Lesson Plans 16-20

*English Language Lessons for 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 Language Lessons for 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-language-lessons](http://www.sil.org/english-language-lessons).

**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 Thompson, 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.

Refer to other notes before previous lessons.

**Recording Review**

When recording a Quick Dozen, we record the last minute or two of the game where the new words are introduced. Then we make a second recording with all the new words in the order in which they were introduced, each word twice. See also the more detailed instructions before L1.

We also recommend recording part of the Listen and Respond games so that learners can perform the actions again for homework, for more practice with listening to English and responding to what is said.

**Commands and Statements**

Listen and Respond games are sometimes in command form (for example, *Give the book to John*), and sometimes in statement form (*Mary is giving the book to John*). Statements are more common in everyday speech than commands, so it is important that the learners hear this sentence formation. During a Listen and Respond game, the learners do not repeat the instructions, but act out what the nurturer describes. Listening and being able to show understanding, is the core learning goal.

Pronunciation exercises

As the learners listen in a Listen and Respond game, they process what they hear and respond to statements non-verbally. Consequently, they often do not pay much attention to the individual sounds of words. At this point they may need targeted pronunciation exercises to support the productive skill of speaking.

We are not looking for perfection, but the ability to be understood when the learners themselves speak. Use of a “rolled r” for example (as is common in many languages, for example Spanish), should not be a problem, but, for example, “p” and “b” need to be distinguished.

When learning new words, we have always started from the receptive skill of listening – first hearing a word many times before saying it. Listening is also the starting point for improving pronunciation. You can only pronounce words correctly when you can hear the differences between similar sounds!

Below are a few exercises you could use to support sound discrimination and pronunciation:

- **Training the ear:** You say words that contain one of the sounds that the learners tend to confuse. For example, the consonants “p” and “b” at the beginning of words. Put a list of words together in which one of these sounds occur at the beginning. Examples: *bin, pig, pill, pot, ball, pit, buy, bring, Peter*, etc.
  Give the learners two pictures, each representing a word they know and containing one of the two sounds. For example, a ball and a pig. Then explain that you will now say words that start either like “ball” or like “pig”. The learners will hold up the picture that represents the correct sound. So, if you say “pill”, they hold up the picture for “pig” starts with the same sound as “pig”.

- **It is not necessary for the learners to be familiar with all the words that you use in this exercise, nor do they need to learn them as new vocabulary. The goal is to learn to hear the difference between the two contrasting sounds.** When the learners can distinguish the two sounds reliably (and not before), you can start practicing pronunciation.

- **Pronunciation:** Not all learners get the pronunciation right just by listening. In such cases, you need to try to figure out what your mouth and throat is doing to form a particular sound. Here are a few tips for classical problem sounds:

  **p vs b:** There are two main differences between these two sounds: “p” is voiceless and aspirated, meaning the vocal cords do not vibrate, and air comes out as the sound is pronounced. So, when you hold a piece of paper in front of your mouth, the paper should move slightly. By contrast, “b” is voiced and not aspirated, so the vocal cords vibrate, and the paper won’t move. When you pronounce “b”, you can feel the vocal cords vibrate when you place two fingers on your throat. (The same works for “t”/“d” and for “k”/“g”.)

  **“th” sound:** For the voiceless sound of “th”, place the tip of our tongue between the upper and lower front teeth and blow some air. The vocal cords do not vibrate. This sound is found at the beginning of many common words such as *thank, think, third, thing, thumb, thirsty, etc.* It is also found at the end of words such as *bath, mouth, tooth, and month.*
For the voiced sound of “th”, we add voice, so that the vocal cords vibrate. This sound is found in words like father, weather, together, another, as well as in common grammatical words like the, that, they, those, etc.

Some learners may also need added “training of the ear” exercises to learn to distinguish “th” and “s”, “th” and “f” or (voiced) “th” and “d”.

The pronunciation of “s” and “f” is not usually a problem.

**Important:**

- Try to keep these exercises short as they can become tiring and boring. Usually five minutes per lesson is sufficient.
- Which sounds need practicing depends on the mother tongue of the learners. They usually struggle with sounds not found in their own language.

**Review**

In the lesson plans, we include a certain amount of review of what was learned in previous lessons. However, if you have the impression that something from an earlier lesson has not yet been mastered, do not hesitate to review this aspect, even if the lesson plan does not specify to do this. Trust your judgment!

**Picture sheets or objects?**

When new words are introduced, it is best to use real objects when possible. If learners can take objects in their hands and place them here and there, this adds a more multi-sensory activity, which supports memory. However, when the same terms are used again in later lessons in combination with other terms, it is more practical to use the pictures, particularly for larger groups.
Lesson 16

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game 1a:</strong> Eating and Drinking (Listen and Respond)</td>
<td>This game combines nouns and verbs to do with eating and drinking. Make statements like the following: <strong>A</strong> is drinking a glass of milk. <strong>B</strong> is pouring water into a glass. <strong>C</strong> is taking the teapot and pouring tea into a cup. <strong>D</strong> is putting the cup on the table. <strong>E</strong> is pouring juice into a glass. <strong>F</strong> is eating a carrot. <strong>A</strong> is taking a carrot and giving it to <strong>B</strong>. You are drinking a glass of water. You are taking the jug and pouring some water into a glass, etc. The learners respond to the statements by carrying out what they hear. Record part of this game. <em>Eat</em> is a new word in this game and is introduced along the way.</td>
<td>A selection of food and drink items (or pictures of them) from L2 and 3 as well as a jug, some bowls, cups and glasses.</td>
</tr>
<tr>
<td><strong>Game 1b:</strong> Extension</td>
<td>Place the toy figures on the table, along with the objects/pictures from Game 1. Make statements such as: <em>The woman is eating a carrot, the girl is drinking some water, the boy is drinking a glass of juice, the man is pouring milk into a cup, the woman is taking the cup, the dog is eating a potato, the cat is drinking the milk,</em> etc. The learners respond by performing in turn what they hear, or by moving the appropriate toy figure to the correct food or drink item, pretending to have the figure do the action. Record part of this game.</td>
<td>Same as Game 1, along with toy figures of a man, woman, girl, boy and a dog and cat (or pictures of a dog and a cat).</td>
</tr>
<tr>
<td><strong>Game 2:</strong> Simple statements (Speaking Practice)</td>
<td>Part 1: The learners name the things that are on the table: <em>This is a man, this is a carrot, this is a boy,</em> etc. Part 2: If the learners are up to it, they make statements similar to those in Game 1b, but in 1st person (<em>I</em>). They carry out what they are describing. For example: <em>I am pouring a cup of tea.</em> In this game, the learners have the opportunity to choose for themselves what they want to say, so they can say</td>
<td>Same as 1b.</td>
</tr>
</tbody>
</table>
## Game 3: Cutlery and Cookware (Quick Dozen)

Introduce about a dozen objects from the kitchen, such as: **knife, fork, spoon, wooden spoon, sauce pan, frying pan, grater, whisk, kitchen knife, measuring cup / measuring jug.**

Record part of this game.

- One set of the real objects (a knife, a fork etc.).
- And for each person a picture sheet.

## Game 4: Using cutlery to do different things (Listen and Respond)

Make statements such as: **A is eating the rice with a spoon, B is cutting the carrot with a kitchen knife, C is eating the carrots with a fork, etc.**

The learners respond by carrying out what they hear. The verb **cut** is introduced along the way.

Record part of this game.

- Same as Games 1 and 3.

## Game 5: Placing objects in different locations (Listen and Respond)

Lay out different objects from previous lessons together with small (cardboard) boxes, plates, cups and bowls.

Give instructions such as: **A is putting the knife on the plate, B is putting the wooden spoon next to the bowl, C is putting the grater in the box, D is putting the wooden spoon between the saucepan and the measuring cup / jug, etc.**

Use all of the following words: **in, on, under next to, behind, between, and not always in the same order.**

The learners respond by putting objects in the right places.

**Box** is new in this game. Introduce it along the way.

Record part of this game.

- Same as Game 4, along with one or two boxes (shoe boxes or smaller), some plates, bowls and cups etc.
- Add some smaller objects from previous lessons that may need reviewing.

## Game 6: have / has (Speaking Practice)

**Part 1:** Place half a dozen well-known objects on the table. Take one of the objects and say, for example, **I have a carrot.**

Give the carrot to a learner and say: **You have a carrot.**

Give the carrot to the toy figure man and say: **He has a carrot.**

Finally, give the carrot to the toy figure woman and say: **She has a carrot.**

**Part 2:** Continue to make such statements, about half a dozen known objects (or pictures of them), for example the food from Game 1.

- Two toy figures, a man and a woman.
but now the learners give the objects to the right person or figure. Use a variety of objects. (For example, *I have an apple. He has an egg. You have a pear, etc.*).

Include objects that begin with a vowel such as an orange, an egg, an umbrella, to help reinforce hearing ‘an’ in front of these words, in comparison to other words not beginning with a vowel.

Record part of this game.

Part 3: To focus specifically on the difference between *have* and *has*, drop the pronoun and only say *has, have* several times, in random order. The learners respond by pointing to themselves for *have*, and to a toy figure for *has*.

Part 4: Hand several objects out to the learners. They now make *I have, you have, he has, she has* statements.

Correct, if needed, by repeating the statement correctly.

**Game 7:**

*What is this? (Questions and answers)*

Part 1: Ask questions like: *Is this an apple?* The learners answer *Yes* or *No*.

Part 2: Continue asking such questions and encourage the learners to say a little more than simply *Yes* or *No*. For example: *Yes, it is. Or: No, it isn’t. Or even: Yes, it’s a pear. Or: No, it isn’t a pear, it’s an apple.*

Part 3: Point to one of the objects on the table and ask: *What is this?* The learners answer, for example: *This is an apple. This is a carrot, etc.*

Part 4: As Part 3, but the learners work in twos and take turns asking such questions and answering them.

*See footnote at the end of the lesson.

**Note for Game 7:** As in other dialogues, you need to first give some examples so that learners understand the game. If there is no other English speaking person present, use toy figures to demonstrate the dialogue.
## Lesson 17

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
</table>
| **Game 1:** *True or False*  
Hearing a negative response | Place the objects in different positions while simultaneously describing what you are doing, for example, *I am putting the fork on the plate, I am putting the knife behind the pan, etc.* If the actions correspond with the statements, the learners say *True.*  
Make, from time to time, deliberately a false statement. The learners then say *False.*  
After a false statement, say for example, *I am not putting the fork on the plate.* Then a learner says the correct action: *You are putting the fork next to the plate.*  
Give enough sentences that require a negative response to provide the learners with enough input to understand where the *not* is placed in the sentence. | Food (L2-3), beverages (L14), cups, glasses, cookware as in L16 (or pictures of it). |
| **Game 2:** *Securing use of possessive pronouns my, your, his, her*  
(Listen and Respond) | Hand the objects (or pictures) out to the learners, place the toy figures on the table. Each person and toy figure should have two or three objects (or pictures). The toy figures are needed to represent *his* and *her.*  
Ask questions such as: *Where is my shirt?  
Where is his fork? Where is your sweater / jumper?* The learners respond by pointing to the correct object.  
*His/her (shirt)* refers to the things that belong to the toy figures.  
Record part of this game. | Various objects from previous lessons with more than one of some objects, such as clothes, cutlery, dishes, cookware, (or the corresponding pictures).  
Toy figures, both male and female to represent *his* and *her.* |
| **Game 3:** *Speaking practice* | Part 1: Place objects (or pictures) in different places – on or in the cardboard box, on or under the table, in the bowl, on or under different chairs. While placing the objects, ask individual learners questions such as: *Am I putting the shirt on the box?*  
The learner replies: *Yes, you are, or No, you aren’t.*  
Part 2: Continue as in Part 1, but the learners now answer: *You are putting the shirt on the box or No, you are putting the* | Same as Game 2.  
Add a cardboard box, a bowl and a plate. |
| **Game 4:** Measurement of liquids and objects And review of numbers | **Part 1:** Talk about volume / liquid measurement in cups, tablespoons, teaspoons, pints and quarts (or liters and milliliters, depending on what’s used in your environment). Use the appropriate measures (cups, spoons etc., or a measuring jug). If you are introducing metric measures, introduce multiples of 100 (100, 200 etc.) along the way. **Part 2:** Ask the learners, using the measuring cups, to pour 1 cup, 2 cups, half a cup, one and a half cups, 3 tablespoons etc. of water into the empty jug. **Alternative for countries using metric measures:** Fill some measuring jugs with water at different levels, for example, 200 ml, 500 ml, 800ml and 1 liter. For an extension you could add ‘half a liter’ as learners may know ‘half’ from ‘half past six’. Ask each learner some questions such as: How much water is in this jug? And how much water is in that jug? Keep increasing and reducing the amounts of water in each jug. **Part 3:** Talk about measuring objects in yards, feet and inches (or in meters, centimeters and millimeters), with the help of a tape measure. Introduce the word *tape measure* along the way. **Part 4:** Ask questions such as: How high is the table? How long is the table? How high is the chair? How long is the pencil? etc. Each learner measures different objects. Make a recording of the names of each measurement, along with a few questions and answers from Parts 2 and 4. Both for volume and length. | Depending on the group size, one or more sets of the appropriate measures (cups and spoons, or 1-liter measuring jug), and jugs with water, and an empty jug. A few tape measures, a few smaller objects that can be measured (such as books, pencils, dishes, etc.). |
| **Game 5:** Various actions | Introduce the following verbs according to the rules of the Quick Dozen: *sleep, wake up, read, write, eat, drink.* (Eat and drink Picture sheet, or objects that help to carry out the actions (a book for reading, | www.sil.org/english-language-lessons |
### (Quick Dozen)

are not new here, but, for the nurturer's convenience, are repeated in the picture sheet.)
Make a recording.
*See footnote at the end of the lesson.

### Game 6:
**Find the hidden object**
(Listen and Respond)

Repeat Game 5 from L7:
Choose a known object and let everyone see it. A volunteer leaves the room. The others hide the object in the room. The volunteer is called back.
Give instructions to help the volunteer find the hidden object such as: *Take three steps to the left, walk past the table, turn right, go three steps forward*, etc. until they stand in front of the hidden object.
The game can be repeated as many times as necessary to give all learners a chance to find the hidden object.
You can make the directions to find the hidden object a little more complex than in L7.

### Game 7:
**Family terms**
(Question and Answer)

Suggestion for a dialogue: *Who is this? – My brother. – Who is this? – My father etc.*
Alternate who asks the questions and gives the answers.
Toy figures to represent family members.

### Game 8:
**Setting the table**
(Speaking Practice)

Part 1: Review briefly the objects from L16 Game 2 (dishes, glasses and cutlery).
Part 2: Describe how we set a table in the host country, and demonstrate at the same time. Example: *I am putting the plate on the table, I am putting the knife on the right of the plate, I am putting the fork on the left of the plate, I am putting the spoon here. I am putting the glass there.* (Adjust this description to match the way tables are normally set in your environment.)
Record this description.
Part 2: Ask the learners to show how they might set the table in the country they are from.
Everyone should have a chance to have a turn if they want to.

---

A piece of paper and a pen for writing, etc.

An object to hide as in L7 Game 5.

Dishes, glasses and cutlery, for setting the table.

www.sil.org/english-language-lessons
Note for Game 3: In Part 1, learners practice making complete sentences. In Part 2 they practice the very common short answers to Yes/No questions. Both are useful activities.

Note for Game 5: It is important at this stage to not only learn vocabulary for objects, but to link them to some actions. We accomplish this by combining new verbs with already known objects. Thus, in Game 5, we learn a mixed group of verbs and relate them to previously learned objects. Verbs are a little harder to learn than nouns, so we don’t usually introduce a full dozen at one time. In response, the learners either point to images representing the actions (sleep, read, drink) or mime the actions through gestures.
## Lesson 18

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game 1: I, you (sg), he, she (Listen and Respond)</strong></td>
<td>Repeat Game 5 of L17 (<em>eat, sleep, wake up, drink, read, write</em>). This time, use the verbs in 1st, 2nd, and 3rd person singular (<em>I, you, he, she</em>). If you say <em>you are reading</em>, the learners carry out the action themselves. For <em>he is reading</em>, they carry out the action while pointing to a toy man. For <em>she is reading</em> they point to a toy woman. If you say <em>I am reading</em>, they point to you. Record 1-2 minutes of this game.</td>
<td>Picture sheet from L17, or objects that help to act out the actions (a book for <em>reading</em>, a piece of paper and a pen for <em>writing</em>, etc.) Some toy figures (men and women)</td>
</tr>
<tr>
<td><strong>Game 2: Writing Materials / Stationery (Quick Dozen)</strong></td>
<td>Introduce the following terms, Quick Dozen style: <em>pen, pencil, eraser / rubber, paper, book, notebook / exercise book, Scotch tape / sello tape, scissors, pencil sharpener, ruler, envelope, glue stick.</em> Make a recording.</td>
<td>The new objects, ideally a set for each learner, or for two learners to share. If that’s impossible, one set for the whole group (for illustration purposes), and a picture sheet per person.</td>
</tr>
<tr>
<td><strong>Game 3: Writing materials / Stationery combined with known actions and places (Listen and Respond)</strong></td>
<td>Give instructions such as: <em>Write on the paper, write in the exercise book, write on the book, take the pen and put it on the table, take the pencil and put it beside the pen, take the eraser / rubber and put it between the pencil and the pen, take the glass and drink the juice, take the bread and eat it,</em> etc. Try to include all the actions of Game 1 and all the objects of Game 2 (writing materials). Step by step, include also objects and places from earlier lessons. Record part of this game. <em>See footnote at the end of the lesson.</em></td>
<td>As in Game 1 and 2, plus a selection of objects (or pictures) from earlier lessons.</td>
</tr>
<tr>
<td><strong>Game 4: Review of pronouns (I, you, he, she, we, you all, they (Listen and Respond)</strong></td>
<td>Part 1: Ask questions such as: <em>Where am I? Where is he? Where is she? Where are you?</em> The learners point to the right people or toy figures. Part 2: Continue as in Part 1 and include also <em>we, you all</em> and <em>they.</em> (Substitute <em>you all</em> by what’s commonly used in your area for addressing more than one</td>
<td>Several toy figures (a mixture of men and women).</td>
</tr>
</tbody>
</table>
When you ask *Where are we?*, the learners point to the whole learning group. For *Where are you all?*, you point to part of the learning group, for example those sitting on the other side of the table. For *Where are they?*, the learners point to a group of toy figures.

**Record part of this game.**

| Game 5: Where is he/she going? (Speaking practice) | Place a town map on the table.  
Part 1: Take for example the toy man and move it from one place on the map to another and ask questions such as: *Where is he going?* (Or, if you are moving the toy woman, *Where is she going?* – Take turns between the two figures.)  
The learners answer by *here* (while pointing to the right place on the map), or by naming the place: *to the hospital, to the school, to the playground,* etc.  
Part 2: If the learners are ready for it, they can take turns asking such questions themselves. Another learner provides the answer. | A town map from L7, two toy figures, a man and a woman |
| --- | --- | --- |
| **Game 6: On the bus** (Role Play) | Suggestion: *Excuse me, is this seat free?* – *Yes.*  
– *Thank you.*  
Or  
*Excuse me, is this seat free?* – *No, my wife will be right back.*  
Record both versions of the dialogue. |  |

**Note for Game 3:** The learners can react by performing the appropriate actions with the help of the objects. Alternatively: Everyone has two sheets of pictures in front of them, one with the verbs and one with the objects. As a reaction, everyone points to the correct pictures. This has the advantage that you don’t need to bring as many objects along. The disadvantage is that the game is less practical. Handling the real objects is more interesting and more multi-sensory than just pointing to pictures.
Lesson 19

Note on Role Plays
In role plays on situations where, in reality, the learner always plays a certain role (for example the customer in a shop, the passenger on the bus, the patient at the doctor's, in contrast to greeting dialogues where the role allocation varies), we initially play the role play in such a way that the nurturer, not the learner, takes on the role of the customer, the patient, etc., i.e. the other way round than in everyday life. We call this a "reverse role play". Like this, the learners can first hear what they have to say in everyday life, and then, when they have heard it a few times, the roles can be swapped and the learners practice their actual role. At the end of the game we record the role play–both roles spoken by the nurturer, so that the learners can practice at home. You could practice it again at the beginning of the next lesson.

The dialogues in these lessons are suggestions. They may need to be adjusted according to the environment of your learning group.

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1: Plural forms <em>men</em>, <em>women</em>, <em>children</em> (Listen and Respond)</td>
<td>Place a toy figure man, a woman and a child, as well as a group of men, a group of women and a group of children on the table. Point to the man and say <em>This is a man</em>. <em>Man</em>. Then point to the group of men and say <em>men</em>. Contrast <em>man</em> and <em>men</em>, make sure the learners hear and understand the difference (<em>one man</em>, <em>two</em>, <em>three</em>, <em>four men</em>). Introduce <em>women</em> and <em>children</em> in the same way. Then use all six terms: <em>man/men</em>, <em>woman/women</em>, <em>child/children</em> in random order. The learners respond by pointing to the correct figure or group of figures. Record part of this game.</td>
<td>Several toy figure men, women and children.</td>
</tr>
<tr>
<td>Game 2: Question and Answer: Yes/No (Speaking Practice)</td>
<td>Part 1: Briefly repeat Game 2 from L18 (stationery). Part 2: Ask questions like: <em>Is this a pencil?</em> – <em>Yes</em> (or <em>Yes, it is</em>, or <em>Yes, it is a pencil</em>). – <em>Is this a book?</em> – <em>No</em> (or: <em>No, it isn’t</em>. Or: <em>No, it’s not a book, it’s a pencil</em>.), etc. Part 3: The learners name the objects that are on the table: <em>This is a book, this is a pencil</em>, etc.</td>
<td>A picture sheet from L18 (stationery) per person. One set of objects from L18.</td>
</tr>
</tbody>
</table>
### Game 3: Emotions and physical needs (Quick Dozen)

Introduce the following terms, Quick Dozen style: **I'm hungry, I'm thirsty, I'm tired, I'm cold, I'm hot, I'm happy, I'm sad, I'm angry, I'm afraid.**

Make a recording.

*See footnote at the end of the lesson.*

### Game 4: Body parts and numbers–review (Listen and Respond)

Place two rows of chairs opposite each other (as in L5 Game 5). The learners form two teams, each team seated on one row of chairs.

Give instructions such as: **Lift up two legs, put three hands on the chair, place two feet on the floor, etc.**

The first team to correctly carry out the given task receives one point.

### Game 5: Buying phone credit if relevant) (Role Play)

If this is relevant in your context, practice with your learners what to say when buying phone credit using cash. If it is not relevant, practice one of the earlier role plays again, or replace it by another situation that your learners need to learn to master.

**Suggestion:**

**Customer:** Hello, I would like to top-up my phone credit please.

**Cashier:** How much do you want? You can buy $5.00, $10.00 or $15.00.

**Customer:** Ten dollars please.

**Cashier:** Here is your receipt. At the top of your receipt are 16 numbers. Please enter these numbers into your phone.

**Customer:** Thank you. Goodbye.

Record the dialogue.

A cell phone / mobile phone and, if possible, a receipt from buying credit.

### Game 6: At the checkout – extension (Role Play)

This game is an extension of the role play in L5.

**Suggestion:** **Cashier:** Good morning, did you find everything all right? **Customer:** Yes, thanks.

**Cashier:** That'll be 3 dollars even (or That’ll be 3.10.)

www.sil.org/english-language-lessons
Customer: I'll use my credit card.
Cashier: Have a good day.
Customer: Thanks, you, too.

**Note for Game 3:** It is not easy to draw pictures that represent sensations and emotions. In some cases the pictures are unfortunately not very clear. For example, the picture for “happy” could also be interpreted as “cheerful” or “content”, terms that are similar in meaning. The three negative feelings (*I am afraid, I am angry, I am sad*) have the same problem. You may have to act out the meanings of these terms.

For slower learning groups, the number of terms can be reduced or spread over two lessons.
# Lesson 20

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
</table>
| **Game 1: Illnesses (Review)** | Review the illnesses from L6 Game 5: *I have a headache, I have a stomach ache, I have an earache, I have a backache, I have a toothache, I have a cough, I have a cold, I have a fever, I have a sore throat, I have a cut, my leg hurts, my arm hurts.*  
 Ask the learners *Show me I have a headache, my leg hurts,* etc.  
 The learners respond either by pointing to the correct picture on the picture sheet, or by miming the illness.  
 Review also the followings terms from L6 Game 7: *doctor, prescription, pharmacy, receipt, medicine.* | Picture sheets from L6, one per person. |
| **Game 2: At the doctor’s and at the pharmacy (Role Plays)** | In role plays, instead of learning whole dialogues by heart, the learners should try to express themselves spontaneously as best they can. You first act out a possible dialogue, with a puppet or toy figure as a conversation partner. Then you practice the dialogue with the learners.  
 Adapt the dialogues to what is most commonly said in these situations in your context.  
 Suggestion:  
 At the doctor’s: *Hello. – Hello. – What can I do for you? – I have a cough and a fever. – Please sit down here.*  
 *(Pretend to examine the patient.) I’ll give you a prescription. Take this to the pharmacy, please. – Thank you. – Goodbye. – Goodbye.*  
 In the pharmacy: *Hello. – Hello, what can I do for you? – I have a prescription. – Just a moment. What is your date of birth please? (Learner gives their date of birth.)* | If available some toy doctor’s equipment. |
Lesson 20

Here is your medicine. It’s $9.15. – I need a receipt please. – Here. – Thank you, goodbye.
Record two or three versions of each dialogue.

**Game 3:**
*Tools (Quick Dozen)*

Introduce the following terms, Quick Dozen style: **hammer, nail, pliers, saw, wood, board, screw, screwdriver, wrench, wood glue.**
Make a recording.
*See footnote at the end of the lesson.

One set of the new objects.
A picture sheet per person.

**Game 4:**
*Actions with tools (Listen and Respond)*

Make statements such as:

*A is giving me the hammer, B is putting the screwdriver next to the nail, C is taking the wrench, D is putting the pliers under the saw, A is giving me the screw, B is putting the ruler next to the pliers, etc.*
The learners take turns and respond by carrying out what they hear.
Record part of this game.

Objects as in Game 3.

**Game 5:**
*Review of words that were introduced recently (Speaking Practice)*

Place a family of toy figures, the stationery items, some food items and the verb pictures in the middle of the table.
First give two or three examples, then encourage the learners to make sentences like the following:

*The girl has a pen, the girl is writing, the boy has a book, the boy is reading, the woman is lying on the floor, the woman is waking up, I’m taking the eraser / rubber, I’m giving you the eraser / rubber, etc.*
The person who is speaking acts out the sentence, using the objects and/or pictures. Each learner should have several turns.

Toy figure family.
A set of writing materials / stationery items from L18.
Some of the food items from L2 and 3.
(Instead of the objects, individual pictures could be used).

**Note for Game 3:** Perhaps not every learning group is interested in the terms for all these tools. On the other hand, some groups of men might be very interested in this. You are of course free to shorten or change the list, to best suit your learning group.

www.sil.org/english-language-lessons
Lesson 20

www.sil.org/english-language-lessons