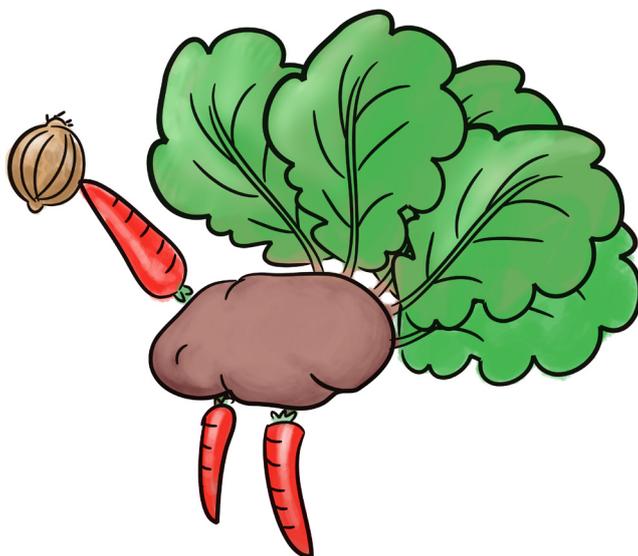

VEGETABLES

A collection of topic-based activities



Target group	6-8-year-old learners
Language level	A1-
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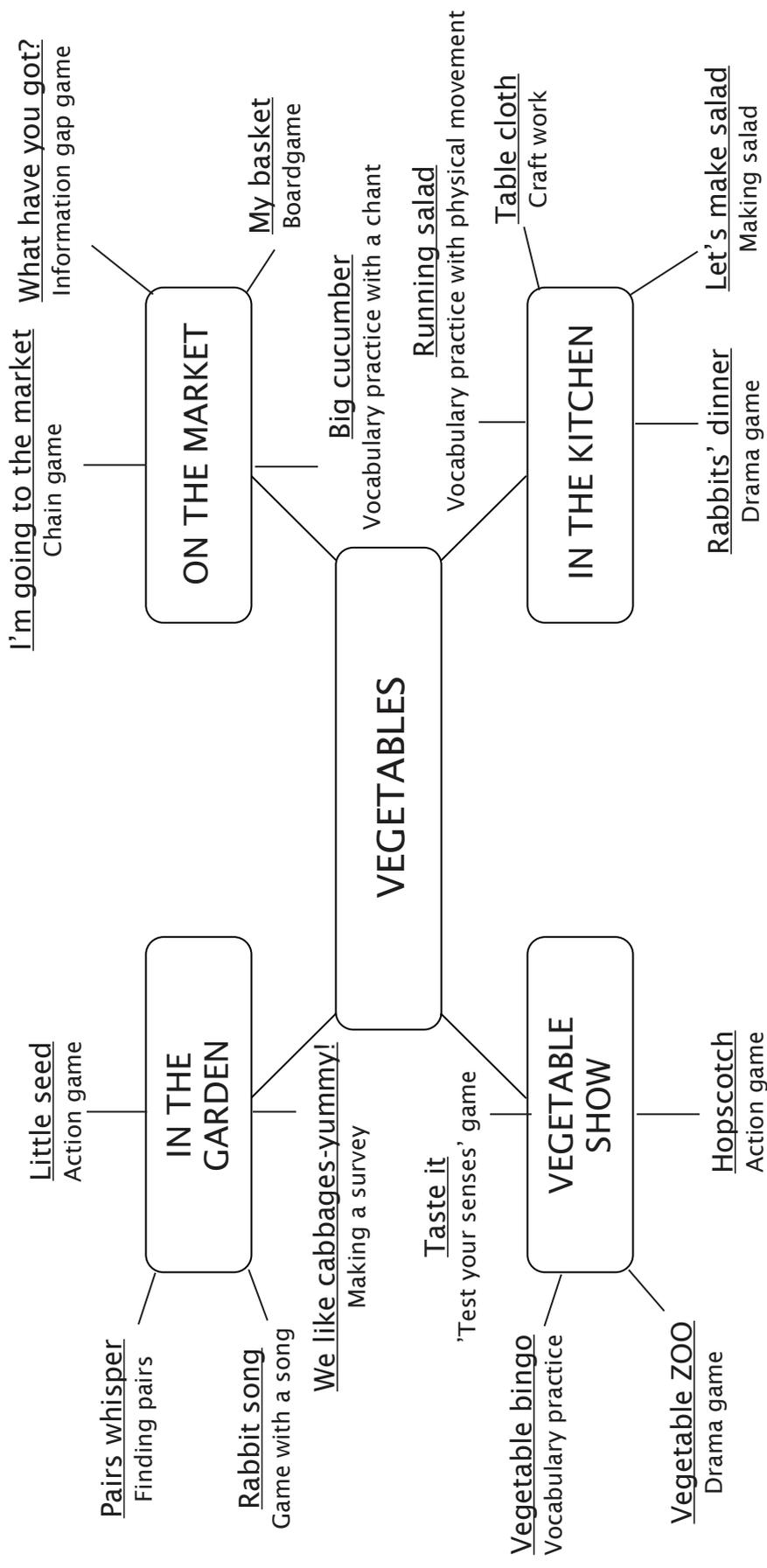
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VEGETABLES ■ IN THE GARDEN

NAME AND TYPE OF ACTIVITY	Little seed – action game
TIME	8 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Recognizing the connections between instructions, actions and pictures■ Giving simple instruction to peers■ Pronouncing new words accurately■ Understanding simple instructions performing the corresponding actions
MINIMUM LANGUAGE REQUIRED	Close your eyes, open your eyes
ORGANISATION	Whole class, individual
MATERIALS	Seeds
CROSS-CURRICULAR LINKS	Sports and Games

Description

Show Ls some little seeds. Give them to Ls to touch.

Tell them that they are little seeds, so they have to squat down.

T: *Squat down. You are little seeds. Close your eyes. Sleep.* Do the actions yourself.

T: *Open your eyes. Grow, grow. Oh, the rain.* (Imitate rain with your fingers) *Grow, grow. Oh the Sun.* (Put your hands on the sides with fingers apart). *Grow grow. Now you are big and beautiful.* (At the end stretch high.) *Oh, here's a bee. Zzzzzzzzzz*

The full text of the action game is as follows:

Little seed

You are a little seed. Grow, grow. Oh, the rain. Grow, grow. Oh the Sun. Grow, grow. Now you are big and beautiful. Oh, here's a bee.

Practice some more times choosing Ls to the role of the Sun, the rain and the bee.

Make groups of 4. Assign roles (seed, rain, Sun, bee). Ask Ls to play the action game again. Get Ls to change roles. Don't say the text continuously, but stop before the next sentence and try to elicit it. Change roles again and repeat the action game until all the Ls in the group have played all the four roles.

Ask the groups to act out the action game as a performance for the others. Each L can choose a role she/he likes. Give them enough time to practice it and come up with creative ideas. Eg.: the plant says 'Hello' to the bee. Ask Ls to sit down and call out the groups one by one to perform the action game.

Variation for Ls who need more practice

Repeat the text of the action game slowly, quickly, in a high voice, in a low voice.

Extension

Ask Ls what their favourite vegetables are. Tell them to draw their stories in their exercise-books.

Form pairs and ask Ls to tell the story to each other.

L1: *It's a carrot. Grow, grow, oh the Sun etc.*

VEGETABLES ■ IN THE GARDEN

NAME AND TYPE OF ACTIVITY	Pairs whisper – finding pairs, vocabulary practise
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Pronouncing new words accurately <input type="checkbox"/> Listening for information <input type="checkbox"/> Building association between spoken words and corresponding pictures <input type="checkbox"/> Learning how to cooperate
MINIMUM LANGUAGE REQUIRED	Names of 7 vegetables chosen by T eg. carrot, onion, cucumber, pepper, potato, tomato, turnip
ORGANISATION	Whole class Individual work Pairwork (Variation, Extension)
MATERIALS	Two sets of small picture cards (3 cm x 2 cm) of 7 vegetables eg.: carrot, onion, cucumber, pepper, potato, tomato, turnip. (If there are more Ls than 14 in class, make extra cards so that every L can have one card when all cards of the two sets are handed out) Two sets of the same cards but for each pair of Ls (Extension)
CROSS-CURRICULAR LINKS	Maths Games

Description

Before the lesson:

Prepare the small picture cards of vegetables.

Have Ls stand in a circle and squat down around you. Spread all the picture cards of the two sets on the ground face up. Make Ls notice that there are two copies of each card by asking questions.

T: How many cucumbers can you see?

L1: (I can see) two (cucumbers).

T: How many potatoes can you see?

L1: (I can see) two (potatoes)...

Collect all the cards. Tell Ls that you are going to give them a picture card. This way, two Ls will have the same picture. Ask them not to show their pictures to the others. Support your words with gestures and mime holding a card in your hands, cover it tightly and look around as if you want to make sure that nobody can see it. Ask Ls to close their eyes and give each L a card. Tell Ls to open their eyes and find their partners by walking around and whispering the name of the vegetable on their cards into each other's ears silently. Model the activity. After Ls have found their partners, ask them to stand next to each other holding hands. Ask partners to say their 'names'.

T: Where's your partner? Whisper your word into your friends' ears. Go and find your partner like this. 'cucumber, cucumber...'

L1: Onion.

L2: Cucumber.

L1: Onion.

L3: Onion. (Hurray!)

When all Ls have found their pairs, ask them to form a circle and introduce themselves to the others. Tell Ls to pay attention and memorize which pair has which vegetable.

L1 and L2: We are onions.

L3 and L4: We are carrots...

T: Now don't show your picture cards. What have Andris and Peti got?

L5: Cucumbers?

VEGETABLES ■ IN THE GARDEN

T: Andris, Peti, have you really got cucumbers?

L1 and L2: No.

L4: Onions.

L1 and L2: Yes.

Variation for Ls who are familiar with 'have got' structure

While finding pairs, students can whisper a whole sentence into each other's ears instead of words only.

L1: I have got an onion.

Extension

Give two sets of cards to each pair of Ls. Tell the pairs to play a memory game with the vegetable cards. Ask Ls to put all the cards face down on their desks. Ls take turns in turning up two cards at once, naming them, and if they are a pair, they can keep them. The winner is the L who has more pairs at the end of the game.

VEGETABLES ■ IN THE GARDEN

NAME AND TYPE OF ACTIVITY	Rabbit song – circle game with a song
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Chanting and singing in time and in tune <input type="checkbox"/> Understanding a song <input type="checkbox"/> Playing a circle game
MINIMUM LANGUAGE REQUIRED	Garden, grass, hungry, to run, fast, to eat, names of vegetables (carrots, turnips, cucumbers, potatoes, tomatoes, peppers, onions), lyrics of the song: <i>In the garden, in the grass, a little rabbit is running fast, it is hungry, it wants to eat, 'Help me carrots, please!'</i>
ORGANISATION	Whole class, individual
MATERIALS	6 Picture cards (app. 10 cm x 5 cm) depicting the lines of the Rabbit song (garden, grass, a running rabbit, a hungry rabbit with its paws on its belly, a rabbit watching carrots) the song has the the tune of <i>In a cottage, in a wood</i> , song picture cards for each L (app. 6 cm x 4 cm) with pictures of vegetables on them (carrots, turnips, cucumbers, potatoes, tomatoes, peppers, onions)
CROSS-CURRICULAR LINKS	Music

Description

Before the lesson:

Prepare 6 picture cards (app. 10 cm x 5 cm). On the cards there is a garden, grass, a running rabbit, a hungry rabbit with its paws on its belly, a rabbit watching carrots) depicting the lines of the Rabbit Song:

Teach the song using the picture cards.

In the gar - den in the grass,
 a lit - le rab - bit, (is) run - nig fast,
 it is hun - gry it wants to eat,
 help me, carr - ots, please.

When Ls are confident enough in singing the song, tell them to stand up in a circle. Ask L1 to take up the role of the rabbit and stand in the middle of the circle. Give a picture card of a vegetable to each L. Ask Ls to name the vegetable when they take a card. Tell Ls that they are going to sing a song and play a game. Explain the game to Ls. Ask Ls to stand in a circle, hold their vegetable cards so that everyone can see them and sing the song. In the meantime ask L1 to be a rabbit (he/she has no card) and hop around in and out the circle between the others, and when the song comes to its end sing the last line of the song alone.

VEGETABLES ■ IN THE GARDEN

Then, those who have cards with a carrot on it, run around outside the circle. If L1 can catch one of the carrots, they change roles. L1 has to chase the other Ls until he/she catches one of them.

T: Good, the rabbit has caught Lili carrot. Now, Lili is the rabbit. Lili, give your card to Peti. Sing the song and play again.

The L in the middle can change the vegetable in the last line of the song and sing the new version of the song.

L2: Help me, onions, please! This time, the Ls with the pictures of onions escape from L2.

If Ls don't understand the game at first, explain it in Hungarian. After a few rounds, ask all Ls to swap their picture cards and continue the game. Sing the song and play the game for as long as Ls are enjoying it.

Variation for Ls who have less space to play the game

When L1 (the rabbit) sings the name of the vegetable he/she wants to eat, those Ls with that picture card try to change places by crossing within the circle. (In this smaller space, L1 can catch them more easily.)

Ask Ls to make an illustration to the song in their exercise books. Tell them to choose somebody in class and depict him/her as the rabbit. Then make pairs and ask Ls to show their illustrations to each other. L1 has to guess who the rabbit is in the drawing of L2. Later L1 and L2 swap roles.

L1: Is it Árpí rabbit?

L2: No.

L1: Is it Robi rabbit?

L2: Yes!

VEGETABLES ■ IN THE GARDEN

NAME AND TYPE OF ACTIVITY	We like cabbages. Yummy! – making a survey
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Carrying out a survey <input type="checkbox"/> Understanding simple instructions, performing the - corresponding actions <input type="checkbox"/> Learning how to cooperate
MINIMUM LANGUAGE REQUIRED	Do you like...? Yes, No, cabbage, onion, cucumber, potato, lettuce, pepper, turnip
ORGANISATION	Whole class, pair work
MATERIALS	None
CROSS-CURRICULAR LINKS	Maths

Description

Before the activity:

Elicit or teach vegetable names. Ask Ls individually if they like those vegetables.

T: Timi, do you like turnips?

L1: Yes, (I do).

Tell Ls to open their exercise-books, and draw a big basket. Ask them to draw 5 vegetables they like in it. At this stage L1 shouldn't show their drawings to their peers. While Ls are drawing, draw a basket with 5 vegetables of your choice on the back of the board, so that it can't be seen. Introduce the game. Tell Ls that they have to work in pairs and ask each other about which vegetables they like. They can mention the vegetables they drew in their baskets only. If their partners like the same vegetable, Ls should circle it. Model the game with one L.

Choose a vegetable from your basket on the board and ask:

T: Tomi, do you like cabbages?

L1: Yes.

T: T: Hurray. Circle it. (Show this by drawing a circle in the air and circle your carrots on the board as well.)

Now, you ask me.

L1: Do you like..?

At the end of the game, show the board and Tomi's exercise book.

T: We like...(mention only the circled items.)

Arrange Ls into pairs and ask them to start playing the game. At the end of the game invite all Ls to sit in a circle with their exercise books and ask them to say what they have learnt. Encourage them to say the names of the vegetables they both like.

Ls: We like..., we like...

Variation for Ls who are not familiar with Do you like...? question

Arrange Ls into pairs. Both Ls have to draw 5 vegetables in their exercise-books. The activity is the same but instead of asking with the structure: *Do you like ..?* Ls have to say the vegetable names only.

L1: A cabbage?

L2: I like cabbages /Yes.

L1 has to circle the picture of the cabbage in his/her basket.

At the end of the game encourage them to say the names of the vegetables they both like –frontally.

Ls: We like..., we like...

VEGETABLES ■ IN THE GARDEN

Extension 1

Give an A5 sheet to each pair of Ls. Tell them to draw a common basket with the vegetables they both like. Put the drawing of each pair onto the board and number them. Form new pairs. L1 has to guess which the basket of L2 is by asking simple questions.

L1: Do you like onions?

L2: No.

L1: Do you like...

L2: ...

L1: (Is it basket number) 2?

L2: Yes!

VEGETABLES ■ ON THE MARKET

NAME AND TYPE OF ACTIVITY	I'm going to the market – chain game
TIME	12mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding and following simple instructions ■ Naming vegetables ■ Remembering previously mentioned vegetable names
MINIMUM LANGUAGE REQUIRED	Names of vegetables eg. carrot, cabbage, cucumber, lettuce, tomato, pepper Food vocabulary, supermarket (Variation)
ORGANISATION	Chain
MATERIALS	A basket, a picture of a market (A4 sized)
CROSS-CURRICULAR LINKS	Culture

Description

Elicit vegetable names, or teach some if Ls don't know any.

Tell Ls to form a circle and ask them to sit down. Tell Ls to close their eyes and put a basket into the middle.

T: Put your hands in front of you. What's this? (Let Ls feel the basket with eyes closed) Close your eyes. Here you are.

Accept the word 'basket' even in Hungarian, tell Ls to open their eyes and tell them its English name. Show Ls a picture of a market. Point to the picture and name it. Stand up, take the basket and tell Ls that you will go to the market together. Step outside the circle of Ls and introduce the game.

T: I'm going to the market for carrots, peppers, onions? Zsófi? (Zsófi has to choose one from these.)

L1 (Zsófi): Carrots.

T: Zsófi is a carrot.

Take L1 (Zsófi)'s hands and mime putting her into your basket. Hold her hands and walk around with her while saying:

T: Everybody, say: I'm going to the market for carrots, and Anna?

Stop behind L2 (Anna) and wait for her answer.

L2: Pepper.

Take L2 (Anna)'s hands and mime putting her into the basket.

T: Everybody, say: I'm going to the market for carrots (point to L1) and peppers (point to L2 and tell her to hold hands with L1).

Continue the game until each L is in the chain. Ls have to say the sentence together, name each vegetable mentioned by the preceding Ls in chorus. The chosen L has to add his/her idea: eg.: *lettuce*. If there are more Ls than vegetable names Ls know, Ls can say the same vegetables that have already been mentioned.

Variation for Ls who need practice in food vocabulary

Instead of 'going to the market', 'go to the supermarket' and instead of vegetables, play the game with different foods.

L1: I'm going to the supermarket for milk...

Extension

Put the basket in the circle of Ls. Mime taking out a vegetable, washing it and biting into it.

Meanwhile say the following:

T: I take a carrot, I wash it, I bite into it. Yummy.

Teach it as a TPR activity. First, speak and mime the actions while you invite Ls to copy your movement without speaking. Then, ask Ls to join you in saying the sentences. Next, tell them to choose their favourite vegetables and act out the action game with them.

L1: I take a cucumber...

Ask Ls to volunteer to mime eating their favourite vegetables. Help Ls with language.

VEGETABLES ■ ON THE MARKET

NAME AND TYPE OF ACTIVITY	What have you got? – information gap game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Asking and answering questions■ Playing a guessing game■ Keeping the rules when playing a game with a partner■ Learning how to cooperate
MINIMUM LANGUAGE REQUIRED	Names of vegetables (carrots, cucumbers, potatoes, tomatoes, onions, and turnips), colours (red, yellow, pink, blue, green, and brown, white, orange) ‘Are your carrots orange?’ ‘The cucumbers are white.’ (Variation) Tomi’s carrots... (Extension)
ORGANISATION	Pair work Frontal (Extension)
MATERIALS	A5 sized photocopies of Picture A and B worksheets for each L, coloured pencils for each L
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Prepare photocopies of [Picture A](#) and [Picture B](#) (A5 sized worksheets) for each L.

Put Ls in pairs. Hand out the photocopies. Ask a pair of Ls to come in front and demonstrate the game with them. Ask Ls to place their chairs with their backs to each other. Tell Ls that it’s a magic market place because vegetables have funny colours.

T (to L1 and L2): *Anna and Tomi, take your worksheets and coloured pencils, and sit down here. Turn your backs to each other. Look at Picture A. Colour all your cucumbers in Picture A the same colour and don’t show them to each other.*

Then, ask Ls to colour their potatoes, turnips, tomatoes and onions all with different colours. Make sure they can not see each other’s pictures. When they have finished colouring, ask them to put down their coloured pencils they used on the desk so that their partners can see them.

T: *Anna, look at Tomi’s coloured pencils. What colour are his cucumbers?*

L1(Anna): *(Are your cucumbers) green?’*

L2(Tomi): *No.*

L1: *(Are your cucumbers) yellow?*

L2: *Yes.*

T: *Now, Anna, colour the cucumbers yellow on your Picture B. Tomi, ask Anna what colour her cucumbers are...*

When Ls understand the game, ask every L to turn their chairs back to each other and start playing the game. Monitor and help Ls with language. The game is over when both Ls have their pictures B coloured. Then, ask Ls to compare their pictures. If they are the same, they have worked well.

Variation for Ls who have less time to play the game or who need practice in formulating positive statements

When playing the game, L1 makes a statement about his/her Picture A and L2 colours the corresponding vegetable in his/her Picture B.

L1: *What colour are your cucumbers?*

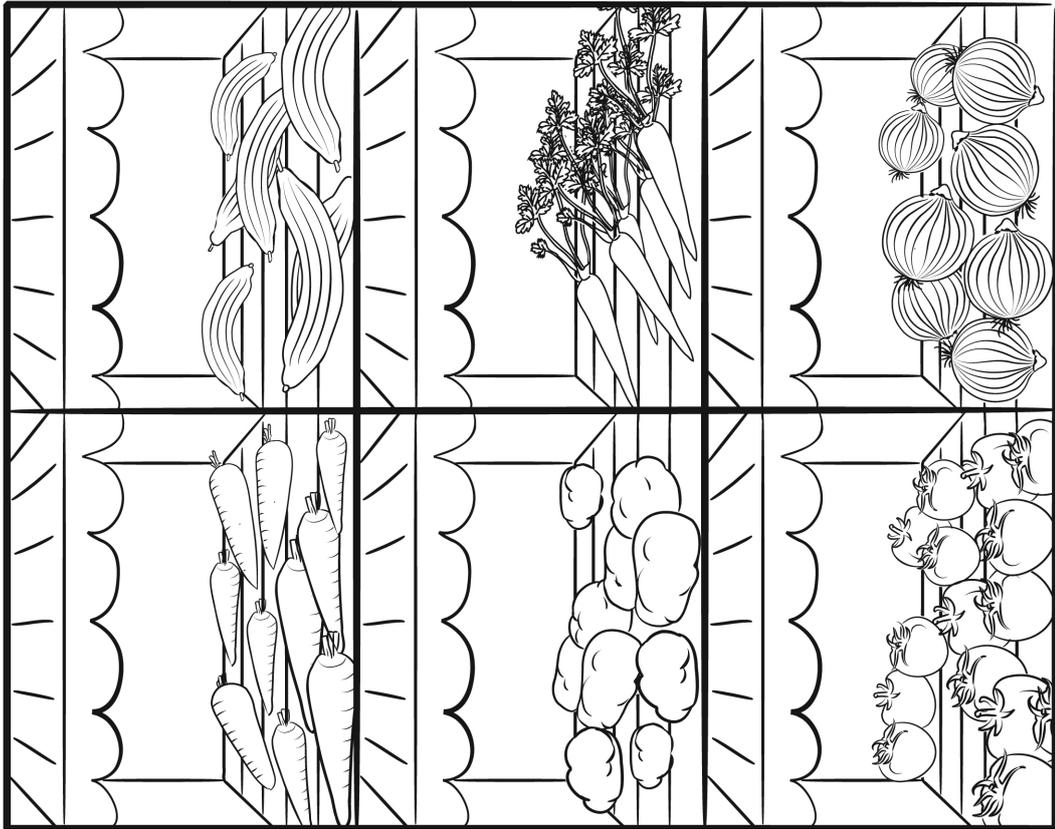
L2: *(The cucumbers are) white.* (L1 colours the cucumbers white in his Picture B)

Extension

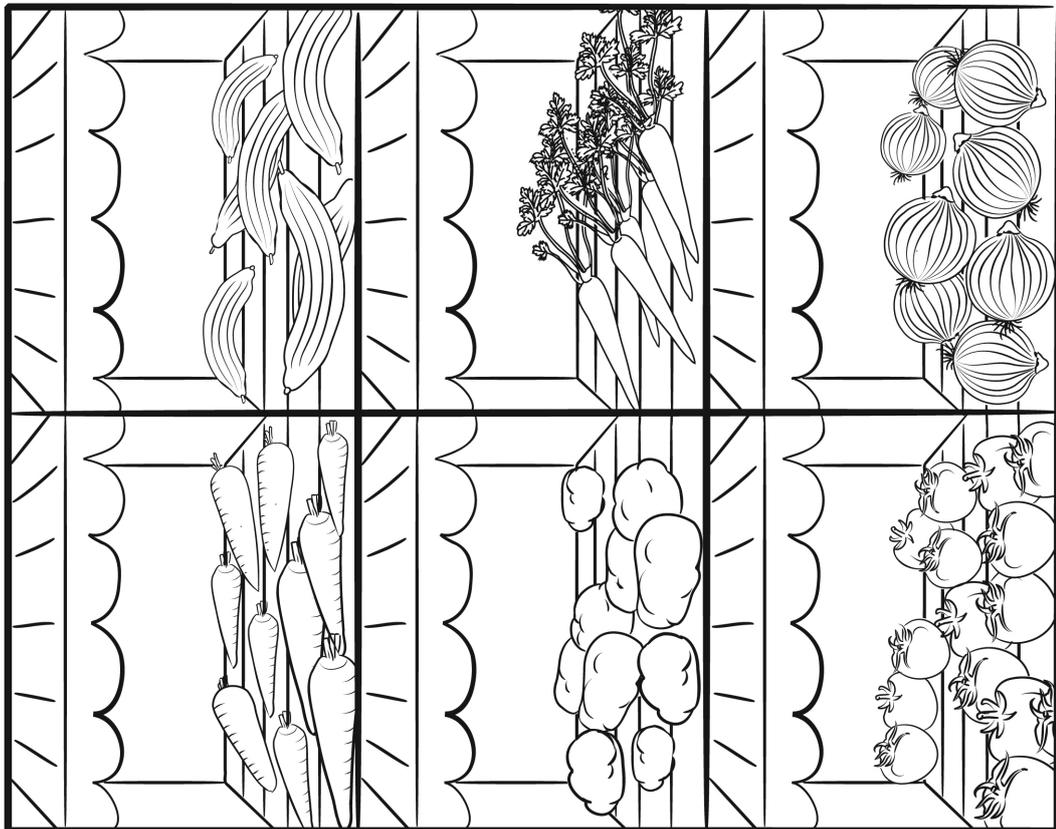
Ls report on the colour of their partner’s vegetables to other Ls. Introduce’s in case Ls don’t know it yet.

L1: *Tomi’s potatoes are brown.*

Picture B



Picture A



VEGETABLES ■ ON THE MARKET

NAME AND TYPE OF ACTIVITY	My basket – board game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Saying the names of vegetables ■ Understanding language for a game ■ Keeping the rules when playing a game with a partner
MINIMUM LANGUAGE REQUIRED	Carrot, onion, cucumber, potato, tomato, pepper, basket Names of fruit (Variation) You have got... (Extension)
ORGANISATION	Small groups
MATERIALS	Game board, dice, exercise book
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Prepare a game board and make a photocopy of it for each group. Bring in a dice for each group.

Elicit names of vegetables. Draw these vegetables or put their picture cards on the board.

Ask Ls to draw a basket in their exercise-books, choose 5 vegetables from the board and draw them in the basket without colouring them.

Ask L1 to come to you and show his basket to the others.

T: What have you got in your basket, Laci?

L1: Pepper, carrot, onion, cucumber, potato.

Choose other Ls and ask them to come to the front and introduce the vegetables they drew in their baskets.

Tell Ls that they will play a board game. Show the board game to them.

Organize Ls into groups of 3. Ask them to take their rubbers, use them as counters and put them on the Start. Explain Ls how to play the board game and demonstrate it with L1. The aim of the game is to collect all the 5 vegetables which are drawn in their exercise books by stepping onto the pictures of those vegetables on the board. L1 throws the dice. He/ she should take the path labelled by the number that he/she threw. For example, if the dice shows 5, L1 can go in the direction where 5 can be seen. Demonstrate the game. Take L1's basket. Ask Ls what they can see in it. Ls tell their names.

T: Laci(L1) has to buy these vegetables. What are they?

L2: Cucumber, tomato, onion, pepper.

T: Laci, Put your rubber on the START and throw the dice. 5. Can you see 5 from the START?

L1: No.

T: You can't move now. (to L2) Gyuri, it's your turn. Throw the dice. 3. Can you see 3? Yes. Move/go there. What are they?

L2: Cucumbers.

T: Have you got a cucumber in your basket? (Show his basket to the others) Yes? Colour it.

Tell Ls that when they step on a picture of a vegetable they have to name it.

If they have that type of vegetable in their exercise-books, they have to colour it (they have 'bought' it). Then it's the next L's turn. L1, L2 and L3 take turns in throwing the dice, choosing a path to take and naming a vegetable. If there is no way labelled by the number the dice shows, the player misses a turn.

The game is over when the winner has coloured all the 5 vegetables he /she has in the basket.

Give a dice to each group. Monitor and help Ls if needed.

VEGETABLES ■ ON THE MARKET

Variation for Ls who know the names of fruit as well

Besides vegetables, also draw some fruits in the 'bubbles' on the board game. Eg. Carrots and apples are in one bubble. Ls have to draw vegetables and fruits – 6 altogether in their exercise-books eg: apple, pear, banana, carrot, onion, pepper. If a L steps on a bubble where there are apples and carrots, and he/she has an apple in his/her basket but no carrot, he/she can colour the apple in the exercise-book. Then it's the next L's turn. L1, L2 and L3 take turns in throwing the dice, choosing a path to take and naming a vegetable and a fruit. If there is no way labelled by the number the dice shows, the player misses a turn. The winner is the L who has coloured all the 6 items in the exercise-book.

Extension

Ls have to guess or remember and say their peers' vegetables in the basket.

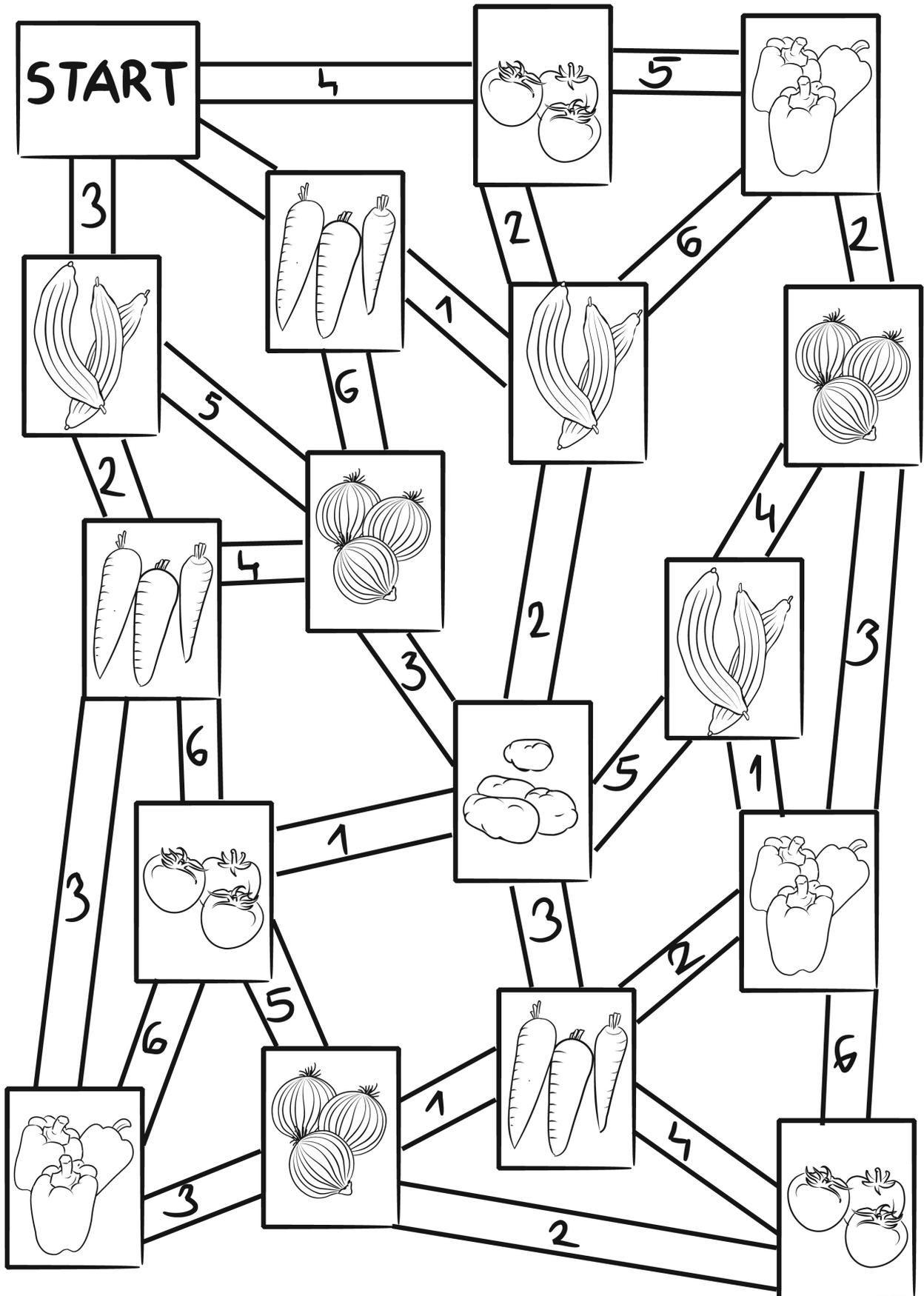
L1: Zita, you have got a carrot.

L2: Yes, I have.

L1: A cucumber.

L2: No, I haven't.

Game board



VEGETABLES ■ ON THE MARKET

NAME AND TYPE OF ACTIVITY	Big cucumber – vocabulary practice with a chant
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Understanding a chant <input type="checkbox"/> Chanting in time and in tune <input type="checkbox"/> Acting out dialogues as a role play(Extension)
MINIMUM LANGUAGE REQUIRED	Cucumber, potato, tomato, <i>Big Cucumber</i> chant Please. Here you are. (Extension 1)
ORGANISATION	Whole class, pair work (Extension1 and 2)
MATERIALS	A real cucumber, a potato, a tomato
CROSS-CURRICULAR LINKS	Music

Description

Before the lesson:

Bring in a cucumber, a potato and a tomato.

Teach the *Big cucumber chant*.

Big cucumber chant

One big cucumber, please.

One big cucumber.

Here you are, here you are, one big cucumber.

One big potato, please.

One big potato.

Here you are, here you are, one big potato.

One big tomato, please.

One big tomato.

Here you are, here you are, one big tomato.

Show the three vegetables (a cucumber a potato, a tomato) to Ls. Ask them to form a circle and sit down. Give the first vegetable to L1 next to you. Name it. Tell him/her to pass it on to L2. He/she names it, too. Ls continue passing on the cucumber to the person sitting next to them. When the cucumber reaches the last L, ask for the cucumber.

T: The cucumber, please.

L1 (last in the circle): Here you are.

Do it with all the three vegetables. Finally, T has all the three vegetables again.

Give the cucumber to L1. Say the chant. Ask Ls to pass the cucumber for the beats (underlined in chant).

Give all the three vegetables to three different Ls who don't sit next to each other. Repeat the chant while Ls pass the vegetables. Stop at the end of each verse and tell Ls who hold the vegetables to change places. This game can be continued until Ls get tired of it.

Variation for Ls who have richer vocabulary on vegetables

Ask Ls to change the text of the chant, by saying other vegetable names instead of cucumber, potato, tomato. (E.g.: One big banana, please.) They can practise it in pairs, then perform it for the others.

Extension 1

Put Ls in pairs and ask them to draw a basket in their exercise-books. They will play a game. Tell L1 to ask L2 for a vegetable that L2 has to draw in L1's basket. Model the game with L1 and L2.

L1: A turnip, please.

L2: Here you are. (L2 draws a turnip in L1's basket.)

L1 and L2 take turns in asking for and drawing vegetables. Give time limit.

VEGETABLES ■ ON THE MARKET

Extension 2

Give Ls some plasticine and ask them to form some vegetables they know. Elicit names of vegetables. Ls have to make up a shopping dialogue with the text of the chant and use the plasticine vegetables as items to buy and sell. Demonstrate this with one L.

T: A tomato and 2 carrots, please.

L2: Ok. 1 tomato and 2 carrots. Here you are.

T: Thanks. Goodbye.

L1: Goodbye.

Put Ls in pairs and let them practise their dialogue. Pairs can perform it for the others.

VEGETABLES ■ IN THE KITCHEN

NAME AND TYPE OF ACTIVITY	Running salad – vocabulary practice with physical movement
TIME	7 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Understanding simple instructions performing the corresponding actions■ Intensive listening for recognising a name■ Keeping the rules when playing a game with other Ls
MINIMUM LANGUAGE REQUIRED	Tomato, potato, cucumber, carrot, salad
ORGANISATION	Whole class
MATERIALS	Chairs, blindfold (Variation)
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Arrange chairs into a circle.

Ask Ls to sit down in the chairs. Choose 4 vegetables and give each L a vegetable name by pointing to them one by one.

T: You are a cucumber, tomato, carrot, potato, cucumber, tomato.... Rotate the names of the 4 vegetables when allocating names to Ls.

Ask them to repeat their names to check if they remember them.

Stand in the middle and say a vegetable name. Ask Ls with the name of 'tomato' to stand up and change places.

T: Tomatoes. Stand up. Change place. Sit down.

Repeat the same with the other 3 vegetables. Then say:

T: Salad. Everybody, stand up. Change places. Sit down.

Choose L1 to be a volunteer who stands in the middle of the circle. Take his/her chair away. Tell him/her to say the name of a vegetable. Those Ls have to stand up and change places, but L1 has to sit down on an empty chair after saying the name of a vegetable. The L who can't sit down is the next to call a vegetable name in the middle of the circle.

Variation

Blindfold the eyes of the L who stands in the middle. Tell him/her to say the name of a vegetable. Those Ls have to stand up and change place, but the L in the middle has to catch one of them. The one he/she caught is the next one who will be blindfolded.

Extension

At the end of the game, ask Ls to introduce themselves to others by mingling in the class.

L1: I'm a tomato. I like tomatoes.

L2: I'm a cucumber. I don't like cucumbers.

VEGETABLES ■ IN THE KITCHEN

NAME AND TYPE OF ACTIVITY	Table cloth – craft work
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding a sequence of instructions ■ Pronouncing new words accurately ■ Creating visual rhythm with vegetable patterns
MINIMUM LANGUAGE REQUIRED	<p>Names of vegetables: carrot, onion, cucumber, pepper, potato, tomato, turnip, to paint, to stamp, Is it a ...? names of colours</p> <p>Good morning. This table cloth, please. Here you are. Thank you. Bye.(Extension)</p>
ORGANISATION	<p>Frontal work</p> <p>Individual work</p> <p>Pair work (Variation, Extension)</p>
MATERIALS	A big piece of white textile cloth or white wrapping paper, potato stamps tempera paint, paintbrush, two brush washer bowls one with water in it, pieces of newspaper for each L, two plates, two knives, two forks and two spoons, two glasses -for demonstrating how to set a table
CROSS-CURRICULAR LINKS	Art and Crafts

Description

Before the lesson:

Ask Ls to bring in vegetable stamps (a vegetable cut into half but without any pattern made on the cut side) made at home with the help of their parents. Tell them to bring in at least three kinds of vegetables. Ask every L to bring in a piece of textile cloth that can be turned into a table cloth with no patterns on it.

Prepare two plates, two knives, spoons and two glasses for demonstrating how to set a table frontally.

Show Ls a piece of cloth. Ask them what it is good for. Elicit the word ‘table cloth’ in Hungarian and say it in English. Choose L1 and L2:

T: Look at this table. Sit down around it. Look. Spaghetti! Yummy! And now, ice-cream! Really nice... (Ask L1 and L2 to sit around the table.)

T: Oh, What do we need? Emphasize meaning with gestures and movements. Show Ls plates, knives, forks and spoons and ask them to set the table frontally. Ask Ls to place each object in the right place. Introduce the names of the words they don’t know.

T: We put plates on the table...and spoons, knives...,forks..., glasses...Where do we put the fork...? Peti, put them next to the plates...Oh, we need a table cloth, as well.

Tell Ls that they are going to make a table cloth.

Tell Ls to cover their desks with a piece of newspaper and to put some tempera paint, paintbrushes, brush washers, a piece of wrapping paper or textile and their potato stamps in front of themselves.

Stick a piece of white paper on the board, put some tempera paint on a stamps (hold the stamp in your hand so that Ls can’t see what kind of vegetable it is) and make a print on the sheet, ask Ls to guess what is on it (each vegetable is cut in two so the prints they make are circles of different sizes).

T: Look at this print. I have got a stamp. What kind of vegetable is it?

L1: (Is it a) cucumber?

T: No, it isn’t a cucumber.

L2: (Is it an) onion?

T: No, not an onion.

L2: A pepper/turnip...?

T: Yes, that’s right. (Use the cut vegetable to stamp on the sheet on the board.)

VEGETABLES ■ IN THE KITCHEN

Repeat the guessing game for a while.

Show and tell Ls how to use the stamp

T: Look. Open your tempera paint. Take your paintbrush, put it in the paint and paint your potato stamp. Now stamp with it. Wait after each step and see if Ls can follow what to do.

T: Make a pattern like this. Onion, onion, cucumber, onion, onion, cucumber...(Make the prints on the board.)

Ask one or two Ls to show other patterns on the board as examples. Show Ls that they can make a frame pattern around on their table cloths or their patterns may cover the whole sheet. Tell Ls to print their table cloths – each L will have one printed cloth. Walk around and help Ls.

Variation for Ls who are already familiar with ‘have got’ structure

Put Ls in pairs. Ask pairs of Ls to make a pattern on a table cloth together. In this way a table cloth will be ready sooner and a guessing game can be played after. When pairs of Ls have finished printing, put two pairs together, and ask each pair to guess the names of the vegetables on the other pair’s table cloth. (Ls can only guess by the size of the print.)

L1: (You have got) onions and potatoes.

L3, 4: No, onions and...

L2: Cucumbers?

L3, 4: Yes!

Extension

Spread the ready table cloths in the front. Tell Ls that this is a shop and they can buy a table cloth. Play a shopping dialogue with L1.

T: Good morning.

L1: Good morning.

T: This table cloth, please.

L1: Here you are.

L1: Thank you.

T: Thank you, bye.

Make pairs and ask Ls to play the shopping dialogue. Monitor around and help Ls with language.

VEGETABLES ■ IN THE KITCHEN

NAME AND TYPE OF ACTIVITY	Let's make salad – making salad
TIME	30 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none"> ■ Understanding simple instructions performing the corresponding actions ■ Pronouncing word accurately ■ Learning how to cooperate ■ Making a vegetable salad
MINIMUM LANGUAGE REQUIRED	to mix, to cut, salad, salt, lemon juice, names of vegetables: carrot, cucumber, pepper, tomato, names of kitchen equipment: bowl, tray, spoon
ORGANISATION	Frontal work Small groups
MATERIALS	Vegetables: carrot, cucumber, pepper, tomato: 2-2 vegetables from each type cut into pieces for each group a bowl, a tray, and 3 spoons, salt, lemon, a cloth-all for each group, a paper plate for each L
CROSS-CURRICULAR LINKS	Art and Crafts

Description

Before the lesson:

Bring in the vegetables or ask Ls to bring them in to class. Arrange desks and chairs for group work. Place the following objects on each group's desk as well as the T's desk at the front of the classroom: a bowl, a tray, a cloth, a spoon, some salt, half a lemon. Put the chopped up vegetables in separate bowls on each group's desk and on the T's desk, as well: a bowl with pieces of carrots, another one with cucumber, and two more with tomato and pepper.

Put Ls in groups of 5. Tell them to stand around their desks. Ask them some questions.

T: Do you like salad? Put your hand in the air if you like salad.

Tell Ls that you are going to make a salad. Point to the table in the front and show the objects they will need: bowl, spoon, salt, lemon, cloth and tray. When an object is being introduced, hold it up, and ask Ls to hold up those objects they also have on their desks.

Check if Ls know the English names of them. Introduce the names of the objects if needed and practice vocabulary, eg ask Ls to point to the objects or hold them up when you mention them.

T: Look. This is a bowl/cloth...Point to your bowl/cloth...Now show me the spoon/tray...

Ask Ls what to put in the salad. If a vegetable is mentioned by someone, ask one L from each group to come to the front, take some of that vegetable and put it on the tray of his/her group.

T: What do we need for the salad?

L1: Cucumber.

T: Yes, we can put some cucumber in the salad. Who is coming for cucumber for the group? One L from each group comes and takes some of the vegetable in question.

When the groups have everything they need for making the salad show and tell Ls how to make it. Do the actions step by step together. Wait until they are ready for the next step. Make sure that every L is involved in the groups' work. Choose Ls for each step if needed.

T: Put some cucumber in the bowl.(Ls carry out the instruction.)

T: Put some salt in the bowl.

T: Put some lemon juice in the bowl.

T: Mix the salad.

When the salad is ready, ask Ls to set the tables with paper plates, eat the salad and tidy the tables afterwards.

VEGETABLES ■ IN THE KITCHEN

Variation 1 for Ls who are confident in reading and understanding a written text

Teach or revise the vocabulary of kitchen equipment with Ls. Then, give out a recipe of a salad to each group of Ls. Ask the groups to follow the instructions of the recipe and make a salad. Monitor around and help them what to do if needed.

Variation 2 for Ls who cannot read

Teach or revise the vocabulary of kitchen equipment with Ls. Then, give each group a recipe with pictures only telling Ls how to make salad. Ask the groups to follow the instructions of the recipe and make a salad. Monitor around and help them what to do if needed.

Extension

Ask Ls to take the roles of a mother, father and children, and have a role play. Divide Ls into groups of 4. Demonstrate the role play with 3 Ls.

L1 (Mother): Children! Dinner's ready! Come here. Sit down. (If there's some salad left, she puts a bowl of salad and paper plates on the desk.)

L2 (Child): Oh, salad! Hurray!

L3 (Father): Here you are. (He puts some salad on a paper plate and hands the plates to the others in the "family".)

L4 (Child): Thank you! Yummy!

L2, 3, 4 (Mother, children): Thank you. Yummy!

Ls eat up the salad.

VEGETABLES ■ IN THE KITCHEN

NAME AND TYPE OF ACTIVITY	Rabbits' dinner – drama game
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Drama <input type="checkbox"/> Understanding and using language for a game <input type="checkbox"/> Keeping the rules when playing a game with the others
MINIMUM LANGUAGE REQUIRED	Rabbit, carrot, cabbage, lettuce, cucumber, please, here you are, Are you hungry? Yes, carrots, please. Are you a...? I'm a (Variation, Extension)
ORGANISATION	Frontal work, Whole class Pair work (Extension)
MATERIALS	None
CROSS-CURRICULAR LINKS	Games

Description

Before the lesson:

Arrange the classroom to have a space big enough to play the game.

Draw a picture of two ears of a rabbit onto the board. Ask Ls what they can be. Elicit ideas. *L1: Flower?*

L2: A cat?

Draw the missing parts until Ls find out that it is a rabbit. Ask Ls what rabbits like to eat. *T: What do rabbits like?*

Ls: Carrots, cabbages, lettuce, cucumbers...

Introduce the names of vegetables if needed. Divide Ls into two groups. One of the groups takes the role of a rabbit family. Tell Ls to squat down and be the rabbits. The other group takes the roles of vegetables in the garden. They only sit down. Talk to the 'rabbits'.

T: I'm Mum. Sit down baby rabbits. Are you hungry? What do you want? Carrots, cabbages or cucumbers? Zsófi rabbit?

L1: Carrots, please.

T: Come here. Here you are. Zoli is a carrot.

Mime giving the vegetable to L1. Zoli stands up and L1 mimes eating him. Ask questions again and 'feed' some other Ls, as well. Change roles. Ask a L to take the role of Mummy rabbit.

Tell Ls that they will play a game. All but one of the Ls take up the role of vegetables. Eg. carrot, cabbage, cucumber, lettuce etc. They have to sit in different positions to express the different vegetables.

Carrots: stand straight with hands in the air

Cabbages: squat down

Cucumbers: sit on the floor with straight legs

Lettuces: stand with hands on the sides. Help Ls with gestures and movements to understand the situation.

Choose one L to be the baby rabbit. Ask him/her to go to you; the others are behind him/her, so that he/she can't see them. Tell the other Ls to choose which vegetable they want to be and stand or squat or sit in the appropriate position as described above. Help if needed. Go back to baby rabbit (L1) and ask:

T (Mum): Are you hungry?

L1: Yes.

T: What do you want?

L1: Carrots please.

L1 turns back to see the vegetables. He/she goes to Ls who are carrots and pretends to eat them. These Ls are out. They have to stand up and go to their places. Play the game fast. Start the dialogue again and let the rabbit eat up all the vegetables. When all Ls are out, the game is over. Choose other Ls to take the role of the mother rabbit and baby rabbit.

VEGETABLES ■ IN THE KITCHEN

Variation for Ls who have a richer vocabulary

Ls who take the role of the vegetables, sit down on the floor without taking the position of vegetables. Go around and whisper a type of vegetable into each L's ear. Baby rabbit –L1- has to find a vegetable he/she wants to eat by asking Ls.

L1: I'm hungry. Are you a carrot?

L2: No, I'm a lettuce. (Baby rabbit goes on asking other Ls until he/she finds a carrot.)

When L1 finds a carrot, he/she mimes eating it and change places with that L.

Extension

Ask Ls to collect other vegetable names eg. turnip, onion, potato, tomato, pepper. Draw them on the board. Put Ls in pairs and ask pairs to make up a position for a vegetable. When Ls have finished, they have to take the position of their vegetable frontally and the other Ls have to find out what vegetable they mime.

L1: Are you peppers?

L2 and L3: No.

L4: Are you onions?

VEGETABLES ■ VEGETABLE SHOW

NAME AND TYPE OF ACTIVITY	Taste it – ‘test your senses’ game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Recognizing vegetables by tasting and touching them■ Using English as means of communication in the classroom■ Learning how to cooperate
MINIMUM LANGUAGE REQUIRED	Names of vegetables (onion, carrot, cucumber, tomato), What’s this? It’s... Is it a...? Yes/ No, I like...best. (Extension)
ORGANISATION	Pair work Small groups (Variation) Individual (Extension)
MATERIALS	4 each of whole carrots, cucumbers, onions, tomatoes and the same types of vegetables cut into pieces in separate bowls, 2 large trays, a scarf per pair of Ls
CROSS-CURRICULAR LINKS	Science and Nature

Description

Before the lesson:

Prepare different types of vegetables (carrots, cucumbers, tomatoes, onions) cut into pieces in bowls separately. Also bring 3 of the same 4 types of whole vegetables in lesson. Put them on trays. Ask Ls to bring scarves in class.

Ask Ls to choose a partner and to sit down in a big circle in pairs. Put the bowls of cut up vegetables and the whole vegetables on a tray in the middle of the circle. Tell Ls to name the vegetables they can see. Explain them that they will have to recognize these vegetables blindfolded only by touching or tasting them.

Demonstrate the game by instructing a pair of Ls. Blindfold L1’s eyes. Ask L2 to choose a whole vegetable, and give it to L2 to touch and recognize it.

L1: What’s this?(L2 touches the vegetable.)

L: (Is it a) cucumber?

L1: No, (it isn’t).

L2: (Is it a) carrot?

L1: Yes, (it is).

Ask L1 to take a piece of vegetable from a bowl and give it to L2 to taste and recognize it.

L1: Here you are. (Eat it.) What’s this?

L2: (It’s an) onion.

When all Ls understand the game, let Ls play the game and ask them to take turns in recognizing 2 vegetables (same or different) by tasting them. Monitor around and help Ls if needed.

Variation for smaller groups

Make a taste test in groups of 3. Blindfold L1. Ask L2 to give two different pieces of vegetables to L1. L3 names one of the two vegetable pieces. L1 has to recognize that piece by smelling it. If he/she guesses right, he/she can eat it. If not the others can eat those two pieces. Then Ls swap roles.

Extension

Ask Ls to draw the type of vegetable they most like in their exercise book. Then, ask Ls to mingle in class and find someone whose favourite vegetable is the same.

L1: I like(carrots) best (says to L2)

L2: I like (carrots) best!

L1 and L2 draw each other’s faces next to their drawings.

VEGETABLES ■ VEGETABLE SHOW

NAME AND TYPE OF ACTIVITY	Vegetable bingo – vocabulary practice
TIME	10 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Developing concentration <input type="checkbox"/> Following rules <input type="checkbox"/> Making connections between pictures and words
MINIMUM LANGUAGE REQUIRED	Carrot, cucumber, potato, tomato, colours
ORGANISATION	Frontal work
MATERIALS	Black and white vegetable pictures of a carrot, cucumber, potato, tomato
CROSS-CURRICULAR LINKS	Games

Description

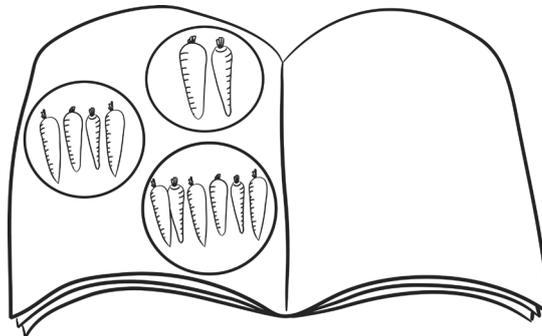
Put black and white vegetable pictures onto the board (carrot, cucumber, potato, tomato,)

Ask Ls what colours they are. Tell Ls to draw the four vegetables into their exercise books. Ask them to take the following coloured pencils: pink, blue, green, yellow, black. Tell Ls to colour the vegetables but with different colours than in the reality.(*pink carrot, blue cucumber...*)

Call out the names of the vegetables with different colour combinations. If Ls have got that colour-vegetable combination in their exercise books, they have to cross out their pictures. When a L has got all his/her vegetables crossed out, he/she can shout BINGO. He/she is the winner.

Variation for Ls who are not familiar with colours but can count to 10

Tell Ls to draw three big circles into their exercise books. In the circles Ls have to draw a number of carrots (1-10).



Call out the numbers. (*two carrots, four carrots...*) If Ls can hear the combination that is in their circles, they cross their circles out. As soon as an L has got all his/her circles crossed out he/she can shout BINGO. He/she is the winner.

Extension

Ask Ls to mingle in class and find someone who has a vegetable with the same colour as in his/her drawing.

L1: Green carrot?

L2: Yes.

Ls write the name of that student next to the vegetable picture.

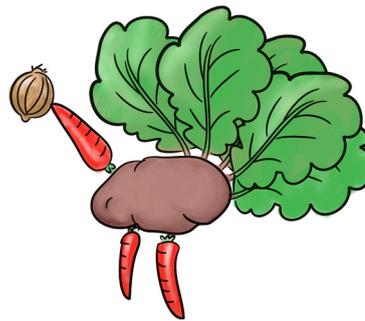
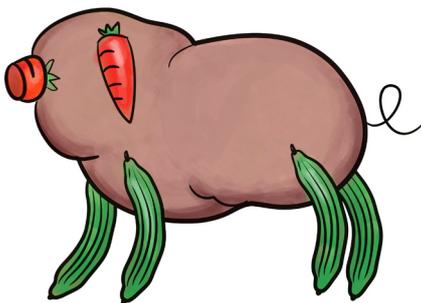
VEGETABLES ■ VEGETABLE SHOW

NAME AND TYPE OF ACTIVITY	Vegetable zoo – drama game
TIME	15 mins
FOCI OF SKILLS DEVELOPMENT	<input type="checkbox"/> Describing animals <input type="checkbox"/> Exchanging personal information <input type="checkbox"/> Using English as a means of communication in the classroom
MINIMUM LANGUAGE REQUIRED	Vegetables names eg. carrots, cucumbers, tomato, potato, cabbage, turnip, pepper Animal names, It has got..., body parts eg. eyes, nose, ears, neck, body, legs... Hello., Good morning. How are you today? I'm fine.
ORGANISATION	Frontal work, small groups
MATERIALS	An animal statue made from a vegetable and brought by each L
CROSS-CURRICULAR LINKS	Science

Description

Before the lesson:

Set a homework: Ask Ls – with the help of their parents - to bring in their animal statues. They can make them by taking different types of vegetables and with the help of toothpicks fixing the vegetables to create the statues. Toothpicks can be used as arms or legs and cut pieces of vegetables can be used as small body parts such as ears, eyes.



Ask Ls to form a circle and put the animals in the middle. Ask Ls to describe the animals they brought in without pointing at them. The others have to guess them.

L1: It has got a carrot neck, a potato body and an onion head.

L2: (Is it a) giraffe?

L1: Yes.

After describing all the animal statues ask Ls to take their statues, think about their names, their age, what they like and don't like to eat. Put Ls in groups of 4 and tell them to use their statues as puppets and introduce their animals to each other.

L1: My name is Puppy, the giraffe. I'm 7. What's your name?

Variation for Ls who are able to make animal statues during the lesson

Instead of real vegetables, tell Ls to make

1. Plasticine vegetables.
2. Salt-flour vegetables. Ls can fix the vegetables with water (if it is not dried) or glue.
3. Clay vegetables. Ls can fix the vegetables with glue.
4. Drawings of vegetables.

They can create animal statues using the materials above.

VEGETABLES ■ VEGETABLE SHOW

Extension

Put Ls into groups of 4. Tell them to arrange vegetable statues into a zoo and ask Ls to use the statues as puppets. Tell them to mime getting up in the morning and greet each other.

L1: Hello, lion. Good morning. How are you today?...

L2: Hello, pig. Good morning. I'm fine. How are you?

VEGETABLES ■ VEGETABLE SHOW

NAME AND TYPE OF ACTIVITY	Hopscotch – action game
TIME	20 mins
FOCI OF SKILLS DEVELOPMENT	<ul style="list-style-type: none">■ Naming vegetables■ Building association between words and corresponding pictures■ Recalling words from memory (Extension)
MINIMUM LANGUAGE REQUIRED	Names of vegetables: carrots, turnips, peppers, cucumbers, potatoes, tomatoes, onions
ORGANISATION	Small groups
MATERIALS	2 sets of 7 picture cards with the vegetables on them: carrots, turnips, peppers, cucumbers, potatoes, tomatoes, onions Set 1: seven A4 size picture cards laminated or on thick paper Set 2: seven app. 4 cm x 8 cm size cards
CROSS-CURRICULAR LINKS	Sports

Description

Before the lesson:

Prepare two sets of picture cards of vegetables (carrots, turnips, peppers, cucumbers, potatoes, tomatoes, onions) for each group. One set contains A4 size picture cards, the other has the same pictures on small cards of 4 cm x 8 cm. Move desks and chairs in class to make enough space on the floor for hopscotch.

Revise the names of vegetables with the help of the small picture cards, Arrange Ls into groups of 4.

Tell Ls that they will play hopscotch. Give the two sets of picture cards to each group. Ask the groups to put their A4 size picture cards in a circle faced up on the floor. These cards will be the fields of the hopscotch. Tell Ls to place the small sets of cards faced down in a pile in the middle of the circle.

Demonstrate the game with a group. Tell L1 to stand in the middle of the circle, pull a card from the pile in the middle of the circle and say the name of the vegetable he/she can see on it.

L1: (pulls a card) Onions.

Tell L2 to start hopping on the A4 sheets from one to the next (tell him/her where to start) and say the names of the vegetables he/she hopped on at a time but hop over onions.

L2: (While hopping on the cards from one to another) Potatoes, carrots,...(hops over onions), cucumbers, peppers, tomatoes, turnips.

When L2 finishes hopping, he/she takes the role of L1 in the middle of the circle and pulls a card for L3. All Ls in the group take turns in hopping and in pulling a card from the middle pile. If a L doesn't say the name of a vegetable correctly, he/she has to wait until every L has completed the hopscotch once before he/she can try again.

When Ls understand the game, ask them to start playing it in groups. Monitor and help them if needed.

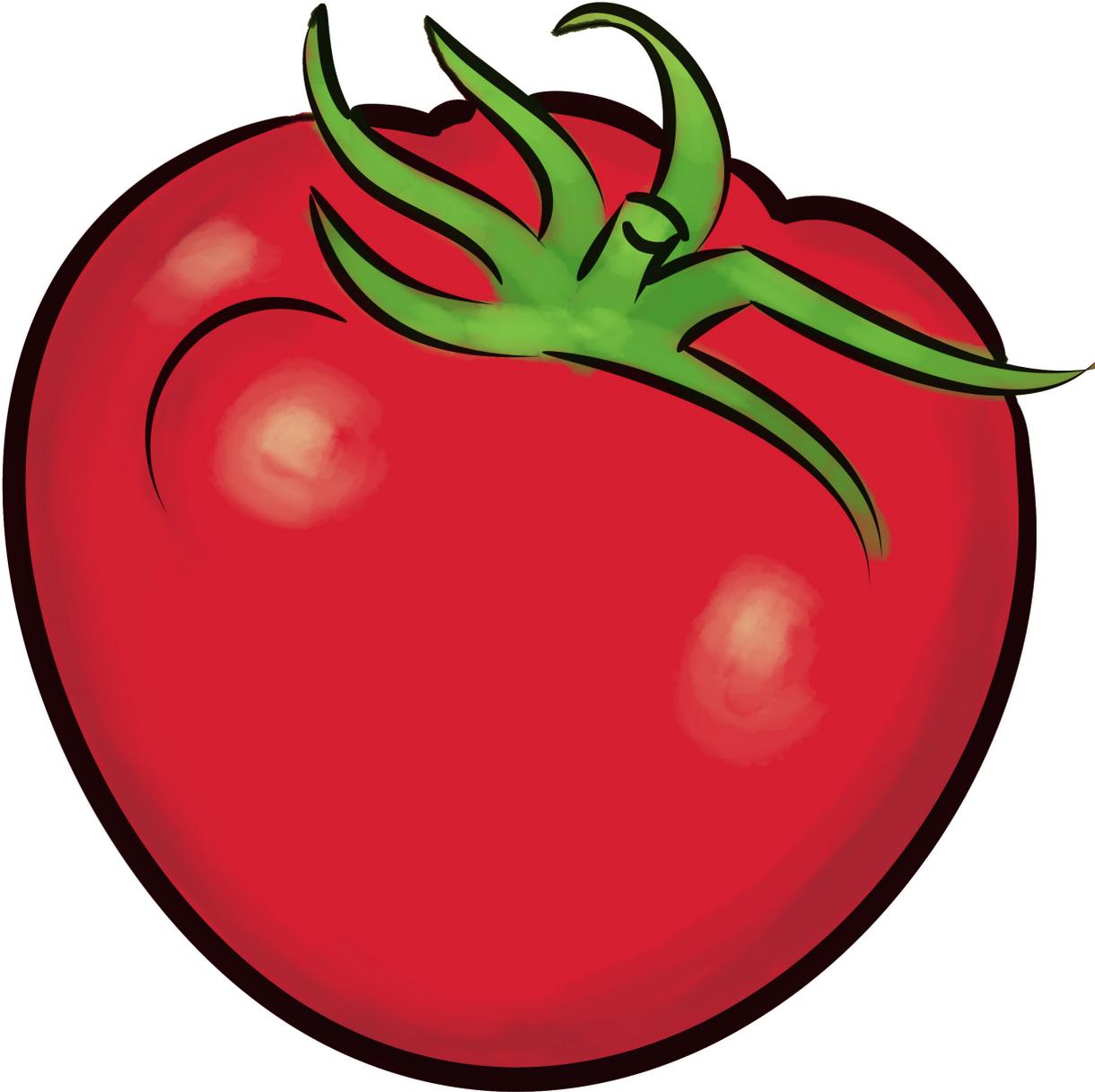
Variation for Ls who are not confident in using the new vocabulary

Instead of hopping Ls can jump from sheet to sheet. All the Ls name the vegetables in chorus while L1 is jumping from sheet to sheet.

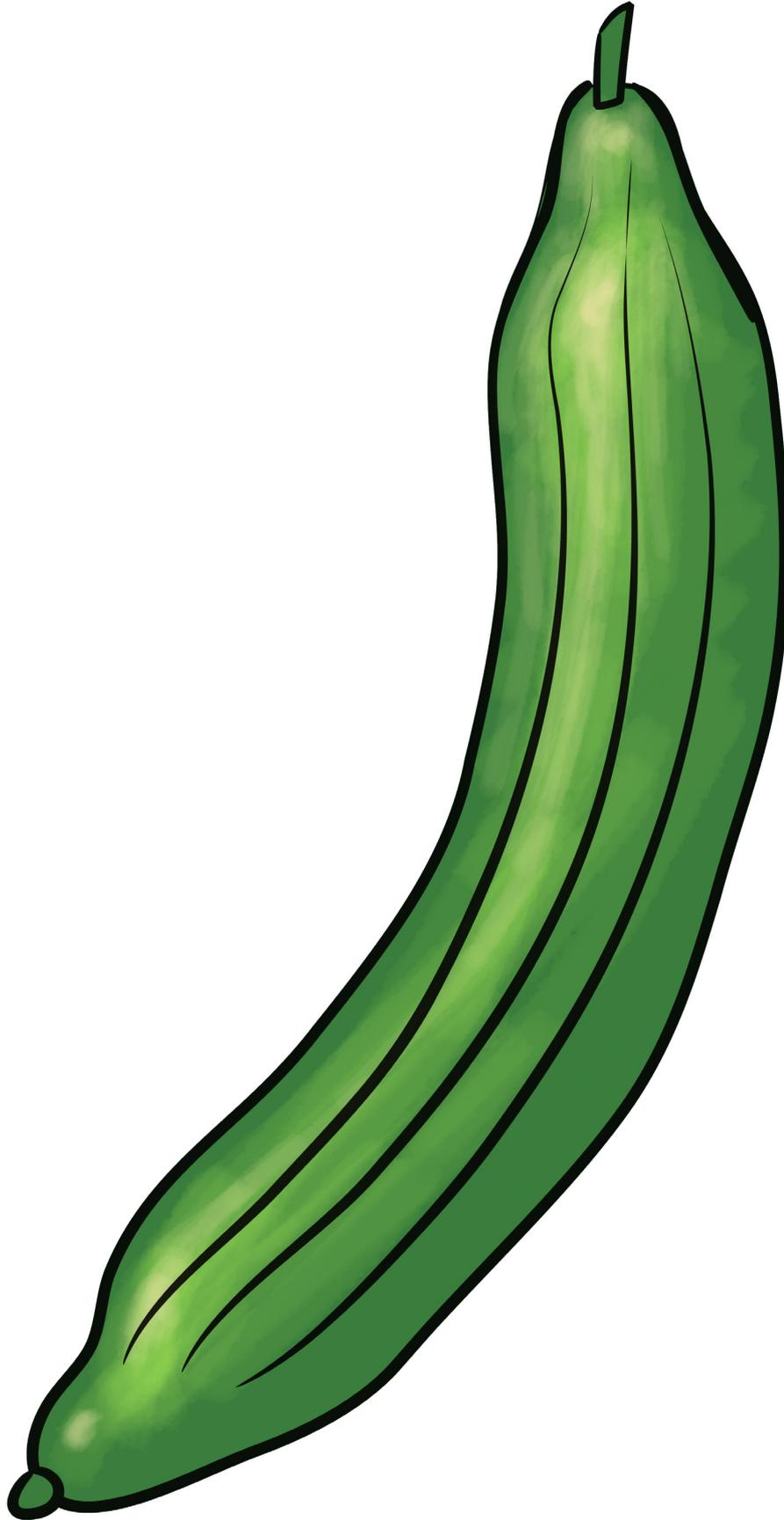
Extension

When Ls are confident in naming the vegetables on the hopscotch field, ask them to turn an A4 card faced down and try to play hopscotch again and to remember and name the vegetable they can't see. Then, Ls have to turn over another card, then one more card in every round. Ls continue the game like this until all the cards are faced down.

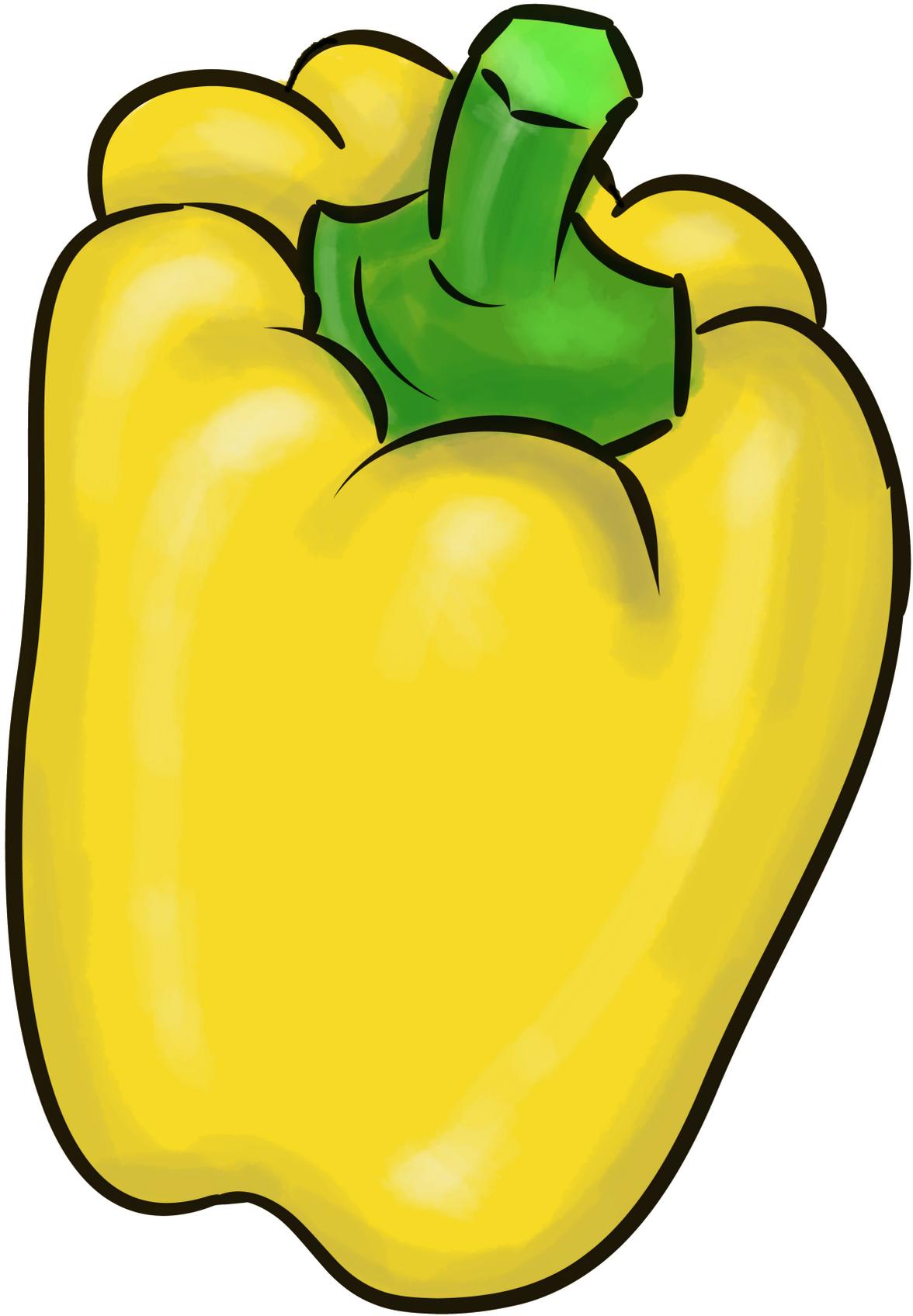
Vegetables



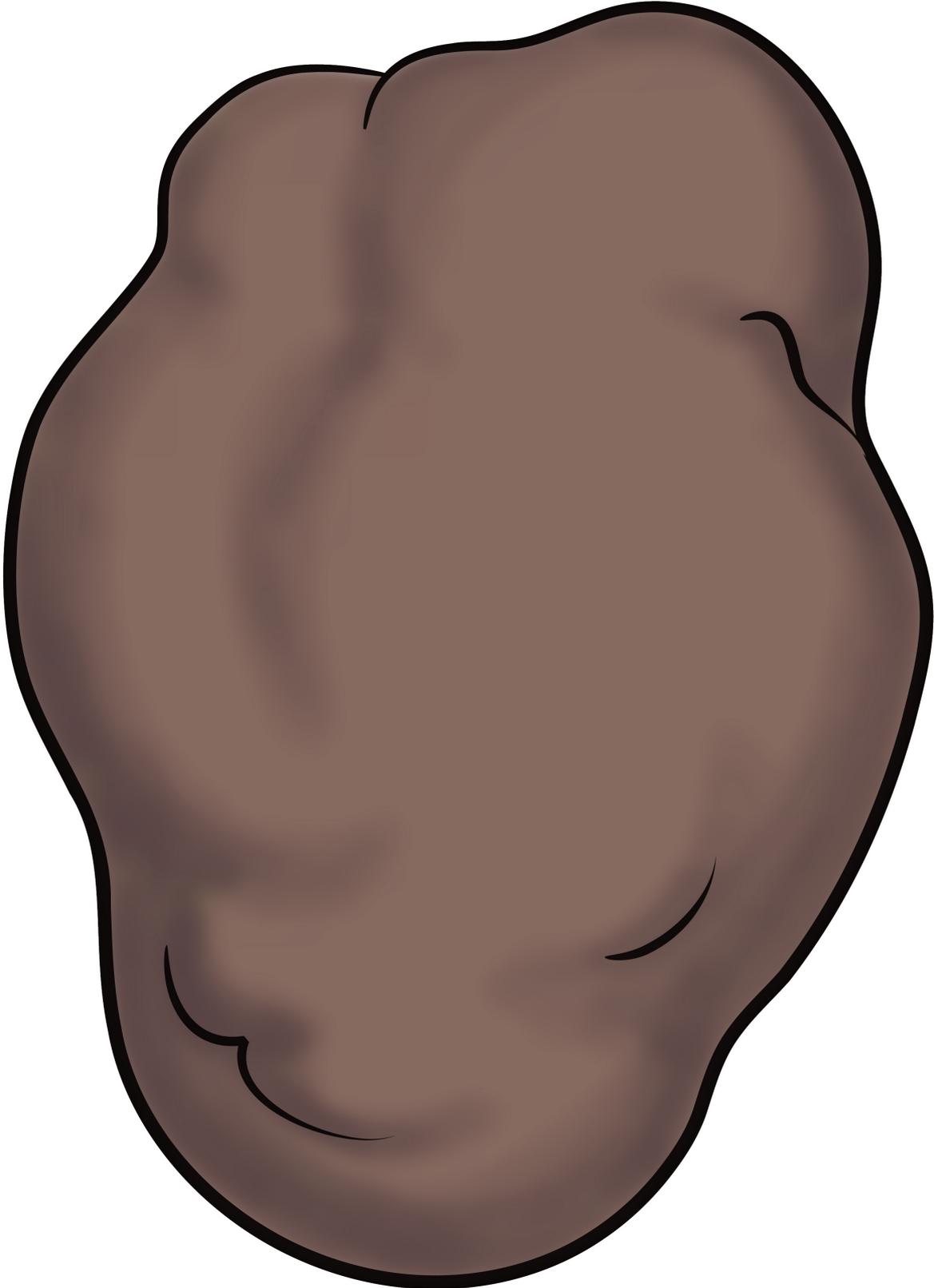
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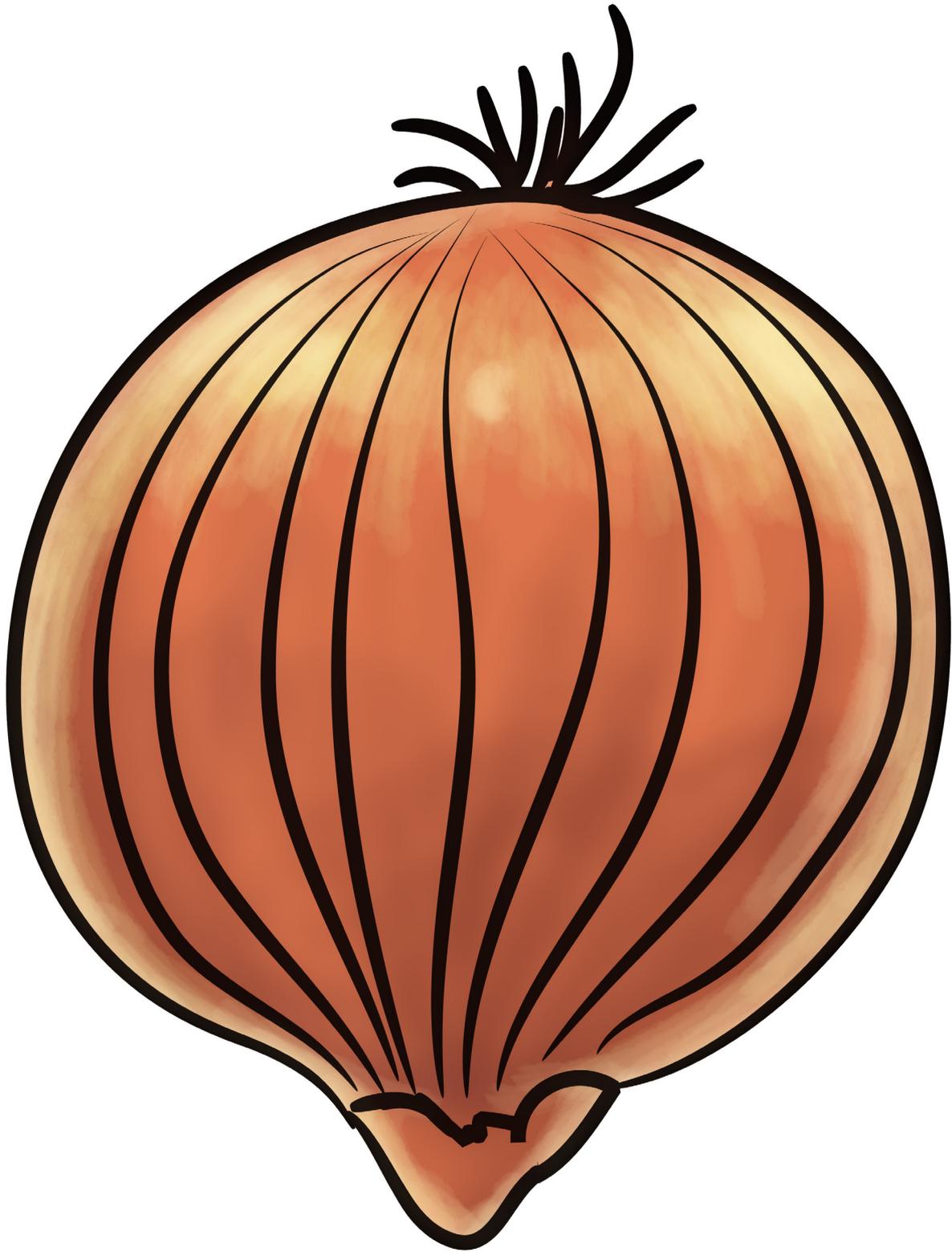
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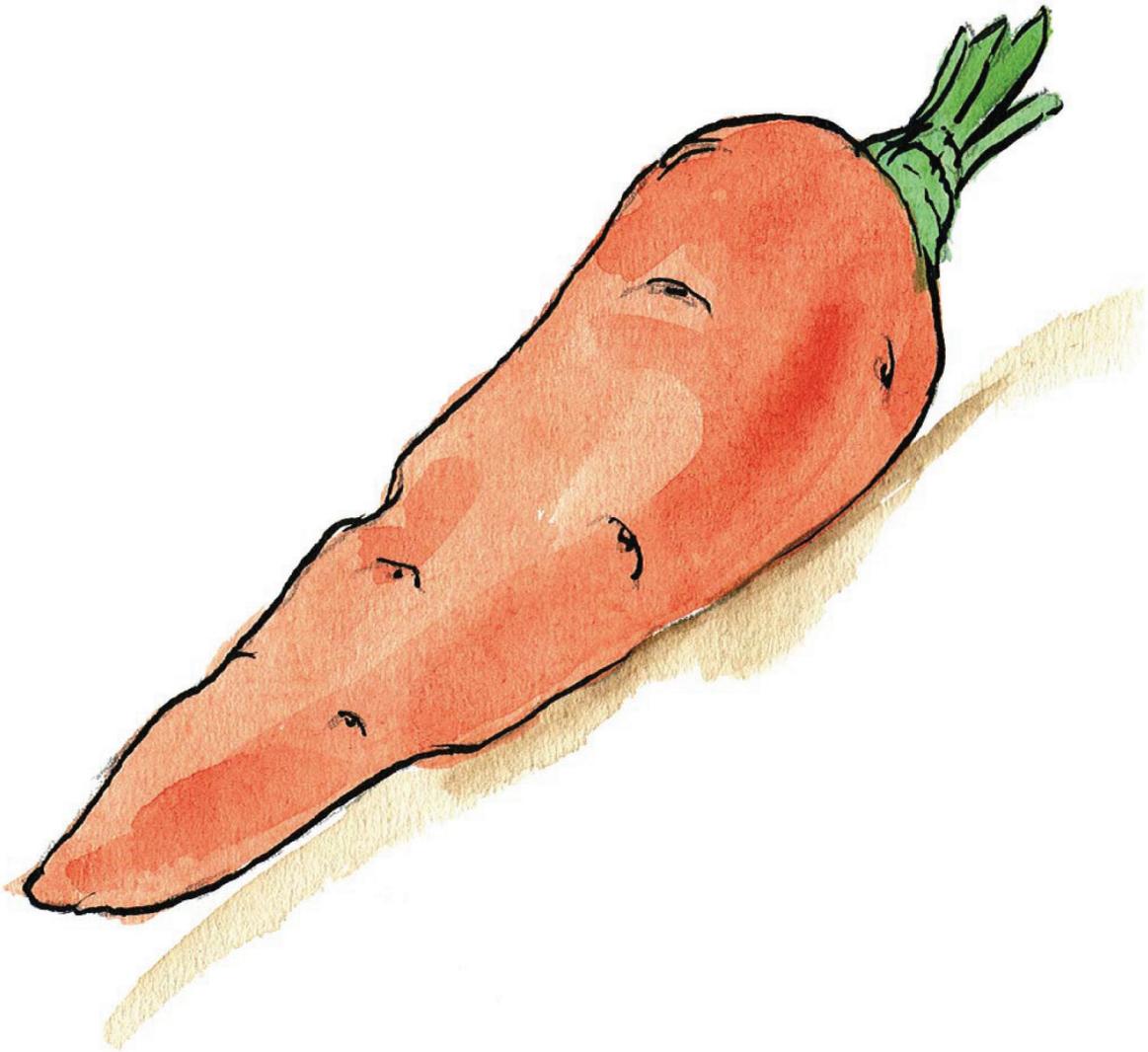
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Vegetables



Vegetables



Vegetables

