continuous; going to future
New language  How are they going to go to school? I’m going to go home by bus.
New words  Shopkeeper, librarian; sweep (v.); (R) words for transport
Teaching aid  Map of Clifton  Pages 4, 5
Preparation  Make the picture cards of the occupations (see pages 93–99).
Make certain children have a notebook for writing practice.

1 Warm-up
● Children look in their books at the map of Clifton on pages 4 and 5. Ask Where does Emma’s father work? What does he do? Repeat with Jill’s father.
● Play a game: Where am I going to go? Each child chooses a place to go and marks it in some way. One child begins, asking Where am I going (to go)? Starting at the school, the child then traces the route with a finger, saying, e.g. I am going past the bank. Now I’m going past the bus station. Other children guess: Are you going (to go) to the science museum?

2 Revising the language focus
● Children read the texts on page 8 again. Then give a clue, e.g. He’s driving a police car or He’s in the bank. Ask Who is it? Children answer.
● Write incomplete sentences from the text on the board, e.g. … is a reporter. There’s a fire … . Ask children to complete them.

3 Listening – reading (1 Listen and read)
● Children look at the texts on page 9. Give them time to read them silently.
● Play Tape 2. Children listen and follow in their books.

4 Speaking (2 Ask and answer)
Children take turns asking and answering about the characters in the pictures: How is Ned going to go to school? He’s going to ride his bike. (Tell children that ‘He’s going to go by bike or on his bike’ are also correct.)
Answers: Ned/ride his bike; Mrs Hill/go by bus; Becky/go by bus; Emma/go on foot

5 Writing (Write)

Teaching note  These short writing exercises are a feature of Way Ahead 4. 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.

● Ask children to make labels for their writing notebooks and to stick them on the front of their writing notebooks. Give them time to colour them and write their names.
● Use the picture cards to revise the occupations and where people work: He’s a dentist. He works in a dentist’s surgery.
● Write the sentence prompt on the board and complete it as an example, e.g. Ned’s mother is a librarian. Erase the underlined words; children make other sentences.
● Children write the five sentences in their writing books. Encourage them to draw pictures.

1 Writing (Look, find and write)
Children look at the example. They then follow the lines and make sentences following the example.
Answers: 2 Emma’s going to go to the library. She’s going to go on her roller blades. 3 Jill’s going to go to the museum. She’s going to go by bike/on her bike. 4 Ned’s going to go to the dentist. He’s going to go by bus. 5 Sam’s going to go to the corner shop. He’s going to go on foot.

2 Writing (2 Write the answers. Use the sentences in the box.)
Children read the sentences about themselves and write Yes, I do, if it’s true and No, I don’t, if it isn’t.

Tape 2
Voice:
Sam’s mum and dad are shopkeepers. They work in the corner shop. Sam’s father is sweeping the floor. His mother is going to count the money.
Ned’s mother is a librarian. She works in the library. She’s opening the doors. Then she’s going to work on the computer.
Becky’s father is a dentist. He is working in his office. Emma’s mother is in the chair. He is going to look at her teeth.
Lesson 3  Pages 5, 7

1 Warm-up
- Put the picture cards upside down on a desk or table. Ask a child to come forward, choose one and make a sound which goes with that occupation, e.g. police siren, computer keys, dental drill. Other children guess what he/she is.
- Children open their books at the pictures of Clifton families on pages 6 and 7. Make a statement about a character’s family, e.g. She has a baby brother/His father is a shopkeeper. Children say who it is. (One family is still unfamiliar.)

2 Words and pictures (1 Look and say)
- Children look at the photographs and try to name the places. Ask them to write their answers down.

3 Reading (2 Read about the pictures)
- Children read about the pictures and check their answers. How many did they get right?
  Answers: A market; B library; C dentist; D police station; E toy shop
- Ask children to read the texts aloud. How do the places compare with their own town? Ask e.g. Can you name a market? Is it always open on Wednesday and Saturday? Can you buy clothes there?

4 Speaking (3 Talk about it)
- Children look at the example statements in the book. Ask how many of them agree with these statements. (You might wish to agree a frequency for sometimes and often with the class.)
- Children look at the map of Clifton in their books on pages 4 and 5 and call out the names of places which they recognise (and which they also have in their town). Make a list on the board.
- Children take turns to make statements about the places they often/never/sometimes go.

- You may wish to make three columns next to the list and ask a child to help you conduct a quick class survey, e.g.

<table>
<thead>
<tr>
<th>Place</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>4</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Dentist</td>
<td>5</td>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>

1 Completing sentences (1 Complete the sentences about the library)
Children use the information in the picture to complete the sentences.
Answers: 2 on Monday, Thursday, Saturday and Sunday; 3 on Tuesday, Wednesday, and Friday.

2 Writing words (2 Complete the sentences about the dentist. Use the words in the box)
Children use the information in the box to choose the correct adverbs of frequency.
Answers: 1 always, 2 never, 3 sometimes, 4 often

3 Writing (3 Write four sentences about yourself)
Children write sentences about themselves which match the given frequency words.
Answers: These depend on the child’s choices but should reflect a general understanding of frequency words.

Composition (1 Write the questions; 2 Write about the picture)
1 Children look at the picture and read the statements written about it. They then match the questions to the answers and write them in the blanks.
2 Using the words in the box and the questions and answers about Bill as a model, children write a short composition about the second picture. You may wish to go through it orally before the children write.
  Model answer: This is Kitty’s cousin. Her name is Lily. She is thirteen years old. She’s going to be a librarian because she really loves books.
Lesson 4  Page 11  Pages 6, 8

Language focus  Future: going to

New language  What are we going to do this week?

New words  typist, tap (v.), tailor, sew, cleaner, nod (v.)
(for song); (R) places in a town

Preparation  Make the grammar gang lorry and the members of the gang (see pages 101–104).
Make cards for the grammar elements page 11.
Make word cards for places for the Noticeboard and put them in a box (you may need to add to these to match children’s original drawings, see Noticeboard, below).

1 Warm-up
- Hold up the cards for places and ask the class to read them out. Make certain children understand what they are. They can respond by miming, making noises, drawing on the board, etc. Put the cards back in the box.
- Ask a child to come forward and ask the class What am I going to do on Monday? The child then draws a card out of the hat and holds it (without looking) above his/her head. The rest of the class gives clues (noises, little drawings on the board, words, mimes). When the child has an idea of the answer, s/he says Stop and makes a guess: I’m going to go to the circus.

Page 11

2 Speaking (1 Look at this!)
- Focus attention on the grammar gang in the book.
Children look at how statements are made using going to for future plans.
- Put the word cards you have made for places/activities on the board. Put the remaining cards you have made for the grammar elements in the grammar gang lorry.
- Children come up, draw out cards, and use them to define the structure and make an example sentence, as in the book. Ask children to help you write more example sentences, e.g. Ned is going to go to the cinema.
- Children look at the children’s drawings on the Noticeboard and at the word cards pinned below.

Noticeboard  Ask children to write a day of the week on a piece of paper and draw what they are going to do on that day. They should then sign their names. Put the drawings on your classroom Noticeboard. Make cards to describe the activities and stick them along the bottom of the board. Invite children to come forward to make discoveries about what other children are going to do. You might ask, for example, What is M … going to do on Sunday? The child finds M’s drawing and tries to match it with one of the descriptions below, to form a statement: e.g. M is going to go to the circus on Saturday.

3 Listening – singing (2 Listen and sing)
- Give the children time to read through the song and look at the pictures. Then play Tape 3. Children listen and follow the words in their books.

Tape 3 (song)
Can you tell me, can you tell me
What the typists are doing?
They are tapping, they are tapping,
So I’m going to tap too.

Can you tell me, can you tell me
What the tailors are doing?
They are sewing, they are sewing,
So I’m going to sew too.

Can you tell me, can you tell me
What the cleaners are doing?
They are cleaning, they are cleaning,
So I’m going to clean too.

Can you tell me, can you tell me
What the grandpas are doing?
They are nodding, they are nodding,
So I’m going to nod too.

- Play the tape again; this time, mime the actions and encourage the children to join in.
- You may wish to teach the song: divide the class into four groups and say whether they are typists, tailors, etc. You sing the questions; each group sings the answers, with actions.

Page 6

1 Matching letter sounds (1 Match the people and where they are going to)
Children look at the pictures of places and name them. They then try to find a name which begins with the same letter(s), making the same sound(s), and write the number in the correct box.
Answers: 1 Peter/park, 2 Lily/library, 3 Sue/swimming pool, 4 Bob/bank, 5 Shelley/shop, 6 Gary/Grandma’s house

2 Writing (2 Write a sentence about each person)
Children make sentences about each picture prompt: e.g. Peter is going to go to the park, etc.

3 Writing (3 Where are you going to go to … ?)
Children write sentences about where they are going to go on each named day of the following week beginning with: On Monday, I am going to go ...

Study skills (1. Spelling; 2. Find the odd one out; 3. Use , . ? and Capital letters.)
1. Read the words to the children. Ask them to repeat the words, paying particular attention to the nk sound. Ask the children to spell the words.
   ● Children write the words under the pictures. Then they write them in the sentences.
   Answers: bank, think, sink, wink
   I think I’ll go to the bank. / I stand at the sink and wink.
   ● After reading the words aloud, children find the word which does not rhyme and write it in the blank.
   Answers: thank/pink
2. Children find the word in each line which does not go with the rest (to do with particular occupations).
   Answers: 1 car, 2 shop, 3 tree, 4 meat, 5 fish, 6 matches
3. Children add in correct punctuation:
   Answers: 1 Can you see Mrs Hill? Yes, I can. 2 Where are you going next Monday? To school.

Jobs project
- Brainstorm jobs with the class. They should be able to remember at least twenty from Way Ahead 3. Check in Pupil’s Book 3 for the full list.
- Children choose a job. They write two or three sentences saying either why they would like to do this job themselves or what a person with this job does.
- Divide the class into groups. If possible, put children who have written about the same or similar jobs together. Give each group a sheet of paper and some glue. They arrange the writing on the sheet. They draw pictures to stick on their page or on to the back. Groups read out their work.
- Put the sheets together into a book. Ask the class to suggest a title.
- Display the book so that children can come and read what everyone has written.