

TO THE ENDS OF THE EARTH



TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Scripture quotations are taken from *The Holy Bible, New International Version*, Copyright 2010. Used by permission. **The Visual Bible: Acts: A Dramatic Presentation of the Birth of Christianity, Part One and Two**

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Introduction

The Purpose of This Curriculum

- ◆ *To learn English*
- ◆ *To learn about the Acts of the Apostles*

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
- ◆ 30 Skill Assessment Criteria Checklists
- ◆ Instructions for classroom materials

Who This Curriculum Is For

- ◆ EFL settings
- ◆ adult learners
- ◆ intermediate proficiency level (CLB 6-9)

How This Curriculum Is Organized

- ◆ Text-based — Each unit is built around an authentic text from *The New International Version*. 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 35 hours
- ◆ each unit approx. 5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

Contents

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1	Jesus' Ascension & Apostles' Commission	1
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9	Paul's Witness in Athens & Corinth	177
10	Ephesus' Response of Faith & Opposition	197
11	Paul's Arrest and Trials	219
12	Paul's Journey and Witness in Rome	271

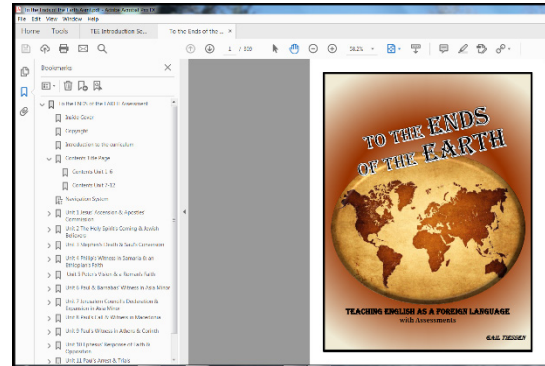
UNIT (≅) is approx.	Task 1	Task 2	Task 3
1	<i>The Sequel</i> pg. 4 ≅60min	<i>The Day He Was Taken Up</i> pg. 8 ≅60min	<i>Jerusalem Times</i> pg. 12 ≅45min
Jesus' Ascension & Apostles' Commission pg. 1 ≅165min	<ul style="list-style-type: none"> - to activate prior knowledge about sequels, past events and the book of Acts - to discuss the main events of the Gospel of Luke - to share ideas and experiences with one another 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story 	<ul style="list-style-type: none"> - to 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
2	<i>A Multilingual World</i> pg. 20 ≅30min	<i>When Pentecost Came</i> pg. 22 ≅60min	<i>Tongues on Fire</i> pg. 30 ≅40min
The Holy Spirit's Coming & Jewish Believers pg. 17 ≅130min	<ul style="list-style-type: none"> - to talk about learners' experiences with multiple languages - to lead a discussion using questions 	<ul style="list-style-type: none"> - to listen for main ideas, events, people and places - to sequence summary statements - to retell the story *Listening & Reading Assessments 	<ul style="list-style-type: none"> - to analyze and discuss - to 'read' between the lines *Speaking Assessment
3	<i>Facing Persecution</i> pg. 38 ≅45min	<i>Opposition Arose</i> pg. 42 ≅60min	<i>In Damascus</i> pg. 50 ≅45min
Stephen's Death & Paul's Conversion pg. 35 ≅150min	<ul style="list-style-type: none"> - to discuss the meaning of the text 	<ul style="list-style-type: none"> - to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening 	<ul style="list-style-type: none"> - to discuss the meaning of the text *Reading & Speaking Assessments
4	<i>A Magic Wand</i> pg. 56 ≅20min	<i>A Great Persecution Broke Out</i> pg. 58 ≅60min	<i>Persecution & Expansion</i> pg. 64 ≅45min
Philip's Witness in Samaria & an Ethiopian's Faith pg. 53 ≅125min	<ul style="list-style-type: none"> - to use imagination to think of changes in the world - to activate prior knowledge about power to change 	<ul style="list-style-type: none"> - to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening *Reading Assessment 	<ul style="list-style-type: none"> - to analyze and discuss - to 'read' between the lines - to discuss the main themes of the book of Acts found in this text *Speaking Assessment
5	<i>At Caesarea</i> pg. 70 ≅60min	<i>Long, Longer, Longest</i> pg. 80 ≅60min	<i>The Quiet Ones</i> pg. 92 ≅60min
Peter's Vision & a Roman's Faith pg. 67 ≅180min	<ul style="list-style-type: none"> - to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening *Reading Assessment 	<ul style="list-style-type: none"> - to understand, hear and produce appropriate vowel length 	<ul style="list-style-type: none"> - to understand, hear and produce appropriate reductions in words and phrases
6	<i>In the Church at Antioch</i> pg. 104 ≅60min	<i>Prophets, Teachers & Changes</i> pg. 112 ≅60min	<i>I Want You to Know</i> pg. 120 ≅30min
Paul & Barnabas' Witness in Asia Minor pg. 101 ≅150min	<ul style="list-style-type: none"> - to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening *Reading Assessment 	<ul style="list-style-type: none"> - to understand, hear and produce appropriate assimilation - to hear and produce the appropriate /s/ /z/ /əz/ endings - to hear and produce /t/ /d/ /əd/ endings 	<ul style="list-style-type: none"> - to hear and produce appropriate stress at the prominent point in a phrase

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
7	<i>Go Up to Jerusalem</i> pg. 130 ≅90min	<i>Fact or Opinion</i> pg. 142 ≅20min	<i>In Asia</i> pg. 144 ≅20min	
Jerusalem Council's Declaration & Expansion in Asia Minor pg. 127 ≅130min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story *Reading Assessment	- to understand the difference between <i>fact</i> and <i>opinion</i> *Reading Assessment	- to read a map - to give and follow directions on a map *Speaking Assessment	
8	<i>Come Over to Macedonia</i> pg. 154 ≅90min	<i>Who Said That?</i> pg. 168 ≅20min	<i>Where Did They Go?</i> pg. 170 ≅30min	
Paul's Call & Witness in Macedonia pg. 151 ≅140min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story *Speaking & Reading Assessments	- to discuss the speech of the people in the text	- to read a map and correlate information from a written text to a map - to learn more details about the places in the text *Speaking & Listening Assessments	
9	<i>In Athens</i> pg. 180 ≅90min	<i>On Mars Hill</i> pg. 190 ≅40min		
Paul's Witness in Athens & Corinth pg. 177 ≅130min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story *Reading Assessment	- to understand details in the text - to compare and contrast the events in Athens and Corinth *Speaking & Writing Assessments		
10	<i>In Ephesus</i> pg. 200 ≅90min	<i>The Believers in Ephesus</i> pg. 212 ≅60min		
Ephesus' Response of Faith & Opposition pg. 197 ≅150min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story	- to scan the text for details - to demonstrate understanding of details in the text - to give and understand instructions in order to trace a journey on a map - to transfer information from a written text to a map - to demonstrate understanding of details about people in the text *Reading Assessment		
11	<i>In Court</i> pg. 222 ≅90min	<i>If I Am Guilty</i> pg. 238 ≅60min	<i>Let Me Speak to the People</i> pg. 248 ≅60min	<i>Travel Documents</i> pg. 262 ≅60min
Paul's Arrest & Trials pg. 219 ≅270min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story *Reading Assessment	- to review clause structure - to understand and use conditional adverbial clause: factual, future and imaginative	- to discuss deeper questions related to the text - to learn the language for making a presentation - to discuss the implications of the events in the text - to interact with the text - to practice listening to a lecture while taking notes *Speaking & Reading Assessments *Listening & Speaking Assessments	- to fill out an application for a traveling document *Writing Assessment
12	<i>Sail for Italy</i> pg. 274 ≅90min	<i>Connecting</i> pg. 284 ≅40min	<i>From Jerusalem to Rome</i> pg. 292 ≅45min	<i>Saying Thanks</i> pg. 294 ≅60min
Paul's Journey & Witness in Rome pg. 271 ≅240min	- to read for main ideas, events, people, and places - to focus on key vocabulary - to sequence summary statements - to retell the story *Reading Assessment	- to review connecting of independent clauses - to review connections and their meanings	- to discuss the deeper meanings of the events of all the texts especially in light of the 4 main themes *Listening & Reading Assessments *Speaking Assessments	- to learn to say thank you appropriately - to role play being thankful - to write thank you notes *Writing Assessment

Navigation System

Adobe Instructions:

- Ensure that the latest version of Acrobat Reader is on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **To the Ends of the Earth**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and **click Unit 1** to go to the **Unit 1 Title Page**.
- Place the cursor on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on a specific task, **click** on the **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 **curriculum** has this navigation system throughout.



Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best colour documents, print using the 'best' setting on your printer.

All **Audio/Video Files** are embedded into the **Power Point Instructor SLIDES**. **Click** on the **Audio Button** on specific SLIDES to activate the Audio. There are Slide Sets that advance automatically.

Comments:

Contact joytwopublications@gmail.com for any technical assistance/comments.

To the Ends of the Earth Portfolio Class Checklist

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