

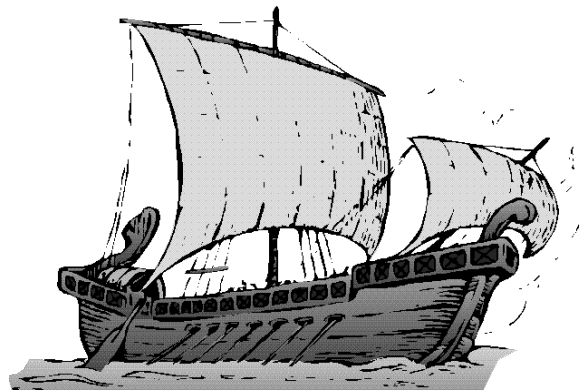
Witnesses to All Nations



English Language Curriculum

Gail Tiessen
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Witnesses to All Nations



Acts

by
Gail Tiessen and Elfrieda Lepp-Kaethler

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Witnesses to All Nations includes:

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

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

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

Grammar Shapes® by Elaine Peters adapted and used by permission.

Introduction

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

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

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

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

Curriculum Introduction

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

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

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

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

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

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

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

Curriculum Introduction

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

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

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

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

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

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

† Grammar Shapes were adapted from Elaine Peters. See Cargo Carrier for a complete overview of Grammar Shapes.

Curriculum Introduction

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

Gail Tiessen

Elfrieda Lepp-Kaethler

Contents

	Unit	Page
1	Jesus' Ascension & Apostles' Commission	1
2	The Holy Spirit's Coming & Jewish Believers	125
3	Stephen's Death & Saul's Conversion	259
4	Philip's Witness in Samaria & an Ethiopian's Faith	381
5	Peter's Vision & A Roman's Faith	503
6	Paul & Barnabas' Witness in Asia Minor	637
7	Jerusalem Council's Declaration & Expansion in Asia Minor	767
8	Paul's Call & Witness in Macedonia	901
9	Paul's Witness in Athens & Corinth	1037
10	Ephesus' Response of Faith & Opposition	1167
11	Paul's Arrest and Trials	1299
12	Paul's Journey and Witness in Rome	1459

Contents - Meaning

Unit	Task 1 Preparation	Task 2 Listening Development	Task 3 Learning Vocabulary	Task 4 Reading Comprehension
1	<i>The Sequel</i> pg 6÷60min	<i>The Day He Was Taken Up</i> pg 10÷60min	<i>Instructions</i> pg 14÷60min	<i>Mount of Olives</i> pg 26÷60min
Jesus' Ascension & Apostles' Commission pg 1	- to activate prior knowledge about sequels, past events and the book of Acts - to review events from the previous curriculum - to share ideas and experiences with one another	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story	- to learn the meanings, word families and collocations of vocabulary words - to use a word wall as a vocabulary strategy	- to understand the geographic location of events in a text - to enjoy reading strategies, skimming for main ideas, scanning for details - to distinguish between main ideas and details
2	<i>A Multilingual World</i> pg 130÷30min	<i>When Pentecost Came</i> pg 132÷60min	<i>Ministries & Responsibilities</i> pg 140÷90min	<i>Everybody Understood</i> pg 152÷60min
The Holy Spirit's Coming & Jewish Believers pg 125	- to talk about learners' experiences with multiple languages - to lead a discussion using questions	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story	- to learn the meanings, word families and collocations of 12 words from the text - to use word cards as a vocabulary learning strategy	- to understand the geographic location of events in a text - to scan for details - to find meaning through context
3	<i>Facing Persecution</i> pg 264÷30min	<i>Opposition Arose</i> pg 268÷60min	<i>Persuasive</i> pg 276÷75min	<i>Stephen & Saul</i> pg 292÷60min
Stephen's Death & Saul's Conversion pg 259	- to learn vocabulary related to persecution - to activate prior knowledge about persecution and martyrdom	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meanings, word families and collocations of vocabulary words - to use a word wall as a vocabulary strategy	- to scan for specific information - to read for meaning - to practice map-reading and correlating information from a written text to a map
4	<i>A Magic Wand</i> pg 386÷20min	<i>A Great Persecution Broke Out</i> pg 388÷60min	<i>Astonishment</i> pg 394÷60min	<i>On the Road</i> pg 406÷45min
Philip's Witness in Samaria & an Ethiopian's Faith pg 381	- to use imagination to think of changes in the world - to activate prior knowledge about power to change	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary	- to read for finding short answers to questions - to trace the journey of the characters in Acts 8 - to read and understand map language - to understand and follow instructions
5	<i>Taste the Difference</i> pg 508÷30min	<i>At Caesarea</i> pg 514÷60min	<i>Respond Immediately</i> pg 522÷90min	<i>An Italian Centurion</i> pg 538÷45min
Peter's Vision & A Roman's Faith pg 503	- to conduct a survey - to present information on a graph - to activate prior knowledge about taboos	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary	- to categorize items - to scan the text for specific information - to read a map and correlate information from a written text to a map
6	<i>Hospitality or Hostility</i> pg 642÷40min	<i>In the Church at Antioch</i> pg 646÷60min	<i>Encouragement</i> pg 652÷60min	<i>What Happened in Pisidian Antioch?</i> pg 668÷30min
Paul & Barnabas' Witness in Asia Minor pg 637	- to discuss hospitable and hostile ways of receiving guests - to contribute to a discussion	- to listen for main ideas, events, people, and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to review vocabulary strategies	- to read a map - to correlate written information with a map - to make a story outline

Unit	Task 1 Preparation	Task2 Listening Development	Task 3 Learning Vocabulary	Task 4 Reading Comprehension
7	<i>Conflict</i> pg 772÷45min	<i>Go Up to Jerusalem</i> pg 778÷45min	<i>Discussion & Debate</i> pg 784÷75min	<i>In Asia</i> pg 796÷45min
Jerusalem Council's Declaration & Expansion in Asia Minor pg 767	- to create mind maps - to discuss rules and conflict - to prepare for the reading of the text	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to develop strategies for learning vocabulary	- to distinguish fact from opinion - to read a map - to give and follow directions on a map
8	<i>Opinions</i> pg 906÷30min	<i>Come Over to Macedonia</i> pg 908÷60min	<i>Released from Prison</i> pg 914÷45min	<i>Where Did They Go?</i> pg 930÷60min
Paul's Call & Witness in Macedonia pg 901	- to activate prior knowledge about the topics of this unit - to participate equally in a discussion	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to review previously taught vocabulary	- to discuss the speech of the people in the text - to read a map and correlate information from a written text to a map - to learn more details about the places in the text
9	<i>What Do You Think?</i> pg 1042÷40min	<i>In Athens</i> pg 1044÷45min	<i>Philosophers & Poets</i> pg 1050÷90min	<i>On Mars Hill</i> pg 1062÷45min
Paul's Witness in Athens & Corinth pg 1037	- to activate prior knowledge about the topics of this unit - to participate equally in a discussion	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to develop strategies for learning vocabulary - to review vocabulary from pervious units	- to do a true/false worksheet about events in the text - to compare and contrast the events in Athens and Corinth
10	<i>Portraits</i> pg 1172÷30min	<i>At Ephesus</i> pg 1124÷45min	<i>Grievances & Disturbances</i> pg 1180÷75min	<i>The Believers in Ephesus</i> pg 1194÷60min
Ephesus' Response of Faith & Opposition pg 1167	- to review the characteristics and main events in the lives of people in the text so far	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to use a dictionary for pronunciation - to develop strategies for learning vocabulary	- to scan the text for details - to do a multiple choice worksheet - to trace a journey on a map - to complete a crossword puzzle re: people
11	<i>Facts or Opinions</i> pg 1304÷30min	<i>In Court</i> pg 1308÷45min	<i>Proceeding & Investigations</i> pg 1320÷75min	<i>Accusation & Defense</i> pg 1334÷60min
Paul's Arrest and Trials pg 1299	- to recognize the difference between fact and opinion - to review facts and opinions from previous texts	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to use mime to remember vocabulary - to develop strategies for learning vocabulary	- to fill a chart with the details of the five court scenes
12	<i>Ships Ahoy!</i> pg 1464÷40min	<i>Sail for Italy</i> pg 1470÷45min	<i>Approaching & Perceiving</i> pg 1428÷75min	<i>The Sea Journey to Rome</i> pg 1488÷45min
Paul's Journey and Witness in Rome pg 1459	- to discuss sea voyages - to follow written instructions	- to listen for main ideas, events, people and places - to sequence summary statements - to retell the story - to read the script while listening	- to learn the meaning, form and use of target vocabulary - to develop strategies for learning vocabulary - to review vocabulary from previous units	- to visually portray events - to discuss Paul's trip to Rome

INTRODUCTION
Contents - Form

WITNESSES TO ALL NATIONS

Unit	Task 5 Pronunciation: Individual Sounds	Task 6 Prosody	Task 7 Experiential Grammar	Task 8 Interpersonal Grammar
1	<i>You Heard Me Speak</i> pg 32÷90min	<i>Take a Breath</i> pg 50÷45min	<i>My Former Book</i> pg 56÷60min	<i>Can I Help You?</i> pg 62÷90min
Jesus' Ascension & Apostles' Commission pg 1	- to understand and hear the contrasting vowel sounds of English	- to understand the importance of pauses in speech - to understand where pauses are not permitted - to use appropriate pauses in a choral reading	- to understand word types (parts of speech) - to distinguish between content words and function words	- to understand the various uses of questions - to gain a basic understanding of word order in yes/no and wh- questions - to gain a basic overview of modals (<i>mind-set helping verbs</i>) - to understand the special role of the pro-helping verb <i>do</i>
2	<i>A Blowing Wind</i> pg 162÷75min	<i>Feel the Beat</i> pg 172÷75min	<i>The First Fruits of the Harvest</i> pg 184÷90min	<i>They Were Staying in Jerusalem</i> pg 206÷60min
The Holy Spirit's Coming & Jewish Believers pg 125	- to learn the differences between the names of the vowel letters and the spelling of the vowel sounds - to learn the sounds and spelling relationships of the vowels	- to hear and understand the rhythm and stress of English at the word level - to produce the appropriate stress patterns in words	- to review the basic parts of a sentence: subject + predicate + adverbials - to understand and use noun phrases accurately	- to understand the use of auxiliary verbs and suffixes to express time and aspect in the English Verb System - to recognize the meaning, form and use of the 12 verb tenses
3	<i>Blocked Air</i> pg 300÷60min	<i>Authority & Authorization</i> pg 324÷30min	<i>Who Are You?</i> pg 328÷60min	<i>Requesting Help</i> pg 342÷45min
Stephen's Death & Saul's Conversion pg 259	- to understand and use the 21 consonants of English - to focus on the 3 characteristics of consonants: blockage, air flow and voicing - to hear and produce English consonants	- to understand that certain suffixes affect the placement of words - to use the appropriate stress pattern with suffixes	- to understand and use personal, demonstrative, compound and existential pronouns accurately and appropriately	- to understand and use polite forms for asking for assistance, clarification, and repetition - to understand the way English forms polite requests and why
4	<i>Price or Prize</i> pg 412÷60min	<i>Hear the Music</i> pg 424÷60min	<i>He Gave Orders</i> pg 438÷120min	<i>Philip Listens to an Angel</i> pg 464÷60min
Philip's Witness in Samaria & an Ethiopian's Faith pg 381	- to discriminate between voiced and voiceless consonants - to understand that voicing makes meaning	- to listen to appreciate the 'music' that is in language and the specific beat of English - to stress the stressed vowel of content words within phrases and thought groups	- to understand and use predicate patterns accurately and appropriately	- to use nonverbal and verbal signs for effective listening
5	<i>Long, Longer, Longest</i> pg 544÷60min	<i>The Quiet Ones</i> pg 556÷60min	<i>Gift of the Spirit</i> pg 566÷60min	<i>About Noon</i> pg 584÷60min
Peter's Vision & A Roman's Faith pg 502	- to understand , hear and produce appropriate vowel length	- to understand , hear and produce appropriate reductions in words and phrases	- to understand the form, meaning and use of prepositional phrases - to use prepositional phrases appropriately and accurately	- to understand the use of mind-set auxiliaries - to make appointments
6	<i>Prophets, Teachers & Changes</i> pg 674÷60min	<i>I Want You to Know</i> pg 682÷30min	<i>Simple, Compound or Complex</i> pg 688÷45min	<i>The Message Has Been Sent</i> pg 720÷45min
Paul & Barnabas' Witness in Asia Minor pg 637	- to understand , hear and produce appropriate assimilation - to hear and produce the appropriate /s/ /z/ /ez/ endings - to hear and produce /t/ /d/ /ed/ endings	- to hear and produce appropriate stress at the prominent point in a phrase	- to review sentence types: simple, compound, and complex - to correct sentence fragments and run-on sentences	- to understand and use the passive construction appropriately in academic writing and reporting

Unit	Task 5 Pronunciation: Individual Sounds	Task 6 Prosody	Task 7 Experiential Grammar	Task 8 Interpersonal Grammar
7	Luke, Paul & Barnabas pg 800÷60min	I Thought pg 824÷60min	When They Finished pg 830÷75min	I Don't Agree pg 844÷50min
Jerusalem Council's Declaration & Expansion in Asia Minor pg 767	- to hear and produce /l/ and /r/ appropriately in speech - to understand and hear and produce these consonants in combination with vowels: light and dark /l/ and /r/ colouring	- to understand the use of emphasis and prominent point change for contradiction or correction	- to review the use of adverbials: single words, phrase and clauses - to form adverb clauses - to understand and use appropriate subordinate conjunctions in adverb clauses	- to review the formation of negative statements - to use interpersonal grammar of agreeing and disagreeing appropriately
8	Traveling & Preaching pg 940÷60min	What Must I Do? pg 964÷60min	A Girl Who Had a Spirit pg 972÷75min	I Command You pg 984÷60min
Paul's Call & Witness in Macedonia pg 901	- to understand English syllable construction - to be aware of consonant clusters - to develop mastery over initial English consonant clusters - to do a dramatic reading	- to gain appropriate intonation for statements, imperatives and wh-questions - to do a dramatic reading of the text	- to review how to expand the noun phrase - to understand and use adjective clauses and participles	- to understand and use imperatives - to understand and use causative verbs
9	Greeks in Athens & Corinth pg 1066÷60min	His Offering pg 1078÷60min	What You Worship pg 1094÷60min	I'd Like to Ask Your Advice pg 1108÷60min
Paul's Witness in Athens & Corinth pg 1037	- to review English syllable construction - to be aware of final consonant clusters - to develop mastery over final consonant clusters - to simplify final consonant clusters appropriately	- to develop the skill of understanding and using rising intonation for expressing uncertainty or incompleteness especially in yes/no questions and lists - to understand and use appropriate intonation in tag questions - to do a dramatic reading of the text	- to understand and use noun clauses - to understand and use embedded questions	- to review mind-set helping verbs - to understand and use the appropriate mind-set helping verbs for asking for and giving advice - to practice asking for and giving advice - to learn the discourse pattern for an office visit
10	What Did You Receive? pg 1200÷60min	This or That pg 1212÷60min	They Began Shouting pg 1226÷75min	I'm So Sorry pg 1238÷45min
Ephesus' Response of Faith & Opposition pg 1167	- 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	- to review elements of prosody - to understand and use open and closed choice intonation - to do a dramatic reading of the text	- to review how to make direct quotations - to understand and use reported speech accurately and appropriately in speech and writing	- to review the use of the past form of mind-set helping verbs in apologies - to learn the steps of an effective apology - to practice saying <i>I'm sorry</i>
11	Well Acquainted with the Way pg 1338÷60min	Help Us pg 1354÷60min	If I Am Guilty pg 1368÷75min	I May Have Something pg 1380÷60min
Paul's Arrest and Trials pg 1299	- to hear and pronounce the semi-vowels /w/ and /h/ - to practice linking of back tense vowels to following vowels - to distinguish between /w/ and /v/ sounds - to practice the production of /w/, /v/ & /h/	- to review the attitudinal function of intonation - to become aware of and use intonation for expressing strong emotion - to do a dramatic reading of the text	- to review clause structure - to understand and use conditional adverbial clauses: factual, future and imaginative	- to review the use of mind-set helping verbs - to talk about probability for past, present and future
12	Shipwrecked pg 1492÷45min	Last Scenes pg 1498÷60min	Connecting pg 1500÷45min	I'd Like to Suggest pg 1508÷60min
Paul's Journey and Witness in Rome pg 1459	- to review the combination of consonant and vowels to make words	- to review the elements of prosody - to perform a drama of the last scenes of Acts	- to review connecting of independent clauses - to review connectors and their meanings	- to learn and use the language for suggesting and planning

INTRODUCTION
Contents - Use


WITNESSES TO ALL NATIONS

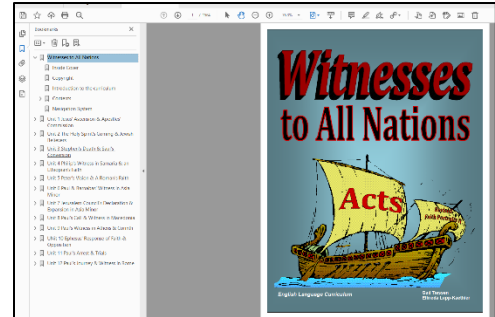
Unit	Task 9 Speaking Development	Task 10 Writing Development	Task 11 Reading Strategies & Academic Speech	Task 12 Academic Writing
1	<i>Jerusalem Times</i> pg 76÷45min	<i>Hear All About It</i> pg 82÷60min	<i>A Portrait of Luke</i> pg 90÷75min	<i>The Writing Process</i> pg 110÷75min
Jesus' Ascension & Apostles' Commission pg 1	- to imagine oneself in a different geographic location and situation - to make inferences and draw conclusions - to ask for information, to introduce a topic, to thank, to present a role play	- to develop writing skills through writing a newspaper article	- to apply the SQ4R reading strategy - to read a biography of Luke (<i>history</i>) - to discuss people, places, opinions and experiences related to the texts	- to mind map , free writing - to draft an opening paragraph - to write a thesis statement and supporting details - to review an overview of the writing process
2	<i>Tongues of Fire</i> pg 218÷40min	<i>To Sum Up</i> pg 222÷60min	<i>Multilingualism</i> pg 232÷75min	<i>Have a Plan</i> pg 242÷75min
The Holy Spirit's Coming & Jewish Believers pg 125	- to analyze and discuss - to 'read' between the lines	- to analyze - to summarize - to write a summary of Peter's sermon	- to make predictions - to set a purpose for reading - to read and discuss the benefits of multilingualism (<i>linguistics</i>) - to distinguish fact from opinion	- to construct a mind map - to employ free writing - to learn about the form of an essay - to write body paragraphs
3	<i>In Damascus</i> pg 350÷45min	<i>In Other Words</i> pg 354÷60min	<i>Violence Against Christians</i> pg 358÷75min	<i>In Conclusion</i> pg 370÷60min
Stephen's Death & Saul's Conversion pg 259	- to discuss the meaning of the text	- to write a paraphrase of various sections of text	- to respond to the text through reading response forms - to retell or summarize a text - to practice vocabulary strategies - to discuss an article about violence against Christians (<i>sociology</i>) - to review the language for being a group leader	- to recognize the sequence of paragraphs in a five-paragraph essay - to write a concluding paragraph - to revise an essay
4	<i>Persecution & Expansion</i> pg 472÷60min	<i>Writing a Journal</i> pg 476÷60min	<i>Power, Politics and Faith</i> pg 482÷75min	<i>Revision</i> pg 490÷60min
Philip's Witness in Samaria & an Ethiopian's Faith pg 381	- to analyze and discuss - to 'read' between the lines - to discuss the main themes of the book of Acts found in this text	- to practice free writing - to write a journal entry	- to understand and use strategies to activate prior knowledge before reading - to discuss issues related to politics, faith and power (<i>political science</i>) - to review the language for being a group participant	- to understand the symbols used for editing
5	<i>What Do You Think?</i> pg 606÷45min	<i>Email Me</i> pg 608÷45min	<i>Food Taboos</i> pg 614÷75min	<i>How to Quote</i> pg 626÷75min
Peter's Vision & A Roman's Faith pg 503	- to discuss the deeper meaning of the text	- to understand the form and etiquette of email - to practice writing and responding by email	- to write margin notes while reading - to read and discuss about food taboos (<i>anthropology</i>) - to read and discuss in an academic circle - to learn the language for being a group reporter	- to learn how to quote sources - to learn about plagiarism
6	<i>First Missionary Journey</i> pg 732÷45min	<i>Reported All That God Had Done</i> pg 736÷75min	<i>A Welcoming Home</i> pg 740÷75min	<i>An Expository Essay</i> pg 754÷75min
Paul & Barnabas' Witness in Asia Minor pg 637	- to analyze the text - to discuss the four themes	- to write reports	- to understand the nature of reading: what we bring to the text - to read about Corrie Ten Boom's home (<i>sociology, psychology</i>) - to develop the reading strategy of visualizing - to interact with the content of a text	- to collect information and design an outline - to write an expository essay

Unit	Task 9 Speaking Development	Task 10 Writing Development	Task 11 Reading Strategies & Academic Speech	Task 12 Academic Writing
7	<i>It is My Judgment</i> pg 856÷45min	<i>Sincerely</i> pg 860÷75min	<i>A Sharp Dispute</i> pg 872÷75min	<i>The Persuasive Essay</i> pg 886÷75min
Jerusalem Council's Declaration & Expansion in Asia Minor pg 767	<ul style="list-style-type: none"> - to evaluate a text - to explain your logic and reasoning - to discuss the implications of the events in the text - to interact with the text 	<ul style="list-style-type: none"> - to understand the discourse pattern and form of a formal letter - to write a formal or business letter 	<ul style="list-style-type: none"> - to discuss conflict management strategies (<i>business</i>) - to take notes with a graphic organizer while reading 	<ul style="list-style-type: none"> - to practice the writing strategy of focusing your ideas - to write a persuasive essay
8	<i>Paul Had a Vision</i> pg 996	<i>Invitation</i> pg 1004	<i>Thrown into Prison</i> pg 1010÷75min	<i>A Comparison Essay</i> pg 1024÷75min
Paul's Call & Witness in Macedonia pg 901	<ul style="list-style-type: none"> - to learn how to classify ideas into categories - to discuss deeper questions about the text using language for being a group participant - to discuss the implications of the events in the text - to interact with the text 	<ul style="list-style-type: none"> - to understand the discourse pattern and form of a formal invitation - to write an invitation for Canadian Visa purposes 	<ul style="list-style-type: none"> - to use library resources - to distinguish types of journal and magazine articles - to discuss issues surrounding prison systems (<i>sociology</i>) 	<ul style="list-style-type: none"> - to organize ideas - to write a comparison and contrast essay
9	<i>Pen or Sword</i> pg 1118÷60min	<i>All's Well That Ends Well</i> pg 1126÷60min	<i>Persuasive Speeches</i> pg 1140÷75min	<i>An Exegetical Paper</i> pg 1152÷75min
Paul's Witness in Athens & Corinth pg 1037	<ul style="list-style-type: none"> - to sustain an argument on a divisive issue - to use language for debating - to discuss the implications of the events in the text - to interact with the text 	<ul style="list-style-type: none"> - to discuss some English proverbs - to discuss advice columns - to write a letter asking for advice - to write a letter giving advice 	<ul style="list-style-type: none"> - to use prior knowledge as a reading strategy - to make predictions while reading - to learn effective strategies for making persuasive speeches (<i>communication</i>) - to analyze a speech for effective strategies 	<ul style="list-style-type: none"> - to understand the steps of writing an exegetical paper - to write an exegetical paper
10	<i>A Riot in Ephesus</i> pg 1250÷60min	<i>I Have a Complaint</i> pg 1254÷60min	<i>The Business of Religion</i> pg 1266÷75min	<i>Cause and Effect Paper</i> pg 1278÷75min
Ephesus' Response of Faith & Opposition pg 1167	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - to discuss complaining - to write a letter of complaint - to respond to a complaint with an apology 	<ul style="list-style-type: none"> - to develop the reading strategy of evaluating a text - to discuss issues concerning links between religion and business (<i>religion, business</i>) 	<ul style="list-style-type: none"> - to write a cause and effect essay - to learn connecting words to show the relationship between causes and effects
11	<i>Let Me Speak to the People</i> pg 1398÷60min	<i>Travel Documents</i> pg 1414÷60min	<i>Citizenship</i> pg 1424÷75min	<i>A Narrative Paper</i> pg 1436÷75min
Paul's Arrest and Trials pg 1299	<ul style="list-style-type: none"> - to discuss deeper questions related to the text - to learn the language for making a presentation - to discuss the implications of the events in the text - to interact with the text 	<ul style="list-style-type: none"> - to fill out an application for a travelling document 	<ul style="list-style-type: none"> - to recognize and identify implications in a text - to discuss implications of citizenship (<i>law, political science</i>) 	<ul style="list-style-type: none"> - to take notes of main points of a short lecture - to recognize characteristics of a narrative essay - to use point of view - to understand audience
12	<i>From Jerusalem to Rome</i> pg 1518÷45min	<i>Saying Thanks</i> pg 1520÷60min	<i>Inferences & Conclusions</i> pg 1526÷75min	<i>Critical Book Review Essay</i> pg 1536÷75min
Paul's Journey and Witness in Rome pg 1459	<ul style="list-style-type: none"> - to discuss the deeper meanings of the events of all the texts especially in light of the 4 main themes 	<ul style="list-style-type: none"> - to learn to say thank you appropriately - to role play being thankful - to write thank you notes 	<ul style="list-style-type: none"> - to make inferences and draw conclusions about a text - to discuss the global impact of the Christian faith (<i>political science, religion</i>) 	<ul style="list-style-type: none"> - to compare a Book Report and a Critical Book Review - to write a Critical Book Review essay

Navigation System

Adobe Instructions:

- Ensure that you have the latest Adobe Reader on your computer. Go to: <https://get.adobe.com/reader/> and click on **Download Adobe Reader**
- Open the file titled **Witnesses to All Nations**. This opens to the **Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and *click* **Unit 1 Jesus' Ascension & Apostles' Commission**, to go to the **Unit 1 Title Page**
- In the **Bookmark Panel**, place the cursor on the plus sign (+) and *click* which will drop down a list of additional bookmarks.
- Once on the **Unit 1 Title Page**, a list of the tasks for the unit is visible; *click* any one of the tasks and you will immediately go to that task.
- When on a specific task, *click* on the **top of the page** and you will return to the **Title Page of the Unit**.
- In the **Content Pages**, *click* the **Unit** which will open the **Unit Title Page**.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes from a 'closed hand' icon to a 'pointing finger'  there is a link to another page in the file. The whole of **curriculum** is linked for quick reference.



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