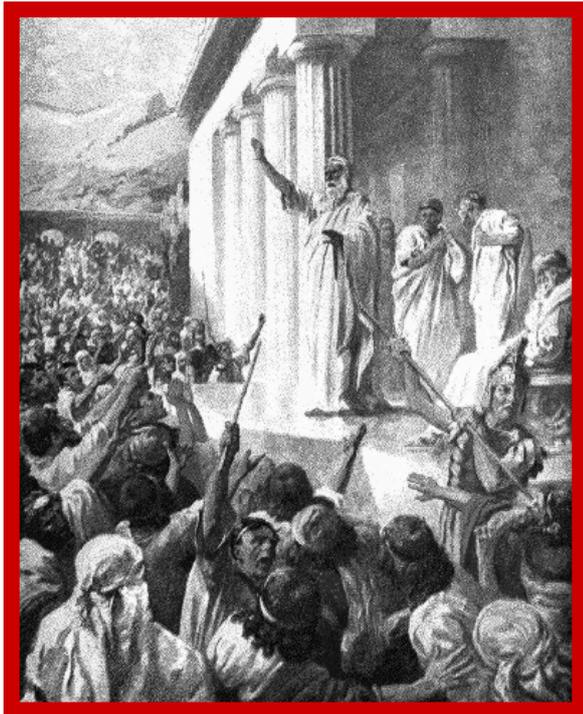


Unit 10



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Ephesus' Response of Faith & Opposition

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Introduction to Unit 10:

Paul arrives in Ephesus and baptizes the believers there in the Name of Jesus. The Holy Spirit comes upon them. Paul preaches in the synagogue, faces opposition and takes his discussions to the lecture hall. Many people both Jews and Greeks become believers. A silversmith named Demetrius starts a riot protesting that Paul's message threatens their livelihood and their beliefs in the goddess Artemis. A city clerk calms the crowd and dismisses them. Paul continues his journey to Macedonia.

Before teaching this unit...

- 1) Ask the learners if they have ever heard of Ephesus or of the Goddess Artemis and if so, what they know about them. Do not give the learners a lot of information at this point. This question is merely to activate their prior knowledge of the geography of this part of the world.
- 2) Project the **Unit 10 Title Page SLIDE** Draw the learner's attention to the title. Elicit from the learners what the title may be referring to. Explain to the learners that in this unit we will continue to follow in the tracks of Paul the Apostle as he continues his journey to Ephesus.
- 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 in this text.
- 4) Draw the learners' attention to the column entitled "Focus". Explain that here they can see the language focus of each task. For example, the focus of Task 3 is vocabulary; the focus for 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

Portraits is an introductory task to review the characteristics and main events in the lives of people in the text so far. The learners match names and descriptions of people encountered in the past units and then conduct a guessing activity.

2

At Ephesus introduces the main events of this unit's script. The learners review the events of unit 8 in sequencing summary statement cards. The review task is followed up with a prediction task after which the learners view the video. They complete a sequencing task in which summary statements from this unit are ordered according to the events in the text. The learners receive a copy of the unit text and read it in order to check the sequence of their summary statements. They retell the story in their own words.

3

Grievances & Disturbances 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. The learners focus on meaning by matching the words and their meanings, and then participate in a tic-tac-toe activity. Learners practice the various forms of words with a team racing activity. A collocations worksheet follows. The task concludes with a new vocabulary strategy: to use a dictionary for pronunciation.

4

The Believers in Ephesus is a reading task that begins with a multiple-choice worksheet, familiarizing the learners with a common test form in academic settings. The learners trace Paul's journey from Corinth to Ephesus, then discern information about the people mentioned in the text through the use of a crossword puzzle and a guessing activity.

Form

5 **What Did You Receive?** begins with a focus on the semi-vowel /y/ helping the learners to hear and produce this sound with a Pronunciation Journey task. The learners learn how to appropriately link front tense vowels to following vowels with a Jazz Chant. With an explanation and a listening discrimination, the learners understand, hear and produce the palatalized [t+y] and [d+y], [s + y] and [z +y] in speech. They practice these sounds with a dialogue.

6 **This or That** begins with reviewing elements of prosody (rhythm and intonation) with a dialogue. A focus on understanding and using open and closed choice intonation follows. After this is a focus on the use of pitch changes for expressing open or closed choices. Listening discrimination and back-and-forth tasks enforce these concepts. The task and ends with a dramatic reading of the text.

7 **They Began Shouting** is a grammar task in which the learners review how to make direct quotations.¹ They identify reporting verbs and categorize them into three types. Learners compare direct speech with reported speech in terms of clause form, pronouns, verb tenses and place. This aids in understanding and using reported speech accurately and appropriately. A question circle gives oral practice with reported speech. A worksheet gives written practice in using direct and reported speech.

8 **I'm So Sorry** is a grammar task in which the learners find out about the steps of an effective apology. The learners review the use of the past form of mind-set helping verbs in apologies using Jazz Chants. Situation cards provide for an oral practice of apologizing. Role plays provide a communicative practice of saying I'm sorry.

¹ 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.)

Use**9**

A Riot in Ephesus addresses strategic competence. The learners analyze causes and effects of problem situations in the text. The learners interact with the text and discuss some deeper issues that arise out of the text in the form of discussion circles.

10

I Have a Complaint is a writing task that begins with a discussion about complaining which arises out of the text as Demetrius expresses a complaint. The teacher gives a lecture on cultural information and appropriate forms of complaining while the learners take notes. The learners write a letter of complaint and learn about responding to a complaint with a letter of apology.

11

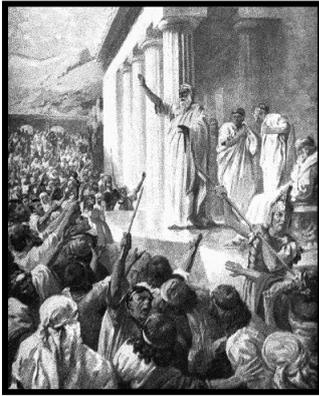
The Business of Religion introduces the learners to a supplementary text on the topic of making a business out of religion, as Demetrius and his fellow silversmiths did. After thinking about their own experiences, they read an article on this topic. The reading and academic research strategy taught in this task is evaluating a text. The learners engage in higher level thinking in order to convince others of the soundness of their judgment. Learners evaluate the supplementary text according to the criteria of intended audience and objectivity. They participate in a discussion concerning links between religion and business using a discussion board. Another opportunity is given to add to the learners' academic vocabulary.

12

Cause and Effect Paper is a writing task that aids the learners in writing a cause and effect essay. The learners gain awareness of how connecting words show the relationship between causes and effects. They try their hand at formulating cause and effect sentences using appropriate connectors. The learners analyze an essay for cause and effect connectors. They learn about the way in which cause and effect essays are organized and then go through the steps of writing one.

*Ephesus' Response of Faith & Opposition**Portraits*

Task 1

**Language Objectives:**

🔗 to **review** the characteristics and main events in the lives of people in the text so far

Approx. Time: 30 minutes

Materials:

🔗 **Picture Cards** and **Description Cards** for each group

Reference:

Acts 19:2-20:1

**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.

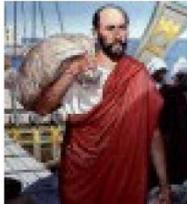
1. Remind the learners that we have been learning about the spread of the Christian church from Jerusalem to Asia to Europe. Many people have been involved in this spread. Explain that we will now review the names of some of the people involved as well as some details about these lives.
2. Divide the class into groups of three. Hand out the **Picture Cards** and **Description Cards** to each group and explain that the pictures are just artist's renditions of what these people might have looked like. Ask them to match the pictures with the descriptions. Discuss the matches as a whole class.



3. Ask each group to paper clip the **Picture** and **Description Cards** together. Instruct them to put the cards face down on the table. The first person picks up a card and asks, "Who Am I?" They must not let the other two learners see the picture or the description although the person whose turn it is may use it for reference in order to answer the questions. The others take turn asking yes/no questions until one guesses who the person is. *e.g. Are you a woman? Are you Greek? etc*

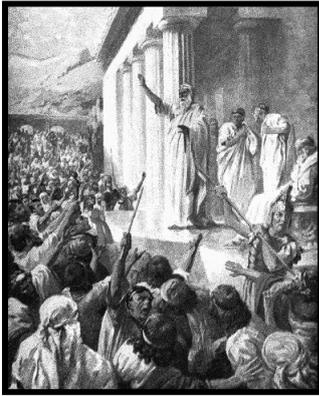
Ephesus' Response of Faith & Opposition

Answer Key

 <p>Aquila</p>	 <p>Barnabas</p>	 <p>Crispus</p>	 <p>Damaris</p>	 <p>Dionysius</p>
<p>After this, Paul left Athens and went to Corinth. There he met a Jew named _____, a native of Pontus, who had recently come from Italy with his wife Priscilla, because Claudius had ordered all the Jews to leave Rome. . . . Then he left the brothers and sailed for Syria accompanied by Priscilla and _____.</p>	<p>So Paul and _____ were appointed along with some other believers, to go up to Jerusalem to see the apostles and elders about this question. . . . _____ wanted to take John, also called Mark, with them, but Paul did not think it wise to take him, because he had deserted them in Pamphylia and had not continued with them in the work. They had such a sharp disagreement that they parted company. _____ took Mark and sailed for Cyprus, but Paul chose Silas and left, commended by the brothers to the grace of the Lord.:</p>	<p>Then Paul left the synagogue and went next door to the house of Titius Justus, a worshiper of God. _____, the synagogue ruler, and his entire household believed in the Lord; and many of the Corinthians who heard him believed and were baptized. So Paul stayed for a year and a half, teaching them the word of God.</p>	<p>At that, Paul left the Council (in Athens). A few men became followers of Paul and believed. Among them was Dionysius, a member of the Areopagus, also a woman named _____, and a number of others.:</p>	<p>At that, Paul left the Council (in Athens). A few men became followers of Paul and believed. Among them was _____, a member of the Areopagus, also a woman named Damaris, and a number of others.:</p>
 <p>James</p>	 <p>Jason</p>	 <p>John Mark</p>	 <p>Lydia</p>	 <p>Luke</p>
<p>The whole assembly became silent as they listened to Barnabas and Paul telling about the miraculous signs and wonders God had done among the Gentiles through them. When they finished, _____ spoke up: Brothers, listen to me. Simon has described to us how God at first showed his concern by taking from the gentiles a people for himself. . . . it is my judgment, therefore, that we should not make it difficult for the Gentiles who are turning to God.:</p>	<p>They rushed to _____ house in search of Paul and Silas in order to bring them out to the crowd. But when they did not find them, they dragged _____ and some other brothers before the city officials. The mob shouted: These men who have caused trouble all over the world have now come here, and _____ has welcomed them into his house.:</p>	<p>Barnabas wanted to take _____ also called _____, with them, but Paul did not think it wise to take him, because he had deserted them in Pamphylia and had not continued with them in the work. They had such a sharp disagreement that they parted company. Barnabas took _____ and sailed for Cyprus, but Paul chose Silas and left, commended by the brothers to the grace of the Lord.:</p>	<p>One of those listening was a woman named _____, a dealer in purple cloth from the city of Thyatira, who was a worshiper of God. The Lord opened her heart to respond to Paul's message. When she and the members of her household were baptized, she invited us to her home.:</p>	<p>From Troas we (_____) put out to sea and sailed straight for Samothrace, and the next day on to Neapolis. From there we (_____) traveled to Philippi, a Roman colony and the leading city of that district of Macedonia. And we (_____) stayed there several days.:</p>
 <p>Philippian Jailer</p>	 <p>Priscilla</p>	 <p>Silas</p>	 <p>Timothy</p>	 <p>Titius Justus</p>
<p>At that hour of the night _____ took them and washed their wounds; then immediately he and all his family were baptized. _____ brought them into his house and set a meal before them; he was filled with joy because he had come to believe in God—he and his whole family.:</p>	<p>After this, Paul left Athens and went to Corinth. There he met a Jew named Aquila, a native of Pontus, who had recently come from Italy with his wife _____ because Claudius had ordered all the Jews to leave Rome. . . . Then he left the brothers and sailed for Syria accompanied by _____ and Aquila.:</p>	<p>About midnight Paul and _____ were praying and singing hymns to God, and the other prisoners were listening to them.:</p>	<p>Paul came to Derbe and then to Lystra, where a disciple named _____ lived, whose mother was a Jewess and a believer, but whose father was a Greek. The brothers at Lystra and Iconium spoke well of him. Paul wanted to take him along on the journey, so he circumcised him because of the Jews who lived in that area, for they all knew that his father was a Greek. The brothers immediately sent Paul to the coast, but Silas and _____ stayed at Berea. The men who escorted Paul brought him to Athens and then left with instructions for Silas and _____ to join him as soon as possible.:</p>	<p>Then Paul left the synagogue and went next door to the house of _____, a worshiper of God. Crispus, the synagogue ruler, and his entire household believed in the Lord; and many of the Corinthians who heard him believed and were baptized. So Paul stayed for a year and a half, teaching them the word of God.:</p>

At Ephesus

Task 2



Language Objectives:

- 🔊 to **listen** for main ideas, events, people and places
- 🔊 to **sequence** summary statements
- 🔊 to **retell** the story
- 🔊 to **read** the script while listening

Approx Time: 45 minutes

Materials:

- 🔊 **Unit 10 Audio/video**
- 🔊 **Summary Statements** for each pair of learners
- 🔊 **Unit 10 Script** for each learner

Reference:

Acts 19:2-20:1



Instructions:

Part A Review the events of the previous text

1. Draw the learners' attention to the scrambled Summary Statements from Unit 9 on the wall. Have the learners rearrange the cards in their proper order.

Answer Key:

1. Because Paul was distressed to see that the city was full of idols, he reasoned with the Jews and the God-fearing Greeks in the synagogue and marketplace day by day.⁹
2. A group of Epicurean and Stoic philosophers began to dispute with Paul and took him to a meeting of the Areopagus.⁹
3. Paul spoke to the Areopagus (Council of Philosophers) about the UNKNOWN GOD: the God who made the world and everything in it.⁹
4. Dionysius and Damaris and a number of others became followers of Paul and believed.⁹
5. Paul left Athens and went to Corinth where he met Aquila and Priscilla and worked with them as a tentmaker. Every Sabbath Paul reasoned in the synagogue, testifying to the Jews that Jesus was the Christ.⁹
6. When the Jews opposed Paul, he said that he would go to the Gentiles.⁹
7. Many of the Corinthians who heard Paul believed and were baptized.⁹
8. The Lord spoke to Paul in a vision telling him not be afraid because God has many people in the city so Paul stayed for a year and a half teaching them the word of God.⁹
9. He sailed for Syria with Priscilla and Aquila.⁹

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 listen or view to the **Unit 10 Script** which is embedded in the **Instructor SLIDES**.
3. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.
4. Hand out a set of **Summary Statements** to each pair of learners. Ask them to sequence them in order of events.

Paul found twelve disciples of John in Ephesus. When he baptized them into the name of Jesus, the Holy Spirit came upon them. ¹⁰
Paul preached in the synagogue for three months but some refused to believe and publicly maligned the Way. ¹⁰
Paul took the disciples and had discussions daily in the lecture hall of Tyrannus for two years so that all the Jews and Greeks who lived in the province of Asia heard the word of the Lord. ¹⁰

The word of the Lord spread widely and grew in power. ¹⁰
About that time there arose a great disturbance about the Way led by a silversmith named Demetrius. ¹⁰
The whole city was in an uproar shouting, 'Great is Artemis of the Ephesians!' and rushed into the theater. ¹⁰

The disciples would not let Paul appear before the crowd in the theater. ¹⁰
The City Clerk quieted the crowd and dismissed the assembly. ¹⁰
When the uproar had ended, Paul sent for the disciples and, after encouraging them, said good-by and set out for Macedonia. ¹⁰

Ephesus' Response of Faith & Opposition

5. Hand out the **Unit 10 Script** to each learner. Have the learners check the sequencing of their statements.
6. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
7. Choose one pair and have them retell the story to the class.

Scene One: Paul at Ephesus

Luke: Paul arrived at Ephesus and there he found some disciples.

2

Paul (*asking them*): Did you receive the Holy Spirit when you believed?

4

Disciples: No, we have not even heard that there is a Holy Spirit.

6

Paul: Then what baptism did you receive?

8

Disciples: John's baptism.

10

Paul: John's baptism was a baptism of repentance. He told the people to believe in the one coming after him, that is, in Jesus.

12

Luke: On hearing this, they were baptized into the name of the Lord Jesus.

When Paul placed his hands on them, the Holy Spirit came on them, and they

spoke in tongues and prophesied. There were about twelve men in all.

16

Luke 2: Paul entered the synagogue and spoke boldly there for three months, arguing persuasively about the kingdom of God. But some of them became obstinate; they refused to believe and publicly maligned the Way.

18

20

Luke: So Paul left them. He took the disciples with him and had discussions daily in the lecture hall of Tyrannus. This went on for two years, so that all the Jews and Greeks who lived in the province of Asia heard the word of the Lord. The word of the Lord spread widely and grew in power.

22

24

*Ephesus' Response of Faith & Opposition***Scene Two: Confrontation with Demetrius**

26 **Luke:** About that time there arose a great disturbance about the Way.
A silversmith named Demetrius, who made silver shrines of Artemis,
28 brought in no little business for the craftsmen. He called them
together, along with the workmen in related trades.

30
Demetrius: Men, you know we receive a good income from this
32 business. And you see and hear how this fellow Paul has convinced
and led astray large numbers of people here in Ephesus and in
34 practically the whole province of Asia. He says that man-made gods
are no gods at all. There is danger not only that our trade will lose its
36 good name, but also that the temple of the great goddess Artemis will
be discredited, and the goddess herself, who is worshiped throughout
38 the province of Asia and the world, will be robbed of her divine
majesty.

40
Luke: When they heard this, they were furious and began shouting:

42
Workmen: Great is Artemis of the Ephesians!

44
Luke: Soon the whole city was in an uproar. The people seized Gaius
46 and Aristarchus, Paul's traveling companions from Macedonia, and
rushed as one man into the theater.

48
Luke 2: Paul wanted to appear before the crowd, but the disciples
50 would not let him. Even some of the officials of the province, friends of
Paul, sent him a message begging him not to venture into the theater.

52
Luke: The assembly was in confusion: Some were shouting one thing,
54 some another. Most of the people did not even know why they were
there.

56
Luke 2: The Jews pushed Alexander to the front, and some of the
58 crowd shouted instructions to him. He motioned for silence in order
to make a defense before the people. But when they realized he was a
60 Jew, they all shouted in unison for about two hours:

Crowd: Great is Artemis of the Ephesians!

62

Luke: The city clerk quieted the crowd.

64

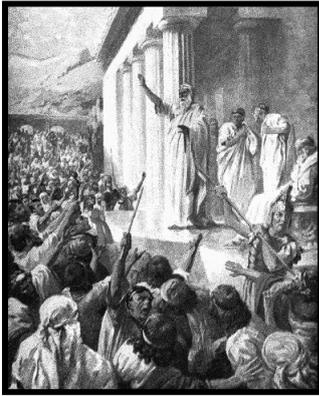
City Clerk: Men of Ephesus, doesn't all the world know that the city of
66 Ephesus is the guardian of the temple of the great Artemis and of her
image, which fell from heaven? Therefore, since these facts are
68 undeniable, you ought to be quiet and not do anything rash. You have
brought these men here, though they have neither robbed temples nor
70 blasphemed our goddess. If, then, Demetrius and his fellow craftsmen
have a grievance against anybody, the courts are open and there are
72 proconsuls. They can press charges. If there is anything further you
want to bring up, it must be settled in a legal assembly. As it is, we are
74 in danger of being charged with rioting because of today's events. In
that case we would not be able to account for this commotion, since
76 there is no reason for it.

78 **Luke:** After he had said this, he dismissed the assembly.

80 **Luke 2:** When the uproar had ended, Paul sent for the disciples and,
after encouraging them, said good-bye and set out for Macedonia.

Ephesus' Response of Faith & Opposition

Task 3

**Language Objectives:**

- ✿ to **learn** the meaning, form and use of target vocabulary
- ✿ to **use** a dictionary for pronunciation
- ✿ to **develop** strategies for learning vocabulary

Approx Time: 75 minutes

Materials:

- ✿ **Unit Ten Vocabulary Worksheet** for each learner
- ✿ **Tic Tac Toe Cards** for each learner
- ✿ **Word Cards** & basket
- ✿ **Word and Definition Cards** for each pair
- ✿ **Collocation Worksheet** for each learner
- ✿ **Dictionary Resource Sheet** for each learner
- ✿ **Pronunciation Table Resource Sheet** for each learner
- ✿ **Phonetic Spelling Cards**

Reference:

Acts 19:2-20:1

***Grievances & Disturbances*****Instructions:****Part A** *Assessing vocabulary knowledge*

1. Ask the learners to fill out the second column of the **Unit Ten Vocabulary Worksheet**.
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 the learners get a sense of an increasing knowledge of new words, have them fill out the third column at the end of the unit.

Unit Ten 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
persuasively	1 2 3 4	1 2 3 4
discussions	1 2 3 4	1 2 3 4
lecture	1 2 3 4	1 2 3 4
disturbance	1 2 3 4	1 2 3 4
income	1 2 3 4	1 2 3 4
practically	1 2 3 4	1 2 3 4
undeniable	1 2 3 4	1 2 3 4
grievance	1 2 3 4	1 2 3 4
press charges	1 2 3 4	1 2 3 4
motioned	1 2 3 4	1 2 3 4
confusion	1 2 3 4	1 2 3 4
companions	1 2 3 4	1 2 3 4

Review Vocabulary

convinced	1 2 3 4	1 2 3 4
assembly	1 2 3 4	1 2 3 4
instructions	1 2 3 4	1 2 3 4
image	1 2 3 4	1 2 3 4

B. When you have finished the unit, score yourself again to check your improvement.

Part B: *Focus on Meaning*

1. Hand out the **Word** and **Definition Cards**, one set for each pair and have them match the words with their definitions.
2. Discuss the choices as a whole class.

Answer Key

persuasive	discussion	lecture	disturbance
<i>convincing</i>	<i>talking about something and telling one another ideas and opinions</i>	<i>a speech given before an audience</i>	<i>an interruption of public peace</i>
income	practically	undeniable	grievance
<i>gain or benefit in money</i>	<i>almost or very nearly</i>	<i>certainly true</i>	<i>a cause for protest or complaint</i>
press charges	motioned	confusion	companions
<i>complain officially about someone in a court of law</i>	<i>signaled with your hand or head</i>	<i>a situation, often with a lot of activity and noise, in which people do not know what to do</i>	<i>people you spend a lot of time with either because you are friends or because you are travelling together</i>
convinced	assembly	instructions	image
<i>certain of your beliefs or ideas</i>	<i>a group of people, especially one that meets regularly for a particular purpose</i>	<i>advice and information about how to do or use something</i>	<i>close copy of something</i>

3. Have the learners turn to the **Tic Tac Toe Worksheet**.
 - Project the **Target Words SLIDE**.
 - Have the learners copy the words onto their **Worksheet** in random order.
4. Read definitions one at a time in random order using the **Word & Definitions Answer Key**. Instruct the learners to cross out any word which they have written on their **Tic Tac Toe Worksheet** for which you have given the definition.
5. The first person to cross out four words in a straight line – either vertically, horizontally or diagonally—must read the words that were crossed out for you to check if s/he has indeed understood them.

**persuasive
discussion
lecture
disturbance
income
practically
undeniable
grievance
press charges
motioned
confusion
companions
convinced
assembly
instructions
image**

Tic Tac Toe

Part C: *Focus on Form: Word Families*

1. Have the learners form two teams. They must sit in parallel lines equal distance from you and from an object in the middle of the floor. (This object could be a stone, a ball or some durable object that does not break easily.)
2. Place the **Word Cards** in a basket in front of you. Pull out a word and read it out loud.

persuasion	persuade	persuasive	persuasively	practicality	practical	practically	lecture
discussion	discuss	discussed	grievance	motioned	motion	motioned	lecture
grieve	grief	grieving	grievingly	confusion	confuse	confused	confusingly
disturbance	disturb	disturbing	disturbingly	companions	accompany	companionable	companionably
denial	deny	undeniable	undeniably				

3. When you have spoken the word, the first players on each team must run for the stone. Whoever grabs it first gets a first try at saying the word family. The entire team may give help. If they make a mistake then the other team gets a try. The teams get one point for each word of the word family.

<i>Answer Key - Word Family Cards</i>			
Noun	Verb	Adjective	Adverb
persuasion	persuade	persuasive	persuasively
discussion	discuss	discussed	x
lecture	lecture	x	x
disturbance	disturb	disturbing	disturbingly
practicality	x	practical	practically
denial	deny	undeniable	undeniably
grievance grief	grieve	grieving	grievingly
motioned	motion	motioned	x
confusion	confuse	confused	confusingly
companions	accompany	companionable	companionably

Part D: Focus on Use: Collocations

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 we need to know which words to use together with them.
2. Hand out the **Collocations Worksheet**. Have the learners complete it by drawing a line to connect the words that go together with each word in the chart. The first one has been done for you.

Answer Key - words in **BOLD** are *NOT* part of the collocation

<p>1. persuasive</p> <ul style="list-style-type: none"> argument war debate manner preaching evidence 	<p>2. lecture</p> <ul style="list-style-type: none"> room book theatre hall eat university 	<p>9. gesture</p> <ul style="list-style-type: none"> picture for silence motion support the make a run 	<p>10. confusion</p> <ul style="list-style-type: none"> and turmoil considerable the crowd was in nothing but argue angrily
<p>3. talk</p> <ul style="list-style-type: none"> lengthy discussion have a lead a brief 	<p>4. disturbance</p> <ul style="list-style-type: none"> great sunny emotional mental least keep to a minimum 	<p>11. companion</p> <ul style="list-style-type: none"> life traveling classmate in misery friend enemy 	<p>12. convinced</p> <ul style="list-style-type: none"> fully firmly that it would do him no good far from quite belief
<p>5. income</p> <ul style="list-style-type: none"> average gross tax money per capita annual 	<p>6. practically</p> <ul style="list-style-type: none"> all no one everyone anything speaking never 	<p>13. assembly</p> <ul style="list-style-type: none"> whole group of people national line general automobile large plant 	<p>14. instructions</p> <ul style="list-style-type: none"> love detailed manual manufacturer's operating follow
<p>7. undeniable</p> <ul style="list-style-type: none"> facts court prison evidence accomplishment small 	<p>8. grievance</p> <ul style="list-style-type: none"> against someone real favourite sentence tears death 	<p>15. image</p> <ul style="list-style-type: none"> of God picture public mental body mirror 	

Collocations

Draw a line to connect the words that go together with each word in the chart. The first one has been done for you.

1.	argument war debate persuasive manner preaching evidence		
2.	room book theatre lecture	3.	lengthy talk discussion
university	hall eat	have a lead a brief	
4. great sunny emotional disturbance		5.	average tax gross income
mental least keep	to a minimum	money per capita annual	
6. all no one everyone practically		7.	facts court prison undeniable
	anything speaking never	evidence accomplishment small	

Ephesus' Response of Faith & Opposition

<p>8. against someone</p> <p>real favourite</p> <p>grievance</p> <p>sentence tears death</p>	<p>9. gesture</p> <p>picture for silence</p> <p>motion</p> <p>support the make a run</p>
<p>10. and turmoil</p> <p>considerable the crowd was in</p> <p>confusion</p> <p>nothing but argue angrily</p>	<p>11. life</p> <p>traveling</p> <p>classmate</p> <p>companion</p> <p>in misery friend enemy</p>
<p>12. fully</p> <p>firmly</p> <p>that it would do him no good</p> <p>convinced</p> <p>far from quite</p> <p>belief</p>	<p>13. whole</p> <p>group of people</p> <p>national</p> <p>line</p> <p>assembly</p> <p>general automobile large</p> <p>plant</p>
<p>14. love</p> <p>detailed</p> <p>manual</p> <p>instructions</p> <p>manufacturer's operating follow</p>	<p>15. of God</p> <p>mirror</p> <p>picture</p> <p>image</p> <p>public mental body</p>

Ephesus' Response of Faith & Opposition**Part E:** *Vocabulary Strategies: Using dictionary to read phonetic spellings and the pronunciation key*

1. Explain to the learners that their dictionaries can help them determine how to pronounce new words. To figure out a word's pronunciation, use the phonetic spelling and your dictionary's pronunciation key. All dictionaries provide phonetic spellings next to each word entry. Some online dictionaries have an audio button where you can listen to the word.
2. Have the learners refer to their **Dictionary Resource Sheet** to see an example of a word entry with phonetic spelling.
3. Have the learners glance over the pronunciation table on the **Pronunciation Table Resource Sheet**. Read through each of the vowel and consonant sounds. Explain that they do not need to learn all of these right away but that this is simply a reference.

Dictionary Resource Sheet**Main Entry: per·suade**

Pronunciation: \pər-ˈswād\

Function: *transitive verb*Inflected Form(s): **per·suad·ed;**
per·suad·ingEtymology: Latin *persuadēre*, from *per-*
thoroughly + *suadēre* to advise, urge

Date: 15th century

1: make someone do or believe something
by giving them a good reason to do so**2:** to plead with : **URGE**
— **per·suad·er** *noun*

<http://www.merriam-webster.com/dictionary/>
<http://dictionary.cambridge.org/dictionary/british/persuade>

Pronunciation Table

Vowels		Consonants	
Symbol	Keyword	Symbol	Keyword
i ^y i	beat, feed	p	pack, happy
ɪ	bit, did	b	back, rubber
eɪ e ^y	date, paid	t	tie
ɛ	bet, bed	d	die
æ	bat, bad	k	came, key, quick
ɑ	box, odd, father	g	game, guest
ɔ	bought, dog	tʃ	church, nature, watch
oʊ o ^w	boat, road	dʒ	judge, general, major
ʊ	book, good	f	fan, photograph
u u ^w	boot, food, student	v	van
ʌ	but, mud, mother	θ	thing, breath
ə	banana, among	ð	then, breathe
ə	shirt, murder	s	sip, city, psychology
aɪ	bite, cry, buy, eye	z	zip, please, goes
aʊ	about, how	ʃ	ship, machine, station, special, discussion
ɔɪ	voice, boy	ʒ	measure, vision
ɪr	beer	h	hot, who
ɛr	bare	m	men, some
ɑr	bar	n	sun, know, pneumonia
ɔr	door	ŋ	sung, ringing
oʊr	tour	w	wet, white
		l	light, long
		r	right, wrong
		y	yes, use, music
		t̚	butter, bottle
		t̚	button

(t) means that /t/ may be dropped
 (d) means that /d/ may be dropped
 /^ˈ/ shows main stress
 /^ˌ/ shows secondary stress
 /◀/ shows stress shift

from *Focus on Vocabulary* by Norbert Schmitt and Diane Schmitt. Longman 2005

4. Hand out the **Phonetic Spelling Cards**.

- In pairs have the learners match the phonetic spellings with the correct words.

companion	confusion	discussion	disturbance
\kəm-'pan-yən\	\kən-'fyu ^w -zhən\	\di-'skə-shən\	\di-'stər-bən(t)s\
grievance	income	lecture hall	motion
\'grē-vən(t)s\	\'in- kəm\	\lek-chər hɒl\	\'mō-shən\
persuade	practical	press charges	undeniable
\pər-'swād\	\'prak-ti-kəl\	\'pres 'charjz\	\ən-di-'nī-ə-bəl\

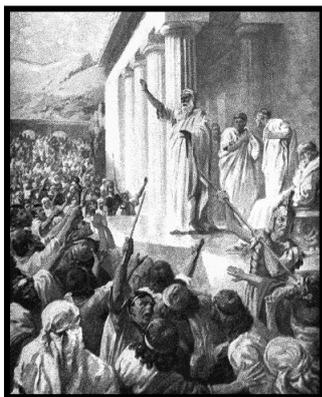
Instructor Note: Have the learners go back to **Part A Assessing your Vocabulary Knowledge** to check their improvement.

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.

Ephesus' Response of Faith & Opposition

The Believers in Ephesus

Task 4



Language Objectives:

- 🔍 to **scan** the text for details
- 🔍 to **demonstrate** understanding of details in the text
- 🔍 to **give and understand** instructions in order to trace a journey on a map
- 🔍 to **transfer** information from a written text to a map
- 🔍 to **demonstrate** understanding of details about people in the text

Approx Time: 60 minutes

Materials:

- 🔍 **Multiple-Choice Worksheet** for each learner
- 🔍 **Map Worksheet** for each learner
- 🔍 **People Crossword Puzzle Worksheet** for each learner

Reference:

Acts 19:2-20:1

Instructions:

Part A: Understanding the text

1. Explain to the learners that a multiple-choice test is common in academic settings. In this task they will practice answering multiple choice questions about the events of the text.
2. Hand out the **Multiple-Choice Worksheet**.
 - Explain that for each question, the learners must choose one or more answers.
 - This can be difficult because the answers can be very similar to one another.
 - They must read the text carefully in order to make sure they have understood it.
3. Have the learners compare their choices with a partner.
4. Discuss the answers as a whole class.

<i>Answer Key:</i>	
<p>1. The believers in Ephesus b. had not heard of the Holy Spirit. d. received the Holy Spirit when Paul laid hands on them.</p>	<p>2. In Ephesus Paul a. went to the synagogue to preach b. went to a lecture hall to discuss the message of Jesus</p>
<p>3. In response to Paul's preaching in Ephesus a. the Jews stubbornly refused the message. b. Jews and Greeks accepted the message of Jesus.</p>	<p>4. What seems to be the signal for Paul to stop teaching in the synagogues? a. The Jews are resistant to the message of Christ.</p>
<p>5. In Ephesus there is a man named Demetrius who was a. a silversmith. d. concerned about the viability of his business.</p>	<p>6. Why would Demetrius rally people against Paul? a. Paul's message jeopardizes his livelihood. b. Paul discredits the goddess Artemis.</p>
<p>7. The people rioted because c. everyone else is shouting and they have forgotten why.</p>	<p>8. The city clerk and Demetrius agree on the following: d. They both believed in the goddess Artemis.</p>

Multiple-Choice

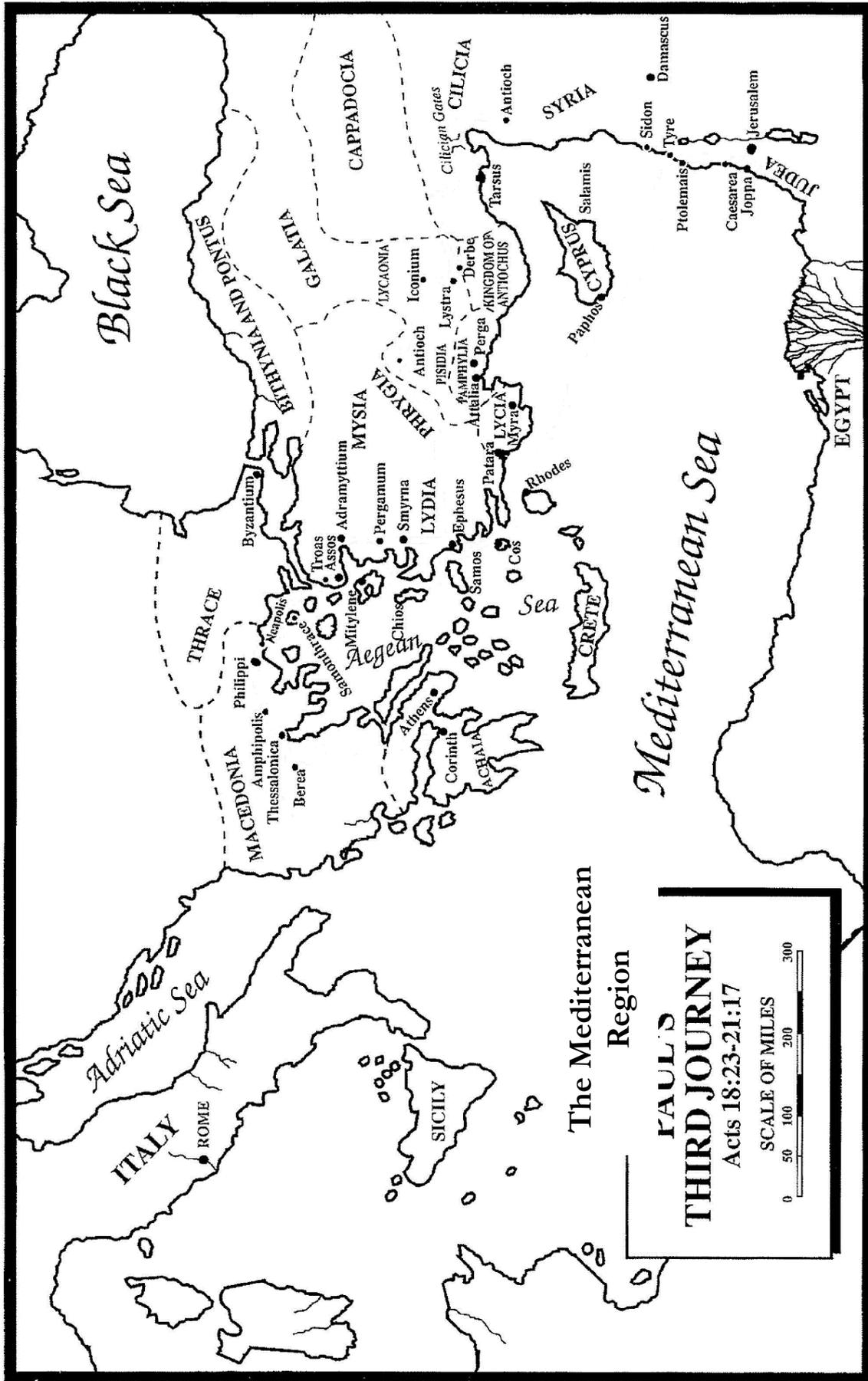
Choose the phrases that complete each statement or answer each question. More than one can be correct.

<p>1. The believers in Ephesus</p> <ul style="list-style-type: none"> a. had received the Holy Spirit before Paul came. b. had not heard of the Holy Spirit. c. were baptized with Paul's baptism. d. received the Holy Spirit when Paul laid hands on them. 	<p>2. In Ephesus Paul</p> <ul style="list-style-type: none"> a. found several dozen believers b. went to the synagogue to preach c. went to a lecture hall to discuss the message of Jesus d. spent more time in the synagogue than in the lecture hall.
<p>3. In response to Paul's preaching in Ephesus</p> <ul style="list-style-type: none"> a. the Jews stubbornly refused the message. b. Jews and Greeks accepted the message of Jesus. c. the new believers spoke in tongues. d. persecution of Christians broke out. 	<p>4. What seemed to be the signal for Paul to stop teaching in the synagogues?</p> <ul style="list-style-type: none"> a. The Jews were resistant to the message of Christ. b. The Jews wanted to see miracles. c. The Gentiles invited him to speak elsewhere. d. He realized that Greeks were in greater need.
<p>5. In Ephesus there was a man named Demetrius who was</p> <ul style="list-style-type: none"> a. a believer in Jesus. b. a silversmith. c. a supporter of Gaius and Aristarchus. d. concerned about the viability of his business. 	<p>6. Why would Demetrius rally people against Paul?</p> <ul style="list-style-type: none"> a. Paul's message jeopardized his livelihood. b. Paul discredited the goddess Artemis. c. Paul started a riot. d. Paul threatened to destroy Demetrius' business.
<p>7. The people rioted because</p> <ul style="list-style-type: none"> a. they supported Paul's message. b. they wanted to show their support of Gaius and Aristarchus. c. everyone else was shouting and they have forgotten why. d. there were no courts to bring complaints. 	<p>8. The city clerk and Demetrius agreed on the following:</p> <ul style="list-style-type: none"> a. Paul and his companions had robbed temples. b. Anyone who had a complaint should take it to court. c. They both encouraged the people to riot. d. They both believed in the goddess Artemis.

Ephesus' Response of Faith & Opposition**Part B:** *People and Places*

1. Have the learners take out their **Map Worksheets**. Have them mark Paul's journey from Corinth to Ephesus. Elicit from the learners what they think the trip would have been like.

Ephesus' Response of Faith & Opposition



Adapted from: Tear-off Bible Map Series, Copyright © 1991 by Abingdon Press.

Ephesus' Response of Faith & Opposition

2. Have the learners scan the text and find all the people mentioned who are in Ephesus. List the people on the board.

Answer Key: Paul, disciples, Jews, Greeks, Tyrannus, Demetrius, Artemis, Gaius, Aristarchus, Alexander, City Clerk, Demetrius' fellow craftsmen

3. Hand out the **People Crossword Puzzle Worksheet** to the learners. Explain that they are to put the name of the person that fits the clue descriptions.
4. Discuss the answers to the **People Crossword Puzzle** as a whole class.

Answer Key:

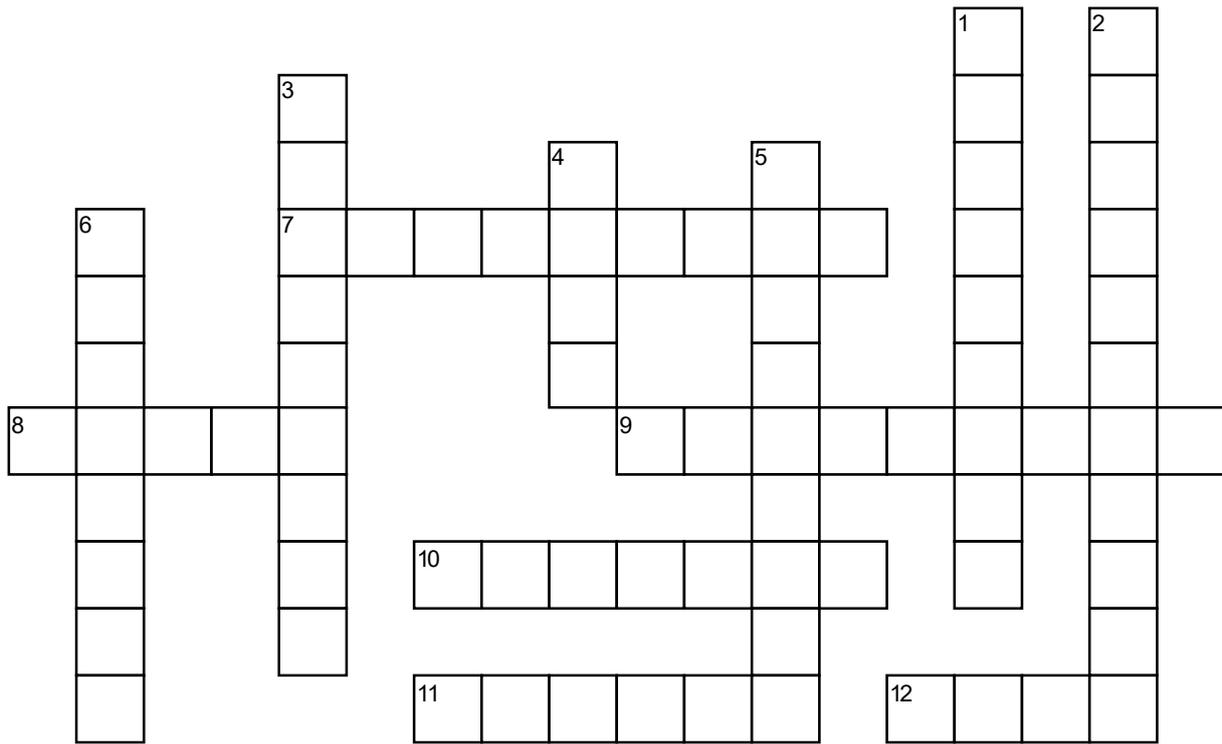
The crossword puzzle grid contains the following words:

- 1. DISCIPLES
- 2. ARISTARCHUS
- 3. CRAFTSMEN
- 4. ALEXANDER
- 5. DEMETRIUS
- 6. TYRANNUS
- 7. FELLOW
- 8. GAIUS
- 9. CITY CLERK
- 10. ARTEMIS
- 11. GREEKS
- 12. JEWS

5. Explain that each learner will receive a name from the text on their backs.
 - They do not know who they are and must ask questions of their classmates.
 - They may ask only yes/no questions such as: *Am I a believer in Jesus? Am I a silversmith?*
 - Review the formation of yes/no questions.
 - Brainstorm some questions together. They may not ask, *“Who am I?”*
6. Write the following names on sticky labels and attach one to each learner's back.

Paul, disciples, Jews, Greeks, Tyrannus, Demetrius, Artemis, Gaius, Aristarchus, Alexander, City Clerk, Demetrius' fellow craftsmen

People Crossword Puzzle



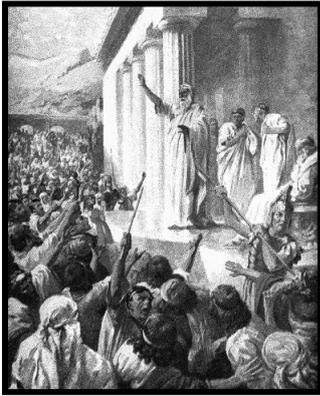
www.CrosswordWeaver.com

Across	Down
7 A Jew who tried to make a defense	1 They had not even heard that there was a Holy Spirit
8 Paul's Macedonian travelling companion	2 Paul's Macedonian travelling companion
9 He quieted the crowd, spoke to them and dismissed them (2 words)	3 The fellow workmen of Demetrius
10 A goddess of Ephesus	4 He arrived at Ephesus and found some disciples
11 They heard Paul's message	5 A silversmith
12 They pushed Alexander to the front of the crowd	6 He had a lecture hall named for him

Alexander	Aristarchus	Artemis	City Clerk	craftsmen	Demetrius
disciples	Gaius	Greeks	Jews	Paul	Tyrannus

Ephesus' Response of Faith & Opposition

Task 5

**Language Objectives:**

- to **hear** and **produce** the semi-vowel /y/
- to **appropriately link** front tense vowels to following vowels
- to **understand, hear** and **produce** the palatalized [t+y] and [d+y], [s + y] and [z +y] in speech

Approx. Time: 60 minutes

Materials:

- /y/ & /iʏ/ SLIDE
- **Pronunciation Journey Worksheet** for each learner
- **Jazz Chant SLIDES**
- **Diagrams SLIDE**
- **Listening Discrimination Worksheet** for each learner
- **Dialogue Worksheet/SLIDE** for each learner

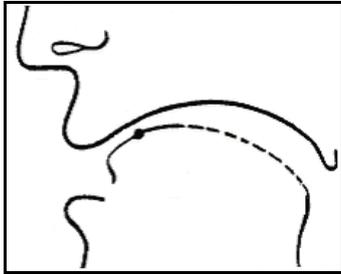
Reference:

Acts 19:2-20:1

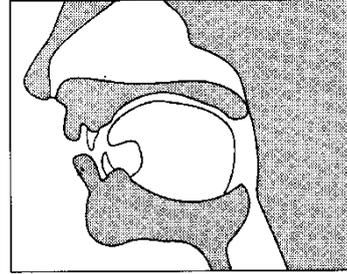
What Did You Receive?**Instructions:****Part A:** Formation of Semi vowel /y/

1. Begin this task by explaining to the learners that we will now focus on some individual sounds in order to improve their pronunciation.
2. Using the /iʏ/&/y/ **SLIDE** explain that the /y/ sound is very close to the /iʏ/ vowel sound,
 - the semi-vowel /y/ is produced by placing the tongue more forward and higher than for the /iʏ/sound
 - more pressure is applied against the roof of the mouth and the sides of the teeth to create air turbulence
 - there is so much friction of air that this sound closely resembles a consonant
3. Point out that this consonant sound, /y/ is **always** followed by a vowel sound. As you say /y/, your tongue and lips shape the vowel sound that follows: *you, yes, yoke, yak, yah, yeast, youth, your*
Contrast:
 - yeast – east
 - your – or
 - yah – a
 - you – ooh
 - yes – es
 - yoke – oak
 - yacht – ought
4. Do a Pronunciation Journey exercise with the learners using the contrasting sounds on the /iʏ/&/y/ **SLIDE** and the **Pronunciation Journey Worksheet**.

/i y/



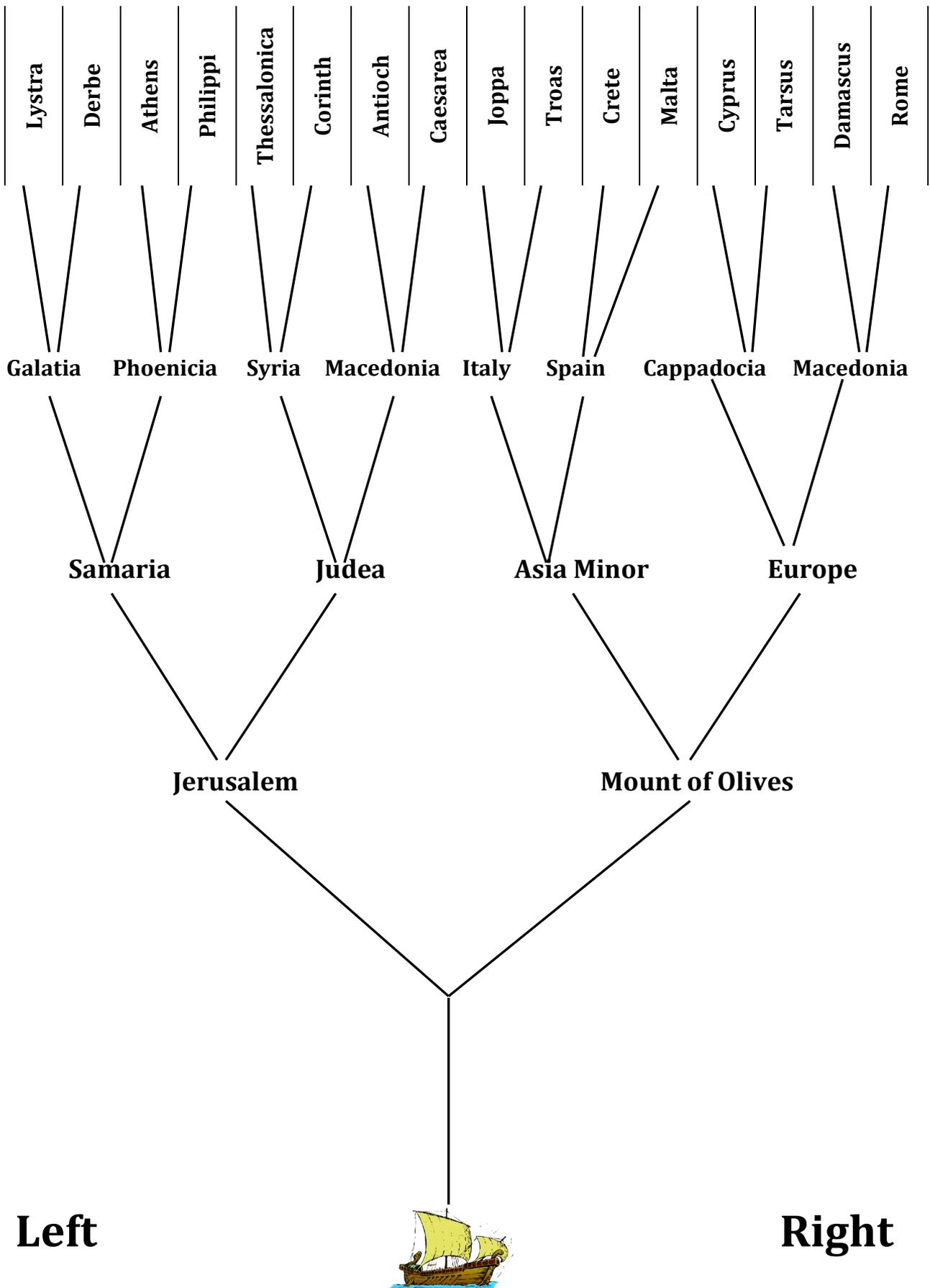
/y/



east
or
a
ooh
es
oak
ought

yeast
your
yah
you
yes
yoke
yacht

Ephesus' Response of Faith & Opposition



Left

Right



Part B: *Linking of Tense Vowels*

Explain that the /y/ sound functions as a vowel sound in the glides of the tense vowels sounds /i^y/green and /e^y/grey and the second sound in the diphthongs /ay/ white, and /oy/ turquoise.

- the presence of the /y/ glide is most obvious in speech when the tense vowel at the end of one word is linked to the vowel beginning of the next word.
- Ask the learners to repeat after you the following **Jazz Chant SLIDES**.

I Can't Say It

I can't say it.

I can't say it.

Yes, you can.

Yes, you can.

I can't say it.

Yes you can.

You can say it.

You can say it.

I can't say it.

Yes you can.

You can say it.

You can say it.

No, I can't

Yes you can

No I can't

Yes you can

I can't say it

Yes you can

You can say it

You can say it.

Can You See It?

Can you see it?

Can you see it?

No I can't

I can't see it.

Can't you see it?

No, I can't

I don't see it at all.

Why can't you see it?

Why can't you see it?

I just can't

I just can't see it.

Can you see it now?

Can you see it now?

Yes I can see it!

I can see it now!

*Ephesus' Response of Faith & Opposition***Part C:** *Palatalization***a) Description:**

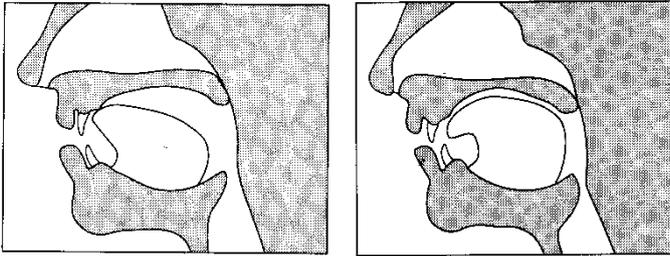
1. Read the following line from the script:

Did you receive the Holy Spirit?

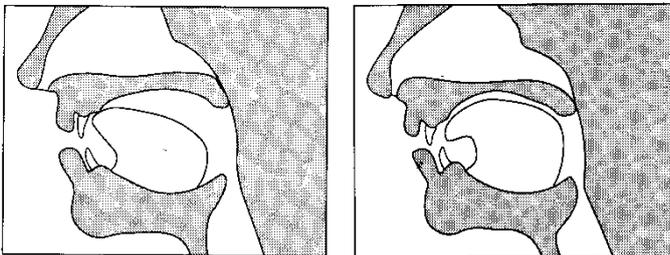
Be sure to read it naturally: /didjareceive/?

/dɪdʒærisiːv/?

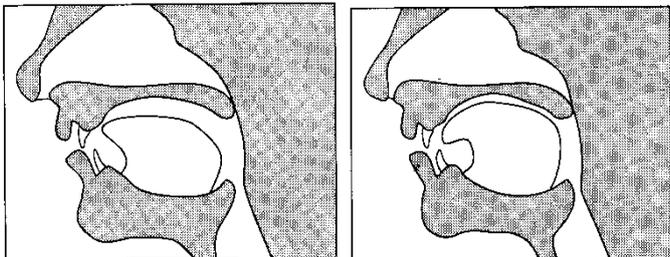
2. Point out that in speech the /d/sound and the /y/ sound combine to form the sound /dʒ/.
3. Explain that in speech this palatalization occurs in the following situations:
 - /t/sound followed by /y/ sound combines as /tʃ/
e.g. *Won't you come?*
 - /d/sound followed by /y/ sound combines as /dʒ/
e.g. *Did you read it?*
 - /s/ sound followed by /y/ sound combines as /ʃ/
e.g. *Place your hand here.*
 - /z/ sound followed by /y/ sound combines as /ʒ /
e.g. *Please yourself.*
4. Study the **Diagrams SLIDE** together. Have learners take turns looking at your mouth as you say 'didja' and 'whatcha' and then, using small mirrors, looking at their own to see the position of the tongue at the back of the palate.



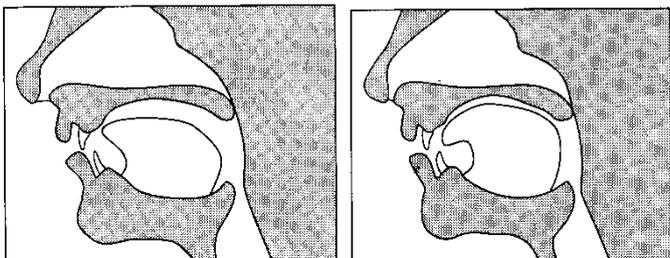
- **/t/ + /y/ = /tʃ/**
Won't you come?



- **/d/ + /y/ = /dʒ/**
Did you read it?



- **/s/ + /y/ = /ʃ/**
Place your hand here.



- **/z/ + /y/ = /ʒ/**
Please yourself.

Diagrams SLIDE

b) Listening Discrimination

Hand out the **Listening Discrimination Worksheet** to each learner. Do the listening discrimination exercise.

- Read randomly either the palatalized version or the non-palatalized version 9 times and have the learners mark which one they hear.
- (Mark which one you say each time on your own copy of the **Listening Discrimination Worksheet/SLIDE**).

Listening Discrimination

		1	2	3	4	5	6	7	8	9
A	did you									
	didja									

		1	2	3	4	5	6	7	8	9
B	won't you									
	wowncha									

		1	2	3	4	5	6	7	8	9
C	can't you									
	cancha									

		1	2	3	4	5	6	7	8	9
D	place you									
	plashya									

		1	2	3	4	5	6	7	8	9
E	please you									
	pleazhya									

		1	2	3	4	5	6	7	8	9
F	face you									
	fayshya									

		1	2	3	4	5	6	7	8	9
G	could you									
	cudja									

		1	2	3	4	5	6	7	8	9
H	would you									
	wudja									

		1	2	3	4	5	6	7	8	9
I	has your									
	hazeyur									

		1	2	3	4	5	6	7	8	9
J	race your									
	rashor									

c) Practice

1. Hand out the **Dialogue**. Read the dialogue while the learners underline all instances of palatalization.
2. Elicit the instances and mark the **Dialogue Worksheet/SLIDE** with the phonetic symbols.
3. Read the dialogue chorally.
4. Put the learners into pairs to read the dialogue together focusing on the palatalization.
5. Ask 2 volunteers to read the dialogue before the whole class.

Answer Key:

D: What did you [didʒa] preach to the people of Ephesus?

P: I preached about the kingdom of God and that man-made gods were no gods at all.

D: Did you [didʒa] persuade anyone?

P: Yes, a large number believed, but Demetrius the silversmith created an uproar. He was afraid that his trade would lose its good name.

D: What did you [didʒa] do?

P: I wanted to speak to the crowd but my friends wouldn't let me. Everyone was shouting and wouldn't listen to anyone.

D: Weren't you [werentʃa] afraid?

P: Yes, but God was in control.

d) Use

1. Designate a character for each learner from the script.
Scene One: Luke, Paul, Disciples, Luke 2
Scene Two: Luke, Demetrius, Workmen, Luke 2, Crowd, City Clerk
2. Have them look for any instances of probable palatalization in their parts and label the accordingly.
3. Have the learners report on it, reading the phrases with appropriate palatalization.

Paul Reports to the Disciples about the Riot in Ephesus:

D: What did you preach to the people of Ephesus?

P: I preached about the kingdom of God and that man-made gods were no gods at all.

D: Did you persuade anyone?

P: Yes, a large number believed, but Demetrius the silversmith created an uproar. He was afraid that his trade would lose its good name.

D: What did you do?

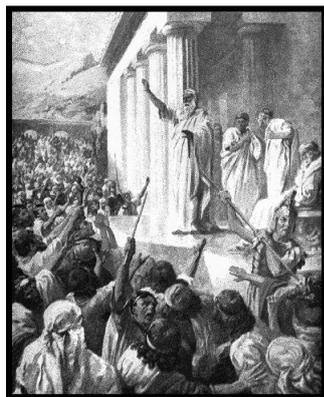
P: I wanted to speak to the crowd but my friends wouldn't let me. Everyone was shouting and wouldn't listen to anyone.

D: Weren't you afraid?

P: Yes, but God was in control.

This or That

Task 6



Language Objectives:

- ✿ to **review** elements of prosody
- ✿ to **understand** and use open and closed choice intonation
- ✿ to **do** a dramatic reading of the text

Approx Time: 60 minutes

Materials:

- ✿ **Dialogue/Worksheet SLIDE** for each learner
- ✿ **Pitch SLIDE**
- ✿ **Sample SLIDE**
- ✿ **Listening Discrimination Worksheet** for each learner
- ✿ **Back & Forth Worksheet A & B** for each pair

Reference:

Acts 19:2-20:1

Instructions:

Part A: *Review*

1. Remind the learners of the music of language and that we are learning the particular tune for English. The tune carries meaning as well as the words and phrases; so to be understood and understand English the tune must be learned. As a matter of fact, English listeners take the meaning from the tune over the meaning of the words or grammar.
2. Review the beat and rhythm of English: the vowels of the stressed syllables of content or meaning words are given the most sound and time whereas the unstressed vowels and function or structure words are pronounced softly, quickly and unclearly – often both consonants and vowels are not said at all.
3. Ask the learners to mark their worksheet by underlining the stressed syllables. Have them check with a partner, and then elicit from the learners how to underline the stressed syllables on the **Dialogue/ Worksheet SLIDE**.

Answer Key

Luke: Paul arrived at Ephesus, and there he found some disciples.

Paul: Did you receive the Holy Spirit when you believed?

Disciples: No, we have not even heard that there is a Holy Spirit.

Paul: Then what baptism did you receive?

Disciples: John's baptism.

Luke: Paul arrived at Ephesus, and there he found some disciples.

Paul: Did you receive the Holy Spirit when you believed?

Disciples: No, we have not even heard that there is a Holy Spirit.

Paul: Then what baptism did you receive?

Disciples: John's baptism.

Ephesus' Response of Faith & Opposition

4. Review the concept of the pauses in the music as well: words are linked in a phrase or thought group with 'rests' between them.
5. Have the learners mark their worksheet for pauses (/ /), check with a partner and then report to you to mark the **Dialogue/Worksheet SLIDE** with the pauses.

Answer Key

Luke: Paul arrived at Ephesus,// and there he found some disciples.//

Paul: Did you receive the Holy Spirit when you believed?//

Disciples: No,// we have not even heard that there is a Holy Spirit.//

Paul: Then what baptism did you receive?//

Disciples: John's baptism.//

6. Review the fact that each thought group has one prominent point where the voice rises in pitch. This is usually the last content word in the phrase.
7. Ask the learners to mark their worksheet for the prominent point in each thought group with an ↑. After they have checked with a partner ask them to instruct you how to mark the **Dialogue/Worksheet SLIDE** with the prominent points.

Answer Key

Luke: Paul arrived at ↑Ephesus,// and there he found some dis↑ciples.//

Paul: Did you receive the Holy Spirit when you be↑lieved?//

Disciples: ↑No,// we have not even ↑heard that there is a Holy Spirit.//

Paul: Then what baptism did you re↑ceive?//

Disciples: ↑John's baptism.//

Note: Please note the prominent point at *heard* for contrast (*heard* with *receive*) and *John's* for focus (answering *what baptism*)

Ephesus' Response of Faith & Opposition

8. Review that something else happens musically at the prominent point in the phrase to give important additional meaning to the phrase: an intonation or rising pitch pattern begins there and then either falls or continues to rise.
- Review that English has a very wide pitch range (wider than many other languages); 1 through 4. Note the **Pitch SLIDE**.
 - With the rising –falling pitch, we start a thought group at level 2 until the prominent point and then jump up to 3 and then glide down or step down to the end of the phrase to level 2, in a mid sentence pause, and to level 1 at the full stop at the end of a sentence. Please note that we end at a lower point than we start. This pitch pattern of ending at level 1 indicates in English that you have come to the end of the thought group.

Instructor Note: If you could use a xylophone or piano to illustrate the movement in pitch, it would be even clearer.

- With the continuing rising pitch, we start the phrase at level 2 until the prominent point and then jump to 3 and then continue to glide up or step up to level 3 1/2 at the end of the thought group.

9. Elicit from the learners the examples from the sample text and the meaning of the 2 patterns:

- a rising and falling pitch is for certainty (statements, commands, WH questions, and confirmation tag questions) e.g. *Paul arrived in Ephesus; and there he found some disciples; no; we have not even heard; that there is a Holy Spirit; Then what baptism did you receive?*
- a continuing rising pitch is for uncertainty(listing, asking for repetition and YES/No questions.) e.g. *Did you receive the Holy Sprit when you believed?*

10. Have the learners mark their worksheet for pitch using arrows. Have them compare with a partner and then elicit from the learners how to mark the **Dialogue/ Worksheet SLIDE** with the intonation patterns.

Answer Key

Luke: Paul arrived at Ephesus,// and there he found some disciples.//

Paul: Did you receive the Holy Spirit when you believed?//

Disciples: No,// we have not even heard that there is a Holy Spirit.//

Paul: Then what baptism did you receive?//

Disciples: John's baptism.//

4		
3		Eph
2	Paul arrived at	e
1		sus

4		rit?
3		Spi
2	Did you receive the Holy	
1		

Part B: *Open and closed options*

1. Pauses and changing pitch is also used to convey meaning in terms of choices – an open choice (choose between options) or closed one (answer yes or no).

2. Read the following dialogue:

Paul: Do you want to travel to Europe or Asia?



John: Yes.

Paul: Do you want to travel to Europe// or Asia?



John: Europe.

3. Read the dialogue several times until the learners can tell you what was different about the 2 questions that elicited different answers. Mark the **Sample SLIDE** when they discover the difference.

Answer:

a) The first had a rising pitch on *Asia* which indicated that the speaker was seeking a yes or no answer.

b) The second question had a rising pitch on *Europe* and a rising falling pitch on *Asia* which indicated that a choice between the 2 was to be made.

4. Ask individual learners either the first or second question for them to answer appropriately depending on which one you ask.

Paul: Do you want to travel to Europe or Asia?

John: Yes.

Paul: Do you want to travel to Europe or Asia?

John: Europe

T: Do you want to learn to read or write?

S: Yes

T: Do you want to learn to read or write?

S: Write

Ephesus' Response of Faith & Opposition

5. Have the class do the **Listening Discrimination Worksheet**.

- Read the sentences and have the learners mark which answer would be appropriate.

Listening Discrimination

Mark with a check (✓) which answer would be appropriate.

Sentences	Check answer	
1. Did Paul go to Asia or Ephesus?	Ephesus	yes
2. Did they speak in tongues or prophesy?	speak in tongues	yes
3. Was Paul there for 3 or 4 months?	three	no
4. Did the word of God spread widely or grow in power?	grew in power	yes
5. Were the workmen or craftsmen there?	workmen	yes
6. Were the people loud or furious?	furious	yes
7. Was Paul warned not to go into the theatre or assembly?	theatre	yes
8. Ought to do anything rash or be loud?	do anything rash	no
9. Will Paul go to Macedonia or Greece?	Macedonia	yes
10. Do you want tea or coffee?	coffee	no

Ephesus' Response of Faith & Opposition

6. Have the learners do the Back & Forth activity.
- Put the class into pairs with one learner doing the **Back & Forth Worksheet A** and the other doing the **Back & Forth Worksheet B**.
 - One learner will be Partner A and the other Partner B.
 - Partner A should read sentences 1-5 with the marked intonation.
 - Partner B will respond appropriately.
 - Partner A will confirm if the response is the one expected.
 - Partner B then will read sentences 6-10, and Partner A will respond appropriately, and Partner B will confirm if the response is the one expected.

Ephesus' Response of Faith & Opposition

Partner A:
Read sentences 1-5 requesting the appropriate answer.

1. Did Paul go to ↑Asia or Ephesus?
*Listen for **yes**.*

2. Did they ↑speak in tongues// or ↑prophesy?
*Listen for **speak in tongues**.*

3. Was Paul there for ↑3 or ↑4 months?
*Listen for **three**.*

4. Did the word of God ↑spread widely or grow in power?
*Listen for **yes**.*

5. Were the ↑workmen// or ↑craftsmen there?
*Listen for **craftsmen**.*

Partner A:
Mark the appropriate answer with a check (✓)

furious	yes
theatre	yes
do anything rash	no
Macedonia	yes
coffee	no

Partner B: Mark the appropriate answer with a check (✓)	
Ephesus	yes
speaking in tongues	yes
three	no
grew in power	yes
craftsmen	yes

Partner B:
Read sentences 6-10 requesting the appropriate answer.

6. Were the people loud // or furious?
*Listen for **furious**.*

7. Was Paul warned not to go into the theatre or assembly?
*Listen for **yes**.*

8. Ought we to do anything rash or be loud?
*Listen for **no**.*

9. Will Paul go to Macedonia // or Greece?
*Listen for **Macedonia**.*

10. Do you want tea or coffee?
*Listen for **no**.*

Part C *Dramatic Reading*

1. Designate a character for each learner from the script.

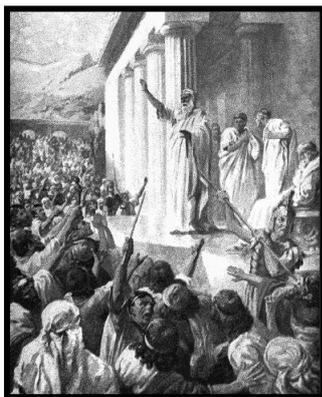
Scene One: Luke, Paul, Disciples, Luke 2

Scene Two: Luke, Demetrius, Workmen, Luke 2, Crowd, City Clerk

Instructor Note: If possible, have the same designations as in Task 5.

2. Ask the learners to mark their parts for stress, pauses, prominent points, particularly for contrast or focus change, and appropriate intonation.
3. Do a dramatic reading one scene at a time; give feedback; do it again.
4. Do a complete reading without any interruptions or feedback.

Task 7

**Language Objectives:**

- ✚ to **review** how to make direct quotations
- ✚ to **understand** and **use** reported speech accurately and appropriately in speech and writing

Approx. Time: 75 minutes

Materials:

- ✚ **Two Ways SLIDE**
- ✚ **Direct Quotation SLIDE**
- ✚ **Sorting Worksheet** for each learner
- ✚ **Indirect or Reported Speech Worksheet** for each learner
- ✚ **Direct & Reported Speech Worksheet** for each learner
- ✚ **Question Cards** for each group

Reference:

Acts 19:2-20:1

They Began Shouting

Instructions:**Part A:** *Introduction to Reporting*

1. Introduce the topic of reported speech by explaining that often in speech and writing we have to attribute statements or thoughts to other people.
2. Make the point that not only does indirect reported speech play an important role in everyday conversations but the grammar and vocabulary involved in reported speech are particularly important for learners who plan to attend college or university
 - A great deal of what is done in college-level writing involves paraphrase and summary of research sources, both of which play a central role in academic paper writing
 - Learners must have a firm grasp of the categorical distinction between proper quotation and true paraphrase and how each is done
 - Failure to appreciate the distinction can lead to charges of plagiarism, distortion of words, or distortion of ideas.
3. Using the **Two Ways SLIDE** remind the learners that there are two ways for a speaker or writer to attribute statements or thought to other people:
 - **direct quotation** e.g. *The disciples said, "No, we have not even heard that there is a Holy Spirit."*
 - **indirect or reported** speech e.g. *The disciples said that they had not even heard that there was a Holy Spirit.*

Two Ways

- **direct quotation**

e.g. The disciples said, “No, we have not even heard that there is a Holy Spirit.”

- **indirect or reported speech**

e.g. The disciples said that they had not even heard that there was a Holy Spirit.

Ephesus' Response of Faith & Opposition

Part B: *Direct Quotation*

1. Remind the learners that direct quotation was addressed in **Unit 5 Task 12** (Academic Writing).
2. Review the main points that direct quotation is done by:
 - simply copying the original material (whether full sentences or parts of a sentence) verbatim,
 - adding quotation marks
 - attributing the quotation to its source through the use of a suitable reporting device; most often a verb such as *said* or an expression such as *according to*.
3. Explain that sometimes a piece of writing will be a record of what two or more people said to each other about a particular topic.
 - This is called a dialogue.
 - Each change of speaker in a dialogue is signaled by a new paragraph, especially when the writer gives no explicit identification of the speaker.

Direct Quotation

- **copy the original material**
- **add quotation marks**
- **attribute the quotation**
- **use an appropriate verb**

The disciples said, “No, we have not even heard that there is a Holy Spirit.”

They shouted, “Great is Artemis of the Ephesians.”

Ephesus’ Response of Faith & Opposition

4. Point out that there are a variety of verbs that mean speaking or thinking . Some indicate a manner of speaking, such as *shout*, while others show a relationship of that utterance to the rest of the conversation, such as *answered*. Some are a combination of these, such as *argued*.

5. Hand out the **Sorting Worksheet** to each learner. Have them sort the verbs into manner of speaking, relationship to the rest of the conversation or a combination by checking off the appropriate column. Have the learners compare with a partner before discussing the choices as a whole class.

<i>Answer Key</i>							
<i>verbs</i>	Relationship to Conversation	Manner of Speaking	Combination	<i>verbs</i>	Relationship to Conversation	Manner of Speaking	Combination
add	√			observe		√	
admit	√			order		√	
announce			√	promise	√		
answer	√			protest		√	
argue			√	recall	√		
ask	√			remark	√		
assert			√	repeat	√		
beg			√	reply	√		
boast			√	report	√		
claim	√			say	√		
comment	√			shout		√	
conclude	√			state	√		
confess	√			tell	√		
cry (out)		√		think	√		
declare			√	urge			√
exclaim		√		warn	√		
insist			√	whisper		√	
maintain	√			wonder	√		
note	√			write		√	
object			√				

Speaking Verbs

Sort the verbs into manner of speaking or relationship to the rest of the conversation by placing a check (✓) in the appropriate box.

verbs	Relationship to Conversation	Manner of Speaking	Combination	verbs	Relationship to Conversation	Manner of Speaking	Combination
add				observe			
admit				order			
announce				promise			
answer				protest			
argue				recall			
ask				remark			
assert				repeat			
beg				reply			
boast				report			
claim				say			
comment				shout			
conclude				state			
confess				tell			
cry (out)				think			
declare				urge			
exclaim				warn			
insist				whisper			
maintain				wonder			
note				write			
object							

Ephesus' Response of Faith & Opposition

Part C: *Indirect or Reported Speech*

1. Explain that with indirect speech, the content of the original source is reported without necessarily repeating sentences exactly as they were originally uttered.
 - a. Hand out the **Indirect or Reported Speech Worksheet** and ask the learners to compare the direct quotation and the reported statement.

- The city clerk said, “You have brought these men here, though they have neither robbed temples nor blasphemed our goddess.”
- The city clerk said that they had brought those men there, although they had neither robbed temples nor blasphemed their goddess.

<i>Answer Key</i>	Direct Quotation	Reported Speech
clause form	quotation marks	that clause
pronouns	you, these, our	they, those, their
verb tenses	brought, robbed, blasphemed	had brought, had robbed, had blasphemed
place	here	there

2. Elicit from the learners what they noticed and then expand on the main points of difference.

Ephesus' Response of Faith & Opposition

Compare the form of these two sentences.

1. The city clerk said, "You have brought these men here, though they have neither robbed temples nor blasphemed our goddess."
2. The city clerk said that they had brought those men there, although they had neither robbed temples nor blasphemed their goddess

	1. Direct Quotation	2. Reported Speech	Explanation
Clause Form			
Pronouns			
Verb Tenses			
Place			

Ephesus' Response of Faith & Opposition

3. Emphasize that the major problem areas in reported statements are:
 a) the pronouns b) the verb tenses c) references to time and place

a) Pronouns in Reported Speech

- It is very rare to use second person pronouns *you, your, yours* in a reported statement. They are necessary only when the reporter is talking to the original speaker.
- In reported speech, a writer can easily confuse the reader because the third person pronouns form must be used to refer to both the speakers and listeners. The writer should signal the change of referents. The sample passage could be revised so that each pronoun refers to the closest preceding name or identifying phrase.
The city clerk said that they had brought those men there, although Paul and his companions had neither robbed temples nor blasphemed the Ephesians' goddess.

b) Verb Tenses in Reported Speech

- The verb tense in reported statements is usually the THEN time frame (past).
- We also use a past tense form for the 'report' verb: *said, added, wondered*
- When the *have/has + d/t/n* form (present perfect) is in the quote, then the reported version uses *had + d/t/n/(past perfect)* e.g. *they had brought*
- The modals also show the shift of tense
 - can->could
 - will->would
 - may->could (permission to do something) or might (a possible action)
 - must- >had to
- There are 3 conditions when the verb in the reported statement might be in the NOW (present) time frame
 - the action is usual or habitual
 - it is happening at the time of the reporting
 - the action has not happened yet
 - the safest rule is not to use it. It is always correct to use the past form

Ephesus' Response of Faith & Opposition

c) Reference to Time and Place in Reported Speech

- Certain place and time references that are used in conversation must be phrased differently in reported statements.

	Direct →	Reported
determiners:	this → these →	that those
place references:	here →	there, at that place
time references:	now → today → tomorrow → yesterday → next* → last → in three *s → three *s ago →	at that a time, then that day the following day, the next day the previous day, the day before the following, the next*, a * later the previous*, a * before three *s from then three's earlier, three * s before

*week, month, year

Part D

Form groups of 3 people. Hand out the **Question Cards** to each group.

- The first person picks up a **Question Card** and asks the question on the card of the second person.
- The second person answers the question.
- The third person asks the first person, "What did he say?"
- The first person reports what was said.
- Then the second person will ask the next question of the third person etc.
- Do this until everyone has had 2 chances of asking a question.

Question Card <small>WAN11077D</small>		
1. What was the motivation for the riot in Ephesus?	2. Why didn't Paul go into the theatre?	3. What was the main argument of the city clerk for ending the riot?
4. How many years did Paul teach in the lecture hall in Ephesus?	5. Where did Paul go when he left Ephesus?	6. Who was Artemis?

Part E: *Writing reported speech*

Hand out the **Direct & Reported Speech Worksheets**. Have the learners write these 'speeches' first as direct quotation and then as indirect speech.

Ephesus' Response of Faith & Opposition

Write these statements first as direct quotations and then as reported speech.

1. Paul (*asking them*): Did you receive the Holy Spirit when you believed?

Direct Quotation:

Reported Speech:

2. Disciples: No, we have not even heard that there is a Holy Spirit.

Direct Quotation:

Reported Speech:

3. Paul: Then what baptism did you receive?

Disciples: John's baptism.

Paul: John's baptism was a baptism of repentance. He told the people to believe in the one coming after him, that is, in Jesus.

Direct Quotation:

Reported Speech:

Ephesus' Response of Faith & Opposition

4. Demetrius: Men, you know we receive a good income from this business. And you see and hear how this fellow Paul has convinced and led astray large numbers of people here in Ephesus and in practically the whole province of Asia. He says that man-made gods are no gods at all.

Direct Quotation:

Reported Speech:

5. Luke: When they heard this, they were furious and began shouting: Great is Artemis of the Ephesians

Direct Quotation:

Reported Speech:

6. Even some of the officials of the province, friends of Paul, sent him a message begging him not to venture into the theater.

Direct Quotation:

Reported Speech:

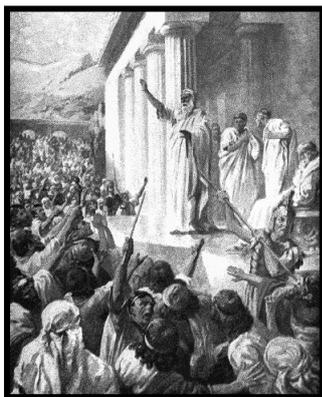
7. Luke: After he had said this, he dismissed the assembly.

Direct Quotation:

Reported Speech:

Ephesus' Response of Faith & Opposition

Task 8

**Language Objectives:**

- ✚ to **learn** the steps of an effective apology
- ✚ to **practice** saying *I'm sorry*

Approx Time: 45 minutes

Materials:

- ✚ **Effective Apology Resource Sheet/SLIDE** for each learner
- ✚ **Jazz Chants SLIDES**
- ✚ **Situation Card Sets** for each group (2 sets each)
- ✚ **Situation Card SLIDES**
- ✚ **Role Play Cards**

Reference:

Acts 19:2-20:1

*I'm So Sorry***Instructions:****Part A**

1. Open this task with a discussion of some of the actions of people in the text that they could regret or be sorry for.

Possible suggestions:

- Some people became obstinate; they refused to believe and publicly maligned the Way
 - Demetrius started a great disturbance about the Way
 - The whole city was in an uproar.
 - The people seized Gaius and Aristarchus, Paul's traveling companions from Macedonia, and rushed as one man into the theatre.
 - But when the people realized that Alexander was a Jew, they all shouted in unison for about two hours so he couldn't be heard.
 - They had brought Gaius and Aristarchus into the theatre, though they have neither robbed temples nor blasphemed their goddess.
 - Demetrius and his fellow craftsmen had not brought their grievances or pressed charges before the proconsuls in a legal assembly.
 - Demetrius and his fellow craftsmen they were in danger of being charged with rioting because of the day's events. They would not be able to account for this commotion, since there was no reason for it.
2. Elicit from the learners various situations in their own lives when apologies should be given. List them on the board. Ask them to categorize them from minor to serious.

3. Elicit answers to the following questions:
- How does one person make someone else understand that they truly are sorry?
 - In order to understand how to say I'm sorry and have it be an effective apology, we need to know what kind of statements to include when apologizing.
4. Using the **Effective Apology Resource Sheet/SLIDE**, explain the steps of apologizing. A proper apology should always include the following:

1. When we express regret or admit a wrong, it is often a beginning of an apology. *I'm sorry. Excuse me. I'm so sorry. I apologize. I'm very sorry.*

2. We may explain why the mistake happened.

- By giving a **detailed account** of the offence, you are making sure that both you and the other person are talking about the same thing. It also legitimizes the feelings of the recipient by having the person who caused the offence recount the situation.
 - Keep in mind that you should be as specific as possible and your apology should be focused on the particular event(s). For example, if you missed an important date, don't apologize for your general absentmindedness but instead for missing that specific date.
 - Acknowledge the hurt or damage done; you are validating their feelings and the recipient begins to sense that you understand the situation. This is important to rebuilding your relationship because it legitimizes their reaction, even if others in the same situation may have reacted differently.
-

3. We take responsibility for the wrong.

- Taking responsibility and recognizing your role in the situation without offering excuses is important to letting them know that you understand that the event and your actions did cause them harm.
- Don't try to defend yourself or justify the situation or your actions. The apology is all about THEM and *how they feel*. It doesn't matter if the actions were intentional or not, the end result is the same and that is what needs to be focused on when learning how to say I'm sorry.

I should have. It was my fault. I shouldn't have. I was wrong.

- Ask for **forgiveness** *Please forgive me.*
-

4. We offer to repair the wrong.

- It is important to offer a form of **restitution** whenever possible
-

5. Sometimes there's a promise that we will make sure that it won't happen again

- *I promise I'll be more careful from now on.*
 - Including a **statement of regret** such as I "apologize" or "I'm sorry" **along with a promise** that it won't happen again are important to rebuilding the relationship and are key ingredients to any apology.
 - After all, there is no value in apologizing for something that you will do again and again.
-

An Effective Apology

1. Express regret or admit a wrong.

I'm sorry. Excuse me. I'm so sorry.

I apologize. I'm very sorry.

2. Explain why the mistake happened.

3. Take responsibility for the wrong.

I should have.

It was my fault. I was wrong.

Please forgive me. I shouldn't have.

4. Offer to repair the wrong.

5. Promise that it won't happen again.

I promise I'll be more careful from now on.

a promise that it won't happen again

Part B

1. Review the three modal auxiliary verbs: *would, should, could*. These modals, together with the present perfect tense, are often used in expressing regret.
 - a. I shouldn't have done it.
 - b. I should have been more careful.
 - c. I would have done it differently if I had known.

2. Have the class articulate the phrases and modals using the **Jazz Chants**.
 - a. Say the chant yourself, or make a recording of it, so that students can listen and become familiar with the words and rhythm. A rhythm instrument, such as a tambourine, would be an asset. Clapping or tapping out the beat works as well.

 - b. Point out the reduced pronunciation of "should have", "would have", "could have" and "shouldn't have". Have the students practise just those lines of the chant that include these words.

 - c. After the students are comfortable with the reduction and the beat, divide them into various groupings to practise various stanzas, and finally the whole chant. Encourage the students to add actions and facial expressions, acting out the chant as they perform it.

 - d. Practice the chant substituting other pronouns: he, she, you, they.

 - e. Have pairs or individuals perform the chant for the whole class.

 - f. Have pairs improvise a role play relating to the content of the chant, retaining the rhythm and intonation similar to the original chant in their role play.

Instructor Note: Use your discretion as to which of these chants to use and how many.

EXPRESSING REGRET

**I'm sorry.
I'm very, very sorry.
I shouldn't have done that,
but I did.**

**I'm sorry.
I'm very, very sorry.
I should have done something else,
but I didn't.**

**I'm sorry.
I'm very, very sorry.
I would have done something else,
if I could have.**

**I would have if I could have.
I should have but I didn't.
I shouldn't have but I did.
I'm sorry.**

I'm Sorry. That's All Right.

I'm sorry.

That's all right.

I'm so sorry.

That's all right.

I'm terribly sorry.

That's all right

Don't worry about it

That's all right.

I'm sorry I'm late.

That's all right.

I'm really sorry.

Never mind.

Don't worry about it.

That's all right.

Never mind.

Don't worry about it.

Never mind.

Don't worry about it

I'm *really* sorry.

Never mind.

Don't worry about it.

That's all right.

I'm Sorry That All Right Jazz Chant

Excuse me. That's OK. Never Mind.
No Problem.

Excuse me.

That's OK.

Pardon me.

That's all right.

Please excuse me.

That's OK

Never mind.

No problem.

Pardon me.

It was *my* mistake.

That's all right.

Don't worry about it.

I'm terribly sorry.

That's OK.

Never mind.

No problem.

It's All My Fault

1. It's all my fault
 It's all my fault
 I shouldn't have done it
 It's all my fault.
 It doesn't matter.
 It 's not important.
 I'm terribly sorry.
 It's all my fault.
 Don't be silly.
 You couldn't help it.
 I'm terribly sorry.
 It's not your fault.
 Don't be silly.
 You couldn't help it.
 I'm terribly sorry.
 It's not your fault.

2. I' m sorry I did it.
 I shouldn't have done it.
 I'm sorry I did it.
 I shouldn't have done it.
 It doesn't matter.
 It really doesn't.
 It doesn't matter.
 Honestly.
 I'm sorry I took it.
 I shouldn't have taken it.
 I'm sorry I wore it.
 I shouldn't have wore it.
 I'm sorry I wrote it.
 I shouldn't have written it.
 It doesn't matter
 Honestly.

3. I should have told you.
 It doesn't matter.
 I should have told you.
 It doesn't matter.
 I shouldn't have done it.
 It doesn't matter.
 It really doesn't.
 Honestly.

I'm Afraid I Owe You an Apology

I'm afraid I owe you an apology.

What for?

What for?

I'm sorry about last night.

There's nothing to apologize for.

I'm very sorry.

I'm really sorry.

I'm awfully sorry.

I'm terribly sorry.

I'm afraid I owe you an apology.

There's nothing to apologize for.

I'm sorry about last night

I'm sorry about last night.

There's really nothing to apologize for.

I'm sorry about last night.

Part C: *Terribly Sorry*

1. Put up the **Situation Cards SLIDE** of the situation pictures and discuss the possible offences in order to activate the necessary vocabulary, for example:

- noisy party next door
- radio too loud
- dinner came late at restaurant
- exchange a purchase of a DVD
- bad view at hotel
- light not working at hotel
- dog put paw marks on wet paint
- dog threw dirt into faces
- TV not working at hotel
- dog dug a hole in the lawn
- boy's ball broke a window
- the room is too cold in the hotel
- the bed linens are dirty in the hotel
- the water is cold in the shower in the hotel
- watch is broken
- sweater is too small- shrunken in wash
- food is cold in restaurant
- food is too watery in restaurant
- fly in the soup
- car parked in person's driveway

Ephesus' Response of Faith & Opposition

2. Divide the class into groups of 4 and hand out **2 sets** of **Situation Cards** shuffled well together and dealt out equally to each member of the group.



Explain the procedure:

- Each person may look at their cards but must not show them to the other people.
- The first person chooses a card and lays it down on the table, making an appropriate complaint for example, *Look here, your son has just kicked a ball through my window.*
- The person with the matching card should lay the card on top if the first card and apologize for example, *I'm terribly sorry, I'll make him pay for it out of his pocket money.*
- Then it is the next person's turn
- The person who gets rid of all his/her cards first is the winner.

*This task was adapted from *Intermediate Communication Games* by Hadfield, Jill Longman: 1992

Part D

1. Hand out a **Role Play Card** to pairs of learners and ask them to plan a role play of someone apologizing and a response. Point out that in contrast to the former activity, these offences are much more serious.

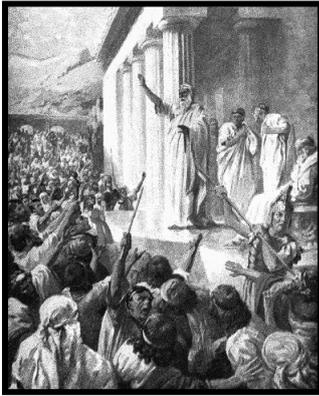
<p>Some people became obstinate; they refused to believe and publicly maligned the Way.</p>	<p>When the people realized that Alexander was a Jew, they all shouted in unison for about two hours so he couldn't be heard.</p>
<p>Demetrius and his fellow craftsmen had not brought their grievances or pressed charges before the proconsuls in a legal assembly.</p>	<p>The people seized Gaius and Aristarchus, Paul's traveling companions from Macedonia, and rushed as one man into the theatre.</p>
<p>The mob had brought Gaius and Aristarchus into the theatre, though they have neither robbed temples nor blasphemed their goddess.</p>	<p>Demetrius and his fellow companions were in danger of being charged with rioting because of the day's events. They would not be able to account for this commotion, since there was no reason for it.</p>

2. Have them do the role play in front of the class.

Task 9



A Riot in Ephesus



Language Objectives:

- 🌀 to **consider** causes and effects of problem situations
- 🌀 to **discuss** some deeper issues that arise out of the text
- 🌀 to **discuss** the implications of the events in the text
- 🌀 to **interact** with the text

Approx Time: 60 minutes

Materials:

- 🌀 **Problems, Causes and Effects Worksheet** for each learner
- 🌀 **Discussion Cards**

Reference:

Acts 19:2-20:1

Instructions:

Part A

1. Explain to the learners that an important critical thinking strategy is the ability to analyze. In this task we will identify problems and their causes and effects.
2. Have the learners scan the text for the problems that occur in this text for example:
 - a. The Jews in the synagogue refuse to believe Paul's message.
 - b. Demetrius is perturbed.
 - c. The people of Ephesus riot.
3. Draw the learner's attention to the **Problems, Causes and Effects Worksheet**. Explain that the learners will analyze some problems for causes and effects.
 - Do the first one together and then have the learners work in pairs to complete the rest of the charts.
 - Have each pair report on a problem, cause and effect to the whole class.

Suggested Answer Key as an example

1. Problem:

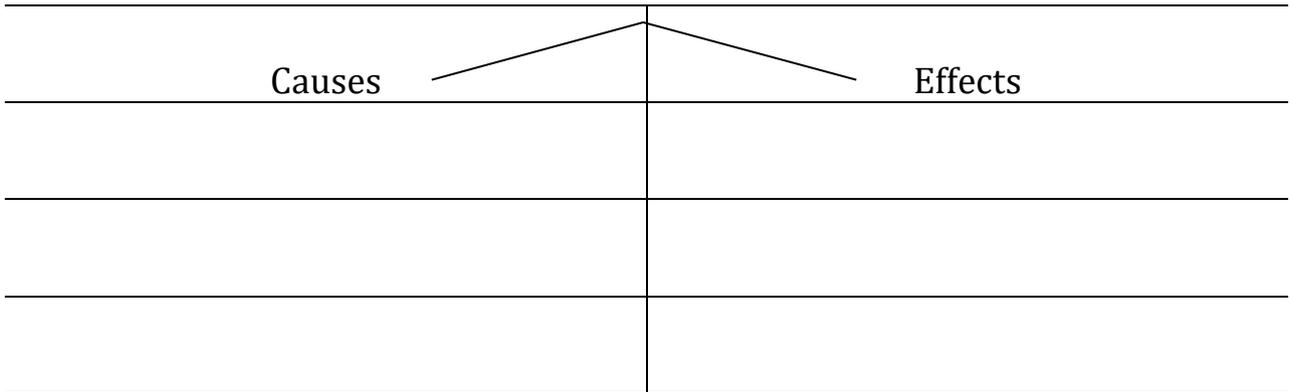
The Jews in the synagogue refuse to believe Paul's message

Causes	Effects
Paul's message offends them	Paul leaves the synagogue and preaches in the Lecture Hall
	the Greeks and Jews in the province of Asia hear the word of the Lord

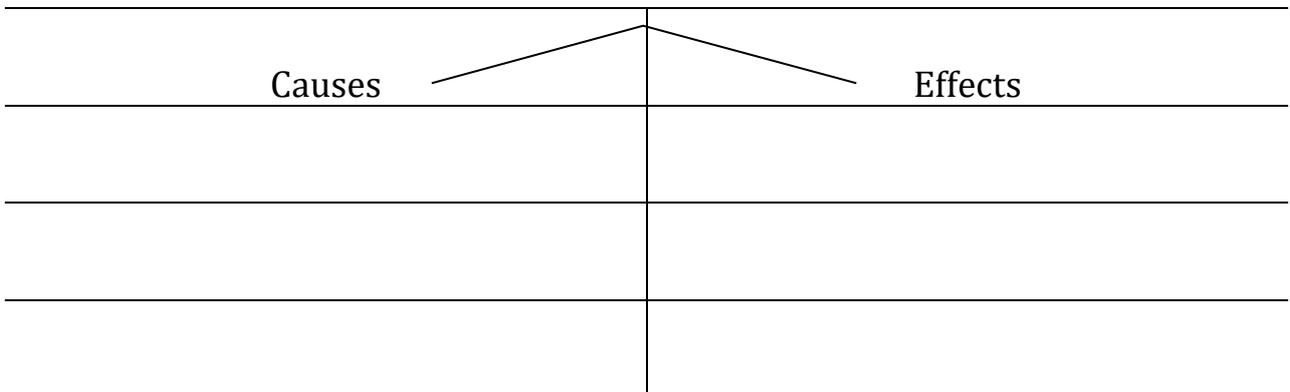
Problems, Causes and Effects

Find the problems in the text. Then identify the causes and effects. Remember that there may be several causes for one effect or one cause with several effects.

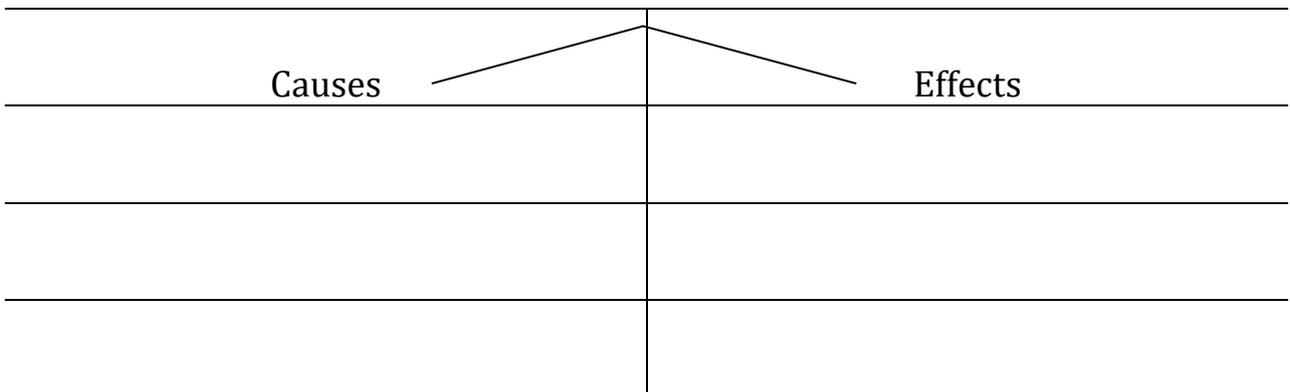
1. Problem: *The Jews in the synagogue refuse to believe Paul's message.*



2. Problem:



3. Problem:



Ephesus' Response of Faith & Opposition

Part B: *Discussion Trios*

1. Explain to the learners that they will now have an opportunity to discuss the deeper questions related to this text.
2. Hand out the **Discussion Cards** to the learners.
 - Tell them they must find two partners that have the same **Question Card** that they have.
 - Once everyone has found their group of three, have them discuss the questions.
3. Have the learners hand in the cards. Repeat the procedure again several times.

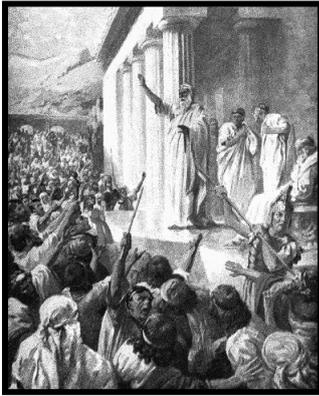
<p>Ephesus is over 1200 km from Jerusalem. How do you account for the fact that there are disciples of John this far away from Jerusalem? What does this tell you about John's influence?</p> <p>How would hearing about John be good preparation for hearing the message of Jesus?</p>	<p>Ephesus is over 1200 km from Jerusalem. How do you account for the fact that there are disciples of John this far away from Jerusalem? What does this tell you about John's influence?</p> <p>How would hearing about John be good preparation for hearing the message of Jesus?</p>	<p>Ephesus is over 1200 km from Jerusalem. How do you account for the fact that there are disciples of John this far away from Jerusalem? What does this tell you about John's influence?</p> <p>How would hearing about John be good preparation for hearing the message of Jesus?</p>
<p>What is the relationship between faith in Jesus and receiving the Spirit?</p> <p>Why do you think Paul encounters opposition everywhere he goes?</p>	<p>What is the relationship between faith in Jesus and receiving the Spirit?</p> <p>Why do you think Paul encounters opposition everywhere he goes?</p>	<p>What is the relationship between faith in Jesus and receiving the Spirit?</p> <p>Why do you think Paul encounters opposition everywhere he goes?</p>
<p>How do the concerns of the city clerk and Demetrius compare?</p> <p>Where have you seen religious and political loyalties used as a cover for economic concern?</p>	<p>How do the concerns of the city clerk and Demetrius compare?</p> <p>Where have you seen religious and political loyalties used as a cover for economic concern?</p>	<p>How do the concerns of the city clerk and Demetrius compare?</p> <p>Where have you seen religious and political loyalties used as a cover for economic concern?</p>
<p>What seems to be the signal for Paul to stop preaching in the synagogues? Why do you think this is so?</p> <p>What do these 'stop and go' signals teach you about mission strategies?</p>	<p>What seems to be the signal for Paul to stop preaching in the synagogues? Why do you think this is so?</p> <p>What do these 'stop and go' signals teach you about mission strategies?</p>	<p>What seems to be the signal for Paul to stop preaching in the synagogues? Why do you think this is so?</p> <p>What do these 'stop and go' signals teach you about mission strategies?</p>

Ephesus' Response of Faith & Opposition

<p>Role play a TV interviewer talking to two people in the crowd at Ephesus. What do they see and hear? Why are they there?</p>	<p>Role play a TV interviewer talking to two people in the crowd at Ephesus. What do they see and hear? Why are they there?</p>	<p>Role play a TV interviewer talking to two people in the crowd at Ephesus. What do they see and hear? Why are they there?</p>
<p>Could Demetrius have become a Christ follower AND kept his business? Why or why not? Can you think of situations today where someone in a respectable business would be forced to choose between their work and Christian faith?</p>	<p>Could Demetrius have become a Christ follower AND kept his business? Why or why not? Can you think of situations today where someone in a respectable business would be forced to choose between their work and Christian faith?</p>	<p>Could Demetrius have become a Christ follower AND kept his business? Why or why not? Can you think of situations today where someone in a respectable business would be forced to choose between their work and Christian faith?</p>
<p>What began as Artemis-worship became Artemis-business. Where might Christians fall into the same trap: Jesus worship becomes Jesus-business?</p>	<p>What began as Artemis-worship became Artemis-business. Where might Christians fall into the same trap: Jesus worship becomes Jesus-business?</p>	<p>What began as Artemis-worship became Artemis-business. Where might Christians fall into the same trap: Jesus worship becomes Jesus-business?</p>
<p>Paul was advised not to enter the theater by his companions and officials of the province. When is it appropriate to walk away from confrontation?</p>	<p>Paul was advised not to enter the theater by his companions and officials of the province. When is it appropriate to walk away from confrontation?</p>	<p>Paul was advised not to enter the theater by his companions and officials of the province. When is it appropriate to walk away from confrontation?</p>

Ephesus' Response of Faith & Opposition

Task 10

**Language Objectives:**

- ✚ to **discuss** complaining
- ✚ to **listen** to a lecture about culturally appropriate complaining, while taking notes
- ✚ to **write** a letter of complaint
- ✚ to **respond** to a complaint with an apology

Approx. Time: 60 minutes

Materials:

- ✚ **Outline Page** for each learner
- ✚ **Sample Complaint Letter** for each learner
- ✚ **Sample E-mail Complaint Letter** for each learner
- ✚ **Sample Apology Letter** for each learner

Reference:

Acts 19:2-20:1

*I Have a Complaint***Instructions:****Part A:** *Complaining*

1. Introduce this task by discussing with the class the fact that Demetrius and his fellow workmen had a complaint or grievance against Paul and his companions when they were in Ephesus. They complained about it by yelling and causing a riot. The City Clerk pointed out to them that there were proper channels for dealing with grievances and complaints.
2. In our society there are often times when we need to complain about something. Elicit from the learners situations where they felt that they needed to complain. Remind them that we already addressed some of these situations in Task 7. List them on the board: *e.g. faulty goods, poor service, noisy neighbours.*
3. Elicit from the learners the way in which complaints are expressed in their communities.
4. Explain that when filing a complaint, keep these things in mind:
 - **Remain calm.** The person who can help didn't cause the problem.
 - **Don't use an angry, threatening or sarcastic tone.**
 - **State exactly what you want done about the problem.**
 - **Document each step and keep copies.**

Ephesus' Response of Faith & Opposition

5. Raise awareness about the following issue: A question you should ask yourself is whether you should complain in person, by phone or writing a letter.
- Put the learners in groups of three to list suggestions as to why a written complaint might be better than a phone call.
 - Have each group report on their discussion
 - **Add or expand on the following ideas:**
 - Obviously if a situation needs resolving urgently you must phone, but that's different from complaining. When something goes wrong then the temptation is often to get on the phone straight away and give someone 'a piece of your mind' about whatever has disappointed or annoyed you, but phoning to complain in this way is rarely a good idea. This is because:
 - 'Heat of the moment' complaints almost always produce confrontation, emotion, and misunderstanding, which are not conducive to the cooperation necessary for good solutions and outcomes.
 - For organizations to handle complaints properly they need to be able to deal with facts and written records. In Western cultures, written details are essential to their complaints' processing, and a letter is a far more reliable way of communicating these things than a verbal phone exchange.
 - You will need your own record of the complaint not only to establish accountability and responsibility, but also to document that you have actually complained, when you complained, and to whom. Telephone conversations do not automatically create a record. With a phone complaint there is nothing for you to refer back to; no copies can be produced when and if you need to follow up the complaint.
 - A letter gives you the chance to present your case in the best possible way. Telephone conversations can quickly get out of control.
 - Writing a letter helps you to calm down and do things properly. Calling people immediately on the phone often fuels your emotions, especially if the person at the other end isn't good at handling you. When you lose control of your emotions you lose control of the situation, your credibility, clarity, cooperation, goodwill and objectivity; all of which you need if you want to achieve the best possible outcome.
 - For very serious matters you should be using recorded or registered post, which effectively guarantees that your letter reaches the recipient. There is of course no equivalent by telephone.

Part B: *Writing a Letter of Complaint*

1. Present the characteristics of a good letter of complaint as a lecture. Have the learners take notes on the **Outline Page**.
2. Point out that effective complaints letters should have the following characteristics:
 - a) **Concise**
 - **Concise letters** -can be understood quickly.
 - A concise letter of complaint must make its main point in less than five seconds. The complaint letter may subsequently take a few more seconds to explain the situation, but first the main point must be understood in a few seconds.
 - Structuring the letter is important. Think in terms of the acronym AIDA - attention, interest, desire, action. This is the fundamental process of persuasion. It's been used by the selling profession for fifty years or more. It applies to letters of complaints too, which after all, are letters of persuasion. The complaint letter attempts to persuade the reader to take action.
 - Structure your letter so that you include a heading - which identifies the issue and name of product, service, person, location, with code or reference number if applicable.
 - Then state the simple facts, with relevant dates and details.
 - b) **Authoritative**
 - **Authoritative** letters that are well written and professionally presented - have more credibility and are taken more seriously.
 - An authoritative letter is especially important for serious complaints or one with significant financial implications.
 - What makes a letter authoritative? Professional presentation, good grammar and spelling, firmness and clarity.
 - Using sophisticated words (providing they are used correctly) - the language of a broadsheet newspaper rather than a tabloid - can also help to give your letter a more authoritative impression.
 - What your letter looks like, its presentation, language and tone, can all help to establish your credibility - that you can be trusted and believed, that you know your facts, and that you probably have a point.
 - Think about your letter layout - if writing as a private consumer use a letterhead preferably - ensure the name and address details of the addressee are correct, include the date, keep it tidy, well-spaced, and print your name under your signature.

Ephesus' Response of Faith & Opposition

- If you copy the letter to anyone show that this has been done (normally by using the abbreviation 'c.c.' with the names of copy letter recipients and their organizations if appropriate, beneath the signature.)
- If you attach other pages of details or photocopies, or enclose anything else such as packaging, state so on the letter (normally by using the abbreviation 'enc.' the foot of the page).
- When people read letters, rightly or wrongly they form an impression about the writer, which can affect response and attitude. Writing a letter that creates an authoritative impression is therefore helpful.

c) Factual

- **Factual letters** enable the reader to see immediately the relevant details, dates, requirements, etc., and to justify action to resolve the complaint.
- But be brief and concise. Not chapter and verse. Just the key facts, especially dates and reference numbers.

For example:

"The above part number 1234 was delivered to xyz address on 00/00/00 date and developed abc fault on 00/00/00 date..."

d) Constructive

- **Constructive letters**, with positive statements, suggesting positive actions - encourage action and quicker decisions.
- Accentuate the positive wherever possible. This means presenting things in a positive light.
- State the facts and then suggest what needs to be done to resolve matters. If the situation is complex, suggest that you'll be as flexible as you can in helping to arrive at a positive outcome.
- Say that you'd like to find a way forward, rather than terminate the relationship. If you tell them that you're taking your business elsewhere, and that you're never using them again, etc., then there's little incentive for them to look for a good outcome

e) Friendly

- **Friendly letters** - with a considerate, cooperative and complimentary tone - are prioritised because the reader responds positively to the writer and wants to help.
- Good complaints letters with the above features tend to produce better outcomes. These complaints methods are based on cooperation, relationships, constructive problem-solving, and are therefore transferable to phone and face-to-face complaints.

Ephesus' Response of Faith & Opposition

- Your letter should encourage them to respond positively and helpfully to the complaint.
- No matter how mad you feel, aggression and confrontation does not encourage a helpful reaction to complaints
- Include also, (as a sign-off point is usually best), something complimentary about the organization and/or its products, service, or people. For example:
"I've long been a user of your products/services and up until now have always regarded you as an excellent supplier/organization. I have every faith therefore that you will do what you can to rectify this situation."
 - Even if you are very angry, it's always important to make a positive, complimentary comment. It will make the reader and the organization more inclined to 'want' to help you.
 - Take an objective view - it's happened, for whatever reason; it can't be undone, now let's find out how it can best be resolved. Try to take a cooperative, understanding, objective tone. Not confrontational; instead you and them both looking at the problem from the same side.

If you use phrases like - "I realise that mistakes happen..."; "I'm not blaming anyone...."; "I'm sure this is a rare problem...", your letter (or phone call) will be seen as friendly, non-threatening, and non-confrontational. This relaxes the person at the other end, and makes them more inclined to help you, because you are obviously friendly and reasonable.

Summary:

Remember to:

- describe purchase
- include the name of product, serial number
- include the date and place of purchase
- state problem
- give history
- ask for specific action
- allow time for action
- state how you can be reached
- enclose copies of documents (but never send originals)

Keep copies of all your letters, faxes, e-mails, and related documents.

3. Call on individual learners to recall the main ideas for everyone to check they got the main point.

Characteristics of an Effective Complaint Letter

1. _____

2. _____

3. _____

4. _____

5. _____

Summary:

4. Hand out the **Sample Complaint Letter** and the **Sample E-mail Complaint letter** and have the learners label the parts that demonstrate the characteristics of an effective complaint.
5. Ask the learners to write a complaint letter. You may have to brainstorm some complaint ideas with the learners.

Ephesus' Response of Faith & Opposition**Your Address****Your City, Province, Postal Code****(Your e-mail address if sending via e-mail)****Date****Name of Contact Person (if available)****Title (if available)****Company Name****Consumer Complaint Division (if you have no specific contact)****Street Address****City, Province, Postal Code****Dear (Contact Person):****Re: (account number, if applicable)**

On (date), I (bought, leased, rented, or had repaired) a (name of the product, with serial or model number or service performed) at (location, date and other important details of the transaction).

Unfortunately, your product (or service) has not performed well (or the service was inadequate) because (state the problem). I am disappointed because (explain the problem: for example, the product does not work properly, the service was not performed correctly, I was billed the wrong amount, something was not disclosed clearly or was misrepresented, etc.).

To resolve the problem, I would appreciate your (state the specific action you want - money back, charge card credit, repair, exchange, etc.). Enclosed are copies (do not send originals) of my records (include receipts, guarantees, warranties, cancelled checks, contracts, model and serial numbers, and any other documents).

I look forward to your reply and a resolution to my problem and will wait until (set a time limit) before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at (home and/or office numbers with area code).

Sincerely,**Your name****Enclosure(s)**

Sample Complaint Letter

Sample Email Complaint

To: **Company e-mail**

cc: **Your e-mail (This will ensure that you receive a copy of the email for your records).**

bcc:

Subject: **Re: (account number or name of product or service)**

Date

On **(date)**, I **(bought, leased, rented, or had repaired)** a **(name of the product, with serial or model number or service performed)** at **(location, date and other important details of the transaction)**.

Unfortunately, your product **(or service)** has not performed well **(or the service was inadequate)** because **(state the problem)**. I am disappointed because **(explain the problem: for example, the product does not work properly, the service was not performed correctly, I was billed the wrong amount, something was not disclosed clearly or was misrepresented, etc.)**.

To resolve the problem, I would appreciate your **(state the specific action you want—money back, charge card credit, repair, exchange, etc.)**

I look forward to your reply and a resolution to my problem and will wait until **(set a time limit)** before seeking help from a consumer protection agency or Better Business Bureau. Please contact me at the e-mail address or phone number below.

Sincerely,

Your name

Your Address

Your City, Province, Postal Code

Your Daytime Phone Number

Your e-mail

Remember to:

- describe purchase
- include the name of product, serial number
- include the date and place of purchase
- state problem
- give history
- ask for specific action
- allow time for action
- state how you can be reached
- enclose copies of documents (but never send originals)

Keep copies of all your letters, faxes, e-mails, and related documents.

Ephesus' Response of Faith & Opposition**Part C:** *Responding to a complaint*

1. Point out that often a response is sent. Hand out the **Sample Apology Letter**. Read the sample letter.
2. Remind them of what comprises an effective apology and ask them to identify each point in the apology letter:
 - Express regret or admit a wrong.
 - Explain why the mistake happened.
 - Take responsibility for the wrong.
 - Offer to repair the wrong.
 - Promise that it won't happen again.
3. Have them exchange their complaint letters written previously with another learner and have them respond. Remind them of what comprises an effective apology from Task 7.

Sample response letter to a customer complaint:

Name and address

Date

Reference

Dear.....

I am writing with reference to (situation or complaint) of (date).

Firstly I apologise ('*apologize*' in US) for the inconvenience/distress/problems created by our error/failure.

We take great care to ensure that important matters such as this are properly managed/processed/implemented, although due to (give reason - be careful as to how much detail you provide - generally you need only outline the reason broadly), so on this occasion an acceptable standard has clearly not been met/we have clearly not succeeded in meeting your expectations.

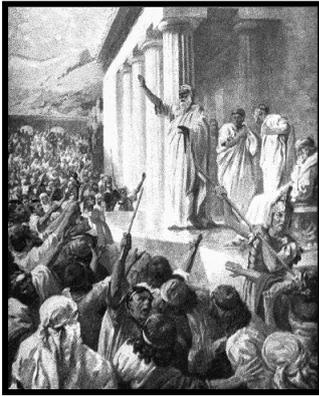
In light of this, we have decided to (solution or offer), which we hope will be acceptable to you, and hope also that this will provide a basis for continuing our relationship/your continued custom.

I will call you soon to check that this meets with your approval/Please contact me should you have any further cause for concern.

Yours, etc.

Ephesus' Response of Faith & Opposition

Task 11

**Language Objectives:**

- ✿ to **develop** the reading strategy of evaluating a text
- ✿ to **discuss** issues concerning links between religion and business (*religion, business*)

Approx Time: 75 minutes

Materials:

- ✿ **The Business of Religion Worksheet** for each learner
- ✿ **Evaluating SLIDE**
- ✿ **Newspaper Article Evaluation Criteria Cards** for each pair
- ✿ **Evaluating an Article Worksheet** for each learner
- ✿ **Mediterranean Map Discussion Board**, movers, coin and **The Business of Religion Discussion Cards** for each group
- ✿ **Academic Vocabulary Business of Religion Worksheet** for each learner

Reference:

Acts 19:2-20:1

The Business of Religion**Instructions:****Part A**

1. Draw the learners' attention to the title of this task. Elicit from them how this could possibly relate to the biblical text in this unit.

Answer Key: Demetrius' business as a silversmith was dependent upon the worship of Artemus because silversmiths made silver shrines that people used in their worship. Demetrius convened a meeting of the 'union of silversmiths of Ephesus' so to speak, to discuss the economic implications of Paul's message on their business. He realized that if people left their worship of Artemus and became believers of Christ, they would no longer have a need to buy the silver shrines of Artemus. Thus, the silversmith's business was threatened by Paul's message.

2. Elicit from the learners if they can think of any present-day examples linking business and religion.
3. Draw the learners' attention to excerpts from the article "The Business of Religion". Have the learners read the article, looking for the main idea.
4. Elicit general responses to the article from the class.
What is the main idea?

Answer Key: Religion is like business and is therefore an opportunity to make money.

The Business of Religion

"Hey, Zach," yelled Bryan, "Zim's here."

"Come on in, Zim," said Zach. Zim was Jack Zimmer, a wealthy and influential businessman known for creating businesses that grew and flourished. He had made his millions and was now content to pursue only those projects that interested him personally. Zim and Zach had worked on earlier projects together, helping to expose some of the corrupt actions in Washington politics. The government had been talking about finance reform – again – and Zach, with the help of Zim and some other knowledgeable insiders, provided much of the information needed to make meaningful changes.

So Zim was back, this time to provide some commentary and insight into the notion of religion as big business. Even before Wayne Titus has encouraged Zach to look into religion as big business, Zach had been investigating that avenue. Just how has religion (legitimate or not) used sound business practices to build itself into a multi-billion (trillion?) dollar industry worldwide?

"Hey, Zach. Let's get down to business." As always, Zim was all business.

"Okay, Zim. Like we discussed last week, many people have the notion that religion is big business. Part of the film I'm making will explore how religion is like a business. You know business, so I want you to explain in a way that people can understand just how religion is like, or unlike, big business. I don't want moral judgments from you. Just facts, comparisons, analysis. I want people to come to their own conclusions."

"Sure, Zach. Just the facts. People are always looking for a way to get rich, to gain and hold power. Before we even talk about religion, let's look at the ingredients of a successful business."

Pulling out his laptop computer, Zim brought up a list to look at:

Ingredients of a Successful Business

1. Find an existing demand and/or create a demand
2. Be one of the major suppliers of a product in demand (limit or eliminate competition)
3. Convince people they need your product – something good will happen if they have it
4. Convince people that if they do not have your product that something bad will happen

Ephesus' Response of Faith & Opposition

5. Ensure a healthy profit margin - revenue exceeds expenses
6. Create a product that produces a continuous stream of profits with numerous repeat customers
7. Have a marketing plan to increase sales
8. Employ an effective sales force that is effective and has responses prepared for anticipated objections
9. Limit overhead costs
10. Build an infrastructure that will continue the business far into the future
11. Have powerful, persuasive, enthusiastic, credible, dynamic leadership

“Some examples of effective businesses that at one time or another fit most of these criteria include: Walmart, Exxon Oil, General Motors, Microsoft, Oracle and America Online. Oh, ya. We’d be negligent if we forgot to mention organized religions, with the Catholics, Muslims, Baptists and Mormons being a few great examples.”

“So we have these basic ingredients of successful businesses,” said Zimmer. “Not every business has all these ingredients, but to be successful you have to have some of them. The more you have, the better your business will be. Now, through the centuries, religious leaders, kings and queens and conquerors have been striving to gain power and control over other people. In effect, they have been building their businesses. So how do they get their slice of the pie, and then some?” ...

“So, you see,” said Zim, “religion has many similarities with big business. Through the years, just like businesses, churches have learned what works, and what doesn’t work. They have learned from their own experiences, and they have learned from the experiences of others. Although there are many differences between religion and business, many of the major concepts of building a successful business also apply to successful churches. In a sense, most churches are franchisees of the main church headquarters or central office or controlling body of leaders. Of course, there are successful independent churches, too, who have learned from the big boys and have copied what works.” ...

“And there is much, much more....

“Is religion big business?” Zim asked.

“You bet it is! **BIG BUSINESS!**” he said in answer to his own question.

Part B: *Evaluating*

1. Write the word “evaluating” on the board. Elicit from the learners what this means and how it can apply to reading.
2. Put up the **Evaluating SLIDE**. Be sure that the gist of the following explanation is presented:
 - Evaluating is a reading strategy that is applied during and after reading.
 - This strategy encourages the learner to form opinions, make judgments, and develop ideas from reading.
 - Proficient readers are able to express the gist of what they have read.
 - This synthesis includes ideas and themes relevant to the overall meaning from the text.
 - Proficient readers are able to make judgments about what they read and explain why.

Evaluating

- **during and after reading**
- **form opinions, make judgments, and develop ideas**
- **express the gist**
- **overall meaning from the text**
- **make judgments about what they read and explain why**

Ephesus' Response of Faith & Opposition

3. Explain to the learners that the following activity leads them to do some higher-order thinking: not only to apply, synthesize and evaluate information from a text but also to convince others in a logical way of the soundness of their judgment or conclusion.
4. In the following way: Present the concepts that two criteria for evaluating a piece of writing are the writer's intended audience and the extent of the writer's objectivity.
 - Have the learners form pairs. Hand out the **Article Evaluation Criteria Cards**.
 - Have them sort the cards according to which questions are addressing intended audience and which are addressing objectivity.
 - Elicit responses from the class.

Answer Key

Intended Audience	Objectivity
Is the article written in easy-to-understand language or is it technical and advanced? In a college level research project, you probably wouldn't want to use an article intended for an elementary school audience.	Is the information covered fact, opinion, or propaganda? Make sure the facts that are presented can be found in another source.
On what type of audience is the article focused - general or specialized? e.g., an article in <i>Newsweek</i> is written for a general audience, whereas <i>Business Week</i> articles are intended for an audience familiar with business topics.	Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? Check to see if you can find the same information presented in another source.
What is the purpose? Is the intention to inform, teach, entertain, enlighten, sell or persuade? Is there a political, social or commercial agenda?	Is the information objective or is the viewpoint biased? Read enough of the article to make sure the author is objective and impartial.

5. Hand out the **Evaluating an Article Worksheet**. Read through the criteria with the class.

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6. Have the learners form pairs. Have them evaluate **The Business of Religion Article** according to the criteria outlined on the worksheet.
7. Have them form groups of four and share their evaluations with one another.
8. Take up the discussion as a whole class.

*Answer Key***Intended Audience**

- On what type of audience is the article focused - general or specialized? **General**
- Is the article written in easy-to-understand language or is it technical and advanced? **Easy to understand**

Objectivity

- Is the information covered fact, opinion, or propaganda? **Opinion, bordering on propaganda**
- Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence? **Questionable and unsupported.**
- What is the purpose? Is the intention to inform, teach, entertain, enlighten, sell or persuade? **To persuade**
- Is there a political, social or commercial agenda? **social agenda: religion should be exploited for business purposes**
- Is the information objective or is the viewpoint biased? **biased**

9. Instruct them to file the reading text, **The Business of Religion** and the **Evaluating an Article Worksheet** in their **Reading Portfolio**.

Evaluate articles with these criteria:

Intended Audience

- On what type of audience is the article focused - general or specialized?
- Is the article written in easy-to-understand language or is it technical and advanced?

Objectivity

- Is the information covered fact, opinion, or propaganda?
- Does the information appear to be valid and well-researched, or is it questionable and unsupported by evidence?
- What is the purpose? Is the intention to inform, teach, entertain, enlighten, sell or persuade? Is there a political, social or commercial agenda?
- Is the information objective or is the viewpoint biased?

Adapted from <http://www.li.suu.edu/library/GUIDES/BasicResearch/EvaluateArticles.htm#magazines>

In pairs, evaluate the article “The Business of Religion” according to the criteria above.

Audience:

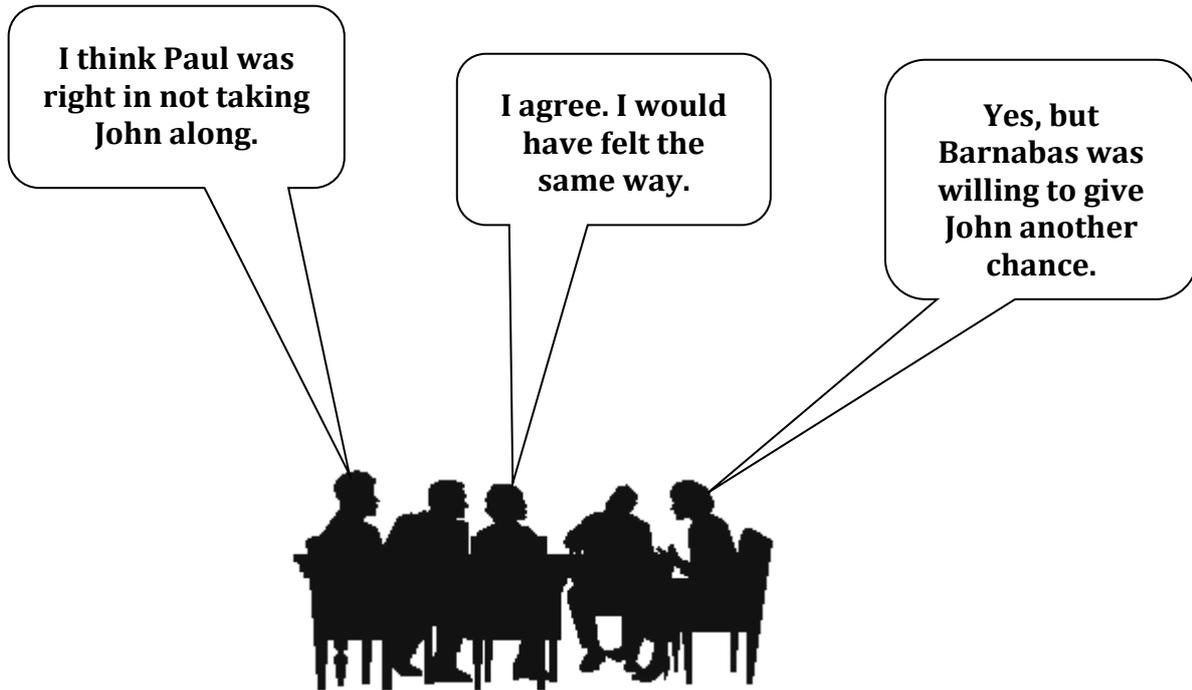
Objectivity:

Part C: *Religion and Business Discussion*

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

1. Explain that the learners are now invited to participate in a discussion. Remind them 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. Explain that in this discussion, they will practice the **Language for Being Group Leaders (WB pg 49)** and **Group Participants (WB pg 50)**.
3. Explain to the learners that in this discussion we will talk about a number of issues related to business and religion.
4. Have the learners form groups of 3 or 4. Give each group a **Mediterranean Discussion Map**, a set of **The Business of Religion Discussion Cards**, movers and a coin. Remind the learners that the **Mediterranean Discussion Map** is a map of the Middle East and the route they will follow is the route Paul and his companions took, eventually leading to Rome.
5. Give the learners the following instructions:
 - a. Place your movers on the square marked JERUSALEM.
 - b. Each learner takes a turn throwing the coin (heads = two spaces forward, tails = one space backward).
 - c. Learners must pick up a card according to the number on the location. They must match the numbers on the map with the locations on the cards. *e.g.* if they land on the number 2 , they must pick up a card from the "Samaria" pile and facilitate a discussion using the Language for being a group leader.
 - d. Each learner takes a turn at leading a discussion. The others must engage as Participants.
 - e. Whoever gets to "ROME" first wins.

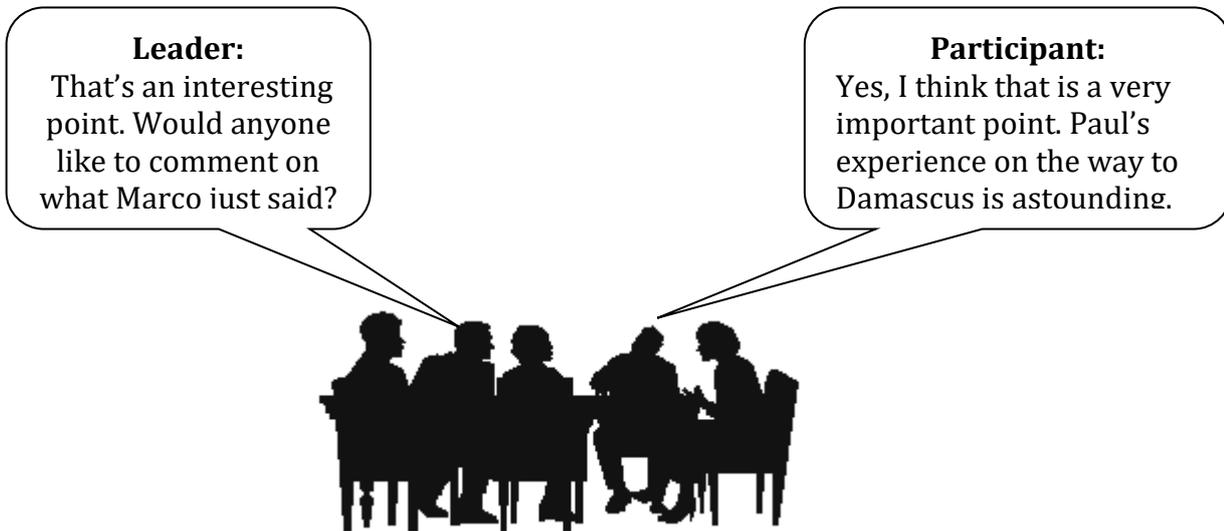
Language for Being a Group Participant



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

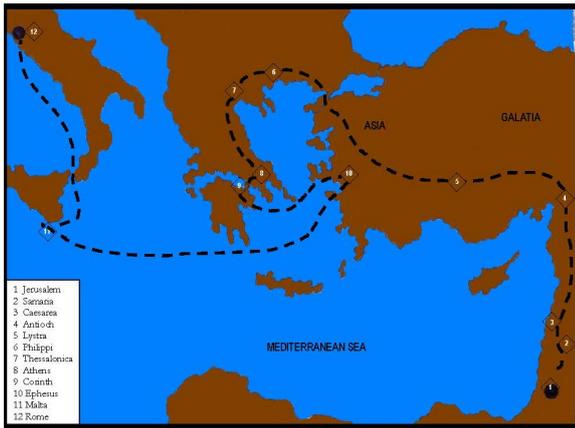
Giving an Opinion	Agreeing	Disagreeing
<ul style="list-style-type: none"> • I think... • I feel... • It's my opinion that... • It seems to me that... 	<ul style="list-style-type: none"> • That's right. • True. • Yes, I see what you mean. • Maybe you're right. • Exactly! • I see your point. • Could be.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

Language for Being a Group Leader



- Leader Role:**
- To present the aim of the discussion
 - To keep the group focused on the aim
 - To keep the discussion going or moving
 - To make sure that everyone is participating
 - To bring the discussion to a conclusion

Introducing a Topic	Asking for Opinions	Responding
<ul style="list-style-type: none"> • Today we're going to discuss... • Our topic for today is... 	<ul style="list-style-type: none"> • What do you think (name)? • What about...? • What do you think about that? • Would anyone like to comment on what (name) said? • Does anyone have something else to add? • How about...? 	<ul style="list-style-type: none"> • That's an interesting point. • That's a good comment. • I hadn't thought of that. • So you mean/you're saying...



	<p>2. Samaria What do you know about how to build a successful business?</p>	<p>2. Samaria Move ahead to Lystra.</p>	<p>2. Samaria What is similar about the story of Demetrius and "The Business of Religion"?</p>
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	<p>3. Caesarea How might Demetrius and the silversmiths have responded differently to Paul's message?</p>	<p>3. Caesarea What began as Artemis-worship became Artemis-business. Where might Christians fall into the same trap: Jesus worship becomes Jesus-business?</p>	<p>3. Caesarea Move back to Samaria.</p>
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	<p>4. Antioch Can you think of situations today where someone in a respectable business would be forced to choose between their work and Christian faith?</p>	<p>4. Antioch How would you respond to Zach and Zim's business plan if they asked you to join in?</p>	<p>4. Antioch Has your faith or anyone else's faith ever been a threat to your livelihood? Explain.</p>
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	<p>5. Lystra Move ahead to Athens.</p>	<p>5. Lystra Have you ever seen an example of business exploiting religion to make a profit? Explain.</p>	<p>5. Lystra What motivated Zim and Zach in the article "The Business of Religion"?</p>
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	<p>6. Philippi Describe a healthy relationship between business and faith, according to your point of view.</p>	<p>6. Philippi Do you know of anyone who has a successful business? What makes it successful?</p>	<p>6. Philippi Tell of a time when you needed knowledge of how to run a business.</p>
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	<p>7. Thessalonica How might a Christian business person do business differently because of his/her faith?</p>	<p>7. Thessalonica Do you see any similarities between leading a church and managing a business? How might this be a case of a business mentality being imposed upon the church?</p>
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	<p>8. Athens Move ahead to Corinth.</p>	<p>8. Athens What questions does the article "The Business of Religion" raise for you?</p>	<p>8. Athens What are some ways to do business that benefit your community?</p>
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	<p>9. Corinth What similarities do you see between Demetrius and Zim & Zach?</p>	<p>9. Corinth Could Demetrius have become a Christ follower AND kept his business? Why or why not?</p>	<p>9. Corinth Move back to Caesarea.</p>
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	<p>10. Ephesus What differences do you see between belonging to a church and being an employee in a business?</p>	<p>10. Ephesus Move forward to Malta.</p>	<p>10. Ephesus Have you ever seen an example of the message of Christ treated like a "product" that needs to be sold? Some people claim that this changes the nature of the gospel that Paul preached. What is your opinion?</p>
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	<p>11. Malta Televangelism is the use of television to communicate the Christian faith. How might a televangelist be tempted to make his/her ministry into profitable business?</p>	<p>11. Malta Think of a question you would like to discuss about the topic of business and religion. Lead your group in a discussion on this question.</p>	<p>11. Malta How is the Christian faith unlike a successful business?</p>
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	<p>12. Rome What do you think makes a good business person?</p>	<p>12. Rome Move back to Ephesus.</p>	<p>12. Rome What are some business strategies that are incompatible with the gospel of Christ's death and resurrection? Why do you think so?</p>
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Part D: *Vocabulary (This task is optional or can be given for homework)*

1. Hand out the **Academic Vocabulary Business of Religion Worksheet**.
2. Explain to the learners that the reading in this unit also has a number of words from the **Academic Word List**: *create, pursue, project, expose, commentary, insight, notion, investigate, analysis, conclusions, major, eliminate, convince, margin, revenue, exceed, response, anticipate, infrastructure, dynamic, similarities, annual revenues*
3. Encourage them to choose several strategies and apply them to the academic words from this text.

Academic Vocabulary Business of Religion

create, pursue, project, expose, commentary, insight, notion, investigate, analysis, conclusions, major, eliminate, convince, margin revenue exceed, response, anticipate, infrastructure, dynamic, similarities, annual revenues

Choose three 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, using your dictionary, cracking your dictionary's code, using context clues, making word associations

Vocabulary Strategies to Apply:

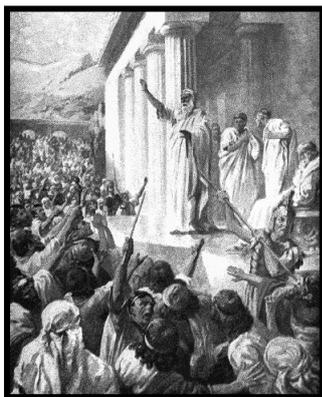
1.

2.

3.

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Task 12

**Language Objectives:**

- ✚ to **write** a cause and effect essay
- ✚ to **learn** connecting words to show the relationship between causes and effects

Approx Time: 75 minutes

Materials:

- ✚ Language for Explaining Causes and Effect Resource/SLIDE for each learner
- ✚ Language for Explaining Cause and Effect Worksheet for each learner
- ✚ Economic Recession in Ephesus Essay for each learner
- ✚ Economic Recession in Ephesus Worksheet for each learner
- ✚ Cause and Effect Essay Organization Cards for each pair
- ✚ Cause and Effect Organization Resource Sheet for each learner
- ✚ Cause and Effect Essay for each learner
- ✚ Analyzing a Cause and Effect Essay Worksheet for each learner
- ✚ Ideas Bank and Pre-writing worksheet for each learner
- ✚ Peer Editing a First Draft Checklist for each learner

Reference:

Acts 19:2-20:1

Cause and Effect Paper

Instructions:**Part A**

Writing Strategy: Using language for explaining reasons in cause and effect. When writing a cause and effect essay, it is important to organize the essay in a way that relates effects to causes. Sentence connectors showing cause and effect, such as *due to*, *as a result of*, *so that*, are useful.

1. Draw the learners' attention to the fact that the biblical text describes a riot in the streets of Ephesus. Have them look at *lines 18-45*.

Luke 2: *Paul entered the synagogue and spoke boldly there for three months, arguing persuasively about the kingdom of God. But some of them became obstinate; they refused to believe and publicly maligned the Way.*

Luke: *So Paul left them. He took the disciples with him and had discussions daily in the lecture hall of Tyrannus. This went on for two years, so that all the Jews and Greeks who lived in the province of Asia heard the word of the Lord. The word of the Lord spread widely and grew in power.*

Luke: *About that time there arose a great disturbance about the Way. A silversmith named Demetrius, who made silver shrines of Artemis, brought in no little business for the craftsmen. He called them together, along with the workmen in related trades.*

Demetrius: *Men, you know we receive a good income from this business. And you see and hear how this fellow Paul has convinced and led astray large numbers of people here in Ephesus and in practically the whole province of Asia. He says that man-made gods are no gods at all. There is danger not only that our trade will lose its good name, but also that the temple of the great goddess Artemis will be discredited, and the goddess herself, who is worshiped throughout the province of Asia and the world, will be robbed of her divine majesty.*

Luke: *When they heard this, they were furious and began shouting:*

Workmen: *Great is Artemis of the Ephesians!*

Luke: *Soon the whole city was in an uproar.*

2. Invite the learners to give reasons for the riot in Ephesus. Elicit a few ideas. Remind the learners that they have spoken of causes and effects in Task 9 of this unit.
3. Put up the **Language for Explaining Causes and Effects Resource Sheet/SLIDE** Read through the examples of language used to indicate the relationship between cause and effect.

Language for Explaining Causes and Effects

Cause	Connectors	Results
Paul argued persuasively about the Kingdom of God.	<i>As a result...</i> <i>As a consequence...</i> <i>Consequently...</i> <i>So...</i>	...some people became obstinate and refused to believe. ...the word of the Lord spread widely and grew in power.

Connector	Cause	Effect
<i>Since...</i> <i>As...</i> <i>Because...</i>	...Demetrius complained about his loss of business,	...the people began to riot.

Effect	Connector	Cause
The spread of God's Kingdom was	<i>...due to...</i> <i>...as a result of...</i>	...Paul's preaching.

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4. Direct the learners to the **Language for Explaining Cause and Effect Worksheet**. Guide them in making sentences in which causes and effects are joined with connectors chosen from the boxes.

Suggested answer key:

- Paul's preaching resulted in the spread of the kingdom.
- The loss of business for silversmiths was due to Paul's preaching.
- Demetrius' complaints resulted in riots in Ephesus.
- As a consequence of Paul's preaching, the worship of Artemis was called into question.

Examples from own experience:

- One explanation for the loss of jobs is the downturn in the economy.
- One reason why the street flooded is because the drainage pipes were blocked.
- Constantly overloading the washer took its toll on the motor and the machine broke down.

5. After they have made a number of sentences, have them compare with a partner. Then have each learner read one sentence to the class.

Language for Explaining Cause and Effect

Choose from the causes, effects and connectors to make sentences indicating cause and effect. You may need to add additional words to make the sentences complete. Make a few sentences of with your own choice of cause and effect not mentioned here.

Causes	Effects
Paul's preaching	the spread of the Kingdom
Demetrius's complaints	loss of business for silversmiths
The worship of Artemis was called into question	riots in Ephesus
downturn in the economy	the people rioted
	the worship of Artemis
	loss of jobs

Connectors

<i>As a result...</i>	<i>took a toll on...</i>
<i>As a consequence,...</i>	<i>is one explanation for...</i>
<i>Consequently,...</i>	<i>One reason why.... was that....</i>
<i>So,...</i>	<i>pinpointed a number of sources...</i>
<i>Since...</i>	<i>which has led to...</i>
<i>As...</i>	<i>traced the causes of...</i>
<i>Because..</i>	<i>adversely affected...</i>
<i>...due to...</i>	Distinguishing between primary and secondary points:
<i>...as a result of...</i>	<i>One of the most important reasons why...</i>
<i>... resulted in...</i>	<i>The main reasons why...</i>
	<i>There are other reasons, too....</i>

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6. Draw the learners’ attention to the **Economic Recession in Ephesus Essay**. Have the learners underline all the cause and/or effect connectors in the essay.

<i>Answer Key</i>		
Connectors	Causes	Effects
- pinpointed a number of possible sources - which has led to	events in Ephesus	<ul style="list-style-type: none"> • hurt particular industries • unemployment • economic slump/recession
- as a result of	new ideas coming from a foreign academic	<ul style="list-style-type: none"> • Ephesians have begun to question their allegiance to the Goddess Artemis • riots, uproar and disturbances
- Consequently - Because of	people’s shifting loyalties	<ul style="list-style-type: none"> • people have changed their spending habits and no longer buy silver shrines • demand for silver shrines has shrunk dramatically
- Due to - because of - traced the causes of - As a consequence	slowdown in the silver shrine market	<ul style="list-style-type: none"> • hard times for the silver mining industry • slower production • job cuts • overall unemployment rates are up
- The impact of	impact of the lagging silver market: slower production, job cuts and high unemployment rate	<ul style="list-style-type: none"> • economist and business owners are worried about the future • worried that this trend will continue across Asia and to the entire world
- The main reason for - pointing to - adversely affected	radical new worldview proposed by Hebrew motivational speaker	<ul style="list-style-type: none"> • economic stagnation • consumer confidence • rising interest rates
- causing a	feeding dissidents to the lions	<ul style="list-style-type: none"> • increased trade with Ethiopia
	increased trade	<ul style="list-style-type: none"> • possible economic boom
	past two years of economic decline	<ul style="list-style-type: none"> • analysts forecasting hard times ahead
	recent studies	<ul style="list-style-type: none"> • analysts predict trend for next 5 years
	religious loyalties swayed and turned back to traditions of Artemis worship	<ul style="list-style-type: none"> • policy makers may be able to stop downward spiral

7. Have the learners analyze the causes and effects in the essay by filling in the chart.

Economic Recession in Ephesus

Most economists believe that recessions cannot be avoided. In a healthy economy there will be some expanding, some contracting. In order for the economic slump to be considered a recession, the downturn has to last for at least six months in a row. It has been two years now, since the economy in greater Ephesus has taken a downward spiral, raising ever greater concerns in the city's administration. The question that is most difficult to answer is: what has caused this alarming trend? While the exact causes of this economic slowdown are still a mystery, leading economists have pinpointed a number of possible sources. Some events in Ephesus in the last two years have hurt particular industries, which has led to unemployment and reduced consumer confidence.

Demetrius Artemadopoulos, president of the Labor Congress of Silversmiths of Ephesus, raised concerns last week about the slowdown in demand of silver shrines, which he attributed to a new religious movement. The priests in the great Temple of Artemis also expressed uneasiness about a reduced number of daily worshipers at the temple. Administration at the Tyrannus Public Lecture Hall has confirmed that a certain foreign academic, giving a free lecture series lasting many months, has proposed a strange philosophy. Despite the uproar and disturbance this has caused, scores of Ephesians have begun to question their allegiance to our Great Goddess Artemis, as a result of these new ideas. Despite riots protesting this new teaching, the movement continues to spread. Consequently, large numbers of people all over Asia have changed their spending habits. Because of their shifting religious loyalties, the demand for silver shrines has shrunk dramatically over the past two years.

Due to the slowdown in the silver shrine market, the silver mining industry in the region has begun to face hard times. Apollus Panadopolous, CEO of Ephesus Silver Mining Corporation, reported that the company has had to slow production and make drastic cut jobs because of the shrinking market. Last week 2,000 silver miners

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lost their jobs, bringing the total number of workers laid off to over 3,000. A demonstration of miners was seen with placards, shouting "Great is Artemis of the Ephesians!" Economists as well as the workers themselves have traced the causes of this adverse effect on the industry to the decline in shrine sales. As a consequence, the unemployment rate in the region has climbed to 9.7%, up from 7.2% in the last quarter.

The impact of a lagging silver market has economist and business owners alike worried about the future and developing possible solutions to the problem. The main reason for the economic stagnation in the region seems to be pointing to the radical new worldview proposed by this Hebrew motivational speaker and his outrageous ideas, which are clearly unconstitutional. Consumer confidence has been adversely affected as well as rising interest rates. Economists and labour unions are worried that the downward spiral will continue to spread across Asia and to the entire world. The All-Asian Economic advisory board has called a meeting of all senior members to discuss a long-term economic recovery strategy. The government may need to take drastic measures such as arresting dissidents and feeding them to the lions. However, there are concerns about the availability of sufficient lions to meet the need of such large numbers. On the other hand, such a solution may lead to increased trade with Ethiopia, Ephesus' trade partner in the Christian-eating lion industry, causing a boost in the economy from that sector. Authorities have issued an arrest warrant for the Hebrew rabble rouser.

With the past two years of economic decline, analysts are forecasting hard times ahead. They predict that the trend could last up to 5 years, based on recent studies. If the religious loyalties of the public can be swayed and turned back to their traditions of Artemis worship that have served Ephesians so well in the past, policy makers may be able to stop the downward spiral, but the outlook is grim.

Part B: *Organizing a Cause and Effect Essay*

1. Explain to the learners that a cause and effect essay is organized in a similar manner to a standard 5-paragraph essay with an introduction, body and conclusion.
2. Have the learners form pairs. Give each pair a set of **Cause & Effect Essay Cards**. Have the learners match up the elements to each of the **three main categories**. Have each learner read one line to check if they have gotten the correct categories.

Answer Key

A cause and effect essay explains why certain actions, situations, and behaviors happen. The essay can start with an effect, such as a riot, and find its causes, which might be economic problems or racial tensions. Or the essay can begin with a cause and describe its effects.
Introduction
The hook introduces the cause(s) or effect(s).
Background information helps the reader understand the cause(s) or effect(s). It can give historical information.
The thesis statement shows the relationship between the cause(s) and effect(s).
Body Paragraphs
The topic sentence in each paragraph defines a specific cause or effect to support the thesis.
All supporting details must relate to the topic sentence. These details can include explanations, examples, or facts.
Body paragraphs are organized in order of importance, chronologically, or according to short-term or long-term effects.
Each paragraph must use clear logic.
Conclusion
The conclusion restates the cause(s) and effect(s) of the essay
It may evaluate or reflect on the ideas presented.
It may give advice.

3. Hand out the **Cause and Effect Organization Resource Sheet**, which serves as a reference for the learners.

Cause and Effect Organization

A cause and effect essay explains why certain actions, situations, and behaviors happen. The essay can start with an effect, such as a riot, and find its causes, which might be economic problems or racial tensions. Or the essay can begin with a cause and describe its effects.

Introduction

- The hook introduces the cause(s) or effect(s).
- Background information helps the reader understand the cause(s) or effect(s). It can give historical information.
- The thesis statement shows the relationship between the cause(s) and effect(s).

Body Paragraphs

- The topic sentence in each paragraph defines a specific cause or effect to support the thesis.
- All supporting details must relate to the topic sentence. These details can include explanations, examples, or facts.
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Conclusion

- The conclusion restates the cause(s) and effect(s) of the essay
- It may evaluate or reflect on the ideas presented.
- It may give advice.

Adapted from *Effective Academic Writing 3* by Jason Davis and Rhonda Liss, Oxford University Press, 2006.

4. Have learners go back and analyze the organization of the essay with the **Analyzing a Cause and Effect Essay Worksheet**.

Answer Key

Most economists believe that recessions cannot be avoided. In a healthy economy there will be some expanding, some contracting. In order for the economic slump to be considered a recession, the downturn has to last for at least six months in a row. It has been two years now, since the economy in greater Ephesus has taken a downward spiral, raising ever greater concerns in the city's administration. The question that is most difficult to answer is: what has caused this alarming trend? While the exact causes of this economic slowdown are still a mystery, leading economists have **pinpointed a number of possible sources**. Some events in Ephesus in the last two years have hurt particular industries, which has led to unemployment and reduced consumer confidence.

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With the past two years of economic decline, analysts are forecasting hard times ahead. They predict that the trend could last up to 5 years, based on recent studies. If the religious loyalties of the public can be swayed and turned back to their traditions of Artemis worship that have served Ephesians so well in the past, policy makers may be able to stop the downward spiral, but the outlook is grim.

Cause and Effect Essay

Most economists believe that recessions cannot be avoided. In a healthy economy there will be some expanding, some contracting. In order for the economic slump to be considered a recession, the downturn has to last for at least six months in a row. It has been two years now, since the economy in greater Ephesus has taken a downward spiral, raising ever greater concerns in the city's administration. The question that is most difficult to answer is: what has caused this alarming trend? While the exact causes of this economic slowdown are still a mystery, leading economists have pinpointed a number of possible sources. Some events in Ephesus in the last two years have hurt particular industries, which has led to unemployment and reduced consumer confidence.

Demetrius Artemadopoulos, president of the Labor Congress of Silversmiths of Ephesus, raised concerns last week about the slowdown in demand of silver shrines, which he attributed to a new religious movement. The priests in the great Temple of Artemis also expressed uneasiness about a reduced number of daily worshipers at the temple. Administration at the Tyrannus Public Lecture Hall has confirmed that a certain foreign academic, giving a free lecture series lasting many months, has proposed a strange philosophy. Despite the uproar and disturbance this has caused, scores of Ephesians have begun to question their allegiance to our Great Goddess Artemis, as a result of these new ideas. Despite riots protesting this new teaching, the movement continues to spread. Consequently, large numbers of people all over Asia have changed their spending habits. Because of their shifting religious loyalties, the demand for silver shrines has shrunk dramatically over the past two years.

Due to the slowdown in the silver shrine market, the silver mining industry in the region has begun to face hard times. Apollus Panadopolous, CEO of Ephesus Silver Mining Corporation, reported that the company has had to slow production and make drastic cut jobs because of the shrinking market. Last week 2,000 silver miners lost their jobs, bringing the total number of workers laid off to over

Ephesus' Response of Faith & Opposition

3,000. A demonstration of miners was seen with placards, shouting "Great is Artemis of the Ephesians!" Economists as well as the workers themselves have traced the causes of this adverse effect on the industry to the decline in shrine sales. As a consequence, the unemployment rate in the region has climbed to 9.7%, up from 7.2% in the last quarter.

The impact of a lagging silver market has economist and business owners alike worried about the future and developing possible solutions to the problem. The main reason for the economic stagnation in the region seems to be pointing to the radical new worldview proposed by this Hebrew motivational speaker and his outrageous ideas, which are clearly unconstitutional. Consumer confidence has been adversely affected as well as rising interest rates. Economists and labour unions are worried that the downward spiral will continue to spread across Asia and to the entire world. The All-Asian Economic advisory board has called a meeting of all senior members to discuss a long-term economic recovery strategy. The government may need to take drastic measures such as arresting dissidents and feeding them to the lions. However, there are concerns about the availability of sufficient lions to meet the need of such large numbers. On the other hand, such a solution may lead to increased trade with Ethiopia, Ephesus' trade partner in the Christian-eating lion industry, causing a boost in the economy from that sector. Authorities have issued an arrest warrant for the Hebrew rabble rouser.

With the past two years of economic decline, analysts are forecasting hard times ahead. They predict that the trend could last up to 5 years, based on recent studies. If the religious loyalties of the public can be swayed and turned back to their traditions of Artemis worship that have served Ephesians so well in the past, policy makers may be able to stop the downward spiral, but the outlook is grim.

Analyzing a Cause and Effect Essay

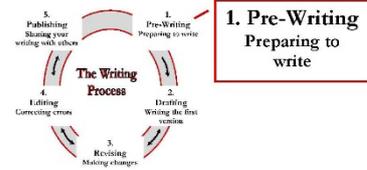
1. Circle and label the hook.
2. Underline the background information.
3. Circle the thesis statement. Rewrite it in your own words:

4. Underline the topic sentence in each paragraph.
5. Write two details from body paragraph 3 that illustrate the effects of...

6. How are the introduction and conclusion similar?

Part C: *Writing your Cause and Effect Essay*

1. Have the learners choose an idea for a cause and effect essay from the ideas bank.
2. Prewriting. Have the learners choose a pre-writing strategy (quickwrite, mind-map, brainstorming etc.) and use it to begin thinking about their topic.
3. Have the learners draft a preliminary outline of their essay using the worksheet.
4. Have the learners begin to write an expository essay or assign it as homework.
 - If there is time in class, have them share it with another learner for feedback. Use the **Peer Editing a First Draft Checklist**.
 - Have them hand it in to you for feedback.
 - Ask them to rewrite it in response to your feedback.
 - Have them file it in their **Writing Portfolio**.

Ideas Bank and Pre-writing worksheet:

1. Choose from the following ideas to write a cause and effect essay.

Ideas Bank.

1. The causes and effects of workers' unions.
2. The causes and effects of preaching.
3. The causes and effects of the Holy Spirit coming on a person.
4. The causes and effects of pressing charges against someone or taking someone to court.

Prewriting:

Choose a pre-writing strategy (quickwrite, mind-map, brainstorming etc.) and use it to begin thinking about your topic.

Drafting: Outline Worksheet



Introduction:

Hook:

Background information

Thesis statement showing a relation between cause and effect

Body Paragraph 1

Topic Sentence

Supporting details

Body Paragraph 2

Topic Sentence

Supporting details

Body Paragraph 3

Topic Sentence

Supporting details

Conclusion

Restatement

Evaluation, reflection or advice:

Peer Editing a First Draft Checklist

After you write your first draft, exchange it with a partner. Answer the questions on the checklist. Write comments or questions for your partner. Then read your partner's comments on your first draft and revise it as necessary.

(adapted from Davis & Liss *Effective Academic Writing*.OUP 2006.)

Editor's checklist

Put a check (√) as appropriate. Write answers in full sentences on the lines provided:

- _1. Does the introduction include a general thesis about causes and effect? Underline this statement.

- _2. Does each body paragraph contain a topic sentence that defines a specific cause?

- _3. Are the causes explained in a logical way?
