

Leaving Everything Behind

<i>Task</i>	<i>Title</i>	<i>Page</i>
	<i>Teacher Notes</i>	<i>2</i>
	<i>Script</i>	<i>4</i>
1	Where Is Galilee?	6
2	Peter Meets Jesus	8
3	Fishing Vocabulary	10
4	What Comes Next?	14
5	You, Me and Him	16
6	Clear and Unclear Sounds	18
7	Who Does What Where?	26
8	What Do You Think?	32

Unit One

Teacher's Notes

In this first unit, the learners meet Jesus, Peter and the other disciples whose experiences will be told in the coming units. The main events in this unit are **a miraculous fish catch** and **Jesus' calling the disciples to follow him**. The unit is titled *Leaving Everything Behind* that points to the life-changing decision the disciples made in following Jesus.

Before teaching this unit...

1. Ask the learners what they know about Peter. Do not give the learners a lot of information about the content at this point. This is merely to activate their prior knowledge of the life of Peter. Tell the learners that in this curriculum we will be following the events in Peter's life as he follows Jesus.
2. Hand out the cover page. Draw the learner's attention to the title. Ask the learners what this unit might be about. Briefly explain the meaning of the words in the title. Do not give the learners a lot of information about the content at this point.
3. Draw the learners' attention to the titles of each task. Tell the learners that in this unit you will be looking at the language needed to talk, read, and write about Peter leaving everything behind to follow Jesus.
4. Attach the unit title page to a bulletin board in the classroom. Refer to it after completing each task or at the end of the unit.

How it all ties together:

Task 1, *Where Is Galilee?*, introduces the learners to Peter in the geographic context of the script by way of locating Peter's home on a world map. The task also functions as an ice-breaker and group-builder by inviting the learners to speak of their origins and to show their home countries on the world map.

Task 2, *Peter Meets Jesus*, introduces the main events of this unit's script. They receive pictures first in order for them to predict events and activate their prior knowledge. This prepares them for the listening task, in which they listen for main events and sequence the pictures. They retell the story in their own words.

Task 3, *Fishing Vocabulary*, is a vocabulary task in which the learners work with fishing vocabulary. Since fishing is a recurring theme in Peter's life, an understanding of fishing terms, both in a literal and metaphoric sense, is important.

Task 4, *What Comes Next?*, is a follow-up from Task 2. After having ordered the pictures in Task 2, learners order summary statements and match them with the pictures. The learners are introduced to a wall map of Israel. They find the location where the events of the script occurred on the wall map. They also decide what the three main summary statements are and stick these onto the wall map.

Task 5, *You, Me and Him*, helps the learners see how pronouns, the definite article *the*, demonstratives and adverbs function to hold the script together.

Task 6, *Clear and Unclear Sounds*, is a pronunciation task which introduces the learners to the schwa /ə/ sound – the most frequent vowel sound in English. The learners work with stressed and unstressed syllables through listening discrimination tasks and a snap game for controlled production. The task ends with a dramatic reading of the script.

Task 7, *Who Does What Where?*, is a vocabulary task to teach the meaning and use of wh-question words. The learners practise by formulating questions and answers about characters and events in the script.

Task 8, *What Do You Think?*, is a speaking task that concludes the unit. The learners are introduced to the Activity Board with discussion and question cards. This Activity Board, which will be used in subsequent tasks, provides a scaffold for speaking about the people and events in the script and about the learners' own families and daily routines. A speaking assessment sheet is included for informal assessment by the teacher.

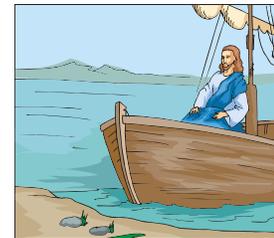
Leaving Everything Behind

Characters: Luke Narrator, Jesus, Peter, James, John, Matthew Narrator, Disciples, Mark Narrator, John Narrator

2 **Luke Narrator:** One day on the shore of the Sea of Galilee, Jesus is preaching to
4 great crowds who are pressing in on him to listen to the word of God. Jesus
6 notices two empty boats at the water's edge, for the fishermen have left them and
8 are washing and mending their nets.

10 **Jesus:** *[stepping into Peter's empty boat]* Simon, please push this boat out into the water.

12 **Luke Narrator:** He preaches to the crowds from the boat.



14 **Jesus:** *[to Peter]* Simon, now go out where it is deeper and let
16 down your nets, and you will catch many fish.

18 **Peter:** Master, we worked hard all last night and didn't catch a thing. But if you say
20 so, we'll try again. *[They let down the nets.]*

22 **Peter:** *[shouting to his fishing partners, James and John, the sons of Zebedee, in the other boat]*
24 Help us! There are so many fish! Our nets are tearing!

26 **Luke Narrator:** Soon both boats are filled with fish and on the verge of sinking.

28 **James:** What a catch! Our boats are filled!

30 **John:** It's amazing! We're going to sink we have so many fish!

32 **Peter:** *[awestruck and falling on his knees before Jesus]* Oh, Lord, please leave me—I'm too
34 much of a sinner to be around you.

36 **Jesus:** Don't be afraid! From now on you'll be fishing for people!

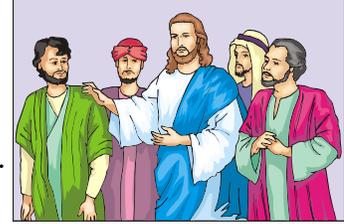
Luke Narrator: They land the boats and immediately leave everything behind and
follow Jesus. James and John leave their father Zebedee.

* * * * *

Matthew Narrator: It is another day by a mountain in Galilee.

Jesus: *[to some disciples]* Come with me.

Disciples: Yes, Lord.



38

Matthew Narrator: Jesus climbs the mountain and prays to
40 God all night and at daybreak calls together all his disciples.

42 **Jesus:** *[to all his disciples]* I have selected twelve of you to be my regular companions.
You will be apostles. I am sending you to preach and am giving you authority to
44 cast out evil spirits and to heal every kind of disease and illness. Don't go to the
Gentiles or the Samaritans, but only to the people of Israel—God's lost sheep. Go
46 and announce to them that the Kingdom of Heaven is near. Heal the sick, raise the
dead, cure those with leprosy, and cast out demons. Give as freely as you have
48 received!

50 **Mark Narrator:** These are the names of the twelve he chose: Simon (he renamed him
Peter), James and John, the sons of Zebedee, (but Jesus nicknamed them "Sons of
52 Thunder"), Andrew, Philip, Bartholomew, Matthew, Thomas, James, the son of
Alphaeus, Thaddaeus, Simon, the Zealot, and Judas Iscariot, who later betrayed
54 him.

* * * * *

56 **Matthew Narrator:** On another day as the crowds are gathering, Jesus goes up the
mountainside with his disciples and sits down to teach them.

58

Jesus: Some of you don't believe me.

60

John Narrator: For Jesus knows from the beginning who doesn't believe, and he
62 knows who will betray him.

64 **Jesus:** That is what I meant when I said that people couldn't come to me unless the
Father brings them to me.

66

John Narrator: Many of his disciples turn away and desert him

68

Jesus: *[turning to the remaining disciples]* Are you going to leave, too?

70

Peter: Lord, to whom would we go? You alone have the words that give eternal life.
72 We believe them, and we know you are the Holy One of God.

Scripture Source: Matthew 10:1-8; Mark 3:13-19; Luke 5:1-11; John 6:66-71

Task #1

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic:
 - to activate learners' geographical knowledge
 - to introduce historical background
 - to talk about country and family

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

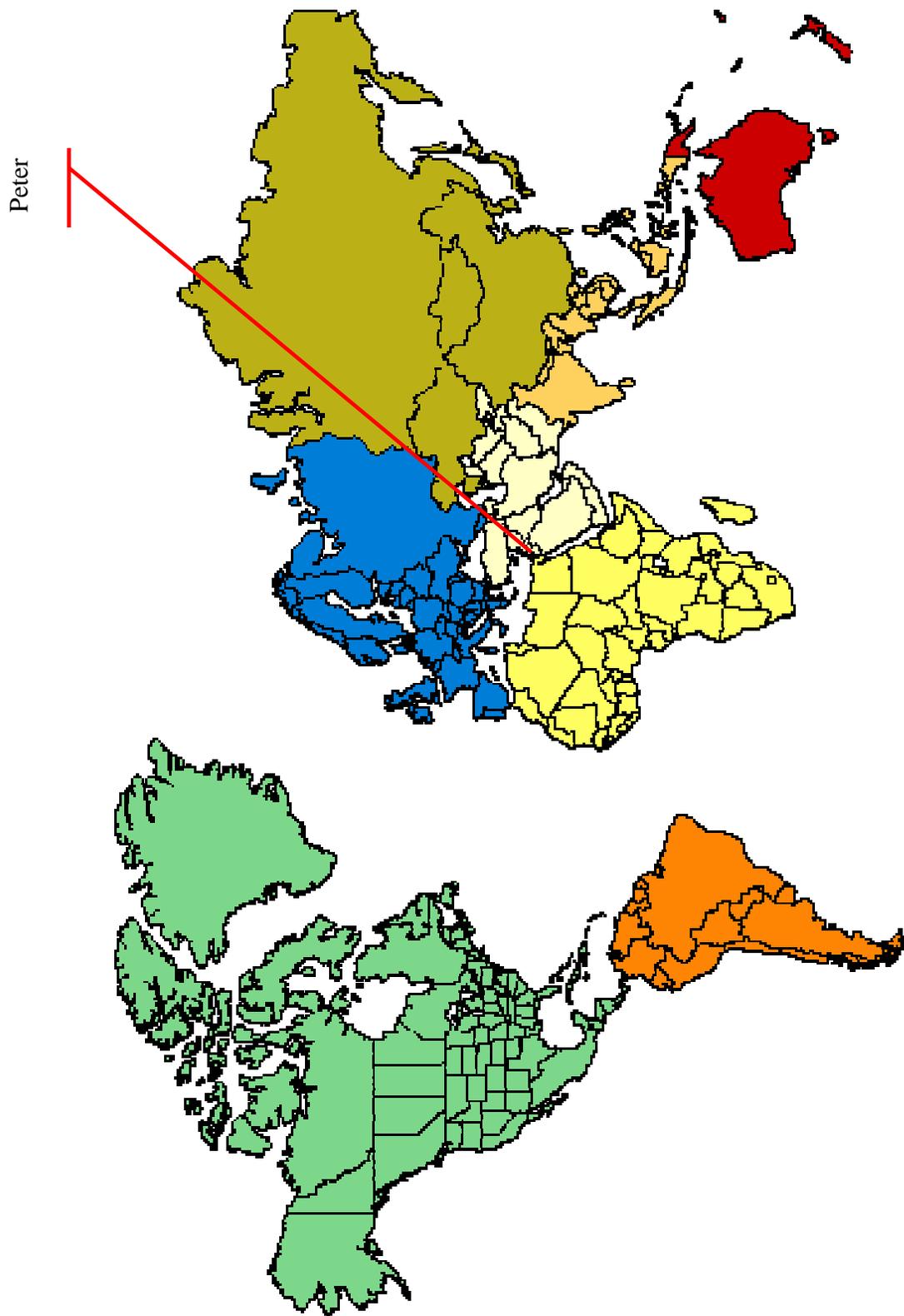
Time: ⌚
20 minutes

Materials:

- map of the world on the wall
- pins, strings
- learners' names or pictures, tape
- Israel Wall Map from FJ Tools (If possible laminate the map for ease of use throughout the curriculum.)

1. WHERE IS GALILEE?

1. Place Peter into a geographical context by introducing the map of the world. (*Place a map on the wall and provide a border (paper) around the map before class.*)
2. Pair learners. Let them ask each other their names and where they are from? Model the language they will need: *What's your name? Where are you from? Tell me about your family.* After a few minutes, tell them to find a new partner and ask the same questions.
3. Hand out a **World Map**. With their partners, have them locate and mark the country they come from. Then have them mark where they are now. (*Be sensitive to the fact that some learners are not familiar with the concept of maps. You may have to explain how they work.*)
4. Have the learners show each other their home countries on their world maps. Have them write down the names of their classmates next to their home counties on the map. *e.g. Juan from Peru*
5. Gather the class around the map of the world. Instruct the learners to take a pin and place it on the map in the place where they are from. They should also place their picture or names on the borders *e.g. Maria from Spain*. Connect the pin and a picture with a string. Let each learner take his/her turn connecting a string to a picture or a name.
6. Ask for one volunteer to point out where Israel is. Put a pin in Israel on the map and link with a string to Peter's name on the border. Have the learners name some of the surrounding countries, including Egypt. Draw attention to the **Israel Wall Map** on the wall.
7. Remind the learners that this story happened over 2000 years ago. 2006 AD means *since the birth of Christ* according to the Gregorian calendar instituted by Pope Gregory XIII in 1582. The events of Peter's life are recorded in the four Gospels and Acts of the New Testament.



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

Task #2

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic:
 - to listen for main events
 - to correlate pictures with main events

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

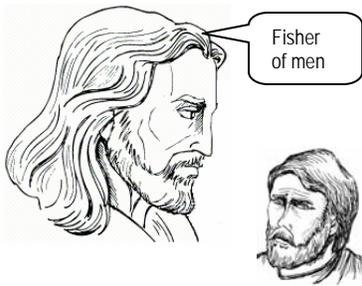
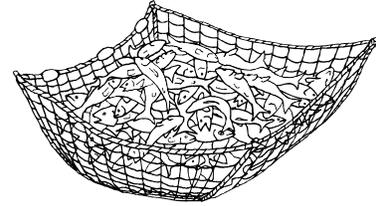
Time: ⌚
20 minutes

Materials:

- CD and CD player
- a set of Picture Cards for each pair of learners
- Wall Map from FJ Tools

2. PETER MEETS JESUS

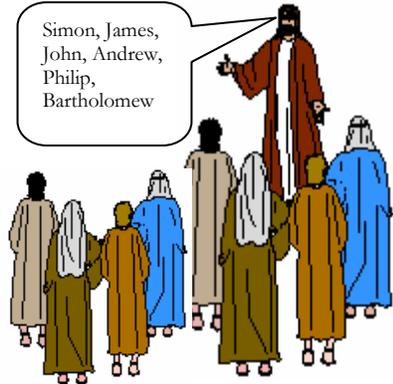
1. Point out the Sea of Galilee on the **Israel Wall Map**.
2. Lead a discussion on what the learners think people in that area worked at.
3. Prepare the learners to listen to a dramatic reading of Peter's meeting with Jesus.
4. Give each pair of learners a set of **Picture Cards** cut apart and mixed up. Let the learners discuss the pictures and what they think is happening in them. Then, ask each pair to predict what order the pictures will occur in the script by placing them on the table from left to right. **DO NOT 'CORRECT' PREDICTIONS.**
5. Have the learners listen to the CD Track 01. While they listen, they are to revise the order of their pictures, if they feel this is necessary. Listen to the CD again.
6. Have each pair of learners compare their picture sequence with another pair of learners. Have them explain the reasons for their ordering and try to come to a common agreement.
7. Play the CD for confirmation.
8. Choose a pair of learners that has an appropriate ordering. Ask them to retell the story in brief points showing their pictures to the class.



Follow me!



Simon, James,
John, Andrew,
Philip,
Bartholomew



To whom
would we go?



Task #3

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- linguistic: vocabulary
 - to learn phrases relating to fishing
 - to understand metaphoric language related to fishing for fish and for people

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚

20 minutes

Materials:

- large paper on the wall
- script for each learner
- heading cards
- phrases cards
- tape

3. FISHING VOCABULARY

1. Hand out a copy of the script to each learner.
2. Ask the learners what the script says about Peter's job. Tell the learners that Peter is a fisherman. Who else is a fisherman? Have the learners scan the script for any words and phrases that have to do with fishing. Have the learners call them out (they do not need to find them all).
3. Point out that in *line 29*, Jesus says they *will be fishing for people*.
4. Ask how are *fishing for fish* and *fishing for people* the same? Different? What exactly is being compared?
5. Ask the learners if they can find some phrases that refer to *fishing for people*.
6. Put a large paper on the wall with the two headings:
 - a) **Fishing for Fish**
 - b) **Fishing for People**
7. Randomly hand out the **Phrase Cards** for the learners to categorize on the paper by sticking them under each heading

Answer Key:

Fishing for Fish	Fishing for People
- on the shore	- preaching to great crowds
- Sea of Galilee	- listen to the word of God
- boats	- preaches to the crowds
- at the water's edge	- (Jesus') regular companions
- fishermen	- authority to cast out evil
- washing and mending their nets	spirits, heal every kind of disease and illness
- push this boat out	- announce that the kingdom of Heaven is near
- let down your nets	- teach
- catch many fish	- words that give eternal life
- fishing partners	- apostles
- our nets are tearing	
- verge of sinking	
- land the boats	

FISHING

FOR FISH

FISHING

FOR PEOPLE

boats

preaching to great crowds

at the water's edge

listen to the word of God

fishermen

apostles

washing and mending their

nets

preaches to the crowds

push this boat out

let down your nets

catch many fish

fishing partners

land the boats

verge of sinking

Sea of Galilee

on the shore

our nets are tearing

teach

words that give eternal life

(Jesus') regular

companions

announce that the kingdom

of Heaven is near

authority to cast out evil

spirits, heal every kind of

disease and illness

Task #4

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic:
 - to listen for main events
 - to sequence the events of the story

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: 🕒
20 minutes

Materials:

- Summary Statements for each pair of learners and Teacher Summary Set
- Picture Sets from Task 2

4. WHAT COMES NEXT?

1. Hand out the **Summary Statements** to each pair of learners.
2. Instruct the learners to put the **Summary Statements** in order.

Answer Key:

1. Jesus preaches in Simon Peter's boat on the shore of the Sea of Galilee.
2. Peter has fished all night and caught nothing. Jesus tells him to go out fishing again.
3. Peter and his partners, James and John, catch so many fish that their boats almost sink.
4. Jesus tells Peter that he will be fishing for people.
5. Peter, James and John leave behind everything and follow Jesus.
6. Jesus prays all night on a mountain.
7. Jesus chooses his twelve apostles.
8. Many disciples turn away from Jesus.
9. Peter says, "You are the Holy One of God. To whom would we go?"

3. Instruct the learners to match the **Summary Statements** with the **Picture Set** from Task 2.
4. Have each pair of learners compare with another pair.
5. Play the CD again for learners to confirm the order of their statements.
6. Have the learners scan the script for information on where the events take place. *Answer: Sea of Galilee.* Have a volunteer learner point out this location on the **Israel Wall Map**.
7. Have each pair of learners decide which **THREE** of the **Summary Statements** are the most important in this unit. Elicit answers from a number of pairs.
8. Explain that in every unit, one pair of learners will be chosen to put up their three main events on the map. Choose a pair of learners to do this task for this unit. Give them cards from the **Teacher Summary Set**. [*Copy* an extra set of **Summary Statements** to make the **Teacher Set** in order to not break up the learners' sets.]
9. Have all the learners stand around the **Wall Map**. Have the pair of learners read their **Statements**, now stuck on the **Wall Map**, aloud to the class.

Jesus preaches in Simon Peter's boat on the shore of the Sea of Galilee. 1

Peter has fished all night and caught nothing. Jesus tells him to go out fishing again. 1

Peter and his partners, James and John, catch so many fish that their boats almost sink. 1

Jesus tells Peter that he will be fishing for people. 1

Peter, James and John leave behind everything and follow Jesus. 1

Jesus prays all night on a mountain. 1

Jesus chooses his twelve apostles. 1

Many disciples turn away from Jesus. 1

Peter says, "*You are the Holy One of God. To whom would we go?*" 1

Task #5

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- discourse:
 - to recognise how pronouns tie a text together
 - to recognize how pronouns and possessive determiners tie a text together

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚
20 minutes

Materials:

- script for each learner
- OHT

5. YOU, ME AND HIM

- Give each learner a copy of the script. Divide the class into two groups. Assign *lines 1-33* to Group A and *lines 34-74* to Group B. Have learners circle or highlight all the words that refer back to other people or things in the script. Demonstrate with the Luke Narrator words *lines 2-5*: *One day on the shore of the Sea of Galilee, Jesus is preaching to great crowds who are pressing in on **him** to listen to the word of God. Jesus notices two empty boats at the water's edge, for the fishermen have left **them** and are washing and mending **their** nets.*
- Have the learners write the antecedent above each personal pronoun. *e.g.* for the fishermen have left *their* nets... (fishermen's)

Answer Key:

Group A - Lines 1-33		Group B - Lines 34-74	
him - Jesus	our - Peter's partners	me - Jesus	me - Jesus
them - two empty boats	our - James and partners	his - Jesus'	he - Jesus
their - fishermen's	we - fishermen	I - Jesus	him - Jesus
he - Jesus	we - fishermen	you - disciples	I - Jesus
your - Simon's	me - Peter	you - disciples	I - Jesus
you - Simon	you - Jesus	I - Jesus	me - Jesus
we - Simon and fishermen	you - Peter	you - disciples	me - Jesus
you - Jesus	they - fishermen	you - disciples	him - Jesus
we - Simon and fishermen	their - James and John's	them - people of Israel	you - disciple
us - Peter and fishing companions		you - disciples	we - Peter and disciples
		he - Jesus	you - Jesus
		him - Simon Peter	we - Peter and disciples
		him - Jesus	we - Peter and disciples
		them - disciples	you - Jesus
		you - disciples	

- Have the learners call out the names as you read the script *e.g.* One day... pressing in on (**pause to let the learners call out**) **Jesus**
- Chart the personal pronouns by using the **Blank OHT** chart. Have the learners put the words in that they know. Following is a chart that can be used:

	Singular			Plural		
	Subject	Object	Possessive Determiner	Subject	Object	Possessive Determiner
Person (s) Speaking (1 st person)	I	me	my	we	us	our
Person (s) Spoken to (2 nd person)	you	you	your	you	you	your
Person (s) Spoken about (3 rd person)	♂ he ♀ she it	him her it	his her her	they	them	their

- Personal pronouns tie a script together. The first time a person or thing is mentioned their name is used. After that a pronoun is used. The pronoun looks back to the person's name. That name is called the *antecedent*. If the person hasn't been mentioned for a while, or there is the possibility the reader will get mixed up, the name should be used again.

	Singular			Plural		
	<i>Subject</i>	<i>Object</i>	<i>Possessive Determiner</i>	<i>Subject</i>	<i>Object</i>	<i>Possessive Determiner</i>
Person (s) speaking 1 st person						
Person (s) spoken to 2 nd person						
Person (s) spoken about 3 rd person	 					

Task #6

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- linguistic: pronunciation:
 - to understand stressed and unstressed syllables
 - to understand and produce the /ə/
- functional:
 - to read the script dramatically

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: 🕒
45 minutes

Materials:

- Listening Worksheet for each learner
- make a set of Snap Cards for each pair of learners
- Unstressed Vowel OHT
- Hat Name Cards and hats

6. CLEAR AND UNCLEAR SOUNDS

Part A

1. Explain the concept of syllables by demonstrating with words of one, two and three syllables.

•	• •	• • •
fish	fishing	fishermen
list	listen	listener
mount	mountain	mountaineer
come	compare	companion

Ask the learners to tap the desk for each *beat*. (The larger • indicates the stressed syllable.)

2. Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer.

3. Ask the learners to notice the stress patterns. Ask them to repeat as the list is read:

• •	• • •	• •	• • •
father	fisherman	afraid	disciple
1 st syllable	1 st syllable	2 nd syllable	2 nd syllable

Note: Content words are nouns, verbs, adjectives and adverbs. Function words are usually unstressed.

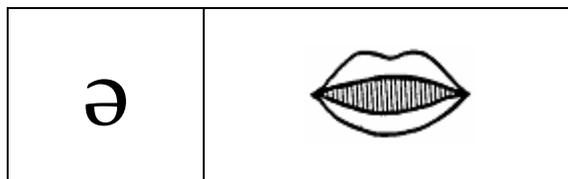
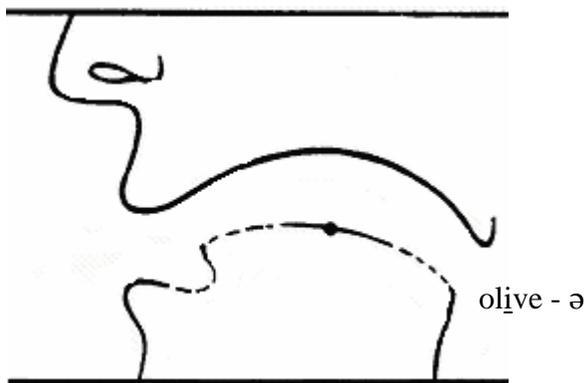
4. The other syllables' vowels are unstressed vowels: mid central, unclear, quick. Use **Unstressed Vowel OHT**. (*Show that all the written vowel letters may be pronounced as unstressed.*)

5. Point out that there are several word stress patterns. Although most English words have the stress on the 1st syllable, there are many words that have a different pattern.

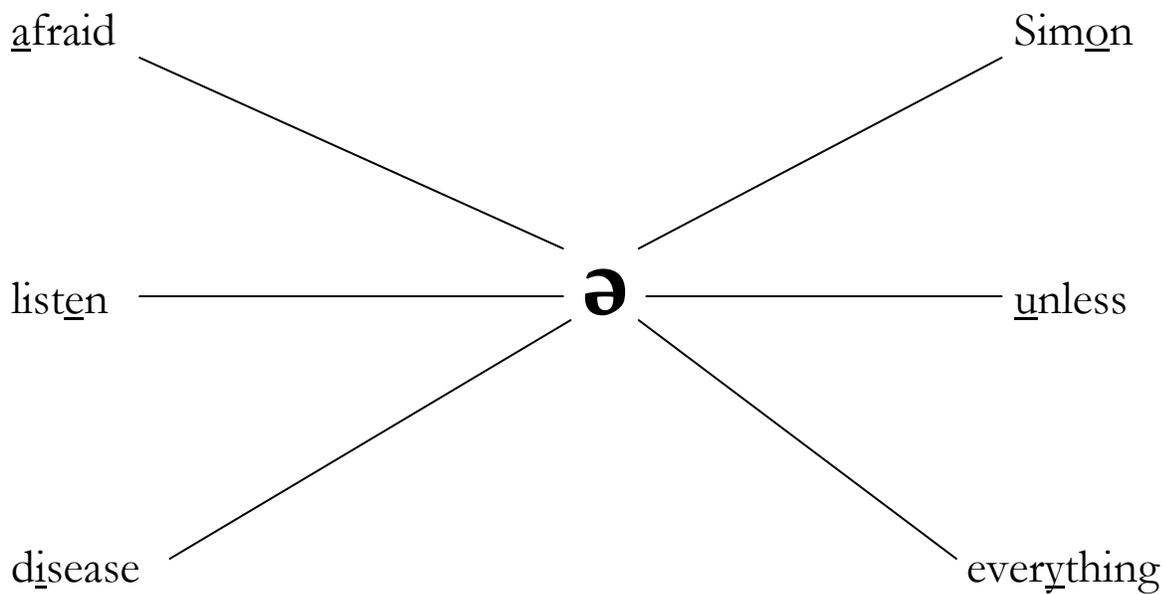
6. Hand out a copy of the **Listening Worksheet** for listening discrimination. Read each row across and ask the learners to mark **D** for Different or **S** for Same.

Answer Key:

Listening Discrimination		D	S
again	listen	✓	
Peter	Simon		✓
alone	afraid		✓
again	many	✓	
father	master		✓
behind	water	✓	
around	announce		✓
mountain	disease	✓	
follow	demon		✓
unless	empty	✓	
believe	betray		✓
companion	together		✓
another	Galilee	✓	
fisherman	regular		✓
authority	Samaritan		✓



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



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

Listening Discrimination		D	S
again	listen		
Peter	Simon		
alone	afraid		
again	many		
father	master		
behind	water		
around	announce		
mountain	disease		
follow	demon		
unless	empty		
believe	betray		
companion	together		
another	Galilee		
fisherman	regular		
authority	Samaritan		

Part B Stress Snap*

1. Write the following words with their stress patterns on the board:

1 ● 2 ●● 3 ●●● 4 ●●●● 5 ●●●●●
boat Peter believe fisherman disciples

2. Read out some of the words from the activity and ask learners which stress pattern they correspond to.
3. Divide the class into pairs and give each pair a pack of **Stress Snap Cards**. (The activity could also be played by learners in groups of three if necessary.)
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 turn the cards face up in 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 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 table. 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.
- g. If you cannot agree with your partner(s) about the stress patterns of words, ask the teacher.

Key

●	●●	●●●	●●●●	●●●●●	●●●●●
boat	deeper	again	Alphaeus	another	authority
catch	empty	afraid	everything	apostle	Samaritan
day	father	alone	fisherman	beginning	
down	illness	announce	Galilee	companion	
fish	Judas	around	regular	disciple	
great	kingdom	behind	Zebedee	eternal	
net	many	believe		together	
sea	master	betray			
sink	people	desert			
work	Peter	disease			
	Simon	unless			
	water				

* Idea from Hancock, Mark. *Pronunciation Games* Cambridge: Cambridge University Press, 1995.

Cut on the dotted lines

father	father	Simon	Simon	Peter	Peter	Judas	Judas
illness	illness	kingdom	kingdom	together	together	eternal	eternal
disciple	disciple	empty	empty	many	many	master	master
deeper	deeper	beginning	beginning	water	water	people	people
boat	boat	fish	fish	catch	catch	believe	believe
sink	sink	day	day	sea	sea	great	great

Cut on the dotted line



net	net	alone	alone	desert	desert	disease	disease
another	another	apostle	apostle	work	work	announce	announce
companion	companion	down	down	Samaritan	Samaritan	authority	authority
Alphaeus	Alphaeus	fisherman	fisherman	Galilee	Galilee	Zebedee	Zebedee
everything	everything	regular	regular	again	again	around	around
afraid	afraid	behind	behind	betray	betray	unless	unless

Part C

1. Ask the class to read the play as a drama. Assign each learner a different character. In their section of the script, have the learners find all the words with more than one syllable. Have them mark the words for word stress.
Note: Luke, Matthew, Mark and John Narrators are from the Gospel writers.
2. Hand out hats (any cap or hat will do) and **Hat Name Cards**. Have each learner pin their name card onto the hat with paper clips. Put on the hats. Perform the reading.
(Note to teacher: you may be tempted to omit the hats. Please note that using these hats can help the reading to come alive. Hats help learners move into their roles, read more effectively and can improve pronunciation, especially intonation.)

Matthew Narrator

Luke Narrator

Mark Narrator

John Narrator

Peter

Jesus

James

Disciple

Disciple

Woman in crowd

Man in crowd

Child in crowd

John

Task #7

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- linguistic: vocabulary:
 - to learn the meaning and use of wh-question words
 - to ask and answer questions about characters and events in the script

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: 🕒
45 minutes

Materials:

- Worksheet for each learner
- Id Card and Questionnaire for each learner

7. WHO DOES WHAT WHERE?

Part A

1. Make a Question OHT to elicit the learners understanding of the kinds of answers that are required from the question words: *who, what, which, where, when, how, how much, how many, why*

<i>e.g.</i> <u>Question Pronouns</u>	<u>Answer Looked for in the Question</u>
who	
what	
which	
where	
when	
how	
how much	
how many	
why	

Answer Key:

Question Pronouns	Answer Sought
<i>who</i>	person
<i>what</i>	thing or idea
<i>which</i>	choice between things, people or ideas
<i>where</i>	place
<i>when</i>	time
<i>how</i>	manner
<i>how much</i>	quantity or amount of uncountable mass
<i>how many</i>	quantity or number of things
<i>why</i>	reason

2. Hand out a **Worksheet** to each learner. Have them write in the appropriate question word to elicit the answer in brackets.

Answer key:

- | | | | | |
|----------|---------|----------|---------|-------------|
| 1. where | 2. who | 3. when | 4. what | 5. how many |
| 6. when | 7. what | 8. which | 9. how | 10. why |

Fill in the blanks with the appropriate question word for the answer in italics. Choose from the list below. Some words are used more than once.

how many where who what
how when which why

1. _____ is Jesus preaching? (*on the shore*)
2. _____ are washing and mending their nets?
(*the fishermen*)
3. _____ did Peter fish? (*all night*)
4. _____ did the men catch? (*fish*)
5. _____ disciples are there? (*twelve*)
6. _____ does Jesus call together his disciples?
(*at daybreak*)
7. _____ does Jesus call the people of Israel?
(*God's lost sheep*)
8. _____ disciple is John's brother? (*James*)
9. _____ do people come to Jesus?
(*the Father brings them*)
10. _____ does Peter believe in Jesus?
(*he has the words that give eternal life*)

Part B

1. Give each learner an **Identification Card** and instruct them that they are to role play that they one of the disciples of Jesus.
2. Discuss the meaning of occupation, former occupation and reference.
3. Give them time to read the card.
4. Hand out a **Questionnaire** sheet to each learner.
5. Ask them to question the other ‘disciples’ to get the answers to the questions on the questionnaire.
6. When most of the learners have completed the questionnaire, reconvene the whole class.
7. Ask for the persons with the information for each question to identify themselves, i.e. Simon, the Zealot would answer the first question in the 1st person, John the 2nd question etc. *e.g. I am a zealot. My mother is Salome.*

Answer key:

- | | | | |
|-----------------|--------------------|--------------------------------|-----------------------|
| 1. Zealot | 2. Salome | 3. Simon Peter | 4. disciple-treasurer |
| 5. Bethsaida | 6. tax collector | 7. James | 8. Cana, Galilee |
| 9. Matthew Levi | 10. Judas Iscariot | 11. Peter, Andrew, James, John | |

Find out this information by questioning others.

What is your...? Who is your...? Where are you from? Which...is?

1. What is Simon's [not Peter] former occupation? _____
2. Who is John's mother? _____
3. Who is Andrew's brother? _____
4. What is Judas Iscariot's occupation? _____
5. Where is Philip from? _____
6. What is Matthew's former occupation? _____
7. Who is John's brother? _____
8. Where is Nathanael from? _____
9. Who is from Capernaum? _____
10. Which disciple is not from Galilee? _____
11. Which four disciples were fishing partners?
1) _____ 2) _____
3) _____ 4) _____
12. Why do you think Jesus nicknamed James and John the "Sons of Thunder"?

Name: Andrew**Address:** Bethsaida, Galilee**Father:** Jonas**Occupation:** Disciple**Former Occupation:**

Fisherman,

Disciple of John the Baptist

Reference: Simon Peter's brother**Name:** Nathanael Bartholomew**Address:** Cana, Galilee**Occupation:** Disciple**Reference:** Philip**Name:** James**Address:** Bethsaida, Galilee**Mother:** Salome**Father:** Zebedee**Occupation:** Disciple**Former Occupation:** Fisherman**Reference:** Simon Peter's fishing partner, John's brother, cousin of Jesus**Name:** James (the less)**Address:** Galilee**Mother:** Mary**Father:** Alphaeus Clopas**Occupation:** Disciple**Reference:** Brother of Jude**Name:** John**Address:** Bethsaida, Galilee**Mother:** Salome**Father:** Zebedee**Occupation:** Disciple**Former Occupation:** Fisherman**Reference:** Brother of James, cousin of Jesus**Name:** Judas Thaddaeus**Address:** Galilee**Occupation:** Disciple**Reference:** Brother of James, the less

Name: Judas Iscariot
Address: Kerioth, Judah



Father: Simon Iscariot
Occupation: Disciple,
treasurer



Name: Peter
Address: Bethsaida, Galilee



Father: Jonas
Occupation: Disciple
Former Occupation: Fisherman
Reference: Brother of Andrew



Name: Philip
Address: Bethsaida, Galilee



Occupation: Disciple
Reference: Nathanael



Name: Simon
Address: Galilee



Occupation: Disciple
Former Occupation: Zealot



Name: Thomas Didymus
Address: Galilee



Occupation: Disciple



Name: Matthew Levi
Address: Capernaum, Galilee



Father: Alphaeus
Occupation: Disciple
Former Occupation: Tax collector



Task #8

Source Scriptures:

Matthew 10:1-8;
Mark 3:13-19;
Luke 5:1-11;
John 6:66-71

Skill Area Focus:



Task Type:

- preparation
- presentation
- implementation
- usage

Objectives:

- strategic:
 - to ask and answer questions about the people and events in the script
 - to talk about personal information such as family and daily routines

Grouping:

- individuals
- pairs
- groups
- whole class

Approximate

Time: ⌚

20 minutes

Materials:

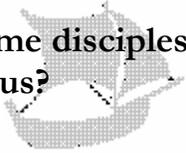
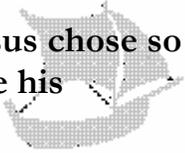
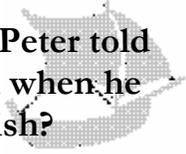
- an Activity Board for each group, with movers and coin
 - a set of Discussion and Question cards for each group
 - Speaking Assessment rubric
- Note:* If possible laminate the Activity Board for ease of use throughout the curriculum

8. WHAT DO YOU THINK?

1. Hand out an **Activity Board** to each group of three learners. Place the **Discussion Cards** on the *Boat* square and the **Question Cards** on the *Sail* square.
2. Hand out a coin and movers to each group. Explain that the learners will take turns tossing the coin. If the coin falls as *tails*, the learner moves *1 space* but if *heads*, *2 spaces*.
3. Instruct the learners that when they land on a *Boat* square they must **answer** the question but if they land on a *Sail* square they must **ask** a question.
4. Circulate among the groups, answering questions and listening to assess their speaking proficiency.

Teacher Note: You may want to use the **Speaking Assessment** rubric for your records.

Discussion Cards

<p><i>Discussion Card</i></p> <p>Why do you think some disciples deserted Jesus?</p> 	<p><i>Discussion Card</i></p> <p>Why do you think Jesus chose so many fishermen to be his disciples?</p> 
<p><i>Discussion Card</i></p> <p>Why do you think Peter told Jesus to leave him when he caught the fish?</p> 	<p><i>Discussion Card</i></p> <p>Why do you think Jesus chose twelve regular companions?</p> 
<p><i>Discussion Card</i></p> <p>How many boats were there?</p> 	<p><i>Discussion Card</i></p> <p>Who were the sons of Zebedee?</p> 
<p><i>Discussion Card</i></p> <p>Where do these events take place?</p> 	<p><i>Discussion Card</i></p> <p>When do these events take place?</p> 

Question Cards

<p><i>Question Card</i></p> <p>Find out the address of the person to your right.</p> 	<p><i>Question Card</i></p> <p>Ask the person to your left about their family.</p> 
<p><i>Question Card</i></p> <p>Ask the person to your right about his/her occupation.</p> 	<p><i>Question Card</i></p> <p>Ask the person to your left about his/her daily schedule.</p> 
<p><i>Question Card</i></p> <p>Find out the name of the classmate who arrived first to class.</p> 	<p><i>Question Card</i></p> <p>Find out about a trip one of your group made.</p> 

Speaking Assessment Sheet Date: _____		Discourse Coherence	Structures			Pronunciation			
			Individual Sounds			Stress/Rhythm Intonation			
Learners:		<p>1. Initial Basic Proficiency: speaks in isolated words or strings of two to three words; no evidence of connected discourse</p> <p>2. Developing Basic Proficiency: asks predictable questions about personal information; demonstrates little evidence of connected discourse</p> <p>3. Adequate Basic Proficiency: can communicate with some difficulty about basic needs in informal conversations; demonstrates some evidence of connected discourse (and, but)</p>	<p>1. Initial Basic Proficiency: demonstrates almost no control of basic grammar structures and tenses</p> <p>2. Developing Basic Proficiency: demonstrates little control of basic grammar structures and tenses</p> <p>3. Adequate Basic Proficiency: demonstrates some control of very basic grammar structures and tenses; many structures are reduced; uses basic time expressions; the correct past tense is used only with some common verbs</p>	<p>1. Initial Basic Proficiency: pronunciation difficulties may significantly impede communication</p> <p>2. Developing Basic Proficiency: makes long pauses; pronunciation difficulties often impede communication</p> <p>3. Adequate Basic Proficiency: pronunciation difficulties still frequently impede communication; sometimes needs assistance</p>					
1.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
2.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
3.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
4.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
5.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
6.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
7.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
8.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
9.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
10.	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

*Descriptors adapted from Canadian Language Benchmarks Global Performance Descriptors Speaking Stage 1