

**A scenario of a Polish language lesson in class IV for the project implementation**

Topic: In the stall ... such conversations are heard". We can write down the dialogue.

**Overall objective**

Student:

- can write a dialogue

**Operational objectives**

Student:

- edits a dialogue based on the poem,
- recognises the punctuation marks present in the dialogue,
- knows the importance of vegetables in a healthy diet

**Method:** performance tasks, exercises

**Form:** individual

**Teaching aids:** interactive exercises, film, text of a poem, illustrations

**Course of the lesson**

**I. Introductory part**

Introduction to Jan Brzechwa's poem "On the stall". Introducing the concept of 'dialogue'.

**Lecturer:** *Good morning. The protagonists of our lesson today will be vegetables that have conversations, or dialogues. A dialogue is a conversation between two or more people.*

*Click on the link and listen to Jan Brzechwa's poem "At the market stall".*

<https://www.youtube.com/watch?v=38QNVaK7a-s>

**II. Basic (main) part**

1. Cognitive phase

A. Presentation of the poem by Jan Brzechwa " At the stall" to be read by a student.

**Lecturer:** *Click on the carrot icon and read Jan Brzechwa's poem " At the stall", and then on the worksheet write down all the vegetables that appear in the poem. Using a crayon, mark the vegetables you like best.*



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## Jan Brzechwa - At the stall

At a stall on market day  
This is the kind of conversation you hear:

"Why don't you lean on me,  
You are so wilting, Mr Dill."

"What wonder, my chive,  
I've been lying here since Tuesday!"

The kohlrabi says:  
"Look at the turnip - this one's a hoot!"

A pea pats a turnip on the tummy:  
"How's it going, turnip? Getting better?"

"Thanks, thanks, Mr Pea,  
We're getting on a bit.

But the parsley - it's worse:  
Pale, skinny, can't sleep."

"And that's a ripple - "  
Celery sighed.

The beet shuns the onion,  
And the onion feels for it:

"My Beet, my red,  
Would you not like such a wife?"

The beetroot just plugs its nose:  
"Hurry up and get out of here,

I want a beetroot wife,  
Because you'll make everyone cry."

"And that's a ripple - "  
Celery sighed.

At once, Bean's voice could be heard:  
"Where do you get off gramming here!"

"Don't be so big for me." –  
A brussels sprout responds to her.

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"You've seen what blood!" -  
The carrot crowed.

"Let the cabbage judge us!"  
"What, cabbage! Head empty!"

And the cabbage says sadly:  
"My dears, why quarrel,

What's the point of your foolish squabbles,  
We'll all be dead in the soup soon enough!"  
"And that's a ripple,"  
Celery sighed.

#### B. Introducing ways of writing down dialogue.

**Lecturer:** *The vegetables have dialogues with each other, which can be written down in different ways. Click on the carrot icon and you will find out how to write the dialogue.*

If you are writing a text which will consist of dialogue alone, you can write the names or names of the characters talking one by one, followed by colons, and include their statements or the names of the characters talking, followed by colons and statements.

Chives: Why don't you lean on me, you're so wilting, Mr Dill.  
Dill: What a wonder, my chive. I've been lying here since Tuesday.  
Chives: Since Tuesday? Then I feel sorry for you!  
Dill: I hope I don't get sick before I find myself in a delicious soup.  
Chives: I wish you could find a buyer.

Hyphens can be used instead of the names or first names of the speaking characters in the dialogue transcription. This results in the most common way of writing dialogue.

- Why don't you lean on me, you're so wilting, Mr Dill.  
- What a wonder, my chive. I've been lying here since Tuesday.  
- Since Tuesday? I feel sorry for you!  
- I hope I don't get sick before I find myself in a delicious soup.  
- I wish you could find a buyer.

The third way is to add the words of the narrator, i.e. the person who narrates the events and relates the course of the conversation. The narrator's words are separated from those of the characters by hyphens.

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- Why don't you lean against me, you're wilting so much, Mr Dill,' suggested Chives.
- What wonder, my chive. I've been lying here since Tuesday," said the dill with resignation.
- Since Tuesday? I feel sorry for you! - exclaimed the chive.
- I hope I don't get sick before I find myself in a delicious soup - laughed the dill.
- 'I wish you could find a buyer,' said the chive and shook hands with the dill sprig.

#### 2. Practice phase

A. Independent construction of a dialogue based on the poem.

**Lecturer:** *You already know how to write a dialogue. Based on the statements in the poem, create a dialogue between peas and turnips. Use each of the three ways. Write the dialogue on your work sheet.*

B) Independent construction of a dialogue about the health benefits of vegetables.

**Lecturer:** *The protagonists of our poem - vegetables should become a permanent part of our diet. According to the principles of healthy eating, we should eat 5 portions of fruit and vegetables a day. a day, but not everyone does. Imagine that you have to convince a colleague in a conversation your colleague to eat their vegetables. Create a dialogue and write it on your work sheet, choosing one of the following ways of writing the dialogue one of the ways of writing the dialogue.*

#### III. Final part

1 Distribute tasks to be completed at home.

**Lecturer:** *Make a salad or coleslaw using the vegetables that appear in the poem. Post . a picture of the dish on the platform.*

Compiled by: Agata Jaworska

#### Attachment 1 Work Sheet

Task 1. List all the vegetables that appear in the poem. Using crayon to mark the vegetables you like best.

Task 2. Based on what is said in the poem, create a dialogue between a pea and a turnip. Use each of the three ways of writing the dialogue.

Task 3 Imagine that you have to convince your colleague in a conversation to eating vegetables. Compose a dialogue and write it down on your work sheet, choosing one of the way of writing the dialogue.