

Introduction to the 4th Grade Supplemental
Package for English

Dear Teachers:

As you know, the recently adopted English language teaching program is now in place, and as of the past school year, compulsory English language instruction begins in the 2nd, rather than the 4th grade. As a result of this transition, last year's second grade students were exposed to English for the first time; however, the then-3rd graders did not receive language instruction. These students will now begin their lessons in English as 4th graders under the new curriculum, and therefore, although this will be their first exposure to the language, they will be introduced to teaching material that assumes they have been learning English for two years.

For instance, the 4th grade learning outcomes include mastery of the numbers 20-100, presuming that students have already learned the numbers 1-20, which are introduced in the 2nd and 3rd grades. Because they have not been exposed to the prerequisite material, this year's 4th grade students will receive 3, rather than the standard 2, hours of English instruction per week. This additional class hour has been provided to allow students to develop familiarity with the language functions and lexis required to succeed in the 4th grade learning program. A table with the required language functions has been provided below.

A supplemental package has also been prepared as an accompaniment to the standard 4th grade material. Each unit in the supplemental package consists of functions and lexical items that students will need for the corresponding unit in the standard teaching text. Detailed notes and instructions have been provided to aid teachers in administering the material.

Functions/Skills/Lexis/Language Use for 4th Grade English & Supplementary Content Needed

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">In the Classroom</p>	<p>Apologizing</p> <p>Asking for permission</p> <p>Making simple requests</p> <p>Telling someone what to do</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand short and clear speech on making requests and asking for permission. • Students will be able to recognize simple classroom instructions. • Students will be able to recognize numbers twenty through one hundred. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to interact with their classmates through asking for and giving permission in short sentences and phrases. • Students will be able to make requests and tell others what to do using rehearsed simple phrases and short sentences. • Students will be able to give and respond to simple instructions verbally. • Students will be able to count to one hundred. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Students will be able to say ‘thank you’ in different languages. 	<p>eraser, -s</p> <p>pencil case, -s</p> <p>pencil sharpener, -s</p> <p>ruler, -s</p> <p>stay take</p> <p>turn on/off</p> <p>join</p> <p>leave</p> <p>Numbers 21-100</p> <p>May I come in?</p> <p>— Yes, you may.</p> <p>— Sure/Of course.</p> <p>— Sorry, not right now.</p> <p>Give me the book, please.</p> <p>— Excuse me?</p> <p>— Here you are.</p> <p>— Say that again, please.</p> <p>Please come in.</p> <p>The pencil, please.</p> <p>Clean the board, please.</p> <p>Turn around, please.</p> <p>Quiet, please.</p> <p>Shukran, Merci, Gracias, Grazie, Danke, Efharisto, Arigato.</p>	<p>Cognates</p> <p>Numbers 1-20 (How many?)</p> <p>Greetings</p> <p>Telling someone what to do (Turn around, please)</p> <p>Asking for permission (May I come in?)</p> <p>Classroom objects</p> <p>Colors</p> <p>Making simple requests (The pencil, please.)</p>	<p>Cognates (words in two languages that share a similar meaning, spelling and pronunciation; e.g. ambulance, hamburger, lemon, etc.)</p> <p>Greetings</p> <p>What’s your name?</p> <p>— My name is ...</p> <p>— I’m Moody.</p> <p>— Moody.</p> <p>How are you?</p> <p>— I’m fine. You?</p> <p>— I’m okay, thank you. How are you?</p> <p>— Great, thanks.</p> <p>Hello! Hi! Good morning/ afternoon/ evening/ night/ Good bye!</p> <p>Telling someone what to do</p> <p>Open/Close/Shut ...</p> <p>... the window.</p> <p>... the door.</p> <p>Sit down.</p> <p>Stand up.</p> <p>Thank you. Thanks.</p> <p>Turn ...</p> <p>... left.</p> <p>... right.</p> <p>Point to your head.</p> <p>Raise your hand(s).</p> <p>Show me your knee.</p> <p>Asking for permission</p> <p>Can I say it? Can I answer?</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 2</p> <p><i>Children's Day</i></p>	<p>Describing characters/people Identifying countries and nationalities Making simple inquiries Talking about locations of things</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to recognize personal information about other people such as where they are from and where they live. Students will be able to identify different people's personal possessions. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to ask and answer questions about people, their nationalities and home countries if articulated slowly and clearly. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> Students will be able to identify flags and national dress of different countries. 	<p>Countries and nationalities (Turkey/ Turkish, etc.) Africa, America, Asia, Australia, Europe</p> <p>Are you British? No, I'm not.</p> <p>Is she Russian? — Yes, she is. — No, she isn't. — I think so. — I don't think so.</p> <p>Where is Germany? — It's in Europe.</p> <p>Where are you from? Where is she from? — She is from Germany. She lives in Turkey.</p> <p>Look at the girl with the red kimono. Is she from Japan? — Maybe. / I think so.</p>	<p>Describing characters Making simple inquiries Talking about location of things</p>	<p>Describing characters Making simple inquiries How old are you? — I am 7.</p> <p>Talking about location of things -Where is Stella now? -She's in İzmir</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 3</p> <p><i>Free Time</i></p>	<p>Expressing likes and dislikes Making simple inquiries Making simple requests</p> <p>Listening • Students will be able to understand the gist and key information in short, recorded passages of people talking about their likes and dislikes.</p> <p>Speaking • Students will be able to say what they like doing. • Students will be able to ask people questions about what they like and answer such questions addressed to them provided they are articulated slowly and clearly.</p> <p>Compensation Strategy • Students will be able to ask others to repeat what they have said or to talk slowly.</p>	<p>coloring book, -s drawing flying a kite playing with marbles ... chess ... table tennis reading comics riding a bike watching cartoons</p> <p>Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. I like reading. I like swimming.</p> <p>I don't like playing chess. I like singing. I like learning English. I like my friends and my teacher.</p> <p>Repeat, please? Pardon? Slowly, please.</p>	<p>Expressing likes and dislikes Related verbs from previous grades Compensation strategy</p>	<p>Expressing likes and dislikes I like monkeys. I don't like snakes.</p> <p>Related verbs from previous grades ... eating. ... studying. ... singing ... dancing. ... playing ball ... reading</p> <p>Compensation strategy Can you repeat? Say that again, please. Say it again.</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 4</p> <p><i>Cartoon Characters</i></p>	<p>Expressing ability and inability Making simple inquiries Talking about possessions</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to get the main idea when people describe their own or others' abilities in clear and short sentences. Students will be able to recognize what others possess provided that the speech is clear, short and slow. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to talk about their own and others' possessions. Students will be able to deliver a very brief speech about their own and other people's abilities when they are given time for advance preparation. 	<p>Carry, catch, climb a tree, cook, dive, do puzzles, drive</p> <p>play the guitar/the piano, etc.</p> <p>ride a horse take pictures</p> <p>Can he jump? — Yes, he can/No, he can't. Can you speak English? — Yes, I can.</p> <p>He can't ride a bike, but I can. He can swim. I can read English books.</p> <p>This is my guitar, and I can play it. Is this your flute?</p> <p>Can you play the piano? These are his/her books.</p> <p>My hero can/can't ... Your cartoon character can/can't ...</p>	<p>Expressing ability and inability</p>	<p>Expressing ability and inability</p> <p>Monkeys can jump. Elephants can't jump. Chickens can walk. They can't swim.</p> <p>Can you jump? Yes, I can. No, I can't.</p> <p>I can jump but I can't fly. I am a duck. I can swim. I am a horse. I can run Can she run fast? Yes, she can. No, she can't.</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 5</p> <p>My Day</p>	<p>Describing what people do regularly Making simple inquiries Telling the time, days and dates</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to extract the gist and relevant specific information in short recorded passages about predictable everyday routines which are spoken slowly and clearly. Students will be able to recognize the time in short and clear speech. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to give personal information on the daily routines they do at different times of the day. Students will be able to ask and answer and initiate and respond to simple statements about their daily routines. Students will be able to ask and answer about the time. 	<p>do homework get dressed go shopping ... to the playground .. to bed</p> <p>have a shower ...breakfast/lunch/ dinner</p> <p>meet friends wake up wash</p> <p>at noon/night in the morning/afternoon</p> <p>I wake up in the morning. I have breakfast with my mother and brother. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom. I do my homework. I go to bed at night.</p> <p>What do you do at noon? — I have lunch at school.</p> <p>What time is it? — It's 7 o'clock. — It's 4:40. — It's 2:25.</p>	<p>Family members Greeting and meeting people How are you? — I'm fine. You? — I'm okay, thank you. How are you? — Great, thanks.</p> <p>Hello! Hi! Good morning! Good afternoon! Good evening! Good night! Good bye! Bye!</p>	<p>Family members aunt, -s brother, -s cousin, -s family father, -s grandfather, -s grandmother, -s mother, -s sister, -s uncle, -s</p> <p>Who is s/he? — S/he's my ...</p> <p>Who is this? — This is my ...</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 6</p> <p><i>Doing</i></p> <p><i>Experiments</i></p>	<p>Giving and responding to simple instructions Making simple inquiries Talking about locations Telling someone what to do</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to understand and follow simple instructions if addressed to them slowly. • Students will be able to recognize phrases/descriptions about locations. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to give short, basic instructions. • Students will be able to describe locations of people and things. • Students will be able to ask and answer questions about locations of objects. • Students will be able to ask and answer very simple clarification questions through short expressions or mimes and actions. <p>Compensation Strategy</p> <ul style="list-style-type: none"> • Students will be able to ask for an English word that they do not know. 	<p>box, -es brush, -es cover, -s experiment, -s fold mix plant, -s scientist, -s shake stir</p> <p>Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray. Plant it. Water it.</p> <p>Where is the brush? — It's in front of the bottle. — Behind the box — Near that glass.</p> <p>What is ...? What is in English?</p>	<p>Telling someone what to do Location of things Compensation strategy</p>	<p>Telling someone what to do Cut Color Draw Paint Stick</p> <p>Location of things It is in the bathroom. ...on the bed. ... under the table. ...in the tree</p> <p>Compensation strategy I'm really sorry. I don't know that.</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 7</p> <p>Jobs</p>	<p>Describing what people do regularly Expressing likes and dislikes Making simple inquiries</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to identify other people's jobs, likes and regular activities when stated in clear and short sentences. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to talk about other people's jobs, regular activities and likes in simple sentences. Students will be able to ask and answer questions on what people do regularly and what they like doing using short sentences and phrases. <p>Compensation Strategy</p> <ul style="list-style-type: none"> Students will be able to start and continue a conversation by using simple phrases and sentences, along with mimics and gestures, to make their meaning clear. 	<p>businessman, -men chef, -s, dancer, -s farmer, -s, fireman, -men pilot, -s, policeman, -men policewoman, -women singer, -s, teacher, -s vet, -s writer, -s</p> <p>at the police station</p> <p>What is your job? — I'm a doctor. I work at a hospital. — I'm a farmer. I like animals and I work on a farm.</p> <p>What does she do? What does she like? — She's a teacher, and she likes teaching children.</p> <p>Where does she work? — at a post office.</p>	<p>Describing what people do regularly Some related verbs from previous grades</p>	<p>Describing what people do regularly Do you dance?</p> <p>— Yes, I do. — Yes! — No, I don't. — Sometimes.</p> <p>Some related verbs from previous grades</p> <p>..swinging ..sliding ..skipping rope ..running</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 8</p> <p><i>My Clothes</i></p>	<p>Accepting and refusing Describing the weather Expressing basic needs Making simple inquiries Making simple requests Naming common objects Naming the seasons of the year</p> <p>Telling people what to do</p> <p>Listening</p> <ul style="list-style-type: none"> Students will be able to understand the essential information in short recorded passages dealing with predictable, everyday matters (clothes and weather conditions) which are spoken slowly and clearly and when there is visual support. Students will be able to recognize the names of the seasons in short and clear speeches. <p>Speaking</p> <ul style="list-style-type: none"> Students will be able to describe the weather. Students will be able to name the seasons. Students will be able to ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics (e.g., the weather). Students will be able to ask people for things and give people things. 	<p>boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers</p> <p>borrow put on wear</p> <p>autumn/fall, spring, summer, winter</p> <p>What's the weather like? — It's rainy today. I need my umbrella. — It's windy. Put on/wear your coat.</p> <p>What's the weather like in Ankara in winter? — It's cold and snowy.</p> <p>May/Can I borrow your umbrella? — Here you are. — No, sorry, it's broken.</p>	<p>Weather Previous lexis and language use</p>	<p>Weather cold/hot/nice rain (rainy/raining) snow (snowy/snowing) sunny warm</p> <p>How is the weather in Ankara? — Ankara/It is cold/sunny, etc. — It's cold in Ankara.</p> <p>How is the weather? — It's rainy/snowy.</p> <p>“Is it rainy in the desert?” — No, it's hot and sunny.</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 9</p> <p><i>My Friends</i></p>	<p>Describing characters/people Making simple inquiries Talking about possessions</p> <p>Listening • Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features).</p> <p>Speaking • Students will be able to describe their friends and other people (family members, teachers, etc.).</p> <p>• Students will be able to ask and answer about other people's physical characteristics and personality.</p>	<p>Beard, celebrity, dark, cheerful energetic, fair, famous, freckles, friendly, funny, nice, polite, rude, short/tall, shy, straight, wavy</p> <p>What is she like? She is quiet and hardworking.</p> <p>What does he look like? He has curly hair and a moustache.</p> <p>He has blue eyes. His legs are very long. I have brown hair.</p> <p>She is/isn't very friendly. My best friend is cheerful and energetic. My mother is tall and slim, and she has a lovely smile.</p>	<p>Describing characters and people Expressing feelings</p>	<p>Expressing Feelings angry/energetic/tired good/bad happy/unhappy/okay sad/surprised</p> <p>I am happy. I feel good.</p>

GRADE 4	Communicative Functions and Skills	Suggested Lexis/ Language Use	Content to be Supplemented	Supplementary Content from Grades 2 and 3
<p>Unit 10</p> <p><i>Food and Drinks</i></p>	<p>Accepting and refusing Expressing basic needs Expressing feelings Making simple inquires Making simple requests</p> <p>Listening</p> <ul style="list-style-type: none"> • Students will be able to recognize simple words and phrases about food and drinks. • Students will be able to comprehend offers about their basic needs. • Students will be able to identify others' needs and feelings if stated in simple and clear speech. <p>Speaking</p> <ul style="list-style-type: none"> • Students will be able to ask and answer questions, initiate and respond to simple statements about their basic needs and feelings • Students will be able to express how they feel and what they want in simple and short sentences and phrases. <p>Intercultural Awareness</p> <ul style="list-style-type: none"> • Students will be able to identify popular food across cultures. 	<p>Bread, butter , cheese cupcake, -s, honey, milk olive, -s, pasta, soup, tea</p> <p>now/later</p> <p>Are you hungry? — Yes, I am, and I want some ..., please. — No, I'm not hungry.</p> <p>Do you want a sandwich? Want a sandwich? Would you like a sandwich? — No, thanks. I'm full. — Yes, please.</p> <p>What about an apple? — Not now, thanks. — No, thanks, maybe later.</p> <p>Is she thirsty? — Yes, she is. / No, she isn't. I want some milk, please.</p> <p>Pizza, sushi, kebab, fish and chips, Turkish delight Pizza is an Italian food.</p>	<p>Previous lexis related to food and drinks</p>	<p>Food and drinks</p> <p>apple,-s banana, -s fruit, -s grapefruit, -s grape, -s melon, -s orange,-s peach, -es lemon, -s watermelon, -s</p>

Notes and Instructions

UNIT 1

Functions/lexis covered: Numbers 1-20, greetings, telling someone what to do.

Page 2:

- Introduce the numbers 1 through 20 and have students repeat them out loud, pointing to the numbers on the chart.
- Then model the actions “sit down,” “stand up,” “turn around,” “show me the pencil/book/crayon,” and “raise your hand” using mime.
- Have students say and act out the commands.

Page 3:

- Have students listen to the dialog, then repeat it and act it out.

Page 4:

- Have students listen and say and chant.
- As colors are recycled in Unit 1, see Unit 2 for color activity.

UNIT 2

Function/lexis covered: Colors, describing characters, making simple inquiries.

Page 6:

- Point to the colors on the color names and say them out loud, and then have students repeat. If color copy is not available, introduce colors in a different way. Use this page as an exercise.

Page 7:

- Have students listen to the dialog and then repeat. Then have them ask and answer about their ages with their friends. E.g., “How old are you?” “I am nine.” Get students to complete the dialogue and draw candles on the birthday cake indicating their age.

Page 8:

- Have students listen and repeat the dialog; e.g., “Where is Alex? He’s in France.” Support this process.

PROJECT

- Introduce the terms “round” and “square.”
- Ask students to bring small items from home that are round/square. Have students present their objects to the class; e.g., “It is round.” “It is square.”
- You may also teach them the names of the objects; e.g., “It’s a round ball.” “It’s a square book.” Etc.

UNIT 3

Function/lexis covered: Basic verbs, compensation strategies, talking about likes and dislikes.

Page 10:

- Introduce students to the verbs using mime and TPR. Have them repeat the verbs out loud.

Page 11:

- Have students listen and then repeat the dialogs expressing likes and dislikes. Ask them to tell which activities they like/don't like.

Page 12:

- Have students listen and say the chant.

UNIT 4

Function/lexis covered: Animal names, expressing ability and inability.

Page 14:

- Introduce the students to the names of the animals (cow, horse, elephant, lion, monkey, fish, bird, chicken, duck, ladybird, seahorse, dolphin, bee, frog, shark, whale) by pointing and saying their names.
- Have students repeat the animal names and act them out.

Page 15:

- Introduce the terms “can” and “can’t”, along with the actions “fly,” “jump,” “run,” and “swim,” by modeling.
- Help students practice the words “fly,” “jump,” “run,” and “swim” using TPR.
- Have students listen and complete the sentences by supplying the correct term (can/can’t).

Page 16:

- Have each student choose an animal and introduce him/herself according to the animal’s abilities/inabilities. E.g., “Hi, I am a horse. I can’t fly. I can run.”

UNIT 5

Function/lexis covered: Describing what people do regularly; family members; greetings.

Page 18:

- First, have students listen and repeat the greetings for “good morning,” “good evening,” “good afternoon,” “good night.”
- Then have students listen, point and say the names of the family members out loud. E.g., “He’s my father.” “She’s my mother.”

Page 19:

- Introduce the phrases “How are you?” and “I am fine, thank you.”
- Have students listen and act out the dialogs.

Page 20:

- Have students draw pictures of family members and then ask and answer in pairs to introduce them. E.g., “Who is she?” “She’s my mother!”

PROJECT

- Introduce the rooms in a house: kitchen, living room, bathroom, bedroom, garage, etc.
- Have students draw (or take a picture, with permission) of a family member at home.
- Have them bring their drawing/photo to class and describe where the family member is in the house; e.g., “My sister is in the bedroom.” “My grandmother is in the kitchen.” etc.
- Students can add their drawings/photos to their language portfolio.

UNIT 6

Function/lexis covered: Talking about locations of things, telling someone what to do.

Page 22:

- Introduce the verbs shown by modeling/mime and have students repeat them out loud.

Page 23:

- Introduce the terms “in,” “on,” and “under,” as well as “pencils” and the names of other classroom objects. Have students listen and repeat the dialog; e.g., “Where are the pencils?” “They are under the desk.”

Page 24:

- Introduce the compensation strategy “I’m sorry, I don’t know.”
- Have students follow the instructions to make a finger puppet. Then, have them ask and answer with their friends about the locations of things in the classroom. E.g., “Where is the bag?” “It’s under the desk.”

PROJECT

- Introduce the names of various types of transportation: car, train, airplane, boat, bicycle, etc.
- Have students either take a photo of a vehicle they see or draw a picture at home, and then bring the photo/drawing to class.
- Help them to present their vehicles by talking about their locations. e.g., “The airplane is in the sky.” “The boat is in the sea.” etc.
- Students can add their drawings to their language portfolio.

UNIT 7

Function/lexis covered: Expressing likes and dislikes, making simple inquiries, talking about what people do regularly.

Page 26:

- Have students listen, point and say the verbs shown in the picture: E.g., “He is sliding.” “She is swinging.”

Page 27:

- Have students listen to the dialog and answer the questions using the prompts shown. E.g., “Let’s slide!” “OK, sure!”

Page 28:

- Have students draw a picture of an activity they enjoy and then present their drawing to the class.

UNIT 8

Function/lexis covered: Weather.

Page 30:

- Have students listen and repeat the weather conditions.

Page 31:

- Have students listen and repeat the dialog according to the weather map. E.g., “What’s the weather in Rize?” “It’s rainy.”
- Have students ask and answer in pairs according to the current weather conditions. E.g., “How is the weather?” “It’s cold and rainy.”

Page 32:

- Have students listen and repeat the dialog and act out what they do in the given weather conditions.

UNIT 9

Function/lexis covered: Describing characters and people, expressing feelings.

Page 34:

- Have students listen, point and repeat the terms shown in the picture related to personal characteristics and feelings.

Page 35:

- Have students listen to the descriptions and match them with the pictures shown.

Page 36:

- Have students listen, repeat and act out the feelings shown.

UNIT 10

Function/lexis covered: Food and drinks.

Page 38:

- Have students listen, point and repeat the names of the fruits shown.

Page 39:

- Have students listen and repeat the dialog relating to likes/dislikes.

Page 40:

- Have students draw, color and present a picture of a fruit that they eat.

PROJECT/SUPPLEMENTAL ACTIVITY

- Introduce the phrases “Where is/are” and “It’s/they’re here/there.”
- Bring various types of fruits to class, or have students draw different fruits on small pieces of paper. Place the fruits/drawings around the classroom.
- Have students work in pairs or groups to ask and answer, pointing to the locations of the fruits mentioned; e.g., “Where are the grapes?” “They’re here!”
“Where is the orange?” “It’s there?” “Where are the apples?” “Over there!”