Lesson Plans 56-60

*English with Newcomers.* Based on *Lektionspläne für Deutschunterricht mit Flüchtlingen*, by Kathrin Pope and Team, Wycliffe Switzerland and Wycliff Germany. Inspired by Greg and Angela Thomson’s *The First Hundred Hours*. Copyright of *English with Newcomers* 2021. SIL International. Licensed under Creative Commons BY-NC-SA 4.0 international. These materials can be downloaded and adapted with attribution given to [www.sil.org/english-with-newcomers](http://www.sil.org/english-with-newcomers).

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

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

Refer to other notes before previous lessons.

**Planning for conversations**

After 55 lessons, the learners are not experts yet, but they are no longer complete beginners either. The time has come to include brief conversations about local customs and other topics of general interest in each lesson. The needs of the learners vary of course, depending on the people in the learning group and where you live. Here are some suggestions for topics:

- Getting to know the area – where does which bus go? Where is the swimming pool, the playground, the park, the public library, where can you go jogging...?
- How do you buy a bus or train ticket?
- Shopping: Where can you buy what?
- Where can you buy things at a good price?
- What is a second-hand shop? What kind of things can you buy there? Where is the nearest such shop?
- Completing forms
- What schools and kindergartens are there in the area?
- School system: At what age do children go to which institution? How do you sign up your child for school?

● How do you get a doctor’s or dentist’s appointment? Where is the nearest hospital? Who is responsible for what? What number do you call in an emergency? Do you need to pay for a visit to the doctor’s?

● How do you find the most suitable cell phone / mobile phone arrangement?

● Local customs: (fair, Christmas market, etc.) – Take your learning group to suitable local events and practice talking about them on the spot!

Learners will also bring up, from time to time, specific questions about the behavior of people in the host country that they find strange. Use such opportunities to explain your culture, or at least describe it. After all, certain things can’t be explained, they simply are the way they are.
## Lesson 56

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
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<tbody>
<tr>
<td><strong>Game 1:</strong> Personal pronoun <em>it</em> for objects (Listen and Respond)</td>
<td>Part 1: Using toy figure men and women, review the pronouns <em>he</em> and <em>she</em> by moving the toy figures around the town map. Say for example, <em>This is a man, he is going to the park. This is a woman, she is going to the train station. She is walking across the street, he is walking across the bridge.</em> Make sure that the learners are aware of the pronouns <em>he</em> and <em>she</em> and that everyone understands that <em>he</em> is used for men and <em>she</em> for women. – Up to this point everything should be familiar. Part 2: Now explain that when you talk about objects (rather than people), we use <em>it</em>. Hold up a toy figure man and say for example, <em>This is a man, he has red trousers.</em> Then hold up different objects and toy figures, one after another and say for example, <em>This is a plate, it is blue. This is a fork, it is a big fork. This is a spoon, it is a small spoon. This is a woman, she has brown hair.</em> Record these statements. Then say in random order, <em>it’s big, she’s small, he’s small, it’s blue,</em> etc. The learners respond by pointing to the correct object or toy figure. Part 3: Continue just using <em>he, she</em> and <em>it</em> in isolation, and the learners point either to a toy figure man, a woman or any object.</td>
<td>For part 1: Toy figures, town map from L7 or 31. For part 2: A few familiar objects, for example a plate, a cup, a knife, a fork and a spoon.</td>
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<td><strong>Game 2:</strong> Vocabulary for describing people (Quick Dozen)</td>
<td>Part 1: Introduce the following terms, Quick Dozen style: <em>tall, short, overweight, slender/slim, he/she has blond hair/fair hair, he/she has dark hair, long, short (hair), glasses, he/she has straight hair, his/her hair is curly, he/she is bald.</em> (Long, short and glasses are not new here. They are not on the picture sheet. Make a recording.</td>
<td>For each person: The first of the three picture sheets for this lesson, as well as the picture sheet from L53 (parts of the face). For some of the terms, photos (or the people who are present) may be more helpful than the line drawings in the picture.</td>
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**Part 2:** We review the terms for the parts of the face, using the picture sheet from L53.

**Game 3: Describing people (Listen and Respond)**

Hold up one of the pictures for everybody to see and describe the person, using as many of the new terms as possible. The learners respond by pointing to the right part of the picture. Do this for about half a dozen pictures. Record two or three of these descriptions.

Pictures of several different people, for example from a magazine.

**Game 4: Short, shorter, the shortest, etc. (Listen and Respond)**

Part 1: Make statements such as: *This pencil is short, this one is shorter, this one is the shortest.* Etc.

While talking, point to the corresponding picture on the picture sheet. Then get the learners to do the pointing.

Long, longer, longest, short, shorter shortest, big, bigger, biggest, small, smaller, smallest should all occur several times, in random order.

Record part of this game.

*See footnote at the end of the lesson.

Part 2: Ask questions such as: *Which pencil is the shortest? Which house is the smallest? Whose hair is longer? Which apple is big,* etc.

Learners respond by pointing to the correct picture.

Record some of these sentences.

Part 3: Continue as in Part 2, adding more objects: *Which is the longest pencil? Which is the smallest child? Which is the short pencil?* Etc.

The learners respond by pointing to the correct picture.

Record some of these sentences.

**Game 5: Outing and first, then, next (Listen and Respond)**

Part 1: Review the vocabulary about the school trip (L55), using the picture sheet.

Part 2: Tell the learning group about an outing, using *first, then* and *next.* You might start like this: *We want to go on an outing. First we decide where we want to go. Then we write down what we want to take and who is bringing what. Next we talk about how we get there,* etc.

For Parts 1 and 2:

For each person: The second one of the picture sheets after this lesson (objects or people of different sizes or lengths).

For Part 3:

Objects of different sizes or lengths, three sizes of each object. For example scarves, carrots or other vegetables, photos of children – whatever is easily available and is already familiar to the learners (don’t introduce new words here).

**For Part 1:** For each person: Picture sheet from the school trip (L55).

**For Part 3:** For each person: The third picture sheet (next, neck, necks, nest and nests).
The learners respond by using gestures to illustrate what you are talking about.

Part 3: For many learners of English, *next* is a difficult word to pronounce, and also difficult to distinguish from words like *necks* and *nests*. To practice this, hand out the third picture sheet, with pictures for *next*, *neck*, *necks*, *nest* and *nests*. Start with two words, say each word clearly, while pointing to the appropriate picture. Then continue to say the two words and get the learners to point. Then add the third word, say them in random order while the learners point. Then the fourth and finally the fifth word.

Don’t do this for too long, even if you don’t think they have mastered the distinction completely. It is rather boring and tiresome, and frustrating for somebody who doesn’t hear the difference. It’s more productive to stop after a few minutes, and do another brief practice during the next lesson.

Part 4: Ask questions such as: What do we do first? What do we do next? – The learners give brief answers.

| Game 6: School trip (Speaking Practice) | Facilitate a conversation about school trips and outings. What do people do on an outing / school trip? Do your children go on school trips? Where do they go? What do they do there? Do children in the learners' home countries go on school trips? Do families, or groups of friends, go on outings? What do they do on these outings? Are they different from here? – Stay in the present tense! You could also plan an outing together. |

**Note for Game 4:** The first picture of the series of three (short, long, etc.) does not make much sense on its own in each case. Only in comparison with "shorter, the shortest " can, for example, the pencil in the first picture be described as "short". – You need to bear with this tension and get the learners to look at the whole set of three.
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## Lesson 57

<table>
<thead>
<tr>
<th>Game 1: Personal pronoun it (Speaking Practice)</th>
<th>Description</th>
<th>Required material</th>
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<td>Part 1: Everyone has the picture sheet from L50 in front of them. Briefly repeat part 2 of L56 Game 1: Hold up a toy figure man and say for example, <em>This is a man, he has red pants / trousers.</em> Then hold up a pencil and say, <em>This is a pencil, it is blue.</em> Hold up the toy figure woman and say, <em>This is a woman, she has brown hair.</em> Then say in random order, <em>it’s big, she’s small, he has a blue shirt, it’s long,</em> etc. The learners respond by pointing to the correct object. Part 2: The learners take turns making such sentences themselves. If this is too difficult for some of the learners, you can start the sentence off and let a learner finish it. Part 2: Everyone has the floor plan of L43 in front of them. Ask questions to the learners, such as: <em>Is the kitchen big? Answer: yes, it is big (or no, it is small).</em> – <em>Is the door open? – Yes, it is open,</em> etc. Everyone should get several turns.</td>
<td>For each person: A toy figure man and a woman, and a few objects, such as different colored pencils. Picture sheet from L50 (Things in the kitchen). Floor plan from L43.</td>
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<th>Game 2: More body parts (Quick Dozen)</th>
<th>Description</th>
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<td>Part 1: Introduce the following terms, Quick Dozen style. Everybody points to their own body parts. The picture sheet is intended to help the learners when they review with the audio recording later. <em>face, chin, elbow, wrist, fingers, thigh, calf, heel, ankle, toes, chest.</em> Make a recording. Part 2: If the people in your learning group are up to it, get them to do some gymnastics, for example exercises for shoulders, arms, fingers, etc. Use as many of the new terms as possible, and also body parts from L5 and 53.</td>
<td>A picture sheet (body parts) for each person.</td>
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<th>Game 3: Continuous /</th>
<th>Description</th>
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<td>Part 1: Point out to your learning group that they have been hearing things like <em>I am eating</em> and <em>I eat.</em> Both have something</td>
<td>An apple or a piece of bread or some other food item that you can start eating</td>
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<td><strong>simple present</strong></td>
<td>to do with food, but are not quite the same. Ask if somebody happens to know how they are different. If nobody knows, or if the explanation needs clarifying, explain that we say <em>I am eating</em> if we are eating now. Demonstrate this by biting into an apple or something. Repeat: <em>I am eating an apple.</em> However we say <em>I eat</em>, if I do it a lot, such as <em>I eat bread for breakfast.</em> Make sure everybody in the learning group has understood the difference. Part 2: Make many more sentences, with verbs the learners are familiar with, using either simple present or present continuous, in random order. The learners need to decide for each sentence which verb form you have used. Examples: <em>I am drinking coffee, I go to school every day, I drink coffee at break time, I am going to market,</em> etc. If it’s present continuous, they respond by saying <em>now.</em> If it’s simple present, they say <em>a lot.</em> Record at least ten such sentences. Part 3: Carry on as in Part 2, but don’t say whole sentences anymore (where the context of the sentence may give the clue whether it’s a habit or happening now). Just say the verbs, so they need to pay attention to the verb form. Examples: <em>I’m eating, I drink, I go to town, I’m going to school,</em> etc. The learners respond in the same way as before.</td>
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<td><strong>Game 4:</strong> <em>always, never, again</em></td>
<td>Proceed as in L52 Games 2 and 6: Carry on a conversation with the learners exploring the meaning of the terms <em>always, never, again.</em> 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, to further explore the meaning.</td>
<td>Depending on the group size: One or more sets of the appropriate measures (cups and spoons, or 1-liter measuring jug). Jugs with water and an empty jug. A few tape measures.</td>
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Some examples:

**Always**
Bill can't be here at 2 p.m., he is always half an hour late.
Tom always comes on his bike, even when it’s raining.

**Never**
It never snows in the summer.
Bill has a bike, he never takes the bus.

**Again**
Francesca had a baby in May, but now she comes to English class again.
Claire was ill last week, now she is well again.
Stay with one term until the learners have grasped the meaning.
Record three or four sentences for each term.

### Game 5: Outing (Speaking Practice)

Part 1: With your learning group, look at a picture of an event which is familiar to all or most of the people in the group, such as a group outing. Start by making a short statement about the first picture, such as, I see 3 men and 4 women.

Then the learners take turns making short statements about the picture. If nobody can think of things to say, you might ask specific questions, for example, *What is this man doing? Who is he? What color is his shirt? What is he holding in his hand? Is he angry?* Etc.

Don’t put pressure on anyone to express difficult things, but give them opportunities to say things they are able to express.

Part 2: Proceed the same way with the other pictures.

Part 3: Describe the pictures again, one after the other, in simple language and short sentences, using the same vocabulary that was used before, when the learners took turns describing.

Record your description.

A few smaller objects that can be measured (such as books, pencils, dishes, etc.).

A few pictures of an outing or other event, ideally of something that your learning group has done together.

If the pictures are not big enough for everybody to see them well, provide a set of pictures for every two learners.
**Game 6: because**  
*(Listen and Respond)*

| Part 1: Review | Part 2: Make sentences with *because*, related to the pictures on the picture sheet.  
Examples: *I am eating because I am hungry, I am drinking because I am thirsty, I am cold because it is snowing, I am cooking because I am hungry,* etc.  
The learners point to the appropriate pictures, one from the top half of the sheet and one from the bottom half.  
Record at least ten such sentences. | For each person:  
Picture sheet with various actions and emotions from earlier lessons. See the second picture sheet after this lesson. |

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*Hand out the picture sheet with various familiar actions and emotions. Make statements such as, *He is tired, it is snowing, she is cooking, she is cold, it is sunny, he is eating,* etc., in random order. The learners respond by pointing to the appropriate picture.*
Lesson 58

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<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
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</table>
| **Game 1:** *because*  
(Listen and Respond and Speaking Practice) | Part 1: Repeat Part 2 of L57 Game 6: Make statements such as: *I am eating because I am hungry. I am drinking because I am thirsty. I am cold because it is snowing. I am cooking because I am hungry,* etc. The learners point to the relevant pictures on the picture sheet.  
Part 2: Distribute the individual pictures of the actions (eating, drinking etc.) to the learners, one picture to each learner. They then take turns making a statement about their picture, such as *I am eating.* You complete the sentence: … *I’m eating because I’m hungry.* – The learners point to the right picture on their sheet as in Part 1.  
Do several rounds, after each round the learners pass their picture to their neighbor.  
Part 3: Distribute the individual pictures of the emotions/sensations to the learners (hungry, cold, tired etc.). The learners take turns making a statement about their picture, such as *I am tired.* You complete the sentence, for example: *I’m asleep because I’m tired.*  
Do several rounds, as in part 2. | For Part 1:  
The mixed picture sheet from L57, one for each person.  
For Part 2:  
Individual pictures of the mixed picture sheet, at least twice as many individual pictures as there are people in the group (one action and one emotion each). |
| **Game 2:** *I, me, he, him* | The learners will have heard the little words *me* and *him* before, but it’s a good idea to focus on them here, and to help them understand the difference between *I* and *me,* and *he* and *him.* (*She / her, we / us and they / them* will be focused on in L59.)  
Part 1: Place the fruit on the table. Take for example an apple and give it to one of the learners, while saying: *I am giving you an apple.* Then motion to the learner to give the apple back to you, and while they are doing it, say *You are giving me an apple.* Do the same with another learner. Ask into the round: *Who will give me a pear?* When somebody picks up a pear to give to you, ask this person to say what they are doing (*I am giving you a pear*), and you reply, *yes, you are giving me a pear.* | A few objects that can be handed back and forth, for example pieces of fruit.  
Some toy figure men. |
Then the learners take turns picking up a piece of fruit and giving it to another learner, while describing what they are doing. If they use *me* instead of *I* or vice versa, repeat the sentence with the correct word. If they use the two words mostly correctly, move on to Part 2. If however they seem to be wildly guessing between *I* and *me*, point out that *I* is for the person who is giving, whereas *me* is for the person who is receiving.

Part 2: Proceed as in Part 1, but now contrasting *he* and *him*. Use the toy figures for representing *he* and *him*. (Many people don’t like using pronouns to refer to people who are present, but don’t mind doing it with toy figures.)

Part 3: Continue playing the game, but now mixing *I*, *me*, *he*, and *him*.

**Game 3: Vocabulary to do with liquids (Quick Dozen)**

Introduce the following terms, Quick Dozen style: *full, empty, half full/half empty, wet, dry, hot, cold, warm, puddle, the faucet / tap is dripping, the water is splashing, the water is flowing, the water is running, the glass is overflowing.*

Full, empty, hot and cold are not new here and don’t appear in the picture sheet but can be represented with the recipients and the water.

Make a recording.

*See footnote at the end of the lesson.

**Game 4: first, next, then (Pronouncing practice, Speaking Practice)**

Part 1: Briefly repeat Game 5 Part 3 of L56: Each learner has the picture sheet (*next, neck* etc.) in front of them again, you say the five words in random order, while the learners point to the correct picture.

Part 2: Hold up one of the pictures and ask a volunteer to say the corresponding word. – If some learners still have difficulties, avoid making them feel stupid. Give everybody the opportunity to say each word at least once. Repeat the word correctly if needed. – You may want to point out that for example *xt* in *next* is made up of *k, s* and *t*, pronounced one after the other.

For each person: The third picture from L56 (*next, neck, necks, nest and nests)*.

For Part 2: One set of individual pictures of the same sheet.
**Part 3:** Encourage a conversation about getting ready for an outing. You could start it off like this: *We want to go on an outing. What do we do first?* – Etc.

**Game 5: Describing people (Speaking practice)**

Distribute the pictures of people to the learners, one picture per person. The learners take turns describing the person on their picture. You start, to give an example. – If the learners get stuck, you can help them formulate, but don’t “jump in” too quickly. If the group is small, the pictures can be redistributed after one round and you play a second round.

Photos or pictures of different people (as in L56 Game 3), if possible as many pictures as there are people in the group.

**Game 6: Guess who? (Game)**

Divide the group into two teams. (For larger groups: form two or three sets of two teams, in which case you will need four or six sets of the people pictures, and a visual barrier for every two teams.) Each team receives an (identical) set of people pictures. A visual barrier separates the two teams.

Game rules: Team A chooses one of the pictures, without showing their choice to Team B. Team B asks yes/no questions in order to find out which picture Team A has chosen. – For example: *Is it a man?* – Yes. – *Does he have a hat?* – No. – *Does he have dark hair?* – Yes. – *Does he have a beard?* – No. etc. When Team B is sure which portrait it is, they hold it up for confirmation.

You start off the first round by asking the first few questions yourself, to be sure everybody understands the rules.

After each round, Team A and B swap roles. Play several rounds.

If available, the game “Guess who?”

Alternative: Portraits of about 12-15 different people, two copies of each portrait. – If you don’t have anything suitable, you could use two sets of the pictures in the second picture sheet after this lesson, cut up into individual pictures. Visual barrier.

**Note for Game 3:** If there is no running water in the room where the group is meeting, then it’s not so easy to bring all the materials listed in the third column. In such a case, it may be best to just work with the picture sheet, instead of with real recipients and water. However, the real objects are preferable if at all possible.
Pictures for “Guess who?”
## Lesson 59

<table>
<thead>
<tr>
<th>Game</th>
<th>Description</th>
<th>Required material</th>
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| **Game 1: Vocabulary to do with liquids (Review and Speaking Practice)** | Part 1: Review the terms from L58 (full, empty, etc.).
Part 2: Place the individual pictures on the table. The learners take turns choosing a picture and making a statement about it. Give an example first, to get them going, such as *The faucet/tap is dripping.*
Each learner should have several turns. | For Part 1:
For each person: Picture sheet from L58 (vocabulary for liquids).
For Part 2: One or two sets of individual pictures of the same picture sheet (L58). |
| **Game 2: Parts of the house (Quick Dozen)** | Introduce the following terms, Quick Dozen style:
*first floor, second floor (for UK: ground floor and first floor), basement / cellar, upstairs, downstairs, roof, chimney, ceiling, wall, front yard / front garden, back yard / back garden, vegetable garden / vegetable patch / allotment, fence, garage, gate, corner, elevator/lift.*
Note: This list (and the picture sheet) contains 17 terms – rather too many for one lesson. Select roughly a dozen terms that are relevant to your learning group and delete the rest.
Review the terms *room, door, window, stairs* from earlier lessons.
Make a recording.
Ideally you would be walking with your group around a house or building and learn the terms using the real things. If this is not possible, the picture sheet will have to do.
Use the opportunity to talk about 1st, 2nd floor, etc.
The picture sheet is intended for reviewing at home with the audio recording. | For each person:
A picture sheet. |
| **Game 3: here, there** | Through appropriate statements and gestures, introduce (or review) the terms *here* and *there*: Place one set of objects | A number of familiar smallish objects that can be brought to the lesson |

on the table, the other set a little further away, for example on a chair at the other end of the room, or on the windowsill. Then you make statements such as *The big pencil is here. The white cell phone / mobile phone is there. The black pen is here. The small book is here.* Etc. You point to the corresponding objects (*here* is on the table, near you, *there* is further away). Record your statements. Then start asking questions such as: *Where is the small pencil? Where is the blue pen? Where is the big book?*, etc. The learners take turns responding, by either *here* or *there*. Keep doing this until you are sure that they have grasped the meaning of *here* and *there*. Without much trouble, two of each. For example: pencils, pens, books, pieces of paper, notebooks, mobile phones, purses / handbags. The pencils, pens etc. should be distinguishable in some way, for example by color or size.

**Game 4:**
*she / her, we / us, they / them*

Having introduced *me* and *him* in L58 Game 2, focus now on *her, us* and *them*. Part 1: Place the fruit on the table. Take for example a pear and place it in front of one of the toy figure women and let the figure give it to one of the learners, while saying: *She is giving you a pear.* Then motion to the learner to give the pear back to the toy figure. While they are doing it, say *You are giving her a pear.* Do the same with another learner. Ask into the round: *Who wants an apple?* When somebody volunteers, make the toy figure give an apple to this person, ask the person to say what is happening (*She is giving me an apple*). Then encourage the learner to return the apple to the figure and to say again what is happening (*I am giving her an apple*). Let each learner have a turn. If they use *she* instead of *her* or vice versa, repeat the sentence with the correct word. If they use the two words mostly correctly, move on to Part 2. If however they seem to be wildly guessing between *she* and *her*, point out that *she* is for the person who is giving, whereas *her* is for the person who is receiving. As in L58 Game 2: A few objects that can be handed back and forth, for example pieces of fruit. Some toy figure men and women.
<p>| Game 5: because (Speaking Practice) | Place the pictures on the table. Part 1: Repeat part 2 of L58 Game 1: Distribute the individual pictures of the actions (eating, drinking etc.) to the learners, one picture to each learner. They then take turns making a statement about their picture, such as <em>I’m eating</em>. You complete the sentence: … <em>I’m eating because I’m hungry.</em> – The learners point to the right picture on their sheet. Part 2: Repeat Part 3 of L58 Game 1: Collect the pictures of the actions and distribute the emotions/ sensations instead (hungry, cold etc.). The learners take turns making a statement about their picture, such as <em>I am tired</em>. You complete the sentence, for example: <em>I’m asleep because I’m tired.</em> The learners point to the correct picture on their sheet. Part 3: Swap roles: You make a statement about one of the actions, for example: <em>I’m drinking</em>. The learner who... | A complete set of individual pictures of the mixed picture sheet (actions and emotions, L57). For each person: A picture sheet of these mixed pictures. |
| has the picture about being thirsty, completes the sentence: <em>I’m drinking because I’m thirsty.</em>&lt;br&gt;After one round, everybody passes their pictures to the left, play a second and possibly a third round.&lt;br&gt;Part 4 (if the learners are ready for this): Place a complete set of the individual pictures on the table, in two groups (the emotions together and the actions together). The learners take turns choosing two pictures, an action and an emotion, and make a complete because-sentence about them, such as <em>I’m sleeping because I’m tired.</em>&lt;br&gt;Play several rounds.&lt;br&gt;Reformulate affirmatively as needed. |</p>
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Lesson 60

What happens after these 60 lessons?

Congratulations to you and your learning group for persevering to this point. The learners are still not experts, so it would be good for them to continue learning English. However, a different type of activities would be more useful after this.

If the learning group wants to continue learning together, we suggest you start working with picture stories.

A guide for this can be found here: www.sil.org/english-with-newcomers, under "Ideas for Advanced Beginners".

In this document you will find a link to a Dropbox where suitable picture stories can be downloaded. There are also suggestions for other sources of picture stories.

We recommend that you continue to talk about relevant topics as mentioned before Lesson 56.

Grammar: To improve correctness, we recommend that you pick out certain grammatical features where the learners frequently make mistakes and practice them specifically. It is also time to introduce the past tense.

There are plans to develop games that help you introduce and practice more advanced grammatical features, and to make them available on the SIL website mentioned above.

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<th>Game</th>
<th>Description</th>
<th>Required material</th>
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<tr>
<td>Game 1: <em>here, there</em> (Speaking Practice)</td>
<td>Part 1: Place, as in L59 Game 3, one set of the objects on the table, the other set a little further away, for example on a chair at the other end of the room. Then you ask: <em>Where is the big pencil? Where is the grey cell phone / mobile phone?</em> etc. The answer is either <em>here</em> or <em>there</em>, or: <em>The big pencil is here, the grey cell phone is there.</em>&lt;br&gt;Part 2: Ask questions about the parts of the house while the group moves around the house/building again (as in L59 Game 2). For example: <em>Where is the roof?</em> – <em>There</em>. – <em>Where is the first floor?</em> – <em>Here</em>. – <em>Where is the basement?</em> – <em>There.</em>&lt;br&gt;If the terms have only been introduced with the help of the picture sheet, omit part 2.&lt;br&gt;Part 3: The learners themselves ask questions as in part 1.</td>
<td>As for L59 Game 3: Two sets of familiar smallish objects that can be brought to the lesson without much trouble. For example: pencils, pens, books, pieces of paper, notebooks, mobile phones, purses / hand bags.</td>
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### Game 2: Shapes (Quick Dozen)

Introduce the following terms, Quick Dozen style:
- circle, square, line, curve, height, depth, length, width
- round, square, straight, curved, high, deep, long, wide (long is not new here).

The adjectives round and square are not included separately in the picture sheet. You will need to introduce them in context: *The circle is round, the ball is round, the cup is round, the box is square, etc.*

Make a recording.

**For each person:**
- A picture sheet.

### Game 3: Shapes and colors (Listen and Respond)

Distribute paper and pencils.

Sit in a way that the learners can’t see your piece of paper, with your back to the rest of the group, or you “protect” your sheet with the help of a visual barrier.

Now draw a simple picture and describe step by step what you are drawing, and (if colored pencils are available) in which color you are drawing it. At the same time, the learners draw what you are describing. They can also ask questions to clarify, if needed.

Make sure you include the new terms from Game 2, but otherwise only use familiar vocabulary.

Example: *I’m drawing a house. It is four inches high and 2 inches wide. It has a roof and a chimney. The chimney is one inch high. I’m drawing a door on the left, and four windows. The windows are square. One is next to the door, the others are upstairs. I’m coloring the roof red and the door green. Etc.*

Then compare your drawing with the learners’ drawings.

*See footnote at the end of the lesson.*

**A visual barrier.**

**For each person:**
- A piece of paper, a pencil and a ruler.
- If possible, colored pencils in 3 or 4 different colors.

### Game 4: Planning an “End of

Plan cooking a meal together, to celebrate the completion of the 60

**60 lessons party**
*(Speaking Practice)*

| beginners’ lessons. You may want to discuss the following things: *What can we cook? What do we need for it? Who can bring what? What do we need to buy? Who will buy it? Where will we cook? When will we meet?* etc.
|---|
| Note: In Phase 2 (after L60) the learners will be developing their skills of discovering the meaning of new words they come across (other than by using a dictionary). If in the process of planning the party they need help to understand or say something, this is a good time to start practicing these skills.

**Game 5: Picture descriptions**
*(Speaking Practice)*

| Part 1: Choose one of the two picture story sheets after the lesson. With your learning group, look at one picture at a time. Get the learners to describe in simple sentences what they see in the picture. They take turns making sentences. If they run out of things to say, you can keep them going a little longer by asking specific questions. If they are lacking words, you can help them. If new words come up, write them down.
|---|
| Part 2: Go through the list of new words. Stimulate little conversations about each new word, explaining what they mean, using simple drawings if needed, and making more sentences in different contexts. Make sure the learners understand the meaning before going on to the next word.
| Part 3: Describe the pictures again, in short, simple sentences. Be sure to include all the new words from your list, but do not use any additional new words.
| Record your description.
| If there is time, you could proceed in the same way with the other picture sheet. But make sure there is also time for each person: One or both sheets with pictures from picture stories (see at the end of the lesson).
| Note: These picture stories are part of the collection in the dropbox mentioned in the paragraph before L60. |
**Game 6:** Celebrating success (Speaking Practice)

| Proceed as before (for example in L40 Game 5), dividing the table into two parts etc. | A piece of string or a scarf or something similar, for dividing the table into two parts. |
| Part 1: The learners name individual pictures or objects and then move the picture or object to the other half of the table. | 30 to 40 objects and pictures that were introduced in L50-59 (remember to include pictures of actions as well as nouns). |
| Part 2: The statements become more complex. Examples: *This woman has straight hair, I have ten fingers*, etc. | |
| Part 3: The statements become more complex still. Examples: *The man has a beard and he is bald, I have five fingers on each hand*, etc. | |
| Continue until no one can think of anything more to say. | |
| For a more detailed description of this game see L35 Game 5. | |

**Note for Game 3:** If there are people in your learning group who are not used to handling pencils, the learners work in pairs. One person does the drawing, but they need to both agree on what is to be drawn where and in which color. – By the way, it is possible that even learners who can read and write find it very challenging to draw. Drawing is not taught and encouraged everywhere in the world. If this is the case, stop the game. You don’t want to embarrass anyone.

**Note for Game 5:** This game of describing pictures is a foretaste of phase 2, which could be tackled after L60. See the text before L60.
From “Amanda & the Mysterious Carpet”, p. 23 and p. 26

www.sil.org/english-language-lessons
From “I Can’t Sleep” p. 24 and 25