

Podręcznik **ENGLISH FOR RELIGIOUS PRACTICE** (autorstwa Agnieszki Kościńskiej oraz Anny Majdanik) jest propozycją skierowaną do wszystkich zainteresowanych językiem religijnym oraz posługujących się nim w praktyce. Może stanowić doskonałe źródło wiedzy dla studentów kierunków teologicznych, religioznawczych, kleryków wyższych seminariów duchownych, diecezjalnych i zakonnych, dla sióstr, braci, i ojców zakonnych, dla księży, dla osób wyjeżdżających za granicę oraz uczestniczących w życiu religijnym online. Podręcznik jest bogatym źródłem różnorodnych materiałów dla nauczycieli języka angielskiego, szczególnie polecany tym, którzy kształcą osoby instytucjonalnie związane z religią. Zawarty w nim materiał językowy przeznaczony jest dla odbiorców posługujących się językiem angielskim na poziomach **B1-C2**. Podręcznik zawiera szereg tekstów źródłowych, głównie chrześcijańskich, na które składają się fragmenty Biblii, encyklik, ksiąg liturgicznych oraz bardzo wielu innych autentycznych materiałów.

Struktura podręcznika oparta jest na klasycznym modelu opisu religii, który składa się z trzech głównych komponentów: doktryny, kultu oraz organizacji. Książka zawiera pięć rozdziałów:

- ▶ **SCRIPTURES AND FUNDAMENTALS,**
- ▶ **EUCARIST AND SERVICES,**
- ▶ **SACRAMENTS AND RITUALS,**
- ▶ **PEOPLE AND PLACES,**
- ▶ **SACRED TOURISM,**

podzielonych na mniejsze jednostki (*units*) o zróżnicowanej długości. Każdy podrozdział rozpoczyna się od sekcji *Warm up*, która stanowi wprowadzenie do treści prezentowanych w dalszej części. Kolejnym elementem są starannie wyselekcjonowane **teksty**. Należą do nich fragmenty Biblii, dokumenty Kościoła, np. encykliki, księgi liturgiczne, mszał, a także modlitwy oraz materiały dotyczące różnych elementów życia religijnego, np. planu dnia i obowiązków kleryka w seminarium, szat liturgicznych, urzędów kościelnych, życia sióstr zakonnych, zachowania w kościele, architektury sakralnej, turystyki religijnej, potrzeb pielgrzyma. Tekstom towarzyszą zróżnicowane ćwiczenia, których celem jest utrwalenie prezentowanej leksyki, doskonalenie rozumienia kontekstów oraz twórcze wykorzystanie słownictwa w praktyce. Elementem, który kończy większość podrozdziałów (*units*) jest propozycja **projektu edukacyjnego** związanego z tematyką

wprowadzanych zagadnień. Ponadto, w podręczniku znajdują się sekcje **ACADEMIC ENGLISH** zawierające tę część słownictwa z prezentowanych tekstów, która należy do języka akademickiego i ujęta jest w tzw. Academic Word List (AWL). Sekcje te są przeznaczone głównie dla osób związanych ze szkolnictwem wyższym.

Realizacja zaproponowanego w podręczniku materiału może odbywać się w sposób tradycyjny, tj. poprzez omówienie wszystkich tematów, jak również – ze względu na rozległość materiału – w sposób wybiórczy, poprzez selekcję treści według potrzeb uczących się. Struktura książki nie jest bowiem związana z liniowym doskonaleniem języka, czyli umiejscowieniem prostych tekstów na poziomie (B1) na początku książki, a trudniejszych (C2) pod koniec podręcznika, ale wynika ona z zastosowania modelu rekonstrukcji religii i życia religijnego oraz ze specyfiki języka religijnego. **ENGLISH FOR RELIGIOUS PRACTICE** może być stosowany zarówno w trakcie zorganizowanych zajęć, jak i podczas samodzielnej nauki języka angielskiego specjalistycznego. Aktualność prezentowanych zagadnień, ponadczasowość tekstów biblijnych, staranny dobór dokumentów kościelnych oraz szerokie spektrum poruszanych tematów sprawiają, że prezentowana propozycja stanowić może bardzo atrakcyjne rozwiązanie edukacyjne wspomagające proces nauczania/uczenia się języka angielskiego ukierunkowanego na życie religijne w bardzo szerokim rozumieniu tego słowa.



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## CONTENT

### CHAPTER I SCRIPTURES AND FUNDAMENTALS

- Unit 1 SACRED SCRIPTURES
- Unit 2 OLD TESTAMENT
- Unit 3 NEW TESTAMENT
- Unit 4 TEACHINGS

### CHAPTER II EUCHARIST AND SERVICES

- Unit 1 EUCHARIST AND ROMAN CATHOLICISM
- Unit 2 EUCHARIST AND ECUMENISM
- Unit 3 SERVICES
- Unit 4 LITURGICAL BOOKS
- Unit 5 LITURGICAL YEAR

### CHAPTER III SACRAMENTS AND RITUALS

- Unit 1 BAPTISM
- Unit 2 FIRST COMMUNION
- Unit 3 RECONCILIATION  
ACADEMIC ENGLISH
- Unit 4 CONFIRMATION
- Unit 5 RITE OF CHRISTIAN INITIATION  
OF ADULTS
- Unit 6 MARRIAGE
- Unit 7 HOLY ORDERS
- Unit 8 ANOINTING OF THE SICK  
ACADEMIC ENGLISH

### CHAPTER IV PEOPLE AND PLACES

- Unit 1 ORGANIZATION  
ACADEMIC ENGLISH
- Unit 2 MINISTRY  
ACADEMIC ENGLISH
- Unit 3 FORMATION  
ACADEMIC ENGLISH
- Unit 4 MOVEMENTS AND ASSOCIATIONS  
ACADEMIC ENGLISH
- Unit 5 CHURCH AND CHAPEL

### CHAPTER V SACRED TOURISM

- Unit 1 SANCTUARY  
ACADEMIC ENGLISH
- Unit 2 PILGRIM AND PILGRIMAGE  
ACADEMIC ENGLISH
- Unit 3 RESPECT AND MANNERS  
ACADEMIC ENGLISH

## EXERCISE SAMPLES

Read the text and complete it with the phrases below.

- A. The anagogical sense
- B. The literal sense
- C. The moral sense
- D. The spiritual sense
- E. The allegorical sense

### THE SENSES OF SCRIPTURE

115 According to an ancient tradition, one can distinguish between two senses of Scripture: the literal and the spiritual, the latter being subdivided into the allegorical, moral and anagogical senses. The profound concordance of the four senses guarantees all its richness to the living reading of Scripture in the Church.

<sup>1)</sup> \_\_\_\_\_ is the meaning conveyed by the words of Scripture and discovered by exegesis, following the rules of sound interpretation: "All other senses of Sacred Scripture are based on the literal."

<sup>2)</sup> \_\_\_\_\_. Thanks to the unity of God's plan, not only the text of Scripture but also the realities and events about which it speaks can be signs.

<sup>3)</sup> \_\_\_\_\_. We can acquire a more profound understanding of events by recognizing their significance in Christ; thus the crossing of the Red Sea is a sign or type of Christ's victory and also of Christian Baptism.

<sup>4)</sup> \_\_\_\_\_. The events reported in Scripture ought to lead us to act justly. As St. Paul says, they were written "for our instruction".

<sup>5)</sup> \_\_\_\_\_ (Greek: anagoge, "leading"). We can view realities and events in terms of their eternal significance, leading us toward our true homeland: thus the Church on earth is a sign of the heavenly Jerusalem.

Fill in the missing letters in the names of the Rites.

1. P \_ E \_ \_ NT \_ \_ IO \_ S
2. \_ N \_ \_ NT \_ \_ G W \_ \_ H TH \_ \_ I \_ O \_  
C \_ TE \_ \_ UM \_ \_ S
3. \_ \_ R \_ T \_ N \_ \_ S
4. \_ E \_ IT \_ T \_ \_ N O \_ T \_ \_ \_ R \_ E \_
5. C \_ L \_ BR \_ \_ IO \_ S \_ \_ \_ HE \_ \_ RD OF  
\_ OD

Below is the list of a few Marian feast days and the dates. However, the dates do not match with their feast. Correct them.

1 Mary, Mother of God – October 7

2 Assumption into Heaven – August 26

3 Our Lady of Fatima – September 19

4 Our Lady of Mount Carmel – September 8

5 Our Lady of La Salette – January 1

6 Black Madonna of Częstochowa – August 15

7 Most Holy Rosary – July 16

8 Nativity of the Blessed Virgin Mary – May 13

**Put activities a–i in the correct order (1–9).**

- The penitent is asked to have confidence in God \_\_\_\_\_
- The penitent is allowed to go in peace. \_\_\_\_\_
- The penitent is given absolution. \_\_\_\_\_
- The penitent is given penance. \_\_\_\_\_
- The priest makes the sign of the cross. \_\_\_\_\_
- The penitent makes the sign of the cross. \_\_\_\_\_
- The penitent is instructed how to begin a new life. \_\_\_\_\_
- The penitent confesses his/her wrongdoings. \_\_\_\_\_
- The penitent shows his/her contrition. \_\_\_\_\_

**Choose the odd word out.**

On Aug. 9, 1991, masked <sup>1)</sup>terrorists/guerrillas/authorities of Shining Path <sup>2)</sup>entered/flew over/stormed into the presbytery at Pariacoto. It was the <sup>3)</sup>end / beginning / closing of the evening's Eucharistic celebration. The guerrillas <sup>4)</sup>mugged/kidnapped/abducted two Polish friars. They accused the priests of aid distribution, promoting Catholic charity organization and <sup>5)</sup>weakening/strengthening/undermining the revolutionary spirit among locals by promoting religion. Then, the friars were driven off out of the village and <sup>6)</sup>killed/murdered/abandoned near the cemetery. On 25 August, the guerrillas <sup>7)</sup>freed/ambushed/attacked the car in which Father Alessandro Dordi was travelling. Father Dordi was executed after he <sup>8)</sup>left/started/got out of the vehicle.

**Underline the suitable word to make correct sentences. Then read the text below to check.**

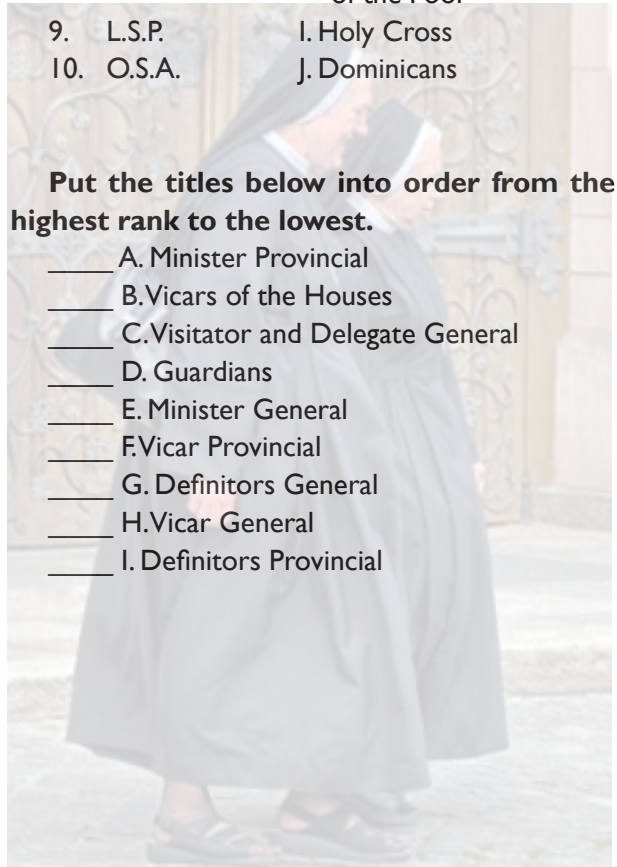
- The Pope can dismiss *a priest/a bishop/both* the priest and the bishop.
- The most superior position in the Church belongs to *the Pope/the Archbishop/a cardinal*.
- The person who presides over the capital city of Poland is called *a bishop/an archbishop/a priest*.
- When the Pope passes away, a new Pope is chosen by *the College of Cardinals/archbishops/bishops*.
- Only *a priest/a permanent deacon/a transitional deacon* can be married while serving the Church.

**Match initials 1–10 with names A–J.**

- |             |  |
|-------------|--|
| 1. C.S.N.   | A. Salesian Sisters                    |
| 2. O.F.M.   | B. Trappist                            |
| 3. S.S.N.D. | C. Piarists                            |
| 4. O.C.S.O. | D. School Sisters of Notre Dame        |
| 5. F.M.A.   | E. Franciscans                         |
| 6. O.P.     | F. Congregation of Sisters of Nazareth |
| 7. Sch.P.   | G. Augustinians                        |
| 8. O.S.C.   | H. Little Sisters of the Poor          |
| 9. L.S.P.   | I. Holy Cross                          |
| 10. O.S.A.  | J. Dominicans                          |

**Put the titles below into order from the highest rank to the lowest.**

- Minister Provincial
- Vicars of the Houses
- Visitor and Delegate General
- Guardians
- Minister General
- Vicar Provincial
- Definitors General
- Vicar General
- Definitors Provincial



**Match the types of the church buildings with their definitions A-H.**

Oratories   Chapels   Parish churches  
Collegiate churches   Basilicas   Cathedrals  
Monasteries   Filial churches

## TYPES OF CHURCH BUILDINGS

- A) \_\_\_\_\_  
They are the highest-ranking churches that have been given special privileges by the Pope.
- B) \_\_\_\_\_  
They are the chief churches of dioceses and their name comes from the bishop's throne. They are usually located near the bishops' residences. In these churches bishops preside, teach and conduct worship for the whole community.
- C) \_\_\_\_\_  
They are the main churches of parishes with the liturgical equipment necessary for worship services.
- D) \_\_\_\_\_  
They are parish churches that depend on their "mother" churches.
- E) \_\_\_\_\_  
These churches have a chapter of canons and are presided over by deans or provosts. These churches have no diocesan responsibilities and they are not the seats of any bishops.
- F) \_\_\_\_\_  
They are buildings or complexes of buildings run by religious communities of nuns or monks. Such buildings must include a place reserved for prayer.
- G) \_\_\_\_\_  
They are informal churches or rooms with a small side altar.
- H) \_\_\_\_\_  
They are structures other than parish churches that ecclesiastical authorities choose for prayer and the celebration of Mass.

**Put the words in the correct order to form questions asked during the reception of the child.**

- Reception of the child (N stands for a name)
- Celebrant: *given/name/you/what/child/have/your?*
  - Celebrant: *God's/what/you/Church/ask/for/do/of/N?*
  - Celebrant: *help/parents/you/to/the/ready/parents/of/duty/child/in/their/as/are/Christian/this?*
  - Celebrant: *You have asked to have your child baptized. In doing so you are accepting the responsibility of training him (her) in the practice*

*of the faith. It will be your duty to bring him (her) up to keep God's commandments as Christ taught us, by loving God and our neighbor. you/ understand/you/do/clearly/are/what/ undertaking/you?*

**Complete Extract B with the missing verbs. Choose the verbs from the list below. Put the verbs into the correct form.**

MEND, BUILD, MOURN, EMBRACE, SPEAK, DIE, UPROOT, HEAL, SCATTER, WEEP, GIVE UP, LOVE, THROW

## Extract B

### A Time for Everything (NIV)

There is a time for everything,  
and a season for every activity under the heavens:  
a time to be born, and a time to (1) \_\_\_\_\_;  
a time to plant, and a time to (2) \_\_\_\_\_,  
a time to kill, and a time to (3) \_\_\_\_\_;  
a time to tear down, and a time to (4) \_\_\_\_\_.  
a time to (5) \_\_\_\_\_, and a time to laugh;  
a time to (6) \_\_\_\_\_, and a time to dance.  
a time to (7) \_\_\_\_\_ stones, and a time to gather them;  
a time to (8) \_\_\_\_\_, and a time to refrain from embracing.  
a time to search, and a time to (9) \_\_\_\_\_;  
a time to keep, and a time to (10) \_\_\_\_\_ away.  
a time to tear, and a time to (11) \_\_\_\_\_;  
a time to be silent, and a time to (12) \_\_\_\_\_.  
a time to (13) \_\_\_\_\_, and a time to hate;  
a time for war, and a time for peace.

## SUGGESTED PROJECT

*Choose five from the services presented in this unit. Talk to the priest from your local parish and find out how many people participate in these services. Collect information concerning the age groups, the strategies used by the priest to encourage parishioners to take part in the services, factors that affect the number of participants, etc. Then prepare a written report that you will present to your teacher. In the report you need to include not only the present situation but also opportunities for its improvement, if needed.*

Scan the text of the Gospel. Write the correct word next to the definitions. The first letter is given.

- |  |   |
|--|---|
| 1. d _____ (noun, plural, lines 1–8)               | followers of a teacher, leader, philosophy            |
| 2. b _____ (noun, singular, lines 1–8)             | a person who lives by asking for money, food, clothes |
| 3. a _____ my eyes (verb, past, lines 9–16)        | smear or rubbed with oil                              |
| 4. d _____ (noun, lines 17–23)                     | disagreement  |
| 5. p _____ of (verb, past, lines 17–23)            | made somebody leave a place                           |
| 6. r _____ (verb, past, lines 24–30)               | used contemptuous or abusive language                 |
| 7. r _____ (verb, present III person, lines 36–41) | stays in the same place, continues in the same state  |

Match the branches of Christian theology with fragments of their definitions.

- |                        |   |
|------------------------|---|
| 1 Pastoral theology    | A. ...virtue....theory....social....sexual....medical   |
| 2 Dogmatic theology    | B. ...reasoned bases for the Christian faith...objections.  |
| 3 Systematic theology  | C. ...sacred texts....order....history....account....specific topics....faith   |
| 4 Fundamental theology | D. ....studies....Scripture....understanding....God's revelation....progress....history                                 |
| 5 Biblical theology    | E. ....revelation....rational and solid foundation....salvific self-revelation...interpretation....religious experience |
| 6 Moral theology       | F. ...practical....application....church and priestly ministry  |
| 7 Apologetics          | G. ...a doctrine....Scripture....ecclesiastical and authoritative affirmation   |

## ACADEMIC ENGLISH

Match the following collocations. Then write five questions related to the rites which you would like to ask your partner/partners.

- |                   |   |       |
|-------------------|---|-------|
| 1. to distinguish | A. relations/order/peace  | _____ |
| 2. to constitute  | B. the destruction/decision/risks                               | _____ |
| 3. to restore     | C. people in need/the sick/a penitent                           | _____ |
| 4. to compensate  | D. an assembly/a group/regulations                              | _____ |
| 5. to accompany   | E. between cause and effect/good and evil/one deed from another | _____ |
| 6. to justify     | F. for one's damage/one's suffering/one's time and commitment   | _____ |

For each adjective below select the adjectives with the opposite meaning (antonyms).

*incontinuous illicit limited useless unlawful stopping insufficient  
infrequent local unsuitable individual wrong*

- |            |                       |
|------------|-----------------------|
| 1 global   | _____ , _____ , _____ |
| 2 ongoing  | _____ , _____ , _____ |
| 3 legal    | _____ , _____ , _____ |
| 4 adequate | _____ , _____ , _____ |

Guess the correct prefix for the words below. Choose from the list. Then check it in a dictionary.

*il- im- de- un- dis- non- in- ir-*

- |               |       |               |       |
|---------------|-------|---------------|-------|
| 1. revealed   | _____ | 4. effective  | _____ |
| 2. committed  | _____ | 5. appreciate | _____ |
| 3. consistent | _____ | 6. agreement  | _____ |