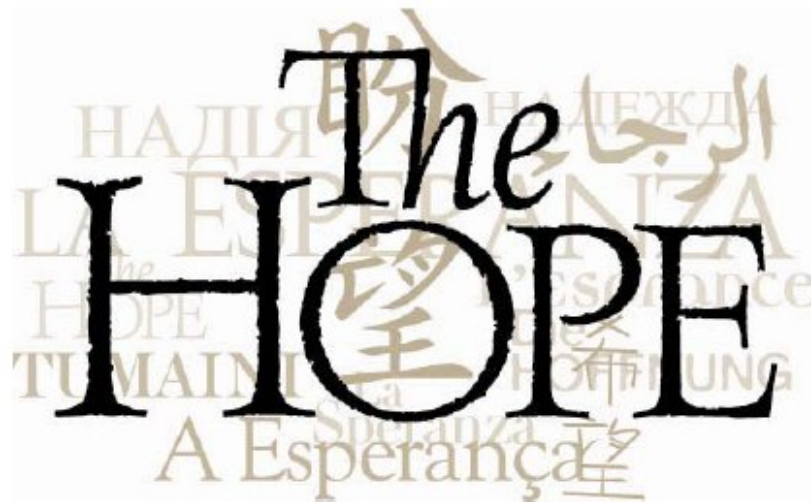


# The Hope ESL Curriculum: A Guide



THE STORY  
OF GOD'S PROMISE  
FOR ALL PEOPLE

## **CDrom creation:**

Producer and teaching methodologies by Pete Cavanagh.

CDrom interface creation by Eric Farmer.

Copyright 2008©

The HOPE film created by Mars Hill Productions.

All rights reserved.

© 2002 Mars Hill Productions, Inc.

## INDEX OF THE GUIDE

---

<a href="#"><u>A Brief History of the Hope ESL Curriculum</u></a>	<a href="#"><u>p.3</u></a>
<a href="#"><u>About the HOPE ESL Curriculum</u></a>	<a href="#"><u>p.4</u></a>
<a href="#"><u>The Basic Structure of the Curriculum</u></a>	
<a href="#"><u>Uses for the Hope ESL Curriculum</u></a>	<a href="#"><u>p.5</u></a>
<a href="#"><u>Learning alone</u></a>	
<a href="#"><u>Learning in Pairs</u></a>	
<a href="#"><u>Learning in Small groups</u></a>	
<a href="#"><u>Learning in Larger groups</u></a>	
<a href="#"><u>Further Uses for the Hope ESL Curriculum</u></a>	<a href="#"><u>p.6</u></a>
<a href="#"><u>Native English speaking Language Helper</u></a>	
<a href="#"><u>Short Term trips</u></a>	
<a href="#"><u>Learning Another Language</u></a>	
<a href="#"><u>Using the Hope ESL Curriculum as a Course Unit</u></a>	<a href="#"><u>p.7</u></a>
<a href="#"><u>Using the Hope ESL Curriculum in Class: A Brief</u></a>	
<a href="#"><u>Outline of a Lesson Plan</u></a>	<a href="#"><u>p.8</u></a>
<a href="#"><u>Using the Hope ESL Curriculum in Class: Expanded</u></a>	
<a href="#"><u>Explanation of Lesson Plan</u></a>	<a href="#"><u>p.9</u></a>
<a href="#"><u>The Get it Section Help</u></a>	<a href="#"><u>p.15</u></a>
<a href="#"><u>A Time Line for the Hope ESL Unit</u></a>	<a href="#"><u>p.16</u></a>
<a href="#"><u>A Word on Assessment</u></a>	<a href="#"><u>p.17</u></a>
<a href="#"><u>Educational Philosophy of the Hope ESL Curriculum</u></a>	<a href="#"><u>p.18</u></a>
<a href="#"><u>Alternatives and Extension Ideas</u></a>	<a href="#"><u>p.19</u></a>
<a href="#"><u>Information about Copying the Cdrom</u></a>	<a href="#"><u>p.20</u></a>
<a href="#"><u>Detailed Contents of the Hope</u></a>	<a href="#"><u>p.21</u></a>
<a href="#"><u>Site Map of the CD Rom</u></a>	<a href="#"><u>p.22</u></a>
<a href="#"><u>A Comment on Accents and Spelling</u></a>	<a href="#"><u>p.23</u></a>
<a href="#"><u>A Word on Technology</u></a>	<a href="#"><u>p.24</u></a>
<a href="#"><u>Specific Applications of Technology</u></a>	<a href="#"><u>p.25</u></a>
<a href="#"><u>Data projectors &amp; PA Systems</u></a>	
<a href="#"><u>Copying the Contents from the CD to the Hard Disc</u></a>	
<a href="#"><u>MP3 players and audio discs</u></a>	
<a href="#"><u>Student Resources</u></a>	<a href="#"><u>p.26</u></a>
<a href="#"><u>Notes Pages</u></a>	
<a href="#"><u>Tick off Pages</u></a>	
<a href="#"><u>A Final Word about Teaching the Hope ESL Curriculum</u></a>	<a href="#"><u>p.27</u></a>
<a href="#"><u>Appendix 1: Notes on the Script &amp; the Terms used</u></a>	<a href="#"><u>p.28</u></a>
<a href="#"><u>Appendix 2: PC, Mac &amp; Linux (+ Mandarin Support)</u></a>	<a href="#"><u>p.32</u></a>

# The HOPE

The growing demand for the English language world wide has created an opportunity to communicate the story of God's promise to an ever widening number of students. In much the same way as *Koine* Greek in the first century sped the spread of the gospel message, English has become an international bridging language. Any native English speaker who has spent time in a developing nation has soon come to appreciate the gift that they hold and the value students place on having access to a native English speaker.

In 2004 the first seeds of this project were planted in the mind of an English teacher in Vietnam in the form of a low tech interactive CD Rom which could be used by his own students to both effectively study English and understand the message of the Gospel. This Australian teacher had been greatly influenced in his own language learning by Greg Thomson's (SIL) work on communicative and developmental language learning. He had also developed his own methods of recording and listening to narrative film as a way towards comprehension and fluency in his personal language learning.

Spurred on by conversations with Mars Hill Productions, goals were soon set for a more comprehensive interactive ESL curriculum using the Hope film as the basis. Tests were conducted with an international group of English students in Melbourne who confirmed the value of the educational vision of this CD Rom concept. A small team developed the educational, design and programming aspects of the project and brought the vision into reality.

The development of this CD Rom comes to you through many hard twists and curious turns. We pray that your use of this CD will be one of the glorious turns which bring people to know Jesus.



p3 of 32

# ABOUT THE HOPE E.S.L CURRICULUM

---

The goal of this project is to provide an interactive CD Rom which renders the spoken text of “the Hope” film comprehensible to the English language student in an inviting and achievable format.

- The CD Rom will aid the student to access clear, natural<sup>1</sup> speech relating to the images and audio text of the Hope.
- It is aimed at students of an intermediate to advanced stage of English acquisition.
- It takes a primarily aural (listening/ speaking) approach to learning language- due to...
  - A: the repeated observation that language learners find these skills the most needed.
  - B: the philosophy at the foundation of this curriculum is the communicative and developmental approach to language acquisition.<sup>2</sup>
- This software is appropriate for intermediate/advanced students working on their own, in pairs and in small groups and it is also hoped that teachers of English might use this resource as part of their continuing teaching of a class.
- An ESL course based on The Hope material could be run as a 10 to 14 week Course Unit.
- Such a course would not only be creative and technologically innovative but also encourage the building of relationships; both student-to-student and student-to-teacher.
- The price of reproducing the CD legally is negligible. It can therefore be copied & distributed easily to ALL students.

[The HOPE English as a Second Language \(ESL\) Software Curriculum may be copied and given away in its original form without charge.<sup>3</sup>](#)

Although it will definitely take courage and creativity to bring this kind of technology into the classroom, it is hoped that this CD Rom will help teachers around the world to teach in a communicative atmosphere with quality interactive media technology as they clearly present the story of God's promise for all people.

## **The Basic Structure of the Curriculum**

There are **14 chapters** in the Hope Film (including an introduction and conclusion).

Each of these chapters have **5 corresponding parts** which the student should work through in order.

- i. **WATCH IT** - simply watching the film.
- ii. **GET IT** - exploring the material and understanding the story.
- iii. **OWN IT**- consolidating the material.
- iv. **USE IT** - communicating freely about the material.
- v. **OTHER** - extra materials (such as word games) relating to the material.

---

1 At times clarity has been emphasized over naturalness of speech. This is particularly true in relationship to the film script. Clarity of ideas and speech were deemed to be of first importance. Most of the other recordings had no scripting and therefore emphasize natural speech more than clarity at times.

2 For more detail see [Educational Philosophy of the Hope ESL Curriculum.](#)

3 For more detail see [Information About Copying the CDrom](#)

## USES FOR THE HOPE E.S.L CURRICULUM

---

### **Learning alone.**

Although it is not ideal to study language alone, the Hope ESL Curriculum can provide an individual with a lot of content for personal study. The interactive activities (particularly Match the Sound) are a real asset if you are studying alone.

Print off the “Hints and Tips” to remind yourself of some of the important things to remember since you will be taking the journey alone. Don't be shy to mimic the audio aloud and to even speak AT the screen!

### **Learning in pairs.**

If you have a second person to meet with to study this CD Rom the experience will be a lot better. You can help each other to understand the content as well as speaking to each other and doing the activities.<sup>4</sup>

### **Learning in small groups.**

Small groups of up to about 6 to 8 can still gather around a single computer screen to study this material.

It can be far more enjoyable and effective to play the games with a small group.

If you have not got access to an experienced English teacher or native English speaker you can consider taking it in turns to lead the lesson. Divide the chapters between you and study your chapter in advance so that you can help the rest of the class and answer their questions.

### **Learning in larger class groups.**

The Hope ESL Curriculum can be used in a whole range of ways in a classroom.

Here are a few examples;

1. Showing clips from the film of the Hope and having a discussion.
2. Presenting all of your students with a free copy to explore on their own.
3. Putting students in pairs (based on their competency) and supporting them as they work through the Hope ESL Curriculum, either in class or in their own time.
4. Using the whole disc in class as a complete package for a Unit of work.

Whatever your situation you should find ample material to stimulate your thinking.

The rest of this Guide includes a lot of advice and directions for getting the most out of this Curriculum.

We would love to hear if you find new ways to get more out of this resource in your specific situation.  
[www.thehopewebsite.org](http://www.thehopewebsite.org)

---

<sup>4</sup> If you have to study in a noisy environment like an Internet Cafe try using bud ear phones (one bud for each student).

# FURTHER USES FOR THE HOPE E.S.L CURRICULUM

## Native English speaking Language Helper

Are you a native English speaker who has never learned a second language and have no experience teaching English? Then this CD Rom can be a very useful tool for meeting with someone who wants to learn English. Just work through it together and answer their questions as you go. Play the games and have fun together. Think of yourself as a helper rather than a teacher and it should work well.

## Short term trips

Perhaps you are leading a short term trip with a group of such people described above to a country that requests English lessons? Consider training the group how to use the Hope ESL Curriculum. They can work with one or more English students<sup>5</sup> on a laptop. Cover a chapter once a day for 14 days, or condense it over a week. It is very attainable for them to follow the Hope ESL curriculum, having fun playing these games while building strong relationships and overall providing a standout short English course. Leave discs for the students to revise their intensive Hope ESL course.

## Learning Another Language?

If you are an English speaker learning another language, consider inviting someone to go through the Hope ESL curriculum with you. This person should speak the target language and want to learn more English.

- Spend the first half of each session in English (as described in this guide) and then change to the target language<sup>6</sup>.
- Record your tutor speaking about each of the pictures in the chapter<sup>7</sup>.
  - Start by making a recording about the **picture** while you point in response.
  - Then make a recording of your tutor telling the **story** simply.
  - If you have the inclination (and your tutor is skilled enough) you could then work through the “Film Subtitles” translating the **film** recording, although this will probably not be as natural language as the other two.
- Remind your helper that you should aim at understanding about 90% of the recordings.
- If you are a raw beginner then ONLY record “picture” and ask them to make it VERY repetitive at first (e.g. Pic 1: Where is the man? Where is the woman? Pic 2: Where is the man? Etc).<sup>8</sup>
- Make sure your sessions include LOTS of laughter and fun.
- Make sure you listen to your target recordings many times before meeting again.
- Listen to these when you have the pictures in front of you and also without.

We would love to hear if you find new ways to get more out of this resource in your specific situation.  
[www.thehopewebsite.org](http://www.thehopewebsite.org)

<sup>5</sup> The fewer the better, particularly with an inexperienced teacher.

<sup>6</sup> You are best to make a clear cut , with half of the session immersed in one language followed by the other.

<sup>7</sup> There is an excellent free recording program called “Audacity” which can be downloaded from <http://audacity.sourceforge.net/>

<sup>8</sup> See the Greg Thomson articles in the “Teacher Resource” section of the CD Rom for more help and advice on this excellent way to acquire language in relationship.



# USING THE HOPE E.S.L CURRICULUM AS A COURSE UNIT

---

Every class is different, just as every teacher is unique, thus the following advice is meant to be a helpful guide not a tight prescription. Any experienced English teacher should feel free to develop the way they use this tool to fit their own class situation.

- Ideally the unit would be delivered as two sessions a week over 10 to 14 weeks.  
(NOTE: If you only have one session a week combine these two sessions.)
- Lesson A gives all of the initial input while lesson B utilizes the input learned from the first lesson.
  - Lesson A would depend largely on the CD Rom content while Lesson B has less reliance on technology and could at times be conducted in an informal manner and location.
- **IMPORTANT NOTE:** Although the CD Rom operates effectively from the disc drive, the program will run much faster and smoother if you copy the contents onto the hard drive of the computer. (See the section [copy CD to Hard Disc](#) p.25 for instructions).
- For best effect use a data projector for the CD Rom content so that all the class members can see clearly and external speakers so that they can hear the audio clearly.<sup>9</sup>



At the beginning of the Hope unit present a copy of the CD ROM to each student so they can study the contents in their own time<sup>10</sup>.

---

<sup>9</sup> See section [data projector & PA's](#) p.25 for some advice.

<sup>10</sup> Increasingly even the poorest students of the world can gain access to a computer at a school, university, library or Internet cafe. Many young people are eager to become familiar with computers as well as English so that a language program based on the computer is worth some hassle (e.g. traveling to a location). Access to computers should only increase over time.

# USING THE HOPE E.S.L CURRICULUM IN CLASS:

## A BRIEF OUTLINE OF A LESSON PLAN

Here is a possible lesson plan format. (There is a expanded explanation following it).

You can print this page for easy reference during the class.

Jot down your times here...



Time line:

### LESSON A

- Welcome & Introduction



- WATCH the chapter of “the Hope” film together.
- Work through the GET IT section interactively (see expanded explanation) until all pictures have been viewed.
  - **Take a short break**



- -Work through the OWN IT activities in class for a set time.



- -If there is extra time you can discuss any questions or have the class retell the story in detail.

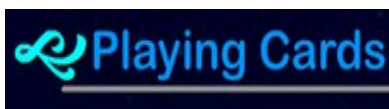
To conclude the lesson...



- Encourage the students to study the contents of the chapter in their own time noting questions.
  - *optional*: Set the the OTHER section as homework (some of the activities you can print up if you like).
  - Encourage the students to find someone whom they can retell the story of the chapter to outside of class.

### LESSON B

- The teacher/tutor begins by asking for any questions or difficulties.



- -As a whole class do the USE IT section “Time Trial” & “Random Picture” activities for a set time.
- The class then breaks into small groups for a variety of “round-robin” activities e.g. USE IT/ discussion questions (*printed up*) and various language games with the cards which are

provided on the CDROM in the Teacher Resource/Playing Cards section.



- If there is time, reshow the same chapter of “the Hope” film to conclude. (Or you could show a short clip from the next chapter to whet the class' appetite).

**Next week-** The process would begin again with the next chapter of “the Hope”.



# USING THE HOPE E.S.L CURRICULUM IN CLASS: EXPANDED EXPLANATION OF LESSON PLAN

## LESSON A

- **Welcome & Introduction-**

- Use this time to greet all the students and to “break the ice”.
- **In the first lesson** it will be important to introduce the students to the Hope Unit. Say something like *“Together we are going to be exploring some new ways to study English which will help you all to improve your understanding and speaking. We will also be exploring the message of the Bible.”*
- Present the students with their free copies of the discs and explain details about the classes. (e.g. How many etc.)



- Choose the chapter from the Home menu. (e.g. Introduction)



- **WATCH the introduction chapter of “the Hope” film together.**



- Reaffirm the students that it doesn't matter if they don't understand much of the English speech in their first listen, but to still concentrate on watching the pictures to get used to the chapter.
- It is best not to stop the film (unless of course you can see your class is particularly confused).
  - In fact, don't feel like you need to explain anything out of the film at this point. It is helpful if the students are intrigued by the story and want to work on understanding the language in order to understand the story.
- Briefly discuss responses to the visual & audio content. E.g. *“What did you see? What did the film talk about?”*



- **Work through the GET IT section interactively until all pictures have been viewed.<sup>11</sup>**

TIP: In the first few classes show the students how they can make notes on their note sheets.<sup>12</sup>



- Starting with picture no. 1, go through each picture in order.

**Concept:** Each individual is given the choice of which level to deal with. They are then asked to respond by either pointing in response to instructions or responding to a question.

**In Detail:** Ask a student to select the audio track for their picture.

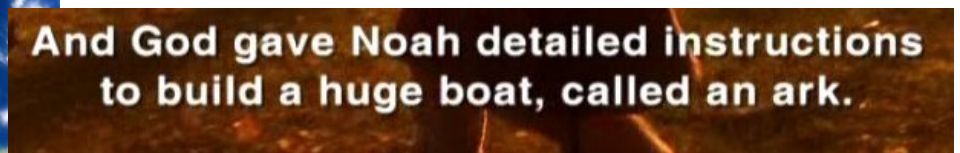
- "Picture" easiest to understand.
- "Story" easy to moderate.
- "Film" moderate to difficult.



- If the student chooses "**Picture**" then ask that student to point at each thing on the picture as it is mentioned. (You can use a stick or a laser pointer if you have a data projector).
- If they choose "**Story**", first listen and then ask them a question which relates to this audio clip (e.g. "What did Noah do when God said to build an ark?" or "Have you ever seen a boat being built? Tell us about it.")



- If they choose "**Film**", first listen and then click on the "Film Subtitles" button. Check that they understood every word used and then ask them a question relating to the content.
  - e.g. "What are 'detailed instructions'?"  
Can you give an example?"

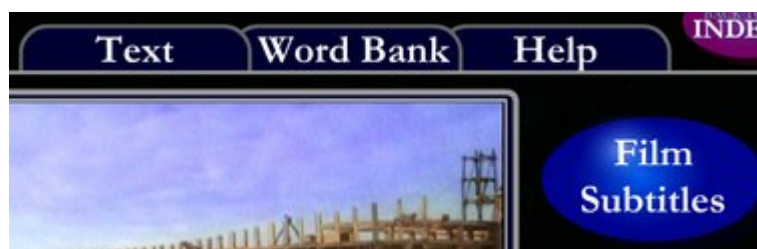


- The next student chooses the audio for picture 2, and so on until you have worked through the whole chapter.

<sup>11</sup> See the [Get it Section Help](#) p15 for more on this important section.

<sup>12</sup> See the "Student Resources" section of the disc and [notes page](#) p26 in this guide.

- NOTE: If your class are very advanced (i.e they understand most of what they hear the first time) it might be better to simply move through the pictures quickly three times (one for each audio) having **them** initiate the questions.
- Answer the students' questions relating to language or the story as you go.



- Use the “Text” & the “Word Bank” pages as the need arises to help answer the student's questions.
- The “Film Subtitles” is a great way to work through the film script sentence by sentence, but

remember to emphasize listening skills rather than reading. Most diligent students can hone their reading skills on their own but listening skills are difficult and very valuable.

- *Tip:* Encourage the students constantly, help them to feel that they will develop as they keep trying. If need be, replay the audio clips, or repeat it to them slowly, so that they do succeed.
- This section should take a good percentage of lesson A, particularly if you have a chatty class.
- Encourage the students to interact with you and each other.
- Make sure that throughout the lesson each student is given a chance to make a decision and succeed in front of their peers (even the shy and struggling ones).
- **Take a short break-** Important for both students and teacher.



- **Work through the OWN IT activities in class for a set time.**

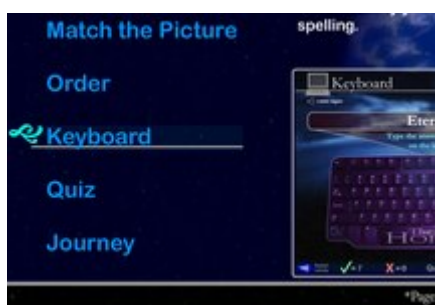


- Ideally each student should have a turn at “Match the Picture”. It is educationally the most important exercise for processing the language.





- Each student should choose which “Sound type” they would like and the “Number of pictures” they would like. Thus they can choose an activity from easy through to challenging.
  - “Picture” and “3” should be easy.
  - “Film” and a high number should be challenging.
  - (note: Remember that this activity is based on having studied GET IT first. Sometimes the connections may seem obscure without previous listening.)



- With the remaining time each student can each take a turn as the class works through the other activities for the current chapter.
  - Order
  - Keyboard
  - Quiz and
  - Journey

- *Tip:* Try to develop an atmosphere where the class sees itself as working together.

- **If there is extra time you can discuss any questions or have the class retell the story in detail.**
- It can be good to change the mood by having a discussion about something related to the chapter.
  - If the group is not used to each other, it might be better to retell the story.
  - Get the students to tell it in as much detail as they can.
  - Put the chapter index on the screen if they need prompting.

#### To conclude the lesson...

- **Encourage the students to use their copy of the CD Rom to study the contents of the chapter in their own time noting questions.**<sup>13</sup>
  - The extent that students can utilize the CD Rom will obviously depend on their access to a computer. You may consider making an arrangement with a school or Internet cafe for the students to work there, or even invite students to access your computer during the week.



- **optional: Set the the OTHER section as homework.**  
**(Some of the activities you can print up if you like).**
  - The OTHER section is not as important as the more interactive activities on the disc. Some students just love Crosswords, Word Searches etc. which is the reason they were included.

<sup>13</sup> Encourage the students to use the [Note pages](#) and the [Tick off](#) pages as they study by themselves.

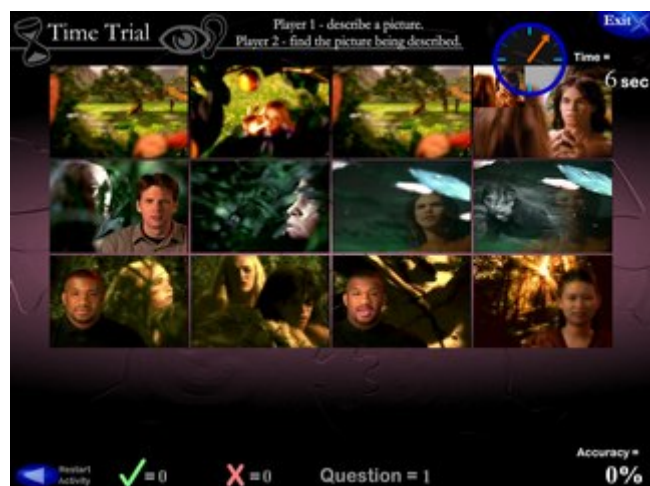
- Another effective idea for homework is to get your class to transcribe (write out) the “picture” and “story” audio clips for the chapter. This is time consuming so I found just giving 1 picture to each student was best. They can then email this to you to keep them accountable during the week between lessons.
- **Encourage the students to find someone whom they can retell the story of the chapter to outside of class.**
- The more speaking the better. It is best if they find someone who wasn't in the class so that they will have to explain details and answer questions.

## **LESSON B**

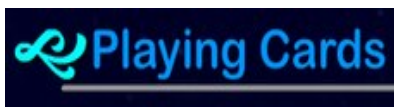
- **The teacher/tutor begins by asking for any questions or difficulties.**
- Encourage students to write their questions in the “Notes Page”. (See the “Students Resources” section) so that you can go straight to the difficulty.
- You might consider using different teachers/tutors for Lesson A and lesson B.



- **As a whole class do the USE IT section Time Trial & Random Picture activities for a set time.**



- The Time Trial is a great way to get the class talking. If they speak too slowly and in too considered a fashion the time will run out while if they speak too fast and are unclear they wont be understood. It is a chance to negotiate meaning and work together.
- You should be able to see clearly which students have spent extra time studying the chapter.



- The class then breaks into small groups for a variety of “Round-Robin” activities e.g. USE IT/ discussion questions (*printed up*) and various language games with the cards which are provided on the CD Rom in the Teacher Resource/Playing Cards section.
- A “Round-Robin” is where there are set activities to do at different points in the room. Everyone gets a set amount of time at each activity. The teacher can go around the room assisting where needed. There is another document in the Teacher Resources/ Playing Cards section which will give many ideas for games and activities.
  - (I found that “Go Fish!”, “Celebrity Head” and “Guess the Word” were the most popular and useful games).
  - One group could do the USE IT/ time trial on the computer.



- If there is time, reshow the same chapter of “the Hope” film to conclude.
- Normally lessons and activities take longer than you think (especially when there is a lot of interaction and fun) but if there is nothing left to do this is a good fall-back activity.

**CONCLUSION:** The Hope ESL Curriculum is a tool to be used and adapted for use in the real classroom. Be creative and add or subtract details from this lesson plan as you go.



## THE “GET IT” SECTION HELP

The “Get it” page is the best place to work from for students to understand the English used in the Hope film.



Use the **Previous** and **Next** buttons to move through the pictures.

To select an audio track click on the word and press play.



“**Picture**” is the easiest audio track to understand. You will hear about things you can SEE in the picture.

**Tip:** Point to everything as it is being said.

“**Story**” is a simple retelling of the story.

**Tip:** Point at the things which are being said when you can. Try to think about the story rather than the English words you are hearing.



“**Film**” is taken straight from the Hope. After you have studied this you should be able to watch the film with understanding.

**Tip:** The more listening you can do the better. Aim to understand most of what you hear. Say it back aloud.

### Tools: Text, Word Bank & Film Subtitles

There are three tools to help you to understand this audio track fully. You can click on **Text** to read through the whole chapter. You can click on **Word Bank** to see a list of difficult words.



You can also click on **Film Subtitles** which is an excellent way to hear the audio and read *just* the text you need.

**Tip:** Use the tools and audio tracks which you like the best. It is important that you relax with English.

### Advanced Students

**Is the English VERY easy for you to understand?** Great! Then you should work on your pronunciation by repeating everything you hear. Repeat it EXACTLY as you hear it.

#### WHAT NEXT?

After you are comfortable with this chapter go to “**Own it**” and practice “**Match Picture**”. Start with a few pictures and work up until you can **EASILY** match **every** picture **every** time.

There are other activities to do in “**Own it**” but “**Match Picture**” is the most important for you to succeed at. It will develop your listening skills and you will process the things you have heard helping you to remember them better.

---

## A TIMELINE FOR THE HOPE E.S.L. UNIT

Since there are 14 chapters in the Hope film (including the Introduction and Conclusion) the easiest method would be to run a 14 week unit. But restrictions on school terms might see you wanting to condense the Unit into 10 or 11 weeks.

Here is a suggestion for combining some of the chapters. The times refer to the length of the film.

## Section 1 15:09min

- Week 1 - Introduction 3:11 min
- Week 2 - Chapter 1 – In the Beginning 4:51min
- Week 3 - Chapter 2 – The Choice & Chapter 3 – The Deadly Disease 7:07min

## Section 2 22:31min

- Week 4 - Chapter 4 – Prelude to the Promise & Chapter 5 – Blessed to Be a Blessing 9:11 min
- Week 5 - Chapter 6 – People of the Promise 8:22min (Sections 6A & 6B on the Disc)
- Week 6 - Chapter 7 – Called to Walk in the Ways of God 4:58 min  
+ **revision**

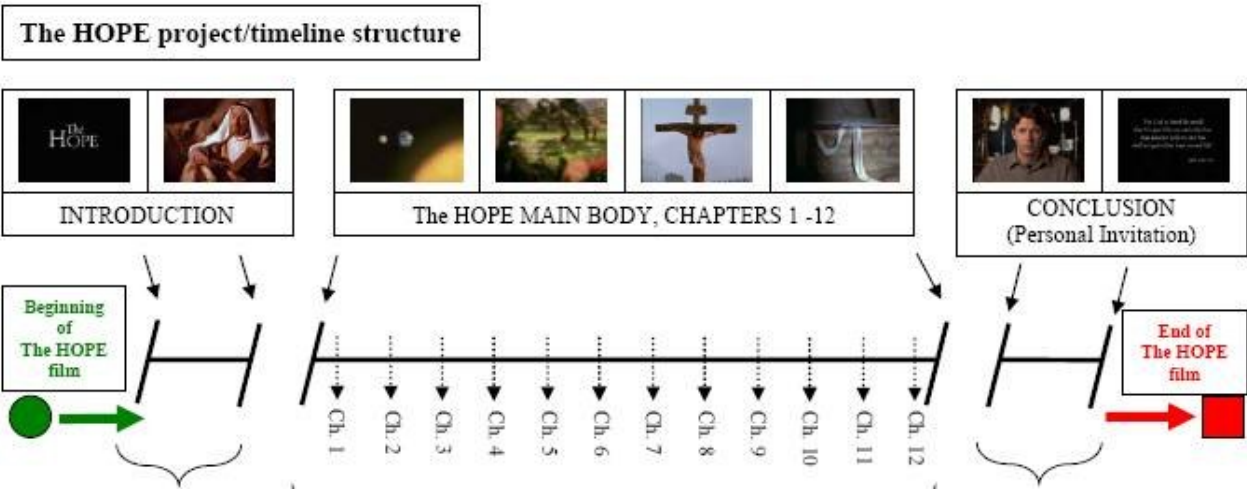
## Section 3 16:12min

- Week 7 - Chapter 8 – The Promised One 9:17 min
- Week 8 - Chapter 9 – The Ministry of Jesus 6:55 min

## Section 4 24:11min

- Week 9 - Chapter 10 – God’s Love and Justice Intersect 13 min  
(Sections 10A & 10B on the Disc)
- Week 10 - Chapter 11 – He Has Risen 4:00 min  
+ **revision**
- Week 11 - Chapter 12 – His Followers – Yesterday, Today, and Forever &  
Chapter 13 A Personal Invitation 7:01 min

To reduce the Unit into 10 weeks you can combine week 1 and 2 (note<sup>14</sup>) or remove the two revision sections.



14 Be careful in trying to cram too much into the first lesson. Use this time not only to introduce the film but also introduce the learning methods used. It will be new for students and can be a little unsettling in a foreign language. But if your students are advanced in English then combining weeks 1 & 2 should be no problem.

## A WORD ON ASSESSMENT

This Curriculum has deliberately steered away from testing and ranking, in preference for a more student centered discovery approach.

At times it will be appropriate to assess students in different contexts, at the end of the Unit for instance. It is also acknowledged that some students learn much better when they know there is an assessment task. There is no reason why this need to be arduous for the student (or teacher!).

One way to do this is for the tutor to sit down with each individual and to run through a set series of activities, marking down the results as they go.

e.g. Chapter 1 OWN IT, Match the sound

Quiz

Keyboard (1<sup>st</sup> 3 questions)

Chapter 2, USE IT Order (1<sup>st</sup> 5 questions)

etc.

✓ = 14	✗ = 2
✓ = 6	✗ = 1
✓ = 40	✗ = 2
✓ = 18	✗ = 1

These will have **Objective** answers which will be the same for every student and you can record the score.

You may also use more **Subjective** tasks which you will need to give a subjective score for.

e.g Chapter 3, USE IT Random Picture, (Speak about this picture for 30 sec)  
e.g. Pic1 6/10, pic2 9/10, pic3 3/10 Etc.

Using a more holistic approach, the Time Trial challenge can give you a fair indication on the students ability to hear, respond and speak fluently.

*e.g. Jo shows real growth in her ability to respond to instruction although her speech is very self conscious. It took her 53 seconds to complete. Etc.*

Of course one-on-one assessment is effective but time consuming, so with a large class you might devise a written test which refers to content you play to the class on the screen.

This can include GET IT activities as well as transcription exercises etc. A matrix could be used so students can number the order in which pictures are referred to in "Match the Picture" exercises. (Don't forget to write down the answers yourself so you can correct them later). e.g.

1	6	5 ✗	10
8	2 ✗	11	4
9	3	7	12

10 correct out of 12

# EDUCATIONAL PHILOSOPHY OF THE HOPE

---

## E.S.L CURRICULUM

### Listening, Pictures and Processing

This English CD Rom *emphasizes **listening***. This comes from wide experience that many traditional English students have very large vocabularies when they read and write, but they speak and understand at a far less fluent level. Fluent listening gives birth to fluent speaking.

The HOPE ESL Curriculum uses ***pictures** to provide “scaffolding” for understanding*. It is best for students to concentrate on ideas and to communicate their own thoughts. The use of pictures is particularly good for encouraging students to think of *ideas* rather than *words*.

*Continually **processing**, not just memorizing language* is key to this approach. Processing means to hear language and understand what it means. This is done well on this CD Rom through hearing random recordings and choosing pictures which match it. (**Own it/ Match the Picture** is one of the key activities in this curriculum).

Patrick Moran says:

*When students are encouraged to become actively involved in finding the words to describe the pictures and then using these words, they create their own connections between pictures and words. Students create connections when they study a picture and then guess what it is, ... ask another student questions about it, try to describe it using other words they know, ... relate it to their personal experiences, or even when they ask the teacher about it.<sup>15</sup>*

### Building a Corpus of Comprehensible Text

Such a listening, processing and pictorial emphasis fits well into Greg Thomson's work in his article “Building a Corpus of Comprehensible Text”<sup>16</sup>. In other words a body of audio text (i.e. recordings) that are *fully* understandable by the language learner.

Thomson describes the process of recording authentic speech in a way which is comprehensible to the language learner and which increase in difficulty over a two year period until they have collected **thirty hours** worth! He describes reaching this goal as follows:

*“You have thirty hours in your comprehensible corpus. You can randomly choose any tape without looking at the label, start playing it at a random spot somewhere in the middle, and understand what you are hearing. That is why it is called a comprehensible corpus. Thirty hours of language, rich in vocabulary and cultural domains, and representing every basic grammatical construction—and you have enough language knowledge in your own personal brain to be able to understand any of it.”*

This CD Rom provides a curriculum which aids students in this endeavor. At the end of actively studying the 14 chapters a student should be able to return to any part of this CD Rom and understand the recordings WITHOUT seeing the pictures. Not only will the hours of recordings on this CD Rom become fully comprehensible over time, but this curriculum provides an ordered, strategic, well structured narrative which should see students and tutors discussing a great variety of engaging subjects.

---

<sup>15</sup> Patrick R. Moran's full article related to his book Lexicarry can be downloaded at [www.lexicarry.com](http://www.lexicarry.com)

<sup>16</sup> The full text of this article is included on the CD Rom under the “Teachers Resources” section.

## ALTERNATIVES AND EXTENSION IDEAS

---

### Extending your Class

You might like to consider making extra recordings specifically for your class<sup>17</sup>. These might include discussions on questions from the film that the class is interested in. If you have two native speakers available you can record the two of them greeting each other and interacting naturally about the film (this works especially well if one has not seen the film). Although it is very difficult to understand swift native interactions, such recordings would provide an advanced class with enough authentic English audio text to extend them greatly.

### Creating Personalised Spellmaster Games

It is always a good idea to personalise education material for the specific people who are learning. One way to personalise the Hope ESL software curriculum for your own situation is to use the SpellMaster games included in the Teacher Resources section to create language specific interactive games based on the “heart language” of the students. These activities can be created easily and used to supplement the English immersion which is used throughout the CD Rom.

### Automatic Flash-Card program

Pauker is a great flash card system. There are hundreds of flashcards from the Hope included on the disc in the **HopeFlashCards** folder<sup>18</sup>.

Pauker is best to be run off of your hard disc so that you can save your progress.<sup>19</sup> This program will automatically record which cards you need to work on more and remove cards you already know well.

You can easily make up your own computer based flash-cards of the Hope vocabulary customising them with **any language** using this program. Or you can use the wordlists from the Hope ESL curriculum in English adding any extra cards as needed for other words and phrases which need work.

We would love to hear if you find new ways to get more out of this resource in your specific situation.  
[www.thehopewebsite.org](http://www.thehopewebsite.org)

---

<sup>17</sup> An excellent free recording program “Audacity” can be downloaded from <http://audacity.sourceforge.net/>

<sup>18</sup> See the Pauker Flashcard folder in both Student & Teacher Resources on the disc.

<sup>19</sup> If you haven't done so yet copy your whole CDrom to a new folder on your hard disc called **theHOPEesl**. See [copy CD to Hard Disc](#) p25

## INFORMATION ABOUT COPYING THE CDROM

---

The HOPE ESL software curriculum is intended to be freely copied and freely distributed in order to proclaim the good news of Jesus Christ around the world.

- 1) Copying of The HOPE ESL software curriculum to a drive or another disc is allowed and encouraged provided that people do not alter, add to, or take away from its content.
- 2) If necessary, an organization or individual may recover the cost of creating copies for others by charging only the actual cost of duplication, plus 10% for handling, plus the actual cost of shipping if applicable. Requests for donations, in return for this software program, may not exceed manufacturing cost, plus 10% for handling, plus the actual cost of shipping if applicable.
- 3) If a CD face label for the front of a duplicate disc is needed, it is requested that the approved template be used from within The HOPE ESL software curriculum. The same CD face label template is provided at [www.thehopewebsite.org](http://www.thehopewebsite.org).
- 4) Any exception to these conditions requires permission from Mars Hill Productions. To contact, please visit [www.thehopewebsite.org](http://www.thehopewebsite.org).
- 5) The Hope ESL Software Curriculum was created and made available to you in a spirit of ministry partnership. It would be very meaningful to us to hear from you with any reports of how you've used this program, or any thoughts of how it might be improved.

We pray that you will have much success using this tool.



# DETAILED CONTENTS OF THE HOPE

---

## 12 CHAPTERS / 36 EVENTS

### SECTION ONE

#### INTRODUCTION

1. The Universal Question - Is There a Purpose?
2. The Voice - Recorded for All Time in a Book

#### CHAPTER 1—In the Beginning

3. The Story Begins with God - His Attributes
4. Creation - A Reflection of God's Power and Nature

#### CHAPTER 2—THE CHOICE

5. The Tree of Life and The Tree of Knowledge
6. The Rebellion of Satan and The Creation of Hell

#### CHAPTER 3—THE DEADLY DISEASE

7. The Deception and Fall of Man
8. A Deadly Spiritual Disease Enters the World
9. The First Promise of a Deliverer

### SECTION TWO

#### CHAPTER 4—PRELUDE TO THE PROMISE

10. God Was Grieved - The Great Flood
11. The Beginning of the Nations - The Tower of Babel

#### CHAPTER 5—BLESSED TO BE A BLESSING

12. The Calling of Abraham
13. Abraham Offers His Son - God Provides a Substitute

#### CHAPTER 6—PEOPLE OF THE PROMISE

14. Isaac, Jacob and Joseph - The Promise Lives
15. God Prepares Moses to Lead the Hebrew People
16. God Brings the Hebrew People Out of Slavery

#### CHAPTER 7—CALLED TO WALK IN THE WAYS OF GOD

17. God Gives the Hebrew People the Law
18. The Need for a Deliverer

### SECTION THREE

#### CHAPTER 8—THE PROMISED ONE

19. The Birth of the Promised Deliverer
20. Jesus as a Child

#### CHAPTER 9—THE MINISTRY OF JESUS

21. The Baptism of Jesus
22. The Temptation of Jesus
23. Jesus Calls His Disciples
24. The Ministry of Jesus
25. Jesus Offends the Religious Leaders

### SECTION FOUR

#### CHAPTER 10—GOD'S LOVE AND JUSTICE INTERSECT

26. Jesus States His Mission
27. Jesus Confronts the Religious Leaders
28. Jesus' Final Hours with His Disciples
29. The "Trial" of Jesus
30. The Crucifixion of Jesus

#### CHAPTER 11—HE HAS RISEN

31. The Burial of Jesus
32. The Resurrection of Jesus
33. Post-Resurrection Appearances

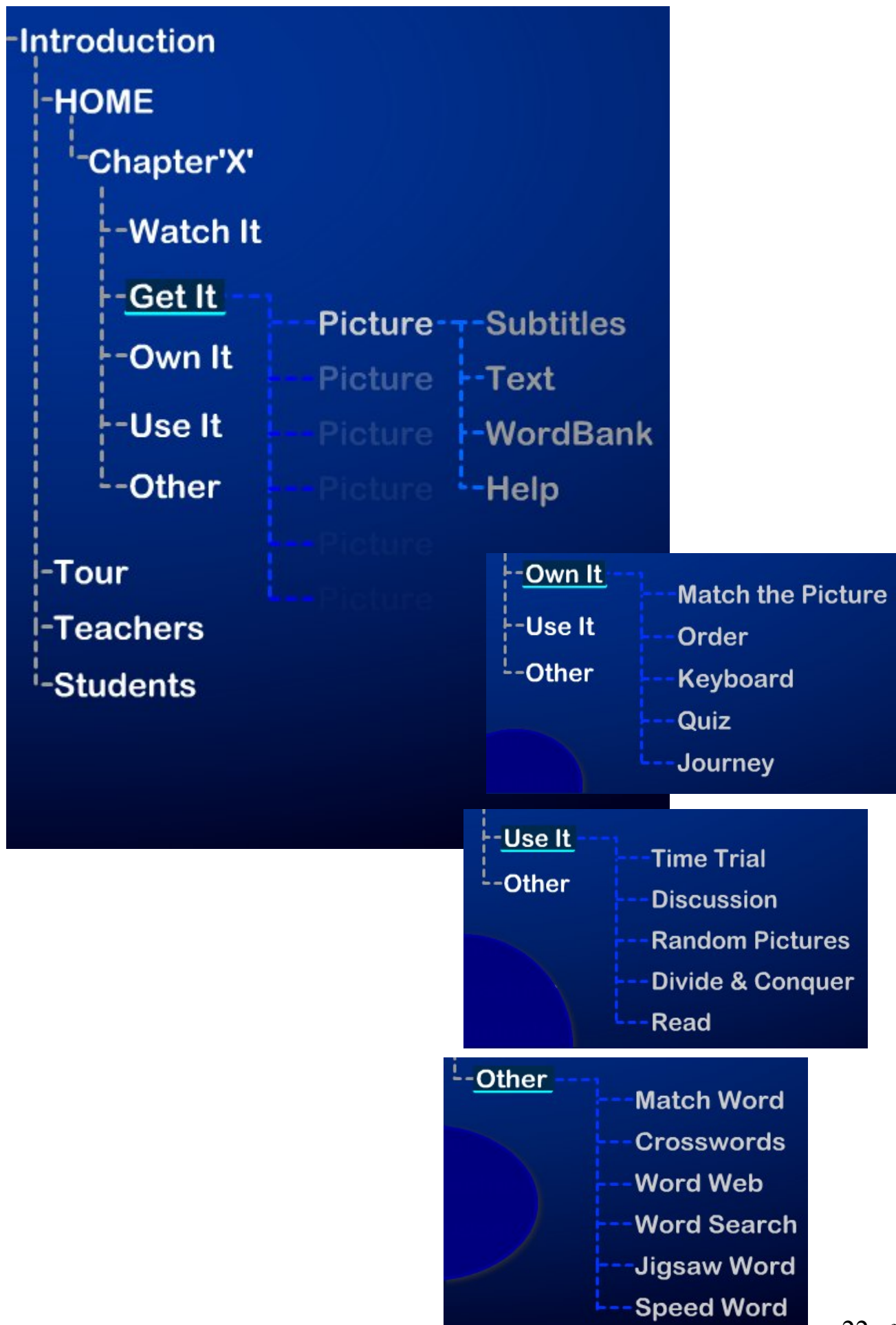
#### CHAPTER 12—HIS FOLLOWERS – YESTERDAY, TODAY, AND FOREVER

34. The Coming of The Spirit
35. His Followers Through the Ages

#### A PERSONAL INVITATION

36. His Invitation to You

## SITE MAP OF THE CDRom



## A COMMENT ON ACCENTS AND SPELLING

The development of the Hope ESL Curriculum has been influenced by a partnership between both U.S and Commonwealth connections. This has always been seen as a strength. Every student of the English language is aware that modern English unifies many nationalities separated by great distances, thus resulting in a variety of accent and spelling varieties. Some of this variation will be noticed in this Curriculum.

U.S spelling generally has prominence in this resource due to the history of the script used. At times you may come across Commonwealth spelling. Students will need to become familiar with both of these main variants in their wider studies anyway so it was not seen as necessary to standardise/standardize these variants.

In terms of accents, the Hope ESL Curriculum uses recordings from U.S, Canadian and Australian speakers (three of the four most populated English speaking countries)<sup>20</sup>. Four men and three women were utilized.

The producers of this resource have done their best to ensure a good balance of accent and tone of voice for students to get the most out of the resource in an international context.

We trust that any variations will provide interest rather than frustration.

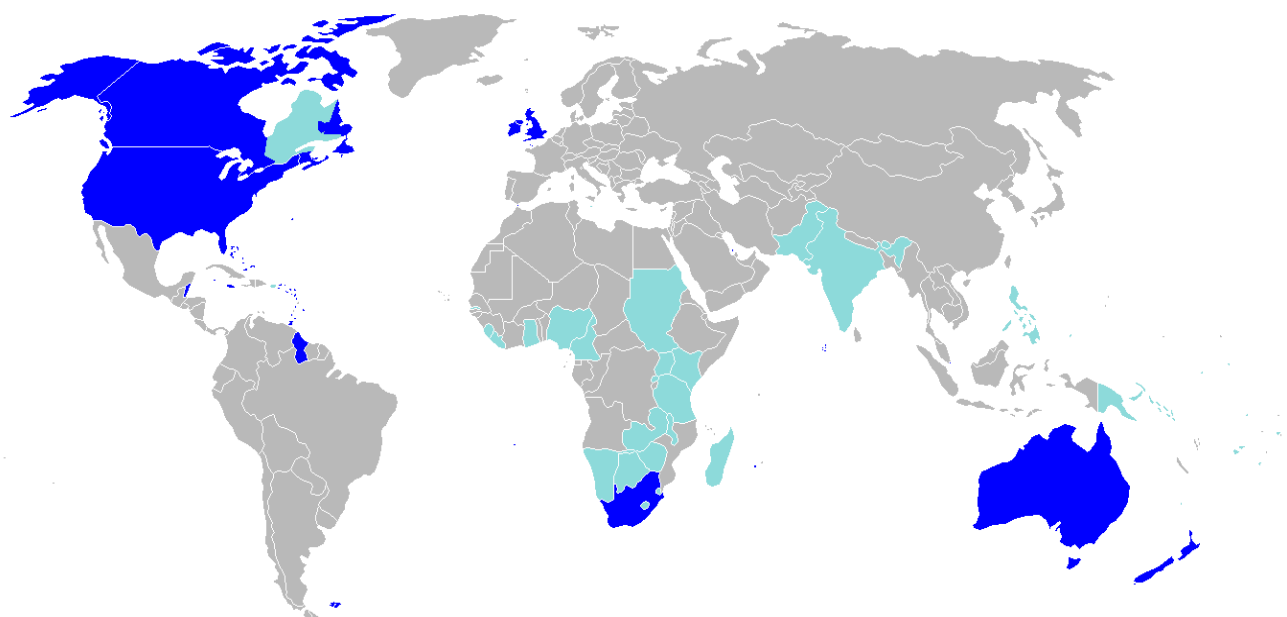


Image: Public domain

*Countries of the world where English is an official, or national language, in dark blue;  
countries where it is an official but not primary language in light blue.*

<sup>20</sup> The countries where English is most used as Mother Tongue.

224,900,000	United States
56,830,000	United Kingdom
17,700,000	Canada
15,188,000	Australia
3,620,000	South Africa
3,340,000	Ireland
3,205,000	New Zealand

*Encyclopedia Britannica Book of the Year 1995*

## A WORD ON TECHNOLOGY

---

The notion of using recordings and pictures has been used for language acquisition for as long as such technologies have been available.

The Hope ESL Curriculum CD Rom is an ideal way to interact with language using pictures and film to good effect. It is also an incredibly inexpensive way to distribute such a wealth of information. The interactivity of the medium is a wonderful way to process language in a comprehensible and repetitive fashion. The recordings on this resource are very clear so that any intermediate to advanced student should be able to come to understand the bulk of the audio content.

The advantages of having recordings is that students can listen to them over and over. Even the most patient language helper will find such repetition tedious. The student can play games over and over and see tangible improvements in their comprehension.

But never forget that language learning needs REAL interaction with REAL people.

In terms of using technology to teach a group. The more students you have will mean focusing more on the quality of your audio/visual. When I began teaching in this manner I used a single computer for 4 students, then for 14 students I used two screens and external speakers, when I eventually taught over 20 students I utilized a data projector and a good quality P.A. system.

Data projectors are becoming increasingly inexpensive and prevalent. They definitely increase the usefulness of such a resource in a classroom setting. You will need to use a long pointer for students to point, or better still hand around a laser pointer for students to respond with.



*Students LOVE using a laser pointer*

**Touch sensitive white boards** could be utilized to great effect in terms of interactivity if you are fortunate enough to be able to access one.

At the end of the day simple is often better than complicated, don't become too bound to technology. It is a good servant but a poor master.

## SPECIFIC APPLICATIONS OF TECHNOLOGY

---

### Data projectors & P.A. Systems

Data projectors are becoming easier for the layperson to run.

Check if you are required to press any keys on your computer to change from screen to data projector (e.g. Shift + F4).

Sometimes restarting your computer can be the solution.

Using external speakers are the easiest way to increase the volume of the audio. If you are in a larger venue (e.g. Lecture theater) you may need a more sophisticated P.A. (Public Address) system. Check that you have the necessary leads and connections. Check that the EQ (equalization) is set for speaking voices (e.g. not too much bass or treble) and that it is a “dry” mix (i.e. No effects like delay or reverb).

**ALWAYS** test all technology before the class starts. Become completely comfortable with both the technology and the Hope ESL program. It is terrible, for yourself and your students, if you are distracted by technology.

### Copying the Contents from the CD to the Hard Disc

For best performance you are best to run the program from the hard disc on your computer.

1. Make a folder called “theHOPEesl” on your hard drive.
2. Insert your Hope CD Rom (PC's should auto start).
3. Exit from the Hope program.
4. In “My Computer” RIGHT-click on the Disc drive and select “**Open**”.
5. Select all of the contents and copy to the folder you previously called “theHOPEesl”. (It could take a few minutes).
6. Select and double click “TheHOPEesl.exe” icon to begin.<sup>21</sup>

### MP3 players and audio discs

Consider utilizing the Audio files on the disc to upload to an MP3 player or to make an Audio CD.

All of the main audio sounds can be accessed by right-clicking on the CD drive and opening the CDRom folders pages/Gsounds

The audio files are listed as such; ch0f (1), ch0f (2) etc. The first number refers to the chapter. The letter “f” “p” & “s” refer to film, picture & story and the number in brackets refers to the picture number.

Teachers have found it useful to give their students Audio CD's so they could listen in at times when they could not access a computer.

If you can put these audio tracks on to an MP3 player you will have the added bonus of being able to play them back randomly. I found that listening and imagining the picture that matched the audio track was an excellent way to develop fluency of listening and speaking and pronunciation.

---

<sup>21</sup> Linux & Mac users select **theHOPEesl.html** file.

## STUDENT RESOURCES

Use these pages to encourage students to take charge of their own study of the Hope ESL Curriculum.<sup>22</sup>

### Notes Pages

The “Notes pages” are designed to help students to learn and remember the English they discover. They should jot down their own hand-written notes as they study.

-They may like to write down new words they find, or just put a question mark if something is too difficult for them to understand. Later they can ask a teacher or friend to listen and help.

*“Students create connections when they write words next to the pictures in the book or in a separate language learning notebook. Students also create connections when they show the pictures to fluent speakers outside the classroom and engage them in conversations about what they see. These meaningful connections can give students a flying start toward mastery of vocabulary.”<sup>23</sup>*

The pictures help you to remember which part of the story you are up to. Write your notes here.



You may like to circle which audio track this note refers to.

### Tick-off Page

This is a page where students can “Tick-off”, or “Check-off”, exercises they have done in their own time. It will help them keep record and motivate them to complete all activities.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### 1. Get It

audio

- Listened to Picture
- Listened to Story
- Listened to Film
- Listened & Read Subtitles
- Read Text
- Read Wordbank

For serious students, tick off (✓) each activity you do. Put a “-” next to it if you need to come back to it and a “\*” if it is very easy for you.

	Intro	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7	Ch8	Ch9	Ch10	Ch11	Ch12	Ch13
Listened to Picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listened to Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listened to Film	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listened & Read Subtitles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read Wordbank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 2. Own it

- Match the Picture (Picture)
- Match the Picture (Story)
- Match the Picture (Film)
- Order
- Keyboard
- Quiz
- Journey

	Intro	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7	Ch8	Ch9	Ch10	Ch11	Ch12	Ch13
Match the Picture (Picture)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Match the Picture (Story)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Match the Picture (Film)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keyboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 3. Use it

- Time Trial
- Discussion
- Random Pictures
- Divide and Conquer
- Read Bible

	Intro	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7	Ch8	Ch9	Ch10	Ch11	Ch12	Ch13
Time Trial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Random Pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Divide and Conquer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read Bible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Other

- Match Words
- Crossword – Easy
- Crossword – Difficult
- Word Web
- Word Search
- Jigsaw Word
- Speed Word

	Intro	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7	Ch8	Ch9	Ch10	Ch11	Ch12	Ch13
Match Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crossword – Easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crossword – Difficult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word Search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jigsaw Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Watch it

I have watched this chapter once

Twice

	Intro	Ch1	Ch2	Ch3	Ch4	Ch5	Ch6	Ch7	Ch8	Ch9	Ch10	Ch11	Ch12	Ch13
I have watched this chapter once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>22</sup> Found under “Student Resources” on the disc.

<sup>23</sup> Patrick R. Moran's full article related to his book Lexicarry can be downloaded at [www.lexicarry.com](http://www.lexicarry.com)



## A FINAL WORD ABOUT TEACHING THE HOPE E.S.L CURRICULUM

Let us conclude this guide with a few final remarks about teaching the Hope ESL Curriculum.

The teaching of this resource should be a creative and visionary experience for both students and teachers. Relax and emphasize relationship as you go through the material.

If you are a teacher remember that your role is to take your students from where they are to where they want to be.

Make your teaching METHOD one of...

...Motivating, Encouraging, Teaching & Helping to Overcome Difficulties.

- Motivating students is a key to learning.
- Encourage students to persevere in learning.
- Teach students what they want to know.
- Help students to Overcome Difficulties  
by building relationships and providing individual attention as you go

All the best as you apply the Hope ESL Curriculum to your circumstances. May it bring you and your students hope.



[www.thehopeproject.com](http://www.thehopeproject.com)

## Appendix 1:

### NOTES ON THE FILM SCRIPT & THE TERMS USED

---



The script of The HOPE has gone through rigorous testing, resulting in a message that communicates a summary of Biblical events in an accurate and a relevant way. Many advisors, including seminary professors of both Old Testament and New Testament studies, ministers, missionaries, and churches, have examined the script for theological discrepancies. Through a multi-year process, Mars Hill arrived at the script that was used in the English version of The HOPE.

The original HOPE script used a variety of techniques to enhance the effectiveness and dramatic impact of the film for the purposes of ministry. Some of the techniques that make The HOPE effective include:

- a. Using easily understood terms and images**
- b. Describing theological concepts in the most simplistic ways possible**
- c. Carrying themes throughout the original HOPE script.**

Examples from the script are described in the following pages.

#### **a. Using Easily Understood Terms and Images**

The *Explosion* at the Beginning of Chapter One.

The HOPE is an overview of God's redemptive story from creation through Christ. Due to the necessity to summarize, the producers decided to deal with the creation by using the logic that was popularized by British theologian, William Paley in his "watchmaker theory." Basically Paley says that one would reasonably assume that something as complex as a watch must have a designer. Similarly, when one truly considers the complexity of the universe, one must assume that it also has a designer. The HOPE sets out to illustrate the complexity, the beauty, and the energy that is displayed in creation in order to draw attention to the Creator. The explosion in The HOPE was created by a special effects group in London to illustrate what is commonly known as a supernova, an exploding star. Supernovae have been observed by astronomers dating back to 1006 AD. Today scientist observe supernova with great frequency. A supernova is one of the most powerful known events in all of nature. At its brightest, a supernova can outshine an entire galaxy of stars and can be seen at very great distances across the cosmos. The HOPE shows a supernova at the beginning of its creation sequence. Nowhere does The HOPE state that this is the "big bang" or that the origin of creation can be traced back to the "big bang." On the contrary, The HOPE clearly states that, "According to His story, God spoke all of creation into existence. By His Word He made everything out of nothing."

"It is *mind-boggling*..." (scene 16)

The phrase "mind-boggling" is a simplistic option to say that God's creative work is absolutely incomprehensible. Words such as incomprehensible, unfathomable, ungraspable, unintelligible, unknowable, and unsearchable communicate the same idea, but are not always understood by the general population of English speaking audiences.

*“...spirit beings...”* (scene 25)

How do you describe what an angel is to a person who has never heard of an angel or is unfamiliar with Biblical terminology? In addition, there are many ideas of what angels are in the world today, and the English HOPE script used the shortest and simplest language possible to explain what angels are. “Spiritual creatures” was not used since this phrase has also been used by people saying they are “spiritual” people. “Spirit beings” cannot be confused with physical flesh and blood.

*“...for God is all-powerful.”* (scene 25)

“All-powerful” is simply another way to say that God is “omnipotent”. The HOPE script was written in such a way that both non-Christians and Christians, educated and uneducated people, could understand what was being said. Many non-Christians, or people functioning outside of educated Christian communities, might not fully grasp the meaning of “omnipotent”. In addition, this allows The HOPE to be shown to younger audiences not possessing the vocabulary of adult groups.

*“...the Hebrew people.”* (scene 45)

The people that make up the nation Israel are referred to by many names. Some of those names are “Jews,” “Jewish people,” and “the Hebrew people.” The title, “The Hebrew people”, was the name used during the Egyptian captivity at the beginning of the film. Carrying the same title throughout the film better connects this same group of people in the Old Testament and New Testament sections. Using one name also creates less confusion for audience members not having the same level of cultural information about Israel.

*“From blessing to bondage to blessing to bondage, over and over...”* (scene 46)

This phrase was used to describe the continual cycle of Israel’s disobedience and repentance to the Lord. Summarizing each and every instance of Israel’s rebellion from the Lord would have taken more time than was available for this particular film.

*“... occupied by a foreign army that answered to a ruler...”* (scenes 53, 55, 70, 73)

The Biblical narrative is clear that the Roman Empire was occupying the land of the Hebrew people during the time that Jesus walked on the earth. In addition, many Christians have had the opportunity to study the Roman Empire in world history or some type of Bible training, and understand its effect on the Jewish people. There are, however, people and cultures around the world that have not had the opportunity or luxury of studying these subjects. Therefore, the HOPE script used the names “foreign army, foreign power, and foreign governor” to communicate in the simplest way possible who the Roman Empire was at that time. Explaining the complex governmental system controlling the region surrounding Jerusalem and Israel would have taken too much time. Going into detail about this subject could also draw unwanted attention to political issues, which are not essential to understand the message of the gospel.

*“These religious leaders...”* (scenes 65, 68, 69, 70, 72, 74, 76, 78, 79, 81)

The Bible indicates that the Pharisees were a part of the religious elite, and did not approve of Jesus, His teachings, or His claims to be the Son of God. Not only were Pharisees and high priests in opposition to Jesus and His followers, but Sadducees, lawyers, and scribes were also involved in the religious and political opposition to Christ. The necessary time to name and describe each of these religious figures and who they were would have taken too much time, expanding the length of the film. The term “religious leaders” summarizes all of these groups in a simple way without compromising the Biblical account or the gospel.

## **b. Describing Theological Concepts in the Most Simplistic Ways Possible**

*“But as the moon reflects the light of the sun...”* (scene 21)

This scene was written in such a way as to communicate the idea that men/women are created in the image of God, but are not gods themselves.

*“...God ceased this work of creation.”* (scene 21)

There are translations of the Bible that read, in Genesis 2:2, that God “ceased,” “finished,” “ended,” and “completed” His work of creation. The same verse then says that God “rested”, or “ceased” from all His work (Gen 2:2b). The HOPE script specifically says, “God *ceased* this work of creation” to communicate multiple concepts in the simplest way possible. First, we wanted to show that God “stopped” His work of creation without getting tired. God cannot get tired since He is all-powerful or omnipotent. Viewing audiences could be misled by the word “rested,” and believe God was tired or needed to rest. However, scripture does not support this idea. Second, the Bible reads that God *ceased*, “...*this* work of creation.” The word “this” was chosen to say that “this” specific work of creation was completed although God is not finished with creative work in general. We did not want to say that God cannot create anything else, but that He stopped “*this*” specific work of creation.

*“...the Pharaoh’s heart was hard...”* (scene 45)

The condition of Pharaoh’s heart being “hardened” can be difficult to explain without lengthy discussion and explanation. The HOPE script describes the condition of Pharaoh’s heart in the simplest way possible by saying his “*heart was hard*.” Much of the book of Exodus, as well as theological concepts and ideas, would have to be quoted and explained to fully describe why Pharaoh’s heart was hard. Mars Hill believes that the missionary or minister can better explain in person and in the ministry context verses such as; Genesis 4:21 that says, “...but I [the Lord] will harden his [Pharaoh] heart...”, Genesis 7:13 that says, “Yet Pharaoh’s heart was hardened...”, and Genesis 8:15 that says, “...he [Pharaoh] hardened his heart...” Once again, there is not sufficient time in the film to go into detail about such concepts, even though they are important and may be addressed through teaching and discipleship.

*“...just as a precious metal is tested...this test was further proof that Jesus...”* (scene 61)

This statement was included to describe the temptation of Jesus in the wilderness, and a possible reason for that test. The phrase “*just as a precious metal is tested...*” is simply an analogy comparing the test to “a proving” of one’s nature. It might be assumed that a given test could be passed or failed; however, this was no such test. Jesus was never in any danger of failing the trial. God’s eternal plan to redeem mankind through Jesus Christ would not fail, and Satan’s attempt to distract the Son of God would never have succeeded. The intention/meaning of this analogy should be translated as closely as possible to the original script.

## **c. Carrying Themes Throughout the HOPE Script**

*“His Story”* (scenes 19, 78, 85, 86)

The pronoun describing the message of The HOPE being “His” story is used throughout the HOPE script. This phrase is used to establish the source of the information as being from God Himself. This is God’s story coming from “His” Word, the Bible. There are many other stories dealing with the subjects of God, His purposes, and His plans for mankind, but this story, the story of The HOPE is drawn directly from “His” Word. This is “*God’s story*,” “*the story that originates from God*,” “*the true divine story*.”

“The evil in Satan was like an *infectious disease*.” (scenes 30, 31, 45, 46, 86)

There are many ways to describe the effects of sin in the lives of men, women, and children. The phrase “*infectious disease*” seemed to best communicate the idea that everyone who has ever been born inherits sin and all its consequences. “Infectious disease” is a powerful analogy of the way sin works its way into the different parts of one’s life, affecting the whole person. This phrase also communicates the way sin passes from one generation to another. Just as a genetic disorder can affect the individual and every person born into that family, every person born into this life is “infected” with sin. Through repetition of this concept, the audience will potentially be able to remember sin and its effects more easily.

“...an acceptable *covering*...” (scenes 32, 45, 46, 67, 86)

The idea of “covering” is carried throughout the script to describe many images that foreshadow Jesus Christ and His work of atonement on the Cross. This theme can be seen in the clothing made for Adam and Eve (scene 32), the blood over the entrance of the doors in Egypt (scene 45), the sacrifices offered in the temple (scene 46), the description of Passover (scene 67), and the personal invitation at the end of the film (scene 86). This word “*covering*” was used to describe how the Israelites were “*covered*” by the blood from sacrifices, but the sin was not taken away. Only the blood of the coming Messiah would take away sin (Hebrews 9:11-14).

“...God would send a *deliverer*...” (scenes 35, 48, 49, 54, 60, 64, 86)

There are many names used to identify and describe Jesus Christ in the Bible, such as Savior, Son of God, Son of Man, Lamb of God, the Alpha and Omega, Prince of Peace, Immanuel, and Redeemer. The English word “Deliverer” was chosen to speak of Jesus’ mission to “*Deliver*” mankind from sin and separation from God. We are not saying that this is the most important title given to Jesus Christ, but that it is well suited for the purposes of The HOPE. With this name chosen, it was used throughout the script to repeatedly emphasize this aspect of Jesus’ mission. If more than one name is used to refer to Jesus in the script, audiences could become confused at the numerous titles for One person.

## Appendix 2: PC, Mac & Linux

The HOPE ESL program will autorun on most Windows platforms.

But if autorun has been disabled on your machine you can start the program simply by clicking on the application file...



### **TheHOPEesl.exe**

*Note: copying all files to the Hard Disc will make the program run better.*

If this application is not compatible with your platform (for example Mac and Linux users) then there is a Web browser based alternative:

### **TheHOPEesl.html**

Clicking on this file should open it in your default Web browser.

Most browsers have a fullscreen option (eg. For Explorer or Firefox open "**view/fullscreen**" or f11 for the short cut). This will make the screen less cluttered.

If you are using a Web browser you will need to close the browser to exit the program.



中文 With optional  
Mandarin support

*The Hope ESL Curriculum has a test version of the program included on the Cdrom with Mandarin language support.  
It includes Mandarin audio for the **Introduction, Tour, Help, Wordlists and Knowing God links.***

This Beta version can be opened simply by clicking on the file

### **TheHOPEesl\_Mandarin\_beta\_version**

If the Hope ESL Curriculum is to be used with primarily Chinese people you may like to rename this file **TheHOPEesl** to make it the default version.

It is our vision to incrementally create multi language support for the Hope ESL Curriculum.

If you are involved with a different language and would like to be part of creating additional language support please contact Mars Hill Productions.



[www.thehopeproject.com](http://www.thehopeproject.com)