

Scenario and question sheet 1: Crossing the road

Discussion starters Talk about how you get to school.

What can you do to be safe when you cross the road?

In the morning Lisa is going to school. Lisa walks with her little brother, Philip. Lisa and Philip are carrying their school bags. When they get to the road, they stop at the traffic lights. Lisa and Philip wait for the green man.

Level A	Level B	Level C
Where are Lisa and Philip?	Why have Lisa and Philip stopped at the crossing?	Why are Lisa and Philip crossing here and not further down the street?
Who is waiting to cross the road?	Tell me about this story using the word 'dangerous'.	Lisa's mum wants her to look after Philip on the way to school. Why?
What are Lisa and Philip waiting for?	What will Lisa and Philip do when the green man is showing?	Why must Philip and Lisa wait for the green man?
What might Philip see on the road?	What should Philip do before he crosses the road?	What should Lisa do if Philip runs out onto the road?
Who is the biggest, Philip or Lisa?	Which child is the oldest?	*Why do you think X is the oldest?
What are the children carrying?	What could be inside their bags?	What two things could Philip do if he has forgotten his lunch?

* Ask the lower-level question first.

Practical task Act out crossing the road with cars, traffic lights and play figures.

Scenario and question sheet 2: Ice cream

Discussion starters Have you ever dropped an ice cream? What happened?
Talk about a time you bought an ice cream.

Nina and her mum were at the park. They were wearing shorts. Nina saw an ice cream van. Nina's mum bought her an ice cream. Nina was licking her ice cream when, 'Oh no!', the ice cream fell onto the ground.

Level A	Level B	Level C
Make a face like Nina's.	How does Nina feel?	What could Nina do so that she feels better?
What happened?	What is going to happen next?	* Why do you think X would happen?
Where is the ice cream?	Why can't Nina eat the ice cream?	Do you think Nina's mum is going to buy her another ice cream? (<i>Not scored.</i>) Why or why not?
Where are Nina and her mum?	Where will Nina go now?	Nina's mum wants to buy Nina another ice cream but she has no more money. What will she do?
What are Nina and her mum wearing?	What is the weather like?	* How do you know that the weather is X?
What flavour ice cream have you eaten?	Nina's favourite ice cream is strawberry. Nina wants an ice cream. What could Nina say?	Nina's favourite ice cream is strawberry. It has run out. Tell me two things she could do.

* Ask the lower-level question first.

Practical task Using puppets, show how you go to the shop to buy ice cream. Use Worksheet 5 or 6 to draw or write about what happens when you go to the shop to buy ice cream (pages 164–5).

Scenario and question sheet 3: Getting a prize

Discussion starters What happens at your school when children get prizes?
Sometimes parents can't come to school assemblies. Why not?

It was a special day at school. All the children, teachers and parents had been invited to come to the hall. The head teacher asked Chantelle to come to the front. Chantelle was given a special prize in a box. Chantelle's mum felt very proud.

Level A	Level B	Level C
Where are all the people?	What is happening in this school today?	Why are there lots of people in school today?
What's happening to Chantelle?	Why might Chantelle get a prize?	* Why else?
Have you ever had a prize? (If yes.) How did you feel? (If no.) Make a face like Chantelle's.	How does Chantelle feel?	* How can you tell Chantelle is feeling X?
Do you get good or bad things for a prize?	What might be in the box?	* Why is X a good thing for Chantelle to get for a prize?
Who gave the prize to Chantelle?	What will Chantelle say?	* Why would Chantelle say X?
How does Mum feel?	Mum feels proud. She wants to give Chantelle a treat. What could Mum give Chantelle?	Why isn't cleaning the house a treat?

* Ask the lower-level question first.

Practical task Draw a picture of you getting a prize. Show how you feel.

Scenario and question sheet 4: Knocked-over paint

Discussion starters Tell me about a time when you knocked something over. What happened?
What things do you like to do in art? Why?

Ahmed was in his art lesson. Ahmed was painting. The teacher told the class to tidy up. Whoops! Ahmed knocked over a pot of paint. It fell on the floor. The teacher heard the noise and looked at the mess.

Level A	Level B	Level C
What has Ahmed just done?	What will Ahmed do next?	* Why should Ahmed do X?
Where did the paint go?	Tell me how Ahmed knocked over the paint.	What could Ahmed do so that it won't happen again?
Have you ever knocked over anything? (<i>Not scored.</i>) How did you feel?	How does Ahmed feel?	* How do you know he feels X?
Make a face like the teacher's.	How does the teacher feel?	How would the teacher feel if Ahmed said the child next to him knocked over the paint?
What would <i>your</i> teacher say if you knocked over paint?	What will <i>this</i> teacher say?	The teacher is not going to tell Ahmed's parents about what happened with the paint. Why not?
What lesson was Ahmed doing?	Other than painting what other things can you do in art lessons?	What's the same about painting and drawing?

Practical task Do some painting! Think of what you should do so that you don't knock over the paints. * Ask the lower-level question first.

Scenario and question sheet 5: Feeding the ducks

Discussion starters Tell me about a time when you fed the ducks or animals.
What can ducks and frogs do?

On Saturday Becky took her little brother to the park. In the park there was a pond. There were lots of ducks on the pond. Becky brought a bag of bread. The little boy fed bread to the ducks.

Level A	Level B	Level C
Where are Becky and her brother?	Why did Becky and her little brother go to the park?	Why might Becky and her brother have gone to the park and not to the funfair or amusement park?
What's the little boy doing?	What could the little boy say?	Why might the little boy not want to leave when all the bread is finished?
What is in the bag?	What things do ducks like to eat, other than bread?	Why is it better to feed bread to the ducks rather than ice cream?
What animals are living in the pond?	Tell me something that lives in the pond but is <i>not</i> a duck.	How are a frog and a duck different?
Where is the boy sitting?	What would the boy say if he fell in?	Tell me two things that Becky could do if the little boy fell in.
What is in a park?	What is a park?	What is the difference between a park and a football pitch?

Practical task Draw a picture of a pond. Draw all the animals that might live there. What can the animals do?
* Ask the lower-level question first.

Scenario and question sheet 6: Beach

Discussion starters What do you like doing at the beach? Tell me about a trip to the beach.

It is a very hot day. Billy is at the beach with his mum. Billy is wearing swimming trunks and a hat. Billy's mum is sitting under an umbrella reading a book. Billy is building a really big sandcastle. He wants to find some shells to put on the sandcastle.

Level A	Level B	Level C
Where is Billy?	What is a beach?	What is the difference between a beach and a park?
What is Billy doing?	Tell me something that Billy is <i>not</i> doing.	If Billy ran into the water without asking his mum, what would she say?
What does Billy want to do with the shells?	How will Billy make a sandcastle?	If Billy did not have a bucket, how would he make a sandcastle?
What is Billy wearing?	Why is Billy wearing his hat?	If Billy did not have a hat, what could he do to stop himself getting sunburnt?
What are umbrellas for?	What is an umbrella?	Why is Billy's mum under the umbrella?
What is the weather like?	What season is it?	How do you know what season it might be?

Practical task Play in the sand with a friend. One person pretends he or she does not know how to make a sandcastle. The other person tells him or her what to do.

Scenario and question sheet 7: Chewing gum

Discussion starters What do you do with chewing gum when you have finished with it?
What happens if you bring chewing gum to school?

Suzie has just come home. Suzie feels something on her shoe. She looks at it. Suzie has got chewing gum on her shoe. Suzie shows her mum.

Level A	Level B	Level C
Who has got something on her shoe?	How did the chewing gum get on Suzie's shoe?	Why do people throw chewing gum on the ground?
Who did Suzie show her shoe to?	What will Suzie say to her mum?	Why might Mum not want Suzie to take the chewing gum off herself?
Where is the chewing gum stuck?	What will Suzie's mum use to get the gum off?	* Why will Suzie's mum use X?
If you got something stuck to your shoe, how would you feel?	How does Suzie feel?	Suzie wants to throw the shoes in the bin. Why shouldn't she throw the shoes in the bin?
What do you do with chewing gum?	Talk about this story using the word 'sticky'.	Why is it better to throw chewing gum in the bin rather than on the ground?
Finish this: 'Chewing gum goes in your ...'	Where can you buy chewing gum?	What's the difference between chewing gum and sweets/lollies/candy?

Practical task Draw a picture of a shop where you can buy chewing gum. Draw all the things you might buy there.
* Ask the lower-level question first.

Scenario and question sheet 8: Ice lolly on the sofa

Discussion starters

- Do you ever eat food on the sofa?
- Do you ever spill any on the sofa?

Tom is sitting on the sofa watching TV. Tom is eating an ice lolly. Yum! It tastes nice! Mum comes in and sees Tom on the sofa eating an ice lolly. Mum is cross.

Level A	Level B	Level C
What's happening?	What might happen to the ice lolly?	* Why might that happen?
Where is Tom sitting?	* Where is a better place to eat an ice lolly?	* Why is that a better place than the sofa?
How does Mum feel?	What might Mum say to Tom?	If Mum wasn't cross, what could she say?
Have you ever eaten an ice lolly? (<i>Not scored.</i>) How did you feel?	How does Tom feel before Mum comes in?	* How do you know Tom is feeling X?
Tell me what an ice lolly looks like.	What is an ice lolly made of?	What's the same about an ice lolly and an ice cream?
Finish this: 'I like ice lollies because ...'	Talk about this story using the word 'melt'.	Why should you be a bit careful when you eat ice lollies?

* Ask the lower-level question first.

Practical task Draw a picture of the wrapper of your favourite ice lolly or ice cream. Compare it with your friend's.

Scenario and question sheet 9: Grandparents

Discussion starters Do you have grandparents or aunts or uncles or family friends?

What happens when you see them? How do you feel when you have to say goodbye?

Sam walked outside with his mum. Sam's grandparents hugged Sam. Sam said 'Goodbye!' Sam's grandparents got into their car. Sam and his mum waved to his grandparents.

Level A	Level B	Level C
Who is in the story?	How does Sam feel?	* His grandparents are leaving. Why does that make Sam feel X?
What's happening?	Why are Sam and his mum waving?	Why do you think Sam's grandparents came to visit?
What did Sam say?	Why did Sam say goodbye?	Why <i>should</i> Sam say goodbye to his grandparents?
Where is Sam?	What will Sam and his mum do next?	* Why do you think Sam and his mum will do X and not go with his grandparents?
What did Sam's grandparents get into?	* What else can you travel in?	Why is a car better than a bicycle when you need to go a long way?
What do you do with a car?	What is a car?	What's the difference between a car and a train?

* Ask the lower-level question first.

Practical task Think of a time when you said goodbye to someone. Draw a picture showing where you were and how you felt.

Scenario and question sheet 10: Torn dress

Discussion starters Have you ever ripped your clothes? What happened?

Pretend your favourite clothes got ripped. Would you rather have them mended or buy some new clothes? Why?

On a sunny day Yasmin was playing in the park. She tripped and fell over. Yasmin's dress ripped. There was a big hole in Yasmin's dress near her knee. 'Oh no! What will Mum say?'

Level A	Level B	Level C
Who has a torn dress?	How did Yasmin tear her dress?	How else could Yasmin have torn her dress?
What has been torn?	What is a dress?	Why do girls sometimes wear trousers?
Finish this: 'Yasmin said ...'	What will Yasmin's mum say?	* Why might Yasmin's mum not be upset?
Who might mend the dress?	How can Yasmin's mum mend the dress?	Why is it better to mend a dress rather than buy a new one?
What part of Yasmin's dress has been torn?	Yasmin wants a new dress. Why?	Why might Yasmin's mum not let Yasmin have a new dress?
Where had Yasmin been playing?	What can you play in the park?	Why is it better to play in the park rather than on the road?

* Ask the lower-level question first.

Practical task Draw Yasmin's dress after it has been mended.

Scenario and question sheet 11: Climbing over a gate

Discussion starters Would you climb over a locked gate? Why or why not?
Tell me about where apples grow.

One day Tony was walking home from school. In a garden he saw some apple trees. Tony wanted to pick some apples, but the gate was locked. On the gate was a sign that said, 'Keep Out'. Tony looked around. No one was coming so he climbed over the gate.

Level A	Level B	Level C
What is Tony doing?	What might happen?	* What else might happen to Tony?
Finish this: 'Tony couldn't use the gate because it was ...'	How could Tony open the lock?	What is the lock made of? (<i>Not scored.</i>) Why is it made of that?
What does the sign say?	What does 'Keep out' mean?	How can we tell that the people should not go in the garden?
What does Tony want?	Why is Tony climbing the gate?	Why shouldn't Tony climb over the gate?
What is growing on the trees?	Tell me how Tony will get from where he is to the apples.	What could Tony do if he couldn't carry all the apples?
Finish this: 'The sign is on the ...'	Have you ever seen any other signs? (<i>Not scored.</i>) What did they say?	* Why did that sign say X?

* Ask the lower-level question first.

Practical task Look at the signs that you can see around the school. Draw one.

Scenario and question sheet 12: Slide/slippy dip

Discussion starters

Talk about the last time you went on a slide/slippy dip.

Talk about how it felt when you were at the top.

It is playtime and all the children are outside in the playground. Gemma wants to go down the slide/slippy dip. It is very high. Gemma is at the top. It is Gemma's turn to go down. Billy is on the ladder waiting for a turn.

Level A	Level B	Level C
What is Gemma doing?	What will Gemma do next?	* What else could Gemma do?
If you were at the top of the slide/slippy dip and felt scared, what could you say?	At the top, Gemma feels scared. What could she say?	Why would people come if they heard Gemma shouting?
Who is behind Gemma?	What could Billy say to Gemma?	What is a really helpful thing that Billy could say to Gemma?
Where are the children?	When did Gemma and Billy play on the slide/slippy dip?	Why are the children playing at this time and not during their maths lesson?
What is Gemma on?	What is the slide/slippy dip made of?	* Why is the slide/slippy dip made of X?
What do you do in a playground?	What is a playground?	Why is it called a playground?

* Ask the lower-level question first.

Practical task With play figures, act out Gemma and Billy at the top of the slide/slippy dip. What would they say? What could they do next? Use Worksheet 1 or 2 to draw or write about what happens next (pages 160–1).

Scenario and question sheet 13: Supermarket

Discussion starters Do you go shopping with your family?

What things do you like to buy when you go shopping?

What happens if your mum or dad says you can't have what you want?

On Saturday Yemi went to the supermarket with his dad. Yemi pushed the shopping trolley. Yemi liked to push the trolley fast. Yemi went fast around a corner. The trolley knocked over packets of cornflakes. Yemi's dad was cross.

Level A	Level B	Level C
Who is in the story?	How does Yemi feel?	* How do you know Yemi feels X?
What happened?	What should Yemi do next?	What would happen if Yemi and his dad walked away?
Who is cross?	Why is Yemi's dad cross?	Yemi's dad is cross. What two things should Yemi do to make his dad feel better?
What did Yemi knock over?	What else might Yemi have knocked over?	What else might happen if Yemi pushed the trolley too fast?
Where did Yemi and his dad go?	What is a supermarket?	What is the difference between a supermarket and a corner shop?
Finish this: 'Yemi and his dad went to the supermarket to ...'	When did Yemi go shopping?	Why might Yemi go shopping on Saturday and not on Friday?

* Ask the lower-level question first.

Practical task Think of what Yemi could say to his dad to make him feel better. On a photocopy of the picture, draw a speech bubble and write what you think he would say.

Scenario and question sheet 14: Falling over

Discussion starters Tell me about a time you fell over.

One day Rosie went to her grandmother's house. It was not far. Rosie went all by herself. Rosie ran fast. She ran so fast that she fell over. Her knee was cut. Rosie started to cry. A young woman stopped to help Rosie.

Level A	Level B	Level C
Where was Rosie going?	How was Rosie getting there?	Why did Rosie go on her own?
What happened?	How did Rosie feel?	* How do you know Rosie felt X?
What happened to Rosie's knee?	Why did Rosie cry?	Why did Rosie cry and <i>not</i> laugh?
Finish this: 'Her knee was ...'	What will Rosie need to do at her grandmother's house?	* Why is X a good thing to do?
Who came to help Rosie?	What would the woman say to Rosie?	Do you think the woman did the right thing when she stopped to help Rosie? (<i>Not scored.</i>) Why or why not?
Who was Rosie going to visit?	What is a grandmother?	How do you know that the woman who helped Rosie is not Rosie's grandmother?

* Ask the *lower-level question first*.

Practical task With puppets or play figures, act out Rosie's grandmother helping Rosie. What would she do? What would they say? Use Worksheet 3 or 4 to draw or write about what happens (pages 162-3).

Scenario and question sheet 15: Farm trip

Discussion starters Have you ever been on a farm? Tell me about it.
Which animals are scary and which are not scary? Why are some animals scary?

Jasminder had been looking forward to going to the farm. Jasminder went with her mum. There were many different kinds of animals at the farm. Jasminder saw some cows. She was a bit scared.

Level A	Level B	Level C
Where did Jasminder and her mum go?	What did Jasminder and her mum see at the farm?	What's the difference between a farm and a zoo?
Who did Jasminder go to the farm with?	Who did <i>not</i> go with them?	Why did Jasminder go with her mum and not with her baby cousin?
How did Jasminder feel?	Tell me about this story using the word 'felt'.	Why was Jasminder scared of the cows and not the sheep?
What noise do cows make?	* What else can cows do?	Why is it better for cows to eat grass and <i>not</i> cakes?
When you get scared, what does your mum say to you?	Jasminder is scared. What will her mum say to her?	Will Jasminder want to come back to the farm? (<i>Not scored.</i>) Why or why not?
What animals did Jasminder see?	What else can you see on a farm that is <i>not</i> an animal?	What's the same about a farm and a zoo?

* Ask the *lower-level* question first.

Practical task Think of all the animals that you can see on a farm. Draw some of them.

Scenario and question sheet 16: Pizza delivery

Discussion starters What fast food do you like or not like to eat?
Tell me about a time that you had fast food.

Chelsea and her dad felt hungry. Chelsea wanted a pizza. Chelsea's dad said OK. Chelsea's dad phoned to order the pizza. The bell rang. Chelsea answered the door. It was the man delivering the pizza.

Level A	Level B	Level C
What's happening?	What will happen next?	What will happen if Chelsea's dad doesn't have enough money?
Finish this: 'Chelsea and her dad felt ...'	Where do you think Chelsea's Dad is?	(Point to delivery man.) Does Chelsea know this man? (<i>Not scored.</i>) Why do you think that?
Who is the man at the door?	Why is the man there?	Do you think Chelsea should answer the door to a strange man if her dad was out? (<i>Not scored.</i>) Why or why not?
What noise does the doorbell make?	If the doorbell wasn't working, what else could the delivery man do?	When the doorbell rang, how did Chelsea know it was the delivery man?
What does a pizza look like?	What toppings can you put on a pizza? (Tell me three.)	Why don't you put ice cream on a pizza? (Tell me two reasons.)
What shape is a pizza?	What is a pizza?	What's the difference between a pizza and bread?

Practical task Ask a partner what toppings he or she likes to have on a pizza. Draw a pizza that he or she would like to eat.

Scenario and question sheet 17: Remote control

Discussion starters Have you ever had arguments about which TV programme to watch? What happened? How do you solve arguments?

Nathan and Katie wanted to watch TV. Nathan wanted to watch cartoons. Katie wanted to watch a programme about animals. Katie was holding the remote control. Nathan grabbed for the remote control. Katie held on to it.

Level A	Level B	Level C
Who is in the story?	How do Nathan and Katie feel?	* How do you know Nathan and Katie feel X?
What's happening?	What might happen next?	* What else might happen?
What did Nathan want to watch?	What is the problem?	Why shouldn't Nathan and Katie fight over the remote control?
What did Katie want to watch?	Why didn't Katie let go of the remote control?	What could Nathan and Katie do so they did not need to fight?
What did Nathan do?	Why did Nathan grab the remote control?	If Mum found Nathan and Katie arguing over the remote control, she might ask them to take turns. Why?
What do you do with a TV remote control?	What is a remote control?	What's the same about a remote control and a game console?

* Ask the lower-level question first.

Practical task With play figures or puppets, act out Nathan and Katie fighting and then solving their problem. Use Worksheet 5 or 6 to draw or write about what happened (pages 164–5).

Scenario and question sheet 18: Broken toy

Discussion starters

What happens when your toys get broken at home?
What could you use to fix broken toys?

Tina was looking in her toy box. She found a teddy bear, a doll and a car. Tina picked up the car, but one of the wheels was broken. Tina did not like it when her toys were broken. Tina thought, 'I'll ask Mum to fix it when she gets home'.

Level A	Level B	Level C
Make a face like Tina's.	How does Tina feel?	* What else might make Tina feel X?
What is wrong with the car?	How do you think it got broken?	* How else could it have got broken?
Finish this: 'Tina thought, "I'll ask ..."'	What could Tina say to her mum?	Later Tina decided to fix the car herself. Why?
What toys did Tina find?	What toy can you cuddle that is <i>not</i> a doll?	Why wouldn't Tina cuddle a car?
What do you do with a toy?	What is a toy?	Why is a toy box called a toy box?
What are wheels for?	Why are the wheels round?	What would happen if the car's wheels were square instead of round?

* Ask the lower-level question first.

Practical task Mend broken toys or books in the classroom. Use Worksheet 5 or 6 to draw or write about how you did it (pages 164–5).

Scenario and question sheet 19: Changing for gym class

Discussion starters What do you think of P.E./gym class? Why?
Is it better to do sport outside or inside? Why?

All the children went into the sports hall. The children got changed ready for P.E./gym class. One boy forgot his sports clothes. The teacher blew his whistle and told everyone to hurry up.

Level A	Level B	Level C
What are the children doing?	What will the children do next?	Why wouldn't the children be going swimming right now?
Where are the children?	Tell me about this story using the words 'sports hall' (or 'gym').	Why might the children be inside today and not outside?
What are the children putting on?	Tell me how the children got changed for P.E./gym class.	Why do the children put on shorts instead of coats to do P.E./gym class?
What do you need to wear for P.E./gym class?	One boy has forgotten his sports clothes. What will he say to the teacher?	One boy has forgotten his sports clothes. Think of two things he could do. (<i>Not scored.</i>) Which one is the best thing to do? Why?
What sport could they play in the sports hall?	What activity do you do in gym class that might be dangerous?	* Why do you think X is dangerous?
What did the teacher blow?	How did the teacher get everyone's attention?	Why is it better for the teacher to blow the whistle than to shout?

* Ask the lower-level question first.

Practical task Draw a picture of all the things you wear for P.E./gym class.

Scenario and question sheet 20: The bus journey

Discussion starters Tell me about a journey you made by bus.
How do you get to school?

Mohammed is going home on the bus. The bus is very full but Mohammed gets the last seat. At the next stop, an old lady gets on. The old lady has a walking stick. A young man also gets on. The man is carrying a bag full of shopping.

Level A	Level B	Level C
Where are all the people?	What might happen if the bus gets too crowded?	Why are there so many people on the bus?
Who is standing?	Who needs a seat?	Why is it more important for an old lady to have a seat than a young person?
Who is sitting down?	Tell me where would Mohammed be if he let the old lady sit down.	Why might the old lady say 'no' to having a seat?
Who has a walking stick?	Why does the old lady have a walking stick?	Why might the old lady feel upset if she didn't get a seat?
Who is on the bus?	Tell me about this story using the word 'crowded'.	At the next bus stop there are some more people. Why might they <i>not</i> get on the bus?
What is in the man's bag?	Why does the man use a bag?	Why shouldn't the man put too many things in his bag?

Practical task With play figures, act out Mohammed giving his seat to the old woman. What would each person say?
* Ask the lower-level question first.

Scenario and question sheet 21: Listening to music

Discussion starters What music do you like to listen to?
What happens to you if you play music too loud?

On Saturday afternoon Stacey came to visit her friend Michelle. They went up to her bedroom. Michelle had some new music. Michelle put it on. Stacey liked the song. Stacey turned up the volume. Stacey and Michelle both danced. Michelle's dad ran into the room and shouted.

Level A	Level B	Level C
What are Stacey and Michelle doing?	How do the girls feel when they are dancing?	* Tell me two other things Michelle and Stacey could do to make themselves feel happy.
Finish this: 'Michelle's dad ran into the room and ...'	What could Michelle's dad say?	Why might Michelle's dad be more cross with Michelle than with Stacey?
Where did Stacey go on Saturday afternoon?	When did Stacey go to Michelle's house?	If Stacey did not go to Michelle's house, what could she do?
Who is in this story?	Tell me about this story using the word 'friends'.	How do you think Stacey and Michelle know each other?
What are the girls listening to?	Tell me how you play music.	What could Michelle do if the music won't play?
Where are the girls?	What is a bedroom?	Why do Stacey and Michelle think that listening to music in Michelle's bedroom is better than the kitchen?

Practical task (Photocopy the picture.) Draw speech bubbles. Write in the speech bubbles, showing what each person says.
* Ask the lower-level question first.

Scenario and question sheet 22: Sports day

Discussion starters What was your last school sports day like?
What weather is best for sports day? Why?

It was the school sports day. Everyone was a bit hot. Ola's mum and dad came to watch. Ola ran as fast as she could. Michael ran faster. Michael got to the finish line first. Ola's mum said, 'It doesn't matter, you tried your best'.

Level A	Level B	Level C
Where are all the people?	Why have all the people got together today?	Why are the people outside and <i>not</i> in the school hall?
What is Ola doing?	How does Ola feel?	* How else could Ola feel?
What did Ola's mum say?	What will Ola say to her mum?	Why is Ola's mum <i>not</i> angry?
Who beat Ola in the race?	Tell me about the race using the word 'faster'.	What might happen if Ola doesn't want to run in the next race?
Finish this: 'It is sports day. Everyone is a bit ...'	What is the weather like?	How do you know what the weather is like?
Who watched Ola in the race?	Who did <i>not</i> run in the race?	Why might it not be fair if adults raced against children?

* Ask the lower-level question first.

Practical task Draw a picture showing what Ola's sports day would be like if it was raining.

Scenario and question sheet 23: No money

Discussion starters What things do you like to buy in the shops?
Are you allowed to go to the shops alone? Why or why not?

Miguel has gone to the shop. His dad gave him money to buy some milk. Dad let him buy some sweets/lollies/candy too. At the shop Miguel can't find the money. Miguel does not know where the money is. The shopkeeper is cross.

Level A	Level B	Level C
Where is Miguel?	Why did Miguel go out?	What would happen if Miguel and his dad had no milk at home and the shops were shut?
What has happened?	What will Miguel do now?	What should Miguel do next time so he doesn't lose the money?
Who gave Miguel the money?	At home Miguel's dad gave him some money. What did Miguel's dad say to him?	What will Dad say if Miguel comes back without the milk or the money?
What did Miguel want to get in the shop?	How would Miguel get to the shop?	Miguel should be careful on his way to the shop. Why?
Who works in the shop?	What might the shopkeeper say when Miguel cannot find his money?	Why doesn't the shopkeeper just let people take the things they want without paying?
What things do you find in a shop?	What is something that you <i>cannot</i> eat that you find in a shop?	When might you go to a corner shop instead of a supermarket?

Practical task Play shops. What would you say if you lost your money? What would the shopkeeper say?

Scenario and question sheet 24: Buying shoes

Discussion starters Tell me about a time you bought new shoes.
Talk about a favourite pair of shoes. Why were they your favourite?

Shelly needs some new shoes. Dad takes her to the shoe shop. Dad is holding a pair of plain, comfortable shoes. Shelly is looking at some high-heeled shoes. The shop assistant is tidying up.

Level A	Level B	Level C
Where are Dad and Shelly?	Why are Dad and Shelly in the shop?	Why does Shelly want to buy shoes in a shop and not on the Internet?
Finish this: 'Shelly is looking at ...'	Which pair of shoes does Shelly like?	* Why do you think Shelly likes those shoes?
Tell me about the shoes Dad is holding.	Which pair of shoes might Dad <i>not</i> like?	Why might Dad like the plain shoes and not the ones that Shelly likes?
Shelly is going to try the shoes on. Who will help her?	Shelly wants to try the shoes on. What will Dad say to the shop assistant?	What will happen if the shop assistant cannot find the right size?
Tell me about your shoes.	Tell me about this story using the word 'like'.	What's the same about your shoes and my shoes?
Where do you wear shoes?	What else do you wear on your feet?	What's the difference between boots and sandals?

* Ask the lower-level question first.

Practical task Draw a picture of the most fantastic shoes. Describe the shoes to a friend.

Scenario and question sheet 25: Talking in class

Discussion starters When do you need to listen in class?
When is it OK to talk in class?

The teacher is telling the class about the Egyptians. Lisa and Jane are at the back of the class. They are talking about all the things they did at the weekend. Jordan is staring out of the window. The teacher shouts at Lisa and Jane.

Level A	Level B	Level C
What's happening?	How does the teacher feel?	* How do you know the teacher is X?
Who is at the back of the class talking?	What will the teacher say to Lisa and Jane?	Why should Lisa and Jane listen when the teacher is talking?
What have Lisa and Jane been doing?	What should Lisa and Jane say?	What would happen if everyone in the class talked at once?
What were Lisa and Jane talking about?	* What might the girls have done at the weekend?	How do you know that it's a weekday and not the weekend?
Who is staring out of the window?	Who isn't looking at the teacher?	Why is it better to look at the teacher than to look out the window?
What can you write with?	* What else can you write with?	Why are pencils better than crayons for writing?

* Ask the lower-level question first.

Practical task Draw two pictures. Draw one where everyone is listening to a story. Draw another where two people are not listening to a story. Talk about how the two pictures are different.

Scenario and question sheet 26: Planting seeds

Discussion starters Tell me about a time you planted something.
What is good about plants?

Mrs Watts gave each group of children some seeds, some pots and soil. The children put the soil into the pots. Then they planted the seeds in the soil. Then the children used a watering can to water the seeds. Mrs Watts told the children to put the pots by the window.

Level A	Level B	Level C
What are the children doing?	What will happen next to the seeds?	What will happen if no one waters the seeds?
What did Mrs Watts give the children? (<i>Two items.</i>)	What do the children need to plant the seeds in?	If the children didn't have pots, where could they plant the seeds so that they would grow?
What did the children use to water the seeds?	What is a watering can?	If the children didn't have a watering can, what could they do?
Where did Mrs Watts tell the children to put the pots?	Why did Mrs Watts tell the children to put the pots by the window?	Why should plants be put near the window and not in a cupboard?
What did the children do with the seeds?	Tell me how the children planted the seeds.	What is the same about flowers and vegetables?
Who is Mrs Watts?	What is a teacher?	How do you know Mrs Watts is a teacher and not a doctor?

Practical task Draw a set of three pictures showing how the seeds grow. You can use Worksheet 5 (page 164).

Scenario and question sheet 27: Story time

Discussion starters

Tell me about your favourite story. How does it go?
Can you change the ending?

Mr Khan told all the children to sit on the carpet. Mr Khan said, 'It is time for a story. The story is called, "Little Red Riding Hood"'. Before I can start everyone must be quiet'. Mr Khan started reading, 'Once upon a time ...'

Level A	Level B	Level C
Where are the children sitting?	Why are the children sitting on the carpet?	Why shouldn't the children stand up?
Who told the children to be quiet?	What will the teacher do next?	Why does Mr Khan think that it is good for the children to listen to stories?
What did Mr Khan want the children to do?	How do the children feel right now?	* What else at school would make them feel X?
What is the story called?	Think of someone who is <i>not</i> in this story.	* What's the difference between X and Little Red Riding Hood?
How does the story start?	What happens in 'Little Red Riding Hood'?	What might have happened to Little Red Riding Hood if the woodcutter didn't save her?
What do you do with books?	Tell me something you shouldn't do with books.	* Why shouldn't you X books?

* Ask the lower-level question first.

Practical task

Act out the story of 'Little Red Riding Hood'. You may like to change the ending.

Scenario and question sheet 28: Swimming

Discussion starters

- Tell me about a time you went swimming.
- Tell me how you get ready for swimming.

Alex liked to go swimming with his dad. First Dad paid the money. Then Alex and his dad put on their swimming trunks (swimsuits). Then Alex jumped into the swimming pool before his dad. Splash! Oh no! The water is too cold. Alex's dad laughed.

Level A	Level B	Level C
Who went swimming?	Who went swimming but is not in the pool?	Why do you think Alex went swimming with his dad and not his mum?
In the story, what did Alex's dad do?	What could Alex's dad say?	Alex's dad thinks what happened is funny. How do you know that?
What did Alex do?	What should Alex do next?	Alex's dad is teasing. Dad hid all the towels. What should Alex do now?
Finish this: 'The water is too ...'	Tell me about this story using the word 'cold'.	Should Alex have checked the water temperature before jumping in? (<i>Not scored.</i>) Why or why not?
Where did Alex go swimming?	* Where else could Alex have gone swimming?	* What is the difference between a swimming pool and X?
What did Alex wear to go swimming?	What are swimming trunks (swimsuits)?	What's the difference between swimming trunks (swimsuits) and football shorts?

* Ask the lower-level question first.

Practical task

Think about all the things you can do in the water. Draw as many as you can.

Scenario and question sheet 29: Hide-and-peek

Discussion starters Have you ever played hide-and-peek? Tell me how you play it.
What games do you like to play inside? Why?

Toby and Bella are going to play hide-and-peek. Toby shuts his eyes and counts to 10. Bella runs upstairs and hides in Mum's wardrobe. Toby looks in the kitchen. No Bella! Toby goes upstairs and looks in Bella's room. No Bella! Toby looks under Mum's bed. No Bella!

Level A	Level B	Level C
Where did Bella hide?	Why did Bella hide in the wardrobe?	Why shouldn't Bella hide in the fridge?
Where did Toby look?	Why didn't Toby find Bella in the kitchen?	Why is a bedroom a better place to hide than the kitchen?
Who is playing hide-and-peek?	What is hide-and-peek?	'Hide' means to go where you can't be seen. What do you think 'seek' means?
What is Toby doing?	Where will Toby find Bella?	What will happen if Toby can't find Bella?
What number did Toby count to?	Why did Toby count?	Why did Toby count to 10 instead of 2?
Where did the children play hide-and-peek?	Other than hide-and-peek, what other games can you play inside the house?	* Why is X a better game than football to play in the house?

* Ask the lower-level question first.

Practical task Draw a picture of you hiding in the best place to hide in your house. Why is it a good place to hide?

Scenario and question sheet 30: Board game

Discussion starters Tell me about a board game you like to play.
You need to share when you play board games. Why?

One morning Blair wanted to play a game. Blair asked Cameron to play snakes and ladders. Blair opened the box. There was no dice. Cameron found a dice in the drawer. 'Now we can start', said Cameron.

Level A	Level B	Level C
Who is in the story?	When did the boys play the game?	The children are not at school. Why not?
What game did Blair and Cameron play?	How do you play snakes and ladders?	Why is it better to be at the bottom of the ladder than at the mouth of a snake?
Who opened the box?	What was <i>not</i> in the box?	If they hadn't found a dice anywhere, what else could they have played?
Where did Cameron find the dice?	If the dice was <i>not</i> in the drawer, where else could Cameron have looked for the dice?	What should Blair and Cameron do so they won't lose the dice?
Finish this: 'Cameron said, "Now we ..."'	What will Blair and Cameron do next?	Cameron said, 'I'm going to start because I'm older than you'. Why is this not fair?
What do you do with a dice?	What is a dice?	Why does a dice have six sides?

Practical task Draw your own game of snakes and ladders. Play it with your friends.

Scenario and question sheet 31: Taking a photograph

Discussion starters

When are good times to take a photo. Why?
What are good birthday presents?

Pedro got a phone for his birthday. Pedro was excited. He wanted to take a photo of his grandad. Pedro took the picture. The dog got in the way.

Level A	Level B	Level C
What did Pedro get for his birthday?	Grandad did <i>not</i> give Pedro the phone. Who could have?	* Why did X think Pedro would like a phone for his birthday?
Who did Pedro take a photo of?	Tell me about this story using the word 'cheese'.	Why do you say 'cheese' before you take a photo?
What got in the way?	When the photo was taken, where was the dog?	Tell me two ways Pedro could keep the dog out of the photo.
What's happened?	What will happen next?	What might happen if the dog jumped on Pedro?
Pedro got a new phone. How did Pedro feel?	* Why did Pedro feel X?	* What else could have made Pedro feel X?
What do you do with a phone?	What is a phone?	What is the difference between a mobile/cell phone and a camera?

* Ask the lower-level question first.

Practical task

Draw a picture of a photograph you would like to take.

Scenario and question sheet 32: Getting an injection

Discussion starters

Tell me about going to the doctor's? What happens?
How do you feel about going to the doctor's?

Jack had to go to the doctor. He didn't want to go. Jack did not like injections. Jack's mum held his hand. The doctor was kind to Jack.

Level A	Level B	Level C
Who went to the doctor?	Why did Jack go to the doctor?	What is the difference between a doctor's surgery/office and a fire station/firehouse?
Have you ever had an injection? (<i>Not scored.</i>) How did you feel?	How does Jack feel?	How does Jack know the injection will hurt?
Who is with Jack?	What could Jack's mum say to him?	* Why would Jack's mum say X?
Finish this: 'Jack didn't like ...'	What do you think the doctor did that was kind?	What might happen if the doctor was not kind to Jack?
Where did the injection go?	What is an injection?	Why is the needle sharp and not blunt?
Finish this: 'I go to the doctor when I feel ...'	What might you look like if you are ill?	What is the difference between chicken pox and a cold?

* Ask the *lower-level question first.*

Practical task

Mime having an injection. Show how you feel. Draw a picture of what happens next after Jack left the doctor's. Use Worksheet 1 or 2 (pages 160-1).

Scenario and question sheet 33: Toast

Discussion starters Do you ever make food at home?

What things in the kitchen might be dangerous?

Jermaine felt hungry. Jermaine decided to make some toast. Jermaine put the bread in the toaster. He then sat down and read his magazine. Then smoke came out of the toaster. Jermaine's dad ran in.

Level A	Level B	Level C
What's happening?	What will Dad do next?	What would happen if the toast kept burning?
Who is in the story?	What will Dad say?	* Why will Dad say that?
Where did Jermaine put the bread?	How do you make toast?	Why might you use a toaster rather than a grill to make toast?
Where is the toast?	What is toast?	What is the difference between toast and bread?
Finish this: 'Jermaine wanted to eat ...'	What else could Jermaine eat?	Why did Jermaine cook toast rather than a big dinner?
What do you find in a kitchen?	What is in the kitchen that you <i>cannot</i> eat?	Why shouldn't you read when you are cooking something?

Practical task

Draw a set of three pictures showing how to make toast. Use Worksheet 5 (page 164).

* Ask the lower-level question first.

Scenario and question sheet 34: Roller coaster

Discussion starters Tell me about a trip to a funfair.

What is your favourite ride at the funfair? Why?

Calvin went to the funfair with his uncle. Calvin went on the Ferris wheel. The Ferris wheel was very high. Then Calvin lined up for the roller coaster. Calvin went on the roller coaster and shut his eyes and held on tight. The roller coaster was fun. It was very fast. Next, Calvin wanted to eat a toffee apple.

Level A	Level B	Level C
Who went to the funfair?	Who did <i>not</i> go with Calvin to the funfair?	* Why did Calvin go to the funfair with his uncle and <i>not</i> X?
What did Calvin do?	How did Calvin feel?	* How do you know that Calvin felt X?
What two rides did Calvin go on?	What things did Calvin <i>not</i> do at the funfair?	* Why didn't Calvin do X at the funfair?
Finish this: 'Calvin lined up for ...'	Why did Calvin line up?	Why are there more people at the funfair at the weekend than in the week?
What did Calvin do on the roller coaster?	What is a roller coaster?	What is the difference between a roller coaster and a Ferris wheel?
What did Calvin want to eat?	What would Calvin have to do to get a toffee apple?	Why would it be wrong for Calvin just to take a toffee apple from the shop?

* Ask the lower-level question first.

Practical task Draw a picture of you on your favourite ride. Show how you feel.

Scenario and question sheet 35: Make-up

Discussion starters This girl is getting ready for a party. How do you get ready for a birthday party? If you want to use something that belongs to someone else, what should you say?

Today Misha is going to her best friend's party. She put on her special dress and put a ribbon in her hair. Then Misha went into her mum's bedroom. Misha put lipstick and eye make-up all over her face. Some of the make-up spilt on the dressing table and on Misha's party dress.

Level A	Level B	Level C
What is Misha doing?	What is the problem?	Why shouldn't Misha have put the make-up on?
Where is Misha going today?	How did Misha get ready?	Misha doesn't like her hairstyle, but she knows she shouldn't cut it. Why not?
What make-up did Misha put on?	Why did Misha put the make-up on?	Did Misha do anything wrong? (<i>Not scored.</i>) Why do you think she did or did not do the wrong thing?
Whose bedroom is Misha in?	What will happen when Misha's mum comes in?	Why would it have been better for Misha to ask before she put on the make-up?
What was Misha wearing to the party?	Why was she wearing a special dress?	School uniform is not worn at parties. Why not?
Who wears make-up?	What is make-up?	What is the difference between make-up and soap?

Practical task Draw your favourite party clothes. How are they different from your friend's picture? ** Ask the lower-level question first.*

Scenario and question sheet 36: Running

Discussion starters Have you ever bumped into someone? What happened? How did you feel?
Which classes do you like best? What do you like about them?

Lan was very late for class. He was trying to be quick. Lan did not want to be late. Lan decided to run. A teacher was coming the other way.

Level A	Level B	Level C
Who was running?	What will happen next?	* Why do you think X will happen?
Who was coming the other way?	How will the teacher feel if Lan bumps into her?	* What else might make the teacher feel even more X?
Finish this: 'Lan was very ...'	What class do you think Lan was running for?	Why might Lan run to music and <i>not</i> to maths?
Where was Lan going?	Why was Lan running?	The teacher decided not to punish him this time. Why not?
Where were Lan and his teacher? (Tell me.)	What is a school?	If there were no teachers, would it still be a school? (<i>Not scored.</i>) Why or why not?
Has someone ever bumped into you? (<i>Not scored.</i>) How did you feel?	Why is it better to walk in school rather than run?	When might it be better to run rather than walk?

* Ask the lower-level question first.

Practical task Draw a picture of a time when it is OK to run. Why is it OK to run at that time?

Scenario and question sheet 37: Wet feet

Discussion starters Where do you wash your clothes? Tell the story of how you wash your clothes.
Has your washing machine ever broken? What happened?

Tara went into the kitchen. Yuk! Her feet were all wet! Where was all the water coming from? Tara looked around. Bubbly water was coming out of the washing machine. Tara called for her dad.

Level A	Level B	Level C
Where is Tara?	What will happen next?	Why is a mop better than a cloth for clearing up the water?
Where is the water coming from?	The water has lots of bubbles in it. Why?	What would have happened if no one had found the water?
Who was in the kitchen?	Who was in the house but wasn't in the kitchen?	How do you know Tara's dad was in the house?
Which part of Tara got wet?	What will Tara have to do with her socks?	What would have happened if Tara had been wearing muddy boots?
Who did Tara call for?	What did Tara say to her dad?	Tara's dad can't fix the washing machine. What will he do?
What does a washing machine do?	What is a washing machine?	Why is it called a washing machine?

Practical task Draw three pictures showing how you wash clothes at home. Use Worksheet 5 (page 164).

Scenario and question sheet 38: The zoo

Discussion starters Have you ever been to the zoo? Tell me about it.
What is your favourite animal? Why?

Joe and Natasha were very excited. They were at the zoo with their mum. Joe wanted to see the giraffes. Natasha wanted to see the penguins. Mum saw a sign. It was nearly feeding time for the penguins. Mum decided that they would go and see the penguins first and then go and see the giraffes.

Level A	Level B	Level C
Where are they going first?	Why are they going to see the penguins first?	Why is it better to see the animals at feeding time?
What animals would Natasha like to see?	What do you think penguins like to eat?	* Why is it better for penguins to eat X and not sweets/candy/lollies?
What animals would Joe like to see?	What do giraffes eat?	What's the difference between penguins and giraffes?
Finish this: 'Mum saw a ...'	What could the sign say?	What other signs could you see in the zoo?
What can penguins do?	What other animals could you see in the zoo?	Why do animals live in the zoo?
What is in a zoo?	What is a zoo?	What's the same about a zoo and a farm?

* Ask the lower-level question first.

Practical task Draw a picture of your favourite animal. Look at a friend's. How are your pictures the same? How are they different?

Scenario and question sheet 39: Birthday cake

Discussion starters Tell me about your last birthday.

Tell me about a party that you have been to.

Today is Caroline's birthday. Caroline invited her friends to her house for a party. At the party they all played party games. Caroline's mum made a great big cake that had seven candles on it. Caroline's friends gave her some lovely presents. She really liked the toy monkey and the magic book.

Level A	Level B	Level C
What special day is it today?	Why have all these people come to Caroline's house?	What would happen if someone came to Caroline's house who wasn't invited?
Finish this: 'All of these people have come to Caroline's ...'	What happens at a party?	Why shouldn't Caroline's friends blow out the candles?
Whose birthday is it?	How does Caroline feel?	* How do you know Caroline feels X?
How many candles are on the cake?	How old is Caroline?	How do you know how old Caroline is?
Who made the birthday cake?	When Caroline blows out the candles, she will make a wish. What might she wish for?	Do wishes come true? (<i>Not scored.</i>) Why or why not?
What presents did Caroline like?	* What other presents could Caroline get?	Why shouldn't the friends start playing with Caroline's presents right now?

* Ask the lower-level question first.

Practical task Draw a picture of what you would like your next birthday cake to look like. Talk about it with your friend.

Scenario and question sheet 40: Carrying a tray

Discussion starters Do you ever get your own food at home? Who gets food in your house? Why do they get it? Tell me how make a sandwich.

Jamal's dad was watching TV. Jamal wanted to surprise his dad. Jamal went into the kitchen and made his dad and himself a cheese sandwich. Jamal poured them both a glass of juice. Jamal then carefully put the sandwiches and juice onto a tray and carried them into the living room.

Level A	Level B	Level C
What is Jamal doing?	What will happen next?	Why does Jamal need to be careful?
What drinks are on the tray?	Tell me a drink that is not on the tray.	What is the difference between juice and water?
Finish this: 'Jamal put the juice onto ...'	Why is Jamal using a tray to carry all of these things?	If Jamal didn't have a tray, what could he do?
What is Dad doing?	How will Dad feel when Jamal brings in the tray?	Why might Dad not be cross if Jamal spills drink on the sofa?
What did Jamal get from the kitchen?	Jamal has made sandwiches. Tell me how you make a sandwich.	If Jamal wanted to make a sandwich and the bread was stale, what could he do?
What do you do with a sandwich?	What is a sandwich?	What is the same about a sandwich and a burger?

Practical task

Pretend to make a sandwich and carry it on a tray. Talk about what you are doing as you act it out. Use Worksheet 5 or 6 to draw or write about making a sandwich (pages 164-5).

Scenario and question sheet 41: Receiving a present

Discussion starters

Think of something you wouldn't like to get as a present.

What would you say if you got that from your grandmother?

Today is Mehmet's birthday. Mehmet's grandmother has come to visit. Grandmother has a box with her. The box is wrapped in coloured paper and tied with a ribbon. Mehmet likes opening presents from his grandmother. The presents are always a surprise.

Level A	Level B	Level C
What is happening?	What could Mehmet say?	If Mehmet doesn't like the present, what should he say? (<i>Not scored.</i>) Why?
Who is getting the present?	Why is Mehmet getting the present?	Why is Mehmet not giving a present to his grandmother?
Who is giving the present to Mehmet?	What is a grandmother?	What is the same about grandmothers and grandfathers?
Finish this: 'Mehmet likes opening presents from his grandmother because ...'	Who wrapped the present?	* Why do you think X wrapped the present and not Mehmet?
What does the present look like?	What could be in the present?	* Why do you think Mehmet got X rather than a doll?
What is the present wrapped in?	Tell me how you wrap a present.	If you did not have any tape, how would you wrap your present?

* Ask the *lower-level question first*.

Practical task

Make or draw presents you wouldn't like to get. Role play getting that present from your grandmother.

Scenario and question sheet 42: Pillow fight

Discussion starters Have you ever had a pillow fight? Tell me about it.

The babysitter said, 'Brush your teeth and go to bed'. Chloë and Ashley brushed their teeth. They did not go to bed. They jumped on their beds. Chloë and Ashley had a pillow fight. Then there were footsteps on the stairs.

Level A	Level B	Level C
Who brushed their teeth?	Why did Ashley and Chloë brush their teeth?	Tell me two things that might happen if Chloë and Ashley refused to brush their teeth.
Finish this: 'The babysitter said ...'	What did Ashley and Chloë do that the babysitter told them to do?	Why should Chloë and Ashley do what the babysitter says?
What did Chloë and Ashley do on their beds?	What should Ashley and Chloë be doing?	What will happen if Chloë and Ashley don't do what the babysitter says?
Who said, 'Brush your teeth and go to bed?'	Who do you think is coming up the stairs?	* Why do you think it is that person?
What did Ashley and Chloë use to fight with?	Tell me about this story using the word 'pillow'.	It's better to fight with pillows than with sticks. (<i>Not scored.</i>) Why?
What are pillows for?	What is a pillow?	Why are pillows filled with foam or feathers and not tennis balls?

* Ask the lower-level question first.

Practical task Use play figures to act out what happened next.

Scenario and question sheet 43: Fast-food restaurant

Discussion starters What happens when you ask to go to a fast-food restaurant/outlet?
Tell me about a trip to the fast-food restaurant/outlet.

On Sunday Chan and his mum are going to visit Chan's aunty for lunch. On the way Chan and his mum walk past the fast-food restaurant. The food smells good. Chan really wants to go to the restaurant. Chan's mum says, 'No'. Chan asks again. His mum says, 'No, and hurry up'.

Level A	Level B	Level C
What is Chan doing?	What is Chan's problem?	Why is now not a good time to ask to go to a fast-food restaurant?
What does Chan want to do?	Why does Chan want to go to the fast-food restaurant?	* Why else?
What did Chan's mum say?	* Why did Chan's mum say X?	Do you think Chan should ask his mum again? (<i>Not scored.</i>) Why or why not?
Where is Chan going?	When did this story happen?	Tomorrow might be a better time for Chan to ask to go to a fast-food restaurant. Why?
Finish this: 'The food smells ...'	What food do they cook in fast-food restaurants?	What's the difference between burgers and pizzas?
Tell me what a burger looks like.	Tell me about the story using the word 'burger'.	Chan's mum says that Chan should <i>not</i> eat burgers. Why?

* Ask the lower-level question first.

Practical task Use play figures to act out what happens when you ask to go somewhere to eat.

Scenario and question sheet 44: Computer

Discussion starters

The girl is using her brother's computer. What should you do before you borrow something?
Are computer games better than board games? Why or why not?

Amina heard her brother go out. Amina crept into her brother's bedroom and turned on the computer. Amina started to play a game. She was having fun. Then Amina heard someone say 'Get off the computer'.

Level A	Level B	Level C
What did Amina do?	Why did Amina go into her brother's bedroom?	Why did Amina need to <i>creep</i> into her brother's bedroom?
What is Amina doing on the computer?	* What other things could Amina do on the computer?	* What do you think Amina likes to do best on the computer? (<i>Not scored.</i>) Why do you think that?
Who does the computer belong to?	Who should <i>not</i> be playing on the computer?	How do you know that Amina should not be playing on the computer?
Who did Amina hear leaving the house?	Who may still be in the house?	If Amina got caught by her mum, would that be better or worse than being caught by her brother? (<i>Not scored.</i>) Why?
What did the person say to Amina?	Who do you think said 'Get off the computer'?	* Why did you choose that person?
Where was the computer?	What should Amina say before she uses the computer?	What could Amina do next time so she doesn't get into trouble?

* Ask the lower-level question first.

Practical task

Think of all the things you'd like to borrow. Act out asking to borrow them.

Scenario and question sheet 45: Cleaning

Discussion starters What things do you do to help around the house?
Have you ever broken anything by mistake?

JJ's mum had gone to the shops. JJ's big brother was in his bedroom. JJ had an idea! Mum would be happy if he cleaned the living room. JJ picked up the vase and cleaned it. Oh no! JJ dropped the vase. Crash! Mum will be home soon.

Level A	Level B	Level C
What did JJ do?	What should JJ do next?	* Why is that a good thing to do?
What was JJ trying to do?	Why was JJ trying to clean the vase?	Was cleaning the vase a good or a bad thing to do? (<i>Not scored.</i>) Why?
What noise did the vase make when it broke?	What is the vase made of?	* Why is the vase made of X?
Who is still in his bedroom?	Tell me how JJ's brother could help.	Why might JJ's mum be cross with the brother?
Where is JJ's mum?	Why is JJ's mum not at home?	Why should JJ have waited until his mum was home before he cleaned the vase?
Who will come home soon?	How will JJ's mum feel when she gets home?	JJ tells his mum that his brother broke the vase. How will JJ's mum feel when she finds out he lied?

* Ask the lower-level question first.

Practical task Draw a picture of all the things you could use for cleaning.

Scenario and question sheet 46: The vandals

Discussion starters Have you ever seen anyone breaking something on purpose? What did you do?

Peter is walking along the street. Peter passes an old car. Two girls are throwing stones at the car. The girls are trying to break the car window. A police car is coming!

Level A	Level B	Level C
Who is trying to break the car window?	How might Peter feel?	If the girls saw Peter, how might they feel? Why?
What is Peter doing?	What could Peter do next?	* What else might Peter do?
What is happening to the car?	What <i>should</i> people do with cars?	Why is it wrong to break the car window?
What are the girls using to break the car window?	What else could the girls use to break the car window?	Why wouldn't the girls try to break the car window with a banana?
Who could stop the girls?	What might a police officer say if he saw the girls breaking the car window?	The girls ran away. The police saw Peter by the old car. Who might the police take to the police station? (<i>Not scored.</i>) Why?
Who can drive cars?	If you didn't have a car, how else could you go to another part of the country?	Why might a new car be better than an old car?

* Ask the lower-level question first.

Practical task Act out the police catching the girls. What happens next?
Draw or write about what happens next on Worksheet 5 or 6 (pages 164–5).

Scenario and question sheet 47: Empty jar

Discussion starters Do your parents ever hide sweets/candy/lollies in your house? What happened when you ate too many sweets/candy/lollies? Tell me about it.

Korina wanted some sweets/candy/lollies. The sweet/candy/lolly jar was on top of the cupboard. Korina climbed on a chair to get the jar down. Korina grabbed the jar. Oh no! It was empty. Korina saw George. George was putting all the sweet/candy/lolly wrappers in the bin.

Level A	Level B	Level C
What did Korina want?	Why did Korina want the sweets/candy/lollies?	Why did Korina want sweets/candy/lollies and not an apple?
What did Korina climb on to get the sweets/candy/lollies?	How did Korina get the sweet/candy/lolly jar?	If there wasn't a chair in the kitchen, how could Korina get the jar down?
Finish this: 'The sweet/candy/lolly jar was ...'	What is Korina's problem?	How could Korina get some sweets/candy/lollies?
Who did Korina see?	Who ate all the sweets/candy/lollies?	How do you know who ate the sweets/candy/lollies?
What was George doing?	Why should George put all the wrappers in the bin?	George doesn't want Korina to know that he has eaten all the sweets/candy/lollies. What should he do?
What happened to the sweets/candy/lollies?	Korina's mum saw Korina with the empty jar. What could Korina say to her mum?	Korina's mum saw Korina with the empty jar. Who will Mum think ate the sweets/candy/lollies? (<i>Not scored.</i>) Why?

Practical task Make pretend sweets/candy/lollies with shiny paper. Compare yours with a friend.

Scenario and question sheet 48: Broken window

Discussion starters

- Have you ever seen a window get broken? Tell me.
- Pretend a new child has come to your school and he doesn't know how to play football. Explain to him how to play it.

Karl wanted to play football. Karl went outside. Karl couldn't play because all his friends ran away. Karl looked up and saw Mr Robinson. Mr Robinson was holding the football. The window was broken. Mr Robinson was shouting.

Level A	Level B	Level C
What happened to the window?	How did the window break?	Why is it better to play in the park than in the street?
Who was shouting?	How was Mr Robinson feeling?	* How do you know Mr Robinson felt X?
What did Karl's friends do?	Why did Karl's friends run away?	If Karl hadn't seen the window, why might he have thought his friends ran away?
Whose window got broken?	Who broke the window?	Where was Karl when the window was broken?
What sound would the window make when it broke?	What is the window made of?	* Why is the window made of X?
Finish this: 'Karl likes to play ...'	What is football?	What is the difference between football and tennis?

* Ask the lower-level question first.

Practical task Draw a picture of these children playing football in the park. Say why it is better to play in the park than in the street.

Scenario and question sheet 49: Dirty footsteps

Discussion starters Have you ever got mud on the floor in your house? What happened?

Jessica wanted to splash in the puddles in the garden. Jessica could not find her boots so she used her sister's boots. Jessica had fun splashing in the puddles. When she had finished, Jessica walked through the house in the boots. Jessica took the boots off.

Level A	Level B	Level C
What did Jessica do outside?	Why are Jessica's sister's boots muddy?	Jessica's mum comes home and sees the boots. Who does Mum think made the muddy footprints? (<i>Not scored.</i>) Why?
Whose boots did Jessica borrow?	What should Jessica say if she wants to borrow her sister's boots?	Why shouldn't Jessica borrow the boots without asking?
When she got inside, what did Jessica do?	Why is there mud on the floor?	What could Jessica have done to make sure no mud got on the floor?
Where did Jessica go?	What might Jessica have seen in the garden or backyard?	What's the difference between a garden or backyard and a park?
Finish this: 'Jessica liked to ...'	What was the weather like?	* What makes you think the weather was X?
What are boots for?	What are boots made of?	Why are boots better than sandals for splashing in puddles?

* Ask the lower-level question first.

Practical task Draw a picture of Jessica playing in the garden on a sunny day. How is it different from your friend's?

Scenario and question sheet 50: Lost phone

Discussion starters What would you do if you found a mobile/cell phone?
Have you ever lost anything? Tell me about it.

On the way home from school, Tyrone went to a newsagent. Tyrone came out of the shop and found a mobile/cell phone. Tyrone picked it up. The mobile/cell phone started to ring.

Level A	Level B	Level C
Who found the mobile/cell phone?	Why did Tyrone pick the phone up?	What two things could Tyrone do with the phone?
Where did Tyrone find the mobile/cell phone?	How did the mobile/cell phone get there?	What should the phone's owner do to get the phone back?
What did the phone do?	Tyrone answered the phone. What could he say?	Tyrone answered the phone. Was the caller expecting Tyrone to answer? (<i>Not scored.</i>) Why or why not?
Where had Tyrone been?	What could Tyrone have bought in the shop?	* Why do you think he bought X in the shop and not a phone?
Where was Tyrone going?	Why did Tyrone stop at the shop?	Why might Tyrone go to the newsagent and not the chemist?
What can you do with mobile/cell phones?	Tell me how you use a mobile/cell phone.	Which do you think are better, mobile/cell phones or land lines? (<i>Not scored.</i>) Why?

Practical task Draw a picture of the owner of the phone. What would the owner be doing? How would the owner feel?
* Ask the lower-level question first.