Lesson Plans 1-5

*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. These materials can be downloaded and adapted with attribution given to www.sil.org/english-with-newcomers.*

Instructions for using these lesson plans

These lesson plans are intended as practical suggestions for designing English with Newcomers at beginner level.

*The explanations and descriptions in these lesson plans assume that the user has read the document “English with Newcomers”. Explanations of the terms and descriptions of the activities used in the lesson plans can be found in that document.*

The lessons are designed for units of around 90 minutes. They can be shortened, extended or modified to suit the teaching requirements of your learning group. Some of the first ten lessons are longer and require around 90 to 120 minutes. Alternatively they could be taught over two sessions.

- The lesson plans assume that audio recordings are made during the lesson and that learners use the recordings to review and strengthen what has been learned during the lessons. There are various ways to organize this. Below is one suggestion:
  - First create a WhatsApp group or similar means of group messaging.
  - Download an app voice recorder or use your phone’s built-in voice recorder. The nurturer makes the recordings, then sends them to the group.

If a learner does not have a Smartphone, you will need to provide sufficient review of each lesson. Alternatively, you could encourage them to find somebody who knows enough English to play the games again with them, using the picture sheet or a set of objects. One person in a learning group who doesn’t review really makes it hard on everybody else in the group, so it is worth making an effort to avoid this.

**Organizing papers:** We recommend giving a ring binder to each learner to keep their picture sheets in order. Either you punch holes directly into the picture sheets or use plastic sleeves, one sleeve for two picture sheets. The learners need to bring their folder to every lesson.

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.

**Use of picture sheets:** For some games it is helpful to cut the picture sheets up into individual pictures. For other games, it is better to use just the one sheet. The lesson plans indicate which format is best.
Picture sheets are not only useful during the lessons, but learners should also be encouraged to use them when reviewing at home, along with the audio recordings.

Note: In some cases, it is often best to use real objects where possible.

These lesson plans are suggestions. Depending on the learning group or their specific situation, the nurturer may want to teach different vocabulary. Try to discover what your group needs, and cater for these needs. Depending on the learning group, it may also be necessary to plan in more repetition and review.

**Explanation of Activities**

**Starting with the Basics**

We start with some very basic words. In simple conversations people often talk about people, so that’s a good starting point.

**“Quick Dozen” Game**

In the “Quick Dozen Game” (or “Quick Dozen” for short), learners are introduced to 10 to 15 (roughly a dozen) new words. The goal of this game is not to memorize these words and be able to say them right away, but rather to start understanding them so that the learners can recognize them. We introduce them with the support of pictures, objects and actions. The nurturer begins with two terms, say *man* and *woman*. The nurturer points to the relevant people and says *This is a man, this is a woman*. Next ask: *Where is the man? Where is the woman? Where is the woman? Where is the man?* while the learners point to the correct picture or toy figure.

Note that in some cultures it is rude to point to things with a finger. If this is a problem in your group, you can use a pencil or pen for pointing.

The nurturer uses **complete sentences**, so that the learners hear the words in their correct contexts right from the start.

Once the learners point correctly without hesitation, we introduce a third term. For example: *This is a boy. Where is the man? Where is the boy?* etc. Then we introduce a fourth term. We keep adding one term at a time, including adequate repetition where needed. To ensure the learner can listen to and process new language, we ask the questions in random order.

**Listen and Respond**

Many of the comprehension games described in the lesson plans fall in this category. In this kind of game, the learners respond to what the nurturer says in a physical way only. This allows the learner to develop their ability to understand new words and sentences without the pressure of using speech. Example: *sit down, stand up, go to the window, pour the water in the glass, he is standing up, we are going to the window, I am opening the window* etc. The Quick Dozen is one kind of Listen and Respond Game, focusing on the acquisition of new vocabulary.

**Role Play**

We can practice simple dialogues such as greetings, buying a bus ticket, grocery shopping, etc., using role play. Example: *Excuse me, I’m looking for carrots. – Yes, can I help you? – I’m looking for carrots. – They are over there. – Thank you.*

Practicing short dialogues is different from the systematic vocabulary learning we do in a Quick Dozen Game. We use role play activities to equip the learners for everyday life right from the

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start. However, at beginner level, the focus of the lessons should be on the various types of comprehension games, and the dialogues should be kept short and simple.

**Audio Recordings**

*Recording a Quick Dozen Game*: Once all the words have been introduced, we continue practicing all the new words for another minute or two, in random order, while the learners point. We record this. (Example: *Where is the man, where is the girl, where is the baby, where is the woman, where is the baby, where is the man*, etc.).

Then, in a separate recording, we record each new word **twice**, in the order in which they are on the picture sheet (if there is one), or in the same order in which they have been introduced (for example, *man, man, woman, woman, boy, boy*, etc.). Ideally the order in which they are introduced is the same as the order on the picture sheet.

For any other comprehension game, we record a minute or two at the end of the game.

If it is not possible for the learners to listen to recordings in their spare time, or to review with the help of a person who knows enough English, more time needs to be spent in lessons reviewing what was learned earlier.

**Reading and Writing**

During the beginner phase, the learners should focus on comprehension, and from about Lesson 8 on speaking. Reading and writing is for later. Some learners feel uncomfortable if there is absolutely nothing in writing. In such cases the nurturer can prepare a list with all the new words of the day’s lesson and hand this list out at the end of the lesson.

Learners should however be discouraged from writing words onto the pictures during comprehension games. Neither in English nor in their mother tongue. Writing takes the learners’ attention away from listening. More importantly, the point of the comprehension games is that learners listen, decode what they hear, connect it to an object, a picture or an action, and react accordingly. If words are written on the pictures, the learners listen and then read. This is not the same process and doesn’t help them to start understanding the spoken language.
## Lesson 1

<table>
<thead>
<tr>
<th>Games</th>
<th>Description</th>
<th>Required Material</th>
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<tbody>
<tr>
<td><strong>Game 1: People (Quick Dozen)</strong></td>
<td>Introduce the following words, according to the rules of the “Quick Dozen” (see above): <em>man, woman, boy, girl, baby, family, child, children.</em> Pronunciation is not the focus at this stage. They are learning to understand the words and point to the correct picture or figure. Speaking comes later. This game may take around 10 to 15 minutes.</td>
<td>Pictures of people (see picture sheet) OR a family of toy figures such as puppets, Playmobil or Duplo/Lego figures (referred to as “toy figures” from here onwards). Complete set of people for each learner in the group, or at least one set for two to three learners.</td>
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<tr>
<td><strong>Audio Recording</strong></td>
<td>Make a recording, as described above, after all the words have been introduced. This recording is for review before the next session. Demonstrate how the learners are to use the recording of the Quick Dozen. i.e., listen to it and point to the correct pictures / figures once again. This makes sure they know how to listen/review correctly on their own. If it is not possible for the learners to listen to recordings in their spare time, or to review at home with a person who knows enough English, more lesson time is needed reviewing what was learned earlier.</td>
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<tr>
<td><strong>Game 2: Thank you and Please</strong></td>
<td>Drop an object, pretending that it was unintentional. Almost certainly one of the learners will pick it up and hand it back to you. Say <em>Thank you.</em> Then drop it again, stretch out your hand and say <em>Please.</em></td>
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<tr>
<td><strong>Game 3: Set up WhatsApp group or similar</strong></td>
<td>Setting up a WhatsApp group or similar is a successful way to send recordings to your learners. Once you have a functioning group, you can record parts of games on your Smartphone and send it to each learner for review of the lesson. It is quite common for learners to have a Smartphone and to use WhatsApp to communicate with family and friends far away. If this is not the case, you will need to review well within your lessons or find an alternative solution.</td>
<td>Smartphones.</td>
</tr>
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</table>
### Game 4: Basic Activities  
**Listen and Respond**

In this game, introduce first: *stand up, sit down, go, come.*

When these terms are mastered, and the learners are still receptive, you may add: *door, window, table, chair, floor.* (If the learners are very receptive, you can add further actions such as: *run, walk, lie down, open, close.*)

As with Game 1, start with two terms (in the command form), then add one term at a time. For example, *stand up, sit down.* Encourage the group by gesturing to act out the correct action in each case.

Next, give instructions to individual learners: *stand up* (to A), *stand up* (to B), *sit down* (to A), *stand up* (to C), and so on. When they are ready, add *go* and practice the three commands before adding *come.*

Then add combinations such as: *go to the window, come to the table, sit down on the chair, sit down on the table...* The words *to* and *on* are introduced as part of the phrase, without any further comment to the learners.

*See footnote at the end of the lesson.*

### Audio Recording

Similarly, as for the Quick Dozen, first record the new terms in random order, for a minute or two of practice after all the words are introduced.

Then make a second recording in the same order in which they were introduced, each term twice.

Make a third recording of one or two minutes of the combination game (*go to the window* etc.).

### Game 5: Basic Activities  
**Listen and Respond**

Put the various toy figures into different positions. Describe them using statements: *The man is sitting, the boy is walking, the woman is standing, the girl is opening the window, the boy is lying down on the floor, the girl is sitting on the table, the boy is walking to the chair, etc....*

For the first few movements, move the toy figures while describing what they are doing. Then continue to describe basic activities and the learners move the figures to show what they are hearing.

### Audio Recording

Record a minute or two of the above game.

### Game 6:

If there are two English speakers in the room, act out a short greeting dialogue. For example: *Hello. – Hello. – How are you? – I'm fine, thank you.*

Several toy figures, men, boys, women and girls, ideally a set for each learner.

Toy figures (optional).

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| **Greetings and Saying Goodbye**  
  
  *(Role Play)* | *Goodbye. – Bye.* (If there is only one English speaker present, the dialogue can be simulated using toy figures.)  
  Run through the dialogue two or three times. Then greet a learner. If the learner answers, continue the dialogue with them. Then run through the dialogue with other learners. Ask the learners to greet each other. |
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<tbody>
<tr>
<td><strong>Recording</strong></td>
<td>Make an audio recording of the dialogue.</td>
</tr>
<tr>
<td><strong>What to do if learners insist on speaking (optional)</strong></td>
<td>If the learners are very eager to start “speaking”, the nurturer may say each of the new words aloud and the learners repeat them (everyone together). That way, if anyone does not yet feel ready to speak, they don’t need to feel embarrassed. While talking, the nurturer can point again to the figures or pictures.</td>
</tr>
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</table>

**Note for Game 4:** When giving commands in Listen and Respond games, use *please* with some of the commands, and *thank you*, when the learners react correctly.
Lesson 2

Structure of Each Lesson

Each lesson reinforces what has been learned before as well as introducing new vocabulary and expressions. In the first part of the lesson, we generally focus on new words and expressions and plan some quieter activities. We then move towards more lively activities, where the learners get physically more active than pointing to objects or pictures.

Things that were learned in the previous lesson are combined with new vocabulary. New material is always learned through listening, with the aim of being able to recognize it first. Using it actively, in speaking, comes later. The early lessons however do contain a short dialogue that can be used right away in everyday life outside the lesson.

Pictures or Real Objects?

It is not very practical to bring all the real objects that occur in the games to the lesson. In some cases (such as animals) it is even impossible. However, where possible it is best for the learning process to have the real objects on the table when new words are being learned. For strengthening words that have been learned previously, pictures can be used.

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<thead>
<tr>
<th>Game</th>
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<th>Required Material</th>
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<tbody>
<tr>
<td>Game 1: Food (Quick Dozen)</td>
<td>Introduce the following words, for example: apple, pear, orange, banana, potato, carrot, onion, tomato, bread, rice, salt, pepper, water, plate, glass. Using the Quick Dozen rules, teach the words for the new objects first and then include table, chair and floor from the first lesson. Introduce the plural forms of the nouns as soon as the learners know the names of a few objects. Ask questions such as: Where are the apples? Where is the pear? Where are the pears? Where is the carrot? Where are the bananas? – The learners respond by pointing, not with words.</td>
<td>For every 2 or 3 members of the learning group, provide each of the items in the word list. To show the plural forms, you will need three or four each of a few food items (for example 3 apples, 3 pears, 3 potatoes, 3 carrots – and 1 of everything else). You can use toys or pictures instead of the objects, but the learning effect is best with the actual objects.</td>
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</table>

Audio Recording

As in L1.

| Game 2: Basic Activities from L1 (Listen and Respond) | This game aims to strengthen the descriptions of basic activities from L1 Game 5. Describe different pictures in random order. The learners point to the correct picture, for example, the man is running, the baby is lying down, and so on. | Drawings of men, women, boys, girls and babies, who are sitting, standing, walking, running etc. (See two of the picture sheets after the lesson plan.) |

Audio recording

Record a minute or two of the above game.
<table>
<thead>
<tr>
<th>Game 3: Food, People and Locations (Listen and Respond)</th>
<th>This game combines the words from L1 and 2 whereby people and food items (toys or pictures) are placed <strong>on/under/in</strong> the various objects. Begin with two location words (for example <strong>on</strong> and <strong>under</strong>), with two objects only, for example an apple and a chair: <em>Put the apple on the chair, under the chair, under the chair, on the chair etc.</em> Then add <strong>in</strong> later (such as <strong>in the glass</strong>), Quick Dozen style. When all three location words are introduced, use them in random order, and with several different objects, for example: <em>Please put the apple on the table, put the apples under the table, put the woman on the chair, put the rice on the plate, put the rice under the plate, put the plate under the table, put the carrots in the glass</em>, and so on. The learners carry out the instructions. The word put is introduced along the way.</th>
<th>Food items from Game 1, and toy figures. A plate and a glass for every two or three learners.</th>
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</thead>
<tbody>
<tr>
<td>Audio Recording</td>
<td>Record a minute or two of the above game.</td>
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<tr>
<td>Game 4: Personal pronouns <em>I, you, he, she</em></td>
<td>Part 1: <em>I, you:</em> Get up and, when you are standing, say: <strong>I am standing up.</strong> Gesture to one of the learners to get up, and when they are standing, say: <strong>You are standing up.</strong> Say <strong>I</strong> again, while pointing to yourself, then <strong>you,</strong> while pointing to the learner. Then say <strong>Where am I? Where are you? I, you, you, I,</strong> etc. The learners react by pointing. Part 2: Introduce <strong>he,</strong> and a little later <strong>she</strong> in the same way. Point to the male toy figure for <strong>he,</strong> point to the female toy figure for <strong>she.</strong> By the end of the game, use all four pronouns in random order. <em>See footnotes at the end of the lesson.</em></td>
<td>Toy figures: one man and one woman per person. Alternatively a “pronoun sheet” each (see the last picture sheet after this lesson plan).</td>
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<tr>
<td>Game 5: Food and Locations (Listen and Respond)</td>
<td>Another English speaker (or if no one is available, a toy figure can be used) performs the actions from Game 3 (putting an apple on the table, putting the woman on the chair, and so on). Describe what the other person (or toy figure) is doing, for example: <em>You are putting the apple on the table, you are putting the pear on the chair, you are putting the</em></td>
<td>As in Game 3. Toy figure (optional)</td>
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apple on the plate, you are putting the rice in the glass, and so on.

After two or three sentences like these, put the toy figure to one side and speak to each learner in turn, using statements, not command form, as above. The learners perform the relevant action.

Audio Recording

Record a minute or two of the above game.

Game 6: Extended Greetings (Role Play)

Review and extend the greeting dialogue from the first lesson.

Suggestion for the extension: How is your family? – They are well. (Or: Not so well.) “Well” and “not well” can be illustrated with the relevant facial expressions.

Toy figures, male and female, to help distinguish between ‘he’ and ‘she’.

Audio Recording

Record the extended dialogue.

Note for Game 4: I always refers to the person who is speaking. So, if you say I, the learners point to you. You (sg) always refers to the person being addressed. For he and she we use toy figures. In many cultures it is rude to talk about people who are present in the third person. By using toy figures for he and she, the problem doesn’t arise.

Please note: Not all languages distinguish he and she, for example, Farsi or Dari. In such cases, it’s important to teach the difference by pointing out, using real people or toy figures, that he is for males and she is for females. And give them enough listening practice.

Note for the pronoun sheet in Game 4: Instead of pointing to people and toy figures, learners may point to the correct pictures on the “pronoun sheet” found after the lesson. However, the pictures are fairly abstract. Not every learning group finds this sheet helpful. The pronouns for the plural (we, you, they) will be introduced later.

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<table>
<thead>
<tr>
<th>Apple</th>
<th>Pear</th>
<th>Orange</th>
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<tbody>
<tr>
<td>Banana</td>
<td>Potato</td>
<td>Carrot</td>
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<td>Onion</td>
<td>Tomato</td>
<td>Bread</td>
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<td>Bowl</td>
<td>Salt</td>
<td>Pepper</td>
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<tr>
<td><img src="image1.png" alt="Illustration of a pitcher pouring liquid into a glass" /></td>
<td><img src="image2.png" alt="Illustration of a plate" /></td>
<td><img src="image3.png" alt="Illustration of a glass" /></td>
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<tr>
<td><img src="image" alt="Woman" /></td>
<td><img src="image" alt="Fall" /></td>
<td><img src="image" alt="Woman running" /></td>
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<td><img src="image" alt="Woman" /></td>
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<td><img src="image" alt="Baby" /></td>
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**Lesson 3**

**Review**

These lessons contain activities that introduce new material, as well as activities that combine old material with the new. Nurturers may want to plan additional games to review previously introduced words for the individual learning group as required.

Every lesson should be full of variety. This will ensure that the needed repetition and review of listening and comprehension of English stays in focus and remains engaging.

The vocabulary that we propose in these lessons can of course be replaced with other vocabulary. Not every learning group has the same vocabulary requirements. We have chosen everyday words that can be used for a wide range of games. We are aware that there are some words that are not used directly in everyday life but are useful for a specific game.

<table>
<thead>
<tr>
<th>Game</th>
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<th>Required Material</th>
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<tbody>
<tr>
<td><strong>Game 1: Numbers 1-10 (Quick Dozen)</strong></td>
<td>Introduce the numbers <strong>1-10</strong> according to the Quick Dozen rules – two terms to begin with, then add one at a time. Start with 1 and 2. Then add 3, then 4, and so on. We stop at 10. The learners hold up the right number of fingers. It’s important for the learners to not only learn to count in order, but also to recognize the numbers out of order. <em>See footnote at end of the lesson.</em></td>
<td>For the numbers 1-10 we do not need any materials as the learners can hold up fingers. Alternatively, small objects such as small stones, buttons or matches can be used – ten per person.</td>
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<tr>
<td><strong>Game 2: Numbers and Objects (Listen and Respond)</strong></td>
<td>Spread the objects on the table. Say to a learner, for example: <em>Give me an apple, please.</em> Prompt the learner, by gesturing, to fulfill the request. Say to another learner: <em>Take the potato (please).</em> Once it is clear to everybody what <em>give</em> and <em>take</em> mean, the game proceeds without any gestures. Give instructions to the learners, one at a time. For example: <em>Please take 3 carrots, put 7 potatoes on the chair, take 9 apples, please put 2 apples on the table and one apple on the chair, give the man an apple, give the woman two carrots,</em> and so on. Each learner should have several turns. Record 1-2 minutes of this game.</td>
<td>10 each of some of the objects (or pictures) that have already been learned, for example, 10 apples, 10 carrots, 10 potatoes. Toy figures (as for L1)</td>
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<tr>
<td><strong>Game 3: More Food and Containers (Quick Dozen)</strong></td>
<td>Introduce some more types of food, for example: <em>olives, pasta, cheese, oil, eggplant/aubergine, zucchini/courgette, cabbage, garlic.</em> Add some ‘container’ items: <em>jug, bowl, cup, bottle.</em> Make a recording.</td>
<td>Suggested food items and containers: a complete set per learner, or for a larger group, one for every 2 or 3 learners. If you choose to work with pictures only, bring one example of each food to</td>
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<tr>
<td>Game 4: Objects, Food, Containers (Listen and Respond)</td>
<td>Continue Game 2 and now also include the new terms introduced in Game 3. Example: <em>Put the cheese on the plate, put the eggplant/ aubergine in the bowl, put the bowl on the table, put the garlic in the cup</em>, and so on. Record 1-2 minutes of this game.</td>
<td>Same as for activities 2 and 3, as well as a plate and a cup for each learner, or at least for every 2 or 3 learners.</td>
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<tr>
<td>Game 5: Location, Objects, Food, Containers (Listen and Respond)</td>
<td>Carry out the activities from Game 4 and describe what you are doing in the first person <em>I</em>. Example: <em>I am putting the cup on the table, I am putting the eggplant/ aubergine in the bowl, etc.</em> Afterward, another person (or a toy figure) performs the activities and you describe what <em>he/she</em> is doing in the third person (<em>he/she</em>). At first the learners observe. After a few such statements, ask the learners to carry out the actions described. (<em>You are putting the cup on the table</em> and so on.) The food items from L2 can also be used again. Record 1-2 minutes of this game. *Refer again to the footnote for Game 4 of L2 regarding the use of <em>he</em> and <em>she</em>.</td>
<td>Same as for Game 4. The food items (or pictures) from L2 can also be used.</td>
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<tr>
<td>Game 6: At the Shop (Role Play)</td>
<td>Practice a short dialogue about looking for foods in a shop. For this role play, it is best to use the food items from L2 that the learners have been reviewing and not the new objects just learned in this lesson. When practicing, proceed in the same way as the role play in Lesson 1. Example: <em>Excuse me, I’m looking for carrots.</em> – <em>Yes, can I help you?</em> – <em>I’m looking for carrots.</em> – <em>They are over there.</em> – <em>Thank you.</em> Record two or three such dialogues, with different food items.</td>
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**Note for Game 1:** In some cultures, holding up certain fingers or finger combinations is offensive. Alternatively, you can work with small objects such as toy figures, Lego pieces, buttons, game counters or matches.

**The Quick Dozen rules**, as a reminder: We start with two words or expressions, we add one at a time, we use them in random order, with plenty of repetition, and the learners respond by
pointing or acting, not with words. – For more detail, see the “Explanation of Activities” at the beginning of L1.

**Recording the Quick Dozen:** Record the last minute or two of the game, speaking slowly so that the learners can point to the objects while listening.
Then record the words/expressions, in the same order they are on the picture sheet, or if there is no picture sheet, in the same order they were introduced (which is ideally the same order as on the sheet), naming each word twice.
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<tbody>
<tr>
<td><img src="image1" alt="Olive" /></td>
<td><img src="image2" alt="Salad" /></td>
<td><img src="image3" alt="Cheese" /></td>
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<td><img src="image4" alt="Water Bottle" /></td>
<td><img src="image5" alt="Eggplant" /></td>
<td><img src="image6" alt="Zucchini" /></td>
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<tr>
<td><img src="image7" alt="Cabbage" /></td>
<td><img src="image8" alt="Garlic" /></td>
<td><img src="image9" alt="Kettle" /></td>
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<tr>
<td><img src="image10" alt="Bowl" /></td>
<td><img src="image11" alt="Tea Cup" /></td>
<td><img src="image12" alt="Bottle" /></td>
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</table>
## Lesson 4

<table>
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<tr>
<th>Game</th>
<th>Description</th>
<th>Required Material:</th>
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| **Game 1:** Locations and Actions from the Lesson 3 (Listen and Respond) | First, repeat Game 5 of L3: Make statements about where the learners are supposed to put different food items. The learners carry out what they are hearing. For example: *You are putting the pasta on the plate, you are putting the rice in the bowl, you are putting the bowl on the table, you are putting the garlic in the cup,* and so on.  
Record 1-2 minutes of this game. | Objects or pictures from Game 3 of L3, i.e.: For each learner one example or picture of each food introduced in L3.  
A plate and a cup. |
| **Game 2:** Expanding Numbers and Colors (Card Games) | Reinforce numbers 1-10, using playing cards/games with sets of numbers 1-10 in different colors.  
For activities a) and b), get the group to sit in a circle.  
a) Deal out four or five cards to each learner, each card showing a number from 1-10. Then call out a number and the people who have that number in their hands swap places. From time to time, everybody passes their cards to the person on their left so that they will have a chance to respond to different numbers as the game goes on.  
b) Learning colors (such as *blue, yellow, red, green* – whatever colors are in the available cards, not more than four or five colors) according to the Quick Dozen rules. Each person needs one card of each color. As you name the colors, the learners hold up the correct card.  
c) Combining colors and numbers. Divide the learning group into teams of two or three. Give to each team a complete set of cards (one card of each number and color). Each team spreads out their set of cards in front of them.  
Call out various combinations (*5 red, 2 blue, 3 yellow*) and each team holds up the relevant card.  
*See footnote at the end of the lesson.* | Use card games for strengthening numbers 1-10 and colors.  
Rook cards have numbers 1-14 in red, yellow, green and black. Uno cards have numbers 0-9 in red, yellow, blue and green. The zero cards need to be converted to 10 cards. Alternatively, make your own cards out of colored card, or white card with the numbers written on them in different colors.  
For learners who cannot read, drawing dots to represent each number can be helpful. |
| **Game 3:** Numbers 11-20 (Quick Dozen) | Introduce the numbers **11-20** according to the Quick Dozen rules. Use numbered pieces of paper.  
Continue to use dots corresponding to the numbers for those who need this extra support.  
Make a recording. | Pieces of paper with the numbers 11-20, one number per piece of paper. Ideally, one set per person.  
Differentiate with corresponding dots if needed. |
Game 4: Dealing with Money (Listen and Respond)

This game aims to strengthen the numbers 1-20, while at the same time reviewing the food items learned in L2 and L3.

Ask a question such as: How much do the carrots cost? (Or: How much are the carrots?) Then answer your own question: in whole dollars/pounds up to a maximum of 20 dollars/pounds. The learners point to the carrots and put together the correct amount with their play money.

The cents/pence are for a later lesson as we have not introduced numbers beyond 20 yet.

Play money – can be made using paper. Per person (or per pair): Four $1, and one each of $5, $10, and $20 bills.

For UK: One 5, 10 and 20 pound note each and some one and two pound coins.

Food from L2 and L3 (or the pictures).

Game 5: Role Play: In the Shop

Suggestion: Can I have five apples please. How much are they? – Two dollars/pounds. – Thank you. – You are (you’re) welcome.

Do this several times, with different fruits or vegetables and different prices.

Record two or three such dialogues.

Game 6: What is Where? (Listen and Respond)

This game aims to review the terms on and under from L2, and to introduce in front of, behind, beside according to the Quick Dozen rules. The word card is introduced along the way.

First, limit the instructions to placing a card on and under the chair. When the learners are secure with these add in front of, and so on, one new term at a time.

When all the location words have been introduced, make a recording.

Then continue as before, but now add a selection of food items from Game 1. For example: put the apple on the chair, put the carrot under the table, put the cup behind the chair, put the pear in front of the chair, etc.

Record 1-2 minutes of this game.

For each learner: An object that clearly has a “front and back”, for example a chair. It should be possible to put something on top of and underneath it.

Playing cards from Game 2.

A selection of objects (or pictures) from Game 1.

Game 7: Introducing Yourself (Role Play)


This dialogue could of course be extended, but at this stage we will keep dialogues short. Record the dialogue.

Note for Game 2: If there are non-literate people in the learning group, this game may have to be adapted. Non-literate people can often not read numbers either. In such a case you could work with colored game counters, small stones, beads or similar. Then you call, for example, for five red beads, the learners count them out. Other than that, the same rules apply as described above.
**Lesson 5**

**Grammar: Expressing specific meanings**

In the previous activities, various aspects of grammar cropped up without us focusing on them. For example, when the nurturer describes what he is doing, I am doing or you are doing, it all has to do with grammar. Grammar simply means the way in which we express a specific meaning in words. The focus on the possessive forms (*my, your, his, her*) in today’s lesson is another such example. We simply use these different forms in context. There is no need to confuse the learners with grammatical terms.

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| **Game 1:** Body Parts (Quick Dozen) | Introduce about a dozen parts of the body according to the Quick Dozen rules. We do not need any material for this. Each person can point to their own hand, nose, and so on.
We suggest: *leg, arm, hand, foot, knee, head, nose, eye, ear, mouth, stomach, back.*
Make a recording. | Two toy figures (male and female) or pictures of a man and a woman, big enough to point to their different body parts. |
| **Game 2:** My, your, his, her (Listen and Respond) | Once the learners are reasonably familiar with the parts of the body in Game 1, add *my, your* and *his, her*, Quick Dozen style.
Start with *my* and *your*, then add *his*, then *her*. Say for example: *Where is my arm? Where is your arm? your arm, my arm, your arm etc.*
For the third person (*his* and *her*) it is best to use two toy figures (or two pictures). Point to one figure and say *This is a man (or boy). Where is his arm? Then continue with his arm, my arm, his arm, your arm, my arm, his arm, etc.*
Then point to the other figure and say *this is a woman (or girl). Then point to her arm. Where is her arm? Her arm, his arm, my arm, your arm, my arm, her arm, etc.*
The game can be extended to men and women in the learning group, and to other body parts: *Where is his arm, where is your leg, where is her nose, where is my head, etc.*
Record 1-2 minutes of this game.
*See footnote at the end of the lesson.* | Toy figures (or drawings or photos): man, woman, boy, girl, baby |
| **Game 3:** Body Parts of Various People (Listen and Respond) | Introduce the possessive form of nouns simply by asking: *Where is the man’s nose? Where is the girl’s arm? Where are the baby’s legs? etc.* – The learners point to the correct body part.
Here the form *the man’s nose* occurs for the first time. Avoid long explanations. The learners may or may not notice the “s” at the end of “baby” and will still respond correctly. The plural form also occurs in |
this game (*Where are the legs...*), but we won’t focus on it, except for signaling there are two legs. Learners already heard the plural form in L2 Game 1 when talking about apples and pears. So, it isn’t completely new.

Record 1-2 minutes of this game.

| Game 4: Colors and Numbers (Card Game) | Provide two identical sets of cards with numbers and colors (as in L4). Keep one set, and deal out the second one to the learners. Now call one card after the other from your pack, example: *7 blue, 5 red*, etc., without showing your card to the learners.

The person who has the correct card puts it into the middle. The first person to get rid of all their cards wins.

Repeat the game with the numbers 11-20.

If there are non-literate people in the learning group, this game must be adjusted accordingly. See the notes for Game 2 of L4. | Two sets of playing cards (as in L4, Game 2) with the numbers 1-10 in different colors. If possible, also two sets with the numbers 11-20 in different colors. If there are no such playing cards available, they can easily be made on slips of colored paper/card, or by writing in different colors on white paper/card. |
| --- | --- |
| Game 5: Body Parts and Numbers (Listen and Respond) | Divide the group into two teams and arrange two rows of chairs so that the two teams are sitting opposite each other, without a table between them.

Then say, for example, *5 arms*. In response, each team holds up a total of 5 arms. This requires a bit of teamwork. The game continues: *3 legs, 2 feet, 9 hands* etc.

If the learning group is ready, the tasks can be made more complex: *4 hands and 2 feet, 3 legs and 7 arms*, etc.

Adjust numbers of called out body parts according to your class size.

Record part of this game. | |
| Game 6: At the Checkout (Role Play) | **Suggestion:** *Good morning.* – *Good morning.* – *That’ll be 3 dollars even.* – *Okay.* – *Thank you. Have a good day.* – *Thanks, you too.*

Record. | www.sil.org/english-with-newcomers |

**Note for Game 2:** *my* always refers to the person who is actually speaking. **Your** refers to the person being addressed.