

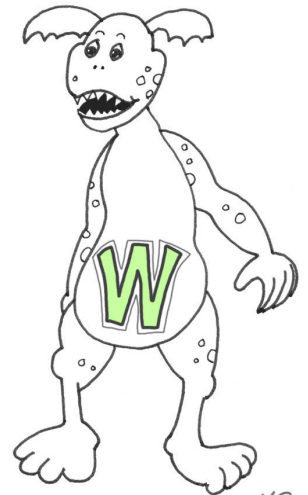
## Stories

# Do you like bananas?

You could use this story in a **Starters** or **Movers** class.

Hi Monkey!  
Hi Snake! I love eating bananas!  
I don't! Snakes like grapes!  
Hi Tiger! I love bananas!  
I don't! Tigers like burgers!  
Hi Hippo! I love bananas!  
I don't! Hippos like mangoes!  
Hi Giraffe! I love bananas!  
I don't. Giraffes like green grass!  
Hi Bear! I love bananas!  
I don't! Bears like pasta and pears!  
Hi Donkey! I love bananas!  
I don't! I'm a donkey and I like coffee!  
Hi Bee! I love bananas!  
I don't! Bees like peas and yellow cheese!  
Hi Mouse! I love bananas!  
I don't! Small mice like me, like rice for our tea!  
Hi Penguin! I love bananas!  
I don't! For penguins, fish is their favourite dish!

Hi! I don't know you. What kind of animal are you?  
I'm a Walagaroo!  
A Walagaroo? A Walagaroo?  
Yes! What kind of funny small animal are you?  
I'm a monkey and I like bananas! Do you?  
No! But I often eat funny small animals like you!  
You're wrong. I'm so sorry, Mr Walagaroo. I'm not good to eat and  
I'm going back to the zoo! (Really quickly!)



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Hi Boy! I like eating bananas.  
Me too, little monkey!  
And I love ice cream and chocolate, apple juice and yoghurt,  
Potatoes, beans and meat  
and small lemon sweets! Do you?  
No, I don't.  
And I like grapes, burgers and mangoes,  
Pasta, pears and peas,  
Coffee, candies, meatballs, fish and rice,  
And my favourite kind of yellow cheese.  
Do you, little monkey?  
No, I don't. But have you got one more banana for me?  
Sure! I've got lots. Here you are! Have three!  
Three bananas for me! Yippee! Yippee!



# Karen Saxby

Creative teaching material for young learners

## Teaching notes

*Story words that only come in at Movers level: grass, pasta, coffee, cheese, tea, sweets, penguin, kind of, little, more, often*

*Story words at Flyers or not listed: Sure! dish, Yippee! Walagaroo!*

## You might like to:

- **ask** learners, in pairs, to circle all the animal words with a red pencil and all the food words with a green pencil. Which pair finishes first?
- **ask** questions. Learners suggest answers:  
*Do you think donkeys really like coffee? What do donkeys really enjoy eating? Do donkeys or horses have really big ears? Can monkeys really talk? Which animals can 'speak' to each other? Why does the monkey run quickly away from the Walagaroo? Who is the boy? How old is he? What does he like doing? Let learners decide.*
- **use** this story to revise food words on Starters and Movers wordlists
- **divide** learners into four groups. Group A recites all the monkey's lines. Group B recites the animals' replies in the first part of the story. Group C recites the Walagaroo's lines and Group D recites the boy's lines. Note that the monkey's lines are NOT indented.
- **ask** learners to think up more information about the Walagaroo.  
*What colour is it/ What is it good at/ Where does it live/What is it afraid of? etc.*
- **review/teach** *Do you?* and other present tense short form answers and *like/love + -ing*.
- **ask** learners to write down a sport or other activity that they like doing. Review/teach *yes/no* answers (see below). Learners then walk around the class asking different classmates eg *I like playing games on my phone. Do you? / I love taking funny photos. Do you? Classmates answer No, I don't. Yes, I do. Sure! No way! Me too! etc.*
- **write** text messages on the board eg *What do you want for dinner? What are you doing now? Where are you? I want an ice cream. Do you? Ask pairs to answer the messages in their notebooks.*
- **play** 'What am I eating/drinking?' Learners take turns to mime eating something. Others guess the food or drink by asking eg *What colour is your food. When do you eat this food etc.*
- **ask** pairs to plan their ideal meals for a week. They draw a table (7 x 3 squares then mark it up as days of the week and for breakfast, lunch and dinner and then add their chosen food.
- **ask** learners to bring in pictures of food types cut from comics or magazines or downloaded and printed. In groups, learners then either make a collage of their food and label it OR make posters using the heading **What's for breakfast?** and adding their own choice of pictures. Display these on a classroom wall if possible.