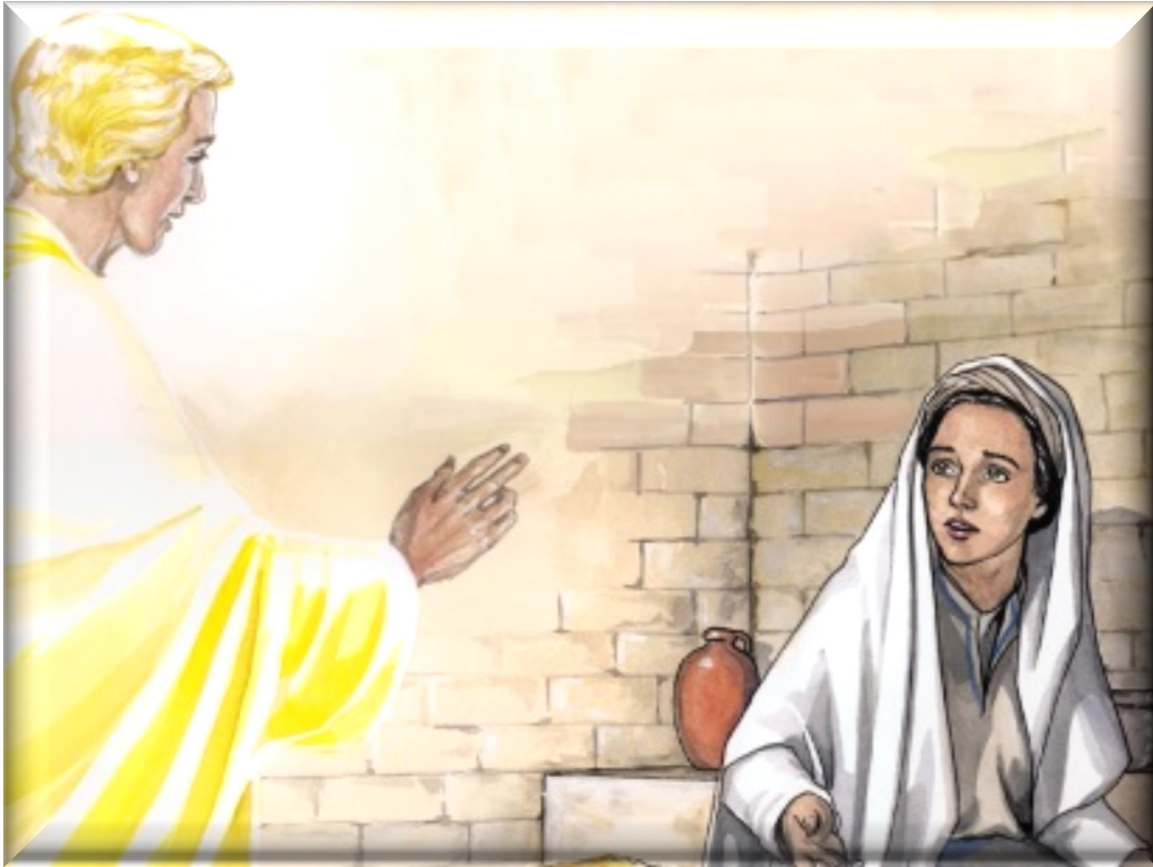


Unit 1

The Annunciation



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Task 1



Language Objectives:

- to **survey** the class about what happy news would make them sing and dance
- to **discuss** whom they share good news with first
- to **practice** fluency through the discussion circle
- to **explore** how different countries or cultures celebrate with song and dance

Approx. Time: 45 min

Materials:

- **Class Survey Worksheet** for each learner
- **Celebration SLIDE A** and **SLIDE B**

Reference:

Luke 1:26-56

Sing and Dance

Instructions:

Part A

1. Ask the learners, *When you hear really good and happy news, how do you react?* (shout/scream, laugh, call friends, dance, pump your fist) Explain to the learners that when a person learns about really happy news they may react by singing and dancing, like the people we will read about in this unit.
2. Hand out a **Class Survey Worksheet** to each learner. Have them walk freely about the classroom, surveying each other to find out what would make the class happy enough to sing and dance.
3. Demonstrate the use of the survey by asking one learner which items from the list would make them happy enough to sing and dance. Mime making a check in each box that applies.
4. When the surveying is completed, have the learners count the checks in each box.
5. Bring the class together to review the top choices for good news. *e.g. Most people in our class would sing and dance if they found out...*
6. Now ask the class to whom they would tell the good news first. *spouse, parent, teacher, friend* Why would they choose this person first?

Class Survey

What would make you so happy you might sing and dance?	Write a check (✓) for each person who says the event would make them happy.
You get a new job.	
You receive a wonderful gift from a friend.	
You are expecting a baby.	
You receive an award.	
Your family member is honoured.	
You are getting married.	
You are moving to a new country.	
You win a lot of money.	
You buy a new home.	
You receive a raise in pay.	

Class Survey Worksheet

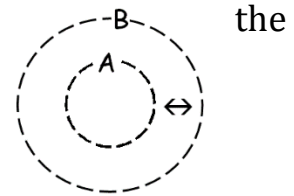
Part B

1. In many cultures when there is a celebration or an announcement of good news, people react by singing and dancing. Put up the

Instructor Note: There is no need for any kind of correct answer here. It's just to get the learners thinking.

Celebration SLIDE A and SLIDE B. First, have the learners just look at all of the different pictures. Ask them to suggest ideas as to where the celebrants are from and what they might be celebrating.

2. Write the following statement starter on the board:
In my country/community, we sing and dance when... The teacher will model by answering from their own community, trying to give specific examples of both singing and dancing. Explain to the learners that they will now be given 3-5 minutes to consider their answer. They may jot down some ideas to help them in remembering, as they will need to share this with another learner.
3. Discussion Circle Formation
 - Divide the learners in half. One half will be Circle A, other Circle B.
 - Next, have Circle A form a circle facing outwards.
 - Then, have Circle B form a circle around Circle A facing inwards (so that each person in A is facing a person in B)
4. Partner A is going to be given one minute to share their answer with Partner B. Partner B will need to listen carefully, as they will need to retell the answer they are hearing.
5. After the one-minute answers are finished, Circle B will move one to the right while Circle A stays where they are (so that each person is facing a new partner). Partner B will now be given one minute to share the answer they listened to from Partner A. (They will tell their new partner their old partner's answer.)



6. After the one-minute retellings are finished, Circle B will move one to the right again while Circle A stays where they are (so that each person is facing a brand new partner). Now Partner B will share their personal answer with their new Partner A. Partner A will now need to listen carefully, as now they will need to retell the answer they are hearing.
7. After the one-minute answers are finished, Circle B will move once again to the right while Circle A stays where they are (so that each person is facing a completely new partner). Partner A will now be given one minute to share the answer they listened to from Partner B. (They will tell their new partner their old partner's answer.)
8. Have learners return to their seats. Ask the learners to each share one thing they learned from anyone.

Unit 1
The Annunciation

THE PROMISED SAVIOUR



Celebration SLIDE A



Celebration SLIDE B

Task 2



Language Objectives:

- to **listen** to the script for main ideas
- to **sequence** pictures according to the text
- to **read** and **match** summary statements with pictures
- to **retell** the main ideas using the pictures as cues

Approx. Time: 40 min

Materials:

- **Unit 1 Video**
- **Picture Set** shuffled for each pair
- **Summary Statements** for each pair
- **Unit 1 Text** for each learner

Reference:

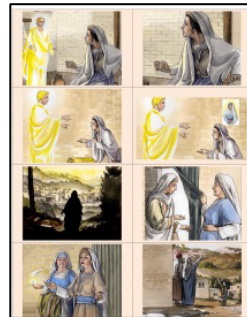
Luke 1:26-56

In the Sixth Month

Instructions:

Part A

1. Give each pair of learners a **Picture Set**. Let the learners discuss the pictures and what they think is happening in them. Then, ask each pair to predict what order the pictures will occur in the script by placing them on the table from left to right. **DO NOT 'CORRECT' PREDICTIONS.**







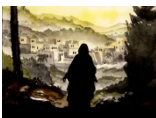



2. Have the learners watch the **Unit 1 Video**. While they listen, they are to revise the order of their pictures, if they feel this is necessary. Listen to the Audio again. **DO NOT GIVE A COPY OF THE TEXT.**

Instructor Note: All the **Audio Files** for the whole curriculum are embedded in the **Instructor PPT SLIDES. #8.** *Slides advance automatically.*

3. Have each pair of learners compare their picture sequence with another pair of learners. Have them explain the reasons for their ordering and try to come to a common agreement.
4. Play the Audio for confirmation.
5. Choose a pair of learners that has an appropriate ordering. Ask them to retell the story in brief points showing their pictures to the class.

Part B

1. Hand out **Summary Statements** to each pair of learners. Instruct the learners to match the **Summary Statements** with the pictures.
2. Again, have each pair of learners compare with another pair.
3. Play the Audio again for learners to confirm the order of their statements.
4. Read the Statements and have the learners repeat after you.

<i>Suggested Answer Key:</i>			
1. God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called the 'Son of the Highest'.		2. Mary asked how she could be pregnant because she had never slept with a man.	
3. The angel told Mary the Holy Spirit would come upon her and hover over her.		4. The angel told Mary that her cousin Elizabeth was pregnant in her old age.	
5. Mary went to the home of Zachariah and Elizabeth.		6. Elizabeth's baby leaped in her womb and Elizabeth sang for joy.	
7. Mary sang about her joy and what God had done for her and for Israel.		8. Mary stayed with Elizabeth for three months and then went back home.	

Number the jumbled Summary Statements 1-8 in the correct order.

— **Mary went to the home of Zachariah and Elizabeth.¹**

— **Mary stayed with Elizabeth for three months and then went back home.¹**

— **Mary sang about her joy and what God had done for her and for Israel.¹**

— **Elizabeth's baby leaped in her womb and Elizabeth sang for joy.¹**

— **The angel told Mary the Holy Spirit would come upon her and hover over her.¹**

— **God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called 'Son of the Highest'.¹**

— **Mary asked how she could be pregnant because she had never slept with a man.¹**

— **The angel told Mary that her cousin Elizabeth was pregnant in her old age.¹**

Summary Statements Worksheet

5. Hand out the **Summary Statements Worksheet** and have the learners number the statements in the correct order.

Answer Key:

1. *God sent the angel Gabriel to tell Mary that she would give birth to Jesus who would be called 'Son of the Highest.'*
2. *Mary asked how she could be pregnant because she had never slept with a man.*
3. *The angel told Mary the Holy Spirit would come upon her and hover over her.*
4. *The angel told Mary that her cousin Elizabeth was pregnant in her old age.*
5. *Mary went to the home of Zachariah and Elizabeth.*
6. *Elizabeth's baby leaped in her womb and Elizabeth sang for joy.*
7. *Mary sang about her joy and what God had done for her and for Israel.*
8. *Mary stayed with Elizabeth for three months and then went back home.*

Part C

1. Hand out the **Unit 1 Text** to each learner.
2. Have them read along as they listen to the Audio.

Instructor Note: The **Audio File** for this Unit is embedded in the **Instructor PPT SLIDES #15**.

Luke 1:26-56

2 In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the
Galilean village of Nazareth to a virgin engaged to be married to a man
4 descended from David. His name was Joseph, and the virgin's name, Mary.
Upon entering, Gabriel greeted her:
6 Good morning!
You're beautiful with God's beauty,
8 Beautiful inside and out!
God be with you.
10
She was thoroughly shaken, wondering what was behind a greeting like that.
12
But the angel assured her, "Mary, you have nothing to fear. God has a surprise
14 for you: You will become pregnant and give birth to a son and call his name
Jesus. He will be great, be called 'Son of the Highest.'
16 The Lord God will give him the throne of his father David;
He will rule Jacob's house forever— no end, ever, to his kingdom."
18
Mary said to the angel, "But how? I've never slept with a man."
20
The angel answered, "The Holy Spirit will come upon you, the power of the
22 Highest hover over you; Therefore, the child you bring to birth will be called
Holy, Son of God. And did you know that your cousin Elizabeth conceived a
24 son, old as she is? Everyone called her barren, and here she is six months
pregnant! Nothing, you see, is impossible with God."
26
And Mary said, "Yes, I see it all now: I'm the Lord's maid, ready to serve.
28 Let it be with me just as you say. "
30 Then the angel left her.



32 Mary didn't waste a minute. She got up and traveled to a town in Judah in the
hill country, straight to Zachariah's house, and greeted Elizabeth. When
Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled
34 with the Holy Spirit, and sang out exuberantly,

36 You're so blessed among women,
 and the babe in your womb, also blessed!
 38 And why am I so blessed that
 the mother of my Lord visits me?
 40 The moment the sound of your
 greeting entered my ears,
 42 The babe in my womb
 skipped like a lamb for sheer joy.
 44 Blessed woman, who believed what God said,
 believed every word would come true!
 46
 And Mary said,
 48 I'm bursting with God-news;
 I'm dancing the song of my Savior God.
 50 God took one good look at me, and look what happened—
 I'm the most fortunate woman on earth!
 52 What God has done for me will never be forgotten,
 the God whose very name is holy, set apart from all others.
 54 His mercy flows in wave after wave
 on those who are in awe of him.
 56 He bared his arm and showed his strength,
 scattered the bluffing braggarts.
 58 He knocked tyrants off their high horses,
 pulled victims out of the mud.
 60 The starving poor sat down to a banquet;
 the callous rich were left out in the cold.
 62 He embraced his chosen child, Israel;
 he remembered and piled on the mercies, piled them high.
 64 It's exactly what he promised,
 beginning with Abraham and right up to now.
 66
 Mary stayed with Elizabeth for three months and then went back to her own
 68 home.

Task 3



Language Objectives:

- to **raise** the learners' awareness of the use of metaphors and idiomatic language

Approx. Time: 45 min

Materials:

- Family Crossword/SLIDE** for each learner
- Idiom Strips** one per learner
- Idiom Worksheet** for each learner
- Meanings SLIDE**
- Fill-in-the-Blank Worksheet** for each learner
- Meaning & Idiom Matching Cards**

Reference:

Luke 1:26-56

What Was Behind It?

Instructions:

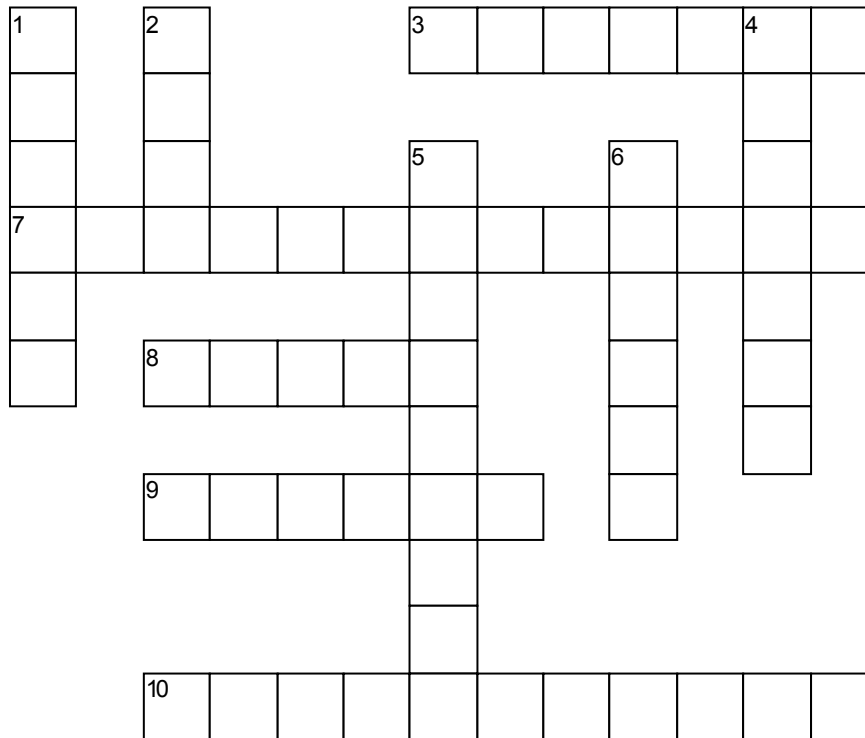
Part A

- Introduce some new family words in this text by handing out the **Family Crossword** to each learner.
- Have them compare with a partner. Fill in a **SLIDE** of the crossword by calling on pairs to provide the answers.

Answer Key:



Family Crossword



www.CrosswordWeaver.com

ACROSS	DOWN
3 to become legally accepted as husband or wife of someone in an official or religious ceremony	1 a child of a person's aunt or uncle or more generally, a distant relative
7 had sexual relations with a man (4 words)	2 a small baby (<i>literary</i>)
8 an important family, especially a royal one	4 having formally agreed to marry
9 a person who has not had sexual relations with another	5 when a woman or female animal produces a baby from her body (2 words)
10 give someone or something a name, or to know or address someone by a particular name (3 words)	6 unable to produce

Word List:

babe	barren	call his name	cousin	engaged	give birth
house	married	slept with a man	virgin		

Family Crossword Worksheet

Part B

1. Review with the learners that Luke, the writer, paints pictures with words. The English language makes use of lots of 'picturesque' language. **Idioms** are part of this picturesque language.
2. An **idiom** is a group of words whose meaning considered together is different from the meanings of each word separately. Idioms are a form of picture language because they often refer to objects in the real world to express more abstract meanings. In this task we will look at a number of idiomatic phrases in this text.
3. Hand out one of the **Idiom Strips** per person. (If you have more than 8 learners, make doubles of the idiom strips, if you have fewer than 8 you may give more than one strip per learner)

His mercy flows in wave after wave .	His mercy flows in wave after wave .
Mary didn't waste a minute .	Mary didn't waste a minute .
I'm the Lord's maid , ready to serve.	I'm the Lord's maid , ready to serve.
She was wondering what was behind a greeting like that.	She was wondering what was behind a greeting like that.

- a. Have each learner think of a literal meaning of this idiom. Have them draw a picture to illustrate the idiom on an 8 x 11 paper (or a large newsprint or static sheet)
 - b. In pairs, have the pairs show each other their pictures.
4. Put up the **Meanings SLIDE**. Still in pairs, ask learners to select the meaning that matches their idiom.

Meanings

- a woman who works as a servant for a Lord
- continuously
- did something right away
- gave... in great quantity; he gave and gave
- out of bad situations
- stopped... talking as if they were better or more clever than other people
- was ready to fight
- what was responsible for or causing

Meanings SLIDE

4. Hand out the **Idioms Worksheet** to each learner.
5. Still in pairs, have the learners scan the text to find the sentences with the idioms assigned to them.
6. Lead a discussion on the meanings of the idioms by eliciting answers from the class. Have each pair read their sentence from the **Idioms Worksheet** and say which meaning they chose from the **Idiom/Meaning Cards/ PPT**. The other learners can fill in their worksheet.

Instructor Note:

The **Idiom/Meaning Cards/SLIDE** page could be made into cards to do a matching task for review of all the idioms.

He bared his arms.	<i>was ready to fight</i>	He knocked tyrants off their high horses .	<i>stopped . . . talking as if they were better or more clever than other people.</i>
He piled on the mercies, piled them high .	<i>gave . . . in great quantity; he gave and gave</i>	He pulled victims out of the mud .	<i>out of bad situations</i>
His mercy flows in wave after wave .	<i>continuously</i>	Mary didn't waste a minute .	<i>did something right away</i>
I'm the Lord's maid , ready to serve.	<i>a woman who works as a servant for a Lord</i>	She was wondering what was behind a greeting like that.	<i>what was responsible for or causing</i>

Text

She was wondering what was behind a greeting like that.	I'm the Lord's maid , ready to serve.	Mary didn't waste a minute .	His mercy flows in wave after wave .	He bared his arms .	He knocked tyrants off their high horses.	He pulled victims out of the mud .	He piled on the mercies, piled them high .
Choose from the meanings below and write them in the box beneath the correct idiom.							
Meanings							
- a woman who works as a servant for a Lord - continuously - did something right away - gave... in great quantity; he gave and gave				- out of bad situations - what was responsible for or causing - stopped... talking as if they were better or more clever than other people - was ready to fight			

8. Hand out a **Fill-in-the-Blanks Worksheet**. Have the learners match the idiom that would best suit the situation.

Suggested Answer Key:

1. Caroline didn't waste a minute in tackling her new responsibilities.
2. What was the motive behind the bombing?
3. John piled on the compliments when he wanted something from her.
4. It is difficult to pull yourself out of the mud.
5. Losing her job knocked her off her high horses.
6. He treats her like a maid.
7. Bill always bared his arms when he saw a child being hurt.
8. Her pain came in wave after wave after the accident.

Fill-in-the-Blanks with the appropriate idiom.

- | | |
|----------------------|-------------------------------|
| - bared his arms | - didn't waste a minute |
| - in wave after wave | - knocked...off...high horses |
| - maid | - out of the mud |
| - piled on | - What was...behind |

1. Caroline _____ in tackling her new responsibilities.
2. _____ the motive _____ the bombing?
3. John _____ the compliments when he wanted something from her.
4. It is difficult to pull yourself _____.
5. Losing her job _____ her _____ her _____.
6. He treats her like a _____.
7. Bill always _____ when he saw a child being hurt.
8. Her pain came _____ after the accident.

Fill-in-the-Blanks Worksheet

Task 4



Language Objectives:

- to **comprehend** the text
- to **read** the text for details
- to **do** a multiple-choice task

Approx. Time: 30 min

Materials:

- **Multiple Choice Worksheet** for each learner

Reference:

Luke 1:26-56

Joyful News

Instructions:

1. Have the learners take out their **Unit 1 Text**.
2. Hand out the **Multiple-Choice Worksheet** to each learner. Have the learners do **Part A, Mary's Surprise** of the **worksheet**. Instruct the learners to find the best answer in *lines 1-30* of the **text**.
3. Have the learners compare answers with a partner and then have each pair report an answer to the whole class.
4. Ask the learners to do **Part B Elizabeth's Joy** by reading *lines 31-46*; go through the same procedure as in Step #3.
5. Ask the learners to choose the best answer in **Part C Mary's Response** by reading *lines 48-69* and repeating the same procedure.

Answer Key:

Part A

- | | | |
|-------|-------|-------|
| 1. a) | 2. b) | 3. c) |
| 4. c) | 5. a) | 6. b) |

Part B

- | | | |
|-------|-------|-------|
| 1. a) | 2. c) | 3. a) |
|-------|-------|-------|

Part C

- | | | |
|-------|-------|-------|
| 1. c) | 2. b) | 3. a) |
|-------|-------|-------|

Part A: Mary's Surprise (Read *Lines 1-30*)**1. Mary was:**

- a) engaged
- b) married
- c) widowed

3. God's surprise for Mary was:

- a) she would give birth to a daughter
- b) she would give birth to twins
- c) she would give birth to a son

5. The child would be called:

- a) Holy, Son of God
- b) the Spirit's son
- c) John

2. The announcement of Jesus' birth came from:

- a) a priest
- b) an angel
- c) her doctor

4. Mary would become pregnant by:

- a) her husband
- b) her man servant
- c) the Holy Spirit

6. Mary said that she was God's:

- a) daughter
- b) maid
- c) wife

Part B: Elizabeth's Joy (Read *Lines 31-47*)**1. When Mary went to see Elizabeth, Elizabeth:**

- a) Sang out
- b) Wept bitterly
- c) Screamed

2. The baby in Elizabeth's womb:

- a) kicked
- b) rolled over
- c) leaped and skipped

3. Elizabeth told Mary she was:

- a) blessed
- b) lucky
- c) unfortunate

Part C: Mary's Response (Read *Lines 48-69*)**1. Mary said:**

- a) I'm drunk with God-news
- b) I'm sad with God-news
- c) I'm bursting with God news

2. Mary believed that she was:

- a) the humblest woman on earth
- b) the most fortunate woman on earth
- c) the most beautiful woman on earth

3. Mary sang about God's:

- a) mercy and strength
- b) love and tenderness
- c) peace and prosperity

Task 5



Language Objectives:

- to **understand** that certain suffixes affect the placement of words
- to **use** the appropriate stress pattern with suffixes

Approx. Time: 30 min

Materials:

- **Word Family Cards** for each group
- **Answer Key SLIDE**

Reference:
Luke 1:26-56

Word Families

Instructions:

1. Review with the class the principle of stressed syllables in words: one syllable's vowel is said louder, longer and clearer than the vowels in the other syllables.
2. Explain that there is a pattern to stress placement in longer words that can be learned. The pattern is related to the suffixes (endings) that are attached to derive or make a certain type of word. *e.g.* the adjective *civil* can be made into a noun by adding the suffix *ity*. What is to be noted is that when the suffix *ity* is added to a root word the stress is placed on the syllable immediately before the suffix even though the root word had the stress on the first syllable.

3. List the following words on the board and read them, marking the stressed syllable with an underline: civilization personalization legalization
Ask the learners to say what the pattern of stress placement is.

Answer: on the 'a' of the suffix

4. Write these two word families on the board.
Underline the stressed syllable in each word.
civil civility civilize civilization
personal personality personalize personalization

Instructor Note: unlike the first words in the other families, *hospital* is a noun.

5. Draw attention to the stress patterns and their relationship with the suffixes. Then drill the pronunciation of the words in each family. Point out what parts of speech are formed by the addition of the suffixes.

Answer:
1st column – adjective
2nd column – noun
3rd column – verb
4th column – noun

Instructor Note: The stress pattern is totally regular for all the families in this task.

<i>Answer Key</i>			
<u>c</u>ivil	ci<u>v</u>ility	<u>c</u>ivilize	civil<u>iz</u>ation
<u>e</u>qual	equ<u>a</u>lity	<u>e</u>qualize	equal<u>iz</u>ation
<u>f</u>ertile	fert<u>il</u>ity	<u>f</u>ertilize	fertil<u>iz</u>ation
<u>f</u>inal	fin<u>a</u>lity	<u>f</u>inalize	final<u>iz</u>ation
<u>g</u>eneral	gener<u>a</u>lity	<u>g</u>eneralize	general<u>iz</u>ation
<u>h</u>ospital	hospit<u>a</u>lity	<u>h</u>ospitalize	hospital<u>iz</u>ation
<u>l</u>egal	leg<u>a</u>lity	<u>l</u>egalize	legal<u>iz</u>ation
<u>m</u>obile	mob<u>i</u>lity	<u>m</u>obilize	mobil<u>iz</u>ation
<u>n</u>ational	nation<u>a</u>lity	<u>n</u>ationalize	national<u>iz</u>ation
<u>n</u>eutral	neutr<u>a</u>lity	<u>n</u>eutralize	neutral<u>iz</u>ation
<u>p</u>ersonal	person<u>a</u>lity	<u>p</u>ersonalize	personal<u>iz</u>ation
<u>r</u>eal	real<u>i</u>ty	<u>r</u>ealize	real<u>iz</u>ation
<u>s</u>table	stab<u>i</u>lity	<u>s</u>tabilize	stabil<u>iz</u>ation
<u>s</u>terile	ster<u>i</u>lity	<u>s</u>terilize	steril<u>iz</u>ation

Word Family Answer Key SLIDE

Unit 1

The Annunciation

THE PROMISED SAVIOUR

6. Hand out a set of **Word Family Cards** to each group of 4 or 5 learners.

civil	civilize	civility	civilization
equal	equalize	equality	equalization
fertile	fertilize	fertility	fertilization

final	finalize	finality	finalization
general	generalize	generality	generalization
hospital	hospitalize	hospitality	hospitalization

legal	legalize	legality	legalization
sterile	sterilize	sterility	sterilization
stable	stabilize	stability	stabilization

real	realize	reality	realization
personal	personalize	personality	personalization
mobile	mobilize	mobility	mobilization

national	nationalize	nationality	nationalization
neutral	neutralize	neutrality	neutralization

7. The aim of the activity is for each player to collect complete Word Families such as:

civil - civility - civilize - civilization

- a) The monitor deals out five cards to each player. Decide the order in which you are going to take turns.
- b) Learners take turns to request cards from any of the other players. For example: *Murat, can I have 'civility' please?* If the player that you ask has the word, they must give you the card. You can then ask either this player or any other player for another card. If the player does not have the card, take another card from the monitor. It is now the next player's turn.
- c) When you have a complete family, put the cards face down on the table.
- d) The learner with most families when all the families are complete is the winner.
- e) The job of the monitor is to make sure that players pronounce words correctly when they ask for them. If players do not pronounce words correctly, the monitor should ask them to repeat the word.

Instructor Note:

the letters *ea* represent one vowel sound in *real* but two vowel sound in *reality*

(adapted from Hancock, Mark. *Pronunciation Games*. Cambridge University Press, 1995.)

Task 6



Language Objectives:

- to **understand** the formation of yes/no questions about the present
- to **ask** and **answer** yes/no questions about the present

Approx. Time: 60 min

Materials:

- **Grammar Shape Cards** for each pair
- **Chants SLIDE**
- **Find Someone Who Worksheet** for each learner

Reference:

Luke 1:26-56

Do You Know Mary?


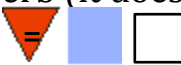
Instructions:

Part A

1. Review the formation of yes/no questions: a helping verb is positioned before the subject. The helping verb will indicate the meaning. Demonstrate with **Shapes SLIDE**.

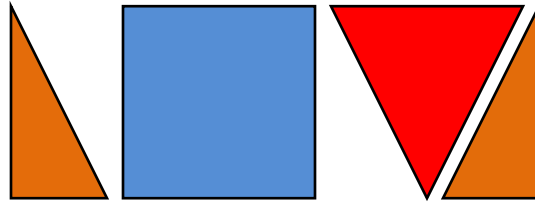


Is Mary walking?
Has Mary walked?

2. Explain that if the verb form does not have a helping then a pro-auxiliary, *do* must be used to make a question. This is the case with the present simple. *Does Mary walk? Do the children walk?* 
3. The verb *be* does not use a helping verb (it does its own helping work) *Is Mary happy?* 
4. Remind the learners of how to respond to a yes/no question by using the helping verb that was used in the question.

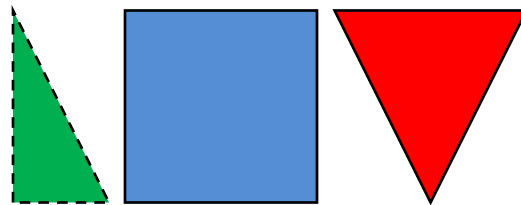
<i>e.g. Does Mary walk?</i>	<i>Yes, she does.</i>
<i>Do the children walk?</i>	<i>Yes they do.</i>
<i>Is Mary walking?</i>	<i>Yes, she is.</i>
<i>Has Mary walked?</i>	<i>Yes she has.</i>
<i>Is Mary happy?</i>	<i>Yes she is.</i>
5. If the question is to be answered negatively, the *not* is placed after the helping verb.

<i>e.g. No, she doesn't.</i>	<i>No, they don't.</i>
<i>No, she isn't.</i>	<i>No, she hasn't.</i>
6. Chant the **Do You Know Mary? Chant** with the class. Note the use of the present simple form. Use the **Cities of Judah Chant** to practice the use of the present perfect form.



Is Mary walking?

Has Mary walked?



Does Mary walk?

Do the children walk?



Is Mary happy?

Shapes SLIDE

Do you Know Mary?

Do you know Mary?

Mary who?

Mary Adamson.

Of course I do.

Do you know her little sister?

Yes, of course I do.

I know her brother, and her mother
and her father too.

Do you know her older sister?

Yes, of course I do.

I know her older sister, Annie
and her younger sister, Sue.

Do you know her cousin Lizzie?

Yes, of course I do.

I know her aunts and her uncles
and her cousins too.

Do you know her husband Joseph?

Yes, of course I do.

I know her husband and his brother
and his father too.

Do you know his cousin, Bennie?

No, I don't do you?

*Adapted from **Jazz Chants for Everyone** by Carolyn Graham, 1978, Oxford University Press, Inc.*

Do you Know Mary Jazz Chant

The Cities of Judah

Have you ever seen the cities of Judah?
Have you ever walked the streets of Jerusalem?
Have you ever been to Nazareth?
Have you ever been to Nain?
Have you ever walked in sandals
in a heavy rain?

Have you ever been in trouble?
Have you ever been in pain?
Have you ever been in love?
Would you do it all again?

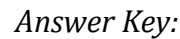
Well, I've never seen the cities of Judah.
I've never walked the streets of Jerusalem.
I've never been to Nazareth.
I've never been to Nain.
I've never walked in sandals
in a heavy rain.

But I've sure been in trouble,
I've sure been in pain,
I've sure been in love,
I'd do it all again.

*Adapted from **Jazz Chants for Everyone** by Carolyn Graham, 1978, Oxford University Press, Inc.*

The Cities of Judah Jazz Chant

1. Hand out the **Grammar Shape Cards** of the following statements from the text to pairs of learners and ask them to reorder the phrases into question format.



1. *Am I bursting with God-news?*
2. *Am I dancing the song of my Savior God?*
3. *Am I the most fortunate woman on earth?*
4. *Has God done memorable things for me?*
5. *Is his name holy?*
6. *Does his mercy flow in wave after wave?*
7. *Are they in awe of him?*

- ## 6. Do You Know Mary?

Find Someone Who

Ask different fellow learners the questions (e.g. *Are you sitting in a chair? Do you have a pet dog? Are you a student?*). Put into the blank subject slot the name of the learner that responds positively to the question.

1. _____ is sitting in a chair.
2. _____ has a pet dog.
3. _____ is a student.
4. _____ drinks coffee every morning.
5. _____ is learning English.
6. _____ has visited the United States.
7. _____ has worked as a carpenter.
8. _____ is a parent.
9. _____ is wearing black shoes.
10. _____ is the oldest child in his family.
11. _____ lives in an apartment.
12. _____ knows German.
13. _____ has traveled to Korea.
14. _____ is using a pencil for this task.

Find Someone Who Worksheet

Task 7



Language Objectives:

- to **see** Mary's experience as the fulfillment of promise in an ancient and divine pattern of promise and fulfillment
- to **reflect** on and **discuss** the significance of Mary's experience
- to **compare** three songs of joyous response

Approx. Time: 75 min

Materials:

- Childless Couple, Miraculous Birth, Joyful Response Cards** for each learner
- Mary's Birthing Cards**
- Group Discussion SLIDE and cards**
- Ultimate Birth Story Worksheet**
- Three Songs Worksheets**
- Tree Activity Board and Discussion Cards**

Reference:
Luke 1:26-56

Blessed Among Women

Instructions:

Part A: The Ultimate Unusual Birth Story

- Have the learners form groups of three (unequal ability groups) and hand out a set of **Childless Couple Cards, Miraculous Birth Cards and Joyful Response Cards** to each group and match the cards.



<p>When Abraham was ninety years old, and Sarah was seventy-five, God said to them, "I will give you a large family." And Sarah laughed, saying to Abraham, "Can I have a child when I am so old? My mistress is here with me." And he said, "You are laughing too much. I know you will have a child. By the time you are ninety, you will have a child. And Sarah will be ninety-five when she gives birth to a son. And you will call his name Isaac. For you said, 'I will have a child.' And you will say, 'God has laughed at me.' For he said, 'I will give you a large family.'"</p>	<p>At that time, Elizabeth was barren. She and her husband Zechariah were both old. And they had no children. And Zechariah said to Elizabeth, "I have dreamed a dream. I saw an angel standing before me, and he said to me, 'You will have a son. His name will be John. He will be a prophet of the Most High. He will drink the cup of the Lord. He will be filled with the Holy Spirit from the womb.'"</p>	<p>God [responded] to what she had asked... Before the year was out, Elizabeth had conceived and given birth to a son. She named him John. Elizabeth, explaining, "I asked God for this!"</p>
<p>There once was a man named Hagar. He was a slave. He was married to Sarai. Sarai was barren. And she said to Hagar, "I want a child. Will you have a child for me?" And she said to her, "Yes, I will." And she said to her, "I will give you a child. And you will call his name Ishmael. For he said, 'I will give you a child.'"</p>	<p>Don't fear, Zachariah. Your prayer has been heard. Elizabeth, your wife, will bear a son by you. You will be named John. You're going to keep the promise for you, and I will give you many delight in his birth. And I will give you a great blessing with God. He'll give me the wine and the oil. He'll give me the Holy Spirit over the desert. So, Jesus his mother's womb... Zachariah said, "The you expect me to believe this? I'm an old man and my wife is so old."</p>	<p>Sarah said, God has blessed me with laughter and all who get the news will laugh with me!</p>
<p>God visited Sarah exactly as he said he would. God did to Sarah what he promised. Sarah became pregnant and gave Abraham a son in his old age, and as the very thing God had said. Abraham named him Isaac. Abraham was a hundred years old when his son Isaac was born.</p>	<p>The wife of Sarah gave birth to a son. They named him Isaac. The boy grew and God blessed him. The Spirit of God began working in him...</p>	<p>Hannah prayed: I'm bursting with God-news! I'm walking on air! I'm laughing... I'm dancing my salvation. No one is holy like God, no rock mountain like our God.</p>
<p>When Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled with the Holy Spirit, and sang out exuberantly. You're so blessed among women, and the babe in your womb, also blessed! And why am I so blessed that the mother of my Lord visits me?</p>	<p>So Hannah... [made] a rock altar to God who works wonders. Hannah and her wife fell face down to the ground.</p>	<p>Her neighbors and relatives, seeing that God had overwhelmed her with mercy, celebrated with her. Then Zachariah was filled with the Holy Spirit and [said] blessed be the Lord, the God of Israel: he came and set his people free. He set the power of salvation in the center of our lives.</p>

- Hand out the **Mary's Unusual Birth-story Cards** and have the learners add them to appropriate categories on the table. Have them leave the cards on the table for **Part B** of this task.

<p>In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the Galilean village of Nazareth to a virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary. Gabriel said to Mary, you have nothing to fear. God has a surprise for you: You will become pregnant and give birth to a son and call his name Jesus.</p>	<p>Mary said, I'm bursting with God-news! I'm dancing the song of my Savior: God. God took one good look at me, and look what happened: I'm the most fortunate woman on earth! What God has done for me will never be forgotten. The God whose very name is holy, set apart from all others.</p>	<p>When Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled with the Holy Spirit, and sang out exuberantly. You're so blessed among women, and the babe in your womb, also blessed! And why am I so blessed that the mother of my Lord visits me?</p>
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- Have groups compare with each other to come to a common match.
- Ask the learners to fill in the appropriate response in the **Response Worksheet**.

Miraculous Births

From the choices below, fill in the correct response on the line.

1. Genesis 17-18

When Abram was ninety-nine years old, God showed up and said to him, "I am The Strong God ...I'll give you a huge family....God continued speaking to Abraham, "And Sarai your wife... I'll bless her—yes! I'll give you a son by her! ...Abraham fell flat on his face. And then he laughed, thinking, "Can a hundred-year-old man father a son? And can Sarah, at ninety years, have a baby?" God said to Abraham, "Why did Sarah laugh saying, 'Me? Have a baby? An old woman like me?' Is anything too hard for God? I'll be back about this time next year and Sarah will have a baby."

God visited Sarah exactly as he said he would; God did to Sarah what he promised: Sarah became pregnant and gave Abraham a son in his old age, and at the very time God had set. Abraham named him Isaac. ...Abraham was a hundred years old when his son Isaac was born.

Sarah said, _____

2. Judges 13

At that time there was a man named Manoah from Zorah. His wife was barren and childless. The angel of God appeared to her and told her, "I know that you are barren and childless, but you're going to become pregnant and bear a son. The boy will be God's Nazirite from the moment of his birth. He will launch deliverance from oppression." Then Manoah asked the angel of God, "What's your name? When your words come true, we'd like to honor you." The angel of God said, "What's this? You ask for my name? You wouldn't understand—it's sheer wonder."

The wife of Manoah gave birth to a son. They named him Samson. The boy grew and God blessed him. The Spirit of God began working in him...

So Manoah ... _____

- [made] a rock altar to God who works wonders. ...Manoah and his wife... fell facedown to the ground.

- God has blessed me with laughter and all who get the news will laugh with me!

3. 1 Samuel 1

There once was a man named Elkanah. {His wife Hannah had no children}
... Crushed in soul, Hannah prayed to God and cried and cried—inconsolably...
Eli (the priest) said to her, "Go in peace. And may the God of Israel give you
what you have asked of him."

God [responded] to what she had asked... Before the year was out, Hannah
had conceived and given birth to a son. She named him Samuel, explaining, "I
asked God for him."

Hannah prayed: _____

4. Luke 1-2

Don't fear, Zachariah. Your prayer has been heard. Elizabeth, your wife, will
bear a son by you. You are to name him John. You're going to leap like a
gazelle for joy, and not only you— will many delight in his birth. He'll achieve
great stature with God. He'll drink neither wine nor beer. He'll be filled with
the Holy Spirit from the moment he leaves his mother's womb.... Zachariah
said, "Do you expect me to believe this? I'm an old man and my wife is an old
woman."

It wasn't long before his wife, Elizabeth, conceived. She went off by herself
for five months, relishing her pregnancy. "So, this is how God acts to remedy
my unfortunate condition!" she said.... When Elizabeth was full-term in her
pregnancy, she bore a son...Zechariah wrote, "His name is to be John."

Her neighbors and relatives, seeing that God had overwhelmed her with
mercy, celebrated with her...Then Zachariah was filled with the Holy Spirit and
[said] _____

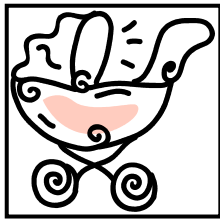
*- Blessed be the Lord, the God of Israel; he came and set his people free. He set the power of
salvation in the center of our lives.*

*- I'm bursting with God-news! I'm walking on air. I'm laughing I'm dancing my
salvation...No one is holy like God, no rock mountain like our God.*

Mary's Unusual Birth Story

In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the Galilean village of Nazareth to a virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary.

Gabriel said: _____



When Elizabeth heard Mary's greeting, the baby in her womb leaped. She was filled with the Holy Spirit, and sang out exuberantly, _____

Mary said, _____



- I'm bursting with God-news; I'm dancing the song of my Savior God. God took one good look at me and look what happened - I'm the most fortunate woman on earth! What God has done for me will never be forgotten, the God whose very name is holy, set apart from all others.

- You're so blessed among women, and the babe in your womb, also blessed! And why am I so blessed that the mother of my Lord visits me?

- Mary, you have nothing to fear. God has a surprise for you: You will become pregnant and give birth to a son and call his name Jesus.

Unit 1


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THE PROMISED SAVIOUR

Part B: *Discussing Unusual Birth Stories*

1. Summarize **Part A** by reiterating that in Mary's experience we see another unusual birth story. While it is similar to the others, it is also different in important ways. Explain that the learners will now be involved in a discussion related to this theme.
2. Review the language for participating in groups by putting up the **Language for Being a Group Participant SLIDE, Language for Being a Group Leader SLIDE, Language for a Group Reporter SLIDE**. Remind the learners that in group discussions it is important for everyone to participate.

Language for Being a Group Leader




Leader Role:

- To present the aim of the discussion
- To keep the group focused on the aim
- To keep the discussion going or moving
- To make sure that everyone is participating
- To bring the discussion to a conclusion

Introducing a Topic	Asking for Opinions	Responding
<ul style="list-style-type: none"> • Today we're going to discuss... • Our topic for today is... 	<ul style="list-style-type: none"> • What do you think (name)? • What about...? • What do you think about that? • Would anyone like to comment on what (name) said? • Does anyone have something else to add? • How about...? 	<ul style="list-style-type: none"> • That's an interesting point. • That's a good comment. • I hadn't thought of that. • So you mean/you're saying...

Language for Being a Group Participant




Participants Roles:

- To take part in the discussion
- To express opinions
- To agree and disagree correctly

Giving an Opinion	Agreeing	Disagreeing
<ul style="list-style-type: none"> • I think... • I feel... • It's my opinion that... • It seems to me that... 	<ul style="list-style-type: none"> • That's right. • True. • Yes, I see what you mean. • Maybe you're right. • Exactly! • I see your point. • Could be. 	<ul style="list-style-type: none"> • I don't think so. • Yes, but... • You may be right, but... • I see your point, but... • I can't see your point. • What about... • Yes, but you have to remember that...

Language for a Group Reporter



Reporter Role:

- To take notes
- To prepare a short report
- To present the report to the class

Introducing a Topic	Reporting Opinions	Concluding a Report
<ul style="list-style-type: none"> • Our group was discussing... • In our group, we talked about... • We discussed... 	<ul style="list-style-type: none"> • (name) said that... • (name) mentioned that... • (name) pointed out that... • (name) argued that... • (name) thought that... • (name) added that... 	<ul style="list-style-type: none"> • We came to the conclusion that... • We decided that... • We concluded that...

3. Have the learners remain in their groups of three from **Part A**. Leaving the cards on the table from **Part A**, have the learners take out their **Unit 1 Text**. Hand out the following:
 - **The Ultimate Birth-story Worksheet** (one per group)
 - **Leader, Participant, Reporter Worksheet**
4. Before they begin their discussion, appoint a group leader, a group reporter and a group participant. As the group reporter is the most challenging role, have the strongest learner take this role. The group participant can be the weakest learner. The group reporter will also receive the **Ultimate Birth-story Worksheet** and take notes.

Possible Answer Key:

1. **How is Mary's experience the same as each of the other unusual birth stories?**

<i>Impossible conceptions</i>	<i>Pre-announced</i>
<i>Special purpose for the child</i>	<i>Causes rejoicing</i>
2. **How is Mary's experience different from the other unusual births?**

Other birth stories: the couple was declared barren. Mary: no experience of barrenness but was a virgin

No biological father

Conceived by the Holy Spirit

Recognized by John the Fetus (John in Elizabeth's womb)
3. **How does Mary's experience fit in with God's unfolding plan from Old Testament days to the coming of the Messiah?**
 - The angel mentions David and Jacob's house, indicating that this child is the fulfillment to a promise made to David.
 - The angel also refers to Elizabeth, pointing to the same promise and fulfillment pattern.
 - Zachariah's song refers the prophets through whom God made his promises.
 - The unusual birth stories from the Old Testament show that the prophets were born after God made similar promises.
 - Throughout history God acts in a pattern of promise and fulfillment.
 - Mary says, "It's exactly what he promised, beginning with Abraham and right up to now." Mary's pregnancy and the birth of the Messiah is the final fulfillment in a pattern of unusual birth stories.

5. After the learners have finished their discussion, have each reporter report to the class, rotating groups with each question.

Language for Being a Group Leader		
Leader Role: To present the aim of the discussion To keep the group focused on the aim To keep the discussion going or moving To make sure that everyone is participating To bring the discussion to a conclusion		
Introducing a Topic	Asking for Opinions	Responding
<ul style="list-style-type: none"> • Today we're going to discuss... • Our topic for today is... 	<ul style="list-style-type: none"> • What do you think (name)? • What about...? • What do you think about that? • Would anyone like to comment on what (name) said? • Does anyone have something else to add? • How about...? 	<ul style="list-style-type: none"> • That's an interesting point. • That's a good comment. • I hadn't thought of that. • So you mean/you're saying...
Language for Being a Group Participant		
Participants Roles: To take part in the discussion To express opinions To agree and disagree appropriately.		
Giving an Opinion	Agreeing	Disagreeing
<ul style="list-style-type: none"> • I think... • I feel... • It's my opinion that... • It seems to me that... 	<ul style="list-style-type: none"> • That's right. • True. • Yes, I see what you mean. • Maybe you're right. • Exactly! • I see your point. • Could be. 	<ul style="list-style-type: none"> • I don't think so. • Yes, but... • You may be right, but... • I see your point, but... • I don't quite agree. What about... • Yes, but you have to remember that...
Language for a Group Reporter		
Reporter Role: To take notes To prepare a short report To present the report to the class		
Introducing a Topic	Reporting Opinions	Concluding a Report
<ul style="list-style-type: none"> • Our group was discussing... • In our group, we talked about... • We discussed... 	<ul style="list-style-type: none"> • (name) said that... • (name) mentioned that... • (name) pointed out that... • (name) argued that... • (name) thought that... • (name) added that... 	<ul style="list-style-type: none"> • We came to the conclusion that... • We decided that... • We concluded that...

Leader, Participant, Reporter Worksheet

Ultimate Birth-story

1. How is Mary's experience the same as each of the other unusual birth stories?

2. How is Mary's experience different from the other unusual births?

3. How does Mary's experience fit in with God's unfolding plan from Old Testament days to the coming of the Messiah?

Ultimate Birth Story Worksheet

Part C: *Comparing Songs of Rejoicing*

1. Divide the class into three equal sized groups (Groups A, B and C)
2. Hand out one of the songs to each group:
 Group A – **Hannah’s Song Worksheet**
 Group B – **Mary’s Song Worksheet**
 Group C – **Zachariah’s Song Worksheet**

Have the learners complete #1 on the **worksheet**, making sure everyone takes notes, as they will need to report in subsequent groups.

<i>Answer Key:</i>		
Make a list of the things for which Hannah praises God <ul style="list-style-type: none"> • <i>God is holy</i> • <i>God is in control of everything that happens</i> • <i>The strong are destroyed</i> • <i>The weak are strengthened</i> • <i>Those who had food are begging</i> • <i>Those who were hungry have food.</i> • <i>Barren women have children</i> • <i>Women without children are left without them.</i> • <i>God takes care of those who are faithful</i> 	Make a list of the things for which Mary praises God <ul style="list-style-type: none"> • <i>God is holy</i> • <i>God shows mercy</i> • <i>God takes away the power of the powerful</i> • <i>God gives power to the poor and those without power</i> • <i>God gives food to the hungry</i> • <i>The rich are left without food</i> • <i>God is in control</i> • <i>God keeps his promises.</i> 	Make a list of the things for which Zachariah praises God <ul style="list-style-type: none"> • <i>God will bring freedom and release from the oppression of the enemies.</i> • <i>God shows mercy</i> • <i>God bring salvation.</i> • <i>God keeps his promises just as he did long ago to Abraham.</i> • <i>That his son will be a prophet of the Most High to prepare the way</i> • <i>That God will bring forgiveness for people’s sins.</i> • <i>God will bring light and peace to the people who live in darkness.</i>

3. When the learners have completed #1 on the sheet have them regroup so as to form new groups. In the new groups, one person from each group A, B, and C are represented. Have each learner report on the findings of their previous group.
4. Form new groups with someone from each of the groups A, B and C. Answer the following question:
 What is similar about all three songs?
 - *God is holy and in control of everything.*
 - *God overturns the natural order of poor and rich, powerful and powerless. He removes the power and privilege from the powerful and gives it to the poor, the powerless, the barren.*
 - *God shows mercy to those who are faithful.*
 - *God keeps his promises*

1. You are in Group A.
Read the text and answer the question about Hannah below.

Group A	Hannah's song (1 Samuel 2)
<p>Hannah prayed: I'm bursting with GOD-news! I'm walking on air. I'm laughing at my rivals. I'm dancing my salvation.</p> <p>Nothing and no one is holy like GOD, no rock mountain like our God. Don't dare talk pretentiously— not a word of boasting, ever!</p> <p>For GOD knows what's going on. He takes the measure of everything that happens. The weapons of the strong are smashed to pieces, while the weak are infused with fresh strength. The well-fed are out begging in the streets for crusts, while the hungry are getting second helpings.</p> <p>The barren woman has a houseful of children, while the mother of many is bereft. GOD brings death and GOD brings life, brings down to the grave and raises up. GOD brings poverty and GOD brings wealth; he lowers, he also lifts up.</p> <p>He puts poor people on their feet again; he rekindles burned-out lives with fresh hope, Restoring dignity and respect to their lives— a place in the sun!</p> <p>For the very structures of earth are GOD's; he has laid out his operations on a firm foundation.</p> <p>He protectively cares for his faithful friends, step by step, but leaves the wicked to stumble in the dark.</p> <p>No one makes it in this life by sheer muscle!</p> <p>GOD's enemies will be blasted out of the sky, crashed in a heap and burned.</p> <p>GOD will set things right all over the earth, he'll give strength to his king, he'll set his anointed on top of the world!</p>	

Make a list of the things for which Hannah praises God	Make a list of the things for which Mary praises God	Make a list of the things for which Zachariah praises God

2. Form new groups with someone from each of the groups A, B and C.
Report to one another the answers to #1. Then answer the following question: What is similar about all three songs?

Read the text and answer the question about Mary below.

2. Form new groups with someone from each of the groups A, B and C. Report to one another the answers to #1. Then answer the following question: What is similar about all three songs?

Read the text and answer the question about Zachariah below.

2. Form new groups with someone from each of the groups A, B and C. Report to one another the answers to #1. Then answer the following question: What is similar about all three songs?

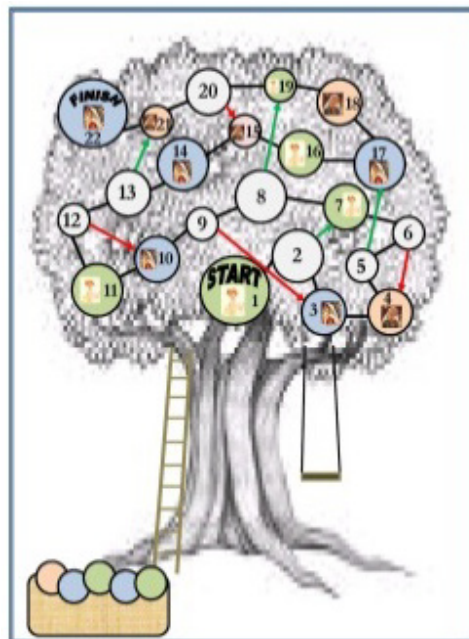
Unit 1

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THE PROMISED SAVIOUR

Part D

1. Explain to the learners they will now be discussing some deeper questions related to the text. These questions do not have 'correct' answers because they require the learners to draw their own conclusions and to draw on their own experiences.
2. Have the learners form groups of three or four.
3. Hand out the **Tree Board Activity**, Markers (playing pieces), die and a set of **Altogether Discussion Cards**.



1	QUESTIONS
	What do you think the angel meant with the words, "You are beautiful"? a. Mary had a beautiful face and a good figure b. Mary had a beautiful spirit c. Mary lived a God-honoring life
	How does Mary's pregnancy encourage Elizabeth? a. It confirms the promise to Elizabeth b. It helps Elizabeth see "the bigger picture" of God's plan c. It is nice to have a relative come to visit
	How would you describe Mary's experience of God? a. God is more powerful than all people b. God is on the side of the poor and humble c. God keeps his promises d. It is an honor and privilege to be a part of God's unfolding plan
2	QUESTIONS
	Why did God choose Mary to give birth to the Messiah? a. She earned the honor b. She lived a holy life c. She had the right ancestors d. Only God knows who he chose her
	How does Elizabeth's pregnancy encourage Mary? a. Mary had someone older to talk with about her pregnancy b. It helps Mary see "the bigger picture" of God's plan c. It helps Mary to know that she is not just making this all up
	Of the attributes of God celebrated in Mary's song, which do you appreciate most? a. God raises up the humble b. God shows mercy to every generation c. God brings down the mighty and powerful d. God keeps the promises he makes
3	QUESTIONS
	How do you think Mary felt about giving birth to the Messiah? a. Scared b. Honored c. Burdened d. Glad
	How do you explain that the baby in Elizabeth's womb (John) leaped for joy?
	Of the attributes of God celebrated in Mary's song, which challenges you most? a. God raises up the humble b. God shows mercy to every generation c. God brings down the mighty and powerful d. God keeps the promises he makes

4. Explain the rules of the activity:

- a. All players start with their playing piece off the board, with circle number one as the **Start Circle** to count on their turn. More than one playing piece can occupy the same circle.
- b. On their turn, learners roll the die and move their markers along the circles in accordance with the number rolled. When a player lands on a circle with a picture, they need to pick up an **Altogether Discussion Card** and read the question corresponding to the picture on the circle. The player then answers the question. After giving their own answer, the player must invite responses from the rest of the players, by saying, "What about you?"
- c. When a player lands on a circle with a **green arrow**, they **move up** to the next circle. When a player lands on a circle with a **red arrow**, they **move down** the arrow.
- d. The winner is the first player to reach the **Finish Circle**.

Task 8



Language Objectives:

- to **manipulate** the words of praise songs
- to **write** one's own praise song or poem

Approx. Time: 60 min

Materials:

- **Creative Forms of Praise Songs Posters 1-4 SLIDES** (print out and put on the wall or use the SLIDES)
- Poster paper & coloured pens/pencils
- **Writing a Diamante Poem Worksheet** for each learner

Reference:

Luke 1:26-56

Creative Forms of Praise

Instructions:

Part A

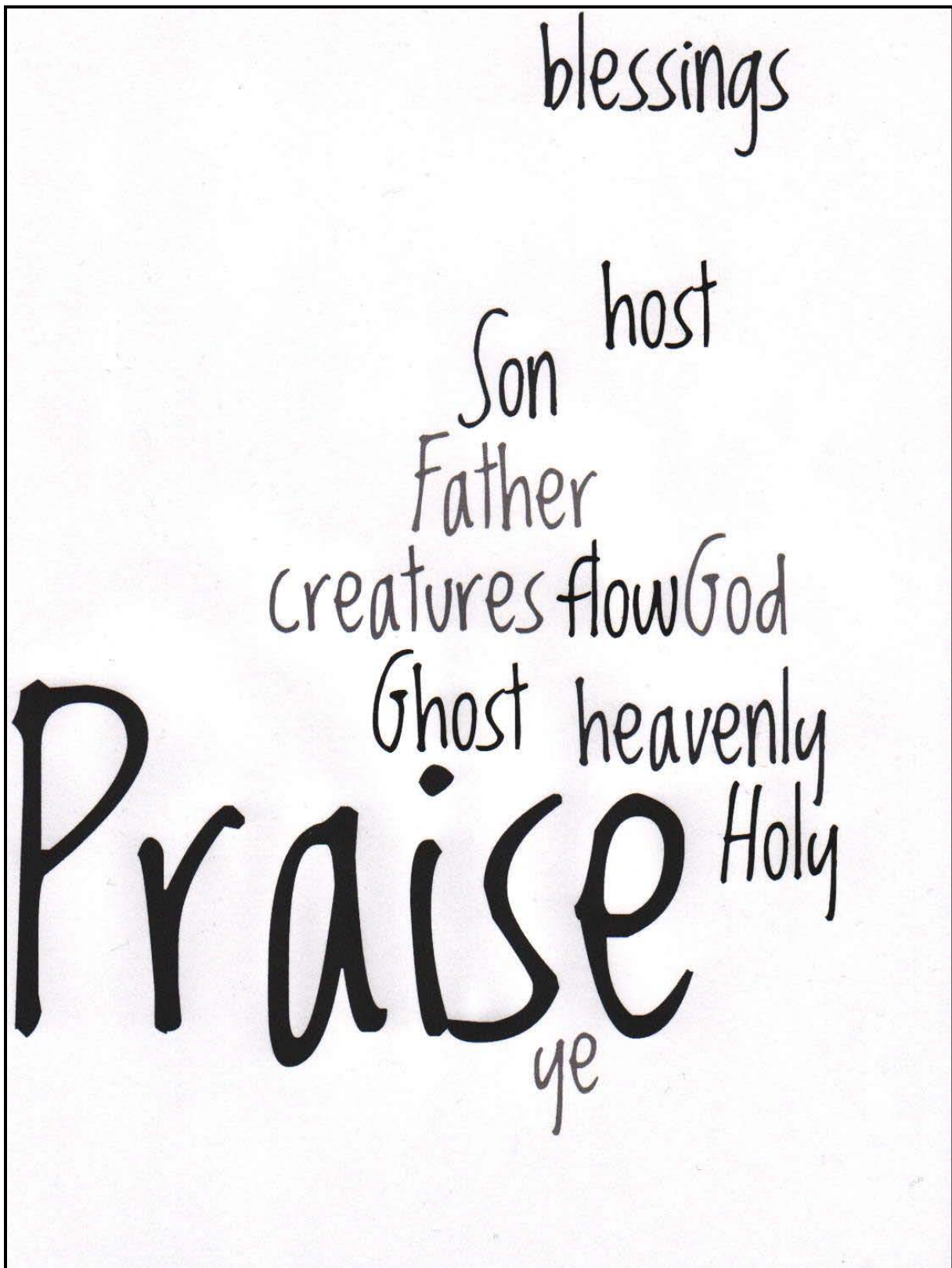
1. Introduce the idea of creative manipulation of texts by showing the **Creative Forms of Praise Song Posters**. Ask the learners if they recognize the text.

Answer: Posters 1 and 2 are the Doxology Text; Posters 3 and 4 are Mary's Song

2. Ask the learners what is different about these texts as compared to the versions being dealt with in Task 7.

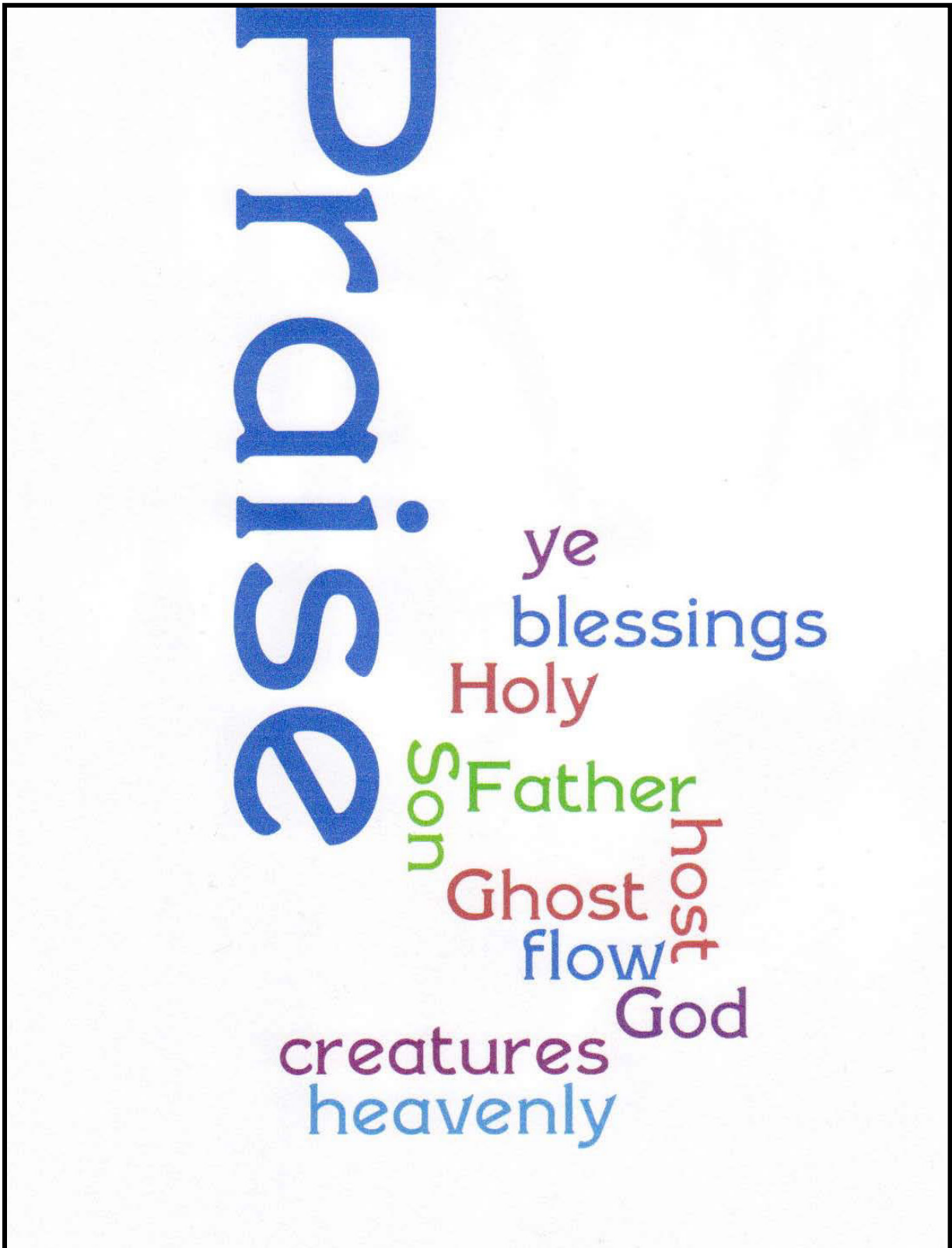
Answer: The words are placed randomly across the page, various letter sizes, only content words, no function words

3. Elicit from the learners how they respond to these shapes *e.g. are they still able to extract meaning from the text? How so? How does the size of the font express meaning?*
e.g. bigger font expresses greater importance of the word



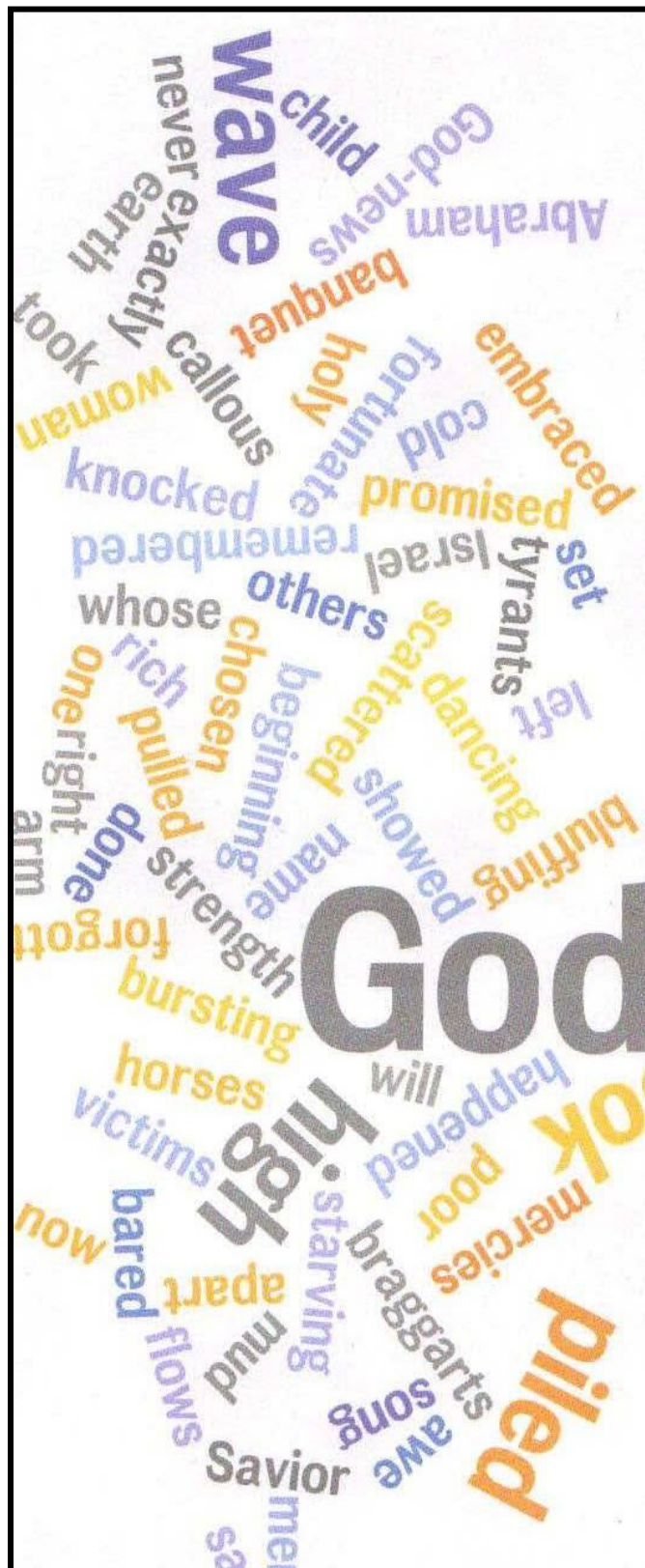
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Poster 1 SLIDE



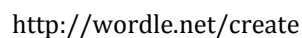
<http://wordle.net/create>

Poster 2 SLIDE



<http://wordle.net/create>

Poster 3 SLIDE



4. Have the learners choose one short piece of text from this unit (Task 2) (about 2 or 3 lines). Hand out poster paper and coloured pencils. Encourage the learners to choose lines they find meaningful. Have them create a similar creative text. Encourage them to follow the guidelines:
 - Omit the function words.
 - Decide which of your content words are most important (to be written in larger print).
 - Decide on a colour theme.
 - Decide on a pattern for arranging the words on the page.
 - Create the Poster.
5. Have the learners share their poster with the class. Have them explain why they chose the words they did and the reason for their arrangement.

Instructor Note:

This task involves the learners in detailed consideration of the meanings of the text, of the weight and balance of words and phrases, and of aesthetic issues. The intensity of this process not only gives them practice with the language of the text but also motivates. There is a kind of psychological bonding with the text which comes from working on it in so much depth. (summarized from Alan Duff *Literature* OUP 2007, p.99)

Part B: *Writing a Poem or Song*

1. Explain to the learners that in this section they are invited to write their own praise poems or songs. These songs or poems may take any form the learners choose. However, learners often need some structure to get them started.
2. Hand out the **Writing a Diamante Poem Worksheet**. Explain that these are poem templates or models that can get them started.
3. Read through the first poem on the page. The first poem is from words taken from Mary's song. Help the learners to notice how the structure of the poem expresses the contrast Mary is making between the rich and the poor. Use the following questions to guide the discussion:
 - a) What do you notice about the first and last words of this poem?
 - b) When does the tone of the poem change?
4. Read through the second poem. Ask the learners:
 - a) What do you notice about the first and last words of this poem?
 - b) When does the tone of the poem change?
 - c) What do you notice is the same about both poems?
5. Give the following information about diamante poems:
 - a) A diamante poem is a formula poem which follows set rules. The poem ends up diamond shaped, with seven lines. It helps the learners focus on vocabulary such as nouns, adjectives, and gerunds.
 - b) In order to write a diamante, you have to remember that the noun you start with NOT be the noun you end with. In fact you will end with its opposite as the poem subtly shifts to its opposite end. We have broken down the formula so that you can see that A is the subject you began with, and B is the opposite of that subject.
(<http://www.sd35.bc.ca/LM/archive/div8samplediamante.htm>)

6. Give the learners time to write their poems or songs. Encourage them to use words or ideas from the text.
7. Have them share their work with the class.
8. Have the learners label and date their writing piece and put it into their writing portfolios.

Writing a Diamante Poem

Rich
Callous, cold
Bluffing, scattering, showing
Horses, arm, mud, banquet
Bursting, dancing, embracing
fortunate, chosen
Poor

Sun
Blazing, scorching
Hiding, dancing, laughing
Summer, daylight, moonbeams, shadows
whispering, rustling, sleeping
shimmers, eclipsed
Moon

Line 1: 1 NOUN-A
Line 2: 2 ADJECTIVES-A
Line 3: 3 GERUNDS-A (verb + -ing)
Line 4: 2 NOUNS-A and 2 NOUNS-B
Line 5: 3 GERUNDS-B (verb + -ing)
Line 6: 2 ADJECTIVES-B
Line 7: 1 NOUN-B

Adapted from <http://www.sd35.bc.ca/LM/archive/div8samplediamante.html>

Writing a Diamante Poem Worksheet