

Unit 1

Preparing to Write



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Reading the Text

Focus 1



Language Objectives:

- ✍ 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:

- ✍ Unit Title Page SLIDE
- ✍ People and Place Cards for each learner
- ✍ Definition worksheets A & B for each pair
- ✍ Summary Statements for each pair
- ✍ Unit 1 Text for each learner

Reference:

Acts 1:1-14

Instructions:

Part A: *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 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.
3. Give the learners time to read the text.
4. 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

2 In my former book, Theophilus, I wrote about all that Jesus began to do
and to teach until the day he was taken up to heaven, after giving
4 instructions through the Holy Spirit to the apostles he had chosen. After
his suffering, he showed himself to these men and gave many convincing
6 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
8 eating with them, he gave them this command: "Do not leave Jerusalem,
but wait for the gift my Father promised, which you have heard me speak
10 about. For John baptized with water, but in a few days you will be baptized
with the Holy Spirit."

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

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

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

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

28 Then they returned to Jerusalem from the hill called the Mount of
Olives, a Sabbath day's walk from the city. When they arrived, they went
30 upstairs to the room where they were staying. Those present were Peter,
John, James and Andrew; Philip and Thomas, Bartholomew and Matthew;
32 James son of Alphaeus and Simon the Zealot, and Judas son of James.

They all joined together constantly in prayer, along with the women and
34 Mary the mother of Jesus, and with his brothers.



Unit 1 Text

Part B: *Focusing on Vocabulary*

1. Put up the **List of 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 same 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

List of Target Words SLIDE

UNIT 1**PREPARING TO WRITE***Developing Academic Writing Skills*

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
persons who state 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>

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

Part D: *Analyzing the Text*

1. Refer the learners to the **Skimming and Scanning Worksheet Part A**. Explain that some of the statements from the reading are main ideas and some are supporting details. Instruct the learners to mark **M** in the blank in front of each main idea and to write **S** for each supporting statement.

Answer Key: Part A

1. **M** Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles.
 2. **M** Jesus showed himself to the apostles and proved he was alive to them.
 3. **S** Jesus was eating with his disciples.
 4. **M** Jesus told the apostles that the Holy Spirit would give them power to be witnesses to the ends of the world.
 5. **M** Jesus was taken up into the sky before the eyes of the apostles.
 6. **S** Why do you stand here looking into the sky?
 7. **M** The apostles returned to Jerusalem from the Mount of Olives.
 8. **S** The apostles went upstairs.
2. When learners have completed the task, have them compare their answers with a partner.
 3. Take up any disputes with the whole class.
 4. Instruct the learners to scan the text for the answers to the short answer questions on the **Skimming and Scanning Worksheet Part B Scanning for Details**.
 5. When learners have completed the task, have them compare their answers with a partner.
 6. Take up any disputes with the whole class.

Answer Key: Part B

1. Who is the writer of this book? **Luke**
2. Who is the book written to? **Theophilus**
3. What was Luke's first book about? **The book was about Christ's life, death and resurrection.**
4. What did Jesus do after his suffering and resurrection? **He showed himself to his disciples and spoke about the kingdom of God.**
5. Over a period of how many days did Jesus appear to his disciples? **forty**
6. Jesus gave the disciples a command. What was it? **They were to wait in Jerusalem for the gift of the Holy Spirit.**
7. What did Jesus say about the disciples' work in the future? **they would be his witnesses.**
8. Where would the disciples be witnesses? **in Jerusalem, Judea, Samaria and to the ends of the earth.**
9. Jesus disappeared. What happened to him? **he was taken up and hidden by a cloud.**
10. How far is Jerusalem from the Mount of Olives? **a Sabbath day's walk.**
11. What did the disciples do after they got back to Jerusalem? **they went upstairs and prayed.**

**Part A Skimming for Main Ideas**

Read the text quickly. Then decide which of the following statements are main ideas (mark with **M**) and which are supporting details (mark with **S**).

1. _____ Luke wrote Theophilus a previous book about what Jesus began to do and to teach his apostles.
2. _____ Jesus showed himself to the apostles and proved he was alive to them.
3. _____ Jesus was eating with his disciples.
4. _____ Jesus told the apostles that the Holy Spirit would give them power to be witnesses to the ends of the world.
5. _____ Jesus was taken up into the sky before the eyes of the apostles.
6. _____ Why do you stand here looking into the sky?
7. _____ The apostles returned to Jerusalem from the Mount of Olives.
8. _____ The apostles went upstairs.

Part B Scanning for Details.

Scan the reading quickly to find the answers to the following questions.

1. Who is the writer of this book? _____
2. Who is the book written to? _____
3. What was Luke's first book about? _____
4. What did Jesus do after his suffering and resurrection? _____
5. Over a period of how many days did Jesus appear to his disciples? _____
6. Jesus gave the disciples a command. What was it? _____
7. What did Jesus say about the disciples' work in the future? _____
8. Where would the disciples be witnesses? _____
9. Jesus disappeared. What happened to him? _____
10. How far is Jerusalem from the Mount of Olives? _____.
11. What did the disciples do after they got back to Jerusalem? _____

Skimming and Scanning Worksheet

Focus 2

Language Objectives:

✍ to **reflect** on the text and discuss ideas generated from it

Approx Time: 45 minutes

Materials:

✍ **Discussion Board, movers, coin and a set of Discussion Cards** for each group

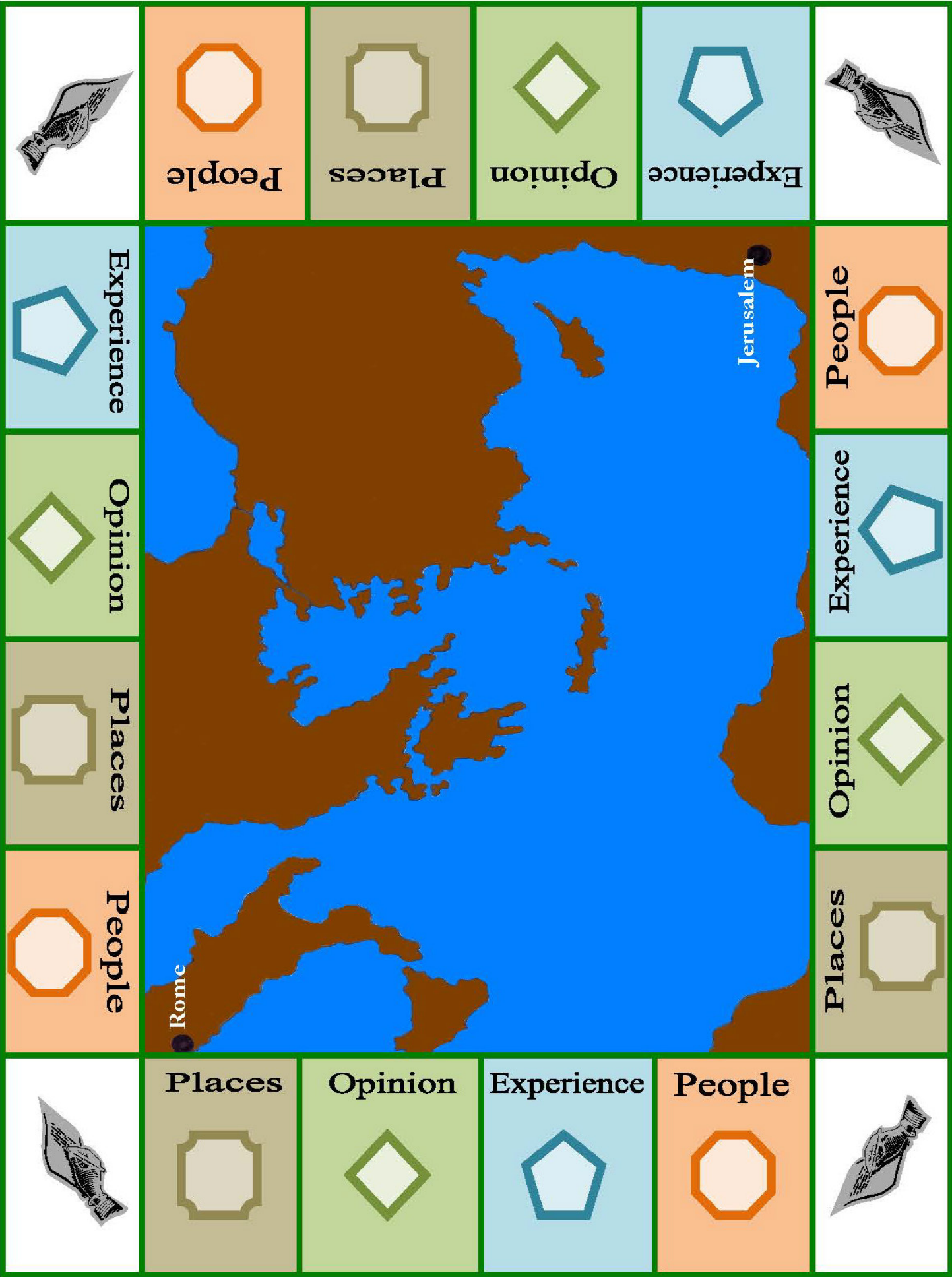
Reference:

Acts 1:1-14

Reflecting & Discussing

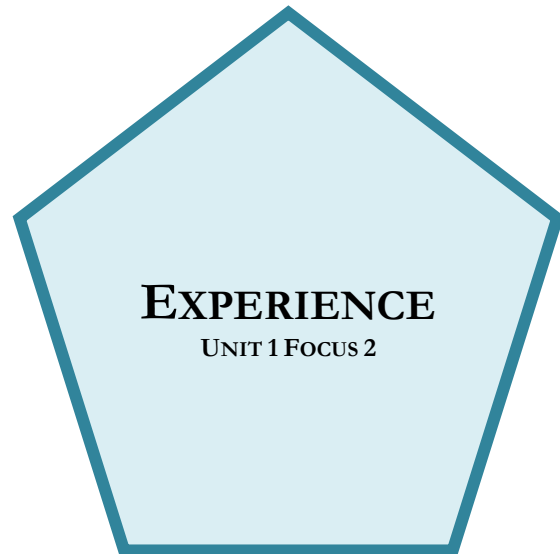
Instructions:

1. Explain that the learners are now invited to participate in a discussion. Explain that a discussion is a strategy that not only helps learners to relate the new material to their own lives, to others and to the world around them but also to generate ideas and language for writing.
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**PREPARING TO WRITE***Developing Academic Writing Skills*

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?



Focus 3



Language Objectives:

- ✍ to **mind map**, free writing
- ✍ to **draft** an opening paragraph
- ✍ to **write** a thesis statement and supporting details
- ✍ to **review** an overview of the writing process

Approx Time: 75 minutes

Materials:

- ✍ **Writing Process SLIDE**
- ✍ **First Stage Pre-Writing Process Worksheet /SLIDE** for each learner
- ✍ **Mind Map Sample SLIDE, Ideas Bank SLIDE, Free Writing SLIDE**
- ✍ **Writing Portfolio Section** for each learner

Reference:

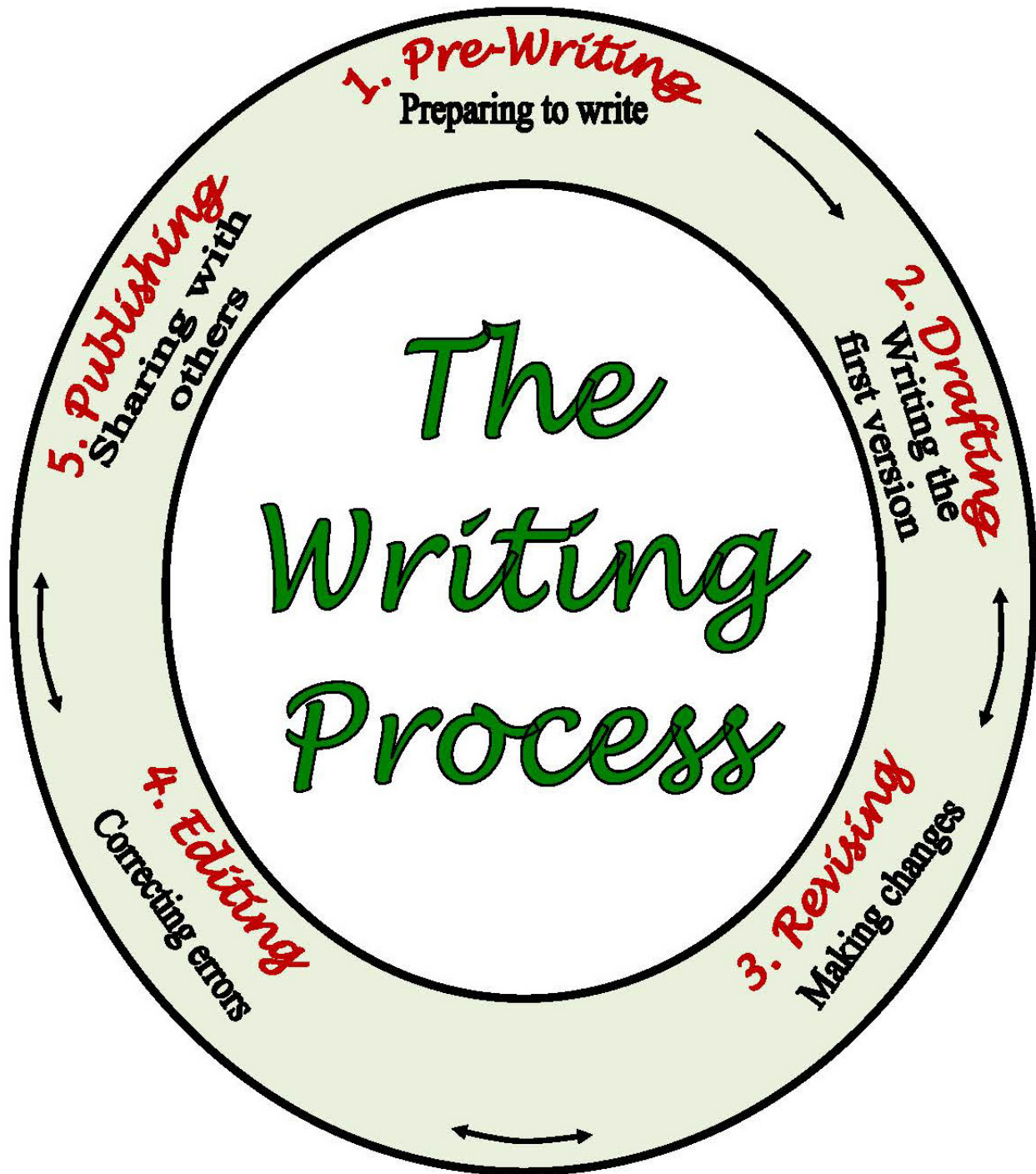
Acts 1:1-14

Overview of the Writing Process

Instructions:

Part A: *An Overview of the Writing Process*

1. Introduce this task by explaining that we will be focusing on the academic writing process throughout this course.
2. Remind the learners that writing is a skill that requires a lot of practice. No one expects a soccer player to come onto the field for the first time and be a star player. Learning how to play soccer takes a lot of practice. Writing is the same way.
3. Present to the learners that the writing process has five stages. Put up the **Writing Process SLIDE**.
4. Explain each stage as outlined on the SLIDE.
 1. Pre-Writing: Preparing to write
 2. Drafting: Writing the first version
 3. Revising: Making changes
 4. Editing: Correcting errors
 5. Publishing: Sharing your writing with others
5. Explain that even though the stages are numbered, it is a cyclical process. Writers move back and forth between the five stages.



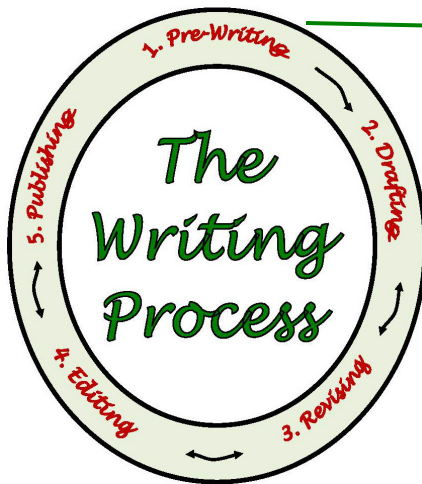
Writing Process SLIDE

Part B: *First Stage: Pre-writing*

1. Explain to the learners that before they start to write on a specific topic, it is important to gather ideas.
2. Hand out the **First Stages Pre- Writing Worksheet/SLIDE**.
3. Elicit from the learners suggestions of how to get ideas of what to write. Project the SLIDE onto a white board and write their suggestions onto the board. Add additional sources they have not mentioned (see suggested answer key below)

Note to Instructor: Just fill out the first column at this time. The second column will be filled out in Part C.

<i>Answer Key:</i>
First Stage: Pre-writing
Question: How do I get ideas of what to write about in the first place?
<ul style="list-style-type: none"> • Personal experiences • Media – magazines, books, TV, radio, Internet, newspaper, etc. • Music • Dreams • Responding to literature • Research • Your imagination • Many others!



First Stage
1. Pre-writing
Preparing to write

First Stage: Pre-writing	
Question: How do I get ideas of what to write about in the first place?	Question: What ways can I pre-write?

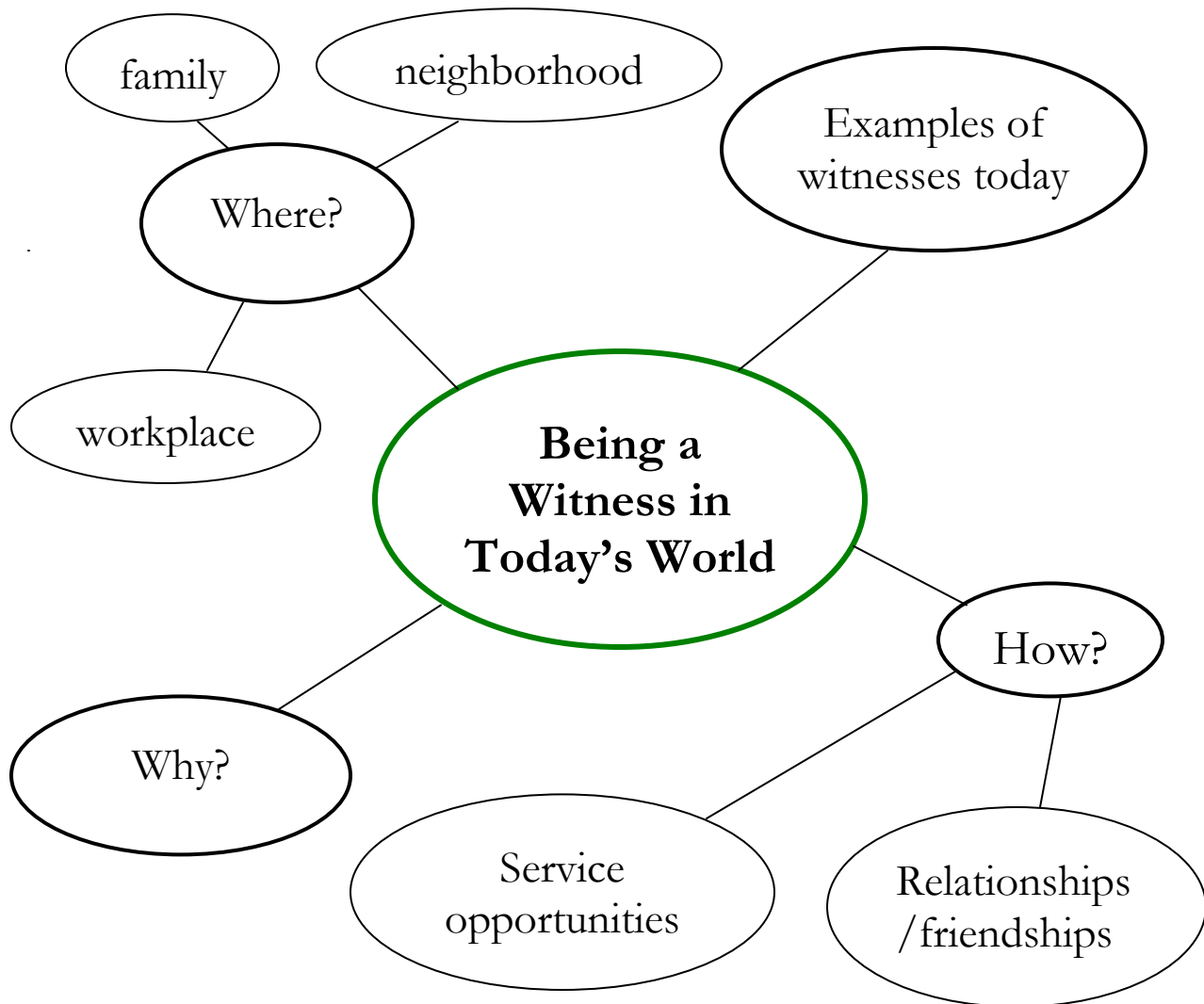
First Stage Pre-Writing Process Worksheet/SLIDE

4. Point out that it is important to learn some strategies for generating ideas. These techniques are useful when one first starts to think of ideas.

Writing Strategy: Mind mapping

Making a mind map can help you collect ideas before you start to write. It can help you see connections between big ideas and details.

5. Present the writing strategy of Mind mapping.
 - Explain to the learners that mind mapping is a way of generating ideas.
 - You make a visual plan of the connections among your ideas.
 - Put up the **Mind Map Sample SLIDE** as an example.
6. Instruct them to observe the following guidelines for mind mapping using the **Mind Map Sample SLIDE**:
 - a. Write your topic in the center of your paper and circle it.
 - b. Write an idea related to the topic, circle that idea and draw a line back to the topic. Keep writing ideas, making circles around them and drawing them back to the ideas they came from.
 - c. When you run out of ideas, look at your circles and decide which ideas seem most important.



Mind Map Sample SLIDE

7. Have the learners form pairs and choose a topic from the **Ideas Bank SLIDE**. These are questions that emerge from the topics in this unit or deal with an introduction to writing. Give each pair a static sheet or poster paper and markers. Instruct them to create a mind map.
8. When learners have finished their mind maps, have them present them to the entire class.



Ideas Bank

1. Jesus ascension is important to the Christian church. Why do you think this might be so?
2. If you could choose a place in the world to be a witness, which place would you choose? Why?
3. What kind of work do you think could be involved in being a witness?
4. Write a brief biography of some you admire.
5. Write about your expectations and hopes for this course.
6. Write about writing:
 - What is good writing?
 - What is hard about writing?
 - What kind of writing to you enjoy?

Ideas Bank SLIDE

Part C *Writing Strategy: Free writing***Note to Instructor:**

Writing Strategy: Free writing is a technique where you write freely about a topic without stopping.

1. Elicit from the learners suggestions for answering the second question on their worksheet: What ways can I pre-write? Add additional ideas from the suggested answer key.

*Suggested Answer Key:***1. Question: What ways can I pre-write?**

- Free writing
- Journaling
- Lists
- Brainstorming – individually or with a group
- Webbing/mapping/clustering

2. Explain to the learners that free writing is a technique where you write freely about a topic without stopping.
 - You don't worry about grammar or whether what you write is important.
 - You just write as quickly as you can without stopping. Later you can decide which ideas are important.
3. Instruct the learners to observe the following guidelines for free writing:
 - a. Give yourself a time limit.
 - b. Write the topic on the top of your paper.
 - c. Write as much as you can about the topic. Don't worry about grammar, spelling, and organization.
 - d. Write without stopping until your time is up
 - e. Read your free writing and underline the main ideas.
 - f. Repeat the process using your main idea as your free writing topic.
4. Put up the **Free Writing SLIDE** read through the example. Two main ideas are underlined.



Topic:

Choosing a Place to be a witness

People often think that in order to be a witness for Christ you need to travel to a far away country and preach to people who are of a different language and ethnicity. For some people this may be true but in general_I think we are each called to be a witness in the place where we find ourselves. Our witness is an expression of our relationship and calling in Christ wherever we are. This is not limited to one place. This can be lived out in our families, our workplaces and our neighborhoods. This means we must find ways to live out our faith in everyday situations.

Free Writing SLIDE

UNIT 1

PREPARING TO WRITE

Developing Academic Writing Skills

5. Instruct the learners to choose a topic from the **Ideas Question Bank** or their own topic related to this unit.
6. Give the learners 10 minutes to free write.
7. Have the learners choose one main idea from their free writing.
8. Have them repeat the procedure using this main idea as their free writing topic.

Part D:

Writing Portfolio

1. Throughout the course of this curriculum, the learners will collect their writing in a portfolio. Guide the learners in preparing a **Writing Portfolio**. Have the learners fill in their name, name of the program and date begun on the **Cover Page**.
2. Read the guidelines together with the learners.
3. Have the learners take their mind map and free writing from Part B and place it into the **Portfolio**. Make sure the learners date their papers.

(Adapted from *The Multicultural Workshop: A Reading and Writing Program* by Linda Lonon Blanton and Linda Lee Heinle & Heinle 1994)

Writing Portfolio



Name: _____

Name of Program _____

Date begun: _____ Date completed: _____

Writing Portfolio Guidelines

- You will need a section in your binder to serve as a writing portfolio. Part of this portfolio will be a journal.
- As you work through each unit you will be directed to file pieces of writing in your portfolio, though you can also make entries on your own.
- Use your journal to store ideas and information and to experiment with putting them into writing.
- Learner journals will not be corrected or graded.
- Journal entries should be dated.
- At the end of each unit, you will choose a piece of writing to go into the writing portfolio as a first draft.
- You are encouraged to choose among your first drafts to revise them, edit them and publish them in an individual or class booklet.



(adapted from *The Multicultural Workshop: A Reading and Writing Program* by Linda Lonon Blanton and Linda Lee Heinle & Heinle 1994)

WRITING LOG

Name: _____

Date	Title	Type (e.g. biography, exegetical essay etc.)	Assignment (unit and task number)	Comment

WRITING LOG *continued*

Date	Title	Type (e.g. biography, exegetical essay etc.)	Assignment (unit and task number)	Comment