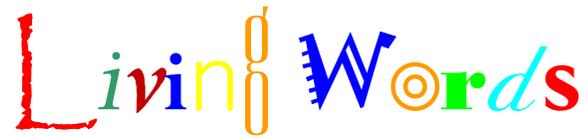


Living Words

a Bible Based English Language Course



level one

*LESSON*

*PLANS*

# ENGLISH TIMELINE CHART

Book 1

Book 2

Book 3

Book 4

Book 5

	<b>PAST PERFECT</b>	<b>PAST</b>	<b>PRESENT PERFECT</b>	<b>PRESENT</b>	<b>FUTURE INTENTION</b>	<b>FUTURE</b>	<b>FUTURE PERFECT</b>
<b>SIMPLE ACTIVE</b>	She had already eaten when I arrived	I <b>bought</b> a new car last week <i>(definite time)</i>	She has lived there for years <i>(before now)</i>	She works five days a week <i>(always)</i>	I will see you tomorrow <i>(decision / promise)</i>	The sun will shine tomorrow <i>(prediction)</i>	I will have finished by next week
<b>SIMPLE PASSIVE</b>	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
	<<<	<<<<	<<<<<	<b>NOW</b>	>>>>>	>>>>	>>>
<b>CONTINUOUS ACTIVE</b>	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 <b>am waiting</b> for my friend Jim <i>(now)</i>	I am going to wait until he arrives <i>(intention)</i>	I will be waiting here all day if necessary	I will have been waiting for two days by the weekend
<b>CONTINUOUS PASSIVE</b>	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

The verses at the beginning of each section are for your individual use. If and how you apply them is up to you.

God said to Moses, "I AM. That's who I AM"

Exodus 3:14

"I AM" is the Hebrew name, Jehovah, which God used with Moses, which literally means "I exist". Jesus also used to describe Himself (John 8:28), for which he was accused of blasphemy and crucified.

Only God can use only these two words I AM, alone, without anything else (Present Indicative), because only God is absolute, beyond description, only God is self-existent, self sufficient, eternal and unchangeable.

On the other hand, we mortals must use I AM + a noun or adjective to effectively describe ourselves.

**METHOD**

Most of the course material lends itself to the following 4-step teaching method:

<b>Step 1</b>	<b>Presentation</b>	teacher only	T		
<b>Step 2</b>	<b>Perform Example</b>	teacher + student	T+S		
<b>Step 3</b>	<b>Practice Example</b>	student + student	S+S		
<b>Step 4</b>	<b>Pair work</b>	group practice in pairs	S=S	S=S	S=S

**START**

**STEP 1 PRESENTATION (Teacher)**

- Write on the board: *I AM (I'm)*

Explain that an *apostrophe* indicates a missing letter.

- Use your own personal information to give endings to the sentence:

*I am Mr. Smith .(your name)*  
*I am 36. (your age)*  
*I am American. (your nationality)*  
*I am a teacher.*  
*I am happy.*  
*I am married/ not married.*  
*I am from New York.*

Some languages use the verb HAVE (instead of BE) with some of these expressions, but in English:

- The verb HAVE denotes POSSESSION and is used ONLY with NOUNS.
- The verb BE is used with an ADJECTIVE for DESCRIPTIONS.

**MEMORY TRAINING**

- Have students stand up one by one and say their names, using "I'm ...."  
 Try to **remember each student's name.** (This is also good practice for you too!)
- YOU go around the group one by one and identify in turn, each student by name.
- Next have each student in turn try to do the same thing.

This helps kick start two important learning skills - **remembering** and **repetition**. See other memory games in the FUN ACTIVITIES section on page 343f.

**A. INTRODUCTIONS 1 I am - you are/ my – your** (p.1)

*“I am the Lord your God and you are my people.”* Exodus 6:7

*This verse introduces the personal pronouns and adjectives in the first and second person.*

**LISTENING 1.1** (p.1)

- First, listen. (step 1). Play twice.
- Then, choose an outgoing student and role play the conversation. (step 2)
- Now, get 2 students to stand up and act out the conversation, from memory if possible. (step 3)
- Finally, have all of them practice the conversation together in pairs. (step 4)

It is important that you get students to step out of their security zone from the very beginning. This enables them all, both individually and as a group, to function in this brave new world of English, and helps them get used to making mistakes without feeling shy or embarrassed. This will take longer for some, so be patient and encouraging, using different students each time.

**EXERCISE 1 LISTENING 1.2** (p.2)

**STEP 1 PRESENTATION (Teacher)**

- Get students to do the gap-fill.
- Listen and check.

Let students work independently in pairs, doing all this without your input, except to answer their questions. This trains them into the process of learning more effectively and builds teamwork.

**STEP 2 EXAMPLE (Teacher + Student)**

Always explain any exercise to students by doing an example with one of the students first.

Before doing the first full role-play exercise after Listening 1.2, show students how to do the exercise, by practicing with one or two of them in front of the class.

- Ask a student the questions and elicit answers.

*“Hi, I’m ..... What’s your name?”*  
*“Where are you from?”*

Do not correct student at this stage, but suggest and encourage.

- Reverse roles. Get a student ask you the same questions and give the correct responses:

*“I am / My name is .....”* (notice there are 2 possible responses)  
*“I’m from .....”*

Do not correct students, but get them to do it themselves. e.g. Ask, *“Is that right?”*

**STEP 3 PRACTICE (Student + Student)**

Always confirm that students understand an exercise by getting *them* to role-play it, too.

- Get 2 students to come up in front of the class and do the same role-play together.

Again, do not correct students, but get them to do it themselves, by asking, *“Is that OK?”*

**STEP 4 PAIRWORK (Group Practice)**

Always allow students some time to practice fluency and communication freely with the new language.

- Have all the students role-play the conversation together in pairs.

## PRONUNCIATION

## LISTENING 1.3

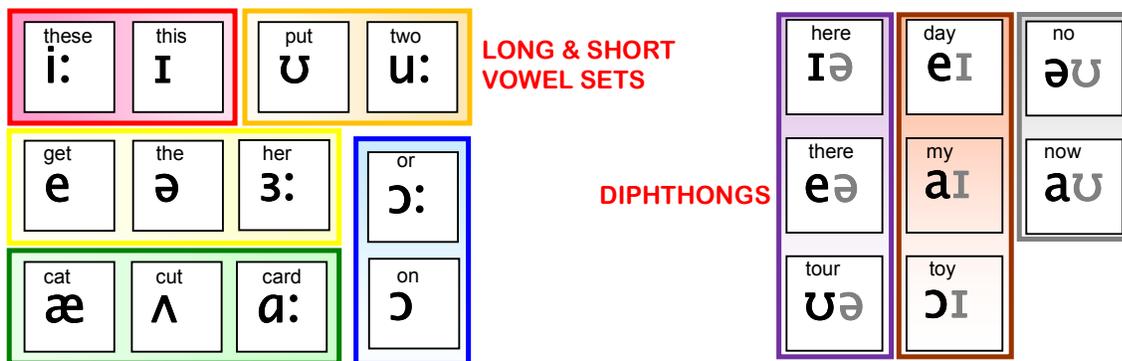
(p.2)

Incorrect word stress in a sentence, or putting the stress on the wrong syllable in a word, can quickly make a spoken sentence incomprehensible. This is much worse than incorrect grammar, especially when speaking publicly, as we listen for habitual sound cues, not individual words. For this reason, phonetics and stress are emphasized throughout this course. Syllables that are stressed have usually been highlighted in **bold**.

Go through the pink Pronunciation boxes in the lessons, carefully with students each time you come across them, and make sure they understand that the / *symbols in red between the slashes* / refer to the sounds – THEY ARE NOT LETTERS. It is very important that students learn over the course of these first 6 units to recognize these symbols. This will enable them to read a dictionary properly and greatly assist them in picking up the correct pronunciation of English words.

If you are not familiar with the / *symbols* / yourself, take the time to **learn the following chart**, as found on the inside front cover. There are 20 vowel sounds in the English language, including 8 diphthongs (double sounds).

Look at the 5 vowel groups below, colored red, yellow, green, blue and orange. Notice the development of each group from the short to long sound (denoted by a colon /:/).



Many languages do not have these 8 diphthongs (double sounds colored purple, brown and gray) and some students may not be used to the necessary mouth movements. Encourage students to over-exaggerate and point out that this does not sound strange nor unusual to native speakers, as there is a great variety of native dialects and accents, especially in the UK. In fact, this exaggeration will usually sound more like the real vowel sound.

## B. INTRODUCTIONS 2

he-his/ she-her/ they-their

(p.2)

*He is their God and they are his people.*

Revelations 21:3

*This verse introduces the personal pronouns and adjectives in the third person.*

Follow the same **4-STEP** procedure when introducing new material.

- Start by doing the **LISTENING 1.4**. Point out the contractions. (step 1)
- Introduce a male and then a female student to the rest of the class. (step 2)  
e.g. “This is ... (Lee)... “  
“He/ She is from ... (France/ China)...”  
“He’s/ She’s ... (French/ Chinese)...”
- Have 2 students do the role play. (step 3)
- Get all the students to practice in pairs. (step 4)

## EXERCISE 2

(p.3)

- Let students do this together in pairs, then check. **LISTENING 1.5**

In Iran they speak Farsi, not Arabic. In Cuba they speak Spanish. In Brazil they speak Portuguese. Jews speak Yiddish/Hebrew and Jamaicans speak English.

Freud spoke German, Tolstoy spoke Russian, and Albert Einstein was actually German, but also spoke Italian, French and English.

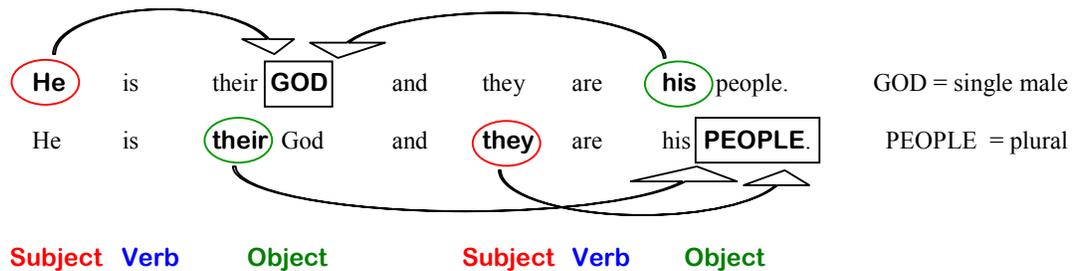
**EXERCISE 3** (p.4)

- Get students to do this gap fill in pairs, then listen and check. **LISTENING 1.6**

**GRAMMAR** (p.4)

The focus here is on SENTENCE ORDER in English, especially the place of the SUBJECT at the beginning of the sentence. The material in all the blue GRAMMAR boxes is also found again in the GRAMMAR REVISION section (pages 129-152).

- Go back and look at the verse **REVELATIONS 21:3** (p.2).
- Highlight the single and plural relationships.
- Write the verse in 2 parts and draw the relationships on the board:



In English, objects and things are neutral and gender distinction is dependent on the sex and number of the **person or subject**.

**EXERCISE 4** (p.5)

This exercise focuses on practicing questions and answers.

- Point out the different use of pronoun HE and adjective HIS + noun. (SHE and HER for women)
- Point out the difference in pronunciation between the long HE'S (i:) and short HIS (ɪ).
- Focus attention on the single/plural forms of all pronouns/adjectives and their corresponding verbs.

**PRONUNCIATION LISTENING 1.7** (p.4)

- Point out the usual contractions of the verb BE when we speak.
- Point out the liaison that occurs between the 2 words when they are not contracted.

**PRACTICE** (p.5)

By using the material covered on page 3, the aim is to allow students to revise the things they have learnt and to get fluency practice now, not to focus on grammatical correctness as in the previous exercise.

**LISTENING 1.8** (p.6)

- Play a few times to allow students to distinguish between the phrases.

**EXERCISE 5** (p.6)

- Get students to write the sentences and then correct in pairs before you verify.

**LISTENING 1.9** (p.6)

- Get students to sort the sentences of the conversation and put them in the correct order.
- Listen and check.

**WHAT'S THE DIFFERENCE?** (p.6)

"How do you do." is not a question but a formal introduction /greeting. The correct response is repetition of the same phrase.

### C. INTRODUCTIONS 3

### Who's ....? It's .....

(p.7)

*Saul asked, "Who are you. Lord?" He answered, "I am Jesus."*

Acts 9:4

*The language used in the following verses has been simplified, but will by necessity still have unfamiliar vocabulary and sometimes use unfamiliar structures such as past and future tense. It is not important for students to know or learn these now, but their introduction helps students recognize them later. At this point you could point out the addition of -ED to form the regular past, if asked, but leave it at that. The focus here is the introduction of the question word "Who ..?" most commonly "Who are you?"*

### LISTENING 1.10

(p.7)

This conversation expands on previous ones and revises personal adjectives and contracted forms of the verb with the pronouns.

It also introduces some colloquial language,

e.g. *I don't know, I think ..., Really!, Tell me, ..., etc.*

This conversation also shows two ways of using "all",

e.g. *all of you/ all of them/ all of us, and you all / them all / us all.*

- Get students to listen and put in the words supplied from the box..
- Point out the generic "It's ..." response to the "Who's ...?" question.
- Write on the board: *"He's like us."*
- Ask students to identify the verb. (*is*)
- Point out that "like" is not a verb in this sentence. (*like = the same as*)

### PRONUNCIATION

### LISTENING 1.11

(p.8)

Students will be confused by WHO which has a /h/ sound, and does not have a sound like /w/ as in all the other WH- words (WHAT, WHERE, WHEN, WHY).

WHO is the strange exception that has the same sound at the beginning as HOW!

- Go over the pronunciation and meaning of each word carefully.
- Do a quick drill at the beginning of the next couple of lesson to ensure good memorization. Repetition of these similar /different sounding words is necessary for beginners.

### PRACTICE

(p.8)

This is the first group exercise, where students handle questions and answers from more than one other student. The focus is on forms of introduction, but once again, the primary aim is to allow students to move around and get some valuable fluency practice.

### EXERCISE 6

### PERSONAL ADJECTIVES

(p.8)

- Get students to write the adjectives from memory and then have THEM come up and correct the table on the board.
- Revise pages 130-133 (points 1-4) of the **GRAMMAR REFERENCE**.

### PRONUNCIATION

### LISTENING 1.12

(p.8)

- Write on the board: *"THE"*
- Emphasize that the schwa sound /ə/ is used in ALL unstressed syllables in English.
- Point out the importance of syllable and word stress.
- Point out that the pronunciation of unstressed syllables and words changes to the schwa sound.  
e.g. I, are, you, from >>> /ə/
- Revise page 137-9 of the **GRAMMAR REFERENCE** together.
- Set 1. NATIONALITIES CROSSWORD (p. 177) for homework.

## D. NUMBERS

1-20

(p.9)

*One God and Father of all, who is above all, and through all, and in you all.*

Ephesians 4:6

*This verse confirms the uniqueness of “Elohim” the one true all powerful “God above all Gods” and the unique loving relationship we have as His people, with Him living in us through His Spirit. This contrasts starkly to any other religions with many indifferent Gods and prophets.*

Writing the numbers will be rather difficult for some students, and you may want to help by getting one of them to come up and write the numbers out in full on the board as they do the listening. The difference between the way English words are spoken and written becomes very obvious. e.g. *one, two, eight*.

- Get students to verbally count after **LISTENING 1.13**.
- Play 2. TELEPHONE BINGO on page 178 to practice the numbers.

### LISTENING 1.14

(p.10)

- Notice the different ways of saying the numbers in English or American.
- Point out the use of “double” numbers by speakers outside the USA.

### EXERCISE 7

(p.10)

Get students to mingle and practice asking and writing down numbers. Some students will do this very quickly while others will be very slow, so perhaps give them some more difficult numbers on pieces of paper for them to practice while waiting.

### LISTENING 1.15

(p.10)

This is the first hard listening exercise, and some students will find it very difficult. Play it as many times as necessary for the students to feel happy, and then play it again after correction, so that they can confirm the sounds of the correct numbers.

## E. VOWEL SOUNDS

SHORT

(p.11)

### START THIS SECTION WHEN STUDENTS ARE FRESH - DO NOT PUSH STUDENTS!

Be ready to teach a totally new concept. This unit introduces the basic 5 SHORT VOWEL sounds. This is the first time that the students will learn /phonetic symbols/ - rather than characters or letters.

- Get students to look at some dictionary entries to see how symbols are used and how it will help them understand spoken English better and pronounce the words correctly.

Be patient and take as much time as necessary to allow students to become familiar with the symbols. This can be quite mentally tiring, so encourage students to take the time to learn them a few at a time, in small groups as they are introduced in each unit. By the end of unit 5 they will have covered them all! Many of these vowel sounds are completely new to learners, and native speakers often don't appreciate the difficulties that foreigners have in distinguishing between words like *sit, seat, set, sat, site, soot, suit, sort*, but students must learn to distinguish between them, in order to avoid confusion.

### LISTENING 1.16

(p.11)

- Listen to each the vowel sound one by one and words with that sound, then get students to add some more to each before going on to the next sound. This will help students distinguish between them.
- Point out that each sounds corresponds to the sound of an English letter: the 5 vowels I, E, A, U, O.

### LISTENING 1.17

(p.11)

- Point out that the mouth opens wider with each consecutive sound. The last O sound may be rather difficult, as it does not exist in some languages and almost involves detachment of the lower jaw.
- Follow up with EXTRA MATERIAL 3 & 4 (p. 179-181) to consolidate this learning.

**EXERCISE 8****LISTENING 1.18**

(p.12)

- Get students to write the words in the columns and then correct them together.

This gives students valuable practice in distinguishing between the vowel sounds and may be quite difficult, since it is the first time many students will have done this type of exercise. (The syllable referred to is underlined in those words with more than one.)

**EXERCISE 9****LISTENING 1.19**

(p.12)

- Get students to do this alone and then correct together.
- Point out that syllables in English usually begin and end with a consonant sound, which may be different from the way they are used to thinking in their language (e.g. French, Italian, Spanish). More work on syllables is covered in Unit 3.

**STRESS**

- There are no rules for pronunciation, but the stress tends to be towards the beginning of words in English. This is especially long words or nouns and adjectives (e.g. *cinema*, *beautiful*, *elephant* - but not *banana*).
- However, the stress tends to go towards the end with verbs (*revise*, *select*, *dictate* - but not *listen*) - but does not change with some words (e.g. *answer*, *question*) which can be a bit confusing.
- Double letters are stressed (e.g. *agree*, *shampoo*) and the syllable before the last when it starts with -i ; -ic, -ion, -ious, etc. (e.g. *electric*, *revision*, *delicious* - but not *television*), and the third last with all longer words (e.g. *intelligent*, *university*, *electricity*, *photograph*). There are many exceptions.

**F. USEFUL EXPRESSIONS AND TEXTBOOK PHRASES**

(p.13)

Don't worry about the grammar or structure of these phrases, but help students to learn each as complete phrases for now. This will greatly facilitate classroom communication, which you should enforce as **ENGLISH ONLY**.

Avoid any other language, by using actions, mime, sequencing, and varying your use of vocabulary and synonyms to enhance their understanding. After all, this is how you learnt to speak English, through repeatedly hearing words and structures, used in a variety of situations and making correlations between them.

After a while students will also learn to communicate this way if they see the example to imitate. Students need to get used to hearing naturally spoken language in the everyday setting, so that they can relearn the ability of naturally absorbing the sounds as a young child does. Help them teach themselves rather than spoon-feeding them. This is easier in the long run, more fun, less stressful and the knowledge obtained lasts longer, so stick with it.

**G. CHECK IT**

(p.15)

Students will get more out of this revision if they have had time to learn some phrases from Section F, so it would be a good idea to set the task of learning the expressions for homework first.

**Exercise 10**

(p.15)

- Get students to test each other on the vocabulary on p. 13.

**Exercise 11****SIMON SAYS**

(p.15)

- This is a fun way to revise the phrases on p. 14.
- Start off the game with the given example "*Simon says STAND UP*" and make sure everyone obeys.
- Follow up with the next "*OK, everyone please sit down now*" Explain that anyone who does so, is out of the game, because *Simon* didn't say to do it. They must only do what *Simon* says, or they are eliminated.

## Dictation

## Listening 1.20

(p.15)

Students have to recognize and write down complete phrases they have learnt during the lesson, which is quite difficult the first time, as the conversation is at natural speaking pace. Replay as often as is necessary.

## Phonetics Revision

## Listening 1.21

(p.15)

- Get students to listen and assign a sound symbol to each of the vowels in the words.

## Exercise 12

(p.16)

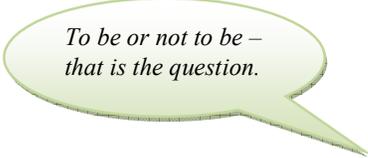
- Revision.

Finish with a discussion about the GARFIELD cartoon and the YAHOO NEWS photo.

(p.16)

- Ask if anyone knows what the title “BACK TO FRONT” means.

The aim is to stimulate students to express themselves and motivate them to think and communicate using English, even when they don't know the vocabulary - young children do it, but we lose the ability with familiarity and need to re-acquire the skill. Get students to learn to use a dictionary. The more often they do this, the easier it becomes.



*To be or not to be –  
that is the question.*

William Shakespeare

## START

- Repeat the Memory Training exercise of Unit One by going around in turn and naming each student.
- Revise USEFUL EXPRESSIONS AND TEXTBOOK PHRASES (Unit One, Section F, pp.13,14).
- Correct any exercises set for homework.
- Use the VOCABULARY list (p.170) to refresh the students' memory and test.

**A. Are you .. ?** **Yes, I am / No, I'm not.** (p.17)

*They asked him, "Are you the Messiah, the Son of God?"* Mark 14:61

*The verses at the beginning of each section are for your individual use. How you apply them is up to you.*

*The Messiah = the Anointed One is long awaited savior of the Jewish people, expected to come in great power and free them. Jesus came as the Son of God but will return next time as the Lion of Judah. His divinity was proved by the works He did (John 7:16-17, Luke 7:22).*

*As C.S. Lewis said, Jesus' claim to be the Son of God meant that He was either (1) crazy, which He undoubtedly showed He wasn't through His universally acclaimed teachings and following; (2) a liar, which He showed He wasn't by his moral standards, spotless testimony and perfect witness; or (3) the truth, which He also claimed to be (John 14:36), and verified by the massive impact he has had on the world and its people for over 2 millennia as well as the truth in His many other claims, such as resurrection power over life and death.*

### LISTENING 2.1 (p.17)

- Listen and put the pictures in order. Make sure students do NOT LOOK AT THE TEXT over the page.
- Get 3 students to stand up and play out the conversation.

### WORD LADDER (p.17)

Divide the class into 2 groups and get them to alternate in giving a sentence and climbing up the ladder. If one team can't do it (or makes a mistake) the other team then gets the chance to do it right and score the point. The side with most points at the top of the ladder wins.

**B. Alphabet** **Treasure Island** (p.19)

*This is why it was named Babel - because there the LORD turned the language of the whole earth into babble.*  
Genesis 11:9

*This is the historic moment when languages were developed by God dispersing the tribes. It was the result of man's self pride and attempt at self sufficiency, to be independent of God, led by Nimrod.*

### EXERCISE 1 (p.19)

- Get students to do the gap-fill exercise with the missing letters on the tree and words with the same sound as the letter on the boxes on the right.
- Point out the different names for the letter Z.

### LISTENING 2.2 (p.19)

- Get students to write down the letters they hear. Listen as many times as students need.

### SPELLING (p.19)

- Go through the spelling rules with students and have them take turns to spell their names.
- Write the following sentence on the board and ask for a volunteer to spell it out.  
*The quick brown fox jumps over the lazy dog.*
- Point out the Capital letter at the beginning and the point/full stop at the end.
- Get students to work in pairs and each write down some words then spell it for their partner to write.

## TREASURE ISLAND

(p.20)

This is an adaptation of the old Battleship game.

- Students draw 10 treasure spots on the top map for their partner to guess, while they must guess where their partner has hidden their treasures.
- Students take turns to nominate a square and get a Yes/ No response and then confirm or eliminate a square on the bottom map. The first square (A5) has been shown as an example.
- You may have to do a few examples for students to get the hang of it.

## C. Who's that?

### Abraham meets Melchizadek

(p.21)

*God's voice from heaven said, "This is my own dear Son, and I am very pleased with him."* Matthew 3:17

*This verse reiterates the first "I am" at the start of this unit and Jesus as divine.*

*It uses the expression "This is ...", as used in the following listening text to introduce someone.*

## EXERCISE 2

### LISTENING 2.3

(p.21)

- Get students to do the gap-fill exercise then listen and check their answers.
- Repeat on the next page 22 without looking at the completed page 21.

## ROLEPLAY

(p.22)

The aim is to allow students to get some fluency practice, but make sure they get the grammar correct.

- Have students practice the language learnt in a real situation by walking around and determining who all the other students are pretending to be.
- Mingle with the students yourself and write down any mistakes that are made.
- After about 3-4 minutes stop students and write up the incorrect sentences and phrases you have heard, on the board for students to correct, without identifying the culprits. It is important to teach students to self-correct their mistakes together.

## D. Signs of the times

### Not just words

(p.23)

*The rainbow that I have put in the sky will be my sign to you and to every living creature on earth. It will remind you that I will keep this promise forever.* Genesis 9:12

*The rainbow and the dove are 2 of the most recognizable symbols in the world today - synonymous with peace. Signs are important - they were before the arrival of God in the human form of baby Jesus (Matthew 2:2; Philippians 2:7), and they are now too, before the coming of the King of Kings to take his children with Him (Matthew 24). Few remember that the rainbow was given to Noah by God as a sign, guaranteeing His promise of eternal grace and goodness to everyone, who like Noah, can have real peace (John 14:27) because they trust Him for true life through His Spirit, which is symbolized by the dove (Matthew 3:16). Jesus also gave the example of the evil chaos in Noah's days as the sign of His imminent return (Luke 17:26).*

## EXERCISE 3

(p.23)

This is a vocabulary learning exercise which should not be too difficult as these are common signs.

- Point out the use of more than one way of saying things. e.g. toilet (UK), bathroom (USA). This course has the most common internationally used words with a preference for American with British words added in brackets or balloons.

## EXERCISE 4

(p.23)

This revises previous vocabulary as well as introducing new idioms.

- Get students to number each picture and compare similar expressions in their language.

## GRAMMAR

(p.24)

Point out that this is the ONLY time in English when we do NOT use a subject.

The subject **YOU** is the silent, but understood in an order, command or imperative.

## INTERNATIONAL WORDS

This should be done as a brain-storming session.  
Students will probably be surprised at how many English words are universally used.

### E. Phonetics Long vowels (p.25)

**START THIS SECTION WHEN STUDENTS ARE FRESH.**

**DO NOT PUSH STUDENTS TOO QUICKLY.**

Some learners may have great difficulties distinguishing between the short and long sounds.

- Revise the 5 basic vowel sounds from Unit one.
- Remind students that now they are learning /**phonetic symbols**/, NOT characters or letters.
- Get students to listen to the first 2 sounds and then stop and answer the question.
- See if students can add some more words to each sound.
- Continue with the 4 common LONG VOWEL sounds.  
Be careful as some languages do not have all these sounds.
- See if students can identify the SHORT VOWEL sounds which these 4 LONG sounds come from.
- Refer to the chart in Unit One Lesson Plan (p.iv) with the same color coding to help remember the groupings.

### EXERCISE 5 LISTENING 2.5 -2.10 (p.26)

This is a comprehensive practice exercise to get students to identify the different sounds learnt.

- Complete each Listening Exercise individually, and correct it before moving on to the next one.
- Follow up with the EXTRA MATERIALS 5-9 (pp. 182-9) to consolidate learning of vowel sounds. These may be set as homework.

### F. What is it? Article a/an What's this?/ What are these?

This exercise teaches the vocabulary of everyday items and revises the alphabet and numbers.

- Get students to look at the list of items and match them to a picture on the right.

## GRAMMAR (p.28)

- Write the 2 following words on the board:  
*THE A*

Ask students if they know what the difference is.

Teach students to always try to work out the answer to something they don't know by putting it in a sentence.

- Write the following 2 sentences on the board:  
*Jim is a doctor.*  
*Jim is the doctor who looks after my mother.*

<b>THE</b>	=	SPECIFIES a PARTICULAR or known thing.	Definite Article
<b>A</b>	=	means ONE OF MANY.	Indefinite Article.

- Note the indefinite article **A** or **AN** is used for single items.
- Point out that the indefinite article **AN** is necessary before a vowel SOUND, not letter,
- Point out that liaison occurs with the **N** and the following VOWEL SOUND, for fluency, not grammar.
- Remind students that the word **IS** is pronounced with a /Z/ sound.
- Note the plural nouns *glasses* and *scissors* always have a plural verb.  
Others such as *jeans*, *pants*, *earrings* may already be known.
- Point out that nothing is used before the plural nouns here, because they are indefinite/ not defined.  
**THE** is used to refer to definite/ specific things, e.g. *my glasses*, *John's key's*, *the teacher's pencils*, *the scissors on the table*, etc.– but we don't know anything about the things on the list in the book.

## EXERCISE 6

(p.28)

This give gives students practice using the singular “*It’s a ..*” and the plural “*They’re ..*”

## GRAMMAR

(p.29)

This list gives 10 exceptions when we do not use any article at all.

These are commonly used in generic situations.

Tell students to memorize these 10 situations.

When we specify a particular place or thing we must use an article/ number/ adjective.

It may not always be defined at that moment, but it is understood which one you are talking about.

- e.g.      *Where’s **your** mom?*                              *She’s sick. She’s **in** hospital.*  
             *Really! **My** dad’s **a** doctor at **the** hospital.*      *(Which one? **The** hospital in town.)*
- The** football game is **on TV** tonight.*              *So what, I don’t like **football!***  
             *Where are **my** keys?*                                      *They’re on **the** TV.*

## EXERCISE 7

(p.29)

- Get students to fill in the gaps with the correct form of the verb *BE*. Answers will vary.

## LISTENING 2.11

(p.29)

This exercise is to get students to distinguish *NEGATIVE* sentences.

## EXERCISE 8

(p.29)

This is a fluency exercise which introduces the verb *HAVE = possession*.

- Get students to name the items in their bags.
- Help students by answering their questions – make sure they use the correct question form.
- Also get students to practice looking up words they don’t know in their dictionaries.

## EVERYDAY SITUATIONS

(p.30)

- Get students to learn these phrases for homework.
- Ask students if they know the difference between the first two words.

**EXCUSE ME**      **before** you do something                      (request)  
                         e.g. go past someone, open the window, ask a question etc.

**SORRY**                      **after** you do something wrong              (apology)  
                         e.g. bump into someone, break something , forget etc.

- Some common idiomatic phrases are introduced in context on page 31.
- Get students to match them up.

## LISTENING 2.12

(p.32)

- Get students to write down the words and then spell them out to you.  
All the words have been taught but some are quite difficult.

## EXERCISE 9

(p.32)

Introduces some new ways we say hello and good bye around the world.

## EXERCISE 10

(p.32)

These are common ACRONYMS, including some cell phone texting which students may or may not be familiar with. Brainstorm some more from the students. OMG

**G. CHECK IT** (p.33)

- These review **EXERCISES 11-13** can be set for homework, depending on the time available.

**LISTENING 2.13**

- Do the **DICTIONARY** and then get students to match up the questions and responses into pairs.
- Finish with a **DISCUSSION** about the pictures.

**VOCABULARY** (p.170)

Set revision of Units 1&2 WORD LIST for homework.  
Test students vocab learning frequently to enhance memory.

e.g. Ask “*What’s a 4 letter word for something you read?*”      **BOOK**  
          “*What’s 5 letter word which is the opposite of MAN?*”      **WOMAN**

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**EXTRA MATERIALS**

Some of these can either be done in class or set for homework, depending on the time available.  
Some are more difficult than others, allowing for better students to be stimulated too.

- 10. VERB CROSSWORD 1** (p.190)  
Revises verbs from Unit 1.
- 11. GREETINGS AND GOODBYES QUIZ** (p.192)  
Revises greetings protocol.
- 12. LETTERS      MIX ‘N MATCH** (p.194)  
                          **PICTURE IT** (p.195)  
  
Gives alphabet and dictionary practice.
- 13. SNAKES ‘N LADDERS** (p.192)  
A fun board game which practices everyday classroom expressions from these 2 units.
- 14. CARTOONS** (p.197)  
Fun with common onomatopoeia used to express noises.

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**REVISION TEST – UNITS 1& 2**

- Set a max. **ONE HOUR** time limit.
- This is a closed exam. Get students to put away all books, papers, dictionaries, etc out of sight in a bag under their desks.
- **MARKING:** Get students to give their test to the person 2 away on the left to mark, and then go through and explain the correct answers with the whole class.  
This saves you a lot of time and effort by avoiding marking all of them yourself and helps students grasp things more clearly when they see the other’s mistakes.
- Check all students’ tests yourself at the end.

**START**

- Revise USEFUL EXPRESSIONS AND TEXTBOOK PHRASES (Unit One, pp.13-14)
- Correct CHECK IT exercises and EXTRA MATERIALS that have been set for homework.
- Look at the GRAMMAR REFERENCE for the previous Units 1-2 (pp.137-140).
- Use the VOCABULARY list (p.171) to refresh the students' memory and test Unit 2 vocab.
- If you have 20 minutes free during this unit, plan to introduce the game WORD PLAY (pp.292-300) using the first set of cards for Unit 2. You will have to prepare the board and cards first.

**A. NUMBERS**

(p.35)

*I saw, and I heard a voice of many angels round about the throne ... and the number of them was ten thousand times ten thousand, millions and millions of them.* Revelations 5:11

*The unit title expresses the source of the family instituted by God as a blessing for enjoyment. God expressly states that children are a blessing and gift from God (Psalm 127:3).*

*The math  $10,000 \times 10,000 = 100$  million, but Jewish writers did not use numbers like this literally but to symbolically represent an infinite number. God is not limited by numbers as was shown when He told Abraham to count the stars in the sky or the grains of sand on the beach- an impossible task for man (Genesis 15:5). And yet each person is important to God the Father and uniquely made - each person's life is planned before the beginning of time (Jeremiah 1:5) to be His child and part of His family with a future full of joy and hope (Jeremiah 29:11).*

- Say the numbers from 20 to 30 around the class.
- Count by tens from 10 to 100 around the class.
- Get one student at a time to spell the numbers while another writes them on the board.

**EXERCISE 1**

(p.35)

Get students to take turns to come up one by one and write the next number on the board for you.

**LISTENING 3.1**

(p.35)

After listening get students to practice saying the numbers in pairs.

**LISTENING 3.2**

(p.36)

Get students to come one by one and write the numbers on the board for you.

**EXERCISE 2**

(p.36)

This fluency exercise practices the question "How old are you?"

- Make sure students do NOT say "I have ... years" but use just the number in their response.
- Explain that they may use "I am ... years old" but that it is not commonly used.

**B. Tell me about you****Jacob & Miriam's lives – Simple present verbs**

*I am Paul, a servant of Jesus Christ, called to be an apostle and spread the Good News of God.* Romans 1:1

*Paul, the great apostle, Christian leader and writer of most of the New Testament had such a close relationship with his Lord that he defines himself humbly as merely His servant on a mission.*

**LISTENING 3.3 and 3.4**

(p.36)

A lot of new vocabulary (especially verbs and animal names) is introduced in the first listening, which the students have to use to fill in the gaps in the second text about Miriam.

- Get students to read and listen to L. 3.3.
- Get students to do L. 3.4 on page 37 as a gap-fill exercise before listening to check the correct answers.
- Point out that the verb WANT is used with the preposition TO.
- Point out that we DO NOT REPEAT THE SUBJECT or VERB in a sentence if it stays the same, but we use COMMAS to separate concepts (usually nouns, adjectives or adverbs).
- Point out that we use AND once only before the last item on the list.
- Point out that the preposition IN is used with TOWNS, CITIES and COUNTRIES.

## GRAMMAR

(p.36)

- Remind students of the use of AN before a VOWEL SOUND with single nouns and adjectives.
- Point out we usually add an S to make the plural form of a noun.
- Point out the following spelling irregularities:
 

y	>	ies
f	>	ves
o	>	oes (sometimes)
- Look at the few words which are always plural (men, women, children, people) and the last 2 which are both single and plural (fish, sheep).

## WRITING

(p.37)

- Get students to write 5 sentences about themselves and have a few stand up and read to the class.
- Get students to swap with a partner and make corrections.

## C. Identity cards

## Asking and answering questions

*He said to them, "But who do you say I am?"*

*Simon Peter answered, "You are the Christ, the Son of the Living God!"*

Matthew 16:16

*The verse shows the A + S + V question form following the question word WHO.*

*This is the defining question which everyone must answer one day. Amongst many rumors, speculation, unbelief and even ridicule, Peter emphatically answers the question asked in unit 2A (Mark 14:61). Christ = the Greek translation of Messiah = the Anointed Son of God. One cannot truly **live** without knowing the **living** Christ.*

## EXERCISE 3

## LISTENING 3.5

(p.38)

Write the following structure for the verb *BE* on the board:

*Question word + Verb + Subject?*

- Get students to fill in the missing words by looking at Matthew's ID card.
- Listen and check.

## EXERCISE 4

(p.38)

- Get students to complete the questions and then use them to ask you for the answers and fill in Miriam's ID Card. (N.B. The question order on her card is different from Matthew's)
- Revise the question "*How do you spell that?*" and get students to practice the correct spellings.

## EXERCISE 5

(p.39)

- Get students to ask and answer questions in pairs and choose the correct response from the prompts for each of the 4 questions on Matthew, then do the same thing for Miriam.
- Concentrate on correct spelling.
- The verb *has* is used in the directions, but need not be dealt with here since the 3<sup>rd</sup> person singular form is the focus of the next Unit 4.

## GRAMMAR

(p.39)

- Point out the Titles used for people in English and their contractions.

- Introduce the alternative vocabulary used in filling out forms.  
It is not important to distinguish between American and British as both are commonly used.
- Point out the contractions of the negative forms of the verb BE.

### EXERCISE 6

(p.39)

- Answer students' questions about YOURSELF and help them to fill in your ID Card correctly.

### ROLEPLAY

(p.40)

These 4 exercises 15-18 are in the EXTRA MATERIALS at the back of the book.

Prepare the cards before the class.

Get students to go back through the unit and look up words and phrases they need to use.

Mingle with the students helping them to do the role play correctly without looking at each other's cards.  
Facilitate the correct questions and answers but do not do the exercise for them.

The goal is fluency and communication in real life situations.  
Make sure that they use ONLY ENGLISH.

### D. Jesus is God's Son

### Genitive possessive 's

(p.41)

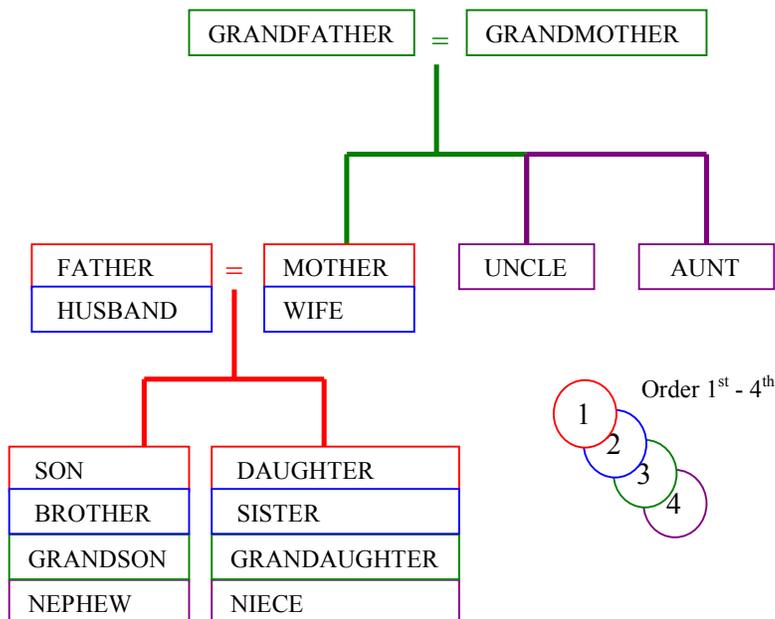
*Jacob was the father of Joseph, who was the husband of Mary, who was the mother of Jesus, who is called Christ.* Matthew 1:16

Point out the longer way of old English without the genitive 's, in the verse text, which is probably the way your students will translate it in their language. However, the section heading "Jesus is God's Son" is the standard English, though it is also written "Jesus is the Son of God."

See if students can rewrite the verse using the genitive form. Notice the apostrophe only without the "s" after Jesus. *Jacob was Joseph's father, who was Mary's husband, who was Jesus' mother, who is called Christ.*

Draw a family tree in 4 stages.

1. Start with **Father** and **Mother**, then add **Son** and **Daughter**.
2. Get students to define other family relationships, **Husband** and **Wife**, **Brother** and **Sister**.
3. Expand the tree with **Grandfather** and **Grandmother**. Elicit **Grandson** and **Granddaughter**.
4. Finally add **Uncle** and **Aunt**, then **Nephew** and **Niece**.



**EXERCISE 7** (p.41)

- Get students to complete the table using the tree you have drawn.

**LISTENING 3.6** (p.41)

- Get students to identify each character and draw a family tree.

**GRAMMAR** (p.42)

- Explain the difference between the possessive “’s” and the “apostrophe s” for IS.
- Go back to the text of Bethuel’s family 3.6 and get students to tell you which is which.
- Point out the use of both in the sentence: *His daughter’s name’s Rebecca*

**EXERCISE 8 and 9** (p.42)

This gives students valuable practice using the vocabulary learned.  
Get students to bring in family photos for the next lesson to use in revision.

**WRITING** (p.42)

- Get students to write 5 sentences about themselves .
- Have a few of them stand up and read to the class.
- Get students to swap with a partner and make corrections.

**EXTRA MATERIAL 19. WHO’S WHO** (p.203)

- Fill in the missing names and give 4 relationships for each of them.

**EXTRA MATERIAL 20. ABRAHAM’S FAMILY TREE** (p.43)

- Cut out cards and give one to each student. (p.208)
- Start with 1-6 and then 8-12 if you have more students.
- Get students to first work out who they are in the family tree.
- Students then have to go around and talk to the other students
- Get students to fill in as many names as possible on the chart.
- STUDENTS MUST NOT TELL ANYONE THE NAME BUT GIVE ONLY THE INFORMATION ON THEIR CARDS!!
- Any unused cards (8-12 /13-18) can be used in later lessons for extra practice.

**LISTENING 3.7** (p.44)

This gap-fill exercise gives students practice distinguishing between the possessive “’s” and verb *IS*, as well as HIS/HE’S and YOU/YOUR.

The 3<sup>rd</sup> person singular form is introduced incidentally here with the verbs *lives, loves, wants*, but it need not be dealt with here since it is the focus of the next Unit 4.

**MYSTERY PUZZLE – “WHO AM I?”** (p.278)

A bit of a mind twister.  
Star at the end and work backwards to make it easier.  
*My father’s son = me = this man’s father.*  
Therefore the person speaking is my son.

**EXERCISE 10** (p.44)

- Get students to do this exercise individually and then compare with a friend.

**EXERCISE 11** (p.44)

- Get students to write down sentences they will use so as to help them avoid nerves and mistakes.  
This is the first time students are put on the spot to speak for 1 minute in English.  
Encourage fluency and comprehension - not grammatical correctness.

**E. Schwa** (p.45)

**LISTENING 3.8** (p.45)

After listening elicit the stress from students and help them discover that the schwa is always **unstressed**.

**LISTENING 3.9** (p.45)

- Get students to underline the stressed syllables.
- Get students to circle the schwa sounds.

**F. Word Order Personal Pronouns and Personal Adjectives** (p.46)

**GRAMMAR** (p.46)

- Go through the rules for word order in English carefully.
- Point out the primary importance of the subject in the s + v +o order.
- Point out that the v + o is never separated.

**LISTENING 3.10** (p.46)

- Get them to put the correct pronouns and adjectives in the gaps.
- Listen and check.
- Get students to read their new passage out aloud.
- Point out that repetition of the same names is stilted, but too much replacement is also not natural.

Again, the 3<sup>rd</sup> person singular form of the verbs are sometimes used in the passage about Ruth and Boaz, but this need not be dealt with here since it is not the focus of the exercise and is dealt with next in Unit 4.

**G. Check it** (p. 47)

**Exercises 12-15** can be set as homework if desired.

**Exercise 16-17** and **Listening 3.11** should be done together in class.

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## EXTRA ACTIVITIES

- 22. VERB CROSSWORD 2 page 210
- 21. CHOOSE RIGHT page 209
- SONG JESUS LOVES ME page 271

Students are now ready to tackle more challenging exercises such as

- **FUN ACTIVITIES** (p. 343)  
1. LANGUAGES, 2. WHAT'S THIS, 3. SQUASH, 6. FAMILY TREE, 9. NOUGHTS N CROSSES, 10, THE BIG PICTURE, 13, I SPY, 14. HIDE N SEEK, 19.WHAT'S MISSING, 21. GOSSIP.
- **SCRABBLE SCRUM** (p. 339)  
A free thinking fun game where students practice using their vocab and making up word grids using scrabble letters. If you help each player by making alternative suggestions, by changing their grid when they get stuck, they learn to think about vocab in a whole new way.
- **WORD PLAY CARD GAME** (Units 1-3 pp. 290-302)  
A fun board game where students have to answer questions on cards they pick up in order to advance. You will have to cut out and prepare the board, dice and cards first.

## START

- Revise EVERYDAY EXPRESSIONS (Unit 2, pp.30-31).
- Correct CHECK IT exercises if they have been set for homework.
- Look at the GRAMMAR REFERENCE for the previous Unit 3 (pp.141-143).
- If you have 20 minutes free time play the game WORD PLAY using cards for Unit 1-3 (pp.290-302).
- Revise the VOCABULARY list for Unit 3 (p.171).

## A. Strangers in a strange land

Joshua, Paul, Esther – 3<sup>rd</sup> person single

*We send our friend Timothy to you. He works with us as God's servant and preaches the good news about Christ.* 1 Thessalonians 3:2

*“Jesus loves me” gives the reason for the exclamation. “That’s Life!” The title changes the common idiom from the French, “C’e la vie” commonly used to express submissive acceptance of whatever happens, into the Christian’s declaration of the life-transforming result of meeting Jesus, the way the truth and the life (John 14:36). Eternal life (1John 5:12), because we are born again in the Spirit of God – this is the good news which makes us like Abraham, strangers in a strange land, citizens of heaven just passing through (Hebrews 11:8-10). But what a life we have been given here to live! Life in abundance (John 10:10), always fruitful (Psalm 92:12) and to be enjoyed to the fullest (1Timothy 6:17).*

*The section heading “Strangers in a strange land” shows how by adding- ER we transform an adjective (meaning unusual) into a noun to describe a person (meaning unknown). This text introduces the 3<sup>rd</sup> person single “s” at the end of the verb, and spelling irregularities, as well as the phrase “He works as...” It outlines the work of the missionary as the bearer of good news from God whom he serves, repeating Paul’s self description in unit 3 section B.*

## LISTENING 4.1

(p.51)

- Get students to CLOSE THEIR BOOKS.
- Ask them to listen to try and pick up something first WITHOUT READING.
- See how much they understood. Do this each listening exercise and students will be encouraged by how much they understand after a while.
- Listen again as students read the text so they can compare the pronunciation and spelling of new words.

It is important that visual recognition is done after the listening focus since oral communication is the primary goal. Always do listening exercises this way, as it stops students from depending on their visual ability and develops their weaker listening comprehension instead. It may be difficult at first, but bear with the complaints, it does get easier for them after a few times.

- Get students to underline the verbs.
- Point out that we add the letter “S” at the end of VERBS when we talk about EVERYDAY HABITS and ROUTINES.
- Note that we add the letters “ING” at the end of verbs that talk about ACTIVITIES, however do not dwell on this as it is not the focus of this lesson. (See Unit 7 of Book 2)
- Spelling irregularities of *goes* and *finishes* are dealt with later in Pronunciation on p 60.

## LISTENING 4.2 and 4.3

(p.52)

- Do the same as LISTENING 4.1.
- Point out the negative form with the auxiliary DOESN’T = DOES NOT.
- Point out the infinitive of purpose – *to save*.
- Get students to practice reading the texts out aloud in pairs.

This is important as students need to develop their ability to form the different sounds and practice speaking English in a non-threatening environment. It helps build up their confidence and reinforces total recall by combining their senses.

## GRAMMAR

(p.53)

- Read this together with the students to reinforce the rules.
- Note that the “S” only goes on the 3<sup>rd</sup> person SINGLE form of the verb – *he/she/it*.
- Note that the “S” does NOT go on the PLURAL form of verbs e.g. *servants who look after her*. ~~looks~~
- Note: the irregular verb HAVE > HAS ends in an “S” as does IS in the 3<sup>rd</sup> person SINGLE form.
- Note: we use an activity verb (+ING) after preference verbs LIKE and LOVE.

## EXERCISE 1

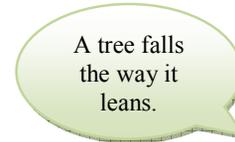
(p.53)

This gap-fill exercise practices using the verbs from the previous 3 texts on pp. 51-52.

## PRONUNCIATION

(p.54)

Point out the 3 different ways of pronouncing the “S” at the end of a verb.  
Spelling irregularities are shown but dealt with later on page 60.



## B. Daily routine

## Esther's day

*If you want to be my people, you must forget about yourself, take up your cross each day and follow me.*

Luke 9:23

*This verse encapsulates the Christian ethos: serving others. Following Christ's example is the only way we can possibly develop this attitude of self sacrifice in today's world which promotes self esteem and confidence over humility and real concern and caring for others.*

## EXERCISE 2

(p.54)

- Get students to put these events of the day in a timeline beginning with 1. *wake up*, 2. *get up*, 3. ....etc. until the last one *go to sleep*. Students will not necessarily number every item, but there is a wide choice and they should make use of most of them.
- Point out the use of both verbs TAKE (USA) and HAVE (UK) with a limited number of common everyday activities. In this instance *have* does not indicate possession as in *I have a house*, *I have a headache* etc. but is an activity.
- Note: *She has breakfast, lunch and dinner* without the article “a”.

## WRITING

(p.54)

- Get students to write about 10 sentences about their daily habits and routines.
- Get students to swap with a partner and correct each others paragraph.

## EXERCISE 3

(p.55)

- Get students to fill in the gaps using words and phrases from Ex 2.
- Get students to tell the story to their partner by covering the text and looking only at the pictures.

## C It's a simple question

## Asking and answering questions

(p.56)

*"What does he mean by 'in a little while'? We don't know what he is talking about."*

John 16:18

*The disciples often had no idea of what Jesus was talking about, but this was not a concern of Jesus who taught by living example. This verse introduces us to a fundamental spiritual truth. One must be born again by the Holy Spirit to know God. God reveals Himself and the truth to those who know Him and love Him. Spiritual understanding comes from **experience** not knowledge.*

*Jesus told his disciples to follow Him and do what He did, and then they would know the truth. In other words you will know and understand through experiencing it **as you live it**. In this way it is real wisdom. This is in stark contrast to all other religions that offer enlightenment or knowledge and a set of rules and then say keep them – an impossible task. Jesus said **just do it** – and then it will all become clear.*

The use of the auxiliary to express a negative and ask a question is shown here, as well as the negative contraction.

**EXERCISE 4** (p.56)

- Get students to work in pairs and answer the questions without looking at the text on p. 51

**LISTENING 4.6** (p.56)

- Listen to the 2 short stories, first about Peter and then Joseph.
- Get students to write down the answers to the same 6 questions for each person.

**GRAMMAR** **LISTENING 4.7** (p.56)

- Get students to listen while they read the text, then explain and answer their questions.
- Explain that in order to make questions or negative phrases we must always use an AUXILIARY (except with the verb BE)
- Point out that the “S” transfers onto the auxiliary - the “S” is not on the verb.
- Point out that the NOT also attaches to the auxiliary to form the negative
- Point out that the short answer uses only the auxiliary and not the verb.
- Point out that the negative short answer use the contraction N’T = not.
- The stress is on the question words and the verb, not on the auxiliary except in the short answers.

**EXERCISE 5** (p.57)

- Get students to write down the questions first.
- Have students work in pairs and answer the questions about Paul (without looking at the text on p. 52.)
- Do the same thing for Esther (without looking at the text on p. 52.)

**EXERCISE 6** (p.57)

- Get students to make questions about Joshua and Esther with their partners, using the prompts. See if they can think of some others.
- Get students to practice asking and answering questions about Peter and Joseph.

**EXERCISE 7** (p.57)

- Get students to match a relevant question to each answer in the box.

**EXERCISE 8** (p.58)

- Get students to eliminate the incorrect sentence and tell you why.

**D. Men at work** **Jobs** (p.58)

*Whatever you do, in word or action, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.* Colossians 3:17

*Because he/she is a child in God's family through believing in the resurrection of Christ in him/her, the Christian has a whole new meaning to living. We understand how hard life is without the grace of God and Jesus as our friend, so we are grateful for everything in life as given freely to us from God so that we can be a blessing to others. We represent the love of God to the world.*

**EXERCISE 9** **LISTENING 4.8** (p.58)

- Get students to match a definition with a job title.
- Listen and check their answers.
- Have students describe a job for their partners to guess (without looking at their books for the answers) Check that students put the “s” on the verbs.
- Get students to think of other jobs not listed and describe them for the class to guess. Encourage students to use a dictionary rather than giving them the meaning of words they don't know.
- Point out the difference between *work* and *job*.
- Get students to use their dictionaries and tell you the difference between *unemployed* and *retired*.

**E. Phonetics** **Consonants** (p.59)

**LISTENING 4.9**

- Listen and help students identify the difference between soft and hard sounds.  
If you hold your hand in front of your mouth you can feel the force of the hard aspirated sounds.

**LISTENING 4.10 & 11** (p.60)

- Get students to write the correct phonetic symbol next to each word and then check their answers.

**SPELLING** (p.60)

- Go over the rules with students and then get them to do **EXERCISE 10**.

**PRONUNCIATION** **LISTENING 4.12** (p.61)

- Listen and read the text together then explain and answer students queries.

**F. On the phone** **Hello, this is ...** (p.62)

*Listen! I stand at the door and knock. If anyone hears my voice and opens the door, I will come in and eat with him.* **Revelations 3:20**

*You don't need to call God on the phone – He knows who you are and where you live, and He's already come to the front door and is waiting, knocking, wanting to come into your life and be your friend. God has already done everything He came to reconcile us, to the point of becoming like us and putting up with our abuse, even dying for us. It's your move now.*

- Get students to talk about telephone customs in their country. Is there a formal and informal etiquette?

**EXERCISE 11** (p.62)

- Get students to correct the sentences among themselves.

**EXERCISE 12** **LISTENING 4.13** (p.62)

- Get students to put the sentences in order and they will see the correct version of Ex.11.
- Listen and check

**EXERCISE 13** (p.63)

- Get students to write out the correct phrases.

**EXERCISE 14** **LISTENING 4.14** (p.63)

- Get students to put the sentences in order and look at the different phrases in an informal conversation.
- Listen and check.

- Get students to write down the informal ways from the conversation to say do these 3 tasks.
- Get students to role-play the conversation in pairs without looking at their books.  
Remind them it is an informal conversation between friends.
- Reverse roles and do it again.

- Get students to write out a formal version of this conversation between strangers and role play it.

**G. Check it** **Preposition revision 1** (p.64)

**EXERCISE 15-17**

These can be set for homework.



A closed mouth catches no flies.

## LISTENING 4.17

(p.65)

- Listen to the 2 stories about Martha and Jeremiah.
- Get students to write down the 2 sets of answers to the same 10 questions.

## EXERCISE 18

(p.66)

This is a role-play exercise which practices the telephone language learned.

The aim is fluency but students need to use the correct language too.

Allow students time to prepare their bits together in pairs before getting up to do it in front of the class.

## DICTIONATION

## LISTENING 4.18

(p.66)

- Go through the vocabulary with students then listen as many times as is necessary to help them get the sound of the words in the sentences.

Get students to practice YES/NO questions by doing the **PUZZLE: MYSTERY LIFT** on page 278.

## EXTRA MATERIALS

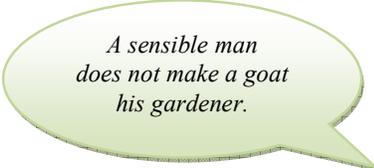
Revise telephoning by doing

26. MAKING A CONNECTION on page 216. (**LISTENING 4.15**)

Revise imperatives by doing

27. HAVE FUN IN THE KITCHEN! on page 217.

SONG DON'T WORRY, BE HAPPY on page 272.



*A sensible man  
does not make a goat  
his gardener.*

## TALKING POINTS and ODD JOBS

(p.67)

These are deliberately provocative to stimulate discussion by students. Which you use is up to you.

Students will need a dictionary to look up vocabulary they need, especially with the vocabulary and idiomatic phrases which you should write up on the board and explain,

e.g. *do you good = be good for you*    *big paces = large steps forward*

The aim is communication – encourage students to speak English!

It does not have to be correct – rather help them to get a discussion going!

Do not allow the better or more confident students to dominate but help all the students get involved by asking them questions which they can easily answer.

Try to stimulate conversation among the students and make it a group exercise. Use focused questions such as “Do you agree?”, “What do you like about ...?”, “Is it a dangerous job?”, “How do you think he feels?”, “What colors are there?” etc.

These require a decision or specific answer, rather than open-ended questions like “What do you think?”

## WRITING

(p. 68)

- Get students to write 50 words on one of the odd jobs pictured.

## EXTRA ACTIVITIES

YOU WILL NEED TO SPEND MUCH MORE TIME DOING THESE TYPES OF ACTIVITIES FROM NOW ON IN ORDER TO GIVE YOUR STUDENTS REAL COMMUNICATION PRACTICE USING ENGLISH.

- Spend a SPECIAL LESSON with students doing some fun activities such as GUESS (p.331) and SCRABBLE SCRUM (p.339) and the WORD PLAY game using cards for Unit 2-4 (pp 290-306) plus some of the Spelling, Grammar and Vocabulary cards (pp 311-318), which students should now be able to handle. Do as many of the EXTRA MATERIAL 23-27 exercises and games as possible and even try one or two of the QUESTIONS TO STIMULATE DISCUSSIONS (p.355)

- Students are now ready to tackle more challenging exercises in FUN ACTIVITIES (p. 343 ) such as 4. HABITS, 8. WHAT'S MY JOB, 19. I SPY, 16, WHAT'S MY JOB, 15. BETTY LIKES CHEESE, 18. THANK YOU VERY MUCH, SIR, 20. THE CHAIN SENTENCE. 21. GOSSIP, 22. CHAIN STORIES, 23. LUCKY DIP STORY, 24. WHAT'S NEXT?, 25. PEEK A BOO, 26. PICTURE IT and 27. READ ME A STORY.
- 

### REVISION TEST – UNITS 3 & 4

- Set a max. **ONE HOUR** time limit.
- This is a closed exam. Get students to put all books, papers, dictionaries, etc away in a bag under their desks.
- **MARKING:** Get students to give their test to the person 2 away on the left to mark, and then go through and explain the correct answers with the whole class.  
  
This saves you a lot of time and effort by avoiding marking all of them yourself and helps students grasp things more clearly when they see the other's mistakes. Check all students' tests at the end.
- Check all students' tests yourself at the end.

## START

- Correct CHECK IT exercises if they have been set for homework.
- Look at the GRAMMAR REFERENCE for the previous Unit 4 (pp.144-146).
- Revise VOCABULARY list for Unit 4 (pp.170-171).
- If you have 20 minutes free time play the game WORD PLAY using cards for Unit 1-4 (pp.290-306)

## A. Sorry I'm late

## Idiomatic phrases

*The Lord isn't slow about keeping his promises, as some people think he is. In fact, God is patient, because he wants everyone to turn from sin and no one to be lost.* 2 Peter 3:9

*God is never too late, nor too early, He's usually just in time. One of the most difficult things to understand is why God doesn't answer our prayers, but He does. He hears us before we even ask (Matthew 6:8). We forget that He knows what's best, we just have to trust Him. God is good. He keeps His word. He loves us. His plan is to bring us closer to Him, in fact He wants to reconcile everyone to Himself. We need to become more like Him, patient and loving, helping others because of our deep desire to share God's love with them. Sadly, it is the results of our free choice in rejecting Him which is the major destructive force in the world - not God's will.*

## LISTENING 5.1

(p.69)

- Listen while students read the text and fill in the gaps.

This exercise introduces some common idioms and the language of time, days, etc. which is taught in this unit. Point out the interchangeable use of "What about ..." and "How about..."

## B. What time is it?

## Around the world in 24 hours

*For everything there is a season, and a time for every purpose under heaven.* Ecclesiastes 3:1

*God is not limited by our timing – He is eternal. He sees the big picture from afar and yet cares closely about every minute and second of our lives (Matthew 10:30). His plans are much bigger than ours (Isaiah 55:8,9) and we trust Him because we cannot possibly understand as He does but we know He has good plans for us and always wants the best for us (Romans 8:28; Jeremiah 29:11). He does not see our sin but rather views us in the lense of eternity through "Christ-colored" glasses.*

## EXERCISE 1

(p.70)

In English we use the 12 hour clock twice, The 24 hour clock is only used for timetables

a.m. = ante meridian (Latin meaning before midday)  
p.m. = post meridian (Latin meaning after midday)

The differences between *afternoon, evening, night*, etc. is made later in Section C – When's that? (p.73)

- Teach both ways to tell the time, digital and fractional.
- Teach the vocabulary *o'clock, half and quarter*
- Point out the different use by some Americans of *after* and *till*. Use the international *past* and *to*.

## EXERCISE 2

## LISTENING 5.2

(p.71)

- Get students to work in pairs and practice telling each other the time both ways.
- Point out that we use the abbreviations *a.m.* and *p.m.* with digital but not with fraction expressions - we use words with words .
- Listen and check.

## LISTENING 5.3

(p.71)

Play recording as many times as students require.

*The early bird catches the worm.*

- Get students to write the numbers and then check their answers.
- Let them hear the recording again after you finish to build up their listening skills.

### EXERCISE 3 (p.72)

Students get to practice using a traditional clock face with Roman numerals.

### EXERCISE 4 (p.72)

The aim is for students to revise asking and answering Yes/No questions from Unit 4 using different times.

- Read the example with a student.
- Write a time up on the board and get students to ask you questions about your mom's activities until you can give a YES answer.
- Get students to do the same in pairs.

Alternative Exercise: Write an *activity* and get students to determine the right *time*.

- Point out how we use *about*, *almost*, *just before*, etc.
- Practice telling the times with the EXTRA MATERIALS 28-30 (pp. 219-221)

## C. WHEN'S THAT? Calendar / Time expressions / Holidays (p.73)

*And God called the light Day, and the darkness He called Night.* Genesis 1:5

*God made the light before He put the sun and moon and stars in the heavens. Jesus is pure light, and light rules: one tiny drop destroys darkness (John 1:1-14).*

Point out the following 4 important facts:

- The title asks: When's that? With reference to night, the answer is: when it's dark. It was God who differentiated between the day and the night and it has nothing to do with time - God called it that way.
- "Good night" does not refer to a particular time, but it is used in the evening – when it is dark. It is often used when we say "Good bye" and is followed by phrases like "Sleep well", "See you tomorrow", "Take care", etc.
- Evening usually begins around 6-7 pm. but at the north pole days last for months.
- Time-wise, Morning begins at midnight, so we may sometimes get home *at night* – in the early hours of the *morning*.

### SEVEN DAYS A WEEK (p.73)

These are difficult and will need lots of repetition to remember correctly, especially because of the silent letters. Like the months, the names of the days also come from names of Roman and Greek gods.

On the English calendar the first day of the week is Sunday, which originally was a Roman holiday celebrating sun worship, and adopted by the church. European calendars begin the week with Monday and have Sunday as the last day. The weekend includes both non-working days, Saturday and Sunday.

### SEASONS (p.73)

*God spoke: "Lights! Come out! Shine in Heaven's sky! Separate Day from Night. Mark the seasons, days and years.* Genesis 1:14

*God created with His spoken Word. God has exalted His name and His word above all else (Psalm 138:2). Jesus is the living Word (John 1:1) and creator (Hebrews 1:2) whose name God has put above everything (Philippians 2:9). God established the perfect working of the planets and galaxies and now remains in absolute control over all His universe, despite man's worst efforts to destroy it. We now know that the universe is expanding, the speed of light is not constant, our distance from the sun is shrinking, our days are getting shorter, and Pluto is not a planet any more. Jesus is the only constant – the same yesterday, today and forever (Hebrews 13:8).*

The 4 standard seasons are not universal. They are weather related and tropical parts of the globe have a wet and dry season instead, while places nearer the poles have only one long day and one long night each year.

## 12 MONTHS A YEAR

## LISTENING 5.4

(p.73)

Much of our culture is based on the number 12, only less now with the adoption of the decimal system. The term *dozen* was in common use when shopping 30 years ago, and comes from the English monetary system – the extra 2 parts of a *guinea* was the seller's commission, a *shilling* was made up of 12 pennies, and the mile/yard/inch measuring system is still in use in both the UK and USA. Jesus had 12 disciples.

EXTRA MATERIALS 31. "WHAT'S ON THIS WEEK?" (p.222) introduces a bit of American culture before the following section on holidays.

## DAYS OF OUR LIVES

## LISTENING 5.5

(p.74)

*On the seventh day God rested from all his work.*

Genesis 2:2

*God's 4<sup>th</sup> commandment was to take one day out each week totally rest and spend time with Him (Exodus 20:8). The Jewish Sabbath is considered to be our Saturday, however their lunisolar calendar is different to ours – the first year when Adam was created corresponds to 3760 BC. The Lord's Day was changed from the 7<sup>th</sup> to the 1<sup>st</sup> day of the week by the Catholic Church in the Council of Laodicea (AD 363).*

*World history revolves around the birth of Christ. BC= BEFORE CHRIST and AD= ANNO DOMINI (the year of Jesus' birth which has a 2-6 year margin of error). These are often now referred to as CE (Common Era) and BCE. The internationally used calendar was established as the Gregorian Calendar by Pope Gregory XIII on 24 February 1582, and is a readjustment of the older Julian lunar calendar which counted days since the initial epoch 1 January 4713 BC. The Persian calendar is used in Iran and Afghanistan. The Islamic calendar is used by most non-Persian Muslims worldwide. The Chinese, Hebrew, Hindu, and Julian calendars are widely used for religious and/or social purposes. The Ethiopian calendar or Ethiopic calendar is the principal calendar used in Ethiopia and Eritrea. In Thailand, the months and days have adopted the western standard, although the years are still based on the traditional Buddhist Calendar. The oldest calendars such as the Mayan round calendar depict the natural cycles of observable phenomena, and the recurrence of death-rebirth pictures in their mythological traditions with a period of 260 days and smaller cycles of 13 days and 20 days. Our common calendar year has 365 days, whereas many others like the Hebrew as used in the Bible have 360 days.*

## ORDINAL NUMBERS

*First and second should be well known but not usually third.*

- Point out the abbreviations 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>.
- The <sup>th</sup> on ordinal numbers is difficult to pronounce, which is why it is recommended they learn to say it with the "of" when giving dates.
- It is important to differentiate the 2 ways of saying the date – British *d/m/y* and American *m/d/y*. Point out that international documentation uses the British system, but sometimes reverses the order.

## EXERCISE 5

## LISTENING 5.6

(p.74)

Gives students practice saying dates both ways.

## HOLIDAYS ARE FUN!

(p.75)

*"Whether we feast or fast, it's up to God."*

Ecclesiastes 2:25

*God is absolutely sovereign (Isaiah 14:26) and each of our day's thoughts and actions are known by God (1 John 3:20).*

These are the common holidays, but there are many others such as Veterans Day, Martin Luther King Day, in USA and V Day, Bank Holiday etc. in England. Labour Day and Father's Day are on different dates in Europe, and Asia, too.

## EXERCISE 6

(p.75)

Gives students practice with the months and dates in a way which applies personally.

## EXERCISE 7

(p.76)

Elicit these from the students if possible.

- Point out that we put the numbers in pairs, and don't use a comma as in normal numbers.
- We use the words "hundred and" (e.g. 19 -56, or 19 hundred and 56), except after the turn of the millennium (2056 = 2 thousand and 56, or 20-56), but return to 21-56 after the turn of the century again (21 hundred).

## EXERCISE 8

## LISTENING 5.7

(p.76)

Gives students practice saying dates both ways.

## LISTENING 5.8

(p.76)

This is quite a difficult exercise and will need lots of repetition.

## PRACTICE

(p.76)

Give students time to prepare and then get them to stand up one by one and talk for a minute about a holiday or celebration in their country. This an exercise in fluency not grammar but you can write down any obvious mistakes they make. Wait till everyone is finished then write them up on the board and get students to correct them together.

**EXTRA MATERIALS 32. HOLIDAY CELEBRATIONS** (p.224) is a similar exercise using the tic-tac-toe/noughts and crosses game format. Because it is played in pairs, it may be a good idea to do this first to help students get ideas and practice before speaking in front of the whole class.

**EXTRA MATERIALS 33. SPECIAL HOLIDAYS** (p.225) is a reading exercise which may be set for homework and discussed in class the next lesson. Get students to stand up and give an impromptu talk about one of the holidays, without looking at the text.

## RIDDLE OF THE DAYS

(p.76)

Yesterday, today and tomorrow are 3 consecutive days.

## D. How long does it take?

## Train Timetable

(p.77)

*A thousand years in God's sight are as yesterday when it is past - they are merely a day gone by or a few hours in the night.*  
Psalm 90:4

*How long does it take God to forgive you for your sins? As soon as you confess and repent, it's a done deal (1 John 1:9). God is more interested in where you are going and what you will become than what you have done. When he forgives you, He forgives and forgets (Psalm 103:12). He never remembers it again. Never! We must forgive likewise, as we pray "forgive us our sins as we forgive them that sin against us." (Matthew 6:12)*

## EXERCISE 9

(p.77)

- Tell students they are all at the Railway Station in Florence (Firenze) in Italy at 6.30 a.m.
- Hand out card A or B to each student in a pair. **EXTRA MATERIALS 34. "HOW LONG DOES IT TAKE ...?"** (page 228)
- Each card has 3 times in each column. Because this is a timetable it uses the 24 hour clock
- Draw the timetable on the board and write the times up after each step.
- 1. Get student to fill in the information in the **last** column TRAIN TIMES by asking "How long does ... take?"
- 2. Now get students to calculate the missing times in the DEPARTURE and ARRIVAL columns.
- 3. When they have finished, get students to check their times with each other.
- 4. Finally get students to fill in the DISTANCE column by asking the question "How far is it to..?"

Divide the class into groups of 3 and get them to do **EXTRA MATERIALS 39. "GALLUP POLL SURVEY"** (page 236) for more practice of "How long do you take to ..?"

## EXERCISE 10

(p.77)

Gives students more open practice asking and answering “How long does it/ do you take to...?”  
Do not confuse students with the more difficult, “How long does it take you ..?” format at this stage.

## E. Phonetics

## Diphthongs

(p.78)

- Revise the 5 basic vowel sounds in Unit one.
- Remind students that now they are learning /**phonetic symbols**/ and NOT characters or letters.
- Get students to put the first 2 sounds together to make one new sound for each.
- **LISTENING 5.7**. See if students can add some more words to each line.

Do **EXTRA MATERIALS** 35-38 (pp. 229-234) to practice distinguishing these sounds.

## EXERCISE 11

## LISTENING 5.10

(p.80)

- Get students to try putting the words into each column *before* you play the tape for them.

## F. Opposites attract

## Adjectives

(p.81)

*Finally, my friends, think always about what is true, pure, right, holy, friendly and proper. Don't ever stop thinking about what is truly excellent and praiseworthy.* Philippians 4:8

*Unfortunately in the spiritual world opposites do not attract. Here is a list of adjectives which are not usually heard, but describe the Christian character. We are saved from the world by faith in the resurrection of the life of Christ in us (1 Peter 3:21, John 11:25). We put on Christ (Rom 13:14) as we let His Spirit of grace and truth transform us through the renewing of our minds (Hebrews 10:29, John 14:17, Rom 12:2) to produce good fruit (Rom 7:4, Galatians 5:22). We are a new creature, a brand new life, the old is dead (2 Cor 5:17, Rom 6:6-23)*

## EXERCISE 12

## LISTENING 5.11

(p.81)

- Get students to put an adjective and the appropriate subject and verb next to each picture.  
There are 52 adjectives but only 30 pictures (15 pairs of opposites).
- Listen and check.
- Remind students that adjectives are always single.

Do **EXTRA MATERIALS** 41 and 42 **OPPOSITES** 1 & 2 (pages 230-1).

## GRAMMAR

(p.83)

See **GRAMMAR REFERENCE** page 149 for more details.

## WHAT'S THE MATTER

(p.83)

Point out that we talk about feelings by using an adjective after the verb BE.

Do **EXTRA MATERIALS** 42. “WHAT’S UP?” on page 240 for more practice and suggestions.

## RIDDLE OF THE TWINS

(p.83)

The girls live in different hemispheres one in the Northern and the other in the Southern where the seasons are opposite. It is also possible for them to celebrate on different days too, because of time differences. The International Dateline goes through Samoa in the Pacific, so Carla could celebrate her birthday party, watching the winter sunset on the west coast of the USA, while Clara was still asleep in New Zealand in the middle of a hot summer’s night, dreaming about her party 20 hours later the next day.

## G. Check it

## Hangman

(p.84)

A fun way to test vocabulary in pairs.  
Play a sample game first to show students how it’s done.

Try a group game of SCRABBLE SCRUM (p.339)

**PHONETICS REVISION** (p.85)

This is quite a difficult exercise which demonstrates how the liaison of sounds occurs in natural speech. Most students will need to consult the charts on the front and back covers of the book while doing it. Exercise 1-4 is from 2 Peter 3:9.

**LISTENING 5.13** (p.85)

These are 3 non-native speakers talking about their families and friends. Do these as 3 separate exercises and check students' progress after each one. This may take some time as each will need to be listened to a number of times.

**TALKING POINTS** (p.86)

Some very unusual images and quotes are put here deliberately to provoke discussion and get students to react and communicate amongst each other. Make sure that students speak English only. Pre-teach new vocabulary.

**DICTATION**                      **LISTENING 5.14** (p.86)

Play **Psalm 23** as many times as necessary for students to write the complete text down. Go over any new vocabulary first.

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**EXTRA ACTIVITIES**

- Students are now ready to tackle some more challenging exercises in FUN ACTIVITIES (p.313) such as 5. ADJECTIVES, 9. NOUGHTS AND CROSSES, 10. THE BIG PICTURE, 12. SHERLOCK, 13. I SPY, 17. BACK 2 BACK, 18. THANK YOU VERY MUCH, SIR, 20. THE CHAIN SENTENCE, 21. GOSSIP, 22. CHAIN STORIES, 23. LUCKY DIP STORY, 24. WHAT'S NEXT?, 25. PEEK A BOO, 26. PICTURE IT and 27. READ ME A STORY.
- Spend another lesson with students doing some fun activities such as GUESS (p.331) and SCRABBLE SCRUM (p.339) and the WORD PLAY game using cards for Unit 2-4 (pp 290-306) plus some of the Spelling, Grammar and Vocabulary cards (pp 311-318).
- Do the EXTRA MATERIAL exercises and games 28- 44 (pp.219-242). This is the best way for students to get practice using the language in a simulated situation. Try one or two of the QUESTIONS TO STIMULATE DISCUSSIONS (p. 355)

SONG                      WIDE, WIDE AS THE OCEAN  
SONG                      I JUST CALED TO SAY I LOVE YOU  
SONG                      FRIDAY I'M IN LOVE

These songs on pages 273-4 are set up as a gap-fill and a word recognition exercise. They are a light-hearted and motivating way of revising the language taught.

## START

- Correct CHECK IT exercises and any other set homework.
- Look at the GRAMMAR REFERENCE for the previous Unit 5 (pp.147-149).
- Revise VOCABULARY list for Unit 5 (p. 171).

## A. Life in the fast lane

## Daniel – Adverbs of frequency

*Always be full of joy in the Lord... Don't worry about anything; instead, pray about everything; tell God your needs, and don't forget to thank him for his answers... His peace will keep your thoughts and your hearts quiet and at rest as you trust in Christ Jesus.*  
Philippians 4:4-7

*Modern life is busy, hard and fast. It's hard to get some time out, and even then it's filled with media, video games, sports competition and socializing. When do we get some real peace and quiet? When we sleep? Not always. Daniel was a junior powerhouse executive CEO who knew where real peace comes from – his close relationship with God – by talking with Him 3 times a day- that's how he could lay down with the lions..*

REST RULES: 1. Don't worry about anything. 2. Tell God everything. 3. Be grateful. 4. Trust Jesus.

## DANIEL'S DAY

## LISTENING 6.1

(p.89)

- Get students to put the verbs into the blank spaces.
- Listen and check their work.
- Get students to underline the jobs listed.

This should not be a difficult exercise as it is simply reinforcement of the Present Simple 3<sup>rd</sup> person taught in Unit 4. However, a lot of the vocabulary will be new, especially the job titles and adjectives, although common in Biblical terminology. Get students to use their dictionaries rather than just ask you for the translations.

Many will be surprised by the large responsibility given to a young man of 19, rare even for a smart modern executive today, but it gives you the opportunity to explain Daniel's absolute trust and obedience to God, and courage to stand up for what he believed in, because of the relationship he had with God.

## GRAMMAR

(p.90)

- Revise the need to use an auxiliary to make negative statements.

## EXERCISE 1

(p.90)

- Get students to use DON'T and DOESN'T correctly.

## LISTENING 6.2

(p.90)

Again this is new vocabulary so get students to fill in the spaces while listening.

Point out the difference between *COME* and *GO*

The important difference is the position of the speaker.

- e.g. "Come here." "Go away."  
 "Go home." - spoken by you to a student when you are in class, becomes  
 "Come home." - spoken by a mother at home to her child on the phone.

This is similar to *BRING* and *TAKE*.

- e.g. "Bring your dictionary to class tomorrow." "Take the homework home for your sister."

## GRAMMAR

(p.91)

Students should recognize the usual place of adverbs of frequency **before** all verbs **except** BE.

*Early to bed,  
early to rise,  
makes a man  
happy, healthy  
and wise.*

*Don't talk  
with your  
mouth full!!*

## EXERCISE 2

(p.91)

- Get students to find the adverbs of frequency
- Get students to write sentences about their own lifestyle and habits.
- Point out that both NEVER and HARDLY EVER (= almost never) are used in a negative sense.

## LISTENING 6.3

(p.92)

- Get students to listen and put the verbs in the gaps.

## EXERCISE 3

(p.92)

This exercise gets students to look at verb pairings with prepositions, and how we use various phrasal structures.

Write the following verbs up on the board and ask if students can tell you the proposition that goes with each verb:

<i>Go</i>	<i>to</i>	<i>Look</i>	(at)
		<i>Listen</i>	(to)
		<i>Wait</i>	(for)
		<i>Think</i>	(about/ of)

Point out that we say *listen to me, talk to me* and *look at me*  
but **no** preposition with *ask me, answer me, tell me, give me, show me, help me, see me, etc*

This may be unnatural for some students who are used to adding a preposition in their language.

A common mistake is ~~think to~~ instead of *think about*.  
also ~~go to home~~ instead of *go home* (without ~~to~~).

- Look at the examples given in Part 1.
- Get students to write out the 6 phrases in Part 2.
- See if students can add other extensions to the verbs in the last column.

<i>know how to</i>	drive, swim, fly, skateboard, speak 5 languages, do it, etc.
<i>do</i>	exercises in the gym, aerobics, my homework, the shopping, the cleaning, etc.
<i>get up</i>	late, early, before my sister, etc.
<i>go to</i>	church, the supermarket, the bank, the cinema, home, etc.
<i>tell me</i>	the time, what you want, who she is, when you're ready, etc.
<i>think about</i>	your future, going ..., doing ....., having ....., etc.

activities

Point out the difference between

<i>know something or someone</i>	to talk about knowledge and awareness,
<i>know how to do something</i>	to talk about practical abilities – similar to the modal CAN (I can swim/play tennis/speak French, etc).

- Revise the structure of PREPOSITION + VERB + ING for activities.  
(The -ing form is dealt with in D. TAKING IT EASY- SPORTS AND LEISURE ACTIVITIES)

## B. Questionnaire

Do you?

(p.93)

*Jesus asked Simon Peter, "Son of John, Do you love me?"  
He said to him "Yes, Lord you know that I love you."*

John 21:15-17

*God's questions are always rhetorical - to make us think. Peter answered correctly - God already knows the answer because He knows us better than we know ourselves. How much? Jesus opened His arms wide on the cross. The evidence of our love is in our submission and obedience to Him. This is the basis of our relationship with Him, without which we cannot share Him with others, nor the grace and love which He so richly gives us.*

The questionnaire uses only the "Yes/ No" question format.

- Get students to ask you first and then go around to 2 other students to get their responses.
- Have students present the results to the class.

- Students should also write them up for you in about 70-80 words.
- Get students to swap and correct other group's reports.
- Check them yourself, then give them back and get students to write you out a clean correct copy.
- RE-MARK again - you will be surprised by the number of mistakes students still make.

**C. What do you live for? Questions and answers** (p.94)

*"Hannah, why do you weep? And why don't you eat? And why is your heart sad? Aren't I worth more to you than ten sons?"* 1 Samuel 1:8

*This verse rephrases the title question "What do you live for?" as well as "What makes you happy?" "What is worth more to you?" Brainstorm students' answers.*

- Use the 2<sup>nd</sup> and 3<sup>rd</sup> questions from the verse to show the difference between BE and all other verbs which need an auxiliary to form a question or negative.
- Point out that questions which we begin without a question word) ask for a choice and always get a YES or NO answer (e.g. last question), but by adding a Question Word first we ask for specific details.
- Point out the unusual "Aren't I ...?" The normal form for the positive question is "Am I ...?", but the negative contraction of "Am not I ...?" does not exist. ~~Amn't~~, so we use "Aren't I ...?"

**EXERCISE 4,5,6** (p.94-5)

This gives students practice defining question and matching the responses.



**EXERCISE 7** (p.95)

- Give students oral practice asking and answering the previous questions.
- Get students to switch partners with another pair and tell their new partner about their old one. Be careful that students put the "s" on verbs.

**EXERCISE 8** (p.96)

This is role play situation where one student is a journalist who interviews the other student who is Daniel. The questions relate to the text and students have to work out the format and exact wording themselves. Get them to switch roles after the first column so both students get practice at asking and answering questions, both with and without question words.

**GRAMMAR** (p.96)

Look at the Grammar Reference for Unit 6 (p.150)

**EXTRA MATERIALS** 45-47 (pp. 243 -5) and 53 (p.258) give more practice on questions.

**D. Taking it easy Sports and leisure activities** (p.97)

*God blesses us with everything we need to enjoy life.* 1 Timothy 6:17

*God wants to bless us with a full and satisfying life (Psalm 91:16). The law in the OT was to show people how to get it right for a good life, but nobody can or does, so we are all end up being condemned by these rules (Romans 5). Jesus on the other hand by doing it right, could paraphrase them into two: "Love God and love others". How? "Follow me?" Jesus said (Matthew 4:19), "Let my Spirit show you the truth" (John 16:13) and "Do not fear"(Matthew 10:31 for "My grace is sufficient for you."(2 Corinthians 9:8, 12:9) God blesses us so that we can bless others as ambassadors of the Kingdom of Heaven.*

- Get students to write the name of the activity below each picture.
- Get students to discuss the activities and name some more which they are familiar with.
- Use this exercise as an opportunity for all the students to speak and help them with the vocabulary. There are 30 activities listed and only 19 free pictures.
- Get students to tell you what happens with the others,. Ask them questions e.g. *equipment needed, people, weather, time, energy and expenses involved, results, hobby v professional situation, etc.*

## WHAT DO YOU LIKE DOING?

(p.98)

- Tell the students about your hobbies and answer their questions.
- Get students to discuss as a group to find 5 activities/ hobbies/ sports which they have in common.
- Student groups should also write together about them in less than 100 words.
- Get students to swap and correct other group's reports.

There is a lot of emphasis on writing in this unit, which students may complain about, but it is a necessary skill that requires a lot of effort and time to get right. There are 4 skills Listening, Reading, Speaking and Writing, and when used together they greatly reinforce learning.

Mistakes become much more obvious with writing than speaking. It is very different, and the benefit of writing correction by students as a method of honing grammar, spelling and vocabulary is greatly under-rated.

Encourage students to put in the time and effort and not get discouraged by their mistakes. Making mistakes is necessary, especially with learning to write, and without them the student cannot understand the problems they have nor make the adjustments needed. This is not only true about learning a language but about life in general.

## EXERCISE 10 WHO AM I?

(p.98)

This is a free exercise where students mingle and ask each other YES/ NO questions to determine who they are (the name on the paper on their back). Make sure students don't ever see their name.

- Cut out similar size pieces of paper to use and get some good strong masking tape or pins to use.
- Make sure the names are commonly known by the students. Perhaps even make a list on the board of names elicited from the students and discuss them so that everyone is familiar with them.

**EXTRA MATERIALS** 49-51 (pp.248-255) give more practice with questions about likes/ dislikes and activities, etc.

## E. Keep in touch

## Making a call, sending emails, writing letters

(p.98)

*Call on me, and I will answer you: I will be with you in trouble; I will deliver you, and honor you.* Psalm 91:5

*This is one of the most beautiful promises of God, to be there for us always through every circumstance, and to share with us His kingdom (be with you), power (deliver you) and glory (honor you). All we need to do is to keep in touch.*

## Making a call

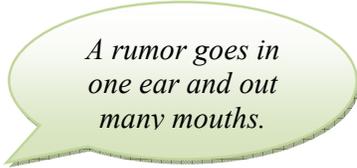
(p.99)

## EXERCISE 11

## LISTENING 6.4

This exercise follows with more than the basic vocabulary used in unit 4.

- Get students to fill in as many of the gaps as they can
- Listen to check their answers.



*A rumor goes in one ear and out many mouths.*

## EXERCISE 12

- Get students to match the new and old phrases.

## Roleplay

(p.99)

**EXTRA MATERIAL** 56..“WHO’S ON THE LINE?” (p.262) gives students practice using the phrases learnt in simulated conversations.

**MYSTERY PHONE CALL** (p.279) gives students practice with YES/ NO questions.

This is a good fun way to finish off the last 10-15 minutes of a lesson.

## EXERCISE 13

## LISTENING 6.5

(p.100)

This exercise gives some more idiomatic language we often use on the phone.

- Get students to fill in as many of the gaps as they can
- Listen to check their answers.

**Sending an email** (p.101)

This practices the prepositions used with time phrases from Unit 5 in the setting of emails. Most students will be familiar with the layout and how to use the address and subject lines in their own language , so it will just be necessary to go over the English versions with them.

- Point out that email language is informal, with colloquial language, more similar to the way we talk than a letter, e.g. *thanks, let me know, OK, regards*, and often only names are used without greetings.

**EXERCISE 14** (p.101)

- Get students to fill in the gaps and then compare.
- Correct them.

**Writing a letter** (p.102)

*When the letter was read, everyone was pleased and greatly encouraged.* Acts 15:31

*The results of our words should be to build other people up and promote peace and happiness (Romans 15:2, Colossians 4:6). We have the perfect example to follow. The criticism of Christians is "Why don't we do it?"*

**LISTENING 6.6** (p.102)

- Get students to listen first without reading for comprehension.
- Ask students questions like in Ex 15 to elicit information and see how much they have picked up.
- Now listen again while reading at the same time.

**EXERCISE 15** **LISTENING 6.7 & 6.8** (p.103)

The questions you asked after listening the first time will have prepared students for this exercise.

- Get students to write true or false and write corrections. Listen and check.
- Get students to write the questions for the answers. Listen and check.
- You could continue this exercise as an oral practice by dividing students into 2 groups and getting them to write ANSWERS for the other team to orally give the question to.

**LETTER LAYOUT** (p.104)

- Go through the layout and way we right the address in English. This is very different in other countries such as Italy or Germany.
- Point out that we use *Dear* to open a letter to everyone.
- Point out the difference in the goodbyes between depends on whether we know the person by name. e.g. *yours faithfully* is more formal than *yours sincerely* which we use when we know the person.

**F. Words that go together** (p.105)

This is a vocabulary exercise revises collocations e.g. *do your homework, listen to music, talk to my girlfriend, ask a question, phone a friend, play cards, etc.* with a few new additions e.g. *fasten your seatbelt, use a computer, wash my hair, etc.*

**EXTRA MATERIALS** 59. "THIS GOES WITH THAT" (p.265) gives more practice with verbs + object.

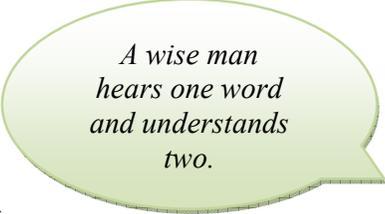
**G. Check it** **Preposition Revision 2**

**LISTENING 6.9** (p.106)

Listen and check after students do the exercises.

**EXERCISE 16, 17, 18** (pp. 106-7)

These can be set for homework and corrected in the next and final lesson.



*A wise man  
hears one word  
and understands  
two.*

## ROLEPLAY

(p.108)

Students get to use the phrases they have learnt to practice their telephoning skills.

- Get students to prepare notes and do the conversations together.
- Have a couple of student pairs get up and role-play each conversation – without notes!

## WRITING

(p.108)

- Get students to write a letter.
- Have students exchange with another student to make corrections.
- Collect them and remark.
- Give them back and get students to write you out a clean correct copy.
- RE-MARK again - you will be surprised by the number of mistakes students still make!

## LISTENING 6.10 and 6.11

These are the final listening exercises and are quite difficult.

The first is the Ten Commandments.

(p.108)

- The aim is to practice comprehension so get students to summarize what they hear. Introduce the new vocabulary and familiarize students with the ideas first.

The second is a series of 3 telephone conversations where students have to answer questions.

(p.109)

- Do each conversation one at a time and correct each before moving on to the next one. Each question (x27) asks for specific information, so you will need to re-listen quite a few times.

## EXERCISE 20

Revise the activities on page 97 and get students to categorize them into 4 groups.

(p.109)

## HOBBIES

(p.110)

Continue the previous exercise with a discussion about these hobbies.

Find out any unusual hobbies students have.

## EXERCISE 21

(p.111)

Get students to make a list and see how many similarities and differences there are among students' dreams.

## DISCUSSIONS and TALKING POINTS

(p.111)

These are some quotes/ questions to help students react and communicate amongst each other. Try to and make it a group exercise. Students will need a dictionary to look up vocabulary they need, especially with the vocabulary and idiomatic phrases which you should write up on the board, e.g. *“keep score”*, *“play to win”*.

The aim is communication – encourage students to speak English. It does not have to be perfect.

Help get a discussion going involving everyone.

Use focused questions such as *“Do you agree?, Why?”*, *“What do you like about ...?”*, *“How do you think he feels?”*, etc. that require a decision or specific answer.

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SONG	WHAT A WONDERFUL WORLD	page 275
SONG	I BELIEVE	page 276
SONG	BUT I DO LOVE YOU	page 276
SONG	WHAT A WONDERFUL WORLD	page 277

## FINAL LESSON

Spend your last lesson revising and answering students' questions.

Stimulate English conversation with EXTRA MATERIALS 45- 61 (pp.243-268), FUN ACTIVITIES (p.313), play GUESS (p.331), SCRABBLE SCRUM (p.339) and the WORD PLAY game using all the cards (pp.290-318).

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## REVISION TEST – UNITS 5 & 6

- Set a max. **ONE HOUR** time limit.
- This is a closed exam. Get students to put all books, papers, dictionaries, etc away in a bag under their desks.
- **MARKING:** Get students to give their test to the person 2 away on the left to mark, and then go through and explain the correct answers with the whole class.

This saves you a lot of time and effort by avoiding marking all of them yourself and helps students grasp things more clearly when they see the other's mistakes.

- Check all students' tests yourself at the end.

Student will have lots of fun as well as get good practice and build up their vocab by playing free on-line vocab games available on apps on their cell phones:

