Lesson Plans 51-55

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.

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.

Reading and Writing

Please see also the note about reading before Lesson 41.

If the learners are interested in writing and if they are familiar with the English alphabet, you can now start with simple, prepared dictations. Give them a list of words to take home, a list that has already been used to practice reading, and encourage them to read through the list a few times at home. A few days later, dictate them these words. The point here is not yet to write whole letters or essays, but to get into the spelling of words that occur frequently and that the learners are well familiar with. As for learners who are not familiar with the English alphabet, or who cannot read and write in their native language either, or can do so only with great difficulty, we refer again to the last section in the Guidebook.
## Lesson 51

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game 1:</strong> Bedroom items (Quick Dozen)</td>
<td>Introduce the following terms, Quick Dozen style: bed, duvet / quilt / blanket / bedspread, pillow, pillowcase, duvet case, sheet, mattress, rug / carpet, clothes hanger, alarm clock, pajamas / pyjamas, scale, heater / radiator. <em>Bed</em> is not new here, but is included in the picture sheet. Note: Please select out of duvet, quilt, blanket, bedspread the terms that are most relevant in your environment, and add yet other terms if needed. You may also need to adapt the picture sheet to suit your setting. Pillowcase and duvet case are in the same picture. Nevertheless, the two terms should be introduced separately. Make a recording.</td>
<td>A picture sheet for each person. A bed sheet, a pillow cover, a duvet cover and a clothes hanger (with a blouse or a shirt), to make sure there are no any doubts about the objects on the picture sheet.</td>
</tr>
</tbody>
</table>

| **Game 2:** Bedroom items and rooms in the home (Listen and Respond) | Make statements such as: *I am putting the pillow in the kitchen, I am putting the mattress in the office, I am putting the bedside table on the balcony,* etc. The learners point to the correct object on the picture sheet and to the correct room on the floor plan. Alternative option (suitable for smaller groups): Instead of the picture sheet from Game 1, use individual pictures of the bedroom items. The learners respond by placing the appropriate picture on the correct room on the floor plan. Record part of this game. | For each person: Picture sheet from Game 1 and the floor plan from L43. For the alternative option: Picture sheet cut into individual pictures. |

| **Game 3:** Numbers 1-200 (Speaking Practice) | Give five pieces of paper to each learner. Everybody takes turns naming one of their numbers. After five rounds, everyone passes their slips of paper to their neighbor on the left. Play five more rounds. | Many small pieces of paper, each with a number between 1 and 200, five numbers per person, as in L47 Game 6. For a selection of numbers |
### Game 4: Yes/no questions vs “wh-questions” *(what, who, where, when)*

Part 1: Carry on little dialogues such as the following: *This shirt is too tight. What is too tight?* (A learner answers: *The shirt.*) *Is the shirt too tight?* (Answer: *Yes*).

*Juan is Mexican. Who is Mexican?* (A learner answers: *Juan.*) – *Is Juan from Guatemala?* (Answer: *No.*)

*The apple is on the chair. Where is the apple?* (Answer: *On the chair.*) – *Is the apple on the chair?* (Answer: *Yes.*)

*The English lesson is finished at 4pm. When is the English lesson finished?* (Answer: *At 4pm.*) *Is the English lesson finished at 3.30?* (Answer: *No.*)

Each dialogue contains a statement, a question with question word and a yes/no question – one after the other.

The statements should fit the environment of the learning group.

Record these two dialogues.

Part 2: Play a question and answer game. More questions, with different content, can be added, as long as there is no new vocabulary. You ask the questions, the learners take turns answering.

Here are some examples: *Which shirt is too tight? Who is tall? Who is short? Is X tall? Is Y small? What time is it? Is it half past three? Is this pencil long? Which pencil is long?* Etc.

Suitable objects to illustrate the sentences. (For the first example you would need a shirt that is too tight.)

### Game 5: More questions *(Speaking Practice)*

Place the objects on the table. Take turns choosing an object and asking questions about it, if possible one question of each kind (yes/no question and question with question word). Someone else gives the answer.

You may choose to ask questions that the learners are not yet able to formulate themselves, but that they can understand and answer. – The learners ask simpler questions.

Same as Game 4.

### Game 6:

Choose one of the two kitchen scenes

For each person: One of the

### In the kitchen (Speaking Practice)

After the lesson. Everyone has the picture in front of them. Take turns making simple statements about the picture. You start, then the learners each get their turn. First, describe what you see in the picture. Here are some ideas about the first picture: I see three people. Two are at the table. They are children. A boy and a girl. I see a refrigerator. It is open. There is a dog. Etc. Then we talk about what the people (and the dog) are doing. We can also talk about why people are doing these things, what people are thinking, what might happen next, etc. 

Inevitably, there will be some new words. However, make sure that there are really only a few. The point of this game is not to learn lots of new words about cooking, but to encourage learners to talk. Also, nobody should go ahead and describe the whole picture. Each person makes one brief statement. You can go round and round the group as long as somebody can think of something else to say. If they run out of ideas for things to say, you can help by asking simple questions.

**Note on new words:** A learner may get stuck because he wants to say something which includes a word he doesn’t know. You can provide the word, and make a note of it. – When the group has finished describing the picture, go through the new words on your list and make more sentences with each of the new words, to further illustrate their meaning. Record these sentences for the learners to listen to at home.

*See footnote at the end of the lesson.*

<table>
<thead>
<tr>
<th>two kitchen pictures after the lesson.</th>
</tr>
</thead>
</table>

**Note for Game 6:** In phase 2, the focus will be on describing pictures. This game is a foretaste. The second picture can be discussed in a similar way another day.
<table>
<thead>
<tr>
<th>3</th>
<th>7</th>
<th>10</th>
<th>15</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>25</td>
<td>28</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>35</td>
<td>38</td>
<td>40</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>47</td>
<td>50</td>
<td>51</td>
<td>54</td>
<td>55</td>
</tr>
<tr>
<td>59</td>
<td>60</td>
<td>61</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>74</td>
<td>75</td>
<td>80</td>
<td>83</td>
<td>85</td>
</tr>
<tr>
<td>88</td>
<td>89</td>
<td>90</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>95</td>
<td>96</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
For L51 Game 6
For L51 Game 6
## Lesson 52

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game 1:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **should / shouldn’t** | Part 1: Give 10-15 examples to show the meaning of *I (you, he etc.) should* and *shouldn’t*. The examples should be appropriate in the context of your particular learning group. Here are some suggestions:  
*I haven’t seen my brother for some time, I think I should call him.* – *My neighbor is in (the) hospital, I should go and visit her.* – *If you want to lose weight, you shouldn’t eat sweet things.* Etc.  
Record these examples.  
Part 2: Lead a conversation which gives the learners further opportunity to grasp the meaning of *should* and *shouldn’t*. |                   |
| **Game 2:**         | Carry on a conversation with the learners exploring the meaning of the terms *still, not yet, already, only.*  
Give several examples for each term that make sense in the context of your learning group. Learners should also have the opportunity to make sentences themselves.  
Some examples:  
**Still**  
*My daughter is 14 years old, she still goes to school.*  
*The English class starts at 2 p.m. It is now 1:45 p.m. We still have to wait 15 minutes.*  
**Not yet**  
*Are you ready? – No, not yet.*  
*Ali has been in the USA / UK … for three weeks, he has not been here long, he does not know much English yet.*  
*It is half past three, the English lesson is not finished yet.*  
*My child is 8 months old, he cannot walk yet.*  
**Already** |                   |

Fatima is learning quickly, she already speaks English quite well.  
Your child is only 9 months old, but he can already walk.  

**Only**  
Ali has not been here long. He has only been here for three weeks.  
My daughter doesn’t go to school yet, she is only four.  

Keep giving examples for one term until the learners have grasped its meaning, then move on to the next one.  
Record three or four sentences for each term.

| Game 3: In the kitchen (Part 1: Listen and Respond, Part 2: Speaking Practice) | In this game, you talk again about the kitchen picture from L51, but this time try to include should, shouldn’t, still, not yet, and already.  
Part 1: Make statements such as:  
There is a lot of stuff on the kitchen table, they should clean it up. The big saucepan is already boiling, they should turn down the heat. The fridge door is still open, the woman should close it, etc.  
The learners respond to each statement by pointing to the relevant part of the picture.  
Part 2: Those learners who feel ready for it take turns making such statements themselves. The rest of the learning group points to the relevant part of the picture.  
Reformulate affirmatively as needed.  
For each learner: the kitchen picture you used in L51 Game 6 |
|---|---|
| Game 4: smell, taste (Speaking Practice) | Carry on a conversation with your learning group about the different foods and their tastes, what smells/tastes good or bad, who likes what and what they don’t like.  
You can also talk here about what smells and tastes there are in their countries of origin that don’t exist here.  
You may want to use the opportunity to introduce them to some fruits and other foods that they may not be familiar with.  
Let them smell and taste, then get them to Sweet, savory, sour and spicy food items, and a few things that smell good or bad.  
Similar to L47 Game 3.  
Depending on the season, perhaps also some local fruits or berries that the learners may not be familiar with (strawberries, cherries, peaches…)|

describe the smells and tastes, to compare them with smells and tastes they are familiar with, such as *This tastes a bit like pineapple, but not so sweet, etc.*.

<table>
<thead>
<tr>
<th>Game 5: <em>early, late, too early, too late</em></th>
<th><em>Early, late, too early, too late.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early, late, too early, too late.</td>
<td>We proceed as in Game 2:</td>
</tr>
<tr>
<td>We proceed as in Game 2:</td>
<td>Give several examples for each term that make sense in the context of your learning group. Learners should also have the opportunity to make sentences themselves.</td>
</tr>
<tr>
<td>Some examples:</td>
<td></td>
</tr>
<tr>
<td><strong>Early</strong></td>
<td>My baby wakes up at 5 o’clock every morning. <em>That is early. My baby wakes up very early.</em></td>
</tr>
<tr>
<td></td>
<td>The bus driver gets up early, he has to start working at half past four.</td>
</tr>
<tr>
<td></td>
<td>English class starts at 2pm, but Ahmed likes to arrive early. <em>He is already here at 1.50 / ten to two.</em></td>
</tr>
<tr>
<td><strong>Late</strong></td>
<td>My daughter is 14 years old. On Sundays she gets up very late, she gets up at 11am.</td>
</tr>
<tr>
<td></td>
<td>English class starts at 2pm. If you come at 2.15 / quarter past, you are late.</td>
</tr>
<tr>
<td><strong>Too early</strong></td>
<td>The English class starts at 2 pm. Ahmed arrives at 1.45 / quarter to two. <em>The door is closed. He is too early, he has to wait in the rain.</em></td>
</tr>
<tr>
<td></td>
<td>I don’t want to take the 5.30 train in the morning, that is too early.</td>
</tr>
<tr>
<td><strong>Too late</strong></td>
<td>The bus leaves at nine. If I get to the station at five past nine, I’m too late.</td>
</tr>
<tr>
<td></td>
<td>Etc.</td>
</tr>
<tr>
<td></td>
<td>Stay with a term until the learners have grasped its meaning.</td>
</tr>
<tr>
<td></td>
<td>Record three or four sentences for each term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game 6: Everyone has the floor plan in front of</th>
<th>For each person:</th>
</tr>
</thead>
</table>

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*.

<table>
<thead>
<tr>
<th>Moving around the apartment / flat (Speaking Practice)</th>
<th>them, as well as some toy figures and three pictures, one each of a dog, a cat, and a mouse. Part 1: Give one or two examples, such as: The dog is going into the bedroom. The cat is going under the bed. Etc. While you talk, you move the corresponding figures/pictures to the right place. Make many more such sentences, such as: The dog is running towards the cat. The girl is running through the lounge / living room, etc.). Now the learners move the figures / pictures to the right places. Try to use all the direction words that have been introduced (through, under, over, around, towards...., out, in). Part 2: The learners take turns moving their figures / pictures around the floor plan, making sentences themselves, as in the examples above. Reformulate affirmatively as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A floor plan (L43). A picture of a dog, a cat and a horse (L11). A few toy figures.</td>
</tr>
</tbody>
</table>

www.sil.org/english-with-newcomers
## Lesson 53

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
</table>
| **Game 1:** Body parts (Quick Dozen) | Part 1: Introduce the terms below, Quick Dozen style. Everyone points to their own body parts.  
*neck, hair, lips, teeth, tongue, cheek, forehead, eyebrows, eyelashes, beard, mustache / moustache, shoulders.*  
Make a recording.  
Part 2: Briefly repeat the body parts from L5 and then keep playing the game, including terms from both the old and the new set. | A picture sheet for each person (for reviewing at home). |
| **Game 2:** Body parts and familiar actions (Listen and Respond) | Combine body parts (including those from L5) with familiar activities: Make statements such as: *stoke your hair, put the pencil on your shoulders, touch your eyebrows, brush your teeth, wash your hair, touch your lips, trim your beard,* etc. – Learners respond by making the appropriate movement, placing objects in the right places or miming certain actions (such as brushing teeth).  
Make sure that the newly learned body parts occur several times each. | A few familiar objects (or pictures) that can be placed on head, shoulders etc. |
| **Game 3:** | Continue as in Game 2, but now introduce the game “Simon says”: If you say: *Simon says, stroke your hair,* then the learners respond with the correct movement. If you just say, *Stroke your hair,* the learners do nothing. |  |
| **Game 4:** tomorrow, the day after tomorrow, yesterday, the day before yesterday (Speaking Practice) | Place the 9-part town map on the table.  
Part 1: Make a few statements including time expressions in the future, such as: *Tomorrow I’m going to the train station. This afternoon I am going to school. The day after tomorrow I am going to the playground,* etc.  
Learners respond by pointing to the correct place on the map and to the right time / day on their diagram.  
Then you point to a time and a place and the learners take turns forming the corresponding sentence.  
Reformulate affirmingly as needed. | The 9-part town map from L31 (separate document for downloading from the website).  
For each person:  
Diagram with days of the week and times of the day (L9). |
<table>
<thead>
<tr>
<th>Part 2: Proceed as in Part 1, but now use time expressions that are in the past, such as yesterday, yesterday afternoon, the day before yesterday, this morning (assuming that it is now afternoon) etc. – As you make the sentences, you introduce I went.</th>
</tr>
</thead>
</table>

**Game 5: should/shouldn’t (Speaking practice)**

Distribute the kitchen pictures from L51 and, referring to the picture, make one sentence using I (you, he etc.) should, and one with shouldn’t.

Then the learners take turns making sentences with should or shouldn’t.

The picture should help them to think of things to say, with vocabulary they are familiar with. If they have difficulty thinking of things to say, you could ask simple questions to give them ideas.

Reformulate affirmingly as needed.

For each person: Kitchen picture from L51.

**Game 6: big, bigger, small, smaller, long, longer, short, shorter etc. (Listen and Respond)**

Place all the objects (or pictures) on the table.

Part 1: The learners describe the objects on the table. Example: This apple is big, this apple is small. This scarf is long, this scarf is short. Etc.

Part 2: While pointing to a long and a short scarf, say: This scarf is longer than this one. Pointing to two apples, say: This apple is bigger than this one. Now make more such statements, but get the learners to point to the longer / shorter or bigger / smaller objects.

Record part of this game.

Pairs of several familiar objects, a small and a big one, or a long and short one. Or pictures.
### Lesson 54

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Game 1:</strong> <em>Bigger than, smaller than, longer than, shorter than</em> (Speaking Practice)</td>
<td>Place all the objects on the table. First give three examples, and point each time to the corresponding objects. For example: <em>This plate is bigger than this one. This apple is smaller than this one. This pencil is longer than this one.</em> Then the learners make such statements themselves and point to the objects they are referring to.</td>
<td>Same as in L53 Game 6: Pairs of several familiar objects, a small and a big one, or a long and short one. Or pictures.</td>
</tr>
<tr>
<td><strong>Game 2:</strong> <em>Bigger than, the same size / length as, etc.</em> (Listen and Respond)</td>
<td>Put the three apples in the middle, one should be bigger than the other two. Say: <em>This apple is bigger than this one</em> (and point to the bigger apple). <em>This apple is the same size as this one</em> (point to the two apples of the same size). <em>This plate is bigger than this one. This plate is the same size as this one. This scarf is longer than this one. This scarf is the same length as this one,</em> etc. Then make more statements like this and get the learners to do the pointing. Record part of this game.</td>
<td>Same as in Game 1, but for each pair of objects you need a third one that is the same size / length as one of the other two. For example, two apples the same size and one larger apple.</td>
</tr>
<tr>
<td><strong>Game 3:</strong> <em>Body parts</em> (Review and Speaking Practice)</td>
<td>Part 1: Briefly review the body parts from L53, by naming the parts that were introduced, while the learners point to the appropriate part on their own faces and heads. Part 2: Give one individual picture from the picture sheet to each person, including yourself. Show your picture to everybody and make a statement about what is shown on your picture. For example: <em>This is a beard. I have a beard. My beard is brown.</em> Or: <em>I don't have a beard, but X (somebody in the group) has a beard, his beard is black.</em> The learners then take turns saying something about what’s on their individual pictures of the picture sheet from L53 (parts of face and head).</td>
<td></td>
</tr>
</tbody>
</table>

www.sil.org/english-with-newcomers
Reformulate affirmatively, as needed. If there is time left, everybody hands their picture to their neighbor on the left, and you play another round.

**Game 4: Public and private (Conversation)**

Explain that you are now going to learn the meanings of the words **public** and **private**. The conversation should be relevant to your environment. You could start with public buildings and private residence. A private residence is where people live. Only the people who live there can go in. Or if they invite somebody in. A public building is open to many people, for example a school, a hospital, a shop, etc. You could continue with public and private toilets, public holidays, public library (if there is one near you), private car, public transport, etc. Please note: The next two games are about public holidays, so this could be a good preparation. But save the details of the public holidays for Games 5 and 6.

If possible some pictures to illustrate **public** and **private**, such as a public building and a private house, a public and a private toilet, etc.

**Game 5: Public holidays (Conversation)**

**Christmas, Good Friday, Easter, New Year’s Eve, New Year’s Day, 4th July, Guy Fawkes…** etc. (select or add what is relevant in your environment). Stimulate a conversation about the meaning and customs of the different holidays and see in the calendar when they are celebrated. Make sure you don't stop at the superficial things, such as chocolate bunnies for Easter, but explain “the reason for the season”.

An annual calendar, as used in L9 and L48. If possible: pictures that are relevant for the different public holidays that are relevant in your part of the world.

**Game 6: Public holidays in the learners’ countries of origin (Conversation)**

Stimulate a conversation about public holidays in the learners' home countries. What is celebrated, when, how? Keep the conversation going by asking appropriate questions.
Lesson 55

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
</tr>
</thead>
</table>
| **Game 1:**  
* **Bigger / longer than**  
- the same as, and  
other adjectives  
(Speaking practice) | Part 1: Place the objects (of different sizes) on the table. First make two examples, such as: *This pencil is longer than this one.* – *This apple is the same size as this one.* Point to one or the other apple etc. while speaking.  
Then the learners take turns making such sentences and pointing to the objects.  
Everyone should have at least three turns.  
Part 2: Using the examples of *heavy* and *fast*, we show that the comparative form can be formed in the same way for other adjectives. We proceed as in L54 Game 2, playing a Listen and Respond game. (*Which bag is heavier? Which car is faster?* Etc.) If the learners are up to it, you might want to add the speaking practice for *heavier and faster* (as in part 1). | For Part 1: As in L54 Game 2 (several familiar objects in different sizes that can be compared with each other).  
For Part 2: Objects (or pictures) that are different weights or different speeds, for example a full bag of flour and a half-full one, and a picture of a racing car and an ordinary car. |
| **Game 2:**  
* Good, better and bad, worse  
(Listen and Respond) | Explain to the learning group that this rule (*big / bigger, small / smaller, etc.*) doesn’t always work. Now you will look at two words that are different.  
Part 1: Give a few examples for *good / better*, and a few for *bad / worse*, such as: *This cake looks good, but this one looks (even) better. Yesterday the weather was not so good, today it is better. I have a bad cold today, yesterday it was (even) worse.* Etc.  
Part 2: Make more such statements (each one containing either *good, better, bad or worse*). The students point to the appropriate picture or object, or indicate by miming that they have understood which of the words you have just used.  
Record part of this game. | Objects or pictures you might need to support *good / better and bad / worse*. Your objects will depend on your choice of examples. |
### Part 3
If the learners are up to it, you may add some speaking practice for these words, encouraging the learners to come up with other statements containing one of the four words.

### Game 3: Vocabulary for an outing / school trip (Quick Dozen)
Introduce the following terms, Quick Dozen style: *forest, meadow, field, footpath, grass, picnic, fire, ball, game, zoo, class, teacher.*

Make a recording.

*See footnote at the end of the lesson.

For each person: a picture sheet of the new terms.

### Game 4: Description of a school trip (Listen and Respond)
Part 1: The learners all have (one of) the pictures of a school trip in front of them. You describe the picture (or pictures) in as much detail as possible, slowly and clearly, pointing to the part of the picture you are describing.

Make sure to use mostly familiar vocabulary. – Perhaps the more abstract term *school trip* can be introduced here.

Part 2: Describe the picture(s) again. This time the learners point to the relevant parts of the picture(s). Use as many of the words from Game 3 as possible, but don’t use additional new words here.

Record the second description, for the learners to listen to again later.

For each person: One or two pictures of a school trip. See suggestions after the lesson.

Also very suitable would be one (larger) picture from a picture book, or a few photos from an outing, ideally from an outing the learning group went on together.

### Game 5: Times of the day, from ... until, at (Speaking Practice)
Tell the group about your daily routine, and at the same time ask the learners about their daily routine.

Example: *I get up at half past six. Then you ask learner A: And you? What do you do at half past six? (Or: At what time do you get up?) – (A answers.) – You: At seven o’clock we eat breakfast. – Asks learner B: And when do you eat breakfast? – You: At half past seven my children go to school. – Ask learner C: Do your children also have to leave at half past seven? – etc. They are at school all morning. They come home at*

The diagram with the times of day and weekdays from L9 can be helpful for this game – one each.
At twelve o'clock I have lunch. From eight to nine-thirty I clean the apartment. Ask learner D: Do you clean the apartment too? When do you do it? Etc.

Terms like all day or all night can also be used. – Be careful not to only use clock times, but also the terms in the morning, at noon, in the evening, etc.

### Game 6: Public holidays (Speaking Practice)

**Part 1:** Make sentences and ask questions using the names of the public holidays from L54. For example: At Christmas, we give presents to people. What do you do at Christmas? Some of the learners answer.

If the learners find it difficult to form the whole sentence, you can help by starting the sentence and leaving it to a learner to finish. For example: You: At Christmas... Learner: ... we go to church. You: And after church...? Learner: We go home and eat together.

Carry on more such question-and-answer dialogues about other public holidays.

If in these dialogues new terms relating to specific holidays come up (such as fireworks), you explain their meaning as you go.

As for L54 Game 5 (annual calendar from L9 or L48).
If possible, photos or pictures of various public holiday activities.

**Note for Game 3:** This is a good time to plan an outing with the learning group, where the new terms can be experienced and maybe extended.