

Unit 1

The Trip



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Task 1



Objectives:

- to **activate** background knowledge before receptive tasks
- to **share** personal information about name, origin and family background

Grouping:

- individual
- pairs
- whole class

Approx Time: 60 minutes

Materials:

- **World Map Worksheet/SLIDE** for each learner
- **Jesus Teaching People SLIDE**

Text:

Luke 10:30

Name & Origin

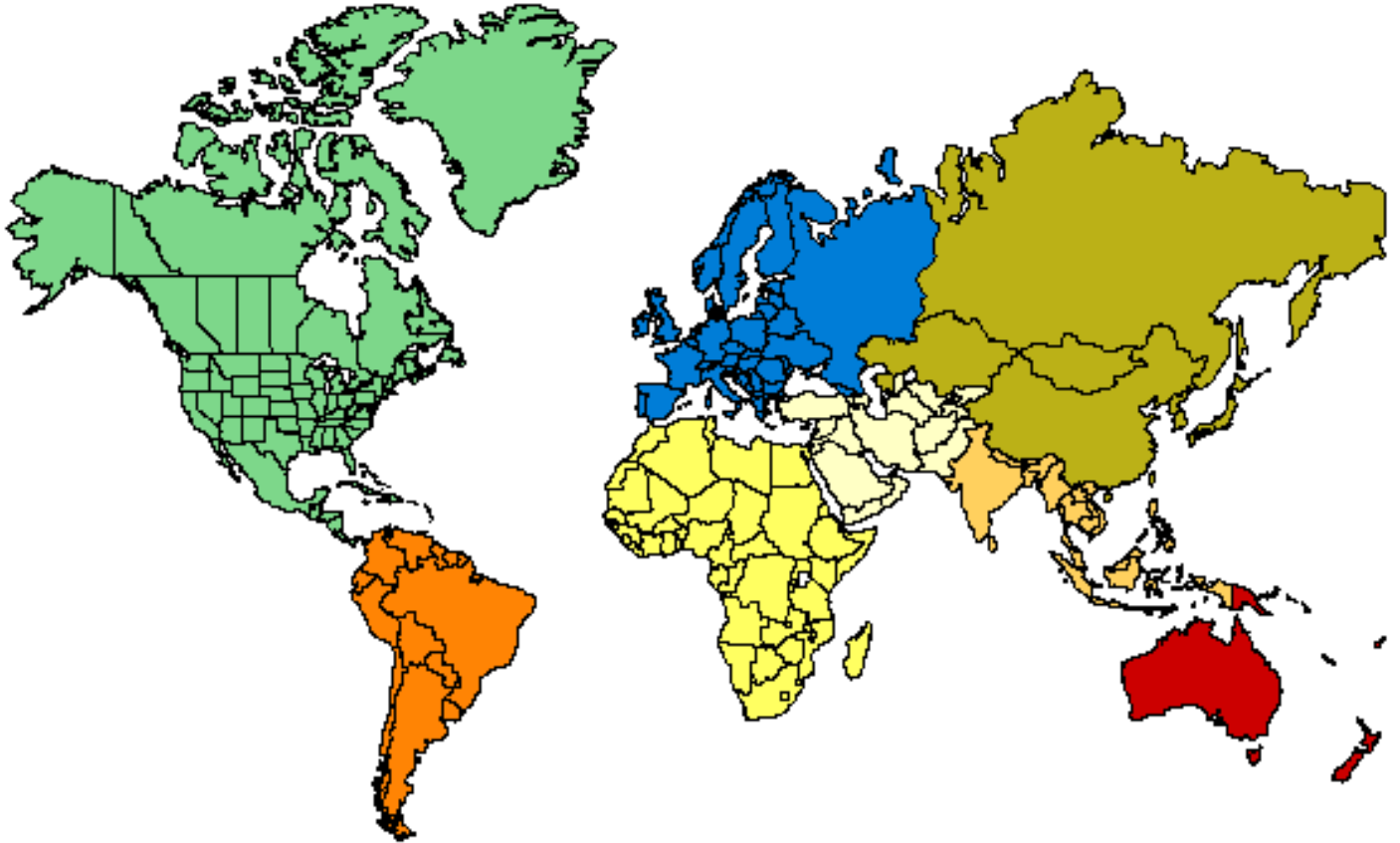
Part A

1. Greet the learners and then introduce yourself:
e.g. I am Gail Tiessen.
Show them your name card and put it at the front of your desk. *e.g.* an 8½x11 paper folded in half twice for the name card
2. Hand out blank name cards and indicate that they are to write their name on the card and place the card in front of them on the desk.
3. Go around the room and have each person say:
I am
4. Project the **World Map SLIDE** onto a white board. (or have a map on the wall)



World Map SLIDE

5. Indicate where you are from by pointing to the map.
e.g. I am from Toronto, Canada.
6. Ask each learner to come to the map and point to their place of origin.
7. Introduce yourself again using first the complete words and then the contracted form.
e.g. I am Gail Tiessen. I am from Toronto, Canada.
I'm Gail Tiessen & I'm from Toronto, Canada.
8. Ask each learner in turn to say their name and where they are from.
Encourage them to use the contracted form, *I'm*.
9. Each learner should put the name of their classmates and their home country on the map in their **World Map Worksheet**.



<http://www.graphicmaps.com/clipart.htm>

World Map Worksheet

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The Good Samaritan

Part B

1. Project the **Jesus Teaching People SLIDE**. Explain that this is an artist's picture of Jesus from the Bible. Leave the picture displayed for the next task.
2. Hand out large sheets of paper with Jesus written in a circle in the middle. Ask each group to write any words, or draw pictures of what they know about Jesus. Illustrate on the white board with a couple of words and pictures.
3. Have each group explain their picture to the other groups as best they can.
4. Project the **World Map SLIDE** again and point out where Jesus lived in Israel and when He lived, 0-33 AD.
5. Ask the learners to mark on their **World Map Worksheet** where Jesus lived.
6. Explain that we are going to study one of Jesus' stories that He told:
The Good Samaritan.



CC_Art.com

Jesus Teaching People SLIDE

Task 2



Objectives:

- to **read** the text
- to **read** the text with appropriate pauses

Grouping:

- individual
- whole class

Approx Time: 20 minutes

Materials:

- **Jesus Telling a Story SLIDE**
- **Jewish Traveller SLIDE**
- **Jewish Traveller Worksheet** for each learner

Text:

Luke 10:30

A Story

1. Have the learners look at the **Jesus Telling a Story** picture.
2. Read the words: *Jesus tells them a story.*
3. Ask the learners to read chorally after you three times.



Jesus tells them a story.

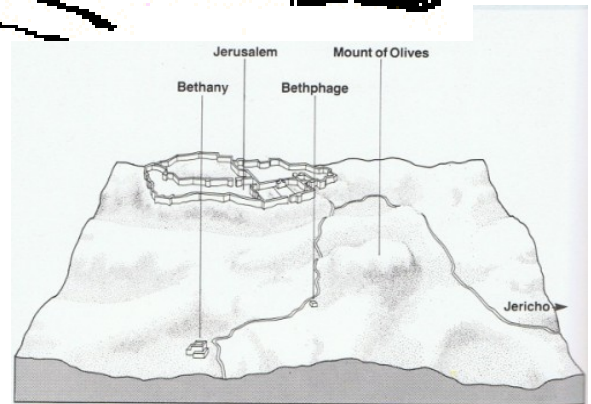
Jesus Telling a Story SLIDE

4. Project the **Jewish Traveller SLIDE** and have the learners look at the picture and read the text under the picture.
5. Read the text again but point to the appropriate part of the picture for the words.
6. Hand out the **Jewish Traveller Worksheet** to each learner. Read the text in phrases and ask the learners to repeat each phrase after you:
A Jewish man // is travelling// from Jerusalem//down to Jericho.
7. Read again but with appropriate phrasing:
A Jewish man is travelling//from Jerusalem//to Jericho//.

Have the learners repeat each thought group after you.

8. Read the whole text with the appropriate thought groups and have the learners repeat after you. Do this three times.
9. Ask individual learners to read the text.

<p>Note to Instructor: The writers of this curriculum have chosen to put the story into the historical present.</p>
--



**A Jewish man is travelling
from Jerusalem down to
Jericho.**

Jewish Traveller Worksheet/ SLIDE

Task 3



Objectives:

- ➔ to **learn** and **use** some nouns and verbs
- ➔ to **improve** spelling skills

Grouping:

- ➔ individual
- ➔ pairs
- ➔ whole class

Approx Time: 45 minutes

Materials:

- ➔ **Noun Word List SLIDE**
- ➔ **Word Cards and Picture Cards** for each pair
- ➔ **Look Cover Write Check Worksheet** for each learner

Text:

Luke 10:30

What's This?

Part A: *people, places and things*

1. Project the **Word Cards SLIDE**. Read the words and have the learners repeat after you.
2. Hand out a set of **Word Cards** and **Picture Cards** to each pair of learners. Have them match the pictures and words.
3. Have the pairs check with another pair.
4. Say one of the words and have the pairs show the matching picture.
5. Show pictures and have the learners say the word.



man	men	woman
women	girl	boy
children	donkey	plane
train	bus	bicycle
Jerusalem	Jericho	Jewish man
Canadian woman	German boy	Korean man

Word Cards/SLIDE

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Picture Cards



Part B: *Travelling Actions*

1. Lead a TPR (Total Physical Response) activity to demonstrate the following verbs. (Use actions, pictures and maps to show vehicles etc.)
2. It is suggested that you fix a point in the room (*e.g. window or door*) and give commands.
 - the **first time** through demonstrate the activity
 - the **second time** do it with the learners
 - the **third time** give the commands and only the learners do it
 - ask various learners to give commands.

walk to
walk from
run to
run from
drive to
drive from
take a bus to
take a bus from
ride from
ride to
fly to
fly from
come from
go to
travel to
travel from

Part C: *Look, Cover, Write, Check*

1. To facilitate the learners' writing and spelling development, hand out the **Look, Cover, Write, Check (LCWC) Worksheet** to each learner.
2. Explain how the method works by reading the instructions 1-4 on the worksheet.
3. Give time for the learners to choose **their own** 10 words, assisting when asked.
4. Be sure to check each learners' words to be sure that they have written the word that they intended to write.

Note to Instructor:

1. In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week.
 - Hand out the new LCWC sheet for the week [Hand out a **NEW** sheet to each learner **each week; a new page will be available with each Unit.**] Make sure they put their name on it and the date.
 - Ask each learner to dictate the words from their partner's column 2 (old sheet)
 - The partner should write the dictated words in column 1 of the new sheet
 - Each learner self checks with his/her own 'old' sheet for accuracy
 - Ask them to write any misspelled words in column 2 of the new sheet
 - Have them add new words until they have 10 words in the 2nd column
2. Also, give a 5-10 minute segment in the 3rd lesson of each week for an individual in-class practice (using column 3).
3. Encourage the learners to store their spelling sheets in their notebook as a portfolio.

Task 4



Objectives:

- ➔ to **understand** and **use** appropriate word stress

Grouping:

- ➔ individual
- ➔ pairs
- ➔ whole class

Approx Time: 60 minutes

Materials:

- ➔ **Word Syllable SLIDE**
- ➔ **Snap Stress Cards** for each pair and an extra set for the wall
- ➔ **Unstressed Vowel SLIDE**
- ➔ **Listening Worksheet** for each learner
- ➔ **Word Stress Pattern Wall Cards**

Text:

Luke 10:30

Jerusalem & Jericho

Part A: Syllables

1. Demonstrate the concept of syllables with words of one, two, three and four syllables using the **Word Syllable SLIDE**.

- tap the desk for each syllable as you say the word

1	2	3	4
man	woman	bicycle	Jerusalem
boy	children	Korean	
bus	donkey	Jericho	
train	German		

- Ask the learners to tap the desk for each *beat as they say the words with you*.

2. Call out various random words and ask them to raise the number of fingers for the number of syllables.



1	2
man boy bus train	woman children donkey German
3	4
bicycle Korean Jericho	Jerusalem

Word Syllable SLIDE

3. Divide the class into pairs and give each pair a pack of **Snap Stress Cards**. (The activity could also be played by learners in groups of three if necessary.)

<p>Note to Instructor: Make each set of cards in a different colour for ease of sorting.</p>

4. Explain and/or give out the rules.

Rules:

- a. The aim of the activity is to win more cards than your partner(s).
- b. Deal the cards equally between players keeping the cards face down in a pile.
- c. Take turns to place a card face up on a pile in the centre of the table, making sure that the player cannot see the card before the others.
- d. If you notice that the number of syllables of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say ***Snap!***
- e. After you have won the pile, put the cards to one side and begin again taking turns to put cards on the pile. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
- f. The player with the most cards when all the cards have been paired off is the winner.



Snap Stress Cards - Cut on the dotted lines



bus	bus	train	train	boy	boy	woman	woman
children	children	donkey	donkey	airplane	airplane	Jericho	Jericho
Jewish	Jewish	Canadian	Canadian	German	German	Korean	Korean
walking	walking	riding	riding	running	running	travelling	travelling
Jerusalem	Jerusalem	they	they	Canada	Canada	Jesus	Jesus
story	story	about	about	girl	girl	room	room

Snap Stress Cards - Cut on the dotted line
✂

behind	behind	country	country	women	women	men	men
table	table	book	book	reading	reading	below	below
pencil	pencil	pen	pen	paper	paper	eraser	eraser
workbook	workbook	teacher	teacher	learner	learner	coffee	coffee
chair	chair	window	window	door	door	writing	writing
stand	stand	sit	sit	smile	smile	mountain	mountain



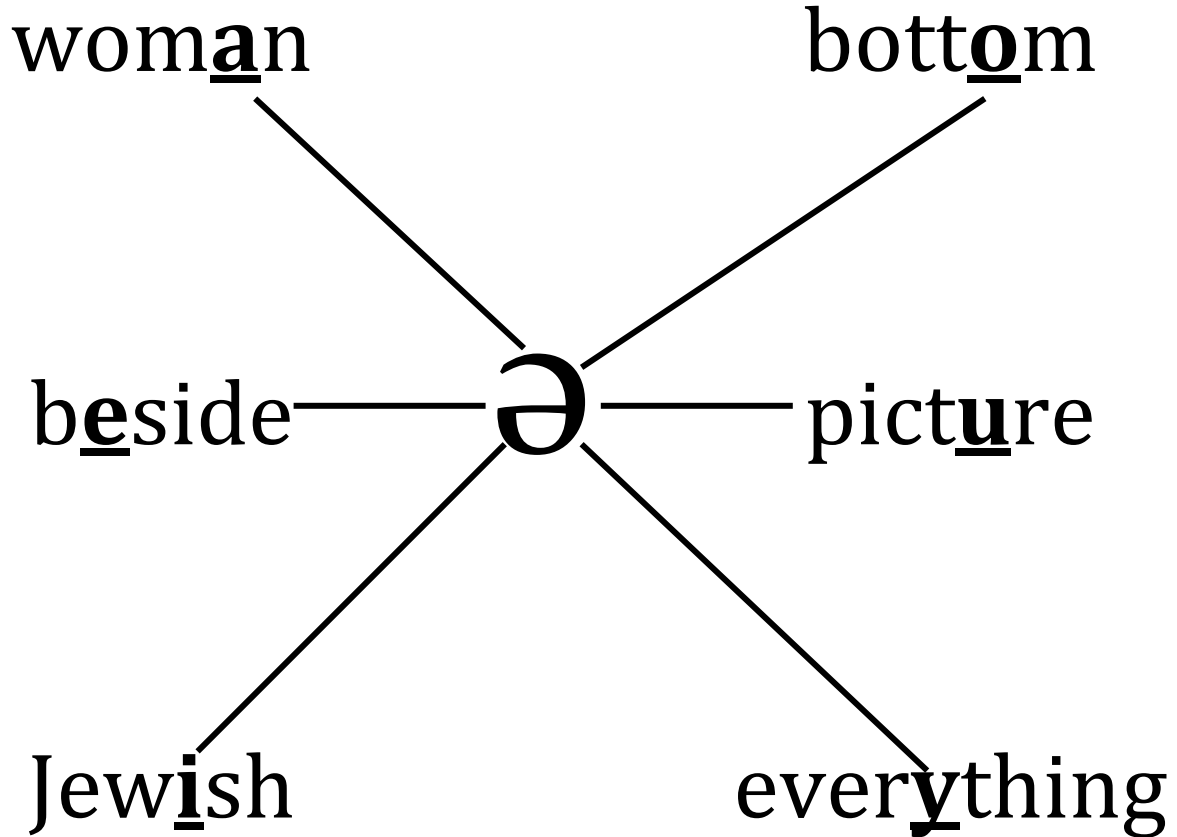
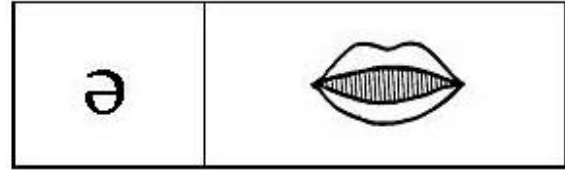
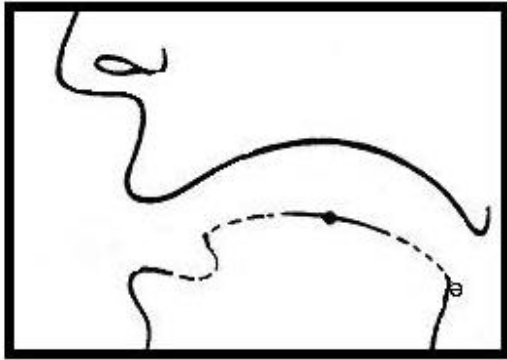
Part B: *Stressed Syllables*

1. Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer. *e.g. woman, Canada, sentence*

Note to Instructor:

Content words are naming words [nouns], action words [verbs], and description words [adjectives and adverbs].
Function words are usually unstressed.

2. The other syllables' vowels are unstressed vowels: mid central, unclear, quick. Use **Unstressed Vowel SLIDE**. (*Show that all the written vowel letters may be pronounced as unstressed or as Schwa- unclear, quick*)



- adapted from *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

Unstressed Vowel SLIDE



- Point out that there are several word stress patterns: where the stressed and unstressed syllables are in a word. Although most English words have the stress on the 1st syllable, there are many words that have a different pattern. Illustrate with 2 words such as *Jerusalem* and *Korean*.
- Hand out the **Listening Worksheet** to each learner for listening discrimination. Read each row across and ask the learners to mark with a check (✓) **D** for Different or **S** for Same.

<i>Answer Key:</i>			
Listening Discrimination		D	S
woman	donkey		✓
train	story	✓	
Canadian	Jerusalem		✓
beside	German	✓	
Jericho	children	✓	
plane	bus		✓
donkey	bicycle	✓	
bicycle	Jericho	✓	
travel	woman		✓
girl	boy		✓
Jerusalem	Jericho	✓	
Jewish	German		✓

Check (✓) the **D** if the stress pattern is **Different** or the **S** if the stress pattern is the **Same**.

Listening Discrimination		D	S
woman	donkey		
train	story		
Canadian	Jerusalem		
beside	German		
Jericho	children		
plane	bus		
donkey	bicycle		
bicycle	Jericho		
travel	woman		
girl	boy		
Jerusalem	Jericho		
Jewish	German		

Listening Worksheet



Part C: Stress Pattern Snap

1. Attach the following **Word Stress Pattern Wall Cards** on the wall:

1 ●	2 ●●	3 ●●●	4 ●●●●	5 ●●●●●	6 ●●●●●●
bus	woman	before	bicycle	disciple	Canadian

2. Using one set of the **Stress Snap Cards**, hand out words to the learners, having them say the word and then place it under the correct **Stress Pattern Card** on the wall.

- Once the whole set is on the wall drill each pattern three times.

Answer Key:					
●	●●	●●●	●●●●	●●●●●	●●●●●●
bus	woman	before	bicycle	disciple	Canadian
book	airplane	about	Canada	eraser	Canadian
boy	below	behind	Jericho	Korean	Jerusalem
chair	children		travelling		
door	coffee				
girl	country				
men	donkey				
pen	German				
room	Jesus				
sit	Jewish				
smile	learner				
stand	mountain				
they	paper				
train	pencil				
	reading				
	riding				
	running				
	story				
	table				
	teacher				
	walking				
	window				
	women				
	workbook				
	writing				

1 ● bus

2 ●● woman

3 ●● before

4 ●●● bicycle

5 ●●● disciple

6 ●●●● Canadian



3. Have the learners do the Snap activity again, **BUT** this time they are to listen for the stress pattern, **NOT** the number of syllables.

- Review the rules:

Rules:

- a. The aim of the activity is to win more cards than your partner(s).
- b. Deal the cards equally between players keeping the cards face down in a pile.
- c. Take turns to place a card face up on a pile in the centre of the table, making sure that the player cannot see the card before the others.
- d. If you notice that the **STRESS PATTERN** of the syllables of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say ***Snap!***
- e. After you have won the pile, put the cards to one side and begin again taking turns to put cards on the pile. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
- f. The player with the most cards when all the cards have been paired off is the winner.

Task 5



Objectives:

- ➔ to **use** personal pronouns appropriately
- ➔ to **use** the simple present forms of *be*
- ➔ to **form** sentences

Grouping:

- ➔ individual
- ➔ pairs
- ➔ whole class

Approx Time: 60 minutes

Materials:

- ➔ **Picture Cards and Word Cards** for each pair
- ➔ **Personal Pronouns SLIDE**
- ➔ **Word Order SLIDE**
- ➔ **Sentence Phrase Cards** for each pair
- ➔ **Sentence Worksheet** for each learner

Text:

Luke 10:30

We are Learners





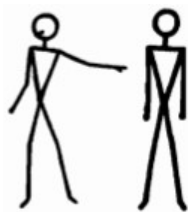



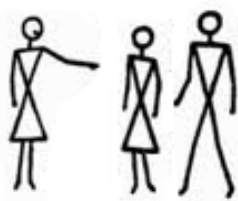
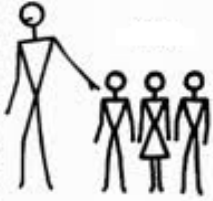

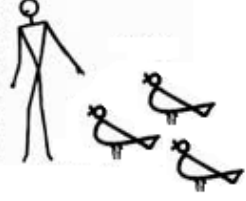
Part A: *Personal Pronouns*

1. Introduce the concept of personal pronouns taking the place of persons as follows:
 - Make a series of statements about yourself and other members of the class, pointing and gesturing appropriately.
*e.g. I am Gail; You are Mary;
She is from Canada; He is John;
We are a class; You are learners;
It is a chair; They are chairs.*
2. Hand out a set of **Picture Cards** and **Word Cards** to each pair for them to match.
 - Project the **Picture and Word Cards SLIDE** to check their choices.
3. Read the words and have the learners repeat them after you

Note to Instructor: Check that all the learners are forming the tense glided vowels with glides –
/ay/ for **I**
/i^y/ as in **he, she, we**
/e^y/ as in **they**
/yu^w/ as **you**
but the
/I/ as in **it** without a glide

4. Call out various pronouns and ask the learners to gesture the meaning.
5. Make various gestures and have the learners call out the pronoun.



			
I	I	you	she
			
he	it	it	we
			
you	they	they	they

Picture and Word Cards/SLIDE

Part B: *Present of linking verb 'be'*

1. Make various statements using the personal pronouns and making appropriate gestures.
e.g. I am a Canadian; you are learners; she is a woman; he is a man; we are happy; they are at the back; it is a chair etc.

2. Project the **Person Pronoun SLIDE** and read the phrases.

<i>I am</i>		<i>we are</i>
<i>you are</i>		<i>you are</i>
<i>he, she, it is</i>		<i>they are</i>

3. Point out the contracted forms: Make many statements using these forms.

<i>I'm</i>		<i>we're</i>
<i>you're</i>		<i>you're</i>
<i>he's, she's, it's</i>		<i>they're</i>

4. Demonstrate with sentences with the vocabulary section of the unit:
e.g. He's riding the bus.
5. Ask learners to make statements.



I am

I'm

you are

you're

he, she, it *is*

he's, she's,
it's

we are

we're

you are

you're

they are

they're

Personal Pronouns SLIDE

Part C: *Word Order*

1. Present the importance of word order using the **Word Order SLIDE:**

Subject (noun or pronoun) + verb + rest of sentence

e.g. I am Gail. The man is traveling.
The woman is riding the bus. She's from Canada.



I am Gail.

**The man is
travelling.**

**The woman is
riding the bus.**

She's from Canada.

2. Hand out a series of **Sentence Phrase Cards**. Ask the learners to order them into sentences.

<i>Answer Key</i>
1. The women are learning English.
2. The teacher is talking about her.
3. The Jewish man is riding his donkey.
4. We are in class.
5. She is from Canada.



1. The women	1. are learning	1. English.
2. The teacher	2. is talking	2. about her.
3. The Jewish man	3. is riding	3. his donkey.
4. We	4. are	4. in class.
5. She	5. is	5. from Canada.

Sentence Phrases Cards

3. Hand out the **Sentence Worksheet** for the learners to fill in the blanks with the appropriate words.

<i>Answer Key</i>	
1.	The boy <u>is</u> riding a bus.
2.	They <u>are</u> in the airplane.
3.	<u>We/They</u> are in our car.
4.	The men <u>are</u> from Germany.
5.	<u>She</u> is in her house.
6.	He is on <u>his</u> bicycle.
7.	<u>I</u> am learning English.
8.	<u>I'm</u> a Canadian.
9.	You' <u>re</u> a student.
10.	<u>We're/They're</u> sitting in our chairs.

4. Divide the learners into pairs and hand out the **Noun Cards** from Task 2. Have them take turns picking up a card and then making sentences using the chosen word.



1. The boy _____ riding a bus.
2. They _____ in the airplane.
3. _____ are in our car.
4. The men _____ from Germany.
5. _____ is in her house.
6. He is on _____ bicycle.
7. _____ am learning English.
8. _____'m a Canadian.
9. You' _____ a student.
10. _____'re sitting in our chairs.

Task 6



Objectives:

- ➔ to **interact** with others
- ➔ to **respond** to *tell us*

Grouping:

- ➔ groups

Approx Time: 30 minutes

Materials:

- ➔ Tell SLIDE
- ➔ Map Board, Instruction Cards, Movers, Die for each group

Text:

Luke 10:30

Tell Us

1. Point out that Jesus told a story. Explain that this is a particular form using the **Tell SLIDE**:
tell someone something
2. Hand out the **Map Board, Instruction Cards, Movers** and **Die** to each group of 3.
3. Give them the instructions to start at **Jerusalem**.
 - Take turns throwing the die and moving the number that comes up.
 - If they land on a **red** shape, they pick up a card and follow the instructions. Demonstrate with one of the cards.



**Tell me
something.**

**Tell me about
something.**

Tell SLIDE

Tell us about the Jewish man.	Tell us about Jerusalem.	Tell us about your country.
Tell us a story.	Tell us about Jesus.	Tell us about travelling by plane.
Tell us about travelling by bus.	Tell us about walking somewhere.	Tell us about a donkey.
Tell us about travel.	Tell us something.	Tell us something about you.
Tell us about the instructor.	Tell us about the classroom.	Tell us about the weather.

Instruction Cards

Jerusalem



Jericho



