

Living Words



LEVEL TWO

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First published 2019
ISBN 0-
Printed and bound by

Living Words

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Living Words

The purpose of this course is to give religious educators some relevant language learning material with a solid Christian foundation, which goes beyond the everyday language and thought of currently used books. This intensive course includes the vocabulary we use to express spiritual ideas, to pray and talk about the Christian reality, express Bible truths and explain a vital relationship with God, through characters and stories which can then be used as a stepping-stone to discussions and other activities.

LEVELS 1 / 2 / 3

This is a 3 book intensive course, designed to be used in communicative classrooms, teaching English either as a second language in an English-speaking environment (such as the USA), or as a foreign language course, where real access to native speakers of English is limited (such as overseas missions). The aim is to rapidly take students to a level where they can understand, think and communicate effectively in English.

The amount of introduced vocabulary progresses quickly and assumes that oral exercise is occurring constantly, and being practiced as an integral part of the course and teaching activities. Memorizing grammar and a list of words does not mean you can speak English, therefore this course teaches students to think and speak in English about a variety of topics, and builds up their ability to respond to real life situations, answer questions or summarize short reading texts developed on a solid grammatical base. The amount of real text reading exercises significantly increases in the second and third books, encouraging comprehension and new vocabulary awareness which culminates in student discussions at the end of each unit.

The course is divided into three consecutive books: Level 1 - ELEMENTARY (units 1-6) and Level 2 – PRE-INTERMEDIATE (units 7-12) and Level 3 - INTERMEDIATE (units 13-18). The second and third books advance without repeating the material taught in the previous books, except for a Revision Unit at the beginning of each new level.

This gives teachers the opportunity of starting false beginner students (or anyone who has already studied or picked up some English previously) at a point where it is not necessary to repeat the material of the more basic lessons, and to continue immediately with concepts and language at the next level. However, it does assume that students have an adequate understanding of the material, language and concepts taught, and it is recommended that teachers thoroughly cover the REVISION UNIT and TESTS, so that any problems can be spotted and resolved immediately. All the phonetics material is repeated and continued further with each book.

The last part of each book contains communication activities and games, and songs which are a fun way of revising material. It is recommended that these be integrated as much as possible into the lessons, as they give students invaluable practice at using the language and revising the structures in a natural setting. It also assists by filling in gaps in the individual student's knowledge, since no group of students is homogenous, and forces every student to use the language in real life situations. Songs are both secular and Christian, to be used as desired.

LEVEL 4

This course material will be marketed primarily for adoption as an English textbook in home schooling and Christian classrooms for foreign learners. It will be structured heavily around listening comprehension and fluency communication exercises with the aim of building up vocabulary, using more colloquial and idiomatic language and developing student's communication techniques.

Rather than repeating grammar as most books at this level do, the aim is to support and expand the student's existing lexical abilities, and although present, the grammar will be secondary to the focus on function (e.g. apologizing, explaining, convincing, buying and selling, denying, etc.), comparative language (e.g. barrier, border, boundary, confine, edge, limit, perimeter, etc.), aspect (e.g. yet, still), modes (e.g. passive, active), and developing alternative sentence structures.

LEVEL 5 & 6

This comprehensive two-book course will be structured to work alongside existing home-schooling materials. The language content will be totally Bible-versed, and function-based rather than grammar-based, with the aim of enabling the students to operate independently with a full vocabulary range within the English speaking society, making it possible for them to continue their studies in a native speaker world.

The goal for foreigners will be the successful completion of TOEFL, SAT or UCLES First Certificate Examinations, which enables acceptance into college and universities in the USA and UK.

COURSE DESCRIPTION:

The methodology and curriculum does not pretend to be new, and resembles parts of many English language courses currently on the market, with one major exception - this course is BIBLE-based in language and content. Characters have been taken from the Bible and, where necessary, placed into a modern context in a light-hearted and humorous way.

The course includes a listening CD and a comprehensive EXTRA MATERIALS section to give students practice at using the language in real life situations without the teacher having to look elsewhere for relevant resource materials. The aim is to supply all the materials in one book.

At present, we do not include a homework book, and the amount is limited to exercises at the end of each unit. Extra material can be added by the teacher if the student has the time and desire, but all students do not fit this category. There is already an abundance of good material on the market providing for self-study (e.g. Raymond Murphy's Essential Grammar in Use, Norman Coe's Grammar Spectrum, Michael Swan's English Grammar, etc.). The International Bible Society also produces Bible-based graded readers, which can be used to supplement the course work, as do other publishers in the secular marketplace, such as Cambridge University, Heinemann, Longman and Oxford United Press.

COURSE OUTLINE:

Each unit begins with a LISTENING EXERCISE and concludes with ROLE PLAY and DISCUSSION activities, which focus on the language and functions taught in the unit.

Each unit is divided into 7 sections (A-G). This separates the unit into smaller, easily managed, inter-related lesson parts, and helps the teacher structure each given lesson to fit the time availability and the students' levels, since many classes are not homogenous.

Each unit has EXTRA activities aimed at encouraging students to practice and use the material covered in real-life situations. It enables the teacher to put more emphasis on exercises that help develop the students' ability to communicate, instead of sticking to a rigid lesson structure. This allows the faster learner not to be restricted and still give impetus to the slower. The most effective use of time and energy in language learning takes place by filling the right holes in the student's knowledge, which most often is in the area of practical one- to-one communication, especially in a foreign environment.

Each unit deals with one specific grammatical or language area and also a specific vocabulary area, and builds on the vocabulary and grammar of the previous unit.

Each unit has a section that deals with a particular functional element of the language such as unspoken gestures, counting, telling the time, ordering food, sending emails, making telephone calls, apologizing, rhetorical questions, etc. around which the other elements are harmonized.

Each unit contains useful everyday expressions and idioms, so that students can learn the language, as used naturally (especially relevant for second language learning), rather than depending solely on learning syntax and form. The aim is for the students to communicate naturally in English.

Each unit finishes with a CHECK IT section of exercises, which reviews material using a variety of formats: listening, multiple choice, gap-fill exercises etc.

Most units contain a PHONETICS section to help students recognize and distinguish words and phrases by their sounds independent of the spelling, developing from the basic sounds to more difficult pronunciation and stress distinction. This is a vital part of understanding English and should not be treated lightly, but worked through methodically until it becomes second nature.

Each classroom activity is easily identified by a unique symbol, for easy reference (listening, writing, pair and group work), which is common to that type of activity throughout the book. A REVISION TEST after every 2 units helps students assess the students' progress.

The grammar and phonetic elements are dealt with during the lesson as they are encountered; however, a summary of the elements from each unit is contained in a GRAMMAR REFERENCE at the back of the book.

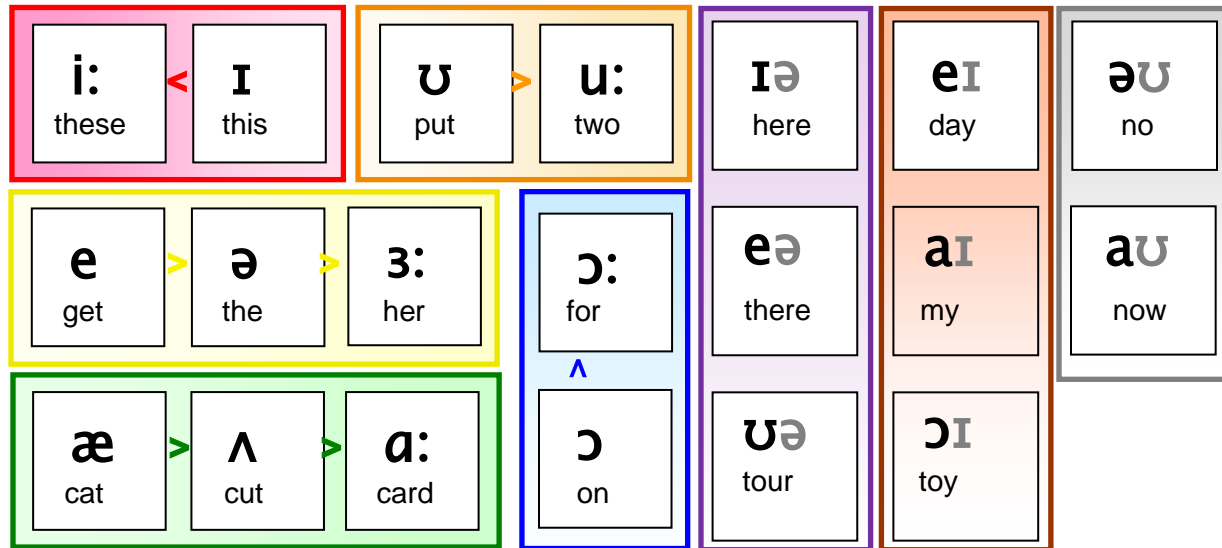
A copy of the LISTENING SCRIPTS and a WORD BANK, which includes all vocabulary used in each unit, completes the book. More material, fun activities and games are included in the Teacher's Book, as well as the answers to exercises.

Each section A-G begins with a Bible Scripture verse, using a simply understood translation of the language relevant to that section, from which some class discussion can be developed if desired. The course develops the theme of God's character as expressed in his love, and develops through Jesus' death and resurrection, culminating in the experience of the Holy Spirit's enabling and the power of a fully satisfying personal relationship with God in expectation of Jesus' imminent return.

ENGLISH VOWELS

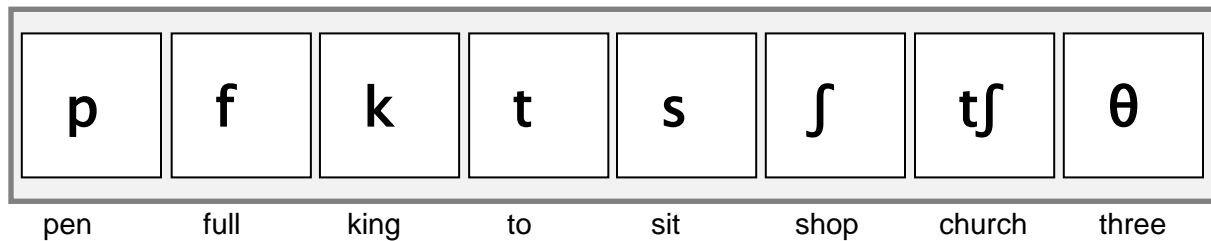
LONG AND SHORT VOWEL SETS

DIPHTHONGS

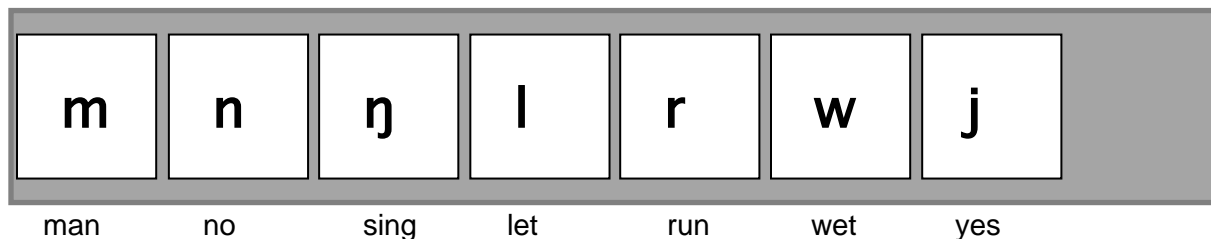
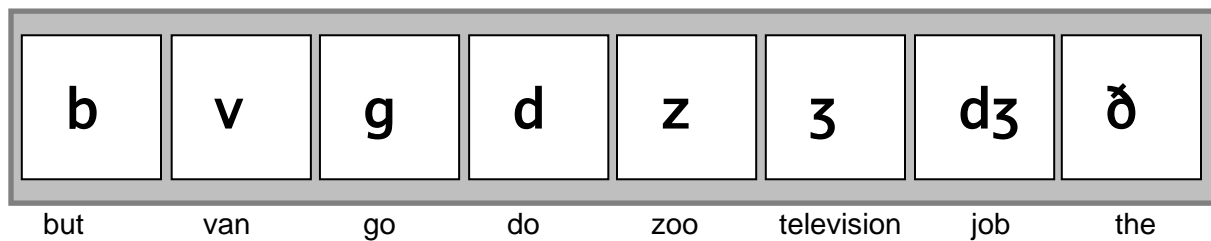


ENGLISH CONSONANTS

SOFT



HARD



ENGLISH TIMELINE CHART

Book 1

Book 2

Book 3

Book 4

Book 5

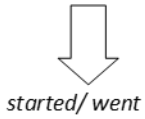
	PAST PERFECT	PAST	PRESENT PERFECT	PRESENT	FUTURE INTENTION	FUTURE	FUTURE PERFECT
SIMPLE ACTIVE	She had already eaten when I arrived	I bought a new car last week (definite time)	She has lived there for years (before now)	She works five days a week (always)	I will see you tomorrow (decision / promise)	The sun will shine tomorrow (prediction)	I will have finished by next week
SIMPLE PASSIVE	The car had been smashed twice before it was destroyed	The car was invented in 1885 by Karl Benz	These cars have been made for the past 50 years	Ferrari cars are made in Italy		The new model will be finished next year	The hydrogen car will have been launched by the end of 2010
	<<<<	<<<<<<	<<<<<<<	NOW	>>>>>>	>>>>	>>>>
CONTINUOUS ACTIVE	I had been waiting for two hours before he arrived	I was watching TV when she arrived	I have been waiting now for two hours	I am waiting for my friend Jim (now)	I am going to wait until he arrives (intention)	I will be waiting here all day if necessary	I will have been waiting for two days by the weekend
CONTINUOUS PASSIVE	The old model had been being repaired for two weeks before it was destroyed.*	The old model was being destroyed when I arrived	It has been being repaired for two weeks now without success.*	The new model is being designed now	The new model is going to be made next week	The new model will be being tested all next month	It will have been produced by the end of the year

*VERY RARELY USED

PAST

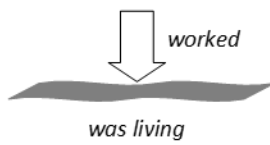
PAST SIMPLE

I **started** this job 4 years ago, when I **went** to London.



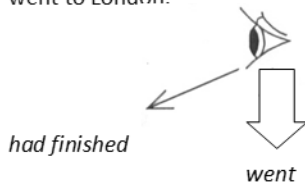
PAST CONTINUOUS

While I **was living** in London, I worked at the BBC



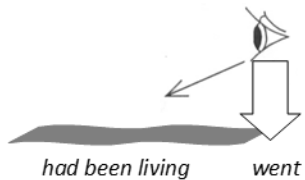
PAST PERFECT

I **had finished** school before I went to London.



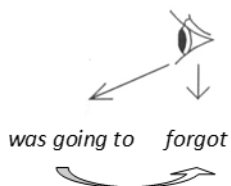
PAST PERFECT CONTINUOUS

I **had been living** in Rome before I went to London.



WAS GOING TO

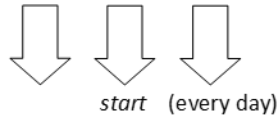
Sorry, I **was going to** ring you but I forgot.



PRESENT

PRESENT SIMPLE

I usually **start** work at 8:30 am.



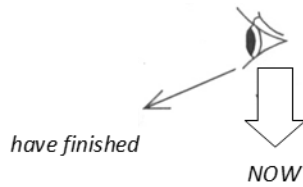
PRESENT CONTINUOUS

I **am living** in Rome at the moment.



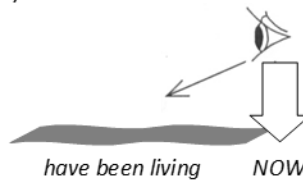
PRESENT PERFECT

I **have finished** my homework.



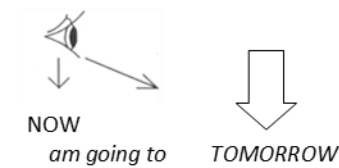
PRESENT PERFECT CONTINUOUS

I **have been living** in Rome for 2 years.



AM GOING TO

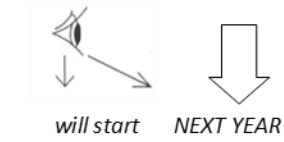
I **am going to** ring you tomorrow.



FUTURE

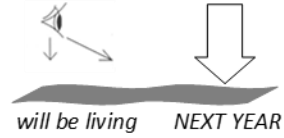
FUTURE SIMPLE

I **will start** my new job next year.



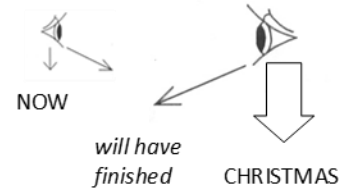
FUTURE CONTINUOUS

I **will be living** in America, next year.



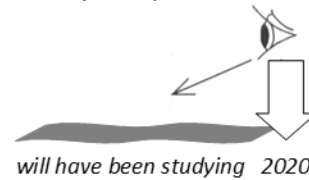
FUTURE PERFECT

I **will have finished** my book by Christmas.



FUTURE PERFECT CONTINUOUS

I **will have been studying** English for 15 years by 2020.



APPENDIX 1

INFINITIVE SIMPLE PAST & PAST PARTICIPLE

cost	cost	
cut	cut	
hit	hit	
hurt	hurt	
let	let	
put	put	
shut	shut	
wet	wet	
feel	felt	
leave	left	
mean	meant	
meet	met	
keep	kept	
sleep	slept	
burn	burnt / burned	
learn	learnt/ learned	
smell	smelt/ smelled	
lose	lost	
lend	lent	
send	sent	
spend	spent	
build	built	
hear	heard	/hɜ:d/
pay	paid	
read	read	/red/
say	said	/sed/
sell	sold	
tell	told	
stand	stood	
understand	understood	
have	had	
make	made	
find	found	
bring	brought	
buy	bought	
fight	fought	
think	thought	
catch	caught	
teach	taught	
light	lit	
shoot	shot	
sit	sat	
win	won	/wʌn/

INFINITIVE SIMPLE PAST PAST PARTICIPLE

begin	began	begun
drink	drank	drunk
sink	sank	sunk
swim	swam	swum
bite	bit	bitten
break	broke	broken
choose	chose	chosen
hide	hid	hidden
speak	spoke	spoken
steal	stole	stolen
wake	woke	woken
forget	forgot	forgotten
get	got	gotten (USA)
drive	drove	driven
ride	rode	ridden
rise	rose	risen
write	wrote	written
eat	ate	eaten
fall	fell	fallen
take	took	taken
shake	shook	shaken
forgive	forgave	forgiven
give	gave	given
beat	beat	beaten
become	became	become
come	came	come
run	ran	run
blow	blew	blown
grow	grew	grown
throw	threw	thrown
know	knew	known
draw	drew	drawn
fly	flew	flown
show	showed	shown
lie	lay	lain
tear	tore	torn
wear	wore	worn
be	was/ were	been
see	saw	seen
go	went	gone /gɒn/
do	did	done /dʌn/

Living Words

level two

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Extra

SONG	JESUS LOVES ME	KIDS ROCK
SONG	DON'T WORRY BE HAPPY	BOB MARLEY
SONG	WIDE, WIDE AS THE OCEAN	CEDARMONT KIDS
SONG	I JUST CALED TO SAY I LOVE YOU	STEVIE WONDER
SONG	FRIDAY I'M IN LOVE	THE CURE
SONG	WHAT A WONDERFUL WORLD	THE RAMONES
SONG	I BELIEVE	ELVIS PRSLEY
SONG	BUT I DO LOVE YOU	LEANN RIMES
SONG	WHAT A WONDERFUL WORLD	SAM COOKE
SONG	FIRST	LAUREN DAIGLE

UNIT EIGHT**IT'S ALL HAPPENING NOW***What a wonderful world*

- A. It's fun making things!** Present Continuous page 27
You can predict the weather by looking at the earth and sky, but you don't really know what's happening right now. Luke 112:56
- B. What's going on?** Questions page 32
The father called one of the servants over and asked, "What's going on here?" Luke 15:26
- C. What are you thinking about ? / What do think of him?** page 38
Jesus told the people: "I tell you for certain that the Son cannot do anything on his own. He can do only what he sees the Father doing, and he does exactly that". John 5:19
- D. What's he wearing?** Clothes page 41
The armies of heaven, wearing dazzling pure, white linen, follow him on white horse..... This fine linen represents the things that God's holy people do that have his approval. Revelation 19:14,18
- E. Can you tell the difference?** Phonetics page 44
- F. Who loves who(m)?** Subject / object page 46
Jacob loved Rachel more than Leah. Genesis 29:30
- G. Check it** page 48

Extra

- | | | |
|-------------------------------------|----------------------------|-----------------------|
| 56. ME 'N MY BODY | | page 207 |
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| SONG | SOMEWHERE OVER THE RAINBOW | ISRAEL KAMAKAW'IWOOLE |
| SONG | I'VE GOT YOU BABE | UB40 & CHRISSE HYNDE |
| SONG | VIDEO KILLED THE RAIO STAR | BUGGLES |
| SONG | KING OF MY HEART | KUTLESS |

UNIT NINE**WHEN I WAS YOUNG*****What did you do yesterday?***

- A. Where were you?** Past page 51
In the beginning was the Word, and the Word was with God, and the Word was God. John 1:1
- B. David and Goliath** What happened? page 56
David said, "The LORD, who saved me from the lion and the bear, will save me from this Philistine." "Go," Saul told David, "and the LORD be with you. 1 Samuel 17:37
- C. Wish you were here** Postcards page 59
How I wish that God would answer my prayer. Job 6:8
- D. How did the wise men find Jesus?** Questions page 64
When the men went into the house and saw the child with Mary, his mother, they knelt down and worshiped him. They took out their gifts of gold, frankincense, and myrrh and gave them to him. Matthew 2: 11
- E. How did Moses cross the red sea?** Negatives page 67
Moses stretched his arm over the sea, and the LORD sent a strong east wind that blew all night until there was dry land where the water was. The sea opened up, and the Israelites walked through on dry land with a wall of water on each side. Exodus 14:21-22
- F. Downtown** Why? To ... page 70
Joseph answered, "I'm looking for my brothers who are watching the sheep. Can you tell me where they are?" Genesis 37:16
- G. Check it** page 74

EXTRA

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SONG	JESUS TAKE THE WHEEL	CARIE UNDERWOOD
SONG	LITTLE DRUMMER BOY	4 KING & COUNTRY
SONG	YOU SAY	LAUREN DAIGLE
SONG	THIS IS THE WAY LOVE IS	77S
SONG	MARY DID YOU KNOW?	PENTATONIX
SONG	PERSONAL JESUS	DEPECHE MODE
SONG	EVERYDAY	BUDDY HOLLY
SONG	WHO AM I	CASTING CROWNS

UNIT TEN**BIGGER AND BETTER*****The one and only God***

- A. Mine is bigger than yours** Comparative adjectives page 77
The bigger the harvest the LORD gives you, the bigger your gift should be. Deuteronomy 16:17
- B. But mine is the best!** Superlative adjectives page 79
Jesus answered, "The most important commandment says: 'You have only one Lord and God. You must love him with all your heart, soul, mind, and strength.' The second most important commandment says: 'Love others as much as you love yourself.' No other commandment is more important than these." Matthew 12:29-31
- C. Whose is it?** this / that / these / those page 85
All that is mine is yours, and what is yours is mine, and I have been glorified in them. John 17:10
- D. What a lovely bag of fruit** Uncountable / mass nouns page 89
Love is always supportive, loyal, hopeful, and trusting. 1 Corinthians 13:7
- E. How much / how many?** Talking about quantity page 92
There are many of us, but we each are part of the body of Christ, as well as part of one another. Romans 12:5
- F. What have you got there?** Have got page 95
The only thing we got from you is the dirt on our feet, and we're giving it back right now. Have you got any idea how close God's kingdom is? It's right on your doorstep! Luke 10:11
- G. Check it** **What's missing?** page 96

Extra

88. TIME'S UP page 285
89. WHO'S GOT THE BIGGEST FEET? page 287
90. SHANGAI, SYDNEY OR SAN PAOLO page 288
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SONG	HOW GREAT THOU ART	CARRIE UNDERWOOD
SONG	THE REAL THING	WORLDWIDE MESSAGE TRIBE
SONG	AIN'T IT GREAT TO BE CRAZY	PUPPY READER
SONG	HOW CAN IT BE?	LAUREN DAIGLE
SONG	BECAUSE YOU LOVED ME	CELINE DION & CHARISSE
SONG	OUR GOD	CHRIS TOMLIN
SONG	GREATER	MERCY ME
SONG	STRONGER	KELY CLARKSON
SONG	SATISFACTION	ROLLING STONES

UNIT ELEVEN UPSTAIRS & DOWNSTAIRS *In my Father's house*

- A. There's a bear up there!** No room on Noah's Ark page 101
In my Father's house are many rooms. I go to prepare a place for you. John 14:2
- B. All the colors of the rainbow** What's wrong with this picture? page 103
"Come on now, let's discuss this!" says the LORD. "Though your sins are bright red, they will become as white as snow. Though they are dark red, they will become as white as wool" Isaiah 1:18
- C. What's cookin' Marge?** In the kitchen page 106
Who's the greatest, the person who sits at the table or the servant? Isn't it really the person who sits at the table? But I live among you as a servant. Luke 22:27
- D. Home is where the heart is** Some / any / a / the page 109
Where your treasure is, there your heart will be also. Matthew 6:21
- E. My favorite place** Prepositions of place page 111
Jesus went up on a mountain where he could be alone and pray. Later that evening, he was still there. Matthew 14:23
- F. Where are my keys?** Study / Bathroom page 114
Don't be afraid of anyone! Everything that is hidden will be found out, and every secret will be known. Matthew 10:26
- G. Check it** page 118

Extra

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|-------------------------------|----------|
| 107.SPOT THE DIFFERENCE 7 | page 327 |
| 108.TELL ME WHERE IT IS | page 329 |
| 109.PREPOSITION CROSSWORD | page 331 |
| 110.IT'S ON THE CORNER | page 333 |
| 111.WHAT'S IT LIKE? | page 335 |
| 112.THIS GOES HERE | page 337 |
| 113.OUR HOUSE | page 338 |
| 114.COOL HOUSE PLANS | page 340 |
| 115.ANIMAL CRACKERS | page 349 |
| PUZZLE LEFT-RIGHT DIVIDE | page 366 |

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|------|-----------------------------------|------------------------------|
| SONG | JACOB AND 2 WOMEN | RICH MULLENS |
| SONG | MAN GAVE NAMES TO ALL THE ANIMALS | JOHNNY CASH |
| SONG | RUN WILD | 4 KING & COUNTRY |
| SONG | BEST NEWS EVER | MERCY ME |
| SONG | LEAN ON ME | DC TALK |
| SONG | GOD IS NOT DEAD | NESWSOYS |
| SONG | YOU GOTTA SERVE SOMEBODY | BOB DYLAN |
| SONG | YELLOW SUBMARINE | THE BEATLES |
| SONG | SHALLOW | JEFF KRAAD & ALLISON SMOLLER |

UNIT TWELVE**I CAN FLY!****You must be born again**

- A. I can't do anything!** Ability page 121
Jesus told the people: "I tell you for certain that the Son cannot do anything on his own. He can do only what he sees the Father doing, and he does exactly that". John 5:19
- What can you do?** Possibility page 122
I can do everything through Christ who gives me strength. Philippians 4:13
- B. The Ten Commandments** Must / mustn't page 124
We show our love for God by obeying his commandments, and they are not hard to follow. 1 John 5:3
- C. What do you have to do?** Have to/ don't have to page 126
- D. Around the world in a day** Suggestions page 128
After the flood Noah's descendants became nations and spread all over the world. Genesis 10:32
- What do I have to do to get eternal life?** page 130
Jesus answered him, "Truly, I tell you, you must be born again, or you cannot see the kingdom of God." John 3:3
- It makes no difference who you are or where you're from - if you want God and are ready to do as he says, the door is open.* Acts 10:35
- E. Homophones** Same sounds page 132
- F. Can you do me favor?** Requests page 134
Felix the governor wanted to do the Jewish leaders a favor, so he kept Paul in jail. Acts 24:27
- G. Check it** page 136

Extra

116.PUBLIC SIGNS		page 354
117.FLAT HUNTING		page 355
118.JOB SEARCH		page 359
119.WHAT DO YOU HAVE TO DO?	TO BE COMPLETED	page 360
120.THAT'S NOT RIGHT		page 361
121.SHOPPING SPREE	TO BE COMPLETED	page 362
FARMER PUZZLE		page 363
RIDDLE of the WIDOW		page 363
PUZZLE: WHAT CAN YOU SEE?		page 367
SONG	I CAN FLY	ROBERT KELLY
SONG	CHANGED	JORDAN FELIZ
SONG	WE CAN MAKE A DIFFERENCE	JACI VALESQUEZ
SONG	DO NOT TELL ME	JOHN REUBEN
SONG	RECKLESS LOVE	CORY ASBURY

SONG
SONG
SONG
SONG

LOOOK UP CHILD
SHE DRIVES ME CRAZY
WAYMAKER
MY REDEEMER LIVES

LAUREN DAIGLE
FINE YOUNG CANNIBALS
SIRACH
NICOLE C MULLEN