The background of the cover is a photograph of a sunset over a body of water. The sun is low on the horizon, creating a bright, shimmering reflection on the water's surface. A small boat is visible in the middle ground. In the foreground, the silhouettes of palm trees and other vegetation are visible against the darkening sky. The entire cover is framed by a purple border with rounded corners.

Believing *in* Jesus

The Gospel of John

English Language Curriculum

Gail Tiessen

Believing *in* Jesus

The Gospel According to John

Copyright and Acknowledgement

Copyright ©2023 Gail Tiessen

Published by Joy Two Publications

Steinbach, MB R5G 2G5 Canada

Telephone: (204) 326-5172

E-mail: joytwopublications@gmail.com

Website: <http://www.joytwopublications.com>

All rights reserved.

Graphic Design, Typesetting and Layout: Joy Two Publications

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* 3rd Edition, John R. Cross, 2000 GoodSeed® International. Used by permission.

Unit 1-4, 7-24 Story Pictures: *Good News Productions*, Unit 5-6 *Sweet Publishing*, from www.freebibleimages.org

Audio: Editor: Joyce Goertzen **Set Up Technician:** Matthew Martens **Recording Technician:** Bruce Peters
Voices – Daryl Climenhaga Irvin Fast Margaret Fast Joyce Goertzen Stan Hamm
Elfrieda Lepp-Kaethler Chris Marchand Justin Marchand Bruce Peters Elaine Peters

Acknowledgements

The development of this Curriculum 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 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	Doris Rist
Will Cooke	Joyce Goertzen	Rebecca Kam	Linda Little	George Prosser	Amber Wylie
Nathan Enns	Andrew Jackson	Rebekah Lau	Renee Marshall		

ISBN 978-1-928047-80-3

Introduction

The Purpose of This Curriculum

- ◆ *To learn English*
- ◆ *To learn Bible content*

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
- ◆ low intermediate learners (Canadian Language Benchmarks 4-6)
- ◆ 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 students 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

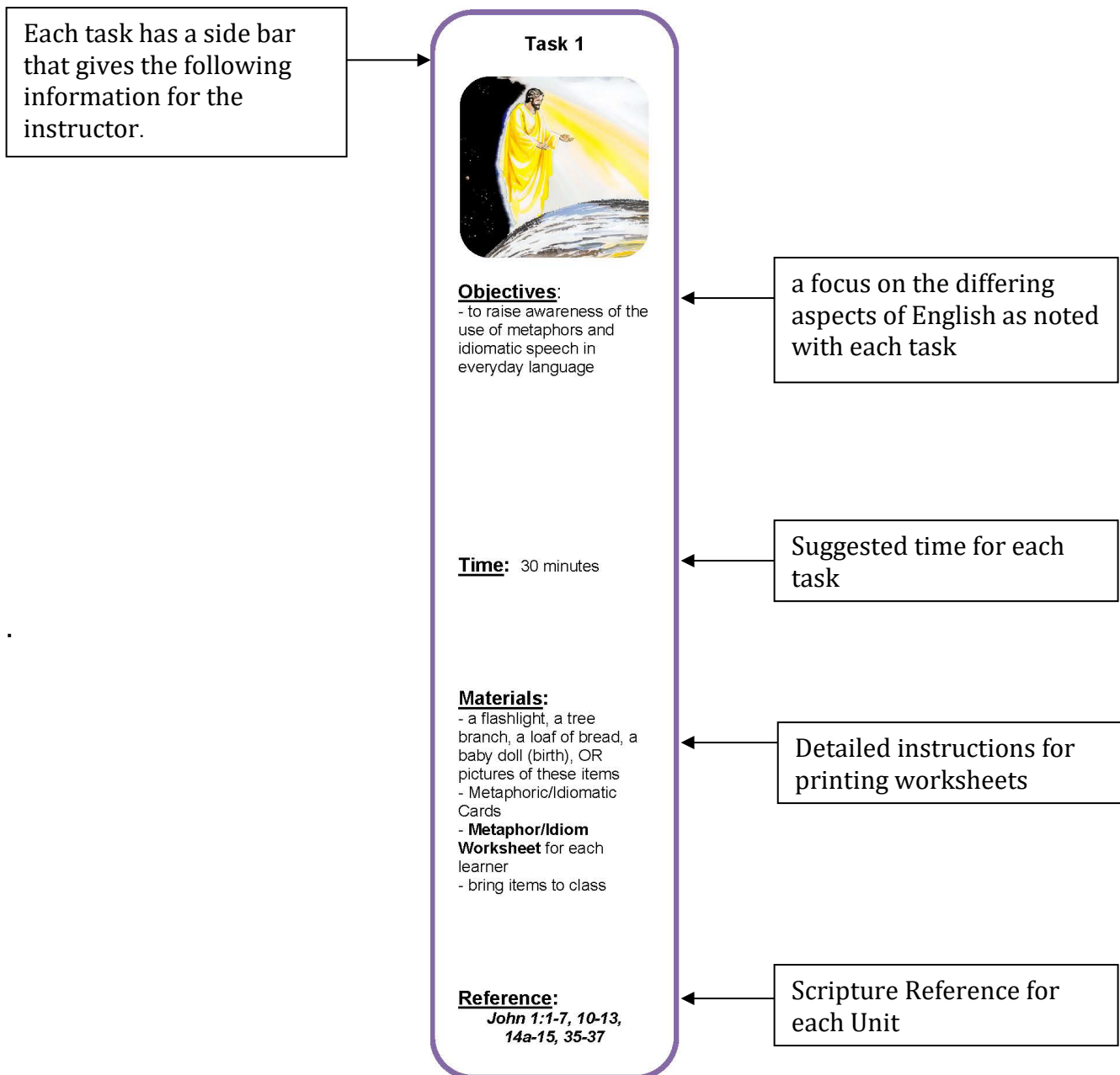
- ◆ whole curriculum 95-100 hours
- ◆ each unit approx 4 hours of on-task class time
- ◆ each task varies according to the purpose and task type

User Guide

Each unit covers a Bible text. For each unit, there are 4-8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is most effective when the tasks are done sequentially.

Task Instructions:

Each task is presented with clear step-by-step instructions for the teacher as well as learning objectives. These objectives may be linguistic, socio-cultural, strategic, discourse or functional.



Contents

<i>Unit</i>	<i>Title</i>	<i>Page</i>
	<i>Introduction</i>	<i>i</i>
1	God Became Man	1
2	A Wedding Miracle	33
3	New Life from Above	71
4	Living Water	103
5	The Bread of Life	145
6	The Light of the World	179
7	The Good Shepherd	217
8	The Death of a Friend	245
9	The Resurrection and the Life	287
10	The Master as Servant	313
11	The Way, the Truth, the Life	343
12	The True Vine	373
13	The Betrayal of Jesus	175
14	A Denial of Jesus	447
15	The Roman Trial	481
16	At the Cross	509
17	It Is Finished	541
18	The Burial of Jesus	569
19	The Empty Tomb	603
20	Jesus Appears to Mary	635
21	Jesus Appears to His Disciples	661
22	Jesus Appears to Thomas	689
23	Jesus Appears in Galilee	713
24	Believe and Have Life	743

Contents

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
1	<i>Light and Darkness</i> pg. 2 ≅30min	<i>Children of God</i> pg. 6 ≅30min	<i>The Word</i> pg. 10 ≅40min	<i>Who's Who</i> pg. 16 ≅45min
God Became Man pg. 1 ≅220min	- to raise awareness of the use of metaphors and idiomatic speech in everyday language	- to recognize metaphors in text and understand their literal and figurative meaning - to describe meanings of words	- to understand the wh-question words - to match the question with the appropriate response	- to identify pronouns and the nouns they refer to
2	<i>What Is the Wedding Custom?</i> pg. 34 ≅20min	<i>Do What He Says</i> pg. 36 ≅20min	<i>The Best Wine</i> pg. 40 ≅20min	<i>Water Pots</i> pg. 44 ≅30min
A Wedding Miracle pg. 33 ≅220min	- to discuss wedding customs in communities	- to listen for specific information	- to learn key words	- to comprehend and use the correct pronunciation of numbers
3	<i>Birth</i> pg. 72 ≅15min	<i>An Old Man</i> pg. 74 ≅20min	<i>What Does It Mean?</i> pg. 78 ≅45min	<i>Can, Must & Will</i> pg. 84 ≅40min
New Life from Above pg. 71 ≅240min	- to make a connection between the personal experiences of the learners and the text they are about to read - to activate prior knowledge in order to identify metaphoric language	- to identify metaphoric language within discourse - to understand the terms ascribed to various characters in the text	- to use context clues and guessing as strategies for understanding the meaning of words	- to understand , use and pronounce modals appropriately - to use highlighting as a strategy
4	<i>Life-Giving Water</i> pg. 104 ≅30min	<i>At Jacob's Well</i> pg. 108 ≅20min	<i>The Samaritans</i> pg. 112 ≅15min	<i>Are You Greater?</i> pg. 118 ≅45min
Living Water pg. 103 ≅335min	- to understand the meaning of the 'living water' metaphor	- to identify metaphoric language within discourse - to understand the terms ascribed to various characters in the text	- to listen for main ideas - to get background information	- to focus on intonation patterns of questions

Contents

Task 5	Task 6	Task 7	Task 8	UNIT (≈) is approx.
Lamb of God pg. 22 ≈45min	Disciples Encounter Jesus pg. 28 ≈30min			1
- to scan for information, infer ideas and identify relationships - to summarize content and express the main idea	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation			God Became Man pg. 1 ≈220min
How Often? pg. 50 ≈30min	Instructions pg. 56 ≈40min	First Miracle pg. 62 ≈30min	Wedding Guests Encounter Jesus pg. 66 ≈30min	2
- to comprehend and use the correct pronunciation of numbers	- to understand and use indirect requests as a form of politeness	- to sequence the discourse - to discuss discourse indicators - to discuss questions about the text	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	A Wedding Miracle pg. 33 ≈220min
How Can It Be? pg. 90 ≈30min	A Snake Lifted Up pg. 94 ≈30min	Nicodemus Encounters Jesus pg. 98 ≈60min		3
- to understand and practice how emotion is expressed in pitch levels - to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to scan a text for specific information	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation		New Life from Above pg.71 ≈240min
A Samaritan Woman Encounters Jesus pg. 122 ≈60min	Importance pg. 128≈45min	If Only You Knew pg. 134 ≈60min	Fill My Cup pg. 140 ≈60min	4
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to rank personal preferences	- to understand sentence structure	- to write a friendly letter about a story - to discuss personal ideas - to listen for words and sing a song	Living Water pg. 103 ≈335min

Contents

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
5	<i>The Need for Food</i> pg. 146 ≅30min	<i>A Huge Crowd</i> pg. 150 ≅45min	<i>Leftovers</i> pg. 154 ≅45min	<i>He Replied</i> pg. 160 ≅45min
The Bread of Life pg.145 ≅315min	- to introduce the idea of miracles and a reminder of the necessity of food in the lives of humans	- to listen for main ideas - to sequence the text - to read the text	- to become familiar with the vocabulary in John 6 text	- to use “conversation exchangers” accurately
6	<i>In the Dark</i> pg. 180≅30min	<i>Blind from Birth</i> pg. 186 ≅60min	<i>Wash Off the Mud</i> pg. 190 ≅30min	<i>Who Healed You?</i> pg. 196 ≅60min
The Light of the World pg. 179 ≅315min	- to activate prior knowledge by mapping out learners’ ideas	- to identify discourse markers - to sequence a text	- to understand key vocabulary - to use highlighting as a strategy for vocabulary learning - to use peer correction	- to understand the formation of information questions - to use appropriate question-answer sequences
7	<i>Sheep</i> pg. 218 ≅25min	<i>Laying Down His Life</i> pg. 220 ≅20min	<i>Run Away</i> pg. 222 ≅20min	<i>The Good Shepherd & the Sheep</i> pg. 228 ≅45min
The Good Shepherd pg. 217 ≅245min	- to link personal experience to themes in the text - to activate prior knowledge about sheep	- to focus on the purpose of the content - to listen for specific information	- to use the context in order to understand nuances of meaning in words and phrases	- to summarize understanding of the text through drawing
8	<i>Where in the World Is Bethany?</i> pg. 246 ≅20min	<i>A Message Is Sent</i> pg. 252 ≅30min	<i>He Stayed Where He Was</i> pg. 258 ≅45min	<i>Lazarus Is Sleeping</i> pg. 264 ≅45min
The Death of a Friend pg. 245 ≅320min	- to read maps - to identify the geographic location of the story	- to listen to the text for specific information - to summarize content - to compile the information into a coherent story	- to identify verb tenses and their purposes in discourse	- to look for answers according to the types of questions asked

Task 5	Task 6	Task 7	Task 8	UNIT (≈) is approx.
<i>The Crowds Encounter Jesus</i> pg. 166 ≈60min	<i>Would You Help, Please?</i> pg. 172 ≈60min	<i>Bread of Life</i> pg. 176 ≈30min		5
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to become aware and gain understanding concerning the rules of politeness used in English - to become aware of some of the specific politeness strategies that are used in English	- to understand the use of metaphors in English - to understand the metaphor “Bread of Life” as it refers to Jesus - to understand the story and how it relates to Jesus		The Bread of Life pg.145 ≈315min
<i>The Power of God</i> pg. 200 ≈30min	<i>A Blind Man Encounters Jesus</i> pg. 204 ≈60min	<i>What Do You Think?</i> pg. 214 ≈45min		6
- to understand and use ‘of’ phrases - to practice reduction in ‘of’ phrases	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to discuss the implications of the event		The Light of the World pg. 179 ≈315min
<i>Let’s Talk About the Shepherd</i> pg. 230 ≈45min	<i>Psalm 23</i> pg. 234 ≈30min	<i>Encounter the Good Shepherd</i> pg. 238 ≈60min		7
- to scan the text for specific information	- to understand and practice the use of thought groups in discourse	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation		The Good Shepherd pg. 217 ≈245min
<i>An Urgent Message</i> pg. 268 ≈45min	<i>The Death of a Friend</i> pg. 274 ≈60min	<i>Writing Greeting Cards</i> pg. 280 ≈30min	<i>Proverbs</i> pg. 282 ≈45min	8
- to write an urgent message - to leave an urgent message on an answering machine - to pronounce the contrastive stress on key words	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to identify appropriate responses to people who are ill - to write get well cards - to identify greeting cards for different purposes	- to understand the structure of proverbs - to connect proverbs with their meanings	The Death of a Friend pg. 245 ≈320min

Contents

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
9	Lazarus Is Dead pg. 288 ≅20min	Funeral Customs pg. 292 ≅20min	At the Grave pg. 294 ≅40min	Dead Man Alive pg. 300 ≅30min
The Resurrection & the Life pg. 287 ≅200min	- to use yes/no questions to identify people and places	- to compare and contrast funeral customs in different countries	- to listen to the text - to learn key vocabulary	- to answer questions related to the text - to understand the facts of the story and the theological significance of the events in the text
10	To Serve One Another pg. 314 ≅20min	The Path of Blessing pg. 316 ≅30min	The Passover Celebration pg. 322 ≅20min	Jesus the Servant pg. 324 ≅60min
The Master as Servant pg. 313 ≅230min	- to discuss serving	- to listen for key content - to learn new words from context - to discuss cultural practices	- to listen for main information - to read for main information	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation
11	After Death pg. 344 ≅40min	Know the Way pg. 346 ≅45min	Sort Out the Truth pg. 352 ≅30min	Life After Death pg. 356 ≅30min
The Way, the Truth, the Life pg. 343 ≅270min	- to activate prior knowledge of the themes covered in the text	- to understand the meaning of key words - to listen for key ideas	- to read the text for content	- to read the text for main ideas - to compare ideas from the text with own ideas
12	Gardening pg. 374 ≅30min	You Are the Branches pg. 382 ≅45min	I Am the Vine pg. 386 ≅30min	If You Stay Joined pg. 390 ≅45min
The True Vine pg. 373 ≅280min	- to understand gardening metaphors	- to listen for key ideas - to identify characters and their role and what they do	- to use emphatic stress to correct - to enhance comprehension	- to practice real conditionals

Contents

Task 5	Task 6	Task 7	Task 8	UNIT (≅) is approx.
<i>The Raising of Lazarus</i> pg. 302 ≅60min	<i>I Was so Sad</i> pg. 308 ≅30min			9
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to write a friendly letter			The Resurrection & the Life pg. 287 ≅200min
<i>An Example to Follow</i> pg. 330 ≅30min	<i>No, Never</i> pg. 334 ≅20min	<i>As I Have Done For You</i> pg. 336 ≅20min	<i>Servants</i> pg. 338 ≅30min	10
- to learn about and practice infinitives as they express purpose	- to learn to refuse in a culturally acceptable manner	- to discuss questions that arise from the text	- to read and summarize a story	The Master as Servant pg. 313 ≅230min
<i>If This Were Not So</i> pg. 358 ≅20min	<i>The Way, the Truth, the Life</i> pg. 364 ≅60min	<i>Don't You Know Yet?</i> pg. 370 ≅45min		11
- to understand and use contrary to fact conditionals in the present and past	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to review previous units in order to summarize ideas		The Way, the Truth, the Life pg. 343 ≅270min
<i>Yes, I Am</i> pg. 398 ≅40min	<i>Remain in Me</i> pg. 408 ≅30min	<i>The True Vine</i> pg. 412 ≅60min		12
- to practice proper punctuation	- to think through and discuss the implications of the passage	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation		The True Vine pg. 373 ≅280min

Contents

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
13	<i>Betrayed</i> pg. 418 ≅20min	<i>In a Grove of Olive Trees</i> pg. 420 ≅40min	<i>I Am He</i> pg. 424 ≅20min	<i>Jesus Had Gone There</i> pg. 426 ≅40min
The Betrayal of Jesus pg. 417 ≅280min	- to use language to describe feelings	- to listen for details and take notes - to recognize and practice direct speech	- to become acquainted with the story - to outline the main ideas and sub-points on a mind map	- to learn about and practice simple past vs. past perfect
14	<i>Loyalty</i> pg. 448 ≅20min	<i>Standing by the Fire</i> pg. 450 ≅20min	<i>High Priest's Courtyard</i> pg. 454 ≅20min	<i>I Am Not!</i> pg. 456 ≅40min
A Denial of Jesus pg. 447 ≅320min	- to identify the feelings of a person betrayed - to share personal experiences that relate to the theme of the text	- to listen for key content - to summarize content	- to learn some of the key words of the text	- to reinforce comprehension
15	<i>Pretrial Events</i> pg. 482 ≅40min	<i>King of the Jews</i> pg. 484 ≅30min	<i>Not Guilty</i> pg. 488 ≅30min	<i>Pilate Encounters Jesus</i> pg. 490 ≅60min
The Roman Trial pg. 481 ≅265min	- to review the course of events leading up to the trial of Jesus before the Roman governor Pilate	- to listen for main ideas	- to understand the vocabulary related to trials - to apply this vocabulary to the biblical text	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation
16	<i>From Gethsemane to Golgotha</i> pg. 510 ≅30min	<i>Skull Hill</i> pg. 516 ≅45min	<i>Divided Among Them</i> pg. 520 ≅20min	<i>Jesus' Mother</i> pg. 524 ≅20min
At the Cross pg. 509 ≅265min	- to review previous units through story mapping	- to listen for main ideas - to scan the text for specific information - to write negative statements	- to understand and use prepositions of place	- to understand and use apostrophes appropriately

Task 5	Task 6	Task 7	Task 8	UNIT (≅) is approx.
<i>Jesus of Nazareth</i> pg. 430 ≅40min	<i>Betrayer, Betrayal</i> pg. 434 ≅30min	<i>Soldiers and Guards Encounter Jesus</i> pg. 438 ≅60min	<i>The Arrest</i> pg. 444 ≅30min	13
- to understand why words are left out of spoken and written text	- to present how English can make new words by adding suffixes	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to use language learned to write an original paragraph	The Betrayal of Jesus pg. 417 ≅280min
<i>A Rooster Crows</i> pg. 458 ≅60min	<i>I Have Preached</i> pg. 466 ≅40min	<i>Ashamed</i> pg. 472 ≅60min	<i>Jerusalem Chronicle</i> pg. 478 ≅60min	14
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to understand and use various verb tenses - to understand the function of verb tenses in discourse	- to change narrative into dialogue - to use context clues for identifying missing words in discourse	- to transfer content into a different format - to write a newspaper article - to organize content into paragraphs	A Denial of Jesus pg. 447 ≅320min
<i>Crucify Him</i> pg. 498 ≅20min	<i>The Death Sentence</i> pg. 500 ≅40min	<i>The Accused Was Found Guilty</i> pg. 506 ≅45min		15
- to understand the difference between /c/ and /k/ sounds	- to identify with the ethical issues raised in Christ's trial	- to write a formal letter		The Roman Trial pg. 481 ≅265min
<i>Soldiers Crucify Jesus</i> pg. 528 ≅60min	<i>They Threw Dice</i> pg. 534 ≅30min	<i>Standing Near the Cross</i> pg. 538 ≅60min		16
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to identify with the ethical issues raised in the text	- to write a report from the point of view of a participant in the events in the text		At the Cross pg. 509 ≅265min

Contents

UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
17	<i>Eye Witnesses</i> pg. 542 ≅20min	<i>Everything Was Now Finished</i> pg. 544 ≅20min	<i>Pierced With a Spear</i> pg. 548 ≅20min	<i>He Was Thirsty</i> pg. 550 ≅20min
It Is Finished pg. 541 ≅245min	- to review and prepare for listening and reading task	- to sequence events in a story	- to learn key vocabulary	- to sequence events in a story
18	<i>Fearful</i> pg. 570 ≅20min	<i>A Secret Disciple</i> pg. 572 ≅30min	<i>Close at Hand</i> pg. 576 ≅30min	<i>The Ointment</i> pg. 578 ≅45min
The Burial of Jesus pg. 569 ≅295min	- to make a connection between the personal experiences of the learners and the text they are about to read - to ask and answer questions about personal experiences	- to understand and answer questions about the text	- to identify and understand important words in the text - to find words within discourse and infer meaning from their context	- to listen for specific information from a text
19	<i>To the Tomb</i> pg. 604 ≅30min	<i>Early Sunday Morning</i> pg. 608 ≅45min	<i>The Lord's Body</i> pg. 612 ≅20min	<i>Then They Went Home</i> pg. 614 ≅45min
The Empty Tomb pg. 603 ≅320min	- to review the events leading up to this point from other units	- to listen for main ideas - to listen for details - to verbally summarize - to sequence the sentences of the text	- to construct headlines	- to recognise how pronouns, the definite article, demonstratives, and adverbs operate to tie a text together
20	<i>Mary</i> pg. 636 ≅30min	<i>Outside the Tomb</i> pg. 640 ≅40min	<i>Sad and Joyful</i> pg. 644 ≅30min	<i>Glanced Over Her Shoulder</i> pg. 648 ≅30min
Jesus Appears to Mary pg. 635 ≅220min	- to talk about common names in learners' own culture - to summarize information about the various <i>Mary's</i> in the text	- to listen for main ideas - to listen for details	- to learn and practice emotion vocabulary - to practice emotional intonation – higher pitch	- to practice non-verbal communication

Task 5	Task 6	Task 7	Task 8	UNIT (≅) is approx.
<i>Presented & Believed</i> pg. 552 ≅30min	<i>It Is Finished</i> pg. 556 ≅60min	<i>To Fulfill the Scriptures</i> pg. 562 ≅45min	<i>So That You Also Can Believe</i> pg. 566 ≅30min	17
- to practice pronunciation of /ed/ endings	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to develop understanding through cross-referencing	- to write a personal letter	It Is Finished pg. 541 ≅245min
<i>The Day of Preparation</i> pg. 584 ≅40min	<i>Near a Garden</i> pg. 588 ≅40min	<i>The Burial of Jesus</i> pg. 594 ≅60min	<i>Burial Rites</i> pg. 600 ≅30min	18
- to understand the difference between countable and non-countable nouns as well as the difference between definite and indefinite nouns - to understand and use articles appropriately	- to use prepositions in the context of sentences	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to talk about burial rites in learners' own culture - to compare these with the burial rites in the text	The Burial of Jesus pg. 569 ≅295min
<i>The Empty Tomb</i> pg. 622 ≅60min	<i>The Cloth Had Covered His Head</i> pg. 628 ≅30min	<i>The Stone Had Been Rolled Away</i> pg. 630 ≅30min	<i>He Saw & Believed</i> pg. 632 ≅60min	19
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to review and recognize the past perfect tense	- to review and recognize the passive voice	- to explore in depth the meaning of the text	The Empty Tomb pg. 603 ≅320min
<i>Mary Encounters the Risen Jesus</i> pg. 650 ≅60min	<i>I Have Seen the Lord</i> pg. 656 ≅30min			20
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to reflect on the implications of Mary's story for her life and for the learners' lives			Jesus Appears to Mary pg. 635 ≅220min

Contents

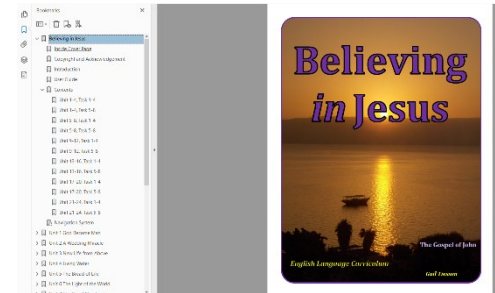
UNIT (≅) is approx.	Task 1	Task 2	Task 3	Task 4
21	<i>On the Evening of the First Day</i> pg. 662 ≅40min	<i>Meeting Behind Locked Doors</i> pg. 664 ≅30min	<i>Suddenly</i> pg. 666 ≅30min	<i>As He Spoke</i> pg. 670 ≅30min
Jesus Appears to His Disciples pg. 661 ≅230min	- to use various strategies to increase understanding of the text	- to listen for main events - to complete sentences	- to focus on the vocabulary of the text	- to understand the form, meaning and use of adverb clauses
22	<i>To Believe or Not</i> pg. 690 ≅40min	<i>Eight Days Later</i> pg. 692 ≅30min	<i>Wounds</i> pg. 694 ≅20min	<i>Don't be Faithless</i> pg. 698 ≅40min
Jesus Appears to Thomas pg. 689 ≅255min	- to prepare the learners for the issues raised in the text by connecting them with their own experiences	- to listen for key ideas - to sequence the text	- to understand key vocabulary from the text	- to understand and use some of the ways in which negativity is expressed in English
23	<i>Several of the Disciples</i> pg. 714 ≅30min	<i>This is How it Happened</i> pg. 716 ≅45min	<i>At Dawn</i> pg. 722 ≅40min	<i>Plenty of Fish</i> pg. 728 ≅45min
Jesus Appears in Galilee pg. 713 ≅250min	- to review information by asking questions	- to ask questions of a text - to sequence through noting discourse markers	- to learn key words - to work with 'have' idioms	- to learn about and use quantifiers
24	<i>An Accurate Account</i> pg. 744 ≅30min	<i>These Are Written</i> pg. 746 ≅40min	<i>Many Miraculous Signs</i> pg. 750 ≅40min	<i>Recording These Events</i> pg. 754 ≅60min
Believe and Have Life pg. 743 ≅230min	- to listen for main ideas - to list details	- to listen for major stress - to practice reading discourse using major stress appropriately	- to discuss factual information and deeper issues raised in the entire book	- to use a chart to summarize information

Task 5	Task 6	Task 7	Task 8	UNIT (≅) is approx.
<i>The Disciples Encounter the Risen Lord</i> pg. 674 ≅60min	<i>The Amazing Encounter</i> pg. 680 ≅20min	<i>Filled with Joy</i> pg. 686 ≅20min		21
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to learn about and use participles as adjectives	- to learn to paraphrase		Jesus Appears to His Disciples pg. 661 ≅230min
<i>I Won't Believe It</i> pg. 702 ≅20min	<i>Thomas Encounters the Risen Jesus</i> pg. 704 ≅60min	<i>Believe Anyway</i> pg. 710 ≅45min		22
- to understand the cohesive function of personal pronouns and possessive adjectives in discourse	- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to talk about negativity and doubt in the life of Thomas - to reflect personally on how to deal with doubt and faith		Jesus Appears to Thomas pg. 689 ≅255min
<i>Jesus Appears to Seven Disciples</i> pg. 734 ≅60min	<i>It Is the Lord</i> pg. 742 ≅30min			23
- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - to analyze a text in terms of the various aspects of pronunciation	- to review previous content in order to increase understanding			Jesus Appears in Galilee pg. 713 ≅250min
<i>So That You May Believe</i> pg. 760 ≅60min				24
- to reflect on the lessons in this book - to express a creative personal response				Believe and Have Life pg. 743 ≅230min

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 **Believing in Jesus**. 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 God Became Man** 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