

Witnesses

to All Nations



Acts of the Apostles

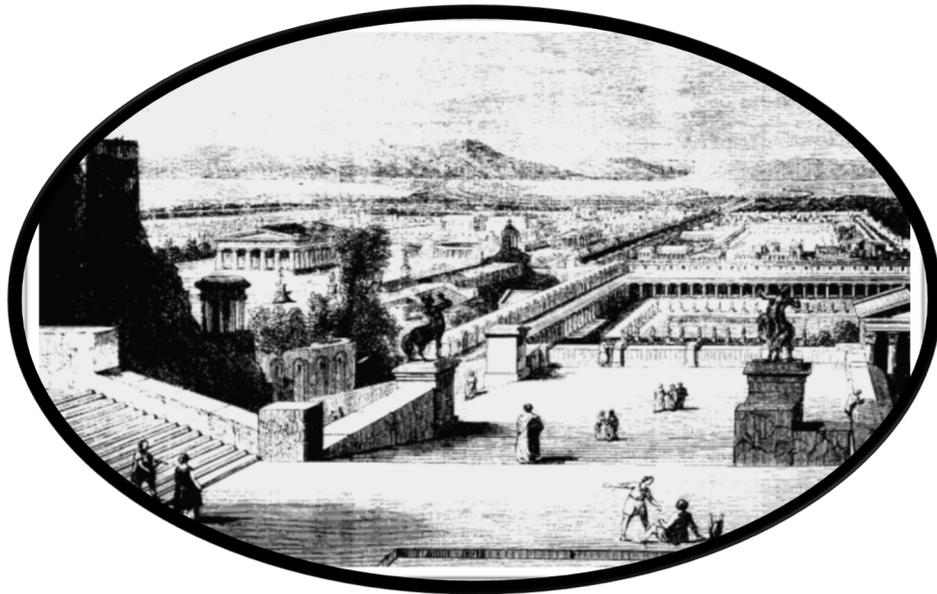
Part 3: Units 7-9

Council, Macedonians & Greeks

English Language Curriculum

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Acts of the Apostles

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by
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Witnesses to All Nations includes:

- Teacher's instructions for each unit
- Complete texts and scripts
- Learner worksheets
- PowerPoint Slides for each Unit with embedded Video/Audio
- Manipulative Pages

The Visual Bible: Acts: A Dramatic Presentation of the Birth of Christianity, Part One and Two

- Scripture quotations are taken from *The Holy Bible, New International Version*, Copyright 2010. Used by permission.

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Introduction

Witnesses to All Nations is an English Language Curriculum based on the Acts of the Apostles. It is designed for learners of English at an intermediate-advanced level (Canadian Language Benchmarks 7-9). It is appropriate for use in church based or academic English as an Additional Language programs, and small groups and tutoring sessions.

A number of writers refer to Luke, the writer of the third Gospel and the Acts of Apostles as a painter (Angelini & Hoagland 1986; Koenig-Brick 1995; Longenecker & Witherington 2002; Caldwell 1959). Luke has been the patron saint of various painters guilds since the XV century. JJ Oosterzee, a Dutch theologian of the 1850's and 1860's, refers to a recent tradition (1860 AD), that Luke was a painter, and painted the portraits of our Lord, the Virgin, and the Apostles. He points out that the writings of Luke are picturesque “full of high and holy art, delighting us by their interesting groups and animated portraits of the best and purest of men (*and women*). (Oosterzee 1960).

Inspired by this tradition and by Luke’s picturesque language, we as curriculum writers decided on a visual arts focus, particularly highlighting portraits of people in a literal and metaphoric sense. The DVD of the film production, *The Visual Bible Acts: A Dramatic Presentation of the Birth of Christianity* (Thomas Nelson Bibles) which uses the actual scriptures (New International Version) is used to enhance the visual and auditory presentation of the text. The original title of the first edition of this curriculum, *Faith Portraits II: Witnesses to All Nations*, alludes to the descriptive style of Luke’s writing. Throughout the curriculum, the learners are working with visual and verbal ‘portraits’ illustrating the people and events surrounding the apostles and the expanding church.

However, in addition to the portraits theme, there are several other important themes that run through the curriculum: the **gospel expansion** from Jerusalem to the entire world; the **role of the Holy Spirit** as the ‘main character’ in Acts - the power of the Holy Spirit is mentioned 58 times; the **witnesses**: the apostles communicating the gospel to a variety of audiences (16 sermons) and **persecution** of the witnesses and **opposition** to the message. The map tasks and conversation boards highlight the theme of traveling, allowing the learner to vicariously follow in Paul’s footsteps as he journeys around the Middle East.

Curriculum Introduction

This curriculum is built on a communicative **view of language**. Communicative language ability is being able to **use** language to interact, to express, to interpret, to negotiate **meaning**, and to create understanding in a variety of social contexts and situations. Communicative language ability includes knowledge about what to say and how to say it, to whom, in what circumstances, and for what purpose, combined with the strategic procedures and skills of how to use it. Communicative competence* can be divided into five components: linguistic, discourse/textual, functional, sociolinguistic and strategic:

- 1) **Linguistic competence** is the knowledge of grammar, vocabulary and pronunciation. It is the ability to recognize and formulate grammatically correct sentences according to the rules of English.
- 2) **Discourse/Textual competence** is the knowledge and ability to build larger texts (both spoken and written) in a way that the text is cohesive (sticks together) and coherent (makes sense logically). It is the ability to connect language into a larger meaningful and logical whole.
- 3) **Functional or Actional competence** is the ability to convey and understand the intent behind language. It includes the ability to get information across, engage in social interaction, get things done, persuade others and use language for learning, work and recreation. It also includes the ability to make requests, threats, warnings, please, etc.
- 4) **Socio-cultural competence** is the ability to produce and understand language appropriately. This includes knowing and using the rules of politeness, an understanding of varieties of language (e.g. formal and informal), knowledge of idioms and figurative language; knowledge of culture, and the ability to use interactional skills to establish and maintain social relationships.
- 5) **Strategic competence** is the ability to manage communication, for example knowing how to repair difficulties in communication or knowing when and how to scan a text for information.

* Summarized from Canadian Language Benchmarks 2000 Theoretical Framework by Grazyna Pawlikowska-Smith. Centre for Canadian Language Benchmarks. ISBN 0-9686293-6-9 (electronic)

A communicative view of language provides the basis for a **communicative way of teaching language** to speakers of other languages. Traditionally, language teaching has addressed exclusively the linguistic building blocks of language (vocabulary, grammar and pronunciation). At time the focus on grammar excluded all other aspects. A communicative view entails addressing **linguistic** aspects, but in the context of authentic text and with an emphasis on communicative ability. For example, traditional grammar teaching has often consisted of tedious exercises based on de-contextualized sentences, remote from the everyday lives of language learners.

Functional Grammar (M. Halliday) highlights the influence of context in language. Each element of language is accounted for by describing how it functions within **discourse**. Functional grammar is not a set of rules but a resource for describing, interpreting and making meaning. In this curriculum **strategic** competence is addressed by highlighting strategies for reading, writing, listening, speaking and vocabulary.

A communicative view of language is also the foundational rationale for a curriculum design that is **text-based, task-based, content-based** and **has an integrated skills focus**.

1. **Text-based curriculum design:** The biblical text, which forms the basis of this curriculum, is an authentic text used in everyday life in many parts of the world. In addition, the supplementary texts come from a variety of subjects and genres. An authentic text avoids the contrived nature that can be characteristic of texts written specifically for the purposes of language teaching. In authentic texts, language occurs naturally within the discourse context of the larger passage. The aspects of language that are taught emerge from an analysis of the text for the communicative competencies involved in understanding it and interacting with it. For example, as curriculum writers we begin by asking the following questions: What linguistic features occur in the text (what grammar? what vocabulary? what pronunciation?) and are key to understanding and interacting with the text? What functions are going on in the text? What discourse structures are at work in the text? What sociolinguistic/socio-cultural issues are going on in the text? The answers to these questions become the basis for language tasks. Because of the wide variety of genres and topics, the Bible lends itself to exploring language used in many facets of everyday life including the **sociolinguistic** and **cultural** aspects of language use.

Curriculum Introduction

2. **Task-based language teaching:** According to David Nunan, “A task is...a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focussed on meaning rather than form.” (Nunan 95:10) Willis & Willis describe a number of task types: listing, ordering and sorting, matching, comparing, sharing personal experiences, problem-solving and creative tasks (Willis & Willis 2007). These various task types address key learning styles such as visual, kinesthetic and auditory, as well as an array of multiple intelligences. The tasks are structured around the various communicative competencies and build upon one another.
3. **Content-based Curriculum:** Content-based instruction (CBI) is a teaching method that emphasizes learning *about something* rather than learning *about language*. Although CBI is not new, there has been an increased interest in it over the last number of years, particularly in North America where it has proven very effective in ESL immersion programs. The purpose of this curriculum is to learn English language, but also to learn biblical and related content.
4. **Integrated curriculum: *Witnesses to All Nations*** is an integrated curriculum where all four macro-skills are addressed around the same themes. Listening, reading, writing and speaking are taught in the context of strategic competence with a focus on the strategies that lend themselves best to understanding and interacting with the text.

Therefore, the tasks in each unit are each designed with a specific **focus** in mind. They fit together into an overall design of MEANING, FORM and USE.†

The first four tasks (tasks 1-4) of each unit focus on the **MEANING** of the text. In these tasks the main purpose is for the learners to understand what the text communicates. The **first task** in each unit opens with a pre-reading, pre-listening task that begins with the experience of the learners, activates prior knowledge and prepares them for listening and reading the text. **Task 2** in each unit is a listening/viewing task in which the learners are exposed to the text for the first time by means of the Visual Bible. In **Task 3** the learners deal with key academic vocabulary for comprehension. The focus of this task is to explore academic vocabulary, word families, collocations and use. **Task 4** is a reading task designed to give the learners a basic understanding of the content of the text through the instruction of a variety of reading skills and strategies.

† The authors of this curriculum would like to acknowledge the idea of Form, Meaning and Use, taken from Diane Larsen-Freeman. However we have adapted the use of these terms slightly.

The focal point of the next four tasks (tasks 5-8) is the **FORM** of the language. Tasks 5 and 6 have a pronunciation focus. **Task 5** deals with segmental aspects (individual sounds) while **Task 6** moves into supra-segmental elements such as word stress, sentence stress, rhythm, pitch and intonation. **Task 7** explores experiential aspects of grammar, dealing with grammar forms at the sentences level, using Grammar Shapes, a visual and kinesthetic form of conceptualizing grammar relationships. **Task 8** has an interpersonal and discourse grammar focus to help the learners develop sociolinguistic competency.

The final four tasks (tasks 9-12) take the learners back into understanding the text at a deeper level and lead them to a functional **USE** of the language acquired throughout the unit. **Task 9** guides the learner into a deeper understanding of the meaning of text. Analytical and critical thinking skills are fostered. A variety of discussion boards are used to facilitate reflection and discussion surrounding the underlying themes addressed in the text, moving the learners also to reflect on similar themes in contemporary life. **Task 10** is a writing task in which the learners gain writing skills and apply the language in a functional form useful for everyday life. **Task 11** introduces the learners to a supplementary text that is thematically related to the Biblical text but comes from a variety of genres to aide learners' higher level reading strategies. **Task 12** focuses on the structure of a variety of essay forms that are common particularly in academic writing, making the task particularly helpful for learners preparing for post-secondary studies in Bible and Theology, though its use is not limited to such contexts.

As writers, it is our privilege to share this curriculum with you. It is our prayer that it will enhance your ministry as you serve among people of every race and nation, all of whom are called to praise the Triune God (1 Peter 2:9) and to a ministry of peace and reconciliation in the world (2 Corinthians 5:18).

Gail Tiessen
Elfrieda Lepp-Kaethler

Contents

	Unit	Page
7	Jerusalem Council's Declaration & Expansion in Asia Minor	1
8	Paul's Call & Witness in Macedonia	137
9	Paul's Witness in Athens & Corinth	273
	Reading & Writing Portfolios	403

Contents - Meaning

Unit	Task 1 Preparation	Task 2 Listening Development	Task 3 Learning Vocabulary	Task 4 Reading Comprehension
7	<i>Conflict</i> pg6÷45min	<i>Go Up to Jerusalem</i> pg12÷45min	<i>Discussion & Debate</i> pg18÷75min	<i>In Asia</i> pg30÷45min
Jerusalem Council's Declaration & Expansion in Asia Minor pg1	- to create mind maps - to discuss rules and conflict - to prepare for the reading of the text	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	-- to learn the meaning, form and use of target vocabulary - to develop strategies for learning vocabulary	- to distinguish fact from opinion - to read a map - to give and follow directions on a map
8	<i>Opinions</i> pg142÷30min	<i>Come Over to Macedonia</i> pg144÷60min	<i>Released from Prison</i> pg150÷45min	<i>Where Did They Go?</i> pg166÷60min
Paul's Call & Witness in Macedonia pg137	- to activate prior knowledge about the topics of this unit - to participate equally in a discussion	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to review previously taught vocabulary	- to discuss the speech of the people in the text - to read a map and correlate information from a written text to a map - to learn more details about the places in the text
9	<i>What Do You Think?</i> pg278÷60min	<i>In Athens</i> pg280÷45min	<i>Philosophers and Poets</i> pg286÷90min	<i>On Mars Hill</i> pg298÷45min
Paul's Witness in Athens & Corinth pg273	- to activate prior knowledge about the topics of this unit - to participate equally in a discussion	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to develop strategies for learning vocabulary - to review vocabulary from pervious units	-- to do a true/false worksheet about events in the text - to compare and contrast the events in Athens and Corinth

Contents - Form

Unit	Task 5 Pronunciation: Individual Sounds	Task 6 Prosody	Task 7 Experiential Grammar	Task 8 Interpersonal Grammar
7	<i>Luke, Paul & Barnabas</i> pg34÷60min	<i>I Thought</i> pg58÷60min	<i>When They Finished</i> pg64÷75min	<i>I Don't Agree</i> pg78÷60min
Jerusalem Council's Declaration & Expansion in Asia Minor pg1	- to hear and produce /l/ and /r/ appropriately in speech - to understand and hear and produce these consonants in combination with vowels: light and dark /l/ and /r/ colouring	- to understand the use of emphasis and prominent point change for contradiction or correction	- to review the use of adverbials: single words, phrase and clauses - to form adverb clauses - to understand and use appropriate subordinate conjunctions in adverb clauses	- to review the formation of negative statements - to use interpersonal grammar of agreeing and disagreeing appropriately
8	<i>Traveling & Preaching</i> pg176÷60min	<i>What Must U Di?</i> pg200÷60min	<i>A Girl Who Had a Spirit</i> pg208÷75min	<i>I Command You</i> pg220÷60min
Paul's Call & Witness in Macedonia pg137	- to understand English syllable construction - to be aware of consonant clusters - to develop mastery over initial English consonant clusters - to do a dramatic reading	- to gain appropriate intonation for statements, imperatives and wh-questions - to do a dramatic reading of the text	- to review how to expand the noun phrase - to form and use adjective clauses and participles	- to understand and use imperatives - to understand and use causative verbs
9	<i>Greeks in Athens & Corinth</i> pg302÷60min	<i>His Offering</i> pg314÷60min	<i>What You Worship</i> pg330÷60min	<i>I'd Like to Ask Your Advice</i> pg344÷60 min
Paul's Witness in Athens & Corinth pg273	- to review English syllable construction - to be aware of final consonant clusters - to develop mastery over final consonant clusters - to simplify final consonant clusters appropriately	- to develop the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists - to understand and use appropriate intonation in tag questions - to do a dramatic reading of the text	- to understand and use noun clauses - to understand and use embedded questions	- to review mind-set helping verbs - to understand and use the appropriate mind-set helping verbs for asking for and giving advice - to practice asking for and giving advice - to learn the discourse pattern for an office visit

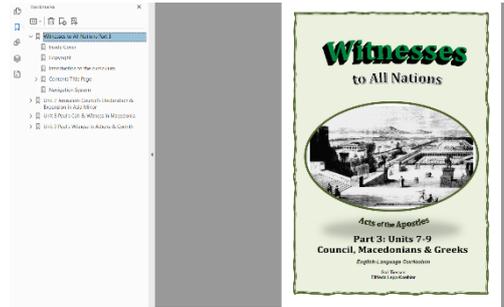
Contents - Use

Unit	Task 9 Speaking Development	Task 10 Writing Development	Task 11 Reading Strategies & Academic Speech	Task 12 Academic Writing
7	<i>It is My Judgment</i> pg92≐45min	<i>Sincerely</i> pg96≐75min	<i>A Sharp Dispute</i> pg108≐75min	<i>The Persuasive Essay</i> pg122≐75min
Jerusalem Council's Declaration & Expansion in Asia Minor pg1	- to evaluate a text - to explain your logic and reasoning - to discuss the implications of the events in the text - to interact with the text	- to understand the discourse pattern and form of a formal letter - to write a formal or business letter	- to discuss conflict management strategies (<i>business</i>) - to take notes with a graphic organizer while reading	- to practice the writing strategy of focusing your ideas - to write a persuasive essay
8	<i>Paul Had a Vision</i> pg232≐60min	<i>Invitation</i> pg240≐60min	<i>Thrown into Prison</i> pg246≐75min	<i>A Comparison Essay</i> pg260≐75min
Paul's Call & Witness in Macedonia pg137	- to learn how to classify ideas into categories - to discuss deeper questions about the text using language for being a group participant - to discuss the implications of the events in the text - to interact with the text	- to understand the discourse pattern and form of a formal invitation - to write an invitation for Canadian Visa purposes	- to use library resources - to distinguish types of journal and magazine articles - to discuss issues surrounding prison systems (<i>sociology</i>)	- to organize ideas - to write a comparison and contrast essay
9	<i>Pen or Sword</i> pg354≐60min	<i>All's Well That Ends Well</i> pg362≐60min	<i>Persuasive Speeches</i> pg376≐75min	<i>An Exegetical Paper</i> pg388≐75min
Paul's Witness in Athens & Corinth pg273	- to sustain an argument on a divisive issue - to use language for debating - to discuss the implications of the events in the text - to interact with the text	- to discuss some English proverbs - to discuss advice columns - to write a letter asking for advice - to write a letter giving advice	- to use prior knowledge as a reading strategy - to make predictions while reading - to learn effective strategies for making persuasive speeches (<i>communication</i>) - to analyze a speech for effective strategies	- to understand the steps of writing an exegetical paper - to write an exegetical paper

Navigation System

Adobe Instructions:

- Ensure that you have the latest Adobe Reader on your computer. Go to: <https://get.adobe.com/reader/> and click on **Install**.
- Open the file titled **Witnesses to All Nations: Part 3**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 7 Jerusalem Council's Declaration & Expansion in Asia Minor**, to go to the **Unit 7 Title Page**
- In the **Bookmark Panel**, place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the Unit **Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- When on a specific task, *click* on the **top of the page** and you will return to the **Title Page of the Unit**.
- In the **Content Pages**, *click* the **Unit** which will open the **Unit Title Page**.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger' there is a link to another page in the file. The whole of **curriculum** is linked for quick reference.



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