

FAITH

Journey II

The Life of Peter

Following God's Plans

English Language Curriculum
Developing Speaking and Listening Skills

Gail Tiessen
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- Avery, Paul & Susan Elrich. *Teaching American English Pronunciation*. Oxford: Oxford University Press, 1994.
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Overview

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 but a primary focus on listening and speaking
- Instruction in all aspects of language: discourse, socio-cultural, strategic, and linguistic (grammar, pronunciation, vocabulary)

Who This Curriculum Is For

- ◆ adults learners
- ◆ high beginner learners (Canadian Language Benchmarks 3-4 Learners)
- ◆ 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

- *Content-based* — The goal of this curriculum is to teach Bible content.
- *Text-based* — Each unit is built around an authentic text from *The New Living Translation* of the Bible.
- *Task-based* — Meaning is at the core of language, and each task has the learners 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 For

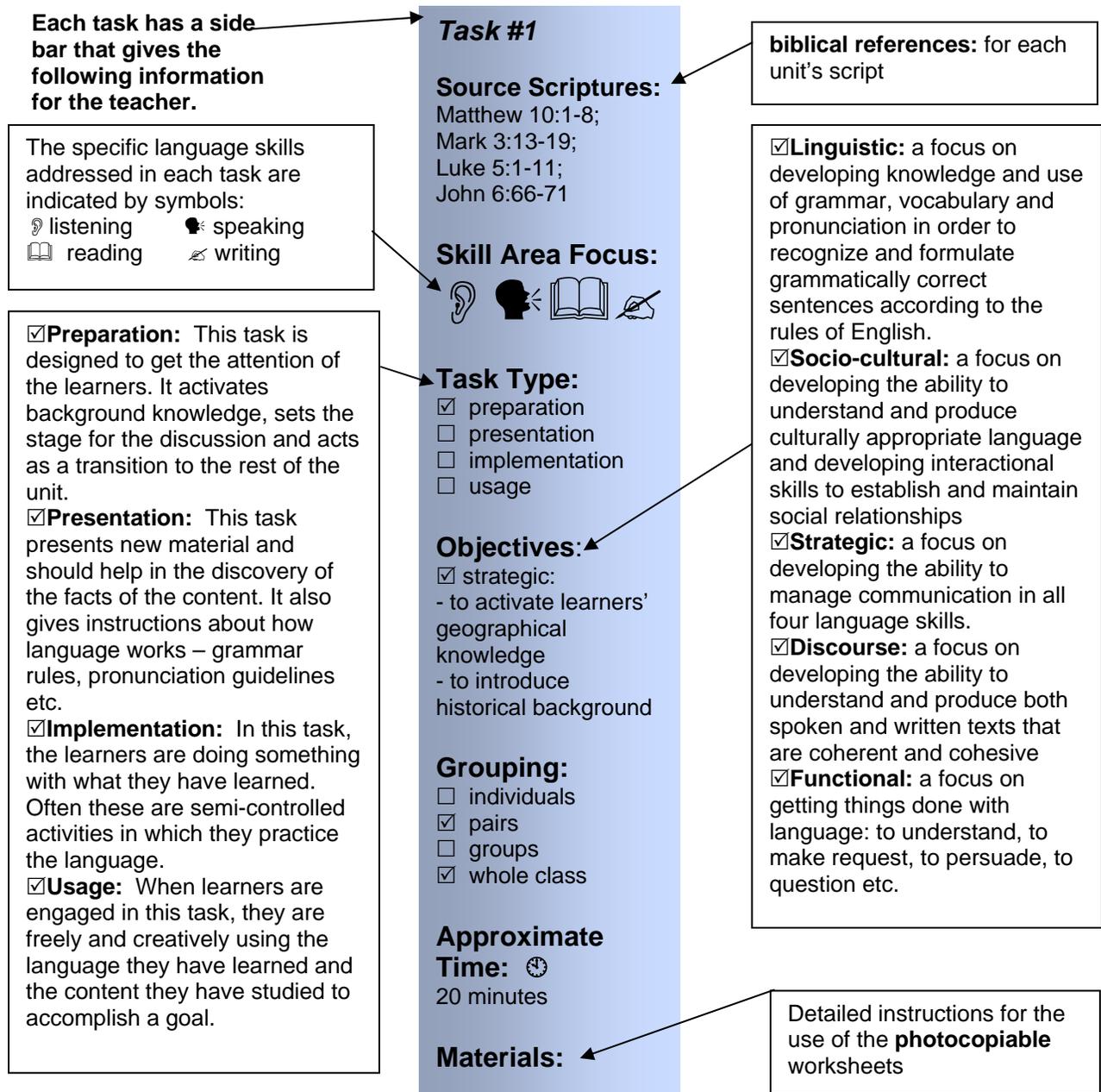
- the whole curriculum is approximately 90-100 hours of on task time
- each unit is approximately 4 hours of on-task class time
- each task varies according to the purpose and task type

User Guide

Each unit covers a Bible text. For each unit, there are 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.



Materials CD & Audio CD Information

Adobe Instructions for Materials CD:

- Ensure that [Acrobat Reader 5](#) or higher is on your computer. A copy of Acrobat Reader is on the Materials CD.
- Place the Materials CD into your computer. Open your Acrobat Reader program.
- Open the file titled *Faith Journey II*. This opens to the Cover Page along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1**, to go to the **Title Page** of **Unit 1**.
- You will see a list of the eight tasks for the unit; *click* any one of the tasks and you will immediately go to that task.
- *Click* on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Wherever there is a page number in brackets, primarily in the **Contents Pages**, 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 Journey II is linked for quick reference from one unit to another, as well as to the different pages in the script.

Printing from the Adobe Format:

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

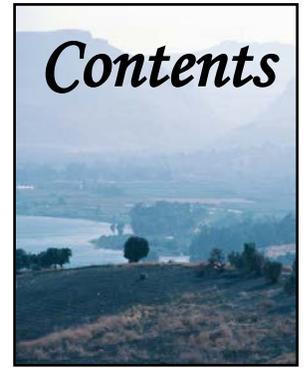
Audio CD: *Insert into any CD player*

The Track number on the **Audio CD** matches the Unit number scripts.

e.g. Track 01 is Unit 1 Script, *Leaving Everything Behind*

Note: As native speakers (NS) were reading the script for the **Audio CD**, they occasionally omitted or substituted words in the script. None of the omissions or substitutions changed the meaning of the script. The changes are noted in the side bar of the task where the CD is used for the first time in the Unit.

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Unit Title, Task Title	👂 Listening Skill Development	🗣️ Speaking Skill Development	📖 Reading Skill Development	✍️ Writing Skill Development
Unit One Leaving Everything Behind (1) 1 Where Is Galilee?(6) 2 Peter Meets Jesus (8) 3 Fishing Vocabulary(10) 4 What Comes Next?(14) 5 You, Me and Him (16) 6 Clear and Unclear Sounds(18) 7 Who Does What Where? (26) 8 What Do You Think? (32)	- to listen for the main events (8) (14) - to correlate pictures with main events (8)	- to talk about country and family (6) - to read the script dramatically (18) - to ask and answer questions about characters and events in the script (26) (32) - to talk about personal information such as family and daily routines (32) Speaking Assessment (34)	- to read the script dramatically (18) - to ask and answer questions about characters and events in the script (26)	- to fill in a chart (16) - to fill in blanks (26)
Unit Two Walking on Water (35) 1 Sculpt a Scene (40) 2 Peter Walks on Water (42) 3 Get into the Boat (46) 4 Wind and Waves (52) 5 Save the Water (54) 6 Hear the Waves (58) 7 What Happened When? (64) 8 Fear and Faith (66)	- to listen for the main events (42) (64) Listening Assessment (72)	- to convey meaning and to present scenes through mime (40) - to read the script dramatically (58) - to give an opinion, to agree and disagree regarding questions of fear and faith (66)	- to convey meaning and to present scenes through mime (40) - to read the script dramatically (58) - to scan for specific information (64) - to scan for meaning (66)	- to fill in a chart (52) - to write short answers (52) (66)
Unit Three Witnessing Jesus' Healing Power (73) 1 When Someone Is Sick... (78) 2 Witnessing Jesus' Healing Power (80) 3 Where Are They? (82) 4 Watch and Follow (84) 5 Where Is It? (88) 6 Green and Silver Vowels (94) 7 Pausing Appropriately (98) 8 Difficult Times (102)	- to listen for the main events (80)	- to share personal experiences (78) - to tell the story (80) - to read the script dramatically (98)	- to match summary statements with pictures (82) - to read the script dramatically (98) - to read for specific information (102)	- to write sympathy cards (102) Writing Assessment (108)
Unit Four Questioning the Plan (109) 1 Who Am I? (114) 2 Who Do You Say That I Am? (118) 3 Puzzle It Out (122) 4 What's the Truth? (126) 5 If...Then (128) 6 Sh...Listen Children (134) 7 I Agree (142) 8 Peter's Character (148)	- to listen for the gist/main events (118)	- to describe essential characteristics of a person (114) - to understand and use conditional sentences (128) - to read the script dramatically (134) - to give an opinion (142) - to agree and disagree (142)	- to guess identities of characters based on given information (114) - to scan the script for specific information (118) (126) (148) - to read the script dramatically (134) - to draw inferences/ conclusions (148) Reading Assessment (117)	- to fill out a pastoral reference form (148) - to make a character sketch (148) Writing Assessment (156)

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Vocabulary Competency	Pronunciation Competency	Grammar Competency	Discourse Competency	Socio-cultural Competency	Unit No.
<ul style="list-style-type: none"> - to understand metaphoric language related to fishing for fish and for people (10) - to learn phrases relating to fishing (10) - to learn the meaning and use of wh-question words (26) 	<ul style="list-style-type: none"> - to understand stressed and unstressed syllables (18) - to understand and produce the /ə/ (18) - to read the script dramatically (18) 	<ul style="list-style-type: none"> - to recognize how pronouns and possessive determiners tie a text together (16) 	<ul style="list-style-type: none"> - to sequence the events of the story (14) - to recognize how pronouns and possessive determiners tie a text together (16) 	<ul style="list-style-type: none"> - to introduce historical background (6) - to activate learners' geographical knowledge (6) 	1
<ul style="list-style-type: none"> - to understand and use vocabulary related to describing weather (52) - to learn time signals (64) 	<ul style="list-style-type: none"> - to use rising/falling intonation for commands (46) - to pronounce the /v/ and /w/ sounds (54) - to distinguish between stress and unstress in content and function words (58) - to read the script dramatically (58) 	<ul style="list-style-type: none"> - to understand and use the imperative (46) - to learn time signals (64) 	<ul style="list-style-type: none"> - to sequence the events of the story (42) (64) - to understand how adverbial time signals are used in the chronological sequence of events (64) - to give an opinion, to agree and disagree regarding questions of fear and faith (66) 	<ul style="list-style-type: none"> - to give an opinion, to agree and disagree regarding questions of fear and faith (66) 	2
<ul style="list-style-type: none"> - to learn the meaning of phrasal verbs (84) 	<ul style="list-style-type: none"> - to produce the /i^v/ and /I/ sounds (94) - to understand thought grouping (98) - to read the script dramatically (98) 	<ul style="list-style-type: none"> - to understand the formation of phrasal verbs (84) - to understand the meaning of prepositions (88) - to use prepositions in prepositional phrases (88) 	<ul style="list-style-type: none"> - to sequence the pictures according to the events in the script (80) 	<ul style="list-style-type: none"> - to activate prior knowledge (78) 	3
<ul style="list-style-type: none"> - to learn the key vocabulary in the script (122) - to learn vocabulary to describe a person's character/personal qualities (148) 	<ul style="list-style-type: none"> - to produce the /f/, /tʃ/ sounds (134) - to use thought grouping, prominence and intonation (134) - to read the script dramatically (134) 	<ul style="list-style-type: none"> - to understand and use conditional sentences (128) 	<ul style="list-style-type: none"> - to sequence events of the story (118) 	<ul style="list-style-type: none"> - to locate places on the map (118) - to agree and disagree (142) 	4

Contents

Unit Title, Task Title	👂 Listening Skill Development	🗣️ Speaking Skill Development	📖 Reading Skill Development	✍️ Writing Skill Development
Unit Five Choosing to Follow (157) 1 Peter’s Choices (162) 2 A Young Man Chooses (168) 3 Key Words (172) 4 Meet the Cast (176) 5 Comparing (180) 6 What Else Must I Do? (186) 7 Meaning in Tune(192) 8 Giving Options (198)	- to listen for the gist/main events (168)	- to respond appropriately to questions (186) - to use emphatic stress correctly (192) - to read the script dramatically (192) - to discuss options and alternatives (198)	- to evaluate choices and their consequences (162) - to scan the script for specific information (168) - to scan and compare the choices of two people in the script (176) - to read the script dramatically (192)	- to fill in a ‘word puzzle’ (162) - to fill in the blanks (172) (180) - to do a crossword puzzle (176)
Unit Six Sharing the Passover (203) 1 Doing Terrible Things (208) 2 At the Passover (212) 3 Picture Language (216) 4 Will and Won’t (220) 5 Towel or Tower (224) 6 Where, Why and Who? (228) 7 Preparing for the Passover (238) 8 Up’s and Down’s for Peter (248)	- to listen for the gist/main events (212) - to give and follow instructions/directions (238)	- to brainstorm ideas using a mind map (208) - to read the script dramatically (228) - to ask wh-questions (238) - to give and follow instructions/directions (238) - to talk about <i>high’s</i> and <i>low’s</i> in Peter’s life (248) - to talk about high’s and low’s in learners’ own lives (248) Speaking Assessment (247)	- to scan the script for specific information (212) (228) - to interpret the metaphoric language in the script (216) - to read the script dramatically (228)	- to draw a route on a map (238)
Unit Seven Sleeping, Fighting & Denying (255) 1 Sculpt a Scene (262) 2 What’s Happening? (264) 3 Key Words (268) 4 What Happened Next? (270) 5 Sinking Even Lower (276) 6 Responding Negatively (278) 7 No, I Don’t (292) 8 Making Headlines in Jerusalem (298)	- to listen for the gist/main events (264)	- to present/explain a self-made poster (276) - to negotiate a meeting time (278) - to contradict with emphatic stress (278) - to read the script dramatically (292) - to role play an interview (298)	- to convey meaning and to represent scenes through mime (262) - to scan the script for specific information (264) - to analyze script for low points in Peter’s life (276) - to read the script dramatically (292) - to role play an interview (298)	- to summarize low points of Peter’s life (276) - to write headlines (298)
Unit Eight Seeing and Believing (303) 1 Effective Listening (308) 2 Death and Resurrection (316) 3 Vocabulary Dominos (322) 4 Christ’s Death and Resurrection (328) 5 What Happens First? (332) 6 Identifying Things & People (334) 7 Which ‘ed’? (340) 8 Seeing, Believing, Realizing (348)	- to employ effective listening strategies (308) - to listen for the main events in the story (316) - to give and follow directions using specific places (334) Listening Assessment (315)	- to paraphrase a narrative (328) - to use time phrases (328) - to give and follow directions using specific places (334) - to read the script dramatically (340) Speaking Assessment (347)	- to match summary statements and pictures (308) - to scan the script for details (316) - to scan for specific information (328) (348) - to read the script dramatically (340) - to draw inferences from the script (348)	- to write correct sentences (316) - to write negative sentences (316) - to make a timeline (328) - to fill in a chart (334) (348) - to use perspective in personal narrative writing (348) - to write an email note (348)

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Vocabulary Competency	Pronunciation Competency	Grammar Competency	Discourse Competency	Socio-cultural Competency	Unit No.
<ul style="list-style-type: none"> - to learn key words (172) (176) - to understand idioms (172) 	<ul style="list-style-type: none"> - to use emphatic stress correctly (192) - to produce rising and rising-falling intonation patterns in questions (192) - to read the script dramatically (192) - to use rising and rising-falling intonation for 'either or' questions (198) 	<ul style="list-style-type: none"> - to understand comparative and superlative adjectives and learn to use them (180) 	<ul style="list-style-type: none"> - to sequence events of the story (168) - to match and sequence questions and answers (186) 	<ul style="list-style-type: none"> - to locate places on the map (168) - to respond appropriately to questions (186) - to discuss options and alternatives (198) 	5
<ul style="list-style-type: none"> - to look up words in the dictionary (208) - to understand the nature of metaphoric language (216) - to interpret the metaphoric language in the script (216) - to understand the idiomatic metaphor of 'up and down' in relation to positive and negative experiences of life (248) 	<ul style="list-style-type: none"> - to pronounce the /l/ and /r/ sounds (224) - to read the script dramatically (228) 	<ul style="list-style-type: none"> - to use 'will' to express willingness/ prediction (220) - to understand the word order of information questions (228) 	<ul style="list-style-type: none"> - to sequence events of the story (212) 	<ul style="list-style-type: none"> - to evaluate actions on moral grounds (208) - to locate places on the map (212) - to ask for clarification (238) - to understand the idiomatic metaphor of 'up and down' in relation to positive and negative experiences of life (248) 	6
<ul style="list-style-type: none"> - to learn the key vocabulary words in the script (268) 	<ul style="list-style-type: none"> - to contradict with emphatic stress (278) - to pronounce the vowels /oʊ/ and /ɔ/ (292) - to read the script dramatically (292) 	<ul style="list-style-type: none"> - to learn the role of verbs, tenses and adverbials in indicating sequence of events (270) - to understand the word order and use of auxiliaries in negative statements (278) 	<ul style="list-style-type: none"> - to sequence events of the story (264) - to sequence the script (270) - to learn the role of verbs, tenses and adverbials in indicating sequence of events (270) 	<ul style="list-style-type: none"> - to locate places on the map (264) - to disagree appropriately (278) 	7
<ul style="list-style-type: none"> - to learn key words (322) 	<ul style="list-style-type: none"> - to learn the three ways of pronouncing the -ed ending (340) - to read the script dramatically (340) 	<ul style="list-style-type: none"> - to understand the use of the present perfect to indicate sequence of events (332) - to understand the forms used to refer back to previously mentioned information (personal pronouns, demonstratives, possessive determiners, and the definite article 'the') (334) - simple present, simple past (348) 	<ul style="list-style-type: none"> - to sequence events (316) - to understand the forms used to refer back to previously mentioned information (personal pronouns, demonstratives, possessive determiners, and the definite article 'the') (334) - to draw inferences from the script (348) 	<ul style="list-style-type: none"> - to develop appropriate listening responses (308) (316) 	8

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Unit Title, Task Title	👂 Listening Skill Development	🗣️ Speaking Skill Development	📖 Reading Skill Development	✍️ Writing Skill Development
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Unit Ten Receiving the Holy Spirit in Jerusalem (403) 1 Give One, Get One(408) 2 The Recent Past (410) 3 Listening to the Windstorm (412) 4 Gift, Explanation, Response (418) 5 Weeks, Witnesses and Apostles (420) 6 Gossiping the Gospel (424) 7 Promises, Promises (434) 8 Peter and the Holy Spirit (440)	- to listen for the gist/ the main events (412) - to listen for specific information (412)	- to talk about promises made (408) - to review the previous three units (410) - to retell events (410) - to read the script dramatically (424) - to understand and use 'would & wouldn't' in reported speech concerning past promises (434) - to participate in group discussion (440)	- to read for detail/specific information (418) - to read the script dramatically (424) - to scan the script for specific information (434) (440) - to draw information from various sources (440)	- to take notes in a chart (440) - to make comparisons and contrasts (440)
Unit Eleven Healing in Jesus' Name (445) 1 Miracles...What Do You Think? (450) 2 Healing in Jesus' Name (452) 3 What's Happening? (456) 4 My Home Town (464) 5 Black vs Red (468) 6 Miracles Were Performed (478) 7 Peter Heals in Jesus' Name (480) 8 Saying Thanks (484)	- to listen for the main events (452) Listening Assessment (463)	- to ask opinion questions about miracles (450) - to ask questions and describe geographic locations (464) - to read the script dramatically (468) - to give appropriate verbal thanks (484)	- to read historical background knowledge (464) - to read the script dramatically (468) - to compare and contrast idea in two scripts (480) - to draw inferences (reasonable conclusions from the evidence in the script) (480) Reading Assessment (467)	- to fill in a survey chart (450) - to take notes in a graphic organizer (chart) (480) - to write a news report (480) - to write a thank you note (484)
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Vocabulary Competency	Pronunciation Competency	Grammar Competency	Discourse Competency	Socio-cultural Competency	Unit No.
- to learn the language of comparison and contrast (378)	- to pronounce /u ^w /, /ʊ/ and /ʌ / (382) - to review the stress differences between content and function words (392) - to identify and produce correct stress patterns in phrases (392) - to read the script dramatically (392)	- to understand and use <i>how much</i> and <i>how many</i> with count and non-count nouns (368)	- to correlate summary statements with pictures (364) - to become aware of the discourse elements that hold the script together (372) - to use vowel sounds as responses (382)	- to share information in a group (398) - to reflect on the meaning of love (398)	9
	- to understand and pronounce the /s/, /z/, and /əz/ endings (420) - to review thought grouping and prominence (424) - to understand the role of contrastive stress in discourse (424) - to read the script dramatically (424)	- to understand and use 'will & won't' in making promises (434) - to understand and use 'would & wouldn't' in reported speech concerning past promises (434)	- to understand the role of contrastive stress in discourse (424)	- to activate prior knowledge about promises (408)	10
- to learn the lexical meaning of the verbs in the script (456)	- to understand and produce appropriate vowel lengths (468) - to read the script dramatically (468) - to pronounce the /æ/ vowel (468)	- to notice form of verb phrases to communicate the relationship of events (456) - to practice main verb and auxiliary combinations (456) - to understand the form and usage of the passive voice (478)	- to sequence the events of the story (452)	- to give appropriate verbal thanks (484)	11
- to learn vocabulary associated with travel, temporary stops and permanent residence (506) - to guess word meanings from context (506) - to learn vocabulary related to the script (506)	- to pronounce the aspirated and non aspirated stops /p/, /t/, and /k/ (524) - to discriminate between voice and unvoiced stops, /p/ and /b/, /t/ and /d/, and /k/ and /g/ (524) - to use correct intonation of questions (524) - to read the script dramatically (524)	- to understand the form and usage of the passive voice (512) - to understand the word order of information questions (516)	- to ask for information with questions and imperatives (536)	- to conduct a survey (496) - to activate prior knowledge about taboos (496) - to locate places on a map and draw routes (500)	12

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Unit Title, Task Title	👂 Listening Skill Development	🗣️ Speaking Skill Development	📖 Reading Skill Development	✍️ Writing Skill Development
Unit Thirteen Going to the Ends of the Earth (549) 1 Effective Listening (554) 2 Going to the Ends of the Earth (560) 3 What Does This Mean? (564) 4 Who Is Who? (570) 5 What Really Happened? (572) 6 Grey and Red Vowels (574) 7 In Every Nation (584) 8 To the Ends of the Earth (592)	- to develop appropriate listening responses (554) - to listen to the script (560)	- to read the script dramatically (584) - to make plans, give suggestions, agree and disagree (592) Speaking Assessment (591)	- to understand the main events and details of the story (572) - to practice critical reading (discerning content errors) (572) - to compare and contrast two scripts (572) - to read the script dramatically (584) - to research geographic and cultural information about a country (592) Reading Assessment (569)	- to devise a plan (592)
Unit Fourteen Escaping From Prison (599) 1 To Be in Prison (604) 2 Escaping From Prison (606) 3 Odd Word Out (610) 4 People, Intentions & Outcomes (616) 5 Stating Intentions (618) 6 Finding Peter and the Angel (624) 7 Say It Clearly (632) 8 Two Passovers (638)	- to listen for the gist/main events (606) Listening Assessment (631)	- to share information in a group (638) - to read the script dramatically (632)	- to scan the script for specific information (606) (616) - to read the script dramatically (632) - to draw comparisons and contrasts between various scripts (638)	- to evaluate experiences (604) - to write in response to 'short answer questions' (638) - to take notes in a chart (638)
Unit Fifteen Welcoming All (647) 1 Living Stones (652) 2 Including the Gentiles (660) 3 Peter's Speech (664) 4 Final Drama (670) 5 Match Them Up (680) 6 Trivia (690) 7 Following God's Plan (698) 8 Creative Responses (708)	- to listen for the main ideas (660) - to listen and evaluate classmates' speeches (664) Listening Assessment (663)	- to report information to the class (660) - to identify parts of a persuasive speech - to write and present a persuasive speech (664) - to read the script dramatically (670) - to answer questions about Peter's life story (680) - to discuss the times and culture of Peter's day (680) - to share information in a group (698) - to respond creatively to the life story of Peter (708) Speaking Assessment (679)	- to review Peter's choices (652) - to think about choices and consequences (652) - to prepare for the reading of the script (652) - to read the script dramatically (670) - to match details with headings (698) - to draw conclusions from various scripts (698)	- to summarize main ideas (660) - to write and present a persuasive speech (664) - to write summary statements (698) - to respond creatively to the life story of Peter (708)
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Vocabulary Competency	Pronunciation Competency	Grammar Competency	Discourse Competency	Socio-cultural Competency	Unit No.
<ul style="list-style-type: none"> - to use new vocabulary in discourse (564) - to learn key words and phrases (564) 	<ul style="list-style-type: none"> - to pronounce /eɪ/ and /ɛ/ (574) - to practice word stress in the names of countries (584) - to read the script dramatically (584) 	<ul style="list-style-type: none"> - to use relative clauses to describe people (570) 	<ul style="list-style-type: none"> - to sequence events (560) - to format a script into acts (584) - to make plans, give suggestions, agree and disagree (592) 	<ul style="list-style-type: none"> - to activate learners' geographical knowledge (560) - to introduce historical background (560) 	13
<ul style="list-style-type: none"> - to learn key vocabulary along with synonyms and antonyms (610) 	<ul style="list-style-type: none"> - to pronounce off-glides and diphthongs (624) - to read the script dramatically (632) - to understand the prominence of content words in a thought group (632) - to understand and practice thought group and intonation pauses when reading extended discourse aloud (632) 	<ul style="list-style-type: none"> - to recognize the meaning of infinitives (616) - to understand and use the infinitive form (618) 	<ul style="list-style-type: none"> - to sequence events of the story (606) - to recognize cause and effect in discourse (616) 	<ul style="list-style-type: none"> - to activate prior knowledge of prison experiences (604) - to locate places on the map (606) 	14
<ul style="list-style-type: none"> - to review the vocabulary from all units (680) 	<ul style="list-style-type: none"> - to understand and practice thought group and intonation pauses when reading extended discourse aloud (670) - to understand prominence of content words in a thought group (670) - to read the script dramatically (670) - to review intonation (670) 	<ul style="list-style-type: none"> - to recognize grammatical units as thought groups in speech (670) 	<ul style="list-style-type: none"> - to sequence events of the story (660) - to listen and evaluate classmates' speeches (664) - to answer questions about Peter's life story (690) 	<ul style="list-style-type: none"> - to respond creatively to the life story of Peter (708) 	15