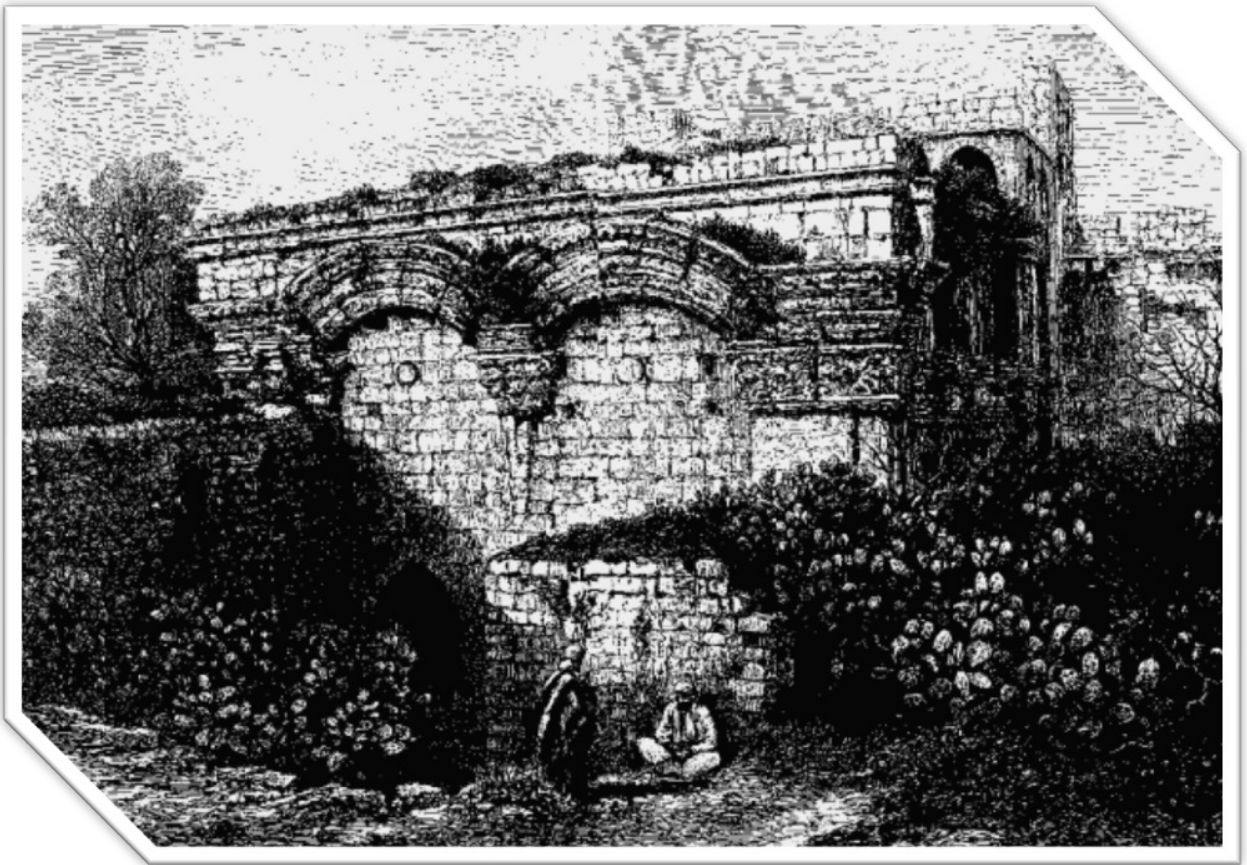


Unit 1

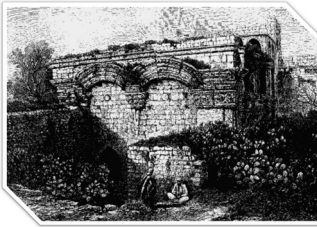
Instructions



CC_Art.com

1	The Day He Was Taken Up	Text: Acts 1: 1-14	2
2	Instructions	Learning Vocabulary: Meaning, Word Families, & Collocations	16
3	SQ4R	Applying Reading Strategy & Discussing	30
4	The Reading Portfolio	Starting a Portfolio	45

Focus 1



Language Objectives:

- 📖 to **review** 'the former book'
- 📖 to **make** predictions about content of the text
- 📖 to **read** for main ideas, events, people and places
- 📖 to **focus** on key vocabulary
- 📖 to **sequence** summary statements
- 📖 to **retell** the story

Approx Time: 90 minutes

Materials:

- 📖 Portrait and Summary Cards for each group
- 📖 Unit Title Page SLIDE
- 📖 People and Place Cards for each pair
- 📖 List of Target Words SLIDE
- 📖 Definition worksheets A & B for each pair
- 📖 Summary Statements for each pair
- 📖 Unit 1 Text for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:

Part A: Pre-reading Task

1. Explain to the learners the meaning of the word 'sequel' – *a book which continues the story of a previous book – a former book.*
2. In this course we will study Acts which Luke wrote as a **sequel** to the Gospel of Luke. In Acts, the story of Jesus and his disciples continues - the story of First Century Christianity. Explain that we will look briefly at a '**biography**' (life story) of the life of Jesus, who lived a **long time ago** (over 2000 years ago). This 'biography' is a summary of the Gospel of Luke.
3. Ask the learners what they know about the Gospel of Luke. Who were some of the people? What happened to whom? What were some of the main events?
4. Hand out a set of **Portrait Cards** and **Summary Statements** to each group of learners. Explain to the learners that these are the titles and pictures related to twelve foci of *Jesus' biography*, based on the text of the Gospel of Luke.
 - Ask them to match the **Portrait Cards** and the **Summary Statements**.
 - Have each group of learners put the events into chronological order.
 - When each group has finished ordering the pictures and statements, verify the order by having the learners read the summary statements. Use the **Answer Key SLIDE** to confirm the order.
5. Elicit from the learners (if they know) some of the events in the Book of Acts that happened after these events.

Note to Instructor: Explain to the learners that titles 6, 7, 8 and 9 are more difficult to place in a specific order but the main idea here is to get the first five and the last three in the correct order.



<p>1</p> <p><i>The Painter</i></p> 	<p>2</p> <p><i>The Childless Couple</i></p> 
<p>3</p> <p><i>The Lord's Maid</i></p> 	<p>4</p> <p><i>The Obedient Son</i></p> 
<p>5</p> <p><i>The Stagehand and the Main Character</i></p> 	<p>6</p> <p><i>The Burdened and the Messiah</i></p> 
<p>7</p> <p><i>The Family of God</i></p> 	<p>8</p> <p><i>The Sisters and the Teacher</i></p> 
<p>9</p> <p><i>The Critics and the Storyteller</i></p> 	<p>10</p> <p><i>The Traitor and the Betrayed One</i></p> 
<p>11</p> <p><i>The Accusers of the Crucified Messiah</i></p> 	<p>12</p> <p><i>The Joyful Witnesses</i></p> 

Pictures 2-12: CC-Art.com
Answer Key SLIDE



We meet Luke, the writer of the Gospel of Luke as well as Theophilus, the man to whom the Gospel is addressed. This biblical text serves as a prologue to the entire Gospel as well as to Acts, also written by Luke. The title is ***The Painter***, alluding to the descriptive style of Luke's writing. Through Luke's text, we get a 'picture' of the people and events surrounding the life of Jesus and his followers.



We are introduced to Elizabeth and Zachariah, an elderly couple with no children. The title is ***The Childless Couple***, in which the pattern of promise and fulfillment with respect to the Messiah is introduced.

Portrait Card/Summary Statement pg 1



CC-Art.com

We meet Mary, the mother of Jesus. The title is ***The Lord's Maid***. Mary, a young Jewish virgin, is given the promise that she is to bear the long-awaited Messiah.



CC-Art.com

We learn about the birth, childhood and coming of age of Jesus. The title is ***The Obedient Son***.

Portrait Card/Summary Statement pg 2



CC-Art.com

We learn about John the Baptist and his preparatory role for the Messiah. Luke presents Jesus as fully human (Son of Man) and fully divine (Son of God). The title is ***The Stagehand and the Main Character.***



CC-Art.com

Jesus begins his ministry in Galilee, responding to the needy and suffering people around him. Luke presents Jesus as the fulfillment of the prophecies of Isaiah in bringing a message of good news to the poor. The title is ***The Burdened and the Messiah.***

Portrait Card/Summary Statement pg 3



CC-Art.com

We get a glimpse of Jesus' controversial encounter with a prostitute and a Pharisee. We encounter the truth that unlikely people are welcome in God's family. Jesus tells a parable of a farmer and his crop. The title is *The Family of God*.



CC-Art.com

We encounter Jesus the Teacher, speaking of values and priorities in God's Kingdom that contrast with those commonly aspired to by many people. We get a window into Jesus' encounter with his friends, a pair of sisters. We hear Jesus the Teacher as he speaks about prayer. The title is *The Sisters and the Teacher*.

Portrait Card/Summary Statement pg 4



CC-Art.com

We encounter Jesus as he faced his critics. He tells a number of stories about things lost and found. The joy flowing from his stories contrasts with the unhappiness of his critics. The title is ***The Critics and the Storyteller.***



CC-Art.com

Jesus and his disciples are at the Passover in Jerusalem. Luke describes Christ's agony in the Garden, Judas' betrayal, Christ's arrest and Peter's denial. The title is ***The Traitor and the Betrayed One.***

Portrait Card/Summary Statement pg 5



CC-Art.com

Jesus is interrogated by both Jewish and Roman leaders and jeered at by soldiers and the crowds. In the end he is found guilty only of claiming to be the Messiah. He is sentenced to death by crucifixion while a criminal is set free in his stead. The title is *The Accusers of the Crucified Messiah*.



CC-Art.com

We encounter the disciples, first in their grief and disappointment, then in their joy, as the Resurrected Jesus appears to them. Jesus commissions them as witnesses of the life-changing events to be proclaimed to all nations. He ascends and the disciples return to Jerusalem with great joy. The title is *The Joyful Witnesses*.

Portrait Card/Summary Statement pg 6

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

Part B: *Reading the Text*

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

<i>Answer Key:</i>			
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	



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

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

4. Hand out the **Unit 1 Text**, *The Day He Was Taken Up*, and have the learners read the title and look at the pictures to make more predictions as to the events. Add them to the list.
5. Give the learners time to read the text.
6. Have the learners set aside the cards of the people and places that they see mentioned in this text. Have them compare their choices with another learner.
7. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.



The Day He Was Taken Up

Acts 1:1-14

In my former book, Theophilus, I wrote about all that Jesus began to do
2 and to teach until the day he was taken up to heaven, after giving
instructions through the Holy Spirit to the apostles he had chosen. After
4 his suffering, he showed himself to these men and gave many convincing
proofs that he was alive. He appeared to them over a period of forty days
6 and spoke about the kingdom of God. On one occasion, while he was
eating with them, he gave them this command: "Do not leave Jerusalem,
8 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
10 with the Holy Spirit."

So when they met together, they asked him, "Lord, are you at this time
12 going to restore the kingdom to Israel?"

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

After he said this, he was taken up before their
20 very eyes, and a cloud hid him from their sight.

They were looking intently up into the sky as
22 he was going, when suddenly two men dressed in
white stood beside them. "Men of Galilee," they said, "why do you stand
24 here looking into the sky? This same Jesus, who has been taken from you
into heaven, will come back in the same way you have seen him go into
26 heaven."

Then they returned to Jerusalem from the hill called the Mount of
28 Olives, a Sabbath day's walk from the city. When they arrived, they went
upstairs to the room where they were staying. Those present were Peter,
30 John, James and Andrew; Philip and Thomas, Bartholomew and Matthew;
James son of Alphaeus and Simon the Zealot, and Judas son of James.
32 They all joined together constantly in prayer, along with the women and
Mary the mother of Jesus, and with his brothers.

Unit 1 Text



Part C: *Summarizing the text*

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Have the learners check the sequencing of their statements with the text.
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 a previous book for Theophilus 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 to them that he was alive. 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 a previous book for Theophilus 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 to them that he was alive.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

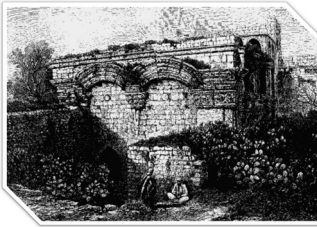
Two men dressed in white told the apostles that Jesus would come back in the same way he left.¹

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

Focus 2









Language Objectives:

-  to **learn** the meaning, form and use of 12 words from the text
-  to **develop** learning strategies
-  to **become** aware of word families
-  to **learn** collocations
-  to **develop** a word wall

Approx Time: 90 minutes

Materials:

-  **Unit 1 Vocabulary Worksheet** for each learner
-  **Target Words SLIDE**
-  **Definition worksheets A & B** for each pair
-  **Word Families Worksheet/SLIDE** for each learner
-  **Sentence Cards** for each pair
-  **Collocation Worksheet** for each learner

Reference:

Acts 1:1-14

Instructions

Instructions:

Part A: *Assessing your vocabulary knowledge*

1. Remind the learners that a very large part of successful reading is having sufficient vocabulary. In this curriculum we will be focusing on developing academic vocabulary through the use of appropriate learning strategies.

Note to Instructor: Remind the learners that when we speak of vocabulary strategies we are talking about things that they can do on their own to improve their vocabulary. Encourage them to use these strategies outside of class.

2. Explain that twelve words have been selected from the text not only to learn the meaning, form and use of them but also to practice some learning strategies.
3. Hand out the **Unit 1 Vocabulary Worksheet**.
 - Ask the learners to fill out the second (Before Unit) column of the by circling the appropriate number.
 - Explain the 1-4 scale and what the score means.
4. To help them get a sense of an increasing knowledge of new words, have them fill out the third (After Unit) column at the end of the unit.

- 1. I don't know this word.
- 2. I have seen this word before, but I am not sure of the meaning.
- 3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4. I know this word and can use it in my own speaking and writing.



Unit 1 Vocabulary

A. Use the following scale to determine your knowledge of the words in the list:

1. I don't know this word.
2. I have seen this word before, but I am not sure of the meaning.
3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
4. I know this word and can use it in my own speaking and writing.

Words	Before Unit				After Unit			
former	1	2	3	4	1	2	3	4
instructions	1	2	3	4	1	2	3	4
occasion	1	2	3	4	1	2	3	4
suffering	1	2	3	4	1	2	3	4
convincing	1	2	3	4	1	2	3	4
appeared	1	2	3	4	1	2	3	4
baptized	1	2	3	4	1	2	3	4
restore	1	2	3	4	1	2	3	4
witness	1	2	3	4	1	2	3	4
intently	1	2	3	4	1	2	3	4
authority	1	2	3	4	1	2	3	4
constantly	1	2	3	4	1	2	3	4

B. When you have finished the unit, score yourself again to check your improvement.

Part B: *Focus on meaning*

1. Put up the **Target Words SLIDE** or write them on the board. Have the learners find the words in the text and underline them.
2. Have the learners form pairs of A and B.

- Hand out the **Definitions Worksheet A and B**.
- Learner A begins by reading one of the definitions on his/her chart.

Note to Instructor: Make it clear that the definitions are not in the order on the 2 pages.

- Learner B must guess which word is being defined.
- Learners take turns reading definitions and guessing which word is being defined.
- When they have finished guessing, they each dictate to one another the missing definitions on their worksheets.



former
instructions
occasion
suffering
convincing
appeared
baptized
restore
witness
intently
authority
constantly

Target Words SLIDE

Unit 1
Instructions

DEVELOPING ACADEMIC READING STRATEGIES

A. Definitions		Words
of an earlier time		former
information about how to do something		instructions
a particular time, especially when something has happened		occasion
experiencing physical or mental pain		suffering
able to make you believe that something is true or right		convincing
become noticeable or come into sight		appear
Words	Definitions	
authority		
baptize		
constantly		
intently		
restore		
witness		

Definitions Worksheet A



B. Words	Definitions	
appear		
convincing		
former		
instructions		
occasion		
suffering		
Definitions		Words
initiate someone into the Christian community through a ritual use of water		baptize
return something or someone to an earlier good condition or position		restore
a person who states what they know about a case or a person		witness
with full attention		intently
the power or ability to control		authority
all the time or often		constantly

Definitions Worksheet B

Definitions from Cambridge Advanced Learner's Dictionary <http://dictionary.cambridge.org>

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

Part C: *Focus on Form: Word Families*

1. Explain to the learners that each of the words can be changed to create different word classes. This involves adding suffixes.
2. Put up the **Word Families Worksheet/SLIDE** and read the samples of various suffixes that are used to create different word classes.
3. Draw the learners' attention to the **Word Families Worksheet**.
 - a) Point out that the words from the text are in the boxes
 - b) Ask them to fill in as many other boxes as they are able
 - c) Have them compare with another learner
 - d) Read through the words with the whole class
 - e) Have the learners circle the suffixes in each column.

<i>Suggested Answer Key:</i>			
Noun	Verb	Adjective	Adverb
X	X	former	formerly
instruction	instruct	instructed	instructionally
occasion	occasion	occasional	occasionally
suffering	suffer	suffered	X
X	convince	convincing/ convinced	convincingly
appearance	appear	appeared	X
baptism	baptize	baptized	X
restoration	restore	restored	X
witness	witness	witnessed	X
intention	intend	intent	intently
authority	authorize	authorized	X
constant	X	constant	constantly



Word Families

Noun-forming suffixes: **-tion, -sion, -ance, -ity, -ancy**

Verb-forming suffixes: **-ize**

Adjective-forming suffixes: **-ed, -ing, -ant**

Adverb-forming suffixes: **-ly**

X indicates that there is no form

Noun	Verb	Adjective	Adverb
X	X	former	
instruction			
occasion			
suffering			X
X			convincingly
	appear		X
	baptize		X
	restore		X
witness			X
			intently
authority			X
	X		constantly

Word Families Worksheet/SLIDE

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

4. Have the learners form pairs and place the **Sentence Cards** face down on the table.
 - One learner begins by taking a card and reading the sentence.
 - The learner repeats the word that is underlined.
 - The second learner must create a sentence using the underlined word in a different form.
 - The learners take turns picking up cards and creating new sentences.



In my <u>former</u> book, I wrote about all that Jesus began to do.	Jesus gave <u>instructions</u> to the apostles through the Holy Spirit.
Jesus showed himself to the disciples on several <u>occasions</u> .	A war causes widespread human <u>suffering</u> .
I didn't find the end of the film very <u>convincing</u> .	He suddenly <u>appeared</u> in the doorway.
Some churches <u>baptize</u> infants; others <u>baptize</u> adults.	The old paintings have all been <u>restored</u> .
Key <u>witnesses</u> are expected to testify at the trial today.	She had an <u>intent</u> look on her face.
We need to get the support of someone in <u>authority</u> .	He is <u>constantly</u> changing his mind.

Sentence Cards

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

Part D: Focus on Use: Collocations

1. Have learners look at the vocabulary words in the text again and underline the words that come before and after each word. Explain that in order to use the words correctly we need to know which words to use together with them.
2. Hand out the **Collocations Worksheet**. Have the learners complete it by drawing a line to connect the words that could go together with each word in the chart. The first one has been done as an example.
3. Have the learners compare and discuss their choices with a partner.
4. Discuss the choices as a whole class.

Answer Key:

glory book again employer along president	former	glory book again employer along president	manual clear read give basic laws	instructions	manual clear read give basic laws
special on one staying mount historic on the	occasion	special on one staying mount historic of	widespread human from long out room	suffering	widespread human from long out room
very evidence argument explanation colour walk	convincing	very evidence argument explanation colour walk	suddenly to be in court blurred to them sky	appear	suddenly to be in court blurred to them sky
adults infants with water them sprinkling pouring	baptize	adults infants with water them sprinkling pouring	carefully to health to power order confidence promise	restore	carefully to health to power order confidence promise
key expert eye first hand way day	witness	key expert eye first hand way day	look stare on finding clear heaven dressed	intent	look stare on finding clear heaven dressed
in without over local public Israel	authority	in without over local public Israel	changing in prayer improved on the look-out women an	constantly	changing in prayer improved on the look-out women an



Draw a line to connect the words that go together with each word in the chart

glory book again employer along president	former	glory book again employer along president	manual clear read give basic laws	instructions	manual clear read give basic laws
special on one staying mount historic on the	occasion	special on one staying mount historic of	widespread human from long out room	suffering	widespread human from long out room
very evidence argument explanation colour walk	convincing	very evidence argument explanation colour walk	suddenly to be in court blurred to them sky	appear	suddenly to be in court blurred to them sky
adults infants with water them sprinkling pouring	baptize	adults infants with water them sprinkling pouring	carefully to health to power order confidence promise	restore	carefully to health to power order confidence promise
key expert eye first hand way day	witness	key expert eye first hand way day	look stare on finding clear heaven dressed	intent	look stare on finding clear heaven dressed
in without over local public Israel	authority	in without over local public Israel	changing in prayer improved on the look-out women an	constantly	changing in prayer improved on the look-out women an

Collocation Worksheet

Part E: *Vocabulary Strategies: Word Wall*

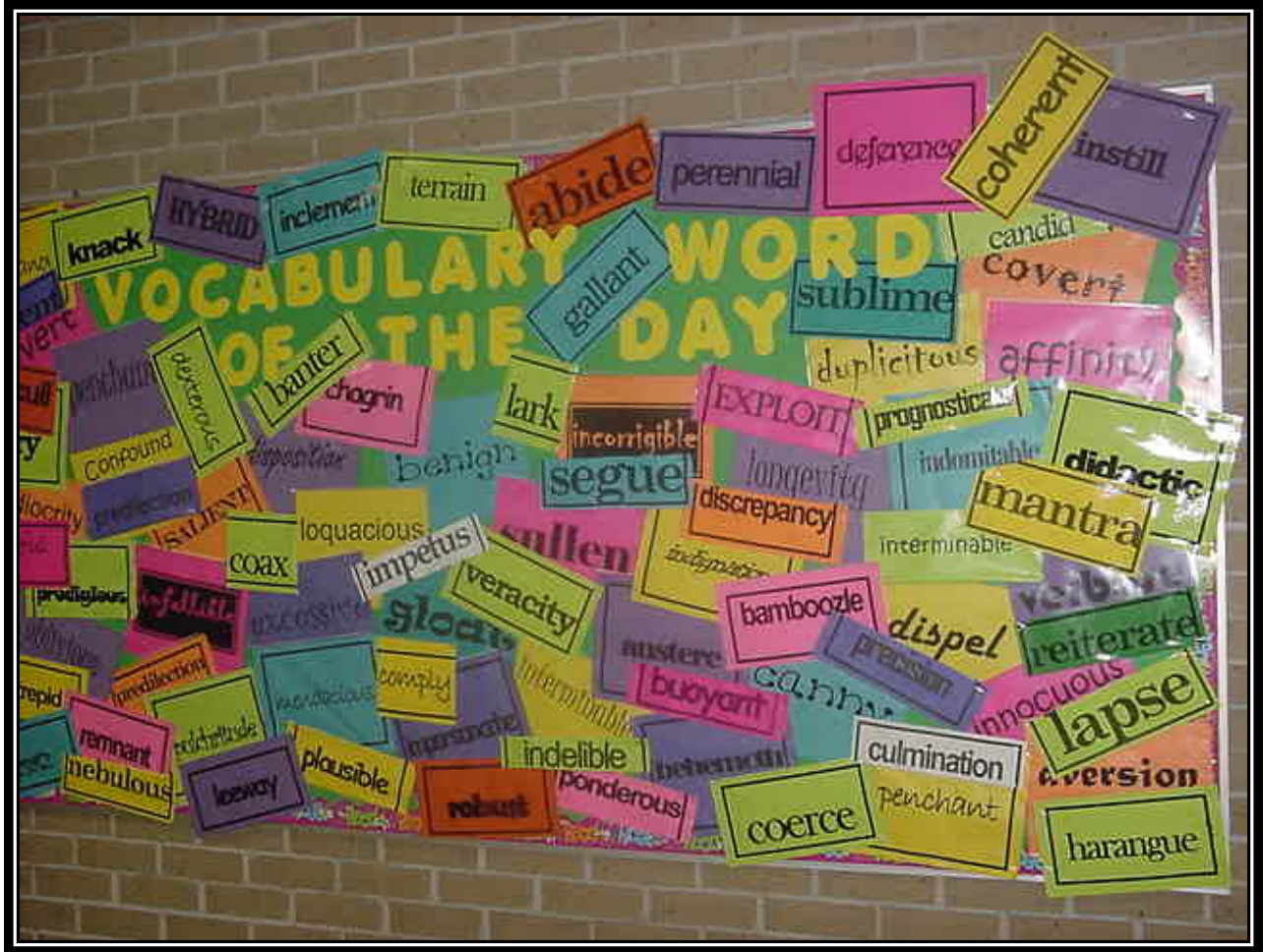
1. Explain to the learners that you will be focusing on vocabulary learning strategies in each unit. These are ideas for learners to use in order to help them to learn more words.
2. The strategy for this unit is a **Word Wall**. A word wall is a place on the wall where new words are put up (with sticky tac).
 - There are many activities that one can do with a word wall in order to practice using the words.
 - In this task we are introducing the word wall.
 - In subsequent units there will be more word wall activities.
3. Hand out cards (approximately 30 cm by 10 cm made of stiff paper, preferably of different colours). Assign one or two words to each of the learners and have them print the words in large letters onto the card, one word per card.
4. Explain to the learners that they must be prepared to explain their word or words and to say a sentence with the word.
5. Have the learners, one at a time, come to the wall and stick their word/s to the wall, explain the word and say a sentence using the word.

Note to Instructor: Have the learners to go back to **Part A** Assessing your Vocabulary Knowledge to check their improvement.

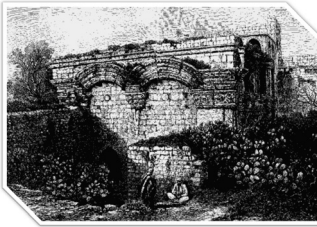
Ideas for this task from Schmitt, Norbert and Diane Schmitt (2005) *Focus on Vocabulary: Mastering the Academic Word List*. Pearson Education.



Sample Word Wall



Focus 3



Language Objectives:

- 📖 to **apply** the SQ4R reading strategy
- 📖 to **read** a biography of Luke (*history*)
- 📖 to **discuss** people, places, opinions and experiences related to the texts

Approx Time: 75 minutes

Materials:

- 📖 **Critical Reading Strategies SLIDE**
- 📖 **SQ4R Matching Cards** for each pair of learners
- 📖 **SQ4R SLIDE**
- 📖 **SQ4R Worksheet and St. Luke's Biography** for each learner
- 📖 **Additional Biography** for each learner
- 📖 **Academic Word List Vocabulary Tasks Worksheet** for each learner
- 📖 **Discussion Board, movers, coin and Discussion Cards** for each group
- 📖 **Reading Portfolio Section** for each learner

Reference:

Acts 1:1-14

SQ4R

Instructions:

Part A: *Survey, Question, Read, Recite, Review, Reflect*

1. Explain to the learners that throughout this curriculum they will be learning a variety of critical reading strategies that will help them with academic reading.
 - Put up the **Critical Reading Strategies SLIDE** and elicit from the learners if any of these strategies are familiar to them.
 - Reassure them that if they are not, that is perfectly fine, because these will be covered in the lessons to come.



Critical Reading Strategies

- SQ4R – Survey, Question, Read, Recite, Review, Reflect
- Activating Prior Knowledge
- Clarifying
- Context Clues
- Drawing Conclusions
- Evaluating
- Inferring
- Predicting
- Rereading
- Restating
- Setting a Purpose
- Skimming and Scanning
- Visualizing

Critical Reading Strategies SLIDE

2. Explain that the first strategy they will learn is called **SQ4R**.

SQ4R – Survey, Question, Read, Recite, Review, Reflect

SQ4R provides a systematic way of comprehending and studying text.

- ▶ Preview or survey the text to develop predictions.
- ▶ Set a purpose for reading by generating questions about the topic.
- ▶ Then read actively, searching for answers to the questions you have generated.
- ▶ Summarize information to monitor your own comprehension.
- ▶ Finally, evaluate your comprehension through review.

adapted from <http://forpd.ucf.edu/strategies/stratsq4r.html> extracted on May 15, 2010

3. Have the learners form pairs.

- Hand out the **SQ4R Matching Cards**.
- Have the learners match the **Definition Cards** to the **Word Cards**.

4. Put up the **SQ4R SLIDE**.

- Elicit from the learners what each of the letters stands for.



Survey
Getting a quick over view of the reading text. The purpose is to get the general idea of the content, structure, organization, and plan of the chapter. This gives the “big picture” - a framework of the main ideas, which will help to hold the details together later.
Question
Developing questions gives you a purpose for reading. Setting a purpose helps you in remembering information.
Read
This promotes an active search for answers to the specific questions that you have developed. It forces you to concentrate for better understanding and helps in allowing you to pay attention longer.
Recite
Retell the content of the reading text in your own words.
Review
Check your memory. Close the book and answer the questions you developed. Write the answers in your own words. Check your answers and revise if needed.
Reflect
Link new facts, terms, and concepts with information you already know. Think about how you can use this information. Think about what else you need to know more about.

SQ4R Matching Cards

SQ4R

1. S –

2. Q –

3. R –

4. R –

5. R –

6. R –

SQ4R SLIDE

**Part B:** *Applying the SQ4R strategy to a text*

1. Explain to the learners that in this section they will be reading a text that builds on one of the ideas addressed in the biblical text. The biblical text is the beginning of the book of Acts. The reading for this task is a brief biography of Luke, the writer of the Gospel of Luke and the book of Acts.
2. Hand out the **SQ4R Worksheet** and the *St. Luke's Biography* text.
3. **Begin with S = Survey.** Review that surveying means getting a quick overview of the reading text. The purpose of surveying is to get the general idea of the content, structure, organization, and plan of the chapter. Surveying the chapter gives the “big picture” - a framework of the main ideas, which will help to hold the details together later. (**Card #1**)
 - Put up the **SQ4R Worksheet SLIDE**. Instruct the learners to look at the heading and pictures of the “St. Luke's biography text”. Ask them to fill in their worksheet what they already know and what they predict they might learn.
 - Elicit some of their entries from the learners. Make some notes on the SLIDE
4. **Next look at Q = Question.** Remind the learners that developing questions gives them a purpose for reading. Setting a purpose helps learners in remembering information. (**Card #2**)
 - Instruct the learners to turn each title into a question. Encourage them to use the knowledge they in surveying the reading text as basis for asking themselves questions that they expect to find answered in the reading text. Encourage the learners to ask themselves: What is the writer's purpose? What is he trying to get me to think or do? Is he giving facts or his opinions?
 - Have the learners share their questions with a partner.
 - Elicit questions from the learners and write them on the **SQ4R worksheet SLIDE**.

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES

SQ4R

Name:

Chapter Title:

SQ4R – Survey, Question, Read, Recite, Review, Reflect

SQ4R provides a systematic way of comprehending and studying text. Preview text to develop predictions and set a purpose for reading by generating questions about the topic. Then read actively, searching for answers to the questions you have generated. By summarizing information you are able to monitor your own comprehension. Finally, evaluate your comprehension through review. adapted from <http://forpd.ucf.edu/strategies/stratsq4r.html> extracted on May 15, 2010

Survey: Look at the headings and subheadings; pictures, charts, graphs, and maps; and if there is one, the chapter summary.	
What do I already know?	What do I predict I might learn?
Questions: Turn the headings and subheadings into questions.	
Read: Actively read the text. Pay attention to information that will answer your questions.	
Recite: Retell by verbalizing what you read in your own words.	
Review: Check your memory. Close the book and answer the questions you developed. Write the answers in your own words. Check your answers and revise if needed. Retell by verbalizing what you read in your own words.	
Reflect: Make connections with what you already know about the topic. How can you use this information?	
What do I know now? What do I need to know more about?	

<http://www.itrc.ucf.edu/forpd/>

SQ4R Worksheet/SLIDE

*St. Luke's Biography*

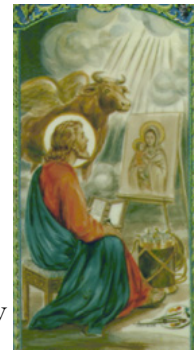
Maerten Jacobsz van Heemskerck.
St. Luke Painting the Virgin. c. 1545

Luke, the writer of the Gospel and the Acts of the Apostles, has been identified with St. Paul's "Luke, the beloved physician" (Colossians 4:14). We know few other facts about Luke's life from Scripture and from early Church historians.

It is believed that Luke was born a Greek and a Gentile. In Colossians 10-14 speaks of those friends who are with him. He first mentions all those "of the circumcision" -- in other words, Jews -- and he does not include Luke in this group. Luke's gospel shows special sensitivity to evangelizing Gentiles. It is only in his gospel that we hear the parable of the Good Samaritan, that we hear Jesus praising the faith of Gentiles such as the widow of Zarephath and Naaman the Syrian (Lk.4:25-27), and that we hear the story of the one grateful leper who is a Samaritan (Lk.17:11-19). According to the early Church historian

Eusebius Luke was born at Antioch in Syria.

In our day, it would be easy to assume that someone who was a doctor was rich, but scholars have argued that Luke might have been born a slave. It was not uncommon for families to educate slaves in medicine so that they would have a resident family physician. Not only do we have Paul's word, but Eusebius, Saint Jerome, Saint Irenaeus and Caius, a second-century writer, all refer to Luke as a physician.



We have to go to Acts to follow the trail of Luke's Christian ministry. We know nothing about his conversion but looking at the language of Acts we can see where he joined Saint Paul. The story of the Acts is written in the third person, as an historian recording facts, up until the sixteenth chapter. In Acts 16:8-9 we hear of Paul's company "So, passing by Mysia, they went down to Troas. During the night Paul had a vision: there stood a man of Macedonia pleading with him and saying, 'Come over to Macedonia and help us.' "Then suddenly in 16:10 "they" becomes "we": "When he had seen the vision, we immediately tried to cross over to Macedonia, being convinced that God had called us to proclaim the good news to them."



So Luke first joined Paul's company at Troas at about the year 51 and accompanied him into Macedonia where they traveled first to Samothrace, Neapolis, and finally Philippi. Luke then switches back to the third person which seems to indicate he was not thrown into prison with Paul and that when Paul left Philippi Luke stayed behind to encourage the Church there. Seven years passed before Paul returned to the area on his third missionary journey. In Acts 20:5, the switch to "we" tells us that Luke has left Philippi to rejoin Paul in Troas in 58 where they first met up. They traveled together through Miletus, Tyre, Caesarea, to Jerusalem.

Luke is the loyal comrade who stays with Paul when he is imprisoned in Rome about the year 61: "Epaphras, my fellow prisoner in Christ Jesus, sends greetings to you, and so do Mark, Aristarchus, Demas, and Luke, my fellow workers" (Philemon 24). And after everyone else deserts Paul in his final imprisonment and sufferings, it is Luke who remains with Paul to the end: "Only Luke is with me" (2 Timothy 4:11).

Unit 1

Instructions

DEVELOPING ACADEMIC READING STRATEGIES



St. Luke Polyptych, by Andrea Mantegna

Luke's inspiration and information for his Gospel and Acts came from his close association with Paul and his companions as he explains in his introduction to the Gospel: "Since many have undertaken to set down an orderly account of the events that have been fulfilled among us, just as they were handed on to us by those who from the beginning were eyewitnesses and servants of the word, I too decided, after investigating everything carefully from the very first, to write an orderly account for you, most excellent Theophilus" (Luke 1:1-3).

Luke's unique perspective on Jesus can be seen in the six miracles and eighteen parables not found in the other gospels. Luke's is the gospel of the poor and of social justice. He is the one who tells the story of Lazarus and the Rich Man who ignored him. Luke is the one who uses "Blessed are the poor" instead of "Blessed are the poor in spirit" in the beatitudes. Only in Luke's gospel do we hear Mary's Magnificat where she proclaims that God "has brought down the powerful from their thrones, and lifted up the lowly; he has filled the hungry with good things, and sent the rich away empty" (Luke 1:52-53).

Luke also has a special connection with the women in Jesus' life, especially Mary. It is only in Luke's gospel that we hear the story of the Annunciation, Mary's visit to Elizabeth including the Magnificat, the Presentation, and the story of Jesus' disappearance in Jerusalem. It is Luke that we have to thank for the Scriptural parts of the Hail Mary: "Hail Mary full of grace" spoken at the Annunciation and "Blessed are you and blessed is the fruit of your womb Jesus" spoken by her cousin Elizabeth.



Forgiveness and God's mercy to sinners is also of first importance to Luke. Only in Luke do we hear the story of the Prodigal Son welcomed back by the overjoyed father. Only in Luke do we hear the story of the forgiven woman disrupting the feast by washing Jesus' feet with her tears.

Throughout Luke's gospel, Jesus takes the side of the sinner who wants to return to God's mercy.

Reading Luke's gospel gives a good idea of his character as one who loved the poor, who wanted the door to God's kingdom opened to all, who respected women, and who saw hope in God's mercy for everyone.

The reports of Luke's life after Paul's death are conflicting. Some early writers claim he was martyred, others say he lived a long life. Some say he preached in Greece, others in Gaul. The earliest tradition we have says that he died at 84 Boeotia after settling in Greece to write his Gospel.

He is often shown with an ox or a calf because these are the symbols of sacrifice -- the sacrifice Jesus made for all the world.

Luke is the patron of physicians and surgeons.

Extracted from: www.catholic.org/saints/saint.php?saint_id=76 on May 15, 2010
St. Luke Bibliography



5. **Next look at the first R = Read.** Explain that reading promotes an active search for answers to the specific questions that the learners have developed. It forces the learners to concentrate for better understanding and helps in allowing them to pay attention longer. **(Card #3)**
 - Give the learners time to read the text.
 - Ask the learners to find the answers to their questions and to write them in the worksheet.
6. **Next look at the second R = Recite.** In new pairs, have the learners retell the content of the reading text in their own words. **(Card #4)**
7. **Next look at the third R = Review.** Check your memory. Instruct the learners to read each section of the text to answer questions that were developed in the step above. Have them look for answers to the questions they have developed. Have the learners write the answers to their questions in their own words without looking at the reading text. **(Card #5)**
 - Elicit answers from the learners and write them on the **SQ4R Worksheet SLIDE**.
8. **Next look at the last R = Reflect.** Review that information from the reading text should be linked together in the reflection phase.

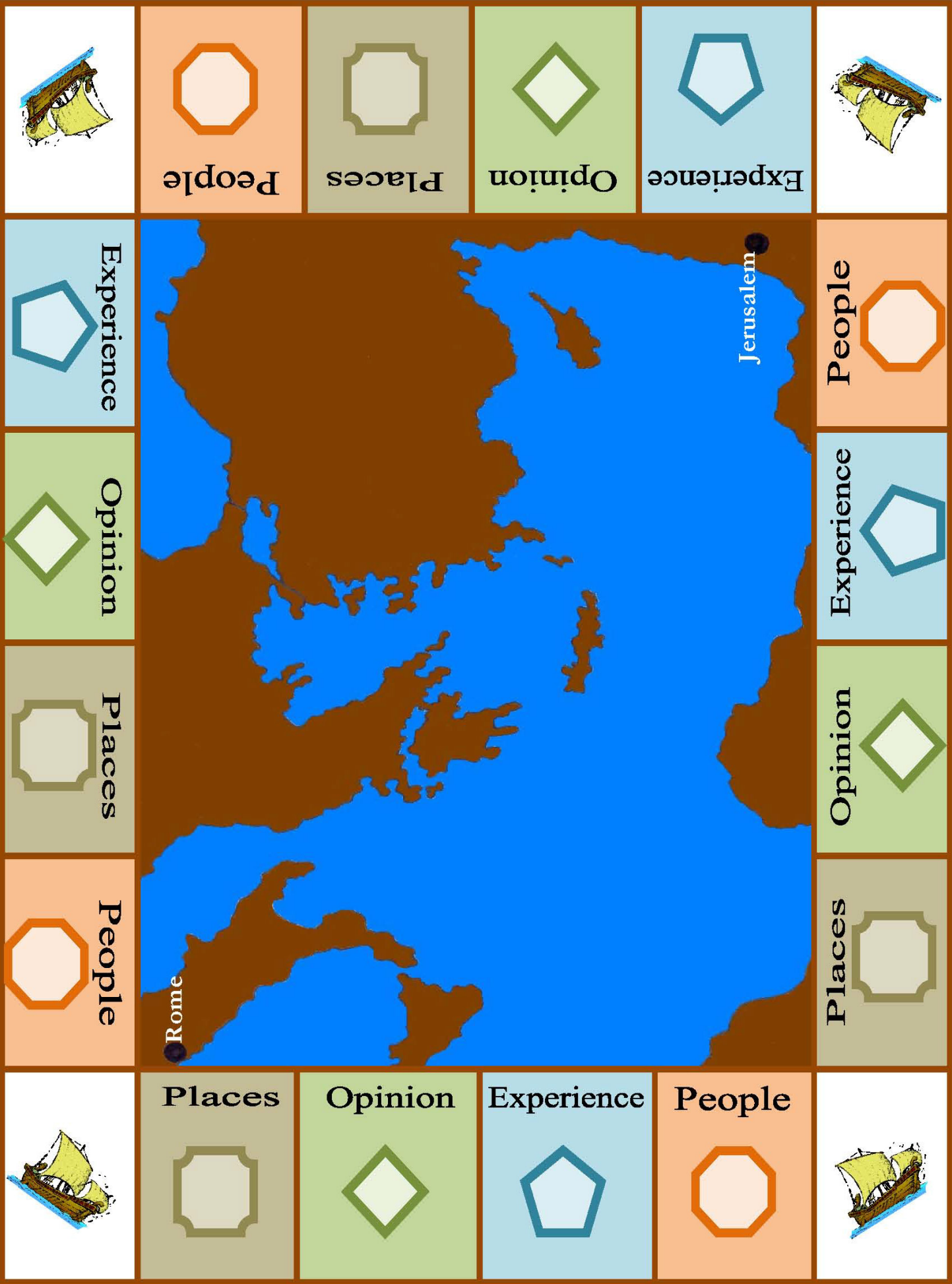
Note to Instructor: This step helps learners clarify their thinking and focus understanding. By reflecting on the reading, learners begin to think critically about what they have learned and have yet to learn about the topic. This type of critical thinking is necessary if learners are to become mature readers. Reflecting on what has been read also helps learners remember. The more students reflect on the text the longer they will remember it and the more likely they will be able to use the knowledge they have remembered.

- Elicit from the learners how these new facts, terms, and concepts links with information they already know.
- Encourage them to think about how they can use this information.
- Encourage them to think about what else they need to know more about. **(Card# 6).**

Part C: *Reflection & Discussion*

Reading Strategy: Discussions are a way to help learners relate the new material to their own lives, to others and to the world around them.

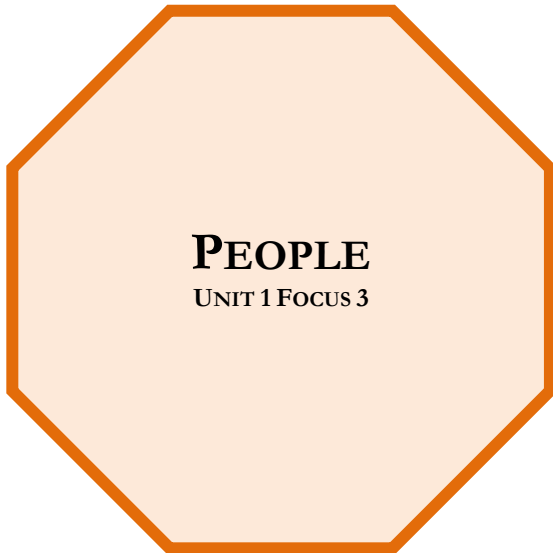
1. Explain that the learners are now invited to participate in a discussion. Explain that a discussion is a reading strategy that helps learners relate the new material to their own lives, to others and to the world around them.
2. Have the learners form groups of three or four. For each group, hand out the **Discussion Board, movers, a coin, and a set of Discussion cards**.
3. Instruct the learners on the rules of this task.
 - Place the 4 cards on the map in the middle of the board.
 - Each group member starts with his/her mover on one of the boat squares on the four corners of the board.
 - On his/her turn, the learner tosses the coin and moves his/her mover along the squares, **2 squares** if the coin is **heads** and **1 square** if it is **tails**.
 - When a learner lands on a square with 'People, Place, Opinion, or Experience, he/she needs to pick up the **Card** with the corresponding name and read one of the questions.
 - That learner must answer the question and then ask the rest of the learners to answer the question as well, using the gambit, *How about you?*
 - When all the learners have had an opportunity to answer the question, the next learner takes a turn.



Unit 1
Instructions

DEVELOPING ACADEMIC READING STRATEGIES

PLACES	PEOPLE
1. Which places in the world would you like to visit?	1. Who are people you have read biographies of?
2. Have you ever traveled to Greece, Macedonia, or Italy? Talk about your trip.	2. Do you know any doctors? Describe one.
3. Have you ever been to the Mediterranean sea? If so, talk about your trip. If not, would you like to travel there?	3. Do you have a family doctor? Describe him/her.
4. Have you ever visited a prison? Describe it.	4. Who are your traveling companions when you travel?
5. What do you know about Rome?	5. Do you know any missionaries?
6. What do you know about Jerusalem?	6. Do you know any historians?
EXPERIENCE	OPINION
1. Have you ever been on a ship? Tell your group about it.	1. What do think of traveling for the purpose of proclaiming the gospel?
2. Do you have any interesting travel experiences? Tell your group about them.	2. What do you think people should do about poverty?
3. Have you ever written an account of a trip you have taken? Tell your group about it.	3. How would you describe an inspiring person?
4. Have you ever written a history of something? (family, a movement)	4. What would be 'good news' to you? To your country?
5. Do you know anyone who has experience with being in prison?	5. What symbols of your life would you have yourself drawn or photographed with?



Part D: *Making a Reading Portfolio*

1. Draw the learners' attention to the **Reading Portfolio** in their workbooks. Instruct the learners to fill out their names, name of program and dates as indicated on the Reading Portfolio Title Page.
2. Read the Reading Portfolio Guidelines aloud to the class. Invite the learners to ask any questions about the Reading Portfolio.
3. Instruct them to file their **SQ4R Worksheet** in their **Reading Portfolio**.

Reading Portfolio



Name: _____

Name of Program _____

Date begun: _____ Date completed: _____

Reading Portfolio Guidelines

- You will need a section in your binder to serve as a reading portfolio. This is a place where you can keep track of your reading progress throughout the course.
- As you work through each unit, you will be directed to read selected pieces and fill in worksheets or response forms. File these forms in the reading portfolio.
- Keep a reading log where you record all the reading you are doing.

READING LOG

Name: _____

Date	Title	Author	Fiction (F) or Non-Fiction (NF)	# of pages read	Comment

READING LOG

Name: _____

Date	Title	Author	Fiction (F) or Non-Fiction (NF)	# of pages read	Comment

**Part E:** *Homework*

1. Invite the learners to find a text of similar length to the “St. Luke’s Biography” text. The *Biography of Hudson Taylor* is provided as a sample.
 - Have the fill out another **SQ4R Worksheet**.
 - Have them hand in the article and the worksheet to you for assessment.
 - Have them file the worksheet in their Reading Portfolio.

Additional Biography

The following text is a short biography of Hudson Taylor, a man who lived in the 19th century and was someone who took seriously the words of Jesus recorded by Luke “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.” Use the SQ4R reading strategies to read this biography.



JAMES HUDSON TAYLOR (1832–1905)

Founder of the China Inland Mission

Born at Barnsley, Yorkshire, England, May 21, 1832; died at Changsha, China, June 3, 1905. His father was an eloquent and able Methodist local preacher and his mother a woman of more than ordinary sweet and patient spirit. Hudson Taylor combined the ability of his father with the gentle disposition of his mother. He was converted through the reading of a tract at the age of fifteen, and not long afterward passed through a remarkable experience, at which time he dedicated himself to God for whatever service might be appointed. Unknown to himself, his father, who had been deeply interested in China, had prayed that his son might go to that land as a missionary, and very early, through the reading of Walter Henry Medhurst's *China* (London, 1838), the thoughts of young Taylor were directed to that country.

With a view to preparing himself for his life-work, he became an assistant to a physician at Hull, and subsequently studied medicine at the London Hospital. The great interest awakened in China through the Taiping rebellion, which was then erroneously supposed to be a mass movement toward Christianity, together with the glowing but exaggerated reports made by Carl Friedrich August Gutzlaff concerning China's accessibility, led to the founding of the China Evangelization Society, to the service of which Hudson Taylor offered himself and on Sept. 19, 1853, he sailed for China before the completion of his medical studies. The six years from 1854 to 1860 were spent in Shanghai, Swatow, and Ningpo, working sometimes in company with older missionaries of other societies and especially with William Chalmers Burns of the English Presbyterian Mission. During this period he retired from the China Evangelization Society, which subsequently ceased to exist, and continued as an independent worker, trusting God to supply his need. His experiences of God's faithfulness in meeting his own personal needs and the needs of a hospital at Ningpo, of which he had taken charge, had much to do with the subsequent step of founding the China Inland Mission. While at Ningpo he married Miss Maria Dyer, daughter of the Rev. Samuel Dyer of the London Missionary Society. Two of their children also worked as missionaries in China.



Poor health caused him to return to England in 1860 where he spent the next five years. In company with the Rev. Frederick Foster Cough of the Church Missionary Society, he completed the revision of a version of the New Testament in the colloquial of Ningpo for the British and Foreign Bible Society, and also finished his medical course. To arouse interest in the great Middle Kingdom he published a book entitled *China, its Spiritual Need and Claims* (London, 1875, 8th ed., 1890), which has been much used in calling forth sympathy for China and volunteers for the field, who began to go out in 1862, the first being James J. Meadows. In 1861, at Brighton, Taylor definitely dedicated himself to God for the founding of a new society to undertake the evangelization of inland China. In May, 1866, he, with his wife and children and a party of sixteen missionaries, sailed for China.

Thus was definitely launched that organization which, on Jan. 1, 1911, had 968 missionaries (including wives) connected with it, and in the support of which more than £1,471,000 had been contributed in answer to prayer and without public or private solicitation of funds. From the founding of the mission in 1865 Taylor's time became more and more occupied as general director of a growing work. His duties necessitated extensive journeys in China and frequent visits to the home country. In 1888 a wider ministry was commenced through the formation of a home center in North America. This arose through Taylor's presence at the Northfield Convention. Two years later another center was founded in Australasia. Various visits to the continent of Europe led to the inception of associate missions, which recognized Taylor as their general director on the field. In Jan., 1911, these associate missions had 216 workers on the field.

The constant pressure and increasing strain inseparable from such a work frequently threatened a serious breakdown; but Taylor, though far from strong as a child, manifested remarkable recuperative powers. In 1900, however, at the New York Conference, the first serious signs of failing health began to manifest themselves. Having already associated Dixon Edward Hoste with himself in the directorate of the mission, he slowly resigned his great responsibilities, still seeking to assist the work as consulting director while living quietly in retirement in Switzerland. His second wife (nee Faulding), to whom he had been married in 1871, and by whom he had two children, died in the summer of 1904. Early in 1905 Taylor determined, though extremely feeble, to pay another visit to China. After visiting various centers he reached Changsha, the capital of the previously anti-foreign province of Hunan, where he suddenly and peacefully passed from his labors. His remains were interred at Chinkiang, by the side of his first wife and those of his children who had died in China.

As a Bible student Taylor was unique. Holding firmly to the plenary inspiration of the Scriptures and putting them to daily test in his life and work, he became a most helpful and remarkable expositor, his Bible readings being greatly appreciated at the various conventions held in Europe and North America. As a leader of men and careful organizer he had preeminent gifts. Being convinced of his duty, every detail was carefully thought out and arranged for, and then no subsequent difficulty or opposition was allowed to daunt him. Gifted with the power to command sleep whenever needed, he labored night and day, resting only when exhaustion compelled him. No day, however, was entered upon without a period of quiet prayer and Bible study. James Hudson Taylor was, to quote the pregnant words of Prof. Gustav Warneck, "A man full of the Holy Ghost and of faith, of entire surrender to God and his call, of great self-denial, heartfelt compassion, rare power in prayer, marvelous organizing faculty, energetic initiative, indefatigable perseverance, and of astonishing influence with men, and withal of child-like humility." Taylor was the author of: *Union and Communion* (London, 1893); *A Retrospect* (1894); *Separation and Service* (1898); and *A Ribband of Blue, and other Bible Studies* (1899).

Marshall Broomhall

Extracted from The New Schaff-Herzog Encyclopaedia of Religious Knowledge, Philip Schaff Vol. XI: Abridged and edited for greater clarity.biohtaylor.htm: Part of <http://www.tlogical.net> on June 1, 2010



2. Vocabulary Task

(This task is optional or can be given for homework)

- Hand out the **Academic Word List Vocabulary Tasks Worksheet**.
- Explain to the learners that the “St. Luke’s Biography” text also has a number of words from the **Academic Word List**. *identify, assume, resident, ministry, conversion, chapter, vision, convince, accompany, finally, indicate, area, undertake, investigate, unique, perspective, ignore, conflict, image, symbol*
- Encourage them to apply a variety of vocabulary learning strategies for learning these academic words from this text.

Academic Word List
Vocabulary Tasks

Choose several strategies and apply them to the academic words from this text.
Word wall, assessing your vocabulary knowledge (before and after), matching words and definitions, finding collocations.

identify, assume, resident, ministry, conversion, chapter, vision, convince, accompany, finally, indicate, area, undertake, investigate, unique, perspective, ignore, conflict, image, symbol

Example Strategy:

Noun	Verb	Adjective	Adverb

Other strategies to choose from: word wall, assessing your vocabulary knowledge (before and after), matching words and definitions, finding collocations.