

*Living* *by*  
**Faith**

*Hebrews 11*

English Language Curriculum

*With: Academic Writing Tasks*

GAIL TIESSEN



# *Living* *by* **Faith**



*Hebrews 11*

**Gail Tiessen**

**Copyright © 2022 Gail Tiessen**

**Published by Joy Two Publications,  
Steinbach, MB R5G 2G5 Canada**

Telephone: (204) 326-5172

E-mail: [joytwopublications@gmail.com](mailto:joytwopublications@gmail.com) Website: [www.joytwopublications.com](http://www.joytwopublications.com)

**All rights reserved.**

**Permission to Copy:**

This resource may be printed or photocopied by the **purchasing instructor** for his/her ESL students **only**. Any duplication beyond these parameters is strictly prohibited without prior written authorization from the publisher.

Scripture quotations are taken from the *Holy Bible*, The New Living Translation, copyright© 1996 by Tyndale House Publishers, Inc., Wheaton, Illinois, 60189. Used by permission.

Selected maps and pictures taken from *The Stranger on the Road to Emmaus* 3<sup>rd</sup> Edition, John R. Cross, 2000 GoodSeed® International. Used by permission.

Selected pictures taken from [www.BiblePictureGallery.com](http://www.BiblePictureGallery.com) as noted.

Article “*Not in Vain*” used by permission from Luis Palau Evangelistic Association.

**Audio: Editor:** Joyce Goertzen    **Set Up Technician:** Matthew Martens    **Recording Technician:** Bruce Peters  
**Voices –** Daryl Climenhaga    Irvin Fast    Joyce Goertzen    Bruce Peters    Terrance Tiessen

**ACKNOWLEDGEMENTS**

The development of this Curriculum based upon Faith Encounters I was made possible by the hard work and collaborative spirit of individuals whose generous contribution of time and expertise expanded the scope of these documents and enriched their contents.

The writing team wishes to acknowledge the following individuals and organizations for their support and contribution to this project.

Joyce Goertzen for Graphic Design, Typesetting and Layout

The following students in the course, *Language Curriculum Development*, at Providence Theological Seminary January 2003 for the contributions made through assignments:

Jean Campbell	Florence Friesen	Dianne Jarosz	Elfrieda Lepp-Kaethler	Elaine Peters
Will Cooke	Joyce Goertzen	Rebecca Kam	Linda Little	George Prosser
Nathan Enns	Andrew Jackson	Rebekah Lau	Renee Marshall	Doris Rist
				Amber Wylie

ISBN 978-1-928047-73-5

## **Introduction**

### **The Purpose of This Curriculum**

- ◆ *To learn English*
- ◆ *To learn Bible content*
- ◆ *To develop academic writing skills (the last task of each unit)*

### **What This Curriculum Contains**

- ◆ Focus on all four skills: listening, speaking, reading, writing
- ◆ Instruction in all aspects of language: discourse, sociolinguistic, strategic, and linguistic (grammar, pronunciation, vocabulary)

### **Who This Curriculum Is For**

- ◆ adults learners
- ◆ intermediate learners (Canadian Language Benchmarks 5-7)
- ◆ ESL or EFL settings — Because the Bible represents a historical setting, and is couched in historical Hebrew culture, this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

### **How This Curriculum Is Organized**

- ◆ *Text-based* — Each unit is built around an authentic text from *The New Living Translation* of the Bible. Other texts are brought in as they relate to what is being studied.
- ◆ *Task-based* — Meaning is at the core of language, and each task has the learners using language in a meaningful way.
- ◆ *Function-based* — Each unit also develops the learners language for every day living. The language learned in class is applicable for use outside the classroom.

### **How Much On-Task Time This Curriculum Provides**

- ◆ whole curriculum 125-135 hours
- ◆ each unit approx. 4-8 hours of on-task class time
- ◆ each task varies according to the purpose and task type

# Contents

<b>Unit</b>	<b>Title</b>	<b>Academic Writing Focus</b>	<b>Page</b>
<b>1</b>	<b>What Is Faith?</b>	<i>Writing</i>	<b>1</b>
<b>2</b>	<b>God of Creation</b>	<i>Free Writing</i>	<b>49</b>
<b>3</b>	<b>Abel's Offering</b>	<i>Organizing Your Essay</i>	<b>91</b>
<b>4</b>	<b>Enoch</b>	<i>A Concluding Paragraph</i>	<b>135</b>
<b>5</b>	<b>Pleasing God</b>	<i>Drafting an Essay</i>	<b>173</b>
<b>6</b>	<b>Noah</b>	<i>Editing an Essay</i>	<b>207</b>
<b>7</b>	<b>Abraham</b>	<i>Publishing (Quoting)</i>	<b>251</b>
<b>8</b>	<b>Sarah-A-Nation is Born</b>	<i>An Expository Essay</i>	<b>297</b>
<b>9</b>	<b>The Faithful Ones</b>	<i>Designing an Outline</i>	<b>333</b>
<b>10</b>	<b>The Offering of Isaac</b>	<i>Analyzing a Persuasive Essay</i>	<b>363</b>
<b>11</b>	<b>The Patriarchs</b>	<i>Writing a Persuasive Essay</i>	<b>423</b>
<b>12</b>	<b>Moses</b>	<i>Organizing Your Ideas</i>	<b>467</b>
<b>13</b>	<b>The People of Israel</b>	<i>Comparison-Contrast Organizer</i>	<b>507</b>
<b>14</b>	<b>Rahab of Jericho</b>	<i>An Exegetical Essay</i>	<b>559</b>
<b>15</b>	<b>Gideon</b>	<i>Writing an Exegetical Essay</i>	<b>615</b>
<b>16</b>	<b>Samuel</b>	<i>Organizing a Cause &amp; Effect Essay</i>	<b>643</b>
<b>17</b>	<b>David</b>	<i>Writing a Cause &amp; Effect Essay</i>	<b>691</b>
<b>18</b>	<b>Jonah</b>	<i>The Narrative Essay</i>	<b>725</b>
<b>19</b>	<b>Daniel &amp; Others</b>	<i>Conventions of a Narrative Essay</i>	<b>775</b>
<b>20</b>	<b>Others Too Good</b>	<i>A Critical Review</i>	<b>805</b>
<b>21</b>	<b>God's Approval</b>	<i>Write a Critical Book Review</i>	<b>843</b>

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>1</b>	<b>Personal Time-lines</b> pg. 2 ≅20min	<b>The Ancient Near East</b> pg. 6 ≅15min	<b>God's Approval</b> pg. 15 ≅15min	<b>A Very Sure Promise</b> pg. 16 ≅20min
<b>What Is Faith?</b> pg. 1 ≅265min	- to <b>place</b> own experiences into a timeline and relate these to a group of people	- to <b>understand</b> the historical context in which all stories of Hebrews take place	- to <b>scan</b> the text for specific information	- to <b>understand</b> the key vocabulary and collocations
<b>2</b>	<b>What's Your Opinion?</b> pg. 50 ≅45min	<b>What Do We Understand?</b> pg. 54 ≅30min	<b>By Faith</b> pg. 58 ≅20min	<b>Creation Words</b> pg. 60 ≅20min
<b>God of Creation</b> pg. 49 ≅310min	- to <b>learn</b> to express an opinion, agree and disagree - to <b>activate</b> background knowledge about the subject	- to <b>present</b> and practice using 'that' noun clauses as objects of verbs	- to <b>understand</b> the many uses of 'by'	- to <b>learn</b> key vocabulary from Genesis 1-2:2
<b>3</b>	<b>Do You Have a Brother?</b> pg. 92 ≅20min	<b>Offerings of Faith</b> pg. 94 ≅30min	<b>Good, Better or Best?</b> pg. 98 ≅20min	<b>How Do You Say Thththat?</b> pg. 104 ≅40min
<b>Abel's Offering</b> pg. 91 ≅415min	- to <b>ask</b> questions for purposes of social interaction	- to <b>skim</b> the text for specific information	- to <b>understand</b> the formation and <b>use</b> of comparative and superlative adjectives	- to <b>understand</b> and <b>produce</b> the voiced and voiceless 'th' sound
<b>4</b>	<b>Close Relationships</b> pg. 136 ≅20min	<b>Follow the Leader</b> pg. 138 ≅20min	<b>Disappeared</b> pg. 140 ≅30min	<b>Without Dying</b> pg. 142 ≅20min
<b>Enoch</b> pg. 135 ≅390min	- to <b>use</b> a mind map	- to <b>follow</b> a written text - to <b>practice</b> reading with thought groups	- to <b>guess</b> meaning from context - to <b>learn</b> vocabulary	- to <b>learn</b> about the use of gerunds

Task 5	Task 6	Task 7	Task 8	TASK 9	UNIT (≅) is approx.
<b><i>What Is Faith?</i></b> pg. 20 ≅20min	<b><i>It's English</i></b> pg. 22 ≅25min	<b><i>Questions, Questions?</i></b> pg. 24 ≅45min	<b><i>What Was That?</i></b> pg. 34 ≅30min	<b><i>Writing Overview</i></b> pg. 40 ≅75min	<b>1</b>
- to <b>express</b> ideas and opinions in a group discussion	- to <b>understand</b> the appropriate use of the pronoun 'it'	- to <b>understand</b> and <b>use</b> appropriate rising and rising-falling intonation patterns	- to <b>use</b> appropriate strategies in asking for clarifications and meanings of words	- to <b>review</b> an overview of the writing process - to <b>mind map</b>	<b>What Is Faith?</b> pg. 1 ≅265min
<b><i>In the Beginning</i></b> pg. 62 ≅30min	<b><i>The Sound of Colour</i></b> pg. 68 ≅15min	<b><i>Say It Smoothly</i></b> pg. 70 ≅45min	<b><i>Caring for the World</i></b> pg. 76 ≅45min	<b><i>Free Writing</i></b> pg. 86 ≅60min	<b>2</b>
- to <b>listen</b> for main ideas in a longer passage	- to <b>know</b> that vowels can be practiced with any colour picture - to <b>describe</b> coloured pictures	- to <b>learn</b> to speak smoothly by becoming aware of the proper placement of pauses	- to <b>practice</b> using noun clauses - to <b>use</b> language to explain personal reactions to the content - to <b>enjoy</b> singing about the God of Creation	- to <b>do</b> free writing - to <b>prepare</b> a writing portfolio	<b>God of Creation</b> pg. 49 ≅310min
<b><i>Even Though</i></b> pg. 108 ≅30min	<b><i>Cultural Gifts</i></b> pg. 112 ≅30min	<b><i>Dead Man Speaking</i></b> pg. 116 ≅20min	<b><i>Organizing Your Essay</i></b> pg. 118 ≅225min		<b>3</b>
- to <b>express</b> conceding and opposing ideas	- to <b>compare</b> and <b>contrast</b> gifts and offerings in different cultures	- to <b>summarize</b> the idea that the lives of people from the past still have a message for the present	- to <b>construct</b> a mind map or <b>employ</b> free writing - to <b>learn</b> about the form of an essay - to <b>write</b> an introductory paragraph - to <b>write</b> body paragraphs		<b>Abel's Offering</b> pg. 91 ≅415min
<b><i>Family Trees</i></b> pg. 144 ≅60min	<b><i>More about Enoch</i></b> pg. 150 ≅30min	<b><i>Was Approved</i></b> pg. 54 ≅60min	<b><i>Race to the Finish</i></b> pg. 162 ≅30min	<b><i>Concluding Paragraph</i></b> pg. 164 ≅120min	<b>4</b>
- to <b>recognize</b> pronouns and possessive determiners - to <b>scan</b> the text for specific information - to <b>ask</b> for and give personal information - to <b>put</b> family information into a graphic organizer	- to <b>read</b> for information - to <b>share</b> information orally	- to <b>practice</b> the consonants /b/ /v/ /w/ and /f/ - to <b>practice</b> reading in thought groups	- to <b>share</b> thoughts and opinions	- to <b>recognize</b> the sequence of paragraphs in a five-paragraph essay - to <b>write</b> a concluding paragraph	<b>Enoch</b> pg. 135 ≅390min

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>5</b>	<b><i>Have You Done It?</i></b> pg. 174 ≅30min	<b><i>Impossible</i></b> pg. 176 ≅30min	<b><i>So You See</i></b> pg. 180 ≅30min	<b><i>He or Him</i></b> pg. 184 ≅30min
<b>Pleasing God</b> pg.173 ≅375min	- to <b>ask</b> and <b>answer</b> question and to complete a chart	- to understand key words	- to <b>use</b> the discourse markers 'so' and 'you see' - to <b>introduce</b> summary statements	- to <b>understand</b> and produce the /iv/ (green) and /l/ (silver) sounds
<b>6</b>	<b><i>Faith Journey</i></b> pg. 208 ≅25min	<b><i>Choose Me!</i></b> pg. 210 ≅20min	<b><i>Noah Built an Ark</i></b> pg. 212 ≅15min	<b><i>How Do You Say That?</i></b> pg. 218 ≅30min
<b>Noah</b> pg. 207 ≅415min	- to <b>give</b> instructions - to <b>follow</b> instructions	- to <b>listen</b> for the main idea - to <b>discuss</b> options	- to <b>learn</b> key words - to <b>build</b> words with suffixes	- to <b>learn</b> and practice stress patterns
<b>7</b>	<b><i>Thank About It</i></b> pg. 252 ≅30min	<b><i>Certain or Uncertain?</i></b> pg. 254 ≅30min	<b><i>Decisions, Decisions</i></b> pg. 258 ≅45min	<b><i>Questions</i></b> pg. 262 ≅60min
<b>Abraham</b> pg. 251 ≅495min	- to <b>express</b> personal opinions	- to <b>express</b> opinions about certainty and uncertainty	- to <b>identify</b> meanings of words related to certainty and uncertainty - to <b>practice</b> word stress	- to ask and answer information and opinion questions
<b>8</b>	<b><i>Tell Me about Your Country</i></b> pg. 298 ≅30min	<b><i>Looking for Clues</i></b> pg. 300 ≅30min	<b><i>Find the Meaning</i></b> pg. 304 ≅30min	<b><i>Sarah's Laughter</i></b> pg. 306 ≅45min
<b>Sarah-A-Nation is Born</b> pg. 297 ≅465min	- to <b>share</b> information about country and culture	- to <b>listen</b> and <b>read</b> for specific information	- to <b>develop</b> vocabulary with synonyms	- to <b>read</b> for specifics - to verbally <b>share</b> information

<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>	<b>TASK 9</b>	<b>UNIT</b> (≅) is approx.
<b><i>To Please God</i></b> pg. 190 ≅30min	<b><i>Searching for God</i></b> pg. 196 ≅30min	<b><i>Recommendation Letter</i></b> pg. 198 ≅20min	<b><i>Drafting an Essay</i></b> pg. 202 ≅75min		<b>5</b>
- to <b>understand</b> and <b>use</b> adjectives and verbs that are followed by the infinitive	- to <b>ask</b> questions and express opinions and beliefs with regards to faith in God	- to <b>write</b> a positive letter of recommendation	- to <b>write</b> an essay		<b>Pleasing God</b> pg.173 ≅375min
<b><i>The Acts of God &amp; Noah</i></b> pg. 226 ≅25min	<b><i>How Often?</i></b> pg. 228 ≅25min	<b><i>Acts of Faith</i></b> pg. 234 ≅30min	<b><i>Written Reflections</i></b> pg. 236 ≅20min	<b><i>Editing an Essay</i></b> pg. 238 ≅225min	<b>6</b>
- to <b>recognize</b> and use action words - to <b>retell</b> a story and discuss content	- to learn to use adverbs-meaning and placement	- to <b>talk</b> about faith in general terms	- to <b>write</b> about personal thoughts	- to <b>understand</b> the steps of revising one's essay - to <b>understand</b> the symbols for editing - to <b>write</b> an essay	<b>Noah</b> pg. 207 ≅415min
<b><i>In My Opinion</i></b> pg. 270 ≅30min	<b><i>Newcomers in a Country</i></b> pg. 276 ≅30min	<b><i>Interviewing Abraham</i></b> pg. 278 ≅60min	<b><i>Read All About It!</i></b> pg. 284 ≅45min	<b><i>Quoting</i></b> pg. 286 ≅165min	<b>7</b>
- to <b>ask</b> about and express personal opinions	- to <b>express</b> opinions, agree and disagree	- to <b>ask</b> and <b>answer</b> information questions	- to <b>write</b> a newspaper report	- to learn how to quote sources - to learn about plagiarism - to learn the citation styles APA, MLA, Turabian	<b>Abraham</b> pg. 251 ≅495min
<b><i>Making Promises</i></b> pg. 310 ≅45min	<b><i>Like Stars</i></b> pg. 314≅45min	<b><i>Too Old</i></b> pg. 318 ≅45min	<b><i>Interviewing the Happy Couple</i></b> pg. 322 ≅45min	<b><i>An Expository Essay</i></b> pg. 324 ≅150min	<b>8</b>
- to <b>read</b> for specifics - to verbally <b>share</b> information	- to <b>use</b> similes - to talk about experiences	- to <b>differentiate</b> between 'too' and 'very'	- to <b>conduct</b> interviews	- to <b>understand</b> the purpose and structure of expository essays - to learn how to collect information	<b>Sarah-A-Nation is Born</b> pg. 297 ≅465min

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>9</b>	<i>Who's Who?</i> pg. 334 ≅30min	<i>A Better Place</i> pg. 336 ≅30min	<i>What's It All About?</i> pg. 338 ≅30min	<i>Faithful Ones</i> pg. 342 ≅30min
<b>The Faithful Ones</b> pg. 333 ≅295min	- to <b>communicate</b> ideas and experiences related to key characters	- to <b>listen</b> for key ideas - to <b>reconstruct</b> a discourse	- to <b>read</b> for content - to <b>scan</b> the text for significant information - to <b>answer</b> questions	- to <b>understand</b> and practice thought group and intonation pauses when reading extended discourse out loud
<b>10</b>	<i>Offering a Sacrifice</i> pg. 364 ≅30min	<i>The Promise</i> pg. 372 ≅60min	<i>Isaac Is the Son</i> pg. 376 ≅20min	<i>He Did Receive Isaac Back</i> pg. 382 ≅40min
<b>The Offering of Isaac</b> pg. 363 ≅495min	- to <b>learn</b> key vocabulary through synonyms	- to <b>sequence</b> a text	- to <b>learn</b> pronunciation thought groups and prominence	- to <b>understand</b> the use of 'did' as an intensifier - to <b>practice</b> prominence in emphatic sentences
<b>11</b>	<i>Family Traditions</i> pg. 424 ≅30min	<i>What Did Jacob Do?</i> pg. 426 ≅25min	<i>Family &amp; Blessings</i> pg. 430 ≅20min	<i>Family News Flashes!</i> pg. 436 ≅60min
<b>The Patriarchs</b> pg. 423 ≅300min	- to <b>learn</b> about cultural norms	- to <b>listen</b> for specific information	- to <b>learn</b> key vocabulary and definitions	- to <b>ask</b> questions from titles - to read for comprehension
<b>12</b>	<i>Decisions, Decisions...</i> pg. 468 ≅40min	<i>The Life of Moses</i> pg. 470 ≅30min	<i>Oppression in Egypt</i> pg. 476 ≅45min	<i>Moses' Choice</i> pg. 482 ≅50min
<b>Moses</b> pg. 467 ≅520min	- to <b>recognize</b> the factors that lead to making decisions - to <b>understand</b> how different people make decisions - to <b>talk</b> about decisions they have made in the past	- to <b>have</b> a better understanding of who Moses was - to <b>reconstruct</b> some facts about Moses' life	- to <b>understand</b> the vocabulary used in the text - to <b>be able</b> to work together for a common goal	- to <b>understand</b> the dilemma's in Moses' life - to <b>listen</b> and <b>comprehend</b> meaning from the text - to <b>formulate</b> some pros and cons for the decisions Moses made

<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>	<b>TASK 9</b>	<b>UNIT</b> (≅) is approx.
<b><i>Ngt or Nut</i></b> pg. 344 ≅20min	<b><i>Look Forward</i></b> pg. 348 ≅20min	<b><i>You Have, but I Haven't</i></b> pg. 350 ≅30min	<b><i>What about you?</i></b> pg. 354 ≅30min	<b><i>Designing an Outline</i></b> pg. 358 ≅75min	<b>9</b>
- to <b>practice</b> the pronunciation of /ʌ/ as in rust and /ɔ/ as in auburn	- to <b>understand</b> and <b>use</b> phrasal verbs	- to <b>use</b> 'but' for contrasting statements	- to <b>express</b> how to come to terms with loss, unmet expectations	- to <b>design</b> an outline - to <b>write</b> an expository essay	<b>The Faithful Ones</b> pg. 333 ≅295min
<b><i>If This...Then That</i></b> pg. 390 ≅45min	<b><i>Drama</i></b> pg. 396 ≅60min	<b><i>Picture It</i></b> pg. 400 ≅30min	<b><i>Time Capsule</i></b> pg. 402 ≅60min	<b><i>Analyzing a Persuasive Essay</i></b> pg. 406 ≅150min	<b>10</b>
- to <b>learn</b> about real conditionals and reported speech	- to write an original drama	- to <b>create</b> and explain a poster	- to <b>write</b> about future plans	- to <b>practice</b> the writing strategy of focusing your ideas - to <b>analyze</b> a persuasive essay	<b>The Offering of Isaac</b> pg. 363 ≅495min
<b><i>Blessed</i></b> pg. 446 ≅30min	<b><i>When Jacob Was Old</i></b> pg. 454 ≅30min	<b><i>When I Am Old...</i></b> pg. 458 ≅30min	<b><i>Writing a Persuasive Essay</i></b> pg. 464 ≅75min		<b>11</b>
- to <b>learn</b> the pronunciation of 'ed' endings in verbs	- to <b>learn</b> about the use of <i>when</i> clauses	- to <b>use</b> time clauses to speak about the future	- to <b>write</b> a persuasive essay		<b>The Patriarchs</b> pg. 423 ≅300min
<b><i>Called for a Task</i></b> pg. 486 ≅40min	<b><i>Chose to Share</i></b> pg. 488 ≅45min	<b><i>A Trip to Egypt</i></b> pg. 492 ≅60min	<b><i>Pros and Cons</i></b> pg. 496 ≅60min	<b><i>Organizing Your Ideas</i></b> pg. 500 ≅150min	<b>12</b>
- to <b>creatively reconstruct</b> parts of Moses' life	- to <b>learn</b> to use infinitives after certain verbs and adjectives	- to <b>learn</b> the intonation pattern for presenting choices - to <b>use</b> "better than" and "instead of" correctly - to <b>learn</b> some new vocabulary	- to <b>construct</b> a list of pros and cons - to <b>work</b> effectively in a group, according to their assigned roles - to <b>come</b> to a group consensus on a decision	- to <b>understand</b> the characteristics of a comparison and contrast essay - to <b>organize</b> ideas	<b>Moses</b> pg. 467 ≅520min

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>13</b>	<i>Egypt to the Promised Land</i> pg. 508 ≅30min	<i>Passover</i> pg. 512 ≅20min	<i>The Rest of the Story</i> pg. 518 ≅45min	<i>Not So</i> pg. 522 ≅60min
<b>The People of Israel</b> pg. 507 ≅295min	- to <b>use</b> vocabulary for directions in labeling a map	- to <b>understand</b> the key words of the text	- to <b>read</b> for comprehension - to <b>read</b> for specific information and summarize content	- to <b>practice</b> pronouncing 'gold' and 'auburn' vowels - to <b>learn</b> the pronunciation of function words
<b>14</b>	<i>To Jericho</i> pg. 560 ≅15min	<i>Rahab of Jericho</i> pg. 562 ≅30min	<i>Where's the Action?</i> pg. 568 ≅30min	<i>Spy Out</i> pg. 578 ≅30min
<b>Rahab of Jericho</b> pg. 559 ≅375min	- to <b>learn</b> how to use time lines and maps	- to <b>scan</b> for information - to <b>learn</b> key vocabulary in the story	- to <b>work</b> with verbs - to <b>sequence</b> a story	- to <b>learn</b> about and <b>use</b> Phrasal Verbs
<b>15</b>	<i>How Much More...?</i> pg. 616 ≅20min	<i>War</i> pg. 620 ≅20min	<i>The Lord is With You</i> pg. 622 ≅20min	<i>Save from Danger</i> pg. 624 ≅30min
<b>Gideon</b> pg. 615 ≅255min	- to <b>understand</b> the purpose of rhetorical questions	- to <b>talk</b> about personal experiences and opinions relating to war	- to <b>listen</b> for main words and ideas	- to <b>understand</b> the meaning of key words
<b>16</b>	<i>Awake at Night</i> pg. 644 ≅15min	<i>Assisting</i> pg. 646 ≅30min	<i>A Restless Night</i> pg. 650 ≅20min	<i>Samuel &amp; Eli</i> pg. 654 ≅30min
<b>Samuel</b> pg. 643 ≅380min	- to <b>connect</b> learners' personal experience with the experiences in the text (night interruptions and bringing bad news) - to <b>build</b> group rapport by sharing personal experiences	- to <b>use</b> context clues as a strategy for accessing meaning -to <b>practice</b> alternate ways of expressing ideas	- to <b>enable</b> learners to identify characters and experiences in the text - to <b>check</b> for and reinforce understanding of events and information in the text - to <b>focus</b> on the cultural reasons guiding the use of address forms	- to <b>scan</b> text for specific information, summarize it and share it with another classmate - to <b>practice</b> inference, interpreting and reading between the lines - to <b>compare</b> and contrast the information

<b>Task 5</b>	<b>Task 6</b>	<b>Task 7</b>	<b>Task 8</b>	<b>TASK 9</b>	<b>UNIT</b> (≅) is approx.
<b><i>The Seder Supper</i></b> pg. 530 ≅30min	<b><i>I'm So Sorry</i></b> pg. 534 ≅45min	<b><i>Voices of the People</i></b> pg. 546 ≅45min	<b><i>Our Faith Ancestors</i></b> pg. 550 ≅45min	<b><i>Comparison-Contrast Organizer</i></b> pg. 554 ≅75min	<b>13</b>
- to <b>understand</b> the Seder Supper as a traditional Hebrew celebration	- to <b>learn</b> the steps of an effective apology - to <b>practice</b> saying <i>I'm sorry</i>	- to <b>express</b> content in creative formats	- to <b>discuss</b> the people, and events that were focused on in the Faith Ancestors curriculum	- to <b>write</b> a comparison and contrast essay	<b>The People of Israel</b> pg. 507 ≅295min
<b><i>In the City at Dusk</i></b> pg. 584 ≅30min	<b><i>Let's Find Out More</i></b> pg. 590 ≅30min	<b><i>Only if...</i></b> pg. 596 ≅30min	<b><i>Tour Guide</i></b> pg. 600 ≅30min	<b><i>An Exegetical Essay</i></b> pg. 604 ≅150min	<b>14</b>
- to <b>learn</b> about and <b>use</b> the prepositions 'at, on, in'	- to <b>understand</b> key vocabulary words - to <b>read</b> for specific information	- to <b>using</b> 'if' as in real conditional sentences	- to <b>ask</b> and <b>answer</b> questions in order to share information	- to <b>understand</b> the characteristics of an exegetical essay - to <b>review</b> the process of writing an exegetical paper	<b>Rahab of Jericho</b> pg. 554 ≅375min
<b><i>A Dream</i></b> pg. 628 ≅20min	<b><i>God Speaks to Gideon</i></b> pg. 632 ≅30min	<b><i>What do I Need to Say?</i></b> pg. 636 ≅20min	<b><i>Faith</i></b> pg. 638 ≅20min	<b><i>Writing an Exegetical Essay</i></b> pg. 640 ≅75min	<b>15</b>
- to <b>identify</b> the sequence of events within the whole text.	- to <b>understand</b> content of the text - to <b>scan</b> the text for specific information - to <b>answer</b> questions about the text - to <b>report</b> information to a group	- to <b>use</b> rhetorical questions	- to <b>understand</b> the content of the text - to <b>scan</b> the text for specific information - to <b>answer</b> questions about the text, to infer meaning - to <b>make</b> an oral report to a larger group of people	- to <b>write</b> an exegetical essay	<b>Gideon</b> pg. 615 ≅255min
<b><i>Who is Speaking?</i></b> pg. 656 ≅30min	<b><i>"Samuel, Samuel!"</i></b> pg. 662 ≅30min	<b><i>Very Rare</i></b> pg. 666 ≅45min	<b><i>Confused</i></b> pg. 672 ≅45min	<b><i>Organizing a Cause &amp; Effect Essay</i></b> pg. 676 ≅135min	<b>16</b>
- to <b>recognize</b> quoted speech and attribute specific quotes to speaker identity - to <b>recognize</b> and use intonation for calling and asking wh- questions	- to <b>identify</b> and use punctuation for dialogue in written text	- to <b>use</b> intensifiers, frequency and degree expressions appropriately - to <b>recognize</b> and use sentence stress patterns to express emotion/ emphasis with intensifiers	- to <b>repair</b> trouble spots in conversation	- to <b>learn</b> connecting words to show the relationship between causes and effects	<b>Samuel</b> pg. 643 ≅380min

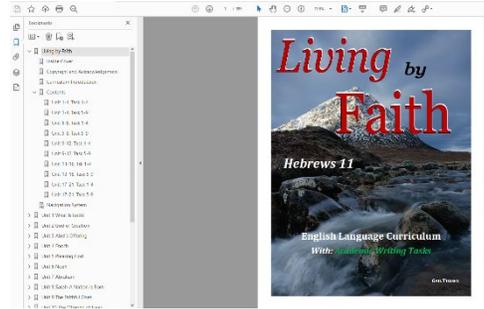
UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
<b>17</b>	<b>King David</b> pg. 692 ≅15min	<b>What does it Mean?</b> pg. 694 ≅15min	<b>Who's Who?</b> pg. 700 ≅20min	<b>The Story of David</b> pg. 702 ≅20min
<b>David</b> pg. 691 ≅265min	- to <b>listen</b> for the main events in the text	- to <b>understand</b> key words from the text	- to <b>read</b> for specific information	- to <b>listen</b> for key information and main topics - to sequence the text into a coherent whole
<b>18</b>	<b>Where was Jonah?</b> pg. 726 ≅20min	<b>Nineveh Facts</b> pg. 732 ≅20min	<b>Tell Me the Story</b> pg. 736 ≅30min	<b>Uh-oh!</b> pg. 742 ≅20min
<b>Jonah</b> pg. 725 ≅380min	- to <b>use</b> a map - to <b>pronounce</b> key name places - to <b>understand</b> direction words	- to <b>gain</b> background information	- to <b>learn</b> and review emotion words - to <b>use</b> emotion words to express personal thoughts - to <b>set</b> the emotional stage for the story of Jonah - to <b>search</b> for answers to comprehension questions - to <b>communicate</b> those answers to others	- to <b>practice</b> vowel sounds
<b>19</b>	<b>An Impossible Situation</b> pg. 776 ≅15min	<b>What's the Picture?</b> pg. 778 ≅30min	<b>Who Are They?</b> pg. 780 ≅20min	<b>Daniel &amp; Friends</b> pg. 782 ≅30min
<b>Daniel &amp; Others</b> pg. 775 ≅240min	- to <b>express</b> and listen for personal information	- to <b>understand</b> vocabulary words - to <b>use</b> visual images as a vocabulary learning strategy	- to <b>understand</b> the use of pronouns for coherence and cohesion in extended text	- to <b>skim</b> and <b>scan</b> for specific information - to <b>convey</b> a message in the form of a formal letter
<b>20</b>	<b>Suffering</b> pg. 806 ≅20min	<b>What's the Big Idea</b> pg. 810 ≅20min	<b>Now That's True, but...</b> pg. 812 ≅20min	<b>Some Others</b> pg. 820 ≅30min
<b>Others Too Good</b> pg. 805 ≅270min	- to <b>understand</b> key words from the text	- to <b>listen</b> for main ideas - to <b>rethink</b> content for titles	- to <b>understand</b> 'but' as a text marker	- to <b>understand</b> the use of indefinite pronouns
<b>21</b>	<b>Relay Race</b> pg. 844 ≅20min	<b>Wait for the Prize</b> pg. 846 ≅30min	<b>Racing</b> pg. 850 ≅20min	<b>They or Then</b> pg. 852 ≅45min
<b>God's Approval</b> pg. 843 ≅300min	- to <b>understand</b> the content of the text	- to <b>listen</b> for specific information in a text and to reconstruct it - to <b>understand</b> and practice intonation of thought groups and pauses	- to <b>understand</b> collocation of verbs and nouns	- to listen for the different sound of the vowels /ey/ (grey) vs /ε/ (red)

Task 5	Task 6	Task 7	Task 8	TASK 9	UNIT (≅) is approx.
<b><i>Cave Talk</i></b> pg. 704 ≅45min	<b><i>Expressing Regret</i></b> pg. 708 ≅45min	<b><i>More Than Regret</i></b> pg. 714 ≅30min	<b><i>Writing a Cause &amp; Effect Essay</i></b> pg. 718 ≅75min		<b>17</b>
- to <b>convey</b> the content of the text in the form of a drama	- to <b>use</b> modals to express regret - to <b>apologize</b> with appropriate intonation	- to <b>express</b> regret for moral wrongs	- to <b>write</b> a cause and effect essay		<b>David</b> pg. 691 ≅265min
<b><i>Ups and Downs</i></b> pg. 746 ≅15min	<b><i>What Did They Say?</i></b> pg. 750 ≅20min	<b><i>Talking Among Themselves</i></b> pg. 754 ≅30min	<b><i>What do You Think?</i></b> pg. 756 ≅30min	<b><i>The Narrative Essay</i></b> pg. 758 ≅195min	<b>18</b>
- to <b>practice</b> intonation for emotions	- to <b>read</b> with emotion - to understand a longer piece of text	- to <b>write</b> and perform dialogues	- to <b>discuss</b> the content and message of the Jonah story - to <b>express</b> opinions, agree and disagree on issues	- to <b>take</b> notes of main points of a short lecture - to <b>recognize</b> characteristics of a narrative essay - to use point of view - to <b>understand</b> audience	<b>Jonah</b> pg. 725 ≅380min
<b><i>Edge of the Sword</i></b> pg. 786 ≅20min	<b><i>Judges, Kings &amp; Prophets</i></b> pg. 790 ≅20min	<b><i>The King's Letter</i></b> pg. 792 ≅30min	<b><i>Conventions in Narrative Essay</i></b> pg. 798 ≅75min		<b>19</b>
- to <b>make</b> predictions about missing words - to <b>understand</b> and use pronunciation rules for content and function words	- to <b>understand</b> and use the intonation patterns of listing items in speech	- to <b>understand</b> the format of a formal letter	- to <b>recognize</b> characteristics of a narrative essay - to <b>use</b> point of view - to <b>understand</b> audience - to <b>write</b> a narrative essay		<b>Daniel &amp; Others</b> pg. 775 ≅240min
<b><i>Others Were Killed</i></b> pg. 826 ≅75min	<b><i>Suffering Today</i></b> pg. 832 ≅30min	<b><i>A Critical Review</i></b> pg. 838 ≅75min			<b>20</b>
- to <b>learn</b> about and use the passive voice - to <b>practice</b> the pronunciation of 'ed'	- to <b>read</b> for information - to <b>share</b> information verbally	- to <b>understand</b> the characteristic of a critical review			<b>Others Too Good</b> pg. 805 ≅270min
<b><i>God's Approval</i></b> pg. 856 ≅40min	<b><i>Tell Us About...</i></b> pg. 846 ≅30min	<b><i>Illustrating the Race</i></b> pg. 860 ≅40min	<b><i>Writing a Critical Book Review</i></b> pg. 862 ≅75min		<b>21</b>
- to <b>summarize</b> content of previous chapters - to <b>compile</b> information in the form of a graphic organizer	- to <b>express</b> personal experiences and values	- to <b>express</b> the metaphoric concept of a race in a graphic way	- to <b>write</b> a critical review		<b>God's Approval</b> pg. 843 ≅300min

# 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 **Living by Faith**. 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 What Is Faith?** 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.



## Printing Using the Adobe Format:

To print a specific page you **MUST USE** the Adobe page numbers located at the bottom or top of the screen **NOT** the actual text page numbers.

For the best Colour documents: print from using the 'best' setting on your printer.

The **Audio/Video Files** are embedded into the **PowerPoint Instructor SLIDES**. Click on the **appropriate SLIDE** to activate.

## Comments/Concerns:

Contact [joytwpublishings@gmail.com](mailto:joytwpublishings@gmail.com)

