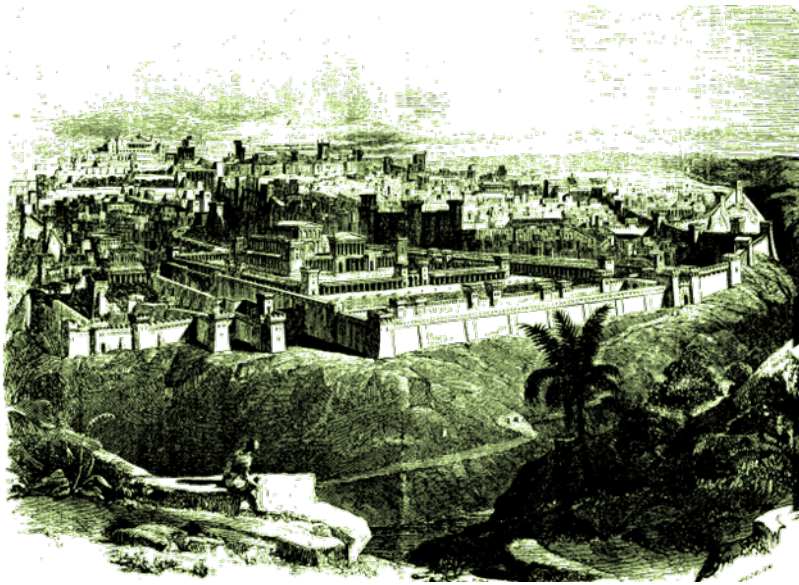


Listening on the Mount



1	The Sequel	<i>Reviewing the Events of Luke</i>	2
2	The Day He Was Taken Up	<i>Listening, Sequencing, Retelling Text: Acts 1:1-14</i>	10
3	You Heard Me Speak	<i>Vowel Sounds</i>	16
4	Take a Breath	<i>Thought Groups</i>	38
5	Jerusalem Times	<i>Asking for Information</i>	44

Task 1

**Language Objectives:**

- 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

Approx Time: 60 minutes

Materials:

- **The Sequel Worksheet** for each learner
- a set of **Portrait Cards** and **Summary Statements** for each group
- **Answer Key SLIDE**

Reference:

Acts 1:1-14

The Sequel

Instructions:**Part A**

1. Hand out **The Sequel Worksheet** to each learner. Explain to the learners the meaning of the word 'sequel' – *a book which continues the story of a previous book*.
2. Explain that in this unit we will look briefly at a **'biography' (life story)** of the life of Jesus, who lived a **long time ago** (over 2000 years ago). This 'biography' is a summary of the Gospel of Luke. In this course we will study Acts which Luke wrote as a **sequel** to the Gospel of Luke. In Acts, the story of Jesus and his disciples continues - the story of First Century Christianity. For this reason we are going to begin by talking about your own **'biography'**, about what time in the **distant past** you would like to travel to if you could, and about a **sequel** that you have read.
3. Read the questions aloud and ask the learners to place their answers in column #1.
4. Ask the learners to interview three other classmates using the questions as a guide, filling in columns 2-4.
5. Reconvene the class. Elicit answers from the learners about the classmates they interviewed. Encourage the learners to use indirect speech. Use the following format, asking several learners for each question:
 - a. **Question:** Janif, who did your classmates choose to write their biographies?
 - b. Janif: Jun said that.... he would choose his sister, who is a writer.

Questions	#1 Your answers	#2 Classmate's answers	#3 Classmate's answers	#4 Classmate's answers
1. Who would choose to write a biography of your life?				
2. If you had a time machine that could take you into the past, what time and place would you go?				
3. Which books have you read that have a sequel?				

The Sequel Worksheet

Part B

1. Ask the learners what they know about the Gospel of Luke. Who were some of the people? What happened to whom? What were some of the main events?
2. Hand out a set of **Portrait Cards** and **Summary Statements** to each group of learners. Explain to the learners that these are the titles and pictures related to twelve foci of *Jesus' biography*, based on the text of the Gospel of Luke.
 - Ask them to match the **Portraits** and the **Summary Statements**.
 - Have each group of learners put the events into chronological order.
 - When each group has finished ordering the pictures and statements, verify the order by having the learners read the summary statements. Use the **Answer Key SLIDE** to confirm the order.

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

3. Elicit from the learners (if they know) some of the events in the Book of Acts that happened after these events.

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

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

Unit 1

Listening on the Mount

Founding the Christian Church



St. Luke Polyptych, by Andrea Mantegna
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



Zachariah, Elizabeth, and Baby John by Darrel Tank
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



Elizabeth by Wm Hole. CC-Art.com
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1

Portrait Card/Summary Statement pg. 1



Found by J.J. Tissot, CC-Art.com
FtCC-Unit 1 Task 1

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

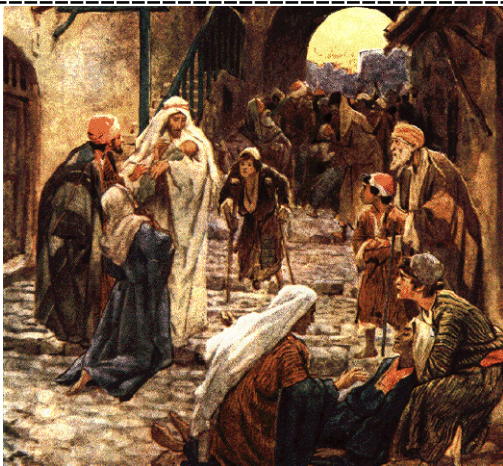
FtCC-Unit 1 Task 1



The Lamb of God CC-Art.com

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

FtCC-Unit 1 Task 1



The Sick Brought to Jesus at Sunset in Capernaum
by William Hole CC-Art.com
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1

Portrait Card/Summary Statement pg. 2

Unit 1

Listening on the Mount

Founding the Christian Church



Mary Magdalene's box of Very Precious Ointment by J.J. Tissot
CC-Art.com

FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



Christ in the House of Martha and Mary by Vermeer
CC-Art.com

FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



The Return of the Prodigal Son by Rembrandt
CC-Art.com

FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1

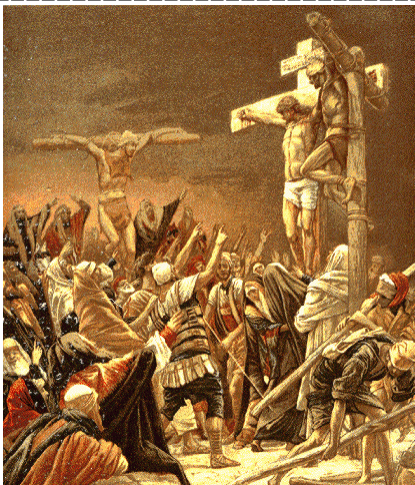
Portrait Card/Summary Statement pg. 3



Judas by J.J. Tissot CC-Art.com
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



The Penitent Thief by J.J. Tissot CC-Art.com
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1



The women Meeting the Angels at the tomb on Easter Morning
by William Hole CC-Art.com
FtCC-Unit 1 Task 1

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

FtCC-Unit 1 Task 1

Portrait Card/Summary Statement pg. 4

Task 2

**Language Objectives:**

- to **listen** for main ideas, events, people and places
- to **sequence** summary statements
- to **retell** the story

Approx Time: 60 minutes

Materials:

- **Unit Title Page SLIDE**
- **People and Place Cards** for each learner
- **Summary Statements** for each pair
- **Unit 1 Script** for each learner

Reference:

Acts 1:1-14

The Day He Was Taken Up

Instructions:**Part A**

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

Answer Key:

PEOPLE		PLACES	
Barnabas	Mary	Antioch	Macedonia
Cornelius	Paul	Asia Minor	Malta
Father	Peter	Athens	Mount of Olives
Holy Spirit	Philip	Corinth	Philippi
James	Saul	Derbe	Phoenicia
Jesus	Silas	Ephesus	Rome
John	Simon	Galilee	Samaria
John Mark	Stephen	Jerusalem	Syria
Judas	Theophilus	Judea	Thessalonica
Lydia	Timothy	Lystra	

Jesus FtCC-Unit 1 Task 2	Theophilus FtCC-Unit 1 Task 2	Holy Spirit FtCC-Unit 1 Task 2
Father FtCC-Unit 1 Task 2	John FtCC-Unit 1 Task 2	Peter FtCC-Unit 1 Task 2
James FtCC-Unit 1 Task 2	Philip FtCC-Unit 1 Task 2	Timothy FtCC-Unit 1 Task 2
Mary FtCC-Unit 1 Task 2	Judas FtCC-Unit 1 Task 2	Simon FtCC-Unit 1 Task 2
Paul FtCC-Unit 1 Task 2	Barnabas FtCC-Unit 1 Task 2	Silas FtCC-Unit 1 Task 2
Lydia FtCC-Unit 1 Task 2	John Mark FtCC-Unit 1 Task 2	Cornelius FtCC-Unit 1 Task 2
Stephen FtCC-Unit 1 Task 2	Saul FtCC-Unit 1 Task 2	Malta FtCC-Unit 1 Task 2
Jerusalem FtCC-Unit 1 Task 2	Judea FtCC-Unit 1 Task 2	Samaria FtCC-Unit 1 Task 2
Galilee FtCC-Unit 1 Task 2	Mount of Olives FtCC-Unit 1 Task 2	Asia Minor FtCC-Unit 1 Task 2
Athens FtCC-Unit 1 Task 2	Ephesus FtCC-Unit 1 Task 2	Corinth FtCC-Unit 1 Task 2
Rome FtCC-Unit 1 Task 2	Macedonia FtCC-Unit 1 Task 2	Antioch FtCC-Unit 1 Task 2
Philippi FtCC-Unit 1 Task 2	Thessalonica FtCC-Unit 1 Task 2	Lystra FtCC-Unit 1 Task 2
Derbe FtCC-Unit 1 Task 2	Syria FtCC-Unit 1 Task 2	Phoenicia FtCC-Unit 1 Task 2
PEOPLE FtCC-Unit 1 Task 2		PLACES FtCC-Unit 1 Task 2

People and Place Cards

Listening on the Mount

4. Have the learners listen to the Unit 1 Script. Instruct the learners to listen for people and places and events mentioned.

Instructor Note: The **Audio File** is in the **Instructor SLIDES, Unit 1 Script SLIDE**
Click on the Audio Button.



5. Have the learners set aside the cards of the people and places that they heard mentioned. Elicit these from the learners.
6. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.

Part B

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.
2. Hand out the **Unit 1 Script** to each learner. Have the learners check the sequencing of their statements.
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 Theophilus a previous book 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 he was alive to them. 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 Theophilus a previous book about what Jesus began to do and to teach his apostles until he was taken up to heaven.¹

FtCC-Unit 1 Task 2

Jesus showed himself to these men for 40 days and proved he was alive to them.¹

FtCC-Unit 1 Task 2

Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.¹

FtCC-Unit 1 Task 2

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

FtCC-Unit 1 Task 2

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

FtCC-Unit 1 Task 2

Jesus was taken up into the sky before the eyes of the apostles.¹

FtCC-Unit 1 Task 2

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

FtCC-Unit 1 Task 2

The apostles returned to Jerusalem from the Mount of Olives.¹

FtCC-Unit 1 Task 2

In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.¹

FtCC-Unit 1 Task 2

Summary Statements

Unit One Script Acts 1:1-14

Luke: 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 instructions through the Holy Spirit to the apostles he had chosen.

Luke 2: After his suffering, he showed himself to these men and gave many convincing proofs that he was alive. He appeared to them over a period of forty days and spoke about the kingdom of God. On one occasion, while he was eating with them, he gave them this command

Jesus: Do not leave Jerusalem, but wait for the gift my Father promised, which you have heard me speak about. For John baptized with water, but in a few days you will be baptized with the Holy Spirit.

Luke: So when they met together, they asked him,

Apostles: Lord, are you at this time going to restore the kingdom to Israel?

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

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

Luke 2: They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them.

Man One: Men of Galilee, why do you stand here looking into the sky?

Man Two: This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven.

Luke 2: Then they returned to Jerusalem from the hill called the Mount of Olives, a Sabbath day's walk from the city.

Luke 1: When they arrived, they went upstairs to the room where they were staying. Those present were Peter, John, James and Andrew; Philip and Thomas, Bartholomew and Matthew; 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 Mary the mother of Jesus, and with his brothers.

Unit 1 Script

Task 3

**Language Objectives:**

- to **understand** and **hear** the contrasting vowel sounds of English

Approx Time: 90 minutes

Materials:

- Mouth SLIDE
- /I/ & /ε/ SLIDE
- Pronunciation Journey Worksheet for each learner
- /ε/ & /ɔ/ SLIDE
- Listening Discrimination Worksheet/SLIDE
- /I/ & /i/ SLIDE
- Bingo Sheets for each learner
- /o^w/ & /ʌ/ SLIDE
- Pronunciation Snap Cards for each pair
- Vowel Chart SLIDE/Resource Sheet
- Pronunciation Assessment Page

Reference:

Acts 1:1-14

You Heard Me Speak

Instructions:

Begin this unit by explaining to the learners that pronunciation has two main aspects:

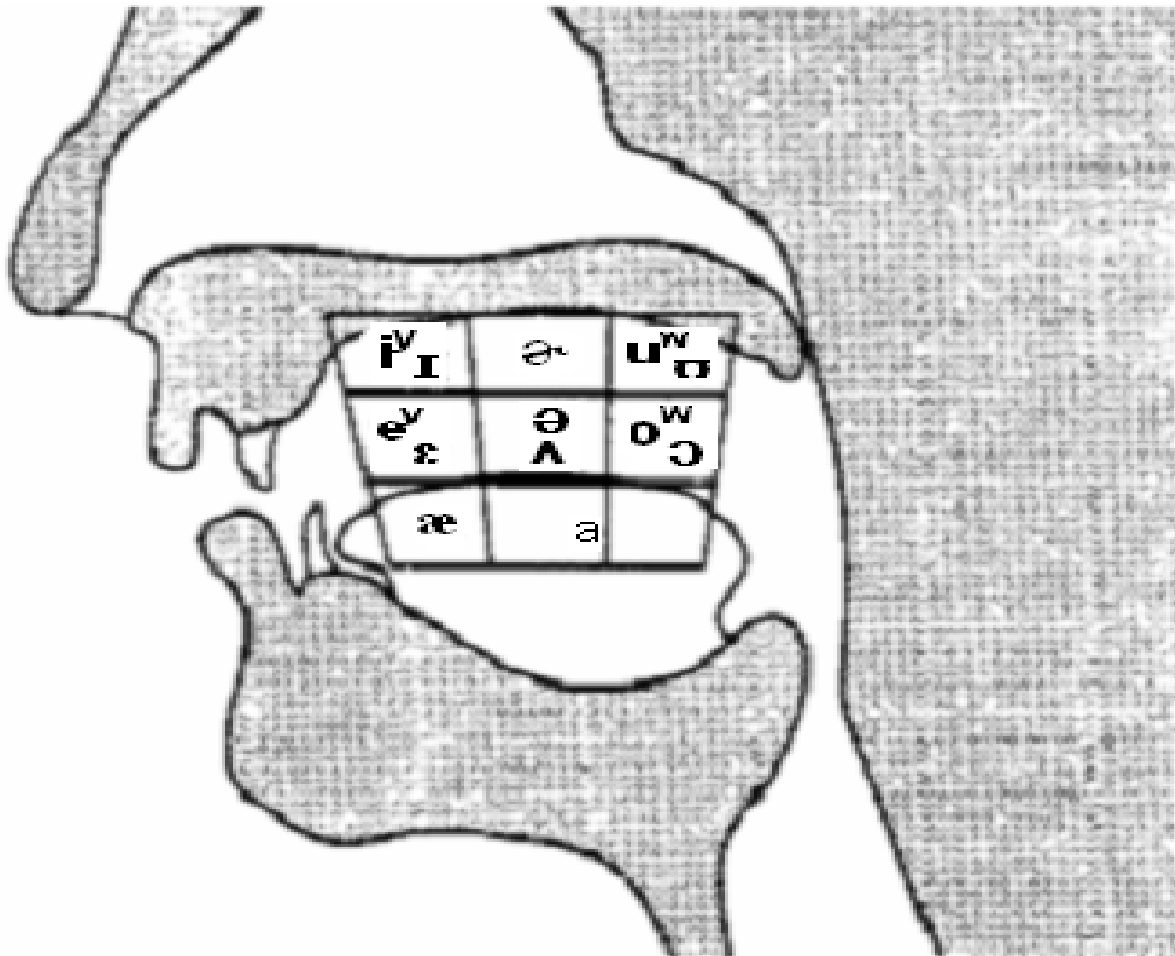
- a) The individual sounds of vowels and consonants – the smaller pieces
- b) The ‘melody’ and tone of phrases, sentences and longer pieces of language (also called ‘prosody’). Explain that in each unit we will be looking at both of these aspects of pronunciation. In this task we will begin with looking at the smaller pieces – the individual sounds.

Part A *Four Characteristics of Vowel Sounds*

1. Elicit from the learners what ‘vowel sounds’ are.

Point out that there are 15 distinct vowel sounds. All of the vowel sounds are made with a continuing flow of voiced air. However, each sound has 4 distinguishing properties that need to be in place: (use the **Mouth SLIDE** to illustrate):

- height of tongue
- placement of tongue – back or front
- tenseness of mouth muscles
- roundness of lips



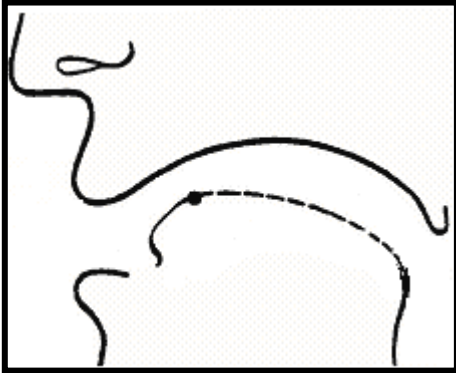
1. Height of tongue
2. Placement of tongue – back or front
3. Tenseness of mouth muscles
4. Roundness of lips

Mouth SLIDE

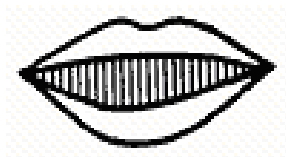
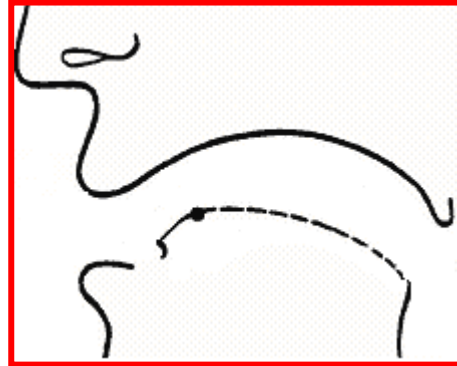
*Listening on the Mount***Part B** *Height of Tongue*

1. How high or low the tongue is in the mouth is a factor in producing contrasting vowel sounds. [To illustrate this, show the class how dropping the lower jaw opens the mouth more, thus lowering the tongue.]
2. Demonstrate by comparing the sounds /I/ as in **silver** & /ε/ as in **red**.
 - Use the /I/ & /ε/ **SLIDE** of the 2 sounds.
 - Read the words across while the learners listen to the contrast.
 - Help them to notice the lower position of the lips for /ε/.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand to indicate which one they hear.
 - Do a **Pronunciation Journey Board** activity:
 - Everyone puts their finger on the ship at the bottom of their page.
 - If a word with an /I/ **sound** is said, the finger should go left on the journey.
 - If a word with an /ε/ **sound** is said, the finger goes right.
 - After four randomly chosen words have been said, the learners should check that they are in the same final destination as the caller intended.

/I/ as in **silver**



/ε/ as in **red**



thin

will

him

mitt

sit



then

well

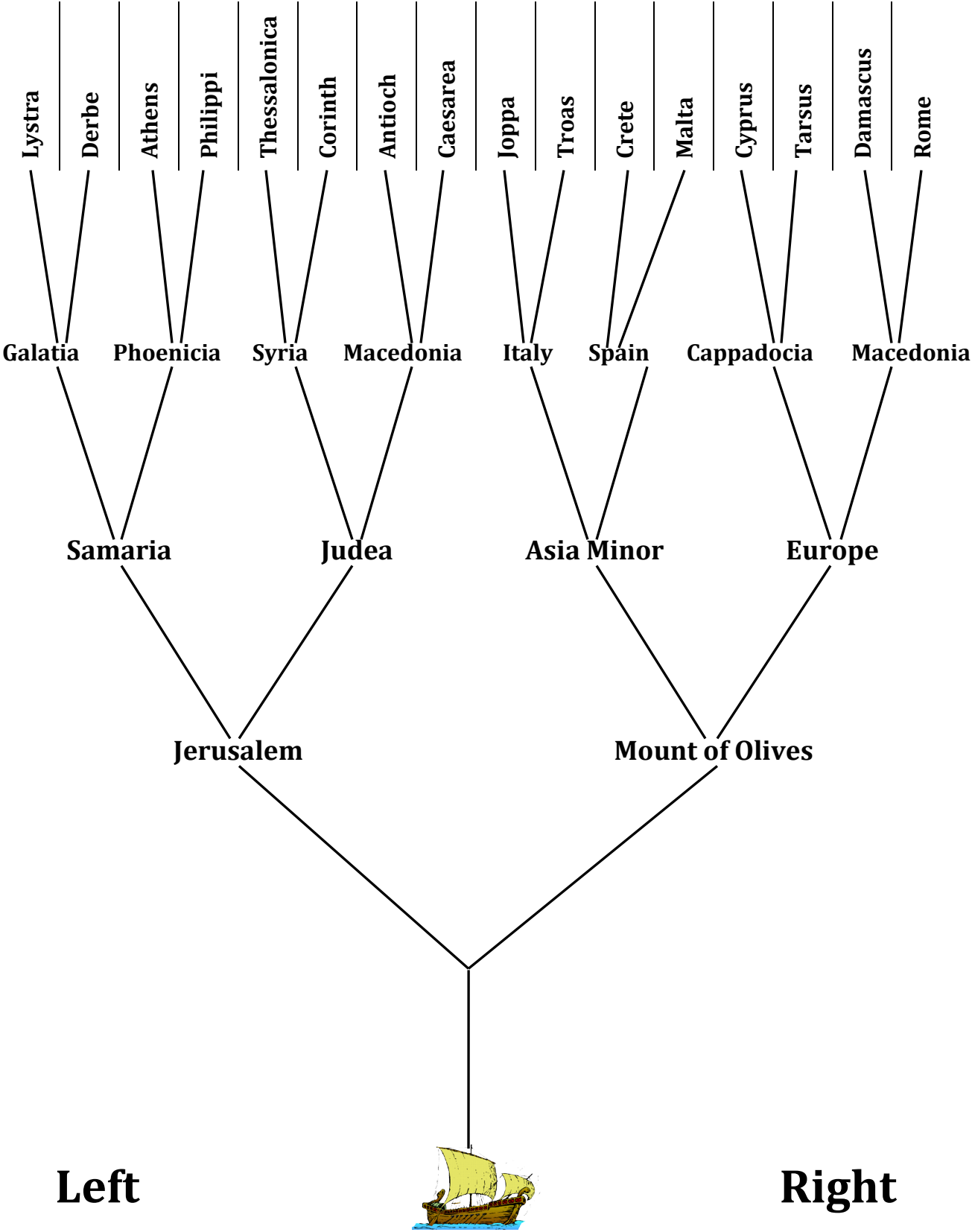
hem

met

set

Adapted from *Vowel Dimensions*. Canadian Government Publishing Centre, 1983.

/I/ & /ε/ SLIDE

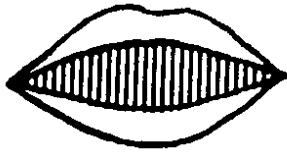
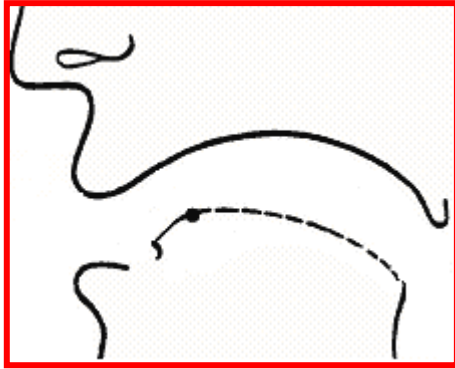


Part C *Placement of Tongue*

1. Another characteristic that is important is whether the front or the back of the tongue is being used. Point out that the lips are more rounded when the back of tongue is used.
2. Demonstrate by comparing the sounds /ε/ as in red & /ɔ/ as in **auburn**.
 - Use the /ε/ & /ɔ/**SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast. Point out the more rounded lips for /ɔ/ as in auburn.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand indicating which one they hear.
 - Do the **Listening Discrimination Worksheet** task: read one of the two words randomly for ten times, and have the learners mark which word they hear as you read them.

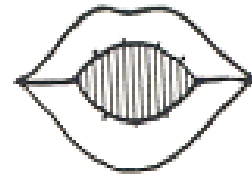
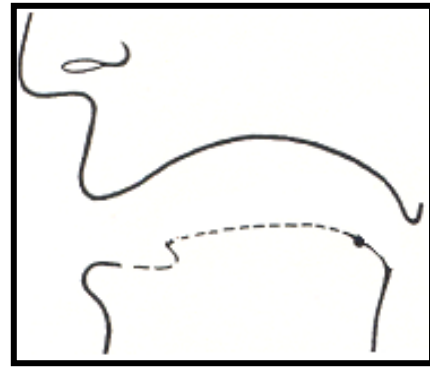
Instructor Note: Check off which words you read on the **Listening Discrimination SLIDE** for them to check when they are done.

/ɛ/ as in **red**



set
wetter
Jen
bend
deck
fell
get
hell

/ɔ/ as in **auburn**



sought
water
John
bond
dock
fall
got
hall

Adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/ɛ/ & /ɔ/ SLIDE

A		1	2	3	4	5	6	7	8	9	10
	get										
	got										

B		1	2	3	4	5	6	7	8	9	10
	fall										
	fell										

C		1	2	3	4	5	6	7	8	9	10
	wetter										
	water										

D		1	2	3	4	5	6	7	8	9	10
	Jen										
	John										

E		1	2	3	4	5	6	7	8	9	10
	bend										
	bond										

F		1	2	3	4	5	6	7	8	9	10
	set										
	sought										

G		1	2	3	4	5	6	7	8	9	10
	deck										
	dock										

H		1	2	3	4	5	6	7	8	9	10
	hell										
	hall										

I		1	2	3	4	5	6	7	8	9	10
	neck										
	knock										

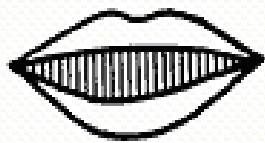
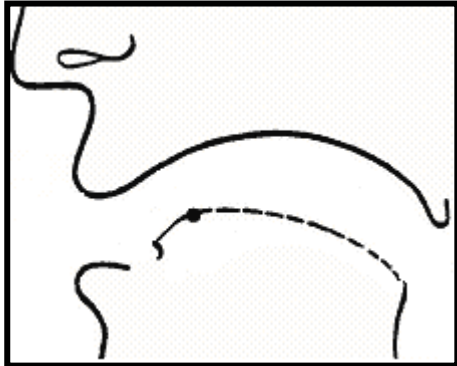
J		1	2	3	4	5	6	7	8	9	10
	pen										
	pawn										

Listening Discrimination Worksheet/SLIDE

Listening on the Mount**Part D** *Tenseness of Mouth Muscles*

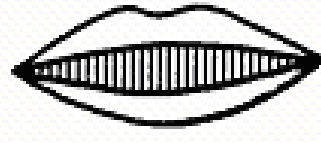
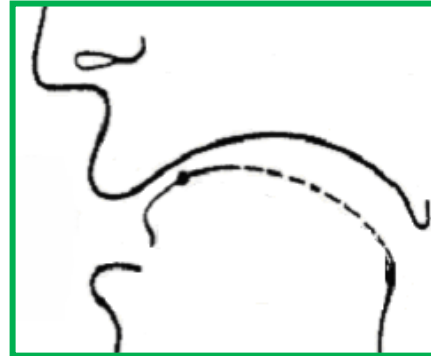
1. Whether the muscles of the mouth are tense or relaxed produces different vowel sounds. [Use a rubber band to illustrate tense and relaxed.]
2. Emphasize the glide into the /y /or /w/ sounds in the tense sounds.
3. Demonstrate by comparing /I/as in **silver** & /i^y/ as in **green** sounds.
 - Use the /I/&/i^y/ **SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast
 - Point out the movement of the lips tensing into the /y/ sounds in the /i^y/ as in **green**.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand to indicate which one they hear.

/I/ as in **silver**



sit
mitt
bit
his
hit
kill
ship
lip
knit
pit
rim
Tim
wit

/iː/ as in **green**



seat
meat
beat
he's
heat
keel
sheep
leap
neat
Pete
ream
team
wheat

- adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994 & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/I/ & /iː/ SLIDE

Listening on the Mount

6. Hand out the **Bingo Sheets** to each of the learners. They can choose one or more cards to play at a time.
 - Cut up the **Master List Bingo Words** into an envelope or hat. Pull out and call the words one at a time. [Project the **Master List SLIDE** onto a white board that you can use to confirm the words called.]
 - Ask the learners, using pencil, to place a mark on their sheet by each word they hear.
 - When someone gets 4 words in a row, he/she calls out **BINGO**.
 - Ask the learner to read and spell the four words for you to check.
 - The winner becomes the caller for the next round.

beat FtCC-Unit 1 Task 3	bet FtCC-Unit 1 Task 2	bit FtCC-Unit 1 Task 2
heat FtCC-Unit 1 Task 3	he's FtCC-Unit 1 Task 3	his FtCC-Unit 1 Task 3
hit FtCC-Unit 1 Task 3	keel FtCC-Unit 1 Task 3	kill FtCC-Unit 1 Task 3
knit FtCC-Unit 1 Task 3	leap FtCC-Unit 1 Task 3	lip FtCC-Unit 1 Task 3
meat FtCC-Unit 1 Task 3	met FtCC-Unit 1 Task 3	mitt FtCC-Unit 1 Task 3
neat FtCC-Unit 1 Task 3	net FtCC-Unit 1 Task 3	pet FtCC-Unit 1 Task 3
Pete FtCC-Unit 1 Task 3	pit FtCC-Unit 1 Task 3	ream FtCC-Unit 1 Task 3
rim FtCC-Unit 1 Task 3	seat FtCC-Unit 1 Task 3	set FtCC-Unit 1 Task 3
sheep FtCC-Unit 1 Task 3	ship FtCC-Unit 1 Task 3	sit FtCC-Unit 1 Task 3
Tom FtCC-Unit 1 Task 3	team FtCC-Unit 1 Task 3	Tim FtCC-Unit 1 Task 3
wet FtCC-Unit 1 Task 3	wheat FtCC-Unit 1 Task 3	wit FtCC-Unit 1 Task 3

Master List Bingo Words /SLIDE

Card 1				Card 2			
beat	wit	heat	Tim	his	wet	bit	wheat
sit	knit	set	meat	hit	Tom	wit	leap
neat	pet	Pete	mitt	ream	bet	net	Tim
rim	lip	sheep	kill	bet	rim	team	neat

Card 3				Card 4			
seat	mitt	sheep	he's	team	wit	Tim	sit
his	wit	hit	bet	pit	kill	his	bit
ship	set	ream	pet	met	meat	wheat	bet
net	wet	Tom	sheep	leap	Tom	lip	keel

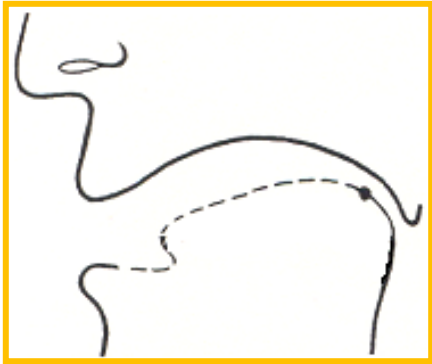
Card 5				Card 6			
bit	his	kill	lip	wit	bet	mitt	seat
pet	ream	set	sit	he's	keel	Tim	Tom
leap	met	net	pit	beat	pet	met	ship
ship	team	wheat	wet	sheep	bit	meat	sit

Card 7				Card 8			
sheep	rim	Pete	neat	sit	met	mitt	keel
knit	hit	heat	beat	mitt	net	ship	he's
kill	bet	bit	Tom	Tim	Tim	wet	kill
wet	lip	leap	team	his	keel	wit	wheat

*Listening on the Mount***Part E** *Roundness of the Lips*

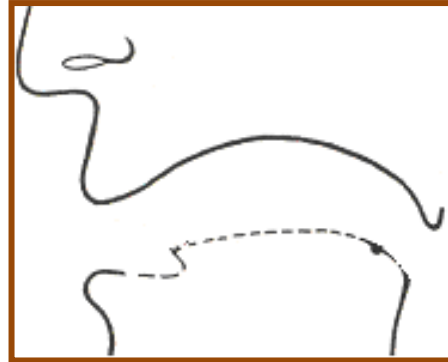
1. How rounded the lips are affects the quality of the vowel [Use your own lips to illustrate this.]
2. The vowels formed using the front of the tongue at the front of the mouth use less rounded lips than the vowel sounds using the back of the tongue. The rounded sounds are /o^w/ gold/, /ʊ/ wood/, /u^w/blue and /ɔ/ auburn.
3. Demonstrate by comparing the sounds /o^w/ as in **gold** & /ʌ/ as in **rust** sound
 - Use the /o^w/ & /ʌ/ **SLIDE** of the sounds.
 - Read the pairs crosswise while the learners listen to the contrast.
 - Point out the more rounded lips for /o^w/ as in **gold**, becoming even more tensely rounded on the /w/ sound.
 - Have the learners read the words with you.
 - Read one of the words from each pair and ask the learners to raise their left hand or right hand indicating which one they hear.

/o^w/ as in **gold**



boat
coat
code
dome
goat
mode
known
wrote
sewn

/ʌ/ as in **rust**



but
cut
cud
dumb
gut
mud
none
rut
sun

Adapted from *Teaching American English Pronunciation*, Paul Avery and Susan Elrich. Oxford University Press, 1994. & *Vowel Dimensions*, Canadian Government Publishing Centre, 1983.

/o^w/ & /ʌ/ SLIDE

Listening on the Mount

4. Have the learners form pairs. Give each pair of learners a set of **Pronunciation Snap Cards**.
5. Explain that the aim of the activity is to win the most cards (*and to pronounce the words correctly!!*)
 - Divide the cards equally between both partners.
 - Keep the cards face down in a pile.
 - The learners must take turns turning the cards face up in a pile on the table, saying the words aloud.
 - If one learner notices that the vowel sound in the word is the same on the top cards of both piles, this learner must say “SNAP”. This learner then wins the pile of his/her partner.
 - These cards are shuffled and added to the cards in the winner’s hands.
 - When one of the learners is out of cards, the round is over.

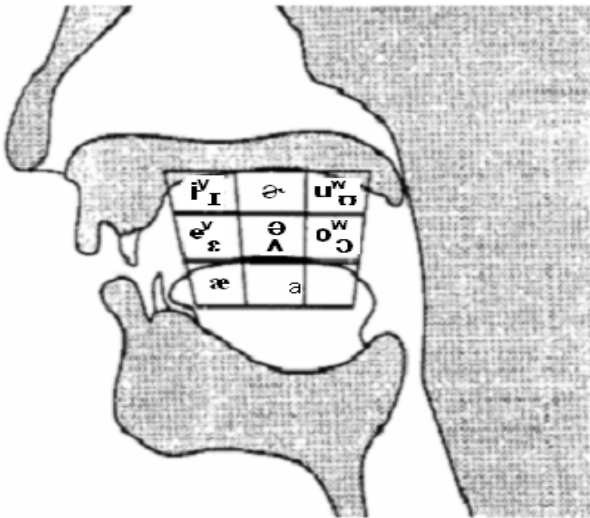
dome FCC-Unit 1 Task 3	wrote FCC-Unit 1 Task 3	cud FCC-Unit 1 Task 3	none FCC-Unit 1 Task 3	no FCC-Unit 1 Task 3	showed FCC-Unit 1 Task 3
dome FCC-Unit 1 Task 3	wrote FCC-Unit 1 Task 3	cud FCC-Unit 1 Task 3	none FCC-Unit 1 Task 3	no FCC-Unit 1 Task 3	showed FCC-Unit 1 Task 3
code FCC-Unit 1 Task 3	known FCC-Unit 1 Task 3	cut FCC-Unit 1 Task 3	mutt FCC-Unit 1 Task 3	up FCC-Unit 1 Task 3	suffer FCC-Unit 1 Task 3
code FCC-Unit 1 Task 3	known FCC-Unit 1 Task 3	cut FCC-Unit 1 Task 3	mutt FCC-Unit 1 Task 3	up FCC-Unit 1 Task 3	suffer FCC-Unit 1 Task 3
coat FCC-Unit 1 Task 3	mode FCC-Unit 1 Task 3	but FCC-Unit 1 Task 3	gut FCC-Unit 1 Task 3	sun FCC-Unit 1 Task 3	chosen FCC-Unit 1 Task 3
coat FCC-Unit 1 Task 3	mode FCC-Unit 1 Task 3	but FCC-Unit 1 Task 3	gut FCC-Unit 1 Task 3	sun FCC-Unit 1 Task 3	chosen FCC-Unit 1 Task 3
boat FCC-Unit 1 Task 3	goat FCC-Unit 1 Task 3	sewn FCC-Unit 1 Task 3	dud FCC-Unit 1 Task 3	rut FCC-Unit 1 Task 3	so FCC-Unit 1 Task 3
boat FCC-Unit 1 Task 3	goat FCC-Unit 1 Task 3	sewn FCC-Unit 1 Task 3	dud FCC-Unit 1 Task 3	rut FCC-Unit 1 Task 3	so FCC-Unit 1 Task 3

go FCC-Unit 1 Task 3	suddenly FCC-Unit 1 Task 3	mother FCC-Unit 1 Task 3	whole FCC-Unit 1 Task 3	under FCC-Unit 1 Task 3	tongue FCC-Unit 1 Task 3
know FCC-Unit 1 Task 3	those FCC-Unit 1 Task 3	brother FCC-Unit 1 Task 3	blowing FCC-Unit 1 Task 3	fun FCC-Unit 1 Task 3	only FCC-Unit 1 Task 3
know FCC-Unit 1 Task 3	those FCC-Unit 1 Task 3	brother FCC-Unit 1 Task 3	blowing FCC-Unit 1 Task 3	fun FCC-Unit 1 Task 3	only FCC-Unit 1 Task 3
spoke FCC-Unit 1 Task 3	up FCC-Unit 1 Task 3	come FCC-Unit 1 Task 3	one FCC-Unit 1 Task 3	drunk FCC-Unit 1 Task 3	broke FCC-Unit 1 Task 3
was FCC-Unit 1 Task 3	Holy FCC-Unit 1 Task 3	own FCC-Unit 1 Task 3	son FCC-Unit 1 Task 3	suppose FCC-Unit 1 Task 3	over FCC-Unit 1 Task 3
was FCC-Unit 1 Task 3	Holy FCC-Unit 1 Task 3	own FCC-Unit 1 Task 3	son FCC-Unit 1 Task 3	suppose FCC-Unit 1 Task 3	over FCC-Unit 1 Task 3

Part F

1. Present the complete **Vowel Chart SLIDE/Resource Sheet** that illustrates all the vowel sounds.
 - Drill all the sounds and the colour word samples.
2. As you are doing these tasks focusing on the vowel sounds of Canadian English, assess your learners and record any concerns in the appropriate box on the **Pronunciation Assessment Page**.

Canadian Vowels



		front (unrounded)	central (unrounded)	back (rounded)
high	tense	i ^y (beat, green)	ə (bird, purple)	u ^w (boot, blue)
	lax	I (bit, silver)		ʊ (book, soot)
mid	tense	e ^y (bait, grey)	ə (ma <u>ch</u> ine, ol <u>i</u> ve)	o ^w (boat, gold)
	lax	ε (bet, red)	ʌ (but, rust)	ɔ (bought, <u>a</u> uburn)
low	lax	æ (bat, black)	a (pot) [American]	

Five-vowel System of Some Other Languages

	front	central	back
high	i		u
mid	e		o
low		a	

- Adapted from Paul Avery and Susan Elrich. *Teaching American English Pronunciation*, Oxford University Press, 1994.

Name: _____

First Language _____ Date: _____

Pronunciation					
Consonants		Vowels		Prosody	
/p/ /b/		beat		Pauses	
/t/ /d/		bit		Word Stress	
/k/ /g/		bait		Phrase Stress	
/f/ /v/		bet		Linking	
/ð/ /θ/		bat		Prominence	
/s/ /z/		bird		Emphasis	
/ʃ/ /tʃ/		but		Statement intonation	
/dʒ/ /dʒ/		boot		Yes/no? intonation	
/l/ /r/		book		Wh-? intonation	
/m/ /n/ /ŋ/		boat		Speed	
/y/ /w/		bought		Overall comprehensibility	

1. Initial Basic Proficiency:	Pronunciation difficulties may significantly impede communication.
2. Developing Basic Proficiency:	Makes long pauses; pronunciation difficulties often impede communication.
3. Adequate Basic Proficiency:	Pronunciation difficulties still frequently impede communication; sometimes needs assistance.
4. Fluent Basic Proficiency:	Pronunciation difficulties may impede communication; needs only a little assistance.
5. Initial Intermediate Proficiency:	Errors of pronunciation are frequent & sometimes impede communication.
6. Developing Intermediate Proficiency:	Errors of pronunciation are frequent & sometimes impede communication.
7. Adequate Intermediate Proficiency:	Errors of pronunciation still frequent but rarely impede communication.
8. Fluent Intermediate Proficiency:	Errors of pronunciation rarely impede communication.
9. Initial Advanced Proficiency:	Difficulties with pronunciation very rarely impede communication.
10. Developing Advanced Proficiency:	Difficulties with pronunciation very rarely impede communication.
11. Adequate Advanced Proficiency:	Difficulties with pronunciation do not impede communication.
12. Fluent Advanced Proficiency:	Difficulties with pronunciation do not impede communication.

Individual Sounds						Stress/Rhythm Intonation					
1	2	3	4	5	6	1	2	3	4	5	6
7	8	9	10	11	12	7	8	9	10	11	12

Task 4

**Language Objectives:**

- to **understand** the importance of pauses in speech
- to **understand** where pauses are not permitted
- to **use** appropriate pauses in a choral reading

Approx Time: 45 minutes

Materials:

- **Don't Pause SLIDE**
- **Incorrect Pausing SLIDE**
- **Pauses Worksheet** for each learner
- **Unit 1 Script** for each learner (from Task 1)

Reference:

Acts 1:1-14

Take a Breath

Instructions:

1. Explain to the learners that now we are shifting to learn about the second type of pronunciation – the melody and tone of phrases, sentences and larger text.
2. Explain the concept of thought groups. A **thought group** is a group of words separated by pauses. English puts ideas together in speech separated by pauses.
3. Using the **Don't Pause SLIDE** explain that there are a number of places where we can pause, but it is important to know where **NOT** to pause.

Don't pause between:

subject and verb: *the Holy Spirit comes*

determiner and noun: *my witnesses*

helping (auxiliary) verb and main verb: *will receive*

preposition and a noun phrase: *in Jerusalem*

Don't pause between:

- **subject and verb**
e.g. the Holy Spirit comes
- **determiner and noun**
e.g. my witnesses
- **helping verb and main verb**
e.g. will receive
- **preposition and its noun phrase**
e.g. in Jerusalem

Don't Pause SLIDE

Listening on the Mount

4. Explain that English listeners cannot get the meaning if the pauses are not in the right place; they will not understand what you are saying. Using the **Incorrect Pausing SLIDE** illustrate incorrect pausing by reading the following sentences with three second pauses at the end of each line separated in this way:

But you
will
receive power when the
Holy Spirit
comes on
you; and you will
be my
witnesses in
Jerusalem, and in all
Judea and Samaria, and to the
ends of the
earth

5. Elicit from the learners why this pausing is incorrect.

Answer Key:

But you (*subject and verb*)
will (*helping (auxiliary) verb and main verb*)
receive power when the (*determiner and noun*)
Holy Spirit (*subject and verb*)
comes on (*preposition and noun or pronoun*)
you; and you will (*helping (auxiliary) verb and main verb*)
be my (*determiner and noun*)
witnesses in (*preposition and noun*)
Jerusalem, and in all (*determiner and noun*)
Judea and Samaria, and to the (*determiner and noun*)
ends of the (*determiner and noun*)
earth

**But you
will
receive power when the
Holy Spirit
comes on
you; and you will
be my
witnesses in
Jerusalem, and
in all
Judea, and Samaria, and
to the
ends of the
earth.**

Incorrect Pausing SLIDE

Listening on the Mount

6. Hand out the **Pauses Worksheet**. Read the text with the following pauses

But you will receive power //
when the Holy Spirit comes on you;//
and you will be my witnesses in Jerusalem, //
and in all Judea, and Samaria, //
and to the ends of the earth.

7. Elicit from the learners where they heard the pauses.

8. Use the **SLIDE** for the learners to see where you place the pause marks.

But you will receive power //
when the Holy Spirit comes on you;//
and you will be my witnesses in Jerusalem, //
and in all Judea, and Samaria, //
and to the ends of the earth.

9. Read the lines together chorally for the learners to practice pausing together.

10. Direct the learners' attention to the **Unit 1 Script**. Assign parts to the learners from the script. (Divide up the script among the number of learners that you have), **Luke, Luke, Jesus, Apostles, Man One, Man Two**.

11. Ask them to predict where the pauses would be in their lines by placing // lines in the appropriate places. Have them check their predictions with another learner.

12. Have the learners perform the dramatic reading of the scene.

**But you will receive
power when the
Holy Spirit comes on
you; and you will be
my witnesses in
Jerusalem, and in all
Judea and Samaria,
and to the ends of
the earth.**

Pauses Worksheet

Task 5

**Language Objectives:**

- **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

Approx Time: 45 minutes

Materials:

- **Preparing for an Interview with the Jerusalem Times Worksheet** for each learner
- **Asking for Information SLIDE**
- **Topic Cards** for each pair

Reference:

Acts 1:1-14

Jerusalem Times

Instructions:**Part A** *Making Inferences and Drawing Conclusions*

1. Instruct the learners that they will put themselves into the shoes of the people in the text. Explain that they will be required to make informed guesses (inferences) based on their understanding of the text.
2. Hand out **Preparing for an Interview with the Jerusalem Times Worksheet** to each learner.
3. Explain that these are a series of questions designed to lead the learners deeper into the events of the text. Explain that the first step in preparing for an interview will be to supply answers to these questions.
4. Have the learners answer the questions individually, then share the answers with a partner.

Reading Strategies:

Making inferences: An inference is a reasonable conclusion based on evidence.

Drawing conclusions: To draw conclusions means the student uses written or visual clues to figure out something that is not directly stated in the reading

Instructor Note: they may not be directly answered in the text. Some of them require making informed guesses (drawing inferences)

Preparing for an Interview with the *Jerusalem Times*

Read the text and answer the following questions.

1. In what ways did Jesus show that he was alive?
2. How is John's baptism different than the baptism the disciples will experience?
3. What are the disciples expecting from Jesus?
4. In what ways is the disciples' idea of the Kingdom different from that of Jesus?
5. Why are the disciples looking up into the sky?
6. Imagine you were one of the apostles. What thoughts and questions would you have as you looked up into the sky?
7. If two men in white appeared to you with a message, would you believe them? Why or why not?
8. Suppose you were among the disciples in the upstairs room praying together. What would you pray for?
9. Predict how the apostles will be witnesses of Jesus.

Listening on the Mount

Part B *Language for asking for information*

1. Explain to the learners that in order to conduct an interview they need key language for introducing a topic, asking questions and thanking.
2. Put up the **Asking for Information SLIDE**. Read the sentence heads aloud to the class.

Asking for Information

Introducing a Topic

- *I'd like some information on/about...*
- *Do you have any information on/about...*
- *Could you tell me about...*
- *I'm interested in _____.
Do you have any information on that?*
- *I was wondering if you had any information on/about...*
- *I was wondering if you could tell me about...*

Thanking

- *Thanks. Thank you.*
- *Thank you very much.*
- *Thank you very much for your time.*
- *Thank you. You've been very helpful*
- *Thank you for taking the time to talk with me.*
- *I really appreciate it.*
- *Thanks anyway. /Thank you anyway.*

Asking for Information SLIDE

Listening on the Mount

3. Have the learners form pairs.
4. Hand out the **Topic cards**. Have learners conduct mini-conversations on the topic of the card and choosing one of the sentence heads for asking for information. *e.g.*
 - a. Learner A: *I'd like some information about Jesus resurrection. Could you tell me about it?*
 - b. Learner B: *Yes, Jesus rose from the dead. Then he showed himself to his disciples many times in the 40 days following.*
 - c. Learner A: *Thank-you.*

Jesus’ resurrection <small>FtCC-Unit 1 Task 5</small>	Kingdom of God <small>FtCC-Unit 1 Task 5</small>
Upstairs room <small>FtCC-Unit 1 Task 5</small>	Two men in white <small>FtCC-Unit 1 Task 5</small>
Disciples looking at the sky <small>FtCC-Unit 1 Task 5</small>	Witnesses <small>FtCC-Unit 1 Task 5</small>
Praying <small>FtCC-Unit 1 Task 5</small>	Jesus’ Ascension <small>FtCC-Unit 1 Task 5</small>

Topic Cards

Part C *The Interview*

1. Explain to the learners that they will now conduct the actual interview.
Give the learners the following instructions on how to prepare:
 - Prepare an interview in which a reporter interviews one of the disciples about the events in the text.
 - Use the questions on the worksheet as examples to formulate your own questions and answers.
 - One of you will be the reporter for the **Jerusalem Times**; the other will be one apostle (you may choose from among the names mentioned).
 - Work out the questions and answers together.
 - Practice your interview. You will be presenting your interview to the class.
2. Have each pair present their interview to the class. If you have a large class, you may want to do this in groups of three pairs who present their interviews to one another.