

Travelling

★ ACTIVITY 1A: WHERE AM I?

AIMS: To introduce *North, South, East and West* • To play an information gap activity

LANGUAGE: *North, South, East, West* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map* • *Where am I? I'm by the mountains, town, lake, board, window etc*

TIMING: 30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED: Photocopy 1 per child. Pictures for *forest, lighthouse, waterfall, mountains, river, town, lake, volcano, airport, treasure.*

WHAT YOU DO:

1 Hold up photocopy 1 and tell the class that it is a *map*. Ask *What is it?* Teach *North, South, East and West* by moving your finger up the map and saying *North*, down and saying *South*, right and saying *East* and left and saying *West*. Children repeat *North, South, East and West* as you move your finger.

2 Show the pictures and introduce the vocabulary.

3 Check that they know the vocabulary by playing a game. Hide a picture and ask the class to guess what it is. The child who guesses correctly holds the picture at the front of the class. Repeat until all the pictures are held up, and then re-order the children. Each child holds up their picture whilst the rest of the class says what it is.

4 Introduce *Where am I?* and *I'm by the ...* by standing next to a feature in your classroom e.g. door/board and asking *Where am I?* Answer with *I'm by the door/board*. Ask the question again and the class answer by *the ...*

5 Give out photocopy 1 and teach *square*. Hold up the map and say *I start at the town and move North two squares. Where am I?* Children answer *You are by the lake*. Give another example.

6 Put the children in pairs. They take it in turns to ask and answer.

FOLLOW-UP ACTIVITY:

In pairs, children decide where they would bury some treasure on the map. Another pair guesses where they have buried the treasure by asking *Is it by the waterfall?* etc.

★★ ACTIVITY 1B: FIND THE TREASURE! □

AIMS: To introduce *North, South, East and West* • To identify directions and place names on a map

LANGUAGE: *North, South, East, West* • *Where is it?* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map*

TIMING: 25-30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED: As Activity 1A plus Cassette (tapescript p.93).

WHAT YOU DO:

See Activity 1A Steps 1-3.

4 Show children the map and point to the town and say *The mountains are West of the town*. Use your finger to show what you mean. Do the same with *The waterfall is South of the volcano. The river is East of the mountains. The lake is North of the airport.*

5 Now ask the class questions so that they have to answer with the place, e.g. *What is South of the airport?* (*town*) or *What is West of the volcano?* (*lighthouse*).

6 Put the children into pairs and give them one map per pair. Point to the treasure and tell them they will hear directions on the

cassette that will help them find the treasure. Tell them to use their fingers on the map to follow the instructions.

6 Play the cassette. After each question ask *Where is it? Where is the treasure?* and check all the children have the right answer.

Answers

1. The waterfall; 2. The forest; 3. The lighthouse; 4. The town.

FOLLOW-UP ACTIVITY:

Let the children draw their own grid and invent their own island.

★★★ ACTIVITY 1C: TREASURE TRAIL! □

AIMS: To introduce use of co-ordinates in English • To revise numbers (1-7) and the alphabet (a-e) • To use *It is ...*, *It isn't ...*

LANGUAGE: *Left, right, bottom, top* • *Waterfall, mountains, river, town, airport, forest, lake, lighthouse, volcano, treasure, map, co-ordinates* • *It isn't ... Where is it?*

TIMING: 20-30 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED: Photocopy 1 per child. Cassette (tapescript p.93). Pictures for *forest, lighthouse, waterfall, mountains, river, town, lake, volcano, airport, treasure.*

WHAT YOU DO:

1 Show the map to the children and tell them that it is called a *map*. Point to the treasure and tell the children this is what they are going to look for.

2 Using the pictures introduce the new vocabulary. To check understanding show the class these pictures and let them call out the names. You can do this more quickly so that it becomes challenging but fun!

3 Give out photocopy 1. Check the new vocabulary by playing a game while introducing *It isn't ...* Children look at the map as you say *It isn't the waterfall, it isn't the town, it isn't the lake. Guess. What is it?* The children guess which place it is from those that are left.

4 Tell the children to look at the side, top and bottom of the map. Explain that the numbers and letters help us to find places

on the map quickly. Give them an example e.g. *C2. Find the square at the bottom marked C and then move up until you find the square marked 2. Where is it?* (*The volcano*). Give them more examples to try in pairs. Tell the children that these are called *co-ordinates* of a map.

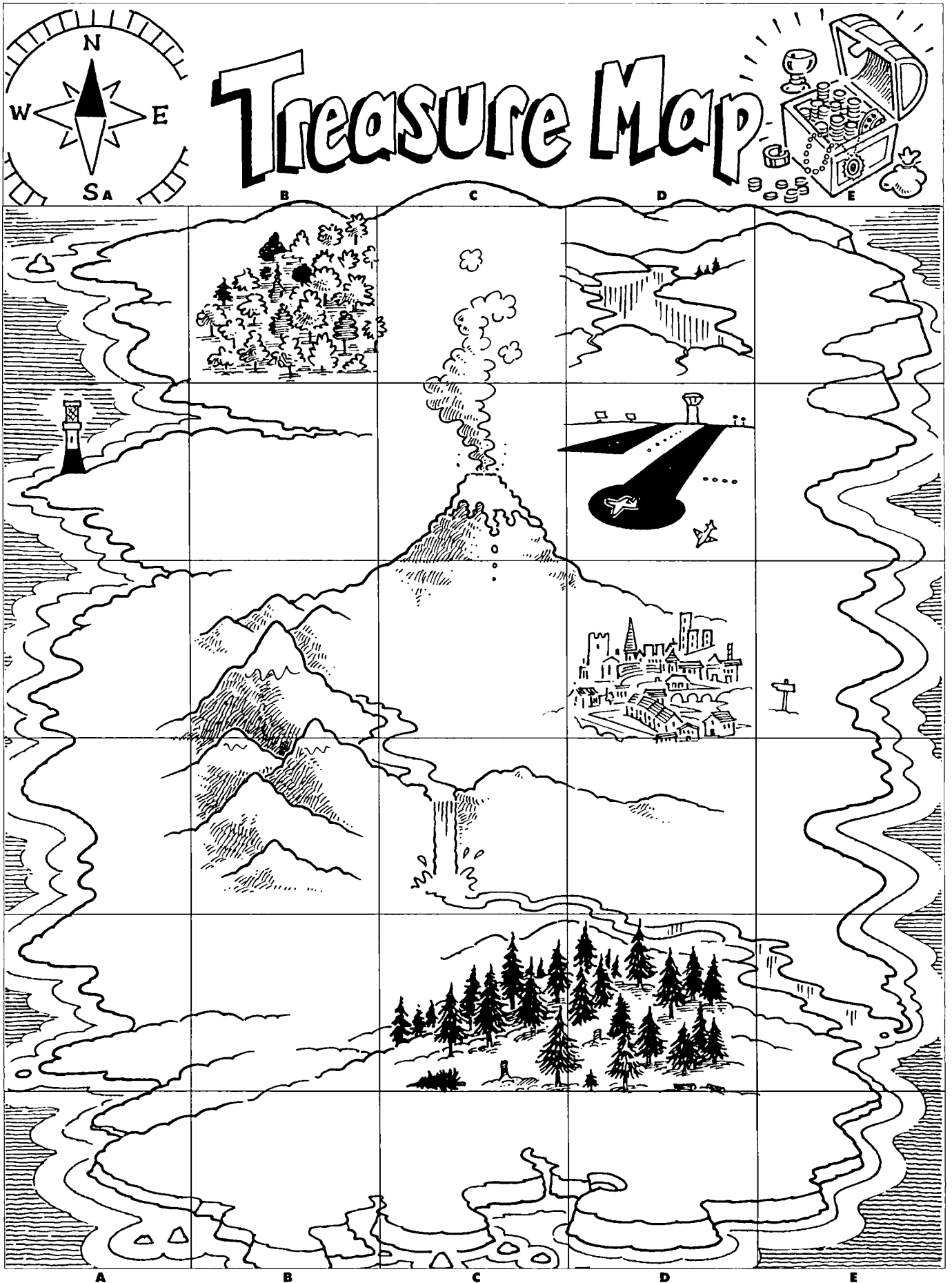
5 Children listen to the cassette to find out where the treasure is. Explain they will hear the co-ordinates for the places where there is no treasure (e.g. *It isn't C3*) and with a pencil they put a cross over C3. Play the cassette as many times as children need, then ask *Where is it?* (*1 = C4: the waterfall; 2 = D3: the town.*)

FOLLOW-UP ACTIVITY:

Make a large class 3D island using paper maché. The children make small figures and features, e.g. mountains, trees etc.

Travelling

1



Travelling

★ ACTIVITY 2A: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places
• To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, fold, colour, join* • *In ... you can see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *This is my holiday, This is me, I'm in ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: Photocopy 2 per child. Scissors. Colours. Card per child. Map of the world or a globe. Pictures of places on photocopy 2. If possible, some real photos and photo albums.

WHAT YOU DO:

- 1 Show the class your photo albums. Discuss recent travels with the children. *Who takes photos in their family? Who sticks the photos in an album?*
- 2 Hold up photocopy 2. See if the class can recognise which countries are shown. Can they name the landmarks? Use the globe or map to identify where the places are. Use pictures or the photocopy to teach the names of the places.
- 3 Give out photocopy 2. Explain that the children can colour and then cut out three of the photo albums.
- 4 Teach the verbs *cut, fold* and *join* as you show the children how to make their photo strips.
- 5 At the front of the class, model an

exchange with a child. Share one of their albums and say *In ... you can see ... (name of landmark)*. The child then has a turn, pointing to another album and saying *In ... you can see ...*

6 In pairs, the class can turn the exchange into a travelling game. If either child is incorrect, they lose an imaginary suitcase. After each child has described five pictures, the one with the highest number of suitcases left is the winner.

FOLLOW-UP ACTIVITY:

Ask the children to bring in a few photos of their own travels and holidays. Help them label these in English and present them on a sheet of A4 paper or card, which they can also decorate. Make a classroom display.

★★ ACTIVITY 2B: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places
• To use the future of *going to*
• To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, colour, fold,*
• *In ... I'm going to see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *This is my holiday, This is me, I'm in ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: As Activity 2A plus a soft toy or puppet.

WHAT YOU DO:

- See Activity 2A Steps 1-4.
- 5 Move the discussion to future holiday plans. Ask *Where are you going?*
 - 6 Spread the photo albums on the desk and teach the places and target structures. Use the puppet as your partner. Say *Where are you going? What will you see?* Mimic the puppet saying *I'm going to ... I'm going to see ...*
 - 7 Next, model this exchange at the front of the class, with a child as a partner. Split the class into pairs and let them continue.
 - 8 Let the children make their own zigzag photo albums and take them home. They can ask their families for small photos or parts of photos and stick them in the spaces. They

should bring them back into school to discuss them in English, again in pairs.

FOLLOW-UP ACTIVITY:

Enlarge the photo albums in photocopy 2 and ask the class to help you place them around the edge of a world map, which you have attached to the wall using Blu-tack. Use drawing pins or more Blu-tack to put the pictures in the relevant location on the map.

★★★ ACTIVITY 2C: HOLIDAY PHOTO ALBUMS

AIMS: To make zigzag mini-albums • To describe places using the past tense • To relate to children's general knowledge about travel and places
LANGUAGE: *Cut, colour, fold,*
• *In ... I'm going to see ...*
• *Great Britain (the UK), the USA, the world, France, India, China, Greece, Egypt* • *On my holiday I saw ...*
TIMING: 30-40 mins
GROUP SIZE: Class/Ind/Pairs
WHAT YOU NEED: Photocopy 2 per child. Scissors. Colours. A piece of card per child. Map of the world or a globe. Pictures of places on photocopy 2. If possible, some real photos and photo albums.

WHAT YOU DO:

- See Activity 2A Steps 1-4.
- 5 Play a game. Demonstrate at the front of the class with a volunteer. Explain that each child will have three points. Spread the three albums across the desk. Choose one picture secretly and say *I went to ... and I saw ...* Your partner has to point to the correct picture. If correct, the child has the next turn. If incorrect, they 'miss their plane' and lose a point, and you have another go.
 - 6 In pairs the children play the game. If a child is incorrect when describing a picture, they lose a point. If a child loses all their points, they are out. The child with the most points at the end wins.
 - 7 Let the children make their own zigzag photo albums and take them home. They can

ask their families for small photos or parts of photos and stick them in the spaces. They should bring them back into school to discuss them in English, again in pairs.

FOLLOW-UP ACTIVITY:

Let the children roleplay a journey to one of the places shown on photocopy 3. They could choose a small part of the journey, e.g. packing and setting off, arriving at an airport, checking into a hotel, visiting one of the famous landmarks, etc.

Travelling

2

PHOTO
ALBUM

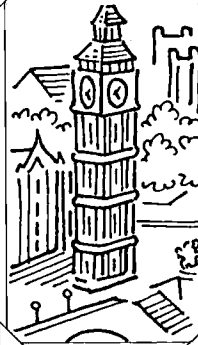
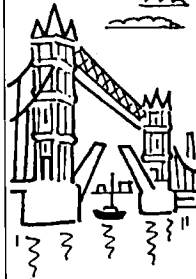
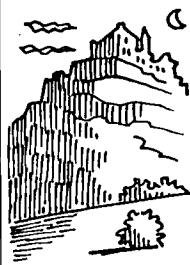
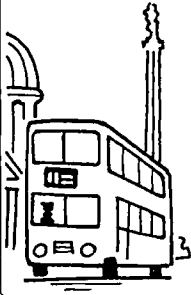


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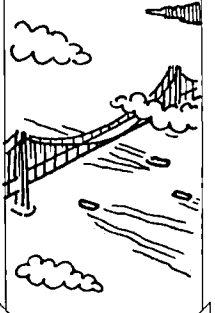
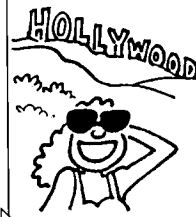
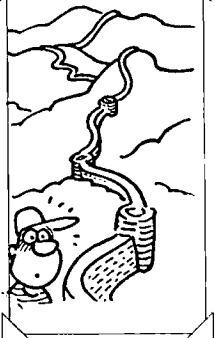
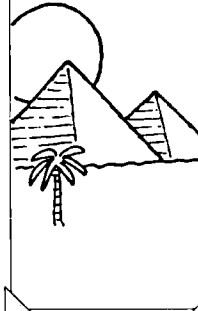
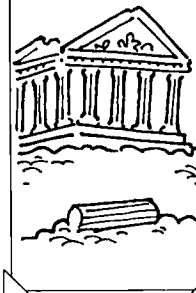
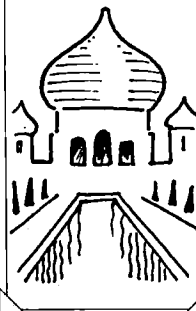
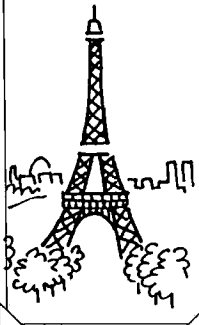


PHOTO
ALBUM



MY
TRAVELS

Travelling

★ ACTIVITY 3A: IN THE COUNTRY

AIMS: To use prepositions

• To play a game

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun* • *Put*
• *Next to, at the top, at the bottom, by, near, in the middle* • *boat, motorbike, house, tree, sun, lorry*

TIMING: 20-25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1 only). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun*.

WHAT YOU DO:

1 Teach *motorbike, boat, house, tree, sun, and lorry*.

2 Stick the top half of photocopy 3 on the board and make a picture using the cut out strip pictures and Blu-tack.

3 Give out photocopy 3 and the scissors. The children then cut out their strip pictures.

4 By your picture write these prepositions: *next to, by, near, in the middle*. Teach their meaning by using objects in the classroom.

5 Using your model on the board ask the children questions e.g. *Where is the house?* etc. Elicit prepositions *next to, by, near*. You may have to remind the children by saying *What is it near? What is it next to?* Tell the children they will need these words to play the game.

6 Now introduce them to *at the top/bottom* by showing on your picture where this is.

7 Demonstrate how to play the game by sitting opposite a child. Place the cut outs

on your picture making sure the child can't see where they are. Then tell him or her where to put the cut outs so that their picture matches yours, e.g. *Put your house in the middle of the picture. Put your car next to the house*. When you have finished, compare pictures.

8 Children play the game in pairs, comparing pictures when they have finished and then swapping roles.

9 Finally, play the game with the whole class. Give the instructions and then go round afterwards to see how accurate everyone was.

FOLLOW-UP ACTIVITY:

Choose one of the children to play the game with you. Play with your picture on the board and stick your cut outs on with Blu-tak. This way the rest of the class can 'play' with you. No one should be able to see your partner's picture until you have finished.

★★ ACTIVITY 3B: WHERE IS YOUR HOUSE?

AIMS: To use questions • To

use prepositions and possessive

your • To describe location

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun, bird, cloud, car, cow* • *Top, bottom, in the middle, next to, by, near, in front of*
• *Is your house next to the car? etc*

TIMING: 25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1 and 2 only). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun, bird, cloud, car, cow*.

WHAT YOU DO:

1 Show the pictures to the children and teach *cow, car, cloud, bird, motorbike, boat, house, tree, sun and lorry*. See Activity 3A Steps 2-5.

6 Demonstrate how to play the game by sitting opposite a child, making sure you cannot see each other's pictures. The child puts the cut outs on their picture and you find out where they are by asking *Is your shop next to the house? Is your car in front of the house?* etc. The child can only answer *Yes* or *No*. Continue asking questions until you have used all your cut outs. Then compare pictures.

7 The class play this game in pairs. Walk around and help as necessary. You could then move children to form different pairs and they could play again with their new partner.

8 Play the game as a class, with each child asking you one question at a time until they have all made a picture similar to yours.

FOLLOW-UP ACTIVITY:

Play this in groups of four and teams of two, with one picture between two. This time they both help describe or ask questions with their teammate.

★★★ ACTIVITY 3C: SCENE GAME

AIMS: To use prepositions and questions • To play an information-gap game

LANGUAGE: *Motorbike, boat, house, tree, lorry, sun, bird, cloud, car, cow, shop, bus, train, plane, bicycle* • *Is your cloud next to the sun?* • *Between, opposite, behind, near, next to, by, in front of*

TIMING: 25 mins

GROUP SIZE: Class/Pairs

WHAT YOU NEED:

Photocopy 3 per child (strip pictures 1, 2 and 3). Scissors. Blu-tack. Pictures of *motorbike, house, tree, lorry, sun, bird, cloud, car, cow, aerial, plane*.

WHAT YOU DO:

1 Show the pictures to the children and teach *cow, car, cloud, bird, motorbike, boat, house, bus, shop, train, tree, sun, lorry, plane and bicycle*. See Activity 3A Steps 2-3.

4 Point to your picture on the board and ask questions like *Where is the house?* Elicit prepositions such as *next to, by, near, behind, in front of, between* and *opposite*.

5 Demonstrate how to play the game by sitting opposite one child. Put the cut out pictures on your frames without letting the other person see. Find out exactly where your partner's cut outs are by asking questions like *Is your shop next to the house? Is your car in front of the house?* etc. Your partner can only answer *Yes* or

No. If the answer is *Yes*, they must take the cut out off their picture. The aim is to get all your partner's cut outs off their picture before yours. Take it in turns to ask and answer.

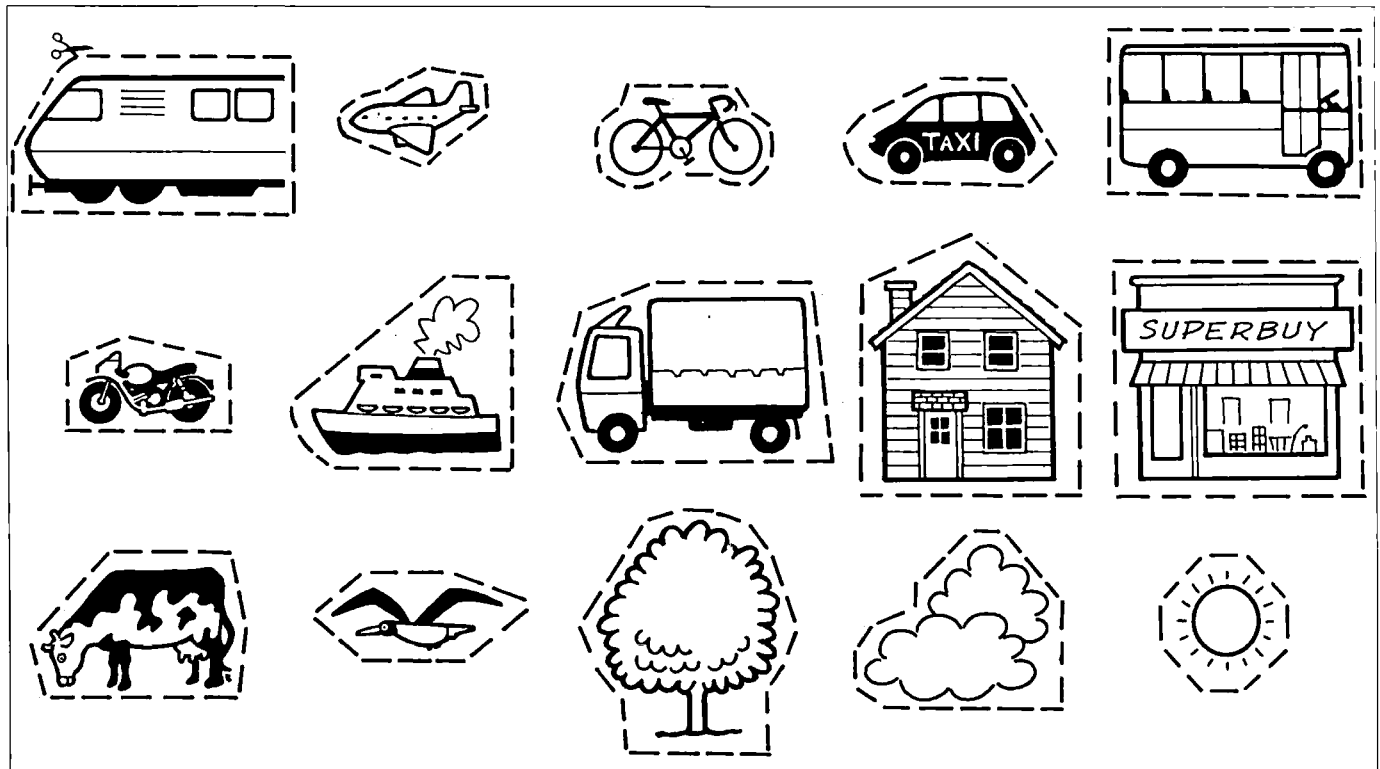
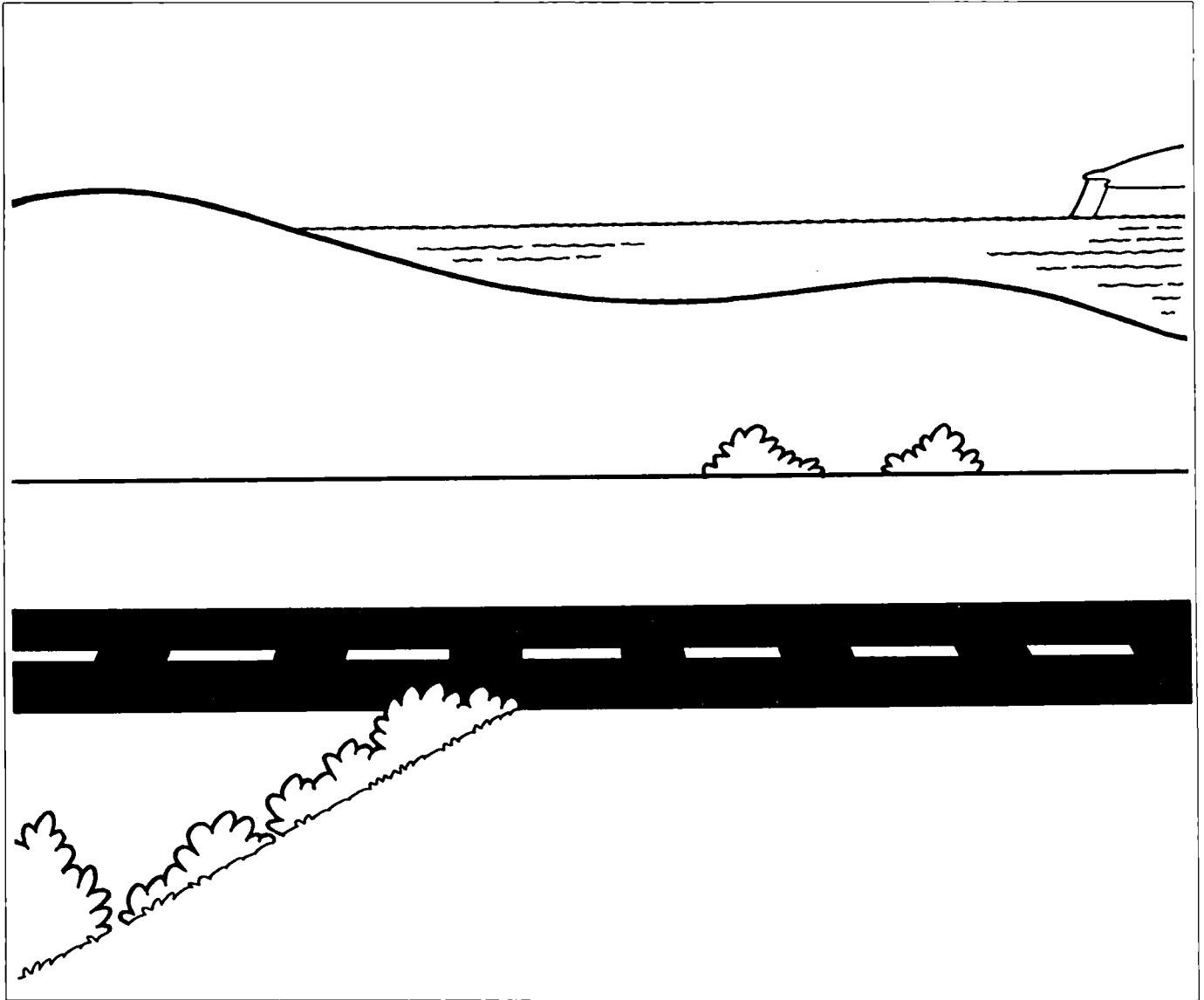
6 Let the children play the game in pairs. You should walk around and help as necessary.

FOLLOW-UP ACTIVITY:

Let children design their own pictures and cut outs and then play the game again.

Travelling

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Travelling

★ ACTIVITY 4A: HAIKU POEMS

AIMS: To introduce children to short poems in English • To revise present simple

LANGUAGE: *School bus, train, plane, car, taxi, boat, van, lorry, tunnel, air* • *Carries, takes, runs, flies* • *Seats, wheels, tracks*

Big, straight, full, round, through

TIMING: 15 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child.

WHAT YOU DO:

1 Tell the children that they are going to read some poems in English. Tell them that the poems are short and that they describe things that they know about. They are going to guess what it is the poems are describing.

2 Give each child photocopy 4 and let the children read them quietly to themselves.

3 Put the children into groups of three. Each child reads out one poem and the group guesses what they think it is about.

4 Now you read out poem one and ask the whole class what they think it is about

(a school bus). Do the same with poem two (train) and three (plane).

5 Ask the children if they liked these poems. Tell them to tick the box under their favourite poem. Let them take the photocopy home to show their family.

FOLLOW-UP ACTIVITY:

Conduct a survey to find out which of the three poems is the favourite of the whole class.

★★ ACTIVITY 4B: HAIKU POEMS

AIMS: To introduce the children to short poems in English

• To revise present simple

• To introduce syllables

LANGUAGE: *School bus, train, plane, car, taxi, boat, van, lorry, tunnel, air* • *Carries, takes, runs, flies* • *Seats, wheels, tracks*

• *Big, straight, full*

TIMING: 20-30 mins

GROUP SIZE: Class/Group

WHAT YOU NEED:

Photocopy 4 (top) per child. Paper. Pens/pencils.

WHAT YOU DO:

See Activity 4A Steps 1-4.

5 Now write up poem one on the board in large letters. Explain what a syllable is and give examples, e.g. *me* = 1 syllable, *mother* = 2 syllables, *tomorrow* = 3 syllables, *especially* = 4 syllables. With the class decide how many syllables are in each line of the poem, then underline them.

6 Now show them how the 'haiku' is created, i.e. first line is five syllables, second line is seven syllables and the third line is five syllables again. Tell them that these poems are Japanese and are always written in this way. Remind the children that it is not the number of words but the number of 'sounds' of words. There could be a line with only one word in it if it had five syllables e.g. *exasperated!*

7 Ask the children to count how many syllables there are in their names, e.g.

Tony = 2, *Maria* = 3, *Antoinetta* = 4, *Anne* = 1, etc.

8 Children write a haiku by using the poems as a model and by counting the syllables in each line. Give them some titles on the board e.g. *car, plane, home, library, classroom* etc and walk around helping. Write a haiku on the board for them to see how to follow the model and count the syllables.

9 When the children have finished, ask if any want to read theirs out aloud. Tell them not to give us the title and the others must guess what it is about. As you listen check if they have used the right number of syllables.

FOLLOW-UP ACTIVITY:

Create a Class Haiku book and put a copy of each haiku in it.

★★★ ACTIVITY 4C: TRAVEL SURVEY

AIMS: To conduct a survey

• To use language for transport

LANGUAGE: *Car, bus, train, plane, boat, bicycle, hot air balloon*

• *By bus, by train, by car* • *Have you travelled by ...?*

TIMING: 20 mins

GROUP SIZE: Group

WHAT YOU NEED:

Photocopy 4 (bottom) per child. Pencils.

WHAT YOU DO:

1 Show the children the survey on photocopy 4 (bottom) and give a copy to each child. To remind them of the vocabulary ask them what form of transport is in each picture (*boat, bus, train, car, bicycle, plane, hot air balloon*).

2 Tell the children they are going to ask each other *Have you travelled by ...?* Give several examples by asking children questions such as *Have you travelled by car, Jose?*

3 Put the class into groups of three. Now tell them to write their own name in the space marked 1 and the names of the other two people in their group in 2 and 3.

4 They must ask *Have you travelled by ...?* then write *Yes* or *No* in the box under that

form of transport and along the line of that persons' name.

5 Children carry out the survey. Then ask them to count the total number of people in their groups who have travelled by that transport.

6 On the board write the types of transport and the totals from each group. Get the whole class to help you count out the class totals.

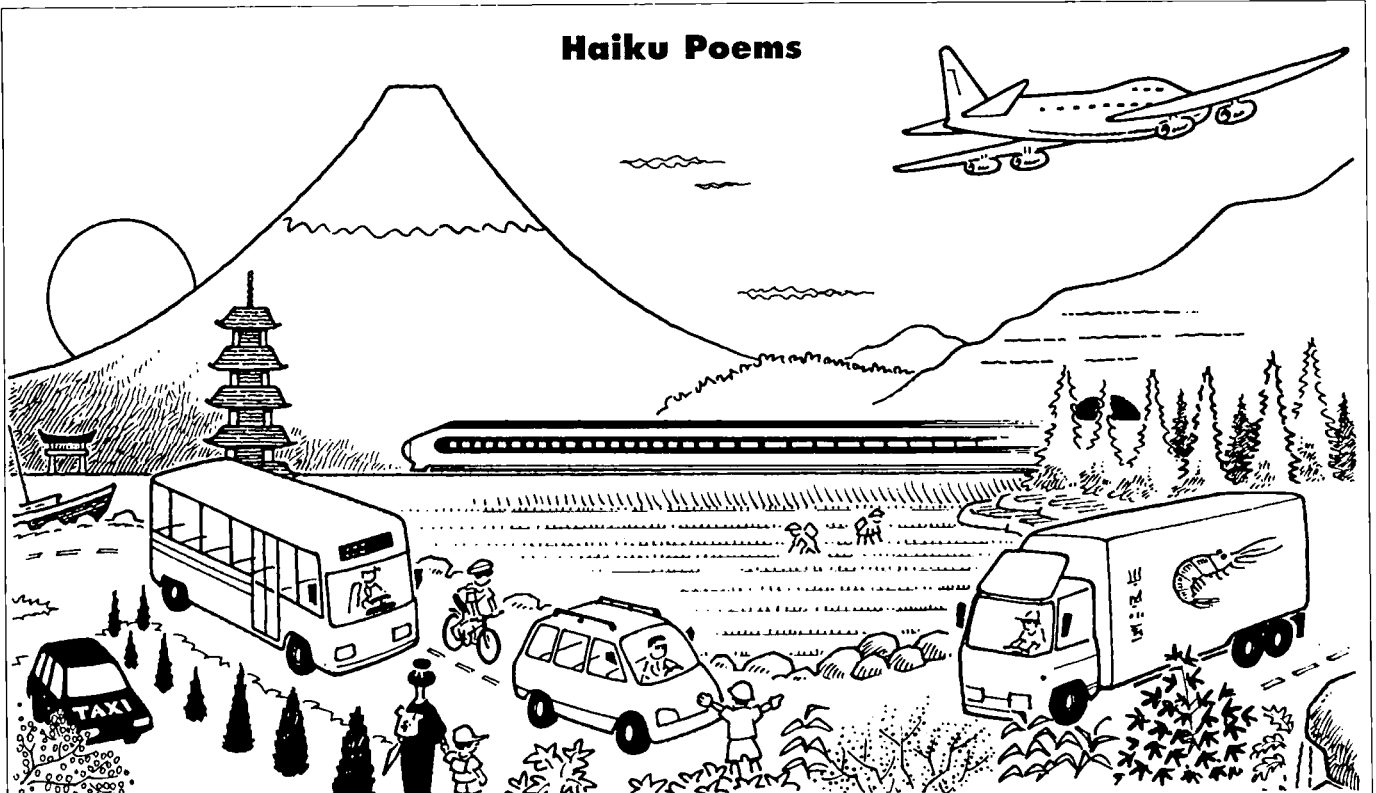
FOLLOW-UP ACTIVITY:

Let the children conduct a survey in their family using photocopy 4 (bottom). (They may need several copies to get the responses from the whole family.) They then bring them into the class and make a class family total.

Travelling

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Haiku Poems

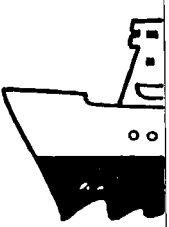

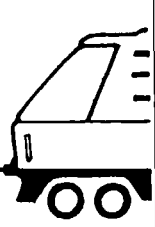


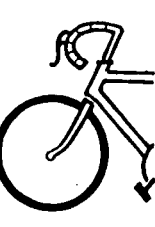






1 It carries children
It's big wheels go round and round
It travels to school.

2 It's full of people
It runs along railway tracks
It goes through tunnels.

3 It flies in the air
It has lots and lots of seats
It is very big.

Travel survey

							
 1							
 2							
 3							
TOTALS							

Tapescripts

I've got short, black hair. I've got big blue eyes and a small nose. I'm Miss Blue. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm Mr Red. //

I've got a short black beard, small green eyes and a long nose. I'm Mr Green //

I've got short brown hair, a long brown moustache and a long nose. I'm Mr Brown. //

I wear big round brown glasses. I've got long brown hair and I've got a small nose and big ears. I'm Mrs Brown. //

I've got long yellow hair, a long yellow moustache and a long yellow beard. I'm Mr Yellow. //

I'm the Queen. I've got short pink hair and a long nose. I wear big round pink glasses. I'm the Queen.

PEOPLE 1B

Tapescript 1

I've got long black hair. I wear small glasses. I have a black moustache and I've got a long nose. I'm number 1. //

I've got short black hair. I've got big eyes and a small nose. I'm number 2. //

I've got a long red beard, short red hair and a small round nose. I wear small round glasses. I'm number 3. //

I've got a short black beard, small eyes and a long nose. I'm number 4. //

I've got short brown hair, a long brown moustache and a long nose. I'm number 5. //

I've got long white hair, a long white moustache and a long white beard. I'm number 6. //

I've got short white hair and a long nose. I wear big round glasses. I'm number 7. I'm the queen, but I can't wear my crown. //

PEOPLE 1B

Tapescript 2

And who's got my crown? Well, she's got big round glasses, long hair, a small nose and big ears. She's got my crown.

PEOPLE 1C

Tapescript 1

I'm the queen. I've got short curly hair and a long nose. I wear big round glasses. I'm very sad because somebody stole my ring. Can you help me find the thief? //

I'm Mr Black. I have a black moustache and I've got a long nose. I've got long, black hair. The thief's hair is shorter than mine. //

I'm Miss Blue. I've got short, black hair. I've got big eyes and a small nose. The

thief's nose is smaller than mine. //

I'm Mr Green. I've got small green eyes and a long nose. I've got a long black beard but the thief's beard is longer than mine. //

I'm Mr Brown. I've got short brown hair, a long brown moustache and a long nose. The thief's nose is smaller than mine. //

I'm Mrs Brown. I've got long brown hair and I've got a small nose and big ears. I wear big round blue glasses. The thief's glasses are smaller than mine. //

I'm Mr Yellow. I've got long yellow hair, a long yellow moustache and a long yellow beard. My beard is longer than the thief's beard. //

PEOPLE 1C

Tapescript 2

I'm the Queen. Do you know who the thief is? Who's got my ring? Listen!

The thief has got short hair. He wears small round glasses. He's got a long red beard, small ears and a small round nose. // Yes! He's Mr Red.

PEOPLE 2A

Colour Winnie's hair orange. // Colour Winnie's hat green. // Colour Winnie's eyes blue. // Colour Winnie's ears and face pink and her mouth orange.

PEOPLE 2B

Colour Winnie's hair orange. // Colour her hat green. // Colour her eyes blue. // Colour her nose pink. // Colour her ears pink and her mouth orange. // Colour Winnie's dress yellow. Colour Winnie's cheeks and chin red.

PEOPLE 3C

Teacher A is 25. // Sailor A is 2 years older than the teacher. // Police officer A is 10 years older than sailor A. // Popstar A, is 21. // Soldier A is 22. // Fire fighter A is 10 years older than soldier A. // Popstar B is 30. // Doctor B is 45. // Sailor B is the same age as doctor B. // Astronaut B is 36. // Secretary B is 20 years older than astronaut B. // Soldier B is the same age as Secretary B. // Chef B is 21 years old. // Nurse B is 27. // Zookeeper A is 3 years older than nurse B. // Chef A is 40 years old.

PEOPLE 4A

The sky is black, the moon is white
Do you know tonight's the night
When witches fly above the street
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street

Trick-or-treat, trick or treat
This is the rap with the spooky beat.

The wind is cold, the stars are bright
Do you know, tonight's the night
White ghosts say BOO! when they meet
And boys and girls say Trick-or-treat!

Trick-or-treat, trick-or-treat,
This is the rhythm of the street
Trick-or-treat, trick or treat
This is the rap with the spooky beat.

TRAVELLING 1B

1. It's South of the town but East of the mountains. Where is it?
2. It's North of the volcano but West of the lake. Where is it?
3. It's West of the volcano. Where is it?
4. It's North of the waterfall but East of the mountains. Where is it?

TRAVELLING 1C

1. It isn't B3 or B4. // It isn't D1. // It isn't B1. // It isn't D2. // It isn't A2. // It isn't D3 or D5 or C2 or C5. // Where is it?
2. It isn't C5 or D2. // It isn't B4 or C4. // It isn't B3 or D5. // It isn't A2 or C2. // It isn't B1 or D1. // Where is it?

STORIES 1A

One day a man wanted some water from the well. // He went to the well to pull up the water // but he fell in with a splash! // He called for help. 'HELP! 'HELP!' // A woman walking past heard him. // So the woman held onto the man // and she pulled and she pulled but she couldn't pull the man out. // A man was walking past. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A boy was walking past and came to help. // The boy held onto the man. // The man held on to the woman // and the woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A girl was walking past. // The girl held onto the boy. // The boy held onto the man. // The man held onto the woman. // The woman held onto the man // and they pulled and they pulled and they pulled // but they couldn't pull the man out. // A dog was walking past. // The dog