

The  
**Promised  
Saviour**

*Revised*



**Gail Tiessen**

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Adapted from Revised *Faith Portraits I: The Family of God*

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## **Introduction**

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

- ◆ *To learn English*
- ◆ *To learn about the 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
- ◆ intermediate learners (Canadian Language Benchmarks 5-7)
- ◆ 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 Message*. 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 40-45 hours
- ◆ each unit approx. 6 hours of on-task class time
- ◆ each task varies according to the purpose and task type



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<b>Unit 6</b>	His Death	<b>273</b>
<b>Unit 7</b>	His Resurrection	<b>329</b>



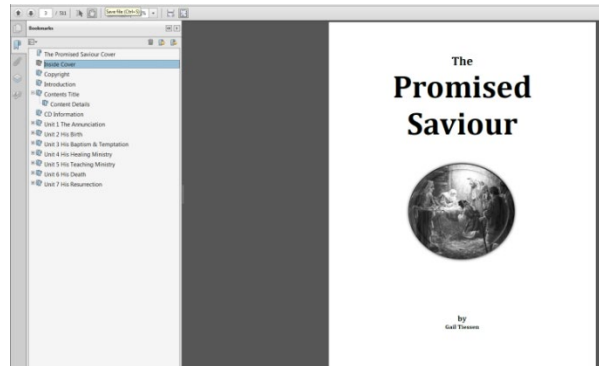
UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>1</b>	<b><i>Sing and Dance</i></b> pg. 2 ≅45min	<b><i>In the Sixth Month</i></b> pg. 8 ≅40min	<b><i>What Was Behind It?</i></b> pg. 14 ≅45min	<b><i>Joyful News!</i></b> pg. 22 ≅30min
<b>The Annunciation</b> pg. 1 ≅385min	<ul style="list-style-type: none"> <li>- to <b>survey</b> the class about what happy news would make them sing and dance</li> <li>- to <b>discuss</b> whom they share good news with first</li> <li>- to <b>practice</b> fluency through the discussion circle</li> <li>- to <b>explore</b> how different countries or cultures celebrate with song and dance</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> the learners' awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>comprehend</b> the text</li> <li>- to <b>read</b> the text for details</li> <li>- to <b>do</b> a multiple choice task</li> </ul>
<b>2</b>	<b><i>All about People</i></b> pg. 58 ≅45min	<b><i>About That Time</i></b> pg. 62 ≅40min	<b><i>Deep Within</i></b> pg. 68 ≅30min	<b><i>Where Is That?</i></b> pg. 74 ≅60min
<b>His Birth</b> pg. 57 ≅340min	<ul style="list-style-type: none"> <li>- to <b>connect</b> the theme of the text to the learners' lives</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> the learners' awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>develop</b> an understanding of the events and places in the text</li> </ul>
<b>3</b>	<b><i>Preparing the Way</i></b> pg. 114 ≅30min	<b><i>In the Fifteenth Year</i></b> pg. 116 ≅40min	<b><i>Repairing Roads</i></b> pg. 122 ≅60min	<b><i>Son of God and Son of Man</i></b> pg. 132 ≅45min
<b>His Baptism &amp; Temptation</b> pg. 113 ≅370min	<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge about a community's preparations for a leader's visit</li> <li>- to <b>practice</b> discussion skills</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>read</b> for detail</li> <li>- to <b>make</b> inferences based on the reading</li> <li>- to <b>read</b> for meaning</li> <li>- to <b>classify</b> ideas</li> <li>- to <b>draw</b> conclusions about key ideas in the text</li> <li>- to <b>identify</b> contrasting ideas in the text</li> </ul>
<b>4</b>	<b><i>Healing</i></b> pg. 164 ≅45min	<b><i>Jesus Returned to Galilee</i></b> pg. 166 ≅40min	<b><i>Talk of the Town</i></b> pg. 172 ≅45min	<b><i>Who's Who?</i></b> pg. 180 ≅30min
<b>His Healing Ministry</b> pg. 163 ≅345min	<ul style="list-style-type: none"> <li>- to <b>discuss</b> and become aware of the various problems people face in life</li> <li>- to <b>discuss</b> various solutions to these problems</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> the learners' awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>comprehend</b> the text</li> <li>- to <b>skim</b> and <b>scan</b> for descriptions of various people in the text</li> </ul>
<b>5</b>	<b><i>Lost and Found</i></b> pg. 216 ≅30min	<b><i>While He was Saying These Things</i></b> pg. 220 ≅40min	<b><i>Having a Wonderful Time</i></b> pg. 228 ≅75min	<b><i>There Once Was a Man</i></b> pg. 244 ≅45min
<b>His Teaching Ministry</b> pg. 215 ≅430min	<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge about experiences with lost and found items</li> <li>- to <b>share</b> personal experiences of loss and of joy in finding lost items</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> words relating to joy and happiness</li> <li>- to <b>scan</b> the text for specific information</li> <li>- to <b>understand</b> suffixes and how they can change word types</li> <li>- to <b>understand</b> the idiomatic language in the text</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>skim</b> and scan the text for information</li> <li>- to <b>answer</b> wh- questions about the text</li> </ul>
<b>6</b>	<b><i>Fit the Crime</i></b> pg. 274 ≅30min	<b><i>When It Was Morning</i></b> pg. 276 ≅40min	<b><i>Pass the Buck</i></b> pg. 282 ≅45min	<b><i>Guilty or Innocent</i></b> pg. 288 ≅45min
<b>His Death</b> pg. 273 ≅340min	<ul style="list-style-type: none"> <li>- to <b>activate</b> prior knowledge</li> <li>- to <b>sort</b> various crimes under punishment labels</li> <li>- to <b>give</b> opinions on appropriate punishments for various crimes</li> <li>- to <b>introduce</b> the punishment of death on a cross</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> the learners' awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>scan</b> the text for information</li> <li>- to <b>fill out</b> a chart on the various aspects of Jesus' trials</li> <li>- to <b>share</b> results of research</li> <li>- to <b>discuss</b> the verdicts and sentences of the trials</li> <li>- to <b>discuss</b> Pilate's final sentence</li> <li>- to <b>match</b> quotes with people</li> </ul>
<b>7</b>	<b><i>People</i></b> pg. 330 ≅60min	<b><i>At the Crack of Dawn</i></b> pg. 336 ≅40min	<b><i>Broke the News</i></b> pg. 342 ≅45min	<b><i>The Living One in a Cemetery?</i></b> pg. 350 ≅40min
<b>His Resurrection</b> pg. 329 ≅405min	<ul style="list-style-type: none"> <li>- to <b>review</b> details of people encountered in the text so far</li> <li>- to <b>employ</b> effective listening strategies</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>listen</b> to the script for main ideas</li> <li>- to <b>sequence</b> pictures according to the text</li> <li>- to <b>read</b> and match summary statements with pictures</li> <li>- to <b>retell</b> the main ideas using the pictures as cues</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>raise</b> the learners' awareness of the use of metaphors and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>- to <b>understand</b> the main ideas of the text</li> <li>- to <b>scan</b> the text for information</li> <li>- to <b>understand</b> the events in relation to where they occurred geographically</li> </ul>

Task 5	Task 6	Task 7	Task 8	UNIT (≅) is approx.
<b>Word Families</b> pg. 24 ≅30min	<b>Do You Know Mary?</b> pg. 28 ≅60min	<b>Blessed Among Women</b> pg. 34 ≅75min	<b>Creative Forms of Praise</b> pg. 48 ≅60min	<b>1</b>
- to <b>understand</b> that certain suffixes affect the placement of words - to <b>use</b> the appropriate stress pattern with suffixes	- to <b>understand</b> the formation of yes/no questions about the present - to <b>ask</b> and <b>answer</b> yes/no questions about the present	- to <b>see</b> Mary's experience as the fulfillment of promise in an ancient and divine pattern of promise and fulfillment - to <b>reflect</b> on and discuss the significance of Mary's experience - to <b>compare</b> three songs of joyous response	- to <b>manipulate</b> the words of praise songs - to <b>write</b> one's own praise song or poem	<b>The Annunciation</b> pg. 1 ≅385min
<b>Hear the Music</b> pg. 80 ≅60min	<b>What Happened?</b> pg. 94 ≅45min	<b>Do You Agree?</b> pg. 104 ≅30min	<b>I Saw It!</b> pg. 108 ≅30min	<b>2</b>
- to <b>listen</b> to appreciate the 'music' that is in language and the specific beat of English - to <b>stress</b> the stressed vowel of content words within phrases and thought groups	- to <b>understand</b> information question words - to <b>correctly form</b> information questions	- to <b>discuss</b> the significance of the events in the time of the event and for now - to <b>stress</b> opinions - to <b>agree</b> or <b>disagree</b> appropriately	- to <b>develop</b> the writing skill of emails	<b>His Birth</b> pg. 57 ≅340min
<b>The Quiet Ones</b> pg. 138 ≅60min	<b>What Should We Do?</b> pg. 146 ≅75min	<b>Drawing Your Family</b> pg. 154 ≅30min	<b>Family Forms</b> pg. 158 ≅30min	<b>3</b>
- to <b>distinguish</b> between stress and unstress in content and function words - to <b>understand</b> and employ linking	- to <b>review</b> the meaning of mind-set helping verbs ( <i>modals</i> ) - to <b>understand</b> the use of mind-set helping verbs ( <i>modals</i> ) in expressing obligation in questions - to <b>understand</b> the use of mind-set helping verbs ( <i>modals</i> ) for formal questions	- to <b>use</b> a graphic organizer to illustrate own genealogy - to <b>talk</b> about families using polite questions - to <b>gain</b> an awareness of how culture shapes the concept of family	- to <b>fill</b> out government forms related to family statistics	<b>His Baptism &amp; Temptation</b> pg. 113 ≅370min
<b>It's Stressed Isn't It?</b> pg. 182 ≅60min	<b>Don't You Realize?</b> pg. 192 ≅20min	<b>Band-Aids and Herbal Remedies</b> pg. 198 ≅45min	<b>Giving and Getting Help</b> pg. 200 ≅60min	<b>4</b>
- to <b>understand</b> how the stress pattern of English in the use of <i>not</i> and negative contractions - to <b>apply</b> the appropriate stress pattern ( <i>sing the correct tune</i> ) to negative statements and questions	- to <b>form</b> negative questions - to <b>answer</b> negative questions appropriately	- to <b>reflect</b> on the content of the text - to <b>practice</b> discussion skills	- to <b>understand</b> the structure and grammatical features of a doctor's appointment - to <b>learn</b> how to give advice appropriately - to <b>practice</b> giving advice related to health	<b>His Healing Ministry</b> pg. 163 ≅345min
<b>We're Going to Feast</b> pg. 246 ≅60min	<b>How Can I Picture God's Kingdom?</b> pg. 252 ≅75min	<b>The Heart of the Story</b> pg. 264 ≅60min	<b>The Lost Sheep</b> pg. 270 ≅45min	<b>5</b>
- to <b>understand</b> and <b>use</b> prominence appropriately	- to <b>review</b> word order in negative questions - to <b>learn</b> word order in questions with 'how' and how much/ how many	- to <b>recognize</b> Luke's focus on disadvantaged people, particularly women - to <b>understand</b> the underlying messages expressed in the parables of this text - to <b>discuss</b> questions related to the text	- to <b>identify</b> the discourse structure of parables - to <b>identify</b> grammatical and vocabulary elements in stages of a parable	<b>His Teaching Ministry</b> pg. 215 ≅430min
<b>He's a Galilean</b> pg. 294 ≅60min	<b>What's the Question?</b> pg. 314 ≅30min	<b>What Do You Think?</b> pg. 318 ≅45min	<b>An Unforgettable Day</b> pg. 322 ≅45min	<b>6</b>
- to <b>develop</b> the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists	- to <b>develop</b> the use of interpersonal grammar especially forming questions	- to <b>discuss</b> the implications of the events of the text - to <b>give</b> an opinion, agree or disagree appropriately	- to <b>develop</b> the skill of writing a summary of events	<b>His Death</b> pg. 273 ≅340min
<b>I Just Can't Believe It!</b> pg. 352 ≅60min	<b>What's This You Are Discussing?</b> pg. 368 ≅40min	<b>Fulfilling the Words of the Prophets</b> pg. 372 ≅60min	<b>You are the Witnesses!</b> pg. 384 ≅60min	<b>7</b>
- to <b>review</b> the attitudinal function of intonation - to <b>become</b> aware of and use intonation for expressing strong emotion	- to <b>review</b> details of people encountered in the text so far. - to <b>employ</b> effective listening strategies	- to <b>understand</b> how the text gives evidence for the resurrection of Jesus - to <b>understand</b> how Jesus' life, death and resurrection fulfills the words in the Old Testament found in the Law of Moses, the Prophets and the Psalms - to <b>reflect</b> on the overarching message of Luke's gospel	- to <b>use</b> questioning skills to gather information - to <b>present</b> the story of the resurrection	<b>His Resurrection</b> pg. 329 ≅405min

## 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 **The Promised Saviour**. 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**.
- 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 **top of the page** 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 Promised Saviour** has this navigation system throughout.



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

### Comments:

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