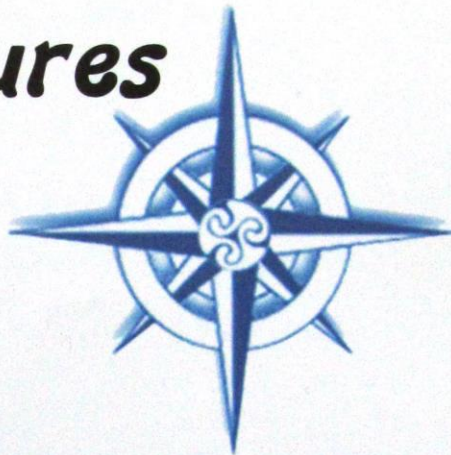


A Sample Lesson from

Adventures
in
English



12

Multi-Level
English Lessons

***Welcome to the sample lesson of Adventures in English,
teacher's curriculum.***

This *Adventures in English* curriculum focuses on helping students improve their English conversation and reading comprehension abilities.

The curriculum is divided into two books: *Adventures in English* multi-level conversation curriculum and *Adventures in English*, reading and discussion curriculum.

The first book contains twelve English conversation lessons, with each lesson focusing on a different theme (see the *Order of Curriculum* on p. 3 of this sample).

Each lesson includes vocabulary practice, American idioms, discussions, grammar practice, activities and a writing assignment. Based on the English ability of the students, the teacher can choose discussions and activities for beginner, intermediate or advanced levels of speaking ability.

The second book contains 12 reading lessons from the New Testament. These lessons are tied to the themes of the English lessons (see the *Order of Curriculum*). These are academic reading lessons: they are not Bible studies. This second book also contains outlines for 12 discussion times related to the reading lessons. In this class, using guided question-and-answer discussions, the teacher can make the spiritual application to the reading lesson.

Besides the multi-level curriculum, we also have an entry-level book for teachers of students with no, or very little previous English experience.

We can also provide you with other teachers' resources and student materials. See the pricelist on this website for a complete listing of materials available in this *Adventures* curriculum and our other series.

If you have questions about using this curriculum, our other resources, or the possibility of a Teacher-Training Weekend Workshop,
contact OutreachEnglishClasses@efca.org

or

call 1-800-745-2202.

ORDER OF CURRICULUM

The opening pages of the English curriculum and reading book contain teaching guides for each part of the lesson as well as a brief review of English grammar.

Lesson 1	English theme: Family	p.23
Bible reading topic:	The Birth Of Jesus	
Lesson 2	English theme: Communication	p.37
Bible reading topic:	Jesus Calls His Followers	
Lesson 3	English theme: Community	p.51
Bible reading topic:	Jesus Tells A Parable Of The Good Samaritan	
Lesson 4	English theme: Food	p.63
Bible reading topic:	Jesus Provides Food For 5000 People	
Lesson 5	English theme: Friendship	p.73
Bible reading topic:	Jesus Heals A Paralytic Man	

A typical class-day includes two hours of conversational English class, a one-hour reading class and a one-hour discussion time.

Each English lesson begins with two pages for writing lessons plans.

Lesson 6	English theme: Occupations	p.87
Bible reading topic:	Jesus Tells The Parable Of The Sower	
Lesson 7	English theme: Outdoors	p.101
Bible reading topic:	Jesus Calms A Storm And Walks On Water	
Lesson 8	English theme: Learning	p.115
Bible reading topic:	Jesus Tells A Parable About The Lost Son	
Lesson 9	English theme: Health	p.127
Bible reading topic:	Jesus Heals A Deaf, Mute Man And A Blind Man	
Lesson 10	English theme: Cultures	p.141
Bible reading topic:	Jesus Brings Lazarus Back To Life	
Lesson 11	English theme: Holidays	p.151
Bible reading topic:	The Crucifixion And Resurrection Of Jesus	
Lesson 12	English theme: Sports	p.161
Bible reading topic:	Jesus Will Return	

Also available for Adventures in English curriculum:

* Entry-level curriculum, * Reading lessons, * Oxford Picture Dictionary, * Listening and pronunciation practice, * Placement test, * Student English class notebook, * Student reading book, * New Life New Testament, * Graduation certificate, * Class registration card

ADVENTURES IN FAMILY

Icebreaker

- 1. Introductions (B, I):** Begin this first day with introductions. Introduce yourself and show your class how introductions to strangers are done in the US.

Hello. My name is _____. What is your name?
I'm happy to meet you.

My name is _____.
Thank you. I'm happy to meet you.

Write this dialog on your white-board and ask students to introduce themselves to each other.

- 2. Family Pictures (I, A):** Bring to class several pictures of your immediate and extended family. See if your students can guess how they are related to you.

Get a picture of each student's family or a member of his/her family. Mix the pictures up on the table. See if the students can guess which family each person belongs to. If it is just one person in the picture guess whose relative it is and what relation they are to the student.

Idioms

only child
tie the knot
like father, like son
two peas in a pod
wear the pants in the family

spring chicken
sibling rivalry
chip off the old block
black sheep in the family
hen pecked

spitting image
in the doghouse
apple of his eye
cut the apron strings
bring home the bacon

Discussion Exercises

- 1. Homes (B):** vocabulary – house/home, living room, bedroom, kitchen, bathroom, dining room, also the names of relevant furniture and furnishings. Bring to class pictures of household furniture and furnishings and let students determine in which room each would be found. Reverse the order for review: name a room in a home then ask a student to pick an item of furniture that belongs in that room.
- 2. Where Are You (B, I)?** vocabulary – house/home, living room, bedroom, kitchen, bathroom, dining room, also the names of relevant furniture and furnishings. Using the pictures of rooms in a home in the Picture Dictionary, model the following dialog for your class:

Where are you?

I am in the kitchen.

What do you see in the kitchen?

In the kitchen I see a stove, a sink . . .

What do you do in the kitchen?

In the kitchen I cook.

Pair off your students and let them ask and answer the questions.

3. **Family Tree (B, I): vocabulary – mother/mommy/mom, father/daddy/dad, grandma/pa, brother/sister, sibling, cousin, aunt/uncle, husband/wife, related, descendants, forefathers, ancestors.** Use the family tree on p.3 of the Picture Dictionary to teach the names of these family members. Ask students draw their own family trees, labeling each person with the appropriate relationship (mother, cousin, etc.). Share it with the class. When all have finished let each student describe his or her tree for the class.

Rather than taking up class time drawing pictures before class make a photocopy of the family tree in the Picture Dictionary for each student, cut the tree into individual faces and place each tree into an envelope. During class students can use the pictures to make their own family tree and describe it for the class.

4. **Family Relations (B, I): vocabulary – aunt/uncle, niece/nephew, cousin, sister-in-law, stepfather, sibling.** Write some of the following sentences on the white-board. Ask these questions after you have defined all the vocabulary.

- My uncle's son is my ____ (cousin).
- My brother's daughter is my ____ (niece).
- My brother's wife is my ____ (sister-in-law).
- My father's sister is my ____ (aunt).
- My father's parents are my ____ (grandparents).
- My mother's husband is my ____ (father/step father).
- My mother's mother is my ____ (grandmother).
- My mother's brother's son is my ____ (cousin).
- My sister's daughter's brother's father is my ____ (brother-in law).
- My father's mother's grandchild is ____ (I or my siblings or my cousins).

Let students make up some sentences and then quiz each other.

5. **Family Relations (I): vocabulary – husband/wife, spouse/mate, big-little brother, sister, relative, foster parent, 'great' aunt/uncle, guardian, 2nd cousin, adopted, step, half brother, maternal/paternal, matriarch/patriarch, matriarchal/patriarchal.** Have students use the family tree, pictures, or drawing to tell about the member in their families. Write the following questions for students to answer:

- How is the person related to you?
- Where does the person live?
- How often or when do you see this person?
- What is this person like?
- Tell one good thing about this person.

You can break the class into small groups for this discussion, but you must be sure that only English is spoken.

6. **Parenting (I, A):** Write this sentence on the board for each student to finish:

If I were a parent, I would...

Give students a minute or two to write their endings to the sentence, then let each one read his/her answer to the class. Allow other students to comment. If you have parents in the class change the sentence to 'If I were a grandparent....'

7. **Idiom Exercises (I, A):** Write one of the family-related idioms on your white-board then ask students to try to explain its meaning. After you have explained it ask students to use it correctly in a sentence. Ask other students if the idiom was used correctly.

8. **Family Portrait (I, A):** Bring an old family photograph containing several generations. Tell the class that you are related to the people in the picture. See if they can tell you who the people are and what they are like. Write the following questions on your white-board for them to answer:

- a. Who are the people? How are they related to you (the teacher)?
- b. How are they dressed?
- c. How are they related to each other?
- d. What are they doing?
- e. Why did they have their picture taken?
- f. Where are they?

You can have each student answer a question or work in small groups to come up with their story about the picture.

There are many discussions from which you can choose one that will interest you and your students

9. **Giving Advice (I, A): vocabulary – advise, advice.** Ask the students the following questions:

- a. Do you like getting advice from your parents?
- b. What is the difference between advice and commands (rules or orders)?
- c. Can you tell the class some advice they have given you? (*Write these on your white-board.*)
- d. What is the most valuable advice your parents have given you? What was the worst or most useless advice?
- e. If you were to give advice to a younger member of your family what advice would you give? This could be advice about living with your family, advice about school or work. (*List the advice on the white-board.*) Ask other students if they agree with the advice.

10. **Family Chores (I, A):** Discuss the chores done by various members of the family.

- a. Who does the housecleaning, dishwashing, washing clothes, other tasks?
- b. Do men (boys) help with this work?
- c. Are there particular household tasks that only women do? Are there jobs reserved just for men?
- d. Do men help with the care and feeding of infants? Should they?
- e. Are children expected to help around the house?
- f. Do your students get paid for helping with household work?
- g. What kind of household work do your students do? Is this normal?
- h. What appliances are used to make housework and other family chores easier?

11. **The Challenge Of Parenting (A):** Use these questions to discuss the role of parenting.

- a. What do you think is the hardest part of being a parent? Do you think being a mother is easier or harder than being a father?
- b. Do you think being the parent of a daughter is easier or harder than being the parent of a son?
- c. What makes a good parent?
- d. How have your parents helped you to become a responsible adult?

- e. How should parents deal with disobedient children?
- f. Do you think you will be a good parent? How can you prepare now to be a good parent?

12. Mini-Debates (I, A): The topics of activity 12 can be used as openings for good discussions. You can use a debate format or ask the whole class for their differing opinions.

13. Food Lesson (B, I, A): Some of the discussions in the lesson on food can be used in this lesson on family.

14. Other Suggested Discussion Topics (I, A):

- a. Tell what makes a family happy.
- b. Is love an important factor in marriage?
- c. Describe the ideal husband, father, wife or mother.
- d. What are the advantages and disadvantages of being raised in a large family?
- e. Should parents treat all of their children the same? Why or why not? Can you give examples from your own family?
- f. In what ways are you like your mother? like your father? Whom do you resemble the most?

Grammar Focus: Present Tense

1. Simple Present Tense And Present Progressive Tense (B, I):

We use the simple present tense to express activities we do on a regular or usual basis. *I eat breakfast. I drive a red car.* We use the present progressive tense to describe an activity that is occurring right now. *I am eating breakfast. I am driving my red car.*

- a. Ask different students to describe for the class what they usually do as they get up in the morning until they leave for school or work. Ask them to describe their actions in complete sentences. (Teacher: Ask students tell about their actions, be sure they tell what they do [simple present tense], not what they did.)

As a student talks, write on your whiteboard the verbs he/she uses. Show your class that these words describe daily habits and actions, not what the student is doing right now.

- b. Write the following charts on your white-board. Practice modeling the statements with the students. The simple present tense may include a description of the verb.

person	action	description of action (how, when, where)
I/ We You They	sleep eat cook	quickly. in the bedroom. at 12 o'clock. in the kitchen.
He / She / It	sleeps eats	

Show your class that when using simple present tense verbs with *I, we, you* or *they* (the first and second person, and third person plural) the verbs do not end with an 's'. A verb with *he, she* and *it* (third person singular) has an 's' at the end. There are many exceptions to this general rule.

- c. Ask different students to perform simple actions: "Tom, stand up." Ask other students to tell in a complete sentence what he is doing: "Tom is standing." Other actions for students to perform: whistle, hum, look up, rub you hands, sit on the floor, look at your watch.

As students tell what others are doing, write on your white-board the appropriate verbs (*is standing, is whistling*). Show your class that these words describe what the student is doing right now.

- d. Write the following chart on your white-board. Practice modeling the statements with the students. Let the students practice using the present progressive tense contractions.

person + verb	action
I am (I'm)	working. teaching. eating. sleeping.
We are (We're)	
He is (He's) She is (She's) It is (It's)	
They are (They're)	

- e. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Let students complete them in their notebooks using either the simple present or present progressive tense as appropriate. Add more sentences related to today's topic.

1. (*eat*) The baby _____ now.
2. (*eat*) The baby _____ every day at 12:00 o'clock.
3. (*sit*) We _____ at our table now.
4. (*sit*) We _____ at this table every day.
5. (*smile*) When I am happy, I _____.
6. (*smile*) I _____ now because I am happy.

2. Using Present Progressive And Simple Present To Express Future Time (I, A):

You can use this exercise as part of this lesson or as part of lesson 3 (future tense).

The present progressive tense can be used to talk about a planned event occurring in the future. *We are meeting at the library this evening. We are going home on Friday.* We use the simple present tense to express future regularly scheduled events. *The train arrives at 10:00 this afternoon. The class begins on September first. Our class ends at 12:00.*

- a. Write the following charts on your white-board. Practice modeling the statements with the students.

person, thing	action	future time
He, She, It	ends	at 12:00. this afternoon. tomorrow.
I, You, We, They	arrive	

If the subject of the sentence is *he, she* or *it* (third person singular) the verb ends with an 's'.

person, thing	helping verb <i>am, is, are</i>	action+ing	future time
I	am	leaving coming	early today. in one hour. tomorrow.
I'm			
He, She, It	is		
He's, She's, It's			
We, You, They	are		
We're You're, They're			

These charts give an orderly way for students to practice grammar rules in natural ways.

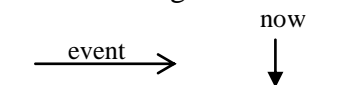
Note the change from 'am' to 'is' to 'are' depending first, second or third person.

- Ask students to answer these future tense questions with either the present progressive or simple present tense, whichever is appropriate. Add more questions and sentences related to today's topic.
 - Whom are you meeting this afternoon? (*I am meeting John this afternoon.*)
 - What are we eating for dinner tonight?
 - When does the bus arrive?
 - When does the sun set?
 - Are you flying to France next week?

3. The Present Perfect Tense (I, A):

This tense describes an event that started and was completed at an unspecified time before the present. (The word 'perfect' is an old English word that means complete.) If a particular time is named then the simple past tense is used. *I have moved to Paris. I moved to Paris last year.*

- Use this diagram to show the meaning of present perfect tense.



The event started at an unspecified time in the past.
The event ended before now.

- Use this chart to show how to construct the present perfect tense.

person	have or has	action
I, We, You, They	have	slept. eaten.
I've, We've, etc.		
He, She, It	has	
He's, She's, It's		

The verb form used is the 'past participle'.

c. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Using the word provided, let students use the present perfect tense to complete the sentences in their notebooks. Add more sentences related to today's topic.

1. (see) I _____ the Tower of London. (*have seen*)
2. (know) I _____ Peter for many years. (*have known*)
3. (give) The teacher _____ four tests this year. (*has given*)
4. (fall, not hurt) They _____ but they _____ themselves badly.
(*have fallen, have not hurt*)
5. (wear) He _____ that shirt for four days. (*has worn*)

d. Ask students to use the present perfect tense to tell the class about things they have done or places they have visited in the past. Ask student to complete the sentence, "In the past I have...." Or "In the past my family has...."

Activities

1. **Homes (B):** Ask students to draw diagrams of the floor plan of their homes, labeling the rooms and furniture. If necessary, let them use the Picture Dictionary, pages 27-38. After they have finished drawing, break the class into groups of two or three letting the members of each group describe their drawings to each other.
2. **What's Inside (B)?** Before class, write the names of various rooms of a house on individual pieces of paper. Place these papers in a small envelope. In class, let students choose a paper, then name a piece of furniture found in that room. You can reverse the order also: A student chooses a paper from the envelope, names an object usually found in that room while others guess what room is being described.
3. **Crossword Puzzle (B):** A crossword puzzle related to this lesson is at the end of the lesson. After students have completed it ask different students to read a clue and give the correct answer.
4. **Family Chores Game (B, I, A):** Before class, write each chore on a separate piece of paper, and place all the pieces into an envelope. During class, let each student pick one paper out of the bag and act out the task, including any relevant conversation or monolog, while the rest of the class tries to guess the chore being demonstrated. Be careful, *I*-level students may not know all the vocabulary. Also, not all cultures will recognize all of these household chores.

cleaning bathroom
setting the table
clearing the table
washing dishes
drying dishes
mopping floors
polishing floors
vacuuming
scrubbing walls
sweeping
dusting furniture

cleaning up after
pets
washing clothes
hanging up
clothes
to dry
folding clothes
ironing clothes
cooking
making beds
painting

mowing lawns
raking leaves
cleaning out
gutters
mending clothes
repairing furniture
replacing light
bulbs
taking out garbage
pulling weeds
watering plants

changing fuses
feeding pets
driving the car
shoveling snow
sweeping
sidewalks
carrying water
carrying babies
changing baby's
diaper
feeding babies

5. **Family Fibs (B, I, A):** Ask students to write three sentences about themselves or their own families. One sentence must be false and the other two true. Ask each student to read his or her sentences aloud while the class tries to guess which statements are true and which one is false. Set the pattern for the class by giving examples from your life and family before they write.
6. **Grab The Word (B, I, A):** This is a vocabulary review activity that can be used with any lesson or group of lessons. Before class, write words related to today's topic on 3x5 cards. During class, pin or tape the cards to the wall at the front of your classroom. Divide your class into two teams, placing them in two lines, equidistant from the word-cards. As you read the definition of one of the words, the first student from each team can run to the board, find the correct word, grab it from the wall and take it back to the team. The next two students repeat the activity, etc. When you are ready to end the activity, ask the teams to alternately read a word-card and define the word on the card.
7. **Find Your Twin (B, I):** Have each student write the following descriptions on a piece of paper:

<i>ME</i>	<i>OTHERS</i>
eye color	
hair color	
# of brothers	
# of sisters	
age	
favorite sport	
favorite food	
favorite subject	
hobby	

** Other possible descriptions - shoe size, weight, height, grade in school, add more if needed.

Ask the students to write down their own responses first for each area. Allow the students to mingle, asking each other the questions and writing the description of the person after the name. After the charts are complete students examine their charts to find their 'twin'.

8. **The Pyramid Game: (I, A):** Selects a letter from the alphabet but not a letter that you can't use to begin a two letter word (Q or X). Write this letter near the bottom of your white-board. Instruct students to students to write a two-letter word, then a three-letter word, a four-letter word, and finally a five-letter word, each word beginning with the given letter. When a student has written the four words, he or she must use those words, plus other in a sentence that describes his/her family or home. Let students read their sentences to the class.
9. **Idiom Exercises (I, A):** Write one of the family-related idioms on your white-board then ask students to try to explain its meaning. After you have explained it ask students to us it correctly in a sentence. Ask other students if the idiom was used correctly.

- 10. Descriptions (I, A):** Show students various descriptive phrases for age, height and hair, using the examples given. Write some of these descriptions on your white-board. Ask your students for more.

<u>Age:</u>	<u>Height:</u>	<u>Hair:</u>	<u>Size:</u>
about 20	average	black, red	thin
in her thirties	short/tall	straight	overweight
nearly 50	fairly short	long curly	big
very young	medium	frizzy	fat
very old	height	blonde	skinny
teenager	pretty tall	short brown	
		balding	

Demonstrate the meaning of each description as you write it.

- Place in the middle of your classroom table a large picture or several pictures of groups of people. Ask each student to use the descriptive categories above to describe to the rest of the class one of the people shown. Students should give descriptions in complete sentences.
 - Students pick out a person to describe, while others try to guess which person is being described.
 - Ask students to each write a description one of their classmates. Read the descriptions aloud so that other students can try to guess who is being described. After the student has been identified, ask the class if the description was accurate and complete. What was described wrong, what was omitted in the description?
- 11. Buying & Selling (A):** Bring to class some real estate advertisements from your local newspaper. Show them to your students so they can see what is included in an ad. Tell the class that they need to help a neighbor sell or rent (whichever applies to their situation) his or her house or apartment. Working in pairs, let students interview each other to learn about each other's home (locations and sizes of these rooms and other special features of the home) in order to write an advertisement in the newspaper.
- Each student can explain his/her advertisement to the class.

- 12. Mini-Debates (I, A):** This activity can also be used in the discussion section of this lesson. Explain the meaning of a debate – actual personal opinions are irrelevant in debates, and debaters must be prepared to defend opinions they do not necessarily hold themselves.

Some topics related to the family that are suitable for mini-debates:

- being part of large family is better than being part of a small family vs. small families
- a person should be able to choose his/her own spouse vs. parents choose the spouse
- having many siblings vs. being an only child,
- living with in-laws vs. having one's own place
- growing up in the country vs. growing up in the city
- being the oldest in the family is best vs. being the youngest is best.

Divide the class into pairs of teams, two students per team. Each team in a pair will compete against the other team in that pair. Assign one topic to each pair of teams; each

team taking opposite side of the topic. Allow a couple of minutes for the teams to plan their presentation to the rest of the class.

When they are ready, let each team of a pair present its views on the topic for at least one minute, but not more than two minutes. When the two teams have both presented their sides of the topic let the rest of the class vote on who made the best defense of its position.

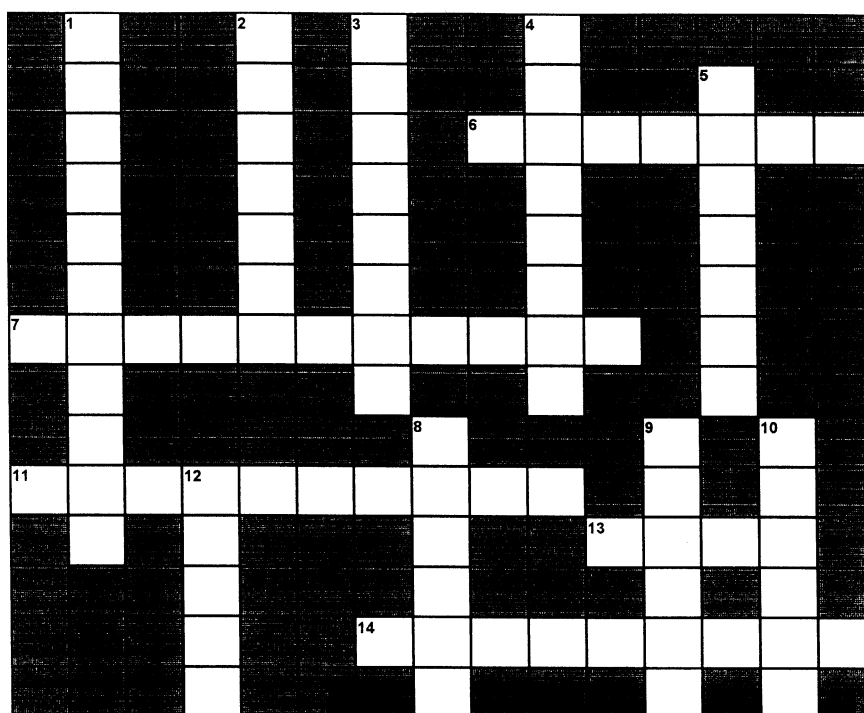
Let other pairs of teams debate their topics.

- 13. Food (B, I, A):** Some of the activities in the lesson on food will be applicable to this lesson on family.

Writing Topics

1. **(B, I, A):** This is your first day with your students. Ask them to tell you about their families.
2. **(B, I):** Ask students to write about their favorite relative and why he or she is special to them.
3. **(I, A):** Ask your students to tell you the most important thing you as their teacher need to know about them.
4. **(I, A):** Ask your students to describe the perfect father/mother/spouse/or family.
5. **(A):** Write this proverb (17:6) on the white-board and ask your students to comment on it. *Grandchildren are a crown to the aged, and parents are the pride of their children.*

Family



Across

6. wife's mate
7. mother's mother
11. my child's child
13. father's sister
14. family members

Down

1. date of wedding
2. soon to be married
3. unmarried man
4. female child
5. mother and father
8. my mother's daughter
9. father's brother's son
10. mother and ____
12. brother's daughter

Solution



THE BIRTH OF JESUS

English Theme: Family

Reading: Luke 2:1-20. The *italicized bold* questions are in the students' reading books.

Objective: Jesus' miraculous birth shows that he is God. Jesus' coming to Earth is good news for all people.

I. Opening Discussion and Conversation

If this class is not the same as your English class, spend a few minutes making introductions. Let students introduce themselves and tell how many people are in their families. (How many live in their homes?)

Introduce the reading by telling your students that during your reading times you will be reading about a man named Jesus. (His name is not in the day's text.) Today we will be reading about his birth.

- A. How are new babies celebrated in your home? In your country?
- B. What do you know about the events related to your birth?
- C. How are birthdays celebrated in your country?
- D. How is Christmas celebrated in your country? In your home?

Opening discussion ties English class to reading text.

II. Reading for Beginners

- A. Begin by letting your translator or a student read the text in your students' first language.
- B. Teach the story in simple English sentences to your students:
 1. Write the sentences below on your whiteboard.
 2. Dramatize the sentence while you read the sentence aloud in English
 3. Read the sentence with your students.
 4. Write the next sentence, read it, act it out, read it with your class.
 5. Proceed through all the sentences of the story.
 6. Read all the sentences in unison with the class.

While it is being read, don't be afraid to 'ham it up' a bit – wear a costume, use props, add your own dialog and actions.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. <i>The king said everyone should be counted.</i> 2. <i>Mary and Joseph went to Bethlehem.</i> 3. <i>Mary gave birth to a baby boy.</i> 4. <i>Mary laid the baby in the place where cattle are fed.</i> 5. <i>Shepherds were watching sheep.</i> | <ol style="list-style-type: none"> 6. <i>An angel from Heaven said, "I bring you good news."</i> 7. <i>The angel said, "Go see the baby."</i> 8. <i>The shepherds went to see the baby.</i> 9. <i>The shepherds went home full of joy.</i> 10. <i>The shepherds thanked God for what they had seen.</i> |
|--|--|

Simple sentences for low-level readers.

- C. Assign different students to play the various parts of the story while you read the simplified sentences. If possible have costumes and props available for them.
- D. Order of Events
When students have finished dramatizing the story, give them strips of paper on which you have written the above sentences, and ask them to put the sentences into the right order. These sentences are available at the end of this lesson. When they are finished let them compare their order with the list on the board or in their notebooks. This can be done in pairs or individually. When the story is in the correct order, ask each student to read one sentence aloud.
- E. Distribute paper, colored pencils, crayons or markers so that students can draw pictures of different events in the day's story. If possible, each student should draw a different part of the story – use the sentences in part II-B.

When all are finished ask each student to explain his/her picture, or ask other students to guess what part of the story is shown. Then ask students to put their pictures in the correct order.
- F. If they are able, let students compare the simplified version of the text with the story as given in their New Testaments.
- G. With the help of your translator ask students to answer some of the 'Test Your Understanding' questions. See section III-C. Not all the questions can be answered from the simplified text. You can also discuss the 'Thinking About' questions (IV-A). If you do not have a separate conversation class, use some of the follow-up questions to reinforce the objective of this lesson. See page 19.
- H. Let students work in groups of two or three to complete the crossword puzzle at the end of this lesson, using their New Testaments for reference. You will need to show them where the text can be found by giving the page number, column and paragraph.

III. Reading for Advanced Readers

A. Class Reading

Ask your students to open their New Testaments to Luke 2. Show them where today's reading lesson is located by giving them the page number. Read through the text in unison with the students. Ask students if there are words they do not understand. If no one volunteers, ask different students to explain the more difficult words.

As you prepare to read the text a second time, tell your students that they will need to remember the correct order of events for the next activity. Read the text a second time. This time let each student take a turn reading a verse or sentence. While they are reading, you should pay attention to their reading ability so that you can be ready for part B.

Reinforcement activities to help

B. The Correct Order

students remember the text.

Form groups of two or three students based on similar reading ability. Groups of two are best. Groups of three are acceptable, but there should not be more than 3 in a group – either one student will be left out or the group will sub-divide itself into smaller groups. Let each group move to a place away from the rest of the class. Give each student a copy of the events of the story listed at the end of this lesson

(photocopy as needed for your class). Give the groups 15 minutes to put the events in the correct order by numbering them.

After a group has shown you their completed order of events let them use their New Testaments to check their work. Do not tell them yet if their order is correct or not; let them check their order of events to determine if it is correct.

C. Test Your Understanding

After everyone is finished, bring the class back together, give the correct order of events and ask the following review questions. These questions are in the students' reading book.

1. *What happened while Mary and Joseph were in Bethlehem?*
2. *Who came to the shepherds?*
3. *Where did the shepherds go?*
4. *Why did Mary and Joseph have to go to Bethlehem?*
5. *In what kind of place was Jesus born?*
6. *Why did Mary put Jesus in the place where cattle were fed?*
7. *What did the angel tell the shepherds?*
8. *What did all the angels do?*
9. *What did the shepherds say when they saw the baby?*
10. *What did the shepherds do after they saw the baby?*

IV. Thinking About What We Have Read

Use this part to reinforce the lesson objective: *Jesus' miraculous birth shows that he is God. Jesus' coming to earth is good news for all people.*

Be sure your class understands that his birth was not Jesus' beginning, only his beginning of life on earth as a human person.

A. Ask one or more of the following questions. Write them on your whiteboard.

1. How do you think Mary felt about giving birth to her first baby in a stable, which may have been a cave? What concerns may she have had? (She may have been concerned about lack of medical help, cleanliness, too cold, etc.)
2. Why do you think God sent the angels to tell the shepherds first?
3. How did the emotions of the shepherds change during their encounter with the angels? Why?
4. What was Mary thinking while the shepherds were telling what happened?

B. If you will not have a separate conversation class, use some of the follow-up questions to reinforce your lesson's objective. See page 19.

C. This would be a good story to put into drama form and act out for another class or for an evening program. One student can be narrator, reading the text as written. Other students can play various roles, making up dialog as they wish.

D. A crossword puzzle review of this lesson is in the students' books. It is also on the last page of this lesson. If you are not using student books, photocopy as needed. Let low-level readers use their New Testaments for reference.

Order of Events for beginning readers

For use with part II-D.

Photocopy this page and cut into five sections for students to put into correct order.

The king said everyone should be counted.

Mary and Joseph went to Bethlehem.

Mary gave birth to a baby boy.

Mary laid the baby in the place where cattle are fed.

Shepherds were watching sheep.

An angel from Heaven said, “I bring you good news.”

The angel said, “Go see the baby.”

The shepherds went to see the baby.

The shepherds went home full of joy.

The shepherds thanked God for what they had seen.

The Birth of Jesus (Luke 2:1-20)

Put these events in the correct order according to the text.

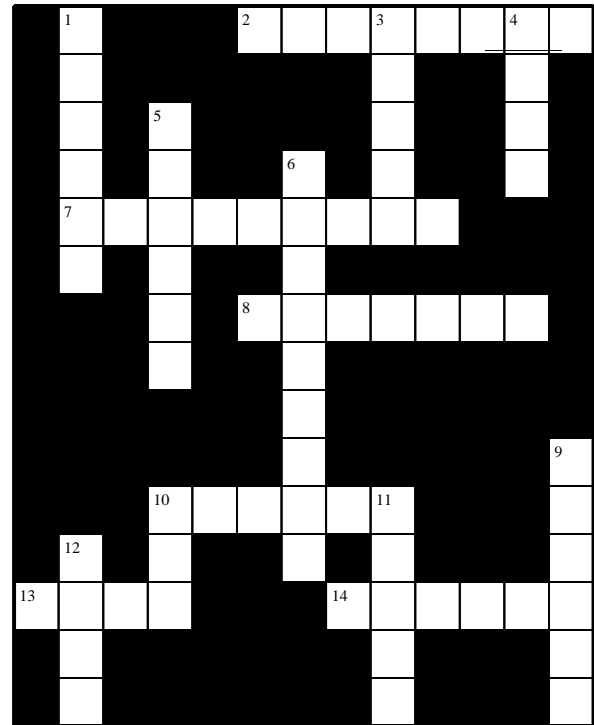
- a. ____ The angel said, "Do not be afraid. I bring you good news."
- b. ____ The baby was laid in the place where cattle eat.
- c. ____ Mary and Joseph could not find a place to sleep.
- d. 1 Caesar said everyone's name should be written in the 'Book of Nations'.
- e. ____ An angel came to the shepherds.
- f. ____ Joseph and Mary went to Bethlehem.
- g. ____ The shepherds thanked God for what they had seen.
- h. ____ The shepherds went to Bethlehem.
- i. ____ Mary gave birth to the baby.
- j. ____ The shepherds told what the angel had said about the child.
- k. ____ Shepherds were watching their sheep.
- l. ____ The shepherds found the baby lying in the place where cattle are fed.
- m. ____ Many angels said, "Peace on earth among men who please God."
- n. ____ The shepherds said, "Let us go to Bethlehem."
- o. ____ The shepherds found Mary and Joseph.

The correct order of events

- d 1. Caesar said every person's name should be written in the 'Book of Nations'.
- f 2. Joseph and Mary went to Bethlehem.
- c 3. Mary and Joseph could not find a place to sleep.
- i 4. Mary gave birth to the baby.
- b 5. The baby was laid in the place where cattle eat.
- k 6. Shepherds were watching their sheep.
- e 7. An angel came to the shepherds.
- a 8. The angel said, "Do not be afraid. I bring you good news."
- m 9. Many angels said, "Peace on earth among men who please God."
- n 10. The shepherds said, "Let's go to Bethlehem."
- h 11. The shepherds went to Bethlehem.
- o 12. The shepherds found Mary and Joseph.
- l 13. The shepherds found the baby lying in the place where cattle are fed.
- j 14. The shepherds told what the angel had said about the child.
- g 15. The shepherds thanked God for what they had seen.

The Birth of Jesus (Luke 2:1-20)

1. Peace on earth among men who ____ Him.
2. Jesus' birth is ____ ____ for all people.
3. Joseph was from the family of ____.
4. Mary was to be Joseph's ____.
5. He ordered all people to be counted.
6. Jesus was born in this town.
7. They were watching their sheep.
8. The shepherds ____ God for all they had seen.
9. The ____ told the shepherds of Jesus' birth.
- 10 across. Mary was going to become his wife.
- 10 down. The angels brought news of great ____.
11. Mary hid the words of the shepherds in her ____.
12. The shepherds went to look for this.
13. She gave birth to the baby Jesus.
14. Jesus was placed where these are fed.



CONVERSATION FOR: THE BIRTH OF JESUS

1. Opening

Open with introductions. Be sure everyone in this group knows each other. Have the students tell about themselves and their families. Tell the class about yourself and your family. Show pictures of your family to your class.

2. Agree Or Disagree

Write the following statements on the whiteboard prior to class:

- Children should leave home only after they are married.
- Old people should be encouraged to live in retirement homes with people their own age rather than with their families.
- Families should not have more than two children.
- Children should always obey their parents.
- Children should always ask parents for permission to marry.
- Children should pay rent to parents when they get a job.
- The members of a family should live close together.
- Family life is less important today than it was in the past.
- Parents should give their children spending money. Children should help with work around the house.

Start with questions related to the English lesson

Break the class into groups of two or three students. Have the groups decide with which statements they agree and with which statements they disagree. They should modify any statement with which they disagree so that the statements represent the opinions of the group.

Share their responses with the class.

3. Marriage

Ask the students questions about marriage in their country.

- How old are people usually when they get married?
- How long is the engagement time?
- Who pays for the wedding?
- What happens in the ceremony?
- How do the bride and groom dress?
- How do you choose your spouse?
- What makes a 'good' marriage?

These questions move the discussion toward the reading lesson.

4. Transition Questions

Use the following questions to move from discussion about their families to conversation related to the Reading/Bible lesson on The Birth of Jesus.

- Where in your country do people go to have babies? To a hospital? Stay at home? Someplace else? How long do they stay? Or do other people come to the mother's home to help?
- How are births announced in your country? In newspapers? Telephone?
- What was it about the birth of Jesus that most excited the shepherds?

5. Reading/Bible Follow-up Questions

This discussion time lets you bring up questions so students can think about the spiritual implications of the reading text.

Use these questions to focus student thinking on the application of the Reading/Bible lesson to their own lives: *Jesus' miraculous birth shows that he is God. Jesus' coming to Earth is good news for all people.*

Do not force your beliefs on your students. You can word your questions in such a way that they will not be offensive to students who are not Christians: "If Jesus is God, what do you think his childhood was like?" (Question C below)

Do your students know who and what you mean by 'God'? To your students, God may be non-existent, a block of wood on a shelf, or one of many forces with which they must contend. Before you proceed to the follow-up questions take time to talk about who the God of the Bible is. Then proceed to the questions.

- a. What kind of parents were Mary and Joseph?
- b. How does Jesus' birth give us evidence that he is God?
- c. What do you think Jesus' childhood was like, knowing that he was God?
- d. Why is it important that God (Jesus) came to earth and lived as a person just like we live?
- e. The angels said that Jesus' birth was good news for all people. Why was Jesus' birth 'Good News' for all people? (If you did not talk about Jesus' birth being 'Good News' in the Reading/Bible class now is a good time to talk about it.)
- f. Do you think God has a plan or purpose for your life like he did for Mary and Joseph?