



Living *by* **Faith**

Hebrews 11

English Language Curriculum

With: Academic Writing Tasks

GAIL TIESSEN

Living *by* Faith



Hebrews 11

Gail Tiessen

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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

Unit	Title	Academic Writing Focus	Page
1	What Is Faith?	Writing	1
2	God of Creation	Free Writing	49
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20	Others Too Good	A Critical Review	805
21	God's Approval	Write a Critical Book Review	843

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

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

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

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

UNIT (±) is approx.	Task 1	Task 2	Task 3	Task 4
9	<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
The Faithful Ones pg. 333 ±295min	- to communicate ideas and experiences related to key characters	- to listen for key ideas - to reconstruct a discourse	- to read for content - to scan the text for significant information - to answer questions	- to understand and practice thought group and intonation pauses when reading extended discourse out loud
10	<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
The Offering of Isaac pg. 363 ±495min	- to learn key vocabulary through synonyms	- to sequence a text	- to learn pronunciation thought groups and prominence	- to understand the use of 'did' as an intensifier - to practice prominence in emphatic sentences
11	<i>Family Traditions</i> pg. 424 ±30min	<i>What Did Jacob Do?</i> pg. 426 ±25min	<i>Family & Blessings</i> pg. 430 ±20min	<i>Family News Flashes!</i> pg. 436 ±60min
The Patriarchs pg. 423 ±300min	- to learn about cultural norms	- to listen for specific information	- to learn key vocabulary and definitions	- to ask questions from titles - to read for comprehension
12	<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
Moses pg. 467 ±520min	- to recognize the factors that lead to making decisions - to understand how different people make decisions - to talk about decisions they have made in the past	- to have a better understanding of who Moses was - to reconstruct some facts about Moses' life	- to understand the vocabulary used in the text - to be able to work together for a common goal	- to understand the dilemma's in Moses' life - to listen and comprehend meaning from the text - to formulate some pros and cons for the decisions Moses made

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

UNIT (±) is approx.	Task 1	Task 2	Task 3	Task 4
13	<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
The People of Israel pg. 507 ±295min	- to use vocabulary for directions in labeling a map	- to understand the key words of the text	- to read for comprehension - to read for specific information and summarize content	- to practice pronouncing 'gold' and 'auburn' vowels - to learn the pronunciation of function words
14	<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
Rahab of Jericho pg. 559 ±375min	- to learn how to use time lines and maps	- to scan for information - to learn key vocabulary in the story	- to work with verbs - to sequence a story	- to learn about and use Phrasal Verbs
15	<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
Gideon pg. 615 ±255min	- to understand the purpose of rhetorical questions	- to talk about personal experiences and opinions relating to war	- to listen for main words and ideas	- to understand the meaning of key words
16	<i>Awake at Night</i> pg. 644 ±15min	<i>Assisting</i> pg. 646 ±30min	<i>A Restless Night</i> pg. 650 ±20min	<i>Samuel & Eli</i> pg. 654 ±30min
Samuel pg. 643 ±380min	- to connect learners' personal experience with the experiences in the text (night interruptions and bringing bad news) - to build group rapport by sharing personal experiences	- to use context clues as a strategy for accessing meaning -to practice alternate ways of expressing ideas	- to enable learners to identify characters and experiences in the text - to check for and reinforce understanding of events and information in the text - to focus on the cultural reasons guiding the use of address forms	- to scan text for specific information, summarize it and share it with another classmate - to practice inference, interpreting and reading between the lines - to compare and contrast the information

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

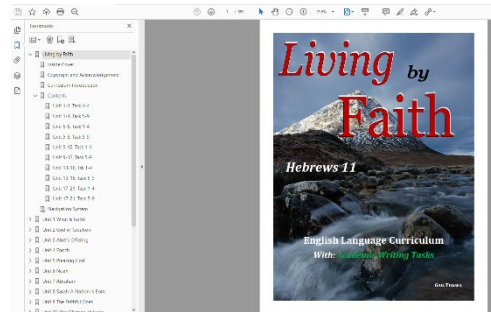
UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
17	<i>King David</i> pg. 692 ≅ 15min	<i>What does it Mean?</i> pg. 694 ≅ 15min	<i>Who's Who?</i> pg. 700 ≅ 20min	<i>The Story of David</i> pg. 702 ≅ 20min
David pg. 691 ≅ 265min	- to listen for the main events in the text	- to understand key words from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

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

