

A Wedding Miracle



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John 2:1-11

Task #1



Objectives:

- socio-cultural:
- to discuss wedding customs in communities

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 20 minutes

Materials:

- **Weddings Worksheet**
for each learner

John 2:1-11

What Is the Wedding Custom?

Instructions:

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

1. Introduce a discussion about weddings and customs by asking one of the married people about their wedding. If you are married share about yours.
 2. Give the **Weddings Worksheet** to each learner.
 3. Explain the activity to the learners.
 - Check first to see if learners can formulate the questions from the task sheet in order to ask each other.
e.g. Write one of the statements on the board such as “The bride wears a white dress.”
Ask the learners how they would re-word this statement to make a question. (“In your country/ or in Mexico does the bride wear a white dress?”)
- Teacher Note:** Point out the rising intonation pattern of the yes/no question.
- Tell the learners that they need to first ask the person which country they are from and write the country in the ‘country’ column.
 - They are to walk around the room asking different learners questions to obtain the information on the worksheet.
 - When they answer the questions they must not simply state *yes* or *no* but instead use one of the adverbs on the worksheet. e.g., “always, sometimes, never”.
6. After the learners have finished gathering the information have them come back together and elicit from the learners their findings by asking questions such as “What was the most surprising thing that you learned?” “Do many other communities practice similar customs in weddings as your community or are the customs very different?” This line of questioning should stimulate discussion as a group.
 7. As a closing to the class you could explain some of your own community’s customs or ask the learners how much they know about your wedding customs.



Weddings

Write the country of the person in the “*Country*” column. Place a check mark ✓ in the column “always”, “sometimes” and “never” depending on the answer received.

Questions	Country	Always	Sometimes	Never
1. The bride wears a white dress.				
2. Relatives and friends attend the ceremony and reception.				
3. The wedding ceremony lasts more than one day.				
4. Special food is prepared for the wedding reception.				
5. The man asks the woman to marry him.				
6. Arranged marriages are common.				
7. Women and men get married around age 30.				
8. There is a lot of music and dancing at the wedding.				
9. The guests bring presents or money for the bride and groom.				
10. The bride and groom give gifts.				
11. The bride’s parents pay for the wedding.				
12. Weddings are small celebrations.				
13. The bride and groom will live with their families after they are married.				
14. The bride and groom exchange rings during the wedding ceremony.				

Weddings Worksheet

Task #2



Objectives:

- strategic:
 - to listen for specific information

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 20 minutes

Materials:

- **Listening Worksheet** for each learner
- CD of Unit 2 Text
- **Unit 2 Text** for each learner

John 2:1-11

Do What He Says

Instructions:

1. Hand out the **Listening Worksheet** to each learner.
2. Assign individuals different people to listen for and check what that character does in **Section A** of the **Worksheet**.
3. Play the CD of the text 3 times.
4. Have each 'character' report.



A. Mark with a check (✓) who is doing the action.

	Jesus	disciples	servants	Jesus' mother	Master of Ceremonies
changed water to wine					
spoke to Jesus and servants					
filled the water pots					
said, 'dip some out'					
kept the best until now					

B. What is the problem?

How is the problem solved?

5. Point out the following questions in **Section B** of the **Worksheet**:
 - 1) What is the problem?
 - 2) How is the problem solved?
6. Play the text again and give time for the learners to write in the response.
7. After the learners have listened and have written down their information, place them in pairs to discuss their notes.
8. Have each pair report on their discussion.
9. Hand out a copy of the **Unit 2 Text**. Read it while the learners follow along.



John 2:1-11

The next day, Jesus' mother was a guest at a wedding celebration in the village of Cana in Galilee. Jesus and his disciples were also invited to the celebration. The wine supply ran out during the festivities, so Jesus' mother spoke to him about the problem. "They have no more wine," she told him.

"How does that concern you and me?" Jesus asked. "My time has not yet come."

But his mother told the servants, "Do whatever he tells you."

Six stone water pots were standing there; they were used for Jewish ceremonial purposes and held twenty to thirty gallons each. Jesus told the servants "Fill the jars with water." When the jars had been filled to the brim, he said, "Dip some out and take it to the master of ceremonies." So they followed his instructions.

When the master of ceremonies tasted the water that was now wine, not knowing where it had come from (though, of course the servants knew), he called the bridegroom over. "Usually a host serves the best wine first," he said. "Then, when everyone is full and doesn't care, he brings out the less expensive wines. But you have kept the best until now!"

This miraculous sign at Cana in Galilee was Jesus' first display of his glory. And his disciples believed in him.

Unit 2 Text

Task #3



Objectives:

- linguistic:
 - to learn key words

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 20 minutes

Materials:

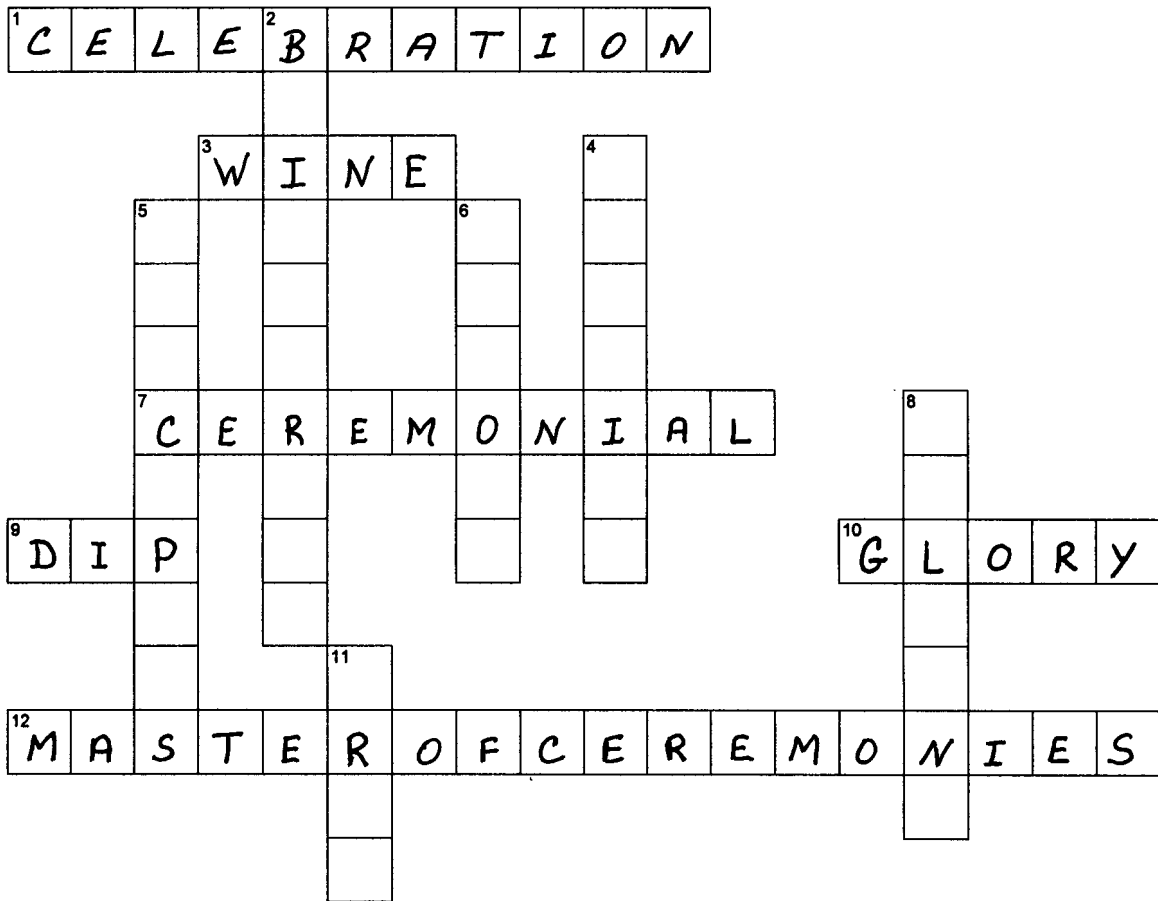
- **Vocabulary Worksheet A** and **B** for each pair of learners
- **Unit 2 Text** for each learner

John 2:1-11

The Best Wine

Instructions:

1. Place the learners into pairs. Hand out **Vocabulary Worksheet A** to one learner and **Vocabulary Worksheet B** to the other learner. Give a copy of the **text** to each learner.
2. Explain to the learners that they are not to show the other person their words. They may refer to the text to find the words in context. The partner may also look at the text.
3. One learner will begin by trying to explain a word without actually saying it, and the other learner has to guess the vocabulary word. If the learner who is explaining the word does not know it, then tell them to move onto the next word because you will go through all new vocabulary together at the end.
4. When the learner guesses the word they write in it on their **Vocabulary Worksheet**.
5. When the learners have completed this part of the activity bring the class back together as a group.
6. Have the learners report on the words.



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Task #4



Objectives:

- linguistic:
 - to comprehend and use the correct pronunciation of numbers

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 30 minutes

Materials:

- Teens & Tens OHT
- List of Numbers OHT
- Which Number Worksheet for each learner

John 2:1-11

Water Pots

Instructions:

Part A

1. Point out to the learners the numbers in the verse in the text:

Six stone water pots were standing there; they were used for Jewish ceremonial purposes and held twenty to thirty gallons each.

2. Introduce and teach the differences in pronunciation of **teens** and **tens** numbers using the **Teens & Tens OHT**.



Stress for Teens and Tens

Tens

- Stress always falls on the **first syllable**.

e.g. *THIR*ty

Teens

- Stress falls on the **first syllable** when the number comes **before** a noun.

e.g. “There were *THIR*teen people at the party.”

- Stress will fall on the **second syllable** when **distinguishing** between *tens* and *teens* and **at the end** of phrases.

e.g. *thir***TEEN** vs. *THIR*ty

or

“How many people are coming?”

“I think *thir***TEEN**.”

Letter ‘t’ pronounced as /t/ in ‘teens’ and /d/ in tens.

Teens & Tens OHT

Part B

1. Put up the **List of Numbers OHT**. **List A** on the left contains 13 – 19 and the other **List B** on the right is 30-90. Read the numbers and have the learners repeat after you.
2. Say a sentence or short phrase using one of the numbers from one of the lists, such as “thirteen people” or simply the number depending on what aspect of stress you want to practice, but practice both.
3. Ask the learners to call out A or B. e.g., if they hear 13 they should call out A. If they hear 30, then they should call out B.
4. Individually ask each learner to say a sentence or simply a number (teen or ten) and have the rest of the class listen and call out A or B.

**List A****13****14****15****16****17****18****19****List B****30****40****50****60****70****80****90**

List of Numbers OHT

Part C

1. Divide the learners into pairs. Give each learner a copy of the **Which Number Worksheet**. Instruct them to fold the paper vertically so only one side is visible.
2. Instruct learner A to read a sentence containing a number. Student B should circle the number he/she hears.
3. After each sentence, the speaker should check to ensure that the listener has circled the correct number.
4. When learner A has finished his/her sentences, learner B becomes the reader and learner A becomes the listener.

Optional activity: Telephone Race:

1. Divide the class into two groups.
2. Have the learners stand or sit in a line.
3. Write a four-digit number on a piece of paper that includes teens and/or tens numbers (i.e. 1430).
4. Have the first person from each group come up and look at the number.
5. The learners then go and whisper the number in the next person's ear and the line continues until the last person goes to the black board and writes the number they hear.
6. Continue the game by having the first person move to the end of the line and the next two learners from each group start the race.



Which Number Worksheet

Learner A		Learner B	
1. Thirteen of the bride’s cousins came to the wedding.		13	30
2. The groom had forty aunts, uncles and cousins at the wedding.		14	40
3. Two hundred and fifty guests came to the wedding supper.		215	250
4. Fifty candles lit the banquet room.		15	50
5. There were thirty bouquets of flowers in the church.		13	30
6. The photographer took ninety pictures.		19	90
Learner B		Learner A	
\$818.00	\$880.00	1. The bride’s dress cost eight hundred and eighteen dollars.	
17	70	2. Seventy bottles of wine were served at the banquet.	
19	90	3. The cook prepared nineteen chickens and set them on the table.	
113	130	4. One hundred and thirty people danced at the wedding.	
314	340	5. The cook boiled three hundred and fourteen cobs of corn for the supper.	
16	60	6. The guests gave speeches for sixty minutes.	

Which Number Worksheet

Task #5



Objectives:

- linguistic:
- to practice adverbs of frequency

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 30 minutes

Materials:

- Adverbs of Frequency Cards for each group
- Adverbs of Frequency Placement OHT
- Short Statements Worksheet for each learner

John 2:1-11

How Often?

Instructions:

Part A Meaning of Adverbs of Frequency

1. Read from the text: The M.C.(Master of Ceremonies) said to the bridegroom, *Usually a host serves the best wine first.* Ask for someone to explain what *usually* means.
2. Explain that there are words called adverbs of frequency answer the question ‘how often’ about the action of the statement: *always, almost always, usually, often, hardly ever, never, sometimes.*
3. Separate the class into groups of 3 or 4. Hand out a set of **Adverbs of Frequency Cards** to each group.
4. Have the groups arrange the adverbs of frequency in a hierarchical list beginning with the adverbs of most frequency to least.

Answer Key:

always
almost always
usually
often
sometimes
rarely
hardly ever
never



always

almost always

usually

often

sometimes

rarely

hardly ever

never

Adverb of Frequency Cards

Part B Form

1. Give an explanation as to where adverbs of frequency are placed within a sentence using the **Adverbs of Frequency Placement OHT**.
 - **Before the main verb**
e.g. "She hardly ever brushes her teeth."
 - **Between the helping verb and the main verb**
e.g. "Tom has never been to Mexico."
 - **After the verbs:**
am, is, are, was, were
e.g. They are hardly ever late for appointments.
 - **At the beginning of sentences for emphasis.**
e.g. "Usually, Alice studies Spanish at home."

2. Make several statements about the learners and ask them to insert an appropriate adverb of frequency. *e.g.*
Teacher: Mary shops for the groceries for her family.
Learner: Mary *always* shops for the groceries for her family.



- **Before the main verb**
She hardly ever bushes her teeth.
- **Between the helping verb and the main verb**
Tom has never been to Mexico.
- **After the verbs:**
am, is, are, was, were
They are hardly ever late for appointments.
- **At the beginning of sentences for emphasis.**
Usually, Alice studies Spanish at home.

Part C

1. Hand out the **Short Statements Worksheet** to each learner.
2. Review with the learners how to form a question with *how often*.
 - *How often* + helping verb + subject noun + main verb
 - *How often do you shop for groceries?*
3. Ask the learners to walk around the class asking different learners “how often” questions.
4. The learners should respond with the appropriate adverb of frequency. Remind the learners of the adverbs of frequency by asking them to tell you them as you write them on the board in order of most frequent to least frequent. You can begin by writing the first one and then elicit the answers from the rest of the learners.
5. The learners fill in the information that they obtain from the others by writing the name of the person they asked and the adverb they used in their reply.
6. After completing the activity, place the learners in groups of 3 or 4 and have them compare their information and analyze the class. They should make a list. For example: “Four people in this class always eat pizza on the weekend”.

Part D

Have the learner write a short description of a wedding ceremony in their own community. Have the learners use the adverbs of frequency in their writings. Give them an example on the board from your own community.

e.g. In my community, women almost always wear white dresses at the ceremony.

Options:

- Ask for volunteers to read their piece.
- Have them sit together with a person from a different community and compare the differences and similarities.
- Have them write down three things that are similar or different to share with the rest of the class. *e.g.*, “In Korea and Mexico people always have large wedding ceremonies.”
- Have the learners hand in their papers for you to correct and hand back the next day.



Statements	Person Asked	Adverb Used
Go shopping		
Study on the weekends		
Drink coffee		
Wear pink clothes		
Travel		
Watch TV		
Read romance novels		
Cook for friends or family		
Clean the house		
Visit your friends homes		
Eat pizza on the weekend		
Read sports magazine		

Short Statements Worksheet

Task #6



Objectives:

- functional/discourse/ socio-cultural:
- to understand and use indirect requests as a form of politeness

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 40 minutes

Materials:

- English Politeness Strategies OHT
- Part I and Part II Instructions Sheets for each pair of learners

John 2:1-11

Instructions

Instructions:

Part A

1. Draw the learners' attention to the way in which Jesus' mother spoke to Jesus about the problem of no more wine. Have them find it in their copy of the story.

"The wine supply ran out during the festivities, so Jesus' mother spoke to him about the problem. 'They have no more wine' she told him.

2. Elicit ideas as to why Mary did not ask directly for him to do something?

Note to Teacher: She is making an indirect request. She is asking him to do something without coming right out and saying: Do something.

3. Draw the learners' attention to the following:
 - the way in which Jesus' mother speaks to the servants.
"But his mother told the servants, 'Do whatever he tells you.'"
 - the words Jesus uses in addressing the servants.
Jesus told the servants *'Fill the jars with water.'*
 - When the jars had been filled to the brim, he said,
'Dip some out and take it to the master of ceremonies.'

4. How are these requests different from the way in which Jesus' mother addressed Jesus?

Note to teacher:
These are commands, using the imperative:
Do this.
Fill the jars.
Dip the wine.

5. Use the **English Politeness Strategies OHT** and explain the various strategies for making requests.



English Politeness Strategies

<p style="text-align: center;"><u>I</u> Say Something (off record)</p>	<p style="text-align: center;"><u>II</u> Make an indirect request</p>
<p>Mary: (to someone sitting next to her but so that Jesus can hear) I hear they ran out of wine.</p>	<p>Mary: (to Jesus) They have no more wine.</p>

If successful it's because more has been communicated than was said.

<p style="text-align: center;"><u>III</u> Make a direct request</p>	<p style="text-align: center;"><u>IV</u> Command (imperative forms are used)</p>
<p>Mary: (to Jesus) Could you help? They have run out of wine.</p>	<p>Mary: (to servants) Do whatever he tells you.</p>

Politeness 'pillows' may be used such as 'please' and 'would you?' or 'could you?'

Part B

1. Place the learners in pairs.
2. Explain the activity. The purpose of the activity is for the pairs to race against other pairs in listening to the indirect requests or commands and following the commands. One person from each pair will read out the list of indirect requests while the other person will carry them out by interpreting what they believe is being requested and then doing it.
 - a. Hand out **Part I Instructions Sheet** to one person from each pair.
 - b. Time the pairs or allow them to just race until they complete the activity.
 - c. Tell the pairs when to begin.
 - d. Have the first pair that completes all the instructions say “finished” or sit down or signal somehow that they have completed the activity.
 - e. Hand out **Part II Instructions Sheet** to the other person in the pair group. You can wait until all the pairs have completed the first round or just continue with the activity by handing out the next sheet as soon as the pair has completed the one sheet.

* Option: Have the pairs sit together and circle the requests that are indirect. Have them write out a direct command or instruction for the indirect ones. e.g., “Why is the door open?” - Close the door.
3. Walk around the classroom and check the pairs’ answers.

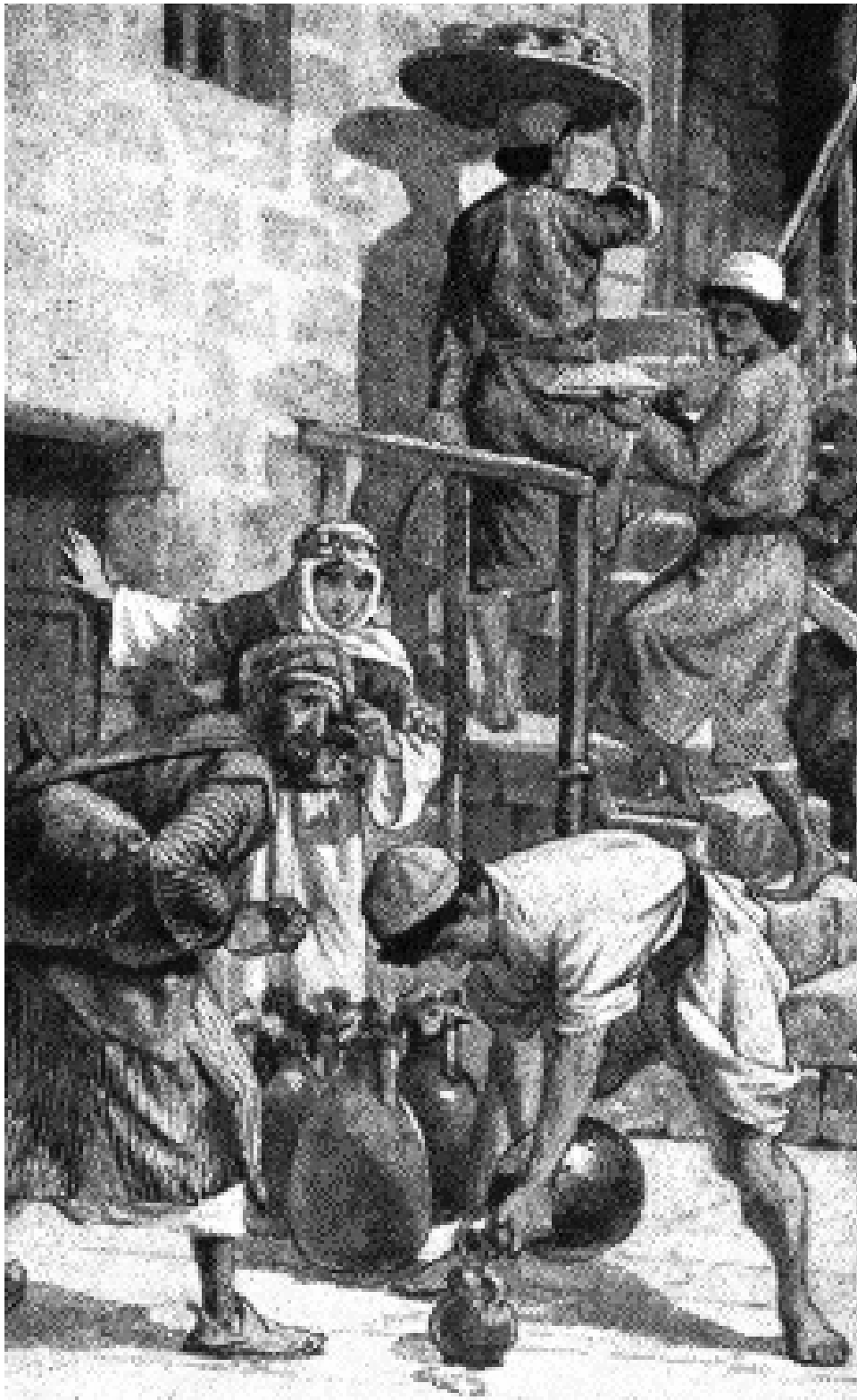


Part I: Instructions Sheet

1. It's really hot in here.
2. I can't find a pen.
3. Write your name on the black board.
4. I'm thirsty.
5. Go and get a pen from the teacher.
6. Aren't you tired of sitting down (or standing up)?
7. Why is the door open/closed?
8. Ask another learner for a piece of paper.
9. Tell me the names of the people in your family.
10. There are too many things on this table.

Part II: Instructions Sheet

1. Draw me a picture of a tree.
2. I need another chair.
3. I wonder what time it is.
4. I don't have enough paper.
5. Go to the other side of the room and touch the wall.
6. Find me a blue pen.
7. Is it really hot in here?
8. There is a chair over there if you are tired of standing.
9. Touch every desk in the classroom.
10. Shake hands with the teacher.



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Task #7



Objectives:

- strategic/discourse:
 - to sequence the discourse
 - to discuss discourse indicators
 - to discuss questions about the text

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 30 minutes

Materials:

- **Story Strip** for each learner
- **Questions Worksheet** for each learner

John 2:1-11

First Miracle

Instructions:

Part A

1. Review the story line and discourse by doing a sequencing task.
2. Shuffle the **Story Strips** and hand out one to each learner. If you have fewer learners than 16 give 2 adjoining strips to some learners.
3. Ask the learners to line up with the story in proper sequence.

<i>Answer Key:</i>
The next day, Jesus' mother was a guest at a wedding celebration in the village of Cana in Galilee.
Jesus and his disciples were also invited to the celebration.
The wine supply ran out during the festivities, so Jesus' mother spoke to him about the problem.
'They have no more wine,' she told him.
'How does that concern you and me?' Jesus asked. 'My time has not yet come.'
But his mother told the servants, 'Do whatever he tells you.'
Six stone water pots were standing there; they were used for Jewish ceremonial purposes and held twenty to thirty gallons each.
Jesus told the servants, 'Fill the jars with water.'
When the jars had been filled to the brim, he said, 'Dip some out and take it to the master of ceremonies.'
So they followed his instructions.
When the master of ceremonies tasted the water that was now wine, not knowing where it had come from (though, of course the servants knew), he called the bridegroom over.
'Usually a host serves the best wine first,' he said.
'Then, when everyone is full and doesn't care, he brings out the less expensive wines.'
But you have kept the best until now!
This miraculous sign at Cana in Galilee was Jesus' first display of his glory.
And his disciples believed in him.

4. Have the learners read their strips aloud in proper sequence.
5. Elicit from the learners how they were able to sequence. Encourage the following:
 - Adverb phrases: also, but
 - Question and answer
 - Chronological order
 - Logical order
 - Introductory terms
 - Concluding terms



The next day, Jesus' mother was a guest at a wedding celebration in the village of Cana in Galilee.

Jesus and his disciples were also invited to the celebration.

The wine supply ran out during the festivities, so Jesus' mother spoke to him about the problem.

‘They have no more wine,’ she told him.

‘How does that concern you and me?’ Jesus asked.
‘My time has not yet come.’

But his mother told the servants, ‘Do whatever he tells you.’

Six stone water pots were standing there; they were used for Jewish ceremonial purposes and held twenty to thirty gallons each.

Jesus told the servants, ‘Fill the jars with water.’

When the jars had been filled to the brim, he said, ‘Dip some out and take it to the master of ceremonies.’

So they followed his instructions.

When the master of ceremonies tasted the water that was now wine, not knowing where it had come from (though, of course the servants knew), he called the bridegroom over.

“Usually a host serves the best wine first,” he said.

“Then, when everyone is full and doesn’t care, he brings out the less expensive wines.

But you have kept the best until now!”

This miraculous sign at Cana in Galilee was Jesus’ first display of his glory.

And his disciples believed in him.



Part B

1. Hand out the **Question Worksheet** to each learner.
2. Have the learners work together in pairs to answer the questions. They may refer to the text as they answer.
3. Discuss the answers as a whole class.

Question Sheet

1. How would you feel as the host? As the servant? As the bridegroom?
2. Why do you think Jesus performed his first miracle at a wedding feast?
3. Why did Jesus go about solving the problem the way he did?
4. What do we learn about Jesus? (his compassion, his power over natural laws)
5. What does it mean that his disciples believed in him?
6. What was important about this event?

Questions Worksheet



Part C *Writing about it*

Have the learners choose one of these optional tasks

- Write a newspaper article.
- Choose a character from the story and write a letter from his or her perspective.
- Reflection journal: Write an open letter to God.

Task #8



Objectives:

- linguistic/discourse:
 - to practice the pronunciation of stress, thought grouping and intonation within the context of a larger text
- strategic:
 - to analyze a text in terms of the various aspects of pronunciation

Task Type:

- preparation
- presentation
- implementation
- usage

Skill Area Focus:

- listening
- reading
- speaking
- writing

Grouping:

- individuals
- pairs
- groups
- whole class

Time: 30 minutes

Materials:

- Sample OHT
Dramatic Reading
Worksheet for each learner

John 2:1-11

Wedding Guests Encounter Jesus

Instructions:

1. Assign each learner a different character in the dramatic reading script.
2. Lead the learners through **the following steps**, one step at a time in preparation for reading their part. Demonstrate on the **Sample OHT**. They should mark **ONLY** the lines that they will be reading during the enactment. **Be sure to Review Instruction #8: linking function words to content words.**
3. Ask the learners to read their assigned character lines and write in the left hand margin a description of the emotion or possible body language that might be accompanying the words: Emotions - Body Language { }
4. **Then**, have them mark in the right hand margin whether each sentence is a yes/no question [**↗**], information question [**↗↘**], statement [**↗↘**] or command [**↗↘**].

The next day, at a wedding celebration in the village of Cana in Galilee, the wine supply runs out during the festivities. [**↗↘**]

5. **Next**, have them separate the information units by pause marks [//].

The next day,// at a wedding celebration// in the village of Cana// in Galilee,// the wine supply runs out //during the festivities.//

6. Have them underline the stressed syllable of each content word. [nouns, verbs, adverbs, adjectives, question words, demonstrative pronouns and possessive pronouns]

The next day,// at a wedding celebration// in the village of Cana// in Galilee// the wine supply runs out //during the festivities.//

7. Instruct them to practise saying the vowel sound of each stressed syllable clearly. [Individually practise.]



8. Have them indicate where function words are linked to content words [∩].

The next day,// at a wedding celebration// in the village of Cana// in Galilee,//
 the wine supply runs out //during the festivities.//

9. Instruct the learners to practise saying the unstressed syllables quickly, unclearly and joined to the stressed syllables. [Individually practise.]

10. Have them practise saying the consonants clearly, especially the ones at the end of syllables. Connect them to the following vowels. [Individually practise.]

11. Have the learners mark in each intonation unit (between pause marks) where the prominent point or emphasis and pitch change for the intonation is made [*]. Most of the time this will be the last content word of the thought unit. However, there may be new information, a contrastive or extra emphasis point.

The next day,// at a wedding cele*bration// in the village of Cana// in *Galilee,//
 the wine supply runs* out //during the fes*tivities.//

12. **Then**, insert the pitch jump point right before the prominent point and mark the continuing rising intonation [|↗] until the end of the unit for a yes/no question or start the falling intonation [|↘] for statements, commands or information questions.

The next*[|↗]day[|↘],// at a wedding cele*[|↗] bration[|↘]// in the village of [|↗]Cana[|↘]
 //in * [|↗]Galilee[|↘],// the wine supply runs*[|↗]out[|↘] //
 during the fes* [|↗]tivities[|↘].//

13. Practise saying each intonation unit separately making the appropriate pitch jump. [Individually practise.]

14. Lead the class in doing a dramatic reading of the whole script. Be sure that the accompanying actions are done as well.

The next day, at a wedding celebration in the village of Cana in Galilee, the wine supply runs out during the festivities.

Sample OHT



Suggested Example of Dramatic Reading:

Wedding Guests Encounter Jesus

Characters: Jesus' mother, Mary Jesus Disciples
Master of Ceremonies Bridegroom Servants
Narrator

[The next day, at a wedding celebration in the village of Cana in Galilee. The wine supply runs out during the festivities.]

MARY [talking to Jesus]: They have no more wine.||

JESUS: "How does that concern you and me? My time has not yet come.||

MARY [to the servants]: Do whatever he tells you.||

[Six twenty to thirty gallon stone water pots, used for Jewish ceremonial purposes were standing there.]

JESUS [to the servants]: Fill the jars with water.|| *(The servants filled the jars to the brim.)* Dip some out and take it to the master of ceremonies.||

MASTER OF CEREMONIES [tastes the wine and calls the bridegroom over]: Usually a host serves the best wine first.|| Then, when everyone is full and doesn't care, he brings out the less expensive wines.|| But you have kept the best until now!||

NARRATOR: *This miraculous sign at Cana in Galilee was Jesus' first display of his glory. And his disciples believed in him.*

WORKING ON PRONUNCIATION – KEY

Description	Symbol	Description	Symbol
Emotions -Body Language	{ }	Basic Intonation	↗ ↘
Pauses		Emphasis - Pitch Change	*
Content Words –Syllable stress	_____	Linking	∪

Wedding Guests Encounter Jesus

Characters: Jesus’ mother, Mary Jesus Disciples
 Master of Ceremonies Bridegroom Servants
 Narrator

[The next day, at a wedding celebration in the village of Cana in Galilee. The wine supply runs out during the festivities.]

Mary: *[talking to Jesus]* They have no more wine.

Jesus: “How does that concern you and me? My time has not yet come.

Mary: *[to the servants]* Do whatever he tells you. *[Six twenty to thirty gallon stone water pots, used for Jewish ceremonial purposes were standing there.]*

Jesus: *[to the servants]* Fill the jars with water. (The servants filled the jars to the brim.) Dip some out and take it to the master of ceremonies.

Master of Ceremonies: *[tastes the wine and calls the bridegroom over]* Usually a host serves the best wine first. Then, when everyone is full and doesn’t care, he brings out the less expensive wines. But you have kept the best until now!

Narrator: This miraculous sign at Cana in Galilee was Jesus’ first display of his glory. And his disciples believed in him.

Dramatic Reading Worksheet