The
Promised Saviour

by
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Adapted from Revised ***Luke's Family Portraits***

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Introduction

The Purpose of This Curriculum

- *To learn English*
- *To learn about the 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
- intermediate learners (Canadian Language Benchmarks 5-7)
- 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 Message*. 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 learners using language in a meaningful way.
- *Function-based* —Each unit also develops the learners language for everyday living. The language learned in class is applicable for use outside the classroom.

How Much On-Task Time This Curriculum Provides

- whole curriculum 40-45 hours
- each unit approx. 6 hours of on-task class time
- each task varies according to the purpose and task type

Contents

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	Introduction	*i*
Unit 1	The Annunciation	**1**
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Unit 7	His Resurrection	**415**

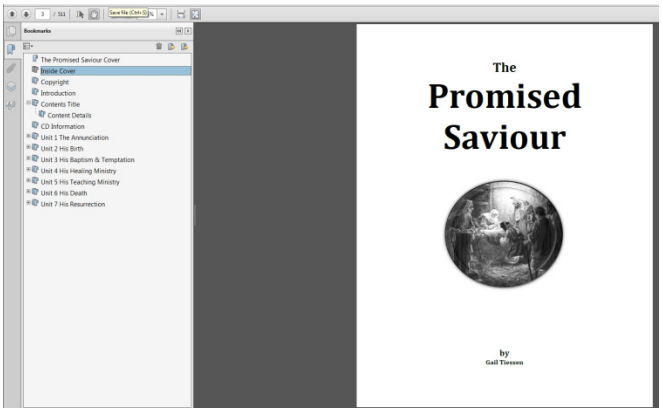
UNIT (≐) is approx.	Task 1	Task 2	Task 3	Task 4
1	***Sing and Dance*** **pg. 2** ≐45min	***In the Sixth Month*** **pg. 8** ≐40min	***What Was Behind It?*** **pg. 16** ≐45min	***Joyful News!*** **pg. 26** ≐30min
The Annunciation pg. 1 ≐385min	- to **survey** the class about what happy news would make them sing and dance - to **discuss** whom they share good news with first - to **practice** fluency through the discussion circle - to **explore** how different countries or cultures celebrate with song and dance	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** the learners' awareness of the use of metaphors and idiomatic language	- to **comprehend** the text - to **read** the text for details - to **do** a multiple choice task
2	***All about People*** **pg. 74** ≐45min	***About That Time*** **pg. 82** ≐40min	***Deep Within*** **pg. 90** ≐30min	***Where Is That?*** **pg. 98** ≐60min
His Birth pg. 73 ≐340min	- to **connect** the theme of the text to the learners' lives	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** the learners' awareness of the use of metaphors and idiomatic language	- to **develop** an understanding of the events and places in the text
3	***Preparing the Way*** **pg. 152** ≐30min	***In the Fifteenth Year*** **pg. 156** ≐40min	***Repairing Roads*** **pg. 164** ≐60min	***Son of God and Son of Man*** **pg. 176** ≐45min
His Baptism & Temptation pg. 151 ≐370min	- to **activate** prior knowledge about a community's preparations for a leader's visit - to **practice** discussion skills	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** awareness of the use of metaphors and idiomatic language	- to **read** for detail - to **make** inferences based on the reading - to **read** for meaning - to **classify** ideas - to **draw** conclusions about key ideas in the text - to **identify** contrasting ideas in the text
4	***Healing*** **pg. 210** ≐45min	***Jesus Returned to Galilee*** **pg. 212** ≐40min	***Talk of the Town*** **pg. 220** ≐45min	***Who's Who?*** **pg. 230** ≐30min
His Healing Ministry pg. 209 ≐345min	- to **discuss** and become aware of the various problems people face in life - to **discuss** various solutions to these problems	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** the learners' awareness of the use of metaphors and idiomatic language	- to **comprehend** the text - to **skim** and **scan** for descriptions of various people in the text
5	***Lost and Found*** **pg. 276** ≐30min	***While He was Saying These Things*** **pg. 280** ≐40min	***Having a Wonderful Time*** **pg. 288** ≐75min	***There Once Was a Man*** **pg. 310** ≐45min
His Teaching Ministry pg. 275 ≐430min	- to **activate** prior knowledge about experiences with lost and found items - to **share** personal experiences of loss and of joy in finding lost items	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **understand** words relating to joy and happiness - to **scan** the text for specific information - to **understand** suffixes and how they can change word types - to **understand** the idiomatic language in the text	- to **skim** and scan the text for information - to **answer** wh- questions about the text
6	***Fit the Crime*** **pg. 350** ≐30min	***When It Was Morning*** **pg. 354** ≐40min	***Pass the Buck*** **pg. 362** ≐45min	***Guilty or Innocent*** **pg. 370** ≐45min
His Death pg. 349 ≐340min	- to **activate** prior knowledge - to **sort** various crimes under punishment labels - to **give** opinions on appropriate punishments for various crimes - to **introduce** the punishment of death on a cross	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** the learners' awareness of the use of metaphors and idiomatic language	- to **scan** the text for information - to **fill out** a chart on the various aspects of Jesus' trials - to **share** results of research - to **discuss** the verdicts and sentences of the trials - to **discuss** Pilate's final sentence - to **match** quotes with people
7	***People*** **pg. 416** ≐60min	***At the Crack of Dawn*** **pg. 430** ≐40min	***Broke the News*** **pg. 438** ≐45min	***The Living One in a Cemetery?*** **pg. 450** ≐40min
His Resurrection pg. 415 ≐405min	- to **review** details of people encountered in the text so far - to **employ** effective listening strategies	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and match summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **raise** the learners' awareness of the use of metaphors and idiomatic language	- to **understand** the main ideas of the text - to **scan** the text for information - to **understand** the events in relation to where they occurred geographically

Task 5	Task 6	Task 7	Task 8	UNIT (≐) is approx.
Word Families **pg. 28** ≐30min	***Do You Know Mary?*** **pg. 38** ≐60min	***Blessed Among Women*** **pg. 46** ≐75min	***Creative Forms of Praise*** **pg. 64** ≐60min	**1**
- to **understand** that certain suffixes affect the placement of words - to **use** the appropriate stress pattern with suffixes	- to **understand** the formation of yes/no questions about the present - to **ask** and **answer** yes/no questions about the present	- to **see** Mary's experience as the fulfillment of promise in an ancient and divine pattern of promise and fulfillment - to **reflect** on and discuss the significance of Mary's experience - to **compare** three songs of joyous response	- to **manipulate** the words of praise songs - to **write** one's own praise song or poem	**The Annunciation** pg. 1 ≐385min
Hear the Music **pg. 110** ≐60min	***What Happened?*** **pg. 126** ≐45min	***Do You Agree?*** **pg. 140** ≐30min	***I Saw It!*** **pg. 146** ≐30min	**2**
- to **listen** to appreciate the 'music' that is in language and the specific beat of English - to **stress** the stressed vowel of content words within phrases and thought groups	- to **understand** information question words - to **correctly form** information questions	- to **discuss** the significance of the events in the time of the event and for now - to **stress** opinions - to **agree** or **disagree** appropriately	- to **develop** the writing skill of emails	**His Birth** pg. 73 ≐340min
The Quiet Ones **pg. 182** ≐60min	***What Should We Do?*** **pg. 190** ≐75min	***Drawing Your Family*** **pg. 200** ≐30min	***Family Forms*** **pg. 204** ≐30min	**3**
- to **distinguish** between stress and unstress in content and function words - to **understand** and employ linking	- to **review** the meaning of mind-set helping verbs *(modals)* - to **understand** the use of mind-set helping verbs *(modals)* in expressing obligation in questions - to **understand** the use of mind-set helping verbs *(modals)* for formal questions	- to **use** a graphic organizer to illustrate own genealogy - to **talk** about families using polite questions - to **gain** an awareness of how culture shapes the concept of family	- to **fill** out government forms related to family statistics	**His Baptism & Temptation** pg. 151 ≐370min
It's Stressed Isn't It? **pg. 232** ≐60min	***Don't You Realize?*** **pg. 244**≐20min	***Band-Aids and Herbal Remedies*** **pg. 250** ≐45min	***Giving and Getting Help*** **pg. 254** ≐**60min**	**4**
- to **understand** how the stress pattern of English in the use of *not* and negative contractions - to **apply** the appropriate stress pattern *(sing the correct tune)* to negative statements and questions	- to **listen** to the script for main ideas - to **sequence** pictures according to the text - to **read** and **match** summary statements with pictures - to **retell** the main ideas using the pictures as cues	- to **reflect** on the content of the text - to **practice** discussion skills	- to **understand** the structure and grammatical features of a doctor's appointment - to **learn** how to give advice appropriately - to **practice** giving advice related to health	**His Healing Ministry** pg. 209 ≐345min
We're Going to Feast **pg. 314** ≐60min	***How Can I Picture God's Kingdom?*** **pg. 320** ≐75min	***The Heart of the Story*** **pg. 336** ≐60min	***The Lost Sheep*** **pg. 342** ≐45min	**5**
- to **understand** and **use** prominence appropriately	- to **review** word order in negative questions - to **learn** word order in questions with '*how*' and how much/ how many	- to **recognize** Luke's focus on disadvantaged people, particularly women - to **understand** the underlying messages expressed in the parables of this text - to **discuss** questions related to the text	- to **identify** the discourse structure of parables to **identify** grammatical and vocabulary elements in stages of a parable	**His Teaching Ministry** pg. 275 ≐430min
He's a Galilean **pg. 376** ≐60min	***What's the Question?*** **pg. 396** ≐30min	***What Do You Think?*** **pg. 400** ≐45min	***An Unforgettable Day*** **pg. 408** ≐45min	**6**
- to **develop** the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists	- to **develop** the use of interpersonal grammar especially forming questions	- to **discuss** the implications of the events of the text - to **give** an opinion, agree or disagree appropriately	- to **develop** the skill of writing a summary of events	**His Death** pg. 349 ≐340min
I Just Can't Believe It! **pg. 456** ≐60min	***What's This You Are Discussing?*** **pg. 472** ≐40min	***Fulfilling the Words of the Prophets*** **pg. 478** ≐60min	***You are the Witnesses!*** **pg. 494** ≐**60min**	**7**
- to **review** the attitudinal function of intonation - to **become** aware of and use intonation for expressing strong emotion	- to **review** details of people encountered in the text so far. - to **employ** effective listening strategies	- to **understand** how the text gives evidence for the resurrection of Jesus - to **understand** how Jesus' life, death and resurrection fulfills the words in the Old Testament found in the Law of Moses, the Prophets and the Psalms - to **reflect** on the overarching message of Luke's gospel	- to **use** questioning skills to gather information - to **present** the story of the resurrection	**His Resurrection** pg. 415 ≐405min

CD & EL 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 **CD** into your computer. **Acrobat Reader** should open automatically.
- Open the file titled **The Promised Saviour**. 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** to go to the **Unit 1 Title Page.**
- Place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the **Unit 1 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**.
- Whenever your curser changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **The Promised Saviour** has this navigation system throughout.

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 using the 'best' setting on your printer.

Audio CD: *Insert into any CD player*
The **Audio CDs** have the tracks identified for each Unit's readings.

All **Audio Files** are in the **Instructor SLIDES**. **Click** on the **Audio Button** on the specific SLIDE to activate the Audio.