

The Storyteller



Text: Luke 15:1-3

Pronunciation Focus: Word Stress

The Storyteller



Objectives:

- to **read** the text
- to **learn** key words
- to **discuss** the text
- to **understand** and **use** appropriate word stress
- to **read** the text as a drama with appropriate word stress

Grouping:

- individual
- pairs
- whole class

Approx Time:

Part A: 45 minutes
Part B: 45 minutes
Part C: 20 minutes

Materials:

- **The Storyteller Title Page SLIDE**
- **Text SLIDE**
- **Crossword Puzzle Worksheet/SLIDE** for each learner
- **The Journey Board, Question Cards, Movers, Die** for each group
- **Stress Snap Cards** for each pair
- **Unstressed Vowel SLIDE**
- **Listening Worksheet** for each learner
- **Word Stress Pattern Wall Cards**
- **The Storyteller Drama Text** for each learner

Text: Luke 15:1-3

Part A: *Understanding the Text*

1. Display **The Storyteller Title Page SLIDE**. Elicit from the learners what they observe in the picture.
2. Display the **Text SLIDE**. Read the text aloud.
3. Discuss **who the listeners were** and **who the storyteller was**.

Now all the tax collectors and sinners were coming to hear Jesus.



But the Pharisees and the experts in the law were complaining, “This man welcomes sinners and eats with them.”

So Jesus told them this parable.

Text SLIDE

4. Hand out the **Crossword Puzzle**.
5. Point out the list of words at the bottom of the page. Read the list and have the learners repeat them after you. Be sure to say them with the normal stress pattern:

complain
sinner

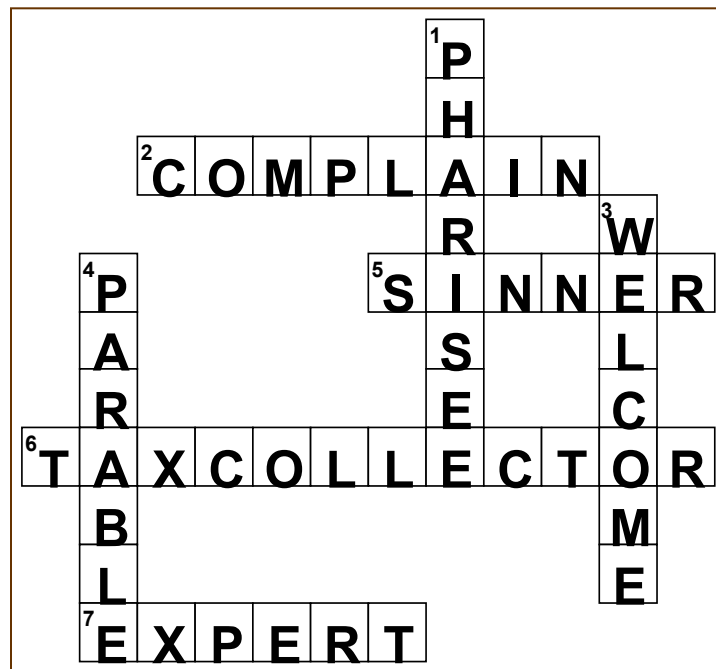
expert
tax collector

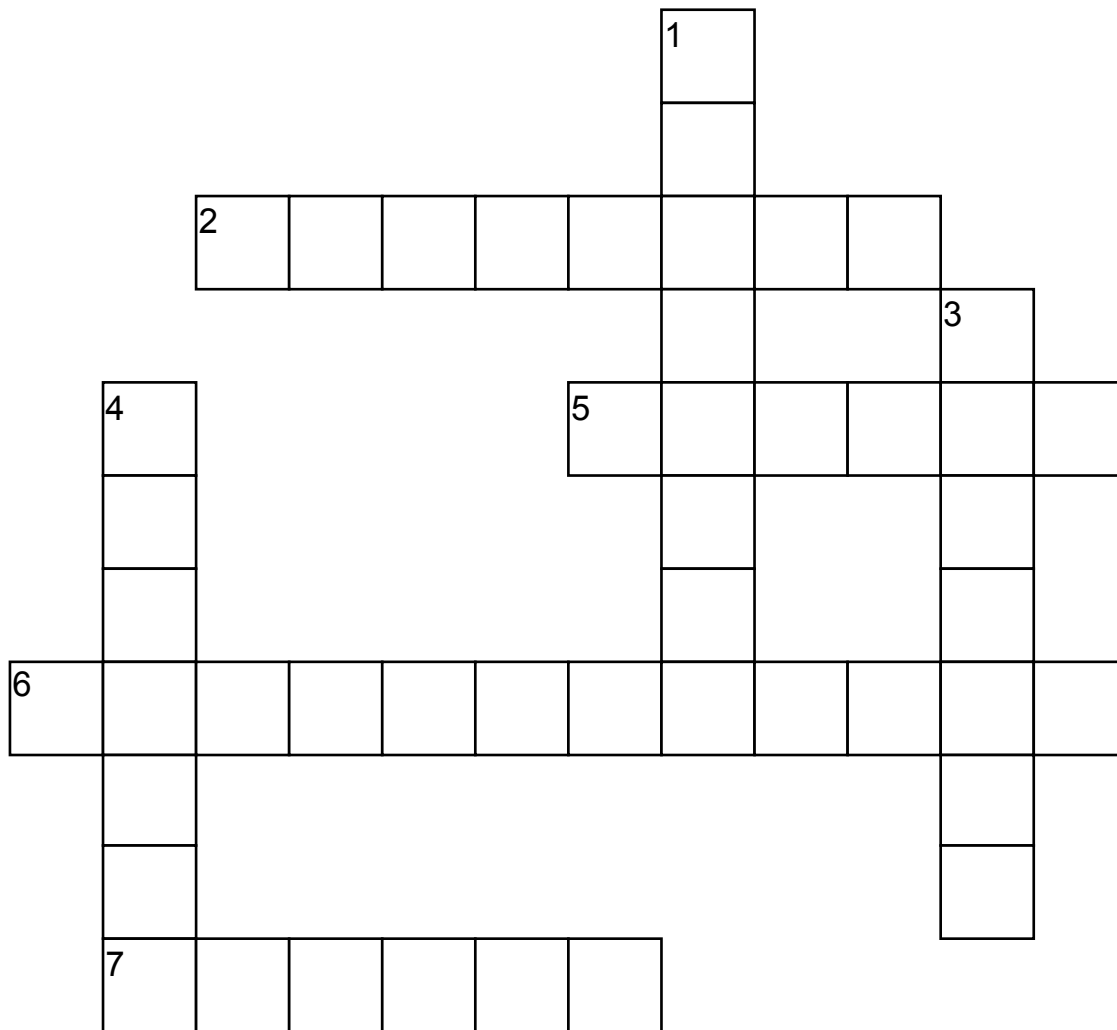
parable
welcome

Pharisee

6. Ask the learners to fill in the blanks. (Illustrate with the first one.) Ask them to compare with another learner.
7. Elicit the words from the learners. Fill in the **Crossword Puzzle SLIDE** while the learners report what fits into each blank.

Answer Key:





www.CrosswordWeaver.com

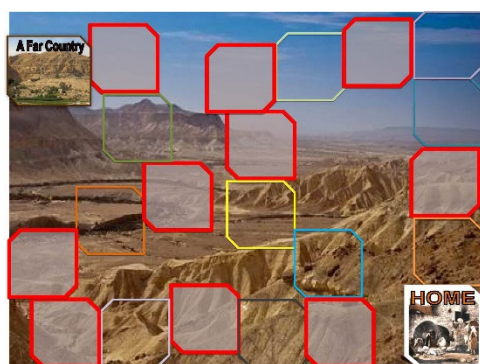
ACROSS	DOWN
2 find fault or make an accusation	1 a member of a Jewish sect that kept Jewish Law very carefully (in Jesus' time)
5 one who goes against God's moral law	3 to accept or receive with pleasure
6 one who receives taxes for the government (in Jesus' time for the Romans) (two words)	4 a short story designed to teach some truth
7 one who has special skill or knowledge	

Word List

complain	expert	parable	Pharisee
sinner	tax collector	welcome	

Crossword Puzzle Worksheet/SLIDE

8. Hand out **The Journey Board**, **Question Card**, **movers**, **die** to each group of three.



Question Card TTC1A	Question Card TTC1B	Question Card TTC1C
Question Card TTC2A	Question Card TTC2B	Question Card TTC2C
Question Card TTC3A	Question Card TTC3B	Question Card TTC3C
Question Card TTC4A	Question Card TTC4B	Question Card TTC4C
Question Card TTC5A	Question Card TTC5B	Question Card TTC5C

Who came to hear Jesus? Listen for: tax collectors and sinners	Who complained about Jesus? Listen for: Pharisees and experts in the law	What was their complaint? Listen for: Jesus welcomes and eats with sinners
How did Jesus reply? Listen for: he told a parable	What is a tax collector? Listen for: one who makes money for the government (in Jesus' time for the Romans)	What is a Pharisee? Listen for: a member of a Jewish sect that kept Jewish Law very carefully (in Jesus' time)
What is a parable? Listen for: a short story designed to teach some truth	What does it mean to welcome someone? Listen for: to accept or receive with pleasure	What is a sinner? Listen for: someone who goes against God's command
What word means to find fault? Listen for: complain	Whom did Jesus eat with? Listen for: sinners	Who in the text kept or obeyed the Law of God? Listen for: the experts and the Pharisees
Who in the text did not keep or obey the Law of God? Listen for: the tax collectors and sinners	Tell us about the storyteller.	Tell us about the listeners.

9. Give the learners the instructions to start at **HOME**.
- Take turns throwing the die and moving the number that comes up.
 - If they land on a **red** shape, they pick up a **Question Card**, give it to the person on their right who reads the question for them to answer.

Part B: *Word Stress*

1. Explain to the learners that we are going to begin by looking at the structure of English words so that they too can produce the appropriate beat when they speak English.
2. Point out that vowels and consonants typically do not act alone; there are very few words or word-like noises which consist of only one sound.
 - The vast majority of English words contain a combination of vowels (V) and consonants (C), such as CV (go), CVC (cat), CCVCC (stops), and CCCV (screw).

Note to Instructor: Many languages have only the CV syllable structure so the variety of syllable structures in English may be difficult to grasp at first.

- The combined units are called syllables.
- People are able to count the number of syllables in a word, by beating out its rhythm.
- The rule is basically simple: each syllable contains one vowel or vowel-like nucleus.

1	2	3	4
tax	sinner	collector	Canadian

3. Explain the concept of syllables by demonstrating with words of one, two and three syllables.
 - Ask the learners to tap the desk for each *beat*.
 - Practice hearing the number of syllables by leading the pairs in a Snap activity for matching the number of syllables.
 - Explain the rules.

Rules:

- The aim of the activity is to win more cards than your partner(s).
- Deal the cards equally between players keeping the cards face down in a pile.
- Take turns to turn the cards face up in 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 table. 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.

Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10
Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10
Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10
Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10
Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10	Snap Card 10-10

ssauun	ysuejhe	hellipord	uerrdy	arnseapd	apery
unless	agamat	prodigal	Syrian	pleasure	luke
pancre	Asqo	Jequeone	seaning	sejoo	ibq
around	obey	another	Chinese	coffee	but
ssouae	Apdai	uolouuoi	usiffing	Jatpaei	sei
across	reply	tomorrow	English	teacher	law
pnqpeq	asqipei	uouuuuuu	ueuay	sejoi	sseduo
behind	believe	government	Korean	teller	expert
epnoq	oajssai	sdssse	sejhe	sejoi	sej
beside	receive	accept	syllable	Jewish	eat

- Every content word has one syllable with more stress. The vowel in that syllable is said clearer, louder and longer.

Note to Instructor: Content words are naming words [nouns], action words [verbs], and description words [adjectives and adverbs].
Function words (determiners, personal pronouns, conjunctions, prepositions) are usually unstressed.

- Ask the learners to notice the stress patterns. Ask them to repeat as the list is read:

● ●

sinner

1st syllable

● ● ●

listening

1st syllable

● ●

around

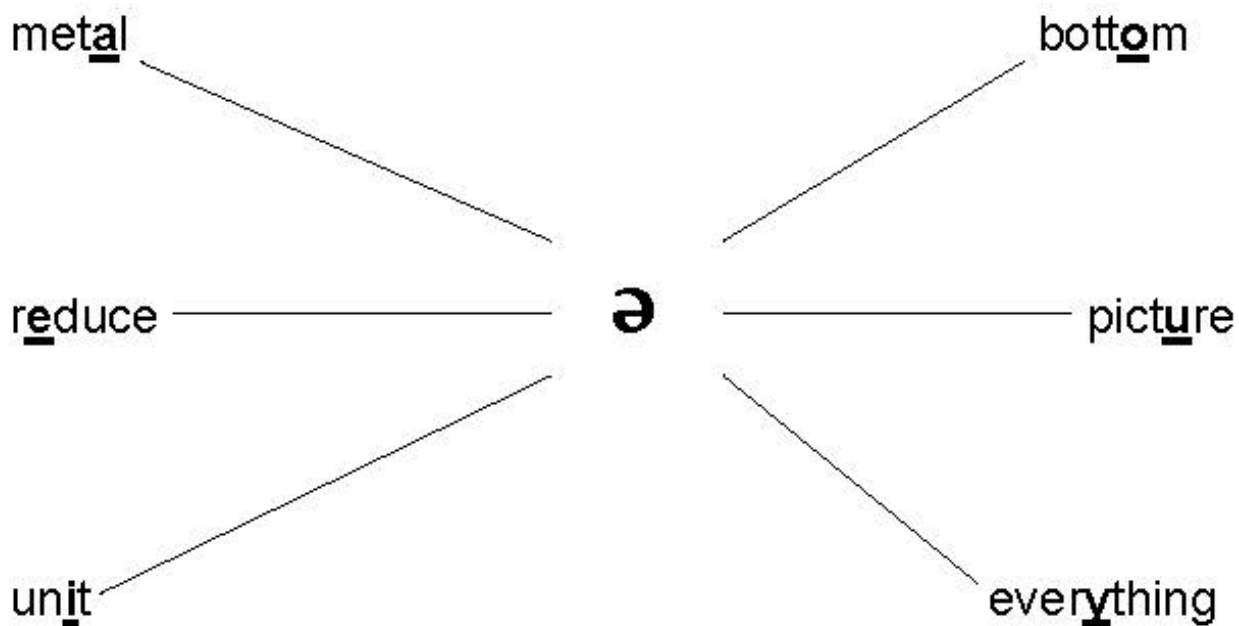
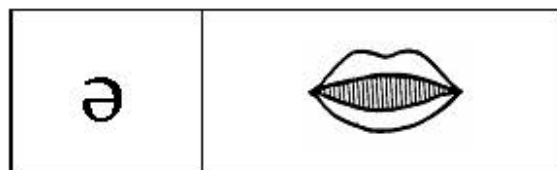
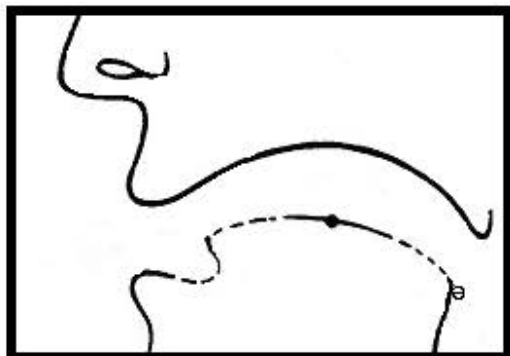
2nd syllable

● ● ●

complaining

2nd syllable

(The larger ● indicates the stressed syllable.)
- 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

5. 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 *again* and *tomorrow*.
- 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.

<i>Answer Key:</i>			
Listening Discrimination		D	S
again	listen	✓	
learning	teaching		✓
around	coming	✓	
complaining	collectors		✓
unit	receive	✓	
behind	water	✓	
before	sinners	✓	
Superstore	tomorrow	✓	
doubtful	hanging		✓
unless	scholars	✓	
Pharisees	parable		✓
sinners	Jesus		✓
another	yesterday	✓	
welcomes	story		✓
summer	expert		✓






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

Listening Discrimination		D	S
again	listen		
learning	teaching		
around	coming		
complaining	collectors		
unit	receive		
behind	water		
before	sinners		
Superstore	tomorrow		
doubtful	hanging		
unless	scholars		
Pharisees	parable		
sinners	Jesus		
another	yesterday		
welcomes	story		
summer	expert		

Listening Worksheet

6. Attach the following words with their stress pattern cards on the wall:

●	●●	●●	●●●	●●●
tax	sinner	around	Pharisee	collector

 tax	 sinner	 around	 Pharisee	 collector
---	--	--	--	---

- 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.

Answer Key:				
●	●●	●●	●●●	●●●
all	coffee	accept	government	another
but	coming	across	parable	collector
eat	English	against	Pharisees	complaining
hear	expert	around	prodigal	Korean
law	Jesus	behind	syllable	tomorrow
Luke	Jewish	believe	Syrian	
men	listen	beside		
meals	pleasure	Chinese		
not	sinners	obey		
now	story	unless		
tax	teacher	receive		
time	teller	reply		
told	welcomes			
	women			

* Idea adapted from Hancock, Mark. *Pronunciation Games* Cambridge: Cambridge University Press, 1995

- Divide the class into pairs and give each pair a pack of **Stress Snap Cards (from Part B)**. (The activity could also be played by learners in groups of three if necessary.)

Note to Instructor: Make each set of cards in a different colour for ease of sorting.

- Explain the rules.

Rules:

- The aim of the activity is to win more cards than your partner(s).
- Deal the cards equally between players keeping the cards face down in a pile.
- Take turns to turn the cards face up in 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 stress pattern 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 table. 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.
- If you cannot agree with your partner(s) about the stress patterns of words, check with the lists on the wall.

Part C: *Reading the Text as a Drama*

1. Hand out **The Storyteller Drama Text** to each learner.
2. Divide the class into 3 groups.
 - Assign one part to each group: Luke; Luke 2; Pharisees.
 - Read the script and ask each group to mark, the strong beats in the words of more than one syllable of their part, by underlining the stressed syllable.
3. Make new groups with one member from each of the previous groupings so that you have an Luke; Luke 2; Pharisees in each group.
 - Have them read the script as a drama in the small group
 - Ask some of the groups to read it for the whole class.

Answer Key:

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Luke: Now all the tax collectors and sinners were coming to hear Jesus.

Luke 2: But the Pharisees and the experts in the law were complaining,

Pharisees: This man welcomes sinners and eats with them.

Luke: So Jesus told them this parable.

The Storyteller

Luke 15:1-3

Luke: Now all the tax collectors and sinners were coming to hear Jesus.

Luke 2: But the Pharisees and the experts in the law were complaining,

Pharisees: This man welcomes sinners and eats with them.

Luke: So Jesus told them this parable.