

# 2.6

## What do we say?

### ACTIVITY TYPE

whole class role play,  
individual reading puzzle

### READING FOCUS

reading comprehension of  
speech bubbles and  
expressions

### LANGUAGE FOCUS

formulaic expressions for  
everyday situations (see key)

### LEVEL

2

### AGE RANGE

9–10

### TIME

40 minutes

### MATERIALS

an enlarged copy of the  
*What do we say?* worksheet,  
a copy of the *What do we  
say?* worksheet per pupil,  
scissors, glue (optional)

### Before class

Make an enlarged copy of the *What do we say?* worksheet. Cut out the pictures and the text cards at the bottom of the page, to use for demonstration. Make a copy of the *What do we say?* worksheet for each pupil.

### In class

- 1 Revise formulaic expressions.
  - a Ask pairs of pupils to come to the front to act out the situation that you are going to describe. Explain that they have to mime.
  - b Direct each pair of pupils by describing a simple situation and using imperatives, e.g. *Juan, you're at Sara's birthday party. Give her a present.* Wait for your pupil to carry out the mime. Then ask *What do you say?* to elicit *Happy birthday, Sara. This is for you. / Here you are. / I've got a present for you.* Explain that we can say the same thing in different ways. Say *Sara, take the present.* Wait for your pupil to carry out the mime. Then ask *What do you say?* to elicit *Thanks / Thank you (very much).*
  - c Ask another pair of pupils to come to the front, and say *Maria, your cat's ill and you look very sad.* Wait for your pupil to carry out the mime. Then say *Simon, ask Maria why she's sad.* *What do you say?* to elicit *What's the matter?* Say *Maria, what do you say?* to elicit *My cat's ill.*

Possible situations: pupil wants to get off a bus / pass in front of somebody, watching a film at the cinema and accidentally treads on the other person's toe.

- 2 Continue to practise all the situations on the worksheet and any more that your pupils know.
- 3 Give out the worksheets and scissors. Pupils cut out the text boxes at the foot of the page.
- 4 Stick the demonstration pictures up on the board with sticky tack and draw your pupils' attention to the first one. Ask *What are they saying?* Give pupils time to read their text boxes and suggest the right answer (*Oh, no!*). Stick this text card in the speech bubble on the picture.
- 5 Pupils work individually to match the text boxes to the right speech bubbles.
- 6 Circulate to monitor and help.
- 7 Correct the activity collectively. Individual pupils can come to the board and stick the enlarged text boxes in the right places on the pictures.
- 8 When pupils have corrected the activity, they stick the text into the speech bubbles. (Alternatively, they can write the text in the speech bubbles.)

### Key

1 Oh, no!    2 Be careful! Sorry.    3 Happy birthday. Thanks.    4 What's the matter? My dog's ill.    5 Can you pass me the sugar, please?    6 Here you are. Thanks.    7 Can you turn the music down, please? Pardon?    8 Excuse me! Bless you!    9 Excuse me, please.

### Extension

Play a miming game in pairs. Place the enlarged text cards face down on a table at the front of the class. Pairs take it in turns to come to the front and read a card. They act out any situation that corresponds to that formulaic expression. You can adapt the expressions, e.g. *Can you turn the TV down, please?* Add more that they know.



Cut out the boxes and put them with the correct pictures.

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Oh, no!	Thanks.	Bless you!	Sorry.	Excuse me, please.	Thanks.
Pardon?	What's the matter?	Happy birthday!	Excuse me!	Can you turn the music down, please?	Can you pass me the sugar, please?
My dog's ill.	Be careful!	Here you are.			