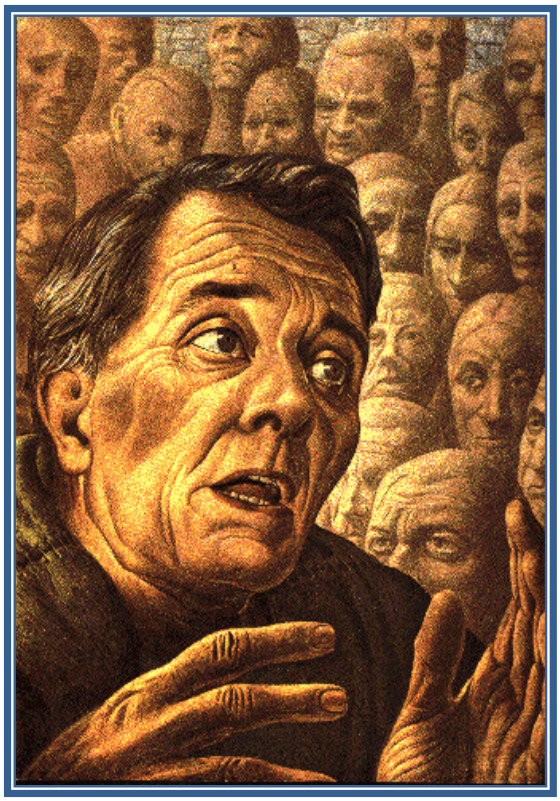
Unit 1

Fathers of Faith



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Hebrews 11:1-2

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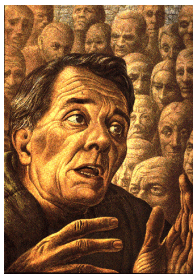
Task 1



Objectives:
- to discuss family
- to make a family tree
- to discuss faith fathers/ ancestors

Grouping:
- pairs

Approx. Time: 75 min.

Materials:
- **People Bingo Sheet** for each learner
- **Family Tree Discussion Board**, markers, coin and **Family Tree Cards** for each group
- **Romans 4 Text** for each learner

Hebrews 11:1-2

Family Tree

Instructions:

Part A: *Introduction*

1. Put up the cover page of the curricula, *Faith Ancestors*, and elicit from the learners what an *ancestor* is. List some of the ideas generated on the board such as:
   - a person from whom one is descended
   - forebear
   - progenitor
   - fathers & mothers, grandfathers & grandfathers, great grandmothers & great grandfathers etc.
   - family tree

2. Hand out the **People Bingo Sheets** to each learner. Instruct the learners that they are to circulate among their classmates to find out information about them. They should ask the question to elicit a yes or no answer and write in the name of the person who answers ***yes***.

3. Review orally with the learners how the question is formed for each question.

4. The object of the task is to get a BINGO – fill in a line vertically, horizontally or diagonally.

Instructor Note: Optional: for **advanced** proficiency learners they should get a full page BINGO and for **lower** proficiency learners they need to only get a limited number, perhaps 3.

6. When someone has a BINGO, lead a circle ***drill***:
   - have the first learner ask the first question on the sheet to the learner next to him/her
   - have that learner answer *yes* or *no*
   - if the responder answers *no, I don't* then the questioner should then ask, *Who does?*
   - the responder should then answer from their sheet or say, *I don't know.*
   - the responder then becomes the questioner of the person on his/her other side.

Family

Question: *Are you…?* *Do you…?* *Who does…?*
Answer: *Yes, I do.* *No, I don't.* *…does.* *I don't know.*

_____ _____ **is the firstborn in the family.**	_____ _____ **is a mother.**	_____ _____ **knows the meaning of his/her name.**
_____ _____ **is a grandparent.**	_____ _____ **knows where his/her ancestral home is.** *(Where his/her ancestors were born.)*	_____ _____ **knows his/her grandfather.**
_____ _____ **has a son.**	_____ _____ **likes to learn about his/her ancestors.**	_____ _____ **is a father.**

People Bingo Sheet

Part B: *Talking about Family*

1. Explain that in this task each of the learners will have an opportunity to talk about their relatives, their ancestors, their traditions, celebrations, birth stories, jobs and names.

2. Have the learners form groups of four.

3. Hand out a **Family Tree Discussion Board**, markers, a coin and a set of **Family Tree Cards**.

4. Explain the process of the activity:
   - Place the 8 cards on the tree in the middle of the board.
   - Each group member starts with his/her marker on one of the tree squares on the four corners of the board.
   - On his/her turn, the learner tosses the coin and moves his/her marker 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 a picture, he/she needs to pick up the **Family Tree Card** with the corresponding picture and read one of the questions.
   - They must ask the learner sitting to their right the question that is on the card.
   - The activity is finished when everyone has gone around the board at least once.

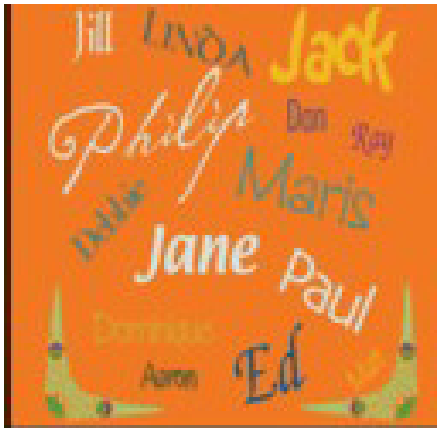
Ancestors
Faith
Relatives
Birth Stories
Homes
Celebrations
Names
Jobs
Ancestors
Faith
Relatives
Birth Stories
Homes
Celebrations
Names
Jobs

QUESTIONS	QUESTIONS
Do you keep in contact with your relatives?	Do you know the names of your great-grand parents?
How many aunts and uncles do you have?	Do you know the names of your grandparents?
How many cousins do you have?	Where were your grandparents born?
Who is your oldest living relative?	Do you have a famous person among your ancestors?
Do you have family reunions? When? Who comes?	Do you live near your grandparents?
Do you live close to any relatives? Which ones?	Do you have any writings or things passed down from your ancestors?
QUESTIONS	QUESTIONS
Name two important celebrations in your family.	Does your name have a meaning?
Do you celebrate birthdays in your family?	How many names are the same in your family?
How would you like to celebrate your next birthday or special occasion?	In your family, do names change at any time *(e.g. at marriage)*?
Do you have a *'coming of age'* celebration?	What was your grandmother's maiden name?
What is the most important celebration in your family?	Have you ever changed your name? Why?
Has anyone in your family been baptized?	Were you named after someone?

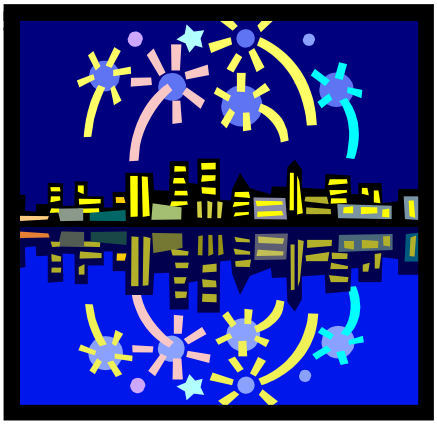
Ancestors

Relatives

Names



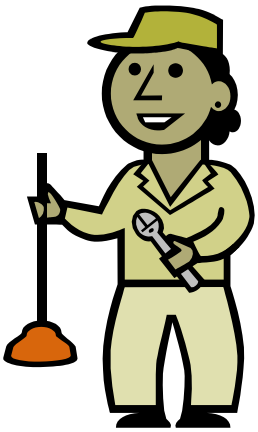
Celebrations



QUESTIONS	QUESTIONS
Where did your grandfather work?	Did you go to a place of worship (church, synagogue, mosque etc) as a child?
Are you in the same occupation as your father?	What did your grandparents believe about God?
What kind of work did your grandmother do?	Have you had a special religious ceremony related to your birth?
Is there an occupation that most of your family has been in?	Did you have a special religious ceremony related to your coming of age?
What kind of work did your grandfather do?	Is your family a family of faith?
What kind of work did your great-grandfather do?	What is the most important thing about your faith?
QUESTIONS	QUESTIONS
Were you born near your grandparents' home?	Are you living where you grew up?
Where were you born?	Is the home you are now living in like the home you grew up in? How? How not?
Do you know how your birth was celebrated?	Where did your mother live as a child?
Do you celebrate your birth on your birth date?	Where did your grandfather live as a child?
When is your birthday?	Describe the home where you grew up.
Do you have something unusual to tell about your birthday?	How many times have you moved?

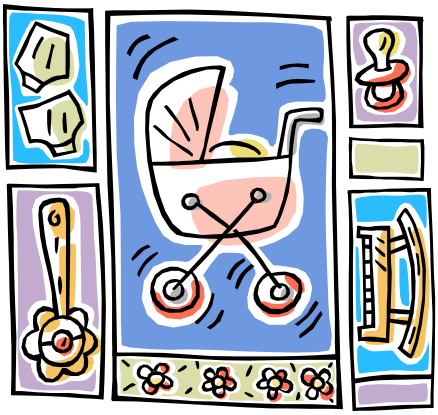
Faith

Jobs



Homes

Birth Stories



Part C

1. Ask the learners to draw their genealogy, that is, make a diagram or chart of their ancestors (**Family Diagram**).

2. Provide each learner with poster paper and markers. Invite each learner to draw a diagram of their family using whatever form they are familiar with.

3. In pairs, have the learners explain their **Family Diagrams** to one another. Then have each learner share one or two interesting facts about their partner's diagram with the entire class. (If you have a large class, this could be done in groups of four.)

Part D

1. Explain that we will be focussing on some of the men & women who are the physical and/or spiritual ancestors of the faithful followers of God. Most of the accounts of their lives are in the books of Genesis & Exodus of the Holy Bible.

2. Hand out the page of excerpts from **Romans 4**. Present to the learners that Paul, in the 1st century, wrote these in a letter to the Christians in Rome (Romans 4, *The Message*).

3. Have the learners highlight every phrase with *father* in it.

4. Elicit the phrases from the learners and write them on the board. Encourage them to explain what they think they mean.

   Answer Key:
   Abraham, our first father in the faith . . .
   Abraham is father of all people who embrace what God does for them
   Araham is, father of those who have undergone the religious rite of circumcision
   Abraham is father of us all.
   He is not our racial father
   He is our faith father. . .
   We call Abraham "father"
   "I set you up as father of many peoples"
   he was made father of a multitude of peoples

5. Point out that we will look more closely at Abraham and some of his descendants.

6. Elicit what the learners already know about Abraham, Sarah, Isaac, Jacob, Joseph & Moses.

Our Faith Father

Abraham, our first father in the faith . . . Abraham is father of all people who embrace what God does for them while they are still on the "outs" with God, as yet unidentified as God's, in an "uncircumcised" condition. It is precisely these people in this condition who are called "set right by God and with God"!

Abraham is also, of course, father of those who have undergone the religious rite of circumcision not just because of the ritual but because they were willing to live in the risky faith-embrace of God's action for them . . .

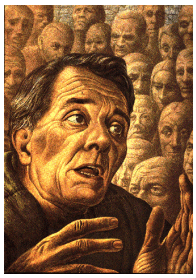
For Abraham is father of us all. He is not our racial father—that's reading the story backward. He is our faith father. . . We call Abraham "father" not because he got God's attention by living like a saint, but because God made something out of Abraham when he was a nobody. Isn't that what we've always read in Scripture, God saying to Abraham, "I set you up as father of many peoples"?

And so he was made father of a multitude of peoples. God himself said to him, "You're going to have a big family, Abraham!"

Excerpts from Romans 4 Text, *The Message*

NOTES

Task 2



Objectives:
- to understand the dates and locations of the events and people of the curriculum

Grouping:
- groups
- whole class

Approx. Time: 60 min.

Materials:
- **Personal SLIDE**
- **Name and Date Cards**
- **Map A and Map B** for each pair
- **Ancient Near East Map SLIDE**

Hebrews 11:1-2

The Ancient Near East

Instructions:
Part A: *Personal Time Line*

1. Review the concept of a time line. Show how a time-line marks past, present and future. Show how to mark an event on the time line. Use a version of your own time line to illustrate on the board or the **Personal SLIDE**.

Present
/_____/___/_____/_____/_____/____/_____/

2. Have each learner draw their own time line, putting on it significant events from their life.

3. In small groups, have learners share their time lines.

Present

/ / / / / / /

Personal SLIDE

Part B

1. Tell the learners that in this book they will be exploring the lives of people that lived long ago. The lessons will look at significant events in the time lines of their lives.

2. Draw the learner's attention to the **time-line** that is on the large sheet on the wall.

> **Instructor Note:** On a very long piece of paper (3 meters or however much room you have on the wall) draw this time line. Do not write the names on it as the learners will stick the cards with names on in the appropriate places.
> This is what the final time line should look like. This page can be copied to give to the learners as a worksheet.

3. Place any historic events that the learners mention on this time line.

4. If there are events from the learner's own cultural heritage that can be integrated with the time line, add them.

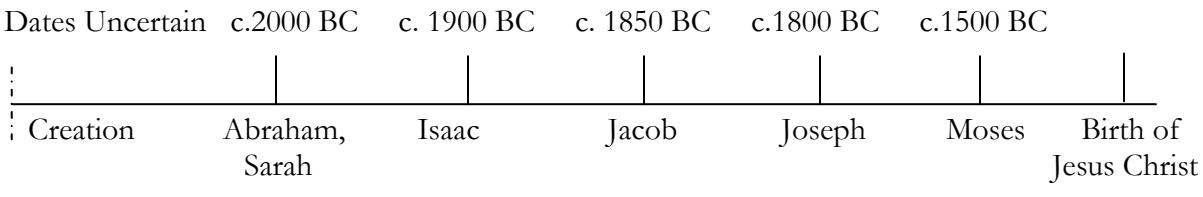
5. Explain that in this study of Hebrews 11, we will be looking at the lives of many different people that lived in the ancient Near East a long time ago.

6. Hand out the **Name and Date Cards,** one or two per learner.

> **Instructor Note:** you may have to explain that B.C. means before the birth of Christ, and C. means 'circa' or 'about'.

7. Have the learners find the date on the time line that corresponds with the date on their card. Have them stick the card to the time line on the wall.

Answer Key



Creation **Date Uncertain**
Abraham **c. 2000 BC**
Sarah **c. 2000 BC**
Isaac **c. 1900 BC**
Jacob **c. 1850 BC**
Joseph **c. 1800 BC**
Moses **c. 1500 BC**
Birth of Jesus Christ

Name and Date Cards

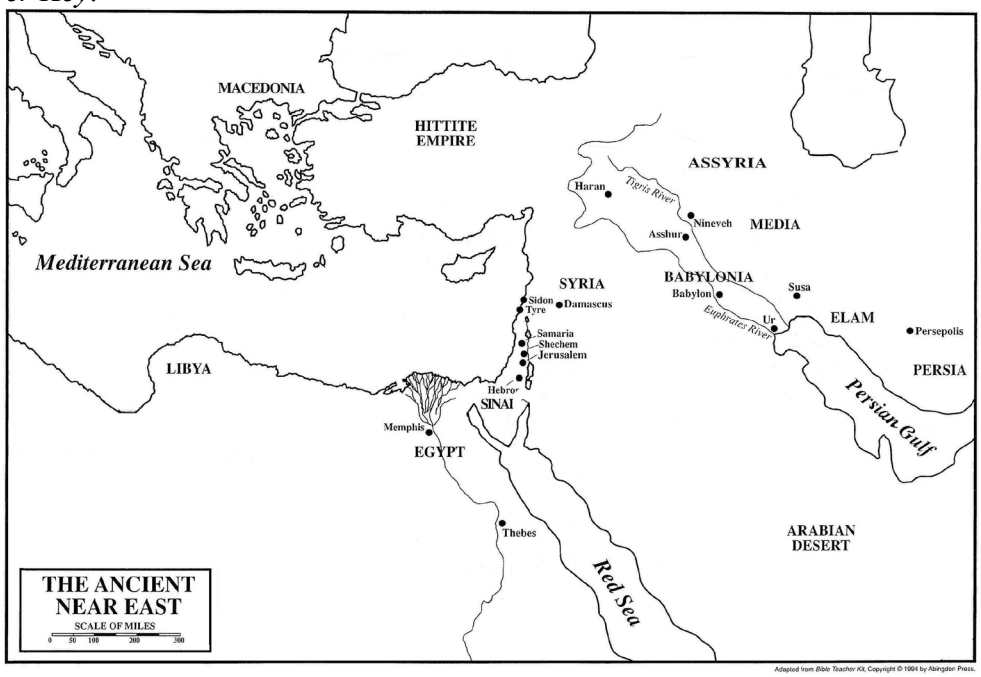
Part C

1. Distribute the **Map A** and **Map B**. Explain that most of the events in these people's lives took place in this area.
   - Elicit and list the main geographic features.
   - Ask the learners what they already know about this area, both in history and at present.

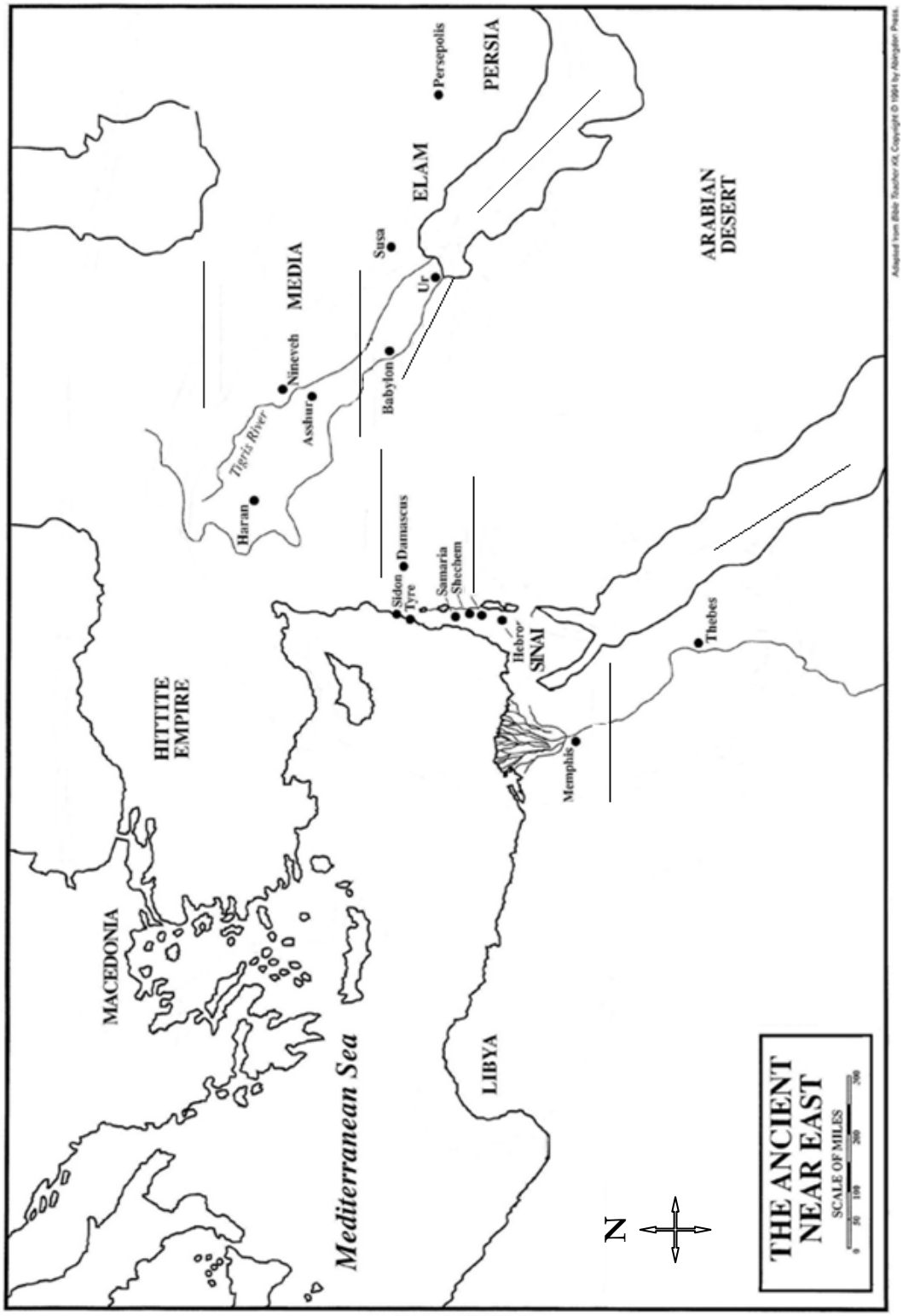
2. Have the learners form pairs, Learner A and Learner B. Instruct the learners to ask each other where the places are to fill in the gaps in their maps. Make sure they do not show each other their maps, but rather explain the locations to one another. Ask the learners to write in the additional place names on their maps.

3. Put up the **Map of the Middle East SLIDE** and take up answers from the class.

Answer Key:



Map A

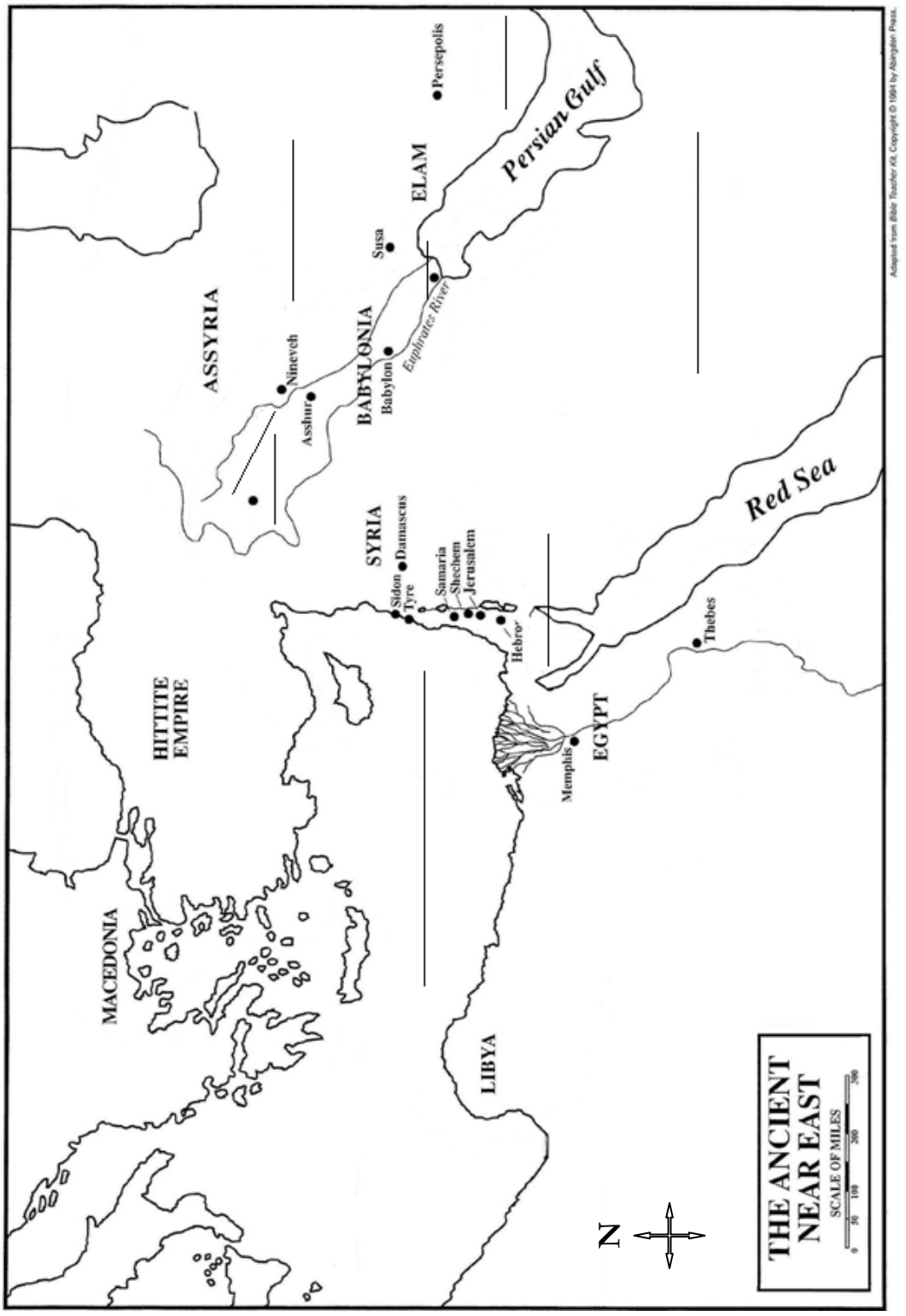


Instructions: Ask your partner to explain to you the locations of the following places on your map. Do not show each other your maps. Write in the additional place names on your map.

Assyria	Babylonia	Egypt	Euphrates River	Jerusalem	Persian Gulf	Red Sea	Syria

Map A Worksheet

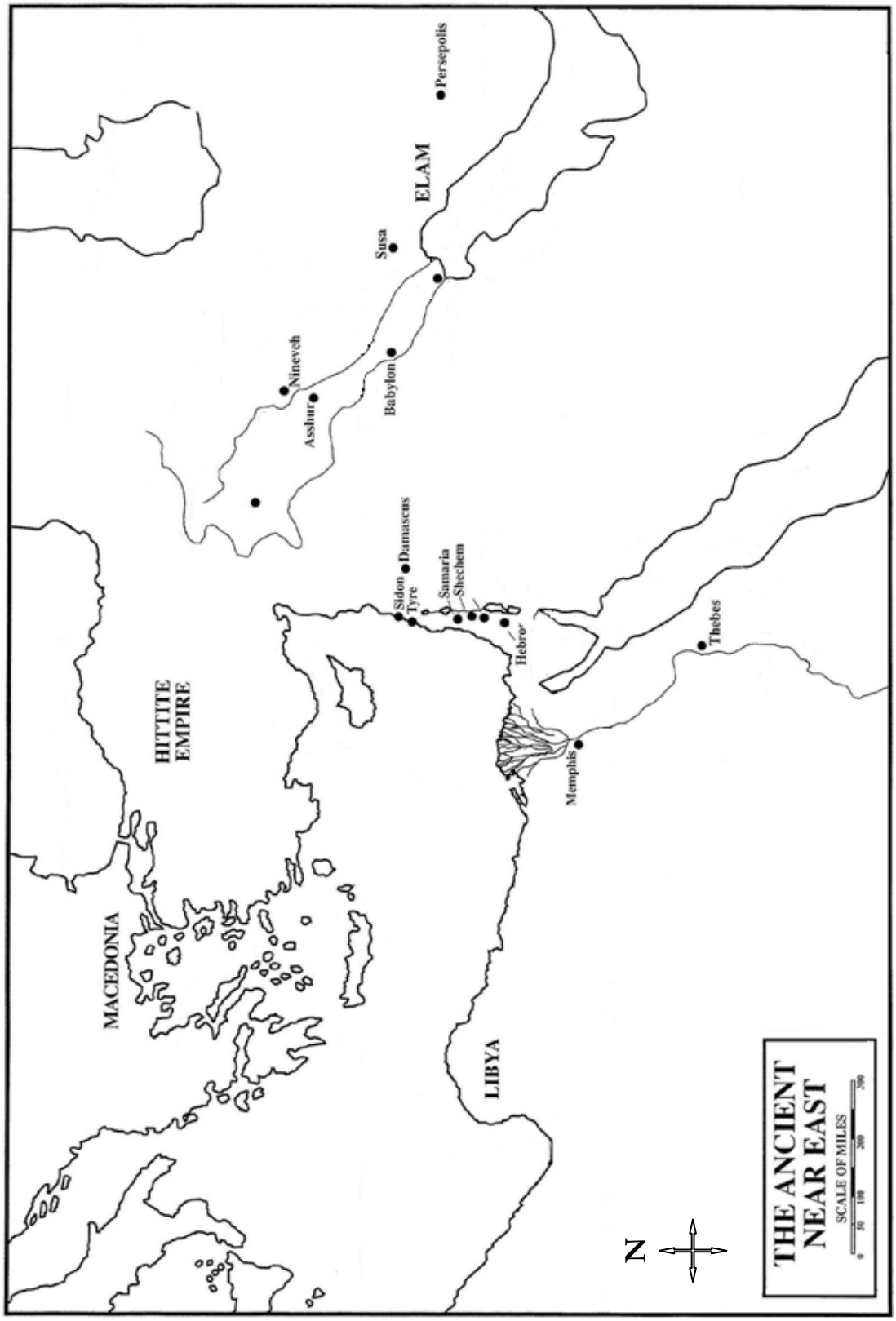
Map B



Instructions: Ask your partner to explain to you the locations of the following places on your map. Do not show each other your maps. Write in the additional place names on your map.

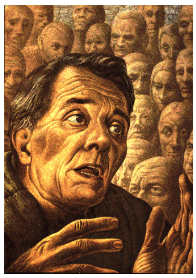
Arabian Desert	Haran	Media	Mediterranean Sea	Persia	Sinai	Tigris River	Ur

Map B Worksheet



Ancient Near East Map Worksheet/SLIDE

Task 3



Objectives:
- to scan a text for specific information

Grouping:
- individuals
- whole class

Approx. Time: 30 min.

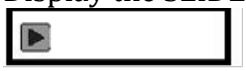
Materials:
- **Hebrews 11:1-2 Text SLIDE/ Audio**
- **Hebrews 11 Text** for each learner
- **Hebrews 11 Text SLIDE**
- highlighters

Hebrews 11:1-2

God's Approval

Instructions:

1. Play the CD or read the **Hebrews 11:1-2 Text** aloud to the learners.

> **Instructor Note: All** the **Audio Files** for the whole curriculum are embedded in the **Instructor SLIDES**. Display the SLIDE with the Audio Button  and Click.

2. Ask the learners to listen for the topic or theme, what the passage is about. Play or read the text again. If they have trouble, tell them it's one word. FAITH.

3. Present the idea of scanning: quickly running your eyes over the text to find specific details.

4. Hand out the **Hebrews 11 Text**. Ask the learners to scan for the word 'faith'. How many times does it occur? Have the learners highlight each instance that they find. Give them a time limit. Explain that we are not reading for all the details; we only want to see how many times 'faith' is used. We will be reading all the details later in the course.

5. Have the learners compare with their neighbours to see if they missed any. What is the final count?

> *Answer Key*: 14 times

6. Ask the learners to scan the Hebrews 11 text again for proper names. How many people are mentioned by name (the names will be capitalized)? How many places are named? Are any special events named?

Answer Key:

People		Places	Events
God 15x	Joseph 2x	Israel 2x	Passover
Abraham 9x	Moses 4x	Egypt 3x	
Isaac 5x	Pharaoh	Red Sea	
Jacob 3x	Messiah		
Sarah 2x	Egyptians		
Esau			

Hebrews 11:1-2

What is faith? It is the confident assurance that what we hope for is going to happen. It is the evidence of things we cannot yet see. God gave his approval to people in days of old because of their faith.

Hebrews 11:1-2 Text SLIDE

Hebrews 11 Text

What is faith? It is the confident assurance that what we hope for is going to happen. It is the evidence of things we cannot yet see. God gave his approval to people in days of old because of their faith. . . .

It was by faith that Abraham obeyed when God called him to leave home and go to another land that God would give him as his inheritance. He went without knowing where he was going. And even when he reached the land God promised him, he lived there by faith—for he was like a foreigner, living in a tent. And so did Isaac and Jacob, to whom God gave the same promise. Abraham did this because he was confidently looking forward to a city with eternal foundations, a city designed and built by God.

It was by faith that Sarah together with Abraham was able to have a child, even though they were too old and Sarah was barren. Abraham believed that God would keep his promise. And so a whole nation came from this one man, Abraham, who was too old to have any children—a nation with so many people that, like the stars of the sky and the sand on the seashore, there is no way to count them . . .

It was by faith that Abraham offered Isaac as a sacrifice when God was testing him. Abraham, who had received God's promises, was ready to sacrifice his only son, Isaac, though God had promised him, "Isaac is the son through whom your descendants will be counted." Abraham assumed that if Isaac died, God was able to bring him back to life again. And in a sense, Abraham did receive his son back from the dead.

It was by faith that Isaac blessed his two sons, Jacob and Esau. He had confidence in what God was going to do in the future.

It was by faith that Jacob, when he was old and dying, blessed each of Joseph's sons and bowed in worship as he leaned on his staff.

And it was by faith that Joseph, when he was about to die, confidently spoke of God's bringing the people of Israel out of Egypt. He was so sure of it that he commanded them to carry his bones with them when they left!

It was by faith that Moses' parents hid him for three months. They saw that God had given them an unusual child, and they were not afraid of what the king might do.

It was by faith that Moses, when he grew up, refused to be treated as the son of Pharaoh's daughter. He chose to share the oppression of God's people instead of enjoying the fleeting pleasures of sin. He thought it was better to suffer for the sake of the Messiah than to own the treasures of Egypt, for he was looking ahead to the great reward that God would give him. It was by faith that Moses left the land of Egypt. He was not afraid of the king. Moses kept right on going because he kept his eyes on the one who is invisible. It was by faith that Moses commanded the people of Israel to keep the Passover and to sprinkle blood on the doorposts so that the angel of death would not kill their firstborn sons.

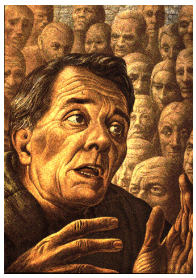
It was by faith that the people of Israel went right through the Red Sea as though they were on dry ground. But when the Egyptians followed, they were all drowned.

Fill in the chart below with the number of People, Places and Events mentioned in the Hebrews 11 Text:

People	Places	Events

People Places Events /SLIDE

Task 4



Objectives:
- to understand the key vocabulary and collocations

Grouping:
- groups

Approx. Time: 20 min.

Materials:
- **Word and Definition Cards** in differing colours for each group
- **Rewrite Worksheet** for each learner
- **Phrases of Faith Cards** for each pair
- **Phrases of Faith Worksheet** for each learner

Hebrews 11:1-2

A Very Sure Promise

Instructions:

1. Divide the class into groups of four. Hand out a set of **Word and Definition Cards**. Have the group shuffle the cards and distribute four cards to each learner, and match the **Word Card** with its **Definition Card**.

Answer Key	
assurance	*promise*
confident	*very sure*
evidence	*reason for believing*
faith	*strong trust*
(give) approval	*(show) acceptance*
happen	*take place*
hope for	*desire and expect*
yet	*up to now*

2. When all matches have been made, hand out the **Rewrite Worksheet** to each learner and instruct each group to rewrite the Hebrews 11:1-2 text replacing the words with the definitions (except the first 'faith'). The result should be something like this:

> *What is faith? It is the* ***very sure promise*** *that what we* ***desire and expect*** *is going to* ***take place.*** *It is the* ***reason for believing*** *things we cannot,* ***up to now****, see. God* ***showed his acceptance*** *to people in days of old because of their* ***strong trust.***

3. Each group should read the new wording aloud.

Words Cards↓	Definition Cards↓
confident	*very sure*
assurance	*promise*
hope for	*desire and expect*
happen	*take place*
evidence	*reason for believing*
yet	*up to now*
(give) approval	*(show) acceptance*
faith	*strong trust*

Word & Definition Cards

Fill in the blanks with the following words or phrases:

desire and expect	promise	reason for believing	(show) acceptance
strong trust	take place	up to now	very sure

What is faith? It is the _____ _____that what we_____ is going to _____. It is the _____ things we cannot, _____, see. God _____ to people in days of old because of their _____ _____.

Rewrite Worksheet

Optional: a more difficult task

1. Explain to the learners that the word 'faith' is used in many different expressions in English. Hand out a set of **Phrases of Faith Cards** to each pair. In pairs, have the learners match the meanings of the 'faith' phrases by placing the two cards together.

2. In groups of four, have the learners within each group take turns giving examples of each phrase. An example of 'worthy of faith' could be: *"This phrase makes me think of my husband. He is a man you can trust. If he makes a promise, he will keep it. He is worthy of faith."*

3. Instruct the learners to write their own definition of the word 'faith'. The text gives us a definition. These phrases help us to see additional meanings.

4. Have the learners write in their own words, the answer to the question: 'What is faith?'

Answer Key:	
Phrases of Faith	**Meaning**
1. a childlike faith	very simple trust
2. article of faith	a statement of belief
3. blind faith	complete acceptance without question
4. faithfully	devotedly, loyally
5. keep faith	keep one's word or promise
6. pin one's faith on	depend on
7. put faith in	believe without doubt
8. take on faith	take at face value
9. the Christian faith	the Christian religion
10. the faithful	true believers of a religion
11. worthy of faith	trustworthy

Phrases of Faith ⇩	Meaning ⇩
1. a childlike faith	*very simple trust*
2. article of faith	*a statement of belief*
3. blind faith	*complete acceptance without question*
4. faithfully	*devotedly, loyally*
5. keep faith	*keep one's word or promise*
6. pin one's faith on	*depend on*
7. put faith in	*believe without doubt*
8. take on faith	*take at face value*
9. the Christian faith	*the Christian religion*
10. the faithful	*true believers of a religion*
11. worthy of faith	*trustworthy*

Phrases of Faith Cards/Answer Key

From the **Phrases of Faith** below, match with the correct meaning.
After completing the matching, answer the question 'What is faith?'.

1. a childlike faith	**2. article of faith**	**3. blind faith**	**4. faithfully**	**5. keep faith**	**6. pin one's faith on**
7. put faith in	**8. take on faith**	**9. the Christian faith**	**10. the faithful**	**11. worthy of faith**	

the Christian religion

believe without doubt

keep one's word or promise

true believers of a religion

very simple trust

take at face value

devotedly, loyally

a statement of belief

trustworthy

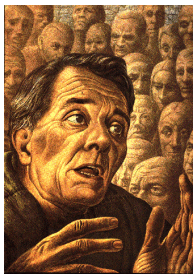
depend on

complete acceptance without question

What is faith?

Phrases of Faith Worksheet

Task 5



Objectives:
- to understand and use appropriate rising and rising-falling intonation patterns

Grouping:
- individuals
- pairs
- groups

Approx. Time: 45 min.

Materials:
- **SLIDEs**
- **Rising/Rising-Falling Intonation Worksheet** for each learner
- **Listening Worksheet** for each learner
- **Faith Dialogues Worksheet** for each learner
- magazine pictures

Hebrews 11:1-2

Questions, Questions?

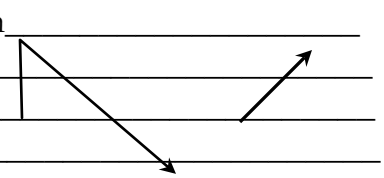
Instructions:
Part A

1. Put the following sentences on the board:
   - *God has given his approval.*
   - *What is faith?*
   - *Are you sure?*

2. Point out to the learners the intonation patterns of these sentences.
   - the first, *God has given his approval*, has a rising-falling intonation pattern: the pitch jumps at *'prov'* and continues down until the end of the sentence.
   - the second, *What is faith?*, has the same pattern: the pitch jumps at faith and then glides down to the end.
   - the third, Are you sure?, is different: the pitch jumps up at *sure* and continues to rise.

3. Both patterns are very common in English. Draw the patterns on these sample sentences to illustrate for the learners.

4. English has 4 levels of pitch:



   - The rising-falling pitch jumps from 2 to 3 at the last stressed syllable of a phrase and then steps or glides down to 1.
   - The rising pitch jumps from 2 to 3 at the last stressed syllable of the phrase and then continues up to 3. This pitch pattern has the meaning of incompleteness.

What is faith? (rising-falling)
God has given his approval. (rising-falling)
What is going to happen? (rising-falling)
Will what we hope for happen? (rising)
Are you sure? (rising)
Did the teacher give his approval? (rising)

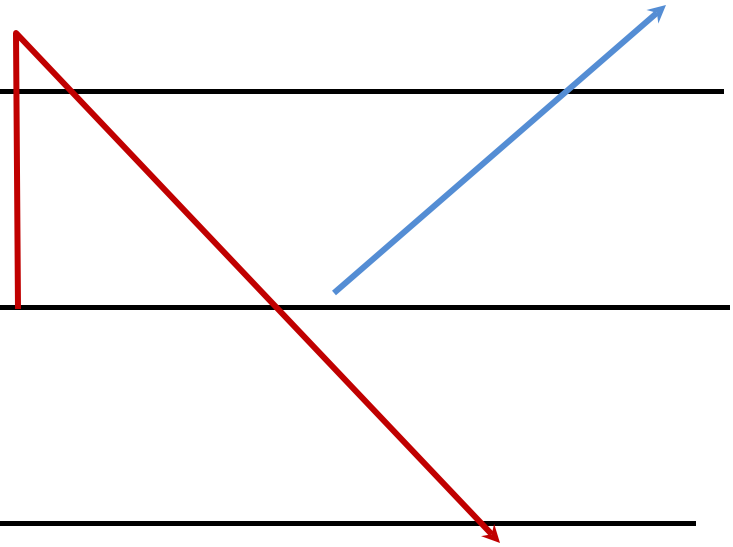
English has 4 levels of pitch

4.__extra high_____

3.__high_____

2.__normal_____

1.__low_____



Four Pitch Levels of English SLIDE

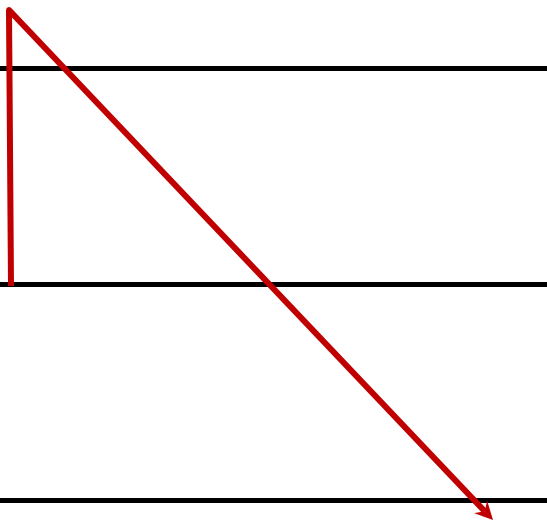
Rising - Falling

4.__extra high_____

3.__high_____

2.__normal_____

1.__low_____



What is faith?

Rising-Falling Pitch SLIDE

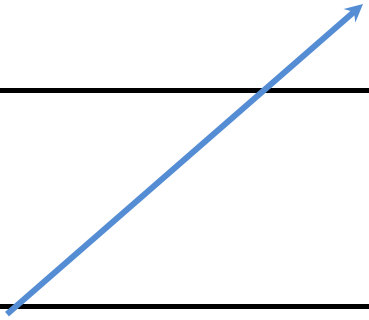
Rising

4.__extra high_____

3.__high_____

2.__normal_____

1.__low_____



Will what we hope for happen?

Rising Pitch SLIDE

Part B: *Listening*

1. Give each learner a **Rising/Rising-Falling Intonation Worksheet**. Have them listen as you read the questions and they mark the questions whether they hear rising-falling or rising intonation.

2. Stop after each question and check to make sure the learners are in fact hearing the different intonation patterns. Have learners give you feedback on which they heard.

Answer Key:		
1. Can you ride a bicycle?	R	
2. Are you confident you can do it?	R	
3. Who is confident that they can do it?		RF
4. How confident are you?		RF
5. Do you know how to use a parachute?	R	
6. Have you ever used a parachute?	R	
7. When did you use a parachute?		RF
8. Who helped you?		RF
9. Where are you going?		RF
10. What did your dad give you?		RF
11. Is that book old?	R	
12. Where did you get that old book?		RF
13. How do you like it?		RF
14. Do you like old books?	R	
15. Did lots of people go to the party?	R	
16. Have you taken your medicine?	R	
17. What medicine did you take?		RF
18. Is there any evidence?	R	
19. Where is the evidence?		RF
20. Why is there no evidence?		RF

3. In pairs, ask the learners to find a pattern and make a rule about which intonation pattern to use when in questions.
   Rule:
   a. In **wh- questions**, use rising-falling intonation. (Wh- questions begin with these words: who, what, when where, why, and how.)
   b. In **yes/no questions** [when you expect the answer to be either 'yes' or 'no'], use rising intonation.

Mark the sentences with the intonation pattern that you hear (R ↗ or RF ↗↘)

1. Can you ride a bicycle?	R	RF
2. Are you confident you can do it?	R	RF
3. Who is confident that they can do it?	R	RF
4. How confident are you?	R	RF
5. Do you know how to use a parachute?	R	RF
6. Have you ever used a parachute?	R	RF
7. When did you use a parachute?	R	RF
8. Who helped you?	R	RF
9. Where are you going?	R	RF
10. What did your dad give you?	R	RF
11. Is that book old?	R	RF
12. Where did you get that old book?	R	RF
13. How do you like it?	R	RF
14. Do you like old books?	R	RF
15. Did lots of people go to the party?	R	RF
16. Have you taken your medicine?	R	RF
17. What medicine did you take?	R	RF
18. Is there any evidence?	R	RF
19. Where is the evidence?	R	RF
20. Why is there no evidence?	R	RF

Rising/Rising-Falling Intonation Worksheet

Part C *Listening*

1. Handout the **Listening Worksheet** to each learner and have them fold the page in half from top to bottom.

2. Divide the learners into pairs, having one learner A and the other B.
   Learner A looks only at column A; Learner B only at Column B.

3. Instruct Learner A to say the sentence as the intonation is marked.
   Learner B listens to the questions and marks if the intonation pattern heard - a rising –falling or rising intonation.

4. After number 6 switch roles.

5. Compare the markings on the two columns when they are finished.

Listening Worksheet

Partner A	Partner B
1. What is one thing you hope for?	
2. Do you believe there is a God?	
3. Where do you see evidence of God's existence?	
4. Do you think God makes promises to people?	
5. Do you think He really keeps them?	
6. What comes easier to you, faith or doubt?	
Switch Roles	**Switch Roles**
	7. How can I assure you that God is alive?
	8. Do you think God ever truly approves of a person?
	9. What is one thing you believe in without seeing it?
	10. Do you know anyone who has a faith you admire?
	11. Do you think faith can make a difference in a person's life?
	12. How has your life changed as a result of your faith in God?

Fold

Fold

Listening Worksheet

Part D

1. Hand out the **Faith Dialogues Worksheet**. Instruct the learners to mark the intonation units on all the questions in the dialogues.

2. Have the learners practice the intonation patterns on the sample dialogues.

Part E *Asking Questions*

1. Find some suitable magazine pictures.

2. Divide the class into groups of three. Give one person in each group a picture and instruct him/her not to show it to the others. Another person asks questions about the picture. The third person listens for correct intonation, and tells the questioner how they did *after the conversation*.

3. Rotate roles within the groups. Take a new picture, and do the same thing. Repeat again with a third picture. Each person should have a turn to be the questioner, the answerer, and the listener.

Faith Dialogues

Ravi: I hear this ESL curriculum is all about faith. What are your thoughts about faith?

Sooni: I don't know. Faith has never been very important to me. What about you? Do you believe in a God?

Ravi: I do. My faith in God is very important to me.

Sooni: I find it impossible to accept that there is really a God. What makes you so sure there is a God?

Ravi: That is a good question. What makes you so sure there isn't a God?

Lilia: This is going to be interesting, studying the Bible and studying English at once. Have you ever read the Bible?

Omar: Not really. How about you?

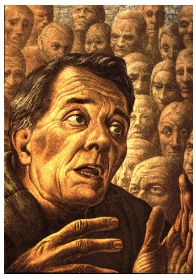
Lilia: Yes, I have. It has become a very important book to me.

Omar: Really? What is it that you find interesting about the Bible?

Lilia: The Bible has shown me the way to faith in God.

Omar: The way to God? Faith? What do you mean by that?

Task 6



Objectives:
- to express ideas and opinions in a group discussion

Grouping:
- groups

Approx. Time: 45 min.

Materials:
- **Picture Cards, Description Cards** for each group
- **Character Worksheet** for each learner
- **Discussion Questions Cards** for each group

Hebrews 11:1-2

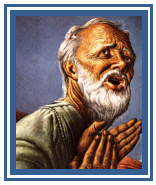
What Is Faith?

Instructions:

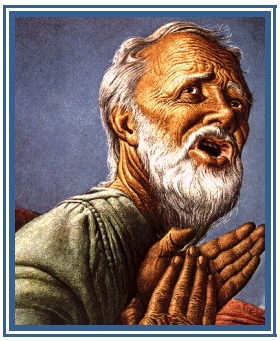
1. Divide the class into groups of 3. Hand out the **Picture Cards** and **Description Cards** .Explain that the pictures are just artists' renditions of what these people might have looked like. Ask them to match the pictures with the descriptions. Have 2 groups compare their matches. Discuss as a whole class.

2. Ask each group to clip the **Picture** and **Description Cards** together. Instruct them to put the cards face down on the table. The first person picks up a card and asks, "Who Am I?" They must not let the other two learners see the picture of the description although the person whose turn it is may use it for reference in order to answer the questions. The others take turn asking yes/no questions until one guesses who the person is. *e.g. Are you more than one person? Are you a woman? Did you move?*

3. Once the learners have concluded the 'Who Am I?' have them fill in the missing information on the **Character Worksheet**.

Answer Key	
Abraham 	By an act of faith, Abraham said yes to God's call to travel to an unknown place that would become his home. When he left he had no idea where he was going.
Joseph	By an act of faith, Joseph, while dying, prophesied the exodus of Israel, and made arrangements for his own burial.
Sarah	By faith, barren Sarah was able to become pregnant, old woman as she was at the time, because she believed the One who made a promise would do what he said. That's how it happened that from one man's dead and shriveled loins there are now people numbering into the millions.
Moses	By an act of faith, Moses' parents hid him away for three months after his birth. They saw the child's beauty, and they braved the king's decree. By faith, Moses, when grown, refused the privileges of the Egyptian royal house. By an act of faith, he turned his heel on Egypt, indifferent to the king's blind rage.
Isaac	By faith, Abraham, at the time of testing, offered Isaac back to God. Acting in faith, he was as ready to return the promised son, his only son, as he had been to receive him—and this after he had already been told, "Your descendants shall come from Isaac." By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. Isaac and Jacob did the same, living under the same promise. By an act of faith, Isaac reached into the future as he blessed Jacob and Esau.
Jacob	By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. Isaac and Jacob did the same, living under the same promise. By an act of faith, Jacob on his deathbed blessed each of Joseph's sons in turn, blessing them with God's blessing, not his own—as he bowed worshipfully upon his staff.
the People of Israel	By an act of faith, Moses kept the Passover Feast and sprinkled Passover blood on each house so that the destroyer of the firstborn wouldn't touch the people of Israel. By an act of faith, the people of Israel walked through the Red Sea on dry ground. The Egyptians tried it and drowned.

Abraham



Joseph

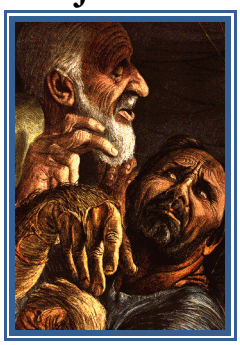
Sarah

Moses

Isaac

the People of Israel

Jacob



Picture Cards

By an act of faith, _____, while dying, prophesied the exodus of Israel, and made arrangements for his own burial.

By an act of faith, _____ said yes to God's call to travel to an unknown place that would become his home. When he left he had no idea where he was going.

By an act of faith, _____ parents hid him away for three months after his birth. They saw the child's beauty, and they braved the king's decree.

By faith, _____, when grown, refused the privileges of the Egyptian royal house. By an act of faith, he turned his heel on Egypt, indifferent to the king's blind rage.

By faith, barren _____ was able to become pregnant, old woman as she was at the time, because she believed the One who made a promise would do what he said. That's how it happened that from one man's dead and shrivelled loins there are now people numbering into the millions.

By an act of faith, Moses kept the Passover Feast and sprinkled Passover blood on each house so that the destroyer of the firstborn wouldn't touch _____.
By an act of faith, _____ walked through the Red Sea on dry ground. The Egyptians tried it and drowned.

By faith, Abraham, at the time of testing, offered _____ back to God. Acting in faith, he was as ready to return the promised son, his only son, as he had been to receive him—and this after he had already been told, "Your descendants shall come from _____."
By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. _____ and Jacob did the same, living under the same promise.
By an act of faith, _____ reached into the future as he blessed Jacob and Esau.

By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. Isaac and _____ did the same, living under the same promise.

By an act of faith, _____ on his deathbed blessed each of Joseph's sons in turn, blessing them with God's blessing, not his own—as he bowed worshipfully upon his staff.

Description Cards

Fill in the blanks from the characters listed below. Some are used more than once.

By an act of faith, _____ said yes to God's call to travel to an unknown place that would become his home. When he left he had no idea where he was going.

By an act of faith, _____, while dying, prophesied the exodus of Israel, and made arrangements for his own burial.

By faith, barren _____ was able to become pregnant, old woman as she was at the time, because she believed the One who made a promise would do what he said. That's how it happened that from one man's dead and shriveled loins there are now people numbering into the millions.

By an act of faith, _____' parents hid him away for three months after his birth. They saw the child's beauty, and they braved the king's decree.
By faith, _____, when grown, refused the privileges of the Egyptian royal house. By an act of faith, he turned his heel on Egypt, indifferent to the king's blind rage.

By faith, Abraham, at the time of testing, offered _____ back to God. Acting in faith, he was as ready to return the promised son, his only son, as he had been to receive him—and this after he had already been told, "Your descendants shall come from _____."
By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. _____ and Jacob did the same, living under the same promise.
By an act of faith, _____ reached into the future as he blessed Jacob and Esau.

By an act of faith Abraham lived in the country promised him, lived as a stranger camping in tents. Isaac and _____ did the same, living under the same promise.
By an act of faith, _____ on his deathbed blessed each of Joseph's sons in turn, blessing them with God's blessing, not his own—as he bowed worshipfully upon his staff.

By an act of faith, Moses kept the Passover Feast and sprinkled Passover blood on each house so that the destroyer of the firstborn wouldn't touch _____ _____.
By an act of faith, _____walked through the Red Sea on dry ground. The Egyptians tried it and drowned.

Abraham	**Isaac**	**Joseph**	**Jacob**
Moses	**Sarah**	**the People of Israel**	

Character Worksheet

4. Have each group decide on a leader. Give the leader a **Discussion Questions Card**.

5. After each group has discussed the questions, call the class together and have each group report one faith story that came up in the discussion.

6. Open the discussion for additional comments.

Discussion Questions: (one page = questions for 4 groups)

Discussion Questions

A. What are some other words (synonyms) for faith?

B. Which faith ancestor's story do you have more questions about?

C. Tell about some present-day person who demonstrated faith.

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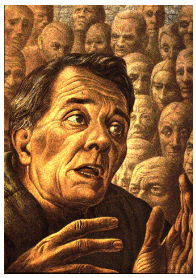
Discussion Questions Cards

Notes

Task 7



Objectives:
- to use appropriate strategies in asking for clarifications and meanings of words

Grouping:
- groups
- whole class

Approx. Time: 30 min.

Materials:
- **Asking for Clarification Cards** for each group
- **Answer Key SLIDE**
- **Role Play situation cards**

Hebrews 11:1-2

What Was That?

Instructions:
Part A

1. Tell the learners that in learning a language we frequently find ourselves asking the meaning of a word or explaining the meanings of words. In this task they will learn a variety of ways to ask about the meanings of words and or asking for clarification.

2. Explain that there are many ways in English to ask for clarification, and as English learners it's very helpful to know them and to know which ones to use when.

3. Write the following question on the board:
   What is faith? Elicit different ways of asking the same question. e.g.
   - How would you define faith?
   - Describe the word 'faith.'
   - What does 'faith' mean?
   - Could you tell me what 'faith' means?
   - Give me an example of 'faith.'
   - What do you mean by 'faith'?

4. Go over the twelve ways of asking for clarification using the **Asking for Clarification Cards/SLIDE**. Go over the intonation of each. Ask the learners if they know any more. There are more. Have the learners practise intonation by repeating after you.
   Rising intonation: All except:
   - "How do you spell that?"
   - "I'm sorry to bother you, but would you mind repeating that, please?"
   - "Could you tell me the meaning of that?"

Instructor Note: *"Sorry," "Excuse me,"* and *"Pardon me,"* with falling intonation have a different meaning. Use them when apologising.

How do you spell that?	Did you say _____?	Was that _____?
Pardon me?	Come again?	Could you repeat that?
Excuse me?	What?	Sorry?
Could you repeat that, please?	What was that?	I'm sorry to bother you, but would you mind repeating that, please?

Asking for Clarification Cards/SLIDE

5. Divide the class into groups of three. Give each group a set of **Asking for Clarification Cards** and ask them to put them in order from rude to polite. There will be some guessing, and some discussion. Let them process the sentences.

6. After all groups have established an order, call the class back together and ask them to report. Do all groups agree?

7. Use the **Answer Key SLIDE** to present how many English speakers would order them.

8. Point out "pillowing" as it relates to politeness. Extra words soften or pillow your requests. In general, the more words in the sentence the more polite it is. 'Please' and 'thank you' are the most common pillowing words.

9. Point out that you have to "read" the situation, to choose how much pillowing is appropriate. Watch out. In some situations you will sound strange if you use too much pillowing. How much pillowing you use depends on equality, independence, and formality of the situation. Is the person you are speaking to your equal, your superior, or your inferior? Is the situation formal or informal? In North America, people tend to talk to each other as equals, even if a power difference exists.

Clarification Attitude:	Clarification Question:
Rude:	What? *Huh?
Not really rude, but somewhat irritating:	Sorry? Come again? What was that?
Polite:	Pardon me? Excuse me? How do you spell that? Did you say _____? Was that _____? Could you repeat that? *How would you define 'faith'? *What do you mean by 'sure promise'?
Very polite:	Could you repeat that, please? *Would you mind defining 'faith' for me?
Extremely polite:	I'm sorry to bother you, but would you mind repeating that, please?

*No Card in Rude to Polite Cards

Answer Key SLIDE

Part B: *Role Play*

1. Have learners form pairs, and hand out role cards.

2. Give time for the learners to plan their role plays. Circulate to answer questions. It might help for learners to write out their role plays. Tell them that they will be performing the role play for the rest of the class.

3. Have the learners perform their role plays.

4. After each role play, compliment the pair on what they did well. Have other learners make comments as well. Allow only positive comments.

#1. You want to know the meaning of the word 'promise'. Ask your teacher politely for the meaning? Ask for further clarification.	**#1.** You are a teacher. One of your learners will ask you for the meaning of "promise'. {*It is when someone says they will do something.*} Give him the definition politely.
#2. Ask one of your classmates to define 'confidence'? You are very good friends.	**#2.** One of your very good friends in class wants to know the definition of 'confidence". {*It means being sure of something*}
#3. You have asked many people to describe the word 'doubt' to you. No one seems to know. You are getting irritated. Ask one of your friends to describe the word 'doubt' to you.	**#3.** One of your friends is very frustrated that he can't find someone to describe the word 'doubt' to him. He finally asks you. {*Doubt is when you find it hard to believe something.*}
#4. You have forgotten or are unclear as to what the word 'approval' means. Ask a classmate to make the meaning clear to you.	**#4.** One of your classmates needs clarification as to the meaning of 'approval" {*It means thinking well of someone or something.*}
# 5. You have been told the meaning of the word 'assurance' by your teacher, but you didn't hear it very well. Ask him/her to repeat the definition.	**# 5.** You have given the meaning of the word' assurance' to a learner. However, he will ask you to repeat the meaning. {*It means making certain. Sometimes when you assure a person, you repeat your words.*}

Role Play Situation Cards pg. 1

# 6. You have heard your classmates using the word 'hope' a lot. You are confused as to what it means. Ask one of them what they mean by the term 'hope'	**#6.** One of your classmates is very confused with your use of the word 'hope'. Tell him/her that you think it means 'when you expect something or look forward to something.'
#7. Ask your teacher for an example of the word 'trust".	**#7.** One of your learners in class has asked for an example of the word 'trust'. {*An example would be when a woman knows that her husband will be faithful to her.*}
#8. You are very frustrated with the use of the word 'religion' in the media. Ask a friend to explain its use.	**#8.** Explain the use of religion in the media when a friend asks you.
#9. Ask a classmate for a clarification of the meaning of the word 'evidence'.	**#9.** When a classmate asks you for the clarification of the meaning of the word 'evidence', explain the best you can.
#10. Ask someone to spell a word you would like to learn.	**# 10.** Spell a word for your classmate. If you don't know how to spell it, direct him/her to the dictionary.

Role Play Situation Cards pg. 2