

# Faith Foundation: The Lamb of God



*Selections from the Gospel  
According to John*

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## INTRODUCTION

### **The Purpose of This Curriculum**

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

### **What This Curriculum Contains**

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

### **Who This Curriculum Is For**

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

### **How This Curriculum Is Organized**

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

### **How Much On-Task Time This Curriculum Provides**

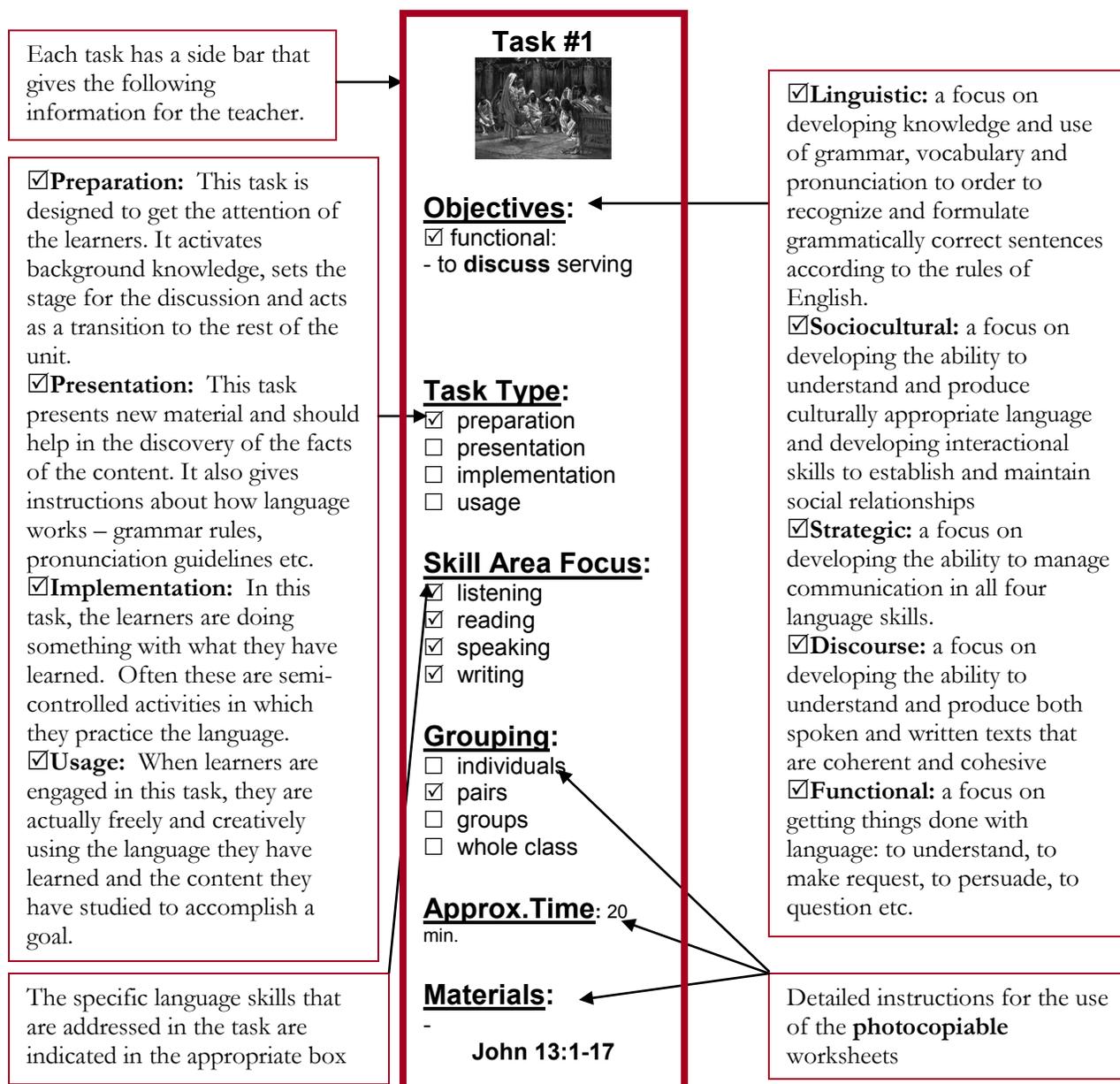
- ◆ whole curriculum 35-40 hours
- ◆ each unit approx 5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

## USER GUIDE

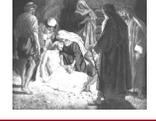
Each unit covers a Bible text. For each unit, there are 7-8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is most effective when the tasks are done sequentially.

### Task Instructions:

Each task is presented with clear step-by-step instructions for the teacher as well as learning objectives. These objectives may be linguistic, socio-cultural, strategic, discourse or functional.



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Unit 1 The Lamb of God (pg 1) (≈ 4.0 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Look! (pg 2) ≈20 min	- Speaking							- to discuss serving
2 The Path of Blessing (pg 12) ≈30 min	- Listening - Reading - Speaking			- to learn new words from context	- to discuss cultural practices	- to listen for key content		
3 The Passover Celebration (pg 18) ≈20min	- Listening - Speaking					- to listen for main information	- to read for main information	
4 Jesus the Servant (pg 22) ≈60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
5 An Example to Follow (pg 28) ≈30min	- Reading - Speaking - Writing	- to learn about and practice infinitives as they express purpose						
6 No, Never (pg 32) ≈20min	- Reading - Speaking				- to learn to refuse in a culturally acceptable manner			
7 As I Have Done For You (pg 34) ≈20min	- Speaking							- to discuss questions that arise from the text
8 Servants (pg 38) ≈30min	- Reading - Speaking						- to read and summarize a story	- to read and summarize a story

(≐) = approximately

Unit 2 The Arrest of Jesus (pg 43) (≐ 4.75 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Betrayed (pg 44) ≐20 min	- Listening - Speaking							- to use language to describe feelings
2 In a Grove of Olive Trees (pg 46) ≐40 min	- Listening - Reading - Speaking					- to listen for details and take notes	- to recognize and practice direct speech	
3 The Betrayal of Jesus (pg 50) ≐20min	- Listening - Reading - Speaking					- to outline the main ideas and sub-points on a mind map	- to become acquainted with the story	
4 Jesus Had Gone There (pg 52) ≐40min	- Writing	- to learn about and practice simple past vs. past perfect						
5 Jesus of Nazareth (pg 56) ≐40min	- Reading - Speaking						- to understand why words are left out of spoken and written text	
6 Betrayal, Betrayal (pg 62) ≐30min	- Speaking - Writing	- to present how English can make new words by adding suffixes						
7 I Am He (pg 66) ≐60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
8 The Arrest (pg 74) ≐30min	- Writing							- to use language learned to write an original paragraph

(≐) = approximately

Unit 3 Denials of Jesus (pg 77) (≐ 5.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Loyalty (pg 78) ≐20 min	- Listening - Reading - Speaking				- to <b>identify</b> the feelings of a person betrayed - to <b>share</b> personal experiences that relate to the theme of the text			
2 Standing by the Fire (pg 80) ≐40 min	- Listening - Speaking					- to <b>listen</b> for key content		- to <b>summarize</b> content
3 High Priest's Courtyard (pg 84) ≐30min	- Listening - Speaking			- to <b>learn</b> some of the key words of the text				
4 I Am Not (pg 86) ≐40min	- Reading						- to <b>reinforce</b> comprehension	- to <b>reinforce</b> comprehension
5 A Rooster Crows (pg 88) ≐60min	- Listening - Reading - Speaking		- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to <b>analyze</b> a text in terms of the various aspects of pronunciation	- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text	
6 I Have Preached (pg 96) ≐40min	- Reading - Writing	- to <b>understand</b> and <b>use</b> various verb tenses					- to <b>understand</b> the function of verb tenses in discourse	
7 Ashamed (pg 102) ≐60min	- Listening - Reading - Speaking	- to <b>change</b> narrative into dialogue				- to <b>change</b> narrative into dialogue	- to <b>use</b> context clues for identifying missing words in discourse	
8 Jerusalem Chronicle (pg 108) ≐60min	- Writing	- to <b>transfer</b> content into a different format				- to <b>organize</b> content into paragraphs		- to <b>write</b> a newspaper article

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Unit 4 The Roman Trial (pg 111) (≐ 4.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
<b>1</b> <b>Pretrial Events</b> (pg 112) ≐40 min	- Reading - Speaking						- to review the course of events leading up to the trial of Jesus before the Roman governor Pilate	
<b>2</b> <b>King of the Jews</b> (pg 116) ≐30 min	- Listening					- to listen for main ideas		
<b>3</b> <b>Not Guilty</b> (pg 120) ≐30min	- Reading			- to understand the vocabulary related to trials - to apply this vocabulary to the biblical text				
<b>4</b> <b>Truth to the World</b> (pg 124) ≐60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
<b>5</b> <b>Crucify Him</b> (pg 130) ≐20min	- Listening - Reading		- to understand the difference between /c/ and /k/ sounds					
<b>6</b> <b>The Death Sentence</b> (pg 132) ≐40min	- Speaking				- to identify with the ethical issues raised in Christ's trial	- to identify with the ethical issues raised in Christ's trial		
<b>7</b> <b>The Accused Was Found Guilty</b> (pg 138) ≐45min	- Writing							- to write a formal letter

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Unit 5 At the Cross (pg 141) (≐ 4.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
<p><b>1</b> From Gethsemane to Golgotha (pg 142) =30min</p>	<p>- Listening - Reading - Writing</p>					<p>- to <b>review</b> previous units through story mapping</p>		
<p><b>2</b> Skull Hill (pg 148) =45min</p>	<p>- Listening - Reading - Writing</p>					<p>- to <b>listen</b> for main ideas</p>	<p>- to <b>scan</b> the text for specific information - to <b>write</b> negative statements</p>	
<p><b>3</b> Divided Among Them (pg 152) =20min</p>	<p>- Reading - Speaking</p>	<p>- to <b>understand</b> and use prepositions of place</p>						
<p><b>4</b> Jesus' Mother (pg 156) =20min</p>	<p>- Listening - Reading - Speaking - Writing</p>	<p>- to <b>understand</b> and use apostrophes appropriately</p>						
<p><b>5</b> Soldiers Crucify Jesus (pg 160) =60min</p>	<p>- Listening - Reading - Speaking</p>		<p>- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text</p>			<p>- to <b>analyze</b> a text in terms of the various aspects of pronunciation</p>	<p>- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text</p>	
<p><b>6</b> They Threw Dice (pg 166) =30min</p>	<p>- Speaking - Writing</p>				<p>- to <b>identify</b> with the ethical issues raised in the text</p>	<p>- to <b>identify</b> with the ethical issues raised in the text</p>		
<p><b>7</b> Standing Near the Cross (pg 170) =60min</p>	<p>- Speaking - Writing</p>							<p>- to <b>write</b> a report from the point of view of a participant in the events in the text</p>

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Unit 6 It Is Finished (pg 175) (≐ 4.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Eye Witnesses (pg 176) ≐20 min	- Listening - Speaking					- to review and prepare for listening and reading task		
2 Everything Was Now Finished (pg 178) ≐20 min	- Listening					- to sequence events in a story		
3 Pierced With a Spear (pg 182) ≐20min	- Reading			- to learn key vocabulary				
4 He Was Thirsty (pg 184) ≐20min	- Listening					- to sequence events in a story		
5 Presented and Believed (pg 186) ≐30min	- Listening - Reading - Speaking - Writing		- to practice pronunciation of /ed/ endings					
6 It Is Finished (pg 190) ≐60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
7 To Fulfill the Scriptures (pg 196) ≐45min	- Reading - Speaking					- to develop understanding through cross-referencing		- to develop understanding through cross-referencing
8 So That You Also Can Believe (pg 198) ≐30min	- Writing							- to write a personal response

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Unit 7 The Burial of Jesus (pg 201) (≐ 5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 <b>Fearful</b> (pg 202) ≐20 min	- <i>Listening</i> - <i>Speaking</i>		- to <b>ask and answer</b> questions about personal experiences		- to <b>make</b> a connection between the personal experiences of the learners and the text they are about to read			- to <b>ask and answer</b> questions about personal experiences
2 <b>A Secret Disciple</b> (pg 204) ≐30 min	- <i>Listening</i> - <i>Speaking</i>							- to <b>understand</b> and <b>answer</b> questions about the text
3 <b>Close at Hand</b> (pg 208) ≐30min	- <i>Listening</i>			- to <b>identify and understand</b> important words in the text		- to <b>find</b> words within discourse and <b>infer</b> meaning from their context	- to <b>find</b> words within discourse and <b>infer</b> meaning from their context	
4 <b>The Ointment</b> (pg 210) ≐45min	- <i>Listening</i> - <i>Reading</i> - <i>Writing</i>				- to <b>listen</b> for specific information from a text			
5 <b>The Day of Preparation</b> (pg 216) ≐40min	- <i>Reading</i> - <i>Writing</i>	- to <b>understand</b> the difference between countable and non-countable nouns as well as the difference between definite and indefinite nouns - to <b>understand</b> and use articles appropriately						
6 <b>Near a Garden</b> (pg 222) ≐40min	- <i>Reading</i> - <i>Speaking</i>	- to <b>use</b> prepositions in the context of sentences						
7 <b>The Burial of Jesus</b> (pg 230) ≐60min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>		- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to <b>analyze</b> a text in terms of the various aspects of pronunciation	- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text	
8 <b>Burial Rites</b> (pg 236) ≐30min	- <i>Writing</i>				- to <b>talk</b> about burial rites in learners' own culture		- to <b>compare</b> these with the burial rites in the text	

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Unit 8 The Empty Tomb (pg 239) (≐ 5.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 To the Tomb (pg 240) ≐30 min	- Speaking					- to review the events leading up to this point from other units		
2 Early Sunday Morning (pg 246) ≐45 min	- Listening - Speaking - Writing					- to listen for main ideas - to listen for details		- to sequence the sentences of the text - to verbally summarize
3 The Lord's Body (pg 250) ≐20min	- Reading - Speaking					- to construct headlines	- to construct headlines	
4 Then They Went Home (pg 252) ≐45min	- Reading						- to recognise how pronouns, the definite article, demonstratives, and adverbs operate to tie a text together	
5 The Empty Tomb (pg 260) ≐60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
6 The Cloth Had Covered His Head (pg 266) ≐30min	- Listening - Reading - Speaking	- to review and recognize the past perfect tense						
7 The Stone Had Been Rolled Away (pg 268) ≐20min	- Listening - Reading - Speaking	- to review and recognize the passive voice						
8 He Saw and Believed (pg 272) ≐60min	- Listening - Reading - Speaking - Writing							- to explore in depth the meaning of the text

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Unit 9 Resurrection Appearances (pg 275) (≐ 5.5 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 <b>What Do You Expect?</b> (pg 276) ≐40 min	- <i>Listening</i> - <i>Speaking</i>					- to <b>use</b> various strategies to increase understanding of the text		
2 <b>Peace Be With You</b> (pg 278) ≐40 min	- <i>Listening</i> - <i>Writing</i>					- to <b>listen</b> for main ideas - to <b>listen</b> for details		
3 <b>Suddenly!</b> (pg 292) ≐30min	- <i>Reading</i> - <i>Speaking</i>			- to <b>focus</b> on the vocabulary of the text				
4 <b>Amazing Events</b> (pg 300) ≐20min	- <i>Reading</i> - <i>Speaking</i>	- to learn about and use participles as adjectives						
5 <b>Don't Be Faithless</b> (pg 306) ≐40min	- <i>Reading</i> - <i>Speaking</i> - <i>Writing</i>	- to <b>understand</b> and <b>use</b> some of the ways in which negativity is expressed in English						
6 <b>As He Spoke</b> (pg 312) ≐45min	- <i>Listening</i> - <i>Speaking</i>	- to <b>understand</b> the form, meaning and use of adverb clauses						
7 <b>It Is the Lord</b> (pg 316) ≐60min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>		- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to <b>analyze</b> a text in terms of the various aspects of pronunciation	- to <b>practice</b> the pronunciation of stress, thought grouping and intonation within the context of a larger text	
8 <b>They Were Sure</b> (pg 324) ≐45min	- <i>Speaking</i>							- to <b>reflect</b> on the implications of Mary's story for her life and for the learners' lives

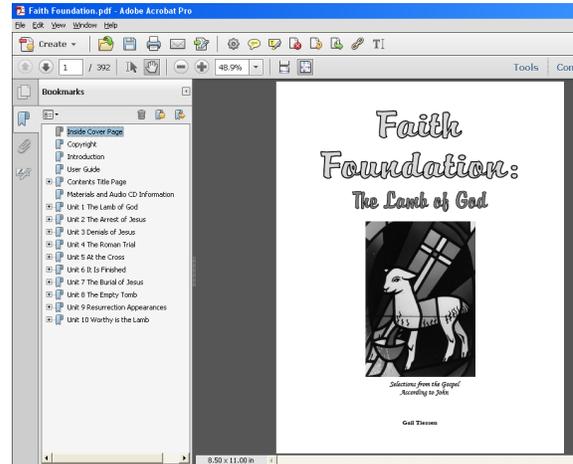
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Unit 10 Worthy is the Lamb (pg 329) (≈ 6.75 hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Several of the Disciples (pg 330) ≈30 min	- Listening - Reading - Speaking					- to review information by asking questions		- to review information by asking questions
2 After Breakfast (pg 334) ≈45min	- Listening - Reading - Speaking					- listen for the main ideas		- to sequence sections of the text
3 An Accurate Report (pg 338) ≈45min	- Reading - Speaking - Writing			- to find the best meaning of words for the context				
4 What is That to You? (pg 348) ≈45min	- Listening - Reading - Speaking						- to discuss the facts and implications of the events	- to discuss the facts and implications of the events
5 The Rumour Spread (pg 352) ≈60min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	
6 He Saw These Events & Recorded Them (pg 358) ≈60min	- Reading - Speaking - Writing					- to use a chart to summarize information		- to use a chart to summarize information
7 The Lamb that was Slaughtered (pg 364) ≈60min	- Listening - Speaking - Reading - Writing							- to discuss the theme of the course
8 So That You May Believe (pg 372) ≈60min	- Speaking - Writing							- to reflect on the lessons in this book and to express a creative personal response

## NAVIGATION SYSTEM

### Adobe Instructions:

- Ensure that Acrobat Reader 10 or higher is on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **Faith Foundation: The Lamb of God**. This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1** to go to the **Unit 1 Title Page**
- On the **Bookmark Panel**, 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 **Faith Foundation: The Lamb of God** 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.

### Comments:

Contact [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com) for any technical assistance/comments.