

Unit 3



The Priest

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Task 1



Objectives:

- to **activate** background knowledge
- to **prepare** for the reading of the text

Grouping:

- individual
- groups
- whole class

Approx. Time:

45 minutes

Materials:

- **Phrase Cards** for each group
- **Blank paper** for the learners
- **Question Strips**

Text:

Luke 10:31

After the Attack

Part A: Drawing phrases

1. Divide the class into groups of 3 and hand out a set of **Phrase Cards**. Have sheets of blank paper for the learners.

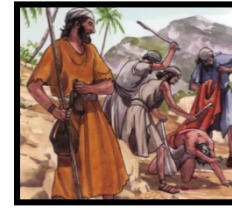


2. Ask the learners to take turns choosing a card and then drawing the phrase. The other two learners will guess what the phrase is.

robbers	a man half dead
clothes	a road
donkey	Jerusalem
head ache	broken arm
a man lying on a road	a man beating another man
sore leg	a boy running away
a woman in a house	a boy between a man and a woman
a donkey beside a man	fever

Part B: *Answering Questions*

1. Project *The Attack* picture (Workbook page 16).
2. Have a set of **Questions Strips** in a basket.



Where's the man?
What happened to the man?
Where are the man's clothes?
Tell us about the man.
Tell us about the robbers.
Why is the man lying on his stomach beside the road?
How does the man feel?



3. Illustrate by taking one of the strips and reading the question aloud and then calling on one of the learners to answer.
4. Ask that learner to take one of the questions and read it aloud and call on another learner to answer. Continue this way until all the learners have asked and answered a question.

Part C: *Predicting*

1. Ask the class if anyone can predict what will happen to the man on the road.
 - What do you think will happen to the man?
2. Write on the board some of the key ideas.
3. Let's find out.

Task 2



Objectives:

- to **read** the text for meaning
- to **read** the text orally with appropriate pausing, stress and intonation
- to answer questions about the text

Grouping:

- individual
- whole class

Approx. Time:

45 minutes

Materials:

- **Picture SLIDE**
- **Text SLIDE**
- **Text Worksheet** for each learner
- **Questions Worksheet** for each learner

Text:

Luke 10:31

The Priest

Part A: Reading the Text

1. Display the **PPT Picture** without words **SLIDE**.

2. Elicit what the learners see. Write down some of their suggestions on the whiteboard.

3. Project the **Text SLIDE** and read the text.

Audio on PPT Slide #5.

A priest happens to go down the same road, but when he sees the man, he passes by on the other side.

4. Read the text again, pointing to the appropriate part of the picture: *priest, road, the man, other side*

5. Turn to the **Text Worksheet** in the workbook. Read the text phrase by phrase, having the learners repeat after you.

Audio on PPT Slide #6.

A priest// happens// to go// down the same road,// but// when he sees the man,// he passes by// on the other side.

6. Read again but join a couple of phrases together although you can still leave the pauses between:

Audio on PPT Slide #7.

A priest happens to go down// the same road,// but when he sees the man,// he passes by// on the other side.
A priest happens to go down the same road, but when he sees the man, he passes by on the other side.

7. Read the whole text in unison with the learners. *A priest happens to go down the same road, but when he sees the man, he passes by on the other side.*

Audio on PPT Slide #8.

8. Ask individual learners to read the text. Correct any inappropriate pausing or intonation by saying the whole phrase and having the learner repeat it after you.





A priest happens to go down the same road, but when he sees the man, he passes by on the other side.

Text Worksheet/SLIDE

Part B: *Reading Comprehension*

1. Point out the **Questions Worksheet** to each learner. Explain that they are to write in short answers (not full sentences) into the space below the question.
2. Have the learners compare their answers with a partner.
3. Discuss the answers as a whole class. Write in the answers on the projected slide on a whiteboard.

<i>Answer Key</i>	
1. Where is the Jewish man?	<i>on the road</i>
2. Who goes down the same road?	<i>a priest</i>
3. What does the priest do when he sees the man?	<i>passes by</i>
4. Where does the priest walk?	<i>on the other side</i>

1. Where is the Jewish man?

2. Who goes down the same road?

3. What does the priest do when he sees the man?

4. Where does the priest walk?

Task 3



Objectives:

- to **learn** the meanings of some key words in the text
- to **fill** out a crossword puzzle
- to **improve** spelling skills

Grouping:

- individual
- whole class

Approx. Time:

30 minutes

Materials:

- Crossword Worksheet/SLIDE for each learner

Text:

Luke 10:31

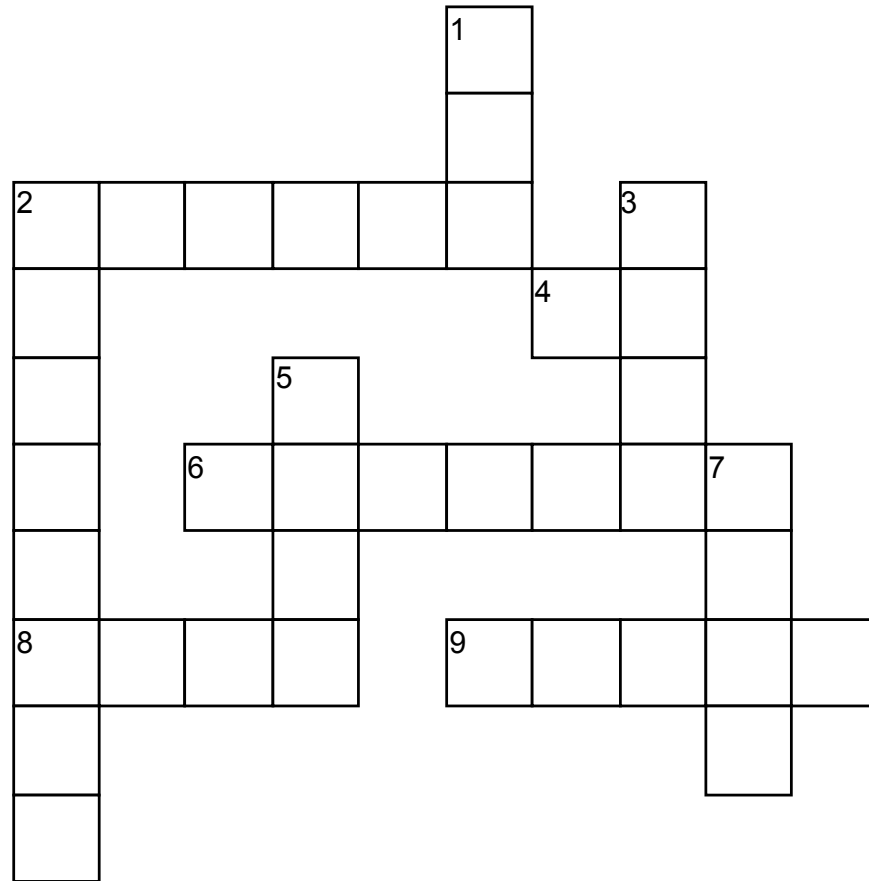
The Same Road

1. Hand out the **Crossword Worksheet** to each learner.
 - Ask them to work with a partner to fill in the clues.
 - Explain the concept of clues, across and down

Across	Down
2. priest: A <u>religious man</u> happens to go down the same road.	1. but: A priest happens to go down the same road, <u>yet</u> when he sees the man, he passes by on the other side.
4. go: A religious man happens to <u>travel</u> down the same road.	2. passes by: He <u>moves past</u> on the other side.
6. happens: A priest <u>by chance</u> goes down the road.	3. down: A religious man happens to go <u>from higher to lower</u> on the same road.
8. side: He passes by on the other <u>edge</u> of the road.	5. same: A priest happens to go down <u>the identical road that was mentioned</u> .
9. other: He passes by on the <u>opposite</u> side of the road.	7. sees: He <u>looks at</u> the man.

- Explain that the clues are sentences with different words substituted into phrases from the text. The learners need to put the word(s) from the text into the crossword.
2. Project **Crossword Worksheet/SLIDE** and ask the learners to tell you the words they put into the puzzle. Ask them to spell the words – good practice for saying the names of the letters.





www.CrosswordWeaver.com

Across

2. A **religious man** happens to go down the same road.
4. A religious man happens to **travel** down the same road.
6. A priest **by chance** goes down the road.
8. He passes by on the other **edge** of the road.
9. He passes by on the **opposite** side of the road.

Down

1. A priest happens to go down the same road, **yet** when he sees the man, he passes by on the other side.
2. (2 words) He **moves past** on the other side.
3. A religious man happens to go **from higher to lower** on the same road.
5. A priest happens to go down **the identical** road.
7. He **looks at** the man.

Word List:

but

down

go

happens
(to go)

other

passes by

priest

same

sees

side

Crossword Worksheet/SLIDE

Task 4



Objectives:

- to **learn** how to talk about completed actions in the past
- to **use** the past form appropriately

Grouping:

- individual
- pairs
- whole class

Approx. Time:

60 minutes

Materials:

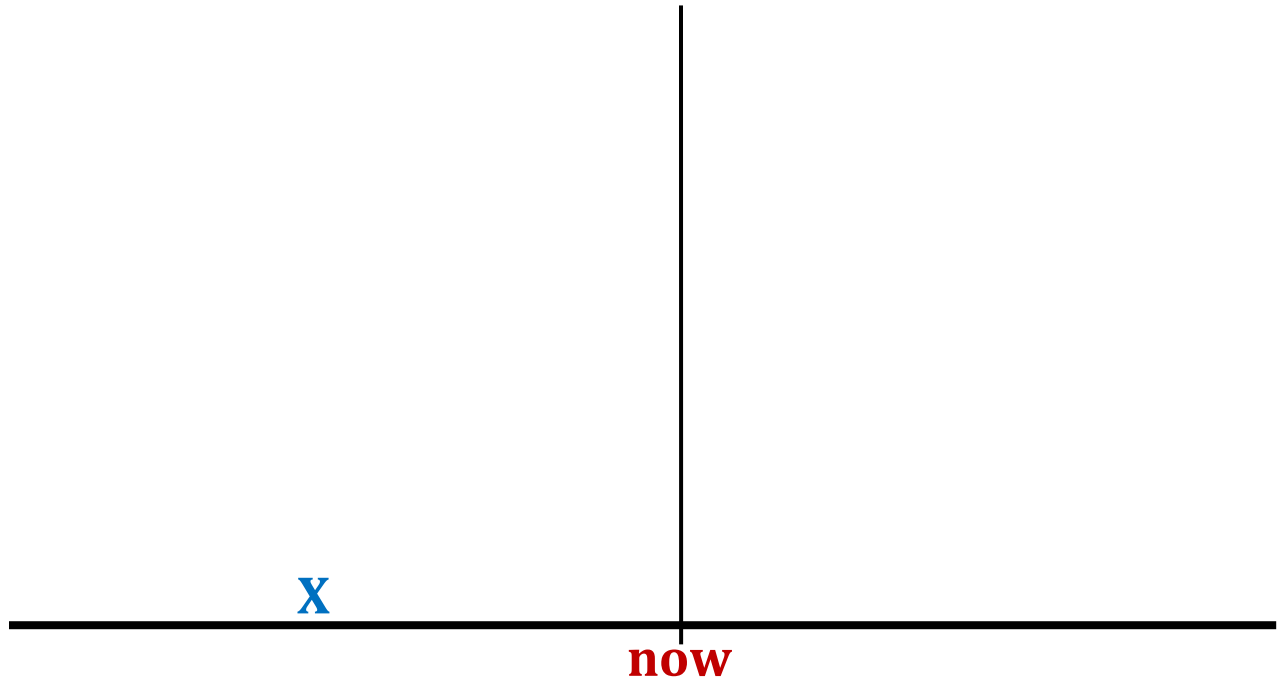
- **Time Line SLIDE**
- **Irregular Verb Chart** for each learner
- **Spelling Rules Worksheet/SLIDE** for each learner
- **Speaking About the Past Worksheet/ SLIDE** for each learner
- **Past Form Worksheet** for each learner

Text:

Luke 10:31

He Walked Over

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 in 1980.
I came here yesterday.
I lived in Canada when I was young.
 - Illustrate with a **Time Line SLIDE**.



He travelled there last year.

I lived in Canada when I was young.

I came here yesterday.

I was late for class this morning.

Time Line SLIDE

2. Explain that the way we give the meaning of something completed at a specific time in the past is by changing the form of the action word (verb).
3. There are two kinds of changes in the form:
 - Regular Forms and Irregular Forms
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.

Spelling Rules

-ed

1. Just add *-d* if the verb ends in *-e*, *e.g. love → loved, 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'
happen				
travel				
attack				
pass				
carry				
walk				
learn				
study				
look				
help				
try				

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:
see, take, leave, tell, come, beat
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

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

7. 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.



<i>Answer Key:</i>				
Base Form	Regular Past	Irregular Past		
	Add -ed	Change Vowel	New Word	No Change
be			was/were	
travel	travelled			
attack	attacked			
take		took		
beat up				beat up
leave			left	
happen	happened			
go down			went down	
see		saw		
pass by	passed by			
walk over	walked over			
look	looked			

Speaking About The Past

With a partner, fill in the chart with the verbs from the story.

Base Form	Regular Past Add -ed	Irregular Past		
		Change Vowel	New Word	No Change
be				
travel				
attack				
take				
beat up				
leave				
happen				
go down				
see				
pass by				
walk over				
look				

Speaking About the Past Worksheet /SLIDE

8. Have the learners fill out the **Past Form Worksheet** with the correct form.
9. 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**.

<i>Answer Key</i>
1. Jesus <u>told</u> (tell) a story.
2. A Jewish man <u>was</u> (be) travelling from Jerusalem to Jericho.
3. On the way, he <u>was</u> (be) attacked by robbers.
4. They <u>took</u> (take) his clothes, <u>beat</u> (beat) him up, and <u>left</u> (leave) him half dead beside the road.
5. A priest <u>happened</u> (happen) to go down the same road, but when he <u>saw</u> (see) the man, he <u>passed</u> (pass) by on the other side.

1. Jesus _____(tell) a story.
2. A Jewish man _____ (be) travelling from Jerusalem to Jericho.
3. On the way, he _____ (be) attacked by robbers.
4. They _____ (take) his clothes,
_____ (beat) him up, and
_____ (leave) him half dead beside the road.
5. A priest _____ (happen) to go down the same road, but when he
_____ (see) the man, he
_____ (pass) by on the other side.

Task 5



Objectives:

- to **understand** and **use** the correct pronunciation of the past tense *ed* suffix

Grouping:

- individual
- pairs
- whole class

Approx. Time:

60 minutes

Materials:

- **3x5 cards** for each learner
- **Pronunciation SLIDE**
- **Voicing Worksheet /SLIDE** for each learner
- **ed Form Cards** for each group
- **Base Verb Cards** for each group

Text:

Luke 10:31

He Looked at Him

Part A: Explanation of pronunciation of *-ed* ending

- Write the following three words on the board:
attacked travelled departed
- Ask the learners what is the same about the form or spelling of these three words.

Answer: the 'ed' ending

- Have the learners listen to the last sound as you pronounce each word.

Audio on PPT Slide #18 or click Audio Icon here .

- Ask them if they can hear a difference as to how the *ed* is pronounced.

attacked sounds like /t/

travelled sounds like /d/

departed sounds like /əd/

- Hand out three blank 3x5 cards to each learner. Have the learners mark each card as follows:

/t/


/d/

/əd/

- 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.
- When there is an agreement, write the word in the appropriate column on the **Pronunciation SLIDE**. Read the list and have the learners repeat after you.

Note to Instructor: You say *looked*. 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.

Answer Key:		
/əd/	/t/	/d/
afforded	attacked	carried
departed	helped	happened
dreaded	laughed	learned
hated	passed	showed
mended	shopped	spelled
parted	stopped	studied
rented	talked	travelled
started	walked	tried

Audio on PPT Slide #20 or click Audio Icon here .

[illegible]

Pronunciation SLIDE

6. Make sure the learners can **feel and hear** the difference between voiced and voiceless sounds by feeling their throats.
7. Elicit the explanation as to why these variations occur using the three statements on the **Voicing Worksheet/SLIDE**. Fill in the blanks on the SLIDE and have the learners fill in their worksheet.
8. Illustrate from the list of words on the **Pronunciation SLIDE**.

Answer Key:

Rule of Pronunciation of -ed

1. If the root verb ends in a /t/ or /d/ sound,
pronounce -ed as /əd/.
2. If the root verb ends in a voiceless sound
(/p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /θ/)
pronounce -ed as /t/.
3. If the root verb ends in any other sound,
pronounce -ed as /d/.

Voicing

Put your hand on the front of your neck.



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



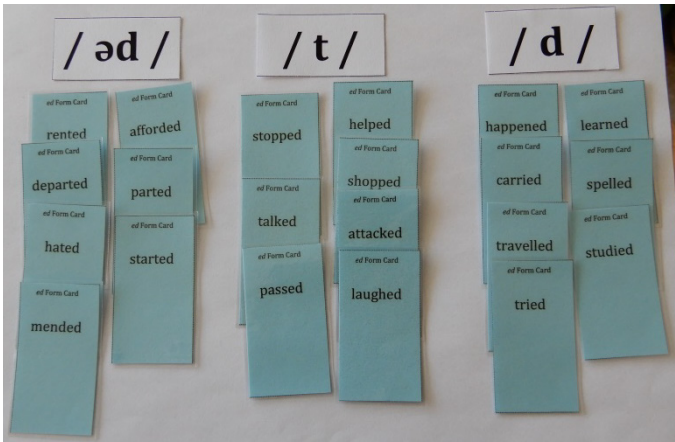
The sound from your voice is coming through your mouth.



1. If the final sound of the base verb is ____ or ____ the *ed* is pronounced ____.
e.g. started
2. If the final sound of the base verb is voiceless, (/p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /θ/) the *ed* is pronounced as ____.
e.g. attacked
3. If the final sound of the base verb is voiced (any other sound), the *ed* is pronounced as ____.
e.g. happened

Part B: *Listening and Producing*

1. Have the learners form pairs. Give each pair a set of **ed Form Cards**. 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 /əd/, /t/, /d/ cards from step 3. Both should agree on the categorization.



2. Compare with another pair of learners.
3. Take up as a class only unresolved differences.

Answer Key:		
/ əd /	/ t /	/ d /
afforded	attacked	carried
departed	helped	happened
hated	laughed	learned
mended	passed	spelled
parted	shopped	studied
rented	stopped	travelled
started	talked	tried

4. Have the learners form groups of three or four. Give each a set of **Base Verb 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.



5. Distribute five **Cards** to each learner in the group. Put the rest upside down in a pile.



6. If the learners have any pairs in their hands, these can be set aside.
7. 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 an **ed Form Card** that matches a word held in his hand.

e.g. if Learner 1 has the card *obtain*, he/she could ask another learner for the verb *obtained*. The learner should pronounce the *ed* ending appropriately.

e.g. I have *damage*. Do you have *damaged*? 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.
8. The learner to the left of Learner 1 becomes Learner 2 and continues the activity.
9. The learner to get rid of all his/her cards is the winner.

Task 6



Objectives:

- to **use** the past tense form in an interactive activity

Grouping:

- groups

Approx. Time:

45 minutes

Materials:

- Questions Chant
- Map Board, Instruction Cards, Movers, Die for each group

Text:

Luke 10:31

What Happened?

1. Review the Question words by having the learners do the **Questions Chant**.

Use the following Suggested Steps:

- i. Read the poem aloud to the learners. Read it at a natural speed and rhythm.

Audio on PPT Slide #24 or click Audio Icon here .

- ii. Have the learners read it with you twice – be sure to keep an English pace.

Audio on PPT Slide #25 or click Audio Icon here .

- iii. Divide the class into groups to take different lines. Learners may also perform these poems in small or large groups.
- iv. It is helpful if the learners tap on the table with each stressed syllable. Rhythm instruments can even be added to enhance the beat, if desired.

Note to Instructor: Chants are snappy, rhythmical poems and rhymes that can be said with a swinging rhythm (the rhythm of English). Learners need reading practice for fluency and pronunciation. So this activity provides these opportunities as the learners must read and re-read the material at the natural speed of spoken English. A benefit of chanting is that the learners have the chance to develop not only a sense of the rhythm of the English language but also to obtain practice using the focused forms and vocabulary in discourse.

Who? What? When? Where? Why?

**Who?
What?
When?
Where?
Why? Why?**

**Who?
What?
When?
Where?
Why? Why?**

**Who did it?
What did he do?
Where did he do it?
Why?**

**Who did it?
What did he do?
Where did he do it?
Why?**

**Who did it?
What did he do?
Who did it?
What did he do?**

**Who did it?
What did he do?
Where did he do it?
Why?**

Questions Chant

Unit 3

The Priest

The Good Samaritan

If you are planning to assess learners:

- Inform them of your intention before they do the task
- Discuss the criteria to remind them that you are assessing skills not knowledge
- Ask the learners to have their workbook open at the assessment page
- Assess **individually** while they are doing the task; fill in their charts.

There is a **Listening Assessment** in **Learner's Workbook pg.43**.

Listening Assessment

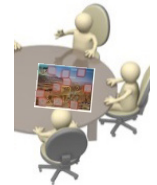
Unit 3: The Priest
Task 6: What Happened?

Comprehending Instructions (Listening)

Assessment Task:
Participate in discussion

Criteria	Assess	Assess	Assess
1 Participates in discussion.			
2 Responds with appropriate actions.			
3 Comprehends main ideas, outlines and important phrases.			
4 Takes turns appropriately.			
5 Recognises correct sequence of steps.			
6 Asks for repetition or clarification if needed.			
CTR 4: 21-24 CTR 3: 47-50 CTR 2: 15-16	Total Score:		
Date:	Assessor:		

2. Hand out the **Map Board** (from Unit 1, Task 6), **Instruction Cards, Movers** and **Coin** to each group of three learners. Give the following instructions:



- Place all movers on Jerusalem to start.



- Take turns flipping the coin



- moving 2 spaces for heads



- and 1 space for tails



- If they land on the **Red** shape, they pick up a card and follow the instructions.

- Demonstrate with one of the cards.



- See who arrives in Jericho first.

