Lesson Plans 6-10

*English Language Lessons for Newcomers*. Based on *Lektionspläne für Deutschunterricht mit Flüchtlingen*, by Kathrin Pope and Team, Wycliffe Switzerland and Wycliff Germany. Inspired by Greg and Angela Thomson's *The First Hundred Hours*. Copyright of *English Language Lessons for Newcomers* 2021. SIL International. Licensed under Creative Commons BY-NC-SA 4.0 international.

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

After each lesson plan there are picture sheets with simple 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.

Please also refer to the instructions for Lessons 1-5.
Lesson 6

Practicing third person – using toy figures as a resource

It is often unnatural – and in some cultures even rude – to refer to a person who is present in the third person (he, she). Instead, we turn to the person in question and address them in the second person (you). But we also need to practice speaking in the third person, as this is very common in everyday life. A toy figure is an invaluable tool. Ideally, we will have two toy figures – one male and one female – as we need to differentiate between he and she or his and hers.

Politeness

In the Listen and Respond games, the nurturer continues to give instructions such as give me the apple, put the pear on the chair and so on. – The learners need to learn how to express themselves politely. So the nurturer should get into the habit of adding please and thank you every so often. For simplicity’s sake this is not written into every activity.

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<tr>
<th>Game</th>
<th>Description</th>
<th>Required Material</th>
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<tr>
<td><strong>Game 1: Possessive pronouns</strong>&lt;br&gt;singular: my, your, his, hers – review (Listen and Respond)</td>
<td>Each person has the same three objects (already known to the learners) in front of them, such as an apple, a pear and a banana (or pictures of these). The toy figures are sitting on the table, also with a collection of fruit (or pictures) in front of them.&lt;br&gt;Say (accompanied by the appropriate gestures): This is my banana, this is your banana. – Then ask: Where is my apple, where is your banana, where is my pear, etc., and the learners point to the correct fruit.&lt;br&gt;When they respond correctly to my and your, introduce his, and then a little later hers, (referring to the objects that belong to the toy figures).&lt;br&gt;It is important that the words my, your, his, her are not always presented in the same order.&lt;br&gt;Record 1-2 minutes of this game.</td>
<td>Three objects per person, for example an apple, a pear and a banana (or pictures of these fruits – see picture sheet for L2).&lt;br&gt;two toy figures, a “man” and a “woman”. (They also need a set of objects each.)</td>
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<tr>
<td><strong>Game 2: Possessive pronouns</strong>&lt;br&gt;plural: our, your, their (Listen and Respond)</td>
<td>Part 1: Divide the learning group into two teams and introduce the terms our and your, and demonstrate that your can be plural as well as singular. Each group has some objects, so there are our apples and your apples etc.&lt;br&gt;To introduce the term their, place a group of toy figures on the table and place some objects next to them. Point and say their bananas etc.&lt;br&gt;Continue as in Game 1 and use all six possessive words (my, your, his, her, our, and their) in random</td>
<td>As for Game 1. Some additional toy figures.</td>
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| Game 3: Numbers 21 – 100 (Quick Dozen) | Part 1: Review the numbers 1-20: Call out a number and the learners hold up the correct number of fingers (1-10) or point to the correct card/slip of paper (11-20).
Part 2: Collect the cards and distribute the play money (or the “100 square” after the lesson). Count out 21-30 slowly and clearly laying down one dollar at a time as you count.
Since the learners are already familiar with the numbers 1-10, it is not necessary to strictly apply the Quick Dozen rules.
Part 3: Say the numbers between 20 and 30, in random order, and the learners show the correct amount. (Or they point to the correct number on the “hundred square”.)
Part 4: Introduce 40, 50, 60, 70, 80, 90 and 100, using either 10 dollar bills or the 100 square.
Record 21 to 30, and 40, 50 etc., all the way to 100, saying each number twice. | For each learner playing cards/slip of paper as for L4, to show numbers 11-20. Play money (can be home-made): For each learner or each pair of learners, ten 10 dollar bills and nine 1 dollar bills. Instead of play money, the “hundred square” below may be used. |
| --- | --- | --- |
| Game 4: Dealing with money – continued (Listen and Respond) | To begin with, make one or two statements such as *The table costs 5 dollars*, and count out the correct amount with the play money. Cents can now also be used (at this stage, use only multiples of tens).
Carry on making such statements, but now the learners count out the money.
Learners can work individually or in pairs. (If they work in pairs you don’t need quite as much play money, which is helpful with a larger group.) | Play money (as in Game 3).
9 dimes for each learner.
A selection of objects (or pictures) the learners know already. |
| Game 5: Illnesses (Quick Dozen) | Using the Quick Dozen rules, introduce the following expressions: *I have a headache, I have a stomach ache, I have an earache, I have a backache, I have a toothache, I have a cough, I have a cold, I have a fever, I have a sore throat, I have a cut, my leg hurts, my arm hurts.*
With this set of words, use either the picture sheet or your imagination for the various illnesses and act them out. The learners respond by pointing to the correct picture on their picture sheet, or by | Pictures that show various illnesses (see picture sheet after the lesson). |
acting out the relevant illness. Make a recording. *See footnote at the end of the lesson.

**Game 6:** People have illnesses (Listen and Respond)

Make statements such as *The boy has a stomach ache. The girl has a cold. The woman has a cut,* etc. The learners respond for example by finding the boy among the toy figures and pointing to the picture with the stomach ache. Record 1-2 minutes of this game.

As in Game 5, and some toy figures, if possible a man, woman, boy and girl for each learner.

**Game 7:** The doctor and the pharmacy (Quick Dozen)

According to the Quick Dozen rules, introduce the following terms: *doctor, prescription, pharmacy, receipt, medicine.* Make a recording.

A picture sheet for each learner (see picture sheet after the lesson)

**Game 8:** Doctor and pharmacy (Listen and Respond)

Make statements such as *The boy is going to the doctor’s. The girl is going to the pharmacy. The woman needs medicine,* and so on. The learners respond for example by finding the boy among the toy figures and pointing to the picture with the doctor. Record 1-2 minutes of this game.

Picture sheets of Game 7, and the toy figures of Game 6.

**Note for Game 5:** Reminder of the Quick Dozen rules:

- Start with two words or expressions.
- Add one word at a time.
- Review them in random order with plenty of repetition.
- Learners respond by pointing, not with words.
- For more detail see Introduction to L1.
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## Lesson 7

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<td><strong>Game 1: Review</strong></td>
<td>Repeat Game 4 of L6 (dealing with money), but using different objects from those in L6. Choose objects from earlier lessons that need reinforcing.</td>
<td>Play money as in Game 4 of L6. Several known objects that can be “bought”.</td>
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<tr>
<td><strong>Game 2: Illnesses and treatments (Listen and Respond)</strong></td>
<td>Make statements such as: <em>I have a stomach ache, I’m going to the doctor’s. – I have a sore throat, I’m going to the pharmacy. – I have a fever, I need some medicine, etc.</em> The learners react by pointing to one picture on each sheet. Make sure to include, during the course of the game, all the pictures from both sheets. Record part of this game.</td>
<td>For each person both picture sheets of L6 (one with illnesses and one with “doctor, prescription” etc.).</td>
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<tr>
<td><strong>Game 3: Places in the town (Quick Dozen)</strong></td>
<td>According to the Quick Dozen rules, introduce a dozen terms for various places in the town or neighborhood, for example, <em>supermarket</em> (or name of the supermarket, such as Kroger, Tesco’s, etc.), <em>bus stop, train station / railway station, hospital, school, park, bank, post office, church, mosque, library, traffic light, crosswalk / zebra crossing, corner, block.</em> (This list contains more than 12 items as the bridge, the traffic light and some crosswalks are drawn into the map. <em>Corner</em> and <em>block</em> can also be taught from the map. The terms to be taught should be selected based on the local surroundings.) Make a recording.</td>
<td>For each learner: A town map. <em>See footnote at the end of the lesson.</em></td>
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<tr>
<td><strong>Game 4: Left, right, straight ahead, backwards (Listen and Respond)</strong></td>
<td>Part 1: Get everyone to stand or sit in a row so that all, including the nurturer, are looking in the same direction. (Otherwise confusion about left and right is guaranteed.) Introduce the terms <em>left</em> and <em>right</em>. First, using our hands – <em>the left hand, the right hand</em>. Say the terms once or twice and hold up your relevant hand. Then the learners hold up the correct hand in response to</td>
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*See footnote at the end of the lesson.*
what they hear. Then add the left/right leg, foot, eye, ear and so on.

Part 2: Everyone should now be standing, and all are looking in the same direction. Make directional statements and carry out the first one or two, so the learners get the idea of what they are supposed to do. For example, *turn left, turn right*, and the learners turn to the left or to the right. Repeat a few times, not always alternating left and right, to make sure the learners listen and respond to what they hear.

Then add the word *step*.

*Take one step to the left, two steps to the right* etc.

*Add straight ahead.* – *Take three steps straight ahead, two steps to the left, four steps straight ahead, one step to the right,* etc.

(You can also introduce the term *backwards*.)

| **Game 5:** Find the hidden object (Listen and Respond) | Choose an object that can be hidden later, for example, a glove or a scarf. Everyone sees the object beforehand. A volunteer leaves the room. (If there is more than one English speaker present, we recommend that one of them is the first person to volunteer. This saves the effort of having to explain the rules of the game.) Then someone hides the object in the room. It should be visible when you are standing directly above or in front of it. The volunteer is called back into the room. Now give orders to direct the volunteer around the pieces of furniture in the room to find the object: *Three steps straight ahead, two steps to the left,* etc. until the volunteer is right there. Then someone else leaves the room and the object is hidden again. | An object that can be hidden, for example a glove or a scarf. |
| **Game 6:** Finding your way around the town | Part 1: Using a toy figure and the town map, describe how to walk from the school to the church, for example: *From the school I turn left, at the crosswalk I cross the street,* etc. | For each learner a town map from Game 3 and a toy figure. |
**Lesson 7**

### (Listen and Respond)

In a description like this, we will inevitably encounter new words (such as *cross, turn, at, past*…). If you speak slowly and clearly and move the toy figure slowly across the map, and everyone can see what is happening, the learners will almost certainly understand these new words in context.

**Part 2:** When the learners are ready, describe more routes through the town, but now the learners move their figure on their own maps.

**Record 2 or 3 such route descriptions.**

### Game 7: Personal pronouns we, you all, they (Quick Dozen)

**Part 1:** We review the pronouns *I, you, he, she* (see also L2 Game 4): Say: *Where am I, where are you, I, she, you, he, etc.*, Learners respond by pointing. For *he* and *she*, they point to a toy figure man or woman.

**Part 2:** Divide the learning group into two teams (for *we* and *you all*), the teams sit opposite each other. You belong to one of the two teams.

*See footnote at the end of the lesson.

Stand up and gesture to your team to stand up as well. When you are all standing you say: *We are standing up.* Then gesture to the other team to stand up and say: *You all are standing up.* Then say again *we* (and point to your own team), then *you all* (and point to the other team). Then just say *Where are we? Where are you all? We, you all, we, you all, etc.* Learners point to the correct team.

Place the toy figure family on the table. Point to the family and say: *They are sitting (or standing) on the table.*

Continue: *Where are they, where are you all? Where are we? You all, they, we, you all, we, they, you all, etc.*

**Part 3:** Continue as in Part 2 and include also *I, you, he, she*.

Depending on the learning group, the...
| **Game 8:** People, adults and children moving around the town (Listen and Respond) | **Part 1:** Review the words *child* and *children,* and introduce the term *adults.* Then mix in the words for people from L1 (man, woman, boy, girl, baby, family).  
Part 2: Everyone has the map from Game 3 in front of them. Make statements such as, *the children are crossing the road, a child is running to the school, the adults are walking past the hospital, a man is sitting in front of the post office,* etc.  
The learners respond by moving the toy figures around the map as instructed.  
Record 1-2 minutes of this game. | **For Part 1:** Toy figures (several children and adults).  
Picture sheet from L1 (man, woman, boy, girl, baby, family).  
For Part 2: For each learner, the map from Game 3, and a toy figure family (a man, a woman, a boy and a girl). |

**Note on the map for Game 3:** There is a sample for a blank map on the next two pages. They can be printed out side by side and taped together. A selection of about a dozen individual pictures from the picture sheets after the map can be stuck on to the blank map, before you photocopy them for the learning group. Select those pictures that are relevant in your situation. The traffic light and the crosswalk, and also a bridge, are integrated into the blank map.  
Alternatively, you can draw a simple map of your town. However, an official printed town map is in most cases too complicated and therefore not suitable.  

**Note on Game 7:** There are different ways to address more than one person in different regions of the English speaking world, such as *you all, y’all, you guys, youse,* or even just *you.* In these lesson plans we will always use *you all.* It’s up to you the nurturer to replace it by whatever is commonly used in your area.
Lesson 8

Starting to speak

All the suggested activities so far (except for the role plays) are comprehension activities in which the learners listen, process, and respond without using words. This builds up a passive vocabulary. This is very important for the learners to be able to understand what is happening around them and what they are being asked.

During the course of the first seven lessons, the learners have already heard some words and expressions so often that they are probably ready to say certain things themselves (especially if they have been listening regularly to the audio recordings or practicing with others between lessons). No one should be hindered from joining in spontaneously. But at the same time, we do not force anyone to speak who does not yet feel ready to speak. People do not learn well under pressure.

The first attempts at speaking (apart from the role plays) can be designed very simply. For example: We take a Quick Dozen Game from an earlier lesson and repeat it very briefly. The nurturer then points to one of the objects or pictures and asks: What is this? Whoever feels ready to do so can then say the word. Here’s another example: The nurturer asks: Where is the apple? The answer can be: On the chair or under the table etc. (If a learner says something like on chair or even just chair, then this is totally fine at this stage. The nurturer can repeat it correctly, but should not embarrass the learner because they made a mistake.)

For the speaking practice, we always choose vocabulary that has already been learned. The new words from today’s lesson should not occur in a speaking activity until they have become very familiar.

To summarize: Start with simple, short responses and do not force anyone to speak who would prefer to continue to only listen for a little longer.

Clock time

In Lessons 8 to 10 there are several games to practice telling the time. Depending on the country they are in, learners will have different needs. In some countries time is usually given as “half past five, ten to seven” etc. In other countries it is “5.30, 6.50” etc. In some places learners need to be able to understand both ways, but it is sufficient if they can express themselves in only one of the two ways. To cater for the different needs, we provide different games. Nurturers need to choose the games that are relevant for their learning group.

If you think both ways of telling the time are relevant for your learning group, then choose one system to start with, and introduce the other system only when the first way has been mastered, several lessons later. When you get to half and quarter hours, it is confusing for learners to be taught for example “half past eight”, and the same time be presented with the fact that “you can also say 8.30”.

The games we suggest assume that learners are able to connect meaning to the analogue clock or a digital clock, or even both.
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<tr>
<td><strong>Game 1:</strong> Speaking practice</td>
<td>When you feel that your learning group is ready, choose a suitable activity based on the information above.</td>
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<td><strong>Game 2:</strong> Places in the town – review (Listen and Respond)</td>
<td>Repeat Game 6 of L7 (finding your way around the town). Make sure that all places that were introduced before are used at least once in this game.</td>
<td>For each person the town map of L7 and a toy figure.</td>
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<tr>
<td><strong>Game 3:</strong> Means of transport (Quick Dozen)</td>
<td>According to the Quick Dozen rules, introduce the terms for the various means of transport that are relevant to the surroundings of the learning group. For example: <em>bus, train, bicycle, car, taxi, on foot</em>. Make a recording.</td>
<td>A picture sheet for each person.</td>
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<tr>
<td><strong>Game 4:</strong> Travelling to place X by Y – command form (Listen and Respond)</td>
<td>Give orders such as: <em>Take the bus to school, go to the hospital on foot, go to the bridge by bicycle</em>, etc. For the first two instructions, the nurturer models the response, by taking the picture of the correct means of transport and placing it on the correct location on the map. Then the learners respond. Record 1-2 minutes of this game.</td>
<td>For each learner the town map from L7 and the picture sheet from Game 3 (means of transport), cut into individual pictures.</td>
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<tr>
<td><strong>Game 5:</strong> Travelling to Place X by Y, using present continuous (Listen and Respond)</td>
<td>As in Game 4, but now use the statement form instead of the command form: <em>The boy is taking the bus to school, the woman is going to the hospital on foot, the man is going to the bridge by bicycle</em>, etc. The learners react by putting the correct toy figure and the means of transport on the correct location on the map. As in Game 5, the nurturer models the response to the first two sentences. Record 1-2 minutes of this game.</td>
<td>As for Game 4. Also a toy figure family (a man, a woman, a boy and a girl) for each learner.</td>
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<td><strong>Game 6:</strong> Ordinal numbers 1-5 (Quick Dozen)</td>
<td>According to the Quick Dozen rules, introduce the ordinal numbers: <em>first, second, third, fourth, fifth</em>. Use five toy figures, lined up behind each other. Make a recording. <em>See footnote at the end of the lesson.</em></td>
<td>5 toy figures, either all men or all women.</td>
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<tr>
<td><strong>Game 7:</strong> Directions</td>
<td>This is an extension of the directions in Game 6 of L7 (finding your way around the town).</td>
<td>For each person a town map and a toy figure.</td>
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*See footnote at the end of the lesson.*
## (Listen and Respond)

**town). Say for example:**

*The boy is at the school. He turns right. He goes straight ahead. At the third street he turns left. He comes to the traffic light. He goes straight ahead. At the second street after the traffic light he turns left. The third building on the left is the church.*

The learners move their toy figure around the map according to what they hear. Record 2 or 3 sets of instructions.

### Game 8:
**Time – full hours**
**(digital clock – for analogue clock see Game 9)**

**Listen and Respond**

This game only covers full hours. Half and quarter hours will be covered in L9.

- **Part 1:** Review the numbers 1-12.
- **Part 2:** Show a time for everybody to see and say, for example, *eight o’clock.*

Then tell them other times and the learners point to the correct time on their sheet.

Record 1-2 minutes of this game.

#### Sheet with digital times, full hours (see below – one per person).

One set of full hours, cut into individual slips of paper.

### Game 9:
**Time – full hours**
**(analogue clock)**

**Listen and Respond**

- **Part 1:** Review the numbers 1-12.
- **Part 2:** Set a time on your toy clock for everybody to see (only full hours – half and quarter hours will be covered in L9) and say, for example, *eight o’clock, five o’clock, seven o’clock.*

Then you say the times and the learners set the correct time on their toy clocks.

Record 1-2 minutes of this game.

#### Toy clocks, one per person (see toy clock for cutting out below).

### Game 10:
**What time is the bus leaving?**
**(Role Play)**

This role play builds on the previous vocabulary. Suggestion:

*What time is the bus leaving? – Eight o’clock.*

*– What time is the train leaving? – Nine o’clock,* etc.

The learners respond by pointing to the picture of the correct means of transport, and they also point to time on their digital time sheet (or set the time on their toy clocks).

Record at least half a dozen such exchanges.

#### For each learner:

- The digital time sheet from Game 8, OR a toy clock.
- The picture sheet with means of transport.

### Game 11:
**How do I get to the school?**
**(Role Play)**

Suggestion: The toy figure is placed on a location on the map, for example, in front of the hospital. The following role play is carried out, for example: *Excuse me, how do I get to the school? – Go straight ahead to the traffic light. Cross the street and turn left. At*

For each learner a town map and a toy figure.
the third corner turn right. The school is in the middle of the block on the right. – Okay, thank you for your help.
In contrast to the greetings dialogue, the learner only needs to be able to say the question itself (How do I get to the school?, and the “thank you phrase” at the end.) The nurturer then gives the instructions and the learners move their toy figure around the map as far as they can, to show what they have understood, and then they repeat the dialogue until they arrive successfully at their destination. It is important to practice the skill of focusing on the first part of the instructions, so that they can at least start out in the right direction, and then ask somebody else for the next part of the way.
Record 2 or 3 sets of directions.

Note for Game 6: We use toy figures lined up behind each other rather than a row of apples or other objects next to each other, because for people who read and write the Arabic script, the first apple in a row is the one on the right, not on the left, as they are used to reading from right to left. Using a line of figures avoids the possibility of confusion in this game.
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For teaching the analogue clock: Photocopy, cut out, (optional: stick onto thin card and/or laminate), connect the clock face and the hands with a brad fastener / split pin.
## Lesson 9

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| **Game 1:** Possessive pronouns *my, your, etc.* – review and extension (Listen and Respond) | In this game we are looking again at the possessive pronouns *my, your, his, her, our, your, their.*  
Hand out to each person three or four pictures of means of transport from L8. There are two toy figures on the table, one man and one woman, and a group of three or four toy figures. The toy figures (the man, the woman, and the group) also each have a set of pictures of means of transport.  
Say (accompanied by the relevant gestures): *This is my bicycle, this is our train, this is their bus,* etc.  
Then ask around the group: *Where is my bicycle? Where is our train?* etc. The learners respond by pointing to the correct picture.  
Important: The possessive pronouns (*my, your etc.*) should not always be presented in the same order.  
Record 1 or 2 minutes of this game. | Toy figures: one man, one woman, and a group of three or four figures.  
For each person: Pictures of three or four means of transport. |
| **Game 2:** What is where? (Description) | To practice vocabulary of location, lay out on the table objects the learners know already, for example, a plate, a cup and a bowl, along with a selection of pictures of means of transport (from L8) and places in the town (from L7). Place smaller objects in, on, under, beside, in front of and behind the larger objects, places and containers.  
Then describe systematically what is where. For example: *The apple is on the plate, the train is behind the school, the onion is in the cup, the bicycle is in front of the post office, the potato is in front of the bowl, the girl is beside the chair,* etc.  
Record this description.  
The learners listen attentively and will be encouraged when they realize that they have understood practically everything. | Plate, cup, bowl, and several small objects from previous lessons (or the corresponding pictures). Toy figures can also be included.  
Include a selection of pictures from L7 (places in town) and L8 (means of transport). This is a good opportunity to reinforce vocabulary that has not yet been grasped so well. |
| **Game 3:** Speaking practice | Each learner may now say a short sentence about the display of objects on the table. However, nobody should feel under pressure to speak if they are not ready.  
If the learners are ready for this, you could rearrange the objects and ask the learners to make a statement about the location of one | As for Game 2. |
| Game 4: **What is where?**  
**True/False/Negation**  
(Listen and Respond) | Make further statements about where the various objects are located, but in random order and without pointing to the objects. Make deliberately some incorrect statements, such as *The potato is in the bowl*, when in fact it is on the plate. As the learners notice whether a statement is correct or not, teach them to say *True* or *False*: When you make an incorrect statement, the learners say *False* and you correct your last statement. For example: *False, the potato is not in the bowl, it is on the plate.* This game gives the learners the opportunity to hear how the negative sentence sounds. | As for Game 2. |
|---|---|---|
| **Game 5 (digital clock):**  
**Time – half and quarter hours**  
(Listen and Respond) | Part 1: The learners have the sheet with the full hours in front of them. Repeat briefly Game 8 of L8: Show two or three times (only full hours) and say, for example, *It is eight o’clock, it is five o’clock.*  
Part 2: Say the times (full hours), the learners point to the correct time on their sheets. – If the learners wish, they can also pronounce the times themselves.  
Part 3: Using your individual slips, show, for example, 7:00 and :30 (covering the :00 on the first slip with the second slip) and say *seven thirty.*  
Then two or three more half hours.  
Part 4: Hand out the sheet with :30, :15 etc. Say various half-hour times, the learners point to the full hour on their first sheet and the :30 on their second sheet.  
Part 5: Introduce 7:15 and 7:45 in the same way and practice this. (So far, only numbers 1 – 20, and multiple of tens up to 100 have been introduced. So, you will need to introduce “45” along the way.)  
Then add in the full and the half hours.  
Part 6: If the learners have not yet had enough of working with the clock, you can also introduce and practice *minutes* (for example: 4.50, 7.05 etc). If the learners are tired of the clock by now, Part 6 can be left for another day.  
“a.m.” and “p.m.” will be introduced in L10.  
Record 1-2 minutes of Part 4, 5 and 6. | For the nurturer:  
One set of individual slips with full hours (from L8) and one set of half and quarter hours and various minute options (see below).  
For each learner:  
A sheet with full hours and one sheet with the half hours etc. |
<p>| <strong>Game 6</strong> | Part 1: Repeat briefly Game 9 of L8: Set two or | A toy clock (L8) per |</p>
<table>
<thead>
<tr>
<th><strong>Game 7:</strong> Giving and taking (Listen and Respond and Speaking Practice)</th>
<th>Time – half and quarter hours (Listen and Respond)</th>
</tr>
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<tbody>
<tr>
<td>Part 1: Spread the objects from Game 2 on the table again. Say to different learners, for example: <em>Give me an apple, please. Take the potato</em>, etc. The learners respond by giving or taking the appropriate objects. Record 1-2 minutes of this game. Part 2: Courageous learners can express their own requests.</td>
<td>three times on your toy clock (only full hours) and say, for example, <em>It is eight o’clock, it is five o’clock.</em> Part 2: Say the times (full hours), the learners set the correct time on their toy clocks. – If the learners wish, they can also pronounce the times themselves. Part 3: Set, for example, half past seven on your toy clock and say <em>half past seven</em>. Then two or three more half hours. Part 4: Say various half-hour times, the learners set their clocks. Part 5: Introduce <em>quarter to</em> and <em>quarter past</em> in the same way and practice this. Then add in the full and the half hours. Part 6: If the learners have not yet had enough of working with the clock, you can also introduce and practice <em>minutes</em> (<em>ten minutes to, five minutes past</em> etc). If the learners are tired of the clock by now, Part 6 can be left for another day. Record 1-2 minutes of Part 4, 5 and 6.</td>
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<thead>
<tr>
<th><strong>Game 8:</strong> More dealing with money (Listen and Respond)</th>
<th>Objects from Game 2, and some play money for each learner.</th>
</tr>
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<tbody>
<tr>
<td>Part 1: Distribute play money to the learners – dollars and cents. Say for example, <em>Give me one potato please.</em> And add: <em>It costs 30 cents.</em> – <em>Give me a cup, please. It costs 3 dollars,</em> etc. The learners respond by pointing to the appropriate object and showing the appropriate amount of money. Record 1 or 2 minutes of this activity. Part 2: When the learners have heard and understood three or four such requests, include them in the game: Those who feel ready for it, may ask for things, you tell them the price and they pay out the play money. Part 3: Reverse the roles. You ask for things, they point to the appropriate object and tell you how much it costs while showing you the amount.</td>
<td>Objects from Game 2.</td>
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<tr>
<th><strong>Game 9:</strong></th>
<th>For each person: A calendar that shows a</th>
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<tr>
<td>Part 1: According to the Quick Dozen rules and using a calendar, introduce the words <em>day, week,</em></td>
<td>L6-10, January 2021 24 Lesson 9</td>
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</table>
Time periods (Quick Dozen)

- **month, year.**
  - Make a recording.
  - Part 2: For review of numbers and the use of plural, introduce 3 weeks, 2 days, 5 months and so. The learners point to the correct parts of the calendar to show that they have understood.
  - Record 1 or 2 minutes of this part.
  - Part 3: If the learners are still receptive, the **days of the week** can be introduced, again according to the Quick Dozen rules. (Part 3 could be left for another day.)
  - Make a recording.
  - *See footnote at the end of the lesson.

Game 10: Where do you come from? How long have you been in the US / Britain...? (Role Play)

- Suggestion: Hello. – Hello. – Where are you from? – I am from (country X). – How long have you been in the US / England? – 5 months.
- At this point, it makes sense to practice the **names of the countries** where the learners come from, and also the country we are in (the United States, England...), using a world map or an atlas. Introduce the country names according to the Quick Dozen rules.
- When the names of the countries have been introduced, run through the role play several times, each time with different learners.
- Record the appropriate dialogue for each member of the learning group.
- *See footnote at the end of the lesson.

Footnote for Game 8: A calendar for one year without the names of the months and the weekdays is particularly helpful for this game. Otherwise the learners are likely to focus on deciphering the names of the months and the weekdays, instead of learning to understand the words for the time units. Calendars can easily be downloaded from the Internet. We suggest you cover the names of the months by sticking something over them, or crossing them out with a felt pen, then photocopy for the learners.

The names of the months will be introduced later.

Footnote for Game 9: Learners who have never been to school usually don’t know how to make sense of a world map. In such cases the game can be carried out without the map.
| :30 | :15 | :45 |
| :05 | :10 | :20 |
| :25 | :35 | :40 |
| :50 | :55 |
Weekdays for US
**Weekdays for UK**

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[Image: Hand-drawn illustration of suns and a moon, representing weekdays.]
### Lesson 10

<table>
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<tr>
<th>Game</th>
<th>Description</th>
<th>Required Material</th>
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<tbody>
<tr>
<td><strong>Game 1:</strong> Celebrating success (Speaking Practice)</td>
<td>This game is intended to bring together vocabulary and the knowledge of sentence structure which has been taught so far. The aim is for the learner to be encouraged to use the English they have learned so far. Be sure to praise each learner at every attempt. The previously learned objects and pictures are placed on one half of the table (or floor space). The learning group stands in a circle around the table. Part 1: Each person in turn names an object or a picture of their choice: <em>Apple, carrot, bus, bicycle, one dollar,</em> etc. If the learner pronounces it more or less correctly, the object is moved to the other half of the table. Continue until each person has had several turns and there are not many things left in the first half of the table. (The objects left over are usually those that have been learned most recently. Remove these from the game.) Part 2: Move the objects from the second half back to the first half of the table, by saying slightly more complex statements. For example, <em>the apple costs ten cents</em> (the learner would move both the apple and the dime), <em>the bicycle is beside the bus, this is my pear, the apple is red</em> etc. Do this for several rounds, until nobody can think of anything else to say.</td>
<td>As many objects, toy figures and pictures from the previous lessons as possible. A large table or space on the floor. A strip of paper, string, a ribbon or similar to divide the table or floor space into two parts.</td>
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<tr>
<td><strong>Game 2:</strong> Clothing (Quick Dozen)</td>
<td>According to the Quick Dozen rules, introduce the terms for 10 to 15 items of clothing. The picture sheets below contain too many words for one game, so you need to make a selection. The selection should more or less correspond to what the nurturer and learners are wearing. Make a recording.</td>
<td>10 to 15 items of clothing. A picture sheet for each learner (for practicing at home). Select up to twelve pictures that are most suitable for your context.</td>
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<tr>
<td><strong>Game 3:</strong> Who does this belong to? (Listen and Respond)</td>
<td>Ask questions such as <em>where is my jacket, where are his socks, your gloves,</em> etc. In this game we can also use the items of clothing worn by the people in the room, not just the items on the table. The learners point accordingly. Use the toy figures to show <em>his socks, her jacket</em></td>
<td>Items of clothing from Game 2. Two toy figures (man and woman).</td>
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etc.  
Record 1-2 minutes of this game.

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<tr>
<th>Game 4: What object is where? (Speaking Practice)</th>
<th>Distribute the items of clothing around the room. Then ask, for example: Where is the glove? A learner answers: On the table or beside the jacket etc. If needed, repeat the answer correctly.</th>
<th>Items of clothing from Game 2</th>
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<tbody>
<tr>
<td>Game 5: More colors (Quick Dozen)</td>
<td>Review the colors learned previously and, according to the Quick Dozen rules, add a few more, depending on the colors of the items of clothing on the table and what you and the learners are wearing. For example, black, white, brown, orange, purple. If the group is very receptive, you can also introduce the variations in color, light green, dark green etc. Make a recording. <em>See footnote at the end of the lesson.</em></td>
<td>Items of clothing from Game 2</td>
</tr>
</tbody>
</table>
| Game 6: Big, small (Listen and Respond) | Part 1: Place, for example, a big and a small apple on the table and introduce the words for big and small.  
Part 2: Place additional pairs of objects on the table. Speak to each of the learners in turn: Give me the big spoon, take the small glass, give Peter the small plate, give me the big apple, etc.  
The learners respond by handing the correct object to the right person.  
Part 3: If Part 2 works well, include the colors: Give me the small, green apple. Take the big, blue cup and give it to Ali. Give me the small red pear, etc.  
Record 1-2 minutes of parts 2 and 3. | Several pairs of known objects (or pictures of them), a big and small example of each, for example, a big and a small apple or other fruit, spoon, glass, cup, plate, etc. |
| Game 7: What time is it? (Speaking Practice) | Parts 1 and 2 of this game aim to review the times.  
Part 1: Say various times, the learners point on their time sheets, or set their toy clocks correctly.  
Part 2: If the minutes (7:05 / five past, 5.50 / ten to etc.) have not yet been introduced as per L9, do this now.  
Part 3: If Part 1 and 2 work well, continue with speaking practice: Hold up an hour and a minute slip (OR set your toy clock and ask: What time is it? A learner says the correct time.  
Use whole hours first, then add half hours, For each learner: Time sheets from L8 and 9, OR Toy clocks from L8. For part 4: the weekday diagram from L9. |  |
quarter hours and, finally, minutes.

Part 4: Using the times of day (shown by the sun) above the diagram with the weekdays from L9, explain to the learners that “**a.m.**” means “in the morning, first part of the day” and “**p.m.**” means in the afternoon (second half of the day).

Say various times such as 8am, 7pm etc. The learners respond by pointing to morning or afternoon on the diagram.

| **Game 8:**  
| **How old is …?**  
| (Role Play)  |
|  | Suggestion: **How old are you?** – I am X (years old).  
|  | – **How old is Ali?** – He is 9. **How old is Aisha?** – She is 7 months.  
|  | Make sure you don’t embarrass anybody who is not sure of their exact age.  
|  | The dialogues should be true to the family situations of the learners.  
|  | Record 2-3 versions of the dialogue.  |

**Note for Game 5:** In other languages, colors may be divided up differently. For example, not all languages have words for **purple** or **pink**. In some languages, the same word is used for **green** and **blue**. Leave room for discussion here and, depending on the group leave out certain words that could cause confusion, such as **pink** and **purple**.