



UNIT 1

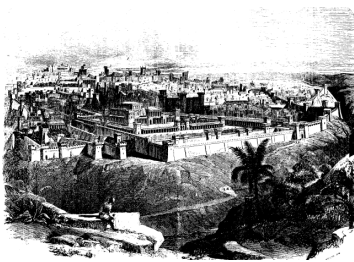
IN JERUSALEM



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1	THE DAY HE WAS TAKEN UP	<i>Text:</i> Acts 1:1-14	2
2	YOU HEARD ME SPEAK	<i>Vowel Sounds</i>	8
3	TAKE A BREATH	<i>Thought Groups</i>	30

Focus 1



Language Objectives:

- ◆ to **listen** for main ideas, events, people and places
- ◆ to **sequence** summary statements
- ◆ to **retell** the story

Approx Time: 60 minutes

Materials:

- ◆ **Unit Title Page SLIDE**
- ◆ **DVD Disc 1**
- ◆ **People and Place Cards** for each learner
- ◆ **Summary Statements** for each pair
- ◆ **Unit 1 Script** for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:

Part A

1. Show the **Unit Title Page SLIDE** of the unit. Lead a discussion with the learners as to what they expect to see in the visual presentation of the first chapter of the book of Acts: names of people, names of places, events? Write the main words on the blackboard.
2. Hand out **People** and **Places Cards**. Have the learners sort them into these two categories: people & places.
3. Read the cards and have the learners repeat after you.

Answer Key:

PEOPLE		PLACES	
Barnabas	Mary	Antioch	Macedonia
Cornelius	Paul	Asia Minor	Malta
Father	Peter	Athens	Mount of Olives
Holy Spirit	Philip	Corinth	Philippi
James	Saul	Derbe	Phoenicia
Jesus	Silas	Ephesus	Rome
John	Simon	Galilee	Samaria
John Mark	Stephen	Jerusalem	Syria
Judas	Theophilus	Judea	Thessalonica
Lydia	Timothy	Lystra	

4. Have the learners view the text portion for this Unit. Instruct the learners to listen for people and places and events mentioned.

**DVD Instructions:**

- Place the DVD, Disc 1 into the player. On the Main Screen follow these instructions:

NOTE: Ensure that the **CAPTIONS** feature is **OFF**. This is a listening task **NOT** a reading task.

	<p>A. Click: PLAY MOVIE</p>
<p>STOP AT 1:14</p>	

- Have the learners set aside the cards of the people and places that they heard mentioned in the video. Elicit these from the learners.
- Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.

Jesus	Theophilus	Holy Spirit
Father	John	Peter
James	Philip	Timothy
Mary	Judas	Simon
Paul	Barnabas	Silas
Lydia	John Mark	Cornelius
Stephen	Saul	Malta
Jerusalem	Judea	Samaria
Galilee	Mount of Olives	Asia Minor
Athens	Ephesus	Corinth
Rome	Macedonia	Antioch
Philippi	Thessalonica	Lystra
Derbe	Syria	Phoenicia
PEOPLE		PLACES

People and Place Cards

**Part B**

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Hand out the **Unit 1 Script** to each learner. Have the learners check the sequencing of their statements.
3. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
4. Choose one pair and have them retell the story to the class.

<i>Answer Key:</i>
1. Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles until he was taken up to heaven. ¹
2. Jesus showed himself to these men for 40 days and proved he was alive to them. ¹
3. Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit. ¹
4. The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that. ¹
5. Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world. ¹
6. Jesus was taken up into the sky before the eyes of the apostles. ¹
7. Two men dressed in white told the apostles that Jesus would come back in the same way he left. ¹
8. The apostles returned to Jerusalem from the Mount of Olives. ¹
9. In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together. ¹

Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles until he was taken up to heaven.¹

Jesus showed himself to these men for 40 days and proved he was alive to them.¹

Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.¹

The apostles wanted to know about the restoration of Israel but Jesus told them that they were not to know the times and dates of that.¹

Jesus told the apostles that the Holy Spirit would give them power to be witnesses in Jerusalem, all of Judea, Samaria and to the ends of the world.¹

Jesus was taken up into the sky before the eyes of the apostles.¹

Two men dressed in white told the apostles that Jesus would come back in the same way he left.¹

The apostles returned to Jerusalem from the Mount of Olives.¹

In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.¹

Summary Statements

**Unit One Script Acts 1:1-14**

VIDEO BEGINS: at Play Movie

2 **Luke:** In my former book, Theophilus, I wrote about all that Jesus began to do and to teach
4 until the day he was taken up to heaven, after giving instructions through the Holy Spirit to the apostles he had chosen.

6 **Luke 2:** After his suffering, he showed himself to these men and gave many convincing
8 proofs that he was alive. He appeared to them over a period of forty days and spoke about the kingdom of God. On one occasion, while he was eating with them, he gave them this
10 command

12 **Jesus:** Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about. For John baptized with water, but in a few days you will be baptized with the Holy Spirit.

14 **Luke:** So when they met together, they asked him,

16 **Apostles:** Lord, are you at this time going to restore the kingdom to Israel?

18 **Jesus:** It is not for you to know the times or dates the Father has set by his own authority.
20 But you will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth.

22 **Luke:** After he said this, he was taken up before their very eyes, and a cloud hid him from
24 their sight.

26 **Luke 2:** They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them.

28 **Man One:** Men of Galilee, why do you stand here looking into the sky?

30 **Man Two:** This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven.

32 **Luke 2:** Then they returned to Jerusalem from the hill called the Mount of Olives, a Sabbath day's walk from the city.

36 **Luke 1:** When they arrived, they went upstairs to the room where they were staying. Those
38 present were Peter, John, James and Andrew; Philip and Thomas, Bartholomew and Matthew; James son of Alphaeus and Simon the Zealot, and Judas son of James. They all
40 joined together constantly in prayer, along with the women and Mary the mother of Jesus, and with his brothers.

VIDEO ENDS: 1:14

Unit 1 Script

Focus 2



Language Objectives:

◆ to **understand** and **hear** the contrasting vowel sounds of English

Approx Time: 90 minutes

Materials:

- ◆ **Mouth SLIDE**
- ◆ **/I/ & /ε/ SLIDE**
- ◆ **Pronunciation Journey Worksheet** for each learner
- ◆ **/ε/ & /ɔ/ SLIDE**
- ◆ **Listening Discrimination Worksheet/SLIDE**
- ◆ **/I/ & /iː/ SLIDE**
- ◆ **Bingo Card** for each learner
- ◆ **/oʷ/ & /ʌ/ SLIDE**
- ◆ **Pronunciation Snap Cards** for each pair
- ◆ **Vowel Chart SLIDE/Resource Sheet**
- ◆ **Pronunciation Assessment Page**

Reference:

Acts 1:1-14

You Heard Me Speak

Instructions:

Begin this unit by explaining to the learners that pronunciation has two main aspects:

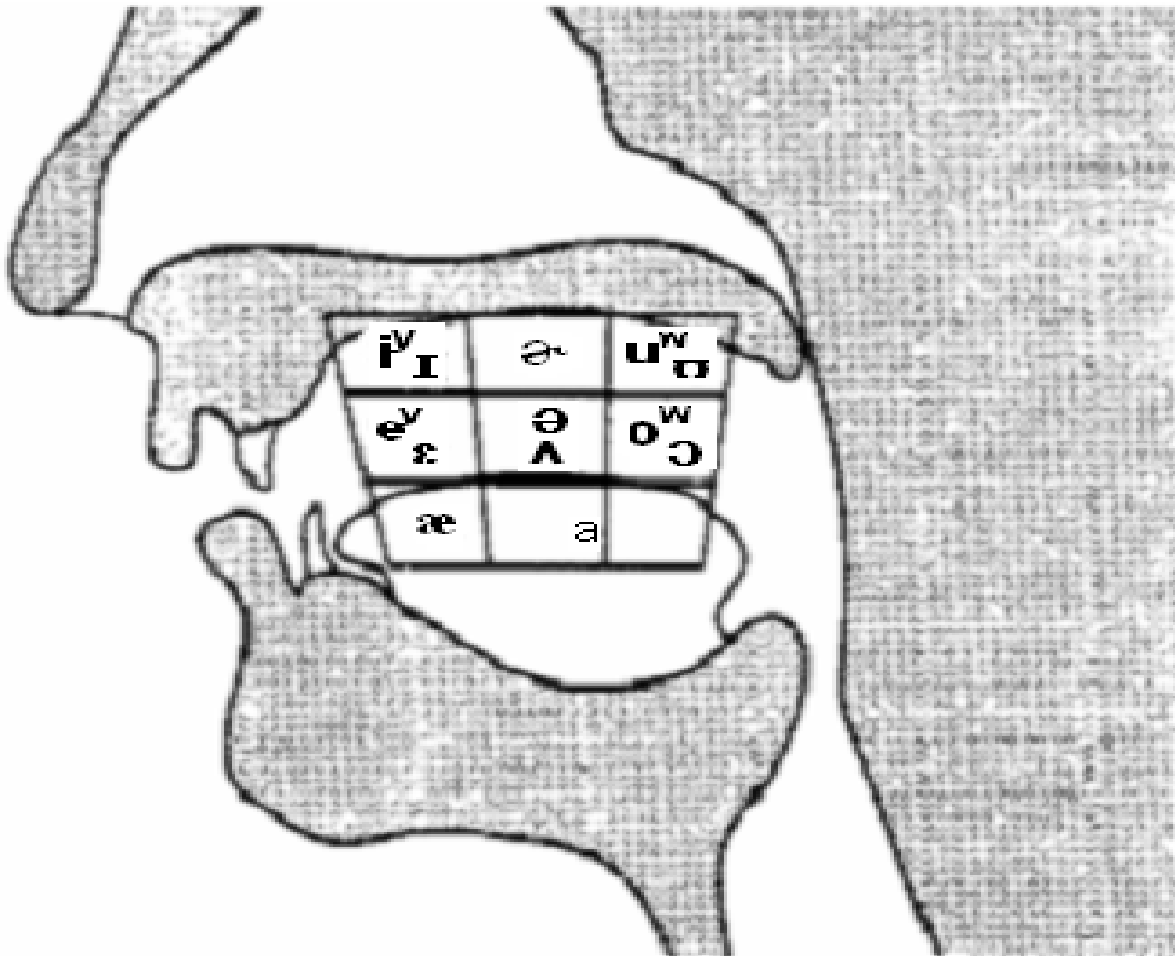
- a) The individual sounds of vowels and consonants – the smaller pieces
- b) The ‘melody’ and tone of phrases, sentences and longer pieces of language (also called ‘prosody’). Explain that in each unit we will be looking at both of these aspects of pronunciation. In this task we will begin with looking at the smaller pieces – the individual sounds.

Part A *Four Characteristics of Vowel Sounds*

1. Elicit from the learners what ‘vowel sounds’ are.

Point out that there are 15 distinct vowel sounds. All of the vowel sounds are made with a continuing flow of voiced air. However, each sound has 4 distinguishing properties that need to be in place: (use the **Mouth SLIDE** to illustrate):

- height of tongue
- placement of tongue – back or front
- tenseness of mouth muscles
- roundness of lips



1. Height of tongue
2. Placement of tongue – back or front
3. Tenseness of mouth muscles
4. Roundness of lips

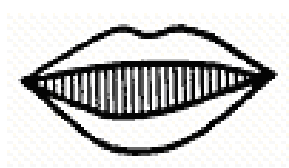
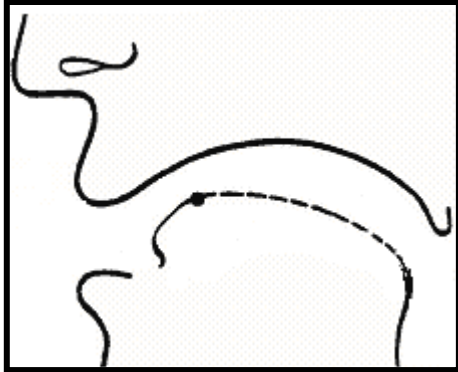
Mouth SLIDE

Part B *Height of Tongue*

1. How high or low the tongue is in the mouth is a factor in producing contrasting vowel sounds. [To illustrate this, show the class how dropping the lower jaw opens the mouth more, thus lowering the tongue.]
2. Demonstrate by comparing the sounds /I/ as in **silver** & /ε/ as in **red**.
 - Use the /I/ & /ε/ **SLIDE** of the 2 sounds.
 - Read the words across while the learners listen to the contrast.
 - Help them to notice the lower position of the lips for /ε/.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand to indicate which one they hear.
 - Do a **Pronunciation Journey Board** activity:
 - Everyone puts their finger on the ship at the bottom of their page.
 - If a word with an /I/ **sound** is said, the finger should go left on the journey.
 - If a word with an /ε/ **sound** is said, the finger goes right.
 - After four randomly chosen words have been said, the learners should check that they are in the same final destination as the caller intended.



/ɪ/ as in **silver**



thin

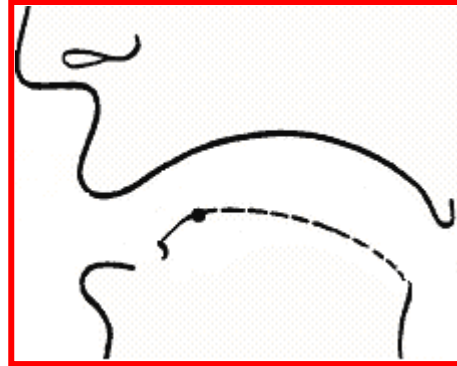
will

him

mitt

sit

/ɛ/ as in **red**



then

well

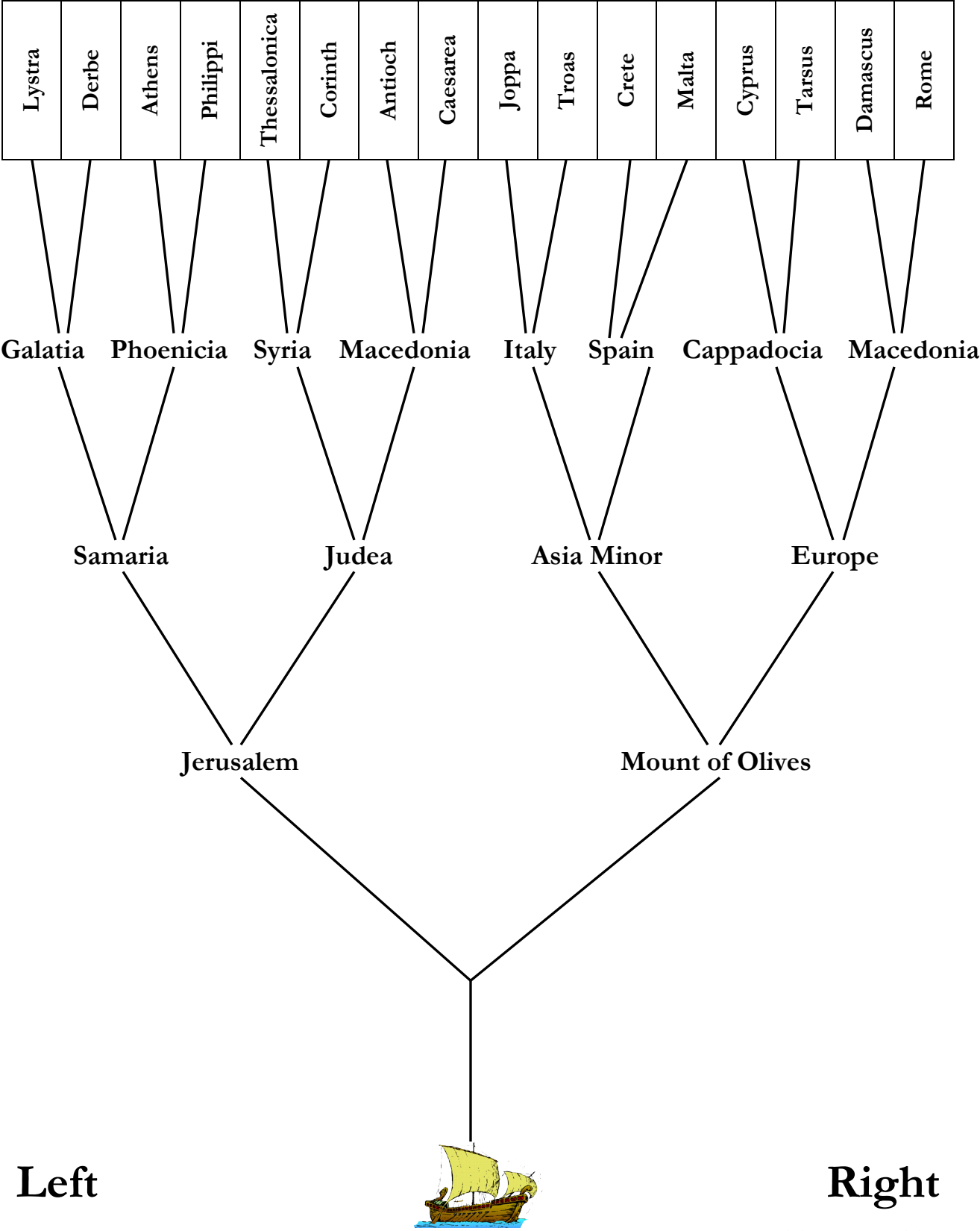
hem

met

set

- Adapted from *Vowel Dimensions*. Canadian Government Publishing Centre, 1983.

/ɪ/ & /ɛ/ SLIDE

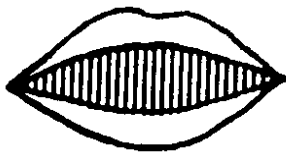
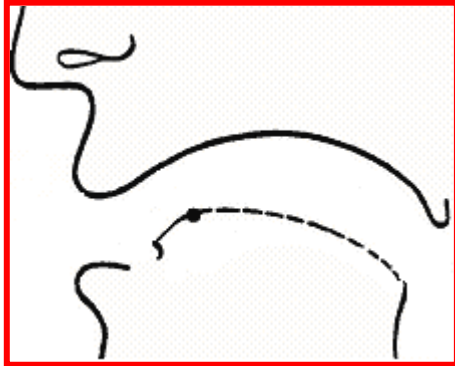


**Part C** *Placement of Tongue*

1. Another characteristic that is important is whether the front or the back of the tongue is being used. Point out that the lips are more rounded when the back of tongue is used.
2. Demonstrate by comparing the sounds /ε/ as in red & /ɔ/ as in **auburn**.
 - Use the /ε/ & /ɔ/ **SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast. Point out the more rounded lips for /ɔ/ as in auburn.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand indicating which one they hear.
 - Do the **Listening Discrimination Worksheet** task: read one of the two words randomly for ten times, and have the learners mark which word they hear as you read them.

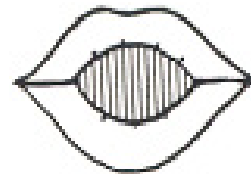
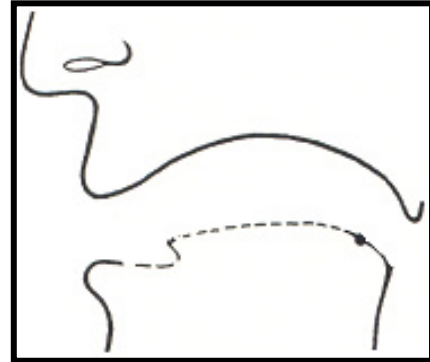
Note to Instructor: Check off which words you read on the **Listening Discrimination SLIDE** for them to check when they are done.

/ɛ/ as in **red**



set
wetter
Jen
bend
deck
fell
get
hell

/ɔ/ as in **au**burn



sought
water
John
bond
dock
fall
got
hall

Adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/ɛ/ & /ɔ/ SLIDE



A		1	2	3	4	5	6	7	8	9	10
	get										
	got										

B		1	2	3	4	5	6	7	8	9	10
	fall										
	fell										

C		1	2	3	4	5	6	7	8	9	10
	wetter										
	water										

D		1	2	3	4	5	6	7	8	9	10
	Jen										
	John										

E		1	2	3	4	5	6	7	8	9	10
	bend										
	bond										

F		1	2	3	4	5	6	7	8	9	10
	set										
	sought										

G		1	2	3	4	5	6	7	8	9	10
	deck										
	dock										

H		1	2	3	4	5	6	7	8	9	10
	hell										
	hall										

I		1	2	3	4	5	6	7	8	9	10
	neck										
	knock										

J		1	2	3	4	5	6	7	8	9	10
	pen										
	pawn										

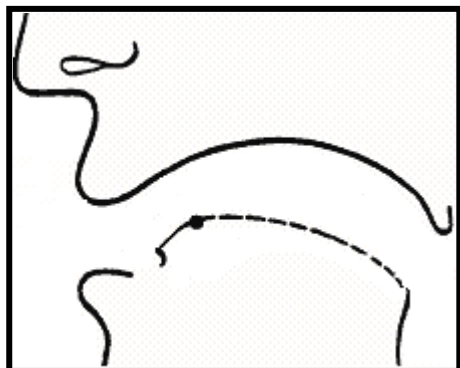
Listening Discrimination Worksheet/SLIDE

Part D *Tenseness of Mouth Muscles*

1. Whether the muscles of the mouth are tense or relaxed produces different vowel sounds. [Use a rubber band to illustrate tense and relaxed.]
2. Emphasize the glide into the /y/ or /w/ sounds in the tense sounds.
3. Demonstrate by comparing /I/ as in **silver** & /iʏ/ as in **green** sounds.
 - Use the /I/ & /iʏ/ **SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast
 - Point out the movement of the lips tensing into the /y/ sounds in the /iʏ/ as in **green**.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand to indicate which one they hear.

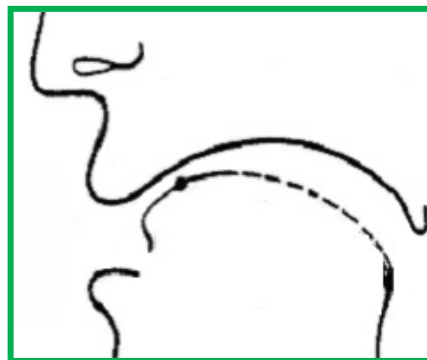


/ɪ/ as in **silver**



sit
mitt
bit
his
hit
kill
ship
lip
knit
pit
rim
Tim
wit

/iː/ as in **green**



seat
meat
beat
he's
heat
keel
sheep
leap
neat
Pete
ream
team
wheat

- adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994 & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/ɪ/ & /iː/ SLIDE

6. Hand out a **Bingo Card** and markers to each of the learners.
7. Cut up the **Master List Bingo Words** into an envelope or hat. Pull out and call the words one at a time. [An alternative would be to make an **SLIDE** of the **Master List** that you can mark as you call.]
8. Ask the learners to put a marker on their card over each word they hear.
9. The first learner with five markers in a row calls “Bingo”.
10. The winner reads the five words back for you to check.
11. The winner becomes the caller for the next round.



beat	bet	bit
heat	he's	his
hit	keel	kill
knit	leap	lip
meat	met	mitt
neat	net	pet
Pete	pit	ream
rim	seat	set
sheep	ship	sit
Tom	team	Tim
wet	wheat	wit

Master List Bingo Words /SLIDE

Card 1: /I/ and /iː/

beat	wit	heat	Tim	hit
sit	knit	set	meat	ream
neat	pet	FREE	Pete	mitt
rim	lip	sheep	kill	Tom
his	wet	bit	wheat	bet

Card 2: /I/ and /iː/

team	wit	Tim	sit	met
ship	set	ream	pet	leap
seat	mitt	FREE	lip	keel
pit	kill	his	bit	he's
net	wet	Tom	sheep	bet

**Card 3:** /I/ and /iː/

bit	his	kill	lip	mitt
pet	ream	set	sit	Tim
wit	bet	FREE	he's	keel
leap	met	net	pit	seat
ship	team	wheat	wet	Tom

Card 4: /I/ and /iː/

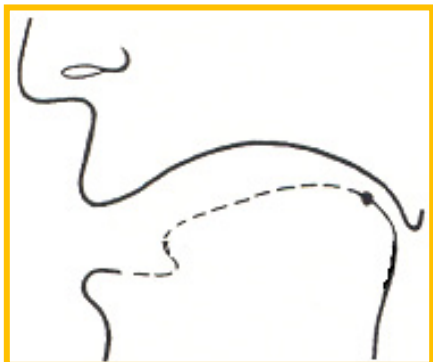
sheep	rim	Pete	neat	meat
knit	hit	heat	beat	ship
sit	met	FREE	mitt	keel
kill	bet	bit	Tom	net
wet	lip	leap	team	Tim

Part E *Roundness of the Lips*

1. How rounded the lips are affects the quality of the vowel [Use your own lips to illustrate this.]
2. The vowels formed using the front of the tongue at the front of the mouth use less rounded lips than the vowel sounds using the back of the tongue. The rounded sounds are /o^w/ gold/, /ʊ/ wood/, /u^w/blue and /ɔ/ auburn.
3. Demonstrate by comparing the sounds /o^w/ as in **gold** & /ʌ/ as in **rust** sound
 - Use the /o^w/ & /ʌ/ **SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast.
 - Point out the more rounded lips for /o^w/ as in **gold**, becoming even more tensely rounded on the /w/ sound.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand indicating which one they hear.

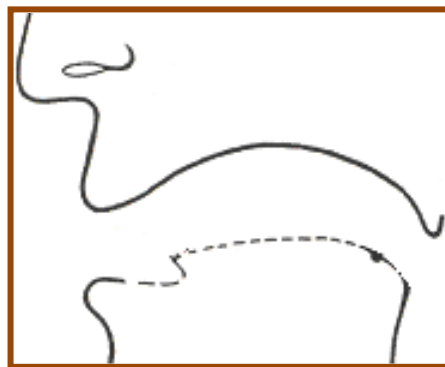


/o^w/ as in **gold**



boat
coat
code
dome
goat
mode
known
wrote
sewn

/ʌ/ as in **rust**



but
cut
cud
dumb
gut
mud
none
rut
sun

Adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/o^w/ & /ʌ/ SLIDE

4. Have the learners form pairs. Give each pair of learners a set of **Pronunciation Snap Cards**.
5. **Explain that the** aim of the activity is to win the most cards (*and to pronounce the words correctly!!*)
 - Divide the cards equally between both partners.
 - Keep the cards face down in a pile.
 - The learners must take turns turning the cards face up in a pile on the table, saying the words aloud.
 - If one learner notices that the vowel sound in the word is the same on the top cards of both piles, this learner must say “SNAP”. This learner then wins the pile of his/her partner.
 - These cards are shuffled and added to the cards in the winner’s hands.
 - When one of the learners is out of cards, the round is over.



boat	boat	coat	coat	code	code	dome	dome
goat	goat	mode	mode	known	known	wrote	wrote
sewn	sewn	but	but	cut	cut	cud	cud
dud	dud	gut	gut	mutt	mutt	none	none
rut	rut	sun	sun	up	up	no	no
so	so	chosen	chosen	suffer	suffer	showed	showed

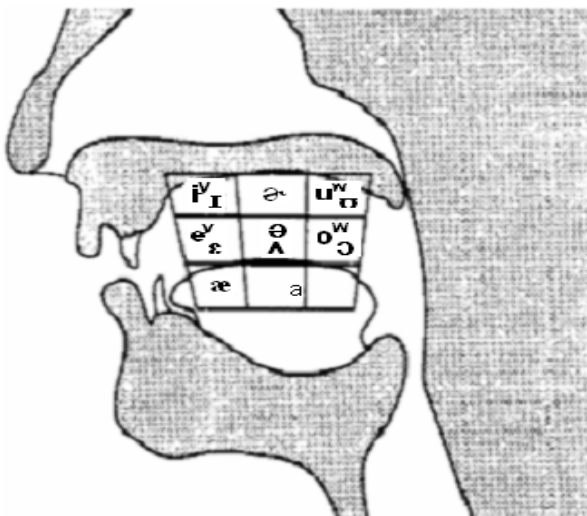
was	Holy	own	son	suppose	over
was	Holy	own	son	suppose	over
spoke	up	come	one	drunk	broke
spoke	up	come	one	drunk	broke
know	those	brother	blowing	fun	only
know	those	brother	blowing	fun	only
go	suddenly	mother	whole	under	tongue
go	suddenly	mother	whole	under	tongue



Part F

1. Present the complete **Vowel Chart SLIDE/Resource Sheet** that illustrates all the vowel sounds.
 - Drill all the sounds and the colour word samples.
2. As you are doing these tasks focusing on the vowel sounds of Canadian English, assess your learners and record any concerns in the appropriate box on the **Pronunciation Assessment Page**.

CANADIAN VOWELS



		front (unrounded)	central (unrounded)	back (rounded)
high	tense	i ^y (beat, green)	ə (bird, p <u>u</u> rp <u>l</u> e)	u ^w (boot, blue)
	lax	I (bit, s <u>i</u> lv <u>e</u> r)		ʊ (book, soot)
mid	tense	e ^y (bait, grey)	ə (m <u>a</u> chine, ol <u>i</u> ve)	o ^w (boat, gold)
	lax	ε (bet, red)	ʌ (but, rust)	ɔ (bought, <u>a</u> burn)
low	lax	æ (bat, black)	a (pot) [American]	

Five-vowel System of Some Other Languages

	front	central	back
high	i		u
mid	e		o
low		a	

- Adapted from Paul Avery and Susan Elrich. *Teaching American English Pronunciation*, Oxford University Press, 1994.

Vowel Chart SLIDE/Resource Sheet



Name: _____

First Language _____ Date: _____

Pronunciation					
Consonants		Vowels		Prosody	
/p/ /b/		beat		Pauses	
/t/ /d/		bit		Word Stress	
/k/ /g/		bait		Phrase Stress	
/f/ /v/		bet		Linking	
/ð/ /θ/		bat		Prominence	
/s/ /z/		bird		Emphasis	
/ʃ/ /tʃ/		but		Statement intonation	
/dʒ/ /dʒ/		boot		Yes/no? intonation	
/l/ /r/		book		Wh-? intonation	
/m/ /n/ /ŋ/		boat		Speed	
/y/ /w/		bought		Overall comprehensibility	

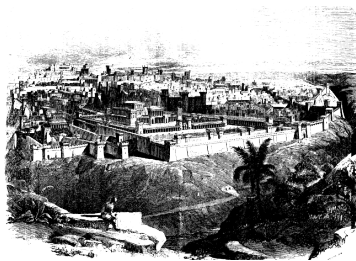
1. Initial Basic Proficiency:	Pronunciation difficulties may significantly impede communication.
2. Developing Basic Proficiency:	Makes long pauses; pronunciation difficulties often impede communication.
3. Adequate Basic Proficiency:	Pronunciation difficulties still frequently impede communication; sometimes needs assistance.
4. Fluent Basic Proficiency:	Pronunciation difficulties may impede communication; needs only a little assistance.
5. Initial Intermediate Proficiency:	Errors of pronunciation are frequent & sometimes impede communication.
6. Developing Intermediate Proficiency:	Errors of pronunciation are frequent & sometimes impede communication.
7. Adequate Intermediate Proficiency:	Errors of pronunciation still frequent but rarely impede communication.
8. Fluent Intermediate Proficiency:	Errors of pronunciation rarely impede communication.
9. Initial Advanced Proficiency:	Difficulties with pronunciation very rarely impede communication.
10. Developing Advanced Proficiency:	Difficulties with pronunciation very rarely impede communication.
11. Adequate Advanced Proficiency:	Difficulties with pronunciation do not impede communication.
12. Fluent Advanced Proficiency:	Difficulties with pronunciation do not impede communication.

Individual Sounds						Stress/Rhythm Intonation					
1	2	3	4	5	6	1	2	3	4	5	6
7	8	9	10	11	12	7	8	9	10	11	12

Pronunciation Assessment Page

Take a Breath

Focus 3



Language Objectives:

- ◆ to **understand** the importance of pauses in speech
- ◆ to **understand** where pauses are not permitted
- ◆ to **use** appropriate pauses in a choral reading

Approx Time: 45 minutes

Materials:

- ◆ **Don't Pause SLIDE**
- ◆ **Incorrect Pausing SLIDE**
- ◆ **Pauses Worksheet** for each learner
- ◆ **Unit 1 Script** for each learner (from Focus 1)

Reference:

Acts 1:1-14

Instructions:

1. Explain to the learners that now we are shifting to learn about the second type of pronunciation – the melody and tone of phrases, sentences and larger text.
2. Explain the concept of thought groups. A **thought group** is a group of words separated by pauses. English puts ideas together in speech separated by pauses.
3. Using the **Don't Pause SLIDE** explain that there are a number of places where we can pause, but it is important to know where **NOT** to pause.

Don't pause between:

subject and verb: *the Holy Spirit comes*

determiner and noun: *my witnesses*

helping (auxiliary) verb and main verb: *will receive*

preposition and a noun phrase: *in Jerusalem*



Don't pause between:

- **subject and verb**
e.g. the Holy Spirit comes
- **determiner and noun**
e.g. my witnesses
- **helping verb and main verb**
e.g. will receive
- **preposition and its noun phrase**
e.g. in Jerusalem

Don't Pause SLIDE

4. Explain that English listeners cannot get the meaning if the pauses are not in the right place; they will not understand what you are saying. Using the **Incorrect Pausing SLIDE** illustrate incorrect pausing by reading the following sentences with three second pauses at the end of each line separated in this way:

But you
will
receive power when the
Holy Spirit
comes on
you; and you will
be my
witnesses in
Jerusalem, and in all
Judea and Samaria, and to the
ends of the
earth

5. Elicit from the learners why this pausing is incorrect.

Answer Key:

But you (*subject and verb*)
will (*helping (auxiliary) verb and main verb*)
receive power when the (*determiner and noun*)
Holy Spirit (*subject and verb*)
comes on (*preposition and noun or pronoun*)
you; and you will (*helping (auxiliary) verb and main verb*)
be my (*determiner and noun*)
witnesses in (*preposition and noun*)
Jerusalem, and in all (*determiner and noun*)
Judea and Samaria, and to the (*determiner and noun*)
ends of the (*determiner and noun*)
earth



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Incorrect Pausing SLIDE

6. Hand out the **Pauses Worksheet**. Read the text with the following pauses

But you will receive power //
when the Holy Spirit comes on you; //
and you will be my witnesses in Jerusalem, //
and in all Judea, and Samaria, //
and to the ends of the earth.

7. Elicit from the learners where they heard the pauses.

8. Use the **SLIDE** for the learners to see where you place the pause marks.

But you will receive power //
when the Holy Spirit comes on you; //
and you will be my witnesses in Jerusalem, //
and in all Judea, and Samaria, //
and to the ends of the earth.

9. Read the lines together chorally for the learners to practice pausing together.

10. Direct the learners' attention to the **Unit 1 Script**. Assign parts to the learners from the script. (Divide up the script among the number of learners that you have), **Luke, Luke, Jesus, Apostles, Man One, Man Two**.

11. Ask them to predict where the pauses would be in their lines by placing // lines in the appropriate places. Have them check their predictions with another learner.

12. Have the learners perform the dramatic reading of the scene.



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NOTES