

The textbook **ENGLISH FOR RELIGIOUS PRACTICE** (by Agnieszka Kościńska and Anna Majdanik) constitutes a most excellent source of knowledge for students studying Theology and Religious Studies, for clerics at higher spiritual seminaries, for women's and men's religious communities, for the clergy, for those going abroad or engaging in religious life *online*. The materials are aimed at those with a command of the English language within the categories of B1–C2 as levels of proficiency. The textbook contains a host of source texts, mainly Christian; with these encompassing fragments from the Bible, encyclicals, liturgical books, as well as an array of other authentic source materials made available by Church institutions as well as secular organisations, religious communities and seminaries.

The textbook is structured according to the classic model of religion that is a division into the three main components: of doctrine, cult and organisation. The book is divided into five sections:

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

which are subsequently divided into smaller elements (*units*) of varied length. Each unit begins with a *Warm up section*, which constitutes an introduction into the subject area that is subsequently presented in the rest of the section. The carefully selected texts are designed to acquaint the student with the key and most fundamental words and phrases characteristic for the vocabulary of the particular aspect of religious life therein presented. The textbook serves to develop abilities, understanding and the practical application of English from the area of source texts taken from the Bible, the Old and New Testaments, from the official teachings of the Roman Catholic Church and theology, from the world of liturgy and rite as well as from the sphere of the lives of religious individuals working within Church institutions and religious organisations as equally those practicing their faith in an individual way. The texts are accompanied by numerous exercises whose aim is to consolidate the lexis that occurred in the texts, to enhance an understanding of the contexts as well as creatively use the vocabulary in a practical way. These undertakings constitute an excellent source of inspiration and creative ideas for those studying as well as providing teachers with exercises that are based on the project-based learning approach.

ENGLISH FOR RELIGIOUS PRACTICE is not a conventional textbook directed towards those set on acquiring the four basic language skills

(reading, writing, speaking, and listening) and therein systematically presenting various grammatical aspects. The aim of the textbook is first and foremost to introduce and develop specialist lexis covering the three most important components of organised religious life, namely in the field of doctrine, cult and organisation. The language used in the textbook is most varied, from the basic phrases of a religious person's daily life, through the exact and precise language of services, the subtle language of the source texts to the more theoretical and specialist language of Church documentation. In addition, the textbook contains sections of *Academic English* where the part of this vocabulary that constitutes academic language is gathered and contained in the *Academic Word List* (AWL). These sections are chiefly for those connected with tertiary education.

The material contained in the textbook may be used in a traditional approach through discussing all the subjects in turn or by means of a more selective approach – and this resulting from the scope of the material – whereby the content is chosen to reflect student requirements. **ENGLISH FOR RELIGIOUS PRACTICE** may be used both as a part of organised classes, as well as individually for the self study of specialist English. Its contents enable the reader to choose the order as well as the level of the material used. The currency of the issues raised, the timelessness of the Biblical texts, the careful selection of Church documents as well as the broad spectrum of themes examined mean that as a book it is a highly attractive aid in the process of teaching/learning English and one directed towards religious life in the broad understanding of the term.



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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.

¹⁾ _____ 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."

²⁾ _____. 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.

³⁾ _____. 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.

⁴⁾ _____. The events reported in Scripture ought to lead us to act justly. As St. Paul says, they were written "for our instruction".

⁵⁾ _____ (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).

- a) The penitent is asked to have confidence in God _____
- b) The penitent is allowed to go in peace. _____
- c) The penitent is given absolution. _____
- d) The penitent is given penance. _____
- e) The priest makes the sign of the cross. _____
- f) The penitent makes the sign of the cross. _____
- g) The penitent is instructed how to begin a new life. _____
- h) The penitent confesses his/her wrongdoings. _____
- i) The penitent shows his/her contrition. _____

Choose the odd word out.

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

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

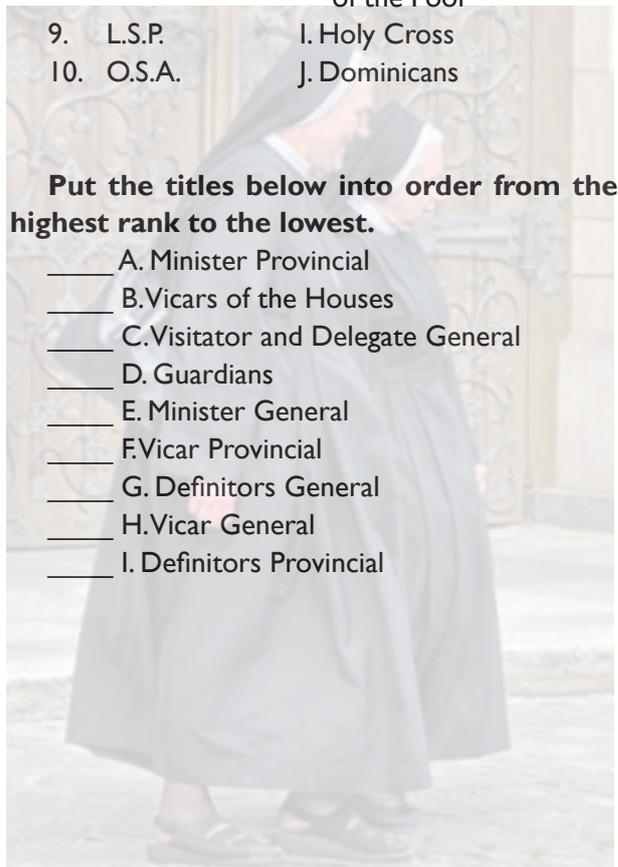
- 1) The Pope can dismiss a priest/a bishop/both the priest and the bishop.
- 2) The most superior position in the Church belongs to the Pope/the Archbishop/a cardinal.
- 3) The person who presides over the capital city of Poland is called a bishop/an archbishop/a priest.
- 4) When the Pope passes away, a new Pope is chosen by the College of Cardinals/archbishops/bishops.
- 5) 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.

- _____ A. Minister Provincial
- _____ B. Vicars of the Houses
- _____ C. Visitor and Delegate General
- _____ D. Guardians
- _____ E. Minister General
- _____ F. Vicar Provincial
- _____ G. Definitors General
- _____ H. Vicar General
- _____ I. 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 | _____ |