

## Unit 2



St. Peter by William Holman Hunt biblepicturegallery.com

## *The Holy Spirit's Coming & Jewish Believers*

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## **Introduction to Unit 2:**

The promised Holy Spirit comes upon the disciples and they speak in many languages to a multi-lingual group of Jews in Jerusalem. Peter preaches about Jesus, and three thousand people respond in faith: the church is born. The church is a multi-cultural multi-lingual community of people who have received the gift of the Holy Spirit. They are joined together by their faith in the resurrected Christ as proclaimed by the apostles' witness. Their faith is shown in a lifestyle of fellowship, service and prayer.

### ***Before teaching this unit...***

- 1) Ask the learners if they have ever heard of Pentecost, and if so, what they know about it. Do not give the learners a lot of information at this point. This question is merely to activate their prior knowledge.
- 2) Project the **Unit 2 Title Page SLIDE**. Draw the learners' attention to the title. Elicit from the learners what the title may be referring to.
- 3) Draw the learners' attention to the titles of each task. Explain to the learners that in this unit they will be studying the language needed to talk, read and write about the events surrounding Pentecost.
- 4) Draw the learners' attention to the column entitled "Focus". Explain that here they can see the language focus for each task. For example, the focus of Task 3 is vocabulary; the focus of Task 4 is reading; the focus of Task 5 and 6 is pronunciation, etc.
- 5) Attach the unit title page to a bulletin board in the classroom. Refer to it after completing each task and also at the end of the unit.

*How it all ties together...***Meaning**

- 1 **A Multilingual World** serves as an introduction to the unit in several ways. It serves as an icebreaker to promote cooperative relationships between the learners. It also activates learners' prior knowledge and attitudes towards multilingualism – a theme that arises out of this unit's text.
- 2 **When Pentecost Came** introduces the main events of this unit's script. The learners review the events of unit 1 with summary statement cards. The learners receive people-and-places cards pertaining to Unit 2's text in order for them to focus on while viewing and to activate their prior knowledge. In this way, they are prepared for the listening/viewing task, in which they listen for people and places. The listening task is followed up with a sequencing task in which summary statements are ordered according to the events in the text. The learners receive the unit text in order to check the sequence of their summary statements. They retell the story in their own words.
- 3 **Ministries & Responsibilities** is a vocabulary task with a special focus on words from the Academic Word List (AWL). The task begins with a pre-assessment of the target words. Word and meaning cards help the learners learn the meaning of the words. Learners focus on word families and the suffixes used to change forms of words. A focus on collocations follows. The task ends with a vocabulary learning strategy: Word Cards.
- 4 **Everybody Understood** is a reading task that focuses on the strategies of skimming for main ideas, scanning for details, and applying meaning through using context. An information-gap map task allows the learners to practice map-reading and to correlate information from a written text with a map.

## Form

5

**A Blowing Wind** begins the pronunciation focus by highlighting tense and lax vowels. The learners categorize cards, matching words and sound symbols. The learners practice producing the sounds with a Journey-through-Jerusalem Board. To practice both the vowels and the consonants the learners engage in a battleship-type activity called *Finding the Bread*. The learners also review spelling of the lax and tense vowels.

6

**Feel the Beat** introduces the learners to the concept of the schwa, highlighting the stress patterns in multi-syllable words. The learners work through a Stressed-Syllable Word Worksheet which guides them through the steps of predict, listen, check and note. Learners match words with stress pattern cards on the wall. They practice their pronunciation using a Jerusalem Road Board. The task concludes with a dramatic reading of the text.

7

**The First Fruits of the Harvest** reviews the basic parts of a sentence: subject, predicate and adverbials<sup>1</sup>. The task introduces the noun phrase, including the pluralization of nouns, count and non-count nouns, and determiners. The learners practice using the forms of nouns with a worksheet. *Grammar Shapes*<sup>2</sup> are used to practice the formation of noun phrases.

8

**They Were Staying in Jerusalem** is a task focusing on interpersonal grammar. The learners review building the verb phrase: the form, meaning and use of the 12 tenses of English. The relationship and use of verb forms in discourse is addressed. Again, *Grammar Shapes* are used to illustrate the relationships of words in the verb phrase.

<sup>1</sup>In this curriculum, grammar is dealt with at three levels as outlined by David Butt. Experiential grammar is dealt with in Task 7 and interpersonal and discourse grammar is dealt with in Task 8. (Butt, David et al. *Using Functional Grammar: An Explorer's Guide*. Sydney, NSW: National Center for English Language Teaching and Research, 2000.)

<sup>2</sup>See **Cargo Carrier** for a complete overview of *Grammar Shapes*®.

**Use****9**

**Tongues of Fire.** In this task, the learners analyze the text in order to uncover several themes. Reading 'between the lines', the learners discuss four themes that emerge from the text: 1) The work of the Holy Spirit; 2) The witness of the apostles; 3) The persecution & opposition of believers; 4) The expansion of the gospel, through the use of a discussion board.

**10**

**To Sum Up** has a socio-cultural focus in which learners are guided into a deeper understanding of the meaning of text. The learners practice analyzing and summarizing as critical thinking strategies. Learners are introduced to the language used for making a summary. The learners write a summary of Peter's sermon in the text.

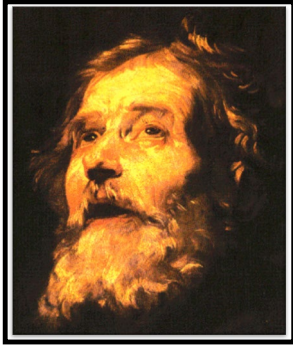
**11**

**Multilingualism.** In this task, the learners are introduced to a text from linguistics that addresses the concept of multilingualism. They learn to make predictions, establish a purpose for reading, and distinguish between fact and opinion. Learners are given an opportunity to review vocabulary learning strategies using the Academic Word List words that occur in this text. The task concludes with a discussion circle on the issues raised in the Multilingualism text.

**12**

**Have a Plan** begins with a writing strategy and writing stages review. It introduces the parts of an essay: the introduction, the body and the conclusion. Learners draft an introductory paragraph and body paragraphs.

## Task 1



## *A Multilingual World*

**Instructions:**

Begin this unit by putting up the **Title Page SLIDE**. Point out the task titles and foci. You may ask the learners to make some predictions about the content from the picture. (See the **Unit 2 Introduction**.)

**Language Objectives:**

- ✚ to **talk** about learners' experiences with multiple languages
- ✚ to **lead** a discussion using questions

**Approx. Time:** 30 minutes

**Materials:**

✚ Discussion Board (Unit 1), movers, a coin, question cards for each group

**Reference:**

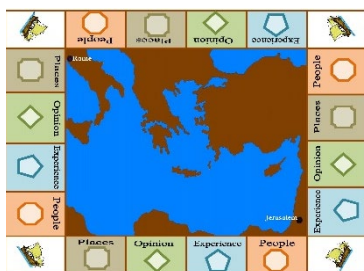
Acts 2:1-6:7

1. Write the word *multilingual* on the board and elicit from the learners what they think it means.
2. Discuss with the class the following:
  - Is your family multilingual?
  - Is your community multilingual?
  - How is this class multilingual?
  - How many languages are spoken by the learners?
3. Explain that they are going to talk more about multilingualism in smaller groups.



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4. Have the learners form groups of three or four. For each group, hand out the **Discussion Board**, **movers**, a **coin**, and a **set of question cards**.

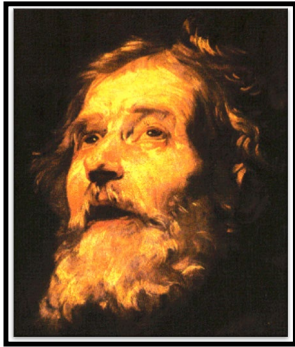


<p><b>PEOPLE</b> QUESTION</p>	<p><b>People</b></p> <ol style="list-style-type: none"> <li>How many languages do you speak?</li> <li>Do you know people who speak other languages? How many languages?</li> <li>What languages do your parents speak? Your grandparents? Your children?</li> <li>Have you ever had a friendship with someone who spoke a different language? What language did you use to communicate?</li> <li>Have you ever been in a group of people where there is no common language? How do you communicate?</li> </ol>	<p><b>PLACES</b> QUESTION</p>	<p><b>Places</b></p> <ol style="list-style-type: none"> <li>Have you ever been in a place where more than one language is spoken?</li> <li>Which countries have you lived in? What languages are spoken there?</li> <li>Which parts of the world have you traveled to where you wished you knew the language?</li> <li>How do people who come from different regions in your country speak differently?</li> <li>Where would you like to travel to in order to learn the language?</li> </ol>
<p><b>OPINION</b> QUESTION</p>	<p><b>Opinion</b></p> <ol style="list-style-type: none"> <li>Which is more difficult: learning a language as a child or as an adult? Why?</li> <li>If you could learn another language (other than English), which would you learn? Why?</li> <li>Are some languages more beautiful to listen to than others? If so which? Why do you think this language is beautiful?</li> <li>Why do you want to improve your English? For e.g. travel, work, pleasure?</li> <li>Which language do you think is the most difficult to learn?</li> </ol>	<p><b>EXPERIENCE</b> QUESTION</p>	<p><b>Experience</b></p> <ol style="list-style-type: none"> <li>How does it make you feel when you do not understand the language being spoken? Tell of an experience.</li> <li>Have you learned a new language as an adult? Talk about it.</li> <li>Have you ever communicated with someone without sharing a common language?</li> <li>What does an accent or a dialect tell you about someone's education, background or income?</li> <li>How is your personality different when you speak another language? e.g. Are you more or less outgoing?</li> </ol>

5. Instruct the learners on the rules of this task.

- Place the 4 types of **Question Cards** on the map in the middle of the board.
- Each group member starts with his/her marker on one of the boat squares on the four corners of the board.
- On his/her turn, the learner tosses the coin and moves his/her marker along the squares, **2 squares** if the coin is **heads** and **1 square** if it is **tails**.
- When a learner lands on a square with 'People, Place, Opinion, or Experience, he/she needs to pick up the **Card** with the corresponding name and read one of the questions.
- That learner must answer the question and then ask the rest of the learners to answer the question as well, using the gambit, *How about you?*
- When all the learners have had an opportunity to answer the question, the next learner takes a turn.

## 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 1 Summary Statement Cards**
- 🔊 **Unit 2 Audio/Video**
- 🔊 **People and Places Worksheet** for each learner
- 🔊 **Summary Statements** for each pair
- 🔊 **Unit 2 Text** for each learner

**Reference:**

Acts 2:1-6:7

**Instructions:****Part A**

1. Elicit from the learners what they remember of the events of the previous text.
2. Draw the learners' attention to the scrambled **Summary Statement Cards** from **Unit 1** on the wall. Have the learners rearrange the cards in their proper order.

**Answer Key: Unit 1 Summary Statement Cards**

1. Luke wrote a previous book for Theophilus about what Jesus began to do and to teach his apostles until he was taken up to heaven.
2. Jesus showed himself to these men for 40 days and proved to them that he was alive.
3. Jesus commanded the apostles to stay in Jerusalem and wait for the gift of the baptism of the Holy Spirit.
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.
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.
6. Jesus was taken up into the sky before the eyes of the apostles.
7. Two men dressed in white told the apostles that Jesus would come back in the same way he left.
8. The apostles returned to Jerusalem from the Mount of Olives.
9. In Jerusalem, the eleven apostles stayed in an upstairs room with Mary, Jesus' mother, Jesus' brothers and the women to pray together.



**Part B**

1. Lead a discussion with the learners as to what they expect to hear in the next section of the Book of Acts: names of people, names of places, events. Write the main words on the blackboard.
2. Have the learners watch the **Unit 2 Video** which is embedded in the **Instructor SLIDES**. Instruct the learners to listen for people and places and events mentioned.
3. Elicit from the learners which names or places or activities were correctly predicted. Erase from the board any that do not fit.
4. Hand out **People and Places Worksheet** to each learner. Have the learners check (✓) those people or place names that they hear.
5. Play the **Unit 2 Audio** which is embedded in the **Instructor SLIDES**.

*Suggested Answer Key*

Arabs ✓	Parthians ✓	Medes ✓	Holy Spirit ✓
Jews ✓	Jesus ✓	Elamites ✓	Grecian Jews ✓
Nicolas ✓	Cretans ✓	Stephen ✓	Timon ✓
Peter ✓	Philip ✓	Galileans ✓	the eleven ✓
Simon	Joel ✓	men of Israel ✓	God-fearing Jews ✓
Hebraic Jews ✓	Parmenas ✓	Antioch ✓	Asia ✓
Pamphylia ✓	Egypt ✓	Ephesus	Cappadocia ✓
Galilee	Jerusalem ✓	Judea ✓	Libya ✓
Macedonia	Pontus ✓	Mesopotamia ✓	Thessalonica
Nazareth ✓	Phrygia ✓	Rome ✓	Syria

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*Check (✓) the names or places that you hear.*

<b>Arabs</b>	<b>Parthians</b>	<b>Medes</b>	<b>Holy Spirit</b>
<b>Jews</b>	<b>Jesus</b>	<b>Elamites</b>	<b>Grecian Jews</b>
<b>Nicolas</b>	<b>Cretans</b>	<b>Stephen</b>	<b>Timon</b>
<b>Peter</b>	<b>Philip</b>	<b>Galileans</b>	<b>the eleven</b>
<b>Simon</b>	<b>Joel</b>	<b>men of Israel</b>	<b>God-fearing Jews</b>
<b>Hebraic Jews</b>	<b>Parmenas</b>	<b>Antioch</b>	<b>Asia</b>
<b>Pamphylia</b>	<b>Egypt</b>	<b>Ephesus</b>	<b>Cappadocia</b>
<b>Galilee</b>	<b>Jerusalem</b>	<b>Judea</b>	<b>Libya</b>
<b>Macedonia</b>	<b>Pontus</b>	<b>Mesopotamia</b>	<b>Thessalonica</b>
<b>Nazareth</b>	<b>Phrygia</b>	<b>Rome</b>	<b>Syria</b>

**Part C**

1. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence the **Summary Statements** in order of events.

All the believers were together and had everything in common as they devoted themselves to the apostles' teaching, to the fellowship of breaking of bread, and to prayer.

The word of God spread. The number of disciples in Jerusalem increased rapidly and a large number of priests became obedient to the faith.

The believers chose seven men to care for the widows, including Philip and Stephen, a man full of faith and of the Holy Spirit.

The Grecian Jews complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food.

All of the believers were filled with the Holy Spirit and began to speak in other tongues.

Peter explained about the miracles, crucifixion and resurrection of Jesus of Nazareth as the plan of God.

On the day of Pentecost, all the believers were together in one place in Jerusalem when a sound like a violent wind came and tongues of fire rested upon them.

God-fearing Jews from every nation under heaven in Jerusalem heard the speeches in their own language.

Three thousand believed Peter's message, repented and were baptized.

2. Hand out the **Unit 2 Script** to each of the learners. 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.

*Answer Key:*

1. On the day of Pentecost, all the believers were together in one place in Jerusalem when a sound like a violent wind came and tongues of fire rested upon them.
2. All of the believers were filled with the Holy Spirit and began to speak in other tongues.
3. God-fearing Jews from every nation under heaven in Jerusalem heard the speeches in their own language.
4. Peter explained about the miracles, crucifixion and resurrection of Jesus of Nazareth as the plan of God.
5. Three thousand believed Peter's message, repented and were baptized.
6. All the believers were together and had everything in common as they devoted themselves to the apostles' teaching, to the fellowship of breaking of bread, and to prayer.
7. The Grecian Jews complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food.
8. The believers chose seven men to care for the widows, including Philip and Stephen, a man full of faith and of the Holy Spirit.
9. The word of God spread. The number of disciples in Jerusalem increased rapidly and a large number of priests became obedient to the faith.

**Unit Two Script Acts 2:1-6:7**  
**Scene One: The Day of Pentecost**

- 2 **Luke:** When the day of Pentecost came, they were all together in one place.  
Suddenly, a sound like the blowing of a violent wind came from heaven and  
4 filled the whole house where they were sitting.
- 6 **Luke 2:** They saw what seemed to be tongues of fire, that separated and came to  
rest on each of them. All of them were filled with the Holy Spirit and began to  
8 speak in other tongues as the Spirit enabled them.
- 10 **Luke:** Now there were staying in Jerusalem God-fearing Jews from every nation  
under heaven. When they heard this sound, a crowd came together in  
12 bewilderment, because each one heard them speaking in his own language.
- 14 **Jew One:** (*utterly amazed*) Are not all these men who are speaking Galileans?
- 16 **Jew Two:** Then how is it that each of us hears them in his own native language?
- 18 **Jew Three:** Parthians, Medes and Elamites; residents of Mesopotamia, Judea  
and Cappadocia, Pontus and Asia, Phrygia and Pamphylia, Egypt and the parts of  
20 Libya near Cyrene; visitors from Rome (both Jews and converts to Judaism  
Cretans and Arabs—we hear them declaring the wonders of God in our own  
22 tongues!
- 24 **Jew Four:** (*amazed and perplexed asking one another*) What does this mean?
- 26 **Luke:** Some, however, made fun of them.
- 28 **Jew Five:** They have had too much wine.
- Luke 2:** Then Peter stood up with the Eleven, raised his voice and addressed the  
30 crowd.
- 32 **Peter:** Fellow Jews and all of you who live in Jerusalem, let me explain this to  
you; listen carefully to what I say. These men are not drunk, as you suppose. It's  
34 only nine in the morning! No, this is what was spoken by the prophet Joel:
- Joel:** In the last days, God says, I will pour out my Spirit on all people.  
36
- Peter:** Men of Israel, listen to this: Jesus of Nazareth was a man accredited by  
38 God to you by miracles, wonders and signs, which God did among you through  
him, as you yourselves know. This man was handed over to you by God's set

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40 purpose and foreknowledge; and you, with the help of wicked men, put him to  
42 death by nailing him to the cross. But God raised him from the dead, freeing him  
44 from the agony of death, because it was impossible for death to keep its hold on  
him. Therefore, let all Israel be assured of this: God has made this Jesus, whom  
you crucified, both Lord and Christ.

46 **Luke:** When the people heard this, they were cut to the heart.

48 **Person One:** *(to Peter and the other apostles)* Brothers, what shall we do?

50 **Peter:** Repent and be baptized, every one of you, in the name of Jesus Christ for  
the forgiveness of your sins. And you will receive the gift of the Holy Spirit. The  
52 promise is for you and your children, and for all who are far off—for all whom  
the Lord our God will call.

54 **Luke:** With many other words he warned them; and he pleaded with them.

56 **Peter:** Save yourselves from this corrupt generation.

58 **Luke 2:** Those who accepted his message were baptized, and about three  
60 thousand were added to their number that day.

*The Holy Spirit's Coming & Jewish Believers***Scene Two: The Church in Jerusalem**

62 **Luke:** They devoted themselves to the apostles' teaching and to the fellowship,  
to the breaking of bread and to prayer.

64 **Luke 2:** Everyone was filled with awe, and many wonders and miraculous signs  
were done by the apostles.

66 **Luke:** All the believers were together and had everything in common. Selling  
68 their possessions and goods, they gave to anyone as he had need. Every day they  
continued to meet together in the temple courts. They broke bread in their  
70 homes and ate together with glad and sincere hearts, praising God and enjoying  
the favor of all the people.

72 **Luke 2:** And the Lord added to their number daily those who were being saved.

74 **Luke:** In those days when the number of disciples was increasing, the Grecian  
76 Jews among them complained against the Hebraic Jews because their widows  
were being overlooked in the daily distribution of food.

78 **Luke Two:** So the Twelve gathered all the disciples together.

80 **One of the Twelve:** It would not be right for us to neglect the ministry of the  
82 word of God in order to wait on tables.

84 **Second of the Twelve:** Brothers, choose seven men from among you who are  
known to be full of the Spirit and wisdom. We will turn this responsibility over  
86 to them and will give our attention to prayer and the ministry of the word.

88 **Luke 2:** This proposal pleased the whole group. They chose Stephen, a man full  
of faith and of the Holy Spirit; also Philip, Procorus, Nicanor, Timon, Parmenas,  
90 and Nicolas from Antioch, a convert to Judaism. They presented these men to  
the apostles, who prayed and laid their hands on them.

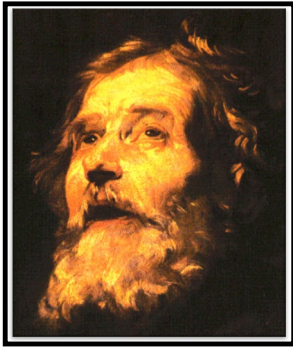
92 **Luke:** So the word of God spread. The number of disciples in Jerusalem  
94 increased rapidly, and a large number of priests became obedient to the faith.



## Notes

[illegible]

## Task 3

**Language Objectives:**

- ✿ to **learn** the meanings, word families and collocations of 12 words from the text
- ✿ to **use** a word cards as a vocabulary learning strategy

**Approx. Time:** 90 minutes

**Materials:**

- ✿ Unit 2 Vocabulary Worksheet for each learner
- ✿ List of Target Words SLIDE
- ✿ Word and Definitions Cards for each pair of learners
- ✿ Word Families Worksheet for each learner
- ✿ Ministries and Responsibilities Worksheet/ SLIDE for each learner
- ✿ Collocation Worksheet for each learner
- ✿ Front & Back Card SLIDES

**Reference:**

Acts 2:1-6:7

***Ministries & Responsibilities*****Instructions:****Part A:** *Assessing your vocabulary knowledge*

1. Ask the learners to fill out the second (Before Unit) column of the **Unit 2 Vocabulary Chart** by circling the appropriate number.
2. Explain the 1-4 scale and what the score means.
 

1. I don't know this word.
  2. I have seen this word before, but I am not sure of the meaning.
  3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
  4. I know this word and can use it in my own speaking and writing.
3. To help them get a sense of an increasing knowledge of new words, have them fill out the third (After Unit) column at the end of the unit.

## Unit 2 Vocabulary

A. Use the following scale to determine your knowledge of the words in the list:

1. I don't know this word.
2. I have seen this word before, but I am not sure of the meaning.
3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
4. I know this word and can use it in my own speaking and writing.

Words	Before Unit				After Unit			
enable	1	2	3	4	1	2	3	4
resident	1	2	3	4	1	2	3	4
convert	1	2	3	4	1	2	3	4
assure	1	2	3	4	1	2	3	4
generation	1	2	3	4	1	2	3	4
devote	1	2	3	4	1	2	3	4
distribution	1	2	3	4	1	2	3	4
ministry	1	2	3	4	1	2	3	4
complain	1	2	3	4	1	2	3	4
neglect	1	2	3	4	1	2	3	4
responsibility	1	2	3	4	1	2	3	4
attention	1	2	3	4	1	2	3	4

B. After you finish the unit, score yourself again to check your improvement.

## Unit 2

### *The Holy Spirit's Coming & Jewish Believers*

## WITNESSES TO ALL NATIONS: PART 1

### **Part B:** *Focus on meaning*

1. Put up the **SLIDE List of Target Words** or write them on the board. Have the learners find the words in the text and circle them.
2. Have the learners form pairs.
3. Hand out the **Word Cards** and **Definition Cards**.

assure	attention	complain
convert	devote yourself	distribution
enable	generation	ministry
neglect	resident	responsibility

tell someone confidently that something is true	special care or treatment	say that something is wrong
someone who changes their beliefs, habits, or ways of living	spend all your time and energy doing something that you think is important	the division of something among several or many people
make someone able to do something	all the people about the same age within a society	the work of preaching and teaching
not give enough care or attention to people or things in your care	a person who lives or has their home in a certain place	something that is your job or duty to deal with

4. Have the learners match the words with their definitions.

**Instructor Note:** Point out that the best strategy for doing this task is to read a definition first and find the word that best matches, rather than starting with the word and finding the definition that matches. Secondly, check to see if that definition will fit into the place where the selected word is in the text.

#### *Answer Key:*

assure	attention	complain
tell someone confidently that something is true	special care or treatment	say that something is wrong

convert	devote yourself	distribution
someone who changes their beliefs, habits, or ways of living	spend all your time and energy doing something that you think is important	the division of something among several or many people

enable	generation	ministry
make someone able to do something	all the people about the same age within a society	the work of preaching and teaching

neglect	resident	responsibility
not give enough care or attention to people or things in your care	a person who lives or has their home in a certain place	something that is your job or duty to deal with

Definitions from *Cambridge Advanced Learner's Dictionary* <http://dictionary.cambridge.org>

**enable  
resident  
convert  
assure  
generation  
devote  
distribution  
ministry  
complain  
neglect  
responsibility  
attention**

***The Holy Spirit's Coming & Jewish Believers*****Part C:** *Focus on Form: Word Families*

1. Explain to the learners that each of the words can be changed to create different word classes. This involves adding suffixes.
2. Put up the **Word Families Worksheet/SLIDE** and read the samples of various suffixes that are used to create different word classes.
3. Draw the learners' attention to the **Word Families Worksheet**.
  - a) Point out that the words from the text are in the boxes.
  - b) Ask them to fill in as many other boxes as they are able.
  - c) Have them compare with another learner.
  - d) Read through the words with the whole class.
  - e) Have the learners circle the suffixes in each column.

<i>Answer Key:</i>			
<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
X	enable	enabling enabled	X
resident	reside	resident residential	X
convert conversion	convert	converted	X
assurance	assure	X	reassuringly
generation	generate	generational	generationally
devotee devotion	devote	devoted	devotedly
distribution distributor	distribute	distributing distributed	X
ministry minister	minister	ministering ministered ministerial	ministerially
complainer complaint	complain	complainable complaining	complainingly
neglect negligence	neglect	neglected neglectful	neglectfully
responsibility	X	responsible	responsibly
attention	attend	attentive	attentively



**Word Families**

Noun-forming suffixes: **-tion, -sion, -ance, -ence, -ity, -ent, -y, -or, -er**

Verb-forming suffixes: **-ize, -ate**

Adjective-forming suffixes: **-ed, -ing, -ible, -ive, -tial, -al, -able, -ful**

Adverb-forming suffixes: **-ly**

X indicates that there is no form

<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
X	<b>enable</b>		X
<b>resident</b>			X
	<b>convert</b>		X
	<b>assure</b>	X	
<b>generation</b>			
	<b>devote</b>		
<b>distribution</b>			X
<b>ministry</b>			
	<b>complain</b>		
<b>neglect</b>	<b>neglect</b>		
<b>responsibility</b>	X		
<b>attention</b>			

*The Holy Spirit's Coming & Jewish Believers*

4. Handout the **Ministries and Responsibilities Worksheet** to each learner.
- Have the learners choose the correct form of the word in bold in **Sentence a** to complete each **Sentence b**.
  - Have them check with a partner.
  - Elicit from the class their choices as you fill in the **Ministries and Responsibilities Worksheet/SLIDE**.

<i>Answer Key</i>
2. Where do you <b>reside</b> ?
3. Three thousand people experienced <b>conversion</b> that day.
4. There is a <b>generational</b> gap in many churches.
5. They knelt in humble <b>devotion</b> .
6. Make sure you <b>distribute</b> the papers to everyone.
7. Despite the mother's <b>assurance</b> , the child kept crying.
8. The leader of a church is a priest or <b>minister</b> .
9. His mother complained of <b>neglect</b> if he did not phone her every day.
10. Only one lone <b>complaining</b> voice could be heard.
11. The child handled her money <b>responsibly</b> .
12. The audience listened <b>attentively</b> to the sermon.

**Ministries and Responsibilities**

Choose the correct form of the word in **bold** in Sentence **a** to complete each Sentence **b**. The first one has been done for you.

**1. Example**

- a) The Holy Spirit had an **enabling** effect on the disciples. As a result they were able to speak in other languages.  
 b) Taking this course should enable the students to become better readers.
- 

2. a) **Residents** from many countries listened to the disciples.  
 b) Where do you \_\_\_\_\_?
- 

3. a) Some of the listeners were **converts** to Judaism.  
 b) Three thousand people experienced \_\_\_\_\_ that day.
- 

4. a) There were people from all **generations** in the crowd.  
 b) There is a \_\_\_\_\_ gap in many churches.
- 

5. a) They **devoted** themselves to the apostles' teaching.  
 b) They knelt in humble \_\_\_\_\_.
- 

6. a) The widows were being overlooked in the daily **distribution** of food.  
 b) Make sure you \_\_\_\_\_ the papers to everyone.
- 

7. a) Let me **assure** you that everything will be fine.  
 b) Despite the mother's \_\_\_\_\_, the child kept crying.
- 

8. a) He practiced a preaching and teaching **ministry** for many years.  
 b) The leader of a church is a priest or \_\_\_\_\_.
- 

9. a) The widows, **neglected** in the daily distribution, voiced their complaints.  
 b) His mother complained of \_\_\_\_\_ if he did not phone her every day.
- 

10. a) The widows, neglected in the daily distribution, voiced their **complaints**.  
 b) Only one lone \_\_\_\_\_ voice could be heard.
- 

11. a) Seven men were selected to take **responsibility** for the distribution of food.  
 b) The child handled her money \_\_\_\_\_.
- 

12. a) The disciples gave their **attention** to prayer and preaching.  
 b) The audience listened \_\_\_\_\_ to the sermon.
-

*The Holy Spirit's Coming & Jewish Believers***Part D:** *Focus on Use: Collocation*

1. Have learners look at the words in the text again and underline the words that come before and after each word. Explain that in order to use the words correctly, they need to know which words to use together. This is called 'collocation'. Because collocations are not based on grammar rules, they need to be learned through exposure and use.
2. Hand out the **Collocations Worksheet**. Have the learners complete it by matching each target word in the box with the group of words that regularly occur with it.

<i>Answer Key:</i>	
1. <u>generation</u> a. next b. third c. younger d. -ago	2. <u>responsibility</u> a. take b. abdicate c. have d. full
3. <u>resident</u> a. non- b. permanent c. new d. -of the USA	4. <u>ministry</u> a. pastoral b. preaching c. teaching d. hands-on
5. <u>enable</u> a. -workers to do their jobs b. -families to live in peace c. -teachers and students to learn d. -individuals to discover their gifts	6. <u>assure</u> a. to ___ that b. quick to c. I can ___ you d. Let me ___ you
7. <u>devoted</u> a. - to each other b. - himself c. - husband d. - to service	8. <u>attention</u> a. draw b. pay c. divert d. media
9. <u>convert</u> a. - to Judaism b. - to Christianity c. - from Islam d. Catholic__	10. <u>neglect</u> a. abuse and b. parental c. emotional d. - your spiritual life
11. <u>complain</u> a. - to the Registrar b. - about us c. - of unfair dismissal d. - too much	12. <u>distribution</u> a. publishing and b. food for c. - rights d. regional

**Collocations**

Match the target word in the box with the group of words that regularly occur with it. If the – symbol appears before a word (*e.g.* –ago), the target word comes before the word in the list, for *e.g.* a generation ago. In all other cases, the target word comes after the word in the list.

enable	resident	convert	assure	generation	devoted
distribution	ministry	complain	neglect	responsibility	attention

1. <u>generation</u> a. next b. third c. younger d. –ago	2. _____ a. take b. abdicate c. have d. full
3. _____ a. non- b. permanent c. new d. –of the USA	4. _____ a. pastoral b. preaching c. teaching d. hands-on
5. _____ a. –workers to do their jobs b. –families to live in peace c. –teachers and students to learn d. –individuals to discover their gifts	6. _____ a. to ___ that b. quick to c. I can ___ you d. Let me ___ you
7. _____ a. – to each other b. – himself c. – husband d. – to service	8. _____ a. draw b. pay c. divert d. media
9. _____ a. – to Judaism b. – to Christianity c. – from Islam d. Catholic__	10. _____ a. abuse and b. parental c. emotional d. – your spiritual life
11. _____ a. – to the Registrar b. – about us c. – of unfair dismissal d. – too much	12. _____ a. publishing and b. food for c. – rights d. regional

**Part E:** *Vocabulary Strategies: Word Cards*

1. Explain to the learners that the vocabulary strategy for this unit is making vocabulary cards. Show the learners the **Vocabulary Card SLIDE**, explaining each of the sections.

**Instructor Note:** These sections should be straightforward except perhaps the Word Map on side 2. This refers to words that may be used in the same context as the target word but not necessarily right next to it as in collocations.

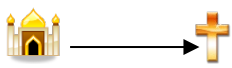
2. Explain that they may not need to fill in all sections of the cards or fill them in all at once.
3. Using **index cards** have the learners create several vocabulary cards.

**Instructor Note:** Remind the learners that when we speak of vocabulary strategies we are talking about things that they can do on their own to improve their vocabulary. Encourage them to use these strategies outside of class.

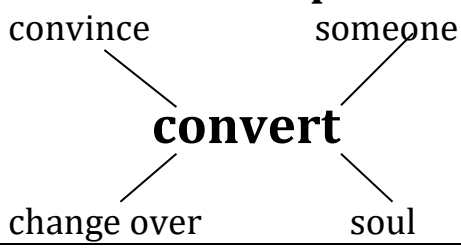
**Instructor Note:** Have the learners go back to **Part A** Assessing your Vocabulary Knowledge to check their improvement.



## Side 1

<p><b><u>convert</u></b></p> <p><b>Illustration:</b></p> 	<p><b>Definition:</b></p> <p>someone who changes their belief, habits or way of living</p>
<p><b>Part of Speech and Pronunciation:</b></p> <p>(n) /'kʌn.vərt/ (v) /kən.vərt/</p>	<p><b>Example Sentence:</b></p> <p>Many people converted to Christian faith.</p>

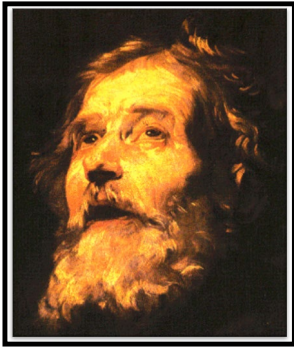
## Side 2

<p><b>Word Family:</b></p> <p>conversion (n) converted (adj)</p>	<p><b>Word Map</b></p> 
<p><b>Collocations:</b></p> <p>convert to Judaism; Catholic convert</p>	<p><b>First Language Translation of Convert:</b></p> <p>новообращённый (Russian)</p>

Ideas for this task from Schmitt, Norbert and Diane Schmitt, *Focus on Vocabulary: Mastering the Academic Word List*. (Pearson Education, 2005)

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## Task 4

**Language Objectives:**

- ✿ to **understand** the geographic location of events in a text
- ✿ to **scan** for details
- ✿ to **find** meaning through context

**Approx. Time:** 60 minutes

**Materials:**

- ✿ **Reading Strategies Worksheet** for each learner
- ✿ **Map of the Middle East A** and **Map of the Middle East B** for each pair
- ✿ **Map of the Middle East SLIDE**
- ✿ **What Next Worksheet** for each learner

**Reference:**

Acts 2:1-6:7

**Instructions:****Part A:** *Reading Strategy*

1. Instruct the learners to scan the text and respond to the short answer questions on the **Reading Strategies Worksheet**.

**Reading Strategies:**

**Skimming** means reading the text quickly to get the main ideas. For example:

**Main Idea:** Jesus showed himself and proved that he was alive.

**Scanning** means to look quickly for information.

**Supporting Detail:** Jesus ate with them.

2. When learners have completed the task, have them compare their answers with a partner.
3. Take up any disputes with the whole class.

**Answer Key:**

1. Luke describes the Holy Spirit using two comparisons from nature. Which ones?  
*a violent wind, fire*
2. Why did some people make fun of the apostles? *they thought the apostles were drunk*
3. In Peter's sermon he quotes an Old Testament prophet. Which one? *Joel*
4. How many people were baptized after Peter's message? *about 3,000*
5. The believers in Jerusalem devoted themselves to four activities. What were they? *to the apostles' teaching and to the fellowship, to the breaking of bread and to prayer*
6. The Grecian Jews complained to the Hebraic Jews. What was the problem? *Grecian widows were being overlooked in the daily distribution of food.*
7. How was the problem solved? *A number of people, full of the Spirit and wisdom were chosen for this task: Stephen, Philip, Procorus, Nicanor, Timon, Parmenas, and Nicolas.*

**Scanning for Details**

1. Luke describes the Holy Spirit using two comparisons from nature. Which ones?

---

---

2. Why did some people make fun of the apostles?

---

---

3. In Peter's sermon he quotes an Old Testament prophet. Which one?

---

---

4. How many people were baptized after Peter's message?

---

---

5. The believers in Jerusalem devoted themselves to four activities. What were they?


6. The Grecian Jews complained to the Hebraic Jews. What was the problem?

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7. How was the problem solved?

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## Unit 2

### *The Holy Spirit's Coming & Jewish Believers*


## WITNESSES TO ALL NATIONS: PART 1

### **Part B:** *People and Places*

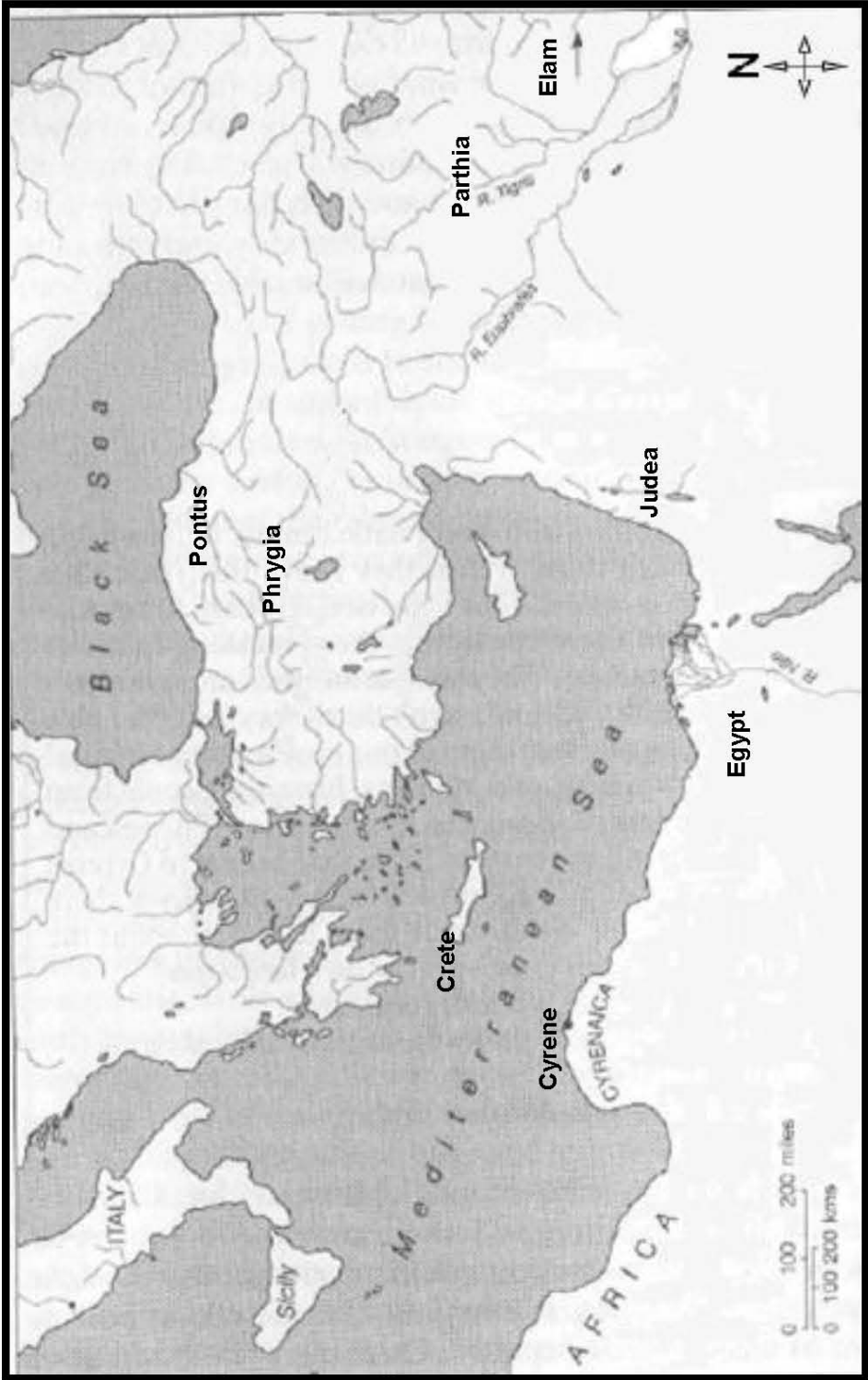
1. Instruct the learners to scan the text for people and places mentioned, highlighting them in two different colours if possible.
2. Elicit the names of people and places from the learners and write these on the board.
3. Have the learners form pairs, Learner A and Learner B. Hand out the **Map of the Middle East A & B** to the learners. Instruct them to ask each other where the places are to fill in the gaps in their maps. Make sure they do not show each other their maps, but rather explain the locations to one another. Ask the learners to write in the additional place names on their maps.
4. Put up the **Map of the Middle East SLIDE** and take up answers from the class.

Reading Strategy: to read a map and correlate information from a written text with a map.

*Answer Key:*

				
<b>Map A</b>	Crete	Cyrene	Egypt	Judea
	Phrygia	Pontus	Parthia	Elam
<b>Map B</b>	Rome	Libya	Pamphylia	Asia
	Cappadocia	Arabia	Mesopotamia	Medes

Map of the Middle East A

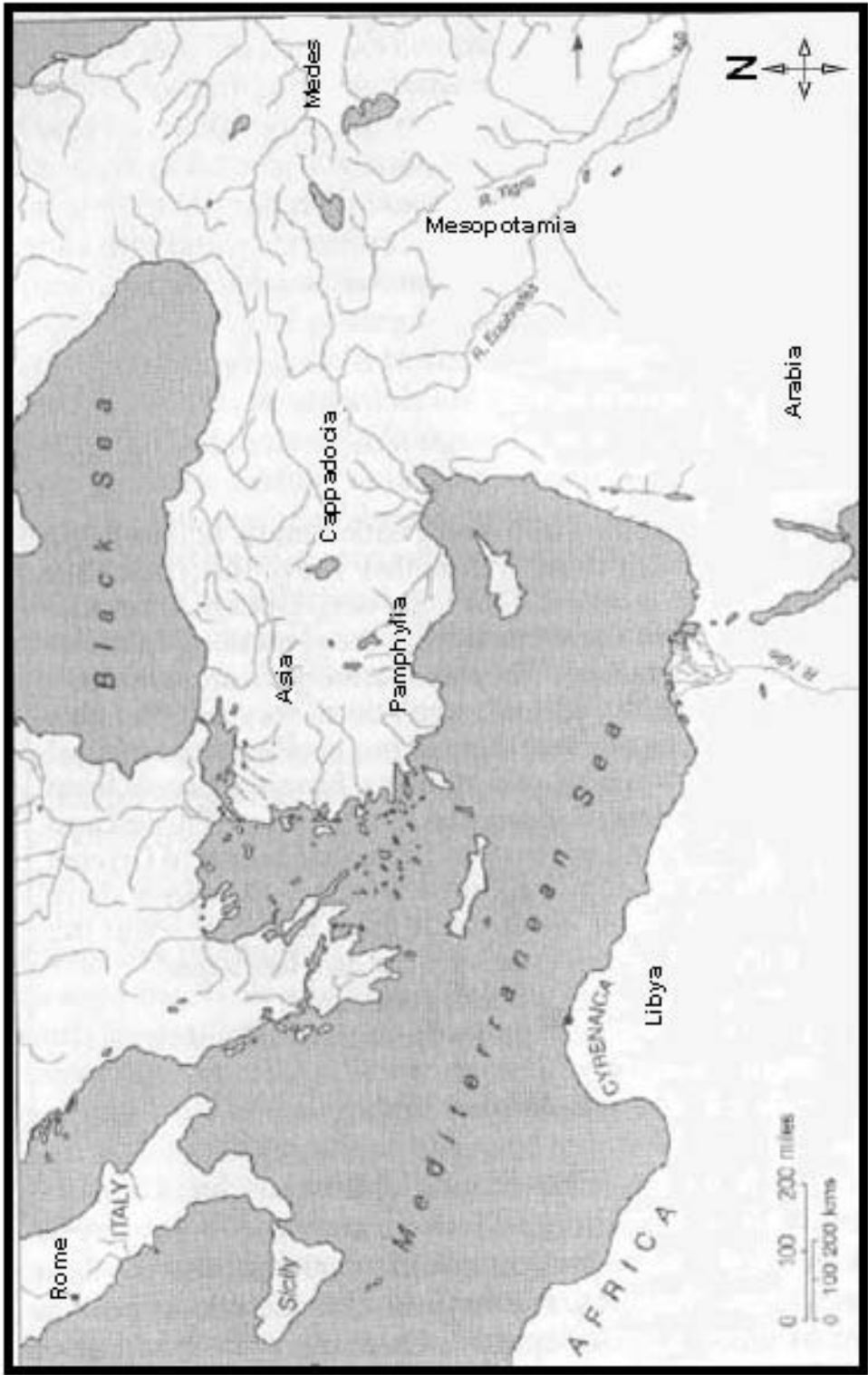


Acts for Everyone by N.T. Wright Westminster John Knox Press: Louisville, KY 2008 p 26.

**Instructions:** Ask your partner to explain to you the locations of the following places on your map. Do not show each other your maps. Write in the additional place names on your map.

Arabia	Asia	Cappadocia	Libya	Medes	Mesopotamia	Pamphylia	Rome
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Map of the Middle East B

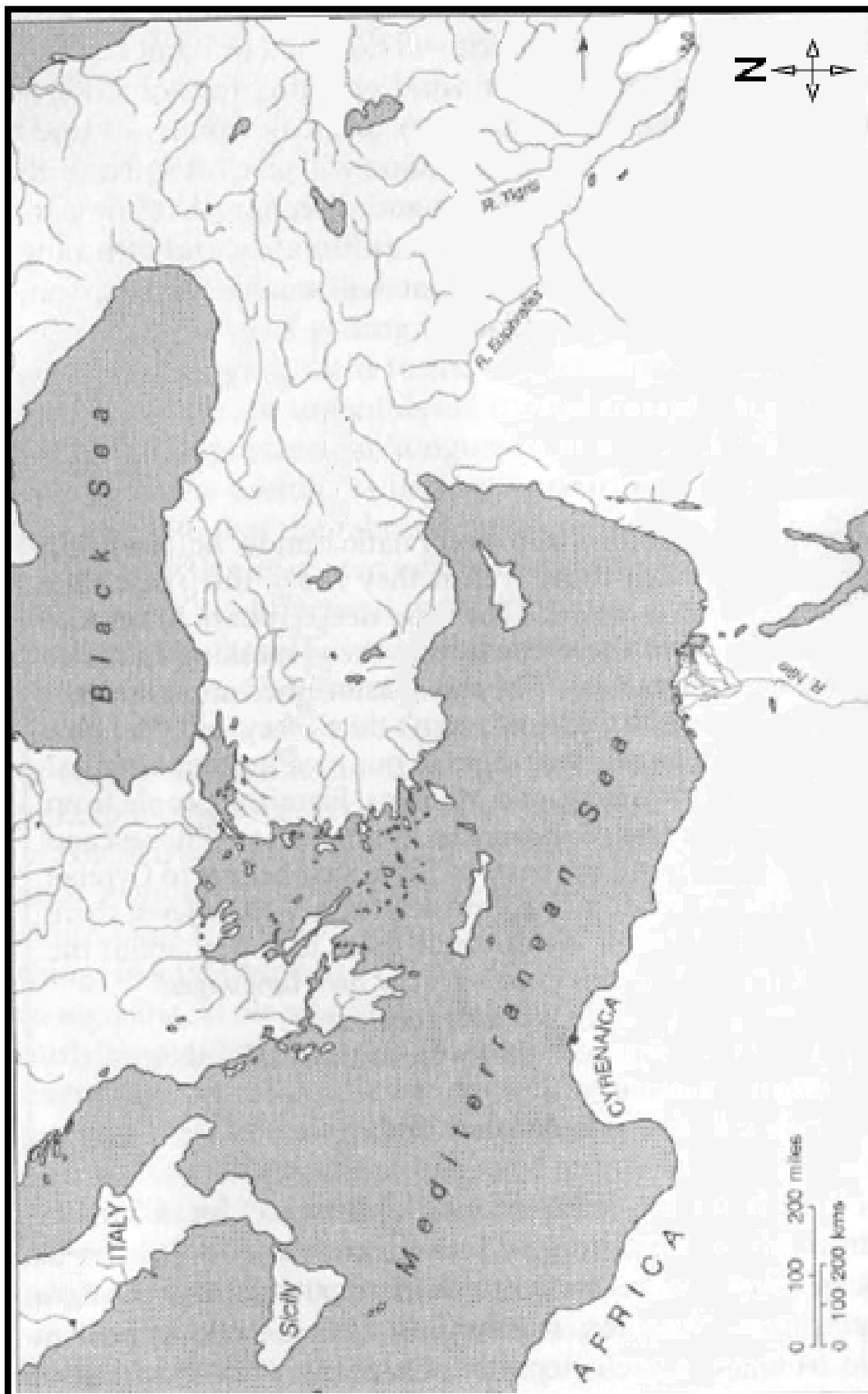


Acts for Everyone by N.T. Wright Westminster John Knox Press, Louisville KY 2008 n 26

**Instructions:** Ask your partner to explain to you the locations of the following places on your map. Do not show each other your maps. Write in the additional place names on your map.

Crete	Cyrene	Elam	Egypt	Judea	Parthia	Phrygia	Pontus
-------	--------	------	-------	-------	---------	---------	--------





Map of the Middle East SLIDE

*The Holy Spirit's Coming & Jewish Believers***Part C:** *Reading Strategy: to find meaning through context*

1. Explain to the learners that in this task they will be reading through a text to look for clues that indicate where the omitted sentences or phrases fit.

**Reading Strategy:** Finding Meaning through using Context:

You can often figure out the meaning of a word or phrase by looking at the context. Like a detective, you have to look for clues. Some clues to look for are: a definition, a description, a list, a comparison and contrast or a cause and effect.

Explain that they need to be like detectives, looking for clues. Some clues to look for are a definition, a description, a list, a comparison and contrast, a reason or a cause and effect. Do the first example together. Read the first two sentences. Point out that there is a list in the second sentence. Direct the learners to find a phrase that will complete the list.

2. Have them read the passage and insert the phrases and clauses listed below the reading where they fit on the **What Next Worksheet**.
3. Have the learners identify which clues they used to find the correct phrase. Have them write the clue on the line beneath each phrase in the box.
4. Ask them to compare their choices with another learner.
5. Reconvene the whole class. Read the text until the blank and then call on one of the learners to tell you what their choice was and which clues they used.

*The Holy Spirit's Coming & Jewish Believers**Answer Key*

I once went to an international conference for Christian Students, where I had to give some lectures – on Luke, as it happens. There were students there from all over Eastern Europe: Poles, Russians, Romanians, Hungarians, [B]as well as people from the Czech Republic, Germany, France and elsewhere. I was excited by what I was going to say, and I set off talking at a good pace. Meanwhile, behind soundproof screens, the translators worked to keep up and to put my words into the languages of the various students who were listening through headphones.

When it came to coffee time, the young woman from Hungary who had been doing her best with my enthusiastic lecture came up. [D]She was almost in tears.

'Dr Wright,' she said, 'you are going to have to go much, much slower. You see, the average word in Hungarian is two or three times as long as its equivalent in English. Even if your English was easy to translate all the time, it is physically impossible to speak the Hungarian words at the same pace as the English ones. [F]There are just too many syllables.'

I learnt my lesson, and spent the week talking (for me) very. Very slowly, keeping my eye on the glass screens and watching for signs of distress among the hard-working translators. But my mind kept jumping across – not least because I was talking about Luke's theology – to this scene at the start of Acts. Somehow, on the day of Pentecost, they didn't need translators. [A]Everybody understood in their own language.

What language would they have been expecting? At that time, all around the Mediterranean world, everybody's second language was Greek. [E]Ever since the conquests of Alexander the Great, 400 years earlier, Greek had been, to much of that world, what English is for many people in the world today. People who traveled, as the people in this story seem to have done, would pretty certainly be able to get by in Greek, while probably speaking at least one other language, if not two or three. Jews in Palestine would know, and usually speak, Aramaic, but some might well know some classical Hebrew as well. [C]Many people would know at least some Latin, as the Roman Empire gradually imposed itself on many of the countries originally conquered by Greece.

From *Acts for Everyone* by N.T. Wright, Westminster John Knox Press: Louisville, KY 2008 pp 25-27.

*Answer Key: Parts of Sentences to be inserted in the reading:*

<b>A.</b> Everybody understood in their own language. <b>Clue:</b> <u>description</u>	<b>B.</b> as well as people from the Czech Republic, Germany, France and elsewhere. <b>Clue:</b> <u>list</u>
<b>C.</b> Many people would know at least some Latin, <b>Clue:</b> <u>cause and effect</u>	<b>D.</b> She was almost in tears. <b>Clue:</b> <u>cause and effect</u>
<b>E.</b> Ever since the conquests of Alexander the Great, 400 years earlier, <b>Clue:</b> <u>cause and effect</u>	<b>F.</b> There are just too many syllables. <b>Clue:</b> <u>a reason</u>

### What's Next?

**Reading Strategy:** Finding Meaning through using Context:

You can often figure out the meaning of a word or phrase by looking at the context. Like a detective, you have to look for clues. Some clues to look for are: a definition, a description, a list, a comparison and contrast, a reason or a cause and effect.

#### Parts of Sentences to be inserted in the reading:

<p><b>A.</b> Everybody understood in their own language.  <b>Clue:</b> _____</p>	<p><b>B.</b> as well as people from the Czech Republic, Germany, France and elsewhere.  <b>Clue:</b> _____</p>
<p><b>C.</b> Many people would know at least some Latin,  <b>Clue:</b> _____</p>	<p><b>D.</b> She was almost in tears.  <b>Clue:</b> _____</p>
<p><b>E.</b> Ever since the conquests of Alexander the Great, 400 years earlier,  <b>Clue:</b> _____</p>	<p><b>F.</b> There are just too many syllables.  <b>Clue:</b> _____</p>

*Read the passage below and insert the sentences or phrases listed above where you think they fit. Then identify the type of clue you used to find the right fit.*

I once went to an international conference for Christian Students, where I had to give some lectures – on Luke, as it happens. There were students there from all over Eastern Europe: Poles, Russians, Romanians, Hungarians, \_\_\_\_\_ I was excited by what I was going to say, and I set off talking at a good pace. Meanwhile, behind soundproof screens, the translators worked to keep up and to put my words into the languages of the various students who were listening through headphones.

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When it came to coffee time, the young woman from Hungary who had been doing her best with my enthusiastic lecture came up.

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‘Dr Wright,’ she said, ‘you are going to have to go much, much slower. You see, the average word in Hungarian is two or three times as long as its equivalent in English. Even if your English was easy to translate all the time, it is physically impossible to speak the Hungarian words at the same pace as the English ones.’

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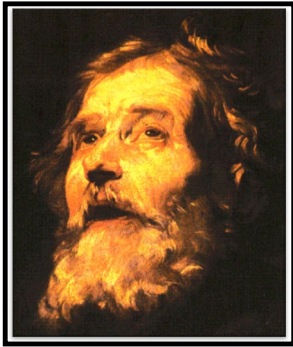
I learnt my lesson, and spent the week talking (for me) very, very slowly, keeping my eye on the glass screens and watching for signs of distress among the hard-working translators. But my mind kept jumping across – not least because I was talking about Luke’s theology – to this scene at the start of Acts. Somehow, on the day of Pentecost, they didn’t need translators. \_\_\_\_\_

What language would they have been expecting? At that time, all around the Mediterranean world, everybody’s second language was Greek.

\_\_\_\_\_ Greek had been, to much of that world, what English is for many people in the world today. People who traveled, as the people in this story seem to have done, would pretty certainly be able to get by in Greek, while probably speaking at least one other language, if not two or three. Jews in Palestine would know, and usually speak, Aramaic, but some might well know some classical Hebrew as well. \_\_\_\_\_ as the Roman Empire gradually imposed itself on many of the countries originally conquered by Greece.

From *Acts for Everyone* by N.T. Wright, Westminster John Knox Press: Louisville, KY 2008 pp 25-27.

## Task 5

**Language Objectives:**

- ✿ to **learn** the differences between the names of the vowel letters and the spelling of the vowel sounds
- ✿ to **learn** the sounds and spelling relationships of the vowels

**Approx Time:** 75 minutes

**Materials:**

- ✿ Short/Lax Vowels Resource Sheet/SLIDE & Long/Tense Vowels Resource Sheet/SLIDE
- ✿ Vowel Sound Cards
- ✿ Word Cards for the learners
- ✿ Tense & Lax Vowel Cards
- ✿ Journey through Jerusalem Board, Cards, movers
- ✿ Finding the Bread Worksheet for each learner

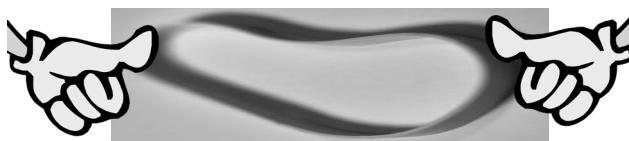
**Reference:**





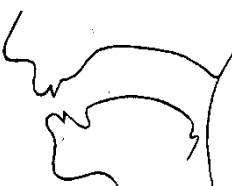

Acts 2:1-6:7

**A Blowing Wind****Instructions:****Part A:** *Tense and Lax Vowels*

1. Review that one of the important characteristics that produces different vowel sounds is the tenseness or relaxation of the mouth muscles. Whether the muscles of the mouth are tense or relaxed produces a different vowel sound. [Use a rubber band to illustrate tense and relaxed.]
2. English vowel sounds can be divided into two categories based on this factor:
  - Tense [long] vowels
  - Lax [short] vowels
3. Hand out the resource sheet of **Lax Vowel Sounds** and use the SLIDE of it to point out that the lax vowels are:
  - /æ/ as in **bat** or **black**
  - /ɛ/ as in **bet** or **red**
  - /ɪ/ as in **bit** or **silver**
  - /ɔ/ as in **bought** or **auburn**
  - /ʌ/ as in **but** or **rust**
  - /ʊ/ as in **book** or **wood**
4. Read across each row and have the learners repeat after you.

## Short/Lax Vowels



Sound		Formation	Usual Spelling	Example	Other Spellings
/æ/	<b>bl<u>a</u>ck</b>		<b>a</b>	h <u>a</u> nd	h <u>a</u> ve
/ɛ/	<b>r<u>e</u>d</b>		<b>e</b>	to <u>e</u> gether	h <u>e</u> ad m <u>a</u> ny
/ɪ/	<b>s<u>i</u>lver</b>		<b>i</b>	w <u>i</u> nd	s <u>y</u> mbol
/ɔ/	<b><u>a</u>uburn</b>		<b>o</b>	G <u>o</u> d	<u>a</u> ll c <u>a</u> use t <u>a</u> ught
/ʌ/	<b>r<u>u</u>st</b>		<b>u</b>	<u>u</u> s	<u>o</u> thers y <u>o</u> ung w <u>a</u> t
/ʊ/	<b>w<u>o</u>od</b>		<b>u</b>	p <u>u</u> tt <u>u</u> ng	t <u>o</u> ok sh <u>o</u> uld

*The Holy Spirit's Coming & Jewish Believers*

5. Hand out the resource sheet of **Tense Vowel Sounds** and use the SLIDE to point out the tense vowel sounds:

- /e<sup>y</sup>/ as in **bait** or **grey**
- /i<sup>y</sup>/ as in **beat** or **green**
- /o<sup>w</sup>/ as in **boat** or **gold**
- /u<sup>w</sup>/ as in **boot** or **blue**

**Instructor Note:** Emphasize the glide into the /y /or /w/ sound

6. There are 3 diphthongs that also tense the mouth muscles as they move into a second sound:

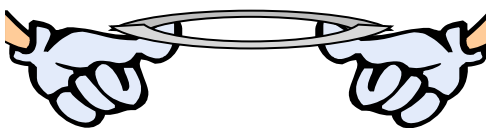
- /ay/ as in **buy** or **white**
- /oy/ as in **boy** or **turquoise**
- /aw/ as in **bow** or **brown**



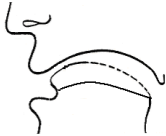
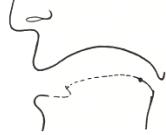


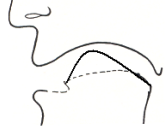

7. There is the schwa + the /r/ sound as in:

- /ə/ as in **bird** or **purple**

8. Read across each row and have the learners repeat after you.



**Long/Tense Vowels**

Sound		Formation	Usual Spelling	Example	Other Spellings
/e <sup>y</sup> /	grey		a_e	pl <u>a</u> ce	de <u>a</u> il d <u>a</u> y
/i <sup>y</sup> /	green		e_e	the <u>s</u> e	l <u>e</u> ave s <u>ee</u> n bel <u>ie</u> ve
/a <sup>y</sup> /	white		i_e	l <u>i</u> ves	I tr <u>i</u> ed b <u>y</u>
/o <sup>w</sup> /	gold		o_e o	cl <u>o</u> se s <u>o</u>	kn <u>o</u> w bo <u>o</u> t
/u <sup>w</sup> /	blue		oo u_e	too Lu <u>u</u> e	y <u>oo</u> wh <u>oo</u> n <u>ew</u>
/a <sup>w</sup> /	brown		ou	<u>ou</u> t	d <u>ou</u> wn
/oy/	turquoise		oi	re <u>oi</u> ce	j <u>oi</u> y
/ə/	purple		er ur ir or	s <u>er</u> ved h <u>ur</u> t g <u>ir</u> l W <u>or</u> d	h <u>er</u> d S <u>crip</u> ture w <u>er</u> e

*The Holy Spirit's Coming & Jewish Believers***Part B:**     *Spelling & Pronunciation*

1. Remind the learners that there are names for the letters of the alphabet which are used for spelling words. Review the pronunciation of the names for the vowel letters (*a, e, i, o, u*) by saying them together as a class.
2. When speaking English do not refer to just the spelling of words to know how to pronounce a word. The spelling of words is for reading. NOT for speaking; many dialect speakers of English can read the same words and get the meaning but pronounce the words quite differently.
3. However, the spelling conventions of words can be learned. There are “rules of thumb” that can be followed.
  - The lax vowel sound is usually *spelled with one vowel letter* as shown on the **Short/Lax Vowels SLIDE**.
  - Read the chart down the spelling column of the **Lax Vowels OHT/Resource Sheet** with the learners reading the words after you. **Note:** A lax vowel *sound* is never at the end of a word; there is always a consonant sound after it.
  - The tense vowel sounds sound like the names of the letters, but these are usually *spelled with a combination of vowel letters* as shown on the **Long/Tense Vowels SLIDE/Resource Sheet**.
  - Read the chart down the spelling column of **Long/Tense Vowels** with the learners reading the words after you.

**Part C:** Categorizing Sounds

1. Place the **Vowel Sound Cards** of the sound and colour examples up on the wall.

<small>Tense Vowel</small> /e <sup>y</sup> / grey	<small>Tense Vowel</small> /i <sup>y</sup> / green
<small>Tense Vowel</small> /a <sup>y</sup> / white	<small>Tense Vowel</small> /u <sup>w</sup> / blue
<small>Tense Vowel</small> /o <sup>w</sup> / gold	<small>Tense Vowel</small> /ə/ purple
<small>Tense Vowel</small> /oy/ turquoise	<small>Tense Vowel</small> /aw/ brown

<small>Lax Vowel</small> /ɪ/ silver	<small>Lax Vowel</small> /æ/ black
<small>Lax Vowel</small> /ɔ/ auburn	<small>Lax Vowel</small> /ɛ/ red
<small>Lax Vowel</small> /ʊ/ wood	<small>Lax Vowel</small> /ʌ/ rust

2. Distribute the **Word Cards** (words from the text) among the learners and ask them to place the words on the wall under the card that has the same sound as the **underlined vowel(s)** on their card.

day	come	place	s <u>u</u> ddenly
sound	bl <u>ow</u> ing	v <u>i</u> olent	w <u>i</u> nd
sound	h <u>ea</u> ven	fill <u>e</u> d	wh <u>o</u> le
house	s <u>i</u> tt <u>i</u> ng	saw	seem <u>e</u> d
tong <u>u</u> es	f <u>i</u> re	rest	each
h <u>o</u> ly	s <u>pe</u> ak	now	God
J <u>e</u> ws	n <u>a</u> tion	heard	all
m <u>e</u> n	m <u>ea</u> n	compl <u>a</u> ined	en <u>a</u> bled
g <u>e</u> nerat <u>i</u> on	negl <u>e</u> ct	res <u>i</u> den <u>t</u> s	m <u>i</u> n <u>i</u> stry

fun	too	stood	f <u>el</u> low
live	let	last	listen
J <u>e</u> sus	h <u>a</u> nd <u>e</u> d	c <u>u</u> rtain	cr <u>o</u> ss
boy	rais <u>e</u> d	dead	fr <u>ee</u> ing
death	both	cut	rep <u>e</u> t
s <u>i</u> n <u>s</u>	rece <u>i</u> ve	gift	pr <u>o</u> mise
pray <u>e</u> d	laid	hands	spread
incr <u>e</u> ased	faith	ass <u>u</u> red	dev <u>o</u> ted
c <u>o</u> nverts	P <u>e</u> ntecost	distrib <u>u</u> tion	f <u>a</u> sting

3. When the task is done, read the words and have the learners say them after you.

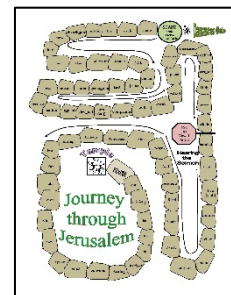
*The Holy Spirit's Coming & Jewish Believers*

Answer Key: <i>Part C</i>							
Front							
/eʏ / grey		/æ / black		/iʏ / green		/ɛ / red	
came complained day enabled faith generation	laid nation place prayed raised	fasting handed hands last		each freeing increased Jesus	mean receive seemed speak	dead death fellow heaven let men	neglect Pentecost repent residents rest spread
Mid							
/I / silver		/ə / purple		/ʌ / rust			
filled gift listen live(verb)	ministry sins sitting wind	assured curtain		cut fun tongues			
Back							
/oʷ / gold		/ɔ / auburn		/uʷ / blue		/ʊ / wood	
blowing both devoted holy whole		all converts God promise saw		distribution too Jews		stood	
Diphthongs							
/ay / white		/oy / turquoise		/aw / brown			
fire live(adj) violent		boy		now sound			

Answer Key: <i>Part D</i>							
Tense Vowels							
/oʷ / gold	/uʷ / blue	/ay / white	/iʏ / green		/aw / brown	/eʏ / grey	
blowing both devoted holy	distribution Jews too	fire live(adj) violent	each freeing increased Jesus	mean receive seemed speak	now sound	came complained day enabled faith generation	laid nation place prayed raised
Lax Vowels							
/ʌ / rust	/æ / black	/ʊ / wood	/I / silver		/ɔ / auburn	/ɛ / red	
cut fun tongues	fasting handed hands last	stood	filled gift listen live(verb)	ministry sins sitting wind	all converts God promise	dead death fellow heaven let men	neglect Pentecost repent residents rest spread

**Part D:** *Producing*

1. Divide the class into groups of three or four and give each group a **Journey through Jerusalem Board**, **Tense Vowel Cards**, **Lax Vowel Cards**, and **movers**. Explain to the learners that they will trace the steps through Jerusalem to practice the pronunciation of vowels.



<b>Lax Vowel</b> <small>WANI/273D</small>	/ʌ/    /ʊ/	<b>Tense Vowel</b> <small>WANI/273D</small>	/aʊ/    /eɪ/
/æ/    /ɛ/	/ɪ/    /ɔ/	/oʊ/    /aɪ/	/uʊ/    /iɪ/

2. Explain the following rules:
  - a. Place the markers on the square marked **START** at the **Damascus Gate**. The object of the activity is to move around the board on the stone path towards the **Upper Room**.
  - b. Learners take turns picking up a **Tense Vowel Card**. To move: move to the first word you come to with the vowel sound indicated on the card.
  - c. When learners have reached the mark *Hearing the Sermon on the Road*, they must switch and begin using the **Lax Vowel Cards**.
  - d. If there are no more words with the vowel sound before the finish, you can move to the **Temple**.















***The Holy Spirit's Coming & Jewish Believers*****Part E:** *Finding the Bread*

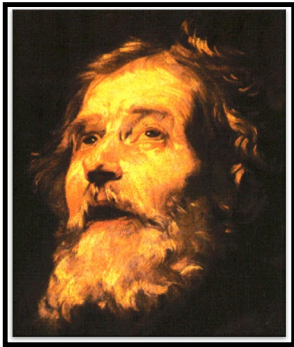
1. To practice both the vowels and the consonants, the learners will do an activity called *Finding the Bread*.
2. Hand out a **Finding the Bread Worksheet** to each learner. Explain that this is a picture of a fellowship meal in the Jerusalem Church. Divide the class into pairs. Each learner must try to find the bread. Each learner will hide their bread among the glasses of wine. The learners need to guess where the bread is. Whoever finds the bread in their partner's pantry first is the winner.
3. Model the sounds at the side of the 'pantry' to demonstrate the word for the box on the grid. *e.g. see, he, be, etc.*

**Rules:**

- Draw a **B** for the **Bread** in a square in your **Pantry Shelves** making sure that nobody sees where you have put it.
- You may draw it inside any square where there is no wine. You must not cross a line into another square.
- The object is to guess where your partner has placed the bread.
- To do this, decide in which square you think the bread might be. Then make a word out of the sounds on the side of the Pantry Shelves. For *e.g.* to guess the square where the /t/ and the /oy/ meet, you will say *toy*.
- If the square that you mean contains the bread, the other learner must say:  
*The bread is found.*
- If the square is empty, the learner must say: *No bread*, and mark the space.
- Learners who are finished quickly can choose another spot to hide their bread.
- They can also be asked to try to write the words of each of the blank squares on the Pantry Shelves.

**Finding the Bread in the Pantry Shelves**

/s/	/h/	/b/	/t/	/p/	/d/	/f/	/w/	
								/i <sup>y</sup> / as in <b>key</b>
								/e <sup>y</sup> / as in <b>cake</b>
								/o <sup>w</sup> / as in <b>coat</b>
								/u <sup>w</sup> / as in <b>coo</b>
	 				 			/ɔ/ as in <b>caw</b>
								/er/ as in <b>cur</b>
				  				/oy/ as in <b>coy</b>
								/ay/ as in <b>kite</b>

*The Holy Spirit's Coming & Jewish Believers***Task 6****Language Objectives:**

- to **hear** and **understand** the rhythm and stress of English at the word level
- to **produce** the appropriate stress patterns in words

**Approx Time:** 75 minutes

**Materials:**

- Schwa SLIDE
- Noun/Verb SLIDE
- Stress Pattern Cards
- Where is the Stress?
- Worksheet for each learner
- Word Sheet for each group
- Jerusalem Road Activity Board, Coin, markers, for each group & Word Sheet Worksheet for each learner
- Peter's Sermon SLIDE
- Unit 2 Script for each learner (Task 2)

**Reference:**

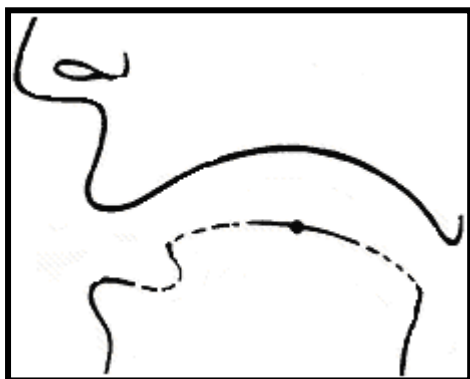
Acts 2:1-6:7

**Instructions:**

1. Review the fact that English words are composed of one or more syllables.
2. Remind the learners of the following concepts by explaining each point:
  - Within each content word (naming, action and descriptive words), one syllable vowel will receive stronger stress than others.
  - All the reduced, unstressed syllables will be the schwa sound.
  - Show the **Schwa SLIDE** to demonstrate this concept.

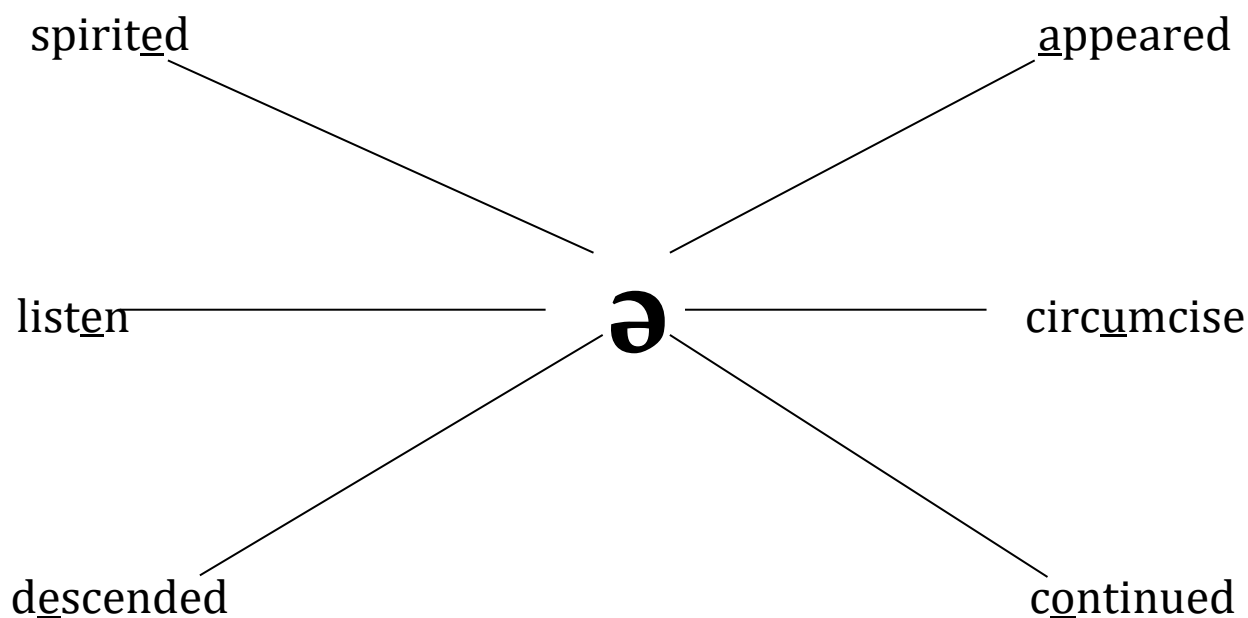
***Feel the Beat***





olive - ə

ə



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

Schwa SLIDE

*The Holy Spirit's Coming & Jewish Believers*

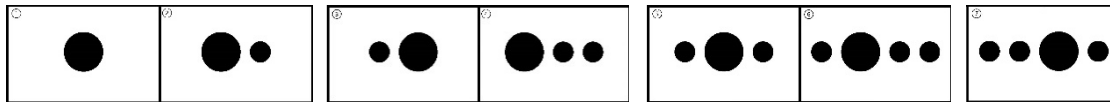
3. Introduce the concept that there are many patterns for word stress in English. The most common is ●●, **dah duh**, such as in *Mary*. Tap the table or drum to demonstrate. Explain the following to the learners:
- Most two-syllable words will have the stress pattern of the strong stress on the first syllable. (F**A**ther, Y**E**llow, O**O**pen, A**N**gel, G**A**ther, CH**I**LDren) because of the basic Anglo-Saxon roots of English.
  - However, the English word stress pattern is not easily predictable.
  - Factors that affect the pattern of word stress include:
    - the historical origin of English: Anglo-Saxon or Greek or Latin
    - adding prefixes and suffixes to words, *e.g.* nation, nationality
    - the grammatical function of words – use the **Noun/Verb SLIDE** to illustrate (pro**D**UCE as a verb vs. PRO**D**uce as a noun)

Noun	Verb
<u>p</u> roduce	pro <u>d</u> uce
<u>c</u> onvert	con <u>v</u> ert
<u>a</u> ddress	add <u>r</u> ess
<u>c</u> onvict	con <u>v</u> ict
<u>d</u> esert	des <u>e</u> rt
<u>d</u> igest	di <u>g</u> est

Noun/Verb SLIDE

*The Holy Spirit's Coming & Jewish Believers*

4. Place the following **Stress Pattern Cards** on the wall:



5. Say the following words to your learners – tap the table or drum to assist in noting the difference in beat loudness and force.

1. Jews ●	spEAKing 2. ●●	addrEssed 3. ●●	PEntecost 4. ●●●
foreknOwledge 5. ●●●	bewIlderment 6. ●●●●	generAtion 7. ●●●●	

6. Have them listen a second time and tell you which stress pattern they hear by calling out the number of the stress pattern on the wall. Then put those words on the wall under the correct pattern.

7. Hand out the **Where is the Stress Worksheet** to each learner and guide them through the following steps:

- Predict:** Have the learners guess which syllable will receive the strong stress by circling the number of the stressed syllable in each word, for *e.g.* *enjoying* 1 ② 3.
- Listen:** Read the list of words and have the learners listen and underline the syllable that is strongly stressed.
- Check:** Read the words again and have them check to see if they predicted correctly.
- Note:** Have them note that all the unstressed syllables are the same schwa sound. Use the tapping on the table or drum to illustrate each word.

*The Holy Spirit's Coming & Jewish Believers*

<i>Answer Key:</i>					
1	1-❷-3 together	11	1-❷-3-4 accredited	21	❶-2-3 ministry
2	❶-2-3 suddenly	12	❶-2-3 agony	22	1-❷-3 disciples
3	❶-2-3 violent	13	1-❷-3-4 impossible	23	1-❷ neglect
4	1-❷-3-4 Jerusalem	14	1-❷ repent	24	1-❷-3 attention
5	❶-2 nation	15	❶-2 baptized	25	❶-2 Stephen
6	1-❷-3-4 bewilderment	16	1-❷ receive	26	❶-2 Philip
7	❶-2 language	17	1-2-❸-4 generation	27	❶-2 number
8	1-2-❸-4 Galileans	18	1-❷-3-4 miraculous	28	1-❷ increased
9	1-❷-3 declaring	19	1-❷-3 possessions	29	1-❷-3-4 obedient
10	❶-2 prophet	20	❶-2 common	30	1-❷-3 however

*The Holy Spirit's Coming & Jewish Believers*

**Predict by circling the number of the stressed syllable.  
Listen and underline.**

1 1-2-3 together	11 1-2-3-4 accredited	21 1-2-3 ministry
2 1-2-3 suddenly	12 1-2-3 agony	22 1-2-3 disciples
3 1-2-3 violent	13 1-2-3-4 impossible	23 1-2 neglect
4 1-2-3-4 Jerusalem	14 1-2 repent	24 1-2-3 attention
5 1-2 nation	15 1-2 baptized	25 1-2 Stephen
6 1-2-3-4 bewilderment	16 1-2 receive	26 1-2 Philip
7 1-2 language	17 1-2-3-4 generation	27 1-2 number
8 1-2-3-4 Galileans	18 1-2-3-4 miraculous	28 1-2 increased
9 1-2-3 declaring	19 1-2-3 possessions	29 1-2-3-4 obedient
10 1-2 prophet	20 1-2 common	30 1-2-3 however

Where is the Stress Worksheet/Cards

*The Holy Spirit's Coming & Jewish Believers*

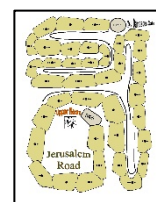
8. Divide the **Where is the Stress Cards** among the learners and have them place the words under the appropriate **Stress Pattern Card** on the board or wall.

🔗 **Instructor Note:** As learners learn new vocabulary words throughout the course, they could write them out and place them on the wall under the correct stress pattern as a constant visual reminder of the word stress patterns in English.

Answer Key:					
2. ●●		repent	●●	6. ●●●●	
baptized	●●	4. ●●●		accredited	●●●●
common	●●	agony	●●●	bewilderment	●●●●
language	●●	ministry	●●●	impossible	●●●●
nation	●●	suddenly	●●●	Jerusalem	●●●●
number	●●	violent	●●●	miraculous	●●●●
Philip	●●	5. ●●●		obedient	●●●●
prophet	●●	attention	●●●	7. ●●●●	
Stephen	●●	declaring	●●●	generation	●●●●
3. ●●		disciples	●●●	Galileans	●●●●
increased	●●	however	●●●		
neglect	●●	possessions	●●●		
receive	●●	together	●●●		

*The Holy Spirit's Coming & Jewish Believers*

9. Lead the learners through the **Jerusalem Road** activity instructions:



- Divide the learners into groups of three.
- Give each group a mover for each learner, a coin for a die, a **Word Sheet Worksheet** and a **Jerusalem Road Board**.
- Each learner takes a turn tossing the coin. If it is **heads**, move ahead **two** rocks; if it is **tails**, move ahead **one** rock.
- When a marker lands on a rock, the learner must choose a word from the **Word Sheet** that matches the stress pattern he/she landed on and make a sentence with that word. For e.g. the learner might say, "Increase. I want my understanding of English to increase."
- If the group all agrees that it is correct, he/she can stay on the rock.
- If the group thinks it is not correct, he/she must return to the rock he/she just came from.
- The purpose is to arrive at the **Upper Room**.

Instructor Resource Sheet:					
1. ●		2. ●●		5. ●●●	
came	●	spirit	●●	apostles	●●●
day	●	upper	●●	attention	●●●
place	●	wicked	●●	continued	●●●
tongues	●			eleven	●●●
wind	●	3. ●●		foreknowledge	●●●
		accept	●●	however	●●●
		corrupt	●●	increasing	●●●
2. ●●		devote	●●	believers	●●●
Arabs	●●	increase	●●		
fearing	●●	neglect	●●		
heaven	●●	repent	●●		
holy	●●			6. ●●●●	
Jesus	●●	4. ●●●		Jerusalem	●●●●
language	●●	Pentecost	●●●		
promise	●●	resident	●●●		
message	●●	violent	●●●	distribution	●●●●
nation	●●	witnesses	●●●	generation	●●●●
purpose	●●	Libya	●●●		



<b>accept</b>	<b>apostles</b>	<b>Arabs</b>	<b>attention</b>
<b>believers</b>	<b>came</b>	<b>continued</b>	<b>corrupt</b>
<b>day</b>	<b>devote</b>	<b>distribution</b>	<b>eleven</b>
<b>fearing</b>	<b>foreknowledge</b>	<b>generation</b>	<b>heaven</b>
<b>holy</b>	<b>however</b>	<b>increase</b>	<b>increasing</b>
<b>Jerusalem</b>	<b>Jesus</b>	<b>language</b>	<b>Libya</b>
<b>message</b>	<b>nation</b>	<b>neglect</b>	<b>Pentecost</b>
<b>place</b>	<b>promise</b>	<b>purpose</b>	<b>repent</b>
<b>resident</b>	<b>spirit</b>	<b>tongues</b>	<b>upper</b>
<b>violent</b>	<b>wicked</b>	<b>wind</b>	<b>witnesses</b>

*The Holy Spirit's Coming & Jewish Believers*10. Put up **Peter's Sermon SLIDE**.

- As a review, elicit from the learners which syllable is stressed in the **bolded** words.
- Circle that syllable.
- As a whole class, read this portion of the text out loud together, emphasizing the stressed syllable and reducing the schwa.
- Remember to remind them to pause together at appropriate places.
- You may have to mark the SLIDE for pauses together before reading.

## 11. Have the learners take out their Unit 2 Scripts from Task 2. Assign parts to each learner.

**Scene One:** Luke, Luke 2, Jew One, Jew Two, Jew Three, Jew Four, Jew Five, Joel, Peter, Person One

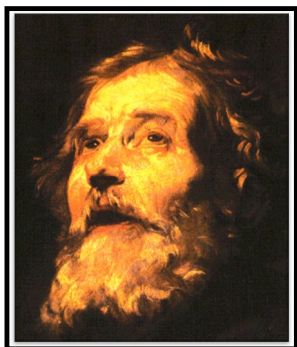
**Scene Two:** Luke, Luke 2, One of the Twelve, Second of the Twelve

## 12. Have the learners underline the stressed syllables in their lines.

## 13. Read the scenes as a dramatic reading.

**Repent** and be baptized, every **one** of you, in the **name** of **Jesus** Christ for the forgiveness of your **sins**. And you will **receive** the **gift** of the **Holy Spirit**. The **promise** is for you and your **children** and for **all** who are **far** off -for **all** whom the **Lord** our **God** will **call**.

## Task 7

**Language Objectives:**

- to **review** the basic parts of a sentence: subject + predicate + adverbials
- to **understand** and **use** noun phrases accurately

**Approx Time:** 90 minutes

**Materials:**

- Sentence Worksheet/SLIDE for each learner
- Pluralization SLIDE/Resource Sheet
- Nouns SLIDE/Resource Sheet
- Many Nations Worksheet for each learner
- Nouns Worksheet/SLIDE
- Kind of Determiner Cards
- Noun Phrase Cards
- Determiners SLIDE/Resource Sheet for each learner
- Other Determiners SLIDE
- Quantifiers Resource Sheet for each learner
- Determiners Worksheet/SLIDE for each learner

**Reference:**

Acts 2:1-6:7

**The First Fruits of the Harvest****Instructions:****Part A**

- Remind the learners that in English we speak of "somebody or something doing something". The 'somebody' is the subject of the sentence and the 'doing' is the verb.

- In written English, every sentence must have at least one subject and a predicate, so there is a subject position and a predicate position in every sentence. A sentence that has only these two positions filled is grammatically complete, but a sentence may have more than one subject-predicate combination.

- The main word order for expressing an idea is Subject + Predicate  
(Noun phrase or pronoun) (Verb Phrase [+ Noun Phrase or pronoun])



- There are two adverbial positions as well, which all writers use: one before the subject and one after the predicate. An adverbial can be a single word, a phrase or a clause.

Adverbial	Subject	Predicate [V+(O)]	Adverbial
Now,	they	were staying	in Jerusalem.

- Ask the learners to mark the sentences on the **Sentence Worksheet/SLIDE** by underlining all the subjects (noun phrase) with a single line and underlining the predicate (v+o) with a double line.

*The Holy Spirit's Coming & Jewish Believers***Subject + Predicate**

Mark the sentences by underlining subjects with a single line and underlining predicates (V+O) with a double line.

1. When the day of Pentecost came, they were all together in one place.
2. Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting.
3. They saw what seemed to be tongues of fire that separated and came to rest on each of them.
4. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.
5. Now there were staying in Jerusalem God-fearing Jews from every nation under heaven.
6. When they heard this sound, a crowd came together in bewilderment, because each one heard them speaking in his own language.
7. Are not all these men who are speaking Galileans?
8. Then how is it that each of us hears them in his own native language?
9. We hear them declaring the wonders of God in our own tongues!
10. What does this mean?
11. Some, however, made fun of them.
12. Then Peter stood up with the Eleven, raised his voice and addressed the crowd.

*The Holy Spirit's Coming & Jewish Believers**Answer Key*

1. When the day of Pentecost came, they were all together in one place.
2. Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting.
3. They saw what seemed to be tongues of fire that separated and came to rest on each of them.
4. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.
5. Now there were staying in Jerusalem God-fearing Jews from every nation under heaven.
6. When they heard this sound, a crowd came together in bewilderment, because each one heard them speaking in his own language.
7. Are not all these men who are speaking Galileans?
8. Then how is it that each of us hears them in his own native language?
9. We hear them declaring the wonders of God in our own tongues!
10. What does this mean?
11. Some, however, made fun of them.
12. Then Peter stood up with the Eleven, raised his voice and addressed the crowd.

7. Discuss the learners' choices by using the **Sentence Worksheet/SLIDE** as you elicit the markings of them.

**Part B:** *Understanding Nouns*

**Instructor Note:** This may seem like a lot of information but remember that this is a review and consolidation of what they probably already know and use.

1. Review that the subject position is nearly always filled with either a noun phrase or a pronoun.

**Instructor Note:** Noun phrases are also used to complete the idea of some verbs in the predicate position and in prepositional phrases in the adverbial slot.

2. Explain that noun phrases are built around a core noun
  - They are words that name anything you can think of as separate from other things – for example, people, places, things, actions, ideas.
  - The number of nouns is infinite because people keep making up new ones as they think of new things, and you probably find that most of the new words you learn are nouns.
  - They are usually identified in dictionaries by *n* in italics.
  - Note that the *ing* form of a verb may be used as a noun (called gerunds) *e.g. the blessing*
3. Elicit from the learners some of the noun phrases in the text.

<i>Answer Key:</i>	
the <b>day of Pentecost</b>	<b>fun</b>
a <b>sound</b>	his <b>voice</b>
the <b>blowing</b> of a violent <b>wind</b>	the <b>crowd</b>
the whole <b>house</b>	one <b>place</b>
the <b>Spirit</b>	<b>heaven</b>
<b>God-fearing Jews</b> from every <b>nation</b> under <b>heaven</b>	<b>tongues of fire</b>
this <b>sound</b>	his own <b>language</b>
a <b>crowd</b>	the <b>wonders</b> of God
<b>all these men</b>	our own <b>tongues</b>
<b>Peter</b>	the <b>Eleven</b>

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4. Explain that most nouns in English have two different forms, a singular form, meaning only one, and a plural form, meaning more than one. Use the **Pluralization SLIDE/Resource Sheet** as you present these points. Have the learners fill in examples on their worksheets as you discuss the following:

- You can usually make the plural form by adding an *s*. *e.g. apostle, apostles*. Elicit examples from the text: *tongues, wonders*
- Nouns already ending in *s, ch, sh, x, z* and sometimes *o* add *es* *e.g. churches, tomatoes, witnesses*
- Nouns ending in a consonant followed by a *y* change the *y* to an *i* + *es* *e.g. cities*
- Some nouns ending in *f* change to the voiced *v* *e.g. wife/wives*

- Elicit from the learners some irregular plurals:

man	men
woman	women
child	children
ox	oxen
person	people
mouse	mice
foot	feet
goose	geese
tooth	teeth

- Some nouns borrowed from other languages retain the plural of that language: *e.g. syllabus/ syllabi, thesis/theses*
- Some nouns are the same for singular and plural *e.g. fish, deer, Chinese*
- Some nouns are singular in form (they have no *-s* ending), but they are often thought of as plural in meaning. These are called collective nouns. A common example is *family*. Because a family includes several people, it is appropriate, though not compulsory to treat the word as if were a plural noun when you mean the people in the family *e.g. The family (one group) was blessed* or *The family (several individuals) were blessed*.



## Pluralization of Nouns

- Make the plural form by adding an s

*e.g.*

- Nouns ending in *s*, *ch*, *sh*, *x*, *z* and sometimes *o* add *es*

*e.g.*

- Nouns ending in a consonant followed by a *y*, change the *y* to an *i* + *es*

*e.g.*

- Some nouns ending in *f* change to the voiced *v*

*e.g.*

- Some nouns borrowed from other languages retain the plural of that language

*e.g.*

- Some Nouns are the same for singular and plural

*e.g.*

- Some nouns are singular in form (they have no *-s* ending), but plural in meaning

*e.g.*

- Irregular nouns

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5. Explain that another very important thing to know about the core noun is whether it is countable (or count) or uncountable (or non-count)
  - a) Countable nouns name things that are thought of (in English) as individual things and that can therefore be counted. For example, *apostle* is a countable noun because you can count two, three, four or more apostles. Similarly you can count *gifts*. Countable nouns can also name more abstract things – that is, things that you cannot actually see or touch, such as *ideas* or *problems*. All countable nouns can be made plural. Elicit more examples from the learners to write in the **Nouns Resource Sheet**.
  - b) Uncountable nouns name things that are thought of as stuff rather than as separate individuals. Examples are *bread*, *water* and *wisdom*. Uncountable nouns are always singular in form. Elicit more examples from the learners to write in the **Nouns Resource Sheet**.
  - c) It is not always possible to tell from its meaning whether a particular noun is countable or uncountable. When you are not sure use a dictionary: most dictionaries mark countable nouns with a C and uncountable ones with a U.
  - d) This information is important because it tells which articles or quantifiers can be used with that noun
6. Hand out the **Many Nations Worksheet**. Ask the learners to fill in the blank with the appropriate form of the noun.

*Answer Key:*

Evidently by this time the believers<sup>1</sup> were in the Temple precincts<sup>2</sup>. Their loud praise<sup>3</sup> soon brought a crowd of devout Jews<sup>4</sup> from other parts<sup>5</sup> of the Temple<sup>6</sup>. They came from many nations<sup>7</sup> and represented in embryo<sup>8</sup> the whole world<sup>9</sup>.

There were people<sup>10</sup> from all the far-flung lands<sup>11</sup> where Jews<sup>12</sup> of the Diaspora<sup>13</sup> lived: from Mesopotamia<sup>14</sup> and other areas<sup>15</sup> to the east<sup>16</sup>, Asia Minor<sup>17</sup> to the north-west<sup>18</sup>, Egypt<sup>19</sup> and Libya<sup>20</sup> to the southwest<sup>21</sup>, Arabia<sup>22</sup> directly south<sup>23</sup>, from Crete<sup>24</sup> and further west<sup>25</sup> from Rome<sup>26</sup> itself. Both those who had been born Jews<sup>27</sup> and those who had adopted the faith<sup>28</sup> were present, now coming to hear the apostles<sup>29</sup>.

The most remarkable phenomenon<sup>30</sup> at Pentecost<sup>31</sup> was yet to come. Every one in this diverse group<sup>32</sup> would hear the mighty works<sup>33</sup> of God<sup>34</sup> told in his own language<sup>35</sup>! This is puzzling! All those present undoubtedly understood Aramaic<sup>36</sup> or Greek<sup>37</sup> or both. The apostles spoke both languages<sup>38</sup>. Why was it necessary for every man<sup>39</sup> to hear in his own native tongue<sup>40</sup>? Wouldn't it have been enough for Peter<sup>41</sup> and the others<sup>42</sup> to have spoken one of these two well-known languages<sup>43</sup>?

There are two reasons<sup>44</sup> for this miracle<sup>45</sup>. First, even though one may speak two or more languages<sup>46</sup>, the deepest communication<sup>47</sup> to the heart<sup>48</sup>, at the most personal level<sup>49</sup>, takes place in the language<sup>50</sup> he learned at his mother's knee<sup>51</sup>.

Secondly, this event<sup>52</sup> was a powerful symbol<sup>53</sup> pointing to the day<sup>54</sup> when, under the guidance<sup>55</sup> of the same Holy Spirit<sup>56</sup>, people<sup>57</sup> of every race<sup>58</sup> and tongue<sup>59</sup> would hear the Good News<sup>60</sup> in their own language<sup>61</sup>, believe and become a part<sup>62</sup> of the Body of Christ<sup>63</sup>. Thus the miracle<sup>64</sup> of Pentecost<sup>65</sup> is the beginning<sup>66</sup> of the fulfillment<sup>67</sup> of Acts 1:8 and points to its final goal<sup>68</sup>.

Paul Pierson, *Themes from Acts*, Regal Books 1982 p.27

## **Countable Nouns**

- = things
- may be plural
- marked C in dictionary
- *e.g.*

## **Uncountable Nouns**

- = stuff
- always singular in form
- marked U in dictionary
- *e.g.*

*The Holy Spirit's Coming & Jewish Believers***Many Nations**

*Fill in the blank with the correct form of the noun.*

Evidently by this time the \_\_\_\_\_(believer)<sup>1</sup> were in the Temple \_\_\_\_\_(precinct)<sup>2</sup> Their loud \_\_\_\_\_(praise)<sup>3</sup> soon brought a crowd of devout \_\_\_\_\_(Jew)<sup>4</sup> from other \_\_\_\_\_( part)<sup>5</sup> of the \_\_\_\_\_(Temple)<sup>6</sup>. They came from many \_\_\_\_\_(nation)<sup>7</sup> and represented in \_\_\_\_\_(embryo)<sup>8</sup> the whole \_\_\_\_\_(world)<sup>9</sup>.

There were \_\_\_\_\_(people)<sup>10</sup> from all the far-flung \_\_\_\_\_(land)<sup>11</sup> where \_\_\_\_\_(Jew)<sup>12</sup> of the \_\_\_\_\_(diaspora)<sup>13</sup> lived: from \_\_\_\_\_(Mesopotamia)<sup>14</sup> and other \_\_\_\_\_(area)<sup>15</sup> to the \_\_\_\_\_(east)<sup>16</sup>, \_\_\_\_\_(Asia Minor)<sup>17</sup> to the \_\_\_\_\_(north-west)<sup>18</sup>, \_\_\_\_\_(Egypt)<sup>19</sup> and \_\_\_\_\_(Libya)<sup>20</sup> to the \_\_\_\_\_(southwest)<sup>21</sup>, \_\_\_\_\_(Arabia)<sup>22</sup> directly \_\_\_\_\_(south)<sup>23</sup>, from \_\_\_\_\_(Crete)<sup>24</sup> and further \_\_\_\_\_(west)<sup>25</sup> from \_\_\_\_\_(Rome)<sup>26</sup> itself. Both those who had been born \_\_\_\_\_(Jew)<sup>27</sup> and those who had adopted the \_\_\_\_\_(faith)<sup>28</sup> were present, now coming to hear the \_\_\_\_\_(apostle)<sup>29</sup>.

The most remarkable \_\_\_\_\_(phenomenon)<sup>30</sup> at \_\_\_\_\_(Pentecost)<sup>31</sup> was yet to come. Everyone in this diverse \_\_\_\_\_(group)<sup>32</sup> would hear the mighty \_\_\_\_\_(work)<sup>33</sup> of \_\_\_\_\_(God)<sup>34</sup> told in his own \_\_\_\_\_(language)<sup>35</sup>! This is puzzling!

All those present undoubtedly understood \_\_\_\_\_(Aramaic)<sup>36</sup>

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or \_\_\_\_\_(Greek)<sup>37</sup> or both. The apostles spoke both \_\_\_\_\_(language)<sup>38</sup>. Why was it necessary for every \_\_\_\_\_(man)<sup>39</sup> to hear in his own native \_\_\_\_\_(tongue)<sup>40</sup>? Wouldn't it have been enough for \_\_\_\_\_(Peter)<sup>41</sup> and the \_\_\_\_\_(other)<sup>42</sup> to have spoken one of these two well-known \_\_\_\_\_(language)<sup>43</sup>?

There are two \_\_\_\_\_(reason)<sup>44</sup> for this \_\_\_\_\_(miracle)<sup>45</sup>. First, even though one may speak two or more \_\_\_\_\_(language)<sup>46</sup>, the deepest \_\_\_\_\_(communication)<sup>47</sup> to the \_\_\_\_\_(heart)<sup>48</sup>, at the most personal \_\_\_\_\_(level)<sup>49</sup>, takes place in the \_\_\_\_\_(language)<sup>50</sup> he learned at his mother's \_\_\_\_\_(knee)<sup>51</sup>.

Secondly, this \_\_\_\_\_(event)<sup>52</sup> was a powerful \_\_\_\_\_(symbol)<sup>53</sup> pointing to the \_\_\_\_\_(day)<sup>54</sup> when, under the \_\_\_\_\_(guidance)<sup>55</sup> of the same \_\_\_\_\_(Holy Spirit)<sup>56</sup>, \_\_\_\_\_(people)<sup>57</sup> of every \_\_\_\_\_(race)<sup>58</sup> and \_\_\_\_\_(tongue)<sup>59</sup> would hear the \_\_\_\_\_(Good News)<sup>60</sup> in their own \_\_\_\_\_(language)<sup>61</sup>, believe and become a \_\_\_\_\_(part)<sup>62</sup> of the \_\_\_\_\_(Body of Christ)<sup>63</sup>. Thus the \_\_\_\_\_(miracle)<sup>64</sup> of \_\_\_\_\_(Pentecost)<sup>65</sup> is the \_\_\_\_\_(beginning)<sup>66</sup> of the \_\_\_\_\_(fulfillment)<sup>67</sup> of Acts 1:8 and points to its final \_\_\_\_\_(goal)<sup>68</sup>.

Paul Pierson, *Themes from Acts*, Regal Books 1982 p.27

**Part C:** *Understanding the Noun Phrase*

1. Introduce this section by pointing out that the dictionary will not tell you how the noun word is put together with other words to form a noun phrase.  
e.g.



*the*



*wonderful*



*name*



*of Jesus*

2. On the **Nouns Worksheet**, each noun phrase is underlined and the core noun of the phrase is in **bold**. Ask the learners to fill in the chart.
3. Discuss their choices by filling in the projected SLIDE.





<i>Answer Key:</i>			
<b>determiner</b>	<b>pre-modifier</b>	<b>noun</b>	<b>post-modifier</b>
<i>the</i>		<i>name</i>	<i>of Jesus Christ</i>
the		forgiveness	of your sins
the		gift	of the Holy Spirit
the		promise	
your		children	
the		Lord	
our		God	
0		Jesus Christ	
your		sins	
the		Holy Spirit	
this	corrupt	generation	

4. Point out that a noun phrase has position for four different units:  
determiner      pre-modifier      **noun**      post-modifier
  - In a simple noun phrase, only two of these positions are filled:  
the determiner and noun positions.
  - In an expanded noun phrase, either or both of the pre-modifier and post-modifier positions are filled as well.

**Instructor Note:** Only the simple noun phrase (noun + determiners) will be focused on in this task. The expanded noun phrase (simple noun phrase + post-modifiers) will be focused on in another unit.

## Noun Phrases

Repent and be baptized, every one of you, in the **name** of Jesus Christ for the **forgiveness** of your **sins**. And you will receive the **gift** of the **Holy Spirit**. The **promise** is for you and your **children** and for all who are far off—for all whom the **Lord** our **God** will call. Save yourselves from this corrupt **generation**.

determiner 	pre-modifier 	noun 	post-modifier 
<i>the</i>		<i>name</i>	<i>of Jesus Christ</i>

**Part D:** *Understanding Determiners*

1. Draw the learner's attention to the fact that a number of words can fill the determiner position.
  - articles, demonstratives, possessives and quantifiers
  - the determiner position is sometimes filled by zero – that is, no word at all. Some examples from the text: *heaven, fun, death*. You may find it confusing to think of a position as filled by zero, but a zero determiner has a particular meaning – it is not just nothing.
2. Divide the **Noun Phrase Cards** among the learners and ask them to place the cards under the **Kind of Determiner Cards** (0, article, possessive, demonstrative, quantifier) that are on the wall.

*Answer Key:*

0	article	demonstrative	possessive	quantifier
death	a cloud	this command	his own authority	all Judea and Samaria
fun	a few days	this man	my witnesses	every nation
God	a sound	this time	their sight	forty days
heaven	the dates		their very eyes	many convincing proofs
Israel	the earth		your children	many wonders
Jesus Christ	the ends			seven men
John	the Father			
power	the gift			
water	the Holy Spirit			
	the kingdom			
	the Kingdom			
	The name			
	the times			



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3. Articles: Present an overview of article usage using the **Determiners SLIDE/Resource Sheet**. Encourage the learners to take notes on their page as you explain.

- Most commonly the determiner position in a noun phrase is filled by an article that is one of the following:
  - a
  - an
  - the
  - 0 (i.e. no word at all)
- Since the articles account for almost 10% of most texts, it would seem to be hard to make sense of how English works without an understanding of the role of these common forms

i) The Definite Article *the*:

- Explain that the definite article *the* is closely connected, historically and conceptually to the demonstrative *that*. In many cases, the basic meaning of *the X* is *that particular X*.
- *The* has a specifying function: it signals, *you know which one(s) I mean!*
- The definite article *the* usually signals that the thing(s) is to be treated as already identified – *the specific thing(s) I'm talking about*.
- Elicit examples from the text.

**Instructor Note:** 'The' is the word that hammers importance onto rigid fact and fixes to it the burden of being absolute. Roy Hinks

<i>Answer Key: Scene One</i>		
the day of Pentecost	the Eleven	the dead
the blowing of a violent wind	the crowd	the agony of death
the whole house where they were staying	the morning	the heart
the Holy Spirit	the prophet Joel	the forgiveness of your sins
the Spirit	the last days	the name of Jesus
the parts of Libya	the help of wicked men	the gift of the Holy Spirit
the wonder of god	the cross	the promise

# Determiners

- **Definite Article:**  
*the*
- **Indefinite Article:**  
*a, an*
- **Demonstrative:**  
*this, that, these, those*
- **Possessive:**  
*my, you're, his, her, our, their, apostle's*
- **Quantifier:**  
*every, many, all*

ii) The Indefinite Article a (an)

- Review with the learners that the form of the indefinite article depends on the pronunciation of the first sound (not the letter) of the following word: *a* before a consonant sound and *an* preceding vowel sounds.

**Instructor Note:** You add an 'n' because of the spoken form, not because of the written form.

- In contrast to the identifying definite article, *a* or *an* has a classifying role:
  - it rules out a specific thing
  - it implies any member of a class of things
  - it is very general
- elicit examples from the text

<b>Answer Key: Scene One</b>		
a sound	a crowd	a man
<b>Answer Key: Scene Two</b>		
a man	a convert	a large number

iii) 0 Article

- The absence of either of the articles in some phrases is treated as significant for the interpretation – '*no differentiation required*'
- 0* is used with the plural while *a* is used in the singular of common countable nouns *e.g. tongues of fire* (plural) c.f. *a tongue of fire* (singular) ; *miracles, wonders, signs* (plural) c.f. *a miracle, a wonder, a sign*.
- 0* article is generally used with names of people, places and special times: proper nouns that are easily recognized in writing because they begin with capital letters. *e.g. Jerusalem, Israel*

<b>Answer Key: Scene One</b>		
heaven Jews Galileans converts to Judaism men of Israel death	tongues of fire heaven residents of ... fun miracles, wonders, signs Lord Christ	Jerusalem bewilderment visitors from home God purpose & foreknowledge
<b>Answer Key: Scene Two</b>		
prayer glad and sincere hearts prayer disciples	common table faith priests	bread wisdom Judaism

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4. Explain that the other, another, and other are expressions in the determiner position to tell your readers or listeners to think of more of the kind of thing that you have already been talking about. The difference between them is the same as the difference between *the*, *a* and *0* (zero article) e.g. *another miracle (singular)*, *other miracles (plural)*. See the **Other Determiner SLIDE**.
5. Demonstrative: Point out that the determiner position can also be filled by a demonstrative that is a word that you use to 'point' at something.
- There are four demonstratives that are used as determiners: *this*, *that*, *these*, and *those*.
  - They all, like *the*, indicate that the reader or listener already knows about whatever is named by the core noun, usually because it has just been mentioned.
  - Which of the four you should choose depends
    - on whether the core noun is to be thought of as being nearby or relatively far away (physically and conceptually) and
    - whether the core noun is singular or plural

<i>Demonstratives Answer Key:</i>	
<b>Scene One</b>	<b>Scene Two</b>
this sound these men this man this Jesus this corrupt generation that day	those days this responsibility this proposal these men

**a miracle**<sub>(sing)</sub>

**another miracle**<sub>(sing)</sub>

**0 miracles** <sub>(plural)</sub>

**other miracles** <sub>(plural)</sub>

	Singular	Plural
<i>near</i>	this	these
<i>far</i>	that	those

Other Determiners SLIDE

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6. **Possessives:** Explain that the determiner position of a noun phrase may be filled with a possessive.
- The possessive tells your reader who or what the thing named by the core noun belongs to – that is, who 'possesses' it.
  - The possessives include the following pronouns: *my, his, our, its, your, her, their, one's*

<i>Answer Key</i>	
<b>Scene One</b>	<b>Scene Two</b>
his own language	their possessions and goods
his own native tongue	their homes
our own tongues	their number
his voice	our attention
my spirit	their hands
its hold	
your sins	
your children	
his message	
their number	
your sins	

- In addition, you can turn any noun phrase into a possessive by adding 's (the punctuation mark is called an apostrophe), or if the noun phrase is a regular plural and so already ends in an -s, add only the apostrophe , to make s'. e.g. *God's set purpose, the apostle's teaching*
7. Point out that quantifiers are words that show how many or much you are talking about of whatever you name in the core noun. Many quantifiers fill the determiner position. Have the learners refer to the **Quantifiers Resource Sheet** as you explain the various quantifiers. Encourage them to write in more examples.

## Quantifiers

1. **Some quantifiers** can be called predeterminers because they can go at the front of a noun phrase, and even before a determiner. *e.g. both the apostles*
  
2. **Definite quantifiers** give an exact idea of how many or what proportion you are talking about. They include all numbers and the words *both, either, all, each* and *every*.
  - **numbers are the most exact but can only be used with countable nouns** *e.g. one place, seven men*
  - *both (the, etc)* can be a determiner or a predeterminer. It means “a whole set of two”.
  - *either (the, etc)* means ‘one of a set of two’. It usually introduced a co-ordinated noun phrase. The coordinating word is always *or*.
  - *all (the, these etc)* can be used with either countable or uncountable nouns. Use it in the determiner position to refer to the whole of something or a whole set of individuals. *e.g. all people*. More often, you will want to use *all* as a predeterminer and put a determiner after it to restrict the set.  
*e.g. all these men, all the believers, all the disciples*
  - *each, every* mean the same as ‘all’ but they can only be used with singular nouns. *e.g. every nation, every day*
  
3. **Indefinite quantifiers** are inexact expressions for quantities
  - Some can be used with countable and uncountable nouns: *any, some, a lot of*  
*e.g. some eggs, some milk*
  - Some can be used only with countable nouns: *a few, several, many*  
*e.g. many words, a few animals*.
  - Some can only be used with uncountable nouns: *a little, a great deal of, much* *e.g. much wine, a little money*
  
4. **Negative quantifiers:** *no, neither, few, little*  
*e.g. no answers, little help*
  
5. **Comparative quantifiers:** *most, more, less, less, enough*  
*e.g. more questions, enough work*

*The Holy Spirit's Coming & Jewish Believers***Part E**

1. Hand out the **Determiners Worksheet/SLIDE** and ask the learners to fill in the blanks with appropriate determiners.
2. Have them compare with a partner
3. Discuss their choices as you fill in the **Determiners Worksheet/SLIDE**.

*Answer Key:*

<sup>1</sup>0 Pentecost was one of <sup>2</sup>the three major religious festivals of <sup>3</sup>the Jewish year which <sup>4</sup>all Jewish men living within 20 miles of Jerusalem were required to attend. <sup>5</sup>The <sup>6</sup>other <sup>7</sup>two were <sup>8</sup>0 Passover and <sup>9</sup>the Feast of the Tabernacles. <sup>10</sup>All <sup>11</sup>three celebrated aspects of <sup>12</sup>the Exodus, <sup>13</sup>the establishment of <sup>14</sup>the Covenant and <sup>15</sup>the giving of <sup>16</sup>the Promised Land. <sup>17</sup>The festival was so named because it was celebrated 50 days after <sup>18</sup>the first Sunday after <sup>19</sup>0 Passover. It was also called <sup>20</sup>the 'Feast of Weeks.'

This was <sup>21</sup>the day when <sup>22</sup>the first fruits of <sup>23</sup>the wheat harvest were presented to <sup>24</sup>0 God, thanking him for giving <sup>25</sup>his people <sup>26</sup>the new land. As <sup>27</sup>the celebration of <sup>28</sup>the first fruits it pointed toward <sup>29</sup>the greater gifts of <sup>30</sup>0 God in <sup>31</sup>the future. It also celebrated <sup>32</sup>the anniversary of <sup>33</sup>the giving of the Law at Sinai.

Now that <sup>34</sup>the Jews were so widely scattered, it was impossible for most to attend <sup>35</sup>all <sup>36</sup>three feast <sup>37</sup>each year. But <sup>38</sup>an amazing number did come to <sup>39</sup>0 Jerusalem to worship on <sup>40</sup>these occasions. Because travel on <sup>41</sup>the Mediterranean Sea was safer in <sup>42</sup>the late spring when Pentecost was celebrated, <sup>43</sup>this festival normally brought <sup>44</sup>the greatest multitudes to <sup>45</sup>the city. Its <sup>46</sup>0 normal population of fifty thousand ballooned to nearly one million at <sup>47</sup>this time of <sup>48</sup>the year.



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***Write in an appropriate determiner before the nouns.***

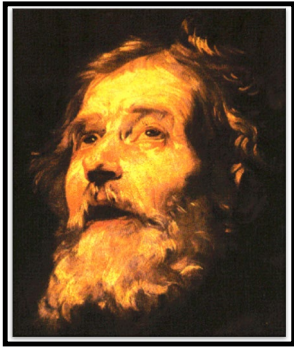
<sup>1</sup> \_\_\_\_ Pentecost was one of <sup>2</sup> \_\_\_\_ three major religious festivals of <sup>3</sup> \_\_\_\_ Jewish year which <sup>4</sup> \_\_\_\_ Jewish men living within 20 miles of Jerusalem were required to attend. <sup>5</sup> \_\_\_\_ <sup>6</sup> \_\_\_\_ <sup>7</sup> \_\_\_\_ were <sup>8</sup> \_\_\_\_ Passover and <sup>9</sup> \_\_\_\_ Feast of the Tabernacles. <sup>10</sup> \_\_\_\_ <sup>11</sup> \_\_\_\_ celebrated aspects of <sup>12</sup> \_\_\_\_ Exodus, <sup>13</sup> \_\_\_\_ establishment of <sup>14</sup> \_\_\_\_ Covenant and <sup>15</sup> \_\_\_\_ giving of <sup>16</sup> \_\_\_\_ Promised Land. <sup>17</sup> \_\_\_\_ festival was so named because it was celebrated 50 days after <sup>18</sup> \_\_\_\_ first Sunday after <sup>19</sup> \_\_\_\_ Passover. It was also called <sup>20</sup> \_\_\_\_ 'Feast of Weeks.'

This was <sup>21</sup> \_\_\_\_ day when <sup>22</sup> \_\_\_\_ first fruits of <sup>23</sup> \_\_\_\_ wheat harvest were presented to <sup>24</sup> \_\_\_\_ God, thanking him for giving <sup>25</sup> \_\_\_\_ people <sup>26</sup> \_\_\_\_ new land. As <sup>27</sup> \_\_\_\_ celebration of <sup>28</sup> \_\_\_\_ first fruits it pointed toward <sup>29</sup> \_\_\_\_ greater gifts of <sup>30</sup> \_\_\_\_ God in <sup>31</sup> \_\_\_\_ future. It also celebrated <sup>32</sup> \_\_\_\_ anniversary of <sup>33</sup> \_\_\_\_ giving of the Law at Sinai.

Now that <sup>34</sup> \_\_\_\_ Jews were so widely scattered, it was impossible for most to attend <sup>35</sup> \_\_\_\_ <sup>36</sup> \_\_\_\_ feast <sup>37</sup> \_\_\_\_ year. But <sup>38</sup> \_\_\_\_ amazing number did come to <sup>39</sup> \_\_\_\_ Jerusalem to worship on <sup>40</sup> \_\_\_\_ occasions. Because travel on <sup>41</sup> \_\_\_\_ Mediterranean Sea was safer in <sup>42</sup> \_\_\_\_ late spring when Pentecost was celebrated, <sup>43</sup> \_\_\_\_ festival normally brought <sup>44</sup> \_\_\_\_ greatest multitudes to <sup>45</sup> \_\_\_\_ city. Its <sup>46</sup> \_\_\_\_ normal population of fifty thousand ballooned to nearly one million at <sup>47</sup> \_\_\_\_ time of <sup>48</sup> \_\_\_\_ year.

*They Were Staying in Jerusalem*

## Task 8

**Language Objectives:**

- ✿ to **understand** the use of auxiliary verbs and suffixes to express time and aspect in the English Verb System
- ✿ to **recognize** the meaning, form and use of the 12 verb tenses

**Approx. Time:** 60 minutes

**Materials:**

- ✿ **Parts of a Verb Group Worksheet/SLIDE** for each learner
- ✿ **The Twelve Tenses of English Verbs Worksheet/SLIDE** for each learner
- ✿ **Sentence Matching Cards** for each pair
- ✿ **Let Me Explain Worksheet/SLIDE**
- ✿ **The Promised Fulfilled Worksheet** for each learner

**Reference:**

Acts 2:1-6:7

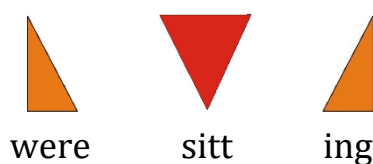
**Instructions:****Part A:** *Building the Verb Phrase*

1. Review with the learners that in English we speak of "somebody or something doing something". The *somebody* is the subject of the sentence and the *doing* is the **verb**. Verbs express the action of the subject. Verbs can also express a state of being.
 


**Instructor Note:** This is the big picture or an overview of the English verb system. Don't get bogged down in details about the various forms and meanings; these will be looked at in more detail in subsequent units. The learners should see the **symmetry** and **consistency** of the underlying principles of English in putting together a verb group.
2. In English the verb is the most important part of the sentence. Ask the learners to give examples of verbs.
3. Furthermore, it is very important to note that the form of the verb is determined within the larger context of the whole text not just at the sentence level.
4. Review the basic forms of verbs: Write the following clause (line 4) on the board: *they were sitting*
5. Point out that *were sitting* is a verb group. In English, verbs can be one word or they can be a group of words. Explain that to understand the English verb group, it is important to know about three parts:
  - a) base: *sit*
  - b) auxiliary (*helping verb*): *were*
  - c) inflectional suffix (*ending*): *ing*



*The Holy Spirit's Coming & Jewish Believers*

6. Put up the *Grammar Shapes* above the verb group on the board:

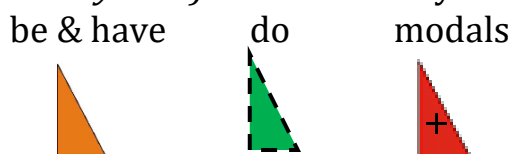


7. Explain that each shape represents one part of the verbal group *were sitting*.

- The big red triangle in the middle represents the main verb or base verb – this is the word that you can find in the dictionary that gives the meaning. Any verb could be substituted in that slot: *come, speak, stay*. Other words such as *day, fire, language* do not fit into this slot because they do not express an action or a state. They do not have the characteristics of verbs. 

The small triangle attached at the end of the base verb represents the *-ing* ending (*inflectional suffix*). There are only four (4) grammatical endings that can be added to the base verb: *s, ed*  *ing, ed/en* .

- The small triangle in front of the base verb represents a helping verb (*auxiliary verb*). There are only three (3) types of helping verbs:









8. In this task we will be looking at the two main helping verbs: *be* and *have*. Explain that by combining endings and helping verbs with the base verb, verb groups are formed. **NOT ONLY** do they convey the time of events (past, present or future) **BUT ALSO** they distinguish whether the events are complete or ongoing from the perspective of the speaker.

9. Hand out the **Parts of a Verb Group Worksheet/SLIDE**. Have the learners write the parts of the verb group in the appropriate column.

10. After the learners have completed the worksheet, have them compare with a partner. Take up the answers from the whole class, recording them on the **SLIDE**.




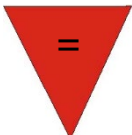


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<i>Answer Key Part A</i>		
Helping Verbs  	Base Verb  	Ending  
1.	continue	ed
2. were	stay	ing
3. are	speak	ing
4. have	had	
5.	address	ed
6. will	pour out	
7. was	hand	ed
8. were being	save	ed
9.	increase	ed
10. were being	overlook	ed

*Answer Key Part B***3 kinds of auxiliaries:** *be, have, will***2 endings:** *-ed, -ing*

*The Holy Spirit's Coming & Jewish Believers***A. Write the parts of the underlined verbs in the appropriate columns.**

- |  |   |
|--|---|
| 1. They <u>continued</u> to meet together. | 6. I <u>will pour out</u> my Spirit           |
| 2. They <u>were staying</u> in Jerusalem.  | 7. This man <u>was handed</u> over to you.    |
| 3. Who <u>are speaking</u> ?               | 8. They <u>were being saved</u> .             |
| 4. They <u>have had</u> too much wine.     | 9. The number of disciples <u>increased</u> . |
| 5. Peter <u>addressed</u> the crowd.       | 10. Widows <u>were being overlooked</u> .     |

Helping Verbs  	Base Verb  	Ending  
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

B. Count the kinds of auxiliaries and endings. **auxiliaries** \_\_ **endings** \_\_

**Part B:** *Meaning of Verb Forms*

1. Put up **The Twelve Tenses of English Verbs Worksheet/SLIDE**. Hand out the worksheet. Explain to the learners that in this chart they can see the various combinations of helping verbs and inflectional endings that make up the verb system of English to express different meanings.

**Reminder to Instructor:** This is an overview of the basic principles of forms and their basic meaning; do not get involved in an extensive discussion of the details – let the learners see the big picture.

2. Point out the vertical column on the left of the chart. Explain to the learners that English verbs are expressed in three basic times: present, past and future.
3. Point out the horizontal rows on the chart. Explain that in each of these times we can indicate four different ways in which the **action is viewed** from the **perspective of the speaker**:
  - a. if the action is habitual or at a specific time (simple)
  - b. if it is in progress during that time (continuous)
  - c. if it is before that time (perfect)
  - d. if it is in progress before and during that time.(perfect continuous)
4. Explain to the learners that some tenses are used much more frequently than others. The **most frequently** used tenses are the **simple** and the **perfect** tenses. The **least** used are the **perfect continuous**. English learners tend to overuse the continuous forms.
5. Ask the learners to look for a general pattern in terms of endings and helping verbs.













- Where do they see helping verbs?

*Answer: mostly one helping verb in the Perfect column – have (one ending for the perfect formation); Continuous column –be (one ending for the continuous formation); two or three in the Perfect Continuous column –be and have.*

- Where do they see endings? What kinds of endings?

*Possible Answers:  
-ed endings are in the Perfect column  
-ing endings are in the Continuous and Perfect Continuous column*

**The Twelve Tenses of English Verbs**

	<b>Simple</b>	<b>Perfect</b>	<b>Continuous (Progressive)</b>	<b>Perfect Continuous</b>
<b>Present</b>	work      works 	has/have worked 	am/is/are working 	has/have been working 
<b>Past</b>	worked 	had worked 	was/were working 	had been working 
<b>Future</b>	will work 	will have worked 	will be working 	will have been working 

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6. Have the learners form pairs. Hand out the **Sentence Matching Cards**. Have them match each sentence to its appropriate verb tense on **The Twelve Tenses of English Verbs Worksheet/SLIDE**. Have them place the cards on top of the appropriate square.

We <u>hear</u> them.	They <u>have had</u> too much wine.	These men <u>are speaking</u> .	The men <u>have been complaining</u> .	The Spirit <u>enabled</u> them.	The disciples <u>had gathered</u> together.
They <u>were staying</u> in Jerusalem.	The numbers <u>had been increasing</u> daily.	I <u>will pour out</u> my Spirit on all people.	The apostles <u>will have prayed</u> for them.	The seven men <u>will be serving</u> the widows.	They <u>will have been praising</u> God for two hours.

7. Elicit the answers from the entire class.
8. Ask the learners to place the underlined verb phrases into the appropriate square on their worksheets.






















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<i>Answer Key</i>	<b>Simple</b>	<b>Perfect</b>	<b>Continuous (Progressive)</b>	<b>Perfect Continuous</b>
<b>Present</b>	work works  We hear them.	has/have worked  They have had too much wine.	am/is/are working  These men are speaking.	has/have been working  The men have been complaining.
<b>Past</b>	worked  The Spirit enabled them.	had worked  The disciples had gathered together.	was/were working  They were staying in Jerusalem.	had been working  The numbers had been increasing daily.
<b>Future</b>	will work  I will pour out my Spirit on all people.	will have worked  The apostles will have prayed for them.	will be working  The seven will be serving the widows.	will have been working  They will have been praising God for two hours.

*The Holy Spirit's Coming & Jewish Believers*

9. Ask the learners to place the underlined verb phrases on the **Let Me Explain Worksheet** into the appropriate square on their **The Twelve Tenses of English Verbs Worksheet**.
10. Have them compare with a partner.
11. Discuss their choices as a whole class.
12. Note that there are three (3) different forms used within one paragraph. Discuss the meaning of each form in the context of the text.

<i>Answer Key:</i>				
	Simple	Perfect	Continuous (Progressive)	Perfect Continuous
<b>Present</b>	work  live explain listen say are suppose 's (is) is says works 	has/have worked 	am/is/are working 	has/have been working  
<b>Past</b>	worked  stood up raised addressed was spoken	had worked 	was/were working 	had been working  
<b>Future</b>	will work  will pour out	will have worked  	will be working  	will have been working   

**Let Me Explain**

Write the underlined verb phrases into the appropriate square on your **Twelve Tenses of English Verb Worksheet**

Then Peter stood up with the eleven, raised his voice, and addressed the crowd: Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say. These men are not drunk as you suppose. It's only nine in the morning! No this is what was spoken by the prophet Joel: In the last days, God says, I will pour out my Spirit on all people.

***The Holy Spirit's Coming & Jewish Believers*****Part C:** *Verb Forms in Discourse*

1. Hand out **The Promised Fulfilled Worksheet** to each learner.
2. Ask the learners to underline **all** the verb groups in Part A.

*Answer Key: Part A*

A sense of need is one of God's greatest gifts. Until God gives us a deep sense of dissatisfaction with what we are in contrast to a vision of what he creates us to be, we will never seek more of his purpose and power in our lives.

The apostles must have had an overwhelming sense of need. Can you imagine how they felt? They had lived with Jesus three years and had witnessed events no one had ever seen before. They had wondered at his teaching, marveled at his power as they experienced it in their own lives. They had watched him heal the sick, liberate the demon-possessed and re-create lives shattered and broken by greed, lust and pride.

Then their dawning conviction that Jesus was indeed God's Messiah, the restorer of all things, was totally crushed.. They watched him as he was arrested, tried and killed like the worst of criminals. This had been followed by an event so earthshaking they could scarcely believe it, much less understand all its implications. Jesus had been raised from the dead! God had done something entirely new and unique. This event would change history and transform lives as no other before or since.

They had been witnesses of the pivotal event in human history! Now Jesus was gone, ascended to the seat of power. All they were charged to do was to go out and begin to convince a hostile, skeptical world of this incredible Good News, beginning in Jerusalem where he had been crucified! No wonder they joined together in constant prayer with his other followers, seeking and awaiting the promised gift of the Holy Spirit! They needed power beyond anything they had ever experienced before!

When God gives any of us a new, apparently impossible challenge in our lives, we have only two alternatives. The first is to run away, as Peter almost did. The other is to fall on our knees before God and trust him to do his will in and through us, despite our inadequacies.

Paul Pierson *Themes From Acts* Regal Books, 1986, p.23

3. Ask the learners to form pairs and discuss the questions in Part B.

*Answer Key: Part B*

1) What verb forms are used in this article?	present, past, future, past perfect
2) What is the most common form used?	past – reporting on past events
3) When is the present form used? Why?	introductory and concluding paragraphs – always true ideas not related to events in time
4) When is the past form used? Why?	body of narrative – events were in the past from the point of the view of the writer
5) When is the past perfect form used? Why?	relating about events happening before other events in the past from the perspective of the writer
6) Where is the future form used?	when the writer was referring to someone's intention

**The Promise Fulfilled****Part A. Underline the verb groups.**

A sense of need is one of God's greatest gifts. Until God gives us a deep sense of dissatisfaction with what we are in contrast to a vision of what he creates us to be, we will never seek more of his purpose and power in our lives.

The apostles must have had an overwhelming sense of need. Can you imagine how they felt? They had lived with Jesus three years and had witnessed events no one had ever seen before. They had wondered at his teaching, marveled at his power as they experienced it in their own lives. They had watched him heal the sick, liberate the demon-possessed and re-create lives shattered and broken by greed, lust and pride.

Then their dawning conviction that Jesus was indeed God's Messiah, the restorer of all things, was totally crushed. They watched him as he was arrested, tried and killed like the worst of criminals. This had been followed by an event so earthshaking they could scarcely believe it, much less understand all its implications. Jesus had been raised from the dead! God had done something entirely new and unique. This event would change history and transform lives as no other before or since.

They had been witnesses of the pivotal event in human history! Now Jesus was gone, ascended to the seat of power. All they were charged to do was to go out and begin to convince a hostile, skeptical world of this incredible Good News, beginning in Jerusalem where he had been crucified! No wonder they joined together in constant prayer with his other followers, seeking and awaiting the promised gift of the Holy Spirit! They needed power beyond anything they had ever experienced before!

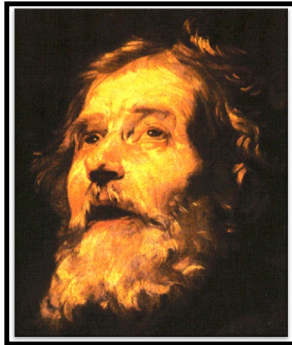
When God gives any of us a new, apparently impossible challenge in our lives, we have only two alternatives. The first is to run away, as Peter almost did. The other is to fall on our knees before God and trust him to do his will in and through us, despite our inadequacies. Paul Pierson *Themes From Acts* Regal Books, 1986, p.23.

**Part B. Answer these Questions:**

- 1) What verb forms are used in this article?  
\_\_\_\_\_
- 2) What is the most common form used? Why?  
\_\_\_\_\_
- 3) When is the present form used? Why?  
\_\_\_\_\_
- 4) When is the past form used? Why?  
\_\_\_\_\_
- 5) When is the past perfect form used? Why?  
\_\_\_\_\_
- 6) Where is the future form used?  
\_\_\_\_\_

## Tongues of Fire

### Task 9



#### Instructions:

1. Introduce this task by explaining that when we analyze the Book of Acts it is possible to discover at least four main themes running through it.
2. Put up the **Four Themes SLIDE**: The Work of the Holy Spirit; The Witness of the Apostles; The Persecution & Opposition of believers; The Expansion of the Gospel
3. In order to begin an introductory discussion, have the learners find possible references to these themes in the text.

#### Possible references:

##### a. The Work of the Holy Spirit

- *Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. They saw what seemed to be tongues of fire that separated and came to rest on each of them. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.*
- *In the last days, God says, I will pour out my Spirit on all people*
- *Brothers, choose seven men from among you who are known to be full of the Spirit and wisdom.*

##### b. The Witness of the Apostles

- *We hear them declaring the wonders of God in our own tongues!*
- *Then Peter stood up with the Eleven, raised his voice and addressed the crowd. Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say.*

##### c. The Persecution & Opposition of believers

- *Some, however, made fun of them.*
- *They have had too much wine.*

##### d. The Expansion of the Gospel

- *Those who accepted his message were baptized, and about three thousand were added to their number that day.*
- *So the word of God spread. The number of disciples in Jerusalem increased rapidly, and a large number of priests became obedient to the faith.*

#### Language Objectives:

- ✚ to **analyze** and **discuss**
- ✚ to 'read' between the lines

Approx. Time: 40 minutes

#### Materials:

- ✚ Four Themes SLIDE
- ✚ Language for Being a Group Participant SLIDE
- ✚ Four Themes Discussion Board, movers, die, Question Cards & Score Card for each group

#### Reference:

Acts 2:1-6:7

# Four Themes

➤ **The Work of the Holy Spirit**



➤ **The Witness of the Apostles**



➤ **The Persecution and Opposition of Believers**

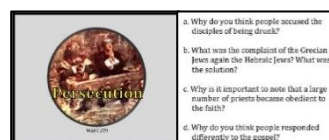
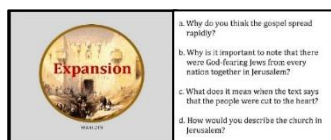
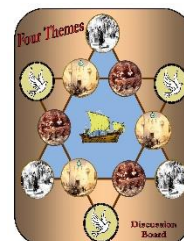
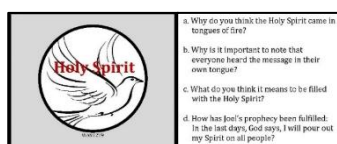


➤ **The Expansion of the Gospel**



**The Holy Spirit's Coming & Jewish Believers**

4. Explain that we are going to do an activity that encourages the learners to focus more deeply on these four main themes. First, however, we will learn some language for being a group participant.
5. Present the language for being a group participant using the **Language for being a Group Participant Worksheet/SLIDE**.
6. Divide the class into groups of 3 or 4.
7. Hand out the **Four Themes Discussion Board**, movers, a die, a set of question cards, and a score card for each group.



8. Instruct the learners of the rules of the task:
  - a) All the learners are to put their markers on one of the points of the star.
  - b) The learners are to take turns moving clockwise around the learner circle.
  - c) The first learner throws the die moving his/her marker the number on the die in any direction along the dots. The dots are marked according to the four themes:

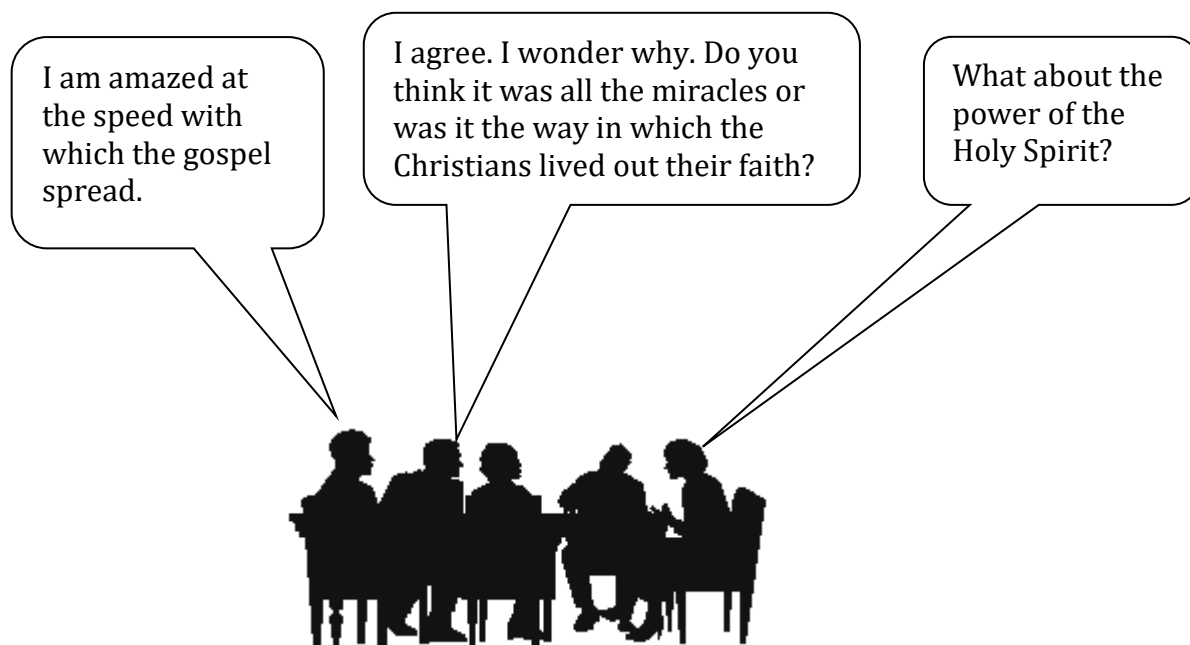
Gospel expansion	Witness	Holy Spirit	Persecution

- d) When the learner lands on a dot, one of the other learners should pick the top card and ask the question matching the theme picture on the dot that the learner landed on. As each learner speaks, encourage the others in the group to utilize active listening strategies.
- e) After answering the question the learner marks the score card with a check next to the theme picture.  
*e.g.*
- f) The purpose of the activity is to be the first to get at least one check for each theme and arrive back to his/her starting point.

Score Card				
Name --	1	2	3	4
	✓		✓	
	✓			
	✓			✓
	✓	✓		



## Language for Being a Group Participant

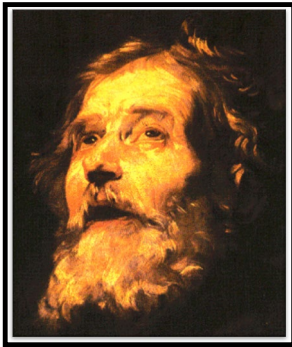


**Participants Roles:** To take part in the discussion  
 To express opinions  
 To agree and disagree correctly

Giving an Opinion	Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>• I think...</li> <li>• I feel...</li> <li>• It's my opinion that...</li> <li>• It seems to me that...</li> </ul>	<ul style="list-style-type: none"> <li>• That's right.</li> <li>• True.</li> <li>• Yes, I see what you mean.</li> <li>• Maybe you're right.</li> <li>• Exactly!</li> <li>• I see your point.</li> <li>• Could be.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't think so.</li> <li>• Yes, but...</li> <li>• You may be right, but...</li> <li>• I see your point, but...</li> <li>• I don't quite agree. What about...</li> <li>• Yes, but you have to remember that...</li> </ul>

*To Sum Up*

## Task 10

**Language Objectives:**

- ✿ to analyze
- ✿ to summarize
- ✿ to **write** a summary of Peter's sermon

**Approx Time:** 60 minutes

**Materials:**

- ✿ NT Wright text
- ✿ Note-taking SLIDE
- ✿ Taking/Summary Worksheet for each learner
- ✿ Language of Summarizing SLIDE
- ✿ Sentence Head Cards for each group
- ✿ Writing a Summary SLIDE

**Reference:**

Acts 2:1-6:7

**Instructions:****Part A:** *Language for Summarizing*

1. Point out to the learners that when you summarize, you restate ideas and information briefly in your own words.
  - Illustrate with a sample of note-taking using the **NT Wright text** and the **Note-taking SLIDE**.
  - Hand out a copy of the **NT Wright text**. Read the text while the learners follow along.

*The Holy Spirit's Coming & Jewish Believers*

I once went to an international conference for Christian Students, where I had to give some lectures – on Luke, as it happens. There were students there from all over Eastern Europe: Poles, Russians, Romanians, Hungarians, as well as people from the Czech Republic, Germany, France and elsewhere. I was excited by what I was going to say, and I set off talking at a good pace. Meanwhile, behind soundproof screens, the translators worked to keep up and to put my words into the languages of the various students who were listening through headphones.

When it came to coffee time, the young woman from Hungary who had been doing her best with my enthusiastic lecture came up. She was almost in tears.

‘Dr Wright,’ she said, ‘you are going to have to go much, much slower. You see, the average word in Hungarian is two or three times as long as its equivalent in English. Even if your English was easy to translate all the time, it is physically impossible to speak the Hungarian words at the same pace as the English ones. There are just too many syllables.’

I learnt my lesson, and spent the week talking (for me) very. Very slowly, keeping my eye on the glass screens and watching for signs of distress among the hard-working translators. But my mind kept jumping across – not least because I was talking about Luke’s theology – to this scene at the start of Acts. Somehow, on the day of Pentecost, they didn’t need translators. Everybody understood in their own language.

What language would they have been expecting? At that time, all around the Mediterranean world, everybody’s second language was Greek. Ever since the conquests of Alexander the Great, 400 years earlier, Greek had been too much of that world what English is for many people in the world today. People who traveled, as the people in this story seem to have done. Would pretty certainly be able to get by in Greek, while probably speaking at least one other language, if not two or three. Jews in Palestine would know, and usually speak, Aramaic, but some might well know some classical Hebrew as well. Many people would know at least some Latin, as the Roman Empire gradually imposed itself on many of the countries originally conquered by Greece.

From *Acts for Everyone* by N.T. Wright Westminster John Knox Press: Louisville, KY 2008 pp 25-27.

NT Wright text

*The Holy Spirit's Coming & Jewish Believers*

2. Go through the text a second time, stopping at the appropriate underlined spot (*on the Answer Key*) to illustrate taking notes: reveal one point at a time as you get to it on the **Note-taking SLIDE**.

*Answer Key:*

I once went to an international conference for Christian Students, where I had to give some lectures – on Luke, as it happens. There were students there from all over Eastern Europe: Poles, Russians, Romanians, Hungarians, as well as people from the Czech Republic, Germany, France and elsewhere. I was excited by what I was going to say, and I set off talking at a good pace. Meanwhile, behind soundproof screens, the translators worked to keep up and to put my words into the languages of the various students who were listening through headphones.

When it came to coffee time, the young woman from Hungary who had been doing her best with my enthusiastic lecture came up. She was almost in tears.

'Dr Wright,' she said, 'you are going to have to go much, much slower. You see, the average word in Hungarian is two or three times as long as its equivalent in English. Even if your English was easy to translate all the time, it is physically impossible to speak the Hungarian words at the same pace as the English ones. There are just too many syllables.'

I learnt my lesson, and spent the week talking (for me) very. Very slowly, keeping my eye on the glass screens and watching for signs of distress among the hard-working translators. But my mind kept jumping across – not least because I was talking about Luke's theology – to this scene at the start of Acts. Somehow, on the day of Pentecost, they didn't need translators. Everybody understood in their own language.

What language would they have been expecting? At that time, all around the Mediterranean world, everybody's second language was Greek. Ever since the conquests of Alexander the Great, 400 years earlier, Greek had been too much of that world what English is for many people in the world today. People who traveled, as the people in this story seem to have done. Would pretty certainly be able to get by in Greek, while probably speaking at least one other language, if not two or three. Jews in Palestine would know, and usually speak, Aramaic, but some might well know some classical Hebrew as well. Many people would know at least some Latin, as the Roman Empire gradually imposed itself on many of the countries originally conquered by Greece.

- *giving lectures*
- *students from all over*
- *translators*
- *woman came up, 'go slower'*
- *watching for signs of distress*
- *Luke and Day of Pentecost*
- *comparison-everyone understood in own language*
- *many languages*

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3. Have the learners individually read through Peter's sermon found in Unit 2 Script (Task 2).
  - Have them decide what the main ideas of Peter's sermon are.
  - Ask them to jot down their ideas in **Part A** of the **Notes/Summary Worksheet**.
  - Remind the learners that in note-taking, you don't write complete sentences, but rather find key words and phrases.

**Peter's Sermon**

**Part A:** Jot down some notes on the main ideas of Peter's sermon.

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**Part B:** Write a Summary of Peter's Sermon.

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***The Holy Spirit's Coming & Jewish Believers***

4. Put up the **Language for Summarizing SLIDE**. Read through the sentence heads.
5. Demonstrate first by verbal summary using the notes on the SLIDE.
6. Have the learners form groups of three.
  - Give each group a set of the **Sentence Head Cards**.

<b>To sum up...</b>	<b>In summary...</b>
<b>The main points of this sermon/lecture are...</b>	<b>In essence the speaker was saying...</b>
<b>Pulling things together, we could say that...</b>	

- Taking turns, have them pick up a card and use this sentence head to share their summary.



# **Language for Summarizing**

- **To sum up...**
- **In summary...**
- **The main points of this sermon/lecture are...**
- **In essence the speaker was saying...**
- **Pulling things together, we could say that...**

***The Holy Spirit's Coming & Jewish Believers*****Part B:** *Writing a summary*

1. Remind the learners that when you summarize, you restate ideas and information briefly in your own words.
  - a. Begin with reference to the author and or title of the article. Include the source (book, newspaper) of the article.
  - b. Include only the writer's main ideas and key points
  - c. Condense everything into a short paragraph.
2. Demonstrate the sample summary using the **Writing a Summary SLIDE:**  
*N. T. Wright in his commentary Acts for Everyone relates his own experience working with a multi-lingual group. He compares his situation with that of Peter in Jerusalem at Pentecost. While Dr. Wright was dependent upon translators, there was no need for them at Pentecost. He outlines the languages that people of that day probably spoke, two or more of the following: Greek, Hebrew, Aramaic or Latin. (See full text in Unit 2 Task 4)*
3. Have the learners write a summary of Peter's sermon in Part B of their **Notes/Summary Worksheet**.
4. When they have completed their summary, have them read it to a partner.

✚ **Instructor Note:** Reading them aloud rather than reading each other's avoids the problem of reading handwriting and spelling. At this point in the process you want the learners to focus on content.

## **Writing a Summary**

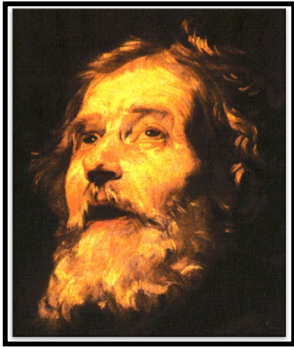
- **Begin with reference to the author and or title of the article**
- **Include only the writer's main ideas and key points**
- **Condense everything into a short paragraph**

*N. T. Wright in his commentary Acts for Everyone compares his own experience of working with a multi-lingual group to Peter's situation in Jerusalem at Pentecost. While Dr. Wright was dependent upon translators, there was no need for them at Pentecost. Everyone heard the message in their own language although people of that day probably spoke, two or more of the following: Greek, Hebrew, Aramaic or Latin.*

Writing a Summary SLIDE

## Multilingualism

### Task 11



#### Instructions:

#### Part A

1. Explain to the learners that in this section they will be reading a text that builds on one of the ideas addressed in the biblical text. The biblical text describes a multilingual crowd. The reading for this task is a scientific article about multilingualism entitled "Brains Benefit from Multilingualism".
2. Hand out the **Anticipation Guide Worksheet**. Explain that before we read a text, it is helpful to make some predictions based on the title and what we already know.
3. Explain that on this worksheet there are a number of statements about brains benefiting from multilingualism. Instruct the learners to read the statements and predict if they think, according to the article, they are true or false. Have them share their answers with a partner and discuss why they chose what they did.
4. Hand out the article "**Brains Benefit from Multilingualism.**" Instruct the learners to read the article to see if they can find how the article addresses the statements from the anticipation guide.
5. After they have read the article, have them fill out the last column in the **Anticipation Guide Worksheet**.
6. Have the learners compare their findings with new partners.
7. Discuss as a whole class.

Answer Key: 1. True	2. Not addressed	3. True
4. Not addressed	5. False	6. True

#### Language Objectives:

- ✿ to **make** predictions
- ✿ to **set** a purpose for reading
- ✿ to **read** and **discuss** the benefits of multilingualism (*linguistics*)
- ✿ to **distinguish** fact from opinion

**Approx Time:** 75 minutes

#### Materials:

- ✿ **Anticipation Guide Worksheet** for each learner
- ✿ **Brains Benefit from Multilingualism** for each learner
- ✿ **Academic Vocabulary Worksheet** for each learner
- ✿ **Fact or Opinion Worksheet** for each learner
- ✿ **Multilingualism Discussion Cards**

#### Reference:

Acts 2:1-6:7

**Anticipation Guide**

Read the following statements before you read the text “**Brain Benefits from Multilingualism**”. Then read the text. After you read it, read the statements again and fill out the “after reading” column.

	<b>Before Reading</b> True or False?	<b>After Reading</b> True or False?	<b>After Reading</b> Not Addressed
1. People who speak more than one language are more able to think creatively.			
2. Using more than one language makes you a better person.			
3. A person who speaks more than one language tends to have better interpersonal and communication skills.			
4. Monolingual people are narrow- minded.			
5. Learning a language separate from other subjects is more effective for language learning.			
6. Multilingualism may delay the beginning of mental failure in old age.			

## **Brains Benefit from Multilingualism**

*ScienceDaily* (Nov. 26, 2009) — For a considerable time already there has been discussion within scientific circles about whether knowing and using multiple languages could possibly have positive effects on the human brain and thinking. There have been a number of international studies on the subject, which indicate that the ability to use more than one language brings an individual a considerable advantage.

The report of the research team appointed by the European Commission, "The Contribution of Multilingualism to Creativity," presents the first known macro analysis based on the available evidence, which has been conducted by searching through several studies and giving particular attention on recent research on the brain.

David Marsh, specialized planner at the Continuing Professional Development Centre of Jyväskylä University, who coordinated the international research team behind the study, says that especially the research conducted within neurosciences offers an increasing amount of strong evidence of versatile knowledge of languages being beneficial for the usage of an individual's brain.

"The research report brings forth six main areas where multilingualism and hence the mastery of complex processes of thought seem to put people in advantage. These include learning in general, complex thinking and creativity, mental flexibility, interpersonal and communication skills, and even a possible delay in the onset of age-related mental diminishment later in life," Marsh relates.

One of the central cerebral areas highlighted in the research report is the one responsible for memory function. People rely especially on the short-term memory when thinking, learning and making decisions. "It is obvious that enhanced memory can have a profound impact on cognitive function, says David Marsh. -- This may be one reason why the multilingual shows superior performance in handling

complex and demanding problem-solving tasks when compared to monolinguals. They seem to be able to have an advantage in handling certain thinking processes," March continues.

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It was assumed earlier that differences in the brain would only occur if a person is bi- or trilingual, that is with a very high command of different languages. The recently published research suggests, however, that changes in the brain's electrical activity may occur already in the beginnings of learning a new language.

According to Marsh, there is also room for improvement in language education, since children should be encouraged to engage in higher order thinking about meaningful content that fires up the brain.

"Learning a language strictly as a separate subject in the curriculum does not work as effectively for a broad range of young people as compared to embedding second language learning into other subjects. Thinking about numbers, for example, does figure naturally in a lot of school learning as well as in real life outside the school, which supports learning and knowing mathematics. The same may not always be true of foreign languages," Marsh argues.

The results of the recently published study show that even though it is difficult to prove the existence of a direct causal link, it is likely that multilingualism produces a special advantage in utilizing a person's brain capacity as creatively as possible.

Academy of Finland (2009, November 26). Brains benefit from multilingualism. *Science Daily*. Retrieved May 8, 2010, from <http://www.sciencedaily.com/releases/2009/10/091029151807.htm>

***The Holy Spirit's Coming & Jewish Believers*****Part B:** *Distinguish Facts from Opinions*

1. Write the words *fact* and *opinion* on the board. Elicit from the learners the meanings of these words.
2. Explain that *facts* are statements that can be proven true. *Opinions* are statements that describe someone's judgment, belief, feelings or way of thinking about a topic.
  - To illustrate write the following sentence from the reading onto the board:  
*It is likely that multilingualism produces a special advantage in utilizing a person's brain capacity as creatively as possible.*
  - Ask the learners if this is a fact or an opinion.
  - How can they tell?
  - Explain that the author generally includes evidence to support statements of fact. In this case, the author makes reference to research that supports this conclusion.
  - Draw the learners attention to the following lines: *David Marsh, specialized planner at the Continuing Professional Development Centre of Jyväskylä University, who coordinated the international research team behind the study, says that especially the research conducted within neurosciences offers an increasing amount of strong evidence of versatile knowledge of languages being beneficial for the usage of an individual's brain.*
3. Hand out the **Fact or Opinion Worksheet**. Explain the task. Put a check in the fact column beside the statements that are presented as fact in the article.
  - State what evidence the author included to support the statements of fact in the Evidence column. Can (this statement) be proven true or false? How did the author convey the validity of the information?
  - Put a check in the opinion column for those statements that are opinions that were revealed in the selection?
  - What words and/or phrases did the author use to let readers know that an idea was an opinion? Write these in the Evidence Column.
  - Explain that opinions are sometimes supported by facts or authority. These statement are defined as valid opinions.



<i>Answer Key</i>	<b>Fact</b>	<b>Opinion</b>	<b>Evidence</b>
1. People who speak more than one language are more able to think creatively.	√		Research shows this is so
2. Using more than one language makes you a better person.		√	Not supported by research
3. A person who speaks more than one language tends to have better interpersonal and communication skills.	√		Research shows this is so
4. Monolingual people are narrow- minded.		√	No evidence
5. Learning a language together with other subjects is more effective for language learning.	√		Research shows this is so
6. Multilingualism may delay the beginning of mental failure in old age.	√		Research shows this is so
<b>The following statements are concerning the biblical text for this unit.</b>			
1. The Grecian Jews among them complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food.	√		The text describes what was done as a result of the problem.
2. The apostles were drunk.		√	This appeared to be so according to the view of some but turned out to be false.

4. Have the learners compare with a partner. Discuss the statements as a whole class.
5. Have the learners file their **Anticipation Guide** and their **Fact or Opinion Worksheet** in their **Reading Portfolio**.

*The Holy Spirit's Coming & Jewish Believers***Fact or Opinion**

**Decide if each statement is a fact or opinion based on the article. Give evidence for your choice.**

	<b>Fact</b>	<b>Opinion</b>	<b>Evidence</b>
1. People who speak more than one language are more able to think creatively.			
2. Using more than one language makes you a better person.			
3. A person who speaks more than one language tends to have better interpersonal and communication skills.			
4. Monolingual people are narrow-minded.			
5. Learning a language together with other subjects is more effective for language learning.			
6. Multilingualism may delay the beginning of mental failure in old age.			
<b>The following statements are concerning the biblical text for this unit.</b>			
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2. The apostles were drunk.			

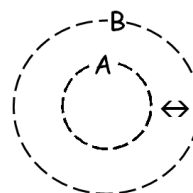
**Part C:** *Discussion Circle*

**Reading Strategy:** Discussions are a way to help learners relate the new material to their own lives, to others and to the world around them.

1. Explain that the learners are now invited to participate in a discussion. Explain that a discussion is a reading strategy that helps learners relate the new material to their own lives, to others and to the world around them.
2. Hand out the **Multilingualism Discussion Cards** so that every learner receives at least one or two cards. Give the learners a chance to reread the article to find the answer to their questions.

<b>Multilingualism</b> <b>Discussion Card</b> <small>WANUZT11C</small>		
What are the positive effects of multilingualism on the brain?	How is language learning different than learning math?	The report mentions six areas where multilingualism puts people at an advantage. Name two.
The article states that there is a link between multilingualism and creativity. Do you agree?	How soon do the changes in the brain begin when a person learns another language?	How might multilingualism be an advantage to elderly people?
What implications does this article have for teaching languages to children?	Think of someone who would find this article interesting. Why?	Do you think the visitors to Jerusalem were multilingual? If so, why wasn't it sufficient for them to hear the message in the language of Jerusalem?
How important is it to speak a person's native language when speaking about something important?	What benefits or challenges have you experienced with multilingualism?	What are some ways to build bridges between people of different language groups?

3. Divide the learners in half. One half will be Circle A, the other Circle B.
  - Next, have Circle A form a circle facing outwards.
  - Then, have Circle B form a circle around Circle A facing inwards (so that each person in A is facing a person in B)



4. Partner A is going to be given one minute to initiate a discussion about their topic with Partner B. Partner A will invite a response from Partner B *e.g.* *What about you? What do you think?*

***The Holy Spirit's Coming & Jewish Believers***

5. After about 2 minutes, Circle B will move one to the right while Circle A stays where they are (so that each person is facing a new partner).
  - Partner B will now be given one minute to start a discussion about the topic on one of his/her cards.
  - Partner B will invite a response from Partner A *e.g. What about you? What do you think?*
6. After these conversations are finished, Circle B will move one to the right again while Circle A stays where they are (so that each person is facing a brand new partner). Repeat the procedure several times.
7. Have learners return to their seats. Ask the learners to each share one thing they learned from anyone.

**Part D** *Homework*

(This task is optional or can be given for homework)

1. Hand out the **Academic Vocabulary Worksheet**.
2. Explain to the learners that this reading text also has a number of words from the Academic Word List. *benefit, considerable, positive, indicate, individual, research team, commission, contribution, creativity, analysis, available, evidence, conducted, research, professional, coordinated, areas, mental, flexibility, communication, highlighted, function, rely, impact, complex, processes, assume, occur, published, range, link, capacity*
3. Encourage them to choose several strategies and apply them to the academic words from this text.

Academic Vocabulary in *Brains Benefit from Multilingualism*

benefit, considerable, positive, indicate, individual, research team, commission, contribution, creativity, analysis, available, evidence, conducted, research, professional, coordinated, areas, mental, flexibility, communication, highlighted, function, rely, impact, complex, processes, assume, occur, published, range, link, capacity

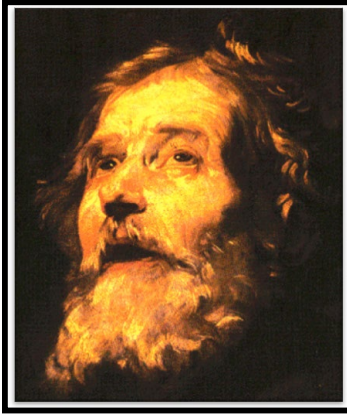
Choose a couple of strategies and apply them to the academic words from this text: word families, word wall, assessing your vocabulary knowledge (before and after), matching words and definitions, finding collocations, word cards.

Vocabulary Strategies to Apply:

1.

2.

## Task 12

*Have a Plan***Instructions:****Part A:** *Writing Strategy Review*

1. Remind the learners that before they begin to write, they need to use techniques to gather ideas. In Unit 1 Task 12 we spoke of two such techniques: mind mapping and free writing.
2. Explain to the learners that they now have the opportunity to choose between these two techniques and practice them with a new topic related to the Unit 2 text.
3. Refer the learners to the **Ideas Bank Worksheet**. Instruct them to choose one topic and to choose either mind mapping or free writing as a means to gather ideas for writing.
4. Have each learner present their ideas to a partner.

**Language Objectives:**

- ✿ to **construct** a mind map
- ✿ to **employ** free writing
- ✿ to **learn** about the form of an essay
- ✿ to **write** body paragraphs

**Approx Time:** 75 minutes

**Materials:**

- ✿ Ideas Bank Worksheet for each learner
- ✿ Part of an Essay Resource Sheet/SLIDE for each learner
- ✿ Introductory Paragraph SLIDE
- ✿ Introductory Paragraph Worksheet for each learner
- ✿ Thesis Statement/Body SLIDE
- ✿ Sample Body Paragraph SLIDE
- ✿ Drafting the Body Paragraphs Worksheet for each learner
- ✿ Body Paragraphs Worksheet for each learner

**Reference:**

Acts 2:1-6:7

**The Writing Process**

1. Pre-Writing  
Preparing to write
2. Drafting  
Writing the first version
3. Revising  
Making changes
4. Editing  
Correcting errors
5. Publishing  
Sharing your writing with others

1. **Imagine you had to deal with the Greek widows being overlooked. What plan of action would you put into place?**
2. **Imagine you were standing in front of 3,000 people. What would you talk about?**
3. **Describe the advantages of being multilingual.**
4. **Write about your experience of learning a language.**

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***The Holy Spirit's Coming & Jewish Believers*****Part B:** *Writing Strategy: Organizing your essay*

1. Review the five stages of writing. Explain that they have addressed the first step (pre-writing). We will now continue with drafting an essay.
2. Remind the learners that an essay consists of several paragraphs that develop one topic. Let's review the three parts of an essay.
3. Put up the **Parts of an Essay SLIDE**. The learners can take notes on their copy of the **Resource Sheet**. Explain as follows:

**a. The Introductory Paragraph**

- Introduces the topic
- Last sentence is usually the thesis statement  
e.g. Thesis: It's encouraging to know that even in the midst of all their difficulties the early church was able to take the gospel forward in dynamic ways.

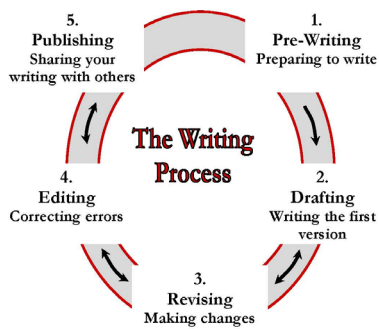
**b. The Body Paragraph**

- Number of body paragraphs depends on the number of main points you want to discuss.
- Supports the thesis statement in the introduction  
e.g. Questions: What difficulties was the early church faced with? How did they take the gospel forward?
  - They faced persecution
  - They courageously proclaimed the message of Christ's resurrection
  - They nurtured new believers and established churches

**c. The Conclusion**

- Ends the essay
- Sums up main points
- Restates thesis  
e.g. Despite persecution and hardships, the early church pushed forward in proclaiming the message of Christ, establishing churches and nurturing believers.
- Leaves reader with final comment on the topic





**2. Drafting**  
**Writing the first**  
**version**

## Parts of an Essay

### 1. The Introductory Paragraph

- 
- 
- e.g.

### 2. The Body Paragraph

- 
- 
- e.g.

### 3. The Conclusion

- 
- 
- 
- e.g.

***The Holy Spirit's Coming & Jewish Believers*****Part C:** *Writing Strategy: Drafting an Introductory Paragraph*

1. Explain to the learners that after they have developed some ideas for their essay, it is time to write a first draft of an introductory paragraph. First they should draft a thesis statement. The thesis statement is the main idea that you will be writing about in your paragraph. Then they must add supporting details.
2. Illustrate with the **Introductory Paragraph SLIDE**. Explain that this paragraph comes from the introduction to the commentary *Acts for Everyone* by N.T. Wright.
  - Elicit from the learners what the thesis statement is. ***(It's encouraging to know that even in the midst of all their difficulties the early church was able to take the gospel forward in such dynamic ways.)***
  - Elicit what the supporting details are ***(difficulties, took the good news around the world)***

The book of Acts... is full of the energy and excitement of the early Christians as they found God doing new things all over the place and learned to take the good news of Jesus around the world. It's also full of the puzzles and problems that churches faced then and face today – crises over leadership, money, ethnic divisions, theology and ethics, not to mention serious clashes with political and religious authorities. It's comforting to know that 'normal church life', even in the time of the first apostles, was neither trouble-free nor plain sailing. **It's encouraging to know that even in the midst of all their difficulties the early church was able to take the gospel forward in such dynamic ways.**

From *Acts for Everyone* by N.T. Wright Westminster John Knox Press: Louisville, KY 2008.

***The Holy Spirit's Coming & Jewish Believers***

3. Ask the learners to write a thesis statement for the topic they already brainstormed about in **Part A** on the **Introductory Worksheet**.
4. Draw attention to the variety of ways the paragraph could be written. Then have them write an introductory paragraph.
5. Have the learners form pairs and read their paragraphs to each other.

**Instructor Note:** Reading them aloud rather than reading each other's avoid the problem of reading handwriting and spelling. At this point in the process you want the learners to focus on content.

The diagram illustrates the writing process as a continuous cycle of five steps, each represented by a numbered icon and a brief description:

- 1. Pre-Writing**: Preparing to write
- 2. Drafting**: Writing the first version
- 3. Revising**: Making changes
- 4. Editing**: Correcting errors
- 5. Publishing**: Sharing your writing with others

The central text reads **The Writing Process**. A red box highlights step 2, **Drafting**, with the text **2. Drafting Writing the first version**.

- Startle your listener with an exciting scene or story
- Begin with a quote
- Ask a question
- Give some background information
- Summarize the opposite point of view, but state your won in the thesis
- Don't make it too long – no more than 1/5 of your essay.

[illegible]

*The Holy Spirit's Coming & Jewish Believers***Part D:** *Writing Strategy Organizing the Body Paragraphs*

1. Discuss with the learners the example of a thesis statement and elicit the two questions that have been raised using the **Thesis Statement/ Body SLIDE**.

- Example thesis statement:

It's encouraging to know that even in the midst of all their difficulties the early church was able to take the gospel forward in dynamic ways.

- Body Paragraphs: Questions to be answered
  - What difficulties was the early church faced with?
  - How did they take the gospel forward?

## **Thesis Statement**

**It's encouraging to know that even in the midst of all their difficulties the early church was able to take the gospel forward in dynamic ways.**

## **Questions for Body Paragraphs**

- 1. What difficulties were the early church faced with?**
  - *They faced challenges from inside and outside the church*
  
- 2. How did they take the gospel forward?**
  - *They courageously proclaimed the message of Christ's resurrection*
  - *They nurtured new believers and established churches*

Thesis Statement/Body SLIDE

***The Holy Spirit's Coming & Jewish Believers*****2. Put up the Sample Body Paragraph SLIDE.**

- Read the paragraph.
- Elicit how the questions that were raised from the thesis were answered.

*Suggested Answers:*

- They faced challenges from inside and outside the church
- They faced puzzles and problems
  - people complaining
  - clashes with religious and political authorities: Jewish leaders, persecution
  - shipwreck
- They courageously proclaimed the message of Christ's resurrection
- They were not deterred



The early church faced difficulties from both inside and outside the church. The first-century community of believers faced puzzles and problems that churches faced then and faces today – crisis over leadership, money, ethnic divisions, theology and ethics. For example, the harmony of the community described right after Pentecost is soon marred by people complaining that they are not getting their fair share. From outside, the church faced serious clashes with religious and political authorities. The apostles encountered grave opposition from Jewish leaders and persecution by the Roman government in their part of the world. The book ends with a terrific storm and a dramatic shipwreck. The church had its share of challenges; however these did not deter it from its mission.

Sample body paragraph SLIDE

*The Holy Spirit's Coming & Jewish Believers*

3. Have the learners look at the thesis statement for their topic (chosen in **Part A**).
4. Instruct them to turn it into a question and supply possible answers.
5. Ask them to organize the 'answers' according to a logical order:
  - explain reasons
  - steps in a process
  - advantages and disadvantages
  - causes
  - effects
  - examples
  - or points of comparison and contrast

The diagram illustrates the writing process as a continuous cycle of five steps, each represented by a numbered icon and a brief description:

- 1. Pre-Writing**: Preparing to write
- 2. Drafting**: Writing the first version
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- 4. Editing**: Correcting errors
- 5. Publishing**: Sharing your writing with others

The steps are connected by arrows indicating a clockwise flow. A red box highlights step 2, 'Drafting', with the text '2. Drafting Writing the first version'.

- Thesis: \_\_\_\_\_

- Questions: \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- Each body paragraph should discuss one aspect of the thesis (one question).
- Body paragraphs should follow a logical order
- Body paragraphs can explain reasons, steps in a process, advantages and disadvantages, causes, effects, examples, or points of comparison and contrast.

***The Holy Spirit's Coming & Jewish Believers***

6. Instruct the learners to write 2 to 4 body paragraphs to support their thesis statement using the **Body Paragraphs Worksheet**.
7. When the learners have completed their body paragraphs, have them read them to a partner.
8. Have the learners file all their writing in their **Writing Portfolio**. Make sure they date each piece of writing.

**The Writing Process**

1. Pre-Writing  
Preparing to write
2. Drafting  
Writing the first version
3. Revising  
Making changes
4. Editing  
Correcting errors
5. Publishing  
Sharing your writing with others

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**Body Paragraphs** *continued*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.