

Living Words



Living Words

a Bible Based English Language Course

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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 increase 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 - BEGINNER (units 1-6) and Level 2 - ELEMENTARY (units 7-12) and Level 3 - PRE 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, 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.

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 of the materials in one book.

At present, we do not include homework. This can be added by the teacher if the student has the time and desire, but all students do not fit this category and 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 the course 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.



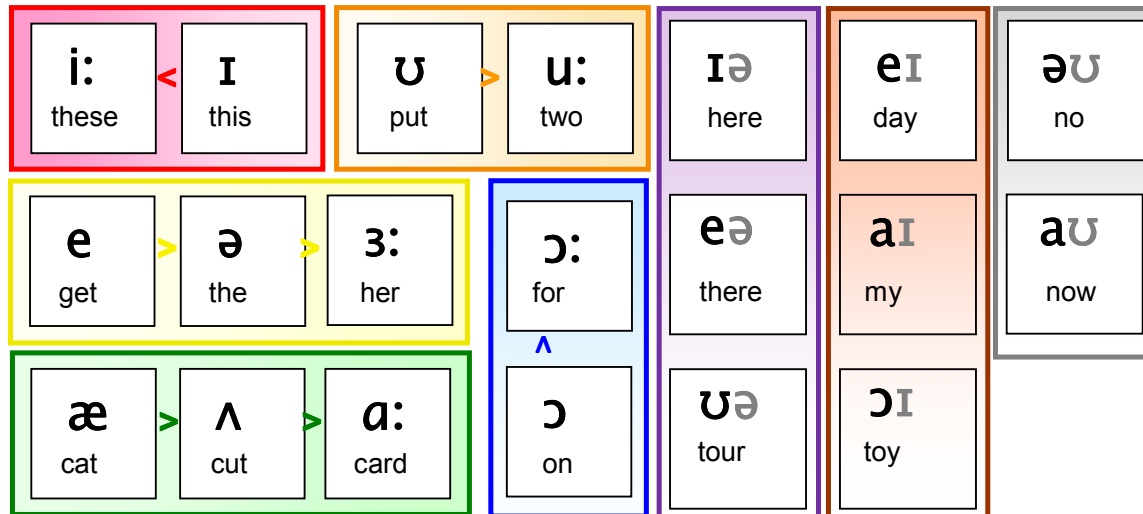
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ENGLISH VOWELS

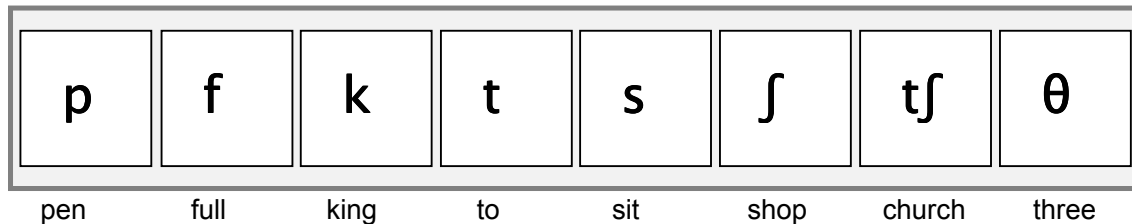
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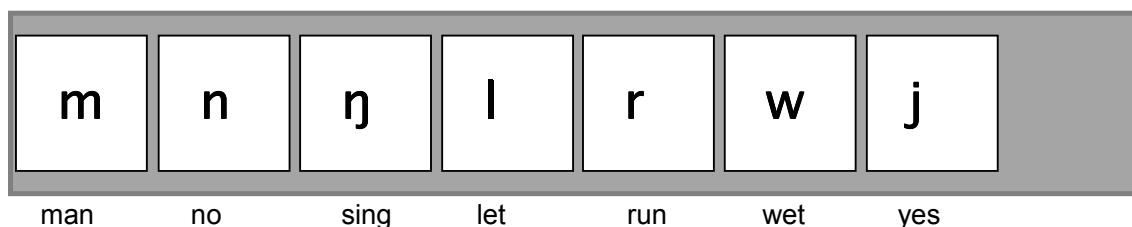
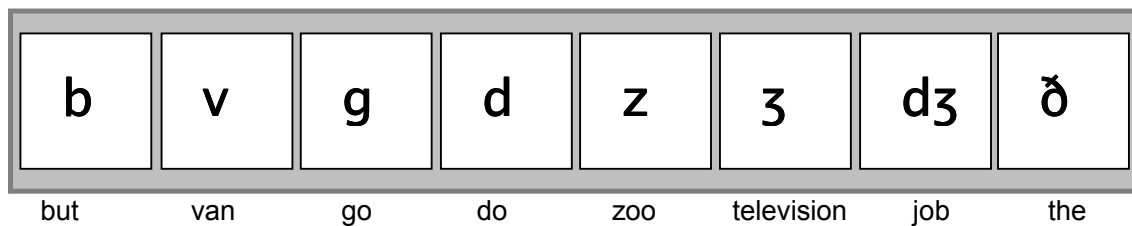
DIPHTHONGS

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

Living Words

Level One

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UNIT ONE

SAY HELLO

"I AM"

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B.	Introductions 2	he / his – she / her – it / its - they / their	page 2
		<i>He is their God and they are his people.</i>	Revelations 21:3
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