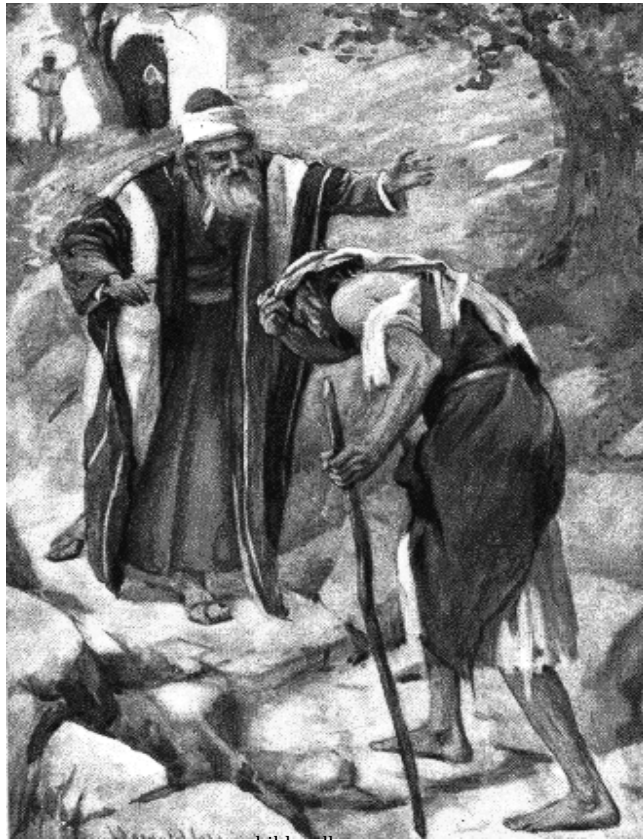


# The Prodigal Son



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## **INTRODUCTION**

### **The Purpose of This Curriculum**

- *To develop language skills*
- *To interact with the parable of The Prodigal Son*

### **Who This Curriculum Is For**

- ◆ middle school to adult learners
- ◆ beginners (Canadian Language Benchmarks 1-3)
- ◆ ESL or EFL settings –this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

### **How Much On-Task Time This Curriculum Provides For**

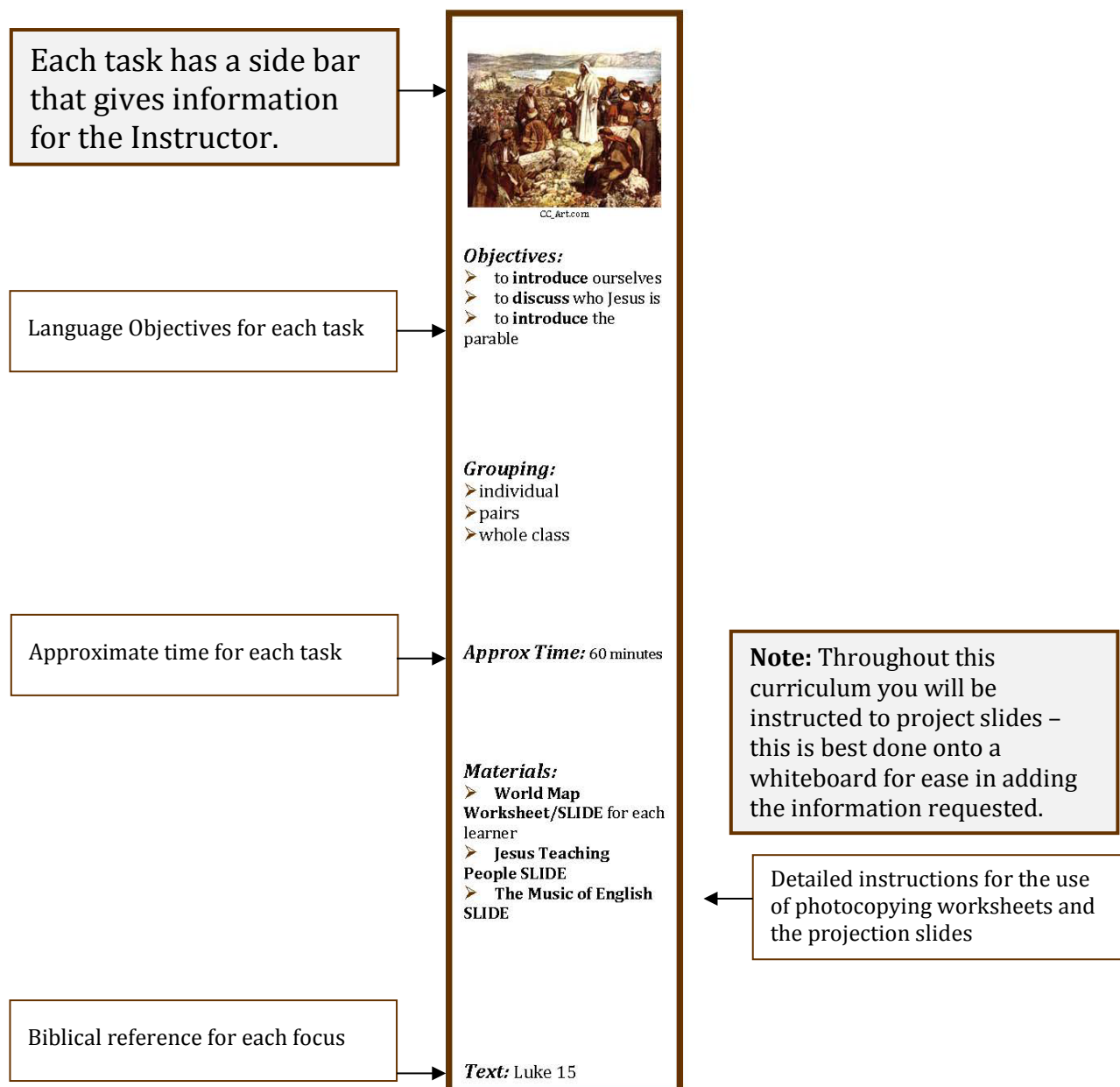
- whole curriculum 25-30 hours
- each foci approximately 2 hours of on-task class time

## User Guide

- This curriculum contains thirteen foci of study. Each Focus is based on a section of text from Luke 15:11-32.
- For each focus, there are 3 parts that guide the learners through the process of developing language skills by interacting with the text.
- **The unit is most effective when the tasks are done sequentially.**

### Task Instructions:

Each task is presented with clear step-by-step instructions for the instructor.



# Contents

<b>Focus</b>	<b>Title</b>	<b>Page</b>
	<b>Introduction to Curriculum</b>	<i>i</i>
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<b>2</b>	<b>The Storyteller</b>	<b>17</b>
<b>3</b>	<b>The Request</b>	<b>31</b>
<b>4</b>	<b>The Departure</b>	<b>51</b>
<b>5</b>	<b>The Famine</b>	<b>71</b>
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<b>9</b>	<b>The Celebration</b>	<b>129</b>
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<b>11</b>	<b>The Complaint</b>	<b>161</b>
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## Contents

Title	Pronunciation Focus	Objectives
<b>1. Introductions</b> ≈90min pg 1		<ul style="list-style-type: none"> <li>➤ to <b>introduce</b> ourselves</li> <li>➤ to <b>discuss</b> who Jesus is</li> <li>➤ to <b>introduce</b> the parable</li> <li>➤ to <b>introduce</b> the melody of English and the English Alphabet</li> </ul>
<b>2. The Storyteller</b> <i>Luke 15:1-3</i> ≈110min pg 17	Word Stress	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>understand</b> and <b>use</b> appropriate word stress</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress</li> </ul>
<b>3. The Request</b> <i>Luke 15: 11-12</i> ≈120min pg 31	Phrase Stress	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>hear</b> and <b>pronounce</b> appropriate phrase stress</li> <li>➤ to <b>learn</b> the difference between content words and structure words</li> <li>➤ to <b>distinguish</b> between stress &amp; unstress in content &amp; function words</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress &amp; rhythm</li> </ul>
<b>4. The Departure</b> <i>Luke 15: 13</i> ≈110min pg 51	Reductions	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>understand, hear</b> and <b>produce</b> reductions in words and phrases</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress &amp; rhythm</li> </ul>
<b>5. The Famine</b> <i>Luke 15:14-15</i> ≈110min pg 71	Pausing	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>understand, hear</b> and <b>produce</b> pause appropriately</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress, rhythm &amp; pauses</li> </ul>
<b>6. The Awakening</b> <i>Luke 15:16-17</i> ≈110min pg 81	Prominent Point	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>understand</b> and <b>use</b> prominence appropriately</li> <li>➤ to <b>review</b> stress, thought grouping and prominence</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress, rhythm, pauses and prominent point pitch jump</li> </ul>
<b>7. The Return</b> <i>Luke 15:18-20</i> ≈110min pg 93	Rising Falling Intonation	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> stress, thought grouping and prominence</li> <li>➤ to <b>understand</b> and <b>use</b> rising falling intonation appropriately</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress, rhythm, pauses, prominent point pitch jump and falling intonation</li> </ul>

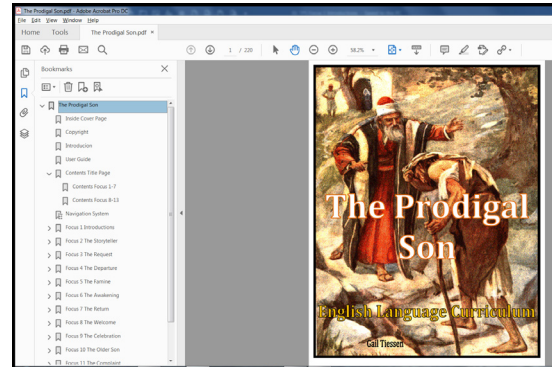
## Contents cont'd

Title	Pronunciation Focus	Objectives
<b>8. The Welcome</b> <i>Luke 15:20-21</i> ÷110min pg 107	Continuous Rising Intonation	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> stress, thought grouping and prominence</li> <li>➤ to <b>understand</b> and <b>use</b> continuous rising intonation appropriately</li> <li>➤ to <b>read</b> the text as a drama with appropriate word stress, rhythm, pauses, prominent point pitch jump and intonation</li> </ul>
<b>9. The Celebration</b> <i>Luke 15:22-24</i> ÷110min pg 129	Don't You Mean	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> stress, thought grouping, prominence and intonation</li> <li>➤ to <b>understand</b> the use of emphasis and prominent point change for contradiction or correction</li> <li>➤ to <b>contradict</b> with emphasis stress</li> <li>➤ to <b>read</b> the text as a drama with appropriate stress, thought grouping and intonation</li> </ul>
<b>10. The Older Son</b> <i>Luke 15:25-27</i> ÷110min pg 141	Contrastive Stress	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> thought grouping and prominence</li> <li>➤ to <b>understand</b> the use of emphasis and prominent point change for contradiction or correction</li> <li>➤ to <b>contradict</b> with emphasis stress</li> <li>➤ to <b>read</b> the text as a drama with appropriate stress, thought grouping and intonation</li> </ul>
<b>11. The Complaint</b> <i>Luke 15:28-30</i> ÷110min pg 161	Option Intonation	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> elements of prosody</li> <li>➤ to <b>understand</b> and use open and closed choice intonation</li> <li>➤ to <b>read</b> the text as a drama with appropriate stress, thought grouping and intonation</li> </ul>
<b>12. The Response</b> <i>Luke 15:31-32</i> ÷110min pg 177	Tag Question	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>learn</b> key words</li> <li>➤ to <b>discuss</b> the text</li> <li>➤ to <b>review</b> elements of prosody</li> <li>➤ to <b>understand</b> and <b>use</b> the intonation in tag questions</li> <li>➤ to <b>read</b> the text as a drama with appropriate stress, thought grouping and intonation</li> </ul>
<b>13. The Parable</b> <i>Luke 15:11-32</i> ÷110min pg 189	Emotional Intonation	<ul style="list-style-type: none"> <li>➤ to <b>read</b> the text</li> <li>➤ to <b>review</b> vocabulary</li> <li>➤ to <b>understand</b> and <b>use</b> the intonation in strong emotions</li> <li>➤ to <b>read</b> the text as a drama with appropriate stress, thought grouping and intonation</li> <li>➤ to <b>discuss</b> the implications of the text</li> </ul>

## Navigation System

### Adobe Instructions:

- Ensure that the latest version of Acrobat Reader is on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **The Prodigal Son**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and **click Unit 1** to go to the **Unit 1 Title Page**.
- Place the cursor on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on a specific task, **click** on the **top of the page** and you will return to the **Title Page of the Unit**.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **curriculum** has this navigation system throughout.



### Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best colour documents, print using the 'best' setting on your printer.

All **Audio/Video Files** are embedded into the **Power Point Instructor SLIDES**. **Click** on the **Audio Button** on specific SLIDES to activate the Audio. The Videos will begin automatically as specified in the **PPT** slides.

### Comments:

Contact [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com) for any technical assistance/comments.