

Choosing to Follow



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<i>Task</i>	<i>Matthew 19:16-30</i>	<i>Page</i>
	<i>Instructor Notes</i>	186
1	Peter's Choices	188
2	A Young Man Chooses	202
3	It's Impossible	208
4	Meet the Cast	212
5	Good, Better, Best	216
6	What Else Must I Do?	224
7	Hear the Tune	230
8	Giving Options	236

The main event in this unit is **an encounter with a young rich man who chooses not to follow Jesus**. The title of this unit is *Choosing to Follow*, which draws attention to the choices the disciples have made in following Jesus.

Before teaching this unit...

1. Project the **Unit Title Page SLIDE**. 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.
2. 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 choices and about following Jesus.
3. 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, *Peter's Choices*, is a reading maze which encourages the learners to contemplate the choices Peter has made along with some options he has not chosen. The focus is on the consequences that choices inevitably have.

Task 2, *A Young Man Chooses*, introduces the learners to the main events of the 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 pictures. Then the learners briefly retell the story. The learners sequence summary statements. They find the location where the events occurred on the wall map. They also decide what the three main summary statements are and stick these onto the wall map.

Task 3, *It's Impossible*, is a vocabulary task in which the learners match words with definitions. There is some focus on prefixes.

Task 4, *Meet the Cast*, is a vocabulary crossword in which the learners match relationships with names of people in the script.

Task 5, *Good, Better, Best*, is a grammar task with a focus on comparative and superlative adjectives. The task concludes with a discussion on the idiomatic use of the term 'eye of a needle' in this script.

Task 6, *What Else Must I Do?*, reviews rising and rising-falling intonation patterns. Then they learn about emphatic stress in order to communicate emphasis. The task ends with role plays scaffolded with question and response option cards.

Task 7, *Hear the Tune*, is a lesson on rising-falling and rising intonation patterns in wh- and yes/no questions. The learners also find out about body language that accompanies questions and answers. The learners practice intonation patterns and body language with questions and answers from the script. The task concludes with a dramatic reading of the script.

Task 8, *Giving Options*, begins with a lesson on the rising and rising-falling intonation in 'either/or' questions. The learners practice asking and answering this type of question using the activity board.

Task 1



Objectives:

- ❖ to **evaluate** choices and their consequences

Grouping:

- ❖ groups

Approx Time: 30 minutes

Materials:

- ❖ **Peter's Choices Board, Rock Cards, movers** for each group
- ❖ **Life Motto Card** for each learner

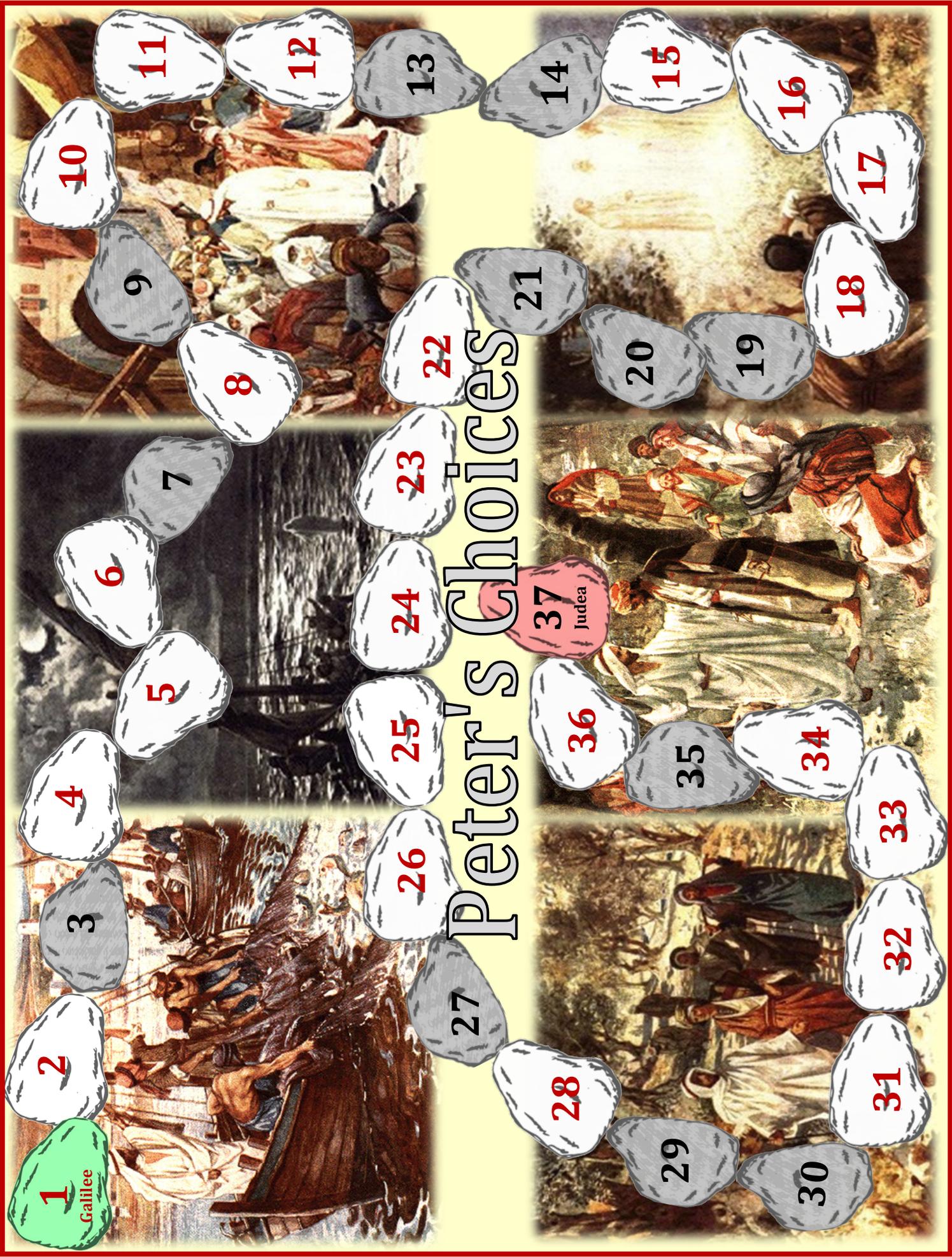
Note: Laminate the Board for future use if possible

Text:

Matthew 19:16-30

Peter's Choices

1. In this task we will think about Peter's choices. (*Make sure the learners understand the word choices. Invite someone from the class to explain what it means.*) All of his choices brought consequences with them. In this task we will look at some of the choices Peter could have made **but didn't** as well as the ones he did make. The learners are invited to put themselves into Peter's shoes and follow his real or imaginary choices and their consequences.
2. Put the learners into groups of three or four. Give each group one **Peter's Choices Board**, a **mover** for each learner, a set of **Rock Cards** and a **Life Motto Card** for each learner.
3. The objective of the task is to arrive in Judea first with the completed motto. Clues (letters) for the **Life Motto Card** can **ONLY** be picked up if a player lands on a DEAD END.
4. All the moving pieces are placed on the GALILEE square.
5. Each player goes in turn to square #1, reads the options and chooses an option, a. b. or c., to follow.
6. If they arrive on a DEAD END square, they can pick up the highlighted letters to complete their **Life Motto Card**. The letters are placed in the blanks to make a sentence.
Answer Key: You have given up everything to follow Jesus.



Peter's Choices

1 Galilee

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37 Judea

<p style="text-align: center;">#1</p> <p>You are Peter. You meet Jesus by the Sea of Galilee after a long night of fishing. He has used your boat to do some preaching. He asks you to go fishing again. Choose a, b or c.</p> <p>a. You ignore this strange command. GO to ROCK #2</p> <p>b. You see no reason to do this and argue with Jesus that you have failed to catch fish all night. You refuse to do it. GO to ROCK #3</p> <p>c. You explain your situation but reluctantly do as he asks. GO to ROCK #4</p>	<p style="text-align: center;">#2</p> <p>You have not listened to the words of Jesus. You have missed the beginning of a new call. DEAD END (go back to Rock #1)</p>
<p style="text-align: center;">#3</p> <p>You refuse since you are a professional fisherman who thinks he knows best about catching fish. You miss out on a miracle and God's plan for you. DEAD END (go back to Rock #1)</p>	<p style="text-align: center;">#4</p> <p>You obey and put down your nets and catch so many fish your boat almost sinks from the weight of them. GO to ROCK #5</p>
<p style="text-align: center;">#5</p> <p>You have experienced a miracle. Choose a or b.</p> <p>a. You enjoy the fish and make a big profit in the market that day. GO to ROCK #7</p> <p>b. You are awestruck and fall on your knees before Jesus. GO to ROCK #6</p>	<p style="text-align: center;">#6</p> <p>Jesus asks you to follow him and become a fisher of people. Choose a, b or c.</p> <p>a. You decide that you would rather keep on fishing for fish. GO to ROCK #8</p> <p>b. You suggest other men that would be better at that than you. GO to ROCK #9</p> <p>c. You leave your fishing business, your family and your village to follow Jesus. GO to ROCK #10</p>
<p style="text-align: center;">#7</p> <p>The miracle fish are gone and so is your relationship with Jesus. DEAD END (go back to Rock #5)</p>	<p style="text-align: center;">#8</p> <p>You live a very long life as a successful fisherman on the Sea of Galilee. No one but your family and friends ever learns of the miracle catch. DEAD END (go back to Rock #6)</p>



<p style="text-align: center;">#9</p> <p>Jesus has some other men he will call as disciples but he had a special role for you. However, you have missed the chance to follow Jesus. DEAD END (go back to Rock #6)</p>	<p style="text-align: center;">#10</p> <p>You and eleven other men travel with Jesus throughout Galilee. You often need to travel by boat across the Sea of Galilee. Several times you experience terrifying storms while you are there. GO to ROCK #11</p>
<p style="text-align: center;">#11</p> <p>One time in the middle of a terrible storm, you see Jesus is walking on the water. Choose a, b or c. a. You think that you are seeing a ghost because you had too much wine for supper. GO to ROCK #12 b. You insist that it is wishful thinking. GO to ROCK #13 c. You want to experience the power of God in your life so you get out of the boat to walk on the water too. GO to ROCK #14</p>	<p style="text-align: center;">#12</p> <p>You vow to drink less. You keep on bailing water. DEAD END (go back to Rock #11)</p>
<p style="text-align: center;">#13</p> <p>You have a big argument with John who insists that he too sees Jesus walking on the water. You decide not to hang around with these men anymore. You will go back to fishing if you survive this storm. DEAD END (go back to Rock #11)</p>	<p style="text-align: center;">#14</p> <p>You are walking on water. Choose a, b or c. a. You are frightened and decide to jump back into the boat. GO to ROCK #15 b. You walk to shore on the water. GO to ROCK #17 c. You take another look around at the waves and begin to sink, but you call out to Jesus for help. GO to ROCK #16</p>
<p style="text-align: center;">#15</p> <p>You are grateful that you are alive and boast of your adventure. DEAD END (go back to Rock #14)</p>	<p style="text-align: center;">#16</p> <p>Jesus saves you and encourages you to never doubt him. GO to ROCK #18</p>



<p style="text-align: center;">#17</p> <p>You have experienced Jesus' power in your life, but you think there is something special about you. DEAD END (go back to Rock #14)</p>	<p style="text-align: center;">#18</p> <p>You find yourself at another time in a boat in a terrible storm on the Sea of Galilee. Jesus is sleeping in the boat. Choose a, b or c. a. You shout and curse at the wind and your friends. GO to ROCK #20 b. You are angry with Jesus for not helping with the boat. GO to ROCK #21 c. You are afraid and cry out for Jesus to help you. GO to ROCK #19</p>
<p style="text-align: center;">#19</p> <p>Jesus rebukes the waves and all is calm. You are in awe that the wind and waves obey him. GO to ROCK #22</p>	<p style="text-align: center;">#20</p> <p>Nothing changes and you are left angry, afraid and even ashamed. DEAD END (go back to Rock #18)</p>
<p style="text-align: center;">#21</p> <p>You don't really understand Jesus' power. DEAD END (go back to Rock #18)</p>	<p style="text-align: center;">#22</p> <p>You continue to follow Jesus as he travels into regions beyond your home town. Choose a or b. a. You are embarrassed that so many sick people are coming to Jesus. GO to ROCK #23 b. You believe that Jesus has power over sickness and death. GO to ROCK #24</p>
<p style="text-align: center;">#23</p> <p>You leave being a fisher of people and go back to being a fisher of fish again. DEAD END (go back to Rock #22)</p>	<p style="text-align: center;">#24</p> <p>You see Jesus' power heal many people including your mother-in-law. You even see him raise a girl from the dead. Choose a, b or c. a. You have seen enough to be a believer in Jesus. You will return home and start a group of Jesus' believers there. GO to ROCK #26 b. You are homesick and afraid of the responsibilities of being a disciple of such a powerful man. You go back to fishing. GO to ROCK #27 c. You go even farther from home with Jesus to the villages of Caesarea. GO to ROCK #25</p>



<p style="text-align: center;">#25</p> <p>While in Caesarea, Jesus questions you and his other disciples about whom you think he is. Choose a, b or c.</p> <p>a. You answer, “<i>You are one of the ancient prophets like Jeremiah.</i>” GO to ROCK #28</p> <p>b. You say you don’t know. GO to ROCK #29</p> <p>c. You declare, “<i>You are the Messiah, the Son of God.</i>” GO to ROCK #30</p>	<p style="text-align: center;">#26</p> <p>Jesus wants you to learn more by traveling with him.</p> <p>DEAD END (go back to Rock #24)</p>
<p style="text-align: center;">#27</p> <p>You never see Jesus again.</p> <p>DEAD END (go back to Rock #24)</p>	<p style="text-align: center;">#28</p> <p>This answer does not explain his power over nature, illness and death.</p> <p>DEAD END (go back to Rock #25)</p>
<p style="text-align: center;">#29</p> <p>Jesus won’t accept that answer since you have been following him. You must have some opinion.</p> <p>DEAD END (go back to Rock #25)</p>	<p style="text-align: center;">#30</p> <p>Jesus declares that he will build his church upon you. However, he says he will suffer and be killed and then rise from the dead first.</p> <p>GO to ROCK #31</p>
<p style="text-align: center;">#31</p> <p>You cannot accept that Jesus will suffer and die. Choose a or b.</p> <p>a. You leave Jesus and go home. GO to ROCK #33</p> <p>b. You correct Jesus and tell him it will never happen to him. GO to ROCK #32</p>	<p style="text-align: center;">#32</p> <p>Jesus reminds you that if you want to be a follower you need to give up your own desires and ambitions. Choose a or b.</p> <p>a. You can’t follow that kind of leader and go home to fish. GO to ROCK #35</p> <p>b. You decide to continue to follow Jesus. GO to ROCK #34</p>



<p style="text-align: center;">#33</p> <p>You do not have a part in the church of Jesus Christ. DEAD END (go back to Rock #31)</p>	<p style="text-align: center;">#34</p> <p>He shows you his glory and you hear God's voice declaring that Jesus is His beloved Son that he is pleased with. Choose a or b. a. You do not want to leave your house or your family so you go back to fishing. GO to ROCK #36 b. You do as the voice of God commanded and listen to Jesus. GO to ROCK #37</p>
<p style="text-align: center;">#35</p> <p>You never see Jesus again. DEAD END (Go back to Rock #32)</p>	<p style="text-align: center;">#36</p> <p>You have given up your opportunity to be a leader in the church of Jesus Christ. DEAD END (go back to Rock #34)</p>
<p style="text-align: center;">#37</p> <p>You continue to follow Jesus as his disciple and go southward into Judea, the area east of the Jordan. While you are there, you observe another man faced with the same choices you have made. Your faith journey continues.</p> <p style="text-align: center;">THE END</p>	



Life Motto Card

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Life Motto Card



NOTES

Task 2



Objectives:

- ❖ to **locate** places on the map
- ❖ to **listen** for gist/main events
- ❖ to **sequence** events of the story
- ❖ to **scan** the script for specific information

Grouping:

- ❖ individuals
- ❖ pairs
- ❖ whole class

Approx Time: 40 minutes

Materials:

- ❖ **Picture Set** for each pair
- ❖ **CD and CD Player**
- ❖ **Summary Statements** for each pair
- ❖ **Instructor Summary Set**
- ❖ **Unit 5 Script** for each learner

Text:

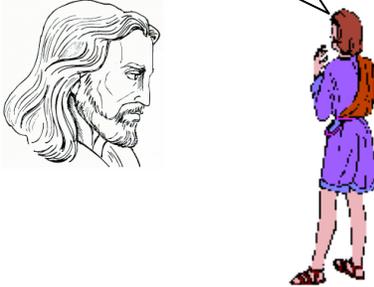
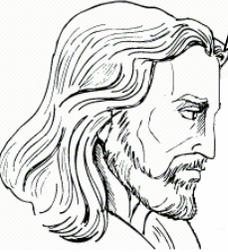
Matthew 19:16-30

A Young Man Chooses

Part A

1. Give each pair a **Picture Set**. 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.**
2. Have the learners listen to the CD. While they listen, they are to revise the order of their pictures, if they feel this is necessary. Listen to the CD again.
3. 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.
4. Play the CD for confirmation.
5. 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.



 <p>Teacher, what good things must I do to have eternal life?</p>	 <p>Keep the commandments.</p>	 <p>Sell all you have.</p>
		 <p>Who in the world can be saved?</p>
 <p>With God everything is possible.</p>	 <p>We've given up everything to follow you.</p>	

Picture Set

Part B

1. Hand out **Summary Statements** to each pair of learners.
2. Instruct the learners to put the **Summary Statements** in order.
3. Again, have each pair of learners compare with another pair.
4. Play the CD again for learners to confirm the order of their statements.

<i>Answer Key:</i>
1. A young man asks Jesus how to gain eternal life. ⁵
2. Jesus says: Keep all the commandments, sell all you have, and give it to the poor and follow me. ⁵
3. The young man goes away sadly because he is rich. ⁵
4. Jesus says: It is very difficult for a rich person to get into the Kingdom, but with God everything is possible. ⁵
5. Peter asks what they will get since they have left everything to follow him. ⁵
6. Jesus says: Everyone who has given up everything for my sake, will receive a hundred times as much in return and will have eternal life. ⁵



A young man asks Jesus how to gain eternal life.⁵

Jesus says: *Keep all the commandments, sell all you have, and give it to the poor and follow me.*⁵

The young man goes away sadly because he is rich.⁵

Jesus says: *It is very difficult for a rich person to get into the Kingdom, but with God everything is possible.*⁵

Peter asks what they will get since they have left everything to follow him.⁵

Jesus says: *Everyone who has given up everything for my sake, will receive a hundred times as much in return and will have eternal life.*⁵

Summary Statements

Choosing to Follow

5. Hand out **Unit 5 Script**. Have the learners scan the script for information on where the events take place. *Answer: Judea, east of Jordan*

Have a volunteer learner point out these locations on the **Wall Map**.

6. 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.
7. 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 **Instructor Summary Set**. [Copy an extra set of **Summary Statements** to make the **Instructor Set** in order to not break up the learners' sets.]
8. 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.



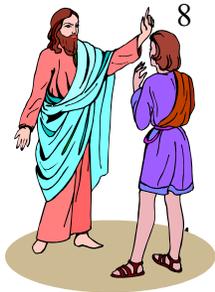
Choosing to Follow

Characters: Matthew Narrator, Young Man, Jesus, Disciples, Peter

2 **Matthew Narrator:** Jesus leaves Galilee and goes southward to the region of Judea and into the area east of the Jordan River.

4 **Young Man:** [questioning Jesus] Teacher, what good things must I do to have eternal life?

6 **Jesus:** Why ask me about what is good? Only God is good. But to answer your question, you can receive eternal life if you keep the commandments.



Young Man: Which ones?

Jesus: Do not murder. Do not commit adultery. Do not steal. Do not testify falsely. Honor your father and mother. Love your neighbor as yourself.

Young Man: I've obeyed all these commandments. What else must I do?

16 **Jesus:** If you want to be perfect, go and sell all you have and give the money to the poor, and you will have treasure in heaven. Then come, follow me.

18 **Matthew Narrator:** But when the young man hears this, he goes sadly away because he has many possessions.

22 **Jesus:** [to his disciples] I tell you the truth, it is very hard for a rich person to get into the Kingdom of Heaven. I say it again—it is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God!



26 **Disciples:** [astounded] Then who in the world can be saved?

28 **Jesus:** [looking at them intently] Humanly speaking, it is impossible. But with God everything is possible.

30 **Peter:** [to Jesus] We've given up everything to follow you. What will we get out of it?

32 **Jesus:** Everyone who has given up houses or brothers or sister or father or mother or children or property, for my sake, will receive a hundred times as much in return and will have eternal life. But many who seem to be important now will be the least important then, and those who are considered least here will be the greatest then.

Task 3



Objectives:

- ❖ to learn key words
- ❖ to understand idioms

Grouping:

- ❖ pairs
- ❖ whole class

Approx Time: 30 minutes

Materials:

- ❖ Vocabulary and Definition Cards for each pair
- ❖ Fill-in-the-Blanks Worksheet for each learner
- ❖ Camel SLIDE

Text:

Matthew 19:16-30

It's Impossible

Part A

1. Hand out the **Vocabulary Cards** to each pair of learners.
2. Ask the learners to find and circle the words in the script. Hand out the **Definition Cards** and have them match the vocabulary words with the definitions.
3. Compare answers with another pair of learners. Give each learner a **Fill-in-the-Blanks Worksheet** to fill in the blanks with the definitions.

Answer Key:

Young man: What good things must I do to have *life without end, spiritual life*?

Jesus: Do not *kill unlawfully*.

Do not *have a sexual relationship with a person who is not your spouse*.

Do not *take without permission*.

Do not *give untrue evidence*.

Show respect for your mother and father.

Young man: I've obeyed all these *laws*.

Jesus: Humanly speaking, it *cannot be done*. But with God everything *can be done*.

Instructor Note: Explain the concept of the Latin prefix 'im, meaning 'not.' Prefixes are placed in front of many English words and change the meaning of the root word.

'possible' means *something that can be done, or something that may be true*.

When the prefix *im* is placed in front, the word becomes '**impossible**' and the meaning changes to *something that cannot be done, or something that is not true*.

Part B

Project the **Camel SLIDE**

- lead a class discussion about the meaning of the idiom
- Idioms – the words of a phrase mean something other than the literal meaning of the words.

e.g. It is easier for a camel to go through the eye of a needle than for a rich person to enter the Kingdom of God.

Instructor Note: There are different interpretations of what the *eye of a needle* is referring to.

- Some Bible scholars think it is a literal sewing needle, while others think it referred to the name of a very small, walk-through gate. The key concept to explain to the learners is that *the eye of a needle* refers to something the camel would have found impossible to go through.



Vocabulary Cards↓

Definition Cards↓

commandments	<i>laws</i>
murder	<i>kill unlawfully</i>
commit adultery	<i>have a sexual relationship with a person who is not your spouse</i>
steal	<i>take without permission</i>
testify falsely	<i>give untrue evidence</i>
honor	<i>show respect for</i>
impossible	<i>cannot be done</i>
possible	<i>can be done</i>
eternal life	<i>life without end; spiritual life</i>

Vocabulary & Definition Cards

Fill in the blanks with the definitions.

Young man: What good things must I do to have _____?

Jesus: Do not _____.
Do not _____.
Do not _____.
Do not _____.
_____ your mother and father.

Young man: I've obeyed all these _____.

Jesus: Humanly speaking, it is _____.
But with God everything is _____.



Camel SLIDE

Task 4



Objectives:

- ❖ to learn key words
- ❖ to scan and compare the choices of two people in the script

Grouping:

- ❖ individuals
- ❖ pairs
- ❖ whole class

Approx Time: 30 minutes

Materials:

- ❖ Word Puzzle for each learner
- ❖ Actions Worksheet for each learner

Text:

Matthew 19:16-30

Meet the Cast

Part A

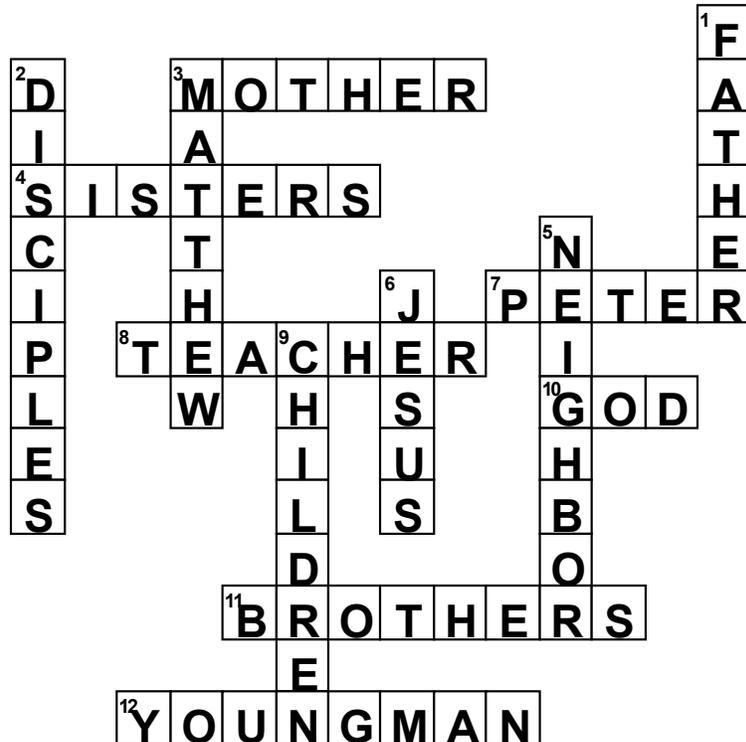
1. In this task, the focus turns to the characters involved in the script.
2. Instruct the learners to skim through the script and highlight each proper name and relationship word mentioned in the story. Have the learners compare answers with a partner.

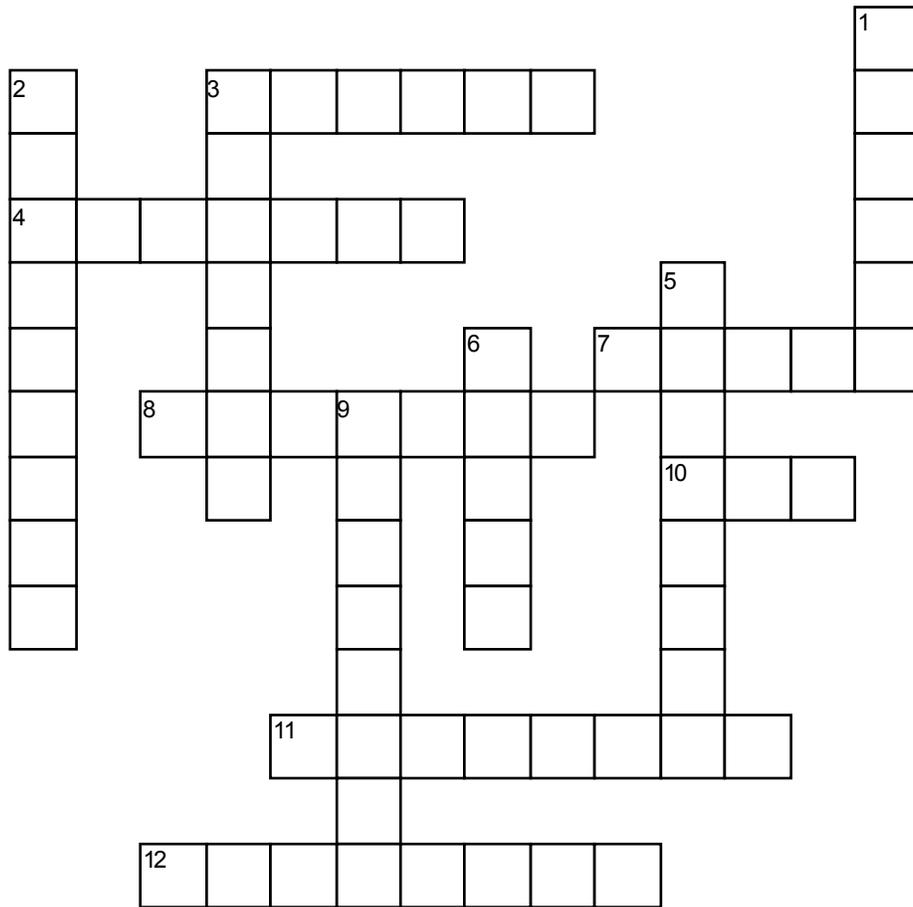
Answer Key:

line 1 Matthew	line 12 mother	line 34 sister
line 1 Jesus	line 12 neighbor	line 34 father
line 4 Teacher	line 19 young man	line 34 mother
line 6 God	line 34 brothers	line 35 children
line 12 father		

3. Hand out the **Word Puzzle**. Ask the learners to complete the **Word Puzzle** and then compare answers with a partner.

Answer Key:





www.CrosswordWeaver.com

Across	Down
3 woman who gives birth to children	1 male parent
4 female children in one family	2 group of learners receiving teaching
7 name of the disciple who questions	3 person telling the story
8 one who instructs others	5 one who lives nearby
10 the supreme One	6 teacher of disciples
11 male children in one family	9 offspring of parents
12 male who has not lived many years (<i>two words</i>)	

Names and relationship words to choose from:

- | | | | | |
|----------|---------|-----------|----------|-----------|
| Jesus | mother | Peter | children | Matthew |
| Teacher | father | brothers | God | young man |
| neighbor | sisters | disciples | | |

Word Puzzle

Part B

1. Hand out the **Response Worksheet** to each of the learners.
2. Ask the learners to look for the three contrasting responses of the young man and Peter.
3. Have the learners compare their answers with a partner. Discuss any remaining questions.

<i>Answer Key:</i>			
	The Young Man	Peter	
1	✓	✓	questions Jesus
2		✓	obeys God's commandments
3		✓	follows Jesus
4	✓		goes sadly away
5	✓		has many possessions
6		✓	gives up everything

Part C

1. Tell the learners to work together with a partner again, and write a new title for the story keeping in mind the names and relationships found in the story. Point out that a title should tell the main idea of the story.
2. Elicit story titles from the learners and record them on poster board.
 - Accept all answers.
 - Keep the poster visible until the end of this unit.
 - (If interested, you could ask the learners at the end of the unit if they would change the title.)



Check (✓) the box of the person for each action.

	The Young Man	Peter	
1			questions Jesus
2			obeys God's commandments
3			follows Jesus
4			goes sadly away
5			has many possessions
6			gives up everything

Task 5



Objectives:

- ❖ to understand comparative and superlative adjectives
- ❖ to learn the use of comparative and superlative adjectives

Grouping:

- ❖ individuals
- ❖ pairs
- ❖ groups

Approx Time: 30 minutes

Materials:

- ❖ Comparison of things SLIDE
- ❖ Comparison with Adverb SLIDE
- ❖ Comparison of Weight SLIDE
- ❖ Adjective Worksheet for each learner

Text:

Matthew 19:16-30

Good, Better, Best

Part A

1. Tell the learners that descriptive adjectives give more information about people, things or ideas. Have the learners scan the script for descriptive adjectives and circle them.

Answer Key:

<i>line 4 good</i>	<i>line 23 rich</i>	<i>line 36 important</i>
<i>line 19 young</i>	<i>line 24 easier</i>	
<i>line 22 hard</i>	<i>line 25 rich</i>	

2. Place the learners in groups of three or four. Then have them brainstorm for additional adjectives they might use to describe people (physical appearance, personality, etc.). Have the learners write these down on a piece of paper.
3. Write a list of adjectives on the whiteboard by eliciting examples from the groups.
4. Explain that adjectives can express comparisons of things. Use **Comparison of Things SLIDE** to demonstrate.

Illustrate by saying:

John is richer than Bob.

Tom is richer than John.

John is poorer than Tom.

Bob is poorer than John.

Tom is the richest.

Bob is the poorest.

Explain that *er/est* is added to one syllable adjectives.



Bob	John	Tom
		
\$1	\$10	\$100
million	million	million

Add *er* or *est*
to 1 syllable adjectives

e.g.

richer

poorer

bigger

smaller

higher

the richest

the poorest

5. Show the **Comparison with Adverb SLIDE** to illustrate adjectives that have three or more syllables use the adverb *more or less* or the *most or the least* to compare:

The black shirt is more expensive than the striped shirt.

The white shirt is more expensive than the black shirt; it is the most expensive shirt.

The black shirt is less expensive than the white shirt.

The striped shirt is the least expensive shirt.



\$3.00



\$5.00



\$10.00

**Place the adverb *more/the most*
before
adjectives with 3 or more syllables**

e.g.

more expensive

more intelligent

more beautiful

more prominent

the most expensive

6. Use the **Comparison of Weight SLIDE** to point out that if the adjective has two syllables it depends on the *weight* of the second syllable as to whether *er* or *more* is used.

Add er to many two syllable adjectives

e.g. simple / simpler

Add er to adjectives ending in 'y'

e.g. happy / happier

Place more (or less) before two-syllable adjectives when the second syllable ends in 'ful' or 'less'

e.g. more careful /
less careful

Some adjectives totally change form

good → better

bad → worse



Bob	John	Tom
♂	♂	♂
\$1	\$10	\$100
million	million	million
		
\$3.00	\$5.00	\$10.00

1 syllable	<i>er</i>	- <i>younger, richer</i> the <i>youngest</i>
<hr/>		
3 or more syllables		- <i>more/less</i> obedient the <i>most/least</i> obedient
<hr/>		
2 syllables	<i>er</i>	⇒ <i>happier, easier</i> the <i>easiest</i>
<hr/>		
2 syllables	<i>more</i>	⇒ <i>more</i> faithful the <i>most</i> faithful

Comparison of Weight SLIDE

Part B

1. Hand out the **Adjective Worksheet** to the learners and have them fill in the blanks individually. Have them compare with a partner.

<i>Answer Key:</i>
1. The young man is (rich) <u>richer</u> than Peter.
2. It is (hard) <u>harder</u> for a rich person to be saved than a poor man.
3. Rich people often think they are (important) <u>more important</u> than other people.
4. Jesus said, "It is (hard) <u>hard</u> for a rich person to get into the kingdom of heaven."
5. The young man thinks it is (hard) <u>harder</u> to follow Jesus than Peter does.
6. It is (easy) <u>easier</u> for a camel to walk through a large gate than to go through the eye of a needle.

2. Have the learners work with a partner and look at their lists from Part A #2, putting the adjectives into comparative and superlative forms. Circulate among the pairs to assist where necessary.



Fill in the blanks by using the proper form of the adjective in brackets.

1. The young man is (rich) _____ than Peter.
2. It is (hard) _____ for a rich person to be saved than a poor man.
3. Rich people often think they are (important) _____ than other people.
4. Jesus said, “It is (hard) _____ for a rich person to get into the kingdom of heaven.”
5. The young man thinks it is (hard) _____ to follow Jesus than Peter does.
6. It is (easy) _____ for a camel to walk through a large gate than to go through the eye of a needle.

Task 6



Objectives:

- ❖ to **match** and sequence questions and answers
- ❖ to **respond** appropriately to questions

Grouping:

- ❖ pairs
- ❖ groups

Approx Time: 45 minutes

Materials:

- ❖ **Key Ideas SLIDE**
- ❖ **Question and Answer Strips** for each pair
- ❖ **Question Cards and Response Option Cards** for each group

Text:

Matthew 19:16-30

What Else Must I Do?

Part A

1. Inform the learners that in this part we will look at the questions in the story.
2. Questions are often used to keep a conversation going. The story of Jesus and the rich young man has many questions.
3. Have the learners work in pairs. Give a set of **Question & Answer Strips** to the learners. Ask the learners to sort the sentence strips, placing questions on one side and the responses on the other side.
4. Elicit the questions and their answers from the class.
5. Instruct the learners to put the story in order. Have learners compare answers with another pair of learners by reading the story together.
6. Have the learners take out their script and scan it for the six questions and underline each question.

Answer Key:

Young man: Teacher, what good things must I do to have eternal life?

Jesus: Why ask me about what is good?

Jesus: Only God is good. But to answer your question, you can receive eternal life if you keep the commandments.

Young man: Which ones?

Jesus: Do not murder. Do not commit adultery. Do not steal. Do not testify falsely. Honor your father and mother. Love your neighbor as yourself.

Young man: I've obeyed all these commandments. What else must I do?

Jesus: If you want to be perfect, go and sell all you have and give the money to the poor, and you will have treasure in heaven. Then come, follow me.

Disciples (astounded): Then who in the world can be saved?

Jesus (looking at them intently): Human speaking, it is impossible. But with God everything is possible.

Peter: We've given up everything to follow you. What will we get out of it?

Jesus: Everyone who has given up houses, or brothers or sisters or father or mother or children or property, for my sake, will receive a hundred times as much in return and will have eternal life.



Young man: Teacher, what good things must I do to have eternal life?

Jesus: Why ask me about what is good?

Jesus: Only God is good. But to answer your question, you can receive eternal life if you keep the commandments.

Young man: Which ones?

Jesus: Do not murder. Do not commit adultery. Do not steal. Do not testify falsely. Honor your father and mother. Love your neighbor as yourself.

Young man: I've obeyed all these commandments. What else must I do?

Jesus: If you want to be perfect, go and sell all you have and give the money to the poor, and you will have treasure in heaven. Then come, follow me.

Disciples (astounded): Then who in the world can be saved?

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Peter: We've given up everything to follow you. What will we get out of it?

Jesus: Everyone who has given up houses, or brothers or sisters or father or mother or children or property, for my sake, will receive a hundred times as much in return and will have eternal life.

Question and Answer Strips

Part B

1. Ask the learners for expansions about how people respond to questions. Some insights and ideas for class discussion are as follows:

Instructor Note: Responding to Questions	
<p>With a Statement:</p> <ul style="list-style-type: none"> - directly answer the question with a 'yes' or 'no' - directly answer the question with the information requested - make a comment about the topic without answering the question directly - etc. 	<p>With another Question:</p> <ul style="list-style-type: none"> - asking for more information about the first question - distracting attention away from the first question - to focus attention on another point of the conversation - etc.
<p>Body Language:</p>	
<ul style="list-style-type: none"> - stare - look intently - smile - frown - puzzled look – questioning look - shrug the shoulders etc. 	<ul style="list-style-type: none"> - nod head up & down (meaning 'yes') - shake head from side to side (meaning 'no') - 'one thumb up' (meaning 'yes', 'good', 'ok') - raise eyebrow(s) - walk away

2. Use the **Key Ideas SLIDE** to summarize.

Part C

1. Divide the class into groups of 3 people. Give each group of learners a set of **Response Option Cards** and a set of **Question Cards**.
2. Instruct the learners that this activity will give them an opportunity to practice answering questions using the common responses we have spoken of.
3. Hand out four **Response Option Cards** to each learner.
 - Explain the meaning of the symbols on the cards.
 - Select a person in each group to begin the activity.
 - This person begins by picking up a **Question Card** from the pile, reading it, and then making a request based on and appropriate to the situation outlined on the card to the learner on his/her left. The card should be put on the bottom of the pile.
 - The learner on the left should respond using one of their **Response Option Cards**.
4. Play continues by having the question responder picking up a card from the **Question Card** pile and making a request of the learner on his/her left.
5. Continue playing until each learner has used the **Response Option Cards** (4 turns each.)



!

with a statement

?

with another question



with body language

<p><i>Question Card</i></p> <p>Ask a group member for a ride home after class.</p>	<p><i>Question Card</i></p> <p>Ask a group member for a pen.</p>
<p><i>Question Card</i></p> <p>You've forgotten your money. Ask a group member if he/she can lend you \$5.00</p>	<p><i>Question Card</i></p> <p>Ask your classmate for the homework assignment you have today.</p>
<p><i>Question Card</i></p> <p>Ask someone to tell you the time.</p>	<p><i>Question Card</i></p> <p>Ask someone the way to the post office.</p>
<p><i>Question Card</i></p> <p>You're cold. Ask if you can close the window.</p>	<p><i>Question Card</i></p> <p>Ask your classmate for the location of the conversations in the script.</p>
<p><i>Question Card</i></p> <p>Ask your friend if you can borrow his/her text book.</p>	<p><i>Question Card</i></p> <p>Ask your friend if he/she can baby sit for you.</p>
<p><i>Question Card</i></p> <p>Ask someone about the rich young man's choice.</p>	<p><i>Question Card</i></p> <p>Ask someone about the question Peter had asked in the story.</p>

Question Cards



<i>Response Option Card</i> 	<i>Response Option Card</i> 
<i>Response Option Card</i> 	<i>Response Option Card</i> 
<i>Response Option Card</i> 	<i>Response Option Card</i> 
<i>Response Option Card</i> 	<i>Response Option Card</i> 
<i>Response Option Card</i> 	<i>Response Option Card</i> 
<i>Response Option Card</i> 	<i>Response Option Card</i> 

Response Option Cards

Task 7



Objectives:

- ❖ to **produce** rising and rising-falling intonation patterns in questions
- ❖ to **use** emphatic stress correctly
- ❖ to **present** a dramatic reading of the script

Grouping:

- ❖ individuals
- ❖ pairs
- ❖ whole class

Approx Time: 60 minutes

Materials:

- ❖ **Script Questions SLIDE**
- ❖ **Questions Worksheet** for each learner
- ❖ **Hat Names and Hats**

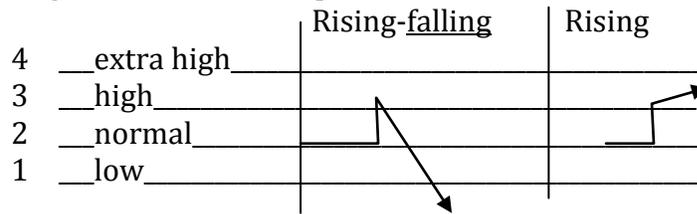
Text:

Matthew 19:16-30

Hear the Tune

Part A

1. Explain to your learners that not only the words but also the *tune* carries meaning. Each thought group has a tune.
2. Teach the learners the intonation patterns of rising-falling and rising pitch. Both patterns are very common in English. English has 4 levels of pitch:



The rising-falling pitch jumps from 2 to 3 to 1. It has the meaning of closure.

The rising pitch jumps from 2 to 3. It has the meaning of openness.

2. Using the **Script Questions SLIDE**, draw in the intonation markings while saying the question thought groups.

Answer Key:

What good things must I do | to have eternal life? (rising-falling)

Which ones? (rising-falling)

Who in the world can be saved? (rising-falling)

Can a rich person be saved? (rising)

Are you sure? (rising)

Did the rich man choose to follow Jesus? (rising)

3. Ask the learners if they can see a pattern?

Instructor Notes:

- 1) WH-questions-ask for information and begin with: who, what, when, where, why, how - pitch jump at prominent syllable and then steps down to the end of the thought group
- 2) YES/NO questions-pitch jump at prominent syllable and then continues to rise until end of the thought group



What good things must I do to have eternal life?

Which ones?

Who in the world can be saved?

Can a rich person be saved?

Are you sure?

Did the rich man choose to follow Jesus?

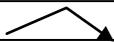
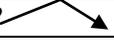
Unit 5

Choosing to Follow

The Life of Peter

Part B

1. Ask the learners to read the script and using a highlighter, highlight all the questions in the script (they are already underlined from Task 6).
2. Read the questions and have the learners mark the intonation on each question with arrows. Instruct them to mark on the questions whether they hear *rising-falling* or *rising* intonation. Stop after each question and check to make sure the learners are in fact hearing the intonation pattern. Have learners give you feedback on what they hear.

Answer Key:	
line 4 rising-falling	What good things must I do to have eternal life? 
line 6 rising-falling	Why ask me about what is good? 
line 9 rising-falling	Which ones? 
line 14 rising-falling	What else must I do? 
line 27 rising-falling	Who in the world can be saved? 
line 32 rising-falling	What will we get out of it? 

3. Have the learners work in pairs and practice the question intonation by reading the questions and checking for correct intonation.

Part C

1. Write on the board the following question:
Did Jesus leave Galilee?
Also write two alternative follow-up sentences:
 - a. I thought Peter left Galilee.
 - b. Didn't he go to Galilee?
2. Read the question with the stress and pitch jump on *Jesus*. (*Yes/no* questions commonly have a rising intonation beginning at the prominent point), Did **Jesus** leave Galilee? Ask the class to identify which of the two follow-up responses they think is implied by the question. (Sentence **a.** is implied.)
3. Invite learners to suggest how to say the question to make sentence **b.** the appropriate follow-up sentence. (The stress and pitch jump would have to be on *leave*.) Did Jesus **leave** Galilee?
4. Drill the two possible ways of saying the question. Have the class repeat each several times. Notice that for this question, there could be rising intonation beginning on either *Jesus* or *leave*.



5. Repeat the above procedure with the following question:
(*Wh*- questions tend to have falling intonation after the initial pitch jump at the prominent point.)
Why did the young man leave?
- a. the disciples stayed
 - b. I know why he came
- (Stress *young man* for follow-up sentence **a** and *leave* for follow-up sentence **b**.)
6. Give each learner a **Questions Worksheet**.
- Divide the class into pairs (or groups of three if necessary).
 - Explain that one learner reads the question, stressing one of the underlined words.
 - o The other learner must then identify which of the alternatives is implied.
 - o Demonstrate the procedure first.
 - o Read the questions for learners to respond to.
 - If the listener does not give the answer the speaker intended, both learners should discuss what went wrong.
 - o A point learners may disagree on is which stressed word in the question implies which of the alternatives.
 - o Move around the class helping learners to resolve such disputes or provide the key.

<i>Answer Key:</i>	
The following are the words that need to be stressed to imply the alternatives:	
<u>left</u>	<u>right</u>
1. me	what
2. else	I
3. who	world
4. we	get
5. do	eternal
6. Jesus	east
7. hard	rich
8. everything	possible

<p>Why ask <u>me</u> about <u>what</u> is good?</p> <p>Someone else could answer you better.</p> <p>Only God is good.</p> <p>1</p>	<p>What <u>else</u> must I do?</p> <p>I have done so much already.</p> <p>There is no more to be done.</p> <p>2</p>
<p>Then, <u>who</u> in the <u>world</u> can be saved?</p> <p>Nobody could be saved.</p> <p>Only people in heaven could be saved.</p> <p>3</p>	<p>What will <u>we</u> <u>get</u> out of it?</p> <p>Is there something for us not just you.</p> <p>What will we receive after giving so much.</p> <p>4</p>
<p>What good things must I <u>do</u> to have <u>eternal</u> life?</p> <p>I have a good earthly life.</p> <p>I believe the right things.</p> <p>5</p>	<p>Did <u>Jesus</u> go to the region to the <u>east</u> of the Jordan?</p> <p>Did only his disciples go there?</p> <p>Not to the west?</p> <p>6</p>
<p>Is it very <u>hard</u> for a <u>rich</u> man to get into heaven?</p> <p>I thought it was easy.</p> <p>I thought it was hard for a poor man.</p> <p>7</p>	<p>Is <u>everything possible</u> with God?</p> <p>Not impossible.</p> <p>Surely some things aren't possible.</p> <p>8</p>

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

Questions Worksheet



Part D

1. Assign parts. Have the learners each mark their parts for intonation. Particularly have them decide on the prominent point for the questions.
e.g. What else must I do?
Then who in the world can be saved?
What will we get out of it?
2. Hand out hats (any cap or hat will do) and **Hat Name Cards** - *Matthew Narrator, Young Man, Jesus, Disciples, Peter*. Have each learner pin their name card onto the hat with paper clips. Put on the hats. Perform the reading.

Instructor Note: 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.

Add the following **Name Card** to those from previous Units.

Young Man

Task 8



Objectives:

- ❖ to discuss options and alternatives
- ❖ to use rising and rising-falling intonation for 'either or' questions

Grouping:

- ❖ individuals
- ❖ groups
- ❖ whole class

Approx Time: 40 minutes

Materials:

- ❖ Questions SLIDE
- ❖ Activity Board, Question Cards, Answer Cards, coin and movers for each group

Text:

Matthew 19:16-30

Giving Options

Part A

1. Project the **Question SLIDE** and read it aloud.
2. Mark the jump and rising pitch on the first option and the rising-falling pitch on the second option as you read. There is a pause after the first option and before the *or*.

Answer Key:

follow Jesus || or go away?

3. Have the learners repeat the sentence after you several times. Check that they are doing the rising, pausing and rising-falling.
4. Explain that in English we use our pitch or intonation to point out the choices: we use rising pitch for the first choice and rising-falling for the last choice. We expect the listener to answer with one of the choices. *e.g. go away*
5. Illustrate with some more examples on the **Question SLIDE**.

Does the young man go away happily || or sadly?

Answer: sadly

Are the disciples richer || or poorer than the young man?

Answer: poorer



Follow Jesus or go away?

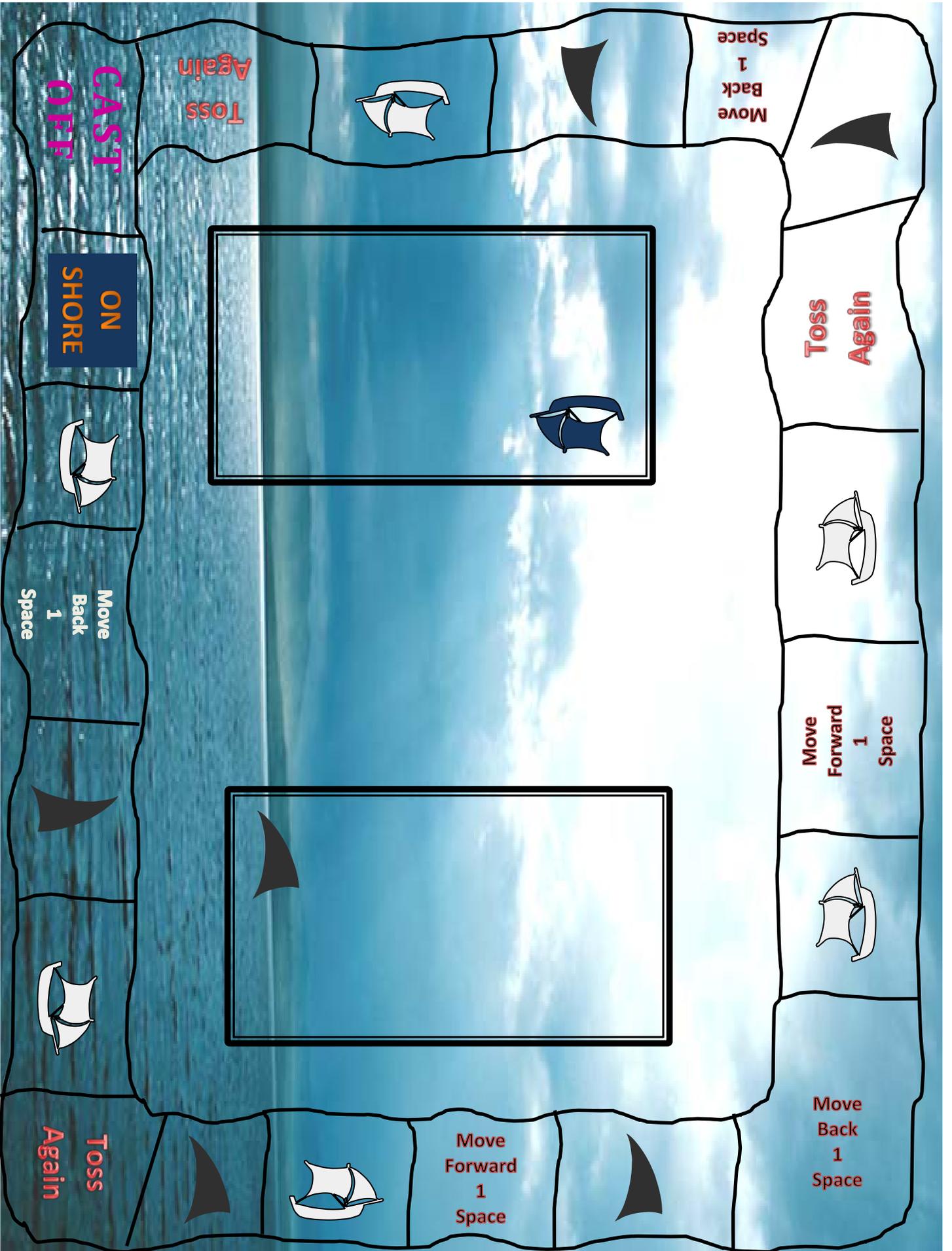
Does the young man go
away happily or sadly?

Are the disciples richer or
poorer than the young man?

Question SLIDE

Part B

1. Divide the class into groups of three. Give each group an **Activity Board (Unit 1 Task 8)**, a coin, and three movers. Have them place the **Question Cards** on the *Boat* and the **Answer Cards** on the *Sail*.
2. The first person tosses the coin. If the coin is *tails* move 1 space forward, if *heads* move 2 spaces forward.
3. If the mover lands on a **Boat Square**, the person hands a **Question Card** to the person on their left; that person reads the Question Card (not the answer) for the person to answer. If the Question is answered correctly, the mover can stay there. If the answer is not accurate, the mover goes back to where it was.
4. If the mover lands on a **Sail Square**, the person picks up a card and forms a question. The group will discuss the answer together. The mover can stay there if the group decides if the question had the right intonation.
5. The person who reaches the other side first is the winner.



CAST OFF

ON SHORE

Toss Again

Move Back 1 Space

Toss Again



Move Back 1 Space

Move Forward 1 Space



Move Back 1 Space

Toss Again



Move Forward 1 Space





<p>1. Does Jesus travel south or north? <i>Answer: South</i></p> 	<p>2. Do Jesus and his disciples go into the area east of the Jordan River or west of it? <i>Answer: east</i></p> 
<p>3. Does the young man live in Galilee or Judea? <i>Answer: Judea</i></p> 	<p>4. Is the young man's question about life or death? <i>Answer: life</i></p> 
<p>5. Does Jesus ignore the man or answer his question? <i>Answer: answer his question</i></p> 	<p>6. Does Jesus say to the young man that he must know the commandments or keep the commandments? <i>Answer: keep the commandments</i></p> 
<p>7. Does the young man sell all he has or keep his possessions? <i>Answer: keep his possessions</i></p> 	<p>8. Is it easier for a rich man or a poor man to enter the Kingdom of God? <i>Answer: poor man</i></p> 
<p>9. Is everything possible or impossible with God? <i>Answer: possible</i></p> 	<p>10. Does Peter ask what he will get out of it or what he will give? <i>Answer: what he will get out of it</i></p> 
<p>11. Does Jesus say that everyone who gives up things for him will receive ten times or one hundred times as much in return? <i>Answer: one hundred times</i></p> 	<p>12. Who will be the greatest in eternity, the least here or the greatest here? <i>Answer: the least</i></p> 
<p>13. Is Matthew or Luke the narrator? <i>Answer: Matthew</i></p> 	<p>14. Does Peter or John ask what they would get out of following Jesus? <i>Answer: Peter</i></p> 

<p>Do you think the disciples or the young man is happier?</p> 	<p>What is easier: to keep the commandments or to follow Jesus?</p> 
<p>In your opinion what is better: being poor or being rich?</p> 	<p>Where do you have more experience, with wealth or poverty?</p> 
<p>What is harder, honouring your parents or loving your neighbor?</p> 	<p>Is it easier to pray or sleep?</p> 
<p>Do you think Peter has more or less faith now?</p> 	