



LEARNING OF JESUS

TWELVE LESSONS FOR TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES (TESOL)
USING THE LIPSON METHOD

THIRD EDITION

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PREFACE

The Learning of Jesus lessons were divinely inspired somewhere between Waco and College Station on my commute to graduate school at Texas A&M University in 1991. It has always been my experience that whenever an idea comes to me *full-blown*, as this one did, it is God's doing and not my own.

The divine *prompt* came in an EFL workshop I led at Baylor University for furloughing foreign missionaries. A missionary to Tanzania related a recent experience with a Muslim student who--in his first class--got up and walked out, never to return. The student had found it abhorrent to hear his teacher speak of "Jesus, the Son of God, born of the Virgin Mary."

Having this student in mind--and others like him--I began to think of what might be done to achieve a different outcome. Hence His plan began to unfold to *introduce the Person of Jesus Christ through a gradual progression*--Jesus as a friend, enjoying people, caring about people, healing the sick, telling stories and ultimately giving the greatest love gift of all with His sacrificial death on the cross.

These lessons feature the Lipson method and target a *flexible* high-beginner level of proficiency. With an integrated skills approach, all four skills reinforce each other in the learning process. Learners' real-life needs are addressed with *earthly objectives*, while *heavenly objectives* point toward their deeper spiritual needs. A cultural focus validates the students' worldview and promotes cross-cultural understanding.

Each lesson begins with a Warm-Up activity to introduce the lesson topic. Next a well-planned transition leads to a related Bible story that is introduced with hallmark Lipson drawings and Core Sentences. Specific suggestions are given to help students understand the meaning of new words. The teacher-guided *Practice and Use* of the new learning includes repetition of sentences, comprehension questions, a Cloze activity, Strip Story and students' telling the story in their own words. This is followed up with *Life Application*, a variety of student-centered activities to make learning fun and memorable. To refocus on the featured Bible story, (if at all possible) it is recommended that a student be asked to read the story in each language represented in a class. Concluding each lesson is a choral reading of the story from an easy version of the Bible in English.

The Learning of Jesus Third Edition (2015) includes a detailed Teaching Guide, reproducible Student Study Guides, Handouts and Power Point for instruction.

To God be the glory!

Doris Edwards
I Thessalonians 5:24
November 2015

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I wish to express appreciation to Barbara Martin, North Carolina Literacy Missions Coordinator, for inviting me to lead a session using the Lipson Method for the October 2015 North Carolina Literacy Conference. This became the catalyst for Learning of Jesus (Second Edition). In particular I appreciated her understanding of my immediate 'no'-- when I knew full well that I could not possibly do this with Glenda "Lipson" Reece in our midst! Not until Barbara assured me that this invitation was Glenda's idea in the first place did I say 'yes.'

Literacy Mission volunteers everywhere are indebted to Glenda for introducing us to Dr. Alexander Lipson's innovative method for language instruction; for her demonstration lessons in the 1983 recording of *Conversational English Using the Lipson Method*; and for her English Lessons from the Bible: Book of Mark that is being used worldwide today.

In addition I am grateful to the following for their invaluable assistance in the revision process of these Learning of Jesus lessons that were originally written 24+ years ago:

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Topic: Friendship

Earthly Objective: Learning to use socially appropriate formulaic expressions

Heavenly Objective: Discovering how Jesus values all persons

Cultural Focus: Social customs when friends come to visit

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Topic: Favorite foods

Earthly Objective: Learning to plan a dinner party

Heavenly Objective: Learning about the love of Jesus for all people

Cultural Focus: Comparing foods (in USA and students' countries of origin)

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Earthly Objective: Learning about dining customs in the USA

Heavenly Objective: Discovering how Jesus enjoyed His friends

Cultural Focus: Family structure

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Heavenly Objective: Learning how much Jesus cares about every part of our lives

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Heavenly Objective: Understanding that Jesus is the BEST gift

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Earthly Objective: Learning what it means to become a Christian

Heavenly Objective: Discovering how important we are in God's plan

Cultural Focus: Comparing world religions

INTRODUCTION

Language teachers everywhere have benefitted from the work of Harvard University Professor Dr. Alexander Lipson, who developed the Lipson Method using pictures and symbols to help students generate original sentences in a new language. (See Alexander Lipson, "Some New Strategies for Teaching Oral Skills," in *Toward a Cognitive Approach to Second Language Acquisition*, edited by Robert C. Lugton, Philadelphia: Center for Curriculum Development, 1971.) Volunteers in TESL ministry (Teaching English as a Second Language) are also indebted to North Carolina native Glenda Reece, who recognized the potential of this highly effective conversational teaching method and adapted its use for world-wide ministries teaching English to speakers of other languages. (See Glenda Reece, English Lessons From the Bible: Book of Mark, Home Mission Board, SBC, Atlanta, Georgia, 1989; see other publications @ www.eslts.com.)

OVERVIEW

Learning of Jesus (2015) represents Lipson *with a twist*. The lessons target high beginner/low intermediate levels and build upon the original Lipson format, i.e., choral repetition of core sentences, the use of pictures and symbols to cue the telling of a story and buzz words that enable students to combine sentences in new ways. In addition, this newest edition features Power Point to facilitate instruction and add a colorful dimension to the learning experience. Where Power Point capability may be unavailable, the teacher may duplicate the printed composite of drawings on transparencies for use in overhead projection. Each lesson includes a reproducible Student Study Guide and accompanying handouts.

A multi-level integrated skills approach combines all four language skills (listening, speaking, reading and writing) as in real life. Verbs are listed in present tense (for novice level) and past tense (for more proficient students). There is a systematic flow from the teacher-guided focus upon accuracy to the student-centered activities aimed at fluency development using 20 different interactive activities. Rather than being grammar-based, these lessons include grammar in natural ways. For example, opposites and two-word verbs are included in the vocabulary listings for each lesson without identifying them as such.

LESSON FORMAT

In response to research showing that adults *learn* best and best *remember* the learning of *related* things, a **Warm Up** or introductory activity hooks the new learning on students' prior learning and experience. This real-life topic or theme is of interest to students and helps to make the lesson memorable and fun.

A brief **Presentation** follows to make a smooth transition from the real-life topic to the related story from the Bible. The twelve selected Bible stories represent a gradual introduction of who Jesus is--a friend, enjoying people, caring about people, healing the sick, telling stories and giving gifts.

To help students understand the gist of the **Core Sentences** as they are introduced, the teacher points to the related pictures and symbols in Power Point or overhead projection. After the initial presentation of these sentences, the teacher quickly turns to the time-saving *Hints* provided with practical suggestions for creating meaning for the words and phrases not represented by a picture or symbol. For example, to get across meaning of 'the best' in Lesson Three, the teacher brings a paper cup, a plastic cup and a china cup to class for distinguishing between *good*, *better* and *best*.

A total of 228 **Vocabulary** items are included in addition to the interrogatives and buzz words or "the grease" of language. Without labeling, verbs are listed first in both present and past tense form, followed by nouns, adjectives/adverbs and the conjunctions that help students combine the simple sentences in new ways. Inherent in Lipson lessons with Bible content is the need for more than the usual 8-10 new words in a single lesson. Also recognized is the concept of both active and passive vocabulary, the latter being important for understanding but not necessarily for active use. To aid memory retention, as vocabulary items are presented, students are encouraged to take notes or draw pictures on their list of new words in the Student Study Guide. For your convenience, there is an alphabetical listing of all new words and the chapter in which they are initially presented.

After students have understanding of the words they will be repeating, **Practice and Use** begins with *choral repetition of the Core Sentences*. Usually, at least three repetitions are advised, but this number may vary.

Simply lead repetitions "until they get it right." It is here that *pronunciation* difficulties are addressed as needed. Various pronunciation teaching helps are given in Lesson One, #1, p. 6. Two of these may be unfamiliar to some users: (1) Linear drawing is helpful with intonation; it consists of drawing a continuous line that ascends or descends as it moves above, below or through the syllables of a word or the words of a sentence, depending upon the up/down of intonation in the process of saying a word or sentence. (2) Backward build-up is another helpful tool that helps students hear and reproduce the various syllables of a long word or the words in a single sentence. The teacher begins at the end and works toward the beginning. For example, in the word 'consternation,' the process would begin by leading students to say, -shun--then NEY-shun, -ster-NEY-shun, and finally kon-ster-NEY-shun.

Comprehension Questions check on how well the students have understood the story. These may be asked by the teacher interacting with the whole class or may be answered by pairs or small groups of three and sharing answers with the whole class upon completion. The teacher then encourages students to *ask related questions using the question-words* in the vocabulary list. Higher-level or more confident students may volunteer to use one of the buzz words on the far right to combine two of the sentences from the story. These will provide a model for the lower-level or less confident students.

Following the time of questions and answers, an easier and a harder version of a *Cloze* activity serves to reinforce the new learning. Full explanation and instructions are given for the Cloze in Lesson One. A Cloze Answer Key is also included as a time saver for the teacher.

After the Cloze activity, the *Strip Story* checks understanding of the story. Lesson One provides complete directions for the Strip Story also. In order to provide repetition with variety, teachers will want to alternate the different ways for using these two highly effective ways to check comprehension.

In every lesson the final step in *Practice and Use* is having students work in pairs or small groups to practice retelling the story in their own words. To cue the story telling, students are asked to turn over the Core Sentences in their Student Study Guide and look *only* at the pictures and symbols that accompany each lesson.

In the student-centered **Life Application** that follows, interactive activities capture student interest and creatively relate the Bible story to the real-life topic that is set forth in the introductory activity or Warm-Up.

A further step to bring about clear understanding of the Bible story comes in the **Closure** of each lesson. The teacher asks volunteers to read the story aloud from a translation of the scripture in each language represented in class. (This may be facilitated by having a "book shelf" containing the Bible translations to represent each language group in the ESL ministry of your church. These copies may be checked out for use as needed by each teacher. The cost involved may be covered by contributions from interested individuals, from various Sunday School classes or from the church budget allotment for the ESL ministry.)

In conclusion students engage in a meaningful choral reading of the story from the easier English version provided on the last page of the Student Study Guide. You will note that two different easy-English translations of scripture are quoted for this purpose. In reference to the deity, one uses upper case pronouns and the other uses lower case.

A specific **Homework Assignment** is given to generate anticipation for the lesson topic the following week.

TEACHING TIPS

1. The following time frames are recommended for the use of these lessons:
 - * Two two-hour teaching sessions with a refreshment break in between the two sessions
 - * Teaching the Bible (first part) in International Sunday School and the Life Application (second part) on Wednesday night or in a week-day ESL program (making certain to reference the story taught the previous Sunday--perhaps asking a volunteer to tell that story as the class begins)
2. Time may also be saved by choosing from among the following:
 - * Using *either* the Cloze or the Strip Story for additional reinforcement and a check on comprehension

- * Assigning the reading of the easy-English scripture (the last page of the Student Study Guide) as homework and omitting the choral reading in class
 - * Enlisting the assistance of a teacher helper to give extra attention to lower-level students, to help students stay on task, to help monitor work being done and to assist generally in any way needed
3. Teachers may facilitate the flow of Power Point slides with one prompt that is provided and others that are recommended:
- * Each time a specific slide is needed, teachers will see in the text the slide number (red ink) in an easy-to-see rectangle. Those who print this material in black and white will want to highlight these rectangles with a colored marker.
 - * The author enjoys using two additional prompts: (1) highlighting the rectangles in hot pink (even when the lessons are printed in color) and (2) drawing a square *box* in the left margin that is parallel to the line having a slide number in a rectangle. Inside this *box* in the left margin, she writes the easy-to-see slide number--and uses green to highlight that number and its square box. She considers this good "insurance"--making certain each slide appears in a timely fashion. 😊
4. Share the *blessing*.
- Enlist the help/partnership/sponsorship (whichever word works best where you are) of a Sunday School class or Ladies' Mission Group. In addition to having their prayer support for the church's ESL ministry, an alliance such as this would be mutually beneficial in other ways, e.g., providing assistance with the lemonade and cookies in the Closure for Lesson One. In the process of lending occasional hands-on help, the hearts of these individuals may be touched in such a way as to lead to their becoming an integral part of the far-reaching ESL ministry of your church.

LESSON ONE
VISITING IN THE HOME OF ZACCHAEUS
Luke 19:1-10

TOPIC: *Friendship*

EARTHLY

OBJECTIVE: *Learning to use socially appropriate formulaic expressions*

HEAVENLY

OBJECTIVE: *Discovering how Jesus valued all persons*

CULTURAL

FOCUS: *Social customs when friends come to visit*

SUPPLIES: *pictures of friends in action together
pictures of large groups of people
world map or globe
pictures of large groups of people
two food items (to "like" and "not like")
a penny for each student in class
large calendar
two pieces of candy or gum
Small Talk (Unit 1 No. 1 and Unit 3 No. 1)*

DO AHEAD: *two students' street address information
"surprise" lemonade and cookies covered with a cloth
projecton of slide #1 on the screen as students enter*

TEACHING SEQUENCE:

WARM UP--projection of **slide #2** on screen

(lower level) Without commenting, show pictures of friends of all ages enjoying each other's company. Then say, as you write on the board: **FRIENDS**. Hold up each picture again as you lead in repetition of the word 'friends.'

(higher level) Show pictures of friends of all ages enjoying each other's company. Ask students what these friends are doing and what they might be saying to each other.

PRESENTATION

Say: **Jesus was a friend to a man who really needed a friend. Zacchaeus did not have many friends. . . The first meeting of Jesus and Zacchaeus was quite unusual. Jesus did not wait for Zacchaeus to say hello. Jesus was the first to speak.**

CORE SENTENCES Using Power Point or overhead projection of **slide 3**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). Note: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Zacchaeus was a rich man.
2. Zacchaeus lived in Jericho.
3. The people of Jericho did not like Zacchaeus.
4. He collected their taxes.
5. One day Jesus came to Jericho.
6. The people crowded around Jesus.
7. Zacchaeus wanted to see Jesus.
8. Zacchaeus was too short.
9. Zacchaeus climbed a tree to see over the people.
10. Jesus walked by that tree.
11. Jesus looked up and said, "Zacchaeus, come down. I am going to your house today."
12. Zacchaeus climbed down quickly.
13. Zacchaeus was a happy man!

VOCABULARY Ensure understanding of the new words on **slide #4** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

live/lived in	people	rich/poor	who	and
do/did not like	taxes	short/tall	what	but
collect/collected	house	up/down	where	because
come/came		quickly/slowly	when	
crowd/crowded around		happy/sad		
want/wanted				
climb/climbed				
see/saw over				
walk/walked by				
look/looked up				
say/said				
going to				

Hints for Creating Meaning of New Words:

rich--(#1: Zacchaeus was a rich man.) Contrast rich/poor with pictures or by drawing on board: \$\$\$\$\$\$\$\$\$\$ (*rich*) \$ (*not rich*) then repeat #1.

live/lived in--(#2: Zacchaeus lived in Jericho.) Refer to your present location: "We live in _____." Use a calendar to show present/past tense for 'live.' Repeat #2.

TIP: In *every* lesson, point to a calendar to illustrate use of present and past tense verbs, e.g., *Today I live in . . . Yesterday I lived in . . .*

TIP: For ALL "pointing," hold fingers with sides touching; do not use a single finger.

people--(#3: The people of Jericho. . .) Gesturing with hand motions, say: "WE are people!" Show pictures of 'people.' Repeat #3.

like/liked--(#3: The people did not like Zacchaeus.) Contrast with do not like by showing two food items and saying (with appropriate body language) "I like _____. I do not like _____." Repeat #3--then say, "Jesus liked Zacchaeus."

collect/collected taxes--(#4: Zacchaeus collected their taxes.) Direct attention to the POSSESSIVE PRONOUNS chart on **slide #5** and on Student Study Guide p. 5. Point to the appropriate word with each use of a possessive pronoun in the following examples: Pass out one penny to each person then collect them, saying "I collect *your* penny." To class, say "I collected *his (or) her* penny." After one entire row, say to the others, "I collected *their* pennies." Repeat #4.

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Lesson 1 / TG

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POSSESSIVE PRONOUNS		
	<u>Singular</u>	<u>Plural</u>
1st person	my	our
2nd person	your	your
3rd person	his	their
	her	
	its	

FOR FURTHER UNDERSTANDING OF THE USE OF POSSESSIVE PRONOUNS:
Continue pointing to various pronouns in the diagram and use the following variation of TPR to prompt action and possessive pronoun use:

(standing in front of the class) "I raise my hand."

(standing in front of and speaking directly to one male student) "Raise your hand."

(looking at the whole class and pointing to this male student) "He raised his hand."

(standing in front of and speaking directly to one female student) "Raise your hand."

(looking at the whole class and pointing to this female student) "She raised her hand."

(pointing to various inanimate objects in the class) "Its color is ____."

(using a sweeping arm motion for whole class response) "Let's raise our hands."

(using *palm up* for whole class response) "Raise your hands."

(asking a few students to come to the front of the room and speaking directly to them) "Raise your hands."

(pointing to these students standing at the front and looking at those seated) "They raised their hands." (#4: Zacchaeus collected their taxes.)

come/came to--(#5: Jesus came to Jericho.) Walk toward several students, saying "I come to you." Then motion for several students to come to you. With hand motions, illustrate *come* and *go*. Repeat #5.

crowd/crowded around--(#6: People crowded around Jesus.) Ask one student to stand up. Motion for 4-5 (or all) students to stand around this person, shoulders touching. Say: "Today we crowd around _____. (Pointing to calendar) Yesterday we crowded around _____." Repeat #6.

want/wanted--(#7: Zacchaeus wanted to see Jesus.) Illustrate with two pieces of candy or gum ("Which do you want?"). After the choice is made, say: "He/she wanted _____." Repeat #7.

short/tall--(#8: Zacchaeus was too short to see over the people.) Illustrate by (1) comparing heights of students in class and/or by (2) drawing exaggerated stick figures on board. Repeat #8.

climb/climbed--(#9: Zacchaeus climbed a tree to see over the people.) Draw a mountain, a ladder and a tree. Pointing to these, use hand motions to demonstrate climb (up and *down*). Repeat first half of #9.

to see over--(#9: Zacchaeus wanted to see over.) Stand behind a student while stretching up on tiptoe, raising eyebrows and straining to see over the student's head. Repeat all of #9.

walk/walked by--(#10: Jesus walked by the tree.) Walk slowly, saying as you demonstrate, "I walk by (name of student)." Repeat #10.

look/looked up--(#11: Jesus looked up at Zacchaeus in the tree.) Use body language to contrast looking up and down. Illustrate meaning by drawing on the board: ↑↓. Repeat #11.

say/said--(#11: Jesus said, "Zaccheus, come down.") Draw a male and female stick figure and a conversation 'bubble' for each stick figure *saying* 'hello.' Point to both of these stick figures and say to the students, "They say 'hello'.." Point to self and wave to the class, "I say 'hello.'" Repeat #11.

come/came down--(#11: Come down.) Illustrate by asking a student to stand on top of a chair; then (with hand motions) tell him/her to come down. Ask another student to stand on a desk or table and repeat instructions. Repeat first half of #11.

going to--(#11: Jesus said, "I am going to your house today.") Walking to the door/desk/window, say: "I am going to the door/desk/window." Repeat #11.

Direct attention to the *Present Tense Verb To Be* on **slide #6** and on Student Study Guide p. 5:

PRESENT TENSE VERB TO BE		
	<u>Singular</u>	<u>Plural</u>
1st person	I am	we are
2nd person	you are	you are
3rd person	he is she is it is	they are

Pointing to self + corresponding "I am" on the board, say, "I am going to teach English."

Pointing to a single student + corresponding "You are" on the board, say, "You are going to *learn* English."

Continue pointing appropriately for "He is going to. . . She is going to. . ." (etc.)

house--(#11: . . I am going to your house today.) Draw a picture of a house on the board. Then illustrate with students in class, e.g., "Juan, *your house* is at (address). Ming, *your house* is at (address).\" Say: \"Jesus said to Zacchaeus, 'I am going to your house today.'\"

quickly/slowly--(#12: Zacchaeus climbed down quickly.) Contrast these two words with actions (walking, eating and reading a book), saying the appropriate word after each action. Repeat #12.

happy/sad--(#13: Zacchaeus was a happy man!) Demonstrate meaning with facial expressions and body language. Repeat #13.

Direct attention to the *Past Tense Verb To Be* on **slide #7** and on Student Study Guide p. 5:

PAST TENSE VERB TO BE		
	<u>Singular</u>	<u>Plural</u>
1st person	I was	we were
2nd person	you were	you were
3rd person	he was	they were
	she was	
	it was	

Point to days on calendar for a quick use of \"I am/I was,\" \"You are/You were,\" \"Zacchaeus was happy. He was a happy man.\"

PRACTICE AND USE (Teacher Guided)

- Lead repetition of Core Sentences; work on pronunciation as needed:
 - (1) clapping stress and rhythm within sentences and words, (2) using linear drawing to show the rise and fall of intonation, (3) marking through silent letters, (4) writing words the way they sound and (5) using backward buildup.
- Check understanding by asking the Comprehension Questions below:
 - (1) Who was Zacchaeus?
 - (2) Where did Zacchaeus live?
 - (3) Who wanted to see Jesus?
 - (4) What problem did Zacchaeus have?
 - (5) What did Zacchaeus do about this problem?
 - (6) Where did Jesus see Zacchaeus?
 - (7) What did Jesus say to Zacchaeus?
 - (8) What did Zacchaeus do next?
- (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.

4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.

5. Cloze Exercise (Student Study Guide pp. 2-3)

NOTE: The Cloze Exercise was developed by Wilson Taylor (1953) from the Gestalt notion of closure and the human ability to fill gaps. It measures comprehension, grammar usage or aural discrimination.

(lower level)--fewer blanks; every 8th-10th word to be filled in for novice students, every 6th or 7th word for beginners; answers in a box; students choose appropriate word/mark through it to indicate *already used*

(higher level)--more blanks; every fifth word or so to be filled in; no answers given in a box

Use the Cloze Exercise in a VARIETY of ways:

- A. *As a check on students' understanding of the story and to check reading and writing skills, you may assign the Cloze for individual or pair work in class followed by a quick check of answers with the large group.*
- B. *To check listening skills, you may read the sentences aloud and ask students to fill in the blanks (indicated by your saying the word 'blank' as you read or by ringing a bell each time you come to a blank). You may also ask different friends of yours to record this reading to acquaint students with the sound of voices other than that of their teacher.*
- C. *Another (occasional) option might be to assign the Cloze as homework. At the beginning of the next class session, take up the homework to be checked by you--or ask that students check their answers with a partner or in a small group of three and discuss any discrepancies with the whole class.*

Cloze Answer Keys:

(lower level): 1-in, 2-did, 3-to, 4-see, 5-a, 6-by, 7-down, 8-climbed

(higher level): 1-man, 2-Jericho, 3-did, 4-their, 5-came, 6-around, 7-see, 8-climbed, 9-over, 10-by, 11-up, 12-down, 13-your, 14-quickly, 15-happy

6. Strip Story (Student Study Guide p. 4)--sentence strips arranged in jumbled order for students to sequence (Check answers by following the numbering of the Core Sentences.)

Use the Strip Story in a VARIETY of ways:

- A. *Ask pairs to number the sentences in correct sequence. When using this option, ask pairs to work from a single copy of the Strip Story; otherwise, students will not have incentive for collaboration.*
- B. *Sentences may be cut into strips and placed in an envelope or baggie to be given to each pair of students to arrange in order.*
- C. *A sentence strip may be given to each student. Ask students to arrange themselves in correct order then read aloud the story in correct sequence. (If there are more students than sentence strips, ask two students to work together as one.)*

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7. In pairs or small groups of three (preferred), ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION (Student Centered)

1. Lead students to practice formulaic expressions friends use in social settings.
Say: **In our story today Jesus and Zacchaeus became friends. If they were in the USA today, this is how they would greet each other:**
 - A. Lead class in the jazz chant in Small Talk, Greetings in Unit One--Number One (p. 2). Direct attention to **slide #8** and Student Study Guide p. 6. Have fun with this!

Small Talk by Carolyn Graham is a book of jazz chants teaching natural stress and intonation; categorized by functions; notes for teacher with each chant; Graham; Oxford University Press: ISBN 0-19-434220-4; CD of chants set to music ISBN 978-0-10-438609-8]

Hi! How *are* you?
Fine. How *are you*?
Hi! How *are* you?
Fine. How *are you*?
Hi! How *are* you?
Hi! How *are* you?
Hi! How *are* you?
Fine. How *are you*?

- B. Practice Greetings in Concentric Circles.
 1. Ask half the students to form a circle.
 2. Ask remaining students to form a circle around the first circle; then ask the inner circle to turn and face partners in the outer circle.
 3. Direct attention to the following Greeting on **slide #9**. Lead in repetition of each line. Demonstrate what you expect students to do. Ask the outer circle to be "A" and the inner circle "B."
 - A. Hi! How are you?
 - B. Fine, thank you. And you?
 - A. Fine, thanks.
 4. After completing Round One of A-B-A, signal (with a bell, hand clap or blinking of lights) for the outer circle to take one step to the right to form a new partner combination for repeating the interaction.
 5. Continue this process until partners are back in original positions.
 6. For additional practice, ask the two circles to switch A/B speaking parts, in order to have practice going both ways in this mini-conversation (inner circle "A"--outer circle "B").

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- C. Say: **It is important to know how to say 'hello' and 'good-bye' to each other.**
Direct attention to Small Talk, Goodbyes in Unit Three--Number One on **slide #10** and on Student Study Guide p. 6. Lead students in this jazz chant (as many times as needed):

Good-bye, good-bye.
See you tomorrow.
Bye-bye.
Good-bye, see you tomorrow.
Good-bye, see you tomorrow.
Bye-bye.
See you tomorrow.
Bye-bye.
Bye-bye.
So long, see you tomorrow.
So long, see you tomorrow.
So long, see you tomorrow.
Bye-bye.

- D. Practice Saying Goodbye with a Walk-About interaction.
Direct attention to the following phrases on **slide #11** and at the bottom of Student Study Guide p. 6. Ask students to repeat them with you.
Demonstrate what you want students to do. Ask that they stand, walk about and practice using these phrases.

Good-bye
So long
See you tomorrow
Nice to see you

2. Ask students in small groups of three to compare friendships in the USA and in their country of origin. Direct attention to the discussion questions on **slide #12**. Read each question and make sure students understand its meaning:
Are your friends part of your family or outside your family?
Where did you meet your friends in the USA? In your country?
What do *you* do with *your* friends in the USA? In *your* country?

Say: **In the story today we learned about the friendship that began for Jesus and Zacchaeus when Jesus went to the home of Zacchaeus to eat with him. Eating together is one thing friends do in the USA.**

OPTIONAL: Ask lower-level students to describe/tell about their best friend.
Say: **In the USA when friends come to visit in our home, we sometimes serve refreshments (a little something to eat or drink). When we do, there are polite phrases that we say.**

Direct attention to the phrases at the bottom of the Student Study Guide p. 1. Say, "Let's pretend that we have lemonade and cookies." Demonstrate the following exchange with a teaching helper or one of the better students in class; then lead students in repetition (no set number of times but until they "get it right"):

Would you care for lemonade? or Would you like a cookie?

Yes, please. (or) No, thank you.

Say, "Surprise!" and remove the cloth revealing the *real* lemonade and cookies to serve your *student guests*. Practice the use of these phrases as you distribute refreshments to each student. Encourage students to respond appropriately as you offer them lemonade and cookies.

CLOSURE

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud Luke 19:1-10 in his/her own language to ensure understanding.

Lead in a choral reading of Luke 19:1-10 from the Bible for Today's Family (Contemporary English Version--American Bible Society) found on p. 7 in the Student Study Guide. NOTE: This version does not capitalize pronoun references to God/Jesus.

NOTE: Muslims consider it sacrilege to have a translation or simplification of Holy Writings; therefore, avoid mention of the source of this reading, i.e., an easier version of scripture. With an all-Muslim group of students, if you feel it unwise to use the scripture in print, you may omit the last page of each Student Study Guide when printing the STUDENT STUDY GUIDE for your students. Do whatever is necessary to keep them coming to learn more of Jesus.

Lead in a prayer of thanks for the class and for Jesus, our Friend, who loves and cares about us very much.

HOMEWORK ASSIGNMENT

Say: **Make a list of your favorite foods. If you do not know the English words to use, draw a picture of your favorites. Bring your list to class next week.**

(Optional) Dialogue Journal Assignment: *My Best Friend*

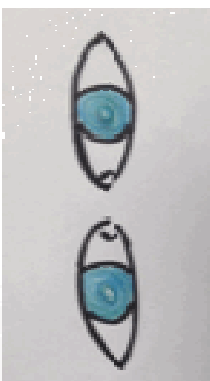
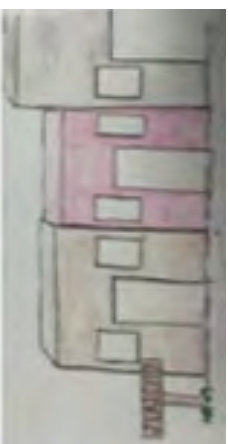
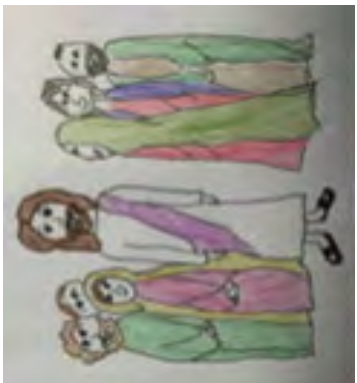
NOTE: Dialogue Journaling is an informal conversation that takes place entirely in writing between teacher and student. The teacher makes no corrections, but encourages further conversation with affirming comments and/or questions in the margin. In the process, students develop written fluency, while teachers develop relationships and make each student feel special.

As class is dismissed, stand at the door to bid farewell to each student, using the various ways to say good-bye. Have fun with this, and encourage students to use their newly acquired ability to say good-bye in English.

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STUDENT STUDY GUIDE
Lesson One
Visiting in the Home of Zacchaeus

CORE SENTENCES

1. Zacchaeus was a rich man.
2. Zacchaeus lived in Jericho.
3. The people of Jericho did not like Zacchaeus.
4. He collected their taxes.
5. One day Jesus came to Jericho.
6. The people crowded around Jesus.
7. Zacchaeus wanted to see Jesus.
8. Zacchaeus was too short.
9. Zacchaeus climbed a tree to see over the people.
10. Jesus walked by that tree.
11. Jesus looked up and said, "Zacchaeus, come down. I am going to your house today.
12. Zacchaeus climbed down quickly.
13. Zacchaeus was a happy man!

VOCABULARY

live/lived in	people	rich/poor	who	and
do/did not like	taxes	short/tall	what	but
collect/collected	house	up/down	where	because
come/came		quickly/slowly	when	
crowd/crowded around		happy/sad		
want/wanted				
climb/climbed				
see/saw over				
walk/walked by				
look/looked up				
say/said				
going to				

Phrases: Would you care for _____? or Would you like _____?
Yes, please. (or) No, thank you.

LESSON ONE
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

down	climbed	by	a
in	to	did	see

Zacchaeus was a rich man. Zacchaeus lived ¹ in Jericho. The people of Jericho ² _____ not like Zacchaeus. He collected their taxes. One day Jesus came ³ _____ Jericho. The people crowded around Jesus. Zacchaeus wanted to ⁴ _____ Jesus. Zacchaeus was too short. Zacchaeus climbed ⁵ _____ tree to see over the people. Jesus walked ⁶ _____ that tree. Jesus looked up and said, "Zacchaeus, come ⁷ _____. I am going to your house today."

Zacchaeus ⁸ _____ down quickly. Zacchaeus was a happy man!

LESSON ONE
CLOZE ACTIVITY #2

*Fill in the blanks below with the appropriate word from the vocabulary list.
The first one has been done for you.*

Zacchaeus was a rich ¹man. Zacchaeus lived in ²_____. The people of Jericho ³_____ not like Zacchaeus. He collected ⁴_____ taxes. One day Jesus ⁵_____ to Jericho. The people crowded ⁶_____ Jesus. Zacchaeus wanted to ⁷_____ Jesus. Zacchaeus was too short. Zacchaeus ⁸_____ a tree to see ⁹_____ the people. Jesus walked ¹⁰_____ that tree. Jesus looked ¹¹_____ and said, "Zacchaeus, come ¹²_____. I am going to ¹³_____ house today." Zacchaeus climbed down ¹⁴_____. Zacchaeus was a ¹⁵_____ man!

LESSON ONE

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ Zacchaeus climbed down quickly.
- _____ The people crowded around Jesus.
- _____ Jesus walked by that tree.
- 1 _____ Zacchaeus was a rich man.
- _____ Zacchaeus was too short.
- _____ The people in Jericho did not like Zacchaeus.
- _____ Zacchaeus was a happy man.
- _____ One day Jesus came to Jericho.
- _____ Jesus looked up and said, "Zacchaeus, come down. I am going to your house today."
- _____ Zacchaeus lived in the city of Jericho.
- _____ Zacchaeus climbed a tree to see over the people.
- _____ Zacchaeus wanted to see Jesus.
- _____ He collected their taxes.

POSSESSIVE PRONOUNS		
	<u>Singular</u>	<u>Plural</u>
1st person	my	our
2nd person	your	your
3rd person	his her its	their

PRESENT TENSE VERB <i>TO BE</i>		
	<u>Singular</u>	<u>Plural</u>
1st person	I am	we are
2nd person	you are	you are
3rd person	he is she is It is	they are

PAST TENSE VERB <i>TO BE</i>		
	<u>Singular</u>	<u>Plural</u>
1st person	I was	we were
2nd person	you were	you were
3rd person	he was she was it was	they were

A Casual Greeting with a Friend

Hi! How *are* you?
Fine. How are *you*?
Hi! How *are* you?
Fine. How are *you*?

Hi! How *are* you?
Hi! How *are* you?
Hi! How *are* you?
Fine. How are *you*?

- A. Hi. How are you?
- B. Fine, thank you. And you?
- A. Fine, thanks.

A Casual Goodbye with a Friend

Good-bye, good-bye.
See you tomorrow.
Bye-bye.

Good-bye, see you tomorrow.
Good-bye, see you tomorrow.
Bye-bye.
See you tomorrow.
Bye-bye.
Bye-bye.

So long, see you tomorrow.
So long, see you tomorrow.
So long, see you tomorrow.
Bye-bye.

Good-bye.
So long.
See you tomorrow.
Nice to see you.

VISITING IN THE HOME OF ZACCHAEUS

Story from Luke 19:1-10

¹Jesus was going through Jericho, ²where a man named Zacchaeus lived. He was in charge of collecting taxes and was very rich. ³⁻⁴Jesus was heading this way, and Zacchaeus wanted to see what he was like. But Zacchaeus was a short man and could not see over the crowd. So he ran ahead and climbed up into a sycamore tree.

⁵When Jesus got there, he looked up and said, "Zacchaeus, hurry down! I want to stay with you today." ⁶Zacchaeus hurried down and gladly welcomed Jesus.

⁷Everyone who saw this started grumbling, "This man Zacchaeus is a sinner! And Jesus is going home to eat with him."

⁸Later that day Zacchaeus stood up and said to the Lord, "I will give half of my property to the poor. And I will now pay back four times as much to everyone I have ever cheated."

⁹Jesus said to Zacchaeus, "Today you and your family have been saved, because you are a true son of Abraham. ¹⁰The Son of Man came to look for and to save people who are lost."

LESSON TWO
EATING WITH MATTHEW THE TAX COLLECTOR
Matthew 9:9-13; Mark 2:14-17

TOPIC: *Favorite foods*

EARTHLY

OBJECTIVE: *Learning to plan a dinner party*

HEAVENLY

OBJECTIVE: *Learning about the love of Jesus for all people*

CULTURAL

FOCUS: *Comparing foods (in USA and students' countries of origin)*

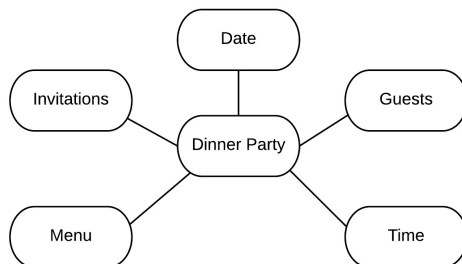
SUPPLIES: *a calendar
penny for each person
5-cent price tag on a colored pencil and one nickel
book (for demo)
pen and paper (for demo)
paper, colored pencils, scissors and tape
pictures representative of various occupations*

DO AHEAD: *written wording of invitation on the board (p. 5 #1)
dinner party invitation in a sealed envelope
(see "invite" in vocabulary hints)
clock face (made of paper plate or poster board
with movable "hands" attached with a brad)
dinner party invitation (with RSVP in lower left for
use in Presentation)
projection of slide #13 on the screen for Lesson Two*

TEACHING SEQUENCE:

WARM UP

Say: **Let's have a PARTY--a Dinner Party! Let's think of all we must do to plan a dinner party.** Using a variation of Semantic Webbing, direct attention to **slide #14** and the words *Dinner Party* in the middle. On the lines extending from the middle, point to and name the details for planning a dinner party. With mention of 'menu,' briefly ask about students' favorite foods.



Say: **After the story in today's lesson, we will be talking about all of these things for the Dinner Party we will have next week.**

PRESENTATION

Show the self-made dinner party invitation. If teaching higher-level beginners, explain the meaning of RSVP. (According to Wikipedia, RSVP is a request for a response from the invited person or people. It is derived from the French phrase *Répondez s'il vous plaît*, literally "Reply if you please" or "Please reply.") Then say: **Let me tell you about a dinner party invitation that Jesus received one day.**

CORE SENTENCES Using Power Point or overhead projection of **slide #15**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). Note: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Matthew had a lot of money.
2. He collected taxes also.
3. The people had to give their money to Matthew the Tax Collector.
4. They did not like to pay taxes!
5. They did not like Matthew the Tax Collector.
6. One day Jesus saw Matthew at work.
7. Jesus said, "Matthew, follow me."
8. Matthew quit his job.
9. He invited Jesus to a dinner party at his house.
10. Jesus was happy to accept his invitation.

VOCABULARY Ensure understanding of the new words on **slide #16** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

give/gave	job	who	because
pay/paid	tax collector*	what	and
follow/followed	dinner	where	then
quit/quit	party	when	
invite/invited	invitation		
accept/accepted			

* (American Bible Society CEV) Mark 2:15 has a footnote which says: *Tax collectors were usually Jewish people who paid the Romans for the right to collect taxes. They were hated by other Jews who thought of them as traitors to their country and their religion.*

Hints for Creating Meaning of New Words:

give/gave--(#3: people had to give their money) Demonstrate by giving out the pennies used also in Lesson One, saying: "I give you a penny." Repeat #3.

pay/paid--(#4: did not like to pay taxes) Put a price tag of five cents on the colored pencils. Place a nickel on the table, saying: "I pay five cents for the pencil." Repeat #4.

follow/followed--(#7: Jesus said, "Matthew, follow me.") Gesture and say to one of the students: "Follow me!" Add a bit of humor here with "Follow the Leader" antics. When finished with this demonstration, say: "(name of student) followed me." (etc.) Repeat #7.

quit/quit--(#8: Matthew quit his job.) Illustrate with the following:

- "I read." (with book open)
- "I quit." (suddenly closing book)
- "I write." (pen and paper in hand)
- "I quit." (suddenly putting down pen)
- "I walk." (acting out)
- "I quit." (stopping suddenly) Repeat #8.

job--(#8: quit his job) Use pictures to introduce various occupations. ("What's his/her job? He/She is a _____. What's my job? I am a teacher. What's your job? "etc.) Point out Matthew was a tax collector. His job was to collect money (taxes) from people. Repeat #8.

invite/invited--(#9: Matthew invited Jesus) Ask a student to open an envelope in which there is an invitation to a dinner party; ask the student to read the message aloud: "I invite you to my dinner party." Repeat #9.

dinner--(#10: Matthew invited Jesus to a dinner party) Use a clock face to show approximate times for the three standard meals in the U.S.--breakfast, lunch and dinner (or supper). Repeat #10.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Who was Matthew?
 - (2) What was his job?
 - (3) How was Matthew rich?
 - (4) What did Jesus say to Matthew?
 - (5) What two things did Matthew do?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)
Cloze Answer Keys:

(lower level): 1-taxes, 2-to, 3-like, 4-the, 5-work, 6-He, 7-his, 8-invitation
(higher level): 1-money, 2-had, 3-to, 4-They, 5-taxes, 6-the, 7-Jesus,
8-said, 9-quit, 10-to, 11-his, 12-accept

6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **Matthew did not have an invitation on paper when he invited Jesus to his house for dinner. But we *are* going to make invitations for you to give to a friend or family member for our Dinner Party next week.** Distribute paper, colored pencils, scissors and tape. Refer to the details on the board as you guide students in preparing their invitation to give to a family member or friend:

YOU ARE INVITED
to a
DINNER PARTY
(date)
(time)
(place)

Discuss plans with the class, including an explanation of "Pot Luck" Dinner Party. (If your class is at night, consider having the Dinner Party prior to the lesson.)

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Lesson 2 / TG

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2. In anticipation of the Dinner Party next week, direct attention to the *Polite Formulaic Expressions to Use at a Dinner Party* (Student Study Guide p. 5). Lead in repetition of each expression. Ask that students bring this Student Study Guide to class next week to help them remember these expressions to use at the class Dinner Party.

CLOSURE

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud Matthew 9:9-13 and Mark 2:13-17 in his/her own language to ensure understanding.

Lead in a choral reading of today's story found on page 6 of the Student Study Guide.*

* Both the Matthew and Mark (CEV) accounts of this story use the words "didn't come to invite good people to be my disciples." For clarification the author has combined words from both the Contemporary English Version (CEV) and the New Life Version (NLV) from Barbour Publishing, Inc., in order not to mislead non-believers and cause them to think that "good people" are not wanted by Jesus.

Ask: **From the stories about Zacchaeus and Matthew, what are you learning about Jesus?**

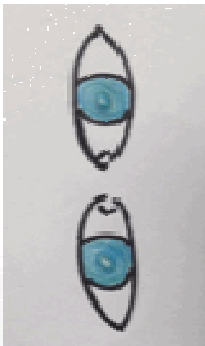
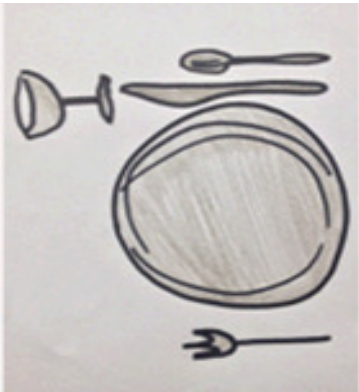
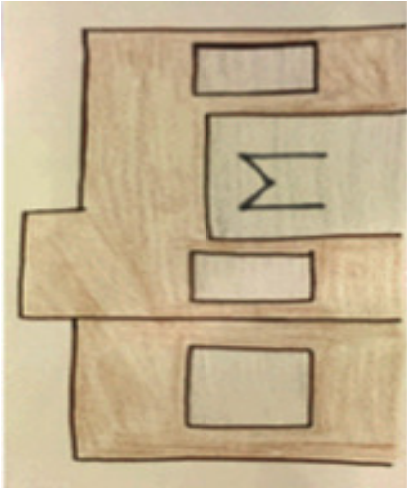
Lead in a prayer of thanks for sending Jesus who loves all people and shows us how to love others.

HOMEWORK ASSIGNMENT

Since these assignments are important to the success of next week's lesson, they are included at the bottom of the handout of *Polite Formulaic Expressions to Use at a Dinner Party* (Student Study Guide p. 5). Ask students to look at this handout now as you go over these assignments:

1. **Bring pictures of your family members to class as we talk about families.**
2. **Give your invitation to a friend or family member. Invite this person to be your guest next week at our Class Pot Luck Dinner Party.**
3. **Bring a favorite dish of food for our Pot Luck Dinner Party.**

NOTE: You will want to be responsible for such things as plates, forks/spoons, napkins, cups and beverage. If teaching ESL students in your hometown, perhaps you might consider inviting your class to come to your home for this Pot Luck Dinner Party (and teach Lesson Three in that memorable setting). Whether in your home or in the regular classroom setting, teach Lesson Three first, then enjoy the Dinner Party. For this special occasion, you may consider enlisting the help of a Sunday School Class or Ladies' Mission Group in your church--to assist with arrangements and help with supplementary dishes of food (in case some students bring small portions or forget to bring food).



STUDENT STUDY GUIDE
Lesson Two
Eating with Matthew the Tax Collector

CORE SENTENCES

1. Matthew had a lot of money.
2. He collected taxes.
3. The people had to give their money to Matthew the Tax Collector.
4. They did not like to pay taxes!
5. They did not like Matthew the Tax Collector.
6. One day Jesus saw Matthew at work.
7. Jesus said, "Matthew, follow me."
8. Matthew quit his job.
9. He invited Jesus to a dinner party at his house.
10. Jesus was happy to accept his invitation.

VOCABULARY

give/gave	job	who	because
pay/paid	tax collector	what	and
follow/followed	dinner	where	then
quit/quit	party	when	
invite/invited	invitation		
accept/accepted			

LESSON TWO
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

like	taxes	work	invitation
the	to	He	his

Matthew had a lot of money. He collected ¹taxes. The people had to give their money ² ____ Matthew the Tax Collector. They did not ³ ____ to pay taxes! They did not like Matthew ⁴ ____ Tax Collector. One day Jesus saw Matthew at ⁵ _____. Jesus said, "Matthew, follow me." Matthew quit his job. ⁶ ____ invited Jesus to a dinner party at ⁷ ____ house. Jesus was happy to accept his ⁸ _____.

LESSON TWO

CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Matthew had a lot of ¹money. He collected taxes. People ² _____ to give their money ³ _____ Matthew the Tax Collector. ⁴ _____ did not like to pay ⁵ _____! They did not like Matthew ⁶ _____ Tax Collector. One day ⁷ _____ saw Matthew at work. Jesus ⁸ _____, "Matthew, follow me." Matthew ⁹ _____ his job. He invited Jesus ¹⁰ _____ a dinner party at ¹¹ _____ house. Jesus was happy to ¹² _____ his invitation.

LESSON TWO

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ Matthew quit his job.
- _____ They did not like to pay taxes.
- _____ Jesus said, "Thank you. I am happy to accept."
- _____ He collected taxes.
- _____ One day Jesus saw Matthew at work.
- 1** Matthew had a lot of money.
- _____ The people had to give their money to Matthew the Tax Collector.
- _____ He invited Jesus to a dinner party at his house.
- _____ They did not like Matthew the Tax Collector.
- _____ Jesus said, "Matthew, follow me."

**POLITE EXPRESSIONS
TO USE AT A DINNER PARTY**

Please pass the (name of food).

OR

Would you please pass the (name of food)?

May I have some (name of food)?

May I please have some more (name of food)?

The (name of food) is delicious.

OR

The (name of food) is very good.

Would you like some (name of food)?

Yes, please. . . .Thank you.

OR

No thank you.

OR

Thank you, but I don't care for any. (or)

OR

Thank you, but I don't care for any more.

NOT POLITE: "*I don't like* (name of food)."

HOMEWORK ASSIGNMENT FOR OUR NEXT CLASS:

1. Bring pictures of your family members to class.
2. Give your invitation to a friend or family member. Invite this person to be your guest at our class Pot Luck Dinner Party.
3. Bring a favorite dish of food for the Pot Luck Dinner Party.

EATING with MATTHEW the TAX COLLECTOR
Story from Matthew 9:9-13 and Mark 2:14-17

Jesus walked along the shore of Lake Galilee. A large crowd gathered around him, and He taught them. As He walked along, He saw a tax collector named Matthew. Jesus said to him, "Follow me." So Matthew got up and followed Jesus. Later, Jesus ate in Matthew's house. Many tax collectors and sinners were also guests at the dinner. They sat down with Jesus and his followers. Some of the teachers of the Law of Moses and the proud religious law-keepers saw this. They said to the followers of Jesus, "Why does your Teacher eat and drink with tax collectors and other sinners?" Jesus heard them and said, "Healthy people don't need a doctor, but sick people do. I have not come to call those who are right with God. I have come to call those who are sinners. Go and understand these words, 'I want loving-kindness and not a gift to be given.' (Hosea 6:6) Instead of offering sacrifices to me, I want you to be merciful to others."

LESSON THREE
VISITING IN THE HOME of MARTHA, MARY and LAZARUS
Luke 10:38-42

TOPIC: Family

EARTHLY

OBJECTIVE: Learning about dining customs in the U.S.

HEAVENLY

OBJECTIVE: Discovering how Jesus enjoyed friends

CULTURAL

FOCUS: Family structure

SUPPLIES: pictures of your family
cooking pot and long-handle spoon
two slices of bread/one slice cheese
one Band-Aid
paper cup, plastic cup and china cup
three different kinds of small candy pieces or gum
(enough for everyone to choose one to keep)
pictures to depict anger, sadness, fear and surprise

DO AHEAD: *Polite Formulaic Expressions to Use at a Dinner Party* from Lesson Two (a few extra copies for any who forgot theirs)
paper plates, napkins, plastic forks/spoons, cups, salt/pepper and beverage for Pot Luck Dinner Party
projection of slide #17 on the screen for Lesson Three

TEACHING SEQUENCE:

WARM UP

Show pictures of several different families, including your own. Point out the number in each family. Demonstrate the use of the family vocabulary (on Student Study Guide p. 1).

PRESENTATION

Say: **There was a family of three who were special friends of Jesus. One day Jesus was a guest in the home of this family.**

CORE SENTENCES Using Power Point or overhead projection of **slide #18**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). Note: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. A family of three had two sisters and one brother.
2. Their names were Martha, Mary and Lazarus.
3. They lived in the town of Bethany.
4. Jesus went to visit his friends in Bethany.
5. Martha cooked the food.
6. Mary listened to Jesus.
7. Martha was angry with Mary.
8. Martha said to Jesus, "I need Mary to help me in the kitchen!"
9. Jesus told Martha, "Mary has made the best choice."
10. "We will eat all the food today."
11. "Friendship lasts forever."

VOCABULARY Ensure understanding of the new words on **slide #19** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

A	father	son	brother	
	mother	daughter	sister	
B	visit/visited	kitchen	forever	who
	cook/cooked	choice		and
	listen/listened to	friendship		what
	tell/told	the best		while
	need/needed			where
	last/lasted			because
				but

Hints for Creating Meaning of New Words:

visit--(#4: Jesus went to visit his friends) "If I come to your house, I come to visit you."

Repeat these words while standing next to/talking to various students in your class. Repeat #4.

cook/cooked--(#5: Martha cooked the food.) Pantomime with cooking pot and long-handled spoon. Repeat #5.

listen/listened to--(#6: Mary listened to Jesus.) Ask your teaching helper or one of the best students to begin talking, while you listen (with one hand cupped behind one ear). Repeat #6.

need/needed--(#8: Martha said, "I need Mary. . .") Using real bread and cheese to get across meaning, say: "I want a cheese sandwich. I need two slices of bread and one slice of cheese." Using a real Bandaid, say: "I have a sore finger. I need a Band-Aid." While attempting to move a chair or desk, say: "This (chair or desk) is heavy. I need your help to move it." Repeat #8.

kitchen--(#8: Martha said to Jesus, "I need Mary to help me in the kitchen.) This is the room for cooking food (reaching for the pot and spoon to demonstrate). Point to the picture of the floor plan--*living room* for visiting, *kitchen* for cooking and eating, and *bedroom* for sleeping. Repeat #8.

tell/told--(#9: Jesus told Martha. . .) Quickly draw stick figures of a man and a woman. Draw a bubble to indicate words being said by the *man* to the *woman*. Say: "He told her." Quickly erase the bubble from the man and draw a bubble to indicate words being said by the *woman* to the *man*. Say: "She told him." Repeat #9.

make/made a choice--(#9: made a choice) Hold three different pieces of candy/gum in your hand. Choose one and say, "I made a choice." Then hold three pieces for each student to choose (and keep!) After each student chooses, say, "(name of student) made a choice." Repeat #9.

best--(#9: Mary has made the best choice.) Contrast *good*, *better*, *best*, using a paper cup, a plastic cup and a china cup. Repeat #9.

friendship--(#11: Friendship) Invite a (same gender) student to come stand with you. Say, "S/He is my friend. I am her/his friend." Next join hands with this person and say, "We have a friendship." Repeat #11 (whole sentence).

last/lasted--(#11: lasts forever) Draw an ice cream cone and a snow man with the sun overhead. Point to these on the board and say: "Ice cream/a snow man) in the sun will not last." Repeat #11 (whole sentence).

forever--(#11: lasts forever)--*never ending; no end; always*--Repeat all of #11.

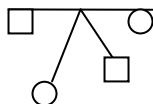
PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) How many people were in this family?
 - (2) What were their names?
 - (3) Where did they live?
 - (4) Who came to visit them?
 - (5) What did Martha do?
 - (6) What did Mary choose to do?
 - (7) How did Martha feel about this?
 - (8) What did Martha say to Mary?
 - (9) What lesson did Martha learn from Jesus?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:
(lower level): 1-one, 2-They, 3-his, 4-listened, 5-said, 6-kitchen, 7-best, 8-Friendship
(higher level): 1-two, 2-names, 3-They, 4-went, 5-Bethany, 6-Mary, 7-angry, 8-need, 9-kitchen, 10-sister, 11-best, 12-food
6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **Today's story was about a family of three.** Direct attention to the words for family in **A** on p. 1 of the Student Study Guide. Demonstrate how to draw a family tree using squares and circles to depict your own family (squares=males; circles=females).



In the above example, there is a father and a mother, an older daughter and a younger son. You may also draw squares and circles to include grandparents,

aunts and uncles, cousins, etc. However, if teaching lower-level students, keep the focus on the nuclear family--i.e., a father and mother + children.

2. Ask students to draw their family tree and share it with a partner or small group. (Unless the class is quite large, you may wish to allow this sharing to be done in the large group, in order to help create a sense of *community*.) Their concept of 'family' may be different from 'family' in the USA. Often there will be revered older generations living within a single family dwelling.
3. Pot Luck Dinner Party

NOTE: If your class meets in the evening, you may consider having the Dinner Party first rather than last.
--

- A. Distribute paper and pen for students to write their name to identify the food they have brought. Ask that they place this paper next to their food.
- B. Welcome special guests and ask students to introduce their family members and friends.
- C. Thank all who brought food for us to enjoy.
- D. Lead in a prayer of thanks for the food and for all who have come for the Pot Luck Dinner Party.
- E. Remind students to use the *Polite Expressions for a Dinner Party* (in the Lesson Two Student Study Guide p. 5). Encourage the use of these polite expressions. Initiate this process by holding one of the dishes and (with a big smile) asking the person on your right, "Would you like some ____?"

CLOSURE

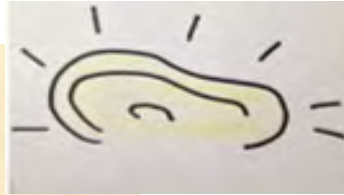
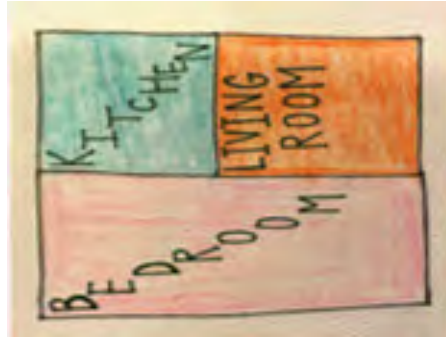
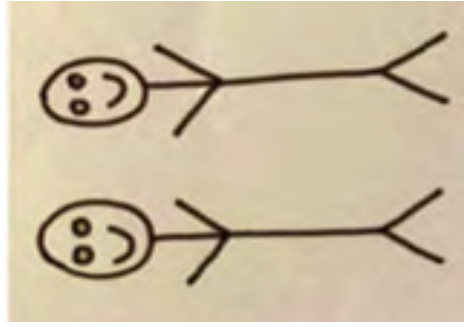
If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read Luke 10:38-42 aloud in his/her own language to ensure complete understanding of today's story.

Lead in a choral reading of Luke 10:38-42 (CEV) on Student Study Guide p.6. If limited on time, ask students to read this story as homework.

HOMEWORK ASSIGNMENT

Say: **If you have wedding pictures, bring your pictures to the next class.**

(Optional) Dialogue Journal Assignment: *My Family*



STUDENT STUDY GUIDE
Lesson Three
Visiting in the Home of Martha, Mary and Lazarus

CORE SENTENCES

1. A family of three had two sisters and one brother.
2. Their names were Martha, Mary and Lazarus.
3. They lived in the town of Bethany.
4. Jesus went to visit his friends in Bethany.
5. Martha cooked the food.
6. Mary listened to Jesus.
7. Martha was angry with Mary.
8. Martha said to Jesus, "I need Mary to help me in the kitchen!"
9. Jesus told Martha, "Mary has made the best choice."
10. "We will eat all the food today."
11. "Friendship lasts forever!"

VOCABULARY

A

father

son

brother

mother

daughter

sister

B

visit/visited

kitchen

forever

who

and

cook/cooked

choice

what

while

listen/listened to

friendship

where

because

tell/told

the best

when

but

need/needed

how many

last/lasted

LESSON THREE
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

his	best	Friendship	said
They	listened	one	kitchen

A family of three had two sisters and ¹ one brother. Their names were Martha, Mary and Lazarus. ² _____ lived in Bethany. Jesus went to visit ³ _____ friends in Bethany. Martha cooked the food. Mary ⁴ _____ to Jesus. Martha was angry with Mary. Martha ⁵ _____, "I need Mary to help me in the ⁶ _____!" Jesus told Martha, "Your sister Mary has made the ⁷ _____ choice. We will eat all the food today. ⁸ _____ lasts forever."

LESSON THREE

CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

A family of three had ¹ _____ sisters and one brother. Their ² _____ were Martha, Mary and Lazarus. ³ _____ lived in Bethany. Jesus ⁴ _____ to visit friends in ⁵ _____. Martha cooked the food. ⁶ _____ listened to Jesus. Martha was ⁷ _____ with Mary. Martha said, "I ⁸ _____ Mary to help me in the ⁹ _____!" Jesus told Martha, "Your ¹⁰ _____ Mary has made the ¹¹ _____ choice. We will eat all the ¹² _____ today. Friendship lasts forever."

LESSON THREE

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ They lived in Bethany.
- _____ Martha said, "I need Mary to help me in the kitchen!"
- _____ Mary listened to Jesus.
- _____ Their names were Martha, Mary and Lazarus.
- _____ Jesus went to visit his friends in Bethany.
- _____ Martha was angry with Mary.
- _____ One day Jesus came to Jericho.
- _____ Jesus told Martha, "Your sister Mary has made the best choice."
- _____ Martha cooked the food.
- _____ "Friendship lasts forever."
- _____ "We will eat all the food today."
- 1** A family of three had two sisters and one brother.

Visiting in the Home of Martha, Mary and Lazarus
Story from Luke 10:38-42

³⁸Jesus and his followers traveled to a village. When they got there, a woman named Martha welcomed him into her home. ³⁹She had a sister named Mary, who sat down in front of Jesus and was listening to what he said. ⁴⁰Martha was worried about all that had to be done. Finally, she went to Jesus and said, "Doesn't it bother you that my sister has left me to do all the work by myself? Tell her to come and help me!"

⁴¹Jesus answered, "Martha, Martha! You are worried and upset about so many things, ⁴²but only one thing is necessary. Mary has chosen what is best, and it will not be taken away from her."

LESSON FOUR
THE WEDDING IN CANA OF GALILEE
John 2:1-11

TOPIC: *Weddings*

EARTHLY

OBJECTIVE: *Learning about the symbolism in a Christian wedding*

HEAVENLY

OBJECTIVE: *Learning how much Jesus cares about every part of our lives*

CULTURAL

FOCUS: *Courtship and marriage customs*

SUPPLIES: *wedding pictures
an authentic wedding invitation
sack of objects to be carried
three glasses of water
cake coloring (red, blue, yellow)
bubblegum for each student
piggy bank or other type of coin bank
wedding DVD or video
cake knife and punch ladle
napkins, paper plates, cups and a serving tray*

DO AHEAD: *single layer wedding cake with bride/groom topper
wedding punch
projection of slide #20 on the screen for Lesson Four*

TEACHING SEQUENCE:

WARM UP

Invite students to share their own wedding pictures. Use your own (or a friend's) wedding pictures to point out examples of wedding vocabulary (#A--Student Study Guide p. 1):

groom
groomsmen
bride

bridesmaids
bridal bouquet
family candle

unity candle
minister
reception

Then ask: **Did anything unusual or different happen at your wedding or wedding reception? (or at the wedding of a friend or family member?)**

PRESENTATION

With reference to any possible 'problems' mentioned in the discussion of wedding pictures, say: **Our story today is about a bride and groom who had a BIG problem at their wedding reception (the party after the wedding).**

CORE SENTENCES

Using Power Point or overhead projection of **slide #21**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). Note: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Jesus and his mother received a wedding invitation.
2. They attended the wedding in Cana of Galilee.
3. Many guests went to the wedding.
4. There was not enough wedding wine for everyone.
5. The mother of Jesus said to him, "Please help!"
6. Jesus changed the water into wedding wine.
7. One man said to the bridegroom: "You saved the best for last!"

VOCABULARY

Ensure understanding of the new words on **slide #22** using the Hints for Creating Meaning. Encourage students to use p. 1 of the Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

receive/received
attend/attended
Please help!
change/changed
save/saved

wedding
guest(s)

many/few
enough
first/last

who
how many
what
when
why
and
so

Hints for Creating Meaning of New Words:

receive/received--(#1: Jesus and His mother received a wedding invitation.) Enlist the help of a teaching helper or one of the better students to demonstrate giving and receiving of wedding a wedding invitation: "I *give you* the wedding invitation. You receive the wedding invitation." Repeat #1.

attend/attended--(#2: Jesus and His mother attended the wedding.) Give examples of usage: "Today you attend English class. Last week" (or whenever the last class was) "you attended English class." Repeat #2.

not enough--(#4: not enough wine for everyone) Illustrate meaning by passing out pieces of bubblegum, having one less piece of gum than the number of students in class. Have fun with this! Act as if you are truly embarrassed not to have enough for everyone. Say: "I am so sorry. There are not enough pieces of bubblegum!" Wait a second, then surprise the left out student by pulling out one more piece of bubblegum and say, "Now we have enough!" Repeat #4.

him--(#5: The mother of Jesus said to Him. . .) Direct attention to **slide #23** and the bottom of Student Study Guide p. 1 to see the list of object pronouns. Repeat #5.

OBJECT PRONOUNS		
	<u>Singular</u>	<u>Plural</u>
1st person	me	us
2nd person	you	you
3rd person	him	them
	her	
	it	

For further understanding of the objective case (1) point to a person or object, (2) say "to _____," then (3) point to the appropriate pronoun on the screen.

(point to self) "to me"

(use hand motions) "to us"

(point to a student) "to you"

(point to all students) "to you"

(point to male student) "to him"

(ask a student to stand beside you; look at this student,

(point to female student) "to her"

point to all other students) "to them"

(point to a chair, wall or door) "to it"

REPEAT SENTENCE #5: "The mother of Jesus said to him. . ."

Please help!--(#5: The mother of Jesus said to Him: 'Please help!') Nod your head with folded hands and curtsy slightly (think Japanese!) to denote 'polite.' Lift a sack of objects, acting as if what you have is quite heavy and very difficult to carry. Say: (desperately imploring) "Please help!" Repeat #5.

TIP: Always provide several *different* examples to ensure understanding. For example, you may also pick up a big stack of books and act as if you are trying to move them to another location--again saying, "Please help!")

change/changed--(#6: Jesus changed the water into wine.) Begin with three glasses of clear water. Add food coloring, saying: (1) 1st read, then--while adding blue--say: "I change the water to purple." (2) 1st yellow, then--while adding red--say: "I change the water to orange." (3) 1st blue, then--while adding yellow--say: "I change the water to green." Repeat #6.

save/saved--(#7: The man said, "You saved the best for last.") Show a small piggy bank or coin bank. Demonstrate dropping coins into this small bank to save the money. Repeat #7.

last--(#7 also) Quickly ask class (or a small number of students, if class is quite large) to stand in a straight line. Point out the *first* in line and the last. This word describes or tells about position or *where* in a line or in a list of things. (This 'last' is not the same word as the 'last' in Lesson Three. 'Last' in Lesson Three means to continue or go on forever/never stopping/never ending.) Repeat #7.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Who received a wedding invitation?
 - (2) Who attended the wedding?
 - (3) Where was the wedding?
 - (4) What was the problem at the wedding reception?
 - (5) What did the mother of Jesus do?
 - (6) What did Jesus do?
 - (7) What did one man say?
 - (8) When did this happen?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)
6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **The wedding in the story today was very different from weddings today in the USA.** Ask students to turn to p. 5 in their Student Study Guide: *Matching Game* (pictures and words from U.S. weddings today).

Demonstrate with #1 to let students know what to do in this pair activity.

When all have finished, check answers with the whole class.

ANSWER KEY: 1b, 2f, 3g, 4a, 5e, 6h, 7c, 8d

2. Show DVD or videotape of a Christian wedding, pointing out the symbolism of the ring, the family candle and the unity candle.
3. Encourage students to share their wedding customs from their countries of origin.

CLOSURE

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud John 2:1-10 in his/her own language to ensure understanding.

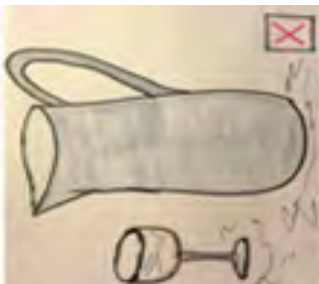
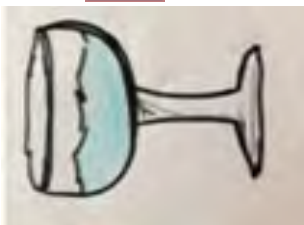
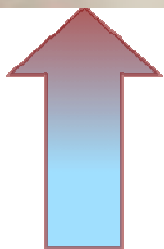
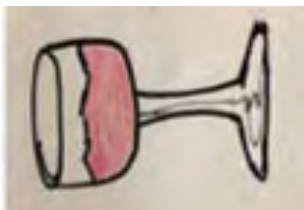
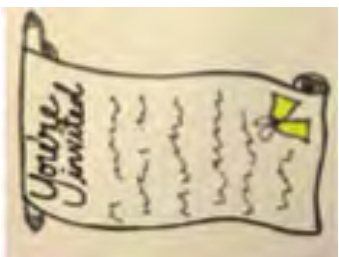
(Optional) Lead in a choral reading of John 2:1-10 (NLV) and on p. 6 in the Student Study Guide.

Lead in a prayer of thanks for your class and for Jesus, who cares about all that happens in our lives--things both big and small. Express thanks for the example Jesus gives us in how to care about others.

Announce that you have "saved the best for last." ☺ Serve *simple* wedding cake and *simple* punch. (If in the USA, make a single-layer white cake with icing and use a bride and groom topper for the cake. If in EFL setting, consider buying a sheet cake already made.)

HOMEWORK ASSIGNMENT

Say: **Next week bring a list of fast food restaurants in your country.**



STUDENT STUDY GUIDE

Lesson Four

The Wedding in Cana of Galilee

CORE SENTENCES

1. Jesus and his mother received a wedding invitation.
2. They attended the wedding in Cana of Galilee.
3. Many guests attended the wedding.
4. There was not enough wedding wine for everyone.
5. The mother of Jesus said to him, "Please help!"
6. Jesus changed the water into wedding wine.
7. One man said to the bridegroom: "You saved the best for last!"

VOCABULARY

A

groom
groomsmen
bride

bridesmaids
bridal bouquet
family candle

unity candle
minister
reception

B

receive/received
attend/attended
Please help!
change/changed
save/saved

wedding
guest(s)

many/few
enough
first/last

who
how many
what
when
why
and
so

OBJECT PRONOUNS

Singular

Plural

1st person

me

us

2nd person

you

you

3rd person

him

them

her

it

LESSON FOUR
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

to	They	best
Many	One	wine

Jesus and his mother received a wedding invitation. ¹They attended the wedding in Cana of Galilee. ² _____ guests attended the wedding. There was not enough wedding ³ _____ for everyone. The mother of Jesus said ⁴ _____ him, "Please help!" Jesus changed the water into wine. ⁵ _____ man said to the bridegroom, "You saved the ⁶ _____ for last!"

LESSON FOUR
CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Jesus and his mother ¹_____ a wedding invitation. They ²_____ the wedding in Cana ³_____ Galilee. Many guests attended ⁴_____ wedding. There was not ⁵_____ wedding wine for everyone. The ⁶_____ of Jesus said to him, "⁷_____ help!" Jesus changed the ⁸_____ into wine. One man ⁹_____ to the bridegroom, "You ¹⁰_____ the best for last!"

LESSON FOUR

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

_____ The mother of Jesus said to him, "Please help!"

1 Jesus and his mother received a wedding invitation.

_____ One man said to the bridegroom, "You saved the best for last."

_____ There was not enough wedding wine for everyone.

_____ Many guests went to the wedding.

_____ Jesus changed the water into wedding wine.

MATCHING GAME

1. bride

a,b



2. bridesmaids

c.



3. bridal bouquet

d.



4. minister

e.



5. groom

f.



6. groomsmen

g.



7. family candle(s)

h.



8. unity candle

The Wedding in Cana of Galilee

Story from John 2:1-11

¹Mary, the mother of Jesus, was at a wedding in the village of Cana in Galilee. ²Jesus and His disciples had also been invited and were there.

³When the wine was all gone, Mary said to Jesus, "They don't have any more wine." ⁴Jesus replied, "Mother, my time has not yet come! You must not tell me what to do." ⁵Mary then said to the servants, "Do whatever Jesus tells you to do."

⁶At the feast there were six stone water jars that were used by the people for washing themselves in the way that their religion said they must. Each jar held about twenty or thirty gallons. ⁷Jesus told the servants to fill them to the top with water. Then after the jars had been filled, ⁸he said, "Now take some water and give it to the man in charge of the feast." The servants did as Jesus told them, ⁹and the man in charge drank some of the water that had now turned into wine. He did not know where the wine had come from, but the servants did. He called the bridegroom over ¹⁰and said, "The best wine is always served first. Then after the guests have had plenty, the other wine is served. But you have kept the best until last!"

LESSON FIVE
FEEDING THE FIVE THOUSAND
John 6:5-13

TOPIC: *Fast foods*

EARTHLY

OBJECTIVE: *Learning appropriate phrases for public dining*

HEAVENLY

OBJECTIVE: *Learning about the power of Jesus to meet our needs*

CULTURAL

FOCUS: *Customs/appropriate behavior for public dining*

SUPPLIES: *pictures or ads from fast food restaurant(s)
a variety of candies and/or chewing gum
clock face
five rolls to simulate small loaves of bread
a book*

DO AHEAD: *a peanut butter sandwich cut in half
useful fast food phrases written on board
poster of fast food menu items and prices on wall
projection of slide #24 on the screen for Lesson Five*

TEACHING SEQUENCE:

WARM UP

Show a picture or advertisement of a fast food restaurant, such as McDonalds, to focus attention on this type of restaurant. Encourage students to talk about fast food restaurants in their country. Write the names of these restaurants on the board.

PRESENTATION

Say: **There was no McDonald's or KFC nearby on the day 5,000 people came to hear Jesus. In today's story we find out what Jesus did at the end of the day to feed 5,000 hungry people.**

CORE SENTENCES

*Using Power Point or overhead projection for **slide #25**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.*

1. Five thousand people came to hear Jesus.
2. Jesus taught them about the love of God.
3. In late afternoon the five thousand people were very hungry.
4. A follower of Jesus said to him, "There is no food. What can we do?"
5. One little boy had two small fish and five small loaves of bread.
6. The little boy gave everything to Jesus.
7. Jesus thanked God for this food.
8. He began to break the food into pieces and give to the people.
9. Soon all five thousand had enough to eat.
10. Twelve baskets of food were left over.

VOCABULARY

*Ensure understanding of the new words on **slide #26** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.*

hear/heard	love	hungry/thirsty	who	and
teach/taught	basket(s)	little/big	what	then
begin/began	loaves	small/large	how many	
break/broke	pieces	soon	how much	

Hints for Creating Meaning of New Words:

five thousand--(#1: 5,000 people came to hear Jesus.) Write 5,000 in numerals on the board.

hear/heard--(#1: The people came to hear Jesus.) Cup hand behind ear and say, "Talk louder. I can't hear you." Repeat #1.

teach/taught--(#2: Jesus taught them about the love of God.) I teach English today. I taught English last week. Repeat #2.

love--(#2: Jesus taught them about the love of God.) Use a variety of candies or gum and exaggerated body language to demonstrate: "I like _____. I like _____. And I like _____; but I love _____!" Point to the heart shape and the symbol for God (in upper right corner) on Power Point slide. Repeat #2.

in late afternoon--(#3: In late afternoon.) Reach for your cardboard or paper plate clock face to show current clock time--then advance hour hand until you arrive at late afternoon (5 or 6-ish) and say late afternoon. Repeat 3.

hungry--(#3: In late afternoon the people were hungry.) Use clock face again, beginning with current clock time. As you advance the hour hand, keep saying "no food." When you arrive at five- or six-o'clock, say, "no food." Repeat #3.

What can we do?--(#4: A follower of Jesus asked this question.) Use body language to get across meaning of What can we do? Repeat from #4: A follower of Jesus asked, "What can we do?"

little/big--(#5: a little boy) Use body language to get across meaning. Repeat phrase.

small/large--(#5: small fish and small loaves of bread) Use body language to get across meaning. Repeat phrases.

loaves of bread--(#5: . . loaves of bread) If possible, bring *realia*--five rolls that appear to be small loaves of bread. Repeat #5.

everything--(#6: The little boy gave everything to Jesus.) Use several different pieces of candy to demonstrate meaning: "I want one of these...one of these...one of these...one of everything!" Repeat #6.

thank/thanked God--(#7: Jesus thanked God for the food.) Place hands together (as in praying hands)--lifting them heavenward while saying: "Thank you, God." Repeat #7.

begin/began--(#8: Jesus began to break the food.) Say (holding the clock face): "Our English class begins at _____ o'clock." (Say the actual time for beginning your class.) Say: "Last week our class began at _____ o'clock." Repeat #8.

break/broke--(#8: break the food into pieces) Demonstrate action for the entire sentence: break the food into pieces (from the five rolls you have brought to class) and distribute them to the students. Repeat #8.

soon--(#9: Soon all 5,000 had enough to eat.) Again reach for the clock face. Place hands to current time then advance the minute hand, e.g., "Now it is (current time). Soon it will be (one minute later than current time)." Hold calendar and say today's date, then say: "Soon it will be (tomorrow's date)." Repeat #9.

enough to eat--(#9: 5,000 had enough to eat.) Pantomime action as you show being hungry, eating a lot--then pushing away saying, "I have had enough to eat. Now I am *not hungry*!" Repeat #9.

left over--(#10: 12 baskets of food left over) Show a peanut butter sandwich cut in half and say: "I have a sandwich for lunch. I eat one half of the sandwich and have one half left over. Point to the drawing of the twelve baskets of food left over. Repeat #10.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Who came to hear Jesus?
 - (2) What did Jesus teach?
 - (3) What time of day was it in this story?
 - (4) What was the problem?
 - (5) Who wanted to help? What did he want to do?
 - (6) What did Jesus do?
 - (7) How much food was left over?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:

(lower-level): 1-them, 2-five, 3-said, 4-do, 5-small, 6-Jesus, 7-began, 8-the, 9-eat

(higher-level): 1-hear, 2-about, 3-late, 4-were, 5-of, 6-is, 7-do, 8-two, 9-small, 10-little, 11-thanked, 12-He, 13-bread, 14-to, 15-five, 16-eat, 17-were

6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **The people in today's story had no choice. They ate fish and bread--and were happy to have it. In fast food restaurants today, we do have choices. We tell the fast food worker what we want.** Direct attention to **slide #27** and to the bottom of p. 1 of the Student Study Guide--the useful phrases for ordering food in a fast food restaurant. Lead in repetition of these useful phrases:

<u>Waiter (fast food worker):</u>	<u>Customer (the hungry person):</u>
May I help you? <u>OR</u>	Yes, please. I would like _____.
May I take your order?	
What would you like to drink?	A _____, please.
Will that be small, medium or large?	_____, please.
	May I have some more _____, please?
Would you care for dessert?	Yes, I'd like _____. <u>OR</u>
	No, thank you.

- Ask partners to roleplay the interaction between the Waiter or fast food employee and the Customer--between the person *taking* the order and the hungry person *giving* the order or saying what he/she wants to eat or drink. With a teaching partner or one of the better students in class, demonstrate what you want students to do. (The "customer" looks at the menu poster on the wall and chooses what to order.)

Make sure partners switch roles to practice both parts--the phrases used by the fast food employee *and* the customer.

(OPTIONAL) If your class is near a fast food restaurant and cost is not prohibitive, take students to this restaurant to apply what they have learned by ordering a small item (beverage or small fries)--with teacher's encouragement and guidance. (Perhaps an adult Sunday School class in your church or a ladies' mission group would like to provide the financial support for this experience. If so, guide students in the writing a thank you note to express appreciation for their kindness.)

CLOSURE

Ask: **In the story about the Feeding of the 5,000, what do we learn about Jesus?** (Jesus *cares about* every need that we have--and *has the power* to supply every need.)

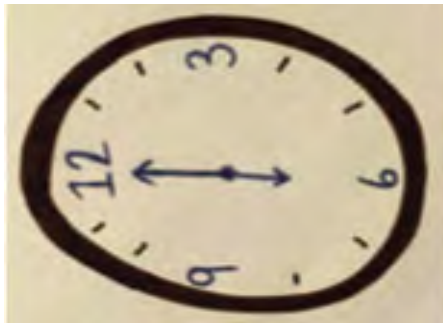
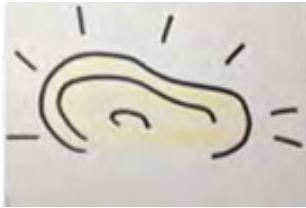
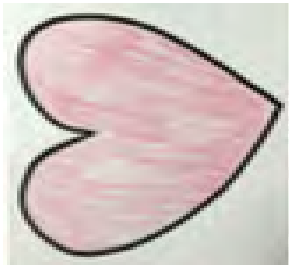
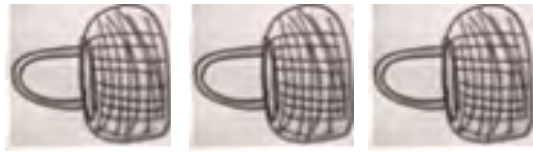
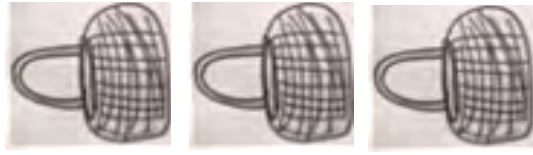
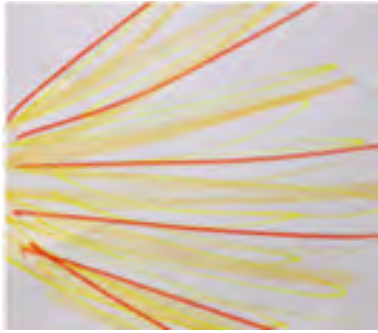
If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud John 6:1-13 in his/her own language to ensure understanding.

Lead in a choral reading of John 6:1-13 (NLV) on p. 5 of the Student Study Guide.

Lead in a prayer, thanking God for His love and caring about *every* need we have.

HOMEWORK ASSIGNMENT

Say: **Be thinking about a time in your life when you were very afraid.**



STUDENT STUDY GUIDE
Lesson Five
Feeding the Five Thousand

CORE SENTENCES

1. Five thousand people came to hear Jesus.
2. Jesus taught them about the love of God.
3. In late afternoon the five thousand people were very hungry.
4. A follower of Jesus said to him, "There is no food. What can we do?"
5. One little boy had two small fish and five small loaves of bread.
6. The little boy gave everything to Jesus.
7. Jesus thanked God for this food.
8. He began to break the food into pieces and give to the people.
9. Soon all five thousand had enough to eat.
10. Twelve baskets of food were left over.

VOCABULARY

hear/heard	love	hungry/thirsty	who	and
teach/taught	basket(s)	little/big	what	then
begin/began	loaves	small/large	how many	
break/broke	pieces	soon	how much	

Useful Phrases for Ordering Food in a Fast Food Restaurant

<u>Waiter:</u>	<u>Customer:</u>
May I help you?	Yes, please. I would like _____.
OR	
May I take your order?	
What would you like to drink?	A _____, please.
Will that be small, medium or large?	_____, please.
	May I have some more_____, please?
Would you care for dessert?	Yes, I'd like _____. OR No, thank you.

LESSON FIVE
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

Jesus	the	small
said	five	eat
began	them	do

Five thousand people came to hear Jesus. Jesus taught ¹ them about the love of God. In late afternoon the ² _____ thousand people were very hungry. A follower of Jesus ³ _____ to him, "There is no food. What can we ⁴ _____?" One little boy had two small fish and five ⁵ _____ loaves of bread. The little boy gave everything to ⁶ _____. Jesus thanked God for this food. He ⁷ _____ to break the food into pieces and give to ⁸ _____ people. Soon all five thousand had enough to ⁹ _____. Twelve baskets of food were left over.

LESSON FIVE
CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Five thousand people came to ¹ _____ Jesus. Jesus taught them ² _____ the love of God. In ³ _____ afternoon the five thousand people ⁴ _____ very hungry. A follower ⁵ _____ Jesus said to him, "There ⁶ _____ no food. What can we ⁷ _____?" One little boy had ⁸ _____ small fish and five ⁹ _____ loaves of bread. The ¹⁰ _____ boy gave everything to Jesus. Jesus ¹¹ _____ God for this food. ¹² _____ began to break the ¹³ _____ into pieces and give ¹⁴ _____ the people. Soon all ¹⁵ _____ thousand had enough to ¹⁶ _____. Twelve baskets of food ¹⁷ _____ left over.

LESSON FIVE

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ Twelve baskets of food were left over.
- _____ He began to break the food into small pieces and give to the people.
- _____ Jesus walked by that tree.
- 1 _____ Five thousand people came to hear Jesus.
- _____ In late afternoon, the 5000 people were very hungry.
- _____ Jesus thanked God for this food.
- _____ Jesus taught them about the love of God.
- _____ The little boy gave everything to Jesus.
- _____ A follower of Jesus said to him, "There is no food. What can we do?"
- _____ One little boy had two small fish and five small loaves of bread.
- _____ Soon all 5,000 had enough to eat.

FEEDING THE FIVE THOUSAND

Story from John 6:1-13

⁵Jesus looked up and saw many people coming to Him. He said to Philip, "Where can we buy bread to feed these people?" ⁶He said this to see what Philip would say. Jesus knew what He would do. ⁷Philip said to Him, "The money we have is not enough to buy bread to give each one a little." ⁸One of His followers was Andrew, Simon Peter's brother. He said to Jesus, ⁹"There is a boy here who has five loaves of barley bread and two small fish. What is that for so many people?" ¹⁰Jesus said, "Have the people sit down." There was much grass in that place. About five thousand men sat down. ¹¹Jesus took the loaves and gave thanks. Then He gave the bread to those who were sitting down. The fish were given out the same way. The people had as much as they wanted. ¹²When they were filled, Jesus said to His followers, "Gather up the pieces that are left. None will be wasted." ¹³The followers gathered the pieces together. Twelve baskets were filled with pieces of bread. These were left after all the people had eaten.

LESSON SIX
CALMING THE STORM
Luke 8:22-25

TOPIC: *Weather*

EARTHLY

OBJECTIVE: *Understanding weather forecasts*

HEAVENLY

OBJECTIVE: *Learning that Jesus takes away our fears*

CULTURAL

FOCUS: *Weather Comparison (USA and countries of origin)*

SUPPLIES: *feather
piece of paper
candle/match for lighting
two glasses--one filled with water/one empty*

DO AHEAD: *recording of a TV weather forecast (or copies of a
newspaper weather forecast, such as the
one in USA Today)
projection of slide #28 on the screen for Lesson Six.*

TEACHING SEQUENCE:

WARM UP

Show a recorded TV weather forecast to introduce the lesson topic (without comment before or after). **OR** Make copies of a weather forecast for each student, using the weather section in a newspaper such as USA Today. Say: **We always want to know what the weather is going to be. This helps us know what to do and what to wear.**

PRESENTATION

Say: **There was no weather forecast to warn of a storm on the Sea of Galilee. Jesus and his followers were in a boat when there was a *bad* storm.**

CORE SENTENCES Using Power Point or overhead projection of **slide #29**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Jesus and his followers wanted to cross the lake.
2. They got into a boat.
3. Jesus went to sleep.
4. The wind began to blow the waves.
5. The waves began to fill the boat with water.
6. The followers of Jesus were afraid.
7. They cried out to Jesus.
8. Jesus woke up.
9. He calmed the wind and the waves.
10. His followers in the boat said, "Who is this Jesus? Even the winds and the waves obey Him."

VOCABULARY Ensure understanding of the new words on **slide #30** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.



hot/cold
warm/cool

rainy
sunny
snowy

cloudy
foggy
windy

stormy
lightning
thunder

B

cross/crossed	lake	who	and
get/got into	wind	what	then
go/went to sleep	waves	how	because
blow/blew	water	when	after
fill/filled			
cry/cried out			
wake/woke up			
calm/calmed			
obey/obeyed			

Hints for Creating Meaning of New Words:

cross/crossed--(#1: They wanted to cross the lake.) Demonstrate by walking across the room, describing your actions as you go, e.g., "I cross the room and clap my hands. I cross the room and hop on one foot. Call on one or two students to cross the room and describe their actions as they cross. Repeat #1.

get/got into--(#2: They got into a boat.) Draw a car on the board with an arrow pointing to the inside and say, "I get into a car." Draw a boat with an arrow pointing inside and say, "I get into the boat." Repeat #2.

go/went to sleep--(#3: Jesus went to sleep.) Pantomime this action. Repeat #3.

blow/blew--(#4: wind began to blow) Demonstrate by blowing a feather, a piece of paper and/or a candle . Repeat #4.

fill/filled--(#5: waves began to fill the boat) Demonstrate 'empty' and 'filled' with a glass of water. Repeat #5.

cry/cried out--(#7: They cried out to Jesus.) Cup hands to mouth and shout the name of a student, then explain that you cried out to (name of student). Call on various students to call out another student's name. Repeat #7.

wake/woke up--(#8: Jesus woke up.) Demonstrate this action, beginning with eyes closed. Repeat #8.

calm/calmed--(#9: Jesus calmed the wind and the waves.) Contrast by drawing a stormy sea and a calm sea. Say: "My baby is crying. I sing to the baby. I pat the baby. I calm the baby. The baby does not cry now." Repeat #9.

obey/obeyed--(#10: Even the winds and the waves obey Him.) We stop at red lights and obey the rules for driving a car. We tell our children to do something and they do it. They obey us. Repeat #10.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.

2. Check understanding by asking the Comprehension Questions below:
 - (1) Who wanted to cross the lake?
 - (2) Who was sleepy? How do you know?
 - (3) Who was afraid? How do you know?
 - (4) Why were they afraid?
 - (5) What did Jesus do?
 - (6) What question did the followers of Jesus ask?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:

(lower-level): 1-lake, 2-sleep, 3-began, 4-were, 5-woke, 6-waves, 7-obey

(higher-level): 1-wanted, 2-got, 3-went, 4-began, 5-waves, 6-boat, 7-of, 8-cried, 9-woke, 10-wind, 11-in, 12-this, 13-and, 14-Him

6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **In the story for today, Jesus and His followers were in stormy and windy weather on a lake.** Direct students to p. 5 of their Student Study Guide: *Weather Vocabulary*. Point out #9 and #11--'windy' and 'stormy' (conditions in the story for this lesson). Lead in repetition of each of these weather words.

Using #1 as an example, demonstrate what you want students to do with this activity. Then ask that they work with a partner to finish matching the weather words with the correct weather pictures. When finished, ask pairs to join one other pair to check answers. (If short on time, go over answers with the whole class.)

2. Direct attention to p. 6 in the Student Study Guide: *Adverbs of Frequency*. Use a calendar to create meaning for these terms, e.g., 'always' (point to every day on the calendar page), 'usually' (point to every other day), etc.

Ask students to work with a partner, using the *Adverbs of Frequency* to describe the weather where they are in the USA and in their own country. Provide an example by describing weather where the class is being taught.

CLOSURE

Ask: **Has anyone ever been in a very bad storm with a lot of wind, rain, lightning** (draw lightning bolt on board!) **and loud thunder (that comes after the lightning)? How did this make you feel?** (allowing time for responses) Say: **In all kinds of weather and in all of life, one thing we can know for sure is that Jesus *cares* what we are feeling and wants to help us when we are afraid.** Direct attention to the bottom of p. 7 in the Student Study Guide. Read with the students the two scripture references: Psalm 56:3-4 and Matthew 28:20 (NLV).

"When I am afraid, I will trust in God. I will not be afraid." (words of King David in Psalm 56:3-4)
"I am with you always, even to the end of the world." (words of Jesus in Matthew 28:20)

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud Luke 8:22-25 in his/her own language to ensure complete understanding of the story.

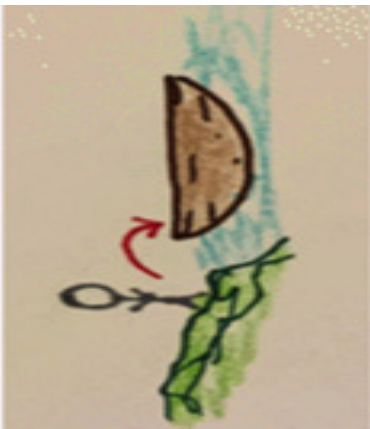
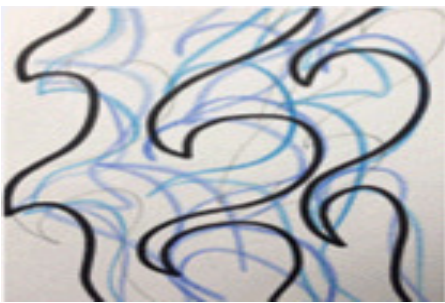
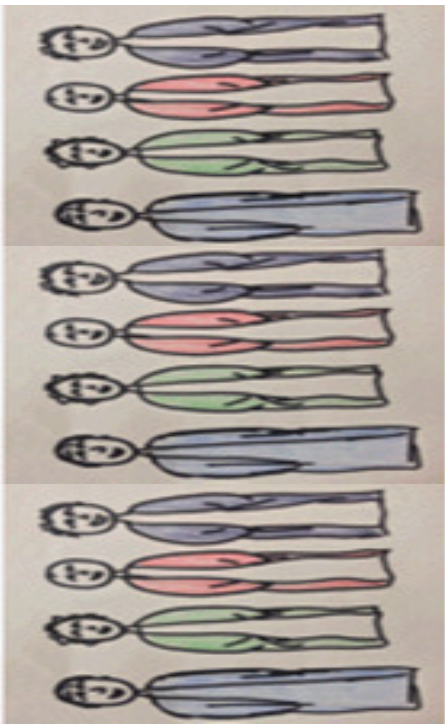
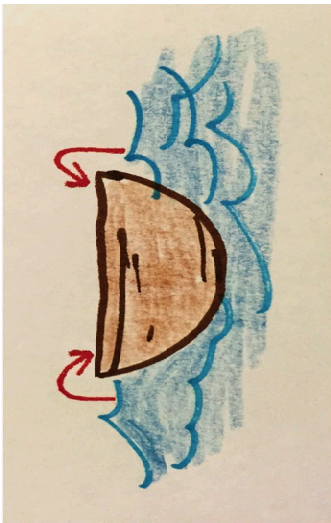
Lead in a choral reading of Luke 8:22-25 (NLV) and on p. 7 of the Student Study Guide.

Lead in a prayer thanking God for his loving Presence in our lives every day and for Jesus who helps us in the *storms* or difficult times in our lives.

HOMEWORK ASSIGNMENT

Ask students to spend some time thinking about how they would feel if they could not walk. Ask that they--for a few hours--try hopping around on one foot or walking with the help of crutches or a stick.

(Optional) Dialogue Journal Assignment: *A Time I Was Afraid*



STUDENT STUDY GUIDE
Lesson Six
Calming the Storm

CORE SENTENCES

1. Jesus and his followers wanted to cross the lake.
2. They got into a boat.
3. Jesus went to sleep.
4. The wind began to blow the waves.
5. The waves began to fill the boat with water.
6. The followers of Jesus were afraid.
7. They cried out to Jesus.
8. Jesus woke up.
9. He calmed the wind and the waves.
10. His followers in the boat said, "Who is this Jesus? Even the winds and the waves obey Him."

VOCABULARY

A

hot/cold

rainy

cloudy

stormy

warm/cool

sunny

foggy

lightning

snowy

windy

thunder

B

cross/crossed

lake

who

and

get/got into

wind

what

then

go/went to sleep

waves

how

because

blow/blew

water

when

after

fill/filled

cry/cried out

wake/woke up

calm/calmed

obey/obeyed

LESSON SIX
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

waves	obey	sleep	this
lake	began	were	woke

Jesus and his followers wanted to cross the ¹lake. They got into a boat.

Jesus went to ²_____. The wind began to blow the waves. The waves

³_____ to fill the boat with water. The followers of Jesus ⁴_____

frightened. They cried out to Jesus. Jesus ⁵_____ up. He calmed the

wind and the ⁶_____. The others in the boat said, "Who is ⁷_____

Jesus? Even the winds and the waves ⁸_____ Him."

LESSON SIX
CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Jesus and his followers ¹_____ to cross the lake. They ²_____ into a boat. Jesus ³_____ to sleep. The wind ⁴_____ to blow the waves. The ⁵_____ began to fill the ⁶_____ with water. The followers ⁷_____ Jesus were frightened. They ⁸_____ out to Jesus. Jesus ⁹_____ up. He calmed the ¹⁰_____ and the waves. The others ¹¹_____ the boat said, "Who is ¹²_____ Jesus? Even the winds ¹³_____ the waves obey ¹⁴_____."

LESSON SIX STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ They got into a boat.
- _____ The followers of Jesus were afraid.
- _____ The wind began to blow the waves.
- 1 Jesus and his followers wanted to cross the lake.
- _____ They cried out to Jesus.
- _____ Jesus went to sleep.
- _____ He calmed the wind and the waves.
- _____ The waves began to fill the boat with water.
- _____ Jesus woke up.
- _____ The others in the boat said, "Who is this Jesus? Even the wind and the waves obey Him."

WEATHER VOCABULARY

1. rainy

a.



2. sunny

b.



3. cloudy

c.



4. snowy

d.



5. cold

e.



6. hot

f.



7. warm

g.



8. cool

h.



9. windy

i.



10. foggy

j.

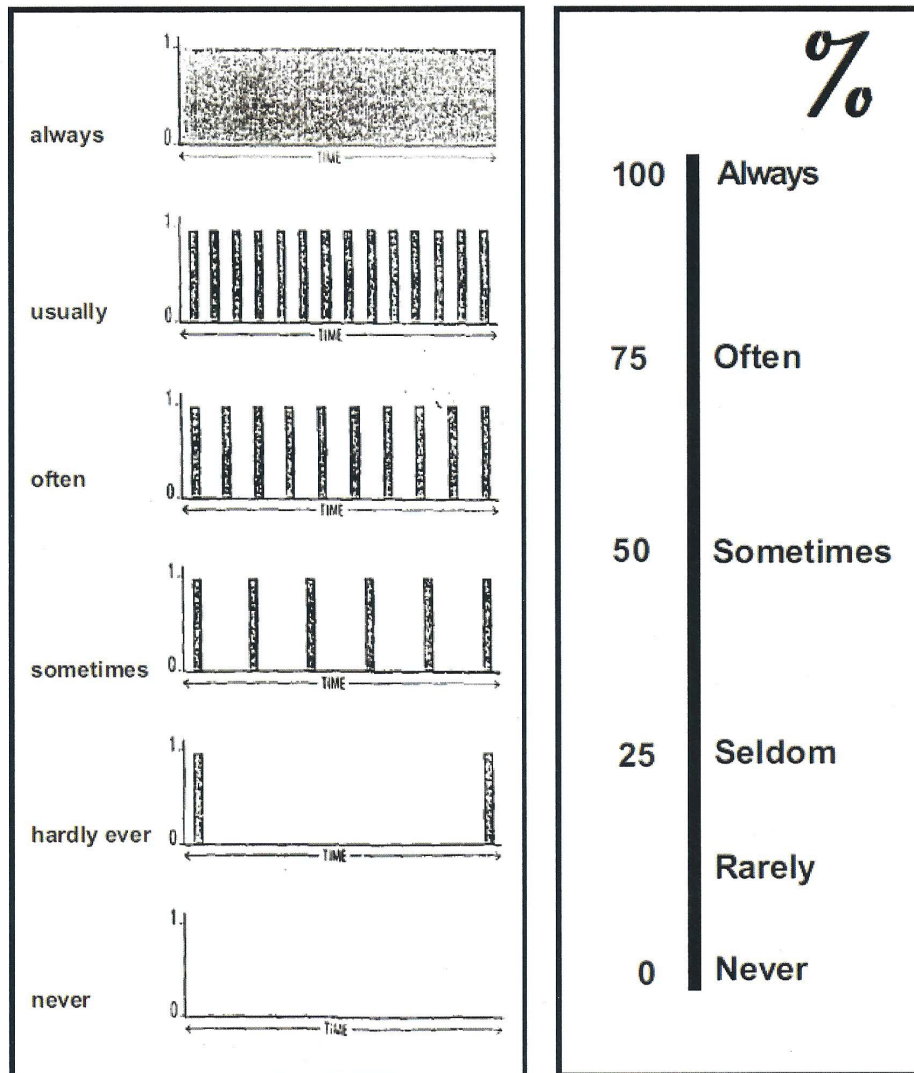


11. stormy

k.



Adverbs of Frequency



CALMING THE STORM

Story from Luke 8:22-25

²²Jesus and his followers got into a boat. Jesus said to them, "Let us go over to the other side of the lake." Then they pushed out into the water. ²³As they were going, Jesus fell asleep. A wind storm came over the lake. The waves were covering the boat. It was filling up with water. ²⁴The followers of Jesus came to wake him up. They said, "Teacher! Teacher! We are going to die!" Then Jesus got up and spoke sharp words to the wind and the high waves. The wind stopped blowing and there were no more waves. ²⁵He said to his followers, "Where is your faith?" The followers were surprised and afraid. They said to each other, "What kind of a man is he? He speaks to the wind and the waves and they obey him."

"When I am afraid, I will trust in God. I will not be afraid." (Psalm 56:3-4)

"I am with you always, even to the end of the world." (Matthew 28:20)

LESSON SEVEN
HEALING A CRIPPLED MAN
Mark 2:1-11

TOPIC: *Ailments*

EARTHLY

OBJECTIVE: *Learning to describe ailments*

HEAVENLY

OBJECTIVE: *Learning of the power of Jesus to forgive sins and
heal bodies*

CULTURAL

FOCUS: *Superstitious belief about the causes of ailments*

SUPPLIES: *bottle of cough syrup or package of cough drops
a sheet of paper with a sizable hole in it (uneven
edges to represent the hole made in the roof)
rope for "letting down" the mat or bed
icepack and a thermometer*

DO AHEAD: *a rope tied on one corner of a tri-folded sheet
to represent the mat or bed in the story
3x5 cards or paper strips on which ailments are
written (a set in a baggie or envelope for each
small group of students)
on board: dialog for use in Parallel Lines activity
(#2 in Life Application)
projection of slide #31 on screen for Lesson Seven*

TEACHING SEQUENCE:

WARM UP

Enter classroom sneezing, holding an icepack on your head, walking with a limp, holding one hand around one jaw--with a thermometer sticking out of your mouth. Say: **I feel sick. I do not feel well. I have a headache, a toothache, a backache, a stomachache, sore knee, a cold, a sore throat and a fever.**

PRESENTATION

Say: **The man in our story for today was not sick with *these* ailments and injuries that we will talk about later, but this man could not walk. He was a *crippled* man. This is an *unusual* story about how Jesus healed this crippled man.**

CORE SENTENCES Using Power Point or overhead projection of **slide #32**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Many people were crowded into a house to hear Jesus.
2. Jesus was teaching the people about God.
3. Four friends brought a crippled man to Jesus.
4. They wanted Jesus to heal the crippled man.
5. They could not get near Jesus.
6. The four friends made a hole in the roof of the house.
7. They tied rope on the mat corners.
8. The friends let down the mat through the hole in the roof.
9. Jesus healed the crippled man.
10. The man rolled up his mat and walked.
11. They all praised God.

VOCABULARY Ensure understanding of the new words on **slide #33** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

heal/healed	hole	crippled	who	because
bring/brought	roof	near/far	where	and
tie/tied	rope		what	after
let down	mat		how many	
roll/rolled up	corners			
praise/praised				

Hints for Creating Meaning of New Words:

teaching--(#2: Jesus was teaching.) Say: "I am teaching you English. Jesus was teaching the people about God."

crippled--(#3: a crippled man) Pantomime a person who is crippled.

to heal--(#4: They wanted Jesus to heal.) Roleplay having a cough, then show students a bottle of cough syrup (or package of cough drops). We take this to heal a cough. Repeat #4.

near/far--(#5: could not get near Jesus) Demonstrate with respect to an object in the room then in relation to one of the students. Repeat #5.

hole, roof, rope, mat, corners and let down (#6 --#8): Use a sheet of paper in which to make a hole as students look on; point to the Power Point picture of the rooftop with a hole in it (or draw this on the board); show the sheet that has been folded into thirds (to simulate a mat or bed with a rope tied to one of its corners or rope for all four corners--even better!)--all to demonstrate using a hole in the roof to let down the crippled man on his mat. Say: "The friends let down the mat through the hole in the roof."

NOTE: In Palestine the houses usually had a flat roof. Stairs on the outside led up to the roof that was made of boards covered with packed earth.

roll up/rolled up--(#10: rolled up his mat) Demonstrate with a folded sheet (that looks like a mat) how the crippled man rolled up his 'mat' or 'bed' and walked away after his healing. Repeat #10.

praise/praised--(#11: praised God) Demonstrate meaning by lifting arms high to praise God. Repeat #11.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Where was Jesus?
 - (2) What was Jesus doing?
 - (3) Who was there with Jesus?
 - (4) What was unusual in this place?
 - (5) Who brought the crippled man to Jesus?
 - (6) What did these four friends do to solve the problem?
 - (7) What did they all do after Jesus healed crippled man?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.

4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.

5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:

(lower-level): 1-to, 2-God, 3-They, 4-not, 5-hole, 6-rope, 7-mat, 8-healed, 9-and, 10-praised

(higher-level): 1-in, 2-Jesus, 3-people, 4-crippled, 5-wanted, 6-man, 7-him, 8-hole, 9-house, 10-mat, 11-let, 12-in, 13-healed, 14-rolled, 15-praised

6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **In the story today, Jesus healed a crippled man. On p. 5 of your Student Study Guide, you will find many *other* ways people need healing.** Acquaint students with these ailments and injuries (used by permission from the Oxford Picture Dictionary, p. 40). Ask that they point to each picture with one hand and to its matching word (listed at the bottom of the page) with the other hand. Lead in repetition of each ailment/injury.

NOTE: Oxford Picture Dictionary (Second Edition) by Jayme Adelson-Goldstein (ISBN 978-0-19-436976) is available from www.oup.com/elt or by calling the Customer Service Department @ 800-542-2492.

Next distribute a set of ailments (on 3x5 cards or paper strips and in a baggie or envelope) to each small group of 3-5 students. Ask students to take turns reaching for an *ailment* and pantomiming that ailment while others in the group try to guess which it is. Demonstrate what students are to do.

2. Align students in two parallel lines (A and B), so that line "A" can see the dialog on the board. (These students will have more to say.) Students in the "B" line are to use their Student Study Guide p. 5 to "choose" an ailment. With one of the better students in class, demonstrate what you want students to do:

A. What's the matter? (or) What's the problem? (or) What's wrong?

B. I have a _____.

A. I'm so sorry.

After Round One of the above dialog, ask the "B" line to take one step to the right to form new partner combinations for Round Two, etc. The person who gets *bumped off* on the end goes to the other end of that line. Signal "time for 'B' line to move" by ringing a bell, blinking the lights or giving a loud clap of your hands.

3. Briefly ask the class if their culture has any superstitions related to physical ailments. For example: **In the USA some believe that, if a person plays with frogs, he/she will get warts. Little children have a saying: If you step on a crack, you will break your mother's back.**

CLOSURE

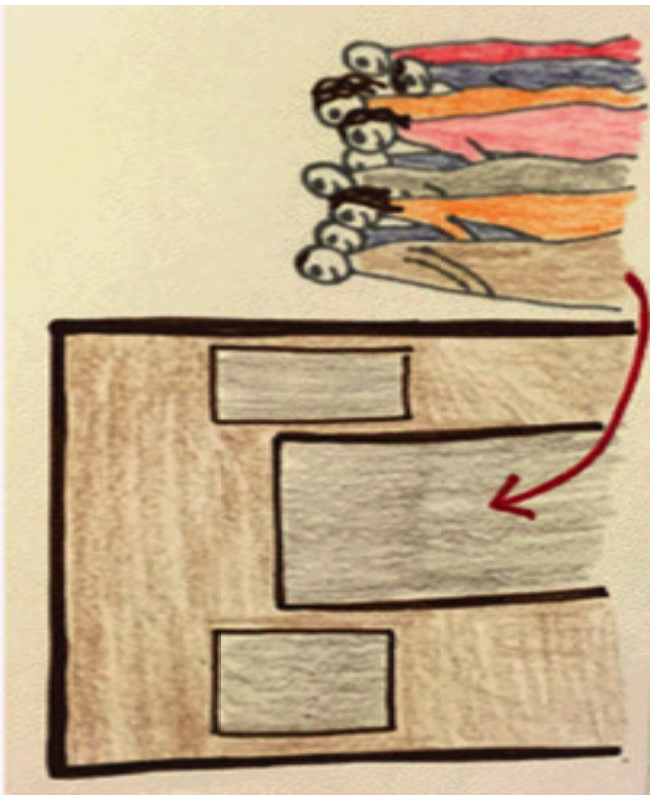
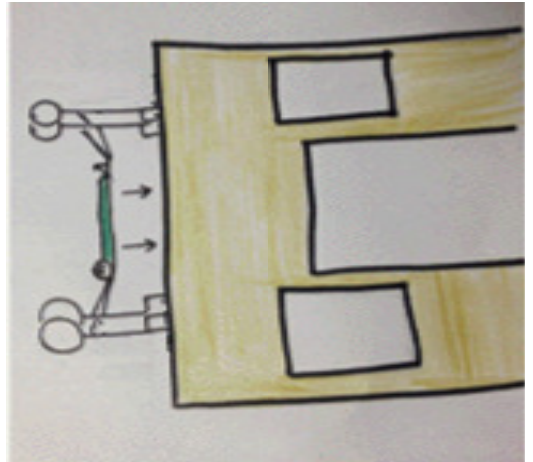
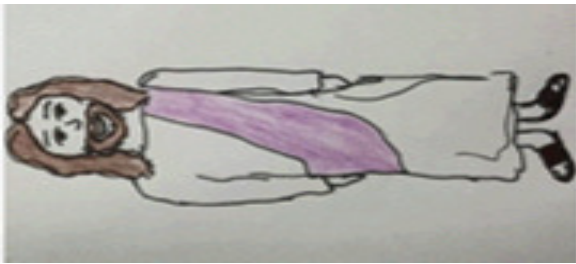
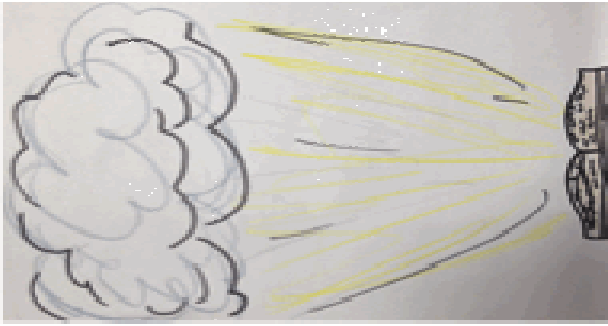
If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud Mark 2:1-12 in his/her own language to ensure complete understanding of the story.

Lead in a choral reading of Mark 2:1-12 (NLV) and on page 6 of the Student Study Guide.

Lead in a prayer thanking God for Jesus, for His love and His power to heal sick bodies.

HOMEWORK ASSIGNMENT

Ask students to be thinking about home remedies used by their families as they were growing up.



STUDENT STUDY GUIDE
Lesson Seven
HEALING A CRIPPLED MAN

CORE SENTENCES

1. Many people were crowded into a house to hear Jesus.
2. Jesus was teaching the people about God.
3. Four friends brought a crippled man to Jesus.
4. They wanted Jesus to heal the crippled man.
5. They could not get near Jesus.
6. The four friends made a hole in the roof of the house.
7. They tied rope on the mat corners.
8. The friends let down the mat through the hole in the roof.
9. Jesus healed the crippled man.
10. The man rolled up his mat and walked.
11. They all praised God.

VOCABULARY

heal/healed	hole	crippled	who	because
bring/brought	roof	near/far	where	and
tie/tied	rope		what	after
let down	mat		how many	
roll up/rolled up	corners			
praise/praised				

LESSON SEVEN
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

healed	rope	They	hole	to
and	God	mat	not	praised

Many people were crowded into a house ¹ to hear Jesus. Jesus was teaching the people about ² _____. Four friends brought a crippled man to Jesus. ³ _____ wanted Jesus to heal the crippled man. They could ⁴ _____ get near Jesus. The four friends made a ⁵ _____ in the roof of the house. They tied ⁶ _____ on the mat corners. The friends let down the ⁷ _____ through the hole in the roof. Jesus ⁸ _____ the crippled man. The man rolled up his mat ⁹ _____ walked! They all ¹⁰ _____ God!

LESSON SEVEN
CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Many people were crowded ¹ _____ a house to hear ² _____. Jesus was teaching the ³ _____ about Jesus. Four friends brought a ⁴ _____ man to Jesus. They ⁵ _____ Jesus to heal the crippled ⁶ _____. They could not get ⁷ _____ Jesus. The four friends made a ⁸ _____ in the roof of the ⁹ _____. They tied rope on the ¹⁰ _____ corners. The friends ¹¹ _____ down the mat through the hole ¹² _____ the roof. Jesus ¹³ _____ the crippled man. The man ¹⁴ _____ up his mat and walked. They all ¹⁵ _____ God.

LESSON SEVEN

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ They wanted Jesus to heal the crippled man.
- _____ They tied rope on the mat corners.
- _____ Many people were crowded into a house to hear Jesus.
- _____ Four friends brought a crippled man to Jesus.
- _____ They all praised God.
- _____ The friends let down the mat through the hole in the roof.
- _____ The man rolled up his mat and walked.
- 1** Jesus was teaching the people about God.
- _____ The four friends made a hole in the roof of the house.
- _____ Jesus healed the crippled man.



1. rash
2. fever
3. insect bite
4. chills
5. black eye
6. headache

7. stomachache
8. backache
9. toothache
10. high blood pressure
11. cold
12. sore throat
- a. tongue depressor

13. sprain
- a. stretch bandage
14. infection
15. broken bone
16. cut
17. bruise
18. burn

Used by permission from Oxford University Press
The New Oxford Picture Dictionary, p. 40

HEALING A CRIPPLED MAN

Story from Mark 2:1-11

¹After some days Jesus went back to the city of Capernaum. Then news got around that He was home. ²Soon many people gathered there. There was no more room, not even at the door. He spoke the Word of God to them. ³Four men came to Jesus carrying a man who could not move his body. ⁴These men could not get near Jesus because of so many people. They made a hole in the roof of the house over where Jesus stood. Then they let down the bed with the sick man on it.

⁵When Jesus saw their faith, He said to the sick man, "Son, your sins are forgiven." ⁶Some teachers of the Law were sitting there. They thought to themselves, ⁷"Why does this Man talk like this? He is speaking as if He is God! Who can forgive sins? Only One can forgive sins and that is God!"

⁸At once Jesus knew the teachers of the Law were thinking this. He said to them, "Why do you think this in your hearts? ⁹Which is easier to say to the sick man, 'Your sins are forgiven,' or to say, 'Get up, take your bed, and start to walk?' ¹⁰I am doing this so you may know the Son of Man has power on earth to forgive sins." He said to the sick man who could not move his body, ¹¹"I say to you, 'Get up. Take your bed and go to your home.' " ¹²At once the sick man got up and took his bed and went away. Everybody saw him. They were all surprised and wondered about it. They thanked God, saying, "We have never seen anything like this!"

LESSON EIGHT

HEALING A BLIND MAN

John 9:1, 6-7

TOPIC: *Remedies for physical ailments*

EARTHLY

OBJECTIVE: *Understanding prescription instructions on a medicine bottle*

HEAVENLY

OBJECTIVE: *Seeing how the blind man trusted Jesus*

CULTURAL

FOCUS: *Home remedies*

SUPPLIES: *pan or bowl of water
envelope tightly sealed with scotch tape
scissors
jar or dish of dirt
spoon to stir 'mud'
one blindfold for each pair of students
an empty prescription bottle (one per student)*

DO AHEAD: *obstacle course prepared with overturned chairs,
preferably in another room adjacent to the
classroom
list of students' birthdates from registration cards
projection of slide #34 on the screen for Lesson Eight.*

TEACHING SEQUENCE:

WARM UP

Write your birth date on the board (month and day), and draw a birthday cake with candles beside it. Pointing to this date and the cake, then to yourself, say, "I was born on _____. I was a new baby on _____." Stand next to the student on the end of the row and repeat this statement. Then ask that student, "When were you born?" (Use registration card information to stage prompt, if necessary, to prompt this student to respond with "I was born on _____.") Continue the Chain Drill in this way, with each person first making the statement then asking the question of the person sitting beside him/her (*stage prompting* as necessary).

PRESENTATION

Say: **In today's story, Jesus healed a man who was blind on the day he was *born*. He could not see. Let's find out about the *unusual* remedy Jesus had for healing this blind man.**

CORE SENTENCES Using Power Point or overhead projection of **slide #35**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. Jesus saw a blind man.
2. The man was born blind.
3. Jesus spit on the ground to make mud.
4. He put the mud on the man's eyes.
5. Jesus told the man, "Go, wash in the Pool of Siloam."
6. The blind man obeyed Jesus.
7. He washed in the Pool of Siloam.
8. At last! He could see!

VOCABULARY Ensure understanding of the new words on **slide #36** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

spit
wash/washed
can/could see

ground
mud

who
what
where
when

and
but
because

Hints for Creating Meaning of New Words:

spit/spit or spat--(#3: Jesus spit on the ground.) Demonstrate this action by *pretending* to spit in your hand. Repeat #3.

ground--(#3: spit on the ground) Show jar or dish of dirt. Say, "This dirt is from the ground." Repeat #3.

mud--(#4: He put the mud on the man's eyes.) Pour a small amount of water into the dirt from the ground that you have in a jar or dish. Stir until it becomes mud. Repeat #4.

wash/washed--(#5: Wash in the Pool of Siloam.) With a bowl or pan of water, demonstrate wash hands and wash eyes. Repeat #5.

can/could--(#8: He could see!) Prepare an envelope that is heavily sealed with scotch tape. Say, "I can not open this." With scissors, say, "I can open this." Next say, "The man washed in the Pool of Siloam. And at last! He could see!"

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Who needed the help of Jesus?
 - (2) What did Jesus do?
 - (3) What did Jesus tell the man to do?
 - (4) What did the blind man do?
 - (5) Where did he go?
 - (6) What happened at the Pool of Siloam?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.

5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:

(lower-level): 1-born, 2-mud, 3-eyes, 4-in, 5-obeyed, 6-At

(higher-level): 1-The, 2-spit, 3-mud, 4-on, 5-told, 6-wash, 7-blind, 8-washed, 9-could

6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

1. Say: **Today's story is about a man who could not see. Ask: Have you thought about what it would be like if you could not see?** For this next activity, ask students to work in pairs. One partner will be blindfolded; the other partner will give instructions to help the "blind" partner get through an obstacle course. (Lead students to practice saying possible instructions: "Turn left/right." "Take one/two steps." "Step over..." etc.) Demonstrate what students are to do. When finished with one round, students are to switch roles--one to be "blind" and the other to give instructions.
2. Say: **When we have an ailment or injury (when we are sick), sometimes we take medicine in a bottle. It is important to understand how much medicine to take and when to take it.** Distribute one empty medicine bottle to each student. Help students find the words telling "how much" and "when" to take the medicine.

Direct students to form groups of four and--within each group--to number off 1-2-3-4. With a teaching partner or one of the better students demonstrate what students are to do by looking at their bottle and saying "how much" and "when" to take their medicine. For each round of this Four-Square-Share activity, call out who the partners will be:

Round One--partners 1&2, 3&4

Round Two--partners 1&3, 2&4

Round Three--partners 1&4, 2&3

3. Encourage students to share home remedies used in their country of origin. Give students an example of what you are asking them to do: In Cambodia people drink rice water for a headache.

CLOSURE

Say: **In the activity a few minutes ago, when you had a blindfold over your eyes, you had to *trust* your partner when your partner told you what to do. In the same way we can always *trust* Jesus to tell us the right/best thing to do.**

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud John 9:1, 6-7 in his/her own language to ensure complete understanding of the story.

Lead in a choral reading of John 9:1, 6-7 (NLV) on page 5 of the Student Study Guide.

Lead in a prayer of thanks for the class and for the power of Jesus to heal. Thank him that He loves and cares about us very much.

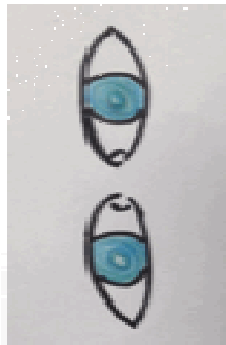
HOMEWORK ASSIGNMENT

Say: **Be thinking about family celebrations you enjoy--holidays, birthdays, etc.**

Learning of Jesus

Lesson 8 / TG

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STUDENT STUDY GUIDE
Lesson Eight
Healing a Blind Man

CORE SENTENCES

1. Jesus saw a blind man.
2. The man was born blind.
3. Jesus spit on the ground to make mud.
4. He put the mud on the man's eyes.
5. Jesus told the man, "Go, and wash in the Pool of Siloam."
6. The blind man obeyed Jesus.
7. He washed in the Pool of Siloam.
8. At last! He could see!

VOCABULARY

spit/spit (or spat)	ground	who	and
wash/washed	mud	what	but
can/could see		where	because
		when	

LESSON EIGHT
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

mud	obeyed	in
At	eyes	born

Jesus saw a blind man. The man was ¹born blind. Jesus spit on the ground to make ² _____. He put the mud on the blind man's ³ _____. Jesus told the blind man, "Go, wash ⁴ _____ the Pool of Siloam." The blind man ⁵ _____ Jesus. He washed in the Pool of Siloam. ⁶ _____ last! He could see!

LESSON EIGHT
CLOZE ACTIVITY #2

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

Jesus saw a blind man. ¹ _____ man was born blind. Jesus ² _____ on the ground to make ³ _____. He put the mud ⁴ _____ the blind man's eyes. Jesus ⁵ _____ the blind man, "Go, ⁶ _____ in the Pool of Siloam." The ⁷ _____ man obeyed Jesus. He ⁸ _____ in the Pool of Siloam. At last! He ⁹ _____ see!

LESSON EIGHT

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ At last he could see!
- _____ The man was born blind.
- _____ He put the mud on the man's eyes.
- _____ The blind man obeyed Jesus.
- 1** Jesus saw a blind man.
- _____ He washed in the Pool of Siloam.
- _____ Jesus spit on the ground to make mud.
- _____ Jesus told the man, "Go, wash in the Pool of Siloam."

HEALING A BLIND MAN
Story from John 9:1, 6-7

¹As Jesus went on his way, he saw a man who had been born blind.

⁶Jesus spit on the ground. He mixed it with dust and put that mud on the eyes of the blind man. ⁷Then Jesus said to him, "Go and wash in the Pool of Siloam." The man went away and washed. When he came back, he could see.

LESSON NINE
A LOVING FATHER AND TWO SONS
Luke 15:11-24

TOPIC: *Family celebrations*

EARTHLY

OBJECTIVE: *Finding hidden truth in Aesop's Fables*

HEAVENLY

OBJECTIVE: *Learning that the Heavenly Father always loves His children*

CULTURAL

FOCUS: *Family traditions*

SUPPLIES: *calendar
world map or globe
paper clips
two one-dollar bills
two pieces of gum
birthday party hat, whistle and balloons*

DO AHEAD: *Duplicate the Aesop's Fables for all the students.
Project slide #37 on the screen for Lesson Nine.*

TEACHING SEQUENCE:

WARM UP

Show lady's portrait on slide #38 and ask: **What do you see?** Some will see a beautiful young woman; others will see a very old woman (depending on how they view this).

Say: If you see the young woman, the *old* woman may be *hidden* to you. If you see the old woman, the beautiful *young* woman may be *hidden* to you.

PRESENTATION

Say: In today's lesson, Jesus tells a *parable*--a story with a hidden meaning. See if you can find the hidden meaning in this story about a loving father and two sons.

CORE SENTENCES

Using Power Point or overhead projection on **slide #39**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. A father had two sons.
2. The older son lived at home.
3. He helped his father.
4. The younger son wanted to leave home.
5. He asked his father for his inheritance.
6. The younger son traveled to a far country.
7. The younger son wasted all his money.
8. He had no money left for food.
9. He got a job feeding pigs.
10. The younger son was homesick for his family.
11. He decided to go back home.
12. The father ran to welcome him.
13. The father had a "Welcome Home" party for his younger son.
14. The older son was jealous and angry.
15. The father said, "Be glad! Your brother was lost. Now he is found!"

VOCABULARY

Ensure understanding of the new words on **slide #40** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

leave/left	home	younger/older	who	because
travel/traveled	inheritance	homesick	what	so
stay/stayed	far country	jealous	how	then
waste/wasted	pigs	glad	where	but
think/thought about		lost/found		while
decide/decided				since
welcome/welcome				and

Hints for Creating Meaning of New Words:

home--(#2: wanted to leave home) Quickly draw a house on the board and say 'house.' Draw a big heart in the house and say 'home.' Repeat #2.

leave/left--(#4: wanted to leave home) Illustrate meaning with actions: "I leave the room." Call on a student to leave the room. Repeat #4.

inheritance--(#5: asked for his inheritance)--*the family money* (draw \$\$\$ on board) *given to the sons and daughters when a father dies.* The younger son asked for this money. Repeat #5.

travel/traveled--(#6: traveled to a far country) Illustrate with various students while pointing to a map, e.g., "You traveled from Cairo to (town where you are in class)." Repeat #6.

waste/wasted--(#7: wasted all his money) Give several examples: (1) You go to the store with two dollars to buy milk for your family. Instead of milk, you buy two dollars worth of candy. You wasted your money on candy--and do not have money for milk! (2) At meal time you put too much food on your plate. You cannot eat it all. You wasted good food. Repeat #7.

decide/decided--(#11: He decided to go back home.) Show a student two pieces of gum. Ask that he/she decide which gum he/she wants. After the decision is made, say: "He/she decided on this one!" Repeat #11.

welcome--(#12: ran to welcome him) Pantomime greeting someone warmly, saying "Welcome to our class." "I welcome you." Repeat #12.

party--(#13: a "Welcome Home" party) Show party hat, party whistle and party balloons and say, "Let's have a party." Repeat #13.

jealous--(#14: older son was jealous) A jealous person wants what someone else has--money, clothes, success, affection, etc. and always wants what he or she does not have. In today's story, the older son was jealous when the father had a "Welcome Home" party for the younger son.

glad--(#15: The father said, "Be glad!") On the board write *glad=happy*. (*happy* in Lesson One) With hand motions demonstrate that these words have the same meaning. Hold both hands with palms up, simulating a scale to indicate equality ('happy' on one hand and 'glad' on the other). Bring (little finger) sides of hands together to indicate "the same." Repeat part one of #15.

lost/found--(#15: Your brother was lost. Now he is found.)--Frantically look in a bag or purse for a key saying "My key is *lost*! I've *lost* my key!" After some searching, (with animation) say, "I found it!" Repeat part two of #15.

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below:
 - (1) Who wanted to leave home?
 - (2) What did he ask for?
 - (3) Where did he go?
 - (4) What did the older son do?
 - (5) What happened to the younger son's money?
 - (6) How poor was he?
 - (7) What did the father do when the younger son came home?
 - (8) What did the older son do?
3. (both levels) (1) Ask one or two of the best students in class to ask a question about this story. (2) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. Cloze Exercise (Student Study Guide pp. 2-3)

Cloze Answer Keys:
(lower-level): 1-asked, 2-son, 3-stayed, 4-father, 5-no, 6-pigs, 7-house, 8-family, 9-waiting, 10-meet, 11-party, 12-jealous
(higher-level): 1-leave, 2-father, 3-younger, 4-far, 5-stayed, 6-son, 7-wasted, 8-no, 9-got, 10-He, 11-his, 12-homesick, 13-decided, 14-was, 15-The, 16-him, 17-Welcome, 18-older, 19-jealous, 20-glad, 21-lost, 22-found
6. Strip Story (Student Study Guide p. 4)
7. In pairs or (preferably) small groups of three, ask students to retell the story in their own words. For this activity, ask students to turn over their Student Study Guide and look at only the pictures on the screen as cues for retelling this story.

LIFE APPLICATION

NOTE: This lesson has only one activity for Life Application in order to allow sufficient time for a Cooperative Learning task and the Closure that follows.

Show slide #41: The Hare and the Tortoise. Say: **In our lesson today we have talked about the hidden meaning in the story of the Loving Father and Two Sons. There is also hidden meaning in a story about the rabbit and turtle you see here. In everyday English we say 'rabbit' and 'turtle,' but for this story--one of Aesop's Fables--we say: 'hare' and the 'tortoise.'** Write these four words on the board; lead in repetition.

Learning of Jesus

Lesson 9 / TG

Page 4 of 8

Use a laser pointer or your hand to point to the hare and tortoise as you read the following story:

One day a hare laughed at the short feet and slow walk of a tortoise. The tortoise laughed and said, "You might be as fast as the wind, but I will beat you in a race." The hare thought this was a crazy idea, so she immediately agreed to race. The tortoise began the race with a slow, steady walk and did not stop until the end. The hare ran far ahead, but was sure she had lots of extra time, so she stopped for a nap. When the hare finally woke up, she raced quickly to the end. But the tortoise had already finished and won the race.

Invite volunteers to offer their ideas about the *hidden truth* (the lesson to be learned) from this story of the hare and tortoise. If no one guesses correctly, tell them what it is: *Never give up. (or) Don't stop until you finish. (or) Slow and steady wins the race.*

Direct the students to number off 1-4, 1-4, 1-4, etc. Please adapt the number of groups to the size of your class. Your students will have fun with this activity--even if you have to number off 1-2, 1-2, etc., have only *two* groups of students to work together and use only *two* fables.

In order to ensure that there is at least one of the better students in each group, closely supervise the numbering off process. You may need to *hand pick* one of the better students to assist each of the small groups as *group leader*.

Next (for example, if you have four small groups), ask all 1s to form a *working group*, all 2s, 3s and 4s. You may choose to ask that they go to four separate corners of the room, sit around the same table or simply move their chairs to sit together. Choose one *different* Aesop's Fable for each group to have. A reproducible/simplified copy of the fables is provided at the end of the Teaching Guide for this lesson. Page A is for lower-level beginners, Page B for the higher-level students. You may give each group *only* their assigned fable or distribute the full page of fables and ask that they circle their *assigned* fable.

Tell students the three things you want them to do in this activity:

- (1) **Read your fable. Decide together the *hidden truth* or lesson to be learned from your fable.**
- (2) **Take turns telling this story in your own words.** (*Make sure the unofficial group leader is the first to tell the story, thereby providing a model for the others.*)
- (3) **Return to your *home group* of four and tell your story. Tell also the *hidden truth* in your story.** (*This process will acquaint each home group with four fables and their hidden truths.*)

NOTE: Be sure to walk about to monitor the progress being made in each group.

If time permits when students have completed their work, ask a volunteer from each group to share their fable in his/her own words with the whole class. Ask that they also

tell its *hidden truth*. In this way, everyone will learn *four* fables instead of only *one*. Call for these reports in the same sequence as on the handouts. Before each report, show the corresponding fable picture from **slides #42-#49**.

CLOSURE

In the story today we learned about the celebration one family had when a son came back home. What a happy celebration they had! Briefly ask students how their families celebrate special times for birthdays or holidays. Allow discussion as time permits.

Say: **We had fun today finding the hidden truth in the fables, but there was also an important hidden truth in our story about the loving father and two sons. That truth is this: Because of the great love of God, our Heavenly Father, He does not force us or make us do what *He* wants. Instead He gives us *freedom to choose*. God is always waiting to *welcome us home*, when we *choose* to love Him and follow His teachings.**

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud John 15:11-24 in his/her own language to ensure complete understanding of the story.

Lead in a choral reading of John 15:11-24 (NLV) on pp. 5-6 of the Student Study Guide.

Conclude with a brief prayer of thanks for your students, for our families--and the fun we have together in English class.

HOMEWORK ASSIGNMENT

Say: **Be thinking about the three things you value most--the three things that are most important to you.**

AESOP'S FABLES



#1 THE WOLF in SHEEP'S CLOTHING

A wolf had a hard time finding sheep to eat. The shepherd and his dog watched the sheep every day. One day the wolf found the skin of a sheep. He put it on and walked with the sheep. The sheep were not afraid to follow the wolf in sheep's clothing. One day the wolf took off the sheep's skin. He began to laugh and laugh. Then he ate the sheep.



#2 THE GOOSE with the GOLDEN EGG

One day a farmer saw an unusual egg in the nest of his goose. He looked closely and saw that it was made of real gold. Every day the goose laid another golden egg. The farmer became very rich by selling the eggs. One day the farmer decided to get rich quickly by killing the goose and cutting it open. He found no golden eggs inside.



#3 THE SHEPHERD BOY and the WOLF

A shepherd boy was watching sheep near a village. For fun he cried, "Wolf! Wolf!" The villagers came running to help him. When they arrived, the boy laughed at them! He did this two more times. The villagers came running to help. Again the boy laughed and laughed. One day a wolf truly came! The boy cried, "Wolf! Wolf!" but no one came to help. The real wolf ate every sheep.



#4 THE CROW and the PITCHER

A thirsty crow saw a tall pitcher and flew over to it. He hoped to find water. But there was so little water that he could not reach it with his beak. He began to drop pebbles into the water one at a time. Finally, the water level began to rise so he could reach it with his beak. He was able to drink all the water he needed.

AESOP'S FABLES

B

#1 THE LION and the MOUSE



A lion was taking a nap. A mouse came and began to play. The mouse ran up and down on the lion's back. Soon the lion woke up. The lion caught the mouse and held him under his large paw. "Pardon me," cried the little mouse. "If you will let me go, I will never forget your kindness, and maybe I can help *you* someday!" The lion laughed and decided to let the little mouse go. Later the lion was caught in a trap. The hunter tied the lion with a strong rope. The mouse came, chewed the rope and set the lion free.

#2 THE ANTS and the GRASSHOPPER



A happy grasshopper was jumping around dancing and singing. An ant walked by carrying a stalk of wheat. He was working hard to get food for the winter. The grasshopper asked, "Why are you working so hard? Let's sit down to visit!" "Winter is coming and there won't be any food to eat," said the ant. "I think *you* should get some food, too." "Why worry about winter?" said the grasshopper. "There is plenty of food today." The ant kept working. When winter came, the ant had plenty of food. The grasshopper had no food and was very hungry.

#3 THE FOX and the GOAT



A fox fell into a deep well and could not get out. A thirsty goat saw the fox in the well and asked if the water was good. "It is the best!" said the fox. "And there is plenty for both of us." The thirsty goat jumped in and began to drink the water. Quickly, the fox jumped on the goat's back so he could jump out of the well. Then the goat saw that HE could not get out of the well! "Help! Help! Please help!" cried the goat. But the fox ran into the woods to play and did not help the goat.

#4 THE TWO GOATS

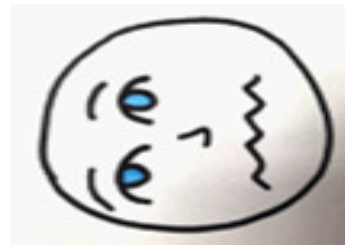
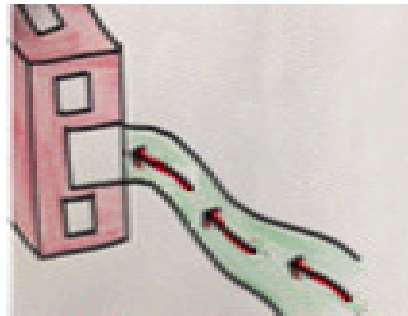
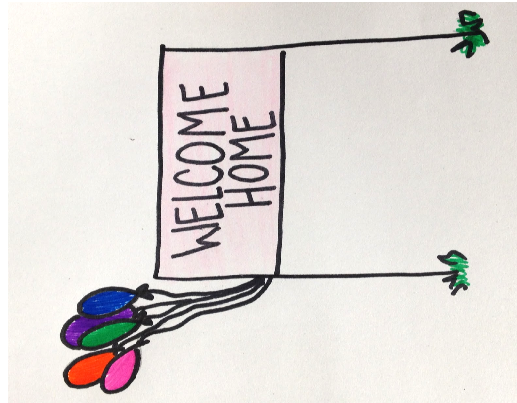
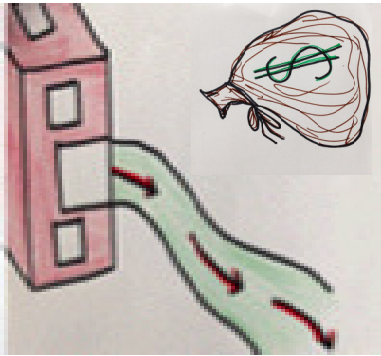
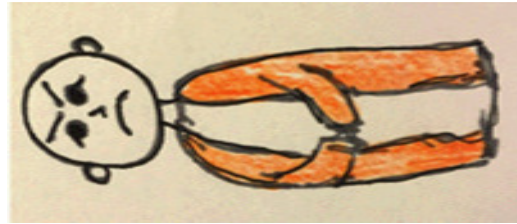
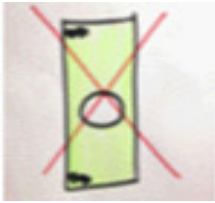


Two goats were playing on the rocky slopes of a mountain. A big river flowed down below and between the two slopes. A tree trunk had fallen to make a bridge from one rocky slope to the other. Both goats wanted to cross over this bridge to the other side. When they met in the middle, they locked horns and tried to push each other out of the way. They both fell and were swept away by the river below.

Learning of Jesus

Lesson 9 / TG

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STUDENT STUDY GUIDE
Lesson Nine
The Loving Father and Two Sons

CORE SENTENCES

1. A father had two sons.
2. The older son lived at home.
3. He helped his father.
4. The younger son wanted to leave home.
5. He asked his father for his inheritance.
6. The younger son traveled to a far country.
7. The younger son wasted all his money.
8. He had no money left for food.
9. He got a job feeding pigs.
10. The younger son was homesick for his family.
11. He decided to go back home.
12. The father ran to welcome him.
13. The father had a "Welcome Home" party for his younger son.
14. The older son was jealous and angry.
15. The father said, "Be glad! Your brother was lost. Now he is found!"

VOCABULARY

leave/left	home	younger/older	who	because
travel/traveled	inheritance	homesick	what	so
stay/stayed	far country	jealous	how	then
waste/wasted	pigs	glad	where	but
think/thought about		lost/found		while
decide/decided				since
welcome/welcome				and

LESSON NINE
CLOZE ACTIVITY #1

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

stayed	jealous	father	party
welcome	waiting	son	no
lost	asked	house	pigs
family			

The younger son wanted to leave home. He ¹asked his father for his inheritance. The younger ²_____ traveled to a far country. The older son ³_____ at home. The older son helped his ⁴_____. The younger son wasted all his money. He had ⁵___ money left for food. He got a job feeding ⁶____. He began to think about his father's ⁷_____. The younger son was homesick for his ⁸_____. He decided to go back home. The father was ⁹_____ for his younger son. The father ran to ¹⁰_____ him. The father had a "Welcome Home" ¹¹_____ for this son. The older son was angry and ¹²_____. The father said, "Be glad! Your brother was lost. Now he is found!"

LESSON NINE
CLOZE ACTIVITY #2

Work with a partner to number the sentences in the correct order. The first one has been done for you.

The younger son wanted to ¹leave home. He asked his ² _____ for his inheritance. The ³ _____ son traveled to a ⁴ _____ country. The older son ⁵ _____ at home. The older ⁶ _____ helped his father. The younger son ⁷ _____ all his money. He had ⁸ _____ money left for food. He ⁹ _____ a job feeding pigs. ¹⁰ _____ began to think about ¹¹ _____ father's house. The younger was ¹² _____ for his family. He ¹³ _____ to go back home. The father ¹⁴ _____ waiting for his younger son. ¹⁵ _____ father ran to welcome ¹⁶ _____. The father had a ¹⁷ _____ "Home" party for this son. The ¹⁸ _____ son was angry and ¹⁹ _____. The father said, "Be ²⁰ _____! Your brother was ²¹ _____. Now he is ²² _____!"

LESSON NINE

STRIP STORY

Work with a partner to number the sentences in the correct order. The first one has been done for you.

- _____ The older son stayed at home.
- _____ He asked his father for his inheritance.
- _____ The older son was angry and jealous.
- _____ The younger son traveled to a far country.
- _____ The father said, "Be glad! Your brother was lost. Now he is found!"
- _____ He got a job feeding pigs.
- 1 _____ The younger son wanted to leave home.
- _____ The father had a "Welcome Home" party for this son.
- _____ The older son helped his father.
- _____ He decided to go back home.
- _____ He had no money left for food.
- _____ The father ran to welcome him.
- _____ The younger son wasted all his money.
- _____ The father was waiting for his younger son.
- _____ He began to think about his father's house.
- _____ The younger son was homesick for his family.

THE LOVING FATHER AND TWO SONS

Story from Luke 15:11-32

¹¹Jesus told another story. There was a man who had two sons.

¹²The younger son said to his father, "Let me have the part of the family riches that will be coming to me." Then the father divided all that he owned between his two sons. ¹³Soon after that the younger son took all that had been given to him and went to another country far away. There he spent all he had on wild and foolish living. ¹⁴When all his money was spent, he was hungry. There was no food in the land. ¹⁵He went to work for a man in this far away country. His work was to feed pigs. ¹⁶He was so hungry he was ready to eat the outside part of the ears of the corn the pigs ate because no one gave him anything.

¹⁷He began to think about what he had done. He said to himself, "My father pays many men who work for him. They have all the food they want and more than enough. I am about dead because I am so hungry.

¹⁸I will get up and go to my father. I will say to him, 'Father, I have sinned against heaven and against you. ¹⁹I am not good enough to be called your son. But may I be as one of the workmen you pay to work?' "

²⁰The son got up and went to his father. While he was yet a long way off, his father saw him. The father was full of loving pity for him. He ran and threw his arms around him and kissed him. ²¹The son said to him, "Father, I have sinned against heaven and against you. I am not good enough to be called your son." ²²The father said to the servants, "Hurry!

Get the best coat and put it on him. Put a ring on his hand and shoes on his feet. ²³Bring the calf that is fat and kill it. Let us eat and be glad. For my son was dead and now he is alive again. He was lost and now he is found. Let us eat and have a good time."

²⁵The older son was out in the field. As he was coming near the house, he heard music and dancing. ²⁶He called one of the servants and asked what was happening. ²⁷The servant answered, "Your brother has come back and your father has killed the fat calf. Your brother is in the house and is well." ²⁸The older brother was angry and would not go into the house. His father went outside and asked him to come in. ²⁹The older son said to his father, "All these many years I have served you. I have always obeyed what you said. But you never gave me a young goat so I could have a supper and a good time with my friends. ³⁰But as soon as this son of yours came back, you killed the fat calf. And yet he wasted your money with bad women."

³¹The father said to him, "My son, you are with me all the time. All that I have is yours. ³¹It is right and good that we should have a good time and be glad. Your brother was dead and now he is alive again. He was lost and now he is found."

LESSON TEN
THE LOST SHEEP AND COIN
Luke 15:4-10

TOPIC: *Things we value most*

EARTHLY

OBJECTIVE: *Learning to describe locations with prepositions of place*

HEAVENLY

OBJECTIVE: *Learning how important each of us is to God*

CULTURAL

FOCUS: *Cultural values*

SUPPLIES: *wristwatch
calendar
towel
large basket
dimes, nickels, quarters
handful of grass in a baggie
a penny
2 pieces of gum
small candies (one per student)
a match and a candle
real broom
2 sets of all the items needed for the "Lost and Found" activity (see list p. 7 of Student Study Guide)
a prize for the first pair to find all the lost items*

Learning of Jesus

Lesson 10 / TG

Page 1 of 7

DO AHEAD: *sets of red, blue, green and yellow paper strips (each set in a baggie or envelope to be given to each pair of students)*
"Lost and Found" items hidden throughout the room (under chairs, above light switch, on door handle, next to chalkboard, etc.)
identification strips taped throughout the room beside locations involved in the "Lost and Found" activity, (e.g., door knob, light switch, chalk board, base board, electrical outlet)
plate of homemade chocolate chip cookies (one wrapped cookie for each student--no two cookies alike in appearance)
*projection of **slide #50** on screen for Lesson Ten*

TEACHING SEQUENCE:

WARM UP

Begin by telling students three things you value most. In small groups of three, ask that students share with a partner the three things they value most or consider most important. (For lower-level students, you may say "things you like the most.") Briefly ask students what their culture values most (family? education? money? success?).

PRESENTATION

Ask: **How would you feel if you lost one of the *three things you value most*?** Allow time for responses. Then say: **Jesus told stories about two lost things that had great value.**

STORY #1 CORE SENTENCES Using Power Point or overhead projection of **slide #51**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). NOTE: You may wish to use present tense verbs for lower-level beginners and past tense for higher-level students.

1. A shepherd had 100 sheep.
2. He lost one sheep.
3. The shepherd left the 99 sheep in the field.
4. He looked and looked for the one lost sheep.
5. He found the one lost sheep.
6. The shepherd was very happy!
7. He carried the sheep home on his shoulders.
8. He said to his friends and neighbors, "Be happy with me. I have found my lost sheep!"

STORY #1 VOCABULARY Ensure understanding of the new words by pointing to the pictures on **slide #52** and using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

have/had	shepherd	what	because
look/looked for	field	how many	and
carry/carried	shoulders	where	then
	neighbors	how	finally
		when	
		why	

Story #1 Hints for Creating Meaning of New Words:

shepherd--(#1)--a man who takes care of sheep

have/had--(#1: had 100 sheep) Pointing to your watch and the appropriate days on a calendar, say: "I have a watch today. Yesterday I had a watch." Repeat #1.

field--(#3: sheep in the field)--where sheep eat grass--Show a handful of grass as this word is said. Point to the drawing of the field. Repeat #3.

look for--(#4: He looked and looked for the one lost sheep.) Searching for something in a bag or purse, say: "Today I look for. Yesterday I looked for. . ." Hold hand above eyebrows, as if looking for something in the distance. Repeat #4.

carry/carried-- (#7: carried the sheep home on his shoulders) Illustrate meaning by carrying a towel around your shoulders--then on a student's shoulders. (Relate to the culture of your students, if possible, e.g., carrying a jug of water on one's head, carrying a large basket on one's head or shoulder.) Repeat #7.

neighbors--(#8: said to his neighbors)--The people who live next to or near you are your neighbors. Repeat #8.

STORY #1 PRACTICE AND USE

1. Lead repetition of Core Sentences (working on pronunciation, as needed).
2. Check understanding by asking the Comprehension Questions below:
(1) What did the shepherd lose?
(2) How many did he have left?
(3) What did he do?
(4) How did he feel?
3. (both levels) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. **Story One** Cloze Exercises (Student Study Guide p. 2)--Ask pairs to work together to fill in the blanks. When done, quickly go over answers with the whole class.

Answer Keys for **Story One**:

(Cloze #A for lower level): 1-sheep, 2-field, 3-Finally, 4-very, 5-shoulders, 6-happy

(Cloze #B for higher level): 1-sheep, 2-man, 3-in, 4-and, 5-lost, 6-sheep, 7-happy, 8-on, 9-his, 10-with, 11-my

6. **Story One** Strip Story (Student Study Guide p. 4)--For this lesson, ask pairs to work together to number the sentences in correct sequence. When finished, quickly check answers with the whole class.
7. Ask students in pairs to retell **Story One** in their own words. As in previous lessons, ask students to turn over their Student Study Guide and look only at the pictures on the screen as cues for retelling this story

STORY #2 CORE SENTENCES

Use pictures on **slide #53** as you tell this story.

1. A woman had ten silver coins.
2. She lost one coin and had nine coins left.
3. The woman looked and looked for the one lost coin.
4. She lit a candle.
5. She swept the house.
6. She found the one lost coin.
7. She called her friends and neighbors to celebrate!

STORY #2 VOCABULARY

Use the pictures on **slide #54** and the Hints to introduce these words.

light/lit
sweep/swept
call/called
celebrate/celebrated

woman
silver coins
candle

left

who
what
how many
why

but
and
finally
because

Story #2 Hints for Creating Meaning of New Words:

silver coins--(#1: ten silver coins) Show examples. Contrast silver coins (nickels, dimes and quarters) with a copper coin (penny). Repeat #1.

left--(#1: had nine coins left) Not the opposite of 'right' in this sentence. Say: "I have two pieces of gum and give one to you. Then I have one left." Pass out small pieces of candy--one to each student--but have one less than needed. Making sure this is a good-natured student, say, "I'm very sorry, but I do not have any left!" After a moment, look in some secret place to find one more! ☺ Dramatize the action in sentence #3. Say: I DO have one left! Repeat #1.

light/lit--(#4: She lit a candle.) Demonstrate by lighting a candle. Repeat #4.

sweep/swept--(#5: She swept the house.) Demonstrate action with a real broom--or point to the picture on the screen and pantomime the action. Dramatize the action in sentence #5. Repeat #5.

call/called--(#7: She called her friends and neighbors.) Cup hands around your mouth and call out, "Come friends! Come neighbors! I found my lost coin." Repeat #7.

celebrate--(#7: She called her friends and neighbors to celebrate!)--*to have a party; to be happy with her.* Repeat #7.

STORY #2 PRACTICE AND USE

1. Lead repetition of Core Sentences (working on pronunciation, as needed).
2. Check understanding by asking the Comprehension Questions below:
 - (1) What did the woman lose?
 - (2) How many did she have left?
 - (3) What did she do?
 - (4) How did she feel?
3. (both levels) Ask for volunteers to ask a question about this story.
4. (higher level) Ask for volunteers to make a sentence about this story using one of the buzz words in the far right column.
5. **Story Two** Cloze Exercises (Student Study Guide p. 3)--Ask pairs to work together to fill in the blanks. When done, quickly go over answers with the whole class.

Answer Keys:

(Cloze #A for lower level): 1-coin, 2-looked, 3-candle, 4-one, 5-celebrate

(Cloze #B for higher level): 1-silver, 2-woman, 3-one, 4-candle, 5-Finally, 6-lost, 7-friends

6. **Story Two** Strip Story (Student Study Guide p. 5)--For this lesson, ask pairs to work together to number the sentences in correct sequence. When done, quickly check answers with the whole class.
7. Ask students in pairs to retell **Story Two** in their own words. As in previous lessons, ask students to turn over their Student Study Guide and look only at the pictures on the screen as cues for retelling this story.

LIFE APPLICATION for Stories #1 and #2

1. [NOTE: This first activity prepares students for participation in the "Lost and Found" activity that follows.] Direct attention to p. 6 of the Student Study Guide: *Prepositions of Place*. Briefly go over these graphics with the class, leading in repetition of each preposition of place.

Provide practice with these *Prepositions of Place* by distributing baggies or envelopes containing strips of red, blue, green and yellow paper (one set for each pair of students). Demonstrate what you want students to do, calling out instructions, e.g., "Put the red next to the blue. Put the green under the yellow. Put the blue between the yellow and green." Ask pairs to call out these instructions for each other using *Prepositions of Place*. When finished, take up these sets of colored strips for future use.

2. Say: **Our stories today were about two things that were lost--then found. Let's have some fun looking for "lost things" that are hidden around the room. Let me show you how this will work.**

Direct attention to the list of *lost* items on p. 7 of the Student Study Guide. Using a second set of these items, introduce each one to the class to assure understanding before asking students to begin their search for these *lost* items.

Tell students they will be walking about the room, working in pairs to describe the location of each of these items, using the appropriate Preposition of Place. Demonstrate what students are to do by locating #1--*safety pin*--wherever you have placed it in the room. Let students see you write the appropriate Preposition of Place next to *safety pin* to describe its location (*on the door knob, above the light switch, etc.*) NOTE: MAKE SURE THAT A LOWER-LEVEL STUDENT IS PAIRED WITH A HIGHER-LEVEL STUDENT.

Announce a prize for the pair who are first to *find* all lost items. Check answers when the first pair finishes.

3. Pass around a plate of chocolate chip cookies (may wrap each individually in saran wrap). Ask each student to take a cookie and look at it closely. Pass the plate again and ask that they put their cookie back on the plate. Tell the class that you are going to pass around the plate of cookies again, so that each person may find and keep the cookie they had in the first round.

NOTE: This may be another opportunity to connect a ladies' Sunday School class or a ladies' or young girls' mission group with your ESL ministry by asking them to bake these cookies (arranging 'chips' to make sure no two look exactly alike).

CLOSURE

Say: **Each of these cookies is special. No two cookies are alike or the *same*. This is the way God created us--with no two people alike. We are *each one of a kind* and special in God's sight. Even though there are billions of people in this world, **YOU ARE SPECIAL** in God's eyes. He *cares* about you and *all* that touches your life--the big things *and* the little things. The Bible tells us that "even the hairs on our head are all numbered!" (Matt. 10:30) and that "God even knows our name." (Psalm 91:14b, John 10:3, Luke 10:20).** If possible, have each of these verses read in each language represented by the students in your class.

Say: **The stories today--of a lost sheep and a lost coin--are stories about how *loved* we are--how *important* we are--to God.**

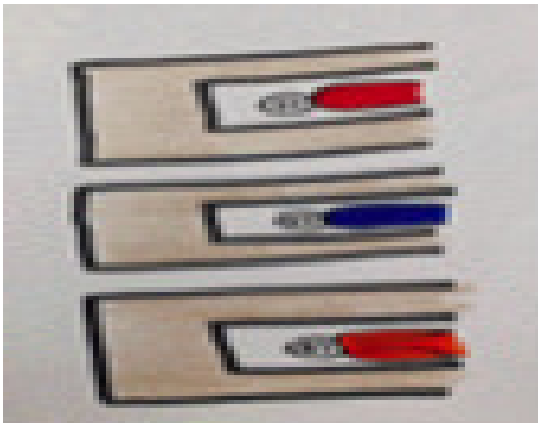
If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud Luke 15:1-10 in his/her own language to ensure complete understanding of these stories prior to the students' reading assignment in English.


Assign as homework the reading of these two stories on p. 8 in the Student Study Guide. (These stories are taken from both CEV and NLV.) Ask that students circle any words they do not understand and ask about these words next week.

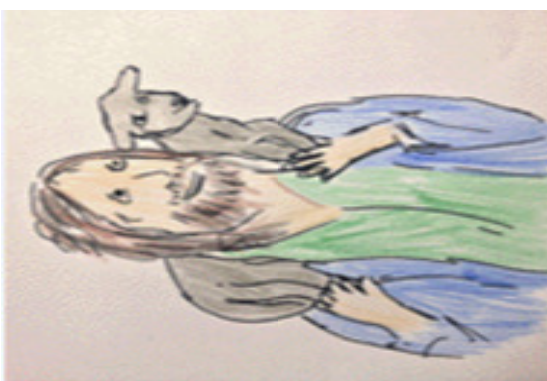
Lead in a prayer thanking God for the class and for loving us *very much*.

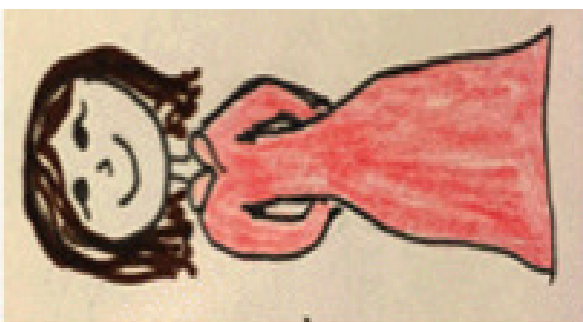
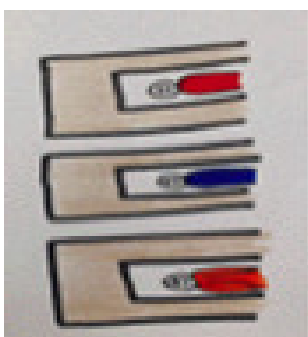
HOMEWORK ASSIGNMENT

For next week ask that students be thinking about two things: (1) **holidays** in their country and (2) **favorite gifts** received. Write the bold print words on the board as you say them.



100 -  = 99





STUDENT STUDY GUIDE
Lesson Ten
The Lost Sheep and Coin

CORE SENTENCES for Story #1

1. A shepherd had 100 sheep.
2. He lost one sheep.
3. The shepherd left his 99 sheep in the field.
4. He looked and looked for the one lost sheep.
5. He found the one lost sheep.
6. The shepherd was very happy!
7. He carried the sheep home on his shoulders.
8. He said to his friends and neighbors, "Be happy with me. I have found my lost sheep!"

VOCABULARY for Story #1

have/had	shepherd	what	because
look/looked for	field	how many	and
carry/carried	shoulders	where	then
	neighbors	how	finally
		when	
		why	

CORE SENTENCES for Story #2

1. A woman had ten silver coins.
2. She lost one coin and had nine coins left.
3. The woman looked and looked for the one lost coin.
4. She lit a candle.
5. She swept the house.
6. She found the one lost coin.
7. She called her friends and neighbors to celebrate!

VOCABULARY for Story #2

light/lit	woman	left	who	but
sweep/swept	silver coins		what	and
call/called	candle		how many	finally
celebrate/celebrated			why	because

LESSON TEN
STORY ONE
CLOZE ACTIVITY #A

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

Finally	shoulders	field
very	sheep	happy

A shepherd had 100 sheep. He lost one ¹ sheep. The shepherd left his 99 sheep in the ² _____. He looked and looked for the one lost sheep.

³ _____, he found the one lost sheep. The shepherd was ⁴ _____ happy!

He carried the sheep home on his ⁵ _____. He said to his friends and neighbors, "Be ⁶ _____ with me! I have found my lost sheep!"

LESSON TEN
STORY ONE
CLOZE ACTIVITY #B

Fill in the blanks with the appropriate word from the vocabulary list. The first one has been done for you.

A shepherd had 100 ¹ sheep. He lost one sheep. The ² _____ left his 99 sheep ³ _____ the field. He looked ⁴ _____ looked for the one ⁵ _____ sheep.

He found the one lost ⁶ _____. The shepherd was very ⁷ _____! He carried the sheep home ⁸ _____ his shoulders. He said to ⁹ _____ friends and neighbors, "Be happy ¹⁰ _____ me! I have found ¹¹ _____ lost sheep!"

LESSON TEN
STRIP STORY #1

Work with a partner to number the sentences in the correct order. The first one has been done for you.

_____ The shepherd left his 99 sheep in the field.

_____ The shepherd was very happy!

_____ He said to his friends and neighbors, "Be happy with me!
I have found my lost sheep!"

1 _____ A shepherd had 100 sheep.

_____ He carried the sheep home on his shoulders.

_____ He looked and looked for the one lost sheep.

_____ Finally he found the one lost sheep.

_____ He lost one sheep.

LESSON TEN
STORY TWO
CLOZE ACTIVITY #A

Choose one of the words in the box to fill in the blanks below. Mark through that word in the box. The first one has been done for you.

candle	celebrate	coin
one	looked	

A woman had ten silver coins. She lost one ¹ coin. The woman looked and ² _____ for the one lost coin. She lit a ³ _____. She swept the house. Finally, she found the ⁴ _____ lost coin! She called her friends and neighbors to ⁵ _____!

LESSON TEN
STORY TWO
CLOZE ACTIVITY #B

A woman had ten ¹ _____ coins. She lost one coin. The ² _____ looked and looked for the ³ _____ lost coin. She lit a ⁴ _____. She swept the house. ⁵ _____, she found the one ⁶ _____ coin! She called her ⁷ _____ and neighbors to celebrate!

LESSON TEN
STRIP STORY #2

_____ She lit a candle.

 1 A woman had ten silver coins.

_____ Finally she found the one lost coin.

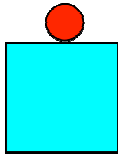
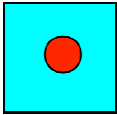
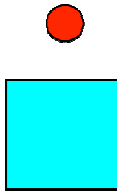
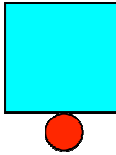
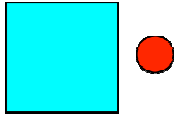
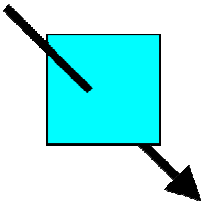
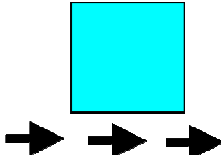
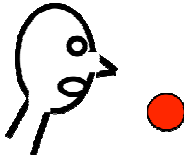
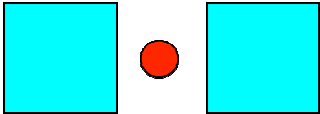
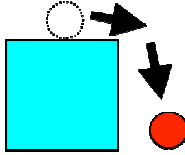
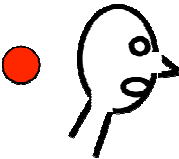
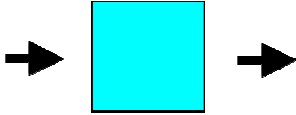
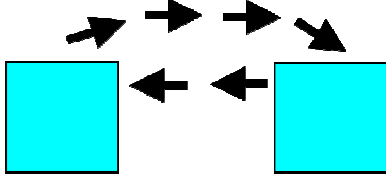
_____ The woman looked and looked for the one lost coin.

_____ She lost one coin and had nine coins left.

_____ She called her friends and neighbors to celebrate.

_____ She swept the house.

Prepositions of Place

 <p>ON</p>	 <p>IN</p>	 <p>OVER ABOVE</p>	 <p>UNDER BENEATH UNDERNEATH</p>
 <p>AT NEAR BY</p> <p>BESIDE NEXT TO</p>	 <p>THROUGH</p>	 <p>ALONG ALONGSIDE</p>	 <p>BEFORE IN FRONT OF</p>
 <p>BETWEEN</p>		 <p>OFF</p>	 <p>BEHIND IN BACK OF</p>
 <p>TO</p> <p>FROM</p>		 <p>ACROSS</p>	

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Learning of Jesus

Lesson 10 / SSG

Page 6 of 8

LOST AND FOUND

Find the "lost" items below. Describe the location of each of these items. Use as many different prepositions of place as you can in your descriptions.

1. safety pin
2. key
3. paper clip
4. rubber band
5. postage stamp
6. toothpick
7. button
8. nail
9. eraser
10. candle

THE LOST SHEEP AND COIN

Story from Luke 15:4-10

¹Tax collectors and sinners were all crowding around to listen to Jesus. ²So the proud religious law-keepers and the teachers of the Law of Moses started grumbling (speaking out against Jesus). This man is friendly with sinners. He even eats with them. ³Then Jesus told them this story: ⁴If any of you has a hundred sheep, and one of them gets lost, what will you do? Won't you leave the ninety-nine in the field and go look for the lost sheep until you find it? ⁵And when you find it, you will be so glad that you will put it on your shoulder ⁶and carry it home. Then you will call in your friends and neighbors and say, "Let's celebrate! I've found my lost sheep."
⁷Jesus said, "In the same way there is more happiness in heaven because of one sinner who turns to God than over ninety-nine people right with God who do not have sins to be sorry for."

⁸"Jesus told the people another story: What will a woman do if she has ten silver coins and loses one of them? Won't she light a lamp, sweep the floor and look carefully until she finds it? ⁹Then she will call in her friends and neighbors and say, "Let's celebrate! I've found the coin I lost."
¹⁰Jesus said, "In the same way God's angels are happy when even one person turns to him."

LESSON ELEVEN
THE LOVE GIFT OF JESUS
John 1:1-5

TOPIC: *Gift giving*

EARTHLY

OBJECTIVE: *Sharing favorite gifts received*

HEAVENLY

OBJECTIVE: *Understanding that JESUS is the BEST gift*

CULTURAL

FOCUS: *Comparing Christmas traditions*

SUPPLIES: *Ideals publication with pictures of Christmas symbols*

OR

*authentic materials: (miniature) Christmas tree,
Christmas stocking, wreath, bells, candles,
mistletoe, Santa Claus, Christmas cards, Christmas
cookies, wrapped gifts, nativity scene
pictures/real objects depicting a few other holidays
calendar*

candle and match to light candle

jar with a lid and a sealed letter to open

birdseed in a baggie

bilingual Bible for each student (if possible)

DO AHEAD: *Christmas music playing as students arrive
set of sentence strips for each pair of students
a Christmas gift wrapped with a bow
projection of slide #55 on screen for Lesson Eleven*

TEACHING SEQUENCE:

WARM UP

Say: **In the U.S. we have many holidays.** Show pictures or real objects symbolizing a few of the better known holidays in the U.S. (Do not elaborate; simply identify a few, such as Valentine's Day, Easter, Independence Day/July 4th, Halloween and Thanksgiving.)

Next say: **For many people in the USA, the #1 favorite holiday is Christmas. The music you heard as you came into class is Christmas music that you hear in the month of December.** Briefly use Ideals publications, pictures on Christmas cards or real objects to acquaint students with these traditions in the USA: **At Christmas time you see trees with pretty lights and decorations, pretty packages we call presents or gifts under the trees, Christmas wreaths, Christmas stockings, Christmas bells, candles, mistletoe, Santa Claus, Christmas cards, Christmas cookies and nativity scenes. We enjoy a special program in our churches called a Christmas Eve Candlelight Service.**

Continue by saying: **A big part of Christmas in the USA is the giving of gifts to family members and special friends. Sometimes we pay money for these gifts in a store. Other times we *make* these gifts.** Provide a few examples of *bought* or *homemade* gifts that are favorites of yours. Then ask students to tell a partner about a favorite gift they have received.

Ask: **How many of you have a Christmas celebration in your country? Do you have the same or different ways to celebrate this holiday?** Briefly encourage student comments about Christmas in their countries of origin.

PRESENTATION

Say: **The story in today's lesson is a *Christmas* story. It has a *hidden truth* like the stories in Lessons Nine and Ten. See if you can find this hidden truth.**

CORE SENTENCES Using Power Point or overhead projection on **screen #56**, point to the pictures and symbols while introducing the following Core Sentences (also on p. 1 of the Student Study Guide). [NOTE: The following story was told by Paul Harvey and attributed to the work of Henry Van Dyke.]

1. It was December 24--Christmas Eve.
2. Mrs. Smith went to the Christmas Eve Candlelight Service at her church.
3. Mr. Smith stayed home.
4. He said: "I do not believe in Jesus Christ. He is not the Son of God."
5. Mr. Smith was reading a book in front of the fireplace.
6. He looked through the glass door and saw many birds outside.

7. Birds were everywhere in the snow.
8. A cold wind was blowing.
9. The birds were looking for food and warmth.
10. Mr. Smith wanted to help the birds.
11. He opened the glass door for them.
12. He called them to come inside.
13. He made a trail with bird seed.
14. Mr. Smith was sad.
15. The birds stayed outside in the snow.
16. He wanted the birds to understand his words.
17. He said, "If I could become a bird--if I could become one of you--if I could speak your language, you would understand."
18. Suddenly, Mr. Smith thought, "Oh! NOW I understand!"
19. God wants us to know how much He loves us.
20. God sent His Son to earth as the Baby Jesus.
21. Jesus became *one of us*--to tell everyone about God's love.

VOCABULARY Ensure understanding of the new words on **slide #57** using the Hints for Creating Meaning. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember.

go/went	Christmas Eve	in front of/behind	what	and
believe/believed	candlelight	everywhere	where	but
look/looked through	service	outside/inside	how	so
open/opened	fireplace	suddenly		then
become/became	glass door	much/little		while
make/made a trail	snow			because
	warmth			
	birds			
	birdseed			

Hints for Creating Meaning of New Words:

it is/it was--(#1) Use a calendar to demonstrate meaning.

go/went--(#2: Mrs. Smith went to the Candlelight Christmas Eve Service at her church.) Use calendar to illustrate: "Today we go to English class. Last week we went to English class." Repeat #2.

candlelight--(#2: Christmas Eve Candlelight Service) Demonstrate meaning by lighting a real candle or showing a picture of a lit candle (or candles). Repeat #2.

service--(#2: Christmas Eve Candlelight Service)--a time of hearing words and listening to Christmas music at a church; many churches have this every year on December 24. Repeat #2.

believe/believed--(#4: believe in Jesus Christ) "If I believe something, I *know* it is true." With a teaching partner or one of the best students, pre-arrange the following dialog:

T: I am two years old.

S: I do not *believe* you.

T: I am 100 years old.

S: I do not *believe* you.

Repeat #4.

Jesus Christ--(#4: Jesus Christ) A person who believes Jesus was a good person, a teacher or a prophet will call him 'Jesus.' But a person who *believes* Jesus is the Son of God, a person who is a *follower* of Jesus and a person who has asked Jesus to be his/her Lord and Savior will also call him 'Christ' or 'Jesus Christ.' (The word 'Christ' means 'Lord'.)

in front of--(#5: Mr. Smith was reading a book in front of the fireplace.) Step in front of and behind the desk to demonstrate meaning. Ask two students to come forward, one standing in front of the other. Call their names and say: ____ is in front of _____. ____ is *behind* _____. Repeat #5.

look/looked through--(#6: looked through the glass door) Touch a windowpane and say, "I look through the glass and see (naming something seen outside the window)." Say: "Mr. Smith looked through his glass doors to see the birds."

everywhere--(#7: Birds were everywhere.) Use a sweeping hand motion as you say 'everywhere.' Say: "Mr. Smith could see many birds in the snow. He saw birds everywhere!"

open/opened--(#11: He opened the glass door for them.) Illustrate by opening a jar lid, opening a sealed letter and opening a door. Describe each action as you do it. (I open the jar, etc.) After doing these actions, say what you have just done. (I opened the jar, etc.) Repeat #11.

make/made--(#13: made a trail with bird seed) Hold up the baggie of birdseed and point to the trail of birdseed made by Mr. Smith leading up to his house.

become/became--(#17: If I could become a bird) Show **slide #58** that follows the Lesson Eleven pictures: *a tadpole becomes a frog; a caterpillar becomes a butterfly; and a girl becomes a woman.* (Today she *becomes*. Yesterday she *became*. Then say: "Jesus, God's Son in heaven, became the Baby Jesus, so he grow to be the man to tell everyone about the love of God." Repeat #17.

NOTE: Show **slide #59** and **slide #60** as you continue with vocabulary.

suddenly--(#18: Suddenly, Mr. Smith thought, "Oh, NOW I understand.) Demonstrate meaning by (1) playing a brief section of the Christmas music, then suddenly stopping the music; (2) begin walking across the floor, then suddenly stopping; (3) slowly flipping through pages in a book, then suddenly closing the book. Describe the action each time you stop what you are doing. Repeat #18.

understand/understood--(#18: Now I understand.) With body language, demonstrate "I understand" and "I do *not* understand." (Point to the side of your forehead and show a lack of understanding by the expression on your face.)

much/little--(#19: God wants us to know how much He loves us.) First show *little*, using thumb and index finger (holding these parallel about one-inch apart). Contrast with much by holding fingers on each hand close together and holding hands close as if to show how much someone or some thing has grown)--putting increasingly more distance between hands (upper hand moving straight up and lower hand moving straight down). One additional way to demonstrate meaning is to cup hands and hold them close together (for *little*) then spread out arms as far as they can reach (to show much). Repeat #19. NOTE: *Little* was taught in Lesson 5 (in contrast to 'big'). This second time with *little* will aid understanding of 'much.'

PRACTICE AND USE

1. Lead repetition of Core Sentences; work on pronunciation as needed.
2. Check understanding by asking the Comprehension Questions below and telling students to look for answers in their Core Sentences:
 - (1) What day was it?
 - (2) Where did Mrs. Smith go?
 - (3) Who stayed at home?
 - (4) Why did he stay at home?
 - (5) Where was Mr. Smith reading a book?
 - (6) Where did he look?
 - (7) What did he see?
 - (8) What did the birds want?

Ask if anyone would like to volunteer to ask another question about this story. If so, ask for a volunteer to answer each question that is asked.

Stop here for sequencing sentence strips made of sentences 10-14 in the story. (NOTE: *These sentence strips are to be written without the numbers 10-14.*) For each pair of students, provide one set of the following jumbled sentence strips placed in an envelope or baggie. (Students will already know how to sequence sentence strips, so a demonstration will be unnecessary.)

*He made a trail with bird seed.
Mr. Smith was sad.
He called them to come inside.
Mr. Smith wanted to help.
He opened the glass door for them.*

After students have had time to arrange these sentences in correct order, quickly check answers with the whole class.

NOTE: Since the story in this lesson is unusually long, there will not be a Cloze activity or the usual Strip Story. Neither will students be asked to tell the story in their own words.

LIFE APPLICATION

Go over the following questions to make sure students understand the questions; then ask small groups to discuss answers. If short on time, lead whole-class discussion, encouraging student responses.

- (1) Who do the birds represent in this story? [*For a quick understanding of 'represent'--point out various students and say, "(name of student) represents (name of student's country of origin) in our class.*]
- (2) The birds needed food and warmth. What do we need in our lives?
- (3) What did Mr. Smith understand in the end of the story?
- (4) What is the *hidden truth* in this story?

Make sure the following points are included in the responses given by students:

- (1) The birds represent all of us--all the people who need to know about God's love.
- (2) We all need food, warmth and shelter--and to know how much God loves us.
- (3) Mr. Smith understood how God *became one of us*. He sent Jesus to speak our language and help us know how much God loves us.
- (4) The hidden truth is this: **God sent His only Son, Jesus, to be born on earth. On Christmas Day we celebrate the birth of Baby Jesus. When Jesus grew to become a man, He *showed* everyone how *much* God loves and cares about us. The stories in Lessons 1-10 are examples of the way God loves.**

If possible, have a copy of the Bible in each of the languages represented in your class. Ask a representative from each language group to read aloud John 1:1-5 in his/her own language to ensure complete understanding prior to the students' reading these verses in English.

Lead in a choral reading of John 1:1-5, 14 (CEV): *In the beginning was the one who is called the Word. The Word was with God and was truly God. From the very beginning the Word was with God. And with this Word, God created all things. Nothing was made*

without the Word. Everything that was created received its life from him, and his life gave light to everyone. The light keeps shining in the dark, and the darkness has never put it out. The Word became a human being and lived here with us.

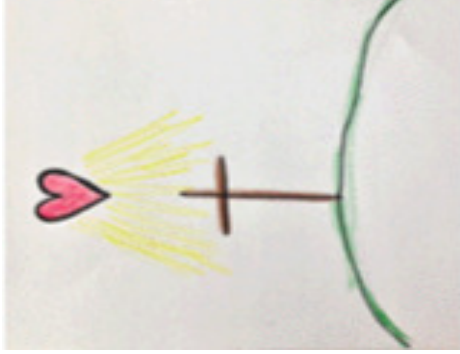
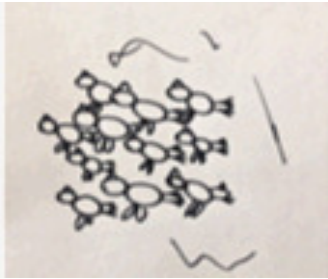
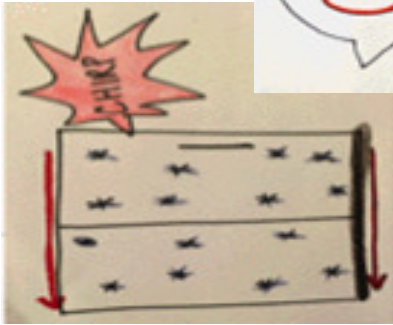
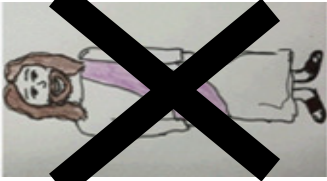
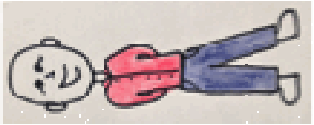
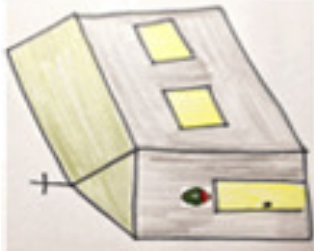
Call attention to 'The Word' in these verses by writing *The Word* on the board. Take time to explain: **Just as we use a word to say what we want to say, the "Word" in these verses is God's way to say how much He loves us. Sending Jesus to earth was the "Word" from God to let us know of God's great love for us.** Point out also: **In the Genesis story of creation (Genesis 1:20), we read: Then God said, "Let US make man in OUR image." This tells us that Jesus was *with* God from the *beginning of time*.**

CLOSURE

Hold the gift-wrapped Christmas gift and say: **If I say, "I have a gift for you"--what do you want to do? (reach out to receive it) If you do not reach out to receive a gift, it will *never* be yours. So it is with God's *love gift* for each of us. No matter how much God *wants* to give us His gift of love, we must choose to take it--or it will never be ours.** Lead in a prayer of thanks for God's gift of love and for sending Jesus to let us know how great is His love for us.

HOMEWORK ASSIGNMENT

Say: **Next week we will be sharing about our religions. I would like very much for *you* to tell about *your* religion. Be thinking about the most important parts of your religion, so you can tell us about your important belief.**



STUDENT STUDY GUIDE
Lesson Eleven
The Gift Jesus Gave

CORE SENTENCES

1. It was December 24--Christmas Eve.
2. Mrs. Smith went to the Christmas Eve Candlelight Service at her church.
3. Mr. Smith stayed home.
4. He said: "I do not believe in Jesus Christ. He is not the Son of God."
5. Mr. Smith was reading a book in front of the fireplace.
6. He looked through the glass door and saw many birds outside.
7. Birds were everywhere in the snow.
8. A cold wind was blowing.
9. The birds were looking for food and warmth.
10. Mr. Smith wanted to help the birds.
11. He opened the glass door for them.
12. He called them to come inside.
13. He made a trail with bird seed.
14. The birds stayed outside in the snow.
15. Mr. Smith was sad.
16. He wanted the birds to understand his words.
17. He said, "If I could become a bird--if I could become one of you--if I could speak your language, you would understand."
18. Suddenly, Mr. Smith thought, "Oh! NOW I understand!"
19. God wants us to know how much He loves us.
20. God sent His Son to earth as the Baby Jesus.
21. Jesus became *one of us*--to tell everyone about God's love.

VOCABULARY

go/went	Christmas Eve	in front of/behind	what	and
believe/believed	candlelight	everywhere	where	but
look/looked through	service	outside/inside	how	so
open/opened	fireplace	suddenly		then
become/became	glass door	much/little		while
make/made a trail	snow			because
	warmth			
	birds			
	birdseed			

John 1:1-5 (CEV)

¹In the beginning was the one who is called the Word. The Word was with God and was truly God. ²From the very beginning the Word was with God. ³And with this Word, God created all things. Nothing was made without the Word. Everything that was created ⁴received its life from him, and his life gave light to everyone. ⁵The light keeps shining in the dark, and the darkness has never put it out.

LESSON TWELVE
OUR FREE GIFT FROM GOD
JOHN 3:16

TOPIC: *God's plan*

EARTHLY

OBJECTIVE: *Learning what it means to become a Christian*

HEAVENLY

OBJECTIVE: *Discovering how important we are in God's plan*

CULTURAL

FOCUS: *Comparing world religions*

SUPPLIES: *a good and a bad banana (or other piece of fruit)
3 to 5 pieces of gum or bubblegum for a 'prize'
3 kinds of small candies to distribute in equal
amounts
bilingual Bible for each student (if possible)*

DO AHEAD: *a set of sentence strips for each pair of students
(How to Go to Heaven When I Die)
the crucifixion film clip from The JESUS Film
four gift-wrapped boxes--all white and labeled:
PEACE, LOVE, JOY and ETERNAL LIFE
projection of slide #61 for Lesson Twelve*

TEACHING SEQUENCE:

WARM UP

Divide students into groups according to major religions. If everyone shares the same religion, divide into small groups of 3-5 students each. Ask groups to (1) list the most important beliefs in their religion and (2) choose a person to share their list with the class. Even if all are from the same religion, the comparisons will be interesting.

PRESENTATION

Say: **You are important to me, and what you *believe* is important to me. Thank you for helping me learn about *your* religion. . . Now I would like to tell you about *my* religion.**

Begin by posing the question: **What would you say if you were to stand at the gate (or door) of heaven when you die and God asks: "Why should I let you in my heaven?"**

As a Christian, here is what I believe we must do to have eternal life in heaven with God when we die--AND have the best life on earth while we are here:

CORE SENTENCES Using Power Point or overhead projection of **slide #62**, point to the pictures and symbols (also on p. 1 of Student Study Guide) while introducing the following Core Sentences.

NOTE: Because of the eternal significance of students' understanding the content of this lesson, please take time to create meaning of new words as you come to them, using the *Hints* provided. (Read each sentence once, then ensure understanding of its words.) In the **A** section, the underlined words cue a corresponding picture on the slide. The italicized words signify help available in *Hints* for creating meaning.

A HOW *NOT* TO GO TO HEAVEN WHEN I DIE:

1. Money cannot *buy* God's free gift for me.
2. Good deeds cannot *earn* this gift.
3. My family cannot *provide* this gift.
4. Going to church cannot provide this gift.
5. I cannot get this gift by obeying rules.
6. I cannot get this gift by saying, "There is a God."
7. Believing that Jesus was a *good* person is not enough.

B HOW TO GO TO HEAVEN WHEN I DIE AND HAVE A PERSONAL RELATIONSHIP WITH JESUS CHRIST NOW:

NOTE: Throughout this lesson, each time scripture is used in English, (if possible) ask a student from each language group in your class to read the scripture in his/her language. The underlined words signify help available in *Hints* for creating meaning.

These are the things that I have done:

1. Agree with God about my sins. (Romans 3:23-24 CEV)
All of us have sinned and fallen short of God's glory. God treats us much better than we deserve, and because of Jesus Christ, he freely accepts us and sets us free from our sins.

2. Admit my need for God. (Romans 6:23 CEV/NLV)
Sin pays off with death! But God's free gift is life that lasts forever. It is given to us by our Lord Jesus Christ.
3. Ask God to forgive my sins. (I John 1:9 NLV)
If we tell Him our sins, He is faithful and we can depend on Him to forgive us of our sins. He will make our lives clean from all sin.
4. Believe that Jesus Christ died for me. (Romans 5:8 CEV)
God showed how much he loved us by having Christ die for us, even though we were sinful.

Refer to *Hints* for getting across meaning of 'die.' Then, in order for students to understand clearly the meaning of Christ's death on the cross, take time *here* to show the crucifixion clip from the JESUS Film. Prior to beginning this lesson, do the set up by (1) cueing a DVD copy of this film purchased from the JESUS Film Project or from Amazon or by (2) going to the website www.JesusFilmMedia.org, typing 'crucifixion' in the search box (upper right) and clicking on the crucifixion segment. Once there, click on the arrows in the lower right of the screen to go to full screen viewing. To begin showing this scene, click on the arrow in the lower left of the screen. Stop the segment precisely at 2:02 by clicking on the two vertical bars in the lower left corner immediately after Jesus says: "Father, forgive them, for they know not what they do" and bows his head.

Say: **Because I believe that Jesus Christ died for me, I . . .**

5. Trust in Jesus to save me from my sins. (Romans 10:13 NLV)
Everyone who calls on the name of the Lord will be saved from the punishment of sin.
6. Confess that Jesus Christ is my Savior and Lord of my life. (Romans 10:9-10 NLV)
If you say with your mouth that Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved from the punishment of sin. When we believe in our hearts, we are made right with God.
7. Accept the new life I have in Jesus Christ. (Romans 4:25-5:1 CEV)
Jesus died for our sins. He was raised from the dead to make us right with God. Now that we have been made right with God by putting our trust in Him, we have peace with Him. It is because of what our Lord Jesus Christ did for us.

VOCABULARY Ensure understanding of the new words on **slide #63** using the *Hints for Creating Meaning*. Encourage students to use p. 1 of Student Study Guide to make notes in their native language and/or by drawing pictures to help them remember meaning.

buy/bought	deeds	free	who	until
earn/earned	rules	good/bad	what	then
provide/provided	relationship	personal	where	and
agree/agreed	sins		when	but
admit/admitted	need for		how	because
ask/asked	Savior		why	while
to forgive	Lord			so
die/died				even
trust/trusted				only
to save				since
confess/confessed				

Hints for Creating Meaning of New Words:

buy--(#A1: Money cannot buy God's free gift or me.)--*purchase, e.g., I go to (name a grocery or supermarket in your town--well-known by your students) to buy groceries. I go to McDonald's to buy a hamburger. I go to (name a clothing store in you town) to buy clothes. Repeat #A1.*

good--#A2: Good deeds cannot earn this gift.)--*Good is the opposite of 'bad.'* (To signify 'opposite,' when saying this italicized sentence, hold both hands palms up and next to each other. On the word 'opposite,' quickly turn one hand inward and 'away' as if pushing something away with that palm.) Show a good and a bad banana or other piece of fruit. Draw a straight line on the board and a "not straight" line, pointing out the 'good' and 'not good' sraight line. Repeat #A2.

deeds--(#A2: Good deeds cannot earn this gift.)--*actions or things we do (some good and some bad); repeat #A2.*

earn/earned--(#A2: Good deeds cannot earn this gift.)--*work for, e.g., I clean your house and you pay me \$10. I earn the \$10 by cleaning your house. I mow your grass and you pay me \$20. I earn the \$20 by mowing your grass. Repeat #A2.*

provide/provided--(#A3: My family cannot provide this gift.)--*give what we need, e.g., A father and mother provide food, clothes and a home for their children. Repeat #A3.*

rules--(#A5: I cannot get this gift by obeying rules.)--*things we must do, e.g., Do not walk on the grass. Brush your teeth everyday. Wash your hands before cooking or eating food. God has rules to help us live a good and happy life. (Some of God's rules are: Always tell the truth. Do not kill a person. Do not steal or take something that is not yours.) God's ten most important rules are the Ten Commandments in Exodus 20:3-17. The most important rules from Jesus are in Mark 12:29-31. Repeat #A5.*

good person--(#A7: Believing that Jesus was a good person is not enough.)--*A good person always does the right thing; a good child always obeys his/her parents; a*

good student learns his/her lessons. Repeat #A7. NOTE: 'Believe' is in Lesson 11 and 'enough' is in Lesson 4.

personal--(#B, line 1: have a personal relationship)--*something that is yours/just for you, e.g.,* If I have a pencil and I give you a pencil, I have my personal pencil, and you have your personal pencil--the pencil that is yours/just for you.) Refer again to #B, line 1: have a personal relationship with Jesus Christ.

relationship--(#B, line 1: have a personal relationship)--*a connection*--Family members have a relationship--e.g., parent/child; husband/wife; brother/sister.) Repeat #B, line 1: have a personal relationship with Jesus Christ.

agree/agreed--(#B1: Agree with God about my sins.)--*believing the same thing, e.g.,* You think rice is good. I think rice is good. We agree that rice is good. But if you believe rice is the best food, and I like potatoes, we do not agree. We disagree. Repeat #B1.

sins--(#B1: Agree with God about my sins)--*breaking God's laws, e.g.,* If I do not stop at a stop sign, I break man's law. If I do not follow God's rules, I break God's laws. Our sins break God's law, but they also break God's heart (and make Him sad). God's laws are "for our good always." (Deuteronomy 6.24) Repeat #B1.

admit/admitted--(#B2: admit my need for God)--*telling the truth, saying what you have done, e.g.,* A mother asks, "Who ate the last cookie?" and the child says, "I did. I ate the last cookie." The child tells the truth and admits what he/she has done. Repeat #B2.

need for--(#B2: admit my need for God)--*a "must have," e.g.,* When we are thirsty, we have a need for water. When we are hungry, we have a need for food. We always have a need for God's love and forgiveness of the sin that separates us from God. Point to the next-to-last drawing on the bottom row in the composite of pictures for Lesson 12. Repeat #B2.

ask/ask--(#B3: Ask God to forgive my sins.) Say: "I may ask (name of student) a question: What time is it? Or I may ask (name of student) to do something: Turn off the light." Repeat #B3.

to forgive--(#B3: Ask God to forgive my sins.)--*to cancel a debt I owe; for example,* if I need \$10 and you give me \$10, and the next day I take \$10 to *repay* my debt or pay you what I owe you)--and you say: "No. That's O.K. You do not have to pay me the \$10 you owe me." You are *canceling* the debt I owe you. You forgive my debt. When God forgives our sins, He cancels the debt we owe for our sins. Jesus paid the penalty for our sins with His shed blood and His death on the cross. Repeat #B3.

die/died--(#B4: . . . Jesus Christ died for me.)--*when life stops; when any person, animal or plant stops living; Repeat #B4.*

trust/trusted--(#B5: Trust in Jesus to save me from my sins.) Examples: A parent tells a child to jump off a porch saying, "Daddy (or Mommy) will catch you." The child quickly jumps into the parent's arms. The child trusts that the parent will catch him/her. When we fly in a plane, we trust that the plane will be safe. When we sit in a chair, we trust the chair to hold us. Repeat #B5.

to save--(#B5: Trust in Jesus to save me from my sins.) Examples: If I am in the ocean and cannot swim, I need someone to save me (to help me). If a bad dog is running toward a little child and I pick up the child in my arms, I save the child from a dog bite. Repeat #B5.

confess/confessed--(#B6: Confess that Jesus Christ is my Savior and Lord of my life.) Examples: If a child throws a ball and breaks a window, if he says "I broke the window"--he confesses what he did. We sin if we break God's law, and we must confess our sins. When we confess our sins to God, He forgives our sins. Repeat #B6.

Savior--(#B6: Confess that Jesus Christ is my Savior and Lord of my life.) Savior is another name for Jesus Christ because He saves us from our sins. Repeat #B6.

Lord--(#B6: Confess that Jesus Christ is my Savior and Lord of my life.) We worship the Lord. (Show with body language with praying hands, bowed head and bended knee.) We want to do what the Lord tells us to do. Repeat #B6.

PRACTICE AND USE

1. Lead repetition of Core Sentences (working on pronunciation, as needed).
2. Divide the class into small groups of 3-5 students each. Say: **With your group list the seven things that will not help us go to heaven when we die. You will find the answers in sentences 1-7--but please do not simply copy these sentences. Think about your answers and list them with one word or one phrase.**

Demonstrate what students are to do by saying: **What is the first one-word answer?** (Wait for a volunteer to give the answer or help students to see the one word 'money'.)

Inject fun and incentive by announcing a prize for the group that finishes first with all correct answers. Have three to five pieces of gum or bubblegum to award as a prize.

3. Ask groups to stay together for this next assignment. Ask: **What must we do to receive God's free gift of heaven when we die?**

Distribute a set of sentence strips for each group to arrange in correct sequence. Ask that each group work together to arrange these six sentences in correct order (per the six points under "*How to Go to Heaven When I Die*").

Watch to see when the first group completes this assignment. Take this as the cue to check answers with the whole class.

NOTE: While groups are arranging sentence strips in correct sequence, quietly walk about the room and place a small piece of wrapped candy under the chair of each student. Have three different kinds or colors of candy for this random placement under occupied chairs, in order to create three same-size groups.

After checking students' work in the sequencing of sentence strips, announce to the class that they will find a surprise under their chairs. After allowing time for finding the candy, ask that they walk about the room to find others who have the same kind (or color) of candy. Demonstrate what students are to do by holding up one of the pieces of candy and walking about the room to find students whose candy looks like the one in your hand.

LIFE APPLICATION

After students have formed their new groups by finding matching candy, direct attention to the three important questions in the Student Study Guide, p. 2. Ask that they discuss their answers to these three questions:

- (1) **Why is God's gift free to us?**
- (2) **How did it cost God so much?**
- (3) **Why did Jesus have to die?**

After allowing time for discussion, debrief the class by asking volunteers to report their answers to the above questions one at a time. Be sure that the answers include the following:

- (1) **This free gift of life is free because it cost God *so much*.**
- (2) **God gave His only Son, Jesus, to die on a cross to pay the penalty for the sin in the world, *so our sins could be forgiven*.**
- (3) Point to the last two pictures on **slide #63** depicting **the gap between sinful man and Holy God. By ourselves we cannot reach Holy God. But the cross Jesus provides THE way to God. This was all in God's Plan. Jesus did for us what we could not do.**

NOTE: You may choose to cover the following twelve points in God's Plan in a separate session. If so, you may go directly to the Closure on p. 8.

Direct attention to GOD'S PLAN (beginning at the bottom of p. 2 in the Student Study Guide). Read each point aloud then lead in repetition. Have the verses read in the language of your students to aid understanding (omitting verses in 1-6, if need be).

1. God made a perfect world--and everything in it. (Genesis 1-2:1-6, 19)
2. God made Adam and Eve. (Genesis 2:7, 18, 20-25)
3. God made a beautiful garden for Adam and Eve to live in. (Genesis 2:8-17)
4. God said, "Do not eat fruit from the tree in the middle." (Genesis 2:17)
5. Adam and Eve disobeyed God. (Genesis 3:1-7)
6. When they disobeyed God, sin came into the world. (Genesis 3:8-24)

Learning of Jesus

Lesson 12 / TG

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7. After sin came into the world, in order to receive God's forgiveness for their sins, it became necessary for people to offer (or give) a blood sacrifice from an unblemished (or perfect) bull, sheep, goat, lamb, dove or pigeon.

(Leviticus 17:11 NLV) For the life of the flesh is in the blood. I have given it to you on the altar to make your souls free from sin. For the blood makes you free from sin because of the life in it.

(Hebrews 9:22b NLV) Sins are not forgiven unless blood is given.

8. God sent Jesus Christ to become the Lamb of God.

(Matthew 20:28 NLV) The Son of Man came not to be cared for. He came to care for others. He came to give His life so that many could be bought by His blood and made free from the punishment of sin.

(I Peter 2:24 NLV) He carried our sins in His own body when He died on a cross. In doing this, we may be dead to sin and alive to all that is right and good. His wounds have healed you.

(Isaiah 53:5-6 NLV) He was hurt for our wrong-doing. He was crushed for our sins. He was punished so we would have peace. He was beaten so we would be healed. All of us like sheep have gone the wrong way. Each of us has turned to his own way. And the Lord has put on Him the sin of us all.

(II Corinthians 5:21 NLV) Christ never sinned but God put our sin on Him. Then we are made right with God because of what Christ has done for us.

9. Jesus gave Himself to be the blood sacrifice in the crucifixion at Calvary.

NOTE: When saying the word 'love' in the verses below, point to the heart drawing on slide #62 .

(John 3:16 NLV): God so loved the world that He gave His only Son. Whoever puts his trust in God's Son will not be lost but will have life that lasts forever.

(Romans 5:8 NLV) God showed His love to us. While we were still sinners, Christ died for us.

(Hebrews 10:17-18 NLV) I will not remember their sins and wrong-doings anymore. No more gifts on the altar in worship are needed when our sins are forgiven.

10. The friends of Jesus laid his body in a grave--called a 'tomb'. (Matthew 27:57-66, Mark 15:2-7, Luke 23:50-56 and John 19:38-42)
11. Jesus rose from the dead on the third day. (Matthew 28, Luke 24, Mark 16 and John 20-21)
12. Jesus ascended (went up) into heaven, so He--through His Holy Spirit--can live in our hearts. We can know for sure that we will be with Jesus in heaven when we die because of the promises in the Bible.

(I John 5:11-12 NLV) God gave us life that lasts forever, and this life is in His Son. He that has the Son has life. He that does not have the Son of God does not have life.

(John 1:12a NLV) *He gave the right and the power to become children of God to those who received Him.*

(Romans 8:1 NLV) *Those who belong to Christ will not suffer the punishment of sin.*

(Psalm 103:12 NLV) *He has taken our sins from us as far as the east is from the west.*

(Romans 8:38-39 NLV) *For I know that nothing can keep us from the love of God. Death cannot! Life cannot! Angels cannot! Leaders cannot! Any other power cannot! Hard things now or in the future cannot! The world above or the world below cannot! Any other living thing cannot keep us away from the love of God which is ours through Christ Jesus our Lord.*

CLOSURE

Place the four gift-wrapped boxes on the table. Picking them up, one at a time, say:
The followers of Jesus Christ receive love gifts each day from the Heavenly Father (another name for God):

The Gift of His PEACE (John 14:27 NLV: *Peace I leave with you. My peace I give to you. I do not give peace to you as the world gives. Do not let your hearts be troubled or afraid.*)

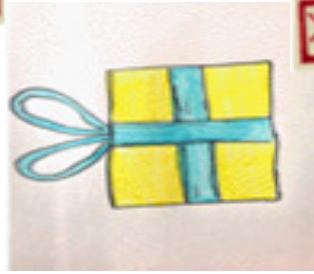
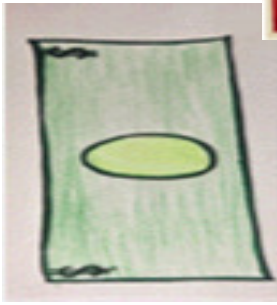
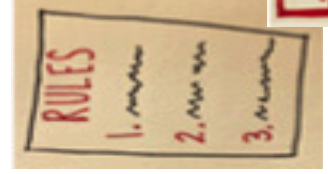
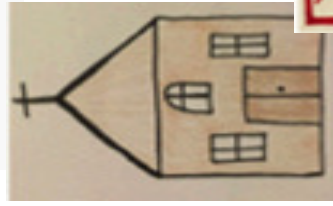
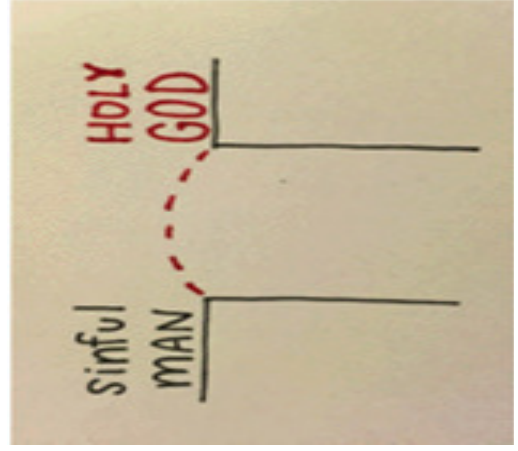
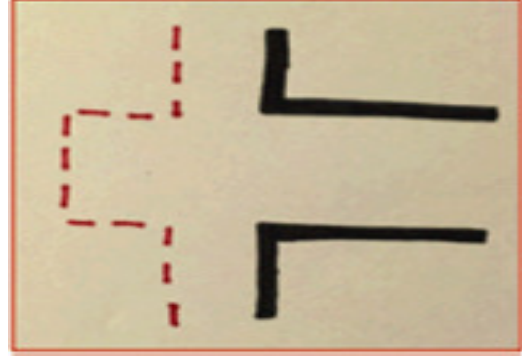
The Gift of His LOVE (I John 4:7-12 CEV: *We must love each other. Love comes from God, and when we love each other, it shows that we have been given new life. We are now God's children, and we know him. God is love, and anyone who doesn't love others has never known him. God showed his love for us when he sent his only Son into the world to give us life. Real love is not our love for God, but his love for us. God sent his Son to be the sacrifice by which our sins are forgiven. Since God loved us this much, we must love each other.*

The Gift of His JOY (Galatians 5:22-23a CEV: *God's Spirit makes us loving, happy (which is another way to express JOY), peaceful, patient, kind, good, faithful, gentle, and self-controlled.*)

The Gift of ETERNAL LIFE in heaven when we die (John 11:25b-26a CEV: *Everyone who has faith in me will live, even if they die. And everyone who lives because of faith in me will never die.*)

Conclude with a prayer of thanks for your students--and for God's loving us *so much* that He gave His only Son Jesus to pay for our sins with His death on the cross.

Tell your students that you would be happy to visit with them if they ever have questions about anything in these lessons. In this way, you can be certain that any interaction will be Holy Spirit led and not from a desire to please the teacher.



STUDENT STUDY GUIDE
Lesson Twelve
Our Free Gift from God

CORE SENTENCES

A HOW NOT TO GO TO HEAVEN WHEN I DIE:

1. Money cannot buy God's free gift for me.
2. Good deeds cannot earn this gift.
3. My family cannot provide this gift.
4. Going to church cannot provide this gift.
5. I cannot get this gift by obeying rules.
6. I cannot get this gift by saying, "There is a God."
7. Believing that Jesus was a good person is not enough.

B HOW TO GO TO HEAVEN WHEN I DIE AND HAVE A PERSONAL RELATIONSHIP WITH JESUS CHRIST NOW:

1. Agree with God about my sins. (Romans 3:23-24)
(CEV) All of us have sinned and fallen short of God's glory. God treats us much better than we deserve, and because of Jesus Christ, he freely accepts us and sets us free from our sins.
2. Admit my need for God. (Romans 6:23)
(NLV) God's free gift is life that lasts forever. It is given to us by our Lord Jesus Christ.
3. Ask God to forgive my sins. (I John 1:9)
(NLV) If we tell Him our sins, He is faithful and we can depend on Him to forgive us of our sins. He will make our lives clean from all sin.
4. Believe that Jesus Christ died for me. (I Timothy 2:6a)
(NLV) He gave His life for all men so they could go free and not be held by the power of sin.
5. Trust in Jesus to save me from my sins. (Romans 10:13)
(NLV) Everyone who calls on the name of the Lord will be saved from the punishment of sin.
6. Confess that Jesus Christ is my Savior and Lord of my life. (Romans 10:9-10)
(NLV): If you say with your mouth that Jesus is Lord, and believe in your heart that God raised Him from the dead, you will be saved from the punishment of sin. When we believe in our hearts, we are made right with God.

VOCABULARY

buy/bought	deeds	free	who	until
earn/earned	rules	good/bad	what	then
provide/provided	relationship	personal	where	and
agree/agreed	sins		when	but
admit/admitted	need for		how	because
ask/asked	Savior		why	while
to forgive	Lord			so
die/died				even
trust/trusted				only
to save				since
confess/confessed				

THREE IMPORTANT QUESTIONS

1. **Why is God's gift free to us?**
2. **How did it cost God so much?**
3. **Why did Jesus have to die?**

GOD'S PLAN

1. **God created a perfect world--and everything in it.** (Genesis 1-2:1-6, 19)
2. **God made Adam and Eve.** (Genesis 2:7, 18, 20-25)
3. **God made Adam and Eve a beautiful garden to live in.** (Genesis 2:8-17)
4. **God said, "Do not eat fruit from the tree in the middle."** (Genesis 2:17)
5. **Adam and Eve disobeyed God.** (Genesis 3:1-7)
6. **When they disobeyed God, sin came into the world.** (Genesis 3:8-24)

7. **To receive God's forgiveness for their sins, it became necessary for people to offer (or give) a blood sacrifice from an unblemished (or perfect) bull, sheep, goat, lamb, dove or pigeon.**

(Leviticus 17:11 NLV) For the life of the flesh is in the blood. I have given it to you on the altar to make your souls free from sin. For the blood makes you free from sin because of the life in it.

(Hebrews 9:22b NLV) Sins are not forgiven unless blood is given.

8. **God sent Jesus Christ to become the Lamb of God.**

(Matthew 20:28 NLV) The Son of Man came not to be cared for. He came to care for others. He came to give His life so that many could be bought by His blood and made free from the punishment of sin.

(I Peter 2:24 NLV) He carried our sins in His own body when He died on a cross. In doing this, we may be dead to sin and alive to all that is right and good. His wounds have healed you.

(Isaiah 53:5-6 NLV) He was hurt for our wrong-doing. He was crushed for our sins. He was punished so we would have peace. He was beaten so we would be healed. All of us like sheep have gone the wrong way. Each of us has turned to his own way. And the Lord has put on Him the sin of us all.

(II Corinthians 5:21 NLV) Christ never sinned but God put our sin on Him. Then we are made right with God because of what Christ has done for us.

9. **Jesus gave Himself to be the blood sacrifice in the crucifixion at Calvary.**

(John 3:16 NLV): God so loved the world that He gave His only Son. Whoever puts his trust in God's Son will not be lost but will have life that lasts forever.

(Romans 5:8 NLV) God showed His love to us. While we were still sinners, Christ died for us.

(Hebrews 10:17-18 NLV) I will not remember their sins and wrong-doings anymore. No more gifts on the altar in worship are needed when our sins are forgiven.

10. **The friends of Jesus laid his body in a grave (called a 'tomb').**

Burial details may be found in the following scripture for later reading:

Matthew 27:57-66

Luke 23:50-56

Mark 15:2-7

John 19:38-42

11. Jesus rose from the dead on the third day.

Resurrection details may be found in the following scripture for later reading:

Matthew 28

Luke 24

Mark 16

John 20-21

12. Jesus ascended (went up) into heaven, so He can live in our hearts. We can know for sure that we will be with Jesus in heaven when we die because of the promises in the Bible.

(I John 5:11-12 NLV) God gave us life that lasts forever, and this life is in His Son. He that has the Son has life. He that does not have the Son of God does not have life.

(John 1:12a NLV) He gave the right and the power to become children of God to those who received Him.

(Romans 8:1 NLV) Those who belong to Christ will not suffer the punishment of sin.

(Psalm 103:12 NLV) He has taken our sins from us as far as the east is from the west.

GOD'S FREE GIFTS of LOVE EACH DAY

Followers of Jesus Christ receive love gifts each day from the Heavenly Father (God):

The Gift of His PEACE (John 14:27 NLV: *Peace I leave with you. My peace I give to you. I do not give peace to you as the world gives. Do not let your hearts be troubled or afraid.*)

The Gift of His LOVE (I John 4:7-12 CEV: *We must love each other. Love comes from God, and when we love each other, it shows that we have been given new life. We are now God's children, and we know him. God is love, and anyone who doesn't love others has never known him. God showed his love for us when he sent his only Son into the world to give us life. Real love is not our love for God, but his love for us. God sent his Son to be the sacrifice by which our sins are forgiven. Since God loved us this much, we must love each other.*)

The Gift of His JOY (Galatians 5:22-23a CEV: *God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled.*)

The Gift of ETERNAL LIFE in heaven when we die (John 11:25b-26a CEV: *Everyone who has faith in me will have life, even if they die. And everyone who lives because of faith in me will never die.*)

VOCABULARY and LESSON NUMBER

accept 2	crowd around 1	heal 7
admit 12	cry out 6	hear 5
agree 12	daughter 2	help 4
ask 12	decide 10	hole 7
attend 4	deeds 12	home 9
bad 12	die 12	homesick 9
basket 5	dinner 2	hot 6
become 11	do not like 1	house 11
begin 5	down 1	hungry 5
believe 11	enough 4	in front of/behind 11
best 3	everywhere 11	inheritance 9
big 5	family candle 4	inside 11
birds 11	far 7	invitation 2
birdseed 11	far country 9	invite 2
break 5	father 3	jealous 9
bridal bouquet 4	few 4	job 2
bride 4	field 10	kitchen 3
bridesmaids 4	fill 6	lake 6
bring 7	find 10	large 5
brother 3	fireplace 11	last 3 & 4
buy 12	first 4	leave 9
call 10	foggy 6	left 10
calm 6	follow 2	let down 7
candle 10	found 9	light 10
can see 8	forever 3	lightning 6
celebrate 10	forgive 12	listen to 3
change 4	found 9	live in 1
choice 3	free 12	little 5
Christmas Eve 11	friendship 3	loaves 5
climb 1	get into 6	look for 10
cloudy 6	give 2	look through 11
cold 6	glad 9	look up 1
collect 1	glass door 11	Lord 12
come 1	go 11	lost 9
come down 1	good 12	love of God 5
confess 12	go to sleep 6	make a trail 11
cook 3	going to 1	many 4
cool 6	groom 4	mat 7
corners 7	groomsman 4	minister 4
crippled 7	ground 8	mother 3
cross 6	guest 4	much 11

mud 8
near 7
need 3
need for 12
neighbors 10
obey 6
older 9
open 11
outside 11
party 2
pay 2
people 1
personal 12
pigs 9
pieces 5
Please help! 4
poor 1
praise 7
provide 12
quickly 1
quit 2
rainy 6
receive 4
reception 4
relationship 12
rich 1
roll up 7
roof 7
rope 7
rules 12
sad 1
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