UNIVERSITY OF JYVÄSKYLÄ

DISCOVER THE BIBLE IN ENGLISH!

Teaching material package for grades 8-9 in Christian schools

A Pro Gradu Thesis

by

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Lukeminen on tärkeä osa vieraan kielen opiskelua. Usein tekstinymmärtäminen rajoittuu pelkästään monivalintatehtäviin ja avoimiin kysymyksiin vastaamiseen ja varsinainen tekstin analysointi ja informaation tarkempi käsittely jäävät hyvin vähälle. Tarvittavien lukustrategioiden omaksuminen ja käyttö vieraan kielen opetuksessa ja opiskelussa on välttämätöntä, jotta tekstiaines syväopittaisiin. Syväoppimista voidaan edesauttaa monin tavoin. Elaborointi helpottaa tarvittavien muistirakenteiden syntymistä. Näiden muistirakenteiden avulla tietoa on helpompi palauttaa mieleen myöhemmin. Keksimiskiekko (the discovery disc) on hyvä apuväline tekstin sisäisten rakenteiden selventämiseen ja tekstin työstämiseen.

Tämä opetusmateriaalipaketti on suunnattu 8-9 –luokkalaisille oppijoille kristillisissä peruskouluissa. Opetusmateriaalipaketin tarkoituksena on harjoituttaa lukustrategioiden ja keksimiskiekon käyttöä englannin kielen tunneilla eri tyyppisten autenttisten raamatuntekstien avulla. Kuhunkin tekstiin liittyy tehtäviä, jotka on rakennettu seuraavalla tavalla: Oppijat harjoittelevat 1) taustatietojen käyttöä, 2) lukustrategioiden käyttöä, 3) keksimiskiekon täyttämistä ja 4) elaborointiharjoitusten tekemistä. Samalla he oppivat tärkeitä ryhmädynamiikka-, keskustelu- ja vuorovaikutustaitoja.

Opetusmateriaalipaketti on jaettu neljään osioon:1) lukustrategioiden ja keksimiskiekon harjoitteleminen äidinkielellä, 2) helpohko osio, jota opiskellaan ryhmissä opettajan johdolla, 3) keskitasoinen osio itsenäiseen ja ryhmissä opiskeluun ja 4) vaativa ja haasteellinen osio edistyneemmille oppijoille. Lisäksi pakettiin kuuluu lisämateriaaliosiot, joita tarvitaan tehtävien tekemiseen. Tekstien käyttöä opetuksessa voi soveltaa haluamallaan tavalla. Tekstejä voi käyttää lisämateriaalina tai intensiivikurssina vaikkapa projektiviikon aikana. Opettajalla on mahdollisuus muokata harjoituksia ryhmän tarpeiden ja taitojen mukaan.

Asiasanat: reading   in   L2.   reading   strategies.   elaboration. keksimiskiekko. discovery disc. Christian schools.

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1 INTRODUCTION

Text comprehension has an important role in L2 learning. Texts are used in learning in various aspects of L2 teaching. However, learners often read texts in L2 without really understanding the information well enough to memorise it as they are not equipped to use reading strategies in L2 – or even in L1. Consequently, mastering the use of reading strategies is an essential part of reading texts in L2 (e.g. Anderson 1991, Block 1986). The research on reading strategies has shown that proficient L2 learners seem to have a better command of reading strategies than less proficient ones (e.g. Block 1986). Therefore, the main goal of this teaching material package titled "Discover the Bible in English!" is to introduce ways of teaching and practising those reading strategies which learners of L2 use in order to gain the ability to understand texts more efficiently and profoundly (e.g. Kristiansen 1994a, 1994b).

There is a demand amongst Christian schools in Finland to have suitable material for their purposes when teaching children in liaison with the motives that stem from a Christian way of life. In addition, Christian schools wish to continue the upbringing children receive in their homes by basing their teaching on the Bible and Christian values (e.g. Helsingin kristillisen koulun opetussuunnitelma 1996).

Several theories support the reading strategies that are practised in this teaching material package. First, schema theorists (e.g. Carrell 1983b, Kitao 1989, 1995) point out that it is essential for learners to be able to activate the appropriate schemata so that learning becomes efficient. Elaboration helps learners deep-process information they receive, apply it to their own experience, and furthermore, retrieve it from memory through the appropriate schemata (e.g. Kristiansen 1994a). Summarising texts in L2 in is an efficient way of checking whether

learners have really understood what they have read (e.g. Havola et al. 1994). Furthermore, story grammar, hierarchical schema, and asking questions help learners organise information in their minds (e.g. Kristiansen 1998). The discovery disc (keksimiskiekko) is a teaching aid developed by Laurinen (1986). The discovery disc helps learners organise their thoughts and ideas according to the schemata they already have and add new information to them, and visualises the material to be learnt. However, as the discovery disc has not been used widely in L2 teaching and learning (e.g. Laurinen 1989) this teaching material package provides an opportunity to use it in L2 reading.

The teaching material package is divided into four units. The first unit titled "Let's Study the Bible!" introduces learners to reading strategies, elaboration, and the discovery disc. The second unit titled "The World of Wonders" with eight short texts about Jesus and his life on earth, trains learners in the use of the discovery disc. The third unit titled "Great People of God" consists of six more demanding texts and exercises. The theme is characters in the Old Testament. The fourth unit titled "Exciting Escapades of the Apostles", in turn, has four challenging texts and exercises and it introduces the Apostles Paul and Peter. All texts are authentic and taken from different versions of the Bible in English: The Book of Hope, Youth Edition, The Tabloid Bible, The New International Version, and The Good News Bible. Each text is provided with exercises. The exercises are constructed as follows:

a) Learners first get acquainted with background material to help create the appropriate schemata in their minds.

b) After reading the text learners are asked to complete exercises that train them in using a variety of reading strategies in L2.

c) The next task is to fill in the discovery disc step by step.

d) Then learners are assigned to do a task which will strengthen their memory tracks: write a short summary either in English or Finnish,

draw comics, discuss the topic with peers, dramatise the story, and so on.

e) Furthermore, after each unit there are extra tasks which provide learners with yet another set of tasks to memorise what they have learnt.

The use of various reading strategies and the discovery disc are learnt progressively. Learners will first learn how to use the simple stage of the discovery disc and are gradually encouraged to use the more demanding stages. Reading strategies are also introduced gradually in order to ensure that learners really learn how to use them.

The teaching material package has two additional units titled "The ABC of the Bible" and "Appendix" which consist of information learners need in order to complete the tasks they have been assigned. It is possible to use the teaching material package either as part of a normal classroom study or in the form of an intensive course during a project week.

Constructivism, the Christian view of life, the National Curriculum, and the curriculum of the Christian school of Helsinki are the basis for this teaching material package. These topics are discussed in Chapter 2. Memory has an important role in L2 reading. Furthermore, schema theory, various reading models, and elaboration support the learning process in L2. The use of reading strategies in L2 reading has been shown to affect learners' understanding of text. Chapter 3 introduces these topics. Chapter 4, in turn, discusses the use of summaries and the discovery disc in L2 learning. All these issues are synthesised in Chapter 5 followed by a conclusion, bibliography, and the teaching material package.

2 EDUCATIONAL BACKGROUND

This chapter studies what educational and ideological theories and viewpoints are important concerning the teaching material package. First, as the teaching material is aimed mainly at Christian schools in Finland some light is shed on the Christian view of life and the National Curriculum of the Christian school in Helsinki. Then, constructivism is introduced as a view of learning that this teaching material package is based on.

2.1 The Christian view of humankind

Arola et al. (1989:24-25) describe the relationship between people and the Christian God and how humankind is viewed in the Bible. They say that God created the world and the universe and made men and women his image to live in interaction with him and to lead a rich and fulfilled life with other people. Each person is unique and valuable in God's eyes. This view is also presented in the Curriculum of the Christian School in Helsinki (Helsingin kristillisen koulun opetussuunnitelma 1996:7-10).

Furthermore, Arola et al. (1989:24-25) point out that all people have an innate need to communicate both with one another and their God. People are active beings and have a desire to use their minds to explore the universe, its structure and principles. Thus, we are capable of reasoning, developing ideas and creating new things.

The centre of all things is not people, but God to whom they are responsible for their actions (Nikolainen 1941:92). Nikolainen (1989:93) points out that people are expected to live and behave according to the

Christian values. In addition, parents are advised to bring up their children based on these principles and support them in their growth in to maturity (Arola et al. 1989:114; Helsingin kristillisen koulun opetussuunnitelma 1996:8.)

2.2 The Curriculum of the Christian school in Helsinki and the National Curriculum

The Curriculum of the Christian school in Helsinki (Helsingin kristillisen koulun opetussuunnitelma 1996:36-38) outlines the objectives of teaching English as a foreign language in Christian schools as follows. The first objective is to motivate and root in learners an interest in studying L2s. Secondly, it is necessary to help learners acquire a solid basis in a L2 and provide learners with skills to communicate in everyday situations. Thirdly, learners should be introduced to foreign cultures and given tools to face people from different cultures and backgrounds. Learning skills, self-evaluation and responsibility towards one's own studies are also important factors in foreign language learning. Moreover, Christian teaching material should be made available in the classroom and it should be as authentic as possible and support the principles of the schools. Therefore, in the upper-grades (7-9) of Christian comprehensive schools learners are introduced to the Bible in English, which is why various biblical texts are used in this teaching material package. At this point of their studies learners have acquired skills to be able to understand Christian topics even in English.

These notions are also the goals of using the discovery disc for teaching reading strategies. However, no specific suggestions for teaching reading strategies in L2 teaching are introduced in the curriculum, which presents a need to produce teaching material

especially for learners in the upper-grade of Christian comprehensive schools. Therefore, this teaching material package is mainly aimed at learners in grades 8-9 in the Christian schools in Finland.

It is outlined in the National Curriculum (Peruskoulun opetus-suunnitelman perusteet 1994:9-12, 71-73) that one of the goals of the school should encourage learners to take part in discussions on questions concerning different values and ethics. The Curriculum of the Christian School in Helsinki (Helsingin kristillisen koulun opetussuunnitelma 1996:47-49) points out that learners in grades 7-9 in Christian schools should be provided with possibilities of discussions on ethical and philosophical issues from different cultural angles. Furthermore, a Christian view of life should be taken into account in all school subjects. By encouraging the young to process and sometimes critically evaluate the information that floods into their minds, teachers help learners become more independent and responsible for their own learning.

L2 learners of upper-grades in Finnish comprehensive schools are expected "to understand relatively easy texts on general topics" (Peruskoulun opetussuunnitelman perusteet 1994:72). Again, no clear guidelines are given for teaching reading strategies in L2 teaching in the National Curriculum. However, reading strategy training has an important position in this teaching material package. By giving learners enough information and tools to tackle difficult texts they will develop their skills in text comprehension, which will give them a wider perspective on learning and handling information in general.

2.3 Constructivism

According to the National Curriculum (Peruskoulun opetussuunnitelman perusteet 1994:9) a curriculum is "a dynamic process which reacts continually, for example, to the evaluation results and changes in society". Likewise, learners are actively rebuilding the constructions of knowledge in their minds to adjust themselves to the surrounding society (Poplin 1988:402-403; Rauste-von Wright 1994:18). Rauste-von Wright (1994:18-22) says that learners deep-process their own views, skills and attitudes, which then has an effect on how they perceive the world and the events taking place in it. As a result, from the information that learners receive they then interpret and select information for their use basing the process on previous knowledge, experiences, and the present situation. Since learners actively process the information they receive implies that in the process of learning learners actively construct information instead of just passively receiving it. Consequently, if this processing of information makes changes in the learners' knowledge, views and skills it can be called learning.

Poplin (1988:404) points out that "learning is not simply the taking in of new information as it exists externally [...], it is the natural, continuous construction and reconstruction of new, richer, and more complex and connected meanings by the learner". She also emphasises the holistic view of learning that cognitive psychology does not value: the role of interest, self-concept, connectedness, trust, and expectations in learning. Furthermore, Poplin (1988:414) points out that learning is subjective and problems in learning can result from interactions of personalities, interests, developments, expectations, and previous experiences.

Poplin (1988:403-405) adds that the learning process often requires repetition of experiences and that this often prompts new meanings and transformations of old ones. Learners may find that some information they have received earlier in some class relates to the information they receive in another class, which gives them a chance to use their past experiences and knowledge. Furthermore, learners can find new meanings through contemplation or recalled experience as it sometimes takes time for the information to be re-organised in learners' thoughts. Often learners just mechanically complete tasks without really understanding what they are doing. However, renewed interest in a topic can stimulate learners to digest the information that they have received earlier and really learn it. It is the integration of new meanings of information into the knowledge structures that creates new meanings.

Learning is always connected to learners' actions and the context in which it is taking place (Rauste-von Wright 1994:19; Kristiansen 1994:23) and learners construct new meanings within the context of their current knowledge (Poplin 1988:404). Poplin (1988:404-405) points out that two readers can view the same novel from two different viewpoints since they bring different experiences to the text. She claims that when readers read a book for the second time they bring different meanings to the text because of the new experiences between the first and second reading. Hence, the predictor of what and how learners will learn is their current knowledge. Furthermore, Poplin (1988:404) emphasises that errors are necessary to learning. By making mistakes learners will learn how to handle incongruencies and readjust their constructions of knowledge. In addition, reflective discussions, asking of questions, and construction of personal interpretations are valuable tools in learning and should not be taken too lightly.

Schema theory explains how the constructions are organised and knowledge retrieved and retrieved in human memory. In addition, it

discusses the significance of prior knowledge. Schema theory and its relation to L2 learning and reading are discussed in the next chapter (see Section 3.1).

3 READING STRATEGIES

This chapter introduces some important issues concerning L2 reading. First, first some light is shed on memory, schema theory and elaboration and their relevance to L2 reading. Second, reading strategies, the concept of proficient and less proficient readers, and the transfer of reading strategies from L1 to L2 are discussed. Third, different ways of summarising texts in L2 are introduced. Last, the discovery disc and its use in L2 reading comprehension is studied.

3.1 Schema theory and elaboration in L2 reading

In this chapter some issues concerning memory, schema theory, and elaboration and their relevance to L2 reading are discussed. First, some light is shed on short and long term memory. Ericsson and Kintsch's (1995) view on text comprehension and Schank's (1982) theory of memory are introduced. Next, schema theory and its relation to memory are discussed. Last, elaboration is presented as one of the ways of practising memory and schemata in L2 reading.

3.1.1 Memory in L2 learning and text comprehension

In the field of L1 research, Ebbinghaus (1885:54-58, 76-80) conducted a study on how quickly learners forget nonsense syllables and found that retention drops to less than 50 % savings after one day, to 25 % after a week, and to 20 % after three weeks. He also points out that the

more meaningless the context in which syllables are confronted the sooner they are forgotten.

Kristiansen (1992:236) defines the term memory as "our ability to acquire and retain information, and to recall it when needed". She remarks that learning and memory are closely related, and therefore, the question of the significance of memory in learning can only be answered if the nature of human memory is studied profoundly enough. Moreover, Kristiansen (1992: 236-237, 253-255) discusses the significance of memory and memory rehearsal in L2 learning. She points out that although new words in L2 first appear as nonsense words, the most common method used in L2 teaching for learning new vocabulary is still rote learning (repeating lists of words). Ebbinghaus (1885:90-95, 106-110) showed that this method was inefficient in memorising words and claims that syllables are best recalled, if learners study them in a meaningful context. In addition, Kristiansen (1992: 253) remarks that in L2 learning texts are often studied just by reading them a few times without any specific rehearsal or strategic plan. This view that is often come across in classroom teaching seems to be contrary to what has been pointed out about efficient learning and memorising (See 3.1.3 Elaboration and L2 reading).

Rauste-von Wright (1994: 81-83) discusses the significance of **long-term memory and short-term memory**. She states that knowledge is stored in memory where it can be retrieved when needed. Therefore, it is important to know how knowledge is organised in memory so that it can be used as efficiently as possible in the learning process. The capacity of short-term memory is about 5±2 chunks, that is, from a set of letters, words, or sentences learners usually recall 4-7 words. In addition, human memory is limited in combining information from more than about five sources at a time.

However, although human memory is limited in its capacity it does not mean that our capacity of processing information is restrained totally within the model of 5+2 chunks (e.g. Schank 1982, Kristiansen 1998, Rauste-von Wright 1994). Schank (1982:1-2) suggests that human memory is a dynamic and flexible system of various hierarchical storage rooms of information. Also, he points out that by practising and learning people can develop and adjust their capacity of organisation and storage of knowledge. Rauste-von Wright (1994:83-85) agrees with this view and says that information is organised in various ways: for example in figures and images in the background. Furthermore, people can change their views on a subject or move from one level to another when perceiving and processing information. Therefore, people are able to reconstruct their memory structures.

Schank (1982:12-13) provides a more specific model of memory. He suggests that short-term memory lasts only seconds. Therefore, in addition to short and long-term memory he says that there is "a kind of intermediate-term memory that utilizes temporary memory structures" (p.12). Furthermore, he determines how the information in **intermediate-term memory** gets retained in long-term memory. This depends on the significance of the information when it is viewed against the information already stored in long-term memory. Schank notes that people remember only those things that they find relevant: some events are forgotten while others are remembered. Therefore, there seems to be a selection mechanism that processes the information received and stores it according to what it finds the most suitable for the information concerned.

Furthermore, Shank (1982:13-14) points out that **reconstructive memory** is a device that operates in memory retrieval. There are facts about certain things in general in memories that point to the right direction in the process of recalling an incident. These facts are an

important part of our ability to remember. Moreover, by recalling a prototype of an event and colouring it with appropriate specifics reconstructs an event in our minds. For example, if people are asked to imagine driving a car there seems to be two possible ways to do so. Either they can try to recall an actual episode of doing this or resort to more general information connected with a prototype of *driving a car* that is already stored in their memory. Consequently, people have prototypes of different events in memory because they have experienced these events so often, which then has led for generalisation of the particular event. This event in turn becomes a prototype. When new information does not match old memory structures it modifies the old structures. And this is what Schank means by dynamic memory. Rauste-von Wright (1994:20) agrees with this view and says that the active construction of information is a typical feature of learning.

Service (1986:189-200) discusses the significance of working memory in reading in L2. Service (1986:192) introduces the idea that an articulatory component is connected to reading and listening. Furthermore, Service (1986:197) points out that learners of L2 with a low proficiency level often resort to bottom-up processing (see 3.1.2) instead of using the models and schemata that they have in long-term memory. Therefore, their working memory is used more than when using an L1. This should be taken into account when teaching learners of L2.

Ericsson and Kintsch (1995:211-212) discuss the significance of working memory in text comprehension and point out that in order to perform demanding cognitive tasks learners must have access to large amounts of information. In addition, contextual information plays an important role in integrating information coherently from text. They emphasise the importance of acquired memory skills and how this can

help learners in text comprehension, and therefore, introduce the division between long-term and short-term working memory. Ericsson and Kintsch (1995:212-215, 238) propose that skilled readers have acquired special memory skills, which help them in the reading process to store information in long-term memory in an accessible form. By activating necessary retrieval cues learners pick up information from long-term memory. In addition, background information helps learners find matching cues in chunks of information stored in the long-term memory.

3.1.2 Schema theory and L2 reading

Schema theory gives a specific interpretation of how knowledge is organised in human memory and how it can be stored and retrieved efficiently. Several researchers have studied schema theory and its relevance to learning and reading in L2 (e.g. Carrell and Eisterhold 1988, Kitao 1989, Silberstein 1994, Urquhart and Weir 1998.).

Schema theory is based on Bartlett's (1932) findings on the significance of memory in learning. Bartlett was interested in **associations** and their role in learning and recalling. He notes a distinction between recognising and remembering and points out that "remembering involves a greater degree of organisation, both of psychological material and of attitudes and interests" (Bartlett 1932:196). In addition, Bartlett (1932:194-201) suggests that there are bridges that connect sensory modes to each other creating matching pairs, which is essential for remembering. In the process of recalling people use these matching pairs. They rebuild the moment of an activity by utilising the organised network of past experiences and reactions.

Several studies both on L1 (eg. Dechant 1993) and L2 (e.g. Anderson and Pearson 1988; Urquhart and Weir 1998) show that the storing and organising of knowledge in reading is a process in which learners actively receive information from text and store it in the form of schemata in memory. A schema is an abstract construction - a system of components, which is constructed and adjusted based on the information that the learner receives (Bartlett 1932:200-210; Dechant 1993:121; Urquhart and Weir 1998:70). These components are divided into upper and lower ones: the lower components are seen as small variables or particles, which are needed for the upper components to be realised as they define the upper ones (Anderson and Pearson 1988, 42; Rauste-von Wright 1994:24-25; Silberstein 1994:7). Urquhart and Weir (1998:70) remark that a schema is analogous to the term background knowledge and Dechant (1993:122-123) lists several terms such as cognitive structure, long-term memory and perceptual field to describe schema or schematic structure. However, all these terms refer to the diversity of meanings learners have in their knowledge structures.

Let us take a concept *ship christening* (Anderson and Pearson 1988:43) as an example of how a schema is constructed. The component *ship christening* can be connected with several smaller components that define it and give more information about it. These comprise, for instance, words and phrases like *in dry dock, done just before launching* and *bottle broken on bow.* All these components tell us more about the incident of *ship christening,* that is, what happens when a ship is christened. Therefore, ship christening belongs to the class of upper components and the components defining it in turn to the lower components. This structure of components is often realised as a map in which the relations can be seen more clearly. (see Figure 1)

Figure 1 Ship christening (Anderson and Pearson 1988:43)
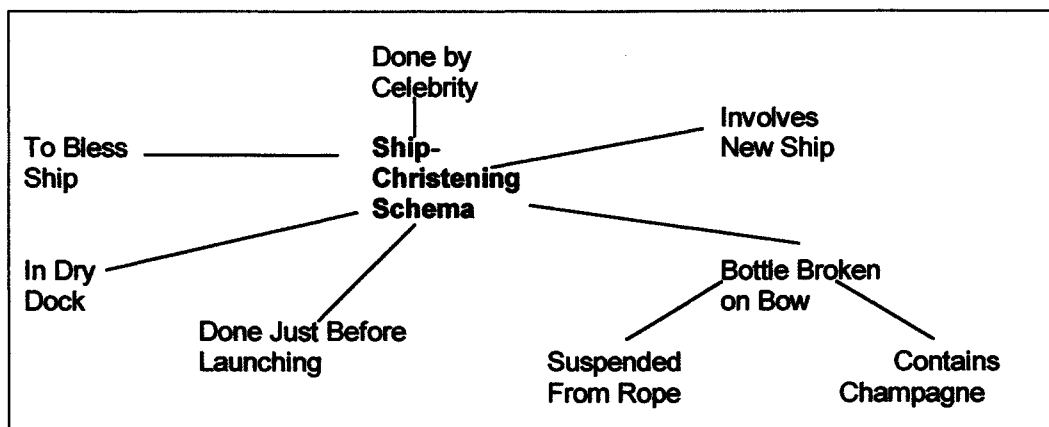
Dechant (1993:64-65) discusses the concept of reading transaction in L1 and points out that "meaning does not reside solely in the text". Rather, learners bring meaning to text, as there is an on-going interaction between reader and text. Each new sentence creates a meaning, recreating new meanings and leaving out other meanings. Thus, as Dechant (1993:121) says, learners have to perceive something that is beyond what they see or sense, that is, use information that is not available to the senses. He adds that learners create images of texts in their minds, which include elements that are not represented in the printed text. Events behind the symbols need to be reconstructed.

When schemata are being constructed prior knowledge is taken as a basis for the knowledge to be built on and pre-existing knowledge provides learners with information that can be used as a starting point for the acquisition of information (Dechant 1993:121-122). In addition, good readers are in a constant process of reconstructing, analysing, and reorganising of information. They test all the incoming information, reflecting it against their prior knowledge, the schemata. Consequently, there is always an on-going interaction between old and new information. Therefore, schemata are being re-built all the time and change constantly. When new and old information collide the new

information either **assimilates**, that is, becomes a part of the old information or **accommodates**, which means that it changes the form of the old information (Anderson and Pearson 1988:37; Rauste-von Wright 1994:26; Kristiansen 1998:23).

There are two kinds of schemata: **content** and **textual** (or formal) **schemata** (Carrell 1983b:83-84; Kitao 1989:9-19.). Carrell (1983b:81-90) acknowledges the importance of schemata in L2 pedagogy. She describes formal (or textual) schemata as "background knowledge of the formal, rhetorical organizational structure of different types of texts" and contrasts content schemata as "background knowledge of the content of a text". For example, the content schema of a text about washing clothes, celebrating New Year's Eve in Hawaii or about the economy of Mexico consists of details about these events, which learners use when they confront new situations. If learners fail to activate the right kind of schemata (formal or content) of the text they are reading, they may not gain a full understanding of the text (Carrell and Eisterhold 1988:80). Kitao (1989:2; 1995:11) also studied the significance of schemata in L2 acquisition and describes the two schemata as follows: a content schema contains general or specific information on a given topic, whereas a textual schema contains information about how the text is organised.

Carrell and Eisterhold (1988:81-82) point out that content schemata are often culture-specific and therefore L2 learners sometimes fail to make sense of a text because they may not be able to access the appropriate schemata or do not have one. Furthermore, poor readers often stumble since their command of vocabulary is not good enough. However, reading comprehension leans radically on the readers' ability to relate information from the text to the appropriate content schemata.

Kitao (1989:2; 1995:12) lists yet another form of schemata – **an event schema** or as Schank (1982:4) refers to it - **a script**. An event schema contains information about a specific event or situation (Kitao 1989:2). A script can also be seen as "some high level knowledge source" (Schank 1982:5). For example, the event schema (a script) *eating in a restaurant* contains specific information about a restaurant (menus, waiters, tables, etc.), which helps people adjust to situations and act appropriately (Kitao 1989:2). Schank (1982:7) sees scripts as useful sources of predictions that direct people in comprehension.

Kitao (1995:18) stresses the importance of content schemata in L2 reading. She points out that background knowledge does affect learners' perception of a text. The more familiar readers are with the background of the text they read the easier it is for them to understand what the writer has intended to convey. Also, a lack of an appropriate schema for a text may prevent readers from comprehending accurately. Kitao (1995:28-29) claims that L2 readers make use of the schemata they have in L2s but are not as competent in it as natives speakers in doing so. Furthermore, the proficiency level of readers seems to affect the use of schemata: intermediate level readers use more frequently a bottom-up strategy of processing. Therefore, more emphasis should be given on helping learners activate their schemata (Kitao 1995:31-32). Carrell (1983a:200) supports this view and points out that L2 reading comprehension can be affected by the failure of activating the appropriate schemata, and not necessarily by the lack of right schemata. Learners may find a text easy to understand but still do not recall it well, which seems to indicate that learners do not utilise their top-down cognitive processing. Therefore, Kitao (1995:32) suggests that learners should be given tools for how to activate the right kind of schemata. Learners should be reminded of what they already know about a topic and taught reading strategies to help them process texts.

Kristiansen (1994b:6) discusses the significance of **transfer**, that is, how the knowledge and skills acquired are adapted to new situations. The transfer of information does not take place automatically. Therefore, learners should practise new material in as many ways as possible to ensure that the information is processed efficiently and profoundly enough. L2 learners are to build a solid schema, for instance, about a certain grammatical issue by practising it in various different ways. Exercises such as multiple-choices, filling in the missing slots, or even answering open questions will not alone be efficient enough for acquiring fluency in a L2. Only when learners master the schemata of a L2 hierarchically, broadly, and sufficiently enough are they capable of using the language fluently. Furthermore, she points out that the schemata must be constructed correctly.

Different models of reading have been developed to explain what happens in the construction of knowledge when a text is processed. **Top-down models** suggest that the reading process begins on the macro levels of reading, in the minds of readers, and are seen as **content-driven** (Dechant 1993:165-167). The emphasis is on the deep-structure of a text. Readers identify letters and words only to confirm their concepts on the meaning of the text (Urquhart and Weir 1998:4-41). Goodman (1973:25-27) suggests that programmes in long-term memory regulate word encoding. Learners select graphic cues from text and use them to form perceptual images of part of the text. In addition, he emphasises learners' reading strategies, cognitive styles, and prior knowledge and their effect on the reading process.

Bottom-up models suggest that the analyses begin with the text or bits of texts which learners need in order to understand higher constructions (Urquhart and Weir 1998:40-41). Bottom-up models are seen as **text-driven** models (Dechant 1993:166). Gough's (1972) model of reading falls into the category of bottom-up models, which concentrate on the

processing of information from the lower to the higher levels of schemata. Gough (1972:331-354) discusses how learners see letters and create meanings through what he calls icons, visual images prompted by orthography. Furthermore, he suggests that the primary memory (short-term memory) becomes the working memory for the mechanisms of sentence comprehension, and that learners retrieve meanings with the help of phonological strings. When the primary memory is full of new items they are then transferred into the secondary memory (long-term memory).

Both types of models presented above seem to be deficient in explaining how the reading process really takes place. **Interactive models** of reading depict the reading process as follows: the meaning comes from several sources (eg. lexical, semantic, schematic, syntactic, graphemic cues) and learners use all levels of processing simultaneously (Dechant 1993:169-170). Also, any source of information can be the one that initiated the process. The reading process often requires using several sources. Moreover, learners select information from the sources without any set order and process letters and words simultaneously as they create meanings of what they are reading. Dechant (1993:172-173) suggests that "the reader must be flexible and genuinely interactive when reading". The requirement for this is that learners use parallel processing.

Rumelhart and McClelland (1981:43-50, 59) discuss the interactive model of reading as follows: Perception consists of a series of interacting levels, which communicate with levels immediately above and below. Communication proceeds through a mechanism consisting of nodes, which are processing units like words and letters. Nodes are activated in the process of perception. Furthermore, nodes affect each other either by activating or passivating one another depending on their relation to one another. This net input stimulates perception. Rumelhart

(1994:877-886) discusses the significance of the message centre and sees it as a three-dimensional space: one dimension represents the text, another the hypotheses (words, letters, phrases), and the third alternative hypotheses at the same level. These interact with each other in the process of reading. After perceiving the letters of a word the process proceeds to the other levels, which together with previous knowledge on the syntactic and semantic levels help learners understand what they read.

Stanovich (1980:36) introduces yet another model of reading: **interactive-compensatory model**. The idea of this model is that a weakness in a particular process can be compensated for by a strength in another source of knowledge. For example, the meaning of an unfamiliar word can be found by using the context in the text. Stanovich (1980:63-64) remarks that during the interactive-compensatory processing there seems to be a process that facilitates both word-recognition and prior sentence context. Poor readers with deficient word skills in analysis resort to prior knowledge in order to find meanings for words, whereas skilled readers with a larger vocabulary storage available tend to use prior sentence context less. In addition, good readers have better strategies for text-comprehension and remembering large units of text, and in addition, their automatised word-recognition has developed further.

Grabe (1988:58-59) discusses the differences between L1 and L2 learners in reading. He points out that L2 readers cannot be assumed to be in the same position as L1 readers since "second language readers do not begin reading English with the same English language knowledge available to English-speaking children". This sets a need to find a suitable model of reading for L2 readers for which interactive models do provide an answer. There are other factors that set a demand for an appropriate model of reading. Carrell (1983a:199-200)

found that L2 readers do not read like L1 learners and fail to use knowledge-based processes efficiently enough resorting to text-based processing. Furthermore, Carrell (1988:107) notes that linguistic deficiencies prevent L2 readers from gaining full knowledge of the text they are reading, and points out that the absence of relevant schemata causes overreliance on the text in comprehension. Sometimes poor readers resort to guessing and therefore fail to comprehend a text. Grabe (1991:374) claims that poor learners are good at guessing the meaning of words, but this does not help them overcome the problem of comprehending a text. Koda (1994:2-4, 14-15), in turn, points out that L2 readers have prior reading experience and their reading ability has developed before acquiring oral fluency in L2. Moreover, L2 learners use different cognitive procedures based on their L1 backgrounds and both L2 and L1 knowledge have an impact on L2 reading.

All these views seem to point to the direction that interactive and interactive-compensatory models are likely to be the most suitable for explaining the process of reading in L2 (Urquhart and Weir 1998:45). Grabe (1988:63) claims that interactive models provide answers to researchers interested in reading in L2. Interactive models accept both higher-level and lower-level processing as part of the reading process, which seems to be relevant in L2 reading.

3.1.3 Elaboration and L2 reading

Several researchers have studied elaboration and its relevance to learning and recalling (e.g. Anderson 1980, Levin 1988) and L2 reading (e.g. Kristiansen 1988, 1992, 1994a, 1994b, 1994d). In an educational setting, Levin (1988:191) remarks that "elaboration in learning involves meaning-enhancing additions, constructions, or generations that

improve one's memory for what is being learned". Kristiansen (1992:236) describes elaboration in memory as "the degree and extent to which incoming information is processed, and so tied to, or integrated with, already stored information".

Anderson (1980:190-191) points out that practice itself does not result in the material being remembered, but how it is processed. Meaningful processing of the material is essential in learning. Kristiansen (1994a:5) claims that there is no short-cut to efficient learning, especially in L2 learning. She points out that too often learners are provided with exercises that teachers have already prepared, elaborated, so well that there is not much for the learners to 'digest' and work on: exercises are too easy for them. She outlines efficient learning/elaboration as follows. Firstly, learners have to deep-process the information, if they want it to be stored in long-term memory, and this means that they have to be active and work to achieve results. Secondly, it is necessary for learners to apply the information they are processing to their own experiences. And thirdly, learners have to attach new pieces of information to their previous schemata. Last, Levin (1988:193) remarks that the new information learners receive should be in such a form that it makes learners process information actively.

Craik and Tulvig (1975:268) found that the depth of processing and the retention of words in episodic memory were affected by the following factors. First, the length and the number of associations in the processing have significance in elaboration: the longer and the more frequent the exercise, the better results. Second, questions leading to positive responses seemed to lead to higher retention levels. In addition, they pointed out that elaboration and minimal semantic analysis gives better results than an extensive structural analysis.

Elaborations should provide logical connections (Levin 1988:193-195; Kristiansen 1994a:5). Let us take written discourse in L2 for an example. If texts are rehearsed by using various ways to process the text – e.g. by asking, compiling and asking questions about the text - and this procedure is repeated in different ways learners adopt the content of the texts better. This is called **self-generated elaboration** (Kristiansen 1992:242-243): learners process themselves and create connections that they themselves consider logical. Kristiansen (1994d:22) points out that L2 learners find exercises that provide self-generated elaboration as a challenge, a way to solve problems, and thus learning becomes creative.

Levin (1988:193-195) says that elaborations should be as precise and logically appropriate as possible to help learners' remembering. For instance, asking questions about the information elaborated is a vital part of efficient learning, as learners have to think about the elaboration at a semantic level. In addition, elaborations should be as vivid as possible and repeated often enough to maximise the benefit. However, individual learning abilities and proficiency levels may affect this. Therefore, sometimes it is be more beneficial for inefficient learners, if teachers provide learners with easier exercises (that is, some elaborations are provided). Efficient learners are capable of elaborating on their own. Nevertheless, despite the learners' level of ability or different personalities, elaborations are beneficial for learning. Kristiansen (1994d:20) points out that it is important in L2 learning that learners elaborate information in as many different ways as possible and in several contexts in order to produce several semantic connections. By doing so learners build several memory tracks - if one track fails in the process of retrieving information then there are others still available.

Kristiansen and Kristiansen (1996a:9; 1996b:8-12) encourage learners and teachers to use elaboration in L2 text comprehension. Compiling schematic maps and story grammars/expository text grammars of texts helps learners see the text as a set of events with logical relations (see 4.2 Different methods of summarising texts in L2). Also, asking questions of the text is an efficient way of deep-processing the information. After processing the text with the help of a story grammar and questions, learners should try to memorise what they have just read by discussing it with other learners or writing their own stories. Kristiansen (1994d:25-26) remarks that efficient learning of a text in a L2 requires efficient thinking and "one way of forcing learners to think is by making them ask questions of a text". It is not possible for learners to ask question if they have not first processed the text. When answering the questions learners do not resort to phrases found in the text, but use their deep structures and form answers in their own words.

3.2 Defining reading strategies

Learners need reading strategies in order to understand texts that they read. Several researchers have discussed reading strategies in L2 and defined the term reading strategy (eg. Olshavsky 1976-1977; Hosenfeld 1977; Block 1986; Cohen 1986; Kiili and Laurinen 2000). There seems to be several views on how to define reading strategies.

Cohen (1986:133) depicts reading strategies as "mental processes that readers consciously choose to use in accomplishing reading tasks". He distinguishes strategies from other reading processes and points out that in strategies there is an element of choice involved in their selection, that is, learners are able to describe what strategies they use.

In contrast, they could not define certain unconscious reading processes.

Olshavsky's (1976-1977:656) view of reading strategies differs a bit from that of Cohen. She says that reading strategies are "purposeful means of comprehending the author's message". Kiili and Laurinen (2000:165-166), in turn, agree with Cohen's (1986:133) definition and define a reading strategy as a conscious line of action that has been adjusted to meet the requirements of the given task. Block (1986: 465) also discusses reading strategies in L2 and points out that "comprehension strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand".

3.3 Classifying reading strategies

Several researchers have introduced taxonomies of reading strategies in L1 (eg. Olshavsky 1976-1977, Pritchard 1990) and L2 (eg. Hosenfeld et al. 1981, Knight et al. 1985, Block 1986, 1992; Sarig 1987, Anderson 1991, Young 1993, Fitzgerald 1995). The following table lists and clarifies different classifications both in L1 and L2:

Table 1. Classifications of reading strategies

Hosenfeld et al. (1981)	L2	• 20 strategies
Block (1986)	L2	• 15 strategies • local linguistic and general comprehension strategies
Sarig (1987)	L2	• Four categories: technical aids moves, clarification and simplification moves, coherence-detecting moves, and monitoring moves
Anderson (1991)	L2	• 47 strategies • 5 categories: supervising strategies, support strategies, paraphrase strategies, strategies for establishing coherence in text, and test-taking strategies
Young (1994)	L2	• 27 strategies • local and global strategies
Fitzgerald (1995)	L2	• two categories: psycholinguistics and meta-cognitive strategies (9 strategies)
Olshavsky (1976-77)	L1	• 10 categories • three categories: word-related strategies, clause-related strategies, and story-related strategies
Pritchard (1990)	L1	• 22 strategies • 5 categories: developing awareness, accepting ambiguity, establishing intrasentential ties, establishing intersentential ties, and using background knowledge

Researchers have conducted several studies over the years in order to shed some light on the use of reading strategies. Block's (1986, 1992) studies are often referred to and cited. Block (1986:472-472) points out that learners respond differently to the texts they study. She has introduced the extensive and reflective modes, which affect how learners approach texts. In the reflexive mode, learners relate to texts affectively and personally, and focus on their own thoughts and feelings. In contrast, in the extensive mode learners try to process the

message conveyed by the author and concentrate on understanding the ideas of the author and do not relate to texts themselves.

Block (1986:476-488) studied comprehension strategies among nine non-proficient college students six of whom were non-native and three native speakers of English. Subjects were assigned to read two passages from a textbook on psychology. Think-aloud was used as a test method, that is, students were asked to comment aloud on their understanding of the text while reading. Subjects' responses were classified by mode of response and strategy type. Block (1986:472-474) categorised reading strategies into two types: **general comprehension** and **local linguistic strategies**. General strategies consist of comprehension–gathering and comprehension-monitoring strategies. Local strategies deal with attempts to understand specific linguistics units and occur in the extensive mode.

The local strategies are as follows:
1. Readers **paraphrase** content by using different words.
2. Readers **reread** some portions of the text to be sure of understanding.
3. Readers **question** the meaning of a clause or sentence.
4. Readers **question** the meaning of a word.
5. Readers **solve** vocabulary problems by using context or a synonym.

Block's list of general comprehension strategy types is as follows:
1. Readers **anticipate** what information will be given next in the text.
2. Readers **recognise** text structure and distinguish between main point and details. In addition they discuss the purpose of the information.
3. Readers **integrate** information by connecting bits of information with what they have already confronted in the text.

4. Readers **question** the significance or veracity of information in the text.

5. Readers **interpret** the text by drawing conclusions or forming hypotheses.

6. Readers **use general knowledge and associations** to evaluate and explain the information they are receiving or to react to it.

7. Readers **comment** on behaviour or process by describing their strategy use and feelings.

8. Readers **monitor** their comprehension by assessing their understanding.

9. Readers **notice** misunderstandings and **correct** their own behaviour.

10. Readers **react** to the text emotionally.

Sarig's (1987) classification of reading strategies in L2 is often used as a basis for other studies. Sarig (1987:107-118) studied learners of Hebrew native-language and English foreign-language and compared the reading processes of L1 learners with those of L2 learners. Sarig chose ten female high school seniors (aged 17-18) who were native Hebrew speakers and had studied English as L2 for eight years. The subjects were given pairs of texts in English and Hebrew, and assigned two tasks: (a) to analyse the text and detect the main ideas from it and (b) form a synthesis of the overall message. The goal of the study was to determine how L1 and L2 reading processes differ from each other.

Sarig (1987:110-113) uses the term *reading move* in her analysis and refers to a separate action readers take while processing texts: for example, highlighting or identification of a macro-frame of the text. Sarig found that learners used various reading strategies and divided them into four main categories as follows:

1. **Technical-aid moves** refer to different techniques readers can employ while reading texts such as skimming, scanning, using of glossary and notes, and numbering and marking key elements according to their importance. However, the maximum benefit from technical-aid strategies is gained when readers use a variety of technical-aid moves, they have understood the task appropriately and chosen suitable techniques for the task, and activate those techniques appropriately.

2. Readers use **clarification and simplification moves** (semantic-decoding), for instance, when they decode meanings of words through synonyms or paraphrase by reasoning, rhetorical functions, or concretisation. In other words, readers find ways to clarify and/or simplify. In addition, effective use of clarification and simplification strategies depends on efficient lexical, morphological, syntactic, and rhetorical recognition of utterances in context, and appropriate sizing of unit to be simplified.

3. Readers employ **coherence-detecting moves** when they, for example, identify and use content or textual schemata, macro-frames, or key information in the text. Furthermore, strategies such as the reproduction of the logical development of ideas or identifying covert and overt cohesive markers in the text when readers try to find ways to produce coherence from the text fall into the category of coherence-detecting moves. Sarig points out that the effective use of coherence-detecting moves depends on things such as on the existence and retrieval of the correct textual/content schemata, the knowledge of overt and covert coherence patterns, the ability to identify views when they are contrary to the readers' own views.

4. **Monitoring moves** refers to conscious strategies such as self-evaluation and self-questioning strategies, conscious change of

planning and carrying out of tasks, controlled and repeated skipping/scanning, identification of misunderstandings, and flexibility of reading rate. Furthermore, other monitoring moves are strategies such as detecting incompatibility of previously interpreted material with newly interpreted one, correction of mistakes, and slowing down. However, in order to employ monitoring moves well enough readers have to be constantly aware of the task and the need to control the consistency of the task. In addition, readers have to be able to identify their failures in comprehension and employ various ways of correcting and evaluating the incomprehension, interpreting decoding efforts, and even tolerating incomprehension sometimes.

Olshavsky (1976-1977:654-673) studied L1 learners' reading strategies. Twenty-four students were assigned to read a short story. Strategy usage was related to three factors: interest (high-low), reader proficiency (good-poor), and writing style (concrete-abstract). Think-aloud was used as a study method. Olshavsky (1976-1977: 664-668) found ten strategies, which she divided in three main categories:

1. **word-related strategies** (use of context to define a word, synonym substitution, stated failure to understand a word)
2. **clause-related strategies** (personal identification, re-reading, inference, addition of information, hypothesis, stated failure to understand a clause)
3. **story-related strategies** (use of information about the story)

Anderson (1991:460-472) studied what individual differences occur among L2 learners and how good and poor learners' use of strategies differs from each other. Twenty-eight Spanish-speaking college students took a standardised reading comprehension test in English.

Anderson[1] (1991:463-464) found forty-seven processing strategies and divides them into five main categories:

1. **supervising strategies** (e.g. formulating questions, stating failures in understanding, referring to the previous passage)

2. **support strategies** (e.g. skipping unknown words, visualising, expressing a need for a dictionary, scanning reading material for a specific word or phrase)

3. **paraphrase strategies** (e.g. paraphrasing, translating words into L1, speculating beyond the information presented in the text)

4. **strategies for establishing coherence in text** (e.g. using context clues, using one's background knowledge, rereading, acknowledging the lack of background knowledge, relating the stimulus sentence to personal experiences)

5. **test-taking strategies** (e.g. guessing, skipping questions)

Pritchard (1990:273-293) studied how cultural schemata influenced the use of reading strategies in L1 by American and Palauan high school students. Students were asked to read culturally familiar and unfamiliar passages in L1 and give verbal reports of their reading strategies while reading and retelling the reading material afterwards. From the reports Pritchard (1990:280) compiled a classification of twenty-two processing strategies and divided them into five categories:

1. **developing awareness** (e.g. referring to the experimental task, recognising loss of concentration, stating failure to understand a portion of the text)

2. **accepting ambiguity** (e.g. skipping unknown words, formulating a question, considering alternative inferences)

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[1] The classification is based on Nevo (1989), Pritchard (1990), Cohen (1986), and Sarig (1987).

3. **establishing intrasentential ties** (e.g. gathering information, rereading, paraphrasing, using context clues to interpret a word or phrase, reacting to author's style or text's surface structure)

4. **establishing intersentential ties** (e.g. reading ahead, relating the stimulus sentence to a previous portion of the text, extrapolating from information presented in the text, confirming/disconfirming an inference)

5. **using background knowledge** (e.g. using background knowledge of the discourse format, referring to the previous passage, responding affectively to text content, visualising, relating the stimulus sentence to personal experience, speculating beyond the information presented in the text)

Pritchard (1990:288-292) claims that the results of the study confirm that cultural schemata affect reading comprehension and processing. Subjects used strategies from categories 4 and 5 when reading culturally familiar texts. Thus, culturally familiar texts enhance students' use of background knowledge and intersentential strategies. Furthermore, when reading culturally unfamiliar texts both American and Palauan students used strategies from categories 4 and 5 to integrate their local comprehension more quickly. Therefore, relevant cultural schemata influence students' choice of reading strategies. Students would resort to strategies from categories 1, 2, and 3 more when reading culturally unfamiliar texts: accepting ambiguity or establishing intrasentential ties.

In contrast, Fitzgerald (1995:170-173) divided L2 learners reading strategies into two categories: **psycholinguistic** (graphophonics, syntax and semantics) and **metacognitive strategies** (attempts to determine the systematic ways learners approach texts and repair miscomprehension). She introduced nine metacognitive strategies (based on e.g. Anderson 1991, Block 1986, Knight et al. 1985): asking

questions, rereading, imagining, using a dictionary, anticipating or predicting, reading fast or changing speed, thinking about something else while reading or associating, skipping, and summarising or paraphrasing.

Young (1993: 493-467) studied L2 learners' cognitive processes and found twenty-seven reading strategies. She divides them into two main categories: **local** (e.g. skipping unknown words, paraphrasing, translating) and **global strategies** (e.g. skimming, anticipating, visualising). Young (1993:458) also points out that students prefer authentic texts to edited ones. Authentic texts made students frustrated and they found them less interesting.

Hosenfeld et al. (1981:415-422) give instructions on reading strategy training for L2 learners. They also present twenty reading strategies: e.g. **skipping unnecessary words, evaluating guesses, analysing unknown words, using of illustrations, side-glosses, knowledge of the world, and context in preceding and succeeding sentences and paragraphs**.

The list of classifications of different reading strategies is long. Each researcher has a personal view of categorising. Some have compiled a long list of different reading strategies (e.g. Sarig 1987, Anderson 1991, Young 1993), whereas others have shorter lists (e.g. Olshavsky 1976-77, Block 1986, Fitzgerald 1995). Therefore, it is difficult to form a coherent picture of the various reading strategies. This can be due to the fact that some researchers have based their classification on other researchers' taxonomies (e.g. Anderson 1991, Young 1993) or simply because the researchers have not agreed on how to categorise reading strategies. However, there seems to be some strategies that appear in most of the lists. A list of some types of reading strategies that frequently appear in classifications is as follows:

- skimming (e.g. Sarig 1987, Young 1993)
- scanning (e.g. Sarig 1987, Young 1993)
- skipping unknown words (e.g. Young 1993, Hosenfeld et al. 1981, Pritchard 1990)
- paraphrasing (e.g. Block 1986, Sarig 1987, Pritchard 1990, Young 1995)
- asking questions (e.g. Block 1986, Fitzgerald 1995)
- rereading (e.g. Block 1986, Olshavsky 1976-77, Pritchard 1990)
- using background knowledge, associations, and content/textual schemata (e.g. Block 1986, Sarig 1987, Olshavsky 1976-77, Anderson 1991, Pritchard 1990, Hosenfeld et al. 1981)
- self-evaluation and self-correction (e.g. Block 1986, Anderson 1991)

3.4 Proficient vs. less proficient L2 learners and reading strategies

What seems to distinguish proficient (good) and less proficient (poor) readers in L2 is their use of reading strategies. Valtanen (1994:68-74) remarks that metacognition is significant in reading in L2. She points out that good readers in L2 are better in employing their strategic abilities that poor readers. Furthermore, poor readers are less skilled in noticing their failures and remedying the situation. Valtanen (1994:85-92) found in her study of reading strategies of a L2 learner that the learner was able to monitor her comprehension problems. In addition, she was aware of the strategies she used and employed a set of repair strategies.

Garner (1987) studied learners' active role and the significance of metacognition on L1 reading comprehension. Garner (1987:16-20) defines metacognition as cognition about cognition: if cognition involves perceiving, understanding, and remembering, then in turn,

metacognition involves thinking about one's own perceiving and understanding. She distinguishes three types of metacognition: knowledge, experiences, and strategy use. Metacognitive knowledge, which grows gradually, consists of information about learners, tasks, and strategies. All these components interact with each other. Metacognitive experience acts as a back-up resource of information that helps learners organise their thoughts while reading and awakens learners' awareness of their knowledge and strategy use. Learners use strategies to remedy failures in cognition.

Block (1986: 465-466) claims that good readers are capable of monitoring their comprehension, are aware of their strategies, and use them more flexibly. Block (1992: 325-330) studied L2 and English native speakers and their monitoring processes in reading comprehension. She found that proficient L2 readers used the process almost as completely as native speakers, whereas less proficient L2 speakers were not able to identify their processes. Block (1986:477) found that both L1 and L2 readers used similar reading strategies.

Anderson (1991:468-470) also points out that both poor and good readers in L2 seem to use the same kind of reading strategies, which indicates that readers must know how to use strategies successfully and be able to combine different strategies. Furthermore, readers should know how to determine the application of a strategy. However, beginning level learners may have difficulty in applying reading strategies, even though they are aware of them, since their command of vocabulary and background knowledge are not sufficient enough. Also, it is important to teach learners of L2 how to monitor successful use of strategies.

Cohen (1986:132-133) has a different view on good and bad readers. He points out that there are not such concepts as a good or a bad

reading strategy. A successful use of reading strategies depends on readers, texts, the context, and the choice of other strategies. However, it is necessary to find the reading strategy that best suits the given task.

Olshavsky (1976-1977:668-670) also found that good L1 readers do not employ different strategies from poor readers. However, she remarks that those learners who are interested in the task use reading strategies more frequently. The results of the study support the view that reading is a problem solving process. That is, learners are able to identify problems and apply strategies to solve them. However, it is not the type of strategies that changes, but the frequency of the use of strategies that does.

3.5 Transfer of reading strategies from L1 to L2

Several researchers (e.g. Block 1986, 1992, Barnett 1987, Sarig 1987) have discussed the question of transfer of reading strategies from L1 to L2. Sarig (1987: 107-118) showed that learners handled reading tasks in L1 and L2 similarly, which indicates that reading strategies seem to transfer from L1 to L2. Block (1992:321) agrees with this view. However, she points out that "although it is generally accepted that L1 reading ability transfers to L2 reading, there is considerable debate about how and when it does so".

Block (1992:323-338) studied comprehension monitoring amongst L1 and L2 readers. Twenty-five college students were assigned to complete a standardised reading test. Students were divided into four groups: proficient and less-proficient L1 learners, and proficient and less-proficient L2 learners. The results of the study showed that differences between L1 and L2 learners were due more to reading

proficiency than to learners' language backgrounds. However, differences did exist between the monitoring of L1 and L2 readers. Interestingly, proficient L2 and L1 readers were equally able to recognise and solve the problems presented in the text. Although L2 learners may have had language-/text-based problems, this did not have an effect on basic comprehension since the learners had enough sources to solve them. Consequently, strategic resources play a more important role in L2 reading comprehension. However, both L1 and L2 learners had deficiencies in awareness of problems and the ability or inclination to take action when needed. Although the reading process of L2 learners may be less automatic and slower than that of L1 learners, their skills in evaluation and regulation of reading can compensate for this.

Barnett (1987:71-75) remarks that the data concerning the transfer of reading strategies from L1 to L2 is inconclusive. She points out that "the ability to use reading strategies in another language may depend to some extent on first language literacy, second/foreign language proficiency, and level of study in the second/foreign languages" (p.74-75). Furthermore, the ability to use reading strategies effectively varies from learner to learner, as does the development of cognitive skills.

4 USING SUMMARISING IN L2 TEXT COMPREHENSION

In this chapter some light is shed on different ways of summarising texts in L2. First, the difficulties in making summaries and teaching how to make them are discussed. Second, the significance of a story grammar in text comprehension is studied in detail. Third, some ways of processing and summarising texts in L2 are introduced. Last, the discovery disc and its use in L2 reading comprehension are viewed.

4.1 Guidelines for making summaries in L2

Traditional guidelines for writing summaries advice learners to read texts at least twice, find thematic sentences, and omit unnecessary details and repetitions (Kristiansen 1994c:149). Kristiansen (1994c:149-151) claims that the weakness of traditional guidelines for making summaries is that they bind learners to surface structures of texts instead of digging into deep structures. Learners end up writing short summaries in which they make direct quotations or just translate phrases from the original text without having to process the text.

Kristiansen (1994c:150-151) introduces the guidelines of the Matriculation Examination Board (of the year 1993) for summarising texts. The Matriculation Examination Board defines a good summary as follows: "A good summary brings out well the essential content of a text and consists of all the main points and significant details. The writer has been able to convey the message of the text independently. The summary is logical and coherent. It is also a genuine product of the writer [not a copy of the original text]" (p.150). Havola et al. (1994:5), in turn, define a summary as "an abridgement that consists of the main

point(s) of the original text and has been written using one's own words". Kauppinen and Laurinen (1987:62) claim that the purpose of a summary is to help readers form a general picture of the text.

Kristiansen's (1994c:151) new guidelines for summarising texts are as follows: detect the main information, exclude any trivial information, exclude any redundancies, and combine the main points and the points that support them and have an effect on them. She emphasises the significance of using schemata in summarising texts in L2, as does Havola et al. (1994:5-6) (see 3.1.2 Schema theory and L2 reading). In addition, Kristiansen (1994c:149-151) stresses the role of learners as active students of L2 (see 3.1.3 Elaboration and L2 reading).

4.2 Story grammar in L2 text comprehension

Kristiansen (1994c:152) points out that all stories and logical expository texts have an internal, hierarchical organisation, which helps readers rebuild the story in their minds. These constructions are called a story grammar (for an abstract story) and an expository text grammar. Several researchers have studied the concept of story grammar (e.g. Mandler and Johnson 1977, Thorndyke 1977, Mandler 1984) and its use in text comprehension and recall. Kristiansen (1994c:152) defines story grammar as "a set of rules, which defines the different parts of a text and the relations between them". Mandler (1984:18-19), in turn, views story grammar as "a rule system devised for the purpose of describing the regularities found in one kind of text [...] merely a rule system, describing materials in terms of a set of units and ways in which the units are sequenced". Mandler (1984:17-19) points out that the concept of story grammar is important since it is appears in cultures all over the world in the form of a folktale, a fable or myth, a moral

lesson or a story. In addition, people either find organisations inherent in the world or try to impose organisations upon it. Kristiansen (1998:182) adds that if stories or expository texts do not progress logically learners will try to eliminate or correct those parts which do not fit in the picture.

Several researchers have attempted to define and analyse the underlying structure of stories (e.g. Mandler 1984:22-23; Mandler and Johnson 1977:114-132, Thorndyke 1977:79-86). Accordingly, stories are compiled of the following constituents (Mandler 1984:22.23):

1. **Setting**: A protagonist and other characters are introduced. In addition, statements about the time and locale of the story.
2. **Episodes** create the overall plot structure of the story.
3. **Beginning** constituents consist of one or more events.
4. **Development** constituents also have several parts.
5. Protagonists often have **complex reactions** to the events in the story.
6. **Goal paths** are the protagonists' attempts to reach the goal.
7. **Outcomes** are the results of the attempts.
8. **Ending** constituents provide commentaries on the preceding events.

All constituents are connected to each other with *and, then*, or *cause* relations. Mandler (1984:25) depicts the underlying structure of a story as a tree-diagram (Figure 2.). Kristiansen (1998:185) suggests that this diagram is useful for analysing and producing texts in L2.

Figure 2. A simple two-episode story (Mandler 1984:25)
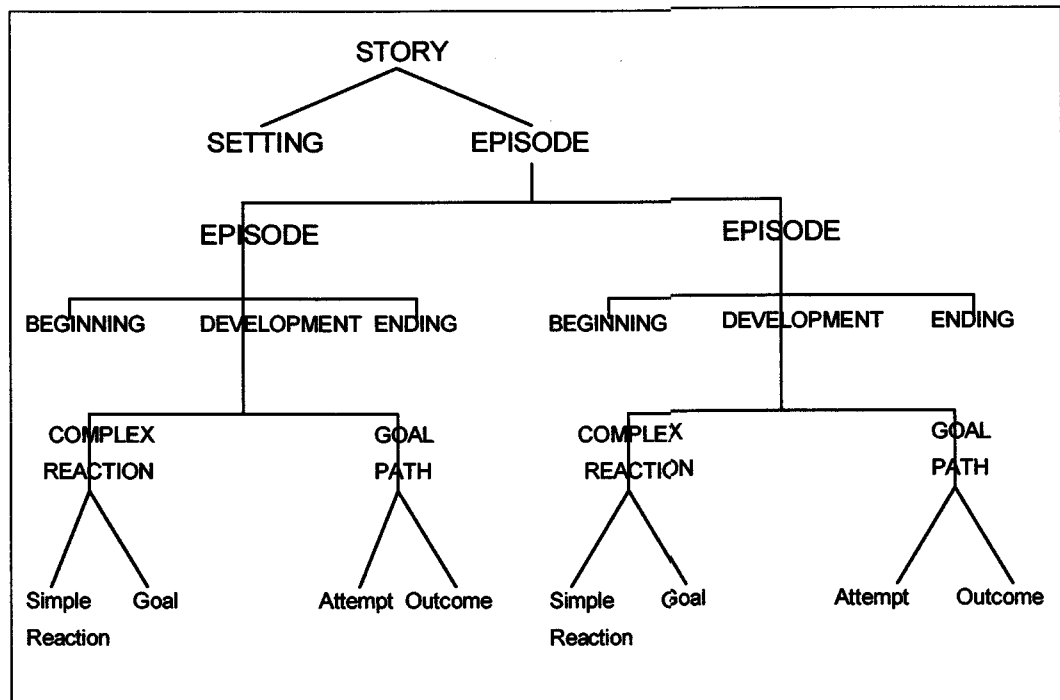
Kristiansen (1998:182-188) claims that story grammar helps remembering in two ways. First, it enables learners to analyse texts in a way that makes them easier to learn. Second, story grammar helps learners to produce logical texts. Furthermore, it is not enough just to understand the sentences of a story, but learners also have to know how to rebuild the content of the story from the elements that are given in the text. In addition, well-structured texts are easier to understand and learn, which is vital for learners of L2. Kristiansen (1998:38) emphasises that teachers should not modify texts for learners, as this breaks the natural structure of texts, but provide learners with authentic material. Then learners can activate the story grammar which they already have in their knowledge constructions. Furthermore, making use of story grammar will train learners to evaluate teaching material critically. When students study texts they have to analyse and find semantic relations between different components. Consequently,

learners will learn deep structures in texts because they have really understood and internalised the information they have received.

Laurinen and Salojärvi (1996:165-176) support Kristiansen's (1998) suggestion of teaching learners to write summaries. They studied how business college students managed to write summaries both in L1 and L2. The students were assigned to write summaries in Finnish (L1) and German (L2) of Finnish and German texts. They found that it was difficult for the students to write summaries in L1 from texts in L2. Thus, it was concluded that if the students had not understood and internalised the semantic relations in the texts in L2 they could not write coherent summaries in L1. Therefore, it is necessary for the learners to be able to create a mental picture of the written discourse in their minds in order to compile a coherent and logical summary. Laurinen and Salojärvi (1996:174-175) point out that for this reason exercises in which learners are asked to write summaries in L1 from texts in L2 are excellent for learning. This type of exercises also help teachers to evaluate how well learners understand texts in L2. Furthermore, the scholars emphasise that skills in text comprehension and making summaries is worth learning and teaching since learners will benefit from it later in their studies and work.

Kauppinen and Laurinen (1994:9) claim that if learners are assigned to write summaries in L2 from texts in L2 they tend to process the text by copying phrases as such and not stop to think about the underlying meaning of the texts. However, if learners are asked to write summaries in L1 from texts in L2 the exercises will become more like problem solving tasks as they have to process the text in L1 in order to be able to write a summary. This teaches learners a new way to approach texts in L2.

4.3 Different ways of summarising texts in L2

Havola et al. (1994:5-15, 85-86) discuss different ways of summarising texts in L2. They divide texts as follows: expository, argumentative, descriptive, and narrative texts, and newspaper articles. In addition, the scholars give advice how to analyse different types of texts and encourage learners to use mind maps (free-form diagrams of semantic relations), the discovery disc (see 4.4 The discovery disc), story grammar, and different types of schemata. They point out that diagrams and figures help learners analyse texts and produce logical and coherent summaries. Furthermore, group and pair work are ways to make learning more efficient. Havola et al. (1994:6) also point out that teacher and peer feedback is useful in learning reading skills.

Kristiansen (1994c:152-158) presents four examples for summarising and analysing texts in L2. The first example of summarising is **story grammar** (hierarchical tree structure). Story grammar is a simple way of finding a coherent structure in a text. Learners have to understand the relations between causes and consequences in texts. Story grammar is a good way of practising making summaries independently. Kristiansen (1998:191) points out that learners can also draw pictures to represent characters and episodes in texts. Especially young and weaker learners who are visually talented may find drawing beneficial. Figure 3 is an example of the use of story grammar in L2 teaching.

Figure 3. An adaptation of story grammar on the text 'At the airport' (Kristiansen 1998:188-189)

At the Heathrow airport

In the terminal   **Finland = EU**   **a long walk**

EU   **other part of the**   **hundreds of p'gers**

      world

luggage   **easy to follow**

> signs

passport control   **green line –**   **tourist information**

nothing to declare

just outside

the airport
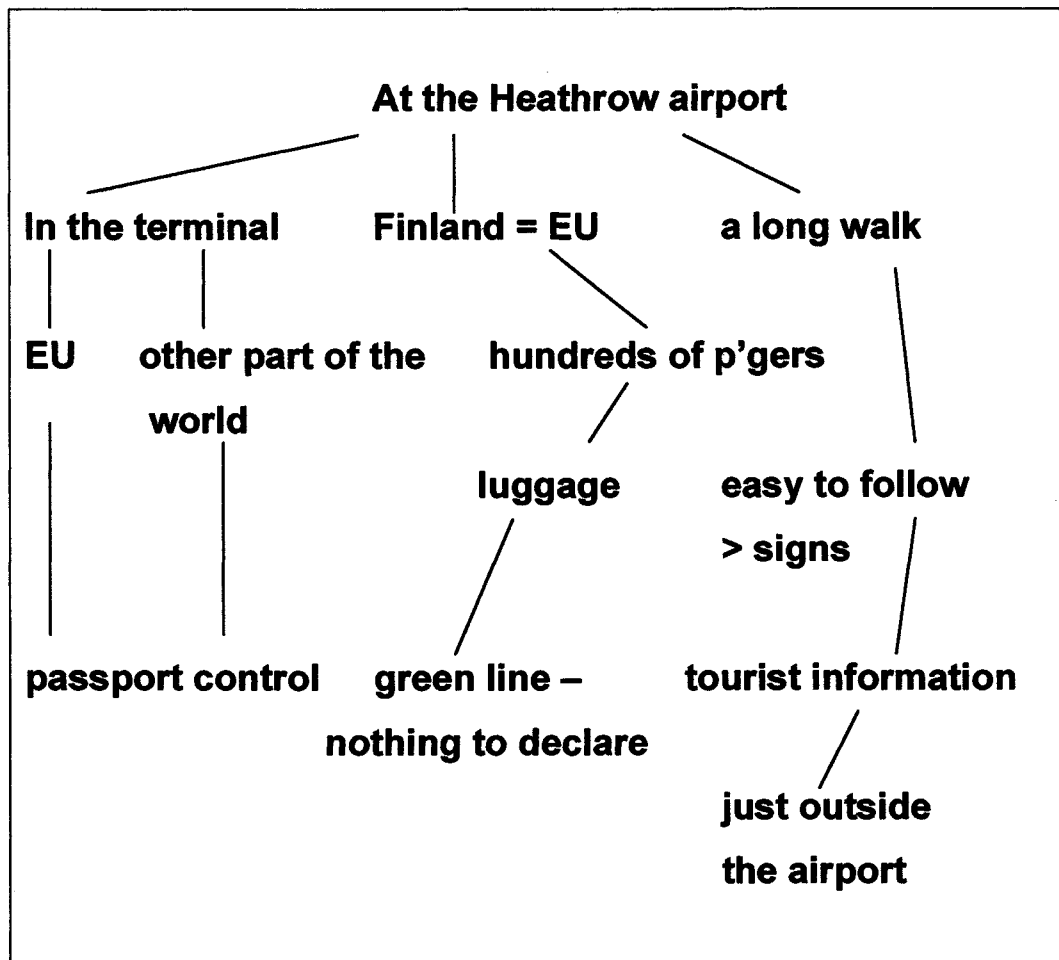
The second example is a **hierarchical schema** (> script) which is a more demanding way of summarising texts than story grammar. However, it gives learners an accurate basis for summarising because while compiling the hierarchical schema learners have to decide on the importance and relations between different concepts in texts. Figure 4 contains an example of a hierarchical schema.

Figure 4. A hierarchical schema (a script) of 'Going to a restaurant' (Kristiansen 1998:213)

```
GOING TO A RESTAURANT

OPEN DOOR
            Enter.
            Give reservation name.
                        Wait to be seated.
                        Go to table.
BE SEATED.
            Order drinks.
                        Put napkins on lap.
LOOK AT MENU.
            Discuss menu.
ORDER MEAL.
            Talk.
                        Drink water.
            Eat salad or soup.
                        Meal arrives.
EAT FOOD.
                        Finish mean.
            Order dessert.
            Eat dessert.
                        Ask for bill.
                        Bill arrives.
PAY BILL.
            Leave tip.
            Get coats.
```
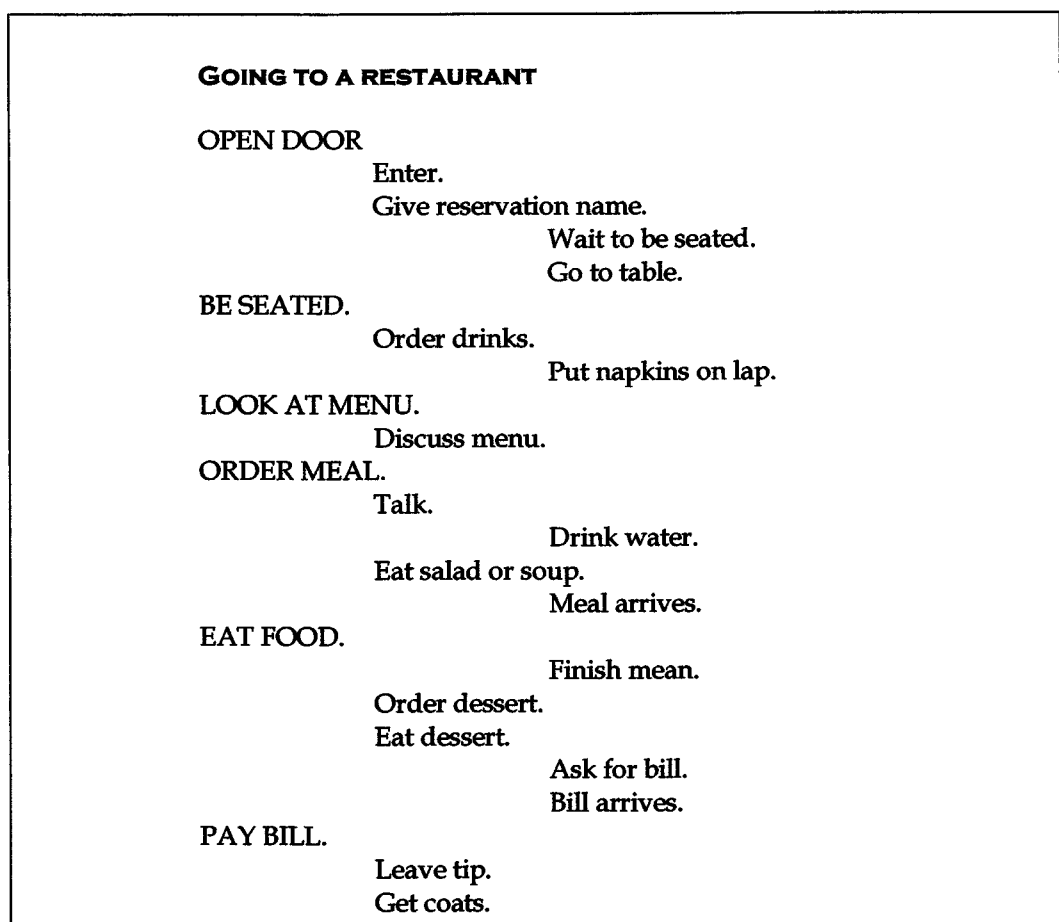
A summary based on **asking questions** is yet another way of analysing texts in L2 (Kristiansen 1994c:155-158). The third example for summarising texts in L2 is a diagram for **meaning relations of expository texts** which is built on questions concerning the semantic

relations are the basis for the summary (Kauppinen and Laurinen 1994:6). Kristiansen (1994c:156) points out that the diagram for meaning relations may first seem a bit difficult. However, it is a very efficient way of analysing texts systematically and after some practice learners will find it easy to use. Kauppinen and Laurinen (1994:5) encourage teachers of L2 to use it in teaching. Figure 5 contains an example of the diagram for meaning relations.

Figure 5. A sample of meaning relations in expository texts (Kauppinen and Laurinen 1994:6)

FACTORS AFFECTING X
Which factors promote/inhibit X?

TEMPORAL CHANGES   **CONTEXT**
How has x changed?   Where does x appear? Who use X?

THE FOCUS CONCEPT X
What is X? (characteristic features, parts)
How? (modes of appearance and action)
What are the goals and functions of X?
etc.

X AND THE SEMANTICALLY RELATED CONCEPTS
Super- and subordinate concepts
Comparison of related concepts

CONSEQUENCES
What are the advantages of X? What use does x serve?
What are the disadvantages of X? Etc.

SOLUTIONS OR RESULTS
In what ways are people trying to influence X?

Fourth, a summary compiled by asking questions can be based on **reciprocal teaching**. Reciprocal teaching is an efficient way of making learners really process what they read: learners ask questions concerning the text and find answers for them. They will work in small groups and ask questions from each other and answer them or study and analyse texts independently. Figure 6 provides an example of asking questions concerning texts.

Figure 6. An example of asking questions concerning the text 'Drug Smuggling' (Kristiansen 1994c:156)

DRUG SMUGGLING		
1. WHAT? WHERE? heroin at the airport	**2. WHERE FROM? WHO?** from Columbia, poor people	**3. HOW? WHY?** in capsules, for money
4. ANY CHANGES? at first marihuana, then cocaine	**5. WHY?** smuggling heroine more beneficial than cocaine	**6. HOW?** cheap small packets
7. CONSEQUENCES? the amount of heroin addicts growing	**8. ACTIONS?** co-operation with the Colombian police	**9. RESULTS?** more smuggler are being caught

The discovery disc (keksimiskiekko), which is a method for teaching and learning reading strategies, is based on asking questions (Laurinen 1990). It is discussed and analysed in more detail in section 4.4.
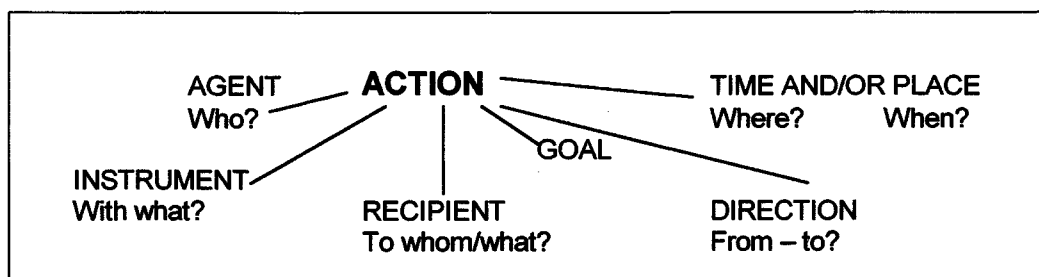
4.4 The discovery disc

The discovery disc is a method that helps learners practice their text comprehension and reasoning skills more efficiently. First, some light is shed on the history and development of the method. Then it is reported what components discovery disc is compiled of and how it can be used. Next, the objectives of the discovery disc are discussed. Finally, it is considered how this teaching aid can be used in teaching learners to read Bible stories.

4.4.1 The history and development of the discovery disc

Kauppinen and Laurinen (1984:30-32) suggest that each sentence consists of an argument, a proposition. A proposition is a thinking unit that is constructed of concepts and the relations between concepts. For example, a sentence *Mother likes apples* consists of both the ideas of *liking* and *eating* something although eating is not "visible" in the sentence structure. These thinking units can be connected to each other through an action or an activity. Kauppinen and Laurinen (1984) base their ideas on Schank's (1982) theory of memory (section 3.1.1). The following figure will shed some light on how concepts are connected to each other:

Figure 7. Thinking units (Kauppinen and Laurinen 1984:31)


```
            AGENT      ACTION              TIME AND/OR PLACE
            Who?                           Where?      When?

                                  GOAL
    INSTRUMENT
    With what?         RECIPIENT           DIRECTION
                       To whom/what?       From – to?
```

Laurinen (e.g. 1986, 1989) has studied learners' reasoning skills and text comprehension in L1. She developed the idea behind the discovery disc during several experiments. Laurinen (1989:150-159) investigated how third and fourth graders wrote short stories and found that those stories followed the sructure of story grammar. However, poor writers had difficulties in perceiving the concepts presented in figure 7. Consequently, during a longitudinal teaching experiment (in Tampere 1984-1988) a group of researchers came up with an idea that these concepts should be placed in a circle or a disc to help poor learners' text comprehension. Therefore, Laurinen (1989:159-174) designed the discovery disc to create a way to help learners develop their reasoning skills and the production of texts. Blom and Laurinen (1991) later developed the discovery disc for analysing newspaper articles in L1. However, Blom and Laurinen (1991:1-2) point out that the discovery disc can be used for any text that consists of an action or activity – even texts in schoolbooks.

4.4.2 The design of the discovery disc

The design of the discovery disc presented here is based on an article written by Blom and Laurinen (1991) which discusses the possibilities of using the discovery disc for developing reading skills in L1 of

comprehensive school learners. More specifically, they introduce the discovery disc in analysing newspaper articles.

The discovery disc consists of three successive levels or discs:

1. basic disc (*peruskiekko*)
2. defining disc (*määritekehä*)
3. extended discovery disc (*laajennettu keksimiskiekko*).

The three levels are placed one on top of the other so that the basic disc is in the centre, the defining disc around the basic disc, and the extended discovery disc, in turn, around the defining disc (Figure 8).

Figure 8. The basic, defining, and extended discovery discs

Blom and Laurinen (1991:33-36) remind that depending on the age and level of learners they can work individually or in pairs and in small groups. Young learners benefit more from working in pairs and small groups since their reading skills are not yet necessarily very developed and working with somebody can help them get started more easily. Again, it is more beneficial especially for younger learners if they have a chance to get acquainted with the new method with their teacher taking them through the procedure step by step. Moreover, fruitful discussions and observations often occur when the whole class is involved in filling up the discovery disc, which is an advantage of reciprocal teaching (section 4.3).

Blom and Laurinen (1991:3-6,10-17) give explicit advice how to use the discovery disc. Before learners can start filling in the disc, they should read carefully the text chosen for the exercise. All three discs have a special function. The basic disc consists of basic elements, the defining disc provides more specific descriptions and definitions of the elements, and the extended discovery disc, in turn, offers a chance to view texts in a wider context.

The Basic Disc. The first thing to do when filling in the basic disc is to decide which verb can be regarded as the active main verb of the text or around which the course of action builds up. Once this is done, the verb is placed in the centre of the disc. In order to find the verb learners advised to ask questions so as to help them locate words or expressions which are connected to the action. Therefore, the target of action is stated in the form of a question: "What is being done?/What is happening?". All the basic elements that are connected to the verb are placed around the verb in slots reserved for them. There are eight basic elements in the discovery disc which too are easier to locate in a text if they are first introduced in the form of questions. The basic elements are listed below:

1. Agent of the action – Who or what is doing something?

2. Target of the action – What is the target of action?

3. Time of the action – When is the action taking place?

4. Place of the action - Where is the action taking place?

5. Instrument of the action – How is the action carried out? Who or what is helping the action to be accomplished?

6. Recipient of the action – To whom or what is the action carried out?

7. Beginning of the course of the action – Where or when did the action begin?

8. Direction of the course of the action- What direction did the action take?

In order to illustrate more precisely how the discovery disc is used for reading comprehension and text analysis, the well-known Christmas story is presented as an example:

'That night in the fields near Bethlehem some shepherds were guarding their sheep. All at once an angel came down to them from the Lord, and the brightness of the Lord's glory flashed around them. The shepherds were frightened. But the angel said, "Don't be afraid! I have good news for you _ _ _ this very day in King David's home town a Saviour was born for you. He is Christ the Lord. Your will know who he is, because you will find him dressed in baby clothes and lying on a bed of hay. _ _ _ After the angels had left and gone back to heaven, the shepherds said to each other, "let's go to Bethlehem and see what the Lord has told us about." They hurried off and found Mary and Joseph, and they saw the baby lying on a bed of hay. When the shepherds saw Jesus, they told his parents what the angel had said about him. Everyone listened and was surprised. But Mary kept thinking about all this and wondering what it meant.' (The Book of Hope, International Youth Edition 1996. Margate, FL: Book of Life International, 5-6)

So, one set of "right" answers could be as follows: The action of the story is *to go and see* and it is placed in the centre of the basic disc.

1. Agent of the action: *The shepherds*

2. Target of the action: *What the Lord has told them about*, that is, *go and see baby Jesus*

3. Time of the action: *at night*

4. Place of the action: *Bethlehem*

5. Instrument of the action: *not mentioned*

6. Recipients of the action are *Mary, Joseph, and the baby.*

7. Beginning of the course of action: *the fields near Bethlehem.*

8. Direction of the course of action: *Bethlehem.*

Figure 9 illustrates how the alternatives for the basic elements are placed in the basic disc.

Figure 9. The basic disc
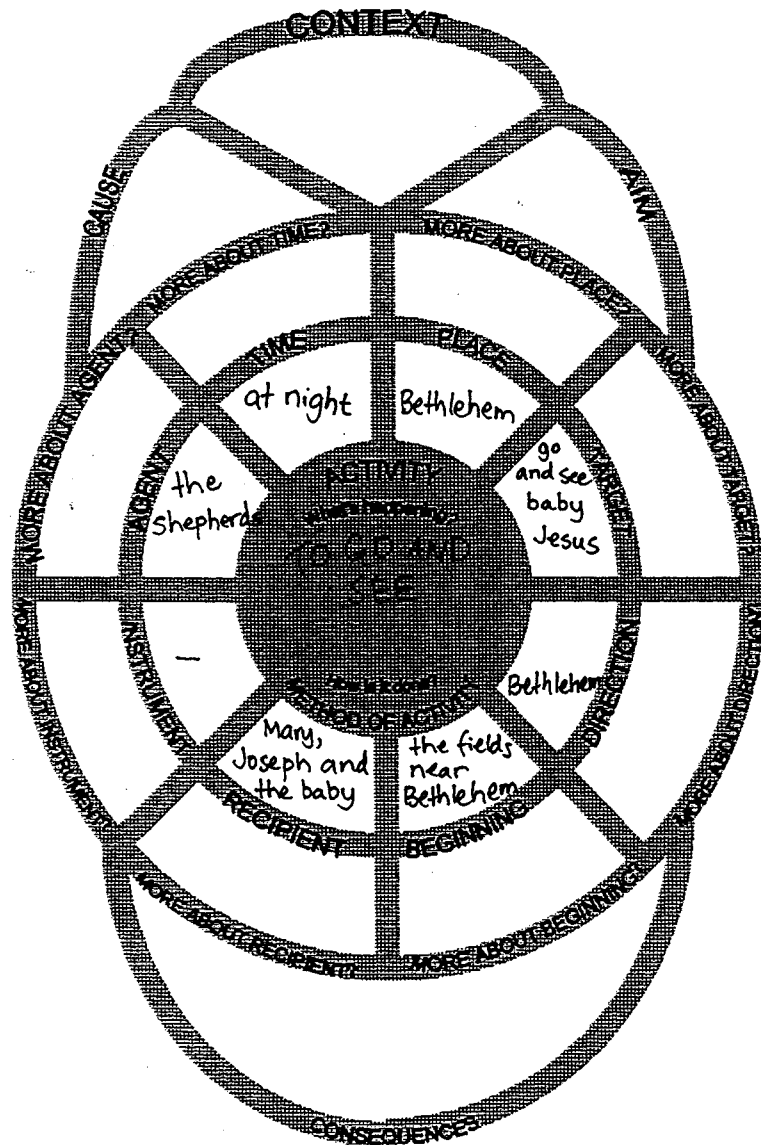
Blom and Laurinen (1991:3-6) point out that there are not necessarily "right" answers to all the questions. Although the basic elements are the most general elements in sentences and stories, not all the elements are always found in texts. It all depends on the verb placed in the centre of the disc and how the questions are interpreted. For example, if a text is about *travelling* or *going to places*, like in the Christmas story presented above, both the beginning and the direction of action are bound to be concrete places or moments in time. However, if the active verb is a more abstract one, like *to plan*, for instance, then it may be more difficult to find the answers to all the questions there are in the disc. When difficult texts or problems in filling in the slots occur, they can be a source for fruitful discussions and even for debates. This is helpful for the development of learners' reasoning skills, and therefore, they will benefit from it later. Also, different opinions will teach learners to view things from different points of view.
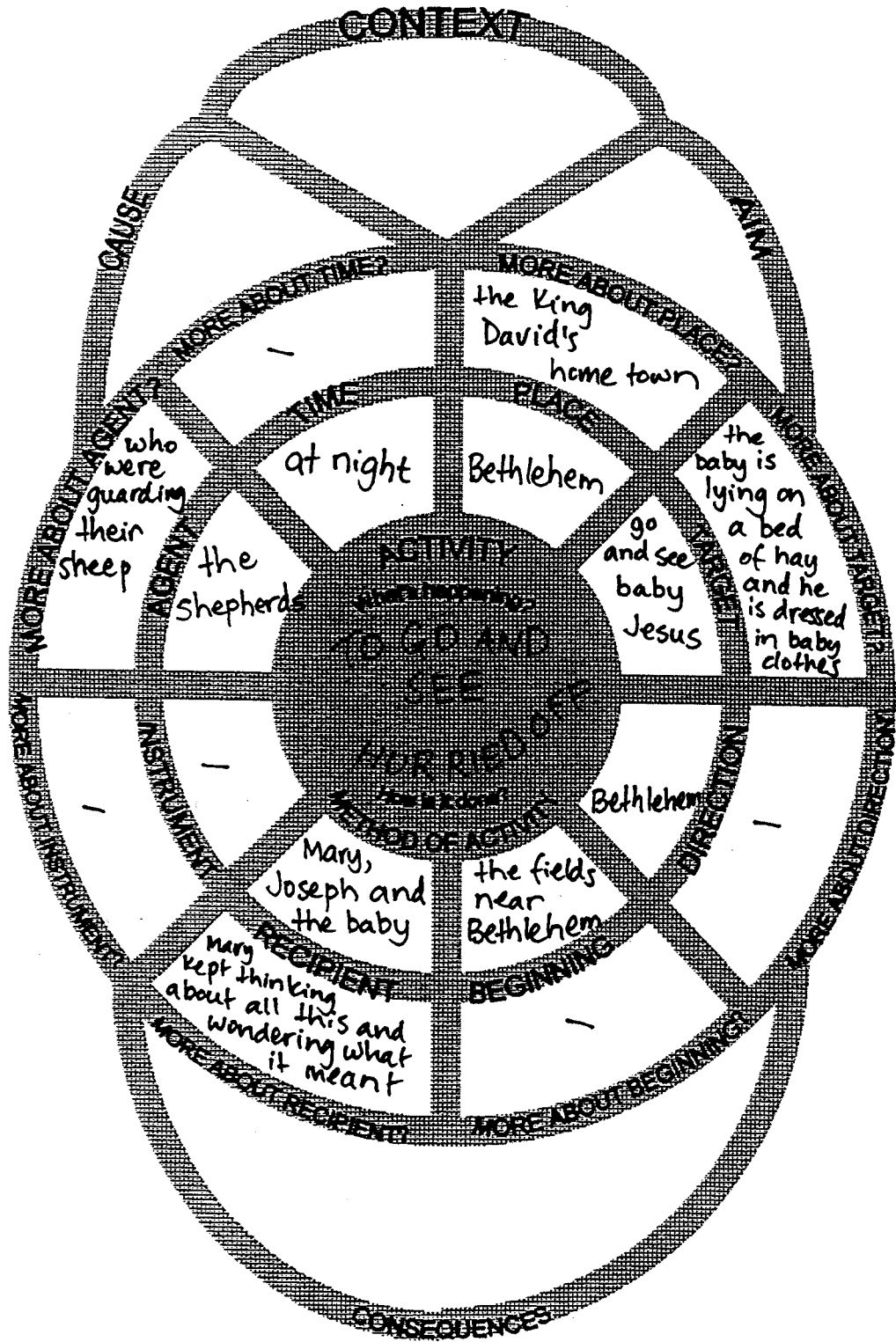
The second stage in filling in the discovery disc is to use **the defining disc** (Figure 10) (Blom and Laurinen 1991:3-6,10-17). The purpose of the defining disc is to provide more detailed information about the basic elements. Questions should be used here, too. Therefore, "What else/more is said about the basic elements?" is the phrase that should be used at this level. But first, a more detailed definition about the main verb is given: "In what manner or how is the action carried out/done?" Although this element is part of the defining disc, since it is so closely related to the basic elements, it can also be discussed when filling in the basic disc. Overall, there are no rigid instructions how the disc should be used. If it seems more practical to fill in one "slice" at a time, that is, finding answers for both the basic and defining slots of one basic element consecutively, that can be done. Moreover, there may not always be accurate definitions for the basic elements in the text. However, this level of the discovery disc should be used when possible as   it   helps   learners   pay   attention   to   details.

In the Christmas story discussed earlier more details can be found for the basic verb and the other basic elements. Again, questions are used to help learners find words and definitions for the basic elements. This time the question is: "What else/more can be said about this basic element?" We are told that that the shepherds *hurried off* when they left to see the baby. Therefore, this definition of the action is also written in the centre of the basic disc. Since it is closely related to the active verb, this section can also be decided already when finding counterparts for the slots in the basic disc.

1. Agent of the action: the shepherds *who were guarding their sheep*
2. Target of the action: the baby *is lying on a bed of hay and he is dressed in baby clothes*
3. Time of the action: -
4. Place of the action: Bethlehem is *the King David's home town*
5. Instrument of the action: -
6. Recipients of the action: Mary *kept thinking about all this and wondering what it meant*
7. Beginning of the course of the action: -
8. Direction of the course of the action: -

Figure 10 shows how more specific definitions of the basic elements are placed in the defining disc.

Figure 10. The defining disc

CONTEXT

CAUSE

AIM

MORE ABOUT TIME?

MORE ABOUT PLACE?

MORE ABOUT AGENT?

the King David's home town

MORE ABOUT TARGET?

TIME

PLACE

who were guarding their sheep

at night

Bethlehem

the baby is lying on a bed of hay and he is dressed in baby clothes

AGENT

the Shepherds

ACTIVITY

TO GO AND SEE

go and see baby Jesus

TARGET

PURPOSE

METHOD OF ACTIVITY

Bethlehem

DIRECTION

MORE ABOUT INSTRUMENT?

INSTRUMENT

Bethlehem

MORE ABOUT DIRECTION?

Mary, Joseph and the baby

the fields near Bethlehem

Mary kept thinking about all this and wondering what it meant

RECIPIENT

BEGINNING

MORE ABOUT RECIPIENT?

MORE ABOUT BEGINNING?

CONSEQUENCES

This is how the defining disc can be used to find out more about the story. Although half of the basic elements are left without any definition this will not restrict the use of the discovery disc. Blom and Laurinen (1991:6) remark that the main point in using the discovery disc is not to concentrate on small details, but rather to discuss different alternatives.

The last stage in filling in the discovery disc is **the extended discovery disc** (Blom and Laurinen 1991:3-6,10-17). Blom and Laurinen (1991:35) emphasise that the main purpose of the extended discovery disc is to discover how all the details found can be connected to the overall picture of society that learners live in. Therefore, the questions that are asked when using the extended discovery disc are as follows:

1. What is the aim of the action?
2. What are the causes of the action?
3. What are the consequences of the action?
4. How can the action be seen in a wider context?

Again, there are no correct answers and the following suggestions are simply my own opinions:

1. The aim of the action was for *the shepherds to go and witness the birth of the promised king of Israel.*
2. The causes of the action were that *the shepherds spread the news about Jesus.* Eventually *King Herod assigned his soldiers to kill all the new-born baby boys in Israel.* Therefore, *Josef, Mary and Jesus fled to Egypt.*
3. The consequences of the action are for example the following points: Approximately 30 years after the shepherds had gone to meet the new-born baby *Jesus started his ministry on earth and after a few years died on the cross.*
4. When the effects of the Christmas story are viewed in a wider context following points can be found as its effect our daily life is inevitable. The *calendars* we use follow the chronology from that time. In our western society we are often follow *Christian traditions*

without even knowing it. *Different churches* have been found ever since and so on. The list is endless.

Figure 11 will illustrate how the extended discovery disc is filled in at this stage.

Figure 11. The extended discovery disc
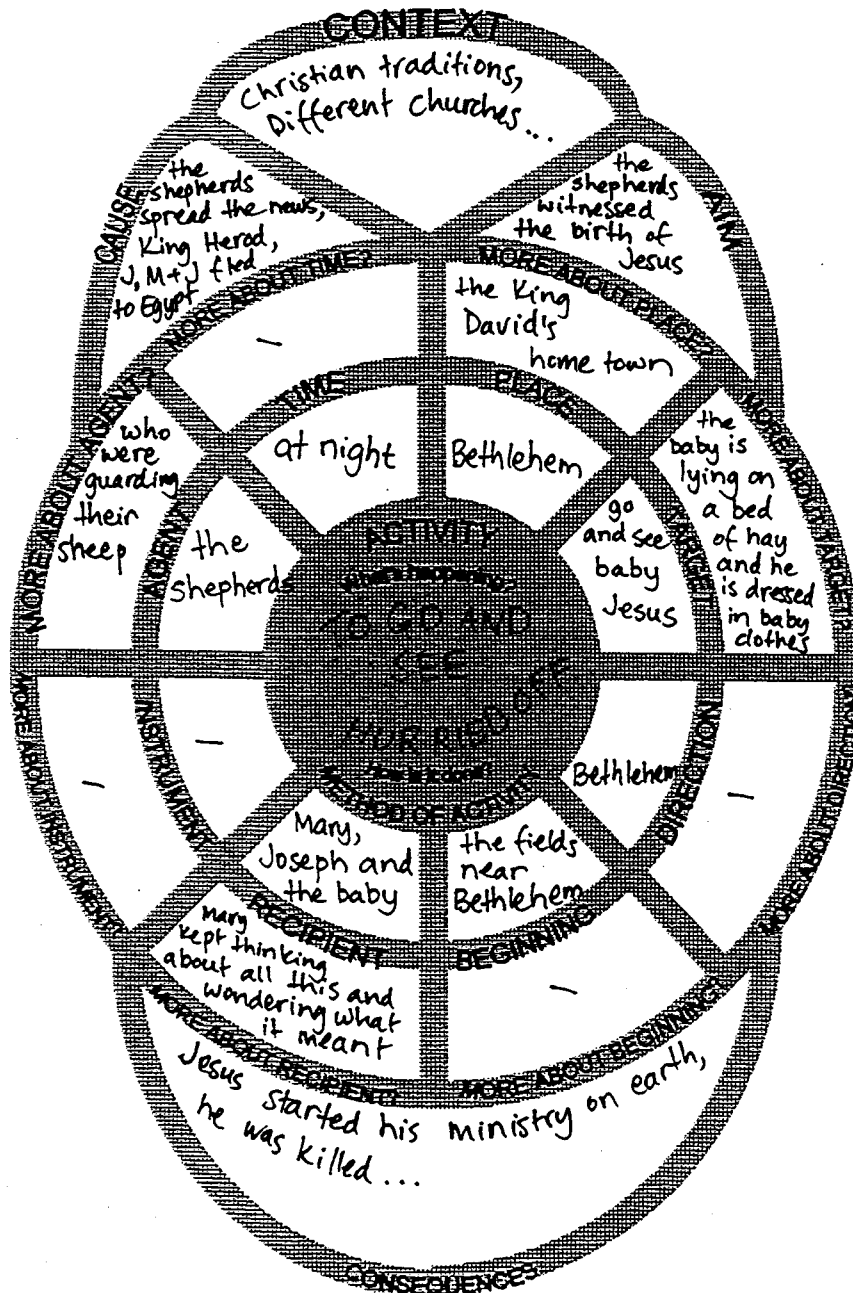
Blom and Laurinen (1991:17,29) suggest that after filling in the discovery disc learners have an excellent chance to extend its use in the form of a written assignment. For example, learners can take up a role of one of the agents and write an argumentative essay. Learners could also choose to write about topics that have come up during discussions – take up an opposite view on what the texts suggest. If we look at the Christmas story learners could come up with topics such as "What went through Herod's mind when he heard about Jesus' birth?" or "An old shepherd at the foot of the cross". If learners are asked to discuss or write about what they have read it will make them process the information yet another time.

4.4.3 The objectives of the discovery disc

Blom and Laurinen (1991:1-2,8-9,14) discuss the objectives of the discovery disc. They point out that the purpose of the discovery disc is practise learners' reading skills so that they could learn to see beyond the surface structure and gain a deeper understanding of the meanings of a text. A great advantage of the discovery disc is that it is suitable for learners of different age groups. Furthermore, Blom and Laurinen (1991:38-39) point out that the use of discovery disc requires training and may take some time. However, teachers should not get discouraged but provide learners with various kinds of texts and be persistent. When the method is used regularly learners soon develop their skills in using the basic disc, and more demanding texts can be introduced and more advanced levels of the method taken into use. Consequently, different levels of the discovery disc help teachers adjust the discovery disc to the right level so that reading is not too difficult for those whose reading skills are not yet very developed. In addition, more skilled learners will not be left unchallenged.

Blom and Laurinen (1991:38) argue that it is important for teachers to know how skilled readers their learners are when introducing the method to them so that the suitable material and level of the method can be provided right from the beginning. Also, an important point to remember is that learners should not find the new learning method too demanding or daunting in the beginning. Rather, it should help them to regain their possibly lost self-confidence in text comprehension. Consequently, after practising and getting used to the discovery disc learners can be assigned to tackle more demanding and challenging tasks. After a while they will find that they have learnt to read more efficiently.

Blom and Laurinen (1991:1-3) also discuss the advantages of using the discovery disc for learners who have difficulties in concentrating and for those who are unable to produce written texts or find ideas of their own. Learners will benefit greatly from using the discovery disc since it visualises texts. In addition, Blom and Laurinen (1991:32) emphasise that it is important to awaken learners' interest, for instance, by providing them with discussions about the topic in concern. This is necessary especially when learners are assigned to analyse complex texts. Other ways to help learners with difficult texts is to use an over-head project and fill in the discovery disc together with the whole class. Working in groups or in pairs will also give learners more confidence for challenging tasks.

4.4.4 The discovery disc and L2

Although the discovery disc was originally developed for teaching Finnish as L1, it has been used in L2 teaching, too (Laurinen 1990, Kristiansen 1998). Laurinen (1990:42) suggests that the discovery disc can be used for producing linguistic expressions: language is the goal and learners' memory constructions, in turn, act as instruments for

learning L2. In addition to using the discovery disc for describing the structure of short stories Laurinen (1990:49) introduces other ways of using it in L2 teaching and learning as follows:

1. learning differences in verbs that belong to the same semantic group
2. learning differences in verbs and nouns that are phonetically similar
3. learning differences in verbs in L2 that have only one equivalent in L1 (e.g. borrow and lend in English)
4. learning differences in verbs that belong to the same semantic group
5. learning how to use verbs with a concrete meaning in abstract contexts
6. rehearsing grammar topics (e.g. tenses and voices)
7. practising asking questions about both abstract and concrete topics
8. describing different ways of realising the same basic actions/activities with both active and concrete verbs

Laurinen (1990: 50-67) studied what effect the use of the discovery disc had on learning case endings in the Finnish language by learners studying Finnish as L2. Twenty-four Vietnamese refugees (ten female and fourteen male subjects) were assigned to produce as many sentences as possible in Finnish of the verbs *to fly, to read, to draw*, and *to count* by using the basic disc of the discovery disc. The results of the study showed that all learners benefited from using the discovery disc when learning case endings - even learners with a low proficiency level. Laurinen (1990:53) concludes that the discovery disc provides learners in the elementary level with more learning possibilities for learning than those with a higher proficiency level. Furthermore, Laurinen (1990: 48-49, 67) suggests that the possibilities of using the discovery disc in L2 should be studied in more detail.

Some scholars have taken up the challenge that Laurinen has given. Havola et al. (1994:80-84) suggest that the discovery disc is useful for analysing texts with character descriptions. Kristiansen (1994b:9-10; 1998:197-203), in turn, discusses the possibilities of using the discovery disc in analysing and producing texts in L2. She acknowledges that the

advantage of the discovery disc is that learners can ask questions when filling in the disc. Furthermore, learners have to use their creativity when they fill in the discovery disc as they are challenged to use their own expressions and not only those already given to them in texts. Kristiansen (1998:197) points out that the extended discovery disc is suitable especially for learners in upper grades who will find it challenging and their knowledge of L2 is already good. Furthermore, she adds that it is not always practical for learners to use the discovery disc as such due to its design and suggests that instead of using circles learners may find it easier to write their suggestions in boxes. Kristiansen (1998:199-203) has applied the discovery disc in several ways (e.g. teaching grammar topics, analysing texts etc.) and suggests that one useful way of using the discovery disc is to apply it for writing travelling stories (Figure 12).

Figure 12. An adaption of the discovery disc for travelling stories (Kristiansen 1994b:9)
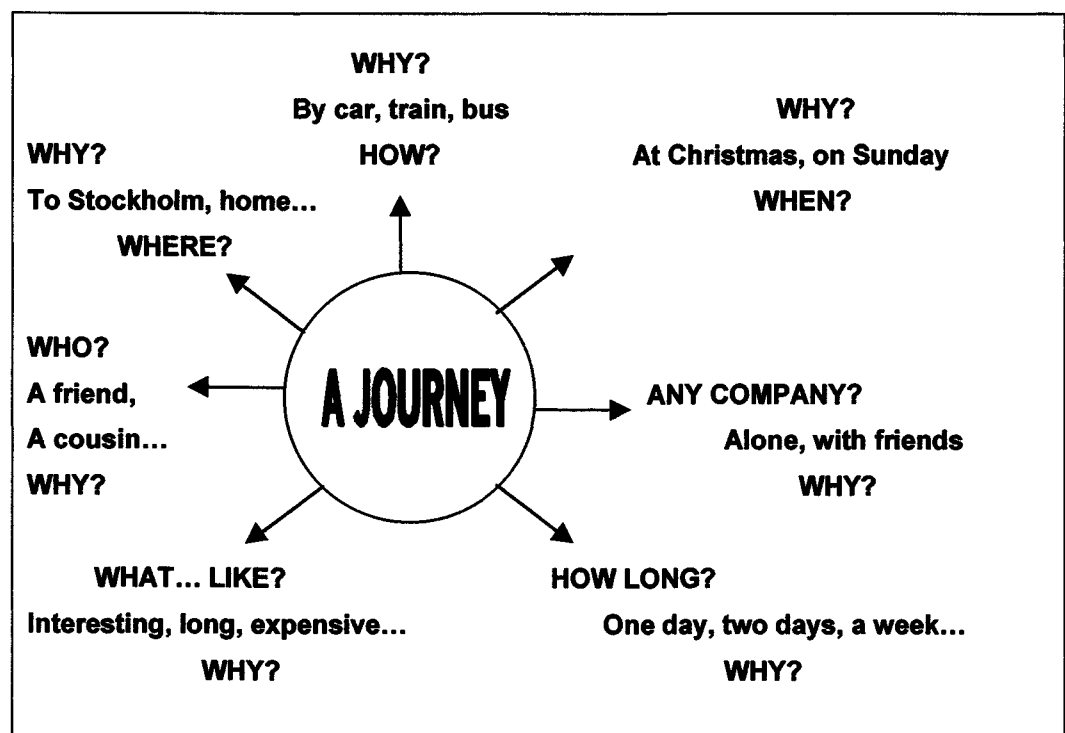
5 FRAMEWORK FOR THE TEACHING MATERIAL PACKAGE

Christian schools in Finland. This teaching material package is aimed at Christian schools in Finland. Christian schools in Finland are comprehensive schools and their curricula coincide with that of the National Curriculum. No clear suggestions for teaching reading strategies in L2 are given in either the National Curriculum or the Curriculum of the Christian School in Helsinki. This sets a need to provide Christian schools with a teaching material package which will take into consideration both the importance of teaching and learning reading strategies in L2 and the ethical background of the learners in these schools (section 2.2). Furthermore, the Christian School in Jyväskylä decided to start classes in grades 7-9 in the autumn semester 2000, which is yet another reason for producing teaching material for Christian schools.

The curriculum of the Christian school in Helsinki emphasises the significance of bringing up children according to Christian values (section 2.1). These values should be discussed and evaluated in the classroom, which learners are encouraged to do in Christian schools (sections 2.1 and 2.2). In addition, in grades 7-9 learners' skills in reading comprehension in English enable them to analyse texts in L2 (section 2.2). Furthermore, it is necessary to provide L2 learners with authentic Christian material, such as the Bible in English (section 2.2). This teaching material package provides teachers of English as L2 with a possibility of making use of the material that is specially tailored for the needs of Christian schools in their every day work.

The target group. The target group is learners in grades 8-9 in the comprehensive school most of whom have studied English as L2 from grade 3. Therefore, they have 5-6 years of experience in studying English as L2. Learners in grades 8-9 have been acquainted with the more complex grammatical forms such as all the tenses and the

passive voice and their command of the vocabulary is already fairly good. Therefore, learners in grades 8-9 are capable of tackling with texts provided in this teaching material package. However, one must bear in mind that groups in comprehensive schools can be quite heterogeneous in terms of learners' skills and background knowledge. The discovery disc has been found suitable for learners with difficulties in learning (sections 4.4.1 and 4.4.2). Therefore, its use in ordinary classes in comprehensive schools should not cause any difficulties.

The basis for the teaching material package. This teaching material package introduces ways of improving learners' knowledge and use of reading strategies in L2. Learners often have difficulties in learning and understanding texts in L2 as they fail to find the right memory tracks and to construct knowledge so that the meanings would connect to each other and help recalling (section 2.3). Schank (1982) points out that learners have prototypes of events in their minds according to which they reconstructs them (section 3.1.1). He also introduces the concept of a script (event schema) and how learners use scripts in recall (section 3.1.2). In addition, schema theory (see 3.1.2) gives an interpretation of how information is organised in memory in the form of schemata, which helps remembering and learning. Furthermore, background knowledge and how it is taken into account in teaching and learning L2 is a crucial issue in L2 reading. Interactive-compensatory models of reading provide learners of L2 with a flexible and interactive way of viewing reading (section 3.1.2). All these issues are taken into account in elaboration. Elaboration in learning and teaching L2 helps learners deep-process language and thus learning becomes creative (section 3.1.3). This teaching material package is based on the ideas of schema theory and elaboration. The exercises in the teaching material package are compiled in a way that makes elaboration easier for learners.

Scholars seem to have various ways of defining a reading strategy. However, Kiili and Laurinen's (2000) definition is chosen to support this

teaching material package as it is clear and straightforward enough to be presented to learners in grades 8-9 (section 3.2). Over the years researchers have compiled various classifications of reading strategies, both in L1 and L2 research (section 3.3). Some scholars prefer to have shorter lists of reading strategies, whereas others long ones. It is difficult, if not impossible, to find one classification that would cover all the reading strategies and be explicit enough. However, Anderson's (1991) classification of the reading strategies in L2 is taken as the backbone for this teaching material package (section 3.3) because it gives the widest and the most detailed view of reading strategies in L2. It also supports the view presented in this teaching material package, stressing the following issues: Learners reflect all the material they read to their own personal experiences and the background knowledge they already have – or the lack of it. They are also encouraged to speculate beyond the information that is presented in the text and form their own opinions. Furthermore, visualisation plays an important role when using the discovery disc as the teaching/learning method (section 4.4). In addition, it is necessary for learners to be able to skim and scan reading material, formulate questions, and use dictionaries when needed, thus showing independence and initiative. All these strategies are needed and supported in the teaching material package. Anderson (1991) is also of the opinion that it is necessary to make learners aware of the strategies they use. Especially learner at the beginning level should be taught how to use reading strategies, which is taken into account in this teaching material package by teaching learners reading strategies through a specific method called the discovery disc (section 4.4).

All stories and logical expository texts have an internal, hierarchical structure called story grammar (section 4.2) that appears in all cultures. Story grammar helps learners analyse texts as they already have a logical idea of the construction of texts in their minds. Therefore, authentic and unedited texts with natural story structure make learning easier for learners (section 3.3 and 4.2).

One excellent way of testing whether learners have understood and deep-processed the texts that they have been assigned to read is to have them write summaries in L1 of texts in L2 (section 4.2). Scholars introduce several ways of analysing texts and writing summaries of texts in L2 such as story grammar, hierarchical schema, asking questions, and finding meaning relations in expository texts (section 4.3). However, the method that is chosen for this teaching material package is the discovery disc (section 4.4) as it provides learners with a simple and useful way of practising reading strategies in L2.

The Method. The method that is used in learning and teaching reading strategies in L2 is called the discovery disc. The discovery disc was originally developed by Laurinen (1989) to create a way to help learners develop their reasoning skills and the production of texts in L1 (section 4.4.1). Blom and Laurinen (1991) developed the discovery disc to be used in analysing newspaper articles in L1 classes (sections 4.4.1 and 4.4.2) and their version of the discovery disc is used in this teaching material package. The discovery disc consists of three successive discs (the basic disc, the defining disc and the extended discovery disc) that are placed on top of each other to create a disc. Learners fill in the slots in the basic disc. The slots are reserved for basic elements such as the target, agent, instrument, and recipient of an action which are found in stories (section 4.2.2). The defining and the extended discovery discs help learners extend their knowledge of the basic elements (section 4.4.2). The purpose of the discovery disc is to offer learners a way to rehearse reading strategies in L2. The discovery disc is suitable for learners of different age groups and proficiency levels as it is easily adapted to meet the needs of different groups and visualises the text (section 4.4.3). The discovery disc has been used for L2 teaching and learning in several ways, but not as widely as it is used in this teaching material package. However, Laurinen (1990) encourages teachers and scholars to study the possibilities of using the discovery disc in L2 teaching (section 4.4.4).

The text material. The texts chosen for the teaching material package are taken from four different sources. *The Book of Hope* is an easy-to-read material for youngsters. The language used in The Book of Hope is simple and the story lines are easy to follow. *Good News Bible* is a contemporary Bible translation with more complex structures. *The Tabloid Bible (The Scroll)*, in turn, is a modernised version of the Bible stories written in a newspaper style, and therefore, consists of complex structures and demanding vocabulary. *New International Version* is a widely used Bible translation in contemporary English. All texts are unedited, as it is important to provide learners with authentic text material (section 3.3). Furthermore, learners find it easier to read and understand texts if they are in their original form.

The formula of the teaching material package. There are four main units in the teaching material package based on their level of difficulty and themes. The first unit *Let's study Bible!* is compiled of the training section with instructions and exercises how to use the discovery disc in reading comprehension. The second unit *The World of Wonders* consists of eight texts, exercises related to them, and sections with extra tasks. It is the easiest one: the instructions are in Finnish, the texts are short and relatively easy, and learners work in pairs or groups most of the time to make studying easier and more enjoyable for them (section 4.4.2). The third unit *Great People of God* is more demanding as the instructions are in English and some of the texts are a bit more demanding than in the first unit. This unit is more challenging for learners and therefore they work in pairs or groups although individual tasks are given frequently. The unit *Exciting Escapades of the Apostles* is demanding with more complex texts and more challenging and time-consuming tasks. In this way teachers have more freedom to balance the material and tasks depending on the groups they are teaching and the individual differences between learners (section 4.4.3).

The themes of the three sections have been chosen for the following reasons:

1. The first section concentrates on the life and ministry of Jesus. This theme is the most well-known one, which makes it easier for learners to get acquainted with the new learning method and reading Bible stories in English. The original source material is taken from *The Book of Hope*.

2. The second section consists of stories about characters in the Old Testament. The Old Testament stories are mainly as well-known for learners as those in Unit 1. However, these stories are longer and are taken from several more difficult sources: *Good News Bible* and *The Tabloid Bible*.

3. The third section consists of stories of the Apostles Paul and Peter and their ministry. The texts are very demanding as the stories are from *The Tabloid Bible* and *New International Version*.

The tasks related to the texts follow the following principles: learners interest and background knowledge is awakened by providing them with exercises that will direct their thoughts towards the theme of the text and activate the necessary retrieval cues in learners' memory (sections 2.3, 3.1.1, 3.1.2, and 3.3). After reading the text with the help of the discovery disc, learners are assigned to process the information they have just perceived in various ways. They are asked to write a summary either in L1 or L2 (after processing the text first to L1), dramatise the story line, or discuss the topics of the text. This will help learners strengthen the memory tracks they have created (sections 3.1.1, 3.1.2, and 4.2). Furthermore, after each section learners can do extra tasks related to the texts they have studied. This will affirm the memory tracks, which is vital for deep-processing and "true" learning (section 2.3).

6 CONCLUSION

Reading in L2 consists of many aspects of L2 learning. Reading texts in L2 and answering a set of multiple-choice and open-ended questions does not help learners memorise the content of texts. Learners need to be taught how to tackle texts in L2 and deep-process the information they receive so that it will be at their disposal when they need it. This teaching material package was designed in a way that it takes these points into consideration and provides learners with information they need to improve their skills in using reading strategies, and furthermore, give them the possibility to enjoy reading Bible stories in English.

The teaching material package was designed in accordance with several topics important in L2 learning and teaching. Memory has a significant role in understanding and recalling texts in L2 as it stores information in a form of schemata. Furthermore, the interactive-compensatory reading model suggests that several types of processing is done at the same time – both bottom-up and top-down processing – and that learners compensate for their weaknesses in one area by using knowledge from other sources. In addition, if the necessary memory tracks are created and maintained by elaboration, the information will be deep-processed. Exercises such as studying the background information for a text, using one's own knowledge, and writing a summary about the story cover these issues. Teaching learners how to process texts in L2 is done by providing learners with enough information about reading strategies as proficient readers of L2 seem to be skilled in using reading strategies. Each story is accompanied by exercises on practising various types of reading strategies: scanning, skimming, using the dictionary and so on. These topics were discussed in Chapter 3.

In order to benefit from the information about reading strategies learners should be provided with possibilities to practice using them. By

assigning learners to write summaries in L1 and L2 with the help of story grammars, expository text grammars, or a teaching/learning method such as the discovery disc, the teaching and learning method promoted in this teaching material package, teachers will ensure that learners deep-process texts. Furthermore, the discovery disc helps learners organise information in a visible form. The discovery disc is used in each story in the teaching material package. These issues were discussed in Chapter 4.

The teaching material package is aimed at learners in grades 8-9 in Christian schools in Finland. It has been constructed in a way that it takes into consideration learners with lower and higher proficiency levels by providing both easy and difficult texts and exercises. The texts chosen for the teaching material package are all authentic and unedited. However, since learners in ordinary classes are very heterogeneous it is possible that some of the texts, especially in Units 3 and 4, are too difficult. On the other hand, these texts may be particularly interesting and challenging for learners with a high proficiency level in English. Therefore, teachers should adjust both texts and exercises according to the groups they are teaching.

Although the teaching material package is aimed at a very limited group of learners this should not prevent teachers of ordinary classes from taking advantage of both the exercises and texts. Particularly, the texts in Units 3 and 4 can be used for all groups as the structures and exercises provided in them will help learners acquire valuable skills in text comprehension. These skills are necessary in other school subjects, too, not only in L2 learning, since so much of the learning process includes reading different texts. However, as this teaching material package has not been tested, it is difficult to estimate how practical and useful it is in the classroom teaching. Therefore, in order to develop the use of the discovery disc and reading strategies in L2 teaching and learning it is necessary to test the material in L2 classroom. However, although the discovery disc has not been used

widely in L2 teaching and learning and all its limitations and advantages in teaching text comprehension in L2 may not have been found yet, this should not prevent teachers from taking the challenge of using the discovery disc in the L2 classroom.

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DISCOVER THE BIBLE IN ENGLISH!
Teaching material package for grades 8-9 in Christian schools

To the Teacher

Discover the Bible! -teaching material package is aimed at learners in grades 8-9 in Christian schools. The aim of this teaching material package is to introduce learners to reading strategies, elaboration, and the discovery disc - a method for teaching text comprehension - as well as Bible stories of all kinds.

The package consists of four units with different topics as follows:

Unit 1	Let's Study the Bible!	Introductory unit
Unit 2	The World of Wonders	Jesus' life and ministry on earth
Unit 3	Great People of God	Old Testament characters
Unit 4	Exciting Escapades of the Apostles	Apostles Peter and Paul

The topics of Units 2-4 were chosen to cover as much of the Bible as possible: some great figures of the Old Testament, Jesus Christ, and the Apostles who started mission work.

Unit 1 is intended to be completed under the supervision of a teacher as it is necessary to ensure that learners are trained in using the discovery disc and the reading strategies as well as elaboration. Unit 1 provides learners with information and exercises on reading strategies, elaboration, and the discovery disc.

Unit 2 has been designed to be carried out in pairs or groups with a teacher supervising classroom work. Unit 2 consists of eight Bible stories with exercises, which help learners to use reading strategies, elaboration, and the

discovery disc. The exercises increase in difficulty as learners become more acquainted with the discovery disc and reading strategies. The Bible stories in Unit 2 are shorter and easier than in other units.

Unit 3 consists of six stories with more demanding texts than Unit 2. Unit 4, in turn, has four stories which are challenging and require the ability to use one's initiative and work independently. Units 3 and 4 can be done either in groups or learners can be given a possibility to do them at their own pace. Therefore, Units 3 and 4 are useful in projects, for example. However, before learners can start studying Units 3 and 4, they should have completed Units 1 and 2 as the exercises in Units 3 and 4 are quite challenging and the use of the discovery disc is introduced progressively in Units 1 and 2.

Each unit is followed by Extra tasks to draw learners' attention to the topics they have studied once more. The ABC of the Bible and Appendix provide learners with additional information (e.g. maps) that they need in order to complete the tasks. "Empty" discovery discs are photocopied for each exercise. Learners are encouraged to work in pairs and groups and participate in group discussions with the whole class. This has been made possible in all units. Furthermore, the range of exercises provided for learners should give them the possibility to explore the Bible and give them a boost to study it. Exercises are not intended to be completed within one lesson as there is not necessarily enough time to finish all exercises. Written assignments, for example, can be done as homework or at the beginning of the following lesson. Extra exercises (e.g. dramas) are optional and useful for those learners who complete exercises quicker than others. The material package can be used as an intensive course during a project week or the texts can be used as extra exercises once a week. Discover the Bible! –teaching material package is an excellent way of adding extra flavour to English in second language teaching and learning.

Oppijalle

Discover the Bible! -opetusmateriaalipaketti antaa mahdollisuuden tutustua Raamatun kertomuksiin englannin kielellä. Samalla voi opetella lukustrategioita, elaborointia ja keksimiskiekon käyttöä. Nämä kaikki edesauttavat löytämään tehokkaampia tapoja vieraalla kielellä lukemiseen: oppiminen tehostuu ja on helpompi muistaa oppimansa.

Opetusmateriaalipaketti koostuu neljästä osiosta:

Unit 1 Let's Study the Bible!	Lukustrategioiden esittely
Unit 2 The World of Wonders	Jeesuksen elämä maan päällä
Unit 3 Great People of God	Vanhan Testamentin henkilöitä
Unit 4 Exciting Escapades of the Apostles	Apostolit Paavali ja Pietari

Ensimmäisessä osiossa harjoitellaan lukustrategioita, elaborointia ja keksimiskiekon käyttöä harjoitusten avulla. Tämä osio on tärkeä käydä huolella läpi, sillä se auttaa muiden osioiden tehtävien tekemisessä. Osiot 2-4 on rakennettu vaikeusasteen mukaan. Osio 2 tehdään ryhmissä opettajan opastuksella. Osioissa 3-4 työtapoja voidaan vaihdella: tehtäviä tehdään ryhmissä, pareittan tai yksin. Opettaja neuvoo oikean työtavan löytämisessä.

Opetusmateriaalipaketin lopusta löytyvät osiot The ABC of the Bible ja Appendix, jotka auttavat harjoitusten tekemisessä antaen lisätietoa opiskeltavista aiheista. Jokaiselle löytyy sopivia harjoituksia.

TABLE OF CONTENTS

UNIT 1

Let's Study the Bible!

GOD IS THE CREATOR

Genesis 1:1 - 2:3

Unit 1

Let's Study the Bible!

Ennen kuin voit ryhtyä opiskelemaan Raamatun kertomuksia englanniksi, sinun on syytä lukea tämä osio, joka kertoo lukustrategioista (reading strategies), elaboroinnista (elaboration) ja keksimiskiekosta (the discovery disc).

Lukustrategiat (Reading Strategies)

♦ Mitä tarkoitetaan lukustrategialla?

Ihminen valitsee erilaisia toimintatapoja opiskelussa, lukemisessa ja monenlaisia tehtäviä suorittaessaan. Jos tämä toimintapa valitaan tietoisesti, silloin siitä tulee strategia. Lukustrategioita käytetään siis silloin, kun tekstejä lukiessa valitaan määrättyjä toimintatapoja tekstin ymmärtämiseksi. Esimerkiksi sanakirjan käyttö vieraiden sanojen kohdalla tai sanojen merkitysten arvaaminen asiayhteyden perusteella ovat lukustrategioita.

♦ Mitä lukustrategioita tarvitset tässä materiaalipaketissa?

Seuraavaksi tarkastellaan joitakin lukustrategioita, jotka on koettu hyviksi vieraskielisen tekstin lukemisessa ja joita tarvitaan tämän materiaalipaketin Raamatun teksteihin.

Kysyminen: Tämä opetusmateriaalipaketti perustuu kysymyksien esittämiseen ja siihen, että sen kautta teksteistä saa irti paljon enemmän,

kuin jos vain luetaan sen nopeasti läpi. Jos teksti käsittelee vaikkapa matkustamista, siitä voi esittää seuraavanlaisia kysymyksiä: *Kuka matkustaa? Mihin matkustetaan? Millä matkustetaan? jne.*

Silmäily: Kun aloittaa lukemaan uutta tekstiä, kannattaa sitä ensin silmäillä: *katsella väliotsikoita, kuvia, kuvatekstejä jne.*, sillä se auttaa luomaan paremman kokonaiskäsityksen tekstistä ja herättelee mielenkiintoa.

Skannaus: Usein on välttämätöntä etsiä määrättyjä sanoja ja sanontoja tekstistä. Tällöin tekstiä käydään läpi poimimalla siitä vain tarvittavat tiedot: *esim. henkilöiden lukumäärä, tapahtumapaikka, tapahtuman aika jne.*

Taustatietojen käyttäminen/Omien kokemuksien käyttäminen: Vaikkei tekstiä olisikaan lukenut aikaisemmin voi kuitenkin käyttää hyväkseen omia kokemuksia ja taustatietoja. Joskus tekstin sisältö aukeaa paremmin, jos vaikkapa *muistelee, onko itsellä tekstin aiheeseen liittyviä tietoja ja kirjaa niitä muistiin.* Joskus voi tehdä aihepiiriin liittyviä tehtäviä: *etsiä lisää tietoa tekstissä esiin tulevista teemoista tai henkilöistä.*

Sanakirjan käyttö: Tässä opetusmateriaalipaketissa tekstien yhteydessä on usein pieni uusien sanojen lista, joka auttaa käymään läpi tekstiä. Vastaan tulee kuitenkin usein vieraita sanoja ja siksi on hyvä tottua käyttämään sanakirjaa, jos vieraan sanan tarkka merkitys on tärkeä tekstin kokonaisuuden ymmärtämisen kannalta.

Tuntemattomien sanojen yli hyppääminen: Aina ei ole välttämätöntä tietää vieraan sanan merkitystä, vaikka sanakirjaa onkin hyvä osata käyttää. Jos tekstin kokonaisuuden ymmärtää ilman, että tietää sanan tarkan merkityksen, voi vieraan sanan yli hypätä.

Arvaaminen/Asiayhteydestä arvaaminen: Hyvä keino yrittää selvittää oudon sanan merkitys on yrittää arvata, mitä se tarkoittaa. Voidaan myös miettiä asiayhteydestä, mitä sana mahdollisesti tarkoittaa tai tarkastella sanaa ja etsiä yhteneväisyyksiä jonkun tutun sanan kanssa. Esimerkiksi: Verbin *to suggest* (ehdottaa) merkitys voidaan päätellä, jos tunnetaan siitä johdettu substantiivi *a suggestion* (ehdotus).

Lukustrategioiden harjoitustehtävä

Jesus accepts children

People brought their small children to Jesus, so that Jesus could touch them. But <u>the followers</u> told the people to stop bringing their children to Jesus. Jesus saw what happened. He did not like his followers telling the children not to come. Jesus said to them: "Let the little children come to me. Don't stop them, becuase <u>the kingdom of God</u> belongs to people that are like these little children. I tell you the truth. You must accept the kingdom of God like a little child accepts things, or you will never <u>enter</u> it." Then Jesus held the children in his arms. Jesus put his hands on them and blessed them.

(adapted from *New Testament Easy-to-Read Version* 1987. World Bible Translation Center, Forth Worth: Texas.)

- Pareittain tai ryhmissä

1. Tehtävänne on lukea teksti *Jesus accepts children.* Silmäilkää tekstiä: *Mikä on tekstin otsikko? Mistä teksti on lainattu?*

2. Miettikää yhdessä, mitä ajatuksia teille herää sanoista: *Jeesus ja lapset.*

3. Lukekaa pareittain tai pienissä ryhmissä teksti ääneen. Jakakaa sopivan mittaisia osia kullekin.

4. Tekstissä on kolme <u>alleviivausta</u>. *Tiedättekö sanojen/sanaliittojen merkityksen?* Yrittäkää arvata asiayhteydestä. Miettikää myös muistuttaako sana jotain tuntemaanne sanaa. Tarkistakaa lopuksi sanojen tarkka merkitys sanakirjasta.

5. Onko tekstissä muita vieraita sanoja? Onko niiden merkityksen tietäminen tarpeellista tekstin kokonaisuuden ymmärtämisen kannalta? Tarkistakaa tarvittaessa sanojen merkitykset sanakirjasta.

6. Tehkää tekstistä vielä kysymyksiä toisillenne. Esim. *Mitä kertomuksessa tapahtui? Kerrotaanko tapahtuman paikka ja aika? jne.*

Elaborointi (Elaboration)

Elaborointi tarkoittaa sitä, että työstetään ja sovelletaan itse opittavia asioita. Elaborointi tulee alun perin latinan sanasta *labor* 'työ'. Voidaan siis sanoa, että kun elaboroidaan niin työskennellään tehokkaasti.

Tämän opetusmateriaalipaketin tehtäviin kuuluu lukea Raamatun kertomuksia englanniksi. Luettaessa työstetään tekstiä monin eri tavoin: *kirjoitetaan lyhyitä kertomuksia (tiivistelmiä) suomeksi ja/tai englanniksi, kerrotaan suullisesti luetusta, keskustellaan muiden kanssa luetusta, sovelletaan luettua tai itse kirjoitettua tekstiä pieniksi näytelmiksi tai sketseiksi, pelataan pelejä, tehdään sarjakuvia/postereita jne.* Luetun ymmärtämisen harjoitteleminen sisältää siis paljon enemmän kuin vain tekstin lukemista hiljaa itsekseen. Kun tekstiä elaboroidaan tällä tavoin, asioiden muistiin palauttaminen ja -painaminen on helpompaa ja opitaan paremmin.

Elaboroinnin harjoitustehtävä

1. Työskennelkää pareittain tai ryhmissä. Tarkoituksena on työstää juuri lukemaanne kertomusta *Jesus accepts children*.

2. Valitkaa yksi seuraavista tehtävistä:

   a) Piirtäkää 3-5 -kuvainen sarjakuva kertomuksen tapahtumista. Tehkää tämä englanniksi.

   b) Kirjoittakaa kertomuksen tapahtumat lyhyesti suomeksi vihkoon tai erilliselle paperille (n. 5-10 lausetta).

   c) Valmistakaa kertomuksesta esitys ja esittäkää se toisille englanniksi.

   d) Kertokaa toisille suomeksi, mitä kertomuksessa tapahtui.

Keksimiskiekko (The Discovery Disc)

♦ Mikä on keksimiskiekko?

Keksimiskiekko on käytännöllinen apukeino vieraskielisen tekstin lukemiseen. Se auttaa näkemään, mitkä asiat teksteissä ovat tärkeitä. Keksimiskiekko myös helpottaa tekstin työstämistä, koska se havainnollistaa tekstin tärkeät asiat.

Keksimiskiekko koostuu kolmesta päällekkäisestä kiekosta:

1. PERUSKIEKOSTA (the basic disc)
2. MÄÄRITEKEHÄSTÄ (the defining disc) ja
3. LAAJENNETUSTA KEKSIMISKIEKOSTA (the extended discovery disc).

Nämä kolme kiekkoa on asetettu toistensa päälle niin, että peruskiekko on määritekehän päällä ja määritekehä puolestaan laajennetun keksimiskiekon päällä. Ne siis muodostavat kolmikehäisen ison ympyrän (ks. seuraava sivu).

Kuvio 1 Keksimiskiekko
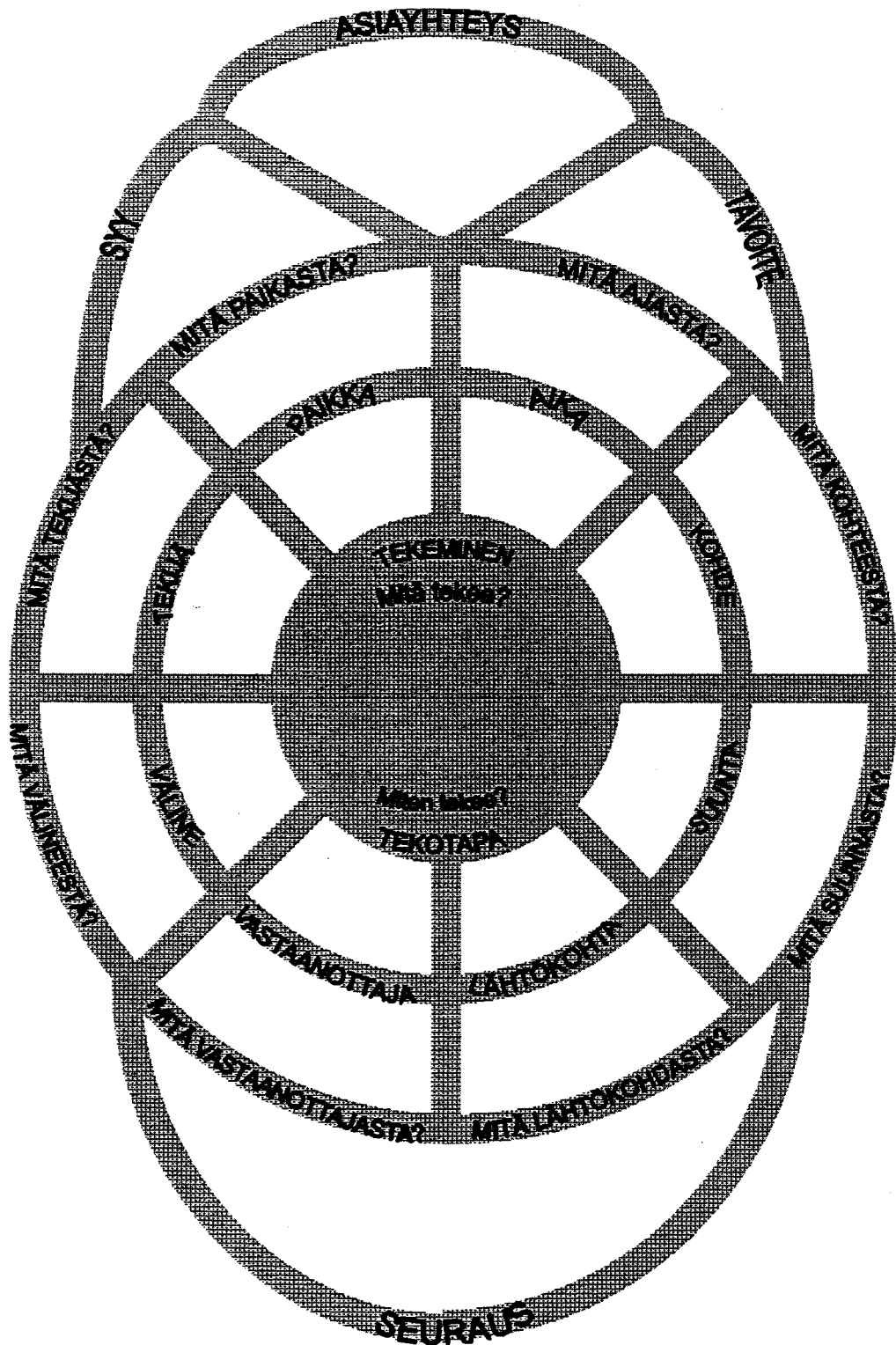
Jokaisella kiekolla on erityinen tehtävä. Peruskiekko on jaettu kahdeksaan osaan. Näitä osioita kutsutaan PERUSELEMENTEIKSI, sillä ne löytyvät useimmista kertomuksista. Jokaiseen peruselementtiin liittyy kysymys, jonka pohjalta on helppo lähteä etsimään niitä tekstistä. Kaikki peruselementit kiertyvät TAPAHTUMAN/TEKEMISEN ympärille. Peruselementit ovat seuraavat:

1. tapahtuman TEKIJÄ – KUKA/MIKÄ tekee?

2. tapahtuman KOHDE – MITÄ tapahtuu/tehdään?

3. tapahtuman AIKA – MILLOIN tapahtuu/tehdään?

4. tapahtuman PAIKKA – MISSÄ tapahtuu/tehdään?

5. tapahtuman VÄLINE – MILLÄ tapahtuu/tehdään?

6. tapahtuman VASTAANOTTAJA – KENELLE tapahtuu/tehdään?

7. tapahtuman LÄHTÖKOHTA – MISTÄ LÄHTIEN tapahtuu/tehdään?

8. tapahtuman SUUNTA – MIHIN ASTI tapahtuu/tehdään?

Määritekehän tarkoitus on kertoa lisää peruselementeistä. Nyt siis kysytään "Mitä muuta voidaan sanoa jokaisesta peruselementistä?" tai "Mitä lisätietoa teksti antaa peruselementeistä?"

Laajennettu keksimiskiekko auttaa tarkastelemaan tekstin antamaa tietoa yleisemmin, vie lukijaa tekstin ulkopuolella ja yhdistelee tekstin tietoa ympäröivään maailmaan ja sen tapahtumiin. Laajennettu keksimiskiekko auttaa myös näkemään, miten yksityiskohdat liittyvät toisiinsa. Jälleen kerran käytetään hyväksi kysymyksiä, jotta tiedon pohtiminen olisi helpompaa. Kysymykset kuuluvat:

1. Mikä on tekemisen/toiminnan TAVOITE?

2. Mitä ovat tekemisen/toiminnan SYYT?

3. Mitä ovat tekemisen /toiminnan SEURAUS?

4. Mikä on tekemisen/toiminnan ASIAYHTEYS?

◆ Miten keksimiskiekkoa käytetään tekstin lukemisessa?

Seuraavaksi opettelemme käyttämään keksimiskiekkoa tekstin lukemiseen. Esimerkkitekstinä on tuttu jouluevankeliumi.

Luukas 2:1-20.

Siihen aikaan antoi keisari Augustus käskyn, että koko valtakunnassa oli toimitettava verollepano. Tämä verollepano oli ensimmäinen ja tapahtui Quirriniuksen ollessa Syyrian käskynhaltijana. Kaikki menivät kirjoittautumaan veroluetteloon, kukin omaan kaupunkiinsa. Niin myös Joosef lähti Galileasta, Nasaretin kaupungista ja meni verollepanoa varten Juudeaan, Daavidin kaupunkiin Betlehemiin, sillä hän kuului Daavidin sukuun. Hän lähti sinne yhdessä kihlattunsa Marian kanssa, joka odotti lasta. Heidän siellä ollessaan tuli Marian synnyttämisen aika ja hän synnytti pojan, esikoisensa. Hän kapaloi lapsen ja pani hänet seimeen, koska heille ei ollut tilaa majapaikassa. Sillä seudulla oli paimenia yöllä ulkona vartioimassa laumaansa. Yhtäkkiä heidän edessään seisoi Herran enkeli ja Herran kirkkaus ympäröi heidät. Pelko valtasi paimenet, mutta enkeli sanoi heille: "Älkää pelätkö! Minä ilmoitan teille ilosanoman, suuren ilon koko kansalle. Tänään on teille Daavidin kaupungissa syntynyt Vapahtaja, Hän on Kristus, Herra. Tämä on merkkinä teille: te löydätte lapsen, joka makaa kapaloituna seimessä." Ja samalla hetkellä oli enkelin ympärillä suuri taivaallinen sotajoukko, joka ylisti Jumalaa sanoen: "Jumalan on kunnia korkeuksissa, maan päällä rauha ihmisillä, joita hän rakastaa." Kun enkelit olivat menneet takaisin taivaaseen, paimenet sanoivat toisilleen: "Nyt Betlehemiin! Siellä me näemme sen, mitä on tapahtunut, sen, minkä Herra meille ilmoitti." He lähtivät kiireesti ja löysivät Marian ja Joosefin ja lapsen, joka makasi seimessä. Tämän nähdessään he kertoivat, mitä heille oli lapsesta sanottu. Kaikki, jotka kuulivat paimenten sanat, olivat ihmeissään. Mutta Maria kätki sydämeensä kaiken, mitä oli tapahtunut ja tutkiskeli sitä. Paimenet palasivat kiittäen ja ylistäen Jumalaa siitä, mitä olivat kuulleet ja nähneet. Kaikki oli juuri niin kuin heille oli sanottu.

(*Pyhä Raamattu* 1992, Helsinki: Suomen Pipliaseura)

Aivan aluksi on valittava tekeminen/toiminta/tapahtuma. Kiekon keskustassa on sana TEKEMINEN ja siihen liittyy kysymys "Mitä tekee?" Tehtävänä on miettiä, mikä verbi (teon sana) valitaan. Tässä tapauksessa se voi olla LÄHTEÄ KATSOMAAN. Paimenethan lähtivät katsomaan, mitä Betlehemissä oikein on. On siis mahdollista valita eri verbejä tähän osioon,

mikä vaikuttaa siihen, mitä peruselementtejä keksimiskiekkoon tulee. Peruselementit löytyvät kertomuksesta kysymyksien avulla: Kuka lähti katsomaan? Mihin lähti katsomaan? Milloin lähti katsomaan? jne. Tällä kertaa peruselementtien lista näyttää seuraavanlaiselta:

1. tapahtuman TEKIJÄ: *paimenet*

2. tapahtuman KOHDE: *Se mitä Herra heille ilmoitti* eli mennä katsomaan *Jeesus –vauvaa.*

3. tapahtuman AIKA: *yöllä*

4. tapahtuman PAIKKA: *Bethlehem*

5. tapahtuman VÄLINE. (ei mainintaa) *luultavasti kävellen*

6. tapahtuman VASTAANOTTAJA: *Maria, Joosef ja Jeesus*

7. tapahtuman LÄHTÖKOHTA : Paimenet lähtivät *liikkeelle siltä seudulta, Betlehemin läheltä.*

8. tapahtuman SUUNTA: Paimenet päätyivät *Betlehemiin, Marian ja Joosefin majapaikkaan.*

Nämä peruselementit kirjoitetaan keksimiskiekkoon niille varattuihin lokeroihin. Käännä esiin seuraava sivu ja katso siitä, miltä peruskiekko näyttää täytettynä.

Kuvio 2 Peruskiekko
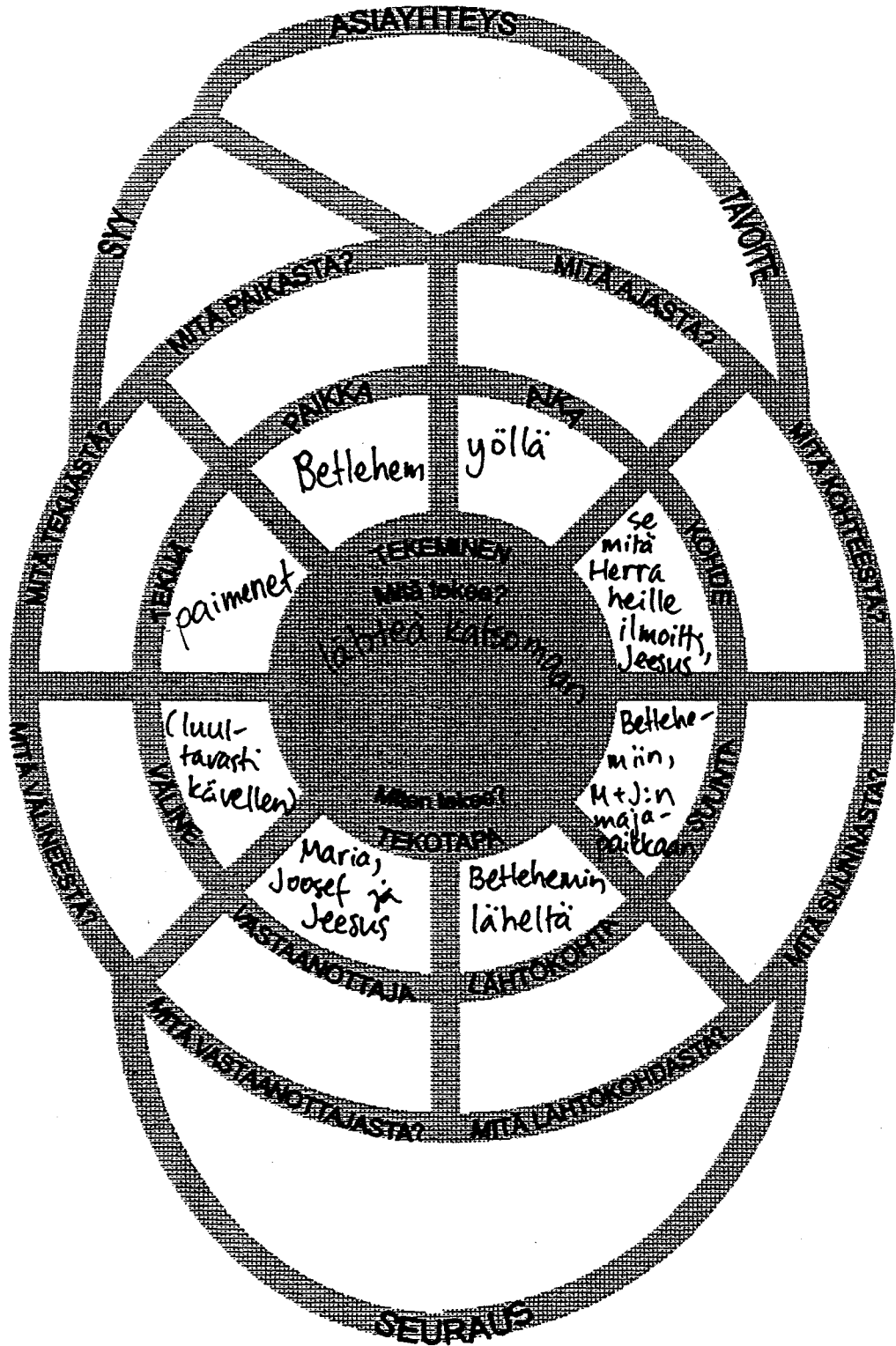
Näin saatiin selville suurin osa kertomuksen peruselementeistä. Aina kaikkia elementtejä ei löydy, mutta se ei estä käyttämästä keksimiskiekkoa. Täytyy myös muistaa, että ihmisillä voi olla eri mielipiteitä siitä, mikä verbi valitaan keksimiskiekon keskelle tai miten peruselementit valitaan omiin lokeroihinsa. Tällöin on hyvä keskustella eri vaihtoehdoista ja ottaa toisten mielipiteet huomioon. Keksimiskiekon voi täyttää monin eri tavoin.

Seuraavaksi voidaan siirtyä määritekehälle, johon pyritään löytämään tietoa, joka kertoo lisää peruselementeistä. On tärkeää myös lisätä kiekon keskustaan verbin määrite. Tällä kertaa se on seuraavanlainen: paimenet lähtivät *kiiruhtaen* katsomaan. Määritekehän lista peruselementeistä taas näyttää tältä:

1. tapahtuman TEKIJÄ: paimenet *olivat vartioimassa laumaansa*
2. tapahtuman KOHDE: Jeesus –vauva *makasi kapaloituna seimessä*
3. tapahtuman AIKA: (ei mainintaa)
4. tapahtuman PAIKKA: Betlehem on *Daavidin kaupunki*
5. tapahtuman VÄLINE: (ei mainintaa)
6. tapahtuman VASTAANOTTAJA: Joosef oli *Nasaretista, Galileasta ja kuului Daavidin sukuun.* Maria *oli Joosefin kihlattu, hän tutkiskeli kaikkea tapahtunutta sydämessään.*
7. tapahtuman LÄHTÖKOHTA : (ei mainintaa)
8. tapahtuman SUUNTA: (ei mainintaa)

Määritekehän määritteet sijoitetaan niille varattuihin lokeroihin. Seuraavan sivun kuviosta näet, miten määritekehä on täytetty.

Kuvio 3 Määritekehä

ASIAYHTEYS

SYY

TAVOITE

MITÄ PAIKASTA?

MITÄ AJASTA?

Daavidin kaupunki

—

PAIKKA

AIKA

Betlehem

yöllä

olivat yöllä vartioi- massa lau- maansa

vauva makasi kapaloi- tuna seimessä

MITÄ TEKIJÄSTÄ?

MITÄ KOHTEESTA?

TEKIJÄ

KOHDE

TEKELINEN

paimenet

se mitä Herra heille ilmoitti, Jeesus

Betle- he- miin, M+J:n maja- paikkaan

(luul- tavasti kävellen)

—

VÄLINE

SIJAINTI

MITÄ VÄLINEESTÄ?

TEKOTAPA

MITÄ SIJAINNISTA?

TEKOTAPA

Maria, Joosef ja Jeesus

Betlehemin läheltä

—

VASTAANOTTAJA

LÄHTÖKOHTA

Joosef oli Nasaretista, Maria oli Joosefin kihlattu jne.

—

MITÄ VASTAANOTTAJASTA?
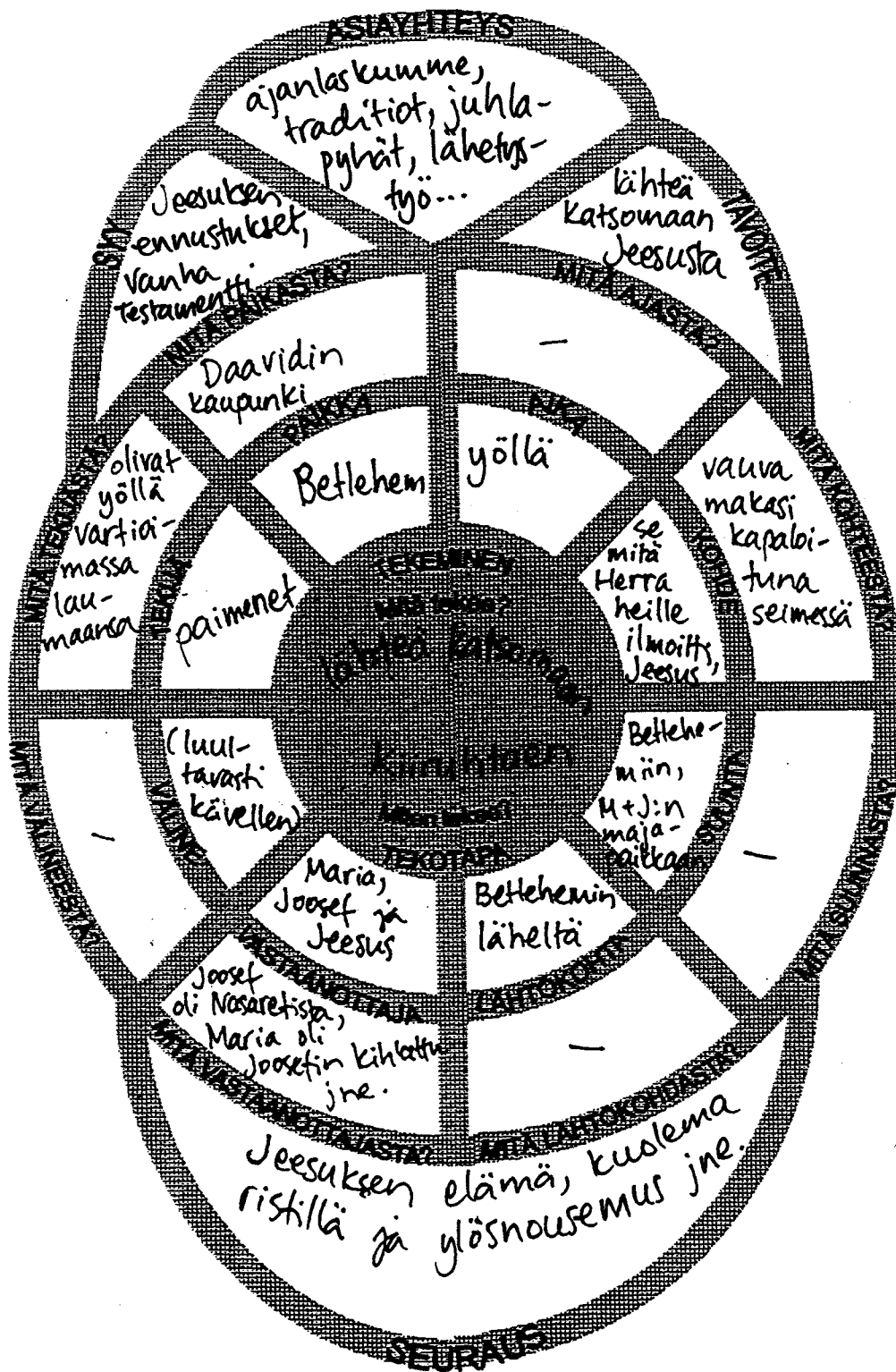
MITÄ LÄHTÖKOHDASTA?

SEURAUS

Laajennetun keksimiskiekon kysymyksiin (tapahtuman/tekemisen asiayhteys, syy, seuraus, tavoite?) voi löytyä monenlaisia vastauksia. Nyt on tarkoitus miettiä, mihin asiayhteyteen jouluevankeliumin tieto voidaan liittää sekä mitä syitä, seurauksia ja tavoitteita tapahtumalla oli.

1. Tekemisen/toiminnan TAVOITE on se, että paimenet lähtevät katsomaan Jeesusta, joka on Israelin luvattu Kuningas, Pelastaja ja Lunastaja.

2. Tekemisen/toiminnan SYY löytyy Jumalan kaikkivaltiaasta suunnitelmasta. Jeesuksen syntymä ennustettiin jo Vanhassa Testamentissa. Paimenet olivat osa ennalta määrättyä suunnitelmaa ja toteuttivat oman osansa siinä.

3. Tekemisen/toiminnan SEURAUKSET ovat moninaiset: Kuningas Herodes suuttui uuden israelilaisten kuninkaan syntymästä niin, että määräsi sotilaansa surmaamaan kaikki alle vuoden ikäiset poikalapset. Tämän vuoksi Joosef pakeni perheineen Egyptiin. Muita seurauksia tapahtumasta olivat Jeesuksen elämä, kuolema ristillä ja ylösnousemus sekä näin ollen maailman pelastuminen.

4. Tekemiseen/toimintaan liittyy aina laajempia ASIAYHTEYKSIÄ. Kun jouluevankeliumia pohtii laajemmalti, tuntuu siltä, että asiayhteyksistä voisi kirjoittaa hyvinkin pitkän listan. Ilman Jeesuksen syntymää esimerkiksi ajanlaskumme olisi erilainen, monia traditiota ja juhlapyhiä ei olisi ollenkaan puhumattakaan Jeesuksen syntymän merkityksestä aina sen ajan israelilaisista tämän päivän ihmisiin. Lähetystyö olisi täysin tuntematon käsite, koululaitos kehittyi alun perin kirkon piiriin...

Nämä huomautukset lisätään laajennettuun keksimiskiekkoon. Nyt voit tarkastella keksimiskiekkoa kokonaisuudessa seuraavan sivun kuviosta.

Kuvio 4 Laajennettu keksimiskiekko

ASIAYHTEYS

ajanlaskumme, traditiot, juhla-pyhät, lähetys-työ...

Jeesuksen ennustukset, vanha testamentti

lähteä katsomaan Jeesusta

TAVOITE

MITÄ ERIKASTA?

MITÄ AJASTA?

Daavidin kaupunki

—

olivat yöllä vartioi-massa lau-maansa

Betlehem yöllä

paimenet

vauva makasi kapaloi-tuna seimessä

se mitä Herra heille ilmoitti, Jeesus,

PAIKKA

AIKA

MITÄ KOHTEESTA?

MITÄ TEKIJÄSTÄ?

(luul-tavasti kävellen)

—

Maria, Joosef ja Jeesus

Betlehemin läheltä

Bettehe-miin, M+J:n maja-paikkaan

—

TEKOTAPA

LAITOKOHTA

Joosef oli Nasaretista, Maria oli Joosefin kihlattu jne.

MITÄ VASTAANOTTAJA

MITÄ VASTAANOTTAJASTA?

MITÄ LAITOKOHDASTA?

Jeesuksen elämä, kuolema ristillä ja ylösnousemus jne.

SEURAUS

◆ Keksimiskiekon sovellustehtävä

Nyt voitte kokeilla itse, miten keksimiskiekko täytetään. Tehkää tämä pareittain tai ryhmissä opettajan ohjauksessa. "Tyhjän" keksimiskiekon voi monistaa kuviosta 1.

1. Ottakaa esiin keksimiskiekko.

2. Lukekaa tällä sivulla oleva teksti Luukkaan evankeliumista.

3. Täyttäkää ensin PERUSKIEKKO. Muistakaa aina tehdä kysymyksiä, kun käytte läpi tekstiä ja haette tietoa. *Mitä tehdään? Kuka tekee? Missä tehdään? jne.* Kirjoittakaa tiedot peruskiekkoon.

4. Siirtykää sitten täyttämään MÄÄRITEKEHÄÄ. Tehkää tällä kertaa kysymyksiä: *Mitä muuta kerrotaan on tekijästä, paikasta, ajasta jne.?* Kirjoittakaa tiedot määritekehälle.

5. LAAJENNETULLA KEKSIMISKIEKOLLA haetaan vastauksia seuraaviin kysymyksiin: *Mikä on tapahtuman asiayhteys? Mitkä ovat tapahtuman syyt, seuraukset ja tavoitteet?* Kirjoittakaa pohdintanne tulokset laajennetulle keksimiskiekolle.

Luukas 6:6-11.

Oli sapatti ja Jeesus oli synagogassa opettamassa. Siellä oli myös mies, jonka oikea käsi oli halvaantunut – mies ei pystynyt tekemään sillä mitään. Elämä oli hankalaa. Synagogassa oli myös paljon fariseuksia ja lainopettajia. He miettivät, parantaisiko Jeesus jonkun sapattina. He halusivat saada Jeesuksen kiinni sellaisesta teosta, joka heidän mielestään oli väärä. Jeesus tiesi, mitä he ajattelivat.

Jeesus käski miehen tulla kaikkien nähtäväksi. Sitten Jeesus kysyi ihmisiltä: "Kumpi on sapattina luvallista, tehdä hyvää vai tehdä pahaa, pelastaa ihmishenki vai tuhota ihminen?" Sitten Jeesus käski miehen ojentaa kätensä. Kun mies ojensi kätensä, se oli täysin terve. Ei tarvittu leikkauksia eikä sidoksia. Mies oli ihmeissään ja riemuissaan. On kuitenkin surullista, että opettajat olivat raivoissaan ja alkoivat puhua keskenään, mitä voisivat tehdä Jeesukselle. Miten voisivat vahingoittaa häntä.

(Lääkäri Luukkaan potilaskirja 1996. Hämeenlinna: Päivä Oy)

UNIT 2

The World of Wonders

It couldn't just happen by chance......

Unit 2

THE WORLD OF WONDERS

Tervetuloa The World of Wonders -osioon. Tämä osio sisältää kahdeksan eri kertomusta Jeesuksen elämästä maan päällä. Jokaiseen lukukappaleeseen liittyy tehtäviä. Lue tehtävät tarkasti. Tarvitset myös erillisen vihkon ja sanakirjan tehtävien tekemiseen. Ennen kuin ryhdyt ahkeroimaan, tee tähän osioon kuuluva taustatietotehtävä.

TAUSTATIETOTEHTÄVÄ (UNIT 2)

❖ The World of Wonders kertoo Jeesuksesta ja hänen elämästäään maan päällä. Miettikää, mitä ajatuksia teille tulee mieleen Jeesuksesta. Kertokaa ajatuksenne toisille.

❖ Alla olevaan ajatuskarttaan on koottu erilaisia kuvioita, jotka jollakin lailla liittyvät Jeesuksen elämään. Mitä mielleyhtymiä teille tulee kuvista? Oletteko samaa mieltä? Jakakaa ajatuksenne.
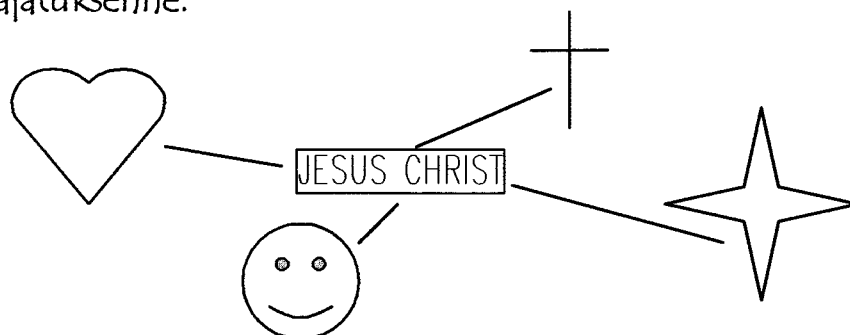
TEXT 1   The baptism of Jesus

- Pareittain tai ryhmissä

I. Maan päällä eläessään Jeesus matkusteli paikasta toiseen ympäri nykyisten Israelin ja Palestiinan alueita. Sen vuoksi on tärkeää, että ennen kuin aloitatte tekstiin tutustumisen käännätte esille osion Appendix ja sieltä Map 1. Etsikää kartalta seuraavat paikat: Galilee (Galilea) ja the River Jordan (Jordan -joki).

II. Lukekaa lisää seuraavista aiheista: Jesus (Jeesus), John the Baptist (Johannes Kastaja) ja the Holy Spirit (Pyhä Henki). Lukekaa tietoiskut ääneen ja kertokaa ne sitten suomeksi toisillenne (ks. The ABC of the Bible).

III. Ottakaa esille KEKSIMISKIEKKO. Tarkistakaa uudet sanat (New Words). Lukekaa sitten teksti läpi niin että, luette ääneen vuorotellen jakaen sopivan mittaisia pätkiä jokaiselle.

IV. Pohtikaa yhdessä opettajan ja koko luokan kanssa, miten täyttäisitte peruselementit PERUSKIEKKOON. Kirjoittakaa ehdotukset suomeksi kiekkoon, opettaja täyttää kiekon piirtoheitinkalvolle tai taululle.

V. Seuraavaksi voitte siirtyä MÄÄRITEKEHÄN täyttämiseen. Miettikää taas koko luokan voimin, miten täyttäisitte määritekehän.

VI. Seuraavaksi voitte siirtyä taas pari-/ryhmätyöskentelyyn. Kirjoittakaa keksimiskiekon tietojen perusteella PIENI KERTOMUS suomeksi vihkoon. Lukekaa sitten kertomuksenne toiselle parille/ryhmälle.

VII. Hienosti tehty! Saitte tehtävänne päätökseen!

Text 1   The baptism of Jesus

Jesus left Galilee and went to the River Jordan to be baptised by John. But John said: "You should baptise me. Why have you come to me?" Jesus answered: "For now this is how it should be, because we must do all that God wants us to do." Then John agreed. So Jesus was baptised. And as soon as he came out of the water, the sky opened, and he saw the Spirit of God coming down on him like a dove. Then a voice from heaven said: "This is my own dear Son, and I am pleased with him." When Jesus began to preach he was about thirty years old.

(adapted from *The Book of Hope, International Youth Edition* 1996. Margate, FL: Book of Life International.)

New Words

to baptise	kastaa
to agree	olla samaa mieltä
the Spirit of God	Jumalan Henki
a dove	kyyhkynen
to preach	saarnata

TEXT 2 Jesus changes water to wine

• Pareittain tai ryhmissä

I. Ottakaa esille Map 1 ja etsikää siitä seuraavat paikat: Cana (Kaana) ja Capernaum (Kapernaum).

II. Lukekaa lisää aiheista Mary (Maria) ja the disciples (opetuslapset) (The ABC of the Bible).

III. Lukekaa uudet sanat (New Words) ja lukekaa sen jälkeen teksti yhdessä läpi ääneen.

IV. Tekstistä löytyy neljä alleviivattua sanaa. Arvaatteko niiden merkityksen? Muistuttavatko ne tuntemianne sanoja? Käyttäkää asiayhteyttä hyväksenne. Tarkistakaa vielä sanojen merkitys sanakirjasta. Kirjoittakaa sanat vihkoihinne.

V. Miettikää yhdessä koko luokan ja opettajan kanssa sitä, miten PERUSKIEKKO ja MÄÄRITEKEHÄ täytetään.

VI. Siirtykää sitten takaisin pareihin/pienryhmiin ja kirjoittakaa keksimiskiekon teille antamien tietojen perusteella PIENI KERTOMUS suomeksi vihkoon. Lukekaa kertomuksenne toiselle parille/ryhmälle.

E	Dramatisoikaa teksti. Voitte esittää sen joko alkuperäisen
X	tekstin mukaan tai siirtää nykyaikaan.
T	Esim. *Jesus changes water to coke* TAI
R	*All of a sudden the cream on the cake tasted of*
A	*chocolate!*

Text 2   Jesus changes water to wine

Three days later, the mother of Jesus was at a wedding feast in the village of Cana in Galilee. Jesus and his disciples had also been invited and were there. When the wine was all gone Mary said to Jesus: "They don't have any more wine." Jesus replied: "Mother, my time hasn't yet come! You must not tell me what to do." Mary then said to <u>the servants</u>: "Do whatever Jesus tells you to do."

At the feast there were six stone <u>water jars</u> that were used by the people for washing themselves in the way that their religion said they must. Each jar held about a hundred litres. Jesus told the servants to fill them to the top with water. Then after the jars had been filled, he said: "Now take some water and give it to the man in charge of the feast."

The servants did as Jesus told them and the man in charge drank some of the water that had turned into wine. He did not know where the wine had come from, but the servants did. He called the bridegroom over and said: "The best wine is always served first. Then after <u>the guests</u> have had plenty, the other wine is served. But you have kept the best until last!"

This was Jesus' first miracle and he did it in the village of Cana in Galilee. There Jesus showed <u>his glory</u> and his disciples put their faith in him. After this he went with his mother, his brothers, and his disciples to the town of Capernaum, where they stayed for a few day.

(adapted from *The Book of Hope*)

New Words

a wedding feast	hääjuhla, -ateria
a village	kylä
to invite	kutsua
a disciple	opetuslapsi
a religion	uskonto
in charge	johdossa, johtajana
to turn into (something)	muuttua (joksikin)
a bridegroom	sulhanen
a miracle	ihme

TEXT 3 Jesus heals an official's son I

- Pareittain tai kolmen ryhmissä

I. Miettikää yhdessä, mitä teille tulee mieleen seuraavista sanoista: Jeesus, sairaat ihmiset, ihmeet. Kertokaa mietteistänne koko luokalle.

II. Tarkistakaa myös missä sijaitsee Judea (Juudea) (Map 1).

III. Lukekaa uudet sanat (New Words) ja lukekaa teksti läpi ääneen.

IV. Montako verbiä löydätte tekstistä? Kirjoittakaa ne vihkoon kaikissa aikamuodoissa. Laskekaa montako löysitte.

V. Täyttäkää pareissa/ryhmissä PERUSKIEKKO suomeksi. Jos olette ehdotuksistanne eri mieltä, keskustelkaa vaihtoehdoista ja valitkaa sitten sopivin.

VI. Siirtykää sitten täyttämään MÄÄRITEKEHÄ suomeksi.

VII. Seuraavaksi on vuorossa PIENEN KERTOMUKSEN kirjoittaminen ENGLANNIKSI vihkoon. Käyttäkää keksimiskiekkoa apunanne. Lukekaa vielä kertomuksenne toisen parin/ryhmän kanssa. Mitä eroja ja yhtäläisyyksiä löydätte?

E	Yksi ryhmäläisistänne asettuu virkamiehen rooliin
X	Muut ovat reporttereita ja tekevät hänelle kysymyksiä
T	(5-7) englanniksi. Esim. *Kuka olet? Missä asut?*
R	*Mikä on ammattisi? Mitä on tapahtunut? jne.* Lopuksi
A	esittäkää haastattelu koko luokalle luokalle
	"aitona suorana lähetyksenä".

Text 3   Jesus heals an official's son I

While Jesus was in Galilee, he returned to the village of Cana where he had turned the water into wine. There was an official in Capernaum whose son was sick. And when the man heard that Jesus had come from Judea, he went and begged him to keep his son from dying. Jesus told the official: "You won't have faith unless you see miracles and wonder!" The man replied: "Lord, please come before my son dies!" Jesus then said: "Your son will live. Go on home to him."

The man believed Jesus and set off to return home. Some of the official's servants met him along the road and told him: "Your son is better!" he asked them when the boy got better and they answered: "The fever left him yesterday at one o'clock." The boy's father realised that at one o'clock the day before Jesus had told him: "Your son will life!" So the man and everyone in his family put their faith in Jesus. This was the second miracle Jesus performed after he left Judea and went to Galilee.

(adapted from *The Book of Hope*)

New Words

an official	virkamies
to beg	rukoilla, anoa
to die	kuolla
faith	usko
to perform	tehdä, suorittaa
fever	kuume
to realise	ymmärtää
to reply	vastata

TEXT 4 The healing at the pool

- Pareittain tai ryhmissä

I. Kääntäkää esille Map 2. Etsikää Jerusalemin pohjapiirroksesta Betesdan allas (the Pool of Bethsaida) ja Lammasportti (the Sheep Gate).

II. Tarkistakaa uudet sanat listasta (New Words) ja lukekaa teksti läpi ääneen vuorotellen.

III. Löydätte tekstistä seuraavat alleviivaukset. Yrittäkää miettiä niiden merkityksiä tekstin avulla. Kirjoittakaa vastauksenne vihkoon:
   - crippled people → Minkälainen sairaus vaivaa näitä ihmisiä?
   - to be healed → Mitä ihmiselle tässä tapahtuu?
   - Pick up your mat → Mitä tässä tehdään?
   Seuraavaksi voitte tarkistaa sanojen merkityksen sanakirjasta.

IV. Täyttäkää PERUSKIEKKO ja MÄÄRITEKEHÄ suomeksi.

V. Seuraavaksi voitte jatkaa työtänne itsenäisesti. Kukin ryhmäläinen kirjoittaa PIENEN KERTOMUKSEN luetusta SUOMEKSI vihkoon.

VI. Lukekaa kertomuksenne parille/ryhmäläisille. Mitä eroja tai yhtäläisyyksiä löysitte?

E	Pohtikaa tätä parantumisihmettä sen aikaisen lääkärin
X	näkökulmasta. *Mitä hän mahtoi miettiä? Ja miten hän*
T	*selitti tapahtuneen?* Kirjoittakaa "diagnoosi" miehen
R	sairaudesta englanniksi: *nimi, ikä, sairaus, hoito, sairauden*
A	*eteneminen, ennuste, parantumisen syy jne.*

Text 4   The healing at the pool

Jesus went to Jerusalem for another Jewish festival. In the city near the sheep gate was a pool with five porches and its name was Bethsaida. Many sick, blind, lame, and crippled people were lying close to the pool. Beside the pool was a man who had been sick for thirty-eight years. When Jesus saw the man and realised that he had been crippled for a long time, he asked him: "Do you want to be healed?" The man answered: "Lord, I don't have anyone to put me in the pool when the water is stirred up. I try to get in, but someone else always gets there first." Jesus told him: "Pick up your mat and walk!" At once the man was healed. He picked up his mat and started walking around.

(adapted from *The Book of Hope*)

New Words

a pool	allas
blind	sokea
Jewish	juutalainen
lame	rampa, ontuva
a porch	pylväikkö, pylväskäytävä
to stir up	sekoittaa, kuohua

TEXT 5   Jesus calms the storm

• Pareittain tai ryhmissä

I.   Oletteko koskaan olleet myrskyllä ulkona? Miltä se tuntuu?
       Kertokaa toisille ryhmäläisille ajatuksistanne.

II.   Etsikää kartalta (Map 1) the Lake Genessareth (Genessaretin
       järvi).

III.   Tarkistakaa uudet sanat (New Words) ja lukekaa teksti läpi
       ääneen.

IV.   Seuraaville sanoille löytyy tekstistä vastakohdat. Löydättekö
       ne? *west, to raise up, to finish, awake, less*
       Alleviivatkaa vastakohdat.

V.   Täyttäkää   keksimiskiekosta   PERUSKIEKKO   ja
       MÄÄRITEKEHÄ suomeksi.

VI.   Pohtikaa seuraavia seikkoja:
       ♦ Miksi Jeesus päätti lähteä ylittämään järveä?
       ♦ Miksi Jeesus nukahti veneeseen?

VII.   Kirjoittakaa yhdessä erilliselle paperille UUTISRAPORTTI
       (suomeksi) KAPERNAUMIN SANOMIIN. Käyttäkää
       keksimiskiekon   tietoja   hyväksenne.   Voitte   ottaa
       opetuslasten tai jonkun kaupunkilaisen näkökulman.
       Otsikoksi sopii vaikkapa: *Miten tämä on mahdollista?!?*
       Ripustakaa raportti luokan seinälle.

E	Tehkää uutisraportistanne etusivun sensaatiojuttu englanniksi
X	The Capernaum Herald -lehteen posteriksi luokan
T	seinälle. Kuvittakaa ja värittäkää juttu. Mitä muita pieniä
R	uutisia Kapernaumin seudulta mahtuu etusivulle?
A	

Text 5   Jesus calms the storm

One evening Jesus said to his disciples: "Let's cross to the east side." So they left the crowd and his disciples started across the lake with him in the boat. Some other boats followed along. Suddenly, a storm struck the lake. Waves started splashing into the boat and it was about to sink.

Jesus was in the back of the boat with his head on a pillow and he was asleep. His disciples woke him and said: "Teacher, don't you care that we're about to drown?" Jesus got up and ordered the wind and the waves to be quiet. The wind stopped and everything was calm. Jesus asked his disciples: "Why were you afraid? Don't you have any faith?" Now they were more afraid than ever and said to each other: "Who is this? Even the wind and the waves obey him!"

(adapted from *The Book of Hope*)

New Words

a crowd	ihmisjoukko
to sink	upota
a pillow	tyynyt
to drown	hukkua
to order	käskeä (tässä tekstissä)
to obey	totella

TEXT 6   Jesus walks on the water

• Pareittain tai kolmen ryhmissä

I. Lukekaa englanninkielisestä Raamatusta seuraavat kohdat: Mark 14:32; Luke 9:28. Pohtikaa sitä, minkä vuoksi Jeesus halusi rukoille opetuslastensa kanssa? Minkälainen vaikutus sillä oli hänen elämäänsä?

II. Lukekaa uudet sanat listasta (New Words) ja lukeaa teksti läpi ääneen.

III. Löydätte tekstistä <u>kaksi alleviivausta</u>. Miettikää niihin liityviä kysymyksiä ja kirjoittakaa vastaukset vihkoon suomeksi.
  ➢ "The boat was going against the wind and was being tossed around by the waves." → Mitä veneelle tapahtui?
  ➢ "They were terrified and started screaming." → Kuvataanko tässä positiivista vai negatiivista tunnetta? Mitä oikein tapahtuu?

IV. Seuraavaksi täyttäkää PERUSKIEKKO ja MÄÄRITEKEHÄ suomeksi.

V. Valitkaa jokin seuraavista tehtävistä. Voitte tehdä ne parittain/ryhmissä tai yksin:
  ◆ Piirtäkää SARJAKUVA kertomuksesta englanniksi.
  ◆ Laatikaa UUTISRAPORTTI englanniksi Pietarin näkökulmasta.
  ◆ Kirjoittakaa PIENI KERTOMUS tapahtumista englanniksi.

E	Dramatisoikaa lukemanne kertomus.
X	Näytelkää se vaikkapa:
T	PANTOMIIMINA,
R	MODERNISOITUNA NYKYPÄIVÄÄN tai
A	MUSIKAALINA.
	☺ ☺ ☺

Text 6   Jesus walks on the water

Jesus had gone up on the mountain to pray. Later that evening, he was still there. By this time the disciples had rowed the boat a long way from the shore. <u>The boat was going against the wind and was being tossed around by the waves.</u> A little before morning, Jesus came walking on the water towards his disciples. When they saw him, they thought he was a ghost. <u>They were terrified and started screaming.</u>

At one, Jesus said to them: "Don't worry! I am Jesus. Don't be afraid." Peter replied: "Lord, if it is really you, tell me to come to you on the water." "Come on!" Jesus said. Peter then got out of the boat and started walking on the water towards him. But when Peter saw how strong the wind was, he was afraid and started sinking. "Save me, Lord!" he shouted. Straight away Jesus reached out his hand. He helped Peter up and said: "You don't have much faith. Why do you doubt?"

When Jesus and Peter got into the boat the wind calmed down. The men in the boat worshipped Jesus and said: "You really are the Son of God!"

(adapted from *The Book of Hope*)

New Words

to doubt	epäillä
to row	soutaa
a ghost	aave
a shore	ranta, rannikko
to sink	upota
to worship	palvoa, ylistää

Text 7 Jesus heals an official's son II

- Pareittain tai ryhmissä

I. Jeesuksen matkat jatkuvat ympäri Galileaa. Kääntäkää esiin Map 1 ja etsikää siitä Nain -kaupunki.

II. Lukekaa listasta uudet sanat (New Words) ja lukekaa se läpi ääneen.

III. Minkälaisia tunnetiloja seuraavat sanonnat kuvaavat? Löydätte ne alleviivattuina tekstistä. Kirjoittakaa vastaukset vihkoon suomeksi. Mitä ovat niiden vastakohdat?
   - ➤ "... he felt sorry"
   - ➤ "Everyone was frightened..."

IV. Täyttäkää keksimiskiekon PERUSKIEKKO ja MÄÄRITEKEHÄ suomeksi.

V. Siirtykää sitten LAAJENNETULLE KEKSIMISKIEKOLLE. Tämä osio tehdään yhdessä opettajan ja koko luokan kanssa. Miettikää yhdessä seuraavia kysymyksiä ja kootkaa ne taululle:
   - ◆ Mitä seurauksia tapahtumalla oli? Mihin tilanteeseen kaupunki ja sen asukkaat jäivät Jeesuksen vierailun jälkeen?
   - ◆ Mikä oli tapahtuman tavoite? Mihin Jeesus pyrki toiminnallaan?
   - ◆ Mikä sai Jeesuksen toimimaan niin kuin hän teki?
   - ◆ Jos ajattelette tapahtumaa laajemmassa mittakaavassa, miten luulette sen vaikuttaneen koko Galilean alueen elämään? Sana Jeesuksen toiminnasta kiiri varmasti ympäriinsä.

E	Pohtikaa sitä, miltä pojasta mahtoi tuntua, kun hän avasi
X	silmänsä ja heräsi eloon. *Kenet hän näki ensimmäisenä?*
T	*Mitä hän kuuli? Kuka ensimmäisenä puhui hänelle? Mioltä*
R	*ruoka maistui?* *jne.* Kirjatkaa ajatuksenne puhekuplien muotoon
A	piirtämänne pojan kuvan ympärille.

Text 7 Jesus heals an official's son II

Jesus and his disciples were on their way to the town of Nain, and a big crowd was going along with them. As they came near the gate of the town, they saw people carrying out the body of a widow's only son. Many people from the town were walking along with her.

When the Lord saw the woman, he <u>felt sorry</u> for her and said: "Don't cry!" Jesus went over and touched the stretcher on which the people were carrying the dead boy. They stopped and Jesus said: "Young man, get up!" The boy sat up and began to speak. Jesus then gave him back to his mother.

<u>Everyone was frightened</u> and praised God. They said: "A great prophet is here with us! God has come to his people." News about Jesus spread all over Judea and everywhere else in that part of the country.

(adapted from *The Book of Hope*)

New Words

an official	virkamies
a big crowd	iso (ihmis-)ryhmä
a body	ruumis
a widow	leski
a stretcher	paarit
to praise	ylistää

TEXT 8 Jesus raises Lazarus from death

- Pareittain tai kolmen ryhmissä

I. Miettikää vastauksia seuraaviin kysymyksiin. Apua voitte etsiä englanninkielisestä Raamatusta John 11:1–37:
   - ◆ Miten hyvin Jeesus tunsi Lasaruksen (Lazarus)?
   - ◆ Keitä olivat Martta ja Maria (Martha and Mary)?
   - ◆ Mitä Lasarukselle oli tapahtunut?

II. Lukekaa teksti läpi ääneen. Alleviivatkaa samalla vieraat sanat. Pohtikaa seuraavaksi, mitkä sanoista ovat tarpeellista tietää tekstin kokonaisuuden ymmärtämisen kannalta. Tarkistakaa niiden sanojen merkitys sanakirjasta ja kirjoittakaa ne vihkoon.

III. Täyttäkää sitten PERUSKIEKKO ja MÄÄRITEKEHÄ suomeksi.

IV. Seuraavaksi pohditaan jälleen LAAJENNETUN KEKSIMISKIEKON kysymyksiä koko luokan voimin. Miettikää seuraavia kysymyksiä:
   - ◆ Mitä seurauksia tapahtumalla oli? Mihin tilanteeseen kaupunki ja sen asukkaat jäivät Jeesuksen vierailun jälkeen?
   - ◆ Mikä oli tapahtuman tavoite? Mihin Jeesus pyrki toiminnallaan?
   - ◆ Mikä sai Jeesuksen toimimaan niin kuin hän teki?
   - ◆ Jos ajattelette tapahtumaa laajemmassa mittakaavassa, miten luulette sen vaikuttaneen koko Betsaidan alueen elämään? Sana Jeesuksen toiminnasta kiiri varmasti ympäriinsä.

E X T R A	Pohtikaa sitä, miltä Martasta ja Mariasta mahtoi tuntua, kun he näkivät veljensä taas elävänä. *Mitä he tekivät? Mitä he ajattelivat? jne.* Kirjatkaa ajatuksenne puhekupliksi piirtämienne Martan ja Marian ympärille.

EXTRA FOR UNIT 1

Olette päässet tänne asti – hyvin tehty! Nyt on aika tarkastella lukemianne kertomuksia uudelleen. Voitte työskennellä pareittain tai ryhmissä. Valitkaa yksi tehtävävaihtoehdoista, lukekaa ohjeet huolellisesti ja ryhtykää töihin. Toivottavasti nautitte tehtävistänne!

Task 1   Art Deco

Tarvitsette

❖ ison A3 –kokoisen pahvin tai paperin
❖ värillistä paperia, silkkipaperia, kuvia jne.
❖ tusseja, värityskyniä jne.
❖ sakset
❖ Raamatun tietosanakirjoja avuksi

Laatikaa juliste luokan seinälle jostakin seuraavista aiheista:

- Jesus and Miracles
- The Twelve Disciples
- A topic of your own

Task 2   Action!

Tarvitsette

❖ videokameran
❖ rooliasusteet
❖ kuvaustilan jne.

EXTRA FOR UNIT 1

Olette päässet tänne asti – hyvin tehty! Nyt on aika tarkastella lukemianne kertomuksia uudelleen. Voitte työskennellä pareittain tai ryhmissä. Valitkaa yksi tehtävävaihtoehdoista, lukekaa ohjeet huolellisesti ja ryhtykää töihin. Toivottavasti nautitte tehtävistänne!

Task 1 Art Deco

Tarvitsette

❖ ison A3 –kokoisen pahvin tai paperin

❖ värillistä paperia, silkkipaperia, kuvia jne.

❖ tusseja, värityskyniä jne.

❖ sakset

❖ Raamatun tietosanakirjoja avuksi

Laatikaa juliste luokan seinälle jostakin seuraavista aiheista:

- Jesus and Miracles
- The Twelve Disciples
- A topic of your own

Task 2 Action!

Tarvitsette

❖ videokameran

❖ rooliasusteet

❖ kuvaustilan jne.

Kirjoittakaa, suunnitelkaa ja kuvatkaa valitsemanne aiheen mukainen lyhyt "elokuva". Aiheeksi voitte valita jonkun kertomuksista tai extra −tehtävistä.

Task 3   Comics!
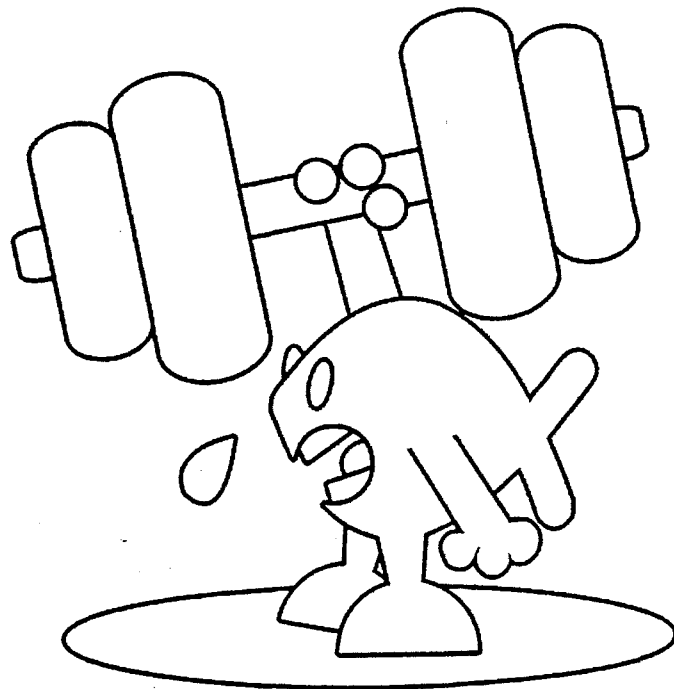
Tarvitsette

❖ paperia tai kartonkia

❖ sakset

❖ tussit, värikyniä jne.

Valitkaa yksi tai useampi juuri lukemistanne kertomuksista tai itse laatimistanne tarinoista. Piirtäkää vähintään 5-kuvainen sarjakuva kertomuksen tapahtumista. Lisätkää puhekuplat ja värittäkää kuvat.

UNIT 3

Great People of God

I can do everything through him
who gives me STRENGTH!!!

Philippians 4:13 NIV

UNIT 3

GREAT PEOPLE OF GOD

Welcome to Unit 3. The Old Testament is full of exciting stories. There are six stories in this unit which tell about Abraham, Solomon, Samuel, Jeremiah, Saul, and David. You will need a journal/notebook and a dictionary for the exercises.

Background Knowledge for Unit 3

❖ What thoughts come to your mind when you think about the Old Testament characters - David, Solomon, Jeremiah? Write them down in your journal or share your thought with a friend.

❖ Before you start reading the first story, take some time to think about the picture below. What thoughts come to your mind about the picture? Discuss about it with a friend or write your thoughts down in your journal.

"The Old Testament is so boring! It's full of long stories that are difficult to understand. I don't know why I should read it?!?!"

TEXT 1   God's call to Abram

- For individuals, pairs, or groups

I.   What do you already know about Abraham? Who is he? When did he live? Talk about this with your friend or write down your thoughts in your journal.

II.   Turn to The ABC of the Bible and read about the following people and places: Abram, Sarai, Lot, Haran, and Canaan.

III.   Check the new words and read the text.

IV.   Fill in the basic and defining discs in Finnish.

V.   Take some time to think and fill in the extended discovery disc in Finnish.

VI.   Write a short story about the text in Finnish (about 50-60 words).

VII.   Read your story to your friend or your teacher.

E	Imagine hearing about the story of Abraham and Sarah
X	just now. A couple in the northern Lapland decided to take
T	a hike and start wondering around like nomads!!!!
R	Write a short newspaper article about Abraham and Sarah
A	in English in the Sensational News of Lapland

Text 1   God's call to Abram

(Genesis 12:1-9)

The Lord said to Abram: "Leave your country, your relatives, and your father's home and go to a land that I am gong to show you. I will give you many descendants and they will become a great nation. I will bless you and make your name famous, so that you will be a blessing. I will bless those who bless you, but I will curse those who curse you. And through you I will bless all the nations." When Abram was 75 years old, he started out from Haran, as the Lord had told him to do, and Lot went with him. Abram took his wife Sarai, his nephew Lot and all they wealth and all the slaves they had acquired in Haran, and they started out for the land of Canaan.

When they arrived in Canaan, Abram travelled through the land until he came to the sacred tree of Moreh, the holy place at Shechem. (At that time the Canaanites were still living in the land.) The Lord appeared to Abram and said to him: "This is the country that I'm going to give to your descendants." Then Abram built an altar there to the Lord who had appeared to him. After that he moved on south to the hill country east of the city of Bethel on the west and Ai on the east. There also he built an altar and worshipped the Lord. Then he moved on from place to place going towards the southern part of Canaan.

(adapted from *Good News Bible* 1994. London: HarperCollins)

New words

a relative	sukulainen
a descendant	jälkeläinen
to bless	siunata
to curse	kirota
a nephew	veljenpoika
to acquire	hankkia
sacred	pyhä
to appear	ilmestyä

TEXT 2 Solomon judges a difficult case

- For individuals, pairs, or groups

I. Can you remember who Solomon was? What is he famous for? Ask your friend what he or she knows about Solomon or write down your own thoughts in your journal.

II. Turn to The ABC of the Bible and read more about King Solomon.

III. Check the new words and read the text.

IV. Three words have been underlined in the text. Do you know the meanings of them? Can you think of other words that these words have been made of? (For example, *laughter* → *to laugh*) Write them down in your journal.

V. Fill in the basic and defining discs in Finnish.

VI. Take some time to think and fill in the extended discovery disc.

VII. Write down the main points (5-10) of the story in your journal in Finnish.

VIII. Read your list to a friend. What similarities/differences (samanlaisuuksia/erilaisuuksia) do you find?

E	Can you come up with (keksiä) A DIFFICULT CASE that
X	you could present to King Solomon? Write it down.
T	Tell your problem to the class and see if anybody
R	can find a solution for it.
A	

Text 2 Solomon judges a difficult case

(I Kings 3:16-28)

One day two prostitutes came and presented themselves before King Solomon. One of them said: "Your majesty, this woman and I live in the same house and I gave birth to a baby boy at home while she was there. Two days after my child was born she also gave birth to a baby boy. Only the two of us were there in the house – no one else was present. Then one night she <u>accidentally</u> rolled over on her baby and smothered it. She got up during the night, took my son from my side while I was <u>asleep</u>, and carried him to her bed. Then she put the dead child in my bed. The next morning when I woke up and was going to feed my baby, I saw that it was dead. I looked at it more closely and saw that it was not my child."

But the other woman said: "No! The living child is mine and the dead one is yours!" The first woman answered: "No! The dead child is yours and the living one is mine!" And so they argued before the king. Then King Solomon said: "Each of you claims that the living child is hers and that the dead child belongs to the other one". He sent for a sword and when it was brought he said: "Cut the living child in two and give each woman half of it." The real mother, her heart full of love for her son, said to the king: "Please our majesty, don't kill the child! Give it to her!" But the other woman said: "Don't give it to either of us. Go ahead and cut it in two." Then Solomon said: "Don't kill the child! Give it to the first woman – she is its real mother. "When the people of Israel heard of Solomon's <u>decision</u> they were filled with deep respect for him because they knew then that God had given him the wisdom to settle disputes fairly.

(adapted from *Good News Bible*)

New Words

to judge	tuomita
a prostitute	ilotyttö
to give birth	synnyttää
to smother	tukahduttaa
to argue	väitellä
a sword	miekka
to be filled with (something)	täyttyä (jollakin)
respect	kunnioitus
to settle	sovitella
a dispute	erimielisyys, kiista

TEXT 3   The Lord appears to Samuel

- For individuals, pairs, or groups

I.   Can you think of five things that you remember about Samuel? Write them down in your journal. Tell your friend what you have written? Do you have any similarities/differences?

II.   Turn to The ABC of the Bible and read more about Eli, Samuel, the Covenant Box, and a prophet.

III.   Check the new words and read the text.

IV.   Can you find any other ways of saying the phrases underlined in text? (quite rare, almost blind, from beginning to end, don't keep anything from me) Write down your answers in the journal.

V.   Fill in the basic and defining discs in Finnish.

VI.   Take some time to think and fill in the extended discovery disc.

VII.   Write a short story about the text in English (about 50-60 words) in your journal.

VIII.   Read your story to a friend. Give each other applauds!!!

E	God spoke to Samuel in a dream. How else can God
X	speak to people? Talk about this with a friend in English.
T	Write down your ideas and then tell others. Do you have
R	many similarities in your lists?
A	

Text 3   The Lord appears to Samuel

(1 Samuel 3)

In those days, when the boy Samuel was serving the Lord under the direction of Eli, there were very few messages from the Lord, and visions from him were quite rare. One night Eli, who was now almost blind, was sleeping in his own room; Samuel was sleeping in the sanctuary, where the sacred Covenant Box was. Before dawn, while the lamp was still burning, the Lord called Samuel. He answered: "Yes, sir!" and ran to Eli and said, "You called me, and here I am." But Eli answered, "I didn't call you; go back to bed."

So Samuel went back to bed. The Lord called Samuel again. The boy did not know that it was the Lord, because the Lord had never spoken to him before. So he got up, went to Eli and said. "You called me, and here I am." But Eli answered, "My son, I didn't call you; go back to bed."

The Lord called Samuel a third time. He got up, went to Eli and said: "You called me and here I am." Then Eli realised that it was the Lord who was calling the boy, so he said to him: "Go back to bed and if he calls you again, say 'Speak, Lord, your servant is listening.' "

So, Samuel went back to bed. The Lord came and stood there and called as he had before: "Samuel, Samuel!" Samuel answered: "Speak, your servant is listening." The Lord said to him: "Some day I am going to do something to the people of Israel that is so terrible that everyone who hears about it will be stunned. On that day I will carry out all my threats against Eli's family, from beginning to end. I have already told him that I am going to punish his family forever because his sons have spoken evil things against me. Eli knew they were doing this, but he did not stop them. So I solemnly declare to the family of Eli that no sacrifice or offering will ever be able to remove the consequences of this terrible sin."

Samuel stayed in bed until morning. Then he got up and opened the doors of the house of the Lord. He was afraid to tell Eli about the vision. Eli called him:

"Samuel, my boy!" "Yes, sir," answered Samuel. "What did the Lord tell you?" Eli asked. "Don't keep anything from me." So Samuel told him everything. He did not keep anything back. Eli said: "He is the Lord. He will do whatever seems best to him."

As Samuel grew up, the Lord was with him and made everything that Samuel said come true. So all the people of Israel, from one end of the country to the other, knew that Samuel was indeed a prophet of the Lord. The Lord continued to reveal himself at Shiloah, where he had appeared to Samuel and had spoken to him. And when Samuel spoke, all Israel listened.

(adapted from *Good News Bible*)

New Words

to appear	ilmestyä
direction	ohjaus
a message	viesti
a vision	näky, visio
blind	sokea
the sanctuary	pyhäkkö
to be stunned	olla ihmeissään
a threat	uhkaus
to punish	rankaista
a consequence	seuraus
to declare	julistaa
a sacrifice	uhri
an offering	uhrilahja, lahjoitus
to remove	poistaa
to reveal	ilmaista, paljastaa

TEXT 4 Jeremiah in a dry well

- For individuals, pairs, or groups

I. Turn to The ABC of the Bible and read more about Jeremiah and Babylon.

II. Read the text.

III. Underline all the words that you do not know the meaning of. Then try to guess their meaning. If you think the word is important you can check it in the dictionary. Write the words down in your journal.

IV. Fill in the basic and defining discs in Finnish.

V. Take some time to think and fill in the extended discovery disc.

VI. What do you think happened to Jeremiah after he was helped out of the well? Write a short story about him in your journal in English (50-100 words).

VII. Read your story to our friend or hand it in to your teacher.

E X T R A	Get into groups of three or more. Dramatise the story of Jeremiah in the Well. Some groups can make a modernised version of it. What kind of people would the officials throw to prison today?

Text 4   Jeremiah in a dry well

(Jeremiah 38:1-13)

Shephatiath son of Mattan, Gedaliah son of Pashhur, Jehucal son of Shelemiah, and Pashhur son of Malchiah heard that I was telling the people that the Lord had said: "Whoever stays on in the city will die in war or of starvation or disease. But those who go out and surrender to the Babylonians will not be killed. They will at least get away with their lives." I was also telling them that the Lord has said: "I am going to give the city to the Babylonian army and they will capture it."

Then the officials went to the king and said: "This man must be put to death. By talking like this he is making the soldiers in the city lose their courage and he is doing the same thing to everyone else left in the city. He is not trying to help the people. He only wants to hurt them."

King Zedekiah answered: "Very well, then, do what you wish with him. I can't stop you." So they took me and let me down by ropes into Prince Malchich's well, which was in the palace courtyard. There was no water in the well, only mud, and I sank down in it.

However, Ebedmelech the Ethiopian, a eunuch who worked in the royal palace, heard that they had put me in the well. At that time the king was holding court at the Benjamin Gate. So Ebedmelech went there and said to the kind: "Your majesty, what these men have done is wrong. They have put Jeremiah in the well, where he is sure to die of starvation since there is no more food in the city." Then the king ordered Ebedmelech to take with him three men and to pull me out of the well before I died. So Ebedmelech wen with the men to the palace storeroom and got some worn-out clothing which he let down to me by ropes. He told me to put the rags under my arms, so that the ropes wouldn't hurt me. I did this and they pulled me up out of the well. After that I was kept in the courtyard.

TEXT 5 That's Saul, folks!

- For individuals, pairs, or groups

I.   You have already read about Samuel. Do you know why Samuel was an important person in Saul's life? Talk about this with your friend or write your thoughts down in your journal.

II.   Turn to **The ABC of the Bible** and read more about Saul, Benjamin, and Gilgal.

III.   Check the new words, skim (silmäillä) the text, and then read it. Don't worry if you find a lot of words that you don't understand.

IV.   The following words and phrases are found in the text. Can you guess the meaning of them?
   ➤ the drawing of lots
   ➤ "He was running errands for his father."
   ➤ to offer sacrifices
   ➤ "He won't be crowned."
   ➤ the tribe
   ➤ the monarch

   Check the meaning of the phrases in your dictionary.

V.   Then read the text again and fill in the basic and defining discs in Finnish.

VI.   Then fill in the extended discovery disc.

VII.   Write a short description of the events in the form of an article in a respectable newspaper in Finnish (about 60–100 words). The newspaper is called *Kymmenen päivää!*

E

X

T

R

A

Write a sensational newspaper article of the story that you have just read about Saul in the size of A4-paper. Use drawing pens, coloured papers, pictures etc. to make it interesting. Do this exercise in English ☺ ☺ ☺

Text 5

THAT'S SAUL,

FOLKS!

SAUL IS APPOINTED KING

Donkey Driver Gets Top Job

Saul, a young man from *the tribe* of Benjamin, has been appointed King by the prophet Samuel. His appointment has been confirmed by *the drawing of lots* from all the tribes of Israel. The young man, who only a few days ago *was running errands for his father*, searching for a load of lost donkeys, is now *the monarch* of all Israel.

DONKEYS

God told me I would meet a young man from the tribe of Benjamin, looking for his donkeys," said Samuel. "That was the person who would be king. Don't ask me why donkeys are involved. I can only assume it's the Lord's sense of humour."

Saul (20) will now go to Gilgal *to offer sacrifices*. "*He won't be crowned*," said an organizer, "because we haven't got a crown yet. But we've ordered one from 'Tiaras R Us' and as soon as it arrives, we'll slap it on."

(adapted from *The Tabloid Bible - The Scroll 1998*. London: HarperCollins.)

New Words

to appoint somebody a king	asettaa (joku) kuninkaaksi
a donkey	aasi
to confirm	varmistaa, vahvistaa
to search	etsiä
to order	tilata
to be involved (in)	olla mukana, olla osallisena

TEXT 6 The Fall of a Giant

- For individuals, pairs, or groups

I.   What can you remember about David and Goliath? Write down your thoughts in your journal.

II. Turn to The ABC of the Bible and read more about David, Goliath, Gath, and the Philistines.

III. Check the new words, skim (silmäillä) the text, and then read it. Don't worry if you find a lot of words that you don't understand.

IV. The following words and phrases are found in the text. Can you guess the meaning of them?
   - to accept a challenge
   - to hack his head off
   - to crack walnuts with his eyelids
   - the answer was to be mobile
   - "It took a lot of guts."
   - spectacularly
   - an armour

   Use your dictionary to find the exact meaning of the phrases.

V.   Then read the text again and fill in the basic, defining and extended discovery discs in Finnish.

VI. Write down the main points of the story (5-10) in your journal.

VII. What differences/similarities in your lists do you find with your friend?

Text 6

THE FALL OF A GIANT

Goliath Killed In World Championships Fight

World Champion Goliath was spectacularly defeated yesterday, by a young shepherd boy. David (17), a shepherd and a part-time harpist, accepted the challenge from the nine-foot-tall Philistine, fighting in the colours of Gath. "I'm very pleased," said David. "In fact the hardest thing about the contest was picking up his sword to hack his head off after he was dead. I wasn't afraid. After all, I've fought lions! The trick was to think of him as a big lion, standing up." "It's amazing", said our single combat correspondent, Harry Ben Carpenter. "We thought Goliath was invincible. I mean, the guy could crack walnuts with his eyelids. Even his muscles had muscles."

SLING. Even more amazing, David went into the fight wearing no armour and carrying nothing more than a sling. "He'd clearly done his homework," said Harry. "After all, you couldn't hope to slug it out face to face. For a start you'd need a ladder just to see Goliath's face. No, the answer was to be mobile, quick and hit on the run".

MONSTER. Above all, people are praising David for his heroic faith. "It took a lot of guts for the boy to go out there and face this monster," Harry said. "Especially when you consider that Goliath had never been won before. But David never seemed to think he could lose."

(adapted from _The Tabloid Bible_)

New Words

to defeat	voittaa
a Philistine	filistealainen
a contest	kilpailu
a correspondent	kirjeenvaihtaja
invincible	voittamaton
a sling	linko
to slug	motata, iskeä
faith	usko

EXTRA FOR UNIT 3

You have now read about Abraham, Solomon, Samuel, Jeremiah, Saul, and David. Hopefully you've enjoyed learning more about the Old Testament.

Your next task is to choose one of the characters and learn more about him. Make a CHARACTER FILE of the following style about this person:

JOHNNY THE DONKEYDRIVER

Name: Johnny the Donkeydriver
Age: 35 (I guess...)
Marital status: married to Joan the Dishwasher
Address: 34, The Bethany Lane,
            South City, Jerusalem,
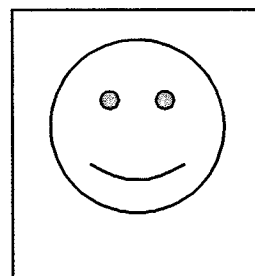   The Land of Canaan
Profession: donkeydriver
Hobbies: playing domino, donkey races
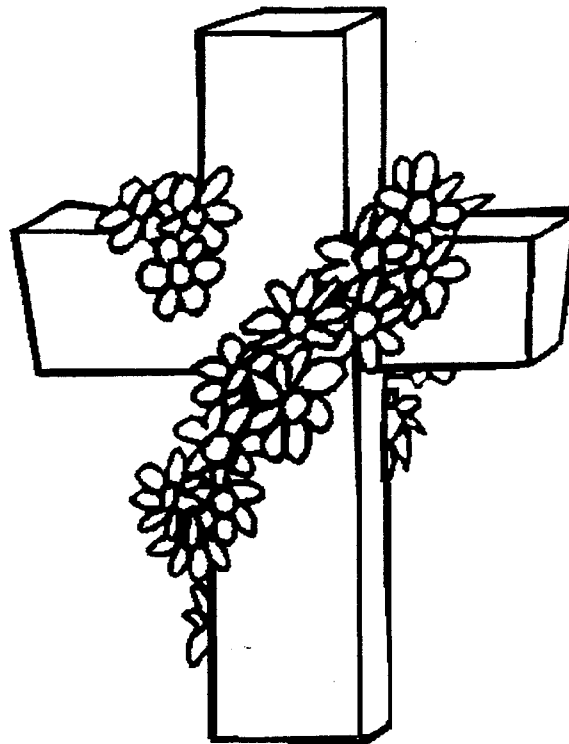Favourite food: Joan's home-made pitabread
Favourite colour: Wa'?
etc. etc.

You will need:

❖ A sheet of paper (size A4/A3)
❖ Colouring pens/crayons
❖ Reference books to dig up more information about the person you're going to study.

Have fun!

UNIT 4

Exciting Escapades of the Apostles

UNIT 4

Exciting Escapades of the Apostles

Welcome to Unit 4. This unit will concentrate on Paul and Peter, who were apostles in the New Testament times, and their lives and work in the Mediterranean countries (Välimeren maat). You will need a journal/notebook and a dictionary to complete the exercises in this unit.

Background Knowledge for Unit 4

❖ Take some time to think about what you already know about the apostle Peter. Write down five things about him in your journal.

❖ Before you start reading the first story take some time to think about the picture below. What thoughts does it bring to your mind about the apostle Paul? Write them down in your journal.

> My dear friends in Philippi,
> How are you? Hope everything is fine. I'm planning to visit you soon. I've heard that you've had great prayer meetings in Philippi. That's good news!...
>   love, your brother Paul

Text 1   Followers of Jesus filled with wind

- For individuals, pairs and groups

I.   Turn to The ABC of the Bible and learn more about the Apostles, the Disciples, Jerusalem, and the Holy Spirit.

II.   Check the new words and read the text first by skimming (silmäillä) it and then thoroughly. Don't worry if you find a lot of words that you don't understand.

III. Underline all the words that you don't know. Try to guess their meaning. Use the dictionary to check those words that you think are important. Write them down in your journal.

IV.   Fill in all three sections of the discovery disc in Finnish.

V.   Write down the main points (5-10) of the story in your journal in Finnish.

VI.   Now check what you have written in the extended discovery disc. Add those ideas to your list.

VII. Take some time to consider the following questions. Write them down in your journal.
- What do you think about the story?
- Do you like the way it has been written?
- Do you think it gives a truthful picture of what really happened in Jerusalem?
- Read Acts 2 in your Bible (preferably in English). Then check the facts and write down all extra facts that you think have been added to the story (e.g. the discussion about football).

VIII. Discuss your ideas with a friend.

Text 1

FOLLOWERS OF JESUS FILLED WITH WIND

Disciples Speak Different Languages

The crowds of visitors to Jerusalem witnessed an astonishing sight yesterday, as simple fishermen spoke to them in their native tongue. These disciples of Jesus claim to have been visited by a spirit enabling them to speak different languages. "We were all sitting together in this room, when suddenly there was this tremendous roaring sound of wind. This isn't that unusual, especially after the pilchards, but this was different."

Flame

After the wind it seemed that tongues of flame settled on their heads. "It was weird", said another. "We were sitting there looking like giant birthday candles. Then we found we could speak different languages, so we rushed out and started talking to people."

Tourists

The city was full of tourists visiting at the festival of Pentecost, including Parthians, Medes, Egyptians and Libyans. Many reported having conversations in their own languages. "It was incredible", said an Arab. "His accent was Galilean but I could understand him perfectly. He told me about his beliefs, then we discussed football for a while."

Drunk

Others, however, had different explanations. "Maybe they'd all taken very fast linguaphone courses", suggested one onlooker, while another believed a different kind of spirit was responsible. "They were obviously drunk," he said

(adapted from *The Tabloid Bible*)

Text 2 Saul's trip to Damascus

- For individuals, pairs and groups

I.   Take out your journal and write down seven points that you remember about Saul (the apostle Paul).

II.   Turn to The ABC of the Bible and study more about Damascus, the Gentiles, and Paul.

III. Check the new words (Text 2a) and then read Text 2a thoroughly. Don't worry if you find a lot of words that you don't understand. Try to guess their meaning from context.

IV.   Fill in all three sections of the discovery disc in Finnish.

V.   Write a short description of the story in Finnish (about 70-100 words) in your journal.

VI.   Now check what you have written in the extended discovery disc. Continue your description of the story by adding those ideas to it..

VII. Next, check the new words, skim Text 2b and then read it. Use the dictionary to check the meanings of unknown words.

VIII. Take some time to consider the following questions about Text 2b. Write your answers down in your journal.
      - What do you think about the story?
      - Do you like the way it has been written?
      - Do you think it gives an accurate (tarkka) picture of what really happened In Jerusalem or is it just trying to twist things by the way it has been written?
      - Compare the two texts (2a and 2b).
      - What kind of differences can you find in them in their styles, choice of words and vocabulary etc?
      - Which text do you like better? Why?

TEXT 2a

Saul's trip to Damascus

Saul was still breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem.

As he neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him: "Saul, Saul, why do you persecute me?" "Who are you, Lord?" Saul asked. "I am Jesus, whom you are persecuting," he replied. "Now get up and go into the city and you will be told what you must do." The men travelling with Saul stood there speechless. They heard the sound but did not see anyone. Saul got up from the ground but when he opened his eyes he could see nothing. So they led him by the hand into Damascus. For three days he was blind and did not eat or drink anything.

In Damascus there was a disciple named Ananias. The Lord called to him in a vision: "Ananias!" "Yes, Lord," he answered. The Lord told him: "Go to the house of Judas on Straight Street and ask for a man from Tarsus named Saul, for he is praying. In a vision he has seen a man named Ananias come and place his hands on him to restore his sight." "Lord," Ananias answered, " I have heard many reports about this man and all the harm he has done to our saints in Jerusalem. And he has come here with authority from the chief priests to arrest all who call on your name."

But the Lord said to Ananias: "Go! This man is my chosen instrument to carry my name before the Gentiles and their kings and before the people of Israel. I will show him how much he must suffer for my name."

Then Ananias went to the house and entered it. Placing his hands on Saul he said: "Brother Saul, the Lord Jesus, who appeared to you on the road as you were coming here, has sent me so that you may see again and be filled with the Holy Spirit." Immediately, something like scales fell from Saul's eyes and he could see again. He got up and was baptised. And after taking some food he regained his strength.

(adapted from *NIV Bible* 1973. International Bible Society: Guildford, Surrey.)

New Words

to breath out	"hönkiä"
to persecute	vainota
a vision	näky, visio
to restore	palauttaa
a saint	pyhä
an instrument	väline
to regain	saada takaisin

Text 2b

CHAOS ON DAMASCUS ROAD

Did Aliens Cause Multi-chariot Pile-up?

Road networks around Israel were thrown into chaos yesterday as chariots were caught up in a pile-up on one of the country's highways. The Damascus Road was closed for several hours as the emergency services tried to clear the wreckage.

"People were simply driving too fast," said one traffic policeman. "When they had to stop quickly they just couldn't. There were bits of horse and camel everywhere." According to police information, the chaos was by a white horse stopping suddenly in the fast lane. This caused the camel behind it to jack-knife and shed its load, blocking the carriageway.

Space Aliens

A police spokesman revealed the driver of the white horse had apparently had "a kind of vision". "He claims to have been blinded by lights," reported one police spokesman. "However, we have ascertained that there were no vehicles coming in the opposite direction at the time: certainly none with their headlamps on."

Eye-witnesses, however, reported seeing a bright light and hearing some kind of voice. "It was obviously a close encounter," said a spokesman for the UFO Institute in Jerusalem. "There is quite clearly some kind of government cover-up going on. They don't want us to know the truth."

(adapted from *The Tabloid Bible*)

New Words

an alien	olio
a chariot	vaunu
a wreckage	romu, pirstaleet, tuho
to jack-knife	mennä linkkuun, taittua
to block	tukkia
to claim	väittää
a vehicle	ajoneuvo
an encounter	kohtaaminen
a cover-up	peittely(-yritys)
to confirm	vahvistaa
to deny	kieltää

Text 3 They've let me out, now let me in!

- For individuals, pairs and groups

I.   Take out your Bible in English and read Acts 12:1-10. This section will give you more information about what had happened to Peter before the events taking place in the story.

II.   Turn to The ABC of the Bible and learn more about Peter.

III. Check the new words. Read the text first by skimming it and then reading it thoroughly.

IV.   What kind of emotions do the following phrases show? Write your answers down in your journal in Finnish.
  ➤ "I got a bit excited..."
  ➤ "I rushed back in..."
  ➤ "... the people inside refused to believe her."
  ➤ "... heard Peter hammering outside..."

V.   Fill in all three sections of the discovery disc in Finnish.

VI.   Write down the main points of the story in your journal in English.

VII. Choose from three options:
  a) Draw a comic based on what you have just written in your journal or the story itself.
  b) Write a short sensational newspaper insert (sanomalehtiartikkeli) about the safety of the Jerusalem prison (70-80 words).
  c) Write a short description of the event in a respectable Finnish newspaper *Järeää Tekstiä* (about 70-80 words).

VIII. Show your work to a friend or your teacher.

Text 3

THEY'VE LET ME OUT, NOW LET ME IN!

Peter Escapes Prison, But Can't Open The Front Door

Peter escaped from prison yesterday, but still couldn't get into his own prayer meeting. As he tells it, he was released from prison by an angel and went straight to the home where a group of Christians were praying for his release. The trouble was, they wouldn't let him in!

"I got a bit excited when I saw him at the door," said the servant girl, Rhoda. "So I rushed back in to tell the others, without opening the front door first. I knew there was something I forgot."

Miracle

Most of the people inside refused to believe her. It was only when they came to the door and heard Peter hammering outside that they realized what had happened. "Getting out of the prison wasn't the miracle," said Peter later. "It was getting the Christians to shut up and answer the front door."

(adapted from *The Tabloid Bible*)

New Words

to escape	paeta
a prayer meeting	rukouskokous/ -tilaisuus
to release	vapauttaa
a servant	palvelija
to refuse	kieltäytyä
to hammer	takoa

Text 4 Rome Sweet Rome

- For individuals, pairs, or groups

I. Take out your journal and write down five things that you know about the apostle Paul's mission trips after he became a Christian. Talk about your thought with a friend.

II. Turn to The ABC of the Bible and learn about missionaries/mission workers and Nero.

III. Read the new words, skim (silmäillä) the text, and read it.

IV. Divide the underlined adjectives into two groups: those that are negative and positive. Write them in your journal.

V. Fill in all three sections of the discovery disc in Finnish

VI. Can you think of what Paul's everyday life was like in prison in the city Rome? Imagine that you're Paul who writes a letter to his friend John in Jerusalem. Write this letter in your journal in English. Use some of the information that you have written in the discovery disc

VII. Read out loud your letter to a friend or your teacher.

Text 4

ROME SWEET ROME

Paul Arrives In The Eternal City

Paul, the famous Christian missionary and all-round trouble-maker, arrived in Rome yesterday after a journey of many months.

Along the way he was shipwrecked and bitten by a poisonous snake, in quick succession. The snake has since died. He will now live under house arrest in Rome until his trial can be heard. "I will be very busy," said Paul. "I have a case to prepare and a lot of letters to write. I've got to write to the Colossians, the Ephesians, and the Philippians. And I also want to send a postcard to Philemon."

Paul has become famous for his letters to churches throughout Asia Minor. Many churches are now basing their understanding of the Christian faith on Paul's "epistles", as they are known.

"I'm just trying to make sense of everything that's happened," said Paul. "Obviously not all my letters are equally important. There are several to Auntie Beryl that are merely thanking her for my birthday present."

Future

"I think he will probably be released this time around," said a source. "There are no real charges and Nero is more interested in his violin practice that religious law. I know Paul has plans to travel as far as Spain. After that, who knows? Everything should be OK providing Nero doesn't go as nutty as the other Emperors. But there's not much chance of that!"

New Words

eternal	ikuinen
to shiprwreck	haaksirikkoutua
poisonous	myrkyllinen
a house arrest	kotiaresti
a trial	oikeudenkäynti
to base (something) on (something)	perustaa jonkin varaan
an epistle	epistola, kirje
to release	vapauttaa
a charge	syyte
providing	edellyttäen (että...)
to go nutty	heittäytyä höperöksi

EXTRA FOR UNIT 4

Surfing on the Net!

You've reached the final task in this material package – well done! Now you have a chance to surf on the internet ☺. Choose one of the tasks, get your surfing board ready, and set off!

Task 1   Mission Possible

Now it's time to follow the example that the apostles have set for us – missionaries are always needed! Go to **www.servehim.com** and click on Missionaries. Imagine that you are going to a mission field. What information does the site give you about missionaries and mission work in general?

Task 2   Artistic talents

It's time to use your skills in making a card. Go to **www.clipart.crossdaily.com** and click on Make your own card. What kind of cards would Paul have sent when he was a prisoner in Rome? Imagine that you're Paul and make a card to your friend in Jerusalem. Send this card to a friend and see how he or she reacts! ☺

Task 3   Activities

Go to **www.christianteens.net** and find out what kind of activities they suggest for teenagers.

The ABC of the Bible

B.C. = ennen Kristusta
A.D. = jälkeen Kristuksen, nykyistä ajanlaskua
a descendant = jälkeläinen
a patriarch = patriarkka
an Israelite = israelilainen

Abram (in Hebrew *A Noble Father*), Abraham (in Hebrew *The father of Peoples*)
Abram was born about 2000 B.C. in Ur, which was a Babylonian town in Iraq. He was the first great patriarch of the people of Israel. His forefathers (esi-isät) were Noah and Seem. Abraham was the leader of a rich nomadic tribe. He was married to Sarah and they had one son, Isaac. He died at the age of 175. *Genesis 12-26.*

Apostles (Greek *An ambassador, lähettiläs*)
This word is used for the twelve men that Jesus chose for his disciples, as well as for Paul and some other men. *Matthew 10:2-4.*

Babylon
The ancient kingdom of Babylon lay in the southern parts of Iraq about 2000 BC The Babylonians were a very civilised people. They were famous for their culture, wealth, and army.

Benjamin (in Hebrew *The son of happiness*)
Benjamin was the youngest of the eleven sons of Jacob. His mother was Rachel. The descendants of Benjamin were called the Benjamites. They lived in their own are in the land of Canaan.

Canaan
The land of Canaan means the following areas: Lebanon, Syria, and the present-day Israel. Several peoples lived in the area of Canaan.

Covenant Box/Ark
The Ten Commandments were kept in the covenant box. The box was made of wood and covered with gold. It had statues (patsas) of two cherubs on top of it. The Israelites carried the Covenant Box with them in the desert. Sometimes they took it with them to battles. *Exodus 25:10-22; Deuteronomy 10:1-5; Hebrews 9:4-5; Joshua 6:6, 8; 1 Samuel 4:3*

Damascus

Damascus was the capital of Syria. It was known already in Abraham's time. *Genesis 14:15; Genesis 15:2; 2 Samuel 8:5; 1 Kings 20:34; 2 Kings 5; 2 Kings 8:7-15; Isaiah 17; Acts 9*

David (in Hebrew *The loved one*)

David was the youngest of Isai's sons. They lived in Bethlehem. Samuel anointed (voiteli) him as king of Israel. David was a shepherd, musician, poet, and a great king who had some great troubles in his life. *1 Samuel 16.*

Disciples

Jesus had followers, students. Some of them travelled and worked with Jesus. He chose twelve of them to be apostles. Their names were Simon Peter, his brother Andrew, James and his brother John, Philip, Bartholomew, Thomas, Matthew, another James, Thaddeus, another Simon, and Judas Iscariot. *Mark 2.15; Matthew 10.*

Eli (in Hebrew *My God or God is the highest*)

Eli was a high priest in the temple of Shiloh. Samuel was his student. *1 Samuel 1.*

Gath

Gath was one of the towns that belonged to the Philistines. Goliath was from the town of Gath.

Gentiles

Jews use the word 'gentiles' when they talk about people who are not Jewish.

Gilgal

Gilgal was a village between Jericho and the River Jordan. After the Israelites had crossed the River Jordan they camped at Gilgal.

God, the Lord

"In the beginning God created the heavens and the earth" (Genesis 1:1) God created the whole earth and everything in it. God has the power over everything, death and life.

Goliath

Goliath was a very tall man, almost three metres. He was a good fighter and nobody had defeated him. Soldiers were afraid of him and did not want to fight against him. *1 Samuel 17*

Haran

Haran was a town that lay by the river Balikh in the southeast of Turkey.

Holy Spirit

God is the Holy Trinity: Father, Son and the Holy Spirit. Through the Holy Spirit God guides, helps, leads, and comforts us. Jesus promised to send us the Holy Spirit after he had gone back to His Father. Read more about the Holy Spirit in *John 14:16-17; John 14:26; 15:26; John 16:7.*

Jeremiah

Jeremiah was a prophet. He was only 12 or 13 when the Lord called him to be his prophet (in about 627 B.C.). He was born in a village called Anatot near Jerusalem in 640 B.C. His father was a landowner and quite rich. Jeremiah was a prophet for 40 years. He lived in Judea when King Josian started a renewal (uudistus) in Jerusalem and Judea got back its independence for a short time. During Jeremiah's time as a prophet the Israelites into exile (pakkosiirtolaisuus) to Babylon. *The book of Jeremiah*

Jerusalem

Jerusalem is a town in central Palestine. It lies on a mountain ridge and there are mountains around it. Jerusalem was the capital of the early kings and of the kingdom of Judea. It is one of the most famous cities in the world. Jerusalem is a holy town for the Jews - and for Christians, too. Several kings, both Jewish and non-Jewish have ruled over for centuries. However, in 1967 the Jews got back their right to rule Jerusalem.

Jesus Christ (Jesus in Greek *Jahveh saves*, Christ in Hebrew *The Anointed One*)

Jesus lived on the earth 2000 years ago. His mother was called Mary and father Joseph. He had several brothers and sisters. Jesus was a carpenter (puuseppä), just like Joseph. He was Jewish and followed the Jewish tradition in his life style. Jesus was born in Bethlehem but grew up in Nazareth, Galilee. Jesus was the Son of God, he never sinned, and came to save people from sin. Jesus started his ministry on the earth at the age of 30 and had 12 disciples. Jesus served people: he spent time with them, listened to their worries, taught them, and healed them from their sicknesses. He died on the cross in Golgatha, was buried, and rose up from the dead.

John the Baptist

John the Baptist was Jesus' relative. His mother was Elizabeth and father Zechariah who was a priest and served in the temple of Jerusalem. John the Baptist was born when his parents were already quite old. The angel Gabriel

told Elizabeth that she would give birth to a baby boy. They did not have any other children. John spent a long time in the desert. He preached and told people that they should turn away from their sins and believe in God. King Herod killed him because his wife, Herodias, did not like John. *Matthew 3:1-12; Luke 1:5-25; Luke 1:39-80.*

Lot

Lot was Haran's son and Abraham's nephew. He travelled with Abraham and then settled in Sodomon. They had to leave Sodomon because the Lord was going to destroy it. Lot's wife turned into a statue of salt when she turned back to see what was happening when they ran away from the town. *Genesis 11: 27-12:4; Genesis 13:5-13; Genesis 19:1-29.*

Mary

Mary was Jesus' mother. She was married to Joseph who lived in Nazareth. God chose Mary to become Jesus' mother and sent the angel Gabriel to tell her what was going to happen. *Luke 1:26-28; Luke 2:22-39; Luke 1:38.*

Missionaries/Mission workers

Missionaries are people who want to follow Jesus' words "Go and make disciples of all peoples and baptise them in the name of the Father and of the Son and of the Holy Spirit and teach them to do everything I have told you". Missionaries often travel abroad to work in a foreign country, just like Jesus'disciples (Peter, John…) and Paul did. *Matthew 28:16-20.*

Nero

Nero was an emperor (hallitsija) in Rome in the years 54-68 A.D. He persecuted (vainosi) Christians.

Paul(in Greek *Small*)

Paul was Jewish and a Roman citizen. Before he became a Christian he was called Saul. He was a tent maker by profession (Acts 16:37). Paul was born in Tarsos but was brought up in Jerusalem. He was well educated. Paul was a Pharisee who did not like Christians and persecuted (vainosi) them. He later worked in the church of Antioch. Paul became a great missionary and travelled in the Mediterranean countries telling people about Jesus and what He had done for him. Paul died in Rome when Nero started to persecute Christians in the year 64. *Room 11:1; Phil. 3:5; Acts.*

Peter (in Greek *The Rock*)

Peter's name was Simon but Jesus called him Peter. He was a fisherman and came from Bethsaida but moved to Capernaum where he was living when he

met Jesus. Peter was one of the first disciples that Jesus called. He had a brother called Andrew. He was the leader of the first church in Jerusalem. Simon Peter died as a martyr in Rome in 64.

Philistines
The Philistines were a people who lived in the southern part of Palestine. The Israelites were often at war with the Philistines. Goliath was a Philistine and so were those who fought against Samson. *Judges 13-16; 1 Samuel 6-7; 2 Samuel 5:17-24.*

Prophet (in Greek *An interpreter*)
A prophet in the Old Testament was a person whom God had called to tell His will to people. They would see dreams and visions and then preach about what they had see nor go to tell the king the message. Old Testament prophets: Hezekiel, Jeremiah, Isaiah, Samuel etc.

Sarah (Sarai)
The name 'Sarah' means 'dutchess'. She was Abraham's wife and Isaac's mother. She was said to be very beautiful.

Samuel
Samuel's parents were called Hannah and Elkanah. His mother prayed to the Lord to give her a child. Hannah promised that if she got a child she would let him live in the temple of Shiloh. So, the priest Eli in the temple of Shiloh brought up Samuel. Samuel was a very important person among the people of Israel: he was a prophet and anointed (voiteli) Saul and David as kings. *1 Samuel 1-16.*

Saul
Saul was the first king of Israel (about 1020-1004 B.C.). His father was called Kis and he was a farmer and belonged to the tribe of Benjamin. Saul was a very important person and a good leader. He fought many battles and won them. He lost his leadership (johtajuus) to David. *1 Samuel 8-11, 13.*

Solomon (in Hebrew *Peace*)
Solomon was David and Bathsheba's son and the king of Israel in 965-928 B.C. Solomon became famous for his wisdom and people came to him to ask for advice for their problems. He was very rich. Solomon wrote some of the Psalms, the Proverbs, and the Song of Songs. *1 Kings 1-11, 2 Chronicles 1-9.*

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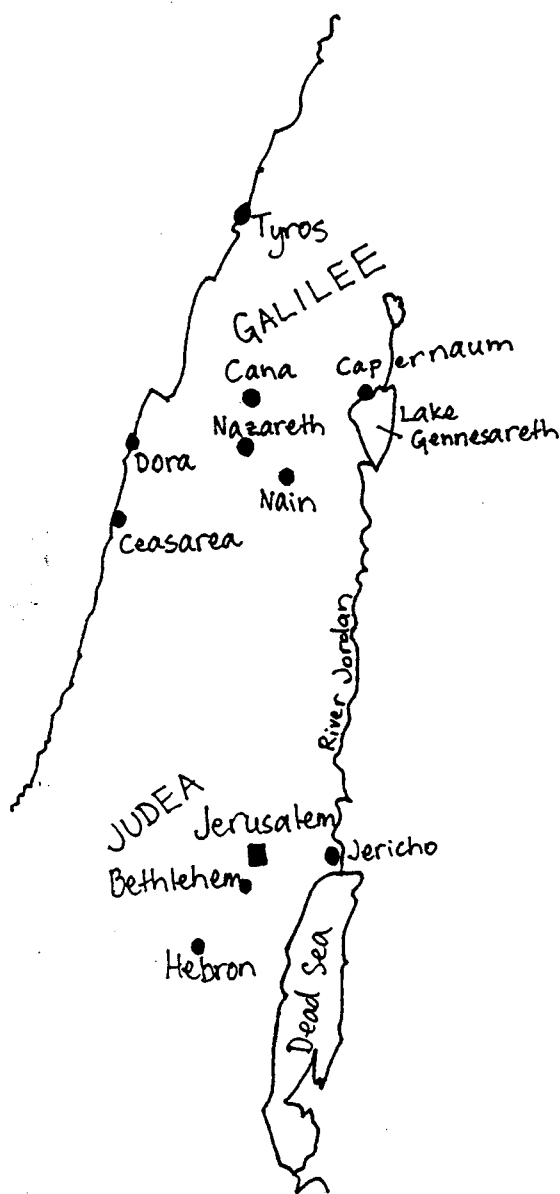Palva, Heikki 1995. *Raamatun tietosanasto*. Juva: WSOY.

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APPENDIX

MAP 1 Palestine in New Testament times
(Raamatun kartasto 1989. Helsinki: Suomen Pipliaseura, 46)

MAP 2 Jerusalem in New Testament times
(Good News Bible, 331)