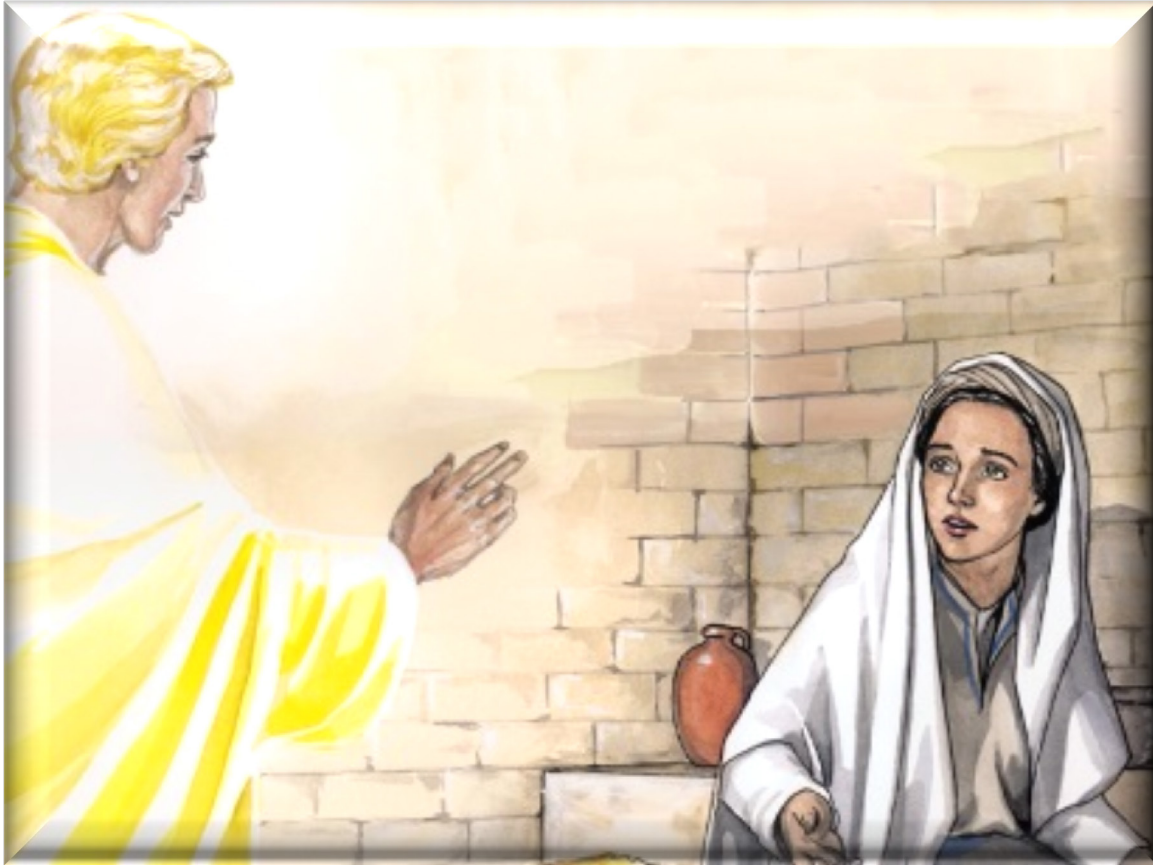


# Unit 1

## The Annunciation



<b>1</b>	<b>Sing and Dance</b>	<b>2</b>
<b>2</b>	<b>In the Sixth Month</b>	<b>6</b>
<b>3</b>	<b>What Was Behind It?</b>	<b>12</b>
<b>4</b>	<b>Joyful News!</b>	<b>14</b>
<b>5</b>	<b>Do You Know Mary?</b>	<b>16</b>
<b>6</b>	<b>Blessed Among Women</b>	<b>22</b>

Task 1



**Language Objectives:**

- to **practice** fluency through the discussion circle
- to **explore** how different countries or cultures celebrate with song and dance

**Approx. Time:** 45 min

**Materials:**

- **Celebration SLIDE**
- **Discussion Circle SLIDE/Worksheet** for each learner

**Reference:**

Luke 1:26-56

## *Sing and Dance*

**Instructions:**

**Instructor Note:** There is no need for any kind of correct answer here. It's just to get the learners thinking.

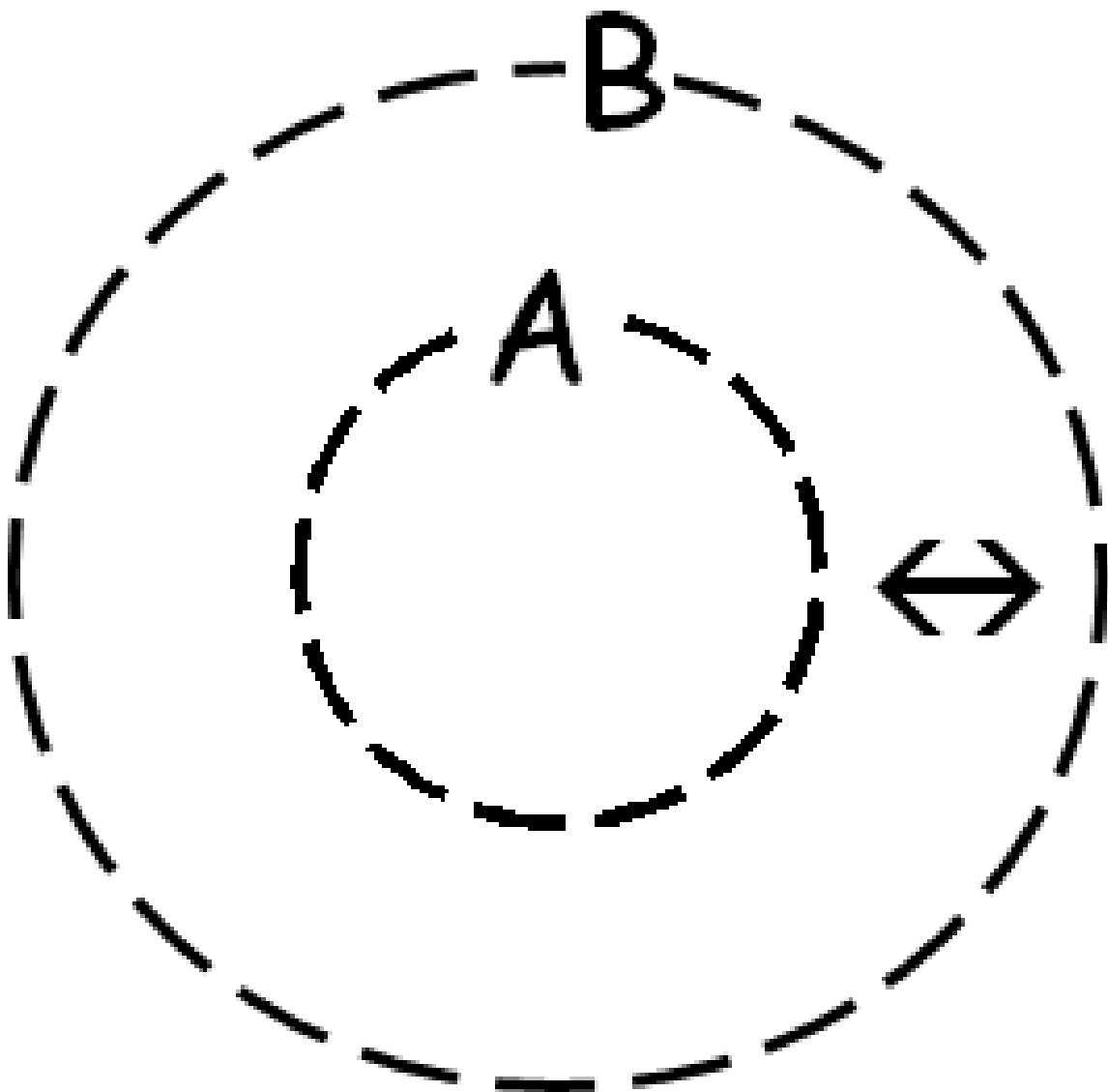
1. In many cultures when there is a celebration or an announcement of good news, people react by singing and dancing. Put up the **Celebration SLIDE**. First, have the learners just look at all of the different pictures. Ask them to suggest ideas as to where the celebrants are from and what they might be celebrating.
2. Write the following statement starter on the board: *In my community, we sing and dance when...* The instructor will model by answering from their own community, trying to give specific examples of both singing and dancing. Explain to the learners that they will now be given 3-5 minutes to consider their answer. They may jot down some ideas to help them in remembering, as they will need to share this with another learner.



Celebration SLIDE

3. Discussion Circle Formation (Use the **SLIDE** to assist)
  - Divide the learners in half. One half will be Circle A, the other Circle B.
  - Next, have Circle A form a circle facing outwards.
  - Then, have Circle B form a circle around Circle A facing inwards (so that each person in A is facing a person in B)
4. Partner A is going to be given one minute to share their answer with Partner B. Partner B will need to listen carefully, as they will need to retell the answer they are hearing.
5. After the one-minute answers are finished, Circle B will move one to the right while Circle A stays where they are (so that each person is facing a new partner). Partner B will now be given one minute to share the answer they listened to from Partner A. (They will tell their new partner their old partner's answer.)
6. After the one-minute retellings are finished, Circle B will move one to the right again while Circle A stays where they are (so that each person is facing a brand new partner). Now Partner B will share their personal answer with their new Partner A. Partner A will now need to listen carefully, as now they will need to retell the answer they are hearing.
7. After the one-minute answers are finished, Circle B will move once again to the right while Circle A stays where they are (so that each person is facing a completely new partner). Partner A will now be given one minute to share the answer they listened to from Partner B. (They will tell their new partner their old partner's answer.)
8. Have learners return to their seats. Ask the learners to each share one thing they learned from anyone.

*In my community, we sing and dance  
when...*



Discussion Circle SLIDE/Worksheet



# Unit 1

## The Annunciation

# THE PROMISED SAVIOUR EFL

### 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

**Approx. Time:** 60 min

#### Materials:

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

#### Reference:

Luke 1:26-56

## In the Sixth Month

### Instructions:

#### Part A

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.

*Listening & Reading Assessment*

Unit 2: The Holy Spirit's Coming & Jewish Beliefs  
Task 2: When Promised Come

Comprehending Information (Listening)

Assessment Task:  
Watch the video & order the summary statements.

Criteria	Assess	Assessment	Score
1. Understands overall meaning			
2. Identifies main ideas			
3. Identifies supporting details			
4. Recognizes discourse markers for sequencing			
5. Understands complex sentences and structures			
6. Uses contextual clues for comprehension			

Date: \_\_\_\_\_

Comprehending Information (Reading)

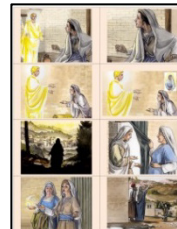
Assessment Task:  
Check the summary statements with the video text.

Criteria	Assess	Assessment	Score
1. Understands overall meaning			
2. Identifies main ideas			
3. Identifies supporting details			
4. Recognizes discourse markers for sequencing			
5. Understands complex sentences and structures			
6. Uses contextual clues for comprehension			

Date: \_\_\_\_\_

There is a **Reading Assessment** and a **Listening Assessment** in **Learner's Workbook pg.12**.

- 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.**











- Have the learners listen to the **Unit 1 Audio**. While they listen, they are to revise the order of their pictures, if they feel this is necessary. Listen to the Audio again. **DO NOT GIVE A COPY OF THE TEXT.**

**Instructor Note:** All the **Audio Files** for the whole curriculum are embedded in the **Instructor PPT SLIDES #6-26**. Slides advance automatically.

- 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.
- Play the Audio for confirmation.
- 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.

### **Part B**

- Hand out **Summary Statements** to each pair of learners. Instruct the learners to match the **Summary Statements** with the pictures.
- Again, have each pair of learners compare with another pair.
- Play the Audio again for learners to confirm the order of their statements.
- Read the Statements and have the learners repeat after you.

<i>Suggested Answer Key:</i>			
1. God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called the 'Son of the Highest'.		2. Mary asked how she could be pregnant because she had never slept with a man.	
3. The angel told Mary the Holy Spirit would come upon her and hover over her.		4. The angel told Mary that her cousin Elizabeth was pregnant in her old age.	
5. Mary went to the home of Zachariah and Elizabeth.		6. Elizabeth's baby leaped in her womb and Elizabeth sang for joy.	
7. Mary sang about her joy and what God had done for her and for Israel.		8. Mary stayed with Elizabeth for three months and then went back home.	

*Number the jumbled Summary Statements 1-8 in the correct order.*

---

— **Mary went to the home of Zachariah and Elizabeth.<sup>1</sup>**

---

— **Mary stayed with Elizabeth for three months and then went back home.<sup>1</sup>**

---

— **Mary sang about her joy and what God had done for her and for Israel.<sup>1</sup>**

---

— **Elizabeth's baby leaped in her womb and Elizabeth sang for joy.<sup>1</sup>**

---

— **The angel told Mary the Holy Spirit would come upon her and hover over her.<sup>1</sup>**

---

— **God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called 'Son of the Highest'.<sup>1</sup>**

---

— **Mary asked how she could be pregnant because she had never slept with a man.<sup>1</sup>**

---

— **The angel told Mary that her cousin Elizabeth was pregnant in her old age.<sup>1</sup>**

---

Summary Statements Worksheet



5. Hand out the **Summary Statements Worksheet** and have the learners number the statements in the correct order.

*Answer Key:*

1. *God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called 'Son of the Highest.'*
2. *Mary asked how she could be pregnant because she had never slept with a man.*
3. *The angel told Mary the Holy Spirit would come upon her and hover over her.*
4. *The angel told Mary that her cousin Elizabeth was pregnant in her old age.*
5. *Mary went to the home of Zachariah and Elizabeth.*
6. *Elizabeth's baby leaped in her womb and Elizabeth sang for joy.*
7. *Mary sang about her joy and what God had done for her and for Israel.*
8. *Mary stayed with Elizabeth for three months and then went back home.*

### **Part C**

1. Hand out the **Unit 1 Text** to each learner.
2. Have them read along as they listen to the Audio.

**Instructor Note:** The **Audio File** for this Unit is embedded in the **Instructor PPT SLIDES #32**.

**Luke 1:26-56**

2 In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the  
Galilean village of Nazareth to a virgin engaged to be married to a man  
4 descended from David. His name was Joseph, and the virgin's name, Mary.  
Upon entering, Gabriel greeted her:

6 Good morning!  
You're beautiful with God's beauty,  
8 Beautiful inside and out!  
God be with you.

10  
She was thoroughly shaken, wondering what was behind a greeting like that.

12  
But the angel assured her, "Mary, you have nothing to fear. God has a surprise  
14 for you: You will become pregnant and give birth to a son and call his name  
Jesus. He will be great, be called 'Son of the Highest.'

16 The Lord God will give him the throne of his father David;  
He will rule Jacob's house forever— no end, ever, to his kingdom."

18  
Mary said to the angel, "But how? I've never slept with a man."

20  
The angel answered, "The Holy Spirit will come upon you, the power of the  
22 Highest hover over you; Therefore, the child you bring to birth will be called  
Holy, Son of God. And did you know that your cousin Elizabeth conceived a  
24 son, old as she is? Everyone called her barren, and here she is six months  
pregnant! Nothing, you see, is impossible with God."

26  
And Mary said, "Yes, I see it all now: I'm the Lord's maid, ready to serve.

28 Let it be with me just as you say. "

30 Then the angel left her.



32  
Mary didn't waste a minute. She got up and traveled to a town in Judah in the  
34 hill country, straight to Zachariah's house, and greeted Elizabeth. When  
Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled  
36 with the Holy Spirit, and sang out exuberantly,

38 You're so blessed among women,  
and the babe in your womb, also blessed!  
40 And why am I so blessed that  
the mother of my Lord visits me?  
42 The moment the sound of your  
greeting entered my ears,  
44 The babe in my womb  
skipped like a lamb for sheer joy.  
46 Blessed woman, who believed what God said,  
believed every word would come true!  
48  
And Mary said,  
50 I'm bursting with God-news;  
I'm dancing the song of my Savior God.  
52 God took one good look at me, and look what happened—  
I'm the most fortunate woman on earth!  
54 What God has done for me will never be forgotten,  
the God whose very name is holy, set apart from all others.  
56 His mercy flows in wave after wave  
on those who are in awe of him.  
58 He bared his arm and showed his strength,  
scattered the bluffing braggarts.  
60 He knocked tyrants off their high horses,  
pulled victims out of the mud.  
62 The starving poor sat down to a banquet;  
the callous rich were left out in the cold.  
64 He embraced his chosen child, Israel;  
he remembered and piled on the mercies, piled them high.  
66 It's exactly what he promised,  
beginning with Abraham and right up to now.  
68  
Mary stayed with Elizabeth for three months and then went back to her own  
70 home.

Task 3



**Language Objectives:**

- to **raise** the learners' awareness of the use of family words in the text

**Approx. Time:** 15 min

**Materials:**

- Family Crossword/  
SLIDE for each learner

**Reference:**

Luke 1:26-56

## What Was Behind It?

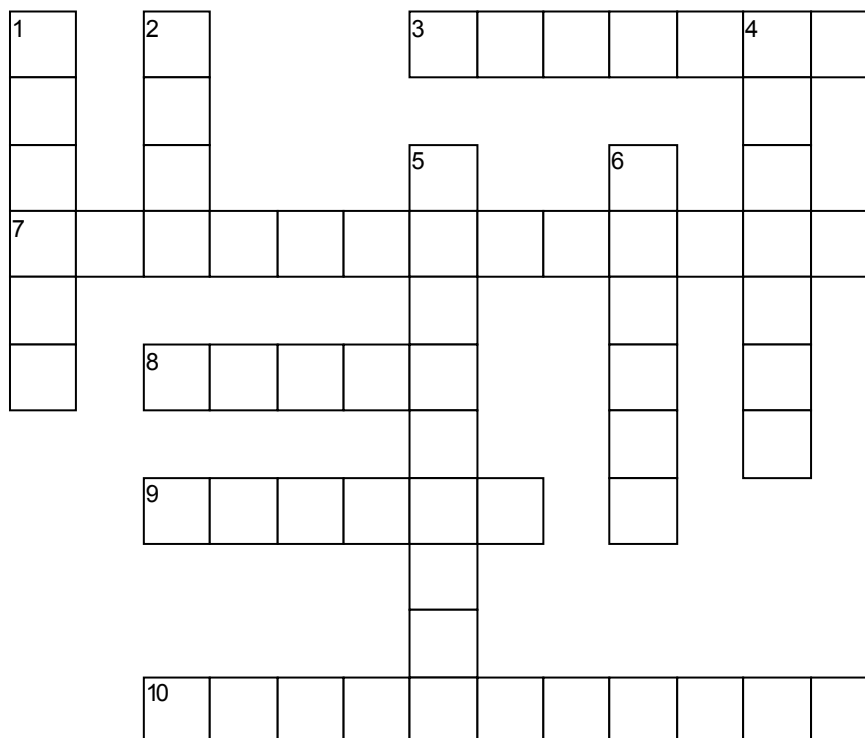
**Instructions:**

1. Introduce some new family words in this text by handing out the **Family Crossword** to each learner.
2. Have them compare with a partner. Fill in a **SLIDE** of the crossword by calling on pairs to provide the answers.

*Answer Key:*



## Family Crossword



www.CrosswordWeaver.com

ACROSS	DOWN
3 to become legally accepted as husband or wife of someone in an official or religious ceremony	1 a child of a person's aunt or uncle or more generally, a distant relative
7 had sexual relations with a man (4 words)	2 a small baby ( <i>literary</i> )
8 an important family, especially a royal one	4 having formally agreed to marry
9 a person who has not had sexual relations with another	5 when a woman or female animal produces a baby from her body (2 words)
10 give someone or something a name, or to know or address someone by a particular name (3 words)	6 unable to produce

**Word List:**

babe	barren	call his name	cousin	engaged	give birth
house	married	slept with a man	virgin		

Family Crossword Worksheet



Task 4



**Language Objectives:**

- to **comprehend** the text
- to **read** the text for details
- to **do** a multiple choice task

**Approx. Time:** 30 min

**Materials:**

- **Multiple Choice Worksheet** for each learner

**Reference:**

Luke 1:26-56

## Joyful News

**Instructions:**

1. Have the learners take out their **Unit 1 Text**.
2. Hand out the **Multiple Choice Worksheet** to each learner. Have the learners do **Part A, Mary's Surprise** of the **worksheet**. Instruct the learners to find the best answer in *lines 1-30* of the **text**.
3. Have the learners compare answers with a partner and then have each pair report an answer to the whole class.
4. Ask the learners to do **Part B Elizabeth's Joy** by reading *lines 33-47*; go through the same procedure as in Step #3.
5. Ask the learners to choose the best answer in **Part C Mary's Response** by reading *lines 48-69* and repeating the same procedure.

*Answer Key:*

Part A

- |       |       |       |
|-------|-------|-------|
| 1. a) | 2. b) | 3. c) |
| 4. c) | 5. a) | 6. b) |

Part B

- |       |       |       |
|-------|-------|-------|
| 1. a) | 2. c) | 3. a) |
|-------|-------|-------|

Part C

- |       |       |       |
|-------|-------|-------|
| 1. c) | 2. b) | 3. a) |
|-------|-------|-------|

**Part A: Mary's Surprise** (Read *Lines 1-30*)

- 
- |   |  |
|---|--|
| <b>1. Mary was:</b><br>a) engaged<br>b) married<br>c) widowed<br><br><b>3. God's surprise for Mary was:</b><br>a) she would give birth to a daughter<br>b) she would give birth to twins<br>c) she would give birth to a son<br><br><b>5. The child would be called:</b><br>a) Holy, Son of God<br>b) the Spirit's son<br>c) John | <b>2. The announcement of Jesus' birth came from:</b><br>a) a priest<br>b) an angel<br>c) her doctor<br><br><b>4. Mary would become pregnant by:</b><br>a) her husband<br>b) her man servant<br>c) the Holy Spirit<br><br><b>6. Mary said that she was God's:</b><br>a) daughter<br>b) maid<br>c) wife |
|---|--|

**Part B: Elizabeth's Joy** (Read *Lines 33-47*)

- 
- |   |   |
|---|---|
| <b>1. When Mary went to see Elizabeth, Elizabeth:</b><br>a) Sang out<br>b) Wept bitterly<br>c) Screamed | <b>2. The baby in Elizabeth's womb:</b><br>a) kicked<br>b) rolled over<br>c) leaped and skipped |
|---|---|
- 3. Elizabeth told Mary she was:**  
 a) blessed  
 b) lucky  
 c) unfortunate

**Part C: Mary's Response** (Read *Lines 49-70*)

- 
- |   |   |
|---|---|
| <b>1. Mary said:</b><br>a) I'm drunk with God-news<br>b) I'm sad with God-news<br>c) I'm bursting with God news | <b>2. Mary believed that she was:</b><br>a) the humblest woman on earth<br>b) the most fortunate woman on earth<br>c) the most beautiful woman on earth |
|---|---|
- 3. Mary sang about God's:**  
 a) mercy and strength  
 b) love and tenderness  
 c) peace and prosperity

Multiple Choice Worksheet

Task 5



**Language Objectives:**

- to **understand** the formation of yes/no questions about the present
- to **ask** and **answer** yes/no questions about the present

**Approx. Time:** 90 min

**Materials:**

- **Shapes SLIDE**
- **Grammar Shape Cards** for each pair
- **Chants SLIDE**
- **Find Someone Who Worksheet** for each learner

**Reference:**

Luke 1:26-56

## Do You Know Mary?


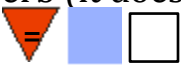
**Instructions:**

**Part A**

1. Review the formation of yes/no questions: a helping verb is positioned before the subject. The helping verb will indicate the meaning. Demonstrate with **Shapes SLIDE**.

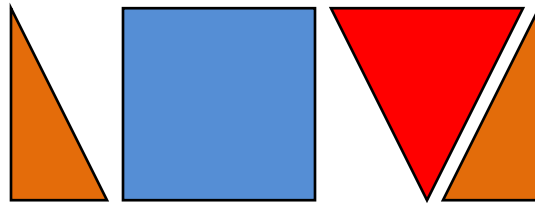


*Is Mary walking?*  
*Has Mary walked?*

2. Explain that if the verb form does not have a helping then a pro-auxiliary, *do* must be used to make a question. This is the case with the present simple. *Does Mary walk? Do the children walk?* 
3. The verb *be* does not use a helping verb (it does its own helping work) *Is Mary happy?* 
4. Remind the learners of how to respond to a yes/no question by using the helping verb that was used in the question.  

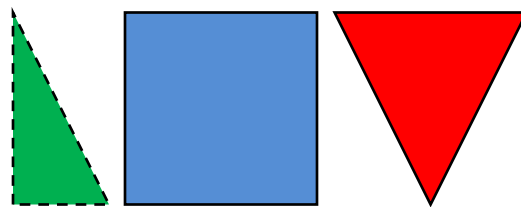
<i>e.g. Does Mary walk?</i>	<i>Yes, she does.</i>
<i>Do the children walk?</i>	<i>Yes they do.</i>
<i>Is Mary walking?</i>	<i>Yes, she is.</i>
<i>Has Mary walked?</i>	<i>Yes she has.</i>
<i>Is Mary happy?</i>	<i>Yes she is.</i>
5. If the question is to be answered negatively, the *not* is placed after the helping verb.  

<i>e.g. No, she doesn't.</i>	<i>No, they don't.</i>
<i>No, she isn't.</i>	<i>No, she hasn't.</i>
6. Chant the **Do You Know Mary? Chant** with the class. Note the use of the present simple form. Use the **Cities of Judah Chant** to practice the use of the present perfect form.



*Is Mary walking?*

*Has Mary walked?*



*Does Mary walk?*

*Do the children walk?*



*Is Mary happy?*

Shapes SLIDE

## **Do you Know Mary?**

**Do you know Mary?**

**Mary who?**

***Mary Adamson.***

***Of course I do.***

**Do you know her little sister?**

***Yes, of course I do.***

***I know her brother, and her mother  
and her father too.***

**Do you know her older sister ?**

***Yes, of course I do.***

***I know her older sister, Annie  
and her younger sister , Sue.***

**Do you know her cousin Lizzie?**

***Yes, of course I do.***

***I know her aunts and her uncles  
and her cousins too.***

**Do you know her husband Joseph?**

***Yes, of course I do.***

***I know her husband and his brother  
and his father too.***

**Do you know his cousin, Bennie?**

**No, I don't do you?**

Adapted from **Jazz Chants for Everyone** by Carolyn Graham, 1978, Oxford University Press, Inc.

Do you Know Mary Jazz Chant



## The Cities of Judah

Have you ever seen the cities of Judah?  
Have you ever walked the streets of Jerusalem?  
Have you ever been to Nazareth?  
Have you ever been to Nain?  
Have you ever walked in sandals  
in a heavy rain?

Have you ever been in trouble?  
Have you ever been in pain?  
Have you ever been in love?  
Would you do it all again?

Well, I've never seen the cities of Judah.  
I've never walked the streets of Jerusalem.  
I've never been to Nazareth.  
I've never been to Nain.  
I've never walked in sandals  
in a heavy rain.

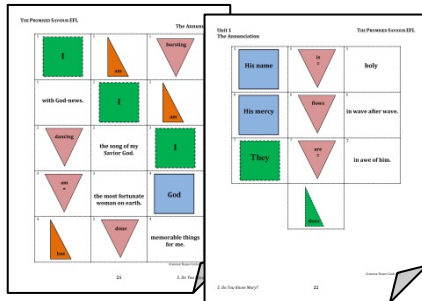
But I've sure been in trouble,  
I've sure been in pain,  
I've sure been in love,  
I'd do it all again.

*Adapted from **Jazz Chants for Everyone** by Carolyn Graham, 1978, Oxford University Press, Inc.*

The Cities of Judah Jazz Chant

**Part B**

1. Hand out the **Grammar Shape Cards** of the following statements from the text to pairs of learners and ask them to reorder the phrases into question format.



*Answer Key:*

1. *Am I bursting with God-news?*
2. *Am I dancing the song of my Savior God?*
3. *Am I the most fortunate woman on earth?*
4. *Has God done memorable things for me?*
5. *Is his name holy?*
6. *Does his mercy flow in wave after wave?*
7. *Are they in awe of him?*

2. Ask the learners to practice asking and answering questions by doing the **Find Someone Who Worksheet**. Go through these steps:
  - a) Go around the class asking the learners how to form the question for each statement.  
*e.g. Are you sitting in a chair? Do you have a pet dog? Are you a student?*
  - b) They are to ask different fellow learners the questions and put into the blank subject slot the name of the learner that responds positively to the question.  
*e.g. Juan is sitting in a chair. Susan has a pet dog. Peter is a student.*
  - c) When the majority of the class has completed the **Find Someone Who Worksheet**, go around the classroom in a chain drill: the first learner asks the person next to him/her the first question; the second asks the third etc.
  - d) If the person answers negatively, (*No, I'm not, No, I don't, No, I'm not*), the questioner should then ask the question *Who does? Who has? or Who is?*
  - e) The responder would then answer with the person's name they have on their **worksheet**. Continue around the room until all the questions have been answered.

**Find Someone Who**

Ask different fellow learners the questions (e.g. *Are you sitting in a chair? Do you have a goat? Are you a Bible teacher?*). Put into the blank subject slot the name of the learner that responds positively to the question.

1. \_\_\_\_\_ is sitting in a chair.
2. \_\_\_\_\_ has a goat.
3. \_\_\_\_\_ is a Bible teacher.
4. \_\_\_\_\_ drinks coffee every morning.
5. \_\_\_\_\_ is learning English.
6. \_\_\_\_\_ has visited Canada.
7. \_\_\_\_\_ has worked as a carpenter.
8. \_\_\_\_\_ is a parent.
9. \_\_\_\_\_ is wearing black shoes.
10. \_\_\_\_\_ is the oldest child in his family.
11. \_\_\_\_\_ lives in a city.
12. \_\_\_\_\_ knows Chinese.
13. \_\_\_\_\_ has traveled to Kenya.
14. \_\_\_\_\_ is using a pencil for this task.

Find Someone Who Worksheet

Task 6



**Language Objectives:**

- to **see** Mary's experience as the fulfillment of promise in an ancient and divine pattern of promise and fulfillment
- to **reflect** on and **discuss** the significance of Mary's experience

**Approx. Time:** 60 min

**Materials:**

- Childless Couple, Miraculous Birth, Joyful Response Cards** for each group
- Mary's Unusual Birth-Story Cards** for each group
- Response Worksheet** for each learner (3 pgs.)
- Group Discussion SLIDES**
- Leader, Participant, Reporter Worksheet** for each learner
- Ultimate Birth Story Worksheet** for each learner
- Tree Activity Board and Discussion Cards**

**Reference:**  
Luke 1:26-56

# Blessed Among Women

## Instructions: Part A

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.**

*Reading Assessment*

Unit 1: The Annunciation  
Task 6: Blessed Among Women Part A

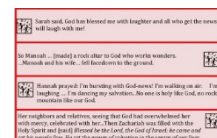
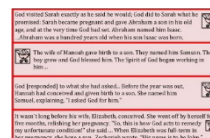
Comprehending Information (Reading)

Assessment Task:  
1. Fill in the correct response in each section of the *Assessment* *Response* worksheets

Criteria	Assessment	Response	Score
1. Fills in the worksheet with the appropriate responses.			
2. Gains to locate relevant information searched.			
3. Compares facts to make choices.			
4. Identifies organization of text and links between paragraphs.			
5. Follows the sequence of the narration.			
6. Formulates ideas in this text to draw conclusions.			
GR 1: 21-24	GR 6: 17-20	GR 5: 15-16	Total Score
Date:	Assessment:		

There is a **Reading Assessment** in **Learner's Workbook pg.14.**

- Have the learners form groups of three (unequal ability groups) and hand out a set of **Childless Couple Cards**, **Miraculous Birth Cards** and **Joyful Response Cards** to each group and match the cards.



- Hand out the **Mary's Unusual Birth-story Cards** and have the learners add them to appropriate categories on the table.



- Have groups compare with each other to come to a common match.
- Ask the learners to fill in the appropriate response in the **Response Worksheet**.

**Miraculous Births**

*From the choices below, fill in the correct response on the line.*

**1. Genesis 17-18**

When Abram was ninety-nine years old, God showed up and said to him, "I am The Strong God ...I'll give you a huge family....God continued speaking to Abraham, "And Sarai your wife... I'll bless her—yes! I'll give you a son by her! ...Abraham fell flat on his face. And then he laughed, thinking, "Can a hundred-year-old man father a son? And can Sarah, at ninety years, have a baby?" God said to Abraham, "Why did Sarah laugh saying, 'Me? Have a baby? An old woman like me?' Is anything too hard for God? I'll be back about this time next year and Sarah will have a baby."

God visited Sarah exactly as he said he would; God did to Sarah what he promised: Sarah became pregnant and gave Abraham a son in his old age, and at the very time God had set. Abraham named him Isaac. ...Abraham was a hundred years old when his son Isaac was born.

Sarah said, \_\_\_\_\_

**2. Judges 13**

At that time there was a man named Manoah from Zorah. His wife was barren and childless. The angel of God appeared to her and told her, "I know that you are barren and childless, but you're going to become pregnant and bear a son. The boy will be God's Nazirite from the moment of his birth. He will launch deliverance from oppression." Then Manoah asked the angel of God, "What's your name? When your words come true, we'd like to honor you." The angel of God said, "What's this? You ask for my name? You wouldn't understand—it's sheer wonder."

The wife of Manoah gave birth to a son. They named him Samson. The boy grew and God blessed him. The Spirit of God began working in him...

So Manoah ... \_\_\_\_\_

- [made] a rock altar to God who works wonders. ...Manoah and his wife... fell facedown to the ground.

- God has blessed me with laughter and all who get the news will laugh with me!



### 3. 1 Samuel 1

There once was a man named Elkanah. {His wife Hannah had no children}.... Crushed in soul, Hannah prayed to God and cried and cried—inconsolably... Eli (the priest) said to her, "Go in peace. And may the God of Israel give you what you have asked of him."

God [responded] to what she had asked... Before the year was out, Hannah had conceived and given birth to a son. She named him Samuel, explaining, "I asked God for him."

Hannah prayed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 4. Luke 1-2

Don't fear, Zachariah. Your prayer has been heard. Elizabeth, your wife, will bear a son by you. You are to name him John. You're going to leap like a gazelle for joy, and not only you— will many delight in his birth. He'll achieve great stature with God. He'll drink neither wine nor beer. He'll be filled with the Holy Spirit from the moment he leaves his mother's womb.... Zachariah said, "Do you expect me to believe this? I'm an old man and my wife is an old woman."

It wasn't long before his wife, Elizabeth, conceived. She went off by herself for five months, relishing her pregnancy. "So, this is how God acts to remedy my unfortunate condition!" she said.... When Elizabeth was full-term in her pregnancy, she bore a son...Zechariah wrote, "His name is to be John."

Her neighbors and relatives, seeing that God had overwhelmed her with mercy, celebrated with her...Then Zachariah was filled with the Holy Spirit and [said] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*- Blessed be the Lord, the God of Israel; he came and set his people free. He set the power of salvation in the center of our lives.*

*- I'm bursting with God-news! I'm walking on air. I'm laughing .... I'm dancing my salvation...No one is holy like God, no rock mountain like our God.*

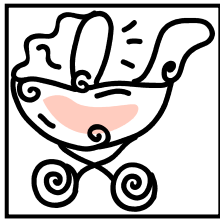
## Mary's Unusual Birth Story

In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the Galilean village of Nazareth to a virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary.

Gabriel said: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



When Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled with the Holy Spirit, and sang out exuberantly, \_\_\_\_\_

\_\_\_\_\_

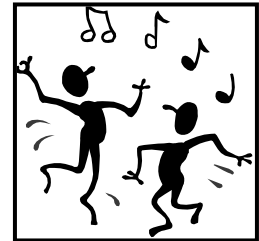
\_\_\_\_\_

Mary said, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



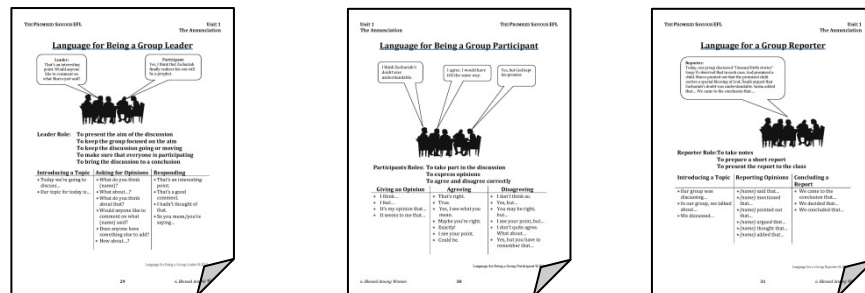
*- I'm bursting with God-news; I'm dancing the song of my Savior God. God took one good look at me, and look what happened - I'm the most fortunate woman on earth! What God has done for me will never be forgotten, the God whose very name is holy, set apart from all others.*

*- You're so blessed among women, and the babe in your womb, also blessed! And why am I so blessed that the mother of my Lord visits me?*

*- Mary, you have nothing to fear. God has a surprise for you: You will become pregnant and give birth to a son and call his name Jesus.*

## Part B

1. Summarize **Task 6** by reiterating that in Mary's experience we see another unusual birth story. While it is similar to the others, it is also different in important ways. Explain that the learners will now be involved in a discussion related to this theme.
2. Review the language for participating in groups by putting up the **Language for Being a Group Participant SLIDE, Language for Being a Group Leader SLIDE, Language for a Group Reporter SLIDE**. Remind the learners that in group discussions it is important for everyone to participate.



3. Have the learners remain in their groups of three from **Task 6**. Leaving the cards on the table from **Task 6**, have the learners take out their **Unit 1 Text**. Hand out the following:
  - **The Ultimate Birth-story Worksheet** (one per group)
  - **Leader, Participant, Reporter Worksheet**
4. Before they begin their discussion, appoint a group leader, a group reporter and a group participant. As the group reporter is the most challenging role, have the strongest learner take this role. The group participant can be the weakest learner. The group reporter will also receive the **Ultimate Birth-story Worksheet** and take notes.

*Possible Answer Key:*

**1. How is Mary's experience the same as each of the other unusual birth stories?**

<i>Impossible conceptions</i>	<i>Pre-announced</i>
<i>Special purpose for the child</i>	<i>Causes rejoicing</i>

**2. How is Mary's experience different from the other unusual births?**

*Other birth stories: the couple was declared barren. Mary: no experience of barrenness but was a virgin*

*No biological father*

*Conceived by the Holy Spirit*

*Recognized by John the Fetus (John in Elizabeth's womb)*

**3. How does Mary's experience fit in with God's unfolding plan from Old Testament days to the coming of the Messiah?**

- The angel mentions David and Jacob's house, indicating that this child is the fulfillment to a promise made to David.
- The angel also refers to Elizabeth, pointing to the same promise and fulfillment pattern.
- Zachariah's song refers the prophets through whom God made his promises.
- The unusual birth stories from the Old Testament show that the prophets were born after God made similar promises.
- Throughout history God acts in a pattern of promise and fulfillment.
- Mary says, "It's exactly what he promised, beginning with Abraham and right up to now." Mary's pregnancy and the birth of the Messiah is the final fulfillment in a pattern of unusual birth stories.

5. After the learners have finished their discussion, have each reporter report to the class, rotating groups with each question.

Language for Being a Group Leader		
<b>Leader Role:</b> To present the aim of the discussion To keep the group focused on the aim To keep the discussion going or moving To make sure that everyone is participating To bring the discussion to a conclusion		
Introducing a Topic	Asking for Opinions	Responding
<ul style="list-style-type: none"> <li>• Today we're going to discuss...</li> <li>• Our topic for today is...</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think (name)?</li> <li>• What about...?</li> <li>• What do you think about that?</li> <li>• Would anyone like to comment on what (name) said?</li> <li>• Does anyone have something else to add?</li> <li>• How about...?</li> </ul>	<ul style="list-style-type: none"> <li>• That's an interesting point.</li> <li>• That's a good comment.</li> <li>• I hadn't thought of that.</li> <li>• So you mean/you're saying...</li> </ul>
Language for Being a Group Participant		
<b>Participants Roles:</b> To take part in the discussion To express opinions To agree and disagree appropriately.		
Giving an Opinion	Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>• I think...</li> <li>• I feel...</li> <li>• It's my opinion that...</li> <li>• It seems to me that...</li> </ul>	<ul style="list-style-type: none"> <li>• That's right.</li> <li>• True.</li> <li>• Yes, I see what you mean.</li> <li>• Maybe you're right.</li> <li>• Exactly!</li> <li>• I see your point.</li> <li>• Could be.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't think so.</li> <li>• Yes, but...</li> <li>• You may be right, but...</li> <li>• I see your point, but...</li> <li>• I don't quite agree. What about...</li> <li>• Yes, but you have to remember that...</li> </ul>
Language for a Group Reporter		
<b>Reporter Role:</b> To take notes To prepare a short report To present the report to the class		
Introducing a Topic	Reporting Opinions	Concluding a Report
<ul style="list-style-type: none"> <li>• Our group was discussing...</li> <li>• In our group, we talked about...</li> <li>• We discussed...</li> </ul>	<ul style="list-style-type: none"> <li>• (name) said that...</li> <li>• (name) mentioned that...</li> <li>• (name) pointed out that...</li> <li>• (name) argued that...</li> <li>• (name) thought that...</li> <li>• (name) added that...</li> </ul>	<ul style="list-style-type: none"> <li>• We came to the conclusion that...</li> <li>• We decided that...</li> <li>• We concluded that...</li> </ul>

Leader, Participant, Reporter Worksheet

## Ultimate Birth-story

**1. How is Mary's experience the same as each of the other unusual birth stories?**

**2. How is Mary's experience different from the other unusual births?**

**3. How does Mary's experience fit in with God's unfolding plan from Old Testament days to the coming of the Messiah?**

Ultimate Birth Story Worksheet

# Unit 1

## The Annunciation

# THE PROMISED SAVIOUR EFL

## Part C

### 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.

*Listening Assessment*

Unit 1: The Annunciation  
Task 6: Blessed Among Women Part C  
Comprehending Instructions (Listening)

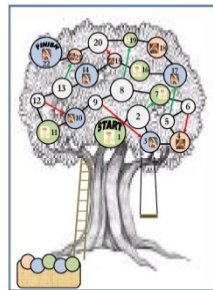
Assessment Task:  
Use the Tree Board Activity in groups of 3 or 4 to have a discussion.

Criteria	Attains 1	Attains 2	Attains 3
1 Responds with appropriate action to instructions.			
2 Understands verbs used to give orders.			
3 Recognises connecting words used to infer order of steps.			
4 Follows sequence markers to infer steps.			
5 Seeks confirmation.			
6 Seeks clarification if required.			
CI R 7: 21-24 CI R 6: 17-20 CI R 5: 13-16			
<b>Total Score</b>			

Date: \_\_\_\_\_ Assessor: \_\_\_\_\_

There is a **Listening Assessment** in **Learner's Workbook pg.20**.

1. Explain to the learners they will now be discussing some deeper questions related to the text. These questions do not have 'correct' answers because they require the learners to draw their own conclusions and to draw on their own experiences.
2. Have the learners form groups of three or four.
3. Hand out the **Tree Board Activity**, Markers (playing pieces), die and a set of **Altogether Discussion Cards**.



**QUESTIONS**

1. What do you think the angel meant with the words, "You are beautiful"?

a. Mary had a beautiful face and a good figure.  
b. Mary had a beautiful spirit.  
c. Mary lived a good honest life.

How does Mary's pregnancy encourage Elizabeth?

a. It confirms the promise to Elizabeth.  
b. It helps Elizabeth see 'the bigger picture' of God's plan.  
c. It is a sign to have a child as well.

How would you describe Mary's response to God?

a. God is more powerful than all people.  
b. God is on the side of the poor and humble.  
c. God keeps his promises.  
d. It is an honour and privilege to be a part of God's unfolding plan.

**QUESTIONS**

2. Why did God choose Mary to give birth to the Messiah?

a. She carried the banner.  
b. She bore a holy life.  
c. She had the right ancestors.  
d. Only God knows why he chose her.

How does Elizabeth's pregnancy encourage Mary?

a. Mary had someone older to talk with about her pregnancy.  
b. It helps Mary see 'the bigger picture' of God's plan.  
c. It helps Mary to know that she is not just making this all up.

Of the attributes of God celebrated in Mary's song, which do you appreciate most?

a. God raises up the humble.  
b. God shows mercy to every generation.  
c. God brings down the mighty and powerful.  
d. God keeps the promises he makes.

**QUESTIONS**

3. How do you think Mary felt about giving birth to the Messiah?

a. Scared.  
b. Nervous.  
c. Bored.  
d. Glad.

How do you explain that the baby in Elizabeth's womb (John) leaped for joy?

Of the attributes of God celebrated in Mary's song, which challenge you most?

a. God raises up the humble.  
b. God shows mercy to every generation.  
c. God brings down the mighty and powerful.  
d. God keeps the promises he makes.

4. Explain the rules of the activity:
  - a. All players start with their playing piece off the board, with circle number one as the **Start Circle** to count on their turn. More than one playing piece can occupy the same circle.
  - b. On their turn, learners roll the die and move their markers along the circles in accordance with the number rolled. When a player lands on a circle with a picture, they need to pick up an **Altogether Discussion Card** and read the question corresponding to the picture on the circle. The player then answers the question. After giving their own answer, the player must invite responses from the rest of the players, by saying, "What about you?"
  - c. When a player lands on a circle with a green arrow, they move up to the next circle. When a player lands on a circle with a red arrow, they move down the arrow.
  - d. The winner is the first player to reach the **Finish Circle**.