

Lesson Plans 26-30

English with Newcomers. Based on *Lektionspläne für Deutschunterricht mit Flüchtlingen*, by Kathrin Pope and Team, Wycliffe Switzerland and Wycliff Germany. Inspired by Greg and Angela Thomson's *The First Hundred Hours*. Copyright of *English with Newcomers* 2021. SIL International. Licensed under Creative Commons BY-NC-SA 4.0 international.

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General information on how to use these lesson plans

After each lesson plan there are picture sheets with simple line drawings that can be used in the lessons.

Many of the pictures were drawn by Angela Thomson to accompany the “First 100 Hours”. Some pictures were drawn, selected or adapted by Ursula Thomi, Wycliffe Switzerland. Other pictures have been downloaded from free internet sites. All pictures can be used freely in non-profit situations. Where the source is mentioned in the picture, it must not be removed.

Please also refer to the instructions at the beginning of previous sets of lessons.

Further ideas

To deepen personal relationships and to ensure that the learners link what they learn during the lessons to informal situations, the learning group could do something together with their nurturer from time to time. Here are some suggestions:

- Shopping, cooking, and eating together.
- With a women's group: Doing needlework together.
- With a men's group: Do sports or a game together (soccer, football, basketball, bowling...).
- Watching some sport on TV together.
- Take a walk through the town or neighborhood.
- Organize and go on a day trip together.

Lesson 26

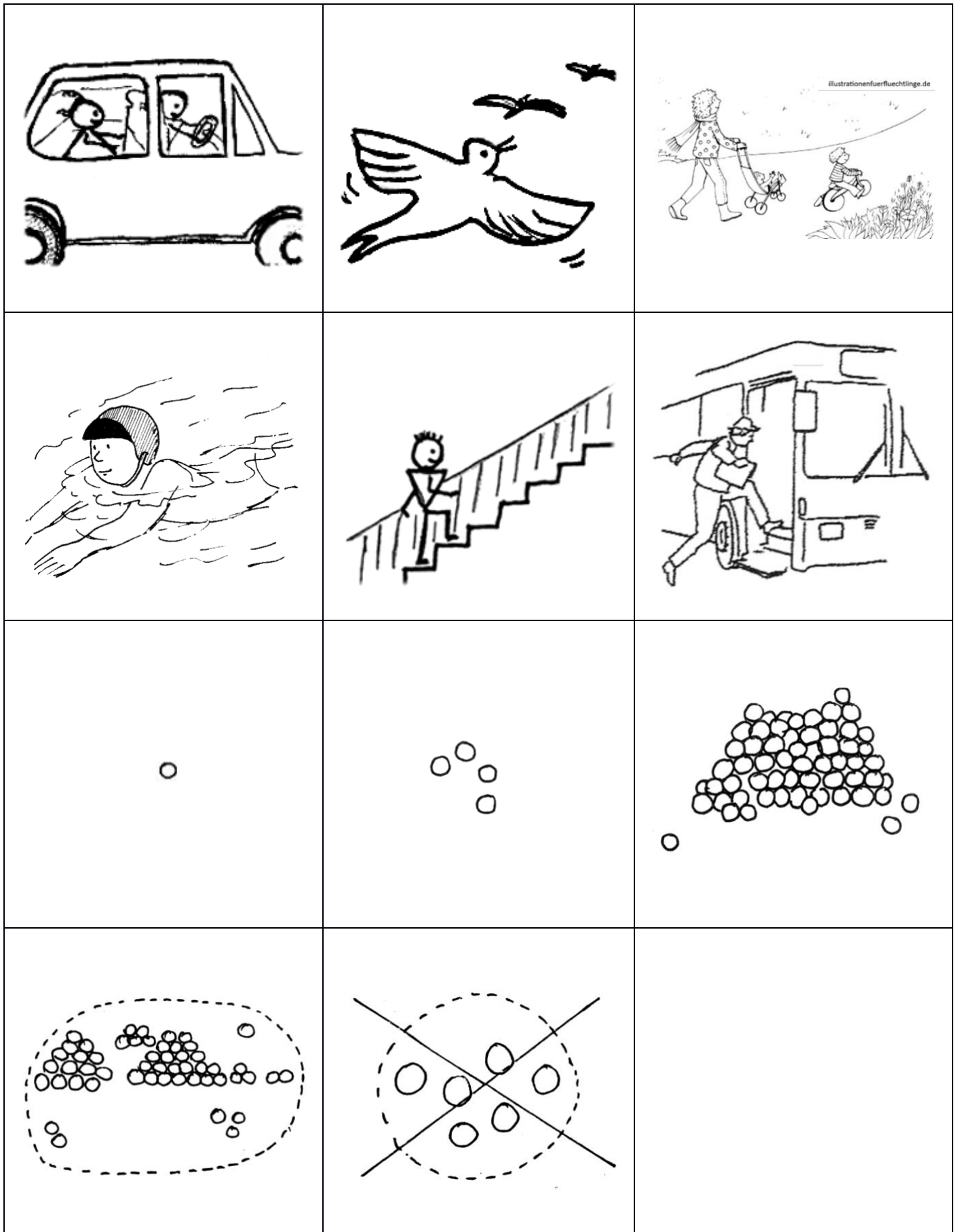
Games	Description	Required Material
Game 1: <i>My, your, his, her</i> combined with personal objects (Speaking Practice)	Everyone present has several objects (or pictures) in front of them. The toy figures sit on the table and are also given a few objects each. Point to an object, e.g. to your key and say: <i>This is my key</i>. Then point to a learner's cell / mobile phone, for example, and say: <i>This is your cell phone</i>. Then point to another object and ask a learner to name it accordingly. If it is correct, the learner points to an object and someone else names it. Everyone should have several turns. The objects of the toy figures are referred to as <i>his</i> or <i>her</i>.	The personal objects from L22, or pictures. Two toy figures, a man and a woman.
Game 2: Motion verbs (Quick Dozen)	Following the rules of the Quick Dozen, we introduce the following terms: <i>ride, fly, go for a walk, swim, climb, board/get on.</i> The terms are best introduced within short sentences (e.g., <i>I ride in the car, I fly in the plane, I walk with the dog, I swim in the river, I get on the bus (or I climb the stairs, I climb the mountain)</i>. In response, learners either point to the picture that represents the motion or they act it out. Make a recording. *See footnote at the end of the lesson.	Pictures showing the motions, or objects that help to act out the motions (toy plane for flying, toy car for driving, etc.)
Game 3: Geographical terms, places in town and motion verbs (Review)	Each person has a landscape picture and a town map in front of them. Put the toy figures on the table. Now give one or two examples: <i>The man is going to the train station, the boy is climbing the mountain</i>. While speaking, you carry out the appropriate movements with the toy figures on the landscape picture or town map. Then you make more such sentences and the learners perform the actions with the figures. Record part of this game.	Same as Game 2. Add some toy figures (men, women, boys, girls) and for each person a landscape picture from L25 and a town map from L7.
Game 4: Quantities of small objects (Quick Dozen)	Introduce the following terms according to the rules of the Quick Dozen: <i>one, a few, a lot of / lots of, all, not any.</i> (Do not introduce the terms in isolation, but, for example, <i>one pebble, a few pebbles, lots of pebbles, all the pebbles</i>). <i>Pebble</i> is introduced along the way.	About 100 small objects, for example pebbles, paper clips or buttons.

	Arrange the pebbles such that they represent all of the above terms (see also bottom half of the picture sheet). Make a recording.	
Game 5: Quantities of small objects (Listen and Respond)	Put all the pebbles (or buttons) in the middle of the table. Then address the learners in turn: <i>Please give me a few pebbles, please give me lots of pebbles, please give me all the pebbles, please do not give me any pebbles, etc.</i> The person addressed carries out the request, you receive the pebbles and put them back in the middle. Each learner should have several turns. Record part of this game.	Same as Game 4.
Game 6: Do you have...? Do you need...? (Role Play)	Suggestions: <i>I have a cell / mobile phone. Do you have a phone? – No (I don't have a phone). – Ah, you don't have a phone. Do you need a phone? – Yes (I need a phone).</i> <i>Do you need a tissue? – Yes (I need a tissue).</i> <i>Do you have a headache? – Yes. – Do you need medicine? – Yes.</i> <i>Are you hungry? – Yes. – Do you need bread?</i> <i>Are you thirsty? – Yes. – Do you need water?</i> Record several of these dialogues. *See footnote at the end of the lesson.	Personal objects as for Game 1.

Note for Game 2: If the learning group is ready for it, you could point out that you can ride not only in a car, but also in a train, on a bus, on a bicycle, etc.

Walking just for the sake of walking is not practiced everywhere in the world. You may need to explain this Western custom.

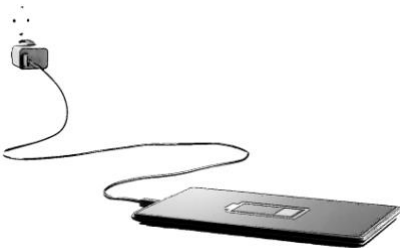
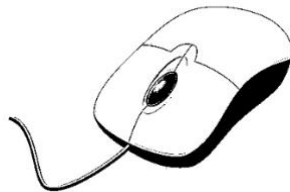
Note for Game 6: Here we turn a question-answer game into a role-play through which learners repeatedly hear the question forms *Do you have...? Do you need...?* You ask all the questions, the learners give simple answers.



Lesson 27

Game	Description	Required Material
Game 1: Quantities of small objects (Review and Speaking Practice)	Distribute the objects to the learners in such a way that all the quantities from L26 are represented for each of the three types of objects. You yourself also need some objects. Part 1: Describe what you and your neighbor have in front of yourselves. E.g.: <i>I have a few buttons, many matches, and all the stones. You have one button and a few matches.</i> (We keep the listening-only exercise, where the learners do not take any action, short. It serves only as an example for what follows). Part 2: Name individual quantities of items, the learners respond by pointing to the correct pile. E.g.: <i>Show me many matches. Show one button. Show some buttons. Show all the pebbles.</i> Etc. Part 3: Redistribute the objects. Now everyone chooses a set (doesn't have to be their own) and describes it. E.g.: <i>A has many stones. Or: I have a button. Or: You have all the matches. Or: B has a few matches,</i> etc. Reformulate as needed. Play several rounds, redistributing the objects before each round.	Three different kinds of small objects, about 50 each, for example, pebbles (as in L26), buttons and matches.
Game 2: Technical equipment (Quick Dozen)	Introduce the following terms, Quick Dozen style: <i>charger, headphones / earphones, battery, Wi-Fi, power outlet / socket, computer, mouse, TV / television, I'm charging my phone.</i> Make a recording. Note: There are two different pictures in the picture sheet for outlets/ sockets. Please delete the one that is not relevant in your country.	For each person a set of objects for the new terms, or a picture sheet.
Game 3: I am, you are, he is, she is doing something (Review and Speaking Practice)	Part 1: Take, for example, the hammer, hit the board with it and say: <i>I am hitting the board.</i> Then give the hammer to a learner and tell them to hit the board too. Then say: <i>You are hitting the board.</i> Repeat this: <i>I am hitting the board, you are hitting the board.</i> Then the same with, for example a pen and paper: <i>I am writing, you are writing.</i> Then with a	A few pencils or pens, sheets of paper, a hammer, a board, a screwdriver, glue. A toy figure per person.

	screwdriver: <i>I am turning the screwdriver, you are turning the screwdriver.</i> Then with paper and glue: <i>I am gluing, you are gluing.</i> – Then with any object, for example an apple: <i>I am holding the apple, you are holding the apple.</i> Then perform the same actions with the toy figure and say: <i>he (or she) is hitting the board, he is writing, etc.</i> Part 2: Make statements as above, but without mentioning the pronoun, e.g.: <i>is writing, are hitting the board, am holding an apple, are gluing, etc.</i>, so that learners are forced to listen carefully to <i>am, are, is</i>. The learners perform the appropriate actions either themselves or with the help of the toy figure. (If this is too difficult, we limit the game to just one action for now). Part 3: Everyone performs one of the actions (of their choice) and says what they are doing. Here the pronouns should be used again. Give one or two examples first, to show the learners what they are supposed to do. If necessary, repeat the learners' statements, using correct grammar. Everyone should have several turns.	
Game 4: Animals, geographical terms and the motion verbs from L26 (Listen and Respond)	Make sentences like: <i>The dog is climbing the mountain, the cat is crossing the bridge, the fish is swimming in the lake, the bird is flying to the cloud, etc.</i> Learners respond by placing the correct animal picture in the correct place, miming how the animal walks, flies, etc. Record part of this game.	For each person: landscape picture from L25 and a set of animals from L11 (individual pictures).
Game 5: Do you have...? Do you need...? (Role Play)	Repeat the role play from L26. Introduce some new variations. Record two or three new variations.	



Lesson 28

Game	Description	Required Material
Game 1: Furniture (Quick Dozen)	Introduce the following terms, Quick Dozen style: <i>bed, bedside table, closet / wardrobe, sofa, book case, lamp, curtain, chest of drawers, desk, armchair, picture, coat rack / coat closet / coat cupboard.</i> Include also table and chair (from L1). Make a recording. *See footnote at the end of the lesson.	Picture sheet for the furniture (see after the lesson plan). Tables and chairs are most likely in the room.
Game 2: Furniture combined with technical equipment (Listen and Respond)	Put all the pebbles in the middle of the table. Arrange the pictures of furniture and technical devices around the pebbles. Turn to the toy figure and say: <i>Put many pebbles on the table.</i> Then give similar instructions to the learners. Here are a few examples: <i>Put the cell phone under the wardrobe. Put the headphones next to the sofa. Put a few stones on the bed.</i> Etc. The learners carry out the instructions. Record part of this exercise.	Individual pictures of the furniture from Game 1. Also the technical equipment (or individual pictures) from L27. About 100 pebbles. One toy figure.
Game 3: Do you have? Do you need? (Speaking Practice)	Distribute the objects or pictures to the learners. Everyone should have at least 3 different objects/ pictures. Part 1: Ask questions: <i>Do you have a charger? Do you have a computer? Do you need a power outlet?</i> The learners answer yes or no. Part 2: The learners ask each other such questions. Each learner should get several turns.	The technical equipment (or pictures) from L27. For some of the objects there should be several samples available.
Game 4: we, you all, they (Listen and Respond / Speaking Practice)	Divide the group into two teams. You are part of one of the teams. A third team is represented by a group of toy figures standing on the table (as in L7 Game 7). Part 1: Get your own team to hit the board with the hammers and say: <i>We are hitting.</i> Then give the hammers to the other team and tell them to hit too. Say: <i>You all are hitting.</i> Repeat this: <i>We are hitting, you all are hitting.</i> Then the same with e.g. pens and paper: <i>We are writing, you all are writing.</i> With screwdrivers: <i>We are turning, you all are turning.</i> With paper and glue: <i>We are gluing, you all are gluing.</i> – With any object: <i>We are holding, you all are holding.</i>	A few pencils or pens, a few pieces of paper, two or three hammers, a wooden board, two or three screwdrivers, and two or three containers of glue. Three or more toy figures.

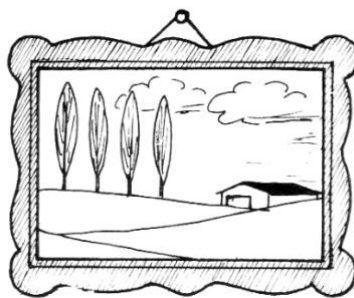
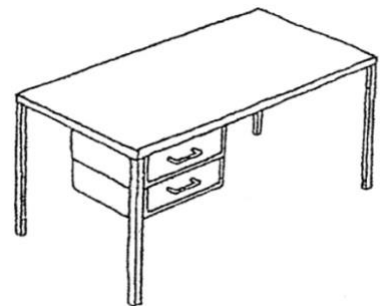
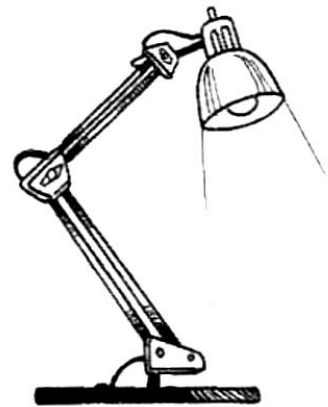
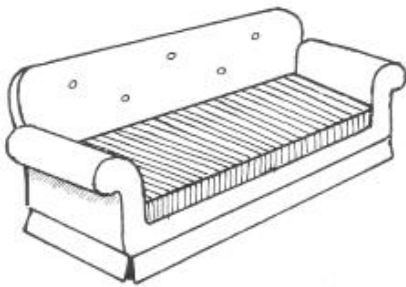
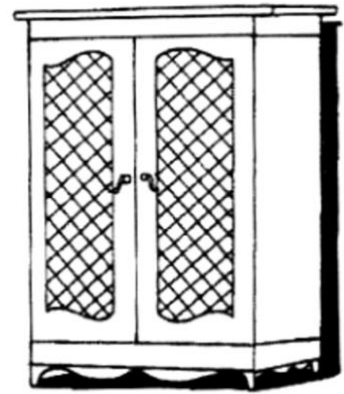
	Then act out the same movements with the group of toy figures and say: <i>They are hitting, they are writing, etc.</i> Part 2: Make statements as above (using <i>we, you all</i> and <i>they</i>). The learners point to the team that has to do the actions. (Remember: The toy figures are also a team.) Part 3: Learners take turns making statements such as: <i>We are hitting, they are holding, you all are writing, etc.</i> The rest of the group point to the group that has to act out the action. Each learner should have several turns. Part 4: Continue as in Part 3 and include also <i>I, you, he</i> and <i>she</i>.	
Game 5: A morning in town (Speaking Practice)	Distribute the town pictures. The learners now make short sentences that describe the picture. Example: <i>This is a church, this is the train station, the woman is going to the market, the train is in the station, etc.</i> *See footnote at the end of the lesson.	A town picture for every two learners. (See the picture in two parts after the lesson plan. The two parts need to be joined together.)
Game 6: At the cell phone store (Role Play)	Example: <i>Hello, I need a charger for my cell phone.</i> – <i>What kind of phone do you have?</i> – <i>An Android.</i> etc. Or: <i>Excuse me, where can I charge my phone?</i> – <i>There is an outlet / socket here next to the table.</i> <i>Do you have a charger?</i> – <i>Yes, thank you.</i> Record these dialogues.	

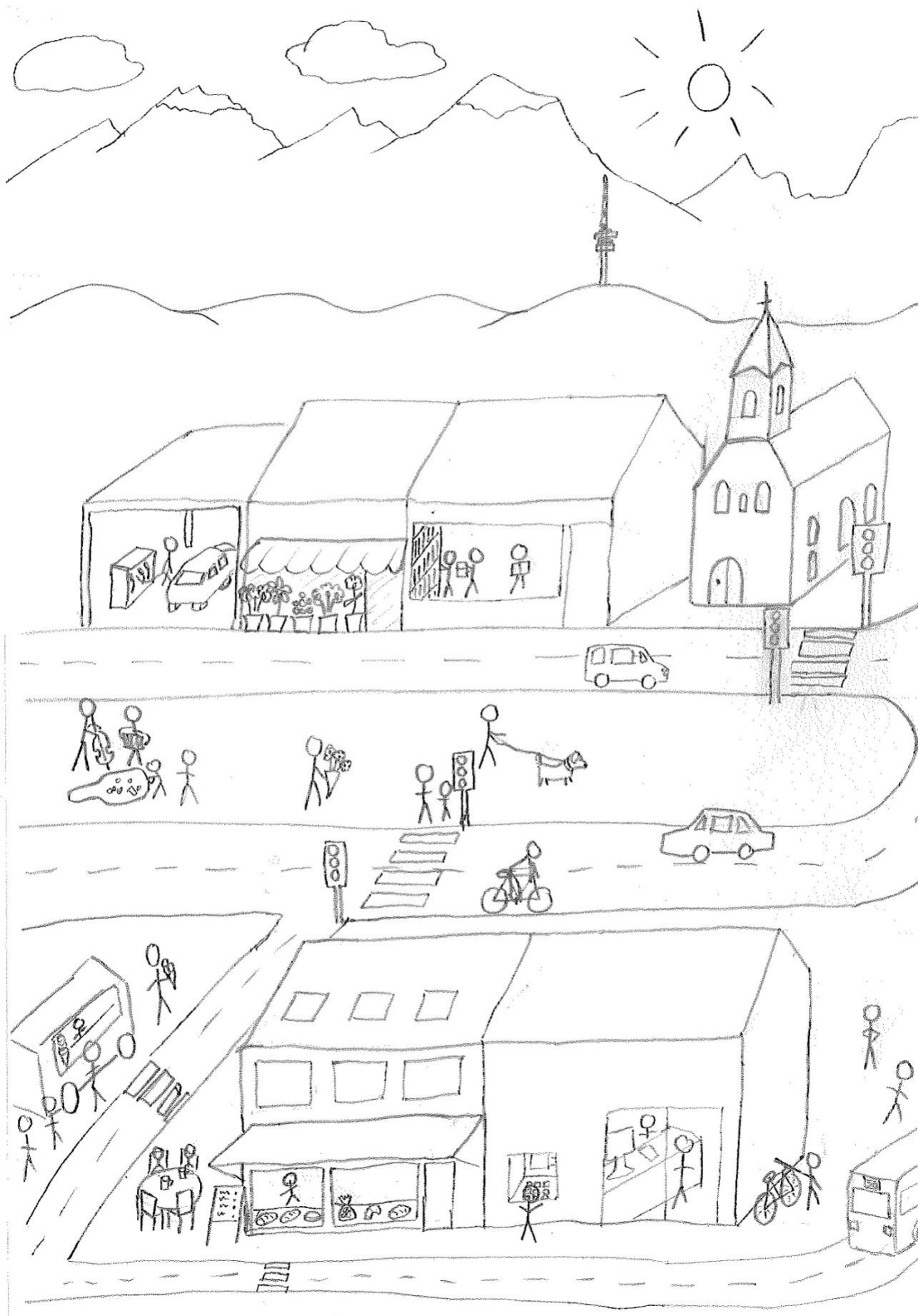
Note for Game 1: Depending on who is in your learning group, (gender, age, family situation, occupation...), you may want to adapt the list of furnishings so that it is as relevant as possible for your group.

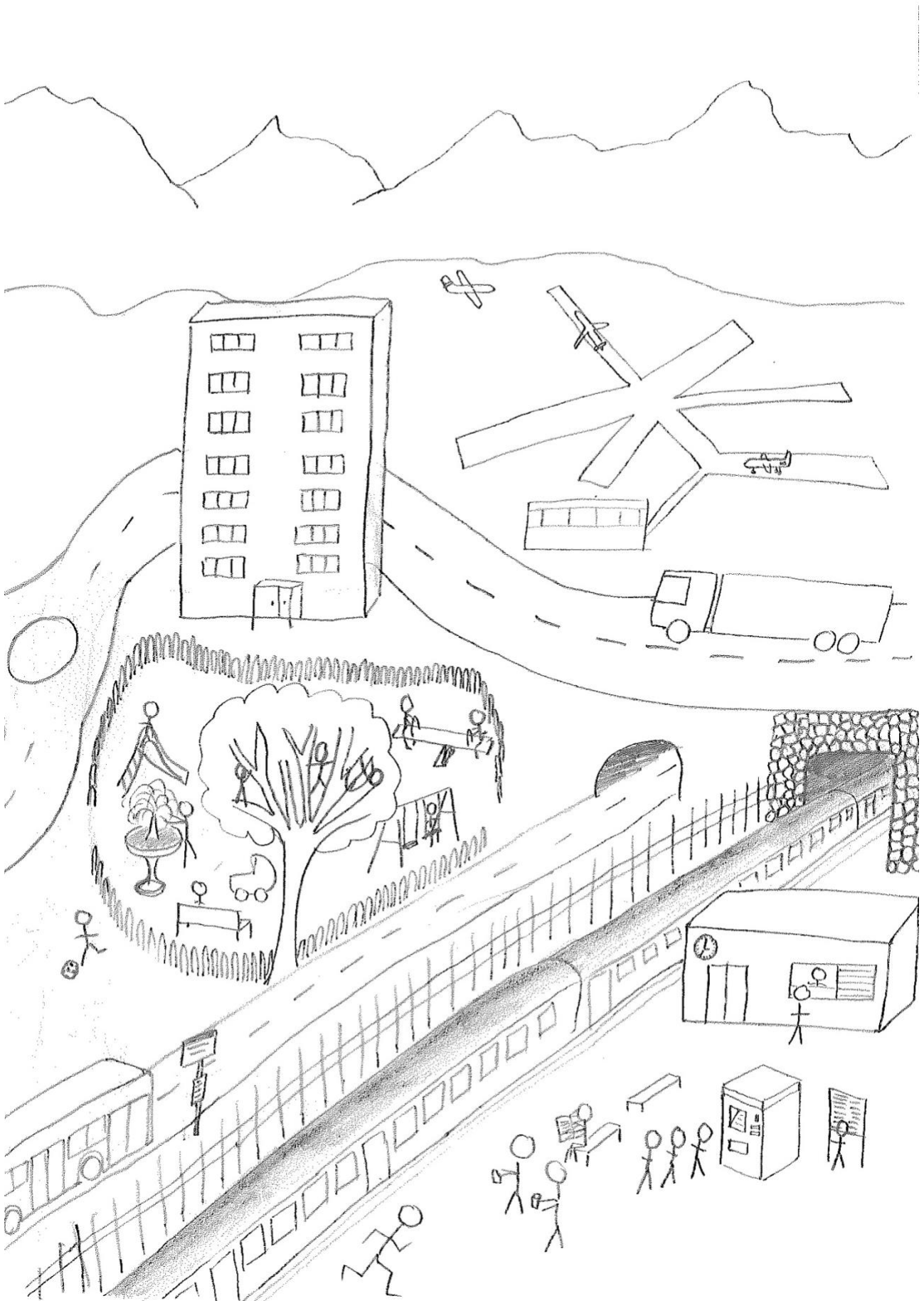
Note for Game 5: If your group is larger than four learners, we recommend playing this game in groups of two or three instead of with the whole group.

Depending on the group, learners may have lots of ideas for things to say, or hardly any. In the latter case, ask specific questions to get them talking: *What is that? What is that woman doing? Where is the truck? What are these children doing?* – If practicing in small groups, you go from group to group and help where necessary.

As for the town picture after the lesson: You may find it rather foreign for your setting. Please feel free to draw your own or find a more suitable one on the Internet.



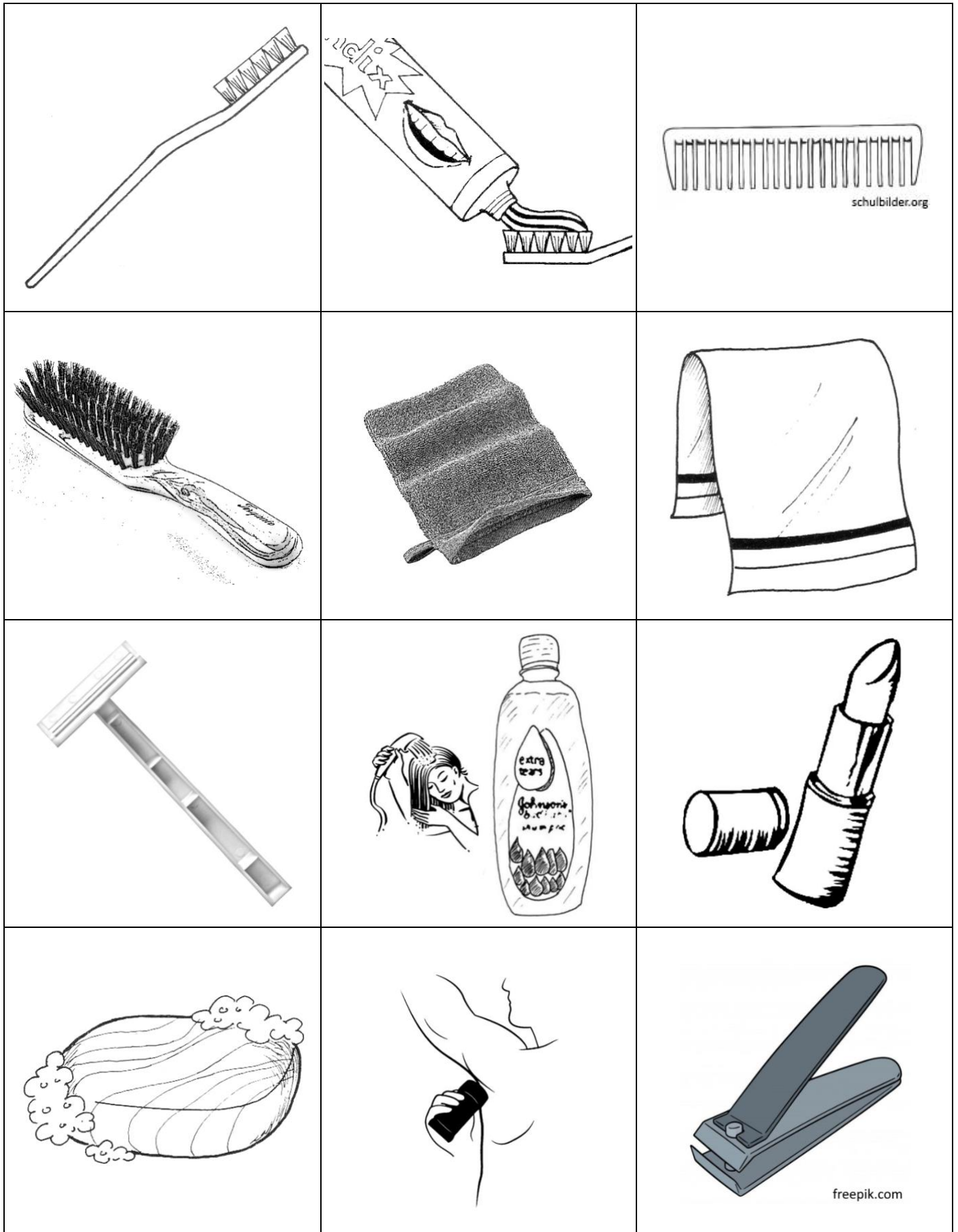




Lesson 29

Game	Description	Required Material:
Game 1: Toiletries (Quick Dozen)	Introduce the following terms, Quick Dozen style: <i>toothbrush, toothpaste, comb, (hair) brush, washcloth, towel, razor, shampoo, lipstick, soap, deodorant, nail clippers.</i> (There is no picture for fingernails. Everybody can point to their own nails.) Make a recording.	One set of toiletries. A picture sheet each.
Game 2: Actions with toiletries, third person (Listen and Respond)	Make statements such as: <i>A is washing his hands with the soap. A is drying his hands with the towel. B is cutting her fingernails with the nail scissors. C is brushing her teeth with a toothbrush, etc.</i> Learners respond by acting out what they hear. Feel free to deliberately make an impossible statement from time to time, e.g.: <i>C is cutting his fingernails with shampoo.</i> When learners realize that this is impossible, you correct your statement. (The occasional laugh is very refreshing.) Record part of this game.	Same as Game 1.
Game 3: As Game 2, but for all persons (I, you, he, she, we, you all, they) (Listen and Respond)	Make statements such as: <i>I am taking the soap, he is washing his hands, we are brushing our teeth, you all are cutting your nails, you are taking the towel, etc.</i> The learners act out what they hear. To indicate who is doing something (<i>I, you, etc.</i>), the learners point to the appropriate people present. For <i>he, she, and they</i> , point to the correct toy figures. Or they point to the correct picture on the pronoun sheet. All the objects from Game 1 as well as all the pronouns (<i>I, you, he, she, we, you all, they</i>) should occur. Record part of this game.	Same as Game 1. For each person, a few toy figures, both men and women OR the pronoun sheet from L2.
Game 4: Numbers 21-100 (Review and Speaking Practice)	Parts 1 to 3 of this game are review. Part 1: Review numbers 1-20. Say a number, the learners either point to the correct number on the 100 square or they put the correct amount of play money on the table. (If there are people in the group who can't read, they hold up the correct number of fingers. Have them work in pairs so that they have 20 fingers between them.) Part 2: Review numbers 21-30. Proceed as in part 1.	Play money: For every one or two learners: ten 10-dollar bills and nine 1-dollar bills (as in L6). OR for each person the 100 square from L6.

	Part 3: Continue as in Part 2, but now include all the multiples of 5 up to 100 (5, 10, 15, 20, 25, 30, etc.) in random order. Part 4: Point to a number (any number up to 30, plus multiples of 5 from 30 to 100) on the 100 square, or lay it out using play money, the learners name the number. Part 5: Same as part 4, but now the learners work in pairs. One learner points to a number (or lays it out with play money), the other one names the number. They swap roles several times.	
Game 5: Numbers and Furniture (Listen and Respond)	Name prices for various pieces of furniture: <i>The table costs X dollars.</i> The learners lay out the correct amount of play money and point to the correct piece of furniture. Record part of this game.	Play money as in Game 4. Picture sheet “furniture” from L28.
Game 6: In the furniture shop (Role Play)	Suggestion: The learners "sell" furniture to each other. First demonstrates such a dialogue, to give them an example: <i>I want to buy a sofa. How much does it cost? (Or just: How much is the sofa?) – 23 dollars. – (Money and furniture exchange hands.) – Thank you.</i> The learners then work in pairs. To start with, one of them has all the furniture pictures, the other one has all the play money. If one of them runs out of money or furniture, they swap roles. Record three or four versions of this dialogue.	Same as Game 5.



Lesson 30

Game	Description	Required Material
Game 1: Generic terms (Talking about the pictures)	Hand out the first picture, e.g. the animals, and look at it together. Encourage a conversation such as: <i>What is in this picture?</i> – <i>A cow. A dog. A cat.</i> Etc. – Finish by saying: <i>These are all animals</i> (or <i>These are all dishes, these are all pieces of furniture, ...</i>). Then we move on to the next picture. This helps the learners to review the terms for individual animals, furniture, etc., and at the same time they make a first acquaintance with the generic terms.	One set of pictures per person, cut into individual pictures. See picture sheet after the lesson plan.
Game 2: Generic terms (Quick Dozen)	Introduce the following terms, Quick Dozen style: <i>animals, clothes, dishes, furniture, people, fruit, vegetables, drinks, food, tools.</i> Make a recording.	Same as Game 1.
Game 3: Generic terms and quantities (Listen and Respond)	Lay the pictures out on the table. Give instructions such as: <i>Please give me a few pieces of fruit, please give me many clothes, please give me all the furniture,</i> etc. All the quantities from L26 should occur (one, a few, many, all. Record part of this game.	5 to 10 pictures of each of the following categories: animals, items of clothing, furniture, fruit, vegetables, drinks, other food items, and tools. About 10 toy figures (they represent the term people). See picture sheets of L2, 3, 10, 11, 14, 20, 28.
Game 4: Pennies, nickels, dimes and quarters (Quick Dozen and Listen and Respond)	Hand out the coins to the learners. Part 1: Introduce <i>penny, nickel, dime and quarter</i> , Quick Dozen style. For the penny, explain that this is one cent (which they know), and that the 1-cent-coin is called a <i>penny</i> . Introduce the names of the other coins in the same way, Quick Dozen style (start with two terms, then introduce the third, and later the fourth). Make a recording. Part 2: Place all the play money in the middle. Hold up, for example, a quarter and say to a learner: <i>Can you give me change for a quarter.</i>	Play money: For each learner a penny, a nickel, a dime and a quarter.

	The learner responds by giving you two dimes and a nickel out of the pile. Complete the exchange and say: <i>Yes, two dimes and a nickel are change for a quarter.</i> Each learner should have three or more turns. *See footnote at the end of the lesson.	
Game 5: Personal pronouns – I, you, he, etc. (Listen and Respond, Speaking Practice)	Part 1: Repeat L29 Game 3 (Listen and Respond game with statements such as <i>I am taking the soap, he is washing his hands, we are brushing our teeth</i>, etc.). The learners respond by acting out what they hear, using the pictures and appropriate gestures, while pointing to the correct people/ toy figures (or to the correct picture on the pronoun sheet). If Part 1 works well, move on to Part 2: The learners take turns making such statements themselves, the other learners respond. Each learner should have several goes at making statements.	For each person: A set of individual pictures of the toiletries (L29). Toy figures (man, woman, a small group) OR the pronoun sheet from L2.
Game 6: Role Play	Repeat and possibly expand on an earlier role play that the learners haven't yet mastered very well.	

Note for Game 5: If you are not in the US, this game is probably irrelevant, unless you also have names for certain coins that are different from the numeric value.

