Lesson Plans 21-25

*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](http://www.sil.org/english-with-newcomers).

### 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.

Refer to other notes before previous lessons.

### More on Role Plays

Most of these lessons contain a suggestion for a role play. These can, of course, be replaced by other topics according to the learners' needs. Or they may need to be simplified or expanded, depending on the level of the learning group. Or they may need to be adapted to better suit the environment of your learning group.

Whenever possible, role plays should contain vocabulary with which learners are already familiar. If a specific situation needs to be practiced that learners need for everyday life, but the necessary vocabulary is not yet known, we recommend to teach the necessary vocabulary first (according to the rules of the Quick Dozen) and to introduce the role play only in the following lesson. (Learners should not have to actively use newly learned vocabulary themselves until the next day at the earliest).

Role plays should not be drilled and learned by heart. We recommend that learners try to spontaneously create their own phrases. Everyday situations, such as making a dental appointment, or expressions needed when shopping, can be practiced as role plays as required. The primary goal is not passing an exam, but equipping them for daily life. Please also see the section on "role play" before L19.

# Lesson 21

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<th>Game</th>
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<tr>
<td><strong>Game 1:</strong> Tools and cookware (Listen and Respond)</td>
<td>Place the kitchen utensils and tools (or pictures) in the middle. Make statements such as: <em>A is taking the hammer and giving it to B, B is putting the hammer on the table, C is putting the screwdriver next to the knife, A is giving me the screw, B is putting the screw on the plate, C is putting the saw under the table,</em> etc. The learners carry out what they hear. Let everyone have several turns. Record part of this game.</td>
<td>Kitchen utensils and tools (or individual pictures) from L16 and L20.</td>
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<tr>
<td><strong>Game 2:</strong> Tools and cookware (Speaking Practice)</td>
<td>Learners do things and describe what they are doing at the same time. Give some examples to get them started: <em>I am taking the hammer from the table, I am giving you the hammer, I am giving you the screw, I am taking the hammer from you, I am putting the hammer under the chair, I am putting the screwdriver on the plate, I am putting the kitchen knife on the saw,</em> etc.</td>
<td>Same as Game 1.</td>
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<tr>
<td><strong>Game 3:</strong> Various actions for using tools (Quick Dozen)</td>
<td>Introduce the following terms according to the rules of the Quick Dozen: <em>hit, turn, glue/stick, hold, pull, saw, cut.</em> In response, the learners either point to pictures that represent the actions or they represent the actions through appropriate gestures. Make a recording.</td>
<td>Pictures that show the actions (see picture sheet), or objects that help to carry out or mime the actions (glue, string, a saw etc.).</td>
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<tr>
<td><strong>Game 4:</strong> Tools and new actions (Listen and Respond)</td>
<td>Give instructions such as: <em>A takes the hammer and a nail, he hits the nail into the board. B takes the screwdriver, he turns the screw with it. C takes the paper, she sticks it into the note book/exercise book. D takes the pliers, she pulls out the nail. E pulls the toy car along the carpet. He puts the dog on the board, he pulls the dog’s ears. A takes the glue, he sticks the paper into the exercise book. B hits the note book/exercise book with his hand. He cuts the wood, he puts the wood into the car,</em> etc.</td>
<td>Tools (or pictures), a piece of paper, a note book/exercise book, a toy dog, a toy car and perhaps other suitable objects that the learners are familiar with.</td>
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| Game 5 – Celebrating Success (Speaking Practice) | Divide the table into two parts by means of a string, scarf or the like (as in L10 Game 1). Lay out on one half of the table 30-40 objects and pictures (see right hand column). 
Part 1: The learners take turns and name individual pictures/objects of their choice: *This is a cat, this is a kitchen knife, he is writing, this is a hammer, he is cutting,* etc. Then they place the picture or object on the other half of the table. 
Continue until nobody can think of anything else to say, or until there is nothing left on the first half of the table. 
Now remove the remaining objects/pictures on the first half. 
Part 2: The statements become more complex, for example: *The cat is big, the hammer is black, the man is sitting,* etc. – A comprehensible, though not necessarily completely correct statement moves the objects back onto the first half. 
*See footnote at the end of the lesson.* | A piece of string or a scarf or similar. 
30 to 40 objects and pictures that were introduced in L11-20. Include pictures of actions as well, not only nouns. |
| Game 6: At the train station | Suggestion for a US setting: *Excuse me, when does the next bus arrive? – In 10 minutes. – Does it go downtown? – Yes, it does. – Thanks!* 
Suggestion for a UK setting: *Excuse me, when does the next train to Birmingham leave? – At 15.31. – From where? – Platform 6. – Thanks.* 
Record 3-4 variations of the dialogue. 
*See footnote at the end of the lesson.* | |

**Note for Game 5:** This game gives learners the opportunity to say things they are able to say. The situation where someone "doesn't know the answer" and therefore feels embarrassed, does not occur because everyone can choose for themselves what they want to say about which object/picture. Learners will be encouraged when they find that they can say more than they thought. This game takes a little more time than the usual 10 minutes.

**Note for Game 6:** This dialogue needs to be adapted to the local conditions and can be carried out in several variations.
## Lesson 22

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<tr>
<td><strong>Game 1:</strong> Personal objects (Quick Dozen)</td>
<td>Ask everybody to put a personal object in the middle (for example wallet / billfold / purse, key, cell phone / mobile phone, ID card, glasses, tissues, cigarettes, lighter, pen, coins, matches, comb. Introduce the (new) words for these objects according to the Quick Dozen rules. Make a recording. Note: It is not necessary for everyone to put down something different, there could be several cell phones and several keys, and there can also be objects the learners have already learned. However, there should not be more than about a dozen new words. – Pictures are available for the above list, but the list can be adapted and should be based on what the learners have put on the table. Ask the learners to bring the objects back to the next lesson, for a further game.</td>
<td>Personal objects belonging to those present – so, nothing you need to bring along specially. A picture sheet per person.</td>
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<tr>
<td><strong>Game 2:</strong> Animals and food (Listen and Respond)</td>
<td>Part 1: Review the animals from L11, Quick Dozen style. Since they are not new, you can move faster than usual. Part 2: Give instructions to the learners, such as: A takes the apple and feeds the horse, B takes the carrot and feeds the child, C takes the cheese and feeds the mouse, etc. The term feed is introduced along the way. Record part of this game.</td>
<td>For part 1: a picture sheet “animals” (L11) per person. For part 2: Individual pictures of these animals, a toy figure representing a child, a few things that people or animals eat, or pictures (see L2 and L3).</td>
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<tr>
<td><strong>Game 3:</strong> Review of eat, drink, pour, stir, give, cut (Listen and Respond)</td>
<td>Part 1: Briefly review the terms eat, drink, pour, stir, give, cut. Part 2: Give instructions such as: Feed the baby with the spoon, pour water into the cup, drink the water, eat the bread with the fork, pour the tea, stir the tea with the spoon, cut the carrot with the knife, give an apple to the horse, give some cheese to the dog, give some milk to the boy, etc. The learners perform the actions or</td>
<td>Same as Game 2, plus some beverages, toy figures (man, woman, boy, girl, baby), a jug of water, a glass, a cup, knife and fork (use real objects where possible and pictures where needed).</td>
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represent them with the help of the objects and pictures. 
Record part of this game.

| Game 4: I and you (Speaking Practice) | Make further statements as in Game 3, but now in the 1st person (I) while carrying out the action. 
Ask the learners to repeat the statements in the 2nd person. Example: Nurturer: *I am feeding the cat.* – Learner: *You are feeding the cat,* etc. 
Everybody should have at least 3 or 4 turns. | Same as Game 3 |

| Game 5: I... (Speaking Practice) | The learners perform different actions of their choice, while describing what they are doing. 
*See footnote at the end of the lesson. | Same as Game 3 |

| Game 6: Where are you going? (Role Play) | Suggestion: 
*Where are you going?* – *I’m going home.* 
*Where are you going?* – *I’m going to the park.* 
*Where are you going?* – *I’m going to the supermarket.* 
*Where are you going?* – *I’m going to the doctor.* Etc. 
Record several versions of this little dialogue. | The town map from L7 can be helpful for this game. |

**Note for Game 5:** This game allows learners to formulate sentences themselves with words they can say. No one is under pressure to say something they cannot. You may help where necessary, but only after the learners have tried to formulate it themselves.
### Lesson 23

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<tr>
<td><strong>Game 1:</strong>&lt;br&gt; <em>my, your (sg), his, her</em>&lt;br&gt; (Listen and Respond)</td>
<td>Put the personal objects of L22 back in the middle and review the terms briefly. Then ask in turn (picking up a cell phone), <em>Is this your cell phone / mobile phone? – No, it isn’t. – Is it his cell /mobile phone?</em> (nodding to a male learner). – <em>Yes, it is. – Is this her ID?</em> (nodding to a female learner) – <em>No, it isn’t. – Is this my key? – Yes, it is, etc.</em>&lt;br&gt;This game could be extended to say whose key it is. (for example, <em>No, it isn’t, it’s Helen’s key.</em>)&lt;br&gt;<em>See footnote at the end of the lesson.</em></td>
<td>The same personal objects as in L22 Game 1.</td>
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<tr>
<td><strong>Game 2:</strong>&lt;br&gt; <em>our, your (pl), their</em>&lt;br&gt; (Listen and Respond)</td>
<td>Form two teams sitting opposite each other. A third team is represented by a few toy figures.&lt;br&gt;– Each team is assigned one fruit of each variety. Join one of the two teams.&lt;br&gt;Part 1: Point to different fruits, one after another, and say: <em>This is our banana, this is your apple, this is your pear, etc.</em>&lt;br&gt;“<em>Our pear</em>” refers to the pear belonging to your team, “<em>your pear</em>” refers to the team opposite, “<em>their pear</em>” refers to the pear belonging to the group of toy figures.&lt;br&gt;Record part of this game.&lt;br&gt;Part 2: Ask questions such as <em>Where is our apple? Where is your pear?</em> etc. The learners react by pointing to the right fruit.&lt;br&gt;Record part of this game.&lt;br&gt;Part 3: Point to different fruits and ask: <em>Is this our apple? Is this your banana?</em> etc. The learners answer with <em>Yes, it is or No, it isn’t.</em>&lt;br&gt;Record part of this game.</td>
<td>A few toy figures. Three apples, three pears and three bananas, or other known fruit, or pictures of fruit (such as the fruit and vegetables on picture sheets of L2 and L3).</td>
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<td><strong>Game 3:</strong>&lt;br&gt; Review of numbers 1-10&lt;br&gt; (Listen and Respond)</td>
<td>Part 1: Briefly review the numbers 1-10, using fingers. (This is in preparation for teaching ordinal numbers in the next game.)&lt;br&gt;Part 2: Place all the matches in the middle and give instructions such as: <em>Take 10 matches and put them on the table, put 5 matches on the chair, put 2 matches under the chair, give me 1 match, take 1 match from the floor and put it on the table, etc.</em>&lt;br&gt;The learners take turns in carrying out the</td>
<td>Two or three boxes of matches.</td>
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**Game 4: Ordinal numbers 1-10: first, second, third etc.** (Quick Dozen)  
(1-5 is review from L8.)

| Game 4: Ordinal numbers 1-10: first, second, third etc. (Quick Dozen) | Part 1: Review the ordinal numbers 1-5, Quick Dozen style, and with the help of the drawing of a line / queue of 10 people (see right hand column): *the first person, the second person, etc.*  
Part 2: Introduce ordinal numbers 6-10, following the Quick Dozen rules, using the same drawing. *the sixth person, the seventh person, etc.*  
Part 3: Ask: *Where is the first person? Where is the fifth person? Where is the third person? Where is the fourth person? Where is the seventh person?* etc. The learners point to the right person in their picture.  
Make a recording.  
*See footnote at the end of the lesson.*  
| For each person:  
a drawing of a line / queue of 10 people at the post office or at the supermarket check-out.  
See picture sheet after the lesson.  
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## Lesson 24

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<td><strong>Game 1:</strong>&lt;br&gt;Review of <em>my, your, his, her</em>&lt;br&gt;(Listen and Respond)</td>
<td>Distribute a set of pictures of personal objects to each learner. Each toy figure also needs a set of pictures.&lt;br&gt;Part 1: Review the possessives (<em>my, your, his, her</em>), for example by taking your mobile phone and saying <em>This is my cell phone/mobile phone</em>. Then pick up the mobile phone of one of the learners, look at the person and say <em>This is your mobile phone</em>. Pick up the mobile phone of the toy figure man and say <em>This is his mobile phone</em>, etc.&lt;br&gt;Part 2: Make many statements such as: <em>his key, my glasses, her ID card</em>, etc. The learners point to the right picture. Record 1-2 minutes of Part 2.</td>
<td>For each person: Individual pictures of four personal objects (see picture sheet – each learner has the same four objects).&lt;br&gt;Also for each learner a toy figure man and woman. They are needed for <em>his</em> and <em>her</em>. The figures also need a set of pictures each.</td>
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<tr>
<td><strong>Game 2:</strong>&lt;br&gt; <em>This and that</em>, <em>these and those</em></td>
<td>Part 1: Spread the colored pencils out on the table.&lt;br&gt;Point to the pencil nearest to you, for example a blue one, and say <em>This pencil is blue</em>.&lt;br&gt;Then point to another pencil, further away from you, and say <em>That pencil is red</em>. – <em>This – that</em> (while pointing to the correct pencil each time).&lt;br&gt;Then ask questions like: <em>Is this pencil yellow? Is that pencil green?</em> etc.&lt;br&gt;The learners respond with <em>yes, it is</em> or <em>no, it isn’t</em>.&lt;br&gt;Part 2: Gather up all the pencils and hand out two to each learner. They should place one right in front of them, the other one a little further away. Then say (without gesturing): <em>Show me this pencil. Show me that pencil. That pencil, this pencil, this pencil, etc.</em> The learners respond by pointing to the correct pencil.&lt;br&gt;Note: Make sure learners understand the concept of <em>this</em> for an object nearby, <em>that</em> for an object further away, before</td>
<td>Colored pencils in the colors that have been introduced earlier (such as red, yellow, blue, green) – two or three pencils of each color (or colored slips of paper, if this number of colored pencils are not easily available).</td>
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moving on to Part 3.

Part 3: Place all the colored pencils on the table again, in groups, sorted by color.

Proceed as in Parts 1 and 2, to introduce and practice *these* and *those*.

Part 4: Hand six or more pencils to each learner (or to each pair of two learners). They place one individual pencil and a group of two or more right in front of them, another individual pencil and another group a little further away from them.

Continue telling learners, Show me...), now mixing *this, that, these and those*, in random order.

| Game 3: Names of countries (Quick Dozen) | Part 1: Using a world map, review the names of the learners’ countries of origin, as well as the host country. (These countries have been introduced in L9). Part 2: Encourage the learners to talk about the countries they passed through on their way to the host country. How did they travel? We color the countries in question. **NOTE: This is a voluntary exercise for those who are happy to explain their route and are able to point it out.** Part 3: Using the map and following the Quick Dozen rules, introduce the *English names of the new countries* that were mentioned in Part 2. If there are only a few new country names, you could include a few more countries that the learners might hear about or want to talk about. Do not introduce more than a dozen new countries. Make a recording. *See footnote at the end of the lesson.* | For each person: A world map, showing the outlines (but not the names) of the host country, the countries of origin and the countries through which they travelled (if they didn’t fly). See the map in three parts after this lesson. (It will be needed again in later lessons.) Colored pencils. |
| Game 4: Review of Ordinal Numbers (Listen and Respond) | Part 1: Using the picture of the line / queue (or a line of 10 toy figures), review the ordinal numbers 1-10 (see L23 Game 4). Part 2: Lay out the fruit/vegetables (or pictures) on the table. | For each person the picture of the line / queue at the counter (L23), or ten toy figure men or women. For each person some |
Make statements such as:  
*The first person is buying apples, the fifth person is buying carrots*, etc.  
The learners react by taking the correct fruit/vegetable and pointing to the person in the line (or by placing it next to the right toy figure). 
Record part of this game.

**Game 5:**  
**Emotions and physical needs (review) and negation (Listen and Respond)**

| Part 1: | With the help of the picture sheet of L19, review the emotions by asking:  
*Who is happy, who is sad, who is tired?* etc. The learners point to the right picture. 
Record part of this game.  
Part 2: | Make statements such as:  
*He isn’t sad, he’s tired.* –  
*He isn’t angry, he’s happy*, etc. 
The learners point to the appropriate picture.  
Record part of this game.  
Part 3: | Point to different pictures and ask the learners in turn:  
*Is he hungry? Is he angry?* etc. (answer:  
*yes, he is, or no, he isn’t*) etc.  
For each person a picture sheet of L19 (emotions and physical needs)

**Game 6:**  
**Emotions and physical needs (Speaking Practice)**

| Give one or two examples. Point to one of the pictures and say:  
*He's not tired, he's angry.*  
Then a learner points to one of the pictures and makes such a statement.  
Each learner should get at least three or four turns. | Same as Game 4

**Game 7:**  
**Where are you from? (Role Play)**

| Suggestion:  
*Where are you from? – I am from Syria.* –  
*How long have you been here? – Five months.*  
We do this role play for each of the countries of origin represented in the learning group.  
Record the dialogue for each of these countries. | *See footnote at the end of the lesson.

**Note for Game 3:** People who have had limited education, often find it difficult to make sense of a map. In such cases, you can either try to identify the countries differently, perhaps with their flags.
Or the group learns to identify the countries on the map at the same time as the names of the countries.

Discussions about the countries they travelled through can be very interesting, and learners may be eager to participate. However, they can also recall traumatic experiences. Some learners actually do not know what countries they passed through, if smuggled in the back of a truck / lorry. Sensitivity is required.

**Note for Game 7:** If Syria is not a common country of origin for immigrants in your context, please replace this by a more suitable country.
Lesson 25

This lesson contains two games with new words. The nationalities in Game 2 should not be difficult, as the terms are closely related to the names of the countries. Only Game 3 contains words that are genuinely new. However, if it seems too much for a particular learning group, we recommend you postpone Games 3 and 4 until later.

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| Game 1:  
Irregular plural forms combined with emotions and physical needs  
(Listen and Respond) | Review the irregular plural forms: *man*/*men*, *woman*/*women*, *child*/*children* together with the emotions and physical needs from L19.  
Say for example: *The women are sad*, while pointing to the sad face, and at the same time to two or three pictures of a woman. Then make more such statements and the learners point to the right pictures:  
*The man is afraid, the children are angry, the women are sad, the woman is thirsty, the children are cold, the child is cold*, etc.  
Record part of this game. | For each person: three or four individual pictures of a man, a woman, and a child (see picture sheet for L1), picture sheet for L19 (emotions and physical needs). |
| Game 2:  
Nationalities  
(Quick Dozen) | Part 1: Review the countries of L24 with the help of the world map.  
Part 2: Introduce the corresponding nationalities according to the Quick Dozen rules. (In L24 the names of the countries were introduced. Here we talk about the people.)  
Take a toy figure and place it for example on Syria. Say: *This man is from Syria, he is Syrian.*  
Then the same with another country.  
Then: *Where is the Syrian? Where is the Eritrean? Where is the Sudanese?* etc. Add one nationality at a time, until all of the countries mentioned in L24 have been introduced.  
If it takes too long to go through all the countries of L24, limit the game to the nationalities represented in the learning group. | World map of L24.  
Toy figures. |
### Game 3: Geographical terms (Quick Dozen)

- Introduce the following terms according to the Quick Dozen rules: *mountain (or mountains), river, lake, sun, clouds, rainbow, forest, trees, house, footpath, bridge, sea.*
- Make a recording.
- For each person a landscape picture (see picture sheets after the lesson – stick the two sheets together, side by side, to form one large picture).

### Game 4: Geographical terms and colors (Listen and Respond)

- Say for example: *Let’s color the lake blue, the forest green, the bridge red,* etc.
- If there are some colors that are new to the learners, introduce them along the way.
- Introduce the verb *color* as you go.
- The learners color the picture according to your description.
- Same as in Game 3, as well as colored pencils or felt pens.

### Game 5: Family terms (Questions and Answers)

- Suggestion: *What's your daughter's name? – My daughter's name is ... – How is your daughter? – My daughter is fine. – How old is your son? – He's five years old,* etc.