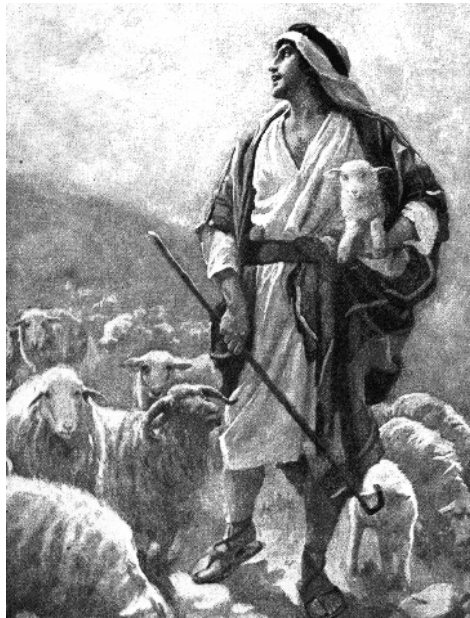


Faith Metaphors:

I Am . . .



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English as a Foreign Language Curriculum
with Assessments

Gail Tiessen

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Introduction

The Purpose of This Curriculum

- ◆ *To learn English*
- ◆ *To learn about the Gospel of John*

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)
- ◆ Instructional PowerPoint Slides with audio/video
- ◆ Learner Workbook
- ◆ 31 Skill Assessment Criteria Checklists
- ◆ Instruction for classroom materials

Who This Curriculum Is For

- ◆ EFL settings
- ◆ adults learners
- ◆ low intermediate proficiency level (CLB 4-6)

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 learners using language in a meaningful way.
- ◆ Function-based—Each unit also develops the learners' language for everyday living.

How Much On-Task Time This Curriculum Provides

- ◆ whole curriculum 30-35 hours
- ◆ each unit approx. 4-5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

Contents

Unit	Task 1	Task 2	Task 3	Task 4
1	<i>Metaphors</i> pg. 2≅ 30 min	<i>Children of God</i> pg. 6≅ 30 min	<i>Who Is He?</i> pg. 10≅40 min	<i>All Who Believed Him</i> pg. 16≅ 45 min
God Became Man <i>pg. 1</i> (≅ 250min)	- to raise awareness of the use of metaphors and idiomatic speech in everyday language	- to recognize metaphors in text and understand their literal and figurative meaning - to describe meanings of words	- to understand the wh- question words - to match the question with the appropriate response	- to identify pronouns and the nouns they refer to
2	<i>The Need for Food</i> pg. 36≅ 30 min	<i>A Huge Crowd</i> pg. 40≅ 45 min	<i>Leftovers</i> pg. 44≅ 40 min	<i>He Replied</i> pg. 48≅ 20 min
The Bread of Life <i>pg. 35</i> (≅ 285min)	- to introduce the idea of miracles and a reminder of the necessity of food in the lives of humans *Listening Assessment	- to listen for main ideas - to sequence the text - to read the text	- to become familiar with the vocabulary in John 6 text, crossword - to become familiar with the vocabulary in John 6 text	- to use “conversation exchangers” accurately - to use “conversation exchangers” accurately
3	<i>In the Dark</i> pg. 70≅ 30 min	<i>Blind from Birth</i> pg. 76≅ 60 min	<i>Wash Off the Mud</i> pg. 82≅ 30 min	<i>Who Healed You?</i> pg. 88≅ 60 min
The Light of the World <i>pg. 69</i> (≅ 315min)	- to activate prior knowledge by mapping out learners’ ideas re: disabilities *Speaking Assessment	- to identify discourse markers - to listen for main ideas - to sequence a text and discuss discourse elements	- to understand key vocabulary of the text, crossword - to use highlighting as a strategy for vocabulary learning - to use peer correction	- to understand the formation of information questions - to use appropriate question-answer sequences
4	<i>Sheep</i> pg. 110≅ 20 min	<i>Through the Gate</i> pg. 112≅ 20 min	<i>Fullness</i> pg. 114≅ 20 min	<i>He Explained</i> pg. 118≅ 45 min
The Gate <i>pg. 109</i> (≅ 210min)	- to discuss sheep to prepare for the text *Writing Assessment	- to listen for the main ideas and details	- to learn key words of the text, crossword	- to focus on verb tenses - to recognize content from function words - to understand tense choice in the text

Contents

Task 5	Task 6	Task 7	Task 8	Unit
<p><i>The Word</i> pg. 22≅ 45 min</p> <p>- to scan for information, infer ideas and identify relationships - to summarize content and express the main idea</p>	<p><i>There is the Lamb of God</i> pg. 28≅ 60 min</p> <p>- 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</p>			<p>1</p>
				<p>God Became Man pg. 1 (≅ 250min)</p>
<p><i>Feed All These People</i> pg. 54≅ 60 min</p> <p>- 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</p>	<p><i>Would You Help, Please?</i> pg. 62≅ 60 min</p> <p>- to become aware and gain understanding concerning the rules of politeness used in English - to become aware of some of the specific politeness strategies that are used in English</p>	<p><i>I Am the Bread of Life</i> pg. 66≅ 30 min</p> <p>- to understand the use of metaphors in English - to understand the metaphor 'Bread of Life' as it refers to Jesus - to understand & discuss the story and how it relates to Jesus *Listening & Speaking Assessments</p>		<p>2</p>
				<p>The Bread of Life pg. 35 (≅ 285min)</p>
<p><i>The Power of God</i> pg. 92≅ 30 min</p> <p>- to understand the use 'of' phrases - to practice reduction in 'of' phrases</p>	<p><i>I Am the Light of the World</i> pg. 96≅ 60 min</p> <p>- 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</p>	<p><i>What Do You Think?</i> pg. 106≅ 45 min</p> <p>- to discuss the implications of the event - to role play interviews - to discuss the implications of the event *Listening & Speaking Assessments</p>		<p>3</p>
				<p>The Light of the World pg. 69 (≅ 315min)</p>
<p><i>Green Pastures</i> pg. 126≅ 60 min</p> <p>- practice function words reduced</p>	<p><i>I Am the Gate</i> pg. 132≅ 45 min</p> <p>- to discuss the implications of the metaphor *Listening & Speaking Assessments</p>			<p>4</p>
				<p>The Gate pg. 109 (≅ 210min)</p>

Contents

Unit	Task 1	Task 2	Task 3	Task 4
5	<i>Let's Talk About the Shepherd</i> pg. 134≐ 45 min	<i>Give Life</i> pg. 138≐ 20 min	<i>Lay Down My Life</i> pg. 140≐ 20 min	<i>Psalms 23</i> pg. 142≐ 30 min
The Good Shepherd pg. 133 (≐ 220min)	- shepherd metaphor over 1000 years *Reading & Writing Assessments	- to listen and focus on the purpose of the main idea - to listen for specific information	- to use the context in order to understand nuances of meaning in words and phrases in the text, Odd Man Out	- proper use of pauses - to compare texts - to understand and practice the use of thought groups in discourse
6	<i>Lazarus Is Dead</i> pg. 158≐ 20 min	<i>Funeral Customs</i> pg. 162≐ 20 min	<i>At the Grave</i> pg. 164≐ 40 min	<i>Dead Man Alive</i> pg. 170≐ 30 min
The Resurrection and the Life pg. 157 (≐ 200min)	- to understand the setting and people of the text - to predict words in a text - to use yes/no questions to identify people and places	- to compare and contrast funeral customs in different countries *Listening & Speaking Assessments *Reading & Writing Assessments	- to learn key vocabulary - to listen to the text for main ideas - to sequence the events of the text	- to understand the facts of the story and the theological significance of the events of the text - to answer questions related to the text - to discuss the message of the text *Listening & Speaking Assessments
7	<i>After Death</i> pg. 186≐ 40 min	<i>Know the Way</i> pg. 188≐ 45 min	<i>Sort Out the Truth</i> pg. 194≐ 30 min	<i>Life After Death</i> pg. 198≐ 30 min
The Way, the Truth, the Life pg. 185 (≐ 270min)	- to activate prior knowledge of the themes of life and death covered in the text *Speaking Assessment	- to understand the meaning of key words in the text - to listen for key ideas	- importance of the definite article - to read the text for content and answer True & False questions	- to read the text for main ideas - to compare ideas from the text with own ideas
8	<i>Gardening</i> pg. 214≐ 30 min	<i>You Are the Branches</i> pg. 222≐ 45 min	<i>I Am the Vine</i> pg. 226≐ 30 min	<i>If You Stay Joined</i> pg. 230≐ 30 min
The True Vine pg. 213 (≐ 325min)	- to understand gardening metaphors to prepare for the text	- to listen for the main ideas - to sort into categories *Speaking Assessment	- to review the use of 'not' - to use emphatic stress to correct - to enhance comprehension *Reading Assessment	- to learn & practice factual & future conditionals

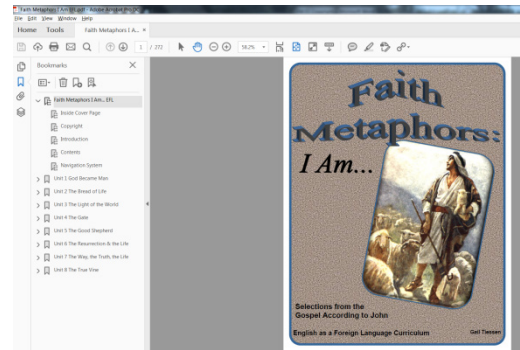
Contents

Task 5	Task 6	Task 7	Task 8	Unit
<p><i>I Am the Good Shepherd</i> pg. 148≅ 60 min</p> <p>- 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</p>	<p><i>The Good Shepherd & the Sheep</i> pg. 154≅ 45 min</p> <p>- to discuss the meaning of the metaphor - to summarize understanding of the text through drawing *Speaking Assessment</p>			<p>5</p>
				<p>The Good Shepherd pg. 133 (≅ 220min)</p>
<p><i>The Raising of Lazarus</i> pg. 172≅ 60 min</p> <p>- 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</p>	<p><i>I Was So Sad</i> pg. 180≅ 30 min</p> <p>- to learn and use emotion words - to write a friendly letter *Writing Assessment</p>			<p>6</p>
				<p>The Resurrection and the Life pg. 157 (≅ 200min)</p>
<p><i>If This Were Not So</i> pg. 200≅ 20 min</p> <p>- to understand and use contrary to fact conditionals in the present and past</p>	<p><i>I Am the Way, the Truth, the Life</i> pg. 206≅ 60 min</p> <p>- 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</p>	<p><i>Don't You Know Yet?</i> pg. 212≅ 45 min</p> <p>- to review previous units in order to summarize ideas *Read & Writing Assessments *Speaking Assessments</p>		<p>7</p>
				<p>The Way, the Truth, the Life pg. 185 (≅ 270min)</p>
<p><i>Yes, I Am</i> pg. 238≅ 40 min</p> <p>- to practice proper punctuation of commas and semi-colons - to practice proper punctuation</p>	<p><i>Remain in Me</i> pg. 248≅ 30 min</p> <p>- to think through and discuss the implications of the passage *Listening & Speaking Assessments</p>	<p><i>The True Vine</i> pg. 252≅ 60 min</p> <p>- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text, intonation - to analyze a text in terms of the various aspects of pronunciation</p>	<p><i>Believe and Live</i> pg. 258≅ 60 min</p> <p>- to compare the key metaphors in the 8 units - to use a chart to summarize information *Writing Assessment</p>	<p>8</p>
				<p>The True Vine pg. 213 (≅ 325min)</p>

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 Metaphors: I Am EFL**. This opens the **file** 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 in the Bookmark Panel.
- 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.
- This navigation system continues throughout the entire curriculum.
- When on a specific task, *click* on the top of the page of 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 Metaphors: I Am EFL** is linked for quick reference.



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.

The **Audio Files** are **embedded** in the **Instructor SLIDES**. **Click** on the **appropriate SLIDE** to activate.

