

THE RECIPE FOR LEARNING ENGLISH LANGUAGE:

A grammar support material package for Finnish 7th graders

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Tiivistelmä - Abstract <p>Kommunikatiivinen kielenopetus on ajankohtainen lähestymistapa opetukseen ja muun muassa Perusopetuksen opetussuunnitelma ohjaa kommunikatiivisuuteen kielten opetuksessa. Ajatus kielen oppimisesta vuorovaikutuksessa ylettyy myös muun muassa kieliopin oppimiseen ja opettamiseen, vaikka tällä hetkellä luokahuoneissa kieliopin opetus on herkästi irrallista muusta opetuksesta ja merkityksellisyydestä. Kielioppi terminä on häivytetty Perusopetuksen opetussuunnitelmasta, jolloin sen merkitys on myös heikentynyt opettamisen näkökulmasta.</p> <p>Kommunikatiivisen lähestymistavan rinnalla elää myös muita opetusmenetelmiä, jotka painottavat eri tavalla rakenteiden ja merkityksen yhdistämistä kieliopin opettamisessa. Erityisesti heikomman taitotason oppilaiden näkökulmasta on haastavaa osallistua kommunikatiivisiin aktiviteetteihin, mikäli kielen perustaidot kuten kielioppi ovat riittämättömät. Tällaisessa tapauksessa merkityksellistä oppimiskontekstia painottava mekaanisempi opetustapa voi olla oppilaan näkökulmasta hyödyllisempi. Alaspäin eriyttämisen tarpeessa olevien oppilaiden motivaatio ja opiskeluvälmiudet tulisi ottaa koulutehtävissä huomioon, jotta oppilaat saavat onnistumisen kokemuksia ja tuntevat kehittyvänsä opiskeltavassa aineessa.</p> <p>Ottaen huomioon heikomman taitotason oppilaiden tarpeen alaspäin eriytyville kielioppimateriaalille, tämän monimuototutkielman tavoitteena on luoda yksinkertaista ja merkityksellisessä kontekstissa esiintyvää lisämateriaalia kieliopin harjoitteluun 7. luokan oppilaille. Samalla materiaali tähtää helpottamaan opettajan työtä tarjoamalla valmiin ja selkeästi ohjeistetun paketin keskeisistä kielioppiaiheista. Paketti on rakennettu käytettäväksi koko lukuvuodeksi ja sisältää kuusi eri kielioppiteemaa, joihin on sidottu 7. luokan sanastoa. Tehtävät ovat mekaanisia, mutta käytettävyys ja monipuolisuus on otettu huomioon tehtävien sovellusmahdollisuuksien kautta eikä kommunikatiivisuus ole poissuljettua.</p>	
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1 INTRODUCTION

Have you ever tried cooking without a recipe? You might have all the necessary ingredients and know how they taste and look like, but you do not know how to combine them to make something delicious. This is how a student with moderate linguistic competence might be feeling when learning a second language: They can know a lot of words and some structures, but without knowledge of grammar, i.e. the recipe, it can be difficult to convey their message.

During our practical training we observed students in 7th grade with lower proficiency struggle with learning new language content when they had yet to fully understand the previously taught structures. Due to the diminished lesson hours (Finlex 422/2012), the schedule is tighter compared to primary school and the pace of learning is faster. In addition to the tight schedule, other challenges emerge at this transition phase from primary school to lower secondary school. For example, students often come from different schools and backgrounds, which can result in them having a different set of skills. In addition, transferring from a single classroom teacher to different subject teachers poses a challenge to both teachers and the students, who do not know each other properly and see each other less frequently (Wigfield, Byrnes & Eccles 2006). To make matters more complicated, students are often entering puberty, which on its own can be a drastic change (Aapola 2003). Due to these above-mentioned reasons students with lower proficiency are at risk of being left behind in their learning.

Since students begin in lower secondary school with different competences, differences in levels of competence can be seen in Second Language Learning (SLL) as well. Surely most of the students have some ingredients, but not everyone has the ability to correctly use them. We believe that basic grammar is essential to use language communicatively (see Tilahun, Simegn & Emiru 2022) and indeed communication in SLL is emphasised in the Finnish National Core Curriculum (2014) (from here on referred to as NCC). However, the NCC does not have very clear assessment criteria for the 6th grade. For example, ‘grammar’ or ‘structures’ are barely mentioned at all. Because of the loose criteria, the starting point in 7th grade can vary from student to student, which calls for differentiation. Although differentiation is part of teachers’ everyday life, many teachers find it challenging (e.g. Roiha, Polso & Repo 2020; Roiha 2012).

This material package draws on the research fields of Second Language Acquisition, learning grammar and differentiation in language learning. In the past, grammar has been viewed and taught in varying ways. The role of grammar in SLA has changed in terms of how central the

focus on structures has been. The focus has shifted from fully focusing on the form of grammar (Grammar Translation Method) to present day's more communicative and functional grammar (CLT) (Hinkel & Fotos 2002). However, researchers (Ellis 2001; 2006; 2016) have argued that some level of focus on the form in addition to meaning is necessary. In similar vein of this point of view, we have chosen to approach grammar and grammar exercises through Ellis' (2001) definition of Focus on Form, which includes using and practising structures and form in a meaningful context. This explicit focus on form is especially beneficial for students with lower skills (Rossiter 2021), who are not equipped for navigating in communicative activities without knowledge of structures. Therefore, relevant differentiation models by Tomlison (2014) and Roiha, Polso and Repo (2020) provide a basis for the exercises in the material package. These concepts will be discussed further in the following section of the thesis.

This thesis aims at providing teachers with differentiated material for 7th grade students with lower proficiency in grammar. The exercises are designed around the grammar structures taught and practiced during the Finnish 7th grade (see Daffue-Karsten et al. 2018; Hiitti et al. 2016). The material consists of six themes related to grammar topics and vocabulary and it is designed to be used alongside teaching throughout the school year. All of the exercises are constructed within a progressing storyline to ensure a meaningful context for the students.

In this thesis we will firstly discuss the theoretical framework including the definition and role of grammar in SLA (chapter 2). We move on to Focus on Form, the key theory behind our material before considering learning English grammar in the Finnish context (chapter 3). After this we introduce different differentiation models including our own model (chapter 4). Secondly, we will discuss the framework of the material package in terms of aims and target group, the planning of the material and the structure and content of our material (chapter 5). Lastly, we will conclude our thesis by discussing our achievements regarding the aims we set in the framework (chapter 6).

2 THE CONCEPT OF GRAMMAR

2.1 Defining grammar

Grammar and its role in language learning has been viewed in varying ways, but the consensus is that grammar is an integral part of language (Nassaji & Fotos 2011: 1). Differences in views and definitions of grammar often discuss the nature of grammar and what constitutes grammar. At its simplest, grammar is a “system of rules which governs how words (and smaller morphemes) can be combined to form sentences” (Keck & Kim 2014: 33). In this thesis we focus on pedagogical grammar. Pedagogical grammar refers to the type of grammar that is used in a teaching context (Tan 2019: 8; Sundman 2014: 112-113). Often in teaching context pedagogical grammar can be divided into a short passage where a specific grammatical structure is explained and exercises to practice said structures (ibid.) Thus, pedagogical grammar is characterised by its usefulness in a specific context, such as teaching. Because pedagogical grammar refers to the educational context, this thesis will examine grammar through a pedagogical viewpoint.

Indeed, traditionally pedagogical grammar has been viewed as a system that can be arbitrary at times and learning its rules is mandatory to gain proficiency in a language (Hinkel & Fotos 2002: 103). Traditional views often focus on studying the formal and systematic part of language, where grammar rules are taught first and then applied into practice (Shastri 2010: 109). This is a prescriptive grammar definition, which primarily focuses on the standard forms of grammar and what may be considered “good” or “bad” grammar (Hinkel 2018: 1-2). According to Hinkel (2018: 2), this is how grammar is often viewed in a teaching setting. As a kind of a counterpart to prescriptive grammar is descriptive grammar definition (Hinkel 2018: 1). Descriptive grammar studies how language is used in day-to-day life, but also focuses on the language structure and even the cultural and social aspects of language use. Prescriptive grammars have been prevalent in teaching and school world widely, although both prescriptive and descriptive grammars have their role in teaching languages (Hinkel 2018: 3). Prescriptive grammar provides students with important tools to analyse how languages function whereas descriptive grammar helps students understand the use of language in a wider social context (ibid.) Therefore, both grammars can be present and utilised in the classroom.

Prescriptive view on grammar emphasises standard forms of grammar, however focusing only on form and rules in the definition of grammar can be considered a narrow view today. In addition to form, nowadays grammar is also seen in relation to meaning and function. Dykes (2007: 5), for example, defines grammar as “a language to talk about language”. They explain that grammar has an instructional function, and it can be used as a tool to teach language. Other definitions view grammar from a different perspective where grammar is seen as a skill rather than a certain field of knowledge. According to Huttunen (1986: i), for example, grammatical skills have a social function in addition to having a structural function. These definitions have abandoned the traditional view of grammar as simple forms and rules and instead consider grammar and grammatical skills to also include the ability to choose the best option out of all the structures at use in order to convey one’s message. We also believe that grammar should carry a social function along its structural one. After all, Larsen-Freeman (2003: 24) states that the traditional views of grammar can enforce negative reactions in students, because these views do not attach meaning to grammar. Our goal is to combine meaning and grammar in a cohesive way in this material package.

2.2 The role of Grammar in Second Language Acquisition

Multiple grammar teaching methods started appearing and developing in the 1970s and 1980s when various methods were implemented in a relatively short period of time (Larsen-Freeman 2015; Larsen-Freeman & Anderson 2011: 25, 35). During this period, methods such as the Silent Way, Total Physical Response, Community Language Learning, the Natural Approach and Suggestopedia were developed. All of these methods viewed and dealt with grammar differently and emphasised its meaning in different ways. On the one hand, there is the Grammar Translation Method, which is one of the oldest methods of teaching grammar, considers grammar instruction to be a central part of learning and teaching a new language (Järvinen 2014). In the Grammar Translation Method, the focus is nearly solely on the form of the language and analysing the structure of language (Järvinen 2014: 91). On the other hand, according to one of the more recent methods, Communicative Language Teaching (CLT), grammatical structures need to be learned alongside other aspects of language learning in exercises that mimic authentic communication situations (Hinkel & Fotos 2002; Järvinen 2014). A known example of CLT is Task-Based Language Teaching (TBLT), which emphasises naturalistic language use in meaningful activities (Swan 2005). Communicative Approach emerged at a time when teaching grammar was considered unnecessary (Nassaji & Fotos 2011: vi), which in turn diminished grammar’s role in language teaching. This approach still aims for

the development of fluency and precision in language use (Järvinen 2014: 104). As can be seen, the view on grammar's role in SLA has varied over the past decades. Currently, CLT and Task-Based Language Teaching are prominent teaching methods (see Ellis 2018; NCC 2014; Järvinen 2014) which in turn has led us to consider efficient and fluent communication from the point of view of grammar.

Grammar is considered an essential part of communication, both written and oral (Tilahun, Simegn & Emiru 2022: 2). Understanding the grammar of a language enables us to not only get our message across, but also to discuss language in general (Wang 2010: 313). According to Hudson (2016) and Algeo (1981), there are four integral reasons for teaching grammar (Tilahun et al. 2022: 4):

1. Making students aware of the differences between their first language and the target language.
2. To help students notice advanced and new structures to expand their grammar using skills.
3. Introducing grammatical terminology that the students will encounter in writing and other language skills.
4. Helping the student understand how language in general and the target language function.

Wang (2010) agrees and states that through grammar we can discuss the structure of different languages, make comparisons and self-express better. In the past decade, language awareness has gained more support in Finland. Language awareness focuses on more than just the structures of language and aims to provide students an understanding of languages in a social and cultural context (NCC 2014). Grammar as such is not mentioned in the context of language awareness, but according to the NCC (2014: 104, 160, 287), part of language awareness is a knowledge of language, which aims to support and improve language awareness and the students' ability to perceive language. This knowledge of language focuses on, for example, comparing languages but mentions of grammar are excluded (Alho & Korhonen 2018: 1-2). Similar aspects have been highlighted in the reasons of teaching and learning grammar altogether, as has been discussed in this paragraph.

A great deal of research has been done regarding the meaning of grammar in SLA. As a response to teaching approaches that emphasised communicative aspects, Ur (1988) argued that grammatical rules cannot be learnt unconsciously through interaction. Similarly, according

to Rossiter (2021), most students need some grammar teaching in order to progress faster. In addition, he claims that the students with lowest skills are the ones who need explicit guidance in terms of grammar. Both Ur and Rossiter seem to criticise the modern teaching approaches that put emphasis on the communicative aspect failing to acknowledge the importance of grammar. Jean and Simard (2011) researched the importance of grammar from the perspective of students and teachers and found that both value grammar as a part of teaching. Students found grammar useful in accuracy in both written and oral tasks and recognized the value of mechanical grammar activities, even though they considered them dull. By contrast, teachers did not consider mechanical grammar activities as useful as students, which reflects the current prevalence of communicative approaches. Similar results were found in Daloglu's (2020) research that investigated how students believe they learn grammar best. Students preferred explicit grammar teaching over teaching that focused on meaning alone. However, they considered integrated, consecutively taught grammar superior to lessons that had a separate grammar section. Therefore, it could be concluded that from students' perspective both grammar and meaning are valued, which is also supported by Savignon's research findings (2005). As presented, there has been discussion to what extent grammar should be focused on, but based on theories and research it can be concluded that grammar should not be neglected.

2.3 Focus on Form

The question to what extent teaching should focus on form and meaning is addressed by Long and Robinson (1998) and they suggest three options drawing on previous research. First option resembles the Grammar Translation method mentioned earlier, as grammatical forms are the core of teaching and lessons are built around grammatical structures. Consequently, this option is called focus on forms (FonFs). However, Long and Robinson criticise (1998: 16–17) this option from the point of view of the learning process and state that what is taught in the lesson is seldom what is learnt, which is why lessons should be more versatile. Since the first option focuses on form, the second option focuses on meaning and sees that language is acquired incidentally while using it, thus seeing the acquisition similar to L1 and aligning with Natural Approach mentioned earlier. On the other hand, many researchers have suggested that learning of structures plays an important role in the acquisition of grammar (e.g. Fitzpatrick & Wray 2006; Taguchi 2007; Wray 2000.) Both Long (1991) and Ding (2007) argue that focusing on forms can affect accuracy positively. Moreover, Long and Robinson (1998) recognize the importance of focusing on meaning in relation to understanding, but without focus on forms the student might lack in production in terms of grammatical aspects, as was shown in Swain's

study (1991a). The third option, Focus on Form (FonF) seeks to combine the strengths of both prior options and aligns with more current approaches to language teaching, for instance, Task-Based-Language Teaching (TBLT) (Järvinen 2014; Long & Robinson 1998; van Den Branden 2015). Although differing from FonFs with only one letter, the main difference between Long's FonFs and FonF is the focus they place on structure. FonFs focuses on structure as a component of teaching whereas FonF focuses on using language in a meaningful context and addresses form only if it naturally arises from the interaction of students (Long 1988; 1991). Long's FonF recognizes both form and meaning, but he seems to exclude focusing on form in a predetermined manner, which raises questions in terms of students with lower proficiency.

Other researchers have expanded Long's idea of FonF, especially in terms of how focus on form should be implemented. Ur (1988: 518) addresses this issue from the point of view of the students' age and skills and argues that although more advanced students could improve their grammatical accuracy by completing tasks and only focusing on form, when necessary, younger and less skilled would benefit from having lessons with more systematic explanation and practising. In her reasoning, she also acknowledges limitations of time and the effects of discipline problems that are predominantly present in state schools. Similarly, discipline problems have raised discussion in Finland and ways of solving the problem have been researched (Lehtomäki & Mikkilä-Erdmann, 2018). Both Doughty and Williams (1998) and Ellis (2001) suggest the expansion of Long's focus on form so that it can occur either before or during a meaningful task. Ellis (2001) defines these occurrences as incidental and planned FonF. Undoubtedly, planned FonF bears a resemblance to FonFs as it might entail a presentation of a grammatical form before a task. Doughty and Williams (1998: 4) highlight that FonF and FonFs should not be considered as opposites, but rather perceiving FonFs as something that is included in FonF. Therefore, following Ellis (2001; 2016) and Doughty and Williams (1998), it could be summarised that FonF is a task in which form is being practised in a meaningful context. In the light of this material package, this definition of FonF is utilised, as it fits better in the context of Finland and our target group.

3 GRAMMAR LEARNING IN THE FINNISH CONTEXT

3.1 Basic education and the National Core Curriculum in Finland

The basic education in Finland consists of primary and lower secondary education. The compulsory basic education in Finland lasts nine years in total, divided into a 6-year primary school and a 3-year lower secondary school. Usually depending on the location, students may continue in the same school after primary school or transfer to another school. In addition to a possible change of location, the teachers change constantly in lower secondary school as the teachers are now subject teachers whereas in primary school the students were taught by the same teacher most of the time. Wigfield, Byrnes and Eccles (2006) mention this to be one reason for students having lower motivation in lower secondary school, as the relationships with teachers are not as close as before. Another challenging factor might be that in this transition phase, students are also facing puberty and the end of primary school can be seen as an ending of childhood (Aapola 2003: 109). Whether the student changes school or not, collaboration between the school staff is required in order for the new teachers to have adequate information about the students' learning (NCC 2014: 280). Overall, school life changes significantly when transitioning to lower secondary school and students coming from different schools poses a challenge for the lower secondary school teachers as the students all might have different sets of skills.

The NCC (2014) lists the criteria for good performance of learning in each subject at the end of primary school. In regard to second language learning, these are presented in the Core Curriculum as separate objectives related to different language skill areas (T1-T11). From the point of view of English as a second language, these criteria are subject to interpretation to a great extent. In these criteria, grammar or structure is not mentioned as a separate entity in detail at all. There are only two objectives that mention structure (structure parts highlighted):

*T3: Student can observe the differences and similarities in **structures** and vocabulary between English and their mother tongue or other language they know.*

*T11: Student is able to talk about everyday life and about concrete and meaningful topics using **simple structures** and concrete vocabulary. Student knows the basic vocabulary and **many of the essential structures**. Student is able to apply some basic rules of pronunciation beyond practised phrases.*

The first one (T3) mentions structure, but it is not related to using structures in order to be able to communicate in English but rather identifying differences. This relates more to learning strategies than communicativeness, even though the other objectives seem to emphasise communicativeness. The second one (T11) does combine communication and structure, but what is meant by ‘simple structures’ and ‘essential structures’ is not elaborated further, which means that teachers have their interpretation of what this means and grade their students based on that. This is supported by a survey of teachers’ perspectives on grammar teaching, which demonstrated the variety of interpretations (Alho & Korhonen 2018). According to Alho and Korhonen, the word grammar has faded out in the NCC, and language-awareness has replaced it, which they argue to be ambiguous. They even go on to argue that there should be grammar courses in both primary and lower secondary school in order to strengthen the students’ meta-linguistic skills. However, these courses should not focus only on structures, but rather involve examining features and structures in meaningful contexts (Alho & Korhonen 2018).

Transition from primary school to lower secondary school takes place around the age of 12 in Finland. Research has been done regarding the challenges of the transition phase (e.g. Coffey 2013; Farmer et al. 2013; Pietarinen et al. 2010; Rice et al. 2011; Ryan et al. 2013) and what can be concluded is that there are many changes happening in students’ lives as previously mentioned. From the point of view of our thesis, it is noteworthy to point out the NCC’s vague assessment criteria for English at the end of primary school, which might result in student groups in lower secondary school that are extremely heterogeneous in terms of skills. Therefore, teaching calls for differentiation, which will be discussed in the next chapter. Considering these challenges that both students and teachers might experience, our goal is to provide a material package that aids both and smoothens the transition from primary school to lower secondary school.

3.2 The role of materials in teaching

In addition to the NCC, textbooks strongly guide teaching in Finland (Luukka et al. 2008: 64). Publishing houses in Finland release new textbooks whenever the NCC is updated (2014). Therefore, most textbooks provide teachers with teaching material that aligns with the current curriculum while offering pre-made exercises as well. Therefore, it is no surprise that many teachers utilise textbooks in their teaching to a great extent.

According to Vuorinen (2014: 118, 124), language learning in Finland is still mainly focused on language textbooks and exercise books as well. The books can be printed or digital ones, however the content is usually very similar if not the same. Typically, students have a textbook and an exercise book designed by professional teachers at their disposal. It is up to the teacher how to utilise these materials. At best, textbooks are tools that adapt to both the teacher's and the student's needs (Vuorinen 2014: 117).

Since textbooks are so widely used in second language teaching in Finland, it is necessary to consider the possible challenges that arise from the use of these materials. Byrd (2001: 417), for example, points out that language textbooks should first and foremost serve every student's needs and it is important to consider whether the books offer enough variance for different types of students. Roiha et al. (2020: 141) also emphasise that most textbooks are similar to one another and often do not provide much room for differentiation. Books follow the same pattern and are aimed for the average student (*ibid.*). Therefore, students' heterogeneity often poses an issue, and it is up to the teacher to use the books in the most useful possible manner.

As stated previously, current teaching materials provide exercises for the average student, but might lack in supporting students below the average, which is why we chose to create a material package to support their learning of grammar. Since textbooks guide English language teaching in Finland heavily (Vuorinen 2014: 118, 124), we decided to inspect two different book series from different publishers in order to establish the grammatical content most often taught and practiced in the 7th grade. Moreover, the themes that were included in both series provided a basis for themes in our material package as well.

4 DIFFERENTIATION

4.1 Differentiating in Finland

It is stated in the NCC (2014) that every student is entitled to receive a sufficient amount of support when the need arises. According to the NCC, with early intervention progression of the students' learning difficulties and their long-term effects can be prevented. The NCC (2014) lists three levels of support that aid students in a different way. The first level is the *general support level* to which every student is entitled. The general support entails actions that can be taken by the teacher on daily basis in the classroom, such as changing the seating arrangements or increasing the letter size on the board (e.g. Roiha, et al. 2020; Tomlinson 2014). These actions are forms of differentiation. According to the NCC (2014), when the general support is considered insufficient to aid learning, a pedagogical assessment is written by a special education teacher in order for the student to receive the second level of support, *enhanced level*. This level entails a personalised plan for learning that is followed and reviewed systematically. On the second level the support is considered more intensified and continual than on the general level. The highest level of support, *special needs support*, is applied when enhanced level of support does not yield the wanted results in the student's learning. Similarly to the enhanced level of support, this level of support is initiated by pedagogical assessment and entails a personalised plan for learning. Special needs support is aimed for students that require all encompassing support and need personalised assessment criteria and learning goals (NCC 2014: 65-72).

Despite the importance of differentiation and the different levels of support, many teachers still struggle with differentiating in Finland. Roiha et al. (2020) delve into the challenges that teachers are facing and list reasons such as teachers not having enough time or physical room or them having too many students, inadequate materials or simply not knowing how to differentiate. Roiha (2012) found in his study that the participating teachers considered teaching material to be especially difficult, because a lot of teaching materials are aimed for similar students. Similarly, Tamminen (2023) found in her study that pre-service subject teachers did differentiate in their classrooms but felt they didn't have enough knowledge of differentiation or special education to do it properly. Indeed, Roiha (2012) and Roiha et al. (2020) state that many teachers have varying understanding of what constitutes differentiation in the first place, which can lead to challenges in implementing differentiation in the classroom

altogether. One way to tackle this issue could be to start with one aspect of differentiation rather than trying to do it all at once (Roiha et al. 2020).

Roiha et al. (2020: 20) state that differentiation in teaching is usually used on the first two levels of support and therefore our material package is designed to help teachers with general support especially. According to the local curriculum for basic education of the city of Jyväskylä (n.d.), for example, general support can entail teaching arrangements such as seating arrangements, lesson structuring and enhanced guidance on studying skills of the student as well as differentiation of teaching by the teacher in terms of tasks, time management or test arrangements. This material package aims to provide the teacher with support material for the students who require more practice with the core concepts of the subject at hand.

4.2 Defining differentiation through differentiation models

Differentiation is often viewed quite narrowly as simply reacting to students' challenges with an arbitrary set of different methods once issues start arising (Roiha & Polso 2018). In fact, Tomlinson (2010: 13) compiled general misconceptions regarding differentiation and stated that many teachers think of differentiation only as a set of strategies used in instruction. Compared to this generally inefficient way of operationalizing differentiation, others suggest that differentiation should instead be considered as an approach to teaching on its own (e.g. Roiha et al. 2020; Tomlinson 2014; Watts-Taffe et al. 2012). Indeed, Roiha et al. (2020) state that differentiation should encompass all the different aspects that affect students' learning and most importantly, it should be proactive instead of reactive. Birnie (2016: 33) also notes that differentiation is never the same in two different classrooms, but rather varies from year to year and from classroom to classroom. In this section we will discuss two differentiation models that have received strong support and that function as the base of our own differentiation model that will be introduced later in this section (Figure 3).

The most well-known model of differentiation is Tomlinson's (2010) model, which we have summarised in Figure 1. According to her, the key elements to successful differentiation include four curriculum-related elements and three student-related aspects. The four elements in terms of curriculum that should be considered are content, process, product, and affect (see Figure 1). Tomlinson suggests that content includes the skills and understanding we want the students to achieve. In differentiation, this means primarily emphasising the methods of learning (e.g. text with images, independent reading, partner reading) instead of changing the

content. However, Tomlinson acknowledges that sometimes it is mandatory for some students to return to the prerequisite content, in order to progress. Process entails the road to understanding and making sense of the content learned. In other words, this includes the sense-making activities that are used to practise the content at hand. Product refers to how students are able to demonstrate their learned understanding after a longer period of learning. The last one of the curriculum-related elements is affect, which consists of the feelings and emotions of the students that affect learning (Tomlinson 2010).

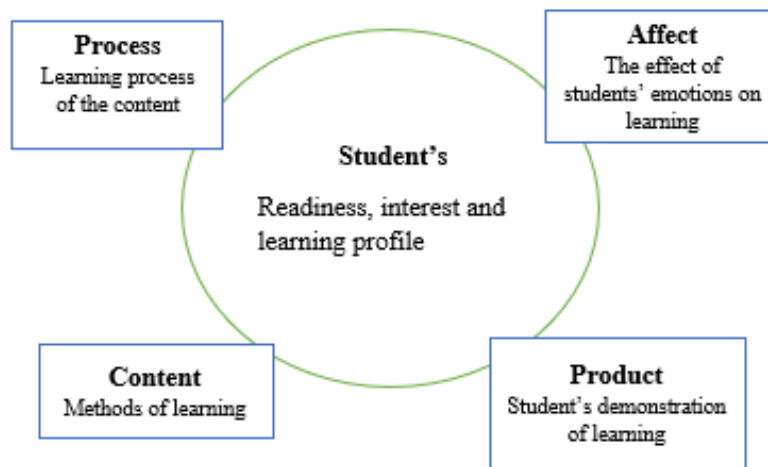


Figure 1. Differentiation Model (Tomlinson 2010)

These four elements are based on the above-mentioned three aspects of students' needs and variance. The aspects include readiness, interest and learning profile (see Figure 1). Firstly, according to Tomlinson, readiness refers to the student's present set of skills, knowledge and understanding of the subject matter. However, Tomlinson argues that it is important to remember that this state of readiness can change over time unlike innate abilities. Secondly, interest entails the students' curiosity and involvement. Tomlinson suggests that students' personal interests can be linked to heightened motivation in learning. Lastly, Tomlinson mentions students' learning profile, which consists of students' preferences on how they like to learn the content. These student-related aspects should always be considered in differentiation (Tomlinson 2010).

In addition to Tomlinson’s (2010) model, Roiha et al. (2020) have constructed the five-dimensional model of differentiation (5D). The summary of this model can be found in Figure 2. According to Roiha et al. (2020), the model is not scientific, but it is designed for practical purposes.

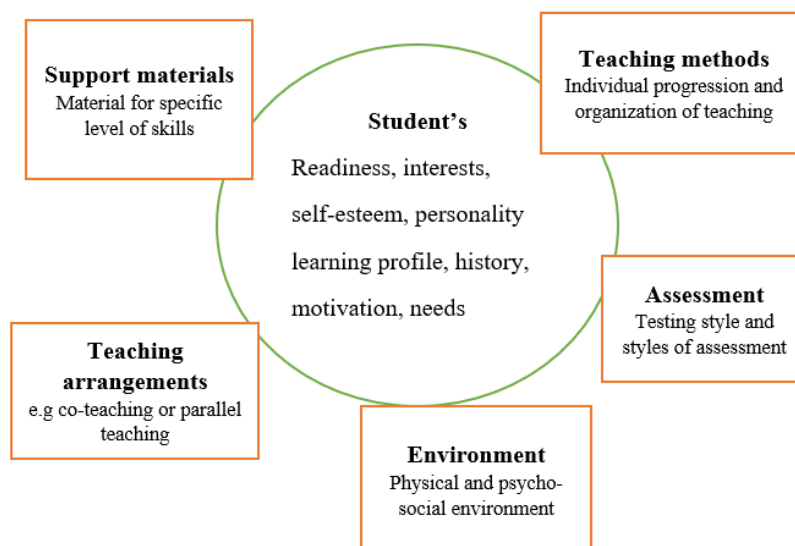


Figure 2. The Five-Dimensional Differentiation Model (Roiha, Polso & Repo 2020)

The five dimensions are teaching arrangements, learning environment, teaching methods, support materials and assessment. The basis of these dimensions are the students’ learning profile, confidence, self-confidence, interests, readiness, needs, personality, motivation, and personal history (see Figure 2). Much like Tomlinson (2010), Roiha et al. consider the teaching arrangements, learning environment and teaching methods in their model. Both models also maintain that the students’ learning profile and personal attributes form an integral part of differentiation and should always guide it (Tomlinson 2010; Roiha et al. 2020). However, the Roiha et al. (2020) model has an additional aspect of assessment in differentiation that Tomlinson’s model does not acknowledge to the same extent. Although Tomlinson states that students’ understanding should be demonstrated (Product), Roiha et al. discuss assessment principles in depth. Both Birnie (2016) and Roiha et al. (2020) note that pre-assessment is in order to understand the starting-point and the destination of differentiation better. Overall, both Tomlinson’s (2010) and Roiha et al. (2020) models emphasise the significance of similar aspects with slight variance in content and terminology as seen in Table 1.

Table 1. Compilation of differentiation models by Tomlinson (2010) and Roiha et al. (2020)

	Tomlinson’s model (2010)	Roiha et al. (2020)
Student-related internal aspects	<ul style="list-style-type: none"> • Readiness • Interest • Learning profile • Affect: The effect of students’ emotions on learning 	<ul style="list-style-type: none"> • Readiness • Interests • Learning profile • Self-esteem • Personality • History • Motivation • Needs
External aspects	<ul style="list-style-type: none"> • Learning process of content (Process) • Methods of learning (Content) • Student’s demonstration of learning (Product) 	<ul style="list-style-type: none"> • Teaching methods • Teaching arrangements • Environment • Support materials • Assessment

Although differentiation encompasses many aspects from the students’ learning profile to the physical classroom, all of these aspects do not necessarily need to be applied to every classroom. As mentioned before, every classroom and every student are different and therefore differentiation can at times mean all of the aspects of the two models discussed, but other times just some of them are enough (Birnie 2016). Roiha et al. (2020: 36) do recommend considering all of the five dimensions in differentiation to gain the best results, but they concur that in order to start differentiating, one can begin by regarding only one dimension.

This thesis and material package intends to aid teachers with one aspect of differentiation by providing them support material. The models previously discussed are both comprehensive and they cover different elements of differentiation. However, not all of those elements are relevant in the light of our thesis. Therefore, we have established our own model, where we combine aspects from both models (see Figure 3).

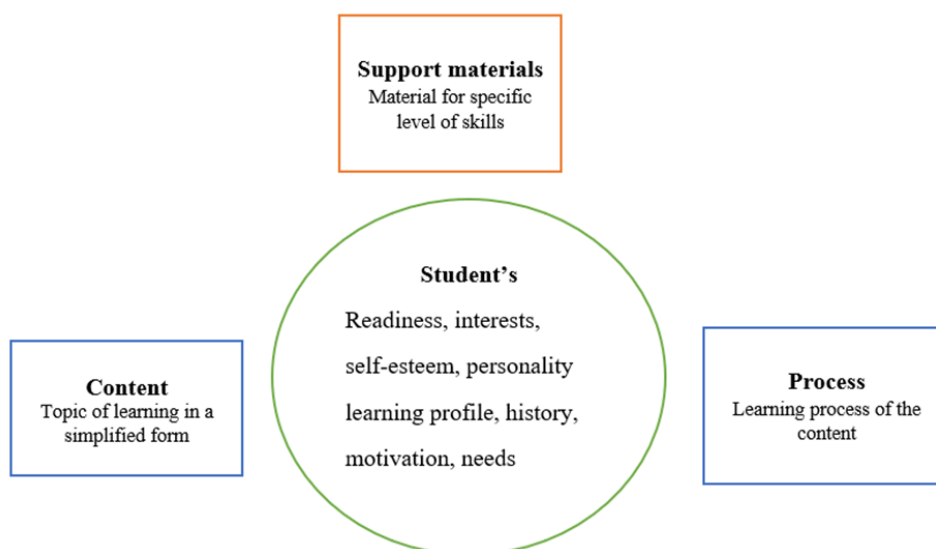


Figure 3. Our model

At the core of our model are the same student-related aspects that Roiha et al. (2020) mention in their model. We have aimed to consider all of these aspects in the designing of the activities. In addition to the student's learning profile, we consider support materials to be a relevant aspect of differentiation because we have designed a material package. To consider the aspect of content, we have designed most of the activities to be simple enough for students to complete individually. Although varying learning and working methods are considered the most useful (e.g. Roiha et al. 2020), we have decided to create more mechanical exercises that provide less proficient students with practising opportunities so that they can partake in the more advanced activities. In addition to aforementioned aspects, we have paid attention to the process of learning by basing our exercises on our target group's needs. Kikas, Peets and Hodges (2014) suggest that a student with challenges in learning benefit from copious amount of repetition of the basic structures. Therefore, the exercises are focused on practicing the chosen grammatical structures in multiple different ways. In practice this all means that we have acknowledged the importance of the students' age, interests, motivation, and readiness. The material package and specific exercise types will be discussed further in the next section.

5 FRAMEWORK

5.1 Aims and target group

This material package aims to provide differentiated support material to 7th grade students with lower proficiency in English grammar in order for them to be able to better participate in classroom activities. As stated previously, students in this transition phase often have varying skill levels and knowledge of grammar, which in turn can be a challenge for a teacher with limited resources. On one hand, this material aims to support the lower achieving students with their basic grammar skills, but on the other hand it also offers teachers ready-made material for reviewing said basic skills without further burdening them with acquiring or creating material themselves. This material does not, however, function as a teaching guide or offer explicit teaching material as the material does not include ready-made instructions on how to teach the topic at hand, although we strive for high usability otherwise. In addition, our aim is to create material that not only includes activities with continuity, but also makes learning and practising grammar more meaningful through being a well-thought entity.

We have chosen this specific target group as students at this age typically transfer schools and move from being mainly taught by one class teacher to being taught by several subject teachers. Students' different backgrounds and this transition phase combined often can manifest as extensive differences in skill levels (e.g. Coffey 2013; Farmer et al. 2013; Pietarinen 2010; Rice et al. 2011; Ryan et al. 2013). Our main target group consists of the students with lower proficiency partly as a result of our own experiences with the 7th graders during our practical teacher training and partly because of our keen interest in differentiation. During our teaching practice, we noted that this specific target group tended to have varying skill sets in English. This could possibly be due to receiving language education from different teachers with their own areas of emphasis in teaching English (Pietarinen 2010: 230). We observed that students in the transition phase may require more practice with the grammar skills they have previously learned, in order to better participate in the class and furthermore to learn new skills. The criteria for good performance in the NCC (2014) does not state clear objectives for learning grammatical structures, which is why teachers cannot solely rely on the NCC. However, the NCC emphasises flexible language use and it could be argued that grammar is a part of being able to use language flexibly. Due to the current resources in Finnish lower secondary schools, many teachers do not have time for crafting support material or time to focus solely on the

basics that most students should have a grasp of already (Roiha et al. 2020). Therefore, we wanted to create this support material for those students who still need additional practice in the basic grammar activities. In addition, we have considered the target group by including content such as activities and topics that can be considered relevant for students their age. For example, we have attempted to utilise humour and create the activities in contexts that are commonplace to the students.

5.2 Planning the material

There are aspects that need to be considered when designing new material for teaching. The Finnish National Agency for Education (FNAE n.d.) has compiled criteria to guide planning e-learning material. The guide consists of the core principles of designing pedagogically sustainable quality e-material. In addition, Howard and Major (2004) have made their suggestions for designing teaching material in the English teaching context in particular. Table 2 combines those aspects from both sources that we consider relevant in the light of the present material package.

Table 2. Aspects to consider in the process of planning material (FNAE n.d.; Howard & Major 2004)

Planning material: Aspects to consider in the process (FNAE n.d.; Howard & Major 2004)	
Aspects	Content
Learner profile	<ul style="list-style-type: none"> • Interest, motivation and learning readiness • Learner’s active engagement • Meaningful learning • Teamwork with other learners
Curriculum and context	<ul style="list-style-type: none"> • Curriculum functions as the base guideline of the material • Context defines the nature of the material
Quality and adaptability	<ul style="list-style-type: none"> • Pedagogical idea behind the material • Adaptability of material • Timelessness and authenticity of the material
Teacher’s resources	<ul style="list-style-type: none"> • Material is easy to use • Recognising the limitations of the resources in designing the material

Table 2 illustrates the different aspects that Howard and Major (2004) and the FNAE. n.d. list as relevant in designing teaching material. The aspects are listed in the left-side column and the more specific content of each aspect has been further elaborated in the right-side column. Firstly, learner profile refers to taking into consideration the target group in planning the individual tasks. Secondly, curriculum and context guide what type of material is selected for the specific course or learning unit that the material is designed for. Thirdly, quality and adaptability inspect the usability of the material as well as its constraints to the current time. Lastly, teacher's resources create the limitations and possibilities of the material. This aspect considers the resources of both the user and the designer of the material. We will next discuss how these aspects will be considered in the planning of our material.

We have aimed to consider all of the above-mentioned aspects in the planning of the present material. We have designed a story that stars a young wolf who is starting in a new school. The purpose of the story is to guide and connect the activities to create a meaningful entity. The story aids in incorporating many of the aspects that are considered important in material planning. The purpose of the story is to motivate and engage students, as well as prevent unconnectedness between activities. Although it is impossible to cater for different types of learners, our story and the context of our activities have been designed to include situations that are age relevant and therefore motivating and meaningful for the target group. As the students in our target group are 12-13 years old and mainly are less proficient in English, we have aimed to create activities that are in the Zone of Proximal Development (ZPD) (Vygotsky 1978) for the students. In other words, the students are able to work on the activities independently without losing interest due to activities being too challenging. Finally, to support group work skills and to provide opportunities for interaction, we have included group tasks in the package. However, this is not the most salient part of the package as our target group consists of students with lower skills, who require more mechanical practice in their grammar skills.

We have considered the NCC (2014) and its criteria for good performance in English on grades 7-9 in the designing of our material package. The criteria emphasise being able to communicate and use the target language flexibly in everyday situations. Our material package consists of activities and themes that support these criteria as the activities aim to bind the grammar topics to the students' everyday life situations they might encounter. Grammar and grammar learning is not emphasised in the NCC, however, as discussed previously, grammar can be considered an integral part of language learning and flexible language use. Therefore, we believe that this package supports the criteria set by the NCC. The material package is designed to be used as

support material for additional practice in certain grammar topics and therefore the context for its use is a classroom setting.

The pedagogical idea behind our material is to provide opportunities for practising grammar structures through meaningful activities (Ellis 2001; 2016). Although we have used two specific book series as a starting point, the material can be adapted for any 7th grade English classroom as the themes and sub-themes are common and related to everyday life. The authenticity of the material is visible in the setting of the activities, which are related to the everyday life of the students. For example, we use social media as a setting in our activities. We acknowledge the limitation of these settings not being necessarily timeless. However, they are most likely motivating for the students of current day and age. From the point of view of language structures, the material has a long-term usability, as certain structures and vocabulary could be considered timeless.

We have also considered the resources of the teacher using this package in addition to our own limitations as designers of the package. The material has thorough instructions, a clear structure and it is easy to adapt to many different classrooms in order to provide easy access for all teachers. The independent nature of many of the activities makes the activities easy to use in a classroom where students' proficiency levels and student quantities vary from one another. However, each student is different and learns differently, which makes it impossible to create material that is customised for every individual.

5.3 Structure and content

The material package consists of a foreword, table of contents, instructions for use, the activities and appendices. In the foreword we introduce the character and the main theme of the package, while the instructions elaborate more on how the material is constructed and intended to be used. The instructions entail a suggested schedule for the teacher to follow in the form of a table. These sections aim to provide a clear overview of the material and an example of how it can be utilised as support material.

The material has been created digitally utilising Google Slides. The baking theme used is created with icons by Flaticon and pictures from Freepik. The characters that our material follows and that appear in the material include Big Bad Baker, Solveig and Papa Baker. These characters have been created with image generating Midjourney AI (2024) from the prompts of the writers of this thesis. As per the Terms of Service of Midjourney, the assets (i.e.

characters) created with the AI are owned by the writer of the prompt to full extent (Midjourney 2024).

The contents of the material package are divided into six sections each focusing on a different grammar component (see Table 3). The division of the sections considers the grammar component’s extensiveness, which means that some sections deal with only one larger grammar component (e.g. past tense), while others may entail up to two less extensive grammar topics. The emphasis of our activities was decided on the basis of examining two different 7th grade English textbooks’ (On the Go 1 and Scene 1) contents and our own experiences as teachers. In addition to the grammar components, each section focuses on selected vocabulary the themes of which were compiled from the same textbooks. Deriving the themes from the textbooks aids the integration of the present material as the contents of our material and the contents of the textbooks used are more likely similar.

Table 3. Topics and themes of the material package

The Main Theme: Big Bad Baker	
Topic	Sub-theme
Topic 1. Present tense, word order	Family
Topic 2. Adjectives, be and have verbs, pronouns	Clothes School
Topic 3. Past tense	Free time
Topic 4. Present perfect tense	After School Clubs
Topic 5. Future tense	Travelling
Topic 6. There is, there are	Home and living

Commonly, activities in workbooks progress from identifying exercises to exercises that require independent production (Vuorinen 2014: 120). Each section in our material has 5-12 activities, which are arranged from easier to slightly more challenging. The main idea of the activities is to repeat the basic structures in order for the learner to fully grasp them (see Kikas et al. 2014). In the easier exercises learners are required to observe and identify the grammatical components at hand. In the following exercises they will need to produce text utilising the grammar components they are trying to learn or practice. Finally, the learners can move on to the slightly more advanced exercises which are designed to combine aspects from the previous

exercises of the same section. Although the final activity can be considered as a practical exercise, it is still tailored for learners with lower proficiency and the earlier exercises are designed to provide a solid foundation for this exercise.

6 DISCUSSION

The aim of the present material package was to provide Finnish 7th grade English teachers with ready-made, differentiated support material in grammar exercises. In this section, we will elaborate on the process of planning the material package. Firstly, we will explain the reasons for choosing this specific topic. Secondly, we will thoroughly discuss the process of planning the material in the light of the theoretical background discussed previously. Thirdly, we will reflect on achieving the aims from four different perspectives: target group, differentiation, meaningfulness, and usability. Each perspective will be assessed critically from multiple points of view.

6.1 The process of planning the material

It was clear to us from the beginning that we wanted to design a material package as we wanted to create something that could be used in the future by us and other teachers as well. We had previously only designed material for individual classes and therefore designing material that is used throughout the year was unfamiliar to us. We discussed our teaching experiences which resulted in us choosing English grammar as the main content of the material. From those discussions we also concluded that 7th graders would benefit from basic grammar exercises as those lay the foundation for new grammar topics that students will encounter during upper secondary school. We further narrowed down our target group to students with lower proficiency as differentiation interests us. At first, we considered including material for more proficient students as well, but discarded the idea as we wanted to focus in depth on those who need more support.

In addition, we already had some knowledge on the relevant background theory as we had explored differentiation and focus on form during our previous studies. Although many researchers view communication as key element in learning a language (see Ellis 2003; Hinkel & Fotos 2002) and the NCC (2014) guide teaching to be communicative as opposed to favouring mechanical exercises, we believe that those mechanical exercises provide tools for the students to be able to participate in the communicative tasks (see Tilahun et al. 2022; Wang 2010). Thus, it could be stated that whereas NCC (2014) did not provide clear support for our material package in terms of how or which language structures should be taught or learned, we believe that ultimately our material package supports achieving the overall learning objectives

as it provides students with additional learning tools. In other words, providing teachers with a ready-made grammar material package to enable the students to be communicative in the classroom is an essential part of this material package.

The first step of our process was looking into the literature related to our topic. We needed to define grammar and its role in second language acquisition and choose a perspective that aligned with our package. We chose to combine aspects from both prescriptive and descriptive grammars (see Hinkel 2018), as our exercises are aimed at practising the structures and rules of English grammar within a meaningful context. However, acknowledging the prevalence of communicativeness in NCC (2014) and the important aspect of teamwork (Howard & Major 2004; FNAE n.d.) led us to creating a communicative task for each theme as well. After establishing the definition of grammar, we focused on the theory of how form should be implemented alongside meaning, by looking into Long's (1988; 1991) and Ellis' (2001; 2006) studies. Long's suggestions on how to focus on form seemed unsuitable for our target group as it suggested that focus on form should arise naturally from interactions. Ellis' suggestion (2016) seemed to combine both focus on form and focus on meaning, which is why it was chosen to guide the process of planning the material. Simultaneously, we delved into differentiation. Tomlinson's model (2010) provided the basic theory for differentiation, whereas the Roiha et al. (2020) model felt more in depth and suited better for the Finnish framework of our material package. Combining these two models, we created our own model which combined relevant aspects from both of these models (see Figure 3). This model was created in order to consider students' readiness (see Table 2) in designing our material package.

Since we decided to go with Ellis' definition of focus on form that included a meaningful context, our next step was to establish a meaningful context in the exercises included in our material package. We decided to create a storyline for the whole package in order to add meaningfulness to form focused exercises and also to take into account the learner profile in terms of interest, motivation, readiness and active engagement from aspects to consider in material planning (see Table 2). In order to be neutral, animal characters were chosen and Big Bad Baker as the main character's name provided a hint of humour to the story, referring to the Big Bad Wolf and Three Little Pigs but switching the wolf to baker, which relates to our main character's family that owns a bakery. The idea of a baker family stemmed from our analogy of grammar as the recipe of English. As discussed in the introduction, we view grammar to play a similar role in language learning as a recipe does in baking: Students may possess the required ingredients – components of the target language – but are unable to combine them in a meaningful way without the recipe i.e. grammar. When creating the storyline, we thought

about events and experiences of our target group's life, which is why family and friends are significantly visible in our storyline. In addition, we attempted to acknowledge challenges related to the transition phase and include those in our storyline (e.g. Coffey 2013; Farmer et al. 2013; Pietarinen et al. 2010; Ryan et al. 2013; Rice et al. 2011)

In order to develop the storyline further, we needed to establish the grammar topics and the vocabulary sub-themes, as they would determine what to focus on in the process of creating the exercises. We investigated two book series (On the Go and Scene) from different publishers to see which grammatical topics were most salient. Our aim was to find six topics as we wanted to make a material package for the whole school year, which enabled us to include, for instance, Christmas in the package. Luckily, the topics in the books revolved around the same structures, which made it easier to choose the six grammatical topics for our material package (see Table 3). Simultaneously, we compared the vocabularies included in the book series and chose the ones that were found in both. Searching the topics and themes from two currently used books ensured that our material would be up to date and easily adapted to teaching, which is also one of the aspects to consider in material planning (see Table 2). As a result of this stage of the process we created Table 3, in which both topics and sub-themes are included. Table 3 enabled us to develop our storyline further and draft events and dialogues that combined the grammatical topic and the sub-theme.

To make our process of creating the exercises more efficient, we decided to make a toolkit, which included different types of exercises from ones that focused on identifying the grammatical aspect to more challenging ones that require using or independently producing the grammatical structure. As we started creating the exercises, we realised that due to the proficiency level of our target group it was better to mainly focus on exercises that only require identifying and using the grammatical structures instead of overcomplicating the exercises with independent production of the structure. Moreover, the simpler, more straightforward exercises were rarely found in the book series we examined, which called for these types of exercises more. However, as per the suggestion of Roiha and Polso (2018: 131), we did not completely omit exercises that require independent production. After the completion of the first themes, we noticed that we favoured certain types of exercises, which was useful in terms of uniformity, but also catered to the users of the package from the perspective of familiarity of the exercises. We decided to mark these exercise types with symbols to further contribute to effortless use of the material.

The actual process of creating the exercises followed a specific pattern. First, we reviewed the core elements of the grammar topic at hand. Next, we constructed a more specific storyline for the theme in a way that the grammar topic and vocabulary appeared in a context relevant for the target group. Lastly, we used our toolkit to ensure the versatility of our exercises. After we finished the exercises of one theme, we continued to create the answer sheet for those exercises. Answers were created to make the material easier to use (see Table 2). Creating the answer sheets was also beneficial as it made us reconsider the instructions and the exercise in general. Additional translation sheets were created for the sixth theme since the translation between English and Finnish is a significant part of the grammatical topic of the theme. Lastly, we made thorough instructions for the teacher, which included the table of contents, explanation of the storyline and characters, and instructions of use. We decided to write these in Finnish, because not all users of the package are qualified English teachers. Our aim was to increase the usability of the material this way.

6.2 Achieving the aims

Before designing our material, in Chapter 5.1. we set the aims that we wanted to achieve. In this section we will reflect on how the material we have designed meets those aims. We will address the achievement of aims from the perspectives of the set target group, differentiation, meaningfulness, and usability. We will link our considerations to the background theory.

6.2.1 Target group

Our main target group consisted of Finnish 7th grade students with lower proficiency in English. We chose this target group as we found that students who are undergoing the transition phase from primary school to lower secondary school face significant changes that they must adjust to such as transferring from being taught by only a few teachers to being taught by several different teachers (Aapola 2003). We felt that especially the students with lower proficiency might benefit from extra material in their English studies. We considered the most important aspects to the target group to include relevant topics and a fitting storyline suitable for this age group.

In regard to considering relevant topics for the age group, we faced both successes and challenges. As mentioned before, the entire meaningfulness of the material package stems from the progressing storyline and the exercises that are closely related to the students' everyday life. The book series that we examined have been developed by experts in the language education

field for this specific age group and follow the NCC (2014). Therefore, we maintain that the topics we chose are relevant for the target group. However, we do concede that despite wanting to build the material around a progressing storyline and recurring characters, they may be slightly juvenile for the targeted age group. Early on we found that our limited resources prohibited us from further developing the presentation of the characters to better match the age group. The characters were created with Midjourney AI (2024), which led to notable limitations in creativity. Overall, we feel that the cohesive storyline and characters are important from the perspective of meaningfulness and considering the target group and therefore decided to include these aspects as they are. Nevertheless, we believe we have succeeded in using relevant vocabulary and structures that our target group will need and face in their everyday lives. This could be further tested by piloting the material on the target group. However, we are satisfied with the outcome of the material.

6.2.2 Differentiation

Another aspect we considered throughout the material was the proficiency level of the students. Our aim was to create mechanical, yet versatile exercises for students with lower proficiency in English to ensure that the students practise important grammatical topics in order to partake in communicative exercises. As a part of establishing and delving into the relevant literature on the field of differentiation, we created our own differentiation model (see Figure 3) that we closely followed as we planned and created the material.

The most relevant part of our differentiation model in regard to the actual material are the aspects related to the student. Although differentiated material can rarely serve all the students in the classroom (Roiha & Polso 2018), we attempted to make our material easily modifiable. The modifiability is visible in, for example, the different ways the exercises can be executed in the classroom. Modifiable exercises cater to many different types of students' readiness, learning profile and needs. In addition, the different difficulty levels of our exercises take into consideration the students' self-esteem and motivation. Each student should gain confidence if they are working on the exercises suitable for their proficiency level. However, we found it rather difficult to consider the history of the students as this material was not planned for a certain group of students, but rather as an extra material that could be utilised in many classrooms. This is an aspect we could have further considered when planning our own differentiation model.

In addition to the modifiability, differentiation is visible in our material through the extensiveness of our exercises. In order to secure the differentiative aspects of our material, we

decided to narrow our material down to the most salient parts of each grammatical topic we had chosen by inspecting the workbooks of On the Go 1 and Scene 1. We had to omit certain more complex and more advanced structures that also had a significantly smaller role in the workbooks we looked at. Although Tomlinson (2010) mentions that differentiation does not ideally mean omitting parts from the taught subject, we felt that because our material is extra material rather than material that is supposed to replace workbooks, this omission was justified. Overall, we managed to create exercises that are not too complicated or complex for students with lower proficiency but offer a sufficient amount of additional practice on the grammar topics.

6.2.3 Meaningfulness

As the third aim, we wanted to create material that carried meaning to the students even though the topic of grammar can be considered rather dull and often separate from the other topics in the classroom (Jean & Simard 2011). We leaned on Ellis' (2016) theory Focus on Form and decided that the meaning in our material would come through a coherent, steadily progressing story and sub-themes (vocabulary) as well as exercise types that would motivate students. In addition, our material includes exercise types that are tied to 7th grade students' everyday life by referencing social media, current topics of interest such as video games and songs.

Maintaining the meaningfulness throughout the package was challenging in many ways. Progressing the story naturally was especially difficult as there were a lot of exercises and each in turn progressed the story. We needed a lot of creativity to keep the story coherent and progressing throughout the whole material package. In addition, it was somewhat challenging to tie the story to the exercises. We struggled with choosing a suitable exercise type (for example story exercise, dialogue exercise or arrange into a sentence -exercise) that would feel natural for the context of the story. However, we feel like we improved in this towards the end of the material.

Some other struggles related to maintaining our story and meaningfulness in the exercises were individual mechanical exercises that we deemed necessary for practising and repetition purposes as well as exercises that were related to the students' own life as opposed to the characters. Some exercises were necessary to include in order for the students to better grasp some aspects of the grammar topic, but they were challenging to present in a clear enough form and include the story progression. These exercises included, for example, fill in the table -type of exercises. Exercises related to the students' own life were important to include so that they could practise applying the grammar structure in situations that they might encounter

themselves. Integrating these exercises to the material regularly without them seeming out of place was at times difficult. Similarly, integrating the purely mechanical exercises proved to be a challenge.

6.2.4 Usability

We aimed to create material that has high usability and saves the teacher's time and resources. At first it must be stated from the point of view of usability that our material package is designed to function as a support material as opposed to teaching material. Therefore, there is a presumption of prior teaching of the grammar topic at hand and students are not assumed to be able to do the exercises without any introduction to the topic. Keeping this in mind, we have delved into the different aspects of usability such as limitations of a progressing story, versatility, effortlessness and varying target groups.

The progressing storyline is an aspect to consider for the user of the material package. As stated before, the material is designed to be used throughout the school year, scheduling the first three themes before Christmas break and the rest of the themes in the spring term. The storyline includes a Christmas song which limits the usability of that exercise, but otherwise exercises are not tied to a specific time of the year. Due to the progressing storyline, it is clear that deviating from the planned order of the exercises would negatively affect the meaningfulness and might cause confusion in terms of the instructions in the exercises. However, if a teacher is in a pinch and needs material for practising a certain grammar topic, the exercises are mechanical and can be used without any further preparations. Teachers can also select relevant topics for their classroom or utilise the last exercise of each theme that are designed as pair or group work.

One of the most valuable advantages of the material package is its versatility. The package can be used in a variety of ways in teaching. Students can work independently with the material in the classroom setting or the teacher can assign these exercises as homework. As the answer sheets are included in the package, it is possible to print those beforehand to enable the students to independently check their answers, thus saving time in the classroom setting. On the other hand, the material could be used with the whole class as well, which would emphasise the role of the storyline and meaningfulness. For example, the teacher can select a couple of exercises from the material that everybody in the class would work on and those more proficient could move on to more challenging tasks after. From the perspective of teaching grammar, teachers could use the dialogue exercises as a way of teaching the grammar topic, for instance, by

instructing the students to identify grammar rules. These are just a few examples of how the material can be used in different ways.

We have aimed at designing material that is effortless to use. To achieve this aim we included a table of contents in order to increase the usability. The table of contents provides the most essential information for the teacher, including the grammar topic, sub-theme, and a summary of the storyline. Therefore, the teacher can easily decide if this material is relevant for them or browse for a certain grammar topic and download ready-made material instantly. In addition to the table of contents, the package includes a brief explanation of the characters and the story behind the exercises, which allows the teacher to fully benefit from the exercises in a meaningful context. Thorough instructions for usage and variable ways of executing the exercises are provided in the package, which makes it even more effortless and less time consuming to use.

To further enhance the usability, the material is suitable for more contexts than only for our intended target group. Although the grammar topics and vocabulary have been derived from 7th grade English textbooks and workbooks, there is no obstacle for applying this material to other target groups. The grammar topics that are at the heart of the material are core structures that resurface throughout Finnish lower secondary English education and therefore any lower proficiency student could benefit from using the material as extra practice despite the grade they are in. Similarly, the material can be utilised to challenge more advanced 6th grade students if and when the need for that arises. The exercises are built fairly simple, and we believe that with some instruction younger, more proficient students would be able to work on them as well.

Despite all the challenges we faced, we do feel we met our aims reasonably well. Reflecting on the aspects Howard and Major (2004) and the FNAE suggest considering when creating material, we managed to take all of the aspects into consideration. We created material that concentrates on the learner profile through incorporating exercises that appear in a meaningful context yet take into account the learner's motivation and readiness. At the same time the pedagogical idea creates a foundation for the package as the grammar topics are not practised in a vacuum, but instead embedded into exercises appearing in a meaningful and useful context. We reflected on the NCC (2014), however due to the lack of references to teaching grammatical structures we tried to instead include the recommended communicative methods in our material planning. The material is also adaptable to many different classroom contexts. Overall, we have

attempted and succeeded in creating material which main grammar topics withstand time and that is easily adaptable for any English teacher.

6.3 Conclusion

This thesis aims to provide teachers with a ready-made resource for grammar exercises that considers students with lower proficiency and enables them to practise in a meaningful context. We believe we have created useful and versatile material that is easy to use for both teachers and students. Although we had little previous experience on designing material, we feel that this process has made us more aware of students' different needs as learners. In addition, we have gained perspective on the possibly challenging aspects of the English language from the point of view of the students. These observations stem from the thought process we had to go through when making decisions regarding content we would include or exclude from the material. Every decision was made collaboratively, which means we learned valuable negotiation and problem-solving skills in the process. We believe that the material designing process has equipped us with important tools for any future material planning projects.

From our own experiences as teachers, we know there is a demand for simple, mechanical exercises for practising the salient grammatical structures and this material provides exactly that. We are aware of the certain restrictions of the material regarding its visualisation and storyline. However, we also believe that the material can be utilised despite those restrictions. It would be beneficial to test the material in a classroom setting to further develop the exercises to cater the target group even better. We also hope that this material will reach special education teachers as they are often insufficiently resourced and would most likely benefit from simplified material. To conclude, the process of creating this material has been eye-opening and we believe that we have gained more perspective as future language teachers.

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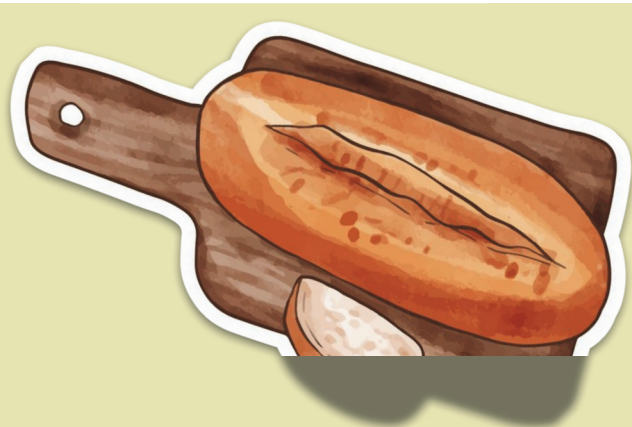
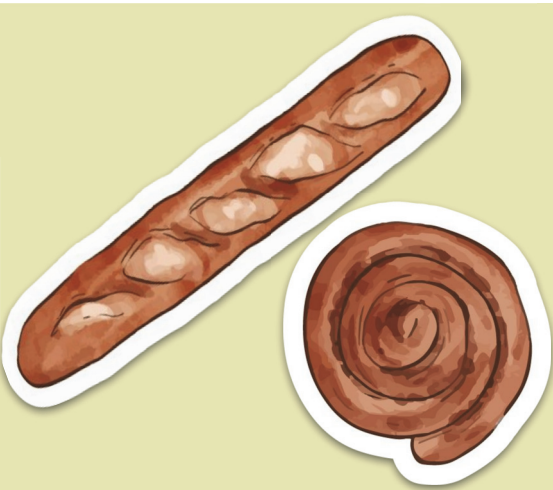
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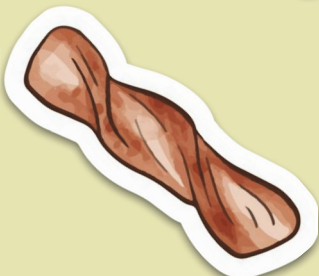
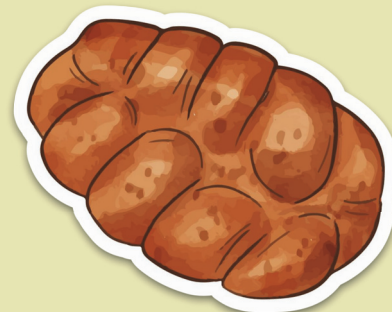
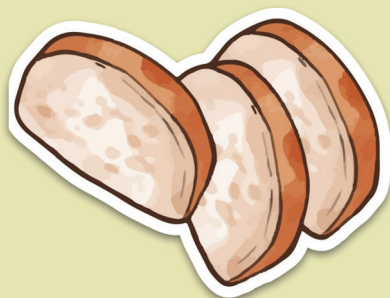
APPENDICES

APPENDIX 1: MATERIAL PACKAGE



Grammar: The Recipe of English

Materiaalipaketti 7. luokan
kielioppiin





Sisällysluettelo

	Kielitieto	Sanasto	Tarina
01	Preesens ja sanajärjestys s. 6-19	Perhe	Big Bad Baker ja Solveig kertovat perheistään ja tutustuvat.
02	Be- ja have -verbit Pronominit s. 20-28	Vaatteet Adjektiivit (Koulusanasto)	Big Bad Baker aloittaa uudessa koulussa.
03	Imperfekti s. 29-39	Vapaa-aika joulu	Big Bad Baker palaa jouluksi kotiin
04	Perfekti s. 40-46	Harrastukset (kulttuuripainotus)	Big Bad Baker ja Solveig pohtivat koulun harrastuskerhoja.
05	Futuuri s. 47-53	Matkustelu	Big Bad Baker haaveilee Ranskan matkasta.
06	There is / There are -rakenteet s. 54-60	Koti Asuminen	Big Bad Baker palaa remontoituun kotiin pääsiäislomalle.
Vastaukset & liitteet	s. 61-132		

Tarina hahmojen takana

Big Bad Baker tulee perheestä, jossa kaikki ovat olleet jonkin sortin leipureita tai kokkeja. Big Bad Baker ei kuitenkaan itse ole varma haluaako olla tulevaisuudessa leipuri. Selvittääkseen tulevaisuuden suunnitelmiaan hän on päättänyt lähteä tutkimaan muita mahdollisuuksia uuteen kouluun. Tarinassa Big Bad Baker yrittää elää kouluvuoden läpi uudessa koulussa ja uusien ihmisten ympäröimänä. Onneksi hänellä on matkassa mukana uusi tuttavuus **Solveig** sekä **Papa ja Mama Baker**. Uusi koulu tarjoaa Big Bad Bakerille erilaisia vuorovaikutustilanteita, joissa hän pääsee kertomaan itsestään ja oppimaan uutta myös muista. Tiivistys hahmoista alla.



Papa Baker



Big Bad Baker



Solveig

Opettajalle

Kenelle ja mitä?

Paketti on suunniteltu **lisämateriaaliksi alaspäin eriyttävään kieliopin harjoitteluun**. Se on suunnattu 7. vuosiluokalle yhdistäen 6. luokan ja 7. luokan kielioppi aiheita. Paketin tarkoitus **ei ole opettaa asiaa**, vaan harjoitella sitä, joten oletus on, että oppilaalla on jo jonkinlainen käsitys harjoiteltavasta aiheesta.

Tehtävät ovat pääsääntöisesti mekaanisia, mutta Tehtävien käyttö -osiosta löydät sovellusideoita myös kommunikatiivisuuden tukemiseksi.






Paketin rakenne

Paketin tarina jatkuu teemasta toiseen, sillä olemme pyrkineet tuomaan **merkitystä ja sidosteisuutta** kieliopin harjoitteluun tarinan kautta. Teemoja on **kuusi** ja ne jakautuvat **koko lukuvuodelle**. Tehtäviä voi halutessaan käyttää myös yksittäisinä, mutta tällöin tarina rikkoutuu eikä paketista saa täyttä hyötyä.

Tehtävät on rakennettu niin, että jokaisessa tilanteessa harjoitellaan tiettyä sanastoa ja/tai kielioppirakennetta. **Kieliopille on yritetty löytää konteksti, jossa kyseistä rakennetta tarvitaan**, jotta oppilas näkisi kielioppirakenteen merkityksen ja motivoituisi tehtävistä.

Kaikkiin tehtäviin on tehty valmiiksi vastaukset (paketin lopussa), joten **tehtävät soveltuvat myös itsenäiseen työskentelyyn, kotitehtäviksi tai kokeeseen harjoitteluun**. Oppilaan kanssa voi esimerkiksi etukäteen sopia itsenäisestä tarkistamisesta aina tunnin alussa tai lopussa.

Tehtävien käyttö

- **Tarinatehtävä** voidaan tehdä täysin itsenäisesti tai ryhmätehtävänä. Tehtävää voidaan hyödyntää esim. suullisen kielitaidon harjoittamiseen (ääneenluku, pariluku) tai luetun ymmärtämiseen. 
- **Dialogitehtävät** voidaan tehdä haluttaessa suullisina pari/ryhmätehtävinä tai draamallisina tehtävinä. 
- **Järjestä sanat lauseiksi -tehtävät ja yhdistä pareiksi -tehtävät** Vaihtoehtoisesti tehtävän voi tulostaa ja muuttaa kinesteettiseksi harjoitukseksi leikkaamalla sanat erikseen. 
- Haastavammat **Käytä ja Tuota -tehtävät**, joissa oppilas valitsee oikean muodon tai harjoittelee käyttämään rakennetta voidaan myös tehdä pareittain alaspäin eriyttäen. 
- **Koko luokan ryhmä- ja paritehtävät** on tarkoitettu suullisiksi harjoitteiksi, joihin kaikki pystyvät osallistumaan. Niihin voit tarjota halutessasi tukisanastoa tai tukirakenteita taululle. Joitakin tukirakenteita on tehtäviin jo valmiiksi rakennettu. 

Materiaalin tekijät

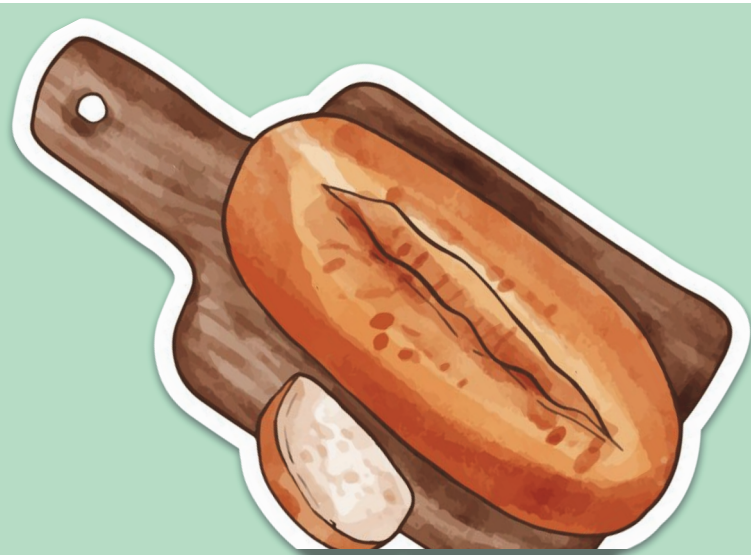
Hyvä materiaalipaketin käyttäjä,

Olemme luoneet tämän materiaalin auttaaksemme kaikkia englannin ja erityisopetuksen opettajia ympäri Suomea. Toivomme, että tämä on hyödyllinen, helppokäyttöinen ja aikaasi säästävä paketti! Toivottavasti opintomme englannin, erityisopetuksen ja perusopetuksen monialaiset opinnot paistavat läpi ja tekevät materiaalista riittävän kattavan käyttäaksesi sitä luottavaisin mielin oppilaitesi kanssa.

Happy grammaring!

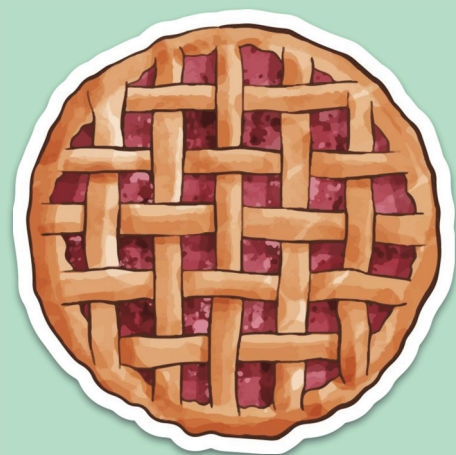
Terveisin,

Eveliina Koivuneva ja Elli Saxelin



Teema

01



Yleispreesens ja
sanajärjestys



Tehtävä 1.



Seuraavaksi tutustut Big Bad Bakeriin, joka on tarinan päähenkilö. Lue lyhyt tarina ja ympyröi tekstistä kaikki verbit.

Big Bad Baker is 14 years old and lives with his family now. He has a big family: A dad, a mom and three siblings. Big Bad Baker is the youngest in the family. His dad and mom have a bakery and everyone works there. They are all bakers, but Big Bad Baker doesn't want to be a baker. All of his siblings study in the baking school, but he wants to go to a normal high school. He is about to start high school in Minnesota, USA. The school starts soon and Big Bad Baker talks to Solveig on social media. Solveig comes from Norway, Oslo, and starts in the same high school with Big Bad Baker. They are both nervous because they don't know anyone from the school.

a sibling	sisarus
the youngest	nuorin
a bakery	leipomo
a baker	leipuri
a high school	lukio
nervous	hermostunut



Tehtävä 2.



Big Bad Baker juttelee isänsä Papa Bakerin kanssa. Papa on kuullut, että Big Bad Baker on tutustunut Solveig'hin ja haluaa kuulla lisää. **Lue dialogi ja ympyröi oikea verbi.**

Solveig **is / are** 14 years old.

She **play / plays** a lot of games.

She **like / likes** animals.

But she **don't / doesn't** like snakes

Do you like snakes, Papa?



She **sounds / sound** nice. I like snakes, but
Mama Baker **hates / hate** them.

Does Solveig want a pet? You **don't /
doesn't** want a pet.

No, she **doesn't / don't**. She's too busy.

We just **plays / play** games together.



It **seems / seem** you **likes / like** the
same things.

Tehtävä 3.



Järjestä sanat lauseiksi. Kiinnitä huomiota sanajärjestykseen.

Big Bad Baker

the youngest

in the family

is

1. _____

Solveig

Norway

comes

from



2. _____

They

bakers

are

good

3. _____

doesn't

Big Bad Baker

like

baking



4. _____

school

They

know

don't

from

anyone

5. _____

Tehtävä 4.



Täydennä taulukkoon verbit oikeassa muodossa. Muista verbin perään -s-kirjain, silloin kun se tarvitaan!

I		syön
You		juot
He		nukkuu
She		juoksee
It		laulaa
We		pelaamme
You		istutte
They		auttavat

4B. Täydennä tekstiin -s tummenttujen verbien perään tarvittaessa. Kiinnitä huomiota tekijään!

After talking to his dad, Big Bad Baker **wonder**__ if there is a lot he doesn't **know**__ about Solveig. He doesn't **know**__ about her family or what she **like**__ to do. He **know**__ she **like**__ playing games, but that's all. Big Bad Baker **think**__ maybe he should ask Solveig about these things. Will they get along, he **wonder**__.

Tehtävä 5.



Big Bad Baker ja Solveig juttelevat somessa perheistään. **Valitse ja täydennä** sopivat verbimuodot.

I have four siblings. My older brother _____ the guitar
play / plays

and my younger brother _____.
draw / draws

My little sister _____ to music.
listen / listens

They and my parents all _____ baking. How about you?
love / loves



Wow! You have a big family! I only have one big sister, Malin.

She often _____ movies with her friends.
watch / watches

I'm also close with my cousin. We _____ books and
read / reads

_____ together. My cousin _____ me.
study / studies teach / teaches



Tehtävä 6.



Nyt olet jo tutustunut hieman Big Bad Bakeriin ja Solveig'hin.
Testaa tietämyksesi heihin liittyen ja täydennä oikeat verbimuodot alle!

1. Big Bad Baker _____ a school in Minnesota,
aloittaa
USA.
2. Big Bad Baker _____ Solveig very well.
ei tunne/tiedä
3. They _____ on social media.
puhuvat
4. They both _____ playing games.
pitävät
5. They _____ pets.
eivät halua
6. Big Bad Baker's mom _____ snakes.
vihaa

Tehtävä 7.



Mama ja Papa Baker keskustelevat Big Bad Bakerista ja Solveig'sta. Järjestä annetut sanat kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen.

she

tall

Is

1.

Are

friends

they

good

2.

Norway

is

she

from

3.

we

going to

Are

meet

her

4.

Tehtävä 8.



Etsi ja alleviivaa puheenvuoroista kysymykset. Kirjoita ne sitten alla oleville viivoille.

Solveig is 14 years old.
She **plays** a lot of games.
But she **doesn't** like snakes
Do you **like** snakes, Papa?
Does Mama **like** animals?



She **sounds** nice. I like snakes, but
Mama **hates** them.
Does Solveig **want** a pet? You **don't** want a
pet.

Pidätkö sinä käärmeistä, Papa?

Pitääkö äiti eläimistä?

Haluaako Solveig lemmikin?

Tehtävä 9.



Big Bad Baker ja Solveig viestittelevät somessa ja tutustuvat toisiinsa paremmin. Löydä kaikki kysymyslauseet Big Bad Bakerin viestistä. Kirjoita sitten niissä esiintyvät pronominit ja nimet oikeisiin laatikoihin: DO tai DOES.

BBB 

Hey! I just realized that there's so much I don't know about you. 🤪
You know I don't really like baking, but do you like baking? Or does your family bake often? My family bakes a lot. 🍰
I also want to hear more about your sister, she sounds cool!
Does Malin have any hobbies? Does she also like playing games?
Do we like the same things? If she likes playing video games maybe we could all hang out together. 😎 You just got the new gaming console, does it still work well?
By the way, my parents asked about you. They are excited to meet you. What about your parents, do they know about me? 😊

DO

DOES

your family

Tehtävä 10.



Big Bad Baker ja Solveig viestittelevät somessa ja tutustuvat toisiinsa paremmin. **Lisää nyt Solveig'n esittämiin kysymyksiin DO tai DOES riippuen tekijästä.** Voit käyttää apuna edellisen tehtävän DO ja DOES laatikoita.

Solveig 

Hi! I thought about it too! Luckily, we still have time before school starts.

I'm interested in baking, but my family isn't very good at it. _____ your family bake breads, cakes, biscuits or all of them? I think baking sounds fun.

Malin is very cool! She doesn't know any video games. _____ we know any easy games she could try? Malin likes movies. _____ you like watching movies? You, me and Malin could go to cinema together sometime!

Haha, your parents also sound nice! _____ they know I'm from Norway? I told my parents about you too. My mom asked about your mom's job. _____ she also work at the bakery?

biscuits
luckily
cinema

keksit
onneksi
elokuvateatteri

Tehtävä 11.



Olet aloittamassa uudessa koulussa ja tapaat uuden luokkakaverin. Haluat olla kohtelias ja tutustua häneen. **Harjoittele nyt kysymysten muodostamista. Valitse joko DOES tai IS tai DO tai ARE.**

1. Where _____ you from?
are / do
2. What _____ your hobbies?
are / do
3. _____ you have a big family?
are / do
4. Oh, you have sister! What _____ her name?
is / does
5. _____ she older than you?
is / does
6. _____ she like pets?
is / does
7. _____ we live in the same neighborhood?
are / do *naapurusto*

Tehtävä 12.



Olet aloittamassa uudessa koulussa ja tapaat uuden luokkakaverin. Hän haluaa tietää sinusta ja läheisistäsi. **Valitse** alta neljä virkkeen alkua ja täydennä ne. **Lopuksi täydennä vielä viimeinen kysymys.**

Esim.

My cousin is Anna. Anna likes movies and games. Anna is 14 years old.

1. My mom and dad

2. My sister

3. My brother

Verbejä avuksi:

like	eat
live	listen to
play	travel
watch	draw

Tehtävä 12.



4. Our family

5. My grandparents

6. My friends

7. Onko sinulla veljeä?

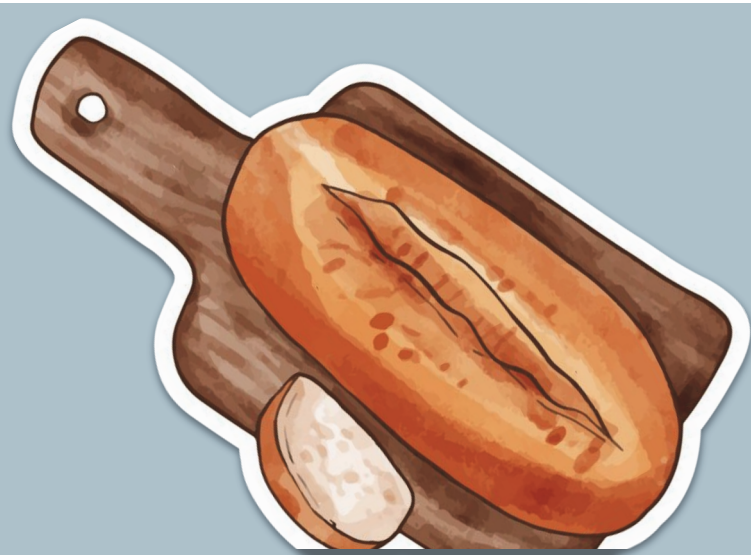
Do / does

have / has

_____ ?

Verbejä avuksi:

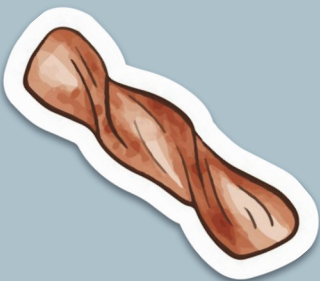
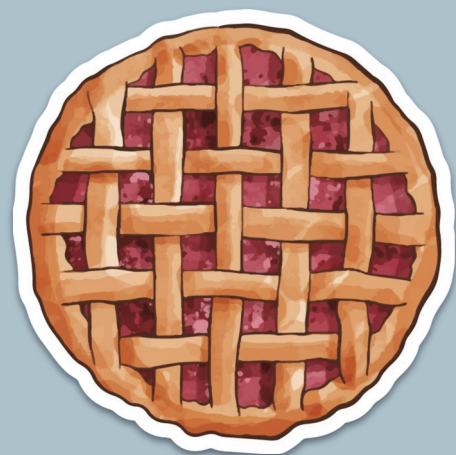
- | | |
|-------|-----------|
| like | eat |
| live | listen to |
| play | travel |
| watch | draw |



Teema

02

Be- ja have
-verbit



Tehtävä 1.



Big Bad Baker pohtii koulun alkua. Lue lyhyt tarina

- Alleviivaa persoona- ja omistuspronominit
- Ympyröi be-verbin muodot (is / isn't tai are / aren't)

Today is a big day for Big Bad Baker because he is about to start school.

At home, Big Bad Baker is feeling a bit nervous about fitting in.

He always wears his baker's clothes. Maybe the other kids aren't the same. He looks in the mirror.

"Does this hat look weird," he wonders, "My mom says we are bakers. That's why our clothes are like this."

Big Bad Baker isn't sure how he feels. Luckily, he starts school together with his friend Solveig. Big Bad Baker wants to ask her opinion. He wants to know what she thinks. It is nice that Big Bad Baker has good friends and family. They are important and their opinions help!

nervous	hermostunut
fitting in	sopeutuminen
mirror	peili
weird	outo
wonder	pohtia
luckily	onneksi
opinion	mielipide
important	tärkeä



Tehtävä 2.



Muistellaan pronomineja! Täydennä taulukkoon sekä persoonapronominit että omistuspronominit!

minä		minun	
sinä		sinun	your
	he	hänen	
hän		hänen	
se		sen	its
me		meidän	
	you	teidän	
he		heidän	

Tehtävä 3.



Big Bad Baker ja Papa Baker juttelevat koulun aloittamisesta. Isä miettii, miten Big Bad Baker tunnistaa Solveig'n. Big Bad Baker kertoo isälle Solveig'sta. **Lue dialogi ja päättele alla oleva sääntö.**

I know what she looks like. But it is a big school. She is short and loud. I think I can hear her easily. Her fur is orange. That's all I know.



Oh, you are both short! I hope you find each other.
What is her personality like?

She is very smart and funny. She is also hard-working and a quick learner. I think she is strong as well! We are both friendly.



Kun tekijänä on hän (she / he), valitsen: is are

Kun tekijänä on joku muu, valitsen: is are

Tehtävä 4.



Big Bad Baker ja Solveig ovat saapuneet koululle. He eivät ole löytäneet vielä toisiaan, joten he viestittelevät ja yrittävät etsiä toisensa. **Lue viesti ja ajatuskupla. Etsi HAVE tai HAS ja tunnista pronomini sen edessä. Kirjoita pronomini oikeaan laatikkoon.**



Solveig 



Okay, she has a brown backpack and black jeans.

Solveig also has a blue shirt. She doesn't have any shoes.

That group of students don't have white uniforms on. Where are they? Oh, there!



I have a blue shirt and black jeans. I also have a brown backpack. I don't have shoes.

I am next to a group of students. They have new, white school uniforms on. What do you have?

HAVE

HAS



HUOM! Ympyröi tekstistä kieltomuodot - muista ympyröidä koko rakenne!

Tehtävä 5.



Big Bad Baker ja Solveig ovat koulun ruokalassa syömässä. He kertovat toisilleen omista luokkakavereistaan. Täydennä tyhjiin aukkoihin **HAVE** tai **HAS** tai kieltomuoto **DON'T HAVE** tai **DOESN'T HAVE**.

There are very interesting people in my class!

Tony _____ a cool pencil case. Julia and Katie _____ an
on on

interesting hobby: They play cricket! They _____ much free
ei ole
time because they train so much.

We all _____ siblings!
on



Oh, wow! Karen _____ a big dog. The dog _____ green
on on
eyes. Marley and Ben are twins. They _____ the same
on
clothes!

There's also Millie, but she's shy. She _____ many
ei ole
friends yet. I think I want to talk to her more.



Tehtävä 6.



Big Bad Baker haluaa tietää lisää Solveig'n luokkalaisista. Täydennä kysymykset valitsemalla oikeat vaihtoehdot.

1. _____ Karen _____ other pets?
do / does have / has

2. _____ Marley and Ben _____ same hobbies
do / does have / has
as well? That would be cool!

3. _____ Millie _____ brown hair? I think I
do / does have / has
know her.

4. _____ we _____ the same teacher?
do / does have / has

HUOM!

Huomaatko, mitä HAVE-verbin muotoa käytät aina kysymyksessä. Täydennä alle:



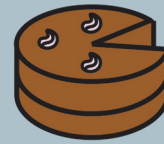
Tehtävä 7.



Tunnet jo aika hyvin Big Bad Bakerin ja Solveig'n. Keksi nyt millaisia heidän läheisensä ovat ja kuvaile heitä. Täydennä viivoille sopivat sanat vihjeiden avulla.

1. Big Bad Baker's parents _____
is / are

adjektiivi



2. They _____ a _____
has / have bakery. adjektiivi

3. Solveig's new friend _____
don't / doesn't

_____ an eraser.
has / have pyyhekumi



4. Solveig's new classmates _____
is / are

adjektiivi

Tehtävä 7.



5. Big Bad Baker _____ a
is / are

_____ person.
adjektiivi

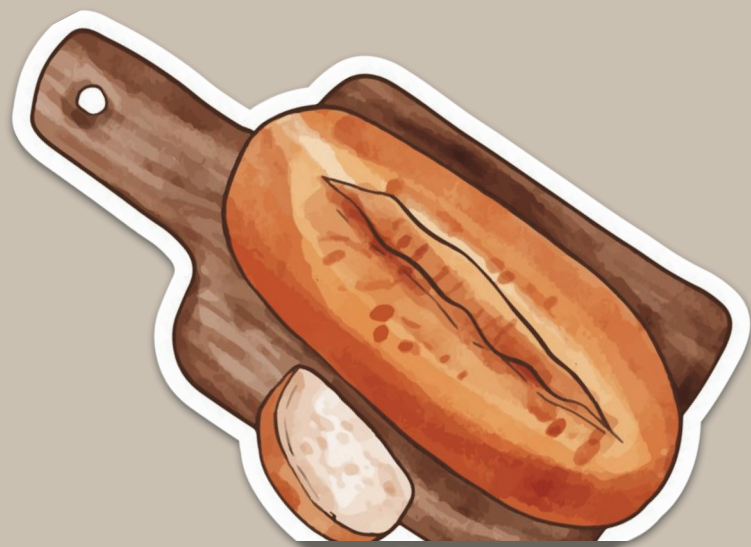
6. Big Bad Baker _____
isn't / aren't _____
adjektiivi

7. The students at the school _____
doesn't / don't

_____ uniforms.
has / have _____
adjektiivi

Adjektiiveja avuksi:

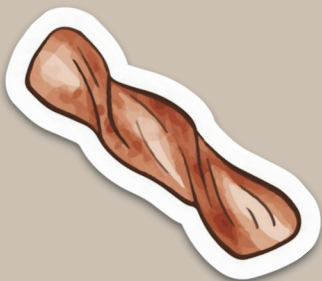
friendly	ystävällinen
smart	fiksu
funny	hauska
interesting	mielenkiintoinen
white	valkoinen
big	iso
small	pieni
tall	pitkä



Teema

03

Imperfekti



Tehtävä 1.



Big Bad Baker kävi jouluna kotona . **Lue mitä Big Bad Baker teki ja ei tehnyt joululomalla. Alleviivaa myönteiset ja kielteiset imperfektimuodot.**

I had a lovely holiday! I spent time with my family and they baked a lot.

I just watched and ate. It was the best! I didn't want to bake.

We went skiing, to the cinema and played board games together. I also wrote a postcard to my grandmother and sent it to her.

We didn't have time to ice skate that much, but we tried that too.

I liked it, but my Mama didn't want to even try!

I had the best Christmas holiday!

spend	viettää
skiing	hiihtäminen
board games	lautapelit
cinema	elokuvateatteri
a postcard	postikortti
ice skate	luistella



Tehtävä 2.



Big Bad Baker ja Solveig viestittelevät siitä, mitä he ovat tehneet. **Lue teksti ja poimi alla oleviin laatikoihin säännölliset ja epäsäännölliset imperfektit. Lopuksi alleviivaa imperfektissä oleva kysymyslause, niitä on yksi!**

BBB 

Hi! I had so much fun yesterday! My parents baked a cake and we ate it all. 😊 After that my brother chose a movie that we watched together. The movie was an action movie. 🕶️ I saw it for the first time. It was scary, 😱 but I liked it and Papa loved it! What did you do yesterday?



Solveig 

Hey you! 😊 I also did so much yesterday. Malin wrote a nice Christmas story. We read it to our parents and they thought it was great! We also played board games until midnight. 🎲 That was so much fun! We talked about postcards too. Last year my mom sent a postcard to all of our relatives. That's why they visited us on Christmas Eve. 🎅

SÄÄNNÖLLISET
VERBIT

EPÄSÄÄNNÖLLISET
VERBIT

Tehtävä 3.



Aiempi tehtävä sisälsi paljon verbejä. Yhdistä nyt verbien presens- ja imperfektimuodot.

have ●

eat ●

choose ●

watch ●

play ●

think ●

is ●

do ●

● ate

● chose

● had

● played

● thought

● watched

● did

● was



Tehtävä 4.



Big Bad Baker on joulutuulella. Radiosta alkaa kuulua Wham! -yhtyeen "Last Christmas" eikä Big Bad Bakerin kita vain pysy kiinni!

Etsi laulusta taulukkoon imperfektimuodot ja täydennä puuttuvat suomennokset.

Last Christmas I gave you my heart
But the very next day you gave it away
This year, to save me from tears
I'll give it to someone special

Once bitten and twice shy
I keep my distance, but you still catch my eye
Tell me baby, do you recognize me?
Well, it's been a year, it doesn't surprise me

Happy Christmas, I wrapped it up and sent it
With a note saying "I love you", I meant it
Now I know what a fool I've been
But if you kissed me now, I know you'd fool me again

give		antaa
wrap		paketoida, kietoa
send		
mean		tarkoittaa
kiss		

Tehtävä 5.



Big Bad Baker inspiroituu Solveig'n kertomasta kortti-ideasta ja päättää lähettää mummolleen kiitoskortin, jossa hän kiittää saamastaan joululahjasta. **Kirjoita annetut verbit imperfektimuodossa.**

Dear Grandma!

Thank you for the Christmas gift you _____ me!
give

I _____ them. They _____ comfortable and warm.
love feel

The colors you _____ are perfect for me. I _____
choose buy

a pair earlier but they _____ too small for me.
are

You _____ better ones and they _____ nothing!
make cost

Sanoja avuksi

a gift	lahja
comfortable	mukava, miellyttävä
a pair	pari
cost	maksaa

Arvaatko, minkä lahjan mummo on antanut Big Bad Bakerille?

Piirrä tai kirjoita:

Tehtävä 6.



Big Bad Bakerin mummo saa kortin, mutta herää pahalla tuulella ja näkee kaiken negatiivisesti. **Muuta verbit imperfektin kieltomuotoon nähdäksesi**, miten mummo näkee kortin.

Muista!

Did / didn't jälkeen aina perusmuoto!

I **didn't** eat anything.

Dear Grandma!

Thank you for the Christmas gift you _____ me!
et antanut

I _____ them. They _____ comfortable
en rakastanut eivät tuntuneet

and warm.

The colors you _____ aren't perfect for me.
et valinnut

I _____ a pair earlier and
en ostanut

they weren't too small for me.

You _____ better ones and they
et tehnyt

_____ anything!
eivät maksaneet

Tehtävä 7a.



Nyt olet jo oppinut paljon imperfektistä. Olla-verbillä on kuitenkin epäsäännöllinen imperfekti. **Täydennä taulukkoon olla-verbien myönteiset ja kielteiset imperfektimuodot.**

I		Minä olin
You		Sinä olit
He/She/It		Hän / Se oli
We		Me olimme
You		Te olitte
They		He olivat

I		Minä en ollut
You		Sinä et ollut
He/She/it		Hän/se ei ollut
We		Me emme olleet
You		Te ette olleet
They		He eivät olleet

Tehtävä 7b.



Big Bad Baker saa viestin Solveig'ltä. Solveig'n suomalainen serkku, Ulla, on yllättänyt hänet ja nyt Solveig kertoo ystävälleen mitä tapahtui. **Lue viesti ja täydennä oikea muoto be-verbistä: WAS / WERE.**

Solveig 🦊

OMG! Guess what! 😱

Solveig 🦊

My cousin Ulla surprised me and visited us on Christmas. 🎄

My parents _____ out when I woke up. My sister _____
was / were was / were

still asleep. I _____ a little confused so I went to the kitchen to
was / were

eat breakfast. Then I heard the doorbell. When I opened the door, Ulla
and my parents _____ there! I _____ so happy to see
was / were was / were

her! 😍

She _____ also excited! They all _____ wearing
was / were was / were

Christmas clothes, too!

Sanastoa avuksi:

asleep

confused

breakfast

hear, heard

excited

nukkumassa

hämmentynyt

aamupala

kuulla, kuulin

innoissaan

Tehtävä 8a.



Mama ja Papa Baker keskusteleivat Big Bad Bakerin kanssa kuluneesta syksystä. Järjestä isän vuorosanat kysymyksiksi. Kiinnitä huomiota sanajärjestykseen.

Did

make

you

friends?

new

1.

Yes, I made a lot of new friends.

write

Did

you

essays?

2.

I did! I wrote many essays.

us?

you

Did

miss

3.

Yes! I thought about you everyday.

Solveig

everyday?

Did

see

you

4.

Almost everyday!

Tehtävä 8b.



Edellinen keskustelu jatkuu. Täytä nyt oikea verbimuoto sekä kysymyksiin että vastauksiin. Viimeisessä kohdassa täydennä molemmat aukot.

How nice! Did you _____ with her?
live / lived

No, I _____. But we _____ close to each other.
don't / didn't live / lived

Alright. Did you _____ a new hobby?
start / started

Not yet, but we _____ about it. Maybe next year.
think / thought

That sounds good. _____ you _____ a lot of
pictures?
take / took

Yes. I can show them to you!

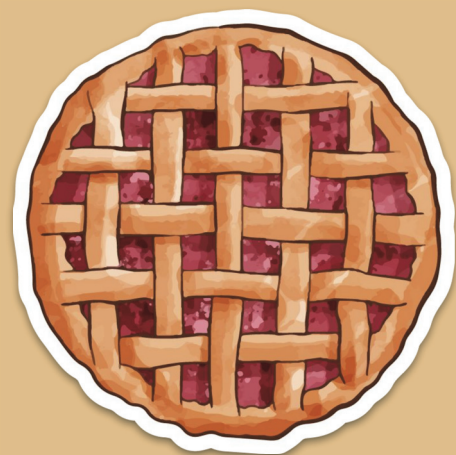




Teema

04

Perfekti



Tehtävä 1.



Big Bad Baker on palannut kouluun. Kerrataan, mitä kaikkea hän on tehnyt syksyn aikana. **Alleviivaa myönteiset ja kielteiset perfektimuodot.**

Big Bad Baker's school year has been exciting. He has met a lot of new people like Solveig and his new classmates. His classmates have told him interesting stories. Solveig is still Big Bad Baker's best friend. Together they have learned new skills and Big Bad Baker hasn't thought about baking at all! Big Bad Baker and Solveig have introduced their parents, siblings and even cousins to each other! It has been an eventful year. Now they have returned to school and they want to try out the school clubs. They haven't tried them yet.

exciting	jännittävä
classmates	luokkakaverit
skills	taidot
introduce	esitellä
eventful	tapahtumarikas
try out	kokeilla
school club	koulun harrastekerho



Tehtävä 2.



Edellisessä tehtävässä löysit perfektimuotoja. Perfektissä käytetään **aina** verbin 3. muotoa (I have **played** football).

Täydennä nyt taulukkoon tarinasta löytämäsi verbien 3. muodot. Täydennä myös puuttuvat muut muodot.

preesens 1.muoto	imperfekti 2. muoto	perfekti / pluskvamperfekti 3. muoto	suomeksi
is/are	was/were		olla
	met		tavata
tell	told		kertoa
learn	learned		
	thought		ajatella
introduce	introduced		esitellä
return	returned		palata
try	tried		yrittää

Tehtävä 3a.



Big Bad Baker ja Solveig pohtivat millaisia erilaisia kerhoja heidän koulussaan on ja mitä he ovat kokeilleet aiemmin. Täydennä viesteihin joko HAVE / HAS tai HAVEN'T / HASN'T. Muista katsoa, kuka on tekijänä!

Solveig

Hiya! We really need to choose our clubs soon. There are so many!

I _____ never been in any clubs before. Have you ever been
have / has
in a math club? That sounds boring!



BBB

Hi! I know, right?! I _____ never been in any clubs either. My
have / has
brother _____ been in the band club, but I don't play
have / has
instruments because he _____ taught me! I'm not interested
haven't / hasn't
in the cooking or sports clubs. Have you found anything interesting?

Solveig

I don't know how to play any instruments either. I _____ thought
have / has
about joining the arts and crafts club, but I'm not sure.

I _____ heard what they do there. I need to think about it
haven't / hasn't
more.

Tehtävä 3b.

Alleiviivaa perfektimuotoiset kysymyslauseet viesteistä (2kp).

Tehtävä 4.



Big Bad Baker ja Solveig pohtivat vielä heitä kiinnostavia kerhoja. Täytä nyt oikea verbin 3.muoto heidän keskusteluunsa.

Have you _____ about joining the baking club?
think



No, I really don't want to. I have _____ the gaming club.
choose



Well that sounds exciting! I haven't _____ in a long time. I have _____ a decision to try the theatre club.
play
make

make a decision =
tehdä päätös

be interested in =
olla kiinnostunut



Cool! I haven't _____ acting before. I have never
try
_____ interested in it.
be

MUISTA!
BE-verbi =
is / are
was / were

Really? I have always _____ it. Do you want to try
love
it with me?



Sure! We can try both clubs together.



Tehtävä 5.



Papa Baker kyselee Big Bad Bakerilta kerhoista. **Kirjoita vuorosanat viivoille kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen.**
Esim. *Have you joined a club yet?*

Have

decided

you

your

club

yet?

1.

We have decided to try two clubs: the Gaming Club and the Theatre Club.

Solveig

Has

before?

acted

2.

I think so. She has always loved acting.

thought

you

Have

about

Music Club?

3.

Yes, but I'm not sure I can go there.

your brother

taught

Has

you

to play?

4.

No, he hasn't taught me. I think I'm happy with my choice.

choice = valinta

Tehtävä 6.



Olet nyt harjoitellut perfektiä ja oppinut koulun harrastekerhoista. Kirjoita kolme virkettä alla oleville viivoille. Valitse jokaisesta laatikosta järjestyksessä yksi sana per virke. Muista taivuttaa verbi 3. muotoon!

Esim. Solveig has chosen the guitar.

Solveig
Big Bad Baker
I
My friends
My teacher

have
has
haven't
hasn't

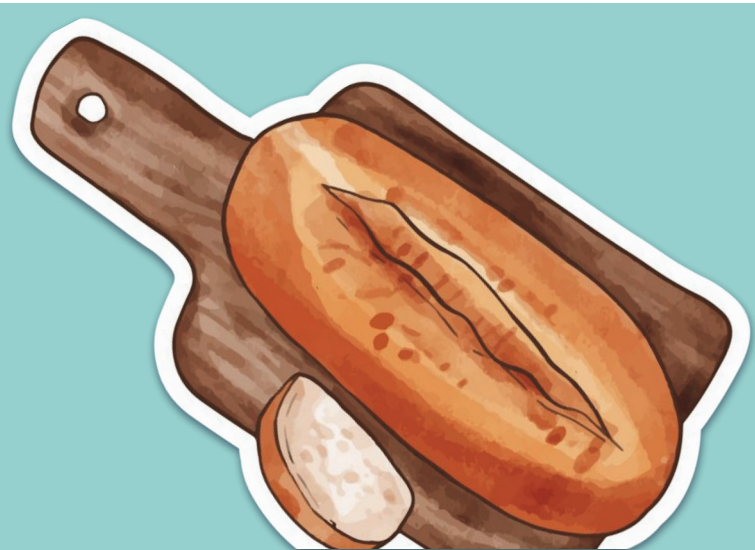
choose
play
write
see
meet
tell

the guitar.
a club.
a lie.
a story
an actor.
before.
a movie.

1.

2.

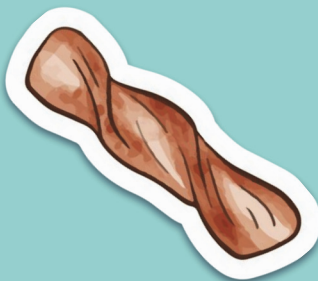
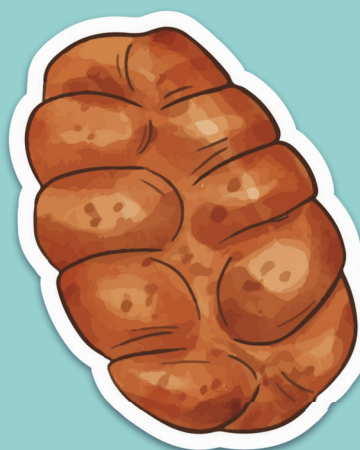
3.



Teema

05

Futuuri



Tehtävä 1.



Kouluvuosi on jo pitkällä ja Big Bad Baker pohtii tulevaa.
Alleviivaa myönteiset ja kielteiset futuurimuodot.
Muistathan, että futuurissa on aina kaksi verbiä!

The school year will end soon. Big Bad Baker has had a lot of tests and homework. He is feeling tired after all the work. But it will be summer soon and all of the students will go back home. They will spend time with their families and they will have a lot of free time. The students won't see each other as much. Big Bad Baker doesn't know what he will do. He won't have school anymore so he can do whatever he wants!
Or can he?

each other

toisiaan

Miten lyhentäisit nämä?

I will

You will

She will

He will

It will

We will

They will



Tehtävä 2.



Big Bad Baker uneksii jo tulevasta kesälomasta. **Valitse oikea verbi.**

I will **fly / flying** to France! There I will **see / seeing** the Eiffel Tower. And then I will **buy / buying** it! Everyone will **be / is** jealous.

Solveig won't **believe / believes** her eyes!

I will only **eat / eating** croissants. I won't **go / going** back to school. I don't need a job. Mama and Papa will **pay / paying** for everything. It will **be / is** fun!

Tehtävä 3.



Big Bad Bakerin uni kuulostaa aika hullulta Solveig'n mielestä. Solveig yrittää palauttaa hänet maan pinnalle. **Auta Solveig'ta kysymään tarkentavia kysymyksiä Big Bad Bakerilta.** Muodosta kysymyslauseita valitsemalla jokaisesta laatikosta yksi sopiva sana tai fraasi.

When
Why
How
Where
What

will you

go to France?
do without me?
live in France?
buy the croissants?
come back home?
buy the Eiffel Tower?

1.

2.

3.

Tehtävä 4.



Big Bad Baker kertoo myös Papalle unestaan. Papa haluaa tietää miten Big Bad Baker aikoo valmistautua matkaan. **Kirjoita vuorosanat viivoille kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen.**

How

have

you

will

enough money?

1.

You and Mama can pay for everything!

will

What

you

take

with you?

2.

Sunglasses, swimming shorts and a phone charger!

you

will

live?

Where

3.

In the Eiffel Tower. I will buy it!

a passport?

you

will

How

get

4.

Oh. I need a passport? I have to think about this...

Tehtävä 5.



Big Bad Baker on palannut maan pinnalle. Hän juttelee Solveig'n kanssa tulevasta viikonlopusta. Täydennä futuuri suomenkielisen vihjeen avulla.

I _____ Ulla. We _____
tapaan luemme
a new book together.



That sounds chill. I _____ books, but I
en lue
_____ a movie for sure.
katson

Well you do like movies more. We _____ at
syömme
McDonald's on Saturday.



Cool, I want to eat there too! Can I come too?
I _____ my homework on Friday so I
teen
have time on Saturday.

Sure! We _____ there at 12. Don't
menemme
be late!



I _____! See you then!
en tule olemaan



Tehtävä 6.



Olet harjoitellut futuurin rakennetta. Kerro nyt tulevan viikonlopun suunnitelmistasi. **Muodosta kolme (3) virkettä, joissa käytät futuuria.**

Esim.

I will see my friends this weekend.

I won't do homework this weekend.

1. I will

2. I will

3. I won't

Ideasanasto

do	hang out	movie	makeup
play	sleep	games	Twitch
go	read	guitar	a lot
watch	visit	friends	cookies
see	buy	family	a museum
eat	bake	clothes	Minecraft

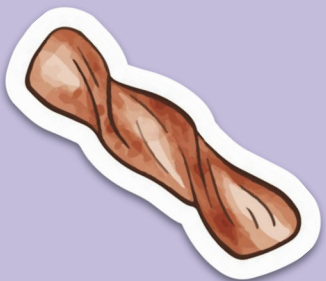
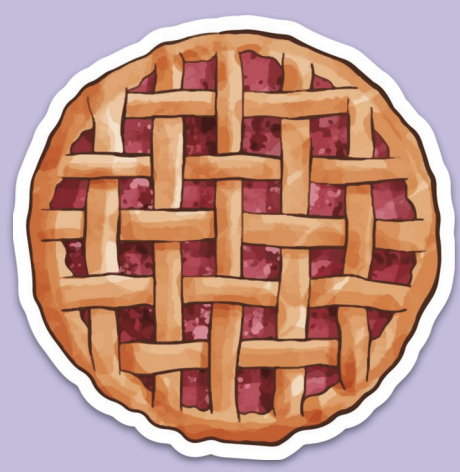


Teema

05



There is
There are



Tehtävä 1.



Big Bad Baker on palannut kotiin pääsiäislomaksi. Kotona on tehty remonttia. **Alleviivaa tarinasta kotiin tehdyt muutokset. Ympyröi asia, mitä ei ole muutettu.**

Big Bad Baker comes home for Easter break and the house looks different. There is a new, blue mailbox in front of the house. There are also apple trees in the front yard. Inside Big Bad Baker is even more surprised. There are new doors and windows, too! The floor looks different. It had a grey carpet before, but now there is a wooden floor. There aren't changes in Big Bad Baker's room. Thankfully!

Jos haluat sanoa, että jossakin on jotakin, miten teet sen englanniksi? Täydennä rakenne.

_____ a new, blue mailbox.

_____ apple trees in the yard.

Huomaa rakenteessa ero yksikön ja monikon välillä!



Tehtävä 2.



Big Bad Baker ja Solveig viestittelevät. Big Bad Baker kertoo hänelle kotiin tehdyistä muutoksista. Täydennä viivoille **THERE IS** tai **THERE ARE**. Muista katsoa puhutaanko monikosta vai yksiköstä!

BBB

My house is so different now! My parents renovated.

_____ a new **fridge** in the kitchen. It makes ice cubes!

Before we had green walls, now _____ **stripes** in the wallpaper. I like them more.

My bedroom is the same. _____ my old **curtains**, the same two **chairs** and all of my **games** in my room. I was worried Mama lost them!

_____ a new, black **sink** in the bathroom. It looks a little scary. Luckily _____ a new **mirror**. The one we had before broke.

Solveig

Wow, that's a lot of changes! Are there changes in the living room?

Solveig esittää kysymyksen Big Bad Bakerille. Täydennä kysymys alla olevalle viivalle ja kiinnitä huomiota sanajärjestykseen!

_____ changes in the living room?

There are changes in the living room.

Tehtävä 3.



Solveig on kiinnostunut Big Bad Bakerin talon uudistuksista ja haluaa tietää lisää. Täydennä oikea rakenne viivoille: **ARE THERE** tai **IS THERE**. Kiinnitä huomiota siihen, onko kyseessä monikko vai yksikkö.

Solveig

The renovation sounds so cool!

_____ a new oven in the kitchen as well?

BBB

No, there isn't a new oven in the kitchen. But the fridge is so cool!! I drink water all the time now!

Solveig

I want to try that! _____ changes in your siblings' rooms?

Yes, there are! There is a new wallpaper in my oldest brother's room. Maybe I will get one later too.

Solveig

_____ something else you want to change in your room?

BBB

Not really, I like my room the way it is.

Tehtävä 4.



Olet nyt harjoitellut rakenteen THERE IS / THERE ARE käyttöä. Suomenna Big Bad Bakerin kertomat asiat. Aloita suomennos alleviivatusta kohdasta.

Esim.

There is a new window in the house.

Talossa on uusi ikkuna.

There is a new fridge in the kitchen.

1.

There are stripes in the wallpaper.

2.

Tehtävä 4.



There are old curtains in my room.

3.

There is a new mirror in the bathroom.

4.

There are a changes in my siblings' rooms.

5.

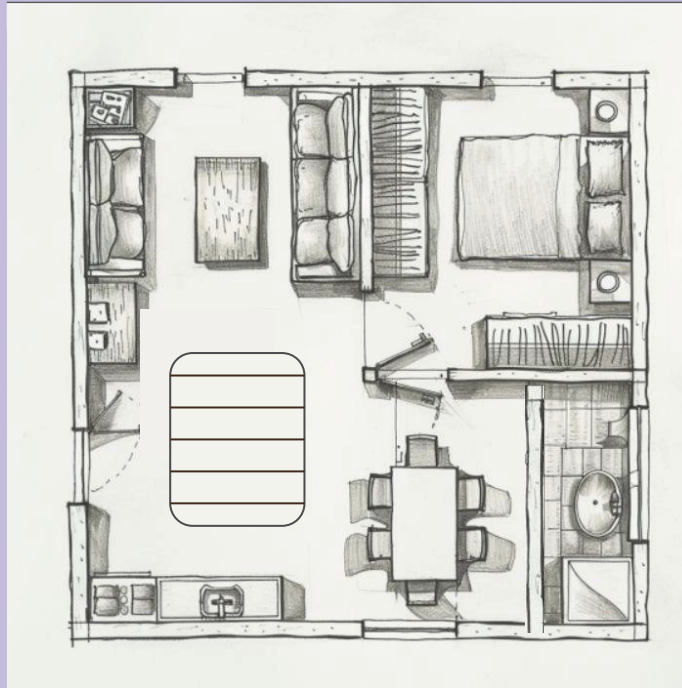
changes

muutoksia

Tehtävä 5.



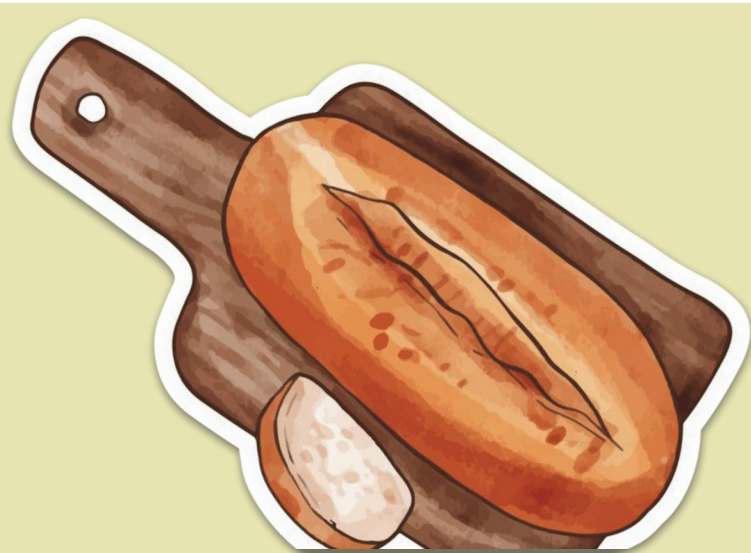
Keksi ja kirjoita 3 virkettä kuvasta käyttäen **THERE IS** ja **THERE ARE** -rakenteita.



1. There is

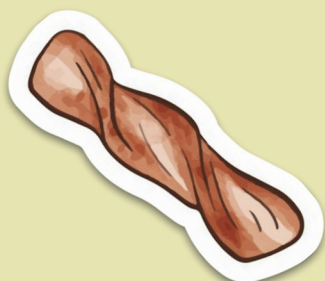
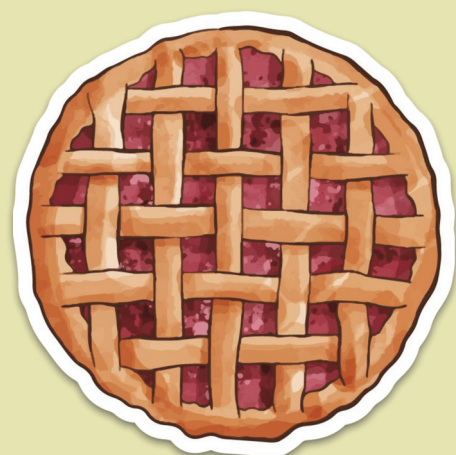
2. There are

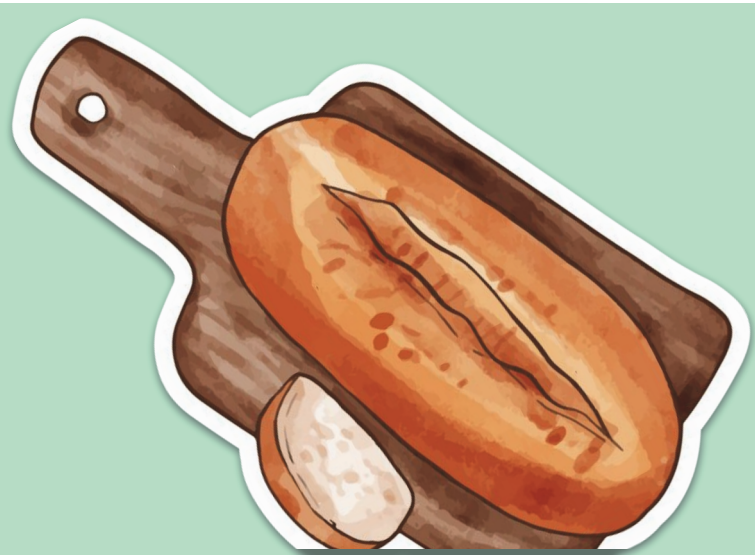
3.



VASTAUKSET

Teemat 1-6

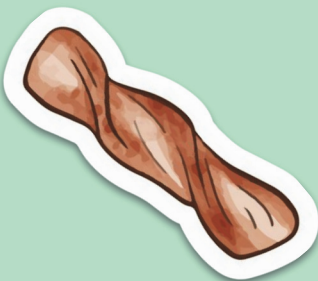
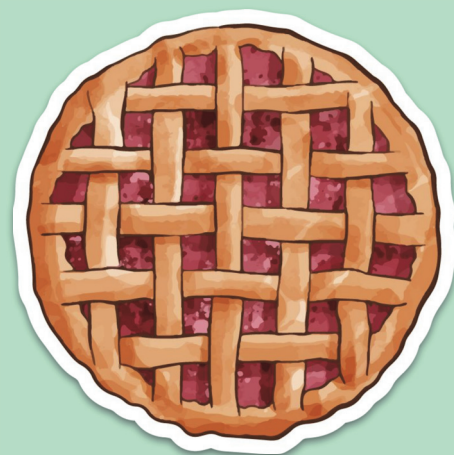




VASTAUKSET

Teema

01



Tehtävä 1.

Seuraavaksi tutustut Big Bad Bakeriin, joka on tarinan päähenkilö. Lue lyhyt tarina ja ympyröi tekstistä kaikki verbit.

Big Bad Baker is 14 years old and lives with his family now. He has a big family: A dad, a mom and three siblings. Big Bad Baker is the youngest in the family. Dad and mom have a bakery and everyone works there. They are all bakers, but Big Bad Baker doesn't want to be a baker. All of his siblings study in the baking school, but he wants to go to a normal high school. He is about to start high school in Minnesota, USA. School starts soon and Big Bad Baker talks to Solveig on social media. Solveig comes from Norway, Oslo, and starts in the same high school with Big Bad Baker. They are both nervous because they don't know anyone from the school.

a sibling	sisarus
the youngest	nuorin
a bakery	leipomo
a baker	leipuri
a high school	lukio
nervous	hermostunut



Tehtävä 2.

Big Bad Baker juttelee isänsä Papa Bakerin kanssa. Papa on kuullut, että Big Bad Baker on tutustunut Solveig'hin ja haluaa kuulla lisää. **Lue dialogi ja ympyröi oikea verbi.**

Solveig **is** / are 14 years old.

She **play** / **plays** a lot of games.

She **like** / **likes** animals.

But she **don't** / **doesn't** like snakes

Do you like snakes, Papa?



She **sounds** / **sound** nice. I like snakes, but
Mama Baker **hates** / **hate** them.

Does Solveig want a pet? You **don't** /
doesn't want a pet.

No, she **doesn't** / **don't**. She's too busy.

We just **plays** / **play** games together.

It **seems** / **seem** you **likes** / **like** the
same things.

Tehtävä 3.

Järjestä sanat lauseiksi. Kiinnitä huomiota sanajärjestykseen.

Big Bad Baker

the youngest

in the family

is

1. *Big Bad Baker is the youngest in the family*

Solveig

Norway

comes

from



2. *Solveig comes from Norway*

They

bakers

are

good

3. *They are good bakers*

doesn't

Big Bad Baker

like

baking



4. *Big Bad Baker doesn't like baking*

school

They

know

don't

from

anyone

5. *They don't know anyone from school*

Tehtävä 4.

Täydennä taulukkoon verbit oikeassa muodossa. Muista verbin perään -s-kirjain, silloin kun se tarvitaan!

I	eat	syön
You	drink	juot
He	sleeps	nukkuu
She	runs	juoksee
It	sings	laulaa
We	play	pelaamme
You	sit	istutte
They	help	auttavat

4B. Täydennä tekstiin -s tummenttujen verbien perään tarvittaessa. Kiinnitä huomiota tekijään!

After talking to his dad, Big Bad Baker **wonders** if there is a lot he doesn't **know** about Solveig. He doesn't **know** about her family or what she **likes** to do. He **knows** she **likes** playing games, but that's all. Big Bad Baker **thinks** maybe he should ask Solveig about these things. Will they get along, he **wonders** .

Tehtävä 5.

Big Bad Baker ja Solveig juttelevat somessa perheistään. **Valitse ja täydennä** sopivat verbimuodot.

I have four siblings. My older brother plays the guitar
play / plays

and my younger brother draws.
draw / draws

My little sister listens to music.
listen / listens

They and my parents all love baking. How about you?
love / loves



Wow! You have a big family! I only have one big sister, Malin.

She often watches movies with her friends.
watch / watches

I'm also close with my cousin. We read books and
read / reads

study together. My cousin teaches me.
study / studies teach / teaches



Tehtävä 6.

Nyt olet jo tutustunut hieman Big Bad Bakeriin ja Solveig'hin. Testaa tietämyksesi heihin liittyen ja täydennä oikeat verbimuodot alle!

1. Big Bad Baker starts a school in Minnesota, USA.
aloittaa
2. Big Bad Baker doesn't know Solveig very well.
ei tunne/tiedä
3. They talk on social media.
puhuvat
4. They both like playing games.
pitävät
5. They don't want pets.
eivät halua
6. Big Bad Baker's mom hates snakes.
vihaa

Tehtävä 7.

Mama ja Papa Baker keskustelevat Big Bad Bakerista ja Solveig'sta..
Järjestä annetut sanat kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen.

she

tall

Is

1. *Is she tall?*

Are

friends

they

good

2. *Are they good friends?*

Norway

Is

she

from

3. *Is she from Norway?*

we

going to

Are

meet

her

4. *Are we going to meet her?*

Tehtävä 8.

Etsi ja alleviivaa puheenvuoroista kysymykset. Kirjoita ne sitten alla oleville viivoille.

Solveig is 14 years old.
She **plays** a lot of games.
She **likes** animals.
But she **doesn't** like snakes
Do you like snakes, Papa?



She **sounds** nice. I like snakes, but
Mama **hates** them.
Does Solveig want a pet? You don't want a
pet.

Do you like snakes Papa?

Pidätkö sinä käärmeistä, Papa?

Does Mama like animals?

Pitääkö äiti eläimistä?

Does Solveig want a pet?

Haluaako Solveig lemmikin?

Tehtävä 9.

Big Bad Baker ja Solveig viestittelevät somessa ja tutustuvat toisiinsa paremmin. Löydä kaikki kysymyslauseet Big Bad Bakerin viestistä. Kirjoita sitten niissä esiintyvät pronominit ja nimet oikeisiin laatikoihin: DO tai DOES.

Hey! I just realized that there's so much I don't know about **you**. 🤪
You know I don't really like baking, but do **you** like baking? Or does **your family** bake often? My family bakes a lot. 🍰
I also want to hear more about your sister, she sounds cool!
Does **Malin** have any hobbies? Does **she** also like playing games?
Do **we** like the same things? If she likes playing video games maybe we could all hang out together. 😎 You just got the new gaming console, does **it** still work well?
By the way, my parents asked about you. They are excited to meet you. What about your parents, do **they** know about me? 😊

DO

you
we
they

DOES

your family
Malin
she
it

Tehtävä 10.

Big Bad Baker ja Solveig viestittelevät somessa ja tutustuvat toisiinsa paremmin. Lisää nyt Solveig'n esittämiin kysymyksiin DO tai DOES riippuen tekijästä. Voit käyttää apuna edellisen tehtävän DO ja DOES laatikoita.

Hi! I thought about it too! Luckily, we still have time before school starts.

I'm interested in baking, but my family isn't very good at it. Does your family bake breads, cakes, biscuits or all of them? I think baking sounds fun.

Malin is very cool! She doesn't know any video games. Do we know any easy games she could try? Malin likes movies. Do you like watching movies? You, me and Malin could go to cinema together sometime!

Haha, your parents also sound nice! Do they know I'm from Norway? I told my parents about you too. My mom asked about your mom's job. Does she also work at the bakery?

biscuits

luckily

cinema

keksit

onneksi

elokuvateatteri

Tehtävä 11.

Olet aloittamassa uudessa koulussa ja tapaat uuden luokkakaverin. Haluat olla kohtelias ja tutustua häneen. **Harjoittele nyt kysymysten muodostamista. Valitse joko DOES tai IS tai DO tai ARE.**

- 1) Where are you from?
are / do
2. What are your hobbies?
are / do
3. Do you have a big family?
are / do
4. Oh, you have sister! What is her name?
is / does
5. Is she older than you?
is / does
6. Does she like pets?
is / does
7. Do we live in the same neighborhood?
are / do *naapurusto*

Tehtävä 12.

Olet aloittamassa uudessa koulussa ja tapaat uuden luokkakaverin. Hän haluaa tietää sinusta ja läheisistäsi. **Valitse** alta neljä virkkeen alkua ja täydennä ne. **Lopuksi täydennä vielä viimeinen kysymys.**

Esim.

My cousin is Anna. Anna likes movies and games. Anna is 14 years old.

1. My mom and dad

*Esim. My mom and dad **love** baking.*

2. My sister

*Esim. My sister **listens** to pop music.*

3. My brother

*Esim. My brother **plays** basketball.*

Verbejä avuksi:

like	eat
live	listen to
play	travel
watch	draw

Tehtävä 12.

4. Our family

Esim. Our family **eats** breakfast together.

5. My grandparents

Esim. My grandparents **play** golf together.

6. My friends

Esim. My friends **watch** horror movies.

7. Onko sinulla veljeä?

Do

Do / does

you

have

have / has

a brother ?

Verbejä avuksi:

like

live

play

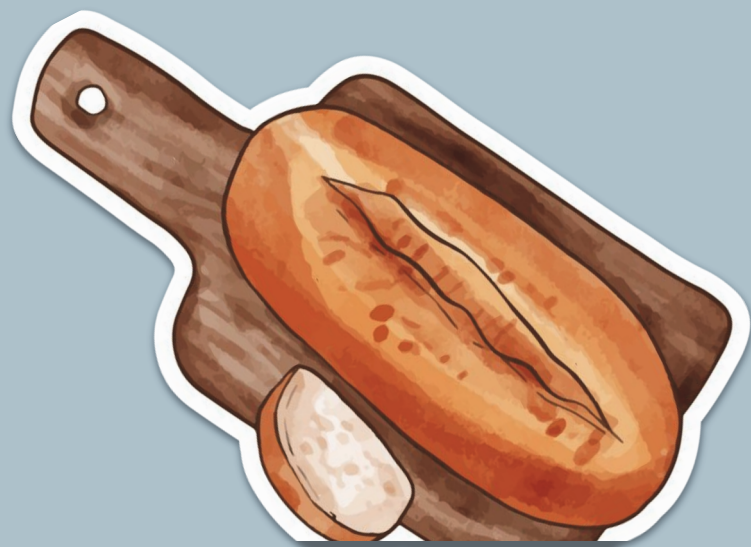
watch

eat

listen to

travel

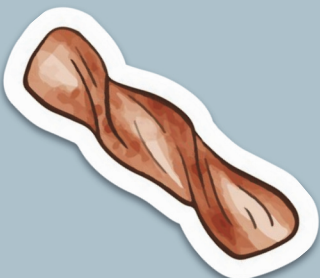
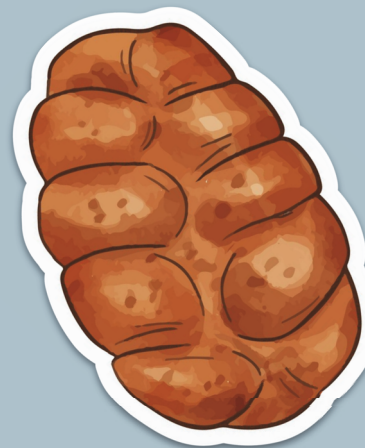
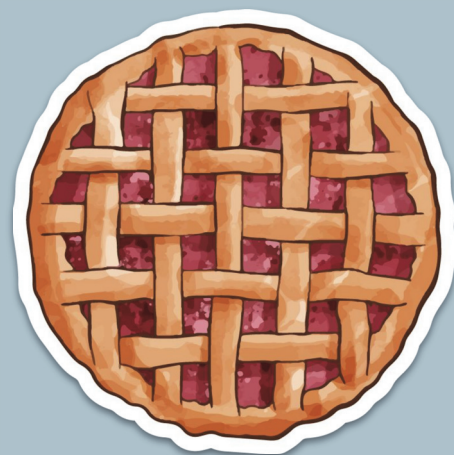
draw



VASTAUKSET

Teema

02



Tehtävä 1.

Big Bad Baker pohtii koulun alkua. Lue lyhyt tarina

- Alleviivaa persoona- ja omistuspronominin
- Ympyröi be-verbin muodot (is / isn't tai are / aren't)

Today is a big day for Big Bad Baker because he is about to start school.

At home, Big Bad Baker is feeling a bit nervous about fitting in.

He always wears his baker's clothes. Maybe the other kids aren't the same. He looks in the mirror.

"Does this hat look weird," he wonders, "My mom says we are bakers. That's why our clothes are like this."

Big Bad Baker isn't sure how he feels. Luckily, he starts school together with his friend Solveig. Big Bad Baker wants to ask her opinion. He wants to know what she thinks. It is nice that Big Bad Baker has good friends and family. They are important and their opinions help!

nervous	hermostunut
fitting in	sopeutuminen
mirror	peili
weird	outo
wonder	pohtia
luckily	onneksi
opinion	mielipide
Important	tärkeä



Tehtävä 2.

Muistellaan pronomineja! Täydennä taulukkoon sekä persoonapronominit että omistuspronominit!

minä	I	minun	my
sinä	you	sinun	your
hän	he	hänen	his
hän	she	hänen	her
se	it	sen	its
me	we	meidän	our
te	you	teidän	your
he	they	heidän	their

Tehtävä 3.

Big Bad Baker ja Papa Baker juttelevat koulun aloittamisesta. Isä miettii, miten Big Bad Baker tunnistaa Solveig'n. Big Bad Baker kertoo isälle Solveig'sta. **Lue dialogi ja päättele alla oleva sääntö.**

I know what she looks like. But it is a big school. She is short and loud. I think I can hear her easily. Her fur is orange. That's all I know.



Oh, you are both short! I hope you find each other.
What is her personality like?

She is very smart and funny. She is also hard-working and a quick learner. I think she is strong as well! We are both friendly.



Kun tekijänä on hän (she / he), valitsen: is are

Kun tekijänä on joku muu, valitsen: is are

Tehtävä 4.

Big Bad Baker ja Solveig ovat saapuneet koululle. He eivät ole löytäneet vielä toisiaan, joten he viestittelevät ja yrittävät etsiä toisensa. **Lue viesti ja ajatuskupla.** Etsi **HAVE** tai **HAS** ja tunnista pronomini sen edessä. Kirjoita pronomini oikeaan laatikkoon.



Okay, she has a brown backpack and black jeans.

Solveig also has a blue shirt. She **doesn't have** any shoes.



That group of students **don't have** white uniforms on. Where are they? Oh, there!

I have a blue shirt and black jeans. I also have a brown backpack. I don't have shoes.

I am next to a group of students. They have new, white school uniforms on. What do you have?



HAVE

I
they
you

HAS

She
Solveig

HUOM! Ympyröi tekstistä kieltomuodot - muista ympyröidä koko rakenne!

Tehtävä 5.

Big Bad Baker ja Solveig ovat koulun ruokalassa syömässä. He kertovat toisilleen omista luokkakavereistaan. Täydennä tyhjiin aukkoihin **HAVE** tai **HAS** tai kieltomuoto **DON'T HAVE** tai **DOESN'T HAVE**.

There are very interesting people in my class!

Tony has a cool pencil case. Julia and Katie have an interesting hobby: They play cricket! They don't have much free time because they train so much.

We all have siblings!



Oh, wow! Karen has a big dog. The dog has green eyes. Marley and Ben are twins. They have the same clothes!

There's also Millie, but she's shy. She doesn't have many friends yet. I think I want to talk to her more.



Tehtävä 6.

Big Bad Baker haluaa tietää lisää Solveig'n luokkalaisista. Täydennä kysymykset valitsemalla oikeat vaihtoehdot.

1. Does Karen have other pets?
do / does have / has

2. Do Marley and Ben have the same
do / does have / has
hobbies as well? That would be cool!

3. Does Millie have brown hair? I think I
do / does have / has
know her.

4. Do we have the same teacher?
do / does have / has

HUOM!

Huomaatko, mitä HAVE-verbin muotoa käytät aina kysymyksessä. Täydennä alle:

HAVE



Tehtävä 7. Vastaukset: Osa 1

Tunnet jo aika hyvin Big Bad Bakerin ja Solveig'n. Keksi nyt millaisia heidän läheisensä ovat ja kuvaile heitä. Täydennä viivoille sopivat sanat vihjeiden avulla.

1. Big Bad Baker's parents are kind / fun
/ nice.



2. They have a big / small
bakery.

3. Solveig's new friend doesn't have
an eraser.



4. Solveig's new classmates are cool /
interesting / different.

Tehtävä 7. Vastaukset Osa 2

5. Big Bad Baker is a friendly / smart person.

6. Big Bad Baker isn't tall / small.

7. The students at the school don't

have white uniforms.

Adjektiiveja avuksi:

friendly

ystävällinen

smart

fiksu

funny

hauska

interesting

mielenkiintoinen

white

valkoinen

big

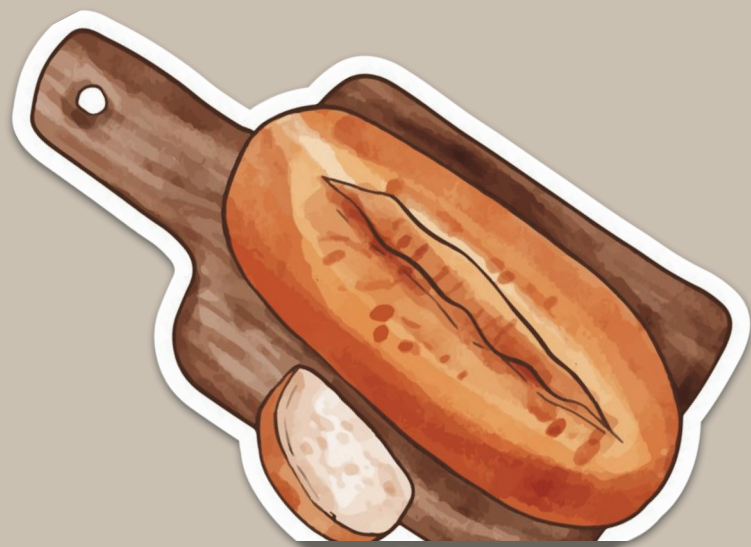
iso

small

pieni

tall

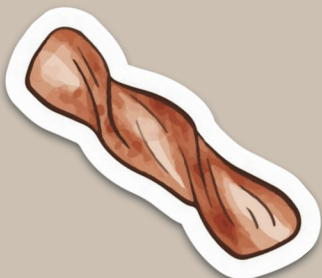
pitkä



VASTAUKSET

Teema

03



Tehtävä 1.

Big Bad Baker kävi jouluna kotona. Lue mitä Big Bad Baker teki ja ei tehnyt joululomalla. Alleviivaa myönteiset ja kielteiset imperfektimuodot.

I had a lovely holiday! I spent time with my family and they baked a lot.

I just watched and ate. It was the best! I didn't want to bake.

We went skiing, to the cinema and played board games together. I also wrote a postcard to my grandmother and sent it to her.

We didn't have time to ice skate that much, but we tried that too.

I liked it, but my Mama didn't want to even try!

I had the best Christmas holiday!

spend	viettää
skiing	hiihtäminen
board games	lautapelit
cinema	elokuvateatteri
a postcard	postikortti
ice skate	luistella



Tehtävä 2.

Big Bad Baker ja Solveig viestittelevät siitä, mitä he ovat tehneet. **Lue teksti ja poimi alla oleviin laatikoihin säännölliset ja epäsäännölliset imperfektit. Lopuksi alleviivaa imperfektissä oleva kysymyslause, niitä on yksi!**

Hi! I **had** so much fun yesterday! My parents **baked** a cake and we **ate** it all. 😊 After that my brother **chose** a movie that we **watched** together. The movie **was** an action movie. 🕵️ I **saw** it for the first time. It **was** scary, 😱 but I **liked** it and Papa **loved** it! What did you do yesterday?



Hey you! 😊 I also **did** so much yesterday. Malin **wrote** a nice Christmas story. We **read** it to our parents and they **thought** it was great! We also **played** board games until midnight. 🎲 That **was** so much fun! We **talked** about postcards too. Last year my mom **sent** a postcard to all of our relatives. That's why they **visited** us on Christmas Eve. 🎅

SÄÄNNÖLLISET VERBIT

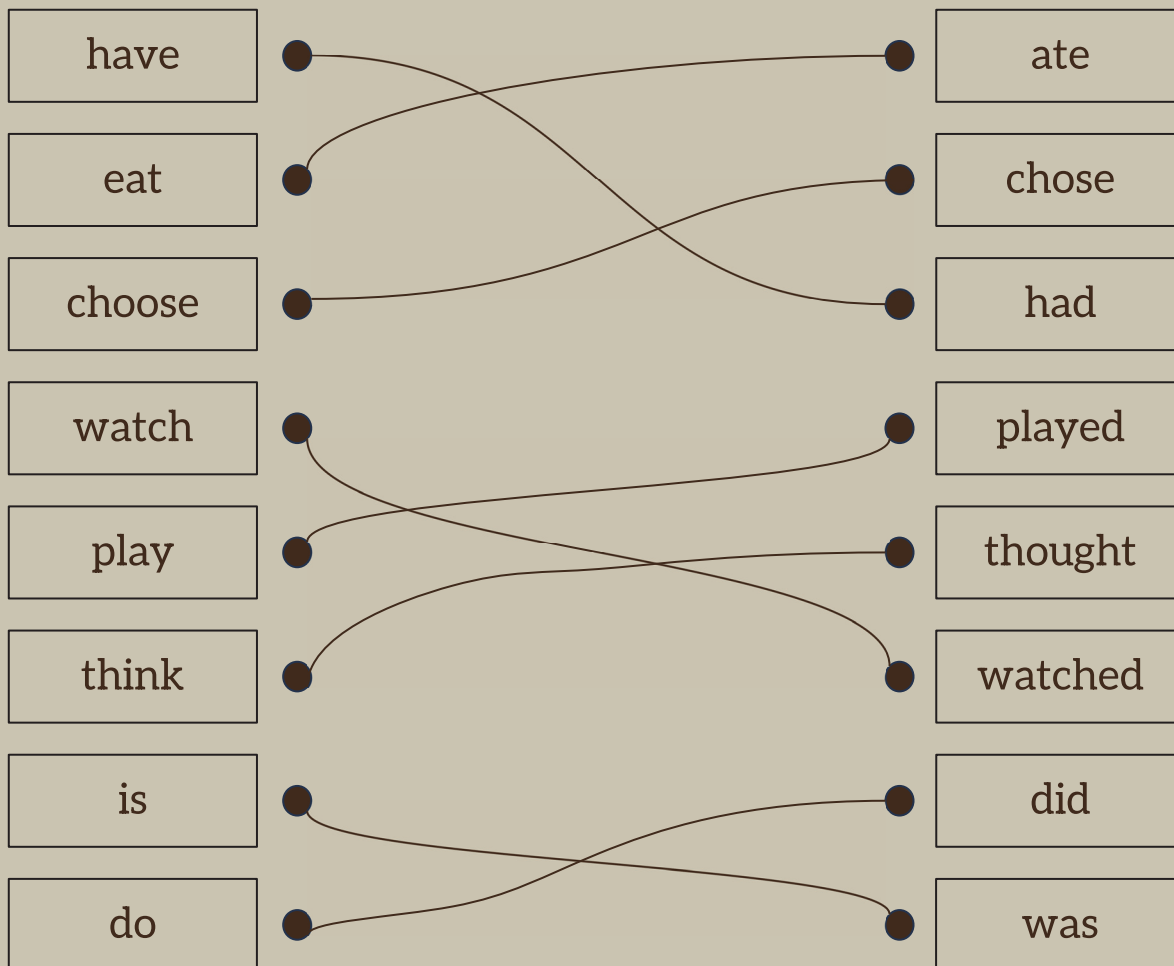
baked
watched
liked
loved
played
talked
visited

EPÄSÄÄNNÖLLISET VERBIT

had
ate
chose
was
saw
did
wrote
read
thought
sent

Tehtävä 3.

Aiempi tehtävä sisälsi paljon verbejä. Yhdistä nyt verbien preesens- ja imperfektimuodot.



Tehtävä 4.

Big Bad Baker on joulutuulella. Radiosta alkaa kuulua Wham! -yhtyeen "Last Christmas" eikä Big Bad Bakerin kita vain pysy kiinni!

Etsi laulusta taulukkoon imperfektimuodot ja täydennä puuttuvat suomennokset.

Last Christmas I **gave** you my heart
But the very next day you **gave** it away
This year, to save me from tears
I'll give it to someone special

Once bitten and twice shy
I keep my distance, but you still catch my eye
Tell me baby, do you recognize me?
Well, it's been a year, it doesn't surprise me

Happy Christmas, I **wrapped** it up and **sent** it
With a note saying "I love you", I **meant** it
Now I know what a fool I've been
But if you **kissed** me now, I know you'd fool me again

give	gave	antaa
wrap	wrapped	paketoida, kietoa
send	sent	lähettää
mean	meant	tarkoittaa
kiss	kissed	suudella

Tehtävä 5.

Big Bad Baker inspiroituu Solveig'n kertomasta kortti-ideasta ja päättää lähettää mummolleen kiitoskortin, jossa hän kiittää saamastaan joululahjasta. **Kirjoita annetut verbit imperfektimuodossa.**

Dear Grandma!

Thank you for the Christmas gift you gave me!
give

I loved them. They felt comfortable and warm.
love feel

The colors you chose are perfect for me. I bought
choose buy

a pair earlier but they were too small for me.
are

You made better ones and they cost nothing!
make cost

Sanoja avuksi

a gift	lahja
comfortable	mukava, miellyttävä
a pair	pari
cost	maksaa

Arvaatko, minkä lahjan mummo on antanut Big Bad Bakerille?

Piirrä tai kirjoita:

villasukat
wool socks

Tehtävä 6.

Big Bad Bakerin mummo saa kortin, mutta herää pahalla tuulella ja näkee kaiken negatiivisesti. **Muuta verbit imperfektin kieltomuotoon nähdäksesi**, miten mummo näkee kortin.

Muista!

Did / didn't jälkeen aina perusmuoto!

I **didn't** eat anything.

Dear Grandma!

Thank you for the Christmas gift you didn't give me!
et antanut

I didn't love them. They didn't feel comfortable
en rakastanut eivät tuntuneet

and warm.

The colors you didn't choose aren't perfect for me.
et valinnut

I didn't buy a pair earlier and
en ostanut

they weren't too small for me.

You didn't make better ones and they
et tehnyt

didn't cost anything!
eivät maksaneet

Tehtävä 7a.

Nyt olet jo oppinut paljon imperfektistä. Olla-verbillä on kuitenkin epäsäännöllinen imperfekti. Täydennä taulukkoon olla-verbien myönteiset ja kielteiset imperfektimuodot.

I	I was	Minä olin
You	You were	Sinä olit
He/She/It	He/She/It was	Hän / Se oli
We	We were	Me olimme
You	You were	Te olitte
They	They were	He olivat

I	I wasn't	Minä en ollut
You	You weren't	Sinä et ollut
He/She/it	He/She/It wasn't	Hän/se ei ollut
We	We weren't	Me emme olleet
You	You weren't	Te ette olleet
They	They weren't	He eivät olleet

Tehtävä 7b.

Big Bad Baker saa viestin Solveig'ltä. Solveig'n suomalainen serkku, Ulla, on yllättänyt hänet ja nyt Solveig kertoo ystävälleen mitä tapahtui. **Lue viesti ja täydennä oikea muoto be-verbistä: WAS / WERE.**

OMG! Guess what! 😱

What my cousin Ulla surprised me and visited us on Christmas. 🎄

My parents were out when I woke up. My sister was
was /were was /were

still asleep. I was a little confused so I went to the kitchen to
was /were

eat breakfast. Then I heard the doorbell. When I opened the door, Ulla

and my parents were there! I was so happy to see
was /were was /were

her! 😍

She was also excited! They all were wearing
was /were was /were

Christmas clothes, too!

Sanastoa avuksi:

asleep

nukkumassa

confused

hämmentynyt

breakfast

aamupala

hear, heard

kuulla, kuulin

excited

innoissaan

Tehtävä 8a.

Mama ja Papa Baker keskusteleivat Big Bad Bakerin kanssa kuluneesta syksystä. Järjestä vanhempien vuorosanat kysymyksiksi. Kiinnitä huomiota sanajärjestykseen.

Did

make

you

friends?

new

1. **Did you make new friends?**

Yes, I made a lot of new friends.

write

Did

you

essays?

2. **Did you write essays?**

I did! I wrote many essays.

us?

you

Did

miss

3. **Did you miss us?**

Yes! I thought about you everyday.

Solveig

everyday?

Did

see

you

4. **Did you see Solveig everyday?**

Almost everyday!

Tehtävä 8b.

Edellinen keskustelu jatkuu. Täytä nyt oikea verbimuoto sekä kysymyksiin että vastauksiin. Viimeisessä kohdassa täydennä molemmat aukot.

How nice! Did you live with her?
live / lived



No, I didn't. But we lived close to each other.
don't / didn't live / lived



Alright. Did you start a new hobby?
start / started



Not yet, but we thought about it. Maybe next year.
think / thought



That sounds good. Did you take a lot of
take / took
pictures?



Yes. I can show them to you!

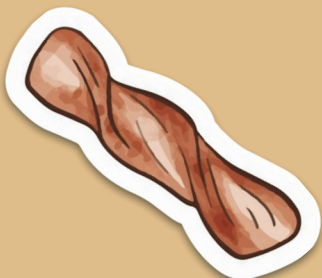
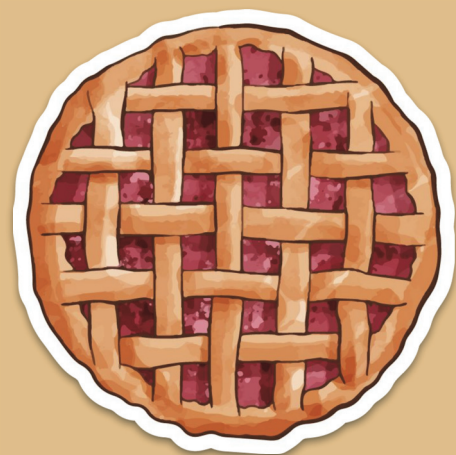




VASTAUKSET

Teema

04



Tehtävä 1.

Big Bad Baker on palannut kouluun. Kerrataan, mitä kaikkea hän on tehnyt syksyn aikana. **Alleiviivaa myönteiset ja kielteiset perfektimuodot.**

Big Bad Baker's school year has been exciting. He has met a lot of new people like Solveig and his new classmates. His classmates have told him interesting stories. Solveig is still Big Bad Baker's best friend. Together they have learned new skills and Big Bad Baker hasn't thought about baking at all! Big Bad Baker and Solveig have introduced their parents, siblings and even cousins to each other! It has been an eventful year. Now they have returned to school and they want to try out the school clubs. They haven't tried them yet.

exciting	jännittävä
classmates	luokkakaverit
skills	taidot
introduce	esitellä
eventful	tapahtumarikas
try out	kokeilla
school club	koulun harrastekerho



Tehtävä 2.

Edellisessä tehtävässä löysit perfektimuotoja. Perfektissä käytetään **aina** verbin 3. muotoa (I have **played** football).

Täydennä nyt taulukkoon tarinasta löytämäsi verbien 3. muodot. Täydennä myös puuttuvat muut muodot.

preesens 1.muoto	imperfekti 2. muoto	perfekti / pluskvamperfekti 3. muoto	suomeksi
is/are	was/were	been	olla
meet	met	met	tavata
tell	told	told	kertoa
learn	learned	learned	oppia
think	thought	thought	ajatella
introduce	introduced	introduced	esitellä
return	returned	returned	palata
try	tried	tried	yrittää

Tehtävä 3a.

Big Bad Baker ja Solveig pohtivat millaisia erilaisia kerhoja heidän koulussaan on ja mitä he ovat kokeilleet aiemmin. Täydennä viesteihin joko **HAVE / HAS** tai **HAVEN'T / HASN'T**. Muista katsoa, kuka on tekijänä!

Hiya! We really need to choose our clubs soon. There are so many!

I have never been in any clubs before. Have you ever been
have / has
in a math club? That sounds boring!



Hi! I know, right?! I have never been in any clubs either. My
have / has
brother has been in the band club, but I don't play
have / has
instruments because he hasn't taught me! I'm not interested
haven't / hasn't
in the cooking or sports clubs. Have you found anything interesting?

I don't know how to play any instruments either. I have thought
have / has
about joining the arts and crafts club, but I'm not sure.

I haven't heard what they do there. I need to think about
haven't / hasn't
it more.

Tehtävä 3b.

Alleiviivaa perfektimuotoiset kysymyslauseet viesteistä (2kpl).

Tehtävä 4.

Big Bad Baker ja Solveig pohtivat vielä heitä kiinnostavia kerhoja. Täytä nyt oikea verbin 3.muoto heidän keskusteluunsa.

Have you thought about joining the baking club?
think



No, I really don't want to. I have chosen the gaming club.
choose



Well that sounds exciting! I haven't played in a long time. I have made a decision to try the theatre club.
play
make

make a decision =
tehdä päätös

be interested in =
olla kiinnostunut



Cool! I haven't tried acting before. I have never been interested in it.
try
be

MUISTA!
BE-verbi =
is / are
was / were

Really? I have always loved it. Do you want to try it with me?
love



Sure! We can try both clubs together.



Tehtävä 5.

Papa Baker kyselee Big Bad Bakerilta kerhoista. Kirjoita vuorosanat viivoille kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen. Esim. *Have you joined a club yet?*

Have

decided

you

your

club

yet?

1. Have you decided your club yet?

We have decided to try two clubs: the Gaming Club and the Theatre Club.

Solveig

Has

before?

acted

2. Has Solveig acted before?

I think so. She has always loved acting.

thought

you

Have

about

Music Club?

3. Have you thought about Music Club?

Yes, but I'm not sure I can go there.

your brother

taught

Has

you

to play?

4. Has your brother taught your to play?

No, he hasn't taught me. I think I'm happy with my choice.

choice = valinta

Tehtävä 6.

Olet nyt harjoitellut perfektiä ja oppinut koulun harrastekerhoista. Kirjoita kolme virkettä alla oleville viivoille. Valitse jokaisesta laatikosta järjestyksessä yksi sana per virke. Muista taivuttaa verbi 3. muotoon!

Esim. Solveig *has chosen* the guitar.

Solveig
Big Bad Baker
I
My friends
My teacher

have
has
haven't
hasn't

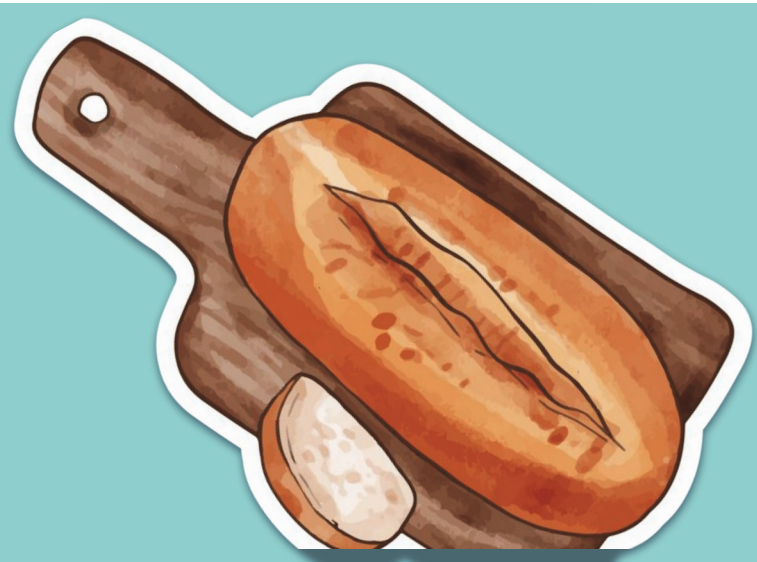
choose
play
write
see
meet
tell

the guitar.
a club.
a lie.
a story
an actor.
before.
a movie.

1. Esim. Big Bad Baker hasn't met an actor.

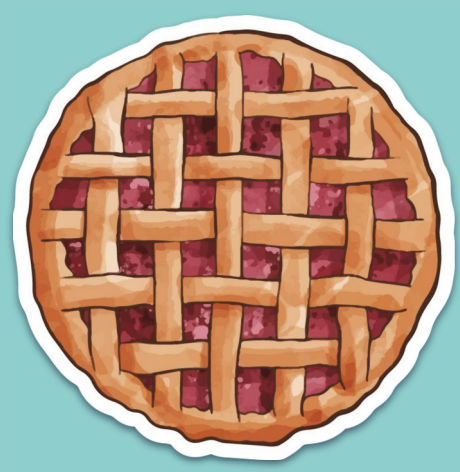
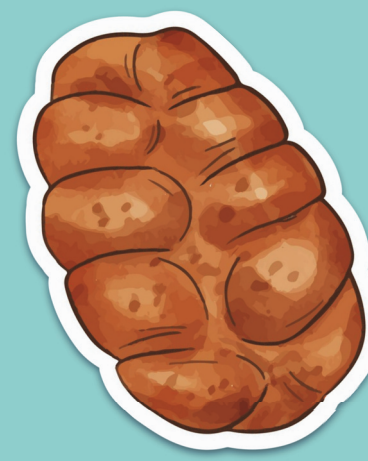
2. Esim. My friends have written a story.

3. Esim. My teacher hasn't told a lie.



VASTAUKSET

Teema
05



Tehtävä 1.

Kouluvuosi on jo pitkällä ja Big Bad Baker pohtii tulevaa. **Alleviivaa myönteiset ja kielteiset futuurimuodot.** Muistathan, että futuurissa on aina kaksi verbiä!

The school year will end soon. Big Bad Baker has had a lot of tests and homework. He is feeling tired after all the work. But it will be summer soon and all of the students will go back home. They will spend time with their families and they will have a lot of free time. The students won't see each other as much. Big Bad Baker doesn't know what he will do. He won't have school anymore so he can do whatever he wants!

Or can he?

each other

toisiaan

Miten lyhentäisit nämä?

I will

I'll

You will

You'll

She will

She'll

He will

He'll

It will

It'll

We will

We'll

They will

They'll



Tehtävä 2.

Big Bad Baker uneksii jo tulevasta kesälomasta. **Valitse oikea verbi.**

I will **fly** / **flying** to France! There I will **see** / **seeing** the Eiffel Tower. And then I will **buy** / **buying** it! Everyone will **be** / **is** jealous.

Solveig won't **believe** / **believes** her eyes!

I will only **eat** / **eating** croissants. I won't **go** / **going** back to school. I don't need a job. Mama and Papa will **pay** / **paying** for everything. It will **be** / **is** fun!

Tehtävä 3.

Big Bad Bakerin uni kuulostaa aika hullulta Solveig'n mielestä. Solveig yrittää palauttaa hänet maan pinnalle. **Auta Solveig'ta kysymään tarkentavia kysymyksiä Big Bad Bakerilta.** Muodosta kysymyslauseita valitsemalla jokaisesta laatikosta yksi sopiva sana tai fraasi.

When
Why
How
Where
What

will you

go to France?
do without me?
live in France?
buy the croissants?
come back home?
buy the Eiffel Tower?

1. *Esim. When will you come back home?*

2. *Esim. Where will you live in France?*

3. *Esim. How will you do without me?*

Tehtävä 4.

Big Bad Baker kertoo myös Papalle unestaan. Papa haluaa tietää miten Big Bad Baker aikoo valmistautua matkaan. **Kirjoita vuorosanat viivoille kysymyslauseiksi. Kiinnitä huomiota sanajärjestykseen.**

How

have

you

will

enough money?

1. **How will you have enough money?**

You and Mama can pay for everything!

will

What

you

take

with you?

2. **What will you take with you?**

Sunglasses, swimming shorts and a phone charger!

you

will

live?

Where

3. **Where will you live?**

In the Eiffel Tower. I will buy it!

a passport?

you

will

How

get

4. **How will you get a passport?**

Oh. I need a passport? I have to think about this...

Tehtävä 5.

Big Bad Baker on palannut maan pinnalle. Hän juttelee Solveig'n kanssa tulevasta viikonlopusta. Täydennä futuuri suomenkielisen vihjeen avulla.

I will meet Ulla. We will read
tapaan luemme

a new book together.



That sounds chill. I won't read books, but I
en lue
will watch a movie for sure.
katson



Well you do like movies more. We will eat at
syömme
McDonald's on Saturday.



Cool, I want to eat there too! Can I come too?
I will do my homework on Friday so I
teen
have time on Saturday.



Sure! We will go there at 12. Don't
menemme
be late!



I won't! See you then!
en tule olemaan



Tehtävä 6.

Olet harjoitellut futuurin rakennetta. Kerro nyt tulevan viikonlopun suunnitelmistasi. **Muodosta kolme (3) virkettä, joissa käytät futuuria.**

Esim.

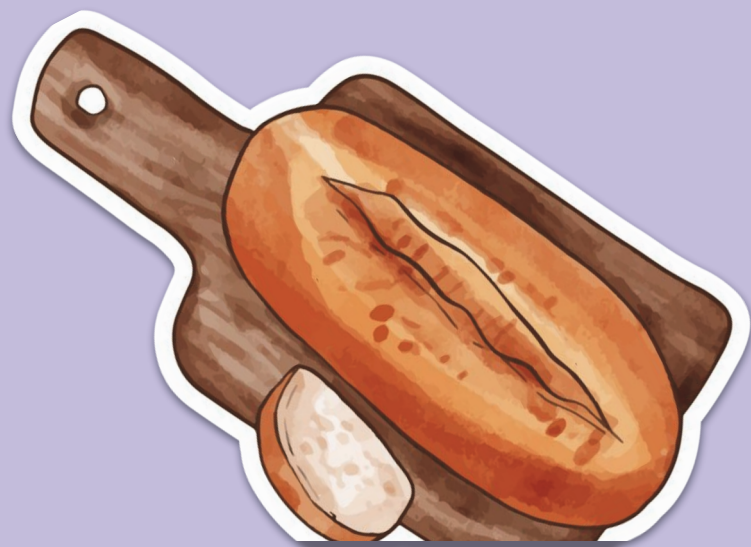
I will see my friends this weekend.

I won't do homework this weekend.

1. I will *Esim. I will watch movies.*
2. I will *Esim. I will eat cookies.*
3. I won't *Esim. I won't do play Minecraft.*

Ideasanasto

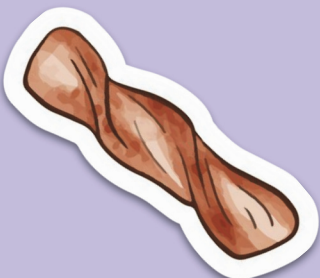
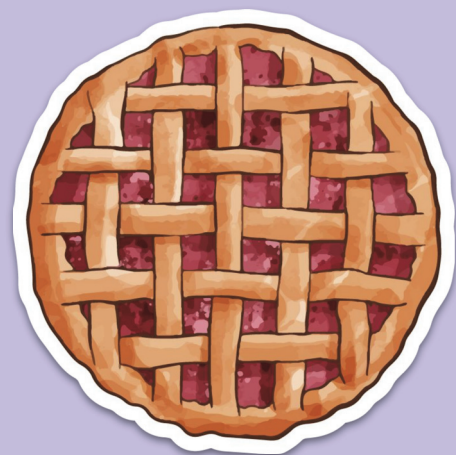
do	hang out	movie	makeup
play	sleep	games	Twitch
go	read	guitar	a lot
watch	visit	friends	cookies
see	buy	family	a museum
eat	bake	clothes	Minecraft



VASTAUKSET

Teema

06



Tehtävä 1.

Big Bad Baker on palannut kotiin pääsiäislomaksi. Kotona on tehty remonttia. **Alleviivaa tarinasta kotiin tehdyt muutokset. Ympyröi asia, mitä ei ole muutettu.**

Big Bad Baker comes home on Easter Thursday and the house looks different. There is a new, blue mailbox in front of the house. There are also apple trees in the front yard. Inside Big Bad Baker is even more surprised. There are new doors and windows, too! The floor looks different. It had a grey carpet before, but now there is a wooden floor. There aren't changes in Big Bad Baker's room. Thankfully!

Jos haluat sanoa, että jossakin on jotakin, miten teet sen englanniksi? Täydennä rakenne.

Huomaa rakenteessa ero yksikön ja monikon välillä!

_____ There _____ is _____ a new, blue mailbox.

_____ There _____ apple trees in the yard.



Tehtävä 1. - suomennos

Suomennos teeman O6 tehtävään 1.

Big Bad Baker tulee kotiin **pääsiäislomaksi** ja talo näyttää erilaiselta. Talon edessä on uusi sininen postilaatikko. Etupihalla on myös omenapuita. Sisällä Big Bad Baker on vielä yllättyneempi. Sisällä on uudet ovet ja ikkunat myös! Lattia näyttää erilaiselta. Lattialla oli harmaa matto aikaisemmin, mutta nyt lattia on puinen. Big Bad Bakerin huoneessa ei ole muutoksia. Onneksi!

Huomaa, miten THERE IS ja
THERE ARE -rakenteet
suomennetaan!



Tehtävä 2.

Big Bad Baker ja Solveig viestittelevät. Big Bad Baker kertoo hänelle kotiin tehdyistä muutoksista. Täydennä viivoille **THERE IS** tai **THERE ARE**. Muista katsoa puhutaanko monikosta vai yksiköstä!

BBB 

My house is so different now! My parents renovated.

There is a new **fridge** in the kitchen. It makes ice cubes!

Before we had green walls, now there are **stripes** in the wallpaper. I like them more.

My bedroom is the same. There are my old **curtains**, the same two **chairs** and all of my **games** in my room. I was worried Mama lost them!

There is a new, black **sink** in the bathroom. It looks a little scary. Luckily There is a new **mirror**. The one we had before broke.

Solveig 

Wow, that's a lot of changes! Are there changes in the living room?

Are there changes in the living room?

~~Are there~~
There are changes in the living room.

Tehtävä 2. - suomennos

Suomennos teeman 06 tehtävään 2.

BBB 

Taloni on niin erilainen nyt! Vanhempani remontoivat.

Keittiössä on uusi jääkaappi. Se tekee jääpaloja!

Ennen meillä oli vihreät seinät, nyt tapetissa on raitoja. Tykkään niistä enemmän.

Huoneeni on samanlainen. Huoneessani on vanhat verhoni, samat kaksi tuolia ja kaikki pelini. Olin huolissani, että äiti hävitti ne!

Kylpyhuoneessa on uusi musta lavuaari. Se näyttää hieman pelottavalta. Onneksi kylpyhuoneessa on uusi peili. Aikaisempi meni rikki.

Solveig 

Wow, paljon muutoksia! Onko olohuoneessa mitään muutoksia?

Tehtävä 3.

Solveig on kiinnostunut Big Bad Bakerin talon uudistuksista ja haluaa tietää lisää. Täydennä oikea rakenne viivoille: **ARE THERE** tai **IS THERE**. Kiinnitä huomiota siihen, onko kyseessä monikko vai yksikkö.

Solveig 

The renovation sounds so cool!

Is there a new oven in the kitchen as well?

BBB 

No, there isn't a new oven in the kitchen. But the fridge is so cool!! I drink water all the time now!

Solveig 

I want to try that! Are there changes in your siblings' rooms?

Yes, there are! There is a new wallpaper in my oldest brother's room. Maybe I will get one later too.

Solveig 

Is there something else you want to change in your room?

BBB 

Not really, I like my room the way it is.

Tehtävä 3.

Suomennos teeman 06 tehtävään 3.

Solveig 

Remontti kuulostaa siistiltä!
Onko keittiössä myös uusi uuni?

BBB 

Ei, keittiössä ei ole uutta uunia. Mutta jääkaappi on niin siisti! Juon vettä koko ajan nykyään!

Solveig 

Haluan kokeilla sitä! Onko sisarustesi huoneissa muutoksia?

Kyllä on! Vanhimman veljeni huoneessa on uusi tapetti. Ehkä minäkin saan sellaisen.

Solveig 

Onko huoneessasi jotain muuta, mitä haluat muuttaa?

BBB 

Ei oikeastaan, tykkään huoneestani sellaisenaan.

Tehtävä 4.

Olet nyt harjoitellut rakenteen THERE IS / THERE ARE käyttöä. Suomenna Big Bad Bakerin kertomat asiat. Aloita suomennos alleviivatusta kohdasta.

Esim.

There is a new window in the house.

Talossa on uusi ikkuna.

There is a new fridge in the kitchen.

1. Keittiössä on uusi jääkaappi.

There are stripes in the wallpaper.

2. Tapetissa on raitoja.

Tehtävä 4.

There are old curtains in my room.

3. *Huoneessani on vanhat verhot.*

There is a new mirror in the bathroom.

4. *Kylpyhuoneessa on uusi peili.*

There are a changes in my siblings' rooms.

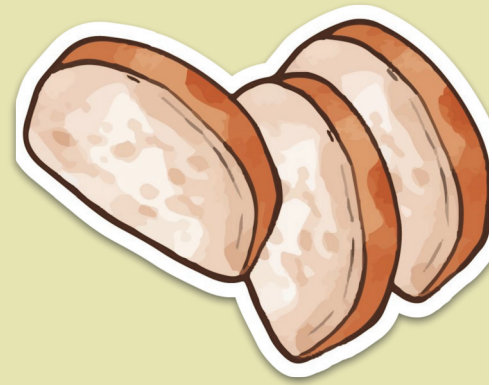
5. *Sisarusteni huoneissa on muutoksia.*

changes

muutoksia



01-06



Litteet

Opettajalle



Teema 01 - koko luokka



Harjoitellaan kysymyslauseita! **Kierrä luokassa ja selvitä, millaisia perheitä luokkakavereillasi on.**

Do you have a sister?

No, I don't. / Yes, I do.

Do you have a cousin?

No, I don't. / Yes, I do.

Tämän jälkeen siirry seuraavan ihmisen luokse kysymään uusi kysymys!

Teema 01 - koko luokka



big brother	big sister	little sister
big sister	cousin	a dog
a cat	aunt	uncle
no siblings	more than two siblings (+2)	more than five siblings (+5)

Teema 02 - paritehtävä



Harjoitellaan ihmisen kuvailemista pareittain!

- Valitkaa taululle heijastetusta kuvasta molemmat yksi henkilö. **Älä kerro kenet valitsit parillesi!**
- Parisi kysyy kysymyksiä ja yrittää arvata henkilösi.
- Kysykää kysymyksiä vuorotellen, kunnes olette arvanneet henkilöt.

Does your person have a hat?

No, he/she doesn't. **TAI**
Yes, he/she does.

Does your person have long hair?

No, he/she doesn't. **TAI**
Yes, he/she does.

Does your person have...

Teema 02 - paritehtävän kuva



Teema 03 - koko luokka



Harjoitellaan imperfektiä!

- Kierrä luokassa ja kysy luokkakavereiltasi, mitä he tekivät viime jouluna.
- Kysy yksi kysymys per ihminen.
- Saat ruksittaa bingosta ruudun aina, kun löydät jonkun joka vastaa myöntävästi kysymykseesi.

Did you eat traditional Christmas food last Christmas?

No, I didn't. / Yes, I did.

Did you hear Jingle Bells last Christmas?

Yes, I did. / No, I didn't.

Tämän jälkeen siirry seuraavan ihmisen luokse kysymään uusi kysymys!

Teema 03 - koko luokka



make snow angels	watch Snowman	decorate the Christmas tree
hear Jingle Bells	wear a Santa hat	see Santa on TV
light a candle	open presents	get a soft present
open a chocolate calendar	see relatives	eat traditional Christmas food

Teema 04 - pienryhmät



Harjoitellaan perfektiä!

- Keksi **kolme asiaa**, joita et ole ikinä tehnyt ja **kolme liikettä**.
- Jokainen kertoo vuorotellen yhden asian, jota ei ole tehnyt alla olevan esimerkin mukaisesti

I have never eaten a chocolate cake. If you have, **do a squat**. (tee kyykky)

Person 1

Muut ryhmäläiset tekevät liikkeen, **jos ovat joskus syöneet suklaakakkua**.

I have never had a pet. If you have, **raise your hands up and clap**. (nosta kädet ylös ja taputa)

Person 2

Muut ryhmäläiset tekevät liikkeen, **jos ovat joskus omistaneet lemmikin**.

Teema 05 - koko luokka



Osaat nyt käyttää futuuria. **Kierrä luokassa ja kysy, mitä muut aikovat tehdä viikonloppuna. Kirjoita nimiä taulukkoon oikean aktiviteetin alle. Kerro myös muille mitä sinä teet!**

What will you do next weekend? Will you *play sports*?

No I won't. / Yes, I will!

What will you do next weekend?
Will you *eat snacks*?

No I won't. / Yes, I will.

Tämän jälkeen siirry seuraavan ihmisen luokse kysymään uusi kysymys!

Teema 05 - koko luokka



watch a movie	watch TV	listen to music
play sports	eat snacks	walk a dog
hang out with friends	play boardgames	sleep late
go shopping	see relatives	play online games



Harjoitellaan THERE IS ja THERE ARE -rakenteita.

- Kertokaa parisi kanssa vuorotellen, mitä näette omissa kuvissanne.
- Molemmista kuvista puuttuu 4 asiaa, jotka löytyvät kaverin kuvasta. Koittakaa kuvailun avulla löytää puuttuvat asiat.

Älä näytä kuvaa kaverille!

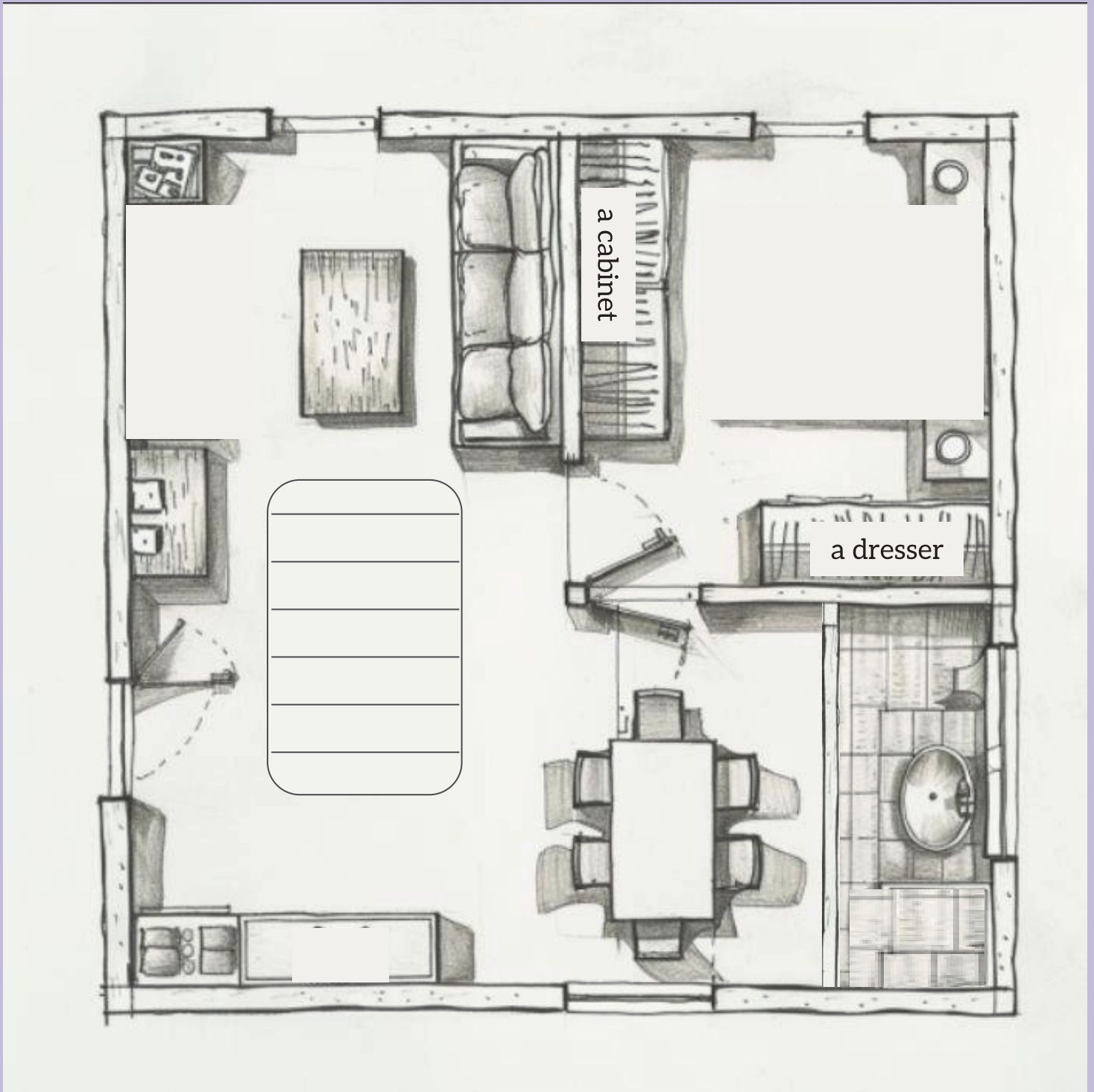
There is a window in the living room.
Is there a window in your living room?

No, there isn't. / Yes, there is.

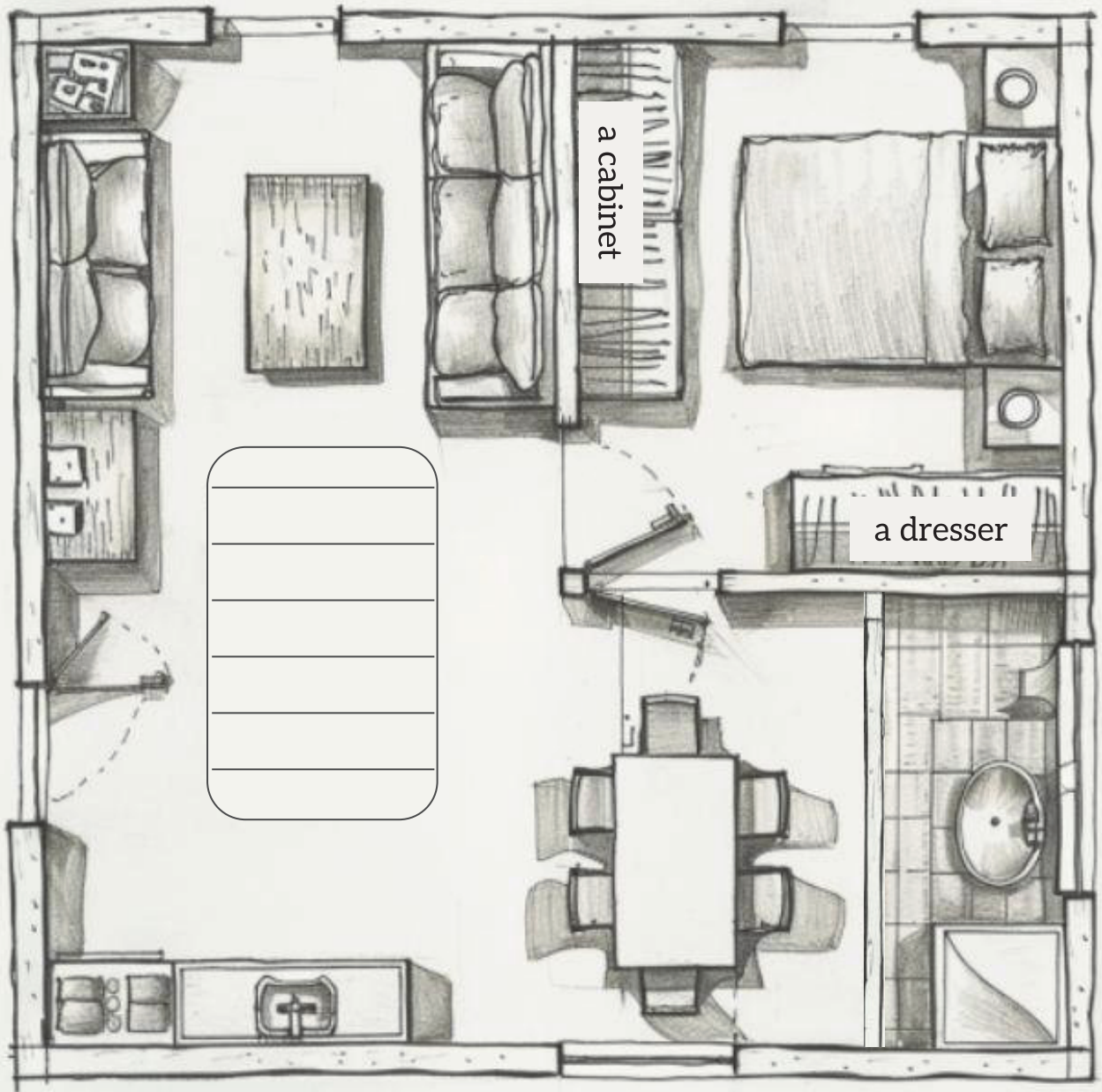
There are two couches in the living room.
Are there two couches in your living room?

No, there isn't. / Yes, there is.





Teema 06 - koko kuva opettajalle



Kuvat, hahmot ja kuvitus

- Hahmot (Big Bad Baker, Papa Baker, Solveig) ovat paketin tekijöiden omistuksessa. Hahmoja saa käyttää vapaasti opetustarkoituksessa.
- Teeman 02 liitteenä oleva paritehtävän kuva on paketin tekijöiden omistuksessa. Myös teeman 06 huoneiden pohjapiirrokset ovat paketin tekijöiden omistuksessa.
- Kaikki muut paketissa käytetyt kuvat ovat Papunet Kuvapankista (pl. Teemojen 01-06 etusivut).
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