Lesson Plans 36-40

*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.

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**General information on how to use these lesson plans**

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

Refer to other notes before previous lessons.

**More on pronunciation**

We recommend that you reserve 5-10 minutes of each lesson for pronunciation practice, as needed. Do not aim for perfection in learners’ pronunciation. However, it is by no means too early to eliminate bad pronunciation that can cause misunderstandings, or pronunciation that makes listening tedious. Practical suggestions for pronunciation games are in the introduction to L16.
# Lesson 36

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<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
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<tr>
<td><strong>Game 1: Things you can do with various objects (Quick Dozen)</strong></td>
<td>Introduce the following terms, Dirty Dozen style: <em>open, close, turn ... around, drop, throw, pick up.</em> The learners respond by acting out the action, using gestures and suitable objects. Make a recording.</td>
<td>A bottle, a cardboard box with lid, a tin / can with lid, a ball, other objects you can throw and drop, the door and the windows that are in the room where the learning group is meeting. A picture sheet per person, for reviewing at home, together with the recording. The picture sheet alone is not sufficient to convey clearly the meaning of the new verbs.</td>
</tr>
<tr>
<td><strong>Game 2: I want, I can combined with quantities (Listen and Respond)</strong></td>
<td>Part 1: Briefly review the quantities from L26 Game 4: <em>one, a few, a lot of/lots of, all.</em> Part 2: Place the small objects in the middle of the table, in three piles, along with the toy figures (a man and a woman). Give one or two examples: <em>I want a few buttons.</em> (Take a few buttons and put them in front of yourself.) <em>He wants a lot of pebbles.</em> (Put a lot of pebbles in front of the toy figure man.) Then you make more such statements, the learners respond (in turn) accordingly. Record part of this game. Part 3: Divide the table into two parts, using a string or a scarf (as in L33 Game 3). Place all the objects and the toy figure woman in one half, and the toy figure man on its own in the other half. You all sit down around the half of the table with all the objects. Now you make statements such as: <em>He wants lots of / a lot of nails.</em> You shake your head, because the toy figure man is standing on the half of the table without any objects, and say: <em>He can’t have any nails.</em> <em>She wants a few screws.</em> You nod, because the toy figure woman is near the objects. You say: <em>She can have a few screws,</em> and</td>
<td>A picture sheet with the quantities (L26) for each person. At least 50 items of three different sorts, for example pebbles, buttons, nails, screws, matches… Toy figures: a man and a woman. For part 3: A string or scarf or something similar to divide the table in two parts.</td>
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### Lesson 36

**Game 3: I want, I can**

**(Speaking Practice)**

Place the three piles of small objects back in the middle of the table (as in Game 2 part 2). First give one or two examples with the help of a toy figure by asking the figure: *Do you want a lot of buttons?* – The figure answers: *Yes, I want a lot of buttons.* Then you give the figure a lot of buttons.  

*Can you pick up all the buttons?* – *Yes, I can pick up all the buttons.* (Or: *No, I can’t...*)  

*Do you want a few nails?* – *Yes, I want a few nails.* Give the figure a few nails.  

*Can you hit the nails?* – *Yes, I can hit the nails.* Etc.  

Use both *can* and *want.*  

Now ask the learners more such questions, they answer accordingly.

As for Game 2.  

Plus a hammer and a screwdriver (if there are nails and screws among the many small objects of Game 2).

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**Game 4: Landscape pictures**

**(Listen and Respond)**

Everyone has the landscape picture set A in front of them. Choose one of the pictures (without telling the learners which one you have chosen) and describe it in simple sentences, for example: *There are four mountains in my picture. I see a cloud and the sun. I see a boy. I see two trees. The boy is standing between the trees.* The learners have to figure out which of the eight pictures you are talking about. Play this little game several times. Record two or three picture descriptions.

Landscape picture set A from L35.

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**Game 5: To have in all forms**

**(Speaking Practice)**

Part 1: Distribute the objects such that each learner, the individual toy figures, the toy figure group and yourself have different amounts (one, a few, a lot of, all) of the various small objects in front of them. Then describe the situation: *I have a few pebbles, he has a lot of nails, you have all the screws, she has a lot of pebbles, we all have a few nails, you have one nail, they have one screw,* etc. While you are describing, the learners point to the appropriate items.  

Part 2: Redistribute the small objects. Each learner describes what their

The small objects from Game 2.  

Toy figures (a man, a woman and a group of figures).  

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**Game 6:**

*Please can I have a … (Speaking Practice)*

The learners work in pairs. First give two examples:

*Can I have a button, please? – Yes. (The person who asked the question hands a button to the person who said yes.)*  
*Do you want some screws? – No, thank you.*  

Now the learners ask each other such questions, give the answers, and hand out the objects.  

**Game 7:**

*Are you…? Is he/she…? combined with nationalities (Role Play)*

**Part 1:** Ask the learners in turn questions such as: *Are you Mexican?* – They answer *Yes, I am*, or *No I’m not*. Choose the questions such that the answer is sometimes yes and sometimes no. Use all the nationalities that they have learned.  

Then get the learners to play the little dialogue with each other.  

**Part 2:** Place the world map on the table. Place the toy figure man on a country the learners know, for example on France, and ask:  

*Is he French? – They answer: Yes, he is.*  

– Place the toy figure woman on Italy and ask:  

*Is she German? – They answer: No, she is not* (or: *No, she isn’t*). Etc.  

Get the learners to place one or the other figure on a country they know and to ask such questions, the other learners answer.  

Record at least 5 little dialogues from each part of this game.

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**Note for Game 5:** To represent *we have*, you put, for example, a few nails between yourself and your neighbor. These are then the nails that belong to both of you. *You all have* can be shown by putting the objects in front of a group of learners. *He/she has* and *they have* can be represented using the toy figures.
### Lesson 37

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<tr>
<th>Game</th>
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<tr>
<td><strong>Game 1:</strong> Combine <em>open</em>, <em>close</em> etc. with known objects (Listen and Respond)</td>
<td>Place the objects and the toy figures on the table. Give one or two examples: <em>I am opening the can / tin. The man is closing the window.</em> While talking, carry out the actions you are describing, using the objects (and toy figures). Then make many more such statements and the learners perform the actions themselves or using the toy figures. Make sure that all verbs from L36 occur several times. Record part of this game.</td>
<td>A bottle with lid, a cardboard box with lid, a tin / can with lid, a ball, other objects you can throw and drop, the door and the windows that are in the room where the learning group is meeting. Toy figures.</td>
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<tr>
<td><strong>Game 2:</strong> Useful adjectives (Quick Dozen)</td>
<td>Part 1: Briefly review the terms from L10: <em>big, small</em> (from L10). Part 2: Introduce the following terms, Quick Dozen style: <em>old, new, torn, broken, cold, hot, tight fitting, loose fitting, cheap, expensive, heavy, light (weight), long, short.</em> Make a recording.</td>
<td>Objects (or pictures) that illustrate <em>big, small, long,</em> and <em>short,</em> for example, a big and a small apple or other fruit, spoon, glass, cup, plate), a short and a long piece of string, scarf, pencil…. For each person the two picture sheets (see after the lesson).</td>
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<tr>
<td><strong>Game 3:</strong> Combining the new adjectives with known objects (Listen and Respond)</td>
<td>Part 1: Review the colors from L4 and 10. Part 2: Give two or three examples: <em>The pants/trousers are new, the sweater/jumper is torn, the socks are red.</em> While talking, point to the garment that fits your description / color. Then make many more such statements and the learners respond accordingly. Record part of this game.</td>
<td>For every two learners: Picture sheet from L10 (clothes), picture sheets from Game 2, the color/ number cards from L4 Game 2 and pieces of clothing in different colors from L10 Game 2. Alternatively: colored pencils or colored slips of paper in all the colors that have been introduced in L4 and 10.</td>
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<tr>
<td><strong>Game 4:</strong> Landscape pictures (Speaking Practice)</td>
<td>Hand out the landscape picture sets A. Part 1: Review: Describe one of the small pictures. The learners have to find out which of the eight pictures you are talking about (just like in L36 Game 4). Part 2: The learners work in pairs: one</td>
<td>For each person a landscape picture set A from L35.</td>
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describes a picture, the other finds out which picture is being talked about. Swap roles. Play the game several times.

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<th>Game 5: Question words</th>
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<td>This game focuses on the question words <em>where</em>, <em>what</em>, and <em>who</em>. Part 1: Ask the learners “where is” and “where are” questions. The questions should fit the context of your learners and should be easy to answer. Examples: <em>Where is the window? Where are your children? Where are my glasses? Where are your keys?</em> – The learners take turns answering. Part 2: “What”-questions. Pointing to a number of different objects you ask: <em>What is this?</em> Or pointing to a group of objects: <em>What would you like?</em> Or pointing to a selection of drinks: <em>What would you like to drink?</em> – The learners answer your questions. Part 3: “Who” questions: <em>Who is wearing a green sweater? Who is from Mexico?</em> Part 4: Mix the three types of questions. A variety of known objects. Choose your objects depending on the questions you are intending to ask.</td>
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<tr>
<th>Game 6: Excuse me please... (Role Play)</th>
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<tr>
<td>Suggestion: Act out the following dialogue, either with another English speaker or using two toy figures. Two examples: <em>Excuse me, I’m cold, do you mind if I close the window?</em> – <em>That’s fine.</em> Or <em>Excuse me, I’m hot, do you mind if I open the window?</em> – <em>That’s fine.</em> Record two or three versions of the dialogue.</td>
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### Lesson 38

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<tr>
<th>Game</th>
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<tr>
<td><strong>Game 1: Description of people and their clothing</strong> (Speaking Practice)</td>
<td>Part 1: Review briefly the terms <em>old, new, torn, broken, cold, hot, tight fitting, loose fitting, cheap, expensive, heavy, light (weight), long, short</em> (from L37 Game 2).&lt;br&gt;Part 2: Explain the meaning of <em>young and old</em> with the help of pictures of a young and an old person.&lt;br&gt;Part 3: Hand out pictures of different people to the learners. They now try to make sentences describing the people and what they are wearing. For example: <em>The man is old, the woman is young, the coat is big, the pants/trousers are short, etc.</em>&lt;br&gt;Give one or two examples first. If the learners can't think of anything to say, you can ask questions such as: <em>What color are the pants? Is this an expensive sweater?</em> Make sure that the learners answer with complete sentences if possible.</td>
<td>Objects (or pictures) that are big and small, long and short (as in L37 Game 2).&lt;br&gt;Picture sheets from L37, and pictures of an old and a young person (see first pair on picture sheet L38) – or suitable photos.&lt;br&gt;Many photos / images of different people, (including older and younger people), for example from catalogs or magazines.</td>
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<tr>
<td><strong>Game 2: Where, what, who</strong> (Speaking Practice)</td>
<td>Place the objects and pictures on the table.&lt;br&gt;Part 1: Ask the learners some “where”, “what” and “who” questions, based on the objects and pictures on the table, like in L37 Game 5.&lt;br&gt;Part 2: A learner asks such a question, the person to their left answers, etc. Play at least two or three rounds. Reformulate their questions and answers as needed, keeping in mind that the main purpose of this game is for the learners to ask comprehensible questions, not to get every detail correct.</td>
<td>A variety of known objects or pictures, as in L37 Game 5.</td>
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<tr>
<td><strong>Game 3: too, very, a lot, a little, too much, not enough, not any</strong> (Quick Dozen)</td>
<td>Introduce the following terms, Quick Dozen style:&lt;br&gt;&lt;strong&gt;too&lt;/strong&gt; (*big/small, long, short)&lt;br&gt;&lt;strong&gt;very&lt;/strong&gt; (*big/small, long, short)&lt;br&gt;&lt;strong&gt;a lot of /lots of&lt;/strong&gt; (this was introduced already in L26 and is review here)&lt;br&gt;&lt;strong&gt;not any&lt;/strong&gt; (not new here, same as *a lot of)&lt;br&gt;&lt;strong&gt;too many&lt;/strong&gt; (*pebbles, nails…)&lt;br&gt;&lt;strong&gt;too much&lt;/strong&gt; (*rice, water…)&lt;br&gt;&lt;strong&gt;a little&lt;/strong&gt; (*rice, water…)</td>
<td>A big and a small piece of clothing (too big / too small for different members of the learning group).&lt;br&gt;Several bowls filled with different amounts of rice, or several glasses filled with different amounts of water (<em>a lot, a little, too much</em>),...</td>
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**enough (rice, water...)**

The following examples can help illustrate the meanings: *This sweater is too big, these pants / trousers are too small, these are too many pebbles (as in “too many to fit in the bowl”), these are a lot of pebbles, this is a lot of rice, this is a little rice, this is too much rice, there are not any pebbles on the table, this carrot is very big, this carrot is very small, this is enough rice for my family, this is not enough rice for one meal, etc.*

Use appropriate illustrations when introducing each new term. Then ask many questions such as *where is too much rice, where is not enough rice* etc.

The learners respond by pointing to the appropriate items and quantities.

Remember to follow the rules of the Quick Dozen, even if there are not so many new terms. Start with *too* and *very*, a little later introduce *a lot of*, etc.

Make a recording.

*See footnote at the end of the lesson.

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<tr>
<th>Game 4: Combining too, very, a lot, etc. with known objects (Listen and Respond)</th>
<th>Place the objects in the middle of the table. Then say, for example, <em>the shoes are too big.</em> Pick up a pair of normal sized shoes and a toy figure, to illustrate that these shoes are too big for this toy figure. Pick up the bowl that is full of rice and say: <em>This is a lot of rice.</em> Then ask many questions such as: <em>Which pants/trousers are very big? Show me a lot of rice. Which sweater/jumper is too big? Show me a little rice. Which carrot is very small? etc.</em> Make sure you use the new terms in random order. Learners respond by pointing to the objects or pictures. Record part of this game.</th>
<th>As for Game 3. You might want to add some other objects that can be too big, too small, very big, very small, a lot or a little. A few toy figures.</th>
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<tbody>
<tr>
<td>Game 5: Matching things with generic terms (Speaking Practice)</td>
<td>Part 1: Review the generic terms from L30 using the picture sheet. Part 2: Spread out the individual pictures on the table, in random order. Pick up, for example, an apple and say: <em>This is an apple. The apple is a fruit,</em> then put the apple picture on the fruit picture of your picture sheet.</td>
<td>For each person: a picture sheet from L30 (generic terms). A selection of individual pictures of animals (L11), clothes (L10), dishes (L2,3,13),</td>
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</table>
Then you take, for example, the chair: *This is a chair. The chair is a piece of furniture.* Put the picture of the chair on the picture of the furniture.

Then the learners work in pairs, taking turns: One takes a picture from the middle, says what it is and to which generic term it belongs and puts it on the corresponding field on his picture sheet.

The game ends when the picture sheet is full. Go from pair to pair and reformulate as needed.

**Game 6: Landscape pictures (Speaking practice)**

| Part 1: Give a set of eight individual landscape pictures A to the learning group, and keep one set for yourself. Set up a visual barrier so that the learners cannot see your set of pictures, and you cannot see theirs. The learners place their 8 pictures in front of them in two rows of four pictures each, you do the same with your pictures. The goal is for you to arrange your pictures in the same order as the learners (without looking!).
| Show the learners how to play by demonstrating figuring out the first two cards.
| Ask questions such as: *Are there four or five mountains in your first picture?* Learners take turns answering, if possible in complete sentences. You continue asking questions until you have identified the first two pictures. Then you lift the barrier and compare.[1](https://vimeo.com/showcase/3779924/video/161814007) shows how the game is played.

Part 2: Divide the learning group into an even number of teams of 2-3 learners each, and group them so that two teams work together, with a barrier between them. Each team receives a set of pictures. They now work as described above, aiming to arrange all 8 pictures the same way on each side of the barrier.

Go round helping and reformulating as necessary. Encourage all learners to participate, rather than one person per team.

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1. www.sil.org/english-language-lessons/
Note for Game 3: *too* and *very* can be difficult to distinguish for some newcomers. In Arabic, for example, this difference is expressed more by facial expression or voice than by words. So it is important to show that *too* is undesirable, for example, with temperatures (*too hot, too cold*), or with items of clothing (*too small, too tight, too long*). – By contrast, *very* is neutral.

Note for the landscape picture set A, Game 6: In this game it easily happens that the picture collections get mixed up in the course of playing the game. Since the pictures look similar, sorting them afterwards is time-consuming. Our tip: Print each set on a different color paper. Or, if you don’t have enough different colors, mark each of the individual pictures on the back before cutting up the sheet: 1A for the eight pictures in the first set, 2A for the eight pictures in the second set, etc. (The A is important because a set B is added in L40.) Like this you can simply turn all the pictures over after the game and sort them easily.
### Lesson 39

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<th>Game</th>
<th>Description</th>
<th>Required material</th>
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<tr>
<td><strong>Game 1:</strong> Everyday activities (Quick Dozen)</td>
<td>Introduce the following expressions, Quick Dozen style and with the help of the picture sheet: <em>I play soccer/football, I take out the trash/rubbish, I listen to music, I go to the doctor’s, I collect the mail, I go shopping, I do my homework, I clean the kitchen, I do the laundry.</em> Most of the individual words in this Quick Dozen are already familiar, but some of the phrases as a whole are new. Make a recording.</td>
<td>For each person: a picture sheet “everyday activities” – see after the lesson.</td>
</tr>
<tr>
<td><strong>Game 2: Everyday activities combined with clock times (Listen and Respond)</strong></td>
<td>Makes statements such as: <em>At 9 o’clock I listen to music, at 11 o’clock I do my homework,</em> etc. – Learners point to the activity in question and the appropriate time. Use whole hours only. The focus of this game is on the activities, not on the time. Record part of this game.</td>
<td>Same as Game 1. Also, for each person: a sheet with various clock times (see picture sheets after the lesson, one for digital times, one for analogue clocks.) (Small cards with times can also be found in certain game sets.)</td>
</tr>
<tr>
<td><strong>Game 3: I have, he/she has (Speaking Practice)</strong></td>
<td>Distribute the pictures such that each person and each toy figure / group of toy figures have two or three pictures. Part 1: Describe for two or three people / toy figures which objects they have. <em>I have the clothes and the cat, Ali has the lamp and the dog, the man has the bed and the table.</em> The learners respond by pointing to the correct person or toy figure and to the correct pictures. Part 2: Each learner describes what they have and what one other person or toy figure of their choice has.</td>
<td>Same as in L35 Game 4: Individual pictures of generic terms (L30), furniture (L28), and animals (L11). Toy figures: a man, a woman and a group of 3 or 4 figures (the group represents “they”).</td>
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<tr>
<td><strong>Game 4: too, very, a lot of, a</strong></td>
<td>Part 1: Make several statements like the ones in L38 Game 3, including</td>
<td>Same as for L38 Game 3 (objects and pictures that</td>
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**little**  
(Review and Speaking Practice)  

| too, very, a lot of, a little. The learners point to the right things / pictures as you talk.  
Part 2: The learners now try to make such statements themselves: One learner makes a statement, their neighbor on the left points to the right object / picture.  
If some learners find this too difficult, you can start the sentence off, and the learner will finish. A round or two later you could give them another opportunity to formulate the whole sentence.  
| help to illustrate the meaning of too, very, a lot of, a little. |

**Game 5:**  
Role Play  

Practice a role play that is relevant to your group, or one that you have played before and the learners could do with more practice.  
Record two or three variations of the dialogue.  

**Game 6:**  
Numbers 1-100 review  
(Bingo)  

Play another game of Bingo (from L34). A learner can now be the game leader. You could play more than one round, with a different game leader each time.  
Bingo, as in L34.
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<th>1:00</th>
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# Lesson 40

Games 4 and 5 are likely to take a little longer, so this lesson includes 5 games only instead of the usual 6.

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<th>Game</th>
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<tr>
<td><strong>Game 1:</strong> Days of the week and parts of the day (Quick Dozen)</td>
<td>Introduce the following terms, Quick Dozen style: the days of the week, morning, noon, afternoon, evening, night, today. Part of this word list is a review of words that were introduced earlier. Make a recording. Leave out yesterday. *See footnote at the end of the lesson.</td>
<td>For each person: a picture sheet for the days of the week and parts of the day from L9.</td>
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<tr>
<td><strong>Game 2:</strong> Days of the week combined with the everyday activities from L39 (Listen and Respond)</td>
<td>Make statements such as: On Monday I listen to music, on Wednesday I go to the doctor’s, today I play football / soccer, the day after tomorrow I do my homework, etc. The learners respond by pointing to the correct day of the week on one sheet, and on the correct activity on the other sheet. Record part of this game.</td>
<td>As for Game 1. Also, for each person: a picture sheet from L39 (everyday activities).</td>
</tr>
<tr>
<td><strong>Game 3:</strong> Parts of the day combined with the everyday activities (Listen and Respond)</td>
<td>Make statement like the following: In the morning I get up, in the afternoon I do laundry, at noon I clean the kitchen, at night I sleep, in the afternoon I play football / soccer, in the morning I get the mail, in the evening I do my homework, etc. The learners respond by pointing on picture of each sheet, as in Game 2. Make sure you don’t present the times of day always in the same order. In the course of the game, each time word (morning, noon etc.) should occur several times. Record part of this game.</td>
<td>Same as for Game 2.</td>
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<tr>
<td><strong>Game 4:</strong> Landscape terms (Speaking)</td>
<td>Part 1: Group the learners in pairs. Each pair gets a landscape picture set A, you have a landscape picture set B. The</td>
<td>For every two learners: A landscape picture set A (from L35) and a</td>
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### Practice

The group chooses one of the pictures, for example the one on the top left. Through simple questions and answers, the group should find one difference between the top left picture of set A and the corresponding picture of set B. The conversation might go like this: *How many mountains are there on your picture?* – *Four.* – *Same here. Are there any trees?* – *Yes, two trees.* – *Is there a house?* – *Yes.* – *Is there a girl?* – *Yes.* – *Where is the girl?* – *On the mountain.* – *Ah, my girl is in front of the mountain, not on the mountain.*

Part 2: The learners work in pairs, one person has set A, the other set B. They set up a barrier between them so that they cannot see each other’s sheet. They proceed as in part 1.

### Game 5: Celebrating success (Speaking Practice)

Divide the table into two parts by means of a string, scarf or something similar. Lay out all the pictures and objects on one half of the table. Ask the group to stand around the table.

**Part 1:** The learners take turns and name individual pictures/objects, if possible making a complete sentence. If they succeed at expressing the thought, they move the picture or object to the other half of the table.

**Part 2:** The learners make slightly more complex statements about an object / picture of their choice. If the sentence is comprehensible, they move the object back to the first half of the table.

More detailed instructions to be found in L35 Game 5.

If there is enough time, you may add a Part 3, where the learners make yet more complex sentences and move the objects again to the second half of the table.

A piece of string or a scarf or something similar, for dividing the table into two parts.

30 to 40 objects and pictures that were introduced in L31-39 (remember to include pictures of actions as well as nouns).