

Vocabulary: food – countable plural nouns and uncountable nouns (*cheese, ham, eggs, bread, tomatoes, bananas, pears, apples, sandwiches*); *sunny, big/small, picnic; Please. Here. Thank you.*

Grammar: *Can I have some...? How many? What are these?* Noun phrase with two pre-modifiers: *two yellow pears*

Functions: Making and responding to requests. Identifying objects in the plural.

Values: Being polite when making requests.

Context: The main characters go shopping for food and then interact during the preparation of sandwiches and fruit salad. They even go on a picnic, taking advantage of the sunny weather. The context provides a good opportunity to discuss being polite when making requests.



1 (25)

LP: Establishing a first contact with target vocabulary around the exposure, recognition and guided production cycle.

N-LP: Playing brain-challenging games.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on page 16):
 - Play 'Memorize the sequence'.
 - Play 'Look, listen and repeat': *ham, cheese, bread, tomatoes, eggs, bananas, apples, pears.*

tip

You may want to focus on the pronunciation of similar sounds: /ɑ:/ 'tomatoes', 'bananas'; /æ/ 'ham', 'apples'; /e/ 'bread', 'eggs'.

- Play 'Look, listen and repeat if correct'.
- Play track 25 and conduct the vocabulary chant activity (see page 17).

Audioscript

ham – cheese – bread – tomatoes – eggs – bananas – apples – pears (x2)

Extra activity

Invite pupils to pretend they are chefs: in pairs, they choose ingredients for a sandwich and fruit salad. Elicit as many combinations as possible.

tip

You may have to say the words yourself several times to scaffold pupils' own production. As ingredients are said, invite various pupils to come forward in turn and display the corresponding flashcards on the board to visualize the combinations.

2

LP: Visualizing the target vocabulary in context. Recognizing food items.

N-LP: Completing drawings through observation – tracing food items in a scene and colouring them using the banner as a model.

- With books open at page 20, draw pupils' attention to the vocabulary banner. Remember that you can also use the poster.
- Pointing to the food items in it from top to bottom, elicit the words for each.
- Re-direct pupils' attention to the scene. Invite them to interpret the situation. Ask, *Who's this?* for them to identify the characters [*It's (Jack).*] and *What's in the shop?*

tip

Allow the use of L1. As contributions are made, word the situation as follows, *Sally is shopping for apples.*

Extra activity

Play 'I spy with my little eye some (ham, cheese, bananas etc)'.

- Instruct pupils to trace and colour the food items using the banner as reference.
- Play the vocabulary chant (track 25) during the tracing and colouring.

tip

Set a time limit, eg: for pupils to visualize the notion of time, tell them you are going to play a few songs – include the ones they already know. Agree with them on a reasonable number of songs and insist on their keeping track of the songs to budget the time available all right. Encourage singing as far as possible.

3 (26)

LP: Recognizing target vocabulary. Pronouncing sounds in long strings in a song.

N-LP: Listening and numbering food items in order of appearance. Singing a song.

- With books open at page 20, draw pupils' attention to the scene again. Revise the interpretation of the situation: Sally is shopping for apples. Ask, *For pears/bananas/tomatoes*, etc? Make a gesture denoting 'We don't know!' and invite pupils to listen to the song to discover the food Sally buys.
- Play track 26. Tell pupils to listen and point – make sure they point correctly.

Audioscript

Sally: S – Shop assistant: Sh

Can I have some bananas?

S: Can I have some bananas? Bananas, please? Bananas, please? Can I have some bananas, please?

Sh: Here you are!

S: Can I have some tomatoes? Tomatoes, please? Tomatoes, please? Can I have some tomatoes, please?

Sh: Here you are!

S: Can I have some ham? Ham, please? Ham, please? Can I have some ham, please?

Sh: Here you are!

S: Can I have some cheese, please? Cheese, please? Cheese, please? Can I have some cheese, please?

Sh: Here you are!

All: A picnic, wowww!

- To check, ask, *Bananas?* [Yes!] *Tomatoes?* [Yes!] and so on.

Answers: bananas, tomatoes, ham, cheese, bread, eggs, apples, pears

- Instruct pupils to look at the scene again, listen to the song and number the food items in the boxes provided. Play the track twice non-stop.

tip

To reduce anxiety, announce you are going to play the track twice for the resolution of the activity, and a third time to check. Reassure class there is no need to worry if the activity is not completed at once.

- To check the numbering, play the track a third time, pausing before every request. Ask, *What's number (1)? [It's (bananas).]* Play the track again to confirm.

tip

Aid checking by displaying on the board the 'food' flashcards. Invite various pupils to come forward in turn and write the corresponding number next to each card. If correct, tick it. If not, ask for collaboration to get the correct number.

Answers: 1 bananas; 2 tomatoes; 3 ham; 4 cheese; 5 bread; 6 eggs; 7 apples; 8 pears

- Encourage pupils to sing along. Record the song on the classroom poster (see 'The songs' section on page 17.)

tip

Play the song three times. Tell pupils which lines to sing each time: **1st time:** only '(Bananas), please.' **2nd time:** the previous line, plus 'Here you are!'. **3rd time:** the whole song. To close, celebrate being able to sing a new song. Monitor the pronunciation of 'some' and 'tomatoes'.

tip

At this point you may consider carrying out the 'Can you say...? Activity 12 on page 24.



4

LP: Revisiting target vocabulary. Developing listening skills: listening for specific information.

N-LP: Listening, identifying and circling the food requested in each pair.

- With books open at page 21, draw pupils' attention to the frames in Activity 4.
- Raise your book for everyone to see, point to each character and ask, *Who's this? [It's (Sally/Jack).] Where's Ben/Lisa? [Here!]* – encourage pointing.

tip

In L1, foster pupils' interpretation of the situations – *Sally is shopping for...*

- Ask pupils to imagine the characters' lines: *[Can I have some..., please?]* *[Here you are.]* If necessary, remind them of the lyrics of the unit song. Elicit both options for each pair of pictures in the speech bubbles: some ham/some eggs, some tomatoes/some apples, some bread/some cheese, some pears/some bananas.
- Play track 27 twice. Tell pupils to listen and, in each speech bubble, circle the correct option.

Audioscript

Sally: S – Shop assistant: Sh – Jack: J

1 **S:** Hello! Can I have some ham, please?

Sh: Of course! Here you are!

2 **J:** Can I have some apples, please?

Sh: Sure! Here you are!

3 **S:** Can I have some bread, please?

Sh: Yes, of course! Here you are!

4 **J:** Can I have some bananas, please?

Sh: Sure! Here you are!

- To check, play the track once again, pausing to identify the speaker. Ask, *What's (Sally)'s request? [Can I have some (ham), please?]*

tip

To aid checking, on the board, display the corresponding flashcards, copying the pairs. As you play the track, pause it suitably and get various pupils to come forward in turn and draw a circle around the corresponding flashcard. If correct, mark it with a tick; if not, ask for collaboration. Elicit the repetition of the lines.

Answers: 1 ham; 2 apples; 3 bread; 4 bananas

■ **VALUES** Grab the opportunity to reflect upon politeness. You may engage the class in

making a 'Let's be polite!' poster. Even though pupils cannot read yet, you may provide the words and pupils the decoration.

Extra activity Conduct a roleplay activity.

5

LP: Recognizing target vocabulary. Getting exposed to the noun phrase with two pre-modifiers: *three yellow bananas*.

N-LP: Listening and colouring the food items mentioned.

- With books open at page 21, draw pupils' attention to Activity 5.
- Draw their attention to Jack and Ben. Ask, *Who's this? [It's (Jack).]* Encourage speculation about the situation. Allow the use of L1 for the speculation. Jack has been to the shop for food and is back home in the kitchen with Ben.
- Conduct pupils' observation of details and counting – play 'I spy with my little eye', referring to the food items on display. Read out the following script and tell pupils to answer *[Yes!/No!]*

Script (to be read by the teacher)

I spy with my little eye... some pears. [Yes!]

How many? [Three pears.]

I spy with my little eye... some apples. [Yes!]

How many? [Six apples.]

I spy with my little eye... some ham. [No!]

I spy with my little eye... some bananas. [Yes!]

How many? [Six bananas.]

I spy with my little eye... some eggs. [Yes!]

How many? [Five eggs.]

I spy with my little eye... some cheese. [No!]

I spy with my little eye... some tomatoes. [Yes!]

How many? [Four tomatoes.]

- Tell pupils to listen to you and mark with a cross (in the colour you say) the number of items you mention.

tip

Advise pupils not to colour at once but to draw a cross in the colour mentioned. You will then conduct checking and only after that will they colour.

Script (to be read by the teacher)

Four red apples.

Two green apples.

Three brown eggs.

Two white eggs.

Two red tomatoes.

Two green tomatoes.

Two red pears.

One green pear.

Three yellow bananas.

Three brown bananas.

- Check resolution. Ask, *How many green apples?* [*Two green apples.*]

6

LP: Recognizing/Producing target language: *Can I have some (food item), please?*

N-LP: Cutting out cards to play games.

- Instruct pupils to cut out the food cards at the back of their books.
- While they do, play the vocabulary chants and the unit songs seen so far. Encourage pupils to chant/sing along.
- Conduct these games: sequence dictation, Bingo, 'Can I have some..., please?', 'What are these?' and 'Where are...?' (see 'Make and play games' on pages 17–19).



1 AB, p60

LP: Recognizing and producing food items in phrases with two pre-modifiers: *two yellow pears.*

N-LP: Discovering food items hidden in a scene and colouring them as told.

- With books open at page 60, draw pupils' attention to Activity 1. Have the identify the characters. Ask, *Who's this?* [*It's Sally's Auntie/Grandpa.*]
- Play 'I spy with my little eye'. Tell pupils to look at the baskets, listen to you, find the food items you mention, respond [*Yes*] or [*No!*] and colour them as told.

Script (to be read by the teacher)

*I spy with my little eye... some pears. [Yes!]
How many? [Five pears.] Three yellow pears in Auntie's basket.
Two green pears in Grandpa's basket.
I spy with my little eye... some apples. [Yes!]
How many? [Four apples.] Where? In Auntie's basket or in Grandpa's basket? [In Auntie's basket.] Bravo! Two red apples and two green apples in Auntie's basket.
I spy with my little eye... some ham. [No!] OK!
I spy with my little eye... some bananas. [Yes!]
How many? [Two bananas.] Where? In Auntie's basket or in Grandpa's basket? [In Grandpa's basket.] Two yellow bananas in Grandpa's basket.*

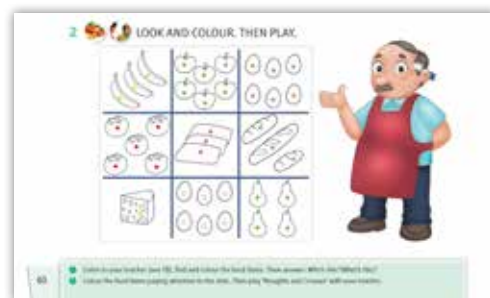
*I spy with my little eye... some eggs. [Yes!]
How many? [Three eggs.] Where? In Auntie's basket or in Grandpa's basket? [In Auntie's basket.] Bravo! Three brown eggs in Auntie's basket.*

I spy with my little eye... some cheese. [No!] OK!

I spy with my little eye... some tomatoes. [Yes!]

How many? [Three tomatoes.] Where? In Auntie's basket or in Grandpa's basket? [In Grandpa's basket.] Three red tomatoes.

- To close, conduct the following exchange:
What's in Auntie's basket? [*Two red apples. Two green apples. Three yellow pears. Three brown eggs.*] *What's in Grandpa's basket?* [*Two green pears. Three red tomatoes. Two yellow bananas.*]



2 AB, p60

LP: Making and responding to requests: *Can I have some...? Here.* Producing the noun phrase with 'some' and with two pre-modifiers: *six brown eggs.*

N-LP: Preparing a card to play noughts and crosses with and playing the game.

- With books open at page 60, draw pupils' attention to the pictures in Activity 2.
- Do chorus repetition of the phrases corresponding to the food items in every box of the game card: *Three yellow bananas. Six green apples. Six brown eggs. Five red tomatoes. Some ham. Some bread. Some cheese. Six white eggs. Four green pears.*
- Tell pupils to colour the food items according to the dots on each item. Play some of the book songs during the colouring. Meanwhile, reproduce the grid on the board to aid checking and keep a record of the teams' moves during the game. Tell pupils to also draw the noughts and crosses in pencil in their books.
- To play, tell pupils to pick a square in the grid by asking, *Can I have some (ham), please?* If the request is correctly made, the umpire responds, *Here!* and marks the corresponding symbol on the grid on the board. If not, the opponent team takes over. This exchange is replicated until three noughts/crosses are aligned.

tip

Grab the opportunity to develop a sense of collaboration and cooperation among team members. To achieve this, for every turn, appoint subgroups of three to discuss which box on the card to pick and how to make the request accurately. This procedure increases not only the chances of success but players' confidence, as the decision is not up to a single member but to the agreement of three.

- Play the game a few times to guarantee pupils master the procedure.



7 & 8 (28)

LP: Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills: focusing on the left-to-right/bottom-down direction in which English is read. Getting exposed to new vocabulary: *sunny*, *big sandwiches* and *small sandwiches*.

N-LP: 'Reading' a comic strip and tracking down events until their resolution.

- With books open at page 22, draw pupils' attention to the story. Remember that you can also use the poster.
- Allow time for pupils to explore the frames to attempt mental reconstruction of the story plot.
- Help pupils put their observations into words: ask, (pointing to the characters) *Who's this?* [*It's (Sally).*] (pointing to the uncountable food items) *What's this?* [*(Some ham.)*] (pointing to the tomatoes and

sandwiches) *And these?* [*Some tomatoes/big sandwiches/small sandwiches.*] (pointing to the last frame) *Where's Jack's sandwich?* [*Here!*] (pointing to the dog).

- Alternatively, play 'I spy with my little eye' (some bread/sandwiches/Sally, etc). Pupils say the number of the frame in which they spot the object/character.
- Encourage hypotheses about situation, conflict and resolution. Draw attention to the sun in frame 1 and present 'sunny'. Ask, *What's the plan? What's the problem? What's a picnic?*

tip

Allow the use of L1. As pupils contribute their interpretations, word the main storyline as follows, making strategic use of intonation and pauses to aid comprehension: (mimicry) *Sally made some sandwiches for a picnic. How many? Four sandwiches: (gesture for number and size) two big sandwiches and two small sandwiches. What's in the sandwiches? Some bread, some ham, some cheese, some tomatoes. Eggs? (gesture) We don't know! At the end? Surprise! Jack lost his sandwich.*

- Play track 28 once.

Audioscript

Sally: S – Jack: J – Lisa: L – Ben: B

1

S: Look, it's sunny! Let's have a picnic!

J: A picnic! Yes!

S: Let's make sandwiches!

J: OK!

2

S: Hmm. Big sandwiches for Jack and me. And small sandwiches for Lisa and Ben.

3

S: Where's the bread?

L: The bread? Here!

S: Thank you.

S: Can I have some cheese, please?

J: Cheese... Here you are.

S: Thank you.

4

S: Can I have some ham, please?

J: Yes. Ham... Here you are.

S: Thank you.

5

S: Can I have some tomatoes, please?

J: Tomatoes... How many?

S: Two. Two tomatoes.

J: Here you are.

S, B & L: Ha ha ha!

S: Thank you!

6

S: Well! Small sandwiches for Lisa and Ben...

L: Thank you, Sally.

B: Thank you.

S: And... big sandwiches for Jack and me!

J: Wow! Thank you, Sally!

7

J: Uh! Oh, no! Where's my sandwich!

S, L & B: Ha, ha, ha!

- Confirm predictions: ask, *What's the problem?*

tip

Allow the use of L1, as you re-word the storyline in English.

■ **VALUES** Reflect upon being polite when requesting something.

- Play the track again. Tell pupils to listen and point to each frame. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.

tip Pointing leads to grasping the direction in which English is read.



9 & 10 (28)

LP: Developing listening skills: listening and reconstructing the main line of events aided by new visual input; listening for details – recognizing target vocabulary. Producing target language.

N-LP: Completing frames with stickers. Reconstructing a narrative sequence, numbering frames. Roleplaying.

- With books open at page 23, draw pupils' attention to Activity 9.
- Pointing to each character, ask, *Who's this?* Pointing to the places for the stickers in the frames A and B, ask, *What's this? Is it some ham/cheese/the sun?* [*It's... Yes, it is./No, it isn't.*] *We don't know!* Tell pupils to look at the story to find out. Then to tell them to find the corresponding stickers at the back of the book and place them suitably.
- In preparation for Activity 10, elicit the possible lines of each speaker:
S: *It's sunny! Let's have a picnic!*
S: *Can I have some cheese, please?*

J: *Here you are. Small sandwiches for Lisa and Ben.*

L: *Thank you.*

- Play track 28 again and instruct pupils to listen to the story and number the frames in order.
- Check the resolution of the activity. Play the track again, pausing suitably for identification of voices.

Answers: A 2; B 1; C 3

tip Aid checking by drawing on the board the layout of the frames and the boxes into which to write the sequence number. Then pointing to each frame, ask, *Is this (1)?* [*No, it isn't./Yes, it is.*] When the number of each frame has been identified, invite various pupils to come forward and write it into the corresponding box.

- Conduct roleplay of the target lines (see above).

11

LP: Developing reading skills – 'through reading' pictures – and listening skills. Producing *Can I have some..., please? Here you are.*

N-LP: Circling the food items mentioned. Roleplaying.

- With books open at page 23, draw pupils' attention to Activity 11.
- Point to the characters and ask, *Who's this?* [*It's Jack/Sally/Ben/Lisa.*] Point to the food items in Sally's speech bubble and elicit possible wordings for Sally's request for each, [*Can I have some..., please?*] or [*Where's the bread?*]
- Play track 28 again and tell pupils to listen to the story and circle the corresponding items.
- To check, play the track once more pausing at Sally's requests and asking, *Some bread/cheese/ham etc?* Pupils respond [*Yes!/No!*]

tip To aid checking, display the food flashcards on the board. When you ask *Some (bread)?* point to each card. When the answer is *Yes*, invite pupils in turn to draw a circle around the corresponding flashcard.

- To close, say the following requests and elicit their chorus repetition: *Where's the bread?* [*Here.*] *Can I have some cheese, please?* [*Here you are.*] *Can I have some ham, please?* [*Here*

you are.] *Can I have some tomatoes, please?*
[How many?] *Two... two tomatoes.*

- If appropriate, you can carry out a roleplay activity.

tip

At this point you may consider carrying out the 'Can you say...? Activity 13 on page 24.



12 (29)

LP: Focusing on pronunciation of phrases with 'some'.

N-LP: Completing logical sequences with stickers. Chanting along.

- With books open at page 24, draw pupils' attention to Activity 12.
- Pointing to each item in the sequence, elicit pupils' identification of objects. Ask, *What's this?* [It's some ham/cheese/bread.] *What are these?* [Some eggs.] Lead the deduction process for pupils to complete the logical sequence.
- To confirm, play track 29 with the chanted sequences.

Audioscript

- 1 some ham, some cheese, some ham, some cheese, some ham, some cheese
- 2 some eggs, some bread, some eggs, some bread, some eggs, some bread

- Tell pupils to find the corresponding stickers at the back of the book and place them suitably.
- Play the track again and encourage pupils to chant along – monitor sounds, including the

pronunciation of 'some'. Encourage clapping along.

13 (30)

LP: Focusing on the correct pronunciation and intonation of the request *Can I have some ham, Dad?* and on sound /æ/.

N-LP: Listening and completing a scene with stickers. Chanting along.

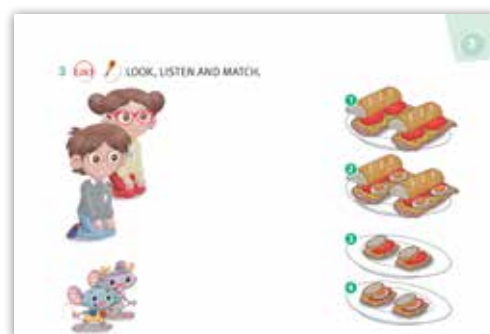
- With books open at page 24, draw pupils' attention to Activity 13.
- Lead identification of characters: Jack and Jack's dad, and the bread in Jack's hand. Draw pupils' attention to sound /æ/ and elicit repetition. Ask, *Who's this?* [It's Jack/Jack's dad.] *What's this?* [It's some bread.]
- Encourage pupils to speculate about the situation and the possible exchange between the characters. Jack is making a sandwich. He's asking his dad, *Can I have some (ham/cheese/tomatoes/eggs), Dad?*
- Pointing to the place for the sticker, ask, *What's this?* Give a few possibilities, *Some ham/cheese/tomatoes/eggs* etc? Each time, making a gesture for 'We don't know!' so that listening becomes a must.
- Play track 30 for confirmation and elicit the answers.

Audioscript

Jack: *Can I have some ham, Dad?*
Can I have some ham? (repeated)

- Play the track again and encourage pupils to chant along – monitor sounds.
- Tell pupils to find the corresponding sticker at the back of the book and place it suitably.

Answers: Sticker showing some ham



3 AB, p61

LP: Developing listening skills: listening for specific information – identifying ingredients and size.

N-LP: Listening and matching the sandwiches and who they are for.

- With books open at page 61, draw pupils' attention to the characters and the sandwiches. Ask, *Who's this? Is it Sally? [It's Sally/Jack/Ben/Lisa.] What are these? [Big sandwiches and small sandwiches.] What's in the sandwiches? [Some ham/cheese/tomatoes/eggs.]*
- Tell pupils to match the characters with their sandwiches. Play track 28.
- To check, ask, *Are Sally and Jack's sandwiches big or small? [Big.] Are Ben and Lisa's sandwiches big or small? [Small.] What's in Sally's sandwiches? [Some ham, some cheese, and some tomatoes.] Ask, Eggs? [No!]*

Answers: Jack and Sally 1; Ben and Lisa 3



4 AB, p61

LP: Producing and integrating target language in context.

N-LP: Spotting differences and reporting them.

- With books open at page 61, draw pupils' attention to Activity 4.
- Allow them time to find eight differences.
- Help pupils report the differences. Draw two columns on the board and head them 1 and 2 – the numbers of the scenes. Ask the questions below and record pupils' answers on the board, making the corresponding drawing in the suitable column.

Script (to be read by the teacher)

*Is it sunny in Picture 1/2? [Yes, it is./No, it isn't.]
Who's this? [It's Jack/Jack's grandpa/Sally/Sally's dad.]
(Elicit the request:) Can I have some ham/cheese?
Can you see any bananas/apples/eggs/pears/sandwiches?
How many? What colour? Big? Small?*

- When all eight differences have been identified, go over the lists on the board and elicit chorus repetition. Encourage pupils to point to each difference in their books.

Answers:

Picture 1

It's Dad.
It's Sally.
It's sunny.
Can I have some ham, please?
Three tomatoes.
Four red apples (or Some apples).
Three big sandwiches.
Two big bananas.

Picture 2

It's Grandpa.
It's Jack.
It's raining.
Can I have some cheese, please?
Six tomatoes.
Six white eggs (or Some eggs).
Three small sandwiches.
Two small bananas.



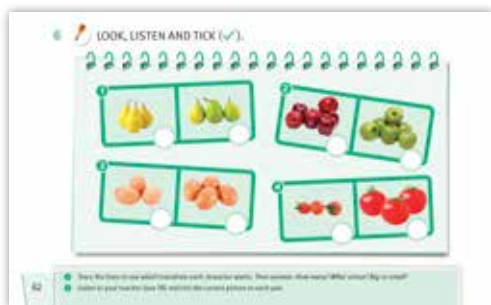
5 AB, p62

LP: Producing *Can I have some..., please?*
Responding to *What colour? Big or small?*

N-LP: Tracing lines and discovering which tomatoes each character orders. Roleplaying.

- With books open at page 62, draw pupils' attention to Activity 5.
- Invite pupils to look at the pictures. Ask, *Who's this? What are these?*
- Tell the class to trace the lines and match the characters with the tomatoes.
- Check resolution of the activity. Conduct the exchange below – the cycle of the exchanges is as follows: prompt pupils, elicit the request formula, counter-ask, elicit response.

Teacher's prompt	Pupils' repetition	Teacher's question	Pupils' answer.
Grandma: Tomatoes?	<i>Can I have some tomatoes, please?</i>	<i>What colour?</i>	<i>Green, please.</i>
Dad: Tomatoes?	<i>Can I have some tomatoes, please?</i>	<i>Big or small?</i>	<i>Big, please.</i>
Auntie: Tomatoes?	<i>Can I have some tomatoes, please?</i>	<i>Big or small?</i>	<i>Small, please.</i>



6 AB, 62

LP: Developing listening skills: listening for specific information – number, size and colour.

N-LP: Listening, identifying and ticking the corresponding food items.

- With books open at page 62, draw pupils' attention to Activity 6.
- Tell pupils to look at the pairs of pictures, listen to you and tick accordingly. Read out the following script.

Script (to be read by the teacher)

- 1 Three green pears, please.
- 2 Six red apples, please.
- 3 Four brown eggs, please.
- 4 Three big tomatoes, please.



14 (31)

LP: Developing listening skills: listening for specific information – recognizing food items in noun phrases with two pre-modifiers: *four green apples*. Producing requests.

N-LP: Listening to and identifying food items requested. Roleplaying.

- With books open at page 25, draw pupils' attention to the scene.
- Have pupils identify the characters and the fruit. Ask, *Who's this?* [*It's Lisa/Ben*]. *What's the plan?* *Sandwiches?* [*No*]. *Fruit salad.* *What's (one)?* [*It's apples/pears/bananas*]. *What colour?* [*Red/Green/Yellow*]. *How many?* [*Four – four red/green apples*]. *Big or small?* [*Two big/small pears. Two big/small bananas*].
- Elicit possible requests: [*Can I have some (apples), please?*]
- Instruct pupils to listen and tick the items Ben requests.
- Play track 31 twice and a final time for pupils to check, pausing suitably to elicit completion of the formula, *Can I have some..., please?*

Audioscript

Lisa: L – Ben: B

- | | |
|---|--|
| B: Lisa, can I have some apples, please? | B: Mm... Two. |
| L: Red apples or green apples? | L: OK. Here you are. Two big pears. |
| B: Green apples. | B: Thank you. |
| L: How many? | B: And can I have some bananas, please? |
| B: Four. | L: Big bananas or small bananas? |
| L: OK. Here you are. Four green apples. | B: Big bananas. |
| B: Thank you. | L: How many? |
| B: And can I have some pears, please? | B: Three, please. |
| L: Big pears or small pears? | L: Here you are. Three big bananas. |
| B: Big pears. | B: Great, thanks! |
| L: How many? | |

Answers: 1 green apples; 2 two pears; 3 big bananas

- Conduct a roleplay activity.

tip

You may encourage repetition of every line of the exchanges or a simplified version – just the request and the response: *Can I have for green apples, please? Here you are. Thank you.*

MINI-DICTIONARY

LP: Recognizing and repeating the vocabulary items focusing on pronunciation. Then tracing the words under each sticker as a first approach to handwriting.

N-LP: Completing the 'Mini-dictionary' – placing the stickers according to their order in the unit chant. Chanting along.

- With books open at page 23, draw pupils' attention to the 'Mini-dictionary'.

- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 25 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace the words in pencil. Monitor pronunciation.



activity bank

- **Drawing in pairs:** Ask pupils to draw a sandwich. When they have finished, ask, *What's in your sandwich?* Collect all the drawings to display on the classroom wall.
- **Roleplay:** Put up a show – encourage pupils to act out the story, imitating pronunciation and attitudes.

tip

Stage 1: Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 28 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

• Photocopiable activities at Teacher's Resource Centre:

- **Rhyming sounds! Listen and match. Then answer:** Hand out the photocopies and allow pupils some time to familiarize with the pictures. Tell pupils to look at the items on display and match them according to the vowel sound /æ/. When they finish, ask, *Who's this? What's this? [It's (a) ...] What are these? [Apples.]* Monitor their pronunciation. You may let pupils have a go at it on their own, or lead the activity yourself, modelling pronunciation and eliciting the matches.

Answers: /æ/ Jack, dad, apples, ham, Sally, grandma, grandpa

- **What are these? Read, cut, match and colour:** Hand out the photocopies and allow pupils some time to familiarize with the pictures. Draw pupils' attention to the banner and go over the list, eliciting chorus repetition. Tell pupils to cut out the puzzle pieces and match the halves that form the fruit sets on the list. Advise pupils not

to glue the matches until supervised. To check, ask, *What are these? [Apples] How many? What colour?* Tell pupils to colour the halves and glue them together into their notebooks.

- **What's this? What are these? Trace, read, find and number:** Hand out the photocopies and allow pupils some time to familiarize with the pictures. Tell pupils to open their books at the 'Mini-dictionary' on page 25. Draw attention to the objects in the scene and ask, *What's number 1/2 etc? [It's ham/cheese/bananas, etc.]* Pupils look at the words around the scene and find them in the 'Mini-dictionary' to remember what they mean. Meanwhile, write the words on the board replicating the activity layout. Elicit their oral production, asking: *What's this? What are these?* Have pupils find the food items in the scene and number the words accordingly. To check, ask, *What's number (1)? [It's.../They're...]*

- **Fruit salad! Trace, listen, read, and tick. Then colour:** Hand out the photocopies and allow pupils some time to familiarize with the picture. Tell pupils to look at the phrases on display and trace them. Then they look at the scene, listen to you and tick the phrases with the items that are in the scene.

Script (to be read by the teacher)

*I'm hungry! Let's make fruit salad.
Can I have some pears, please? Yellow pears, please.
Can I have some apples, please? Red apples, please.
Can I have some bananas, please?
Can I have some yellow bananas, please?*

Read out the script again for pupils to colour the scene.