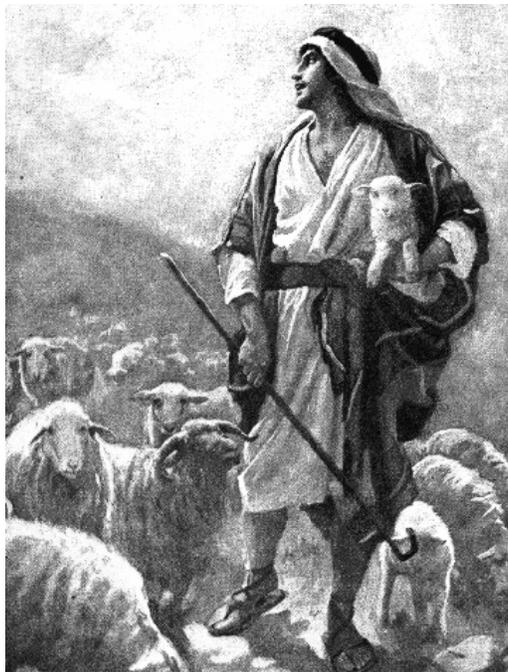


Faith Metaphors:

9 Am . . .



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The Gospel According to John*

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INTRODUCTION

The Purpose of This Curriculum

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

What This Curriculum Contains

- ◆ Focus on listening and speaking
- ◆ Instruction in all aspects of language: discourse, sociolinguistic, strategic, and linguistic (grammar, pronunciation, vocabulary)

Who This Curriculum Is For

- ◆ adults learners
- ◆ low intermediate learners (Canadian Language Benchmarks 5)
- ◆ ESL or EFL settings — Because the Bible represents a historical setting, and is couched in historical Hebrew culture, this curriculum is suitable for either ESL (English as a Second Language) or EFL (English as a Foreign Language) teaching.

How This Curriculum Is Organized

- ◆ *Text-based* — Each unit is built around an authentic text from *The New Living Translation* of the Bible. Other texts are brought in as they relate to what is being studied.
- ◆ *Task-based* — Meaning is at the core of language, and each task has the students using language in a meaningful way.
- ◆ *Function-based* — Each unit also develops the learners language for every day living. The language learned in class is applicable for use outside the classroom.

How Much On-Task Time This Curriculum Provides

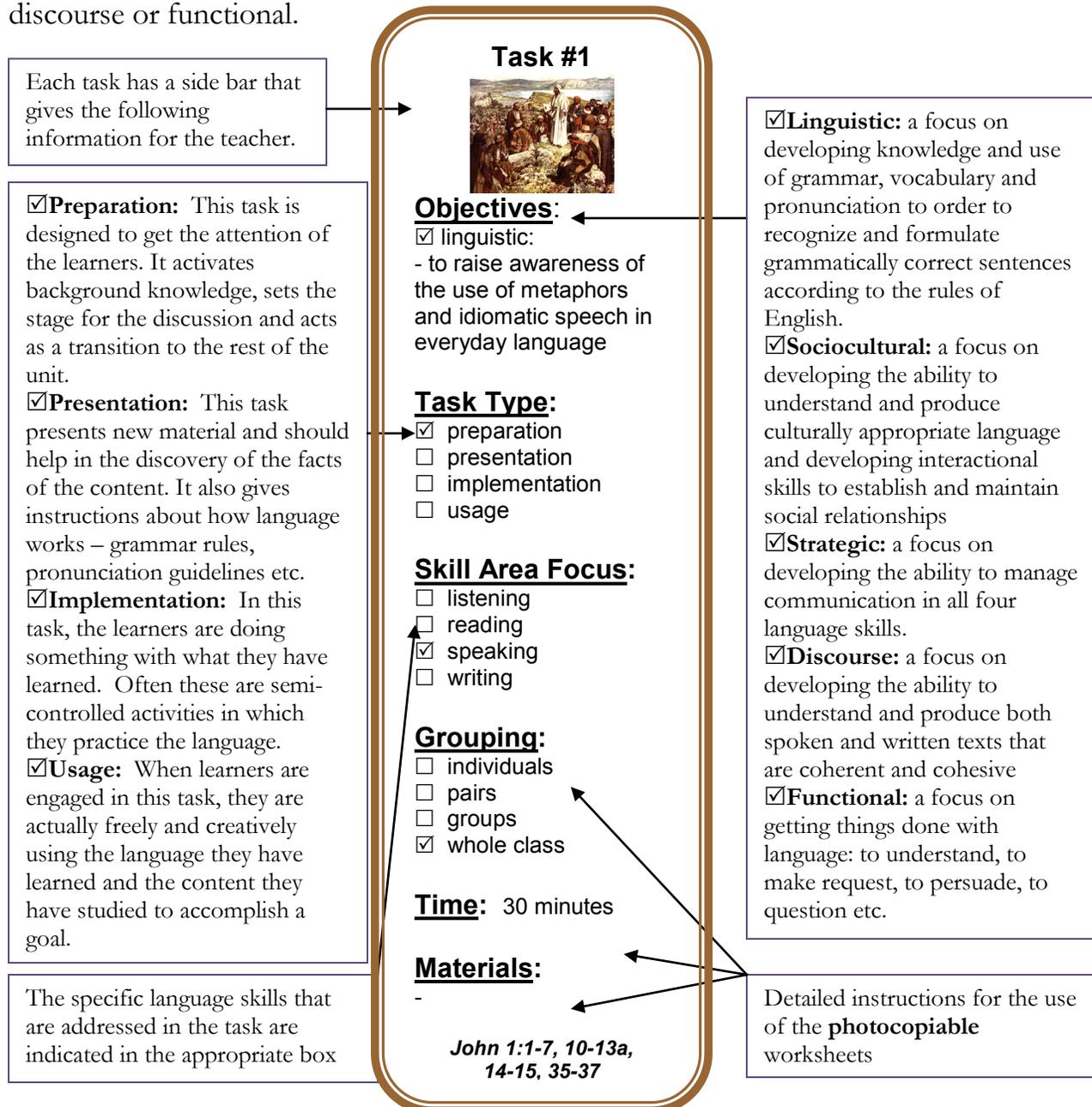
- ◆ whole curriculum 30-35 hours
- ◆ each unit approx 4-5 hours of on-task class time
- ◆ each task varies according to the purpose and task type

USER GUIDE

Each unit covers a Bible text. For each unit, there are 6-8 tasks that guide the learners through the process of learning and interacting with the content of the text as well as developing language skills. The unit is most effective when the tasks are done sequentially.

Task Instructions:

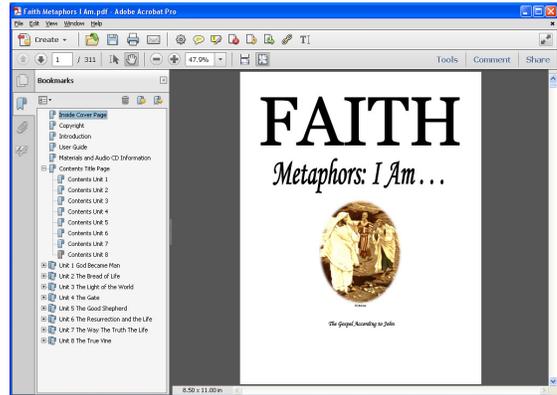
Each task is presented with clear step-by-step instructions for the teacher as well as learning objectives. These objectives may be linguistic, socio-cultural, strategic, discourse or functional.



MATERIALS AND AUDIO CD INFORMATION

Adobe Instructions for Materials CD:

- Ensure that Acrobat Reader 7 or higher is on your computer. Go to: <http://www.adobe.com/> and click on **Get Adobe Reader**.
- Place the Materials CD into your computer. Open your **Acrobat Reader** program.
- Open the file titled **Faith Metaphors: I Am**. This opens to the **Inside Cover Page** along with a left panel of bookmarks.
- Place your cursor on the **Bookmark panel** (on the left side of the screen) and **click Unit 1 God Became Man**, to go to the **Unit 1 God Became Man Title Page** or on the **Bookmark Panel**, place the cursor on the plus sign (+) and **click** which will drop down a list of additional bookmarks.
- Once on the **Unit 1 God Became Man Title Page**, a list of the tasks for the unit is visible; **click** any one of the tasks and you will immediately go to that task.
- When on a specific task, **click** on the **Title of the Task** and you will return to the **Title Page of the Unit**.
- In the **Content Pages**, wherever there is a page number in brackets, e.g. (1), **click** the number to take you to that page e.g. page 1.
- This navigation system continues throughout the entire curriculum.
- Whenever your cursor changes from a ‘closed hand’ icon to a ‘pointing finger’ there is a link to another page in the file. The whole of **Faith Metaphors: I Am** is linked for quick reference from one unit to another and to the differing pages in the text.



Task	Focus	Objectives/Outcomes	Resources	Instructional Strategies	Assessment	Formative Evaluation	Summative Evaluation
1. Unit 1 God Became Man (1)	Reading						
2. Challenge of God (2)	Listening						
3. Why is God (3)	Reading						
4. Why was Jesus (4)	Reading						
5. The Word (5)	Reading						
6. There is a (6)	Listening						

Printing Using the Adobe Format:

To print a specific page you must use the Adobe page numbers located at the bottom or top of the screen **NOT** the text page numbers.

For the best Colour documents, print from the Materials CD using the ‘best’ setting on your printer.

Audio CD: *Insert into any CD player*

The **Audio CD** has the tracks identified for each Unit’s readings.

Contents

	Introduction	<i>page</i> <i>iii</i>
	Unit 1 God Became Man	<i>page</i> 1
	Unit 2 The Bread of Life	<i>page</i> 37
	Unit 3 The Light of the World	<i>page</i> 83
	Unit 4 The Gate	<i>page</i> 131
	Unit 5 The Good Shepherd	<i>page</i> 161
	Unit 6 The Resurrection and the Life	<i>page</i> 185
	Unit 7 The Way, the Truth, the Life	<i>page</i> 219
	Unit 8 The True Vine	<i>page</i> 249

(≐) = approximately

Unit 1 God Became Man (pg 1) (≐ 4¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Metaphors (pg 2) ≐ 30 min	- <i>Speaking</i>				- to raise awareness of the use of metaphors and idiomatic speech in everyday language			
2 Children of God (pg 8) ≐ 30 min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>			key metaphor terms		- to recognize metaphors in text and understand their literal and figurative meaning	- to describe meanings of words	
3 Who Is He? (pg 12) ≐ 40 min	- <i>Speaking</i>		- to understand the wh-question words				- to match the question with the appropriate response	
4 All Who Believed Him (pg 18) ≐ 45 min	- <i>Reading</i>		- to identify pronouns and the nouns they refer to					
5 The Word (pg 24) ≐ 45 min	- <i>Reading</i>					- to scan for information, infer ideas and identify relationships		- to summarize content and express the main idea
6 There is the Lamb of God (pg 30) ≐ 60 min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>		- to analyze a text in terms of the various aspects of pronunciation - stressed syllables				- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	

Unit 2 The Bread of Life (pg 37) (≅ 5¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 The Need for Food (pg 38) ≅ 30 min	- Listening - Reading - Speaking - Writing					- to introduce the idea of miracles and a reminder of the necessity of food in the lives of humans		
2 A Huge Crowd (pg 42) ≅ 45 min	- Listening - Reading					- to listen for main ideas	- to sequence the text - to read the text	
3 Leftovers (pg 46) ≅ 45 min	- Reading - Writing			- to become familiar with the vocabulary in John 6 text, crossword		- to become familiar with the vocabulary in John 6 text		
4 He Replied (pg 50) ≅ 45 min	- Reading - Speaking			- to use “conversation exchangers” accurately			- to use “conversation exchangers” accurately	
5 Feed All These People (pg 56) ≅ 60 min	- Reading		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text	- prominent point and pitch jump		- to analyze a text in terms of the various aspects of pronunciation		
6 Would You Help, Please? (pg 64) ≅ 60 min	- Listening - Speaking	- polite headers - modals in questions			- to become aware and gain understanding concerning the rules of politeness used in English	- to become aware of some of the specific politeness strategies that are used in English		
7 I Am the Bread of Life (pg 76) ≅ 30 min	- Listening - Reading - Speaking - Writing	- to understand the use of metaphors in English		- to understand the metaphor ‘Bread of Life’ as it refers to Jesus		- to understand & discuss the story and how it relates to Jesus		

Unit 3 The Light of the World (pg 83) (≅ 5¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 In the Dark (pg 84) ≅ 30 min	- Speaking - Writing					- to activate prior knowledge by mapping out learners' ideas re: disabilities		
2 Blind from Birth (pg 90) ≅ 60 min	- Listening - Reading - Speaking - Writing	- to identify discourse markers				- to listen for main ideas	- to sequence a text and discuss discourse elements	
3 Wash Off the Mud (pg 98) ≅ 30 min	- Listening - Reading - Speaking - Writing			- to understand key vocabulary of the text, crossword		- to use highlighting as a strategy for vocabulary learning		- to use peer correction
4 Who Healed You? (pg 104) ≅ 60 min	- Reading - Speaking	- to understand the formation of information questions					- to use appropriate question-answer sequences	
5 The Power of God (pg 110) ≅ 30 min	- Listening - Speaking	- to understand the use 'of' phrases	- to practice reduction in 'of' phrases					
6 I Am the Light of the World (pg 114) ≅ 60 min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - reduction of function words			- to analyze a text in terms of the various aspects of pronunciation		
7 What Do You Think? (pg 124) ≅ 45 min	- Listening - Speaking				- to discuss the implications of the event	- to role play interviews		- to discuss the implications of the event

Unit 4 The Gate (pg 131) (≅ 3¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
<p>1 Sheep (pg 132) ≅ 25 min</p>	<p>- <i>Speaking</i> - <i>Writing</i></p>				<p>- to discuss sheep to prepare for the text</p>			
<p>2 Through the Gate (pg 134) ≅ 20 min</p>	<p>- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i> - <i>Writing</i></p>					<p>- to listen for the main ideas and details</p>		
<p>3 Fullness (pg 136) ≅ 20 min</p>	<p>- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i> - <i>Writing</i></p>			<p>- to learn key words of the text, crossword</p>				
<p>4 He Explained (pg 140) ≅ 45 min</p>	<p>- <i>Reading</i> - <i>Speaking</i></p>	<p>- to focus on verb tenses</p>	<p>- to recognize content from function words</p>				<p>- to understand tense choice in the text</p>	
<p>5 Green Pastures (pg 150) ≅ 60 min</p>	<p>- <i>Listening</i> - <i>Speaking</i></p>		<p>- practice function words reduced</p>					
<p>6 I Am the Gate (pg 156) ≅ 25 min</p>	<p>- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i></p>							<p>- to discuss the implications of the metaphor</p>

Unit 5 The Good Shepherd (pg 161) (≅ 3¾ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
<p>1 Let's Talk About the Shepherd (pg 162) ≅ 45min</p>	- Speaking				- shepherd metaphor over 1000 years			
<p>2 Give Life (pg 166) ≅ 20 min</p>	- Listening - Speaking					- to listen and focus on the purpose of the main idea		- to listen for specific information
<p>3 Lay Down My Life (pg 168) ≅ 20 min</p>	- Reading - Writing			- to use the context in order to understand nuances of meaning in words and phrases in the text, Odd Man Out				
<p>4 Psalm 23 (pg 170) ≅ 30 min</p>	- Speaking - Writing		- proper use of pauses		- to compare texts		- to understand and practice the use of thought groups in discourse	
<p>5 I Am the Good Shepherd (pg 176) ≅ 60 min</p>	- Reading - speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation		
<p>6 The Good Shepherd and the Sheep (pg 182) ≅ 45 min</p>	- Listening - Speaking					- to discuss the meaning of the metaphor - to summarize understanding of the text through drawing		

Unit 6 The Resurrection and the Life (pg 185) (≅ 3¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
<p>1 Lazarus Is Dead (pg 186) ≅ 20 min</p>	<p>- Speaking - Writing</p>	- yes/no questions			- to understand the setting and people of the text	- to predict words in a text		- to use yes/no questions to identify people and places
<p>2 Funeral Customs (pg 190) ≅ 20 min</p>	<p>- Reading - Speaking</p>				- to compare and contrast funeral customs in different countries			
<p>3 At the Grave (pg 192) ≅ 40 min</p>	<p>- Listening - Reading - Speaking</p>			- to learn key vocabulary		- to listen to the text for main ideas	- to sequence the events of the text	
<p>4 Dead Man Alive (pg 200) ≅ 30 min</p>	<p>- Speaking</p>					- to understand the facts of the story and the theological significance of the events of the text	- to answer questions related to the text - to discuss the message of the text	
<p>5 The Raising of Lazarus (pg 206) ≅ 60 min</p>	<p>- Listening - Reading - Speaking</p>		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text			- to analyze a text in terms of the various aspects of pronunciation		
<p>6 I Was So Sad (pg 214) ≅ 30 min</p>	<p>- Writing</p>			- to learn and use emotion words				- to write a friendly letter

Unit 7 The Way, the Truth, the Life (pg 219) (≅ 4½ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 After Death (pg 220) ≅ 40 min	- Speaking					- to activate prior knowledge of the themes of life and death covered in the text		
2 Know the Way (pg 222) ≅ 45 min	- Reading			- to understand the meaning of key words in the text		- to listen for key ideas		
3 Sort Out the Truth (pg 228) ≅ 30 min	- Reading	- importance of the definite article					- to read the text for content and answer True & False questions	
4 Life after Death (pg 232) ≅ 30 min	- Reading					- to read the text for main ideas - to compare ideas from the text with own ideas		
5 If I This Were Not So (pg 234) ≅ 20 min	- Speaking	- to understand and use contrary to fact conditionals in the present and past						
6 I Am the Way, the Truth, the Life (pg 242) ≅ 60 min	- Listening - Reading - Speaking		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text - prominent point & pitch change			- to analyze a text in terms of the various aspects of pronunciation		
7 Don't You Know Yet? (pg 248) ≅ 45 min	- Writing					- to review previous units in order to summarize ideas		

Unit 8 The True Vine (pg 249) (≅ 5¼ hours)								
Task	Focus Skills	Linguistic Objectives			Socio-cultural Objectives	Strategic Objectives	Discourse Objectives	Functional Objectives
		Grammar	Pronunciation	Vocabulary				
1 Gardening (pg 250) ≅ 30 min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>					- to understand gardening metaphors to prepare for the text		
2 You Are the Branches (pg 258) ≅ 45 min	- <i>Listening</i> - <i>Reading</i> - <i>Writing</i>					- to listen for the main ideas		- to sort into categories
3 I Am the Vine (pg 262) ≅ 30 min	- <i>Reading</i> - <i>Writing</i>	- to review the use of 'not'	- to use emphatic stress to correct			- to enhance comprehension		
4 If You Stay Joined (pg 266) ≅ 30 min	- <i>Reading</i> - <i>Speaking</i> - <i>Writing</i>		- to learn & practice factual & future conditionals					
5 Yes, I Am (pg 276) ≅ 40 min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i> - <i>Writing</i>	- to practice proper punctuation of commas and semi-colons					- to practice proper punctuation	
6 Remain in Me (pg 288) ≅ 30 min	- <i>Speaking</i>							- to think through and discuss the implications of the passage
7 The True Vine (pg 292) ≅ 60 min	- <i>Listening</i> - <i>Reading</i> - <i>Speaking</i>		- to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text, intonation			- to analyze a text in terms of the various aspects of pronunciation		
8 Believe and Live (pg 298) ≅ 60 min	- <i>Reading</i> - <i>Speaking</i> - <i>Writing</i>						- to compare the key metaphors in the 8 units.	- to use a chart to summarize information