

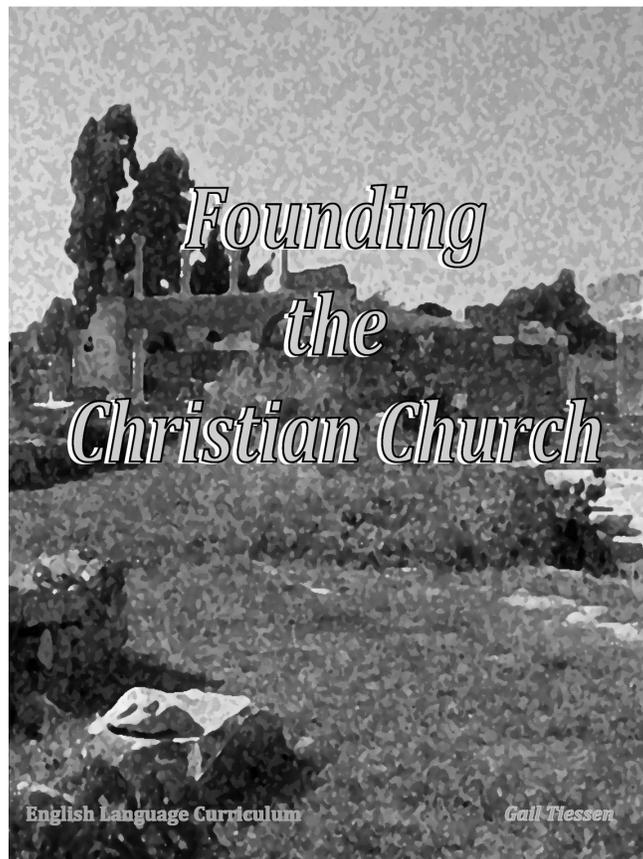
*Founding  
the  
Christian Church*

**English Language Curriculum**

*Gail Tiessen*



# Founding the Christian Church



Gail Tiessen

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## **Introduction**

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

- ◆ *To learn English*
- ◆ *To learn about the beginnings of the Christian Church as recorded in Acts*

### **What This Curriculum Contains**

- ◆ Focuses on developing listening and speaking skills
- ◆ 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 5-9)
- ◆ 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) classrooms

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

- ◆ *Text-based* — Each unit is built around an authentic text from *The New International Version 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 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 48-60 hours
- ◆ each unit approx. 4-5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

# Contents

Title		
	<i>Introduction</i>	<i>i</i>
<b>Unit 1</b>	<i>Listening on the Mount</i>	<b>1</b>
<b>Unit 2</b>	<i>Praying in Jerusalem</i>	<b>51</b>
<b>Unit 3</b>	<i>Preaching in Judea</i>	<b>105</b>
<b>Unit 4</b>	<i>Explaining in Samaria</i>	<b>165</b>
<b>Unit 5</b>	<i>Speaking in Caesarea</i>	<b>211</b>
<b>Unit 6</b>	<i>Proclaiming in Asia Minor</i>	<b>251</b>
<b>Unit 7</b>	<i>Reporting in Antioch</i>	<b>293</b>
<b>Unit 8</b>	<i>Singing in Macedonia</i>	<b>345</b>
<b>Unit 9</b>	<i>Reasoning in Athens</i>	<b>399</b>
<b>Unit 10</b>	<i>Shouting in Ephesus</i>	<b>449</b>
<b>Unit 11</b>	<i>Defending in Court</i>	<b>495</b>
<b>Unit 12</b>	<i>Teaching in Rome</i>	<b>561</b>

UNIT (≅) is approx.	Task 1 Pre-listening	Task 2 Listening	Task 3 Pronunciation: Segmentals
<b>1</b>	<i>The Sequel</i> pg. 2 ≅60min	<i>The Day He Was Taken Up</i> pg. 10 ≅60min	<i>You Heard Me Speak</i> pg. 16 ≅90min
<b>Listening on the Mount of Olives</b> pg. 1 ≅300min	- to <b>activate</b> prior knowledge about sequels, past events and the book of Acts - to <b>discuss</b> the main events of the Gospel of Luke - to <b>share</b> ideas and experiences with one another	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story	- to <b>understand</b> and hear the contrasting vowel sounds of English
<b>2</b>	<i>A Multilingual World</i> pg. 52 ≅30min	<i>When Pentecost Came</i> pg. 56 ≅60min	<i>A Blowing Wind</i> pg. 66 ≅75min
<b>Praying in Jerusalem</b> pg. 51 ≅280min	- to <b>talk</b> about learners' experiences with multiple languages - to <b>lead</b> a discussion using questions	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story	- to <b>learn</b> the differences between the names of the vowel letters and the spelling of the vowel sounds - to <b>learn</b> the sounds and spelling relationships of the vowels
<b>3</b>	<i>Facing Persecution</i> pg. 106 ≅30min	<i>Opposition Arose</i> pg. 110 ≅60min	<i>Blocked Air</i> pg. 120 ≅60min
<b>Preaching in Judea</b> pg. 105 ≅225min	- to <b>learn</b> vocabulary related to persecution - to <b>activate</b> prior knowledge about persecution and martyrdom	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>understand</b> and <b>use</b> the 21 consonants of English - to <b>focus</b> on the 3 characteristics of consonants: blockage, air flow and voicing - to <b>hear</b> and <b>produce</b> English consonants
<b>4</b>	<i>A Magic Wand</i> pg. 166 ≅20min	<i>A Great Persecution Broke Out</i> pg. 170 ≅60min	<i>Price or Prize</i> pg. 178 ≅60min
<b>Explaining in Samaria</b> pg. 165 ≅245min	- to <b>use</b> imagination to think of changes in the world - to <b>activate</b> prior knowledge about power to change	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>discriminate</b> between voiced and voiceless consonants - to <b>understand</b> that voicing makes meaning
<b>5</b>	<i>Taste the Difference</i> pg. 212 ≅30min	<i>At Caesarea</i> pg. 218 ≅60min	<i>Long, Longer, Longest</i> pg. 226 ≅60min
<b>Speaking in Caesarea</b> pg. 211 ≅270min	- to <b>conduct</b> a survey - to <b>present</b> information on a graph - to <b>activate</b> prior knowledge about taboos	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>understand, hear and produce</b> appropriate vowel length
<b>6</b>	<i>Hospitality or Hostility</i> pg. 252 ≅45min	<i>In the Church at Antioch</i> pg. 258 ≅60min	<i>Prophets, Teachers &amp; Changes</i> pg. 268 ≅60min
<b>Proclaiming in Asia Minor</b> pg. 251 ≅235min	- to <b>discuss</b> hospitable and hostile ways of receiving guests - to <b>contribute</b> to a discussion	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>understand, hear and produce</b> appropriate assimilation - to <b>hear and produce</b> the appropriate /s/ /z/ /əz/ endings - to <b>hear and produce</b> /t/ /d/ /əd/ endings

<b>Task 4 Pronunciation: Prosody</b>	<b>Task 5 Speaking</b>	<b>UNIT</b> (≅) is approx.
<b>Take a Breath</b> pg. 38 ≅45min	<b>Jerusalem Times</b> pg. 16 ≅45min	<b>1</b>
- to <b>understand</b> the importance of pauses in speech - to <b>understand</b> where pauses are not permitted - to <b>use</b> appropriate pauses in a choral reading	- <b>imagine</b> oneself in a different geographic location and situation - to <b>make</b> inferences and draw conclusions - to <b>ask</b> for information, to introduce a topic, to thank, to present a role play	<b>Listening on the Mount of Olives</b> pg. 1 ≅300min
<b>Feel the Beat</b> pg. 82 ≅75min	<b>Tongues of Fire</b> pg. 96 ≅40min	<b>2</b>
- to <b>hear</b> and <b>understand</b> the rhythm and stress of English at the word level - to <b>produce</b> the appropriate stress patterns in words	- to <b>analyze</b> and <b>discuss</b> - to <b>'read'</b> between the lines	<b>Praying in Jerusalem</b> pg. 51 ≅280min
<b>Authority &amp; Authorization</b> pg. 146 ≅30min	<b>In Damascus</b> pg. 158 ≅45min	<b>3</b>
- to <b>understand</b> that certain suffixes affect the placement of words - to <b>use</b> the appropriate stress pattern with suffixes	- to <b>discuss</b> the meaning of the text	<b>Preaching in Judea</b> pg. 105 ≅225min
<b>Hear the Music</b> pg. 192 ≅60min	<b>Persecution &amp; Expansion</b> pg. 206 ≅45min	<b>4</b>
- to <b>listen</b> to appreciate the 'music' that is in language and the specific beat of English - to <b>stress</b> the stressed vowel of content words within phrases and thought groups	- to <b>analyze</b> and <b>discuss</b> - to <b>'read'</b> between the lines - to <b>discuss</b> the main themes of the book of Acts found in this text	<b>Explaining in Samaria</b> pg. 165 ≅245min
<b>The Quiet Ones</b> pg. 238 ≅60min	<b>What Do You Think?</b> pg. 248 ≅60min	<b>5</b>
- to <b>understand, hear</b> and <b>produce</b> appropriate reductions in words and phrases	- to <b>discuss</b> the deeper meaning of the text	<b>Speaking in Caesarea</b> pg. 211 ≅270min
<b>I Want You to Know</b> pg. 280 ≅30min	<b>First Missionary Journey</b> pg. 288 ≅45min	<b>6</b>
- to <b>hear</b> and <b>produce</b> appropriate stress at the prominent point in a phrase	- to <b>analyze</b> the text - to <b>discuss</b> the four themes	<b>Proclaiming in Asia Minor</b> pg. 251 ≅235min

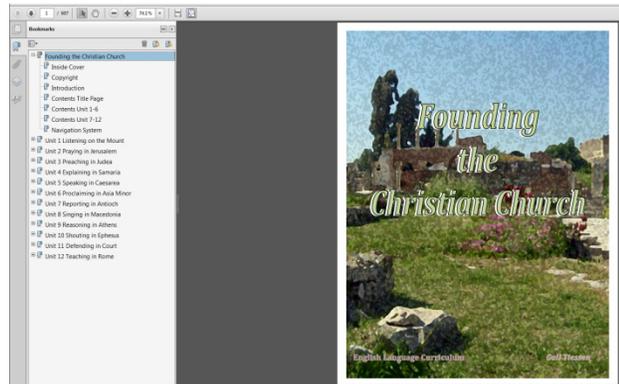
UNIT (≅) is approx.	Task 1 Pre-listening	Task 2 Listening	Task 3 Pronunciation: Segmentals
<b>7</b>	<b>Conflict</b> pg. 294 ≅45min	<b>Go Up to Jerusalem</b> pg. 300 ≅40min	<b>Luke, Paul, Barnabas</b> pg. 308 ≅60min
<b>Reporting in Antioch</b> pg. 293 ≅270min	- to <b>create</b> mind maps - to <b>discuss</b> rules and conflict - to <b>prepare</b> for the reading of the text	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>hear</b> and <b>produce</b> /l/ and /r/ appropriately in speech - to <b>understand, hear</b> and <b>produce</b> these consonants in combination with vowels: light and dark /l/ and /r/ colouring
<b>8</b>	<b>Opinions</b> pg. 346 ≅30min	<b>Come Over to Macedonia</b> pg. 348 ≅60min	<b>Traveling &amp; Preaching</b> pg. 358 ≅60min
<b>Singing in Macedonia</b> pg. 345 ≅270min	- to <b>activate</b> prior knowledge about the topics of this unit - to <b>participate</b> equally in a discussion	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>understand</b> English syllable construction - to <b>be aware</b> of consonant clusters - to <b>develop</b> mastery over initial consonant clusters - to <b>do</b> a dramatic reading
<b>9</b>	<b>What Do You Think?</b> pg. 400 ≅40min	<b>In Athens</b> pg. 402 ≅60min	<b>Greeks in Athens &amp; Corinth</b> pg. 410 ≅60min
<b>Reasoning in Athens</b> pg. 399 ≅280min	- to <b>activate</b> prior knowledge about the topics of this unit - to <b>participate</b> equally in a discussion	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>review</b> English syllable construction - to <b>be aware</b> of final consonant clusters - to <b>develop</b> mastery over final consonant clusters - to <b>simplify</b> final consonant clusters appropriately
<b>10</b>	<b>Portraits</b> pg. 450 ≅30min	<b>In Ephesus</b> pg. 458 ≅60min	<b>What Did You Receive?</b> pg. 466 ≅60min
<b>Shouting in Ephesus</b> pg. 449 ≅270min	- to <b>review</b> the characteristics and main events in the lives of people in the text so far	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>hear</b> and <b>produce</b> the semi-vowel /y/ - to appropriately <b>link</b> front tense vowels to following vowels - to <b>understand, hear</b> and <b>produce</b> the palatalized [t+y] and [d+y], [s + y] and [z + y] in speech
<b>11</b>	<b>Facts or Opinions</b> pg. 496 ≅30min	<b>In Court</b> pg. 500 ≅60min	<b>Well Acquainted with the Way</b> pg. 512 ≅60min
<b>Defending in Court</b> pg. 495 ≅270min	- to <b>recognize</b> the difference between fact and opinion - to <b>review</b> facts and opinions from previous texts	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>hear</b> and <b>pronounce</b> the semi-vowels /w/ and /h/ - to <b>practice</b> linking of back tense vowels to following vowels - to <b>distinguish</b> between /w/ and /v/ sounds - to <b>practice</b> the production of /w/, /v/ & /h/
<b>12</b>	<b>Ships Ahoy</b> pg. 562 ≅40min	<b>Sail for Italy</b> pg. 568 ≅60min	<b>Shipwrecked</b> pg. 578 ≅45min
<b>Teaching in Rome</b> pg. 561 ≅250min	- to <b>discuss</b> sea voyages - to <b>follow</b> written instruction	- to <b>listen</b> for main ideas, events, people and places - to <b>sequence</b> summary statements - to <b>retell</b> the story - to <b>read</b> the script while listening	- to <b>review</b> the combination of consonant and vowels to make words

<b>Task 4 Pronunciation: Prosody</b>	<b>Task 5 Speaking</b>	<b>UNIT</b> (≅) is approx.
<b>I Thought</b> pg. 334 ≅60min	<b>It is My Judgment</b> pg. 340 ≅45min	<b>7</b>
- to <b>understand</b> the use of emphasis and prominent point change for contradiction or correction	- to <b>evaluate</b> a text - to <b>explain</b> your logic and reasoning - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text	<b>Reporting in Antioch</b> pg. 293 ≅270min
<b>What Must I Do?</b> pg. 382 ≅60min	<b>Paul Had a Vision</b> pg. 390 ≅60min	<b>8</b>
- to <b>gain</b> appropriate intonation for statements, imperatives and wh-questions - to <b>do</b> a dramatic reading of the text	- to <b>learn</b> how to classify ideas into categories - to <b>discuss</b> deeper questions about the text using language for being a group participant - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text	<b>Singing in Macedonia</b> pg. 345 ≅270min
<b>His Offspring</b> pg. 422 ≅60min	<b>Pen or Sword</b> pg. 436 ≅60min	<b>9</b>
- to <b>develop</b> the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists - to <b>understand</b> and <b>use</b> appropriate intonation in tag questions - to <b>do</b> a dramatic reading of the text	- to <b>sustain</b> an argument on a divisive issue - to <b>use</b> language for debating - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text	<b>Reasoning in Athens</b> pg. 399 ≅280min
<b>This or That</b> pg. 478 ≅60min	<b>A Riot in Ephesus</b> pg. 490 ≅60min	<b>10</b>
- to <b>review</b> elements of prosody - to <b>understand</b> and <b>use</b> open and closed choice intonation - to <b>do</b> a dramatic reading of the text	- to <b>consider</b> causes and effects of problem situations - to <b>discuss</b> some deeper issues that arise out of the text - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text	<b>Shouting in Ephesus</b> pg. 449 ≅270min
<b>Help Us!</b> pg. 528 ≅60min	<b>Let Me Speak to the People</b> pg. 544 ≅60min	<b>11</b>
- to <b>review</b> the attitudinal function of intonation - to <b>become</b> aware of and <b>use</b> intonation for expressing strong emotion - to <b>do</b> a dramatic reading of the text	- to <b>discuss</b> deeper questions related to the text - to <b>learn</b> the language for making a presentation - to <b>discuss</b> the implications of the events in the text - to <b>interact</b> with the text - to <b>practice</b> listening to a lecture while taking notes	<b>Defending in Court</b> pg. 495 ≅270min
<b>Last Scenes</b> pg. 584 ≅60min	<b>From Jerusalem to Rome</b> pg. 586 ≅45min	<b>12</b>
- to <b>review</b> the elements of prosody - to <b>perform</b> a drama of the last scenes of Acts	- to <b>discuss</b> see the deeper meanings of the events of all the texts especially in light of the 4 main themes	<b>Teaching in Rome</b> pg. 561 ≅250min

## Navigation System

### Adobe Instructions:

- 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 **Founding the Christian Church**. 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 **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 cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **the curriculum** has this navigation system throughout.



### Printing Using the Adobe Format:

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For the best colour documents, print using the 'best' setting on your printer.

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

**Note:** *Workbook page numbers do not include Instructor Manual page numbers.*

