

Children will learn how to:

- ◆ Use the simple present tense (to tell a story)
- ◆ Use the present continuous to talk about what people are doing
- ◆ Recognise and use prepositions of movement
- ◆ Sight read these words:
river, woods, mud, mountain, grass, cave
over, under, through, around, across
- ◆ Read simple sentences in a story

Main language

- ◆ There's some [tall grass].
- ◆ We can't go [under it].
- ◆ We've got to go [through it/over it].
- ◆ There's a mountain/some grass.
- ◆ Vicky's swimming across the river.

Vocabulary

- ◆ *Natural features:* river, woods, mud, mountain, grass, cave
- ◆ *Prepositions of movement:* over, under, through, across, around
- ◆ *Adjectives:* tall, deep, dark
- ◆ *Body:* nose, eyes, teeth
- ◆ *Others:* map, treasure

Skills

- ◆ Apply prior knowledge
- ◆ Reason deductively
- ◆ Sequence events in order and reverse order
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally
- ◆ Read a story map
- ◆ Re-tell a story: from visual information, from written information, from aural information
- ◆ Spell whole words
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Listen to longer, more complex texts for general understanding
- ◆ Recognise the rhythm of English through songs

Literacy

- ◆ Learn and write numbers from 50 - 60.
- ◆ Learn and write numbers in words 61 -70.
- ◆ Consolidate spelling of words, mountain, mud, river, grass, cave, woods.
- ◆ Write numbers in words 71 - 80.
- ◆ Understand and use preposition in sentences.
- ◆ Listen, track and read a story.
- ◆ Learn numbers from 80- 89
- ◆ Learn numbers from 91- 100

Classroom language

- ◆ What's [number 3]?
- ◆ What can you see?
- ◆ What colour [are the horses]?
- ◆ How many [horses are there]?
- ◆ Look at [the sentence on the board].
- ◆ Draw [a line from the word to the picture].
- ◆ How do you spell [mountain]?
- ◆ What can you hear?
- ◆ What am I doing?
- ◆ What's Sami doing?

Activities

- ◆ Label a map
- ◆ Listen to a story
- ◆ Participate in shared reading
- ◆ Read a story
- ◆ Draw a story route
- ◆ Make a book
- ◆ Sing songs

Adventure

Lesson 1

Unit Four

1 Read and write.

fifty ⁵⁰ fifty-one fifty-two fifty-three fifty-four fifty-five fifty-six fifty-seven fifty-eight fifty-nine sixty

2 Write the missing numbers. Match.

63 sixty-one 67 sixty-_____

61 sixty-two 66 sixty-_____

62 sixty-_____ 70 sixty-_____

65 sixty-_____ 68 sixty-_____

19 64 sixty-_____ 69 seventy

Unit 4 Adventure

Sing. Suzie's Coming Round the Mountain

Suzie's coming round the mountain on a train.

Suzie's riding six white horses. Here she comes.

Singing ay ay yippee yippee ay!

Oh! We're happy and we're laughing, Suzie's here.

Suzie's wearing pink pyjamas. Here she comes.

32

Read and write.

woods
grass
a river
mud
a mountain
a cave

Read, match and draw.

1 under 2 through

across around

3 4 5 over

33

You will need:

- **Flashcards:** 190-195 (grass, mud, river, mountain, woods, cave)
- **Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)
- **Realia:** a ruler, a rubber, a pencil, a book, a bag.

Children will:

- learn and write the numbers from 50-60
- listen to and join in with a song
- revise the preposition **on, in, under**
- repeat and give instructions using the prepositions
- identify and name words : **grass, mud, a river, a mountain, a wood, a cave**
- count the numbers of letters in words.

Task One (5 minutes)

☆ Ask children to open their *Skills book* at page 19. Write the word **fifty** on the board. Get children to repeat the word several times as you point to it. Now ask children to read the numbers in their *Skills Book*. Ask children if they know, what they have to do. Point to the example given. Ask

children to read and then write the numbers as in the example.

Task Two (10 minutes)

Step one

- ☆ Ask the class to look at **page 32** of their *Classbooks*. Give children some time to study the picture and then ask them **What can you see?** Try and elicit as much vocabulary as possible in English. Point to the picture of the girl wearing pink pyjamas and teach this new word. Ask some simple comprehension questions about the pictures. For example, **What colour are the horses? How many horses are there? What colour are the pyjamas?** etc.

Step two

- ☆ Tell the class that you are going to teach them a *Song about* the picture. You may want to tell the class in L1 that this is a traditional song, sung by children in America. It was sung by mountain railway workers, and is a typical folk tune.
- ☆ Tell the class you are going to play verse 1 of the song. Ask them to listen and look at the pictures on **page 32** of their *Classbooks*.
- ☆ Play *song CD 4.1* and ask children to point to the picture they think the first verse is about. Check by pointing to the appropriate picture in your *Classbook*. Point to the picture of the mountain in the picture, and repeat the line **Suzie's coming round the mountain**, demonstrating with gesture what this line means.
- ☆ [Actions for verse 1 – move your arms like the wheels on a train.]
- ☆ Tell children that you are going to play the chorus of the song. Ask them to listen and watch as you sing the chorus and clap the rhythm with the CD.
- ☆ Play the chorus. [Actions for chorus – clap your hands with CD.]
- ☆ Tell the class that you are going to play the song again. Ask them to listen and watch as you sing and do the actions with the CD.
- ☆ Play verse 1 again. Sing the song with the CD

Song Transcript 4.1 [Track 16]

Suzie's coming round the mountain

Verse 1

Suzie's coming round the mountain
On a train.

Suzie's coming round the mountain
On a train.

Suzie's coming round the mountain.

Coming round the mountain.

Coming round the mountain.

On a train.

[Actions for verse 1 – move your arms like the wheels on a train.]

Chorus

Singing ay ay yippee yippee ay,

Singing ay ay yippee yippee ay,

Singing ay ay yippee,

Ay ay yippee,

Ay ay yippee yippee ay.

[Actions for chorus – clap your hands with CD.]

Verse 2

Suzie's riding six white horses,

Here she comes,

Suzie's riding six white horses,

Here she comes,

Suzie's riding six white horses,

Riding six white horse,s

Riding six white horses,

Here she comes.

[Actions for verse 2 – mime holding reins and riding a horse.]

Verse 3

Suzie's wearing pink pyjamas,

Here she comes,

Suzie's wearing pink pyjamas,

Here she comes,

Suzie's wearing pink pyjamas,

Wearing pink pyjamas,

Wearing pink pyjamas,

Here she comes.

[Actions for verse 3 – slap your hands on knees or legs in time to music.]

Verse 4

Oh, we're happy and we're laughing

Suzie's here,

Oh, we're happy and we're laughing,

Suzie's here,

Oh, we're happy and we're laughing,

Happy and we're laughing,

Happy and we're laughing,

Suzie's here.

[Actions for verse 4 – hold your arms in the air and wave them in time to the music.]

and do the actions.

- ☆ Play verse 1 of the CD again, line by line. Get children to join in with the words and actions with you.
- ☆ Play the chorus. Ask children to listen, and then play it again and get them to repeat it with you line by line.
- ☆ Repeat this procedure with the other three verses.

Task Three (5 minutes)

Step one

- ☆ Hold up a book. Ask **What is it?** Elicit **a book**. Put the book on a chair and ask **Where's the book?** Elicit **On the chair**. Use other classroom objects to revise **on**, **in** and **under**.
- ☆ Do a TPR activity. Make sure every child has **a ruler, a rubber, a pencil, a book** and **a bag**. Include classroom objects and the prepositions **in**, **on** and **under** in your instructions. For example, **Pick up a ruler. Put it under your book. Pick up a rubber. Put it on your book. Pick up a pencil. Put it in your bag.**

Step two

- ☆ Tell the class that you want them to watch and listen as you give an instruction. Ask them to copy your actions and repeat the words after you. For example, as you pick up a book say **Pick up a book**. Do this again and get the class to copy your actions and words. Give several instructions including classroom objects and prepositions again.
- ☆ Tell the class that you are going to pick up a classroom object and put it somewhere. Explain that you are not going to say anything but that you want the class to say the instruction. For example, pick up a ruler and put it under your bag. Do this again and encourage the class to say **Pick up a ruler. Put it under your bag**. Repeat this procedure several times, changing the classroom objects and where you put them.

Step three

- ☆ Ask a confident child to come to the front of the class. Give them an instruction such as **Pick up a pencil. Put it on the chair**. Now ask the child to give you an instruction. Follow their instruction and then give them another instruction.
- ☆ Organise the class into pairs. Tell children to take it in

turns giving and following instructions. Remind them to use **in**, **on** and **under**.

Task Four (5 minutes)

- ☆ Ask children to look at the objects in the frieze at the top of **page 32** and **33** of their *Classbooks*. Ask children if they can name the objects in the frieze. Allow children to respond in L1. As children name the objects, put the corresponding flashcards on the board. Teach them the words in English: **grass, mud, a river, a mountain, woods, a cave**. Explain to children in L1 that Oman has many wadis, and when it rains they fill up with water. In the story later in this unit, they will see and hear a river. Explain the difference to them: that a river has water in it all the time, and a wadi only has water in it after it has rained.
- ☆ Point to each flashcard in turn and name the object. Get children to repeat the words with you. Distribute the word cards and get children to match them with the flashcards. Repeat with different sets of children.
- ☆ Write a number from **1–6** on top of each flashcard. Tell the class that they will hear the objects named on the CD. Ask children to listen to the CD and look at the board to decide which object has been named.
- ☆ Play *listening CD 4.1*. Pause after each item is named and ask **What number?** Children should call out the number of the matching flashcard.

Listening Transcript 4.1 [Track 23] Places

- a river
- a wood
- mud
- a mountain
- grass
- a cave

- ☆ Tell the class you will play the CD again. Ask them to listen and repeat the words with the CD. Point to the word cards as children repeat.

Task Five (5 minutes)

Step one

- ☆ Ask children to look at the map on **page 33** of their *Classbooks*. Give children some time to study the map and then hold up your *Classbook*, point to the map and ask **What is it?** Get children to repeat **a map** with you.
- ☆ Ask children to name anything they can on the map. Now ask questions about the numbered features. Ask **What's number 1?** Elicit **woods**. Repeat this procedure, asking questions about the map until all the numbered features have been named.
- ☆ Hold up your *Classbook* and point to number **1** on the map. Ask **What's number 1?** Get the class to repeat the question with you. Then answer the question yourself.
- ☆ Divide the class in half. Get one half to repeat the question **What's number ...[3]?** with you, and the other half to answer **...[a cave]**. Repeat this until one half of the class has asked the other half about all the features on the map.
- ☆ Repeat this activity with the half of the class who asked the questions now answering them.
- ☆ Ask a confident child **What's number ...[3]?** Elicit **...[a cave]**. Encourage the child to ask you a question about one of the features on the map.
- ☆ Organise the class into pairs. Tell children to take it in turns asking and answering questions about the features on the map.

Step two

- ☆ Point to each word card and flashcard again and elicit the names of the features. Ask children to look carefully at the words on the board. Ask **How many letters are there in 'mud'?** Point to the word on the board and count the letters **one, two, three** as you point to them. Write the number **3** under the word and letters for mud. Repeat this procedure with **a cave**.
- ☆ Ask children to count the number of letters in the other words on the board, and then elicit the answers and write the numbers under the words.

- ☆ Take the flashcards and word cards off the board. Distribute them randomly to children around the class. Tell the class that you are going to name one of the objects. Children who think they have the flashcard or word card for that object must stand up with their card and show it to the rest of the class. The rest of the class must decide if they are correct and say **Yes** or **No**. If the pair are correct they should give their cards to children who don't have one. Name each object two or three times.

For the next lesson

- ☆ You will need a ball.

Unit Four

1 Read and write.

fifty ⁵⁰ fifty-one fifty-two fifty-three fifty-four fifty-five fifty-six fifty-seven fifty-eight fifty-nine sixty

2 Write the missing numbers. Match.

63 sixty-one 67 sixty-_____

61 sixty-two 66 sixty-_____

62 sixty-_____ 70 sixty-_____

65 sixty-_____ 68 sixty-_____

19 64 sixty-_____ 69 seventy

Unit 4 Adventure

Sing. Suzie's Coming Round the Mountain

Suzie's coming round the mountain on a train.

Suzie's riding six white horses. Here she comes.

Singing ay ay yippee yippee ay!

Oh! We're happy and we're laughing. Suzie's here.

Suzie's wearing pink pyjamas. Here she comes.

32

Read and write.

woods
grass
a river
mud
a mountain
a cave

Read, match and draw.

under through

across around

over

33

You will need:

- **Flashcards:** 1-6,190-195 (Sami, Maha, Vicky, Paul, Soot, Biff, grass, mud, river, mountain, woods, cave)
- **Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)
- **Realia:** a ball

Children will:

- learn and write numbers in words from 61-70
- listen to and join in with a song
- sight read the feature words: **river, woods, mud, mountain, grass, cave**
- recognise and use prepositions of movement **over, under, through, around, across**
- sight read the prepositions words: of movement **over, under, through, around, across**

Task One (10 minutes)

☆ Ask the class to open their *Skills Books* at page 19. Children have encountered the numbers **fifty -sixty** in the previous lesson. In this lesson, children will work with the numbers **sixty-one** to **seventy**.

☆ Write the number word **sixty** on the board. Get children to repeat the word as you point

to it. Get children to say the numbers **sixty-seventy**. Point to the balloons. Get children to read out the numbers. Ask children to complete the blanks as in the example, then match the numbers.

- ☆ Ask the class to look at the pictures of the song on **page 32** of their *Classbooks*. Tell children that you are going to play *Suzie's Coming Round the Mountain* (Song CD 4.1). Ask them to join in with the words and actions where they can.

Task Two (10 minutes)

Step one

- ☆ Hold up the **grass, mud, river, woods, mountain,** and **cave** flashcards one by one and elicit the names of each of the objects. Put the flashcards on the board as they are named.
- ☆ Point to each of the flashcards in turn and elicit the names of the objects again. As you elicit the name, hold up the corresponding word card. Show the class the word card and get the class to repeat the word with you. Put the word card under the flashcard. Do this for all the word cards.
- ☆ Point to each word in turn and get children to read the words. Point to the initial letters to help them decipher the words.
- ☆ Remove the flashcards but leave the word cards on the board.

Step two

- ☆ Ask children to look at the map on **page 33** of their *Classbooks*. Elicit the names of all the features on the map. Ask **What's number 1?** etc. Ask children to look at the words around the map, and to point to the word **woods**. Go round the class checking that they are pointing to the correct word.
- ☆ Ask children to look at the board. Ask **What's number 1?** Choose a child to come to the board to choose a word card [**woods**]. Elicit the name of the feature from the class. Write **1**. Stick the word card beside number 1. Do the same for the remaining features.
- ☆ Ask children to look at the words in the box and to read the words. Ask them to look at the pictures and write the words on the lines provided.

- ☆ Do a class check, and Get children to correct their work if they have made a mistake.

Task Three (5 minutes)

- ☆ Hold up the ball you have brought to class. Ask **What is it?** and get children to say **It's a ball**. Throw it to a child and then get them to throw it back to you. Say **I'm throwing the ball**.
- ☆ Bring two confident children to the front of the class. Give them the ball and demonstrate that you want them to throw the ball to each other gently. Use mime to make your meaning clear. Let them throw the ball to each other two or three times. As they are doing this, say to the class **...[Ahmed] and ...[Fatma] are throwing the ball**.
- ☆ Stand a child either side of your table. Demonstrate that you want them to throw the ball to each other again. The two children should now be throwing the ball over the table. As children continue throwing the ball, say to the class **...[Ahmed] and ...[Fatma] are throwing the ball over the table**. Get the class to repeat this with you.
- ☆ Now demonstrate that you want the two children to roll the ball under the table. Use mime to show what you want them to do. As children are rolling the ball to each other under the desk, say to the class **...[Ahmed] and ...[Fatma] are rolling the ball under the table**. Get the class to repeat this with you.
- ☆ Finally, ask children to **Roll the ball across the table**. Again, use mime to show what you want them to do. As children are rolling the ball across the top of the table, say to the class **...[Ahmed] and ...[Fatma] are rolling the ball across the table**. Get the class to repeat this with you.
- ☆ Now tell the two children to choose for themselves whether to throw the ball over the table ,or roll it across or under the table. As they throw or roll the ball, point to them and ask the class **What are they doing?** Help the class to produce **They're ...[rolling] the ball ...[across] the table**. Repeat this several times until the class has described each action two or three times.

- ☆ Say **Thank you** to the two children who demonstrated the activity and tell them to go back to their seats.

Task Four (5 minutes)

Step one

- ☆ Draw a simple picture of a table on the board. Put flashcards of Sami on one side and the flashcard of Maha on the other side. Draw a ball near one character and then draw a line from the ball over the table to the other character. Say **Sami and Maha are throwing the ball over the table**. As you say the word **over**, make an exaggerated gesture of lifting your hand over something. Get the class to repeat the words and action with you.
- ☆ Draw another simple picture of a table on the board. Put the flashcards of Vicky on one side, and Paul on the other side, and draw a line to show them rolling the ball under the table. Say **Vicky and Paul are rolling a ball under the table**. As you say the word **under**, make an exaggerated gesture of moving your hand under something. Get the class to repeat the words and the action with you.
- ☆ Draw a third picture of a table on the board. Put flashcards of Soot on one side and Biff on the other and draw a line to show them rolling the ball across the table. Say **Soot and Biff are rolling the ball across the table**. As you say the word **across** make an exaggerated gesture of moving your hand across the surface of something. Get the class to repeat the words and action with you.
- ☆ Point to each drawing of (**under**, **over** and **across**) in turn and get children to say what the characters are doing. Remind them to include the appropriate action for **under**, **over** and **across**. Then point to the pictures in random order and ask **What are they doing?** Help the class to say **They're ...[rolling] the ball ...[under] the table**. Again, remind children to do the actions as they say the words.
- ☆ Remove the flashcards from the board.

Step two


- ☆ Ask three or four children to come to the front of the class and bring their chairs with them. Make a small obstacle course with the chairs.

Ask children to **Walk around the chairs**. Make a circular motion with your arm to help children understand what they have to do. Ask the class **What are they doing?** Help the class to respond with **They're walking around the chairs**. Encourage children to make a circular motion with their arms as they say this.

- ☆ Now ask children to walk through the chairs. Again, use gesture to make your meaning clear – move your hand as if it was winding its way through something. Ask the class **What are they doing?** and elicit **They're walking through the chairs**. Encourage children to make the hand movements as they say this.
- ☆ Get children to demonstrate walking through and round the chairs once more and then tell them to take their chairs back to their desks.
- ☆ Put the word cards **under**, **over**, **across**, **through** and **around** on the board. Point to each word in turn and make the movement for each one. Point to each word again and get children to repeat the words and actions with you.
- ☆ Point to each word again and say it. Get the class to do the corresponding movement.

Adventure

Lesson 3



Unit 4 Adventure

Sing. Suzie's Coming Round the Mountain

Suzie's coming round the mountain on a train.

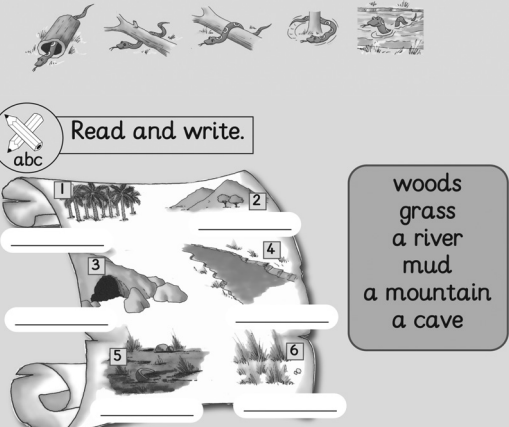
Suzie's riding six white horses. Here she comes.

Singing ay ay yippee yippee ay!

Oh! We're happy and we're laughing. Suzie's here.

Suzie's wearing pink pyjamas. Here she comes.

32



Read and write.

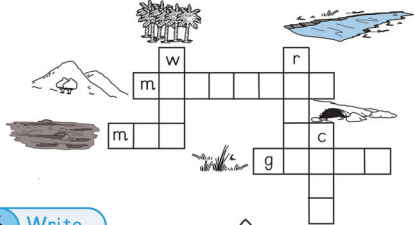
woods
grass
a river
mud
a mountain
a cave

Read, match and draw.

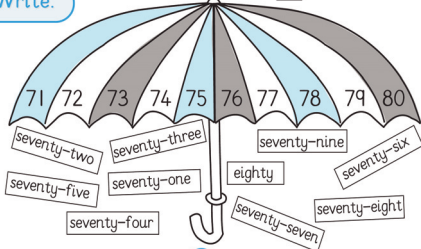
under
through
around
over
across

33

3 Complete the crossword.



4 Write.



71 seventy-one 76 _____

72 _____ 77 _____

73 _____ 78 _____

74 _____ 79 _____

75 _____ 80 _____

20

You will need:

- Flashcards:** 190-195 (grass, mud, river, mountain, woods, cave)
- Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)

Children will:

- listen to and join in with a song
- revise and sight read the preposition words of movement **over, under, through, around, across**
- listen to sentences and identify prepositions through pictures
- spell words: **woods, grass, river, mud, mountain, cave**
- ask and answer questions [How do you spell mud?]
- complete a crossword to consolidate and revise spelling of the feature words
- Write numbers in words from 71-80.

Task One (5 minutes)

☆ Ask children to look at the pictures of the song on page 32 of their *Classbooks*. Tell children that you are going to play *Suzie's Coming Round the Mountain* (Song CD 4.1). Ask them to join in with the words and actions where they can.

Task Two (15 minutes)

Step one

- ☆ Put the word cards **under, over, across, through** and **around** on the board. Point to each word in turn and make the movement for each one. Point to each word again and get children to repeat the words and actions with you.

- ☆ Point to each word again and say it. Do the movements for each word and elicit the word and movement from the class.

Step two

- ☆ Ask children to look at the five small pictures at the bottom of **page 33**. Hold up your *Classbook*, point to the first picture of the snake and ask **What is it?** Elicit **a snake** from the class. As children name the snake say, **Yes, a snake** as you make the slithering movement of a snake with your hand.

- ☆ Point to the first picture of the snake and say **The snake's sliding under a tree**. Get children to repeat this with you. Make it clear through gesture that sliding describes the movement the snake makes.

- ☆ Tell children that they will hear the snake being described on the CD. Ask them to listen and look at the pictures.

- ☆ Play *listening CD 4.2*. Pause after each sentence and ask children **What picture?**

Listening Transcript 4.2 [Track 24]

The snake's sliding under a tree. [picture 1]
 The snake's sliding over a tree. [picture 2]
 The snake's sliding through a tree. [picture 3]
 The snake's sliding around a tree. [picture 5]
 The snake's swimming across a river. [picture 4]

- ☆ Tell children that you will play the CD again. Ask them to listen, look at the pictures and repeat the words after the CD.
- ☆ Play the CD again. Pause after each sentence and encourage children to repeat the words.
- ☆ Point to picture **1** of the snake in your *Classbooks* and say **The snake's sliding ...** Encourage the class to finish the sentence for you – **under a tree**.

- ☆ Point to picture **2** of the snake and start the sentence **The snake's sliding ...** Again, encourage the class to finish the sentence for you – **over a tree**. Repeat this procedure with the remaining three pictures. Make sure that children use swimming, not sliding, with picture **5**.

Step three

- ☆ Ask children to look at the words around the pictures. Tell them to **Draw a line from the word to the matching picture**. Demonstrate this in your *Classbook*.

- ☆ When children have finished, ask them to compare their work with a friend's. While children are comparing their work, remove the word cards from the board.

- ☆ Say, **look at picture 1**. Start the sentence: **The snake's sliding ...** and get the class to complete it for you - **under a tree**. Put the word card **under** next to number 1. Repeat this procedure for the remaining four pictures. Remove the word cards at the end of the activity.

Task Three (10 minutes)

Step one

- ☆ Tell children to **Look at the map at the top of page 33**. Ask children to identify all the features on the map. Ask **What's number 1?** etc. As children name the features, put the corresponding flashcards on the board.

- ☆ Put the corresponding word cards on the table in front of you. Tell the class that you are going to spell a word and they must say what it is. Tell children to listen carefully and look at the words around the map.

- ☆ Start with one of the shorter words. For example, spell out **m – u – d**. Elicit **mud** from the class. As children name the word, put the word card under the corresponding flashcard on the board. Repeat this procedure until you have spelled out all the words.

- ☆ Ask the class **How do you spell [grass]?** Encourage the class to spell out the word with you. As children name each letter, point to it in the word.

- ☆ Ask an individual child **How do you spell [river]?** Encourage the child to spell the word. The rest of the class should listen carefully and say **Yes** if they are correct, and **No** if they are wrong.
- ☆ Point to one of the words on the board and encourage the class to ask you the question **How do you spell [mountain]?** Spell out the word. Get the class to ask you to spell two or three more words until you feel they are confident with asking the question **How do you spell ... ?**
- ☆ Organise the class into pairs. Tell them to take it in turns asking and answering **How do you spell ... ?** questions about the six features on the map.
- ☆ Remove the word cards from the board.

Step two

- ☆ Ask children to open their *Skills book* at **page 20** and to look at activity 3. Children have practised spelling the six words orally. The task on the page is to consolidate their learning by getting them to spell the words and to write them down. The first letter of each word is given and there are also picture cues to support children. Encourage children to try to complete the crossword by themselves first. If however, they get into difficulties, you can flash the word cards so that they can be reminded of what the word looks like.

Step three

- ☆ Ask children to look at the numbers on the umbrella in activity 4. Get children to read out the numbers. Get them to tell you what they have to do. This task asks children to transfer and match the numbers. Give the activity as homework if time does not allow,

The Treasure Hunt

Listen and read.

1  What are you doing?

2  We're all going on a treasure hunt. Come on.

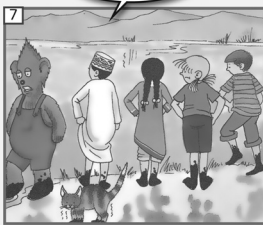
3  Uh-uh. There's some tall grass.

4  We can't go over it. We can't go under it. Oh! No. We've got to run through it. *Swish, swash. Swish, swash.* We've got to run through it.

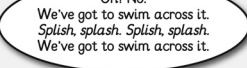
34

5  Uh-uh. There's some deep mud.


6  We can't go over it. We can't go under it.

7  Uh-uh. There's a deep river. We can't go over it. We can't go under it.

8  Oh! No. We've got to walk through it. *Squelch, squerch. Squelch, squerch.* We've got to walk through it.

9  Oh! No. We've got to swim across it. *Splish, splash. Splish, splash.* We've got to swim across it.

35

9  Uh-uh. There's a dark wood. We can't go over it. We can't go under it.

10  Oh! No. We've got to walk through it. *Bank, crash. Bank crash.* We've got to walk through it.

11  Uh-uh. There's a tall mountain. We can't go over it. We can't go under it.

12  Oh! No. We've got to go around it. *Puff, pant. Puff, pant.* We've got to go around it.

36

13  Uh-uh. There's a dark cave. We can't go over it. We can't go under it.

14  Oh! No. We've got to go in it. We can't go over it. We've got to go in it.

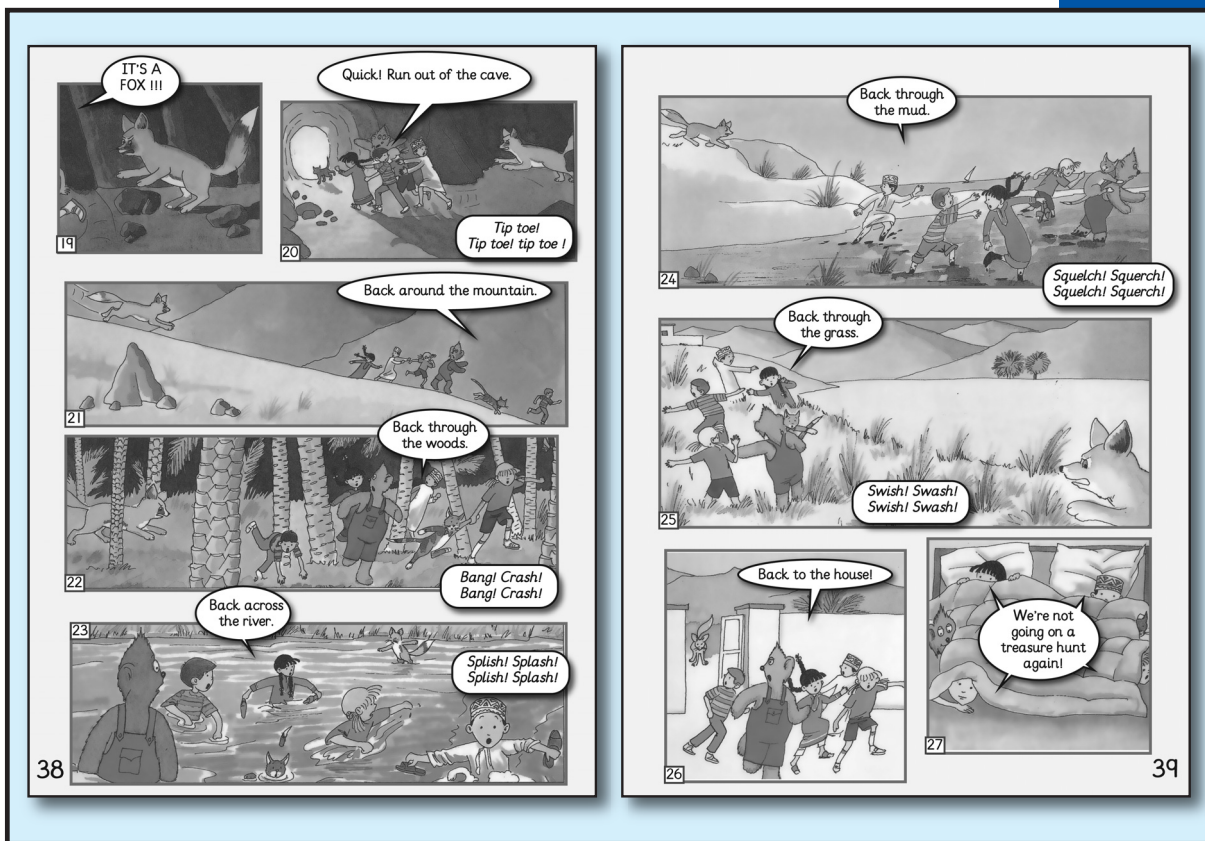
15  WHAT'S THAT?

16  One big nose.

17  Two big eyes.

18  Lots of big teeth.

37



You will need:

- **Flashcards:** 106,190-195 (treasure, grass, mud, river, mountain, woods, cave)
- **Word cards:** 162-167 (grass, mud, river, mountain, woods, cave)

Children will:

- listen to and join in with a song
- revise the feature words **river, woods, mud, mountain, grass** and **cave**
- read and match words and pictures for **river, woods, mud, mountain, grass** and **cave**
- read, match and write prepositions of movement through pictures **over, under, through, around, across**
- revise and learn numbers from 71-80
- revise the word **treasure**
- listen to a story for comprehension

Task One (5 minutes)

☆ Quickly distribute the following word cards and flashcards around the class: **river, woods, mud, mountain, grass, cave**. Tell the class that you will say the name of one of the features. Ask children who think they have the flashcard or

word card for that feature to hold it up. The rest of the class should look and say **Yes** if the cards are correct and **No** if they are incorrect. If the cards are correct, ask the two children to come and put them on the board.

☆ When all the flashcards and word cards are on the board, point to each one in turn and ask **What is it?** Elicit the name of each object, and then ask the class **How do you spell [river]?** Repeat this procedure until children have named and spelled out each feature.

Task Two (5 minutes)

☆ Ask children to look at the pictures of the snake at the bottom of **page 33**. Tell them they will hear the snake being described. Ask children to listen and look at the pictures.

☆ Play the *listening CD 4.3*. Pause after each sentence and ask the class **What picture?**

NB. The sentences are in a different order from the previous script.

Listening Transcript 4.3 [Track 25]

The snake's sliding around a tree. [picture 5]
 The snake's sliding through a tree. [picture 3]
 The snake's sliding under a tree. [picture 1]
 The snake's swimming across a river. [picture 4]
 The snake's sliding over a tree. [picture 2]

- ☆ Tell the class you will play the CD again. Ask them to listen, look at the pictures and repeat the words after the CD.
- ☆ Play the listening again. Pause after each sentence and encourage the class to repeat the words after the CD.
- ☆ Tell children that you are going to say the number of one of the pictures. Ask them to listen, look at the picture and say what the snake is doing. For example, you say **number 3** and the class say **The snake's sliding through a tree**. Get the class to describe all the pictures.

Task Three (15 minutes)

Step one

- ☆ Hold up the treasure flashcard and ask **What is this?** If children can't remember the word, say **It's treasure** and get them to repeat this with you.
- ☆ Tell the class they are going to hear a new story. Ask them to look at the pictures of the story on **pages 34 to 39** of their *Classbooks*. Tell children not to look at the words at this stage. Give children a few minutes to look at the story pictures, then ask them to tell you as much as they can about the pictures in English. Ask **What can you see in the pictures?** Children should be able to name **a mountain, a wood, a river, a cave, mud** and **grass**. They may also remember a fox from 'The Fox and the Crow' story in 1B.
- ☆ Tell children to look at the story pictures again, and then ask them to find **some grass, some mud, a river, woods, a mountain, and a cave**. Ask them to tell you the number of the picture that they can see each thing in. As children tell you the number of the picture, point out the things out in your *Classbooks*.
- ☆ Tell the class that you are going to play them the story on the CD. Ask children to look at the pictures and listen.

- ☆ Play *listening CD 4.4* straight through the first time. Do not worry that this is a long story. The class can understand it from the pictures alone. It is a highly repetitive story and the more times children hear it, the more confident they will become in their abilities as listeners.

*Note: We can use either **woods** or **a/the wood** to denote a small forest. Previously in the unit, children learned **woods**, but in this listening, they will hear **a dark wood/the wood**.*

Listening Transcript 4.4 [Track 26] Treasure Hunt

What are you doing?
 We're all going on a treasure hunt. Come on.
 Uh-uh! There's some tall grass.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to run through it.
Swish, swash, swish, swash.
 We've got to run through it.

Uh-uh! There's some deep mud.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to walk through it.
Squelch, squerch, squelch, squerch.
 We've got to walk through it.

Uh-uh! There's a deep river.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to swim across it.
Splish, splash, splish, splash.
 We've got to swim across it.

Uh-uh! There's a dark wood.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to walk through it.
Bang, crash, bang, crash.
 We've got to walk through it.

Uh-uh! There's a tall mountain.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to go around it.
Puff, pant, puff, pant.
 We've got to go around it.

Uh-uh! There's a dark cave.
 We can't go over it.
 We can't go under it.
 Oh no! We've got to go in it.
Tiptoe, tiptoe.
 We've got to go in it.

WHAT'S THAT?

One big nose.
Two big eyes.
Lots of big teeth.
IT'S A FOX!!

Quick! Run out of the cave!
Tiptoe, tiptoe, tiptoe!

Back around the mountain!
Puff, pant, puff, pant!

Back through the wood!
Bang, crash, bang, crash!

Back across the river!
Splish, splash, splish, splash!

Back through the mud!
Squelch, squerch, squelch, squerch!

Back through the grass!
Swish, swash, swish, swash!

Back to the house!
We're not going on a treasure hunt again!

- *There's a tall mountain ...
Make climbing movements with your arms.*
- *There's a cave ...
Make very small and gentle walking movements with your finger tips on the desk top.*
- **WHAT'S THAT?**
*One big nose.
Two big eyes.
Lots of big teeth.
Point to your nose, eyes and teeth.*
- *For the return journey of the story:
Do the same actions, but in reverse and very fast!*

Step two

Tell children you are going to play/tell the story again. Ask children to listen and to watch you. As you play or tell the story, do the actions as follows. Get children to copy the actions and do each one with you before you move onto the next stage of the story.

The actions for each stage of the story are as follows:

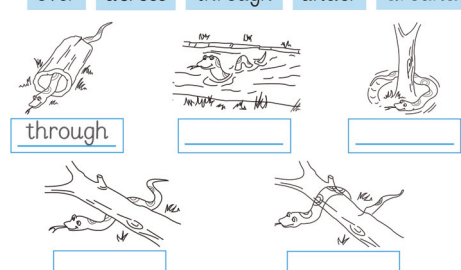
- *We're all going on a treasure hunt. Come on.
Make walking noises on the desk top with your hands.*
- *There's some tall grass ...
Part the long grass with your arms, making swishing noises.*
- *There's some deep mud ...
Make squelchy noises and lift your hands as if lifting them from something sticky.*
- *There's a deep river ...
Make swimming movements with your arms.*
- *There's a dark wood ...
Put your hand over your eyes, and peer into the distance looking for the way through the trees.*

Adventure

Lesson 5


1 Read and label.

over across through under around



through

2 Complete the sentences.



The snake's sliding through a tree.

The snake's swimming _____ a river.

The snake's sliding _____ a tree.

The snake's sliding _____ a tree.

The snake's sliding _____ a tree.

21

Children will:

- consolidate their learning of the prepositions **over, across, through, under** and **around** by labelling pictures
- listen to and track a story
- use the prepositions in sentences
- listen to and join in with a song
- listen to a story
- track and read the words of the story

Task One (10 minutes)

- ☆ Ask children to open their *Skills Books* at page 21. Children have had exposure and practice with the prepositions on the page. Ask children to look at the pictures and to label the pictures by writing the words that match. Once they finish, ask them to use the words to complete the sentences below in the second task. Ask children to look at the picture cues on the side of the sentences for extra support.
- ☆ Ask the class to look at the pictures of the song on page 32. Tell children that you are going to play the song *Suzie's Coming Round the Mountain* (Song Transcript 4.1). Ask them to join in with the words and actions where they can.

Task Two (5 minutes)

- ☆ Tell the class that you are going to play the *'We're all going on a treasure hunt'* story (Listening CD 4.4). Ask children to look at the pictures on pages 34 to 39 as they listen to the story. Play the CD /tell the story.

Task Three (15 minutes)

- ☆ Tell children that you are going to play the story again for the third time. (Listening CD 4.4) section by section.
- ☆ Play the first sentence and pause the CD. Point to picture 1 and repeat the sentence **What are you doing?** as you point to this picture in your *Classbook*. Get the class to look at the picture in their *Classbooks* and to track the words.
- ☆ Play the next sentence **We're all going on a treasure hunt. Come on.** Point to the picture in your *Classbook* and then get children to point, track and read out the sentences.

- ☆ Play this next part of the story: **Uh-uh! There's some tall grass.** Point to picture three in your *Classbook* and get children to point to the picture in their *Classbooks* and to read out the sentence. Now ask children to look at picture four. Play the next part.

We can't go over it.

We can't go under it.

Oh no! We've got to go through it.

Swish, swash, swish, swash.

- ☆ Pause the CD and get children to repeat these words with you. As you say the words **over, under** and **through**, make the movements that you have taught the class. As you make the sounds **swish, swash**, mime pushing tall grass out of your way.
- ☆ Repeat this procedure with the next five parts of the story:

There's some deep mud.

We can't go over it ... etc.

There's a deep river.

We can't go over it ... etc.

There's a dark wood.

We can't go over it ... etc.

There's a tall mountain.

We can't go over it ... etc.

There's a dark cave.
We can't go over it ... etc.

- ☆ Each time, play the sentence stating what the obstacle is. Get children to point to the corresponding picture, and then play the repetitive refrain **We can't go over it ... etc.**, and encourage children to point to the picture and repeat the words and actions with you. Make the appropriate actions for walking through deep mud, swimming across the river, stumbling through the wood, climbing around the mountain, and tiptoeing into the cave.

- ☆ Play the next part sentence by sentence:

WHAT'S THAT?
One big nose.
Two big eyes.
Lots of big teeth.
IT'S A FOX!!!

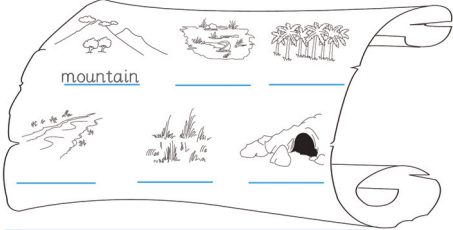
- ☆ Pause after each sentence. Get children to point to the corresponding picture and repeat the words.
- ☆ Play the next part of the story – the return journey – sentence by sentence. Pause after each sentence and get children to point to the appropriate picture and to track the sentences.
- ☆ Play the final sentence of the story – **We're not going on a treasure hunt again** – and get children to point to the last picture and repeat the words after the CD.

Adventure

Lesson 6


3 Read and label.


river grass mud mountain cave woods





4 Read and complete the sentences.


swimming climbing walking running

 Sami's walking through the grass.

 Maha's _____ across the river.

 Biff's _____ over the mountain.

 Paul's _____ through the mud.

 Soot's _____ around the mountain. 22

Children will:

- listen to and join in with a song
- listen, and join in with key words from a story
- track and read a whole story
- practise reading a story in groups
- listen to and identify the sound effects from a story
- retell a story using sound effects
- label the map with features: **river, grass, mud, mountain, cave, woods**
- complete sentences using words: **swimming, climbing, walking, running**

Task One (5 minutes)

- ☆ Ask the class to look at the pictures of the song on page 32 of their *Classbooks*. Tell children that you are going to play the song *Suzie's Coming Round the Mountain* (Transcript Song CD 4.1). Ask them to join in with the words and actions where they can.

Task Two (15 minutes)

Step one

- ☆ Ask the class to look at the story on pages 34 to 39 in their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in with key words, phrases or sound effects.

- ☆ Play the story (*Listening CD 4.4*).

- ☆ Play the story again. Pause after each obstacle to give opportunities for children to read and track the story.

Step two

- ☆ Once children have tracked and read the whole story, put children into groups so that they can chain the story. Explain that they have to listen and help each other out.

- ☆ Give sufficient time for practice, then ask children in their groups to read and chain the story. In this way, you will come to know children who are faltering or who may require extra support.

Task Three (5 minutes)

- ☆ Tell the class that you are going to play some of the sounds from the story. Ask them to listen and say what it is they can hear.
- ☆ Play the *listening CD 4.5*. Pause after each sound and ask **What can you hear?** Elicit: **mud, [someone walking in] a cave, a river, a wood, [tall] grass, [someone walking on] a mountain.**

Listening Transcript 4.5 [Track 27] Sounds

- *squelching mud*
- *footsteps in a hollow cave*
- *rushing river*
- *wind rustling in trees*
- *long grass being swished from side to side*
- *sound of footsteps/rocks tumbling down mountain*

- ☆ Tell the class that you are going to play the sounds again. This time the sounds are in the same order as the story. Ask the class to help you tell the story using the sounds as prompts.

- ☆ Play *listening CD 4.6*. Pause after each sound and start saying **There's some ...** Try and get the class to join in with **tall grass**. Then try and elicit **We can't go over it. We can't go under it. Oh no! We've got to run through it. Swish, swash, swish, swash.**

Listening Transcript 4.6 [Track 28] Sounds 2

- *long grass being swished from side to side*
- *squelching mud*
- *rushing river*
- *wind rustling in trees*
- *sound of footsteps/rocks tumbling down mountain*
- *footsteps in a hollow cave*

☆ Play each sound effect and try and get the class to help you re-tell the story.

Task Four (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 22**. Ask children to read the words at the top of the page and label the places in activity 3 first.
- ☆ Ask children to look at activity 4 and to read the words, then use them to complete the sentences.

Adventure

Lesson 7

You will need:

- **Flashcards:** 190-195 (grass, mud, river, woods, mountain, cave)
- **Word cards:** 162-167 (grass, mud, river, woods, mountain, cave)

Children will:

- listen to and join in with a song
- listen, track, and read a story
- read and track sentences beginning with [There's some tall ...]
- practise spelling of words [grass, mud, river, wood, mountain and cave]
- write a dictation for [wood grass, mud, river, mountain and cave]

Task One (5 minutes)

- ☆ Ask children to look at **page 32** of their *Classbooks*. Hold up your *Classbook* and point to the North American Indian boy in picture four. Ask the class if they can remember a song about Little Indian Boys. If they can't remember, remind them that they learnt a song in 1A about *Ten Little Indians*.
- ☆ Write the numbers **1–10** on the board. Point to the picture of the American Indian boy and say **one little Indian**. Get the class to repeat this with you. Then point to the number **2** on the board and say **two little Indians**. Get the class to repeat this with you. Point to the number **3** and try and elicit **three little Indians** from the class. Repeat this procedure until children have counted up to ten little Indians.
- ☆ Tell children you are going to play the song. Ask children to listen and watch you the first time.
- ☆ Play verse 1. As you sing along with the CD, point to the numbers on the board as they are named in the song.
- ☆ Play verse 1 again. Ask children to join in with the words when they can.
- ☆ Point to the number 10 on the board and say **Ten Little Indians**. Get the class to repeat this with you. Then point to the number **nine** and elicit **Nine Little Indians** from the class. Continue with this procedure until children have counted back down to one.

Song Transcript 4.2 [Track 17] Ten Little Indians

verse 1

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys

verse 2

Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy

- ☆ Tell children you will play the next part of the song. Ask children to listen and watch you.
- ☆ Play verse 2. As you sing along with the CD point to the numbers on the board as they are named in the song.
- ☆ Play verse 2 again. Ask children to join in with the words when they can.
- ☆ Tell children you are going to play the whole song. Ask them to join in with the words when they can. Play the whole song.

Task Two (10 minutes)

- ☆ Ask the class to look at the story on **pages 34 to 39** of their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in and track the story with you.

Task Three (5 minutes)

- ☆ Write the following sentences on the board. Do not write the words in brackets. Put the corresponding flashcards in their places.

There's some tall [grass].
There's some deep [mud].
There's a deep [river].
There's a dark [wood].
There's a tall [mountain].
There's a dark [cave].


- ☆ Ask children to look at the sentences on the board. Track underneath each one and encourage the class to read the sentences with you. Read all the sentences in this way.

- ☆ Point to the flashcard in each sentence and ask for a child to volunteer to come and put the corresponding word card in its place.
- ☆ When all the flashcards have been replaced by word cards, get the class to read the sentences with you again.

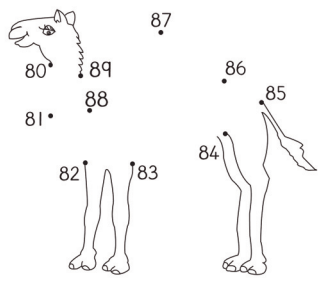
Task Four (10 minutes)

- ☆ Have in your hands the word cards for **grass**, **mud**, **river**, **woods**, **mountain** and **cave**. Flash a card for a moment. Ask children **Who can spell ... [grass]?** Get individual children to spell out the words. Do this several times with all the word cards. When children have had sufficient practice, explain to them that you are going to give them a dictation. Ask children to open their *Skills Books* at **page 56** at the end of the Review section, and to write numbers **1-6**.
- ☆ Say a word and ask children to write it down. Give a dictation for all the words.
- ☆ Ask children to exchange their books.
- ☆ Stick the word cards one by one on the board and get children to correct their partner's dictation. Ask children to copy down the words they spelled wrongly. Make sure that the spellings they copy are correct.

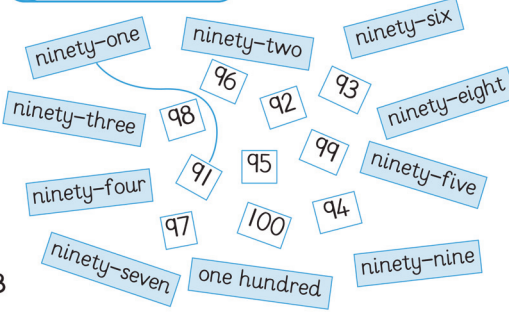
Lesson 8



1 Follow the numbers and join the dots.



2 Read and match.



23

Children will:

- listen to and join in with a song
- track, read and repeat a story
- draw a route to show the first stage of a story and re-tell the story
- draw a return route to show the second stage of a story and re-tell the story
- learn numbers 80-89 and consolidate them by joining then in sequence
- learn numbers 91-100 and consolidate them by matching numbers to number words

Task One (5 minutes)

- ☆ Tell the class that you are going to play *Ten Little Indians* (Song CD 4.2). Ask them to join in with the words when they can.

Task Two (10 minutes)

- ☆ Ask the class to look at the story on pages 34 to 39 of their *Classbooks*. Tell the class that you are going to play/tell the story straight through. Encourage children to track and read the story. You may want to pause after every sentence for them to repeat the sentence. Play/ tell the story (Listening 4.4).

Task Three (10 minutes)

Step one

- ☆ Ask children to look at page 40 of their *Classbooks*. Hold up your *Classbook* and point to the picture of the house. Say **Look, they're going on a treasure hunt. What happens next?** Show children the path and explain that this is the route children took. Track the route with your finger.
- ☆ Ask children to remember the story and draw a blue dotted line to show the route the characters took in the story. Ask children to draw the route as far as the cave. While children are drawing the route, draw a very simple copy of the map on the board.
- ☆ Get children to show their route to a friend. Show children your map on the board. Ask for a child to volunteer to come and draw the first part of the route on the board. Use this to re-tell the first part of the story. Encourage the class to join in with you. Repeat this procedure until you have re-told the story up to the point where the characters reach the cave.

- ☆ Ask children if they can guess what they have to do next. Tell the class to draw the return route in red. Get children to compare their routes. When children have finished, ask them to complete the route on the board and help you re-tell this part of the story.

Step two

- ☆ Organise children into pairs. Ask them to re-tell the story using their story map. Encourage children to do the actions as they re-tell the story.

Task Four (5 minutes)

- ☆ Ask children to look at **page 23** of their *Skills Books*. Ask children to look at the first activity. Elicit from children what they think they have to do. They have to join the numbers in sequence to complete the picture.
- ☆ Get children to say the numbers **80 -90** several times.
- ☆ Ask children to look at the numbers in **activity 1** and to join the numbers in sequence. Ask them to tell you the name of the animal when they finish.
- ☆ Get children to chain the numbers **91 to 100**. Get children to look at **activity 2** and tell you what they have to do. Children have to match the numerical numbers to word numbers.

Adventure

Lesson 9



There's some deep mud.

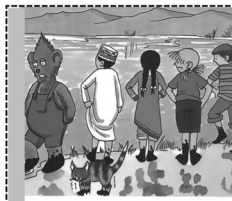


What are you doing?

✂ cut



There's some tall grass.



There's a deep river.

70



We're all going on a treasure hunt. Come on!



We've got to walk through it.

✂ cut



We've got to swim across it.

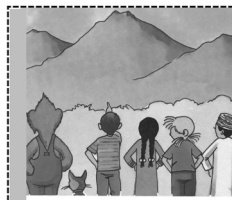


We've got to run through it.

71



What's that?

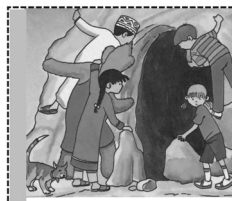


There's a tall mountain.

✂ cut



There's a dark wood.



There's a dark cave.

72

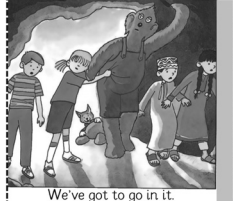


We've got to go around it.

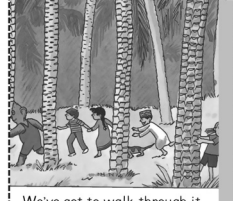


It's a fox!

✂ cut



We've got to go in it.



We've got to walk through it.

73



Quick! Run out of the cave!



Back to the house.

✂ cut



Back through the woods.

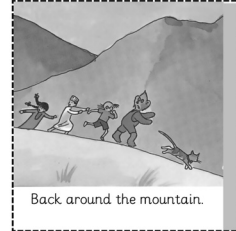


Back through the mud.

74



We're not going on a treasure hunt again.



Back around the mountain.

✂ cut



Back through the grass.



Back across the river.

75

3 Read and complete the sentences.



- 1 The monkey is in the tree .
- 2 The elephant is next to the giraffe .
- 3 The spider is above the hippo .
- 4 The frog is under the crocodile .
- 5 The tiger is in the tree .
- 6 The deer is walking through the grass .

through
in
under
next to
above
on

24

You will need:

- **Scissors:** enough for each child to have a pair
- **A stapler**

Children will:

- listen to a story and join in with keywords, phrases, actions and sound effects
- make a story booklet
- read the story in sequence from their booklets
- listen and read to each other
- revise the prepositions **through, in, under, next to, above, on** orally
- consolidate the use of prepositions by completing sentences

Task One (5 minutes)

☆ Ask the class to look at the story on pages 34 to 39 of their *Classbooks*. Tell the class that you are going to play the story straight through. Encourage children to join in with key words, phrases, actions and sound effects when they want.

☆ Play *listening CD 4.4*.

Task Two (15 minutes)


- ☆ Ask the class to look at pages **70–75** in the cut-out section at the back of their Classbooks (*pictures to make a Booklet of the story*). Distribute the scissors and tell children to cut out the pictures along the dotted lines. Collect the scissors when all the pictures have been cut out.
- ☆ Ask children to look carefully at the pictures and put them in the correct order for the story. Check children's sequences by reading the story together using the words on the pages of the tiny books. Ask children to bring their books to you so you can staple them together.
- ☆ Organise children into pairs. Ask them to read the story to each other.


Task Three (10 minutes)

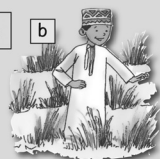
- ☆ Ask children to open their *Skills Books* at **page 24**. Children should now be familiar with a lot of prepositions. Do a quick revision of the prepositions to remind children of their meanings. Once you are satisfied, get them to look at the picture and talk about the picture using the prepositions. Finally ask children to complete the sentences with the words from the box, and using the picture as a cue.


Adventure

Lesson 10

 **Read and match.**

a 

b 

c 

1. Sami's walking through the tall grass.

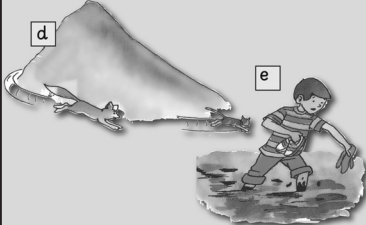
2. Vicky's swimming across the river.


3. Biff's climbing over the mountain.


4. Maha's walking through the woods.



5. Paul's walking through the mud.

6. Soot's running around the mountain.

d 

e 

f 

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Children will:

- listen to a story and join in with keywords, phrases, actions and sound effects
- practise acting out a story
- answer the question **What am I doing?** by using [climbing, running, walking, swimming]
- listen to the question **What is [Sami] doing?** and respond with [He is walking, through the tall grass]
- revise vocabulary by looking at pictures from the frieze
- do self evaluation

Task One (5 minutes)

☆ Ask the class to look at the story on pages 34 to 39 of their *Classbooks*. Tell the class that you are going to play the story straight through.

☆ Play *listening transcript 4.4*.

Task Two (15 minutes)

☆ Organise the class into groups. Tell them to practise acting out their story.

☆ Create enough space for groups to act out their story at the front of the class. Get each group in

turn to come to the front of the class. The rest of the class should be an appreciative audience.

Task Three (5 minutes)

☆ Mime the action of walking through the tall grass. Ask children **What am I doing?** Try and elicit **You're walking ...[through tall grass]**. Now perform all of the following actions: **swimming across the river, climbing over the mountain, walking through the woods, walking through the mud, running around the mountain**. Try and use the same actions that you used when telling the story. Each time, ask **What am I doing?** and elicit the action from the class: **You're ...[walking through the mud]**.

☆ Tell the class to look at the pictures on page 41 of their *Classbooks*. Ask questions about all the pictures. For example, ask **What's Sami doing?** Encourage the class to respond with **He's walking through the tall grass**.

☆ Ask children to look at the six sentences on the page. Tell them to read the sentences and match them with the correct letters. When they have finished, tell them to check their work with a friend's.

☆ Do a whole class feedback. Say **Sentence 1. Sami's walking through the tall grass. Which picture?** Elicit **b** from the class, and then encourage children to repeat the sentence. Repeat this procedure for all the sentences.

Task Four (5 minutes)

☆ Ask children to look at the frieze on pages 32 and 33 of their *Classbooks* and get them to name all the features and prepositions.

☆ Ask children to look at the two faces at the bottom of page 41 of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.