
THE ENORMOUS TURNIP

Story-based lessons

Teacher's Guide

Part 2

Target group	6–8-year-old learners
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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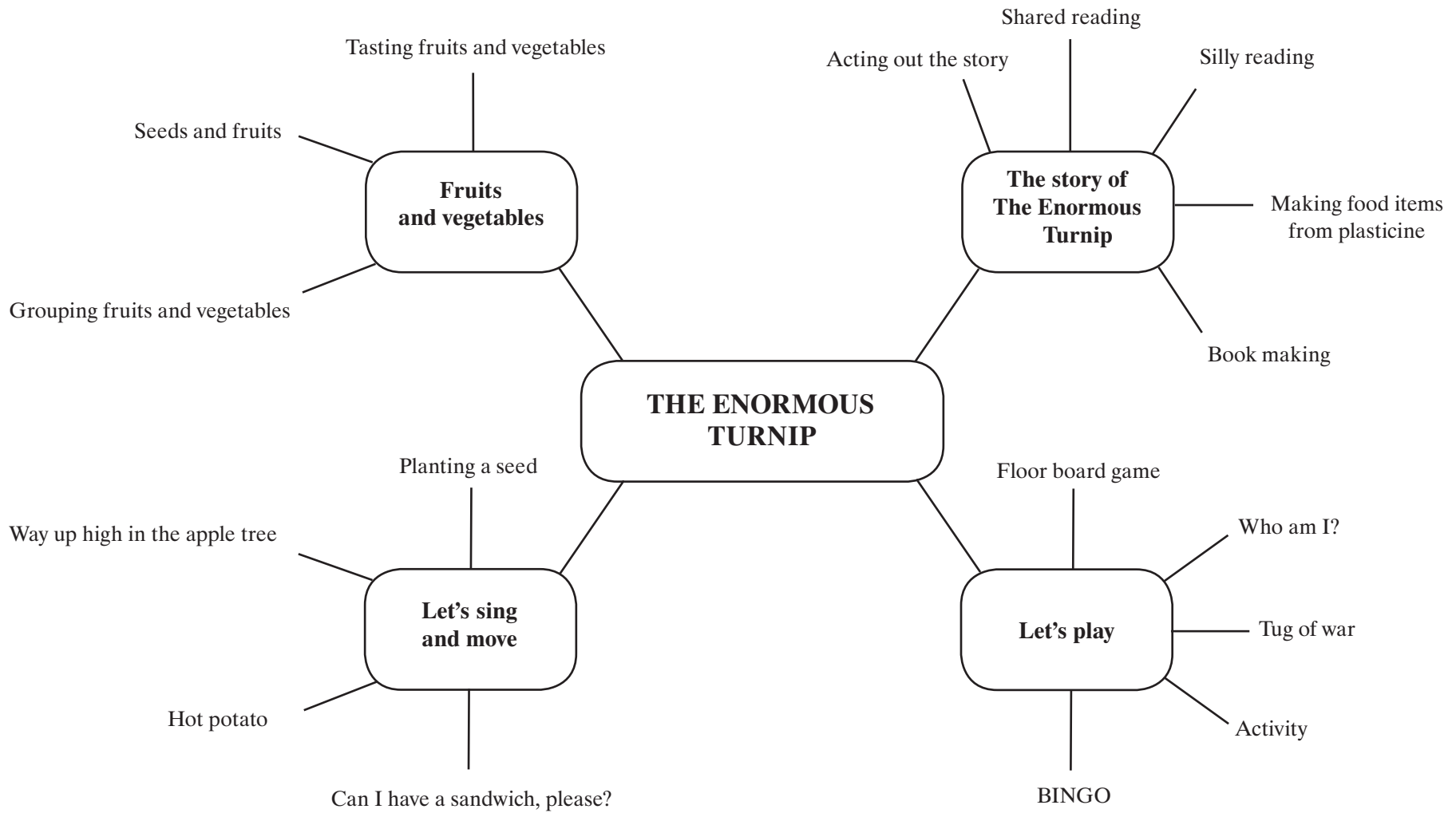
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MAP OF TEACHING MATERIAL FOR SKILLS DEVELOPMENT IN ENGLISH FOR 6–8-YEAR-OLD LEARNERS

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
1 FRUITS AND VEGETABLES	<ul style="list-style-type: none"> ■ to learn a new song ‘Apples and bananas’ ■ to learn new vocabulary of fruits and vegetables ■ to practise and play with new vocabulary ■ to sort fruits and vegetables in a variety of ways ■ to understand short descriptions 	<p>1.1 Good morning song, a few pieces of seasonal fruits (2-3 pieces of apples and bananas), 1.2 Recording: Apples and bananas, 1.2 Notes: Apples and bananas, 1.3 Cut-outs of fruits and vegetables, 1.9 Goodbye song</p>
2 PLANTING A SEED	<ul style="list-style-type: none"> ■ to learn an action rhyme about picking apples ■ to learn an action rhyme about planting seeds ■ to learn about how apples grow ■ to sequence pictures of actions in a logical order 	<p>1.2 Recording: Apples and bananas; some apples and apple seeds, 2.2 Way up high in the apple tree action rhyme, 2.3 Planting a seed action rhyme, 2.4 Pictures of Planting a seed, 2.5 Worksheet: Apples and bananas, Progress Book</p>
3 HOW DO SEEDS GROW?	<ul style="list-style-type: none"> ■ to activate Ls’ knowledge about the world: seeds and fruits and how they grow ■ to learn about seeds and fruits and how seeds grow into a plant ■ to learn and practise vocabulary about seeds and fruits ■ to sequence the steps of an action 	<p>Some apple seeds, orange seeds, carrot or turnip seeds, pumpkin seeds, sunflower seeds and poppy seeds stuck on pieces of cardboard and covered with cling film, 3.2 Pictures of Fruits and vegetables, 3.3 Worksheet: Seeds and fruits or vegetables, 2.3 Planting a seed action rhyme, 2.4 Pictures of Planting a seed, 3.5 Worksheet: Planting a seed, 2.2 Way up high in the apple tree action rhyme</p>
4 LET’S PULL OUT THE TURNIP!	<ul style="list-style-type: none"> ■ to play a children’s game and to have fun ■ to involve Ls in everyday interaction in English ■ to role-play a situation from the story ■ to learn new vocabulary of characters and objects ■ to practise new vocabulary in a meaningful context ■ to learn to describe characters 	<p>A long rope for playing tug of war, a red ribbon, some chalk, 4.4 Puzzles of Characters, 8 sheets of blank paper, blutack, 4.5 Pictures of Characters, a bag, 4.6 Pictures of Objects</p>

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
5 THE STORY OF THE ENORMOUS TURNIP	<ul style="list-style-type: none"> ■ to revise and practise vocabulary of characters and objects ■ to describe characters ■ to keep a record of Ls' progress ■ to develop reading comprehension with shared reading vto enjoy reading a story together	4.5 Pictures of Characters, 4.6 Pictures of Objects, 5.5 Worksheet: Maze, 5.6 Worksheet: What's missing?, Progress Books, 5.8 The Enormous Turnip story book
6 LET'S ACT OUT THE STORY!	<ul style="list-style-type: none"> ■ to revise and practise vocabulary of characters and objects ■ to learn a new song 'The old man went to mow' ■ to develop reading comprehension with shared reading ■ to encourage Ls to join in in story telling ■ to enjoy reading a story together ■ to think themselves into different roles ■ to retell and role-play the story with the T's help 	Safety pins, 4.5 Pictures of Characters, 6.3 Recording: The old man went to mow, a red and a blue card, 5.8 The Enormous Turnip story book,
7 WHAT SHALL WE MAKE FROM THE ENORMOUS TURNIP?	<ul style="list-style-type: none"> ■ to practise vocabulary ■ to explain words in non-verbal ways ■ to develop Ls' creativity by making turnip food items from plasticine ■ to develop Ls' manual skills by making plasticine food 	1.3 Cut-outs of fruits and vegetables, 4.5 Pictures of Characters, 4.6 Pictures of Objects, Progress Books, a large white plasticine turnip, a scarf, a plate, some food items made from the plasticine turnip, plasticine for Ls
8 CAN I HAVE A TURNIP SANDWICH, PLEASE?	<ul style="list-style-type: none"> ■ to revise vocabulary of food items ■ to learn a counting rhyme and a song ■ to learn how to ask for things politely ■ to develop Ls' speaking skills in a role-play ■ to keep a record of Ls' progress 	Plasticine food items Ls have made in the previous lesson, Hot potato counting rhyme, 4.5 Pictures of Characters, 8.5 Can I have a sandwich? song, Progress Book
9 OUR STORY BOOK	<ul style="list-style-type: none"> ■ to develop Ls' skills in listening for details ■ to create and tell a new story using the model of The Enormous Story ■ to develop Ls' creativity by drawing characters for the new story ■ to encourage Ls to enjoy and appreciate humour in English 	5.8 The Enormous Turnip story book, blank pages for the story book, coloured pencils, 9.3 The Fisherman's story (first and last pages)

LESSONS	AIM OF THE LESSONS	MATERIALS AND RESOURCES
10 THE ENORMOUS TURNIP FLOOR BOARD GAME	<ul style="list-style-type: none"> ■ to revise and summarize what Ls have learnt ■ to play a floor board game ■ to play together 	The Fisherman's story class book made by Ls (optional), 10.3 The Enormous Turnip floor board game

PROCEDURE

LESSON 1: FRUITS AND VEGETABLES

Aims of the lesson:

- to learn the 'Apples and bananas' song
- to learn new vocabulary of fruits and vegetables
- to practise and play with new vocabulary
- to sort fruits and vegetables in a variety of ways
- to understand short descriptions

Materials and resources: 1.1 Recording: Good morning song, a few pieces of seasonal fruits (2-3 pieces of apples and bananas),

1.2 Recording: Apples and bananas, 1.2 Notes: Apples and bananas, 1.3 Cut-outs of fruits and vegetables, 1.9 Goodbye song

Before the lesson: Bring in a few pieces of seasonal fruits (2-3 pieces of apples and bananas). Prepare 6 pieces of fruits and vegetables for tasting (e.g.: an apple, a banana, an orange, a carrot, a cucumber, a tomato). Cut them up, put them on a plate and hide them.

STAGE 1	Singing the 'Good morning' song, initiating conversations
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together Guessing meaning from context Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	1.1 Recording: Good morning song, 1.1 Good morning, Pieces of seasonal fruits

ACTIVITIES

Sing 1.1 Good morning song together with Ls.

Start the lesson with a few mini situations. Finish with offering some real pieces of fruits.

T: *Are you hungry? Have some fruits. Here is an apple / an orange / a banana, etc.*

Give some fruits to Ls and imitate tasting and eating it. Elicit polite replies from Ls.

STAGE 2	Teaching the 'Apples and bananas' song
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together Guessing meaning from context Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	2-3 apples and bananas, 1.2 Recording: Apples and bananas, 1.2 Apples and bananas

ACTIVITIES

Take some pieces of seasonal fruits and role-play the following mini-dialogue.

T: (Take an apple in your hand.) *I like to eat apples. And you?*

L1: *Yes. Me, too.*

T: *Here, have one.* (Give an apple to L1.)

L1: *Thank you.*

T: *I like to eat apples.*

L1: *I like to eat apples, too.*

Repeat this dialogue and offer some bananas.

Play 1.2 Recording: Apples and bananas or sing the song to Ls. Invite Ls to join in as soon as possible. Sing along and articulate the vowels (a, e, i, o, u) in the words very clearly.

I like to eat, eat, eat

Apples and bananas. (2x)

I like to ate, ate, ate

Ape-puls and ba-nay-nas. (2x)

I like to eat, eat, eat

Ee-puls and bee-nee-nees. (2x)

I like to ite, ite, ite

I-puls and bi-ni-nis. (2x)

I like to oat, oat, oat

O-puls and bo-no-nos. (2x)

I like to oot, oot, oot
Oo-puls and boo-noo-noos. (2x)
I like to eat, eat, eat
Apples and bananas. (2x)

Sing it again if Ls enjoy the song.

STAGE 3	Teaching new vocabulary – fruits and vegetables
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Using senses Guessing by tasting Making deductions Understanding vocabulary Repeating words
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Cut-outs of fruits and vegetables

ACTIVITIES

Prepare 6 pieces of fruits and vegetables for tasting (e.g.: an apple, a banana, an orange, a carrot, a cucumber, a tomato). Cut them up, put them on a plate and hide them. Blindfold L1 and ask him to taste one piece of food and guess what it can be. Show the rest of the Ls which piece of food you are giving to L1.

T: *Open your mouth. Taste it. What is it? What do you think? What can it be?*

L1: *Paradicsom.*

T: *Yes. It's tomato. What colour is it?*

L1: *Red.*

T: *You're right. Look. It's a tomato.* (Remove the blindfold from L1 and show what he/she has tasted.)

After naming the food item, put 1.3 Cut-outs of fruits and vegetables on the board one by one. Now invite all Ls to answer your questions.

T: *What colour is it?*

Ls: *(It's) red.*

T: *Yes. It's a tomato. Tomato.*

Ls: *Tomato.*

Repeat the same with all the other pieces of fruits and vegetables (an apple, a banana, an orange, a carrot, a cucumber). Put all the pictures on the board.

To make this more challenging, ask Ls to identify the colour of the food they are tasting first, then introduce its name in English. Explain to Ls what their task is going to be in the mother tongue.

T: *Open your mouth. Taste it. What colour is it?*

L1: *(It's) red.*

T: *Yes, you're right. Look. Here is the picture of a tomato. Tomato.*

Ls: *Tomato.*

Put all 6 pictures of fruits and vegetables on the board Ls have tasted (1.3 Cut-outs of fruits and vegetables). Add 4 more items from 1.3 Cut-outs of fruits and vegetables (cherry, plum, turnip, potato). Ask Ls what colour they are and then name the items. Ask Ls to repeat the words.

STAGE 4	Practising vocabulary – fruits and vegetables
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Pronouncing words Concentration Memory
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Cut-outs of fruits and vegetables

ACTIVITIES

Use 1.3 Cut-outs of fruits and vegetables and practice pronunciation. Say the words in different moods (sad, angry, loudly, quietly) and ask Ls to repeat them.

Encourage Ls to memorize the words. Ask Ls to close their eyes, remove one picture and ask which one is missing.

STAGE 5	Sorting vegetables and fruits
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Sorting Making deductions Forming rules
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Cut-outs of fruits and vegetables

ACTIVITIES

Draw two large circles on the board. Ask Ls to put the picture of the apple in one group, the picture of the carrot into another group. Encourage Ls to continue grouping 1.3 Cut-outs of fruits and vegetables and work out the rule. Name both groups: fruits/vegetables.

Group 1.3 Cut-outs of fruits and vegetables by their colours. Ask Ls to name all the red fruits and vegetables.

T: *What's red / orange / brown?*

Ls: *Apples / cherries.*

Draw patches of different colours on the board and ask Ls to regroup 1.3 Cut-outs of fruits and vegetables according to their colours. E.g.: red: apple, cherry, tomato / yellow: apple, banana / orange: carrot, orange / white: turnip / green: cucumber. Explain that one fruit e.g. apple can be red or yellow or green, too.

STAGE 6	Listening game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Decoding and understanding words Making logical links
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Arrange Ls to sit in 5 groups. Label each group by colours. E.g.: red / yellow / orange / white / green. Call out a fruit or vegetable and ask Ls to stand up and sit down quickly if the colour of their group describes that fruit or vegetable. Cover the pictures on the board if Ls are confident in identifying the food items.

STAGE 7	Guessing and comparing pieces of fruits
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a short text Guessing meaning from context Comparing things by size
ORGANISATION	Whole class
AIDS AND MATERIALS	1.3 Cut-outs of fruits and vegetables

ACTIVITIES

Describe 4 pieces of fruits for Ls and encourage them to guess the fruits.

T: *It's a fruit. It's red. It's small.* (cherry)

It's a fruit. It's purple. (plum)

It's a fruit. It can be red or yellow or green. (apple)

It's a fruit. Its name and colour is the same word. It's orange. (orange)

Show 1.3 Cut-outs of fruits and vegetables to confirm Ls' guess and put the pictures on the board. When all 4 pieces of fruits are on the board, ask Ls about the size of the fruits. Use gestures to illustrate sizes.

T: *Which one is the smallest?*

Ls: *Cherry.*

Draw a < sign on the right side of the cherry and ask which fruit is the next in size.

T: *Which piece of fruit is bigger than a cherry?*

Ls: *Apple, orange, plum.*

Ask L1 to come out and arrange the pictures on the board and draw the next sign.

T: *Which one is next? Which piece of fruit is bigger than a plum?*

Repeat the process and ask Ls to establish an order of the size of the fruits. (If Ls are not confident with using the symbols, then leave them out.)

Now describe the fruits, compare them.

T: *A plum is bigger than a cherry. An apple is bigger than a plum. An orange is bigger than an apple. The cherry is the smallest. The orange is the biggest. An apple is smaller than an orange. Etc.*

STAGE 8	Guessing game
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding a short text Guessing meaning from context
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Play a short guessing game. Describe a piece of fruit or vegetable. Use as many pieces of information as possible.

T: *It's a fruit. It's red. It's smaller than an apple.*

STAGE 9	Singing the 'Goodbye' song
TIME	Whole class
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	-
AIDS AND MATERIALS	1.9 Recording: Goodbye song

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 2: PLANTING A SEED

Aims of the lesson:

- to learn an action rhyme about picking apples
- to learn an action rhyme about planting seeds
- to learn about how apples grow
- to sequence pictures of actions in a logical order

Materials and resources: 1.2 Recording: Apples and bananas; some apples and apple seeds; 2.2 Way up high in the apple tree action rhyme, 2.3 Planting a seed action rhyme, 2.4 Pictures of Planting a seed, 2.5 Worksheet: Apples and bananas, Progress Books

Before the lesson: Bring in some apples (2-4), a knife and a plate.

STAGE 1	Singing the ‘Good morning’ and the ‘Apples and bananas’ song, initiating conversations about likes and dislikes
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together Guessing meaning from context Expressing likes and dislikes
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Recording: Apples and bananas

ACTIVITIES

Sing the Good morning song together with Ls.

Play 1.2 Recording: Apples and bananas and ask Ls to join in or sing the song with Ls.

Ask Ls about their likes and dislikes. Arrange Ls to stand in a circle and throw the ball to find out who likes what.

T (Throw the ball to L1 and ask): *I like apples. And you?*

L1: *I like bananas.* (L1 throws the ball to L2.)

L2: *I like cherries. And you? Etc.*

Repeat the same process and ask about Ls' dislikes.

T: *I don't like plums. Etc.*

STAGE 2	Teaching the ‘Way up high in the apple tree’ action rhyme
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding an action rhyme Guessing meaning from the context
ORGANISATION	Whole class
AIDS AND MATERIALS	Some apples, 2.2 Way up high in the apple tree action rhyme

ACTIVITIES

T: *We like apples.* (Take out a few apples from your bag.) *Let’s pick some apples. Listen.*

Say 2.2 Way up high in the apple tree action rhyme and do the actions.

Way up high in the apple tree (point high up)

Two little apples smiled at me. (hold your fists to show the 2 apples)

I shook the tree as hard as I could, (imitate)

Down came the apples, (drop your hands to hit the table)

Hmmmm, they were good. (rub your tummy and smile)

Ask Ls to listen to the action rhyme again and to join in the actions. Repeat it and ask Ls to say the rhyme along with the others.

After the rhyme cut up the apples into a few slices, take out the seeds and collect them separately. Eat the apples with Ls.

STAGE 3	Teaching the ‘Planting a seed’ action rhyme
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Learning about the world Understanding an action rhyme Guessing meaning from the context
ORGANISATION	Whole class
AIDS AND MATERIALS	Some apple seeds, 2.3 Planting a seed action rhyme

ACTIVITIES

Take the seeds you have collected from the apples. Arrange Ls to sit in a circle and ask them to observe the seeds.

T: *Look. How many seeds are there? Let's count. What colour are they inside? Do you like apple seeds? Let's taste them.*

Take a whole apple and some seeds, show both to Ls.

T: *Look. We've got some apple seeds and an apple. How does an apple grow from the apple seeds?*

Discuss in the mother tongue how apples grow from seeds.

Introduce 2.3 Planting a seed action rhyme. Say the words and mime the actions together with the Ls.

T: *Dig a hole in the ground. Plant the seeds. Water the seeds. Watch it grow. It grows and grows and grows. Look it's an apple tree.*

Say 2.3 Planting a seed action rhyme again and encourage Ls to join in. Make sure Ls understand that a seed grows into a plant which produces fruits.

STAGE 4	Sequencing actions
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying actions Sequencing
ORGANISATION	Whole class
AIDS AND MATERIALS	2.4 Pictures of Planting a seed

ACTIVITIES

Put 2.4 Pictures of Planting a seed on the floor. Recite one step from the action rhyme and mime the action.

T: *Water the seeds.*

Ask Ls to choose the appropriate picture and put it on the board.

T: *Look at the pictures. Which picture is it? Water the seeds.*

Repeat this with other steps from the action rhyme.

Ask Ls to arrange 2.4 Pictures of Planting a seed in the correct order. Now retell 2.3 Planting a seed action rhyme pointing to the sequence of pictures on the board.

STAGE 5	Working in Progress Book
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	1.2 Apples and bananas, Progress Book

ACTIVITIES

Revise and sing 1.2 Recording: Apples and bananas.

T: *Let's pick some apples. I like apples. Let's sing the Apples and bananas song.*

Ask Ls to take their Progress Books, hand out 1.2 Apples and bananas to each L and ask them to stick it into their Progress Books.

Ask Ls to draw the fruits and vegetables they have learnt.

STAGE 6	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 3: HOW DO SEEDS GROW?

Aims of the lesson:

- to activate Ls' knowledge about the world: seeds and fruits and how they grow
- to learn about seeds and fruits and how seeds grow into a plant
- to learn and practise vocabulary about seeds and fruits
- to sequence the steps of an action

Materials and resources: Some apple seeds, orange seeds, carrot or turnip seeds, pumpkin seeds, sunflower seeds and poppy seeds stuck on pieces of cardboard and covered with cling film, 3.2 Pictures of Fruits and vegetables, 3.3 Worksheet: Seeds and fruits or vegetables, 2.3 Planting a seed action rhyme, 2.4 Pictures of Planting a seed, 3.5 Worksheet: Planting a seed, 2.2 Way up high in the apple tree action rhyme

Before the lesson: Collect some apple seeds, orange seeds, carrot or turnip seeds, pumpkin seeds, sunflower seeds and poppy seeds. Stick some seeds on a piece of cardboard and cover them with cling film or put some seeds into little bowls.

STAGE 1	Singing the 'Good morning' and the 'Apples and bananas' song
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.
Revise and sing 1.2 Recording: Apples and bananas.

STAGE 2 Learning about seeds and fruits**TIME** 8 mins**SKILLS AND COMPETENCIES
IN FOCUS** Making connections
Matching**ORGANISATION** Whole class**AIDS AND MATERIALS** Some apple seeds, orange seeds, carrot or turnip seeds, pumpkin seeds, sunflower seeds and poppy seeds stuck on pieces of cardboard and covered with cling film, 3.2 Pictures of Fruits and vegetables**ACTIVITIES**

Arrange Ls to stand around the table. Show some apple seeds first and ask Ls to name what kind of seeds they could be.

T: *Look. I've got some seeds. What kind of seeds are they? What kind of fruit do they grow into?*

Ls: *Apple.*

Show some different type of seeds stuck on pieces of cardboard to Ls and encourage them to guess what kind of seeds they could be.

T: *Look. I've got some seeds. What kind of seeds are they? Can you guess? Apples seeds? Orange seeds? What kind of fruit or vegetable do they grow into? What do you think? Do you know these seeds? Have you ever seen/tasted/planted these kinds of seeds?*

What are they like? Small? White? Shiny? Flat?Round?

Key: orange seeds, carrot/turnip seeds, pumpkin seeds, sunflower seeds, poppy seeds

Allow Ls to express their ideas in the mother tongue.

Show 3.2 Pictures of Fruits and vegetables and ask Ls to match them with the seeds.

T: *These are apple seeds. This is an apple. These are turnip seeds. This is a turnip. Etc.*

Ask Ls to repeat the sentences.

STAGE 3 Working in Progress Book**TIME** 10 mins**SKILLS AND COMPETENCIES
IN FOCUS** Making connections
Describing pictures**ORGANISATION** Whole class, individual work**AIDS AND MATERIALS** 3.3 Worksheet: Seeds and fruits or vegetables, Progress Books

ACTIVITIES

Give out 3.3 Worksheet: Seeds and fruits or vegetables to each L.

Explain the task. Ask Ls to observe what is missing and to complete the chart with the missing fruit or vegetable.

T: *What's missing? Draw the missing fruit or vegetable.*

When Ls are ready, ask them to stick 3.3 Worksheet: Seeds and fruits or vegetables into their Progress Books. Then check Ls work together.

Ls: *These are apple seeds. This is an apple. These are turnip seeds. This is a turnip. Etc.*

STAGE 4	Revising the 'Planting a seed' action rhyme
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying text with pictures Recognizing logical orders Recalling text from pictures
ORGANISATION	Whole class
AIDS AND MATERIALS	2.3 Planting a seed action rhyme, 2.4 Pictures of Planting a seed

ACTIVITIES

Say 2.3 Planting a seed action rhyme and mime the actions together with Ls.

Put 2.4 Pictures of Planting a seed to different places in the classroom. Say the steps of the rhyme at random and ask Ls to run to the appropriate picture.

T: *Plant the seeds. Watch it grow. Etc.*

Start miming the action rhyme and elicit the steps from Ls. Ask one L at a time to take the appropriate picture off the wall and put it on the board. Make sure Ls put the pictures on the board in the correct order.

Point to one of 2.4 Pictures of Planting a seed on the board and elicit the appropriate sentence from the action rhyme from Ls.

Ls: *Water the seeds. Dig a hole in the ground. Etc.*

STAGE 5	Working in Progress Book
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Recognizing logical orders Recalling text from pictures
ORGANISATION	Individual work
AIDS AND MATERIALS	3.5 Worksheet: Planting a seed, Progress Books

ACTIVITIES

Hand out a copy of 3.5 Worksheet: Planting a seed to each L. Ask Ls to arrange the pictures into the correct order by drawing a line between the pictures. If Ls are confident with the order of the actions, cover the pictures on the board.

Ask Ls to say the rhyme following the pictures.

When Ls are ready, ask them to stick 3.5 Worksheet: Planting a seed into their Progress Books.

STAGE 6	Playing the ‘Simon says’ game
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context and mime Miming actions
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

First, say some instructions to Ls and mime them together with them.

T: *Climb up a cherry tree. Pull out a carrot. Shake an apple tree. Pick an apple. Eat a banana. Put a pair of cherries on your ears. Dig up some potatoes. Eat a carrot. Spit out the cherry stone. Etc.*

Now play Simon says game.

STAGE 7	Revising the ‘Planting a seed’ and the ‘Way up high in the apple tree’ action rhymes
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Miming actions Describing a process Saying a rhyme Pronunciation Rhythm
ORGANISATION	Whole class
AIDS AND MATERIALS	2.3 Planting a seed action rhyme, 2.2 Way up high in the apple tree action rhyme

ACTIVITIES

Connect the two action rhymes and make sure that the cycle how seeds grow into a plant which produces fruits is clear for Ls.

T: *Dig a hole in the ground. Plant the seeds. Water the seeds. Watch it grow. It grows and grows and grows. Look it's an apple tree.*

Now say the next rhyme to make the cycle complete.

T: *Way up high in the apple tree* (point to high up)

Two little apples smiled at me. (hold your fists to show the 2 apples)

I shook the tree as hard as I could, (imitate)

Down came the apples, (drop your hands to hit the table)

Hmmmm, they were good. (rub your tummy and smile)

STAGE 8	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 4: LET'S PULL OUT THE TURNIP!

Aims of the lesson:

- to play a children's game and to have fun
- to involve Ls in everyday interaction in English
- to role-play a situation from the story
- to learn new vocabulary of characters and objects
- to practise new vocabulary in a meaningful context
- to learn to describe characters

Materials and resources: A long rope for playing tug of war, a red ribbon, some chalk, 4.4 Puzzles of Characters, 8 sheets of blank paper, Blu-Tack, 4.5 Pictures of Characters, a bag, 4.6 Pictures of Objects

Before the lesson: Bring a long rope for playing tug of war (borrow one from the P.E. teacher) and a red ribbon. Bring some chalk. Cut up the 4.4 Puzzles of Characters. Put each puzzle in separate envelopes. Make cut-outs of 4.6 Pictures of Objects.

STAGE 1	Singing the 'Good morning' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Playing ‘Tug of war’
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding and following the rules of a game Playing together
ORGANISATION	Whole class
AIDS AND MATERIALS	A long rope, a red ribbon, some chalk

ACTIVITIES

Arrange Ls to sit in a circle on the floor. Put a long rope on the floor and mark the floor with 2 lines 2 meters apart. Mark the middle of the rope with a red ribbon. Demonstrate with L1 how to play tug of war. Ask L1 to pick up one end of the rope at a given signal and start pulling it. Explain with gestures that the winner is who can get the red ribbon over to his/her field by pulling the rope. If necessary explain the rules of the game in the mother tongue.

T: *Let’s see who is stronger. You, Peter or me? Ready, steady, pull.* (Start pulling the rope.)

T: *Oh, no. You are stronger. You have won.*

Repeat the game with two other Ls playing tug of war.

T: *Mark and Greg come out, please. Let’s see who is stronger. Ready, steady, pull.*

Now call out Ls one by one and play tug of war with more and more Ls standing at each end of the rope. When making larger groups, encourage Ls to call out each other by the name. Make sure that all Ls join the game.

Ls: *Tom, come out, please. Ann, come out, please.*

T: *Ready, steady, pull.*

STAGE 3	Role-playing: pulling out the turnip
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Guessing meaning from context Giving relevant responses
ORGANISATION	Whole class
AIDS AND MATERIALS	Turnip seeds, 3.2 Pictures of Fruits and vegetables (turnip), 2.3 Planting a seed action rhyme

ACTIVITIES

Show Ls some turnip seeds and the picture of the turnip (3.2 Pictures of Fruits and vegetables). With the help of 2.3 Planting a seed action rhyme elicit how the seeds grow into a turnip. Encourage Ls to say and mime the action rhyme. Call their attention to change the text of the rhyme.

Ls: *Dig a hole in the ground. Plant the seeds. Water the seeds. Watch it grow. It grows and grows and grows. Look it's a turnip. It's enormous.*

Now mime pulling the turnip out without any success.

T: *Let's pull it out. Oh, no I can't pull it out. Zsófi, come and help, please.*

Let's pull it out together. Pull! Pull!

Encourage L1 to pull the T from behind while T mimes pulling the turnip.

T: *Zsófi pulls the teacher. The teacher pulls the turnip. Oh, no we can't pull it out. Zsófi, ask someone to come and help.*

Encourage L1 to call out the next L.

L1: *Pisti, come and help, please.*

T + Ls: *Let's pull it out together. Pull! Pull!*

Encourage Ls to say the words together.

T + Ls: *Pisti pulls Zsófi. Zsófi pulls the teacher. The teacher pulls the turnip. Etc.*

Follow this procedure until each L joins in the mime.

When the last L joins in the mime, pull out the turnip.

T: *Let's pull it out together. Pull! Pull! The turnip is out! Look what an enormous turnip!*

STAGE 4	Introducing the story: characters from The Enormous Turnip story
TIME	5 mins
SKILLS AND COMPETENCIES	Putting a picture together
IN FOCUS	Noticing details Working in pairs
ORGANISATION	Pair work, whole class
AIDS AND MATERIALS	4.4 Puzzles of Characters, 8 sheets of blank paper, some Blu-Tack

ACTIVITIES

Ask Ls in the mother tongue if they know the story of the enormous turnip and if they could tell it.

Introduce the characters. Arrange Ls to work in 8 pairs or in small groups. Hand out 4.4 Puzzles of Characters in separate envelopes and ask each pair to make the puzzle. Give a piece of blank paper to each pair and ask Ls to stick the pieces of the puzzle on it with some blutack. Put the puzzle pictures on the board one by one and name the characters.

T: *Look. This is the old man from the story.*

Repeat this with all the other characters: old woman, little boy, little girl, fat cow, hungry dog, black cat, tiny mouse.

Ask Ls repeat the words.

Ls: *old man, etc.*

STAGE 5	Describing characters
TIME	5 mins
SKILLS AND COMPETENCIES	Describing characters
IN FOCUS	Noticing differences
ORGANISATION	Whole class
AIDS AND MATERIALS	4.4 Puzzles of Characters, 4.5 Pictures of Characters

ACTIVITIES

Put 4.5 Pictures of Characters on the board and ask Ls to find the matching pictures to their puzzles. Put the new pictures next to the puzzle pictures.

Ask Ls to find and describe the differences between the puzzle picture and 4.5 Pictures of Characters in the mother tongue.

Confirm Ls' descriptions in English and remove the puzzle from the board.

T: *You're right. This old man has got a spade. (4.4 Puzzles of Characters) This old man hasn't got a spade. (4.5 Pictures of Characters)*

The old woman has got a wooden spoon. The little boy has got a toy car. The little girl has got a teddy bear. The fat cow has got a bell. The hungry dog has got a bone. The black cat has got some milk. The tiny mouse has got some cheese.

STAGE 6	Teaching new vocabulary – objects
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using senses Recognizing objects by touching Making connections
ORGANISATION	Whole class
AIDS AND MATERIALS	A bag, 4.6 Pictures of Objects

ACTIVITIES

Introduce the objects belonging to the characters. Put the cut-outs of 4.6 Pictures of Objects in a bag. Ask Ls to come out one by one and touch a cut-out in the bag and guess what it can be. Allow Ls to express their ideas in the mother tongue and then confirm their guess in English.

T: *What have you got? Oh, look. It's a spade.*

Ls: *Spade.*

T: *Whose spade is this?*

L1: *the old man's*

T: *Yes. It's the old man's spade.*

Ask L1 to put the picture of the spade on the puzzle picture of the old man.

T: *The old man has got a spade.*

Ask Ls to repeat the sentence.

STAGE 7	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 5: THE STORY OF THE ENORMOUS TURNIP

Aims of the lesson:

- to revise and practise vocabulary of characters and objects
- to describe characters
- to keep a record of Ls' progress
- to develop reading comprehension with shared reading
- to enjoy reading a story together

Materials and resources: 4.5 Pictures of Characters, 4.6 Pictures of Objects, 5.5 Worksheet: Maze, 5.6 Worksheet: What's missing?, Progress Book, 5.8 The Enormous Turnip story book

Before the lesson: Prepare 5.8 The Enormous Turnip story book before the lesson. Tie the pages together.

STAGE 1	Singing the 'Good morning' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Practising vocabulary: characters
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling words
ORGANISATION	Whole class
AIDS AND MATERIALS	4.5 Pictures of Characters

ACTIVITIES

Revise and practise the words of characters from the story. Show L1 one of 4.5 Pictures of Characters and ask him to mime it. Ask other Ls to guess the character.
 Ls: *(This is the) old man (from the story.) Etc.*
 Show the picture of the character for the whole group for checking and put it on the board. Do the same procedure, until all the pictures are on the board.

STAGE 3	Revising vocabulary: objects
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Recognizing words Identifying words
ORGANISATION	Whole class
AIDS AND MATERIALS	4.6 Pictures of Objects

ACTIVITIES

Put 4.6 Pictures of Objects somewhere on the classroom wall. Name each picture as you put them up.
 Call out a word and ask Ls to run to the appropriate picture. Help Ls' understanding by miming each object.
 Walk around the classroom with Ls and name all the pictures again together.

STAGE 4	Practising vocabulary: characters and their objects
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening Recognizing words Identifying words Describing characters
ORGANISATION	Whole class
AIDS AND MATERIALS	4.5 Pictures of Characters, 4.6 Pictures of Objects

ACTIVITIES

Ask Ls to remove 4.6 Pictures of Objects from the wall one by one and put them on the appropriate pictures of the characters on the board.

T: *Peter, can you find the spade?*

L1: *Here you are.*

T: *Thank you. This is a spade. Whose is it?*

Ls: *old man's (This is the old man's spade.)*

Repeat this procedure until all the objects are placed on the pictures on the board. Now ask Ls to describe the characters. First model it, then, ask Ls to repeat the same sentences. Elicit sentences from Ls.

Ls: *This is the old man. He's got a spade.*

STAGE 5	Practising vocabulary: animals
TIME	6 mins
SKILLS AND COMPETENCIES IN FOCUS	Making connections Describing characters
ORGANISATION	Individual work
AIDS AND MATERIALS	5.5 Worksheet: Maze

ACTIVITIES

Hand out 5.5 Worksheet: Maze to each L. Explain the task.
Ask Ls to help the animals to find the way out from the maze.
Then check Ls' work and ask them to describe what the animals have got.

T: *Which animal is this?*

Ls: *The fat cow.*

T: *What has it got?*

Ls: *A bell.*

Or

Ls: *This is the fat cow. He's got a bell. / The fat cow has got a bell.*

STAGE 6 Practising vocabulary: characters and their objects

TIME 6 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Noticing details
Describing characters

ORGANISATION Individual work

AIDS AND MATERIALS 5.6 Worksheet: What's missing?

ACTIVITIES

Hand out 5.6 Worksheet: What's missing? to each L. Explain the task.
Ask Ls to draw the missing objects for the characters.
Then check Ls' work and ask them to describe what the characters have got.
Ls: *This is the old man. He's got a spade. / The old man has got a spade.*

STAGE 7	Working in Progress Book
TIME	3 mins
SKILLS AND COMPETENCIES IN FOCUS	Keeping a record of learning
ORGANISATION	Individual work
AIDS AND MATERIALS	Progress Book

ACTIVITIES

When Ls have completed the 2 worksheets above ask them to stick them into their Progress Books.

STAGE 8	Shared reading: The Enormous Turnip
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Following and understanding a story Making meaning from context Recognizing words
ORGANISATION	Whole class
AIDS AND MATERIALS	5.8 The Enormous Turnip story book

ACTIVITIES

Arrange Ls to sit on the floor in a circle. Make sure each L can see the book. Start reading the story from the story book. Read the story out aloud and invite Ls to join in at the repetitive parts. Invite Ls to point to the pictures and to name the things they can.

STAGE 9	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 6: LET'S ACT OUT THE STORY!

Aims of the lesson:

- to revise and practise vocabulary of characters and objects
- to learn a new song 'The old man went to mow'
- to develop reading comprehension with shared reading
- to encourage Ls to join in in story telling
- to enjoy reading a story together
- to think themselves into different roles
- to retell and role-play the story with the T's help

Materials and resources: Safety pins, 4.5 Pictures of Characters, 6.3 Recording: The old man went to mow, a red and a blue card, 5.8 The Enormous Turnip story book

STAGE 1	Singing the 'Good morning' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Playing a guessing game: Who am I?
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Making informed guesses Forming questions Recalling characters Finding out
ORGANISATION	Pair work
AIDS AND MATERIALS	Safety pins, 4.5 Pictures of Characters

ACTIVITIES

Introduce the game to Ls. Ask L1 to come out and model the guessing game with him/her. Ask L1 to choose one picture and pin it on the T's back. Ask L1 to answer the T's questions.

T: *Am I the old woman?*

L1: *No.*

T: *Am I the black cat?*

L1: *Yes, (you are the black cat.)*

Now arrange Ls in pairs and pin the pictures of characters on Ls' back. Ask Ls to guess who they are. Then encourage Ls to change roles and play another round.

STAGE 3	Teaching 'The old man went to mow' song
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Singing together Using words in a new context Listening to and doing actions
ORGANISATION	Whole class
AIDS AND MATERIALS	6.3 Recording: The old man went to mow, 6.3 Notes: The old man went to mow

ACTIVITIES

Elicit from Ls which roles they were in in the previous game. Arrange Ls to stand by their roles. E.g.: Group 1: two old men, Group 2: three black cats, etc. Start singing the song and invite Ls according to their roles to do the actions. As the song goes by, more and more Ls join in doing the actions.

The old man went to mow

The old man went to mow, went to mow a meadow

The old man went to mow, went to mow a meadow

The old woman went to mow, went to mow a meadow

The old woman and the old man went to mow a meadow

The little boy went to mow, went to mow a meadow

The little boy, the old woman and the old man went to mow a meadow etc.

Include all the characters from the story (little girl, fat cow, hungry dog, black cat, tiny mouse).

STAGE 4	Playing 'Activity'
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding words Using non-verbal tools to express meaning
ORGANISATION	Whole class
AIDS AND MATERIALS	A red and a blue card

ACTIVITIES

Arrange Ls to sit in two groups and explain how to play Activity. To start with introduce drawing and miming only. Ask L1 to draw a card.

T: Let's play Activity. If you draw a red card you draw a picture, if you draw a blue you mime.

Whisper a word to L1. Ask L1 to mime or draw the word for the others in his group according to the small card he/she has drawn. If the group guesses the word correctly they gain a point. Announce the winning group at the end. Use the words in connection with the story.

STAGE 5	Shared reading
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Following and understanding a story Making meaning from context Recognizing words
ORGANISATION	Whole class
AIDS AND MATERIALS	5.8 The Enormous Turnip story book

ACTIVITIES

Arrange Ls to sit on the floor in a circle for reading. Read the story out aloud and invite Ls to join in at the repetitive parts. Allow time for Ls to react to the story, name the characters or pictures they know and to ask questions about the story.

STAGE 6	Acting out the story
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Following and understanding a story Reconstructing and retelling a story Role-playing
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Assign the different roles of characters to Ls. Act out the story using the text from the action rhyme and the story. Some Ls take the role of the characters, while the others make up the narrator's role and join in at the action rhyme and at the repetitive parts.

For example, choose L1 to be the old man from the story. Encourage Ls to give instructions to L1 about how to plant the seed. Etc. Instruct Ls what to do and prompt them with the text of the story if needed.

Ls to L1 (old man): *Dig a hole in the ground. Plant the seeds. Water the seeds. Watch it grow.*

L1 (old man): *It grows and grows and grows. Look it's a turnip. It's enormous. Let's pull it out.*

Oh, no I can't pull it out. Old woman, come and help, please.

Ls: *The old woman pulls the old man. The old man pulls the turnip. They pull and pull but they can't pull it out.*

L2 (old woman): *Little boy, come and help, please. Etc.*

STAGE 7 Singing the 'Goodbye' song

TIME

-

SKILLS AND COMPETENCIES IN FOCUS

Singing a song together

ORGANISATION

Whole class

AIDS AND MATERIALS

-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 7: WHAT SHALL WE MAKE FROM THE ENORMOUS TURNIP?

Aims of the lesson:

- to practise vocabulary
- to explain words in non-verbal ways
- to develop Ls' creativity by making turnip food items from plasticine
- to develop Ls' manual skills by making plasticine food

Materials and resources: 1.3 Cut-outs of fruits and vegetables, 4.5 Pictures of Characters, 4.6 Pictures of Objects, Progress Book, a large white plasticine turnip, a scarf, a plate, some food items made from the plasticine turnip, plasticine for Ls

Before the lesson: Before the lesson prepare a large turnip from white plasticine for each group of 3-4 Ls. Prepare a scarf and a plate. Prepare some food items made from the plasticine turnip. Prepare some white plasticine for Ls.

STAGE 1	Singing the 'Good morning' song and revising 'The old man went to mow' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

Then revise and sing The old man went to mow song. Do the actions, too.

STAGE 2	Playing BINGO
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Creating new connections between objects Grouping Identifying pictures and words
ORGANISATION	Whole class Individual work
AIDS AND MATERIALS	1.3 Cut-outs of fruits and vegetables, 4.5 Pictures of Characters, 4.6 Pictures of Objects, Progress Book

ACTIVITIES

Put a lot of pictures Ls have already come across with in connection with this story on the board (1.3 Cut-outs of fruits and vegetables, 4.5 Pictures of Characters, 4.6 Pictures of Objects) at random. Ask Ls to group the pictures and to explain their rule for grouping. Encourage many different ways of grouping. (E.g.: fruits, vegetables, people, animals, food, toys, objects, green things, red things, etc.)

Play a BINGO game with fruits and vegetables. Put the 10 pictures of fruits and vegetables on the board separately. Ask Ls to choose 4 pictures and to draw them in their Progress Book.

Call out the names of fruits and vegetables one by one (if necessary, remove the pictures as you call them out). Ask Ls to cross out the picture when they can hear its name. The winner is the one who crosses out his 4 pictures first and shouts BINGO.

Repeat the game with other items from the board.

STAGE 3	Introducing the idea of turnip food
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding the context Guessing
ORGANISATION	Whole class
AIDS AND MATERIALS	A large white plasticine turnip, a scarf, a plate, some food items made from the plasticine turnip

ACTIVITIES

Arrange Ls to sit in groups of 3-4. Take the large white plasticine turnip and cover it with a scarf. Ask a few Ls to come out, touch what is hidden and guess what it can be.

T: *I've got something under this scarf. Come here, Kati. Put your hand under the scarf and touch it. What is it?*

L1: ??

T: *Peter, come and help, please. What is it? What do you think?*

L2: *A ball?*

T: *No, it's a vegetable. Look.* (Remove the scarf.)

Ls: *(It's a turnip. An enormous turnip.)*

T: *(Yes,) it's an enormous turnip.*

Recall the story with Ls and explain that you have just pulled out the turnip and you are going to make different kinds of food items from the white plasticine turnip. Give and elicit ideas from Ls. E.g.: a turnip sandwich, a turnip shake, a turnip cake, some turnip ice cream, some turnip soup, etc. Make one or two and put them on a plate.

T: *Let's eat it.* (Mime eating some of it and express your disgust.)

It's not very nice. Let's cook it. Let's make some nice food from it.

Look. I've cooked some. (Show your plate with the different turnip food items on it.) *What's this?*

Encourage Ls to guess and then confirm their ideas in English.

T: *A turnip sandwich. A turnip sandwich? How strange! Yuk! Would you like some?* (Mime offering a bite to some Ls.)

T: *I've got some turnip shake. Turnip shake? Let's taste it. Here you are.* (Mime to offer a drink to some Ls.) *Drink it.* (Express your disgust.) *What's in it?*

Ls: (guess in the mother tongue)

T: *You need some milk and some turnip. You mix it and shake it.* (Mime how to mix and shake a drink.) *Etc.*

STAGE 4 Making food items from plasticine

TIME 15 mins

SKILLS AND COMPETENCIES
IN FOCUS Manual skills
Creativity
Responding in a situation

ORGANISATION Individual work

AIDS AND MATERIALS White plasticine

ACTIVITIES

Arrange Ls to sit in groups of 3-4. Put one large turnip on each group's desk. Ask Ls to take some plasticine from it and make different kinds of turnip food items from it. Encourage Ls to come up with their own ideas.

Monitor Ls' work and invite Ls to talk about it.

T: *What are you making? Are you making a sandwich? Do you like sandwiches? Do you like turnip sandwiches? Oh, what a nice sandwich. Can I have some? Oh, how nice. I like it.*

STAGE 5	Talking about turnip food items
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying objects Expressing likes and dislikes Giving feedback
ORGANISATION	Whole class
AIDS AND MATERIALS	Plasticine food items Ls have made

ACTIVITIES

Ask Ls to come out and put their plasticine food items on a desk. Help Ls to describe their food items.

T: *What have you got, Kati? Ah, it's a turnip pizza. It's great. Do you like Kati's pizza? Etc.*

At the end of the lesson collect all the plasticine food items and store them in a safe place for the next lesson.

STAGE 6	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 8: CAN I HAVE A TURNIP SANDWICH, PLEASE?

Aims of the lesson:

- to revise vocabulary of food items
- to learn a counting rhyme and a song
- to learn how to ask for things politely
- to develop Ls' speaking skills in a role-play
- to keep a record of Ls' progress

Materials and resources: Plasticine food items Ls have made in the previous lesson, Hot potato counting rhyme, 4.5 Pictures of Characters, 8.5 Can I have a sandwich? song, Progress Book

STAGE 1	Singing the 'Good morning' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Revising vocabulary turnip food items
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Recalling words Identifying objects
ORGANISATION	Whole class
AIDS AND MATERIALS	Plasticine food items Ls have made

ACTIVITIES

Put all the plasticine food items Ls have made in the previous lesson on a large table. Ask Ls to come and stand around the table. (Make sure the table is big enough for all Ls to stand around.) Name all the food items and ask Ls to point to them and to repeat the word.

Now take all the food items one by one, name them and put them around the edge of the table. Ask Ls to walk around slowly and name the food items as they reach them.

STAGE 3	Learning 'Hot potato' counting rhyme
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Rhythm and beat
ORGANISATION	Whole class
AIDS AND MATERIALS	Hot potato counting rhyme, 4.5 Pictures of Characters

ACTIVITIES

Arrange Ls to stand in a large circle (e.g.: turning their backs to the table) and ask them to hold one of their fists in front of them. Start saying the counting rhyme and count Ls' fists by the beat. When you get to the last beat, the L whose fist you touch gets the picture of a character from the story.

Hot potato

One potato, two potato, three potato, four,

Five potato, six potato, seven potato, MORE.

Go on like this and give out all the roles to Ls. Encourage Ls to join in in the counting rhyme.

STAGE 4	Role-playing: asking for food
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Using words in a new context Offering and accepting Expressing like and dislikes Role-playing
ORGANISATION	Whole class
AIDS AND MATERIALS	4.5 Pictures of Characters, Plasticine food items Ls have made

ACTIVITIES

Ask Ls with pictures of characters from the story to stand on one side of the table and the rest of the group on the other side. Model the dialogue first, then, initiate dialogues with the characters one by one.

T: (hold the picture of the black cat) *I'm the black cat. Hmm. I'm hungry. Look at all this delicious turnip food.* (Turn to L1 and ask for some food.) *Can I have a turnip cake, please?*

L1: *Here you are.*

T: *Thank you. I like / don't like turnip cakes.* (Mime eating the cake and express your like or dislike.)

T: (Turn to L1 who is holding the picture of the tiny mouse.) *Hello, tiny mouse. Are you hungry?*

L1: *Yes. Can I have a turnip pizza?*

T: *Here you are.*

L1: *Thank you. I like / don't like it.*

Invite all the characters and act out a similar dialogue with all of them. Change roles and involve 8 other Ls. At the end collect the pictures of the characters.

STAGE 5	Teaching the ‘Can I have a sandwich, please?’ song
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Offering and accepting Singing
ORGANISATION	Whole class
AIDS AND MATERIALS	8.5 Recording: Can I have a sandwich? song

ACTIVITIES

Teach the song by modelling it in both roles. Then ask Ls to sing along and act it out in two groups (e.g. boys and girls).

Group 1: *Can I have a sandwich? Can I have a sandwich? Can I have a sandwich? A turnip sandwich, please.*

Group 2: *You can have a sandwich. You can have a sandwich. You can have a sandwich.*

Group 1: *Thank you very much.*

Repeat the song with different food items.

STAGE 6	Role-playing: asking for food
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Offering and accepting Expressing likes and dislikes Role-playing
ORGANISATION	Pair work
AIDS AND MATERIALS	Plasticine food items Ls have made

ACTIVITIES

Arrange Ls to stand in pairs around the table and ask for some food. Model the dialogue with L1. Use some plasticine food items for the role-play.

T: *Can I have a turnip pizza?*

L1: *Here you are.*

T: *Thank you. I like / don't like it.*

Ask Ls to act out a similar dialogue using the plasticine food items. Make sure Ls change roles.

L1: *Can I have a turnip sandwich?*

L2: *Here you are.*

L1: *Thank you. I like / don't like it.*

If Ls would like to play another round, ask them to move around the table.

STAGE 7	Working in Progress Book
TIME	8 mins
SKILLS AND COMPETENCIES IN FOCUS	Reinforcing vocabulary Keeping a record
ORGANISATION	Individual work
AIDS AND MATERIALS	Progress Book

ACTIVITIES

Ask Ls to draw the turnip food they have asked for in their Progress Books. Monitor Ls' work and comment on it.

T: *What have you got? Do you like it? It's nice.*

STAGE 8	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 9: OUR STORY BOOK

Aims of the lesson:

- to develop Ls' skills in listening for details
- to create and tell a new story using the model of The Enormous Story
- to develop Ls' creativity by drawing characters for the new story
- to encourage Ls to enjoy and appreciate humour in English

Materials and resources: 5.8 The Enormous Turnip story book, blank pages for the storybook, coloured pencils, 9.3 The Fisherman's story (first and last pages)

Before the lesson: Prepare as many blank pages (A6 size) for making a storybook as the number of the Ls. Put the first page with the picture of the fisherman on top of the blank pages and the last picture of the story at the bottom.

After the lesson: Make a zig-zag book by sticking the pages together.

STAGE 1	Singing the 'Good morning' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Silly reading
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening for details Recalling the story
ORGANISATION	Whole class
AIDS AND MATERIALS	5.8 The Enormous Turnip story book

ACTIVITIES

Arrange Ls to sit in a circle. Reread 5.8 The Enormous Turnip story book. While reading it, make some silly content mistakes in the text. When Ls notice the silly words, ask them to correct them.

For example:

T: *This is the old man. He's got some oranges. He digs a hole in the ground. He plants the bananas. He waters the bananas. It grows and grows...and grows. It's a potato.*

It's a small potato.

He pulls the turnip. He pulls and pulls but he cannot pull it out. He calls the old woman.

'Sad woman, come and help, please. Let's pull out the potato.'

The old woman eats the old man. The old man pulls the snake. They pull and pull but they cannot pull it out. The old woman calls the little boy. Etc.

Encourage Ls to interrupt and correct the text while reading it out aloud.

T: *This was a very silly story. Now let's read another story.*

STAGE 3	Shared story writing
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Using words in a new context Following a model Understanding humour Creativity
ORGANISATION	Whole class
AIDS AND MATERIALS	9.3 The Fisherman's story (first page), blank pages for the storybook

ACTIVITIES

Put together a storybook with Ls. The first and the last pages of the 9.3 The Fisherman's story are given, but the rest of the pages are drawn by Ls. The number of the pages of the book depends on the number of the Ls in class. Get the first page and the blank pages of the book ready. Show Ls the first page of the story book and start telling the story. Raise Ls' curiosity by telling the story in a very expressive way. Use your voice, some gestures and body language.

T: *Once upon a time, there was a fisherman. One day he goes to the river to catch fish for dinner. He is sitting there waiting and waiting and waiting for the fish. No fish. Nothing. But then... He feels something heavy. He pulls, and pulls, but he can not pull it out. He calls for help. 'Please, come and help!'*

Pretend you want to carry on reading the story carry on reading the story. Turn a page and express your surprise that you can not find a picture on it. Flip through the pages and show Ls that you do not know how the story goes on.

T: *Oh! No picture! A blank page! Another blank page. And another one. How does the story go on?*

Who helps the fisherman? Who pulls the fisherman? An old woman? A little boy? A little girl?

Brainstorm ideas for the next stages of the story. Encourage and accept responses in the mother tongue. Confirm Ls' ideas in English.

Tell Ls that they are going to draw the characters of the story who help the fisherman. Give each L a blank page of the book and ask him/her to draw one character for the story. Encourage Ls to invent different characters.

STAGE 4	Drawing the pages of the story book
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Creativity Drawing
ORGANISATION	Individual work
AIDS AND MATERIALS	Blank pages for the story book, coloured pencils

ACTIVITIES

Ask Ls to draw their own characters for the new story. While Ls draw, walk around and help Ls name their characters. Confirm their ideas in English.

T: *What's this? Who's this?*

L: *krokodil*

T: *I see. It's a crocodile. Oh, nice.*

STAGE 5	Putting the pages of the story book together
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Identifying characters Establishing an order Sharing ideas
ORGANISATION	Whole class
AIDS AND MATERIALS	Pictures for the story drawn by Ls

ACTIVITIES

Ask Ls to put their pictures on the floor and arrange them to sit around the pictures. Now, start naming all the characters one by one and ask Ls to repeat the words.

T: *This is a cow. This is a little girl.*

Ask Ls to decide about the order of the characters for their new story. Put the pages in a line on the floor.

STAGE 6	Telling the story
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Telling a story Following a model Using words in a new context Understanding humour
ORGANISATION	Whole class
AIDS AND MATERIALS	9.3 The Fisherman's story (last page)

ACTIVITIES

Put the first page of the story with the picture of the fisherman at the very beginning of the line and tell the story with Ls. Use the text of The Enormous Turnip story as an example: 'The old woman pulls the old man.'

T: *Once upon a time, there was a fisherman. One day he goes to the river to catch fish for dinner. He is sitting there waiting and waiting and waiting for the fish. No fish. Nothing. But then... He feels something heavy. He pulls, and pulls, but he can not pull it out. He calls for help. 'Please, come and help!' Etc.*

After the last picture ask Ls to brainstorm ideas for finishing the story.

Then show the last page of the fisherman story.

T: *Look. This is the end of our story. They pull and pull. And they pull out an enormous hippo.*

Collect all the pages of the story book and make a zig-zag book for the next lesson by sticking the pages together.

STAGE 7	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.

LESSON 10: THE ENORMOUS TURNIP FLOOR BOARD GAME

Aims of the lesson:

- to revise and summarize what Ls have learnt
- to play a floor board game
- to play together

Materials and resources: The Fisherman’s story class book made by Ls (optional), 10.3 The Enormous Turnip floor board game, 2 counters, a dice

Before the lesson: Cut out the turnip cards, 2 counters (2 little turnips), a dice and all the picture cards for the floor board game.

STAGE 1	Singing the ‘Good morning’ song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Sing the Good morning song together with Ls.

STAGE 2	Shared reading (optional)
TIME	(10 mins)
SKILLS AND COMPETENCIES IN FOCUS	Retelling a story
ORGANISATION	Whole class
AIDS AND MATERIALS	The Fisherman’s story class book made by Ls

ACTIVITIES

Arrange Ls to sit in a circle. Read aloud their own story about the fisherman. Encourage Ls to join in in the story telling.

STAGE 3	Playing a floor board game
TIME	(30 mins) 40 mins
SKILLS AND COMPETENCIES	Playing together
IN FOCUS	Understanding and keeping the rules of the game
ORGANISATION	Whole class in two groups
AIDS AND MATERIALS	10.3 The Enormous Turnip floor board game

ACTIVITIES

Explain to Ls that you are going to play a floor board game. Arrange Ls to sit in a large circle on the floor in two groups. Put all the turnip cards of the board game (with the turnip facing up) on the floor at random in a circle. Give a counter (a small turnip) for both groups. The first group to throw a six starts the game. You can start the board game at any card. Ask Group 1 to throw the dice and to move the counter according to the number on the dice. Turn over the turnip card Group 1 landed on and explain the task to Ls. Ask them to perform the task together. If Ls can do their task successfully, they can keep the turnip card. If not, the turnip card stays on the floor. When Ls land on a turnip card like 'Miss a turn. / Miss two turns. / Throw the dice again. / You lose one turnip. The rabbit has eaten it. / You have pulled out a turnip. You get it.', they follow the instruction on it. Then take that card out of the game. Go on playing the game continuously landing on the remaining turnip cards down on the floor. The game is over when there are no more turnip cards on the floor. The group with the most turnip cards is the winner.

STAGE 4	Singing the 'Goodbye' song
TIME	-
SKILLS AND COMPETENCIES IN FOCUS	Singing a song together
ORGANISATION	Whole class
AIDS AND MATERIALS	-

ACTIVITIES

Finish the lesson with singing the Goodbye song.