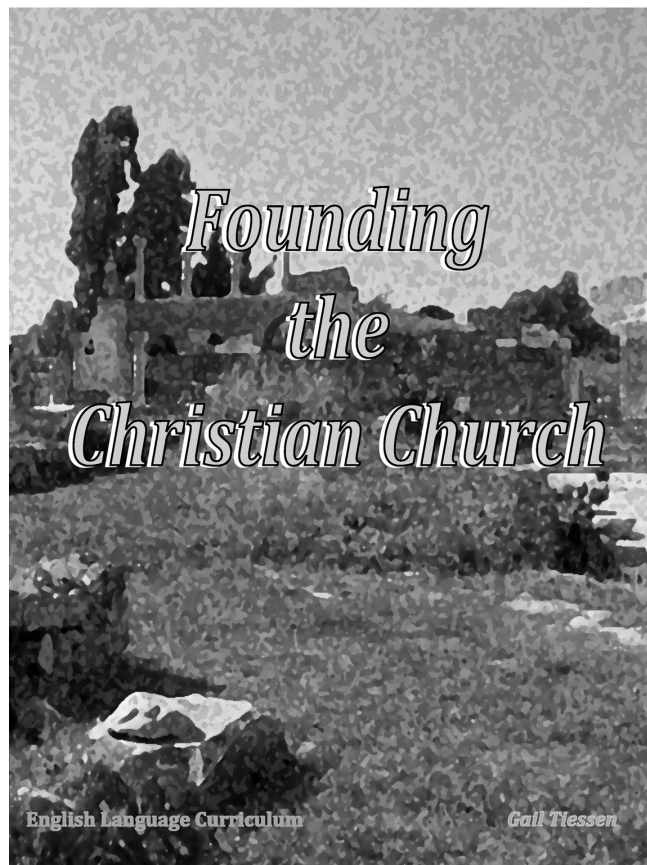


Founding the Christian Church

English Language Curriculum

Gail Tiessen

Founding the Christian Church



Gail Tiessen

Copyright © 2016 by Gail Tiessen

Adapted from *Faith Portraits II: Witnesses to All Nations*, 2011 by Gail Tiessen & Elfrieda Lepp-Kaethler, Joy Two Publications

Published by:

Joy Two Publications,
80 Parkview Crescent,
Steinbach, MB R5G 2G5 Canada

Telephone: (204) 326-5172

E-mail: joytwopublicatins@gmail.com

Website: www.joytwopublications.com

Graphic Design, Typesetting and Layout: Joy Two Publications,
80 Parkview Crescent, Steinbach, MB R5G 2G5

All rights reserved.

Permission to Copy:

This resource may be printed or photocopied by the **purchasing instructor** for his/her EAL (English as an Additional Language) learners **only**. Any duplication beyond these parameters is strictly prohibited without prior written authorization from the publisher.

- Scripture quotations are taken from *The Holy Bible, New International Version*, Copyright 2010. Used by permission.

Grammar Shapes® by Elaine Peters adapted and used by permission.

Introduction

The Purpose of This Curriculum

- ◆ *To learn English*
- ◆ *To learn about the beginnings of the Christian Church as recorded in Acts*

What This Curriculum Contains

- ◆ Focuses on developing listening and speaking skills
- ◆ Instruction in all aspects of language: discourse, sociolinguistic, strategic, and linguistic (grammar, pronunciation, vocabulary)

Who This Curriculum Is For

- ◆ adults learners
- ◆ intermediate learners (Canadian Language Benchmarks 5-9)
- ◆ 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) classrooms

How This Curriculum Is Organized

- ◆ Text-based — Each unit is built around an authentic text from *The New International Version 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 learners using language in a meaningful way.
- ◆ Function-based — Each unit also develops the learners language for everyday living. The language learned in class is applicable for use outside the classroom.

How Much On-Task Time This Curriculum Provides

- ◆ whole curriculum 48-60 hours
- ◆ each unit approx. 4-5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

Contents

Title		
	<i>Introduction</i>	<i>i</i>
Unit 1	<i>Listening on the Mount</i>	1
Unit 2	<i>Praying in Jerusalem</i>	51
Unit 3	<i>Preaching in Judea</i>	105
Unit 4	<i>Explaining in Samaria</i>	165
Unit 5	<i>Speaking in Caesarea</i>	211
Unit 6	<i>Proclaiming in Asia Minor</i>	251
Unit 7	<i>Reporting in Antioch</i>	293
Unit 8	<i>Singing in Macedonia</i>	345
Unit 9	<i>Reasoning in Athens</i>	399
Unit 10	<i>Shouting in Ephesus</i>	449
Unit 11	<i>Defending in Court</i>	495
Unit 12	<i>Teaching in Rome</i>	561

UNIT (≅) is approx.	Task 1 Pre-listening	Task 2 Listening	Task 3 Pronunciation: Segmentals
1	<i>The Sequel</i> pg. 2 ≅60min	<i>The Day He Was Taken Up</i> pg. 10 ≅60min	<i>You Heard Me Speak</i> pg. 16 ≅90min
Listening on the Mount of Olives pg. 1 ≅300min	<ul style="list-style-type: none"> - to activate prior knowledge about sequels, past events and the book of Acts - to discuss the main events of the Gospel of Luke - to share ideas and experiences with one another 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story 	<ul style="list-style-type: none"> - to understand and hear the contrasting vowel sounds of English
2	<i>A Multilingual World</i> pg. 52 ≅30min	<i>When Pentecost Came</i> pg. 56 ≅60min	<i>A Blowing Wind</i> pg. 66 ≅75min
Praying in Jerusalem pg. 51 ≅280min	<ul style="list-style-type: none"> - to talk about learners' experiences with multiple languages - to lead a discussion using questions 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story 	<ul style="list-style-type: none"> - to learn the differences between the names of the vowel letters and the spelling of the vowel sounds - to learn the sounds and spelling relationships of the vowels
3	<i>Facing Persecution</i> pg. 106 ≅30min	<i>Opposition Arose</i> pg. 110 ≅60min	<i>Blocked Air</i> pg. 120 ≅60min
Preaching in Judea pg. 105 ≅225min	<ul style="list-style-type: none"> - to learn vocabulary related to persecution - to activate prior knowledge about persecution and martyrdom 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to understand and use the 21 consonants of English - to focus on the 3 characteristics of consonants: blockage, air flow and voicing - to hear and produce English consonants
4	<i>A Magic Wand</i> pg. 166 ≅20min	<i>A Great Persecution Broke Out</i> pg. 170 ≅60min	<i>Price or Prize</i> pg. 178 ≅60min
Explaining in Samaria pg. 165 ≅245min	<ul style="list-style-type: none"> - to use imagination to think of changes in the world - to activate prior knowledge about power to change 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to discriminate between voiced and voiceless consonants - to understand that voicing makes meaning
5	<i>Taste the Difference</i> pg. 212 ≅30min	<i>At Caesarea</i> pg. 218 ≅60min	<i>Long, Longer, Longest</i> pg. 226 ≅60min
Speaking in Caesarea pg. 211 ≅270min	<ul style="list-style-type: none"> - to conduct a survey - to present information on a graph - to activate prior knowledge about taboos 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to understand, hear and produce appropriate vowel length
6	<i>Hospitality or Hostility</i> pg. 252 ≅45min	<i>In the Church at Antioch</i> pg. 258 ≅60min	<i>Prophets, Teachers & Changes</i> pg. 268 ≅60min
Proclaiming in Asia Minor pg. 251 ≅235min	<ul style="list-style-type: none"> - to discuss hospitable and hostile ways of receiving guests - to contribute to a discussion 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to understand, hear and produce appropriate assimilation - to hear and produce the appropriate /s/ /z/ /əz/ endings - to hear and produce /t/ /d/ /əd/ endings



Task 4 Pronunciation: Prosody	Task 5 Speaking	UNIT (≅) is approx.
<i>Take a Breath</i> pg. 38 ≅45min	<i>Jerusalem Times</i> pg. 16 ≅45min	1
<ul style="list-style-type: none"> - to understand the importance of pauses in speech - to understand where pauses are not permitted - to use appropriate pauses in a choral reading 	<ul style="list-style-type: none"> - imagine oneself in a different geographic location and situation - to make inferences and draw conclusions - to ask for information, to introduce a topic, to thank, to present a role play 	Listening on the Mount of Olives pg. 1 ≅300min
<i>Feel the Beat</i> pg. 82 ≅75min	<i>Tongues of Fire</i> pg. 96 ≅40min	2
<ul style="list-style-type: none"> - to hear and understand the rhythm and stress of English at the word level - to produce the appropriate stress patterns in words 	<ul style="list-style-type: none"> - to analyze and discuss - to 'read' between the lines 	Praying in Jerusalem pg. 51 ≅280min
<i>Authority & Authorization</i> pg. 146 ≅30min	<i>In Damascus</i> pg. 158 ≅45min	3
<ul style="list-style-type: none"> - to understand that certain suffixes affect the placement of words - to use the appropriate stress pattern with suffixes 	<ul style="list-style-type: none"> - to discuss the meaning of the text 	Preaching in Judea pg. 105 ≅225min
<i>Hear the Music</i> pg. 192 ≅60min	<i>Persecution & Expansion</i> pg. 206 ≅45min	4
<ul style="list-style-type: none"> - to listen to appreciate the 'music' that is in language and the specific beat of English - to stress the stressed vowel of content words within phrases and thought groups 	<ul style="list-style-type: none"> - to analyze and discuss - to 'read' between the lines - to discuss the main themes of the book of Acts found in this text 	Explaining in Samaria pg. 165 ≅245min
<i>The Quiet Ones</i> pg. 238 ≅60min	<i>What Do You Think?</i> pg. 248 ≅60min	5
<ul style="list-style-type: none"> - to understand, hear and produce appropriate reductions in words and phrases 	<ul style="list-style-type: none"> - to discuss the deeper meaning of the text 	Speaking in Caesarea pg. 211 ≅270min
<i>I Want You to Know</i> pg. 280 ≅30min	<i>First Missionary Journey</i> pg. 288 ≅45min	6
<ul style="list-style-type: none"> - to hear and produce appropriate stress at the prominent point in a phrase 	<ul style="list-style-type: none"> - to analyze the text - to discuss the four themes 	Proclaiming in Asia Minor pg. 251 ≅235min

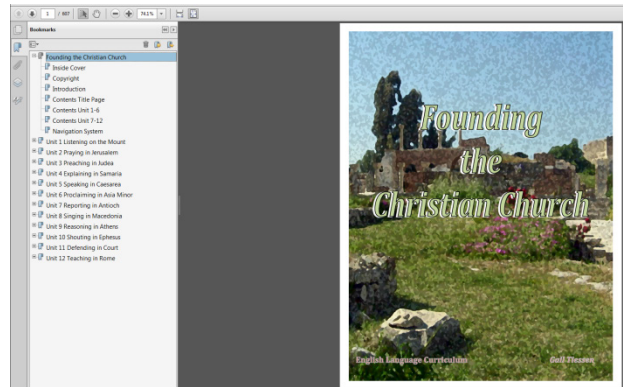
UNIT (≅) is approx.	Task 1 Pre-listening	Task 2 Listening	Task 3 Pronunciation: Segmentals
7	Conflict pg. 294 ≅45min	Go Up to Jerusalem pg. 300 ≅40min	Luke, Paul, Barnabas pg. 308 ≅60min
Reporting in Antioch pg. 293 ≅270min	<ul style="list-style-type: none"> - to create mind maps - to discuss rules and conflict - to prepare for the reading of the text 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to hear and produce /l/ and /r/ appropriately in speech - to understand, hear and produce these consonants in combination with vowels: light and dark /l/ and /r/ colouring
8	Opinions pg. 346 ≅30min	Come Over to Macedonia pg. 348 ≅60min	Traveling & Preaching pg. 358 ≅60min
Singing in Macedonia pg. 345 ≅270min	<ul style="list-style-type: none"> - to activate prior knowledge about the topics of this unit - to participate equally in a discussion 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to understand English syllable construction - to be aware of consonant clusters - to develop mastery over initial consonant clusters - to do a dramatic reading
9	What Do You Think? pg. 400 ≅40min	In Athens pg. 402 ≅60min	Greeks in Athens & Corinth pg. 410 ≅60min
Reasoning in Athens pg. 399 ≅280min	<ul style="list-style-type: none"> - to activate prior knowledge about the topics of this unit - to participate equally in a discussion 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to review English syllable construction - to be aware of final consonant clusters - to develop mastery over final consonant clusters - to simplify final consonant clusters appropriately
10	Portraits pg. 450 ≅30min	In Ephesus pg. 458 ≅60min	What Did You Receive? pg. 466 ≅60min
Shouting in Ephesus pg. 449 ≅270min	<ul style="list-style-type: none"> - to review the characteristics and main events in the lives of people in the text so far 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to hear and produce the semi-vowel /y/ - to appropriately link front tense vowels to following vowels - to understand, hear and produce the palatalized [t+y] and [d+y], [s + y] and [z + y] in speech
11	Facts or Opinions pg. 496 ≅30min	In Court pg. 500 ≅60min	Well Acquainted with the Way pg. 512 ≅60min
Defending in Court pg. 495 ≅270min	<ul style="list-style-type: none"> - to recognize the difference between fact and opinion - to review facts and opinions from previous texts 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to hear and pronounce the semi-vowels /w/ and /h/ - to practice linking of back tense vowels to following vowels - to distinguish between /w/ and /v/ sounds - to practice the production of /w/, /v/ & /h/
12	Ships Ahoy pg. 562 ≅40min	Sail for Italy pg. 568 ≅60min	Shipwrecked pg. 578 ≅45min
Teaching in Rome pg. 561 ≅250min	<ul style="list-style-type: none"> - to discuss sea voyages - to follow written instruction 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to review the combination of consonant and vowels to make words

Task 4 Pronunciation: Prosody	Task 5 Speaking	UNIT (≅) is approx.
I Thought pg. 334 ≅60min	It is My Judgment pg. 340 ≅45min	7
- to understand the use of emphasis and prominent point change for contradiction or correction	- to evaluate a text - to explain your logic and reasoning - to discuss the implications of the events in the text - to interact with the text	Reporting in Antioch pg. 293 ≅270min
What Must I Do? pg. 382 ≅60min	Paul Had a Vision pg. 390 ≅60min	8
- to gain appropriate intonation for statements, imperatives and wh-questions - to do a dramatic reading of the text	- to learn how to classify ideas into categories - to discuss deeper questions about the text using language for being a group participant - to discuss the implications of the events in the text - to interact with the text	Singing in Macedonia pg. 345 ≅270min
His Offspring pg. 422 ≅60min	Pen or Sword pg. 436 ≅60min	9
- to develop the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists - to understand and use appropriate intonation in tag questions - to do a dramatic reading of the text	- to sustain an argument on a divisive issue - to use language for debating - to discuss the implications of the events in the text - to interact with the text	Reasoning in Athens pg. 399 ≅280min
This or That pg. 478 ≅60min	A Riot in Ephesus pg. 490 ≅60min	10
- to review elements of prosody - to understand and use open and closed choice intonation - to do a dramatic reading of the text	- to consider causes and effects of problem situations - to discuss some deeper issues that arise out of the text - to discuss the implications of the events in the text - to interact with the text	Shouting in Ephesus pg. 449 ≅270min
Help Us! pg. 528 ≅60min	Let Me Speak to the People pg. 544 ≅60min	11
- to review the attitudinal function of intonation - to become aware of and use intonation for expressing strong emotion - to do a dramatic reading of the text	- to discuss deeper questions related to the text - to learn the language for making a presentation - to discuss the implications of the events in the text - to interact with the text - to practice listening to a lecture while taking notes	Defending in Court pg. 495 ≅270min
Last Scenes pg. 584 ≅60min	From Jerusalem to Rome pg. 586 ≅45min	12
- to review the elements of prosody - to perform a drama of the last scenes of Acts	- to discuss the deeper meanings of the events of all the texts especially in light of the 4 main themes	Teaching in Rome pg. 561 ≅250min

Navigation System

Adobe Instructions:

- 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 **Founding the Christian Church**. This opens to the **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, **click** on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **the curriculum** has this navigation system throughout.



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.

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

Note: *Workbook page numbers do not include Instructor Manual page numbers.*

