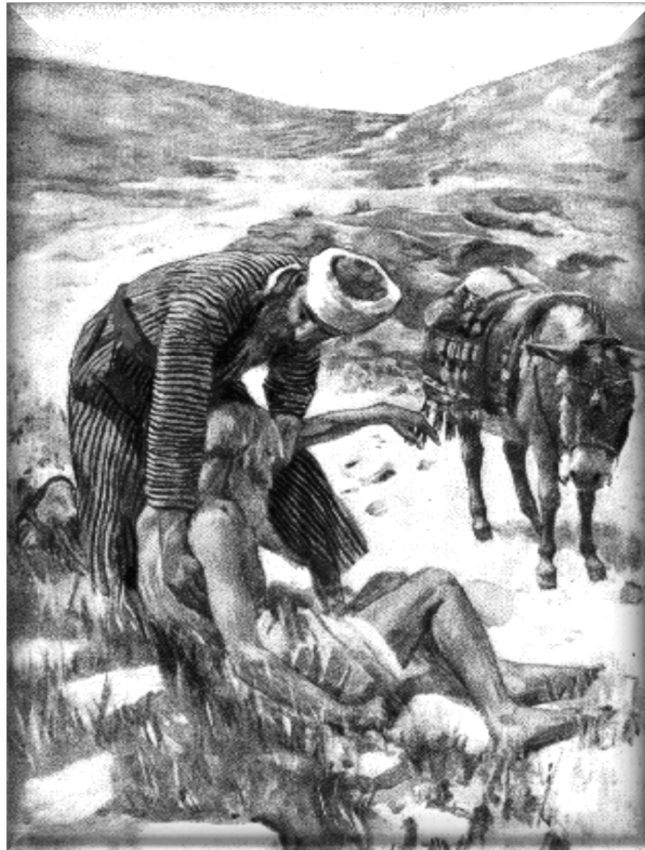


The Good Samaritan

Revised



Gail Tiessen

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INTRODUCTION

The Purpose of This Curriculum

- *To develop language skills*
- *To interact with the parable of The Good Samaritan*

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

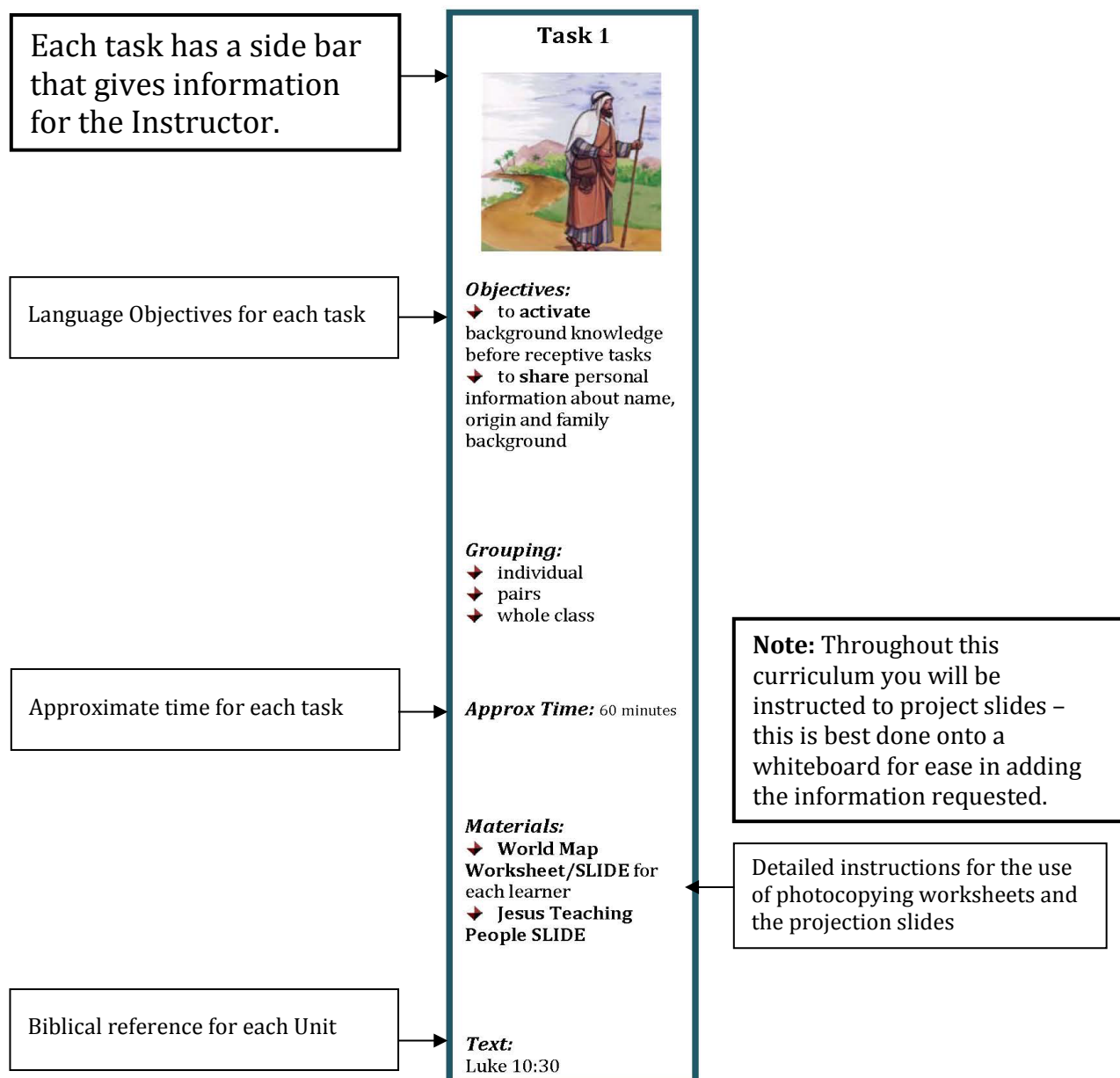
- whole curriculum 45-50 hours
- each unit approximately 5-6 hours of on-task class time

User Guide

- This curriculum contains eight units of study. Each Unit is based on a section of text from Luke 10:25-38.
- For each unit, there are 6 tasks 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.



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Title		Page
<i>Introduction</i>		<i>i</i>
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Unit 7	The Payment	265
Unit 8	The Neighbour	315

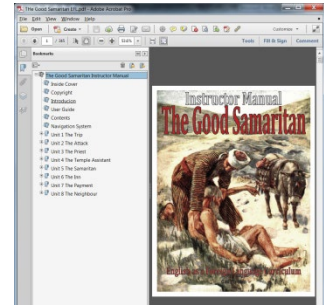
Unit 1	1. Name & Origin <i>p2÷60min</i>	2. A Story <i>p6÷20min</i>	3. What's This? <i>p10÷45min</i>	4. Jerusalem & Jericho <i>p16÷60min</i>	5. We are Learners <i>p26÷60min</i>	6. Tell Us <i>p32÷30min</i>
The Trip <i>p1</i>	-to activate background knowledge before receptive tasks -to share personal information about name, origin and family background	-to read the text -to read the text with appropriate pauses	-to learn and use some nouns and verbs -to improve spelling skills	-to understand and use appropriate word stress	-to use personal pronouns appropriately -to use the simple present forms of <i>be</i> -to form sentences	-to interact with others -to respond to <i>tell us</i>
Unit 2	1. Show & Tell <i>p34÷60min</i>	2. Attacked <i>p38÷45min</i>	3. Here & There <i>p42÷60min</i>	4. On the Way <i>p50÷60min</i>	5. Half Dead <i>p56÷60min</i>	6. What's the Matter? <i>p64÷45min</i>
The Attack <i>p33</i>	-to activate background knowledge before receptive tasks -to review and predict	-to read for meaning -to read the text aloud with correct pausing and intonation -to answer multiple choice questions	-to learn the names of body parts -to learn key words from the text -to learn the concept of <i>here</i> and <i>there</i> and related terms -to improve spelling skills	-to hear and produce appropriate phrase stress	-to review personal pronouns -to understand the meaning of some question words -to use <i>have</i> -to use collocations of <i>sore</i> and <i>ache</i>	-to describe various illnesses
Unit 3	1. After the Attack <i>p72÷45min</i>	2. The Priest <i>p74÷45min</i>	3. The Same Road <i>p78÷30min</i>	4. He Walked Over <i>p82÷60min</i>	5. He Looked at Him <i>p92÷60min</i>	6. What Happened? <i>p98÷45min</i>
The Priest <i>p71</i>	-to activate background knowledge -to prepare for the reading of the text	-to read the text for meaning -to read the text orally with appropriate pausing, stress and intonation -to answer questions about the text	-to learn the meanings of some key words in the text -to fill out a crossword puzzle -to improve spelling skills	-to learn how to talk about completed actions in the past -to use the past form appropriately	-to understand and use the correct pronunciation of the past tense <i>ed</i> suffix	-to use the past tense form in an interactive activity
Unit 4	1. Show Me <i>p102÷60min</i>	2. The Temple Assistant <i>p106÷45min</i>	3. On the Other Side <i>p112÷45min</i>	4. He Also Passed By <i>p116÷75min</i>	5. He Was Lying There <i>p130÷60min</i>	6. Where Was It Happening? <i>p166÷60min</i>
The Temple Assistant <i>p101</i>	-to activate background knowledge before receptive tasks -to review and predict	-to read the text for meaning -to read the text aloud with proper phrasing and intonation -to answer T & F questions	-to learn key words from the text -to improve spelling skills	-to hear and use proper prominence -to use prominence for emphasis -to use falling intonation	-to understand the form and meaning and use the past continuous form and meaning	-to discuss location -to use the past continuous

Unit 5	1. Where is Samaria? p144÷60min	2. First Aid p152÷45min	3. The Man's Condition p158÷60min	4. Will They Listen? p164÷60min	5. Getting Advice p172÷75min	6. Could You Help Me? p182÷45min
The Samaritan p143	-to activate background knowledge before -to review directions - to learn about Samaria	-to read the text -to read the text with appropriate pauses -to complete sentences	-to learn key words from the text -to learn some emotion terms -to improve spelling skills	-to distinguish between rising-falling and falling intonation patterns -to hear and produce the appropriate intonation patterns	-to understand the stages of a doctor/ patient consultation -to notice the grammatical forms used in the stages of a consultation -to understand and use mind-set auxiliary verbs (modals)	-to ask for help -to respond to a request for help - to offer to help
Unit 6	1. My Home Town p188÷40min	2. To an Inn p190÷60min	3. Turn Right p196÷45min	4. Clear Sounds p202÷60min	5. I Always Do It p254÷60min	6. Do You Like to Do That p262÷60min
The Inn p187	-to activate background knowledge before receptive tasks	-to read the text -to read the text with appropriate pauses -to answer comprehension questions	-to learn the ordinal numbers -to learn some directional phrases -to improve spelling skills	- to focus on the pronunciation of consonants - /f/&/p/ pg. 272 - /w/&/v/ pg. 276 - /l/&/r/ pg. 286 - /l/,/s/,/t/,/n/ pg. 292 - /k/&/g/ pg. 300 - /s/&/z/ pg. 302 /ð/&/θ/ pg. 308	-to learn about the form, meaning and use of the simple present -to use adverbs of frequency appropriately	-to use the simple present to ask and respond about routines
Unit 7	1. Have You Ever p266÷45min	2. The Next Day p270÷45min	3. How Much, How Many p278÷60min	4. Two Silver Coins p286÷75min	5. Higher p302÷60min	6. Paying the Bill p312÷60min
The Payment p265	-to use <i>have you ever</i> questions to answer appropriately	-to read the text -to read the text with appropriate pauses -to answer true and false to statements about the text -to make titles for pictures of previous events	-to understand and use countable and non-countable nouns appropriately -to develop spelling skills	-to understand the glides on tense vowels -to distinguish between /v/ & /l/	-to understand and use comparative and superlative forms of adjectives	-to ask how much -to calculate a bill -to write a cheque
Unit 8	1. Tell Me Again p316÷45min	2. Which One? p320÷60min	3. What's the Word? p326÷45min	4. Go and Do the Same p328÷60min	5. What Do You Think? p336÷60min	6. Response to the Parable 4075min
The Neighbour p315	-to activate background knowledge before receptive tasks -to review and predict	-to watch a video of the encounter of Jesus with the religious scholar -to match questions and answers	-to activate background knowledge before receptive tasks -to review and predict	-to read the complete text as a drama -to focus on all aspects of prosody	-to discuss opinions about the meaning of the parable -to answer questions about the parable	-to discuss and make creative responses to the parable

Navigation System

Adobe Instructions for Materials:

- Ensure that Acrobat Reader 10 or higher is on your computer.
Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **The Good Samaritan Revised**. This opens to the **Curriculum** 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 The Trip**, to go to the **Unit 1 The Trip 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 The Trip 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 the specific task, *click* on the **top of the page** and you will return to the **Title Page of the Unit**.
- In the **Content Pages** e.g. *click* the Unit Title to take you to the unit.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes to a 'pointing finger' there is a link to another page in the file. The whole curriculum is linked for quick reference.



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.

Printing colour documents: print using the 'best' setting on your colour printer.

Manipulatives for the curriculum are located in **The Good Samaritan Manipulative File** (separate file).

All **Media** files are located in **The Good Samaritan Power Point SLIDES** as referenced in **The Good Samaritan Instructor Manual**.

Problems:

Contact joytwopublications@gmail.com for any technical assistance/comments.