Daniel's Appointment

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Introductions

Task 1

Language Objectives:
- to **introduce** ourselves
- to **activate** background knowledge
- to **share** personal information about name, origin
- to **find** places on a map

Approx. Time: 60 min

Materials:
- **World Map SLIDE**
- **World Map Worksheet** for each learner
- **Map A, B, C, D** for each group

Text:
Daniel 6:1-3

Instructions:
Part A: *Instructor and Learners*

1. Greet the learners and then introduce yourself:
   e.g. I am Gail Tiessen.
   Show them your name card and put it at the front of your desk. *e.g.* an 8½x11 paper folded in half twice for the name card

2. Hand out blank name cards and indicate that they are to write their name on the card and place the card in front of them on the desk.

3. Go around the room and have each person say:
   I am ….

4. Project the **World Map SLIDE** onto a white board. (or have a map on the wall)

5. Indicate where you are from by pointing to the map.
   e.g.   *I am from Toronto, Canada.*

6. Ask each learner to come to the map and point to their place of origin.

7. Introduce yourself again using first the complete words and then the contracted form.
   e.g.   *I am Gail Tiessen. I am from Toronto, Canada.*
           I'm Gail Tiessen & I'm from Toronto, Canada.

8. Have the learners line up alphabetically by their first name and then ask each learner in turn to say "Hi, I'm *their name*; 'I'm from *their place of origin*." {Encourage them to use the contracted form, *I'm.*}

9. Each learner should put the name of their classmates and their home country on the map in their **World Map Worksheet**.

World Map SLIDE

1. Introductions

Part B: *Daniel*

1. Project the **Daniel SLIDE.** Explain that this is an artist's picture of Daniel from the Bible. Leave the picture displayed for the next task.

2. Hand out large sheets of paper with Daniel written in a circle in the middle. Ask each group to write any words, or draw pictures of what they know about Daniel or what they would like to know about him. Illustrate on the white board with a couple of words and pictures.
    Example:

faithful		prayed

    Daniel

lions		
	loyal	
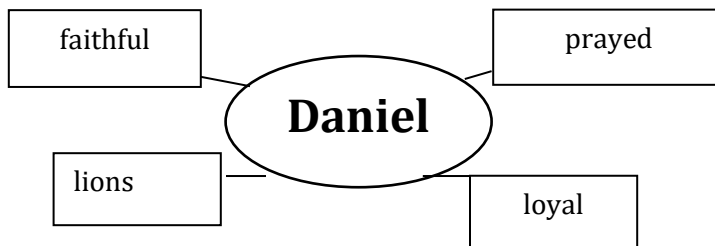
3. Have each group explain their picture to the other groups as best they can.

4. Summarize and/or add the following information:
    Daniel, along with many other young men, was carried off from Judah to **Babylon** in 605 B.C by Nebuchadnezzar, the Assyrian, but was still living when Assyria was overthrown by the Medes and Persians.

5. Project the **World Map SLIDE** again and point out where Daniel lived in Israel and where he was taken in 605BC. The present day Iran was the centre of the Persian Empire.

6. Ask the learners to mark on their **World Map Worksheet** where Daniel lived – Israel and Iran.

Daniel SLIDE

Part C: *Medo-Persian Empire*

1. Lead the class in an information gap activity.

    - Divide the class into their equal ability groups (4 per group).

    - Hand out a set of the **Where is That Place? Worksheets** to each group (A,B,C,D).

    - Tell them that they need to travel to different places in the Empire but there are some missing names on their map.

    - The first person asks the person to their right if they know where one of the places (at the bottom of their worksheet) is located.
      Do you know where . . . is? *or* ***what is next to …*** Demonstrate this.

    - The person on the right must answer: ***yes, it is………….or that is …….***

    - The other 3 people can check for accuracy.

    - The questioner should then fill in the name on the line.

    - Then the person who just answered should ask the person to their right for one of their missing places.

    - Continue until all have found their place names.

2. As a whole class, ask about where each place is.

Map A

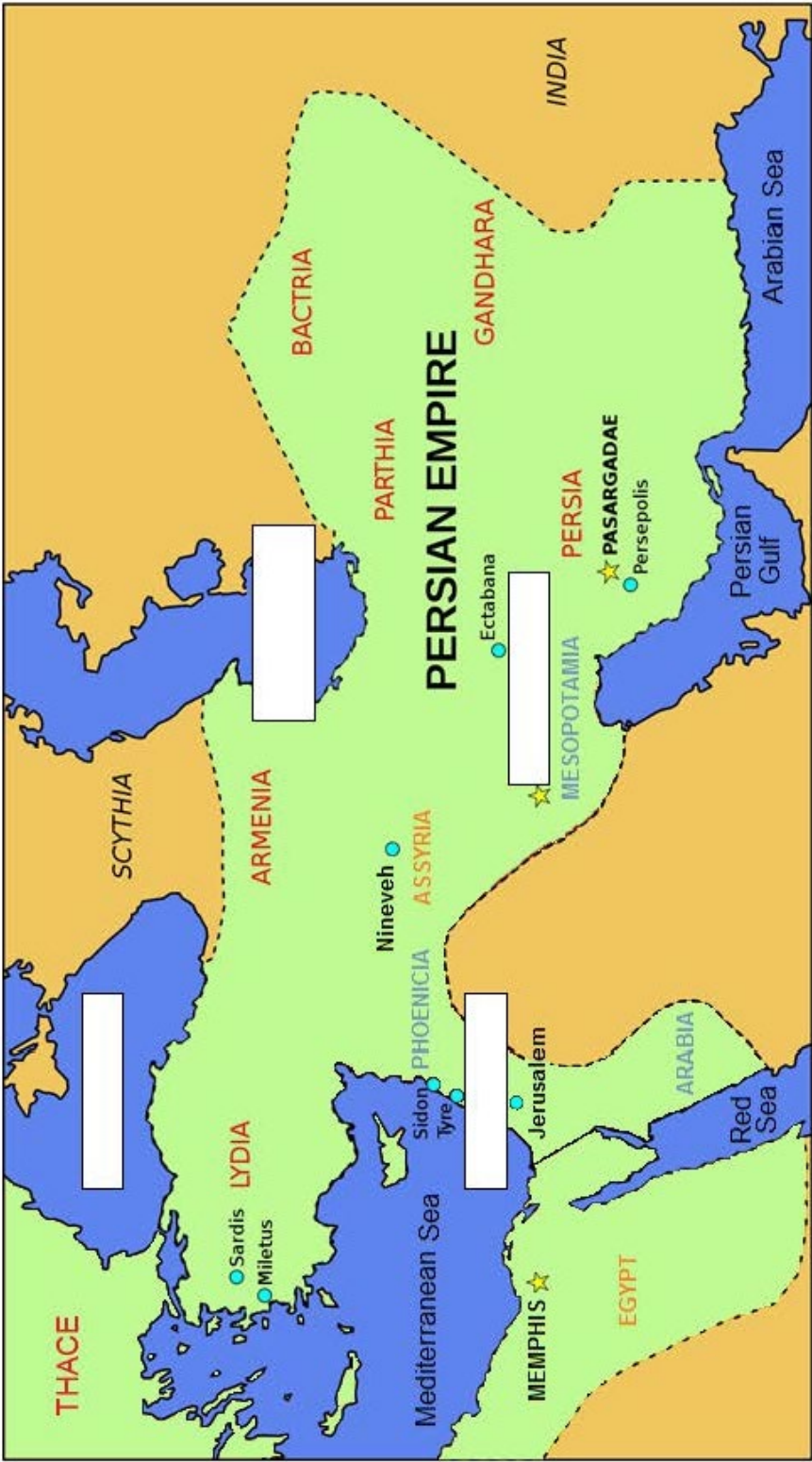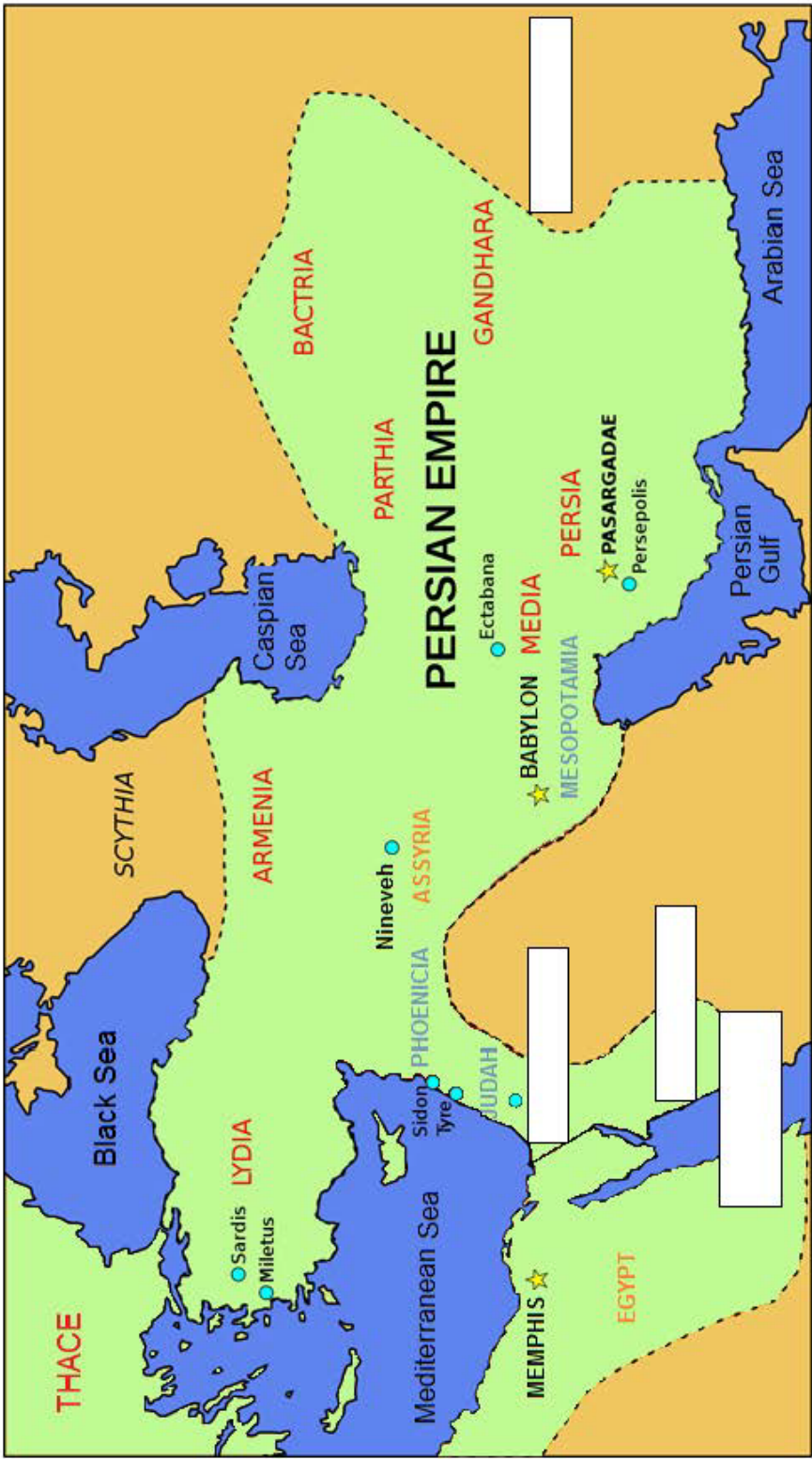1) Assyria   2) Mediterranean Sea   3) Memphis   4) Persian Gulf
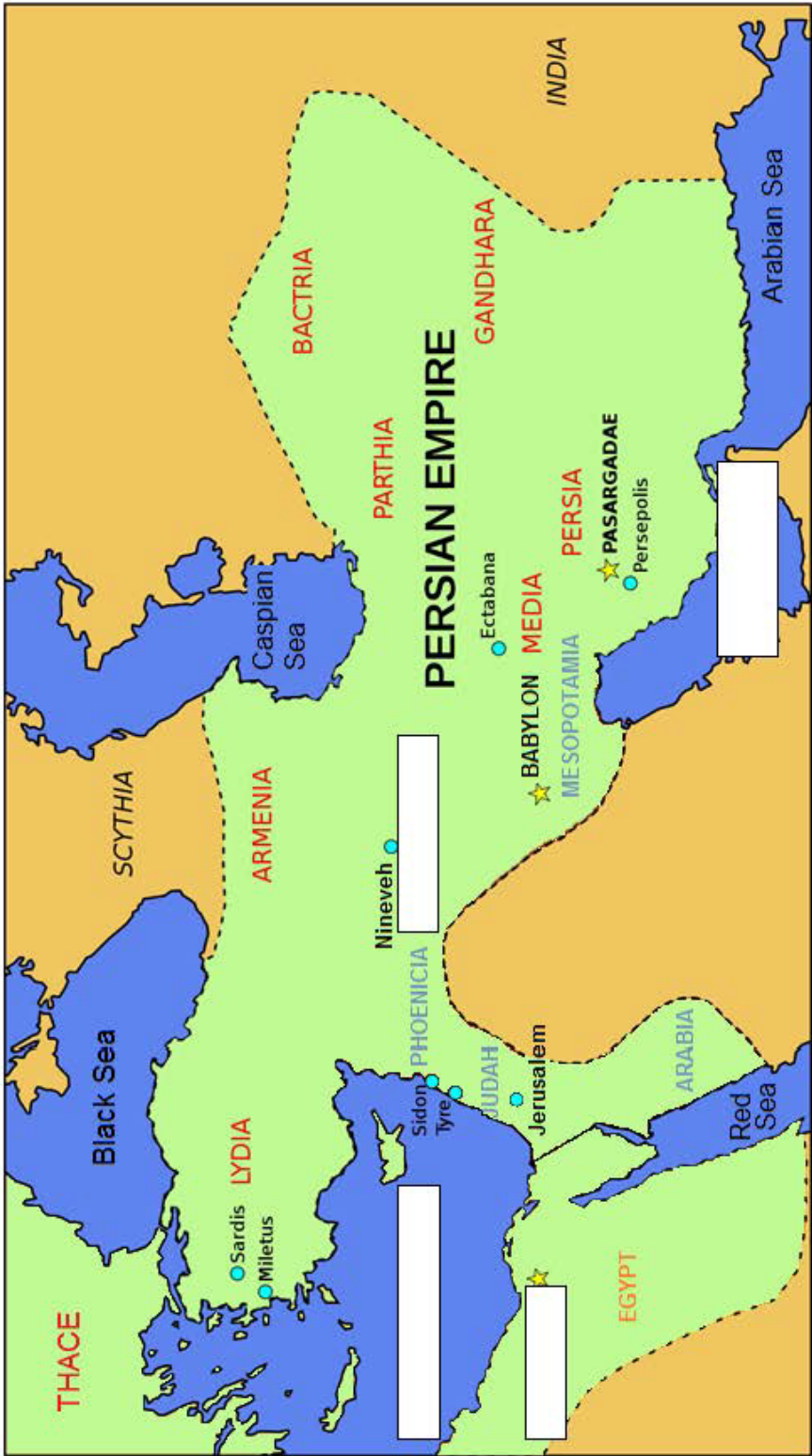
Map B

1) Babylon   2) Black Sea   3) Caspian Sea   4) Judah

Map C

1) Arabia   2) India   3) Jerusalem   4) Red Sea

Map D

THACE

Black Sea

SCYTHIA

Caspian Sea

BACTRIA

INDIA

LYDIA

Sardis

Miletus

ARMENIA

PARTHIA

GANDHARA

PERSIAN EMPIRE

ASSYRIA

Ectabana

MEDIA

PERSIA

PASARGADAE

Persepolis

Mediterranean Sea

Sidon

Tyre

JUDAH

Jerusalem

BABYLON

MESOPOTAMIA

Persian Gulf

MEMPHIS

ARABIA

Red Sea
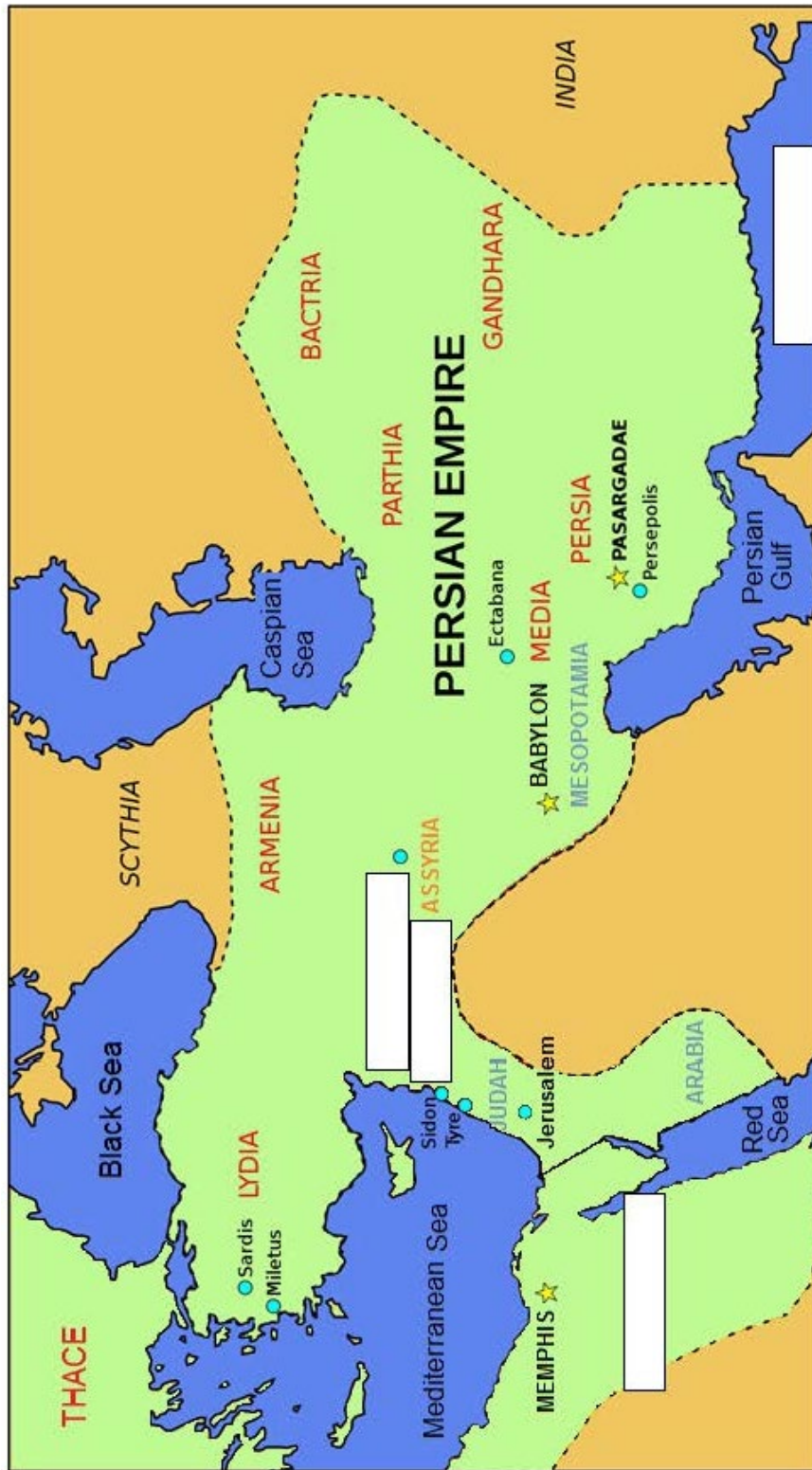
1) Arabian Sea   **2) Egypt**   **3) Nineveh**   **4) Phoenicia**

Answer Key
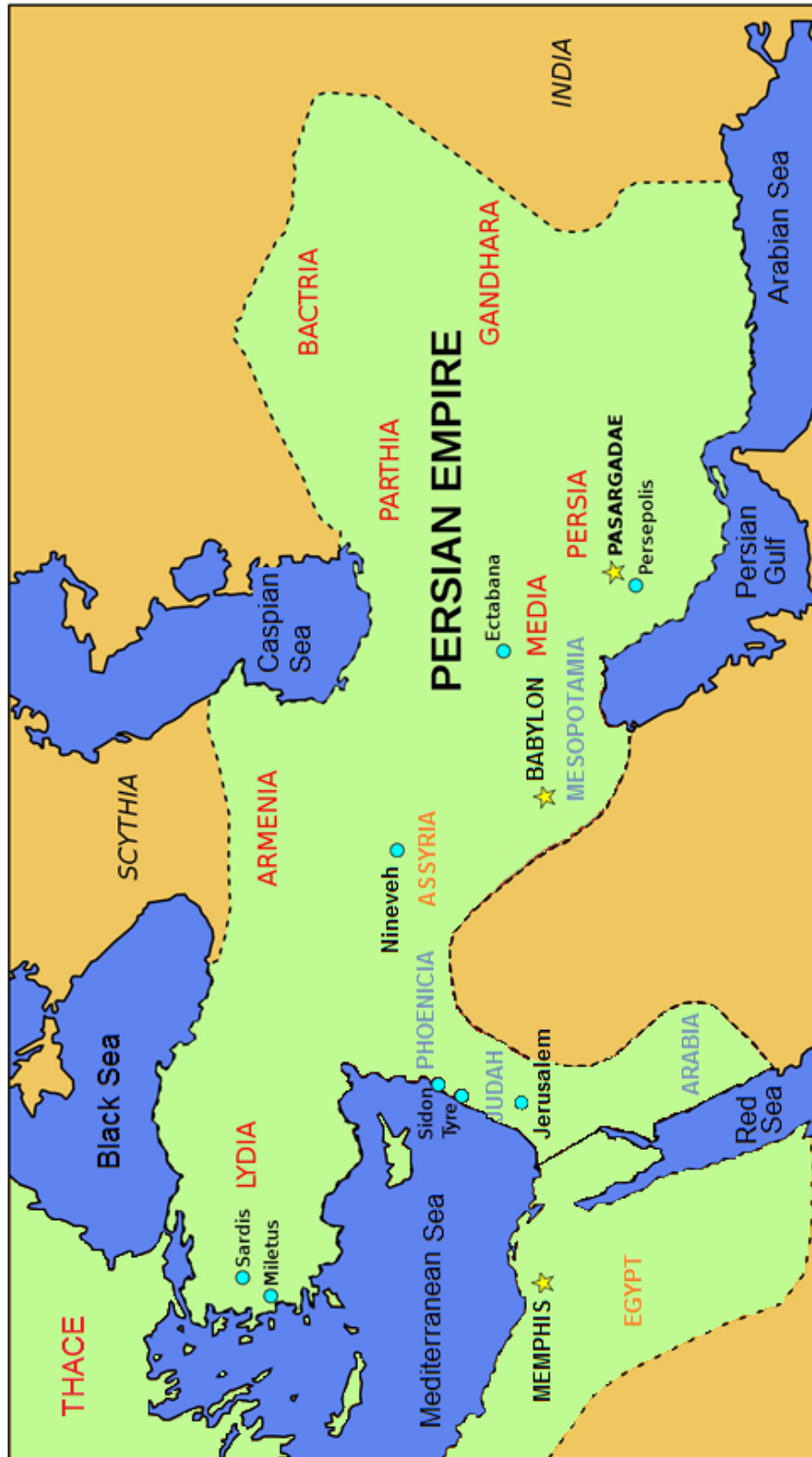
Task 2

Language Objectives:
▪ to **listen** to the text 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

Approx. Time: 40 min

Materials:
▪ **Unit 1 Audio**
▪ **Picture Set** shuffled for each pair
▪ **Summary Statements** for each pair
▪ **Unit 1 Text** for each learner

Text:
Daniel 6:1-3

Kingdom Order

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 watch and listen to the **Unit 1 Audio SLIDE Set #1**. DO NOT GIVE A COPY OF THE TEXT.

> **Instructor Note:** the **Audio SLIDE Set** is embedded in the **Unit 1 Instructor SLIDES**, beginning at **SLIDE 11**.
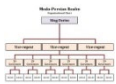> (*The slides advance automatically*)

3. Ask them to revise their order of their pictures, if necessary.

4. **Play** the **Audio SLIDE Set #2.** DO NOT GIVE A COPY OF THE TEXT.
5. 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.
6. Play the **Audio SLIDE Set #3** for confirmation. DO NOT GIVE A COPY OF THE TEXT.
7. Choose a pair of learners that has an appropriate ordering. Ask them to retell the story in brief points (do not expect complete sentences) showing their pictures to the class.

Part B

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.

Darius reorganized his kingdom.	He appointed one hundred twenty governors to administer all the parts of his realm.
The governors reported to the vice-regents, one of whom was Daniel.	The vice-regents made sure that everything was in order for the king.
Daniel outclassed the other vice-regents and governors.	The king decided to put him in charge of the whole kingdom.

2. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.

3. Choose one pair and have them retell the story to the class.

4. Have the learners place the Summary Statements beside the corresponding picture card.

Answer Key:			
1. Darius reorganized his kingdom.[1]		4. The vice-regents made sure that everything was in order for the king.[1]	
2. He appointed one hundred twenty governors to administer all the parts of his realm. [1]		5. Daniel outclassed the other vice-regents and governors. [1]	
3. The governors reported to the vice-regents, one of whom was Daniel. [1]		6. The king decided to put him in charge of the whole kingdom. [1]	

5. Hand out the **Unit 1 Text** to each learner. Have the learners check the sequencing of their statements.

Daniel 6:1-3

Darius reorganized his kingdom. He appointed one

2 hundred twenty governors to administer all the parts of his

realm.

4 Over them were three vice-regents, one of whom was

Daniel. The governors reported to the vice-regents, who

6 made sure that everything was in order for the king.

But Daniel, brimming with spirit and intelligence, so

8 completely outclassed the other vice-regents and governors

that the king decided to put him in charge of the whole

10 kingdom.

Unit 1 Text

Notes

Task 3

Language Objectives:
- to **understand** key words related to government

Approx. Time: 20 min

Materials:
- **Words SLIDE**
- **Medo-Persian Empire Organization Chart** for each learner
- **Picture** and **Job Description Cards**

Text:
Daniel 6:1-3

Kingdom Division

Instructions:

Part A

1. Have the learners scan the text for the following names using the **Words SLIDE**:
   Realm, King Darius, Governors, Vice-regent, Daniel

2. Hand out the **Medo-Persian Realm Organizational Chart** to each learner.

3. Have the learners fill in the missing information with the correct name.

Answer Key: answers are in orange
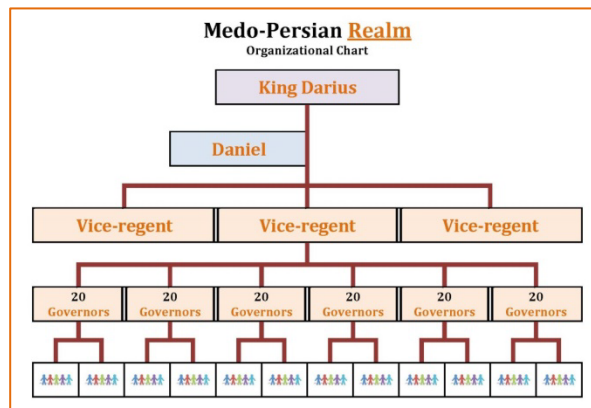
Realm

King Darius

Governors

Vice-regent

Daniel

Words SLIDE

Medo-Persian
Organizational Chart
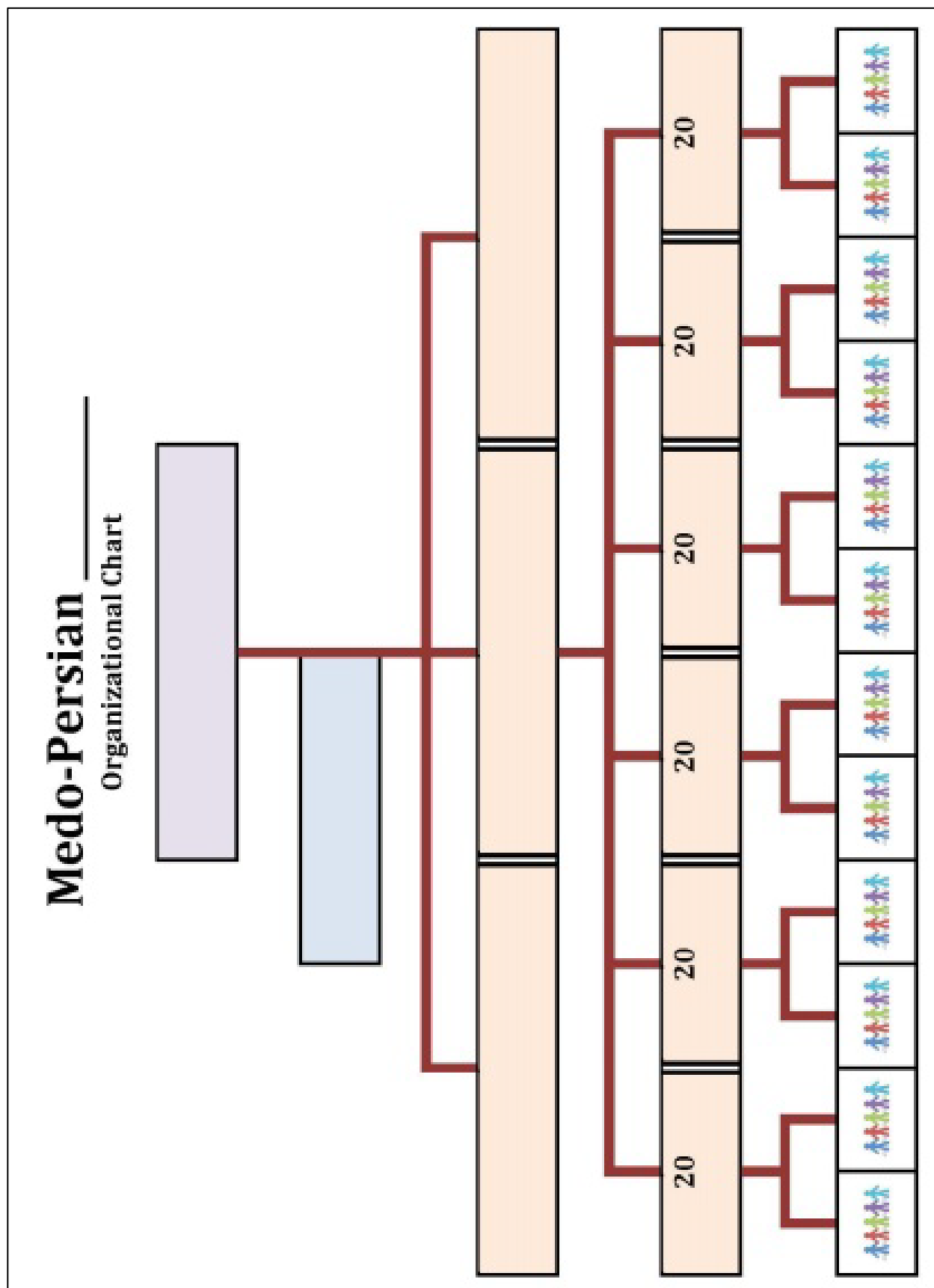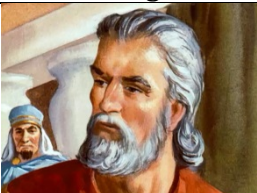
Part B

1. Give out one **Picture Card** or **Job Description Card** to each learner. If you have more than 16 learners, make more Governor matches.
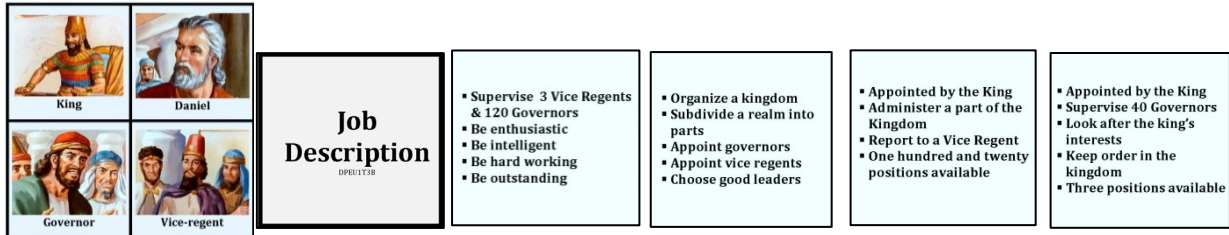
2. Have the learners find the person that matches their card either a Picture Card or Job Description Card.

3. Have each pair report to the class about the job description of their match.

Answer Key	
King	▪ Organize a kingdom ▪ Subdivide a realm into parts ▪ Appoint governors ▪ Appoint vice regents ▪ Choose good leaders
Daniel	▪ Supervise 3 Vice Regents & 120 Governors ▪ Be enthusiastic ▪ Be intelligent ▪ Be hard working ▪ Be outstanding
Vice-regent	▪ Appointed by the King ▪ Supervise 40 Governors ▪ Look after the king's interests ▪ Keep order in the kingdom ▪ Three positions available
Governor	▪ Appointed by the King ▪ Administer a part of the Kingdom ▪ Report to a Vice Regent ▪ One hundred and twenty positions available

Task 4

Language Objectives:
▪ to **learn** how to speak about completed actions in the past
▪ to **use** the past form appropriately

Approx. Time: 40 min

Materials:
▪ **Time Line SLIDE**
▪ **Spelling Rules Worksheet/SLIDE** for each learner
▪ **Some Irregular Verbs Chart** for each learner
▪ **Speaking About the Past Worksheet/SLIDE** for each learner
▪ **Past Form Worksheet/ SLIDE** for each learner

Text:
Daniel 6:1-3

Daniel Outclassed Them

Instructions:
Part A: *Talking about the past (Meaning)*

1. Explain that we often need to talk or write about specific, completed actions in the past.

- The point is that these specific events are no longer true in the present because they are finished.

- They happened at a specific time.
e.g. I was born <u>in 1980</u>.
I came here <u>yesterday</u>.
I lived in Canada <u>when I was young</u>.

- Illustrate with a **Time Line SLIDE**.

- Have the learners highlight the action words in the text that indicate that the action was in the past

> *Answer Key:*
> Darius <u>reorganized</u> his kingdom. He <u>appointed</u> one hundred twenty governors to administer all the parts of his realm. Over them <u>were</u> three vice-regents, one of whom <u>was</u> Daniel. The governors <u>reported</u> to the vice-regents, who <u>made</u> sure that everything <u>was</u> in order for the king. But Daniel, brimming with spirit and intelligence, so completely <u>outclassed</u> the other vice-regents and governors that the king <u>decided</u> to put him in charge of the whole kingdom.

Before Now   **After Now**

X

now

e.g.
He travell**ed** there last year.

I liv**ed** in Canada when I was young.

I **came** here yesterday.

I **was** late for class this morning.

King Darius **reorganized** his kingdom.

Darius reorganized his kingdom. He appointed one hundred twenty governors to administer all the parts of his realm. Over them were three vice-regents, one of whom was Daniel. The governors reported to the vice-regents, who made sure that everything was in order for the king. But Daniel, brimming with spirit and intelligence, so completely outclassed the other vice-regents and governors that the king decided to put him in charge of the whole kingdom.

Time Line SLIDE

Part B: *Form*

1. Explain that the way we give the <u>meaning</u> of something completed at a specific time in the past is by changing the <u>form</u> of the action word (verb).

2. There are two kinds of changes in the form:
    *   Regular Forms and Irregular Forms

3. Ask the learners to categorize the verbs on the **Speaking About the Past Chart** according to the forms used to indicate completed action in the past.

Answer Key:				
Base Form	**Regular Past**	**Irregular Past**		
	Add -ed	**Change Vowel**	**New Word**	**No Change**
be			Was/were	
make		made (consonant change)		
put				put
take		took		
stand		stood		
rule	ruled			
happen	happened			
reign	reigned			
see		saw		
write		wrote		
sit		sat		
look	looked			
report	reported			
decide	decided			
rule	ruled			
begin		began		
let				let

Speaking About The Past

With a partner, fill in the chart.

Base Form	Regular Past Add -ed	Irregular Past Change Vowel	New Word	No Change
be				
make				
put				
take				
stand				
rule				
happen				
reign				
see				
write				
sit				
look				
report				
decide				
rule				
begin				
let				

Speaking About the Past Worksheet /SLIDE

4. Most action words are regular and show the meaning of completed time in a specific time in the past by changing the form of the word by adding *ed*.
    e.g.   happen – happened

    - Discuss writing the past form using the **Spelling Rules Worksheet/SLIDE**.

    - Ask the learners to write in the past form on the **Spelling Rules Worksheet**.

    - Have them compare their answers with another learner.

    - Elicit responses from the class and write them into the projected SLIDE on a whiteboard.

-ed

Spelling Rules

1. Just add '*d*' if the verb ends in 'e', *e.g decide → decided, die → died*
2. Double the final consonant before adding–*'ed'*:
   a. If the verb is one syllable with one vowel and one consonant*,
      e.g. stop → stopped
   b. If the verb is two syllables with the second syllable stressed,
      e.g. control → controlled
3. Change a 'y' to 'i' before adding –*ed* if a consonant precedes the 'y' in the
   verb, *e.g. study → studied*

   Exception: 'w' and 'x' are not doubled, e.g. plow→ plowed, fax → faxed.

	Add –ed	**Just Add –d**	**Double the Consonant**	**Change 'y' to 'i'**
live				
appoint				
administer				
die				
report				
help				
brim				
outclass				
decide				
govern				
stop				
study				
reorganize				

Spelling Rules Worksheet/SLIDE

4. Daniel Outclassed Them

5. Some of our most frequently used verbs use irregular forms to show completed time in the past.

   - some are a new word: *e.g. go – went*

   - a few words keep the same form: *e.g. beat – beat*

   - Point out the **Irregular Verbs Chart**. Highlight those from the text: *were, made, was*

6. Explain the use of *is-was/are-were* with singular and plural use of the verb *be*.

   I *was*
   you *were*
   he/she/it *was*
   we *were*
   you *were*
   they *were*

Some Irregular Verbs Chart

Base Form	Simple Past	Base Form	Simple Past
be	was, were	have	had
beat	beat	hear	heard
become	became	hit	hit
begin	began	know	knew
bend	bent	leave	left
bite	bit	let	let
bring	brought	lose	lost
build	built	pay	paid
catch	caught	put	put
choose	chose	read	read
come	came	run	ran
cost	cost	say	said
cut	cut	sing	sang
do	did	speak	spoke
eat	ate	spend	spent
feed	fed	stand	stood
feel	felt	steal	stole
fight	fought	swim	swam
find	found	take	took
forget	forgot	think	thought
forgive	forgave	throw	threw
get	got	understand	understood
give	gave	wear	wore
go	went	write	wrote

4. Daniel Outclassed Them

Part C: *Use*

1. Have the learners fill out the **Past Form Worksheet** with the correct form.

2. Ask individual learners to read the filled out sentence and then spell the word for you to fill in the projected **Past Form Worksheet SLIDE**.

Answer Key
1. Daniel <u>lived</u> (live) in Babylon.
2. Darius <u>was</u> (be) the king.
3. King Darius <u>wanted</u> (want) to reorganize his kingdom.
4. He <u>appointed</u> (appoint) three vice-regents.
5. These vice-regents <u>supervised</u> (supervise) one hundred and twenty
    governors.
6. Daniel <u>was</u> (be) intelligent and <u>filled</u> (fill) with spirit.
7. King Darius <u>put</u> (put) Daniel in charge of his whole realm.

---

1. Daniel _____ (live) in Babylon.

2. Darius _____ (be) the king.

3. King Darius _____ (want) to reorganize his kingdom.

4. He _____ (appoint) three vice-regents.

5. These vice-regents_____ (supervise) one hundred and twenty governors.

6. Daniel _____ (be) intelligent and _____ (fill) with spirit.

7. King Darius _____ (put) Daniel in charge of his whole realm.

Past Form Worksheet/SLIDE

4. Daniel Outclassed Them

Task 5

Language Objectives:
▪ to **understand** the reduction in contractions
▪ to **pronounce** the –ed endings

Approx. Time: 75 min

Materials:
▪ **Text Worksheet** for each learner
▪ **Voicing Pictures SLIDE**
▪ **Voicing Endings SLIDE**
▪ **-ed Form Cards** for each pair
▪ **Verb Base Cards** for each group

Text:
Daniel 6:1-3

The King Decided

Instructions:
<u>**Part A**</u>:   *Written Form*

1. Hand out the **Text Worksheet** and instruct the learners to fill in the proper form of the verb in the blank provided, using the verb provided.

2. Read the story again asking the learners for the word to write on the SLIDE.

3. Ask various learners to read the sentences.

> *Answer Key:*
> Darius <u>reorganized</u> his kingdom. He <u>appointed</u> one hundred twenty governors to administer all the parts of his realm. Over them <u>were</u> three vice-regents, one of whom <u>was</u> Daniel. The governors <u>reported</u> to the vice-regents, who <u>made</u> sure that everything <u>was</u> in order for the king. But Daniel, brimming with spirit and intelligence, so completely <u>outclassed</u> the other vice-regents and governors that the king <u>decided</u> to put him in charge of the whole kingdom.

Daniel's Appointment

1.   Darius _____ (reorganize) his kingdom.

2.   He _____ (appoint) one hundred twenty governors to administer all the parts of his realm.

3.   Over them _____ (be) three vice-regents, one of whom _____ (be) Daniel.

4.   The governors _____ (report) to the vice-regents, who _____ (make) sure that everything _____ (be) in order for the king.

5.   But Daniel, brimming with spirit and intelligence, so completely _____ (outclass) the other vice-regents and governors that the king _____ (decide) to put him in charge of the whole kingdom.

Text Worksheet

5. The King Decided

Part B: *Spoken Form*

1. Write the following three words on the board:
    outclassed   reorganized   appointed

2. Ask the learners what is the same about the **form or spelling** of these
    three words.

    > *Answer:*   the 'ed' ending

    Ask the learners to **listen** to the last sound as you pronounce each word.
    Ask them if they can hear a difference.
    outclassed ends in /t/;   *reorganized* ends in /d/;   *appointed* ends in /əd/

3. Hand out three blank 3x5 cards to each learner. Have the learners mark
    each card as follows: | /t/ | | /d/ | | /əd/ |

    > **Instructor Note:** You say *placed.* All learners should hold up /t/ card. If some do
    > not, keep repeating the word until all can hear it, *i.e.* all hold up the correct /t/ card.

4. Read the list of words below randomly. Have the learners hold up the card
    representing the sound they hear at the end of each word.

Answer Key:		
/ t /	/ d /	/ əd /
asked	administered	appointed
looked	brimmed	completed
outclassed	charged	decided
placed	prayed	ended
stopped	travelled	protected
touched	tried	reported
watched	used	
worked		

> **Instructor Note:** Make sure the learners can **<u>feel and hear</u>** the
> difference between voiced and voiceless sounds by feeling their
> throats using the **Voicing Pictures SLIDE**.

Voicing

Put your hand on the front of your neck.

When you sing you can feel your voice.
You are using your voice.

The sound from your voice is coming through your mouth.

Voicing Pictures SLIDE

5. Have the learners form pairs. Give each pair a set of **ed Form Cards**.

ed Form Card	ed Form Card	ed Form Card	ed Form Card	ed Form Card	ed Form Card	ed Form Card
asked	placed	watched	brimmed	travelled	appointed	ended
looked	stopped	worked	charged	tried	completed	protected
outclassed	touched	administered	prayed	used	decided	reported

- Have the learners place the cards in a pile.

- They must pick up a card, say the word and place it under the specific sound card. Using their /t/, /d/, /əd/ cards from step 3 and 4.

- Both should agree on the categorization.

Answer Key:		
/ t /	/ d /	/ əd /
asked	administered	appointed
looked	brimmed	completed
outclassed	charged	decided
placed	prayed	ended
stopped	travelled	protected
touched	tried	reported
watched	used	
worked		

6. Compare with another pair of learners.

7. Take up as a class only unresolved differences.

8. Elicit the explanation as to why these variations occur using the three statements on the **Voice Endings SLIDE**.

Voicing Endings

1. **If the final sound of the base verb is /t/ or /d/,
    the *ed* is pronounced /əd/**
    e.g. constructed

2. **If the final sound of the base verb is voiced,
    the *ed* is pronounced as /d/**
    e.g. travelled

3. **If the final sound of the base verb is voiceless,
    the *ed* is pronounced as /t/**
    e.g. looked

Voicing Endings SLIDE

9.   Have the learners form groups of three or four. Give each a set of **Base Form Cards** to mix in with the set of **ed Form Cards**. The object of this activity is to match the base word with the simple past word, creating a pair.

Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card
ask	place	watch	brim	travel	appoint	end
Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card
look	stop	work	charge	try	complete	protect
Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card	Base Form Card
outclass	touch	administer	pray	use	decide	report

- Distribute five **Cards** to each learner in the group. Put the rest upside down in a pile.
- If the learners have any pairs in their hands, these can be set aside.
- Choose one learner to start. Learner 1 names any other learner in the group and asks that learner for a card - either a **Base Verb** card or a**n 'ed' form Card** that matches a word held in his hand.
  e.g. if Learner 1 has the card *look,* he/she could ask another learner for the verb *looked.* The learner should pronounce the *ed* ending appropriately.
  e.g. I have *charge.* Do you have *charged?*
- If the learner has the card requested, he/she gives it to Learner 1.
- If the learner does not have the card requested, he/she must pick up a card from the pile, Learner 1's turn is complete.
- The learner to the left of Learner 1 becomes Learner 2 and continues the activity.
- The learner to get rid of all his/her cards is the winner.

Task 6

Language Objectives:
▪   to **talk** about learner's experiences with multiple languages
▪   to **lead** a discussion using questions

Approx. Time: 30 min

Materials:
▪   **Activity Board, movers, coin, question cards** for each group

Text:
Daniel 6:1-3

A Persian World

Instructions:

1. Play the PowerPoint of **Daniel's Appointment, begins SLIDE #51** *(*Remember: *the slides advance automatically)*.

2. Explain that they are going to talk more about Daniel's experience in smaller groups.

3. Have the learners form groups of three or four. For each group, hand out the **Discussion Board, movers, a coin, and a set of question cards**.

4. Instruct the learners on the rules of this task.
•   Place the 4 types of **Question Cards** on the map in the middle of the board.
•   Each group member starts with his/her marker on one of the four corner squares.
•   On his/her turn, the learner tosses the coin and moves his/her marker along the squares, **2 squares** if the coin is **heads** and **1 square** if it is **tails**.
•   When a learner lands on a square with People, Place, Opinion, or Experience, he/she needs to pick up the **Card** with the corresponding name and read one of the questions.
•   That learner must answer the question and then ask the rest of the learners to answer the question as well, using the gambit, *How about you?*
•   When all the learners have had an opportunity to answer the question, the next learner takes a turn.