

**UNIVERSIDADE FEDERAL DE
MINAS GERAIS**

FACULDADE DE LETRAS

**CURSO DE ESPECIALIZAÇÃO EM
ENSINO DE INGLÊS**

POS-GRADUAÇÃO LATO SENSU

Trabalho de Conclusão de Curso

Title:

***Language and Content: teaching English and
religion to Christians.***

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07/2011

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I – Introduction

The Brazilian PNLD (Programa Nacional do Livro Didático) established some criteria to select the books that will be used at schools in Brazil. Among this criteria, there is one that affirms a book will not be selected if it disrespects the multi-religious situation in the country. However, the intention of the material proposed by PNLD is to approach people from various different background and religious faith. On the other hand, the material proposed here has no intention to offend individuals from any other religion but to approach students that profess the Christian faith only.

To do so, my research was based on Content-Based Instruction theory. One of CBI important points is the use of contextualised and authentic material that will give students a most memorable and motivating contact with the language through content that they are surrounded with. Another, it is to involve students in the process of learning. The material tries to present the opportunity students will have to transpose their Christian experience to the second language as religious content and English Language are taught together.

II – The Target Public and Level

Nowadays it is possible to find a great variety of English courses directed to a specific public. Business English, English for Medical Professionals, English for Lawyers, etc. are spread all over the country. Also, there are a number of bilingual schools that approach language together with school subject as Geography, Maths and Religion. However, there is a public that, in my opinion is not covered. It is my experience as a Christian that even with a high level on the second language it may be difficult to participate on a second language Christian community if the person is not familiar with the context in which that group belongs to. To fulfil this gap, I propose here a material for people who are interested in learning the second

language as well as being prepared to profess their faith when leaving abroad, in bilingual communities within the country, to participate on international events, to receive Christian people from different countries or contact them online, or to be able to explain their beliefs to anyone that may be interested.

The units were designed to offer students the contact with themes they had had access in their own language. The criteria for selecting the themes are: interdisciplinary topics that would appeal to students with different interests; topics that are relevant within the Christian community but also that would give students the ability to place themselves as part of the society they are inserted in; and topics that would enable students to use the second language (L2) to profess their faith and grow as Christians.

Besides the Christian background, the material was designed for young people and adults, from different economic and social background. Moreover, the language level is intermediate and follows the orientation of Common European Framework for the B1 level:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

(CEF, Table1. Common Reference Levels: global scale. p.24)

The extract above presents a *“simple representation [that] will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation points”* (CEF, p.24). I must add that the units presented here are considered part of a book on a series of books, there is, some themes and topics are not developed here as they belong to another level would have been dwelt in another book.

The classes will take 2 to 3 hours a week depending on the group while the class size is of approximately 8 to 10 students.

III - Why Content-Based Instruction

According to Richards and Rogers, the ideal language learning situation is through content, that is “*subject matter from outside the domain of language*” (Richard & Rogers, 2001: 204) what led me to Content-based Instructions. Nick Peachey offers some advantages of Content-based instructions as making language learning more interesting and motivating; make students independent and confident; and develop student world knowledge, thinking skills and collaborative skills. (Peachey, 2003).

The material presented here tries to follow the description of Content-Based Instruction as presented by Brinton, Snow and Wesche, that is, it intends to integrate a content area, in this case Christian religion, and language-teaching aims. (Brinton et al., 2003: 2). The authors also presents a number of conditions in which the Content-Based teaching takes place. According to them:

A content-based approach fulfils a number of conditions which are found in the literature on language teaching and second language acquisition:

1. The content-based curriculum takes into account the interested and needs of the learners.
2. It incorporates the eventual uses the learner will make of the target language.
3. It builds on the student’s previous learning experiences.
4. It allows a focus on use as well as usage.
5. It offers learners the necessary conditions for second language learning by exposing them to meaningful language in use.

(Brinton et al., 2003: IX-X)

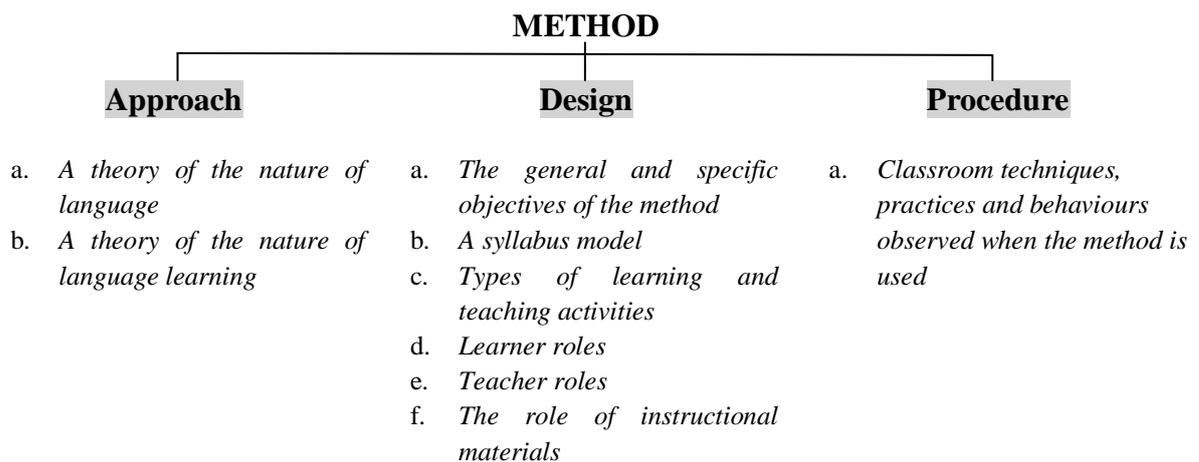
Another condition that is mentioned later on by the authors is the role of output developed by Merrill Swain on hers Output Hypothesis witch “*claims that the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning*”. (Swain, 2005: 471)

The material developed on this final paper tries the follow these conditions through theme-based language course, one of the tree models generated by the same conditions. The three

models are theme-based, sheltered and adjunct language courses. They were developed for University, elementary and secondary school levels, but the theme-based model can be appropriate for private language-schools in with a theme will be used as basis for teaching the four skills and grammar (Richard & Rogers, 2001: 218-219).

IV – Method

In order to explain the method used in the material presented in this paper, I'm going to consider 'method' as the definition proposed by Richard & Rogers in the table summarized below (Richard & Rogers, 2001: 33)



(Summarized version of Figure 2.1 in Richards, J.C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching* (2nd edition), page 33, Cambridge: Cambridge University Press.)

1. Approach

As presented in the table, approach present two principles, theory of language and theory of learning.

a. Theory of the Nature of Language

According to Richards and Rogers, there are a number of assumptions that guide Content-Based Instructions (CBI). They would be first: *“the role of language as a vehicle for learning content,”* developed in the units through the number of different text (oral and written) in a

meaningful and contextualized manner; second: “*CBI views language use as involving several skills together,*” to accomplish a reading activity students has to consider, not also their previous knowledge on the subject, but are also involved in discussions and taking notes activities, just as language are produced in the real world; third: “*language is used for specific purposes,*” the activities lead students to accomplish a specific purpose that could be felling a form to get a job, express his/her opinion on a subject or recollect important information about him/herself. (Richard & Rogers, 2001: 208).

b. Theory of the Nature of Language Learning

As Theory of Language, there are some assumptions on Theory of Learning that must be considered. First and most important is that “*people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself,*” (Richard & Rogers, 2001: 209) at the units designed, the content is the starting point for language study; Second, “*people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal,*” (Richard & Rogers, 2001: 209) the themes and activities were designed to give students opportunity to explore on the second language themes that are common for them on the first language, as presented by Brinton, Snow and Wesche, “*to stimulate students to think and learn through the use of the target language*” (2003:2); Third, “*Some content areas are more useful as a basis for language learning than others,*” (Richard & Rogers, 2001: 210) in the units, the content selected had an intention to approach some features of language in a natural way, what it is made easy though these subjects; Fourth, “*students learn best when instructions addresses students’ needs,*” (Richard & Rogers, 2001: 210) as the units were developed for Christian students, the content is based on important issues on Christian faith; Finally, “*teaching builds on the previous experience of the learners,*” (Richard & Rogers, 2001: 211) all three units start with a warm-up activity that intents to engage students and

bring to mind what they already know about the theme, what happens in many activities throughout the units.

2. Design

The design is the area of method that considers the assumptions presented by approach and organize them in a way they can be implemented on the procedure phase.

a. The General and Specific objectives of the Method

The objective on a method determine what it is aim to achieve by the students. In the units on this final paper, I followed what it is called process-oriented, focusing on developing students' abilities and skills rather than focusing on linguistic terms. (Richard & Rogers, 2001: 24-25)

b. A Syllabus Model

The syllabus deals with how the content and linguistic aspects are organized within the unit. The units designed present a main topic, that is, Christian Service, Racism and The Bible, and some subtopics that guide student while they build their knowledge on the main topic and using the second language. This content organization presents a great variety of activities and texts that will motivate students with the implicit introduction of linguistic features.

c. Types of Learning and Teaching Activities

This topic considers the types of activities as well as the interaction between teacher-student, student-student and student-material necessary to accomplish the tasks. The material presents a great variety of activities as an attempt to cover different learning styles. Also, it tries to match different skills, and sub-skills, in an activity to give students opportunity to approach language as natural as possible. The interactions vary within the unit activities, as students have the opportunity to work on their own, as well as with the teacher and other students in group or pair work.

d. Learner Roles

The learner roles topic refers to how learners are treated during the learning process and their contribution to the learning process. In this material, learners have a very active role, as they are engaged not only on the content area but also on the linguistic one. In order to teach learners to be more autonomous, the texts used are from different sources, however all of them are easily available to students. Moreover, linguistic items are approached through the active work of students as they must identify the items to uncover the rules.

e. Teacher Roles

The teacher in CBI is responsible not only for the language teaching but also for content teaching. That is, besides their knowledge on the target language, teachers “*must be enthusiastic enough about the topic to stimulate student interest, therefore, they must invest some time in becoming familiar with the subject.*” (Brinton et al., 2003: 27). For the units design here, the teacher needs to be prepared to approach and adapt the topic knowing that there is a diversity of themes (content related or linguistic) that may catch students interest. For this reason, Brinton, Snow and Wesche suggested a Theme-based teacher needs training on curriculum/syllabus design and material development. (2003:21).

f. The Role of Instructional Materials

Firstly, the most important feature about material in CBI is the use of authentic material. As the content is the main aim in this kind of instruction, the use of authentic material is mandatory, and it also collaborates to motivate students. As said previously, the material presented here is not only developed using authentic material, but also material that are available to anyone willing to have access to it.

Secondly, a good theme-based material must permit the various kinds of interaction in class as well as require a well-trained and proficient in the language teacher. Both aspects are presented on the material, as the interaction patterns vary from activity to activity. At the

same time, the teacher must be acquainted with the various levels of language formality, accents and uses to instruct students on the tasks.

Finally, the material should present other sources of input as videos, podcasts, different text types, etc. The units on this final paper present a great variety of input sources and allow teachers the possibility to add or adapt the ones presented, or even the students to look for further information as they are available to anyone.

3. Procedures

As defined by Richards and Rogers, the level of procedure “*encompasses the actual moment-to-moment techniques, practice, and behaviours that operate in teaching a language according to a particular method. It’s the level at which we describe how a method realizes its approach and design in classroom behaviour*” (Richard & Rogers, 2001: 31).

To help with the procedure level, a Teacher’s guide was design together with the units to help teachers on putting the activities in practice. The Teacher’s guide presents a very simple step-by-step instruction through each activity. It is open to the teacher to modify, add or reorder the activities as they may find necessary. The Teacher’s guide also present the interaction patterns for each activity as well as some anticipation problems as vocabulary that must be pre-taught or subjects that must be approached previously to make the activity more productive. The level of procedure will be approached more detailed next as I talk about the material itself.

V – The Material

As the main aim of this paper is to develop teaching units, I will talk next about these units, the activities and how they intent to fulfil the requirements of this paper.

1. The Units

First of all, all the units start with a *Getting started* section. This section is a warm-up activity in which students will have time to discuss some questions in a less controlled activity. The aim on this section is to get students interested and engaged in the theme to be discussed.

In different moments of each unit there will be a section called *Reading*. In this section, students will face authentic text on the theme proposed and work on their way to understand the content in them presented. The activities for reading comprehension will vary for each unit. First of all, there will be a pre-reading activity that will prepare students for the text they will read later on, like vocabulary activity or predicting. Next, students will be presented with a while-reading activity. The activities chosen here were reading for specific information and ordering the paragraphs. Last, students test their comprehension on a post-reading activity like answering questions, labelling paragraphs and true/false sentences.

Vocabulary activities support some of the sections as the Reading one. To deal with the vocabulary, some activities used approach the meaning by context, others predicting meaning and also word family groups. It is important to mention that all the vocabulary presented on the activities would be or was seen by the students in context.

There is also a *Listening* section. In this section, as on the Reading, students will face authentic oral texts as songs, video sketches and interviews. To approach Listening, there will also be pre-listening activities, as predicting, accessing previous knowledge and vocabulary. After that, students will do a while-listening activity, that is, taking notes, listen and complete or listen for specific information. As post-listening activities, the units present theme discussion and answering questions.

The next section is *Speaking*. The most important aim in the speaking activities is to give student opportunity to accomplish a task that is meaningful and motivating. Students will use

the previous activities to help them on this one. It will require different interaction patterns and collaboration between students.

Writing is made based on the topics and activities in each unit. As Speaking, students will be led to create a writing text that is meaningful and motivating. The genre is selected according to what they have seen throughout the unit. The genres required on the units are web post comment, cover letter, and journal. Before writing, they will work on a related activity and also will have access to some tips to help developing the genre proposed.

There is also a section called *Pronunciation*. The intention is to approach some specific pronunciation topic that will help student to improve their oral communication. In this section, students will be lead to analyse some examples and structures from previous activities. The rules are given in an inductive manner as they will need to observe and analyse the examples in order to discover to the right rule. After they understand the examples and rules, they will have a chance to work on a consolidation activity.

Like the Pronunciation section, *Grammar* is also presented in an inductive way. Students will analyse and experiment on some items from previous exercises and these experiments will help them to realise the rules proposed. Moreover, students will have some activities to practice the linguistic function presented in consolidation exercises, that as well as the exercises for analyse, are contextualize and part of the theme proposed and intent to cover a communicative function, that is, asking for personal information, asking for further information, and narrating facts expressing general or specific ideas.

Finally, the last section is *Pray-ground*. As one of the most important practises on Christian faith is prayer and is part of Christian tradition to finish a meeting with a prayer, students will have time to practice their faith on the second language as the teacher will guide and instruct them on this activity.

2. The Extra material

As it was mentioned on item IV.3, the units present also a Teacher's guide that will help students to use the material. This guide contains some basic instructions, interaction patterns, anticipate problems suggestion and answer key.

Besides the Teacher's guide, the material also presents a Test Booklet. Each unit has its own achievement test. According to Anderson:

*“achievement tests are more formal, and are typically given at set times of the school year. [...] Achievement tests can be used **formatively**: that is, the results may be used by teachers to slow down or speed up the pace of instruction, to change the textbook, to supplement materials with different activities, and so on. [...] or more **summative** fashion, that is, to deliver or to contribute to judgements on students and on courses.”*

(Alderson, 2000: 217)

The intention on this Test Booklet is to be more formative. The teacher may use the test after each unit and analyse the results as recommended by Alderson. The tests present either indirect items, the ones that test *“students' knowledge of language construction”* (Harmer, 2007: 168) like fill-in the gaps, as direct items, the ones that *“ask students to use language to do something, instead of just their knowledge of how the language itself works”* (Harmer, 2007: 171) like speaking tasks.

VI – Conclusion

To summarise, this paper aims in developing three teaching units, together with a teacher's guide and a test booklet. The units were developed to a very specific public, that is, young people and adults, intermediate level, Christian students. It was discussed here the possibility to develop a course focusing this group through Content-Based Instruction, more specifically theme-based model. This model will suggest and requires the use of authentic material as well as a great diversity on activities that would allow students to have contact with a

contextualized language and to participate on the processes of acquiring language. By the method presented and the theory discussed, I aimed to create teaching units that would not only instruct students in the second language, but also to insert them on the context proposed.

Appendix A: The Units

Appendix B: Transcripts

Appendix C: Teacher's guide

Appendix D: Test Booklet

He that is a servant, and is called in the Lord, is a free man of the Lord.
 Also [and] he that is a free man, and is called, is the servant of Christ.
 1 Corinthians 7:22 (WNT)

Unit 1: Careforce: Love, Serve, Speak

A Getting Started

7. In pairs, answer the questions below:

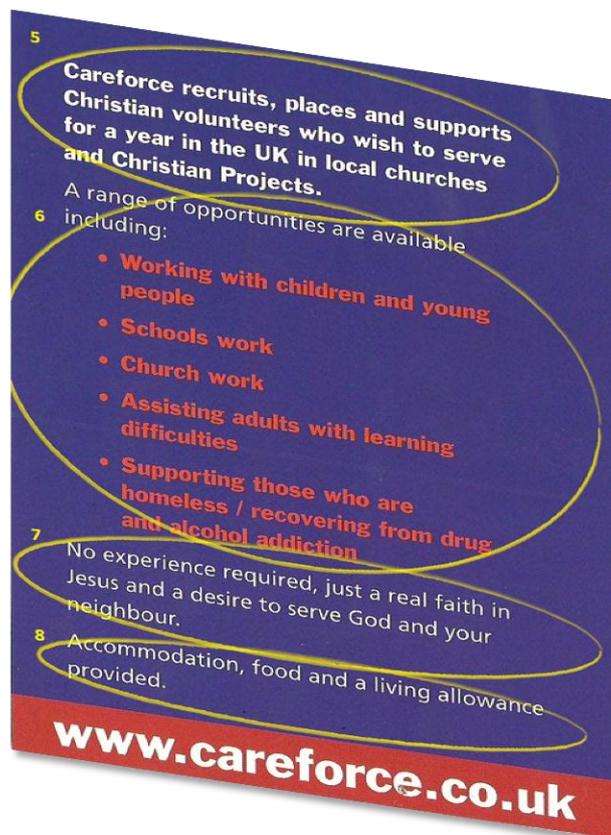
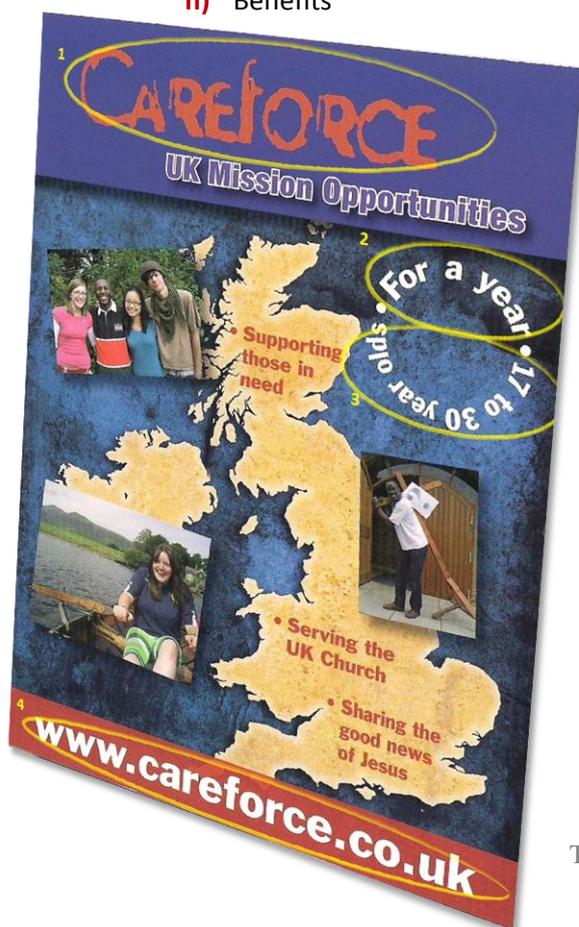
- Do you know what volunteer work means?
- Have you ever been a volunteer? Where? What did you do?
- If not, would you like to be a volunteer?



B Vocabulary and Reading

2. Read the leaflet below and match the sections (1-8) with the descriptions (a-h):

- Agency description 5
- Mission agency's name
- Opportunity list
- Website
- Candidates requirements
- Candidates age
- Project duration
- Benefits



3. Read the text below. Which pieces of information from the descriptions in ex2 can you find? Circle and number them.

Careforce Mission Statement

To serve evangelical churches and organisations by placing Christian volunteers aged 17-30 where help is most needed in the UK.

To enable Christians from Britain and other countries world-wide to serve for a year in the UK in an area of need alongside local Christians.



Keen that your gap year has some real plan and purpose? Looking for an opportunity to serve God and those in real need? Careforce is just the place for you to spend your year.

Since 1980 over 2400 Christians have completed a year in the UK as Careforce volunteers - all have survived to tell the tale!

You don't need money. You don't need vast experience. You do need a living faith and a genuine desire to serve. We are looking for 100 such people to start in September 2011! All will receive dedicated support and encouragement from Careforce and their placements.

Remember that Careforce volunteers help to transform local communities in the UK through selfless service for Jesus! If you are keen to be part of this exciting ministry then we look forward to hearing from you very soon.

If you are applying from within the UK you can complete your application form online and press the send button for immediate despatch or you can print it off and send it in by post!

If you are a national of another country call up the International Volunteers page to find out how you too can be a Careforce volunteer!

Careforce... Gospel volunteers who commend Jesus by life, word and deed seeking to enable individual lives and communities within the UK to be transformed to the glory and praise of Jesus Christ.

<http://www.careforce.co.uk/volunteerin.html>

4. Read the text again. Answer the questions below:

- a) How old is the project?

- b) How many people had taken part of the Careforce as Volunteers?

- c) Does Careforce attend different countries?

- d) What are the most important things a volunteer may have?

- e) How many volunteers are they expecting in September 2011?

- f) Must the volunteers be from UK?

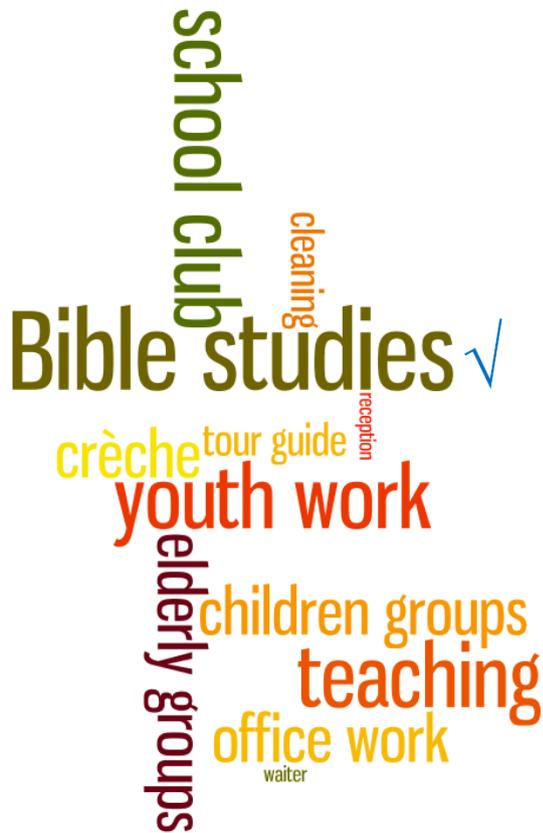
5. Underline the words below in the text and choose the correct meaning:

1. *Placement*
 a) the temporary position
 b) an area
2. *Enable*
 a) able to be made
 b) to make something possible
3. *Alongside*
 a) together with
 b) at the side of
4. *Encouragement*
 a) that gives you confidence
 b) to be brave
5. *Selfless*
 a) who thinks about what is good for him/herself
 b) who thinks about what is good for other people
6. *Applying*
 a) to make a question
 b) to send a written request
7. *Despatch*
 a) to get or be given something
 b) to send something

C

Listening

6. Look at the pictures. These are some of the volunteers that had been at Careforce. Read the *word cloud* below and tick the activities that you think are part of a volunteers' routine. Watch the video and check.



7. Watch again and answer this questions:

- a) Why did Caleb join Careforce?
- b) How many ministries does Minnie serve?
- c) What has Claire learned at their placements?
- d) Who has mixed feelings about the work?

D

Pronunciation

8. Read the examples and choose the correct word to complete the rules:

- a) What's your first name?
- b) And what's your surname?
- c) How long do you attend there?

- Stressed words are *weaker/stronger* pronounced.
- Question words and nouns *are/aren't* stressed.
- The verb be and auxiliaries *are/aren't* stressed.

9. Go to ex7 and mark the stress. Read the sentences copying the stress.

10. Question forms

a) Write the questions b-d from ex7 at the table below.

QUESTION WORD	AUXILIARY	SUBJECT	VERB	
Why	did	Clair, Ben and Caleb	join	Careforce?

b) Which are the verb forms above? Which auxiliary we use for each verb form?

c) Read the questions again and **circle** the correct word to complete the rule:

- In questions a-c, the question word gets information about the **object/subject** of the sentence, while in question d the question word is the **object/subject** of the sentence.
- In subject questions we **use/don't use** auxiliary.

11. The form below shows sections A and C from Careforce application form. Write the questions for each section.

A Your Personal Details

First Names

Surname

Home Address

Postcode

tel

mobile

email

Male Female

Date of Birth Age

Nationality

C Your Christian Activities

Name of Home church

Name of Minister/Vicar/Leader

Address

Postcode

Tel

Dates attended from to

12. The following questions are also from Careforce application form. Fill in the gaps with the correct auxiliaries if necessary.

- a) How are you involved in the life of your church?
- b) Who _____ supervises your work at the church?
- c) What other Christian activities (camps/house parties/work teams/etc.) _____ you been or _____ you planning to be involved in? What responsibilities _____ you had?
- d) _____ you had any training in any Christian activity or service?
- e) What experience _____ you had – voluntary or paid - of working with children, young people or vulnerable adults?
- f) Which ministries _____ pleasures you most?
- g) _____ you have any other practical skills/training/interests?
- h) Who _____ told you about Careforce?

F

Speaking and Writing

13. In pairs, interview your partner using the questions from the grammar part exercises 11 and 12.

14. Discuss:

- Would you like to be a Careforce volunteer?
- Which ministries would you prefer to work with?
- How do you think it could change your future?

15. Write a letter to Careforce to express your interest in being a volunteer. Follow the instructions below.

- Use the notes from the previous exercises.
- Add information about your school life, health, abilities, training and/or work.
- Organize your letter into paragraphs.

G

Pray-ground



Here are some reasons to pray.

- *Pray for Careforce and its volunteers.*
- *Pray for Careforce staff: Ian, Veronica and Caroline.*
- *Pray for yourself and your classmates, that God will guide you.*

So Peter opened his mouth and said: "Truly I understand that God shows no partiality, but in every nation anyone who fears him and does what is right is acceptable to him."
Acts 10:34-35 (ESV)

Unit 2: Coloured People!

A Getting Started

1. In pairs, answer the questions bellow:

- Do you like music? Which kind of music do you like?
- Do you know the group from the picture? If so, what do you know about them?
- Witch singers or groups do you like?



B Listening and Vocabulary

2. Match the words and the meaning:

- | | |
|-----------------|--|
| a) wildflower | 1. group of people that shares certain distinctive physical traits |
| b) diversity | 2. a colour slightly different from the one under consideration |
| c) shade | 3. to contaminate morally |
| d) epidermis | 4. a piece of cloth backed or framed as a surface for a painting |
| e) melanin | 5. the flower of a wild or uncultivated plant |
| f) tainted | 6. punishment |
| g) race | 7. coloured pigments of the skin or hair |
| h) canvas | 8. to feel sorry for something |
| i) kaleidoscope | 9. the inclusion of different types of people in a group |
| j) vengeance | 10. to have a strong want |
| k) aspire | 11. a tube-like toy made of coloured glass and mirrors |
| l) repentance | 12. the outer layer of the skin |

3. Listen and complete the text on the notepad.

4. Watch the song video and answer the questions:

- What is the song about?
- What is the group point of view?

5. Listen again. Take notes on what you think are the most important points presented.

6. Go to the lyrics and circle the words and phrases that are related to races.



"A lot of times people separate and divide us based on our ¹differences as human beings. We find that people separate and divide us based on our ²_____ differences especially. See, we happen to believe that much like a ³_____ arrangement, ⁴_____ of our beauty as human beings is found in our diversity. We happen to believe that we're all different ⁵_____ and tones when it comes to our ⁶_____ because God is a very creative ⁷_____. You see, this is our celebration of diversity... cause aren't we all in fact, aren't we all in fact ⁸_____ people..."

7. In pairs, look at the title of a web post and introduction. Make some guesses about the topics below:

- a) The speaker
- b) The people involved
- c) The problem

Racism in the Church

October 10, 2010 in [All, Church, Culture, GOD, Life](#) with [11 Comments](#)

The look on his face told me this wasn't going to be good. "I'd like to talk to you privately please!" said the man in the corduroy jacket. We shuffled over to a room during a recent Sunday gathering of [Project Church](#).

<http://www.jasonsalamun.com/2010/10/racism-in-the-church/>

8. Read the whole story. Order the paragraphs.

- 1 The look on his face told me this wasn't going to be good. "I'd like to talk to you privately please!" said the man in the corduroy jacket. We shuffled over to a room during a recent Sunday gathering of Project Church.
- "Hold on. I'm sure you've seen some terrible things, but that doesn't mean all Native Americans are like that." I responded. "Many are doing amazing things. You just need to look for it."
- As I closed the door, he began "This is my second time here and my wife and I really enjoy the people, the preaching, everything, but I've got a problem." Taking the bait, I asked, "What's going on?" "I hate Indians!" he said emphatically.
- Taken aback yet wanting to understand where he was coming from I replied, "Why are you telling me this? Is this something you're trying to fight?"
- "Pastor, I know that, but I just can't believe it's true." he admitted. "I just don't trust them and I never will."
"Well, can I pray for you right now, that God would give you eyes to see as he sees?" I asked.
He obliged and we prayed.
- I looked him dead in the eye and said, "Before you go, let me leave you with something to think and pray about. Each person is created in the image of God. Every. Single. Person. Matters. Regardless of our differences. The Church is to reflect this profound truth and that includes our church. In fact, I pray we become even more diverse, which isn't easy here in South Dakota. But the church should reflect Heaven which will not just be a bunch of white guys, I assure you."
- With his white face turning red he explained, "No. It's just there were a group of Indians in church today and one of them smelled like alcohol. I work around 'them' all the time and see nothing but awful things. They're all bad."
- "I've never met a single one but that's not why I wanted to talk to you." He paused for a moment to collect his thoughts and then continued, "We love it here, and we plan to give generously, but if you allow people like that in here, my family and I will not come back. Not only that, we will tell our friends who we planned to invite not to go either."

9. Match the highlighted word from the web post with the descriptions below:

a) Something used to attract and catch animals	bait
b) To give permission	
c) A meeting	
d) Despite; not being affected by something	
e) To walk by pulling the feet without lifting them	
f) To do something as you had been asked	
g) To be very shocked or surprised	
h) A group of people	
i) To give a religious speech	
j) Extremely bad or unpleasant	

10. Read the sentences below and mark true (T) or false (F) according to the text.

Correct the false ones.

- He told the pastor he worked around 'them' all the time. **T**
- The pastor asked if it that was something he was trying to fight.
- The pastor said he was sure he had seen some amazing things.
- He told the pastor one of them had shouted at him.
- The pastor said he wouldn't come back.
- The pastor asked if he could pray for him right then.
- The pastor told him the church should protect the minorities.

11. Read the ending of the blog entry. Answer the questions in pairs.

I wish that wasn't the end of the story. I would love to tell you that he had a change of heart and now is seeking to do ministry on a Native American reservation. Who knows? Maybe he will someday.

But he hasn't returned to Project Church. That's okay with me. If doing the right thing means less people, so be it.

This experience was another reminder that racism is alive and well in our city. And it's not just here, but I'm sure it's everywhere.

What's your experience been? What can the Church at large do to seek racial harmony and fight against the status quo of Sunday morning segregation?

I'd love to hear your thoughts.

- What happen to the men?
- What was the pastor position? Do you agree?
- How do you answer to the questions on the fourth paragraph?

D

Pronunciation

12. Read the sentences in ex10 again. Underline the words that have a /h/ sound.

13. Read the tips below and ~~cross out~~ the /h/ that may be left out in ex10 sentences:

- We often leave out /h/ at the beginning of the pronouns *he, her, his, him*; the auxiliary verbs *have, has, had*; the question word *who*.
- /h/ is not left out if it is stressed or at the beginning of a sentence.

14. Read the sentences again and practice.

15. Look at the sentences on ex10. Underline the same information on the web post. How do the verb forms change from the direct speech in the text to the reported speech in exercise 10? Complete the table below.

Direct Speech	Reported Speech
Present Simple	<i>Past Simple</i>
Present Continuous	
Present Perfect	
Past Simple	
Will	
Can	
Should	

TIP: It's not necessary to change the Past simple direct speech into Past Perfect.

Ex: He told the pastor one of them smelled/had smelled like alcohol.

16. Look at the sentences again and complete the rules below:

- Use the reporting verbs _____ and _____ for positives and negative sentences and the reporting verb _____ for questions.
- Use an object with the reported verb _____.
- The modal verbs *could, should, would, might* and *ought to* _____ change in reported speech.
- Time expressions are often _____ in reported speech.

17. Read some comments on the web post. Rewrite the comments using reported speech.



stacey

October 15, 2010 at 10:24 pm #

Some of the most passionate/effective people, for Christ, that I KNOW are Native Americans! I hope this man looks into the mirror of God's word and realizes that God, our creator loves us equally! Thank you Jason for standing for truth! May God continue to expand your territory and bless YOU indeed! Stacey

[REPLY](#)



Janessa

October 15, 2010 at 10:13 pm #

Jason, makes me sick that people are like this! I have found that it happens everywhere and will ALL people who don't fit the 'perfect image' that alot of Christians think you need to fit into. Church should be somewhere you can go to and be loved on no matter what is going on in your life. Makes me sad that the color of your skin determines your worth. Makes me sad that people going through a divorce are shunned by members of the church. Makes me sad that the poor, the people dealing with addictions, the people who are overweight, etc don't stand a chance against the ones who should really cast the first stone. Sad world we live in, thanks for rising about it and loving people!

[REPLY](#)

F

Speaking

18. Go back to the lyrics on ex6. In pairs, discuss the relation between the lyrics and the web post.

- What do they have in common?
- How is the race issue dealt with in your country? And in your church?
- Have you ever lived or witnessed a case of racism?

19. Work with a new partner. Tell your new partner what you and your first partner had discussed. Use the reported speech to talk about your first partner's ideas.

G

Writing

20. Read Deanna's comment on the web post. Match the paragraphs and the topics below:

- What she thinks about racism
- What she thinks about the web post story
- Expressing appreciation



Deanna S.

October 15, 2010 at 9:04 pm #

Thanks for sharing, Jason, and others.

I really get sick of hearing that there is no racism in Rapid City, or that we should just get over things. When there are still people who feel this way, there will always be a rift between the races.

I do pray for that man, but I also pray for myself... I know there are places in me that the light of God still needs to shine. I don't condemn him, but I am so grateful, Jason, that you were obedient to God's leading – in that moment and in your life.

[REPLY](#)

21. Write a comment for the web post. Use Deanna's comment as a model. You can use the ideas from the lyrics and ex11 to exemplify and support your ideas.

H

Pray-ground



Here are some reasons to pray.

- Pray for our churches.*
- Pray that God will help us to see the others as he sees them.*
- Pray that we could be brave to talk against racism.*

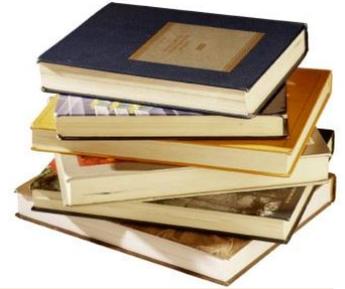
All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work.
2 Timothy 3:16-17 (ESV)

Unit 3: A book or the Book?

A Getting Started

1. In pairs, answer the questions below:

- Do you like reading?
- What kind of book do you read?
- Which is your favourite author? And your favourite book?
- Which is the best-seller book of all times, do you think?



B Reading and Vocabulary

2. In groups, write a list of important topics to present in a book introduction. (E.g. name of the book, author, etc.)

3. Read the text below and answer: What is the book introduced? How many of the topics from ex2 are presented?

Introduction to The Reformation Study Bible

by R.C. Sproul

¹The Bible is **a book**. It may be called a **collection** of books compiled together into one majestic volume. As **a book** it is designed to be read. In this respect it is like all other books. But the Bible is not like any other book. It is **the Book** of Books. We customarily call this book the Holy Bible. Its **holiness** is found in its "otherness." It is a sacred book because it transcends and stands apart from, above, every other book. It is **holy** because its ultimate Author is holy. It is holy because its message is holy. It is holy because its content is designed to make us holy.

²The Bible is an **inspired** book, that is, "breathed out" by God. **Inspiration** reaches far beyond the scope of the inspiration of human artists as **commonly** understood. ^aThe Bible offers more than brilliant insight, more than human sagacity. It is called "inspired" not because of its supernatural mode of **transmission** via human authors, but because of its origin. It is not **merely** a book about God; it is **a book** from God. Therefore the church **confesses** its trust and **confidence** that the Bible is the vox Dei, the **veritable** "voice of God."

³The Bible is a **normative** book. The church has declared that the Bible is the "Norm of norms, and without norm."

A **norm** is a standard, a measuring rod by which things are judged. We may use many lesser **standards** to **regulate** our lives, but all such **regulations** must be subordinate to Scripture. To be the "Norm of norms" is to be the superlative norm, the standard by which all other norms are measured. The Bible is not **simply** "first among equals" - it has no parity with other standards. As ^sJesus is exalted to be Lord of lords and King of kings, so we submit to His Word as the Norm of norms, the standard of truth and the one rule for the people of God.

⁴God is the Lord of heaven and earth, and He alone is able to impose absolute **obligation** upon His creatures. He does this through the written word. ^bThe reformers of the sixteenth century recognized this unique authority of the Bible, expressing it in the watchword Sola Scriptura, "the Scripture alone." The reformers did not despise other authorities, or deny the value of tradition and the creeds, but they distinguished the singular authority of the Bible, "the only **infallible** rule of faith and practice."

⁵God calls every Christian to pursue **righteousness**. Our trust is to be childlike, but our understanding must be mature. Such trust and understanding require study of God's word. The **authentic** disciple meditates on it day and night, continuing and remaining in it. Our goal is more than knowledge; it is **wisdom** and the fruit of inward and outward obedience.

4. Read the text again and match the paragraphs 1-5 to the verses a-e.

- a) So then, brothers, stand firm and hold to the traditions that you were taught by us, either by our spoken word or by our letter. **2 Thessalonians 2:15** ESV (**5**)
- b) But as he who called you is holy, you also be holy in all your conduct, since it is written, "You shall be holy, for I am holy." **1 Peter 1:15-16** ESV ()
- c) Let every person be subject to the governing authorities. For there is no authority except from God, and those that exist have been instituted by God. **Romans 13:1** ESV
- d) For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart. **Hebrews 4:12** ESV ()
- e) All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness. **2 Timothy 3:16** ESV ()

5. In pair, complete the table with the words in bold from the text.

VERB	NOUN	ADJECTIVE	ADVERB
collect	1 <i>collection</i>	collective	collectively
-	2	3 <i>holy</i>	-
inspire	4	5	-
-	common	common	6
transmit	7	transmitted	-
-	-	mere	8
9	confessor	-	-
confide	10	confidential	confidentiality
-	verity	11	veritably
-	12	13	-
14	15	regular	regularly
simplify	simplism	simple	16
oblige - obligate	17	obligated	-
-	infallibility	18	infallibly
-	19	righteous	righteously
authenticate	authentication	20	authentically

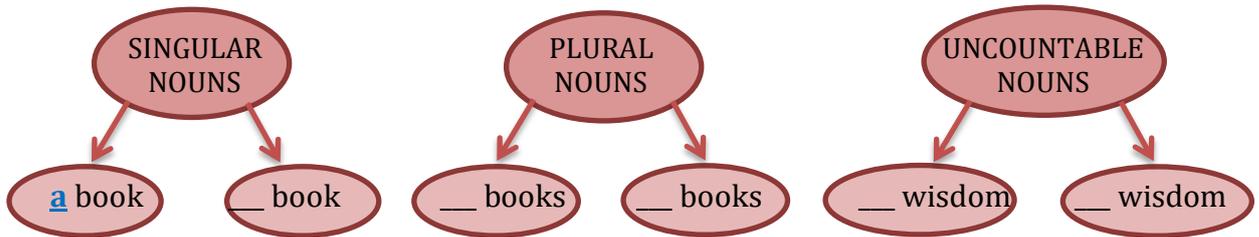
6. Read the table.

Circle the suffixes bellow that you can find on the table.

- (-fy)** V
- al
- ity
- ence
- ism
- ible
- able
- or
- en
- ly
- ic
- ness
- ion
- ally
- ment
- ive
- ed
- ise
- ate
- ing
- ity

7. Classify the suffixes above according to the word class. Use V (Verb), N (Noun), Adj (Adjective) and Adv (Adverb). Which suffixes weren't used? Which word class they belong to?

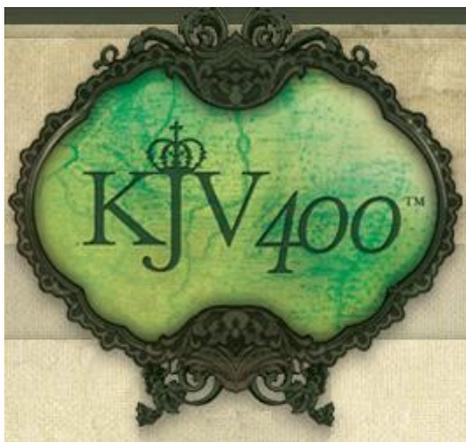
8. Recycling articles: complete the diagram with *a*, *the* or [] (no article):



9. Look at the highlighted phrases a-i on ex3 text. Use the sentences as examples for the rules of thumb on the table below.

Rule of thumb	Example:	
We use a/an	1 the first time we mention something	a – a book
	2 to say what somebody/something is or is like	
	3 with a singular cont. noun to make generalizations	
We use the	4 when we already mentioned something	
	5 when is only one of something	
	6 to talk about some specific things	
We use [] (no article)	7 with plural cont. nouns to make generalizations	
	8 with uncountable nouns to make generalizations	
	9 with proper nouns	

10. Read the text about the King James Version of the Bible and complete with *a*, *the* or [] (no article). Listen and check:



Be ¹ a part of history as we celebrate 400 years of ² _____ King James Version of ³ _____ Bible.

⁴ _____ English translation of ⁵ _____ Bible that appeared on 1611, ⁶ _____ Authorized Version, known popularly as ⁷ _____ King James Version, came to be regarded as the most influential book in ⁸ _____ history of ⁹ _____ English civilization. ¹⁰ _____ writers and ¹¹ _____ literary critics have acclaimed as “the noblest monument of English prose”. In ¹² _____ series of lectures at ¹³ _____ Cambridge University during ¹⁴ _____ World War 1 Sir Arthur Quiller-Coch declared ¹⁵ _____ King James Version was “the very greatest literary achievement of ¹⁶ _____ English language”.

https://s3.amazonaws.com/kjv400/Podcast+2-BiblePodcast_1-MP3+for+Audio+Podcasting.mp3

11. Look at the table below. Notice the difference.

	STRONG	WEAK
THE	/ti:/	/tə/
A	/eɪ/	/ə/
AN	/æn/	/ən/

12. Now listen to the text in ex10 again and complete the rules with **strong** or **weak**:

- a) Articles are usually _____.
- b) We use the _____ form for emphasis.

D Listening and Speaking

13. Work in groups. What do you know about these characters from the Bible?

- a) Moses
- b) David
- c) Luke
- d) Shadrach, Meshach and Abednego

14. Watch the video. What does the man says about the characters above? Is he correct?

15. Complete the sentence with the words in the box. Watch the video again and check.

cooking pretty
~~grasp~~ belong
 wrestled heresy
 river step down



- a) I think I have a pretty good grasp of the Bible.
- b) Granted, I've been asked to _____ a few times.
- c) I mean, _____ is such a loose term these days.
- d) I've got a _____ good idea to teach anybody a little thing or two.
- e) The Bible doesn't really get _____ until Moses built the ark.
- f) He was also the one that _____ with God in the River of Gabok.
- g) Luke would be in that _____ and going "Hey I thought I could walk on water"
- h) Go get those people out of that water, because Shadrach, Meshach and Abednego do not _____ there.

16. In pairs, discuss these questions:

- a) What is necessary to teach the Bible?
- b) Does the man on the video have what is necessary to teach the Bible?
- c) Write a list of things that you and your partner agree to be important for teaching.

17. Role-play: Work in pairs. Follow the instructions for STUDENT A and STUDENT B.

STUDENT A: You are The Clueless. The head teacher of your church Sunday School called you on a meeting to ask you to step down. Talk and try to convince him to let you stay.

STUDENT B: You are the head teacher of your church Sunday School. You had called The Clueless into a meeting to ask him to step down his position as a teacher. Explain to him why he is not suitable for the position.

E Writing

18. You are going to watch Eddie James testimony on his feelings towards the Bible. Take some notes on his speech. How much does it reassemble your own story?



19. Write a journal entry telling your experience with the Bible. Use the tips bellow to help you.

- Talk about your experience on learning/teaching the Bible;
- Your favourite passage(s);
- How the Bible affects your life;
- People who influenced you on your faith.

F Pray-ground



Here are some reasons to pray.

- Pray for the Holy Spirit to help us understand God's Word.
- Pray for our Sunday School classes and its teachers.
- Pray for the people who doesn't have a Bible in their own language.

UNITS AUDIO/VIDEO TRANSCRIPTS

Unit1 – Ex6: Careforce Volunteers Video

Claire: I decided to do Careforce ... uh... to try out ... uh... doing church base work and youth work and mainly to see if there is something I would want to go in the future.

Ben: And I just had this sense that I want to do something unusual, I went to step outside my comfort zone ... uh... and growing in discover more about me, more about God and more about the world we live I really.

Caleb: I see it like an opportunity to serve, and also in response to the great commission.

Minnie: I serve with the children, young people and old people.

Cate: Not only a school club, is basically having a time for children to have fun, and yet learn about the Word of God.

Claire: I do church Base Youth Work they are ... uh ... 11 to 14s group on a Sunday morning.

Caleb: I'm also involved with ... uh ... leading Bible studies at the home groups.

Bethan: I'm also involved in crèche with young mums and families around the area, which is fantastic.

Clair: I'm going to a local secondary school and ... uh ... I taught young people there.

Ben: Teaching this kids to read and to write and to get by in life to feel good about themselves.

Cate: As a pastor I have ... uh ... learned so much and I feel that there is so much that I have to give when I go back home.

Claire: It has taught me to trust in God everyday ... er ... which I knew in theory before, but have never really had to put it into practice.

Blesilda: It was really quite exiting ... um ... it was really fun, lots of surprises ... um ... not always happy moments, but it was really good, yes, really good and a learning experience for me.

Unit2 – Ex5: Colored People by DC Talk

[1, 1, 1, 1... 2, 2, 2, 2... 3, 3, 3, 3... 4, 4, 4, 4]

Pardon me, your epidermis is showing, sir
I couldn't help but note your shade of melanin

I tip my hat to the colorful arrangement
Cause I see the beauty in the tones of our skin

We've gotta come together
And thank the maker of us all

(chorus)

We're colored people, and we live in a tainted place

We're colored people, and they call us the human race

We've got a history so full of mistakes

And we are colored people who depend on a holy grace

[1, 1, 1, 1... 2, 2, 2, 2... 3, 3, 3, 3... 4, 4, 4, 4]

A piece of canvas is only the beginning for
It takes on character with every loving stroke
This thing of beauty is the passion of an artist's heart

By God's design, we are a skin kaleidoscope

We've gotta come together,
Aren't we all human after all?

(repeat chorus)

Ignorance has wronged some races

And vengeance is the Lord's

If we aspire to share this space

Repentance is the cure

[1, 1, 1, 1... 2, 2, 2, 2... 3, 3, 3, 3... 4, 4, 4, 4]

Well, just a day in the shoes of a color blind man

Should make it easy for you to see
That these diverse tones do more than cover
our bones
As a part of our anatomy
(repeat chorus)
We're colored people, and they call us the
human race
[oh, colored people]
We're colored people, and we all gotta share
this space
[yeah we've got to come together somehow]
We're colored people, and we live in a
tainted world
[red and yellow, black and white]
We're colored people, every man, woman,
boy, and girl
[colored people, colored people, colored
people, colored people, yeah]

Unit3 – Ex14: The Skinny on the Bible by The Skit Guys - The Clueless

He is a little awkward, but pretty sure about what he believes.

I think I have a pretty good grasp of the Bible and Uhm... how I teach it to my Sunday School class. Granted, I've been asked to step down a few times, but, I mean, heresy is such a loose term these days. But I think if you put all the jigsaw pieces of the puzzle of Bible together, I think I've got a pretty good idea to teach anybody a little thing or two.

Offstage voice: Okay, so share some of your knowledge with us.

Oh. Okay, no problem on that one. Uhm...you know the Bible doesn't really get cooking until Moses built the ark and uhm... Wait, No, uhm.., no, he was the one that parted the Red Sea. He was also the one that wrestled with God in the River of Gabok and if it wasn't for that, he wouldn't have been able to part that river too. But that was a foreshadowing, that was a prophecy for the

New Testament when Luke would be in that river and going "Hey I thought I could walk on water" and that was a foreshadowing of King Nebuchadnezzar telling King David, "Go get those people out of that water, because Shadrach, Meshach and Abednego do not belong there". And that is how King James became the greatest king of Israel.

Unit3 – Ex18: The Skinny on the Bible by The Skit Guys - Eddy James Testimony.

This is my grandmother's Bible. She used to read to me out of this Bible when I was just a kid. She passed away this Summer. A family member gave it to me because they knew I was a believer. To them, that was just a book. But to me... when I sit down and read it, I see all her little notes, I see all the little highlighted pages, all the dogged pages, I see the things that really meant something to her when God was speaking to her through His Word. And I realize that is a legacy of faith that had passed out to me and that was passed from her parents to her. And you know what? That impacts my faith. More than anything, this truly is The Living Word.

Unit 1: Careforce: Love, Serve, Speak

A Getting Started

1. Call SS attention to the pictures. Elicit from SS the activities they represent. Ask SS to discuss the questions in pair. Elicit some answers from the class.

B Vocabulary and Reading

2. Focus SS on the leaflet. Pre-teach *requirements* and *benefits*. SS will work on their own. SS compare their answer in pairs. Check answers with the class.

a5 b1 c6 d4 e7 f3 g2 h8

3. SS do the exercise on their own. Ask SS to check their answer with a partner. Be prepared with definitions and examples but don't give out the meaning for words in ex5 yet.

1- "Careforce" title

2- "... serve for a year in the UK..." §2

3- "... volunteers aged 17-30..." §1

7- "... volunteers who commend Jesus" §9

4. Give SS time to read the questions. Be prepared with definitions and examples. SS answer the questions on their own. Check answers with the class.

a) "since 1980"

b) "over 2400"

c) No, they just attend communities within the UK

d) "living faith and a desire to serve"

e) 100 volunteers

f) No, they accept international volunteers, too.

5. Write the seven words on the board. Ask SS to go back to the text and underline them. Explain the importance of guessing the meaning. Ask students to choose the meaning a) or b) from the exercise. SS

check answer with a partner. Check answer with the class.

1a 2b 3a 4a 5a 6b 7b

C Listening

6. Focus SS on the photos. Tell SS these are Careforce volunteers. Focus SS to the *word cloud*. Tell them that the word cloud is a group of words from a text provided that gives greater prominence to words that are more frequent. Explain that some of the words in this *word cloud* belong to the listening. Ask SS read and guess the ones that do. Tell SS they are going to watch a video where the volunteers will present their activities. Ask them to watch and check.

Bible study, School club, chèche, youth work, elderly groups, children groups, teaching

7. Give SS time to read the questions. Play the video again. Check the answers with the class.

a) He thinks it is an opportunity to serve and also in response to the great commission.

b) 3 (children, young people and old people)

c) To trust in God everyday

d) Blesilda

D Pronunciation

8. Give SS time to read the examples. Tell SS that the dots mark the stressed word. Ask SS to do the exercise on their own and check with a partner. Read the examples and ask SS to pay attention to the stress.

stronger; are; aren't

- 9• SS do the exercise in pairs. While they are practicing, go around the class monitoring and correcting if necessary.

E Grammar

- 10• Write question a) from ex7 on the board.
- Explain each part of the question according to the table. Ask SS to write the other questions in the table. Check answers on the board.
 - Elicit from the SS the verb form from each question and write on the board.

Past Simple; Present Simple; Present Perfect Simple; Present Perfect Simple

Elicit and underline the auxiliaries.

did, does, has, -

- SS do the exercise on their own. Class check.

Object; subject; don't use

- 11• Focus SS to the webpage. Tell them these are two of the sections on Careforce volunteering form. Ask SS, in pairs, to write the questions. Do questions one and two to model. Ask SS which kind of questions are them: subject or object. Go back to ex10 if necessary. Check with the class. Monitor sentence stress while checking.

Possible answers:

- What is your first name?
- What is your surname?
- What is your home address?
- What is your postcode?
- What is your home phone number?
- What is your mobile number?
- What is your email address?
- Are you male or female?
- What is your date of birth?
- How old are you?
- What is your nationality?
- What is the name of your church?
- Who is your minister/leader?
- What is your church address?
- What is your church post code?
- What is your church phone?
- How long do you attend there?

- 12• Tell SS these are questions from a different section of the form. SS complete the exercise on their own. Check with the class.

- are
-
- Have; are; have
- Have
- Have
-
- Do
-

F Speaking and Writing

- 13• Ask SS to interview their partners and take notes. Go around and monitor their speaking. Pay attention the sentence stress.

- 14• Give SS time to read the questions. Divide SS into small groups. Give SS time to discuss the questions. Monitor their speaking activity and be prepared for vocabulary on different ministries.

- 15• Tell SS that when you send a company a curriculum you also send a Cover letter. Tell them that a cover letter is basically a summary of the curriculum, but also it is an opportunity for the candidate to present his/hers desire to be part of that company. Tell SS they will write Careforce a Cover letter. Read the instructions together and answer any question that may appear.

G Pray-ground

Tell SS that now that they know a little about Careforce you can pray for it together. Give SS opportunity to add something or to present other themes for the pray time.

Divide SS into groups. Finish the moment praying for the class.

Unit 2: Coloured People!

A Getting Started

1. Tell SS you are going to talk about music. Ask SS to discuss the questions in pair. Elicit some answers with the class. Pay special attention to question a) and c) and the variety in tastes on music between partners. Tell SS people are different and have different opinions.

B Listening and Vocabulary

2. SS do the exercises on their own. Check with the class. Model and drill words.

a5 b9 c2 d12 e7 f3 g1 h4 i11 j6 k10 l8

3. Tell SS that the text in the notepad is an introduction to a song on a live concert. Ask SS to listen and complete the song. Give SS time to read the text then play the audio. Play it again if necessary. SS check with a partner.

1. differences
2. colour
3. wildflower
4. part
5. Shades
6. skin
7. artist
8. coloured

4. Tell SS they are going to watch the video. Give SS time to read the questions. Play the song. Elicit answers from the class.

Possible answers:

- a) Racism
- b) God created all races to live together

5. Play the video again. Ask SS to take notes. SS will check their notes with a partner. Elicit some of the answers from ss.

6. Ask SS to go to Transcripts section. SS do the exercise on their own. Be prepared

with definitions and examples or bring dictionaries in case its necessary.

C Reading and Vocabulary

7. Ask SS to read the title and introduction to a web post. Ask SS to read and discuss the topics. Elicit some answers from the class. Don't give any answer at this point.

8. Remind SS of the importance to guess meaning from the context. Tell SS this is the rest of the web post. SS do the exercise on their own. Don't answer any question on the highlighted words at this point. Check with the class.

1 5 2 3 8 7 4 6

9. Focus SS to the highlighted words. SS do the exercise on their own or in pairs. Be prepared with definitions and examples for any other doubt that may rise.

- a) bait
- b) allow
- c) gathering
- d) regardless
- e) shuffled
- f) obliged
- g) be taken aback
- h) bunch
- i) preaching
- j) awful

10. SS do the exercise on their own. Do the first one as a model.

- a) T
- b) T
- c) F ...terrible things
- d) F ...one of them smelled like alcohol
- e) F The men said...
- f) T
- g) F ...should reflect Heaven.

- 11• Tell SS this is the ending of the web post. Give SS time to read the text. Divide SS into pairs or small groups. Monitor while they answer the questions. Elicit some of the answers from the SS.

D *Pronunciation*

- 12• Focus SS on ex10. Remind SS of silent *h*. SS do the exercise on their own or in pairs. Check the answers with the class.
- 13• SS do the exercise on their own. Check with the class.
- 14• Divide the SS in pairs or small groups. Read the first sentences, model and drill. Monitor SS while they practice.

E *Grammar*

- 15• Focus SS attention to ex10 and the text on exercise 8 and ask them to underline the sentences on the text. Tell SS the sentences from the text are on the direct speech and the sentences from ex10 are indirect speech. Students do the exercise on their own. Model and drill the first as an example.

Past Simple; Past continuous; Past Perfect; Past Perfect/Past Simple; would; could; should

- 16• Give SS some time to work on the exercises on their own. SS check in pairs. Check answers with the class.

- a) tell, say, ask
- b) tell
- c) don't
- d) changed

- 17• SS do the exercise on their own. Monitor for doubts. Elicit some of the sentences from the class.

F *Speaking*

- 18• Focus SS to the lyrics. Tell SS some topics are discussed in both the lyrics and the web post. Give SS time to read the questions. In pairs, SS discuss the questions.
- 19• Ask SS to change partners. Tell them to report their first conversation to their new partner. Monitor and correct any mistake you hear.

G *Writing*

- 20• Tell SS this is another comment about the web post. Give SS time to read and match the paragraphs with the topics. Be prepared with definitions and examples on the vocabulary.

c) a) b)

- 21• Tell SS to write a comment for the web post. SS may use all the ideas discussed in the lesson for support and examples.

H *Pray-ground*

Tell SS that they have some time to pray for it together. Give SS opportunity to read, add something or to present other themes for the pray time.

Divide SS into groups. Finish the moment praying for the class.

Unit 3: A book or the Book!

A Getting Started

1. Tell SS you are going to talk about reading habits and books. Ask SS to discuss the questions in pair. Elicit some answers with the class.

B Reading and Vocabulary

2. Divide SS in small groups. Explain what is a book introduction. Give SS some time to do the exercise. Elicit some ideas from the class and write them on the board.
3. Tell SS the text is an introduction of a book and they will have to read it quickly to find the answers. Set a time. Elicit the answers from class.
4. Tell SS these are some verses from the Bible that may be related to the paragraphs on the text. Ask SS to read the verses, be prepared with definitions and examples, or the context in which the verses appear on the Bible. Ask SS to do the exercise on their own and check in pairs. Check with the class.

a5 b1 c4 d3 e2

5. Focus SS on the words in bold. Ask SS to complete the table on their own and check with a partner.

1. collection
2. holiness
3. holy
4. inspiration
5. inspired
6. commonly
7. transmission
8. merely
9. confess
10. confidence
11. veritable
12. norm

13. normative
14. regulate
15. regulations
16. simply
17. obligation
18. infallible
19. righteousness
20. authentic

6. Use the words from ex5 to explain roots and suffixes. Ask SS to do the exercise on their own. Model the example.
7. Tell SS that the suffix shows the word class the word belongs. Ask SS to classify the suffixes on ex6. SS will do the exercise on their own and check in pairs

Answers ex 6 and 7:

(-fy) V	(-al) ADJ	(-ility) N
(-ence) N	(-ism) N	(-ible) ADJ
(-able) ADJ	(-or) N	-en V
(-ly) ADV	(-ic) ADJ	(-ness) N
(-ion) N	(-ally) ADV	(-ment) N
(-ive) ADJ	(-ed) ADJ	(-ise) V
(-ate) V	-ing ADJ	(-ity) N

C Grammar and Pronunciation

8. Remind students about the main use of articles. Be prepared to review countable and uncountable nouns if necessary. Elicit answer from the SS and write on the board.

a, the; the, []; the, []

9. Focus SS to the highlighted phrases on ex.3. SS do the exercise on their own or in pairs. Be prepared with examples or any other doubt that may rise.

1a 2e 3b 4c 5d 6h 7f 8i 9g

10• SS do the exercise on their own. Do the first one as a model. SS will listen to the podcast to check.

1-a	2-the	3-the	4-the	5-the
6-the	7-the	8-the	9-[]	10-[]
11-[]	12-a	13-[]	14-[]	15-the
16-[]				

11• Read the table. Ask SS to notice the difference between strong and weak forms. Read again and ask SS to repeat.

12• Play the podcast again and ask SS to notice how the articles are pronounced. Focus SS to the rules. Complete the rules on the board.

a) weak
b) strong

D *Listening and Speaking*

13• Divide the SS in 4 groups. Give one of the names to each group and set a time. Ask SS to take notes on everything they remember on the characters. Be prepared with the main events, vocabulary and examples. Ask SS to share their notes with the other groups.

14• SS watch the video and compare the information on the video in their groups. Check the answer to the question with the class. Elicit some of the mistakes from the students.

15• Ask SS to do the exercise on their own and check with a partner. Play the video again and check with the class. Be prepared with vocabulary and examples.

16• Give SS some time to discuss the questions in pairs. Elicit some ideas from the students. Make sure that they see some good points, as enthusiasm and confidence.

17• Divide the pairs in Student A and Student B. Ask each student to read their role on the post-it papers. Give students some time to act out the scene. Monitor and correct any mistake you hear.

E *Writing*

18• Tell SS they are going to watch a testimony. You may need to pre-teach testimony. Ask SS to take notes and share with a partner. In pair or small groups, SS will tell a little about their story.

19• Tell SS that a journal is a recollection of events from someone's daily life. Tell them that the same way Eddy James present his story on their video some people keep their daily life on journals. Ask SS to write a journal entry. Read the instructions together and answer any question that may appear.

F *Pray-ground*

Tell SS that they have some time to pray for it together. Give SS opportunity to read, add something or to present other themes for the pray time.

Divide SS into groups. Finish the moment praying for the class.

Achievement test 1 - Unit 1

7. Name the sections of the card bellow:



- Mission agency's name
- _____
- _____

___/1

2. Unscramble the words below to find the activities of a volunteer's routine.

- hndriec gupor children group
- oohlcs cblu _____
- lBibe ustsidge _____
- uohyt rwok _____
- rcèhce _____
- nhtacegi _____
- dellyer gpruo _____

___/3

3. Make questions with these words.

- do/How/describe/year/your/you/?
How do you describe your year?
- involved/Which/ you/ with/?/
were/ministries/
- changed/has/your/How/future/it/?
- what/Did/know/to/you/expect/?
- with/has/you/best/provided/
opportunities/the/Who/?

___/4

4. Use a dot ° to mark the stress words in ex3.

___/4

5. Read the interview bellow and write the questions from ex3 in the correct places.

1) How do you describe your year?

"My year with Careforce has been the most challenging and enriching year of my life."

2) _____

If I had been told in advance of all the things that I would be taking part in and experiencing over the year I would either not have believed it or have been too scared to go! However, God has given me the courage and perseverance to develop my skills and discover new gifts that I never knew I had.

3) _____

My placement has provided me with the invaluable opportunity to 'test run' many aspects of church ministry in a well supported atmosphere.

4) _____

I have been able to take part in, run, lead and start up youth work which spans the ages of 5 to 35! I have been involved in the Christian Union in local primary and secondary schools, led house groups, prayer groups, discipleship groups, Bible class, and even the odd church service!

5) _____

My year with Careforce has been so much more than a 'gap year'. It has provided me with a foundation upon which the rest of my work for Christ will be built upon."

<http://www.careforce.co.uk/training.html>

___/4

6. a) Listen to four church leaders talking about their experience in having Careforce volunteers with them. Complete the sentences:

1) Dave Doran

"Having Careforce workers at the church is *fantastic*."

2) George Howard

"It means that we've got a fantastic _____ to build something significant into the lives of these young people"

3) Derek Winterburn

"Where we are getting a _____ of the world wide family of God."

4) Phil Bernard

"And it is great the way that Careforce supports the local churches through _____ young people to serve."

___/1.5

- b) Listen to the church leaders again and write T (true) or F (false):

- a) (T) Mr Doran thinks having a volunteers is good for the church as well as the community.
b) () Mr Howard doesn't think the experience is as significant for the volunteers as it is for the church.
c) () Mr Winterburn believes the international volunteers are a great achievement for the church.
d) () Mr Bernard says the church was created to serve and help people.

___/1.5

7. In pairs, read and act the prompts bellow:

STUDENT A

You are a church leader that was assign to interview a Careforce volunteer candidate. Ask about his/her qualifications, reasons to join Careforce and expectations.

STUDENT B

You are a candidate to be a volunteer at Careforce. A church leader is going to interview you. Present your qualifications and explain why you chose Careforce and what you expect from this gap year.

___/5

8. To be a Careforce volunteer you need an authorization form your local church. Write a small letter to your church leader explaining what is Careforce and why do you want to be part of it.

100-120 words

___/6

___/30

ANSWER KEY - Achievement test 1

1. Name the sections of the card below:

- Mission agency name
- Agency description
- Website

2. Unscramble the words below to find the activities of a volunteer's routine.

- children group
- school club
- Bible studies
- youth work
- crèche
- teaching
- elderly group

3. Make questions with these words.

4. Use a to mark the stress words in ex3.

- How do you describe your year?
- Which ministries were you involved with?
- How has it changed your future?
- Did you know what to expect?
- Who has provided you with the best opportunities?

5. Read the interview below and write the questions from ex2 in the correct places.

1a 2d 3e 4b 5c

6. a) Complete the sentences:

Transcript:

- "Having Careforce workers at the church is fantastic. They're all people who are available, who are really willing to get stuck into, to work at the church and, and the community."

- "We find that the experience of them coming to us and sharing in what we are doing over that twelve month period, it means that we've got a fantastic opportunity to build something significant into the lives of these young people"
- "And the church also gains because we had overseas people, and that is being a real... where we are getting a sense of the world wide family of God."
- "And it is great the way that Careforce supports the local churches through encouraging young people to serve. Which is fantastic and which is what church is all about: serving and helping church connect with their local community."

b) Listen to the church leaders again and write T (true) or F (false):

- (T)
- (F) "we've got a fantastic opportunity to build something significant into the lives of these young people"
- (T)
- (T)

7. In pairs, read and act the prompts below.

(Assess if the task was accomplished, if the students were able to communicate and be understood, pronunciation and use of the vocabulary studied in the lesson)

8. Write a small letter to your church leader explaining what is Careforce and what do you want to be part of it.

(Assess if the task was accomplished, if the students were able to communicate, if the ideas are well connected and the use of the vocabulary studied in the lesson)

Achievement test 2 - Unit 2

1. Complete the crossword:

1s									
h			2			3			
a									
4d									
e									
	5								

ACROSS

DOWN

2. group of people that shares certain distinctive physical traits

4. the inclusion of different types of people in a group

5. coloured pigments of the skin or hair

1. a colour slightly different from the one under consideration

3. the outer layer of the skin

___/2

2. Read the text and put the phrases on the right place.

Greg Simmons October 11, 2010 at 11:57 am #

Well... ¹a. Sadly, ²_____ and segregation in many parts. However, ³_____, and I can safely say that I have seen racism in varying degrees in all areas of the country. What I have found interesting is that ⁴____ in areas of the country where one race has the overwhelming majority.

The separation of races can most easily be seen on Sunday mornings ⁵____. There are white churches, black churches, hispanic churches, asian churches, messianic jewish churches, etc. That is sad.

<http://www.jasonsalamun.com/2010/10/racism-in-the-church/>

- I live in the South
- racism appears more deeply seated
- no matter where you are
- I have traveled all over the US
- there is a very public history of racism

___/2

3. Read the text in 2 again and cross out the wrong sentences:

- ~~Racism was historically hidden.~~
- Racism is represented by the diversity on specific churches.
- Racism can be seen in most part of the country.
- The minority suffers less if there is a great variety of races in one place.
- The author is against racism.
- There are some places in the country that is hard to see racism even though it exists.

___/5

4. Listen to the commercial against racism. Complete the sentences.

- Racism hurts.
- Racism makes you _____.
- Racism _____.
- _____ just disappear.
- Everyone has _____.
- _____ to be easy.
- But it's not _____.

___/3

5. Rewrite the sentences above using reported speech.

- He said racism hurted.
- _____
- _____
- _____
- _____
- _____
- _____

___/6

6. Circle the /h/ sound that may be left out:

- a) The man told himhis epidermis was showing.
- b) He told him that he tip his hat to the colourful arrangement.
- c) He said we were coloured people.
- d) He said ignorance had wronged some races.
- e) He asked if we weren't all humans after all.

___/2

7. Look at the photos. Each student will choose a photo to talk about.

- a) Describe the photo.
- b) What so you think the photo represent?
- c) What impact do you think a photo like this cause on a campaign?
- d) How can you relate the photo to the issues discuss on unit2?



<http://www.olivierotoscanistudio.com/>



<http://www.etuc.org/IMG/jpg/1997-21-03-carteAA-2.jpg>

___/5

8. Read the comment on activity 2 again. Write a reply to Greg Simmons comment talking about racism in your country.

100-120 words

___/5

___/30

ANSWER KEY - Achievement test 2

1• Complete the crossword:

1. Shade
2. Race
3. Epidermis
4. Diversity
5. melanin

2• Read the text and put the phrases on the right place.

1a 2e 3d 4d 5c

3• Read the text in 2 again and cross out the wrong sentences:

~~Cross out:~~ a c d f

4• Complete the sentences.

- a. Racism hurts.
- b. Racism makes you feel like you don't belong.
- c. Racism is hard to get out.
- d. It won't just disappear.
- e. Everyone has to help to stop it.
- f. It's not going to be easy.
- g. But it is not impossible.

5• Rewrite the sentences above using reported speech.

- a. He said racism hurt.
- b. He said made you feel like you don't belong.
- c. She said racism was hard to get out.
- d. She said it wouldn't disappear.
- e. He said everyone had to help to stop it.
- f. He said it was not going to be easy.
- g. She said it was not impossible.

6• Circle the /h/ sound that may be left out:

- a. The man told him his epidermis was showing.

- b. He told him that he tip his hat to the colourful arrangement.
- c. He said we were coloured people.
- d. He said ignorance had wronged some races.
- e. He asked if we weren't all humans after all.

7• Look at the photos. Each student will choose a photo to talk about.

(Assess if the task was accomplished, if the students were able to communicate and be understood, pronunciation and use of the vocabulary studied in the lesson)

9• Read the comment on activity 2 again. Write a reply to Greg Simmons comment talking about racism in your country.

(Assess if the task was accomplished, if the students were able to communicate, if the ideas are well connected and the use of the vocabulary studied in the lesson)

Achievement test 3 - Unit 3

7. Read the text about the King James Version of the Bible and complete with *a, the* or *[]* (no article):



In January 1604, ¹ King James I of England convened the Hampton Court Conference where ² new English version of ³ Holy Bible was conceived in response to the perceived problems of the earlier translations. Translation of what came to be known as ⁴ Authorized King James Version of the Bible began that year and upon completion in 1611, soon became ⁵ Bible for the masses, or "the people's Bible." Four hundred years later, ⁶ King James Version of ⁸ Bible continues to inspire ⁷ people from all walks of life and faith traditions and is regarded as the most influential book ever published in the English language. ⁹ H.L. Mencken praised it as "probably the most beautiful piece of writing in all the literature of the world."

___/4

2. Read the text again, tick the correct sentences and correct the wrong ones.

- King James authorized a new translation of the Bible in 1611.
- King James Bible became very famous among people.
- After 400 years, King James Bible is still one of the most influential books published in English.
- H.L. Mencken considers the King James Version is a literary masterpiece.

___/4

3. Find 11 words and write them on the right place on the table:

```

Z T H O L I N E S S H P
R E T H A Y F R B Q P R
E C O L L E C T I O N Z
G O F X I N S P I R E D
U M N S I M P L Y P Z
L M I N F A L L I B L E
A O G U H C O N F E S S
T N A U T H E N T I C T
E L I U U L F A E M Y A
P Y L M W P D X G F U X
M E R E L Y J J B I I N
J C O N F I D E N C E N
    
```

Word class:

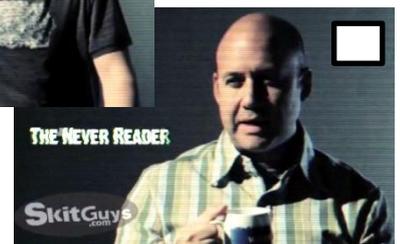
Verb	confess
Noun	
Adjective	
Adverb	

___/5

4. a) Listen to the two men talking about their relation with the Bible and number the pictures.



The Techie



The Never Reader

___/1

b) Listen again and answer the questions:

- a) How many Bibles does The Never Reader have?
One, probably 2
- b) And The Techie?
- c) Where does The Never Reader learn the verse he mentioned?
- d) Why does The Techie think it's not necessary to carry the Bible to church?
- e) How was The Techie able to quote a verse from Bible?

___/4

5• Read the sentences below. Write weak or strong for the underlined words.

- a) The Bible is the best-seller book of all times. **strong**
- b) The function word the is a definite article.
- c) He's a big fan of the Bible
- d) We use an before vowels.
- e) She's a Sunday school teacher.

___/2

6• Read the quotes below. You and your partner must choose a quote to talk about. Discuss:

- a) Do you agree? Why/why not?
- b) How does the quote present the Bible?
- c) How does the quote reflects general thinking?

"The Bible does not provide a map for life - only a compass"
Haddon Robinson

"The Bible is a book that has been read more and examined less than any book that ever existed"

Thomas Paine

"We're not teaching the Bible to the point that is getting it into people's hearts. A lot of churches stop after presenting biblical principles."

James Roberts

"It ain't those parts of the Bible that I can't understand that bother me, it is the parts that I do understand."

Mark Twain

___/5

7• Write a journal entry telling about your impressions while you were studying Unit 3 and the Bible.

100-120 words

___/5

___/30

ANSWER KEY - Achievement test 3

1. Read the text about the King James Version of the Bible and complete with **a, the or []** (no article):

- | | |
|--------|--------|
| 1. [] | 5. the |
| 2. a | 6. the |
| 3. the | 7. the |
| 4. the | 8. [] |

2. Read the text again, tick the correct sentences and correct the wrong ones.

- a) 1604.
 b) V
 c) ~~one of~~
 d) V

3. Find 11 words and write them on the right place on the table.

Z T H O L I N E S S H P
 R E T H A Y F R B Q P R
 E C O L L E C T I O N Z
 G O F X I N S P I R E D
 U M N S I M P L Y Y P Z
 L M I N F A L T B L E
 A O G U H C O N F E S S
 T N A U T H E N T I C I
 E L I U U L F A E M Y A
 P Y L M W P D X G F U X
 M E R E L Y J J B I I N
 J C O N F I D E N C E N

Verb	confess, regulate
Noun	collection, holiness, confidence
Adjective	authentic, infallible, inspired
Adverb	Simply, merely, commonly

4. a) Listen to the two men talking about their relation with the Bible and number the pictures.

Pic1 – Conversation 2
 Pic2 – Conversation 1

Transcript:

The Never Reader

- "I'm a big fan of the Bible. I mean, who wouldn't be? I have one. Probably two. You know I have a non-reading one on our living room? It's beautiful. It's underneath a plaque that says "For me and my house will serve the Lord". I'm such a fan, I became a fan of the Bible on Facebook. Big fan.

- "So, how often do you read the Bible?"
- I'm a big fan?

The Techie

- I don't see what the big deal is about... you know... memorizing the scripture... carrying a big all clunky Bible everywhere... I mean, I have multiple translations of the bible right here on my phone and on my digital reader, you know? And when you come to church it's up the screen, so you don't need to carry, I'm mean, carrying a big Bible is just passé.
- Don't you think that having your own Bible helps you plant God's word inside your heart?
- Really? So, like, you know, "Thy word is like lamp onto my feet and a light onto my path"? You are talking like Psalm 119:113?
- I'm sorry. I guess you do know quite a bit of scripture on your own then.
- Nope! Just Googled it

5. b) Listen again and answer the questions:

- a) One, probably 2
 b) None. He has translation on the mobile and digital reader.
 c) From a plaque on his living room, above his Bible.
 d) Because you can read it from the screen.
 e) He Googled it.

6. Discuss:

(Assess if the task was accomplished, if the students were able to communicate and be understood, pronunciation and use of the vocabulary studied in the lesson)

7. Write a journal entry telling about your impressions while you were studying Unit 3 and the Bible.

(Assess if the task was accomplished, if the students were able to communicate, if the ideas are well connected and the use of the vocabulary studied in the lesson)

Acknowledgements:

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Unit 1

Bible passage: (Wycliffe New Testament version of the Bible); Ex1: photos (author's personal archive); Ex2: Careforce Leaflet (Careforce Registered Charity No. 279443); Ex3: text (<http://www.careforce.co.uk/volunteerin.html> Careforce Registered Charity No. 279443); Ex3: photo (author's personal archive); Ex.6 photos/Careforce ad video (<http://www.careforce.co.uk/> Careforce Registered Charity No. 279443); Ex11: form (<http://www.careforce.co.uk/php/volunteer/volunteerform.html> Careforce Registered Charity No. 279443); Ex11: frame (Internet Explorer™); Pray-ground section: picture (http://www.free-clipart-pictures.net/praying_hands_clipart.html).

Achievement Test 1 - Unit 1

Activity1: Careforce card (Careforce Registered Charity No. 279443); Activity5: text (<http://www.careforce.co.uk/training.html> Careforce Registered Charity No. 279443); Activity6: audio (from Careforce ad video at <http://www.careforce.co.uk/> Careforce Registered Charity No. 279443).

Unit 2

Bible verse: (English Standard Version of the Bible); Ex1: photo (<http://discernmentocristao.files.wordpress.com/2010/02/dc-talk.jpg>); Ex3: notepad (<http://img198.imageshack.us/i/backgroundnotepaper1450.jpg/sr=1>); Ex5: album cover (http://en.wikipedia.org/wiki/Welcome_to_the_Freak_Show); Ex3/5 audio and video (<http://www.youtube.com/watch?v=vd928bgQS2U> Colored People by DC Talk) Ex7/8/11/17/20: web post and comments (<http://www.jasonsalamun.com/2010/10/racism-in-the-church/>); Pray-ground section: picture (http://www.free-clipart-pictures.net/praying_hands_clipart.html).

Achievement Test 2 - Unit 2

Activity2: web post comment (<http://www.jasonsalamun.com/2010/10/racism-in-the-church/>); Activity4: Canada Young Canadians ad (<http://www.youtube.com/watch?v=GTuKJqHD7dg&feature=related>); Activity7: photos Oliviero Toscani (<http://www.olivierotoscanistudio.com/>), photo Anti-racism ad (<http://www.etuc.org/IMG/jpg/1997-21-03-carteAA-2.jpg>).

Unit 3

Bible verse: (English Standard Version of the Bible); Ex1: photo (http://2.bp.blogspot.com/_MOyvlMV2IGc/TCT-xQH_IPI/AAAAAAAAA_c/j8MouBETmuU/s1600/BookFair.jpg); Ex3: photo (http://i200.photobucket.com/albums/aa167/theanimefan/book_open-3.jpg); Ex10: photo (http://kiv400celebration.com/about_the_celebration.php); Ex10: podcast (https://s3.amazonaws.com/kiv400/Podcast+2-BiblePodcast_1-MP3+for+Audio+Podcasting.mp3); Ex14/18: Skit Guys video (www.youtube.com/watch?v=9Rydp7IFzOs The Skinny on the Bible by Skit Guys); Ex17: Post it (<http://muitopelocontrario.files.wordpress.com/2010/12/post-it-note.jpg>); Pray-ground section: picture (http://www.free-clipart-pictures.net/praying_hands_clipart.html).

Achievement Test 3 - Unit 3

Activity1: photo and text (http://kiv400celebration.com/about_the_celebration.php); Activity4: Skit Guys video (www.youtube.com/watch?v=9Rydp7IFzOs The Skinny on the Bible by Skit Guys); Activity6: quotes (<http://thinkexist.com/search/searchquotation.asp?search=racism>).

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