

Unit 1



The Trip

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Task 1



Objectives:

- to **activate** background knowledge before receptive tasks
- to **share** personal information about name, origin and family background

Grouping:

- individual
- pairs
- whole class

Approx Time: 60 minutes

Materials:

- **Map Worksheet/SLIDE** for each learner
- **Jesus Teaching People SLIDE**

Text:

Luke 10:30

Name & Origin

Part A

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 **Map Worksheet 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. Ask each learner in turn to say their name and where they are from. Encourage them to use the contracted form, *I'm*.
9. Each learner should put the name of their classmates and their home town on the map in their **Map Worksheet**.

The Good Samaritan

Unit 1

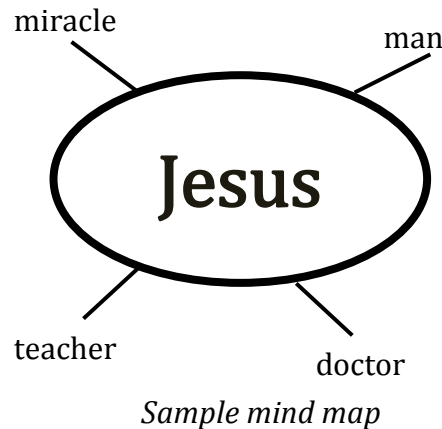
The Trip



Map Worksheet/SLIDE

Part B

1. Project the **Jesus Teaching People SLIDE**. Explain that this is an artist's picture of Jesus from the Bible. Leave the picture displayed for the next task.
2. Hand out large sheets of paper with Jesus written in a circle in the middle. Ask each group to write any words, or draw pictures of what they know about Jesus. Illustrate on the white board with a couple of words and pictures.



3. Have each group explain their picture to the other groups as best they can.
4. Project the **World Map SLIDE** again and point out where Jesus lived in Israel and when He lived, 0-33 AD.
5. Ask the learners to mark on their **World Map Worksheet** where Jesus lived.
6. Explain that we are going to study one of Jesus' stories that He told:
The Good Samaritan.



biblegallery.com

Jesus Teaching People SLIDE

Task 2



Objectives:

- to **read** the text
- to **read** the text with appropriate pauses

Grouping:

- individual
- whole class

Approx Time: 20 minutes

Materials:

- **Jesus Telling a Story SLIDE**
- **Jewish Traveller SLIDE**
- **Jewish Traveller Worksheet** for each learner

Text:

Luke 10:30

A Story

1. Have the learners look at the **Jesus Telling a Story** picture.
2. Read the words: *Jesus tells them a story.*
3. Ask the learners to read chorally after you three times.

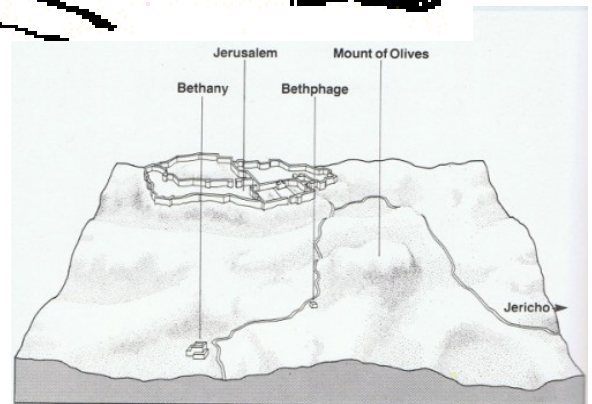


Jesus tells them a story.

Jesus Telling a Story SLIDE

4. Project the **Jewish Traveller SLIDE** and have the learners look at the picture and you read the text under the picture.
5. Read the text again but point to the appropriate part of the picture for the words.
6. Turn to the **Jewish Traveller Worksheet** in the workbook. Read the text in phrases and ask the learners to repeat each phrase after you:
A Jewish man // is travelling// from Jerusalem//down to Jericho//.
7. Read again with appropriate phrasing:
A Jewish man is travelling//from Jerusalem//down to Jericho//.
Have the learners repeat each thought group after you.
8. Read the whole text with the appropriate thought groups and have the learners repeat after you. Do this three times.
9. Ask individual learners to read the text.

<p>Note to Instructor: The writers of this curriculum have chosen to put the story into the historical present.</p>
--



**A Jewish man is travelling
from Jerusalem down to
Jericho.**

Jewish Traveller Worksheet/ SLIDE

Task 3



Objectives:

- to **learn** and **use** some nouns and verbs

Grouping:

- individual
- pairs
- whole class

Approx. Time: 60 minutes

Materials:

- **Word Cards SLIDE**
- **Word Cards** and **Picture Cards** for each pair
- **Word/Picture Worksheet** for each learner
- **Look Cover Write Check Worksheet** for each learner

Text:

Luke 10:30

What's This?

Part A: *People, Places and Things*

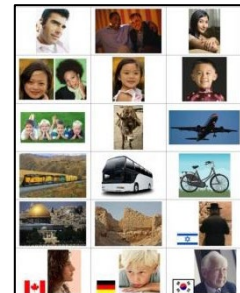
1. Project the **Word Cards SLIDE**. Read the words and have the learners repeat after you. Do not discuss meanings yet.

man	men	woman
women	girl	boy
children	donkey	plane
train	bus	bicycle
Jerusalem	Jericho	Jewish man
Canadian woman	German boy	Korean man

2. Hand out a set of **Word Cards** and **Picture Cards** to each pair of learners. Have them match the pictures and words.



man	men	woman
women	girl	boy
children	donkey	plane
train	bus	bicycle
Jerusalem	Jericho	Jewish man
Canadian woman	German boy	Korean man



3. Have the pairs check with another pair.
4. Say some of the words and have the pairs show the matching picture.
5. Show some pictures and have the learners say the word.
6. Have the learners fill in the words on the **Word/Picture Worksheet**.

man

men

woman

women

girl

boy

children

donkey

plane

train

bus

bicycle

Jerusalem

Jericho

**Jewish
man**

**Canadian
woman**

**German
boy**

**Korean
man**

Word Cards SLIDE

Fill in the word for each of the pictures from the list below.

- | | | | | |
|--|--|-----------------------------|----------------------------------|--------------------------------|
| bicycle
donkey
Jewish man
train | boy
German boy
Korean man
woman | bus
girl
man
women | Canadian woman
Jericho
men | children
Jerusalem
plane |
|--|--|-----------------------------|----------------------------------|--------------------------------|

1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	

Word/Picture Worksheet

Part B: *Travelling Actions*

1. Lead a TPR (Total Physical Response) activity to demonstrate the following verbs. (Use actions, pictures and maps to show vehicles etc.)
2. It is suggested that you fix a point in the room (*e.g. window or door*) and give commands.
 - the **first time** through demonstrate the activity
 - the **second time** do it with the learners
 - the **third time** give the commands and only the learners do it
 - ask various learners to give commands.
 - walk to
 - walk from
 - run to
 - run from
 - drive to
 - drive from
 - take a bus to
 - take a bus from
 - ride from
 - ride to
 - fly to
 - fly from
 - come from
 - go to
 - travel to
 - travel from

Part C: *Look, Cover, Write, Check*

1. To facilitate the learners' writing and spelling development, hand out the **Look, Cover, Write, Check (LCWC) Worksheet** to each learner.
2. Explain how the method works by reading the instructions 1-4 on the worksheet.
3. Give time for the learners to choose **their own** 10 words, assisting when asked.
4. Be sure to check each learners' words to be sure that they have written the word that they intended to write.

Note to Instructor:

1. In the first lesson of every week, make time in your lesson plans for a peer testing of the previous week's spelling words and choosing of the words for the week.
 - Hand out the new LCWC sheet for the week [Hand out a **NEW** sheet to each learner **each week; a new page will be available with each Unit.**] Make sure they put their name on it and the date.
 - Ask each learner to dictate the words from their partner's column 2 (old sheet)
 - The partner should write the dictated words in column 1 of the new sheet
 - Each learner self-checks with his/her own 'old' sheet for accuracy
 - Ask them to write any misspelled words in column 2 of the new sheet
 - Have them add new words until they have 10 words in the 2nd column
2. Also, give a 5-10 minute segment in the 3rd lesson of each week for an individual in-class practice (using column 3).
3. Encourage the learners to store their spelling sheets in their notebook as a portfolio.

Look, Cover, Write, Check

Name _____ Date _____

1. Write 10 words you want to learn to spell in column 2: **New Words**.
2. For Practice #1, two days later, look at the word, say it, cover it, write it in Column 3, and then check it. If you made an error, cross the whole word off and re-write it.
3. For Practice #2, two days after practice #1, go through the same procedure but write it in Column 4.
4. For the test, two days after Practice #2, write the words in Column 1 of your **new** LCWC worksheet as someone dictates them to you. If you make an error, add the word to the new word list.

<i>column 1</i>	<i>column 2</i>	<i>column 3</i>	<i>column 4</i>
TEST: Last Week's Words	NEW WORDS	PRACTICE #1	PRACTICE #2

Look, Cover, Write, Check Worksheet

Task 4



Objectives:

- to **understand** and **use** appropriate word stress

Grouping:

- individual
- pairs
- whole class

Approx Time: 60 minutes

Materials:

- **Word Syllable SLIDE**
- **Syllable Worksheet** for each learner
- **Snap Stress Cards** for each pair and an extra set for the wall
- **Unstressed Vowel SLIDE**
- **Listening Worksheet** for each learner
- **Word Stress Pattern Wall Cards**

Text:

Luke 10:30

Jerusalem & Jericho

Part A: Syllables

1. Demonstrate the concept of syllables with words of one, two, three and four syllables using the **Word Syllable SLIDE**.

- tap the desk for each syllable as you say the word

1	2	3	4
boy	children	bicycle	Jerusalem
bus	donkey	Jericho	
man	German	Korean	
train	woman		

- Ask the learners to tap the desk for each *beat as they say the words with you*.
- Call out various random words and ask them to raise the number of fingers for the number of syllables.
- Read the following words in random order and have the learners repeat after you.

1	2
man boy bus train	woman children donkey German
3	4
bicycle Korean Jericho	Jerusalem

Word Syllable SLIDE

2. Divide the class into pairs and give each pair a pack of **Snap Stress Cards**.



men	below	eraser	coffee	writing	mountain
men	below	eraser	coffee	writing	mountain
women	reading	paper	learner	door	smile
women	reading	paper	learner	door	smile
country	book	pen	teacher	window	sit
country	book	pen	teacher	window	sit
behind	table	pencil	workbook	chair	stand
behind	table	pencil	workbook	chair	stand

woman	Jericho	Korean	travelling	Jesus	room
woman	Jericho	Korean	travelling	Jesus	room
boy	airplane	German	running	Canada	girl
boy	airplane	German	running	Canada	girl
train	donkey	Canadian	riding	they	about
train	donkey	Canadian	riding	they	about
bus	children	Jewish	walking	Jerusalem	story
bus	children	Jewish	walking	Jerusalem	story

- Have them categorize them into same syllable number piles.
- Check as a whole class.

<i>Answer Key</i>				
1	2	3	4	
book	about	airplane	Canada	Canadian
boy	behind	below	eraser	Jerusalem
bus	children	coffee	Jericho	
chair	country	donkey	Korean	
door	German	Jesus	travelling	
girl	Jewish	learner		
men	mountain	paper		
pen	pencil	reading		
room	riding	running		
sit	story	table		
smile	teacher	walking		
stand	window	woman		
they	women	workbook		
train	writing			

3. Conduct a **SNAP** activity:

Rules:

- The aim of the activity is to win more cards than your partner(s).
- Shuffle the cards.
- Deal the cards equally between players keeping the cards face down in a pile.
- Take turns to place a card face up on a pile in the centre of the table, making sure that the player cannot see the card before the others.
- If you notice that the number of syllables of the word on a card is the same as the word on the card before, you can win all the cards in the pile. To do this, put your hand on the pile quickly and say ***Snap!***
- After you have won the pile, put the cards to one side and begin again taking turns to put cards on the pile. Shuffle and deal the cards on the table again when you no longer have any cards in your hands.
- The player with the most cards when all the cards have been paired off is the winner.

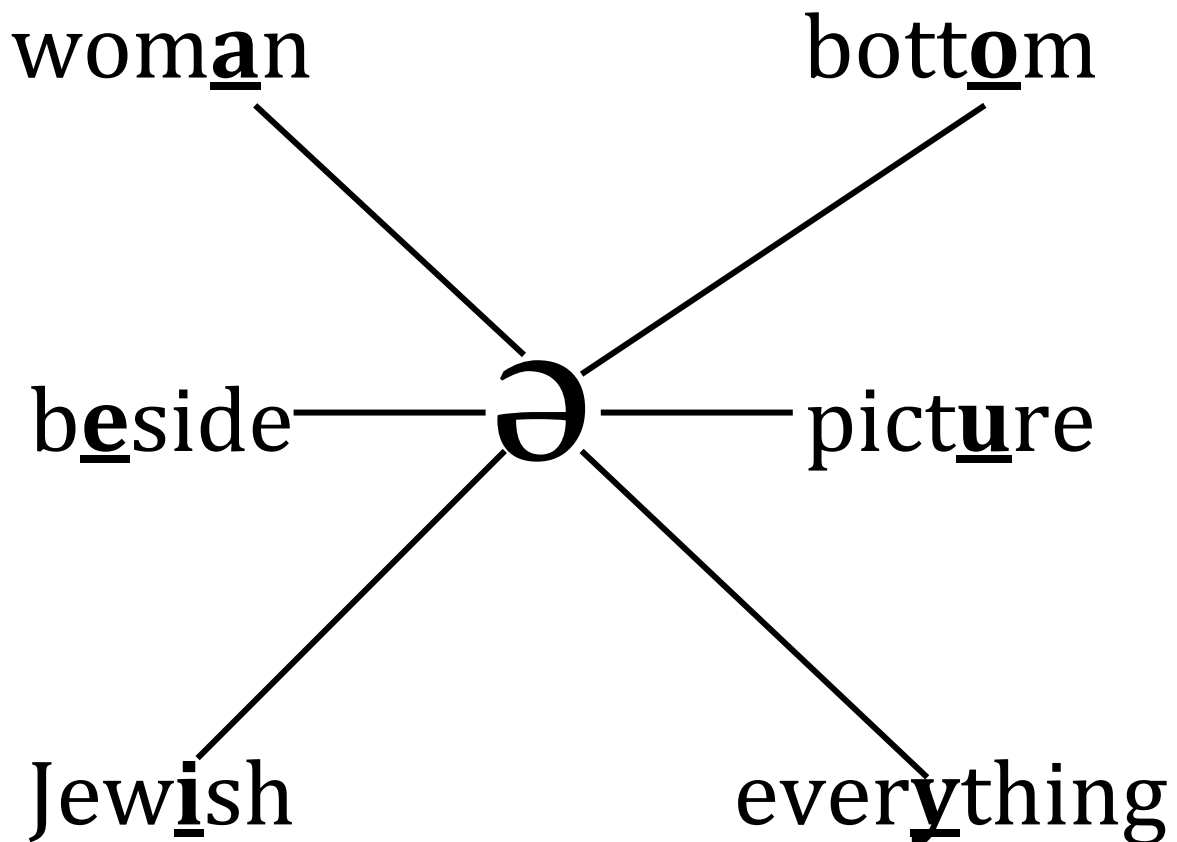
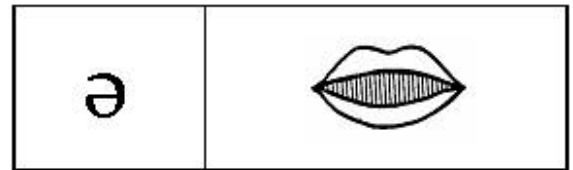
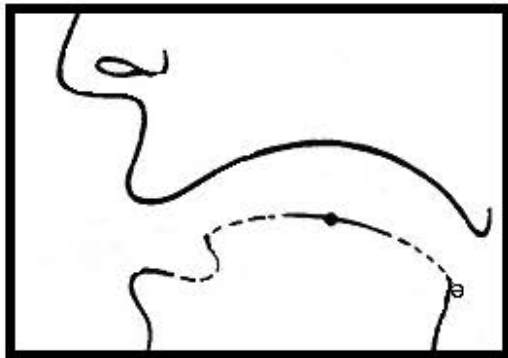
Part B: *Stressed Syllables*

1. Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer. *e.g. woman, Canada, sentence*

Note to Instructor:

Content words are naming words [nouns], action words [verbs], and description words [adjectives and adverbs].
Function words are usually unstressed.

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



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

Unstressed Vowel SLIDE

- Point out that there are several word stress patterns: where the stressed and unstressed syllables are in a word. Although most English words have the stress on the 1st syllable, there are many words that have a different pattern. Illustrate with 2 words such as *Jerusalem* and *Korean*.
- Hand out the **Listening Worksheet** to each learner for listening discrimination. Read each row across and ask the learners to mark with a check (✓) **D** for Different or **S** for Same.

Answer Key:			
Listening Discrimination		D	S
wo'man	don'key		✓
train'	sto'ry	✓	
Cana'dian	Jeru'salem		✓
beside'	Ger'man	✓	
Jer'icho	chil'dren	✓	
plane'	bus'		✓
don'key	bi'cycle	✓	
bi'cycle	Jer'icho		✓
tra'vel	wo'man		✓
girl'	boy'		✓
Jeru'salem	Jer'icho	✓	
Jew'ish	Ger'man		✓

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

Listening Discrimination		D	S
woman	donkey		
train	story		
Canadian	Jerusalem		
beside	German		
Jericho	children		
plane	bus		
donkey	bicycle		
bicycle	Jericho		
travel	woman		
girl	boy		
Jerusalem	Jericho		
Jewish	German		

Listening Worksheet

Part C: *Stress Pattern Snap*

1. Attach the following **Word Stress Pattern Wall Cards** on the wall:

1 ●	2 ●●	3 ●●	4 ●●●	5 ●●●	6 ●●●●
bus	woman	before	bicycle	disciple	Canadian

2. Using one set of the **Stress Snap Cards**, hand out words to the learners, having them say the word and then place it under the correct **Stress Pattern Card** on the wall.



- Once the whole set is on the wall drill each pattern three times.

<i>Answer Key:</i>					
●	●●	●●	●●●	●●●	●●●●
bus	woman	before	bicycle	disciple	Canadian
book	airplane	about	Canada	eraser	Canadian
boy	below	behind	Jericho	Korean	Jerusalem
chair	children		travelling		
door	coffee				
girl	country				
men	donkey				
pen	German				
room	Jesus				
sit	Jewish				
smile stand	learner				
they	mountain				
train	paper				
	pencil				
	reading				
	riding				
	running				
	story				
	table				
	teacher				
	walking				
	window				
	women				
	workbook				
	writing				

3. Have the learners fill in the **Stress Patterns Worksheet**.
4. Have the learners do the **SNAP** activity again (review the rules), **BUT** this time they are to listen for the stress pattern, **NOT** the number of syllables.

Some English Stress Patterns

Put these words in the appropriate column:

<i>behind</i>	<i>below</i>	<i>Canada</i>	<i>donkey</i>	<i>door</i>
<i>eraser</i>	<i>Jericho</i>	<i>Jerusalem</i>	<i>Jesus</i>	<i>men</i>
<i>paper</i>	<i>room</i>	<i>sit</i>	<i>smile</i>	<i>teacher</i>
	<i>train</i>	<i>walking</i>	<i>window</i>	

<div>●</div> bus	<div>●●</div> woman	<div>●●</div> before	<div>●●●</div> bicycle	<div>●●●</div> disciple	<div>●●●●</div> Canadian

Answer Key:

●	●●	●●●	●●●●	●●●●	●●●●●
<i>bus</i>	<i>woman</i>	<i>before</i>	<i>bicycle</i>	<i>disciple</i>	<i>Canadian</i>
door	below	behind	Canada	eraser	Jerusalem
men	donkey		Jericho		
room	Jesus				
sit	paper				
smile	teacher				
train	walking				
	window				

Task 5



Objectives:

- to **use** personal pronouns appropriately
- to **use** the simple present forms of *be*
- to **form** sentences

Grouping:

- individual
- pairs
- whole class

Approx Time: 60 minutes

Materials:

- **Picture Cards and Word Cards** for each pair
- **Personal Pronouns SLIDE**
- **Personal Pronouns Worksheet** for each learner
- **Word Order SLIDE**
- **Sentence Phrase Cards** for each pair
- **Sentence Worksheet** for each learner

Text:

Luke 10:30

We are Learners

Part A: Personal Pronouns

1. Introduce the concept of personal pronouns taking the place of persons as follows:

- Make a series of statements about yourself and other members of the class, pointing and gesturing appropriately.

e.g. *I am Gail; You are Mary;
She is from Canada; He is John;
We are a class; You are learners;
It is a chair; They are chairs.*

2. Hand out a set of **Picture Cards** and **Word Cards** to each pair for them to match.



I/me	I/me	you	she/her
he/him	it	it	we/us
you	they/them	they/them	they/them

- Project the **Picture and Word Cards SLIDE** to check their choices.

3. Read the words and have the learners repeat them after you.

Note to Instructor: Check that all the learners are forming the tense glided vowels with glides

/ay/ for **I**

/iː/ as in **he, she, we, me**

/eɪ/ as in **they**

/juː/ as **you**





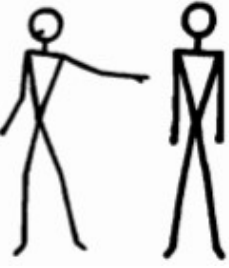


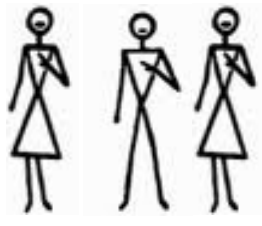




but the

/ɪ/ as in **it** without a glide



4. Call out various pronouns and ask the learners to gesture the meaning.
5. Make various gestures and have the learners call out the pronoun.
6. Ask them to fill in the **Personal Pronouns Worksheet**.

Fill in the **Personal Pronoun** to match the picture (some are used more than once). he/him, I/me, it, she/her, they/them, we/us, you.

 <p>1.</p>	 <p>2.</p>	 <p>3.</p>	 <p>4.</p>
 <p>5.</p>	 <p>6.</p>	 <p>7.</p>	 <p>8.</p>
 <p>9.</p>	 <p>10.</p>	 <p>11.</p>	 <p>12.</p>

Part B: *Present of linking verb 'be'*

1. Make various statements using the personal pronouns and making appropriate gestures.
e.g. I am a Canadian; you are learners; she is a woman; he is a man; we are happy; they are at the back; it is a chair etc.

2. Project the **Person Pronoun SLIDE** and read the phrases.

I am	we are
you are	you are
he, she, it is	they are

3. Point out the contracted forms: Make many statements using these forms.

I'm	we're
you're	you're
he's, she's, it's	they're

4. Demonstrate with sentences with the vocabulary section of the unit:
e.g. He's riding the bus.

5. Ask learners to make statements.

6. Hand out the **Sentence Worksheet** for the learners to fill in the blanks with the appropriate words.

<i>Answer Key</i>	
1.	The boy <u>is</u> riding a bus.
2.	They <u>are</u> in the airplane.
3.	<u>We/They</u> are in our car.
4.	The men <u>are</u> from Germany.
5.	<u>She</u> is in her house.
6.	He is on <u>his</u> bicycle.
7.	<u>I</u> am learning English.
8.	<u>I'm</u> a Canadian.
9.	You're <u>a</u> student.
10.	<u>We're/They're</u> sitting in our chairs.

1. The boy _____ riding a bus.
2. They _____ in the airplane.
3. _____ are in our car.
4. The men _____ from Germany.
5. _____ is in her house.
6. He is on _____ bicycle.
7. _____ am learning English.
8. _____'m an Ethiopian.
9. You' _____ a student.
10. _____'re sitting in our chairs.

Part C: Word Order

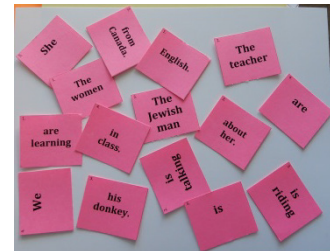
1. Present the importance of word order using the **Word Order SLIDE:**



Subject (noun or pronoun) + verb + rest of sentence

e.g. *I am Gail.* *The man is traveling.*
The woman is riding the bus. *She's from Canada.*

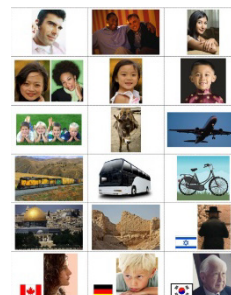
2. Hand out a series of **Sentence Phrase Cards**. Ask the learners to order them into sentences.



Answer Key

- | |
|---|
| 1. The women are learning English. |
| 2. The teacher is talking about her. |
| 3. The Jewish man is riding his donkey. |
| 4. We are in class. |
| 5. She is from Canada. |

3. Still in pairs, hand out the **Noun Cards** from Task 2.
 - Have them take turns picking up a card and then making sentences using the chosen word.



Write some sentences.

[illegible]

Task 6



Objectives:

- to **interact** with others
- to **respond** to *tell us*

Grouping:

- groups

Approx. Time:

30 minutes

Materials:

- **Tell SLIDE**
- **Map Board, Instruction Cards, Movers, Coin** for each group

Text:

Luke 10:30

Tell Us

1. Point out that Jesus told a story. Explain that this is a particular form using the

Tell SLIDE:

Tell someone something.

Tell me about something.



- Read each of the cards and have them repeat after you.



2. Hand out the **Map Board, Instruction Cards, Movers** and **Coin** to each group of 3 or 4 learners.



3. Give them the instructions to start at **Jerusalem**.

- 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.

- Read each of the cards and have them repeat after you.

