Lesson Plans 41-45

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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.

**Some Thoughts on Reading**

The time has come to think about reading, in addition to comprehension and speaking games. (We will talk about writing in the introduction to lessons 51-55.)

Before you go on, please read the last section in the Teacher’s Guide again, on “Reading and Writing”.

For learners who are already familiar with the English alphabet, you can, from now on, reserve 5-10 minutes in each lesson for simple reading activities. Lists of words that were introduced as Quick Dozen games in earlier lessons are very suitable for this kind of activity. Prepare such a list, in largish letters, and distribute it to the learners. Let them first have a go at deciphering the words. This may lead to short conversations about the peculiarities of English spelling. For example, while anybody can learn the rules and correctly pronounce something written in Spanish, whether or not they understand the meaning, in English you often have to know the meaning and see how the word is used in a sentence in order to pronounce it correctly, for example, CONduct (behavior) or conDUCT (lead).

Even if you start introducing reading activities, these should definitely not start to dominate the lessons. You should continue to focus mostly on improving the learners’ listening comprehension and speaking skills and on increasing their "iceberg".

Please note: At this stage the goal is not for learners to begin reading books and writing essays. However, it is a good time for them to start recognizing and decoding individual words, so they can distinguish flour from sugar in the supermarket, read signposts and the like.

It is simply a new aspect to learning English that some learners have probably impatiently been waiting for. And as we said before: this new aspect must not remove the focus on oral games.

As for learners who are not familiar with the English alphabet, or who cannot read in their native language either, we refer again to the last section in the Teacher's Guide.

If only part of your learning group is familiar with the English alphabet, the reading activities could be scheduled, for example, after the end of the lesson, when the others have already left.
## Lesson 41

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<th>Game</th>
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<td><strong>Game 1:</strong> Weather (Quick Dozen)</td>
<td>Introduce the following expressions, Quick Dozen style: <em>It is sunny, it is windy, it is cloudy, it is foggy, it is raining, it is cold, it is hot, it is hailing, it is thundering, it is stormy, it is snowing.</em> Make a recording.</td>
<td>For each person: a picture sheet “weather” (see after the lesson).</td>
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| **Game 2:** Weather combined with the days of the week (Listen and Respond) | Make statements like the following: *Today it is raining, on Wednesday it is foggy,* etc. Use all the days of the week (in random order) as well as the terms *today, tomorrow, the day after tomorrow.*  
The learners respond by pointing to the correct weather picture on one sheet and to the correct day on the other sheet.  
Record part of this game.  
Note: *On Wednesday it is foggy* is not natural, as we would rather say *On Wednesday it will be foggy.* We don’t want to formally introduce the *will be* form at this point. So, either use the unnatural form (as above), or use *will be.* The learners will not have to produce *will be* themselves at this point, and it shouldn’t cause them a problem if they hear it. | Same as Game 1.  
Also, for each person:  
A sheet “days of the week” from L9. |
| **Game 3:** Contractions (*do not, don’t, it is, it’s, etc.*) (Review, speaking Practice) | Part 1: Put the following two statements in contrast: *It is windy, it’s windy.* Explain that they mean the same. The contraction is used when people speak faster.  
Make many more such statements (using the full form), the learners respond by pointing and saying the contracted form.  
Part 2: Proceed as in Part 1 above for the following:  
- *It is not sunny, it isn’t sunny.*  
- *I do not like rain, I don’t like rain.*  
- *I am hungry, I’m hungry.*  
- *I am not happy, I’m not happy.*  
And maybe other contractions, as you see appropriate for your learning group. | For each person:  
A picture sheet “weather” from Game 1 and a picture sheet “emotions” (L19). |
| **Game 4:** Who…, what… too, very, a lot, a little – review          | Part 1: Make several statements such as: *This pencil is very long. These are a lot of buttons, the sweater is too small, the table is very high, the carrot is very small,* etc. | Same as L38 Game 3:  
Several objects in two versions – big and small, long and short – for example |
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<th><strong>Lesson 41</strong> (Listen and Respond)</th>
<th>(see L38 Games 3 and 4). Point to the appropriate pictures or objects. Part 2: Ask questions such as: Who is very small? What is too big? What is too short? Etc. The learners point to the right objects or pictures.</th>
<th>pencils, carrots, apples, spoons – whatever is readily available. A number of small objects (buttons or similar, as in L36). Picture sheet from L38 (too big etc.)</th>
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<tr>
<td><strong>Game 5: I am, you are, he/she is (Review, Speaking Practice)</strong></td>
<td>Part 1: Say, for example: I am American. Each person in the group makes such a statement. Part 2: Say to your neighbor, for example: You are Mexican. Then each person in the group makes such a statement about their neighbor. Part 3: Say to your neighbor, for example, you are Mexican. What about your wife (or son, or whatever is relevant)? The neighbor replies: She is Mexican. Continue stating the nationality of each learner and ask about a family member. Make sure the questions and answers correspond to the reality of your learning group.</td>
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<tr>
<td><strong>Game 6: Where are you going? When are you going…? (Speaking Practice)</strong></td>
<td>Place the town map on the table, distribute the pictures with the illnesses and the things you can buy to the learners. Part 1: Give one or two examples (for example, with the help of a toy figure): Do you have a sore throat? – Yes, I have a sore throat. – Where do you want to go? – I want to go to the supermarket / pharmacy (or wherever you would go in your environment for the appropriate medicine). When do you want to go? – Today. The learners point to the sore throat, to the pharmacy and to the right day on the weekday diagram. Do you want to buy vegetables? – Yes, I want to buy vegetables. – Where do you want to go? – (I want to go) to the supermarket. – When do you want to go to the supermarket? – On Monday. The learners point to the picture with the vegetables, to Monday, and to the supermarket. Record these dialogues. Part 2: Ask the learners more such</td>
<td>Town map from L7 or 31. For each person: a sheet “days of the week” (from L9), individual pictures of “illnesses” (L6), and a few objects that can be bought in town (or pictures). A toy figure.</td>
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questions. The pictures that each learner has in front of them will help you think of questions. Each learner should get at least two or three turns.
If there is still time and the learners are happy with it, they may continue practicing in pairs.
## Lesson 42

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<td><strong>Game 1: Animals (Quick Dozen)</strong></td>
<td>Part 1: Introduce the following animals, Quick Dozen style: <em>fly, wasp, spider, snake, elephant, lion, beetle, ant, bee, frog, butterfly, snail.</em> Make a recording. Part 2: Review the animals from L11, and then mix them with the new animals.</td>
<td>For each person: picture sheet after this lesson and picture sheet from L11 (animals)</td>
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<td><strong>Game 2: Animals moving around in landscape (Listen and Respond)</strong></td>
<td>Make statements such as: <em>The lion is going up the mountain, the fly is flying to the house, the elephant is walking to the river, the cow is running over the bridge,</em> etc. The learners respond by pointing to the correct animal on the picture sheet, to the correct place in the landscape picture, and by using gestures to indicate the kind of movement. Record part of this game. Variation (particularly suitable for smaller groups): Hand out to the learners individual pictures of the animals, instead of the picture sheets. The learners respond to your statements by making the correct animal picture fly or walk or run to the right place.</td>
<td>Same as for Game 1, and for each person a 2-part landscape picture (L25).</td>
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<tr>
<td><strong>Game 3: don’t (Review and Speaking Practice)</strong></td>
<td>Part 1: Review some instructions that the learners are familiar with. For example: <em>Get up, go to the door, open the window, open the door, close the window, put the pencil on the chair,</em> etc. The learners respond. This should be an easy game for them. Now introduce the negative form, using the same sort of vocabulary as before: <em>Don’t get up, don’t go the door, don’t open the window,</em> etc. – The learners respond by “doing nothing”. Then mix positive and negative forms: <em>Go to the door, don’t open the door, come to the table, don’t put the pencil on the chair,</em> etc. Part 2: The learners give such instructions, both positive and negative. First, one at a time, when everybody should get at least</td>
<td>No special materials needed other than what’s in the room anyway.</td>
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two turns. If it works well, they continue practicing in pairs.

**Game 4: would like, like, don’t / doesn’t like (Listen and Respond)**

Place the town map on the table, the pictures and toy figures next to the map.

Part 1: Say, for example: *The man would like to buy bread, he is going to the bakery.* While doing this, pick up a toy figure man, point to the bread picture and place the toy figure on the bakery on the map.

Then make many more such statements and the learners respond as described. A few examples: *The woman would like to buy vegetables, she is going to the supermarket.* – *The man would like to buy a hammer, he is going to Walmart / Tesco.* – *The boy would like to buy rice, he is going to Kroger / Sainsbury’s, etc.*

Record many of these statements.

Part 2: Put the map and pictures aside and put the pictures of the food items on the table. First give two examples, using a toy figure as a dialogue partner: *Do you like oranges? – Yes.* Give the toy figure an orange and say: *He likes oranges.*

*Do you like cheese? – No.* Give nothing to the toy figure and say: *He doesn’t like cheese.*

Then ask the learners one after another if they like this or that, they answer yes or no. You complete the answer as above (*You don’t like pears, you like coffee,* etc.).

Part 3: Place the map and the toy figures from Part 1 back on the table. Then say, for example: *The boy likes cheese. He would like to buy cheese. He is going to the supermarket.* You take the toy figure boy, point to the cheese and put the boy on the supermarket. Then make more such statements, and the learners respond accordingly.

Record part of this game.

**For Part 1:**
- Town map from L7 or 31, and a selection of four individual pictures from each of the following picture sheets:
  - L2 (food)
  - L20 (tools)
  - L27 (technical items)
  - L30 (generic terms).
- Toy figures – men, women, boys and girls.

**For Part 2:**
- Complete sets of individual pictures of the sheets from L2 and 3 (food)
  - L14 (drinks).

**For Part 3:**
- Town map and toy figures.

**Game 5: Everyday activities combined with time (Speaking)**

Part 1: Give each learner a piece of paper with a clock time (drawing of a clock face or a digital time such as 4:30) and a picture of an everyday activity. Each learner then makes a sentence based on their two pieces of paper. For example: *At 9 o’clock I take out the garbage/rubbish.*

Individual pictures of everyday activities (L39).

Many different clock times (only full and half hours), each on a separate piece of paper. – If you are working with the analogue clock,
| Practice | half past ten I listen to music, etc. Give one or two examples first. Re-distribute the slips of paper again and again. Part 2: Place the toy figures on the table and place a time slip and an activity slip next to each of the figures. Now everyone makes a statement about the slips of one of the toy figures to practice the third person forms (he/she listens to music…)
 | you can use the picture sheet with blank clock faces. For Part 2: Several toy figures, both men and women.
<p>| Game 6: Question and Answer (Role Play) | Suggestion: When do you take out the trash/rubbish? – In the morning. – When do you do your homework? – In the afternoon. – When do you listen to music? – In the evening. Etc. Swap the roles of asking and answering several times. |</p>
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# Lesson 43

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<tr>
<td><strong>Game 1:</strong> Rooms in the house / apartment / flat (Quick Dozen)</td>
<td>Introduce the following terms, Quick Dozen style: <em>living room/ lounge, bedroom, children's room/ nursery, kitchen, entrance, bathroom, shower, toilet, stairs, balcony, laundry room, office/ study.</em> Make a recording.</td>
<td>For each person: 2-part floor plan of an apartment / flat (the two pages need to be stuck together) or the picture sheet with the individual rooms. <em>See footnote for the floor plan after the lesson.</em></td>
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<tr>
<td><strong>Game 2:</strong> Rooms in the house combined with actions (Listen and Respond)</td>
<td>Part 1: Make many statements such as: <em>The man (or father) is going to the parents’ bedroom. The boy is going to the children’s bedroom / nursery. The girl is going to the kitchen. The cat is going to the balcony.</em> Etc. The learners respond by placing the correct toy figure or animal picture in the correct rooms. Record part of this game. Part 2: If Part 1 works well, the statements can become more complex, for example: The man is going to the bedroom and lies down on the bed. The boy is going into the children’s room and plays. The woman is going to the kitchen and cooks, etc. The learners respond by placing the correct toy figure or animal to the correct room and act out the activity, either using the toy figure or through gestures. Record part of this game.</td>
<td>For each person: Floor plan from Game 1, a toy figure man, woman, boy and girl, a picture of a dog and a cat (L11)</td>
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<tr>
<td><strong>Game 3:</strong> like / would like / don’t like / doesn’t like (Speaking Practice)</td>
<td>Place all the food items (or pictures) on the table. Part 1: Ask the learners in turn whether they like certain foods: <em>Do you like carrots?</em> – The learner replies: <em>Yes, I like carrots,</em> or <em>No, I don’t like carrots.</em> If they like carrots, give them the carrot picture. – Continue until there is nothing left in the middle of the table. Part 2: Put all the food pictures back in the middle, and the two toy figures next to them. Now ask the learners in turn whether the man (or the woman) likes certain foods: <em>Does the</em></td>
<td>Individual pictures of the food items from L2 and 3 (or the real objects). A toy figure man and a woman.</td>
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**Game 4:**  
*Days of the week, times of the day, and everyday activities (Listen and Respond)*

Hand out the picture sheets to the learners, and place the toy figures on the table (individual men and women as well as a mixed group of figures).

**Part 1:** Similar to L40 Games 2 and 3, you make at least ten statements such as:

*On Monday you listen to music, in the morning you get up, on Wednesday you go to the doctor, in the afternoon you do laundry, today you play soccer / football, the day after tomorrow you do your homework, etc.*

The learners respond by pointing to the correct time or day on one sheet and to the right activity on the other sheet.

Record about ten such statements.

**Part 2:** Make many more such sentences but now using *he, she or they* (instead of *you*).

The learners respond as in Part 1, but also point to the appropriate toy figures (a man, a woman or a group)

Record at 15 to 20 such statements.

The difference with L40 is that here you use the days of the week and the times of the day within the same game, and you use *you, he, she and they* (instead of *I*).

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**Game 5:**  
*Days of the week, times of the day, and everyday activities (Speaking Practice)*

Distribute the individual pictures of everyday activities to the learners – one picture per person. The learners now make a statement about the activity on their picture, following the pattern from Game 4.

Same as in Game 4, but the picture sheet from L39 needs to be cut into individual pictures – a complete set per person.

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**Game 6:**  
*Arranging objects (Fun Speaking Practice)*

For this game, the learners work in fours (two teams of two). Each team of two is given a set of objects, each set being made up of the same grouping of objects. They set up a visual barrier between the two teams. One team starts to arrange their objects in a

For every two learners:

A set of objects, for example plates and cutlery and individual pictures of the animals

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particular order and describes to the other team what they are putting where (for example: I am putting the plate in front of me on the table. I am putting the fly to the right of the plate. I am putting the knife next to the fly, etc. Their description can be as complex or as simple as they are able. The other team arranges their objects the same way, while the first team is describing.

When everything is placed and described, they remove the barrier and compare the arrangements of the two teams.

The teams then swap roles.

Give a brief demo first. In the demo, you take the role of one team, describing where you are putting the objects, the learning group is the other team, placing their objects according to your description.

from L42.
For every four learners a visual barrier.

Note for floor plan of apartment / flat: This floor plan was originally drawn to be used in Germany and Switzerland and may not show a typical apartment / flat in your environment. You may want to draw your own or find one online.

Also, it shows furniture and other details in the individual rooms. Some of the vocabulary (such as bed, table, chair) have been introduced in earlier lessons, other terms are new here. Some are not necessarily part of the basic vocabulary. You will need to decide how many new terms you want to introduce here, and then choose the ones that you find most relevant. You should also feel free to remove some of the details from the floor plan.

In case you want to use the plan provided, here are some explanations for things that you or your learners might not so easily identify:

In the laundry room (below the children’s room) there is a washing machine with an open door, a rack for drying clothes, and in the lower right hand corner a pile of dirty laundry.

The kitchen and office are split between the two pages.

In the kitchen (on the right hand page) there is a refrigerator (marked by a snowflake symbol). Next to the stove / cooker (identified by the four hotplates) are two flowerpots with herbs.

On the desk in the office there are two desk top computers with screen and keyboard each. Between them you see the printer. Next to the printer is a round container with pens and pencils.

On the left hand wall of the living room there is a heating stove (shown by the chimney pipe), a pile of firewood and a TV.

On the balcony there are some flower pots, a garden table and a charcoal grill.

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### Lesson 44

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<td>Game 1: Directions (Quick Dozen)</td>
<td>Introduce the following terms, Quick Dozen style: <strong>through, over, around, towards, out of, into</strong>. As you introduce the new terms, illustrate them by &quot;driving&quot; the toy car through, under, over... the shoebox. (Start with <em>through</em> and <em>over</em>, then add one new term at a time). Make a recording. <em>See footnote at the end of the lesson.</em></td>
<td>For every one or two learners: A shoe box or similar size card board box, with a kind of door cut out on the long sides, big enough for a toy car to drive through. A toy car.</td>
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<tr>
<td>Game 2: Directions combined with rooms in the apartment / flat (Listen and Respond)</td>
<td>Everybody has the floor plan of the apartment/flat in front of them. They place the toy figures next to the floor plan and the furniture pictures on the floor plan. Make statements such as: The man is going through the living room to the balcony, the boy is going under the table, the woman is going around the table to the kitchen, the girl is going around the bed, the woman is going into the kitchen, she is coming out of the kitchen and into the living room, etc. The learners respond by moving the toy figures across their floor plan. Record part of this game.</td>
<td>For each person: Plan of apartment / flat from L43. A toy figure family (man woman, boy, girl). 4-6 individual pictures of furniture (picture sheet from L28).</td>
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<tr>
<td>Game 3: Directions combined with town map (Listen and Respond)</td>
<td>Everybody puts the floor plan away and places a town map in front of them. Place the pictures of the means of transport and the toy figures next to the map. Make two or three statements such as: The car is going over the bridge, the bicycle is going towards the traffic light. While speaking, move the correct vehicle to the right place on your map. Then you make many more such statements while the learners react on their plan. Examples: The bus is going towards the bus stop, the train is going into the station, the car is going around</td>
<td>For each person: A town map from L7 or 31. Individual pictures of means of transport (L8). Toy figures.</td>
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| Game 4: **There is...**, **there are...**  
(Speaking Practice) | The learners will have heard there is ... and there are... many times before, but this is a good time to focus on the difference between the two. If however your group has completely mastered this, skip this game.  
Part 1: Make one or two statements about things shown on the floor plan, using “There is...”  
Example: There is a table in the kitchen.  
Ask the learners to make similar statements (beginning with There is...). Everybody should have one or two turns.  
Part 2: As Part 1, but the statements now start with There are...  
Example: There are flower pots on the balcony.  
At this point, you may need to explain in what context which expression is used, namely whether there is one or more things / people being referred to.  
Part 3: Point to things on the floor plan and ask the learners (in turn) to form the corresponding sentence. For example, you point to the washing machine. One of the learners responds by saying: There is a washing machine in the laundry room.  
Or you point to the chairs in the kitchen and somebody says: There are four chairs in the kitchen (or There are four chairs around the kitchen table.) There is... and there are... sentences should now be mixed, in random order.  
Reformulate affirmatively as needed. For example, if the learner says There is four chairs, you say Yes, there are four chairs, confirming all the correct content while emphasizing the correct verb form. | For each person: the floor plan of an apartment / flat from L43. |
| Game 5: **I have to** | Give many examples to show the meaning of I have to. The examples should be appropriate for your particular learning group and their environment. | Depending on the selection of sample sentences: Objects or pictures that help to |
Here are some suggestions: It's cold outside, I have to put on a warm jacket. – I can’t come to the English lesson tomorrow, I have to go to the DMV. – I have a stomach ache, I have to go to the doctor. – My son is 7 years old, he has to go to school. Etc.

Part 2: Lead a conversation which gives the learners further opportunity to grasp the meaning of I have to.

Record 10 to 15 of the examples used in Part 1.

Please note: Limit the conversation to have to. The term don’t have to will be introduced in a later lesson.

| Game 6: Arranging objects (Fun Speaking Practice) | As L43 Game 6, but with different sets of objects: Learners work in fours (two teams of two). Each team of two is given a set of objects. They set up a visual barrier between the two teams. One team arranges their items in some way while describing to the other team what they are placing where (for example, I am putting the book in front of me on the table. I am putting the pencil to the right. I am putting the toothbrush between the book and the pencil, etc.

The other team lays out their objects according to what the first team is describing.

When all objects have been placed and described, they remove the visual barrier and compare the arrangements.

The two teams swap roles.

First do a brief demonstration, where you take the role of the describing team, the learning group follows your description. |
| For every two learners: A set of at least half a dozen objects, for example a note book, a book, a pencil, a rubber / eraser, and individual pictures of some toiletry items (L29). They should be different objects from L43 Game 6. For every four learners a visual barrier. |

Note for Game 1 Part 1: There is no picture sheet for this game. The concepts are easier to illustrate with a cardboard box and a toy car than with pictures.

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## Lesson 45

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<tr>
<td><strong>Game 1:</strong> Directions (Speaking Practice)</td>
<td>Part 1: First, give one or two examples: <em>The bicycle is going around the box, the elephant is going towards the box.</em> Move the vehicle or animal while speaking. Then make more such statements, the learners carry out what you say. Make sure that all the terms from L44 Game 1 (<em>through, over, around, towards, out of, into</em>) occur two or more times in your examples. Part 2: Move different vehicles and animals, one of the learners describes what your vehicle or animal is doing. Part 3: The learners work in pairs and take turns making such sentences, using the box and the pictures. Go from pair to pair and help as needed.</td>
<td>For every two learners: A shoe box with “doors”, as in L44. Individual pictures of a few means of transport from L8 and of a few animals from L42.</td>
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<tr>
<td><strong>Game 2:</strong> I see and I hear, loud and soft, noise, sound</td>
<td>We introduce the terms <em>I can see</em> and <em>I can hear</em>. Say, for example: <em>We can see with our eyes. We can hear with our ears.</em> Accompany these statements with appropriate gestures. Part 1: Place the picture on the table such that everybody can see it. Ask: <em>What can we see in this picture?</em> (Describe the picture, involving the learners in the description as much as possible.) Use repeatedly <em>I can see / we can see</em>. Part 2: Put the picture aside. Ask: <em>What can we hear?</em> Everyone is quiet and listening. Maybe you hear the breathing of the learning group, or a baby crying, or someone coughing, or a dog barking, or music playing somewhere, or you hear traffic noises outside… Talk together about the noises and sounds you can hear and whether they are loud or soft, such as a loud dog noise, a soft walking noise etc. Depending on where the learning group meets, looking out the window or taking a short walk in the immediate surroundings can further stimulate such</td>
<td>A “busy picture” in color, or a picture from a picture book showing many things that have already been introduced, one copy per person.</td>
</tr>
</tbody>
</table>

a conversation, both for seeing and hearing. Recording: Describe again what can be seen in the picture (or through the window, or both) and what the group has heard. Use each of the terms *I can see, I can hear, noise, sound, loud,* and *soft* several times.

*See footnote at the end of the lesson.

**Game 3: Combining I see and I hear with colors (Listen and Respond)**

<table>
<thead>
<tr>
<th>Part 1: Make statements about the picture such as: <em>I can see a pear, it is green. I see a flower, it is red, I see a bicycle, it is blue,</em> etc. The learners respond by pointing to the right part of the picture. Record your statements. Part 2: Take the group outside, or open the window. Make statements such as: <em>I can hear a bird, it is not loud. I can hear a car, it is loud. I can hear music, it is soft. I can hear children, they are not loud. I can hear the train, it is loud.</em> Make sure that all learners understand at least the gist of what you are saying. Clarify as needed. Record, as for Part 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The picture from Game 2.</td>
</tr>
</tbody>
</table>

**Game 4: More meanings of can**

| Part 1: Give as many examples as you can think of to make clear the different meanings of *I can* (ability, possibility). The examples should fit into the context of the learning group, and the vocabulary you use should be known to the learners. Here are some suggestions: *It's hot, my son can eat an ice cream cone. – It's still light, the children can play outside. – I can eat at my sister's house tomorrow. – The baby is already big, he can eat bananas. – Etc.* Also make examples with *you can, we can, they can,* such as: *It's recess, you can get up and have a drink. – The children don't have any homework; they can go to the playground. Etc.* *See footnote at the end of the lesson. Part 2: As in L44 Game 5, stimulate a conversation in which the learners have further opportunity to grasp the various usages of *can.* |
|  |  |

### Game 5: *Old, new etc. and too, very, a lot, a little*  
**Part 1:** Briefly review the terms *old, new, whole, broken, cold, hot, warm, light/thin (for clothes), tight, large, cheap, expensive, heavy, light (weight),* and also *too, very, a lot, a little* (from L37 and 38). To review the last four terms, make various sentences in which the terms occur, similar to the ones in L38 Game 3, where they were introduced, and ask the learners to point.

**Part 2 (Speaking Practice):** Place the pictures in the middle of the table. Give two examples: *This glove is old, these pants / trousers are too wide.* Then it’s the learners’ turn to make such sentences. Reformulate affirmatively as needed. When a learner has made a comprehensible sentence about a particular picture, they keep the picture. You could put all the pictures back in the middle and play a second and even a third round.

**Part 3:** Place all the objects and/or pictures on the table, distribute the toy money. You take the role of the customer, the learners are the vendors. Give two examples (with the help of the toy figure): *I want to buy these pants / trousers. – They cost 100 dollars. – Oh, that’s too expensive!*  
*Hello, how much is this TV? – 120 dollars. – That is cheap (or not expensive)! Is it old? Etc.*

**Part 4:** Swap roles: The learners are now the customers; you are the vendor. The learners ask questions about different items and make such sentences themselves.

### Game 6: *Yesterday and was /*  
**Part 1:** Review the terms *today, tomorrow, the day after tomorrow* from L40 Game 1.

If, for example, today is Wednesday, you point to Wednesday on the diagram and say *Today is Wednesday.* Then point out, based on today, what is tomorrow and the day after tomorrow. Then introduce

For each person:  
a picture sheet for the days of the week (L9)  
and a picture sheet about the weather (L41).
**yesterday** and **the day before yesterday** in the same way.

Part 2: Make a few sentences describing things that might be happening today, such as: *Today it is raining, today it is not sunny*, etc. The learners respond by pointing to the correct weather on one sheet and to the correct day of the week on the other sheet.

Then make sentences including *yesterday, … was…* such as: *Yesterday it was sunny. The day before yesterday it was raining*, etc.

Make sure the learners notice the difference between *it is* and *it was.* Explain that in English we use *is* for what is now and *was* for what is already over.

Focus for a moment just on the difference between *was* and *is,* by making statements without using *today* or *yesterday* (such as: *It is raining, it was snowing, it was sunny, it is stormy*, etc.)

The learners react simply by pointing to the correct day, not worrying about the weather terms.

When they react correctly to *is* and *was,* add the weather sheet again, and also *the day before yesterday.*

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**Game 7: I can, I have to (Speaking Practice, a game)**

You could play a game with dice, for a change. It will offer numerous opportunities for using *have to* and *can.* For example: *You have to roll the dice, if you roll a 5, you have to go 5 spaces. If you roll a 6, you can roll a second time, you have to go back, you have to wait etc.)*

Or, if the learning group is far enough advanced for this, the game could go something like this: One person rolls the dice and says fore example: *I have to move 5 spaces. John, you can move my marker.* John could then either say: *Okay* (and moves the marker), or he could say *I don’t want to.* Then the person who rolled the dice says either *Thank you or I guess I have to move it myself.*

A game using dice, for example snakes and ladders. Or, for a larger learning group, one game for every 3 or 4 learners.

Note for Game 2: In this and other games, we introduce new terms without a picture sheet. Instead, we make many sentences that the learners can understand from the context. Since their vocabulary has already grown quite a bit since Lesson 1, they should be able to guess the meaning of any new words from the context.

Note for Game 4: If people in your area usually distinguish between *may* and *can*, adjust this activity accordingly.