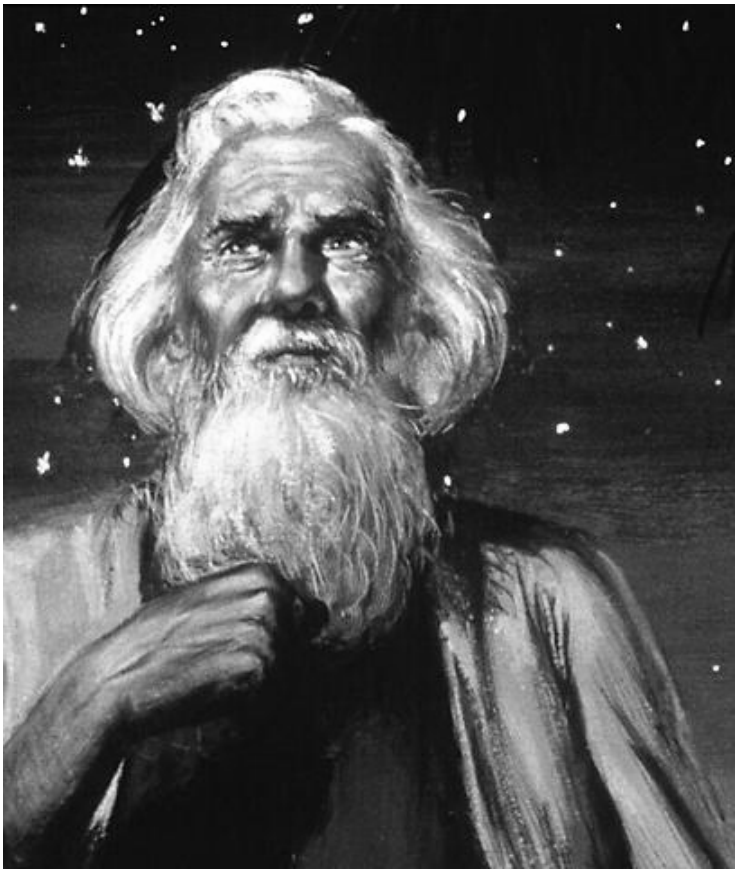
Faith Ancestors

Revised



Hebrews 11: 1-29

Gail Tiessen

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Each unit covers a Bible text. For each unit, there are 7-8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is **most effective when the tasks are done sequentially**.

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Introduction

The Purpose of This Curriculum

- *To learn English*
- *To learn Bible content*

What This Curriculum Contains

- Focus on all four skills: listening, speaking, reading, writing
- Instruction in all aspects of language: discourse, sociolinguistic, strategic, and linguistic (grammar, pronunciation, vocabulary)

Who This Curriculum Is For

- adults learners
- low intermediate learners (Canadian Language Benchmarks 4)
- ESL or EFL settings — Because the Bible represents a historical setting, and is couched in historical Hebrew culture, this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

How This Curriculum Is Organized

- *Text-based* —Each unit is built around an authentic text from *The New Living Translation* of the Bible. Other texts are brought in as they relate to what is being studied.
- *Task-based* — Meaning is at the core of language, and each task has the students using language in a meaningful way.
- *Function-based* —Each unit also develops the learners language for every day living. The language learned in class is applicable for use outside the classroom.

How Much On-Task Time This Curriculum Provides

- whole curriculum 35-40 hours
- each unit approx. 5 hours of on-task class time
- each task varies according to the purpose and task type

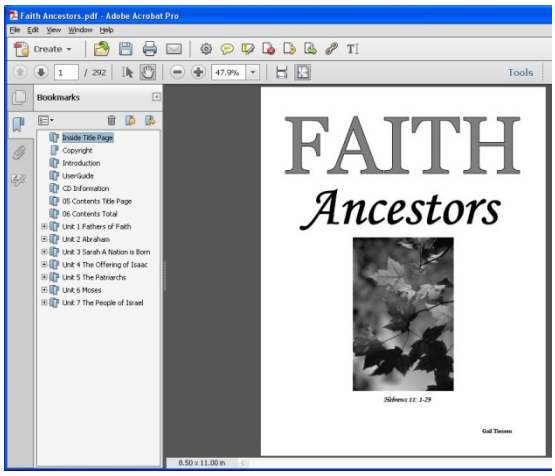
UNIT (≐) is approx.	Task 1	Task 2	Task 3	Task 4
1	***Family Tree*** **pg. 2** ≐75min	***The Ancient Near East*** **pg. 14** ≐60min	***God's Approval*** **pg. 22** ≐30min	***A Very Sure Promise*** **pg. 26** ≐20min
Fathers of Faith pg. 1 ≐305min	- to discuss family - to make a family tree - to discuss faith fathers/ ancestors	- to understand the dates and locations of the events and people of the curriculum	- to scan a text for specific information	- to understand the key vocabulary and collocations
2	***Think About It*** **pg. 56** ≐30min	***Certain or Uncertain?*** **pg. 58** ≐30min	***Decisions, Decisions*** **pg. 62** ≐45min	***Questions*** **pg. 66** ≐60min
Abraham pg. 55 ≐330min	- to express personal opinions	- to express opinions about certainty and uncertainty	- to identify meanings of words related to certainty and uncertainty - to practice word stress	- to ask and answer information and opinion questions
3	***Tell Me about Your Country*** **pg. 96** ≐30min	***Looking for Clues*** **pg. 98** ≐30min	***Find the Meaning*** **pg. 102** ≐30min	***Sarah's Laughter*** **pg. 104** ≐45min
Sarah-A Nation is Born pg. 95 ≐315min	- to share information about country and culture	- to listen and read for specific information	- to develop vocabulary with synonyms	- to read for specifics - to verbally share information
4	***Offering a Sacrifice*** **pg. 124** ≐30min	***The Promise*** **pg. 134** ≐60min	***Isaac Is the Son*** **pg. 140** ≐45min	***He Did Receive Isaac Back*** **pg. 146** ≐45min
The Offering of Isaac pg. 123 ≐375min	- to learn key vocabulary through synonyms	- to sequence a text	- to learn pronunciation thought groups and prominence	- to understand the use of 'did' as an intensifier - to practice prominence in emphatic sentences
5	***Family Traditions*** **pg. 170** ≐30min	***What Did Jacob Do?*** **pg. 172** ≐20min	***Family & Blessings*** **pg. 176** ≐25min	***Family News Flashes!*** **pg. 184** ≐60min
The Patriarchs pg. 169 ≐225min	- to learn about cultural norms	-to listen for specific information	- to learn key vocabulary and definitions	- to ask questions from titles - to read for comprehension
6	***Decisions, Decisions…*** **pg. 212** ≐40min	***The Life of Moses*** **pg. 214** ≐30min	***Oppression in Egypt*** **pg. 222** ≐45min	***Moses' Choice*** **pg. 228** ≐60min
Moses pg. 211 ≐380min	- to recognize the factors that lead to making decisions - to understand how different people make decisions - to talk about decisions they have made in the past	- to have a better understanding of who Moses was - to reconstruct some facts about Moses' life	- to understand the vocabulary used in the text - to be able to work together for a common goal	- to understand the dilemma's in Moses' life - to listen and comprehend meaning from the text - to formulate some pros and cons for the decisions Moses made
7	***Egypt to the Promised Land*** **pg. 250** ≐30min	***Passover*** **pg. 254** ≐20min	***The Rest of the Story*** **pg. 260** ≐45min	***Not So*** **pg. 264** ≐30min
The People of Israel pg. 249 ≐275min	- to use vocabulary for directions in labeling a map	- to understand the key words of the text	- to read for comprehension - to read for specific information and summarize content	- to practice pronouncing 'gold' and 'auburn' vowels

Task 5	Task 6	Task 7	Task 8	UNIT (≐) is approx.
Questions, Questions? **pg. 32** ≐45min	***What Is Faith?*** **pg. 40** ≐45min	***What Was That?*** **pg. 48** ≐30min		**1**
- to understand and use appropriate rising and rising-falling intonation patterns	- to express ideas and opinions in a group discussion	- to use appropriate strategies in asking for clarifications and meanings of words		**Fathers of Faith** pg. 1 ≐305min
In My Opinion **pg. 76** ≐30min	***New Comers in a Country*** **pg. 84** ≐30min	***Interviewing Abraham*** **pg. 88** ≐60min	***Read All About It!*** **pg. 94** ≐45min	**2**
- to ask about and express personal opinions	- to express opinions, agree and disagree	- to ask and answer information questions	- to write a newspaper report	**Abraham** pg. 55 ≐330min
Making Promises **pg. 108** ≐45min	***Like Stars*** **pg. 112** ≐45min	***Too Old*** **pg. 116** ≐45min	***Interviewing the Happy Couple*** **pg. 120** ≐45min	**3**
- to use *will* and *would* in direct and indirect speech	**- to use similes** **- to talk about experiences**	- to differentiate between 'too' and 'very'	- to conduct interviews	**Sarah-A Nation is Born** pg. 95 ≐315min
If This…Then That **pg. 154** ≐45min	***Drama*** **pg. 160**≐60min	***Picture It*** **pg. 164** ≐30min	***Time Capsule*** **pg. 166 ≐60min**	**4**
- to learn about real conditionals and reported speech	- to write an original drama	- to create and explain a poster	- to write about future plans	**The Offering of Isaac** pg. 123 ≐375min
Blessed **pg. 194** ≐30min	***When Jacob Was Old*** **pg. 202** ≐30min	***When I Am Old…*** **pg. 206** ≐30min		**5**
- to learn the pronunciation of 'ed' endings in verbs	- to learn about and use *when* clauses	- to use time clauses to speak about the future		**The Patriarchs** pg. 169 ≐225min
Called for a Task **pg. 234** ≐40min	***Chose to Share*** **pg. 236** ≐45min	***A Trip to Egypt*** **pg. 240** ≐60min	***Pros and Cons*** **pg. 244** ≐60min	**6**
- to creatively reconstruct parts of Moses' life	- to learn to use infinitives after certain verbs and adjectives	- to learn the intonation pattern for presenting choices - to use "better than" and "instead of" correctly - to learn some new vocabulary	- to construct a list of pros and cons - to work effectively in a group, according to their assigned roles - to come to a group consensus on a decision	**Moses** pg. 211 ≐380min
Predictions **pg. 270** ≐30min	***The Seder Supper*** **pg. 274** ≐30min	***Voices of the People*** **pg. 278** ≐45min	***Our Faith Ancestors*** **pg. 282 ≐45min**	**7**
- to learn the pronunciation of function words	- to understand the Seder Supper as a traditional Hebrew celebration	- to express content in creative formats	- to discuss the people, and events that were focused on in the Faith Ancestors curriculum	**The People of Israel** pg. 249 ≐275min

CD & EL INFORMATION

Adobe Instructions for Materials CD:

- Ensure that Acrobat Reader 7 or higher is on your computer.
  Go to: http://www.adobe.com/ and click on *Get Adobe Reader*.
- Place the **CD** into your computer. **Acrobat Reader** should open automatically.
- Open the file titled **Faith Ancestors**.
  This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1**, to go to the **Unit 1 Title Page**.
- Place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.



- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- When on a specific task, c*lick* on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Whenever your curser changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **Faith Ancestors** is linked for quick reference from one unit to another and to the differing pages in the text.

Printing Using the Adobe Format:
To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

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

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

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