

Unit 1

What Is Faith?



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Hebrews 11:1-2

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Personal Time-Lines

Task 1



Objectives:

- to place own experiences into a timeline and relate these to a group of people

Time: 20 minutes

Materials:

- Personal SLIDE
- Find Someone Who... Worksheet for each learner
- paper

Hebrews 11:1-2

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. Review the concept of a time line. Show how a time-line marks past, present and future. Show how to mark an event on the time line. Use a version of your own time line to illustrate on the board or the **Personal SLIDE**.

/___/___/___/___/___/___/___/ Present

2. Have each learner draw their own time line, putting on it significant events from their life.
3. In small groups, have learners share their time lines.



4. Give each learner a **Find Someone Who... Worksheet**. Review the questions, "Have you ever . . . ?" "How do you spell that?"
5. Have the learners stand up taking pen and paper with them. It helps to carry a book under the paper to have something to write on. Learners walk around in order to talk to people and find out something about them.
6. Tell the learners to ask one person one question and then move on to another person. If someone says 'yes', write their name in the slot provided. Have them ask how to spell it if they don't know the spelling.
7. When the activity slows down, ask learners to introduce each other, sharing one thing about a person they're introducing.
8. Tell the learners that in this book they will be exploring the lives of people that lived long ago. The lessons will look at significant events in the time lines of their lives.

Find Someone Who Has ...

Ask: *'Have you ever ...'*

| | | | |
|-------------------------------------|-------------------------------------|--------------------------------|---|
| 1 | 2 | 3 | 4 |
| has lived in more than one country. | has traveled as a tourist. | has had children. | has learned to play a musical instrument. |
| 5 | 6 | 7 | 8 |
| has driven a car. | has learned a second language. | has played a sport. | has eaten unusual food. |
| 9 | 10 | 11 | 12 |
| has been seriously ill. | has done something very unusual. | has swum in an ocean. | has flown in an airplane. |
| 13 | 14 | 15 | 16 |
| has lived near a desert. | has experienced a very cold winter. | has studied English in school. | has studied the Bible. |

The Ancient Near East

Task 2



Objectives:

- to understand the historical context in which all stories of Hebrews take place

Time: 15 minutes

Materials:

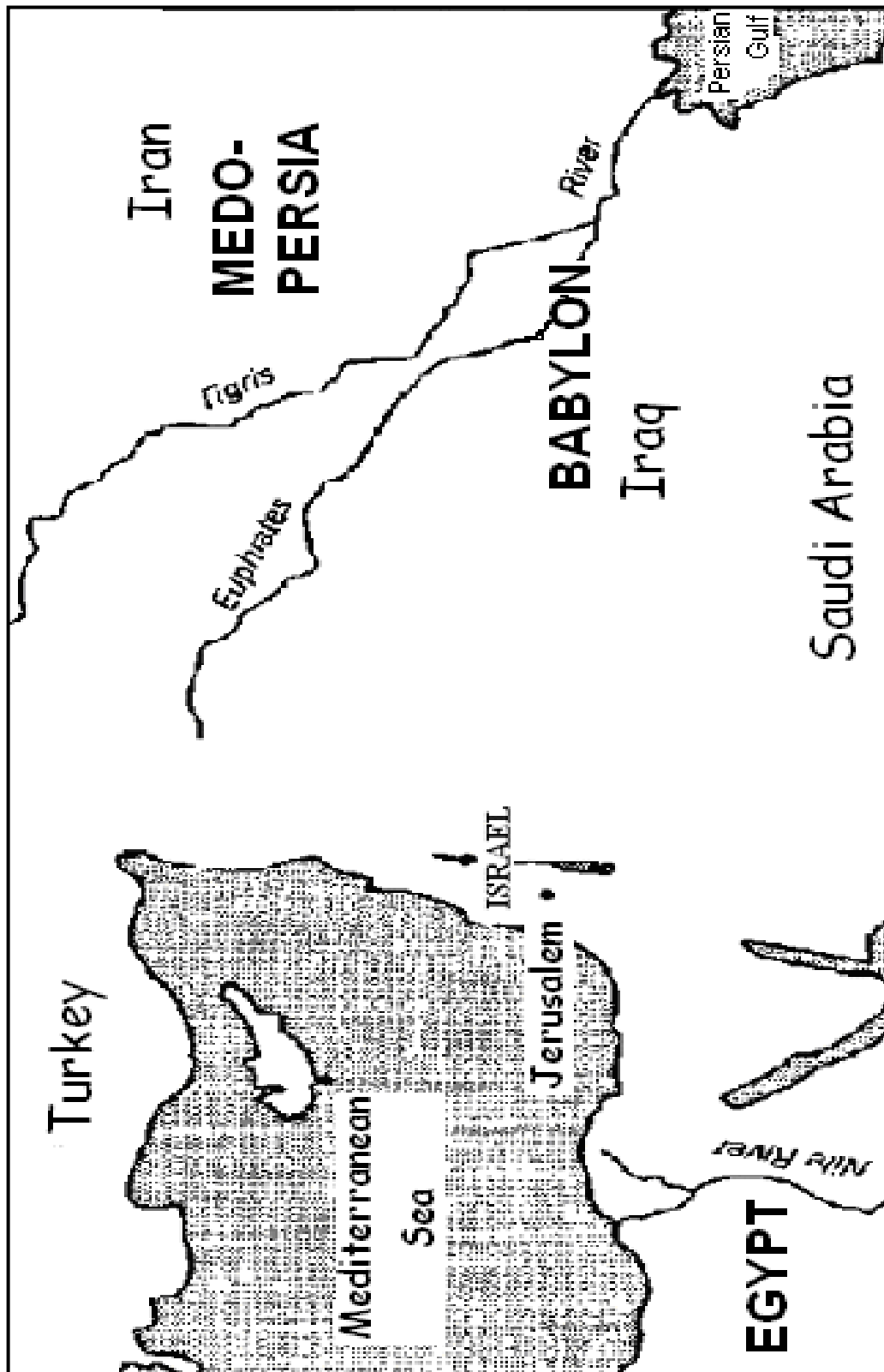
- globe or world map,
Ancient Near East Map
Worksheet/SILIDE -
Time line on a large sheet of paper tacked onto the wall
- **Name and Date Cards**

Hebrews 11:1-2

Instructions:

1. Distribute the **Ancient Near East maps**.
2. Elicit and list the main geographic features.
3. Tell the learners that the events of Hebrews 11 take place mostly in this part of the world.
4. Have the learners find Israel on the map.
5. Ask the learners what they already know about Israel, both in history and at present.

The Ancient Near East Map



Ancient Near East Map Worksheet/SLIDE

6. Draw the learner's attention to the **time-line** that is on the large sheet on the wall.

Instructor Note: On a very long piece of paper (3 meters or however much room you have on the wall) draw this time line. Do not write the names on it as the learners will stick the cards with names on in the appropriate places.

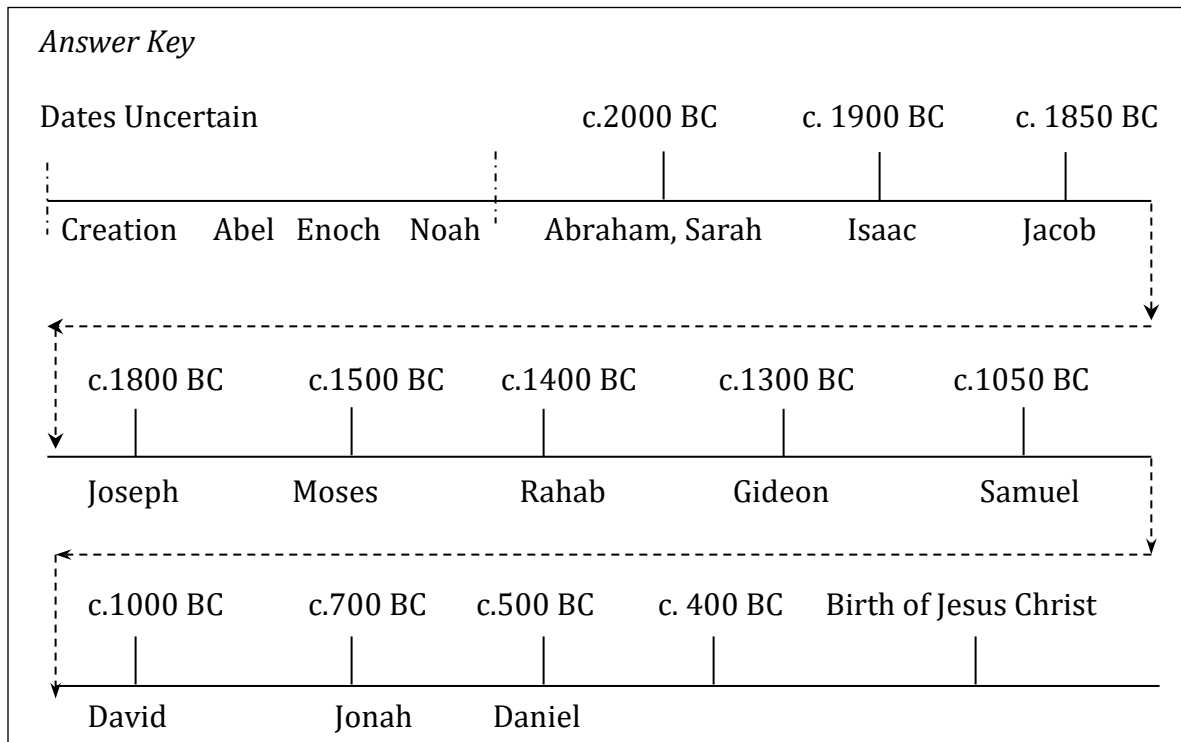
7. Place any historic events that the learners mention on this time line.
8. If there are events from the learner's own cultural heritage that can be integrated with the time line, add them.
9. Explain that in this study of Hebrews 11, we will be looking at the lives of many different people that lived in the ancient Near East a long time ago.
10. Hand out the **Name and Date Cards**, one or two per learner.

Instructor Note: you may have to explain that B.C. means before the birth of Christ, and C. means 'circa' or 'about'.

| |
|--------------------------------|
| Creation Date Uncertain (1) |
| Abel Date Uncertain (2) |
| Enoch Date Uncertain (3) |
| Noah Date Uncertain (4) |
| Abraham c. 2000 BC |
| Sarah c. 2000 BC |
| Isaac c. 1900 BC |
| Jacob c. 1850 BC |
| Joseph c. 1800 BC |

| |
|-----------------------|
| Moses c. 1500 BC |
| Rahab c. 1400 BC |
| Gideon c. 1300 BC |
| David c. 1000 BC |
| Samuel c. 1050 BC |
| Jonah c. 700 BC |
| Daniel c. 500 BC |
| c. 400 BC |
| Birth of Jesus Christ |

11. Have the learners find the date on the time line that corresponds with the date on their card. Have them stick the card to the time line on the wall.



God's Approval

Task 3



Objectives:

- to scan a text for specific information

Time: 15 minutes


Materials:

- Hebrews 11:1-2 Text SLIDE
- Hebrews 11 Text for each learner
- Hebrews 11 Text SLIDET
- highlighters

Hebrews 11:1-2

Instructions:

1. Read the **Hebrews 11:1-2 Text** aloud to the learners.

Instructor Note: All the **Audio Files** for the whole curriculum are embedded in the **PPT SLIDES**. Click on the Audio Icon  to listen.

2. Ask the learners to listen for the topic or theme, what the passage is about. Read the text again. If they have trouble, tell them it's one word. FAITH.
3. Present the idea of scanning: quickly running your eyes over the text to find specific details.
4. Hand out the **Hebrews 11 Text**. Ask the learners to scan for the word 'faith'. How many times does it occur? Have the learners highlight each instance that they find. Give them a time limit. Explain that we are not reading for all the details; we only want to see how many times 'faith' is used. We will be reading all the details later in the course.
5. Have the learners compare with their neighbours to see if they missed any. What is the final count?

Answer Key: 26 – faith 1 – faithful

6. Ask the learners to scan the Hebrews 11 text again for proper names. How many people are mentioned by name (the names will be capitalized)? How many places are named? Are any special events named?

| <i>Answer Key:</i> | | |
|--|---|----------------------|
| People | Places | Events |
| 23 God(36x), Abel(3x), Cain, Enoch, Noah, Abraham(9x), Sarah, Isaac(6x), Jacob(3x), Esau, Joseph(2x), Israel(6x) Moses(5x), Pharaoh, Messiah, Egyptians, Rahab, Gideon, Barak, Samson, Jephthah, David, Samuel | 3 Egypt Red Sea Jericho | 1 Passover |

Hebrews 11:1-2 Text

What is faith?

It is the confident assurance that what we hope for is going to happen. It is the evidence of things we cannot yet see. God gave his approval to people in days of old because of their faith.

Hebrews 11:1-2 Text SLIDE

Hebrews 11 Text

What is faith? It is the confident assurance that what we hope for is going to happen. It is the evidence of things we cannot yet see. God gave his approval to people in days of old because of their faith.

By faith we understand that the entire universe was formed at God's command, that what we now see did not come from anything that can be seen.

It was by faith that Abel brought a more acceptable offering to God than Cain did. God accepted Abel's offering to show that he was a righteous man. And although Abel is long dead, he still speaks to us because of his faith.

It was by faith that Enoch was taken up to heaven without dying—*"suddenly he disappeared because God took him."* But before he was taken up, he was approved as pleasing to God. So, you see, it is impossible to please God without faith. Anyone who wants to come to him must believe that there is a God and that he rewards those who sincerely seek him.

It was by faith that Noah built an ark to save his family from the flood. He obeyed God, who warned him about something that had never happened before. By his faith he condemned the rest of the world and was made right in God's sight.

It was by faith that Abraham obeyed when God called him to leave home and go to another land that God would give him as his inheritance. He went without knowing where he was going. And even when he reached the land God promised him, he lived there by faith—for he was like a foreigner, living in a tent. And so did Isaac and Jacob, to whom God gave the same promise. Abraham did this because he was confidently looking forward to a city with eternal foundations, a city designed and built by God.

Hebrews 11 Text/SLIDE pg. 1

34 It was by faith that Sarah together with Abraham was able to have a
child, even though they were too old and Sarah was barren. Abraham
36 believed that God would keep his promise. And so a whole nation came
from this one man, Abraham, who was too old to have any children—a
38 nation with so many people that, like the stars of the sky and the sand on
the seashore, there is no way to count them.

40

All these faithful ones died without receiving what God had promised
42 them, but they saw it all from a distance and welcomed the promises of
God. They agreed that they were no more than foreigners and nomads
44 here on earth. And obviously people who talk like that are looking
forward to a country they can call their own. If they had meant the
46 country they came from, they would have found a way to go back. But
they were looking for a better place, a heavenly homeland. That is why
48 God is not ashamed to be called their God, for he has prepared a
heavenly city for them.

50

It was by faith that Abraham offered Isaac as a sacrifice when God was
52 testing him. Abraham, who had received God's promises, was ready to
sacrifice his only son, Isaac, though God had promised him, "*Isaac is the*
54 *son through whom your descendants will be counted.*" Abraham assumed
that if Isaac died, God was able to bring him back to life again. And in a
56 sense, Abraham did receive his son back from the dead.

58 It was by faith that Isaac blessed his two sons, Jacob and Esau. He had
confidence in what God was going to do in the future.

60

It was by faith that Jacob, when he was old and dying, blessed each of
62 Joseph's sons and bowed in worship as he leaned on his staff. And it was
by faith that Joseph, when he was about to die, confidently spoke of
64 God's bringing the people of Israel out of Egypt. He was so sure of it that
he commanded them to carry his bones with them when they left!

66 It was by faith that Moses' parents hid him for three months. They
saw that God had given them an unusual child, and they were not afraid
68 of what the king might do.

70 It was by faith that Moses, when he grew up, refused to be treated as
the son of Pharaoh's daughter. He chose to share the oppression of God's
72 people instead of enjoying the fleeting pleasures of sin. He thought it was
better to suffer for the sake of the Messiah than to own the treasures of
74 Egypt, for he was looking ahead to the great reward that God would give
him. It was by faith that Moses left the land of Egypt. He was not afraid of
76 the king. Moses kept right on going because he kept his eyes on the one
who is invisible. It was by faith that Moses commanded the people of
78 Israel to keep the Passover and to sprinkle blood on the doorposts so
that the angel of death would not kill their firstborn sons.

80
It was by faith that the people of Israel went right through the Red Sea
82 as though they were on dry ground. But when the Egyptians followed,
they were all drowned.

84
It was by faith that the people of Israel marched around Jericho seven
86 days, and the walls came crashing down.

88 It was by faith that Rahab the prostitute did not die with all the others
in her city who refused to obey God. For, she had given a friendly
90 welcome to the spies.

92 Well, how much more do I need to say? It would take too long to
recount the stories of the faith of Gideon, Barak, Samson, Jephthah,
94 David, Samuel, and all the prophets. By faith these people overthrew
kingdoms, ruled with justice, and received what God had promised them.
96 They shut the mouths of lions, quenched the flames of fire, and escaped
death by the edge of the sword. Their weakness was turned to strength.
98 They became strong in battle and put whole armies to flight. Women
received their loved ones back again from death.

Hebrews 11 Text/SLIDE pg. 3

100 But others trusted God and were tortured, preferring to die rather
than turn from God and be free. They placed their hope in the
102 resurrection to a better life. Some were mocked, and their backs were
cut open with whips. Others were chained in dungeons. Some died by
104 stoning, and some were sawed in half; others were killed with the
sword. Some went about in skins of sheep and goats, hungry and
106 oppressed and mistreated. They were too good for this world. They
wandered over deserts and mountains, hiding in caves and holes in the
108 ground.

110 All of these people we have mentioned received God's approval
because of their faith, yet none of them received all that God had
112 promised. For God had far better things in mind for us that would also
benefit them, for they can't receive the prize at the end of the race until
114 we finish the race.

Fill in the chart below with the number of People, Places and Events mentioned in the Hebrews 11 Text:

| People | Places | Events |
|--------|--------|--------|
| | | |

Task 4



Objectives:

- to **understand** the key vocabulary and collocations

Time: 20 minutes

Materials:

- **Word and Definition Cards** for each group of learners
- **Rewrite Worksheet** for each learner
- **Phrases of Faith Cards** for each pair of learners
- **Phrases of Faith Worksheet** for each learner

Hebrews 11:1-2

A Very Sure Promise

Instructions:

1. Divide the class into groups of four. Hand out a set of **Word and Definition Cards**. Have the group shuffle the cards and distribute four cards to each learner, and match the **Word Card** with its **Definition Card**.

| | | | |
|-----------|-----------|----------------------|--------------|
| assurance | confident | evidence | faith |
| promise | very sure | reason for believing | strong trust |

| | | | |
|-------------------|------------|-------------------|-----------|
| (give) approval | happen | hope for | yet |
| (show) acceptance | take place | desire and expect | up to now |

2. When all matches have been made, instruct each group to rewrite the Hebrews 11:1-2 text replacing the words with the definitions (except the first 'faith') on the **Rewrite Worksheet**. The result should be something like this:

*What is faith? It is the **very sure promise** that what **we desire and expect** is going to **take place**. It is the **reason for believing** things we cannot, **up to now**, see. God **showed his acceptance** to people in days of old because of their **strong trust**.*

3. Each group should read the new wording aloud.

Fill in the blanks with the following words or phrases:

| | | | |
|----------------------|------------|-------------------------|----------------------|
| desire and expect | promise | reason for believing | (show) acceptance |
| strong trust | take place | up to now | very sure |

What is faith? It is the _____
 _____ that what
 we _____ is going to
 _____. It is the
 _____ things we
 cannot, _____, see. God
 _____ to people in
 days of old because of their
 _____.

Optional: a more difficult task

1. Explain to the learners that the word 'faith' is used in many different expressions in English. Hand out a set of **Phrases of Faith Cards** to each pair. In pairs, have the learners match the meanings of the 'faith' phrases by placing the two cards together.

| | | |
|-----------------------------|------------------------------|---|
| 1. a childlike faith | 2. article of faith | 3. blind faith |
| <i>very simple trust</i> | <i>a statement of belief</i> | <i>complete acceptance without question</i> |

| | | |
|---------------------------|-----------------------------------|------------------------------|
| 4. faithfully | 5. keep faith | 6. pin one's faith on |
| <i>devotedly, loyally</i> | <i>keep one's word or promise</i> | <i>depend on</i> |

| | | |
|------------------------------|---------------------------|-------------------------------|
| 7. put faith in | 8. take on faith | 9. the Christian faith |
| <i>believe without doubt</i> | <i>take at face value</i> | <i>the Christian religion</i> |

| | |
|-------------------------------------|----------------------------|
| 10. the faithful | 11. worthy of faith |
| <i>true believers of a religion</i> | <i>trustworthy</i> |

2. In groups of four, have the learners within each group take turns giving examples of each phrase. An example of 'worthy of faith' could be: *"This phrase makes me think of my husband. He is a man you can trust. If he makes a promise, he will keep it. He is worthy of faith."*
3. Instruct the learners to write their own definition of the word 'faith'. The text gives us a definition. These phrases help us to see additional meanings.
4. Have the learners write in their own words, the answer to the question: 'What is faith?'

From the **Phrases of Faith** below, match with the correct meaning.
After completing the matching, answer the question What is faith?.

| | | | | | |
|----------------------|---------------------|------------------------|------------------|---------------------|-----------------------|
| 1. a childlike faith | 2. article of faith | 3. blind faith | 4. faithfully | 5. keep faith | 6. pin one's faith on |
| 7. put faith in | 8. take on faith | 9. the Christian faith | 10. the faithful | 11. worthy of faith | |

the Christian religion

believe without doubt

keep one's word or promise

true believers of a religion

very simple trust

take at face value

devotedly, loyally

a statement of belief

trustworthy

depend on

complete acceptance without question

What is faith?

Task 5



Objectives:

- to **express** ideas and opinions in a group discussion

Time: 20 minutes

Materials:

- **Discussion Questions Cards** for each group
- 4 paper clips for each learner

Hebrews 11:1-2

What Is Faith?

Instructions:

1. Divide the class into groups of four.
2. Have each group decide on a leader. Give the leader a **Discussion Questions Card**.

Discussion Questions

- A. What are some other words (synonyms) for faith?
- B. Which faith ancestor's story do you have more questions about?
- C. Tell about some present-day person who demonstrated faith.

3. Give each learner four paper clips. These represent four talking turns. When a person speaks, they put one paper clip in the centre of the table.
4. After each group has discussed the questions, call the class together and have each group report one faith story that came up in the discussion.
5. Open the discussion for additional comments.

[illegible]

It's English

Task 6



Objectives:

- to **understand** the appropriate use of the pronoun 'it'

Time: 25 minutes

Materials:

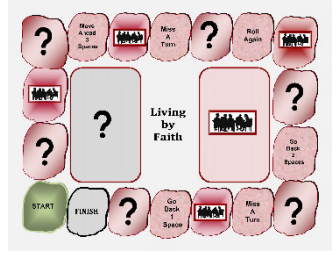
- It's SLIDE
- Discussion Board, markers, coin and Discussion Cards for each group

Hebrews 11:1-2

Instructions:

1. Point out that 'it' has more than one use in English. Learners will have been taught that personal pronouns including 'it' need an antecedent, something that has been previously mentioned that the pronoun **refers back to**. In the text, 'it' refers back to 'faith'. This is the referential 'it'.

However, in English we commonly use 'it' when it doesn't refer back to anything but to an idea that comes later in the sentence. English wants to highlight new information by putting it at the end of the sentence. One way to do this is to use an empty subject, 'it' or 'there.' The linking verb 'be' is the most common verb used with these. 'It' contracts with 'is' to make 'it's'. Use the **It's SLIDE** to demonstrate.

2. Do an activity to practice using 'referential it' and 'non-referential it'. Have one **Discussion Board** for every three learners. Learners move around the board by flipping a coin (heads ⇒ move 1 and tails ⇒ move 2) and moving the assigned number of spaces. Learners answer the question/follow the instructions on the picked up card when landing on '?'.


| Discussion Card | | |
|--------------------------------------|--|--|
| Say something about today's weather. | What time is it? | Say something about yesterday's weather. |
| Describe your classroom. | Define assurance as it is used in Hebrews 11:1. | How far is it to the next major city? |

| | | |
|---|--------------------------------------|---|
| What time was it when you woke up this morning? | Describe your home. | Define evidence as it is used in Hebrews 11:1. |
| How far away is your home? | Talk about tomorrow's weather. | Describe the home you grew up in. |
| Define approval as it is used in Hebrews 11:1. | Say something about a special event. | When do you celebrate your national holiday? |

Optional: Have another learner say whether the 'it' was referential [referring to something that was mentioned previously] or subject of the impersonal idea expressing time, distance, weather or environment. 'It' may be the substitute for a deferred subject.

It's

- **used to express time**

e.g. It's seven o'clock. It's late.

It will be our anniversary. It's March 12th.

It was Wednesday. It was 1982.

- **used to describe weather**

e.g. It's a windy day. It's freezing.

It's 30 below.

- **used to express distance**

e.g. It's about 70 kilometres to Winnipeg.

It's not far to Regina.

- **used to describe an environment**

e.g. It's a little crowded in this room.

It gets quite noisy with so many children.

Questions, Questions?

Task 7



Objectives:

- to **understand** and use appropriate rising and rising-falling intonation patterns

Time: 45 minutes

Materials:

- Pitch **SLIDES**
- **Rising/Rising-Falling Intonation Worksheet** for each learner
- **Listening Worksheet** for each learner
- **Faith Dialogues Worksheet** for each learner
- magazine pictures

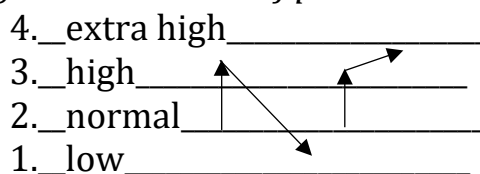
Hebrews 11:1-2

Instructions:

Part A

1. Teach the learners the intonation patterns of rising-falling and rising pitch using the OHTs. Both patterns are very common in English. Draw the patterns on these sample sentences to illustrate for the learners.

English has 4 levels of pitch:



The rising-falling pitch moves from 2 to 3 to 1.

The rising pitch moves from 2 to 3.

This pitch jump usually occurs on the last content word of a clause.

What is faith? (rising-falling)

God has given his approval. (rising-falling)

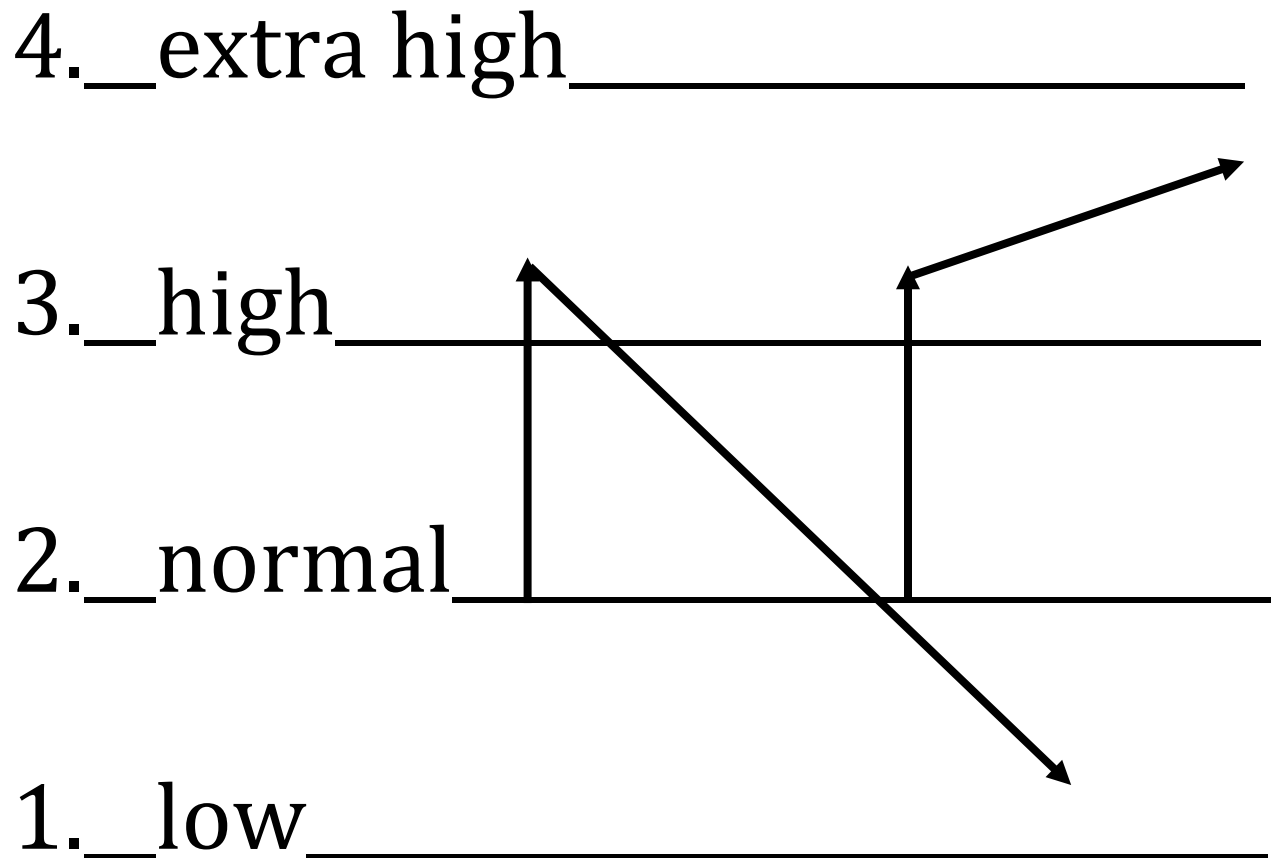
What is going to happen? (rising-falling)

Will what we hope for happen? ↑ (rising)

Are you sure? (rising)

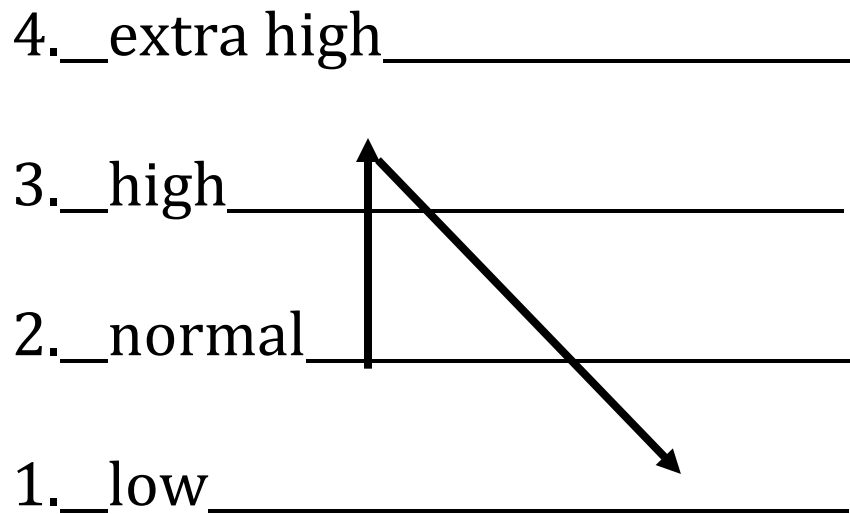
Did the teacher give his approval? (rising)

English has 4 levels of pitch:



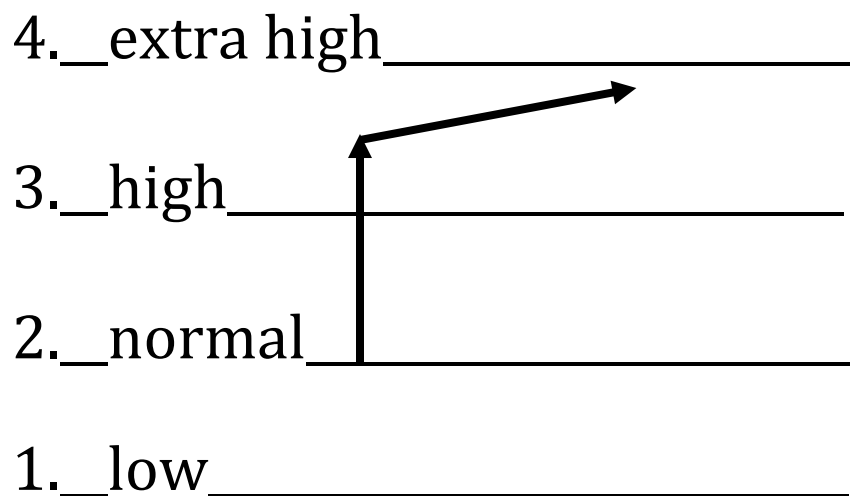
Four Pitch Levels of English SLIDE

Rising - Falling



What is faith?

Rising



Will what we hope for happen?

Rising=Falling/Rising Pitch SLIDE

Part B *Listening*

1. Give each learner a **Rising/Rising-Falling Intonation Worksheet**. Have them listen as you read the questions and they mark the questions whether they hear rising-falling or rising intonation.
2. Stop after each question and check to make sure the learners are in fact hearing the different intonation patterns. Have learners give you feedback on which they heard.

| | | |
|--|---|----|
| <i>Answer Key:</i> | | |
| 1. Can you ride a bicycle? | R | |
| 2. Are you confident you can do it? | R | |
| 3. Who is confident that they can do it? | | RF |
| 4. How confident are you? | | RF |
| 5. Do you know how to use a parachute? | R | |
| 6. Have you ever used a parachute? | R | |
| 7. When did you use a parachute? | | RF |
| 8. Who helped you? | | RF |
| 9. Where are you going? | | RF |
| 10. What did your dad give you? | | RF |
| 11. Is that book old? | R | |
| 12. Where did you get that old book? | | RF |
| 13. How do you like it? | | RF |
| 14. Do you like old books? | R | |
| 15. Did lots of people go to the party? | R | |
| 16. Have you taken your medicine? | R | |
| 17. What medicine did you take? | | RF |
| 18. Is there any evidence? | R | |
| 19. Where is the evidence? | | RF |
| 20. Why is there no evidence? | | RF |

3. In pairs, ask the learners to find a pattern and make a rule about which intonation pattern to use when in questions.

Rule:















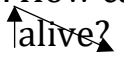


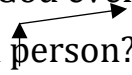


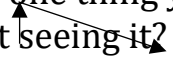









- a. In **wh- questions**, use rising-falling intonation. (Wh- questions begin with these words: who, what, when where, why, and how.)
- b. In **yes/no questions** [when you expect the answer to be either 'yes' or 'no'], use rising intonation.

Mark the sentences with the intonation pattern that you hear (R  or RF )

| | | |
|--|---|----|
| 1. Can you ride a bicycle? | R | RF |
| 2. Are you confident you can do it? | R | RF |
| 3. Who is confident that they can do it? | R | RF |
| 4. How confident are you? | R | RF |
| 5. Do you know how to use a parachute? | R | RF |
| 6. Have you ever used a parachute? | R | RF |
| 7. When did you use a parachute? | R | RF |
| 8. Who helped you? | R | RF |
| 9. Where are you going? | R | RF |
| 10. What did your dad give you? | R | RF |
| 11. Is that book old? | R | RF |
| 12. Where did you get that old book? | R | RF |
| 13. How do you like it? | R | RF |
| 14. Do you like old books? | R | RF |
| 15. Did lots of people go to the party? | R | RF |
| 16. Have you taken your medicine? | R | RF |
| 17. What medicine did you take? | R | RF |
| 18. Is there any evidence? | R | RF |
| 19. Where is the evidence? | R | RF |
| 20. Why is there no evidence? | R | RF |

Part C *Listening*

1. Handout the **Listening Worksheet** to each learner and have them fold the page in half from top to bottom.
2. Divide the learners into pairs, having one learner A and the other B. Learner A looks only at column A; Learner B only at Column B.
3. Instruct Learner A to say the sentence as the intonation is marked. Learner B listens to the questions and marks if the intonation pattern heard - a rising -falling or rising intonation.
4. After number 6 switch roles.
5. Compare the markings on the two columns when they are finished.

| Partner A | | Partner B | |
|---|---|--|---|
| 1. What is one thing you hope for? |  |  | |
| 2. Do you believe there is a God? |  |  | |
| 3. Where do you see evidence of God's existence? |  |  | |
| 4. Do you think God makes promises to people? |  |  | |
| 5. Do you think He really keeps them? |  |  | |
| 6. What comes easier to you, faith or doubt? |  |  | |
| Switch Roles | | Switch Roles | |
|  |  | 7. How can I assure you that God is alive? |  |
|  |  | 8. Do you think God ever truly approves of a person? |  |
|  |  | 9. What is one thing you believe in without seeing it? |  |
|  |  | 10. Do you know anyone who has a faith you admire? |  |
|  |  | 11. Do you think faith can make a difference in a person's life? |  |
|  |  | 12. How has your life changed as a result of your faith in God? |  |

Listening Worksheet

Part D

1. Hand out the **Faith Dialogues Worksheet**. Instruct the learners to mark the intonation units on all the questions in the dialogues.
2. Have the learners practice the intonation patterns on the sample dialogues.

Faith Dialogues

Ravi: I hear this ESL curriculum is all about faith. What are your thoughts about faith?

Sooni: I don't know. Faith has never been very important to me. What about you? Do you believe in a God?

Ravi: I do. My faith in God is very important to me.

Sooni: I find it impossible to accept that there is really a God. What makes you so sure there is a God?

Ravi: That is a good question. What makes you so sure there isn't a God?

Lilia: This is going to be interesting, studying the Bible and studying English at once. Have you ever read the Bible?

Omar: Not really. How about you?

Lilia: Yes, I have. It has become a very important book to me.

Omar: Really? What is it that you find interesting about the Bible?

Lilia: The Bible has shown me the way to faith in God.

Omar: The way to God? Faith? What do you mean by that?

Part E *Asking Questions*

1. Find some suitable magazine pictures.
2. Divide the class into groups of three. Give one person in each group a picture and instruct him/her not to show it to the others. Another person asks questions about the picture. The third person listens for correct intonation and tells the questioner how they did *after the conversation*.
3. Rotate roles within the groups. Take a new picture and do the same thing. Repeat again with a third picture. Each person should have a turn to be the questioner, the answerer, and the listener.

What Was That?

Task 8



Objectives:

- to **use** appropriate strategies in asking for clarifications and meanings of words

Time: 30 minutes

Materials:

- Asking for Clarification Cards for each group
- Answer Key SLIDE
- Role Play situation cards

Hebrews 11:1-2

Instructions:

Part A

1. Tell the learners that in learning a language we frequently find ourselves asking the meaning of a word or explaining the meanings of words. In this task they will learn a variety of ways to ask about the meanings of words and or asking for clarification.
2. Explain that there are many ways in English to ask for clarification, and as English learners it's very helpful to know them and to know which ones to use when.
3. Write the following question on the board:
What is faith? Elicit different ways of asking the same question. e.g.
 - How would you define faith?
 - Describe the word 'faith.'
 - What does 'faith' mean?
 - Could you tell me what 'faith' means?
 - Give me an example of 'faith.'
 - What do you mean by 'faith'?

4. Go over the twelve ways of asking for clarification using the **Asking for Clarification Cards/SLIDE**. Go over the intonation of each. Ask the learners if they know any more. There are more. Have the learners practise intonation by repeating after you.

Rising intonation: All except:

- “How do you spell that?”
- “I’m sorry to bother you, but would you mind repeating that, please?”
- “Could you tell me the meaning of that?”

Instructor Note: “Sorry,” “Excuse me,” and “Pardon me,” with falling intonation have a different meaning. Use them when apologising.

| | | |
|--------------------------------|-------------------|---|
| How do you spell that? | Did you say ____? | Was that ____? |
| Pardon me? | Come again? | Could you repeat that? |
| Excuse me? | What? | Sorry? |
| Could you repeat that, please? | What was that? | I’m sorry to bother you, but would you mind repeating that, please? |

5. Divide the class into groups of three. Give each group a set of **Asking for Clarification Cards** and ask them to put them in order from rude to polite. There will be some guessing, and some discussion. Let them process the sentences.
6. After all groups have established an order, call the class back together and ask them to report. Do all groups agree?
7. Use the **Answer Key SLIDE** to present how many native speakers would order them.
8. Point out “pillowing” as it relates to politeness. Extra words soften or pillow your requests. In general, the more words in the sentence the more polite it is. ‘Please’ and ‘thank you’ are the most common pillowing words.
9. Point out that you have to “read” the situation, to choose how much pillowing is appropriate. Watch out. In some situations you will sound strange if you use too much pillowing. How much pillowing you use depends on equality, independence, and formality of the situation. Is the person you are speaking to your equal, your superior, or your inferior? Is the situation formal or informal? In North America, people tend to talk to each other as equals, even if a power difference exists.

| Clarification Attitude: | Clarification Question: |
|--|--|
| Rude: | What? *Huh? |
| Not really rude, but somewhat irritating: | Sorry? Come again? What was that? |
| Polite: | Pardon me? Excuse me? How do you spell that? Did you say _____? Was that _____? Could you repeat that? *How would you define ‘faith’? *What do you mean by ‘sure promise’? |
| Very polite: | Could you repeat that, please? *Would you mind defining ‘faith’ for me? |
| Extremely polite: | I’m sorry to bother you, but would you mind repeating that, please? |

*No Card in Rude to Polite Cards

Answer Key SLIDE

Part B: Role Play

1. Have learners form pairs and hand out two **Role Cards**, with the same number, e.g. the two **#1 cards** etc. (**Note:** Cards 11 & 12 are duplicates of 5 and 6)

Role Play Card

LbFU1T8B

#1. You want to know the meaning of the word 'promise'. Ask your teacher politely for the meaning? Ask for further clarification.

#1. You are a teacher. One of your learners will ask you for the meaning of "promise". *{It is when someone says they will do something.}* Give him the definition politely.

#2. One of your very good friends in class wants to know the definition of 'confidence'.
{It means being sure of something}

#2. Ask one of your classmates to define 'confidence'? You are very good friends.

#3. One of your friends is very frustrated that he can't find someone to describe the word 'doubt' to him. He finally asks you. *{Doubt is when you find it hard to believe something.}*

#3. You have asked many people to describe the word 'doubt' to you. No one seems to know. You are getting irritated. Ask one of your friends to describe the word 'doubt' to you.

#4. You have forgotten or are unclear as to what the word 'approval' means. Ask a classmate to make the meaning clear to you.

#4. One of your classmates needs clarification as to the meaning of 'approval' *{It means thinking well of someone or something.}*

5. You have been told the meaning of the word 'assurance' by your teacher, but you didn't hear it very well. Ask him/her to repeat the definition.

5. You have given the meaning of the word 'assurance' to a learner. However, he will ask you to repeat the meaning. *{It means making certain. Sometimes when you assure a person, you repeat your words.}*

6. You have heard your classmates using the word 'hope' a lot. You are confused as to what it means. Ask one of them what they mean by the term 'hope'

#6. One of your classmates is very confused with your use of the word 'hope'. Tell him/her that you think it means 'when you expect something or look forward to something.'

#7. Ask your teacher for an example of the word 'trust'.

#7. One of your learners in class has asked for an example of the word 'trust'. *{An example would be when a woman knows that her husband will be faithful to her.}*

| | |
|--|--|
| #8. You are very frustrated with the use of the word 'religion' in the media. Ask a friend to explain its use. | #8. Explain the use of religion in the media when a friend asks you. |
| #9. Ask a classmate for a clarification of the meaning of the word 'evidence'. | #9. When a classmate asks you for the clarification of the meaning of the word 'evidence', explain the best you can. |
| #10. Ask someone to spell a word you would like to learn. | # 10. Spell a word for your classmate. If you don't know how to spell it, direct him /her to the dictionary. |
| #11. You have been told the meaning of the word 'assurance' by your teacher, but you didn't hear it very well. Ask him/her to repeat the definition. | #11. You have given the meaning of the word 'assurance' to a learner. However, he will ask you to repeat the meaning. <i>{It means making certain. Sometimes when you assure a person, you repeat your words.}</i> |
| #12. You have heard your classmates using the word 'hope' a lot. You are confused as to what it means. Ask one of them what they mean by the term 'hope' | #12. One of your classmates is very confused with your use of the word 'hope'. Tell him/her that you think it means 'when you expect something or look forward to something.' |

2. Give time for the learners to plan their role plays.
 - Circulate to answer questions.
 - It might help for learners to write out their role plays.
 - Tell them that they will be performing the role play for the rest of the class.
3. Have the learners perform their role plays.
4. After each role play, compliment the pair on what they did well. Have other learners make comments as well. Allow only positive comments.

Writing Overview

Task 9



Objectives:

- to **review** an overview of the writing process
- to **mind map**

Time: 75 minutes

Materials:

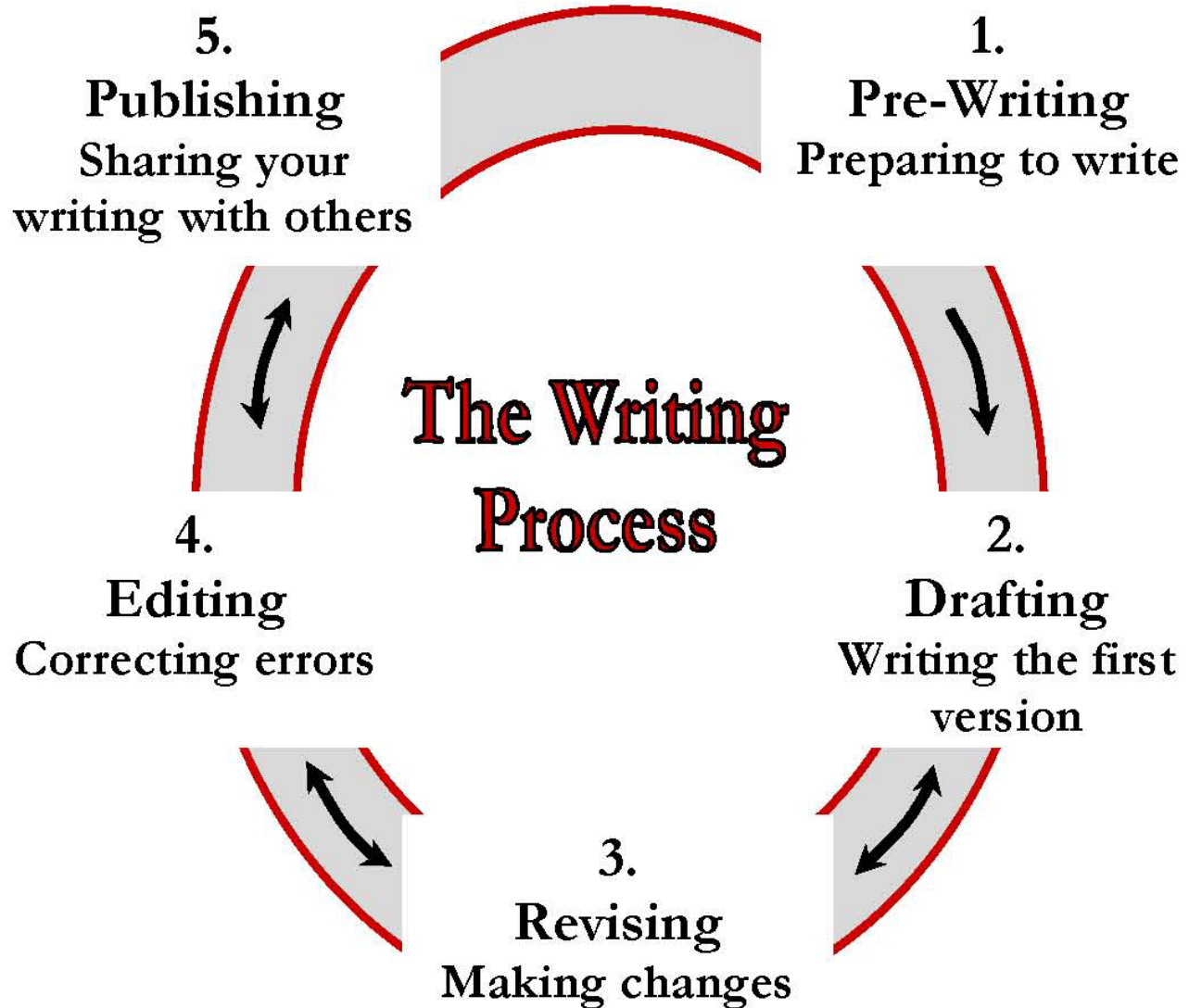
- Writing Process SLIDE
- First Stage Pre-Writing Process Worksheet/SLIDE for each learner
- Mind Map Sample SLIDE

Hebrews 11:1-2

Instructions:

Part A

1. Introduce this task by explaining that we will be focusing on the academic writing process throughout this course.
2. Remind the learners that writing is a skill that requires a lot of practice. No one expects a soccer player to come onto the field for the first time and be a star player. Learning how to play soccer takes a lot of practice. Writing is the same way.
3. Present to the learners that the writing process has five stages. Put up the **Writing Process SLIDE**.
4. Explain each stage as outlined on the SLIDE.
5. Explain that even though the stages are numbered, it is a cyclical process. Writers move back and forth between the five stages.



Part B

1. Explain to the learners that before they start to write on a specific topic, it is important to gather ideas.
2. Hand out the **First Stages Pre- Writing Worksheet**.
3. Elicit from the learners suggestions of how to get ideas of what to write. Write their suggestions onto the white board. Add additional sources they have not mentioned (see suggested answer key below)

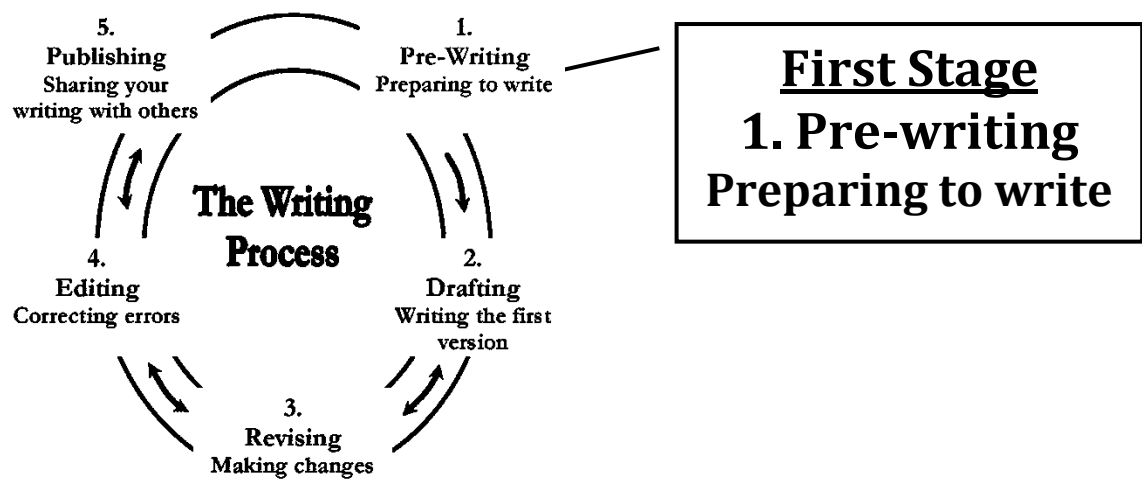
Instructor Note: Just fill out the first column at this time. The second column will be filled out in Unit 2 Task 9.

Suggested Answer Key:

First Stage: Pre-writing

Question: How do I get ideas of what to write about in the first place?

- Personal experiences
- Media – magazines, books, TV, radio, Internet, newspaper, etc.
- Music
- Dreams
- Responding to literature
- Research
- Your imagination
- Many others!



First Stage: Pre-writing

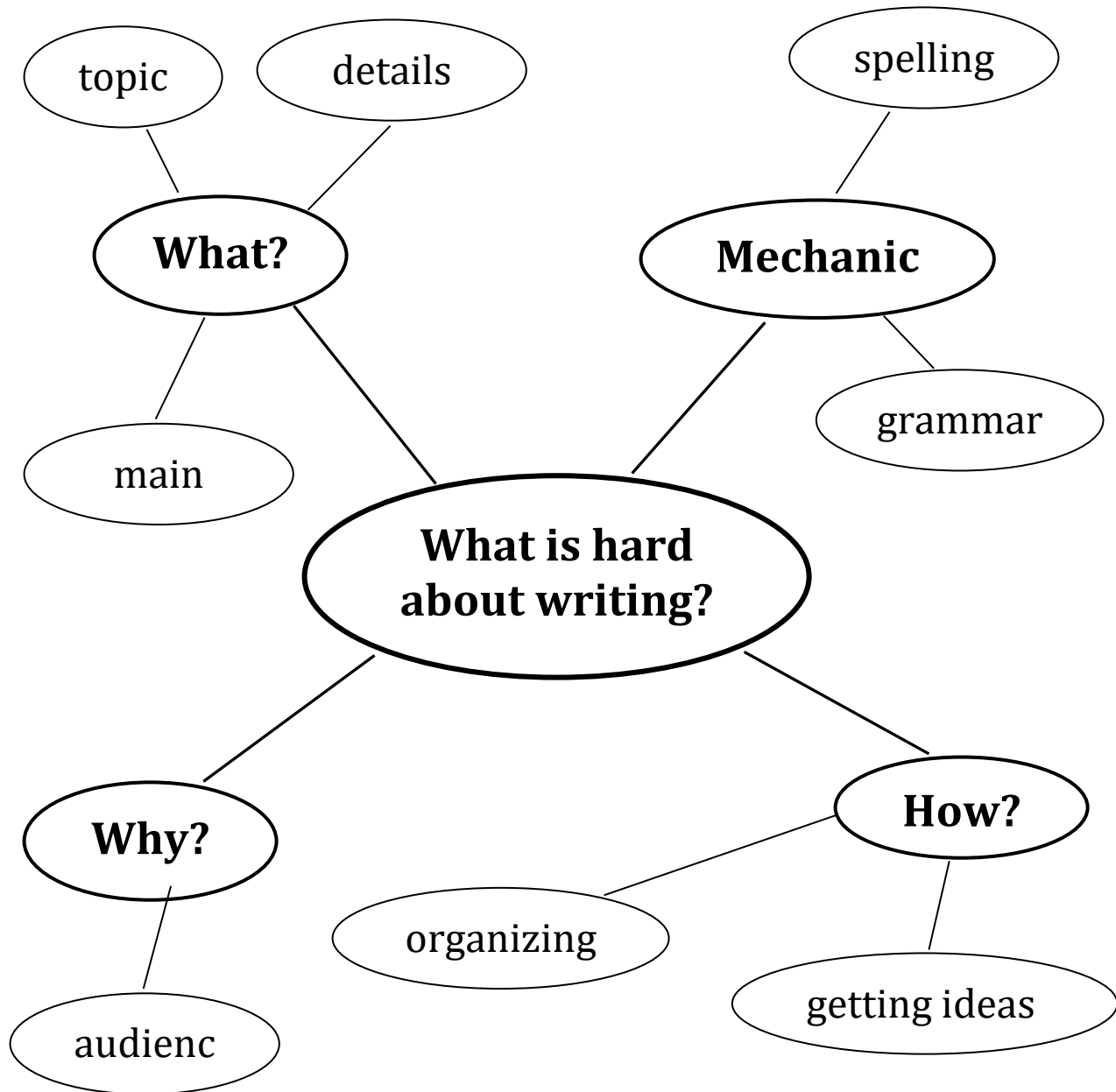
| | |
|---|--------------------------------------|
| Question: How do I get ideas of what to write about in the first place? | Question: What ways can I pre-write? |
| | |

4. Point out that it is important to learn some strategies for generating ideas. These techniques are useful when one first starts to think of ideas.

Writing Strategy: Mind mapping

Making a mind map can help you collect ideas before you start to write. It can help you see connections between big ideas and details.

5. Present the writing strategy of Mind mapping.
- Explain to the learners that mind mapping is a way of generating ideas.
 - You make a visual plan of the connections among your ideas.
 - Put up the **Mind Map Sample SLIDE** as an example.
6. Instruct them to observe the following guidelines for mind mapping using the **Mind Map Sample SLIDE**:
- a. Write your topic in the center of your paper and circle it.
 - b. Write an idea related to the topic, circle that idea and draw a line back to the topic. Keep writing ideas, making circles around them and drawing them back to the ideas they came from.
 - c. When you run out of ideas, look at your circles and decide which ideas seem most important.



7. Have the learners form pairs and choose a topic from the **Ideas Bank SLIDE**.
8. Explain that these are questions that emerge from the topics in this unit or deal with an introduction to writing. Give each pair a static sheet or poster paper and markers. Instruct them to create a mind map.
9. When learners have finished their mind maps, have them present them to the entire class.

Ideas Bank

- 1. Write about faith?**
- 2. What makes you sure there is a God?**
- 3. What is it that you find interesting about the Bible?**
- 4. Write about the care of the earth?**
- 5. Write about your expectations and hopes for this course.**
- 6. Write about writing:**
 - What is good writing?**
 - What is hard about writing?**
 - What kind of writing to you enjoy?**

[illegible]