

Unit 1

God Became Man



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John 1:1-7, 10-13a, 14-15, 35-37

Task #1



Objectives:

- to raise awareness of the use of metaphors and idiomatic speech in everyday language

Grouping:

whole class

Approx. Time: 30 min.

Materials:

- a flashlight, a tree branch, a loaf of bread, a baby doll (birth), OR pictures of these items
- Picture Sheet, one per item
- bring items to class
- **Metaphor/Idiom Worksheet** for each learner

Text:

John 1:1-7, 10-13a, 14-15, 35-37

Metaphors

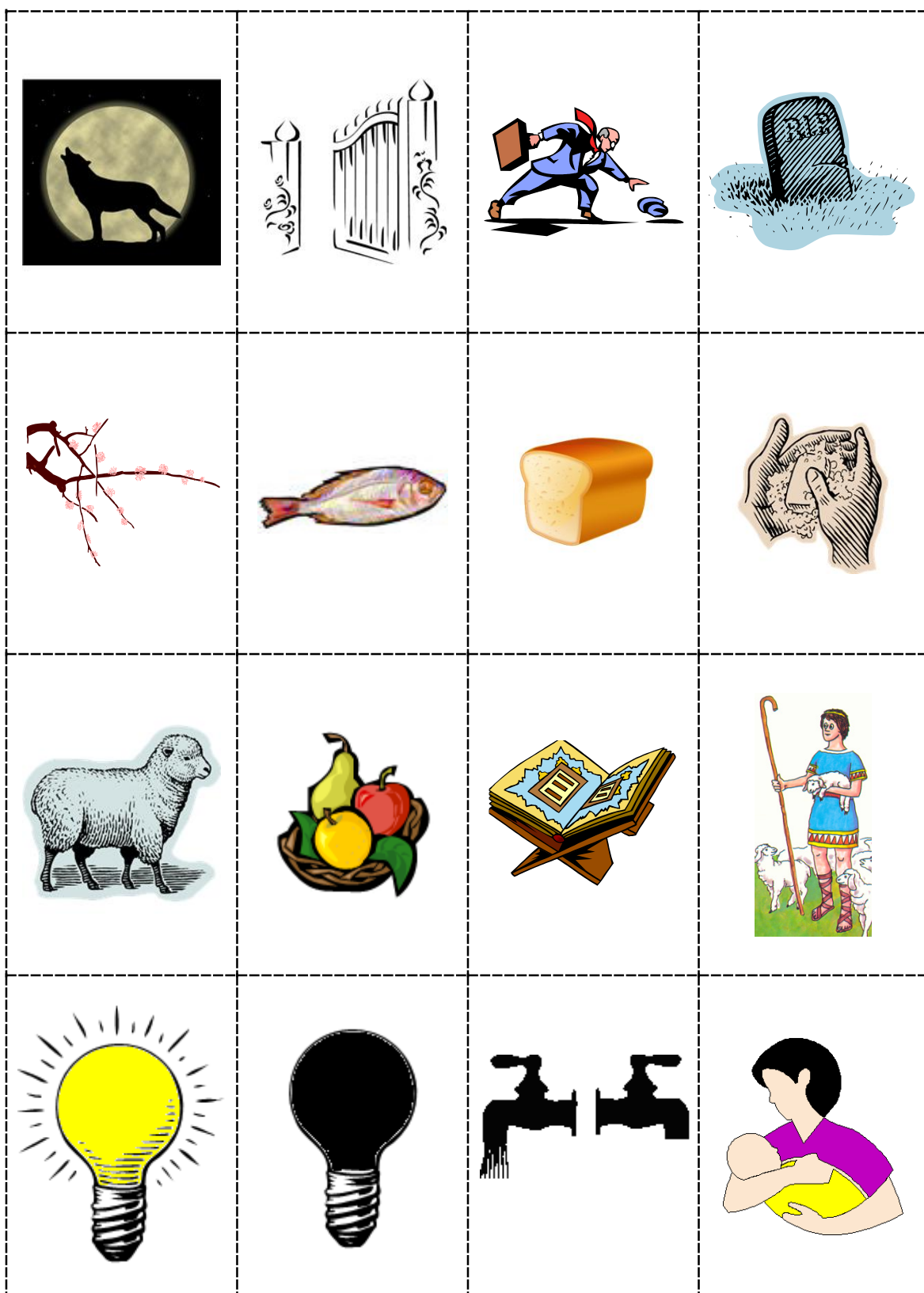
Instructions:

Begin this unit by putting up an **SLIDE** of the **Title Page**. Point out the task titles. You may ask the learners to make some predictions about the content from the picture.

1. Introduce the fact that John, the writer of this gospel that we are reading and studying, uses word pictures or metaphors throughout the book for us to understand Jesus. **Note:** A *metaphor* is a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance. Something is used, or regarded as being used, to represent something else; an emblem or symbol.
2. Explain that in this task we will discuss common metaphoric language.

Instructor Note: Bring as many of the actual items as you can. For example: a book, flashlight, a tree branch, a loaf of bread, a baby doll (birth). *(The chosen terms come up and are used metaphorically later in the curriculum)*. If you are unable to find some of the items, there are **Picture Cards** that could be used.

3. Place these items or pictures in the centre of a table. Elicit from the learners the names of the items.



Picture Sheet

4. Hand out the **Metaphoric/Idiomatic Cards** on which a brief use of the item is described. Cards are distributed one per learner.
5. Each learner reads their card silently and takes one item or picture that is referred to. Each learner then explains the connection between the item and its metaphoric/ idiomatic use to the rest of the class. If a learner is unable to establish a connection, s/he reads the sentence aloud and the class helps find the connection. Lead by example.
6. Once the items have been described, hand out the **Metaphor/Idiom Worksheet** to each learner. Have the learners fill in the words or numbers to match the metaphor or idiom.

**LIGHT**

Thank you so much for your kind words. You just brightened my day.

**DARKNESS**

It was a dark day in the history of the nation.

**BIRTH**

Dr. Hess has been with the WACC since its birth in the 1970's.

**WIND**

After taking a nap, 2-year old Amy got her second wind. We couldn't get her to sleep until after 10 pm.

Metaphoric/Idiomatic Use Cards pg. 1



WATER/THIRST

I've rarely seen anyone study so hard. He has an amazing thirst for knowledge.



BREAD

That job puts the bread and butter on the table. If he loses it they will be in serious trouble.



LAMB

March came in like a lion and is going out like a lamb.



WOLF

Beware of him! He is a wolf in sheep's clothing.

Metaphoric/Idiomatic Use Cards pg. 2



DEATH

What a scare! We were frightened to death!



FISH

She was just fishing for a compliment.



GATE

That was the gate through which he began his rise to fame.



FRUIT

Finally, at the end of his life, he got to reap the fruit of his labour.



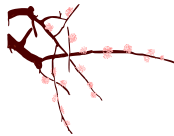
SHEPHERD

The abbot was no gentle shepherd. He abused his parishioners by pressuring them to give and using the money for himself.



WASHING

First he gets the whole scam set up and now that the police are on it; he's washing his hands of the whole thing.



BRANCH

For most learners, the 3rd year is devoted to topics from within their chosen branch of Engineering, and some learners will also pursue non-engineering subjects.



BOOK

My wife can read me like a book. She understands me pretty well.

From the list below, fill in the word/number to match the metaphor or idiom.

	First he gets the whole scam set up and now that the police are on it; he's washing his hands of the whole thing.
	Finally, at the end of his life, he got to reap the fruit of his labour.
	My wife can read me like a book. She understands me pretty well.
	The abbot was no gentle shepherd. He abused his parishioners by pressuring them to give and using the money for himself.
	That was the gate through which he began his rise to fame.
	For most learners, the 3 rd year is devoted to topics from within their chosen branch of Engineering, and some learners will also pursue non-engineering subjects.
	She was just fishing for a compliment.
	Beware of him! He is a wolf in sheep's clothing.
	What a scare! We were frightened to death!
	March came in like a lion and is going out like a lamb.
	That job puts the bread and butter on the table. If he loses it they will be in serious trouble.
	Dr. Hess has been with the WACC since its birth in the 1970's.
	I've rarely seen anyone study so hard. He has an amazing thirst for knowledge.
	It was a dark day in the history of the nation.
	After taking a nap, 2-year old Amy got her second wind. We couldn't get her to sleep until after 10 pm.
	Thank you so much for your kind words. You just brightened my day.

- | | | | | | |
|----------|-------------|------------------|----------|-------------|--------------|
| 1. birth | 2. book | 3. branch | 4. bread | 5. darkness | 6. death |
| 7. fish | 8. fruit | 9. gate | 10. lamb | 11. light | 12. shepherd |
| | 13. washing | 14. water/thirst | 15. wind | 16. wolf | |

Metaphor/Idiom Worksheet

Task #2



Objectives:

- to recognize metaphors in text and understand their literal and figurative meaning
- to describe meanings of words

Grouping:

- pairs
- groups
- whole class

Approx. Time: 30 min.

Materials:

- poster paper, markers
- **Mind Map Worksheet** for each learner
- **CD (Audio on SLIDES)**
- **Unit 1 Text** for each learner

Text:

John 1:1-7, 10-13a, 14-15, 35-37

Children of God

Instructions:

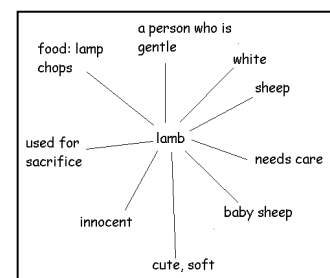
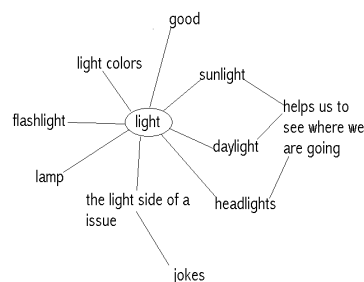
Part A

1. On six large sheets of butcher/poster paper, write one key metaphoric term from the text on each sheet: *lamb*, *word*, *light*, *darkness*, *children*, *birth*. Place these up on the wall
2. Explain how a mind map is drawn. They are to begin by drawing a circle around the key word. Then they are to put main points or major ideas relating to the theme on branches radiating from the centre circle. They can use smaller branches for ideas relating to main idea.

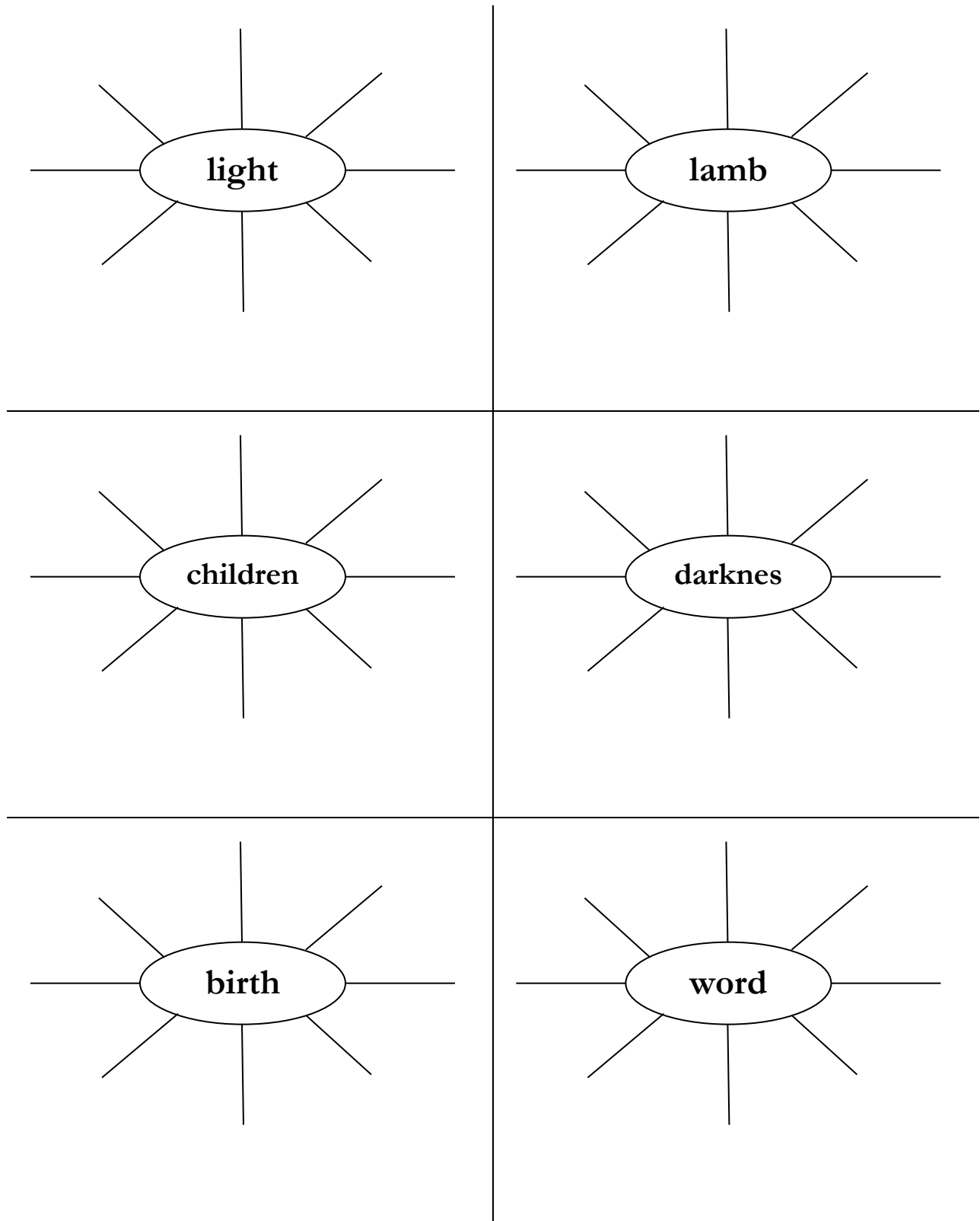
Instructor Note: Mind maps are also known as mind webs or branching diagrams. They are another way to take notes. It is important for the teacher to be aware that:

- there is no model mind map
- each person draws his or her mind map in a different way

3. Demonstrate an example of Mind Map using either the word *light* or *lamb* – do it on the wall chart eliciting ideas from the learners.



4. Divide the class into pairs. Hand out a **Mind Map Worksheet** to each learner. Ask them to make **Mind Maps** for the other 5 words.



Mind Map Worksheet

5. When they have finished their **Mind Maps**, have each pair begin at one poster and map their associations. After one or two minutes, pairs rotate and move on to next poster until each pair has had the chance to add their ideas to each poster.
6. When each pair has had a chance to give their ideas, reconvene the whole class. Looking at each word map, guide the learners in identifying some of the literal and metaphoric meanings of each word.

Part B

1. Tell the learners that you want them to listen to the text to discover the main idea.
2. Play the CD. The **Audio File** is embedded in the **Instructor SLIDES**.

Instructor Note: This is the dramatic reading of the text that will be used again in Task 6.

3. Elicit from the learners what they think the main idea(s) is. Write some of them on the board.
4. Hand out the **Unit 1 Text** to each learner. Read the text as they read along.
5. Prepare a summary statement (main idea) together of the text.

Part C

1. Lead the whole class in a choral reading of the text.
2. Ask learners to scan the text for the six metaphoric terms dealt with in Part A and highlight them.
3. In pairs, learners attempt an explanation of metaphoric terms. Each pair takes one word. *e.g.* What does the word *light* mean in this text?
4. Invite the pairs to share with the whole class.
5. Discuss with the class how these terms conveyed the meaning of the main idea of the text.

Children of God

John 1:1-7, 10-13a, 14-15, 35-37

2 In the beginning the Word already existed. He was with God, and he
was God. He was in the beginning with God. He created everything there
is. Nothing exists that he didn't make. Life itself was in him and this life
4 gives light to everyone. The light shines through the darkness and the
darkness never extinguishes it.

6
8 God sent John the Baptist to tell everyone about the light so that
everyone might believe because of his testimony . . .

10 But although the world was made through him, the world didn't
recognize him when he came. Even in his own land and among his own
12 people, he was not accepted. But to all who believed him and accepted
him, he gave the right to become the children of God.

14
16 They are reborn! . . .

18 So the Word became human and lived here on earth among us. . .

20 John pointed him out to the people. He shouted to the crowds, "This
is the one I was talking about when I said, 'Someone is coming who is far
greater than I am, for he existed long before I did.' "

22
24 As Jesus walked by, John looked at him and then declared, "Look! There
is the Lamb of God!" Then John's two disciples turned and followed
Jesus.

Task #3



Objectives:

- to understand the wh-question words
- to match the question with the appropriate response

Grouping:

pairs
groups
whole class

Approx. Time: 40 min.

Materials:

- WH- Questions SLIDE
- Question Words/
Response Cards for each pair
- Content/Question Cards for each pair
- Question/Response Worksheet for each learner
- Question/Text Response Worksheet for each learner

Text:

John 1:1-7, 10-13a, 14-15, 35-37

Who is He?

Instructions:

Part A

1. Review that there are a number of common **wh-question words** that we use to begin information questions. Elicit the question words (learners should be familiar with them): *what, who, why, where, when, which, how*
2. Put up the **Wh-questions SLIDE** and read through the questions. Ask the learners to repeat them after you. **Note the rising-falling intonation.** Elicit the answers to them as well.

Wh-questions

Who is John the Baptist?

What does he say?

Where did the disciples go?

Why did Jesus come?

When did he live?

Which man is greater?

How did John speak?

How many disciples followed Jesus?

How much does it cost?

WH Questions SLIDE

3. Hand out a set of **Question Words/Response Cards** to each pair of learners. Instruct them to match the question word (interrogative pronoun) with the kind of answer it is expecting.
4. Have each pair compare with another pair. Discuss the matches as a whole class.

<i>Answer Key:</i>	
What	<i>thing or idea</i>
Who	<i>person</i>
When	<i>time</i>
Where	<i>place</i>
Which	<i>choice</i>
Why	<i>reason or explanation</i>
How	<i>manner</i>
How long	<i>measurement of length or time</i>
How many	<i>a number</i>
How much	<i>quantity</i>
How far	<i>measurement of distance</i>

5. When the learners have finished matching, hand out the **Question/Response Worksheet** for them to fill in the question words for the expected response.

Question Word(s)↓	Response Word(s)↓
What	<i>thing or idea</i>
Who	<i>person</i>
When	<i>time</i>
Where	<i>place</i>
Which	<i>choice</i>
Why	<i>reason or explanation</i>
How	<i>manner</i>
How long	<i>measurement of length or time</i>
How many	<i>a number</i>
How much	<i>quantity</i>
How far	<i>measurement of distance</i>

Question Words/Response Cards Set Answer Key

Fill in the question words from the list below to match the intended response.

How When	How far Where	How many Which	How much Who	What Why
1. _____ did John speak?				loudly (<i>manner</i>)
2. _____ disciples followed Jesus?				two(2) (<i>number</i>)
3. _____ did Jesus come?				2016 years ago (<i>time</i>)
4. _____ did John say?				'Look, here is the Lamb of God!' (<i>thing or idea</i>)
5. _____ did Jesus live?				on earth (<i>place</i>)
6. _____ man is greater?				Jesus (<i>choice</i>)
7. _____ is John the Baptist?				God's messenger (<i>person</i>)
8. _____ did the disciples leave John?				to follow Jesus (<i>reason</i>)
9. _____ is it to the Jordan River from Jerusalem?				33 kilometers (<i>distance</i>)
10. _____ does it cost?				no money at all (<i>quantity or amount</i>)

Part B

1. Hand out a set of **Content /Question Cards** to each pair of learners. Instruct them to match the **Question Card** with the piece of the **text** that answers the question.
2. Have each pair compare matches with another pair of learners
3. Elicit the response to each question by asking the questions in textual order of the pairs.

<i>Answer Key:</i>	
Who is the Word?	1. In the beginning the Word already existed. He was with God, and he was God . He was in the beginning with God.
What did the Word make?	2. He created everything there is. Nothing exists that he didn't make.
Where does the light shine?	3. Life itself was in him and this life gives light to everyone. The light shines through the darkness and the darkness never extinguishes it.
Why did God send John the Baptist?	4. God sent John the Baptist to tell everyone about the light so that everyone might believe because of his testimony.
How was the Word accepted?	5. But although the world was made through him, the world didn't recognize him when he came. Even in his own land and among his own people, he was not accepted .
What happens to those who believe and accept the Word?	6. But to all who believed him and accepted him, he gave the right to become the children of God. They are reborn!
What did the Word become and where did he live?	7. So the Word became human and lived here on earth among us ...
Why is Jesus greater than John?	8. John pointed him out to the people. He shouted to the crowds, "This is the one I was talking about when I said, 'Someone is coming who is far greater than I am, for he existed long before I did.'"
What metaphoric term did John apply to Jesus?	9. As Jesus walked by, John looked at him and then declared, "Look! There is the Lamb of God! "
What was the result of this encounter with Jesus?	10. Then John's two disciples turned and followed Jesus .

4. Hand out the **Question/Text Response Worksheet** to each learner. Have them fill in the questions that answer the text.

Who is the Word?	1. In the beginning the Word already existed. He was with God, and he was God . He was in the beginning with God.
What did the Word make?	2. He created everything there is. Nothing exists that he didn't make.
Where does the light shine?	3. Life itself was in him and this life gives light to everyone. The light shines through the darkness and the darkness never extinguishes it.
Why did God send John the Baptist?	4. God sent John the Baptist to tell everyone about the light so that everyone might believe because of his testimony.
How was the Word accepted?	5. But although the world was made through him, the world didn't recognize him when he came. Even in his own land and among his own people, he was not accepted .
What happens to those who believe and accept the Word?	6. But to all who believed him and accepted him, he gave the right to become the children of God. They are reborn!
What did the Word become and where did he live?	7. So the Word became human and lived here on earth among us ...
Why is Jesus greater than John?	8. John pointed him out to the people. He shouted to the crowds, "This is the one I was talking about when I said, 'Someone is coming who is far greater than I am, for he existed long before I did.'"
What metaphoric term did John apply to Jesus?	9. As Jesus walked by, John looked at him and then declared, "Look! There is the Lamb of God! "
What was the result of this encounter with Jesus?	10. Then John's two disciples turned and followed Jesus .

Content/Question Cards

From the list below, fill in the Question Phrase that answers the statement from the text.

1. In the beginning the Word already existed. He was with God, and he was **God**. He was in the beginning with God.

2. He created **everything** there is. Nothing exists that he didn't make.

3. Life itself was in him and this life gives light to everyone. The light shines **through the darkness** and the darkness never extinguishes it.

4. God sent John the Baptist **to tell everyone about the light so that everyone might believe** because of his testimony.

5. But although the world was made through him, the world didn't recognize him when he came. Even in his own land and among his own people, **he was not accepted**.

6. But to all who believed him and accepted him, he gave the right to become the children of God. **They are reborn!**

7. So the Word **became human and lived here on earth among us** ...

8. He [John] shouted to the crowds, "This is the one I was talking about when I said, 'Someone is coming who is far greater than I am, for **he existed long before** I did.'"

9. As Jesus walked by, John looked at him and then declared, "Look! There is the **Lamb of God!**"

10. Then **John's two disciples turned and followed Jesus**.

a. How was the Word accepted?

c. What did the Word become and where did he live?

e. What did the Word make?

g. What happens to those who believe and accept the Word?

i. What metaphoric term did John apply to Jesus?

b. What was the result of this encounter with Jesus?

d. Where does the light shine?

f. Who is the Word?

h. Why did God send John the Baptist?

j. Why is Jesus greater than John?

Question/Text Response Worksheet

Task #4



Objectives:

- to identify pronouns and the nouns they refer to

Grouping:

- pairs
- whole class

Approx. Time: 45 min.

Materials:

- Five Types of Pronouns Worksheet to each learner
- Five Types of Pronouns SLIDE
- John 1 Pronouns Worksheet to each learner

Text:

John 1:1-7, 10-13a, 14-15, 35-37

All Who Believed Him

Instructions:

Part A *Reviewing pronouns*

1. Review with the learners the use of pronouns. Give a brief reminder of what a pronoun is: ***Pronouns refer to a noun or noun phrase in discourse.***
2. Point out that learners are usually familiar with personal pronouns. (Give examples of personal pronouns found in the text: he, him, his, us, it, they, I.... Elicit a few more from learners to make sure they know generally what a pronoun is. “**He** was with God” – Who does ‘**he**’ refer to?)
3. There are actually other types as well.
4. Hand out the **Five Types of Pronouns Worksheet** to each learner. Discuss the five types of pronouns using the **SLIDE/Resource Sheet**.

Five Types of Pronouns**1. Pronouns that refer to specific people and things**

(Personal Pronouns and Possessive Determiners)

	singular pronoun	singular determiner	plural pronoun	plural determiner
Person speaking	I, me, mine	my	we, us, ours	our
Person spoken to	you, yours	your	you, yours	your
Any other person or thing	he, she, it, him, his, hers, its	his, her, its	they, them, theirs	their

2. Pronouns that point out specific people and things

(Demonstrative Pronouns)

this	that	these	those
------	------	-------	-------

3. Pronouns that refer to nouns in a general, indefinite kind of way

(Indefinite Pronouns)

all	another	any	anybody	anything	both
each	either	everybody	everyone	everything	few
many	neither	nobody	no one	nothing	one
others	several	some	somebody	someone	something

4. Pronouns that emphasize a noun or refer back (reflect) to the subject

(Reflexive/Intensive Pronouns)

myself	yourself	himself	herself	itself
ourselves	yourselves		themselves	

5. Pronouns that link more information to the preceding noun or pronoun

(Relative Pronouns)

that	which	who	whom	whose
------	-------	-----	------	-------

Five Types of Pronouns Resource Sheet/SLIDE

Part B *Categorizing Pronouns*

1. Hand out the **John1 Pronouns Worksheet** to each learner and ask them to first scan the text in column one and circle all pronouns. Have them compare with another learner. Elicit from the pairs line by line.
2. Ask the same pairs to label each pronoun as to what kind it is:
 - Personal P
 - Demonstrative D
 - Indefinite I
 - Reflexive X
 - Relative R

Instructor Note: The two *there's* are *existential pronouns* (E) but we will not focus on these in this task.

<i>Answer Key:</i>							
	None	P	D	I	X	R	Noun
1. In the beginning the Word already existed.	✓						X
2. He was with God, and he was God.		✓✓					word
3. He was in the beginning with God.		✓					word
4. He created everything there is. E		✓		✓			word
5. Nothing exists that he didn't make.		✓		✓			word
6. Life itself was in him and this life gives light to everyone .		✓		✓	✓		word
7. The light shines through the darkness	✓						X
8. and the darkness never extinguishes it		✓					light
9. God sent John the Baptist to tell everyone about the light				✓			
10. so that everyone might believe because of his testimony				✓			
11. But although the world was made through him		✓					light
12. the world didn't recognize him when he came		✓✓					light
13. Even in his own land and among his own people	✓						X
14. he was not accepted		✓					light
15. But to all who believed him and accepted him		✓✓		✓		✓	light
16. he gave the right to become the children of God		✓					light
17. They are reborn!		✓					all who believe
18. So the Word became human and lived here on earth among us		✓					Writer (John) & companions
19. John pointed him out to the people.		✓					word
20. He shouted to the crowds		✓					John
21. This is the one I was talking about		✓		✓			Word, John
22. when I said, 'Someone is coming who is far greater than I am		✓✓		✓		✓	John
23. for he existed long before I did		✓✓					Word, John
24. As Jesus walked by, John looked at him and then declared, Look!		✓					Jesus
25. There is the Lamb of God! E	✓						X
26. Then John's two disciples turned and followed Jesus.	✓						X

John 1 Pronouns

1. Circle all pronouns in pencil.
2. Label as follows by checking the appropriate box.

N- none **P** - Personal **D** - Demonstrative **I** - Indefinite **X** - Reflexive **R** - Relative

	N	P	D	I	X	R	Noun it refers to
1. In the beginning the Word already existed.							
2. He was with God, and he was God.							
3. He was in the beginning with God.							
4. He created everything there is.							
5. Nothing exists that he didn't make.							
6. Life itself was in him and this life gives light to everyone.							
7. The light shines through the darkness							
8. and the darkness never extinguishes it							
9. God sent John the Baptist to tell everyone about the light							
10. so that everyone might believe because of his testimony							
11. But although the world was made through him							
12. the world didn't recognize him when he came							
13. Even in his own land and among his own people							

John 1 Pronouns

1. Circle all pronouns in pencil.
2. Label as follows by checking the appropriate box.

N - none **P** - Personal **D** - Demonstrative **I** - Indefinite **X** - Reflexive **R** - Relative

	N	P	D	I	X	R	Noun it refers to
14. he was not accepted							
15. But to all who believed him and accepted him							
16. he gave the right to become the children of God							
17. They are reborn!							
18. So the Word became human and lived here on earth among us							
19. John pointed him out to the people.							
20. He shouted to the crowds							
21. This is the one I was talking about							
22. when I said, 'Someone is coming who is far greater than I am							
23. for he existed long before I did							
24. As Jesus walked by, John looked at him and then declared, 'Look!							
25. There is the Lamb of God!							
26. Then John's two disciples turned and followed Jesus.							

John 1 Pronouns Worksheet pg. 2

Part C *Personal Pronouns and the nouns they refer to (antecedents)*

1. Using **John1 Pronouns Worksheet**, learners (in pairs) draw an arrow from the pronouns to the noun that this pronoun refers to.
2. Have them write the noun in the appropriate column on the worksheet.
3. When the learners are finished, have them share their results with the class.

Task #5



Objectives:

- to scan for information, infer ideas and identify relationships
- to summarize content and express the main idea

Grouping:
groups

Approx. Time: 45 min.

Materials:

- **God Worksheet** for Group A
- **Jesus Worksheet** for Group B
- **John the Baptist Worksheet** for Group C
- **The People Worksheet** for Group D

Text:

John 1:1-7, 10-13a, 14-15, 35-37

The Word

Instructions:

Explain that in this task we will find out more about the people in the text: Jesus, God, John the Baptist and the people

Part A

1. Have the learners take out the **Unit 1 Text** from Task 2.
2. Divide the class into four groups: Group A, B, C and D. Each learner in each group receives a worksheet as shown below. The groups each work on Part I of the Worksheet.

Group A receives the **God Worksheet** and scans for information to answer the question:
What does this text say about God?

Group B receives the **Jesus Worksheet** and scans for information to answer the question:
What does this text say about Jesus?

Group C receives the **John the Baptist Worksheet** and scans for information to answer the question:
What does this text say about John the Baptist?

Group D receives **The People Worksheet** and scans for information to answer the question:
What does this text say about the people?

Part I: GOD

What does the John text say about God?

When is 'in the beginning'?

What does God do in this text?

What intentions of God are mentioned in this text?

Does God have children (children of God)? A lamb (Lamb of God)? What is the meaning of these metaphors?

Part II (with members of groups A,B,C and D)

Summarize the content of this text in four sentences or less. Give your summary a new title. Make sure you refer to God, Jesus, John the Baptist and the people.

Part I: JESUS

What does the John text say about Jesus?

When is 'in the beginning'?

Who is 'the Word'?

What facts does the text give about 'the Word'?

What is the connection between Jesus and 'the Word'?

Who is 'the Lamb of God'?

What titles for Jesus are given in this text?

Part II (with members of groups A,B,C and D)

Summarize the content of this text in four sentences or less. Give your summary a new title. Make sure you refer to God, Jesus, John the Baptist and the people.

Part I: JOHN the BAPTIST

What does the John text say about John the Baptist?

What is a 'Baptist' (as in John the Baptist)?

What are disciples?

What does John the Baptist do in this text? What does he say? Why?

What is John the Baptist's purpose in life?

What kind of a person do you think John the Baptist is?

Part II (with members of groups A,B,C and D)

Summarize the content of this text in four sentences or less. Give your summary a new title. Make sure you refer to God, Jesus, John the Baptist and the people.

Part I: The People

What does the John text say about the people?

Who is everyone?

Who is 'the world'?

Who are 'his own people'?

Why is Jesus not recognized and accepted by the people?

Who are 'all who believed him'?

Who are 'children of God'?

Part II (with members of groups A,B,C and D)

Summarize the content of this text in four sentences or less. Give your summary a new title. Make sure you refer to God, Jesus, John the Baptist and the people

Part B

1. After 15 minutes or so the class regroups into groups where one representative from each of Groups A, B, C and D are in one group together. This grouping summarizes the text (Part II) and gives it a new title.
2. Each group chooses one learner to read their title and summary to the entire class.

Task #6



Objectives:

- 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

Grouping:

pairs

Approx. Time: 60 min.

Materials:

- Thought Group Resource Sheet /SLIDE for each learner
- CD
- Sample SLIDE
- Dramatic Reading Worksheet for each learner

Text:

John 1:1-7, 10-13a, 14-15, 35-37

There is the Lamb of God

Instructions:

1. Explain that this task will help learners to understand English speakers more and to be understood better.
2. Present the concept of thought groups using the **Thought Group Resource Sheet/SLIDE**.
 - When speaking English, words are grouped into information bundles that are set off by pauses.
 - This is a very important aspect of the English language for making meaning.
 - There are some places where it is necessary to pause, some places where it is okay to pause, and some places where you must not pause.
 - **It is important it know where not to pause.**
3. Demonstrate how difficult it is to understand the meaning of the sentence if the thought groups are split up inappropriately.
 - Read each line with a two second pause at the end:
At ...
Bethany a ...
village east of the ...
Jordan River John...
is...
preaching to...
a...
crowd when Jesus...
comes toward...
him. Two of...
John's disciples...
are with...
him.
 - You could ask what was separated that shouldn't have been e.g. preposition and its noun; auxiliary and main verb; determiner and noun; subject and verb etc.

What are thought groups?

- a preposition and its following noun phrase
e.g. to a crowd; towards him; with him
- a subject and verb
e.g. Jesus comes; God sent John
- an article or determiner and its noun
e.g. a village; a crowd; the light;
- an auxiliary and main verb
e.g. John is preaching; I was talking

Where do we NOT put pauses?

- in the middle of a prepositional phrase
- between a subject and verb
- in the middle of a noun phrase
- in the middle of a verb phrase

4. Hand out the **Dramatic Reading Script** to each learner. Play the CD as the learners follow along. The **Audio File** is embedded in the **Instructor SLIDEs**.
5. Assign each learner a different character in the **Dramatic Reading Script**. Play the CD again.
6. Have them separate the information units or thought groups for their character's lines by pause marks [| |]. Demonstrate on the SLIDE.

At Bethany, [| a village east of the Jordan River, [| John is preaching to a crowd [| when Jesus comes towards him. [| Two of John's disciples are with him [|

7. Lead the class in doing a dramatic reading of the whole script. Be sure that the accompanying actions are done as well. **Note that some characters do not have speaking parts.**

At Bethany, a village east of the Jordan River, John is preaching to a crowd when Jesus comes towards him. Two of John's disciples are with him.

Sample SLIDE

Suggested Example of Dramatic Reading Script:

Narrator 1: At Bethany, | | a village east of the Jordan River, | | John is preaching to a crowd | | when Jesus comes towards him. | | Two of John's disciples are with him. | | God sent John the Baptist | | to tell everyone about the light | | so that everyone might believe | | because of his testimony. | | So the Word became human | | and lived here on earth among us. | |

Narrator 2: John | | pointing to Jesus | | and shouting to the crowd. | |

John: 'This is the one I was talking about | | when I said, | | 'Someone is coming | | who is far greater than I am, | | for he existed long before I did.' | |

Narrator 2: Jesus walks by. | | John is looking at Jesus. | |

John: Look! | | There is the Lamb of God! | |

Narrator1: John's two disciples turned | | and followed Jesus. | |

There is the Lamb of God

Narrator 1: At Bethany, a village east of the Jordan
2 River, John is preaching to a crowd when Jesus comes
towards him. Two of John's disciples are with him...
4 God sent John the Baptist to tell everyone about the
light so that everyone might believe because of his
6 testimony. So the Word became human and lived here
on earth among us.

8 **Narrator 2:** John pointing to Jesus and shouting to the
crowd,

10 **John:** This is the one I was talking about when I said,
‘Someone is coming who is far greater than I am, for he
12 existed long before I did.’

Narrator 2: Jesus walks by. John is looking at Jesus.

14 **John:** Look! There is the Lamb of God!

Narrator 1: John's two disciples turned and followed
16 Jesus.

Notes

