

# FAITH

## *Encounters I*



**Living by Faith**  
*Hebrews 11*

Gail Tiessen

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## INTRODUCTION

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

- ◆ *To learn English*
- ◆ *To learn Bible content*

### **What This Curriculum Contains**

- ◆ Focus on all four skills: listening, speaking, reading, writing
- ◆ Instruction in all aspects of language: discourse, sociolinguistic, strategic, and linguistic (grammar, pronunciation, vocabulary)

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

- ◆ adults learners
- ◆ low intermediate learners (Canadian Language Benchmarks 4)
- ◆ ESL or EFL settings — Because the Bible represents a historical setting, and is couched in historical Hebrew culture, this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

### **How This Curriculum Is Organized**

- ◆ *Text-based* — Each unit is built around an authentic text from *The New Living Translation* of the Bible. Other texts are brought in as they relate to what is being studied.
- ◆ *Task-based* — Meaning is at the core of language, and each task has the students using language in a meaningful way.
- ◆ *Function-based* — Each unit also develops the learners language for every day living. The language learned in class is applicable for use outside the classroom.

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

- ◆ whole curriculum 85-90 hours
- ◆ each unit approx 4 hours of on-task class time
- ◆ each task varies according to the purpose and task type

## USER GUIDE

Each unit covers a Bible text. For each unit, there are 4-8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is most effective when the tasks are done sequentially.

### Task Instructions:

Each task is presented with clear step-by-step instructions for the teacher as well as learning objectives. These objectives may be linguistic, socio-cultural, strategic, discourse or functional.

**Task #1**

Each task has a side bar that gives the following information for the teacher.

**Preparation:** This task is designed to get the attention of the learners. It activates background knowledge, sets the stage for the discussion and acts as a transition to the rest of the unit.

**Presentation:** This task presents new material and should help in the discovery of the facts of the content. It also gives instructions about how language works – grammar rules, pronunciation guidelines etc.

**Implementation:** In this task, the learners are doing something with what they have learned. Often these are semi-controlled activities in which they practice the language.

**Usage:** When learners are engaged in this task, they are actually freely and creatively using the language they have learned and the content they have studied to accomplish a goal.

The specific language skills that are addressed in the task are indicated in the appropriate box



**Objectives:**

- discourse/ socio-cultural:
  - to place own experiences into a timeline and relate these to a group of people

**Task Type:**

- preparation
- presentation
- implementation
- usage

**Skill Area Focus:**

- listening
- reading
- speaking
- writing

**Grouping:**

- individuals
- pairs
- groups
- whole class

**Time:** 20 minutes

**Materials:**

- Hebrews 11:1-2

**Linguistic:** a focus on developing knowledge and use of grammar, vocabulary and pronunciation to order to recognize and formulate grammatically correct sentences according to the rules of English.

**Sociocultural:** a focus on developing the ability to understand and produce culturally appropriate language and developing interactional skills to establish and maintain social relationships

**Strategic:** a focus on developing the ability to manage communication in all four language skills.

**Discourse:** a focus on developing the ability to understand and produce both spoken and written texts that are coherent and cohesive

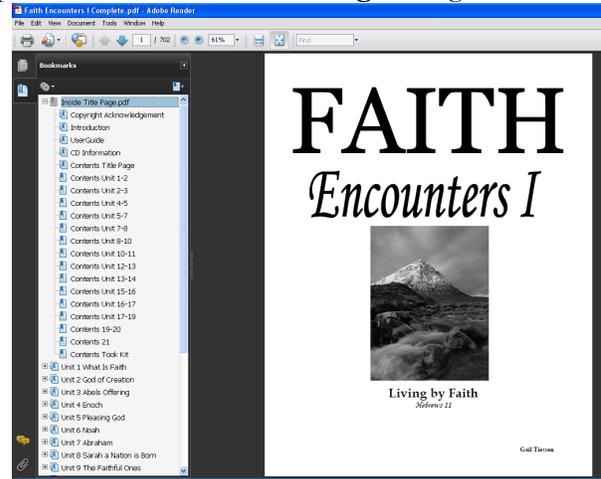
**Functional:** a focus on getting things done with language: to understand, to make request, to persuade, to question etc.

Detailed instructions for the use of the **photocopiable** worksheets

## MATERIALS AND AUDIO CD INFORMATION

### Adobe Instructions for Materials CD:

- Ensure that Acrobat Reader 7 or higher is on your computer. Go to: <http://www.adobe.com/> and click on **Get Adobe Reader**.
- Place the Materials CD into your computer. Open your **Acrobat Reader** program.
- Open the file titled **Faith Encounters I**. This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor (☞) on the **Bookmark panel** (on the left side of the screen) and **click** **Unit 1 What is Faith? Title Page** or on the **Bookmark Panel**, place the cursor (⬆) on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Unit 1 What is Faith? Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on a specific task, **click** on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- In the **Content Pages**, wherever there is a page number in brackets, e.g. (1), **click** the number to take you to that page e.g. page 1.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes from a ‘closed hand’ icon to a ‘pointing finger’ (☞) there is a link to another page in the file. The whole of **Faith Encounters I** is linked for quick reference from one unit to another and to the differing pages in the text.



Unit 1 What is Faith?		Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
Task	Focus Skills	Interact	Presentative	Narrative				
1 Personal Travel Diary (p.1)	Writing, Spelling				- to place one's experiences into a familiar and relate them to a group of people			- to place one's experiences into a familiar and relate them to a group of people
2 The Ancient Near East (p.2)	Learning, Reading				- to understand the historical context in which all stories of Hebrew take place			- to understand the historical context in which all stories of Hebrew take place
3 King's Approval (p.3)	Learning, Reading							- to make a text for specific individuals
4 Very First Promise (p.4)	Reading, Spelling				- to understand the text, context and culture			- to make a text for specific individuals
5 What is Faith? (p.5)	Spelling							- to express ideas and opinions in a given situation
6 It's English! (p.6)	Spelling				- to understand the approximate use of the language			
7 Questions (p.7)	Learning, Presentative				- to understand and use appropriate titles and names			

### Printing Using the Adobe Format:

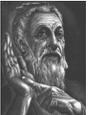
To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best Colour documents, print from the Materials CD using the ‘best’ setting on your printer.

### Audio CD: *Insert into any CD player*

The **Audio CD** has the tracks identified for each Unit’s readings.

# Contents

Unit 1 What is Faith?	<i>page</i> 1		Unit 12 Moses	<i>page</i> 367	
Unit 2 God of Creation	<i>page</i> 45		Unit 13 The People of Israel	<i>page</i> 401	
Unit 3 Abel's Offering	<i>page</i> 89		Unit 14 Rahab of Jericho	<i>page</i> 427	
Unit 4 Enoch	<i>page</i> 121		Unit 15 Gideon	<i>page</i> 477	
Unit 5 Pleasing God	<i>page</i> 149		Unit 16 Samuel	<i>page</i> 501	
Unit 6 Noah	<i>page</i> 179		Unit 17 David	<i>page</i> 539	
Unit 7 Abraham	<i>page</i> 213		Unit 18 Jonah	<i>page</i> 567	
Unit 8 Sarah-A Nation is Born	<i>page</i> 243		Unit 19 Daniel & Others	<i>page</i> 597	
Unit 9 The Faithful Ones	<i>page</i> 271		Unit 20 Others Too Good	<i>page</i> 621	
Unit 10 The Offering of Isaac	<i>page</i> 297		Unit 21 God's Approval	<i>page</i> 653	
Unit 11 The Patriarchs	<i>page</i> 337		Tool Kit	<i>page</i> 679	

Unit 1 What is Faith? (pg 1)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Personal Time-Lines (pg 2)	- Speaking - Writing				- to place own experiences into a timeline and relate these to a group of people		- to place own experiences into a timeline and relate these to a group of people	
2 The Ancient Near East (pg 6)	- Listening - Reading				- to understand the historical context in which all stories of Hebrews take place		- to understand the historical context in which all stories of Hebrews take place	
3 God's Approval (pg 12)	- Listening - Reading					- to scan a text for specific information	- to scan a text for specific information	
4 A Very Sure Promise (pg 18)	- Reading - Speaking			- to understand the key vocabulary and collocations				
5 What Is Faith? (pg 22)	- Speaking							- to express ideas and opinions in a group discussion
6 It's English (pg 24)	- Speaking	- to understand the appropriate use of the pronoun 'it'						
7 Questions, Questions? (pg 28)	- Listening - Speaking		- to understand and use appropriate rising and rising-falling intonation patterns					
8 What Was That? (pg 38)	- Listening - Reading - Speaking				- to use appropriate strategies in asking for clarifications and meanings of words	- to use appropriate strategies in asking for clarifications and meanings of words		

Unit 2 God of Creation (pg 45)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 What's Your Opinion? (pg 46)	- Reading - Speaking				- to learn to express an opinion, agree and disagree	- to activate background knowledge about the subject		- to learn to express an opinion, agree and disagree
2 What Do We Understand? (pg 52)	- Reading - Speaking	- to present and practice using 'that' noun clauses as objects of verbs						
3 By Faith (pg 58)	- Reading			- to understand the many uses of 'by'				
4 Creation Words (pg 62)	- Reading			- to learn key vocabulary from Genesis 1-2:2				

Unit 2 God of Creation cont'd (pg 45)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
5 In the Beginning (pg 64)	- Listening - Speaking					- to listen for main ideas in a longer passage		
6 The Sounds of Colour (pg 70)	- Speaking	- to know that vowels can be practiced with any colour picture	- to describe coloured pictures					
7 Say It Smoothly (pg 72)	- Listening - Reading - Speaking		- to learn to speak smoothly by becoming aware of proper placement of pauses					- to learn to speak smoothly by becoming aware of proper placement of pauses
8 Caring for the World (pg 76)	- Listening - Reading - Speaking - Writing		- to practice using noun clauses			- to enjoy singing about the God of Creation		- to use language to explain personal reactions to the content

Unit 3 Abel's Offering (pg 89)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Do You Have a Brother? (pg 90)	- Listening - Speaking - Writing							- to ask questions for purposes of social interaction
2 Offerings of Faith (pg 92)	- Reading					- to skim the text for specific information		
3 Good, Better or Best? (pg 96)	- Listening - Speaking - Writing	- to understand the formation and use of comparative and superlative adjectives						
4 How Do You Say Thththat? (pg 104)	- Listening - Speaking		- to understand and produce the voiced and voiceless 'th' sound					
5 Even Though (pg 108)	- Listening - Reading - Speaking - Writing	- to express conceding and opposing ideas					- to express conceding and opposing ideas	
6 Cultural Gifts (pg 112)	- Reading - Speaking				- to compare and contrast gifts and offerings in different cultures		- to compare and contrast gifts and offerings in different cultures	
7 Brothers (pg 116)	- Writing					- to compare and contrast two different ideas in extended discourse	- to compare and contrast two different ideas in extended discourse	
8 Dead Man Speaking (pg 120)	- Speaking					- to summarize the idea that the lives of people from the past still have a message for the present		

Unit 4 Enoch (pg 121)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Close Relationships (pg 122)	- Listening - Speaking					- to use a mind map		
2 Follow the Leader (pg 124)	- Listening - Reading					- to follow a written text		- to practice reading with thought groups
3 Disappeared (pg 126)	- Reading - Speaking - Writing			- to learn vocabulary		- to guess meaning from context		- to guess meaning from context
4 Without Dying (pg 128)	- Speaking	- to learn about the use of gerunds						
5 Family Trees (pg 130)	- Listening - Reading - Speaking	- to recognize pronouns and possessive determiners			- to ask for and give personal information - to put family information into a graphic organizer	- to scan the text for specific information		
6 More about Enoch (pg 136)	- Listening - Reading - Speaking					- to read for information		- to share information orally
7 Was Approved (pg 140)	- Listening - Speaking	- to practice reading in thought groups	- to practice the consonants /b/ /v/ /w/ and /f/					
8 Race to the Finish (pg 146)	- Listening - Reading - Speaking							- to share thoughts and opinions

Unit 5 Pleasing God (pg 149)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Have You Done It? (pg 150)	- Speaking						- to ask and answer question and to complete a chart	- to ask and answer question and to complete a chart
2 Impossible (pg 152)	- Reading			- to understand key words				
3 So You See (pg 156)	- Reading						- using the discourse markers 'so' and 'you see' to introduce summary statements	
4 He or Him (pg 160)	- Listening - Reading - Speaking - Writing		- to understand and produce the /iy/ (green) and /I/ (silver) sounds					
5 To Please God (pg 166)	- Reading	- to understand and use adjectives and verbs that are followed by the infinitive						

Unit 5 Pleasing God cont'd (pg 149)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
6 Searching for God (pg 172)	- Speaking							- to ask questions and express opinions and beliefs with regards to faith in God
7 Recommendation Letter (pg 174)	- Writing							- to write a positive letter of recommendation

Unit 6 Noah (pg 179)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Faith Journey (pg 180)	- Listening - Speaking							- to give instructions - to follow instructions
2 Choose Me! (pg 182)	- Listening - Speaking - Writing					- to listen for the main idea		- to discuss options
3 Noah Built an Ark (pg 184)	- Reading - Speaking			- to learn key words - to build words with suffixes				
4 How Do You Say That? (pg 192)	- Listening - Speaking		- to learn and practice stress patterns					
5 The Acts of God and Noah (pg 198)	- Listening - Reading - Speaking	- to recognize and use action words						- to retell a story and discuss content
6 How Often? (pg 202)	- Speaking - Writing	- to learn to use adverbs-meaning and placement						
7 Acts of Faith (pg 208)	- Speaking							- to talk about faith in general terms
8 Written Reflections (pg 212)	- Writing							- to write about personal thoughts

Unit 7 Abraham (pg 213)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Think About It (pg 214)	- Listening - Reading - Speaking - Writing							- to express personal opinions
2 Certain or Uncertain? (pg 216)	- Reading - Writing							- to express opinions about certainty and uncertainty

Unit 7 Abraham cont'd (pg 213)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
3 Decisions, Decisions (pg 220)	- Reading - Speaking - Writing		- to practice word stress	- to identify meanings of words related to certainty and uncertainty				
4 Questions (pg 224)	- Listening - Speaking							- to ask and answer information and opinion questions
5 In My Opinion (pg 228)	- Listening - Speaking - Writing							- to ask about and express personal opinions
6 New Comers in a Country (pg 230)	- Listening - Speaking - Writing						- to express opinions, agree and disagree	- to express opinions, agree and disagree
7 Interviewing Abraham (pg 238)	- Listening - Speaking - Writing							- to ask and answer information questions
8 Read All About It! (pg 242)	- Listening - Speaking - Writing						- to write a newspaper report	- to write a newspaper report

Unit 8 Sarah-A Nation is Born (pg 243)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Tell Me about Your Country (pg 244)	- Listening - Reading - Speaking							- to share information about country and culture
2 Looking for Clues (pg 246)	- Listening - Reading					- to listen and read for specific information		- to listen and read for specific information
3 Find the Meaning (pg 250)	- Reading - Speaking			- to develop vocabulary with synonyms		- to develop vocabulary with synonyms		
4 Abraham's Family (pg 252)	- Listening - Reading - Speaking					- to read for specifics - to verbally share information		- to read for specifics - to verbally share information
5 Making Promises (pg 256)	- Reading - Speaking - Writing		- to use will and would in direct and indirect speech					
6 Like Stars (pg 260)	- Listening - Reading - Speaking - Writing	- to use similes						- to talk about experiences
7 Too Old (pg 264)	- Reading - Writing			- to differentiate between 'too' and 'very'				

Unit 8 Sarah-A Nation is Born cont'd (pg 243)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
8 Interviewing the Happy Couple (pg 268)	- Listening - Reading - Speaking							- to conduct interviews

Unit 9 The Faithful Ones (pg 271)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Who's Who? (pg 272)	- Speaking							- to communicate ideas and experiences related to key characters
2 A Better Place (pg 276)	- Listening - Writing					- to listen for key ideas	- to reconstruct a discourse	
3 What's It All About? (pg 278)	- Reading - Writing					-to read for content		- to scan the text for significant information - to answer questions
4 Faithful Ones (pg 282)	- Speaking		- to understand and practice thought group and intonation pauses when reading extended discourse out loud				- to understand and practice thought group and intonation pauses when reading extended discourse out loud	
5 Ngt or Ngt (pg 284)	- Reading - Speaking		- to practice the pronunciation of /ʌ/ as in rust and /ɔ/ as in auburn					
6 Look Forward (pg 288)	- Writing	- to understand and use phrasal verbs						
7 You Have, But I Haven't (pg 290)	- Speaking	- to use 'but' for contrasting statements						
8 What About You? (pg 294)	- Writing							- to express how to come to terms with loss, unmet expectations

Unit 10 The Offering of Isaac (pg 297)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Offering a Sacrifice (pg 298)	- Reading - Speaking			- to learn key vocabulary through synonyms				
2 If Isaac Died (pg 306)	- Reading - Speaking		- to learn pronunciation thought groups and prominence					

Unit 10 The Offering of Isaac cont'd (pg 297)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
3 The Covenant (pg 312)	- Reading						- to sequence a text	
4 Picture It (pg 318)	- Reading - Speaking						- to create and explain a poster	
5 Drama (pg 320)	- Listening - Reading - Speaking - Writing							- to write an original drama
6 If This...The n That (pg 322)	- Reading - Writing				- to learn about real conditionals and reported speech			
7 Abraham Did Receive (pg 326)	- Listening - Reading - Speaking - Writing	- to understand the use of 'did' as an intensifier	- to practice prominence in emphatic sentences					
8 Time Capsule (pg 334)	- Listening - Reading - Speaking - Writing							- to write about future plans

Unit 11 The Patriarchs (pg 337)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Family Traditions (pg 338)	- Speaking				- to learn about cultural norms			
2 Family & Blessings (pg 340)	- Reading - Speaking			- to learn key vocabulary through synonyms				
3 What Did Jacob Do? (pg 346)	- Reading - Writing					- to listen for specific information		
4 Family News Flashes! (pg 350)	- Listening - Reading - Speaking - Writing					- to ask questions from titles	- to read for comprehension	
5 Blessed (pg 356)	- Speaking		- to learn the pronunciation of 'ed' endings in verbs					
6 When... (pg 358)	- Speaking	- to learn about and use when clauses						
7 When I Am Old... (pg 362)	- Reading - Speaking - Writing	- to use time clauses to speak about the future						

Unit 12 Moses (pg 367)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Decisions, Decisions ... (pg 368)	- Listening - Speaking				- to recognize the factors that lead to making decisions	- to understand how different people make decisions	- to talk about decisions they have made in the past	
2 The Life of Moses (pg 370)	- Listening - Reading - Speaking					- to have a better understanding of who Moses was		- to reconstruct some facts about Moses' life
3 Oppression in Egypt (pg 376)	- Listening - Reading - Speaking - Writing			- to understand the vocabulary used in Hebrews 11:23-27		- to be able to work together for a common goal		
4 Moses' Choice (pg 380)	- Listening - Speaking					- to understand the dilemma's in Moses' life	- to listen and comprehend meaning from the text	- to formulate some prose and cons for the decisions Moses made
5 Called for a Task (pg 386)	- Speaking - Writing						- to creatively reconstruct parts of Moses' life	
6 Chose to Share (pg 388)	- Reading - Speaking - Writing	- to learn to use infinitives after certain verbs and adjectives						
7 A Trip to Egypt (pg 392)	- Listening - Reading - Speaking - Writing	- to use "better than" and "instead of" correctly	- to learn the intonation pattern for presenting choices	- to learn some new vocabulary			- to use "better than" and "instead of" correctly	
8 Pros and Cons (pg 396)	- Listening - Reading - Speaking - Writing						- to construct a list of pros and cons	- to work effectively in a group, according to their assigned roles - to come to a group consensus on a decision

Unit 13 The People of Israel (pg 401)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Egypt to the Promised Land (pg 402)	- Speaking			- to use vocabulary for directions in labeling a map				
2 Passover (pg 406)	- Reading			- to understand the key words of the text				
3 The Rest of the Story (pg 410)	- Reading					- to read for comprehension		- to read for specific information and summarize content
4 Not So (pg 414)	- Listening - Speaking		- to practice pronouncing 'gold' and 'auburn' vowels					

Unit 13 The People of Israel cont'd (pg 401)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
5 Predictions (pg 416)	- Speaking		- to learn the pronunciation of function words					
6 The Seder Supper (pg 420)	- Reading				- to understand the Seder Supper as a traditional Hebrew celebration			
7 Voices of the People (pg 424)	- Speaking - Writing							- to express content in creative formats

Unit 14 Rahab of Jericho (pg 427)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 To Jericho (pg 428)	- Speaking					- to learn how to use time lines and maps		
2 Rahab of Jericho (pg 432)	- Listening - Reading - Speaking - Writing			- to learn key vocabulary in the story		- to scan for information		
3 Where's the Action? (pg 436)	- Reading - Speaking - Writing	- to work with verbs					- to sequence a story	
4 Spy Out (pg 444)	- Listening - Reading - Speaking - Writing			- to learn about and use Phrasal Verbs				
5 In the City at Dusk (pg 450)	- Reading - Writing	- to learn about and use the prepositions 'at, on, in'						
6 Let's Find Out More (pg 458)	- Listening - Reading - Speaking			- to understand key vocabulary words		- to read for specific information		- to read for specific information
7 Only if... (pg 464)	- Listening - Reading - Speaking	- to using 'if' as in real conditional sentences						
8 Tour Guide (pg 468)	- Listening - Speaking				- to ask and answer questions in order to share information			- to ask and answer questions in order to share information

Unit 15 Gideon (pg 473)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 How Much More...? (pg 478)	- Listening - Reading	- to understand the purpose of rhetorical questions						
2 War (pg 482)	- Listening - Reading							- to talk about personal experiences and opinions relating to war
3 The Lord is With You (pg 486)	- Listening			- to listen for main words and ideas				
4 Save from Danger (pg 488)	- Reading - Writing			- to understand the meaning of key words				
5 A Dream (pg 490)	- Reading						- to identify the sequence of events within the whole text	
6 God Speaks to Gideon (pg 492)	- Reading - Speaking		- to answer questions about the text			- to understand content of the text - to scan the text for specific information		- to report information to a group
7 What do I Need to Say? (pg 496)	- Reading - Speaking							- to use rhetorical questions
8 Faith (pg 498)	- Listening - Reading - Speaking - Writing					- to understand the content of the text - to scan the text for specific information		- to answer questions about the text, to infer meaning - to make an oral report to a larger group of people

Unit 16 Samuel (pg 501)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Awake at Night (pg 502)	- Reading - Speaking				- to connect learners' personal experience with the experiences in the text (night interruptions and bringing bad news)			- to build group rapport by sharing personal experiences
2 Assisting (pg 506)	- Reading					- to use context clues as a strategy for accessing meaning - to practice alternate ways of expressing ideas		

Unit 16 Samuel cont'd (pg 501)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
3 A Restless Night (pg 512)	- Listening - Speaking				- to focus on the cultural reasons guiding the use of address forms	- to check for and reinforce understanding of events and information in the text	- to enable learners to identify characters and experiences in the text	
4 Samuel & Eli (pg 516)	- Reading - Speaking - Writing		- to practice inference, interpreting and reading between the lines			- to scan text for specific information, summarize it and share it with another classmate	- to compare and contrast the information	
5 Who is Speaking? (pg 518)	- Listening - Reading - Speaking		- to recognize and use intonation for calling and asking wh- questions				- to recognize quoted speech and attribute specific quotes to speaker identity	
6 "Samuel, Samuel!" (pg 524)	- Reading - Writing						- to identify and use punctuation for dialogue in written text	
7 Very Rare (pg 528)	- Speaking	- to use intensifiers, frequency and degree expressions appropriately	- to recognize and use sentence stress patterns to express emotion/ emphasis with intensifiers					
8 Confused (pg 534)	- Speaking				- to repair trouble spots in conversation	- to repair trouble spots in conversation		- to repair trouble spots in conversation

Unit 17 David (pg 539)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 King David (pg 540)	- Listening - Reading			to understand key words from the text				
2 Who's Who? (pg 546)	- Reading					- to read for specific information		
3 The Story of David (pg 548)	- Listening - Reading					- to listen for key information and main topics	- to sequence the text into a coherent whole	
4 Cave Talk (pg 550)	- Reading - Speaking - Writing							- to convey the content of the text in the form of a drama
5 God Keeps His Promise (pg 554)	- Reading - Speaking					- to read for specific information - to summarize information in own words		- to share summaries with a group of people
6 Expressing Regret (pg 558)	- Speaking - Writing	- to use modals to express regret	- to apologize with appropriate intonation		- to apologize with appropriate intonation			- to apologize with appropriate intonation

Unit 17 David cont'd (pg 539)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
7 More Than Regret (pg 564)	- Reading - Speaking - Writing				- to express regret for moral wrongs			- to express regret for moral wrongs

Unit 18 Jonah (pg 567)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Where was Jonah? (pg 568)	- Listening - Speaking		- to pronounce key name places	- to understand direction words		- to use a map		
2 Nineveh Facts (pg 572)	- Reading					- to gain background information		
3 Tell Me the Story (pg 574)	- Speaking			- to learn and review emotion words		- to use emotion words to express personal thoughts	- to set the emotional stage for the story of Jonah	- to search for answers to comprehension questions - to communicate those answers to others
4 Uh-oh! (pg 580)	- Listening - Speaking		- to practice vowel sounds					
5 Ups and Downs (pg 584)	- Listening - Speaking		- to practice intonation for emotions					
6 What Did They Say? (pg 588)	- Reading		- to read with emotion				- to understand a longer piece of text	
7 Talking Among Themselves (pg 592)	- Speaking - Writing							- to write and perform dialogues
8 What do You Think? (pg 594)	- Speaking				- to express opinions, agree and disagree on issues			- to discuss the content and message of the Jonah story

Unit 19 Daniel & Others (pg 597)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 An Impossible Situation (pg 598)	- Listening - Speaking - Writing					- to express and listen for personal information		- to express and listen for personal information
2 What's the Picture? (pg 600)	- Speaking			- to understand vocabulary words		- to use visual images as a vocabulary learning strategy		
3 Who Are They? (pg 602)	- Reading						- to understand the use of pronouns for coherence and cohesion in extended text	

Unit 19 Daniel & Others cont'd (pg 597)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
4 Daniel & Friends (pg 604)	- Reading - Writing					- to skim and scan for specific information		- to convey a message in the form of a formal letter
5 Edge of the Sword (pg 608)	- Listening - Writing		- to understand and use pronunciation rules for content and function words			- to make predictions about missing words		
6 Judges, Kings & Prophets (pg 612)	- Speaking		- to understand and use the intonation patterns of listing items in speech				- to understand and use the intonation patterns of listing items in speech	
7 The King's Letter (pg 614)	- Reading - Writing						- to understand the format of a formal letter	- to understand the format of a formal letter

Unit 20 Others Too Good (pg 621)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Suffering (pg 622)	- Listening - Reading - Speaking - Writing			- to understand key words from the text				
2 What's the Big Idea (pg 626)	- Listening - Speaking - Writing					- to listen for main ideas		- to rethink content for titles
3 Now That's True, But... (pg 628)	- Reading - Speaking - Writing	- to understand 'but' as a text marker					- to understand 'but' as a text marker	
4 Some Others (pg 634)	- Reading - Writing	- to understand the use of indefinite pronouns						
5 Others Were Killed (pg 640)	- Listening - Reading - Speaking - Writing	- to learn about and use the passive voice	- to practice the pronunciation of 'ed'				- to learn about and use the passive voice	- to practice the pronunciation of 'ed'
6 Suffering Today (pg 648)	- Reading - Speaking - Writing					- to share information verbally		- to read for information

Unit 21 God's Approval (pg 653)								
Task	Focus Skills	Linguistic Objectives			Sociocultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Relay Race (pg 654)	- Reading - Speaking							- to understand the content of the text
2 Wait for the Prize (pg 660)	- Listening - Reading - Writing		- to understand and practice intonation of thought groups and pauses			- to listen for specific information in a text and to reconstruct it		
3 Racing (pg 664)	- Listening - Reading - Speaking - Writing			- to understand collocation of verbs and nouns				
4 They or Them (pg 666)	- Listening - Reading - Speaking		- to listen for the different sound of the vowels /e/ (grey) vs /ɛ/ (red)					
5 God's Approval (pg 672)	- Reading - Speaking - Writing					- to summarize content of previous chapters		- to compile information in the form of a graphic organizer
6 Tell Us About... (pg 674)	- Reading - Speaking				- to express personal experiences and values			- to express personal experiences and values
7 Illustrating the Race (pg 676)	- Speaking					- to express the metaphoric concept of a race in a graphic way		- to express the metaphoric concept of a race in a graphic way

Tool Kit (pg 669)	
English Consonant System	680
English Vowel System	682
Cube Template	683
Grouping Cards	683
Pronunciation Key	684