

Unit 1

The Painter



St. Luke Polyptych, by Andrea Mantegna

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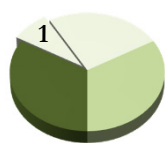
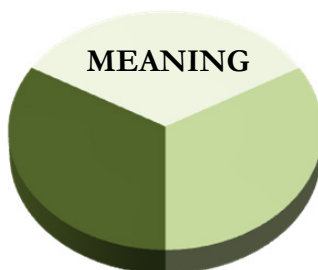
Introduction to Unit 1

In this first unit, the learners meet Luke, the writer of the Gospel of Luke as well as Theophilus, the man to whom the Gospel is addressed. The biblical text dealt with in this unit serves as a prologue to the entire Gospel as well as to Acts, also written by Luke. The title of this unit is *The Painter*, alluding to the descriptive style of Luke's writing. Through Luke's text, we get a 'picture' of the people and events surrounding the life of Jesus.

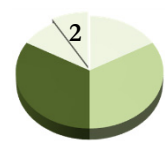
Before teaching this unit...

- 1) Ask the learners if they have ever heard of Luke, the Gospel writer, and if so, what they know about him. Do not give the learners a lot of information at this point. This question is merely to activate their prior knowledge of Luke, the writer.
- 2) Hand out the Unit 1 title page of *The Painter*. Draw the learner's attention to the title. Elicit from the learners what the title may be referring to. Explain to the learners that just as an artist paints pictures with a paintbrush, paints and canvas, a writer can paint pictures with words. Explain to the learners that in this curriculum we will focus on the 'portraits' that Luke paints of the people and events surrounding the life of Jesus.
- 3) Draw the learners' attention to the titles of each task. Explain to the learners that in this unit they will be studying the language needed to talk, read and write about the events in the Gospel of Luke.
- 4) Draw the learners' attention to the column entitled "Focus". Explain that here they can see the language focus of each task. For example, the focus of task 3 is vocabulary; the focus of task 4 is reading, the focus of task 5 and 6 is pronunciation etc.
- 5) Attach the unit title page to a bulletin board in the classroom. Refer to it after completing each task and also at the end of the unit.

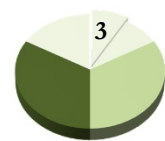
How it all ties together...



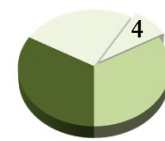
What's in a Portrait? serves as an introduction to the curriculum in several ways. It introduces the learners to Luke, the 'painter' (writer) and the idea of portraits. It also serves as an ice breaker to help the learners get to know one another at the beginning of a course.



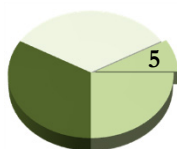
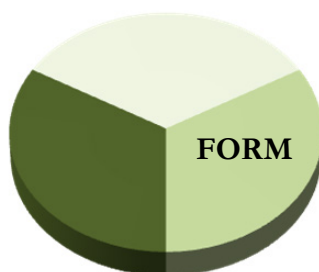
So Many Others introduces the main events of this unit's script. The learners receive pictures of the events first in order for them to predict what is happening and to activate their prior knowledge. In this way, they are prepared for the listening task, in which they listen for main ideas and sequence the pictures. The listening task is followed up with a matching task in which summary statements are aligned with the pictures. The learners receive a copy of the unit text.



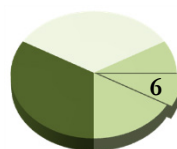
Tried their Hand is a vocabulary task. English makes use of a large number of idioms and metaphors, which are particularly challenging for language learners. The focus of this task is to explore the idioms and structural metaphors at work in the text. Luke employs a key structural metaphor -- the concept of 'harvest' in order to speak of lives changed through encounters with Jesus.



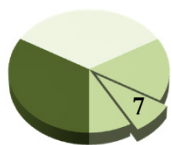
Research gives the learners a background look at the methods used in crafting the Gospel of Luke. The task introduces them to the skills and strategies involved in researching historical events.



Is it Written or Spoken? begins the pronunciation focus by highlighting the difference between written and spoken English. The learners are given an overview of the vowel sounds in English with their corresponding spellings.



Take a Breath introduces the learners to supra-segmental features of pronunciation (prosody) by presenting the idea of thought grouping. The learners engage in the first dramatic reading of the text, employing strategies learned in this task.



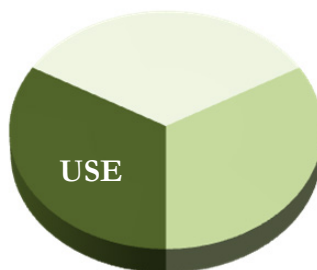
The Shape of English serves as an introduction to experiential grammar¹ through an overview of word classes. The task introduces Grammar Shapes², a visual and kinesthetic form of conceptualizing grammar relationships. The learners are introduced to the difference between function and content words. They also gain an overview of the verb system.



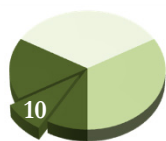
Can I help you? is the first task focusing on interpersonal grammar. The task introduces the question focus of the curriculum. The task offers an overview of various question types, their purposes and their word order. Subsequent units will deal with each of these aspects of questioning. Again, Grammar Shapes are used to illustrate the relationships of words in a question.

¹ In this curriculum, grammar is dealt with at three levels as outlined by David Butt. Experiential grammar is dealt with in unit 7, interpersonal grammar is dealt with in unit 8 and discourse/ textual grammar is dealt with in unit 11. (Butt, David et al. *Using Functional Grammar: An Explorer's Guide*. Sydney, NSW: National Center for English Language Teaching and Research, 2000.)

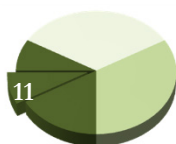
² See appendix for a complete overview of Grammar Shapes.



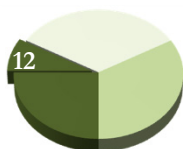
The Painter is the first of the 'Portraits' tasks, drawing the learners back into the text with a specific focus on the people mentioned. Learners scan and analyze the text for characterization, analyze elements of plot and characterization in visual artwork and make inferences about character traits. Characteristics of Luke and Theophilus are drawn out by means of a 'Verbal Portraits' task. The "Painter's Palette Word Wall" is a means of developing vocabulary particular to describing people (mainly descriptive adjectives). Then the learners are guided in studying an artist's portrait of Luke, the writer. In the final section of this task, learners are introduced to 'The Tree' – a visual representation of an olive tree, used throughout the curriculum. The tree illustrates how the people, who are part of the 'harvest' mentioned in the text, are joined together in a 'family tree' with Christ as the trunk.



A Picture Story moves the learners to consider the socio-cultural aspects of the text by expanding on the background information introduced in task 4. The learners are engaged in a jigsaw reading task with a focus on the audience, the author, the plot and characters. Learners try their hand at skills and strategies used in research.



Writing a Letter introduces the learners to the discourse structure of a letter. Learners identify elements that characterize a friendly personal letter.



I Wanted to Write You rounds off the unit by guiding the learners in a reflection task using discussion questions and clarification starters. The learners respond by writing a personal letter. The learners are guided in setting up their writing portfolio, a folder in which they will file writing and other work done throughout the course.






What's in a Portrait?






Task 1



Language Objectives:



-  to **introduce** the curriculum *Faith Portraits*
-  to **know** what a portrait is
-  to **describe** the appearance of their own ideal portrait

Essential Skills Objectives:

-  Document Use
-  Oral Communication
-  Working with Others
-  Thinking Skills
-  Computer/Audio Visual Media Use

Approx. Time: 45 minutes

Materials:

-  **Famous Portraits** SLIDE
-  **Frozen in Time** Worksheet for each learner

Reference:

Luke 1:1-4

Instructions:

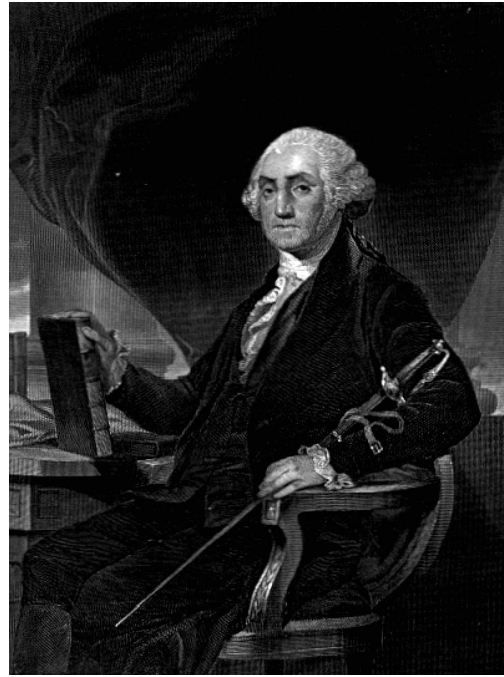
Part A

1. Introduce the curriculum to the learners by pointing out that it is entitled "*Luke's Family Portraits*." We will be exploring the portraits of many people within the Gospel of Luke.
2. Elicit from the learners what they think a portrait is?
3. Show the **Famous Portraits SLIDE** and elicit learner observations of what they notice about the four portraits. (What are they wearing? What are they holding? Are they standing or sitting? What do you notice about their facial expressions and body language?...)
4. Hand out the **Frozen in Time Worksheet** to each learner and ask them to consider individually, if they had to pose for a portrait, what would they want frozen in time? What would they wear? What would they hold? Where would they pose? If they wish to, they can sketch some ideas, jot some ideas down, write descriptions – they will be sharing their ideas.
5. Have the learners share their ideas for their ideal portrait with a partner. Ask learners to take note of any similarities between the two descriptions. Ask learners to share their portrait ideas and similarities (if any) with the class.

Famous Portraits



Charlotte Brontë



George Washington



Yoshihito



Halide Edip Adivar

Famous Portraits SLIDE
<http://www.lib.utexas.edu/exhibits/portraits/index.php?img=54;395;414;169>

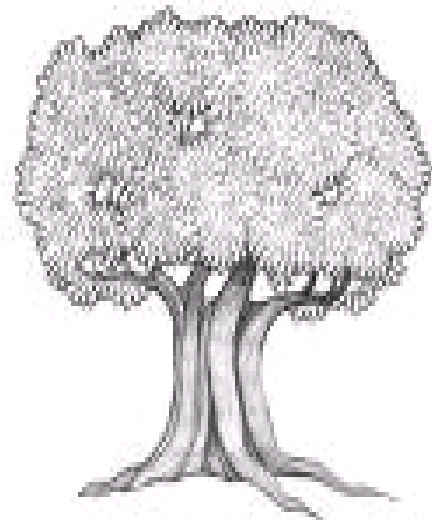
Frozen in Time

What would I wear?	Similarities
What would I hold?	
Where would I pose?	

Frozen in Time Worksheet

Part B

1. This curriculum introduces the portraits of many historical figures as found in the Gospel of Luke. Ask the learners to guess who might be in the Gospel. List them on a flip chart paper or the board. *e.g. (Saint) Luke, the Virgin Mary, John the Baptist, Jesus*
2. Ask the learners if they know anything about these people that may help the class guess at what might be in their portraits? Add some of the ideas that the learners come up with on the flip chart paper.









So Many Others






Task 2



Language Objectives:





-  to **listen** to the script for main ideas
-  to **sequence** pictures according to the text
-  to **read** and **match** summary statements with pictures
-  to **retell** the main ideas using the pictures as cues

Essential Skills Objectives:

-  Reading Text
-  Oral Communication
-  Working with Others
-  Thinking Skills
-  Computer/ Audio Visual Media Use

Approx. Time: 40 minutes

Materials:

-  **Unit 1 Audio**
-  **Picture Set** for each pair
-  **Summary Statements** for each pair
-  **Unit 1 Text** for each learner

Reference

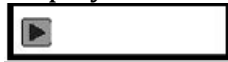
Luke 1:1-4

Instructions:

Part A

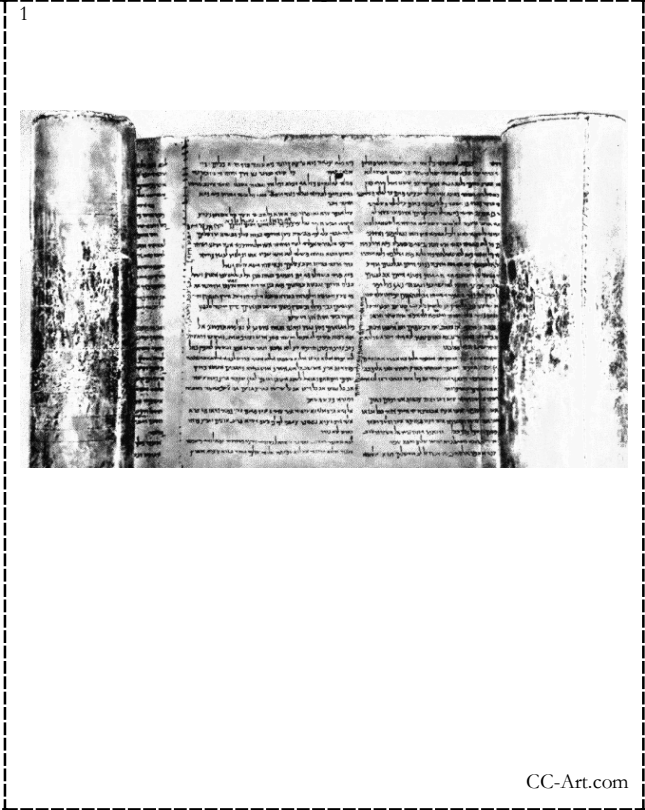
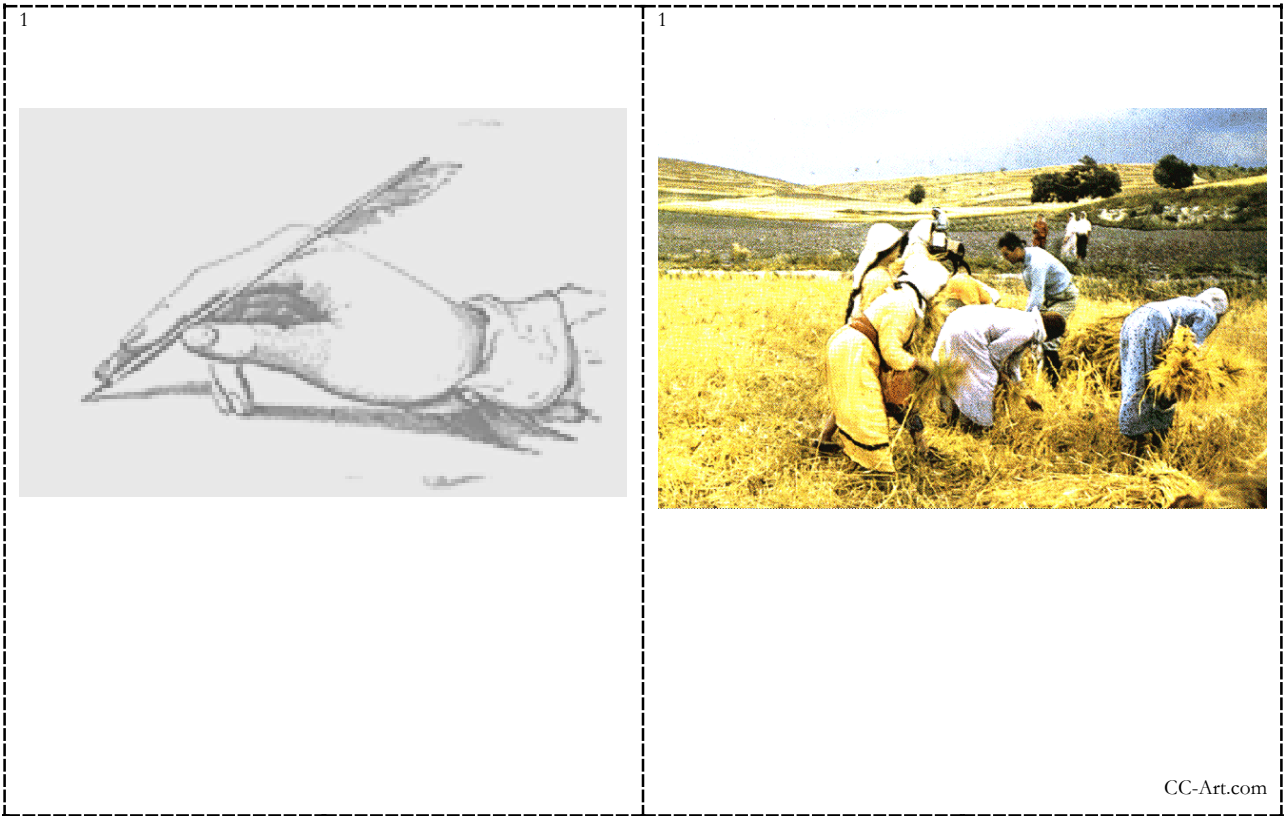
1. Give each pair of learners a **Picture Set**. Let the learners discuss the pictures and what they think is happening in them. Then, ask each pair to predict what order the pictures will occur in the script by placing them on the table from left to right. **DO NOT 'CORRECT' PREDICTIONS.**
2. Have the 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. **DO NOT GIVE A COPY OF THE TEXT.**

Instructor Note: All the **Audio Files** for the whole curriculum are embedded in the **Instructor SLIDES**. Display the SLIDE with the Audio Button



and Click.

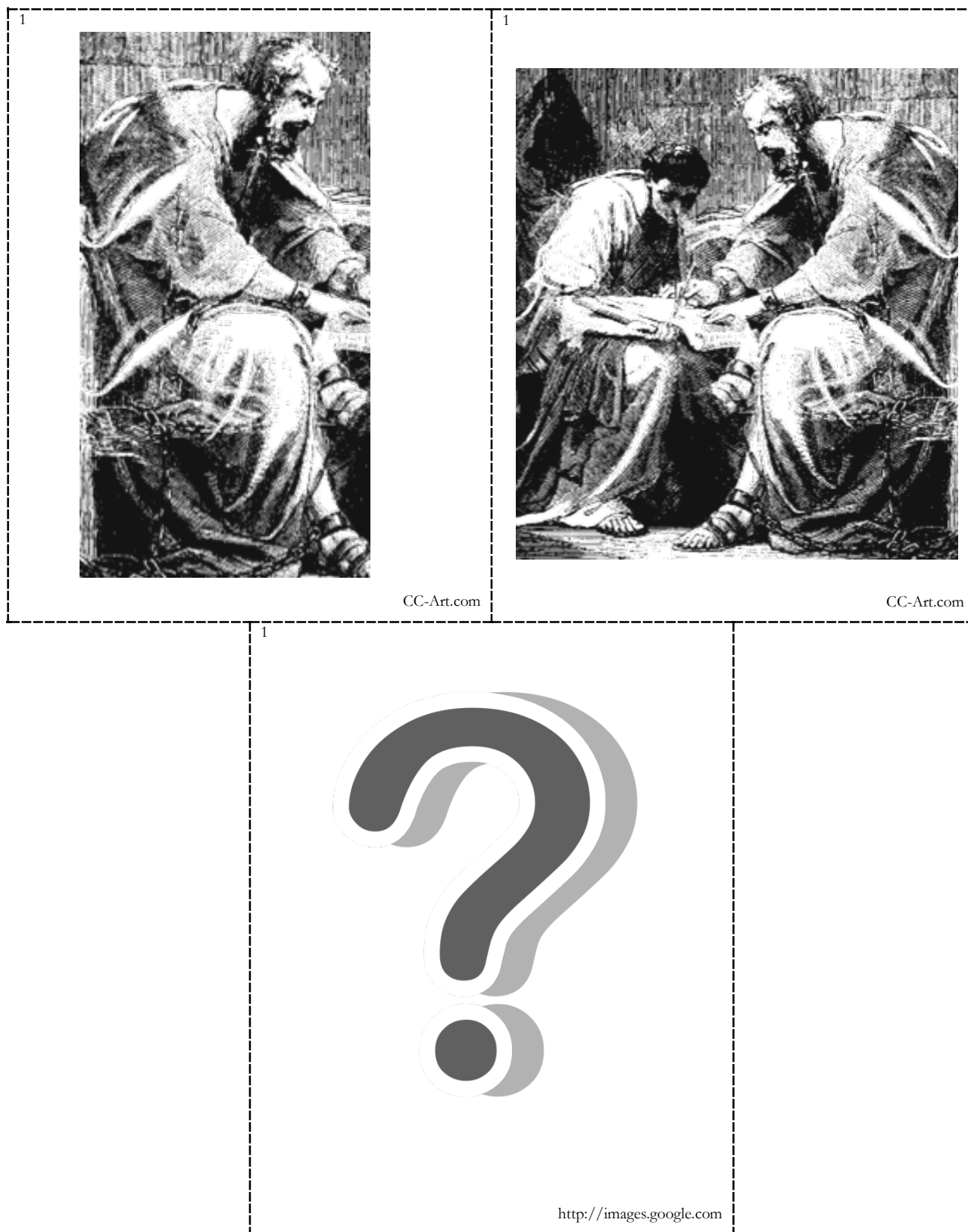
3. Have each pair of learners compare their picture sequence with another pair of learners. Have them explain the reasons for their ordering and try to come to a common agreement.
4. Play the CD for confirmation.
5. Choose a pair of learners that has an appropriate ordering. Ask them to retell the story in brief points showing their pictures to the class.



Unit 1 Picture Set pg. 1

Unit 1
The Painter

LUKE'S FAMILY PORTRAITS



Unit 1 Picture Set pg. 2

Part B







1. Hand out **Summary Statements** to each pair of learners. Instruct the learners to match the **Summary Statement** cards with the pictures.

*Answer Key:*

1. *Many other people had tried to write the story.*
2. *The story was about the harvest, or outcome, of Scripture and history.*
3. *The story was written from reports and eyewitnesses.*
4. *Luke investigated and decided to write the whole story from the beginning.*
5. *Luke wrote the story for Theophilus.*
6. *Then Theophilus could know beyond a shadow of a doubt the truth of what he had been taught.*

2. Again, have each pair of learners compare with another pair.
3. Play the CD again for learners to confirm the order of their statements.
4. Read the Statements and have the learners repeat after you.

*Suggested Answer Key:*

1. <i>Many other people had tried to write the story.</i>		2. <i>The story was about the harvest, or outcome, of Scripture and history.</i>	
3. <i>The story was written from reports and eyewitnesses.</i>		4. <i>Luke investigated and decided to write the whole story from the beginning.</i>	
5. <i>Luke wrote the story for Theophilus</i>		6. <i>Then Theophilus could know beyond a shadow of a doubt the truth of what he had been taught.</i>	

Part C

1. Hand out the **Unit 1 Text** to each of the learners.
2. Have them read along as they listen to the CD.

Many other people had tried to write the story.¹

The story was about the harvest, or outcome, of Scripture and history.¹

The story was written from reports and eyewitnesses.¹

Luke investigated and decided to write the whole story from the beginning.¹

Luke wrote the story for Theophilus.¹

Then Theophilus could know beyond a shadow of a doubt the truth of what he had been taught.¹

Summary Statements

Luke 1:1-4

So many others have tried their hand at
2 putting together a story of the wonderful
harvest of Scripture and history that took
4 place among us, using reports handed
down by the original eyewitnesses who
6 served this Word with their very lives.

Since I have investigated all the reports in
8 close detail, starting from the story's
beginning, I decided to write it all out for
10 you, most honorable Theophilus, so you
can know beyond the shadow of a doubt
12 the reliability of what you were taught.

Unit 1 Text



Tried their Hand









Task 3



Language Objectives:







to **raise** the learners' awareness of the use of idiomatic language

Essential Skills Objectives:

-  Reading Text
-  Document Use
-  Writing
-  Oral Communication
-  Working with Others
-  Continuous Learning
-  Thinking Skills
-  Computer/ Audio Video Use

Approx. Time: 30 minutes

Materials:

-  **Wonderful Harvest SLIDE**
-  **Idiom Strips** one per learner
-  **Idiom Worksheet** for each learner
-  **Meanings SLIDE**
-  **Optional:** *meaning & idiom matching cards*
-  **Sentence Worksheet** for each learner


Reference:

Luke 1:1-4

Instructions:

Part A

1. Introduce the concept with the learners that Luke, the writer/painter, paints pictures with words. The English language makes use of a great deal of 'picturesque' language. Idioms are part of this picturesque language.
2. An **idiom** is *a group of words whose meaning considered together is different from the meanings of each word separately*. Idioms are a form of picture language because they often refer to objects in the real world to express more abstract meanings.
3. In this task we will look at a number of idiomatic phrases in the **Unit 1 Text** (Task 2).
4. Hand out one **Idiom Strip** per person.

 **Instructor Note:**
If you have more than 5 learners, make doubles of the idiom strips, if you have fewer than 5 you may give more than one strip per learner.
5. Project the **Meanings SLIDE**. Still in pairs, ask learners to select the meaning that matches their idiom.
 - a. Have each learner think of a literal meaning of this idiom. Have them draw a picture to illustrate the idiom on an 8x11 paper (or a large newsprint or static sheet)
 - b. In pairs, have the pairs show each other their pictures.

beyond the shadow of a
doubt

handed down

have tried their hand

served this Word with their
very lives

to write it all out for you


Idiom strips


Meanings

- to put every detail and idea in writing
- have attempted
- absolutely with no questions unanswered
- passed from one person to the next person, usually from one generation to the next generation
- devoted themselves to God and biblical truths completely, even being willing to die

Meanings SLIDE

6. Hand out the **Idioms Worksheet** to each learner. Still in pairs, have the learners scan the text to find the sentences with the idioms assigned to them in #2. As pairs, have them speculate what the idiom might mean.
7. Lead a discussion on the meanings of the idioms by eliciting answers from the class. Have each pair read their sentence from the **Idioms Worksheet** and say which meaning they chose from the **Meaning SLIDE**.

 <i>Answer Key</i>	
Idiom	Meaning
So many others have tried their hand at putting together a story.	<i>have attempted</i>
using reports handed down by the original eyewitnesses	<i>passed from one person to the next person, usually from one generation to the next generation</i>
the original eyewitnesses who served this Word with their very lives	<i>devoted themselves to God and biblical truths completely, even being willing to die</i>
I decided to write it all out for you	<i>to put every detail and idea in writing</i>
so you can know beyond the shadow of a doubt	<i>absolutely with no questions unanswered</i>

 **Instructor Note:** The text and meaning page could be made into cards to do a matching task for review of all the idioms.

Text

So many others have tried their hand at putting together a story.	using reports handed down by the original eyewitnesses	the original eyewitnesses who served this Word with their very lives	I decided to write it all out for you	so you can know beyond the shadow of a doubt
Choose from the meanings below and write them in the box beneath the correct idiom.				
Meanings				
<ul style="list-style-type: none">- absolutely with no questions unanswered- devoted themselves to God and biblical truths completely, even being willing to die- have attempted- passed from one person to the next person, usually from one generation to the next generation- to put every detail and idea in writing				

Idioms Worksheet

Idiom↓	Meaning↓
So many others have tried their hand at putting together a story.	<i>have attempted</i>
using reports handed down by the original eyewitnesses	<i>passed from one person to the next person, usually from one generation to the next generation</i>
the original eyewitnesses who served this Word with their very lives	<i>devoted themselves to God and biblical truths completely, even being willing to die</i>
I decided to write it all out for you	<i>to put every detail and idea in writing</i>
so you can know beyond the shadow of a doubt	<i>absolutely with no questions unanswered</i>

Idioms/Meanings Matching Cards

Part B

1. Metaphors are also a way of painting a picture in our minds with words. A **metaphor** is *a word picture in which we describe an abstract idea by drawing on similarities from a concrete object.*
2. Draw your learners' attention to the phrase in *line 3-4* of their **Unit 1 Text** - *wonderful harvest*. Elicit their understanding of what a harvest is and any stories of being involved in a harvest.
3. Project the **Wonderful Harvest SLIDE**. Discuss the olive tree bearing a harvest of olives and that the woman is harvesting them.
4. Elicit answers to the following questions:
 - What is this phrase really about in the text?
 - Is it really about harvesting fruit, grain or vegetables?
 - Elicit from the learners what they think it is really referring to?



Suggested Answer Key:

Harvest is referring to the good outcome or results of what the Scriptures taught and what many witnessed in history.

Wonderful Harvest



Wonderful Harvest SLIDE

Part C

1. Hand out the **Sentence Worksheet** and ask the learners to choose the best sentence from the two options.
2. Then have the learners fill in the blanks using the correct phrase.



Sentence Worksheet *Answer Key*:

Choose the best sentence

1. He was proven guilty beyond the shadow of a doubt.
2. This week they have tried their hand at gardening.
3. I did my best to write it all out for you.
4. I studied all of the documents handed down.
5. They died because they served this Word with their very lives.
6. He told the story of the wonderful harvest of Scripture and history.

Fill in the blank

1. I need to read each of the stories handed down.
2. I believe it is true beyond the shadow of a doubt.
3. They gave up everything as they served this Word with their very lives.
4. The wonderful harvest of Scripture and history should be celebrated.
5. They tried their hand at writing several times.
6. He researched every detail before he tried to write it all out.

Choose the best sentence a) or b)

1. a) He was proven guilty beyond the shadow of a doubt.
b) He was proven guilty to write it all out for you.
2. a) 'This week they have tried their hand at gardening.
b) 'This week they served this Word with their very lives at gardening.
3. a) I did my best to write it all out for you.
b) I did my best reports handed down.
4. a) I studied all of the documents handed down.
b) I studied all of the beyond the shadow of a doubt.
5. a) 'They died because they served this Word with their very lives.
b) 'They died because they have tried their hand.
6. a) He told the story of the wonderful harvest of Scripture and history.
b) He told the story of the beyond the shadow of a doubt.

Fill in the blanks using the phrase below.

1. I need to read each of the stories _____.
2. I believe it is true _____.
3. 'They gave up everything as they _____.
4. 'The _____ should be celebrated.
5. 'They _____ writing several times.
6. He researched every detail before he tried _____.

Phrases

tried their hand at
handed down
to write it all out

wonderful harvest of Scripture and history
served this Word with their very lives
beyond the shadow of a doubt

Research

Task 4



Language Objectives:

to **scan** for specific information relating to Luke's research

to **understand** the basis of Western research

Essential Skills Objectives:

Reading Text

Document Use

Thinking Skills

Computer/ Audio Video Use

Approx. Time: 15 minutes

Materials:

Mini Research Worksheets for each learner

Reference:

Luke 1:1-4

Instructions:

1. Explain that in the text, Luke highlights how he researched his writing of the Gospel.
2. Have the learners take out their **Unit 1 Text** (Task 2) and look at **lines 8-10**. Hand out a **Mini Research Worksheet** to each learner, and ask that they fill in the four points made about research.

Answer Key: **How did the author, Luke, research?**

 - a) he investigated
 - b) all the reports
 - c) in close detail
 - d) starting from the beginning
3. Ask the learners to compare their notes with a partner and then discuss as a whole class.
4. Explain that the way the Greek culture of Luke's time researched is the basis of the Western approach to research. Western scholars and writers strive to:
 - 1) study
 - 2) all documents
 - 3) in close detail
 - 4) from earlier to later researchYou will have an opportunity to develop and practice these skills as we progress through the curriculum.

Mini Research Worksheet

How did the author, Luke, research?
1. he...
2. all...
3. in...
4. starting...

Mini Research Worksheets



Is it Written or Spoken?

Task 5



Language Objectives:

- to **learn** the differences of the names of the vowel letters and the spelling of the vowel sounds
- to **learn** the sounds and spelling relationships of the vowels

Essential Skills Objectives:

- Oral Communication
- Working with Others
- Thinking Skills
- Computer/Audio Video Use

Approx. Time: 45 minutes

Materials:

- Short/Relax Vowels SLIDE**
- Long/Tense Vowels SLIDE**
- Large Vowel Cards** for the wall
- Word cards** for the learners

Reference:

Luke 1:1-4

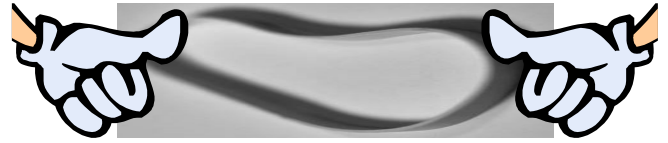
Instructions:







1. Remind the learners that we have names for the letters of the alphabet which we use for spelling words. Review the pronunciation of the names for the vowel letters (*a, e, i, o, u*).
2. When we are speaking English we do not refer to just the spelling of words to know how to pronounce a word. Spelling of words is for reading NOT for speaking; many dialect speakers of English can read the same words and get the meaning but pronounce the words quite differently.
3. We need to learn the spelling conventions of words. There are **Rules of Thumb** that we can follow in learning to write words according to the English spelling conventions.
4. The largest group of sounds that need to be addressed are the vowel sounds. In English there are **15 vowel sounds** that are symbolized in writing by **5 vowel letters** (*a, e, i, o, u*) or a combination of these 5 vowel letters and 2 semi-vowels, *y* and *w*.
5. We can divide the vowel sounds into 2 categories:
 - a) tense [long] vowels sounds
 - b) lax [short] vowels sounds
6. The lax or short sounds are: /æ/ /ε/ /I/ /ɔ/ /Λ/
These phonetic symbols are used in dictionaries to tell you how to pronounce the words since the regular spelling will not tell you how to pronounce them.

7. The lax vowel sound is usually spelled with one vowel letter as shown on the **Short/Relax Vowels SLIDE**. A lax vowel sound is never at the end of a word; there is usually a consonant sound after it.



Short/Relaxed Vowels



Sound		Formation	Usual Spelling	Example	Other Spellings
/æ/	black		a	hand	have
/ɛ/	red		e	together	head many
/ɪ/	pink		i	history	symbol
/ɔ/	auburn		o	beyond	all cause taught honorable
/ʌ/	rust		u	us	others young what
/ʊ/	soot		u	putting	took should

Short/Relax Vowels SLIDE

8. The tense vowel sounds are: /e^y/ /i^y/ /ay/ /o^w/ /u^w/
- Note that these sound like the names of the letters but are usually spelled with a combination of vowel letters as shown on the **Long/Tense Vowels SLIDE**.
9. Place the **Large Vowel Cards** of the sound and colour examples up on a wall, the relaxed vowels together and the tense vowels together.
- Hand out the **Word Cards** to each learner and ask them to place the words on the wall under the card that has the same sound as the **underlined vowel(s)** on their card.
10. When the task is done read the words and have the learners say them after you.



Answer Key:

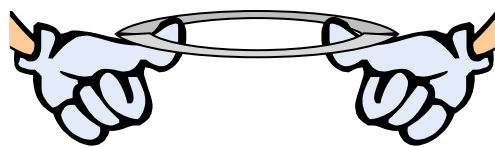
Relaxed Vowels:

/æ/ black	/ɛ/ red	/ɪ/ pink	/ɔ/ auburn	/ʌ/ rust	/ʊ/ soot
have hand shadow	many together investigated	Scripture history eyewitnesses original this since beginning reliability	all honorable beyond taught	others wonderful among us what	putting took could

Tense Vowels:

/e ^y / grey	/i ^y / green	/ay/ white	/o ^w / gold	/u ^w / blue	/aw/ brown	/oy/ turquoise	/ɜ/ purple
place detail today	seed these believe leave	tried by eyewitnesses lives I decided write reliability	so story reports close most know	who you Luke news	down out doubt	joy rejoice	Scripture served Word were

Long/Tense Vowels



Sound		Formation	Usual Spelling	Example	Other Spellings
/e ^y /	grey		a_e	pl <u>a</u> ce	de <u>a</u> il da <u>y</u>
/i ^y /	green		e_e	the <u>s</u> e	le <u>a</u> ve The <u>o</u> philus se <u>e</u> n beli <u>e</u> ve
/a ^y /	white		i_e	li <u>v</u> es	I tr <u>i</u> ed eyewit <u>n</u> esses b <u>y</u>
/o ^w /	gold		o_e o	cl <u>o</u> se s <u>o</u>	kn <u>o</u> w bo <u>a</u> t
/u ^w /	blue		oo u_e	to <u>o</u> Lu <u>k</u> e	yo <u>u</u> wh <u>o</u> ne <u>w</u>
/a ^w /	brown		ou	o <u>u</u> t	do <u>u</u> n
/oy/	turquoise		oi	rejo <u>i</u> ce	jo <u>y</u>
/ə/	purple		er ur ir or	se <u>r</u> ved hu <u>r</u> t gi <u>r</u> l Wo <u>r</u> d	he <u>a</u> rd Script <u>u</u> re we <u>r</u> e

Long /Tense Vowels SLIDE

Relaxed Vowel /æ/ black	Relaxed Vowel /ʊ/ soot	Tense Vowel /u^w/ blue
Relaxed Vowel /ɛ/ red	Tense Vowel /e^y/ grey	Tense Vowel /a^w/ brown
Relaxed Vowel /ɪ/ pink	Tense Vowel /i^y/ green	Tense Vowel /oy/ turquoise
Relaxed Vowel /ɔ/ auburn	Tense Vowel /ay/ white	Tense Vowel /ə/ purple
Relaxed Vowel /ʌ/ rust	Tense Vowel /o^w/ gold	

Vowel Sound Cards

wonder <u>ful</u>	am <u>ong</u>	wh <u>at</u>
rep <u>or</u> ts	mo <u>st</u>	co <u>ul</u> d
ha <u>nd</u>	ha <u>ve</u>	pl <u>ac</u> e
to <u>get</u> her	ta <u>ugh</u> t	the <u>s</u> e
hi <u>st</u> ory	ma <u>n</u> y	li <u>ve</u> s
be <u>yond</u>	<u>a</u> ll	clo <u>s</u> e
<u>us</u>	<u>o</u> thers	Lu <u>k</u> e
pu <u>tt</u> ing	to <u>ok</u>	<u>ou</u> t
<u>h</u> onorable	so <u>o</u>	sto <u>r</u> y
se <u>r</u> ved	Wo <u>r</u> d	we <u>r</u> e

Word Cards pg. 1

today	shadow	detail
leave	doubt	seed
believe	eyewitnesses	decided
tried	by	I
know	you	who
news	down	joy
investigated	write	reliability
reliability	Scripture	original
this	eyewitnesses	since
beginning	Scripture	rejoice

Word Cards pg. 2

Take a Breath

Task 6



Language Objectives:

to **understand** the difference between written breaks and spoken breaks in discourse

to **identify** spoken thought groups

to **read** aloud using thought groups

Essential Skills Objectives:

Reading Text

Document Use

Thinking Skills

Approx. Time: 30 minutes

Materials:

Unit 1 Script

Unit 1 Script SLIDE

Reference:

Luke 1:1-4

Instructions:

1. Explain to the learners that written English is marked with commas (,) and periods (.) to indicate breaks. Hand out the **Unit 1 Script** to the learners and have them count the commas and periods used.

Answer Key:
5 commas, 2 periods

2. Explain that when English is spoken, the breaks are marked with pauses. These spoken breaks are usually more frequent than written breaks. Read the script aloud to the learners using spoken breaks:

(the end of each line indicates a spoken break)

So many others have tried their hand
at putting together a story
of the wonderful harvest of Scripture and history
that took place among us,
using reports handed down by the original eyewitnesses
who served this Word with their very lives.
Since I have investigated all the reports in close detail,
starting from the story's beginning,
I decided to write it all out for you,
most honorable Theophilus,
so you can know beyond the shadow of a doubt
the reliability of what you were taught.

3. Read the script once more, asking the learners to mark in the spoken breaks on their scripts with slash marks (||). Have them check with the **Unit 1 Script SLIDE** when they are done.

4. Ask the learners to count the spoken breaks in the script. Then ask the learners what they notice about where the pauses are placed. *e.g. some breaks are placed where there is a comma or period, some are not; the break comes at the end of an idea.*

Answer: 11

Explain that we call the groups of words between spoken pauses **thought groups**.

Luke: So many others have tried their hand
|| at putting together a story || of the
wonderful harvest of Scripture and history ||
that took place among us, || using reports
handed down by the original eyewitnesses ||
who served this Word with their very lives. ||

Luke 2: Since I have investigated all the
reports in close detail, || starting from the
story's beginning, || I decided to write it all
out for you, || most honorable Theophilus,
|| so you can know beyond the shadow of a
doubt || the reliability of what you were
taught.

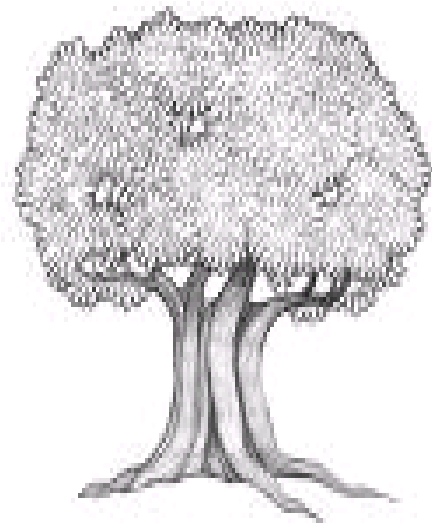
Unit 1 Script SLIDE

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5. Ask the learners to read the script chorally using the thought groups and pauses as marked on their scripts.
6. Repeat the choral reading two more times or until the group is pausing together.
7. Divide the class in half.
 - Have one half read Luke.
 - The other half read Luke 2.
 - Then reverse them.
 - Listen for appropriate pausing as groups.



Luke 1:1-4

2 **Luke:** So many others have tried their
hand at putting together a story of the
4 wonderful harvest of Scripture and history
that took place among us, using reports
6 handed down by the original eyewitnesses
who served this Word with their very lives.

8

Luke 2: Since I have investigated all the
10 reports in close detail, starting from the
story's beginning, I decided to write it all
12 out for you, most honorable Theophilus,
so you can know beyond the shadow of a
14 doubt the reliability of what you were
taught.

Unit 1 Script



The Shape of English

Task 7



Language Objectives:

- to **review** the parts of speech: the terminology
- to **introduce** the use of shapes and colour
- to **gain** an overview of the parts of the verb group, the base verb, inflectional endings and helping (*auxiliary*) verbs
- to **gain** an overview of how inflectional endings and helping (*auxiliary*) verbs combine to make meaning in the tense-aspect system (*12 tenses*)

Essential Skills Objectives:

- Document Use
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
- Computer / Audio Visual Use

Approx. Time: 75 minutes

Materials:

- Text Sentence SLIDE**
- Matching Cards** for each pair
- Twelve Tenses Worksheet/SLIDE** for each pair


Reference

Luke 1:1-4

Instructions:

Part A Introduction to Word Types (Parts of Speech)

1. Explain to the learners that in learning to use English better, it is sometimes necessary to analyze the language by breaking it into pieces. We do this in order to focus on individual parts, to recognize what the individual parts are, and to understand how these parts function together to convey meaning.
2. If we break any sentence down into the smallest independent units, we end up with single words that can be classified into various word types.
3. We need to distinguish words according to types not just to be able to name them but to learn how particular types of words interact with certain other types and function together to convey overall meaning
4. Illustrate the concept of word types with an analysis of a noun phrase.
5. Project the **Text Sentence SLIDE** with the first sentence from the text:

 **Instructor Note:** We will not do a complete analysis of all word types at this point – that will be done in subsequent units.

So many others have tried their hand at putting together a story of the wonderful harvest of Scripture and history that took place among us, using reports handed down by the original eyewitnesses who served this Word with their very lives.

So many others have tried
their hand at putting together
a story of the wonderful
harvest of Scripture and
history that took place among
us, using reports handed
down by the original
eyewitnesses who served this
Word with their very lives.

Text Sentence SLIDE

6. Point out that *the wonderful harvest* is composed of three words and each word is a different type of speech: each word has a different use or function and characteristics.



the



wonderful






harvest

7. Put up the shapes in this order on your whiteboard.




Explain that each shape represents one of the words: *the wonderful harvest*











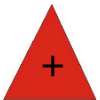



8. *Harvest* ( naming something (often called a noun).
- Any word that is naming something could be substituted in that slot: *place, person, thing, idea, animal*.
 - Characteristically, nouns have articles , *a* or *the*, before them. So you can test if a word is naming something (a noun) by seeing if it would fit into the slot *the* _____. Words like *because, with, have* do not fit, demonstrating that they are not naming something (nouns) – they do not have the characteristics of nouns.
9. Similarly descriptive words (adjectives ) characteristically fill the slot between the article and the noun, in the frame *the* _____ *harvest*: *the wonderful harvest*. Other kinds of words would not fit in: e.g. *because, who, it*.












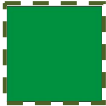





Part B Introduction to Word Classes

1. Explain to the learners that in English word types can be put into two main classes of words: **open/content** and **closed/function**.
2. **Content:** Use your Grammar Shapes to illustrate.
 - These words convey meaning: ***who or what is doing what where*** The open or content class of words can be extended by the addition of new items whereas the closed or function class may not. *e.g. new nouns, but not new pronouns.* [There are only about 250 function words.]
 - Point out to the learners that there are only four types of words that can be considered content words. Use your Grammar Shapes to illustrate. These words convey meaning: ***who or what is doing what where***
 - Naming words (nouns)
 - Action or being words (verbs)
 - Descriptive words (adjectives & adverbs)
3. **Function:** Explain that the other word types are functional or grammatical, used to expand the meaning of the content words:
 - determiners identify the noun *the, that, two, his*
 - helping verbs (auxiliary verbs) express more specific meaning of the verb *have, be*; substitute for main helping verb (operator) *do*; express the attitude or mind-set of the speaker to action *must, should*
 - connectors join words, phrases or clauses: coordinating conjunctions (*for, and, nor, but, or, yet*); subordinating conjunctions (*when, if, since, because*); prepositions *in, on, at*
 - pro-forms are substitutes in discourse: pronouns (*who, he, hers*); pro-adverbs (*where, when, how, why*); pro-auxiliaries (*do*)
4. Hand out the **Content/Function Word Type Matching Cards** to each pair. Ask them to arrange the word types under the appropriate class. Have the pairs check their categorization with the **Answer Key SLIDE** when they are finished.






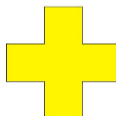
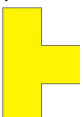
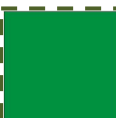
 **Instructor Note:** we consider interjections to be adverbials

CONTENT Word Types			
verb		noun	
adjective		adverb	
FUNCTION Word Types			
preposition		coordinating conjunction	
subordinating conjunction		determiner	
pronoun		pro-adverb	
infinitive 'to'		<i>be/have</i> helping verb	
<i>do</i> pro-auxiliary verb		modal (mind-set) helping verb	

Content/Function Word Type Matching Cards and Answer Key SLIDE

 <i>Answer Key</i>			
CONTENT Word Types			
verb		noun	
adjective		adverb	
FUNCTION Word Types			
preposition		coordinating conjunction	
subordinating conjunction		determiner	
pronoun		pro-adverb	
infinitive 'to'		<i>be/have</i> helping verb	
<i>do</i> pro-auxiliary verb		modal (mind-set) helping verb	


- Hand out a set of **Class/Function/Word Type Matching Cards** to each pair of learners. Ask them to match the name of the word type with the definition and with sample words.
- Have the pairs consult with another pair on their matches before showing them the **SLIDE** of the correct matches.

<p>verb</p> 	<p>action or state</p>	<p><i>have tried; handed down</i></p>
<p>noun</p> 	<p>naming people, things or ideas</p>	<p><i>story; reports; history; eyewitnesses</i></p>
<p>adjective</p> 	<p>describing people, things or ideas</p>	<p><i>original; wonderful</i></p>
<p>adverb</p> 	<p>describing action or state</p>	<p><i>e.g. honorably; carefully</i> <i>(these words are not in the text)</i></p>
<p>preposition</p> 	<p>joining a noun to another noun or verb</p>	<p><i>in, of, to</i></p>
<p>conjunction</p> 	<p>joining two equal forms</p>	<p><i>for, and, nor, but, or, yet</i> <i>(not all in the text)</i></p>
<p>conjunction</p> 	<p>joining a dependent idea to a main idea</p>	<p><i>when, if, since, because</i> <i>(not all in the text)</i></p>
<p>pronoun</p> 	<p>substitute for a noun</p>	<p><i>who, you, hers</i> <i>(not all in the text)</i></p>

Class/Function/Word Type Matching Cards/SLIDE




Part C Building the Verb Phrase – an overview of the parts of the verb phrase

1. Explain to the learners that in English we speak of “somebody or something doing something.” The ‘somebody’ is the subject of the sentence and the ‘doing’ is the **verb**. Verbs express the action of the subject. Verbs can also express a state of being. In English **the verb** is the most important part of the sentence. Ask the learners to give examples of verbs.

 **Instructor Note:** This is the big picture or an overview of the English verb system. Don't get bogged down in details about the various forms and meanings; these will be looked at in more detail in subsequent units. The learners should see the symmetry and consistency of the underlying principles of English in putting together a verb group.

2. Write the following sentence (from the **text**) on the board:
I have investigated all the reports in close detail.
3. Point out that ‘*have investigated*’ is a verb group. In English, verbs can be one word or they can be a group of words. Explain that to understand the English verb group it is important to know about three parts:
 - a) base
 - b) helping verbs
 - c) inflectional suffixes (*endings*)
4. Put up the Grammar Shapes above the verb group on your whiteboard:



5. Explain that each shape represents one part of the verbal group *have investigated*.
 - The big red triangle in the middle represents the main verb or base verb – this is the word that is found in a dictionary that gives the meaning. Any verb could be substituted in that slot: *try*, *decide*. Other words such as *story*, *eyewitnesses*, *because*, *honorable* do not fit into this slot because they do not express an action or a state. They do not have the characteristics of verbs. 
 - The small triangle attached at the end of the base verb represents the *–ed* ending (*inflectional suffix*). There are only 4 grammatical endings that can be added to the base verb: s, ed , ing, ed/er . These will be addressed later.
 - The small triangle in front of the base verb represents a helping verb. There are only 3 types of helping verbs:
be & have do modals



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6. In this task we will be looking at the two main helping verbs: *be* and *have*
Explain to the learners that we combine endings and helping verbs with the base verb to form verb groups **NOT ONLY** to convey the time of events (past, present or future) **BUT ALSO** to distinguish if events are complete or ongoing from the perspective of the speaker.
7. Hand out the **Parts of a Verb Group Worksheet/SLIDE**. Have the learners write the parts of the verb group in the appropriate column.
8. After the learners have completed the worksheet, have them compare with a partner. Take up the answers from the whole class, recording them on the white board.



Answer Key Part A

Helping Verbs	Base Verb	Ending
 	 	 
1. have	try (i)	ed
2.	take place	took (internal change)
3. is	us(e)	ing
4. were	hand down	ed
5.	serv(e)	ed
6. has	investigat(e)	ed
7.	decide	s
8. can	know	

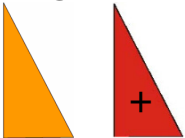




Answer Key Part B

3 kinds of helping verbs: be, have, can
2 endings: 'ed' 'ing'

A. Write the parts of the underlined verbs in the appropriate columns.

- 1. Others have tried their hands at writing the story.
- 2. The story took place among us.
- 3. Luke is using reports.
- 4. The reports were handed down by eyewitnesses.
- 5. The eyewitnesses served the Word with their lives.
- 6. Luke has investigated all the reports.
- 7. Luke decides to write them down.
- 8. Theophilus can know without a doubt.

Helping Verbs	Base Verb	Ending
		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

B. Count the kinds of helping verbs and endings.

9. Put up **The Twelve Tenses of English Verbs Worksheet/SLIDE**. Hand out the **Worksheet**. Explain to the learners that in this chart they can see the various combinations of helping verbs and inflectional endings that make up the verb system of English.



Reminder to Instructor:

This is an overview of the basic principles of forms and their basic meaning, do not get involved in an extensive discussion of the details – let them see the big picture.

10. Point out the vertical column on the left of the chart. Explain to the learners that English verbs are expressed in three basic times: present, past and future.
11. Point out the horizontal rows on the chart. Explain that in each of these times we can indicate four different ways in which the **action is viewed** from the **perspective of the speaker**:
- if the action is habitual or at a specific time (Simple)
 - if it is before that time (Perfect)
 - if it is in progress during that time (Continuous)
 - if it is in progress before and during that time (Perfect Continuous)
12. Explain to the learners that some tenses are used much more frequently than others. The **most frequently** used are the **simple** and the **perfect** tenses. The least used is the perfect continuous. **English learners tend to overuse the continuous forms.**
13. Ask the learners to look for a general pattern in terms of endings and helping verbs.

- Where do they see helping verbs?
















Answer: mostly one helping verb in the Perfect column – have (one ending for the perfect formation); Continuous column – be (one ending for the continuous formation); two or three in the Perfect Continuous column – be and have.

- Where do they see endings? What kinds of endings?



Possible Answers: -ed endings are in the Perfect column; -ing endings are in the Continuous and Perfect Continuous column.

The Twelve Tenses of English Verbs




























Time	Simple	Perfect	Continuous (Progressive)	Perfect Continuous
Present	work  works 	has/have worked 	am/is/are working 	has/have been working 
Past	worked 	had worked 	was/were working 	had been working 
Future	will work 	will have worked 	will be working 	will have been working 

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14. Have the learners form pairs. Hand out the **Sentence Matching Cards**. Have them match each sentence to its appropriate verb tense on **The Twelve Tenses of English Verbs Worksheet/SLIDE**. Have them place the cards on top of the appropriate square.
15. Elicit the answers from the entire class.

 Answer Key	Simple	Perfect	Continuous (Progressive)	Perfect Continuous
Present	work works   <p>You <u>know</u> beyond the shadow of a doubt.</p>	has/have worked  <p>Others <u>have tried</u> their hands at writing the story.</p>	am/is/are working   <p>Others <u>are putting</u> together the story in their own words.</p>	has/have been working    <p>Others <u>have been writing</u> an account of these things as well.</p>
Past	worked  <p>They <u>handed</u> the reports on to us.</p>	had worked  <p>The disciples <u>had seen</u> the events with their own eyes.</p>	was/were working   <p>The original eyewitnesses <u>were serving</u> the word with their lives.</p>	had been working    <p>Luke <u>had been writing</u> for a number of months when he finally finished the report.</p>
Future	will work  <p>Theophilus <u>will decide</u> to share the story with all of us.</p>	will have worked    <p>Before they were scattered, the witnesses <u>will have started</u> telling others their story.</p>	will be working    <p>At next week's meeting, the teachers <u>will be telling</u> the story again.</p>	will have been working     <p>At the end of this year, you <u>will have been learning</u> English for over three years.</p>

You <u>know</u> beyond the shadow of a doubt.	Others <u>have tried</u> their hands at writing the story.	Others <u>are putting</u> together the story in their own words.	Others <u>have been writing</u> an account of these things as well.
They <u>handed</u> the reports on to us.	The disciples <u>had seen</u> the events with their own eyes.	The original eyewitnesses <u>were serving</u> the word with their lives.	Luke <u>had been writing</u> for a number of months when he finally finished the report.
Theophilus <u>will decide</u> to share the story with all of us.	Before they were scattered, the witnesses <u>will have started</u> telling others their story.	At next week's meeting, the teachers <u>will be telling</u> the story again.	At the end of this year, you <u>will have been learning</u> English for over three years.





Sentence Matching Cards

Can I Help You?







Task 8



Language Objectives:




-  to **understand** the various uses of questions
-  to **gain** a basic understanding of word order in yes/no and wh- questions
-  to **gain** a basic overview of modals (*mind-set helping verbs*)
-  to **understand** the special role of the pro-helping verb *do*

Essential Skills Objectives:

-  Document Use
-  Oral Communication
-  Working with Others
-  Continuous Learning
-  Thinking Skills
-  Computer / Audio Visual Use

Approx. Time: 90 minutes

Materials:

-  **SLIDES**
-  **Worksheets** for each learner
-  **Question/Response Cards** for each pair


Reference

Luke 1:1-4


Instructions:

Part A Purposes of Questions

1. Project the **Theophilus at the Post Office SLIDE**. Tell the learners this is an imaginary dialogue that Theophilus and the Post Master may have had. Ask one of the more fluent learners to read the dialogue with you.

 **Instructor Note:** This task is a basic introduction to question formation. Each of these question types will be dealt with in more detail in subsequent units.

2. Tell the learners that in this curriculum we will be developing questioning and answering skills – a very important and necessary skill in life.
3. Hand out the **Theophilus at the Post Office Worksheet**. Ask the learners to underline all the questions in the dialogue and count them. In writing, they are recognizable because there is a question mark (?) at the end.

 *Answer: 10 questions*
4. Explain to the learners that the most basic purpose of a question is to ask for information, but it is not the only one. Elicit from the learners what they think different purposes of questions might be. Can they find examples of other purposes in the dialogue?
5. Project the **Purposes of Questions SLIDE**.
6. Another way to understand questions is to know what kind of answer is expected.

7. There are two basic types of questions.
- Yes/No questions. *e.g. Is there any mail for me?*
 - These questions require a yes or no as an answer.
e.g. Yes, there is. OR No, there isn't.
 - Wh-questions. *e.g. Who are you?* These questions begin with question words and expect information in response. The response must answer the question word.
e.g. Questions that begin with who require the answer to be a person.
8. Have the learners scan the dialogue and mark the questions with **y/n** for Yes/No questions and **Wh-** for Wh-questions.



Answer Key:

Theophilus at the Post Office

Post Master: Can I help you? **y/n**

Theophilus: Yes, did the mail arrive already today? **y/n** Is there any mail for me? **y/n**

Post Master: Who are you, sir? **Wh-**

Theophilus: *Theophilus*

Post Master: Yes of course. Could you wait minute? **y/n** I'll go check.... Yes, there is a package for you. It's from someone named Luke.

Theophilus: *Thank you sir. This must be the report I've been waiting for.*

Post Master: Luke. Is he that doctor who has been talking to people and writing stories about the carpenter from Nazareth? **y/n**

Theophilus: Yes, *that's him.* Could I have some stamps as well please? **y/n**

Post Master: Here you go.

Theophilus: How much do I owe you? **Wh-**

Post Master: That will be three shillings.

Theophilus: (fumbling in his bag.. to himself) ... now where did I put my money? **Wh-**

Post Master: Don't worry. I have an idea... Why don't you come to my house and read the stories to me? **Wh-**

Theophilus at the Post Office

Post Master: Can I help you?

Theophilus: *Yes, did the mail arrive already today? Is there any mail for me?*

Post Master: Who are you, sir?

Theophilus: *Theophilus*

Post Master: Yes of course. Could you wait a minute? I'll go check.... Yes, there is a package for you. It's from someone named Luke.

Theophilus: *Thank you sir. This must be the report I've been waiting for.*

Post Master: Luke. Is he that doctor who has been talking to people and writing stories about the carpenter from Nazareth?

Theophilus: *Yes, that's him. Could I have some stamps as well please?*

Post Master: Here you go.

Theophilus: *How much do I owe you?*

Post Master: That will be three shekels.

Theophilus: *(fumbling in his bag... to himself) ... now where did I put my money?*

Post Master: Don't worry. I have an idea... Why don't you come to my house and read the stories to me?

Theophilus at the Post Office SLIDE/Worksheet

Purposes of Questions

Getting information	Is there any mail for me? How much do I owe you?
----------------------------	--

Requesting	Do you have a penny?
-------------------	----------------------

Suggesting	Why don't you come to my house?
-------------------	---------------------------------

Offering to help	Can I help you?
-------------------------	-----------------

Offering something	Would you like some stamps?
---------------------------	-----------------------------

Instructing politely	Could you wait a minute? Could I have some stamps as well, please?
-----------------------------	--

Complaining	Why is the mail so slow these days?
--------------------	-------------------------------------

Purpose of Questions SLIDE





Part B Forming Questions

1. There is one basic principle in forming all questions in English:
word order – the first helping verb in the verb group is placed before the subject.
2. Review with the learners about the helping verb system in English. Project the **Helping Verbs SLIDE**. Explain about three different kinds of helping verbs.
 - a. Explain to the learners that 'be' and 'have' function as **helping verbs** in word groups.
be is used for forming the progressive (continuous) tenses
have is used for the perfect tenses.
 - b. Other **helping verbs** are the modals. The form of these verbs does not change for tense or person. Modals are used **to express the attitude or mood or mind-set of the speaker**. They are used for functions such as asking questions, negating, suggesting, advising, expressing politeness, requesting, expressing ability, certainty and possibility. We will look at those in another unit.
 - c. Then we have a **special helping verb**, the pro-helper do. In simple tenses (present & past), we use the pro-helping verb *do/does/did* to make questions.



Instructor Note: *do* is used for emphasis and negation as well but this will be addressed in another unit.





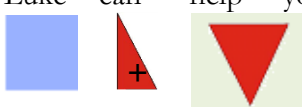
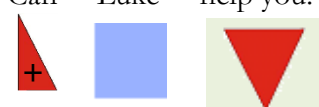


Helping Verbs

Be 	Have 	Modals (Mind-set) 	Do 
<u>am</u> teaching <u>is</u> writing <u>are</u> putting <u>was</u> trying <u>were</u> serving	<u>have</u> tried <u>has</u> investigated <u>had</u> known	<u>will</u> try <u>would</u> take place <u>can</u> know <u>could</u> use <u>shall</u> write <u>should</u> know <u>must</u> put	<u>do</u> know <u>does</u> know <u>did</u> know










Helping Verbs SLIDE

Part C Asking and Answering Yes/No Questions

1. Begin with YES/No Question formation. Following the **Forming Questions Instructor Notes** and using **Grammar Shapes** explain to the learners that in most questions the first helping verb is placed before the subject. That means that the helping verb (*be*, *have*, and *modals[mind-set]*), is placed at the front of the sentence. It is placed before the subject. The base form does not move.
2. If the verb *be* is the main verb (as in #4 in the **Forming Questions Instructor Notes**), it does not need a helping verb. (It helps itself and is placed at the front of the sentence.) Use the grammar shapes and the examples below to explain the placement of the subject and the helping verb.

Instructor Notes: Forming Questions	
Statement	Question
1. Luke has investigated all the reports. 	Has Luke investigated all the reports? 
2. Luke <u>has</u> been writing stories. 	<u>Has</u> Luke been writing stories? 
3. Luke can help you. 	Can Luke help you? 
4. The report is for Theophilus. 	Is the report for Theophilus? 

3. Following the **Do/Does in Questions Instructor Notes** and using **Grammar Shapes** explain the use of the **pro-helper** 'do' in Y/N questions where the verb group has no helping verb: simple present, simple past. Since the basic principle for forming questions in English is to put a **helping verb** at the front of the subject, a **pro-helper** is needed – *do*, *does* or *did*.
4. Remember that *be* helps itself and does not need a helping verb.










Instructor Notes: Do/Does in Questions	
Statement	Question
Theo knows beyond a doubt.  	Does Theo know beyond a doubt?   
be Verb Statement	be Verb Question
He is that Doctor.  	Is he that Doctor?  

5. Answering questions. Explain to the learners that the answers to these questions also use the same **helping verb**. It is important to add the **pronoun + helping verb with the yes or no** to not seem rude or abrupt.

Notice: the adverb *yes* will always be followed by the positive and the adverb *no* will always be followed by the negative.

- Does Theo know beyond a doubt? Yes, he does.
- Can Luke help you? Yes, he can.
- Has Luke investigated all the reports? Yes, he has.
- Is Luke buying stamps? No, he isn't.

6. Write out the following sentences, one word (or section) per 8 x 11 sheet. Divide the class into three groups. Have each group sequence the words in question order. Have them present their sequence to the entire class. Have the groups check each other's sentences for correct order.











Group 1					
Did 	eyewitnesses 	serve 	this Word with their lives?	<i>Yes, they did.</i>	
Group 2					
Can 	you 	know 	without a shadow of a doubt?	<i>Yes, you can.</i>	
Group 3					
Have 	others 	tried 	their hands at writing this story?	<i>Yes, they have.</i>	

Unit 1

The Painter

LUKE'S FAMILY PORTRAITS










7. Hand out the **Y/N Question Worksheet**. Have the learners complete it individually.
Then have them check their answers with a partner. Take up the answers as a whole class.

 <i>Y/N Question Worksheet Answer Key</i>				Answers
be/have 	subject 	main verb 		
Have	others	tried	their hands at writing this story?	Yes, they have.
Has	Luke	investigated	everything carefully?	Yes he has.
Modal 	subject 	main verb 		
Can	you	know	without a shadow of a doubt?	Yes, you can.
Pro-helper -- do 	subject 	main verb 	rest of question	
Did	eyewitnesses	serve	this Word with their lives?	Yes, they did.

Yes/No Questions

Take the statements from the *Statements* box and write the words in question order in the chart below. Choose answers from the *Answers* box and write them in the answer column in the chart below. The first one has been done for you.

Statements	Answers
<i>Example: Luke has investigated everything carefully.</i>	<i>Yes, he has.</i>
Others have tried their hands at writing this story.	Yes, they have.
You can know without a shadow of a doubt.	Yes, you can.
Eyewitnesses served this Word with their lives.	Yes, they did.

				Answers
be/have 	subject 	main verb 		
<i>Has</i>	<i>Luke</i>	<i>investigated</i>	<i>everything carefully?</i>	<i>Yes he has.</i>
Modal 	subject 	main verb 		
Pro-helper -- do 	subject 	main verb 	rest of question	

Part D Asking and Answering Wh-Questions

1. Introduce the concept of asking **Information Questions** by going back to the **Theophilus at the Post Office Worksheet/SLIDE** and eliciting the wh-questions.
2. Explain that there are a number of common **wh-question words** that we use to begin information questions. Elicit the question words (learners should be familiar with them): *what, who, why, where, when, which, how*
3. Project the **Wh-questions SLIDE** and read through the questions. Ask the learners to repeat them after you. **Note the rising-falling intonation.** Elicit the answers to them as well.

Wh-questions

Who is picking up his mail?

What does he receive?

Where does he pick up his mail?

Why is he glad to receive his mail?

When will he read the report?

Which story will he read first?

How does Theophilus know Luke?

How many witnesses did Luke talk to?

How much does Theophilus owe?

WH Questions SLIDE

Unit 1












The Painter

LUKE'S FAMILY PORTRAITS

- Hand out a set of **Question Words/Response Cards** to each pair of learners. Instruct them to match the question word (interrogative pronoun) with the kind of answer it is expecting.
- Following the **Wh-Question Notes** and using the **Grammar Shapes**, explain that **WH-questions** still has the basic word order principle but they have the question word first then the first helping verb before the subject and main verb.

Emphasize the order:

WH- + helping verb + subject + main verb using the **Grammar shapes**. There is an exception when the question word is the subject. The same is true if the main verb is the *be* verb – e.g. *Why is he glad?*

 Instructor Note: Wh-Question Notes				
<u>When</u>	will	he	read the report?	
				
<u>Who</u>	is	picking up his mail?		
				
<u>Why</u>	is	he	glad?	
				

Question Word(s)↓	Response Word(s)↓
What	<i>thing or idea</i>
Who	<i>person</i>
When	<i>time</i>
Where	<i>place</i>
Which	<i>choice</i>
Why	<i>reason or explanation</i>
How	<i>manner</i>
How long	<i>measurement of length or time</i>
How many	<i>a number</i>
How much	<i>quantity</i>
How far	<i>measurement of distance</i>












Question Words/Response Cards Set Answer Key

Unit 1

The Painter











LUKE'S FAMILY PORTRAITS

6. Hand out the **Wh-question Worksheet**. In pairs, have the learners complete it. Use **Grammar Shapes** to take up the answers.

 Answer Key					
Question Word	be/have/modal/do	subject	main verb		Answers
	  				
How much	do	I	owe	you?	I own you three shekels.
Where	did/ do	I	put	my money?	I put my money in my bag.
<i>Wh-Questions with Question word as the subject</i> <i>Questions with 'be' as the main verb.</i>					
	 				Answers
Who	wrote	the report?			Luke wrote the report.
What	is	his name?			His name is Luke.

Wh- Question

Take the answers from the Answers column and write the words in question order in the chart below. The first one has been done for you.

Question Word 	be/have/modal/do   	subject 	main verb 		Answers
<i>How much</i>	<i>do</i>	<i>I</i>	<i>owe</i>	<i>you?</i>	<i>I owe you three shekels.</i>
					I put my money in my bag.
<i>Wh-Questions with Question word as the subject</i> <i>Questions with 'be' as the main verb.</i>					
	main verb  				Answers
					Luke wrote the report.
					Luke is his name.

WH- Question Worksheet







The Painter






Task 9



Language Objectives:





-  to **scan** and **analyze** the text for characterization
-  to **analyze** elements of plot and characterization in visual artwork
-  to **make** inferences about character traits
-  to list the names of people on the *family tree* of God

Essential Skills Objectives:

-  Reading Text
-  Oral Communication
-  Working with Others
-  Thinking Skills
-  Computer/ Audio Visual Media Use

Approx. Time: 60 minutes

Materials:

-  Verbal Portrait Worksheet for each learner
-  Painted Portrait SLIDE
-  Painter's Palette SLIDE
-  Family Tree Worksheet for each learner


Reference:


Luke 1:1-4

Instructions:

Part A

1. Explain to the learners that just as artists use paint to give colour to their portraits, writers use words to describe people and events. In this task we will find out more about the people in the **text**.
2. Ask the class to scan the **Unit 1 Script** (Task 6) to find and underline all the people that are mentioned.
3. Elicit the names of the people mentioned.

 *Answer Key: Luke, Theophilus, others, eyewitnesses*
4. Explain to the learners that we will not focus on all the characters. In this task we will focus on: **Luke** and **Theophilus**.
5. Divide the class in half and assign one character to each half of the class (Group A and Group B). Hand out a **Verbal Portraits Worksheet** to each learner. Ask each group to scan the **script** for words and phrases that tell more about their assigned character (both physical descriptions and character traits).
 - Have them answer the questions on the **Verbal Portraits Worksheet** for their assigned person. Each learner takes notes. *e.g.*
 - **Group A** will scan the script for information about **Luke**
 - **Group B** will scan the script for information about **Theophilus**

 *Suggested Answers:*
Luke: studious, detailed, interested in history, likes facts
Theophilus: honorable, curious, wants to know the truth
6. Assign new pairs: one person representing A and B. Have the learners share their answers to **Part A**.

Verbal Portraits Worksheet




Part A. Verbal Portrait of _____

a. How does the writer Luke describe this person/group of people?**b. What does this person/group do?****c. What can you infer about this person/group?****d. Name two or three main characteristics of this person**

Part B: Painter Palette: Study the Painter's Palette Word Wall. Add any words to the Verbal Portrait above.**Part C: Painted Portraits****a. What colours or features attract your attention?****b. What do you first notice about the people in the painting?****c. Which descriptions from the Verbal Portrait did the artist portray?****d. What questions do you have about the portrait?**

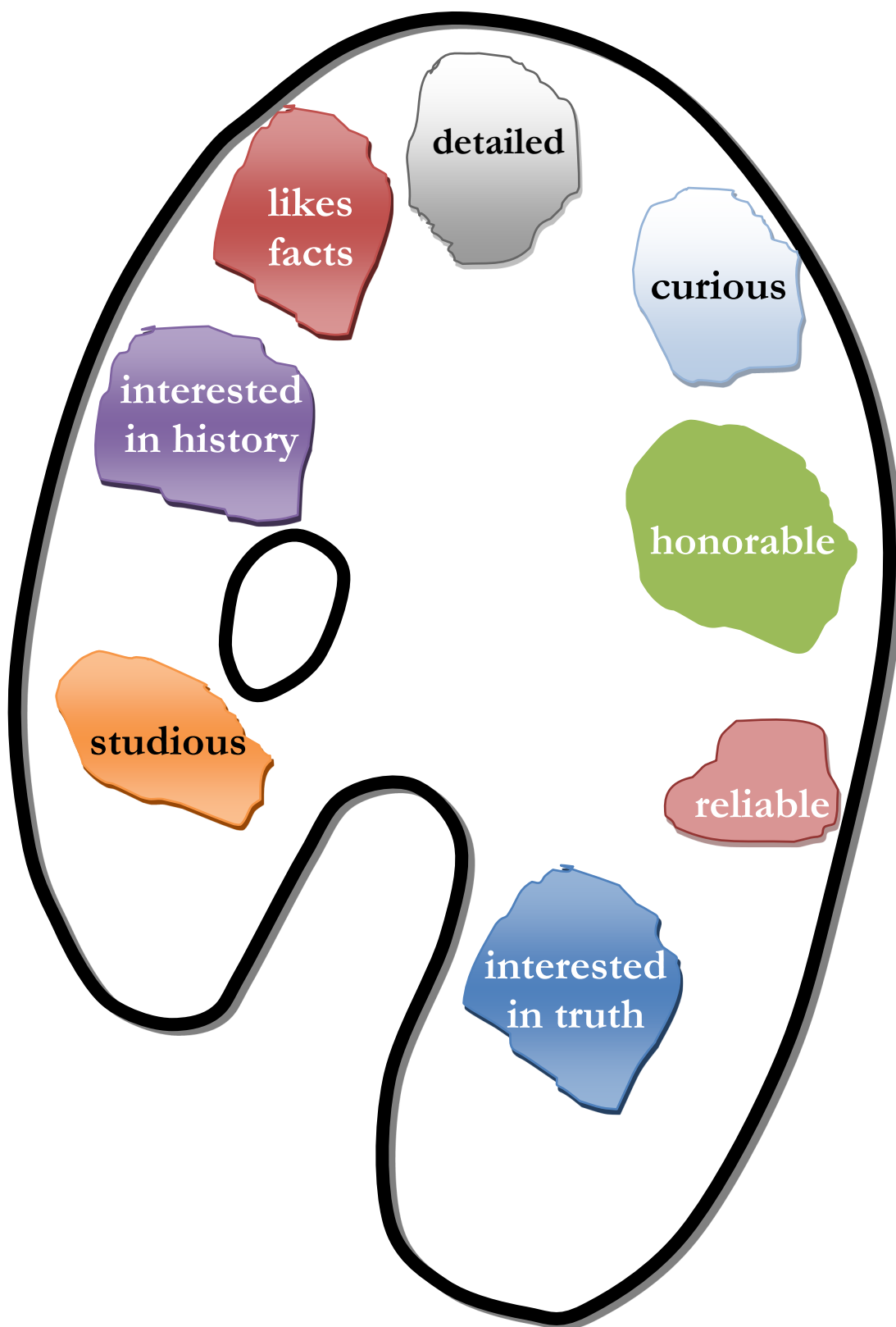
Verbal Portraits Worksheet

Part B Painter's Palette

	<p>Instructor's Notes: In this curriculum learners will be collecting words on a "Painter's Palette Word Wall" or "Painter's Toolbox". These words can be used to describe the people they will be speaking of. In each unit they will be introduced to words which can be added to the collection. The words can be collected in various forms:</p>
	<p>1. "Painter's Palette Word Wall". On a wall of your classroom, create a Word Wall the shape of a Painter's Palette. For each unit, have the learners write the words from the Painter's Palette SLIDE onto 20cm x 30cm cards using coloured markers. These word cards can be stuck to the wall with sticky tack and left up throughout the duration of the course. New words can be added for each unit. The Appendix includes additional suggestions for Painter's Palette Word Wall activities.</p>
	<p>2. "Painter's Toolbox". If you are not able to use a wall to display vocabulary words, the cards can be stored in a "Painter's Toolbox" (the size of a shoebox) which is more easily portable. Again, have the learners write the words from the Painter's Palette SLIDE onto 20cm x 30cm cards using coloured markers. These words can be stored in the "Painter's Toolbox" and referred to with each Task 9. The Appendix includes additional suggestions for "Painter's Toolbox" activities.</p> <p>3. "Personal Dictionary Paint Box". Each learner creates their own set of vocabulary cards (index cards) and adds to them with each subsequent unit. These can be stored in the learner's binder.</p>

1. Explain to the learners that just as artists keep paint on a palette to have available to use to give colour to their portraits, writers have a palette of words to describe and give 'colour' to people and events.
2. Project the **Painter's Palette SLIDE** of the words for this unit. Read the words aloud to the learners. Invite the learners to explain some of the words.
3. Assign one or two words to each learner and have the learners print the words in large letters onto 20cm x 30cm cards using coloured markers.
4. Stick the word cards randomly on the wall around the room. Invite the learners to go and stand under a word that describes them. If there is more than one person under each word, invite them to talk about why this word describes them.
5. Have each learner explain to the class why this word describes them.
6. Have the learners collect the words from around the room and stick them onto the **Painter's Palette Word Wall** where they will remain for the remainder of the course. Invite the learners to study the **Word Wall** and add any words to their **Verbal Portrait Worksheet**.

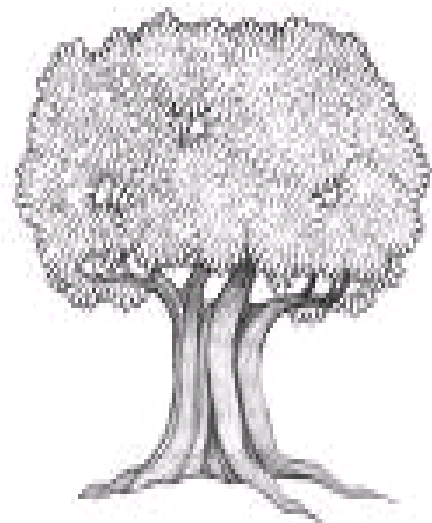
Instructor Note: The Appendix includes additional suggestions for Painter's Palette Word Wall activities.



Painter's Palette SLIDE

Part C

1. Display the **Painted Portrait SLIDE** of *St. Luke Polyptych*. Tell the learners:
 - the name of the painting: **St. Luke Polyptych**
 - the name of the artist: Andrea Mantegna
 - the place: Pinacoteca di Brera, Milan
 - time of the painting: 1453 Tempera on wood
2. Have the learners form pairs. Tell them to study the painting and take notes on the questions on **Part C** of their **Verbal Portraits Worksheet**. You may want to assign different questions to each pair of learners.
3. Have the pairs form groups of four to share their answers.
4. Take up as a discussion with the entire class. Elicit responses from the groups.





Painted Portrait SLIDE

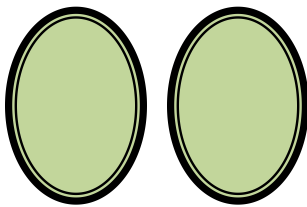
Unit 1

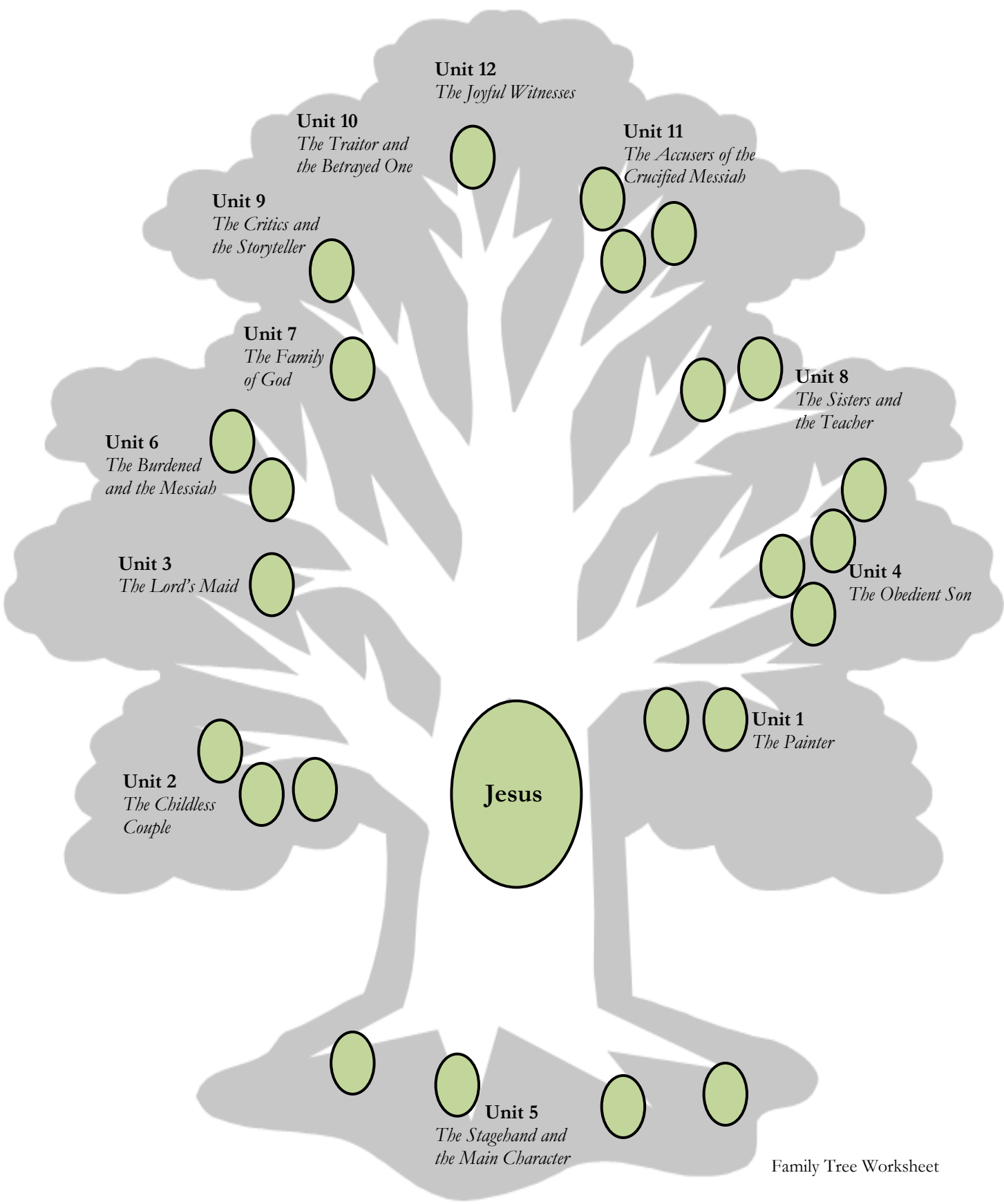
The Painter

LUKE'S FAMILY PORTRAITS

Part D The Tree Chart

1. Remind the learners that in Task 3 of this unit, we spoke of the harvest metaphor. Project the **Wonderful Harvest SLIDE** from **Task 3**. Remind the learners that the harvest represents the people whose lives have been changed through the events retold by Luke.
2. Introduce the **Tree Wall Chart**. This can be done in one of three ways by: 1) using a SLIDE of the **Family Tree Worksheet** OR 2) drawing a large tree on a poster on the wall OR 3) bringing in a real tree planted in a pot. (If you are using a real live tree, the “olives” will be hung onto the tree.) Explain that we will use a tree to illustrate the people who are the harvest. The people are represented by olive-shaped circles. Draw the learners’ attention to the name of **JESUS** on the trunk of the tree. Explain that the tree represents the family of God. Jesus is the trunk and the source of that tree.
3. Draw the learner’s attention to the section of the tree marked **Unit 1 The Painter**. In the olive-shaped circles for this unit, write *Luke* and *Theophilus*. If you are using a real tree, hang two olive-shaped circles onto the tree.
4. Hand out the **Family Tree Worksheet** to each learner.
5. Have the learners write in the names of *Luke* and *Theophilus* into the ‘olives’ for **Unit 1**.
6. Explain to the learners that in each unit we will be adding people to the tree, people whose lives have been changed and who represent the harvest.



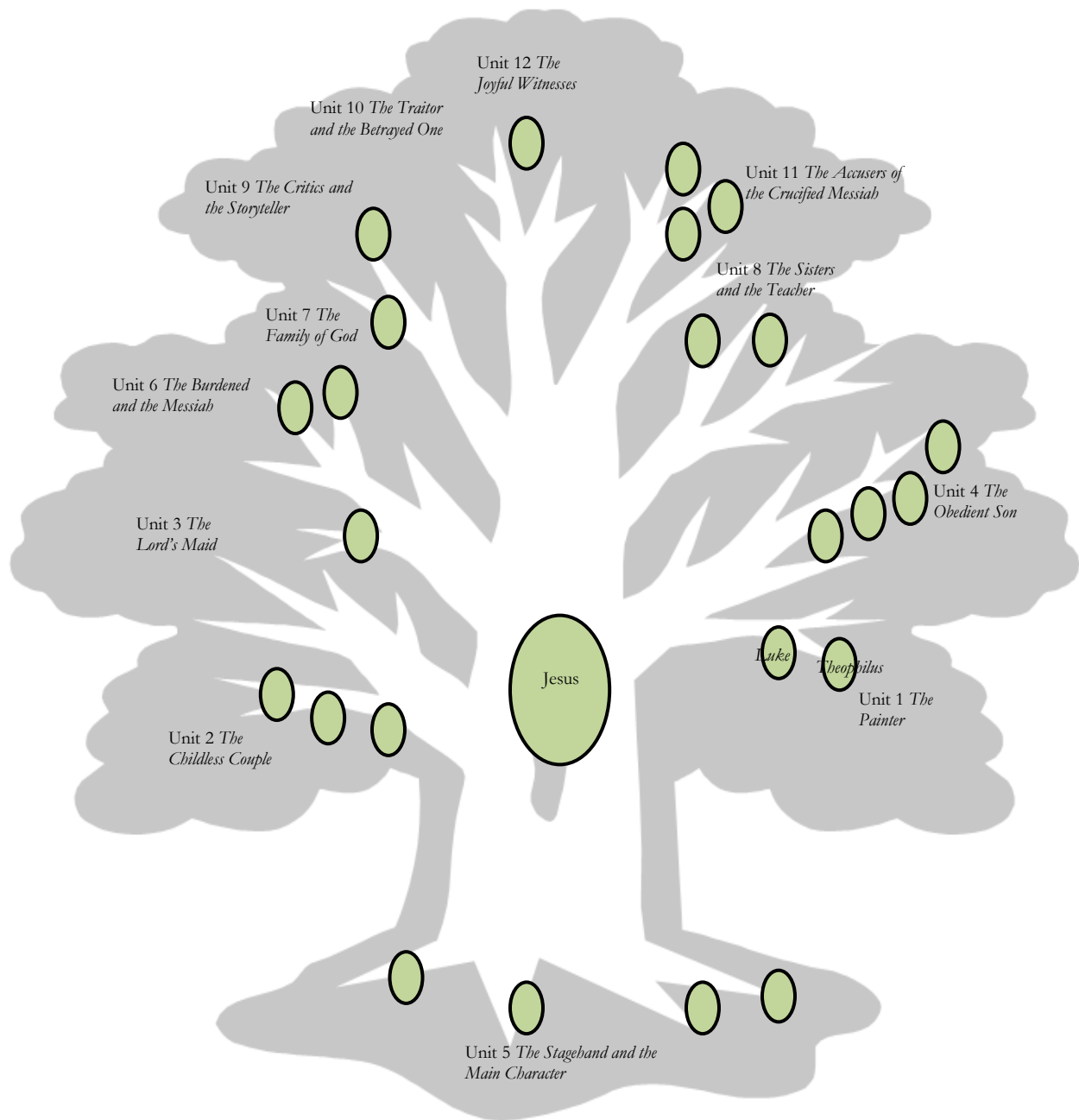


Family Tree Worksheet

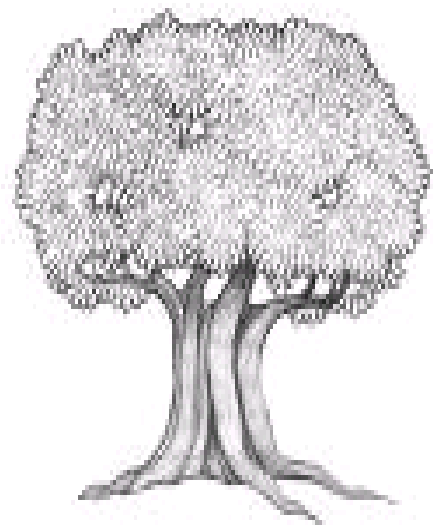
Unit 1 *The Painter*

LUKE'S FAMILY PORTRAITS

Answer Key:



Notes





Picture Story

Task 10



Language Objectives:

- to **discuss** narratives
- to **understand** some of the main elements of narratives

Essential Skills Objectives:

- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
- Computer/ Audio Visual Media Use

Approx. Time: 50 minutes

Materials:

- Picture Story SLIDE**
- Background of the Gospel of Luke Worksheet** for each learner
- Background Information on the Gospel of Luke Page 1 and 2** for each learner (*copy as 2 sided*)

Reference:

Luke 1:1-4

Instructions:

Part A Narrative


1. Ask the learners the following questions:

- How are you at telling exciting narratives (stories that people really want to hear)? Do people say that you tell funny stories?
- In your first language, do you like to read or write stories? What kind?
- What makes a good story? What keeps you interested in a story?
- If someone were to write your life story, who would you want to write it (a family member, a friend, a famous author, your teacher, etc.)? Why? Would you think of writing it yourself?

2. Have the learners look at the **text** and see that Luke says, *So many others have tried their hand at putting together a story...*

3. Explain that a story has certain characteristics or frame. Present the main characteristics of a Narrative or Picture Story using the **Picture Story SLIDE**.

- Writing a narrative is like painting a picture. We paint the picture using words.
- There is a painter/ writer
- A specific audience or purpose is in the mind of the painter/writer.
- The plot is like the outline of the picture or the pencil sketching for the painting.
- The characters are the subject of the painting/story.
- The verbal descriptions in a story are like the colours and shapes in a painting.
- Just as a picture evokes certain responses or brings out certain emotions or imagery (happiness, sadness, excitement, etc.) so the aim of a narrative is to bring out certain responses and grasp the attention of the reader/hearer.

 **Instructor Note:** At this point, we are simply introducing the essence of a narrative, not going into a structural description.

Picture	<i>Story</i>
artist	<i>writer</i>
audience	<i>reader/listener</i>
outline of picture or pencil sketch	<i>plot</i>
subject of the painting – who is in the painting	<i>characters</i>
background/colours/facial expression/designs/lines	<i>descriptions</i>
purpose – bring about response	<i>purpose – response in reader or listener</i>

Picture Story SLIDE

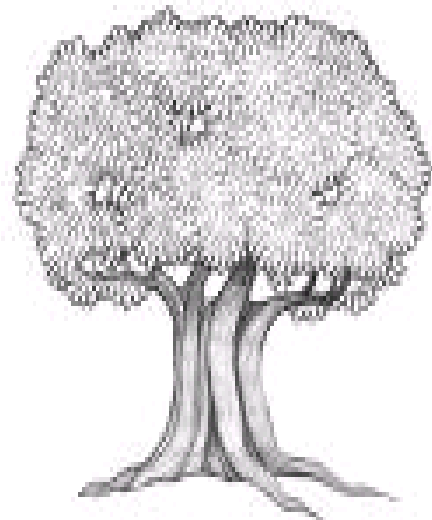
Unit 1

The Painter

LUKE'S FAMILY PORTRAITS

Part B Luke's Narrative

1. Explain that we are going to investigate a little more about the writer, audience, purpose and plot of this narrative/story that Luke has written out.
2. Divide the class into 3 groups (equal ability): Group A, B, C. Hand out a **Background Information on the Gospel of Luke pages 1 & 2** and a **Background to the Gospel of Luke Worksheet** to each learner but assign only one section per group: Ask each group to answer the questions in their assigned section. Remind each learner that each one must write out the answers in order to report to the next grouping.
3. Regroup so that there are groups of 3, one from Group A, B & C. Have each learner report the answers they found to their questions; the others can fill in their worksheets.
4. Have each group discuss the final task on the page: Decide on a title for Luke's story.



Background to the Gospel of Luke

Read the background information on the Gospel of Luke. Answer the questions.

Group A: Author

1. How do we know the Gospel was written by Luke?

2. What have you learned about Luke's background and profession?

3. Approximately when was the Gospel of Luke written?

Group B: Audience

1. Who is the audience for Luke's gospel?

2. How can we tell?

Group C: Plot and Characters

1. Who are the people Luke mentions in his stories?

2. What are the main events of the book?

New Groups (*A, B and C together*): Decide on a title for Luke's story.

A. Author and Date

Although no author is named in the third Gospel, there is good reason to accept Luke as the writer. First of all, Luke was not an apostle. He was a gentile (non-Jewish) and the only non-Jewish author in the New Testament. It is unlikely that anyone would attach his name to this gospel if he had not actually written it.

Secondly, it is clear that Acts and the Gospel of Luke were written by the same man; Luke was a co-worker of Paul and in Acts he recounts his travels with Paul. He uses the pronoun 'we' on several occasions.

In addition, Luke was a physician and there is evidence of this in the language of this gospel. The writer describes illnesses more precisely than in the other gospels. One early document, the *Prologue to Luke*, states that Luke was a physician, that he was unmarried and childless, and that he died at the age of 84.

Many scholars date the Gospel of Luke between A.D. 75 and 85, although it may have been earlier (before A.D. 67) if he wrote this gospel before he wrote Acts.

B. Audience

Luke was a non-Jew (Gentile) who wrote the story of Jesus primarily for other non-Jews. The gospel is dedicated to Theophilus, probably a high-ranking Roman government official (the title 'most-excellent' was normally reserved for such officials).

Luke dates the birth of John and Jesus according to the Roman governors of the time. Luke translates Hebrew words into their Greek equivalents so that his non-Jewish audience will understand. For example, Luke never refers to Jesus as 'Rabbi' (the Hebrew title for a teacher), but by the Greek equivalent 'Master'. Unlike Matthew, who traces Jesus' ancestry back to Abraham, the founder of the Jewish people, Luke traces Jesus' ancestry back to Adam, the founder of the human race. Also, Luke rarely quotes the Old Testament.

The Gospel of Luke is written by a non-Jew for non-Jews about the Jewish Messiah who died for the whole world.

Background information on the Gospel of Luke Pg. 1

C. Plot and Characters

The Gospel of Luke is a unique account of the life of Jesus. It is the longest gospel in the New Testament and contains more information about Jesus than any other book.

Luke's gospel speaks a great deal about joy. It begins and ends with joy. The central message of the gospel evokes joy: Jesus came to seek and to save not only the Jewish people but all people regardless of race, age or culture. Luke highlights the global nature of Jesus mission through Simon's prophesy that Jesus will be a 'light for ... the Gentiles' (non-Jews) (2:32). Luke tells stories of people who are on the side-lines of Jewish society: the Samaritans, social outcasts, women, children and the poor. These people were often treated badly by first-century society. Luke tells their stories with compassion and treats them as worthy in God's Kingdom.

Luke begins with a prologue to Theophilus, then tells of the events surrounding Jesus' birth and infancy. Jesus' baptism and temptation are presented as his preparation for ministry. Following are three sections on Jesus' ministry: ministry in Galilee, ministry while traveling from Galilee to Jerusalem and ministry in Jerusalem. Luke's gospel concludes with Jesus death and resurrection in Jerusalem.

Gospel of Luke	30 years		2½ years	½ year	Final Week		40 Days
						Crucifixion	Resurrection
1:1-80	2:1-52	3:1- 38; 4:1-13	4:1-44; 7:11-50; 8:1-48	9:43- 18:1-8	22:1-65	22:16-23:55	24:1- 24:53
Unit 1-3	Unit 4	Unit 5	Unit 6+7	Unit 8 +9	Unit 10	Unit 11	Unit 12
Prologue	Infancy & Youth	Preparation for Ministry	Ministry in Galilee	Ministry in the Perea (Galilee to Jerusalem)	Ministry in Jerusalem		

Condensed from *Serendipity New Testament for Groups*. Ed. by Lyman Coleman New International Version. Littleton, CO: Serendipity House. 1990,pp. 128-130.

Background information on the Gospel of Luke Pg. 2



Writing a Letter

Task 11



Language Objectives:

to **understand** the form of a personal letter

Essential Skills Objectives:

Reading Text
Document Use
Oral Communication
Working with Others
Continuous Learning
Computer/Audio Visual
Media Use

Approx. Time: 30 minutes

Materials:


Personal Letter
Template SLIDE
Thank you Letter
Worksheet for each learner
Thank you Letter
SLIDE

Reference:

Luke 1:1-4

Instructions:

1. Explain to the learners that the Gospel of Luke starts as a personal letter to Theophilus. Though it contains research and exciting narrative, it is still in the form of a letter.
2. Brainstorm with the learners what elements go into writing a personal letter and write these ideas on the board.

 *Suggested Answer Key:*
greetings, signature, date,
details, opening, closing
3. Using the **Personal Letter Template SLIDE**, explain that a personal letter has personal information, personal pronouns, heading, greeting, opening, body, closing, and signature.
4. Hand out the **Thank you Letter Worksheet** and ask the learners to label the various elements that identify this letter as a personal letter rather than a business letter.
5. Using the **Thank you Letter SLIDE** clarify the elements with the learners.

Personal Letter

a) Heading: Often just the date is written, but can include sender's address.

b) Greeting: Dear,

c) Opening: Asks how the person is doing and often includes written "small talk."

d) Body: The actual details and story of the letter.
Paragraphs are indented. Each paragraph has a topic sentence and then sentences that develop the topic.

e) Closing: Normally, one or two words followed by a comma: such as *Sincerely,*
Love, Your friend, Yours truly,

f) Signature: Sign your first (and last) name directly below the closing.

Personal Letter Template SLIDE

Heading

*Greek Villa
Athens, Greece
Spring*

Greeting

Dear Luke,

Opening

I hope this letter finds you and Paul in good health. I heard that you had a difficult trip. My wife and I are feeling much better now that the winter has passed.

Thank you for sending me the reports that you compiled from all your research. It is a wonderful story that has convinced me beyond a shadow of a doubt of the reliability of what the eyewitnesses have been proclaiming.

I wanted to write you to let you know that I have already begun to share the story with my friends and neighbors; in fact the postmaster invited me over to his villa to read sections to his whole family last week. Even here there was a harvest!

I would love to hear more about your travels with brother Paul. I think we all should learn about the reception of the good news throughout Asia and Europe. Not only is your first report essential but also there needs to be a written record of the later activities of these eyewitnesses so that those who come after can know the truth beyond a shadow of a doubt.

Give Paul and the other brethren my warmest greetings.

Closing

Yours truly,

Signature

Theophilus

Body

Thank you Letter SLIDE

*Greek Villa
Athens, Greece
Spring*

Dear Luke,

I hope this letter finds you and Paul in good health. I heard that you had a difficult trip. My wife and I are feeling much better now that the winter has passed.

Thank you for sending me the reports that you compiled from all your research. It is a wonderful story that has convinced me beyond a shadow of a doubt of the reliability of what the eyewitnesses have been proclaiming.

I wanted to write you to let you know that I have already begun to share the story with my friends and neighbors; in fact the postmaster invited me over to his villa to read sections to his whole family last week. Even here there was a harvest!

I would love to hear more about your travels with brother Paul. I think we all should learn about the reception of the good news throughout Asia and Europe. Not only is your first report essential but also there needs to be a written record of the later activities of these eyewitnesses so that those who come after us can know the truth beyond a shadow of a doubt.

Give Paul and the other brethren my warmest greetings.

*Yours truly,
Theophilus*

Thank you Letter Worksheet






I Wanted to Write You






Task 12



Language Objectives:






-  to **write** a letter to a friend about why they are taking this course
-  to **compile** a list of class guidelines to foster a positive learning environment
-  to **begin** a writing portfolio

Essential Skills Objectives:

-  *Writing*
-  *Oral Communication*
-  *Working with Others*
-  *Continuous Learning*
-  *Computer/Audio Visual Media Use*

Approx. Time: 60 minutes

Materials:

-  **Discussion Questions SLIDE**
-  **Personal Letter** worksheet for each learner
-  **Feedback Starters SLIDE**
-  **Trying Our Hand** cover page for each learner
-  **So Many Others** list for each learner

Reference:

Luke 1:1-4

Instructions:

Part A

1. Explain to the learners that they will be writing a personal letter. They will be writing to a friend explaining why they chose to take this English course.
2. Put learners into groups of three and have them discuss the **Discussion Questions SLIDE**. Encourage them to take notes to refer to for when they write the letter.
3. Hand out the **Personal Letter Worksheet** and have the learners finish the letter.
4. They should exchange letters with another learner and when finished reading, tell their partner what they understood to be the reason(s) for choosing the course. When giving feedback, we often use starters to see if we are correct. Project the **Feedback Starters SLIDE** and go over each starter. Have learners use one of these starters to check the content of their partner's letter.
5. Learners should hand in their letters at the end of class, so that the teacher can use the writing sample to assess the learner's needs for the course.
6. Be sure to give the letters back to the learners so that they can put it into their writing portfolios (See Part B)

Discussion Questions

1. How did you find out about this course?
2. Have you taken English classes before?
3. Are you taking this course because you need English to find a job?
4. Are you taking this course for fun?
5. Are you taking this course because you are in or are going to an English-speaking country?
6. Are you taking this course to learn more about the Gospel of Luke?
7. Are you taking this course with a family member?
8. Do you know someone that has taken this class before?

Discussion Questions SLIDE

Personal Letter Worksheet

month day year

Dear _____,

How are you doing? I haven't been able to talk to you in a while. I hope things are going well with you and your family.

Do you remember that I always talked about taking an English course? I recently started taking one and I wanted to write to you about it. I decided to take this particular course because...

Your friend,

(signature)

Feedback Starters

“So, you’re taking this course because...”

“Do I understand that you want to...?”

“I think you are taking this course to...”

“It seems you chose this course because...”

Feedback Starters SLIDE

Part B Classroom Guidelines

1. Explain to the learners that now, at the end of the first unit, they have had a chance to get to know one another a little more. At this time the class will do some thinking about what makes a good learning environment. Just like a tree needs the right soil to grow in, a learner of English needs 'good soil' to grow and learn. Explain to the learners that they are all invited to give their ideas. Together as a class, you will compile a list of ***Classroom Guidelines***. Give the learners one or two examples e.g. "Let's try to listen to each other." or "Let's not make fun of each other's mistakes." (Don't give too many ideas. Let the learners come up with their own ideas.)
2. Have the learners form groups of four. Assign recorders for each group. Hand out large blank newsprint or static sheets and markers. Ask each group to decide on three or four 'rules' or guidelines that would contribute to a good learning environment. The recorder will write the rules on the large sheet.
3. When each group has compiled their guidelines, have them put their sheets onto the wall. Have one person from each group report to the entire class.
4. Tell the learners that you will take the sheets home and compile a list of guidelines that summarizes all the ideas. Bring the poster to the next class and ask all the learners to sign it. Keep it up on the wall for the duration of the course.

Part C

1. Draw the learners' attention to the first line of the text in which Luke mentions "*so many others who have tried their hand at [writing] the story.*" Explain to the learners that in this course they will also be 'trying their hand' at a number of writing tasks. Every unit will end with a writing task. Encourage the learners to bring a binder in order to collect their writing and other worksheets completed in the course.
2. Hand out the **Trying Our Hand Writing Portfolio** Cover Page. Have them fill in their name, date and location. Have them place this in the front of their binders.
3. Hand out the **So Many Others List**. Have each learner pass their lists around. Everyone write the names of the others in the class. Each person files the list of names in their binder. (Make sure that learners are comfortable giving this information to other learners.)

Trying Our Hand

Writing Portfolio



Name: _____
Date: _____
Location: _____

So many others...



Classmates:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance.

So Many Others List